

2018

Book of Trends





2018 BOT

Book of Trends

Office of Academic Planning

Phone (216) 687-4700

www.csuohio.edu/offices/planning

Marius Boboc *Vice Provost for Academic Planning*

Patricia Lyons *Program Review Coordinator*

Laurine Owens *Administrative Coordinator*

Ar'yana Allen *Student Office Assistant*

Office of Institutional Research and Analysis

Phone (216) 687-4700

www.csuohio.edu/iraa

Thomas Geaghan *Director*

Eric Brown *Assistant Director*

Jibak Barua *Data Analyst/System Developer*

Deborah Geil *Data Analyst/System Developer*

Andy White *Data Analyst/System Developer*

Michael McGoun *Research Assistant*

Table of Contents



2018 Book of Trends

Table of Contents

1 INTRODUCTION

University Administration.....	3
Board of Trustees 2016-2017	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 – 2017	9
Table 2.2: Enrollment by College, Level and Load-Fall 2017	10
Table 2.3: Full-Time Enrollment by Ethnicity and Gender-Fall 2017	11
Table 2.4: Total Enrollment by Ethnicity and Gender-Fall 2017	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 2017.....	17
Table 2.15: Enrollment by Age Category - Fall 2017	18
Table 2.16: Enrollment by Level and Residency Status - Fall 2017.....	19
Table 2.17: Enrollment by State - Fall 2017.....	19
Table 2.18: Enrollment by Ohio County - Fall 2017.....	19
Map of 2017 Fall Enrollment by Ohio County	20
Table 2.19: Non-Resident Alien Enrollment by Country or Region - Fall 2017.....	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 2013-2017	25
Table 2.26: Main Campus Enrollment for Select Ohio Four Year Institutions, Fall 2013-2017	25

3 ENROLLMENT CHARACTERISTICS OF STUDENTS IN CSU COLLEGES

Tables 3.1-11:	Fall Enrollment by Level and Major, 5-Year Trend.....	29-41
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.....	36
Table 3.5:	College of Engineering.....	37
Table 3.6:	College of Sciences and Health Professions.....	38
Table 3.7:	College of Urban Affairs.....	40
Table 3.8:	College of Law.....	41
Table 3.9:	Undergraduate Studies.....	41
Table 3.10:	Undergraduate Non-Degree.....	42
Table 3.11:	Graduate Studies.....	42
Table 3.11a:	Other.....	42
Tables 3.12-20:	Fall Enrollment by Class Standing and Student Credit Hours by Course Level: 5-Year Trend.....	43-50
Table 3.12:	College of Business.....	43
Table 3.13:	College of Liberal Arts and Social Sciences.....	44
Table 3.14:	College of Education and Human Services.....	45
Table 3.15:	School of Nursing.....	46
Table 3.16:	College of Engineering.....	47
Table 3.17:	College of Sciences and Health Professions.....	48
Table 3.18:	College of Urban Affairs.....	49
Table 3.19:	College of Law.....	50
Table 3.20:	Undergraduate Studies.....	51
Table 3.21:	CSU Total Fall Enrollment by College and Ethnicity: 5-Year Trend.....	52
Table 3.22:	CSU Undergraduate Fall Enrollment by College and Ethnicity: 5-Year Trend.....	56
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.....	62
Table 3.25:	Graduate & Law Fall Enrollment by College and Load: 5-Year Trend.....	63
	East and West Centers and Off-Campus Locations.....	64
Table 3.26:	West Center Student Credit Hours: Fall Semester.....	64
Table 3.26a:	Annual West Center Historical Enrollment and Student Credit Hours Trend.....	64
Table 3.27a:	Annual Historical Enrollment and SCH Trends at Lorain County Community College.....	65
Table 3.27b:	Annual Historical Enrollment and SCH Trends at Lakeland Community College.....	66
Table 3.27c:	Annual Historical Enrollment and SCH Trends at Other Off-Campus Locations.....	67

4 SPONSORED RESEARCH

Table 4.1:	Sponsored Program Awards and Expenditures, Fiscal Years 2012-2017.....	71
Table 4.2:	Sponsored Program Awards by Source, Fiscal Years 2012-2017	72
Table 4.3:	Sponsored Program Expenditures by Source, Fiscal Years 2012-2017	73
Table 4.4:	National Science Foundation Ranking of Research and Development Expenditures, Fiscal Years 2011-2016 (Northern Ohio Comparison).....	74
Table 4.5a:	National Science Foundation Ranking of Research Results, Fiscal Years 2013-2015.....	75
Table 4.5:	Indirect Cost (IDC) Recovery and Total Sponsored Program Expenditures by Year, Fiscal Years 2012-2017.....	75
Table 4.6:	Proposals Submitted and Awards Received by Source, Fiscal Years 2012-2017.....	76
Table 4.7:	Proposals Submitted and Awards Received by College, Fiscal Years 2012-2017	77
Table 4.7a:	Fiscal Year 2016 Proposals Submitted by College	77
Table 4.7b:	Fiscal Year 2016 Awards Received by College.....	78
Table 4.8:	Intellectual Property: Patents and Disclosures, Fiscal Years 2012-2017	79
Table 4.9:	Cleveland State University Graduate Student Support from Externally Funded Research, Fiscal Years 2012-2017	79
Table 4.10:	Selected Research & Grant Highlights by College.....	80
Table 4.11:	Cleveland State University Research Centers and Institutes.....	100
Table 4.12:	Past Recipients of Distinguished Faculty Awards by Award Type, 1995-2018.....	101

5 RETENTION AND GRADUATION

Table 5.1:	Fall to Fall Retention Rates for IPEDS Cohort by Ethnicity and Gender Enrolled Fall 2012-2016 / Returned Fall 2013-2017	105
Table 5.2:	Fall to Fall Retention Rates for IPEDS Cohort by College Enrolled Fall 2012-2016 / Returned Fall 2013-2017	106
Table 5.3:	Attended, Graduated and Retained Fall to Fall Student Tracking (IPEDS Cohort)	107
Table 5.4:	Attended, Graduated and Retained Fall to Fall Student Tracking (Transfer Cohort).....	107
Table 5.5a:	Undergraduate First-Year, Full-Time Degree-Seeking Cohort Graduation Rate.....	108
Table 5.5b:	Undergraduate First-Year, Full-Time Degree-Seeking Cohort Retention Rate.....	109
Table 5.6:	Annual Degrees Awarded by Academic Level and Gender - University Total.....	110
Tables 5.7-14:	Annual Degrees Awarded by Major and Gender.....	110-120
Table 5.7:	College of Business.....	110
Table 5.8:	College of Liberal Arts and Social Sciences	112
Table 5.9:	College of Education and Human Services.....	114
Table 5.10:	College of Engineering.....	116
Table 5.11:	School of Nursing.....	117
Table 5.12:	College of Sciences and Health Professions.....	117
Table 5.13:	College of Urban Affairs	119
Table 5.14:	College of Law.....	120
Table 5.15:	Annual Degrees Awarded by Ethnicity and Gender.....	121

6 SELECTED STRATEGIC INDICATORS: Academic and Administrative Programs

Honors College

Table 6.1:	Characteristics of New Honors Students Fall 2012-2017	127
Table 6.2:	Scholarship Aid for Honors Students by Financial Aid Year.....	127

Academic Characteristics

Table 6.3:	IPEDS Cohort Characteristics	128
Table 6.3a:	Average ACT Composite Scores by College for IPEDS Cohort Students	128
Table 6.3b:	Fall IPEDS Cohort by Gender: 5 Year Trend	129
Table 6.3c:	Fall IPEDS Cohort by Ethnicity: 5 Year Trend	129
Table 6.3d:	Fall IPEDS Cohort by Age Group: 5 Year Trend	129
Table 6.3e:	Fall IPEDS Cohort by Selected Major: 5 Year Trend.....	129
Table 6.3f:	Fall IPEDS Cohort by Notable Student Groups: 5 Year Trend	129
Table 6.4:	Average High School GPA by College for IPEDS Cohort Students: 5 Year Trend	130
Table 6.5:	Undergraduate Cumulative GPA by College: 5-Year Trend.....	131
Table 6.6a:	Fall 2016 Top 15 Majors by Academic Level.....	132
Table 6.6b:	Top 15 Departments by Academic Level	132
Table 6.7:	Fall 2016 Top 15 Degree Seeking Programs with Highest Minority Student Enrollment by Level.....	133
Table 6.8:	Fall 2016 Top 15 Degree Seeking Programs with Highest Female Student Enrollment by Level.....	134
Table 6.9:	Summer Class Section and Average Class Size by Time of Day and College: 5-Year Trend.....	135
Table 6.10:	Fall Class Section and Average Class Size by Time of Day and College: 5-Year Trend	137
Table 6.11:	Spring Class Section and Average Class Size by Time of Day and College: 5-Year Trend.....	139
Table 6.12:	Fall Undergraduate Student FTE by College and Class Time: 5-Year Trend, Fall 2012-2016	141
Table 6.13:	Fall Graduate & Law Student FTE by College and Class Time: 5-Year Trend, Fall 2012-2016	141

Center for eLearning

Table 6.14a:	Annual Web Historical Enrollment and SCH Trends	142
Table 6.14b:	5-Year Trends in Web-Based Instructional Delivery Student Credit Hours Generated.....	143

Trends in Interactive Video and Telecourse Instructional Delivery

Table 6.15:	5-Year Trends in Interactive Video and Telecourse Delivery Student Credit Hours Generated	144
Table 6.16:	Cleveland State University Michael Schwartz Library Collections and Instructional Media Services, FY 2016.....	145
Table 6.17:	Cleveland State University Michael Schwartz Library Use Statistics	146
Table 6.18:	Cleveland State University Law Library Collections FY 2016	146

7 Faculty & Staff

Table 7.1:	Full-Time Employees by Standard Occupational Classification (SOC), Fall 2017	151
Table 7.2:	Full-Time Employees by Gender, Ethnicity, and SOC Category, Fall 2017	152
Table 7.3:	Full-Time Employees: Women and Minorities as a Percentage of Total by SOC Category, Fall 2017	156
Table 7.4:	Total Employees by SOC Category, Fall 2017	158
Table 7.5:	Full-Time Faculty by Rank and College, Fall 2017.....	159
Table 7.6:	Full-Time Faculty by Gender and College, Fall 2017	159
Table 7.6a:	Full-Time Faculty by College, Gender and Rank, Fall 2017	160
Table 7.7:	Full-Time Faculty by Highest Degree Attained, Fall 2017	160
Table 7.8:	Full-Time Tenured/Tenure-Track and Non-Tenure Track Faculty by College/Department: 5-Year Trend	161
Table 7.9:	Percentage of Undergraduate Student Credit Hours (SCH) Generated by Part-Time Faculty, Fall 2017.....	163
Table 7.10:	Women and Minorities as a Percent of Full-Time Faculty, Selected Ohio 4-Year Institutions, Fall 2011-2016.....	166
Table 7.11:	Full-Time Faculty as a Percentage of Total Full-Time Employees, Selected Ohio 4-Year Institutions, Fall 2011-2016.....	166
Table 7.12:	Rate of Annual Student FTE to Number of Full-Time Faculty Selected Ohio 4-Year Institutions Fiscal Years 2011-2016.....	167
Table 7.13:	Student FTE to Full-Time Staff Ratio Selected Ohio 4-Year Institutions Main Campuses Only Fall 2011-2016	167

8 SELECTED ADMINISTRATIVE CENTERS, DEPARTMENTS & OFFICES

Application, Admission, and Yield

Table 8.1:	University Totals Application Trends Unduplicated for Degree-Seeking Students, Fall 2011-2017	171
Table 8.1a:	New First Year Undergraduate Application Trends for Degree-Seeking Students, Fall 2011-2017	171
Table 8.1b:	New Transfer Undergraduate Application Trends for Degree-Seeking Students, Fall 2011-2017	171
Table 8.1c:	New Law Application Trends for Degree-Seeking Students, Fall 2011-2017	171
Table 8.1d:	New Graduate Application Trends for Degree-Seeking Students, Fall 2011-2017.....	171

Office of Advancement

Table 8.2:	CSU Foundation: 5 Year Endowment Growth by College/Division.....	172
Table 8.3:	CSU Foundation: Endowed Scholarship, Donors & Giving	173
	Philanthropic Highlights: 2017-2018	173

Athletics Department

Table 8.4:	Athletic Sports at Cleveland State University by Enrollment.....	174
Table 8.5	Athletic Sports at Cleveland State University 4, 5 and 6 Year Graduation Rate.....	174

Finance

Table 8.6:	Statement of Revenues, Expenditures and Other Changes, Fiscal Years 2013-2017.....	175
Table 8.7:	Public Service Expenditures as a Percentage of Total Expenditures, Selected Ohio 4-Year Institutions, Main Campuses Only, Fiscal Years 2013-2017.....	177
Table 8.8:	Benefit Expenditures as a Percentage of Total Funding Unit Expenditures Selected Ohio 4-Year Institutions, Main Campuses Only, Fiscal Years 2013-2017.....	177
Table 8.9:	Scholarship and Fellowship Expenditures as a Percentage of Total Expenditures Selected Ohio 4-Year Institutions, Main Campuses Only, Fiscal Years 2013-2017.....	178

Financial Aid

Table 8.10:	Financial Aid Awards to Undergraduate Students by Full-Time/Part-Time Status: Average Aid Package and Academic Year.....	178
Table 8.11:	Financial Aid Awards Fall Cohort, Full-Time, First-Time, Degree-Seeking Undergraduate Students.....	179
Table 8.12:	Financial Aid Awards to Fall Term Undergraduate Students.....	179
Table 8.13:	Graduate Student Financial Aid Awards by Full-Time/Part-Time Status & Average Aid Package	180
Table 8.14:	Graduate Student Financial Aid Awards by Types of Financial Aid, Fall 2012-2016	180
Table 8.15:	Law Student Financial Aid Awards by Full-Time/Part-Time Status and Average Aid Package.....	180
Table 8.16:	Law Students Financial Aid Awards by Types of Financial Aid, Fall 2012-2016.....	180
Table 8.17:	Undergraduate Cost of Attendance (COA).....	181
Table 8.18:	Annualized Full-Time Undergraduate Tuition and Fees for Selected Main Campuses of Ohio, 4 Year Institutions, 2017-2018	181
Financial Aid Notes.....		181

Center for International Services and Programs (CISP)

Table 8.19:	CSU Fulbright Scholar Awards, 1973–2018.....	182
Table 8.20:	Cleveland State University International Academic Initiatives.....	183
Table 8.21:	Study Abroad Student Enrollment by Academic Year (Summer, Fall and Spring) and Program Type	184
Table 8.22:	Study Abroad Student Enrollment by Academic Year (Summer, Fall and Spring) and College	184
Table 8.23:	Study Abroad Student Enrollment by Academic Year (Summer, Fall and Spring) and Course Level.....	184
Table 8.24:	Key International Links.....	185

Office of Space Management

Table 8.25:	Cleveland State University Fall 2017 Building Inventory	186
-------------	---	-----

Accreditation.....	187
---------------------------	------------

List of College Acronyms & Abbreviations.....	188
--	------------

Other Acronyms and Abbreviations.....	188
--	------------

Book of Trends 2018	189
----------------------------------	------------

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 2017	11
Table 2.4:	Total Enrollment by Ethnicity and Gender-Fall 2017	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	58

5 RETENTION AND GRADUATION

Table 5.1:	Fall to Fall Retention Rates for IPEDS Cohort by Ethnicity and Gender Enrolled Fall 2012-2016/ Returned Fall 2013-2017	105
Table 5.6:	Annual Degrees Awarded by Academic Level and Gender - University Total.....	110
Tables 5.7-14:	Annual Degrees Awarded by Major and Gender.....	110-120
Table 5.15:	Annual Degrees Awarded by Ethnicity and Gender.....	121

6 SELECTED STRATEGIC INDICATORS: Academic and Administrative Programs

Table 6.3b:	Fall IPEDS Cohort by Gender: 5 Year Trend	129
Table 6.3c:	Fall IPEDS Cohort by Ethnicity: 5 Year Trend	129

7 Faculty & Staff

Table 7.2:	Full-Time Employees by Gender, Ethnicity, and SOC Category, Fall 2015–2017	151
Table 7.3:	Full-Time Employees: Women and Minorities as a Percentage of Total by SOC Category, Fall 2012–2016	156
Table 7.6:	Full-Time Faculty by Gender and College, Fall 2017	159
Table 7.6a:	Full-Time Faculty by College, Gender and Rank, Fall 2017	160
Table 7.10:	Women and Minorities as a Percent of Full-Time Faculty, Selected Ohio 4-Year Institutions, Fall 2012-2016.....	166



Introduction

1



2018 Book of Trends

University Administration



Harlan M. Sands

President

Jianping Zhu
Stephanie Y. McHenry
Robert A. Spademan
Berinthia R. LeVine
Sonali B. Wilson
William J. Napier

Provost and Senior Vice President for Academic Affairs
Senior Vice President for Business Affairs and Finance
Interim Vice President for Enrollment Services
Vice President for University Advancement and Executive Director of CSU Foundation, Inc.
General Counsel and Counsel to the Board of Trustees
Senior Advisor to President and Secretary to the Board of Trustees



Jianping Zhu

Provost and Senior Vice President for Academic Affairs

Jerzy T. Sawicki
Lee Fisher
Meredith Bond
Roland V. Anglin
Anette Karlsson
Timothy M. Gaspar
Sanjay Putrevu
Gregory M. Sadlek
Sajit Zachariah
Elizabeth A. Lehfeldt
Nigamanth Sridhar
Marius Boboc
Gregory L. Hall

Peter F. Meiksins
Glenda A. Thornton
Shannon Greybar-Milliken
William R. Morgan
Nancy M. Pratt
Ali Soltanshahi

Vice President for Research
Dean, Cleveland Marshall College of Law
Dean, College of Sciences and Health Professions
Dean, Maxine Goodman Levin College of Urban Affairs
Dean, Washkewicz College of Engineering
Dean, School of Nursing
Dean, Monte Ahuja College of Business Administration
Dean, College of Liberal Arts and Social Sciences
Dean, College of Education and Human Services
Dean, Jack, Joseph and Morton Mandel Honors College
Dean, College of Graduate Studies
Vice Provost for Academic Planning
Special Assistant to the Provost for Health Affairs/Co-Director CSU/NEOMED Partnership Program
Vice Provost for Academic Programs
Director, Michael Schwartz Library
Interim Vice Provost for Student Affairs/Dean of Students
Vice Provost for Faculty Affairs
Director, Continuing Education
Director, Center for International Services and Programs

Board of Trustees 2017-2018

Trustee	Term	
David H. Gunning II, Esq. <i>Chairperson</i>	September 13, 2012	May 1, 2021
June E. Taylor <i>Vice Chairperson</i>	May 14, 2015	May 1, 2024
Terrence P. Fergus <i>Treasurer</i>	April 27, 2018	May 1, 2027
Thomas W. Adler <i>Development Officer</i>	July 29, 2009	May 1, 2022
Stephen F. Kirk	July 16, 2015	May 1, 2023
Leonard A. Komoroski	October 3, 2017	May 1, 2026
Dan T. Moore III	July 26, 2008	May 1, 2020
David M. Reynolds	March 23, 2017	May 1, 2025
June E. Taylor	January 9, 2012	May 1, 2024
Deborah A. Vesey	June 21, 2016	May 1, 2019
Erykah J. Betterson <i>Student Trustee</i>	August 1, 2018	May 1, 2020
John Demarco <i>Student Trustee</i>	August 11, 2017	May 1, 2019
Robyn Gordon <i>Community Board Member</i>	September 30, 2016	June 30, 2018
Timothy J. Cosgrove <i>Community Board Member</i>	June 2, 2017	End of term as CSU Foundation Chair
Linda McHugh <i>Community Board Member</i>	September 30, 2016	June 30, 2020
Heather Lennox <i>Community Board Member</i>	June 20, 2017	June 30, 2019
Joseph D. Roman <i>Community Board Member</i>	September 30, 2016	June 30, 2020
Stephen F. Duffy, Ph.D. <i>Faculty Representative</i>	July 1, 2018	June 30, 2019
William M. Bowen, Ph.D. <i>Faculty Representative</i>	September 13, 2017	August 31, 2018

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

Student Government Association Executive Board 2016-2017

Executive Member	Position	Executive Member	Position
Samia Shaheen	President	Arlindo Ahmetaj	Treasurer
Maria Tirabassi	Vice President	Matt Knickman	Advisor
Nandini Padaraju	Secretary		

President's Medal

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



President's Medal

Year	Recipients	Year	Recipients
2018	Beth E. Mooney Thomas W. Adler Timothy J. Cosgrove	2010	Anand "Bill" Julka Dr. Neeraj Julka
2017	Rick Chiricosta	2009	Mrs. Jean L. Elsner
2016	Steven Minter	2008	Natalie Epstein Lainie Hadden
2015	Albert B. Ratner	2007	Art J. Falco
2014	Eric S. Gordon	2006	James D. Ireland III Dr. William Hiller
2013	Jennie Jones Trevor Jones	2005	Dr. Julian M. Earls Maria Miller Babs Glickman
2012	Donald E. Washkewicz	2004	Dr. Delos M. (Toby) Cosgrove
2011	Monte Ahuja Dr. Usha Ahuja Ronald E. Weinberg		

Distinguished Alumni Award

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

2015 Honorees

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

2017 Honorees

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

2016 Honorees

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

2018 Honorees

Thomas Hopkins	George B. Davis Award
Randolph Kelly	Monte Ahuja College of Business
Frank Fecser	College of Education and Human Services
John Hubbard	Washkewicz College of Engineering
Sunny Nixon	Cleveland-Marshall College of Law
Dee Perry	College of Liberal Arts and Social Sciences
Maria Karasarides	College of Sciences and Health Professions
Kathleen Hackett	School of Nursing
Calvin Williams	Maxine Goodman Levin College of Urban Affairs
Joshua Rothhaas	Jack, Joseph and Morton Mandel Honors College
Norris Cole	Athletics
Virginia Konchan	College of Graduate Studies

Campus Enrollment Characteristics & Trends

2



2018 Book of Trends

Table 2.1: Cleveland State University Enrollment by Level - Fall 1965 - 2017

Year	Undergraduate	Graduate	Law	Total	Year	Undergraduate	Graduate	Law	Total
1965	6,026	N/A	N/A	6,026	1991	13,531	4,500	1,060	19,091
1966	7,853	N/A	N/A	7,853	1992	12,716	4,504	979	18,199
1967	8,431	184	N/A	8,615	1993	11,966	4,240	931	17,137
1968	8,836	248	N/A	9,084	1994	11,341	4,251	912	16,504
1969	9,442	1,220	775	11,437	1995	10,698	4,065	908	15,671
1970	10,734	1,171	742	12,647	1996	10,728	3,905	889	15,522
1971	11,257	1,760	772	13,789	1997	10,675	4,154	906	15,735
1972	11,758	2,045	909	14,712	1998	11,215	4,244	867	16,326
1973	11,986	2,212	1,003	15,201	1999	10,453	4,480	749	15,682
1974	12,895	2,300	1,066	16,261	2000	10,260	4,658	762	15,680
1975	13,278	2,568	1,128	16,974	2001	10,507	4,774	834	16,115
1976	13,401	2,808	1,138	17,347	2002	10,405	4,941	817	16,163
1977	13,896	2,851	1,168	17,915	2003	10,300	5,262	815	16,377
1978	13,143	3,125	1,164	17,432	2004	9,870	5,259	752	15,881
1979	13,154	3,242	1,184	17,580	2005	9,605	5,197	748	15,550
1980	14,330	3,751	1,169	19,250	2006	9,525	4,905	712	15,142
1981	14,167	3,883	1,090	19,140	2007	9,798	4,873	712	15,383
1982	14,177	3,715	1,052	18,944	2008	9,825	4,942	672	15,439
1983	14,195	3,768	979	18,942	2009	10,708	5,153	645	16,506
1984	13,426	3,589	1,018	18,033	2010	11,496	5,280	610	17,386
1985	12,502	3,347	917	16,766	2011	11,722	5,162	563	17,447
1986	13,220	4,005	1,016	18,241	2012	12,039	4,985	501	17,525
1987	13,236	3,945	1,006	18,187	2013	12,359	4,902	469	17,730
1988	12,971	3,850	1,000	17,821	2014	12,218	4,685	442	17,345
1989	13,409	4,115	1,011	18,535	2015	12,446	4,395	428	17,269
1990	13,825	4,331	1,064	19,220	2016	12,434	4,144	381	16,959
					2017	12,307	3,950	353	16,610

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

Figure 2.1: Cleveland State University Enrollment Trend - Fall 1965 - 2017

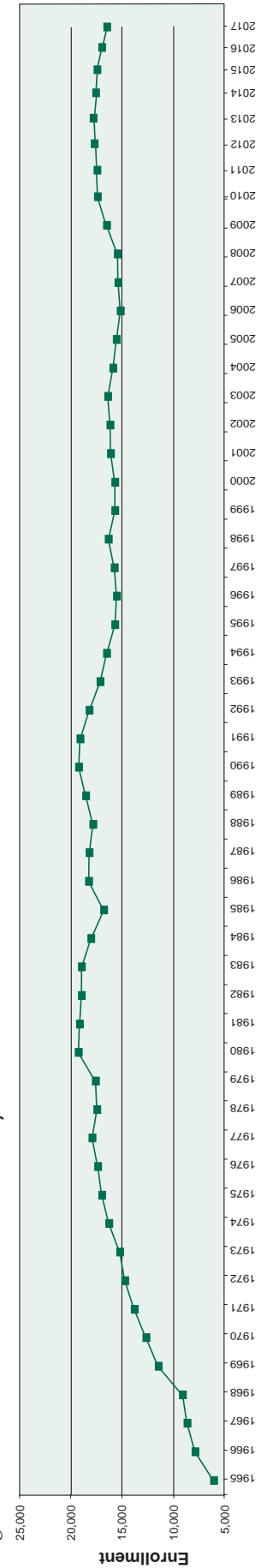


Table 2.2: Enrollment by College, Level and Load - Fall 2017

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	1,713	412	2,125	17%	363	516	879	20%	2,076	928	3,004	18%
CLASS	1,935	552	2,487	20%	218	158	376	9%	2,153	710	2,863	17%
Education	489	173	662	5%	282	832	1,114	26%	771	1,005	1,776	11%
Nursing	530	142	672	5%	10	63	73	2%	540	205	745	4%
Engineering	1,593	321	1,914	16%	291	202	493	11%	1,884	523	2,407	14%
Science	2,221	635	2,856	23%	605	192	797	19%	2,826	827	3,653	22%
Urban Affairs	221	212	433	4%	66	141	207	5%	287	353	640	4%
Law	-	-	-	0%	227	126	353	8%	227	126	353	2%
Undergraduate Studies	552	419	971	8%	-	-	-	0%	552	419	971	6%
Undergraduate Non-Degree	14	137	151	1%	-	-	-	0%	14	137	151	1%
Graduate Studies	-	-	-	0%	-	11	11	0%	-	11	11	0%
Other ¹	-	36	36	0%	-	-	-	0%	-	36	36	0%
Total	9,268	3,039	12,307	100%	2,062	2,241	4,303	100%	11,330	5,280	16,610	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.

Figure 2.2a: Enrollment by Level Fall 2017

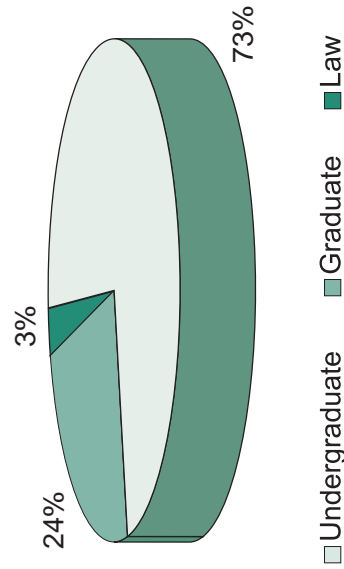


Figure 2.2b: Enrollment by Load and Level Fall 2017

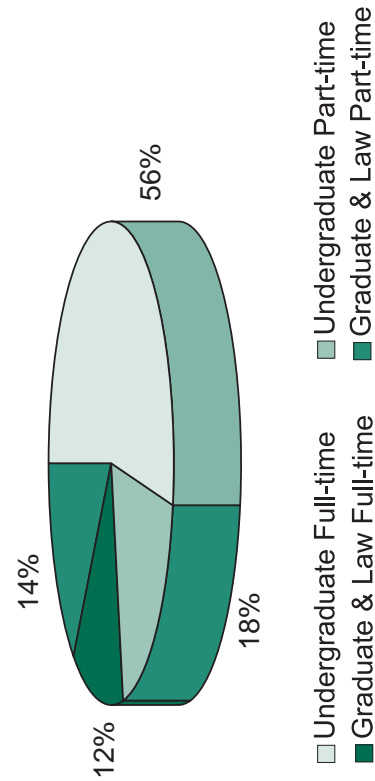


Table 2.3: Full-Time Enrollment by Ethnicity and Gender - Fall 2017

Full-Time Students	American Indian/Alaska Native		Asian		Black/African American		Hispanic/Latino		White		Native Hawaiian or Other Pacific Islander		Two or more races		Non Resident Alien		Unknown		Total		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Undergraduate	9	9	184	140	429	834	239	323	2,838	3,181	6	7	135	214	456	129	67	67	4,363	4,904	9,267
Graduate	-	1	22	29	44	142	18	34	287	626	-	1	11	20	283	198	2	5	667	1,056	1,723
First Professional	-	-	6	-	7	9	3	7	127	160	-	-	4	3	1	3	6	2	154	184	338
Total Full-Time	9	10	212	169	480	985	260	364	3,252	3,967	6	8	150	237	740	330	75	74	5,184	6,144	11,328

Table 2.4: Total Enrollment by Ethnicity and Gender - Fall 2017

Total Students	American Indian/Alaska Native		Asian		Black/African American		Hispanic/Latino		White		Native Hawaiian or Other Pacific Islander		Two or more races		Non Resident Alien		Unknown		Total		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Undergraduate	13	13	248	195	657	1,319	280	408	3,695	4,102	6	8	166	269	501	154	135	136	5,701	6,604	12,305
Graduate	3	2	57	57	140	429	51	77	865	1,453	1	1	19	45	378	246	17	23	1,531	2,333	3,864
First Professional	-	-	6	2	11	14	5	12	161	200	-	-	5	4	2	3	9	4	199	239	438
Grand Total	16	15	311	254	808	1,762	336	497	4,721	5,755	7	9	190	318	881	403	161	163	7,431	9,176	16,607¹

Figure 2.4a: Total Enrollment by Ethnicity Fall 2017

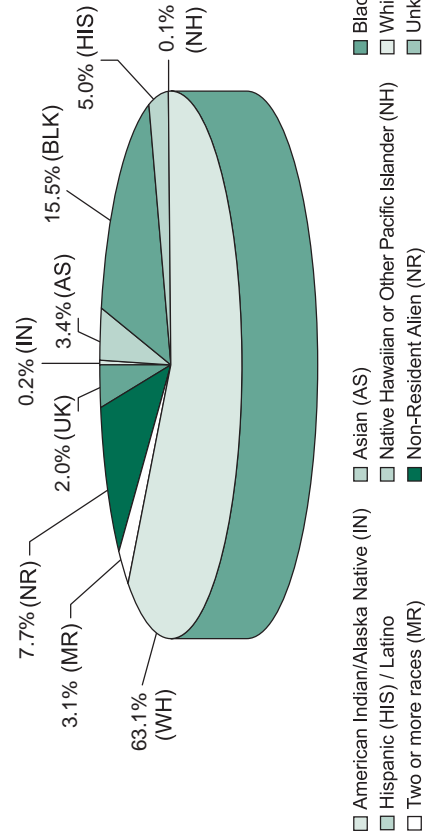
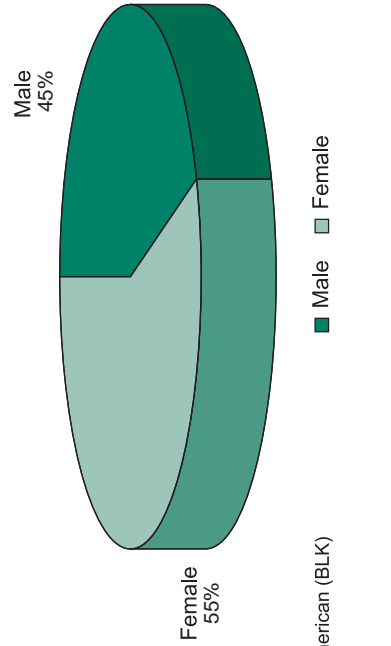


Figure 2.4b: Total Enrollment by Gender Fall 2017



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 13 students reported their gender as "unspecified"

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

College	Freshmen							Transfers							Other Undergraduate							New Undergraduate Total							Total Percent Change		
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	1-Year
Business	243	234	232	250	250	323	349	294	284	254	21	11	3	3	4	587	594	529	537	508	-5%	-13%									
CLASS	520	434	293	324	362	449	339	322	311	313	24	12	16	8	15	993	785	631	643	690	7%	-31%									
Education	97	56	87	82	77	129	103	115	64	90	30	31	16	7	16	256	190	218	153	183	20%	-29%									
Nursing	135	123	146	146	164	38	38	35	50	64	10	8	13	4	10	183	169	194	200	238	19%	30%									
Engineering	225	226	287	314	339	147	143	181	148	148	19	8	15	11	8	391	377	483	473	495	5%	27%									
Science	421	361	454	448	473	442	354	354	368	331	97	77	97	102	86	960	792	905	918	890	-3%	-7%									
Urban Affairs	8	14	7	14	18	58	81	97	75	97	4	2	1	-	-	70	97	105	89	115	29%	64%									
Undergraduate Studies	104	143	341	328	276	72	111	130	87	61	259	260	196	166	201	435	514	667	581	538	-7%	24%									
Undergraduate Non-Degree	-	-	-	-	-	-	-	-	-	-	114	88	127	94	84	114	88	127	94	84	-11%	-26%									
Other ¹	-	-	1	-	-	-	-	-	-	-	58	86	51	36	24	58	86	52	36	24	-33%	-59%									
UNIVERSITY	1,753	1,591	1,848	1,906	1,959	1,658	1,518	1,528	1,387	1,358	636	583	535	431	448	4,047	3,692	3,911	3,724	3,765	1%	-7%									

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		
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	1-Year
Business	296	307	201	207	259	10	-	-	-	-	69	44	37	54	48	375	351	238	261	307	18%	-18%									
CLASS	122	156	125	121	139	-	-	-	-	-	52	32	25	28	25	174	188	150	149	164	10%	-6%									
Education	243	262	272	229	256	8	7	6	7	8	59	51	47	51	49	310	320	325	287	313	9%	1%									
Nursing	19	23	18	22	37	-	-	-	-	-	3	3	2	3	4	22	26	20	25	41	64%	86%									
Engineering	144	134	244	149	116	7	10	11	3	9	3	8	5	4	154	152	260	157	129	-18%	-16%										
Science	176	194	191	194	174	19	13	9	21	8	35	37	37	41	35	230	244	237	256	217	-15%	-6%									
Urban Affairs	32	45	42	30	62	2	4	1	2	1	34	23	25	26	13	68	72	68	58	76	31%	12%									
Law	135	143	109	98	108	-	-	-	-	-	25	24	24	17	13	160	167	133	115	121	5%	-24%									
Graduate Studies*	-	-	-	-	-	-	-	-	-	-	22	12	13	17	10	22	12	13	17	10	-41%	-55%									
UNIVERSITY	1,167	1,264	1,202	1,050	1,151	46	34	27	33	26	302	234	215	242	201	1,515	1,532	1,444	1,325	1,378	0	4%	-9%								

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

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	
	2013	2014	2015	2016	2017	1-Year	5-Year	2013	2014	2015	2016	2017	1-Year	5-Year
Business	482	480	434	462	452	-2%	-6%	105	114	95	75	56	-25%	-47%
CLASS	864	700	538	556	603	8%	-30%	129	85	93	87	87	0%	-33%
Education	202	145	167	127	154	21%	-24%	54	45	51	26	29	12%	-46%
Nursing	169	145	162	175	185	6%	9%	14	24	32	25	53	112%	279%
Engineering	314	338	440	426	451	6%	44%	77	39	43	47	44	-6%	-43%
Science	790	656	779	772	758	-2%	-4%	170	136	126	146	132	-10%	-22%
Urban Affairs	48	51	55	51	70	37%	46%	22	46	50	38	45	18%	105%
Undergraduate Studies	202	233	460	409	358	-12%	77%	233	281	207	172	180	5%	-23%
Undergraduate Non-Degree ²	12	9	21	10	8	-20%	-33%	102	79	106	84	76	-10%	-25%
Other ¹	-	-	-	-	-	-	-	58	86	52	36	24	-33%	-59%
Total New Undergraduate	3,083	2,757	3,056	2,988	3,039	2%	-1%	964	935	855	736	726	-1%	-25%

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

College	Full-Time					% Change in Full-Time		Part-Time					% Change in Part-Time	
	2013	2014	2015	2016	2017	1-Year	5-Year	2013	2014	2015	2016	2017	1-Year	5-Year
Business	153	158	122	136	161	18%	5%	222	193	116	125	146	17%	-34%
CLASS	77	115	88	96	108	13%	40%	97	73	62	53	56	6%	-42%
Education	127	108	129	103	111	8%	-13%	183	212	196	184	202	10%	10%
Nursing	13	10	7	11	9	-18%	-31%	9	16	13	14	32	129%	256%
Engineering	32	38	225	127	98	-23%	206%	122	114	35	30	31	3%	-75%
Science	138	149	179	185	169	-9%	22%	92	95	58	71	48	-32%	-48%
Urban Affairs	16	16	21	20	39	95%	144%	52	56	47	38	37	-3%	-29%
Law	114	117	74	78	93	19%	-18%	46	50	59	37	28	-24%	-39%
Graduate Studies ²				1	-	-1	-	22	12	13	16	10	-38%	-55%
Total New Graduate & Law	670	711	845	757	788	4%	18%	845	821	599	568	590	4%	-30%

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

College	2013	2014	2015	2016	2017	Percent Change	
						1-Year	5-Year
Business	962	945	767	798	815	2%	-15%
CLASS	1,167	973	781	792	854	8%	-27%
Education	566	510	543	440	496	13%	-12%
Nursing	205	195	214	225	279	24%	36%
Engineering	545	529	743	630	624	-1%	14%
Science	1,190	1,036	1,142	1,174	1,107	-6%	-7%
Urban Affairs	138	169	173	147	191	30%	38%
Law	160	167	133	115	121	5%	-24%
Undergraduate Studies	435	514	667	581	538	-7%	24%
Undergraduate Non-Degree ²	114	88	127	94	84	-11%	-26%
Graduate Studies	22	12	13	17	10	-41%	-55%
Other ¹	58	86	52	36	24	-33%	-59%
Total New Students	5,562	5,224	5,355	5,049	5,143	2%	-8%

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

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

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

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

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

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

Table 2.10a: ENROLLMENT BY CLASS STANDING

Class Standing	2013					2014					2015					2016					2017					Percent Change		
																										1-Year	%	5-Year
Freshmen	3,356	19%	3,156	18%	3,329	19%	3,110	18%	3,140	19%	3,140	19%	3,140	19%	3,140	19%	3,140	19%	3,140	19%	3,140	19%	3,140	19%	1%	1%	-6%	
Sophomores	1,937	11%	2,011	12%	1,963	11%	2,122	13%	2,053	12%	2,053	12%	2,053	12%	2,053	12%	2,053	12%	2,053	12%	2,053	12%	2,053	12%	-3%	5%	6%	
Juniors	2,410	14%	2,447	14%	2,533	15%	2,530	15%	2,665	16%	2,665	16%	2,665	16%	2,665	16%	2,665	16%	2,665	16%	2,665	16%	2,665	16%	5%	5%	11%	
Seniors	4,656	26%	4,604	27%	4,621	27%	4,672	28%	4,449	27%	4,449	27%	4,449	27%	4,449	27%	4,449	27%	4,449	27%	4,449	27%	4,449	27%	-5%	-5%	-4%	
Masters	4,393	25%	4,204	24%	3,947	23%	3,730	22%	3,526	21%	3,526	21%	3,526	21%	3,526	21%	3,526	21%	3,526	21%	3,526	21%	3,526	21%	-5%	-5%	-20%	
Doctoral	509	3%	481	3%	448	3%	414	2%	424	3%	424	3%	424	3%	424	3%	424	3%	424	3%	424	3%	424	3%	2%	2%	-17%	
Law	469	3%	442	3%	428	3%	381	2%	353	2%	353	2%	353	2%	353	2%	353	2%	353	2%	353	2%	353	2%	-7%	-7%	-25%	
Total	17,730	100%	17,345	100%	17,269	100%	16,959	100%	16,610	100%	16,610	100%	16,610	100%	16,610	100%	16,610	100%	16,610	100%	16,610	100%	16,610	100%	-2%	-2%	-6%	

Table 2.10b: STUDENT CREDIT HOURS BY COURSE LEVEL

Course Level	2013					2014					2015					2016					2017					Percent Change		
																										1-Year	%	5-Year
Developmental	2,898	1%	1,855	1%	1,783	1%	1,937	1%	1,684	1%	1,684	1%	1,684	1%	1,684	1%	1,684	1%	1,684	1%	1,684	1%	1,684	1%	-13%	-13%	-42%	
Lower	89,337	45%	85,361	45%	89,544	46%	88,812	46%	88,127	46%	88,127	46%	88,127	46%	88,127	46%	88,127	46%	88,127	46%	88,127	46%	88,127	46%	-1%	-1%	-1%	
Upper	63,338	32%	58,899	31%	63,407	33%	65,830	34%	67,423	35%	67,423	35%	67,423	35%	67,423	35%	67,423	35%	67,423	35%	67,423	35%	67,423	35%	2%	2%	6%	
Masters	33,535	17%	32,617	17%	31,786	16%	29,473	15%	27,845	14%	27,845	14%	27,845	14%	27,845	14%	27,845	14%	27,845	14%	27,845	14%	27,845	14%	-6%	-6%	-17%	
Doctoral	3,566	2%	3,242	2%	3,057	2%	3,131	2%	3,207	2%	3,207	2%	3,207	2%	3,207	2%	3,207	2%	3,207	2%	3,207	2%	3,207	2%	2%	2%	-10%	
Law	6,116	3%	5,720	3%	5,282	3%	4,877	3%	4,545	2%	4,545	2%	4,545	2%	4,545	2%	4,545	2%	4,545	2%	4,545	2%	4,545	2%	-7%	-7%	-26%	
Total	198,790	100%	187,694	100%	194,859	100%	194,060	100%	192,831	100%	192,831	100%	192,831	100%	192,831	100%	192,831	100%	192,831	100%	192,831	100%	192,831	100%	-1%	-1%	-3%	

Study Abroad: Study Abroad (SAB) courses are included in the course level of Upper rather than following the standard numeric values associated with the catalog number of the course.
Note: The lower number of units for Developmental courses reflects a recategorization of some English classes from Developmental to Lower.

Figure 2.10a: Enrollment by Class Standing

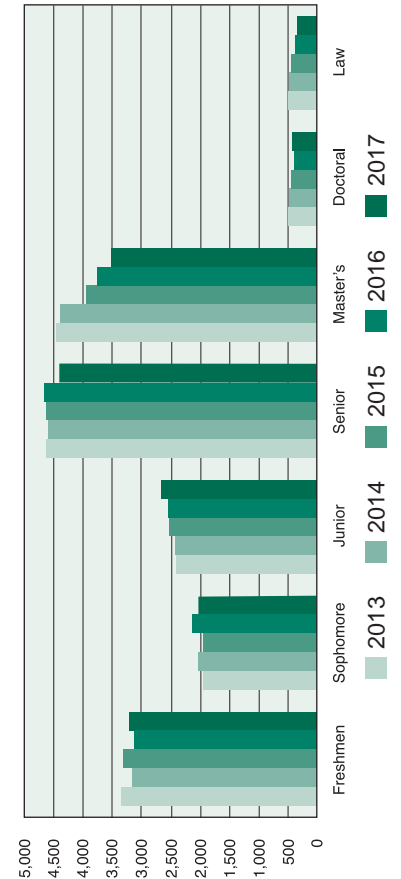


Figure 2.10b: Student Credit Hours by Course Level

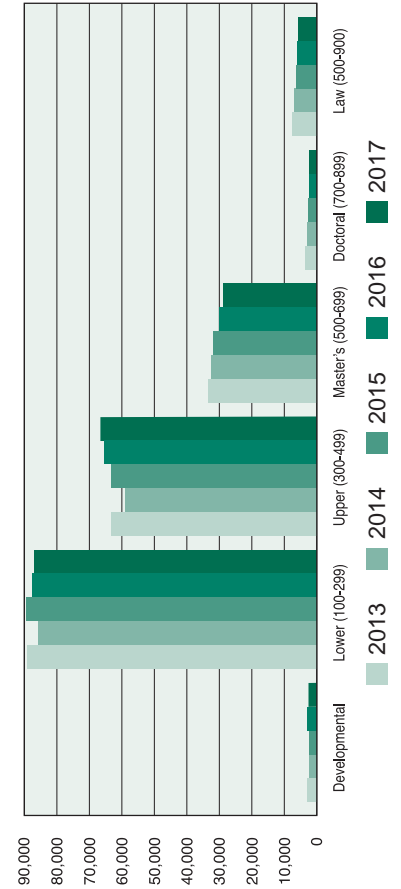


Table 2.11: Total Fall 2017 Enrollment by Academic Level: 5-Year Trend

Academic Level	Enrollment					Percent Change	
	2013	2014	2015	2016	2017	1 year	5 year
Undergraduate	12,359	12,218	12,446	12,434	12,307	-1%	0%
Masters	4,393	4,204	3,947	3,730	3,526	-5%	-20%
Doctoral	509	481	448	414	424	2%	-17%
Law	469	442	428	381	353	-7%	-25%
University Total	17,730	17,345	17,269	16,959	16,610	-2%	-6%

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

College	2013		2014		2015		2016		2017		Percent Change	
	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	1-Year	5-Year
Business	3,301	19%	3,448	20%	3,009	17%	3,046	18%	3,004	18%	-1%	-9%
CLASS	3,691	21%	3,252	19%	2,979	17%	2,929	17%	2,863	17%	-2%	-22%
Education	2,259	13%	2,052	12%	1,952	11%	1,770	10%	1,776	11%	0%	-21%
Nursing	628	4%	600	3%	589	3%	656	4%	745	4%	14%	19%
Engineering	1,771	10%	1,948	11%	2,527	15%	2,549	15%	2,407	14%	-6%	36%
Science	3,841	22%	3,687	21%	3,689	21%	3,712	22%	3,653	22%	-2%	-5%
Urban Affairs	576	3%	606	3%	653	4%	607	4%	640	4%	5%	11%
Law	469	3%	442	3%	428	2%	381	2%	353	2%	-7%	-25%
Undergraduate Studies	863	5%	965	6%	1,094	6%	1,049	6%	971	6%	-7%	13%
Undergraduate Non-Degree	220	1%	170	1%	209	1%	170	1%	151	1%	-11%	-31%
Graduate Studies	28	0%	24	0%	23	0%	24	0%	11	0%	-54%	-61%
Other ¹	83	0%	151	1%	117	1%	66	0%	36	0%	-45%	-57%
Total Enrollment	17,730	100%	17,345	100%	17,269	100%	16,959	100%	16,610	100%	-2%	-6%

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

College	2013		2014		2015		2016		2017		Percent Change	
	SCH	%	SCH	%	SCH	%	SCH	%	SCH	%	1-Year	5-Year
Business	27,276	14%	27,030	14%	25,519	13%	27,275	14%	27,460	14%	1%	1%
CLASS	60,416	30%	55,231	29%	55,511	28%	55,351	29%	54,158	28%	-2%	-10%
Education	16,224	8%	15,009	8%	15,116	8%	13,606	7%	14,012	7%	3%	-14%
Nursing	4,569	2%	4,364	2%	4,565	2%	4,918	3%	5,434	3%	10%	19%
Engineering	11,572	6%	14,192	8%	19,414	10%	19,613	10%	18,598	10%	-5%	61%
Science	59,594	30%	54,556	29%	57,625	30%	56,929	29%	57,479	30%	1%	-4%
Urban Affairs	10,176	5%	8,870	5%	9,071	5%	8,780	5%	8,733	5%	-1%	-14%
Law	6,116	3%	5,720	3%	5,282	3%	4,877	3%	4,545	2%	-7%	-26%
Undergraduate Studies	1,596	1%	1,427	1%	1,499	1%	1,523	1%	1,503	1%	-1%	-6%
Honors	120	0%	114	0%	132	0%	128	0%	104	0%	-19%	-13%
Other ¹	1,131	1%	1,181	1%	1,125	1%	1,060	1%	805	0%	-24%	-29%
Total SCH	198,790	100%	187,694	100%	194,859	100%	194,060	100%	192,831	100%	-1%	-3%

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

Note: This table uses units progress rather than units taken. Undergraduate Non-Degree and Graduate Studies fluctuations are due to procedural changes.

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

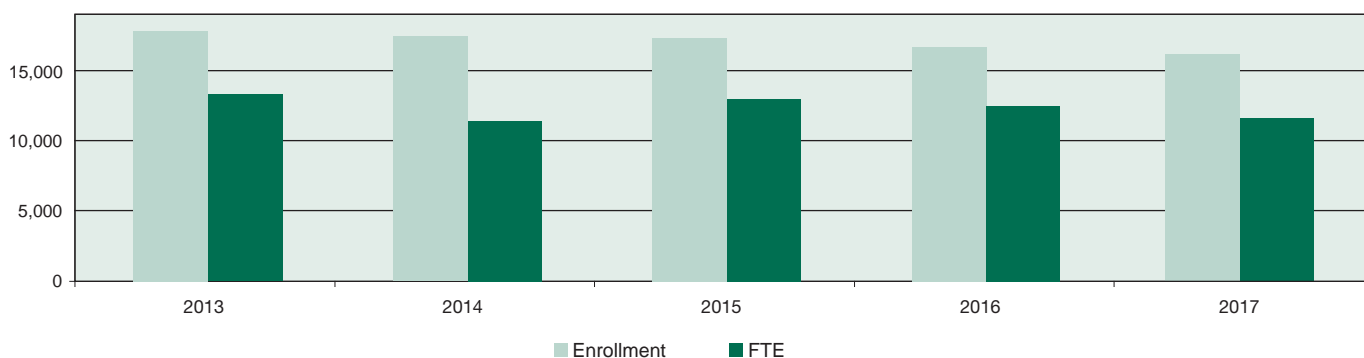


Table 2.14: Registered Student Credit Hours by Level - Fall 2017

Registered Credit Hours	Undergraduate		Graduate		Law		All	
	Enrollment	Cumulative %	Enrollment	Cumulative %	Enrollment	Cumulative %	Enrollment	Cumulative %
0	37	0%	0	0%	0	0%	37	0%
1	38	1%	143	4%	0	0%	181	1%
2	16	1%	26	4%	3	1%	45	2%
3	429	4%	422	15%	3	2%	854	7%
4	170	6%	216	20%	0	2%	386	9%
5	36	6%	27	21%	4	3%	67	9%
6	791	12%	928	45%	28	11%	1,747	20%
7	272	15%	157	49%	5	12%	434	23%
8	123	16%	196	54%	2	13%	321	25%
GRAD FT	696	21%	792	74%	14	17%	1,502	34%
10	298	24%	205	79%	19	22%	522	37%
11	133	25%	129	82%	29	30%	291	38%
UGRD FT	1,556	37%	286	89%	12	34%	1,854	50%
LAW FT	1,299	48%	91	92%	19	39%	1,409	58%
14	979	56%	89	94%	28	47%	1,096	65%
15	2,269	74%	138	97%	114	79%	2,521	80%
16	1,830	89%	67	99%	37	90%	1,934	92%
17	539	94%	31	100%	23	96%	593	95%
18	628	99%	5	100%	13	100%	646	99%
19	133	100%	1	100%	0	100%	134	100%
20	18	100%	1	100%	0	100%	19	100%
21	11	100%	0	100%	0	100%	11	100%
22	4	100%	0	100%	0	100%	4	100%
23	2	100%	0	100%	0	100%	2	100%
TOTAL	12,307		3,950		353		16,610	
Average	12.7		7.8		13.0		11.6	

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 2017

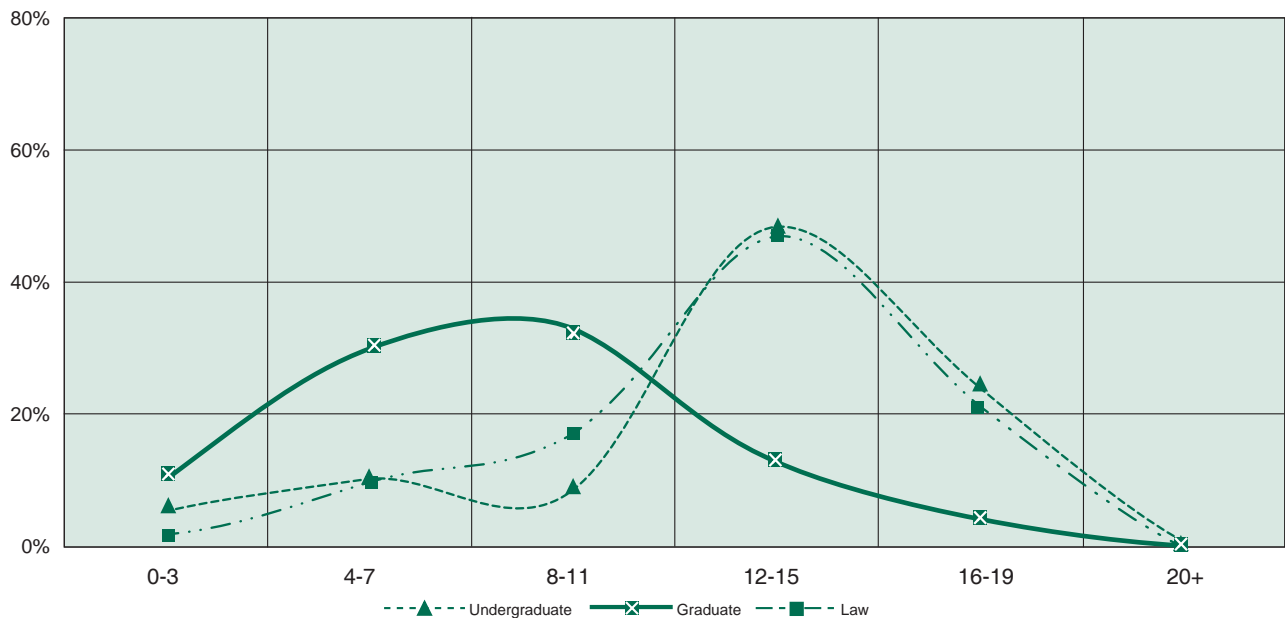


Table 2.15: Enrollment by Age Category - Fall 2017

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	1	196	239	283	273	94	53	77	33	-	-	25.9
	Male	8	276	384	438	322	155	70	79	21	2	-	25.1
	Total	9	472	623	721	595	249	123	156	54	2	-	25.4
CLASS	Female	9	402	429	391	216	112	55	84	78	9	-	25.4
	Male	4	228	282	253	156	41	36	39	33	5	-	24.7
	Total	13	630	711	644	372	153	91	123	111	14	-	25.1
Education	Female	-	109	114	263	301	136	114	160	101	4	-	30.6
	Male	-	46	48	74	106	68	37	65	25	5	-	30.6
	Total	-	155	162	337	407	204	151	225	126	9	-	30.6
Nursing	Female	6	232	122	70	64	38	33	33	18	-	-	24.4
	Male	-	36	21	20	22	9	7	11	3	-	-	25.9
	Total	6	268	143	90	86	47	40	44	21	-	-	24.7
Engineering	Female	4	108	85	101	76	27	9	8	2	-	-	23.2
	Male	14	451	444	519	318	137	60	35	7	1	-	23.4
	Total	18	559	529	620	394	164	69	43	9	1	-	23.4
Science	Female	16	592	596	685	395	144	70	65	30	-	-	23.6
	Male	9	214	219	251	199	81	31	38	15	3	-	24.6
	Total	25	806	815	936	594	225	101	103	45	3	-	23.9
Urban Affairs	Female	-	23	42	62	80	32	46	49	37	3	-	32.1
	Male	-	23	27	46	51	32	28	35	21	3	-	31.3
	Total	-	46	69	108	131	64	74	84	58	6	-	31.8
Law	Female	-	-	4	79	52	12	18	11	11	1	-	29.1
	Male	-	-	2	63	59	17	17	5	-	-	1	27.2
	Total	-	-	6	142	111	29	35	16	11	1	1	28.3
Undergraduate Studies	Female	135	230	40	16	18	3	1	3	21	71	-	27.4
	Male	87	157	44	24	9	4	3	1	32	72	-	30.9
	Total	222	387	84	40	27	7	4	4	53	143	-	29.0
Undergraduate Non-Degree	Female	-	4	15	26	10	4	3	7	18	2	-	32.9
	Male	-	-	7	21	10	3	5	8	4	4	-	32.6
	Total	-	4	22	47	20	7	8	15	22	6	-	32.8
Graduate Studies	Female	-	-	-	2	1	1	-	2	-	-	-	33.7
	Male	-	-	-	2	1	1	-	-	1	-	-	32.8
	Total	-	-	-	4	2	2	-	2	1	-	-	33.3
Other ¹	Female	-	3	2	2	3	1	2	2	1	-	-	29.4
	Male	-	6	5	3	1	2	2	1	-	-	-	24.3
	Total	-	9	7	5	4	3	4	3	1	-	-	26.6
University Total	Female	171	1,899	1,688	1,980	1,489	604	404	501	350	90	-	26.1
	Male	122	1,437	1,483	1,714	1,254	550	296	317	162	95	1	25.5
	Total	293	3,336	3,171	3,694	2,743	1,154	700	818	512	185	1	25.8

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

Note: Age is unknown for 1 male student; gender is unknown for 3 students.

