



FACT BOOK



Office of Institutional Research

2015
edition

April 2015

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,

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CENTRAL STATE UNIVERSITY

FACT BOOK

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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 of the North Central Association of Colleges and Schools

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 (34), Master's (1)

Student Enrollment		
<i>Fall 2014</i>		
	Count	FTE
Undergraduate	1,733	1,637
Freshman	42% 730	
Sophomore	19 334	
Junior	15 258	
Senior	23 403	
Unclassified	0 8	
Graduate	18	6
TOTAL	1,751	1,643
Degrees Awarded		
<i>Academic Year 2013-2014</i>		
Baccalaureate		293
Master		6
TOTAL		299

Average Class Size		
<i>Fall 2014</i>		
1000 - 2000 Level		19
3000 - 4000 Level		9
5000 - 7000 Level		4
Student - Faculty Ratio (FTE) 12:1		
Tuition and Fees		
<i>Academic Year 2014-2015</i>		
	Ohio	Non-OH
Undergraduate	\$6,246	\$13,928
Graduate	8,760	14,160
Room and Board		
<i>Academic Year 2014-2015</i>		
Room Charge		\$5,008
Board Charge		4,310

*Operating Revenue	
<i>Fiscal Year 2014</i>	
Tuition, Fees, Other Charges	\$17,684,298
State, Local, Private Grants and Contracts	876,749
Federal Grants, Contracts	14,492,430
Other Sources	<u>2,719,980</u>
TOTAL	\$35,773,457
Employee Headcount	
<i>Fall 2014</i>	
Faculty	183
Administrative/ Professional	148
Civil Service	94
TOTAL	425
Full-Time Instructional Faculty	
<i>Fall 2014</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, it has added new academic programs, established a new College of Science and Engineering and constructed a new academic building and four new residence halls. This year it will complete construction of a new University Center, set to open Fall 2015.

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.

Today, as an 1890 Land-Grant Institution, Central State University is expanding Science, Technology, Engineering, Agriculture and Mathematics (STEAM) academic programming, research and education; developing partnerships within Ohio's agricultural industry; enhancing facilities; and engaging the local communities, all for the future growth and sustainability of the University.

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!*

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 \$259 million, ranging from a power plant that has been named to The National Historic Register to the new Center for Education and Natural Sciences, completed in 2009 and two new residence halls completed in 2011.

Student life is centered around the residence hall complexes, the GRILL 155, Gymnasium, and the Norman E. Ward Sr. University Center, 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, as Ohio's only public Historically Black University, academically prepares students with diverse backgrounds and educational needs for leadership and service in an increasingly complex and rapidly changing world. As an open access institution, the University fosters academic excellence through a strong liberal arts foundation and majors in selected professional fields.

Central State University is dedicated to:

- providing a nurturing and culturally enriched learning environment
- stimulating in students an intellectual curiosity and a continuous search for knowledge
- teaching students to think creatively and communicate effectively
- instilling in students an aspiration for excellence through teaching, service, and scholarly research
- preparing students to address the challenges of a technologically-oriented world
- providing quality educational programs in scientific and technological fields
- offering programs with multicultural and global perspectives
- reaching out to underserved populations
- collaborating with other educational institutions, businesses, and government agencies to enrich learning experiences and educational opportunities for students.

Program Inventory, Academic Year 2014-2015

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 2014-2015 (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	
140805	Water Resources Management	Water Resources Management	BS	Computer Applications Engineering Environmental Socioeconomic/Managerial

Revenue Sources and Expenditure Allocations, Fiscal Years 2010-2014

REVENUE SOURCES:	2010	2011	2012	2013	2014
Tuition and fees	9,414,184	9,351,733	10,943,452	9,083,604	7,333,963
Federal grants and contracts	8,055,524	9,164,972	10,484,407	8,089,262	7,071,358
State grants and contracts	1,453,982	996,239	953,302	904,149	876,749
Auxilliary activities	10,392,248	10,348,150	12,120,455	10,396,170	10,350,335
Other sources	2,229,427	3,282,910	2,963,457	2,886,938	2,719,980
TOTAL OPERATING REVENUES:	31,545,365	33,144,004	37,465,073	31,360,123	28,352,385
Federal PELL Grant appropriations	9,381,378	9,766,370	9,979,852	7,675,866	7,421,072
Federal ARRA grant	939,915	941,536	-	-	-
State appropriations	19,592,167	17,705,124	17,556,760	17,205,778	17,301,895
State capital appropriations	2,893,224	3,935,121	837,522	346,240	4,662,698
Gain (Loss) on sale of fixed assets	-	(308,550)	-	(29,160)	-
Other Restricted Income					199,887
Investment Income	37,159	13,368	16,603	10,259	4,836
TOTAL REVENUE	64,389,208	65,196,973	65,855,810	56,569,106	57,942,773
EXPENDITURE ALLOCATIONS					
Instruction	12,380,310	12,271,769	11,803,045	11,991,876	11,007,082
Research and Public Support	3,693,733	3,570,752	4,910,731	4,784,066	3,620,873
Academic Support	6,564,760	6,347,872	7,202,220	7,225,956	7,030,473
Student Service	4,285,983	3,458,855	3,617,424	3,380,156	2,907,724
Institutional Administration	10,005,474	6,665,132	8,846,119	9,141,736	6,180,469
Scholarships & Fellowships	4,433,852	5,187,965	4,455,753	3,757,991	4,049,125
Operation and Plant Maintenance	6,078,724	6,723,332	5,605,895	5,707,515	5,309,529
Auxiliary Enterprises	12,654,735	12,354,015	14,478,266	13,344,808	13,076,093
Depreciation	3,369,447	3,394,205	3,751,224	4,056,401	4,381,732
TOTAL OPERATING EXPENSES	63,467,018	59,973,897	64,670,677	63,390,505	57,563,100
Interest Expenses	92,704	86,617	98,523	68,670	490,722
Nonmandatory Transfers	NA	NA	NA	NA	NA
TOTAL EXPENSES	63,559,722	60,060,514	64,769,200	63,459,175	58,053,822
	829,486	5,136,459	1,086,610	(6,890,610)	(111,049)

SOURCE: Central State University Financial Report

Tuition and Fees, 2010/11 to 2014/2015

Tuition (12-18 credit hours)	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015
Resident					
Undergraduate	\$2,992	\$3,430	\$3,550	\$3,738	\$3,926
Graduate	6,936	7,200	8,232	8,496	8,760
Non-Resident					
Undergraduate	9,732	10,406	10,770	11,190	11,608
Graduate	12,048	12,480	13,320	13,752	14,160
Mandatory Fees					
Combined Fees	1,678	1,742	1,802	1,802	1,802
General Fee	--	--	--	--	--
Athletic Fee	--	--	--	--	--
Student Union Fee	--	--	--	--	--
Lab Fee	--	--	--	--	--
Yearbook Fee	--	--	--	--	--
Health Services Fee & Insurance	<u>810</u>	<u>500</u>	<u>518</u>	<u>518</u>	<u>518</u>
TOTAL	\$5,480	\$5,672	\$5,870	\$6,058	\$6,246

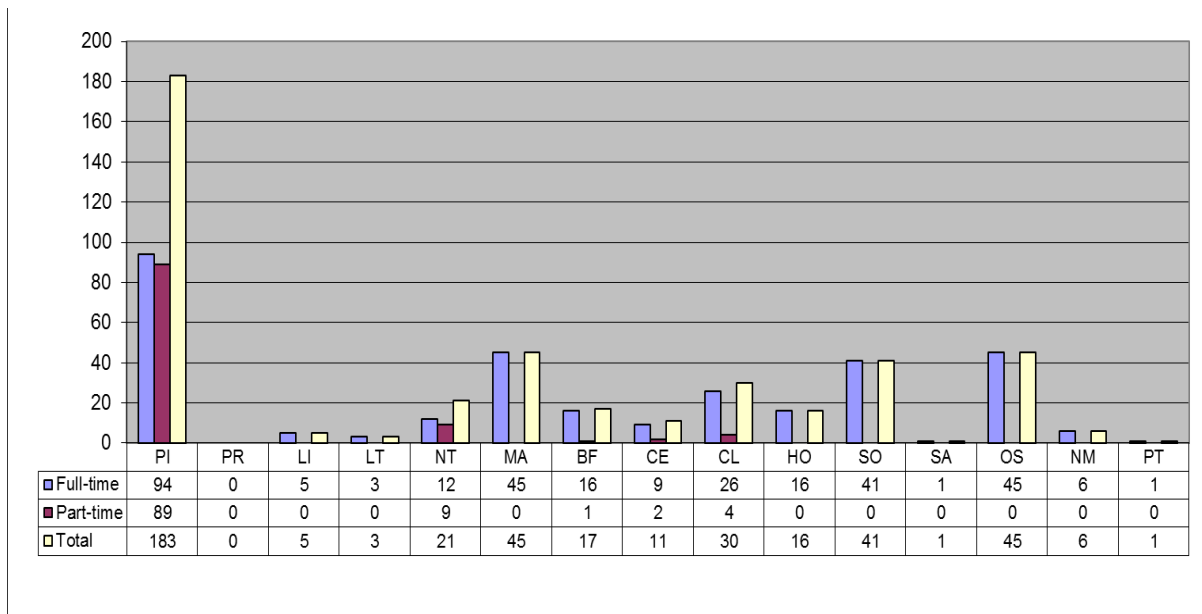
SOURCE: Central State University Catalog

**Full-Time and Part-Time Employees by Occupational Category
As of November 1, 2014**

	<u>Full-time</u>	<u>Part-time</u>	<u>Total</u>
Primary Instructional Staff (PI)	94	89	183
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	320	105	425

SOURCE: IPEDS Human Resources 2014-15

**Full-Time and Part-Time Employees by Occupational Category
As of November 1, 2014**

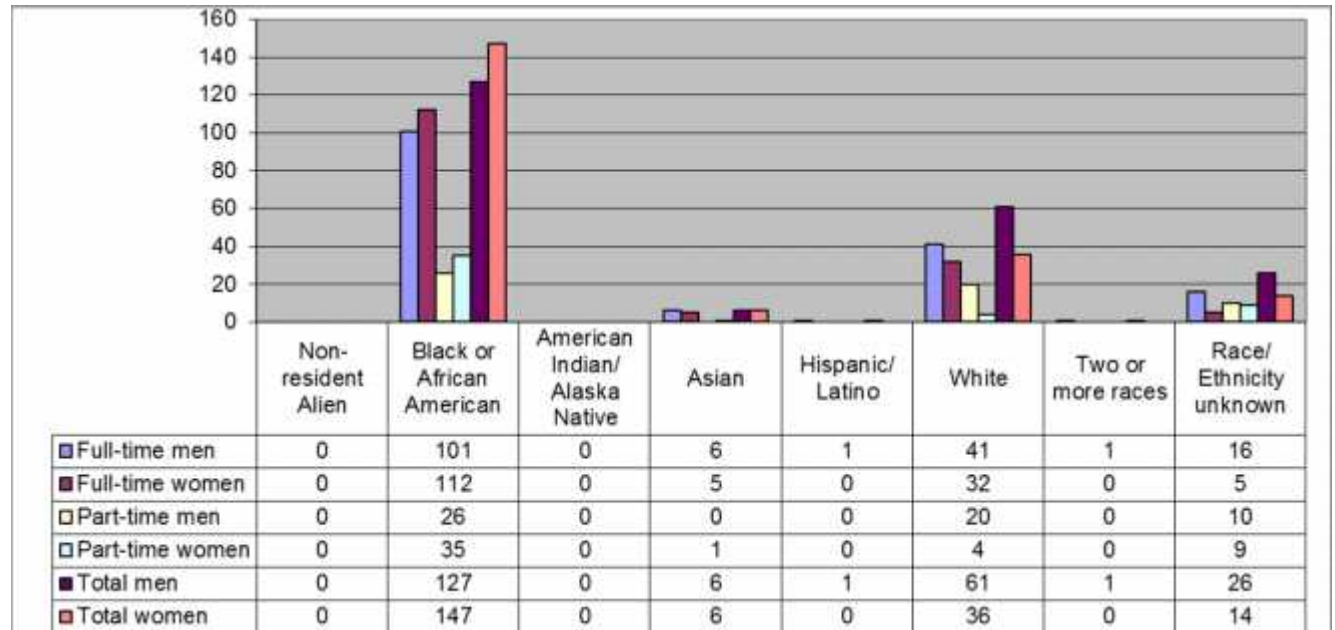


**Total Number of Staff by Employment Status, Gender and Race/Ethnicity
As of November 1, 2014**

	<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	101	112	26	35	127	147
American Indian/Alaska Native	0	0	0	0	0	0
Asian	6	5	0	1	6	6
Hispanic/Latino	1	0	0	0	1	0
White	41	32	20	4	61	36
Two or more races	1	0	0	0	1	0
Race/Ethnicity unknown	16	5	10	9	26	14
Total	166	154	56	49	222	203

