



FACT BOOK



Office of Assessment & Institutional Research

2011
edition


January 2011

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 Assessment and Institutional Research appreciates your feedback and welcomes any suggestions or changes for future editions. Please contact me with any questions or comments.

Sincerely,

A handwritten signature in cursive script that reads "Mohammed Ali".

Mohammed Ali,
Director
mali@centralstate.edu

CENTRAL STATE UNIVERSITY

FACT BOOK

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Quick Reference

Current President: John W. Garland, Esq., 1997 - present

Past Presidents:

- ☞ Dr. Charles H. Wesley served as president from 1947-1965.
- ☞ Dr. Lewis A. Jackson served as acting president during part of 1965.
- ☞ Dr. Harry E. Groves served as president from 1965-1968.
- ☞ Dr. Herman R. Branson served as president from 1968-1970.
- ☞ Dr. Lewis A. Jackson served as president from 1970-1971. He then served as acting president from 1971-1972.
- ☞ Dr. Lionel H. Newsom served as president from 1972-1985.
- ☞ Dr. Arthur E. Thomas (ø2) served as president from 1985-1995.
- ☞ Dr. Herman B. Smith served as interim president from 1995-1996.
- ☞ Dr. George Ayers, Executive Management Team, assumed the chief leadership position from 1996-1997.

Established: 1887

Congressional District: 7

University Accreditation: North Central Association of Colleges and Schools

Carnegie Classification (2000): Baccalaureate colleges ó General

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

FICE Code: 003026

Calendar: Semester

Colleges: Arts & Sciences, Business & Industry, and Education

Degree Programs: Baccalaureate (33), Masterø (1)

Student Enrollment		
<i>Fall 2010</i>		
	Headcount	FTE
Undergraduate	2,244	2,107
Freshman	46%	1,031
Sophomore	18	409
Junior	16	352
Senior	19	417
Unclassified	2	35
Graduate	<u>44</u>	<u>19</u>
TOTAL	2,288	2,126

Average Class Size	
<i>Fall 2010</i>	
< 1000 Level	18
1000 - 2000 Level	21
3000 - 4000 Level	10
5000 - 7000 Level	9
Student ó Faculty Ratio (FTE) 15:1	

*Operating Revenue	
<i>Fiscal Year 2010</i>	
Tuition, Fees, Other Charges	\$ 19,806,432
State, local, private grants and contracts	1,453,982
Federal Grants, Contracts	18,376,817
Other Sources	<u>2,229,427</u>
TOTAL	\$41,866,658

Degrees Awarded	
<i>Academic Year 2009-2010</i>	
Baccalaureate	212
Master	<u>2</u>
TOTAL	214

Tuition and Fees		
<i>Academic Year 2010-2011</i>		
	Ohio	Non-OH
Undergraduate	\$5,480	\$12,220
Graduate	6,936	12,048

Employee Headcount	
<i>Fall 2010</i>	
Faculty	194
Administrative/ Professional	191
Civil Service	<u>174</u>
TOTAL	559

Room and Board	
<i>Academic Year 2010-2011</i>	
Room Charge	\$ 4,406
Board Charge	3,792

Full-Time Instructional Faculty	
<i>Fall 2010</i>	
Count	111
Tenured	45%
With Terminal Degree	67%

* Please see page 6 for details

The History of Central State University

The Central State University history begins with our parent institution -- Wilberforce University. This institution was named in honor of the great abolitionist, William Wilberforce, and was 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 department were to provide teacher training for Blacks, to inaugurate technical training programs and to stabilize these programs for minority students by assuring a financial base similar to that of other state-supported institutions.

Although the statute establishing the Combined Normal and Industrial Department declared that the institution was "open to all applicants of good and moral character," thereby indicating no limitations as to race, color, sex, or creed, it was clear that the Department and its successors were designed to serve the educational needs of Black students.

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

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

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

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

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

From 1965 until 1971, Central State University offered master's degree programs in Education and English. The North Central Association of Colleges and Secondary Schools voted that the University should phase out the graduate program with the academic year 1968-69. This decision was based primarily on the view that inadequate financing and faculty over-extension would work to the detriment of the existing undergraduate program. Further study of the internal organization led to the elimination of the separate School of Music and Art and inclusion of this educational program under the College of Arts and Sciences.

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. In 1974, within a few seconds on April 3, more than half of the University facilities were destroyed as a tornado 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.

Central State University has facilities valued in excess of \$225 million, ranging from a power plant that has been named to The National Historic Register to the new Center for Education and Natural Sciences, which was completed in 2009.

Student life is centered around the residence hall complexes and the Norman E. Ward Sr. University Center, which is used for a variety of co-curricular activities.

Purpose

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

University Mission

Central State University, as Ohio's only public Historically Black University, academically prepares students with diverse backgrounds and educational needs for leadership and service in an increasingly complex and rapidly changing world. As an open access institution, the University fosters academic excellence through a strong liberal arts foundation and majors in selected professional fields.

