



## FACT BOOK



Academic Planning and Assessment  
Office of Institutional Research

**2014**  
edition



*Office of Planning and Assessment*

March 2014

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 Academic Planning and Assessment appreciates your feedback and welcomes any suggestions or changes for future editions. Please contact Mr. Mohammed Ali, Director of Institutional Research, if you have any questions or comments. Mr. Ali can be reached at: (937) 376-6236, or via email at: [mali@centralstate.edu](mailto:mali@centralstate.edu).

Sincerely,

Gloria M. Ameny-Dixon, Ph.D.  
Associate Vice President for Academic Planning and Assessment  
Central State University  
1400 Brush Row Road  
Wilberforce, OH 45384



# 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)

<b>Student Enrollment</b>			
<i>Fall 2013</i>			
	Count	FTE	
Undergraduate	2,036	1,911	
Freshman	40%	833	
Sophomore	18	376	
Junior	17	355	
Senior	22	456	
Unclassified	1	16	
Graduate	<u>32</u>	<u>10</u>	
<b>TOTAL</b>	<b>2,068</b>	<b>1,921</b>	
<b>Degrees Awarded</b>			
<i>Academic Year 2012-2013</i>			
Baccalaureate		259	
Master		<u>1</u>	
<b>TOTAL</b>		<b>260</b>	

<b>Average Class Size</b>		
<i>Fall 2013</i>		
1000 - 2000 Level		20
3000 - 4000 Level		9
5000 - 7000 Level		5
Student - Faculty Ratio (FTE) 13:1		
<b>Tuition and Fees</b>		
<i>Academic Year 2013-2014</i>		
	Ohio	Non-OH
Undergraduate	\$6,058	\$13,510
Graduate	8,496	13,752
<b>Room and Board</b>		
<i>Academic Year 2013-2014</i>		
Room Charge		\$4,862
Board Charge		4,184

<b>*Operating Revenue</b>	
<i>Fiscal Year 2013</i>	
Tuition, Fees, Other Charges	\$19,479,774
State, Local, Private Grants and Contracts	904,149
Federal Grants, Contracts	15,765,128
Other Sources	<u>2,886,938</u>
<b>TOTAL</b>	<b>\$39,035,989</b>
<b>Employee Headcount</b>	
<i>Fall 2013</i>	
Faculty	196
Administrative/ Professional	158
Civil Service	130
<b>TOTAL</b>	<b>484</b>
<b>Full-Time Instructional Faculty</b>	
<i>Fall 2013</i>	
Count	105
Tenured	38%
With Terminal Degree	71%

\*Please see page 6 for details

## The History of Central State University

The history of Central State University begins with our parent institution, Wilberforce University, which was named in honor of William Wilberforce, great abolitionist. Wilberforce University was established at Tawawa Springs, Ohio, in 1856 as an institution affiliated with the African Methodist Episcopal (A.M.E.) Church and is one of the oldest Historically Black Colleges and Universities (HBCU) 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 department were to provide teacher training for Blacks, to inaugurate technical training programs and to stabilize these programs for minority students by assuring a financial base similar to that of other state-supported institutions.

Although 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 that the Department and its successors were designed to serve the educational needs of black students.

In 1890, a Ladies Normal and Industrial Hall, O'Neil Hall, was completed and named after a member of the General Assembly, Senator John O'Neil. This building was erected under the Combined Normal and Industrial Department and marked the beginning of development of educational facilities, which continued to expand in subsequent years. It was razed in 1975.

Although this department operated as part of Wilberforce in most respects, a separate board of trustees was appointed to govern the state-financed operations. In 1941, the Ohio General Assembly changed the department's name to the College of Education and Industrial Arts. The two-year curriculum of the department became, at this time, a four-year college program in education and industrial arts.

By 1947, the split, which was to be finalized in 1951 by the Assembly's creation of Central State College, was apparent. The state-supported operations, which had been limited to teacher, industrial arts and business education, were increased to include a four-year liberal arts program. Simultaneously, an extensive building program was launched. Wilberforce State University was the name commonly used to describe the publicly financed parts of the Tawawa Springs operation in the late 1940's.

A third historical period began in May 1951, when the General Assembly approved an act that the institution should be known as "Central State College." The granting of the authority to the board of trustees to award degrees in the arts and sciences and offer such courses and degrees as the board might provide opened up a large and serviceable area of higher education for the institution.

The fourth period of the University's history began in November 1965, when Central State was granted university status by the Ohio General Assembly. The University was organized into the College of Education, the School of Music and Art, the College of Arts and Sciences, the College of Business Administration, and the School of Graduate Studies.

From 1965 until 1971, Central State University offered two master's degree programs in Education and English. The Higher Learning Commission of the North Central Association of Colleges and Schools recommended that the English graduate program should be phased out in the academic year 1968-69. This recommendation was based on inadequate fiscal and human resources, and over-extension of faculty which would have a detrimental impact on existing undergraduate programs. Further study of the organizational structure of academic departments led to the elimination of the School of Music and Art and the inclusion of its educational program under the College of Arts and Sciences.

Today the University offers 34 baccalaureate programs, and one master's degree program through its four Colleges, namely, the College of Education, College of Humanities, Arts, and Social Sciences, College of Business, and the College of Science and Engineering.



## 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 2012-2013

<b>CIPS Code</b>	<b>Program Major</b>	<b>Responsible Academic Department(s)</b>	<b>Degree</b>	<b>Specializations/Options</b>
520301	Accounting	Accounting, Finance & Economics	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
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	Accounting, Finance & Economics	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 2012-2013 (cont.)**

<b>CIPS Code</b>	<b>Program Major</b>	<b>Responsible Academic Department(s)</b>	<b>Degree</b>	<b>Specializations/Options</b>
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 2009-2013

REVENUE SOURCES:	2009	2010	2011	2012	2013
Tuition and fees	8,563,446	9,414,184	9,351,733	10,943,452	9,083,604
Federal grants and contracts	8,280,357	8,055,524	9,164,972	10,484,407	8,089,262
State grants and contracts	3,008,154	1,453,982	996,239	953,302	904,149
Auxilliary activities	9,019,995	10,392,248	10,348,150	12,120,455	10,396,170
Other sources	2,389,954	2,229,427	3,282,910	2,963,457	2,886,938
<b>TOTAL OPERATING REVENUES:</b>	<b>31,261,906</b>	<b>31,545,365</b>	<b>33,144,004</b>	<b>37,465,073</b>	<b>31,360,123</b>
Federal PELL Grant appropriations	5,823,775	9,381,378	9,766,370	9,979,852	7,675,866
Federal ARRA grant	-	939,915	941,536	-	-
State appropriations	21,823,485	19,592,167	17,705,124	17,556,760	17,205,778
State capital appropriations	10,246,035	2,893,224	3,935,121	837,522	346,240
Gain (Loss) on sale of fixed assets	(600)	-	(308,550)	-	(29,160)
Investment Income	64,010	37,159	13,368	16,603	10,259
<b>TOTAL REVENUE</b>	<b>69,218,611</b>	<b>64,389,208</b>	<b>65,196,973</b>	<b>65,855,810</b>	<b>56,569,106</b>
<b>EXPENDITURE ALLOCATIONS</b>					
Instruction	11,543,098	12,380,310	12,271,769	11,803,045	11,991,876
Research and Public Support	4,438,834	3,693,733	3,570,752	4,910,731	4,784,066
Academic Support	7,836,166	6,564,760	6,347,872	7,202,220	7,225,956
Student Service	3,774,595	4,285,983	3,458,855	3,617,424	3,380,156
Institutional Administration	8,940,978	10,005,474	6,665,132	8,846,119	9,141,736
Scholarships & Fellowships	2,312,544	4,433,852	5,187,965	4,455,753	3,757,991
Operation and Plant Maintenance	5,353,119	6,078,724	6,723,332	5,605,895	5,707,515
Auxiliary Enterprises	10,557,742	12,654,735	12,354,015	14,478,266	13,344,808
Depreciation	3,212,555	3,369,447	3,394,205	3,751,224	4,056,401
<b>TOTAL OPERATING EXPENSES</b>	<b>57,969,631</b>	<b>63,467,018</b>	<b>59,973,897</b>	<b>64,670,677</b>	<b>63,390,505</b>
Interest Expenses	98,747	92,704	86,617	98,523	68,670
Nonmandatory Transfers	NA	NA	NA	NA	NA
<b>TOTAL EXPENSES</b>	<b>58,068,378</b>	<b>63,559,722</b>	<b>60,060,514</b>	<b>64,769,200</b>	<b>63,459,175</b>
	11,150,233	829,486	5,136,459	1,086,610	(6,890,610)

SOURCE: Central State University Financial Report

### Tuition and Fees, 2009/10 to 2013/2014

<b>Tuition (12-18 credit hours)</b>	<b>2009/2010</b>	<b>2010/2011</b>	<b>2011/2012</b>	<b>2012/2013</b>	<b>2013/2014</b>
<b>Resident</b>					
Undergraduate	\$2,890	\$2,992	\$3,430	\$3,550	\$3,738
Graduate	6,696	6,936	7,200	8,232	8,496
<b>Non-Resident</b>					
Undergraduate	9,402	9,732	10,406	10,770	11,190
Graduate	11,496	12,048	12,480	13,320	13,752
<b>Mandatory Fees</b>					
Combined Fees	1,622	1,678	1,742	1,802	1,802
General Fee	--	--	--	--	--
Athletic Fee	--	--	--	--	--
Student Union Fee	--	--	--	--	--
Lab Fee	--	--	--	--	--
Yearbook Fee	--	--	--	--	--
Health Services Fee & Insurance	<u>782</u>	<u>810</u>	<u>500</u>	<u>518</u>	<u>518</u>
<b>TOTAL</b>	<b>\$5,294</b>	<b>\$5,480</b>	<b>\$5,672</b>	<b>\$5,870</b>	<b>\$6,058</b>

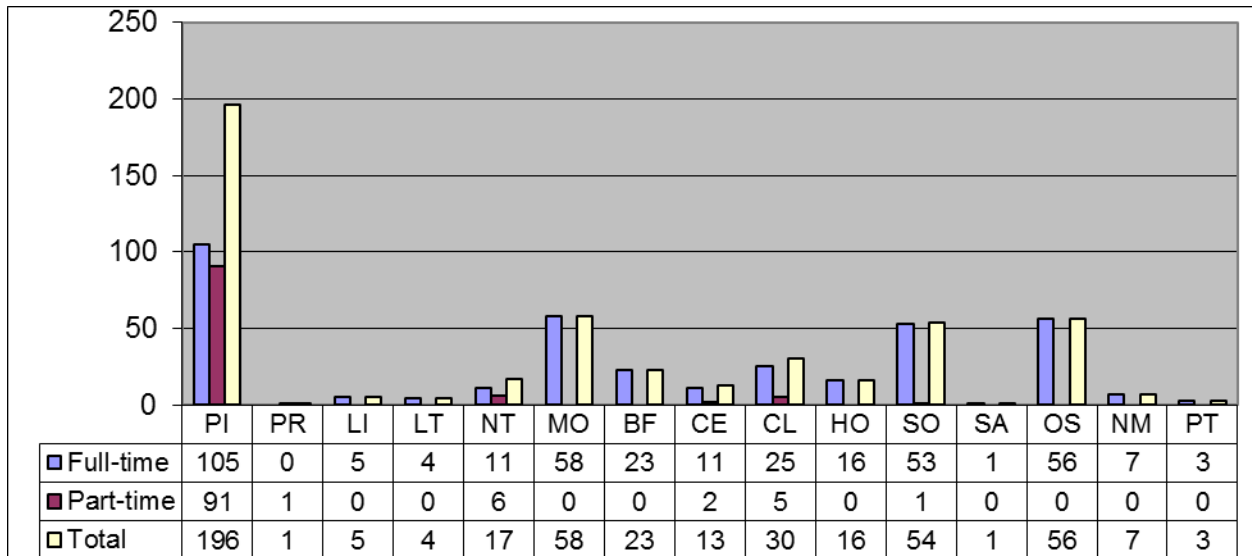
SOURCE: Central State University Catalog

**Full-Time and Part-Time Employees by Occupational Category  
As of November 1, 2013**

	<u>Full-time</u>	<u>Part-time</u>	<u>Total</u>
Primary Instructional Staff (PI)	105	91	196
Primarily Research (PR)	0	1	1
Librarians (LI)	5	0	5
Library Technicians (LT)	4	0	4
Other Teachers and Instructional Support Staff (NT)	11	6	17
Management Occupations (MO)	58	0	58
Business and Financial Operations Occupations (BF)	23	0	23
Computer, Engineering and Science Occupations (CE)	11	2	13
Community Service, Legal, Arts and Media Occupations (CL)	25	5	30
Healthcare Practitioners and Technical Occupations (HO)	16	0	16
Service Occupations (SO)	53	1	54
Sales and Related Occupations (SA)	1	0	1
Office and Administrative Support Occupations (OS)	56	0	56
Natural Resources, Construction and Maintenance Occupations (NM)	7	0	7
Production, Transportation and Material Moving Occupations (PT)	3	0	3
<b>Total</b>	<b>378</b>	<b>106</b>	<b>484</b>

SOURCE: IPEDS Human Resources 2013-14

**Full-Time and Part-Time Employees by Occupational Category  
As of November 1, 2013**

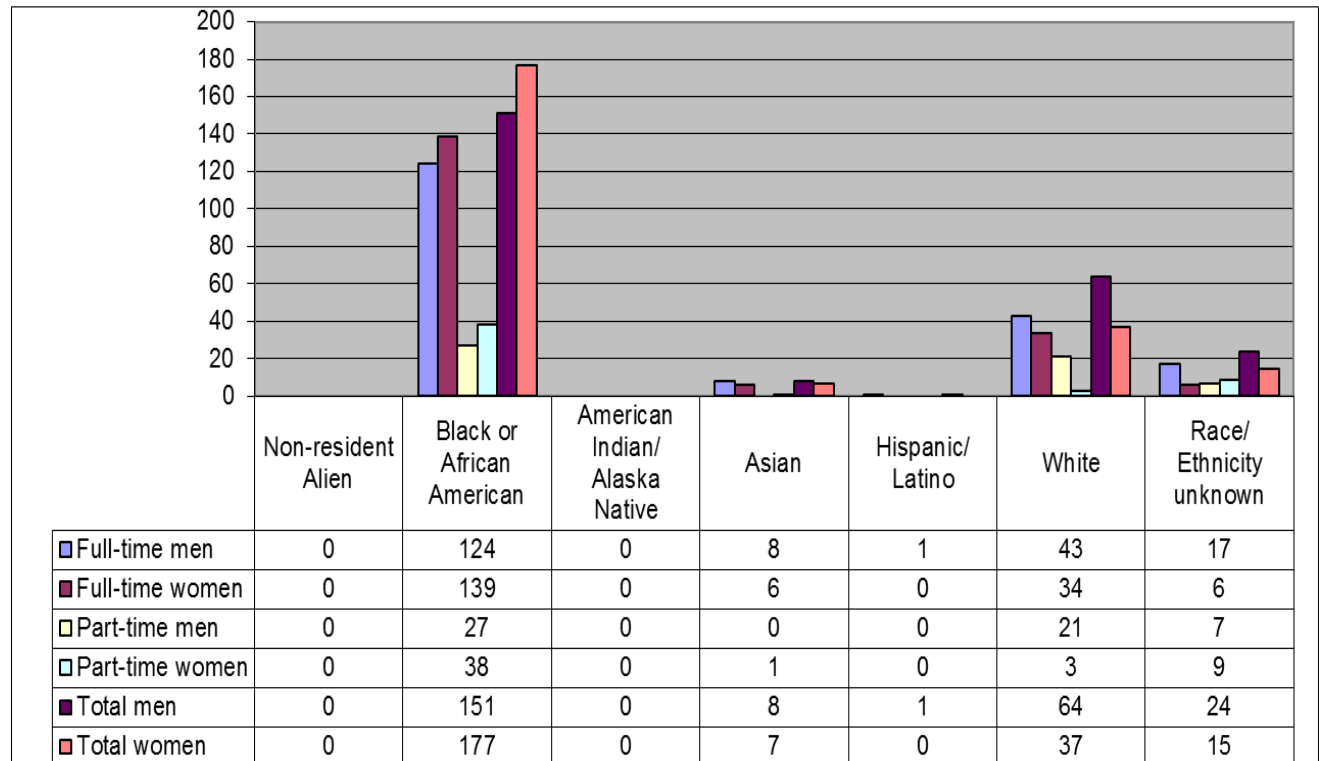


**Total Number of Staff by Employment Status, Gender and Race/Ethnicity  
As of November 1, 2013**

	<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>
<b>Non-resident Alien</b>	0	0	0	0	0	0
<b>Black or African American</b>	124	139	27	38	151	177
<b>American Indian/Alaska Native</b>	0	0	0	0	0	0
<b>Asian</b>	8	6	0	1	8	7
<b>Hispanic/Latino</b>	1	0	0	0	1	0
<b>White</b>	43	34	21	3	64	37
<b>Race/Ethnicity unknown</b>	17	6	7	9	24	15
<b>Total</b>	<b>193</b>	<b>185</b>	<b>55</b>	<b>51</b>	<b>248</b>	<b>236</b>