SOURCE: IPEDS Human Resources 2014-15

**Total Number of Staff by Employment Status, Gender and Race/Ethnicity
As of November 1, 2014**

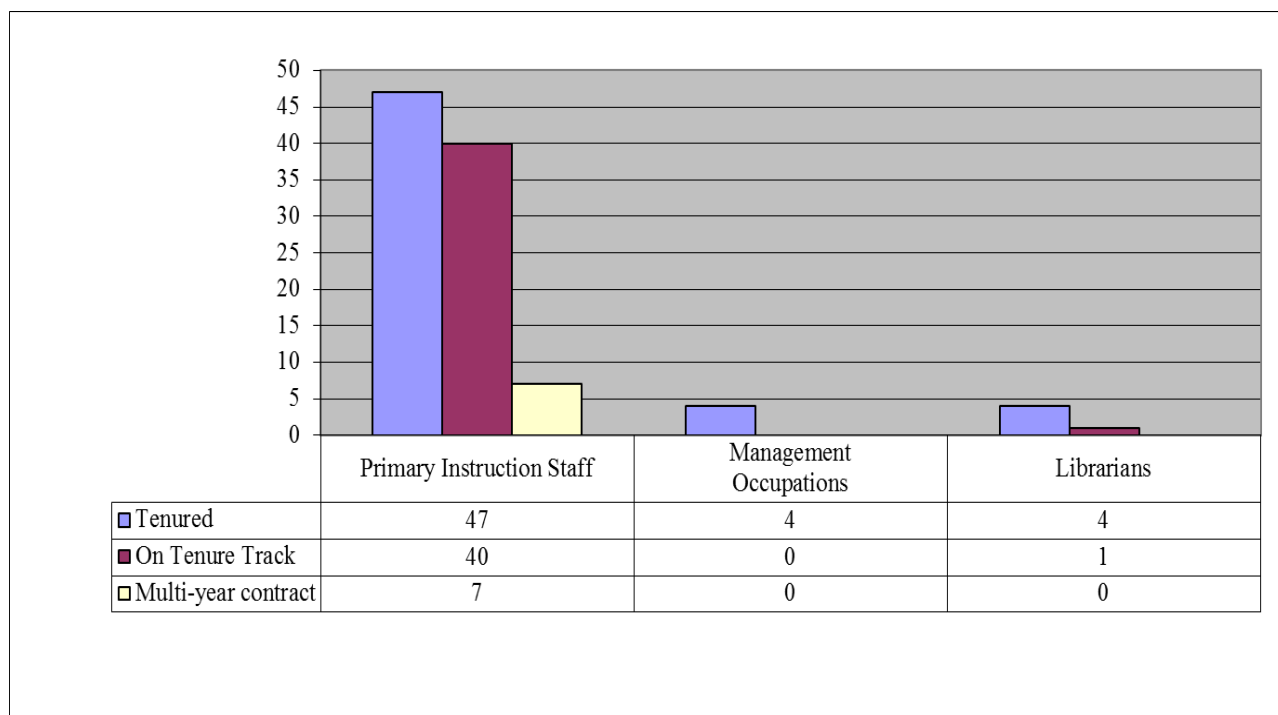


**Full-time Staff by Tenure Status
As of November 1, 2014**

	Tenured	On Tenure Track	Multi-year contract	Total
Primary Instructional Staff	47	40	7	94
Management Occupations	4	0	0	4
Librarians	4	1	0	5

SOURCE: IPEDS Human Resources 2014-15

**Full-time Staff by Tenure Status
As of November 1, 2014**



Full-time Instructional Staff by Gender and Academic Rank

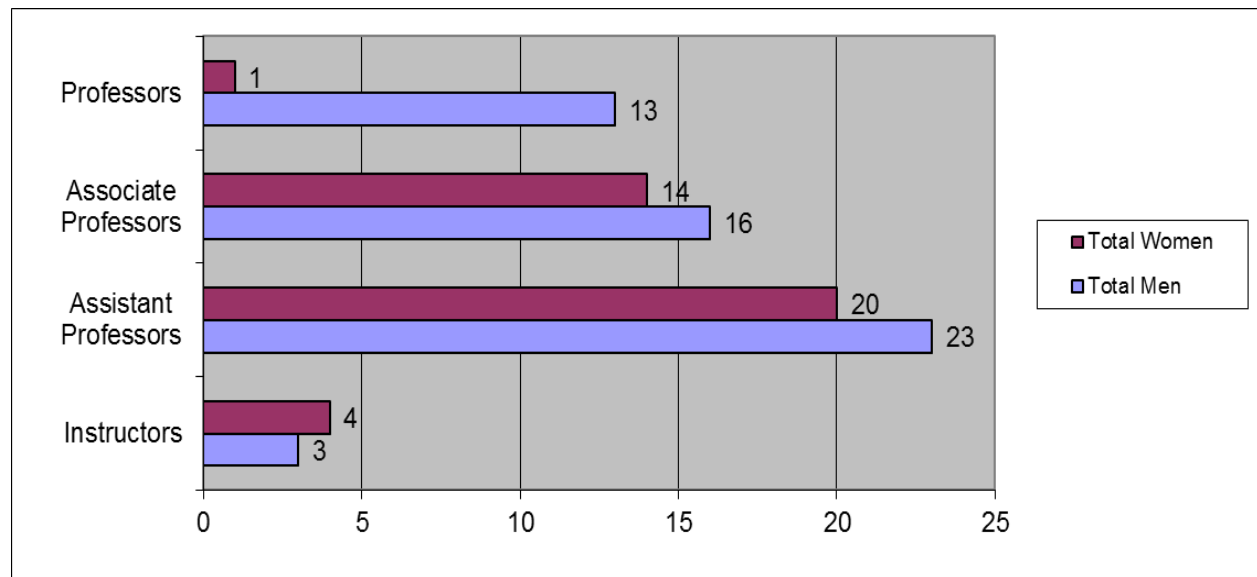
As of November 1, 2014

	Total Men	Total Women	Total
Professors	13	1	14
Associate Professors	16	14	30
Assistant Professors	23	20	43
Instructors	3	4	7

SOURCE: IPEDS Human Resources 2014-15

Full-time Instructional Staff by Gender and Academic Rank

As of November 1, 2014

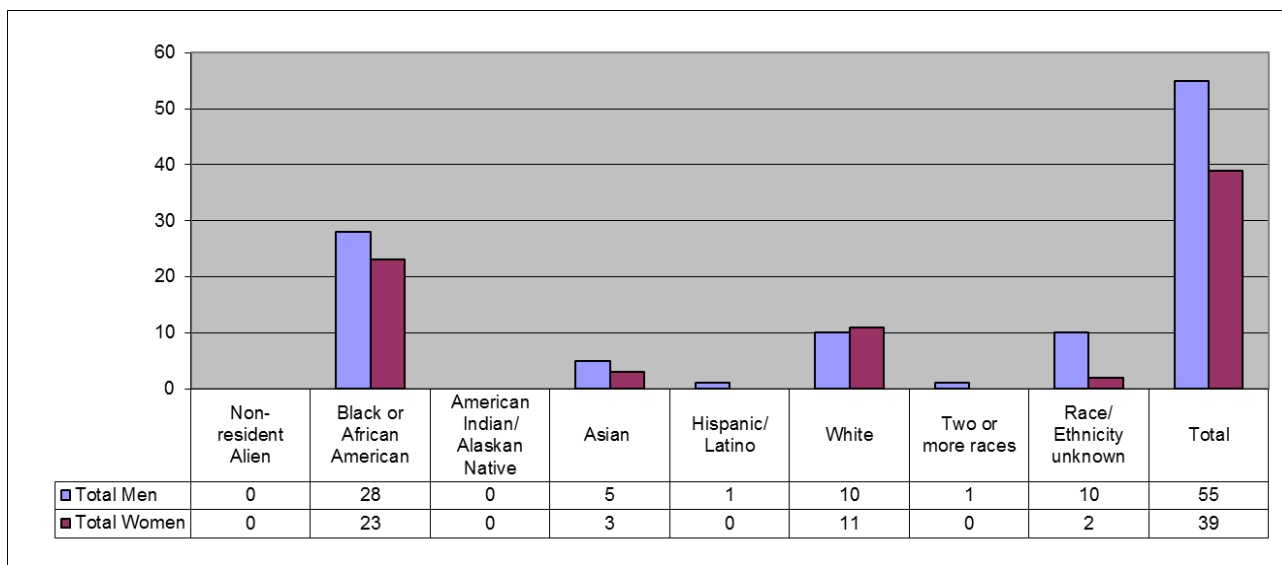


**Full-time Instructional Staff by Gender and Ethnicity
As of November 1, 2014**

	Total Men	Total Women
Non-resident Alien	0	0
Black or African American	28	23
American Indian/Alaskan Native	0	0
Asian	5	3
Hispanic/Latino	1	0
White	10	11
	1	0
Race/Ethnicity unknown	10	2
Total	55	39

SOURCE: IPEDS Human Resources 2014-15

**Full-time Instructional Staff by Gender and Ethnicity
As of November 1, 2014**



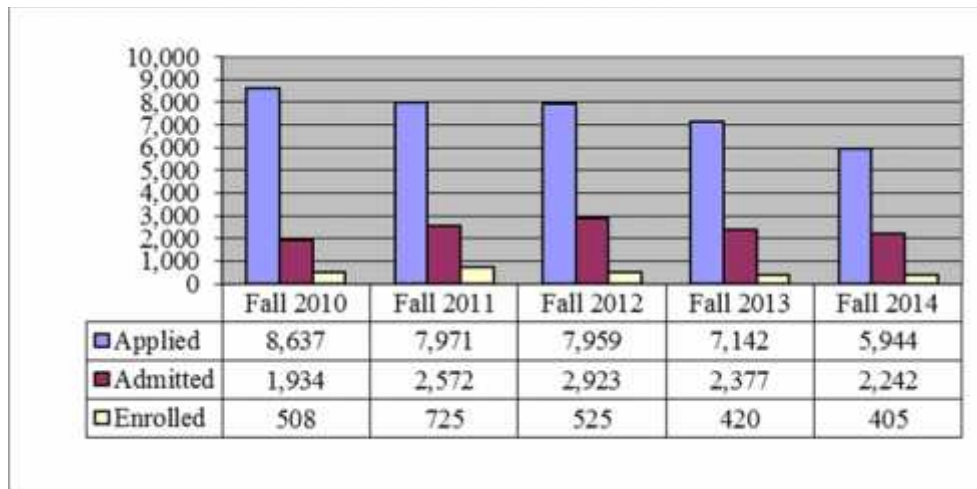
Applied, Admitted and Enrolled - Fall Terms 2010-2014

	2010	2011	2012	2013	2014
<u>First-time Freshmen (full-time & part-time)</u>					
Applied ¹	8,637	7,971	7,959	7,142	5,944
Admitted	1,934	2,572	2,923	2,377	2,242
Enrolled	508	725	525	420	405
<hr/>					
Ratio of Enrolled to Admitted	26.4%	26.3%	28.2%	18.0%	18.0%

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 2010-2014



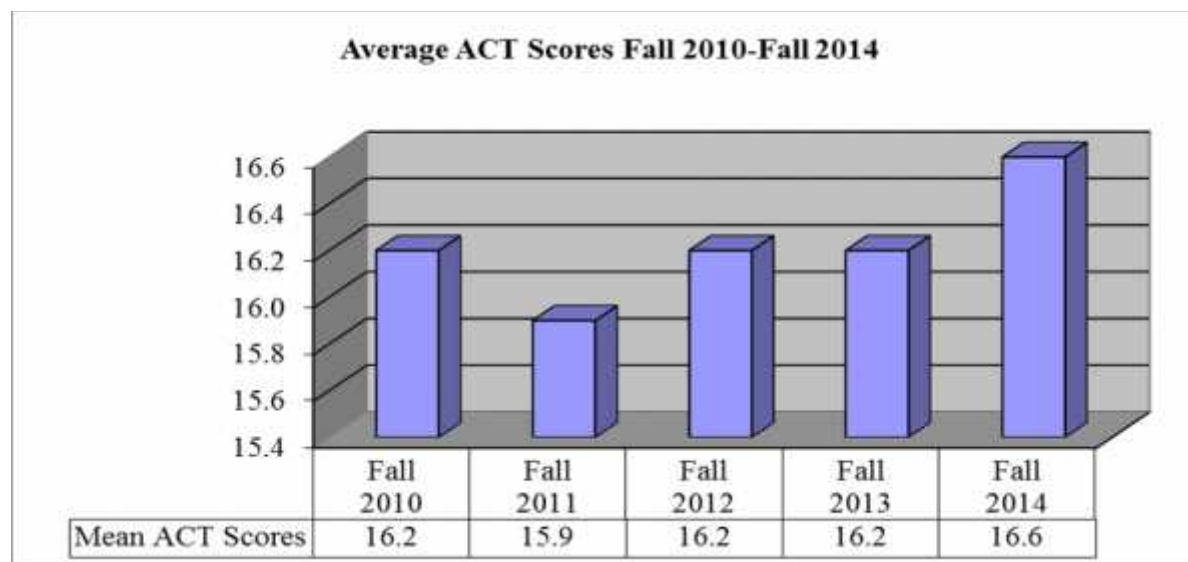
New Freshmen ACT Composite Scores, 2010-2014

ACT Score	Fall 2010			Fall 2011			Fall 2012			Fall 2013			Fall 2014		
	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	2	0.5	0.5							1	0.2	1.0			
26	0	0.0	0.5	1	0.2	0.3	2	0.5	0.7	2	0.5	1.4	1	0.3	0.6
25	2	0.5	0.9	3	0.5	0.8	2	0.5	1.2	1	0.2	1.7	2	0.6	1.1
24	4	0.9	1.8	4	0.7	1.5	2	0.4	1.6	1	0.2	1.9	3	0.8	1.9
23	5	1.2	2.9	7	1.2	2.6	4	0.9	2.6	3	0.7	2.6	9	2.5	4.5
22	13	2.9	5.9	11	1.8	4.4	9	2.1	4.7	13	3.1	5.8	6	1.7	6.1
21	13	2.9	8.8	15	2.5	6.9	13	3.0	7.7	13	3.1	8.9	10	2.8	8.9

20	18	4.1	12.9	15	2.5	9.4	25	5.8	13.5	17	4.1	12.9	14	3.9	12.8
19	23	5.2	18.1	39	6.4	15.8	23	5.3	18.8	22	5.3	18.2	29	8.1	20.9
18	36	8.1	26.2	44	7.2	23.1	38	8.8	27.7	29	7.0	25.2	48	13.4	34.3
17	49	11.1	37.3	78	12.9	35.9	53	12.3	40.0	51	12.2	37.4	52	14.5	48.7
16	78	17.6	55.0	84	13.5	49.8	56	13.0	53.0	43	10.3	47.7	53	14.8	63.5
15	81	18.3	73.3	88	14.5	64.3	70	16.3	69.3	75	18.0	65.7	52	14.5	78.0
14	56	12.7	86.0	115	18.9	83.2	58	13.5	82.8	35	8.4	74.1	41	11.4	89.4
13	38	8.6	94.6	62	10.2	93.4	48	11.2	94.0	27	6.5	80.6	20	5.6	95.0
12	16	3.6	98.2	28	4.6	98.0	22	5.1	99.1	8	1.9	82.5	13	3.6	98.6
11	7	1.6	99.8	10	1.6	99.7	3	0.7	99.8	1	0.2	100.0	2	0.6	99.2
<=10	1	0.2	100.0	2	0.2	100.0	1	0.2	100.0	0	0.0	100.0	3	0.8	100.0
Subtotal	442	87%		442	87%		607	84%		430	84%		359	89%	
Unreported	65			65			115			81			43		
TOTAL	507			507			722			511			402		
MEAN	16.2			15.9			16.2			16.2			16.6		