Central State University is dedicated to:

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

Program Inventory, Academic Year 2010 - 2011

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

Program Inventory, Academic Year 2010 - 2011 (cont.)

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

Revenue Sources and Expenditure Allocations, Fiscal Years 2006-2010

Revenue Sources

	FY2006	FY2007	FY2008	FY2009	FY2010
Tuition and Fees	\$ 5,587,296	\$6,804,534	\$7,804,515	\$8,563,446	\$9,414,184
Federal Grants, Contracts *	11,239,553	9,140,863	8,171,837	8,280,357	8,055,524
State, Local, Private Grants & Cont.	3,302,531	2,520,678	2,588,680	3,008,154	1,453,982
Auxiliary Activities	6,119,996	7,483,811	8,587,669	9,019,995	10,392,248
Other Sources	<u>2,522,358</u>	<u>1,779,983</u>	<u>1,603,464</u>	<u>2,389,954</u>	<u>2,229,427</u>
Total Operating Revenue	\$28,771,734	\$27,729,869	\$28,756,165	\$31,261,906	\$31,545,365
Federal PELL Grant Approp. *	3,475,779	3,824,643	4,634,788	5,823,775	5,823,775
State Appropriations	15,796,182	16,868,855	21,896,930	21,823,485	21,823,485
State Capital Appropriations	9,469,494	1,930,209	534,552	10,246,035	10,246,035
Gain (loss) on sale of fixed assets			(4,030)	(600)	(600)
Investment Income	<u>333,794</u>	<u>391,847</u>	<u>309,185</u>	<u>64,010</u>	<u>64,010</u>
Total Revenue	\$57,846,983	\$50,745,423	\$56,127,590	\$69,218,611	\$69,218,611

Expenditure Allocations

Instruction	\$ 8,901,428	\$ 9,361,732	\$10,671,231	\$11,543,098	\$12,380,310
Research and Public Service	7,238,858	7,238,858	3,673,153	4,438,834	3,693,733
Academic Support	5,120,540	6,120,578	7,497,880	7,836,166	6,564,760
Student Services	3,288,070	3,467,032	3,886,782	3,774,595	4,285,983
Institutional Administration	7,655,066	7,548,291	11,025,647	8,940,978	10,005,474
Scholarships & Fellowships	2,896,132	3,181,185	2,059,691	2,312,544	4,433,852
Operation and Plant Maintenance	4,362,369	4,692,407	4,835,959	5,353,119	6,078,724
Auxiliary Enterprises	8,813,616	9,253,002	10,348,705	10,557,742	12,654,735
Depreciation	<u>2,703,298</u>	<u>2,764,761</u>	<u>3,040,542</u>	<u>3,212,555</u>	<u>3,369,447</u>
Total Operating Expenses	\$50,587,693	\$51,253,759	\$57,039,590	\$57,969,631	\$63,467,018
Interest Expense	128,238	138,329	103,447	98,747	92,704
Nonmandatory Transfers	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total Expenses	\$51,392,088	\$50,761,774	\$57,143,037	\$58,068,378	\$63,559,722

SOURCE: Central State University Financial Report

* GASB had a rule change affecting PELL grant revenue. PELL grant revenue used to be in operating revenue, but GASB is now classifying it as non-operating revenue. This change is required on the audited financial statement. Therefore, the 2006 and 2007 amounts have been restated to reflect this change.

Tuition and Fees, 2006/07 to 2010/2011

Tuition (12-18 credit hours)

	2006/07	2007/08	2008/09	2009/2010	2010/2011
<i>Resident</i>					
Undergraduate	\$ 2,890	\$ 2,890	\$ 2,890	\$ 2,890	\$ 2,992
Graduate	6,696	6,696	6,696	6,696	6,936
<i>Non-Resident</i>					
Undergraduate	\$ 9,058	\$ 9,058	\$ 9,058	\$ 9,402	\$ 9,732
Graduate	11,496	11,496	11,496	11,496	12,048

Mandatory Fees

Combined Fees	1,622	1,622	1,622	1,622	1,678
General Fee	--	--	--	--	--
Athletic Fee	--	--	--	--	--
Student Union Fee	--	--	--	--	--
Lab Fee	--	--	--	--	--
Yearbook Fee	--	--	--	--	--
Health Services Fee & Insurance	<u>782</u>	<u>782</u>	<u>782</u>	<u>782</u>	<u>810</u>
TOTAL	\$ 5,294	\$ 5,294	\$ 5,294	\$ 5,294	\$ 5,480

