



Annual Report of the Speed to Scale Task Force

**Submitted to the
Ohio General Assembly, Office of the Governor,
Office of Budget and Management
and the Ohio Board of Regents**

June 30, 2010

Speed to Scale Task Force



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Introduction

When the Speed to Scale initiative was adopted in 2007, Central State University had already launched its Strategic Academic Enrollment Plan (SAEM), which called for improving teaching and learning at Central State while growing the enrollment. Enrollment at the University had been growing steadily, increasing by 113 percent over a ten-year period, from 950 in Fall 1997 to 2,022 in Fall 2007. Speed to Scale's goal was to accelerate CSU's growth by making strategic investments in selected areas. It essentially became an interim funding mechanism for the SAEM plan. The successful Focused Growth program in North Carolina, on which Speed to Scale is modeled, demonstrated the positive correlation between strategic investment in an institution and enrollment growth.

The Speed to Scale plan was developed by Central State in partnership with the Ohio Board of Regents and five other University System of Ohio (USO) institutions: The Ohio State University, the University of Cincinnati, Cincinnati State Technical and Community College, Sinclair Community College, and Cuyahoga Community College. Speed to Scale was adopted by the Ohio Board of Regents in 2006, included in Governor Ted Strickland's FY2007 budget request, and approved in June 2007 by the Ohio General Assembly. The plan called for a targeted, one-time investment from the state over a period of three years as well as partnerships with University System of Ohio institutions.

The goal of Speed to Scale was to grow enrollment to 6,000 by 2017. The intent was to eliminate the politically sensitive supplement by increasing enrollment and the corresponding revenue generated by the state share of instruction and tuition. The plan called for the University's supplement to begin declining in FY 2011 and drop to zero by FY 2017. The revenue model that accompanied the Speed to Scale plan was based on the assumption that enrollments and the accompanying increase in the state share of instruction and tuition would increase at a rate sufficient to reach 6,000 by 2017.

The Task Force

House Bill 119, which officially created the Speed to Scale program, called for creation of a Speed to Scale Task Force to monitor the progress on the five accountability metrics set for in the Speed to Scale plan.

The Task Force was to consist of the presidents or appointed designees of Central State University and its five partner institutions and one representative each from the Governor's Office, the Ohio Senate, the Ohio House of Representatives, the Ohio Board of Regents, and the Office of Budget and Management. Current task force members include John W. Garland, Chair (President, Central State University); Becky Burrell (Special Assistant for Strategic Initiatives, Cincinnati State Technical and Community College); Terry Butler (Vice President for Access, Cuyahoga Community College); Dr. Helen Grove (Senior Vice President and Provost, Sinclair Community College); Dr. W. Michael Sherman (Vice Provost for Academic Administration, The Ohio State University); Dr. Donald O'Meara (Interim Dean, Raymond Walters College, University of Cincinnati); Dr. John Stanford (Education Policy Executive Assistant, Ohio Governor's Office – Office of Policy); Senator Chris Widener (Ohio Senate); Representative Roland Winburn (Ohio House of Representatives); Rich Petrick (Vice Chancellor for Finance, Ohio Board of Regents); Jane Fullerton (consultant with the Ohio Board of Regents); and Tracy Najera (Section Chief, Education, Ohio Office of Budget and Management).

H.B. 119 requires that Central State University and the Speed to Scale Task Force report annually on the status of the Speed to Scale program as measured by defined accountability metrics set forth in the plan. The report must be submitted to the Ohio General Assembly and the Governor's Office by June 30th of each fiscal year.

Since Speed to Scale funding ends with the close of FY10, this constitutes the third and final annual report of the Speed to Scale Task Force. As in past reports, the Task Force is using the five accountability metrics identified in the Speed to Scale plan to assess Central State's progress in implementing the plan during the 2009-2010 academic year:

- 1. Increase enrollment by year**
- 2. Increase first-to-second-year retention rate**
- 3. Increase the number of new or enhanced academic programs**
- 4. Increase graduation rate**
- 5. Increase the number of Ohio graduates.**

Accountability Metric 1: Increase Enrollment

Central State University has employed a number of strategies to achieve enrollment growth, and these have produced results. As previously noted, CSU has established a solid record of increasing enrollment over the past several years (*Appendix, Table 1*). Enrollment in Fall 2009 was up 12 percent from the previous fall, to 2,436. Central State had the second largest percentage increase among Ohio's public colleges and universities, which recorded a 2.2 percent increase overall.

There were also substantial increases of new, first-time freshmen from Ohio feeder cities, a result of Central State's aggressive efforts to increase enrollment of in-state students. (*Appendix, Table 2*)

Transfer student enrollment up

One of the strategies for meeting CSU's aggressive enrollment goals is to target students completing their first two years of college education with one of CSU's University System of Ohio (USO) community college partners. This strategy is bearing fruit. Transfer student enrollment increased last fall by 6 percent, to 140 students.

Contributing significantly to the increase in transfer students in Fall 2009 were Speed to Scale partners Sinclair Community College, Cuyahoga Community College (Tri-C), and Cincinnati Technical and Community College. They were among the top ten transfer institutions, producing 24 percent of the total number of transfer students. Of the top ten, Sinclair Community College yielded the largest number (23) of transfer students last fall, and Tri-C was the second highest (6) community college producer. (*Appendix, Table 3*)

A Tri-C/CSU Task Force has helped spur the progress made over the past year on implementing the articulation agreement between Tri-C and CSU, and there have been ongoing discussions with Sinclair about how to strengthen the partnership between the two institutions.