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 High School Grade Point Averages, 2010-2014

HS GPA	Fall 2010 ¹			Fall 2011 ¹			Fall 2012 ¹			Fall 2013 ¹			Fall 2014 ¹		
	N	%	Cum %	N	%	Cum %	N	%	Cum %	N	%	Cum %	N	%	Cum %
4.0	1	0.2	0.2	1	0.1	0.1	2	0.4	0.4	0	0.0	0.0	1	0.3	0.3
3.9	2	0.4	0.6	3	0.4	0.6	2	0.4	0.8	2	0.5	0.5	2	0.5	0.8
3.8	4	0.8	1.4	5	0.7	1.3	3	0.6	1.4	3	0.7	1.2	2	0.5	1.3
3.7	5	1.0	2.5	7	1.0	2.3	4	0.8	2.2	2	0.5	1.7	3	0.8	2.0
3.6	4	0.8	3.3	7	1.0	3.3	6	1.2	3.4	8	1.9	3.6	9	2.3	4.3
3.5	2	0.4	3.7	12	1.7	5.0	5	1.0	4.4	12	2.9	6.5	4	1.0	5.3
3.4	7	1.4	5.1	13	1.9	6.8	5	1.0	5.4	3	0.7	7.2	10	2.5	7.9
3.3	8	1.6	6.8	6	0.9	7.7	8	1.6	7.0	10	2.4	9.6	8	2.0	9.9
3.2	10	2.0	8.8	21	3.0	10.7	13	2.6	9.6	23	5.5	15.1	8	2.0	11.9
3.1	12	2.5	11.3	17	2.4	13.1	9	1.8	11.4	13	3.1	18.2	22	5.6	17.5
3.0 ^a	20	4.1	15.4	20	2.8	16.0	15	3.0	14.4	17	4.1	22.3	17	4.3	21.8

2.9	20	4.1	19.5	34	4.8	20.8	17	3.4	17.8	12	2.9	25.2	20	5.1	26.9
2.8	16	3.3	22.7	25	3.6	24.4	25	4.4	22.2	25	6.0	31.2	29	7.4	34.3
2.7	20	4.1	26.8	35	5.0	29.3	22	4.4	26.6	24	5.8	36.9	26	6.6	40.9
2.6 ^b	28	5.7	32.6	42	6.0	35.3	39	7.8	34.4	29	7.0	43.9	23	5.8	46.7
2.5	36	7.4	40.0	41	5.8	41.2	23	4.6	39.0	37	8.9	52.8	30	7.6	54.3
2.4	45	9.2	49.2	39	5.6	46.7	33	6.6	45.6	29	7.0	59.7	31	7.9	62.2
2.3	39	8.0	57.2	40	5.7	52.4	37	7.4	53.0	28	6.7	66.4	25	6.3	68.5
2.2	25	5.1	62.3	53	7.5	60.0	45	9.0	62.0	32	7.7	74.1	23	5.8	74.4
2.1	41	8.4	70.7	62	8.8	68.8	28	5.6	67.6	29	7.0	81.1	26	6.6	81.0
2.0 ^c	30	6.1	76.8	42	6.0	74.8	49	9.8	77.4	21	5.0	86.1	23	5.8	86.8
<= 1.9	113	22.9	100.0	177	25.2	100.0	113	22.6	100.0	44	10.6	100.0	52	13.2	100.0
Subtotal	488	96%		702	99%		500	98%		403	97%		394	98%	
Unreported	19			20			11			14			8		
TOTAL	507			722			511			417			402		
MEAN	2.40			2.40			2.40			2.54			2.50		

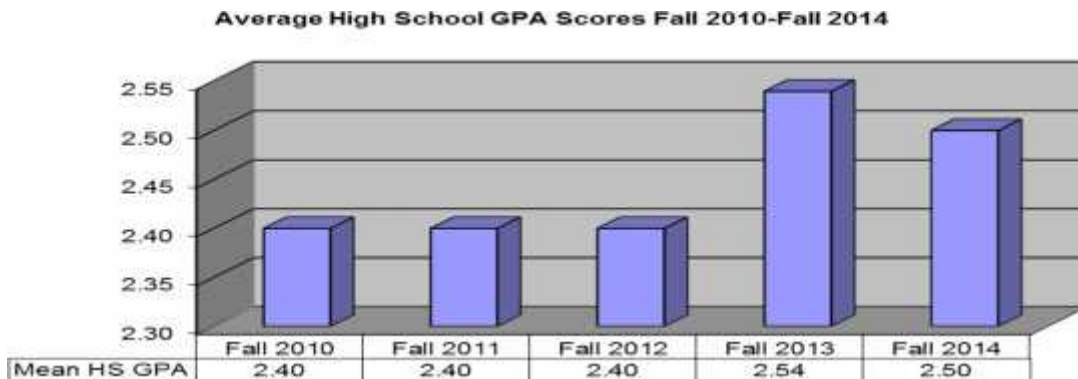
¹ Source: Banner Information System

a "3.0 or Above" for Fall 2009 and Fall 2014

b "2.6 – 2.9" for Fall 2009 and Fall 2014

c "2.0 – 2.5" for Fall 2009 and Fall 2014

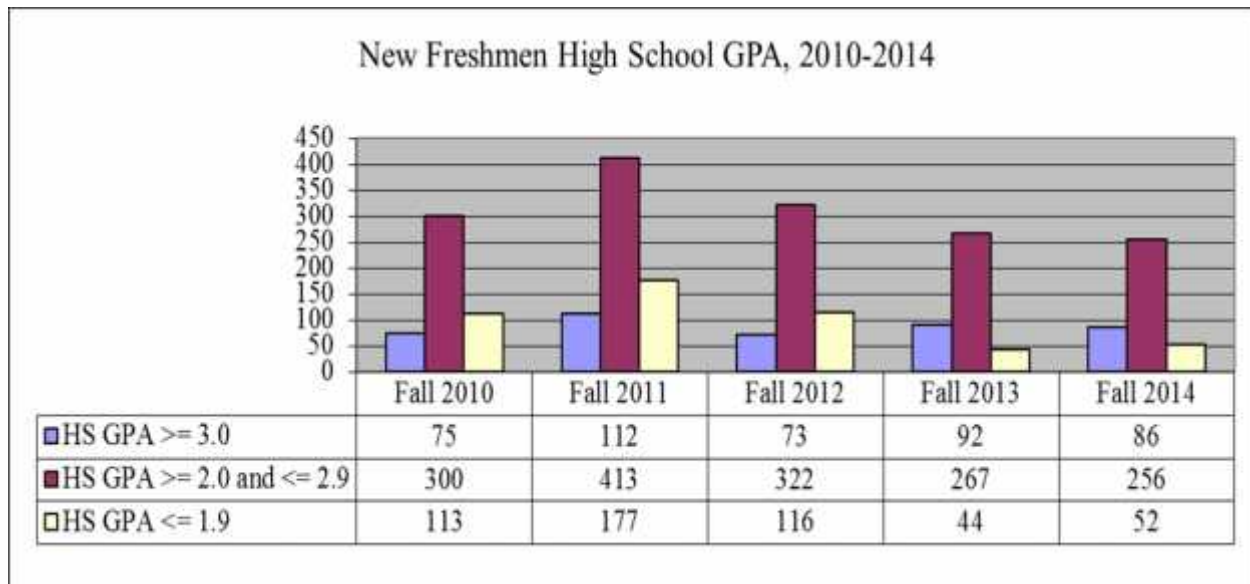
Note: A high school grade point average (GPA) of 3.000 or higher is one of the requirements for incoming freshmen to be eligible for the CSU Honors Program.



New Freshman High School GPA Ranges, 2010-2014

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
HS GPA \geq 3.0	75	112	73	92	86
HS GPA \geq 2.0 and \leq 2.9	300	413	322	267	256
HS GPA \leq 1.9	113	177	116	44	52
Total	488	702	511	403	394

Source: Banner Information System



New Freshmen Geographic Origins, Fall Terms 2010-2014

	2010 ¹		2011 ¹		2012 ¹		2013 ¹		2014 ¹	
	N	%	N	%	N	%	N	%	N	%
OHIO²	259	51	313	43	219	43	197	47	176	44
Akron	5	2%	15	5%	5	2%	5	3%	3	2%
Athens	0	0	0	0	0	0	0	0	0	0
Canton	3	1	2	1	3	1	2	1	3	2
Chillicothe	0	0	0	0	1	0	2	1	0	0
Cincinnati	53	20	62	20	55	25	40	20	27	15
Cleveland	51	20	88	28	49	22	40	20	44	25
Columbus	55	21	46	15	47	21	51	26	48	27
Dayton	78	30	84	27	50	20	52	26	39	22
Lima	2	1	0	0	0	0	0	0	1	1
Mansfield	1	0	1	0	1	0	2	1	0	0
Steubenville	0	0	0	0	0	0	0	0	0	0
Toledo	7	3	9	3	5	2	3	2	10	6
Youngstown	2	1	6	2	2	1	0	0	1	0
Zanesville	2	1	0	0	1	0	0	0	0	0
CALIFORNIA	2	0	3	0	1	0	5	1	2	0
ILLINOIS	71	14	157	22	94	18	60	14	84	21
INDIANA	26	5	26	4	25	5	21	5	22	5
KENTUCKY	1	0	4	1	1	0	1	0	0	0
MICHIGAN	111	22	147	20	109	21	89	21	77	19
PENNSYLVANIA	7	1	19	3	9	2	2	0	0	0
OTHER STATES	30	6	53	7	53	10	41	10	40	10
UNKNOWN	0	0	0	0	0	0	0	0	0	0
INTERNATIONAL	0	0	0	0	0	0	1	0	1	0
TOTAL	507	100%	722	100%	511	100%	417	100%	402	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 2014 Semester Enrollment Report

Fall Enrollment Headcount

	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>
<i>Undergraduates</i>	2244	2458	2116	2036	1733
<i>Graduates</i>	44	45	36	32	18
Totals	2288	2503	2152	2068	1751

Fall FTE

	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>
<i>Undergraduates</i>	2270	2107	2305	1982	1911	1637
<i>Graduates</i>	17	19	17	11	10	6
Total FTE	2287	2126	2322	1993	1921	1643

**Total FTE does not include consortium and students' withdrawn w/record prior to the Official Census date (9/2/14)*

Fall Semester Enrollment Statistics

<i>Year</i>	<i>Classification</i>	<i>Male</i>	<i>%</i>	<i>Female</i>	<i>%</i>	<i>Gender Unknown</i>	<i>%</i>	<i>Full-Time</i>	<i>%</i>	<i>Part-Time</i>	<i>%</i>	<i>In-State</i>	<i>%</i>	<i>Out-State</i>	<i>%</i>	<i>Residence Hall</i>	<i>%</i>	<i>Commuter</i>	<i>%</i>
2010	<i>Undergraduates</i>	1138		1106		0		2040		204		1385		859		1229		1015	
	<i>Graduates</i>	19		25		0		2		42		43		1		0		44	
	Total	1157	51%	1131	49%	0		2042	89%	246	11%	1428	62%	860	38%	1229	54%	1059	46%
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%

Fall to Fall Enrollment Comparison

	<i>Total Enrollment</i>	<i>Headcount Increase/Decrease</i>	<i>Percentage Increase/Decrease</i>
<i>Fall 2007-2008</i>	2022-2171	+149	+7.0 %
<i>Fall 2008-2009</i>	2171-2436	+265	+12.0 %
<i>Fall 2009-2010</i>	2436-2288	-148	-6.0 %
<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 %

Special Enrollments

<i>Category</i>	<i>Fall 2010</i>	<i>%</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>Consortium</i>	12	<1 %	19	<1%	10	<1%	12	<1%	23	1%
<i>Cooperative Education</i>	2	<1 %	3	<1%	1	<1%	2	<1%	1	<1%
<i>CSU Dayton*</i>	278	12 %	344	14%	313	15%	343	17%	213	12%
<i>Military/Veterans</i>	36	1 %	41	2%	40	1%	42	2%	25	1%
<i>Faculty/Staff</i>	74	3 %	67	3%	72	3%	66	3%	39	2%
<i>International Students</i>	5	<1 %	4	<1%	2	<1%	6	<1%	8	<1%

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

Ethnic Enrollment

	<i>Fall 2010</i>	<i>%</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>African American</i>	2178	95%	2384	95%	2053	95%	1964	95%	1669	95%
<i>American Indian or Alaskan</i>	3	<1 %	5	<1%	4	<1%	5	<1%	3	<1%
<i>Asian American or Pacific Is.</i>	3	<1 %	3	<1%	2	<1%	1	<1%	1	<1%
<i>Caucasian American</i>	43	2 %	41	2%	41	1%	41	2%	26	1%
<i>Hispanic American</i>	16	<1 %	18	<1%	15	<1%	13	<1%	12	<1%
<i>Multi-Racial</i>	n/a		8	<1%	8	<1%	13	<1%	15	<1%
<i>International Students</i>	5	<1 %	4	<1%	2	<1%	6	<1%	8	<1%
<i>Not Reported</i>	40	2 %	40	1%	27	<1%	25	1%	17	<1%
Total	2288		2503		2152		2068		1751	