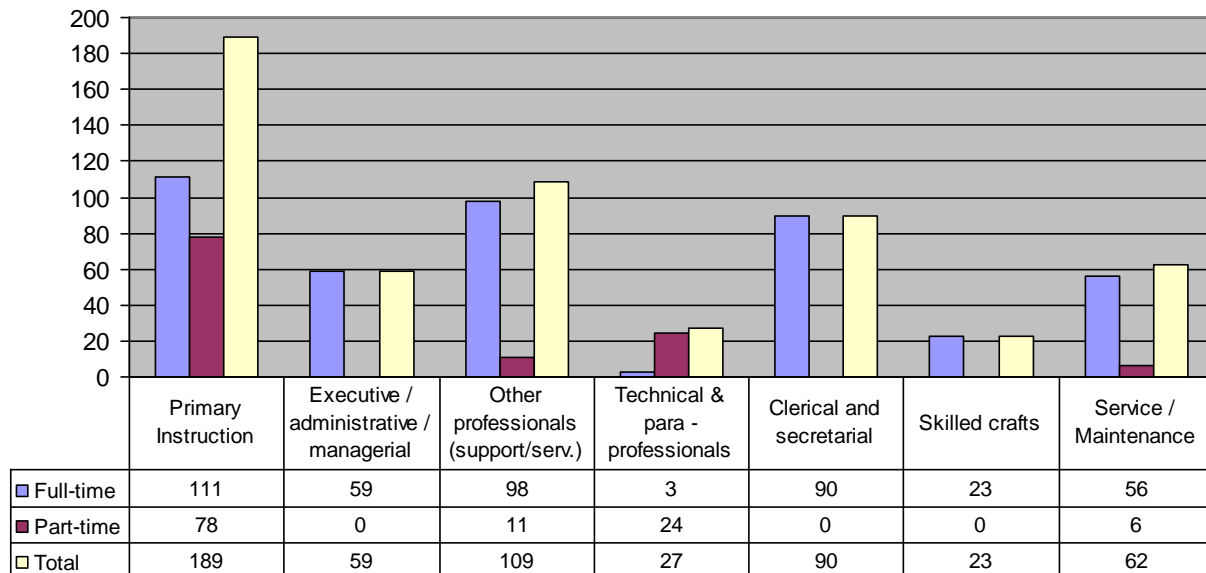
SOURCE: Central State University Catalog

**Full-Time and Part-Time Employees by Assigned Position
As of November 1, 2010**

	<u>Full-time</u>	<u>Full-time PY</u>	<u>Part-time</u>	<u>Part-time PY</u>	<u>Total</u>	<u>Total PY</u>
Primary Instruction	111	113	78	81	189	194
Executive/administrative/managerial	59	59	0	0	59	59
Other professionals (support/service)	98	100	11	14	109	114
Technical and paraprofessionals	3	4	24	23	27	27
Clerical and secretarial	90	80	0	0	90	80
Skilled crafts	23	21	0	0	23	21
Service/Maintenance	56	47	6	5	62	52
Total	440	424	119	123	559	547

