



FACT BOOK



Office of Institutional Research

2019
edition

April 2019

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

Carnegie Classification (2000): Baccalaureate colleges – General

Disciplinary Accreditation: Manufacturing Engineering, Fine and Performing Arts, Business Administration, Social Work, and Environmental Engineering

FICE Code: 003026

Calendar: Semester

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

Degree Programs: Baccalaureate (39)

Student Enrollment			
<i>Fall 2018</i>			
		Count	FTE
Undergraduate		2,099	2,104
Freshman	54%	1136	
Sophomore	19	408	
Junior	14	291	
Senior	13	263	
Unclassified	<1	1	
Graduate		0	0
TOTAL		2,099	2,104
Degrees Awarded			
<i>Academic Year 2017-2018</i>			
Baccalaureate			213
Master			1
TOTAL			214

Average Class Size		
<i>Fall 2018</i>		
1000 - 2000 Level		21
3000 - 4000 Level		9
Student - Faculty Ratio (FTE) 15:1		
Tuition and Fees		
<i>Academic Year 2018-2019</i>		
	Ohio	Non-OH
Undergraduate	\$6,346	\$8,346
Room and Board		
<i>Academic Year 2018-2019</i>		
Room Charge		\$5,500
Board Charge		4,732

*Operating Revenue	
<i>Fiscal Year 2018</i>	
Tuition, Fees, Other Charges	\$16,600,153
State, Local, Private Grants and Contracts	3,858,398
Federal Grants, Contracts	17,028,023
Other Sources	<u>5,172,894</u>
TOTAL	\$35,886,450
Employee Headcount	
<i>Fall 2018</i>	
Faculty	162
Administrative/Professional/Staff	256
TOTAL	418
Full-Time Instructional Faculty	
<i>Fall 2018</i>	
Count	103
Tenured	57%
With Terminal Degree	78%

*Please see page 6 for details

The History of Central State University

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

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

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

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

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

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

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

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

1887- 2017
130 Years of Academic Excellence

Location

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

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

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

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

Purpose

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

University Mission

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

Central State University is dedicated to:

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

Program Inventory, Academic Year 2017-2018

CIPS Code	Program Major	Responsible Academic Department(s)	Degree	Specializations/Options
520301	Accounting	Business Administration	BS	
131301	Agricultural Education	Professional Education	BSEd	
131302	Art Education	Fine and Performing Arts	BSEd	
260101	Biology	Natural Sciences	BS	
520101	Business Administration	Business Administration	BS	Agribusiness Entrepreneurship Finance Hospitality Management International Business Management Management Info Systems Marketing
400501	Chemistry	Natural Sciences	BS	
131323	Chemistry Education	Professional Education	BSEd	
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	
230101	English, Literature	Humanities	BA	
141401	Environmental Engineering	Water Resources Management	BS	
310505	Exercise Science	Health and Human Performance	BSEd	
500701	Graphic Design	Fine and Performing Arts	BA	
131307	Health Education	Professional Education	BSEd	
450801	History	Humanities	BA	
150612	Industrial Technology	Manufacturing Engineering	BS	Business Management CAD/CAM Construction Technology Electronics Technology

Program Inventory, Academic Year 2017-2018 (cont.)

CIPS Code	Program Major	Responsible Academic Department(s)	Degree	Specializations/Options
131305	Integrated Language Arts Education	Professional Education	BSEd	
131311	Integrated Mathematics Education	Professional Education	BSEd	
131318	Integrated Social Studies Education	Professional Education	BSEd	
131001	Intervention Specialist – Mild/Moderate	Professional Education	BSEd	
131322	Life Science Education	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
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	
131314	Physical Education	Professional Education	BSEd	
451001	Political Science	Social and Behavioral Sciences	BA	
420101	Psychology	Social and Behavioral Sciences	BA, BS	
310101	Recreation	Health and Human Performance	BS	Sports Administration Therapeutic Recreation
440701	Social Work	Social and Behavioral Sciences	BA, BS	
451101	Sociology	Social and Behavioral Sciences	BA, BS	
500701	Studio Art	Fine and Performing Arts	BA	
010308	Sustainable Agriculture	Agricultural Sciences	BS	
140805	Water Resources Management	Water Resources Management	BS	Computer Applications Engineering Environmental Socioeconomic/Managerial

Revenue Sources and Expenditure Allocations, Fiscal Years 2014-2018

REVENUE SOURCES:	2014	2015	2016	2017	2018
Tuition and fees	7,333,963	6,224,072	6,532,531	4,862,141	6,002,929
Federal grants and contracts	7,071,358	6,611,327	7,013,307	9,204,736	10,201,975
State grants and contracts	876,749	705,180	1,245,525	2,274,254	3,858,398
Auxilliary activities	10,350,335	8,907,493	9,655,178	9,143,008	10,597,224
Other sources	2,719,980	2,746,025	2,563,936	4,095,997	5,172,894
TOTAL OPERATING REVENUES:	28,352,385	25,194,097	27,010,477	29,580,136	35,833,420
Federal PELL Grant appropriations	7,421,072	6,569,366	6,175,484	6,306,314	6,826,048
Federal ARRA grant	-	-	-	-	-
State appropriations	17,301,895	18,131,608	17,734,188	16,531,849	15,965,886
State capital appropriations	4,662,698	19,305,429	6,132,182	6,424,880	8,204,124
Gain (Loss) on sale of fixed assets	-	-	-	-	-
Other Restricted Income	199,887	95,843	192,719	192,512	193,134
Investment Income	4,836	1,145	1,668	7,168	67,453
TOTAL REVENUE	57,942,773	69,297,488	57,246,718	59,042,859	67,090,065
EXPENDITURE ALLOCATIONS					
Instruction	11,007,082	9,617,976	9,599,516	9,508,009	9,956,058
Research and Public Support	3,620,873	2,846,902	3,367,614	4,956,944	7,284,785
Academic Support	7,030,473	5,962,327	5,483,061	5,675,660	5,742,787
Student Service	2,907,724	2,680,543	3,154,893	3,783,794	3,925,226
Institutional Administration	6,180,469	5,916,875	5,663,610	4,446,386	1,222,757
Scholarships & Fellowships	4,049,125	2,914,178	2,725,397	3,059,102	2,301,340
Operation and Plant Maintenance	5,309,529	4,340,602	4,677,848	5,460,856	6,211,295
Auxiliary Enterprises	13,076,093	11,196,729	12,272,518	11,630,598	11,540,650
Depreciation	4,381,732	5,207,504	5,176,273	5,786,450	6,475,106
TOTAL OPERATING EXPENSES	57,563,100	50,683,636	52,120,730	54,307,799	54,660,004
Interest Expenses	490,722	429,410	599,120	717,249	713,856
Nonmandatory Transfers	NA	NA	NA	NA	NA
TOTAL EXPENSES	58,053,822	51,113,046	52,719,850	55,025,048	55,373,860
	(111,049)	18,184,442	4,526,868	4,017,811	11,716,205

SOURCE: Central State University Financial Report

Tuition and Fees, 2014/15 to 2018/2019

Tuition (12-18 credit hours)	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019
Resident					
Undergraduate	\$3,926	\$3,926	\$3,926	\$3,926	\$3,926
Graduate	8,760	8,760	8,760	NA	NA
Non-Resident					
Undergraduate	11,608	11,608	5,776	5,776	5,926
Graduate	14,160	14,160	14,160	NA	NA
Mandatory Fees					
Combined Fees	1,802	2,320	2,320	2,320	2,420
General Fee	--	326	326	326	326
Athletic Fee	--	442	442	442	442
Student Activity Fee	--	204	204	204	204
IT Fee	--	88	88	88	88
University Center Fee	--	100	100	100	100
Career Services Fee	--	--	--	--	50
TOTAL	\$6,246	\$6,246	\$6,246	\$6,246	\$6,346
Health Insurance Premium (Optional)	--	<u>815</u>	<u>815</u>	<u>815</u>	<u>815</u>

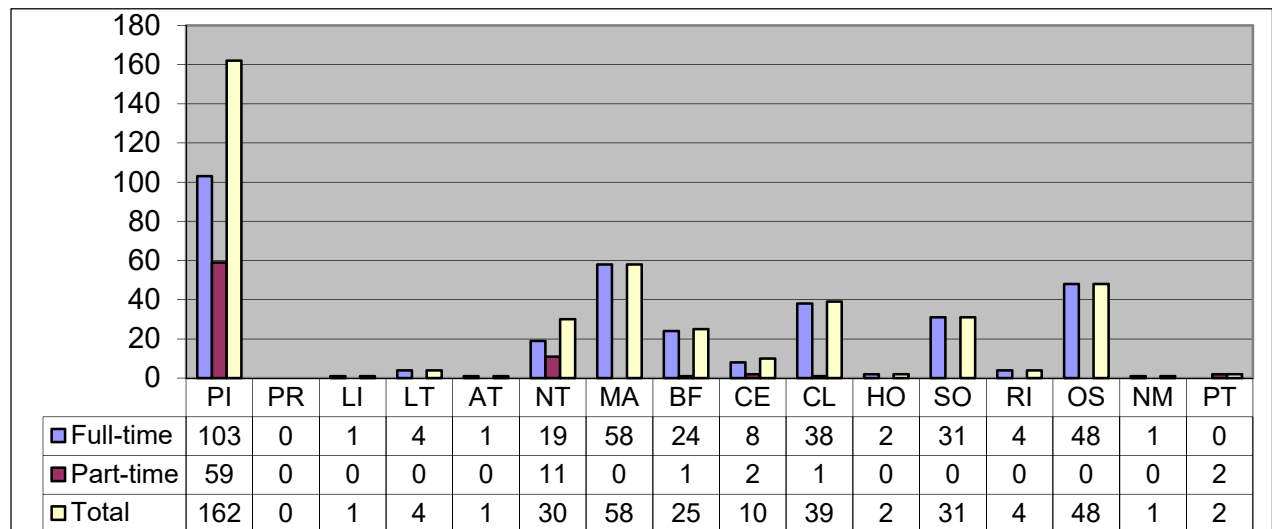
SOURCE: Central State University Catalog

**Full-Time and Part-Time Employees by Occupational Category
As of November 1, 2018**

	Full-time	Part-time	Total
Primary Instructional Staff (PI)	103	59	162
Primarily Research (PR)	0	0	0
Librarians (LI)	1	0	1
Library Technicians (LT)	4	0	4
Archivists, Curators, and Museum Technicians (AT)	1	0	1
Other Teachers and Instructional Support Staff (NT)	19	11	30
Management Occupations (MA)	58	0	58
Business and Financial Operations Occupations (BF)	24	1	25
Computer, Engineering, and Science Occupations (CE)	8	2	10
Community Service, Legal, Arts, and Media Occupations (CL)	38	1	39
Healthcare Practitioners and Technical Occupations (HO)	2	0	2
Service Occupations (SO)	31	0	31
Instruction combined with research and/or public service (I/R/PS)(RI)	4	0	4
Office and Administrative Support Occupations (OS)	48	0	48
Natural Resources, Construction, and Maintenance Occupations (NM)	1	0	1
Production, Transportation, and Material Moving Occupations (PT)	0	2	2
Total	342	76	418

SOURCE: IPEDS Human Resources 2018-19

**Full-Time and Part-Time Employees by Occupational Category
As of November 1, 2018**

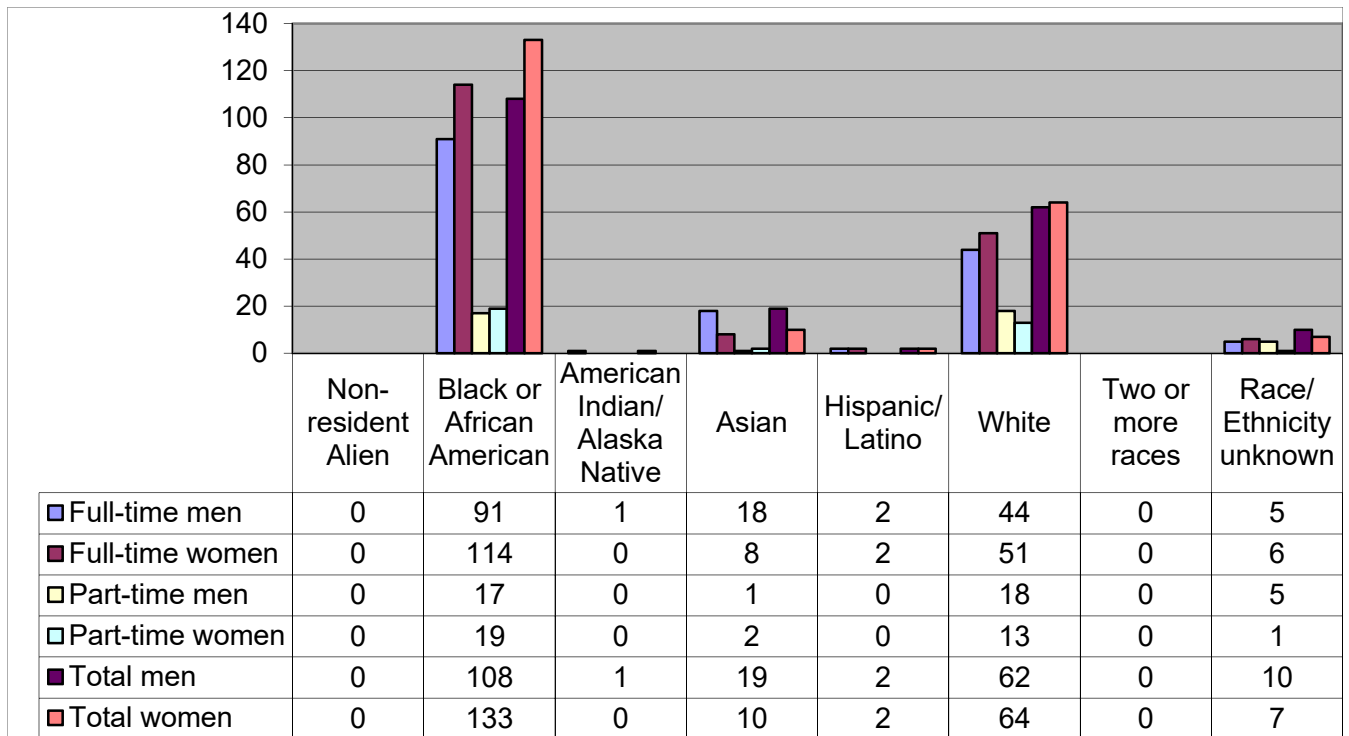


**Total Number of Staff by Employment Status, Gender and Race/Ethnicity
As of November 1, 2018**

	<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	91	114	17	19	108	133
American Indian/ Alaska Native	1	0	0	0	1	0
Asian	18	8	1	2	19	10
Hispanic/ Latino	2	2	0	0	2	2
White	44	51	18	13	62	64
Two or more races	0	0	0	0	0	0
Race/ Ethnicity unknown	5	6	5	1	10	7
Total	161	181	41	35	202	216