Enrollment by Classification

	<i>Fall 2010</i>	<i>%</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>Freshmen</i>	1031	45%	1179	47%	928	43%	833	40%	715	41%
<i>Sophomores</i>	409	18%	433	18%	402	19%	376	18%	332	19%
<i>Juniors</i>	352	15%	334	13%	333	15%	355	17%	257	15%
<i>Seniors</i>	417	19%	484	19%	437	20%	456	22%	400	23%
<i>Graduate Students</i>	44	2%	45	2%	36	1%	32	1.5%	18	1%
<i>Post-Baccalaureate</i>	35	1%	28	1%	16	<1%	16	<1%	8	<1%
Total Enrollments	2288		2503		2152		2068		1751	

Student Body Report

	<i>Fall 2010</i>	<i>%</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>Consortium</i>	12	<1 %	19	<1%	10	<1%	12	<1%	23	1%
<i>Continuing Students</i>	1474	64 %	1482	59%	1404	65%	1397	68%	1156	66%
<i>Graduate Students</i>	44	2 %	45	2%	36	2%	32	1.5%	18	1%
<i>New Freshmen</i>	507	22 %	722	29%	516	24%	417	20%	402	23%
<i>Post-Baccalaureate</i>	35	1 %	28	1%	16	<1%	16	<1%	8	<1%
<i>Post-Secondary Option</i>	1		1		1	<1%	0	%	0	
<i>Re-admits</i>	21	<1 %	26	1%	29	<1%	23	1%	16	<1%
<i>Special</i>	12	<1 %	11	<1%	10	<1%	8	<1%	5	<1%
<i>Transfer</i>	179	8 %	169	7%	129	6%	161	8%	123	7%
<i>Transient</i>	4		1		2	<1%	2	<1%	0	
<i>Undeclared</i>	0		0		0		0		0	
Total Enrollments	2288		2503		2152		2068		1751	

Fall 2014 - In-State Students

County of Residence

Adams	0	Fairfield	6	Levy	0	Portage	2
Allen	1	Fayette	1	Licking	3	Preble	0
Ashland	0	Franklin	145	Logan	0	Richland	2
Ashtabula	1	Fulton	0	Lorain	8	Ross	0
Athens	0	Gallia	0	Lucas	22	Sandusky	0
Auglaize	0	Geauga	0	Madison	0	Scioto	2
Belmont	0	Greene	105	Mahoning	7	Seneca	0
Brown	1	Guernsey	0	Marion	0	Shelby	2
Butler	10	Hamilton	127	Medina	1	Stark	9
Carroll	0	Hancock	0	Meigs	3	Summit	13
Champaign	1	Hardin	0	Mercer	1	Trumbull	1
Clark	22	Harrison	0	Miami	1	Tuscarawas	0
Clermont	0	Henry	0	Monroe	0	Union	1
Clinton	5	Highland	0	Montgomery	325	Van Wert	0
Columbiana	0	Houston	0	Morgan	0	Vinton	0
Cook	3	Hocking	0	Morrow	0	Warren	4
Coshocton	0	Holmes	0	Muskingum	0	Washington	0
Crawford	0	Huron	0	Noble	0	Wayne	0
Cuyahoga	166	Jackson	0	Ottawa	0	Williams	0
Darke	0	Jefferson	0	Paulding	0	Wood	0
Defiance	0	Knox	0	Perry	0	Wyandot	0
Delaware	2	Lake	2	Pickaway	0	Unknown	6
Erie	2	Lawrence	0	Pike	0	TOTAL:	1,013

Fall 2014 - Out-of-State Students

Alabama	6	Indiana	52	New Jersey	7	Virginia	0
Alaska	0	Kentucky	3	New York	9	Washington	0
Arizona	0	Louisiana	0	Nevada	1	Washington DC	38
Arkansas	0	Maryland	13	North Carolina	1	West Virginia	1
California	16	Massachusetts	2	Oklahoma	1	Wisconsin	17
Connecticut	1	Michigan	245	Pennsylvania	6	Unknown	25
Delaware	1	Minnesota	6	South Carolina	1		
Florida	5	Mississippi	0	Rhode Island	1		
Georgia	9	Missouri	4	Tennessee	3		
Illinois	253	Nebraska	0	Texas	3		
						TOTAL:	730

Fall 2014 - International Students

The Bahamas	1	Canada	1	Ghana	1	Jamaica	1
Tunisia	1	Zimbabwe	1	Unknown	2	TOTAL:	8

GRAND TOTAL 1,751

CENTRAL STATE UNIVERSITY
Persistence of New Freshmen Cohorts

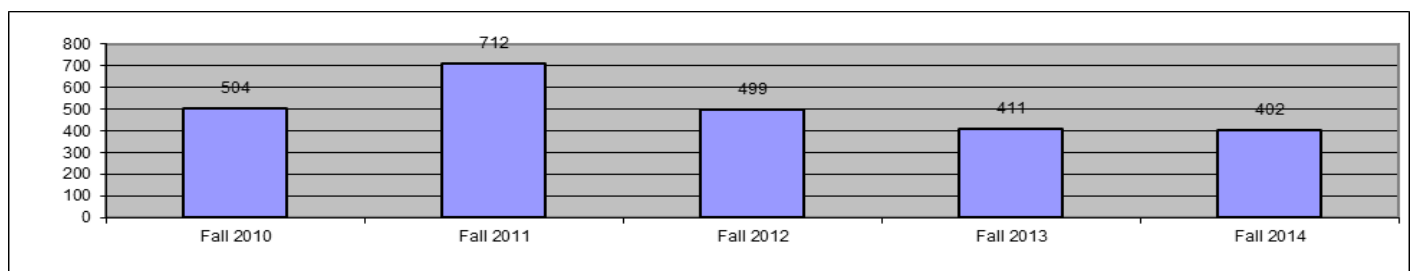
Fall Terms 2005-2014

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	
2005	343	Graduated By:	0.0%	0.0%	0.0%	8.3%	9.9%	0.1%	1.5%	2.0%	0.6%
		Still Enrolled:	50.1%	41.9%	39.1%	27.7%	2.8%	7.3%	3.2%	1.5%	0.6%
		Cohort Persistence:	50.1%	41.9%	39.1%	36.0%	22.7%	7.4%	4.7%	3.5%	1.2%
2006	536	Graduated By:	0.0%	0.0%	0.0%	11.4%	0.1%	2.8%	2.4%	0.6%	
		Still Enrolled:	54.1%	44.6%	39.2%	24.3%	8.8%	3.4%	1.7%	0.6%	
		Cohort Persistence:	54.1%	44.6%	39.0%	35.7%	8.9%	6.2%	4.1%	1.2%	
2007	562	Graduated By:	0.0%	0.0%	0.0%	9.3%	9.4%	6.2%	3.4%		
		Still Enrolled:	51.4%	44.0%	35.8%	24.6%	10.7%	4.4%	0.5%		
		Cohort Persistence:	51.4%	44.0%	35.0%	33.9%	20.1%	10.6%	3.9%		
2008	646	Graduated By:	0.0%	0.0%	0.0%	10.0%	8.5%	2.9%			
		Still Enrolled:	57.4%	37.0%	32.5%	17.6%	7.7%	3.1%			
		Cohort Persistence:	57.4%	37.0%	32.5%	27.6%	16.2%	6.0%			
2009	703	Graduated By:	0.0%	0.0%	0.0%	5.7%	10.0%				
		Still Enrolled:	46.1%	32.0%	27.3%	18.9%	6.8%				
		Cohort Persistence:	46.1%	32.0%	27.3%	24.6%	16.8%				
2010	504	Graduated By:	0.0%	0.0%	0.0%	8.1%					
		Still Enrolled:	55.0%	37.3%	33.3%	21.0%					
		Cohort Persistence:	55.0%	37.3%	33.3%	29.1%					
2011	712	Graduated By:	0.0%	0.0%	0.7%						
		Still Enrolled:	43.0%	33.5%	25.6%						
		Cohort Persistence:	43.0%	33.5%	26.3%						
2012	499	Graduated By:	0.0%	0.0%							
		Still Enrolled:	52.9%	33.5%							
		Cohort Persistence:	52.9%	33.5%							
2013	411	Graduated By:	0.0%								
		Still Enrolled:	51.1%								
		Cohort Persistence:	51.1%								
2014	401	Graduated By:									
		Still Enrolled:									
		Cohort Persistence:									

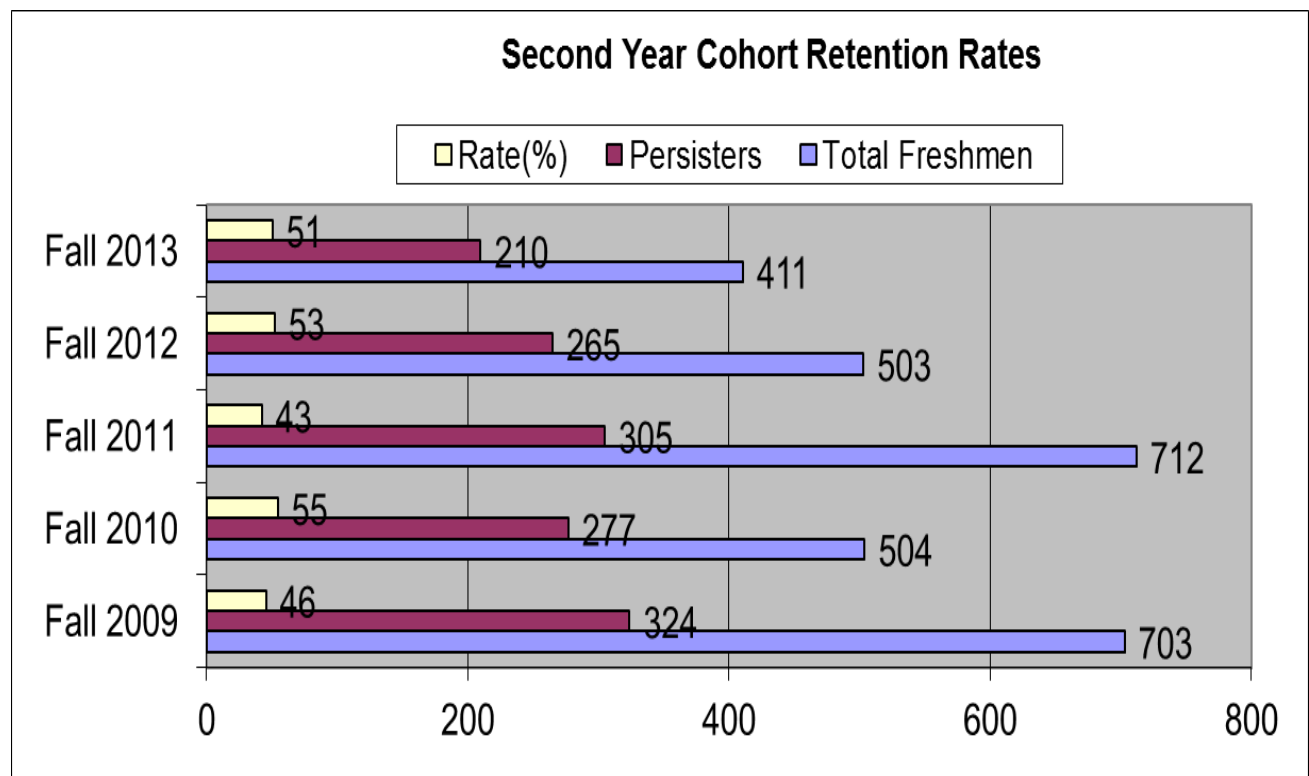
¹ Indicates the total number of new, full-time freshmen who entered the University in each fall term for that corresponding year as reported on the respective Fall Enrollment Survey, Integrated Post-secondary Education Data System (IPEDS), National Center for Education Statistics.

New First Time Freshmen Cohort by Academic Programs

Programs	Fall 2010	%	Fall 2011	%	Fall 2012	%	Fall 2013	%	Fall 2014	%
Accounting	7	1%	10	1%	2	0%	8	2%	16	4%
Adolescent to Young Adult Edu.	4	1%	4	1%	7	1%	3	1%	2	0%
Art Education	NA	NA	5	1%	1	0%	0	0%	1	0%
Biology	55	11%	45	6%	43	9%	35	9%	33	8%
Business Administration	70	14%	108	15%	70	14%	49	12%	62	15%
Chemistry	7	1%	8	1%	4	1%	10	2%	6	1%
Communication, Broadcast Media	32	6%	18	3%	20	4%	1	4%	10	2%
Communication, Print Journalism	8	2%	5	1%	8	2%	13	3%	8	2%
Computer Science	15	3%	22	3%	16	3%	15	4%	10	2%
Criminal Justice	45	9%	73	10%	59	12%	39	9%	41	10%
Early Childhood Education	22	4%	28	4%	23	5%	18	4%	18	4%
Economics	0	0%	2	0%	3	1%	3	1%	2	0%
English	3	1%	4	1%	2	0%	6	1%	2	0%
Environmental Engineering	2	0%	4	1%	6	1%	6	1%	10	2%
Geography	2	0%	0	0%	0	0%	0	0%		
Geology	0	0%	0	0%	0	0%	0	0%		
Graphic Design	14	3%	5	1%	6	1%	8	2%	7	2%
History	7	1%	4	1%	1	0%	6	1%		
Industrial Technology	2	0%	0	0%	2	0%	1	0%	1	0%
Intervention Specialist	3	1%	1	0%	0	0%	1	0%	2	0%
Jazz Studies	1	0%	0	0%	0	0%	1	0%	1	0%
Manufacturing Engineering	22	4%	18	3%	16	3%	11	3%	13	3%
Mathematics	1	0%	4	1%	9	2%	6	1%		
Middle Childhood Education	7	1%	4	1%	1	0%	1	0%		
Multi-Age Education	36	7%	14	2%	1	0%	11	3%	8	2%
Music Education	NA	NA	11	2%	12	2%	9	2%	12	3%
Music Performance	12	2%	9	1%	7	1%	9	2%	4	1%
Political Science	6	1%	6	1%	4	1%	9	2%	2	0%
Psychology	38	8%	48	7%	42	8%	30	7%	27	7%
Recreation	4	1%	3	0%	2	0%	7	2%	9	2%
Social Work	8	2%	18	3%	23	5%	17	4%	19	5%
Sociology	4	1%	6	1%	9	2%	4	1%	7	2%
Studio Art	1	0%	2	0%	2	1%	3	1%	5	1%
Water Resources Mgmt.	0	0%	3	0%	0	0%	3	1%	2	0%
Undeclared	66	13%	220	31%	98	20%	52	13%	62	15%
Total	504	100%	712	100%	499	100%	411	100%	402	100%