Currently, CSU and Sinclair Community College have formal articulation agreements for five programs: Early Childhood Education, Criminal Justice, Environmental Engineering, Manufacturing Engineering, and Industrial Technology. Under discussion is a dual enrollment agreement in Criminal Justice. CSU and Tri-C have completed a general 2 + 2 articulation agreement and dual admissions and enrollment agreements in Early Childhood Education and Environmental Engineering are pending.

CSU formalized a 2+2 agreement with Cincinnati Technical and Community College on June 30, 2009, in Mechanical and Environmental Engineering, Industrial Technology, and Water Resources Management.

In addition to these agreements with Speed to Scale partners, CSU has articulation agreements with Kingsborough Community College and the Defense Acquisition University, as well as High School Pathways into College and Universities. There are also plans to develop agreements with other community colleges in the state.

As a result of these articulation agreements and community college scholarship awards, CSU expects to double its transfer student enrollment over the next two years, to 275 students in Fall 2011.

Dayton Campus growing

Enrollment at Central State's Dayton Campus (CSU-Dayton) was up 10 percent in Fall 2009, to 249 students, continuing the trend of steadily increasing enrollment at CSU-Dayton, which relocated in 2007 to a more accessible location near downtown Dayton. (*Appendix, Table 4*)

Growing the enrollment at CSU-Dayton is an integral part of the Strategic Academic and Enrollment Management (SAEM) Plan and the Speed to Scale initiative. The goal is to grow the student population to 1,000 students by 2017.

In addition to enhanced target marketing, the strategies to increase enrollment at the Dayton campus last year included a Community Breakfast with CSU President John W. Garland; expanded hours and services; continued expansion of course offerings; and a strategic visioning process.

Full degree options are now offered in high-enrollment programs such as early childhood education, intervention specialist and business administration, and course offerings in criminal justice and social work have increased. Students can also take graduate courses in education at CSU-Dayton. Also being explored is a nursing program; teacher recertification; credit for prior learning; course delivery through video conferencing; and increasing PSEO enrollment through such things as Central State's Upward Bound program.

The CSU College of Education and CSU-Dayton are partnering with Dayton Public Schools (DPS) to offer selected paraprofessionals the opportunity to obtain licensure in DPS's identified high need area of special education. A cohort of 20 students is expected to enroll in the program beginning Fall 2010.

The University also began offering seven fully online courses in Spring 2010, and expanded to 11 in Summer 2010. CSU expects to offer 13 online courses in Fall 2010. This addition is particularly attractive to the non-traditional students served by the Dayton Campus as well as commuter students.

Begun last fall and competed this spring, the strategic planning process for CSU-Dayton involved civic and educational leaders in the Dayton area as well as CSU faculty and staff. The goal was to help set the direction for the Dayton campus by identifying emerging needs the University can address. The group developed vision and mission statements for the Dayton Campus as well as strategic goals and performance measures. The goals build on CSU's strengths in the area of urban education as well as its partnership with Sinclair Community College and other community colleges in the region. They are as follows:

- Market the Dayton Campus as a regional center of excellence for urban education.
- Position and develop the Dayton Campus as a site for continuing education of teaching professionals.
- Selectively continue and expand 2+2, dual enrollment, accelerated and degree completion programs.
- Inspire children and teachers to pursue careers in urban education.
- Develop the financial resources to build the Dayton Campus delivery system.

As a result of the visioning process, CSU-Dayton will be better able to engage and retain students, benefiting not only the Dayton campus and the University as a whole, but also the Dayton area community.

Strengthened and expanded marketing activities

Increasing the visibility of the University and highlighting its accomplishments continues to be a critical component of CSU's efforts to grow enrollment. Thus, the University has expanded its use of both television

and radio to strengthen its presence in primary in-state markets.

The use of the website to promote the institution as well as to recruit and enroll students has resulted in a significant increase in the number of online applications. Students are also able to manage their financial aid awards and bills online as well as update their personal contact information, which has helped improve service delivery as well as communication.

The University's marketing strategy included development of a new brand, "Change is Central," which conveys the transformative effect of a Central State education. Launched in Fall 2009, the new brand has been well received by students, faculty, staff, and alumni.

The University also has produced a significant number of publications and is increasing its use of alternative media and social networking sites to engage prospective students.

Financial aid leveraging

The new Pell-First policy governing OCOG had a significant and disproportionate impact on Central State and the students it serves. Since CSU's tuition is less than the Pell Grant, the policy change made every Ohio resident who attends CSU ineligible for an OCOG grant. This anomaly results from Central State being true to one of its stated missions: keeping costs low. The end result of this change is that the debt burden for Pell-eligible students increased by \$2,500 per year. To help address the impact of the new Pell-First OCOG policy, the University redirected its entire FY2010 Speed to Scale allocation of \$1.75 million to provide need-based aid to students. It implemented a new Financial Aid Leveraging Plan for FY10 that included:

- Freshman Access Grants for new, first-time freshmen who are Pell-eligible and in-state residents. Awards in the amount of \$2,500 were made on a first-come, first-served basis until the allocated support was depleted. A total of \$629,140 was awarded to 288 freshmen.
- Persistence Grants of \$1,000 were awarded to all returning members of the Fall 2008 freshman class who met established criteria — a 2.5 G.P.A., a declared major and completion of at least 24 credit hours. The total awarded was \$124,235 to 132 students.
- Presidential Leadership and Service Scholarships of one-time \$3,000 awards were given to five students who demonstrated a commitment to leadership and service on campus and in the community.
- An Access and Investment (AI) Educator, hired to improve customer service and students' financial-aid literacy. In addition to helping students understand and navigate through the financial aid process, the AI Educator employs alternative media such as text messaging to keep students informed about scholarship opportunities.