Figure 2.15: Enrollment by Age Category - Fall 2017

	Average	Median
University:	25.8	23
Undergraduate:	24.2	21
Graduate:	30.8	27
Law:	28.3	25

Table 2.16: Enrollment by Level and Residency Status - Fall 2017

Resident Type	Undergraduate	Undergraduate in %	Graduate	Graduate in %	Law	Law in %	Total
Ohio Resident	11,205	91	3,181	81	339	96	14,725
Non-Ohio Resident	447	4	145	4	9	3	601
Non-Resident Alien	655	5	624	16	5	1	1,284
Total	12,307	100%	3,950	100%	353	100%	16,610

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

Table 2.17: Enrollment by State
Fall 2017

State	Number of Students
Ohio.....	14,938
Pennsylvania.....	96
New York.....	39
Michigan.....	38
Illinois.....	28
California.....	22
Florida.....	20
Virginia.....	15
Maryland.....	14
North Carolina.....	10
Texas.....	9
Indiana.....	9
Wisconsin.....	8
New Jersey.....	7
Colorado, Nevada, Kentucky (6/state).....	18
Kansas, Minnesota, Washington, Georgia (5/state).....	20
West Virginia, Connecticut, South Carolina (4/state).....	12
Missouri.....	3
Delaware, Oklahoma, Iowa (2/state).....	6
Vermont, Nebraska, Alabama, Indiana, Massachusetts, Tennessee, Maine, Arkansas, Arizona, Mississippi, Louisiana (1/state).....	11
Unknown State.....	3
Non-Resident Alien.....	1,284
Total States.....	16,610

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 2017

County	Number of Students
Cuyahoga.....	9,984
Lake.....	1,355
Lorain.....	1,011
Medina.....	483
Summit.....	460
Geauga.....	325
Ashtabula.....	162
Trumbull.....	159
Erie.....	123
Stark.....	118
Portage.....	114
Mahoning.....	68
Franklin.....	57
Lucas.....	46
Huron.....	43
Wayne.....	42
Richland.....	30
Sandusky.....	30
Hamilton.....	25
Tuscarawas.....	21
Ashland.....	20
Ottawa.....	18
Columbiana.....	16
Fairfield.....	13
Wood.....	12
Butler.....	12
Warren, Delaware, Montgomery (11/county).....	33
Clermont, Greene (9/county).....	18
Williams, Licking (8/county).....	16
Jefferson, Allen (7/county).....	14
Crawford, Seneca (6/county).....	12
Belmont, Muskingum, Auglaize, Henry (5/county).....	20
Fulton, Miami, Madison, Perry, Hancock (4/county).....	20
Wyandot, Vanwert, Carroll, Coshocton, Pickaway, Putnam, Holmes, Harrison, Hocking (3/county).....	27
Highland, Lawrence, Knox, Mercer, Scioto, Logan, Defiance, Union, Shelby, Meigs, Clark, Marion, Darke (2/county).....	26
Washington, Ross, Brown, Morgan, Pike (1/county).....	5
Total.....	14,938

* Excluding Non-Resident Aliens

Map of 2017 Fall Enrollment by Ohio County

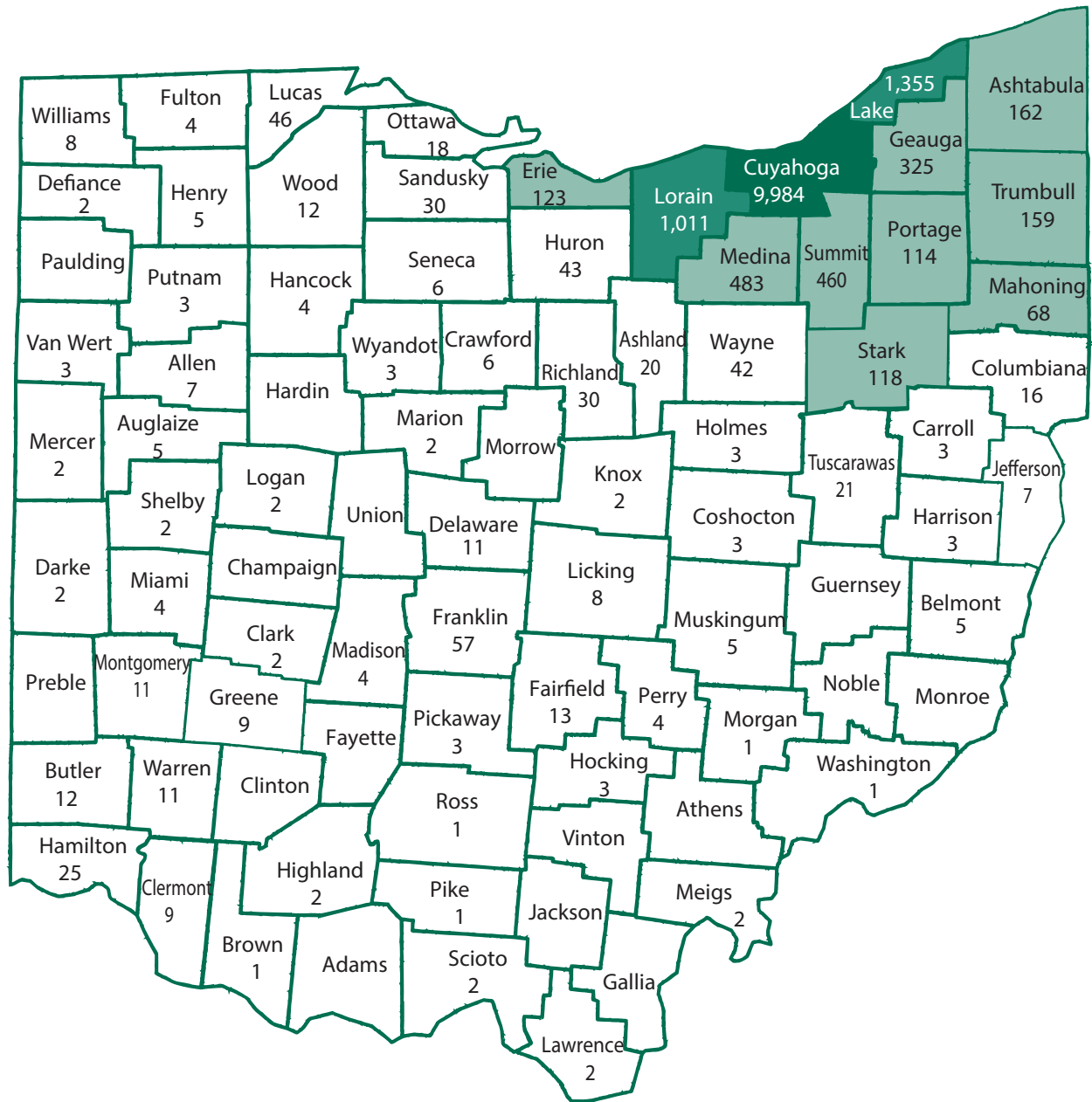


Table 2.19: Enrollment by Country or Regions, Fall 2017

Country/Region	Number of Students	Country/Region	Number of Students
India.....	422	Taiwan, Pakistan, Mexico (8/country)	24
Saudi Arabia	279	Brazil.....	7
Kuwait.....	139	United Kingdom, Burkina Faso (6/country)	12
China.....	78	France, Ghana, Germany (5/country)	15
Oman	36	Australia, Romania, Albania, Jamaica, Venezuela, Palestine (4/country)	24
Nigeria	33	Syria, Chile, Russia, Peru, Thailand (3/country)	15
Iran (Islamic Republic of).....	25	Rwanda, Azerbaijan, Iraq, Yemen, Congo, Ecuador, Honduras, Indonesia, Serbia, Malaysia, Poland, Austria (2/country)	24
Canada.....	17	Ethiopia, Gambia, Netherlands, South Africa, Uzbekistan, Greece, Bolivia, Colombia, Eritrea, Tanzania, United Republic of, Aruba, Georgia, Kenya, Liberia, Bahamas, Italy, New Zealand, Singapore, Spain, Japan, Uganda, Ukraine, Sudan, Cote D'Ivoire, Sri Lanka, United Arab Emirates, Hungary, Mongolia, Hong Kong, Philippines, Zambia, Israel, Kazakhstan, Morocco, Panama, Czech Republic, Guatemala, Sweden (1/country).....	38
Egypt.....	16		
Korea, Republic of	14		
Viet Nam	13		
Nepal	11		
Lebanon.....	11		
Turkey.....	11		
Jordan.....	10		
Bangladesh.....	10		
		Total	1,594

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

Source: Institutional Research

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

College	2014		2015		2016		2017		2018		Percent Change	
	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	1-Year	5-Year
Business	3,090	19%	3,290	20%	2,925	18%	2,934	18%	2,880	18%	-2%	-7%
CLASS	3,389	20%	3,023	18%	2,879	18%	2,781	17%	2,704	17%	-3%	-20%
Education	2,106	13%	1,894	12%	1,829	11%	1,705	11%	1,722	11%	1%	-18%
Nursing	641	4%	586	4%	639	4%	696	4%	798	5%	15%	24%
Engineering	1,773	11%	1,931	12%	2,442	15%	2,390	15%	2,374	15%	-1%	34%
Science	3,605	22%	3,386	21%	3,455	21%	3,444	21%	3,379	21%	-2%	-6%
Urban Affairs	562	3%	618	4%	617	4%	604	4%	639	4%	6%	14%
Law	424	3%	417	3%	402	2%	359	2%	322	2%	-10%	-24%
Undergraduate Studies	811	5%	867	5%	901	5%	865	5%	801	5%	-7%	-1%
Undergraduate Non-Degree	192	1%	176	1%	184	1%	160	1%	152	1%	-5%	-21%
Graduate Studies	27	0%	41	0%	23	0%	35	0%	8	0%	-77%	-70%
Other ¹	75	0%	156	1%	105	1%	60	0%	35	0%	-42%	-53%
Total Enrollment	16,695	100%	16,385	100%	16,401	100%	16,033	100%	15,814	100%	-1%	-5%

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

College	2014		2015		2016		2017		2018		Percent Change	
	SCH	%	SCH	%	SCH	%	SCH	%	SCH	%	1-Year	5-Year
Business	26,563	14%	26,382	15%	25,431	14%	26,717	15%	26,626	15%	0%	0%
CLASS	56,247	30%	49,903	28%	51,674	28%	50,165	28%	48,525	27%	-3%	-14%
Education	16,065	9%	15,303	9%	15,317	8%	14,514	8%	14,499	8%	0%	-10%
Nursing	5,293	3%	5,123	3%	5,591	3%	5,791	3%	6,811	4%	18%	29%
Engineering	12,606	7%	14,622	8%	18,991	10%	18,999	10%	18,940	11%	0%	50%
Science	53,318	29%	49,300	28%	51,050	28%	51,345	28%	51,664	29%	1%	-3%
Urban Affairs	10,192	5%	9,028	5%	8,705	5%	8,384	5%	8,381	5%	0%	-18%
Law	5,498	3%	5,169	3%	4,930	3%	4,365	2%	4,043	2%	-7%	-26%
Undergraduate Studies	215	0%	212	0%	258	0%	215	0%	201	0%	-7%	-7%
Honors	57	0%	87	0%	74	0%	99	0%	78	0%	-21%	37%
Other ¹	935	1%	717	0%	887	0%	801	0%	402	0%	-50%	-57%
Total SCH	186,989	100%	175,846	100%	182,908	100%	181,395	100%	180,170	100%	-1%	-4%

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

Note: This table uses units progress rather than units taken. Undergraduate Non-Degree and Graduate Studies fluctuations are due to procedural changes.

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

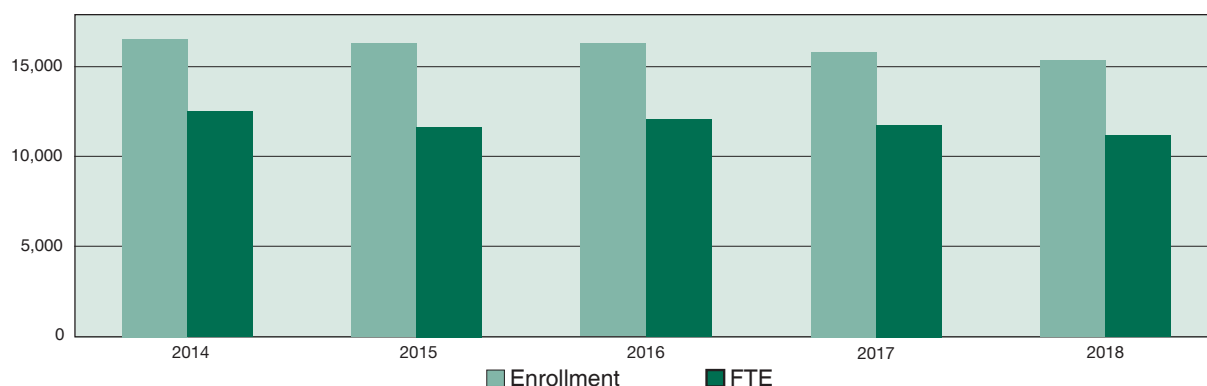


Table 2.22: Summer Enrollment by College: 5-Year Trend

College	2013		2014		2015		2016		2017		Percent Change	
	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	1-Year	5-Year
Business	1,607	23%	1,684	25%	1,590	24%	1,357	21%	1,319	21%	-3%	-18%
CLASS	987	14%	875	13%	802	12%	864	13%	794	12%	-8%	-20%
Education	1,248	18%	1,082	16%	1,010	15%	898	14%	907	14%	1%	-27%
Nursing	170	2%	156	2%	152	2%	190	3%	197	3%	4%	16%
Engineering	486	7%	495	7%	631	9%	853	13%	821	13%	-4%	69%
Science	1,356	20%	1,304	20%	1,279	19%	1,316	20%	1,336	21%	2%	-1%
Urban Affairs	204	3%	206	3%	245	4%	239	4%	239	4%	0%	17%
Law	142	2%	133	2%	136	2%	96	1%	73	1%	-24%	-49%
Undergraduate Studies	165	2%	214	3%	239	4%	279	4%	263	4%	-6%	59%
Undergraduate Non-Degree	463	7%	378	6%	473	7%	444	7%	452	7%	2%	-2%
Graduate Studies	16	0%	23	0%	12	0%	13	0%	22	0%	69%	38%
Other ¹	85	1%	99	1%	88	1%	25	0%	11	0%	-56%	-87%
Total Enrollment	6,929	100%	6,649	100%	6,657	100%	6,574	100%	6,434	100%	-2%	-7%

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

College	2013		2014		2015		2016		2017		Percent Change	
	SCH	%	SCH	%	SCH	%	SCH	%	SCH	%	1-Year	5-Year
Business	9,902	22%	10,349	24%	9,342	23%	8,436	21%	8,519	21%	1%	-14%
CLASS	9,572	21%	9,170	21%	7,257	18%	8,023	20%	7,753	19%	-3%	-19%
Education	7,220	16%	6,486	15%	6,250	15%	5,786	14%	5,682	14%	-2%	-21%
Nursing	1,396	3%	1,312	3%	1,438	4%	1,539	4%	1,778	4%	16%	27%
Engineering	905	2%	942	2%	1,484	4%	2,939	7%	2,719	7%	-7%	200%
Science	12,462	27%	11,367	26%	11,403	28%	10,872	27%	10,862	27%	0%	-13%
Urban Affairs	2,950	6%	2,783	6%	2,289	6%	2,074	5%	1,984	5%	-4%	-33%
Law	667	1%	737	2%	699	2%	490	1%	338	1%	-31%	-49%
Undergraduate Studies	-	0%	-	0%	-	0%	114	0%	121	0%	6%	-
Honors	-	0%	-	0%	-	0%	-	0%	-	0%	-	-
Other ¹	461	1%	439	1%	473	1%	403	1%	410	1%	2%	-11%
Total SCH	45,535	100%	43,585	100%	40,635	100%	40,676	100%	40,166	100%	-1%	-12%

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

Note: This table uses units progress rather than units taken. Undergraduate Non-Degree and Graduate Studies fluctuations are due to procedural changes.

Figure 2.22 & 2.23: Summer Enrollment and FTE (SCH/15)

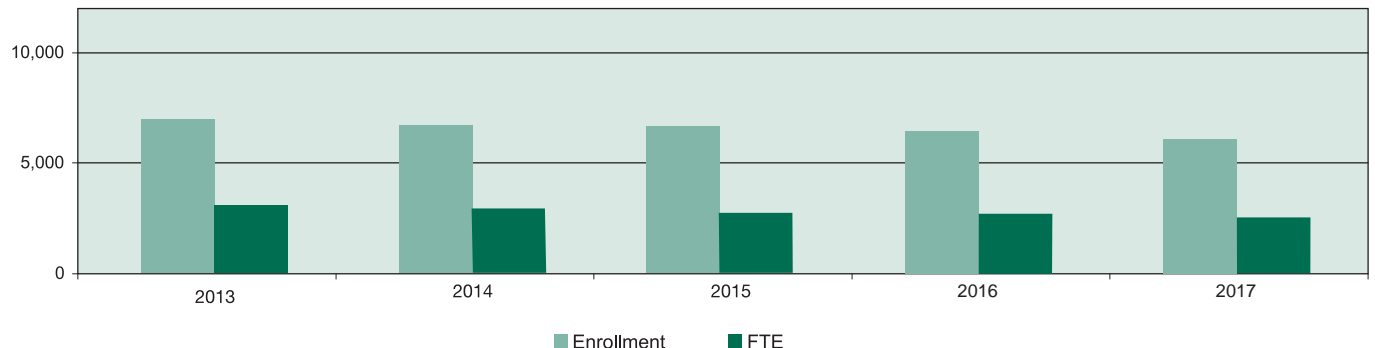


Table 2.24: Annualized Student Credit Hours (SCH) by College: 5-Year Trend

College	2012-13		2013-14		2014-15		2015-16		2016-17		Percent Change	
	SCH	%	SCH	%	SCH	%	SCH	%	SCH	%	1-Year	5-Year
Business	63,741	15%	63,761	16%	60,292	14%	62,428	15%	62,605	15%	0%	-2%
CLASS	126,235	29%	114,304	28%	114,442	27%	113,539	27%	110,436	27%	-3%	-13%
Education	39,509	9%	36,798	9%	36,683	9%	33,906	8%	34,193	8%	1%	-13%
Nursing	11,258	3%	10,799	3%	11,594	3%	12,248	3%	14,023	3%	14%	25%
Engineering	25,083	6%	29,756	7%	39,889	10%	41,551	10%	40,257	10%	-3%	60%
Science	125,374	29%	115,223	28%	120,078	29%	119,146	29%	120,005	29%	1%	-4%
Urban Affairs	23,318	5%	20,681	5%	20,065	5%	19,238	5%	19,098	5%	-1%	-18%
Law	12,281	3%	11,625	3%	10,910	3%	9,732	2%	8,925	2%	-8%	-27%
Undergraduate Studies	1,811	0%	1,639	0%	1,757	0%	1,852	0%	1,825	0%	-1%	1%
Honors	177	0%	201	0%	206	0%	227	0%	182	0%	-20%	3%
Other1	2,527	1%	2,337	1%	2,485	1%	2,264	1%	1,617	0%	-29%	-36%
Total Annualized SCH	431,314	100%	407,124	100%	418,401	100%	416,131	100%	413,166	100%	-1%	-4%
Annualized FTE (Annualized SCH/30)	14,377		13,571		13,947		13,871		13,772		-1%	-4%
Unduplicated Enrollment	21,523		21,025		20,922		20,394		19,980		-2%	-7%

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

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

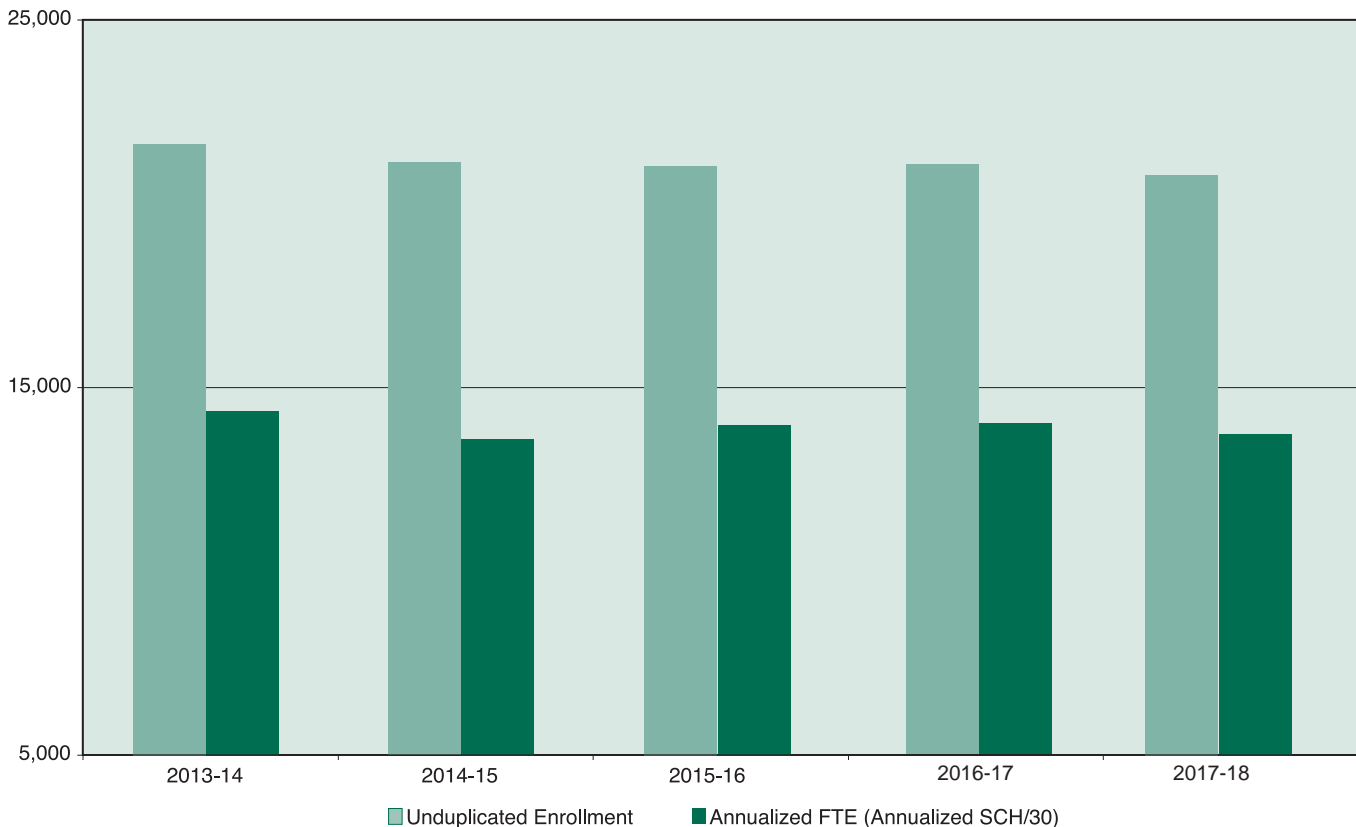


Table 2.25: Yearly Change in Enrollment by Campus Types for Ohio Institutions

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

Note: (†) Stark State College of Technology was not included in Fall 2016 because their data had not yet been finalized. This likely accounts for most of the change observed for the Technical College category from 2015 to 2016.

Due to changes to the HEI system, updated data for this table was not available for this edition of the Book of Trends.

Run Date: 10/12/2017.

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

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

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

Source: The Ohio Board of Regents HEI Student Enrollment query. Run Date: October 12, 2017.

Due to changes to the HEI system, updated data for this table was not available for this edition of the Book of Trends.

Enrollment Characteristics of Students in CSU Colleges

3



2018 Book of Trends

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

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

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

Department/Program	Description	Fall Term					Percent Change	
		2013	2014	2015	2016	2017	1 year	5 year
Undergraduate								
Accounting	Accounting	393	426	413	391	364	-7%	-7%
Business Administration	Business Economics	42	44	67	81	87	7%	107%
	General Business	544	523	504	513	470	-8%	-14%
	General Business - Mobile	7	32	27	33	22	-33%	214%
	International Business	75	88	109	81	75	-7%	0%
	Pre-General Business	1	3	1	-	-	--	-100%
	Business Biotechnology (Certificate)	1	-	-	-	-	--	-100%
Computer & Information Science	Computer and Information Science	206	250	-	-	-	--	-100%
	Computer Science	28	12	-	-	-	--	-100%
Finance	Finance	142	235	272	301	316	5%	123%
Information Systems	Information Systems	108	131	156	161	172	7%	59%
Management and Labor Relations	Management & Labor Relations	84	110	157	205	207	1%	146%
Marketing	International Business	1	-	-	1	-	-100%	-100%
	Marketing	206	258	271	300	307	2%	49%
Operations and Supply Chain Management	Operations & Supply Chain Mgmt	93	133	145	166	152	-8%	63%
	Manufacturing Management (Certificate)	-	-	7	5	-	-100%	--
Other Business	Business Undecided	38	27	4	1	7	600%	-82%
Total		1,969	2,272	2,133	2,239	2,179	-3%	11%
Graduate (excluding Doctoral)								
Accounting	Financial Accounting & Audit	243	198	141	111	98	-12%	-60%
	Tax Program	42	41	33	24	22	-8%	-48%
Business Administration	Accelerated Business Administration	33	33	16	9	2	-78%	-94%
	Accelerated Mobile MBA	26	34	22	14	26	86%	0%
	Business Administration	573	541	497	440	411	-7%	-28%
	Executive Business Administration	41	43	27	20	29	45%	-29%
	Master of Business Administration	5	5	4	5	5	0%	0%
	MBA-Health Care	52	35	32	41	60	46%	15%
	Global Business (Certificate)	-	-	1	-	-	--	--
	Health Care Informatics Cert (Certificate)	2	-	1	-	-	--	-100%
	Organizational Change (Certificate)	-	-	1	-	-	--	--
	Strategic Business Analytics (Certificate)	-	-	11	5	5	0%	--
	Graduate Business (Non-Degree)	147	94	79	81	69	-15%	-53%
Computer & Information Science	Computer and Information Science	102	111	-	-	-	--	-100%
Information Systems	Information Systems	-	-	20	70	115	64%	--
Management and Labor Relations	Labor Relations and HR	73	44	27	26	23	-12%	-68%
Marketing	Marketing Analytics (Certificate)	2	1	-	-	-	--	-100%
Total		1,341	1,180	912	846	865	2%	-35%

continued on next page

SECTION 3

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

continued from previous page

Department/Program	Description	Fall Term					Percent Change	
		2013	2014	2015	2016	2017	1 year	5 year
Doctoral								
Business Administration	Finance	5	5	2	2	2	0%	-60%
	Information Systems	12	10	11	7	7	0%	-42%
	Marketing	5	4	3	2	2	0%	-60%
	Marketing-Global Business Specialization	12	10	7	4	3	-25%	-75%
Labor Relations and Human Resources	Management and Labor Relations	6	3	2	2	1	-50%	-83%
Operation Mgmt and Business Statistics	Oper Mgmt and Bus Stat	13	10	5	4	4	0%	-69%
Total		53	42	30	21	19	-10%	-64%
Total Business		3,363	3,494	3,075	3,106	3,063	-1%	-9%

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

Department/Program	Description	Fall Term					Percent Change		
		2013	2014	2015	2016	2017	1 year	5 year	
Undergraduate Art	Art Education	18	14	8	5	1	-80%	-94%	
	Art History	78	22	19	19	17	-11%	-78%	
	Arts Management & Community De (Certificate)	1	1	3	5	5	0%	400%	
	Graphic Design (Certificate)	6	2	4	3	4	33%	-33%	
	Studio Art	-	36	59	75	63	-16%	--	
	Studio Art: Drawing	15	9	9	3	1	-67%	-93%	
	Studio Art: Graphic Design	74	82	84	70	79	13%	7%	
	Studio Art: Painting	8	-	2	-	-	--	-100%	
	Studio Art: Photography	25	16	7	6	3	-50%	-88%	
	Studio Art: Print Making	1	1	-	-	-	--	-100%	
	Studio Art: Sculpture	6	2	1	-	-	--	-100%	
	Black Studies	7	8	11	14	12	-14%	71%	
	Communication	200	191	184	190	200	5%	0%	
	Communication Management	53	52	50	76	66	-13%	25%	
Film, TV and Interactive Media	180	195	205	247	270	9%	50%		
Journalism & Promotional Comm	188	176	183	208	189	-9%	1%		
Multimedia Advertising (Certificate)	1	1	-	1	4	300%	300%		
Criminology, Anthropology, and Sociology	Anthropology	88	81	69	64	66	3%	-25%	
	Criminology	341	324	316	311	362	16%	6%	
	Linguistics	19	23	32	30	42	40%	121%	
	Social Science	11	6	6	3	3	0%	-73%	
	Sociology	161	146	134	124	122	-2%	-24%	
	Economics	46	39	46	37	38	3%	-17%	
	English	209	106	100	96	102	6%	-51%	
	English-Creative Writing Track	-	51	39	50	58	16%	--	
	English-Intgrted Language Arts	-	30	30	29	31	7%	--	
	Prof. Writing Certificate (Certificate)	-	1	-	-	-	--	--	
	History	90	96	100	108	108	0%	20%	
	Social Studies	33	35	44	55	40	-27%	21%	
	Social Studies - Integrated SS	-	-	3	4	18	350%	--	
	American Studies Certificate (Certificate)	-	-	-	1	-	-100%	--	
Interdisciplinary Studies	Classical and Medieval Studies	12	9	6	4	1	-75%	-92%	
	Liberal Studies	48	30	33	24	20	-17%	-58%	
	Music	17	27	26	35	28	-20%	65%	
	Music Composition	7	9	15	15	11	-27%	57%	
	Music Educaton	29	47	42	40	41	3%	41%	
	Music Performance	19	26	30	31	30	-3%	58%	
	Music Therapy	31	65	63	67	71	6%	129%	
	Pre-Music	68	16	18	15	7	-53%	-90%	
	Lib Arts & Soc Sci Undecided	398	238	61	24	23	-4%	-94%	
	Lib Arts & Soc Sci Cert (Certificate)	-	-	-	1	1	0%	--	
	Exploratory	120	15	5	2	-	-100%	-100%	
	Other CLASS	Art	18	14	8	5	1	-80%	-94%
		Art History	78	22	19	19	17	-11%	-78%
		Arts Management & Community De (Certificate)	1	1	3	5	5	0%	400%
Graphic Design (Certificate)		6	2	4	3	4	33%	-33%	
Studio Art		-	36	59	75	63	-16%	--	
Studio Art: Drawing		15	9	9	3	1	-67%	-93%	
Studio Art: Graphic Design		74	82	84	70	79	13%	7%	
Studio Art: Painting		8	-	2	-	-	--	-100%	
Studio Art: Photography		25	16	7	6	3	-50%	-88%	
Studio Art: Print Making		1	1	-	-	-	--	-100%	
Studio Art: Sculpture		6	2	1	-	-	--	-100%	
Black Studies		7	8	11	14	12	-14%	71%	
Communication		200	191	184	190	200	5%	0%	
Communication Management		53	52	50	76	66	-13%	25%	
Film, TV and Interactive Media	180	195	205	247	270	9%	50%		
Journalism & Promotional Comm	188	176	183	208	189	-9%	1%		
Multimedia Advertising (Certificate)	1	1	-	1	4	300%	300%		
Anthropology	88	81	69	64	66	3%	-25%		
Criminology	341	324	316	311	362	16%	6%		
Linguistics	19	23	32	30	42	40%	121%		
Social Science	11	6	6	3	3	0%	-73%		
Sociology	161	146	134	124	122	-2%	-24%		
Economics	46	39	46	37	38	3%	-17%		
English	209	106	100	96	102	6%	-51%		
English-Creative Writing Track	-	51	39	50	58	16%	--		
English-Intgrted Language Arts	-	30	30	29	31	7%	--		
Prof. Writing Certificate (Certificate)	-	1	-	-	-	--	--		
History	90	96	100	108	108	0%	20%		
Social Studies	33	35	44	55	40	-27%	21%		
Social Studies - Integrated SS	-	-	3	4	18	350%	--		
American Studies Certificate (Certificate)	-	-	-	1	-	-100%	--		
Classical and Medieval Studies	12	9	6	4	1	-75%	-92%		
Liberal Studies	48	30	33	24	20	-17%	-58%		
Music	17	27	26	35	28	-20%	65%		
Music Composition	7	9	15	15	11	-27%	57%		
Music Educaton	29	47	42	40	41	3%	41%		
Music Performance	19	26	30	31	30	-3%	58%		
Music Therapy	31	65	63	67	71	6%	129%		
Pre-Music	68	16	18	15	7	-53%	-90%		
Lib Arts & Soc Sci Undecided	398	238	61	24	23	-4%	-94%		
Lib Arts & Soc Sci Cert (Certificate)	-	-	-	1	1	0%	--		
Exploratory	120	15	5	2	-	-100%	-100%		

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

continued on next page

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

continued from previous page

Department/Program	Description	Fall Term					Percent Change	
		2013	2014	2015	2016	2017	1 year	5 year
Philosophy and Comparative Religion	Bioethics Certificate (Certificate)	1	-	1	2	3	50%	200%
	Comparative Religion	23	16	15	4	11	175%	-52%
	Philosophy	27	19	16	15	21	40%	-22%
	Philosophy - Ethics Track	2	4	5	5	4	-20%	100%
Political Science	International Relations	94	71	54	61	65	7%	-31%
	Political Science	126	135	124	132	159	20%	26%
Social Work	Pre-Social Work	167	133	144	133	139	5%	-17%
	Social Work	192	205	192	182	152	-16%	-21%
Theatre and Dance	Dance	-	-	-	-	6	--	--
	Theatre Arts	81	86	85	90	25	-72%	-69%
	Theatre Arts - Acting	-	-	-	-	36	--	--
	Theatre Arts - Directing	-	-	-	-	3	--	--
	Theatre Arts - Technical	-	-	-	-	11	--	--
Women's Studies	Women's Studies	10	4	7	8	7	-13%	-30%
World Languages, Literature and Culture	Arabic	-	-	-	3	8	167%	--
	French	14	17	15	9	15	67%	7%
	Spanish	56	50	50	39	36	-8%	-36%
Total		3,401	2,968	2,755	2,775	2,838	2%	-17%
Graduate (excluding Doctoral)								
Art	Art	2	5	3	-	-	--	-100%
	Communication Thy and Methdy	19	20	16	16	13	-19%	-32%
	Communication Thy and Methdy 4+1	1	-	-	1	1	0%	0%
Economics	Economics	27	22	16	12	10	-17%	-63%
English	English	70	52	44	34	22	-35%	-69%
	Mstr of Fine Arts-Creative Wri	20	19	24	29	26	-10%	30%
History	History	30	27	25	16	19	19%	-37%
	History - Art History	-	-	-	1	-	-100%	--
	History - Museum Studies	-	-	-	-	1	--	--
Music	Music	25	24	20	29	32	10%	28%
	Music Performance (Certificate)	-	5	3	3	4	33%	--
Graduate Studies	Grad LibArts&SocSci Non-degree (Non-Degree)	73	56	38	56	37	-34%	-49%
Philosophy and Comparative Religion	Advanced Study in Bioethics (Certificate)	4	1	1	1	-	-100%	-100%
	Philosophy	8	7	8	5	4	-20%	-50%
Political Science	Global Interaction	30	27	19	20	20	0%	-33%
	Global Interaction 4+1	-	-	1	2	1	-50%	--
Social Work	Social Work	220	253	246	200	176	-12%	-20%
Sociology	Sociology	25	15	8	-	-	--	-100%
World Languages, Literature and Culture	Spanish	11	16	10	12	10	-17%	-9%
Total		565	549	482	437	376	-14%	-33%
Total		3,966	3,517	3,237	3,212	3,214	0%	-19%

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

Department/Program	Description	Fall Term					Percent Change	
		2013	2014	2015	2016	2017	1 year	5 year
Undergraduate								
Health and Human Performance	Exercise/Fitness Specialist	31	30	34	34	27	-21%	-13%
	Physical Education	26	22	24	16	6	-63%	-77%
	Sports Management	20	24	36	38	30	-21%	50%
	Physical Education and Sport	-	-	-	-	4	--	--
	Physical Education PK-12 (Licensure)	-	-	3	2	1	-50%	--
	Early Childhood Education	218	224	215	153	164	7%	-25%
	Mid Childhood Lang Arts & Math	16	16	17	11	6	-45%	-63%
	Mid Childhood Lang Arts & Sci	6	5	7	4	1	-75%	-83%
	Mid Childhood Lang Arts & SST	22	23	24	18	13	-28%	-41%
	Mid Childhood Math & Science	28	26	26	19	15	-21%	-46%
	Mid Childhood Math & Soc St	17	14	13	14	8	-43%	-53%
	Mid Childhood Science & SST	12	6	9	5	3	-40%	-75%
	Middle Childhood Education	3	-	-	-	-	--	-100%
	Mild/Moderate Educational Need	97	85	86	62	39	-37%	-60%
	Moderate/Intensive Educ'l Needs	32	36	30	23	21	-9%	-34%
	Special Education	-	-	-	-	-	--	--
	TESOL Certificate Undergrad (Certificate)	2	-	1	-	2	--	0%
	TESOL Endorsement K-12 (Licensure)	-	-	2	-	1	--	--
	Bilingual Endorsement (Licensure)	-	-	1	-	-	--	--
	Early Childhood Education PK-3 (Licensure)	-	-	5	3	5	67%	--
	Education - Visual/Art PK-12 (Licensure)	-	-	2	-	-	--	--
Education (Licensure)	-	-	118	96	94	-2%	--	
Foreign Language-French PK-12 (Licensure)	-	-	3	-	-	--	--	
Foreign Language-Spanish PK12 (Licensure)	-	-	2	1	6	500%	--	
Integrated Language Arts 7-12 (Licensure)	-	-	6	6	3	-50%	--	
Integrated Math & Physics 7-12 (Licensure)	-	-	1	1	-	-100%	--	
Integrated Math 7-12 (Licensure)	-	-	3	4	7	75%	--	
Integrated Science (BIO) 7-12 (Licensure)	-	-	13	4	5	25%	--	
Integrated Science (CHM) 7-12 (Licensure)	-	-	1	1	-	-100%	--	
Integrated Science (PHY) 7-12 (Licensure)	-	-	1	-	-	--	--	
Integrated Science, Earth 7-12 (Licensure)	-	-	1	3	2	-33%	--	
Integrated Social Studies 7-12 (Licensure)	-	-	4	4	4	0%	--	
Mid Childhood Gen-LangArt/Sci (Licensure)	-	-	-	1	-	-100%	--	
Mid Childhood Lang Arts & Math (Licensure)	-	-	3	1	1	0%	--	
Mid Childhood Lang Arts & Sci (Licensure)	-	-	1	-	1	--	--	
Mid Childhood Lang Arts & SST (Licensure)	-	-	3	1	2	100%	--	
Mid Childhood Math & Science (Licensure)	-	-	4	3	3	0%	--	
Mid Childhood Math & Social St (Licensure)	-	-	-	1	3	200%	--	
Mid Childhood Science & SST (Licensure)	-	-	5	1	1	0%	--	
Mid Childhood Social Studies (Licensure)	-	-	1	-	-	--	--	
Music Education PK-12 (Licensure)	-	-	3	4	2	-50%	--	
Mid Childhood Gen-Science (Licensure)	-	-	-	-	1	--	--	
Mid Childhood Gen-Sci/Soc Stud (Licensure)	-	-	-	-	1	--	--	
Educ & Human Serv Undecided	12	7	2	-	-	--	-100%	
Pre-Ed - Early Childhood Ed	2	-	-	-	1	--	-50%	
Pre-Ed & Human Serv (Educ)	120	87	81	77	70	-9%	-42%	
Other Education								

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	
		2013	2014	2015	2016	2017	1 year	5 year
	Pre-Education	186	138	150	172	206	20%	11%
	Pre-Education - Special Ed	1	1	1	-	-	--	-100%
	Education (Certificate)	1	2	-	1	-	-100%	-100%
	Teacher Certification (Certificate)	57	66	1	-	-	--	-100%
	Education (PRP)	-	-	-	-	3	--	--
Total		909	812	943	784	762	-3%	-16%
Graduate (excluding Doctoral)								
Counseling, Administration, Supervision and Adult Learning	Adult Learning and Development	90	78	92	94	76	-19%	-16%
	Clinical Mental Health Cnslng	109	115	115	122	148	21%	36%
	Counseling and Pupil Per	3	1	1	1	1	0%	-67%
	Counselor Education	55	55	55	60	66	10%	20%
	Ed Sp in Ad - Pupil Svcs Admin	-	1	-	-	-	--	--
	Ed Sp in Admin-C,I & Prof Dev	-	1	-	-	-	--	--
	Educ Spec in Admin - Principal	-	4	-	-	-	--	--
	Education Admin Specialist	14	-	-	-	-	--	-100%
	Educational Administration	44	38	39	67	81	21%	84%
	Health Professions Education	-	-	7	7	10	43%	--
	Supervision	3	1	-	-	-	--	-100%
	Adult Learning and Development (Certificate)	3	2	-	1	-	-100%	-100%
	Chemical Dependency Counc Cert (Certificate)	1	1	2	6	4	-33%	300%
	Early Childhood Mental Health (Certificate)	3	2	1	1	1	0%	-67%
	Clinical Mental Hlth Counsel (Licensure)	-	-	1	-	4	--	--
	Inspired Leaders Principal (Licensure)	-	-	5	58	99	71%	--
	Principal Licensure (Licensure)	-	-	2	1	4	300%	--
	School Counseling (Licensure)	-	-	5	5	2	-60%	--
	Superintendent (Licensure)	-	9	13	14	16	14%	--
	Teacher Leader Endorsement (Licensure)	3	-	-	-	-	--	-100%
	Organizational Leadership	3	-	-	-	-	--	-100%
	Data-Based Decision Making (Certificate)	-	-	-	1	-	-100%	--
	C&I-Advanced/Applied Teaching	-	2	2	5	7	40%	--
	C&I-Chinese Language	8	13	22	12	5	-58%	-38%
	C&I-Education Research	10	7	6	8	5	-38%	-50%
	C&I-Educational Technology	38	39	32	20	21	5%	-45%
	C&I-Gifted&TalentedLearners	13	14	17	21	32	52%	146%
	C&I-Secondary-MUST-English	4	4	5	8	3	-63%	-25%
	C&I-Secondary-MUST-Math	-	1	2	3	3	0%	--
	C&I-Secondary-MUST-Modern Lang	1	1	3	1	3	200%	200%
	C&I-Secondary-MUST-Science	2	4	5	6	7	17%	250%
	C&I-Secondary-MUST-Social Stud	2	2	9	3	2	-33%	0%
	Curriculum and Instruction	50	9	6	2	-	-100%	-100%
	Gifted Endorsement (Licensure)	-	-	7	10	11	10%	--
	Community Health Promotion	27	26	25	23	30	30%	11%
	Exercise Science	59	61	57	54	33	-39%	-44%
	Sport Management	27	24	29	25	27	8%	0%
	Sports Management, Exercise	1	-	1	-	-	--	-100%
Health and Human Performance								

continued on next page

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

Department/Program	Description	Fall Term					Percent Change	
		2013	2014	2015	2016	2017	1 year	5 year
Teacher Education	C&I-Early Child Interv Spec	19	27	25	15	13	-13%	-32%
	C&I-Early Childhood Educ	42	58	56	45	38	-16%	-10%
	C&I-Elementary	4	4	3	3	2	-33%	-50%
	C&I-Literacy Dev-Adult Lit	2	1	-	1	1	0%	-50%
	C&I-Literacy Dev-Bilingual	-	-	1	-	1	--	--
	C&I-Literacy Development- TESOL	20	27	24	18	22	22%	10%
	C&I-Literacy Dev-Reading	40	47	46	48	40	-17%	0%
	C&I-Mild / Moderate	110	107	75	56	47	-16%	-57%
	C&I-Moderate / Intensive	41	28	25	20	20	0%	-51%
	C&I-School Health	2	1	1	1	1	0%	-50%
	C&I-Secondary-Art	3	1	-	-	1	--	-67%
	C&I-Secondary-English	2	2	2	1	1	0%	-50%
	C&I-Secondary-Math	2	3	1	-	1	--	-50%
	C&I-Secondary-Modern Language	1	-	-	1	-	-100%	-100%
	C&I-Secondary-Science	2	4	-	-	1	--	-50%
	C&I-Secondary-Social Studies	3	6	4	2	1	-50%	-67%
	Autism Spectrum Disorder/Fotn (Certificate)	-	-	-	-	1	--	--
	Certificate Program in TESOL (Certificate)	4	4	3	1	3	200%	-25%
	TESOL Endorsement (Licensure)	-	-	-	3	5	67%	--
	Early Child Inter Spec PreK-3 (Licensure)	-	1	5	4	-	-100%	--
	Early Childhood PreK-3 (Licensure)	-	-	2	1	3	200%	--
	Computer/Tech Endorsement (Licensure)	-	-	-	4	4	0%	--
	Mod/Intensive Spec K-12 (Licensure)	-	-	4	1	1	0%	--
Mild/Mod Intervention Spc K-12 (Licensure)	-	-	3	4	5	25%	--	
Reading Endorsement (Licensure)	-	-	7	15	20	33%	--	
Principal 5-12 (Licensure)	-	-	-	-	1	--	--	
Principal 4-9 (Licensure)	-	-	-	-	1	--	--	
Graduate Education	-	-	1	-	-	--	--	
Graduate Education Licensure (Licensure)	254	197	116	42	23	-45%	-91%	
Graduate Education (Nondegree)	141	135	95	84	92	10%	-35%	
Total		1,265	1,168	1,065	1,009	1,050	4%	-17%
Doctoral	Urban Ed: Administration	9	8	11	8	9	13%	0%
	Urban Ed: Adult Continuing & Higher Ed	-	6	9	10	13	30%	--
	Urban Ed: Counseling	21	11	6	1	2	100%	-90%
	Urban Ed: Counseling Psychology	13	19	20	27	23	-15%	77%
	Urban Ed: Leadership and Lifelong Learning	12	9	5	2	3	50%	-75%
	Urban Ed: Learning and Development	26	23	19	12	13	8%	-50%
	Urban Ed: Nursing Education	2	2	3	2	2	0%	0%
	Urban Ed: Policy Studies	19	19	21	22	20	-9%	5%
	Total		102	97	94	84	1%	-17%
	Total		2,276	2,077	2,102	1,877	1,897	-11%

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

Department/Program	Description	Fall Term					Percent Change	
		2013	2014	2015	2016	2017	1 year	5 year
Undergraduate								
Nursing	Nursing, Accelerated	70	66	70	71	83	17%	19%
	Nursing, Basic	239	225	219	225	239	6%	0%
	Preparatory/Pre-Nursing	249	238	221	242	259	7%	4%
	RN to BSN	14	22	31	65	92	42%	557%
Total		572	551	541	603	673	12%	18%
Graduate (excluding Doctoral)								
Nursing	MS Nursing & MBA Joint Degree	3	5	5	4	4	0%	33%
	Nursing	45	43	41	48	27	-44%	-40%
	School Nurse Licence Prep (Licensure)	2	-	-	-	-	--	-100%
	Nursing Education Cert (Certificate)	1	-	-	-	-	--	-100%
	Graduate Nursing Nondegree (Nondegree)	4	3	4	3	6	100%	50%
	Nursing - Education Track	-	-	-	-	15	--	--
	Nursing - Forensics Track	-	-	-	-	9	--	--
	Nursing-Clinical Nurse Leader	-	-	-	-	6	--	--
	Nursing-Specialized Population	-	-	-	-	6	--	--
Total		55	51	50	55	73	33%	33%
Total		627	602	591	658	746	13%	19%

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

Department/Program	Description	Fall Term					Percent Change	
		2013	2014	2015	2016	2017	1 year	5 year
Undergraduate								
Chemical and Biomedical Engineering	Chemical Engineering	148	203	216	215	231	7%	56%
Civil and Environmental Engineering	Civil Engineering	110	129	148	167	175	5%	59%
Electrical Engineering and Computer Science	Computer Engineering	108	111	115	131	144	10%	33%
	Computer Science	-	-	277	231	241	4%	--
Engineering Technology	Electrical Engineering	158	166	166	163	165	1%	4%
	Electronic Egr Technology	42	52	68	71	70	-1%	67%
	Mechanical Egr Technology	51	94	99	85	68	-20%	33%
Mechanical Engineering	Mechanical Engineering	300	355	425	472	444	-6%	48%
	Engineering Undecided	40	20	11	5	3	-40%	-93%
Other Engineering	Pre-Engineering	362	264	295	366	390	7%	8%
Total		1,319	1,394	1,820	1,906	1,931	1%	46%
Graduate (excluding Doctoral)								
Chemical and Biomedical Engineering	Biomedical Engineering	35	34	30	32	32	0%	-9%
	Chemical Engineering	30	31	32	41	33	-20%	10%
Civil and Environmental Engineering	Civil Engineering	41	55	60	64	54	-16%	32%
	Engineering Mechanics	3	3	4	-	-	--	-100%
Electrical Engineering and Computer Science	Environmental Engineering	6	3	6	17	19	12%	217%
	Computer Science	-	-	80	71	60	-15%	--
	Electrical Engineering	160	227	291	259	122	-53%	-24%
Mechanical Engineering	Software Engineering	35	28	36	18	13	-28%	-63%
	Mechanical Engineering	75	96	100	81	72	-11%	-4%
Other Engineering	Graduate Engineering (Nondegree)	11	16	10	8	12	50%	9%
Total		396	493	649	591	417	-29%	5%
Doctoral								
Doctor of Engineering	Applied Biomedical Engineering	26	29	20	16	18	13%	-31%
	Chemical Engineering	3	5	7	8	10	25%	233%
	Civil Engineering	5	6	6	3	5	67%	0%
	Electrical Engineering	22	22	24	24	25	4%	14%
Mechanical Engineering	13	12	16	15	22	47%	69%	
Total		69	74	73	66	80	21%	16%
Total		1,784	1,961	2,542	2,563	2,428	-5%	36%

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	
		2013	2014	2015	2016	2017	1 year	5 year
Undergraduate								
Biology, Geology and Environmental Science								
	Biology	533	541	535	507	496	-2%	-7%
	Biology - Integrated Science	-	-	9	13	15	15%	--
	Biology Pre-Podiatry	1	-	-	-	-	--	-100%
	Biology-Medical Technology	87	77	69	58	38	-34%	-56%
	Environmental Sciences	106	104	106	100	94	-6%	-11%
	Environmental Sciences-Intgrtd	-	-	-	2	2	0%	--
	Geological Sciences	18	7	4	1	1	0%	-94%
	Health Science Podiatry	2	-	-	-	1	--	-50%
Chemistry								
	Chemistry	118	127	145	126	120	-5%	2%
	Chemistry - Integrated Science	-	-	2	1	2	100%	--
	Pharmaceutical Sci Admin Track	4	5	3	1	-	-100%	-100%
	Pharmaceutical Science	27	26	35	40	36	-10%	33%
	Forensic Chemistry Certificate (Certificate)	-	1	2	1	-	-100%	--
Health Sciences								
	Health Science Pre-Occ Thrpy	167	153	129	120	126	5%	-25%
	Health Science Pre-Phys Asst	117	132	143	159	164	3%	40%
	Health Science Pre-Phys Thrpy	238	240	182	149	157	5%	-34%
	Health Sciences	373	399	445	473	486	3%	30%
	Health Sciences-Physical Thpy	2	2	2	1	-	-100%	-100%
	Pre-HealthScience/OccThpyPrep	-	2	21	39	42	8%	--
	Pre-HealthScience/PhysThpyPrep	-	2	35	63	72	14%	--
	Health Science Comp Prog	-	-	-	7	10	43%	--
	Speech & Hearing	125	111	112	114	103	-10%	-18%
	Culture Comm & Health Cert (Certificate)	1	-	1	3	4	33%	300%
	Gerontology Certificate (Certificate)	1	-	1	-	-	--	-100%
Mathematics								
	Mathematics	110	119	123	118	116	-2%	5%
	Mathematics - Integrated Math	-	-	7	6	14	133%	--
Physics								
	Physics	52	42	45	40	35	-13%	-33%
	Physics - Integrated Science	-	-	1	-	1	--	--
Psychology								
	Psychology	772	731	673	712	716	1%	-7%
Other Science								
	Pre-Dentistry	60	43	54	56	67	20%	12%
	Pre-Dentistry (Undecided)	1	4	5	3	3	0%	200%
	Pre-Medicine	350	356	390	451	471	4%	35%
	Pre-Medicine (Undecided)	8	31	54	40	33	-18%	313%
	Pre-Pharmacy	87	46	63	67	60	-10%	-31%
	Pre-Pharmacy (Undecided)	1	11	17	13	7	-46%	600%
	Pre-Veterinary	33	28	34	45	48	7%	45%
	Pre-Veterinary (Undecided)	-	4	8	10	3	-70%	--
	Science Undecided	32	8	6	2	4	100%	-88%
	College of Science Certificate (Certificate)	-	-	-	2	-	-100%	--
Pre-Professional Health Programs								
	Pre-Optometry	-	-	-	-	2	--	--
Total		3,426	3,352	3,461	3,543	3,549	0%	4%

continued on next page

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

Department/Program	Description	Fall Term					Percent Change	
		2013	2014	2015	2016	2017	1 year	5 year
Graduate (excluding Doctoral)								
Biology, Geology and Environmental Science	Biology	17	15	18	21	21	0%	24%
	Environmental Science	9	10	5	4	8	100%	-11%
Chemistry	Chemistry	43	32	25	15	15	0%	-65%
Health Sciences	Health Science	76	47	35	39	34	-13%	-55%
	Health Science- Phy. A. Track	61	83	92	89	59	-34%	-3%
	Master of Occupational Therapy	118	132	133	136	137	1%	16%
	Master of Public Health	24	22	23	20	24	20%	0%
	Physics Optics and Medical Img	2	1	-	1	1	0%	-50%
	Speech Pathology and Aud	53	53	59	67	68	1%	28%
	Gerontological Studies (Certificate)	1	1	1	-	-	--	-100%
Mathematics	Applied Statistics	10	14	15	11	23	109%	130%
	Mathematics	31	29	30	30	30	0%	-3%
	Applied Predictive Modeling (Certificate)	-	-	-	1	2	100%	--
Physics	Medical Physics	-	-	3	9	8	-11%	--
	Physics	20	17	11	-	-	--	-100%
	Physics Optics and Materials	-	-	3	7	6	-14%	--
	Medical Physics (Certificate)	-	-	2	3	2	-33%	--
Psychology	Psychology	2	1	2	2	1	-50%	-50%
	Psychology - Clinical	17	21	24	19	22	16%	29%
	Psychology Specialist	13	9	6	11	10	-9%	-23%
	Psychology-Diversity Mgmt	15	15	12	8	11	38%	-27%
	Psychology-Experimental	11	14	12	12	15	25%	36%
	Psychology-Industrial/Org Rsch	10	11	13	13	16	23%	60%
	Psychology-School	20	20	22	24	24	0%	20%
Other Science	Diversity Management (Certificate)	1	2	-	1	-	-100%	-100%
	Grad Coll of Science Non-degree (Nondegree)	70	63	57	64	49	-23%	-30%
Total		624	612	603	607	586	-3%	-6%
Doctoral								
Biology, Geology and Environmental Science	Regulatory Biology	67	49	46	48	40	-17%	-40%
Chemistry	Clinical Bioanalytical Chem	70	74	63	58	57	-2%	-19%
Health Sciences	Doctor of Physical Therapy	111	110	105	107	113	6%	2%
Psychology	Adult Development & Aging PhD	8	9	8	6	6	0%	-25%
Total		256	242	222	219	216	-1%	-16%
Total		4,306	4,206	4,286	4,369	4,351	0%	1%

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

Department/Program	Description	Fall Term					Percent Change	
		2013	2014	2015	2016	2017	1 year	5 year
Undergraduate								
Economic Development	Economic Development	-	2	20	21	26	24%	--
Environmental Studies	Environmental Studies	22	36	33	24	36	50%	64%
Nonprofit Administration & Leadership	Non-Profit Admin (LR)	2	3	6	11	13	18%	550%
	Nonprofit Administration	64	82	77	70	59	-16%	-8%
	Nonprofit Administration/stratation 4+1	1	-	-	2	3	50%	200%
Organizational Leadership	Organizational Leadership	54	68	96	107	123	15%	128%
	Organizational Leadership (LK)	24	34	38	41	39	-5%	63%
	Organizational Leadership (LR)	-	-	-	2	6	200%	--
	Organizational Leadership (OL)	-	-	3	6	8	33%	--
	Organizational Leadership Mgmt	-	-	-	1	-	-100%	--
Public Safety Management	Public Safety Management	48	46	35	37	32	-14%	-33%
	Public Safety Management (LK)	3	5	8	2	4	100%	33%
	Public Safety Management (LR)	3	2	5	5	4	-20%	33%
Urban Studies	Urban Studies - Regional Ping	-	-	-	3	4	33%	--
	Urban Studies (CSU)	108	108	101	96	92	-4%	-15%
	Urban Studies (LK)	2	11	7	6	8	33%	300%
	Urban Studies (LR)	5	8	13	8	6	-25%	20%
	Org Leadership Mgt	-	-	-	-	3	--	--
	Urban Studies - Env Pol & Mgt	-	-	-	-	1	--	--
Certificate	Undergrad Cert (Certificate)	1	-	2	1	-	-100%	-100%
Total		337	405	444	443	467	5%	39%
Graduate (excluding Doctoral)								
Environmental Studies	Environmental Studies	8	8	5	11	19	73%	138%
Nonprofit Administration & Leadership	Nonprofit Administration & Leadership	22	20	14	19	19	0%	-14%
	Nonprofit Administration & Leadership 4+1	-	1	-	-	-	--	--
Public Administration	Public Admin	79	62	65	56	46	-18%	-42%
	Public Admin - 4+1	1	2	-	2	1	-50%	0%
	Public Admin - Economic Development	-	-	1	-	2	--	--
	Public Admin - Health Care Admin	-	-	1	-	-	--	--
	Public Admin - JD/MPA	-	-	1	2	-	-100%	--
	Public Admin - Nonprofit Management	-	-	4	1	9	800%	--
	Public Admin - Public Financial Mgmt	-	-	1	-	2	--	--
	Public Admin - City Mgt	-	-	-	-	1	--	--
Urban Planning	Urban Planning & Development	36	41	49	31	33	6%	-8%
	Urban Planning & Law	1	-	2	1	2	100%	100%
Urban Studies	Urban Studies	13	14	14	8	9	13%	-31%
Certificate	Local and Urban Management (Certificate)	-	-	3	-	-	--	--
	Nonprofit Management (Certificate)	2	5	4	3	7	133%	250%
	Urban Economic Development (Certificate)	1	-	1	2	1	-50%	0%
	Urban Geographic Information Systems (Certificate)	-	-	2	3	2	-33%	--
	Urban Real Estate Development & Finance (Certificate)	3	-	-	1	5	400%	67%
	Historic Preservation (Certificate)	-	-	-	-	1	--	--
Non-Degree	Non-Degree (Nondegree)	53	38	38	36	24	-33%	-55%
Total		219	191	205	176	183	4%	-16%
Doctoral								
Urban Studies	Urban Studies	37	32	32	26	27	4%	-27%
Total		37	32	32	26	27	4%	-27%
Total		593	628	681	645	677	5%	14%

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

Department/Program	Description	Fall Term					Percent Change	
		2013	2014	2015	2016	2017	1 year	5 year
Law								
	Law	442	405	375	333	319	-4%	-28%
	Law and Environmental Studies	-	-	-	-	1	--	--
	Law and Urban Planning	2	1	2	2	2	0%	0%
	Master of Laws	10	10	11	8	4	-50%	-60%
	Health Care Compliance (Certificate)	-	-	2	-	-	--	--
	Health Law (Certificate)	2	1	2	1	-	-100%	-100%
	Law (Non-Degree)	2	-	1	1	1	0%	-50%
Total		458	417	393	345	327	-5%	-29%
Graduate (excluding Doctoral)								
	Legal Studies	12	26	37	36	26	-3%	200%
Total		12	26	37	36	26	-28%	117%
Total		470	443	430	381	353	-7%	-25%

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

Department/Program	Description	Fall Term					Percent Change	
		2013	2014	2015	2016	2017	1 year	5 year
Undergraduate								
	College Credit Plus	289	284	221	190	224	18%	-22%
	Exploratory Nursing	194	73	15	5	2	-60%	-99%
	Pre-Business Administration	24	18	26	8	7	-13%	-71%
	Pre-College of Engineering	5	7	18	34	34	0%	580%
	Pre-Educ & Human Serv (Educ)	4	2	6	6	7	17%	75%
	Pre-Liberal Arts & Social Sci	60	37	28	19	13	-32%	-78%
	Pre-Music	1	-	-	-	0	--	-100%
	Pre-Science	22	16	18	17	11	-35%	-50%
	Pre-Social Work	3	1	-	2	0	-100%	-100%
	Pre-Urban Affairs	2	1	2	5	3	-40%	50%
	Project 60 (Non-Degree)	214	231	227	209	193	-8%	-10%
	Transitional Business	-	15	3	19	17	-11%	--
	Transitional Education	-	11	4	12	6	-50%	--
	Transitional Engineering	-	23	19	18	17	-6%	--
	Transitional Exploratory	-	121	367	335	281	-16%	--
	Transitional Lib Arts/Soc Sci	-	13	10	16	17	6%	--
	Transitional Nursing	-	72	93	126	129	2%	--
	Transitional Science	-	6	8	6	9	50%	--
	Transitional Urban	-	4	5	4	3	-25%	--
	University Studies Undecided	47	33	25	20	0	-100%	-100%
Total		865	968	1,095	1,051	973	-7%	12%

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

Department/Program	Description	2013	2014	2015	2016	2017	Percent Change	
							1 year	5 year
Undergraduate Non-Degree								
	Cross Registration Undergradua (Non-Degree)	14	12	15	13	4	-69%	-71%
	Nondegree Post-baccalaureate (Non-Degree)	1	-	-	-	-	--	-100%
	Nondegree Undergraduate (Non-Degree)	169	119	156	123	108	-12%	-36%
	Ugrad Transient (Non-Degree)	37	39	39	36	42	17%	14%
	Visiting (Non-Degree)	-	-	-	-	-	--	--
	National Student Exchange (Non-Degree)	-	-	1	-	-	--	--
Total		221	170	211	172	154	-10%	-30%

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

Department/Program	Description	2013	2014	2015	2016	2017	Percent Change	
							1 year	5 year
Graduate (excluding Doctoral)								
	Graduate Nondegree (Non-Degree)	6	3	3	2	0	-100%	-100%
	Cross Registration Graduate (Non-Degree)	13	14	16	19	4	-79%	-69%
	Grad Transient (Non-Degree)	10	7	4	3	7	133%	-30%
Total		29	24	23	24	11	-54%	-62%

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

Department/Program	Description	2013	2014	2015	2016	2017	Percent Change	
							1 year	5 year
Undergraduate								
	ESL Intensive Language Program	150	152	122	68	37	-46%	-75%
Total		150	152	122	68	37	-46%	-75%

Note: ESL = English as a Second Language

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

Table 3.12a: Enrollment by Class Standing

Class Standing	Enrollment					Percent Change						
	2013	2014	2015	2016	2017	%	2016	%	2017	%	1 Year	5 Year
Freshmen	399	385	379	370	365	12%	13%	12%	12%	12%	-1%	-9%
Sophomores	232	378	357	390	362	7%	12%	13%	12%	12%	-7%	56%
Juniors	387	472	447	466	506	12%	15%	15%	17%	17%	9%	31%
Seniors	923	1010	895	955	892	28%	30%	31%	30%	30%	-7%	-3%
Master's	1307	1161	901	844	860	40%	30%	28%	29%	29%	2%	-34%
Doctoral	53	42	30	21	19	2%	1%	1%	1%	1%	-10%	-64%
Grand Total	3,301	3,448	3,009	3,046	3,004	100%	100%	100%	100%	100%	-1%	-9%

Table 3.12b: Student Credit Hours by Course Level

Class Level	Credit Hours					Percent Change						
	2013	2014	2015	2016	2017	%	2016	%	2017	%	1 Year	5 Year
Lower	5,839	6,544	6,233	6,588	6,574	21%	24%	24%	24%	24%	0%	13%
Upper	11,420	11,805	12,533	14,251	14,534	42%	49%	52%	53%	53%	2%	27%
Master's	9,745	8,493	6,614	6,334	6,282	36%	26%	23%	23%	23%	-1%	-36%
Doctoral	272	188	139	102	70	1%	1%	0%	0%	0%	-31%	-74%
Grand Total	27,276	27,030	25,519	27,275	27,460	100%	100%	100%	100%	100%	1%	1%

Figure 3.12a: Enrollment by Class Standing

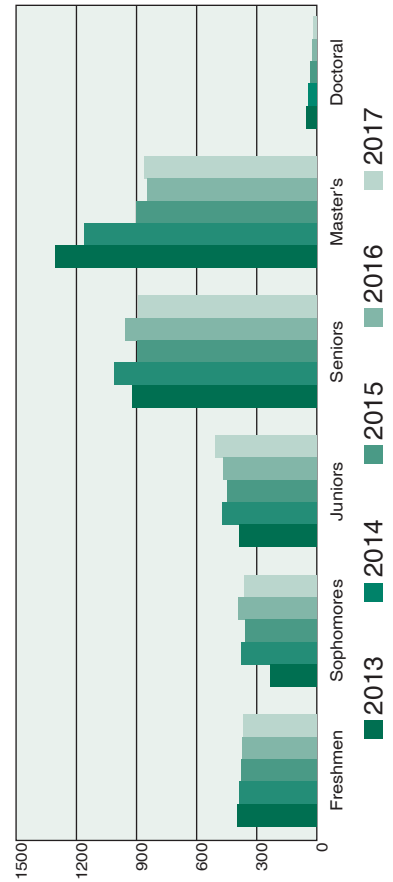
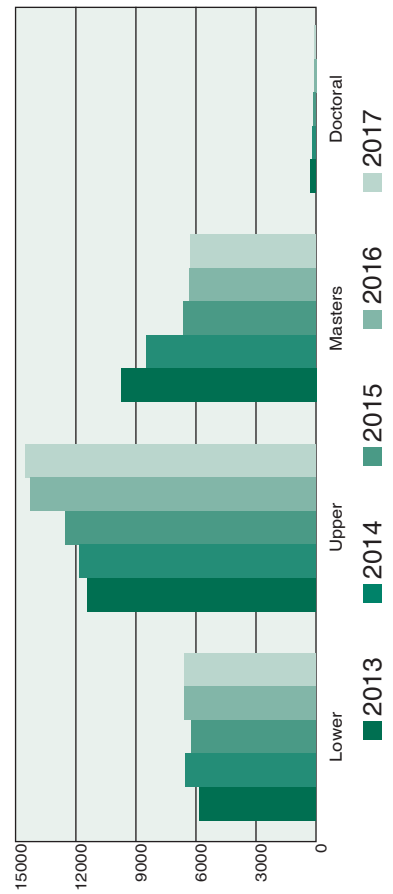