SOURCE: IPEDS Human Resources 2018-19

**Total Number of Staff by Employment Status, Gender and Race/Ethnicity
As of November 1, 2018**

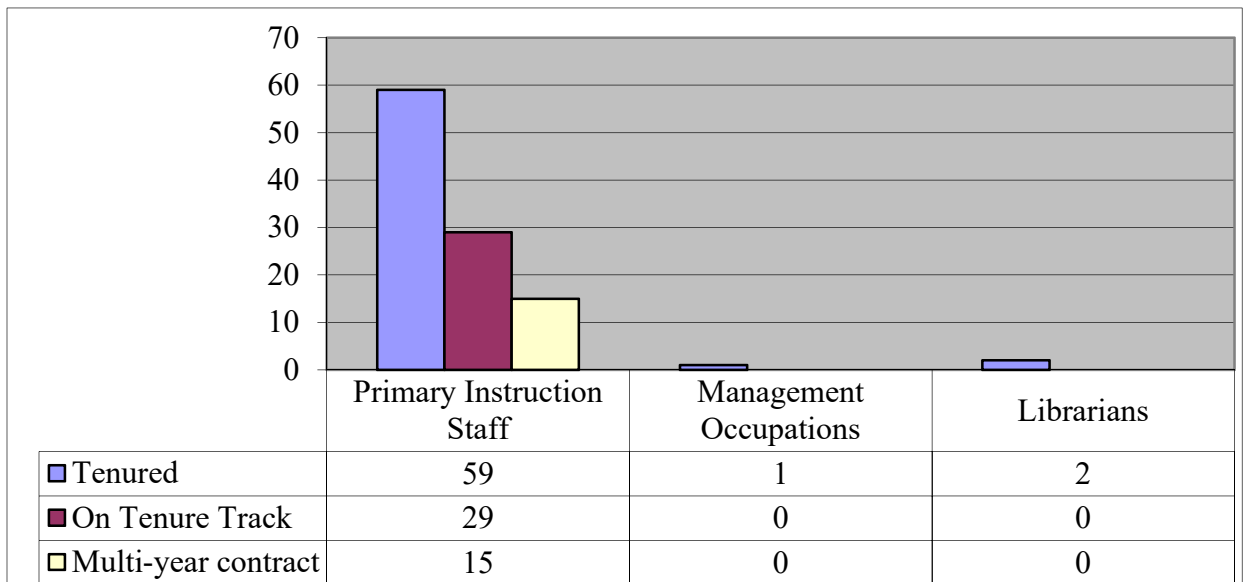


**Full-time Staff by Tenure Status
As of November 1, 2018**

	Tenured	On Tenure Track	Multi-year contract	Total
Primary Instructional Staff	59	29	15	103
Management Occupations	1	0	0	1
Librarians	2	0	0	2

SOURCE: IPEDS Human Resources 2018-19

**Full-time Staff by Tenure Status
As of November 1, 2018**

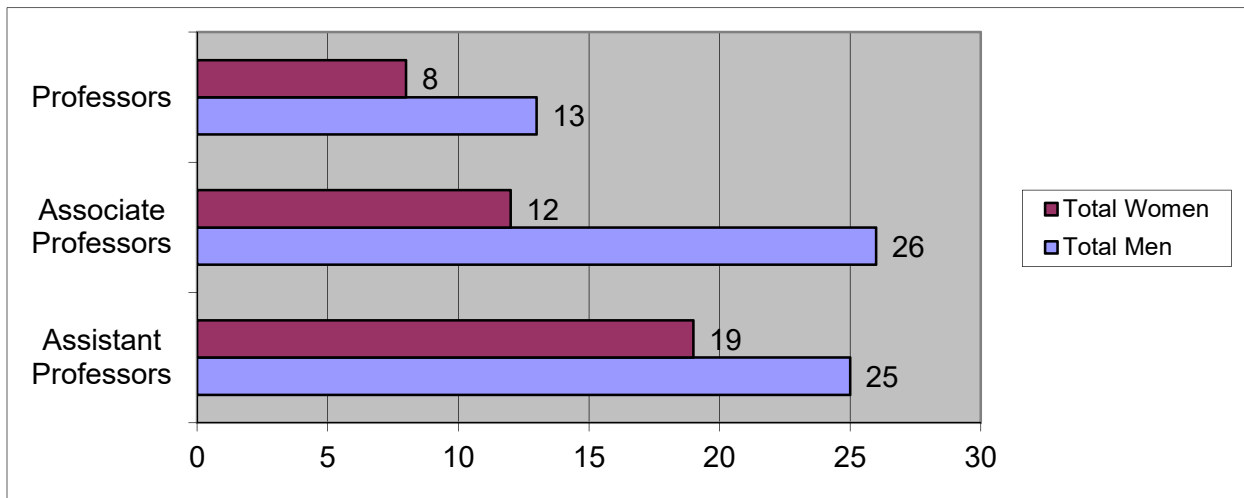


**Full-time Instructional Staff by Gender and Academic Rank
As of November 1, 2018**

	Total Men	Total Women	Total
Professors	13	8	21
Associate Professors	26	12	38
Assistant Professors	25	19	44

SOURCE: IPEDS Human Resources 2018-19

**Full-time Instructional Staff by Gender and Academic Rank
As of November 1, 2018**

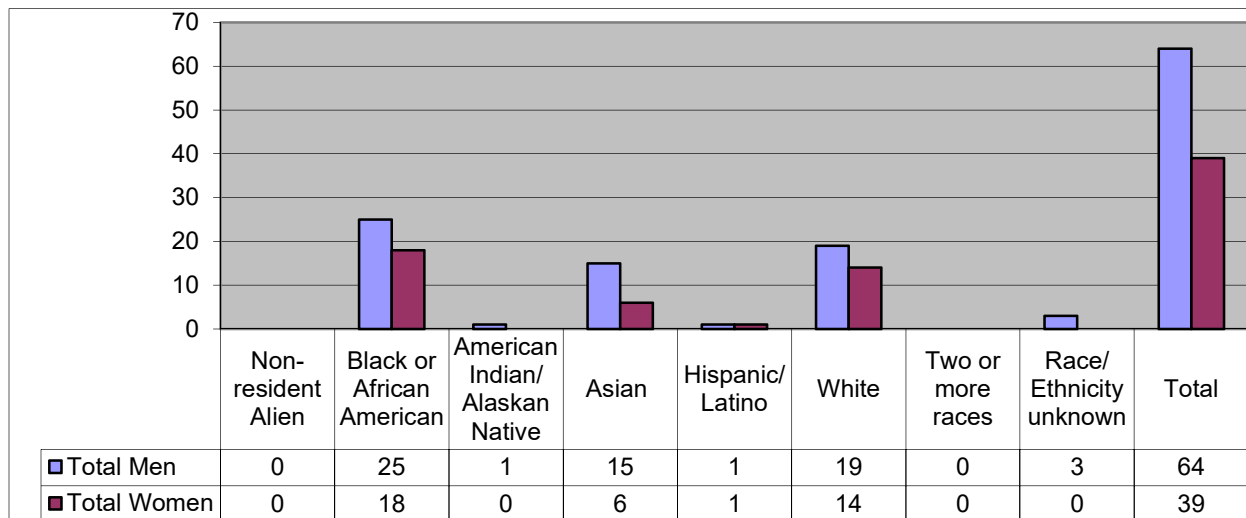


**Full-time Instructional Staff by Gender and Ethnicity
As of November 1, 2018**

	Total Men	Total Women
Non-resident Alien	0	0
Black or African American	25	18
American Indian/Alaskan Native	1	0
Asian	15	6
Hispanic/Latino	1	1
White	19	14
Two or more races	0	0
Race/Ethnicity unknown	3	0
Total	64	39

SOURCE: IPEDS Human Resources 2018-19

**Full-time Instructional Staff by Gender and Ethnicity
As of November 1, 2018**



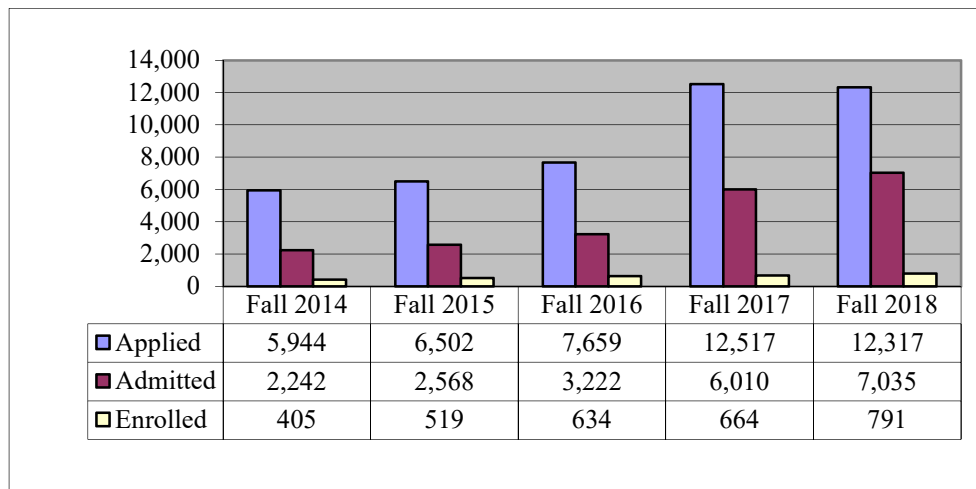
Applied, Admitted and Enrolled - Fall Terms 2014-2018

	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>
<u>First-time Freshmen (full-time & part-time)</u>					
Applied ¹	5,944	6,502	7,659	12,517	12,317
Admitted	2,242	2,568	3,222	6,010	7,035
Enrolled	405	519	634	664	791
<hr/>					
Ratio of Enrolled to Admitted	18.0%	20.0%	20.0%	11.0%	11.0%

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 2014-2018



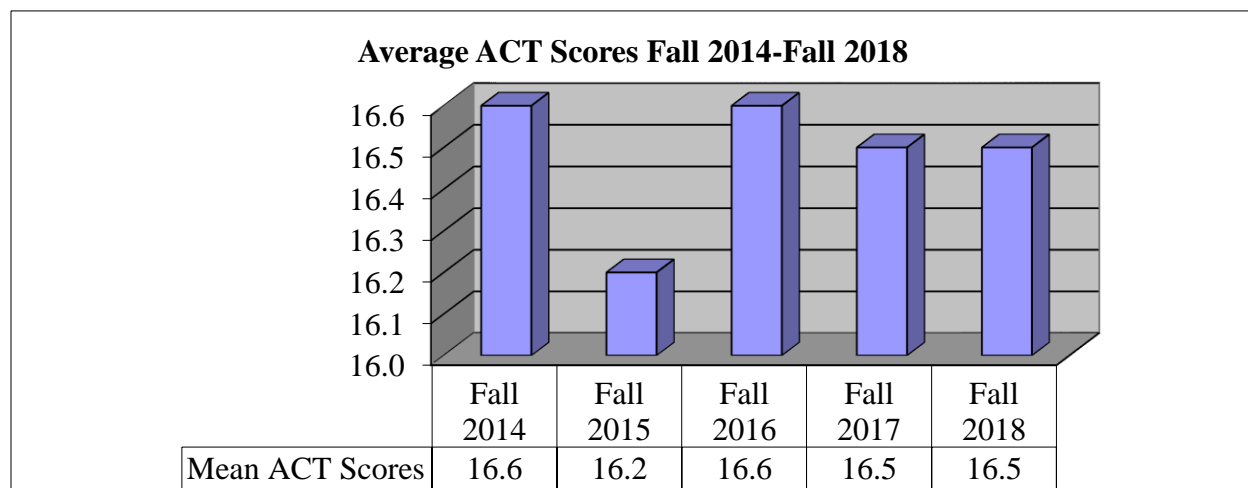
New Freshmen ACT Composite Scores, 2014-2018

ACT Score	Fall 2014			Fall 2015			Fall 2016			Fall 2017			Fall 2018		
	N	%	Cum %	N	%	Cum %	N	%	Cum %	N	%	Cum %	N	%	Cum %
>=31															
30															
29	1	0.3	0.3							1	0.3	0.3			
28													2	0.5	0.5
27										1	0.3	0.6	1	0.2	0.7
26	1	0.3	0.6				1	0.2	0.2						
25	2	0.6	1.1				2	0.3	0.5	1	0.3	0.9	2	0.5	1.2
24	3	0.8	1.9	5	1.1	1.1	4	0.6	1.2	2	0.6	1.5	5	1.2	2.5
23	9	2.5	4.5	5	1.1	2.2	7	1.1	2.5	1	0.3	1.8	7	1.7	4.2
22	6	1.7	6.1	6	1.3	3.5	11	1.7	4.4	9	2.7	4.5	10	2.5	6.7
21	10	2.8	8.9	12	2.6	6.0	16	2.5	7.2	15	4.5	9.0	9	2.2	8.9

20	14	3.9	12.8	11	2.4	8.4	21	3.3	10.9	18	5.4	14.4	16	3.9	12.8
19	29	8.1	20.9	31	6.7	15.1	50	9.9	19.8	21	6.3	20.7	41	10.1	22.9
18	48	13.4	34.3	53	11.4	26.6	61	9.6	30.5	26	7.8	28.5	35	8.6	31.5
17	52	14.5	48.7	61	13.2	39.7	95	15.0	47.3	47	14.1	42.6	46	11.3	42.9
16	53	14.8	63.5	94	20.3	60.0	101	15.9	65.1	65	19.5	62.2	67	16.5	59.4
15	52	14.5	78.0	62	13.4	73.4	75	11.8	78.3	51	15.3	77.5	59	14.5	73.9
14	41	11.4	89.4	63	13.6	87.0	59	9.3	88.7	46	13.8	91.3	53	13.1	86.9
13	20	5.6	95.0	43	9.1	96.1	48	7.6	97.2	21	6.3	97.6	31	7.6	94.6
12	13	3.6	98.6	13	2.8	98.9	15	2.4	98.8	5	1.5	99.1	18	4.4	99.0
11	2	0.6	99.2	5	1.1	100.0	1	0.2	100.0	3	0.9	100.0	4	1.0	100.0
=<10	3	0.8	100.0												
Subtotal	359	89%		463	89%		567	89%		333	50%		406	51%	
Unreported	43			56			67			331			385		
TOTAL	402			519			634			664			791		
MEAN	16.6			16.2			16.6			16.5			16.5		

Source: ACT Class Profile Report.

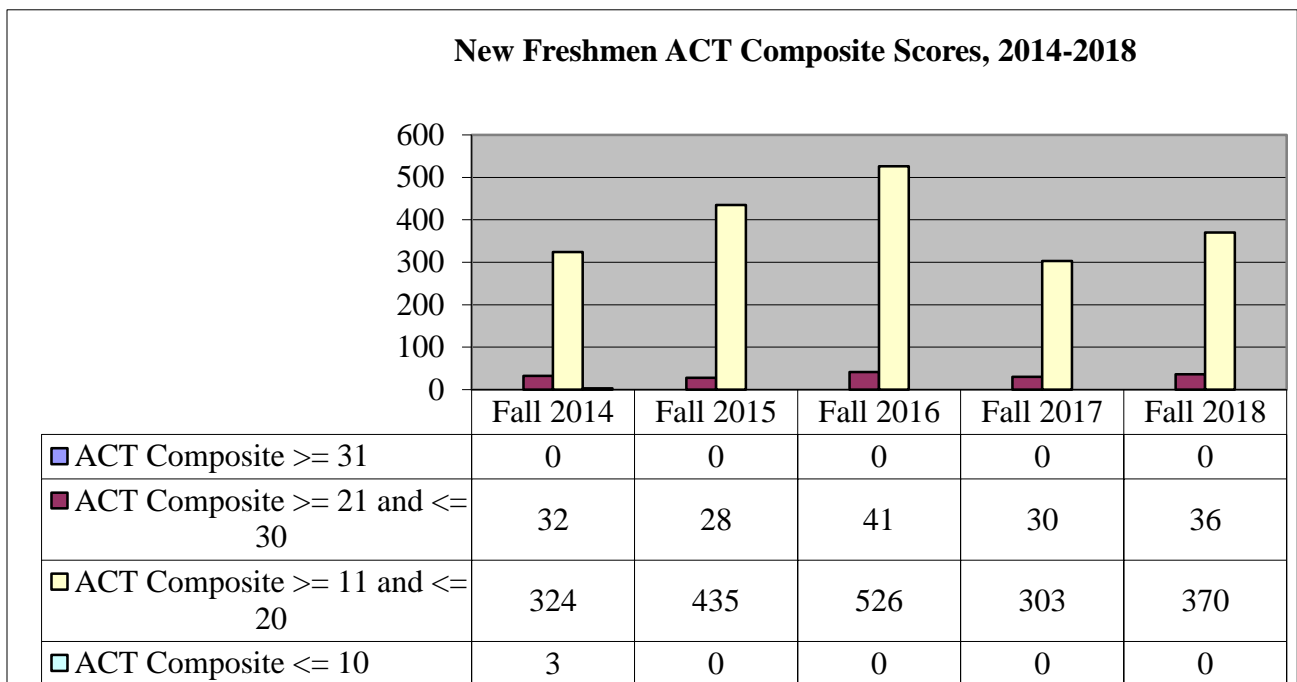
Note: An ACT Composite score of 21 or higher is one of the requirements for incoming freshmen to be eligible for the CSU Honors Program.