While providing need-based aid to current and incoming students, CSU also supported students with a range of scholarship opportunities, including the allocation of an additional \$100,000 for merit-based support for NFT freshmen for the 2009–2010 academic year. The University also used its DO STEM, NSF Benjamin Banneker, and NNSA scholarships to recruit and retain STEM majors. Almost 50 students last year were part of the DO-STEM scholarship program, which has been a tremendous tool for retention.

Through its Choose Ohio First Scholarship program, CSU also awarded 25 scholarships to community college students who enrolled at Central State after completing their two-year degrees. These awards are part of a five-year program designed to increase the number of transfer students in the STEM areas who enroll at

Central State. By the end of the 2012-2013 academic year, CSU will have awarded 200 scholarships to community college students who have committed to transfer to a STEM program at Central State.

A new partnership implemented in 2010 with Natural Resources Conservation Service of the U.S. Department of Agriculture provided \$50,000 for full-ride, four-year scholarships for two continuing students. The scholarship includes paid summer internships as well as guaranteed employment for three years after graduation. One of the goals of this scholarship is to increase the number of underrepresented groups who choose careers in the fields of agricultural studies and natural resources.

Central State has increased its institutional aid budget for the 2010-2011 academic year to \$4.5 million. As part of the effort to recruit and retain high performing students, the University has also increased the allocation for merit-based aid, from \$1.7 million to \$1.9 million.

Summer camps

A range of summer camps for high school students also serve as valuable recruitment tools, while encouraging youth to go to college and improve their learning outcomes. A new camp this summer, the CSU-ATK Pre-Engineering (CAPEP) Summer Program, is the result of a partnership with ATK, a defense material research, development, and acquisition corporation with a division in Dayton. ATK provided \$95,000 to fund the program, which serves rising 11th and 12th graders. It is one of several programs this summer aimed at cultivating interest among young people in the STEM disciplines.

Another is the ExxonMobil Bernard Harris Summer Science Camp hosted by CSU's Institute for Urban Education. Now in its third year, that camp has grown in popularity. The first year, the IUE received 40 applications for the camp; this year the number of applications increased to almost 240.

The IUE also hosts two camps for at-risk ninth grade boys and girls, the W.E.B. DuBois Talented Tenth STEM Education Academy and the Hallie Quinn Brown STEM Education Academy. These are aligned with and sponsored by the Governor's Closing the Achievement Gap initiative.

These and our other summer camps provide a valuable service, helping increase the University's visibility, enhance its public image, and cultivate future students.

Change in funding formula, redirection of effort

In its FY 2009 budget the State of Ohio made a significant change in the funding formula for public colleges and universities. As a result of the new performance based funding, Central State University has redirected its energies. Rather than continue focusing efforts on increasing the size of its entering class, Central State has made a strategic decision to consolidate the gains made over the last several years and hold enrollment of new, first-time freshmen flat (The University's target for 2010 is 2,550 students, representing a 4.5 percent increase in overall enrollment [*Appendix, Table 5*]).

The focus in the coming year will be on attracting stronger students, and increasing both retention and course completion rates. This redirection of effort is in line with the new funding formula, which is based primarily on outcomes rather than enrollment. Thus, CSU, in order to align itself with the new University System of Ohio Strategic Plan, has begun to implement initiatives, some of which are and others of which are not, consistent with Speed to Scale.

Accountability Metric 2: Increase Retention Rate

Speed to Scale calls for Central State University to increase first-to-second-year retention of new first-time freshmen from 49 percent (the rate at the beginning of S2S) to 75 percent by 2017. The Fall 2009 retention rate was 57.2 percent, up from 50.1 percent in Fall 2008 (*Appendix, Table 6*). The overall return rate increased from 63.5 percent in Fall 2008 to 67.5 percent in Fall 2009 (*Appendix, Table 7*).

Center for Academic Success

The Center for Academic Success (CAS), a cornerstone of the University's retention efforts, provides support services for incoming and current students identified as being academically at risk. The Center's strategies in 2009 included:

The Summer Early Start Program, a six-week program designed to provide academic support for at-risk students who are pending admission to help them transition to a successful college experience.

The Learning Skills Experience (LSE) Program, a required course for academically underprepared students who did not participate in the Early Start program or who did not successfully complete the program. The LSE program also provides tutoring for continuing students. It is staffed by three full-time professional skills specialists, one each in reading, writing and mathematics.

The Learning Communities (LC) Program, which was redesigned to serve academically at-risk students who are currently enrolled and new first-time freshmen with ACT scores between 15 and 19 or SAT scores between 720 and 900. Student in the LC program are divided into cohorts that take two concurrent courses taught by faculty who collaborate on mutually reinforcing instruction and assignments.