Figure 3.12b: Student Credit Hours by Course Level



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

Table 3.13a: Enrollment by Class Standing

Class Standing	2013					2014					2015					2016					2017					Percent Change				
	2013	%	2014	%	2015	%	2016	%	2017	%	2013	%	2014	%	2015	%	2016	%	2017	%	1 Year	5 Year								
Freshmen	757	21%	617	19%	490	16%	466	16%	484	17%	484	17%	466	16%	490	19%	466	16%	484	17%	4%	-36%								
Sophomores	584	16%	477	15%	431	14%	452	15%	457	16%	452	15%	477	16%	431	14%	452	15%	457	16%	1%	-22%								
Juniors	687	19%	642	20%	633	21%	632	22%	647	23%	633	21%	642	22%	633	20%	632	22%	647	23%	2%	-6%								
Seniors	1,114	30%	979	30%	944	32%	942	32%	899	31%	944	32%	942	32%	944	30%	942	32%	899	31%	-5%	-19%								
Master's	549	15%	537	17%	481	16%	437	15%	376	13%	481	17%	437	15%	481	16%	437	15%	376	13%	-14%	-32%								
Grand Total	3,691	100%	3,252	100%	2,979	100%	2,929	100%	2,863	100%	2,929	100%	2,929	100%	2,979	100%	2,929	100%	2,863	100%	-2%	-22%								

Table 3.13b: Student Credit Hours by Course Level

Course Level	2013					2014					2015					2016					2017					Percent Change				
	2013	%	2014	%	2015	%	2016	%	2017	%	2013	%	2014	%	2015	%	2016	%	2017	%	1 Year	5 Year								
Developmental	386	1%	370	1%	418	1%	398	1%	318	1%	418	1%	398	1%	418	1%	398	1%	318	1%	-20%	-18%								
Lower	37,504	62%	35,074	64%	35,799	64%	35,322	64%	34,348	63%	35,799	64%	35,322	64%	35,799	64%	35,322	64%	34,348	63%	-3%	-8%								
Upper	17,860	30%	14,928	27%	15,105	27%	15,849	29%	16,125	30%	15,105	27%	15,849	29%	15,105	27%	15,849	29%	16,125	30%	2%	-10%								
Master's	4,662	8%	4,859	9%	4,185	8%	3,781	7%	3,367	6%	4,185	9%	3,781	7%	4,185	8%	3,781	7%	3,367	6%	-11%	-28%								
Doctoral	4	0%	4	0%	4	0%	1	0%	1	0%	4	0%	1	0%	4	0%	1	0%	1	0%	-100%	-100%								
Grand Total	60,416	100%	55,231	100%	55,511	100%	55,351	100%	54,158	100%	55,511	100%	55,351	100%	55,511	100%	55,351	100%	54,158	100%	-2%	-10%								

Figure 3.13a: Enrollment by Class Standing

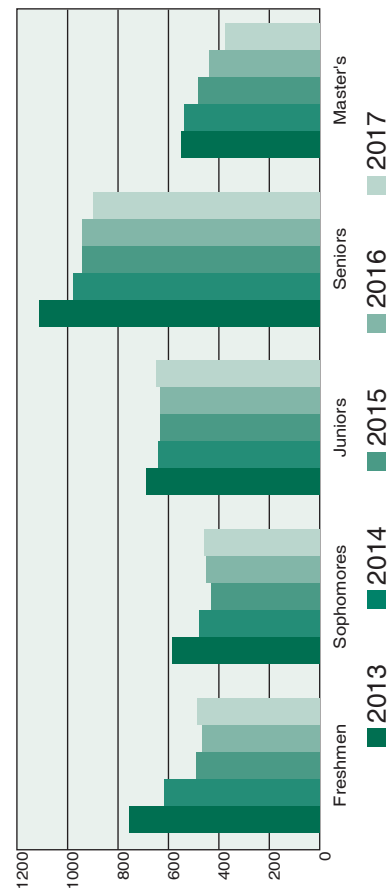
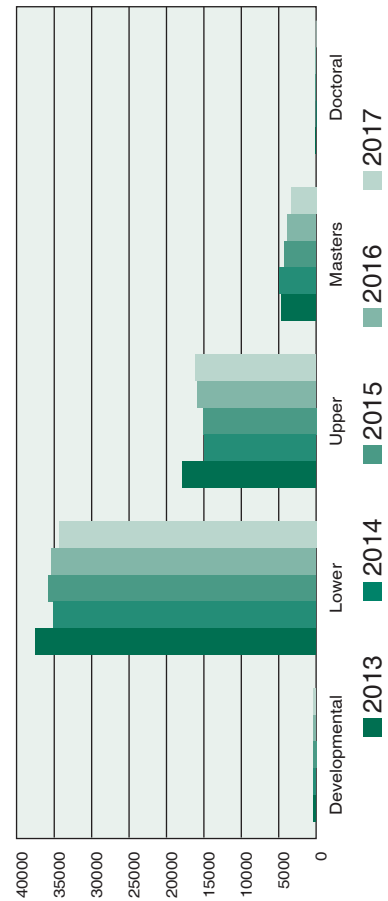


Figure 3.13b: Student Credit Hours by Course Level



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

Class Standing	2013					2014					2015					2016					2017					Percent Change		
	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	1 Year	5 Year				
Freshmen	149	7%	115	6%	135	7%	118	7%	131	7%	131	7%	118	7%	131	7%	118	7%	131	7%	131	7%	11%	-12%				
Sophomores	114	5%	109	5%	109	6%	88	5%	133	7%	88	5%	133	7%	133	7%	88	5%	133	7%	133	7%	51%	17%				
Juniors	193	9%	155	8%	162	8%	135	8%	117	7%	135	8%	117	7%	117	7%	135	8%	117	7%	117	7%	-13%	-39%				
Seniors	448	20%	424	21%	405	21%	342	19%	281	16%	342	19%	281	16%	281	16%	342	19%	281	16%	281	16%	-18%	-37%				
Master's	1,253	55%	1,153	56%	1,048	54%	1,003	57%	1,029	58%	1,003	57%	1,029	58%	1,029	58%	1,003	57%	1,029	58%	1,029	58%	3%	-18%				
Doctoral	102	5%	96	5%	93	5%	84	5%	85	1%	84	5%	85	1%	85	1%	84	5%	85	1%	85	1%	1%	-17%				
Grand Total	2,259	100%	2,052	100%	1,952	100%	1,770	100%	1,776	100%	1,770	100%	1,776	100%	1,776	100%	1,770	100%	1,776	100%	1,776	0%	-21%					

Table 3.14b: Student Credit Hours by Course Level

Course Level	2013					2014					2015					2016					2017					Percent Change		
	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	1 Year	5 Year				
Lower	1,501	9%	1,451	10%	1,208	8%	1,173	8%	1,269	9%	1,173	8%	1,269	9%	1,269	9%	1,173	8%	1,269	9%	1,269	9%	8%	-15%				
Upper	5,938	37%	5,721	38%	6,384	42%	5,237	38%	5,302	38%	5,237	38%	5,302	38%	5,302	38%	5,237	38%	5,302	38%	5,302	38%	1%	-11%				
Master's	7,884	49%	7,168	48%	6,886	46%	6,449	46%	6,626	47%	6,449	46%	6,626	47%	6,626	47%	6,449	46%	6,626	47%	6,626	47%	3%	-16%				
Doctoral	901	6%	669	4%	638	4%	747	4%	815	6%	747	4%	815	6%	815	6%	747	4%	815	6%	815	6%	9%	-10%				
Grand Total	16,224	100%	15,009	100%	15,116	100%	13,606	100%	14,012	100%	13,606	100%	14,012	100%	14,012	100%	13,606	100%	14,012	100%	14,012	3%	-14%					

Figure 3.14a: Enrollment by Class Standing

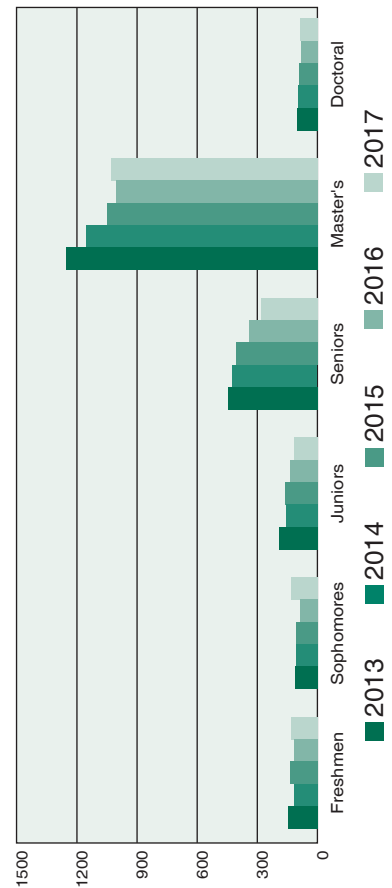
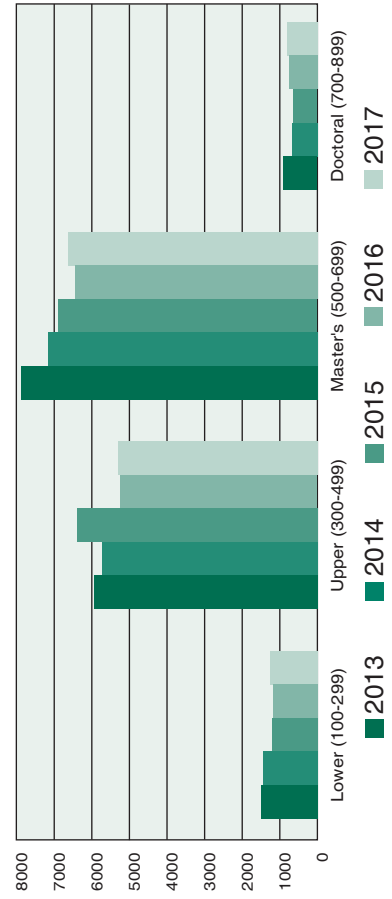


Figure 3.14b: Student Credit Hours by Course Level



**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	2013					2014					2015					2016					2017					Percent Change				
	2013	%	2014	%	2015	%	2016	%	2017	%	2018	%	2019	%	2020	%	2021	%	2022	%	2023	%	1 Year	5 Year	Percent Change					
Freshmen	156	25%	141	24%	160	27%	163	25%	190	26%	190	25%	163	25%	190	26%	190	26%	190	26%	190	26%	17%	17%	22%					
Sophomores	101	16%	101	17%	85	14%	113	17%	118	16%	118	17%	113	17%	118	16%	118	16%	118	16%	118	16%	4%	4%	17%					
Juniors	88	14%	82	14%	71	12%	91	14%	104	14%	104	14%	91	14%	104	14%	104	14%	104	14%	104	14%	14%	14%	18%					
Seniors	228	36%	225	38%	223	38%	234	36%	260	35%	260	36%	234	36%	260	35%	260	35%	260	35%	260	35%	11%	11%	14%					
Master's	55	9%	51	9%	50	8%	55	8%	73	10%	73	8%	55	8%	73	10%	73	10%	73	10%	73	10%	33%	33%	33%					
Grand Total	628	100%	600	100%	589	100%	656	100%	745	100%	745	100%	656	100%	745	100%	745	100%	745	100%	745	14%	14%	19%						

Table 3.15b: Student Credit Hours by Course Level																														
Course Level	2013					2014					2015					2016					2017					Percent Change				
	2013	%	2014	%	2015	%	2016	%	2017	%	2018	%	2019	%	2020	%	2021	%	2022	%	2023	%	1 Year	5 Year	Percent Change					
Lower	1,056	23%	1,005	23%	1,092	24%	1,114	23%	1,250	23%	1,250	23%	1,114	23%	1,250	23%	1,250	23%	1,250	23%	1,250	23%	12%	12%	18%					
Upper	3,177	70%	3,092	71%	3,207	70%	3,525	72%	3,809	70%	3,809	72%	3,525	72%	3,809	70%	3,809	70%	3,809	70%	3,809	70%	8%	8%	20%					
Master's	328	7%	267	6%	266	6%	276	6%	371	7%	371	6%	276	6%	371	7%	371	7%	371	7%	371	7%	34%	34%	13%					
Doctoral	8	0%	-	0%	-	0%	3	0%	4	0%	4	0%	3	0%	4	0%	4	0%	4	0%	4	0%	33%	33%	-50%					
Grand Total	4,569	100%	4,364	100%	4,565	100%	4,918	100%	5,434	100%	5,434	100%	4,918	100%	5,434	100%	5,434	100%	5,434	100%	5,434	10%	10%	19%						

Figure 3.15a: Enrollment by Class Standing

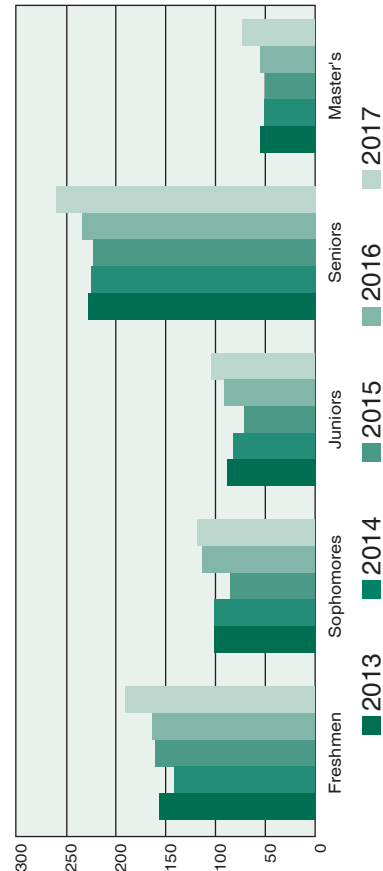


Figure 3.15b: Enrollment by Course Level

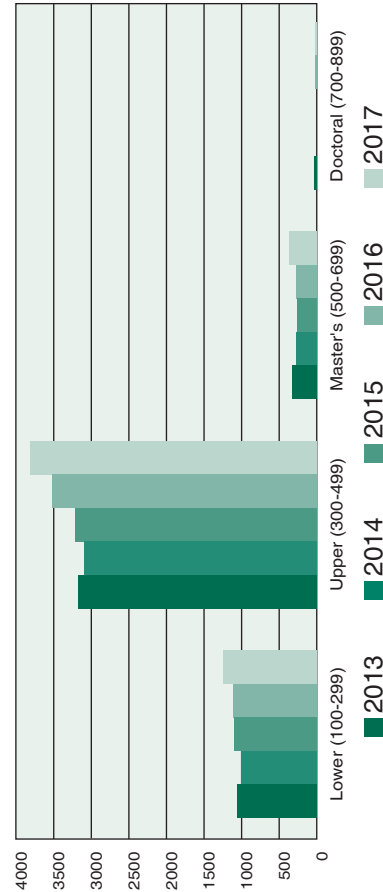


Table 3.16: College of Engineering Fall Enrollment by Class Standing & Student Credit Hours by Course Level: 5-Year Trend

Class Standing	Enrollment by Class Standing					Student Credit Hours by Course Level					Percent Change		
	2013	%	2014	%	2015	2016	%	2017	%	2017	%	1 Year	5 Year
Freshmen	359	20%	338	17%	414	415	16%	451	19%	451	19%	9%	26%
Sophomores	244	14%	233	12%	301	350	14%	337	14%	337	14%	-4%	38%
Juniors	260	15%	289	15%	354	377	15%	392	16%	392	16%	4%	51%
Seniors	452	26%	529	27%	740	752	29%	734	30%	734	30%	-2%	62%
Master's	391	22%	489	25%	646	590	23%	415	17%	415	17%	-30%	6%
Doctoral	65	4%	70	4%	72	65	3%	78	3%	78	3%	20%	20%
Grand Total	1,771	100%	1,948	100%	2,527	2,549	100%	2,407	100%	2,407	100%	-6%	36%

Course Level	Enrollment by Class Standing					Student Credit Hours by Course Level					Percent Change		
	2013	%	2014	%	2015	2016	%	2017	%	2017	%	1 Year	5 Year
Lower	3,167	27%	4,138	29%	5,444	5,989	28%	5,899	31%	5,899	32%	-2%	86%
Upper	5,287	46%	5,763	41%	7,930	8,436	41%	8,804	43%	8,804	47%	4%	67%
Master's	2,831	24%	3,905	28%	5,651	4,800	29%	3,423	24%	3,423	18%	-29%	21%
Doctoral	287	2%	366	3%	389	388	2%	472	2%	472	3%	22%	64%
Grand Total	11,572	100%	14,192	100%	19,414	19,613	100%	18,598	100%	18,598	100%	-5%	61%

Figure 3.16a: Enrollment by Class Standing

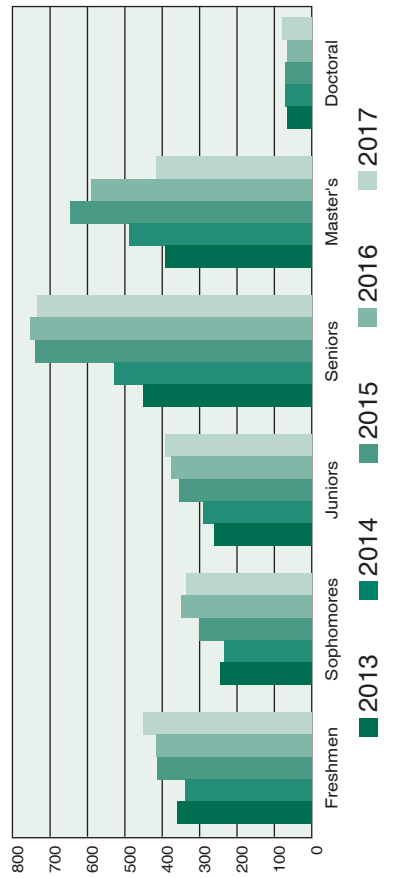
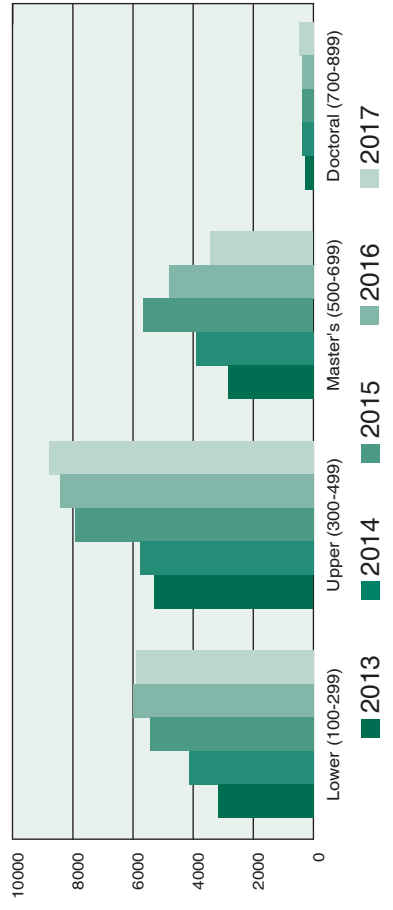


Figure 3.16b: Student Credit Hours by Course Level



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

Table 3.17a: Enrollment by Class Standing

Class Standing	Enrollment					Percent Change						
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017		
Freshmen	629	513	583	540	562	16%	14%	16%	15%	15%	4%	-11%
Sophomores	510	512	496	549	479	13%	14%	13%	15%	13%	-13%	-6%
Juniors	630	644	663	645	726	16%	17%	18%	17%	20%	13%	15%
Seniors	1,225	1,175	1,127	1,154	1,089	32%	32%	31%	31%	30%	-6%	-11%
Master's	594	602	599	605	582	15%	16%	16%	16%	16%	-4%	-2%
Doctoral	253	241	221	219	215	7%	7%	6%	6%	6%	-2%	-15%
Grand Total	3,841	3,687	3,689	3,712	3,653	100%	100%	100%	100%	100%	-2%	-5%

Table 3.17b: Student Credit Hours by Course Level

Course Level	Student Credit Hours					Percent Change						
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017		
Developmental	2,464	1,485	1,365	1,539	1,366	4%	3%	2%	2%	2%	-11%	-45%
Lower	33,589	31,561	34,173	33,075	33,436	56%	58%	59%	58%	58%	1%	0%
Upper	16,147	14,198	14,710	14,863	15,247	27%	26%	26%	26%	27%	3%	-6%
Master's	5,511	5,478	5,616	5,670	5,687	9%	10%	10%	10%	10%	0%	3%
Doctoral	1,883	1,834	1,761	1,782	1,743	3%	3%	3%	3%	3%	-2%	-7%
Grand Total	59,594	54,556	57,625	56,929	57,479	100%	100%	100%	100%	100%	1%	-4%

Figure 3.17a: Enrollment by Class Standing

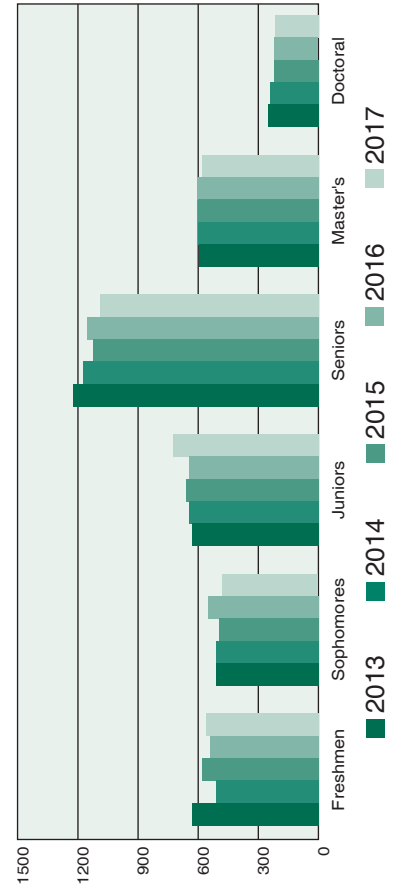
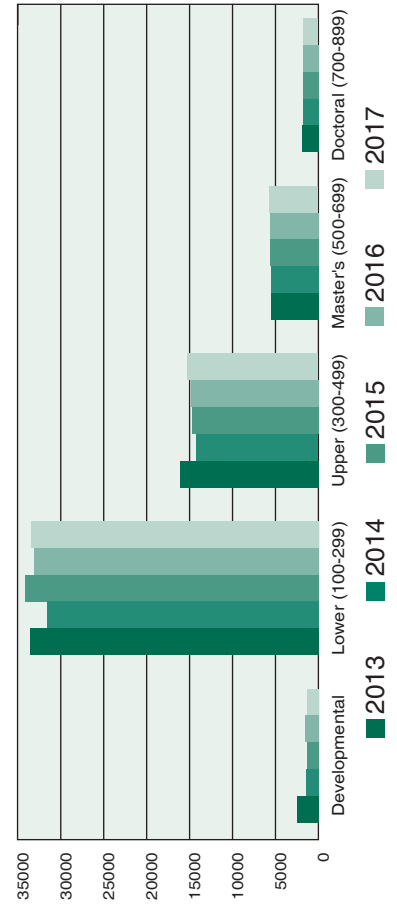


Figure 3.17b: Student Credit Hours by Course Level



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

Class Standing	2013					2014					2015					2016					2017					Percent Change				
	2013	%	2014	%	2015	%	2016	%	2017	%	2015	%	2016	%	2017	%	1 Year	%	5 Year	1 Year	%	5 Year	1 Year	%	5 Year					
Freshmen	20	3%	27	4%	28	4%	22	4%	28	4%	28	4%	22	4%	28	4%	27%	4%	40%	27%	4%	27%	4%	40%						
Sophomores	35	6%	54	9%	51	8%	53	9%	55	9%	51	8%	53	9%	55	9%	4%	9%	57%	4%	9%	4%	57%							
Juniors	105	18%	107	18%	137	21%	124	20%	130	20%	137	21%	124	20%	130	20%	5%	20%	24%	5%	20%	5%	24%							
Seniors	164	28%	199	33%	206	32%	211	35%	220	34%	206	32%	211	35%	220	34%	4%	34%	34%	4%	34%	4%	34%							
Master's	216	38%	187	31%	199	30%	172	28%	180	28%	199	31%	172	28%	180	28%	5%	28%	-17%	5%	28%	5%	-17%							
Doctoral	36	6%	32	5%	32	5%	25	4%	27	4%	32	5%	25	4%	27	4%	8%	4%	-25%	8%	4%	8%	-25%							
Grand Total	576	100%	606	100%	653	100%	607	100%	640	100%	653	100%	607	100%	640	100%	5%	100%	11%	5%	100%	5%	11%							

Table 3.18b: Student Credit Hours by Course Level

Course Level	2013					2014					2015					2016					2017					Percent Change				
	2013	%	2014	%	2015	%	2016	%	2017	%	2015	%	2016	%	2017	%	1 Year	%	5 Year	1 Year	%	5 Year	1 Year	%	5 Year					
Lower	4,844	48%	3,980	45%	3,900	43%	3,726	42%	3,532	40%	3,900	43%	3,726	42%	3,532	40%	-5%	40%	-27%	-5%	40%	-5%	40%	-27%						
Upper	3,303	32%	3,148	35%	3,309	36%	3,517	40%	3,507	40%	3,309	36%	3,517	40%	3,507	40%	0%	40%	6%	0%	40%	0%	40%	6%						
Master's	1,818	18%	1,577	18%	1,736	19%	1,429	16%	1,591	18%	1,736	19%	1,429	16%	1,591	18%	11%	18%	-12%	11%	18%	11%	18%	-12%						
Doctoral	211	2%	165	2%	126	1%	108	1%	103	1%	126	1%	108	1%	103	1%	-5%	1%	-51%	-5%	1%	-5%	-51%							
Grand Total	10,176	100%	8,870	100%	9,071	100%	8,780	100%	8,733	100%	9,071	100%	8,780	100%	8,733	100%	-1%	100%	-14%	-1%	100%	-1%	100%	-14%						

Figure 3.18a: Enrollment by Class Standing

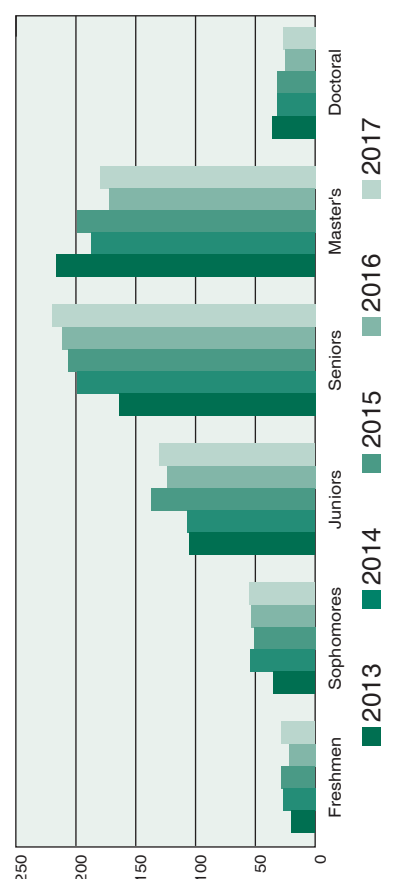
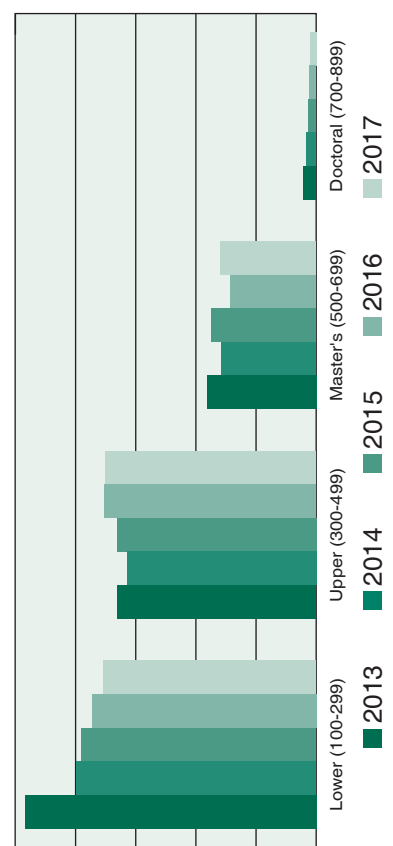


Figure 3.18b: Student Credit Hours by Course Level



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

Table 3.19a: Enrollment by Class Standing

Class Standing	Enrollment					Percent Change					
	2013	%	2014	%	2015	2016	%	2017	%	1 Year	5 Year
Law	469	100%	442	100%	428	381	100%	353	100%	-7%	-25%
Grand Total	469	100%	442	100%	428	381	100%	353	100%	-7%	-25%

Table 3.19b: Student Credit Hours by Course Level

Course Level	Student Credit Hours					Percent Change					
	2013	%	2014	%	2015	2016	%	2017	%	1 Year	5 Year
Law	6,115.5	100%	5,719.5	100%	5,281.5	4,876.5	100%	4,544.5	100%	-7%	-26%
Grand Total	6,115.5	100%	5,719.5	100%	5,281.5	4,876.5	100%	4,544.5	100%	-7%	-26%

Figure 3.19a: Enrollment by Class Standing

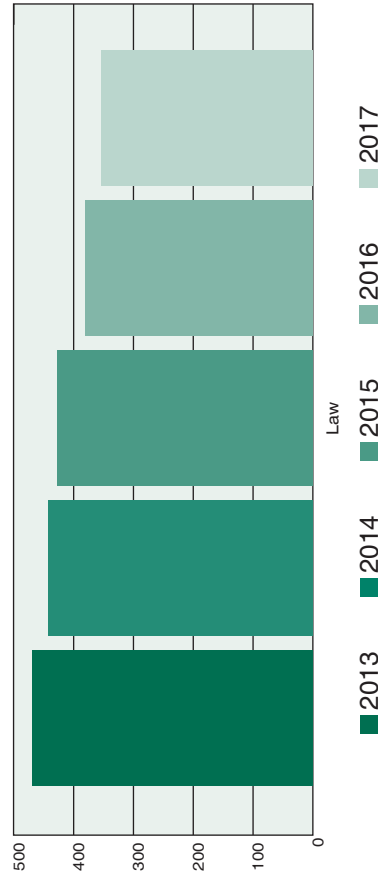
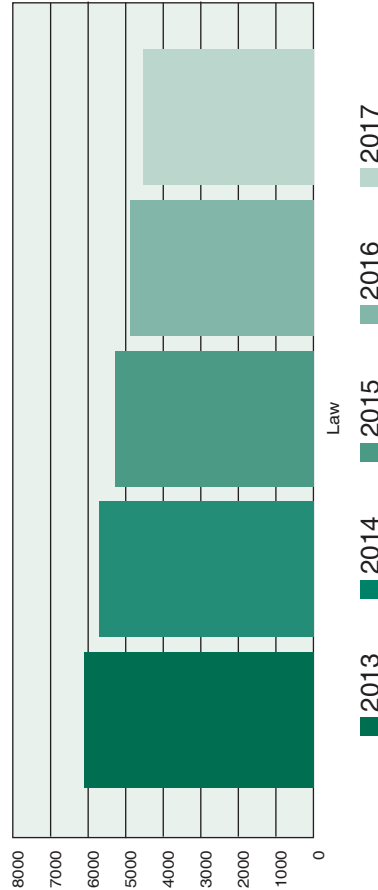


Figure 3.19b: Student Credit Hours by Course Level



**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	2013		2014		2015		2016		2017		Percent Change	
	2013	%	2014	%	2015	%	2016	%	2017	%	1 Year	5 Year
Freshmen	632	73%	728	75%	845	77%	816	78%	774	80%	-5%	22%
Sophomores	110	13%	142	15%	126	12%	120	11%	103	11%	-14%	-6%
Juniors	56	6%	52	5%	65	6%	59	6%	43	4%	-27%	-23%
Seniors	65	8%	43	4%	58	5%	54	5%	51	5%	-6%	-22%
Grand Total	863	100%	965	100%	1,094	100%	1,049	100%	971	100%	-7%	13%

Table 3.20b: Student Credit Hours by Course Level

Course Level	2013		2014		2015		2016		2017		Percent Change	
	2013	%	2014	%	2015	%	2016	%	2017	%	1 Year	5 Year
Lower	1,596	100%	1,427	100%	1,499	100%	1,523	100%	1,503	100%	-1%	-6%
Grand Total	1,596	100%	1,427	100%	1,499	100%	1,523	100%	1,503	100%	-1%	-6%

Figure 3.20a: Enrollment by Class Standing

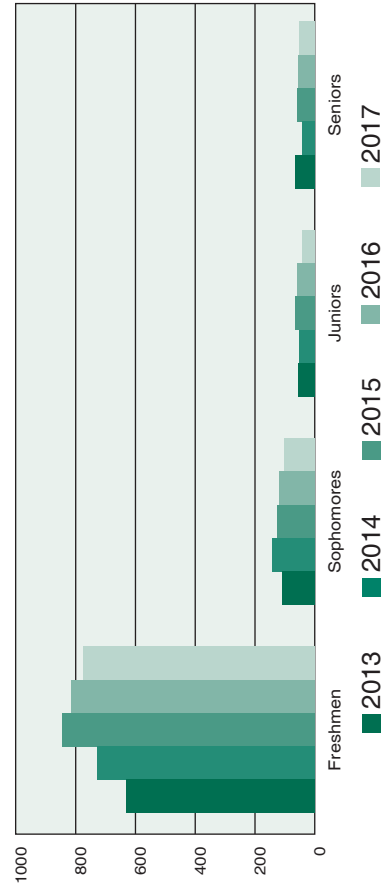


Figure 3.20b: Student Credit Hours by Course Level

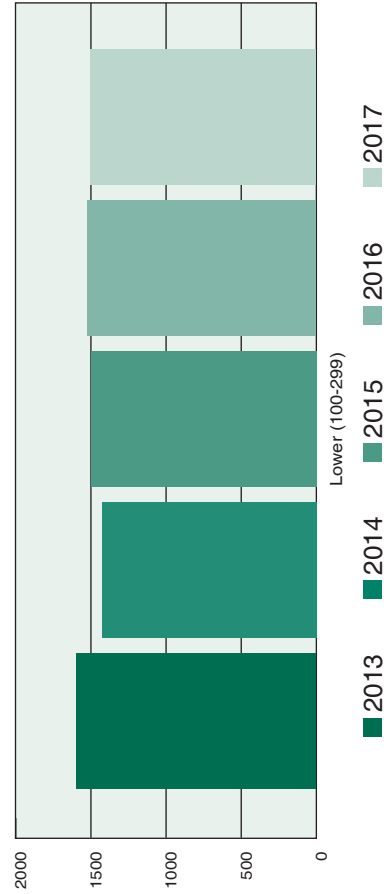


Table 3.21: CSU Total Fall Enrollment by College and Ethnicity: 5-Year Trend

College	Race	2013		2014		2015		2016		2017		Percent Change	
		Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	1 year	5 year
Business	American Indian/Alaska Native	4	0%	3	0%	5	0%	5	0%	9	0%	80%	125%
	Asian	122	4%	151	4%	126	4%	133	4%	136	5%	2%	11%
	Black/African American	462	14%	466	14%	405	13%	390	13%	367	12%	-6%	-21%
	Hispanic/Latino	116	4%	127	4%	120	4%	140	5%	155	5%	11%	34%
	Native Hawaiian or Other Pacific Island	5	0%	4	0%	2	0%	5	0%	3	0%	-40%	-40%
	Non Resident Alien	459	14%	427	12%	305	10%	303	10%	297	10%	-2%	-35%
	Two or more races	50	2%	62	2%	57	2%	53	2%	71	2%	34%	42%
	Unknown	75	2%	73	2%	55	2%	54	2%	47	2%	-13%	-37%
	White	2,008	61%	2,135	62%	1,934	64%	1,963	64%	1,919	64%	-2%	-4%
	Business Total	3,301	100%	3,448	100%	3,009	100%	3,046	100%	3,004	100%	-1%	-9%
CLASS	American Indian/Alaska Native	9	0%	4	0%	7	0%	8	0%	3	0%	-63%	-67%
	Asian	63	2%	44	1%	32	1%	32	1%	27	1%	-16%	-57%
	Black/African American	907	25%	829	25%	760	26%	733	25%	652	23%	-11%	-28%
	Hispanic/Latino	213	6%	190	6%	173	6%	163	6%	170	6%	4%	-20%
	Native Hawaiian or Other Pacific Island	3	0%	3	0%	4	0%	2	0%	4	0%	100%	33%
	Non Resident Alien	52	1%	51	2%	53	2%	50	2%	50	2%	0%	-4%
	Two or more races	108	3%	121	4%	106	4%	107	4%	118	4%	10%	9%
	Unknown	139	4%	80	2%	42	1%	43	1%	37	1%	-14%	-73%
	White	2,197	60%	1,930	59%	1,802	60%	1,791	61%	1,802	63%	1%	-18%
	CLASS Total	3,691	100%	3,252	100%	2,979	100%	2,929	100%	2,863	100%	-2%	-22%
Education	American Indian/Alaska Native	3	0%	6	0%	4	0%	4	0%	3	0%	-25%	0%
	Asian	20	1%	23	1%	16	1%	11	1%	21	1%	91%	5%
	Black/African American	503	22%	477	23%	479	25%	411	23%	390	22%	-5%	-22%
	Hispanic/Latino	83	4%	85	4%	82	4%	90	5%	73	4%	-19%	-12%
	Native Hawaiian or Other Pacific Island	2	0%	4	0%	4	0%	2	0%	2	0%	0%	0%
	Non Resident Alien	89	4%	98	5%	103	5%	74	4%	46	3%	-38%	-48%
	Two or more races	40	2%	42	2%	46	2%	46	3%	46	3%	0%	15%
	Unknown	80	4%	62	3%	39	2%	20	1%	23	1%	15%	-71%
	White	1,439	64%	1,255	61%	1,179	60%	1,112	63%	1,172	66%	5%	-19%
	Education Total	2,259	100%	2,052	100%	1,952	100%	1,770	100%	1,776	100%	0%	-21%
Engineering	American Indian/Alaska Native	-	0%	1	0%	4	0%	3	0%	3	0%	0%	-
	Asian	58	3%	63	3%	99	4%	118	5%	119	5%	1%	105%
	Black/African American	119	7%	127	7%	151	6%	179	7%	170	7%	-5%	43%
	Hispanic/Latino	54	3%	56	3%	77	3%	83	3%	80	3%	-4%	48%
	Native Hawaiian or Other Pacific Island	1	0%	1	0%	1	0%	1	0%	2	0%	100%	100%
	Non Resident Alien	508	29%	639	33%	857	34%	785	31%	653	27%	-17%	29%
	Two or more races	25	1%	31	2%	41	2%	49	2%	56	2%	14%	124%
	Unknown	59	3%	39	2%	40	2%	35	1%	25	1%	-29%	-58%
	White	947	53%	991	51%	1,257	50%	1,296	51%	1,299	54%	0%	37%
	Engineering Total	1,771	100%	1,948	100%	2,527	100%	2,549	100%	2,407	100%	-6%	36%

continued on next page

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

College	Race	2013		2014		2015		2016		2017		Percent Change	
		Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	1 year	5 year
Graduate Studies	American Indian/Alaska Native	-	--	-	--	-	--	-	--	-	--	-	-
	Asian	4	14%	1	4%	-	0%	2	8%	3	27%	50%	-25%
	Black/African American	2	7%	1	4%	3	13%	1	4%	1	9%	0%	-50%
	Hispanic/Latino	-	--	-	--	-	--	-	--	-	--	-	-
	Non Resident Alien	1	4%	1	4%	1	4%	1	4%	1	9%	0%	0%
	Unknown	14	50%	15	63%	17	74%	20	83%	3	27%	-85%	-79%
	White	7	25%	6	25%	2	9%	-	0%	3	27%	-	-57%
Grad Studies Total	28	100%	24	100%	23	100%	24	100%	11	100%	54%	-61%	
Law	American Indian/Alaska Native	3	1%	2	0%	2	0%	-	0%	-	0%	-	-100%
	Asian	14	3%	8	2%	10	2%	10	3%	8	2%	-20%	-43%
	Black/African American	41	9%	36	8%	40	9%	40	10%	31	9%	-23%	-24%
	Hispanic/Latino	21	4%	16	4%	21	5%	17	4%	15	4%	-12%	-29%
	Non Resident Alien	9	2%	9	2%	6	1%	4	1%	5	1%	25%	-44%
	Two or more races	8	2%	8	2%	10	2%	8	2%	9	3%	13%	13%
	Unknown	11	2%	13	3%	16	4%	14	4%	11	3%	-21%	0%
White	362	77%	350	79%	323	75%	288	76%	274	78%	-5%	-24%	
Law Total	469	100%	442	100%	428	100%	381	100%	353	100%	-7%	-25%	
Nursing	American Indian/Alaska Native	1	0%	1	0%	1	0%	1	0%	1	0%	0%	0%
	Asian	18	3%	19	3%	29	5%	32	5%	34	5%	6%	89%
	Black/African American	86	14%	80	13%	63	11%	76	12%	84	11%	11%	-2%
	Hispanic/Latino	34	5%	27	5%	26	4%	35	5%	47	6%	34%	38%
	Native Hawaiian or Other Pacific Island	1	0%	-	0%	-	0%	1	0%	-	0%	-100%	-100%
	Non Resident Alien	15	2%	14	2%	7	1%	11	2%	9	1%	-18%	-40%
	Two or more races	18	3%	15	3%	17	3%	19	3%	15	2%	-21%	-17%
Unknown	10	2%	6	1%	7	1%	9	1%	9	1%	0%	-10%	
White	445	71%	438	73%	439	75%	472	72%	546	73%	16%	23%	
Nursing Total	628	100%	600	100%	589	100%	656	100%	745	100%	14%	19%	
Other	Asian	-	0%	-	0%	1	1%	-	0%	1	3%	-	-
	Non Resident Alien	82	99%	149	99%	115	98%	65	98%	31	86%	-52%	-62%
	Unknown	-	0%	1	1%	-	0%	1	2%	3	8%	200%	-
	White	1	1%	1	1%	1	1%	-	0%	1	3%	-	0%
Other Total	83	100%	151	100%	117	100%	66	100%	36	100%	-45%	-57%	

continued on next page

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

College	Race	2013		2014		2015		2016		2017		Percent Change	
		Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	1 year	5 year
Science	American Indian/Alaska Native	10	0%	8	0%	10	0%	9	0%	8	0%	-11%	-20%
	Asian	116	3%	136	4%	152	4%	161	4%	149	4%	-7%	28%
	Black/African American	556	14%	529	14%	542	15%	551	15%	526	14%	-5%	-5%
	Hispanic/Latino	143	4%	148	4%	179	5%	182	5%	197	5%	8%	38%
	Native Hawaiian or Other Pacific Island	2	0%	5	0%	7	0%	3	0%	4	0%	33%	100%
	Non Resident Alien	198	5%	173	5%	156	4%	160	4%	153	4%	-4%	-23%
	Two or more races	100	3%	118	3%	118	3%	127	3%	145	4%	14%	45%
	Unknown	112	3%	86	2%	79	2%	64	2%	53	1%	-17%	-53%
	White	2,604	68%	2,484	67%	2,446	66%	2,455	66%	2,418	66%	-2%	-7%
	Science Total	3,841	100%	3,687	100%	3,689	100%	3,712	100%	3,653	100%	-2%	-5%
Ugrd Non-Degree	American Indian/Alaska Native	-	0%	-	0%	-	0%	-	0%	1	1%	-	-
	Asian	11	5%	13	8%	8	4%	14	8%	13	9%	-7%	18%
	Black/African American	26	12%	21	12%	22	11%	12	7%	15	10%	25%	-42%
	Hispanic/Latino	10	5%	8	5%	8	4%	6	4%	5	3%	-17%	-50%
	Non Resident Alien	4	2%	3	2%	14	7%	5	3%	2	1%	-60%	-50%
	Two or more races	4	2%	3	2%	7	3%	4	2%	6	4%	50%	50%
	Unknown	15	7%	13	8%	18	9%	16	9%	17	11%	6%	13%
	White	150	68%	109	64%	132	63%	113	66%	92	61%	-19%	-39%
	Ugrd Non-Degree Total	220	100%	170	100%	209	100%	170	100%	151	100%	-11%	-31%
	Ugrd Studies	American Indian/Alaska Native	1	0%	1	0%	4	0%	1	0%	2	0%	100%
Asian		40	5%	46	5%	52	5%	51	5%	50	5%	-2%	25%
Black/African American		242	28%	236	24%	236	22%	231	22%	189	19%	-18%	-22%
Hispanic/Latino		31	4%	46	5%	49	4%	56	5%	55	6%	-2%	77%
Native Hawaiian or Other Pacific Island		1	0%	-	0%	2	0%	2	0%	1	0%	-50%	0%
Non Resident Alien		5	1%	6	1%	5	0%	8	1%	9	1%	13%	80%
Two or more races		21	2%	24	2%	40	4%	37	4%	26	3%	-30%	24%
Unknown		95	11%	105	11%	117	11%	101	10%	88	9%	-13%	-7%
White		427	49%	501	52%	589	54%	562	54%	551	57%	-2%	29%
Ugrd Studies Total		863	100%	965	100%	1,094	100%	1,049	100%	971	100%	-7%	13%

continued on next page

Table 3.2.1: CSU Total Fall Enrollment by College and Ethnicity: 5-Year Trend
continued from previous page

College	Race	2013		2014		2015		2016		2017		Percent Change	
		Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	1 year	5 year
Urban Affairs	American Indian/Alaska Native	-	0%	-	0%	1	0%	1	0%	1	0%	0%	-
	Asian	7	1%	7	1%	6	1%	5	1%	4	1%	-20%	-43%
	Black/African American	163	28%	156	26%	178	27%	154	25%	146	23%	-5%	-10%
	Hispanic/Latino	16	3%	28	5%	34	5%	36	6%	36	6%	0%	125%
	Native Hawaiian or Other Pacific Island	-	0%	1	0%	-	0%	-	0%	-	0%	-	-
	Non Resident Alien	26	5%	24	4%	25	4%	25	4%	28	4%	12%	8%
	Two or more races	10	2%	11	2%	14	2%	14	2%	16	3%	14%	60%
	Unknown	19	3%	16	3%	7	1%	3	0%	8	1%	167%	-58%
	White	335	58%	363	60%	388	59%	369	61%	401	63%	9%	20%
	Urban Affairs Total	576	100%	606	100%	653	100%	607	100%	640	100%	5%	11%
Grand Total		17,730		17,345		17,269		16,959		16,610		-2%	-6%

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

College	Race	2013		2014		2015		2016		2017		Percent Change	
		Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	1 year	5 year
Business	American Indian/Alaska Native	1	0%	2	0%	5	0%	4	0%	8	0%	100%	700%
	Asian	62	3%	88	4%	74	4%	89	4%	87	4%	-2%	40%
	Black/African American	327	17%	329	15%	287	14%	297	14%	273	13%	-8%	-17%
	Hispanic/Latino	82	4%	95	4%	91	4%	111	5%	124	6%	12%	51%
	Native Hawaiian or Other Pacific Island	5	0%	4	0%	2	0%	4	0%	3	0%	-25%	-40%
	Non Resident Alien	156	8%	163	7%	151	7%	139	6%	144	7%	4%	-8%
	Two or more races	34	2%	45	2%	43	2%	42	2%	63	3%	50%	85%
	Unknown	43	2%	42	2%	34	2%	38	2%	36	2%	-5%	-16%
	White	1,231	63%	1,477	66%	1,391	67%	1,457	67%	1,387	65%	-5%	13%
	Business Total	1,941	100%	2,245	100%	2,078	100%	2,181	100%	2,125	100%	-3%	9%
CLASS	American Indian/Alaska Native	8	0%	3	0%	7	0%	8	0%	3	0%	-63%	-63%
	Asian	55	2%	38	1%	28	1%	27	1%	24	1%	-11%	-56%
	Black/African American	745	24%	666	25%	626	25%	619	25%	558	22%	-10%	-25%
	Hispanic/Latino	191	6%	167	6%	148	6%	145	6%	153	6%	6%	-20%
	Native Hawaiian or Other Pacific Island	3	0%	3	0%	4	0%	2	0%	4	0%	100%	33%
	Non Resident Alien	36	1%	30	1%	28	1%	30	1%	32	1%	7%	-11%
	Two or more races	103	3%	108	4%	95	4%	91	4%	106	4%	16%	3%
	Unknown	115	4%	66	2%	37	1%	37	1%	35	1%	-5%	-70%
	White	1,886	60%	1,634	60%	1,525	61%	1,533	62%	1,572	63%	3%	-17%
	CLASS Total	3,142	100%	2,715	100%	2,498	100%	2,492	100%	2,487	100%	0%	-21%
Education	American Indian/Alaska Native	3	0%	4	0%	3	0%	2	0%	2	0%	-100%	-100%
	Asian	7	1%	8	1%	5	1%	3	0%	3	0%	0%	-57%
	Black/African American	196	22%	162	20%	166	20%	139	20%	123	19%	-12%	-37%
	Hispanic/Latino	47	5%	47	6%	43	5%	42	6%	36	5%	-14%	-23%
	Native Hawaiian or Other Pacific Island	1	0%	2	0%	2	0%	1	0%	1	0%	-100%	-100%
	Non Resident Alien	13	1%	11	1%	11	1%	9	1%	8	1%	-11%	-38%
	Two or more races	22	2%	24	3%	25	3%	26	4%	23	3%	-12%	5%
	Unknown	23	3%	17	2%	14	2%	10	1%	11	2%	10%	-52%
	White	592	65%	528	66%	542	67%	451	66%	458	69%	2%	-23%
	Education Total	904	100%	803	100%	811	100%	683	100%	662	100%	-3%	-27%

continued on next page

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

continued from previous page

College	Race	2013		2014		2015		2016		2017		Percent Change	
		Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	1 year	5 year
Engineering	American Indian/Alaska Native	-	0%	1	0%	4	0%	3	0%	3	0%	0%	-
	Asian	40	3%	50	4%	82	5%	99	5%	101	5%	2%	153%
	Black/African American	103	8%	112	8%	138	8%	166	9%	159	8%	-4%	54%
	Hispanic/Latino	49	4%	49	4%	74	4%	78	4%	76	4%	-3%	55%
	Native Hawaiian or Other Pacific Island	1	0%	1	0%	1	0%	1	0%	2	0%	100%	100%
	Non Resident Alien	262	20%	293	21%	355	20%	332	18%	347	18%	5%	32%
	Two or more races	22	2%	26	2%	37	2%	48	3%	55	3%	15%	150%
	Unknown	40	3%	24	2%	28	2%	27	1%	20	1%	-26%	-50%
	White	798	61%	833	60%	1,090	60%	1,140	60%	1,151	60%	1%	44%
	Engineering Total		1,315	100%	1,389	100%	1,809	100%	1,894	100%	1,914	100%	1%
Nursing	American Indian/Alaska Native	1	0%	1	0%	1	0%	1	0%	1	0%	0%	0%
	Asian	17	3%	17	3%	28	5%	31	5%	32	5%	3%	88%
	Black/African American	77	13%	69	13%	51	9%	62	10%	72	11%	16%	-6%
	Hispanic/Latino	31	5%	25	5%	25	5%	32	5%	43	6%	34%	39%
	Native Hawaiian or Other Pacific Island	1	0%	-	0%	-	0%	1	0%	-	0%	-100%	-100%
	Non Resident Alien	14	2%	14	3%	7	1%	11	2%	9	1%	-18%	-36%
	Two or more races	17	3%	14	3%	17	3%	19	3%	15	2%	-21%	-12%
	Unknown	7	1%	6	1%	7	1%	8	1%	8	1%	0%	14%
	White	408	71%	403	73%	403	75%	436	73%	492	73%	13%	21%
	Nursing Total		573	100%	549	100%	539	100%	601	100%	672	100%	12%
Other	Asian	-	0%	-	0%	1	1%	-	0%	1	3%	-	-
	Non Resident Alien	82	99%	149	99%	115	98%	65	98%	31	86%	-52%	-62%
	Unknown	-	0%	1	1%	-	0%	1	2%	3	8%	200%	-
	White	1	1%	1	1%	1	1%	-	0%	1	3%	-	0%
	Other Total		83	100%	151	100%	117	100%	66	100%	36	100%	-45%
Science	American Indian/Alaska Native	10	0%	6	0%	9	0%	8	0%	7	0%	-13%	-30%
	Asian	92	3%	112	4%	128	4%	140	5%	129	5%	-8%	40%
	Black/African American	510	17%	482	17%	486	17%	496	17%	477	17%	-4%	-6%
	Hispanic/Latino	132	4%	133	5%	155	5%	151	5%	166	6%	10%	26%
	Native Hawaiian or Other Pacific Island	2	0%	5	0%	7	0%	3	0%	4	0%	33%	100%
	Non Resident Alien	56	2%	50	2%	49	2%	62	2%	56	2%	-10%	0%
	Two or more races	94	3%	112	4%	110	4%	117	4%	132	5%	13%	40%
	Unknown	89	3%	70	2%	65	2%	52	2%	46	2%	-12%	-48%
	White	2,009	67%	1,874	66%	1,860	65%	1,859	64%	1,839	64%	-1%	-8%
	Science Total		2,994	100%	2,844	100%	2,869	100%	2,888	100%	2,856	100%	-1%

continued on next page

Table 3.2.2: CSU Undergraduate Fall Enrollment by College & Ethnicity: 5-Year Trend
continued from previous page

College	Race	2013		2014		2015		2016		2017		Percent Change	
		Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	1 year	5 year
Undergraduate Non-Degree	American Indian/Alaska Native	-	0%	-	0%	-	0%	-	0%	1	1%	-	-
	Asian	11	5%	13	8%	8	4%	14	8%	13	9%	-7%	18%
	Black/African American	26	12%	21	12%	22	11%	12	7%	15	10%	25%	-42%
	Hispanic/Latino	10	5%	8	5%	8	4%	6	4%	5	3%	-17%	-50%
	Non Resident Alien	4	2%	3	2%	14	7%	5	3%	2	1%	-60%	-50%
	Two or more races	4	2%	3	2%	7	3%	4	2%	6	4%	50%	50%
	Unknown	15	7%	13	8%	18	9%	16	9%	17	11%	6%	13%
	White	150	68%	109	64%	132	63%	113	66%	92	61%	-19%	-39%
	Ugrd Non-Degree Total	220	100%	170	100%	209	100%	170	100%	151	100%	-11%	-31%
	Undergraduate Studies	American Indian/Alaska Native	1	0%	1	0%	4	0%	1	0%	2	0%	100%
Asian		40	5%	46	5%	52	5%	51	5%	50	5%	-2%	25%
Black/African American		242	28%	236	24%	236	22%	231	22%	189	19%	-18%	-22%
Hispanic/Latino		31	4%	46	5%	49	4%	56	5%	55	6%	-2%	77%
Native Hawaiian or Other Pacific Island		1	0%	-	0%	2	0%	2	0%	1	0%	-50%	0%
Non Resident Alien		5	1%	6	1%	5	0%	8	1%	9	1%	13%	80%
Two or more races		21	2%	24	2%	40	4%	37	4%	26	3%	-30%	24%
Unknown		95	11%	105	11%	117	11%	101	10%	88	9%	-13%	-7%
White		427	49%	501	52%	589	54%	562	54%	551	57%	-2%	29%
Undergraduate Studies Total		863	100%	965	100%	1,094	100%	1,049	100%	971	100%	-7%	13%
Urban Affairs	American Indian/Alaska Native	-	0%	-	0%	-	0%	1	0%	1	0%	0%	-
	Asian	2	1%	3	1%	2	0%	3	1%	3	1%	0%	50%
	Black/African American	109	34%	117	30%	126	30%	119	29%	111	26%	-7%	2%
	Hispanic/Latino	7	2%	18	5%	26	6%	27	7%	30	7%	11%	329%
	Native Hawaiian or Other Pacific Island	-	0%	1	0%	-	0%	-	0%	-	0%	-	-
	Non Resident Alien	7	2%	8	2%	11	3%	11	3%	17	4%	55%	143%
	Two or more races	3	1%	8	2%	11	3%	9	2%	9	2%	0%	200%
	Unknown	13	4%	9	2%	4	1%	3	1%	7	2%	133%	-46%
	White	183	56%	223	58%	242	57%	237	58%	255	59%	8%	39%
	Urban Affairs Total	324	100%	387	100%	422	100%	410	100%	433	100%	6%	34%
Grand Total	12,359		12,218		12,446		12,434		12,307				

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

College	Race	2013		2014		2015		2016		2017		Percent Change		
		Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	1 year	5 year	
Business	American Indian/Alaska Native	3	0%	1	0%	-	0%	1	0%	1	0%	0%	0%	-67%
	Asian	60	4%	63	5%	52	6%	44	5%	49	6%	11%	11%	-18%
	Black/African American	135	10%	137	11%	118	13%	93	11%	94	11%	1%	1%	-30%
	Hispanic/Latino	34	3%	32	3%	29	3%	29	3%	31	4%	7%	7%	-9%
	Native Hawaiian or Other Pacific Island	-	0%	-	0%	-	0%	1	0%	-	0%	-100%	-100%	-
	Non Resident Alien	303	22%	264	22%	154	17%	164	19%	153	17%	-7%	-7%	-50%
	Two or more races	16	1%	17	1%	14	2%	11	1%	8	1%	-27%	-27%	-50%
	Unknown	32	2%	31	3%	21	2%	16	2%	11	1%	-31%	-31%	-66%
	White	777	57%	658	55%	543	58%	506	58%	532	61%	5%	5%	-32%
	Business Total	1,360	100%	1,203	100%	931	100%	865	100%	879	100%	2%	2%	-35%
CLASS	American Indian/Alaska Native	1	0%	1	0%	-	0%	-	0%	-	0%	-	-	-100%
	Asian	8	1%	6	1%	4	1%	5	1%	3	1%	-40%	-40%	-63%
	Black/African American	162	30%	163	30%	134	28%	114	26%	94	25%	-18%	-18%	-42%
	Hispanic/Latino	22	4%	23	4%	25	5%	18	4%	17	5%	-6%	-6%	-23%
	Non Resident Alien	16	3%	21	4%	25	5%	20	5%	18	5%	-10%	-10%	13%
	Two or more races	5	1%	13	2%	11	2%	16	4%	12	3%	-25%	-25%	140%
	Unknown	24	4%	14	3%	5	1%	6	1%	2	1%	-67%	-67%	-92%
	White	311	57%	296	55%	277	58%	258	59%	230	61%	-11%	-11%	-26%
	CLASS Total	549	100%	537	100%	481	100%	437	100%	376	100%	-14%	-14%	-32%
	Education	American Indian/Alaska Native	-	0%	2	0%	1	0%	2	0%	3	0%	50%	50%
Asian		13	1%	15	1%	11	1%	8	1%	18	2%	125%	125%	38%
Black/African American		307	23%	315	25%	313	27%	272	25%	267	24%	-2%	-2%	-13%
Hispanic/Latino		36	3%	38	3%	39	3%	48	4%	37	3%	-23%	-23%	3%
Native Hawaiian or Other Pacific Island		1	0%	2	0%	2	0%	1	0%	2	0%	100%	100%	100%
Non Resident Alien		76	6%	87	7%	92	8%	65	6%	38	3%	-42%	-42%	-50%
Two or more races		18	1%	18	1%	21	2%	20	2%	23	2%	15%	15%	28%
Unknown		57	4%	45	4%	25	2%	10	1%	12	1%	20%	20%	-79%
White		847	63%	727	58%	637	56%	661	61%	714	64%	8%	8%	-16%
Education Total		1,355	100%	1,249	100%	1,141	100%	1,087	100%	1,114	100%	2%	2%	-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	2013		2014		2015		2016		2017		Percent Change	
		Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	1 year	5 year
Engineering	Asian	18	4%	13	2%	17	2%	19	3%	18	4%	-5%	0%
	Black/African American	16	4%	15	3%	13	2%	13	2%	11	2%	-15%	-31%
	Hispanic/Latino	5	1%	7	1%	3	0%	5	1%	4	1%	-20%	-20%
	Non Resident Alien	246	54%	346	62%	502	70%	453	69%	306	62%	-32%	24%
	Two or more races	3	1%	5	1%	4	1%	1	0%	1	0%	0%	-67%
	Unknown	19	4%	15	3%	12	2%	8	1%	5	1%	-38%	-74%
	White	149	33%	158	28%	167	23%	156	24%	148	30%	-5%	-1%
Engineering Total		456	100%	559	100%	718	100%	655	100%	493	100%	-25%	8%
Graduate Studies	Asian	4	14%	1	4%	-	0%	2	8%	3	27%	50%	-25%
	Black/African American	2	7%	1	4%	3	13%	1	4%	1	9%	0%	-50%
	Non Resident Alien	1	4%	1	4%	1	4%	1	4%	1	9%	0%	0%
	Unknown	14	50%	15	63%	17	74%	20	83%	3	27%	-85%	-79%
	White	7	25%	6	25%	2	9%	-	0%	3	27%	-	-57%
Graduate Studies Total		28	100%	24	100%	23	100%	24	100%	11	100%	-54%	-61%
Law	American Indian/Alaska Native	3	1%	2	0%	2	0%	-	0%	-	0%	-	-100%
	Asian	14	3%	8	2%	10	2%	10	3%	8	2%	-20%	-43%
	Black/African American	41	9%	36	8%	40	9%	40	10%	31	9%	-23%	-24%
	Hispanic/Latino	21	4%	16	4%	21	5%	17	4%	15	4%	-12%	-29%
	Non Resident Alien	9	2%	9	2%	6	1%	4	1%	5	1%	25%	-44%
	Two or more races	8	2%	8	2%	10	2%	8	2%	9	3%	13%	13%
	Unknown	11	2%	13	3%	16	4%	14	4%	11	3%	-21%	0%
White	362	77%	350	79%	323	75%	288	76%	274	78%	-5%	-24%	
Law Total		469	100%	442	100%	428	100%	381	100%	353	100%	-7%	-25%

continued on next page

Table 3.2.3: CSU Graduate & Law Fall Enrollment by College & Ethnicity: 5-Year Trend

continued from previous page

College	Race	2013		2014		2015		2016		2017		Percent Change	
		Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	1 year	5 year
Nursing	Asian	1	2%	2	4%	1	2%	1	2%	2	3%	100%	100%
	Black/African American	9	16%	11	22%	12	24%	14	25%	12	16%	-14%	33%
	Hispanic/Latino	3	5%	2	4%	1	2%	3	5%	4	5%	33%	33%
	Non Resident Alien	1	2%	-	0%	-	0%	-	0%	-	0%	-	-100%
	Two or more races	1	2%	1	2%	-	0%	-	0%	-	0%	-	-100%
	Unknown	3	5%	-	0%	-	0%	1	2%	1	1%	0%	-67%
	White	37	67%	35	69%	36	72%	36	65%	54	74%	50%	46%
Nursing Total		55	100%	51	100%	50	100%	55	100%	73	100%	33%	33%
Science	American Indian/Alaska Native	-	0%	2	0%	1	0%	1	0%	1	0%	0%	-
	Asian	24	3%	24	3%	24	3%	21	3%	20	3%	-5%	-17%
	Black/African American	46	5%	47	6%	56	7%	55	7%	49	6%	-11%	7%
	Hispanic/Latino	11	1%	15	2%	24	3%	31	4%	31	4%	0%	182%
	Non Resident Alien	142	17%	123	15%	107	13%	98	12%	97	12%	-1%	-32%
	Two or more races	6	1%	6	1%	8	1%	10	1%	13	2%	30%	117%
	Unknown	23	3%	16	2%	14	2%	12	1%	7	1%	-42%	-70%
White	595	70%	610	72%	586	71%	596	72%	579	73%	-3%	-3%	
Science Total		847	100%	843	100%	820	100%	824	100%	797	100%	-3%	-6%
Urban Affairs	American Indian/Alaska Native	-	0%	-	0%	1	0%	-	0%	-	0%	-	-
	Asian	5	2%	4	2%	4	2%	2	1%	1	0%	-50%	-80%
	Black/African American	54	21%	39	18%	52	23%	35	18%	35	17%	0%	-35%
	Hispanic/Latino	9	4%	10	5%	8	3%	9	5%	6	3%	-33%	-33%
	Non Resident Alien	19	8%	16	7%	14	6%	14	7%	11	5%	-21%	-42%
	Two or more races	7	3%	3	1%	3	1%	5	3%	7	3%	40%	0%
	Unknown	6	2%	7	3%	3	1%	-	0%	1	0%	-	-83%
White	152	60%	140	64%	146	63%	132	67%	146	71%	11%	-4%	
Urban Affairs Total		252	100%	219	100%	231	100%	197	100%	207	100%	5%	-18%
Grand Total		5,371		5,127		4,823		4,525		4,303		-5%	-20%

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

Undergraduate Full-Time

College	2013	2014	2015	2016	2017	Percent Change	
						1 Year	5 Year
Business	1,340	1,648	1,593	1,704	1,713	1%	28%
CLASS	2,529	2,079	1,924	1,929	1,935	0%	-23%
Education	646	553	566	467	489	5%	-24%
Engineering	1,045	1,136	1,472	1,570	1,593	1%	52%
Nursing	502	458	457	497	530	7%	6%
Other	-	1	-	-	-	--	--
Science	2,332	2,165	2,266	2,228	2,221	0%	-5%
Undergraduate Non-Degree	14	16	24	11	14	27%	0%
Undergraduate Studies	383	412	612	602	552	-8%	44%
Urban Affairs	209	206	221	213	221	4%	6%
Full-Time Total	9,000	8,674	9,135	9,221	9,268	1%	3%

Undergraduate Part-Time

College	2013	2014	2015	2016	2017	Percent Change	
						1 Year	5 Year
Business	601	597	485	477	412	-14%	-31%
CLASS	613	636	574	563	552	-2%	-10%
Education	258	250	245	216	173	-20%	-33%
Engineering	270	253	337	324	321	-1%	19%
Nursing	71	91	82	104	142	37%	100%
Other	83	150	117	66	36	-45%	-57%
Science	662	679	603	660	635	-4%	-4%
Undergraduate Non-Degree	206	154	185	159	137	-14%	-33%
Undergraduate Studies	480	553	482	447	419	-6%	-13%
Urban Affairs	115	181	201	197	212	8%	84%
Part-Time Total	3,359	3,544	3,311	3,213	3,039	-5%	-10%

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

Graduate & Law Full-Time

College	2013	2014	2015	2016	2017	Percent Change	
						1 Year	5 Year
Business	444	400	314	339	363	7%	-18%
CLASS	227	267	266	243	218	-10%	-4%
Education	290	241	307	262	282	8%	-3%
Engineering	78	131	479	389	291	-25%	273%
Graduate Studies	-	-	-	1	-	--	--
Law	308	288	247	241	227	-6%	-26%
Nursing	20	12	7	12	10	-17%	-50%
Science	408	442	595	583	605	4%	48%
Urban Affairs	52	37	54	51	66	29%	27%
Full-Time Total	1,827	1,818	2,269	2,121	2,062	-3%	13%

Graduate & Law Part-Time

College	2013	2014	2015	2016	2017	Percent Change	
						1 Year	5 Year
Business	916	803	617	526	516	-2%	-44%
CLASS	322	270	215	194	158	-19%	-51%
Education	1,065	1,008	834	825	832	1%	-22%
Engineering	378	428	239	266	202	-24%	-47%
Graduate Studies	28	24	23	23	11	-52%	-61%
Law	161	154	181	140	126	-10%	-22%
Nursing	35	39	43	43	63	47%	80%
Science	439	401	225	241	192	-20%	-56%
Urban Affairs	200	182	177	146	141	-3%	-30%
Part-Time Total	3,544	3,309	2,554	2,404	2,241	-7%	-37%

West Center

The opening of Cleveland State University West Center (Westlake) in August 2003 established a suburban presence for the University's thriving downtown campus. The mission of the center is dedicated to serving all students and offering the highest level of customer service. Academic offerings include programs for educators (teachers and administrators), business and public service professionals seeking to complete their university degree, and traditional college-age students and high school students in post-secondary educational option programs.