SOURCE: IPEDS Human Resources 2013-14

**Total Number of Staff by Employment Status, Gender and Race/Ethnicity  
As of November 1, 2013**

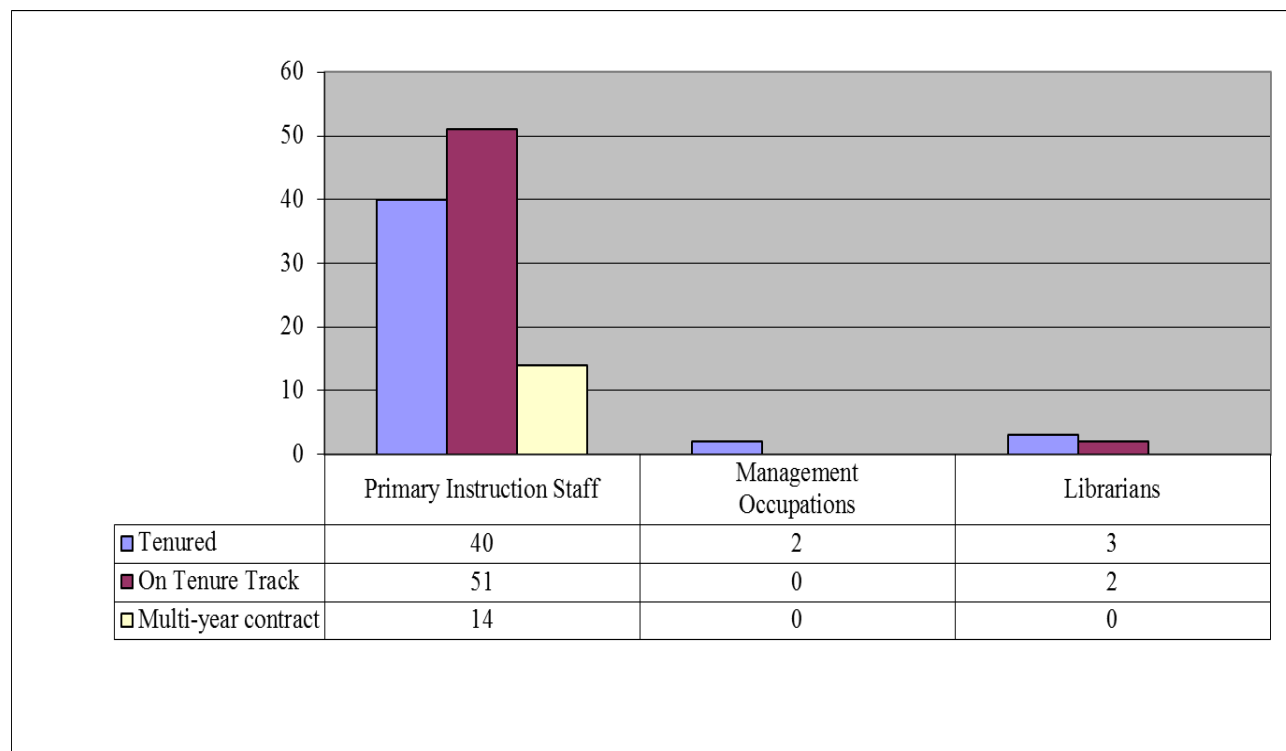


**Full-time Staff by Tenure Status  
As of November 1, 2013**

	Tenured	On Tenure Track	Multi-year contract	Total
Primary Instructional Staff	40	51	14	105
Management Occupations	2	0	0	2
Librarians	3	2	0	5

SOURCE: IPEDS Human Resources 2013-14

**Full-time Staff by Tenure Status  
As of November 1, 2013**

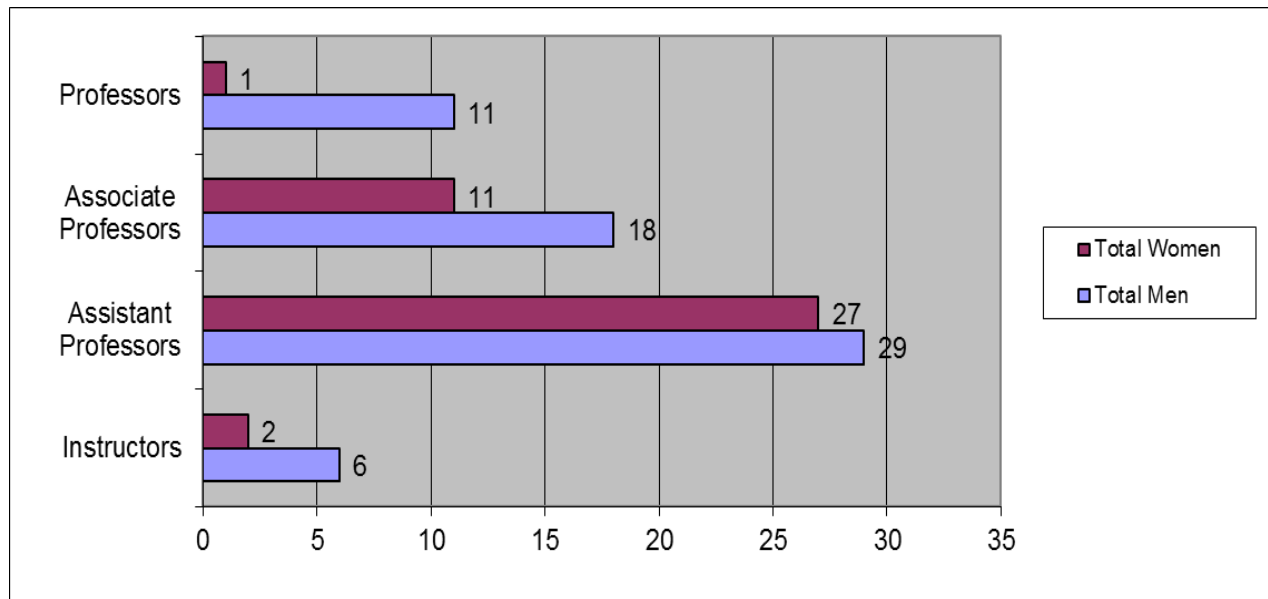


**Full-time Instructional Staff by Gender and Academic Rank  
As of November 1, 2013**

	Total Men	Total Women	Total
Professors	11	1	12
Associate Professors	18	11	29
Assistant Professors	29	27	56
Instructors	6	2	8

SOURCE: IPEDS Human Resources 2013-14

**Full-time Instructional Staff by Gender and Academic Rank  
As of November 1, 2013**



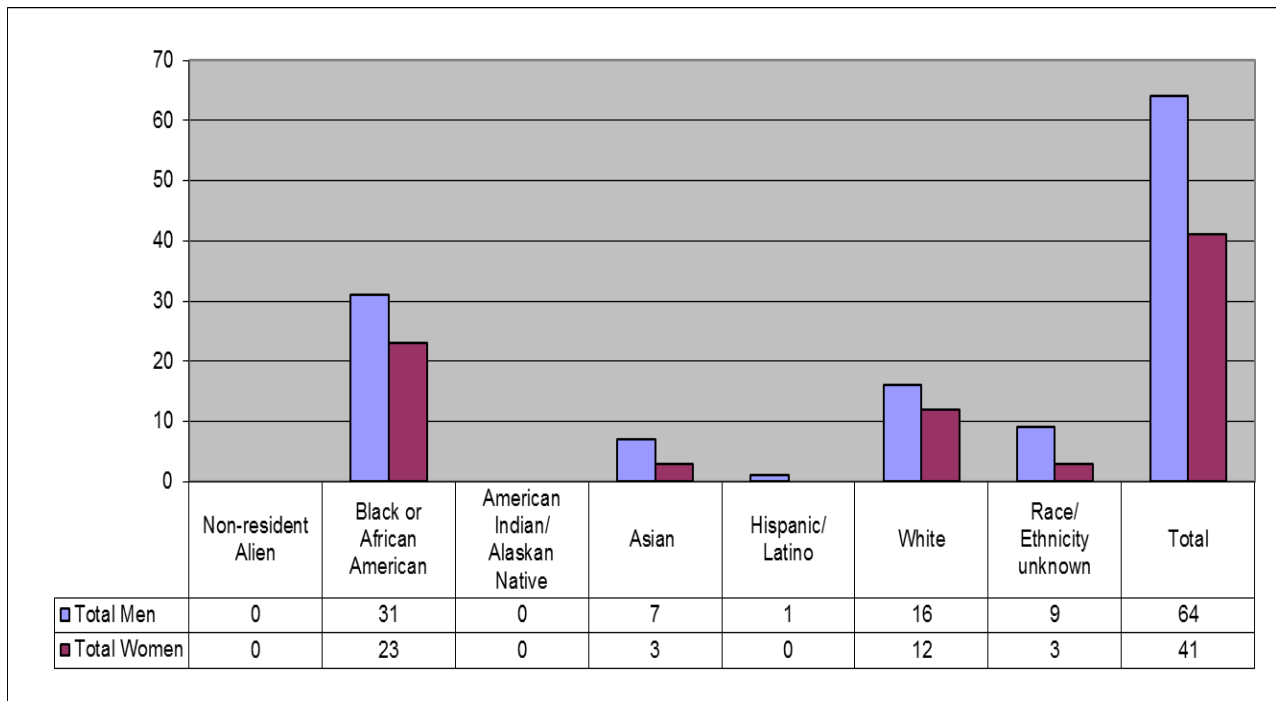


**Full-time Instructional Staff by Gender and Ethnicity  
As of November 1, 2013**

	Total Men	Total Women
Non-resident Alien	0	0
Black or African American	31	23
American Indian/Alaskan Native	0	0
Asian	7	3
Hispanic/Latino	1	0
White	16	12
Race/Ethnicity unknown	9	3
<b>Total</b>	<b>64</b>	<b>41</b>

SOURCE: IPEDS Human Resources 2013-14

**Full-time Instructional Staff by Gender and Ethnicity  
As of November 1, 2013**



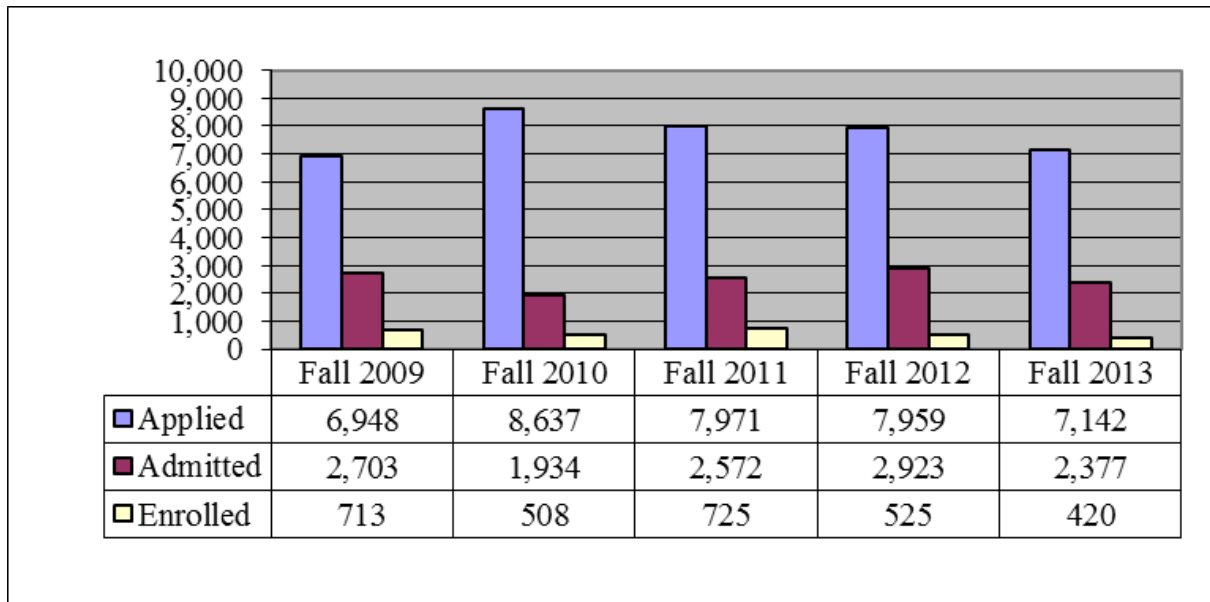
**Applied, Admitted and Enrolled - Fall Terms 2009-2013**

	2009	2010	2011	2012	2013
<b><u>First-time Freshmen (full-time &amp; part-time)</u></b>					
Applied <sup>1</sup>	6,948	8,637	7,971	7,959	7,142
Admitted	2,703	1,934	2,572	2,923	2,377
Enrolled	713	508	725	525	420
<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; applications are not necessarily “complete.”

Source: Banner Information System

**Applied-Admitted-Enrolled - Fall Terms 2009-2013**

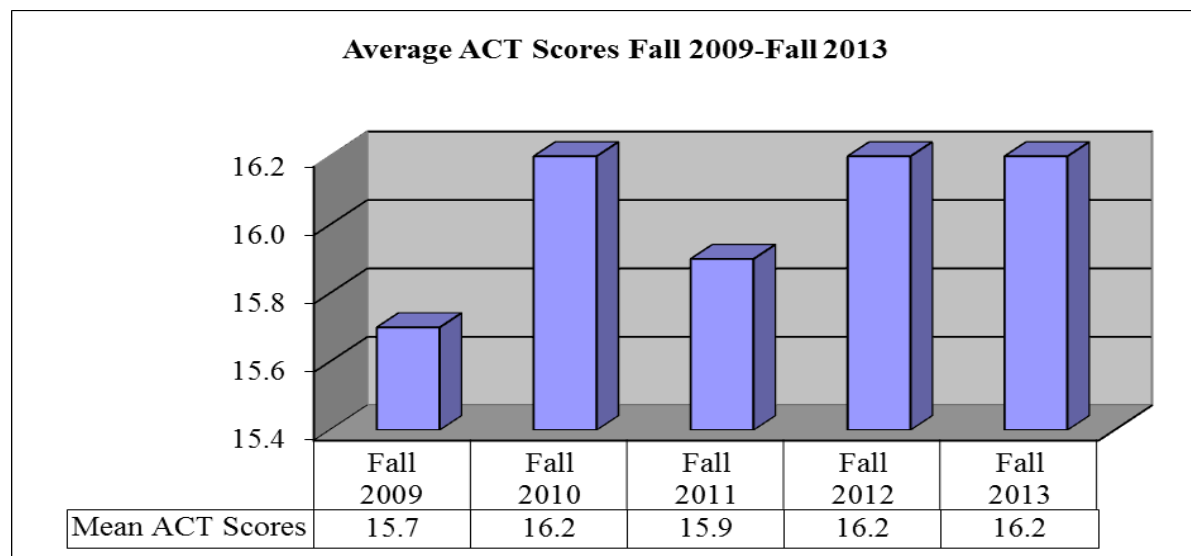


**New Freshmen ACT Composite Scores, 2009-2013**

ACT Score	Fall 2009			Fall 2010			Fall 2011			Fall 2012			Fall 2013		
	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
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
25	1	0.2	0.2	2	0.5	0.9	3	0.5	0.8	2	0.5	1.2	1	0.2	1.7
24	2	0.3	0.5	4	0.9	1.8	4	0.7	1.5	2	0.4	1.6	1	0.2	1.9
23	1	0.2	0.6	5	1.2	2.9	7	1.2	2.6	4	0.9	2.6	3	0.7	2.6
22	12	1.9	2.6	13	2.9	5.9	11	1.8	4.4	9	2.1	4.7	13	3.1	5.8
21	16	2.6	5.2	13	2.9	8.8	15	2.5	6.9	13	3.0	7.7	13	3.1	8.9
-----															
20	17	2.8	7.9	18	4.1	12.9	15	2.5	9.4	25	5.8	13.5	17	4.1	12.9
19	30	4.9	12.8	23	5.2	18.1	39	6.4	15.8	23	5.3	18.8	22	5.3	18.2
18	48	7.8	20.6	36	8.1	26.2	44	7.2	23.1	38	8.8	27.7	29	7.0	25.2
17	77	12.5	33.0	49	11.1	37.3	78	12.9	35.9	53	12.3	40.0	51	12.2	37.4
16	97	15.7	48.7	78	17.6	55.0	84	13.5	49.8	56	13.0	53.0	43	10.3	47.7
15	113	18.3	67.0	81	18.3	73.3	88	14.5	64.3	70	16.3	69.3	75	18.0	65.7
14	99	16.0	83.0	56	12.7	86.0	115	18.9	83.2	58	13.5	82.8	35	8.4	74.1
13	62	10.0	93.0	38	8.6	94.6	62	10.2	93.4	48	11.2	94.0	27	6.5	80.6
12	28	4.5	97.6	16	3.6	98.2	28	4.6	98.0	22	5.1	99.1	8	1.9	82.5
11	14	2.3	99.8	7	1.6	99.8	10	1.6	99.7	3	0.7	99.8	1	0.2	100.0
=<10	1	0.2	100.0	1	0.2	100.0	2	0.2	100.0	1	0.2	100.0	0	0.0	100.0
Subtotal	618	87%		442	87%		607	84%		430	84%		345	83%	
Unreported	95			65			115			81			72		
<b>TOTAL</b>	<b>713</b>			<b>507</b>			<b>722</b>			<b>511</b>			<b>417</b>		
<b>MEAN</b>	<b>15.7</b>			<b>16.2</b>			<b>15.9</b>			<b>16.2</b>			<b>16.2</b>		

Source: ACT Class Profile Report.

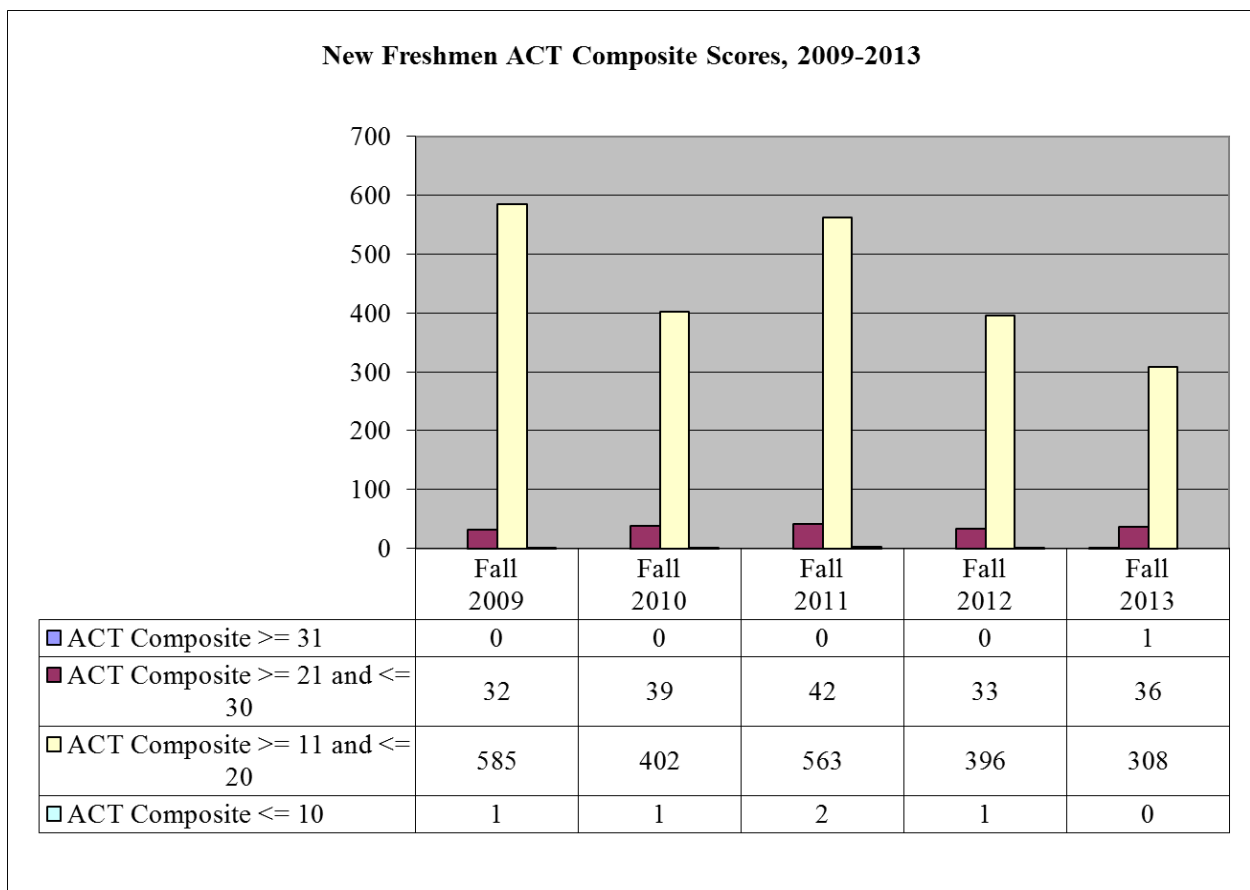
Note: An ACT Composite score of 21 or higher is one of the requirements for incoming freshmen to be eligible for the CSU Honors Program.