The Individual Intervention Program (IIP), implemented in Fall 2009, gives academically suspended freshmen the opportunity to remain in school under a set of rigorous conditions. These included the requirement that students achieve satisfactory academic progress in each of the two terms of IIP and achieve a 2.0 or higher cumulative GPA by the end of their second term.

Strategies for strengthening the program were implemented in Spring 2010 and included providing additional formal instructional support programming for IIP students through the Learning Skills Center and improving the monitoring process by requiring daily attendance in the LSE course.

Tutoring. The Center also provides tutoring in academic areas with high course-failure rates. Study Tables are offered on a daily basis, and additional tutoring is available during the afternoon and evening hours.

The First Year Seminar, a one-semester course aimed at acclimating new students to Central State and college life, has been redesigned for Fall 2010 in order to ensure more consistent quality of instruction across sections and better meet the needs of new students. The curriculum will include a meet-your-advisor assignment.

Improved monitoring of student progress

On-time submission of interim grade reports has improved the ability of the Center for Academic Success to monitor student progress. In years past on-time submission of grades has been a problem, but during the past year almost 100 percent of the faculty have submitted grades on time. This enhances the ability to provide aggressive intervention to students who are struggling academically, before it is too late.

Advising key to student success

More intrusive advising is viewed as key to CSU's retention effort. To that end, a university-wide effort to reduce the number of undeclared majors and assign every student a faculty advisor was completed prior to Spring 2009 registration. An advising workshop was also provided for all faculty and professional advisors during the spring semester, and Advising FAQs were available in hard copy or online.

Academic initiatives

Over the past three years, deans, department chairs, and faculty have been actively engaged in promoting student retention in support of Speed-to-Scale goals.

In Fall 2009, 35 faculty members in the College of Arts and Sciences also offered study tables in more than 60 courses. For example, in CHEM 3501, Physical Chemistry I, a mandatory "study table" session was held every Thursday for 1 - 2 hours. As a result, students achieved a 100 percent passing rate in the course.

Faculty in the College of Business and Industry offered 24 study tables. As a result, students' test scores increased by 5 percent in the areas of Accounting, Finance, Statistics, Business Calculus and Engineering. In the areas of Hospitality Management, Marketing and MIS, the scores increased by 10 percent on average.

These and other initiatives will continue in the coming years.

Student Affairs retention strategies

The Division of Student Affairs has also taken a lead role in retaining students. Its efforts last year included the Marauder Pride campaign, which is aimed at encouraging students to take responsibility for building and maintaining a positive campus environment.

Other initiatives included the conversion of an existing residence hall to a new Honors Hall, complete with a piano in the lobby donated by a member of the Central State University Board of Trustees. As expected, the course completion rate for the Honors Hall was the highest on campus for Fall term, at 89 percent.

Other retention initiatives implemented during the 2009-2010 academic year included the re-establishment of Alpha Kappa Mu Academic Honor Society, which offered academically-focused events and programs for high achieving students; the newly revived Lionel Newsom Leadership Institute; expanded counseling services, improved outreach and service by the Office of Disability Services; and a focus on increasing the number and variety of student activities on and off campus.

Enrollment Services retention strategies

In addition to developing a comprehensive financial aid leveraging plan and hiring the access and investment educator, the University revamped its enrollment process to better serve new first-time freshmen and transfer

students. It also mounted a successful campaign encouraging early registration and enrollment for continuing students. This has resulted in a record number of continuing students registering early for Fall 2010 classes. Additionally, the Fall 2010 deadlines for committing to the University have been moved up, enabling the University as well as students to better plan for the coming term.

Other retention strategies

A Campus Climate Committee consisting of students, faculty and staff was convened in the fall and charged with recommending ways to improve the intellectual, cultural and social climate on campus. Among the initiatives implemented as a result was “Academics are Central,” a campaign promoting the academic enterprise on campus. The ultimate goal of this and other efforts was to improve CSU’s course completion, retention and graduation rates.

Other initiatives undertaken by CSU over the last year to improve retention include, but are not limited to: a pilot mentoring program for new, first-time, freshmen in Fall 2010; new furniture in the classrooms and the residence halls as well as flat screen TVs; renovation and upgrade of campus recreation facilities; expansion of the intramural program; renovation of bathrooms in the residence halls; new software to streamline and improve the course registration process; the installation of blue phones and security cameras across campus to enhance campus safety; an Arbor Day commemorative tree planting ceremony; a revitalized convocation series; implementation of a campus-wide recycling program (coordinated by a CSU student); and expansion of the campus bookstore to include a coffee shop/student gathering space.

Accountability Metric 3: Develop new or enhance existing academic programs

Two Central State programs received official notice of accreditation in 2009. Central State's Manufacturing Engineering program received continuing ABET accreditation through 2015, and the Art Unit in the Department of Fine and Performing Arts received accreditation through the National Association of Schools of Art and Design (NASAD). NASAD accreditation for the Art Unit means the Department of Fine and Performing Arts, one of CSU's centers of excellence, is now fully accredited.

The College of Education also hosted a successful focus visit from the National Council for Accreditation of Teacher Education (NCATE).

Next in line for accreditation is the College of Business and Industry. It plans to conduct a self-study in 2010-2011 for accreditation by the Association of Collegiate Business Schools and Programs and enter into candidacy in 2012.

New Center of Excellence

In October 2009 Chancellor Fingerhut announced the establishment of several Centers of Excellence, including one at CSU: The Center of Excellence in Emerging Technologies. The establishment of such centers at each of Ohio's public four-year institutions is part of Ohio's Strategic Plan for Higher Education.