Table 3.26: West Center Student Credit Hours: Fall Semesters

West Center															
College	Undergraduate					Graduate/Law					Total				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Business	-	-	-	-	-	-	222	107	-	-	-	222	107	-	-
Education	-	-	-	-	-	194	157	60	63	57	194	157	60	63	57
Science	-	-	15	-	-	-	-	-	93	135	-	-	15	93	135
Law	-	-	-	-	-	-	-	-	51	-	-	-	-	51	-
Total	-	-	15	-	-	194	379	167	207	192	194	379	182	207	192

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

West Center															
College	Enrollment					Percent Change		SCH					Percent Change		
	2013-14	2014-15	2015-16	2016-17	2017-18	1-Year	5-Year	2013-14	2014-15	2015-16	2016-17	2017-18	1-Year	5-Year	
Summer	137	13	30	22	7	-68%	-95%	476	46	101	66	24	-64%	-95%	
Fall	42	99	57	52	34	-35%	-19%	194	379	182	207	192	-7%	-1%	
Spring	58	175	80	46	46	0%	-21%	221	566	234	208	260	25%	18%	
Total	237	287	167	120	87	-28%	-63%	891	991	517	481	476	-1%	-47%	

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

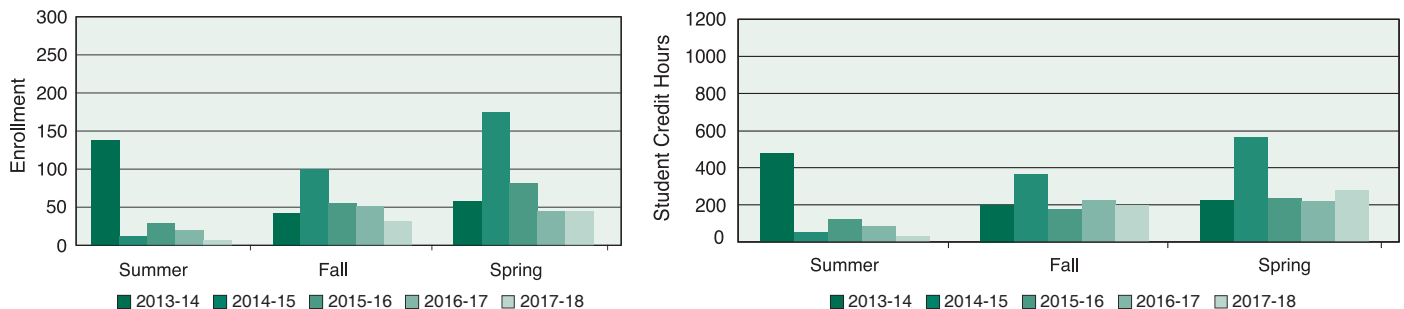


Table 3.27a: Annual Historical Enrollment and SCH Trends at Lorain County Community College

Lorain County Community College														
Term	Enrollment					Percent Change		SCH					Percent Change	
	2013-14	2014-15	2015-16	2016-17	2017-18	1-Year	5-Year	2013-14	2014-15	2015-16	2016-17	2017-18	1-Year	5-Year
Summer	3	8	10	7	8	14%	167%	12	32	30	21	24	14%	100%
Fall	82	71	65	64	61	-5%	-26%	424	336	327	321	286	-11%	-33%
Spring	84	86	76	69	70	1%	-17%	461	387	357	366	282	-23%	-39%
Total	169	165	151	140	139	-1%	-18%	897	755	714	708	592	-16%	-34%

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

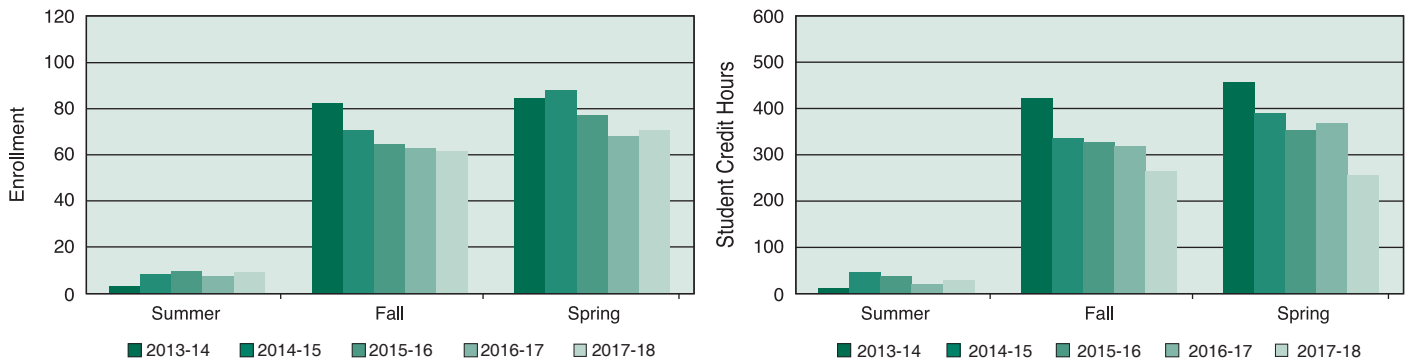


Table 3.27b: Annual Historical Enrollment and SCH Trends at Lakeland Community College

Lakeland Community College														
Term	Enrollment					Percent Change		SCH					Percent Change	
	2013-14	2014-15	2015-16	2016-17	2017-18	1-Year	5-Year	2013-14	2014-15	2015-16	2016-17	2017-18	1-Year	5-Year
Summer	61	68	7	3	2	-33%	-97%	228	251	21	9	6	-33%	-97%
Fall	90	77	93	65	59	-9%	-34%	466	391	374	306	296	-3%	-36%
Spring	118	98	94	69	68	-1%	-42%	673	424	355	312	300	-4%	-55%
Total	269	243	194	137	129	-6%	-52%	1,367	1,066	750	627	602	-4%	-56%

Partnerships with Lakeland Community College and Lorain County Community College

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

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

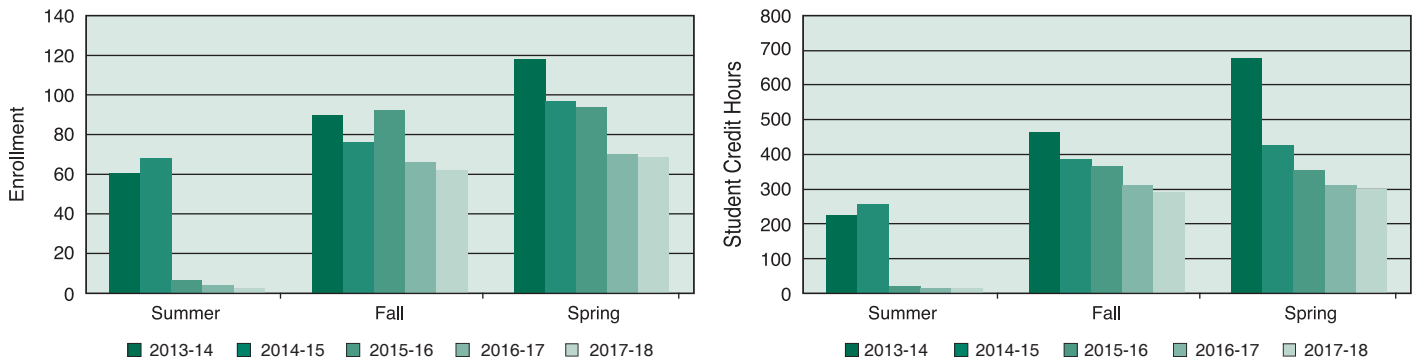
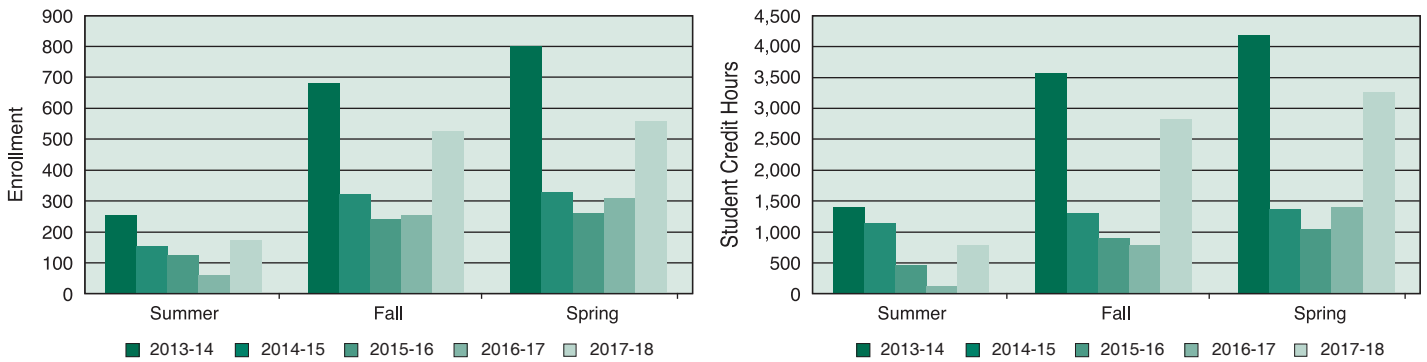


Table 3.27c: Annual Historical Enrollment and SCH Trends at Other Off-Campus Locations

Other Locations*														
Term	Enrollment					Percent Change		SCH					Percent Change	
	2013-14	2014-15	2015-16	2016-17	2017-18	1-Year	5-Year	2013-14	2014-15	2015-16	2016-17	2017-18	1-Year	5-Year
Summer	259	163	113	74	182	146%	-30%	1,400	1,106	443	182	750	312%	-46%
Fall	691	307	232	254	511	101%	-26%	3,557	1,326	982	934	2,832	203%	-20%
Spring	799	320	261	304	546	80%	-32%	4,215	1,371	1,068	1,441	3,224	124%	-24%
Total	1,749	790	606	632	1,239	96%	-29%	9,172	3,803	2,493	2,557	6,806	166%	-26%

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

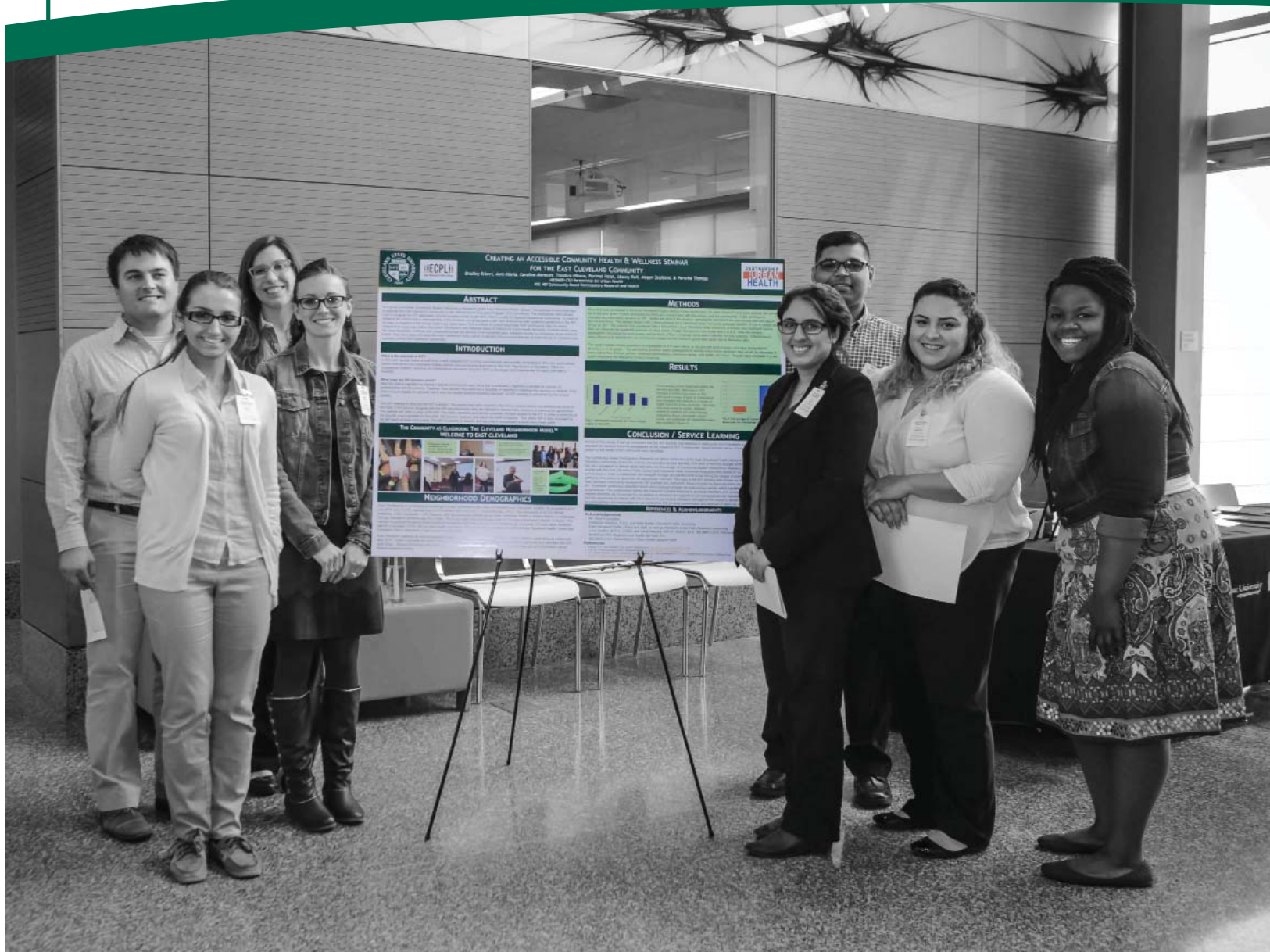
Figure 3.27c: Annual Other Off-Campus Locations Historical Enrollment and SCH Trend



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

Sponsored Research

4



2018 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 2012-2017

Source	Fiscal Year						Percent Change	
	FY 2012	FY 2013	FY 2014	FY 2015	FT 2016	FY 2017	1 Year	5 Year
Awards	\$13,483,748	\$12,047,738	\$12,900,819	\$9,655,599	\$24,676,110	\$13,617,651	-45%	1%
CSU Expenditures	\$20,617,912	\$16,707,432	\$22,027,038	\$13,456,328	\$12,786,385	\$14,632,651	14%	-29%
CCF Expenditures	\$44,925,258	\$51,124,607	\$44,570,226	\$43,877,270	\$51,360,079	\$52,461,022	2%	17%
CSU & CCF Exp Total	\$65,543,170	\$67,832,039	\$66,597,264	\$57,333,598	\$64,146,464	\$67,093,673	5%	2%

Notes:

¹ The Total Award amount 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 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 the figures above, the Total Project Award Amount is reported.

² 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 2012-2017

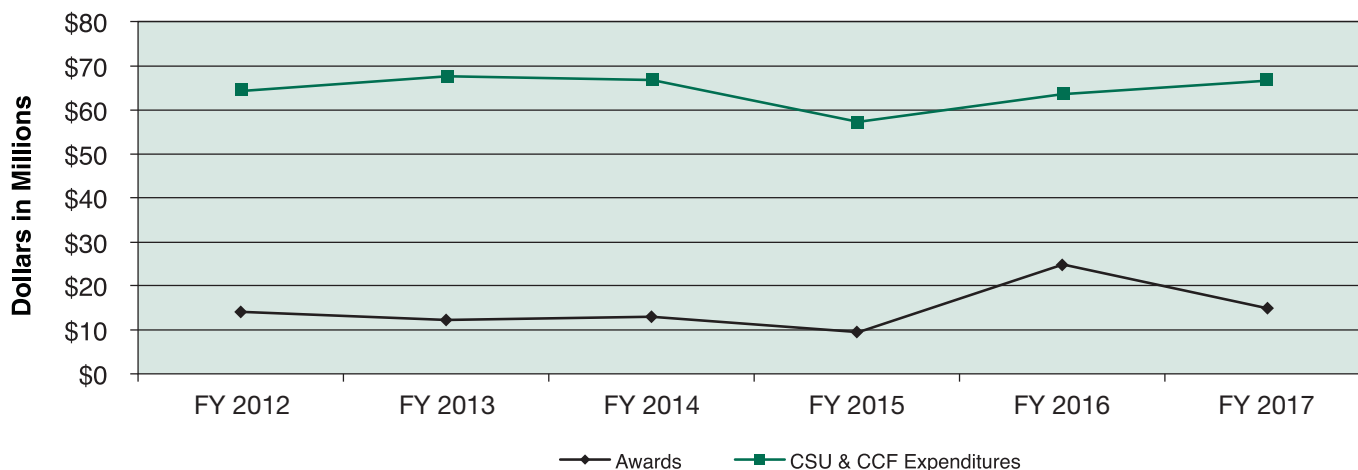


Table 4.2: Sponsored Program Awards by Source, Fiscal Years 2012-2017

Source	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	Percent Change	
							1 Year	5 Year
Federal Grants	\$8,696,479	\$6,338,894	\$7,083,836	\$4,957,413	\$12,032,249	\$5,957,654	-50%	-31%
State Grants	\$589,860	\$1,408,899	\$3,283,590	\$2,157,929	\$3,645,403	\$1,663,865	-54%	182%
Local Grants	\$253,289	\$494,172	\$382,518	\$128,671	\$270,978	\$129,363	-52%	-49%
Private Grants	\$3,944,120	\$3,805,774	\$2,150,875	\$2,411,588	\$8,727,480	\$5,866,770	-33%	49%
State Appropriations	\$360,551	\$458,182	\$822,317	\$817,317	\$442,743	\$384,501	-13%	7%
Total	\$13,844,299	\$12,505,921	\$13,723,136	\$10,472,918	\$25,118,853	\$14,002,153	-44%	1%

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 2017

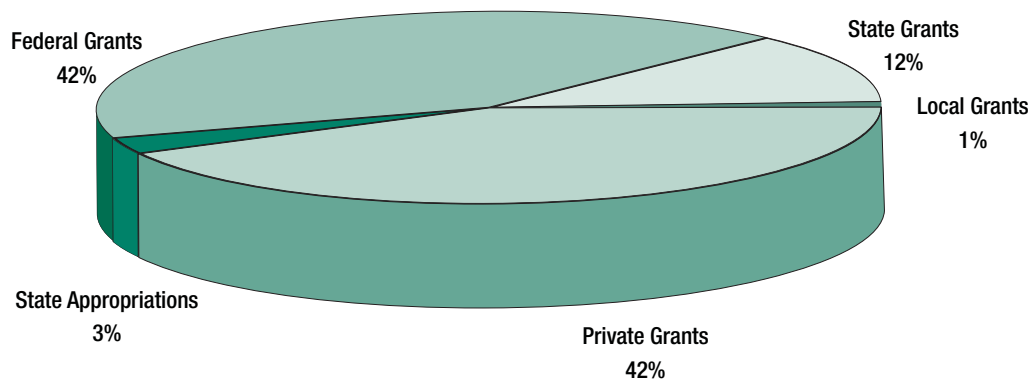
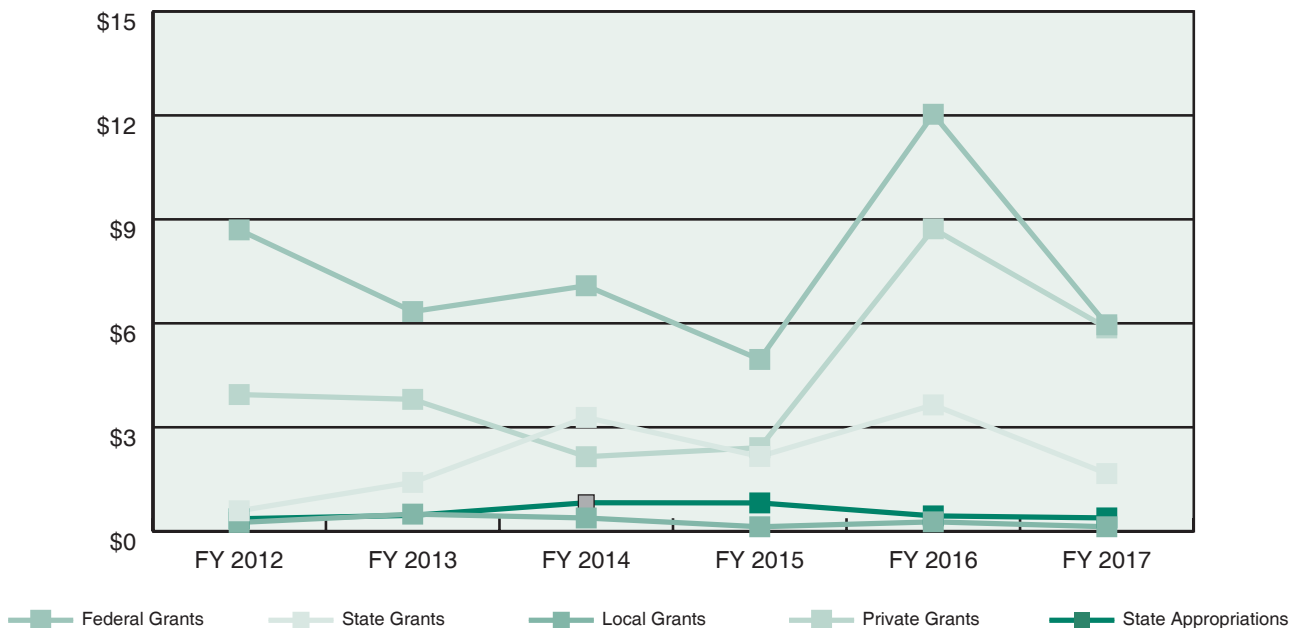


Figure 4.2b: Program Awards and Expenditures by Source, Fiscal Years 2012-2017



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.

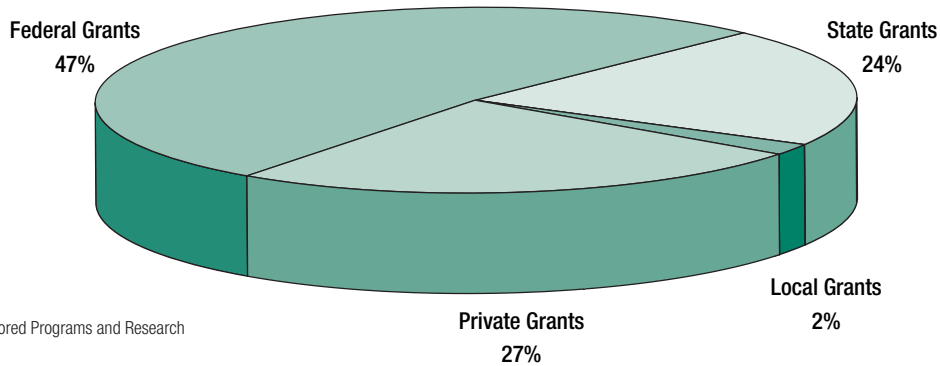
Grant: A financial assistance mechanism whereby money and/or direct assistance is provided to carry out approved activities.

Table 4.3: Sponsored Program Expenditures by Source, Fiscal Years 2012-2017

Source	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	Percent Change	
							1 Year	5 Year
Federal Grants	\$10,128,616	\$8,956,841	\$7,665,390	\$6,904,644	\$6,657,880	\$6,823,975	2%	-24%
State Grants	\$6,807,950	\$4,838,751	\$10,593,078	\$2,846,101	\$2,731,114	\$3,479,996	27%	-28%
Local Grants	\$514,801	\$463,756	\$515,601	\$297,326	\$265,261	\$343,157	29%	-26%
Private Grants	\$2,648,247	\$2,227,770	\$3,171,219	\$3,394,620	\$3,132,130	\$3,985,524	27%	79%
State Appropriations	\$518,299	\$220,314	\$81,750	\$13,638	\$0	\$0	--	-100%
LRI-CCF Expenditures	\$44,925,258	\$51,124,607	\$44,570,226	\$43,877,270	\$51,360,079	\$52,461,022	2%	3%
Total	\$65,543,171	\$67,832,039	\$66,597,264	\$57,333,599	\$64,146,464	\$67,093,674	5%	2%

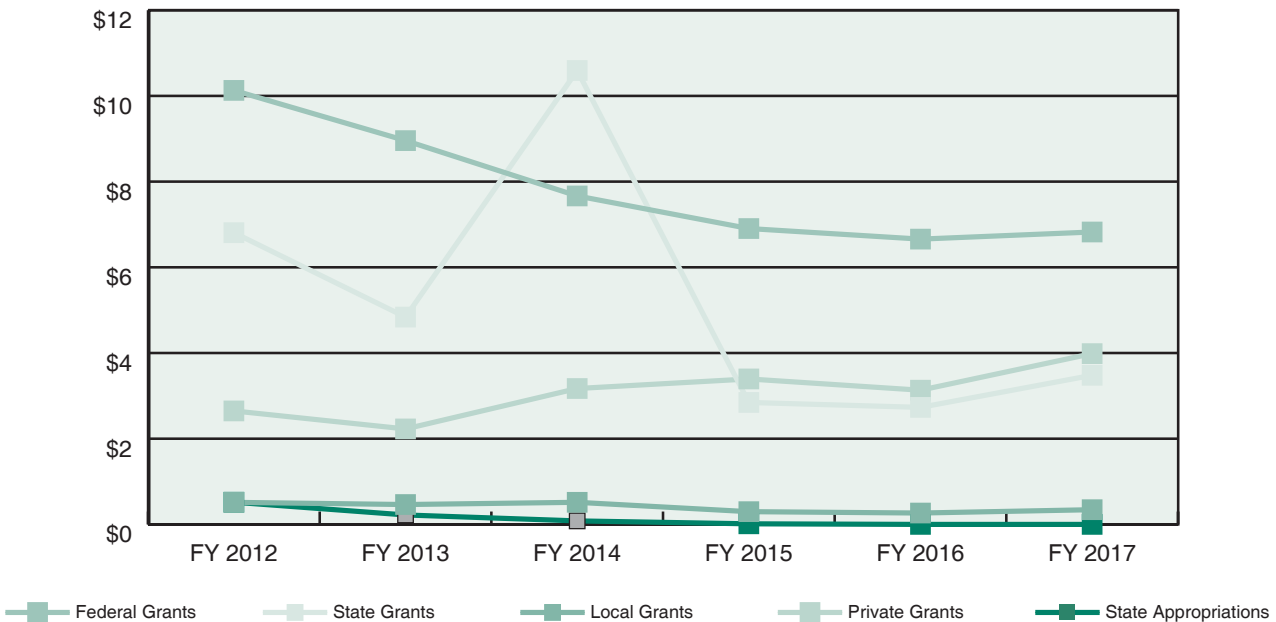
Notes:
The figures below only detail Cleveland State University expenditures.

Figure 4.3a: Sponsored Program Expenditures by Source, Fiscal Year 2017



Source: CSU Office of Sponsored Programs and Research

Figure 4.3b: Sponsored Program Expenditures by Source, Fiscal Years 2012-2017



Source: CSU Office of Sponsored Programs and Research.

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

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

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

The NSF rankings are widely recognized as a valuable benchmark in comparing the level of research taking place at institutions across the country. The first table (4.4) below compares Cleveland State with other Northern Ohio institutions, while Table 4.5a shows other institutions ranked similarly to Cleveland State. In addition to seeking and receiving funding for research and development, the University places a heavy emphasis on graduate education and involving those students in the research laboratory.

Table 4.4: National Science Foundation Ranking of Research and Development Expenditures, Fiscal Years 2011-2016

Institution	2016	(Dollars in Thousands)					
	Ranking	2011	2012	2013	2014	2015	2016
University of Akron	186	\$65,536	\$66,413	\$69,640	\$69,528	\$58,512	\$58,817
University of Toledo	197	\$74,149	\$68,228	\$69,072	\$61,900	\$52,354	\$50,019
Cleveland State University	161	\$55,502	\$61,111	\$67,378	\$61,783	\$57,662	\$77,720
Kent State University	221	\$27,455	\$26,507	\$23,149	\$25,666	\$38,069	\$34,661
Bowling Green State University	302	\$8,999	\$8,566	\$13,157	\$8,861	\$7,995	\$14,460
Youngstown State University	493	\$4,732	\$3,598	\$3,785	\$3,464	\$3,348	\$2,342

Source: Data retrieved from the National Science Foundation website on August 1, 2018 at the following link: <https://ncesdata.nsf.gov/profiles/site?method=rankingBySource&ds=HERD&o=n&s=a#Y>

Indirect Cost Recovery

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

40% of all indirect costs returned on sponsored programs remain in the university's general fund. This money is set aside for covering administrative expenses for sponsored program administration. It is also used to cover costs of facilities, depreciation on buildings and equipment, operation and maintenance of facilities, and library expenses. The other half of the indirect costs recovered are distributed as follows: 10% to project director, 10% to project director's department, 10% to relevant dean's office, and 30% to the Vice President for Research & Graduate Studies.

Table 4.5: Indirect Cost (IDC) Recovery and Total Sponsored Program Expenditures by Year, Fiscal Years 2012-2017

Research Activities	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	Percent Change	
							1 Year	5 Year
Direct Sponsored Program Expenditures	\$18,844,807	\$15,197,977	\$20,518,525	\$11,913,435	\$11,064,618	\$12,847,868	16%	-32%
Indirect Cost Recovered	\$1,773,105	\$1,509,455	\$1,508,513	\$1,542,893	\$1,721,767	\$1,784,783	4%	1%
Total Sponsored Program Expenditures	\$20,617,912	\$16,707,432	\$22,027,038	\$13,456,328	\$12,786,385	\$14,632,651	14%	-29%
% IDC of Direct Research Expenditures*	9%	10%	7%	13%	16%	14%		

* 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 2014-2016

2014		2015		2016	
Institution	Ranking	Institution	Ranking	Institution	Ranking
Georgia Regents University	173	Colorado School of Mines	179	Syracuse University	158
American University	174	American University	180	University of Louisiana at Lafayette	159
University of Toledo	175	University of Alabama, Tuscaloosa	181	University of Maine	160
Cleveland State University	176	Cleveland State University	182	Cleveland State University	161
University of Massachusetts, Boston	177	Southern Illinois University, Carbondale	183	Brandeis University	162
Ohio University	178	University of Wyoming	184	Rush University	163
University of Wisconsin, Milwaukee	179	Indiana University - Purdue University, Indianapolis	185	Michigan Technological University	164

Source: Data retrieved from the National Science Foundation website on August 1, 2018 at the following link:

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

Proposal Submission and Success Rates for Externally Funded Programs

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

Table 4.6: Proposals Submitted and Awards Received by Source, Fiscal Years 2011-2017

Source	Proposals Submitted	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017
Government Sources								
Federal		141	128	107	120	145	136	147
State		20	21	21	25	34	35	22
Local		13	14	9	16	12	12	4
Total Government Sources		174	163	137	161	191	183	173
Non-Government Sources								
Corporate Contracts		10	13	7	9	12	7	9
Foundation and Non-Profit		58	81	62	73	79	78	85
Total Non-Government Sources		68	94	69	82	91	85	94
Sponsored Programs Total		242	257	206	243	282	268	267

Source	Awards Received	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017
Government Sources								
Federal		45	48	49	29	35	53	43
State		19	20	14	24	12	24	13
Local		14	11	8	13	10	10	4
Total Government Sources		78	79	71	66	57	87	60
Non-Government Sources								
Corporate Contracts		5	8	10	4	3	5	7
Foundation and Non-Profit		48	62	51	37	64	58	63
Total Non-Government Sources		53	70	61	41	67	63	70
Sponsored Programs Total		131	149	132	107	124	150	130

Source	Success Rate*	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017
Government Sources								
Federal		35%	34%	38%	27%	29%	37%	32%
State		76%	100%	67%	114%	48%	71%	37%
Local		58%	85%	57%	144%	63%	83%	33%
Total Government Sources		44%	45%	44%	48%	35%	46%	33%
Non-Government Sources								
Corporate Contracts		63%	80%	77%	57%	33%	42%	100%
Foundation and Non-Profit		68%	107%	63%	60%	88%	73%	81%
Total Non-Government Sources		67%	103%	65%	59%	82%	69%	82%
Sponsored Programs Total		51%	62%	51%	52%	51%	53%	49%

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 2012-2017

Proposals and Grant Awards	Fiscal Year					
	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017
Proposals Submitted	257	206	243	282	268	267
Awards Received	149	132	107	124	150	130
Success Rate	62%	51%	52%	51%	53%	49%

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 2017 Proposals Submitted by College

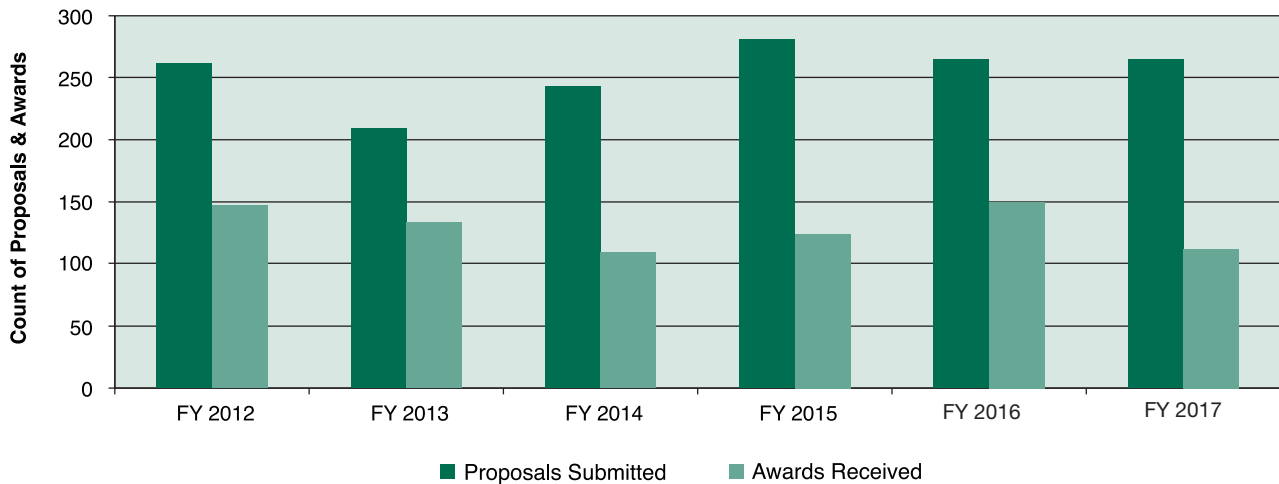
College or Division	Direct	Indirect	Total	Count
College of Business Administration	\$815,680	\$0	\$815,680	7
College of Education & Human Services	\$7,001,881	\$944,078	\$7,945,959	27
College of Engineering	\$26,282,770	\$7,721,898	\$34,004,668	57
College of Law	\$0	\$0	\$0	0
College of Liberal Arts & Social Sciences	\$1,961,747	\$263,345	\$2,225,092	22
School of Nursing	\$1,116,976	\$88,991	\$1,205,967	7
College of Sciences & Health Professions	\$23,828,170	\$7,613,408	\$31,441,578	78
College of Urban Affairs	\$2,481,527	\$463,041	\$2,944,568	45
Central Administration	\$13,484,786	\$690,797	\$14,175,583	24
Continuing Education			\$0	
Undergraduate Studies			\$0	
Fiscal Year 2017 Totals	\$76,973,537	\$17,785,558	\$94,759,095	267

Table 4.7b: Fiscal Year 2017 Awards Received by College

College or Division	Direct	Indirect	Total	Count
College of Business Administration	\$242,946	\$0	\$242,946	3
College of Education & Human Services	\$1,159,881	\$189,727	\$1,349,608	18
College of Engineering	\$1,109,055	\$143,277	\$1,252,332	15
College of Law	\$0	\$0	\$0	0
College of Liberal Arts & Social Sciences	\$113,715	\$25,043	\$138,758	11
School of Nursing	\$382,768	\$43,126	\$425,894	5
College of Sciences & Health Professions	\$3,009,374	\$1,052,503	\$4,061,877	20
College of Urban Affairs	\$1,525,881	\$112,922	\$1,638,803	37
Central Administration	\$4,454,295	\$53,137	\$4,507,432	21
Continuing Education			\$0	
Undergraduate Studies			\$0	
Fiscal Year 2017 Totals	\$11,997,915	\$1,619,735	\$13,617,650	130

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 2012-2017



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 2012-2017

Source	FISCAL YEAR						Percent Change	
	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	1 Year	5 Year
Disclosures	3	5	10	3	11	12	9%	300%
Non-Provisional Patent Apps. Filed	6	4	3	2	3	8	167%	33%
Provisional Patent Applications Filed	1	2	7	3	8	5	-38%	400%
Licenses Approved	1	-	1	3	4	4	0%	300%

Source: Technology Transfer Office

5 Year Percent Change is from the period 2012 to 2017.

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 2012-2017

Source							Percent Change	
	2012	2013	2014	2015	2016	2017	1 Year	5 Year
Business	\$0	\$5,768	\$17,278	\$16,529	\$2,784	\$8,091	191%	-
Education	\$174,568	\$126,740	\$44,969	\$88,092	\$65,093	\$55,600	-15%	-68%
Engineering	\$175,893	\$209,268	\$334,208	\$256,582	\$296,071	\$467,057	58%	166%
Liberal Arts/Social Science	\$6,300	\$1,600	\$1,600	\$6,026	\$3,080	\$140	-95%	-98%
Science	\$293,496	\$456,115	\$365,324	\$266,440	\$315,059	\$397,219	26%	35%
Nursing	\$0	\$0	\$0	\$13,920	\$20,836	\$26,514	27%	-
Urban Affairs	\$48,786	\$115,308	\$120,842	\$51,830	\$108,801	\$50,478	-54%	3%
Total	\$959,493	\$914,799	\$884,221	\$699,419	\$811,724	\$1,005,099	24%	5%

Source: CSU Controller's Office

Table 4.10: Selected Research & Grant Highlights by College

College	Department	Project Description
Business	All	<p>Bernie Moreno Center for Sales Excellence: The College of Business established the Bernie Moreno Center for Sales Excellence.</p> <p>University of Kraslik Partnership: The College of Business partnered with Spirit University of Kraslik (USEK) for the inaugural International Applied Research Entrepreneurship Symposium in Beirut, Lebanon. The symposium had over 300 participants and 48 research paper presentations.</p>
	Centers for Outreach and Engagement	<p>Weston Ideation Lab Launch: The College of Business obtained \$1 million from the Weston Group to launch the Weston Ideation Lab. The Weston Ideation Lab is a unique collaborative and interdisciplinary learning space designed to foster creative thinking, innovation and entrepreneurship across CSU.</p> <p>Export Internship Program Award: The College of Business obtained \$10,000 from the Ohio Development Service Agency for the Export Internship Program (EIP).</p> <p>Small Business Development Center and Export Assistance Network Award: The College of Business obtained \$236,000 for the Small Business Development Center (SBDC) and the Export Assistance Network (EAN)</p> <p>Fulbright Specialist Award: Nate Ward was awarded a Fulbright Specialist and served in Pune, India.</p>
	Accounting	<p>CPA Journal Max Block Award: Dr. Craig Foltin received the CPA Journal Max Block Award for outstanding article in the category of In Focus/Feature for the article “State and Local Government Pensions at the Crossroads.”</p> <p>Fulbright scholar and Faculty of the Year Award: Dr. Heidi Meier was named a Fulbright scholar and Faculty of the Year by Beta Alpha Psi and the Accounting Association.</p>
	Finance	<p>Top Paper Award: Dr. Wei Wang’s paper “Inside Debt and Dynamics of Capital Structure” was recognized by the Financial Management Association as a Top 3 Paper at the journal Financial Management. Dr. Wang also had papers published in the top-tier journals Journal of Corporate Finance and Review of Financial Economics.</p>
	Information Systems	<p>Best Paper Award: Dr. Iftikhar Sikder received the best paper award for his paper “Application of Granular Computing Paradigm in Knowledge Induction” at the 19th International Conference on Digital Societies and Data Studies.</p>
Management		<p>Research on refugee and immigration employment assistance: Dr. Ben Baran, Dr. Vickie Gallagher, Dr. Tracy Porter and Dr. Sorin Valcea are conducting research with the Cleveland Clinic on refugee and immigration employment assistance.</p> <p>Charity Hospital Affiliation: Dr. Ben Baran and Dr. Tracy Porter were given Academic Affiliate status at Charity Hospital to conduct research.</p>
	Marketing	<p>Journal Publication: Dr. Rama Jayanti had research accepted for publication in top-tier journals. Her paper “What Brand Extensions Need to Fully Benefit from Their Parental Heritage” will appear in the Journal of the Academy of Marketing Science and her paper “Institutional Entrepreneur Strategies in Emerging Economies: Creating Market Exclusivity for the Rising Affluent” will appear in the Journal of Business Research.</p> <p>Journal Publication: Dr. Jungsil Choi had a paper accepted in the Journal of Consumer Research, one of the top two journals in the field of marketing and consumer behavior.</p> <p>Journal Publication: Dr. Sreedhar Madavaram’s research paper “Mirroring the Boss: Ethical Leadership Intentions and Sales Performance” has been accepted for publication in the Journal of Business Ethics. This journal appears on the Financial Times 50 list of top business journals.</p> <p>Journal Publication: Dr. Paul Mills had a paper accepted for publication in the Journal of the Academy of Marketing Science. This journal appears on the Financial Times 50 list of top business journals.</p>
Operations and Supply Chain Management		<p>Fulbright Specialist Awards: Two members of the OSM department, Dr. Oya Tukul, Dr. Injazz Chen received Fulbright Specialist Awards.</p> <p>Most influential researcher recognition: Dr. Injazz Chen was recognized by the Production and Operations Management Society as one of the most influential researchers in supply chain management.</p>

College	Department	Project Description
Education	Counseling, Administration and Adult Learning	Center for Educational Leadership: Having evolved from the nationally recognized First Ring Leadership Academy, the Center for Educational Leadership partners with urban school districts to offer professional development for principals and academic programs to develop and sustain inspired leaders for today's schools. Most notably is the Inspired Leaders Principal Licensure Program, which is launching its seventh cohort this year. Also offered are the Master of Education in Educational Administration, the Empowered Leaders Teacher Endorsement Program and the Education Policy Fellowship Program. The Center also coordinates the First Ring Leadership Academy that is funded by a grant from the Martha Holden Jennings Foundation. This is a year-long training program promoting transformational leadership in the teachers and administrators working in the Cleveland Municipal School District and the sixteen inner ring school districts bordering Cleveland. The Center also received a \$100,000 grant this year from the Ohio Department of Education to align programs to the new Leadership Standards adopted by the state.
	Curriculum and Foundations	Center for Urban Education: The Center for Urban Education has a mission of promoting academic success, wellness, and equity in P-20 urban education in Northeast Ohio and beyond. Through its five program areas, the Center engages in collaborative evaluation research with stakeholders internal and external to Cleveland State University (CSU); conducts original research related to urban education in conjunction with affiliates at CSU and other research institutions; and facilitates educational programs, professional development, and technical assistance for the CSU and outside communities. The Center is a founding member of the Cleveland Alliance for Education Research (CAER), a research-practice partnership among CSU, CMSD, and the American Institutes for Research (AIR), and represents CSU as a partner institution in the Ohio Education Research Center (OERC). The Center has generated more than \$2 million dollars in grant funding to CSU from federal and foundation sources since its inception in 2010. In recent years, the Center had several notable accomplishments. It was awarded a research grant from the National Institutes of Justice (U.S. Department of Justice) to identify the neighborhood, family, and school contextual factors that affect student safety in urban schools. It was also awarded a research grant from the Institute of Education Sciences (U.S. Department of Education) to establish the CAER and examine the relationship between school climate and student education outcomes. The Center has provided program development and evaluation to multiple educational organizations in Greater Cleveland, including the Careers in Health and Medical Professions (CHAMPS) program, CSU Center for Educational Leadership, CSU Department of Teacher Education, Open Doors Academy, Orange City School District, and Urban Health Fellows program.
Center for Excellence and Innovation in Education (CEIE)		The Cleveland Schools Book Fund: This program is designed to supply all Pre-K through Grade 3 classrooms in the Cleveland Municipal School District with libraries of children's literature as well as provide teacher professional development to increase young students' interest in and ability to read, comprehend and enjoy.
		CMSD/CEIE Tutor Partnership: This partnership provides CSU students the opportunity to serve as tutors – and CMSD early elementary classrooms the opportunity to have additional supports for early literacy. Hundreds of hours of tutoring have been provided to CMSD through CSU students while CMSD has provided the CSU students with an opportunity for student employment.
		Children's Museum of Cleveland/CEIE partnership: This partnership is funded through the State of Ohio and provides the Children's Museum of Cleveland with CSU interns to support programming, development and marketing.
Teacher Education		Cleveland Teaching Fellows: This program is funded by the Cleveland Foundation, and provides a paid one-year internship for 40 students in CMSD in their senior year at CSU. Each student is paid approx. \$6,500 per year.
		Cleveland regional STEM and embed support: This grant is funded through the Battelle Foundation and the Great Lakes Science Center. The grant provides a portion of the salary for a faculty or staff member to assist with professional development around project-based instruction in local schools.
		Project Dream: This project received a \$125,000 grant to develop a dual licensure education model. CSU Teach: With the support of the NSF Noyce Scholars Program and Cleveland State's partners (National Math and Science Initiative, UTeach Institute, Ohio STEM Learning Network, and the Cleveland Metropolitan School District) Cleveland State is bringing the UTeach model to Ohio transforming the teacher education experience for pre-service teachers to be licensed to teach grades 7-12, with an emphasis on preparing for underserved, urban classrooms.
		Choose Ohio First: This scholarship program which provides renewable scholarships of up to \$4,700 per year is designed to attract and graduate qualified STEM Education students. Scholarship recipients are required to tutor in an academic environment to support classroom education. As part of the Ohio Innovation Partnership and funded through the Ohio Board of Regents, the scholarships are designed to significantly strengthen Ohio's competitiveness in science, technology, engineering, mathematics and medicine (STEMM) and STEM education.

College	Department	Project Description
		<p>The Masters of Urban Secondary Teaching (MUST) STEM Fellows Program: This program awards full tuition scholarships to eligible students pursuing licensure in math or science and will also fund up to 8 hours of undergraduate credit for students who need to complete pre- or co-requisites for the MUST program.</p> <hr/> <p>Careers in Health and Medical Professions (CHAMPS): This is an ongoing year-round program developed to recruit minorities into high skill level health care careers by increasing awareness and knowledge. The program provides two or more years of intensive academic enrichment by engaging high school students in skill enhancement, in-depth medical career experiences and thought-provoking science activities while helping them develop into a unified, cohesive cohort. The program is funded by the Martha Holden Jennings Foundation. Related to this program is the Health Careers Opportunity Program funded for \$49,996 by the Northeast Ohio Medical University.</p> <hr/> <p>The Campus International School (CIS): Conceived as a professional development school with the Cleveland Metropolitan School District (CMSD), Campus International School is a public school currently offering instruction in Kindergarten through 5th grade to an economically and socially diverse population of students. The aim of the school is to develop well-rounded, knowledgeable, internationally minded students who recognize their common humanity and shared guardianship of the planet. In all areas of the school, the teachers and staff model the learners' profiles to help teachers and students establish goals, plan units of inquiry, and assess performance. CIS teachers collaborate within and across grade levels to ensure that each student's instructional needs are met. Professional development is institutionalized with two hours of professional development each week with varied topics based on need. Cleveland State provides a Professor-in-Residence to the school staff and serves as an intermediary between the school and university. Interactions with the university include student field experiences, speech, hearing, psychology and occupational therapy assessments, regular after-school physical science experiences, daily Mandarin language and cultural instruction, facilities for physical education classes, administrative support and grant funding to support school instruction.</p> <hr/> <p>Differentiating Instruction at the Campus International School and MC2STEM: Supported by the Martha Holden Jennings Foundation, this project was developed by an observation that some of the CIS and MC2STEM teachers were tracking students by dividing them into static ability groups rather than differentiating instruction by developing multilevel activities that provide opportunities for all children to participate and achieve. The CSU project team introduced and/or extended their knowledge of and ability to implement specific ways to differentiate instruction.</p> <hr/> <p>The Community Learning Center: Formerly the Educational Services Center, the Community Learning Center for Children and Youth (CLC) provides an engaged-learning experience for students at Cleveland State while serving the community by offering free assessment and tutoring programs for children at the elementary and middle-school grade levels who have difficulties with reading, math, or learning in general. The children's positive learning experiences with the CLC have been recognized both by their families at home and their teachers at school. Under the supervision of the Department of Teacher Education, the CLC has grown from supporting two classes serving 30 children from the community to nine classes serving 180 children from the community.</p> <hr/> <p>Multicultural Learning and Teaching International Journal: Multicultural Learning and Teaching, a De Gruyter publication, is now housed in CoEHS, Department of Teacher Education. Multicultural Learning and Teaching (MLT) is a multidisciplinary international journal that explores the education of people from diverse multicultural backgrounds in a variety of learning environments, inside and outside the classroom.</p> <hr/>
	STEMM Center	<p>The STEMM Education Center: The Center includes faculty members from the Colleges of Education and Human Services, Science and Health Professions and the Washkewicz College of Engineering. The STEMM Education Center provides a mechanism for connecting the STEMM education efforts across campus, not as a gatekeeper, but as a place to connect and collaborate across the colleges, disciplines, and with K-12 and other outside STEMM entities. In recent years the faculty associated with the center have received over \$10 million in external grant funds with collaboration of over 20 faculty members from across the colleges. MC2STEM High School is also a major partner in the center.</p> <hr/>
	Health and Human Performance	<p>Human Performance Laboratory: The Human Performance Laboratory is a state of the art facility designed for teaching and research. Currently the laboratory is working on several projects with Orbital Research Inc., including a pilot physiological assessment system aimed to monitor hypoxia (lack of oxygen) in the Air Force's F-22 Raptor pilots. The lab is equipped to simulate flight physiology of pilots up to 25,000 feet altitude and is testing Orbital's sensors to predict hypoxia before the pilots become impaired and unable to fly. Another Orbital Research project is the development and testing of a microsystem to sense and control warfighter physiology, in particular Special Forces in extreme military dive operations. During this research, the lab will test sensors developed by Orbital that can monitor and deliver proper breathing gas mixtures during rapid descent from altitude. Currently several graduate students are conducting research involving devices to enhance recovery in athletes, prevent hyperthermia, and to correlate power with speed and agility.</p> <hr/>

College	Department	Project Description
		<p>The lab will be expanding into new areas for subcellular research.</p> <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>School Health Fellowship Program: The program provides \$18,000 to fund fellowships to promote school health in urban schools. Funded by the St. Luke's Foundation.</p>
Engineering	College-Wide and Interdepartmental	<p>Additive Manufacturing Instructional and Training Laboratory at Cleveland State University: The Washkewicz College of Engineering and specifically Dr. Anette M. Karlsson and Dr. George Chatzimavroudis (Dean's Office) and Dr. Tushar Borkar (Department of Mechanical Engineering) were awarded \$171,112 by the Ohio Department of Higher Education to add a metal/glass/ceramics 3D printer to the Additive Manufacturing Instructional and Training Laboratory. This printer will enhance the lab that already includes eight industrial-grade 3D polymer printers.</p> <p>CPS-Synergy: Cyber-Enabled Exercise Machines: Dr. Hanz Richter and Dr. Antonie van den Bogert from the Department of Mechanical Engineering and Dr. Dan Simon from the Department of Electrical Engineering and Computer Science are collaborating with researchers from Health and Human Performance (College of Education and Human Services) in an NSF-funded project on advanced machines for exercise and rehabilitation. The machines measure and process biomechanical variables and generate adjustments to their own resistance, providing users with cues that will ultimately maximize training or rehabilitation effectiveness and guarantee safety. The machines will be reconfigurable by software, permitting a wide range of exercises with the same hardware.</p> <p>Optimal Prosthesis Design with Energy Regeneration: This collaborative NSF-funded project of Dr. Dan Simon from the Department of Electrical and Computer Engineering with Dr. Hanz Richter and Dr. Antonie van den Bogert from the Department of Mechanical Engineering 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>CAREER: Interrogating Dense Anisotropic Colloidal Suspensions with SMR-TIRM: This project by Dr. Christopher Wirth from the Department of Chemical and Biomedical Engineering, funded by the "Faculty Early Career Development (CAREER)" program of the National Science Foundation, aims to develop and apply a microscopy technology to measure the motions and forces that arise in nanoparticle components of these soft materials. This research will transform the understanding of how nanoparticles of complex shape or surface chemistry interact during materials processing and in biology. In addition, a multi-component education program will be developed in collaboration with the on-campus MC2STEM high school, the Great Lakes Science Center, and regional industry. The program will consist of a college-level course in Chemical Product Design, a project based experiential learning program for high school students, and a research experience fostering multi-level project teams of high school students, undergraduates, and graduate students housed in a new shared laboratory at Cleveland State University.</p> <p>Miniaturized 3D Bioprinting on a 384PillarPlate® for Assessing Metabolism-Induced Compound Toxicity: This is a technology validation project for commercialization of a 384-pillar plate with sidewalls and slits (384PillarPlate®). The main goal is to test mass production capability of the 384PillarPlate via plastic injection molding by a third party (i.e., injection molding company). In an effort to generate predictive toxicity/efficacy data and to serve the global in vitro cell-based testing market, Dr. Moo-Yeal Lee and his group from the Department of Chemical and Biomedical Engineering have focused on developing the 384PillarPlate®, bioprinted human tissues on the 384PillarPlate® (TissuePlate®), and related toxicity assessment assays. The technology is best suited for creating miniaturized multicellular tissue structures and multiplexed cell-based assays for drug discovery. The 384PillarPlate® platform is a robust and flexible system for high-throughput screening of compound libraries and enables retrofitting of current cell-based toxicity tests to provide metabolic competence.</p> <p>Microstructure and Transport of Nanoparticle Laden Multiphase Fluids in Porous Media: Applications in Fracking and Enhanced Oil Recovery: This project by Dr. Christopher Wirth from the Department of Chemical and Biomedical Engineering is funded by the American Chemical Society (ACS) to reduce the amount of water required to extract natural gas from shale. Natural gas has emerged as a "bridge fuel" as the US shifts to a low-carbon energy economy. Unfortunately, most of the gas supply is trapped in shale that requires an enormous volume of water to access through hydraulic fracturing (hydrofracking). Adoption of foam fracking fluids would substantially reduce the water required for natural gas extraction. As part of his research, Dr. Wirth will develop a first principles model to tailor foam properties by adsorption of anisotropic particles to the gas/fluid interface.</p> <p>Chip-Based, Miniaturized 3D Bioprinting for Chemical Toxicity Assessment: Since preclinical evaluations with animal models are often inaccurate due to differences in genetic makeup between animals and humans, there has been an emergence of in vitro three-dimensional (3D) cell culture techniques that attempt</p>

to recapitulate tissue structures *in vivo*. While the advantages of 3D cell cultures are clear compared to 2D cell cultures, limited effort has been directed towards the miniaturization of 3D cell/tissue models that are compatible with high-throughput compound screening. The primary goal of this project performed by Dr. Moo-Yeal Lee from the Department of Chemical and Biomedical Engineering, funded by the NSF-based Ohio I-Corps program, is to commercialize various human tissues on a 384-pillar plate with sidewalls via our proprietary “3D bioprinting” technology, which could potentially revolutionize regenerative medicine, oncology, and drug discovery. With the realization of fully developed mini-tissues on the 384-pillar plate, the pharmaceutical, cosmetics, and chemical industries will be able to generate highly predictive toxicity, efficacy, and pharmacokinetic information needed to determine whether to advance therapeutic and other new product candidates from early stage development to later stage evaluation.

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

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

Transform Tox Testing Challenge: Innovating for Metabolism, Stage II: Compounds, including drugs, are primarily metabolized in the liver by a variety of drug-metabolizing enzymes (DMEs), which are involved in the initial clearance of compounds from the body and generate potentially toxic metabolites, leading to adverse drug reactions (ADRs), not only in the liver but also in other organs. Inter-individual variability in DME levels and genetic mutation in DMEs result in significant diversity for drug metabolism, which eventually leads to differences in the response of patients to drugs and their ADRs. Therefore, understanding the roles of these enzymes in drug metabolism are essential in predicting human toxicology. To address this need, the U.S Environmental Protection Agency (EPA) and NIH launched the Transform Tox Testing Challenge in 2016 with the goal of developing practical methods that can be integrated into automated screening technologies called high-throughput screening assays to better predict the toxicity of parent compounds and their metabolites *in vivo*. Dr. Moo-Yeal Lee’s team from the Department of Chemical and Biomedical Engineering has participated in this challenge with his 3D bioprinting technology coupled with DMEs and selected as one of five finalists. Dr. Lee has been developing “microarray 3D bioprinting” technology, which is a robotic, high-precision, cell printing technology demonstrated on biochip platforms. The major goal is to develop a 384-pillar plate platform with metabolizing enzymes for high-throughput screening of environmental toxicants susceptible to metabolism-induced toxicity.

Mechanistic Study of Developmental Neurotoxicity on 3D Cultured Stem Cell Microarrays: There is a critical need for improved human toxicology testing to rapidly advance therapeutic drug candidates to preclinical evaluation or to prioritize potential environmental toxicants. The ability to predict developmental neurotoxicity *in vivo* is of particular importance in identifying drug candidates and environmental toxicants that should be flagged as potentially harmful to the developing brain. The primary objective of this NIH-funded research project by Dr. Moo-Yeal Lee and Dr. Chandra Kothapalli from the Department of Chemical and Biomedical Engineering is to investigate the mechanisms of neurotoxicity on human neural stem cells (NSCs) cultured in three dimension (3D) on a high-throughput microarray chip platform. The outcomes from this work could help in precisely measuring various cellular and molecular pathways involved in human developmental toxicology.