**New Freshmen ACT Composite Scores Ranges, 2009-2013**

	<u>Fall 2009</u>	<u>Fall 2010</u>	<u>Fall 2011</u>	<u>Fall 2012</u>	<u>Fall 2013</u>
ACT Composite $\geq$ 31	0	0	0	0	1
ACT Composite $\geq$ 21 and $\leq$ 30	32	39	42	33	36
ACT Composite $\geq$ 11 and $\leq$ 20	585	402	563	396	308
ACT Composite $\leq$ 10	<u>1</u>	<u>1</u>	<u>2</u>	<u>1</u>	<u>0</u>
<b>Total</b>	<b>618</b>	<b>442</b>	<b>607</b>	<b>430</b>	<b>345</b>

Source: ACT Class Profile Report.



### New Freshmen High School Grade Point Averages, 2009-2013

HS GPA	Fall 2009 <sup>1</sup>			Fall 2010 <sup>1</sup>			Fall 2011 <sup>1</sup>			Fall 2012 <sup>1</sup>			Fall 2013 <sup>1</sup>		
	N	%	Cum %	N	%	Cum %	N	%	Cum %	N	%	Cum %	N	%	Cum %
4.0	1	0.1	0.1	1	0.2	0.2	1	0.1	0.1	2	0.4	0.4	0	0.0	0.0
3.9	1	0.1	0.3	2	0.4	0.6	3	0.4	0.6	2	0.4	0.8	2	0.5	0.5
3.8	4	0.6	0.9	4	0.8	1.4	5	0.7	1.3	3	0.6	1.4	3	0.7	1.2
3.7	1	0.1	1.0	5	1.0	2.5	7	1.0	2.3	4	0.8	2.2	2	0.5	1.7
3.6	10	1.4	2.4	4	0.8	3.3	7	1.0	3.3	6	1.2	3.4	8	1.9	3.6
3.5	6	0.6	3.3	2	0.4	3.7	12	1.7	5.0	5	1.0	4.4	12	2.9	6.5
3.4	6	0.9	4.1	7	1.4	5.1	13	1.9	6.8	5	1.0	5.4	3	0.7	7.2
3.3	9	1.3	5.4	8	1.6	6.8	6	0.9	7.7	8	1.6	7.0	10	2.4	9.6
3.2	15	2.1	7.6	10	2.0	8.8	21	3.0	10.7	13	2.6	9.6	23	5.5	15.1
3.1	20	2.9	10.4	12	2.5	11.3	17	2.4	13.1	9	1.8	11.4	13	3.1	18.2
3.0 <sup>a</sup>	16	2.3	12.7	20	4.1	15.4	20	2.8	16.0	15	3.0	14.4	17	4.1	22.3
-----															
2.9	22	3.1	15.9	20	4.1	19.5	34	4.8	20.8	17	3.4	17.8	12	2.9	25.2
2.8	41	5.9	21.7	16	3.3	22.7	25	3.6	24.4	25	4.4	22.2	25	6.0	31.2
2.7	28	4.0	25.7	20	4.1	26.8	35	5.0	29.3	22	4.4	26.6	24	5.8	36.9
2.6 <sup>b</sup>	32	4.6	30.3	28	5.7	32.6	42	6.0	35.3	39	7.8	34.4	29	7.0	43.9
2.5	62	8.9	39.1	36	7.4	40.0	41	5.8	41.2	23	4.6	39.0	37	8.9	52.8
2.4	57	8.1	47.3	45	9.2	49.2	39	5.6	46.7	33	6.6	45.6	29	7.0	59.7
2.3	59	8.4	55.7	39	8.0	57.2	40	5.7	52.4	37	7.4	53.0	28	6.7	66.4
2.2	66	9.4	65.1	25	5.1	62.3	53	7.5	60.0	45	9.0	62.0	32	7.7	74.1
2.1	55	7.9	73.0	41	8.4	70.7	62	8.8	68.8	28	5.6	67.6	29	7.0	81.1
2.0 <sup>c</sup>	64	9.1	82.1	30	6.1	76.8	42	6.0	74.8	49	9.8	77.4	21	5.0	86.1
<= 1.9	125	17.7	100.0	113	22.9	100.0	177	25.2	100.0	113	22.6	100.0	44	10.6	100.0
<hr/>															
Subtotal	700	98%		488	96%		702	99%		500	98%		403	97%	
Unreported	13			19			20			11			14		
<b>TOTAL</b>	<b>713</b>			<b>507</b>			<b>722</b>			<b>511</b>			<b>417</b>		
<b>MEAN</b>	<b>2.40</b>			<b>2.40</b>			<b>2.40</b>			<b>2.40</b>			<b>2.54</b>		

<sup>1</sup> Source: Banner Information System

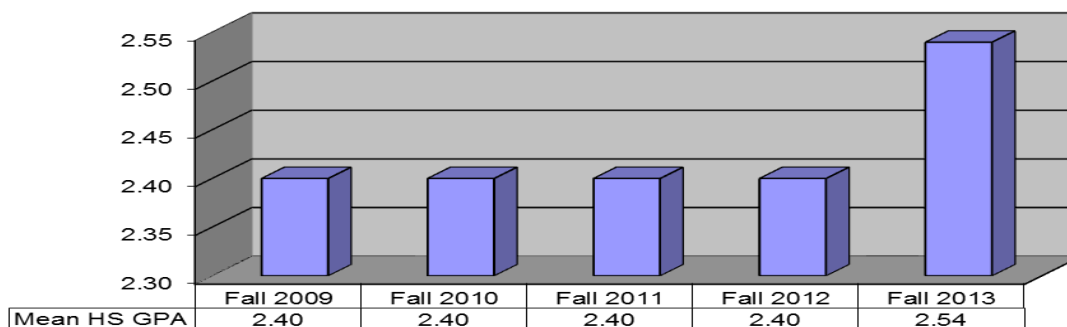
a "3.0 or Above" for Fall 2009 and Fall 2013

b "2.6 – 2.9" for Fall 2009 and Fall 2013

c "2.0 – 2.5" for Fall 2009 and Fall 2013

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.

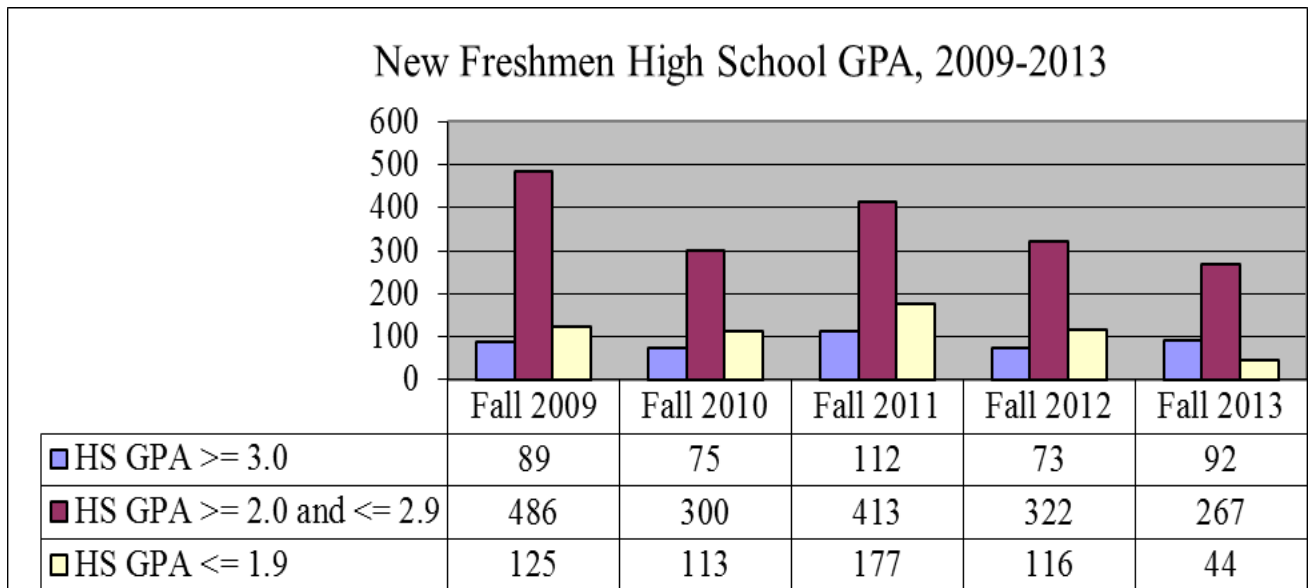
**Average High School GPA Scores Fall 2009-Fall 2013**



**New Freshmen High School GPA Ranges, 2009-2013**

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
HS GPA $\geq 3.0$	89	75	112	73	92
HS GPA $\geq 2.0$ and $\leq 2.9$	486	300	413	322	267
HS GPA $\leq 1.9$	125	113	177	116	44
<b>Total</b>	<b>700</b>	<b>488</b>	<b>702</b>	<b>511</b>	<b>403</b>

Source: Banner Information System



### New Freshmen Geographic Origins, Fall Terms 2009-2013

	2009 <sup>1</sup>		2010 <sup>1</sup>		2011 <sup>1</sup>		2012 <sup>1</sup>		2013 <sup>1</sup>	
	N	%	N	%	N	%	N	%	N	%
<b>OHIO<sup>2</sup></b>	<b>359</b>	<b>50</b>	<b>259</b>	<b>51</b>	<b>313</b>	<b>43</b>	<b>219</b>	<b>43</b>	<b>197</b>	<b>47</b>
Akron	11	3%	5	2%	15	5%	5	2%	5	3%
Athens	0	0	0	0	0	0	0	0	0	0
Canton	3	1	3	1	2	1	3	1	2	1
Chillicothe	3	1	0	0	0	0	1	0	2	1
Cincinnati	84	23	53	20	62	20	55	25	40	20
Cleveland	77	21	51	20	88	28	49	22	40	20
Columbus	76	21	55	21	46	15	47	21	51	26
Dayton	85	24	78	30	84	27	50	20	52	26
Lima	1	0	2	1	0	0	0	0	0	0
Mansfield	1	0	1	0	1	0	1	0	2	1
Steubenville	0	0	0	0	0	0	0	0	0	0
Toledo	12	3	7	3	9	3	5	2	3	2
Youngstown	5	1	2	1	6	2	2	1	0	0
Zanesville	1	0	2	1	0	0	1	0	0	0
<b>CALIFORNIA</b>	<b>3</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>5</b>	<b>1</b>
<b>ILLINOIS</b>	<b>129</b>	<b>18</b>	<b>71</b>	<b>14</b>	<b>157</b>	<b>22</b>	<b>94</b>	<b>18</b>	<b>60</b>	<b>14</b>
<b>INDIANA</b>	<b>18</b>	<b>3</b>	<b>26</b>	<b>5</b>	<b>26</b>	<b>4</b>	<b>25</b>	<b>5</b>	<b>21</b>	<b>5</b>
<b>KENTUCKY</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>4</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>
<b>MICHIGAN</b>	<b>155</b>	<b>22</b>	<b>111</b>	<b>22</b>	<b>147</b>	<b>20</b>	<b>109</b>	<b>21</b>	<b>89</b>	<b>21</b>
<b>PENNSYLVANIA</b>	<b>4</b>	<b>1</b>	<b>7</b>	<b>1</b>	<b>19</b>	<b>3</b>	<b>9</b>	<b>2</b>	<b>2</b>	<b>0</b>
<b>OTHER STATES</b>	<b>44</b>	<b>6</b>	<b>30</b>	<b>6</b>	<b>53</b>	<b>7</b>	<b>53</b>	<b>10</b>	<b>41</b>	<b>10</b>
<b>UNKNOWN</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>INTERNATIONAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>
<b>TOTAL</b>	<b>713</b>	<b>100%</b>	<b>507</b>	<b>100%</b>	<b>722</b>	<b>100%</b>	<b>511</b>	<b>100%</b>	<b>417</b>	<b>100%</b>

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 2013 Semester Enrollment Report**

**Fall Enrollment Headcount**

	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
<i>Undergraduates</i>	2400	2244	2458	2116	2036
<i>Graduates</i>	36	44	45	36	32
<b>Totals</b>	<b>2436</b>	<b>2288</b>	<b>2503</b>	<b>2152</b>	<b>2068</b>

**Fall FTE**

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

*\*Total FTE does not include students' withdrawn w/record prior to the Official Census date (9/3/13)*

**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>
<b>2009</b>	<i>Undergraduates</i>	1218		1182		0		2230		170		1447		954		1406		994	
	<i>Graduates</i>	13		23		0		6		30		35		0		0		36	
	<b>Total</b>	<b>1231</b>	<b>51%</b>	<b>1205</b>	<b>49%</b>	<b>0</b>		<b>2236</b>	<b>92%</b>	<b>200</b>	<b>8%</b>	<b>1482</b>	<b>61%</b>	<b>954</b>	<b>39%</b>	<b>1406</b>	<b>58%</b>	<b>1030</b>	<b>42%</b>
<b>2010</b>	<i>Undergraduates</i>	1138		1106		0		2040		204		1385		859		1229		1015	
	<i>Graduates</i>	19		25		0		2		42		43		1		0		44	
	<b>Total</b>	<b>1157</b>	<b>51%</b>	<b>1131</b>	<b>49%</b>	<b>0</b>		<b>2042</b>	<b>89%</b>	<b>246</b>	<b>11%</b>	<b>1428</b>	<b>62%</b>	<b>860</b>	<b>38%</b>	<b>1229</b>	<b>54%</b>	<b>1059</b>	<b>46%</b>
<b>2011</b>	<i>Undergraduates</i>	1196		1262		0		2255		203		1438		1020		1433		1025	
	<i>Graduates</i>	20		25		0		0		45		42		3		0		45	
	<b>Total</b>	<b>1216</b>	<b>49%</b>	<b>1287</b>	<b>51%</b>	<b>0</b>		<b>2255</b>	<b>90%</b>	<b>248</b>	<b>10%</b>	<b>1480</b>	<b>59%</b>	<b>1023</b>	<b>41%</b>	<b>1433</b>	<b>57%</b>	<b>1070</b>	<b>43%</b>
<b>2012</b>	<i>Undergraduates</i>	992		1124		0		1878		238		1281		835		1092		1024	
	<i>Graduates</i>	16		20		0		0		36		35		1		0		36	
	<b>Total</b>	<b>1008</b>	<b>47%</b>	<b>1144</b>	<b>53%</b>	<b>0</b>		<b>1878</b>	<b>87%</b>	<b>274</b>	<b>13%</b>	<b>1316</b>	<b>61%</b>	<b>836</b>	<b>39%</b>	<b>1092</b>	<b>51%</b>	<b>1060</b>	<b>49%</b>
<b>2013</b>	<i>Undergraduates</i>	949		1087		0		1840		196		1224		812		1162		874	
	<i>Graduates</i>	14		18		0		0		32		31		1		0		32	
	<b>Total</b>	<b>963</b>	<b>47%</b>	<b>1105</b>	<b>53%</b>	<b>0</b>		<b>1840</b>	<b>89%</b>	<b>228</b>	<b>11%</b>	<b>1255</b>	<b>61%</b>	<b>813</b>	<b>39%</b>	<b>1162</b>	<b>56%</b>	<b>906</b>	<b>44%</b>



## 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 %

## Special Enrollments

<i>Category</i>	<i>Fall 2009</i>	<i>%</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>Consortium</i>	9	<1 %	12	<1 %	19	<1%	10	<1%	12	<1%
<i>Cooperative Education</i>	2	<1 %	2	<1 %	3	<1%	1	<1%	2	<1%
<i>CSU-Dayton*</i>	249	10%	278	12 %	344	14%	313	15%	343	17%
<i>Military/Veterans</i>	33	1 %	36	1 %	41	2%	40	1%	42	2%
<i>Faculty/Staff</i>	59	2 %	74	3 %	67	3%	72	3%	66	3%
<i>International Students</i>	4	<1 %	5	<1 %	4	<1%	2	<1%	6	<1%

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

## Ethnic Enrollment

	<i>Fall 2009</i>	<i>%</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>African American</i>	2321	95%	2178	95%	2384	95%	2053	95%	1964	95%
<i>American Indian or Alaskan</i>	3	<1 %	3	<1 %	5	<1%	4	<1%	5	<1%
<i>Asian American or Pacific Is.</i>	3	<1 %	3	<1 %	3	<1%	2	<1%	1	<1%
<i>Caucasian American</i>	42	2 %	43	2 %	41	2%	41	1%	41	2%
<i>Hispanic American</i>	18	<1 %	16	<1 %	18	<1%	15	<1%	13	<1%
<i>Multi-Racial (New 2011)</i>	n/a		n/a		8	<1%	8	<1%	13	<1%
<i>International Students</i>	4	<1 %	5	<1 %	4	<1%	2	<1%	6	<1%
<i>Not Reported</i>	45	2 %	40	2 %	40	1%	27	<1%	25	1%
<b><i>Total</i></b>	<b>2436</b>		<b>2288</b>		<b>2503</b>		<b>2152</b>		<b>2068</b>	

## Enrollment by Classification

	<i>Fall 2009</i>	<i>%</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>Freshmen</i>	1257	52%	1031	45%	1179	47%	928	43%	833	40%
<i>Sophomores</i>	415	17%	409	18%	433	18%	402	19%	376	18%
<i>Juniors</i>	312	13%	352	15%	334	13%	333	15%	355	17%
<i>Seniors</i>	380	16%	417	19%	484	19%	437	20%	456	22%
<i>Graduate Students</i>	36	1%	44	2%	45	2%	36	1%	32	1.5%
<i>Post-Baccalaureate</i>	36	1%	35	1%	28	1%	16	<1%	16	<1%
<b>Total Enrollments</b>	<b>2436</b>		<b>2288</b>		<b>2503</b>		<b>2152</b>		<b>2068</b>	

