



FACT BOOK



Office of Institutional Research

2016
edition

Office of Institutional Research

April 2016

Dear *Fact Book* Reader:

The *Fact Book* is a collection of selected information and statistics designed to answer frequently asked questions about Central State University. We hope that you will find this a useful reference.

The Office of Institutional Research appreciates your feedback and welcomes any suggestions or changes for future editions. Please contact the Office of Institutional Research staff if you have any questions or comments.

Sincerely,

Mohammed Ali
Director of Institutional Research
Central State University
1400 Brush Row Road
Wilberforce, OH 45384

Phone: (937)376-6235

E-mail: mali@centralstate.edu

CENTRAL STATE UNIVERSITY

FACT BOOK

Table of Contents

	Page
General Information	
Quick Reference	1
Central State History	2
Location	3
Purpose	3
University Mission	3
Program Inventory	4
Revenue Sources and Expenditure Allocations	6
Tuition and Fees	6
Employees by Occupational Category	7
Employees by Employment Status, Gender, and Ethnicity	8
Full-time Staff by Faculty Status	9
Full-time Instructional Staff by Gender and Academic Rank	10
Full-time Instructional Staff by Gender and Ethnicity	11
Students	
Applications, Admittance, and Enrolled	12
New Freshman ACT Composite Scores	13
New Freshman ACT Composite Score Ranges	14
New Freshman High School Grade Point Averages	15
New Freshman High School Grade Point Average Ranges	16
New Freshman Geographic Origins	17
Fall 2015 Semester Enrollment Statistics	18
Special Enrollments	19
Ethnic Enrollments	19
Enrollment by Classification	20
Enrollment by Residency	21
Persistence of New Freshmen	22
Cohort Freshman by Academic Programs	23
Student Retention Rates	24
Cohort Freshman Graduation Rates	25
Degrees Awarded	26
Academic Programs and Instruction	
Revenues Generated	27
Program Enrollments	28
Share of Undergraduate Declared Major by Program	29
Share of Undergraduate Declared Major by College	30
Share of Undergraduate Declared Major by Department	31
Faculty by Program and Contact Hours	32
Faculty Grants and Contracts	33
Seniors' Experiences	37
Faculty Advising	39
Classroom Instruction	40
Completion Rates and Trends	42
Academic Profiles of New First Time Freshman By ACT, SAT, & HS GPA	44
Persistence Rates – Undergraduate Degree Seeking Students	47
Organization	49

Quick Reference

Current President: Dr. Cynthia Jackson-Hammond, 2012-present

Past Presidents:

- ☞ Dr. Charles H. Wesley served as president from 1947 to 1965.
- ☞ Dr. Lewis A. Jackson served as acting president during part of 1965.
- ☞ Dr. Harry E. Groves served as president from 1965 to 1968.
- ☞ Dr. Herman R. Branson served as president from 1968 to 1970.
- ☞ Dr. Lewis A. Jackson served as president from 1970 to 1971. He then served as acting president from 1971 to 1972.
- ☞ Dr. Lionel H. Newsom served as president from 1972 to 1985.
- ☞ Dr. Arthur E. Thomas ('62) served as president from 1985 to 1995.
- ☞ Dr. Herman B. Smith served as interim president from 1995 to 1996.
- ☞ Dr. George Ayers, Executive Management Team, assumed the chief leadership position from 1996 to 1997.
- ☞ John W. Garland, Esq., ('71) served as president from 1997 to 2012.

Established: 1887

Congressional District: 7

Regional University Accreditation: The Higher Learning Commission

Carnegie Classification (2000): Baccalaureate colleges – General

Disciplinary Accreditation: Manufacturing Engineering, Fine and Performing Arts, and Teacher Education

FICE Code: 003026

Calendar: Semester

Colleges: Humanities, Arts and Social Sciences; Business; Science and Engineering; and Education

Degree Programs: Baccalaureate (35), Master's (1)

Student Enrollment			
<i>Fall 2015</i>			
	Count	FTE	
Undergraduate	1,792	1,711	
Freshman	46%	829	
Sophomore	17	308	
Junior	17	304	
Senior	19	341	
Unclassified	1	10	
Graduate	12	4	
TOTAL	1,804	1,715	
Degrees Awarded			
<i>Academic Year 2014-2015</i>			
Baccalaureate		287	
Master		4	
TOTAL		291	

Average Class Size		
<i>Fall 2015</i>		
1000 - 2000 Level		21
3000 - 4000 Level		8
5000 - 7000 Level		3
Student - Faculty Ratio (FTE) 13:1		
Tuition and Fees		
<i>Academic Year 2015-2016</i>		
	Ohio	Non-OH
Undergraduate	\$6,246	\$13,928
Graduate	8,760	14,160
Room and Board		
<i>Academic Year 2015-2016</i>		
Room Charge		\$5,184
Board Charge		4,460

*Operating Revenue	
<i>Fiscal Year 2015</i>	
Tuition, Fees, Other Charges	\$15,131,565
State, Local, Private Grants and Contracts	705,180
Federal Grants, Contracts	13,180,693
Other Sources	<u>2,746,025</u>
TOTAL	\$31,763,463
Employee Headcount	
<i>Fall 2015</i>	
Faculty	166
Administrative/Professional/Staff	218
TOTAL	384
Full-Time Instructional Faculty	
<i>Fall 2015</i>	
Count	94
Tenured	50%
With Terminal Degree	76%

*Please see page 6 for details

The History of Central State University

Central State University's history begins with our parent institution Wilberforce University, named in honor of the great abolitionist William Wilberforce. Established at Tawawa Springs, Ohio, in 1856, it is affiliated with the African Methodist Episcopal (A.M.E.) Church and is one of the oldest Black-administered institutions of higher education in the nation.

In 1887, the Ohio General Assembly enacted legislation that created a Combined Normal and Industrial Department at Wilberforce University. The objectives of this new state-sponsored department were to provide teacher training and vocational education, and to stabilize these programs by assuring a financial base similar to that of other state-supported institutions.

The statute establishing the Combined Normal and Industrial Department declared that the institution was 'open to all applicants of good and moral character' thereby indicating no limitations as to race, color, sex, or creed. It was clear, however, that the Department and its successors were designed to serve the educational needs of African-American students.

Although this Department operated as part of Wilberforce University in most respects, a separate board of trustees was appointed to govern the state-financed operations. In 1941, the Department expanded from a two- to a four-year program, and in 1947, it legally split from Wilberforce, becoming the College of Education and Industrial Arts at Wilberforce. The name was changed in 1951 to Central State College, and in 1965, the institution achieved university status. The University has grown steadily since its founding. In recent years, the College of Science and Engineering was added along with the construction of a new academic building and four new residence halls. In Fall 2015, the University celebrated the grand opening of its Student Center.

In July 2012, Central State welcomed its eighth president, Dr. Cynthia Jackson-Hammond. Under this administration six compelling priorities for the University have been established: a quality academic experience; targeted student enrollment; improved retention rates; reduced time to degree; production of graduates with the knowledge, skills and dispositions for advanced studies and careers; and efficient and effective institutional operations.

New initiatives are in progress which include aggressive efforts to recruit college-ready students; increase student retention; enhancing the University's image internally and externally through the embodiment of the tenets, Service...Protocol...Civility®; diversification of the student body through focused recruitment of local and international students; development of more fluid articulation agreements with community colleges and cooperative agreements with area universities; improved communications with students, staff, and alumni; development of the University's 2014-2020 Strategic Plan; and the ongoing fusion of CSU's mission with the Land-Grant mission resulting from the University's federal designation in February, 2014.

As an 1890 Land-Grant Institution, Central State University is expanding Science, Technology, Engineering, Agriculture and Mathematics (STEAM) academic programming, research, education and extension services; developing partnerships within Ohio's agricultural industry; enhancing facilities; and engaging the local communities, all for the future growth and sustainability of the University. As a part of its expansion, the College of Education is creating a new School of Agriculture Education and Food Science and degree programs in Agriculture Education & Agriculture Extension along with Exercise Science. The College of Science and Engineering has added a new degree program in Sustainable Agriculture. Additionally, two new land purchases will house the future home of the CSU Regional Technical Resource Center and the CSU Botanical &

Vegetable Garden.

Central State University embraces change; but one thing that has not changed is its continuing commitment to providing an excellent, affordable education to residents of Ohio and beyond. Our future is *bright!*

1887- 2016
129 Years of Academic Excellence

Location

Central State University is located in Wilberforce, Ohio, four miles northeast of Xenia and 18 miles east of Dayton. The campus is midway between Cincinnati and Columbus on U.S. 42, about 55 miles from each city. Airline, bus and taxi services are available in Dayton.

From a single brick building erected in 1890, the Central State University campus has grown to a total of 42 principal structures despite the fact that on April 3, 1974, within minutes, more than half of the University facilities were destroyed by a tornado which struck the campus and nearby communities. Following the devastation, a campus plan was developed to create a new Central State University and return the campus to its natural beauty.

Today Central State University has facilities valued at around \$335 million, ranging from a power plant that has been named to The National Historic Register to the new University Student Center, which opened in Fall 2015.

Student life is centered around the residence hall complexes, the Student Center, and the Gymnasium which are used for a variety of co-curricular activities.

Purpose

The purpose of Central State University is to provide opportunities and educational attainment in higher education for the citizens of Ohio and other qualified applicants, including both national and international students.

University Mission

Central State University, an 1890 Land-Grant institution, prepares students with diverse backgrounds and experiences for leadership, research and service. The University fosters academic excellence within a nurturing environment and provides a strong liberal arts foundation leading to professional careers and advanced studies.

Central State University is dedicated to:

- Providing a culturally enriched learning environment by offering programs with multicultural and global perspectives;
- Stimulating intellectual curiosity for continuous search for knowledge;
- Teaching students to think critically and communicate effectively;
- Maintaining an environment of excellence through innovative teaching, service, and research;
- Developing an environment where students can aspire for excellence;
- Preparing students to address opportunities of a technologically oriented world;
- Serving populations from diverse backgrounds and experiences; and
- Collaborating with other educational institutions, business organizations and government agencies to enrich learning experiences and educational opportunities for students.

Program Inventory, Academic Year 2015-2016

CIPS Code	Program Major	Responsible Academic Department(s)	Degree	Specializations/Options
520301	Accounting	Business Administration	BS	
131205	Adolescent to Young Adult Education	Professional Education	BSEd	Integrated Social Studies Life Science Physical Science Integrated Mathematics Integrated Language Arts
131302	Art Education	Fine and Performing Arts	BSEd	
260101	Biology	Natural Sciences	BS	
520101	Business Administration	Business Administration	BS	Finance Hospitality Management International Business Management Management Info Systems Marketing Entrepreneurship
400501	Chemistry	Natural Sciences	BS	
090401	Communication, Print Journalism	Humanities	BA	
090402	Communication, Broadcast Media	Humanities	BA	
110701	Computer Science	Mathematics and Computer Science	BS	
430104	Criminal Justice	Social and Behavioral Sciences	BS	
131210	Early Childhood Education	Professional Education	BSEd	
450601	Economics	Business Administration	BA, BS	
139999	Education	Graduate Program	MEd	Instructional Leadership Instructional Literacy Instructional Technology
230101	English, Literature	Humanities	BA	
230101	English, Pre-Law	Humanities	BA	
141401	Environmental Engineering	Water Resources Management	BS	
450701	Geography	Water Resources Management	BS	
400601	Geology	Water Resources Management	BS	
500701	Graphic Design	Fine and Performing Arts	BA	

Program Inventory, Academic Year 2015-2016 (cont.)

CIPS Code	Program Major	Responsible Academic Department(s)	Degree	Specializations/Options
450801	History	Humanities	BA	
150612	Industrial Technology	Manufacturing Engineering	BS	Business Management CAD/CAM Construction Technology Electronics Technology
131001	Intervention Specialist – Mild/Moderate	Professional Education	BSEd	
143601	Manufacturing Engineering	Manufacturing Engineering	BSMFE	
270101	Mathematics	Mathematics and Computer Science	BS	
131203	Middle Childhood Education	Professional Education	BSEd	Reading & Language Arts Mathematics Science Social Studies
131206	Multi-Age Education	Professional Education	BSEd	Music Education Visual Arts Education Physical Education Health Education
131312	Music Education	Fine and Performing Arts	BSEd	
500910	Music, Jazz Studies	Fine and Performing Arts	BM	
500903	Music, Performance	Fine and Performing Arts	BM	
451001	Political Science	Social and Behavioral Sciences	BA	
451001	Political Science, Public Administration	Social and Behavioral Sciences	BA	
420101	Psychology	Social and Behavioral Sciences	BA, BS	
310101	Recreation	Health, Physical Education, and Recreation	BS	Sports Administration Therapeutic Recreation
440701	Social Work	Social and Behavioral Sciences	BA, BS	
451101	Sociology	Social and Behavioral Sciences	BA, BS	
500701	Studio Art	Fine and Performing Arts	BA	
010308	Sustainable Agriculture	Agricultural Sciences	BS	
140805	Water Resources Management	Water Resources Management	BS	Computer Applications Engineering Environmental Socioeconomic/Managerial

Revenue Sources and Expenditure Allocations, Fiscal Years 2011-2015

REVENUE SOURCES:	2011	2012	2013	2014	2015
Tuition and fees	9,351,733	10,943,452	9,083,604	7,333,963	6,224,072
Federal grants and contracts	9,164,972	10,484,407	8,089,262	7,071,358	6,611,327
State grants and contracts	996,239	953,302	904,149	876,749	705,180
Auxilliary activities	10,348,150	12,120,455	10,396,170	10,350,335	8,907,493
Other sources	3,282,910	2,963,457	2,886,938	2,719,980	2,746,025
TOTAL OPERATING REVENUES:	33,144,004	37,465,073	31,360,123	28,352,385	25,194,097
Federal PELL Grant appropriations	9,766,370	9,979,852	7,675,866	7,421,072	6,569,366
Federal ARRA grant	941,536	-	-	-	-
State appropriations	17,705,124	17,556,760	17,205,778	17,301,895	18,131,608
State capital appropriations	3,935,121	837,522	346,240	4,662,698	19,305,429
Gain (Loss) on sale of fixed assets	(308,550)	-	(29,160)	-	-
Other Restricted Income				199,887	95,843
Investment Income	13,368	16,603	10,259	4,836	1,145
TOTAL REVENUE	65,196,973	65,855,810	56,569,106	57,942,773	69,297,488
EXPENDITURE ALLOCATIONS					
Instruction	12,271,769	11,803,045	11,991,876	11,007,082	9,617,976
Research and Public Support	3,570,752	4,910,731	4,784,066	3,620,873	2,846,902
Academic Support	6,347,872	7,202,220	7,225,956	7,030,473	5,962,327
Student Service	3,458,855	3,617,424	3,380,156	2,907,724	2,680,543
Institutional Administration	6,665,132	8,846,119	9,141,736	6,180,469	5,916,875
Scholarships & Fellowships	5,187,965	4,455,753	3,757,991	4,049,125	2,914,178
Operation and Plant Maintenance	6,723,332	5,605,895	5,707,515	5,309,529	4,340,602
Auxiliary Enterprises	12,354,015	14,478,266	13,344,808	13,076,093	11,196,729
Depreciation	3,394,205	3,751,224	4,056,401	4,381,732	5,207,504
TOTAL OPERATING EXPENSES	59,973,897	64,670,677	63,390,505	57,563,100	50,683,636
Interest Expenses	86,617	98,523	68,670	490,722	429,410
Nonmandatory Transfers	NA	NA	NA	NA	NA
TOTAL EXPENSES	60,060,514	64,769,200	63,459,175	58,053,822	51,113,046
	5,136,459	1,086,610	(6,890,610)	(111,049)	18,184,442

SOURCE: Central State University Financial Report

Tuition and Fees, 2011/12 to 2015/2016

Tuition (12-18 credit hours)	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016
Resident					
Undergraduate	\$3,430	\$3,550	\$3,738	\$3,926	\$3,926
Graduate	7,200	8,232	8,496	8,760	8,760
Non-Resident					
Undergraduate	10,406	10,770	11,190	11,608	11,608
Graduate	12,480	13,320	13,752	14,160	14,160
Mandatory Fees					
Combined Fees	1,742	1,802	1,802	1,802	2,320
General Fee	--	--	--	--	326
Athletic Fee	--	--	--	--	442
Student Activity Fee	--	--	--	--	204
IT Fee	--	--	--	--	88
University Center Fee	--	--	--	--	100
Health Services Fee & Insurance	500	518	518	518	--
TOTAL	\$5,672	\$5,870	\$6,058	\$6,246	\$6,246
Health Insurance Premium (Optional)	--	--	--	--	815