Effect of Varying Convection on Dendrite Morphology and Macroseggregation: This NASA-funded project by Dr. Surendra Tewari from the Department of Chemical and Biomedical Engineering 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;

College	Department	Project Description
		<p>and (c) examine array morphology changes and macrosegregation associated with DS through cross-section changes.</p> <hr/> <p>Next Generation Oxygen Concentrators: In this project, funded by the Invacare Corporation, Dr. Orhan Talu and Dr. Sridhar Ungarala from the Department of Chemical and Biomedical Engineering aim 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>Evaluation of Safety Practices for Short Duration Work Zones: This research project, led by Dr. Jacqueline Jenkins from the Department of Civil and Environmental Engineering, has been conducted in collaboration with the Texas A&M Transportation Institute for the Ohio Department of Transportation. It involves observing maintenance crews in Columbus and Cleveland to evaluate the use of new strategies and technologies to improve the safety of work zone operations. During Phase I, several key pieces of equipment were identified for further analysis. Phase II includes the field evaluation of a mobile barrier, a worker basket for the setup and removal of temporary traffic control, and equipment mounted lighting. It is expected that the use of this equipment will add to the continued safe and efficient flow of traffic in short duration work zones.</p> <hr/> <p>A Practical Approach for Remediation Performance Assessment and Optimization at DNAPL Sites for Early Identification and Correction of Problems Considering Uncertainty: The goal of this project, by Dr. Ungtae Kim from the Department of Civil and Environmental Engineering, funded by USDOD, is to develop and test a methodology to periodically assess and optimize remediation systems and monitoring of USDOD’s dense non-aqueous phase liquid contaminated sites with remedies in place. Methods will be developed and tested to periodically estimate the value of additional characterization data in terms of life cycle cost savings; to refine model calibration taking into account new data from monitoring; to assess the probability of the current operations to meet cleanup objectives; and to reoptimize system operation and monitoring variables to minimize expected life cycle cost taking into consideration performance and cost uncertainty.</p>
	Electrical Engineering and Computer Science	<p>Securing Mobile Devices with Memorable, Usable, and Secure Authentication: This NSF-funded project, led by Dr. Ye Zhu from the Department of Electrical Engineering and Computer Science, is to protect security and privacy of mobile device users with memorable, usable, and secure authentication schemes. According to statista.com, the number of smartphone users in the world will be more than five billion by 2019. The popularity of these mobile devices is due to a unique set of features including ubiquitous Internet access through communication technologies such as WiFi and 4G/LTE, easy to use touch-based inputs, and numerous applications and games. In the meantime, the security of mobile devices is becoming a major concern as device users are storing sensitive data such as personal contacts and utilizing sensitive applications like banking and stock trading. Strong authentication as the forefront defense mechanism can prevent unauthorized access to a mobile device that may lead to lack of accountability, data loss or stealing, and identity theft.</p> <hr/> <p>Privacy-Aware Compliance Tracking System with Realtime Feedback: In this project, funded by the Ohio Third Frontier program, Dr. Wenbing Zhao from the Department of Electrical Engineering and Computer Science develops the technology PACTS (short for privacy-aware compliance tracking system), to detect non-compliance activities to OSHA standards for consenting nursing aids and alerts them in real-time while protecting the privacy of patients and other non-consenting personnel. PACTS could help customers present evidence to regulatory agencies that they are proactively following OSHA’s guidance on mitigating work-related Musculoskeletal Disorders (MSDs) through “Solutions to Control Hazards.”</p> <hr/> <p>Transactive Uncertainty and Flexibility for High-Penetration of Semi-dispatchable Renewable in Electricity Market: This NSF-funded project by Dr. Hongxing Ye from the Department of Electrical Engineering and Computer Science will develop a theoretically sound, yet practical, model and scheduling tool to potentially address the fundamental challenge of uncertainty management in renewable energy integration. The increasing penetration of renewables, such as solar and wind generation, is challenging traditional power system operations and electricity market mechanisms. Due to their intrinsic intermittency and variability, renewables lead to increased uncertainty in the power grid. The aim of the project is to integrate renewables optimally, cost-effectively, and environment-friendly.</p> <hr/> <p>A Privacy-Aware Compliance Tracking System with Realtime Feedback: A significant fraction of workplace injuries are the result of workers not following best practices. The technology we developed is based on a novel computer-vision-based system that aims to increase the workers’ compliance to best practices. The system is designed to track the activities of consented workers using the depth sensors, alert them discreetly on detection of noncompliant activities, and produce cumulative reports on their performance. Hence, the system provides a valuable set of services for both workers and administrators toward a healthier and more productive workplace. In this project by Dr. Wenbing Zhao from the Department of Electrical Engineering and Computer Science, funded by the NSF-based I-Corps program, we are tasked to develop a</p>

College	Department	Project Description
		<p>set of value propositions for our technology, validate our hypothesis, and create a business plan. These will be accomplished via entrepreneurship training and via interviewing 100 potential customers.</p> <hr/> <p>Computer Science for All Students in the Cleveland Metropolitan School District: The central goal of this project, led by Dr. Nigamanth Sridhar from the Department of Electrical Engineering and Computer Science and his collaborators from the College of Education and Human Resources, and funded by the Cleveland Foundation, is to create a robust foundation for the implementation of a CSforAll program in Cleveland Schools. The key priority outcomes that will be generated by this project are: (1) The establishment of computer science as a viable and supported subject offering for high school students in the Cleveland Metropolitan School District. (2) The creation of a corps of teachers in the district who can serve as a resource base for the district as CSforAll is implemented at full scale. (3) The development of a set of “adoption guides” for principals and administrators that clearly outline various issues that arise when implementing CS for All in schools, and document best practices, including course coding, teacher credentialing, scheduling, advising, etc. (4) The creation of a replicable model for CSforAll implementation, in diverse and high-needs school districts, with equity as a primary design consideration.</p> <hr/> <p>Usable, Memorable, and Secure Mobile Authentication: As mobile devices, such as smartphones, are becoming increasingly popular, so has the realization that security is an important requirement for the use of mobile devices in our daily life. Authentication, the first defense mechanism preventing unauthorized access to a mobile device, allows owners of mobile devices to unlock and use their devices. In this project, funded by the NSF-based I-Corps program, Dr. Ye Zhu from the Department of Electrical Engineering and Computer Science investigates approaches for mobile authentication in this project. The approaches are applicable to a wide range of electronic platforms, including smartphones, computers, ATMs, and other high-risk electronic gateways. Consequently, the potential to benefit society with more secure systems should have an enormous impact.</p> <hr/> <p>A Spiral Computer Engineering Lab Framework: This NSF-funded project by Dr. Pong Chu from the Department of Electrical Engineering and Computer Science has been establishing a “spiral” laboratory framework for a computer engineering curriculum in which the key concepts are revisited at increasing levels of sophistication and interconnection. Instead of treating each course as an isolated topic, the project is developing a sequence of laboratory experiments and projects weaving through the entire curriculum, from freshman engineering to senior capstone design. This approach will help students see the “big picture” of the discipline and enhance their “integration skills” to address complex and realistic problems.</p> <hr/> <p>Computing in Secondary Schools - Engaging Teachers in Computing Education for the Next-Generation Workforce: 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 by Dr. Nigamanth Sridhar from the Department of Electrical Engineering and Computer Science, funded by the NSF, is aimed at providing teacher professional development and online curriculum support to teachers across Ohio to teach the new Computer Science Principles course. The project is also exploring research questions surrounding the delivery of such professional development using online instruction.</p>
	Mechanical Engineering	<p>CAREER: Caregiver Teaching of Neuroprostheses for Functional Reaching: Educating Empathetic Engineers to Create Solutions for High Tetraplegia: This grant, by Dr. Eric Scheerer from the Department of Mechanical Engineering, funded by the “Faculty Early Career Development (CAREER)” program of the National Science Foundation, aims to enable wide-spread neuroprosthesis use by people with whole-arm paralysis due to cervical spinal cord injuries, there is a critical need for a functional electrical stimulation (FES) system that continually expands its capability to control functional reaching movements. The research objective of this project is to create an architecture to coordinate electrical stimulation of muscles of the shoulder and arm to control reaching movements and a way for a non-expert to effortlessly update control to respond to changes in the user’s muscles and desired movements. The research outcome – a flexible, subject-specific FES planning and control strategy to coordinate muscles across multiple joints that non-experts can easily modulate – will drive the field of FES control away from tracking control of individual joints in the laboratory and toward achieving functional tasks like grooming and feeding oneself in people’s homes. The educational objective of this project is to create an empathy training program where engineering students visit the homes of people with disabilities along with medical, therapy, social work, and nursing students. The outcome will motivate the development and broader inclusion of similar programs in engineering curricula around the country.</p> <hr/> <p>Reproducibility in Simulation-based Prediction of Natural Knee Mechanics: The potential of modeling and simulation to enable significant scientific discoveries and to improve clinical care is well known. Yet, realization of simulation-based approaches as routine and dependable strategies for healthcare delivery requires establishing their reproducibility to be independent from the analyst’s preferences. By understanding the influence of modelers’ approaches and decisions (essentially their art) throughout the</p>

College	Department	Project Description
		<p>lifecycle of modeling and simulation, this project by Dr. Jason Halloran from the Department of Mechanical Engineering, funded by the NIH through the Cleveland Clinic, will demonstrate the uncertainty of delivering consistent simulation predictions when the founding data to feed into models remain the same. As one of the five independent research groups, Cleveland State University will document and deliver knee modeling processes and results, which will be compiled across research groups to elucidate both consistencies and potential sources of uncertainty.</p> <p>Compressor: This NSF-based Ohio I-Corp program, led by Dr. Majid Rashidi from the Department of Mechanical Engineering, provided mechanical engineering students with an entrepreneurial grant to develop a business around a capstone senior design project. Students have established a company to develop and commercialize an innovative air compressor unit that does not have a storage tank; the device is intended to have household and industrial use. I-Corp provides training opportunities for the grantees, including introduction of the grant recipients to industrial mentors, fund-raising opportunities, and market studies.</p> <p>Engineering and Computing in Rehabilitation and Assistive Technology: The overall objective of this NSF-funded project by Dr. Eric Schearer from the Department of Mechanical Engineering is to create an immersive experience in rehabilitation research that will help motivate and prepare a diverse group of students to pursue careers in rehabilitation engineering and assistive technology. This overall objective can be broken down into the following, measurable objectives: (1) immerse a diverse group of undergraduate engineering and computer science students in the challenges of developing technology to restore daily function to people who have limited ability to move their arms and legs; (2) motivate students to pursue future opportunities in rehabilitation and assistive technology; and (3) empower students to succeed in careers in rehabilitation and assistive technology.</p> <p>Design and Manufacturing of Plasma Cutting Equipment and Consumables: This project, funded by Lincoln Electric and led by Dr. Tushar Borkar from the Department of Mechanical Engineering, focuses on developing new materials for plasma cutting torch via the spark plasma sintering (SPS) process. SPS has many advantages over conventional powder metallurgy methods, including the ease of operation, high reproducibility, accurate control of sintering energy, as well as high sintering speed, safety, and reliability. In SPS, a local high-temperature state is generated when spark discharges in a gap or at the contact point between the particles of powder causing the evaporation and melting on the surface of the powder particles to help obtain fully dense nanocomposites. Temperature is the main governing parameter for controlling microstructural features, which are responsible for controlling the mechanical properties of metals.</p> <p>Design, Control and Optimization of Robotic Systems with Energy Regeneration: This NSF-funded project, led by Dr. Hanz Richter from the Department of Mechanical Engineering, focuses on research in advanced methods for robot motion control with explicit regard to energy efficiency. The control theories being developed allow for optimal energy redistribution and storage among robotic joints and across robots in a manner compatible with motion control requirements. The technologies resulting from this research can be used in biomedical, industrial and mobile robots.</p> <p>Ultraconductive Copper Wire: The Ultraconductive Copper (UCC) research team at Cleveland State University was successful at the development of nanocomposite Copper/Mg/MWCNT lab scale wire segments exhibiting higher electrical conductivity (Ultraconductivity) at room temperature than pure metals including silver. The objective of this project, led by Dr. Taysir Nayfeh from the Department of Mechanical Engineering, funded by the Ohio Board of Regents, is to develop a stable platform technology of UCC with a tangible program deliverable of a long length of UCC wire (several inches-foot), which can carry at least 10Amps at a conductivity of at least 40% above that of pure copper. Once refined and fully developed, this revolutionary, cost effective technology will have the disruptive potential to dramatically improve the performance and reduce the energy consumption of virtually all-electrical machines/devices. Much as carbon transformed iron to steel, carbon nanotubes are poised to transform copper and other metals into revolutionary ultraconductive materials.</p> <p>Hot Extrusion of Ultraconductive Nanocomposite Copper: This project, led by Dr. Taysir Nayfeh from the Department of Mechanical Engineering and funded by the International Copper Association, seeks to extend the ultraconductivity results achieved in the patented (US Patent 8,347,944) work from the millimeter scale to longer ultraconductive wire on the meter-Kilometer scale. The project also aims to perfect the manufacturing process that will be used to mass produce the ultraconductive copper wire.</p>
Law	Law	<p>Tech Lab and Training Program: Cleveland State University's Cleveland-Marshall College of Law has partnered with Technology Concepts & Design, Inc. (TCDI), a pioneer in legal technology, to create a new legal technology lab and training program. The program offers CIMILAW students, graduates and local contract attorneys the opportunity to gain valuable real-life experience while providing cost-effective legal services to TCDI's corporate and law firm clients. This innovative partnership with TCDI will provide students opportunities to learn cutting-edge legal technologies while working with TCDI's sophisticated clients.</p>

College	Department	Project Description
		<p>North Coast Cyber Research and Training Alliance: Cleveland-Marshall College Law, through its Center for Cybersecurity and Privacy Protection, formed the North Coast Cyber Research and Training Alliance, along with Case Western Reserve University and Mercyhurst University. Each school maintains nationally recognized programs in the science of cybersecurity. Through the alliance, they will share their individual expertise to propel advances in the expanding field. The collaboration will prepare students for a cyber-workforce in which complex problems will need to be solved at the intersection of disciplines and sectors. The agreement to jointly develop cybersecurity education, research and training programs in Western Pennsylvania and Northeast Ohio will leverage the unique combination of strengths of the three schools:</p> <ul style="list-style-type: none"> •Cyber regulatory and policy analysis at CSU’s Center for Cybersecurity and Privacy Protection •Cyber engineering and hardware solutions at CWRU’s Case School of Engineering •Cyber intelligence threat analysis and analytics at Mercyhurst’s Ridge College of Intelligence Studies & Applied Sciences
		<p>Global Legal Hackathon: Cleveland-Marshall College of Law partnered with the Monte Ahuja College of Business StartUp Vikes program and event sponsor BakerHostetler to host the Global Legal Hackathon for Northeast Ohio February 23-25. The Cleveland site was one of 11 local sites in the United States and 40 throughout the world across 22 countries spanning six continents. Participants worked in teams with law and computer science, students and tech professionals from BakerHostetler to develop a technical solution to solve a law or legal-industry related problem.</p>
		<p>Cybersecurity and Privacy Protection Conference: The Center for Cybersecurity and Privacy Protection at Cleveland-Marshall College of Law joined with Attorney General Mike DeWine’s CyberOhio Business Summit to present two days of collaborative learning between technology, business, law and government, cutting-edge topical discussions and engaging keynotes from national leaders. A truly cross-sector event, Cleveland-Marshall’s Cybersecurity and Privacy Protection Conference is one of the leading educational and networking events in the Great Lakes Region, and features rich content of interest to legal and compliance professionals, information technology and security experts, and executives responsible for developing security and privacy policies.</p>
		<p>Report and Recommendations of the Cuyahoga County Bail Task Force: Professor Jonathan Witmer-Rich was the principal drafter of the Report and Recommendations of the Cuyahoga County Bail Task Force. The report, released on March 16, 2018, calls for significant reforms to the way courts across Cuyahoga County set bail and conditions of pretrial release. According to the report, the courts “should transition from a bail system based on bond schedules, which vary widely from one court to the next, to a centralized, consistent, and comprehensive system of pretrial services initiated immediately after arrest.” The report notes that setting bail through bond schedules often results in the unnecessary detention of defendants simply because they are too poor to afford bond. Instead of bond schedules, the report recommends that courts “assess each defendant’s risk of non-appearance and danger to the community using a uniform risk assessment tool. If money bail is considered, courts should evaluate each defendant’s risk of non-appearance and ability to pay, and then tailor money bail accordingly.” The report also calls on Cuyahoga County to invest in centralized pretrial services, which will enable the courts to conduct individual assessments of each defendant, also provide monitoring and oversight of defendants who are released pretrial.</p>
		<p>IOT Collaborative (IOTC): The Cleveland Foundation granted \$1.75 million to Cleveland State University and Case Western Reserve University to help the two institutions launch IoT Collaborative (IOTC) – a concerted effort focused on the Internet of Things. One of the key components of what is being called the “fourth industrial revolution,” Internet of Things refers to the vast interconnected network of devices – which are expected to number more than 30 billion by 2020. It is predicted that over the next five years, the economic impact of Internet of Things projects could be upwards of \$6 trillion worldwide. CIMILAW Professor and Center for Cybersecurity and Privacy Protection Director Brian Ray was part of the multi-disciplinary Leadership Team that created the IOTC. As the IOTC Cybersecurity Industry Liaison, he will work with industry partners and faculty experts on both campuses to develop shared opportunities for applied research as well as education and training programs to prepare students and professionals in law, business and computer science to take advantage of the emerging Internet of Things revolution.</p>
		<p>Examining the Opioid Epidemic: The Center for Health Law and Policy hosted “Examining the Opioid Epidemic: Causes, Consequences & Cures.” The event discussed the legal and societal consequences of the opioid epidemic in Ohio and proposed solutions to the problem. The panel consisted of a substance abuse counselor, a pharmacist, a physician, and a municipal judge.</p>
		<p>Collaboration with Equality Ohio: Cleveland-Marshall College of Law’s Community Advocacy Clinic, under the direction of Professor Pam Daiker-Middaugh collaborated with Equality Ohio to research Ohio communities offer LGBTQ+ protections to their residents. They reviewed laws in 250 Ohio cities, with their findings presented in a clickable online map that shows which cities prevent LGBTQ+ discrimination in education, housing, employment, and public accommodations, as well as hate-crime protection status.</p>

College	Department	Project Description
		<p>Space Law Textbook: Prof. Mark Sundahl recently signed a contract with Rutledge to write the first textbook on Space Law. The textbook will be marketed globally and will mirror the content of Prof. Sundahl's global online course, Space Law: A Global View, which will be offered for the first time in Summer 2018.</p> <p>Global Space Law Center: The rapid growth of the private space industry has increased the demand for space lawyers trained in the complex international and domestic aspects of space law and policy. Cleveland-Marshall College of Law is addressing this need for lawyers trained in space law by launching the Global Space Law Center (GSLC), the first law school research center in the United States dedicated exclusively to the study of the law of outer space. The Center was founded with the goal of training the next generation of space lawyers, to promote the development of law for the peaceful use of outer space, and to facilitate the growth of the commercial space industry. CIMILAW Professor Mark J. Sundahl will serve as director of the Global Space Law Center. Sundahl, the Charles R. Emrick Jr.-Cafee, Halter & Griswold Professor of Law, is a leading international space lawyer who has lectured around the world on space law. He currently serves as the chair of the International Space Policy Working Group of the FAA's Commercial Space Transportation Committee (the COMSTAC) which advises the FAA on new space regulations. He is also an advisor to the U.S. delegation to the United Nations Committee on the Peaceful Uses of Outer Space. Between 2006 and 2009, he served as the Executive Secretary of the International Institute of Space Law.</p> <p>K-12 Cybersecurity Forum: In the span of less than one year—from January 2016 to March 2017—U.S. public schools experienced at least 105 separate cybersecurity-related incidents resulting in the disclosure of personal information, the loss of taxpayer dollars and the loss of instructional time. The scope, scale and sophistication of these attacks is predicted to grow significantly in the near term with the incorporation of new technologies and the increased use of mobile devices that increase the attack surface exponentially. Cleveland State University's Center for Cybersecurity and Privacy Protection in partnership with Connect held the first annual Ohio K-12 Cybersecurity Forum. The Forum brought senior leaders from school districts across the region and the state together with national and regional experts on K-12 cybersecurity and privacy to develop shared strategies, learn best practices and gain hands-on experience with practical tools for addressing these growing threats, including training for the Trusted Learning Environment (TLE) Certification.</p> <p>Judge Joan Larsen on Separation of Powers and Administrative Law: Professor Joseph Mead published a piece discussing potential SCOTUS nominee Joan Larsen's views on separation of powers and administrative law at the Yale Journal on Regulation's Notice & Comment blog. The citation is Joseph Mead, Judge Joan Larsen on Separation of Powers and Administrative Law, 36 Yale J. on Reg.: Notice & Comment (2018).</p> <p>Rethinking Religious Objections to Same-Sex Marriage: Clinical Professor of Law Doron Kalir accepted an offer from the Notre Dame Journal of Law, Ethics, and Public Policy to publish his article Rethinking Religious Objections to Same-Sex Marriage in its Summer 2018 issue.</p> <p>The Heat of Passion and Blameworthy Reasons to be Angry: Professor Jonathan Witmer-Rich's article, The Heat of Passion and Blameworthy Reasons to Be Angry, has been published in the American Criminal Law Review, the nation's leading criminal law journal. The article resolves a long-standing conceptual puzzle in voluntary manslaughter cases, when a defendant kills in the "heat of passion" after being provoked. For decades courts in provocation cases have struggled to determine which features of a particular defendant are properly relevant when assessing the adequacy of provocation. The article solves this puzzle by identifying a hidden normative component of the heat of passion doctrine: provocation is not adequate if the reason the defendant became extremely angry is due to some blameworthy belief or attribute of the defendant. A belief is blameworthy if it contradicts the fundamental values of the political community.</p> <p>Honoring Dr. King and His Legacy: Redoubling the Struggle for Equality and Inclusion in the Wake of the Social Legitimization of Racism: Professor Gwendolyn R. Majette was a co-Chair of the Midwest People of Color Legal Scholarship Conference entitled Honoring Dr. King and His Legacy: Redoubling the Struggle for Equality and Inclusion in the Wake of the Social Legitimization of Racism. The conference theme examined the degree of racial progress made by communities of color fifty years after April 4, 1968, the day when Dr. Martin Luther King was assassinated. Professor Majette also served as a moderator for the panel Challenges and Progress Since the Death of King, during which she presented her work-in-progress, RETRENCHMENT from the PPACA Framework to Eliminate Health Disparities for People of Color. At the end of the meeting, Professor Majette was elected to the Midwest People of Color Legal Scholarship Conference Board of Trustees.</p> <p>Drones: International Law Issues: Professor and Associate Dean Milena Sterio contributed an article to a symposium issue of The Independent Review on the use of drones. Professor Sterio's article is entitled Drones: International Law Issues.</p> <p>Get Out from Under My Land: Hydraulic Fracturing, Unitization, and the Role of the Dissenting Landowner: Professor Heidi Gorovitz Robertson, CIMILAW's Steven W. Percy Distinguished Professor of Law and a dual appointee at the Levin College, has accepted an offer to publish her article, Get Out from Under My Land:</p>

College	Department	Project Description
		Hydraulic Fracturing, Unitization, and the Role of the Dissenting Landowner, in the Georgetown Environmental Law Review. It will be published in the Summer 2018 edition of the journal.
		Federal Income Taxation of Individuals 2018: Professor Deborah Geier has published her updated textbook, Federal Income Taxation of Individuals 2018, with eLandell, a division of CALI (The Center for Computer-Assisted Legal Instruction). The textbook incorporates the many tax changes made by the Tax Cuts and Jobs Act enacted in late December. The book is a free download for all users.
		First Amendment Treatise: Professors Alan Weinstein and Kevin O'Neill have each contributed a book chapter to a new First Amendment treatise published in July 2017 by the American Bar Association. The treatise is entitled: Local Government, Land Use, and the First Amendment: Protecting Free Speech and Expression. Professor Weinstein is the author of Chapter Six: Religious Land Use Regulation Under the Religious Land Use and Institutionalized Persons Act. Professor Kevin O'Neill is the author of Chapter Eleven: The Regulation of Public Protest: Mass Demonstrations, Marches, and Parades.
		Routledge Handbook of Asia in World Politics: Professor Angelin Chang edited the Routledge Handbook of Asia in World Politics published by Routledge. This handbook brings together leading scholars of different disciplines, including politics, international relations, security studies and law, to provide a comprehensive analysis of both the prospects and problems to have emerged in Asia.
		Striving for the Mountaintop – The Elimination of Health Care Disparities in a Time of Retrenchment Care Costs (1968-2018): Professor Gwendolyn Roberts Majette presented her work-in-progress, The Elimination of Health Care Disparities in a Time of Retrenchment Care Costs (1968-2018), at the 41st Annual Health Law Professors Conference.
		Controlling Health Care Costs Under the ACA – Chaos, Uncertainty and Transition with the Center for Medicare and Medicaid Innovation and the Independent Payment Advisory Board: Professor Majette accepted an offer to publish her piece, Controlling Health Care Costs Under the ACA – Chaos, Uncertainty and Transition with the Center for Medicare and Medicaid Innovation and the Independent Payment Advisory Board, with the journal of Law, Medicine, and Ethics. This interdisciplinary, peer-reviewed journal is the second highest ranked health law journal by impact factor, close on the heels of the Yale Journal of Health Policy, Law & Ethics. The forthcoming article will be published in the Winter edition (December 2018).
		Peer-reviewed articles: Professor Joseph Mead coauthored three peer-reviewed articles: Know Me Before You Speak For Me: Substantive Public Representation Among Nonprofits, published by Public Performance Management Review; The Volunteer Protection Act and the Courts, A Hermeneutical Approach, published by The Journal of Public Management and Social Policy; and Deconstructing Neighborhoods, published by Journal of Public Administration Research and Theory.
		Nonprofit articles: Nonprofit article authored by Professor Joseph Mead include A Legal View of the Organization-Volunteer Relationship, published by Nonprofit and Voluntary Sector Quarterly (peer reviewed); and Legal Issues in Nonprofit Management, Global Encyclopedia of Public Administration, Public Policy, and Governance, publisher.
		Forgotten Cases: Worthen v. Thomas: Professor David Forte has discovered that the so-called demise of the Contract Clause did not occur during the pre-New Deal Court in the 1930s, as recent historians believe. Rather, in Forgotten Cases: Worthen v. Thomas, 66 Clev. St. L. Rev. 705 (2018), he demonstrates that the Court, including liberals and conservatives had reached a unanimous consensus in the 1930s on the best way to protect contracts from state interference. That consensus was only broken and reversed by Justices Black and Frankfurter well into the 1940s.
		From Termination to Extermination: The International Down Syndrome Genocide: In an on-line article, From Termination to Extermination: the International Down Syndrome Genocide, which was forwarded by readers over 4000 times, David Forte has exposed the on-going genocide of persons with Down syndrome. See http://www.thepublicdiscourse.com/2018/07/21996/ .
		Righting a Wrong: Woodrow Wilson, Warren G. Harding, and the Espionage Act Prosecutions: In a revealing expose published in the Case Western Reserve Law Review, Professor David Forte has uncovered the civil liberties leadership of President Warren G. Harding, who undid the imprisonment of thousands of anti-war protestors under Woodrow Wilson. Righting a Wrong: Woodrow Wilson, Warren G. Harding, and the Espionage Act Prosecutions, 68 Case W. Res. L. Rev. 1097 (2018) Available at: https://scholarlycommons.law.case.edu/caselrev/vol68/iss4/6 .
		To Speak or not to Speak, That is Your Liberty: In a lengthy analysis to be published in the CATO Supreme Court Review next month, To Speak or not to Speak, That is your Liberty, Professor David Forte plumbs the analysis and predicts future developments from the recent Supreme Court decision, Janus v. AFSCME, that

College	Department	Project Description
		<p>invalidated compulsory agency fees of nonunion workers.</p> <hr/> <p>Professor Milena Sterio published a book: Prosecuting Juvenile Piracy Suspects: The International Legal Framework. Beginning with the modern-day Somali piracy model, and exploring the reasons for piracy organizers and financiers to have employed Somali youth as pirates, Professor Milena Sterio analyzes the relevant international legal framework applicable to the treatment of juvenile criminal suspects, such as international human rights law, international criminal law, including the statutes of several international and ad hoc tribunals, as well as legal issues related to the use of child soldiers, as a parallel to the use of child pirates.</p> <hr/> <p>Two Articles Authored by Professor Browne Lewis: Georgia State Law Review will publish her article entitled Resting in Pieces: The Ethical Consequences of Harvesting the Sperm of Dead Men and Men in Vegetative States, and the Arkansas Law Review published my article, Deliberate Departure: Making Physician-Assisted Suicide Comfortable For Vulnerable Patients.</p> <hr/> <p>Books by Professor Browne Lewis: Professor Browne Lewis signed a contract with Edward Elgar Press to publish her book, THE LAW'S IMPACT ON DEATH AND DYING: EMBRACING THE GRIM REAPER. Professor Lewis also signed a contract with the eLangdell Books to publish an electronic book entitled MEDICAL ETHICS AND THE LAW. Additionally, Professor Lewis contributed a chapter entitled Genetic Research and the Law to Stroke Genetics, one of the leading medical school textbooks in the United Kingdom. The book was published by Springer.</p> <hr/> <p>The Center for Health Law and Policy hosted "Roe v. Wade at 45: A Discussion of Ohio Abortion Law": The event started with a showing of If These Walls Could Talk. After the movie, a balanced discussion consisting of persons on both sides of the abortion issue discussed the merits and impact of Roe v. Wade.</p> <hr/> <p>Artis. V. D.D., What Did the Supreme Court Actually Say?: This article, written by Clinical Professor Doron Kalir, was accepted for publication by the Notre Dame Law Review Online, a Top 25 Online Publication.</p> <hr/> <p>Professor Christopher Sagers co-authored Business Organizations, with Theresa Gabaldon: Business Organizations is a pedagogically rich book that recaptures student engagement in the course without sacrificing basic rigor. The traditional coverage of most books in the field is retained, but modernized in reflecting the importance of unincorporated entities and small business counseling problems. Transaction-oriented problems put the student in the practice role of advising a variety of businesses. An expository approach provides clear context for cases. Features include flowcharts, connections boxes, self-testing exercises, an interspersed series of exercises on ethics for business lawyers, a glossary of terms, and sidebars on numerical concepts and skills. Through the use of side-bar explanations or otherwise, the chapters or major sections of chapters in the book stand alone, facilitating teaching in almost any order. An online supplement includes a "business concepts for lawyers" module to be assigned as an instructor desires, as well as a variety of sample documents to show students the actual materials that lawyers work with every day.</p> <hr/> <p>Professor Christopher Sagers accepted an offer to publish Clarifications and Gratitude, in the Journal of Law and Policy: The article is a reply to mini-symposium of reviews of his book Apple, Antitrust & Irony.</p> <hr/> <p>Professor Christopher Sagers wrote Antitrust, Oxford Research Encyclopedia of Economics and Finance (forthcoming 2018) (invited): Professor Christopher Sagers also published #LOLNothingMatters, 63 Antitrust Bull. 7 (2018).</p>
College of Liberal Arts and Social Sciences	All	<p>During AY 2017-2018 CLASS faculty published or sent to press 13 books and 32 book chapters.</p> <hr/> <p>CLASS faculty published 83 journal articles, and gave 126 presentations at conferences, meetings, and symposia. Departments represented include Art; Communication; Criminology, Anthropology, and Sociology; Social Work; English; Economics; History; Music; Political Science; and World Languages, Literatures, and Cultures.</p> <hr/> <p>CLASS faculty gave 83 creative performances and produced 53 creative works. Departments represented include Art; Film and Media Arts; Music; Theater and Dance; and World Languages, Literatures, and Cultures.</p> <hr/> <p>CLASS faculty were awarded 26 grants, including those from the National Endowment for the Humanities, National Institutes of Health, Woodruff Foundation, State of Ohio Law Enforcement Diversion Program, and the United States Military Academy at West Point.</p> <hr/> <p>CLASS faculty were awarded 10 Faculty Scholarship Initiative grants, 1 Multi-College Interdisciplinary Research Program grant, and 8 Undergraduate Summer Research Awards.</p>

College	Department	Project Description
	Art and Design	Samantha Baskin published a book entitled “The Warsaw Ghetto in American Art and Culture” published by the Pennsylvania State University Press.
	Communication	Guowei Jian published a peer reviewed article entitled “When more is better: The effects of perceived coworker ethnic diversity and perceived similarity on immigrants’ coworker relationships” in the Journal of Management and Organization. Anup Kumar published a peer reviewed article entitled “Peace Communication in Cross-border Media Flows” in the Journal of Communication. Kimberly Neuendorf published the 2nd edition of her book entitled “The content analysis handbook.”
	Criminology, Anthropology, and Sociology	Meghan Novisky published a peer reviewed article entitled “Avoiding the Run Around: The Link Between Cultural Health Capital and Chronic Disease Management Among Older Prisoners” in Criminology. Kathryn Olszowy published a peer reviewed article entitled “Coming to grips with economic development: Variation in adult hand grip strength during health transition in Vanuatu” in the American Journal of Human Biology. Christopher Mallet (Social Work) and Miyuki Tedor (CAS) published a book entitled “Juvenile delinquency: Pathways and prevention” published by Sage.
	Economics	Maksim Isakin published a peer reviewed article entitled “Inflation Volatility with Regime Switching” in the Oxford Bulletin of Economics and Statistics.
	English	Brooke Conti published a peer reviewed article in the journal Renaissance Quarterly. The article is entitled “Milton, Jerome, and Apocalyptic Virginity.”
	Film and Media Arts	Cigdem Slankard presented her film, Fresh Start, at numerous national and international film festivals.
	History	Stephanie Hinnershitz was awarded the American History and Diversity Studies Fellowship by The United States Military Academy at West Point. She was in residence for the 2017-2018 academic year at West Point.
	Music	Andrew Rindfleisch completed a new composition entitled “FUNHOUSE.” The composition was scored for violin, cello, flute (doubling alto flute and piccolo), and clarinet (doubling bass clarinet). Hub New Music Ensemble of Boston, MA commissioned the composition.
	Philosophy and Comparative Religion	Sucharita Adluri published a peer reviewed article entitled “Yoga and the Visnu Purana” in the Journal of Indian Philosophy.
	Political Science	Neda Zawahri published a chapter entitled “Managing Transboundary” in The Oxford Handbook of Water Politics and Policy.
	Social Work	Patricia Stoddard Dare published a peer reviewed article entitled “Paid sick leave in relation to government sponsored welfare utilization” in the American Journal of Orthopsychiatry.
	Theater and Dance	Holly Holsinger performed a leading role in her previously developed original work entitled Red Ash Mosaic. The play was performed in several cities across the United States.
Nursing	Nursing	Geriatric Work Force Enhancement Program: Funding in the third year from the Health Resources & Services Administration (HRSA) has established a multi-site education initiative aimed at teaching health professions students to work on interprofessional teams. Students from various health care professions, including nursing, physical therapy, occupational therapy, social work, speech and hearing, pharmacy, medicine, and spiritual care, learn to work together through simulation, case studies, and the use of standardized patients. The program also works with professionals already working in health care to improve interprofessional teamwork and its application to the management of patient health care. Reducing untreated psychosis in schizophrenia (ReUPS): This is an NIH initiative that proposes to reduce the duration of untreated psychosis (DUP) for those with schizophrenia/first episode of psychosis (FEP) presenting anosognosia (SpA) by using an interprofessional approach. Angosognosia is present in approximately 60% of those with schizophrenia which represents 1.5 million persons in the U.S. The central hypothesis and purpose of this proposal is to educate people in the early recognition of signs and symptoms of SpA through marketing, symposium, and classes. The focus of this education to raise awareness will be the public, families and significant others of those with this disease. The goal is to reduce the undiagnosed schizophrenia to a less than three-month time frame. Compiled mental health resources are also planned.

Advancing Cognitive Capabilities and Minimizing Errors in the Nursing Profession with Technology Facilitated Education and Training: The focus of this research, proposed to the NSF, is nurses working on the front line of the healthcare industry and can help reduce medical errors. How well nurses are trained to perform in the workforce is critical to the quality and cost of the healthcare in our nation. The main hypothesis of this proposed research is that cognitively informed nursing education and training using mixed reality will augment nurses' critical thinking skills to improve performance in the professional workplace. The goal is to develop a program for nursing education and training that enhance critical decision making, promotes transfer appropriate training, and improves overall workplace readiness through the use of mixed reality facilitated simulations informed by cognitive psychological science. These strategies will lead to future generations of professional nurses that are equipped with stronger cognitive capability to handle both routine procedures and challenging tasks under stressful and disruptive workplace environments.

CSU Bridges to Primary Care: This initiative prepares pre-licensure nursing students and RN to BSN students to practice to the fullest extent of the RN license in a community-based primary care team focusing on treatment of clients with mental health/addiction issues. Improve the ability of nurses to function in a team-based care environment through immersion into functioning interprofessional care teams. Provide professional development for nurse preceptors and health care team members in community-based care settings. Further integrate and enhance education on primary care, population health, and interprofessional practice into the undergraduate nursing curriculum at CSU. Hire a full-time project liaison who is a doctoral prepared Registered Nurse with experience in mental health &/or community-based nursing care to act as a facilitator between CSU SON and their clinical partners. VNA and Care Alliance are partner agencies.

Educating for the Future of Nursing: Building Capacity with Nursing Educators - Nurse Faculty Loan Program (NFLP): The U. S. Department of Health and Human Services created the Nurse Faculty Loan Program to address a critical shortage of qualified nurse faculty in schools of nursing in the United States. The purpose of the loan program is to provide financial assistance to full-time and part-time graduate students who intend to take a full-time teaching position in a school of nursing immediately following graduation. Up to 85% of the total loan will be forgiven if the recipient stays in a teaching position for four years following graduation. (Financial assistance covers tuition, fees, books, laboratory expenses, and other reasonable education expenses. This loan may be granted to a Registered Nurse either in the PhD in Urban Education with a Nursing Education Specialization or the MSN program at Cleveland State University's School of Nursing who intends to be a full-time or part-time student until graduation.

Cleveland Region Area Health Education Center (CRI-AHEC): This center focuses on urban and rural populations. The Cleveland Region AHEC I encompasses five counties, Cuyahoga, Lorain, Lake, Geauga and Medina. The mission of the Cleveland Region AHEC addresses health concerns and well-being of the Northeast (NE) Ohio population through recruiting and advancing of education for students and health professionals by, (1) Provision of academic quality in order to succeed in the health professions (2), Commitment to primary care and preventative care health professions, (3) Commitment to serve the medically underserved who lack access to health care and (4) Provision of a student body and health professionals that represent the diversity and value of northeast Ohio. Implementation is done through new and existing partnerships designed to both serve the medically underserved in the Cleveland area, and to educate health care professionals. The project develops programs based upon community-identified educational needs.

Improved Health Outcomes through Education: A Community Health Worker (CHW) program entitled Improved Health Outcomes through Education (I-HOPE) is designed as an interdisciplinary program to empower low-income residents with a high prevalence of chronic disease residing in exceedingly low income urban neighborhoods. The formal partners engaged in this innovative approach include Cleveland State University School of Nursing, Sisters of Charity Foundation (SOCF) and Friendly Inn Settlement House (FISH) and Fairhill Partners. Cleveland State University School of Nursing serves as the lead partner. This program is partially funded by the St. Luke's Foundation. I-HOPE is designed to improve the health of populations defined geographically, clinically, and/or by socioeconomic class-through activities focused on engaging beneficiaries, prevention, wellness, and comprehensive care that extend beyond the clinic service delivery setting by creating a community support network of Community Health Workers (CHWs) with additional training in chronic disease self-management concepts. A next phase involves ultimate employment opportunities for CHWs. This became known as an area of challenge during the CHW program start-up phase as the role is new to many sites. A Provider Training Model is being considered in which the role of the CHW will be articulated by designing a job description and indicating how the role may be utilized in the community at both traditional and nontraditional sites. The CHW/CDSM lay worker role is a new empowered role that fits well as a linkage to an interdisciplinary team approach, many of which embrace the patient care home model. CSU School of Nursing along with partner agencies are in process with the use of metrics to determine the efficacy of the CHW role for the Cleveland State University CHW Program which may eventually be a template for the state model.

Choose Ohio First (COF) Nursing Scholarship Initiative: Funding from the State of Ohio provided scholarship

College	Department	Project Description
		<p>support and mentoring for ten senior and ten junior nursing students. Criteria is based on financial need and academic merit. Each scholarship recipient is required to provide ten hours of service to the School of Nursing each semester during which a COF award is received.</p> <hr/> <p>Nurse Education Grant Program: This initiative maximizes the use of off-peak hours for course instruction and clinical experience, provides expert clinical leadership using existing practicing RN's as clinical faculty, reduces financial barrier to obtaining a nursing education for qualified students and provides for a smooth matriculation to a BSN degree for Associate Degree prepared RNs. This is part of the University Hospital/ Cleveland State University School of Nursing partnership for evening and weekend programs. Funds are used for student tuition, to hire faculty and pay adjunct faculty who come from UH.</p> <hr/> <p>Stress and Animal Therapy in College Students: This study examines the effect of play with canines on stress levels in college students during midterm and final examination periods using cortisol levels and a self-assessment questionnaire.</p> <hr/> <p>Postpartum Skin-to-Skin Contact (SSC) to Reduce Neonatal Abstinence Syndrome Severity: Each year 800,000 newborns are prenatally exposed to opioid drugs, and between 12% and 90% of opioid-exposed newborns will develop drug withdrawal symptoms, called neonatal abstinence syndrome. A new intervention to reduce neonatal abstinence syndrome severity using skin-to-skin, chest-to-chest contact between newborn and mother, is being studied to determine if skin-to-skin contact reduces withdrawal symptoms in infants experiencing opioid withdrawal.</p> <hr/> <p>Improving Patient Safety Through Simulation Based Training: This initiative from the Agency of Health Care Research Quality (AHRQ) is planned to improve safety of patients of care across the continuum through the use of simulation and evolving cases with simulation case scenarios. These scenarios will evolve in each course throughout the undergraduate curriculum. This focus is community based care with an interdisciplinary team focus using Team-Stepps. There are several partners on this initiative including Cleveland Clinic OPD, Metro Health and several long term care facilities.</p> <hr/> <p>Development of Global Interdependence Identity: The goal of this research program is to study the development of global interdependence identity of university students through the application of an interventional general education course. The course on global interdependence will have a primary focus on the experience of human diversity in the United States. The course will promote peaceful interactions among students and attempt to break the cycle of cultural stigma. Previously, I studied the development of global interdependence of new nurses and my study indicated that their developmental status was less than adequate, placing them at risk for discomfort and depression.</p> <hr/> <p>Racial and Ethnic Approaches to Community Health: This program is funded by the Centers for Disease Control (CDC) through the Cuyahoga County Board of Health Improvement partnership (HIP-Cuyahoga). The Cleveland State University School of Nursing Ohio board of Nursing certified Community Health Worker Program, which has additional training as group leaders for the Stanford Chronic Disease Self-Management Program, falls under the community Linkage area of the overall REACH grant. The CHW program is part of a strategy to enhance access to the evidence based Stanford model for diabetes through the CHW to promote and lead workshops as well as to refer to a wide range of community resources. Partner agencies are within the community linkage section are Fairhill Partners, A Vision of Change, United Way, Metro, and several other community agencies. Both process and end outcomes are planned for this five year grant.</p>
Science	BGES (Except GRHD Faculty)	<p>Dr. Fasong Yuan and colleagues published research on sources and mobility of trace metals in western Lake Erie. They found that trace metals previously deposited in the basin are mobile, and that the mobility differs from metal to metal, and from time to time.</p> <hr/> <p>Dr. Emily Rauschert received a \$9,000 grant from the Geauga Park District to support her research on "Restoration and functional diversity in meadow ecosystems," and "Community associations of the spring ephemeral invasive lesser celandine." She also published research in the journals Biological Invasions and Population Ecology.</p> <hr/> <p>Dr. Shamone Gore-Panter published manuscripts showcasing her research on "Genetic Susceptibility for Atrial Fibrillation" and on "Metabolic Determinants of Spontaneous Atrial Fibrillation."</p> <hr/> <p>Dr. Jeff Dean recently presented his research on "Factors influencing how African Clawed Toads (<i>Xenopus laevis</i>) choose between two lateral line and visual stimuli" at the Society for Neuroscience in Washington DC and at two international meetings in Berlin, Germany.</p> <hr/> <p>Center for Gene Regulation in Health and Disease (GRHD)</p> <p>Dr. Xue-Long Sun received a \$445,000 R15 grant from the National Institutes of Health to support his research on antithrombotic agents. His work is aimed at the development of antithrombotic agents with enhanced antithrombotic activity, safety, stability, and pharmacokinetic properties.</p>

College	Department	Project Description
		<p>Dr. Valentin Börner was awarded a \$2,000,000 R01 grant from the National Institutes of Health for his research on chromosome pairing and meiotic recombination. The title of his project is “Role of Chromosomally Tethered Proteasome in Chromosome Pairing and Meiotic Recombination.”</p>
		<p>Dr. Anthony Berdis’s innovative cancer treatment approach was featured by Cleveland News 5 channel in January, following publication in the journal <i>Cancer Research</i>. The work of Dr. Berdis and colleagues revealed that the efficacious responses to Temozolomide (a DNA alkylating agent that commonly used to treat brain tumors) can be heightened significantly by co-administration of an artificial nucleoside (5-NldR) that efficiently and selectively inhibits the replication of DNA lesions generated by temozolomide. These results offer a preclinical pharmacological proof of concept for the coordinate inhibition of translesion DNA synthesis as a strategy to improve chemotherapeutic responses in aggressive brain tumors.</p>
		<p>Dr. Bibo Li was awarded a \$163K S10 Shared Instrument Grant by the National Institutes of Health for “A Digital Laser Scanner Biomolecular Imaging System: Amersham Typhoon 5.” This new laser scanner is designed for versatile imaging and precise quantitation of fluorescent, colorimetric, and radiolabeled proteins and nucleic acids.</p>
		<p>Dr. Hee-Sook Kim, research assistant professor in GRHD, in collaboration with Dr. Bibo Li, was awarded a \$1M R01 grant from the NIH for “Molecular dynamics of genome and epigenome integrity in <i>trypanosola brucei</i>.”</p>
Physics		<p>Drs. Kiril A. Streletzky and Jessica Bickel received \$312K in funding from the National Science Foundation for Research Experiences for Undergraduates (REU). The multidisciplinary project, titled “Synthesis, Assembly and Characterization of Soft Matter Systems,” has thus far supported two summers of professional development and intensive research experience supervised by 9 CSU faculty for 17 undergraduates from across the US. The project already has resulted in 6 national, 18 regional, and 8 local professional conference presentations given by REU’s 17 students as well 5 manuscripts (in different stages of preparation) co-authored by REU students.</p>
		<p>In Fall 2018, the Institute of Physics will publish a book authored by Dr. Ulrich Zurcher, <i>Electrostatics at the Molecular Level</i>.</p>
		<p>Dr. Thijs Heus (in collaboration with colleagues from the University of Cologne) has secured \$600K in funding from the Atmospheric Systems Research/Department of Energy for his project <i>Size Decompositions of Observed and Simulated Shallow Convective Cloud Fields</i>. His recent publications include “A New Research Approach for Observing and Characterizing Land-Atmosphere Feedback” in the <i>Bulletin of the American Meteorological Society</i>; “MicroHH 1.0: a computational fluid dynamics code for direct numerical simulation and large-eddy simulation of atmospheric boundary layer flows,” in <i>Geoscientific Model Development</i>; and “Evaluation of WRF SCM Simulations of Stratocumulus-Topped Marine and Coastal Boundary Layers and Improvements to Turbulence and Entrainment Parameterizations” in the <i>Journal of Advances in Modeling Earth Systems</i>.</p>
		<p>Dr. Andrew Resnick and his research team presented their work at the 70th Annual Meeting of the American Physics Society, Division of Fluid Dynamics; the 32nd annual meeting of the Ohio Physiological Society; Experimental Biology; and at the 18th U.S. National Congress for Theoretical and Applied Mechanics. He also published manuscripts with a student, Subhra Nag, (“Biophysics and Biofluidynamics of Primary Cilia” and “Stabilization of Hypoxia Inducible Factor by Cobalt Chloride Can Alter Renal Epithelial Transport”) in the <i>American Journal of Physiology - Renal Physiology</i> and in the journal <i>Physiological Reports</i>. Dr. Resnick’s photographic image ‘Tiny Bubbles’ was selected as the cover image for 2017 “GradSchoolShopper” (American Institute of Physics).</p>
		<p>The 11th Edition of Dr. Jearl Walker’s best-selling physics textbook <i>Fundamentals of Physics</i> has been released. The latest version is fully interactive and available online.</p>
		<p>Drs. Petru S. Fodor and Miron Kaufman co-authored multiple publications, including: “Erosion in Extruder Flow: a Numerical and Analytical Study,” in <i>AIP Conference Proceedings</i>; “Evolution of mixing in a microfluidic reverse-staggered herringbone micromixer” (with C. Kothapalli in CSU’s Dept. of Biomedical and Chemical Engineering) in <i>Microfluidics and Nanofluidics</i>; and “Mixing Enhancement in Serpentine Micromixers with a Non-Rectangular Cross-Section,” in <i>Micromachines</i>.</p>
		<p>Dr. Jackie Vitali, with co-author M.J. Colaneri, presented and published research: “Axial Water Bound to Copper in Tutton Salt Using Single Crystal 170-ESEEM Spectroscopy” (American Cryst. Association Annual Meeting; <i>Journal of Physical Chemistry</i>).</p>
Mathematics		<p>Dr. Sandra Hurtado Rua, in collaboration with a colleague at Cornell University, was awarded a \$2,800,000</p>

College	Department	Project Description
		<p>R01 grant from the NIH for research using multi-modality imaging to identify mechanisms of tissue injury in MS lesions. She also published papers reporting her research in the American Journal of Neuroradiology, and in the Journal of Career Assessment.</p> <p>Dr. Gregory Lupton published a joint paper, "Topological Complexity, Robotics and Social Choice," based on his contribution to the Research in Pairs program at the Oberwolfach Mathematics Research Institute in Germany. He also co-edited a volume on this topic in the Contemporary Mathematics Series of the American Mathematical Society.</p> <p>Dr. Linda Quinn's series of 9 papers on Paid Sick Leave was presented in a Congressional Briefing; her work received multiple national press coverage, including in US News & World Report, the Hartford Business Journal, and Health Affairs.</p> <p>Drs. John Holcomb, Debbie Jackson, Stephen Duffy, Andrew Resnick, Jenna Van Sickle, Susan Carver, and Elaine Barnes continued their work on the Operation STEM initiative funded in the amount of \$1,000,000 by the National Science Foundation. Operation STEM helps pre-calculus and calculus students complete their math requirements for a STEM degree. Among the team's publications is a manuscript in the Journal of STEM Education on "Operation STEM: increasing success and improving retention among first-generation and underrepresented minority students in STEM."</p> <p>Dr. Carol Phillips-Bey is Principal Investigator on a National Science Foundation grant (with additional local foundation support) totaling more than \$200K for the MathCorps program. This program provides a summer math camp experience for local students in 7th and 8th grades, where they receive mathematics enrichment in a fun and affirming environment.</p> <p>Dr. Yuping Wu is Co-Principal Investigator with Cleveland Clinic researchers on a \$3,100,000 grant from the National Institutes of Health for a project titled "Diet, Gut Microbiota, and Heart Failure." The project investigates the role of gut microbes, via metabolism of specific dietary nutrients, in the development of heart failure.</p> <p>Dr. Shawn Ryan collaborated with a student, Anthony Sulak, in a publication titled "Optimal Shape of Water Towers," which appeared in the SIAM Undergraduate Research Journal.</p>
	Psychology	<p>Dr. Katherine Judge was invited by the U.S. Department of Health and Human Services and the Foundation for the National Institutes of Health to deliver a presentation to the first National Research Summit on Care, Services, and Supports for Persons with Dementia and their Caregivers. Her presentation was entitled "The Role of Research in Examining and Understanding the Illness Experience of Individuals with Dementia. Based on her research program, Project ANSWERS, Dr. Judge and colleagues received a \$626,000 grant from the Department of Defense (Dr. Nicole Fowler PI). The project, Aging Brain Care ANSWERS Program, tests the effectiveness of a non-pharmacological intervention protocol for Veterans with Traumatic Brain Injury or Alzheimer's disease and their family caregivers on key outcomes of quality of life and caregiver burden.</p> <p>Dr. Amir Poreh recently was named a Fellow of the National Academy of Neuropsychology. Fellowship status is conferred in recognition of Dr. Poreh's significant contributions to the field of neuropsychology.</p> <p>Recent faculty publications include research by Dr. Robert Hurley on visual agnosia in neurodegenerative disease (in the journal <i>Neuropsychologia</i>); research on visual information processes in control of manual grip force published in <i>Frontiers in Psychology</i> by Dr. Andrew Slifkin, and research published in the journal <i>Teaching and Teacher Education</i> by Dr. Michael Horvath and colleagues on decisions to enter and continue in the teaching profession.</p>
	School of Health Sciences	<p>Drs. Ann Reinthal and Debbie Espy, with Engineering colleague Dr. Ton van den Bogert, received a prestigious \$200K American Health Association Innovation Award to study intense harnessed multidirectional training as compared to reactive and conventional protocols. Drs. Reinthal and Espy also collaborated with Engineering colleague Dr. Wenbing Zhao in work on human motion tracking for rehabilitation exercises ("IEEE Access") to design, implement, and field-test a privacy-aware compliance tracking system for bedside care in nursing homes (Applied Systems Innovation) and sit-to-stand movements using a single Kinect sensor (<i>International Journal of Healthcare Information Systems and Informatics</i>).</p> <p>Dr. Susan Bazyk co-authored a journal publication ("The Comfortable Cafeteria program for promoting student participation and enjoyment: An outcome study") in the <i>American Journal of Occupational Therapy</i>, and a chapter on "Mental health promotion, prevention and intervention in schools: A guiding framework for occupational therapy" in <i>Occupational Therapy in Mental Health: A Vision for Participation</i>.</p> <p>Dr. Colleen Walsh, working with colleagues from the University of Connecticut, received a \$97,000 sub-award from a Robert Wood Johnson Foundation grant to study how implicit deservingness assessments</p>

College	Department	Project Description
		<p>impact efforts to build a culture of health.</p> <p>Recent faculty publications include research by Dr. Monica Gordon Pershey on “Communicative behaviors of typically developing children and their siblings diagnosed with autism” (in the Journal of Interactional Research in Communication Disorders); Dr. Karen Keptner’s research on “Long term follow up of an occupation-based group addressing occupational performance and satisfaction in transitioning young adults”, published in Occupational Therapy in Mental Health); and Dr. Donald Allensworth-Davies’ co-authored book chapter “Towards a More Comprehensive Model of Prostate Cancer Care Inclusive of GBT Men,” in Gay and Bi Men Living with Prostate Cancer: From Diagnosis to Recovery.</p>
Urban Affairs	Center for Community Planning and Development	<p>2017 Economic Impact of Companies Funded and/or Assisted by the Northeast Ohio Entrepreneurial Signature Program: This report is the 12th in a series which measures the economic impact of early-stage companies that have been supported by JumpStart Inc. and its partners in the Northeast Ohio Entrepreneurial Signature Program in 2017. Companies included in this report have received significant technical assistance and often direct investment funding from entrepreneurial support organizations in the Entrepreneurial Signature Program. The companies supported 4,986 jobs, \$287 million in labor income, \$854 million in output, and \$99 million in taxes in Ohio.</p> <p>Cleveland Development Advisors Analysis of the New Market Tax Credits: The Center prepared several reports for the Cleveland Development Advisors detailing the economic impact of New Markets Tax Credit (NMTC) projects and demographics of census tracts of NMTC projects.</p> <p>Economic Inclusion of Greater University Circle Initiative for The Cleveland Foundation: This project focuses on improving outcomes in the Greater University Circle neighborhoods: Hough, Glenville, Fairfax, Central, Buckeye-Shaker, Little Italy, and East Cleveland. The work has four focus areas and subcommittees: Hire Local, Buy Local, Live Local, and Connect Residents. These goals are implemented by leveraging the power of the three anchor institutions in the area: the Cleveland Clinic, University Hospitals, and Case Western Reserve University. Additionally, work has been done to monitor and evaluate the initiative over the past six years by identifying strengths and challenges as well as measuring the progress of specific strategies and programs implemented.</p>
	Center for Economic Development	<p>JobsOhio: Economic Impact of Potential Expansions and Relocations: The Center partnered with JobsOhio, a private, non-profit economic development organization to assess the potential economic impact of companies looking to expand or relocate in Ohio. Potential economic impact was measured through new construction as well as operations of existing facilities (ranging from IT companies to manufacturing operations). The Center also assisted JobsOhio in preparing data for use in their annual report.</p> <p>George Gund Foundation: Monitoring Regional and Economic Performance to Advance Inclusive Growth: This study monitors ongoing trends within economic clusters of the Northeast Ohio economy. The Center will update baseline analysis of driver industries and explore questions such as the effects of technology or talent attraction on the identified changes to the regional economy.</p> <p>NASA Glenn Research Center: The NASA Glenn Research Center: An Economic Impact Study Fiscal Year 2017: This study is an annual update of Center’s economic impact research NASA Glenn is making on the regional economy. The study used an input-output (I-O) model to estimate the effect of NASA Glenn’s FY 2016 spending on the economies of Northeast Ohio and Ohio. This model assesses economic impact through five measures: output (sales), value added (output less intermediary goods), number of new and existing jobs, labor income, and tax revenues. It shows that NASA Glenn’s operations create a significant input into the regional economy by bringing federal dollars into Ohio’s economy and employing highly-skilled and well-paid labor in the region.</p>
	Center for Community Planning and Development	<p>Cleveland Foundation: Evaluation of the Greater University Circle Community Wealth Building Initiative: The Greater University Circle project assesses progress toward four goals: buy local, hire local, live local, and community engagement. The Center’s study examines the overall governance, identified strengths and challenges, and measured the progress of specific strategies and programs implemented under each goal.</p> <p>2017 Economic Impact of Companies Funded and/or Assisted by the Northeast Ohio Entrepreneurial Signature Program: This report measures the economic impact of early-stage companies that have been supported by JumpStart Inc. and its partners in the Northeast Ohio Entrepreneurial Signature Program in 2017. Companies included in this report have received significant technical assistance and often direct investment funding from entrepreneurial support organizations in the Entrepreneurial Signature Program.</p> <p>Economic Development Administration (EDA): University Center: As an EDA University Center, the Center focuses on providing technical assistance to local and state public and non-profit agencies, assisting in the entrepreneurship, innovation ecology & advanced manufacturing, economic inclusion initiatives, and providing data and advisory assistance to governments and nonprofit organizations within Northeast Ohio</p>

College	Department	Project Description
		and Ohio.
		Housing Impact of Shale Development in Eastern Ohio: The Center, in partnership with the Center for Community Planning and Development prepared three reports monitoring the Utica shale industry and its effect on the housing market in eight counties in Ohio (Belmont, Carroll, Columbiana, Guernsey, Harrison, Jefferson, Monroe, and Noble). The study, commissioned by the Ohio Housing Finance Agency (OHFA), analyzes the impact of the oil and gas shale development industry and its ability to generate affordable housing for transient workers. The study published three reports and three dashboards.
	Center for Population Dynamics	Ohio Legal Assistance Foundation: “Our Pathway to a Brighter Future: Ohio’s New Americans.” The report discusses the economic and community impact that immigrants have on the State of Ohio. Bioenterprise, The Health Tech Corridor: “The Healing Economy: An Economic Development Framework for Cleveland.” The analysis examines the impact big data and complex statistical analytics can have on economic and community development in Cleveland, Ohio, particularly through the reduction of health disparities.
	Energy Policy Center	Electricity Competition Study: The Center performed an Electricity Competition Study commissioned by the Northeast Ohio Public Energy Council. The Center also published its first Ohio Shale Investment dashboard which was commissioned by JobsOhio. The Center was awarded a \$200,000 grant from the Cleveland Foundation for Microgrid Planning. This study looks at how smart grid technology (driven by renewable energy), might be used to stimulate economic development.
	Center for Public and Nonprofit Management	Leadership Academy: The Leadership Academy reached a milestone this year, graduating its 27th class in May 2018. The Leadership Academy is a nine-month professional development program that brings together policy makers, elected officials, senior administrators and community leaders to analyze, design and collaborate on contemporary urban issues.
	Center for Emergency Preparedness	Hazardous materials (hazmat) classes: Annually, the Center for Emergency Preparedness receives grant funding from the Public Utilities Commission of Ohio (PUCO) to deliver hazardous materials (hazmat) classes at no charge to first responders in Ohio. The Center also provides quality hazmat, homeland security and business continuity education training, taught by professionals utilizing industry standards and best practices.
	Department of Urban Studies	Associate Professors Stephanie Ryberg-Webster and J. L. Tighe served as co-editors of The Legacies of Legacy Cities: Continuity and Change Amid Decline and Revival in Cleveland, Ohio (2018) University of Pittsburgh Press. Individual chapters in this edited volume were authored by three Emeritus Professors (W. Dennis Keating, Norman Krumholz, and Helen Liggett), two Professors (Wendy Kellogg and Robert A. Simon), two Associate Professors (Ronnie A. Dunn and Brian Mikelbank), three Assistant Professors (Tatyana Guzman, Megan Hatch, and Megan Rubado), two Fellows (Hunter Morrison and Mark Salling), three research center staff members (Candace Clouse, Kirby Date, and Merissa Piazza) and three recent graduates of the Levin College doctoral program (Kelly Kinahan, Eunkyu Lee, and Aritree Samanta). Professors William Bowen and Bob Gleeson co-authored The Evolution of Human Settlements: From Pleistocene Origins to Anthropocene Prospects (2019), Palgrave/Macmillan. Professor William Bowen co-authored an influential report (with four others) on the amount of money Ohio residents have saved as a result of the deregulation of Ohio’s electric utility markets. He also authored a review of literature on the topic of environmental justice and rational choice theory and an assessment of how proposed Federal tax code changes could hurt Cleveland State. He and Emeritus Professor Mike Spicer authored an article titled “Are You Scared Yet? The Ethic of Sustainability and the Politics of Fear in Public Administration.” Associate Professor Ronnie A. Dunn wrote a public policy report for the Stokes Commission titled “Black and Blue.” He also co-authored a book titled The History & Implications of School Desegregation in the Urban North: Cleveland, A Case Study, and authored an article for the Case Western Reserve Law Review titled “Racial Profiling: A Persistent Civil Rights Challenge Even in the 21st Century.” Assistant Professor Joanna P. Ganning authored and/or co-authored five journal articles on the topics of location affordability, the role of public transit investments on urban deconcentration, and the status and prospects of redevelopment in shrinking cities. Assistant Professor Tatyana S. Guzman authored and/or co-authored three journal articles examining how technology affects the ability of citizens to influence local government budgeting processes, how tax-based aid for higher education affects student success, and how to estimate the cost-benefit of Ohio’s Historic Preservation Tax Credit.