New Freshmen ACT Composite Scores Ranges, 2014-2018

	<u>Fall 2014</u>	<u>Fall 2015</u>	<u>Fall 2016</u>	<u>Fall 2017</u>	<u>Fall 2018</u>
ACT Composite \geq 31	0	0	0	0	0
ACT Composite \geq 21 and \leq 30	32	28	41	30	36
ACT Composite \geq 11 and \leq 20	324	435	526	303	370
ACT Composite \leq 10	<u>3</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total	359	463	567	333	406

Source: ACT Class Profile Report.

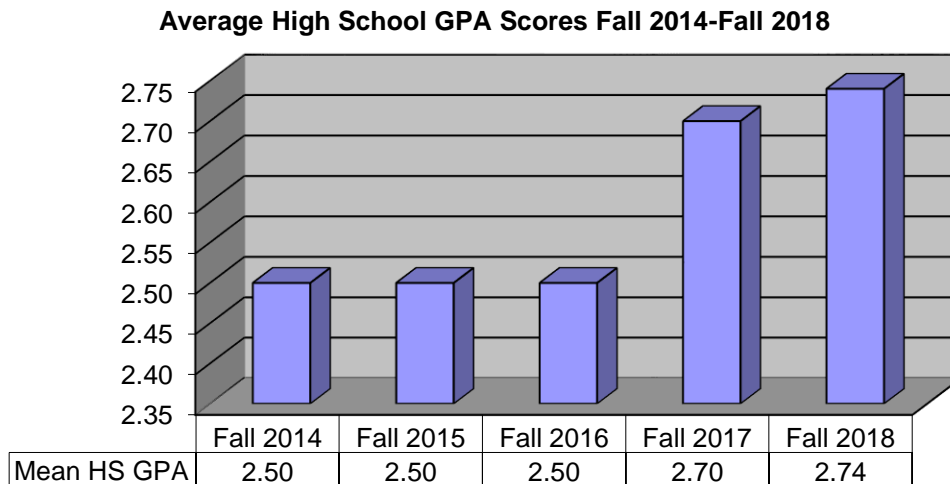


New Freshmen High School Grade Point Averages, 2014-2018

HS GPA	Fall 2014 ¹			Fall 2015 ¹			Fall 2016 ¹			Fall 2017 ¹			Fall 2018 ¹		
	N	%	Cum %	N	%	Cum %	N	%	Cum %	N	%	Cum %	N	%	Cum %
4.0	1	0.3	0.3	1	0.2	0.2	0	0.0	0.0	0	0.0	0.0	1	0.1	0.1
3.9	2	0.5	0.8	3	0.6	0.8	1	0.2	0.2	5	0.8	0.8	1	0.1	0.3
3.8	2	0.5	1.3	4	0.8	1.6	3	0.5	0.6	8	1.2	2.0	9	1.1	1.4
3.7	3	0.8	2.0	2	0.4	1.9	3	0.5	1.1	10	1.5	3.5	13	1.7	3.1
3.6	9	2.3	4.3	3	0.6	2.5	7	1.1	2.2	12	1.8	5.3	15	1.9	5.0
3.5	4	1.0	5.3	10	1.9	4.5	10	1.6	3.8	13	2.0	7.3	19	2.4	7.4
3.4	10	2.5	7.9	9	1.8	6.2	11	1.7	5.5	20	3.0	10.3	29	3.7	11.1
3.3	8	2.0	9.9	9	1.8	8.0	17	2.7	8.2	18	2.7	13.1	21	2.7	13.8
3.2	8	2.0	11.9	14	2.7	10.7	16	2.5	10.7	18	2.7	15.8	33	4.2	18.0
3.1	22	5.6	17.5	20	3.9	14.6	29	4.6	15.3	28	4.3	20.1	46	5.9	23.9
3.0	17	4.3	21.8	23	4.5	19.1	34	5.4	20.7	48	7.3	27.4	53	6.8	30.6
2.9	20	5.1	26.9	26	5.1	24.2	34	5.4	26.0	39	5.9	33.3	52	6.6	37.2
2.8	29	7.4	34.3	26	5.1	29.2	40	6.3	32.3	58	8.8	42.1	60	7.7	44.9
2.7	26	6.6	40.9	33	6.4	35.7	49	7.7	40.1	62	9.4	51.5	62	7.9	52.8
2.6	23	5.8	46.7	30	5.8	41.5	43	6.8	48.8	60	9.1	60.6	61	7.8	60.6
2.5	30	7.6	54.3	33	6.4	48.0	42	6.6	53.5	61	9.3	69.9	85	10.8	71.4
2.4	31	7.9	62.2	44	8.6	56.5	45	7.1	60.6	44	6.7	76.6	59	7.5	79.0
2.3	25	6.3	68.5	50	9.7	66.3	55	8.7	69.2	46	7.0	83.6	63	8.0	87.0
2.2	23	5.8	74.4	47	9.2	75.4	52	8.2	77.4	46	7.0	90.6	56	7.1	94.1
2.1	26	6.6	81.0	37	7.2	82.7	44	6.9	84.4	28	4.3	94.8	20	2.6	96.7
2.0	23	5.8	86.8	37	7.2	89.9	44	6.9	91.3	19	2.9	97.7	18	2.3	99.0
<= 1.9	52	13.2	100.0	52	10.1	100.0	50	7.9	100.0	15	2.3	100.0	8	1.0	100.0
Subtotal	403	97%		394	98%		513	99%		658	99%		784	99%	
Unreported	14			8			6			6			7		
TOTAL	417			402			519			664			791		
MEAN	2.50			2.50			2.50			2.70			2.74		

¹ Source: Banner Information System

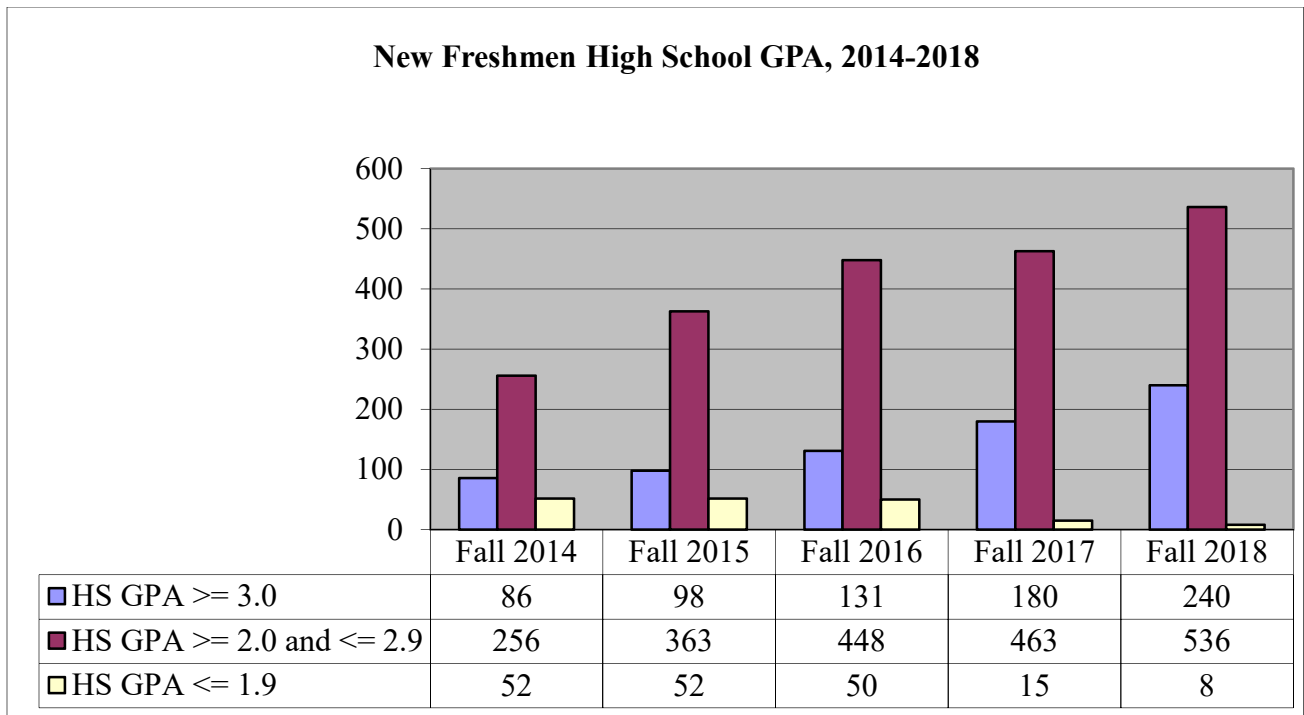
Note: A high school grade point average (GPA) of 3.000 or higher is one of the requirements for incoming freshmen to be eligible for the CSU Honors Program.



New Freshmen High School GPA Ranges, 2014-2018

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
HS GPA \geq 3.0	86	98	131	180	240
HS GPA \geq 2.0 and \leq 2.9	256	363	448	463	536
HS GPA \leq 1.9	52	52	50	15	8
Total	394	513	629	658	784

Source: Banner Information System



New Freshmen Geographic Origins, Fall Terms 2014-2018

	2014 ¹		2015 ¹		2016 ¹		2017 ¹		2018 ¹	
	N	%	N	%	N	%	N	%	N	%
<u>OHIO²</u>	176	44	224	43	279	44	248	37	373	47
Akron	3	2%	2	1%	15	5%	6	2%	6	2%
Athens	0	0	0	0	1	0	0	0	0	0
Canton	3	2	6	3	10	4	6	2	0	0
Chillicothe	0	0	0	0	0	0	1	0	0	0
Cincinnati	27	15	44	20	60	22	47	19	64	17
Cleveland	44	25	53	24	53	19	45	18	102	27
Columbus	48	27	45	20	64	23	67	27	116	31
Dayton	39	22	67	30	67	24	66	27	61	16
Lima	1	1	2	1	1	0	3	1	11	3
Mansfield	0	0	2	1	0	0	3	1	1	0
Steubenville	0	0	0	0	0	0	0	0	0	0
Toledo	10	6	2	1	5	2	3	1	6	2
Youngstown	1	0	1	0	3	1	1	0	6	2
Zanesville	0	0	0	0	0	0	0	0	0	0
<u>OUT of STATE</u>	226	56	295	57	355	56	416	63	419	53
California	2	0	1	0	1	0	7	2	4	1
Illinois	84	21	133	26	127	36	159	38	119	28
Indiana	22	5	36	7	44	12	59	14	38	9
Kentucky	0	0	0	0	2	1	1	0	0	0
Michigan	77	19	89	17	130	37	110	26	157	37
Pennsylvania	0	0	2	0	4	1	3	1	8	2
Other States	40	10	31	6	33	9	52	13	56	13
Unknown	0	0	1	0	3	1	1	0	0	0
International	1	0	2	0	11	3	24	6	37	9
TOTAL	402	100%	519	100%	634	100%	664	100%	792	100%

1 Source: Banner Information System

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

CENTRAL STATE UNIVERSITY
Office of the Registrar
Official Fall 2018 Semester Enrollment Report

Fall Enrollment Headcount

	2014	2015	2016	2017	2018
<i>Undergraduates</i>	1733	1792	1729	1784	2099
<i>Graduates</i>	18	12	12	0	0
Totals	1751	1804	1741	1784	2099

Fall FTE

	2014	2015	2016	2017	2018
<i>Undergraduates</i>	1637	1711	1689	1761	2104
<i>Graduates</i>	6	4	3.5	0	0
Total FTE	1643	1715	1692.5	1761	2104

**Total FTE does not include consortium and students' withdrawn w/record prior to the Official Census date (9/4/18)*

Fall Semester Enrollment Statistics

Year	Classification	Male	%	Female	%	Gender Unknown	%	Full-Time	%	Part-Time	%	In-State	%	Out-State	%	Residence Hall	%	Commuter	%
2014	<i>Undergraduates</i>	805		928		0		1576		157		995		738		1077		674	
	<i>Graduates</i>	6		12		0		0		18		18		0		0		18	
	Total	811	46%	940	54%	0		1576	90%	175	10%	1013	58%	738	42%	1077	61%	692	39%
2015	<i>Undergraduates</i>	806		986		0		1649		143		1002		790		961		831	
	<i>Graduates</i>	6		9		0		0		12		12		0		0		12	
	Total	811	45%	995	55%	0		1649	91%	155	9%	1014	56%	790	44%	961	53%	843	47%
2016	<i>Undergraduates</i>	773		956		0		1601		128		939		790		1043*		686*	
	<i>Graduates</i>	5		7		0		0		12		10		2		12		0	
	Total	778	45%	963	55%	0		1601	92%	140	8%	949	55%	792	45%	1055	60%	686	39%
2017	<i>Undergraduates</i>	729		1055		0		1710		74		853		931		1277		507	
	<i>Graduates</i>	0	41%	0	59%	0		0	96%	0	4%	0	48%	0	51%	0	72%	0	
	Total	729		1055		0		1710		74		853		931		1277		507	28%
2018	<i>Undergraduates</i>	837		1262		0		2029		70		1068		1014		1574		525	
	<i>Graduates</i>	0	40%	0	60%	0		0	97%	0	3%	0	51%	0	48%	0	75%	0	25%
	Total	837		1262		0		2029		70		1068		1014		1574		525	

Fall to Fall Enrollment Comparison

	<i>Total Enrollment</i>	<i>Headcount Increase/Decrease</i>	<i>Percentage Increase/Decrease</i>
<i>Fall 2013-2014</i>	2068-1751	-317	-15.0 %
<i>Fall 2014-2015</i>	1751-1804	+53	+3.0 %
<i>Fall 2015-2016</i>	1804-1741	-63	-4 %
<i>Fall 2016-2017</i>	1741-1784	+43	+2%
<i>Fall 2017-2018</i>	1784-2099	+315	+15%

Special Enrollments

<i>Category</i>	<i>Fall 2014</i>	<i>Fall 2015</i>	<i>Fall 2016</i>	<i>Fall 2017</i>	<i>Fall 2018</i>
<i>Consortium</i>	23	6	10	7	8
<i>Cooperative Education</i>	1	3	0	0	0
<i>CSU Dayton*</i>	213	199	140	102	95
<i>Military/Veterans</i>	25	33	20	12	35
<i>Faculty/Staff</i>	39	24	17	19	7
<i>International Students</i>	8	10	11	46	85

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

Ethnic Enrollment

	<i>Fall 2014</i>	<i>%</i>	<i>Fall 2015</i>	<i>%</i>	<i>Fall 2016</i>	<i>%</i>	<i>Fall 2017</i>	<i>%</i>	<i>Fall 2018</i>	<i>%</i>
<i>African American</i>	1669	95%	1710	95%	1620	93%	1631	91%	1851	88%
<i>American Indian or Alaskan</i>	3	<1%	4	<1%	1	<1%	2	<1%	2	<1%
<i>Asian American or Pacific Is.</i>	1	<1%	2	<1%	3	<1%	2	<1%	2	<1%
<i>Caucasian American</i>	26	1%	28	<2%	38	2%	21	1%	17	<1%
<i>Hispanic American</i>	12	<1%	13	1%	14	1%	11	<1%	11	<1%
<i>Multi-Racial</i>	15	<1%	16	<1%	18	1%	33	2%	33	2%
<i>International Students</i>	8	<1%	10	<1%	11	1%	43	3%	90	4%
<i>Not Reported</i>	17	<1%	22	1%	36	2%	41	2%	93	4%
Total	1751		1804		1741		1784		2099	