CSU's new Center of Excellence will offer expertise in the integration of renewable and alternative energy supporting manufacturing and environmental protection areas. It builds on the institution's competencies in manufacturing engineering, environmental engineering, mathematics and computer sciences, and natural sciences, and will utilize the technology transfer and commercialization capabilities of Central State's National Environmental Technology Incubator.

The establishment of this Center at CSU will expand opportunities for research and internships; help attract students interested in the areas of science, technology, engineering and math; and enhance CSU's capacity to become a leader in the area of clean and renewable energy. It will also help strengthen the regional and state economies by creating jobs through commercialization and helping prepare a diverse and highly skilled workforce for jobs in emerging technologies.

Growth in new and existing programs

Two new academic programs that began in Fall 2007, the same year Speed to Scale was launched, have completed their third year of enrolling students. The criminal justice program had 160 students in Spring 2010, up 72 percent from 93 in Spring 2009. Enrollment in the Environmental Engineering Program almost quadrupled, from 5 students in Spring 2009 to 19 in Spring 2010. Students in the environmental engineering program had the highest course completion rate (95 percent) of any program on campus in Fall 2009.

As noted in last year's report, enrollment and retention efforts in environmental engineering are being supported by scholarships for high-achieving students awarded through CSU's DO-STEM program, funded by the state of Ohio's Choose Ohio First Scholarship program. The articulation agreements Central State has established with Speed to Scale community college partners, as well as those under development, will also contribute to enrollment growth in CSU's environmental and manufacturing engineering programs.

In Fall 2009, CSU had 430 STEM majors, up 15.6 percent from the year before. Since 2004, there has been

a 200 percent increase in the number of chemistry majors.

Phase II of the Center for Education and Natural Sciences (CENS) was completed in December and the natural sciences programs began offering classes in the CENS in January 2010. The state-of-the-art labs and classrooms, new greenhouse, and new animal care facility has significantly strengthened the ability of CSU's science programs to attract and graduate more students in the STEM areas, including STEM education.

Enrollment in CSU's teacher education program was at 451 in Fall 2009, a 12 percent increase over Fall 2008. Enrollment in the program has increased by 70 percent since 2004. Enrollment in the graduate education program increased by 20 percent from Fall 2008 to Fall 2009 and by 350 percent from Fall 2004.

CSU's focus on preparing teachers to teach in K-12 urban school settings will continue to attract students with a passion for careers in education. Much has been accomplished that will help the college increase student enrollment and retention in CSU's College of Education:

- In 2009 the College of Education earned full accreditation from the National Council for Accreditation of Teacher Education (NCATE).
- The college hired four new tenure track faculty members with a wealth of experience in K-12 urban schools and in higher education.
- The new faculty include two department chairs (associate professors) and two assistant professors of social studies and mathematics education.
- A new Articulation Agreement is ready for signature with Cuyahoga County Community College for Early Childhood Education.
- The college has taken the leadership role to convene three days of work sessions with faculty from the Colleges of Education, Arts and Science and Business to focus on the learning outcomes of the PRAXIS II assessments that are required of teacher candidates to receive their teaching licensure. These sessions have resulted in heightened faculty awareness, aligned syllabi and agreement on scope and sequence of course content. The results expected in the spring 2011 semester will be increased student passage rate on the PRAXIS II content and Principles of Learning and Teaching Assessments.
- A new Higher Education master's degree program was launched in the fall 2009 semester. Enrollment in the new program for the first year totalled 13 students.

New faculty

The addition of new faculty continues to strengthen CSU's academic programs. Last year seven tenure track and six term faculty were hired, bringing the total number of full-time faculty to 113.

Opportunities for international studies expanding

In line with the Strategic Plan for Higher Education, Central State is working to globalize its campus, by increasing opportunities for students and faculty to participate in cross cultural experiences. Central State, in partnership with Wright State University, sent six CSU students to Ghana this summer through the University Studies Abroad Consortium, a non-profit, university-based consortium of U.S. Universities that offers

study abroad programs to member institutions. Hosted by the University of Ghana, the program offers seven credit hours of course work (including, Twi Language), housing, field trips, and tours to 40 participants.

Central State was also invited to participate in a pilot program launched by Black Professionals in International Affairs (BPIA), an educational, charitable, non-profit membership association, formed in 1989 to increase the involvement of African-Americans and other people of African heritage in international affairs.

The program provided supplemental scholarship funding to two CSU students for study abroad this summer. One of the students, a vocal performance major, is participating in a month-long opera workshop in Arrezzo, Italy, and the other, an international studies major, is attending an intensive Chinese language program in Beijing, China.

Central State is also in the process of developing an articulation agreement with TEDA Polytechnic College, a three-year technical school near Tianjin, China, that would allow TEDA students to complete their four-year degree at CSU. The University is also exploring agreements with Tongji University, a four-year institution in Shanghai, as well as a high school in Beijing.

Accountability Metrics 4 & 5: Increase graduation rate and number of Ohio graduates

The Task Force has noted before that the federal method for calculating graduation rates is based on the increasingly outmoded assumption that students attend only one college and can afford to stay in school more or less constantly until they earn a bachelor's degree. A student who transfers from one college to another, and then graduates from the second or third institution, is not counted in any school's graduation rate, despite the fact that she has successfully completed a degree. Similarly, students who transfer from community college to Central State to complete their studies are not counted in CSU's graduation rate.