College	Department	Project Description
		<p>Assistant Professor Megan Hatch authored and/or co-authored five journal articles on the topics of criminal activity nuisance ordinances, the politics of redistribution, income discrimination and fair housing policy, the importance of health as a component in economic policy, and the importance of integrating the work of women scholars and the topic of gender diversity into the curricula of major graduate programs in public administration.</p>
		<p>Assistant Professor Thomas Hilde co-authored a journal article that explores methods for countering spatial inequities by including housing preservation in transit-oriented development projects.</p>
		<p>Professor Sanda Kaufman authored and/or co-authored eight journal articles and five book chapters on the topics of conflict management, negotiation theory, urban planning processes, and sustainability.</p>
		<p>Professor Wendy Kellogg authored and/or co-authored three journal articles and one book chapter on the topics of networked water-shed management, the economic value of tree preservation, and water resiliency.</p>
		<p>Assistant Professor Joseph Mead authored and/or co-authored six journal articles on the topics of criminal activity nuisance ordinances, income discrimination and fair housing policies, the role of charities in the rise of hyper-policing of their clients, aspects of the Volunteer Protection Act for nonprofits, and substantive policy representation among nonprofits.</p>
		<p>Associate Professor Brian Mikelbank co-authored two journal articles on the economic value of tree preservation and the role of residential historic preservation in achieving neighborhood stability.</p>
		<p>Assistant Professor Obed Qamar Pasha co-authored three journal articles on the topics of transformational leadership, job rotation in the public sector, and the use of performance management practices in the transit industry.</p>
		<p>Assistant Professor Meghan Rubado co-authored two journal articles on the topics of preventing the use of deadly force in policing and local responses to water crises.</p>
		<p>Associate Professor Stephanie Ryberg Webster authored and co-authored four journal articles on the topics of preserving Cleveland's African-American heritage, using historic preservation to encourage revitalization in Seattle's Chinatown-International District, a comparative analysis of the role of historic preservation in six declining cities in the U.S., and the use of historic preservation in initiatives to revitalize Cleveland's Slavic Village neighborhood.</p>
		<p>Assistant Professor Jeffrey W. Snyder co-authored two journal articles on the topics of antipolitics and the hindrance of performance management in education and the political determinants of philanthropic funding for urban education.</p>
		<p>Associate Professor J. L. Tighe authored and co-authored four journal articles on the topics of criminal activity nuisance ordinances, income discrimination and fair housing policy, discrimination based on the source of income for a household, and the role of controversy among professional planners who use list-serves and social media to communicate about their profession.</p>
		<p>Associate Professor R. Clayton Wukich authored and co-authored two journal articles on the use of social media in state and local public administration.</p>
		<p>Associate Professor Nicholas C. Zingale authored and co-authored two journal articles on the topics of loose governance in shrinking cities and the use of crowdsourcing in government.</p>

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

Table 4.11: Cleveland State University Research Centers and Institutes

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

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

Table 4.12: Past Recipients of Distinguished Faculty Awards by Award Type 1996-2017

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

continued on next page

Table 4.13: Past Recipients of Distinguished Faculty Awards by Award Type 1996-2017

Year	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	Amin Zhou	Chemistry			
	Jill E. Rudd	Communication	Michael J. Geither	English	Samantha Baskind	Art			
2015	Holly A. Holsinger	Theater and Dance	Jorge E. Gatica	Chemical and Biomedical	Daniel Simon	Electrical and Computer Engineering			
	Brian E. Harper	Curriculum and Foundations		Engineering	Christopher L. Sagers	Law			
2016	Michael Borden	Law	Cheryl Bracken	Communication	Anton Komar	Biology, Geology & Environmental Science			
	Pong Chu	Electrical and Computer Engineering	Joan Thoman	Nursing	Katherine Judge	Psychology			
2017	Petru Fodor	Physics	Debbie Jackson	Teacher Education	Bibo Li	Biology, Geology & Environmental Science			
	Wenbing Zhao	Electrical Engineering & Computer Science	Frederick Karem	English	Zhiqiang Gao	Electrical Engineering & Computer Science			

Source: CSU Provost's Office

Retention & Graduation

5



2018 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 2012-2016 / Returned Fall 2013-2017**

	Fall 2012 Cohort			Fall 2013 Cohort			Fall 2014 Cohort			Fall 2015 Cohort			Fall 2016 Cohort		
	Fall 12 Newly Enrolled	Fall 13 Return	Ret. Rate	Fall 13 Newly Enrolled	Fall 14 Return	Ret. Rate	Fall 14 Newly Enrolled	Fall 15 Return	Ret. Rate	Fall 15 Newly Enrolled	Fall 16 Return	Ret. Rate	Fall 16 Newly Enrolled	Fall 17 Return	Ret. Rate
White	973	697	72%	1,114	809	73%	1,018	752	74%	1,210	892	74%	1,249	919	74%
F	520	369	71%	613	434	71%	535	391	73%	639	478	75%	655	486	74%
M	453	328	72%	501	375	75%	483	361	75%	571	414	73%	594	433	73%
Black/African American	291	152	52%	301	174	58%	243	143	59%	265	150	57%	289	153	53%
F	199	104	52%	213	117	55%	149	87	58%	170	89	52%	193	99	51%
M	92	48	52%	88	57	65%	94	56	60%	95	61	64%	96	54	56%
Hispanic/Latino	91	55	60%	106	70	66%	95	57	60%	118	72	61%	130	83	64%
F	41	23	56%	59	40	68%	56	32	57%	72	42	58%	67	45	67%
M	50	32	64%	47	30	64%	39	25	64%	46	30	65%	63	38	60%
Asian	49	40	82%	48	42	88%	47	39	83%	59	55	93%	60	50	83%
F	22	17	77%	22	20	91%	21	18	86%	23	20	87%	26	21	81%
M	27	23	85%	26	22	85%	26	21	81%	36	35	97%	34	29	85%
American Indian/ Alaska Native	5	2	40%	5	2	40%	2	2	100%	3	2	67%	2	0	0%
F	3	2	67%	3	1	33%	1	1	100%	1	1	100%	2	0	0%
M	2	0	0%	2	1	50%	1	1	100%	2	1	50%	-	-	-
Native Hawaiian or Other Pacific Island	2	2	100%	2	1	50%	2	1	50%	2	1	50%	1	1	100%
F	2	2	100%	2	1	50%	1	0	0%	1	1	100%	1	1	100%
M	-	-	--	-	-	--	1	1	100%	1	0	0%	-	-	--
Non Resident Alien	33	25	76%	62	57	92%	61	49	80%	71	54	76%	47	41	87%
F	8	7	88%	6	5	83%	15	12	80%	21	17	81%	16	12	75%
M	25	18	72%	56	52	93%	46	37	80%	50	37	74%	31	29	94%
Two or more races	65	39	60%	70	36	51%	73	46	63%	83	55	66%	78	53	68%
F	50	29	58%	43	21	49%	44	25	57%	53	37	70%	46	29	63%
M	15	10	67%	27	15	56%	29	21	72%	30	18	60%	32	24	75%
Unknown	22	17	77%	21	14	67%	21	15	71%	36	28	78%	36	21	58%
F	8	5	63%	10	6	60%	9	6	67%	16	12	75%	23	16	70%
M	14	12	86%	11	8	73%	12	9	75%	20	16	80%	13	5	38%
Total Female & Male	1,531	1,029	67%	1,729	1,205	70%	1,562	1,104	71%	1,847	1,309	71%	1,892	1,321	70%
F	853	558	65%	971	645	66%	831	572	69%	996	697	70%	1,029	709	69%
M	678	471	69%	758	560	74%	731	532	73%	851	612	72%	863	612	71%

Table 5.2: Fall to Fall Retention Rates for IPEDS Cohort (New Degree-Seeking, Full-Time) by College Enrolled Fall 2012-2016 / Returned Fall 2013-2017

	Fall 2012 Cohort			Fall 2013 Cohort			Fall 2014 Cohort			Fall 2015 Cohort			Fall 2016 Cohort		
	Fall 12	Fall 13	Ret. Rate	Fall 13	Fall 14	Ret. Rate	Fall 14	Fall 15	Ret. Rate	Fall 15	Fall 16	Ret. Rate	Fall 16	Fall 17	Ret. Rate
Business	185	118	64%	239	173	72%	227	170	75%	240	164	68%	251	176	70%
CLASS	448	289	65%	517	355	69%	431	306	71%	290	204	70%	322	227	70%
Education	69	43	62%	97	57	59%	55	38	69%	86	54	63%	81	47	58%
Engineering	203	162	80%	215	179	83%	223	170	76%	296	233	79%	317	244	77%
Nursing	116	80	69%	135	92	68%	121	79	65%	141	94	67%	146	104	71%
Science	393	283	72%	416	288	69%	357	256	72%	451	341	76%	445	325	73%
Urban Affairs	9	7	78%	8	5	63%	12	10	83%	8	7	88%	14	14	100%
Undergraduate Studies	108	47	44%	102	56	55%	136	75	55%	335	212	63%	316	184	58%
TOTAL	1,531	1,029	67%	1,729	1,205	70%	1,562	1,104	71%	1,847	1,309	71%	1,892	1,321	70%

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

	Fall							
	Fall 2010 Cohort	2011	2012	2013	2014	2015	2016	2017
Attended	1,148	757	619	525	224	91	36	26
Graduated	-	-	7	41	310	432	481	494
% Graduated of Cohort	0%	0%	1%	4%	27%	38%	42%	43%
% Retained	100%	66%	54%	47%	27%	13%	5%	4%

Figure 5.3: Fall 2010 IPEDS Cohort Attended, Graduated and Retained

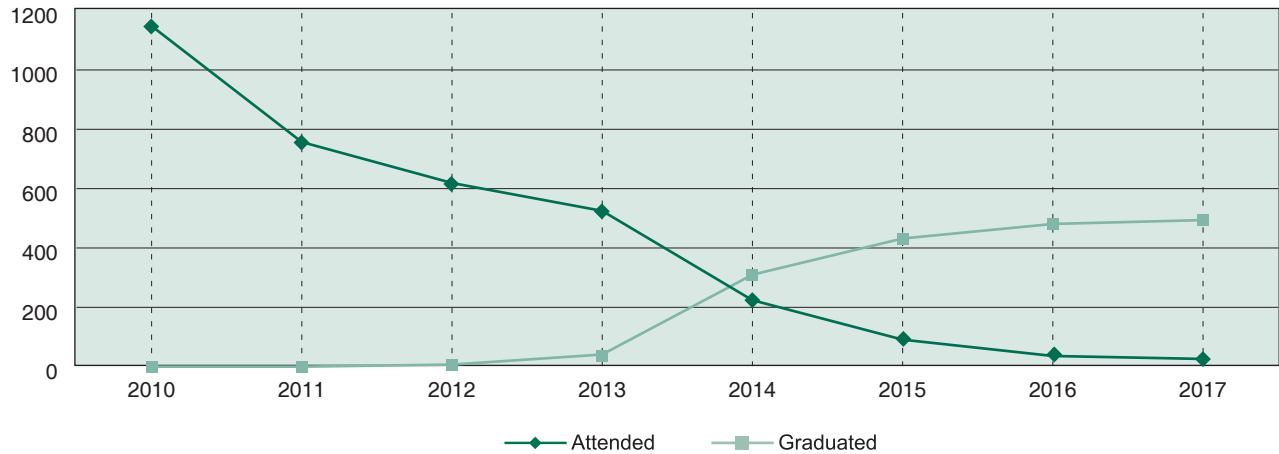
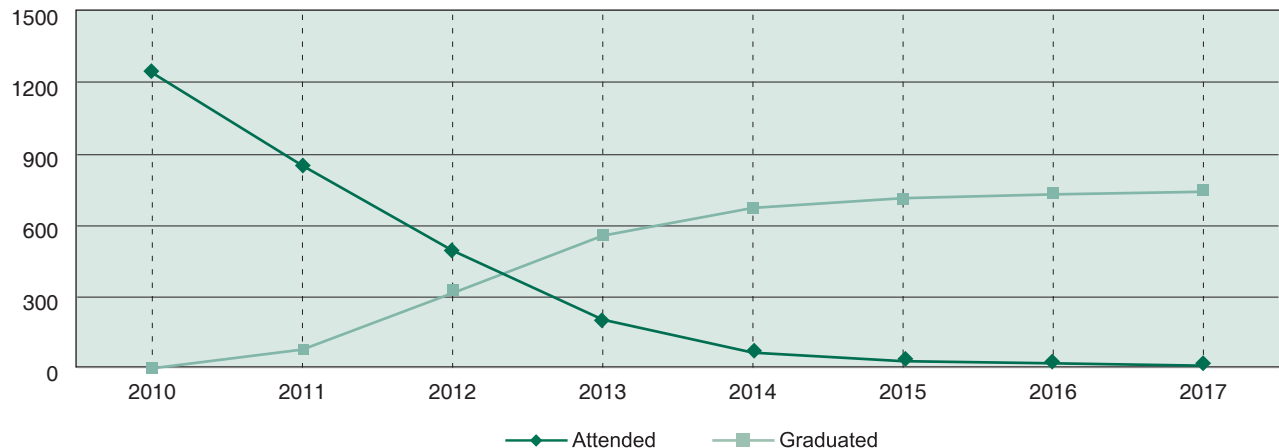


Table 5.4: Attended, Graduated and Retained Fall to Fall Student Tracking (Transfer Cohort*)

	Fall							
	Fall 2010 Cohort	2011	2012	2013	2014	2015	2016	2017
Attended	1,245	854	496	205	66	30	21	11
Graduated	-	79	317	559	676	717	733	744
% Graduated of Cohort	0%	6%	25%	45%	54%	58%	59%	60%
% Retained	100%	73%	53%	30%	12%	6%	4%	2%

Figure 5.4: Fall 2010 Full-Time Transfer Cohort Attended & Graduated*



Notes: Cohorts are First-Time, Full-Time, Degree-Seeking Freshmen or Transfers students as of Fall Semester 2010 enrollment file. "Attended" or "Graduated" status is determined from the IR enrollment and graduation tables for each term listed. These charts measure the number of students who have graduated by the end of a given fall semester. Official IPEDS graduation rates are based on the number of students who graduate by the end of each summer semester. See table 5.5a for official 6 year grad rates.

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

Cohort	Cohort Size	1st Year	2nd Year	3rd Year	4th Year	5th Year	6th Year	7th Year	8th Year
Fall 2007	1,132								
Graduated		0	1	15	121	276	361	385	401
% Graduated		0%	0%	1%	11%	24%	32%	34%	35%
Fall 2008	1,007								
Graduated		0	2	14	150	324	395	415	424
% Graduated		0%	0%	1%	15%	32%	39%	41%	42%
Fall 2009	1,127								
Graduated		0	2	10	181	361	437	459	472
% Graduated		0%	0%	1%	16%	32%	39%	41%	42%
Fall 2010	1,148								
Graduated		0	5	25	237	416	470	490	
% Graduated		0%	0%	2%	21%	36%	41%	43%	
Fall 2011	1,328								
Graduated		0	3	25	292	505	573		
% Graduated		0%	0%	2%	22%	38%	43%		
Fall 2012	1,531								
Graduated		0	3	48	364	624			
% Graduated		0%	0%	3%	24%	41%			
Fall 2013	1,729								
Graduated		0	4	54	461				
% Graduated		0%	0%	3%	27%				
Fall 2014	1,562								
Graduated		0	9	56					
% Graduated		0%	1%	4%					
Fall 2015	1,847								
Graduated		0	9						
% Graduated		0%	0%						
Fall 2016	1,892								
Graduated		0							
% Graduated		0%							

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

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

TERM	Cohort Size	Year One		Year Two		Year Three		Year Four		Year Five		Year Six		Year Seven		Year Eight	
		1st Spring	2nd Fall	2nd Spring	3rd Fall	3rd Spring	4th Fall	4th Spring	5th Fall	5th Spring	6th Fall	6th Spring	7th Fall	7th Spring	8th Fall	8th Spring	
Fall 2009	1,127	969 86%	718 64%	630 56%	559 50%	524 46%	504 45%	355 31%	260 23%	147 13%	96 9%	62 6%	46 4%	31 3%	25 2%	21 2%	
		% Still Enrolled															
		Graduated	1 0%	9 1%	3 0%	9 1%	22 2%	158 14%	249 22%	345 31%	401 36%	429 38%	447 40%	457 41%	463 42%	468 42%	
		Stopped Out	158 14%	409 36%	496 44%	565 50%	594 53%	601 54%	614 55%	618 56%	630 56%	636 56%	634 56%	639 57%	639 57%	638 57%	
Fall 2010	1,148	991 86%	757 66%	681 59%	619 54%	582 51%	525 46%	347 30%	224 20%	124 11%	91 8%	63 5%	36 3%	32 3%			
		% Still Enrolled															
		Graduated	4 0%	20 2%	7 1%	20 4%	41 8%	200 17%	311 27%	406 35%	433 38%	462 40%	481 42%	486 42%			
		Stopped Out	157 14%	391 34%	463 40%	522 45%	582 51%	601 52%	614 53%	619 54%	625 54%	624 54%	631 55%	630 55%			
Fall 2011	1,328	1,157 87%	860 65%	810 61%	722 54%	681 51%	632 48%	405 30%	266 20%	150 11%	96 7%	66 5%					
		% Still Enrolled															
		Graduated	1 0%	2 0%	6 0%	22 2%	49 4%	268 20%	377 28%	489 37%	533 40%	564 42%					
		Stopped Out	171 13%	467 35%	516 39%	600 45%	647 49%	655 48%	685 52%	689 52%	699 53%	698 53%					
Fall 2012	1,531	1,373 90%	1,029 67%	927 61%	823 54%	759 50%	704 46%	432 28%	301 20%	153 10%							
		% Still Enrolled															
		Graduated	2 0%	7 0%	7 0%	40 3%	79 5%	333 22%	452 30%	597 39%							
		Stopped Out	158 10%	502 33%	602 39%	701 46%	748 49%	766 50%	778 51%	781 51%							
Fall 2013	1,729	1,557 90%	1,205 70%	1,062 61%	968 56%	888 51%	814 47%	471 27%									
		% Still Enrolled															
		Graduated	0 0%	0 0%	3 1%	11 3%	47 6%	424 25%									
		Stopped Out	172 10%	524 30%	664 38%	750 43%	794 46%	834 47%	834 48%								
Fall 2014	1,562	1,380 88%	1,104 71%	973 62%	875 56%	805 52%											
		% Still Enrolled															
		Graduated	0 0%	0 0%	9 1%	17 3%	49 3%										
		Stopped Out	182 12%	458 29%	580 37%	670 43%	708 45%										
Fall 2015	1,847	1,655 90%	1,309 71%	1,189 64%													
		% Still Enrolled															
		Graduated	0 0%	0 0%	3 0%												
		Stopped Out	192 10%	538 29%	655 35%												
Fall 2016	1,892	1,696 90%															
		% Still Enrolled															
		Graduated	0 0%														
		Stopped Out	196 10%														
Fall 2017	1,926	1,757 91%															
		% Still Enrolled															
		Graduated	0 0%														
		Stopped Out	169 9%														

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	2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		1 Year	5 Year	Percent Change
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male			
Bachelor's Degree	1,210	907	1,288	964	1,355	962	1,298	1,018	1,424	1,085	8%	19%	
Master's Degree	798	628	806	550	838	622	814	612	770	601	-4%	-4%	
Post-Master's Certificate	12	7	19	2	13	7	6	2	11	4	88%	-21%	
Doctoral-Research	24	20	22	16	34	25	31	23	28	23	-6%	16%	
Doctoral-Professional	79	99	92	100	70	77	66	82	70	83	3%	-14%	
Total	2,123	1,661	2,227	1,632	2,310	1,693	2,215	1,737	2,303	1,796	4%	8%	

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

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

Degree Level	Major	2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		1 Year	5 Year	Percent Change
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male			
Bachelor's Degree	Accounting	40	39	32	38	31	41	40	50	37	44	-10%	3%	
	Business Economics	2	8	3	10	1	5	-	4	3	4	75%	-30%	
	Computer and Information Science	3	18	2	16	5	20	1	23	-	-	-100%	-100%	
	Computer Science	-	7	1	3	-	2	-	5	-	-	-100%	-100%	
	Finance	16	31	8	25	13	35	15	40	13	57	27%	49%	
	General Business	57	54	54	47	60	54	36	48	52	39	8%	-18%	
	General Business - Mobile	-	-	1	1	6	7	7	9	5	11	0%	--	
	Information Systems	7	18	2	21	4	19	7	22	3	18	-28%	-16%	
	International Business	13	13	10	5	7	9	8	10	7	5	-33%	-54%	
	Management & Labor Relations	24	7	16	13	16	8	18	9	26	17	59%	39%	
	Marketing	30	28	21	29	21	25	26	29	49	32	47%	40%	
	Operations & Supply Chain Management	7	25	11	26	19	23	18	25	12	51	47%	97%	
	Total	199	248	161	234	183	248	176	274	207	278	8%	9%	

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	2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		1 Year	5 Year	Percent Change
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male			
Master's Degree														
	Accelerated Business Administration	11	24	13	12	11	13	14	10	4	6	-58%	-71%	
	Accelerated Mobile MBA	2	6	8	11	8	9	9	15	6	4	-58%	25%	
	Business Administration	99	150	111	111	96	132	79	118	78	106	-7%	-26%	
	Computer and Information Science	6	18	10	12	12	9	-	-	-	-	--	-100%	
	Executive Business Administration	8	15	4	12	9	14	7	10	3	4	-59%	-70%	
	Financial Accounting and Audit	42	32	29	41	35	37	41	33	20	25	-39%	-39%	
	Information Systems	-	-	-	-	-	-	-	2	9	12	950%	--	
	Labor Relations & Human Resources	21	8	26	9	26	4	9	3	13	1	17%	-52%	
	MBA-Health Care	8	2	8	2	10	7	4	6	2	5	-30%	-30%	
	Tax Program	8	9	4	7	12	9	8	4	5	6	-8%	-35%	
Total		205	264	213	217	219	234	171	201	140	169	-17%	-34%	
Doctoral-Research														
	Finance	-	1	-	1	1	-	1	-	1	-	0%	0%	
	Information Systems	-	-	-	1	-	-	-	1	1	1	100%	--	
	Management & Labor Relations	-	-	-	-	-	-	-	-	-	1	--	--	
	Marketing	-	-	-	1	1	-	-	-	-	-	--	--	
	Marketing-Global Business Specialization	-	-	1	-	-	2	-	-	-	3	--	--	
	Operation Management & Business Statistics	-	-	-	1	2	2	-	-	-	-	--	--	
Total		-	1	1	4	4	4	1	1	2	5	250%	600%	
Total Business														
	Bachelor's Degree	199	248	161	234	183	248	176	274	207	278	8%	9%	
	Master's Degree	205	264	213	217	219	234	171	201	140	169	-17%	-34%	
	Doctoral-Research	-	1	1	4	4	4	1	1	2	5	250%	600%	
Total		404	513	375	455	406	486	348	476	349	452	-3%	-13%	

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											
		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		1 Year	5 Year
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male		
Bachelor's Degree													
	Anthropology	12	11	7	5	21	7	11	3	9	6	7%	-35%
	Art	4	2	-	-	-	-	-	-	-	-	--	-100%
	Art Education	2	1	8	-	1	1	-	-	4	-	--	33%
	Art History	-	-	4	1	1	2	5	2	3	1	-43%	--
	Black Studies	-	-	1	-	-	-	1	2	1	-	-67%	--
	Classical and Medieval Studies	-	-	-	3	1	2	1	2	1	1	-33%	--
	Communication	27	23	31	19	26	23	34	21	35	26	11%	22%
	Communication Management	15	4	9	8	11	7	17	9	16	6	-15%	16%
	Comparative Religion	4	5	6	4	-	-	3	3	1	-	-83%	-89%
	Criminology	32	35	36	41	41	30	48	32	46	32	-3%	16%
	Dramatic Arts & Theatre Arts	3	3	1	6	4	2	10	3	14	3	31%	183%
	Theatre Arts - Acting									1	2		
	Economics	3	6	2	11	2	12	1	14	3	10	-13%	44%
	English	42	23	25	16	25	10	14	9	10	3	-43%	-80%
	English-Creative Writing Track	-	-	4	5	9	7	11	6	9	6	-12%	--
	English-Secondary Lic Track	-	-	-	2	4	5	6	3	5	1	-33%	--
	Film, TV and Interactive Media	7	26	10	21	13	18	14	23	12	26	3%	15%
	French	1	1	1	2	6	3	2	1	2	2	33%	100%
	History	9	33	12	17	8	11	5	21	10	12	-15%	-48%
	International Relations	7	14	21	11	10	8	6	4	8	9	70%	-19%
	Journalism & Promotional	32	15	28	25	37	18	20	8	27	10	32%	-21%
	Communication												
	Liberal Studies	6	4	13	5	8	6	7	7	7	2	-36%	-10%
	Linguistics	7	1	2	1	3	1	2	3	5	6	120%	38%
	Music	-	-	-	4	2	3	-	1	4	2	500%	--
	Music Composition	1	-	-	3	-	-	-	3	-	-	-100%	-100%
	Music Education	5	1	4	2	-	3	4	2	5	5	67%	67%
	Music Performance	3	3	3	3	1	1	-	6	1	5	0%	0%
	Music Therapy	3	-	2	1	3	-	3	1	5	-	25%	67%
	Philosophy	1	8	1	6	2	5	1	3	1	4	25%	-44%
	Philosophy - Ethics Track	-	-	-	1	-	1	-	-	-	3	--	--
	Political Science	17	17	11	22	12	19	16	27	11	20	-28%	-9%
	Social Science	2	-	1	1	1	-	-	1	1	-	0%	-50%
	Social Studies	3	9	2	11	2	4	2	4	3	3	0%	-50%
	Social Studies - Integrated SS	-	-	-	-	-	-	-	1	-	-	--	--
	Social Work	76	18	80	25	70	20	82	17	72	19	-8%	-3%

continued on next page

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

		2012-2013										2013-2014										2014-2015										2015-2016										2016-2017										Percent Change	
		Female		Male		Female		Male		Female		Male		Female		Male		Female		Male		Female		Male		Female		Male		Female		Male		1 Year	5 Year																		
Bachelor's Degree continued																																																					
Sociology		31	27	41	27	54	15	32	15	32	15	32	15	32	10	32	15	32	15	32	10	32	15	32	10	32	15	32	10	32	15	32	10	32	15	32	10	32	-11%	-28%													
Spanish		7	8	16	2	14	3	9	3	9	3	9	3	9	10	13	3	9	3	9	10	13	3	9	10	13	3	9	10	13	3	9	10	13	3	9	10	13	92%	53%													
Studio Art (Tracks Collapsed)		17	4	22	22	19	10	20	10	20	10	20	10	20	3	26	10	20	10	20	3	26	10	20	3	26	10	20	3	26	10	20	3	26	10	20	3	26	-3%	38%													
Women's Studies		2	-	-	-	1	-	1	-	1	-	1	-	1	-	1	-	1	-	1	-	1	-	1	-	1	-	1	-	1	-	1	-	1	-	1	-	0%	-50%														
Total		381	302	404	333	412	257	388	270	404	270	388	270	404	248	404	270	388	270	404	248	404	270	388	248	404	270	388	248	404	270	388	248	404	270	388	-1%	-5%															
Master's Degree																																																					
Communication Theory and Methodology		2	3	3	2	1	4	7	3	7	3	7	3	7	2	7	3	7	3	7	2	7	3	7	2	7	3	7	2	7	3	7	2	7	3	7	2	7	-50%	0%													
Economics		4	6	3	8	5	13	1	10	1	10	1	10	1	10	10	10	1	10	1	10	10	10	1	10	10	10	1	10	10	10	1	10	10	10	1	10	9%	20%														
English		7	3	13	3	8	6	7	3	7	3	7	3	7	6	7	3	7	3	7	6	7	3	7	6	7	3	7	6	7	3	7	6	7	3	7	30%	30%															
Global Interaction		9	7	5	6	8	6	3	3	3	3	3	3	3	9	3	3	3	3	3	9	3	3	3	9	3	3	3	9	3	3	3	3	3	3	3	50%	-44%															
Global Interaction 4+1		-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	1	-	-	-	1	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-													
History		6	8	3	7	4	3	3	6	3	3	3	6	2	3	2	3	3	3	2	3	2	3	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	-56%	-71%													
History - Museum Studies		-	-	-	-	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	33%	--													
MA in History - Art History		-	-	-	-	-	-	2	-	2	-	2	-	2	-	2	-	2	-	2	-	2	-	2	-	2	-	2	-	2	-	2	-	2	-	2	-	-	-	-	-												
MFA - Creative Writing		7	3	3	2	2	2	3	2	3	2	3	2	3	1	3	2	3	2	3	1	3	2	3	1	3	2	3	1	3	2	3	1	3	2	3	1	3	60%	-20%													
Music		4	5	8	3	4	6	7	3	7	3	7	3	7	6	7	3	7	3	7	6	7	3	7	6	7	3	7	6	7	3	7	6	7	3	7	6	7	-20%	-11%													
Philosophy		-	3	-	6	1	1	-	5	1	-	5	1	-	1	-	5	1	-	5	1	-	5	1	-	5	1	-	5	1	-	5	1	-	5	1	-	5	1	-	-	-											
Social Work		62	16	74	15	87	13	75	18	91	18	75	18	91	17	91	18	75	18	91	17	91	18	75	17	91	18	75	17	91	18	75	17	91	18	75	17	91	16%	38%													
Sociology		11	2	9	2	12	1	5	4	1	5	4	1	5	-	1	5	4	1	5	-	1	5	4	-	1	5	-	1	5	4	1	5	4	1	5	4	1	5	-89%	-92%												
Spanish		1	5	5	-	2	1	4	-	4	-	4	-	4	3	5	4	4	-	4	3	5	4	3	5	4	3	5	4	3	5	4	3	5	4	3	5	100%	33%														
Total		113	61	126	54	136	57	119	58	125	58	119	58	125	59	125	58	119	58	125	59	125	58	119	59	125	58	119	58	125	59	125	58	119	58	125	59	125	4%	6%													
Total CLASS																																																					
Bachelor's Degree		381	302	404	333	412	257	388	270	404	270	388	270	404	248	404	270	388	270	404	248	404	270	388	248	404	270	388	248	404	270	388	248	404	270	388	248	404	-1%	-5%													
Master's Degree		113	61	126	54	136	57	119	58	125	58	119	58	125	59	125	58	119	58	125	59	125	58	119	59	125	58	119	58	125	59	125	58	119	58	125	59	125	4%	6%													
Total		494	363	530	387	548	314	507	328	529	328	507	328	529	307	529	328	507	328	529	307	529	328	507	307	529	328	507	307	529	328	507	307	529	328	507	307	529	0%	-2%													

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	2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Percent Change	
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	1 Year	5 Year
Bachelor's Degree													
Early Childhood Education		48	5	58	6	61	8	66	3	48	3	26%	-4%
Exercise/Fitness Specialist		5	4	4	7	4	3	6	2	5	8	63%	44%
Middle Childhood Education		-	-	-	-	-	-	-	-	-	-	-	-
Middle Childhood Language Arts & Math		2	-	5	-	6	1	3	2	5	1	20%	200%
Middle Childhood Language Arts & Science		3	-	2	-	1	-	2	-	2	-	0%	-33%
Middle Childhood Language Arts & Social Studies		6	1	5	1	3	4	4	3	3	1	-43%	-43%
Middle Childhood Math and Science		6	4	9	5	5	7	7	3	7	-	-30%	-30%
Middle Childhood Math and Social Studies		1	3	2	6	3	4	1	1	-	6	200%	50%
Middle Childhood Science and Social Studies		1	-	2	3	1	1	-	1	2	1	200%	200%
Mild/Moderate Educational Need		24	5	22	7	21	4	23	8	18	5	-26%	-21%
Moderate/Intensive Educational Needs		16	1	12	1	7	3	8	1	9	4	44%	-24%
Physical Education		1	4	3	1	2	2	2	4	2	5	17%	40%
Sports Management		2	6	3	3	1	2	-	6	5	6	83%	38%
Total		115	33	127	40	115	39	122	34	106	40	-6%	-1%
Master's Degree													
Adult Learning and Development		38	10	30	4	38	11	18	6	39	3	75%	-13%
Curriculum and Instruction Total		141	51	137	43	142	45	146	33	111	26	-23%	-29%
Curriculum and Instruction		141	51	-	-	-	-	-	-	-	-	-	-100%
C&I-Advanced/Applied Teaching		-	-	-	-	-	-	1	-	1	-	-	-
C&I-Chinese Language		-	-	6	1	4	1	9	1	12	-	20%	-
C&I-Early Child Interv Spec		-	-	10	1	7	4	9	3	6	-	-50%	-
C&I-Early Childhood Educ		-	-	17	1	16	1	12	3	13	-	-13%	-
C&I-Education Research		-	-	1	2	1	2	1	-	-	-	-100%	-
C&I-Educational Technology		-	-	7	13	27	10	15	5	8	4	-40%	-
C&I-Elementary		-	-	-	-	1	-	1	-	1	-	-	-
C&I-Gifted&TalentedLearners		-	-	9	-	10	1	6	1	7	1	14%	-
C&I-Literacy Dev-Adult Lit		-	-	-	-	-	-	-	-	1	-	-	-
C&I-Literacy Development- TESOL		-	-	6	1	10	3	15	5	7	1	-60%	-
C&I-Literacy Dev-Reading		-	-	19	3	14	-	29	2	14	1	-52%	-
C&I-Mild / Moderate		-	-	37	8	30	14	26	6	24	7	-3%	-
C&I-Moderate / Intensive		-	-	16	4	14	2	12	1	4	3	-46%	-
C&I-School Health		-	-	-	2	1	1	-	-	-	-	-	-
C&I-Secondary-Art		-	-	-	1	1	-	-	-	-	-	-	-
C&I-Secondary-English		-	-	1	1	1	-	1	1	1	-	-50%	-
C&I-Secondary-Math		-	-	-	-	1	-	3	-	-	2	-	-
C&I-Secondary-MUST-English		-	-	5	-	1	3	4	-	2	2	0%	-
C&I-Secondary-MUST-Math		-	-	-	-	1	1	-	1	1	-	-	-
C&I-Secondary-MUST-Modern Lang		-	-	1	-	2	-	-	2	-	-	-	-
C&I-Secondary-MUST-Social Science		-	-	-	1	-	2	1	2	3	-	0%	-
C&I-Secondary-MUST-Social Stud		-	-	-	4	2	-	-	1	3	4	600%	-
C&I-Secondary-Science		-	-	2	-	-	-	-	-	-	1	-	-
C&I-Secondary-Social Studies		-	-	-	-	-	-	1	1	1	-	-	-

continued on next page

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

		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Percent Change	
Degree Level	Major	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	1 Year	5 Year
Master's Degree continued													
	Clinical Mental Health Cnslng	14	2	21	3	13	3	31	13	28	2	-32%	88%
	Community Health Education	2	-	5	3	9	3	5	-	8	1	80%	350%
	Counselor Education	10	5	9	2	12	2	15	2	13	1	-18%	-7%
	Educational Administration	5	8	15	12	14	3	14	2	11	2	-19%	0%
	Education and Human Services	-	-	-	-	-	-	1	-	-	-	-	-
	Exercise Science	11	13	13	13	18	9	13	7	19	11	50%	25%
	Master of Public Health	4	1	-	-	-	-	-	-	-	-	-	-100%
	Organizational Leadership	3	4	1	1	-	-	-	-	-	-	-	-100%
	Sports Management	4	4	3	8	3	10	3	5	2	3	-38%	-38%
	Sports Management and Exercise Science	-	1	-	-	-	-	-	-	-	-	-	-100%
	Supervision	-	-	-	1	1	-	-	-	-	-	-	-
	Total	232	99	234	87	250	86	246	68	231	49	-15%	-20%
Post-Master's Certificate													
	Ed Sp in Ad - Pupil Svcs Admin	-	-	1	-	-	1	-	-	-	-	-	-
	Ed Sp in Ad - Superintendent	-	-	-	-	1	1	-	-	-	-	-	-
	Ed Sp in Ad - Principal	4	-	2	-	2	1	-	-	-	-	-	-
	Education Admin Specialist	4	3	1	-	1	-	-	-	-	-	-	-100%
	Total	4	3	4	4	4	3	-	-	-	-	-	-100%
Doctoral-Research													
	Urban Education: Administration	1	1	-	1	-	-	2	1	1	-	-67%	-50%
	Urban Education: Adult Continuing & Higher Ed	-	-	-	-	-	-	-	1	2	-	-	-
	Urban Education: Nursing Education	-	-	-	-	-	-	-	1	-	-	-	-
	Urban Education: Counsel	-	-	1	1	1	-	-	-	-	1	-	-
	Urban Education: Counseling Psychology	4	1	2	-	5	2	1	1	4	-	100%	-20%
	Urban Education: Leadership & Life-long Learning	5	-	1	1	2	1	3	-	-	-	-100%	-100%
	Urban Education: Learning & Development	3	1	3	1	2	1	5	1	-	3	-50%	-25%
	Urban Education: Policy	2	-	1	-	2	-	3	1	3	-	-25%	50%
	Total	13	3	7	4	10	4	11	5	7	4	-31%	-31%
Total College of Education and Human Services													
	Bachelor's Degree	115	33	127	40	115	39	122	34	106	40	-6%	-1%
	Master's Degree	232	99	234	87	250	86	246	68	231	49	-15%	-20%
	Post-Master's Certificate	4	3	4	-	4	3	-	-	-	-	-	-100%
	Doctoral-Research	13	3	7	4	10	4	11	5	7	4	-31%	-31%
	Total	364	138	372	131	379	132	379	107	344	93	-14%	-17%

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	2012-2013										2013-2014										2014-2015										2015-2016										2016-2017										Percent Change	
		2012-2013					2013-2014					2014-2015					2015-2016					2016-2017					Percent Change																										
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	1 Year	5 Year																										
Bachelor's Degree																																																					
	Chemical Engineering	5	18	8	17	12	15	8	32	18	8	32	18	28	15%	100%																																					
	Civil Engineering	6	16	3	18	6	15	4	21	2	4	21	29	24%	41%																																						
	Computer Engineering	-	5	-	7	3	17	2	15	1	2	15	20	24%	320%																																						
	Computer Science	-	-	-	-	-	-	-	3	5	25	3	25	-	-																																						
	Electrical Engineering	6	30	3	32	4	27	2	36	5	2	36	32	-3%	3%																																						
	Electronic Engineering Technology	1	13	1	12	-	13	-	13	1	-	13	14	15%	7%																																						
	Industrial Engineering	-	1	-	1	-	-	-	-	-	-	-	-	-	-100%																																						
	Mechanical Engineering	3	46	5	43	13	37	10	47	12	10	47	87	74%	102%																																						
	Mechanical Engineering Technology	-	9	2	12	1	12	1	32	1	1	32	32	0%	267%																																						
Total		21	138	22	142	39	136	27	199	45	27	199	45	267	38%	96%																																					
Master's Degree																																																					
	Biomedical Engineering	3	10	5	10	5	8	7	4	2	7	4	8	-9%	-23%																																						
	Chemical Engineering	2	4	2	5	4	8	2	7	5	2	7	10	67%	150%																																						
	Civil Engineering	2	9	6	11	6	19	1	21	7	1	21	26	50%	200%																																						
	Computer and Information Science	-	-	-	-	-	-	13	15	7	13	15	22	4%	--																																						
	Electrical Engineering	16	35	7	50	18	102	23	110	33	23	110	147	35%	253%																																						
	Engineering Mechanics	-	-	-	1	-	-	-	-	-	-	-	-	-	--																																						
	Environmental Engineering	-	-	-	-	1	1	-	-	1	-	-	-	-	--																																						
	Industrial Engineering	-	7	-	4	3	10	-	-	-	-	-	-	-	-100%																																						
	Mechanical Engineering	-	14	5	11	3	12	6	31	1	6	31	36	0%	164%																																						
	Software Engineering	1	15	3	11	8	8	2	8	-	2	8	7	-30%	-56%																																						
Total		24	94	28	103	48	168	54	196	56	54	196	256	25%	164%																																						
Doctoral-Research																																																					
	Applied Biomedical Engineering	2	4	-	-	-	5	2	4	2	2	4	1	-50%	-50%																																						
	Chemical Engineering	-	-	-	-	-	-	-	-	-	-	-	-	-	--																																						
	Civil Engineering	-	-	-	2	-	-	-	-	-	-	-	-	-	--																																						
	Electrical Engineering	-	-	-	2	2	2	1	1	1	1	1	2	0%	--																																						
	Mechanical Engineering	-	1	-	1	-	-	-	1	1	-	1	-	0%	0%																																						
Total		2	5	-	5	2	7	3	6	3	3	6	3	-33%	-14%																																						
Total Engineering																																																					
	Bachelor's Degree	21	138	22	142	39	136	27	199	45	27	199	45	267	38%	96%																																					
	Master's Degree	24	94	28	103	48	168	54	196	56	54	196	256	25%	164%																																						
	Doctoral-Research	2	5	-	5	2	7	3	6	3	3	6	3	-33%	-14%																																						
Total		47	237	50	250	89	311	84	401	104	84	401	526	30%	122%																																						

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	2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Percent Change	
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	1 Year	5 Year
		Bachelor's Degree											
	Nursing, BSN (NUR, NURBCCC)	7	1	9	2	6	3	9	1	24	2	160%	225%
	Nursing, BSN - Accelerated	55	12	54	10	50	12	46	14	57	13	17%	4%
	Nursing, BSN (LK) (NURLK)	1	-	1	-	-	-	-	-	-	-	--	-100%
	Nursing, BSN/RN (NUB,NUBBCCC,NUBPB)	61	8	63	12	55	15	59	9	58	8	-3%	-4%
Total		124	21	127	24	111	30	114	24	139	23	17%	12%
Master's Degree													
	Nursing (GNR)	5	1	19	1	12	-	13	1	14	1	7%	150%
Total		5	1	19	1	12	-	13	1	14	1	7%	150%
Total Nursing													
	Bachelor's Degree	124	21	127	24	111	30	114	24	139	23	17%	12%
	Master's Degree	5	1	19	1	12	-	13	1	14	1	7%	150%
Total		129	22	146	25	123	30	127	25	153	24	16%	17%

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	2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Percent Change	
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	1 Year	5 Year
		Bachelor's Degree											
	Biology	51	44	53	34	52	34	48	33	54	35	10%	-6%
	Biology - Integrated Science	-	-	-	-	1	-	1	1	1	2	-	-
	Biology-Medical Technology	10	1	5	2	8	5	10	7	8	-	-53%	-27%
	Chemistry	10	8	6	10	11	10	13	7	11	10	5%	17%
	Chemistry - Integrated Science	6	-	-	-	-	-	-	1	-	1	-	-
	Environmental Sciences	-	-	-	-	10	12	14	9	11	13	4%	41%
	Geological Sciences	-	2	2	1	-	3	-	-	1	1	--	0%
	Health Science Comp Prog	-	-	-	-	-	-	-	-	-	1	--	--
	Health Science Pre-Occupational Therapy	23	7	25	7	33	2	35	3	30	7	-3%	23%
	Health Science Pre-Physical Therapy	16	11	16	18	19	19	23	20	18	14	-26%	19%
	Health Science Pre-Physician Assistant	17	6	17	6	19	13	19	9	26	9	25%	52%
	Health Sciences BS	57	18	92	32	98	46	110	35	118	43	11%	115%
	Mathematics	3	12	9	19	9	17	10	17	10	11	-22%	40%
	Pharmaceutical Science	1	-	1	1	2	3	-	4	3	4	75%	600%
	Pharmaceutical Sciences Admin Track	1	-	-	-	-	2	1	1	1	-	-50%	0%
	Physics	-	6	3	3	2	5	1	6	1	4	-29%	-17%
	Physics - Integrated Science	-	-	-	-	-	-	-	1	-	-	-	-
	Psychology	157	52	179	49	205	57	167	47	176	48	5%	7%
	Speech & Hearing	21	-	31	3	23	3	18	2	26	1	35%	29%
Total		373	178	448	199	492	231	470	203	495	204	4%	27%

continued on next page

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

continued from previous page

Degree Level	Major	2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Percent Change		
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	1 Year	5 Year	
Master's Degree														
	Applied Statistics	2	5	3	2	4	4	4	5	4	1	4	-44%	-29%
	Biology	4	5	3	3	3	3	3	1	3	4	3	75%	-22%
	Chemistry	11	8	9	7	8	9	9	5	3	3	3	-57%	-68%
	Environmental Sciences	2	1	2	-	-	-	1	1	-	1	-	-50%	-67%
	Health Science	10	5	30	10	10	5	11	2	16	2	16	38%	20%
	Health Science- Phy. A. Track	25	10	4	2	18	6	26	5	19	8	19	-13%	-23%
	Mathematics	6	5	9	5	3	4	9	6	7	5	7	-20%	9%
	Medical Physics	-	-	-	-	-	1	2	2	2	3	3	-	-
	Occupational Therapy	28	4	25	4	38	6	35	9	39	1	39	-9%	25%
	Physics	2	5	-	9	1	2	-	2	-	-	-	-100%	-100%
	Physics - Optics and Medical Imaging Specialization	-	-	1	-	1	-	-	3	-	2	-	-33%	--
	Psychology	3	1	2	1	-	-	-	2	1	-	1	-50%	-75%
	Psychology - Clinical	11	5	8	3	5	1	8	6	7	2	7	-36%	-44%
	Psychology-Cons. Indus. Research	1	-	4	2	2	-	2	1	-	-	-	-100%	-100%
	Psychology-Diversity Mgmt	9	3	7	2	8	3	5	3	3	1	3	-50%	-67%
	Psychology-Experimental	4	1	2	1	3	1	6	1	1	1	1	-71%	-60%
	Psychology-School	12	2	8	1	6	1	8	2	9	3	9	20%	-14%
	Public Health (MPH-CEO)	-	-	5	2	9	2	3	2	6	1	6	40%	--
	Speech Pathology and Audiology	28	-	17	2	24	-	32	1	31	1	31	-3%	14%
Total		158	60	139	56	142	48	164	59	151	39	151	-15%	-13%
Post-Master's Certificate														
	Psychology Specialist	6	2	13	1	7	1	5	1	8	2	8	67%	25%
Total		6	2	13	1	7	1	5	1	8	2	8	67%	25%
Doctoral-Research														
	Adult Development & Aging PhD	-	-	1	-	1	-	2	-	-	-	-	-100%	--
	Clinical-Bioanalytical Chemistry	3	6	7	1	6	5	4	6	6	6	6	20%	33%
	Regulatory Biology	2	2	3	1	8	4	3	4	5	3	5	14%	100%
Total		5	8	11	2	15	9	9	10	11	9	11	5%	54%
Doctoral-Professional														
	Doctor of Physical Therapy	16	7	26	11	21	16	19	14	19	16	19	6%	52%
Total		16	7	26	11	21	16	19	14	19	16	19	6%	52%
Total Science														
	Bachelor's Degree	373	178	448	199	492	231	470	203	495	204	495	4%	27%
	Master's Degree	158	60	139	56	142	48	164	59	151	39	151	-15%	-13%
	Post-Master's Certificate	6	2	13	1	7	1	5	1	8	2	8	67%	25%
	Doctoral-Research	5	8	11	2	15	9	9	10	11	9	11	5%	54%
	Doctoral-Professional	16	7	26	11	21	16	19	14	19	16	19	6%	52%
Total		558	255	637	269	677	305	667	287	684	270	684	0%	17%

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	2012-2013				2013-2014				2014-2015				2015-2016				2016-2017		Percent Change	
		Female		Male		Female		Male		Female		Male		Female		Male		1 Year	5 Year		
Bachelor's Degree																					
	Economic Development	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Environmental Studies	1	-	5	1	4	5	4	5	3	3	6	6	4	4	2	2	-33%	500%		
	NonProfit Administration	16	5	12	4	23	4	4	4	17	3	30	3	30	11	5	5	75%	67%		
	Organizational Leadership	14	7	6	3	6	2	4	2	4	3	11	3	11	2	2	2	57%	-48%		
	Organizational Leadership Com	-	-	-	-	4	-	4	-	3	1	2	1	2	2	2	2				
	Organizational Leadership Mgmt	3	2	8	6	13	5	16	9	16	9	20	4	20	7	7	8%	440%			
	Public Safety Management	-	11	4	10	3	19	4	8	4	8	4	4	4	10	10	17%	27%			
	Public Safety Management (LK)	1	1	-	-	-	3	-	-	1	-	2	-	2	3	3	0%	150%			
	Urban Studies - Env Pol & Mgmt	-	-	-	-	2	2	1	2	1	2	1	2	1	3	3	0%	--			
	Urban Studies - Public Mgmt	17	18	22	24	14	7	7	11	11	11	11	11	11	6	6	-6%	-51%			
	Urban Studies - Regional Ping	-	-	-	-	5	6	4	5	4	5	5	5	5	9	9	56%	--			
Total		52	44	57	48	74	53	59	48	89	48	89	47	47	47	47	27%	42%			
Master's Degree																					
	Economic Development	-	-	-	-	-	3	-	1	-	1	1	2	2	2	2	200%	--			
	Environmental Studies	8	3	-	-	-	-	-	-	-	-	-	-	-	-	-	--	-100%			
	Environmental Studies and Law	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	--	--			
	Environmental Studies M.A.	-	-	-	4	2	1	2	-	2	-	1	2	2	2	2	50%	--			
	Environmental Sustainability	-	-	-	-	-	2	-	-	-	-	-	-	-	-	-	--	--			
	Geographic Information Systems	-	-	-	-	-	2	-	-	2	-	2	3	3	3	3	--	--			
	Historic Preservation Specialist	-	-	-	-	-	1	-	1	-	-	-	-	-	-	-	-100%	--			
	Housing & Neighborhood Develop	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	--	--			
	NonProfit Admin & Leadership	10	2	8	1	5	2	8	-	8	-	5	-	5	-	-	-38%	-58%			
	NonProfit Management	-	-	-	-	4	-	3	-	3	-	2	1	2	1	1	0%	--			
	Public Admin - Public Financial Mgmt	-	-	-	-	-	-	1	-	1	-	-	-	-	-	-	--	--			
	Public Admin Accel 4+1	1	2	-	-	1	1	-	-	-	-	-	2	2	2	2	--	-33%			
	Public Administration	29	24	26	16	11	6	18	6	22	4	22	4	22	4	4	8%	-51%			
	Real Estate Dev & Finance	-	-	-	-	3	1	-	-	1	-	1	1	1	1	1	--	--			
	Urban Studies	4	4	3	1	1	7	3	4	3	4	1	3	3	3	3	-43%	-50%			
	Urban Planning and Development	9	14	6	10	3	2	7	12	11	12	11	5	11	5	5	-16%	-30%			
	Public Admin - City Mgt	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	--	--			
	Public Admin - Healthcare	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	--	--			
Total		61	49	43	32	31	28	42	24	46	24	46	23	23	23	23	5%	-37%			
Doctoral-Research																					
	Urban Studies & Public Affairs	2	3	2	1	1	1	4	-	2	-	2	2	2	2	2	0%	-20%			
Total		2	3	2	1	1	1	4	-	2	-	2	2	2	2	2	0%	-20%			
Total Urban Affairs																					
	Bachelor's Degree	52	44	57	48	74	53	59	48	89	48	89	47	47	47	47	27%	42%			
	Master's Degree	61	49	43	32	31	28	42	24	46	24	46	23	23	23	23	5%	-37%			
	Doctoral-Research	2	3	2	1	1	1	4	-	2	-	2	2	2	2	2	0%	-20%			
Total		115	96	102	81	106	82	105	72	137	72	137	72	72	72	18%	-1%				

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	2012-2013				2013-2014				2014-2015				2015-2016				2016-2017		Percent Change	
		Female		Male		Female		Male		Female		Male		Female		Male		1 Year	5 Year		
Post Master's Certificate																					
	Master of Laws	2	2	2	1	2	2	2	3	1	1	1	1	3	3	2	2	150%	25%		
Total		2	2	2	1	2	2	3	3	1	1	1	1	3	3	2	2	150%	25%		
Master's Degree																					
	Legal Studies	-	-	-	-	1	1	1	1	5	5	5	6	6	3	3	-10%	--			
Total		-	-	-	-	1	1	1	1	5	5	5	6	6	3	3	-10%	--			
Doctoral-Professional																					
	Juris Doctor	63	92	66	89	49	49	61	61	47	68	51	51	67	67	3%	3%	-24%	-24%		
Total		63	92	66	89	49	49	61	61	47	68	51	51	67	67	3%	3%	-24%	-24%		
Total Law																					
	Post Master's Certificate	2	2	2	1	2	2	3	3	1	1	3	3	2	2	150%	25%				
	Master's Degree	-	-	-	-	1	1	1	1	5	5	6	6	3	3	-10%	--				
	Doctoral-Professional	63	92	66	89	49	49	61	61	47	68	51	51	67	67	3%	3%	-24%	-24%		
Total		65	94	68	90	52	52	65	65	53	74	60	60	72	72	4%	4%	-17%	-17%		

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

Table 5.15: Annual Awards by Ethnicity and Gender

Race	Degree Level	2012-2013				2013-2014				2014-2015				2015-2016				2016-2017		Percent Change	
		Female		Male		Female		Male		Female		Male		Female		Male		1 Year	5 Year		
Black/African American																					
	Bachelor's Degree	258	99	249	113	230	104	225	98	269	95	13%	2%								
	Master's Degree	116	46	116	36	119	53	138	51	155	33	-1%	16%								
	Post-Master's Certificate	1	-	2	1	2	-	-	-	1	2	--	200%								
	Doctoral-Research	3	2	2	2	4	-	3	1	3	2	25%	0%								
	Doctoral-Professional	5	4	8	8	6	3	4	2	4	5	50%	0%								
Total		383	151	377	160	361	160	370	152	432	137	9%	7%								
Hispanic/Latino																					
	Bachelor's Degree	51	21	68	25	76	30	52	54	72	45	10%	63%								
	Master's Degree	18	17	18	13	27	12	32	11	18	14	-26%	-9%								
	Post-Master's Certificate	-	-	-	-	-	-	-	-	-	1	--	--								
	Doctoral-Research	-	-	-	-	1	-	1	1	-	-	-100%	--								
	Doctoral-Professional	2	1	3	4	2	1	4	4	4	2	-25%	100%								
Total		71	39	89	42	106	43	89	70	94	62	-2%	42%								
Asian																					
	Bachelor's Degree	30	27	30	28	33	23	43	28	49	39	24%	54%								
	Master's Degree	27	20	14	16	16	21	22	16	12	13	-34%	-47%								
	Post-Master's Certificate	-	-	-	-	-	-	1	-	-	-	-100%	--								
	Doctoral-Research	-	-	2	-	1	-	-	2	-	-	-100%	--								
	Doctoral-Professional	2	-	3	4	1	2	-	2	1	3	100%	100%								
Total		59	47	49	48	51	46	66	48	62	55	3%	10%								
American Indian/Alaska Native																					
	Bachelor's Degree	5	3	4	3	2	1	2	1	2	2	33%	-50%								
	Master's Degree	-	-	-	1	2	2	1	-	1	-	0%	--								
	Post-Master's Certificate	-	-	-	-	-	-	-	-	-	-	--	--								
	Doctoral-Research	-	-	-	-	-	-	-	-	-	-	--	--								
	Doctoral-Professional	-	-	1	1	-	-	1	1	-	-	-100%	--								
Total		5	3	5	5	4	3	4	2	3	2	-17%	-38%								
Native Hawaiian or Other Pacific Island																					
	Bachelor's Degree	1	-	2	1	-	1	1	3	-	-	-100%	-100%								
	Master's Degree	-	-	1	1	-	-	1	-	-	-	-100%	--								
	Post-Master's Certificate	-	-	-	-	-	-	-	-	-	-	--	--								
	Doctoral-Research	-	-	-	-	-	-	-	-	-	-	--	--								
	Doctoral-Professional	-	-	-	-	-	-	-	-	-	-	--	--								
Total		1	-	3	2	-	1	2	3	-	-	-100%	-100%								

continued on next page

Table 5.15: Annual Awards by Ethnicity and Gender

continued from previous page

Race	Degree Level	2012-2013				2013-2014				2014-2015				2015-2016				2016-2017		Percent Change	
		Female		Male		Female		Male		Female		Male		Female		Male		1 Year	5 Year		
Two or More Races																					
	Bachelor's Degree	10	7	23	13	29	17	34	16	46	24	40%	312%								
	Master's Degree	4	1	9	5	9	8	8	6	9	5	0%	180%								
	Post-Master's Certificate	-	-	-	-	-	-	-	-	-	-	--	--								
	Doctoral-Research	-	-	-	-	-	-	1	-	-	-	-100%	--								
	Doctoral-Professional	-	-	1	-	2	1	2	1	-	1	-67%	--								
Total		14	8	33	18	40	26	45	23	55	30	25%	286%								
Total Minority*																					
	Bachelor's Degree	355	157	376	183	370	176	357	200	438	205	15%	26%								
	Master's Degree	165	84	158	72	173	96	202	84	195	65	-9%	4%								
	Post-Master's Certificate	1	-	2	1	2	-	1	-	1	3	300%	300%								
	Doctoral-Research	3	2	4	2	6	-	5	4	3	2	-44%	0%								
	Doctoral-Professional	9	5	16	17	11	7	11	10	9	11	-5%	43%								
Total		533	248	556	275	562	279	576	298	646	286	7%	19%								
Non-Resident Alien																					
	Bachelor's Degree	22	29	25	48	29	60	24	88	27	98	12%	145%								
	Master's Degree	86	138	106	126	135	192	135	213	134	268	16%	79%								
	Post-Master's Certificate	1	1	1	1	2	3	-	-	2	-	--	0%								
	Doctoral-Research	6	12	9	5	17	12	9	8	12	12	41%	33%								
	Doctoral-Professional	-	1	2	-	-	1	-	1	1	-	0%	0%								
Total		115	181	143	180	183	268	168	310	176	378	16%	87%								
Unknown																					
	Bachelor's Degree	55	65	38	45	47	45	28	20	19	23	-13%	-65%								
	Master's Degree	61	39	56	30	35	12	21	9	12	5	-43%	-83%								
	Post-Master's Certificate	1	1	-	-	-	-	-	-	1	-	--	-50%								
	Doctoral-Research	-	-	1	-	2	-	2	1	2	1	0%	--								
	Doctoral-Professional	1	1	1	1	3	1	1	2	-	3	0%	50%								
Total		118	106	96	76	87	58	52	32	34	32	-21%	-71%								
White																					
	Bachelor's Degree	778	656	849	688	909	681	889	710	940	759	6%	18%								
	Master's Degree	486	367	486	322	495	322	456	306	429	263	-9%	-19%								
	Post-Master's Certificate	9	5	16	9	9	4	5	2	7	1	14%	-43%								
	Doctoral-Research	15	6	8	9	9	13	15	10	11	8	-24%	-10%								
	Doctoral-Professional	69	92	73	82	56	68	54	69	60	69	5%	-20%								
Total		1,357	1,126	1,432	1,101	1,478	1,088	1,419	1,097	1,447	1,100	1%	3%								

continued on next page

Table 5.15: Annual Awards by Ethnicity and Gender

continued from previous page

Race	Degree Level	2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Percent Change	
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	1 Year	5 Year
University Totals													
	Bachelor's Degree	1,210	907	1,288	964	1,355	962	1,298	1,018	1,424	1,085	8%	19%
	Master's Degree	798	628	806	550	838	622	814	612	770	601	-4%	-4%
	Post-Master's Certificate	12	7	19	2	13	7	6	2	11	4	88%	-21%
	Doctoral-Research	24	20	22	16	34	25	31	23	28	23	-6%	16%
	Doctoral-Professional	79	99	92	100	70	77	66	82	70	83	3%	-14%
Total		2,123	1,661	2,227	1,632	2,310	1,693	2,215	1,737	2,303	1,796	4%	8%

Note: Degrees/Certificates awarded summer through spring.

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

Academic & Administrative Programs

6



2018 Book of Trends

Honors Program

Jack, Joseph & Morton Mandel Honors College

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

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

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

First year students admitted in Fall 2017 were chosen from among applicants who were in the top 10% of their high school class or had a composite ACT score of at least 30. The Program also has an Upper-Division admission pathway for transfer students or rising CSU juniors with a GPA in college coursework of at least 3.5.

Major Features of the Honors Program

- Enriched curriculum
- Leadership development
- Honors community and experiences

Table 6.1: Characteristics of New Honors Students - Fall 2012-2017

College	New Enrollment by Cohort Year						Percent Change	
	2012	2013	2014	2015	2016	2017	1-year	5-year
Business	4	8	7	4	4	1	-75%	-75%
CLASS	14	21	16	9	16	8	-50%	-43%
Education	2	0	2	0	0	2	-	0%
Nursing	5	4	1	4	0	4	-	-20%
Engineering	13	13	11	18	15	13	-13%	0%
Science	23	26	31	20	22	23	5%	0%
Urban Affairs	0	5	1	3	2	1	-50%	-
Undergraduate Studies	0	0	0	3	0	0	-	-
Total¹	61	77	69	61	59	52	-12%	-15%
In Top 10% of High School Rank ²	91%	77%	94%	87%	87%	87%	0%	-5%
High School GPA	4.15	4.02	4.03	4.10	4.19	4.15	-1%	0%
ACT Composite	30	30	30	30	30	30	0%	0%
SAT Composite ³	1,930	1,922	1,983	1,932	1,958	1,280	-35%	-34%

Honor student data reported in this table are provided by the Jack, Joseph & Morton Mandel Honors College. Cohort Year includes newly admitted students in both lower and upper levels. High School ranking, GPA, ACT and SAT scores reported are for "active" and "lower level" students only. Starting in 2014 some upper division honors students were admitted without scholarship, thus more students were admitted than in previous years.

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

² Please note: in any given year, roughly 15% of the Honors cohort comes from schools that do not rank their students. These results should be read with caution.

³ All three SAT components (Math, Verbal, & Writing) are included. Not all students report SAT scores.