Enrollment by Classification

	<i>Fall 2014</i>	<i>%</i>	<i>Fall 2015</i>	<i>%</i>	<i>Fall 2016</i>	<i>%</i>	<i>Fall 2017</i>	<i>%</i>	<i>Fall 2018</i>	<i>%</i>
<i>Freshmen</i>	730	41%	829	46%	911	62%	988	55%	1136	54%
<i>Sophomores</i>	334	19%	308	17%	262	15%	314	18%	408	19%
<i>Juniors</i>	258	15%	304	17%	252	14%	215	12%	291	14%
<i>Seniors</i>	403	23%	341	19%	301	17%	266	15%	263	13%
<i>Graduate Students</i>	18	1%	12	<1%	12	<1%	0		0	0
<i>Post-Baccalaureate</i>	8	<1%	10	<1%	3	<1%	1	<1%	1	<1%
Total Enrollments	1751		1804		1741		1784		2099	

Student Body Report

	<i>Fall 2014</i>	<i>%</i>	<i>Fall 2015</i>	<i>%</i>	<i>Fall 2016</i>	<i>%</i>	<i>Fall 2017</i>	<i>%</i>	<i>Fall 2018</i>	<i>%</i>
<i>Consortium</i>	23	1%	6	<1%	10	<1%	7	<1%	8	<1%
<i>Continuing Students</i>	1156	66%	1067	59%	941	54%	951	53%	1148	55
<i>Graduate Students</i>	18	1%	12	<1%	12	1%	0		0	
<i>New Freshmen</i>	402	23%	519	29%	643	37%	664	37%	791	38%
<i>Post-Baccalaureate</i>	8	<1%	10	<1%	4	<1%	1	<1%	1	<1%
<i>Post-Secondary Option</i>	0		0		0		0		0	
<i>Re-admits</i>	16	<1%	33	<2%	20	<1%	40	2%	25	1%
<i>Special (Includes CCP)</i>	5	<1%	7	<1%	24	<1%	11	<1%	6	<1%
<i>Transfer</i>	123	7%	149	8%	96	6%	110	6%	114	5%
<i>Transient</i>	0		1	<1%	0		0		2	<1%
<i>Undeclared</i>	0		0		0		0		0	
Total Enrollments	1751		1804		1741		1784		2099	

Fall 2018 - In-State Students

County of Residence

Adams	0	Fairfield	7	Licking	3	Preble	0
Allen	19	Fayette	0	Logan	0	Richland	5
Ashland	0	Franklin	247	Lorain	8	Ross	0
Ashtabula	0	Fulton	0	Lucas	17	Sandusky	0
Athens	0	Gallia	0	Madison	1	Scioto	0
Auglaize	0	Geauga	0	Mahoning	7	Seneca	0
Belmont	0	Greene	68	Marion	1	Shelby	0
Brown	0	Guernsey	0	Medina	0	Stark	11
Butler	17	Hamilton	137	Meigs	0	Summit	23
Carroll	1	Hancock	1	Mercer	0	Trumbull	5
Champaign	2	Hardin	0	Miami	0	Tuscarawas	0
Clark	23	Harrison	0	Monroe	0	Union	0
Clermont	0	Henry	0	Montgomery	225	Van Wert	0
Clinton	2	Highland	0	Morgan	0	Vinton	0
Columbiana	0	Hocking	0	Morrow	0	Warren	3
Cook	0	Holmes	0	Muskingum	1	Washington	0
Coshocton	0	Huron	0	Noble	0	Wayne	1
Crawford	0	Jackson	0	Ottawa	0	Williams	0
Cuyahoga	192	Jefferson	1	Paulding	0	Wood	1
Darke	0	Knox	1	Perry	0	Wyandot	0
Defiance	0	Lake	5	Pickaway	0	Unknown	20
Delaware	4	Lawrence	1	Pike	0		
Erie	2	Levy	0	Portage	4	TOTAL:	1068

Fall 2018 - Out-of-State Students

Alabama	6	Illinois	321	Missouri	2	Tennessee	2
Alaska	0	Indiana	129	Nebraska	1	Texas	4
Arizona	1	Kentucky	2	Nevada	1	Virginia	3
Arkansas	0	Louisiana	0	New Jersey	6	Washington	0
California	14	Maine	0	New York	9	Washington DC	20
Colorado	1	Maryland	4	North Carolina	0	West Virginia	0
Connecticut	2	Massachusetts	0	Oklahoma	0	Wisconsin	42
Delaware	0	Michigan	311	Pennsylvania	17		
Florida	7	Minnesota	7	Rhode Island	0	Unknown	22
Georgia	6	Mississippi	0	South Carolina	1	TOTAL:	941

Fall 2018 - International Students

Algeria	1	Bahamas	79	China	1	Jamaica	1
Kenya	2	Liberia	1	Nigeria	1	Russia	1
Senegal	1	Trinidad	1	Zimbabwe	1	TOTAL:	90

GRAND TOTAL 2,099

CENTRAL STATE UNIVERSITY
Persistence of New Freshmen Cohorts

Fall Terms 2009-2018

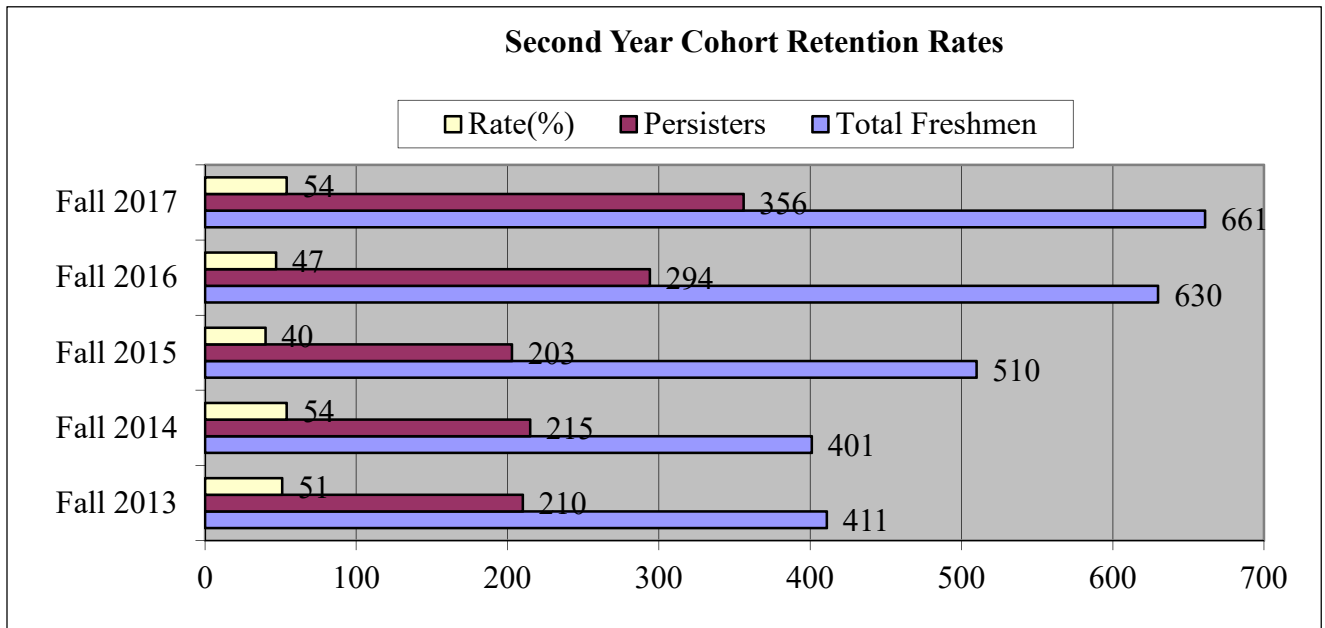
Entering Fall Term	N ¹	Fall Attendance Year									
		Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	
2009	703	Graduated By:	0.0%	0.0%	0.0%	5.7%	10.0%	3.3%	2.1%	1.0%	0.0%
		Still Enrolled:	46.1%	32.0%	27.3%	18.9%	6.8%	3.8%	1.0%	0.0%	0.0%
		Cohort Persistence:	46.1%	32.0%	27.3%	24.6%	16.8%	7.1%	3.1%	1.0%	0.0%
2010	504	Graduated By:	0.0%	0.0%	0.0%	8.1%	12.1%	5.6%	1.0%	0.0%	
		Still Enrolled:	55.0%	37.3%	33.3%	21.0%	8.3%	2.4%	1.0%	1.0%	
		Cohort Persistence:	55.0%	37.3%	33.3%	29.1%	20.4%	8.0%	2.0%	1.0%	
2011	712	Graduated By:	0.0%	0.0%	0.7%	9.1%	7.9%	2.4%	1.3%		
		Still Enrolled:	43.0%	33.5%	25.6%	14.4%	4.8%	1.5%	1.0%		
		Cohort Persistence:	43.0%	33.5%	26.3%	23.5%	12.7%	3.9%	2.3%		
2012	503	Graduated By:	0.0%	0.0%	0.4%	10.0%	9.2%	4.0%			
		Still Enrolled:	52.9%	33.5%	28.6%	15.6%	4.8%	1.2%			
		Cohort Persistence:	52.9%	33.5%	29.0%	25.6%	14.0%	5.2%			
2013	411	Graduated By:	0.0%	0.0%	1.0%	14.1%	10.5%				
		Still Enrolled:	51.1%	39.6%	32.8%	14.6%	3.9%				
		Cohort Persistence:	51.1%	39.6%	33.8%	28.7%	14.4%				
2014	401	Graduated By:	0.0%	0.0%	0.0%	13.2%					
		Still Enrolled:	53.6%	37.2%	34.4%	20.0%					
		Cohort Persistence:	53.6%	37.2%	34.4%	33.2%					
2015	510	Graduated By:	0.0%	0.0%	0.0%						
		Still Enrolled:	39.8%	31.1%	27.6%						
		Cohort Persistence:	39.8%	31.1%	27.6%						
2016	630	Graduated By:	0.0%	0.0%							
		Still Enrolled:	46.7%	37.1%							
		Cohort Persistence:	46.7%	37.1%							
2017	661	Graduated By:	0.0%								
		Still Enrolled:	53.9%								
		Cohort Persistence:	53.9%								
2018	664	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

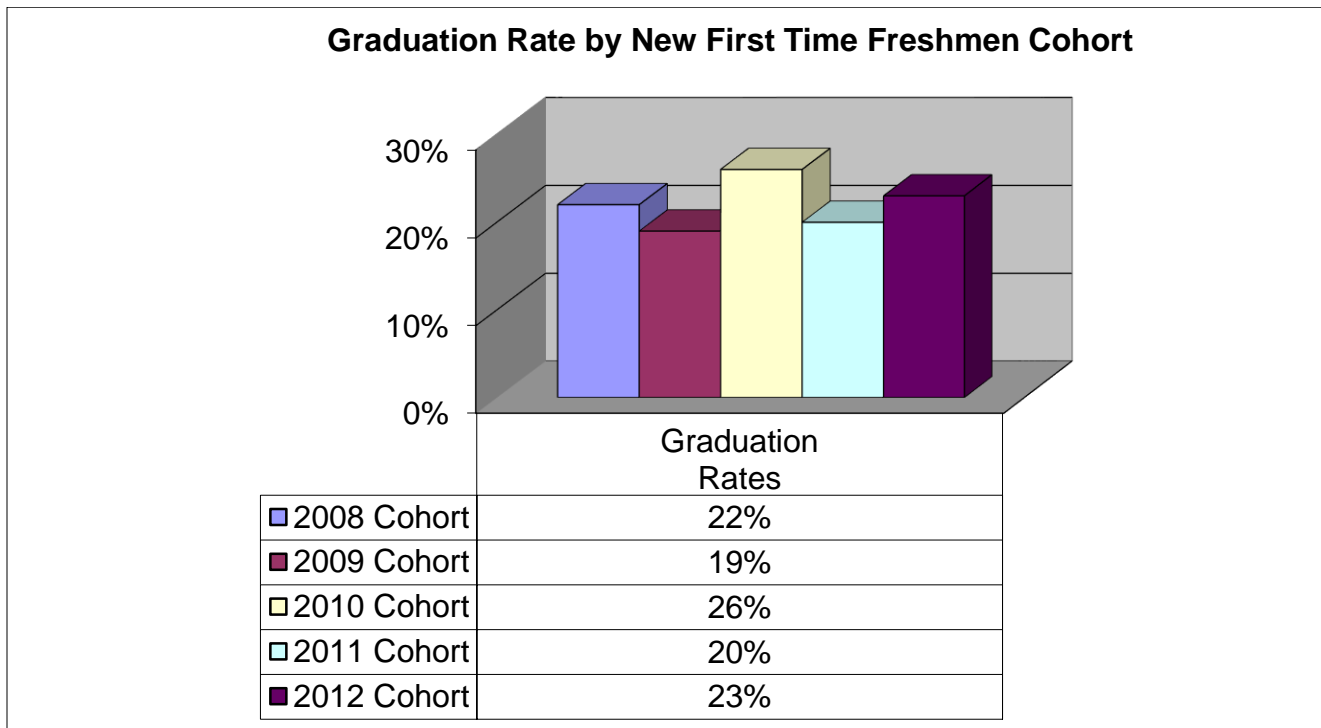
Programs	Fall 2014	%	Fall 2015	%	Fall 2016	%	Fall 2017	%	Fall 2018	%
Accounting	16	4%	15	3%	6	1%	7	1%	7	1%
Adolescent to Young Adult Edu.	2	0%	3	1%	2	0%	1	0%	na	na
Agricultural Education									6	1%
Art Education	1	0%	5	1%	1	0%	0	0%	0	0%
Biology	33	8%	50	10%	49	8%	90	14%	74	9%
Business Administration	62	15%	92	18%	110	17%	118	18%	151	19%
Chemistry	6	1%	6	1%	4	1%	7	1%	16	2%
Communication, Broadcast Media	10	2%	24	5%	19	3%	22	3%	27	3%
Communication, Print Journalism	8	2%	8	2%	13	2%	11	2%	7	1%
Computer Science	10	2%	9	2%	19	3%	20	3%	16	2%
Criminal Justice	41	10%	55	11%	53	8%	40	6%	72	9%
Early Childhood Education	18	4%	27	5%	20	3%	27	4%	20	3%
Economics	2	0%			1	0%	3	0%	na	na
English	2	0%	10	2%	14	2%	17	3%	10	1%
Environmental Engineering	10	2%	10	2%	12	2%	9	1%	9	1%
Exercise Science									27	3%
Graphic Design	7	2%	9	2%	10	2%	17	3%	15	2%
Health Education									1	0%
History			2	0%	4	1%	1	0%	0	0%
Industrial Technology	1	0%	5	1%	4	1%	2	0%	5	1%
Intervention Specialist	2	0%	1	0%	2	0%	1	0%	3	0%
Jazz Studies	1	0%			1	0%	3	0%	3	0%
Manufacturing Engineering	13	3%	11	2%	31	5%	19	3%	25	3%
Mathematics			1	0%	4	1%	4	1%	2	0%
Middle Childhood Education			2	0%	1	0%	1	0%	4	1%
Multi-Age Education	8	2%	4	1%	4	1%	2	0%	na	na
Music Education	12	3%	7	1%	13	2%	18	3%	11	1%
Music Performance	4	1%	5	1%	6	1%	6	1%	12	2%
Political Science	2	0%	7	1%	6	1%	10	2%	18	2%
Psychology	27	7%	29	6%	53	8%	55	8%	70	9%
Recreation	9	2%	15	3%	6	1%	7	1%	2	0%
Social Work	19	5%	18	4%	25	4%	34	5%	31	4%
Sociology	7	2%	6	1%	6	1%	5	1%	6	1%
Studio Art	5	1%	2	0%	4	1%	2	0%	10	1%
Sustainable Agriculture							3	0%	2	0%
Water Resources Mgmt.	2	0%	1	0%	3	0%	1	0%	2	0%
Undeclared	62	15%	71	14%	124	20%	98	15%	127	16%
Total	402	100%	510	100%	630	100%	661	100%	789	100%

Student Retention Rates - Entering Full-time Freshmen Fall Term				
Year (Fall)	Cohort Total	Still Enrolled	Non-Persisters	Retention Rate
2013	411	210	201	51%
2014	401	215	186	54%
2015	510	203	307	40%
2016	630	294	336	47%
2017	661	356	305	54%