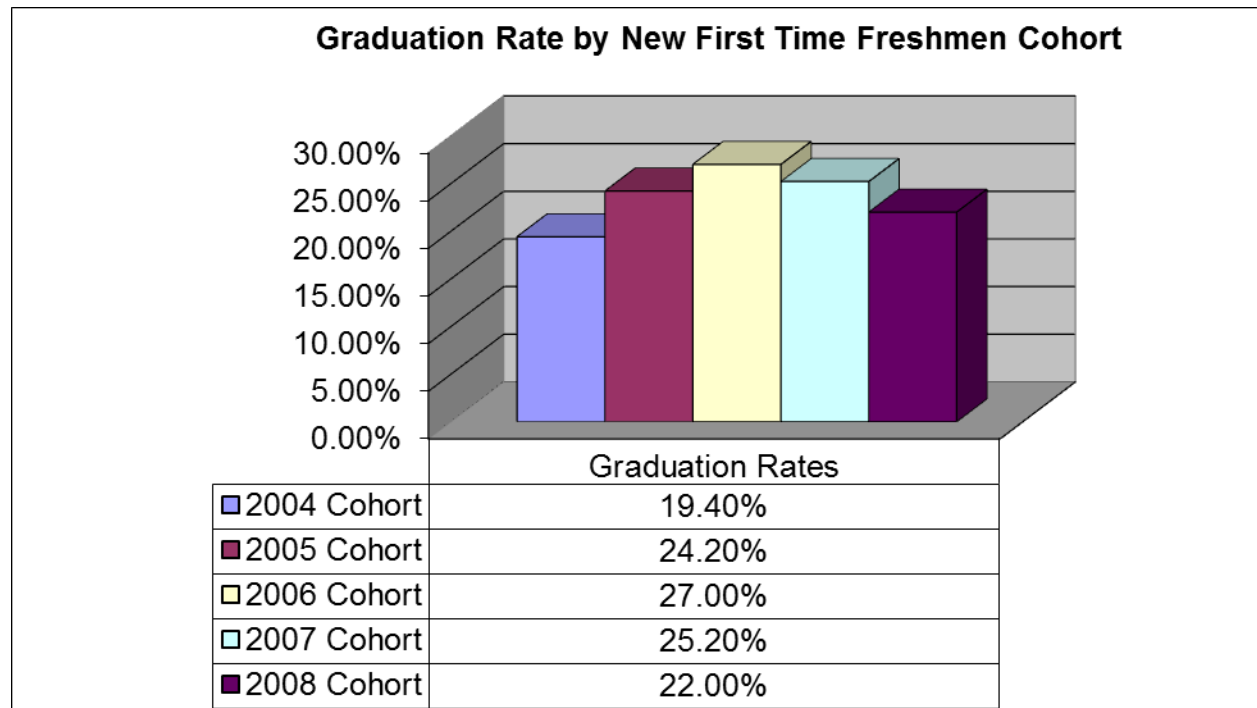


Student Retention Rates - Entering Full-time Freshmen Fall Term				
Year (Fall)	Cohort Total	Still Enrolled	Non-Persisters	Retention Rate
2009	703	324	379	46%
2010	504	277	227	55%
2011	712	305	407	43%
2012	503	265	238	53%
2013	411	210	201	51%



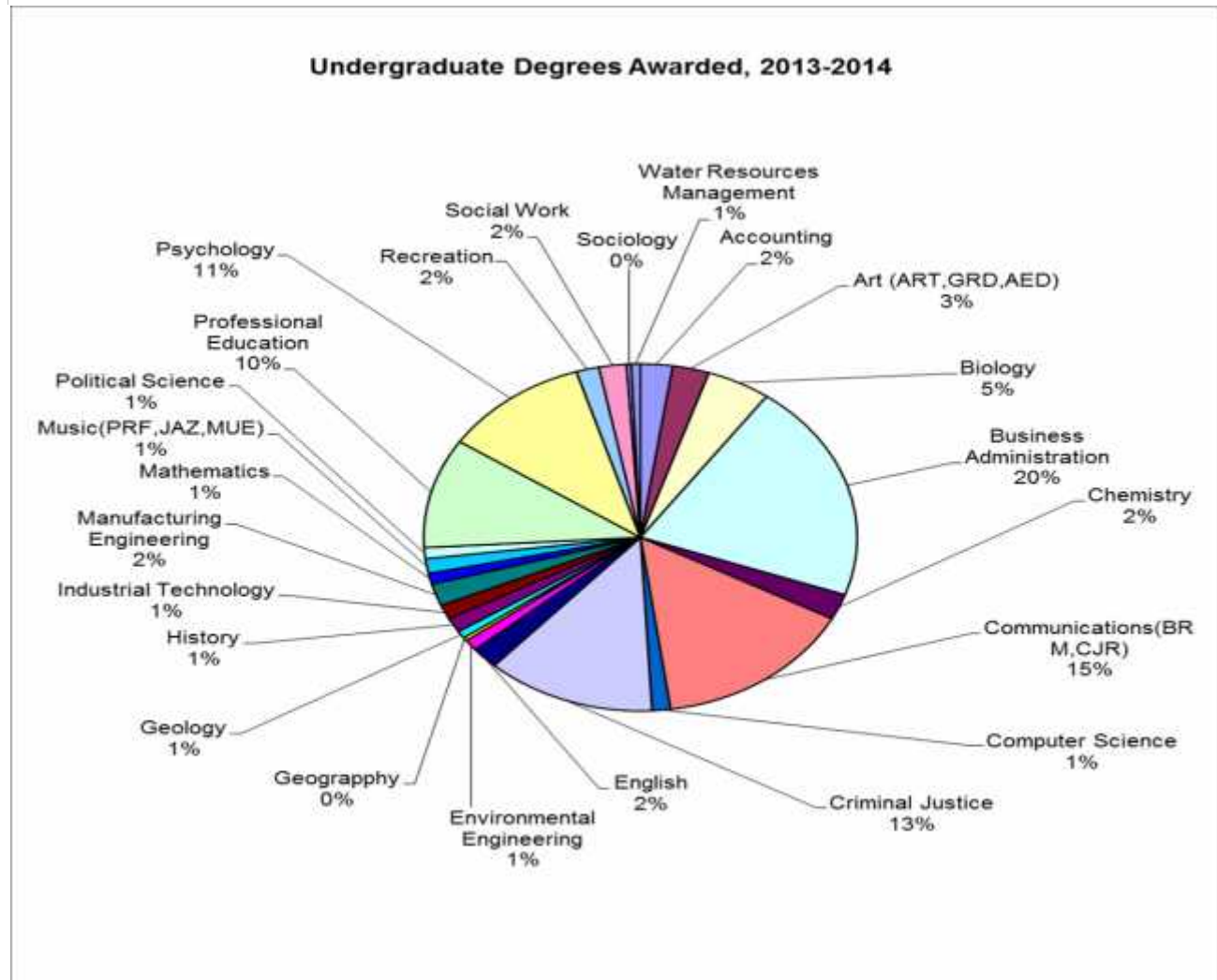
Graduation Rate by New First Time Freshmen Cohort

	Freshmen Cohort Entering in the Fall				
	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
Total Freshmen Cohort (adjusted)	583	343	535	563	646
% Graduating within 4 years	6.5	9.3	12	10.5	11
% Graduating within 5 years	8.9	10.8	12	9.8	9
% Graduating within 6 years	3.9	4.1	3	5.0	2
Graduation Rates	<u>19.4%</u>	<u>24.2%</u>	<u>27%</u>	<u>25%</u>	<u>22%</u>



Undergraduate Degrees Awarded, 2013-2014

Major	Count	Total %	Major	Count	Total %
Accounting	7	2%	History	4	1%
Art (ART,GRD,AED)	8	3%	Industrial Technology	4	1%
Biology	14	5%	Manufacturing Engineering	6	2%
Business Administration	60	20%	Mathematics	3	1%
Chemistry	7	2%	Music(PRF,JAZ,MUE)	4	1%
Communications(BRM,CJR)	44	15%	Political Science	3	1%
Computer Science	4	1%	Professional Education	30	10%
Criminal Justice	37	13%	Psychology	32	11%
English	6	2%	Recreation	5	2%
Environmental Engineering	3	1%	Social Work	6	2%
Geography	1	0%	Sociology	1	0%
Geology	2	1%	Water Resources Management	2	1%
Total Undergraduate Degrees Awarded			<u>293</u>		



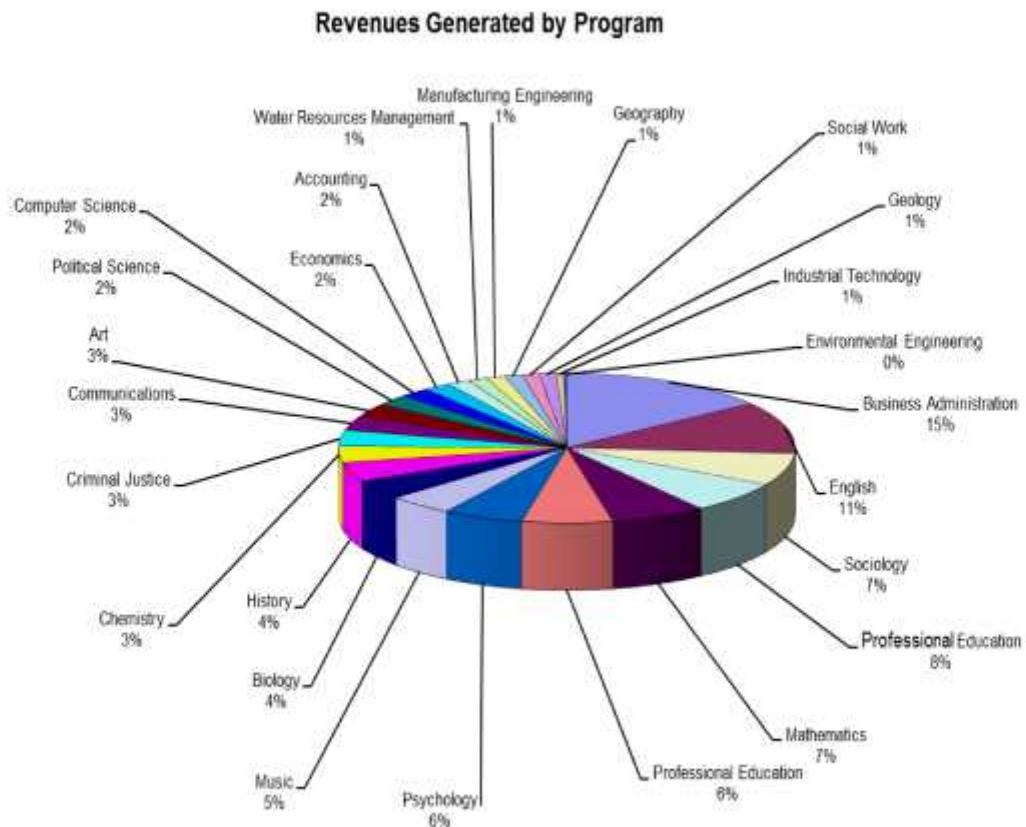
Revenues Generated, 2013-2014

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	\$934,500	History	\$265,024	Water Resources Management	\$83,856
English	712,712	Chemistry	219,794	Manufacturing Engineering	82,485
Sociology	438,218	Criminal Justice	217,178	Geography	79,619
Recreation	430,618	Communications	194,251	Social Work	74,635
Mathematics	423,391	Art	187,398	Geology	74,012
Professional Education	401,960	Political Science	149,894	Industrial Technology	35,137
Psychology	355,484	Computer Science	132,824	Environmental Engineering	14,578
Music	287,203	Economics	122,980		
Biology	265,398	Accounting	100,552		