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

Type of Financial Aid	Financial Aid Year											
	2014-15			2015-16			2016-2017			2017-2018		
	Enrollment	Total	Average	Enrollment	Total	Average	Enrollment	Total	Average	Enrollment	Total	Average
Need Based Tuition	77	\$658,343	\$8,550	74	\$627,237	\$8,476	72	\$661,497	\$9,187	69	\$586,980	\$8,507
Merit Based Tuition	118	\$1,151,753	\$9,761	120	\$1,082,920	\$9,024	124	\$1,127,576	\$9,093	121	\$1,121,627	\$9,270
Books	29	\$23,200	\$800	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
On-Campus Housing	53	\$107,636	\$2,031	19	\$36,000	\$1,895	8	\$21,272	\$2,659	6	\$34,908	\$5,818
Total	195	\$1,940,932	\$9,953	194	\$1,746,157	\$9,001	196	\$1,810,345	\$9,239	190	\$1,743,515	\$9,176

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 2013	221	504	95	185	134	409	100	8	1,656	1,729	96%
Average	22.0	21.6	20.3	24.0	22.1	22.1	18.8	22.9	21.9		
Fall 2014	215	425	51	196	120	352	130	12	1,501	1,562	96%
Average	21.7	21.9	19.6	23.9	21.7	22.4	19.7	19.3	21.9		
Fall 2015	225	287	84	271	141	443	334	6	1,791	1,847	97%
Average	22.0	22.0	20.4	23.9	22.2	22.3	20.9	24.8	22.1		
Fall 2016	246	321	81	295	145	440	312	13	1,853	1,891	98%
Average	21.9	22.1	20.2	24.1	22.1	22.5	21.0	24.1	22.2		
Fall 2017	229	359	76	286	162	468	265	16	1,861	1,924	97%
Average	21.9	22.2	20.5	24.0	21.7	22.4	20.8	22.9	22.2		

Note: The average ACT Composite score reported is calculated using whichever is the highest of each student's ACT, IACT, or converted SAT scores (Verbal + Math scores only converted). Due to changes in the SAT test, multiple methods have been used over the past 5 years to convert SAT scores to an equivalent ACT score.

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

Gender	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017	
	N	%	N	%	N	%	N	%	N	%
Female	971	56%	831	53%	996	54%	1,029	54%	1,064	55%
Male	758	44%	731	47%	851	46%	862	46%	862	45%
COHORT	1,729	100%	1,562	100%	1,847	100%	1,891*	100%	1,926	100%

*One student chose not to identify their gender

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

Ethnicity	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017	
	N	%	N	%	N	%	N	%	N	%
White	1,114	64%	1,018	65%	1,210	66%	1,249	66%	1,271	66%
African American	301	17%	243	16%	265	14%	289	15%	257	13%
Hispanic	106	6%	95	6%	118	6%	130	7%	136	7%
Asian	48	3%	47	3%	59	3%	60	3%	51	3%
Nat. Hawaiian/ Other Pac. Islander	2	0%	2	0%	2	0%	1	0%	2	0%
Native American	5	0%	2	0%	3	0%	2	0%	2	0%
Two or More Races	70	4%	73	5%	83	4%	78	4%	100	5%
Minority Total	532	31%	462	30%	530	29%	560	30%	548	28%
Non-Resident Alien	62	4%	61	4%	71	4%	47	2%	89	5%
Unknown	21	1%	21	1%	36	2%	36	2%	18	1%
COHORT	1,729	100%	1,562	100%	1,847	100%	1,892	100%	1,926	100%

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

Age	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017	
	N	%	N	%	N	%	N	%	N	%
Under 18	103	6%	77	5%	104	6%	61	3%	75	4%
18-19	1,529	88%	1,414	91%	1,690	91%	1,771	94%	1,813	94%
20-21	42	2%	33	2%	26	1%	36	2%	27	1%
22-24	27	2%	21	1%	18	1%	14	1%	6	0%
25-29	18	1%	10	1%	6	0%	5	0%	4	0%
30 and above	10	1%	7	0%	3	0%	5	0%	1	0%
COHORT	1,729	100%	1,562	100%	1,847	100%	1,892	100%	1,926	100%

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

Academic Major Type	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017	
	N	%	N	%	N	%	N	%	N	%
Major Selected	981	57%	971	62%	1,076	58%	1,118	59%	1,214	63%
“Pre” Major	507	29%	312	20%	390	21%	445	24%	431	22%
Major Undeclared	241	14%	279	18%	381	21%	329	17%	281	15%
COHORT	1,729	100%	1,562	100%	1,847	100%	1,892	100%	1,926	100%

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

Student Groups	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017	
	N	%	N	%	N	%	N	%	N	%
Living in University Housing	586	34%	481	31%	544	29%	578	31%	578	30%
Ohio Resident	1,569	91%	1,422	91%	1,670	90%	1,714	91%	1,744	91%
Taking Developmental Crse	463	27%	409	26%	420	23%	478	25%	424	22%
COHORT	1,729		1,562		1,847		1,892		1,926	

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 2013	237	508	95	213	135	410	100	8	1,706	1,729	99%
Average	3.14	3.20	3.00	3.45	3.50	3.34	2.58	3.22	3.23		
Fall 2014	227	427	54	222	121	354	135	12	1,552	1,562	99%
Average	3.18	3.21	2.97	3.39	3.57	3.37	2.80	2.98	3.25		
Fall 2015	240	290	86	295	141	448	334	8	1,842	1,847	100%
Average	3.20	3.24	3.13	3.40	3.54	3.44	3.06	3.46	3.29		
Fall 2016	250	321	81	316	146	445	314	14	1,887	1,892	100%
Average	3.28	3.28	3.15	3.40	3.56	3.45	3.02	3.61	3.32		
Fall 2017	241	359	76	336	162	467	226	17	1,924	1,926	100%
Average	3.30	3.31	3.15	3.50	3.67	3.46	3.10	3.41	3.37		

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				
	2013	2014	2015	2016	2017
Business	2.82	2.86	2.88	2.92	2.92
CLASS	2.90	2.90	2.93	2.96	2.99
Education	3.10	3.13	3.13	3.08	3.11
Engineering	2.89	2.95	2.91	2.92	2.95
Nursing	3.32	3.30	3.34	3.36	3.40
Science	3.03	3.05	3.05	3.09	3.08
Urban Affairs	3.06	3.06	3.05	3.07	3.06
Undergraduate Studies	2.86	2.77	2.71	2.66	2.75
Undergraduate Non-Degree	3.34	3.34	3.36	3.47	3.38
University Average	2.96	2.97	2.97	2.99	3.01

Source: Institutional Research

Table 6.6a: Fall 2017 Top 15 Majors by Academic Level

Undergraduate:		Graduate (excluding Law):	
Description	Total	Description	Total
Psychology-PSY	591	Business Administration-MBA	411
Biology-BIO	444	Social Work-GSW	176
General Business-BADM	421	Clinical Mental Health Cnslng-CAC	148
Health Sciences-HSCBS	413	Master of Occupational Therapy-MOT	137
Mechanical Engineering-MCE	373	Information Systems-GIFS	115
Criminology-CRIM	351	Doctor of Physical Therapy-DPT	113
Accounting-ACT	329	Electrical Engineering-ELG	108
Finance-FIN	299	Inspired Leaders Principal-INSPLDR-L	99
Marketing-MKT	299	Financial Accounting-Audit-ACCAUDIT	98
Film, TV and Interactive Media-FILM/DGTAL	260	Adult Learning and Development-ALD	76
Nursing, BSN/RN-NUB	219	Educational Administration-EAD	73
Chemical Engineering-CHE	200	Speech Pathology and Aud-GSP	68
Management & Labor Relations-MLR	199	Counselor Education-CNS	66
Communication-COM	194	Computer and Information Scien-GCS	60
Journalism & Promotional Comm-JRN/PROMOT	181	MBA-Health Care-MBH	60

Table 6.6b: Fall 2017 Top 15 Departments by Academic Level

Undergraduate:		Graduate (excluding Law):	
Description	Total	Description	Total
Health Sciences	1,052	Business Administration	495
Communication	727	Teacher Education	444
Psychology	716	Health Sciences	435
Biology, Geology & Environmental Science	646	CASAL	392
Criminology, Anthropology and Sociology	595	Electrical Engineering and Computer Science	220
Electrical Engineering and Computer Science	550	Social Work	176
Business Administration	492	Urban Studies	170
Urban Studies	466	Accounting	120
Mechanical Engineering	444	Information Systems	115
Nursing	412	Psychology	105
Accounting	364	Chemical & Biomedical Engineering	93
Finance	316	Health and Human Performance	90
Marketing	307	Doctoral	85
Teacher Education	297	Civil & Environmental Engineering	78
Chemical & Biomedical Engineering	231	Chemistry	72

Table 6.7: Fall 2017 Top 15 Degree Seeking Programs with Highest Minority Student Enrollment by Academic Level

Undergraduate:

Major/Program	Minority Enrollment	Total		Minority as a % of Total Major Enrollment
		Major Enrollment	Total Enrollment	
Org Leadership Urban Studies-ORL	28	50	50	56%
Social Work-SWK	78	143	143	55%
Nonprofit Administration-NAD	26	50	50	52%
Economic Development-EDV	13	26	26	50%
Urban Studies - Public Mgt-UST	15	30	30	50%
Health Sciences-HSCBS-PB	24	49	49	49%
Spanish-SPN	12	26	26	46%
Sociology-SOC	52	117	117	44%
Health Sciences-HSCBS	183	413	413	44%
Org Leadership Mgt-ORL MGMT	24	57	57	42%
Nursing, BSN-NUR	29	69	69	42%
Communication Management-COMM MGT	27	65	65	42%
Criminology-CRIM	142	351	351	40%
Pharmaceutical Science-PHMSCI	12	30	30	40%
Urban Studies - Regional Ping-USTRPL	13	33	33	39%

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

Graduate (excluding LAW):

Major/Program	Minority Enrollment	Total		Minority as a % of Total Major Enrollment
		Major Enrollment	Total Enrollment	
Community Health Promotion-CMH	22	30	30	73%
Adult Learning and Development-ALD	39	76	76	51%
C&I-Mild / Moderate-C&IMM	20	47	47	43%
Nursing-GNR	11	27	27	41%
Sport Management-GSM	11	27	27	41%
Social Work-GSW	70	176	176	40%
C&I-Literacy Dev-Reading-C&ILITRDG	15	40	40	38%
Public Admin - Public Mgt-MPA	17	46	46	37%
Health Science-GHE	12	33	33	36%
C&I-Early Childhood Educ-C&IECE	13	38	38	34%
Counselor Education-CNS	22	66	66	33%
Exercise Science-EXS	10	33	33	30%
Executive Business Admin-EBA	8	29	29	28%
Educational Administration-EAD	19	73	73	26%
Clinical Mental Health Cnsling-CAC	36	148	148	24%

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

Major/Program	Minority Enrollment	Total		Minority as a % of Total Major Enrollment
		Major Enrollment	Total Enrollment	
Pre-Social Work-PSWK	66	130	130	51%
Pre-HealthScience/PhysThyPrep-PRETHP	35	71	71	49%
Pre-Educ & Human Serv (Educ)-PEHSE	34	70	70	49%
College Credit Plus-PSEOP	102	224	224	46%
Pre-Medicine-PREMEDPB	34	79	79	43%
Pre-Medicine-PREMED	151	390	390	39%
Pre-Pharmacy-PREPHAR	20	53	53	38%
Pre-College of Engineering-PENG	101	275	275	37%
Pre-College of Engineering-PENGUS	10	34	34	29%
Pre-Engineering-PE	26	89	89	29%

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 2017 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	Female Enrollment	Total Major Enrollment
Early Childhood Education-ECE	148	157	94%	39	40
Health Science Pre-Occ Thrpy-HSTHO	105	112	94%	36	38
Speech & Hearing-SPH	80	88	91%	64	68
Mild/Moderate Educational Need-SEDDMM	34	38	89%	30	32
Nursing, BSN/RN-NUB	192	219	88%	25	27
Social Work-SWK	122	143	85%	123	137
Org Leadership Mgt-ORL MGMTLK (Lakeland)	23	27	85%	153	176
Nonprofit Administration-NAD	42	50	84%	25	30
Psychology-PSY	495	591	84%	122	148
Nursing, BSN-NUB	57	69	83%	27	33
Psychology-PSYLR (Lorain)	53	65	82%	62	76
Psychology-PSYLK (Lakeland)	26	32	81%	52	66
English-Intgrtd Language Arts-ENGL	25	31	81%	19	26
Health Science Pre-Phys Asst-HSPHA	114	143	80%	71	99
Spanish-SPN	20	26	77%	40	59

Graduate (excluding LAW):					
Major/Program	Female Enrollment	Total Major Enrollment	Female as a % of Total Major Enrollment	Female Enrollment	Total Major Enrollment
C&I-Literacy Dev-Reading-C&ILITRDG	39	40	98%	39	40
C&I-Early Childhood Educ-C&IECE	36	38	95%	36	38
Speech Pathology and Aud-GSP	64	68	94%	64	68
C&I-Gifted&TalentedLearners-C&IGIFT	30	32	94%	30	32
Nursing-GNR	25	27	93%	25	27
Master of Occupational Therapy-MOT	123	137	90%	123	137
Social Work-GSW	153	176	87%	153	176
Community Health Promotion-CMH	25	30	83%	25	30
Clinical Mental Health Cnslng-CAC	122	148	82%	122	148
Health Science-GHE	27	33	82%	27	33
Adult Learning and Development-ALD	62	76	82%	62	76
Counselor Education-CNS	52	66	79%	52	66
Mstr of Fine Arts-Creative Wri-MFACW	19	26	73%	19	26
Inspired Leaders Principal-INSPLDR-L	71	99	72%	71	99
Health Science- Phy. A. Track-GHE-PA	40	59	68%	40	59

Notes: Only includes majors with more than 25 total enrollment

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	41	44	93%
Pre-HealthScience/OccThpyPrep-PRETHO	37	42	88%
Preparatory Nursing-PSNUR	217	254	85%
Pre-Social Work-PSWK	105	130	81%
Pre-Education-PEDU	133	191	70%
Pre-Educ & Human Serv (Educ)-PEHSE	47	70	67%
Pre-Pharmacy-PREPHAR	33	53	62%
Pre-Medicine-PREMED	242	390	62%
College Credit Plus-PSEOP	137	224	61%
Pre-Medicine-PREMEDPB	48	79	61%

Notes: Only includes majors with more than 25 total enrollment

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

College	2013		2014		2015		2016		2017		Percent Change			
	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	1-Year Sections	1-Year Avg. Size	5-Year Sections	5-Year Avg. Size
Business														
Day	36	16	31	17	38	15	24	16	23	18	-4%	13%	-36%	14%
Evening	88	19	81	18	82	16	54	18	48	19	-11%	6%	-45%	-4%
Other	34	21	49	23	46	24	58	24	57	25	-2%	5%	68%	22%
Total	158	19	161	19	166	18	136	20	128	21	-6%	6%	-19%	14%
CLASS														
Day	46	19	36	20	36	18	36	16	36	17	0%	5%	-22%	-11%
Evening	24	16	21	16	23	15	27	13	23	13	-15%	-3%	-4%	-20%
Other	53	24	56	25	64	21	71	23	78	20	10%	-11%	47%	-17%
Total	123	21	113	21	123	19	134	19	137	18	2%	-5%	11%	-13%
Education														
Day	20	14	18	13	17	15	24	11	13	13	-46%	13%	-35%	-12%
Evening	39	15	39	11	46	13	36	12	30	12	-17%	-5%	-23%	-21%
Other	90	16	80	17	80	15	84	15	95	14	13%	-7%	6%	-13%
Total	149	15	137	15	143	14	144	14	138	13	-4%	-2%	-7%	-14%
Engineering														
Day	5	24	6	24	6	24	14	22	19	21	36%	-1%	280%	-12%
Evening	4	33	4	31	7	27	18	25	16	24	-11%	-3%	300%	-26%
Other	-	-	1	5	1	33	4	15	1	27	-75%	80%	--	--
Total	9	28	11	25	14	26	36	23	36	23	0%	1%	300%	-19%
Law														
Day	6	8	5	16	6	14	5	7	2	9	-60%	29%	-67%	8%
Evening	9	14	8	10	9	13	4	13	3	8	-25%	-36%	-67%	-41%
Other	2	15	6	11	2	13	4	14	5	12	25%	-8%	150%	-14%
Total	17	12	19	12	17	13	13	11	10	10	-23%	-3%	-41%	-12%
Nursing														
Day	3	65	3	65	4	52	3	70	3	72	0%	4%	0%	11%
Other	6	12	6	11	5	12	8	12	9	16	13%	32%	50%	34%
Total	9	30	9	29	9	30	11	28	12	30	9%	9%	33%	2%
Other														
Day	42	12	41	12	36	12	-	-	-	-	--	--	-100%	-100%
Other	1	39	1	29	1	25	1	20	1	19	0%	-5%	0%	-51%
Total	43	13	42	12	37	12	1	20	1	19	0%	-5%	-98%	47%

(continued on next page)

SECTION 6

Table 6.9: Summer Class Section and Average Class Size by Time of Day and College: 5-Year Trend
(continued from previous page)

College	2013			2014			2015			2016			2017			Percent Change			
	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	
Science																			
Day	76	24	82	20	108	19	104	20	93	23									
Evening	13	17	17	15	10	11	10	15	6	15									
Other	58	20	56	19	55	20	48	19	49	20									
Total	147	22	155	19	173	18	162	19	148	21									
Urban Affairs																			
Day	-	-	-	-	-	-	-	-	1	12									
Evening	11	11	11	13	14	12	14	13	13	9									
Other	22	27	21	25	20	25	22	20	20	22									
Total	33	21	32	21	34	20	36	17	34	17									
Undergraduate Studies																			
Day	-	-	-	-	-	-	8	14	6	20									
Total	-	-	-	-	-	-	8	14	6	20									
University Total																			
Day	234	19	222	18	251	17	218	18	190	21									
Evening	188	17	181	16	191	15	163	16	139	16									
Other	266	20	276	20	274	19	300	20	321	19									
Total	688	19	679	18	716	17	681	18	650	19									

Notes: This table only reflects lecture, seminar and studio courses with 5 or more students enrolled.
 The time of day designated as 'Other' includes weekends (Friday after 4pm, Saturday and Sunday) and sections with no class time. Cross listed courses are counted once only.
 Day, Evening and Weekends are determined by meeting time. Some web courses may be included due to available meeting time.
Day: Monday – Friday 7 am to 4 pm.
Evening: Monday – Thursday 4 pm to 12 am.

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

College	2013				2014				2015				2016				2017				Percent Change			
	Sections		Avg. Size		Sections		Avg. Size		Sections		Avg. Size		Sections		Avg. Size		Sections		Avg. Size		1-Year		5-Year	
	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size
Business																								
Day	87	34	98	34	101	36	101	38	86	39	39	38	101	36	101	38	86	39	39	-15%	2%	-1%	14%	
Evening	152	25	152	25	119	24	117	27	114	30	30	27	117	24	114	27	114	30	30	-3%	13%	-25%	21%	
Other	58	28	58	29	66	28	68	30	61	37	37	30	68	28	61	30	61	37	37	-10%	25%	5%	34%	
Total	297	28	308	28	286	29	286	31	261	35	35	31	286	29	261	31	261	35	35	-9%	10%	-12%	23%	
CLASS																								
Day	386	29	395	32	399	30	404	30	409	30	30	30	404	30	409	30	409	30	30	1%	-1%	6%	3%	
Evening	129	25	153	22	146	24	141	23	134	22	22	23	141	24	134	23	134	22	22	-5%	-7%	4%	-14%	
Other	51	25	54	24	61	24	58	26	60	28	28	26	58	24	60	26	60	28	28	3%	8%	18%	15%	
Total	566	28	602	28	606	28	603	28	603	28	28	28	603	28	603	28	603	28	28	0%	-2%	7%	0%	
Education																								
Day	41	24	50	21	87	18	71	18	58	18	18	18	71	18	58	18	58	18	18	-18%	3%	41%	-23%	
Evening	106	19	98	17	98	17	86	16	81	16	16	16	86	17	81	16	81	16	16	-6%	-3%	-24%	-16%	
Other	98	20	91	21	99	20	95	19	105	20	20	19	95	20	105	20	105	20	20	11%	4%	7%	0%	
Total	245	20	239	19	284	19	252	18	244	18	18	18	252	19	244	18	244	18	18	-3%	2%	0%	-10%	
Engineering																								
Day	45	32	70	31	85	35	83	35	83	35	35	35	83	35	83	35	83	35	35	0%	0%	84%	12%	
Evening	69	23	59	29	82	31	86	32	86	30	30	32	86	31	86	32	86	30	30	0%	-8%	25%	27%	
Other	1	54	2	49	3	6	1	49	1	19	19	49	1	6	1	49	1	19	19	0%	-61%	0%	-65%	
Total	115	27	131	31	170	33	170	34	170	32	32	34	170	33	170	34	170	32	32	0%	-4%	48%	20%	
Honors																								
Day	8	21	10	14	7	18	9	15	6	23	23	15	9	18	6	15	6	23	23	-33%	53%	-25%	12%	
Other	2	18	4	15	5	13	3	16	3	17	17	16	3	13	3	16	3	17	17	0%	7%	50%	-5%	
Total	10	20	14	15	12	16	12	15	9	21	21	15	12	16	9	15	9	21	21	-25%	38%	-10%	4%	
Law																								
Day	40	28	39	26	36	27	33	24	31	24	24	24	33	27	31	24	31	24	24	-6%	2%	-23%	-13%	
Evening	41	15	38	16	32	17	35	16	34	15	15	16	35	17	34	15	34	15	15	-3%	-2%	-17%	3%	
Other	4	12	2	12	3	23	3	23	7	10	10	23	3	7	10	10	7	10	10	133%	-56%	75%	-14%	
Total	85	21	79	21	71	22	71	20	72	19	19	20	71	22	71	20	71	19	19	1%	-6%	-15%	-11%	
Nursing																								
Day	14	69	13	70	14	68	15	67	17	63	63	67	15	68	15	67	15	63	63	13%	-6%	21%	-8%	
Evening	0	0	0	0	1	22	1	14	1	12	12	14	1	22	1	14	1	12	12	0%	-14%	--	--	
Other	12	17	12	16	10	22	13	22	14	26	26	22	13	22	14	22	13	26	26	8%	18%	17%	58%	
Total	26	45	25	44	25	48	29	45	32	45	45	45	29	48	32	45	29	45	45	10%	1%	23%	1%	

(continued on next page)

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

(continued from previous page)

College	2013				2014				2015				2016				2017				Percent Change			
	Sections		Avg. Size		Sections		Avg. Size		Sections		Avg. Size		Sections		Avg. Size		Sections		Avg. Size		1-Year		5-Year	
Other																								
Day	45	16	48	14	3	13	4	9	1	15	-75%	62%	-98%	-9%										
Evening	5	16	8	15	-	-	-	-	-	-	--	--	-100%	-100%										
Other	3	33	3	32	2	49	2	42	1	52	-50%	25%	-67%	58%										
Total	53	17	59	15	5	27	6	20	2	34	-67%	68%	-96%	93%										
Science																								
Day	234	44	252	43	266	44	256	44	250	45	-2%	2%	7%	1%										
Evening	84	33	93	30	95	30	96	28	95	30	-1%	5%	13%	-11%										
Other	58	29	72	25	79	26	80	26	86	26	8%	0%	48%	-13%										
Total	376	40	417	37	440	37	432	37	431	38	0%	1%	15%	-5%										
Undergrad Studies																								
Day	60	25	59	23	54	26	61	24	60	23	-2%	-1%	0%	-5%										
Evening	5	19	5	15	5	22	5	18	5	21	0%	18%	0%	9%										
Other	2	13	1	10	-	-	-	-	-	-	--	--	-100%	-100%										
Total	67	24	65	22	59	25	66	23	65	23	-2%	0%	-3%	-3%										
Urban Affairs																								
Day	10	46	11	43	11	46	11	45	12	43	9%	-3%	20%	-5%										
Evening	48	19	50	18	49	20	47	20	49	19	4%	-3%	2%	-2%										
Other	27	41	34	38	34	36	34	36	34	35	0%	-5%	26%	-16%										
Total	85	29	95	28	94	29	92	29	95	28	3%	-4%	12%	-6%										
University Total																								
Day	970	33	1,045	33	1,063	34	1,048	34	1,013	34	-3%	0%	4%	3%										
Evening	639	24	656	23	627	24	614	24	599	24	-2%	0%	-6%	0%										
Other	316	26	333	25	362	25	357	26	372	27	4%	4%	18%	4%										
Total	1,925	29	2,034	28	2,052	29	2,019	29	1,984	30	-2%	3%	3%	3%										

Notes: This table only reflects lecture, seminar and studio courses with 5 or more students enrolled.
 The time of day designated as 'Other' includes weekends (Friday after 4pm, Saturday and Sunday) and sections with no class time. Cross listed courses are counted once only.
 Day, Evening and Weekend courses are determined by meeting time. Some web courses may be included due to available meeting time.
Day: Monday – Friday 7 am to 4 pm.
Evening: Monday – Thursday 4 pm to 12 am.

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

College	2014												2015												2016												2017												2018												Percent Change			
	2014				2015				2016				2017				2018				2019				2020				2021				1-Year		5-Year																													
	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size																																
Business																																																																
Day	83	34	94	35	86	37	87	38	80	39																																																						
Evening	143	25	146	24	125	24	107	28	110	28																																																						
Other	51	29	56	30	71	28	65	36	67	37																																																						
Total	277	29	296	29	282	29	259	33	257	34																																																						
CLASS																																																																
Day	343	30	350	30	371	30	373	29	372	29																																																						
Evening	129	23	148	24	146	24	131	23	110	22																																																						
Other	60	24	59	26	59	26	63	28	72	28																																																						
Total	532	28	557	28	576	28	567	28	554	28																																																						
Education																																																																
Day	43	23	46	20	83	17	70	18	60	19																																																						
Evening	98	18	91	19	89	17	76	17	74	18																																																						
Other	94	20	103	19	105	20	111	19	109	20																																																						
Total	235	20	240	19	277	18	257	18	243	19																																																						
Engineering																																																																
Day	51	30	54	34	72	37	72	37	78	36																																																						
Evening	76	22	70	27	83	29	88	30	80	31																																																						
Other	-	-	1	31	-	-	6	9	5	9																																																						
Total	127	25	125	30	155	33	166	32	163	33																																																						
Honors																																																																
Day	6	20	4	22	6	16	5	17	5	17																																																						
Evening	-	-	1	23	1	16	1	23	2	13																																																						
Other	3	19	6	13	4	17	3	20	3	20																																																						
Total	9	19	11	17	11	16	9	19	10	17																																																						
Law																																																																
Day	41	25	36	27	34	24	29	24	30	24																																																						
Evening	33	17	26	19	23	21	23	17	25	14																																																						
Other	3	19	3	17	7	21	9	15	6	16																																																						
Total	77	21	65	23	64	23	61	20	61	19																																																						

(continued on next page)

SECTION 6

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

(continued from previous page)

College	2014		2015		2016		2017		2018		Percent Change			
	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	1-Year Sections	1-Year Avg. Size	5-Year Sections	5-Year Avg. Size
Nursing														
Day	14	70	17	57	14	71	14	75	14	77	0%	3%	0%	9%
Evening	-	-	-	-	-	-	-	-	4	36	--	--	--	--
Other	11	16	10	19	15	19	15	20	18	22	20%	7%	64%	41%
Total	25	46	27	43	29	44	29	47	36	45	24%	-4%	44%	-3%
Other														
Day	49	14	49	15	3	14	2	10	1	12	-50%	20%	-98%	-12%
Evening	6	18	5	16	-	-	-	-	-	-	--	--	--	--
Other	2	49	2	46	2	48	2	40	1	50	-50%	27%	-50%	2%
Total	57	15	56	16	5	28	4	25	2	31	-50%	25%	-96%	103%
Science														
Day	210	43	252	39	236	42	265	38	252	40	-5%	4%	20%	-7%
Evening	91	32	84	30	93	30	86	30	91	30	6%	-2%	0%	-7%
Other	58	28	67	23	74	28	71	29	84	26	18%	-10%	45%	-6%
Total	359	38	403	35	403	36	422	35	427	35	1%	-1%	19%	-7%
Undergrad Studies														
Day	8	24	8	24	8	29	8	26	7	25	-13%	-2%	-13%	4%
Evening	1	20	1	23	1	29	1	9	1	24	0%	167%	0%	20%
Total	9	24	9	24	9	29	9	24	8	25	-11%	5%	-11%	5%
Urban Affairs														
Day	13	37	10	44	11	44	12	43	13	40	8%	-7%	0%	7%
Evening	50	17	55	18	52	18	50	18	53	17	6%	-6%	6%	-2%
Other	28	41	31	41	32	38	31	36	34	33	10%	-6%	21%	-19%
Total	91	27	96	28	95	28	93	27	100	25	8%	-6%	10%	-7%
University Total														
Day	861	33	920	32	924	33	937	33	912	33	-3%	0%	6%	0%
Evening	627	23	627	24	613	24	563	25	550	24	-2%	-4%	-12%	4%
Other	310	26	338	26	369	26	376	27	399	27	6%	0%	29%	4%
Total	1,798	28	1,885	28	1,906	29	1,876	29	1,861	29	-1%	0%	4%	4%

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

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

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

Day: Monday – Friday 7 am to 4 pm.

Evening: Monday – Thursday 4 pm to 12 am.

**Table 6.12: Fall Undergraduate Student FTE by College and Class Time: 5-Year Trend
Fall 2013 – 2017**

College	Day					Evening					Weekends					Percent Change													
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	1 Year	5 Year	1 Year	5 Year	1 Year	5 Year								
Business	607	630	722	745	657	386	406	309	377	441	1	-	-	-	-	17%	14%	-	-	-	-	157	187	220	267	309	16%	97%	
CLASS	2755	2533	2475	2515	2510	646	548	614	567	496	2	-	-	-	-	-12%	-23%	-	-	-	-	314	277	333	357	381	7%	21%	
Education	150	162	174	159	161	147	117	118	99	79	3	9	10	8	3	-20%	-46%	-63%	15%	-	-	197	191	204	161	195	21%	-1%	
Nursing	261	246	255	265	279	1	3	3	3	2	-	-	1	-	-	-14%	100%	-	-	-	-	20	24	28	42	56	34%	180%	
Engineering	320	443	552	583	599	231	211	326	371	369	-	-	-	-	-	3%	87%	-1%	59%	-	-	12	6	14	8	12	56%	2%	
Science	2539	2292	2445	2450	2412	610	568	561	520	577	20	6	7	3	7	11%	-5%	126%	-65%	-	-	311	284	337	326	341	5%	10%	
Urban Affairs	121	99	108	103	109	132	115	126	125	113	7	16	16	16	14	-9%	-14%	-10%	94%	-	-	283	245	231	239	233	-3%	-18%	
Undergraduate Studies	98	89	93	96	93	6	5	7	6	7	-	-	-	-	-	-3%	19%	9%	-	-	2	1	-	-	-	-	-	-	
Honors	8	6	7	7	6	-	-	-	-	-	-	-	-	-	-	-21%	-29%	-	-	-	-	-	1	2	1	1	1	-	-
Other	12	4	4	4	3	-	1	1	1	1	-	-	-	-	-	-29%	-75%	-44%	67%	-	-	13	16	15	17	17	2%	33%	
Total	6,871	6,504	6,833	6,928	6,830	2,159	1,974	2,065	2,069	2,085	33	31	34	27	24	-1%	-1%	-11%	-27%	-3%	-	1,309	1,232	1,384	1,418	1,545	0%	6%	

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 2013 – 2017**

College	Day					Evening					Weekends					Percent Change													
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	1 Year	5 Year	1 Year	5 Year	1 Year	5 Year								
Business	36	43	16	23	14	445	367	281	259	259	46	47	32	23	21	-38%	-60%	0%	-42%	-10%	-55%	141	122	122	125	130	4%	-8%	
CLASS	52	64	51	54	49	152	151	129	120	106	43	33	29	15	4	-10%	-7%	-12%	-31%	-74%	-91%	64	76	70	64	66	4%	4%	
Education	8	16	11	7	7	316	260	237	217	223	19	14	22	14	19	-3%	-23%	3%	-29%	39%	-1%	242	233	232	242	248	2%	2%	
Nursing	-	-	-	-	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	22	18	18	19	25	33%	10%
Engineering	18	35	93	78	51	150	199	274	217	169	-	-	-	-	-	-35%	180%	-22%	13%	-	-	40	52	36	51	40	-21%	1%	
Science	228	233	238	231	252	122	98	96	109	93	-	6	8	6	9	9%	11%	-15%	-24%	45%	-	144	150	149	151	142	-6%	-2%	
Urban Affairs	-	-	-	-	-	118	100	106	89	104	-	-	-	-	-	-	-	-	17%	-12%	-	17	16	18	14	88	540%	404%	
Law	255	243	216	180	171	131	120	110	115	105	6	6	1	3	1	-5%	-33%	-8%	-20%	-71%	-83%	16	12	25	27	27	-1%	69%	
Other	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	50	57	56	49	33	-32%	-34%	
Total	597	635	625	573	544	1,434	1,295	1,233	1,126	1,059	114	106	92	61	54	-5%	-9%	-6%	-26%	-12%	-53%	736	736	726	742	799	8%	8%	

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

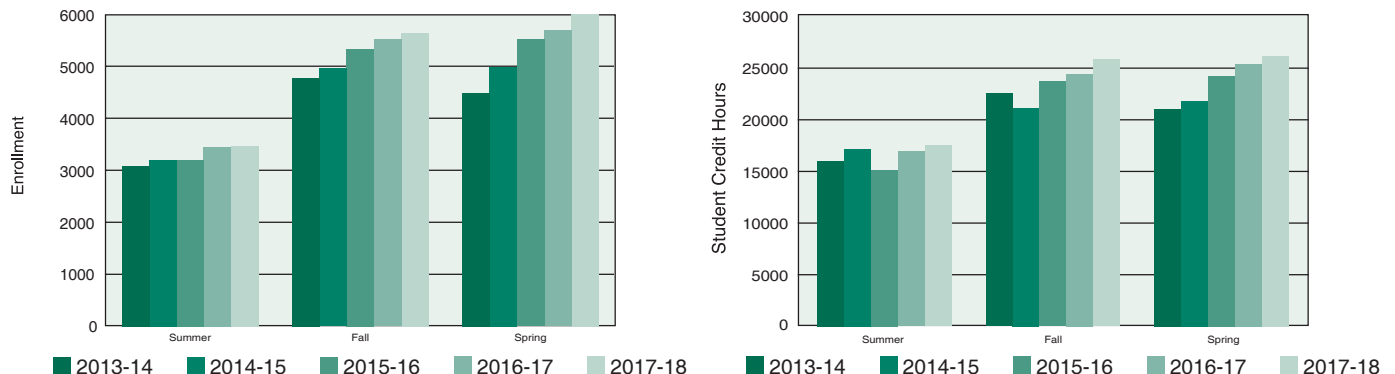
WEB														
Term	Enrollment					Percent Change		SCH					Percent Change	
	2013-14	2014-15	2015-16	2016-17	2017-18	1-Year	5-Year	2013-14	2014-15	2015-16	2016-17	2017-18	1-Year	5-Year
Summer	3,085	3,195	3,186	3,465	3,479	0%	13%	16,023	17,195	15,193	17,026	17,353	2%	8%
Fall	4,785	4,960	5,351	5,528	5,824	5%	22%	22,575	21,208	23,784	24,490	26,892	10%	19%
Spring	4,502	5,000	5,527	5,684	6,036	6%	34%	21,042	21,885	24,319	25,922	28,027	8%	33%
Total	12,372	13,155	14,064	14,677	15,339	5%	24%	59,640	60,288	63,296	67,438	72,272	7%	21%

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

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

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

Figure 6.14a: Annual Web Historical Enrollment and SCH Trends



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

Undergraduate

Web-Based**	Fall					Percent Change	
	2013	2014	2015	2016	2017	1-Year	5-Year
Business	2,294	2,634	3,225	3,927	4,696	20%	105%
CLASS	3,460	2,901	3,621	4,019	4,538	13%	31%
Education	2,023	2,027	2,174	1,496	1,936	29%	-4%
Engineering	64	-	110	-	-	-	-
Nursing	298	315	417	623	802	29%	169%
Science	3,932	3,777	4,648	4,435	4,591	4%	17%
Urban Affairs	4,152	3,579	3,368	3,450	3,346	-3%	-19%
Other (AF-CSC-MSc)	90	88	97	83	52	-37%	-42%
Total	16,313	15,321	17,660	18,033	19,961	11%	22%

Graduate

Web-Based**	Fall					Percent Change	
	2013	2014	2015	2016	2017	1-Year	5-Year
Business	1,767	1,390	1,618	1,766	1,865	6%	6%
CLASS	144	246	243	135	354	162%	146%
Education	3,079	2,886	3,047	3,047	3,307	9%	7%
Engineering	152	388	-	196	76	-61%	-50%
Law	-	-	154	193	193	0%	-
Nursing	320	267	266	279	371	33%	16%
Science	622	606	651	741	689	-7%	11%
Urban Affairs	160	104	144	100	76	-24%	-53%
Other (AF-CSC-MSc)	18	-	-	-	-	-	-
Total	6,262	5,887	6,123	5,887	5,887	0%	-6%

Totals

Web-Based**	Fall					Percent Change	
	2013	2014	2015	2016	2017	1-Year	5-Year
Business	4,061	4,024	4,843	5,693	6,561	15%	62%
CLASS	3,604	3,147	3,864	4,154	4,892	18%	36%
Education	5,102	4,913	5,221	4,543	5,243	15%	3%
Engineering	216	388	110	196	76	-61%	-65%
Law	-	-	154	193	193	0%	-
Nursing	618	582	683	902	1,173	30%	90%
Science	4,554	4,383	5,299	5,176	5,280	2%	16%
Urban Affairs	4,312	3,683	3,513	3,550	3,422	-4%	-21%
Other (AF-CSC-MSc)	108	88	97	83	52	-37%	-52%
Total	22,575	21,208	23,784	24,490	26,892	10%	22%

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

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

Trends in Interactive Video Delivery

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

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

Undergraduate							
	Fall					Percent Change	
Interactive Video*	2013	2014	2015	2016	2017	1-Year	5-Year
CLASS	-	33	48	39	-	-	-
Engineering	124	-	-	-	-	-	-
Science	20	-	-	123	93	-24%	365%
Urban Affairs	548	393	314	459	390	-15%	-29%
Total	692	426	362	621	483	-22%	-30%

Graduate							
	Fall					Percent Change	
Interactive Video*	2013	2014	2015	2016	2017	1-Year	5-Year
CLASS	453	438	309	-	-	-	-
Education	225	-	-	-	-	-	-
Science	-	87	-	96	138	44%	-
Urban Affairs	-	-	4	8	-	-	-
Total	678	525	313	104	138	33%	-80%

Total							
	Fall					Percent Change	
Interactive Video*	2013	2014	2015	2016	2017	1-Year	5-Year
CLASS	453	471	357	39	-	-	-
Education	225	-	-	-	-	-	-
Engineering	124	-	-	-	-	-	-
Science	20	87	-	219	231	5%	1055%
Urban Affairs	548	393	318	467	390	-16%	-29%
Total	1,370	951	675	725	621	-14%	-55%

* 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 2017

Resources	Library FY 2017	
	Total Titles	Total Volumes/Items
Print Resources in Scholar		
Monographs	434,708	529,959
Serials and Journals	7,629	134,521
Print Resources in Microform	n/a	n/a
Total Print Resources	442,337	664,480
Media Resources in Scholar		
Audio Resources	99,961	104,424
Video Resources	33,259	38,265
Other Media Resources	11,186	17,744
Total Media Resources	144,406	160,433
Total Print plus Media	586,743	824,913
Electronic Resources in Scholar		
Electronic Books	302,907	302,907
Electronic Serials and Journals	89,890	89,890
Other Electronic Resources	1,951	1,951
Total Electronic Resources	394,748	394,748
Locally Digitized Resources		
Digital resources in Cleveland Memory Project	69,737	69,737
Digital resources in EngagedScholarship@CSU	7,724	7,724
Total Digitized Resources	77,461	77,461
GRAND TOTAL, MICHAEL SCHWARTZ LIBRARY COLLECTIONS	1,058,952	1,297,122

Table 6.17: Michael Schwartz Library Use Statistics

DIGITAL RESOURCE USE TRENDS	FY 17
Searches on Scholar catalog	684,338
EngagedScholarship@CSU (downloads)	534,306
Electronic resource searches	2,388,389
Electronic resource downloads	395,825
Electronic books use	224,412
Electronic theses/dissertations use	295,359
Page Views on Cleveland Memory	248,883
Page Views on the Library website	981,753
OTHER TRENDS	FY17
Visitors to the Library	544,558
Reference and technical questions answered	26,465
Librarian led instructional sessions	397
Items checked out	86,889
Items borrowed from other OhioLINK libraries	12,246
Items loaned to other OhioLINK libraries	7,086
Items borrowed from libraries through ILL (beyond Ohio)	4,730
Items loaned to libraries through ILL (beyond Ohio)	2,954
Percent of materials budget spent on electronic resources	97%

Table 6.18: Cleveland State University Law Library Collections, FY 2017

	2017	
	Total Titles	Total Vol./ Items
Print Resources in Scholar		
Monographs	67,031	159,851
Serials and Journals	4,180	107,584
Print Resources in Microform	71,082	235,647
Total Print Resources	142,293	503,082
Media Resources in Scholar		
Audio Resources	167	280
Video Resources	1,020	1,669
Other Resources	1,285	1,300
Total Media Resources	2,472	3,249
Total Physical Resources	147,237	509,580
Electronic Resources in Scholar		
Electronic Books	32,412	32,412
Electronic Serials and Journals	8,842	8,841
Total Electronic Resources	41,254	41,253
Locally Digitized Resources		
Law School digital resources in EngagedScholarship@CSU	7,759	7,759
Other digital resources	12,851	12,851
Total Digital Resources	20,610	61,863
GRAND TOTAL	209,101	612,696



Faculty & Staff

7



2018 Book of Trends

Table 7.1: Full-Time Employees by Standard Occupational Classification (SOC) Fall 2017

SOC Category	Count	% of Total
Management	265	17.0%
Faculty	541	34.8%
Archivists/Curators/Museum Technicians	17	1.1%
Non-Postsecondary Teaching	81	5.2%
Business/Financial Operations	88	5.7%
Computer/Engineering/Science	131	8.4%
Comm Service/Legal/Arts/Media	65	4.2%
Health Practitioners & Technical Occupations	14	0.9%
Service	111	7.1%
Sales and Related	3	0.2%
Office/Administrative Support	211	13.6%
Natural Resources/Construct/Mnt	18	1.2%
Production/Transport/Material	10	0.6%
Total Full-time Employees	1,555	100%

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

Figure 7.1: Full-Time Employees by SOC Category Fall 2017

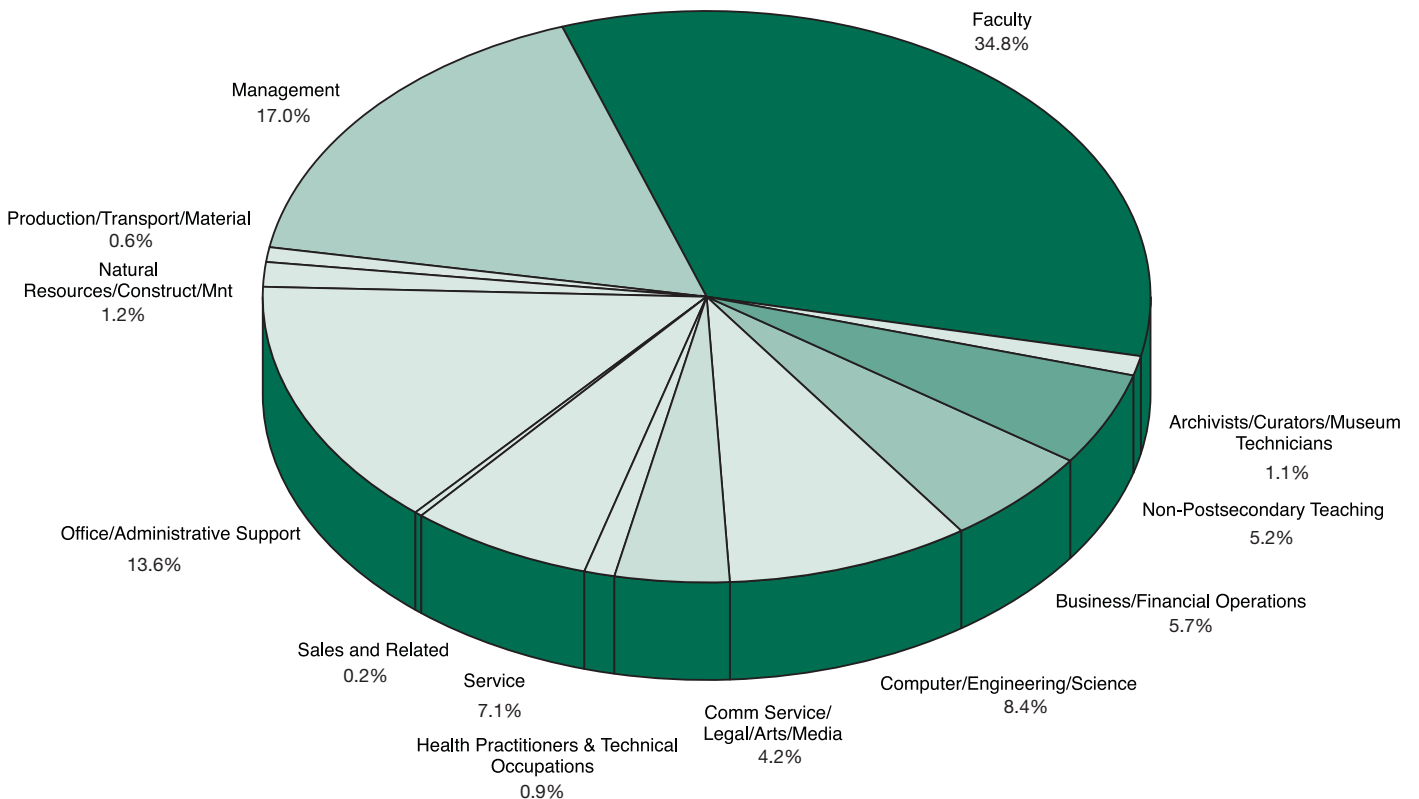


Table 7.2: Full-Time Employees by Gender, Ethnicity, and (SOC) Category
Fall 2013 - Fall 2017

SOC Category/Ethnicity	2013		2014		2015		2016		2017	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Management										
Non Resident Alien	-	-	-	-	-	-	-	-	-	-
White	86	100	87	109	87	118	93	124	87	120
Black/African American	7	26	9	23	9	23	10	27	11	26
Hispanic/Latino	6	2	7	3	6	3	6	2	5	2
Asian	8	3	7	3	8	3	8	3	9	2
American Indian/Alaskan Native	1	-	1	1	1	1	1	1	-	1
Other Pacific Islander/Native Hawaiian	-	-	-	-	-	-	-	-	-	-
Two or More Races	1	1	1	1	-	2	-	2	-	2
Unknown	-	1	-	-	-	-	-	-	-	-
Total	109	133	112	140	111	150	118	159	112	153
Faculty										
Non Resident Alien	13	4	11	5	16	6	12	9	16	11
White	206	161	213	170	209	172	211	189	206	188
Black/African American	17	21	17	20	14	18	12	19	12	18
Hispanic/Latino	9	3	9	4	8	5	8	7	8	5
Asian	54	20	54	19	53	19	53	21	50	22
American Indian/Alaskan Native	-	-	-	1	-	1	-	1	-	1
Other Pacific Islander/Native Hawaiian	-	-	-	-	-	-	-	-	-	-
Two or More Races	-	1	-	1	-	2	-	4	-	4
Unknown	-	2	-	1	-	1	-	-	-	-
Total	299	212	304	221	300	224	296	250	292	249
Archivists/Curators/Museum Technicians										
Non Resident Alien	-	-	-	-	-	-	-	-	-	-
White	3	13	2	13	4	11	4	12	3	12
Black/African American	-	-	-	-	-	-	-	-	-	-
Hispanic/Latino	1	-	1	-	-	-	-	-	-	-
Asian	-	1	-	1	-	2	-	2	-	2
American Indian/Alaskan Native	-	-	-	-	-	-	-	-	-	-
Other Pacific Islander/Native Hawaiian	-	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-	-
Unknown	-	-	-	-	-	-	-	-	-	-
Total	4	14	3	14	4	13	4	14	3	14
Non-Postsecondary Teaching										
Non Resident Alien	-	-	-	-	-	-	-	-	-	-
White	15	46	18	48	16	42	17	42	16	43
Black/African American	1	10	3	11	3	11	3	11	3	8
Hispanic/Latino	-	3	1	5	2	4	2	6	2	6
Asian	-	-	-	-	-	1	-	2	-	2
American Indian/Alaskan Native	-	-	-	-	-	-	-	-	-	-
Other Pacific Islander/Native Hawaiian	-	-	-	-	-	-	-	-	-	-
Two or More Races	-	2	-	3	-	2	-	2	-	1
Unknown	-	-	-	-	-	-	-	-	-	-
Total	16	61	22	67	21	60	22	63	21	60

Table 7.2: Full-Time Employees by Gender, Ethnicity, and (SOC) Category
Fall 2013 - Fall 2017

SOC Category/Ethnicity	2013		2014		2015		2016		2017	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Business/Financial Operations										
Non Resident Alien	1	-	1	-	1	-	-	1	-	1
White	23	45	16	45	18	45	20	42	20	46
Black/African American	7	14	4	18	4	18	2	19	1	18
Hispanic/Latino	1	1	-	-	-	1	-	1	-	3
Asian	-	-	-	-	-	-	-	-	-	-
American Indian/Alaskan Native	-	-	-	-	-	-	-	-	-	-
Other Pacific Islander/Native Hawaiian	-	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	1	-	1	-	1	-	-
Unknown	-	-	-	-	-	-	-	-	-	-
Total	32	60	21	64	23	65	22	64	21	67
Computer/Engineering/Science										
Non Resident Alien	4	2	2	2	2	2	3	2	4	2
White	75	29	81	27	77	26	77	26	72	24
Black/African American	6	5	6	5	6	6	6	6	6	5
Hispanic/Latino	1	2	1	2	1	3	-	2	1	2
Asian	9	2	9	2	10	3	10	4	10	5
American Indian/Alaskan Native	-	-	-	-	-	-	-	-	-	-
Other Pacific Islander/Native Hawaiian	-	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	1	-	1	-	-	-
Unknown	-	-	-	-	-	-	-	-	-	-
Total	95	40	99	38	97	40	97	40	93	38
Comm Service/Legal/Arts/Media										
Non Resident Alien	-	1	-	2	-	2	-	2	1	-
White	24	20	22	23	23	23	29	24	31	23
Black/African American	7	7	6	6	5	5	5	4	3	4
Hispanic/Latino	1	-	1	-	1	2	2	2	2	1
Asian	-	-	1	-	1	-	1	-	-	-
American Indian/Alaskan Native	-	-	-	-	-	-	-	-	-	-
Other Pacific Islander/Native Hawaiian	-	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	1	-	1	1	-	1	-	-
Unknown	-	-	-	-	-	-	-	-	-	-
Total	32	28	31	31	31	33	37	33	37	28
Health Practitioners & Technical Occupations										
Non Resident Alien	-	-	-	-	-	-	-	-	-	-
White	2	8	2	8	2	9	2	9	2	9
Black/African American	-	2	1	2	1	2	1	1	1	-
Hispanic/Latino	-	-	-	-	-	1	-	1	-	2
Asian	1	-	-	-	-	-	-	-	-	-
American Indian/Alaskan Native	-	-	-	-	-	-	-	-	-	-
Other Pacific Islander/Native Hawaiian	-	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-	-
Unknown	-	-	-	-	-	-	-	-	-	-
Total	3	10	3	10	3	12	3	11	3	11

Table 7.2: Full-Time Employees by Gender, Ethnicity, and (SOC) Category
Fall 2013 - Fall 2017

SOC Category/Ethnicity	2013		2014		2015		2016		2017	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Service										
Non Resident Alien	-	-	-	-	-	-	-	-	-	-
White	24	4	27	4	26	4	28	6	28	6
Black/African American	38	24	39	30	35	32	36	33	37	33
Hispanic/Latino	4	1	5	1	6	2	6	2	6	1
Asian	-	-	1	-	-	-	-	-	-	-
American Indian/Alaskan Native	-	-	-	-	-	-	-	-	-	-
Other Pacific Islander/Native Hawaiian	-	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-	-
Unknown	2	-	-	-	-	-	-	-	-	-
Total	68	29	72	35	67	38	70	41	71	40
Sales and Related										
Non Resident Alien	-	-	-	-	-	-	-	-	-	-
White	1	1	3	1	3	-	3	-	2	-
Black/African American	1	-	-	-	-	-	1	-	1	-
Hispanic/Latino	-	-	1	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-	-
American Indian/Alaskan Native	-	-	-	-	-	-	-	-	-	-
Other Pacific Islander/Native Hawaiian	-	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-	-
Unknown	-	-	-	-	-	-	-	-	-	-
Total	2	1	4	1	3	-	4	-	3	-
Office/Administrative Support										
Non Resident Alien	-	-	-	-	1	-	1	-	-	-
White	14	136	16	125	17	116	18	113	16	101
Black/African American	9	67	7	72	4	73	5	74	5	74
Hispanic/Latino	1	4	1	5	1	4	2	3	2	5
Asian	1	2	-	2	-	2	-	2	-	2
American Indian/Alaskan Native	-	2	-	1	-	2	-	1	-	1
Other Pacific Islander/Native Hawaiian	-	-	-	-	-	-	-	-	-	-
Two or More Races	-	2	-	1	-	2	-	5	-	5
Unknown	-	-	-	-	-	-	-	-	-	-
Total	25	213	24	206	23	199	26	198	23	188
Natural Resources/Construct/Mnt										
Non Resident Alien	-	-	-	-	-	-	-	-	-	-
White	15	-	18	-	18	-	17	-	14	-
Black/African American	6	-	4	-	4	-	3	-	3	-
Hispanic/Latino	1	-	1	-	1	-	1	-	1	-
Asian	-	-	-	-	-	-	-	-	-	-
American Indian/Alaskan Native	-	-	-	-	-	-	-	-	-	-
Other Pacific Islander/Native Hawaiian	-	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-	-
Unknown	-	-	-	-	-	-	-	-	-	-
Total	22	-	23	-	23	-	21	-	18	-

Table 7.2: Full-Time Employees by Gender, Ethnicity, and (SOC) Category
Fall 2013 - Fall 2017

SOC Category/Ethnicity	2013		2014		2015		2016		2017	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Production/Transport/Material										
Non Resident Alien	-	-	-	-	-	-	-	-	-	-
White	6	1	7	1	6	1	6	-	8	-
Black/African American	-	-	-	-	1	1	1	1	1	-
Hispanic/Latino	1	-	1	-	1	-	1	-	1	-
Asian	-	-	1	-	1	-	-	-	-	-
American Indian/Alaskan Native	-	-	-	-	-	-	-	-	-	-
Other Pacific Islander/Native Hawaiian	-	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-	-
Unknown	-	-	-	-	-	-	-	-	-	-
Total	7	1	9	1	9	2	8	1	10	-
Total Full-Time Employees										
Non Resident Alien	18	7	14	9	20	10	16	14	21	14
White	494	564	512	574	506	567	525	587	505	572
Black/African American	99	176	96	187	86	189	85	195	84	186
Hispanic/Latino	26	16	29	20	27	25	28	26	28	27
Asian	73	28	73	27	73	30	72	34	69	35
Native American/Alaskan Native	1	2	1	3	1	4	1	3	-	3
Other Pacific Islander/Native Hawaiian	-	-	-	-	-	-	-	-	-	-
Two or More Races	1	6	2	7	2	10	1	15	-	12
Unknown	2	3	-	1	-	1	-	-	-	-
Total	714	802	727	828	715	836	728	874	707	849

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

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 2013 - Fall 2017

	2013	2014	2015	2016	2017
Management					
Women	55%	56%	57%	57%	58%
Blacks/African American	14%	13%	12%	13%	14%
Hispanic/Latino	3%	4%	3%	3%	3%
Asian	5%	4%	4%	4%	4%
Native American/Alaskan Native	0%	1%	1%	1%	0%
Other Pacific Islander/Native HI	0%	0%	0%	0%	0%
Two or More Races	1%	1%	1%	1%	1%
Minorities	23%	22%	21%	22%	22%
Faculty					
Women	41%	42%	43%	46%	46%
Blacks/African American	7%	7%	6%	6%	6%
Hispanic/Latino	2%	2%	2%	3%	2%
Asian	14%	14%	14%	14%	13%
Native American/Alaskan Native	0%	0%	0%	0%	0%
Other Pacific Islander/Native HI	0%	0%	0%	0%	0%
Two or More Races	0%	0%	0%	1%	1%
Minorities	24%	24%	23%	23%	22%
Archivists/Curators/Museum Technicians					
Women	78%	82%	76%	78%	82%
Blacks/African American	0%	0%	0%	0%	0%
Hispanic/Latino	6%	6%	0%	0%	0%
Asian	6%	6%	12%	11%	12%
Native American/Alaskan Native	0%	0%	0%	0%	0%
Other Pacific Islander/Native HI	0%	0%	0%	0%	0%
Two or More Races	0%	0%	0%	0%	0%
Minorities	11%	12%	12%	11%	12%
Non-Postsecondary Teaching					
Women	79%	75%	74%	74%	74%
Blacks/African American	14%	16%	17%	16%	14%
Hispanic/Latino	4%	7%	7%	9%	10%
Asian	0%	0%	1%	2%	2%
Native American/Alaskan Native	0%	0%	0%	0%	0%
Other Pacific Islander/Native HI	0%	0%	0%	0%	0%
Two or More Races	3%	3%	2%	2%	1%
Minorities	21%	26%	28%	31%	27%
Business/Financial Operations					
Women	65%	75%	74%	74%	76%
Blacks/African American	23%	26%	25%	24%	22%
Hispanic/Latino	2%	0%	1%	1%	3%
Asian	0%	0%	0%	0%	0%
Native American/Alaskan Native	0%	0%	0%	0%	0%
Other Pacific Islander/Native HI	0%	0%	0%	0%	0%
Two or More Races	0%	1%	1%	1%	0%
Minorities	25%	27%	27%	27%	25%
Computer/Engineering/Science					
Women	30%	28%	29%	29%	29%
Blacks/African American	8%	8%	9%	9%	8%
Hispanic/Latino	2%	2%	3%	1%	2%
Asian	8%	8%	9%	10%	11%
Native American/Alaskan Native	0%	0%	0%	0%	0%
Other Pacific Islander/Native HI	0%	0%	0%	0%	0%
Two or More Races	0%	0%	1%	1%	0%
Minorities	19%	18%	22%	21%	22%
Comm Service/Legal/Arts/Media					
Women	47%	50%	52%	47%	43%
Blacks/African American	23%	19%	16%	13%	11%
Hispanic/Latino	2%	2%	5%	6%	5%
Asian	0%	2%	2%	1%	0%
Native American/Alaskan Native	0%	0%	0%	0%	0%
Other Pacific Islander/Native HI	0%	0%	0%	0%	0%
Two or More Races	0%	2%	3%	1%	0%
Minorities	25%	24%	25%	21%	15%
Health Practitioners & Technical Occupations					
Women	77%	77%	80%	79%	79%
Blacks/African American	15%	23%	20%	14%	7%
Hispanic/Latino	0%	0%	7%	7%	14%
Asian	8%	0%	0%	0%	0%
Native American/Alaskan Native	0%	0%	0%	0%	0%
Other Pacific Islander/Native HI	0%	0%	0%	0%	0%
Two or More Races	0%	0%	0%	0%	0%
Minorities	23%	23%	27%	21%	21%

Table 7.3: Full-Time Employees: Women and Minorities as a Percentage of Total by SOC Category Fall 2013 - Fall 2017

	2013	2014	2015	2016	2017
Service					
Women	30%	33%	36%	37%	36%
Blacks/African American	64%	64%	64%	62%	63%
Hispanic/Latino	5%	6%	8%	7%	6%
Asian	0%	1%	0%	0%	0%
Native American/Alaskan Native	0%	0%	0%	0%	0%
Other Pacific Islander/Native HI	0%	0%	0%	0%	0%
Two or More Races	0%	0%	0%	0%	0%
Minorities	69%	71%	71%	69%	69%
Sales and Related					
Women	33%	20%	0%	0%	0%
Blacks/African American	33%	0%	0%	25%	33%
Hispanic/Latino	0%	20%	0%	0%	0%
Asian	0%	0%	0%	0%	0%
Native American/Alaskan Native	0%	0%	0%	0%	0%
Other Pacific Islander/Native HI	0%	0%	0%	0%	0%
Two or More Races	0%	0%	0%	0%	0%
Minorities	33%	20%	0%	25%	33%
Office/Administrative Support					
Women	89%	90%	90%	88%	89%
Blacks/African American	32%	34%	35%	35%	37%
Hispanic/Latino	2%	3%	2%	2%	3%
Asian	1%	1%	1%	1%	1%
Native American/Alaskan Native	1%	0%	1%	0%	0%
Other Pacific Islander/Native HI	0%	0%	0%	0%	0%
Two or More Races	1%	0%	1%	2%	2%
Minorities	37%	39%	40%	41%	45%
Natural Resources/Construct/Mnt					
Women	0%	0%	0%	0%	0%
Blacks/African American	27%	17%	17%	14%	17%
Hispanic/Latino	5%	4%	4%	5%	6%
Asian	0%	0%	0%	0%	0%
Native American/Alaskan Native	0%	0%	0%	0%	0%
Other Pacific Islander/Native HI	0%	0%	0%	0%	0%
Two or More Races	0%	0%	0%	0%	0%
Minorities	32%	22%	22%	19%	22%

	2013	2014	2015	2016	2017
Production/Transport/Material					
Women	13%	10%	18%	11%	0%
Blacks/African American	0%	0%	18%	22%	10%
Hispanic/Latino	13%	10%	9%	11%	10%
Asian	0%	10%	9%	0%	0%
Native American/Alaskan Native	0%	0%	0%	0%	0%
Other Pacific Islander/Native HI	0%	0%	0%	0%	0%
Two or More Races	0%	0%	0%	0%	0%
Minorities	13%	20%	36%	33%	20%
Total Full-Time Employees					
Women	53%	53%	54%	55%	55%
Blacks/African American	18%	18%	18%	17%	17%
Hispanic/Latino	3%	3%	3%	3%	4%
Asian	7%	6%	7%	7%	7%
Native American/Alaskan Native	0%	0%	0%	0%	0%
Other Pacific Islander/Native HI	0%	0%	0%	0%	0%
Two or More Races	0%	1%	1%	1%	1%
Minorities	28%	29%	29%	29%	29%

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

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

Table 7.4: Total Employees by SOC Category
Fall 2013 - Fall 2017

SOC Category Description	Employees														
	2013			2014			2015			2016			2017		
	Full Time	Part Time	Total	Full Time	Part Time	Total	Full Time	Part Time	Total	Full Time	Part Time	Total	Full Time	Part Time	Total
Management	242	21	263	252	24	276	261	19	280	277	15	292	265	13	278
Faculty	511	558	1,069	525	608	1,133	524	595	1,119	546	632	1,178	541	604	1,145
Archivists/Curators/Museum Technicians	18	-	18	17	-	17	17	-	17	18	-	18	17	-	17
Non-Postsecondary Teaching	77	5	82	89	5	94	81	7	88	85	6	91	81	7	88
Business/Financial Operations	92	7	99	85	6	91	88	6	94	86	24	110	88	25	113
Computer/Engineering/Science	135	9	144	137	9	146	137	10	147	137	6	143	131	4	135
Comm Service/Legal/Arts/Media	60	34	94	62	37	99	64	82	146	70	71	141	65	151	216
Health Practitioners &															
Technical Occupations	13	1	14	13	1	14	15	-	15	14	-	14	14	-	14
Service	97	36	133	107	30	137	105	25	130	111	20	131	111	15	126
Sales and Related	3	1	4	5		5	3	-	3	4	-	4	3	-	3
Office/Administrative Support	238	33	271	230	26	256	222	24	246	224	21	245	211	20	231
Natural Resources/Construct/Mint	22	-	22	23	-	23	23	-	23	21	-	21	18	-	18
Production/Transport/Material	8	-	8	10	-	10	11	-	11	9	-	9	10	-	10
Total Employees	1,516	705	2,221	1,555	746	2,301	1,551	768	2,319	1,602	795	2,397	1,555	839	2,394

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 2017

College	Professor		Associate Professor		Assistant Professor		Instructor		Term Faculty		Total
	N	%	N	%	N	%	N	%	N	%	N
Business	18	26%	18	26%	17	25%	3	4%	13	19%	69
CLASS	38	26%	56	38%	25	17%	-	0%	29	20%	148
Education	8	14%	27	48%	18	32%	2	4%	1	2%	56
Engineering	18	28%	21	32%	18	28%	2	3%	6	9%	65
Nursing	-	0%	12	40%	6	20%	1	3%	11	37%	30
Science	33	27%	41	33%	28	23%	2	2%	19	15%	123
Urban Affairs	5	23%	6	27%	7	32%	1	5%	3	14%	22
Law	12	43%	7	25%	-	0%	-	0%	9	32%	28
Other	-	0%	-	0%	-	0%	-	0%	-	0%	-
TOTAL	132	24%	188	35%	119	22%	11	2%	91	17%	541

Note: Includes only standard academic ranks.