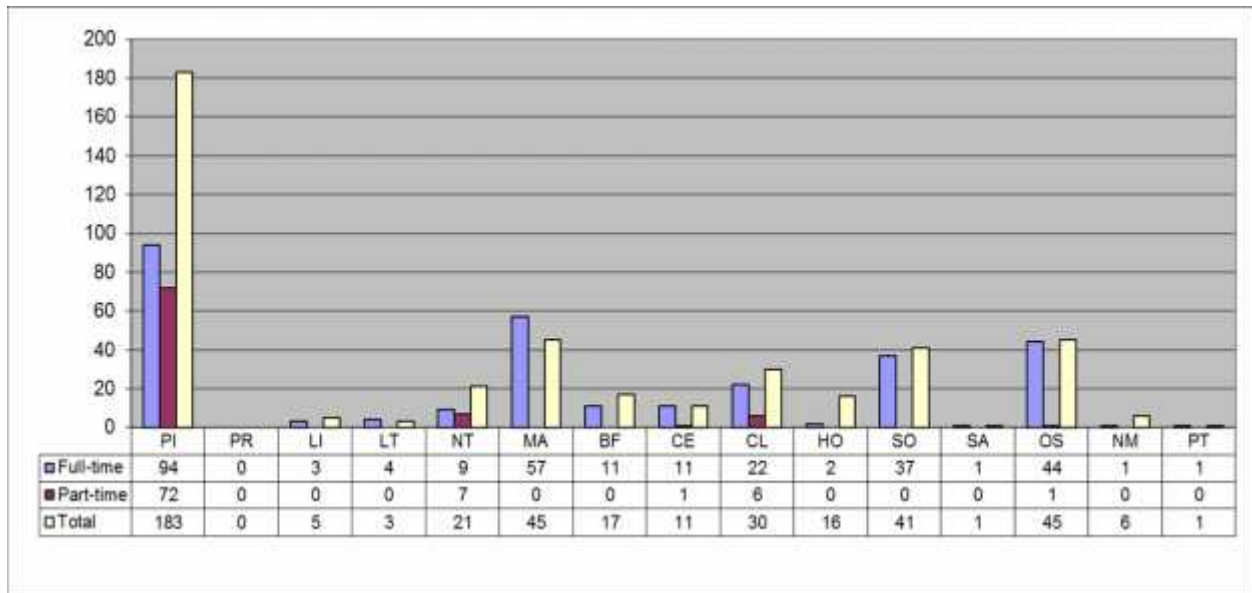
SOURCE: Central State University Catalog

**Full-Time and Part-Time Employees by Occupational Category
As of November 1, 2015**

	<u>Full-time</u>	<u>Part-time</u>	<u>Total</u>
Primary Instructional Staff (PI)	94	72	166
Primarily Research (PR)	0	0	0
Librarians (LI)	5	0	5
Library Technicians (LT)	3	0	3
Other Teachers and Instructional Support Staff (NT)	12	9	21
Management Occupations (MA)	45	0	45
Business and Financial Operations Occupations (BF)	16	1	17
Computer, Engineering and Science Occupations (CE)	9	2	11
Community Service, Legal, Arts and Media Occupations (CL)	26	4	30
Healthcare Practitioners and Technical Occupations (HO)	16	0	16
Service Occupations (SO)	41	0	41
Sales and Related Occupations (SA)	1	0	1
Office and Administrative Support Occupations (OS)	45	0	45
Natural Resources, Construction and Maintenance Occupations (NM)	6	0	6
Production, Transportation and Material Moving Occupations (PT)	1	0	1
Total	297	87	384

SOURCE: IPEDS Human Resources 2015-16

**Full-Time and Part-Time Employees by Occupational Category
As of November 1, 2015**

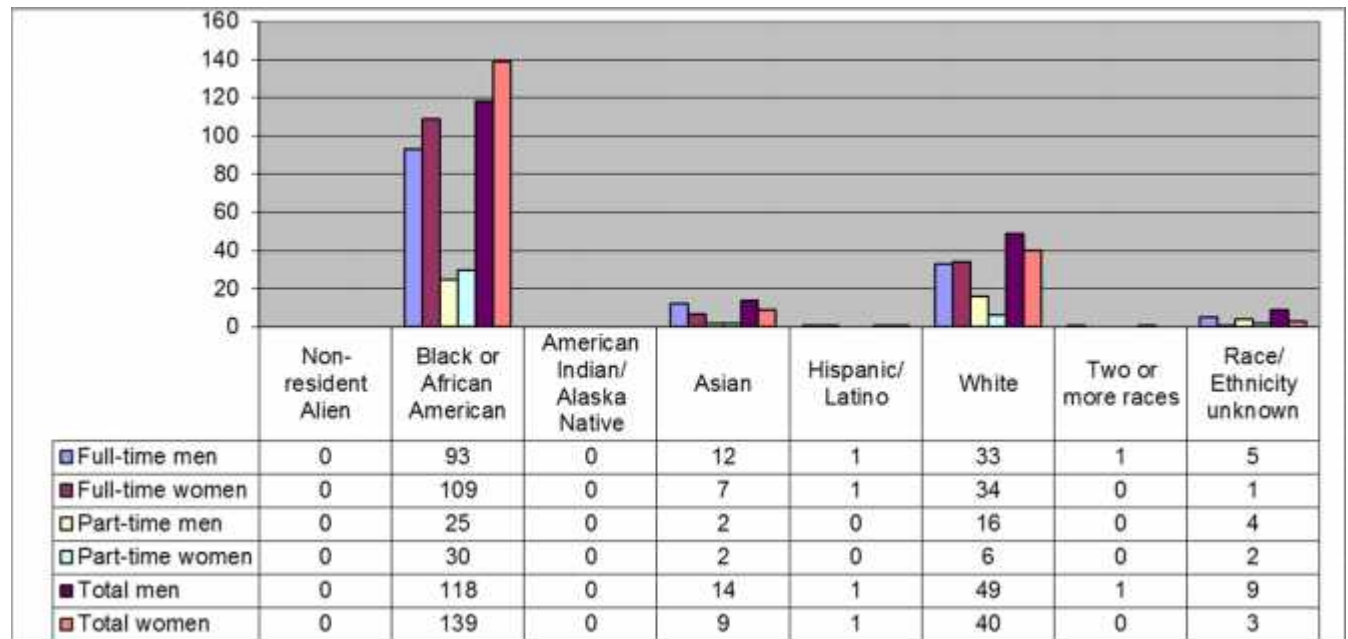


**Total Number of Staff by Employment Status, Gender and Race/Ethnicity
As of November 1, 2015**

	<u>Full-time men</u>	<u>Full-time women</u>	<u>Part-time men</u>	<u>Part-time women</u>	<u>Total men</u>	<u>Total women</u>
Non-resident Alien	0	0	0	0	0	0
Black or African American	93	109	25	30	118	139
American Indian/Alaska Native	0	0	0	0	0	0
Asian	12	7	2	2	14	9
Hispanic/Latino	1	1	0	0	1	1
White	33	34	16	6	49	40
Two or more races	1	0	0	0	1	0
Race/Ethnicity unknown	5	1	4	2	9	3
Total	1452	154	47	40	192	192

SOURCE: IPEDS Human Resources 2015-16

**Total Number of Staff by Employment Status, Gender and Race/Ethnicity
As of November 1, 2015**

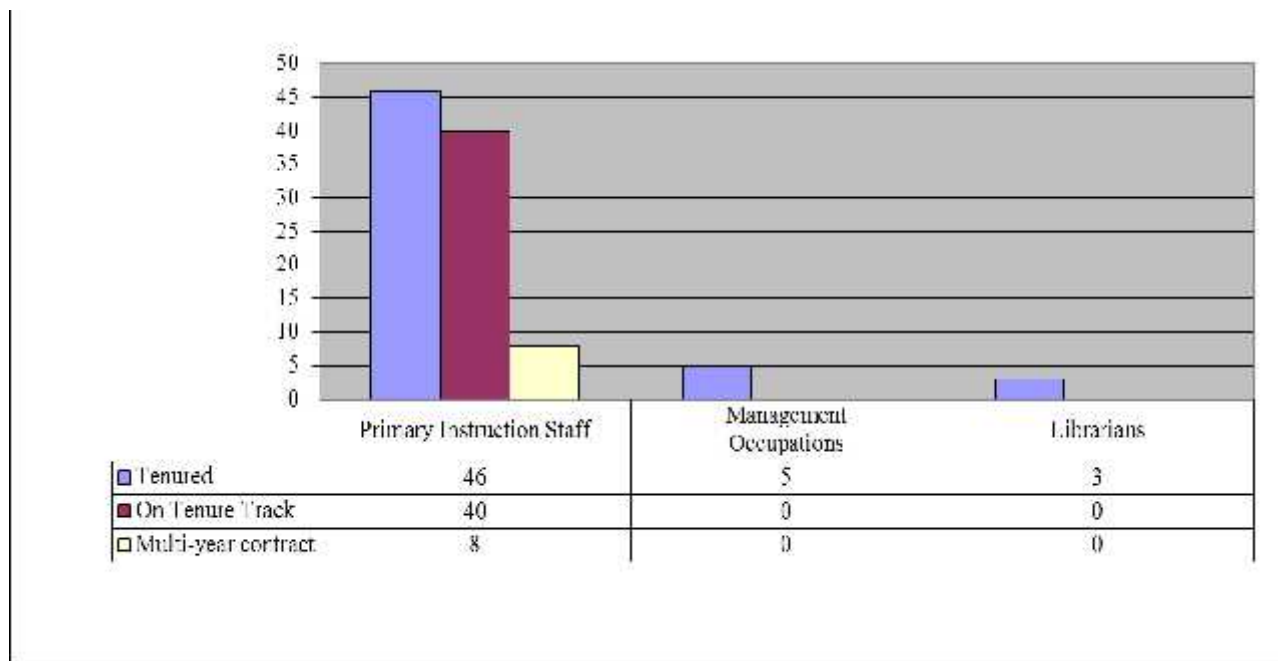


**Full-time Staff by Tenure Status
As of November 1, 2015**

	Tenured	On Tenure Track	Multi-year contract	Total
Primary Instructional Staff	46	40	8	94
Management Occupations	5	0	0	5
Librarians	3	0	0	3

SOURCE: IPEDS Human Resources 2015-16

**Full-time Staff by Tenure Status
As of November 1, 2015**

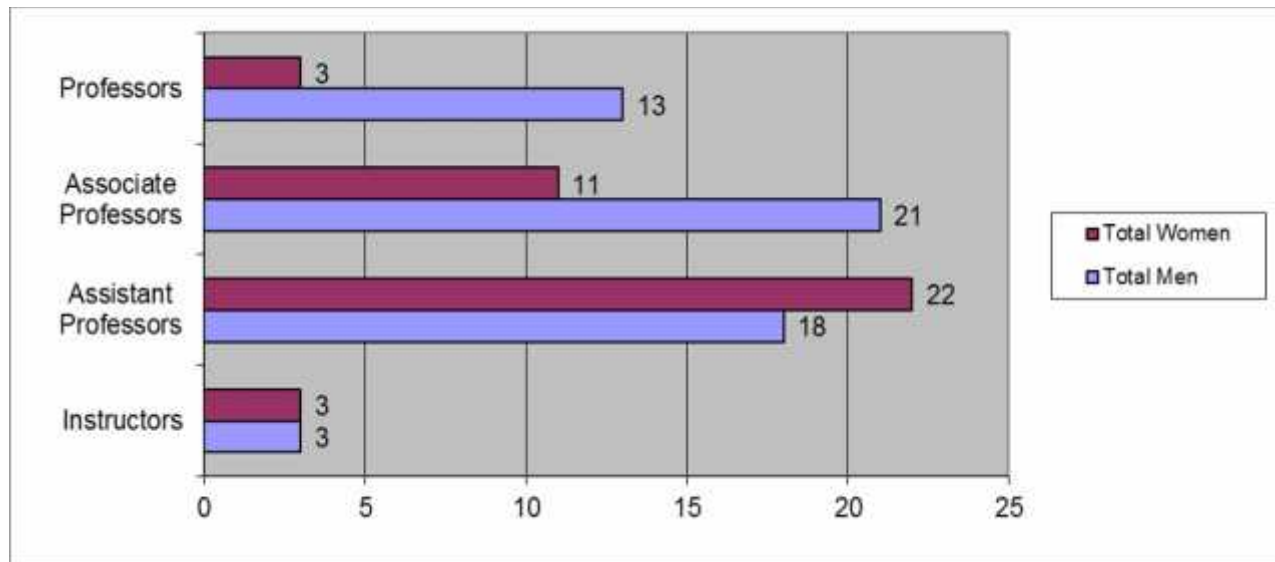


**Full-time Instructional Staff by Gender and Academic Rank
As of November 1, 2015**

	Total Men	Total Women	Total
Professors	13	3	16
Associate Professors	21	11	32
Assistant Professors	18	22	40
Instructors	3	3	6

SOURCE: IPEDS Human Resources 2015-16

**Full-time Instructional Staff by Gender and Academic Rank
As of November 1, 2015**

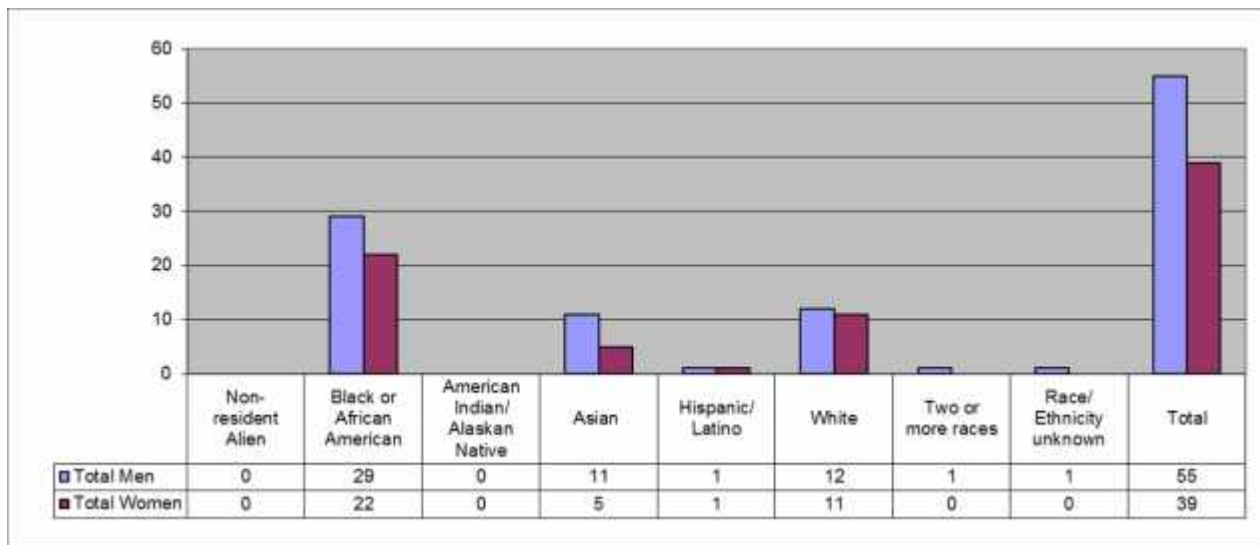


**Full-time Instructional Staff by Gender and Ethnicity
As of November 1, 2015**

	Total Men	Total Women
Non-resident Alien	0	0
Black or African American	29	22
American Indian/Alaskan Native	0	0
Asian	11	5
Hispanic/Latino	1	1
White	12	11
Two or more races	1	0
Race/Ethnicity unknown	1	0
Total	55	39

SOURCE: IPEDS Human Resources 2015-16

**Full-time Instructional Staff by Gender and Ethnicity
As of November 1, 2015**



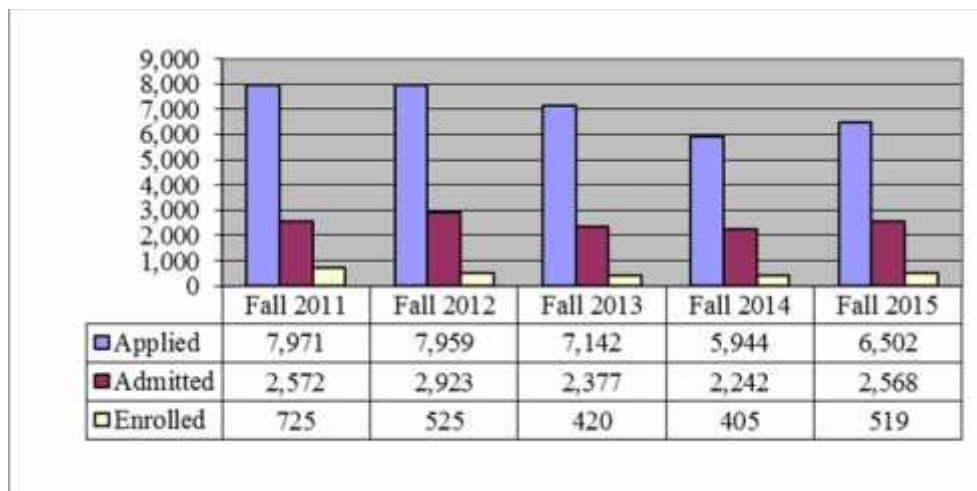
Applied, Admitted and Enrolled - Fall Terms 2011-2015

	2011	2012	2013	2014	2015
<u>First-time Freshmen (full-time & part-time)</u>					
Applied ¹	7,971	7,959	7,142	5,944	6,502
Admitted	2,572	2,923	2,377	2,242	2,568
Enrolled	725	525	420	405	519
<hr/>					
Ratio of Enrolled to Admitted	26.4%	26.3%	28.2%	18.0%	20.0%

1 Includes all applicants who have started the admissions process the preceding Summer term; applications are not necessarily "complete."