SOURCE: IPEDS Human Resources 2010-11

**Full-Time and Part-Time Employees by Assigned Position
As of November 1, 2010**

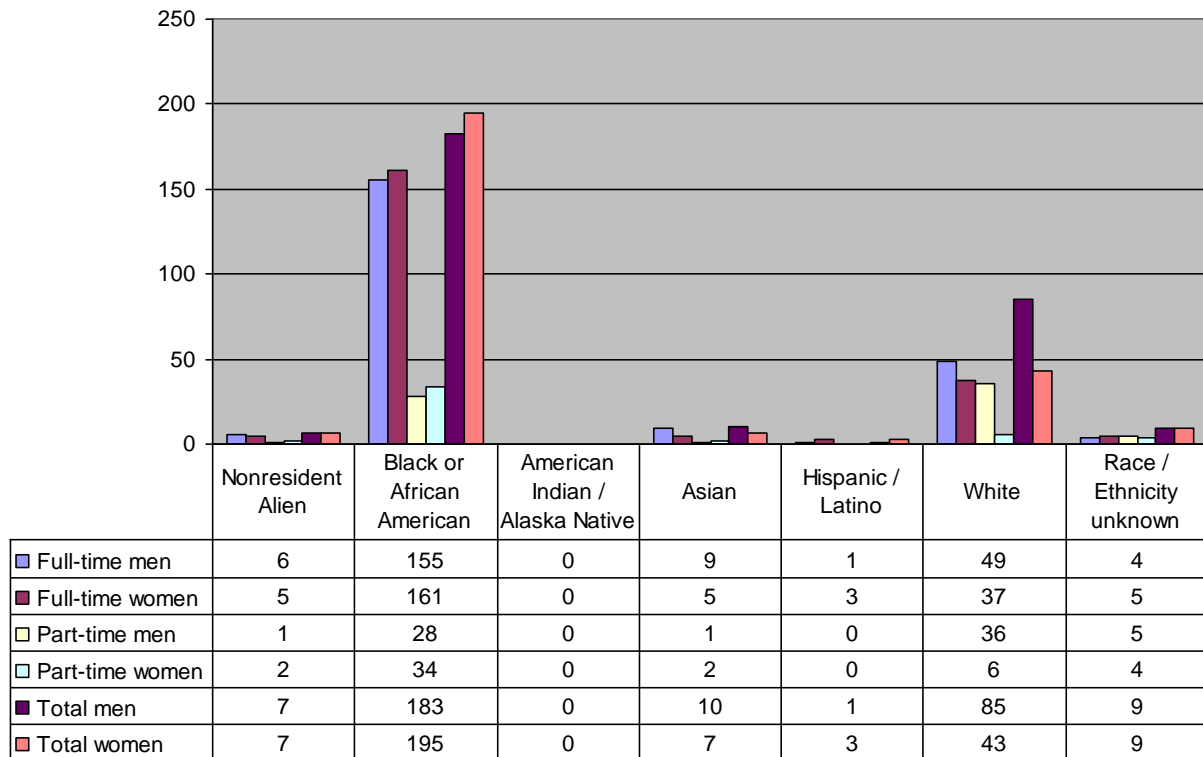


**Total number of Staff by Employment Status, Gender, and Race/Ethnicity
As of November 1, 2010**

	<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>
Nonresident Alien	6	5	1	2	7	7
Black or African American	155	161	28	34	183	195
American Indian / Alaska Native	0	0	0	0	0	0
Asian	9	5	1	2	10	7
Hispanic / Latino	1	3	0	0	1	3
White	49	37	36	6	85	43
Race / Ethnicity unknown	4	5	5	4	9	9
Total	224	216	71	48	295	264

SOURCE: IPEDS Human Resources 2010-11

**Total number of Staff by Employment Status, Gender, and Race/Ethnicity
As of November 1, 2010**

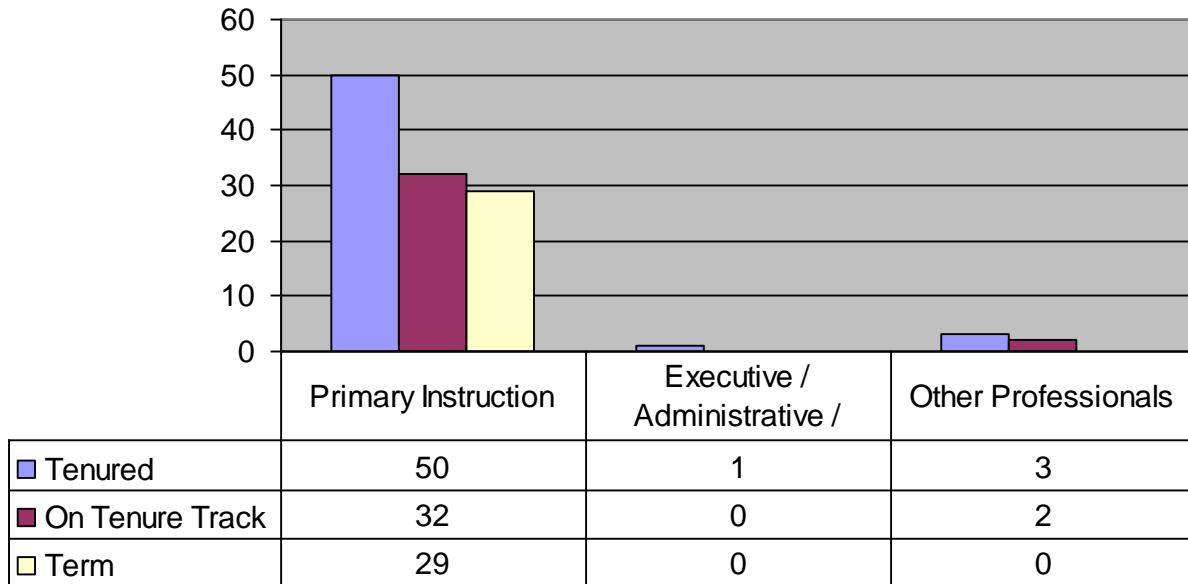


**Full-time Staff by Faculty Status
As of November 1, 2010**

	Tenured	On Tenure Track	Term	Total
Primary Instruction	50	32	29	111
Executive / Administrative / Managerial	1	0	0	1
Other Professionals	3	2	0	5