Enrollments in community colleges nationwide have surged over the last couple of years, and are likely to continue growing, particularly in today's uncertain economic climate. As people look for ways to make higher education more affordable, they are more likely to consider enrolling in a community college for their first two years and transferring to a four-year institution to complete their degree. Even the Obama administration has encouraged enrollment in community college as an affordable pathway to a four-year degree.

In line with Speed to Scale, Central State will continue to grow its enrollment through articulation agreements and partnerships with Ohio's community colleges. Thus, it would make sense to find another way to measure the "success" rate for transfer students who enroll in CSU after completing two years at one of Central State's community college partners. This method should be applied statewide for all community college students who transfer to four-year institutions.

The inherent flaws in the formula used to calculate graduation rates notwithstanding, Central State remains committed to improving its graduation rate, which inexplicably dipped to 19 percent in 2009, from 28 percent in 2008. The goal is to increase the rate to 52 percent by 2016.

Strategies to increase graduation rates remain as follows:

1. Achieve higher course completion rates by students. For Fall 2009, the course completion rate was 74.7 percent. The goal is to increase the overall course completion rate to the state average of 83 percent by 2011.
2. Strengthen advising guidelines, with a focus on developing more refined advising strategies based on ACT scores, student work hours, student GPA, high school course work, and other relevant factors.
3. Increase efforts to re-enroll students who "stop out" of college. In 2009-2010 this strategy involved a concerted effort by academic departments to contact and re-engage students who had "stopped out" of school.
4. More focused communication with continuing students, particularly during the summer, to encourage them to return to campus in the fall.

An importer of out-of-state talent

Ohio's Strategic Plan for Higher Education explicitly recognizes Central State's legacy and reputation as an importer of talent from out of state. This is reflected in enrollment ratios over the last several years. In Fall 2004 out-of-state students accounted for 31 percent of the student population at Central State; in Fall 2009 that ratio stood at almost 40 percent.

The Speed to Scale plan calls for increasing the percentage of in-state students to 80 percent and decreasing the ratio of out-of-state students to 20 percent. The 80/20 residency ratio was recommended by the previous Ohio Board of Regents leadership because of the large aid gap for out-of-state students versus in-state students.

The University has increased efforts to recruit in-state students and has redirected resources to support them. The facts are, however, that as one of only two historically black universities in the Midwest, Central State is clearly an attractive option for students from surrounding and northern states who want to attend a historically black college or university (HBCU) closer to home than in the South, where most HBCUs are located. It is unique as one of Ohio's regional public universities. CSU is a true importer of talent, and the data indicate that significant numbers of CSU's out-of-state students stay in Ohio and make important contributions to Ohio's economy.

Additionally, out-of-state students benefit the institutions they attend in many ways, including financially. In Central State's case, the revenue they generate through higher tuition has a significant impact on the University's budget. This will become increasingly important in the immediate future, when higher education is likely to feel the effects of Ohio's looming \$8 billion budget deficit.

Central State remains committed to the goal of increasing the number of Ohioans with college degrees; however, its recognized role and reputation as an access institution for underserved populations and an importer of out-of-state talent will continue to attract students from out of state.

Conclusion

Speed to Scale was enacted to stimulate enrollment growth at Central State University. As previously noted, the primary goal was to increase enrollment to a scale at which Central State University would no longer need a supplement as part of its core funding.

To that end, Central State has used Speed to Scale funds to support recruitment and retention efforts; strengthen academic programs; hire new faculty (13) and staff (48); provide need-based aid to students (\$1.5 million in FY08, \$1.7 million in FY09, and \$1.8 million in FY10); and enhance the visibility and image of the University by strengthening public relations efforts.

Enrollment has grown by 21 percent since Speed to Scale was enacted, from 2,021 in Fall 2007 to 2,436 in Fall 2009. New transfer and articulation agreements with CSU's Speed to Scale community college partners — Cuyahoga Community College, Sinclair Community College, and Cincinnati State Technical and Community College — have helped contribute to the growth in enrollment, as has a 29 percent increase in enrollment at CSU's Dayton Campus, which serves primarily nontraditional students.

The first-to-second-year retention rate has increased from 53.8 percent in Fall 2007 to 57.2 percent in Fall 2009. The overall return rate has increased during that same period from 64.8 percent to 67.5 percent. To boost retention, Central State reorganized its Center for Academic Success, revised advisement strategies, and adopted other strategies to help students succeed in college. Speed to Scale dollars helped strengthen financial aid service and responsiveness, as well as enhance Student Affairs programming.

The University launched two new academic programs in 2007, the year Speed to Scale was enacted, and enrollment in those programs — criminal justice and environmental engineering — has grown exponentially. CSU began offering online courses in Fall 2009, and expects to add more in the coming year. A number of new partnerships with other institutions of higher education as well as members of the business community have increased opportunities for student and faculty research and internships.

The Speed to Scale plan also included funding to construct a new student center, which is considered a cornerstone of Central State's recruitment and retention efforts. The General Assembly appropriated \$14 million for the student center in FY08. Central State anticipates that the governor will include the balance needed to complete this project in his next capital budget request.