Source: Banner Information System

Applied-Admitted-Enrolled - Fall Terms 2011-2015



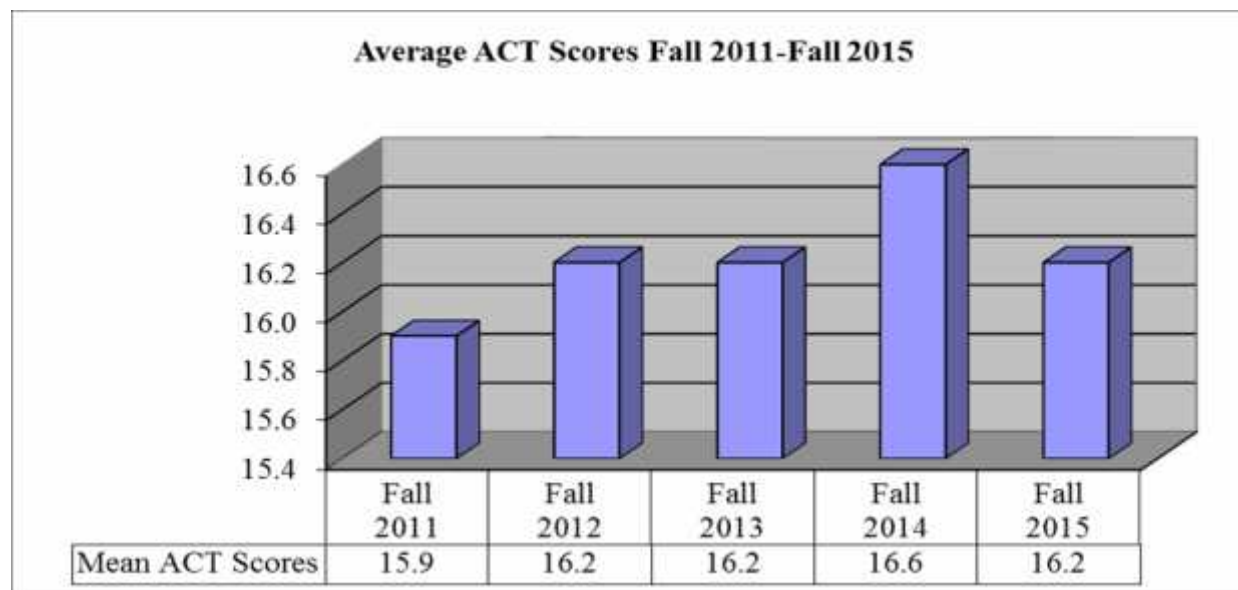
New Freshmen ACT Composite Scores, 2011-2015

ACT Score	Fall 2011			Fall 2012			Fall 2013			Fall 2014			Fall 2015		
	N	%	Cum %	N	%	Cum %	N	%	Cum %	N	%	Cum %	N	%	Cum %
>=31							1	0.2	0.2						
30															
29	1	0.2	0.2				1	0.2	0.5	1	0.3	0.3			
28				1	0.2	0.2	1	0.2	0.7						
27							1	0.2	1.0						
26	1	0.2	0.3	2	0.5	0.7	2	0.5	1.4	1	0.3	0.6			
25	3	0.5	0.8	2	0.5	1.2	1	0.2	1.7	2	0.6	1.1			
24	4	0.7	1.5	2	0.4	1.6	1	0.2	1.9	3	0.8	1.9	5	1.1	1.1
23	7	1.2	2.6	4	0.9	2.6	3	0.7	2.6	9	2.5	4.5	5	1.1	2.2
22	11	1.8	4.4	9	2.1	4.7	13	3.1	5.8	6	1.7	6.1	6	1.3	3.5
21	15	2.5	6.9	13	3.0	7.7	13	3.1	8.9	10	2.8	8.9	12	2.6	6.0

20	15	2.5	9.4	25	5.8	13.5	17	4.1	12.9	14	3.9	12.8	11	2.4	8.4
19	39	6.4	15.8	23	5.3	18.8	22	5.3	18.2	29	8.1	20.9	31	6.7	15.1
18	44	7.2	23.1	38	8.8	27.7	29	7.0	25.2	48	13.4	34.3	53	11.4	26.6
17	78	12.9	35.9	53	12.3	40.0	51	12.2	37.4	52	14.5	48.7	61	13.2	39.7
16	84	13.5	49.8	56	13.0	53.0	43	10.3	47.7	53	14.8	63.5	94	20.3	60.0
15	88	14.5	64.3	70	16.3	69.3	75	18.0	65.7	52	14.5	78.0	62	13.4	73.4
14	115	18.9	83.2	58	13.5	82.8	35	8.4	74.1	41	11.4	89.4	63	13.6	87.0
13	62	10.2	93.4	48	11.2	94.0	27	6.5	80.6	20	5.6	95.0	43	9.1	96.1
12	28	4.6	98.0	22	5.1	99.1	8	1.9	82.5	13	3.6	98.6	13	2.8	98.9
11	10	1.6	99.7	3	0.7	99.8	1	0.2	100.0	2	0.6	99.2	5	1.1	100.0
<=10	2	0.2	100.0	1	0.2	100.0	0	0.0	100.0	3	0.8	100.0			
Subtotal	442	87%		607	84%		430	84%		359	89%		463	89%	
Unreported	65			115			81			43			56		
TOTAL	507			722			511			402			519		
MEAN	15.9			16.2			16.2			16.6			16.2		

Source: ACT Class Profile Report.

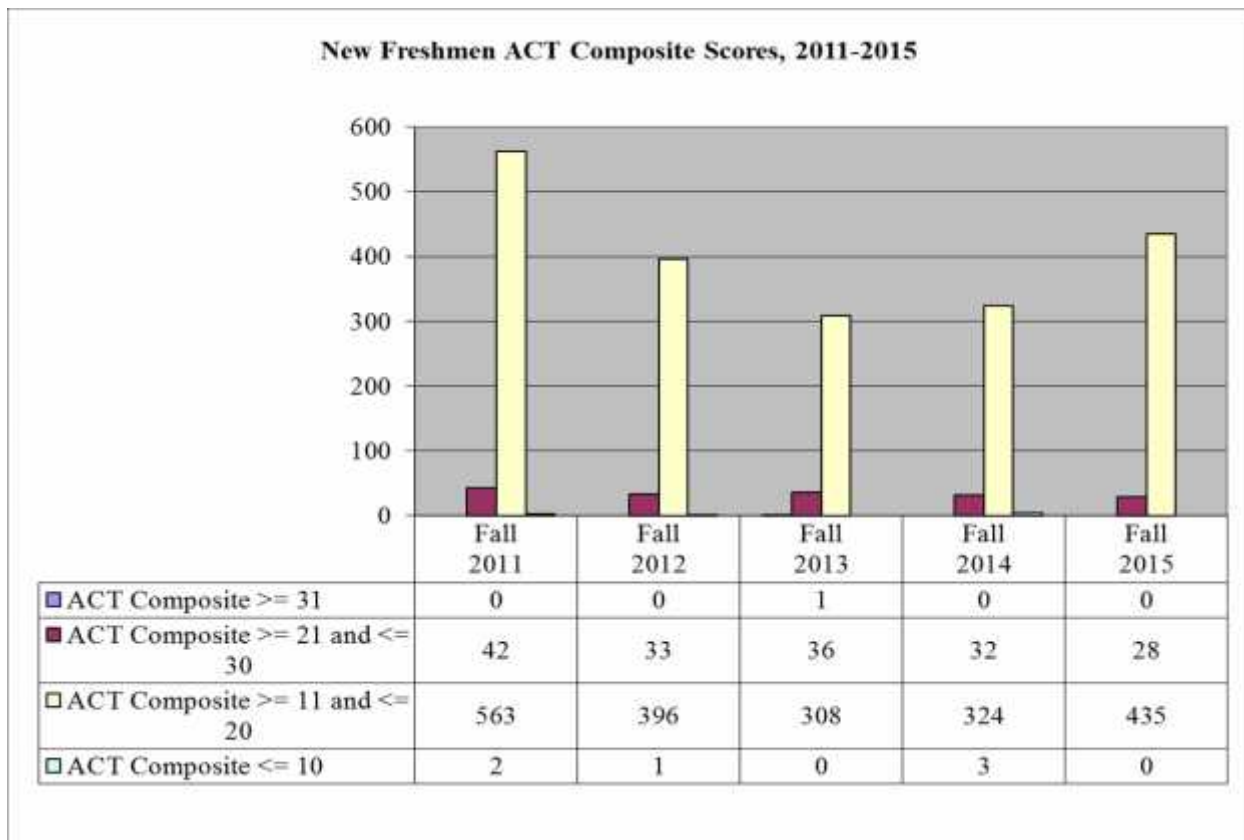
Note: An ACT Composite score of 21 or higher is one of the requirements for incoming freshmen to be eligible for the CSU Honors Program.



New Freshmen ACT Composite Scores Ranges, 2011-2015

	<u>Fall 2011</u>	<u>Fall 2012</u>	<u>Fall 2013</u>	<u>Fall 2014</u>	<u>Fall 2015</u>
ACT Composite >= 31	0	0	1	0	0
ACT Composite >= 21 and <= 30	42	33	36	32	28
ACT Composite >= 11 and <= 20	563	396	308	324	435
ACT Composite <= 10	<u>2</u>	<u>1</u>	<u>0</u>	<u>3</u>	<u>0</u>
Total	607	430	345	359	463

Source: ACT Class Profile Report.



New Freshmen High School Grade Point Averages, 2011-2015

HS GPA	Fall 2011 ¹			Fall 2012 ¹			Fall 2013 ¹			Fall 2014 ¹			Fall 2015 ¹		
	N	%	Cum %	N	%	Cum %	N	%	Cum %	N	%	Cum %	N	%	Cum %
4.0	1	0.1	0.1	2	0.4	0.4	0	0.0	0.0	1	0.3	0.3	1	0.2	0.2
3.9	3	0.4	0.6	2	0.4	0.8	2	0.5	0.5	2	0.5	0.8	3	0.6	0.8
3.8	5	0.7	1.3	3	0.6	1.4	3	0.7	1.2	2	0.5	1.3	4	0.8	1.6
3.7	7	1.0	2.3	4	0.8	2.2	2	0.5	1.7	3	0.8	2.0	2	0.4	1.9
3.6	7	1.0	3.3	6	1.2	3.4	8	1.9	3.6	9	2.3	4.3	3	0.6	2.5
3.5	12	1.7	5.0	5	1.0	4.4	12	2.9	6.5	4	1.0	5.3	10	1.9	4.5
3.4	13	1.9	6.8	5	1.0	5.4	3	0.7	7.2	10	2.5	7.9	9	1.8	6.2
3.3	6	0.9	7.7	8	1.6	7.0	10	2.4	9.6	8	2.0	9.9	9	1.8	8.0
3.2	21	3.0	10.7	13	2.6	9.6	23	5.5	15.1	8	2.0	11.9	14	2.7	10.7
3.1	17	2.4	13.1	9	1.8	11.4	13	3.1	18.2	22	5.6	17.5	20	3.9	14.6
3.0 ^a	20	2.8	16.0	15	3.0	14.4	17	4.1	22.3	17	4.3	21.8	23	4.5	19.1
2.9	34	4.8	20.8	17	3.4	17.8	12	2.9	25.2	20	5.1	26.9	26	5.1	24.2
2.8	25	3.6	24.4	25	4.4	22.2	25	6.0	31.2	29	7.4	34.3	26	5.1	29.2
2.7	35	5.0	29.3	22	4.4	26.6	24	5.8	36.9	26	6.6	40.9	33	6.4	35.7
2.6 ^b	42	6.0	35.3	39	7.8	34.4	29	7.0	43.9	23	5.8	46.7	30	5.8	41.5
2.5	41	5.8	41.2	23	4.6	39.0	37	8.9	52.8	30	7.6	54.3	33	6.4	48.0
2.4	39	5.6	46.7	33	6.6	45.6	29	7.0	59.7	31	7.9	62.2	44	8.6	56.5
2.3	40	5.7	52.4	37	7.4	53.0	28	6.7	66.4	25	6.3	68.5	50	9.7	66.3
2.2	53	7.5	60.0	45	9.0	62.0	32	7.7	74.1	23	5.8	74.4	47	9.2	75.4
2.1	62	8.8	68.8	28	5.6	67.6	29	7.0	81.1	26	6.6	81.0	37	7.2	82.7
2.0 ^c	42	6.0	74.8	49	9.8	77.4	21	5.0	86.1	23	5.8	86.8	37	7.2	89.9
<= 1.9	177	25.2	100.0	113	22.6	100.0	44	10.6	100.0	52	13.2	100.0	52	10.1	100.0
Subtotal	702	99%		500	98%		403	97%		394	98%		513	99%	
Unreported	20			11			14			8			6		
TOTAL	722			511			417			402			519		
MEAN	2.40			2.40			2.54			2.50			2.50		

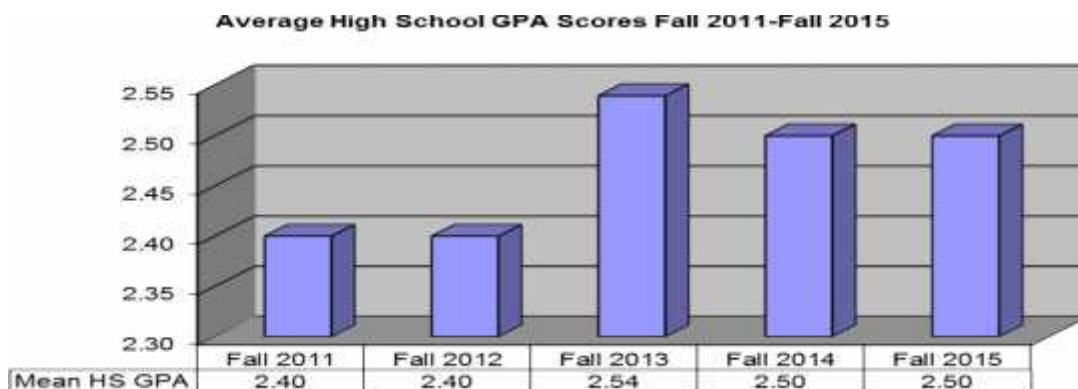
¹ Source: Banner Information System

^a “3.0 or Above” for Fall 2011 and Fall 2015

^b “2.6 – 2.9” for Fall 2011 and Fall 2015

^c “2.0 – 2.5” for Fall 2011 and Fall 2015

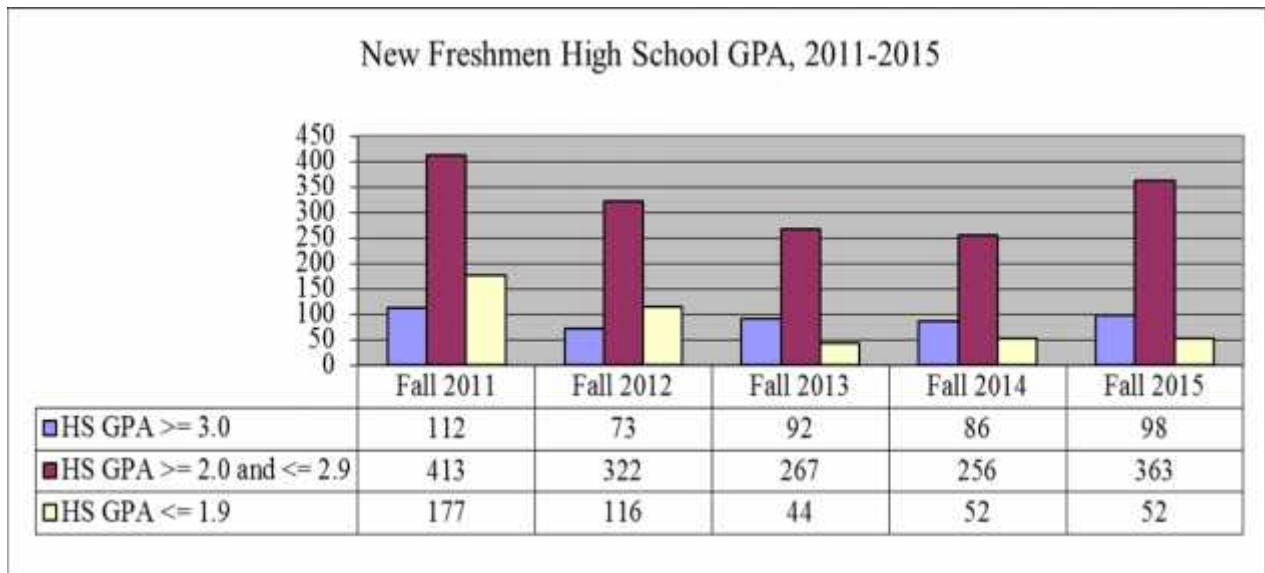
Note: A high school grade point average (GPA) of 3.000 or higher is one of the requirements for incoming freshmen to be eligible for the CSU Honors Program.