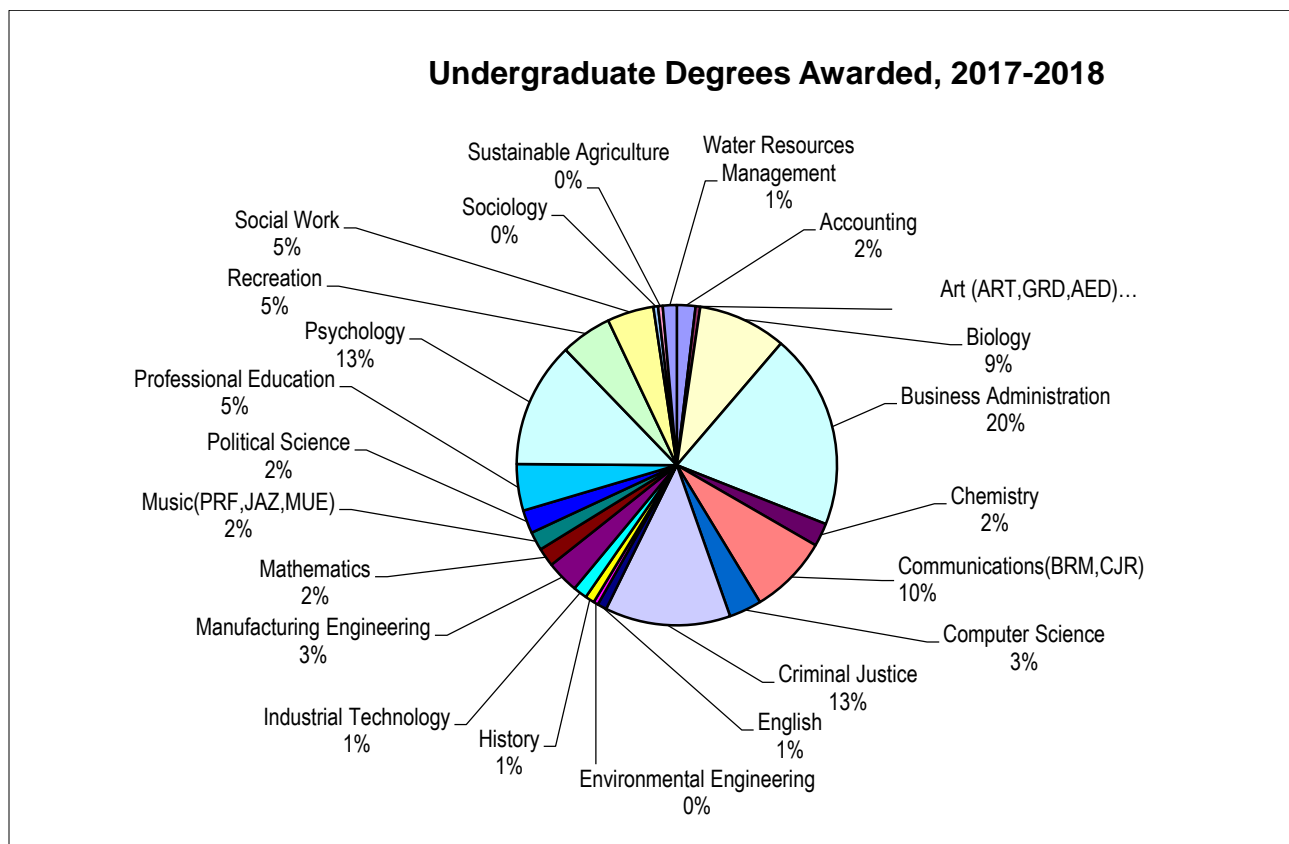
Graduation Rate by New First Time Freshmen Cohort

	Freshmen Cohort Entering in the Fall				
	2008	2009	2010	2011	2012
Total Freshmen Cohort (adjusted)	646	703	503	710	501
% Graduating within 4 years	11	6	10	10	10
% Graduating within 5 years	9	10	12	7	9
% Graduating within 6 years	2	3	4	3	4
Graduation Rates	22%	19%	26%	20%	23%



Undergraduate Degrees Awarded, 2017-2018

Major	Count	Total %	Major	Count	Total %
Accounting	4	2%	Manufacturing Engineering	7	3%
Art (ART,GRD,AED)	1	0%	Mathematics	4	2%
Biology	19	9%	Music(PRF,JAZ,MUE)	4	2%
Business Administration	42	20%	Political Science	5	2%
Chemistry	5	2%	Professional Education	10	5%
Communications(BRM,CJR)	17	8%	Psychology	27	13%
Computer Science	7	3%	Recreation	11	5%
Criminal Justice	27	13%	Social Work	10	5%
English	2	1%	Sociology	1	0%
Environmental Engineering	1	0%	Sustainable Agriculture	1	0%
History	2	1%	Water Resources Management	3	1%
Industrial Technology	3	1%	Total Undergraduate Degrees Awarded	213	



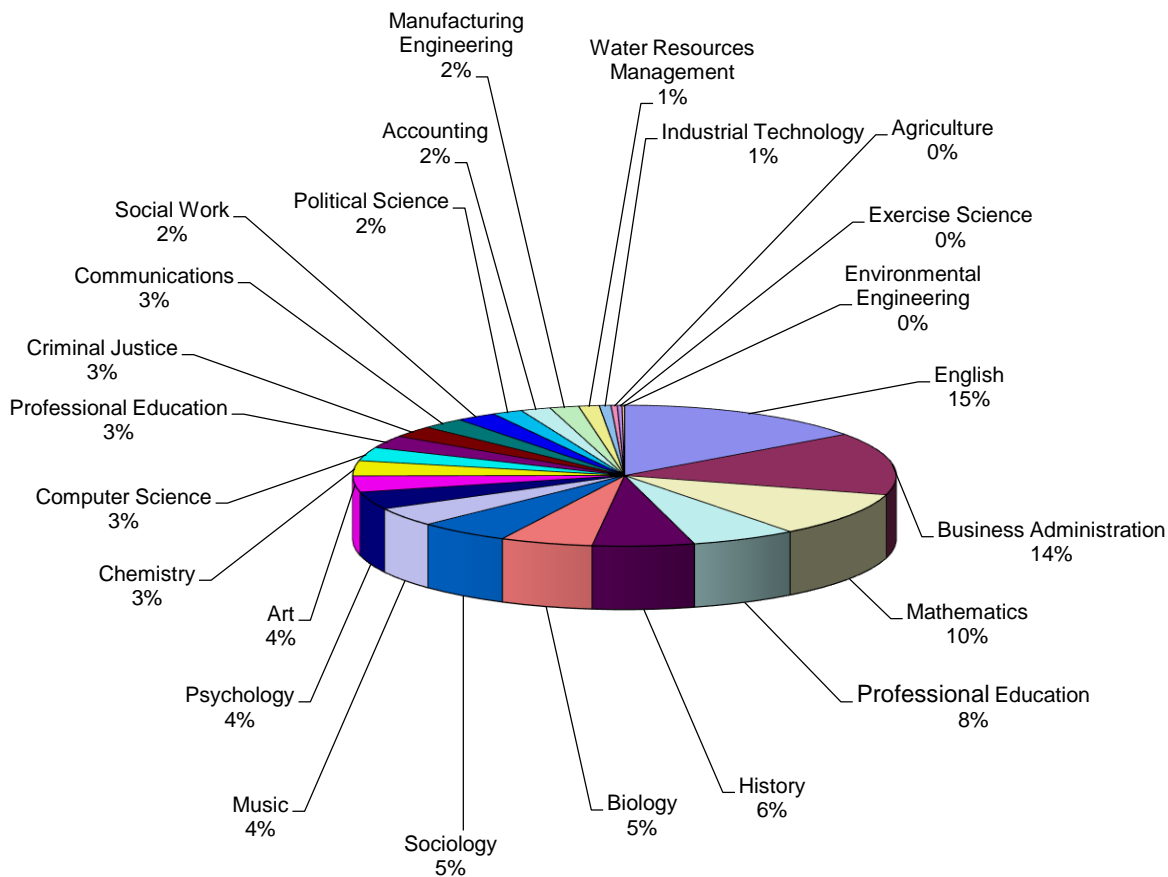
Revenues Generated by Program, 2017-2018

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 English and Business Administration programs generated the highest amount of revenue.

English	\$897,484	Art (ART, GRD)	\$220,118	Manufacturing Engineering	\$102,469
Business Administration	856,522	Chemistry	206,638	Water Resources Management	72,631
Mathematics	607,745	Computer Science	186,354	Industrial Technology	41,092
Recreation	373,232	Professional Ed.	173,006	Sustainable Agriculture	22,378
History	359,622	Criminal Justice	157,694	Exercise Science	16,489
Biology	327,821	Communications(BRM, CJR)	150,889	Environmental Engineering	9,422
Sociology	324,026	Social Work	143,037		
Music (PRF, JAZ)	257,807	Political Science	107,572		
Psychology	241,449	Accounting	106,395		

Based on \$1963/15 credit hours generated during the 2017-2018 academic year

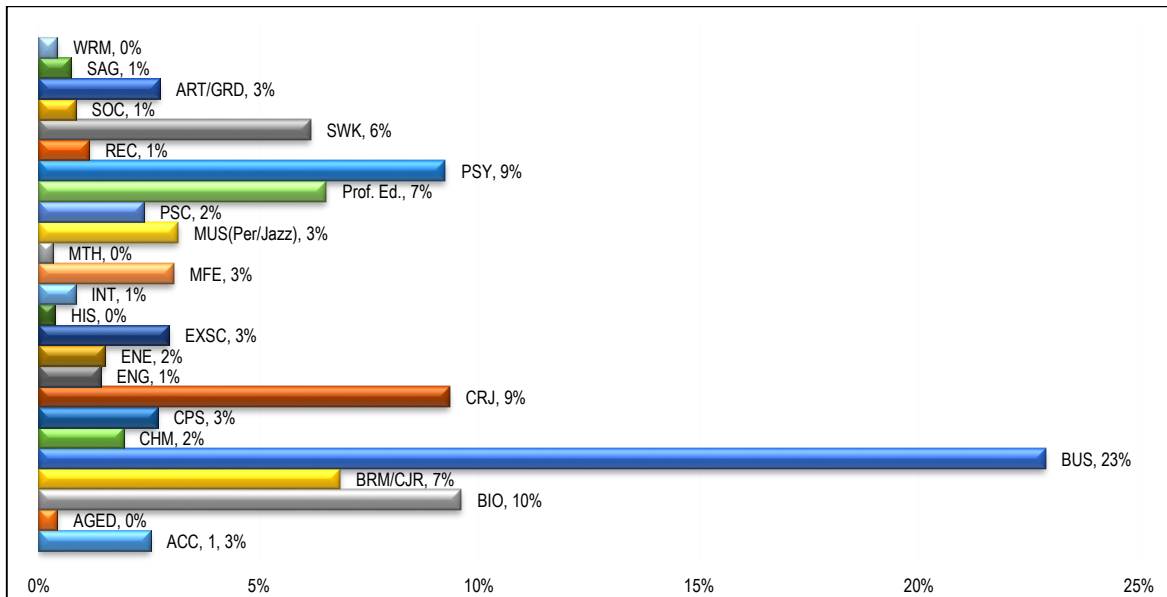
TOTAL: \$ 5,961,893



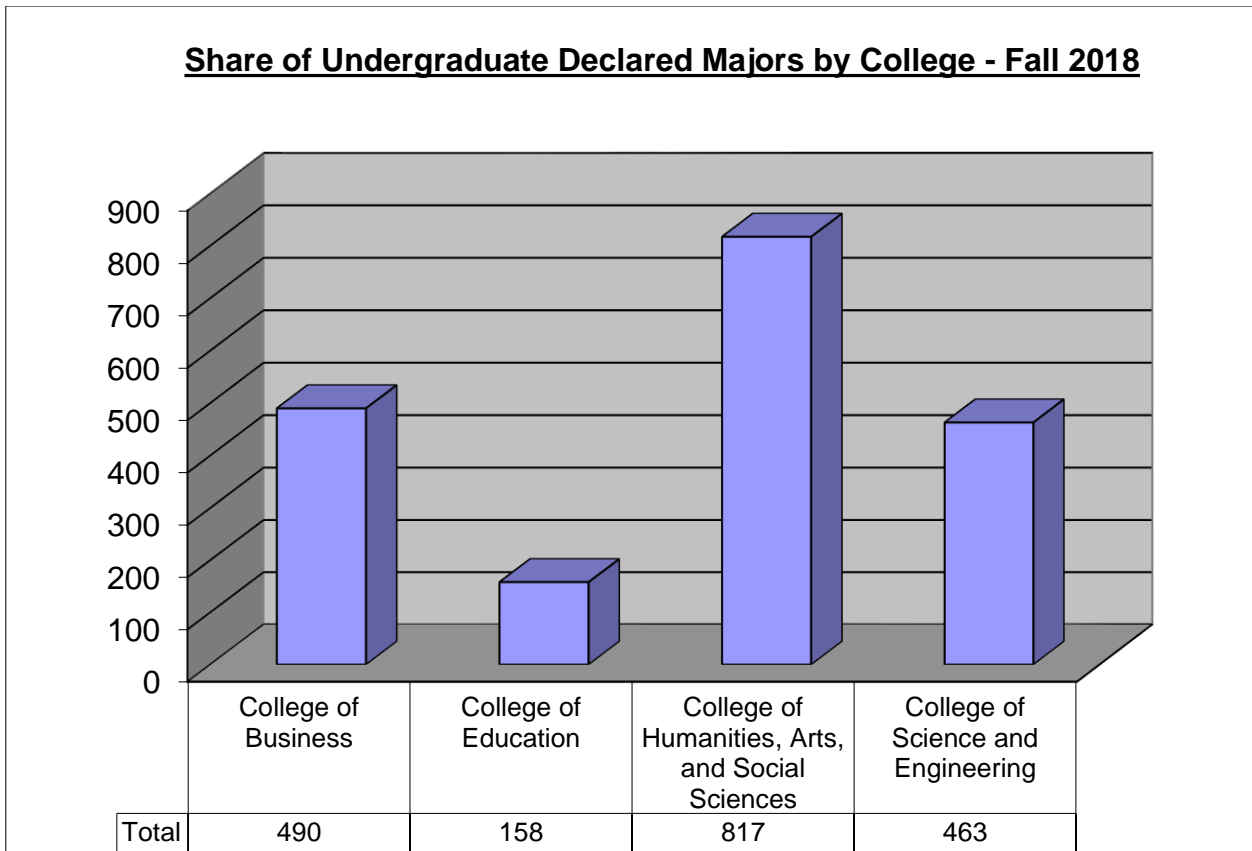
Program Enrollments

Undergraduate Enrollment by Major, Fall 2018		
Major	Total	Percent(%)
Accounting	49	2%
Agricultural Education	8	0%
Art Education	4	0%
Biology	185	9%
Broadcast Media	104	5%
Business Administration	441	21%
Chemistry	37	2%
Communications Journalism	28	1%
Computer Science	52	2%
Criminal Justice	180	9%
Early Childhood Education	87	4%
English	27	1%
Environmental Engineering	29	1%
Exercise Science	57	3%
Graphic Design	38	2%
Health Education	2	0%
History	7	0%
Industrial Technology	16	1%
Integrated Language Arts Education	4	0%
Integrated Mathematics Edu	1	0%
Integrated Social Studies Edu	4	0%
Intervention Specialist Edu	12	1%
Jazz Studies	6	0%
Licensure for Teaching	1	0%
Life Science Education	1	0%
Manufacturing Engineering	59	3%
Mathematics	6	0%
Middle Childhood Education	13	1%
Music Education	30	1%
Music Performance	25	1%
Physical Education	2	0%
Political Science	46	2%
Psychology	178	8%
Recreation	22	1%
Social Work	119	6%
Sociology	16	1%
Studio Art	11	1%
Sustainable Agriculture	14	1%
Undeclared	170	8%
Water Resources Management	8	0%
Total	2099	