SOURCE: IPEDS Human Resources 2010-11

**Full-time Staff by Faculty Status
As of November 1, 2010**

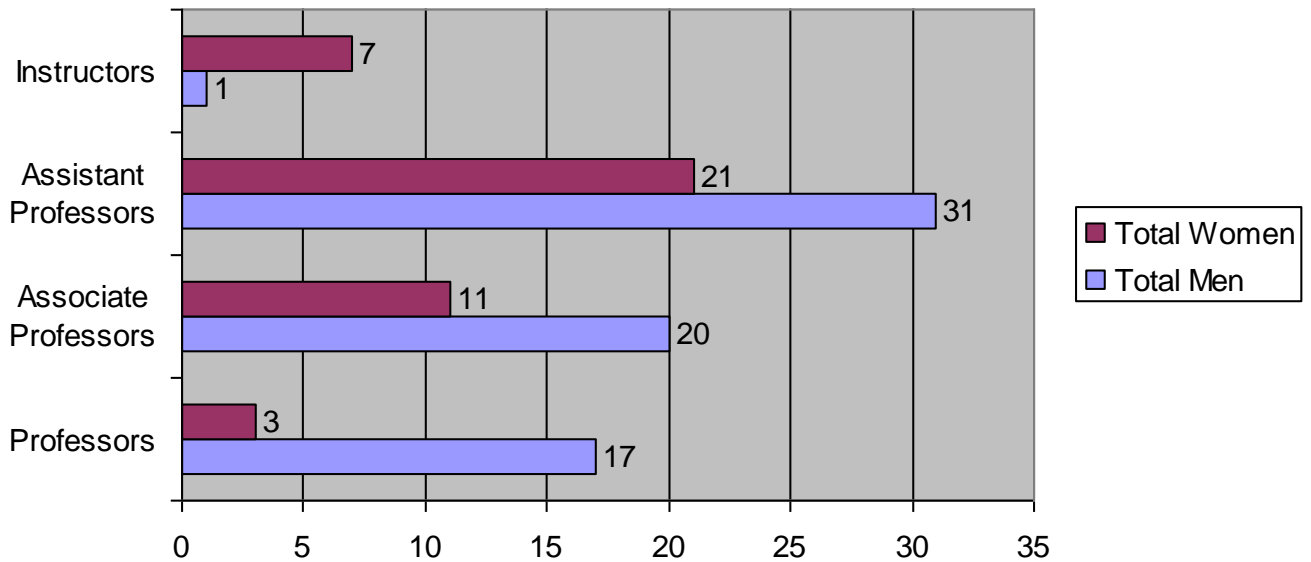


**Full-time Instructional Staff by Gender and Academic Rank
As of November 1, 2010**

	Total Men	Total Women	Total
Professors	17	3	20
Associate Professors	20	11	31
Assistant Professors	31	21	52
Instructors	1	7	8

SOURCE: IPEDS Human Resources 2010-11

**Full-time Instructional Staff by Gender and Academic Rank
As of November 1, 2010**

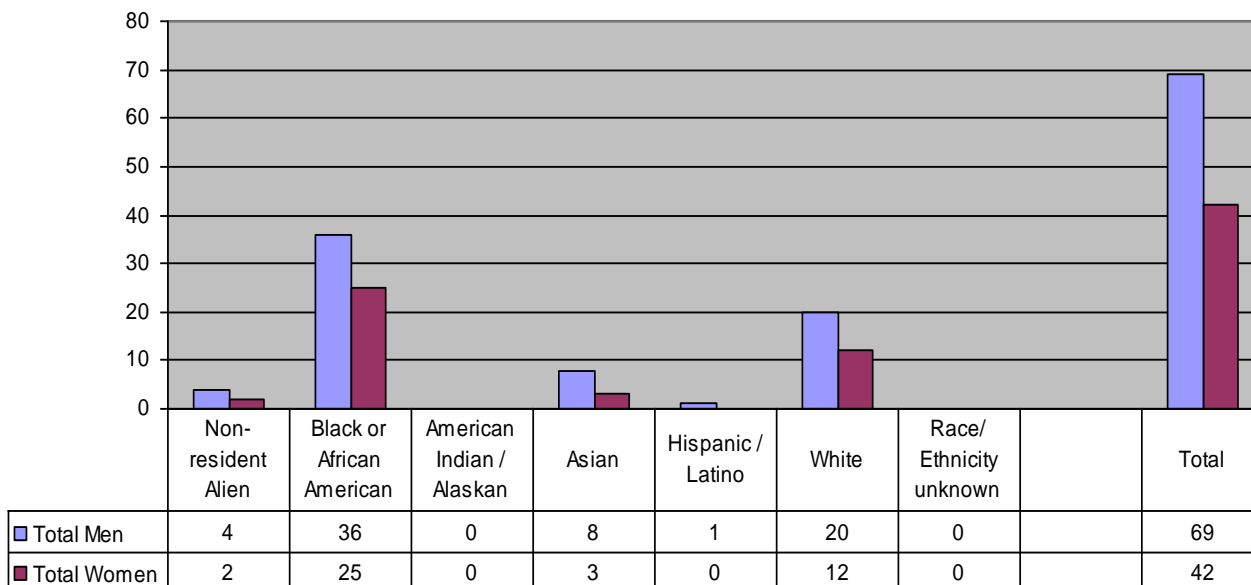


**Full-time Instructional Staff by Gender and Ethnicity
As of November 1, 2010**

	Total Men	Total Women
Nonresident Alien	4	2
Black or African American	36	25
American Indian / Alaskan Native	0	0
Asian	8	3
Hispanic / Latino	1	0
White	20	12
Race/ Ethnicity unknown	0	0
Total	69	42