New Freshman High School GPA Ranges, 2011-2015

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
HS GPA \geq 3.0	112	73	92	86	98
HS GPA \geq 2.0 and \leq 2.9	413	322	267	256	363
HS GPA \leq 1.9	177	116	44	52	52
Total	702	511	403	394	513

Source: Banner Information System



New Freshmen Geographic Origins, Fall Terms 2011-2015

	2011 ¹		2012 ¹		2013 ¹		2014 ¹		2015 ¹	
	N	%	N	%	N	%	N	%	N	%
OHIO²	313	43	219	43	197	47	176	44	224	43
Akron	15	5%	5	2%	5	3%	3	2%	2	1%
Athens	0	0	0	0	0	0	0	0	0	0
Canton	2	1	3	1	2	1	3	2	6	3
Chillicothe	0	0	1	0	2	1	0	0	0	0
Cincinnati	62	20	55	25	40	20	27	15	44	20
Cleveland	88	28	49	22	40	20	44	25	53	24
Columbus	46	15	47	21	51	26	48	27	45	20
Dayton	84	27	50	20	52	26	39	22	67	30
Lima	0	0	0	0	0	0	1	1	2	1
Mansfield	1	0	1	0	2	1	0	0	2	1
Steubenville	0	0	0	0	0	0	0	0	0	0
Toledo	9	3	5	2	3	2	10	6	2	1
Youngstown	6	2	2	1	0	0	1	0	1	0
Zanesville	0	0	1	0	0	0	0	0	0	0
CALIFORNIA	3	0	1	0	5	1	2	0	1	0
ILLINOIS	157	22	94	18	60	14	84	21	133	26
INDIANA	26	4	25	5	21	5	22	5	36	7
KENTUCKY	4	1	1	0	1	0	0	0	0	0
MICHIGAN	147	20	109	21	89	21	77	19	89	17
PENNSYLVANIA	19	3	9	2	2	0	0	0	2	0
OTHER STATES	53	7	53	10	41	10	40	10	31	6
UNKNOWN	0	0	0	0	0	0	0	0	1	0
INTERNATIONAL	0	0	0	0	1	0	1	0	2	0
TOTAL	722	100%	511	100%	417	100%	402	100%	519	100%

1 Source: Banner Information System

2 As defined by Ohio Marking Areas by the CSU Office of Admissions

CENTRAL STATE UNIVERSITY
Office of the Registrar
Official Fall 2015 Semester Enrollment Report

Fall Enrollment Headcount

	2011	2012	2013	2014	2015
<i>Undergraduates</i>	2458	2116	2036	1733	1792
<i>Graduates</i>	45	36	32	18	12
Totals	2503	2152	2068	1751	1804

Fall FTE

	2011	2012	2013	2014	2015
<i>Undergraduates</i>	2305	1982	1911	1637	1711
<i>Graduates</i>	17	11	10	6	4
Total FTE	2322	1993	1921	1643	1715

**Total FTE does not include consortium and students' withdrawn w/record prior to the Official Census date (8/31/15)*

Fall Semester Enrollment Statistics

Year	Classification	Male	%	Female	%	Gender Unknown	%	Full-Time	%	Part-Time	%	In-State	%	Out-State	%	Residence Hall	%	Commuter	%
2011	<i>Undergraduates</i>	1196		1262		0		2255		203		1438		1020		1433		1025	
	<i>Graduates</i>	20		25		0		0		45		42		3		0		45	
	Total	1216	49%	1287	51%	0		2255	90%	248	10%	1480	59%	1023	41%	1433	57%	1070	43%
2012	<i>Undergraduates</i>	992		1124		0		1878		238		1281		835		1092		1024	
	<i>Graduates</i>	16		20		0		0		36		35		1		0		36	
	Total	1008	47%	1144	53%	0		1878	87%	274	13%	1316	61%	836	39%	1092	51%	1060	49%
2013	<i>Undergraduates</i>	949		1087		0		1840		196		1224		812		1162		874	
	<i>Graduates</i>	14		18		0		0		32		31		1		0		32	
	Total	963	47%	1105	53%	0		1840	89%	228	11%	1255	61%	813	39%	1162	56%	906	44%
2014	<i>Undergraduates</i>	805		928		0		1576		157		995		738		1077		674	
	<i>Graduates</i>	6		12		0		0		18		18		0		0		18	
	Total	811	46%	940	54%	0		1576	90%	175	10%	1013	58%	738	42%	1077	61%	692	39%
2015	<i>Undergraduates</i>	806		986		0		1649		143		1002		790		961		831	
	<i>Graduates</i>	6		9		0		0		12		12		0		0		12	
	Total	811	45%	995	55%	0		1649	91%	155	9%	1014	56%	790	44%	961	53%	843	47%

Fall to Fall Enrollment Comparison

	<i>Total Enrollment</i>	<i>Headcount Increase/Decrease</i>	<i>Percentage Increase/Decrease</i>
<i>Fall 2010-2011</i>	2288-2503	+215	+9.0 %
<i>Fall 2011-2012</i>	2503-2152	-351	-14.0 %
<i>Fall 2012-2013</i>	2152-2068	-84	-4.0 %
<i>Fall 2013-2014</i>	2068-1751	-317	-15.0 %
<i>Fall 2014-2015</i>	1751-1804	+53	+3.0 %

Special Enrollments

<i>Category</i>	<i>Fall 2011</i>	<i>%</i>	<i>Fall 2012</i>	<i>%</i>	<i>Fall 2013</i>	<i>%</i>	<i>Fall 2014</i>	<i>%</i>	<i>Fall 2015</i>	<i>%</i>
<i>Consortium</i>	19	<1%	10	<1%	12	<1%	23	1%	6	<1%
<i>Cooperative Education</i>	3	<1%	1	<1%	2	<1%	1	<1%	3	<1%
<i>CSU Dayton*</i>	344	14%	313	15%	343	17%	213	12%	199	11%
<i>Military/Veterans</i>	41	2%	40	1%	42	2%	25	1%	33	<2%
<i>Faculty/Staff</i>	67	3%	72	3%	66	3%	39	2%	24	1%
<i>International Students</i>	4	<1%	2	<1%	6	<1%	8	<1%	10	<1%

* Number of students enrolled for one or more classes at CSU Dayton

Ethnic Enrollment

	<i>Fall 2011</i>	<i>%</i>	<i>Fall 2012</i>	<i>%</i>	<i>Fall 2013</i>	<i>%</i>	<i>Fall 2014</i>	<i>%</i>	<i>Fall 2015</i>	<i>%</i>
<i>African American</i>	2384	95%	2053	95%	1964	95%	1669	95%	1710	95%
<i>American Indian or Alaskan</i>	5	<1%	4	<1%	5	<1%	3	<1%	4	<1%
<i>Asian American or Pacific Is.</i>	3	<1%	2	<1%	1	<1%	1	<1%	2	<1%
<i>Caucasian American</i>	41	2%	41	1%	41	2%	26	1%	28	<2%
<i>Hispanic American</i>	18	<1%	15	<1%	13	<1%	12	<1%	13	1%
<i>Multi-Racial</i>	8	<1%	8	<1%	13	<1%	15	<1%	16	<1%
<i>International Students</i>	4	<1%	2	<1%	6	<1%	8	<1%	10	<1%
<i>Not Reported</i>	40	1%	27	<1%	25	1%	17	<1%	22	1%
Total	2503		2152		2068		1751		1804	

Enrollment by Classification

	<i>Fall 2011</i>	<i>%</i>	<i>Fall 2012</i>	<i>%</i>	<i>Fall 2013</i>	<i>%</i>	<i>Fall 2014</i>	<i>%</i>	<i>Fall 2015</i>	<i>%</i>
<i>Freshmen</i>	1179	47%	928	43%	833	40%	730	41%	829	46%
<i>Sophomores</i>	433	18%	402	19%	376	18%	334	19%	308	17%
<i>Juniors</i>	334	13%	333	15%	355	17%	258	15%	304	17%
<i>Seniors</i>	484	19%	437	20%	456	22%	403	23%	341	19%
<i>Graduate Students</i>	45	2%	36	1%	32	1.5%	18	1%	12	<1%
<i>Post-Baccalaureate</i>	28	1%	16	<1%	16	<1%	8	<1%	10	<1%
Total Enrollments	2503		2152		2068		1751		1804	

Student Body Report

	<i>Fall 2011</i>	<i>%</i>	<i>Fall 2012</i>	<i>%</i>	<i>Fall 2013</i>	<i>%</i>	<i>Fall 2014</i>	<i>%</i>	<i>Fall 2015</i>	<i>%</i>
<i>Consortium</i>	19	<1%	10	<1%	12	<1%	23	1%	6	<1%
<i>Continuing Students</i>	1482	59%	1404	65%	1397	68%	1156	66%	1067	59%
<i>Graduate Students</i>	45	2%	36	2%	32	1.5%	18	1%	12	<1%
<i>New Freshmen</i>	722	29%	516	24%	417	20%	402	23%	519	29%
<i>Post-Baccalaureate</i>	28	1%	16	<1%	16	<1%	8	<1%	10	<1%
<i>Post-Secondary Option</i>	1		1	<1%	0		0		0	
<i>Re-admits</i>	26	1%	29	<1%	23	1%	16	<1%	33	<2%
<i>Special</i>	11	<1%	10	<1%	8	<1%	5	<1%	7	<1%
<i>Transfer</i>	169	7%	129	6%	161	8%	123	7%	149	8%
<i>Transient</i>	1		2	<1%	2	<1%	0		1	<1%
<i>Undeclared</i>	0		0		0		0		0	
Total Enrollments	2503		2152		2068		1751		1804	

Fall 2015 - In-State Students

County of Residence

Adams	0	Fairfield	5	Licking	3	Richland	1
Allen	5	Fayette	1	Logan	0	Ross	0
Ashland	0	Franklin	150	Lorain	7	Sandusky	0
Ashtabula	0	Fulton	0	Lucas	17	Scioto	2
Athens	0	Gallia	0	Madison	2	Seneca	0
Auglaize	0	Geauga	0	Mahoning	8	Shelby	0
Belmont	0	Greene	101	Marion	3	Stark	18
Brown	0	Guernsey	0	Medina	1	Summit	12
Butler	15	Hamilton	136	Meigs	4	Trumbull	1
Carroll	0	Hancock	0	Mercer	0	Tuscarawas	0
Champaign	3	Hardin	0	Miami	1	Union	1
Clark	21	Harrison	0	Monroe	0	Van Wert	0
Clermont	1	Henry	0	Montgomery	316	Vinton	0
Clinton	5	Highland	0	Morgan	0	Warren	4
Columbiana	0	Hocking	0	Morrow	0	Washington	0
Cook	0	Holmes	0	Muskingum	0	Wayne	0
Coshocton	0	Huron	0	Noble	0	Williams	0
Crawford	0	Jackson	0	Ottawa	0	Wood	1
Cuyahoga	153	Jefferson	0	Paulding	0	Wyandot	0
Darke	0	Knox	0	Perry	0	Unknown	4
Defiance	0	Lake	1	Pickaway	0		
Delaware	4	Lawrence	0	Pike	0		
Erie	2	Levy	0	Preble	0	TOTAL:	1,013

Fall 2015 - Out-of-State Students

Alabama	3	Indiana	70	Nebraska	0	Texas	5
Alaska	0	Kentucky	1	Nevada	1	Virginia	1
Arizona	0	Louisiana	1	New Jersey	9	Washington	1
Arkansas	0	Maine	1	New York	11	Washington DC	28
California	11	Maryland	13	North Carolina	0	West Virginia	1
Connecticut	1	Massachusetts	0	Oklahoma	1	Wisconsin	19
Delaware	1	Michigan	235	Pennsylvania	9		
Florida	9	Minnesota	6	Rhode Island	1	Unknown	27
Georgia	7	Mississippi	0	South Carolina	0		
Illinois	300	Missouri	2	Tennessee	4	TOTAL:	781

Fall 2015 - International Students

Brazil	1	Egypt	1	Ethiopia	1	Ghana	1
Ivory Coast	1	Jamaica	1	Nigeria	1	Senegal	1
The Bahamas	1	Zimbabwe	1			TOTAL:	10

GRAND TOTAL 1,804

CENTRAL STATE UNIVERSITY
Persistence of New Freshmen Cohorts

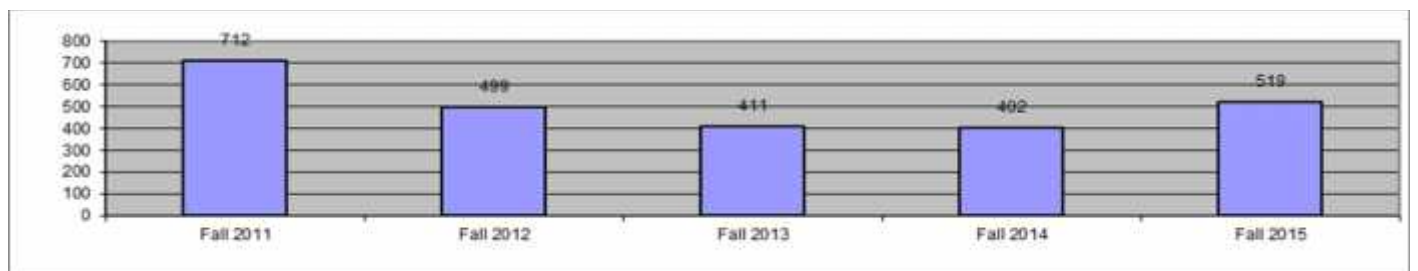
Fall Terms 2006-20115

Entering Fall Term	N ¹	Fall Attendance Year									
		Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	
2006	536	Graduated By:	0.0%	0.0%	0.0%	11.4%	0.1%	2.8%	2.4%	0.6%	1.0%
		Still Enrolled:	54.1%	44.6%	39.2%	24.3%	8.8%	3.4%	1.7%	0.6%	0.0%
		Cohort Persistence:	54.1%	44.6%	39.0%	35.7%	8.9%	6.2%	4.1%	1.2%	1.0%
2007	562	Graduated By:	0.0%	0.0%	0.0%	9.3%	9.4%	6.2%	3.4%	1.2%	
		Still Enrolled:	51.4%	44.0%	35.8%	24.6%	10.7%	4.4%	0.5%	1.1%	
		Cohort Persistence:	51.4%	44.0%	35.0%	33.9%	20.1%	10.6%	3.9%	2.3%	
2008	646	Graduated By:	0.0%	0.0%	0.0%	10.0%	8.5%	2.9%	2.0%		
		Still Enrolled:	57.4%	37.0%	32.5%	17.6%	7.7%	3.1%	1.0%		
		Cohort Persistence:	57.4%	37.0%	32.5%	27.6%	16.2%	6.0%	3.0%		
2009	703	Graduated By:	0.0%	0.0%	0.0%	5.7%	10.0%	3.3%			
		Still Enrolled:	46.1%	32.0%	27.3%	18.9%	6.8%	3.8%			
		Cohort Persistence:	46.1%	32.0%	27.3%	24.6%	16.8%	7.1%			
2010	504	Graduated By:	0.0%	0.0%	0.0%	8.1%	12.1%				
		Still Enrolled:	55.0%	37.3%	33.3%	21.0%	8.3%				
		Cohort Persistence:	55.0%	37.3%	33.3%	29.1%	20.4%				
2011	712	Graduated By:	0.0%	0.0%	0.7%	9.1%					
		Still Enrolled:	43.0%	33.5%	25.6%	14.4%					
		Cohort Persistence:	43.0%	33.5%	26.3%	23.5%					
2012	499	Graduated By:	0.0%	0.0%	0.4%						
		Still Enrolled:	52.9%	33.5%	28.6%						
		Cohort Persistence:	52.9%	33.5%	29.0%						
2013	411	Graduated By:	0.0%	0.0%							
		Still Enrolled:	51.1%	39.6%							
		Cohort Persistence:	51.1%	39.6%							
2014	401	Graduated By:	0.0%								
		Still Enrolled:	53.6%								
		Cohort Persistence:	53.6%								
2015	510	Graduated By:									
		Still Enrolled:									
		Cohort Persistence:									