## Student Body Report

	<i>Fall 2009</i>	<i>%</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>Consortium</i>	9	<1%	12	<1 %	19	<1%	10	<1%	12	<1%
<i>Continuing Students</i>	1464	60%	1474	64 %	1482	59%	1404	65%	1397	68%
<i>Graduate Students</i>	36	1%	44	2 %	45	2%	36	2%	32	1.5%
<i>New Freshmen</i>	713	29%	507	22 %	722	29%	516	24%	417	20%
<i>Post-Baccalaureate</i>	36	1%	35	1 %	28	1%	16	<1%	16	<1%
<i>Post-Secondary Option</i>	1		1		1		1	<1%	0	%
<i>Re-admits</i>	32	1%	21	<1 %	26	1%	29	<1%	23	1%
<i>Special</i>	2	<1%	12	<1 %	11	<1%	10	<1%	8	<1%
<i>Transfer</i>	140	6%	179	8 %	169	7%	129	6%	161	8%
<i>Transient</i>	4	<1%	4		1		2	<1%	2	<1%
<i>Undeclared</i>	0		0		0		0		0	
<b>Total Enrollments</b>	<b>2436</b>		<b>2288</b>		<b>2503</b>		<b>2152</b>		<b>2068</b>	

### Fall 2013 - In-State Students

#### County of Residence

Adams	0	Fairfield	7	Levy	0	Portage	2
Allen	1	Fayette	1	Licking	6	Preble	0
Ashland	0	Franklin	161	Logan	0	Richland	5
Ashtabula	2	Fulton	0	Lorain	6	Ross	1
Athens	0	Gallia	0	Lucas	18	Sandusky	1
Auglaize	0	Geauga	0	Madison	1	Scioto	2
Belmont	0	Greene	145	Mahoning	6	Seneca	1
Brown	0	Guernsey	1	Marion	1	Shelby	1
Butler	15	Hamilton	151	Medina	1	Stark	11
Carroll	0	Hancock	0	Meigs	3	Summit	17
Champaign	2	Hardin	0	Mercer	1	Trumbull	2
Clark	27	Harrison	0	Miami	0	Tuscarawas	0
Clermont	1	Henry	0	Monroe	0	Union	0
Clinton	4	Highland	0	Montgomery	426	Van Wert	0
Columbiana	0	Houston	0	Morgan	0	Vinton	0
Cook	0	Hocking	0	Morrow	0	Warren	2
Coshocton	0	Holmes	0	Muskingum	0	Washington	0
Crawford	0	Huron	0	Noble	0	Wayne	0
Cuyahoga	198	Jackson	0	Ottawa	0	Williams	0
Darke	1	Jefferson	0	Paulding	0	Wood	0
Defiance	0	Knox	0	Perry	0	Wyandot	0
Delaware	1	Lake	1	Pickaway	0	<b>Unknown</b>	20
Erie	2	Lawrence	0	Pike	0	<b>TOTAL:</b>	<b>1,255</b>

### Fall 2013 - Out-of-State Students

Alabama	1	Indiana	61	New Jersey	8	Washington	0
Alaska	0	Kentucky	3	New York	14	Washington DC	53
Arizona	0	Louisiana	0	Nevada	1	West Virginia	1
Arkansas	1	Maryland	16	North Carolina	0	Wisconsin	12
California	13	Massachusetts	3	Pennsylvania	15		
Connecticut	3	Michigan	290	South Carolina	2		
Delaware	1	Minnesota	2	Rhode Island	1	Unknown	27
Florida	11	Mississippi	1	Tennessee	4		
Georgia	11	Missouri	5	Texas	2		
Illinois	243	Nebraska	0	Virginia	2		
						<b>TOTAL:</b>	<b>807</b>

### Fall 2013 - International Students

Canada	1	China	1	Tunisia	1	Zimbabwe	2
Unknown	1					<b>TOTAL:</b>	<b>6</b>

**GRAND TOTAL 2,068**

**CENTRAL STATE UNIVERSITY**  
Persistence of New Freshmen Cohorts

**Fall Terms 2004-2013**

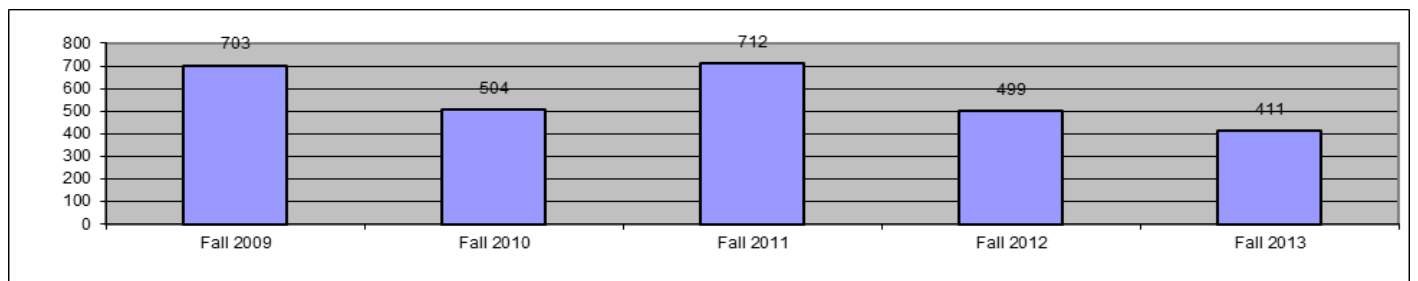
Fall Attendance Year

Entering Fall Term	N <sup>1</sup>		Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2004	583	Graduated By:	0.0%	0.0%	0.0%	6.0%	8.7%	3.9%	2.0%	1.0%	0.3%
		Still Enrolled:	47.3%	33.8%	29.3%	18.7%	8.4%	5.5%	3.1%	1.7%	0.7%
		Cohort Persistence:	47.3%	33.8%	29.3%	24.7%	17.1%	9.4%	5.1%	2.7%	1.0%
2005	343	Graduated By:	0.0%	0.0%	0.0%	8.3%	9.9%	0.1%	1.5%	2.0%	
		Still Enrolled:	50.1%	41.9%	39.1%	27.7%	2.8%	7.3%	3.2%	1.5%	
		Cohort Persistence:	50.1%	41.9%	39.1%	36.0%	22.7%	7.4%	4.7%	3.5%	
2006	536	Graduated By:	0.0%	0.0%	0.0%	11.4%	0.1%	2.8%	2.4%		
		Still Enrolled:	54.1%	44.6%	39.2%	24.3%	8.8%	3.4%	1.7%		
		Cohort Persistence:	54.1%	44.6%	39.0%	35.7%	8.9%	6.2%	4.1%		
2007	562	Graduated By:	0.0%	0.0%	0.0%	9.3%	9.4%	6.2%			
		Still Enrolled:	51.4%	44.0%	35.8%	24.6%	10.7%	4.4%			
		Cohort Persistence:	51.4%	44.0%	35.0%	33.9%	20.1%	10.6%			
2008	646	Graduated By:	0.0%	0.0%	0.0%	10.0%	8.5%				
		Still Enrolled:	57.4%	37.0%	32.5%	17.6%	7.7%				
		Cohort Persistence:	57.4%	37.0%	32.5%	27.6%	16.2%				
2009	703	Graduated By:	0.0%	0.0%	0.0%	5.7%					
		Still Enrolled:	46.1%	32.0%	27.3%	18.9%					
		Cohort Persistence:	46.1%	32.0%	27.3%	24.6%					
2010	504	Graduated By:	0.0%	0.0%	0.0%						
		Still Enrolled:	55.0%	37.3%	33.3%						
		Cohort Persistence:	55.0%	37.3%	33.3%						
2011	712	Graduated By:	0.0%	0.0%							
		Still Enrolled:	43.0%	33.5%							
		Cohort Persistence:	43.0%	33.5%							
2012	499	Graduated By:	0.0%								
		Still Enrolled:	52.9%								
		Cohort Persistence:	52.9%								
2013	499	Graduated By:									
		Still Enrolled:									
		Cohort Persistence:									

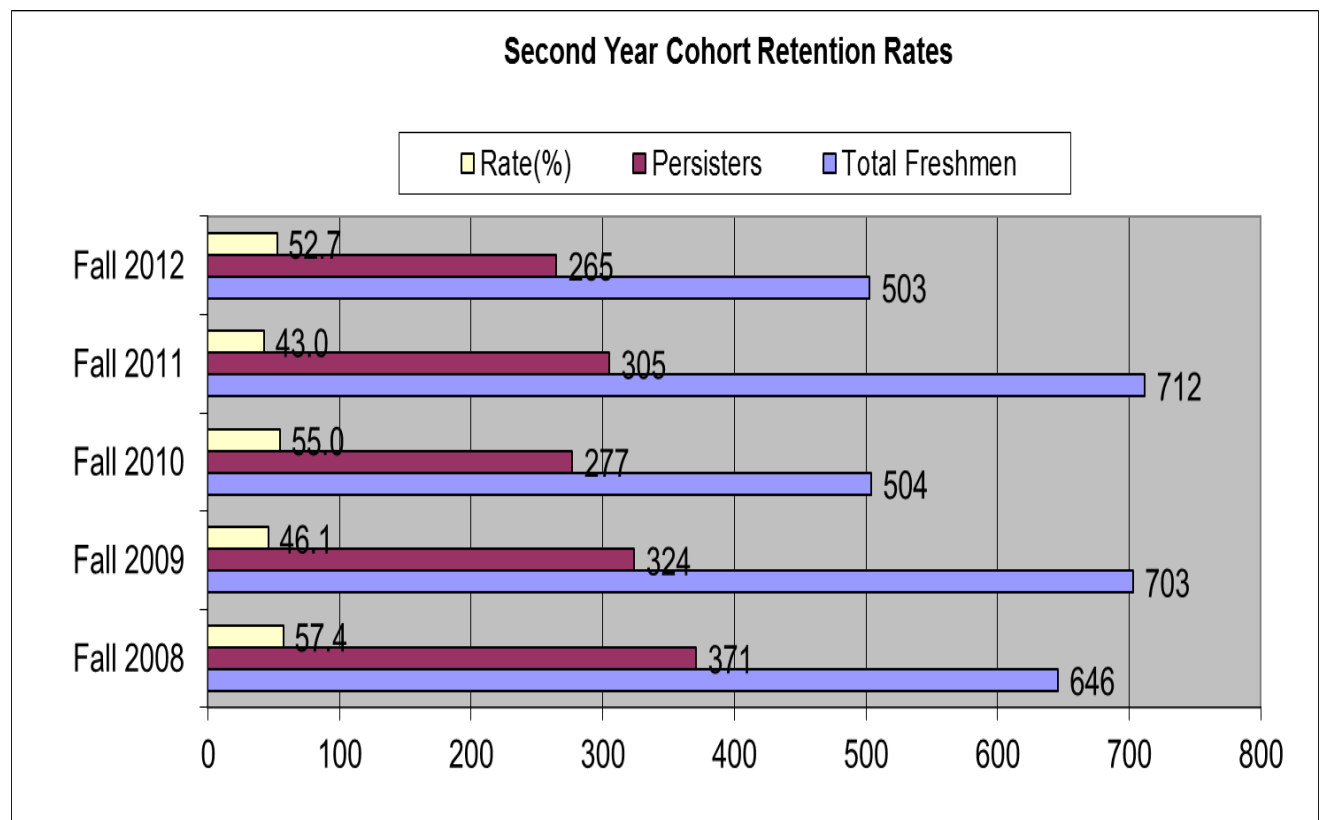
<sup>1</sup> Indicates the total number of new, full-time freshmen who entered the University in each fall term for that corresponding year as reported on the respective Fall Enrollment Survey, Integrated Post-secondary Education Data System (IPEDS), National Center for Education Statistics.

### Freshmen Cohort by Academic Programs

<u>Programs</u>	<u>Fall 2009</u>	<u>%</u>	<u>Fall 2010</u>	<u>%</u>	<u>Fall 2011</u>	<u>%</u>	<u>Fall 2012</u>	<u>%</u>	<u>Fall 2013</u>	<u>%</u>
Accounting	15	2%	7	1%	10	1%	2	0%	8	2%
Adolescent to Young Adult Education	7	1%	4	1%	4	1%	7	1%	3	1%
Art Education	NA	NA	NA	NA	5	1%	1	0%	0	0%
Biology	31	4%	55	11%	45	6%	43	9%	35	9%
Business Administration	81	12%	70	14%	108	15%	70	14%	49	12%
Chemistry	4	1%	7	1%	8	1%	4	1%	10	2%
Communication, Broadcast Media	14	2%	32	6%	18	3%	20	4%	1	4%
Communication, Print Journalism	16	2%	8	2%	5	1%	8	2%	13	3%
Computer Science	22	3%	15	3%	22	3%	16	3%	15	4%
Criminal Justice	63	9%	45	9%	73	10%	59	12%	39	9%
Early Childhood Education	43	6%	22	4%	28	4%	23	5%	18	4%
Economics	1	0%	0	0%	2	0%	3	1%	3	1%
English	6	1%	3	1%	4	1%	2	0%	6	1%
Environmental Engineering	5	1%	2	0%	4	1%	6	1%	6	1%
Geography	2	0%	2	0%	0	0%	0	0%	0	0%
Geology	1	0%	0	0%	0	0%	0	0%	0	0%
Graphic Design	5	1%	14	3%	5	1%	6	1%	8	2%
History	1	0%	7	1%	4	1%	1	0%	6	1%
Industrial Technology	7	1%	2	0%	0	0%	2	0%	1	0%
Intervention Specialist	4	1%	3	1%	1	0%	0	0%	1	0%
Jazz Studies	NA	NA	1	0%	0	0%	0	0%	1	0%
Manufacturing Engineering	10	1%	22	4%	18	3%	16	3%	11	3%
Mathematics	1	0%	1	0%	4	1%	9	2%	6	1%
Middle Childhood Education	11	2%	7	1%	4	1%	1	0%	1	0%
Multi-Age Education	39	6%	36	7%	14	2%	1	0%	11	3%
Music Education	NA	NA	NA	NA	11	2%	12	2%	9	2%
Music Performance	13	2%	12	2%	9	1%	7	1%	9	2%
Political Science	9	1%	6	1%	6	1%	4	1%	9	2%
Psychology	39	6%	38	8%	48	7%	42	8%	30	7%
Recreation	3	0%	4	1%	3	0%	2	0%	7	2%
Social Work	15	2%	8	2%	18	3%	23	5%	17	4%
Sociology	8	1%	4	1%	6	1%	9	2%	4	1%
Studio Art	3	0%	1	0%	2	0%	2	1%	3	1%
Water Resources Mgmt.	1	0%	0	0%	3	0%	0	0%	3	1%
<b>Undeclared</b>	223	32%	66	13%	220	31%	98	20%	52	13%
<b>Total</b>	<b>703</b>	<b>100%</b>	<b>504</b>	<b>100%</b>	<b>712</b>	<b>100%</b>	<b>499</b>	<b>100%</b>	<b>411</b>	<b>100%</b>

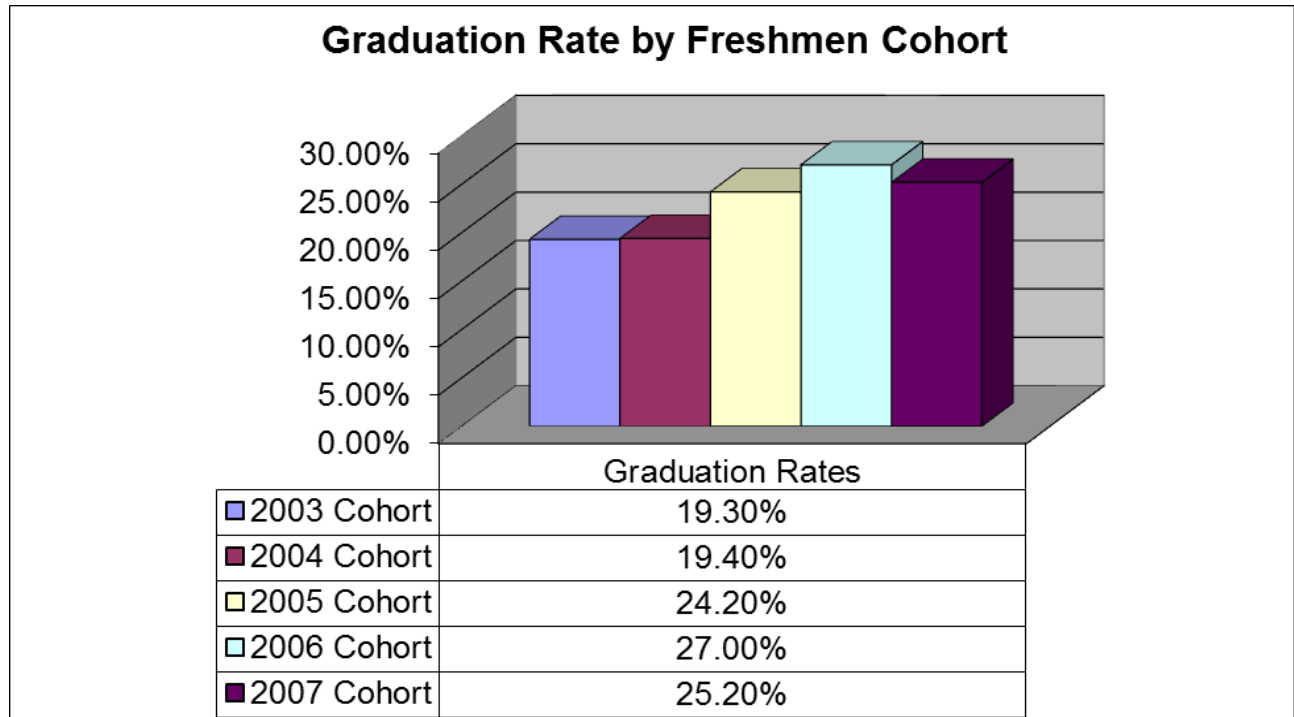


Student Retention Rates - Entering Full-time Freshmen Fall Term				
Year (Fall)	Cohort Total	Still Enrolled	Non-Persisters	Retention Rate
2008	646	371	275	57.4%
2009	703	324	379	46.1%
2010	504	277	227	55.0%
2011	712	305	407	43.0%
2012	503	265	238	52.7%