Based on \$1869/15 credit hours generated during the 2013-2014 academic year

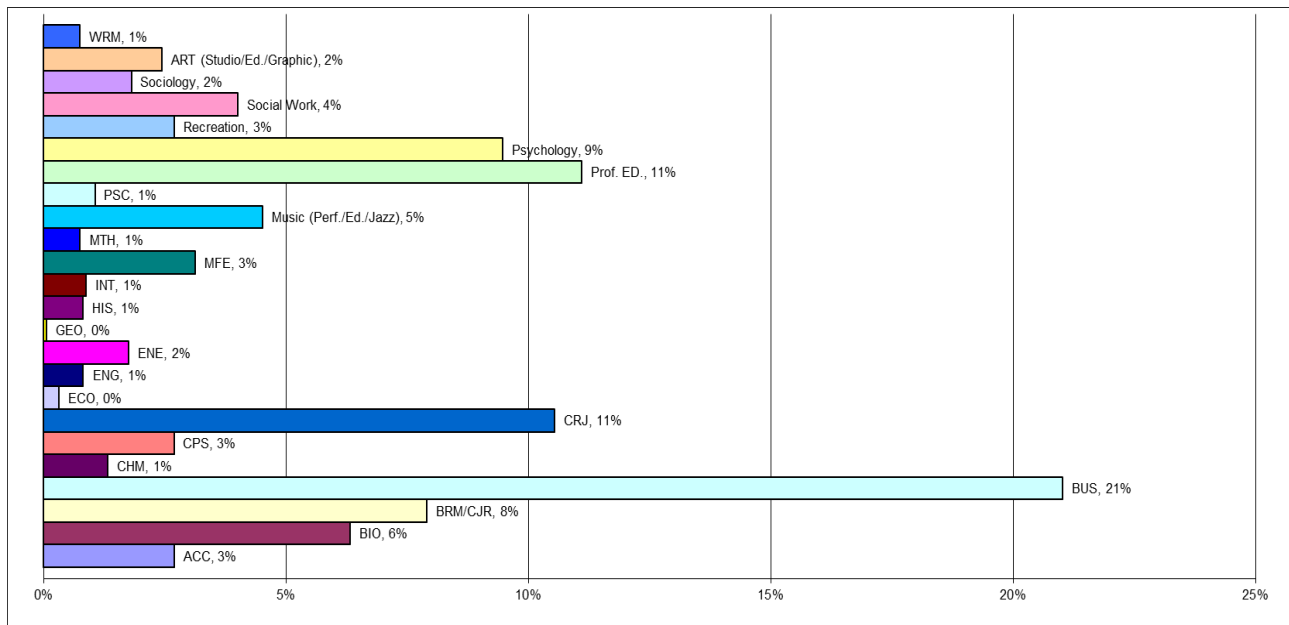
TOTAL: \$ 6,283,703



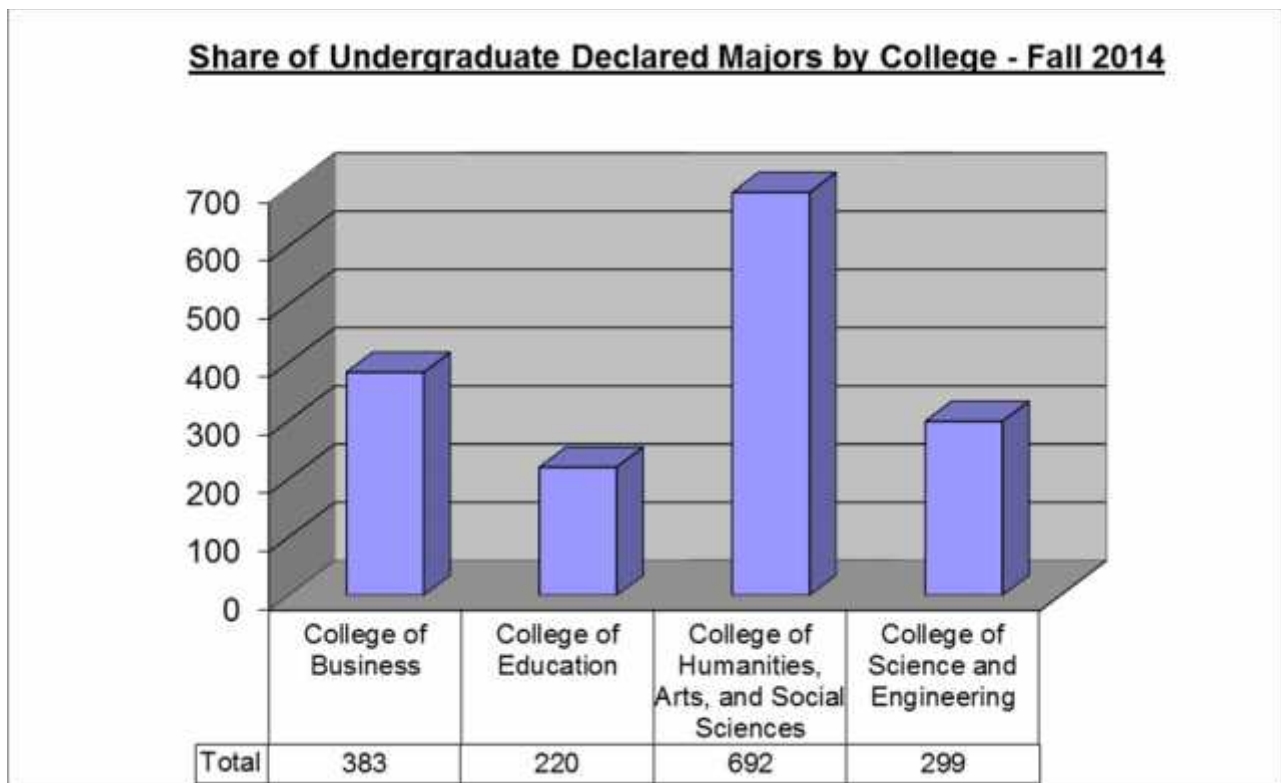
Program Enrollments

Undergraduate Enrollment by Major, Fall 2014		
Major	Total	Percent(%)
Accounting	43	2%
Adolescent to Young Adult	16	1%
Art Education	3	0%
Biology	118	7%
Broadcast Media	94	5%
Business Administration	335	19%
Chemistry	21	1%
Communications Journalism	32	2%
Computer Science	43	2%
Criminal Justice	168	10%
Early Childhood Education	89	5%
Economics	5	0%
English	13	1%
Environmental Engineering	28	2%
Geography	1	0%
Graphic Design	26	2%
History	13	1%
Industrial Technology	14	1%
Intervention Specialist	23	1%
Jazz Studies	11	1%
Licensure for Teaching	8	0%
Manufacturing Engineering	50	3%
Mathematics	12	1%
Middle Childhood Education	14	1%
Multi-Age Education	35	2%
Music Education	39	2%
Music Performance	22	1%
Political Science	17	1%
Psychology	151	9%
Recreation	43	2%
Social Work	64	4%
Sociology	29	2%
Studio Art	10	1%
Undeclared	131	8%
Water Resources Management	12	1%
Total	1733	

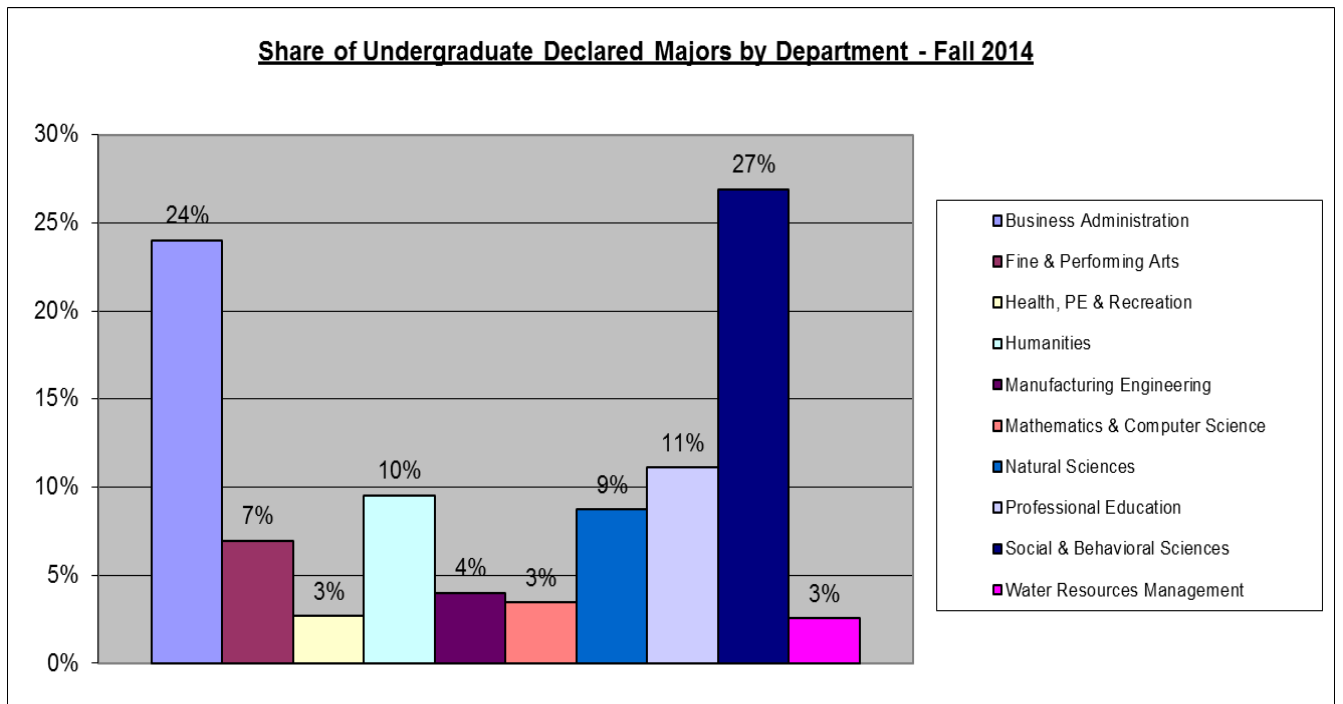
Share of Undergraduate Declared Majors, Fall 2014		
Major	Total	Percent(%)
Accounting	43	3%
Biology	118	7%
Broadcast Media/Print Journalism	126	8%
Business Administration	335	21%
Chemistry	21	1%
Computer Science	43	3%
Criminal Justice	168	11%
Economics	5	0%
English	13	1%
Environmental Engineering	28	2%
Geography	1	0%
History	13	1%
Industrial Technology	14	1%
Manufacturing Engineering	50	3%
Mathematics	12	1%
Music Performance/Music Education/Jazz Studies	72	5%
Political Science	17	1%
Professional Education	177	11%
Psychology	151	9%
Recreation	43	3%
Social Work	64	4%
Sociology	29	2%
Studio Art/Art Education/Graphic Design	39	2%
Water Resources Management	12	1%
Total	1594	



Share of Undergraduate Declared Majors by College - Fall 2014		
<u>College</u>	<u>Total</u>	<u>Percent(%)</u>
College of Business	383	24%
College of Education	220	14%
College of Humanities, Arts, and Social Sciences	692	43%
College of Science and Engineering	299	19%
<u>Total</u>	<u>1594</u>	



Share of Undergraduate Declared Majors by Department - Fall 2014		
Major	Total	Percent(%)
Business Administration	383	24%
Fine & Performing Arts	111	7%
Health, PE & Recreation	43	3%
Humanities	152	10%
Manufacturing Engineering	64	4%
Mathematics & Computer Science	55	3%
Natural Sciences	139	9%
Professional Education	177	11%
Social & Behavioral Sciences	429	27%
Water Resources Management	41	3%
Total	1594	

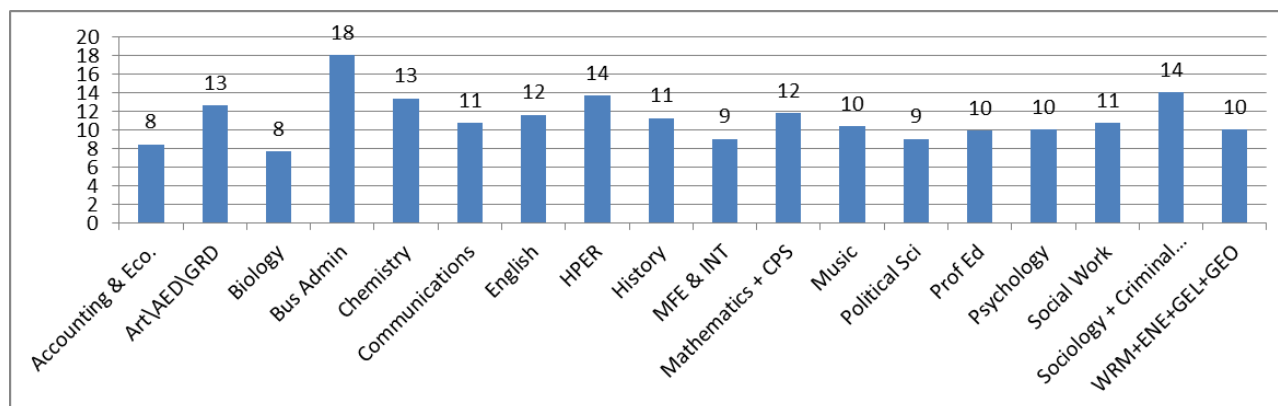


Faculty by Program

Full-time Faculty (Instructional), Fall 2014

Accounting & Economics	5	Graduate Education	2	Political Science	2
Art	5	Health, PE & Recreation	3	Professional Education	7
Biology	6	History	4	Psychology	3
Business Administration	6	Manufacturing Engineering & Industrial Technology	6	Social Work	3
Chemistry	3	Mathematics + Computer Sci.	4	Sociology and Criminal Justice	4
Communication	3	Music	9	Water Resources Management, Environmental Engineering, Geology and Geography	6
English	10	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, 2013-2014

	Full-Time	Part-Time		Full-Time	Part-Time
Accounting & Economics	13.50	6.00	Health, Physical Ed & Recreation	32.50	6.00
Art	22.25	0.00	History	19.50	7.50
Biology	21.75	14.75	Manufacturing Engineering & INT	23.50	9.50
Business Administration	20.00	8.50	Mathematics	20.50	7.25
Chemistry	18.25	7.00	Music	23.00	18.00
Communications	17.50	2.00	Political Science	16.50	7.00
Computer Science	23.00	6.00	Psychology	22.50	9.25
Criminal Justice	16.00	7.25	Social Work	21.50	7.00
Professional Education	17.25	7.00	Sociology	21.50	6.50
English	21.50	9.00	Water Res. Mgmt., GEL,GEO & ENE	22.50	7.50
			AVERAGE	20.75	8.00

Faculty Grants/Contracts Obtained, 2013-2014

Thirty-nine (39) new proposals were submitted during FY2014. Thirty new and continuing grants yielded \$4,672,320 in external funds awarded to CSU during FY 2014.