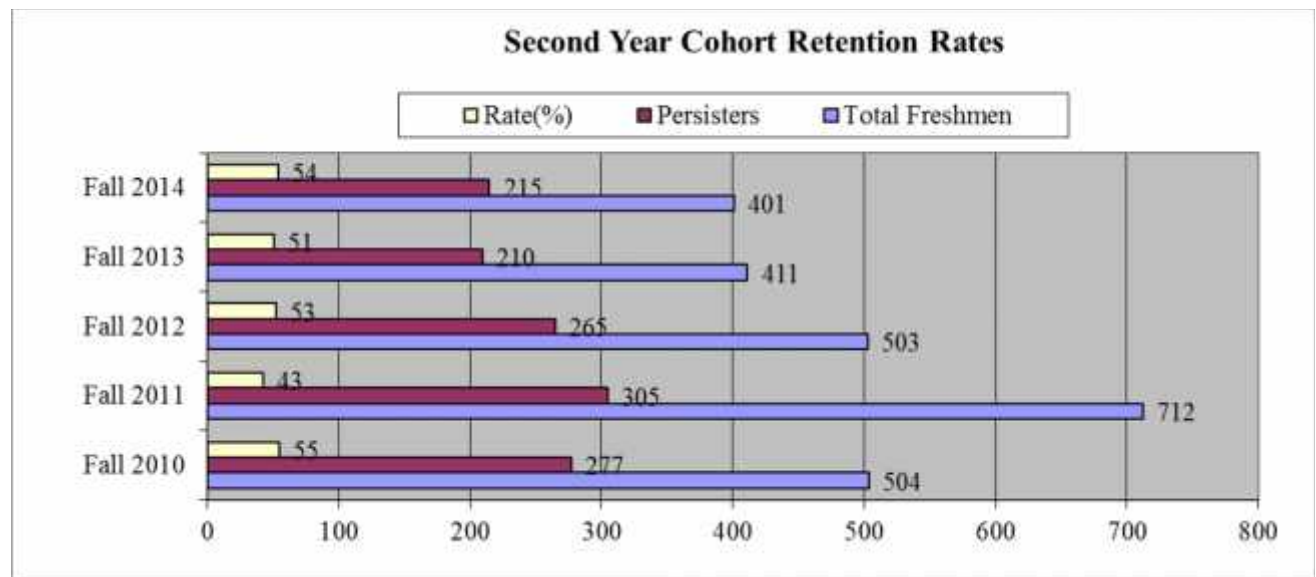
¹ Indicates the total number of new, full-time freshmen who entered the University in each fall term for that corresponding year as reported on the respective Fall Enrollment Survey, Integrated Post-secondary Education Data System (IPEDS), National Center for Education Statistics.

New First Time Freshmen Cohort by Academic Programs

Programs	Fall 2011	%	Fall 2012	%	Fall 2013	%	Fall 2014	%	Fall 2015	%
Accounting	10	1%	2	0%	8	2%	16	4%	15	3%
Adolescent to Young Adult Edu.	4	1%	7	1%	3	1%	2	0%	3	1%
Art Education	5	1%	1	0%	0	0%	1	0%	5	1%
Biology	45	6%	43	9%	35	9%	33	8%	51	10%
Business Administration	108	15%	70	14%	49	12%	62	15%	92	18%
Chemistry	8	1%	4	1%	10	2%	6	1%	6	1%
Communication, Broadcast Media	18	3%	20	4%	1	4%	10	2%	24	5%
Communication, Print Journalism	5	1%	8	2%	13	3%	8	2%	8	2%
Computer Science	22	3%	16	3%	15	4%	10	2%	9	2%
Criminal Justice	73	10%	59	12%	39	9%	41	10%	57	11%
Early Childhood Education	28	4%	23	5%	18	4%	18	4%	27	5%
Economics	2	0%	3	1%	3	1%	2	0%		
English	4	1%	2	0%	6	1%	2	0%	10	2%
Environmental Engineering	4	1%	6	1%	6	1%	10	2%	10	2%
Geography	0	0%	0	0%	0	0%				
Geology	0	0%	0	0%	0	0%				
Graphic Design	5	1%	6	1%	8	2%	7	2%	9	2%
History	4	1%	1	0%	6	1%			2	0%
Industrial Technology	0	0%	2	0%	1	0%	1	0%	5	1%
Intervention Specialist	1	0%	0	0%	1	0%	2	0%	1	0%
Jazz Studies	0	0%	0	0%	1	0%	1	0%		
Manufacturing Engineering	18	3%	16	3%	11	3%	13	3%	11	2%
Mathematics	4	1%	9	2%	6	1%			1	0%
Middle Childhood Education	4	1%	1	0%	1	0%			2	0%
Multi-Age Education	14	2%	1	0%	11	3%	8	2%	4	1%
Music Education	11	2%	12	2%	9	2%	12	3%	7	1%
Music Performance	9	1%	7	1%	9	2%	4	1%	6	1%
Political Science	6	1%	4	1%	9	2%	2	0%	7	1%
Psychology	48	7%	42	8%	30	7%	27	7%	31	6%
Recreation	3	0%	2	0%	7	2%	9	2%	15	3%
Social Work	18	3%	23	5%	17	4%	19	5%	19	4%
Sociology	6	1%	9	2%	4	1%	7	2%	6	1%
Studio Art	2	0%	2	1%	3	1%	5	1%	2	0%
Water Resources Mgmt.	3	0%	0	0%	3	1%	2	0%	1	0%
Undeclared	220	31%	98	20%	52	13%	62	15%	73	14%
Total	712	100%	499	100%	411	100%	402	100%	519	100%

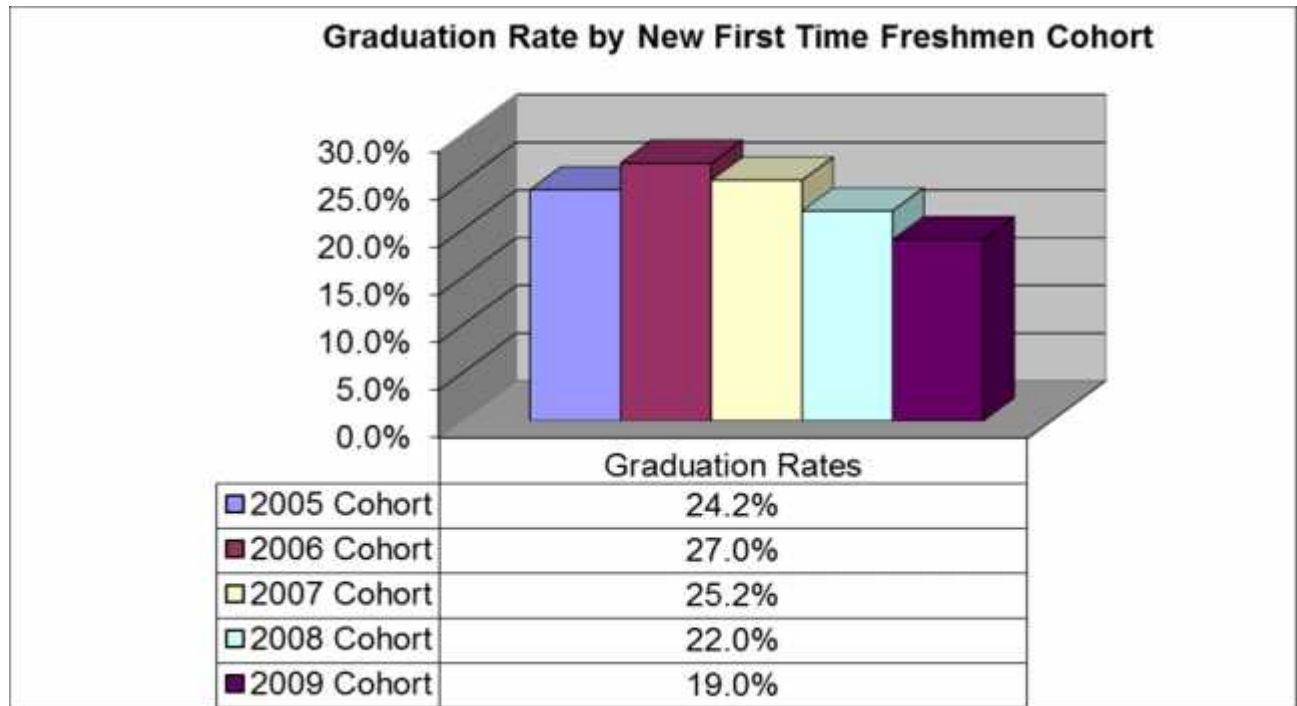


Student Retention Rates - Entering Full-time Freshmen Fall Term				
Year (Fall)	Cohort Total	Still Enrolled	Non-Persisters	Retention Rate
2010	504	277	227	55%
2011	712	305	407	43%
2012	503	265	238	53%
2013	411	210	201	51%
2014	401	215	186	54%



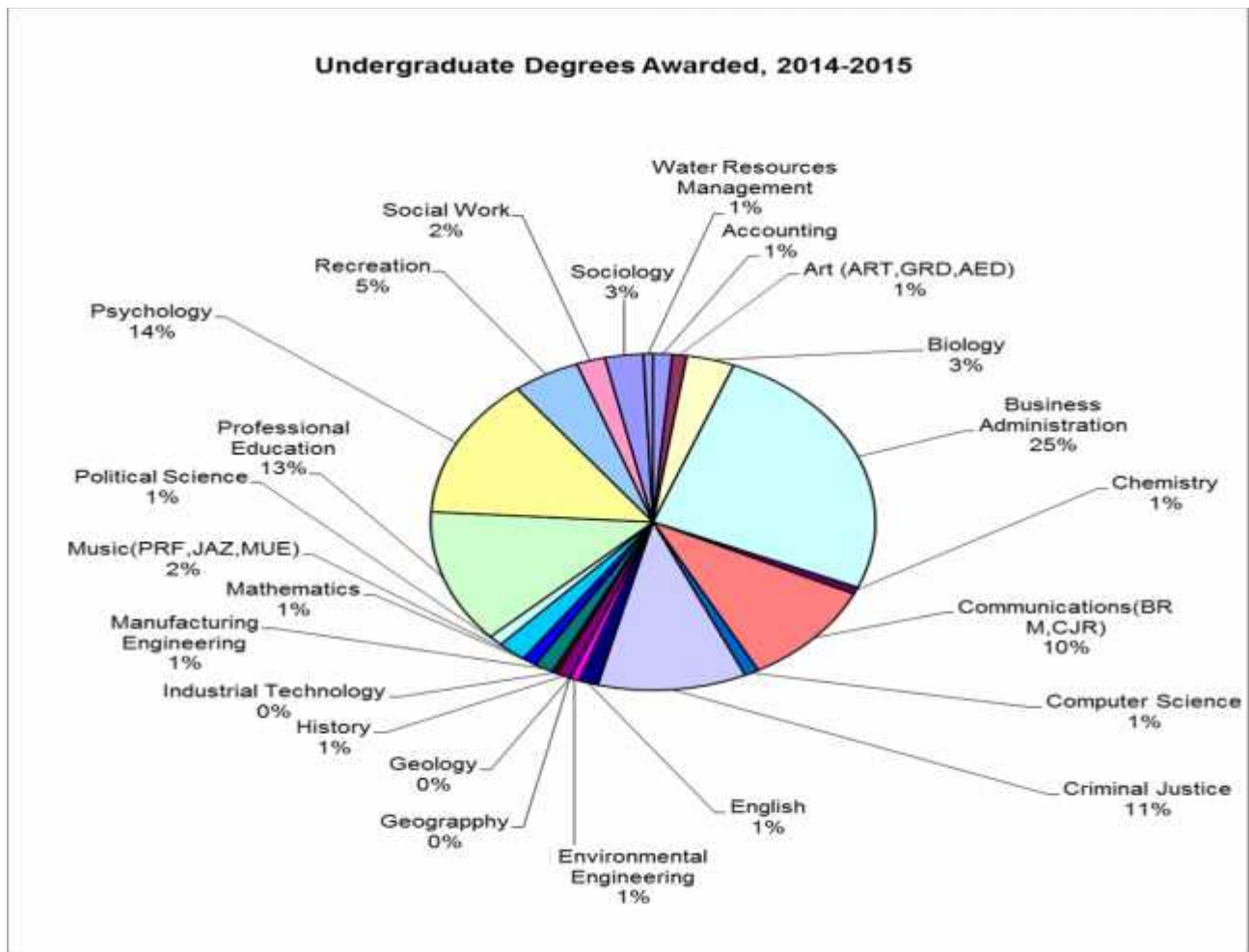
Graduation Rate by New First Time Freshmen Cohort

	Freshmen Cohort Entering in the Fall				
	2005	2006	2007	2008	2009
Total Freshmen Cohort (adjusted)	343	535	563	646	703
% Graduating within 4 years	9.3	12	10.5	11	6
% Graduating within 5 years	10.8	12	9.8	9	10
% Graduating within 6 years	4.1	3	5.0	2	3
Graduation Rates	24.2%	27%	25%	22%	19%



Undergraduate Degrees Awarded, 2014-2015

Major	Count	Total %	Major	Count	Total %
Accounting	4	1%	History	3	1%
Art (ART,GRD,AED)	3	1%	Industrial Technology	1	0%
Biology	10	3%	Manufacturing Engineering	4	1%
Business Administration	73	25%	Mathematics	3	1%
Chemistry	2	1%	Music(PRF,JAZ,MUE)	6	2%
Communications(BRM,CJR)	29	10%	Political Science	3	1%
Computer Science	3	1%	Professional Education	37	13%
Criminal Justice	31	11%	Psychology	39	13%
English	4	1%	Recreation	14	5%
Environmental Engineering	2	1%	Social Work	6	2%
Geography	0	0%	Sociology	8	3%
Geology	0	0%	Water Resources Management	2	1%
Total Undergraduate Degrees Awarded			<u>287</u>		



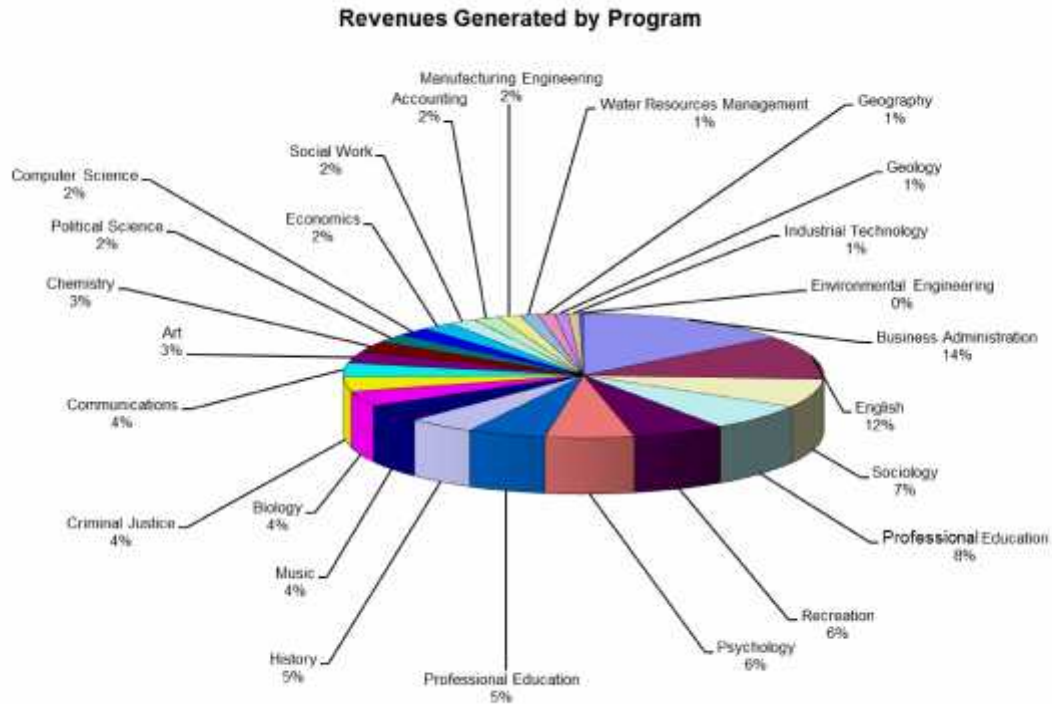
Revenues Generated, 2014-2015

The revenues generated by an academic program may come from several sources. One such source is the revenue generated based on the amount of credit hours taught during the two main semesters (fall and spring) of the academic year. Under this method, programs that teach “service course” courses, most certainly generated the majority of revenue for the University, and the Business Administration program generated the highest amount of revenue.