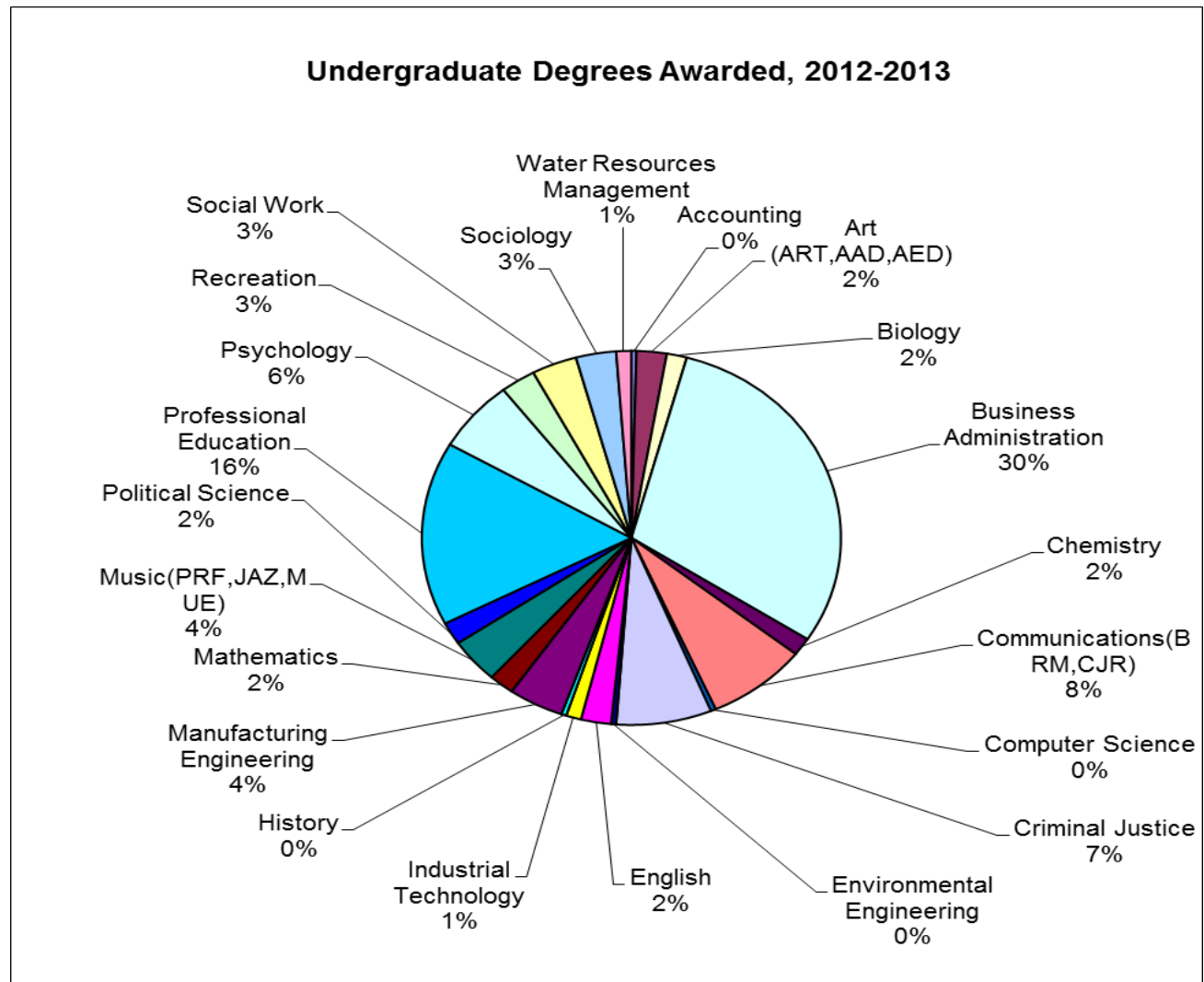
### Graduation Rate by Freshmen Cohort

	Freshmen Cohort Entering in the Fall				
	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>
Total Freshmen Cohort (adjusted)	543	583	343	535	563
% Graduating within 4 years	7.9	6.5	9.3	12	10.5
% Graduating within 5 years	8.8	8.9	10.8	12	9.8
% Graduating within 6 years	2.6	3.9	4.1	3	5.0
Graduation Rates	<b>19.3%</b>	<b>19.4%</b>	<b>24.2%</b>	<b>27%</b>	<b>25%</b>



### Undergraduate Degrees Awarded, 2012-2013

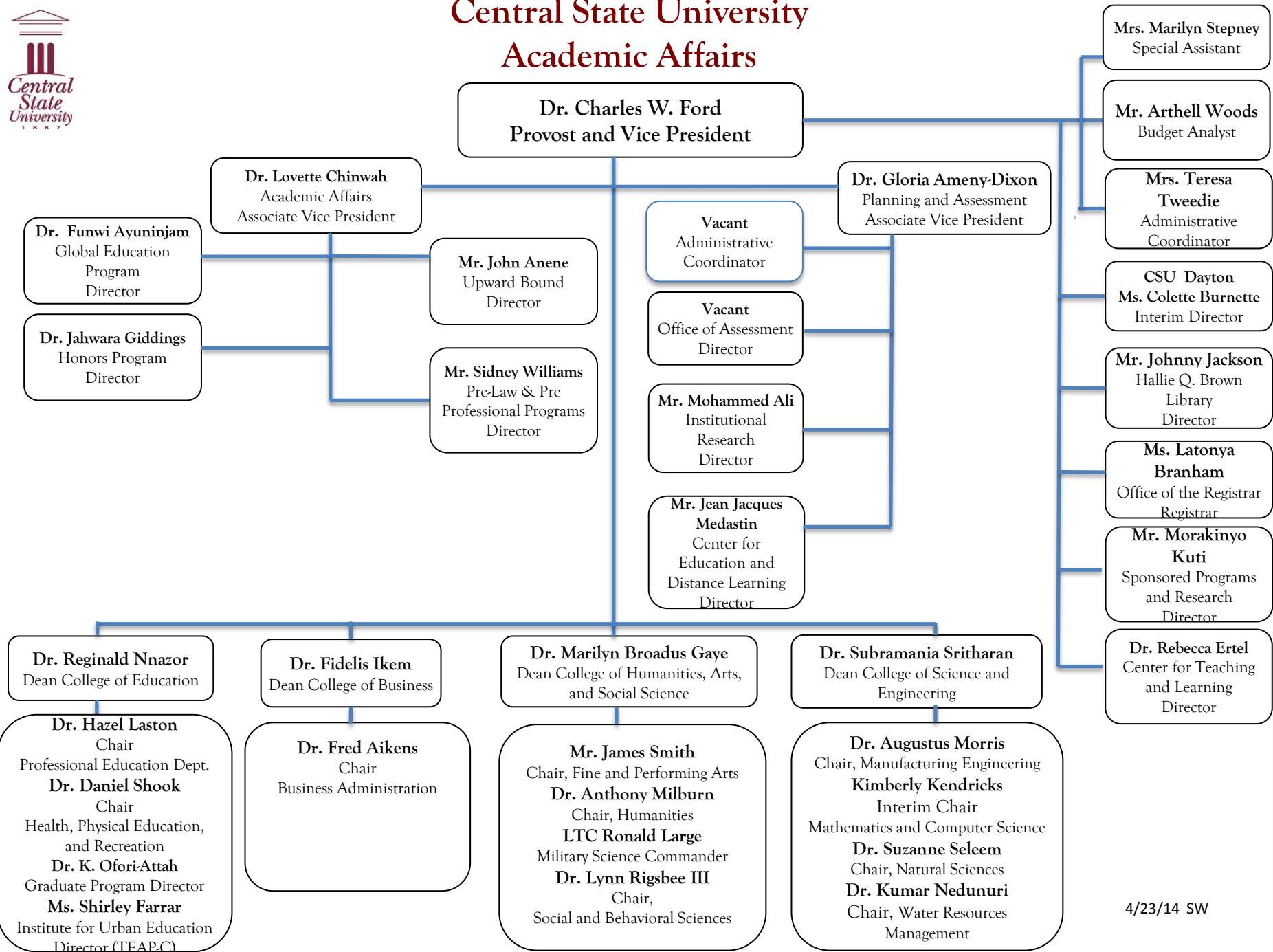
Major	Count	Total %	Major	Count	Total %
Accounting	1	0%	Industrial Technology	3	1%
Art (ART, AAD, AED)	6	2%	Manufacturing Engineering	11	4%
Biology	4	2%	Mathematics	5	2%
Business Administration	77	29%	Music(PRF, JAZ, MUE)	10	4%
Chemistry	4	2%	Political Science	5	2%
Communications(BRM, CJR)	20	8%	Professional Education	41	15%
Computer Science	1	0%	Psychology	16	6%
Criminal Justice	19	7%	Recreation	7	3%
English	6	2%	Social Work	9	3%
Environmental Engineering	1	0%	Sociology	8	3%
History	1	0%	Water Resources Management	3	1%
<b>Total Undergraduate Degrees Awarded</b>			<b><u>258</u></b>		







# Central State University Academic Affairs



### Revenues Generated, 2012-2013

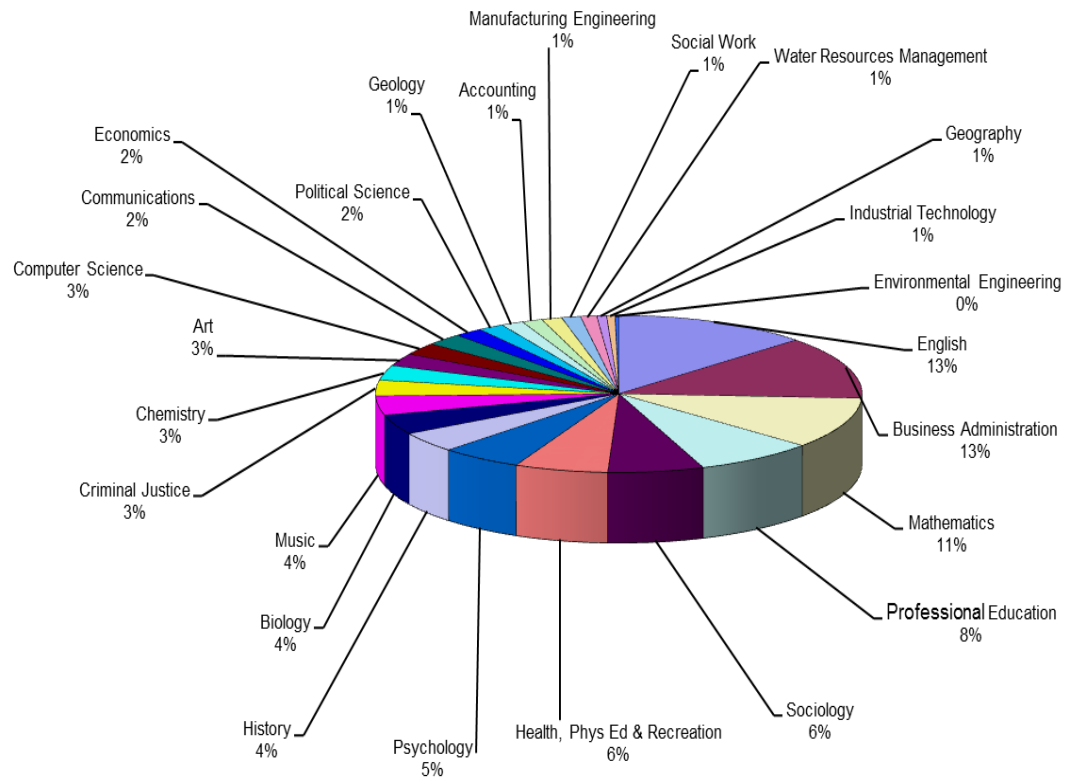
The revenues generated by an academic program may come from several sources. One such source is the revenue generated based on the amount of credit hours taught during the two main semesters (fall and spring) of the academic year. Under this method, programs that teach “service course” courses, most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

English	\$817,565	Music	\$248,145	Accounting	\$85,555
Business Administration	814,252	Criminal Justice	203,060	Manufacturing Engineering	85,082
Mathematics	663,258	Chemistry	194,185	Social Work	79,283
Professional Education	499,840	Art	163,655	Water Resources Management	67,568
Sociology	400,203	Computer Science	158,330	Geography	41,180
Health, PE, & Recreation	389,908	Communications	154,425	Industrial Technology	34,908
Psychology	339,617	Economics	118,215	Environmental Engineering	16,093
History	263,065	Political Science	108,275		
Biology	259,032	Geology	93,602		

Based on \$1775/15 credit hours generated during the 2012-2013 academic year

**TOTAL: \$ 6,298,292**

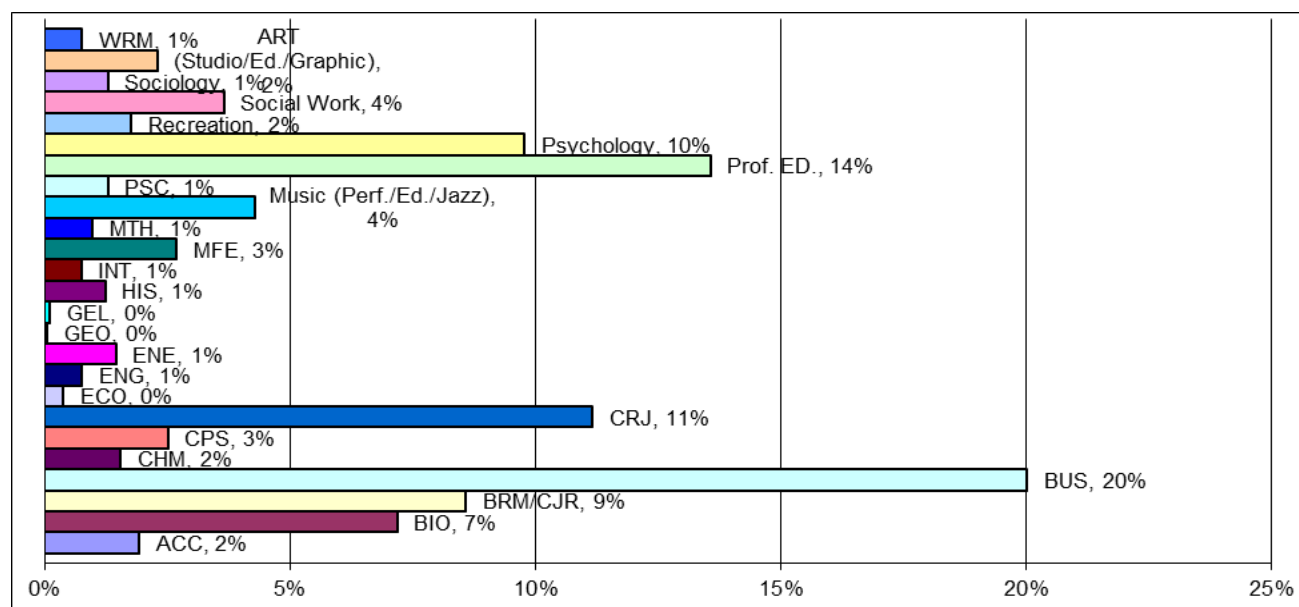
**Revenues Generated by Program**



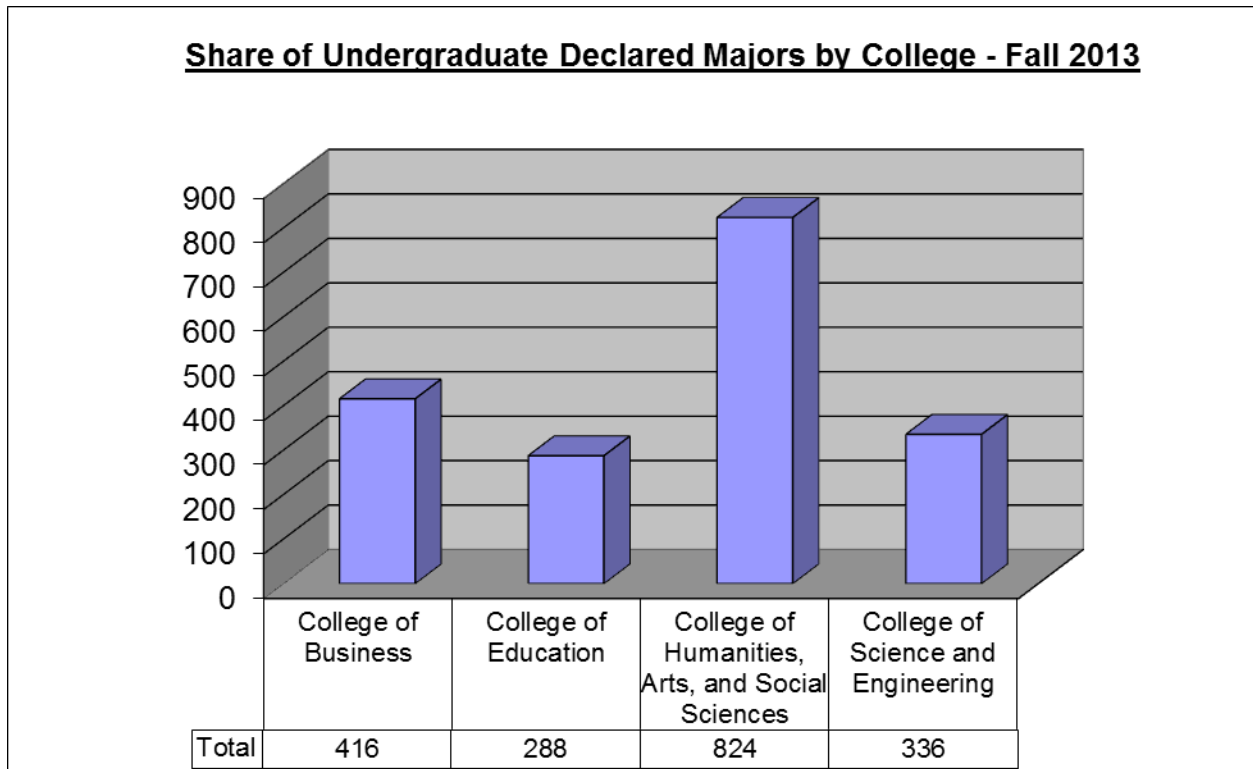
### Program Enrollments

<b>Undergraduate Enrollment by Major, Fall 2013</b>		
<b>Major</b>	<b>Total</b>	<b>Percent(%)</b>
Accounting	36	2%
Adolescent to Young Adult Education	23	1%
Art Education	6	0%
Biology	134	6%
Business Administration	373	18%
Chemistry	29	1%
Communication, Broadcast Media	124	6%
Communication, Print Journalism	36	2%
Computer Science	47	2%
Criminal Justice	208	10%
Early Childhood Education	122	6%
Economics	7	0%
English	14	1%
Environmental Engineering	27	1%
Geography	1	0%
Geology	2	0%
Graduate Education	32	2%
Graphic Design	26	1%
History	23	1%
Industrial Technology	14	1%
Intervention Specialist	43	2%
Jazz Studies	10	0%
Licensure for Teaching	16	1%
Manufacturing Engineering	50	2%
Mathematics	18	1%
Middle Childhood Education	15	1%
Multi-Age Education	50	2%
Music Education	36	2%
Music Performance	34	2%
Political Science	24	1%
Psychology	182	9%
Recreation	33	2%
Social Work	68	3%
Sociology	24	1%
Studio Art	11	1%
Undeclared	156	8%
Water Resources Management	14	1%
<b>Total</b>	<b>2068</b>	