SOURCE: IPEDS Human Resources 2010-11

**Full-time Instructional Staff by Gender and Ethnicity
As of November 1, 2010**



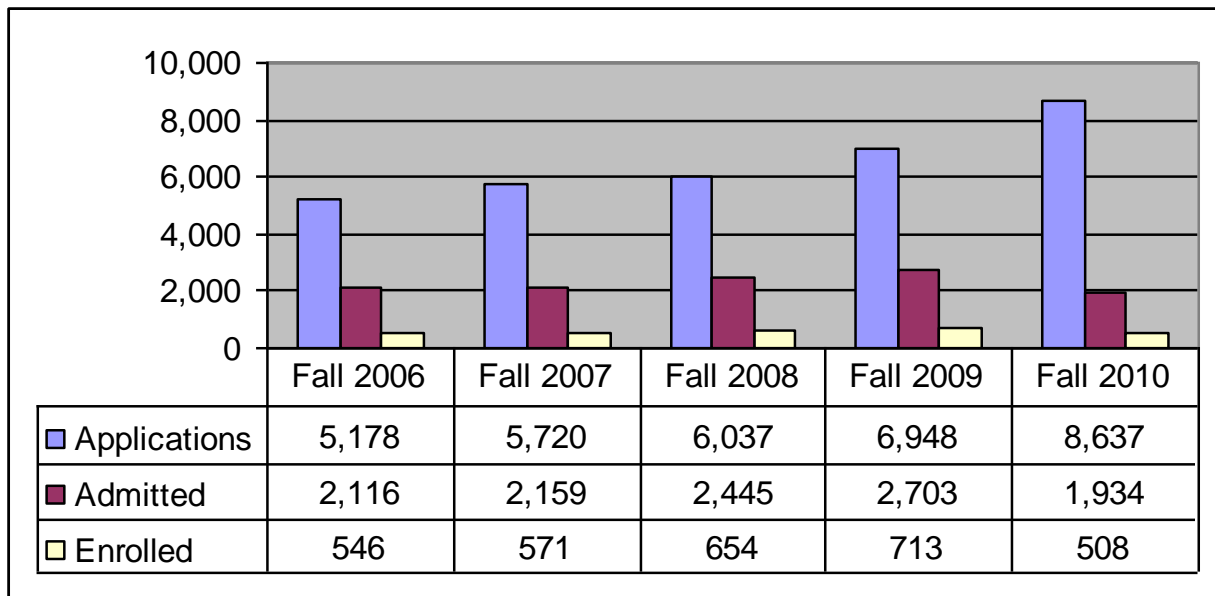
Applications, Admittance, and Enrolled, Fall Terms 2006-2010

	2006	2007	2008	2009	2010
<u>First-time Freshmen (full- and part-time)</u>					
Applications ¹	5,178	5,720	6,037	6,948	8,637
Admitted	2,116	2,159	2,445	2,703	1,934
Enrolled	546	571	654	713	508
Ratio of Enrolled to Admitted	20.3%	26.4%	27.0%	26.4%	26.3%

¹ Includes all applicants who have started the admissions process; applications are not necessarily “complete.”

Source: Banner Information System (2000-present).