Though CSU's enrollment increased over the last three years, the growth was not as robust as projected by the Speed to Scale plan, which projected an annual enrollment increase of 13.5 percent. In light of actual enrollment trends, however, the Speed to Scale Task Force in December 2007 revised the targeted annual increase to a more realistic goal of 10 percent. (*Appendix, Table 8*).

A number of factors have affected CSU's ability to grow as rapidly as expected. These included a freeze on in-state tuition, as well as reductions in state funding, which resulted in less revenue for Central State than was originally calculated. The projected funding for Speed to Scale was also reduced by \$400,000 in FY09. Additionally, the entire Speed to Scale allocation for FY10 was used to provide need-based aid to students affected by the change in OCOG policy. The original intent was to use only a portion of this allocation for need-based aid.

The Speed to Scale growth goals, and the funding to support them, also did not take into account other significant factors that support growth, including the continued development of new academic programs,

further expansion of CSU's distance education capability, and construction of key facilities such as residence halls and a new library with adequate staffing. These are all key to the success of CSU's efforts to grow and meet Speed to Scale metrics.

Central State received the last installment of its Speed to Scale investment in FY10 and will receive no further funding in FY11, as reflected in the FY10-FY11 biennial budget approved by the Ohio General Assembly. Further reductions in the coming biennium as a result of the new funding formula as well as projected cuts in the state's higher education budget will make it even more challenging to meet Speed to Scale enrollment goals.

The Focused Growth program in North Carolina, on which Speed to Scale was based, serves as a model for the kind of extraordinary investment needed to achieve the aggressive growth envisioned by the Speed to Scale initiative. The Task Force recommends a closer look at this program, including the extent of the investment North Carolina made in its minority serving institutions, what they were able to accomplish as a result, and how it has benefitted the state and its citizens.

Central State University intends to continue to collaborate with its Speed to Scale partner universities and colleges to achieve the aspirational goals outlined in the Speed to Scale Plan. As Ohio's only public HBCU, Central State University is a respected and future-oriented institution, providing the "innovation generation" with the hope and courage to realize their own American Dream. With that as its mission, along with its rich history of successfully educating tens of thousands of Ohio and American citizens, Central State is well positioned to advance the state's goal of increasing the number of Ohioans with university degrees while helping build a diverse workforce ready to compete in a global economy.

The Speed to Scale initiative has been an important investment and the Task Force applauds Governor Ted Strickland, the Ohio General Assembly, and Chancellor Eric Fingerhut for their support.

Appendices

Table 1

Enrollment Trends at Central State University, 2004-2009

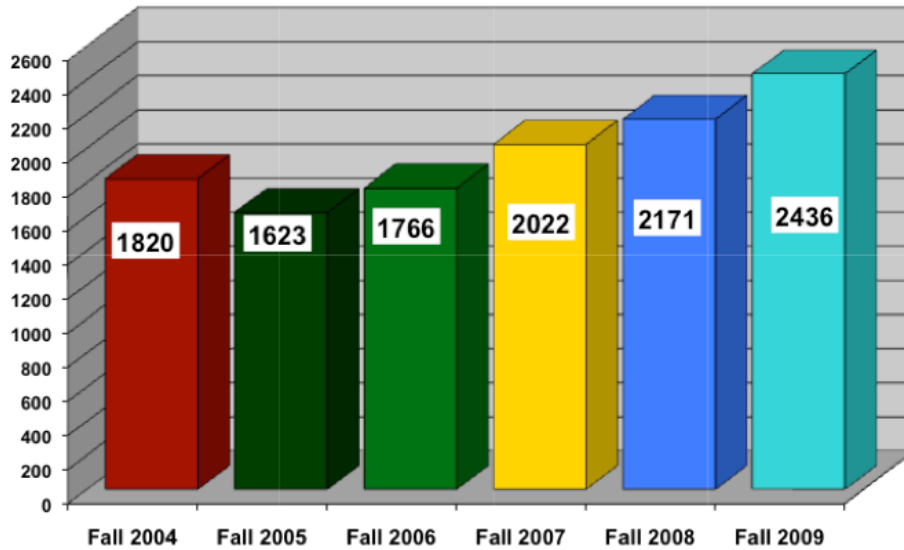


Table 2

Enrollment of New, First-time Freshmen from Ohio Feeder Cities, 2007-2009

Ohio Feeder Cities					
	Cincinnati	Dayton	Columbus	Cleveland	Toledo
2007	62	58	39	16	10
2008	60	55	52	26	6
2009	78	70	73	79	8
	30% Increase	27% Increase	40% Increase	203% Increase	33% Increase

Table 3

Top 10 Transfer Institutions Fall 2009

- Sinclair Community College 23
- Wilberforce University 8
- Cuyahoga Community College Metro 6
- Columbus State Community College 5
- University Of Toledo 5
- Cincinnati Technical and Community College 4
- Urbana University 4
- Howard University 3
- Miami-Jacobs College 3
- Wright State University 3

Table 4

CSU Dayton Campus Enrollment Trends, 2004-2009

Term/ Year	Dayton Campus Unique Headcount	Average # of Courses Taken	Total # of Courses Offered	Total # of Credit Hours Taught	Dayton Campus FTE
Fall 2004	58	2.5	32	118	77.93
Fall 2005	60	2.4	31	91	77.13
Fall 2006	67	2.3	43	126	73.00
Fall 2007	69	2.7	46	140	83.93
Fall 2008	87	2.9	44	129	91.00
Fall 2009	105	2.8	57	171	107.60