Table 7.6: Full-Time Faculty by Gender and College
Fall 2017

College	Regular Faculty				Term Faculty				Total	
	Male		Female		Male		Female			
	N	%	N	%	N	%	N	%	N	%
Business	36	52%	20	29%	8	12%	5	7%	69	13%
CLASS	63	43%	56	38%	13	9%	16	11%	148	27%
Education	19	34%	36	64%	-	0%	1	2%	56	10%
Engineering	51	78%	8	12%	4	6%	2	3%	65	12%
Nursing	1	3%	18	60%	1	3%	10	33%	30	6%
Science	60	49%	44	36%	9	7%	10	8%	123	23%
Urban Affairs	10	45%	9	41%	1	5%	2	9%	22	4%
Law	13	46%	6	21%	3	11%	6	21%	28	5%
Other	-	0%	-	0%	-	0%	-	0%	-	0%
TOTAL	253	47%	197	36%	39	7%	52	10%	541	100%

Table 7.6a: Full-Time Faculty by College, Gender and Rank, Fall 2017

College	Gender	Professor		Associate Professor		Assistant Professor		Instructor		Term Faculty		Total
		N	%	N	%	N	%	N	%	N	%	N
Business	F	3	12%	7	28%	9	36%	1	4%	5	20%	25
	M	15	34%	11	25%	8	18%	2	5%	8	18%	44
CLASS	F	16	22%	21	29%	19	26%	-	0%	16	22%	72
	M	22	29%	35	46%	6	8%	-	0%	13	17%	76
Education	F	5	14%	16	43%	13	35%	2	5%	1	3%	37
	M	3	16%	11	58%	5	26%	-	0%	-	0%	19
Engineering	F	2	20%	3	30%	3	30%	-	0%	2	20%	10
	M	16	29%	18	33%	15	27%	2	4%	4	7%	55
Nursing	F	-	0%	12	43%	5	18%	1	4%	10	36%	28
	M	-	0%	-	0%	1	50%	-	0%	1	50%	2
Science	F	9	17%	18	33%	16	30%	1	2%	10	19%	54
	M	24	34%	23	33%	12	17%	1	1%	10	14%	70
Urban Affairs	F	3	25%	2	17%	4	33%	-	0%	3	25%	12
	M	2	18%	4	36%	3	27%	1	9%	1	9%	11
Law	F	5	42%	1	8%	-	0%	-	0%	6	50%	12
	M	7	44%	6	38%	-	0%	-	0%	3	19%	16
Other	F	-	0%	-	0%	-	0%	-	0%	-	0%	-
	M	-	--	-	--	-	--	-	--	-	--	-
TOTAL		132	24%	188	35%	119	22%	11	2%	93	17%	543

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 2017

College	Degree				
	Bachelor's	Master's	Doctorate	Professional	Terminal Degree
Business	0%	23%	75%	1%	80%
CLASS	0%	27%	73%	0%	86%
Education	0%	11%	89%	0%	96%
Engineering	0%	11%	88%	0%	92%
Nursing	0%	63%	30%	0%	57%
Science	0%	13%	85%	2%	90%
Urban Affairs	0%	14%	82%	5%	91%
Law	0%	4%	7%	89%	100%
TOTAL	0%	20%	74%	5%	87%

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

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

College/Department	Fall												Percent Change				
	2013		2014		2015		2016		2017		2018		1 year	5 year			
	Tenured & Tenure Track	Non Tenure Track	Total	Tenured & Tenure Track	Non Tenure Track	Total	Tenured & Tenure Track	Non Tenure Track	Total	Tenured & Tenure Track	Non Tenure Track	Total	Total	Total			
Business																	
Accounting	10	5	15	10	5	15	10	4	14	11	3	14	11	2	13	-7%	-13%
Information Systems	12	3	15	12	3	15	4	2	6	8	1	9	8	1	-	-100%	-100%
Finance	3	3	6	2	4	6	2	4	6	4	4	8	6	3	9	13%	50%
Management & Labor Management	10	2	12	11	2	13	10	4	14	11	4	15	13	4	17	13%	42%
Marketing	9	5	14	8	6	14	8	7	15	8	6	14	8	5	13	-7%	-7%
Operation and Supply Chain Management	5	2	7	6	2	8	6	2	8	6	2	8	7	1	8	0%	14%
Business Total	49	20	69	49	22	71	40	23	63	48	20	68	53	16	69	1%	0%
Liberal Arts & Social Sciences																	
Art & Design	11	-	11	11	-	11	10	-	10	11	1	12	11	-	-	20%	9%
Criminology, Anthropology, and Sociology	15	6	21	14	6	20	12	7	19	13	7	20	14	6	20	5%	0%
Economics	6	1	7	6	1	7	4	3	7	6	1	7	5	2	7	0%	0%
English	12	5	17	12	5	17	13	5	18	13	5	18	13	5	18	0%	-5%
Film School	-	-	-	-	-	-	-	-	-	-	-	-	4	1	5		
Black Studies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
History	13	-	13	12	1	13	11	2	13	13	1	14	13	1	13	-7%	0%
Music	9	3	12	9	2	11	9	3	12	9	4	13	10	3	13	0%	8%
Philosophy & Comparative Religion	7	1	8	7	1	8	5	3	8	5	2	7	5	2	7	0%	-13%
Political Science	6	2	8	7	1	8	6	2	8	6	1	7	6	1	7	-13%	-13%
School of Communication	15	5	20	16	4	20	16	4	20	17	4	21	11	4	-	-100%	-100%
Social Work	8	3	11	9	3	12	8	2	10	9	3	12	10	3	13	8%	18%
Theatre and Dance	4	-	4	4	-	4	4	-	4	5	1	6	4	1	5	-17%	25%
World Languages, Literature & Culture	10	2	12	9	2	11	9	3	12	9	3	12	8	3	11	-8%	-8%
Liberal Arts & Social Sciences Total	116	28	144	116	26	142	107	34	141	117	33	150	115	32	147	-2%	2%

(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)

Fall												
College/Department	2013		2014		2015		2016		2017		Percent Change	
	Tenured & Tenure Track	Non Tenure Track	Tenured & Tenure Track	Non Tenure Track	Tenured & Tenure Track	Non Tenure Track	Tenured & Tenure Track	Non Tenure Track	Tenured & Tenure Track	Non Tenure Track	1 year	5 year
Education and Human Services												
CASAL	14	-	13	1	12	1	12	2	12	2	0%	0%
Curriculum & Foundations	11	2	11	2	11	3	10	1	11	1	9%	-8%
Health And Physical Education	7	1	7	2	7	2	7	3	7	2	-10%	13%
Teachers Education	21	1	21	1	18	4	21	2	19	2	-9%	-5%
Education and Human Services Total	53	4	52	6	48	10	50	8	49	7	-3%	-2%
Engineering												
Chemical Engineering	10	1	11	1	10	1	11	1	12	1	18%	30%
Civil & Environmental Engineering	9	1	9	1	9	1	8	2	8	2	0%	11%
Electrical Engineering and Computer Science	15	-	15	-	21	5	18	6	17	7	-8%	60%
Engineering Technology	3	2	3	2	3	2	3	3	4	2	20%	20%
Mechanical Engineering	9	1	11	1	10	2	10	2	9	3	0%	50%
Engineering Total	456	5	49	5	53	11	50	14	50	15	2%	38%
Law	23	11	22	10	20	10	20	9	19	9	-3%	-18%
Nursing	15	9	18	7	16	11	18	10	19	11	7%	25%
Science												
Biology, Geology & Environmental Science	19	1	20	1	19	1	20	1	18	2	-5%	0%
Chemistry	13	-	15	2	15	2	15	2	15	2	0%	31%
Health Sciences	22	4	24	4	25	4	28	3	28	6	10%	31%
Mathematics	20	8	18	8	19	8	20	8	16	8	-11%	-11%
Physics	8	1	9	1	8	2	8	2	9	1	0%	11%
Psychology	12	3	13	3	14	3	15	3	15	3	0%	20%
Science Total	94	17	99	20	100	20	106	19	101	22	3%	8%
Urban Affairs	16	5	18	6	16	5	18	5	19	3	-4%	5%
Other	-	-	-	-	-	-	1	-	1	-	--	--
University Total	412	99	423	102	400	124	428	118	426	115	3%	4%

Table 7.9: Percentage of Undergraduate Student Credit Hours (SCH) Generated by Full-Time Faculty Fall 2017

Department	Description	SCH Generated by Full-time Faculty	SCH Generated by Part-time Faculty	SCH Generated by Other Instructors	Total SCH Generated	% of SCH Generated by Full-time Faculty
College of Business						
Accounting	Accounting	2,448	903	0	3,351	73%
	Business Law	0	471	0	471	0%
Business Administration	Health Care Administration	219	0	0	219	100%
Finance	Finance	2,065	405	0	2,470	84%
Information Systems	Information Science	2,021	463	126	2,610	77%
Management	Management	2,820	243	0	3,063	92%
Marketing	General Administration	519	489	0	1,008	51%
	Marketing	2,282	531	0	2,813	81%
Operations & Supply Chain Management	Operations	1,797	951	0	2,748	65%
Other Business	& Supply Chain Management					
	Business	999	1,698	0	2,697	37%
	International Business	267	0	0	267	100%
Total		15,437	6,154	126	21,717	71%
College of Liberal Arts and Social Sciences						
Art and Design	Art	1,372	624	0	1,996	69%
Black Studies	Black Studies	108	210	0	318	34%
Communication	Communication	4,125	3,095	0	7,220	57%
Criminology, Anthropology and Sociology	Anthropology	1,629	1,023	0	2,652	61%
	Linguistics	57	72	0	129	44%
	Sociology	5,710	579	0	6,289	91%
Economics	Economics	1,589	510	0	2,099	76%
English	Developmental English	0	318	0	318	0%
	English	3,366	4,554	0	7,920	43%
History	History	2,709	1,884	0	4,593	59%
Interdisciplinary	Natl Student Exchange	45	0	0	45	100%
	Women's Studies	0	468	0	468	0%
Music	Applied Music	25	335	0	360	7%
	Music	930	1,727	0	2,657	35%
Philosophy and Comparative Religion	Philosophy	903	2,037	0	2,940	31%
	Religious Studies	763	990	0	1,753	44%
Political Science/IR	Political Science	1,386	417	0	1,803	77%
Social Work	Social Work	771	2,020	0	2,791	28%
Theatre and Dance	Dance	161	305	0	466	35%
	Theatre & Dance	865	180	0	1,045	83%
World Languages, Literature and Culture	Arabic	367	61	0	428	86%
	Chinese	0	44	20	64	0%
	French	187	176	0	363	52%
	German	0	140	0	140	0%
	Hungarian	0	0	36	36	0%
	Italian	180	0	0	180	100%
	Japanese	0	136	0	136	0%
	Latin	0	59	0	59	0%
	Slovenian	0	116	0	116	0%
	Spanish	707	519	0	1,226	58%
	World Languages, Lit. & Culture		182	33	12	227
Total		28,137	22,632	68	50,837	55%

(continued on next page)

Table 7.9: Percentage of Undergraduate Student Credit Hours (SCH) Generated by Full-Time Faculty Fall 2017

(continued from previous page)

Department	Description	SCH Generated by Full-time Faculty	SCH Generated by Part-time Faculty	SCH Generated by Other Instructors	Total SCH Generated	% of SCH Generated by Full-time Faculty
College of Education & Human Services						
Curriculum and Foundations	Curriculum & Instruction	97	72	57	226	43%
Health and Human Performance	Health & Physical Education	45	115	0	160	28%
	Health and Physical Education	511	65	0	576	89%
	Health Education	356	1,026	0	1,382	26%
	HPER-Core Curriculum	171	219	0	390	44%
	Physical Education-Service	20	138	0	158	13%
Teacher Education	Early Childhood Education	402	582	75	1,059	38%
	Education U Teach	162	48	0	210	77%
	Education-SIP	0	369	0	369	0%
	ESL-Program	0	0	0	0	
	Middle Childhood Education	159	183	0	342	46%
	Special Education	183	189	0	372	49%
	Specialized Instructional/Teacher Education	417	309	0	726	57%
	Specialized Study & Field Experiences	29	572	0	601	5%
Total		2,552	3,887	132	6,571	39%
College of Engineering						
Chemical & Biomedical Engineering	Chemical Engineering	1,082	0	0	1,082	100%
Engineering	Engineering Science	1,018	411	0	1,429	71%
Civil & Environmental Engineering	Civil Engineering	1,170	12	0	1,182	99%
Engineering	Engineering Science	538	0	0	538	100%
Dean's Office	Engineering Science	404	114	0	518	78%
Electrical Engineering and Computer Science	Computer and Information Science	1,895	0	0	1,895	100%
	Electrical & Computer Engineering	1,621	253	0	1,874	86%
	Engineering Science	48	225	0	273	18%
Engineering Technology	Electronic Engineering Technology	302	87	0	389	78%
	Engineering Science	306	0	0	306	100%
	General Engineering Technology	249	45	0	294	85%
	Math Technology	120	0	0	120	100%
	Mechanical Engineering Technology	375	0	0	375	100%
Mechanical Engineering	Engineering Science	1,198	552	0	1,750	68%
	Mechanical Engineering	1,625	834	219	2,678	61%
Total		11,951	2,533	219	14,703	81%
Honors						
Honors	Honors	45	39	20	104	43%
Total		45	39	20	104	43%

(continued on next page)

Table 7.9: Percentage of Undergraduate Student Credit Hours (SCH) Generated by Full-Time Faculty Fall 2017

(continued from previous page)

Department	Description	SCH Generated by Full-time Faculty	SCH Generated by Part-time Faculty	SCH Generated by Other Instructors	Total SCH Generated	% of SCH Generated by Full-time Faculty
School of Nursing						
Nursing	Nursing RN	4,151	878	30	5,059	82%
Total		4,151	878	30	5,059	82%
College of Sciences						
Biology, Geology & Environmental Science	Biology	5,536	2,954	0	8,490	65%
	Environmental Sciences	816	333	0	1,149	71%
	Geological Sciences	196	357	0	553	35%
Chemistry	Chemistry	4,808	2,003	0	6,811	71%
Health Sciences	Pre-Health Science	2,778	1,301	0	4,079	68%
	Speech & Hearing	576	1,261	0	1,837	31%
Mathematics	Mathematics	5,697	6,295	467	12,459	46%
Other Science	Developmental Math	474	1,065	0	1,539	31%
	Science	222	24	0	246	90%
Physics	Physics	1,959	2,190	0	4,149	47%
Psychology	Psychology	4,562	3,477	126	8,165	56%
Total	Total	27,624	21,260	593	49,477	56%
College of Urban Affairs Total						
Urban Studies	Urban Studies	2,717	4,184	138	7,039	39%
Total		2,717	4,184	138	7,039	39%
Undergraduate Studies						
Undergraduate Studies	ASC	457	862	184	1,503	30%
Total		457	862	184	1,503	30%
Other						
Other	Air Force	0	0	19	19	0%
	Career Services	52	0	0	52	100%
	Military Science	0	0	41	41	0%
	Reciprocal Student Exchange	12	0	0	12	100%
	Study Abroad	183	0	0	183	100%
Total		247	0	60	307	80%
Grand Total		93,722	62,728	1,586	158,036	59%

**Table 7.10: Women and Minorities as a Percentage of Full-Time Faculty
Selected Ohio 4-Year Institutions
Fall 2012 - 2016**

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

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

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

Due to changes to the HEI system, updated data for this table was not available for this edition of the Book of Trends.

**Table 7.11: Full-Time Faculty as a Percentage of Total Full-Time Employees
Selected Ohio 4-Year Institutions
Fall 2012 - 2016**

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

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

Note: Percentage is the total number of full-time faculty divided by the total number of full-time employees.

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

Due to changes to the HEI system, updated data for this table was not available for this edition of the Book of Trends.

Table 7.12: Rate of Annual Student FTE to Number of Full-Time Faculty Selected Ohio 4-Year Institutions Fiscal Years 2012 - 2016

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

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

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

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

Due to changes to the HEI system, updated data for this table was not available for this edition of the Book of Trends.

Table 7.13: Student FTE to Full-Time Staff Ratio Selected Ohio 4-Year Institutions Main Campuses Only Fall 2012 - 2016

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

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

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

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

Due to changes to the HEI system, updated data for this table was not available for this edition of the Book of Trends.

Selected Administrative Centers, Departments & Offices

8



2018 Book of Trends

Application, Admission, and Yield

Table 8.1: University Totals Application Trends Unduplicated for Degree-Seeking Students, Fall 2013 - 2017

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

	First Year					Percent Change	
	2013	2014	2015	2016	2017	1 year	5 year
Total							
Applied	6,768	6,407	10,679	12,059	10,291	-15%	52%
Admitted	4,255	4,272	6,858	7,419	6,784	-9%	59%
Enrolled	1,727	1,601	1,903	1,941	1,959	1%	13%
Yield	41%	38%	28%	26%	29%		

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

	Transfer					Percent Change	
	2013	2014	2015	2016	2017	1 year	5 year
Total							
Applied	4,076	3,904	3,753	3,525	3,455	-2%	-15%
Admitted	2,488	2,300	2,221	2,122	2,047	-4%	-18%
Enrolled	1,466	1,406	1,366	1,260	1,240	-2%	-15%
Yield	59%	61%	62%	59%	61%		

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

	Law					Percent Change	
	2013	2014	2015	2016	2017	1 year	5 year
Total							
Applied	783	560	685	512	261	-49%	-67%
Admitted	384	303	289	276	198	-28%	-48%
Enrolled	124	135	95	96	116	21%	-6%
Yield	32%	45%	33%	35%	57%		

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

	Graduate					Percent Change	
	2013	2014	2015	2016	2017	1 year	5 year
Total							
Applied	4,448	5,196	4,928	5,430	4,167	-23%	-6%
Admitted	2,087	2,141	2,259	2,152	1,910	-11%	-8%
Enrolled	976	1,206	1,149	976	847	-13%	-13%
Yield	47%	56%	51%	45%	44%		

Source: Institutional Research

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

Office of Advancement

CSU Foundation

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

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

College/Division	Endowment (Program Giving & Scholarship)					Percent Change	
	2013	2014	2015	2016	2017	1 Year	5 Year
Business	8,109,456	9,653,444	9,985,151	9,751,200	10,568,005	8%	30%
CLASS	2,442,725	2,792,437	3,370,761	3,238,449	3,888,922	20%	59%
Education	6,354,353	7,162,761	7,011,223	6,754,110	6,899,210	2%	9%
Engineering	8,039,244	10,073,832	11,405,876	10,681,966	12,663,867	19%	58%
Nursing	251,899	286,744	284,161	260,448	1,118,093	329%	344%
Science	1,030,055	1,335,640	1,346,805	1,321,929	1,859,844	41%	81%
Urban Affairs	5,722,322	6,949,941	6,996,103	6,578,450	7,531,473	14%	32%
Law	10,263,188	11,752,707	11,521,387	11,272,838	11,499,093	2%	12%
Athletics	1,853,272	2,265,390	2,291,168	2,311,366	2,542,872	10%	37%
General University	10,502,010	12,424,350	13,713,387	13,327,716	16,336,752	23%	56%
Library	876,692	983,914	1,001,073	953,282	1,058,508	11%	21%
Office of the President	457,870	519,771	533,383	446,661	478,079	7%	4%
Total Endowment	\$55,903,086	\$66,200,931	\$69,460,478	\$66,898,415	\$76,444,716	14%	37%

College/Division	Program Giving ¹					Percent Change	
	2013	2014	2015	2016	2017	1 Year	5 Year
Business	865,238	976,134	1,014,624	945,278	1,136,226	20%	31%
CLASS	591,844	654,909	776,568	707,491	3,015,793	326%	410%
Education	5,401,062	6,065,016	5,920,922	5,688,922	5,811,671	2%	8%
Engineering	2,179,047	2,810,636	3,039,016	2,791,861	3,153,378	13%	45%
Science	278,656	321,837	293,377	282,027	484,670	72%	74%
Urban Affairs	3,887,379	4,524,652	4,534,045	4,202,757	4,859,418	16%	25%
Law	2,721,361	3,157,240	3,044,233	2,825,574	3,096,964	10%	14%
Athletics	43,295	48,180	47,236	47,236	46,185	-2%	7%
General University	1,652,205	1,940,912	2,215,581	2,194,458	3,537,240	61%	114%
Library	876,692	983,914	1,001,073	953,282	1,058,508	11%	21%
Office of the President	457,870	519,771	533,383	446,661	478,079	7%	4%
Total Program	\$18,954,649	\$22,003,201	\$22,420,058	\$21,085,547	\$26,678,132	27%	41%

(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	
	2013	2014	2015	2016	2017	1 Year	5 Year
Business	7,244,218	8,677,310	8,970,527	8,805,922	9,431,778	7%	30%
CLASS	1,850,881	2,137,529	2,594,193	2,530,958	873,129	-66%	-53%
Education	953,291	1,097,744	1,090,301	1,065,188	1,087,539	2%	14%
Engineering	5,860,197	7,263,196	8,366,860	7,890,105	9,510,489	21%	62%
Nursing	251,899	286,744	284,161	260,448	1,118,093	329%	344%
Science	751,399	1,013,803	1,053,428	1,039,902	1,375,174	32%	83%
Urban Affairs	1,834,943	2,425,288	2,462,059	2,375,693	2,672,055	12%	46%
Law	7,541,827	8,595,467	8,477,155	8,447,264	8,402,129	-1%	11%
Athletics	1,809,977	2,217,210	2,243,931	2,264,130	2,496,687	10%	38%
General University	8,849,805	10,483,438	11,497,806	11,133,258	12,799,512	15%	45%
Total Scholarships	\$36,948,437	\$44,197,729	\$47,040,421	\$45,812,868	\$49,766,584	9%	35%
TOTAL ENDOWMENTS	\$55,903,086	\$66,200,930	\$69,460,479	\$66,898,415	\$76,444,716	14%	37%

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

Some totals for 2015 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 2013	FY 2014	FY 2015	FY 2016	FY 2017	1 Year	5 Year
Chairs	6	6	7	8	10	25%	67%
Scholarships	266	281	302	321	337	5%	27%
Alumni Donors	4,298	4,591	4,357	4,629	4,476	-3%	4%
Total Donors	6,322	6,748	6,367	7,135	8,014	12%	27%
Alumni Giving	\$7,422,352	\$6,663,921	\$2,051,690	\$2,355,513	\$3,276,750	39%	-56%
Total Giving	\$14,179,161	\$17,731,954	\$11,801,520	\$14,959,403	\$16,909,718	13%	19%

Source: CSU Office of Advancement

Philanthropic Highlights: 2017-2018

- Secured \$14.3 million in attainment (gifts and pledges) and \$16.9 million in cash (gifts and pledge payments).
- Secured more than \$5.1 million for scholarships; the number of active endowments increased from 403 to 426.
- Radiance, CSU Realizing the Promise set a record, raising \$1.7-plus million for scholarships which are awarded primarily to students in good academic standing who are at risk for dropping out of school because of finances and need a few "last dollars" to graduate.
- Secured 79 major gift commitments (\$25,000 and up) and an additional 75 gifts of \$10,000 to \$24,999. Transformational gifts included \$1 million from Donald and Pamela Washkewicz

- for the Washkewicz Scholars Program, which provides full academic scholarships for undergraduate students in an engineering discipline; \$1 million from Bernie Moreno to create the Bernie Moreno Center for Sales Excellence, which focuses on innovative research and education in sales management and training; and \$1 million from Weston Inc. and Anthony Asher to establish the Weston Ideation Lab, a collaborative, interdisciplinary learning laboratory designed to foster creative thinking, innovation and entrepreneurship across the Cleveland State campus.
- Raised over \$269,000 from more than 2,500 donors in 24 hours as part of CSU's fifth-annual Giving Day, more than doubling the prior year's results.

Athletics

Table 8.4: Athletic Sports at Cleveland State University by Enrollment

MEN'S SPORTS	2013-2014		2014-2015		2015-16		2016-17		2017-18	
	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%
Basketball	13	15%	13	15%	13	14%	13	12%	13	10%
Lacrosse	-	-	-	-	-	-	21	19%	29	22%
Golf	8	9%	8	9%	9	10%	9	8%	9	7%
Soccer	18	21%	19	22%	19	21%	20	18%	22	17%
Swimming & Diving	19	22%	18	20%	22	24%	21	19%	24	19%
Tennis	8	9%	8	9%	7	8%	7	6%	10	8%
Wrestling	19	22%	22	25%	22	24%	20	18%	22	17%
Total Men	85	100%	88	100%	92	100%	111	100%	129	100%
Cumulative GPA, Males	2.99		2.94		3.02		3.00		3.10	

WOMEN'S SPORTS	2013-2014		2014-2015		2015-16		2016-17		2017-18	
	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%
Basketball	12	11%	14	13%	13	11%	12	10%	14	10%
Cross Country / Track & Field	12	11%	14	13%	10	8%	11	9%	25	17%
Fencing	2	2%	2	2%	2	2%	4	3%	2	1%
Golf	7	6%	6	6%	7	6%	7	6%	9	6%
Soccer	22	19%	21	19%	24	20%	27	22%	26	18%
Softball	16	14%	16	15%	20	17%	17	14%	19	13%
Swimming & Diving	22	19%	16	15%	24	20%	24	20%	29	20%
Tennis	9	8%	7	6%	8	7%	8	7%	8	6%
Volleyball	12	11%	12	11%	12	10%	12	10%	12	8%
Total Women	114	100%	108	100%	120	100%	122	100%	144	100%
Cumulative GPA, Females	3.35		3.33		3.32		3.32		3.43	
Total All Athletes	199		196		212		233		273	
Cumulative GPA, All Athletes	3.16		3.17		3.20		3.16		3.27	

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

First Fall Term:	2007		2008		2009		2010		2011	
First-Time, First-Year Athletes	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%
Total Athletes	62		54		54		66		50	
Athletes graduated in 4 years	17	27%	14	26%	15	28%	41	62%	24	48%
Athletes graduated in 5 years	14	23%	18	33%	19	35%	10	15%	11	22%
Athletes graduated in 6 years	1	2%	3	6%	0	0%	0	0%	3	6%
Total Athletes Graduated ≤ 6 Years	32	52%	35	65%	34	63%	51	77%	38	76%

2017-18 Athletic Department Highlights:

- The volleyball team won its third straight Horizon League Championship and advanced to the NCAA Championship for the fifth time in program history.
- The trio of Shannon Grega, Gina Kilner and Alexis Middlebrooks were named to the All-Horizon League First Team. Grega was voted the Defensive Player of the Year, while Kilner was tabbed Setter of the Year and Chuck Voss claimed Coach of the Year honors.
- The cross country team finished fourth at the Horizon League Championships, tying for the highest finish in program history.
- Anna Brandt finished seventh to earn a spot on the All-Horizon League First Team and was also the top freshman finisher at the League championship, becoming the first runner in program history to earn Horizon League Freshman of the Year honors.
- The women's soccer team won nine games, tied for the second most in program history, and advanced to the Horizon League tournament for the first time since 2015.
- The men's soccer team qualified for the League tournament for the eighth time in the last nine years, advancing to the semifinals.
- The men's basketball program showed continued improvement all season under first-year head coach Dennis Felton, culminating with an appearance in the Horizon League Championship game for the first time since 2009.
- The Vikings, who were seeded eighth in the tournament, became the second highest seeded team to play for a League title.
- The women's basketball squad won 19 games and featured three players – Ashanti Abshaw, Khayla Livingston and Olivia Voskuhl – who all reached 1,000 career points.
- Kate Peterson Abiad resigned as head coach of the women's basketball program after 15 seasons at the helm and Chris Kielsmeier was named the new head coach on April 17.
- Junior wrestler Evan Cheek won the 141-pound title at the EWL Championships and was named the Most Outstanding Wrestler of the tournament. He competed at the NCAA Championships at Quicken Loans Arena in downtown Cleveland.
- Junior swimmer Molly McNamara was named the Horizon League Female Scholar-Athlete of the 2017-18 Winter Season. She carries a 3.95 GPA as a health sciences major and was also named the Horizon League Women's Swimming & Diving Athlete of the Year after leading CSU to a third place showing.
- Head coach Paul Graham was named the Horizon League Women's Swimming Coach of the Year.
- The men's swimming and diving team finished as the runner-up at the Horizon League Championship as the squad surpassed NCAA qualifying standards in eight different events at the League meet.
- The men's golf team won its fifth straight Horizon League Championship and the ninth over the last 13 years as junior Anton Krecic finished second and senior Blake Prince was fifth as both players were named to the all-tournament team.
- Sophomore Kaylee Neumeister and freshman Madison Butler were named to the women's golf All-Horizon League second team and led the women's golf team to a third place finish at the League championship.
- The men's tennis team captured the sixth Horizon League title in program history and the first in five years with a 4-2 victory over Detroit Mercy.
- Sophomore Nico Mostardi was named the Horizon League Men's Tennis Player of the Year.
- The women's tennis team went 7-2 this year and advanced to the semifinals of the League tournament for the 12th time in the last 16 seasons.
- The men's lacrosse team posted four wins in its second season as a Division I program, which included an 8-7 win at Air Force for the first road win in program history.
- Hannah Gaskins was named the Horizon League Outdoor Track & Field Co-Freshman Field Athlete of the Year as the team was in its second year of competition.
- The softball team was led by senior Mackenzie Joecken and junior Riley Ries who were both named to the All-Horizon League second team.
- A record 231 student-athletes were honored at the 28th Annual John Konstantinos Athletics Academic Honors Luncheon.
- 80 student-athletes were named to the Horizon League Spring Academic Honor Roll after 77 were named to the Fall Academic Honor Roll.
- A total of 20 CSU student-athletes were named to the Horizon League All-Academic Team for their respective sports.

Finance

Table 8.6: Statement of Revenues, Expenditures and Other Changes
Fiscal Years 2013 – 2017

	2013		2014		2015		2016		2017		Percent Change	
	\$ Amount	%	\$ Amount	%	\$ Amount	%	\$ Amount	%	\$ Amount	%	1 year	5 year
OPERATING REVENUES												
Student Tuition and Fees, Net	153,869,978	74%	159,789,368	74%	155,373,567	78%	152,650,587	73%	154,187,752	75%	1%	0%
Federal Grants & Contracts	9,527,734	5%	8,770,261	4%	7,533,873	4%	7,138,884	3%	7,653,153	4%	7%	-20%
State Grants & Contracts	8,519,937	4%	11,577,824	5%	2,721,558	1%	4,088,356	2%	2,554,565	1%	-38%	-70%
Local Grants & Contracts	689,022	0%	822,171	0%	442,622	0%	458,752	0%	565,667	0%	23%	-18%
Private Gifts, Grants & Contracts	2,714,471	1%	4,250,446	2%	3,194,953	2%	4,208,384	2%	5,339,722	3%	27%	97%
Sales & Services	9,703,993	5%	7,069,797	3%	6,267,613	3%	7,303,747	3%	6,651,349	3%	-9%	-31%
Auxiliary Enterprises	22,240,518	11%	23,450,596	11%	22,780,060	11%	25,804,102	12%	26,983,794	13%	5%	21%
Other Sources	258,889	0%	1,171,455	1%	1,006,633	1%	7,896,067	4%	543,194	0%	-93%	110%
TOTAL OPERATING REVENUES	207,524,542	100%	216,901,918	100%	199,320,879	100%	209,548,879	100%	204,479,196	100%	-2%	-1%
OPERATING EXPENSES												
Instruction	96,849,118	33%	99,014,244	33%	100,959,714	35%	105,091,851	33%	115,812,827	34%	10%	20%
Research	13,159,579	4%	16,635,509	6%	7,707,904	3%	9,000,724	3%	10,686,979	3%	19%	-19%
Public Service	7,470,471	3%	8,193,344	3%	6,110,528	2%	6,035,636	2%	7,559,040	2%	25%	1%
Academic Support	23,844,470	8%	25,135,935	8%	26,229,750	9%	28,713,179	9%	31,809,392	9%	11%	33%
Student Services	19,921,498	7%	19,692,624	7%	19,174,987	7%	19,961,340	6%	21,320,575	6%	7%	7%
Institutional Support	32,619,875	11%	30,924,222	10%	28,889,582	10%	34,132,336	11%	33,737,433	10%	-1%	3%
Operation & Maintenance of Plant	28,223,485	10%	28,700,394	10%	27,868,495	10%	33,680,370	11%	31,379,263	9%	-7%	11%
Scholarships and Fellowships	15,887,129	5%	14,381,902	5%	15,941,248	5%	15,560,589	5%	17,210,449	5%	11%	8%
Auxiliary Enterprises	31,594,198	11%	32,448,832	11%	32,884,041	11%	36,723,496	12%	40,689,667	12%	11%	29%
Depreciation and Amortization	26,550,715	9%	26,657,857	9%	26,666,434	9%	28,832,469	9%	27,587,367	8%	-4%	4%
TOTAL OPERATING EXPENSES	296,120,538	100%	301,784,863	100%	292,432,683	100%	317,731,970	100%	337,792,992	100%	6%	14%
NONOPERATING ITEMS												
State Appropriations	65,061,745	65%	68,079,520	62%	71,018,135	68%	74,516,410	75%	74,979,638	59%	1%	15%
Federal Appropriations	-	-	-	-	-	-	-	-	-	-	-	-
Federal Grants and Contracts	22,186,001	22%	22,422,637	20%	21,679,494	21%	21,675,238	22%	21,206,046	17%	-2%	-4%
State Grants and Contracts	3,533,938	4%	1,413,312	1%	3,937,636	4%	5,020,411	5%	5,203,873	4%	4%	47%
Gifts	7,306,397	7%	13,841,028	13%	15,071,455	14%	9,017,211	9%	10,859,670	9%	20%	49%
Investment Income	9,395,509	9%	11,850,709	11%	545,519	1%	-2,963,770	-3%	15,805,044	13%	-633%	68%
Interest on Debt	-7,861,712	-8%	-7,971,449	-7%	-7,909,704	-8%	-9,096,701	-9%	-9,166,697	-7%	1%	17%
State Capital Appropriations	335,459	0%	237,013	0%	59,621	0%	580,544	1%	7,374,197	6%	1170%	2098%
Capital Gifts	-	-	-	-	-	-	-	-	-	-	-	-
Other Nonoperating Items	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NONOPERATING ITEMS	99,957,337	100%	109,872,770	100%	104,402,156	100%	98,749,343	100%	126,261,771	100%	28%	26%

(Continued on next page)

Table 8.6: Statement of Revenues, Expenditures and Other Changes
Fiscal Years 2013 – 2017

(Continued from previous page)

	2013	2014	2015	2016	2017	Percent Change
	\$ Amount	\$ Amount	\$ Amount	\$ Amount	\$ Amount	1-year
	%	%	%	%	%	5-year
NET ASSETS AT END OF YEAR						
Increase in Net Assets	11,361,341	24,989,825	11,290,352	-9,433,748	-7,052,025	-25%
Net Assets at Beginning of Year	358,304,898	367,677,983	392,667,808	223,435,767	214,002,019	-162%
Restatement FY13*, FY15**	-1,988,256	-	-180,522,393	-	-	
Net Assets at Beginning of Year	356,316,642	367,677,983	212,145,415	223,435,767	214,002,019	-4%
NET ASSETS AT END OF YEAR	367,677,983	392,667,808	223,435,767	214,002,019	206,949,994	-3%
	100%	100%	100%	100%	100%	-44%

Source: CSU Controller's Office

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

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

Figure 8.6a: Total Revenues - FY 2013 - 2017

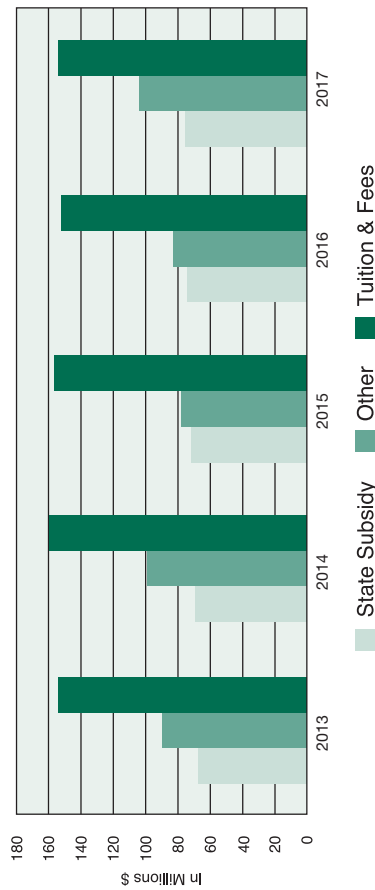
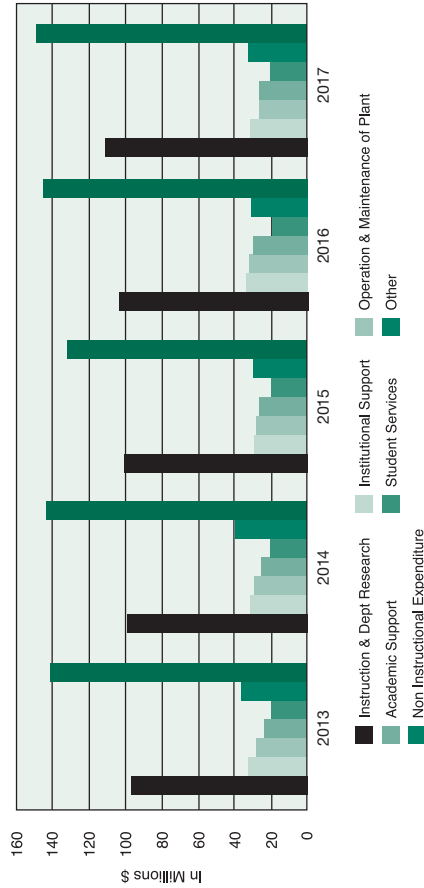


Figure 8.6b: Operating Expenses - FY 2013 - 2017



Finance

Table 8.7: Public Service Expenditures as a Percentage of Total Expenditures Selected Ohio 4-Year Institutions - Main Campuses Only Fiscal Years 2012 - 2016

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

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

Note: As of Fall 2018, the State of Ohio has not provided access to the queries required to populate this table with new data. This is largely due to a recent systems upgrade of the state's HEI system. The data above is republished from last year's Book of Trends.

Table 8.8: Benefit Expenditures as a Percentage of Total Funding Unit Expenditures Selected Ohio 4-Year Institutions - Main Campuses Only Fiscal Years 2012 - 2016

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

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

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

Note: As of Fall 2018, the State of Ohio has not provided access to the queries required to populate this table with new data. This is largely due to a recent systems upgrade of the state's HEI system. The data above is republished from last year's Book of Trends.

Finance

Table 8.9: Scholarship & Fellowship Expenditures as a Percentage of Total Expenditures Selected Ohio 4-Year Institutions - Main Campuses Only Fiscal Years 2012 - 2016

Institution	2012	2013	2014	2015	2016
University of Akron	14.7%	14.6%	14.1%	14.4%	13.8%
Bowling Green State University	20.0%	18.6%	18.6%	18.6%	18.6%
University of Cincinnati	13.4%	13.3%	13.2%	13.5%	13.3%
Cleveland State University	12.6%	12.5%	11.9%	13.2%	13.2%
Central State University	22.5%	20.6%	20.9%	20.9%	20.1%
Kent State University	17.2%	16.0%	16.1%	16.2%	16.0%
Miami University	15.8%	16.6%	16.9%	17.3%	17.7%
Ohio State University	5.8%	5.9%	5.9%	5.8%	5.8%
Ohio University	12.4%	12.1%	11.9%	11.0%	11.6%
Shawnee State University	26.4%	25.3%	25.7%	24.8%	24.9%
University of Toledo	11.9%	11.3%	11.4%	11.2%	11.4%
Wright State University	14.2%	14.3%	14.9%	15.4%	15.9%
Youngstown State University	20.7%	19.7%	18.9%	18.8%	18.3%
Totals	10.8%	10.5%	10.4%	10.3%	10.3%

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

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

Note: As of Fall 2018, the State of Ohio has not provided access to the queries required to populate this table with new data. This is largely due to a recent systems upgrade of the state's HEI system. The data above is republished from last year's Book of Trends.

Financial Aid Office

Cleveland State University's Financial Aid Programs

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

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

	Academic Year					Percent Change	
	2013-14	2014-15	2015-16	2016-17	2017-18	1 year	5 year
Full-time Students with Financial Aid:							
Enrollment	6,892	6,428	6,547	6,527	6,430	-1%	-7%
Average Aid Package	\$8,707	\$8,935	\$8,839	\$8,777	8,932	2%	3%
Part-time Students with Financial Aid:							
Enrollment	1,259	1,471	1,417	1,469	1,499	2%	19%
Average Aid Package	\$6,566	\$6,660	\$6,544	\$6,515	\$5,892	-10%	-10%

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

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

Financial Aid Office

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

	Percent Change						
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	1 year	5 year
Federal Grants:							
Enrollment	818	861	727	852	818	-4%	0%
Average Aid Package	\$4,539	\$4,604	\$4,629	\$4,635	\$4,711	2%	4%
State Grants:							
Enrollment	611	645	530	638	649	2%	6%
Average Aid Package	\$935	\$1,087	\$1,125	\$1,501	\$1,571	5%	68%
Scholarships/Institutional Grants:							
Enrollment	684	706	622	828	852	3%	25%
Average Aid Package	\$5,442	\$5,325	\$5,258	\$5,987	\$5,757	-4%	6%
Federal Student Loans:							
Enrollment	1,063	1,189	1,021	1,134	1,209	7%	14%
Average Aid Package	\$5,644	\$5,814	\$6,074	\$5,570	\$5,266	-5%	-7%
Prior Year Cohort	N=1,531	N=1,729	N=1,562	N=1,847	N=1,892		

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

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

Table 8.12: Financial Aid Awards to Fall Term Undergraduate Students

	Percent Change						
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	1 year	5 year
Federal Grants	\$23,390,675	\$22,928,474	\$22,387,513	\$22,109,508	\$21,654,749	-2%	-7%
State Grants	\$4,372,629	\$4,559,067	\$5,543,166	\$5,757,454	\$6,641,052	15%	52%
Institutional Grants/Scholarships	\$7,334,092	\$6,941,713	\$10,172,591	\$11,404,315	\$12,763,384	12%	74%
Athletic Grants	\$2,602,035	\$2,626,103	\$2,724,128	\$2,898,081	\$3,164,048	9%	22%
Federal Student Loans and	\$65,071,270	\$62,856,104	\$59,932,183	\$60,034,634	\$56,862,578	-5%	-13%
Federal Work Study (FWS)							
Total	\$102,770,701	\$99,911,461	\$100,759,581	\$102,203,992	\$101,085,811	-1%	-2%

Source: Common Data Set, H1 (based on estimated award year 2017-2018)

Financial Aid Office

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

	Percent Change						
	2012-13	2013-14	2014-15	2015-16	2016-17	1 year	5 year
Full-time students with Financial Aid:							
Enrollment	545	544	526	512	508	-0.8%	-6.8%
Average Aid Package	\$21,336	\$21,549	\$21,875	\$21,247	\$21,629	1.8%	1.4%
Part-time students with Financial Aid:							
Enrollment	2004	1833	1756	1565	1504	-3.9%	-25.0%
Average Aid Package	\$15,880	\$15,757	\$16,119	\$15,974	\$15,833	-0.9%	-0.3%

Source: CSU Financial Aid Office

Table 8.14: Graduate Student Financial Aid Awards by Types of Financial Aid Fall 2013 - 2017

Types of Financial Aid	Percent Change						
	2012-13	2013-14	2014-15	2015-16	2016-17	1 year	5 year
State Fellowship	\$55,072	\$73,798	\$83,618	\$72,877	\$94,957	30.3%	72.4%
Scholarships/Institutional Grants	\$5,074,831	\$4,079,315	\$4,100,650	\$4,229,327	\$4,885,622	15.5%	-3.7%
Non-Institutional Assistance	\$308,971	\$502,041	\$646,576	\$253,498	\$290,420	14.6%	-6.0%
Federal Student Loans and Federal Work Study (FWS)	\$37,943,017	\$35,900,446	\$34,920,044	\$31,194,239	\$29,467,712	-5.5%	-22.3%

Source: CSU Financial Aid Office

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

	Percent Change						
	2012-13	2013-14	2014-15	2015-16	2016-17	1 year	5 year
Full-time students with Financial Aid:							
Enrollment	345	297	284	250	233	-6.8%	-32.5%
Average Aid Package	\$31,547	\$32,790	\$34,124	\$32,997	\$33,239	0.7%	5.4%
Part-time students with Financial Aid:							
Enrollment	122	92	101	115	99	-13.9%	-18.9%
Average Aid Package	\$24,353	\$27,551	\$28,117	\$30,086	\$25,754	-14.4%	5.8%

Source: CSU Financial Aid Office

See notes at the end of Financial Aid Section

Table 8.16: Law Student Financial Aid Awards by Types of Financial Aid Fall 2013 - 2017

Types of Financial Aid	Percent Change						
	2012-13	2013-14	2014-15	2015-16	2016-17	1 year	5 year
State Fellowship	\$0	\$0	\$0	\$0	\$0	-	-
Scholarships/Institutional Grants	\$2,096,603	\$2,543,201	\$3,516,730	3,290,929	2,853,840	-13.3%	36.1%
Non-Institutional Assistance	\$26,340	\$66,858	\$47,281	\$20,607	\$21,065	2.2%	-20.0%
Federal Student Loans and Federal Work Study (FWS)	\$11,295,287	\$9,886,606	\$8,967,146	\$8,397,695	\$7,419,290	-11.7%	-34.3%

Source: CSU Financial Aid Office

See notes at the end of Financial Aid Section

Financial Aid Office

Table 8.17: Undergraduate Cost of Attendance (COA)

	Academic Year					
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Tuition/Fees	\$9,316	\$9,498	\$9,688	\$9,848	\$9,786	\$9,882
Books and Supplies	\$800	\$800	\$800	\$800	\$800	\$800
Room/Board	\$11,662	\$11,858	\$12,100	\$12,464	\$12,000	\$12,000
Personal/Miscellaneous	\$1,700	\$1,700	\$1,700	\$1,700	\$1,700	\$1,700
Transportation	\$1,460	\$1,460	\$1,726	\$1,740	\$1,770	\$1,770
Loan Fees	\$0	\$0	\$72	\$72	\$78	\$78
Total	\$24,938	\$25,316	\$26,086	\$26,624	\$26,134	\$26,230

Source: CSU Financial Aid Office

Table 8.18: Annualized Full-Time Undergraduate Tuition & Fees for Selected Main Campuses of Ohio 4-Year Institutions 2017

University Main Campuses	In-State	Out-Of-State
Bowling Green State University	\$10,726	\$18,262
Cleveland State University	\$9,874	\$13,925
Kent State University	\$10,012	\$18,544
Miami University	\$14,263	\$34,211
Ohio State University	\$10,037	\$29,695
Ohio University	\$10,602	\$21,360
University of Akron	\$10,270	\$18,802
University of Cincinnati	\$11,000	\$26,334
University of Toledo	\$9,380	\$18,718
Wright State University	\$8,730	\$17,608
Youngstown State University	\$8,317	\$8,677

Source: Data from Ohio Board of Regents Fall 2017 Survey of Student Charges for Academic Year 2017-2018

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 8.19: CSU Fulbright Scholar Awards 1973-2016

Year	Scholar	Countries/Regions Visited
1973-1989	18	
1990-1991	1	Portugal
1992-1993	2	Czechoslovakia, Hungary
1993-1994	3	China, Ethiopia, India
1994-1995	3	Canada, El Salvador, Ethiopia
1995-1996	1	China
1997-1998	3	Japan, Kenya, Nigeria
1998-1999	6	Chile, Germany x2, Kenya, Nigeria, Russia
1999-2000	4	Germany, India, Kyrgyzstan, Peru
2000-2001	4	Brazil, Germany, Sri Lanka, Taiwan
2001-2002	2	Finland, Israel
2002-2003	6	Botswana, India, Italy, Russia, Uganda, Zambia
2003-2004	5	Croatia, Guatemala, Indonesia, South Africa, South Korea
2004-2005	2	Ethiopia, United Arab Emirates
2005-2006	7	Bulgaria, Latvia, Morocco, South Africa 2x, Taiwan, Zambia
2006-2007	2	Kyrgyzstan, Sweden
2007-2008	3	Nepal 2x, Sri Lanka
2008-2009	6	Argentina, Australia, Chile, Slovakia, Sweden, Zambia
2009-2010	3	Germany/Netherlands, Italy, Nigeria
2010-2011	6	Costa Rica, Finland, Kenya, Taiwan, Turkey x2
2011-2012	2	Colombia, Turkey
2012-2013	5	Azerbaijan, India, Montenegro, South Africa, Taiwan
2013-2014	2	Israel, Ivory Coast
2014-2015	2	India, Jordan
2015-2016	2	Taiwan, United Kingdom
2016-2017	1	Turkey
2017-2018	2	India
Total	103	

Table 8.19a: CSU Student Fulbright Awards 1959-2018

Year	Field	Countries/Regions Visited
1959-1960	Economics	Phillippines
1997-1998	International Relations	Lithuania
1998-1999	Public Administration/Policy	Norway
2005-2006	Linguistics	Hungary
2008-2009	English Teaching	South Korea
2010-2011	Film Studies	Ethiopia
2015-2016	Education	China
2016-2017	English Teaching	Spain

Source: Center for International Services & Programs

Table 8.20: Cleveland State University International Initiatives

College	International Initiatives	Activities
College of Liberal Arts and Social Sciences (CLASS)	Visiting Scholars	At least 4
	Faculty-led Programs Abroad	Faculty-led program delivered in Granada, Spain
Monte Ahuja College of Business	Visiting Scholars	At least 8
	Faculty-led Programs Abroad	Faculty-led programs were delivered in the UK and a joint-college program was delivered in South Africa with the Levin College of Urban Affairs; the EMBA Program traveled to Munich and Prague.
Student Life	Student Organization Volunteer Activities	Student Nurse Association in conjunction with BSNs on a Mission members engaged in a service-learning program in the Dominican Republic; Global Medical Brigades traveled to Honduras for service learning.
Confucius Institute	Language and Cultural Programs	Delivered programming in Chinese Language K-12 Instruction throughout the greater Cleveland area; facilitated the placement of Chinese language teachers with partner schools in the Northeast Ohio region and hosted numerous teaching and professional staff via the Hanban. Organized a Summer Chinese Bridge Camp for 27 high schoolers in Beijing and Kunming
	Visiting Scholars	at least 7
Education	Visiting Scholars	At least 1
Engineering	Visiting Scholars	At least 6
Science	Visiting Scholars	At least 8
Urban	Visiting Scholars	At least 1

Center for International Services & Programs

Table 8.21: Study Abroad Student Headcount by Academic Year (Summer, Fall & Spring) and Program Type

Program Type	2013-14	2014-15	2015-16	2016-17	2017-18	Percent Change	
						1 year	5 year
Faculty Led	171	111	60	79	55	-30%	-68%
Exchange	5	4	4	4	5	25%	0%
Internship	1	4	3	1	2	100%	100%
Affiliate	21	24	37	31	32	3%	52%
Service Learning	-	-	-	-	23		
TOTAL	198	143	104	115	117	2%	-41%

Law institute in St. Petersburg no longer administered through Cleveland State (moved to the University of Arkansas summer 2007)

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

College	2013-14	2014-15	2015-16	2016-17	2017-18	Percent Change	
						1 year	5 year
Business	133	93	54	61	42	-31%	-68%
CLASS	43	36	29	34	39	15%	-9%
Science	16	11	12	8	8	0%	-50%
Education	3	1	2	-	1	--	-67%
Engineering	4	3	6	6	-	--	--
Urban	-	2	4	10	7	-30%	--
Law	1	-	-	-	1	--	0%
TOTAL	200	146	107	119	98	-18%	-51%

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

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

Course Level	2013-14	2014-15	2015-16	2016-17	2017-18	Percent Change	
						1 year	5 year
Undergraduate	99	75	68	88	71	-19%	-28%
Graduate	98	67	36	27	22	-19%	-78%
Law	1	0	0	-	1	--	0%
TOTAL	198	142	104	115	94	-18%	-53%

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

Country	Institution	Expiration Date
Argentina	Universiad Nacional de Rio Cuarto	2019
Argentina	Universidad Nacional de Salta	2019
Argentina	Universidad Nacional del Sur	2019
Argentina	Universidad Nacional de Tucuman	no end date
Brazil	Universidade Federal de Uberlândia	2023
Chile	Universidad de Concepcion	no end date
China (PRC)	Beijing Prepare	2026
China (PRC)	Beijing Normal University	2023
China (PRC)	Capital University of Business and Economics	2018
China (PRC)	China University of Petroleum (East China)	2028
China (PRC)	Confucius Institute Headquarters of China (HANBAN)	2025
China (PRC)	Henan University of Engineering	2026
China (PRC)	Hunan City University	2019
China (PRC)	ISEC - Dong Fang International Center for Educational Exchange	no end date
China (PRC)	Jiangsu Provincial Hospital of Chinese Medicine	2020
China (PRC)	Jilin Institute of Chemical Technology	2026
China (PRC)	Jilin Normal University	2019
China (PRC)	Jilin University	2018
China (PRC)	Nanjing University of Chinese Medicine	2020
China (PRC)	Northeastern University	2020
China (PRC)	Qingdao University	2019
China (PRC)	Shenyang Pharmaceutical University	2020
China (PRC)	Wangjing Hospital, China Academy of Chinese Medical Sciences, Beijing	2021
Finland	University of Jyvaskyla	2022
France	ESC Clermont-Ferrand	2023
France	Universite de Rouen	pending renewal
Guatemala	Proyecto Linguistico Francisco Marroquin	no end date
Guatemala	Rafael Landivar University	no end date
Hungary	Hungarian Commission for Education	2021
Hungary	Liszt Academy	2021
Hungary	University of Szeged	no end date
India	Pondicherry University	2021
Indonesia	Presada University	no end date
Indonesia	Universitas Pertamina	2023
Italy	Fondazione Studi Universitari di Vicenza	no end date
Japan	Osaka University of Economics and Law	no end date
Korea, South	Chung Ang University	pending renewal
Lebanon	Holy Spirit University of Kaslik	2021
Poland	Gdansk University of Technology	2019
Poland	Jagiellonian University	no end date
Poland	Wroclaw University of Technology	no end date
Russia	IREX	no end date
Slovenia	New University	2021
Slovenia	University of Ljubljana Faculty of Arts	2021
Taiwan (ROC)	ECHO	2019
Turkey	Altinbas University	2022
UK	Buckinghamshire New University	pending renewal

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

MOU: Memorandum of Understanding

Office of the University Architect

Table 8.25 Cleveland State University Fall 2017 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
[3], [8]	AT	Allen Theatre *		NA
[2], [6]	BH	Ronald Berkman Hall (prev MC - Main Classroom)	1970	386,489
	BU	Business College	1998	126,245
[5]	CE	Cole Center *CMSD Campus Int'l High School Gr 9-12	1990	56,653
	CG	Central Garage	1979	269,594
[4]	CI	*CMSD Campus International School Gr K-8	2017	NA
[5]	CM	Magnet Building (Magnet, Ceramics & Sculpture)	1994	82,470
	CS	Campus Safety	2004	25,056
[3], [4], [7]	EC	Euclid Commons Complex Buildings 1-4	2010	225,811
	EG	East Garage	2006	124,300
[2], [6]	FH	Fenn Hall	1964	195,779
	FL	Field Locker Building	1985	2,194
[2], [3], [8] [12]	FM	Film & Media Arts * New! Sept 2018	2018	39,395
	FS	Field Service Building	1985	1,305
	FT	Fenn Tower	1964	188,746
	HS	Health Sciences	1998	23,654
	IM	Innovations in Medical Professions, Center for	2015	103,295
	JH	Julka Hall	2010	104,747
	KF	Krenslor Field Dome	2008	96,077
		(up only Oct. to Mar. - inactive on capture date)		
[4], [5]	LA	Langston Court	2012	NA
	LB	Law Building	1977	118,438
[5]	LL	Law Library	1997	111,870
[3], [5], [8]	MB	Middough Building	2011	303,845
	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], [4], [7]	PG	Prospect Garage	2010	97,489
	PH	Parker Hannifin Hall	1984	27,252
[7]	PR	President's Residence (includes basement and garage)	1913	8,106
	PS	Plant Services	1970	134,590
	RC	Recreation Center	2006	135,167
	RT	Rhodes Tower	1971	493,968
[1], [5]	RW	Rhodes West * CMSD STEM High School		---
	SC	Student Center	2010	160,677
[3], [7]	SG	South Garage	2010	208,000
[2]	SI	Science Building	1969	171,242
[2]	SR	Science and Research Center	1978	142,479
[4], [11]	ST	Stephanie Tubbs Jones Transit Center	2010	NA
	TD	Tennis Dome	2016	42,430
[3], [5], [9]	UN	Union Building	2011	84,688
[5]	UR	Urban College	2000	87,792
	WA	Wallingford	2008	8,916
	WG	University West Garage	1996	199,599
[2], [12]	WH	Washkewicz Hall * New! Jan 2018	2018	108,740
[5]	WO	Wolstein Center	1989	289,000
[3], [5]	WST	West Center Campus Extension	2003	9,607
		Grand Total		5,464,95

Notes:

- [1] RW - Rhodes West included in Rhodes Tower totals.
- [2] Construction/Renovation/ Vacancy - FY 18
- [3] Leased to CSU / Joint Use to CSU
- [4] CSU land leased to Non- Institutional Owner
- [5] Includes Some Non-Institutional Uses

- [6] Building Name Change
- [7] Owned by CSU affiliate
- [8] Owned by Playhouse Square entities
- [9] Owned by Liberty Development Corporation
- [10] Owned by Trinity Diocese
- [11] Owned by RTA Regional Transit Authority

[12] Building to be added to inventory for FY 19

Accreditation

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

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

List of College Acronyms and Abbreviations

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

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

Washkewicz College of Engineering: *College of Engineering, Engineering, Egr*

College of Graduate Studies: *Graduate Studies*

Cleveland-Marshall College of Law: *Law*

College of Liberal Arts and Social Sciences: *CLASS*

School of Nursing: *Nursing*

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

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

Other Acronyms and Abbreviations

CIP: *Classification of Instructional Program*

EEO6: *Equal Employment Opportunity*

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

GPA: *Grade Point Average*

IPEDS: *Integrated Postsecondary Education Data System*

N/A: *Not applicable or Not available*

OBOR: *Ohio Board of Regents*

SCH: *Student Credit Hour*

Book of Trends 2018

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

The Book of Trends (BOT) 2018 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 2018 is based on the Semester Census files used for Ohio Board of Regents (OBOR) reports unless specifically noted from a different data source.
2. The various Deans' offices provided IRA with a set of grant/highlight information used to produce Table 4.13. IRA limited these selections in order to meet space requirements. This table is not intended to be a comprehensive listing, but merely to reflect some of the interesting activities of our faculty, staff and students.
3. Each year we attempt to provide comparative data to other colleges and universities in Ohio. These comparisons are typically centered on information available from the Ohio Board of Regents' Higher Education Information System (HEI) <https://www.ohiohigheredjobs.org/hei>. At the time of publication a few of the tables normally presented here were not available due to some schools updating prior years' data, or changes to the HEI system. Please be aware that the HEI tables presented in this year's book represent various states of completion:
 - a. The data may be complete for the reporting year and can be used accordingly.
 - b. The data may be complete for most institutions, but a few may be unfinalized, in which case only finalized ones are reported or in some cases unfinalized numbers are included but footnoted as such.
 - c. In some cases many schools had unfinalized the type of data being reviewed and in those cases we have simply reproduced the prior year's data with appropriate titles and footnotes.

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

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

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

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

Office of Institutional Research and Analysis

Notes

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.