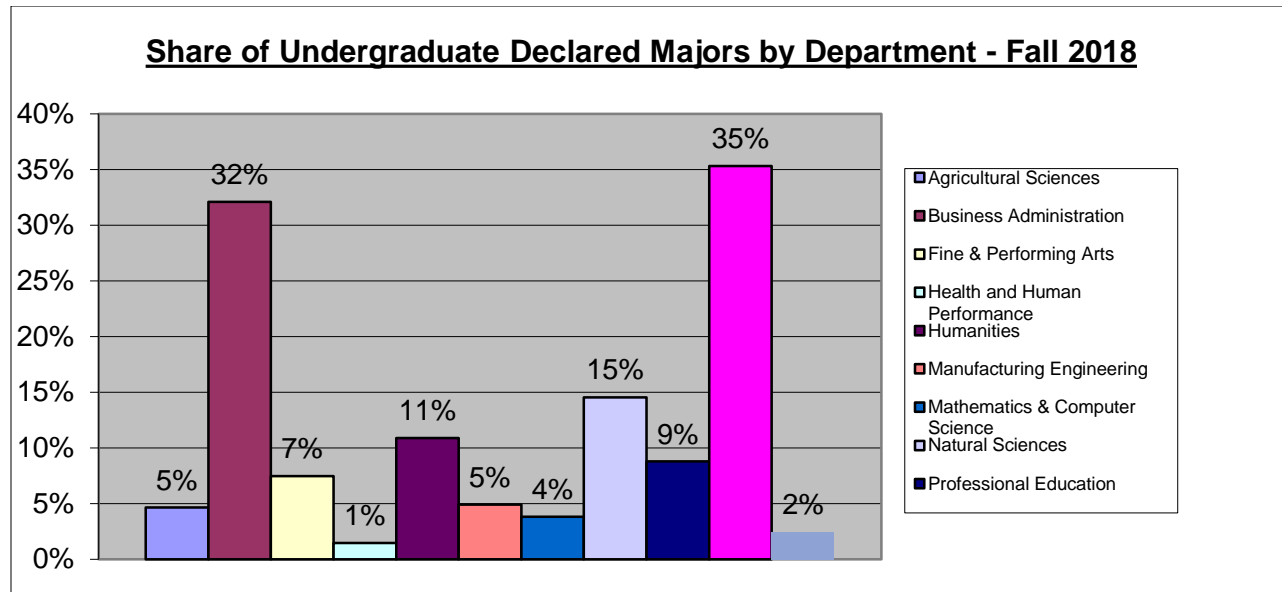
Share of Undergraduate Declared Majors, Fall 2018		
Major	Total	Percent(%)
Accounting	49	3%
Agricultural Education	8	0%
Biology	185	10%
Broadcast Media/Print Journalism	132	7%
Business Administration	441	23%
Chemistry	37	2%
Computer Science	52	3%
Criminal Justice	180	9%
English	27	1%
Environmental Engineering	29	2%
Exercise Science	57	3%
History	7	0%
Industrial Technology	16	1%
Manufacturing Engineering	59	3%
Mathematics	6	0%
Music Performance/Music Education/Jazz Studies	61	3%
Political Science	46	2%
Professional Education	126	7%
Psychology	178	9%
Recreation	22	1%
Social Work	119	6%
Sociology	16	1%
Studio Art/Art Education/Graphic Design	53	3%
Sustainable Agriculture	14	1%
Water Resources Management	8	0%
Total	1928	



Share of Undergraduate Declared Majors by College - Fall 2018		
<u>College</u>	<u>Total</u>	<u>Percent(%)</u>
College of Business	490	25%
College of Education	158	8%
College of Humanities, Arts, and Social Sciences	817	42%
College of Science and Engineering	463	24%
<u>Total</u>	<u>1928</u>	



Share of Undergraduate Declared Majors by Department - Fall 2018		
Major	Total	Percent(%)
Agricultural Sciences	71	5%
Business Administration	490	32%
Fine & Performing Arts	114	7%
Health and Human Performance	22	1%
Humanities	166	11%
Manufacturing Engineering	75	5%
Mathematics & Computer Science	58	4%
Natural Sciences	222	15%
Professional Education	134	9%
Social & Behavioral Sciences	539	35%
Water Resources Management	37	2%
Total	1928	



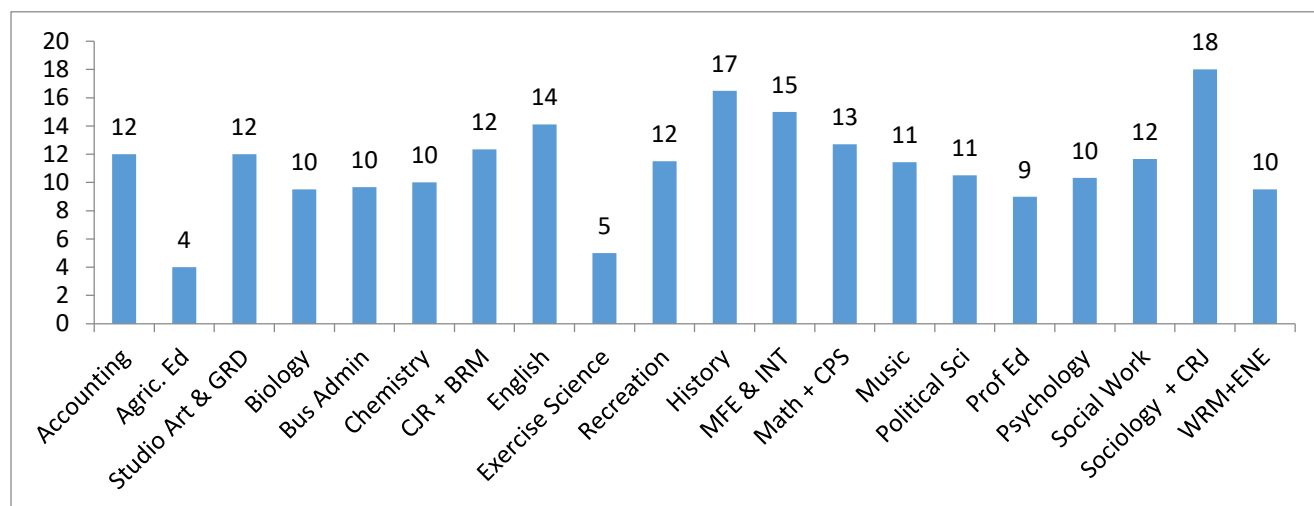
Faculty by Program

Full-time Faculty (Instructional), Fall 2018

Accounting	2	Foreign Language	2	Political Science	2
Agricultural Education	1	Health, PE & Recreation	2	Professional Education	7
Art	5	History	4	Psychology	3
Biology	4	Manufacturing Engineering & Industrial Technology	7	Social Work	3
Business Administration	12	Mathematics & Computer Science	7	Sociology and Criminal Justice	2
Chemistry	4	Music	9	Sustainable Agriculture	4
Communication	3	Philosophy	1	Water Resources Management & Environmental Engineering	6
English	10	Physics	2		
Exercise Science	2				

TOTAL 103

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



Average Credit/Contact Hours Taught Annually by Faculty, 2017-2018

	Full-Time	Part-Time		Full-Time	Part-Time
Accounting	11.25	3.00	Health, Phys. Ed. & Recreation	8.50	13.50
Art	25.00	0.00	History	18.75	10.25
Biology	16.75	8.00	Manufacturing Engineering & Industrial Tech.	17.75	6.50
Business Administration	22.00	7.00	Music	21.00	10.50
Chemistry	18.25	2.00	Political Science	18.00	6.00
Communications	21.00	12.00	Psychology	20.00	10.00
Computer Science & Mathematics	25.50	9.50	Social Work	20.75	6.00
Criminal Justice	22.50	7.00	Sociology	14.50	9.00
Professional Education	26.00	8.50	Sustainable Agriculture	7.50	3.50
English	21.75	12.50	Water Res. Mgmt. & Environmental Engr.	20.75	7.75
Exercise Science	3.00	1.00			

Average 19.75 9.00

Grants and Contracts Obtained by Faculty and Staff, 2017-2018

CSU received **\$12,505,682** in external funds from thirty-three (33) new and continuing projects during FY 2018.

Project Director	Purpose	Funding Agency	Amount	Duration
2017 Summer Banking Institute				
Dr. Fidelis Ikem	Conduct an 8-week intensive training program in topics that will facilitate the transition from the academic program offered by the university and a professional career in the banking sector	U.S. Union Savings Bank	\$50,177	12 months
2017 Secondary Career Technical Alignment Initiative				
Dr. Pedro Martinez		Ohio Department of Higher Education	\$750	12 months
2018 Summer Banking Institute				
Dr. Fidelis Ikem	Conduct an 8-week intensive training program in topics that will facilitate the transition from the academic program offered by the university and a professional career in the banking sector	U.S. Union Savings Bank	\$116,653	12 months
ADVANCE: Increasing the Participation and Advancement of Women in Academic Science and Engineering Careers				
Dr. Suzanne Seleem	Increase the number of women faculty with PhDs in the STEM disciplines.	National Science Foundation	\$1,500	1 month
AFRL Collaboration Program – Materials and Manufacturing Research				
Dr. Abiodun Fasoro & Dr. Peter Dreher	Support research and development conducted by the AFRL in areas such as Sensors and Materials and Manufacturing focused in the discovery, development, and integration of warfighting technologies for air space, and cyberspace forces.	U.S. Air Force through Clarkson Aerospace Corporation	\$50,000	8 months
AFRL Collaboration Program – Sensors Research				
Dr. Xiaofang Wei	To target identification using hyperspectral imaging	U.S. Air Force through Clarkson	\$15,500	8 months

	technology in high particulate environments	Aerospace Corporation		
Agriculture Innovations Plus (AI+)				
Dr. Cynthia Jackson-Hammond	To develop a highly qualified agriculture/engineering applicant pool to provide NRCS and USDA a future workforce of underrepresented talent through the integration of disciplines that apply engineering science and technology to agricultural production, conservation, and processing.	U.S. Department of Agriculture, NRCS	\$1,000,000	12 months
Center for Connected Automated Transportation Region 5 UTC				
Dr. KrishnaKumar Nedunuri	Study air pollutants under different traffic congestion scenarios along selected freeways in Ohio.	U.S. Department of Transportation through the University of Michigan	\$ 99,876	24 months
Central State University Cooperative Extension Program				
Dr. Alton Johnson		U.S. Department of Agriculture Ohio Department of Higher Education	\$1,151,046 \$1,151,046	24 months
Central State University EFNEP Project 2017-2022				
Dr. Alton Johnson		U.S. Department of Agriculture	\$149,094	60 months
Central State University Evans-Allen Research Program				
Dr. Alton Johnson		U.S. Department of Agriculture Ohio Department of Higher Education	\$1,117,200 \$1,117,200	24 months
Central State University Renewable Resource Extension				
Dr. Alton Johnson		U.S. Department of Agriculture	\$13,500	24 months
Central State University Upward Bound Program				
Mr. John Anene	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	U.S. Department of Education	\$283,893	12 months

	completion of high school, gain admission to and success in a program of postsecondary education			
Choose Ohio First Scholarship Program: Broadening Ohio Workforce through STEM-AG 2017-2021				
Dr. Morakinyo Kuti	Address that minorities are under-represented in both educational and professional STEM and Ag fields.	Ohio Department of Higher Education	\$166,816	12 months
Community Service Grant and National Programming and Acquisition Grant				
Dr. Robert Franklin	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	\$133,844	20 months
Consortium for Advanced Bioeconomy Leaders and Educators (CABLE)				
Dr. Cadance Lowell	Produce up to 60 students over the next three years that are prepared to enter the diverse bioeconomy workforce.	U.S. Department of Agriculture through the Ohio State University	\$77,648	36 months
Developing a Tool for Growers to Predict Sulfur Availability in Their Soils				
Dr. Sakthi Subburayalu	Develop the sulfur deficiency model, data assembly in GIS, and model application to use by growers	US Department of Agriculture through the Ohio State University	\$35,690	7 months
DO-STEM Scholarship Program				
Dr. Morakinyo Kuti	Increase the number of CSU students who are pursuing STEM degrees.	Ohio Department of Higher Education	\$317,200	24 months
HBCU - Institutional Aid				
Dr. Cynthia Jackson-Hammond	Strengthen the Historically Black Colleges and Universities.	U.S. Department of Education	\$1,960,712	12 months
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	\$772,906	12 months
Improving Pathways for STEM Retention and Graduation				
Dr. Augustus Morris	Increase the number of STEM majors, including military veterans, who successfully enter the STEM workforce or	National Science Foundation	\$370,458	60 months

	pursue advanced degrees by increasing the retention, persistence, and graduation rates through enhanced quality academic experiences.			
Increasing Student Enrollment in the College of Science and Engineering				
Dr. Alton Johnson	Increase student enrollment by 30% annually.	U.S. Department of Agriculture	\$594,858	36 months
#KNOWMEANSNO				
Ms. Wendy Hayes	empower students to report acts of gender-based violence and to create a space where they would feel safe in the process.	U.S. Department of Justice	\$299,822	36 months
McIntire Stennis - Ecosystem Sustainment of the Appalachian Forest Regions under Natural Gas Exploration in Ohio				
Dr. Alton Johnson		U.S. Department of Agriculture	\$101,686	24 months
		Ohio Department of Higher Education	\$101,686	
#NOMEANSKNOW				
Ms. Wendy Hayes	Educate students on how to take preventative steps to feel secure, to understand that violence is not okay, and to take appropriate steps in situations that include sexual violence.	Ohio Attorney General	\$87,893	12 months
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	\$32,576	12 months
Project Success - Emergency Aid Program 2017-2019				
Dr. Stephanie Krah		Great Lakes Higher Education Guaranty Corporation	\$144,000	24 months
Student Support Services				
Dr. NseAbasi Ekpo	Increase the number of underrepresented students completing doctoral studies in STEM fields.	U.S. Department of Education	\$393,318	12 months
Summer Transportation Institute				

Mr. Gorgui Ndao	Introduce high school students to careers in transportation, encourage them to pursue such careers, introducing basic physics, mathematics as relating to transportation problems and making them aware of civil rights issues and their relation to transportation	National Highway Administration Ohio Department of Transportation	\$55,000 \$25,000	12 months
USDA 1890 National Scholars Program				
		U.S. Department of Agriculture	\$18,419	36 months
Using AVIRIS Imagery to Map Spatial Variability of Soil Carbon Across Diverse Agricultural Management Systems				
Dr. Sakthi Subburayalu	Enhance global food production in a sustainable manner while ensuring environmental stewardship.	National Aeronautics and Space Administration	\$148,207	24 months
Verizon Innovative Learning Program				
Dr. Abiodun Fasoro	Provide exposure and learning opportunities in cutting edge technologies and STEM areas where jobs of the future are likely to come from.	Verizon Foundation	\$ 300,000	24 months
WCSU Radio Station Subsidy				
Dr. Robert Franklin	Serve Ohio's public television stations, public radio stations and radio reading services as a facilitator of infrastructure, content and funding resources.	Broadcast Educational Media Communication	\$30,508	12 months
Youth Stewardship and Engagement Program				
Mr. Curtis Pettis	Develop plans to introduce minorities to the NPS through service wide NPS youth program initiatives, leadership training, scholar in residence program, and plans to digitize the historic collections housed at CSU connected to the periods of significance of Charles Young Buffalo Soldiers National Monument.	U.S. Department of the Interior, National Park Service	\$20,000	60 months

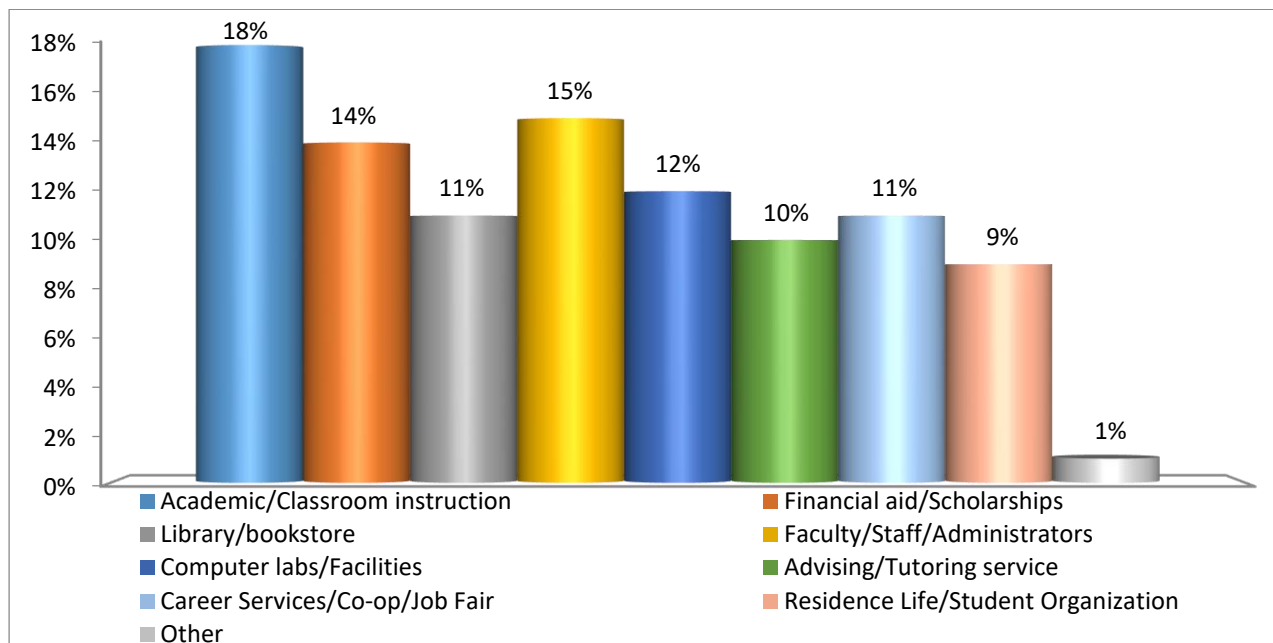
Seniors' Experiences

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.