Project Director	Purpose	Funding Agency	Amount	Duration
ADVANCE: Increasing the Participation and Advancement of Women in Academic Science and Engineering Careers				
Dr. Suzanne Seleem	Increase the number of women faculty with PhD's in the STEM disciplines.	National Science Foundation through Wright State University	\$ 9,240	1 year
AFRL Collaboration Program: 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	\$ 51,101	15 months
Bachelors of Social Work Program, Council on social Work Educations				
Dr. Charlla Allen	Provide students in the BSW program with opportunities for scholarships and enhanced ability to compete in the job market.	Ohio Department of Job and Family Services	\$ 21,932	1 year
Center for Cyber Sensors Networks for Human and Environmental Applications				
Dr. Kimberly Kendricks	Develop the proper infrastructure to establish a research center focused in the area of cyber sensors networks to analyze and model the impacts of climatic change on irrigated agriculture and solving systems of polynomial equations for biometric verification.	National Science Foundation	\$ 57,278	1 year
Center for Layered Polymeric Systems (CLiPS)				
Dr. Suzanne Seleem	Provide the potential for research collaboration and for educating students who will be successful as CLiPS REU students, and as candidates for advanced study at CLiPS partner schools.	National Science Foundation through Case Western Reserve University	\$ 25,000	5 months
Central State University Campus Computer Infrastructure (2 grants)				
Mr. Keith Matthews	Support CSU campus computer infrastructure.	Microsoft Corporation	\$ 99,991 17,341	N/A
CHP Health Service Grant				
Dr. Karen Mathews	Enhance the educational experience of students through quality healthcare services and lifestyle education.	Consolidated Health Plans	\$ 1,500	1 year

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	\$ 138,782	20 months
DO-STEM Scholarship Program				
Mr. Morakinyo Kuti	Increase the number of CSU students who are pursuing STEM degrees.	Ohio Board of Regents	\$ 359,700	1 year
HBCU - Institutional Aid				
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	\$1,934,050	1 year
HBCU - Institutional Aid (SAFRA)				
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	\$ 826,981	1 year
NCATE				
Dr. Charles Ford	Support NCATE accreditation.	Ohio Board of Regents	\$ 6,750	
Ohio eTech Program				
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.	eTech Ohio	\$ 20,729	1 year
Ohio LSAMP Alliance				
Dr. KrishnaKumar Nedunuri	Increase the number of underrepresented students completing doctoral studies in STEM fields.	National Science Foundation through Ohio State University	\$ 91,000	2 years
Ohio Means Internships & Co-ops Program				
Ms. Lowan Pritchett-Pitt & Mr. Morakinyo Kuti	Expand, enhance, and institutionalize experiential education, specifically internship and co-operative activities at Central State and Wilberforce Universities.	Ohio Board of Regents	\$ 221,226	2 years

Ohio Space Grant				
Mr. Gorgui Ndao	Provide financial support through competitively awarded scholarships to students pursuing aerospace related science and engineering baccalaureate degrees.	NASA	\$ 20,250	1 year
RET: Inspiring the next generation of a highly skilled workforce in advanced manufacturing and materials				
Dr. Leanne Petry	Leverage and sustain prior RET experience and regional strengths in advanced manufacturing and K-12 STEM education to provide a transformative summer research experience for current and future middle and high school (G6-12) teachers that is thematically centered on materials and advanced manufacturing.	National Science Foundation	\$ 166,408	36 months
Seed 2 Bloom				
Dr. Cadance Lowell	Teaches participants about healthy foods and plant life through outdoor learning explorations and classroom and laboratory activities.	U.S. Department of Agriculture	\$ 25,000	2 years
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	\$ 353,065	1 year
Summer Transportation Institute				
Mr. Gorgui Ndao	Introduce high school students to careers in transportation, encourage them to pursue such careers, introducing basis 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	\$ 55,000	7 months
Summer Transportation Institute				
Mr. Gorgui Ndao	Introduce high school students to careers in transportation, encourage them to pursue such careers, introducing basis physics, mathematics as relating to transportation problems and making them aware of civil rights issues and their relation to transportation	Ohio Department of Transportation	\$ 20,000	7 months

TUES: Software Defined Radio Laboratory Platform for Enhancing Undergraduate Communication and Networking Curricula				
Dr. Deng Cao	Extend and expand the evolvable software defined radio laboratories to the entire communication and networking curriculum to multiple institutions	National Science Foundation	\$ 99,996	36 months
UTC Transportation Research				
Dr. KrishnaKumar Nedunuri	Increase the diversity in workforce development through student involvement in transportation related academic training/research in environmental engineering	U.S. Department of Transportation through Purdue University	\$ 50,000	48 months

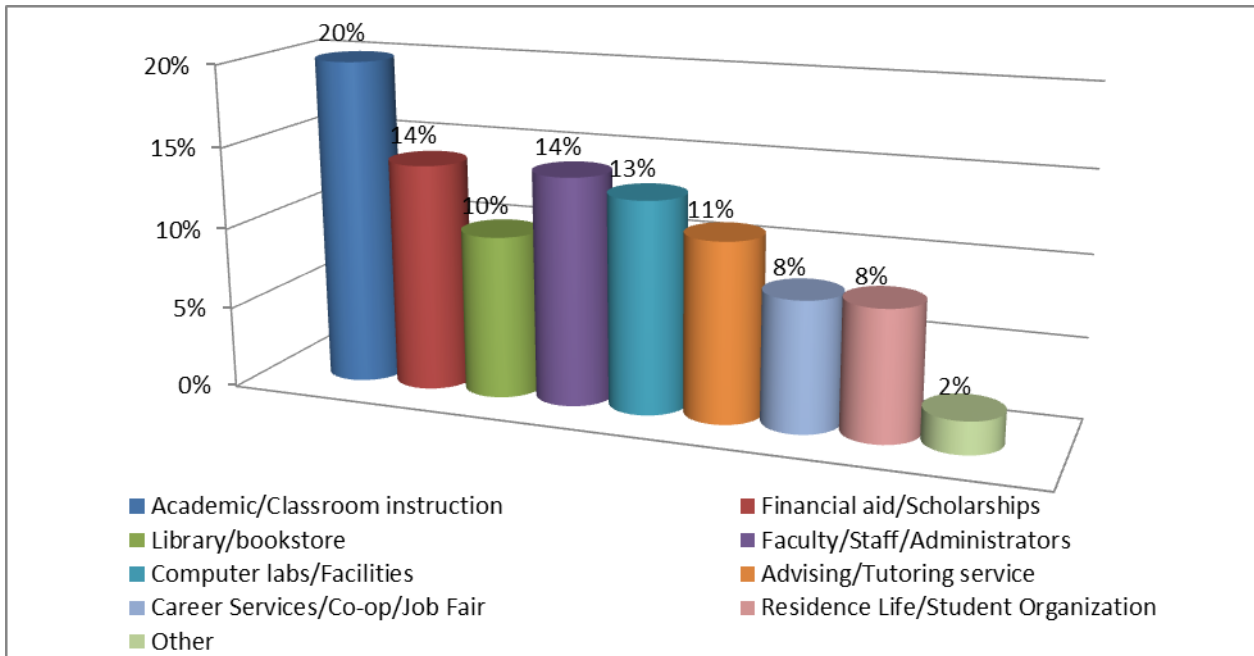
Seniors' Experiences

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	80%	Strongly/Mildly believe I did	81%
Neutral	12	Neutral	10
Very/Mildly unsatisfied	6	Strongly/Mildly believe I did not	8
No Response	2	No Response	1
Impact on academic performance			
<u>Primary Advising Sources</u>		<u>Computer Facilities</u>	
Self	18%	Mildly – strongly positive	61%
Degree/Major Check sheet	18	Neutral	26
Faculty	15	Mildly – strongly negative	12
Friends	10	No Response	1
<u>Faculty Advisor</u>		<u>Library</u>	
Mildly – strongly positive	80%	Mildly – strongly positive	54%
Neutral	15	Neutral	32
Mildly – strongly negative	5	Mildly – strongly negative	12
No Response	0	No Response	2
<u>Classroom Instruction</u>		<u>Residence Life</u>	
Mildly – strongly positive	83%	Mildly – strongly positive	51%
Neutral	16	Neutral	34
Mildly – strongly negative	1	Mildly – strongly negative	11
No Response	0	No Response	4
<u>Registration</u>		<u>Campus Food Service</u>	
Mildly – strongly positive	62%	Mildly – strongly positive	26%
Neutral	24	Neutral	35
Mildly – strongly negative	12	Mildly – strongly negative	35
No Response	2	No Response	4
<u>Financial Aid</u>		<u>Bookstore</u>	
Mildly – strongly positive	65%	Mildly – strongly positive	70%
Neutral	19	Neutral	24
Mildly – strongly negative	14	Mildly – strongly negative	5
No Response	2	No Response	1

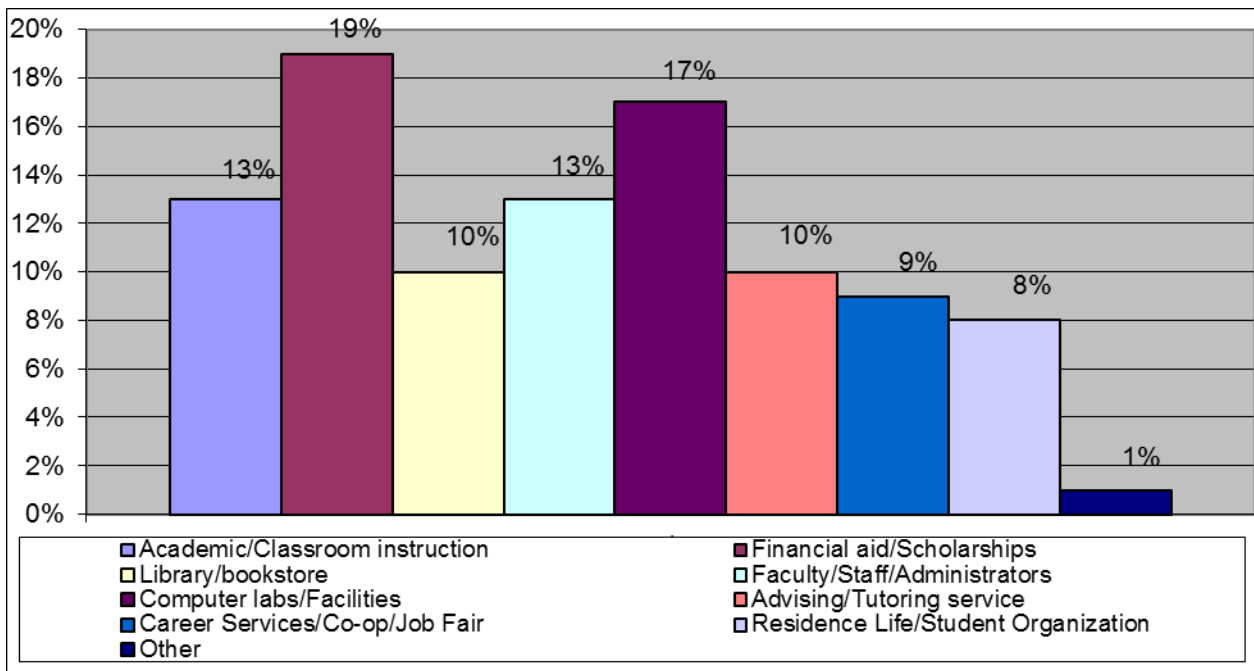
SOURCE: Spring 2014 *Graduating Senior Survey*

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



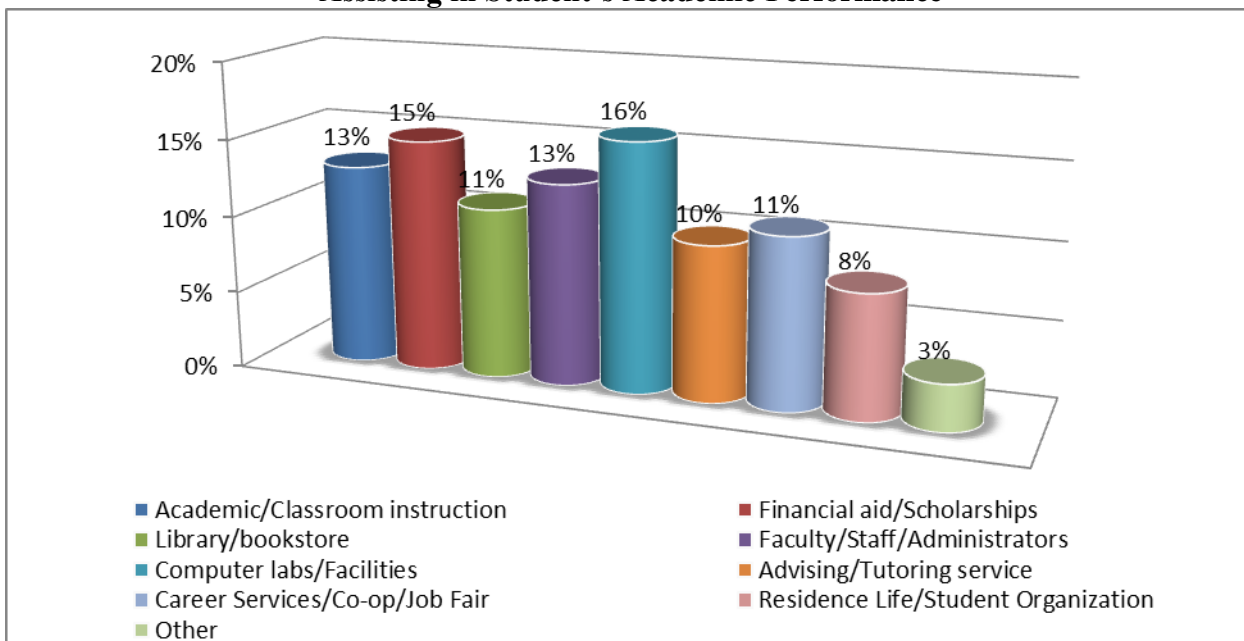
SOURCE: Spring 2014 Graduating Senior Survey

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



SOURCE: Spring 2014 Graduating Senior Survey

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



SOURCE: Spring 2014 *Graduating Senior Survey*

Classroom Instruction (1)

I was well-prepared for each class session	
Strongly agree	49.9%
Agree	26.4
Neutral	8.5
Disagree	1.5
Strongly Disagree	0.8
No response	12.8

I invested enough time and energy to meet/exceed course requirements	
Strongly agree	48.7%
Agree	24.2
Neutral	9.2
Disagree	2.1
Strongly Disagree	0.7
No response	15.1

Overall, I gave my best possible effort to learning during this course	
Strongly agree	51.7%
Agree	22.4
Neutral	7.7
Disagree	2.0
Strongly Disagree	0.8
No response	15.3

The course was well-organized to help students learn	
Strongly agree	48.6%
Agree	22.4
Neutral	9.0
Disagree	2.8
Strongly Disagree	1.6
No response	15.6

The learning outcomes were clear and easy to understand	
Strongly agree	47.6%
Agree	23.5
Neutral	8.9
Disagree	3.2
Strongly Disagree	1.5
No response	15.4

The instructor clearly connected the learning outcomes to course activities and assignments	
Strongly agree	48.8%
Agree	20.7
Neutral	8.6
Disagree	2.2
Strongly Disagree	1.6
No response	18.1

Classroom Instruction (2)

The instructor provided useful feedback to improve learning among students	
Strongly agree	47.5%
Agree	22.0
Neutral	8.1
Disagree	2.4
Strongly Disagree	1.3
No response	18.6

The instructor was available to answer questions during posted office hours	
Strongly agree	54.2%
Agree	20.2
Neutral	9.0
Disagree	1.6
Strongly Disagree	1.1
No response	13.9

The syllabus was available during the first week of class	
Strongly agree	53.9%
Agree	18.9
Neutral	6.1
Disagree	1.6
Strongly Disagree	0.9
No response	18.5

SOURCE: *Student Evaluation of Instructor and Instruction*, 2014-2015 academic year aggregate

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 2014 even though not all faculty members advise.