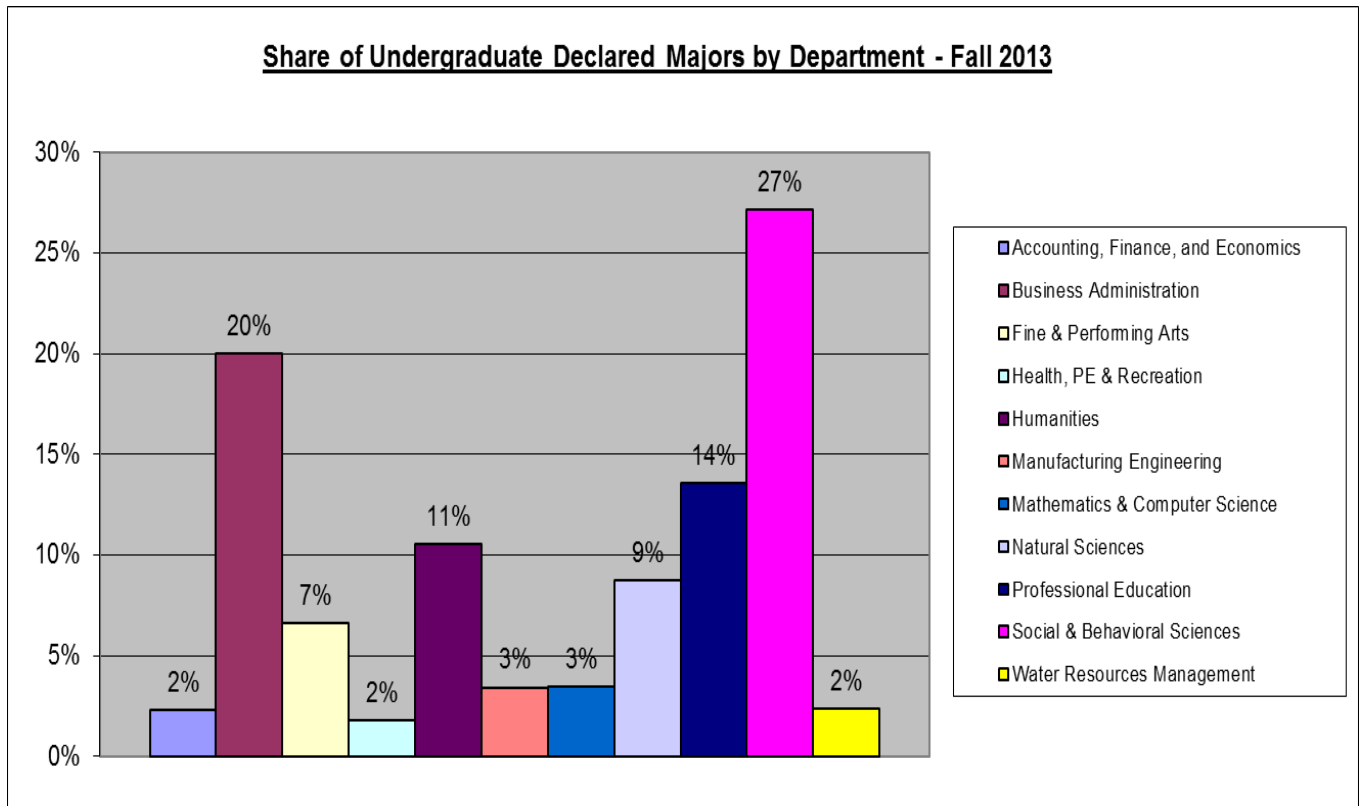
<b>Share of Undergraduate Declared Majors, Fall 2013</b>		
<b>Major</b>	<b>Total</b>	<b>Percent(%)</b>
Accounting	36	2%
Biology	134	7%
Broadcast Media/Print Journalism	160	9%
Business Administration	373	20%
Chemistry	29	2%
Computer Science	47	3%
Criminal Justice	208	11%
Economics	7	0%
English	14	1%
Environmental Engineering	27	1%
Geography	1	0%
Geology	2	0%
History	23	1%
Industrial Technology	14	1%
Manufacturing Engineering	50	3%
Mathematics	18	1%
Music Performance/Music Education/Jazz Studies	80	4%
Political Science	24	1%
Professional Education	253	14%
Psychology	182	10%
Recreation	33	2%
Social Work	68	4%
Sociology	24	1%
Studio Art/Art Education/Graphic Design	43	2%
Water Resources Management	14	1%
<b>Total</b>	<b>1864</b>	



<b>Share of Undergraduate Declared Majors by College - Fall 2013</b>		
<b><u>College</u></b>	<b><u>Total</u></b>	<b><u>Percent(%)</u></b>
College of Business	416	22%
College of Education	288	15%
College of Humanities, Arts, and Social Sciences	824	44%
College of Science and Engineering	336	18%
<b><u>Total</u></b>	<b><u>1864</u></b>	



<b>Share of Undergraduate Declared Majors by Department - Fall 2013</b>		
<b>Major</b>	<b>Total</b>	<b>Percent(%)</b>
Accounting, Finance, and Economics	43	2%
Business Administration	373	20%
Fine & Performing Arts	123	7%
Health, PE & Recreation	33	2%
Humanities	197	11%
Manufacturing Engineering	64	3%
Mathematics & Computer Science	65	3%
Natural Sciences	163	9%
Professional Education	253	14%
Social & Behavioral Sciences	506	27%
Water Resources Management	44	2%
<b>Total</b>	<b>1864</b>	

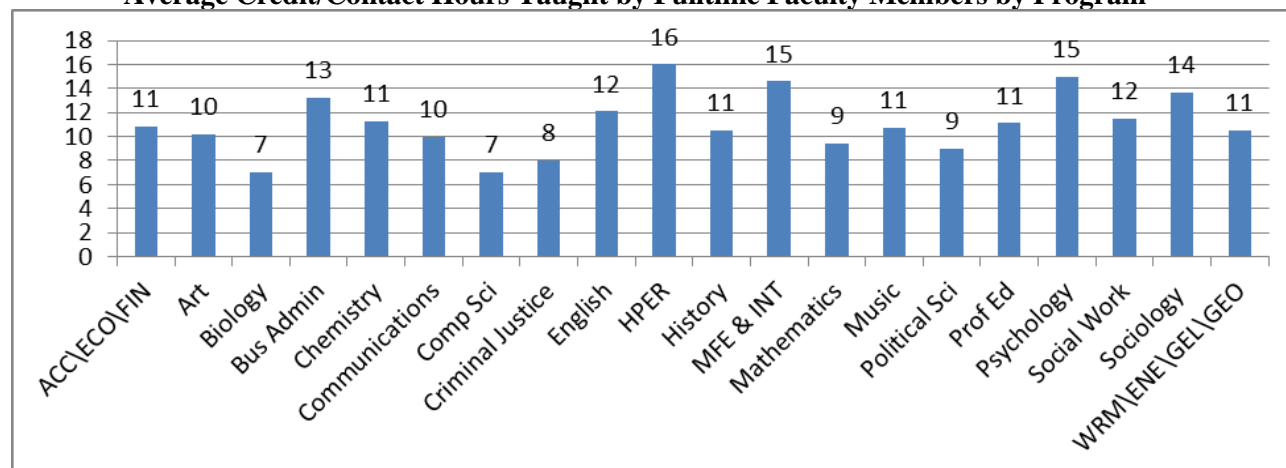


### Faculty by Program

#### Full-time Faculty (Instructional), Fall 2013

Accounting, Finance & Economics	5	Foreign Language	2	Physics	1
Art	5	Geography	1	Political Science	2
Biology	6	Geology	1	Professional Education	9
Business Administration	9	Graduate Education	2	Psychology	2
Chemistry	4	Health, PE & Recreation	4	Social Work	2
Communication	3	History	4	Sociology	3
Computer Science	3	Manufacturing Engineering & Industrial Technology	5	Water Resources Mgmt	2
Criminal Justice	2	Mathematics	5		
English	11	Music	10		
Environmental Engineering	2				
				<b>TOTAL</b>	<b>105</b>

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



#### Average Credit/Contact Hours Taught Annually/Faculty, 2012-2013

	Full-Time	Part-Time		Full-Time	Part-Time
Accounting, Finance & ECO	14.25	6.00	Health, Physical Ed & Recreation*	21.50	10.50
Art	28.00	5.00	History	21.75	7.50
Biology	17.25	3.75	Manufacturing Engineering & INT*	18.50	18.00
Business Administration*	19.75	8.00	Mathematics	19.75	13.25
Chemistry	14.25	8.75	Music	22.75	8.75
Communications	21.75	5.00	Political Science	16.50	9.00
Computer Science	21.00	7.50	Psychology	19.75	10.00
Criminal Justice	13.00	7.75	Social Work	37.00	8.00
Professional Education*	18.50	8.25	Sociology	16.00	6.00
English	21.50	16.00	Water Res. Mgmt., GEL,GEO & ENE*	19.50	8.25
			<b>Average</b>	<b>20.25</b>	<b>9.00</b>

\* program housed the department chair

### Faculty Grants/Contracts Obtained, 2012-2013

Thirty-three (33) new proposals were submitted during FY2013. Thirty-six new and continuing grants yielded \$6,423,339 in external funds awarded to CSU during FY 2013.

Title	Summary	Objectives
ADVANCE: Increasing the Participation and Advancement of Women in Academic Science and Engineering Careers	Increase the number of women faculty with PhD's in the STEM disciplines.	<ol style="list-style-type: none"> <li>1. Enhance the present recruitment strategy to hire PhD candidates in STEM fields.</li> <li>2. Stimulate the research interests of prospective women faculty with research challenges.</li> <li>3. Build infrastructure to implement retention programs for supporting PhD candidates during the completion of their degree.</li> <li>4. Build infrastructure towards academic and social support programs to accommodate women in STEM fields.</li> </ol>
<p><b>Funding Agency:</b> National Science Foundation through Wright State University; <b>Project Director:</b> Dr. Suzanne Selem; <b>Amount:</b> \$62,202; <b>Duration:</b> 1 year</p>		
Center for Allaying Health Disparities Through Research and Education (CADRE)	To develop, organize and manage research efforts in the areas of gerontology, human exercise and performance, and geospatial databases. Also to integrate research into the curriculum and prepare students to further their education beyond the graduate level.	<ol style="list-style-type: none"> <li>1. Increase research infrastructure.</li> <li>2. Increase research capabilities.</li> <li>3. Increase faculty research.</li> <li>4. Increase student abilities in research.</li> <li>5. Increase students' post-graduate admissions.</li> </ol>
<p><b>Funding Agency:</b> National Institutes of Health; <b>Project Director:</b> President Cynthia Jackson-Hammond; <b>Amount:</b> \$848,302; <b>Duration:</b> 1 year.</p>		
The Center for Cyber Sensors Networks for Human and Environmental Applications	To 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.	<ol style="list-style-type: none"> <li>1. Study the land cover/land use change.</li> <li>2. Investigate the causes and effects of climatic change.</li> <li>3. Compare and contrast the irrigated agriculture pattern.</li> <li>4. Track algorithms for the purpose of biometrics through gait analysis.</li> </ol>
<p><b>Funding Agency:</b> National Science Foundation; <b>Project Director:</b> Dr. Kimberly Kendrick; <b>Amount:</b> \$626,367; <b>Duration:</b> 2 years</p>		
CSU Expanded Suicide Prevention Training	To provide training to Resident Assistants so that they are better able to recognize signs of potential suicide in those students in their dormitories.	<ol style="list-style-type: none"> <li>1. Provide suicide prevention training for at risk populations, targeting LGBT students and student veterans and their eligible dependents to reduce at risk suicidal behaviors, suicide attempts and completed suicides.</li> <li>2. Increase suicide prevention referrals to Counseling Services to facilitate early intervention strategies for conditions and issues that may lead to suicide.</li> </ol>
<p><b>Funding Agency:</b> Northeastern Ohio Medical University; <b>Project Director:</b> Dr. Karen Mathews; <b>Amount:</b> \$4,500; <b>Duration:</b> 1 year</p>		
CSU Expanded Suicide Prevention Training	To provide training to Resident Assistants so that they are better able to recognize signs of potential suicide in those students	<ol style="list-style-type: none"> <li>1. Provide suicide prevention training for at risk populations, targeting LGBT students and student veterans and their eligible dependents to reduce at risk suicidal behaviors, suicide</li> </ol>



	in their dormitories.	<p>attempts and completed suicides.</p> <ol style="list-style-type: none"> <li>Increase suicide prevention referrals to Counseling Services to facilitate early intervention strategies for conditions and issues that may lead to suicide.</li> </ol>
	<p><b>Funding Agency:</b> SAMHSA through Morehouse School of Medicine; <b>Project Director:</b> Dr. Karen Mathews; <b>Amount:</b> \$3,000; <b>Duration:</b> 1 year.</p>	
Central State University Upward Bound Program	To serve 60 students from Montgomery County who are low income and/or potential first generation college students and who demonstrate the need for program services. Designed to generate academic skills that will facilitate participant completion of high school, gain admission to and success in a program of postsecondary education	<ol style="list-style-type: none"> <li>To identify and recruit 120 students meeting the eligibility criteria.</li> <li>To conduct academic, educational, and social assessments of 100% of the program participants.</li> <li>100% of senior participants will apply for admission to a postsecondary institution and 90% will be admitted and enter a postsecondary institution each year.</li> <li>85% of each recruiting class will remain in high school and CSU-UB through completion of secondary school.</li> <li>90% of participants will maintain an overall high school GPA of 2.5 or above.</li> <li>100% of participants will pass the 10th and 11th grade Ohio Graduation Tests.</li> <li>85% of each graduating class will graduate from postsecondary education within six years of enrollment.</li> <li>80% of participant parent/guardian will attend a minimum of four CSU-UB academic functions each year.</li> </ol>
	<p><b>Funding Agency:</b> U.S. Department of Education; <b>Project Director:</b> Mr. John Anene; <b>Amount:</b> \$248,771 ; <b>Duration:</b> 1 year</p>	
Corporation for Public Broadcasting Community Service Grant and National Programming and Acquisition Grant	To maintain local programming and services and preserve jobs threatened by declines in non-federal revenue sources during the current economic decline.	
	<p><b>Funding Agency:</b> Corporation for Public Broadcasting; <b>Project Director:</b> Mr. Ed Clay; <b>Amount:</b> \$139,349 ; <b>Duration:</b> 20 months</p>	
Credit When It's Due	To provide advice and assistance to the Chancellor of OBR on matters of higher education	<ol style="list-style-type: none"> <li>Appoint a campus liaison who will coordinate grant activities.</li> <li>Send grant communication to students enrolled at the institution.</li> <li>Share transcripts with the student's previous two year institution or regional campus.</li> </ol>
	<p><b>Funding Agency:</b> Ohio Board of Regents; <b>Project Director:</b> Dr. Jerryl Briggs; <b>Amount:</b> \$5,000; <b>Duration:</b> 16 months</p>	

EAGER: Modeling the Equilibrium of Macromolecules		
	<b>Funding Agency:</b> National Science Foundation; <b>Project Director:</b> Dr. Subramania Sritharan; <b>Amount:</b> \$58,676; <b>Duration:</b> 1.5 years	
Effect of the Environment on Properties of Carbon Nanotube/Epoxy Nanocomposites		
	<b>Funding Agency:</b> Ohio Space Grant Consortium; <b>Project Director:</b> Dr. Abayomi Ajayi-Majebi; <b>Amount:</b> \$8,000; <b>Duration:</b> 6 months	
Entrepreneurial Development Series	To conduct the Entrepreneurial Development Series of continuing education workshops.	Enrollment in the four EDS workshops of at least 20 companies eligible for Third Frontier funding opportunities.
	<b>Funding Agency:</b> Development Projects Inc.; <b>Project Director:</b> Ms. Nancy Bridgman; <b>Amount:</b> \$6,000; <b>Duration:</b> 3 months	
Floral Disruptor - Direct Energy Weed Abatement and Prevention Tool - SBIR	To test the feasibility of a statistical approach for accurate, reliable SEI.	<ol style="list-style-type: none"> <li>1. Verify killing mechanisms and protocols;</li> <li>2. Demonstrate the design refinements and feasibility analysis to depict the readiness of critical-path research results;</li> <li>3. Develop a design in conjunction with GNI and based on the breadboard and other research.</li> </ol>
	<b>Funding Agency:</b> U.S. Air Force through Global Neighbor Inc.; <b>Project Director:</b> Dr. Cadance Lowell; <b>Amount:</b> \$28,320; <b>Duration:</b> 9 months	
Growing the STEMM Pipeline in the Dayton Region-Becoming an International Center for Excellence for Human Effectiveness/Performance	Scholarships	
	<b>Funding Agency:</b> Ohio Board of Regents through Wright State University; <b>Project Director:</b> Dr. Willie Houston; <b>Amount:</b> \$57,450; <b>Duration:</b> 1 year.	
HBCU - Institutional Aid	To strengthen Historically Black Colleges and Universities.	To improve: the academic quality, fiscal stability, quality of student services and the quality of institutional management.
	<b>Funding Agency:</b> U.S. Department of Education; <b>Project Director:</b> President Cynthia Jackson-Hammond; <b>Amount:</b> \$1,978,028; <b>Duration:</b> 1 year	
HBCU - Institutional Aid (SAFRA)	To strengthen Historically Black Colleges and Universities.	To improve: the academic quality, fiscal stability, quality of student services and the quality of institutional management.
	<b>Funding Agency:</b> U.S. Department of Education; <b>Project Director:</b> President Cynthia Jackson-Hammond; <b>Amount:</b> \$835,389; <b>Duration:</b> 1 year	
Hydrokinetic Power Production Models	Support the continued testing of the small bench scale model and development of a demonstration scale prototype of the hydrokinetic power production module	<ol style="list-style-type: none"> <li>1. Test efficiency.</li> <li>2. A near full scale version of the HPPM will be fabricated.</li> </ol>
	<b>Funding Agency:</b> Electric Power Research Institute; <b>Project Director:</b> Dr. Subramania Sritharan; <b>Amount:</b> \$108,171; <b>Duration:</b> 3 months	