Business Administration	\$807,657	Biology	\$221,165	Accounting	\$95,693
English	643,559	Criminal Justice	211,446	Manufacturing Engineering	83,856
Sociology	410,308	Communications	197,242	Water Resources Management	67,907
Mathematics	388,503	Art	166,216	Geography	62,923
Recreation	347,509	Chemistry	160,734	Geology	50,089
Psychology	332,931	Political Science	124,102	Industrial Technology	43,112
Professional Education	293,184	Computer Science	123,354	Environmental Engineering	14,827
History	254,184	Economics	121,111		
Music	249,325	Social Work	103,293		

Based on \$1869/15 credit hours generated during the 2014-2015 academic year

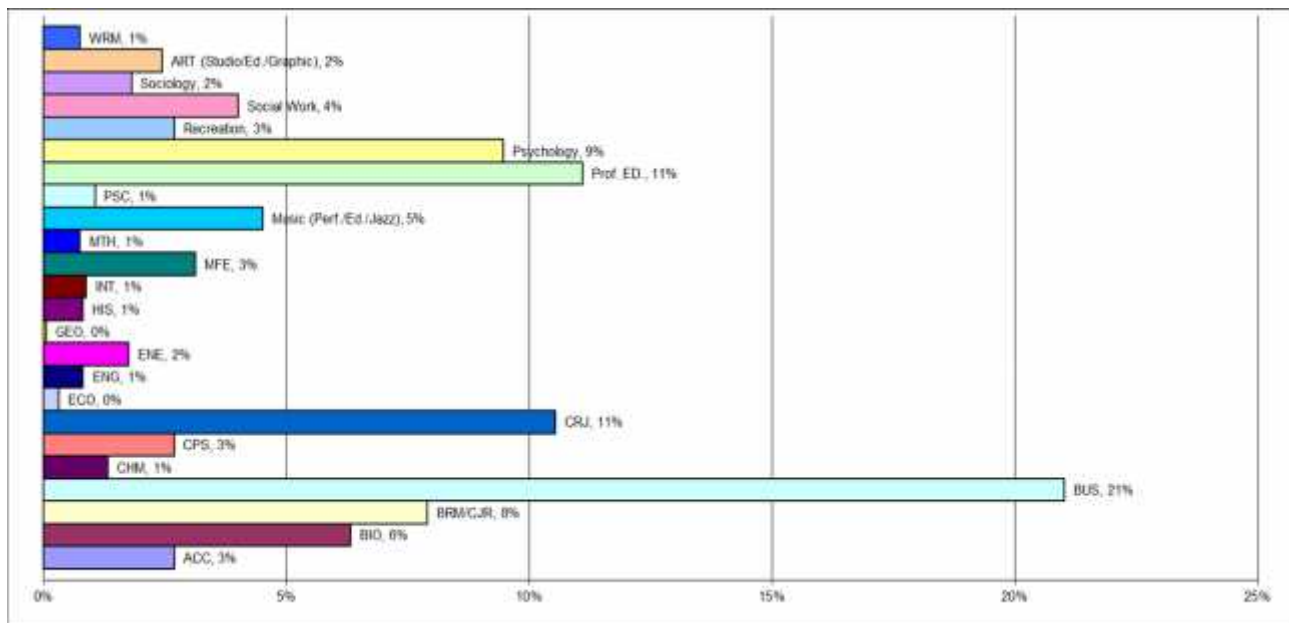
TOTAL: \$ 5,574,230



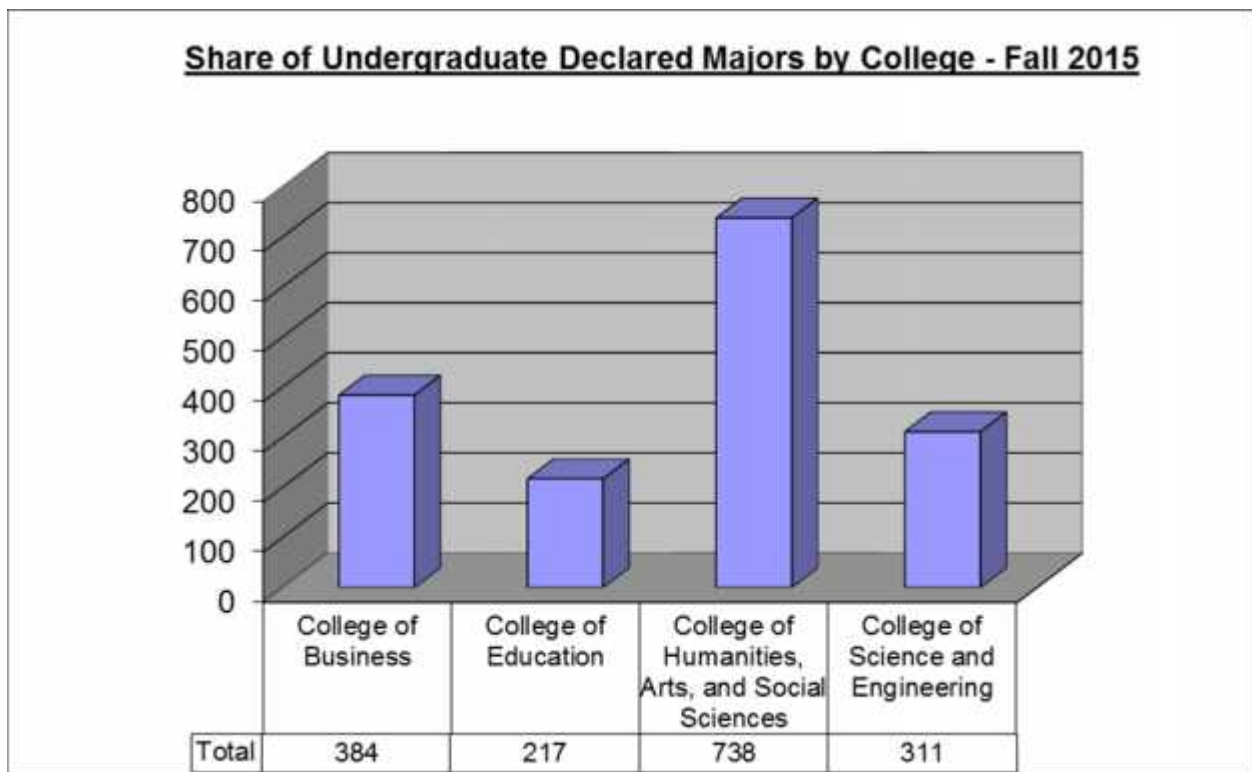
Program Enrollments

Undergraduate Enrollment by Major, Fall 2015		
Major	Total	Percent(%)
Accounting	53	3%
Adolescent to Young Adult	18	1%
Art Education	8	0%
Biology	133	7%
Broadcast Media	114	6%
Business Administration	329	18%
Chemistry	20	1%
Communications Journalism	30	2%
Computer Science	34	2%
Criminal Justice	174	10%
Early Childhood Education	95	5%
Economics	2	0%
English	26	1%
Environmental Engineering	26	1%
Geography	1	0%
Graphic Design	25	1%
History	16	1%
Industrial Technology	21	1%
Intervention Specialist	14	1%
Jazz Studies	10	1%
Licensure for Teaching	10	1%
Manufacturing Engineering	49	3%
Mathematics	12	1%
Middle Childhood Education	8	0%
Multi-Age Education	25	1%
Music Education	38	2%
Music Performance	25	1%
Political Science	28	2%
Psychology	149	8%
Recreation	57	3%
Social Work	70	4%
Sociology	19	1%
Studio Art	6	0%
Undeclared	132	7%
Water Resources Management	15	1%
Total	1792	

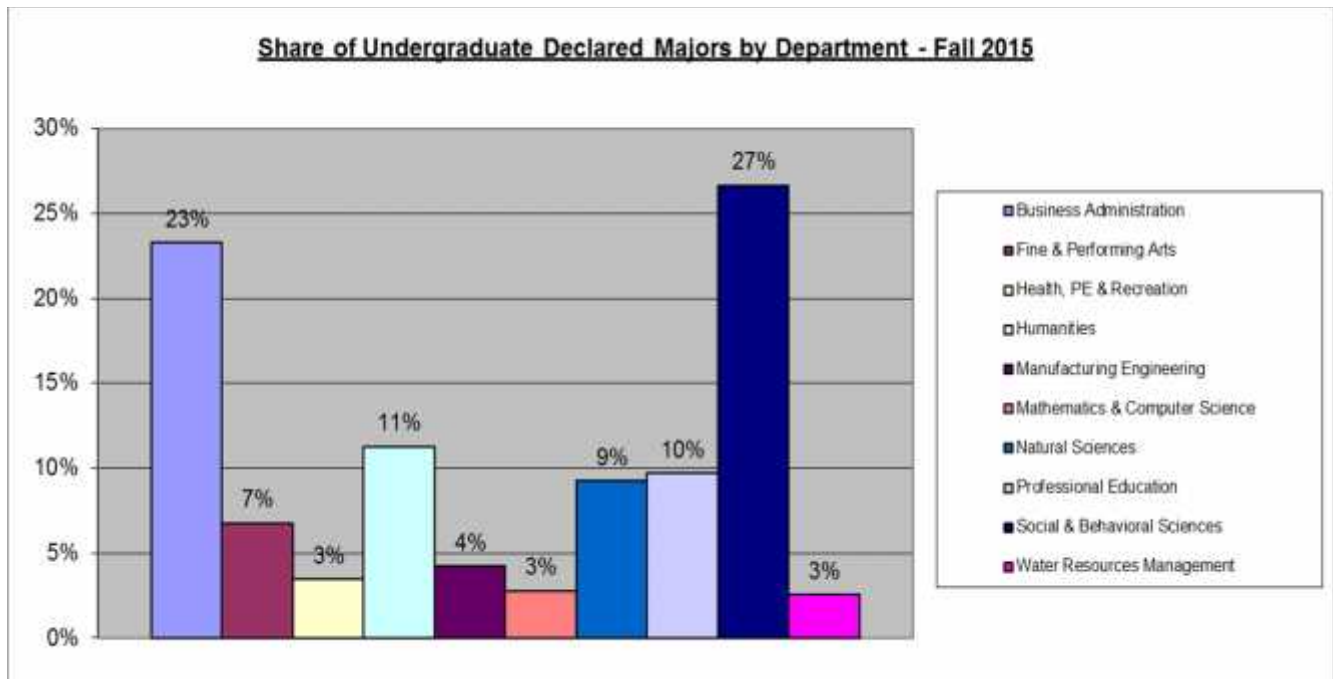
Share of Undergraduate Declared Majors, Fall 2015		
Major	Total	Percent(%)
Accounting	53	3%
Biology	133	8%
Broadcast Media/Print Journalism	144	9%
Business Administration	329	20%
Chemistry	20	1%
Computer Science	34	2%
Criminal Justice	174	11%
Economics	2	0%
English	26	2%
Environmental Engineering	26	2%
Geography	1	0%
History	16	1%
Industrial Technology	21	1%
Manufacturing Engineering	49	3%
Mathematics	12	1%
Music Performance/Music Education/Jazz Studies	73	4%
Political Science	28	2%
Professional Education	160	10%
Psychology	149	9%
Recreation	57	3%
Social Work	70	4%
Sociology	19	1%
Studio Art/Art Education/Graphic Design	39	2%
Water Resources Management	15	1%
Total	1650	



Share of Undergraduate Declared Majors by College - Fall 2015		
College	Total	Percent(%)
College of Business	384	23%
College of Education	217	13%
College of Humanities, Arts, and Social Sciences	738	45%
College of Science and Engineering	311	19%
Total	1650	



Share of Undergraduate Declared Majors by Department - Fall 2015		
<u>Major</u>	<u>Total</u>	<u>Percent(%)</u>
Business Administration	384	23%
Fine & Performing Arts	112	7%
Health, PE & Recreation	57	3%
Humanities	186	11%
Manufacturing Engineering	70	4%
Mathematics & Computer Science	46	3%
Natural Sciences	153	9%
Professional Education	160	10%
Social & Behavioral Sciences	440	27%
Water Resources Management	42	3%
Total	1650	

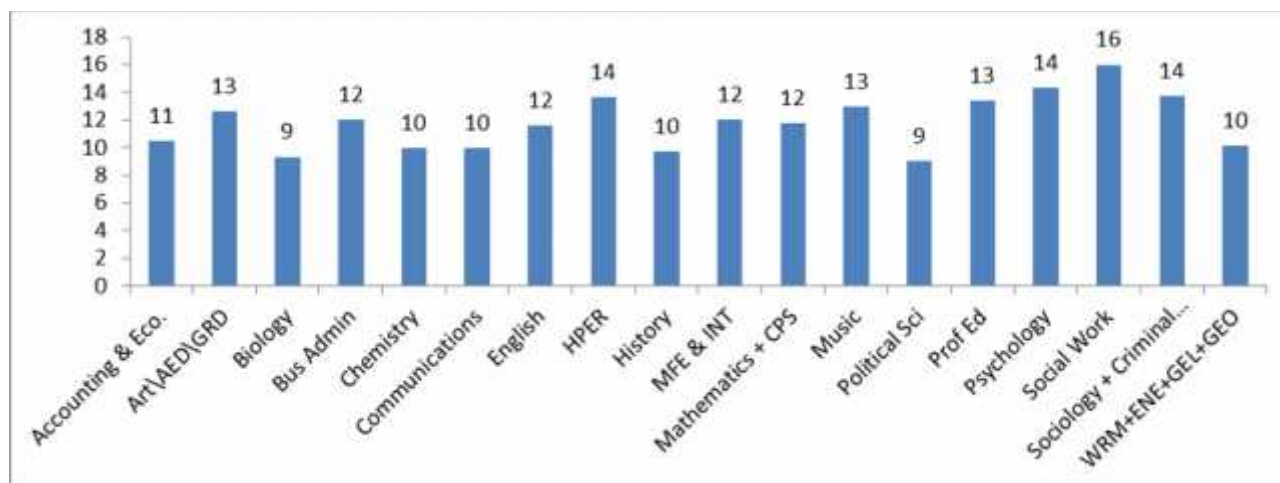


Faculty by Program

Full-time Faculty (Instructional), Fall 2015

Accounting & Economics	4	Graduate Education	1	Political Science	2
Art	5	Health, PE & Recreation	3	Professional Education	8
Biology	7	History	4	Psychology	3
Business Administration	10	Manufacturing Engineering & Industrial Technology	6	Social Work	2
Chemistry	3	Mathematics + Computer Sci.	4	Sociology and Criminal Justice	4
Communication	2	Music	9	Water Resources Management, Environmental Engineering, Geology and Geography	6
English	8	Physics	1		
Foreign Language	2				
				TOTAL	94

Average Credit/Contact Hours Taught by Fulltime Faculty Members by Program



Average Credit/Contact Hours Taught Annually/Faculty, 2014-2015

	Full-Time	Part-Time		Full-Time	Part-Time
Accounting & Economics	13.00	8.25	Health, Physical Ed & Recreation	28.75	9.50
Art	24.00	0.00	History	22.50	7.50
Biology	17.00	10.75	Manufacturing Engineering & INT	17.50	16.00
Business Administration	17.50	7.75	Mathematics	19.50	10.00
Chemistry	16.00	11.50	Music	20.00	16.00
Communications	22.75	6.75	Political Science	18.00	8.00
Computer Science	35.00	9.25	Psychology	19.00	11.25
Criminal Justice	14.50	7.00	Social Work	21.50	7.00
Professional Education	21.00	8.75	Sociology	16.00	9.00
English	22.25	14.75	Water Res. Mgmt., GEL,GEO & ENE	22.00	6.75
			AVERAGE	19.75	9.00

Faculty Grants/Contracts Obtained, 2014-2015

Thirty-one (31) new proposals were submitted during FY2015. Twenty-four (24) new and continuing grants yielded \$6,526,791 in external funds awarded to CSU during FY2015.