<p>Level of satisfaction with education received</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td>Very/Mildly satisfied</td> <td style="text-align: right;">86%</td> </tr> <tr> <td>Neutral</td> <td style="text-align: right;">8</td> </tr> <tr> <td>Very/Mildly unsatisfied</td> <td style="text-align: right;">2</td> </tr> <tr> <td>No Response</td> <td style="text-align: right;">4</td> </tr> </table>	Very/Mildly satisfied	86%	Neutral	8	Very/Mildly unsatisfied	2	No Response	4	<p>Maximized my educational opportunities</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td>Strongly/Mildly believe I did</td> <td style="text-align: right;">78%</td> </tr> <tr> <td>Neutral</td> <td style="text-align: right;">12</td> </tr> <tr> <td>Strongly/Mildly believe I did not</td> <td style="text-align: right;">4</td> </tr> <tr> <td>No Response</td> <td style="text-align: right;">6</td> </tr> </table>	Strongly/Mildly believe I did	78%	Neutral	12	Strongly/Mildly believe I did not	4	No Response	6																																																																		
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<p>Impact on academic performance</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p><u>Primary Advising Sources</u></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td>Friends</td> <td style="text-align: right;">18%</td> </tr> <tr> <td>Advising/Mentoring Office</td> <td style="text-align: right;">15</td> </tr> <tr> <td>Degree/Major Check sheet</td> <td style="text-align: right;">14</td> </tr> <tr> <td>Self</td> <td style="text-align: right;">11</td> </tr> </table> <p><u>Faculty Advisor</u></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td>Mildly – strongly positive</td> <td style="text-align: right;">86%</td> </tr> <tr> <td>Neutral</td> <td style="text-align: right;">11</td> </tr> <tr> <td>Mildly – strongly negative</td> <td style="text-align: right;">3</td> </tr> <tr> <td>No Response</td> <td style="text-align: right;">0</td> </tr> </table> <p><u>Classroom Instruction</u></p> <table style="width: 100%; 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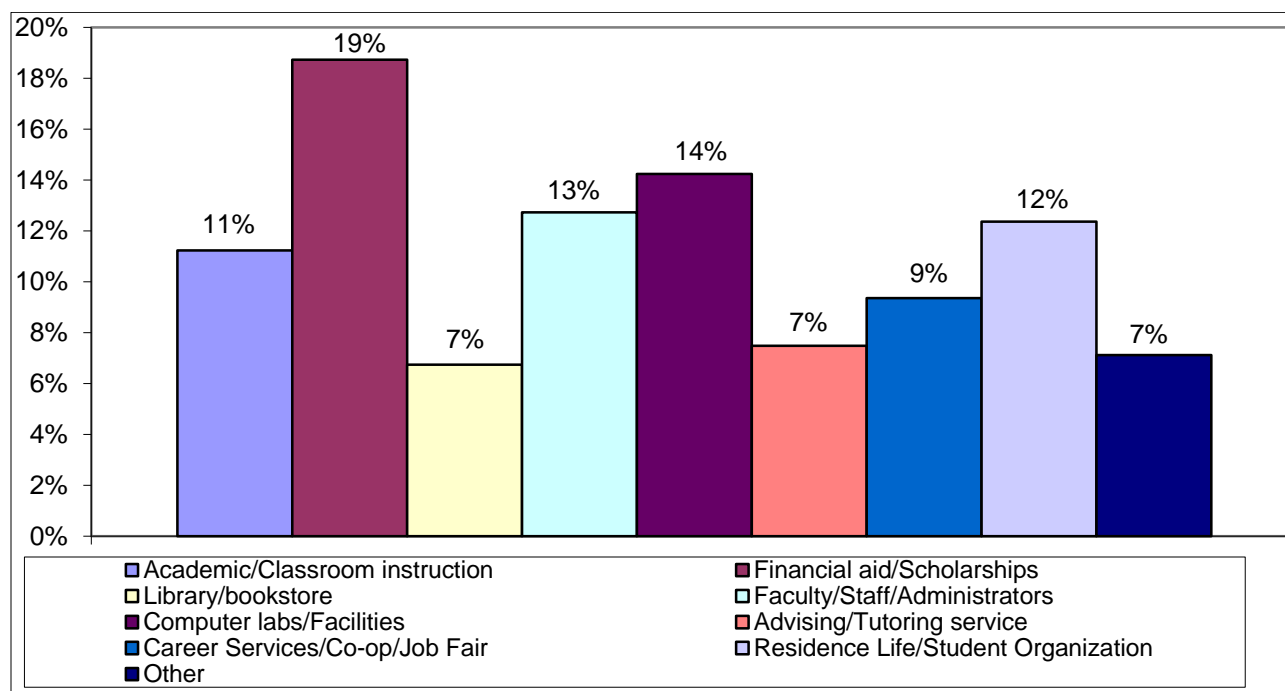
SOURCE: Spring 2018 *Graduating Senior Survey*

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



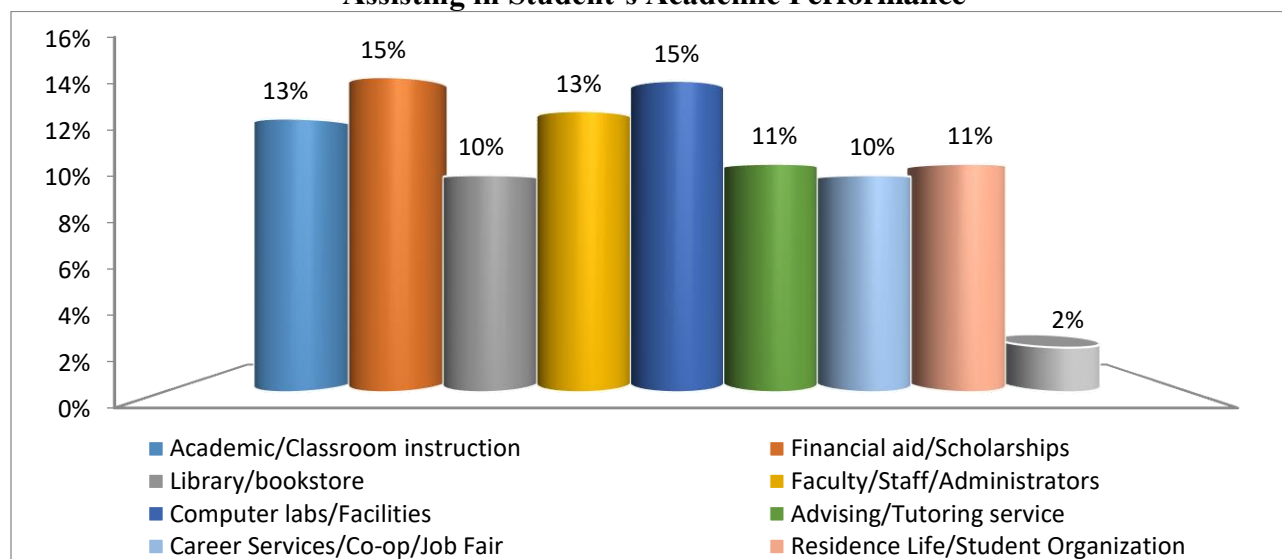
SOURCE: Spring 2018 *Graduating Senior Survey*

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



SOURCE: Spring 2018 *Graduating Senior Survey*

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



SOURCE: Spring 2018 *Graduating Senior Survey*

Faculty Advising

The academic mission at Central State University includes teaching, research, and advising. For the full-time faculty member, she or he will have varying levels of emphasis on each of these endeavors based on discipline, number of available faculty advisors, number of students in the major and qualifications. While there is no “optimum” faculty advisor to student ratio, it is clear that some faculty were required to place more emphasis on advising duties than their peers at the University. The following ratios are based on all full-time faculty serving as advisors during Fall 2018 even though not all faculty members advise.

Accounting	1:25
Agricultural Education	1:08
Art	1:11
Biology	1:46
Business Administration	1:37
Chemistry	1:09
Communications	1:44
English	1:03
Exercise Science	1:29
Health, PE and Recreation	1:11
History	1:02
Manufacturing Engineering and Industrial Technology	1:13
Mathematics and Computer Science	1:08
Music	1:07
Political Science	1:23
Professional Education	1:18
Psychology	1:59
Sociology and Criminal Justice	1:98
Social Work	1:40
Sustainable Agriculture	1:04
Water Resources Management and Environmental Engineering	1:06

Fall 2018 Student Evaluation of Courses

Overall, I rate this instructor an excellent teacher.	
Definitely True	55.92%
More True than False	18.61%
In Between	16.10%
More False than True	4.32%
Definitely False	5.04%

Overall, I rate the course as excellent	
Definitely True	51.81%
More True than False	19.69%
In Between	18.36%
More False than True	5.18%
Definitely False	4.97%

Describe the amount of progress you made on the objectives (even those not pursued in this class): Learning to apply course material (to improve thinking, problem solving and decisions).	
Exceptional Progress; I made outstanding gains on this objective	44.61%
Substantial Progress; I made large gains on this objective	24.70%
Moderate Progress; I made some gains on this objective	17.98%
Slight Progress; I made small gains on this objective	7.25%
No Apparent Progress	5.46%

Describe the amount of progress you made on the objectives (even those not pursued in this class): Gaining a broader understanding and appreciation of intellectual / cultural activity (music, science, literature, etc).	
Exceptional Progress; I made outstanding gains on this objective	43.04%
Substantial Progress; I made large gains on this objective	24.56%
Moderate Progress; I made some gains on this objective	20.18%
Slight Progress; I made small gains on this objective	6.91%
No Apparent Progress	5.30%

Describe the amount of progress you made on the objectives (even those not pursued in this class): Developing specific skills, competencies, and points of view, needed by professionals in the field most closely related to this course.	
Exceptional Progress; I made outstanding gains on this objective	41.83%
Substantial Progress; I made large gains on this objective	23.71%
Moderate Progress; I made some gains on this objective	19.67%
Slight Progress; I made small gains on this objective	7.35%
No Apparent Progress	7.44%

Describe the amount of progress you made on the objectives (even those not pursued in this class): Developing my skill in expressing myself orally or in writing.	
Exceptional Progress; I made outstanding gains on this objective	40.52%
Substantial Progress; I made large gains on this objective	21.99%
Moderate Progress; I made some gains on this objective	19.65%
Slight Progress; I made small gains on this objective	8.56%
No Apparent Progress	9.27%

Fall 2018 Student Evaluation of Courses (2)

Describe the amount of progress you made on the objectives (even those not pursued in this class): Learning to analyze and critically evaluate ideas, arguments and points of view.	
Exceptional Progress; I made outstanding gains on this objective	41.97%
Substantial Progress; I made large gains on this objective	21.72%
Moderate Progress; I made some gains on this objective	19.44%
Slight Progress; I made small gains on this objective	8.49%
No Apparent Progress	8.38%

Describe the amount of progress you made on the objectives (even those not pursued in this class): Applying mathematical and scientific reasoning.	
Exceptional Progress; I made outstanding gains on this objective	42.72%
Substantial Progress; I made large gains on this objective	23.07%
Moderate Progress; I made some gains on this objective	19.10%
Slight Progress; I made small gains on this objective	7.83%
No Apparent Progress	7.28%

Describe the amount of progress you made on the objectives (even those not pursued in this class): Appreciating the role of cultural and social values in human achievement.	
Exceptional Progress; I made outstanding gains on this objective	41.37%
Substantial Progress; I made large gains on this objective	21.24%
Moderate Progress; I made some gains on this objective	20.22%
Slight Progress; I made small gains on this objective	8.65%
No Apparent Progress	8.52%

PERSISTENCE

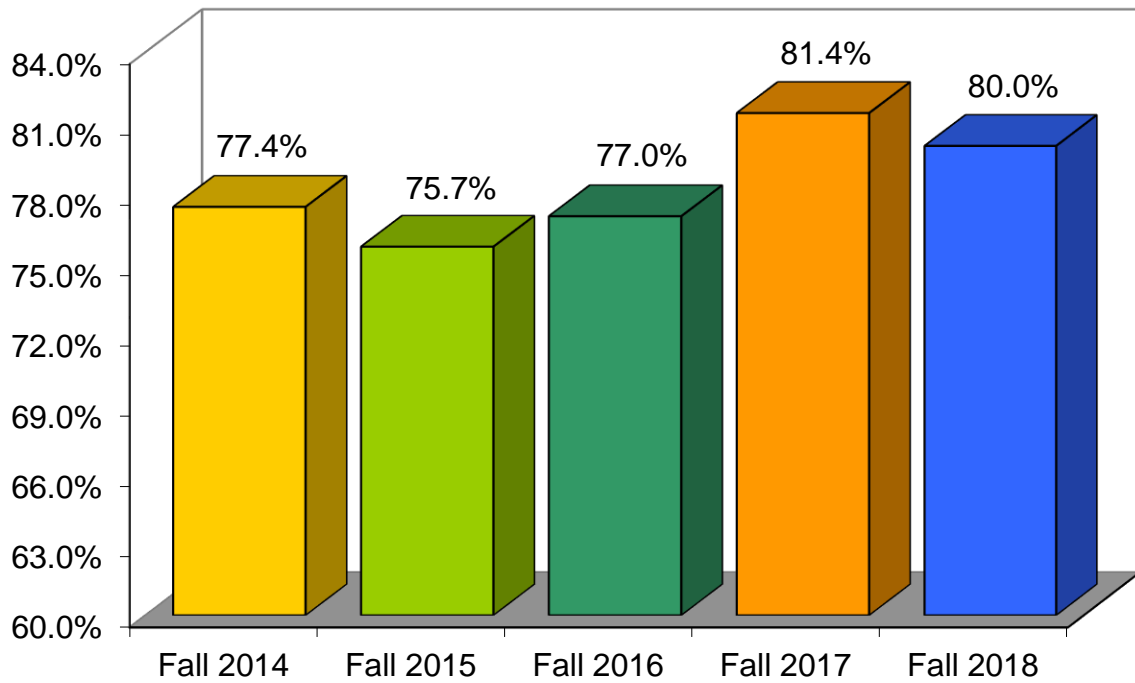
Category	Fall 2010 - Fall 2011	Fall 2011 - Fall 2012	Fall 2012 - Fall 2013	Fall 2013 - Fall 2014	Fall 2014 - Fall 2015	Fall 2015 - Fall 2016	Fall 2016 - Fall 2017	Fall 2017 - Fall 2018
UG Degree-Seeking Enrolled	2181	2430	2078	2001	1697	1768	1695	1764
Graduated	214	265	259	279	262	235	212	198
Returning	1310	1267	1240	1066	962	868	897	1023
Returning Rate	66.6%	58.5%	68.2%	62.0%	67.0%	56.6%	60.5%	65.3%