Source: Office of Assessment & Institutional Research

Table 5

Fall 2010 Enrollment Projection

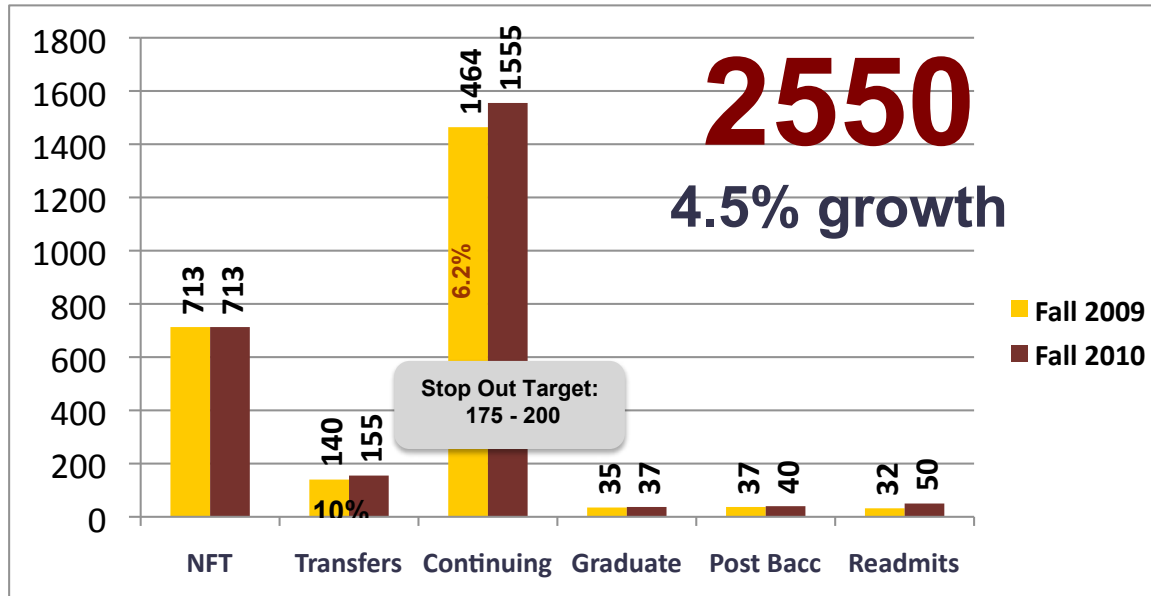


Table 6

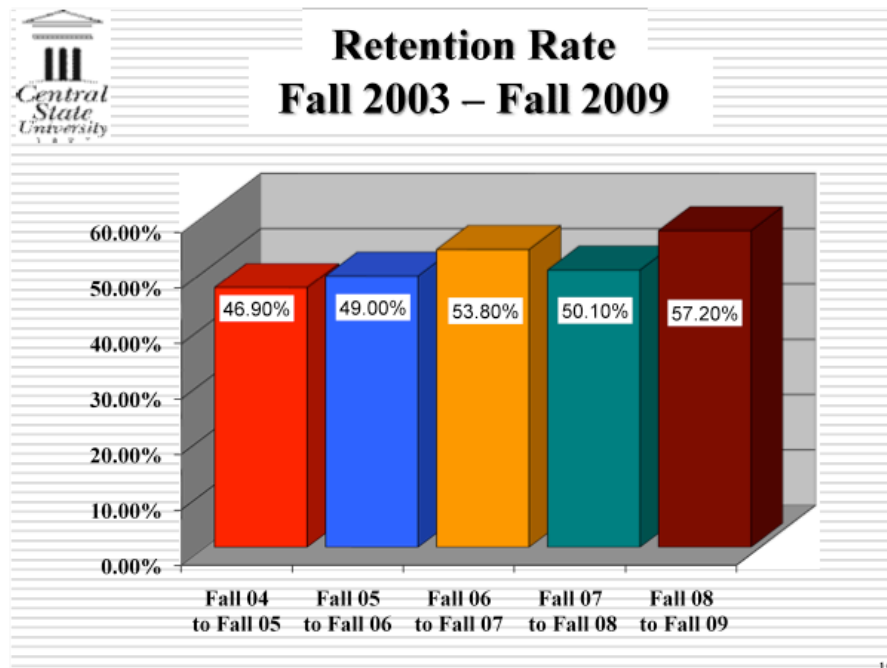


Table 7

Return Rate, Fall 2005 – Fall 2009

Category	Fall 04 to Fall 05	Fall 05 to Fall 06	Fall 06 to Fall 07	Fall 07 to Fall 08	Fall 08 to Fall 09
UG Degree-Seeking Enrolled	1764	1570	1711	1943	2098
Graduated	125	125	139	154	143
Returning	961	924	1018	1136	1319
Returning Rate	58.6%	63.9%	64.8%	63.5%	67.5%

Table 8

Central State enrollment projections by headcount, 2007-2017 *

Rate of growth	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
10 %	2021	2223	2445	2689	2958	3254	3579	3937	4331	4764
12 %	2021	2264	2536	2840	3181	3563	3991	4470	5006	5607
13.5%	2021 (Actual)	2171 (Actual)	2464	2797	3174	3603	4089	4641	5268	6000

* Projections based on a 10 percent, 12 percent, and 13.5 percent rate of growth.



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