Hydrologic Redistribution and Rhizosphere Biology of Resource Islands in Degraded Agroecosystems of the Sahel	To support undergraduate internships in Senegal.	<ol style="list-style-type: none"> <li>1. CSU undergraduate science majors will travel to Senegal where they will work as integral members of research teams.</li> <li>2. Coordinate the undergraduate recruitment and supervise the international preparation and education for the students.</li> </ol>
	<b>Funding Agency:</b> National Science Foundation through the Ohio State University Research Foundation; <b>Project Director:</b> Dr. Cadance Lowell; <b>Amount:</b> \$41,990; <b>Duration:</b> 3 years	
Integrated Geoscience Curriculum for Workforce Development for Oil and Gas Industry		
	<b>Funding Agency:</b> National Science Foundation; <b>Project Director:</b> Dr. Krishnakumar Nedunuri; <b>Amount:</b> \$390,969; <b>Duration:</b> 3 years	
Minority Leaders Program Materials and Manufacturing Nanotechnology Research	To address capabilities that will support the AFRL/RX mission to execute the USAF program for materials and manufacturing.	<ol style="list-style-type: none"> <li>1. Integrate computational materials engineering for high temperature polymer matrix composites.</li> <li>2. Manufacturing technology.</li> </ol>
	<b>Funding Agency:</b> U.S. Air Force through Clarkson Aerospace Corporation; <b>Project Director:</b> Dr. Subramania Sritharan; <b>Amount:</b> \$150,000; <b>Duration:</b> 1 year	
Minority Science Improvement Grant: Extra Classroom Environments for Learning in STEM (ExCEL)	To create a learning community of students majoring in Science, Technology, Engineering, and Mathematics.	<ol style="list-style-type: none"> <li>1. Increase number of STEM students.</li> <li>2. Improve the academic performance of STEM students by 8-10%</li> </ol>
	<b>Funding Agency:</b> U.S. Department of Education; <b>Project Director:</b> Mr. Robert Marcus; <b>Amount:</b> \$200,000; <b>Duration:</b> 1 year	
Ohio Consortium for Bioinformatics - Choose Ohio First Scholarship Program	Scholarships	
	<b>Funding Agency:</b> Ohio Board of Regents through Ohio University; <b>Project Director:</b> Dr. Anthony Arment; <b>Amount:</b> \$14,100; <b>Duration:</b> 1 year	
Ohio eTech Program	Serve Ohio's public television stations, public radio stations and radio reading services as a facilitator of infrastructure, content and funding resources.	Goal is to support the broad outreach of educational and high-quality local programming that is provided by Ohio's public broadcasting community.
	<b>Funding Agency:</b> eTech Ohio; <b>Project Director:</b> Mr. Ed Clay; <b>Amount:</b> \$23,919; <b>Duration:</b> 1 year	
Ohio Means Internships & Co-ops Program	To place fifteen students in Ohio-based co-op and intern positions.	
	<b>Funding Agency:</b> Ohio Board of Regents; <b>Project Directors:</b> Ms. Elizabeth Beemer & Mr. Morakinyo Kuti; <b>Amount:</b> \$18,000; <b>Duration:</b> 1 year	
Ohio Scholarship Program	Establish and strengthen a partnership with NRCS to support and promote the study of agriculture and natural resource fields of study to underrepresented groups.	<ol style="list-style-type: none"> <li>1. Promote and support educational activities related to the program.</li> <li>2. Provide scholarships to support selected candidates.</li> </ol>
	<b>Funding Agency:</b> U.S. Department of Agriculture through Natural Resources Conservation Service; <b>Project Director:</b> Dr. Krishnakumar Nedunuri; <b>Amount:</b> \$26,934; <b>Duration:</b> 2 years	
OSGC Education Scholarship Program	Student scholarships	
	<b>Funding Agency:</b> Ohio Space Grant Consortium; <b>Project Director:</b> Dr. Rajeev Swami; <b>Amount:</b> \$4,000; <b>Duration:</b> 1 year	
PFI: An Innovative Model	To develop an innovative	<ol style="list-style-type: none"> <li>1. Engage advanced energy industries and the</li> </ol>

for a New Advanced Energy Workforce	model for creating a new advanced energy workforce training program and requires close collaboration with industry and university researchers who will provide information on technology moving from the laboratories into the marketplace and outline the workforce requirements needed for economic transformation.	Ohio Skills Bank in the development of job skills criteria and desired educational strengths; 2. Develop the focus and knowledge to be acquired at the end of each academic year; 3. Develop an outline for the content of the various courses and their prerequisites; 4. Implement the academic programs through the development of course materials, on-the-job training, certificates and degree programs; 5. Monitor, evaluate and modify educational and training programs as deemed necessary by a collaboration of academic and business professionals; 6. Disseminate the process and lessons learned to the academic community; and 7. Provide Ohio advanced energy companies with a high quality workforce.
	<b>Funding Agency:</b> National Science Foundation through the University of Toledo; <b>Project Director:</b> Dr. Subramania Sritharan; <b>Amount:</b> \$3,080; <b>Duration:</b> 2 months	
Preparation of Binary Fe-Mn Oxides Coated Granular Activated Carbon for Selenate Adsorption	To develop and examine cost-effective adsorbents to remove selenate from aqueous solutions.	1. Fe-Mn binary oxides coated GAC preparation. 2. Selenate adsorptive removal investigation.
	<b>Funding Agency:</b> National Science Foundation through Wright State University; <b>Project Director:</b> Dr. Ning Zhang; <b>Amount:</b> \$5,000; <b>Duration:</b> 8 months	
Rapid Neutralization of Organophosphate Nerve Gas Agents		
	<b>Funding Agency:</b> National Institute for Occupational Safety and Health through the University of Cincinnati; <b>Project Director:</b> Dr. Daqing Gao; <b>Amount:</b> \$7,000; <b>Duration:</b> 10 months	
Secondary Career-Technical Initiative	Select a coordinator to perform the work of the Chancellor's work pursuant to the administration of the Carl D. Perkins Grant.	Act as a liaison between the campus and the statewide Secondary Career-Technical alignment Initiative team.
	<b>Funding Agency:</b> Ohio Board of Regents; <b>Project Director:</b> Ms. Cheryl Marcus; <b>Amount:</b> \$4,000; <b>Duration:</b> 9 months	
Sensors Nanotechnology Research for C4ISR and EW Technical Thrust	Development and Application of IR Nanosensors based on SWNCT-CuS Nanohybrids for ISR and Remote Sensing	Design, fabricate, characterize, and optimize in IR nanosensor based on the single wall carbon nanotube.
	<b>Funding Agency:</b> U.S. Air Force through Clarkson Aerospace; <b>Project Director:</b> Dr. Subramania Sritharan; <b>Amount:</b> \$80,000; <b>Duration:</b> 1 year	

Sensors Nanotechnology Research for C4ISR and EW Technical Thrust	Nanotechnology focused minority analyst project.	Turn minority students into trained, highly marketable analysts and to perform, document, and deliver to AFRL/FY, NASIC, an open source analysis of the state of the Nanotechnology.
	<b>Funding Agency:</b> U.S. Air Force through Clarkson Aerospace Corporation; <b>Project Director:</b> Dr. Kimberly Kendricks; <b>Amount:</b> \$20,000; <b>Duration:</b> 1 year	
Student Support Services	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.	<ol style="list-style-type: none"> <li>1. 100% eligible students who demonstrate an academic need will be identified, screened, and selected for participation.</li> <li>2. 100% of new project participants will be assessed at the time of entry to the program to develop an Educational Plan.</li> <li>3. All returning/ continuing participants are assessed at the end of each quarter to determine if their Educational Plan should be modified.</li> </ol>
	<b>Funding Agency:</b> U.S. Department of Education; <b>Project Director:</b> Dr. NseAbasi Ekpo; <b>Amount:</b> \$372,549; <b>Duration:</b> 1 year	
Summer Transportation Institute	To 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	<ol style="list-style-type: none"> <li>1. Orienting high school students to the importance of transportation.</li> <li>2. Introducing high school students to careers in transportation.</li> <li>3. Introducing students to futuristic aspects of transportation including space travel.</li> <li>4. Introducing students to basic physics and mathematics associated with transportation.</li> <li>5. Encouraging students in civil rights issues and its history in the U.S. as impacted by transportation.</li> </ol>
	<b>Funding Agency:</b> Ohio Department of Transportation <b>Project Director:</b> Mr. Gorgui Ndao; <b>Amount:</b> \$10,504; <b>Duration:</b> 8 months	
Summer Transportation Institute	To 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	<ol style="list-style-type: none"> <li>1. Orienting high school students to the importance of transportation.</li> <li>2. Introducing high school students to careers in transportation.</li> <li>3. Introducing students to futuristic aspects of transportation including space travel.</li> <li>4. Introducing students to basic physics and mathematics associated with transportation.</li> <li>5. Encouraging students in civil rights issues and its history in the U.S. as impacted by transportation.</li> </ol>
	<b>Funding Agency:</b> Ohio Department of Transportation; <b>Project Director:</b> Mr. Gorgui Ndao; <b>Amount:</b> \$10,000; <b>Duration:</b> 8 months	

<p>Summer Transportation Institute</p>	<p>To 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</p>	<ol style="list-style-type: none"> <li>1. Orienting high school students to the importance of transportation.</li> <li>2. Introducing high school students to careers in transportation.</li> <li>3. Introducing students to futuristic aspects of transportation including space travel.</li> <li>4. Introducing students to basic physics and mathematics associated with transportation.</li> <li>5. Encouraging students in civil rights issues and its history in the U.S. as impacted by transportation.</li> </ol>
<p><b>Funding Agency:</b> Ohio Department of Transportation; <b>Project Director:</b> Mr. Gorgui Ndao; <b>Amount:</b> \$27,500; <b>Duration:</b> 8 months</p>		
<p>Wound Healing in a Response to Selective Snake Venom Toxins</p>	<p>To understand the role of snake venom toxins or their traces on the capability of tissues for successful wound healing and regeneration.</p>	<ol style="list-style-type: none"> <li>1. Screen the action of identified components of rattle snake venom on mice skin.</li> <li>2. Histological studies on skin to determine the action of venom breakdown traces produced after antivenin treatment.</li> <li>3. Identification of proteins present in the skin exudates as a start to study their effects on cultured cells.</li> </ol>
<p><b>Funding Agency:</b> National Science Foundation through Wright State University; <b>Project Director:</b> Dr. Lubna Abu-Niaaj; <b>Amount:</b> \$5,000; <b>Duration:</b> 8 months</p>		

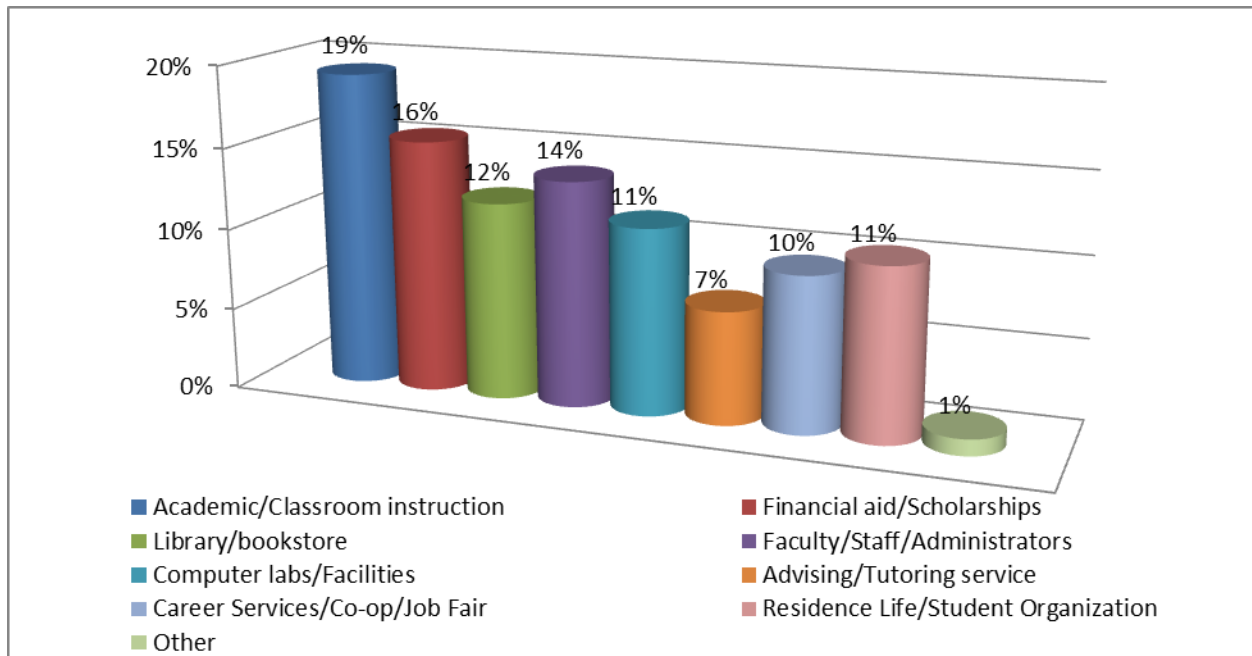
### Seniors' Experiences

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.

<b>Level of satisfaction with education received</b>		<b>Maximized my educational opportunities</b>	
Very/Mildly satisfied	86%	Strongly/Mildly believe I did	83%
Neutral	8	Neutral	9
Very/Mildly unsatisfied	3	Strongly/Mildly believe I did not	6
No Response	3	No Response	2
<b>Impact on academic performance</b>			
<u>Primary Advising Sources</u>		<u>Computer Facilities</u>	
Self	17%	Mildly – strongly positive	64%
Faculty	15	Neutral	27
Degree/Major Check sheet	15	Mildly – strongly negative	7
Friends	12	No Response	2
<u>Faculty Advisor</u>		<u>Library</u>	
Mildly – strongly positive	79%	Mildly – strongly positive	56%
Neutral	17	Neutral	33
Mildly – strongly negative	4	Mildly – strongly negative	7
<u>Classroom Instruction</u>		<u>Residence Life</u>	
Mildly – strongly positive	89%	Mildly – strongly positive	50%
Neutral	7	Neutral	31
Mildly – strongly negative	3	Mildly – strongly negative	12
No Response	0	No Response	7
<u>Registration</u>		<u>Campus Food Service</u>	
Mildly – strongly positive	62%	Mildly – strongly positive	29%
Neutral	29	Neutral	37
Mildly – strongly negative	6	Mildly – strongly negative	26
No Response	3	No Response	7
<u>Financial Aid</u>		<u>Bookstore</u>	
Mildly – strongly positive	72%	Mildly – strongly positive	76%
Neutral	16	Neutral	18
Mildly – strongly negative	9	Mildly – strongly negative	3
No Response	3	No Response	3

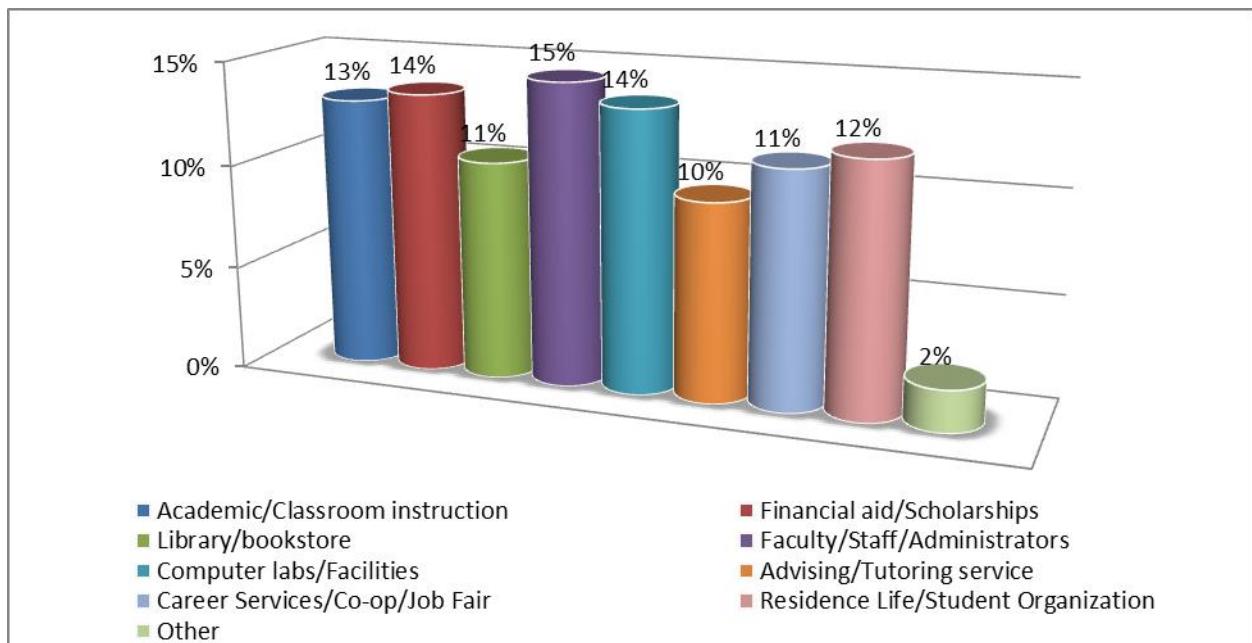
SOURCE: Spring 2013 *Graduating Senior Survey*

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



SOURCE: Spring 2013 *Graduating Senior Survey*

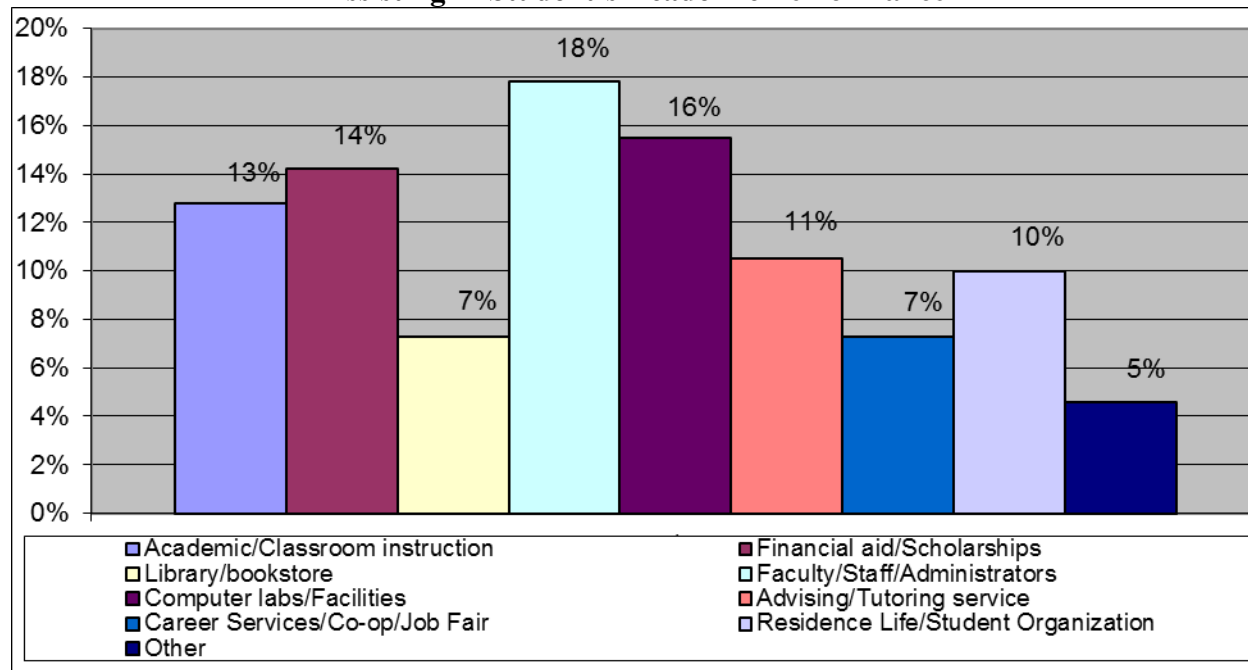
### Areas in Which Graduating Seniors Felt Barriers at Central State that Negatively Affected their Academic Performance