RETENTION

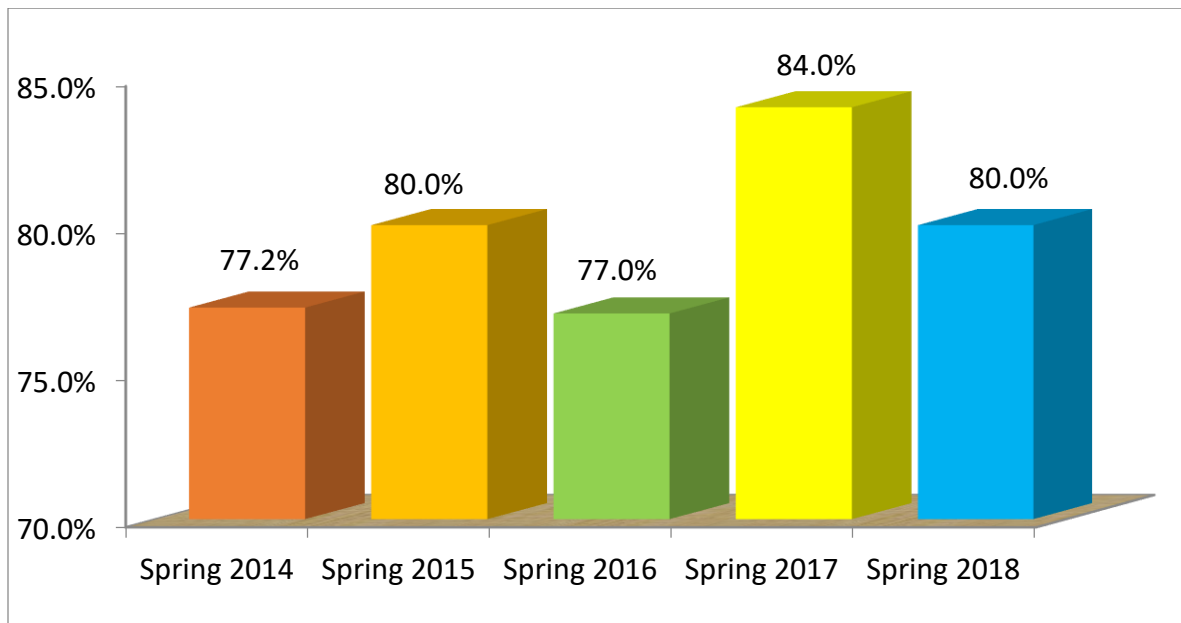
Category	Fall 2010 - Fall 2011	Fall 2011 - Fall 2012	Fall 2012 - Fall 2013	Fall 2013 - Fall 2014	Fall 2014 - Fall 2015	Fall 2015 - Fall 2016	Fall 2016 - Fall 2017	Fall 2017 - Fall 2018
New First Time Enrolled	507	722	516	411	401	519	633	664
NFT Returning	278	305	269	210	215	203	294	356
Retention Rate	55%	43%	53%	51%	54%	39%	46%	54%

Source: CSU Data Warehouse

Fall 2014 – Fall 2018 Course Completion Trends



Spring 2014 – Spring 2018 Course Completion Trends



New First Time Freshman ACT Scores

Fall 2012 - 2013											
Score Range	Entering	Retained	%	Fall 2013 - 2014				Fall 2014 - 2015			
	NFT	NFT	Retention	Score Range	Entering	Retained	%	Score Range	Entering	Retained	%
All NFT	516	269	52%	All NFT	417	210	50%	All NFT	402	216	53%
All ACT Scores	436	230	53%	All ACT Scores	347	177	51%	All ACT Scores	359	201	56%
Less than 15	135	26	19%	Less than 15	71	23	32%	Less than 15	79	33	42%
15 -18	219	164	75%	15 -18	200	104	52%	15 -18	205	116	57%
19 -21	61	20	33%	19 -21	52	32	62%	19 -21	53	32	60%
22+	21	20	95%	22+	24	18	75%	22+	22	20	91%
Average	16	16.67		Average	17	17		Average	17	17	
Median	16	16		Median	16	17		Median	16	16	
Fall 2015 - 2016											
Score Range	Entering	Retained	%	Fall 2016 - 2017				Fall 2017 - 2018			
	NFT	NFT	Retention	Score Range	Entering	Retained	%	Score Range	Entering	Retained	%
All NFT	519	203	39%	All NFT	634	294	46%	All NFT	664	357	54%
All ACT Scores	463	182	39%	All ACT Scores	567	268	47%	All ACT Scores	341	182	53%
Less than 15	123	32	26%	Less than 15	123	48	46%	Less than 15	78	40	51%
15 -18	270	113	42%	15 -18	332	149	47%	15 -18	192	100	52%
19 -21	54	29	54%	19 -21	87	51	39%	19 -21	56	34	61%
22+	16	8	50%	22+	25	20	45%	22+	15	8	53%
Average	16	17		Average	16	17		Average	17	17	
Median	16	16		Median	16	17		Median	16	17	

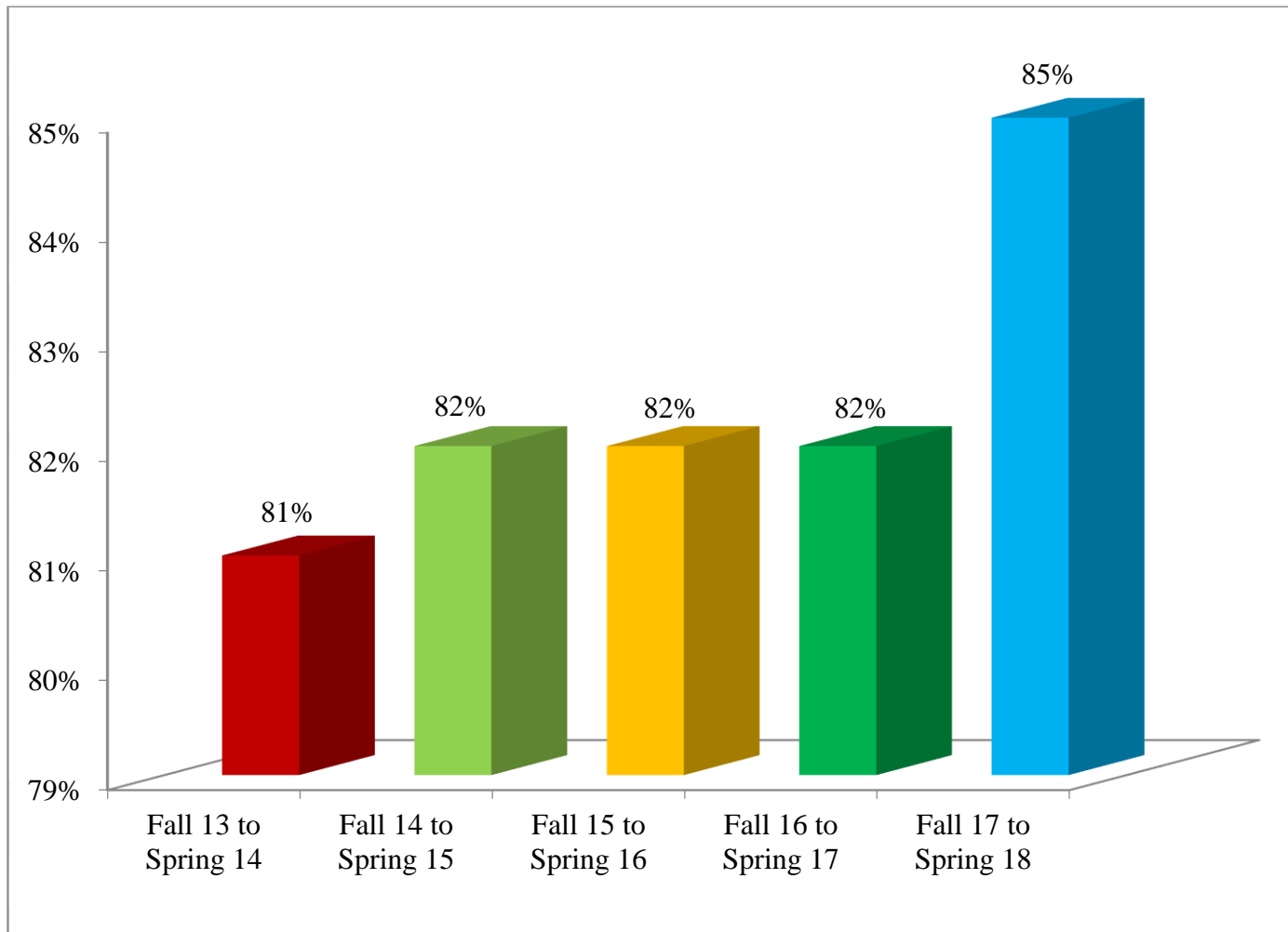
New First Time SAT Scores

Fall 2012 - 2013											
Score Range	Entering	Retained	%	Fall 2013 - 2014				Fall 2014 - 2015			
	NFT	NFT	Retention	Score Range	Entering	Retained	%	Score Range	Entering	Retained	%
All NFT	516	269	52%	All NFT	417	210	50%	All NFT	402	215	53%
All SAT Scores	80	46	58%	All SAT Scores	70	42	60%	All SAT Scores	49	29	59%
Less than 720	22	12	55%	Less than 720	13	7	54%	Less than 720	14	10	71%
720 -900	40	20	50%	720 -900	42	24	57%	720 -900	22	10	45%
910 -990	13	10	77%	910 -990	9	6	67%	910 -990	10	7	70%
1000 and above	5	4	80%	1000 and above	6	5	83%	1000 and above	3	2	67%
Average	798	810		Average	819	835		Average	802	794	
Median	795	810		Median	795	810		Median	790	790	
Fall 2015 - 2016											
Score Range	Entering	Retained	%	Fall 2016 - 2017				Fall 2017 - 2018			
	NFT	NFT	Retention	Score Range	Entering	Retained	%	Score Range	Entering	Retained	%
All NFT	519	203	39%	All NFT	634	294	46%	All NFT	664	357	54%
All SAT Scores	53	22	42%	All SAT Scores	74	40	54%	All SAT Scores	102	50	49%
Less than 720	19	7	37%	Less than 720	27	10	37%	Less than 720	27	9	33%
720 -900	28	11	39%	720 -900	38	23	61%	720 -900	57	28	49%
910 -990	6	4	67%	910 -990	4	4	100%	910 -990	14	10	71%
1000 and above	0	0	0%	1000 and above	5	3	60%	1000 and above	4	3	75%
Average	755	779		Average	780	815		Average	796	822	
Median	750	765		Median	775	830		Median	780	780	

New First Time High School GPA

Fall 2012-2013											
Score Range	Entering	Retained	%	Fall 2013-2014				Fall 2014-2015			
	NFT	NFT	Retention	Score Range	Entering	Retained	%	Score Range	Entering	Retained	%
All NFT	516	269	52%	All NFT	417	210	50%	All NFT	402	215	53%
All GPA Scores	505	267	53%	All GPA Scores	403	207	51%	All GPA Scores	394	214	54%
Less than 2.0	111	40	36%	Less than 2.0	48	12	25%	Less than 2.0	66	24	23%
2.0 -2.4	195	99	51%	2.0 -2.4	148	62	42%	2.0 -2.4	126	55	44%
2.5 -2.9	126	74	59%	2.5 -2.9	120	66	55%	2.5 -2.9	123	75	61%
3.0 and above	73	54	74%	3.0 and above	87	67	77%	3.0 and above	79	60	76%
Average	2.40	2.5		Average	2.6	2.7		Average	2.5	2.6	
Median	2.30	2.4		Median	2.5	2.6		Median	2.5	2.5	
Fall 2015-2016											
Score Range	Entering	Retained	%	Fall 2016-2017				Fall 2017-2018			
	NFT	NFT	Retention	Score Range	Entering	Retained	%	Score Range	Entering	Retained	%
All NFT	519	203	39%	All NFT	634	294	46%	All NFT	664	357	54%
All GPA Scores	513	201	39%	All GPA Scores	620	292	46%	All GPA Scores	659	355	54%
Less than 2.0	65	15	23%	Less than 2.0	64	16	25%	Less than 2.0	21	13	62%
2.0 -2.4	219	73	34%	2.0 -2.4	239	75	31%	2.0 -2.4	207	93	45%
2.5 -2.9	143	60	42%	2.5 -2.9	211	106	50%	2.5 -2.9	266	134	50%
3.0 and above	86	52	60%	3.0 and above	115	95	83%	3.0 and above	165	115	70%
Average	2.5	2.6		Average	2.5	2.7		Average	2.7	2.8	
Median	2.4	2.5		Median	2.5	2.7		Median	2.7	2.7	

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



Prepared by the Office of Institutional Research

Spring to Fall Persistence Rate Trends

Term	*Total NTRC	Graduated	Returned Fall	% Returned	Not Returned	% Dropout
Spring 2010	2134	191	1434	73.8%	509	26.2%
Spring 2011	2113	196	1416	73.9%	501	26.1%
Spring 2012	2193	217	1349	68.3%	627	31.7%
Spring 2013	1914	203	1310	76.6%	402	23.5%
Spring 2014	1786	318	1095	74.6%	373	25.4%
Spring 2015	1565	240	1001	76.6%	324	24.5%
Spring 2016	1562	207	904	66.7%	451	33.3%
Spring 2017	1535	195	939	70.1%	401	29.9%
Spring 2018	1689	181	1093	72.3%	415	27.5%

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

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

Capacity and Efficiency by Course Level

Term	1000 Level Capacity	Enrolled	Efficiency	2000 Level Capacity	Enrolled	Efficiency	3000 Level Capacity	Enrolled	Efficiency	4000 Level Capacity	Enrolled	Efficiency	Yearly Efficiency
Fall 2014	5863	4849	83%	3147	2142	68%	2536	1216	48%	1391	552	40%	
Spring 2015	4527	3428	76%	3453	2277	66%	2456	1191	48%	2481	935	38%	
2014 - 2015 ==>													<u>64%</u>
Fall 2015	4918	4708	96%	2984	2272	76%	2561	1271	50%	1490	563	38%	
Spring 2016	4491	3445	77%	3485	2404	69%	2560	1175	46%	1956	760	39%	
2015 - 2016 ==>													<u>68%</u>
Fall 2016	6645	5411	81%	2723	1861	68%	2757	1057	38%	1249	414	33%	
Spring 2017	4856	3965	82%	3085	2206	72%	2565	1098	43%	2000	759	38%	
2016 - 2017 ==>													<u>65%</u>
Fall 2017	7218	5897	82%	2840	1902	67%	2656	1052	40%	1232	359	29%	
Spring 2018	5364	4582	85%	3113	2386	77%	2182	1150	53%	1504	608	40%	
2017 - 2018 ==>													<u>69%</u>
Fall 2018	8017	7049	88%	3083	2354	76%	2270	1185	52%	1285	464	36%	
Spring 2019	5736	5148	90%	3278	2618	80%	2115	1187	56%	1575	742	47%	
2018 - 2019 ==>													<u>76%</u>

Source: CSU Data Warehouse

Academic Affairs Organizational Chart
2018-2019
 Rev. 7/1/2019