Accounting, Finance and Economics	1:10	English	1:01	Psychology	1:76
Art	1:08	Health, PE & Recreation	1:14	Social Work	1:21
Biology	1:20	History	1:03	Sociology	1:10
Business Administration	1:56	Manufacturing Engineering & Industrial Technology	1:11	Water Resources Management & Environmental Engineering & Geography & Geology	1:07
Chemistry	1:07	Mathematics	1:04		
Communications	1:42	Music	1:08		
Computer Science	1:43	Political Science	1:09		
Criminal Justice	1:84	Professional Education	1:25		

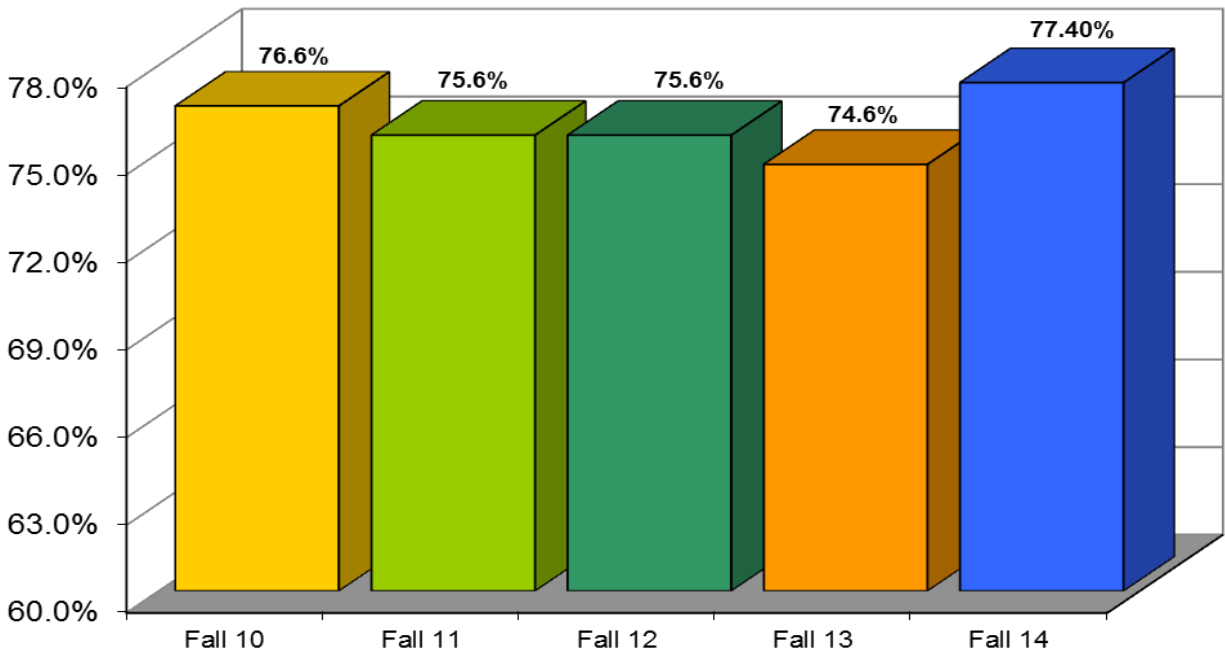
Central State University
Office of Institutional Research
Retention, Graduation Rate and Course Completion
Historical, Realistic and Aspirational Expectations

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

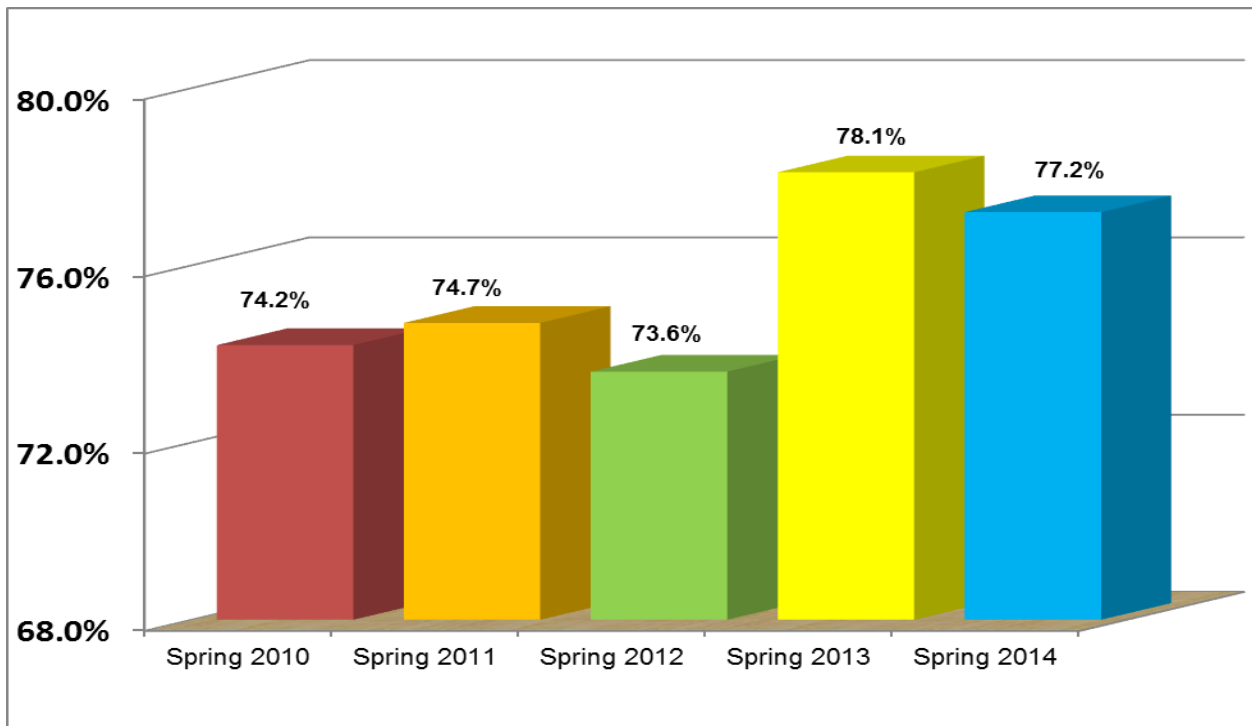
Graduation										
Benchmark	Historical Data				Realistic Expectation			Aspirational Expectation		
2010	2011	2012	2013	2014	2015	2016	2017	2015	2016	2017
46%	55%	43%	53%	51%	53%	55%	57%	55%	57%	60%

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

Fall 2010 – Fall 2014 Course Completion Trends



Spring 2010 – Spring 2014 Course Completion Trends



New First Time Freshman ACT Scores

Fall 2009 - 2010											
Score Range	Entering	Retained	%	Score Range	Entering	Retained	%	Score Range	Entering	Retained	%
	NFT	NFT	Retention		NFT	NFT	Retention		NFT	NFT	Retention
All NFT	713	329	46%	All NFT	507	280	55%	All NFT	722	305	42%
All ACT Scores	619	282	46%	All ACT Scores	441	249	57%	All ACT Scores	607	254	42%
Less than 15	204	86	42%	Less than 15	118	56	48%	Less than 15	217	79	36%
15 -18	335	156	47%	15 -18	244	136	56%	15 -18	294	125	43%
19 -21	64	33	52%	19 -21	53	37	70%	19 -21	69	33	48%
22+	16	7	44%	22+	26	20	77%	22+	27	17	63%
Average	15.7	15.9		Average	16.2	16.6		Average	15.8	16.2	
Median	15	16		Median	16	16		Median	15	16	
Fall 2012 - 2013											
Score Range	Entering	Retained	%	Score Range	Entering	Retained	%	Score Range	Entering	Retained	%
	NFT	NFT	Retention		NFT	NFT	Retention		NFT	NFT	Retention
All NFT	516	269	52%	All NFT	417	210	50%	All NFT	417	210	50%
All ACT Scores	436	230	53%	All ACT Scores	347	177	51%	All ACT Scores	347	177	51%
Less than 15	135	26	19%	Less than 15	71	23	32%	Less than 15	71	23	32%
15 -18	219	164	75%	15 -18	200	104	52%	15 -18	200	104	52%
19 -21	61	20	33%	19 -21	52	32	62%	19 -21	52	32	62%
22+	21	20	95%	22+	24	18	75%	22+	24	18	75%
Average	16	16.67		Average	17	17		Average	17	17	
Median	16	16		Median	16	17		Median	16	17	

New First Time SAT Scores

Fall 2009 - 2010											
Score Range	Entering	Retained	%	Fall 2010 - 2011				Fall 2011 - 2012			
	NFT	NFT	Retention	Score Range	Entering	Retained	%	Score Range	Entering	Retained	%
All NFT	713	329	46%	All NFT	507	280	55%	All NFT	722	305	42%
All SAT Scores	101	58	57%	All SAT Scores	71	43	61%	All SAT Scores	105	58	55%
Less than 720	40	19	48%	Less than 720	26	17	65%	Less than 720	35	17	49%
720 -900	45	27	60%	720 -900	34	17	50%	720 -900	52	30	58%
910 -990	11	7	64%	910 -990	5	3	60%	910 -990	13	7	54%
1000 and above	5	5	100%	1000 and above	6	6	100%	1000 and above	5	4	80%
Average	760	784		Average	773	776		Average	773	792	
Median	760	755		Median	780	785		Median	760	780	
Fall 2012 - 2013											
Score Range	Entering	Retained	%	Fall 2013 - 2014							
	NFT	NFT	Retention	Score Range	Entering	Retained	%				
All NFT	516	269	52%	All NFT	417	210	50%				
All SAT Scores	80	46	58%	All SAT Scores	70	42	60%				
Less than 720	22	12	55%	Less than 720	13	7	54%				
720 -900	40	20	50%	720 -900	42	24	57%				
910 -990	13	10	77%	910 -990	9	6	67%				
1000 and above	5	4	80%	1000 and above	6	5	83%				
Average	798	810		Average	819	835					
Median	795	810		Median	795	810					

New First Time High School GPA

Fall 2009-2010											
Score Range	Entering	Retained	%	Score Range	Entering	Retained	%	Score Range	Entering	Retained	%
	NFT	NFT	Retention		NFT	NFT	Retention		NFT	NFT	Retention
All NFT	713	329	46%	All NFT	507	280	55%	All NFT	722	305	42%
All GPA Scores	700	324	46%	All GPA Scores	488	273	56%	All GPA Scores	702	297	42%
Less than 2.0	120	45	38%	Less than 2.0	112	53	47%	Less than 2.0	177	51	29%
2.0 -2.4	302	125	41%	2.0 -2.4	181	94	52%	2.0 -2.4	236	101	43%
2.5 -2.9	187	93	50%	2.5 -2.9	120	74	62%	2.5 -2.9	177	73	41%
3.0 and above	91	61	67%	3.0 and above	75	52	69%	3.0 and above	112	72	64%
Average	2.4	2.5		Average	2.40	2.4		Average	2.40	2.5	
Median	2.3	2.4		Median	2.30	2.3		Median	2.30	2.4	
Fall 2012-2013											
Score Range	Entering	Retained	%	Score Range	Entering	Retained	%	Score Range	Entering	Retained	%
	NFT	NFT	Retention		NFT	NFT	Retention		NFT	NFT	Retention
All NFT	516	269	52%	All NFT	417	210	50%	All NFT	417	210	50%
All GPA Scores	505	267	53%	All GPA Scores	403	207	51%	All GPA Scores	403	207	51%
Less than 2.0	111	40	36%	Less than 2.0	48	12	25%	Less than 2.0	48	12	25%
2.0 -2.4	195	99	51%	2.0 -2.4	148	62	42%	2.0 -2.4	148	62	42%
2.5 -2.9	126	74	59%	2.5 -2.9	120	66	55%	2.5 -2.9	120	66	55%
3.0 and above	73	54	74%	3.0 and above	87	67	77%	3.0 and above	87	67	77%
Average	2.40	2.5		Average	2.60	2.7		Average	2.60	2.7	
Median	2.30	2.4		Median	2.50	2.6		Median	2.50	2.6	

Office of Institutional Research
***Undergraduate Degree-seeking Students**
Fall to Spring Persistence Rate Trends
Spring 2011 to Spring 2015

Category	Fall 10 to Spring 11	Fall 11 to Spring 12	Fall 12 to Spring 13	Fall 13 to Spring 14	Fall 14 to Spring 15
Total	84.7%	81.9%	81.3%	81.0%	82.4%
Continuing	85.8%	85.3%	83.0%	81.7%	82.2%
New First Time	82.4%	77.1%	78.5%	80.8%	83.3%
Transfer	84.9%	81.7%	79.1%	80.7%	82.9%
Readmit	63.2%	60.0%	58.6%	36.4%	64.3%

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

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

Prepared by the Office of Institutional Research

**Office of Assessment and Institutional Research
Spring to Fall Persistence Trend**

Term	*Total NTRC	Graduated	Returned Fall	% Returned	Not Returned	% Dropout
Spring 2008	1858	143	1230	71.7%	485	28.3%
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%

* NTRC refers to UG Degree-Seeking students:
New First Time (N), Transfer (T), Readmit (R) and Continuing C

Academic Affairs Organizational Chart
2014-2015
 Rev. 3/2/2015