Project Director	Purpose	Funding Agency	Amount	Duration
1890 National Scholars Program				
Dr. Cadance Lowell	Scholarship for students in science and engineering	U.S. Department of Agriculture	\$ 6,246	12 months
1890 National Scholars Program				
Dr. Augustus Morris	Scholarship for students in science and engineering	U.S. Department of Agriculture	\$ 6,489	12 months
2014 Food Service Program				
Dr. Daarel Burnette	Provide free meals to low-income children during school vacations	U.S. Department of Agriculture through the Ohio Department of Education	\$ 1,444	3 months
2014-2017 Facilities Grant				
Dr. Subramania Sritharan	Develop the facilities and infrastructure for agricultural education, agricultural extension services, and agricultural research.	U.S. Department of Agriculture	\$1,299,263	12 months
AFRL Collaboration Program for Materials and Manufacturing Research				
Dr. Subramania Sritharan	Support research and development conducted by the AFRL in areas such as sensors and materials and manufacturing focused on the discovery, development, and integration of warfighting technologies for air, space, and cyberspace forces.	U.S. Air Force through Clarkson Aerospace Corporation	\$ 57,397	12 months
AFRL Collaborative Program for Sensors Research				
Dr. Subramania Sritharan	Target identification using hyperspectral imaging technology in high particulate environments	U.S. Air Force through Clarkson Aerospace Corporation	\$ 42,060	12 months
Center for Layered Polymeric Systems				
Dr. Suzanne Seleem	Provide the potential for research collaboration and for educating students who will be successful CLIPS REU students, and as candidates for advanced study at CLIPS partner schools.	National Science Foundation through Case-Western Reserve University	\$ 25,000	12 months

Community Service Grant and National Programming and Acquisition Grant				
Mr. Ed Clay	Maintain local programming and services and preserve jobs threatened by declines in non-federal revenue sources during the current economic decline.	Corporation for Public Broadcasting	\$ 138,910	20 months
DO-STEM Scholarship Program				
Mr. Morakinyo Kuti	Increase the number of CSU students who are pursuing STEM degrees.	Ohio Board of Regents	\$ 305,000	12 months
Ground Data Acquisition and Processing for Hyperspectral Imaging of Harmful Algal Blooms				
Dr. Xiaofang Wei	Collect ground and water surface radiometric measurements and water samples for analysis for harmful algal content.	NASA through America View	\$ 5,060	6 months
HBCU - Institutional Aid				
Dr. Cynthia Jackson-Hammond	Strengthen the Historically Black Colleges and Universities.	U.S. Department of Education	\$1,979,346	12 months
HBCU - Institutional Aid (SAFRA) NCATE				
Dr. Cynthia Jackson-Hammond	Strengthen Historically Black Colleges and Universities and improve the academic quality, fiscal stability, quality of student services and the quality of institutional management.	U.S. Department of Education	\$ 814,028	12 months
Improving Pathways for STEM Retention and Graduation				
Dr. Subramania Sritharan	Increase the number of STEM majors, including military veterans, who successfully enter the STEM workforce or pursue advanced degrees by increasing the retention, persistence, and graduation rates through enhanced quality academic experiences.	National Science Foundation	\$ 754,815	60 months
Ohio Scholars Program				
Dr. KrishnaKumar Nedunuri	Establish and strengthen a partnership between NRCS and CSU to support and promote the study of agriculture and natural resources fields of study to underrepresented groups.	U.S. Department of Agriculture, Natural Resources Conservation Service	\$ 7,000	48 months
Ohio Space Grant				
Mr. Gorgui Ndao	Provide financial support through competitively awarded scholarships to students pursuing aerospace related science and engineering baccalaureate degrees.	NASA through the Ohio Space Grant Consortium	\$ 16,500	12 months

Ohio Space Grant Consortium Education Scholarship Program				
Dr. Rajeev Swami	Provide scholarships for science education majors.	Ohio Space Grant Consortium	\$ 2,000	12 months
Research Training for College and University Students				
Dr. KrishnaKumar Nedunuri	Train Environmental Engineering and Water Resources Management majors at the U.S. EPA facilities in Cincinnati about conducting research in the fields of drinking water, pollution prevention, remediation, and ecological issues.	U.S. Environmental Protection Agency through the University of Cincinnati	\$ 25,000	36 months
Secondary Career-Technical Alignment				
Dr. Lovette Chinwah	Assist in the progression of the Secondary Career-Technical Alignment Initiative as institutional liaison.	Ohio Board of Regents	\$ 3,500	10 months
Student Support Services				
Dr. NseAbasi Ekpo	Increase the retention and graduation rates of eligible students; increase and to foster an institutional climate supportive of the success of low-income and first generation college students.	U.S. Department of Education	\$ 372,549	12 months
Summer Transportation Institute				
Mr. Gorgui Ndao	Introduce high school students to careers in transportation, encourage them to pursue such careers, introducing basic physics, mathematics as relating to transportation problems and making them aware of civil rights issues and their relation to transportation	Federal Highway Administration through the Ohio Department of Transportation	\$ 37,500	2 months
Transition and Demonstration Capacity: Non-Chemical Technology Weed Disruption in Agriculture				
Dr. Cadance Lowell	Expand the areas of research and teaching from existing CSU faculty expertise and provide quality educational programs in scientific and technological fields; in collaboration with other educational institutions, business organizations, and government agencies to enrich learning experiences and educational opportunities for students.	U.S. Department of Agriculture, National Institute of Food and Agriculture	\$ 299,315	36 months

Triple Jeopardy Health Technology Empowerment Project				
Dr. Greta Winbush	Expand outreach to and research on the underserved health populations in Ohio.	U.S. Department of Health and Human Services through the Ohio Developmental Disabilities Council	\$ 45,140	12 months
Upward Bound Program				
Mr. John Anene	Serve 60 students from Montgomery County who are low-income and/or potential first generation college students who demonstrate the need for program services; generate academic skills that will facilitate participant completion of high school, gain admission to and succeed in a postsecondary program	U.S. Department of Education	\$ 262,500	12 months
WCSU Radio Station Subsidy				
Mr. Ed Clay	Serve Ohio's public television stations, public radio stations, and radio reading services as a facilitator of infrastructure, content, and funding resources	Broadcast Educational Media Communication	\$ 20,729	12 months

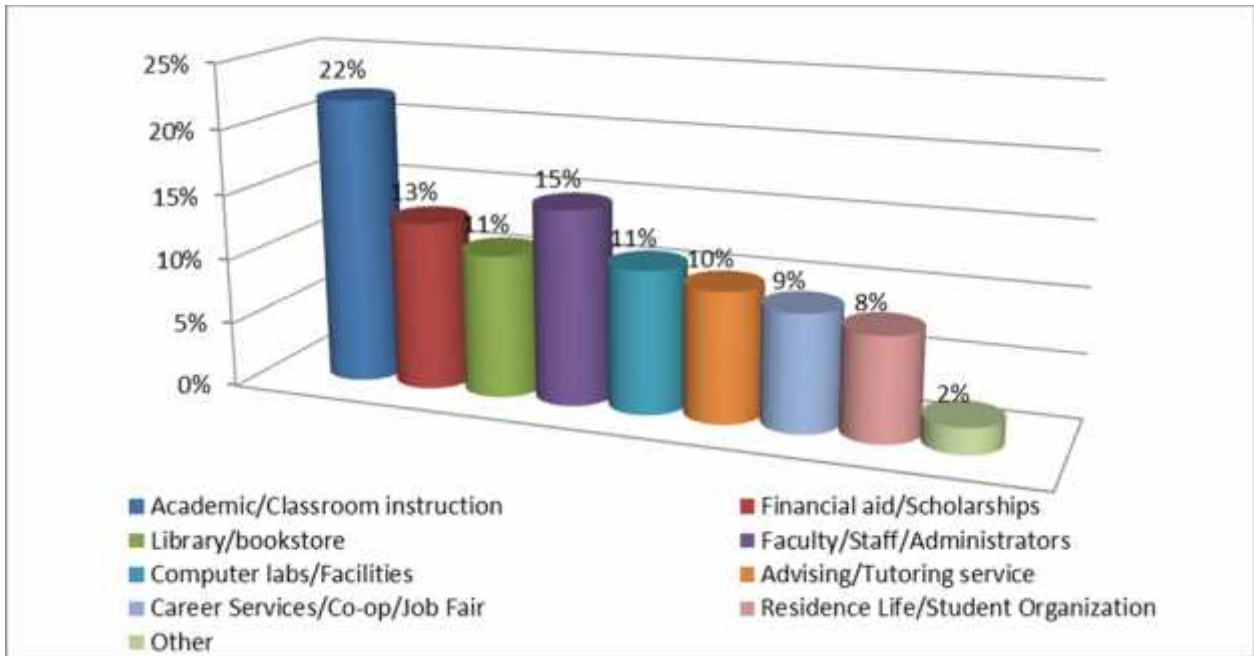
Seniors' Experiences

To allow the University to improve academic programs and the performance of its students, Central State University's Office of Institutional Research conducts a survey of senior students every year. This survey provides the University information on student's experiences, perception of academic services that support student performance, classroom instruction and faculty advising. The following are the results summarizing graduating senior experiences and satisfaction related to services supporting student academic performance, instruction and faculty advising.

Level of satisfaction with education received		Maximized my educational opportunities	
Very/Mildly satisfied	75%	Strongly/Mildly believe I did	82%
Neutral	12	Neutral	9
Very/Mildly unsatisfied	6	Strongly/Mildly believe I did not	3
No Response	7	No Response	5
Impact on academic performance			
<u>Primary Advising Sources</u>		<u>Computer Facilities</u>	
Self	19%	Mildly – strongly positive	57%
Degree/Major Check sheet	17	Neutral	26
Faculty	14	Mildly – strongly negative	16
Friends	13	No Response	1
<u>Faculty Advisor</u>		<u>Library</u>	
Mildly – strongly positive	75%	Mildly – strongly positive	51%
Neutral	18	Neutral	32
Mildly – strongly negative	6	Mildly – strongly negative	17
No Response	1	No Response	0
<u>Classroom Instruction</u>		<u>Residence Life</u>	
Mildly – strongly positive	84%	Mildly – strongly positive	36%
Neutral	13	Neutral	36
Mildly – strongly negative	2	Mildly – strongly negative	23
No Response	1	No Response	5
<u>Registration</u>		<u>Campus Food Service</u>	
Mildly – strongly positive	50%	Mildly – strongly positive	25%
Neutral	29	Neutral	33
Mildly – strongly negative	15	Mildly – strongly negative	38
No Response	6	No Response	4
<u>Financial Aid</u>		<u>Bookstore</u>	
Mildly – strongly positive	54%	Mildly – strongly positive	59%
Neutral	28	Neutral	28
Mildly – strongly negative	13	Mildly – strongly negative	8
No Response	5	No Response	4

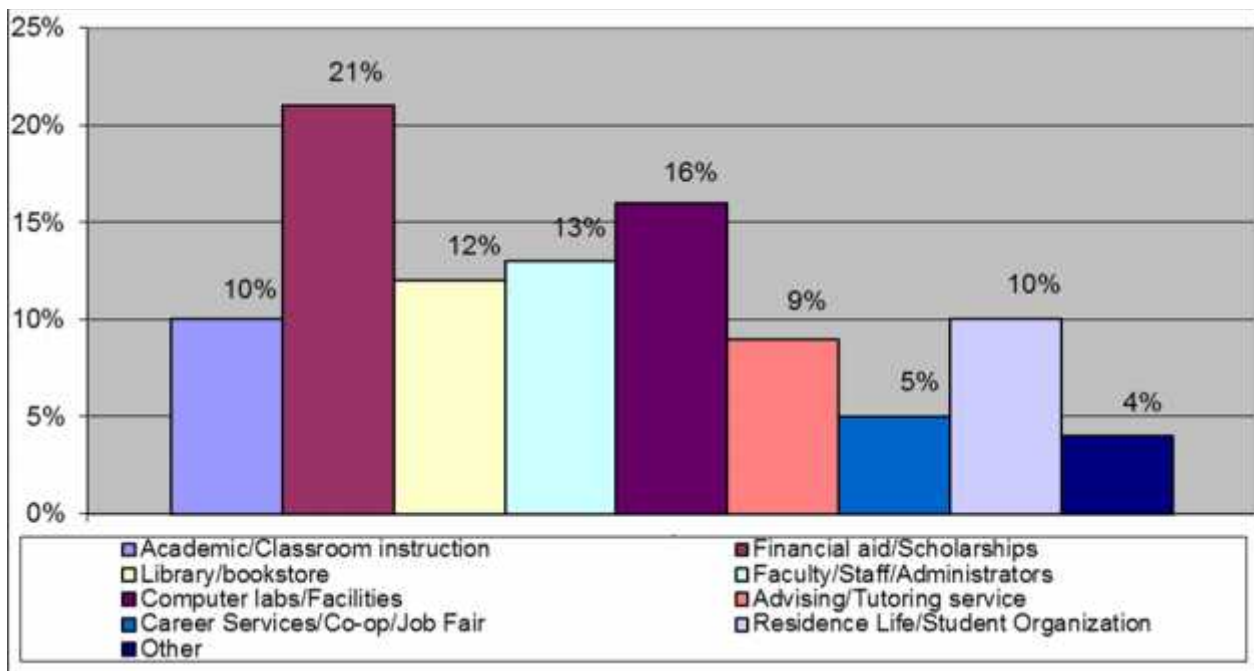
SOURCE: Spring 2015 *Graduating Senior Survey*

Areas in Which Graduating Seniors Felt Central State Excelled in Supporting Student Academic Performance



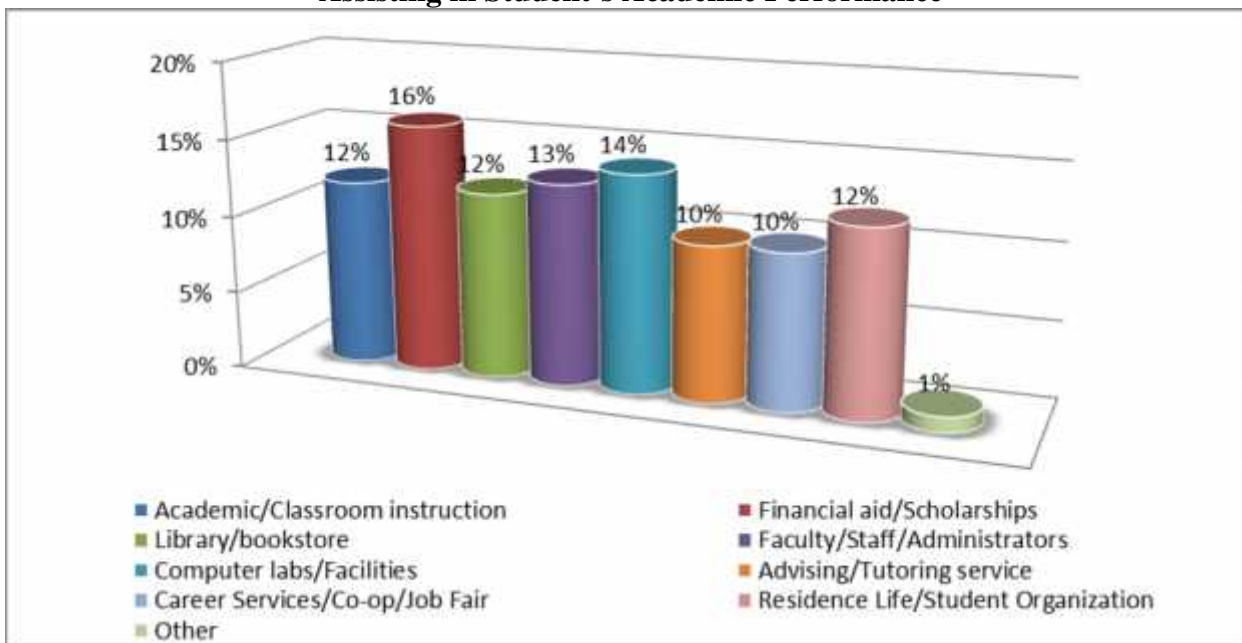
SOURCE: Spring 2015 Graduating Senior Survey

Areas in Which Graduating Seniors Felt Barriers at Central State that Negatively Affected their Academic Performance



SOURCE: Spring 2015 Graduating Senior Survey

Areas in Which Graduating Seniors Felt Central State Need Improvement in Assisting in Student’s Academic Performance



SOURCE: Spring 2015 Graduating Senior Survey

Faculty Advising

The academic mission at Central State University includes teaching, research, and advising. For the full-time faculty member, she or he will have varying levels of emphasis on each of these endeavors based on discipline, number of available faculty advisors, number of students in the major and qualifications. While there is no “optimum” faculty advisor to student ratio, it is clear that some faculty were required to place more emphasis on advising duties than their peers at the University. The following ratios are based on all full-time faculty serving as advisors during Fall 2015 even though not all faculty members advise.