SOURCE: Spring 2013 *Graduating Senior Survey*



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



SOURCE: Spring 2013 Graduating Senior Survey

### Classroom Instruction (1)

<b>I was well-prepared for each class session</b>	
Strongly agree	46%
Agree	25.0
Neutral	9.9
Disagree	3.1
Strongly Disagree	0.6
No response	15.5

<b>I invested enough time and energy to meet/exceed course requirements</b>	
Strongly agree	44.1%
Agree	25.7
Neutral	10.6
Disagree	2.3
Strongly Disagree	0.5
No response	16.9

<b>Overall, I gave my best possible effort to learning during this course</b>	
Strongly agree	46.9%
Agree	22.9
Neutral	9.6
Disagree	2.2
Strongly Disagree	0.8
No response	17.5

<b>The course was well-organized to help students learn</b>	
Strongly agree	43.3%
Agree	21.1
Neutral	10.8
Disagree	4.1
Strongly Disagree	2.8
No response	17.9

<b>The learning outcomes were clear and easy to understand</b>	
Strongly agree	41.6%
Agree	20.6
Neutral	12.0
Disagree	5.2
Strongly Disagree	3.2
No response	17.3

<b>The instructor clearly connected the learning outcomes to course activities and assignments</b>	
Strongly agree	43.2%
Agree	21.0
Neutral	9.1
Disagree	3.9
Strongly Disagree	2.9
No response	20.0

**Classroom Instruction (2)**

<b>The instructor provided useful feedback to improve learning among students</b>	
Strongly agree	43.1%
Agree	19.7
Neutral	9.7
Disagree	4.1
Strongly Disagree	2.7
No response	20.7

<b>The instructor was available to answer questions during posted office hours</b>	
Strongly agree	49.5%
Agree	19.9
Neutral	10.1
Disagree	2.0
Strongly Disagree	2.0
No response	16.4

<b>The syllabus was available during the first week of class</b>	
Strongly agree	51.8%
Agree	17.5
Neutral	7.3
Disagree	1.8
Strongly Disagree	2.3
No response	19.2

SOURCE: *Student Evaluation of Instructor and Instruction*, 2013-2014 academic year aggregate

**Faculty Advising**

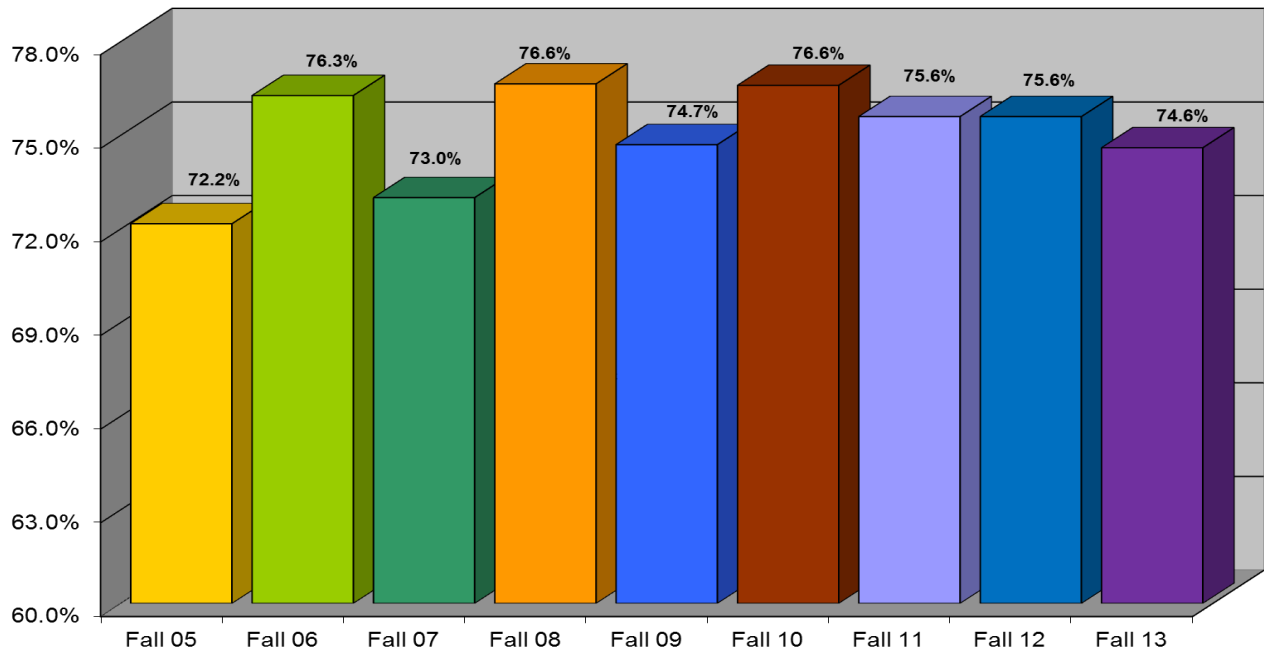
The academic mission at Central State University includes teaching, research, and advising. For the full-time faculty member, she or he will have varying levels of emphasis on each of these endeavors based on discipline, number of available faculty advisors, number of students in the major and qualifications. 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 2013 even though not all faculty members advise.

Accounting, Finance and Economics	1:09	English	1:01	Music	1:08
Art	1:09	Environmental Engineering	1:14	Political Science	1:12
Biology	1:22	Geography	1:01	Professional Education	1:28
Business Administration	1:41	Geology	1:02	Psychology	1:91
Chemistry	1:07	Health, PE & Recreation	1:08	Social Work	1:34
Communications	1:53	History	1:06	Sociology	1:08
Computer Science	1:16	Manufacturing Engineering & Industrial Technology	1:13	Water Resources Management	1:07
Criminal Justice	1:104	Mathematics	1:04		

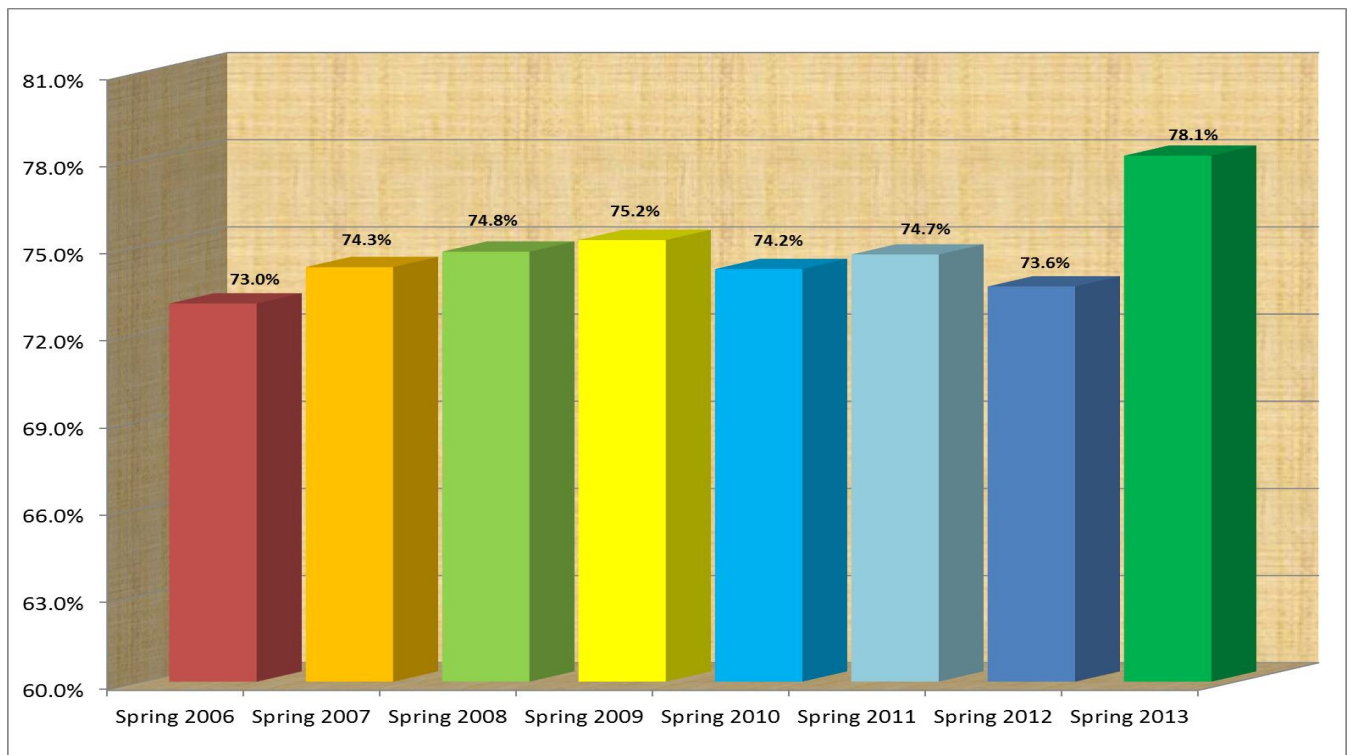
## Fall 2013 Course Completion by Selected Indicators

Category	Total Grades Awarded	Pass grades	% Completion
<b>Classification</b>			
Freshman	3,451	2,218	64.3%
Sophomore	2,207	1,597	72.4%
Junior	1,611	1,330	82.6%
Senior	2,782	2,357	84.7%
Post Bac	42	36	85.7%
Graduate	63	33	52.4%
<b>Undergraduate Degree-Seeking (Student Type)</b>			
New First Time	2,389	1,730	72.4%
Transfer	829	604	72.9%
Readmit	91	49	53.8%
Continuing	6,707	5,187	77.3%
<b>Gender</b>			
Male	4,790	3,484	72.7%
Female	5,358	4,087	76.3%
<b>Residency</b>			
In-State	5,847	4,343	74.3%
Tuition Waiver	2,742	2,049	74.7%
Reciprocity	29	18	62.1%
Out-of-State	1,530	1,161	75.9%
<b>Colleges</b>			
All Colleges	10,139	7,657	75.5%
Coleege of Science and Engineering	1,950	1,353	69.4%
College of Business	1,615	1,290	79.9%
College of Education	1,676	1,358	81.0%
College of Humanities, Arts and Social Sciences	4,884	3,648	74.7%

Fall 2005 – Fall 2013 Course Completion Trends



Spring 2006 – Spring 2013 Course Completion Trends



Prepared by the Office of Institutional Research

**New First Time Freshman ACT Scores**

Fall 2008 - 2009											
Score Range	Entering	Retained	%	Score Range	Entering	Retained	%	Score Range	Entering	Retained	%
	NFT	NFT	Retention		NFT	NFT	Retention		NFT	NFT	Retention
All NFT	654	374	57%	All NFT	713	329	46%	All NFT	507	280	55%
All ACT Scores	559	322	58%	All ACT Scores	619	282	46%	All ACT Scores	441	249	57%
Less than 15	132	72	55%	Less than 15	204	86	42%	Less than 15	118	56	48%
15 -18	305	174	57%	15 -18	335	156	47%	15 -18	244	136	56%
19 -21	102	61	60%	19 -21	64	33	52%	19 -21	53	37	70%
22+	20	15	75%	22+	16	7	44%	22+	26	20	77%
Average	15.7	16.6		Average	15.7	15.9		Average	16.2	16.6	
Median	15	15		Median	15	16		Median	16	16	
Fall 2011 - 2012											
Score Range	Entering	Retained	%	Score Range	Entering	Retained	%	Score Range	Entering	Retained	%
	NFT	NFT	Retention		NFT	NFT	Retention		NFT	NFT	Retention
All NFT	722	305	42%	All NFT	516	269	52%	All NFT	516	269	52%
All ACT Scores	607	254	42%	All ACT Scores	436	230	53%	All ACT Scores	436	230	53%
Less than 15	217	79	36%	Less than 15	135	26	19%	Less than 15	135	26	19%
15 -18	294	125	43%	15 -18	219	164	75%	15 -18	219	164	75%
19 -21	69	33	48%	19 -21	61	20	33%	19 -21	61	20	33%
22+	27	17	63%	22+	21	20	95%	22+	21	20	95%
Average	15.8	16.2		Average	16	16.67		Average	16	16.67	
Median	15	16		Median	16	16		Median	16	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	722	305	42%	All NFT	516	269	52%	All NFT	516	269	52%
All ACT Scores	607	254	42%	All ACT Scores	436	230	53%	All ACT Scores	436	230	53%
Less than 15	217	79	36%	Less than 15	135	26	19%	Less than 15	135	26	19%
15 -18	294	125	43%	15 -18	219	164	75%	15 -18	219	164	75%
19 -21	69	33	48%	19 -21	61	20	33%	19 -21	61	20	33%
22+	27	17	63%	22+	21	20	95%	22+	21	20	95%
Average	15.8	16.2		Average	16	16.67		Average	16	16.67	
Median	15	16		Median	16	16		Median	16	16	

## New First Time SAT Scores

Fall 2008 - 2009				Fall 2009 - 2010				Fall 2010 - 2011			
Score Range	Entering	Retained	%	Score Range	Entering	Retained	%	Score Range	Entering	Retained	%
	NFT	NFT	Retention		NFT	NFT	Retention		NFT	NFT	Retention
All NFT	654	374	57%	All NFT	713	329	46%	All NFT	507	280	55%
All SAT Scores	128	73	57%	All SAT Scores	101	58	57%	All SAT Scores	71	43	61%
Less than 720	40	26	65%	Less than 720	40	19	48%	Less than 720	26	17	65%
720 -900	60	29	48%	720 -900	45	27	60%	720 -900	34	17	50%
910 -990	17	10	59%	910 -990	11	7	64%	910 -990	5	3	60%
1000 and above	11	8	73%	1000 and above	5	5	100%	1000 and above	6	6	100%
Average	790	788		Average	760	784		Average	773	776	
Median	780	780		Median	760	755		Median	780	785	
Fall 2011 - 2012				Fall 2012 - 2013							
Score Range	Entering	Retained	%	Score Range	Entering	Retained	%				
	NFT	NFT	Retention		NFT	NFT	Retention				
All NFT	722	305	42%	All NFT	516	269	52%				
All SAT Scores	105	58	55%	All SAT Scores	80	46	58%				
Less than 720	35	17	49%	Less than 720	22	12	55%				
720 -900	52	30	58%	720 -900	40	20	50%				
910 -990	13	7	54%	910 -990	13	10	77%				
1000 and above	5	4	80%	1000 and above	5	4	80%				
Average	773	792		Average	798	810					
Median	760	780		Median	795	810					

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**New First Time High School GPA**

Fall 2008-2009											
Score Range	Entering NFT	Retained NFT	% Retention	Fall 2009-2010				Fall 2010-2011			
Score Range	Entering NFT	Retained NFT	% Retention	Score Range	Entering NFT	Retained NFT	% Retention	Score Range	Entering NFT	Retained NFT	% Retention
All NFT	654	374	57%	All NFT	713	329	46%	All NFT	507	280	55%
All GPA Scores	647	369	56%	All GPA Scores	700	324	46%	All GPA Scores	488	273	56%
Less than 2.0	118	71	60%	Less than 2.0	120	45	38%	Less than 2.0	112	53	47%
2.0 -2.4	251	131	52%	2.0 -2.4	302	125	41%	2.0 -2.4	181	94	52%
2.5 -2.9	168	104	62%	2.5 -2.9	187	93	50%	2.5 -2.9	120	74	62%
3.0 and above	110	63	57%	3.0 and above	91	61	67%	3.0 and above	75	52	69%
Average	2.4	2.4		Average	2.4	2.5		Average	2.40	2.4	
Median	2.4	2.4		Median	2.3	2.4		Median	2.30	2.3	
Fall 2011-2012											
Score Range	Entering NFT	Retained NFT	% Retention	Fall 2012-2013							
Score Range	Entering NFT	Retained NFT	% Retention	Score Range	Entering NFT	Retained NFT	% Retention				
All NFT	722	305	42%	All NFT	516	269	52%				
All GPA Scores	702	297	42%	All GPA Scores	505	267	53%				
Less than 2.0	177	51	29%	Less than 2.0	111	40	36%				
2.0 -2.4	236	101	43%	2.0 -2.4	195	99	51%				
2.5 -2.9	177	73	41%	2.5 -2.9	126	74	59%				
3.0 and above	112	72	64%	3.0 and above	73	54	74%				
Average	2.40	2.5		Average	2.40	2.5					
Median	2.30	2.4		Median	2.30	2.4					

Prepared by the Office of Institutional Research

**Office of Institutional Research**  
**\*Undergraduate Degree-seeking Students**  
**Fall to Spring Returning Rate**  
**2005-2014**

Category	Fall 04 to Spring 05	Fall 05 to Spring 06	Fall 06 to Spring 07	Fall 07 to Spring 08	Fall 08 to Spring 09	Fall 09 to Spring 10	Fall 10 to Spring 11	Fall 11 to Spring 12	Fall 12 to Spring 13	Fall 13 to Spring 14
<b>Total</b>	81.3%	79.6%	85.2%	83.9%	85.0%	82.6%	84.7%	81.9%	81.3%	81.0%
<b>Continuing</b>	84.7%	82.9%	89.4%	85.1%	87.5%	86.6%	85.8%	85.3%	83.0%	81.7%
<b>New First Time</b>	73.2%	71.8%	81.7%	83.0%	82.3%	75.2%	82.4%	77.1%	78.5%	80.8%
<b>Transfer</b>	79.2%	79.3%	76.3%	80.2%	79.2%	81.4%	84.9%	81.7%	79.1%	80.7%
<b>Readmit</b>	59.4%	53.1%	53.1%	69.2%	77.4%	70.0%	63.2%	60.0%	58.6%	36.4%

\*Undergraduate Degree-seeking includes:

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



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

<b>Term</b>	<b>*Total NTRC</b>	<b>Graduated</b>	<b>Returned Fall</b>	<b>% Returned</b>	<b>Not Returned</b>	<b>% Dropout</b>
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%

\* NTCR refers to UG Degree-Seeking students:

New First Time (N), Transfer (T), Readmit (R) and Continuing C