Applied-Admitted-Enrolled - Fall 2006-2010

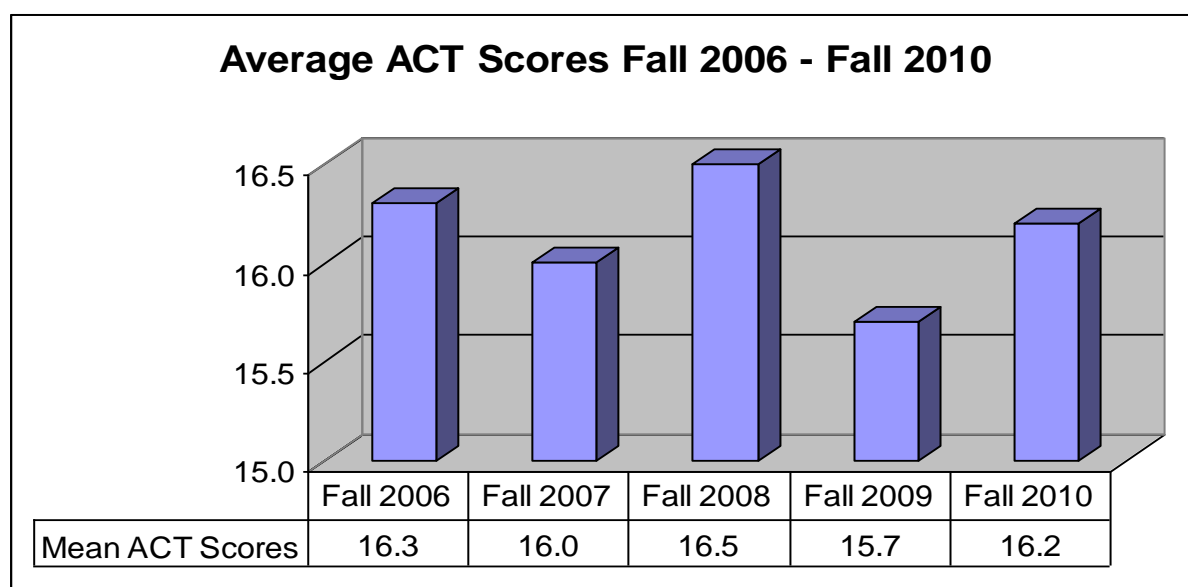


New Freshman ACT Composite Scores, 2006-2010

ACT Score	Fall 2006			Fall 2007			Fall 2008			Fall 2009			Fall 2010		
	N	%	Cum %	N	%	Cum %	N	%	Cum %	N	%	Cum %	N	%	Cum %
>=31															
30															
29	1	0.2	0.2												
28	1	0.2	0.5												
27	1	0.2	0.7				1	0.2	0.2				2	0.5	0.5
26	3	0.5	1.4				2	0.4	0.5				0	0.0	0.5
25	1	0.2	1.6	2	0.4	0.4	3	0.5	1.1	1	0.2	0.2	2	0.5	0.9
24	3	0.5	2.3	2	0.4	0.9	3	0.5	1.6	2	0.3	0.5	4	0.9	1.8
23	7	1.3	3.9	6	1.1	2.2	6	1.1	2.7	1	0.2	0.6	5	1.2	2.9
22	3	0.5	4.6	10	1.8	4.4	5	0.9	3.6	12	1.9	2.6	13	2.9	5.9
21	13	2.4	7.6	16	2.8	7.9	21	3.8	7.3	16	2.6	5.2	13	2.9	8.8
20	21	3.8	12.4	19	3.3	12.1	38	6.8	14.1	17	2.8	7.9	18	4.1	12.9
19	24	4.4	17.9	35	6.1	19.8	43	7.7	21.8	30	4.9	12.8	23	5.2	18.1
18	52	9.5	29.8	42	7.4	29.1	56	10.2	32.0	48	7.8	20.6	36	8.1	26.2
17	56	10.3	42.7	41	7.2	38.1	84	15.0	47.0	77	12.5	33.0	49	11.1	37.3
16	65	11.9	57.6	50	8.8	49.1	92	16.5	63.5	97	15.7	48.7	78	17.6	55.0
15	69	12.6	73.4	72	12.6	65.0	72	12.9	76.4	113	18.3	67.0	81	18.3	73.3
14	56	10.3	86.2	70	12.3	80.4	61	10.9	87.3	99	16.0	83.0	56	12.7	86.0
13	35	6.4	94.3	52	9.1	91.9	39	7.0	94.3	62	10.0	93.0	38	8.6	94.6
12	13	2.4	97.2	27	4.7	97.8	22	3.9	98.2	28	4.5	97.6	16	3.6	98.2
11	9	1.6	99.3	8	1.4	99.6	7	1.3	99.5	14	2.3	99.8	7	1.6	99.8
=<10	3	0.6	100.0	2	0.4	100.0	3	0.6	100.0	1	0.2	100.0	1	0.2	100.0
Subtotal	436	80%		454	80%		558	85%		618	87%		442	87%	
Unreported	110			117			96			95			65		
TOTAL	546			571			654			713			507		
MEAN	16.3			16.0			16.5			15.7			16.2		

Source: ACT Class Profile Report.