Accounting, Finance and Economics	1:14	English	1:03	Psychology	1:50
Art	1:08	Health, PE & Recreation	1:19	Social Work	1:23
Biology	1:22	History	1:04	Sociology	1:10
Business Administration	1:55	Manufacturing Engineering & Industrial Technology	1:12	Water Resources Management & Environmental Engineering & Geography & Geology	1:07
Chemistry	1:07	Mathematics	1:04		
Communications	1:72	Music	1:08		
Computer Science	1:34	Political Science	1:14		
Criminal Justice	1:87	Professional Education	1:20		

Classroom Instruction

Overall, I rate this instructor an excellent teacher.	
Definitely True	56.4%
More True than False	22.4%
In Between	13.6%
More False than True	3.0%
Definitely False	4.5%

Overall, I rate the course as excellent	
Definitely True	53.1%
More True than False	23.0%
In Between	15.7%
More False than True	3.8%
Definitely False	4.3%

Describe the amount of progress you made on the objectives (even those not pursued in this class): Learning to apply course material (to improve thinking, problem solving and decisions).	
Exceptional Progress; I made outstanding gains on this objective	45.8%
Substantial Progress; I made large gains on this objective	27.5%
Moderate Progress; I made some gains on this objective	17.4%
Slight Progress; I made small gains on this objective	5.1%
No Apparent Progress	4.2%

Describe the amount of progress you made on the objectives (even those not pursued in this class): Gaining a broader understanding and appreciation of intellectual / cultural activity (music, science, literature,etc).	
Exceptional Progress; I made outstanding gains on this objective	43.7%
Substantial Progress; I made large gains on this objective	26.8%
Moderate Progress; I made some gains on this objective	17.9%
Slight Progress; I made small gains on this objective	5.9%
No Apparent Progress	5.7%

Describe the amount of progress you made on the objectives (even those not pursued in this class): Developing specific skills, competencies, and points of view, needed by professionals in the field most closely related to this course.	
Exceptional Progress; I made outstanding gains on this objective	44.8%
Substantial Progress; I made large gains on this objective	28.8%
Moderate Progress; I made some gains on this objective	16.9%
Slight Progress; I made small gains on this objective	5.1%
No Apparent Progress	4.4%

Describe the amount of progress you made on the objectives (even those not pursued in this class): Developing my skill in expressing myself orally or in writing.	
Exceptional Progress; I made outstanding gains on this objective	44.1%
Substantial Progress; I made large gains on this objective	26.4%
Moderate Progress; I made some gains on this objective	17.0%
Slight Progress; I made small gains on this objective	6.8%
No Apparent Progress	5.6%

Classroom Instruction (2)

Describe the amount of progress you made on the objectives (even those not pursued in this class): Learning to analyze and critically evaluate ideas, arguments and points of view.	
Exceptional Progress; I made outstanding gains on this objective	44.6%
Substantial Progress; I made large gains on this objective	27.7%
Moderate Progress; I made some gains on this objective	17.6%
Slight Progress; I made small gains on this objective	5.2%
No Apparent Progress	4.9%

Describe the amount of progress you made on the objectives (even those not pursued in this class): Applying mathematical and scientific reasoning.	
Exceptional Progress; I made outstanding gains on this objective	30.7%
Substantial Progress; I made large gains on this objective	22.3%
Moderate Progress; I made some gains on this objective	22.1%
Slight Progress; I made small gains on this objective	10.3%
No Apparent Progress	14.6%

Describe the amount of progress you made on the objectives (even those not pursued in this class): Appreciating the role of cultural and social values in human achievement.	
Exceptional Progress; I made outstanding gains on this objective	39.5%
Substantial Progress; I made large gains on this objective	25.0%
Moderate Progress; I made some gains on this objective	21.1%
Slight Progress; I made small gains on this objective	7.5%
No Apparent Progress	7.0%

**Retention Rates, Graduation Rates and Course Completion
Historical, Realistic and Aspirational Expectations**

Retention											
Benchmark	Historical Data					Realistic Expectation			Aspirational Expectation		
2009 - 2010	2010 - 2011	2011 - 2012	2012 - 2013	2013 - 2014	2013 - 2014	2014 - 2015	2015 - 2016	2016 - 2017	2014 - 2015	2015 - 2016	2016 - 2017
46%	55%	43%	53%	51%	54%	53%	55%	57%	55%	57%	60%

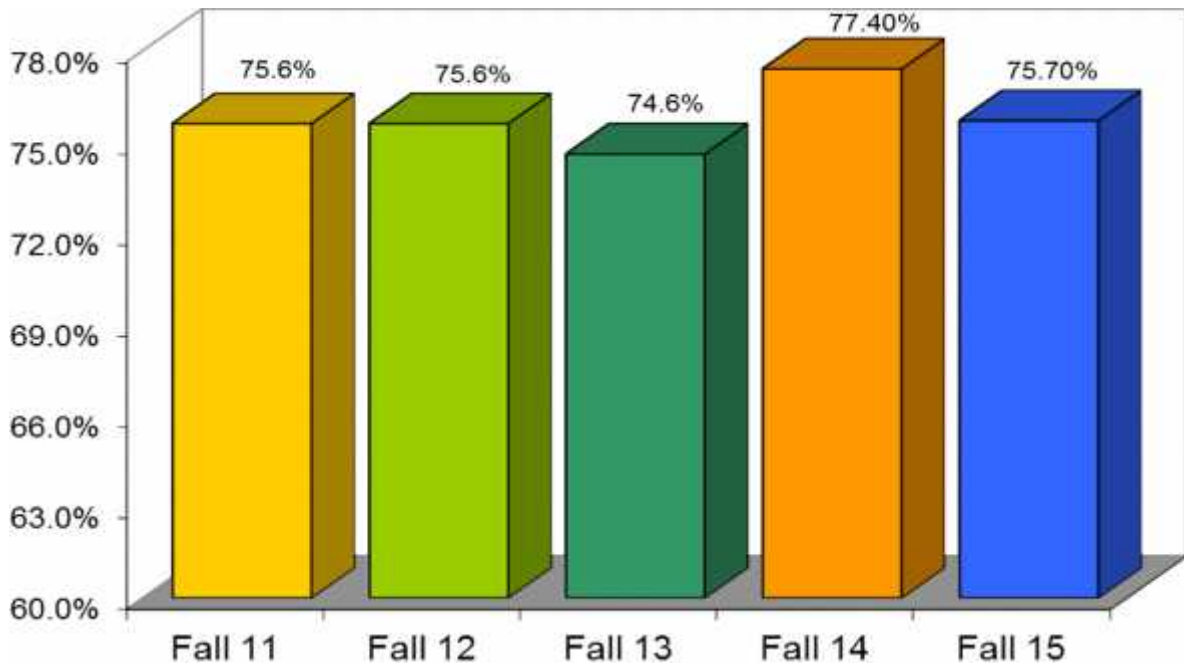
Graduation											
Benchmark	Historical Data					Realistic Expectation			Aspirational Expectation		
2010	2011	2012	2013	2014	2015	2015	2016	2017	2015	2016	2017
19%	24%	27%	25%	22%	19%	24%	25%	26%	25%	27%	30%

Course Completion											
Benchmark	Historical Data					Realistic Expectation			Aspirational Expectation		
2010	2011	2012	2013	2014	2015	2015	2016	2017	2015	2016	2017
77%	76%	76%	75%	77%	76%	80%	82%	82%	82%	85%	85%

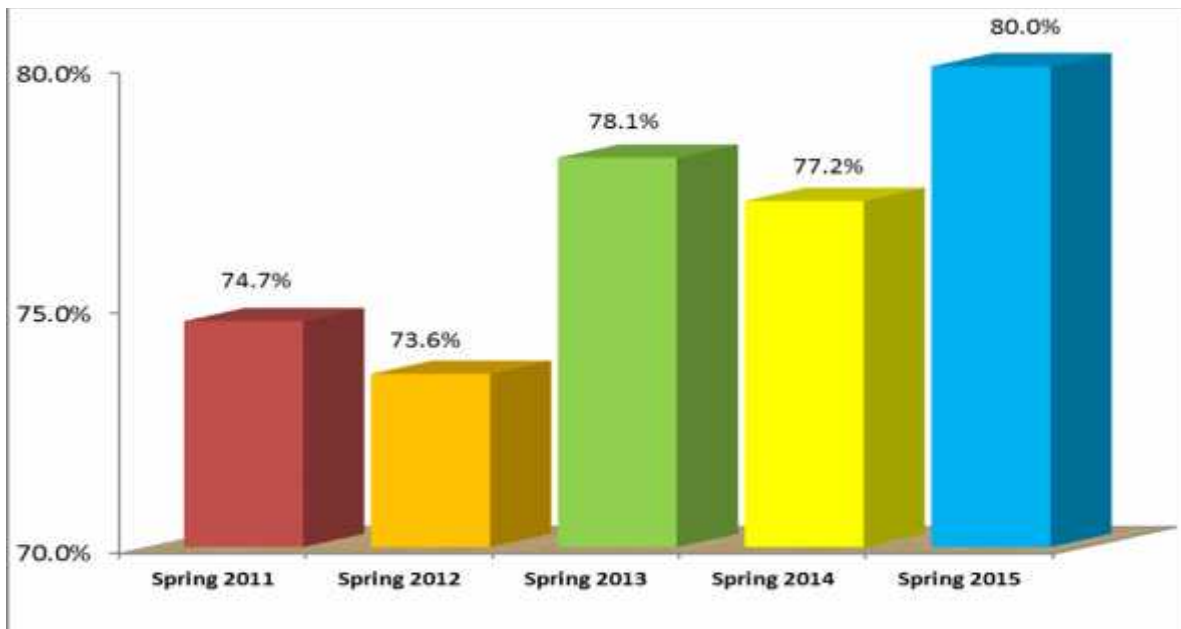
Source: IPEDS and CSU Data Warehouse

Prepared by the Office of Institutional Research

Fall 2011 – Fall 2015 Course Completion Trends



Spring 2011 – Spring 2015 Course Completion Trends



New First Time Freshman ACT Scores

Fall 2010 - 2011												
Score Range	Entering	Retained	%	Fall 2011 - 2012				Fall 2012 - 2013				
	NFT	NFT	Retention	Score Range	Entering	Retained	%	Score Range	Entering	Retained	%	
All NFT	507	280	55%	All NFT	722	305	42%	All NFT	516	269	52%	
All ACT Scores	441	249	57%	All ACT Scores	607	254	42%	All ACT Scores	436	230	53%	
Less than 15	118	56	48%	Less than 15	217	79	36%	Less than 15	135	26	19%	
15 -18	244	136	56%	15 -18	294	125	43%	15 -18	219	164	75%	
19 -21	53	37	70%	19 -21	69	33	48%	19 -21	61	20	33%	
22+	26	20	77%	22+	27	17	63%	22+	21	20	95%	
Average	16.2	16.6		Average	15.8	16.2		Average	16	16.67		
Median	16	16		Median	15	16		Median	16	16		
Fall 2013 - 2014												
Score Range	Entering	Retained	%	Fall 2014 - 2015								
	NFT	NFT	Retention	Score Range	Entering	Retained	%					
All NFT	417	210	50%	All NFT	402	215	53%					
All ACT Scores	347	177	51%	All ACT Scores	359	201	56%					
Less than 15	71	23	32%	Less than 15	79	33	42%					
15 -18	200	104	52%	15 -18	205	116	57%					
19 -21	52	32	62%	19 -21	53	32	60%					
22+	24	18	75%	22+	22	20	91%					
Average	17	17		Average	17	17						
Median	16	17		Median	16	16						

New First Time SAT Scores

Fall 2010 - 2011											
Score Range	Entering	Retained	%	Fall 2011 - 2012				Fall 2012 - 2013			
	NFT	NFT	Retention	Score Range	Entering	Retained	%	Score Range	Entering	Retained	%
All NFT	507	280	55%	All NFT	722	305	42%	All NFT	516	269	52%
All SAT Scores	71	43	61%	All SAT Scores	105	58	55%	All SAT Scores	80	46	58%
Less than 720	26	17	65%	Less than 720	35	17	49%	Less than 720	22	12	55%
720 -900	34	17	50%	720 -900	52	30	58%	720 -900	40	20	50%
910 -990	5	3	60%	910 -990	13	7	54%	910 -990	13	10	77%
1000 and above	6	6	100%	1000 and above	5	4	80%	1000 and above	5	4	80%
Average	773	776		Average	773	792		Average	798	810	
Median	780	785		Median	760	780		Median	795	810	
Fall 2013 - 2014											
Score Range	Entering	Retained	%	Fall 2014 - 2015							
	NFT	NFT	Retention	Score Range	Entering	Retained	%				
All NFT	417	210	50%	All NFT	402	215	53%				
All SAT Scores	70	42	60%	All SAT Scores	49	29	59%				
Less than 720	13	7	54%	Less than 720	14	10	71%				
720 -900	42	24	57%	720 -900	22	10	45%				
910 -990	9	6	67%	910 -990	10	7	70%				
1000 and above	6	5	83%	1000 and above	3	2	67%				
Average	819	835		Average	802	794					
Median	795	810		Median	790	790					

New First Time High School GPA

Fall 2010-2011											
Score Range	Entering	Retained	%	Fall 2011-2012				Fall 2012-2013			
	NFT	NFT	Retention	Score Range	Entering	Retained	%	Score Range	Entering	Retained	%
All NFT	507	280	55%	All NFT	722	305	42%	All NFT	516	269	52%
All GPA Scores	488	273	56%	All GPA Scores	702	297	42%	All GPA Scores	505	267	53%
Less than 2.0	112	53	47%	Less than 2.0	177	51	29%	Less than 2.0	111	40	36%
2.0 -2.4	181	94	52%	2.0 -2.4	236	101	43%	2.0 -2.4	195	99	51%
2.5 -2.9	120	74	62%	2.5 -2.9	177	73	41%	2.5 -2.9	126	74	59%
3.0 and above	75	52	69%	3.0 and above	112	72	64%	3.0 and above	73	54	74%
Average	2.40	2.4		Average	2.40	2.5		Average	2.40	2.5	
Median	2.30	2.3		Median	2.30	2.4		Median	2.30	2.4	
Fall 2013-2014											
Score Range	Entering	Retained	%	Fall 2014-2015							
	NFT	NFT	Retention	Score Range	Entering	Retained	%				
All NFT	417	210	50%	All NFT	402	215	53%				
All GPA Scores	403	207	51%	All GPA Scores	394	214	54%				
Less than 2.0	48	12	25%	Less than 2.0	66	24	36%				
2.0 -2.4	148	62	42%	2.0 -2.4	126	55	44%				
2.5 -2.9	120	66	55%	2.5 -2.9	123	75	61%				
3.0 and above	87	67	77%	3.0 and above	79	60	76%				
Average	2.60	2.7		Average	2.50	2.6					
Median	2.50	2.6		Median	2.50	2.5					

***Undergraduate Degree-seeking Students
Fall to Spring Persistence Rate Trends**

Category	Fall 11 to Spring 12	Fall 12 to Spring 13	Fall 13 to Spring 14	Fall 14 to Spring 15	Fall 15 to Spring 16
Total	81.9%	81.3%	81.0%	82.4%	81.2%
Continuing	85.3%	83.0%	81.7%	82.2%	85.0%
New First Time	77.1%	78.5%	80.8%	83.3%	76.9%
Transfer	81.7%	79.1%	80.7%	82.9%	80.4%
Readmit	60.0%	58.6%	36.4%	64.3%	53.1%

***Undergraduate Degree-seeking Students includes:**

Continuing	C
New First Time	N
Transfer	T
Re-admit	R

Spring to Fall Persistence Rate Trends

Term	*Total NTRC	Graduated	Returned Fall	% Returned	Not Returned	% Dropout
Spring 2009	1988	148	1409	76.6%	431	23.4%
Spring 2010	2134	191	1434	73.8%	509	26.2%
Spring 2011	2113	196	1416	73.9%	501	26.1%
Spring 2012	2193	217	1349	68.3%	627	31.7%
Spring 2013	1914	203	1310	76.6%	402	23.5%
Spring 2014	1786	318	1095	74.6%	373	25.4%
Spring 2015	1565	240	1001	76.6%	324	24.5%

***Undergraduate Degree-seeking Students includes:**

Continuing C
 New First Time N
 Transfer T
 Re-admit R

Academic Affairs Organizational Chart
2015-2016
 Rev. 3/31/2016