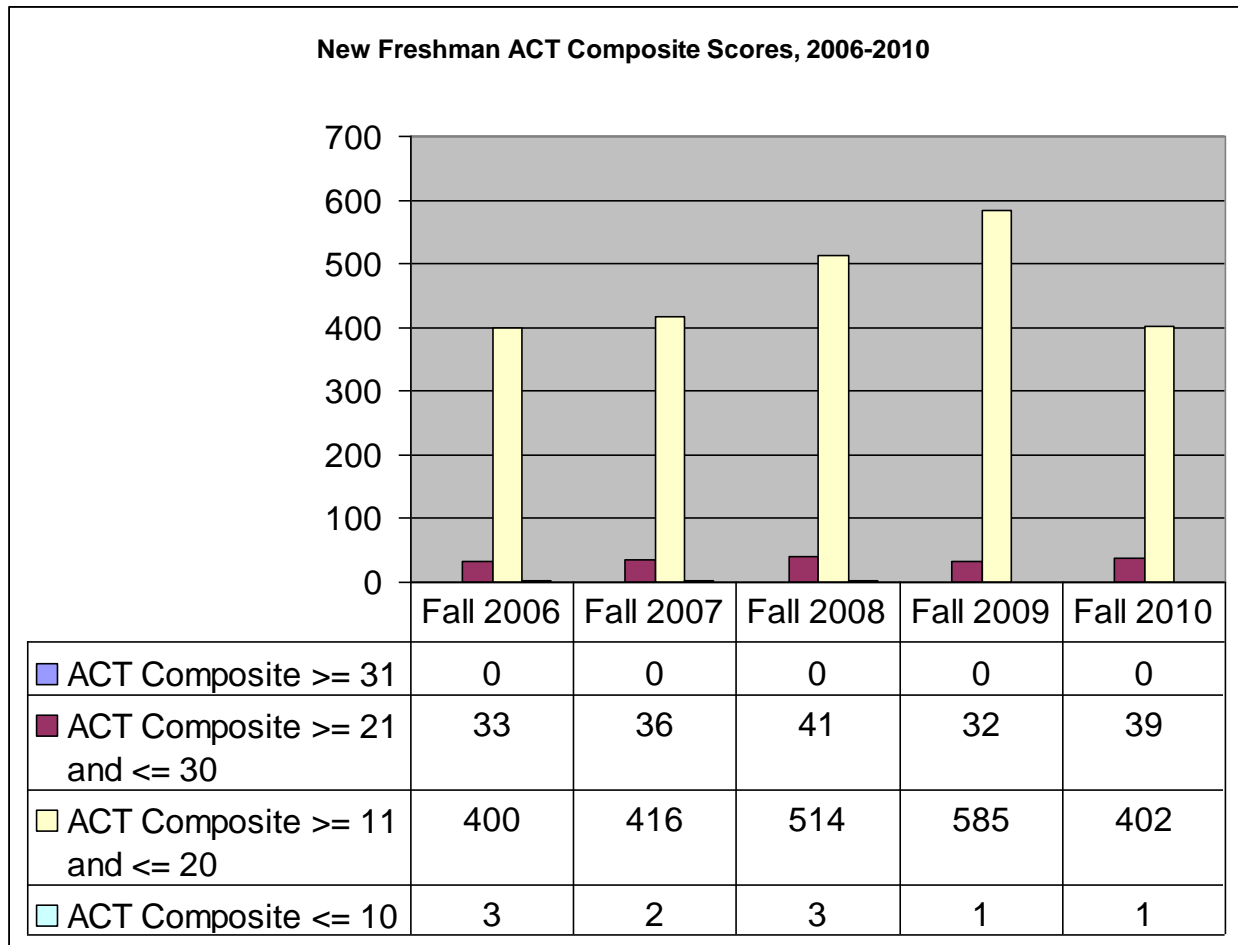
Note: An ACT Composite score of 21 or higher is one of the requirements for incoming freshmen to be eligible for the CSU Honors College.



New Freshman ACT Composite Scores Ranges, 2006-2010

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
ACT Composite \geq 31	0	0	0	0	0
ACT Composite \geq 21 and \leq 30	33	36	41	32	39
ACT Composite \geq 11 and \leq 20	400	416	514	585	402
ACT Composite \leq 10	3	2	3	1	1
Total	436	454	558	618	442

Source: ACT Class Profile Report.



New Freshman High School Grade Point Averages, 2006-2010

HS GPA	Fall 2006 ¹			Fall 2007 ¹			Fall 2008 ¹			Fall 2009 ¹			Fall 2010 ¹		
	N	%	Cum %	N	%	Cum %	N	%	Cum %	N	%	Cum %	N	%	Cum %
4.0	1	0.2	0.2	0	0.0	0.0	0	0.0	0.0	1	0.1	0.1	1	0.2	0.2
3.9	3	0.5	0.7	2	0.4	0.4	5	0.8	0.8	1	0.1	0.3	2	0.4	0.6
3.8	3	0.5	1.3	1	0.2	0.5	2	0.3	1.1	4	0.6	0.9	4	0.8	1.4
3.7	3	0.5	1.9	8	1.4	2.0	4	0.6	1.7	1	0.1	1.0	5	1.0	2.5
3.6	5	0.9	2.8	7	1.2	3.3	6	0.9	2.6	10	1.4	2.4	4	0.8	3.3
3.5	7	1.3	4.1	8	1.4	4.7	9	1.4	4.0	6	0.6	3.3	2	0.4	3.7
3.4	9	1.6	5.7	7	1.2	6.0	7	1.1	5.1	6	0.9	4.1	7	1.4	5.1
3.3	19	3.5	9.3	11	1.9	8.0	17	2.6	7.8	9	1.3	5.4	8	1.6	6.8
3.2	16	2.9	12.2	17	3.0	11.0	16	2.5	10.3	15	2.1	7.6	10	2.0	8.8
3.1	21	3.8	16.1	20	3.5	14.6	16	2.5	12.8	20	2.9	10.4	12	2.5	11.3
3.0 ^a	37	6.8	23.0	20	3.5	18.3	28	4.4	17.1	16	2.3	12.7	20	4.1	15.4

2.9	20	3.7	26.7	19	3.3	21.7	22	3.4	20.6	22	3.1	15.9	20	4.1	19.5
2.8	21	3.8	30.6	30	5.3	27.1	36	5.6	26.2	41	5.9	21.7	16	3.3	22.7
2.7	19	3.5	34.1	24	4.2	31.5	35	5.5	31.6	28	4.0	25.7	20	4.1	26.8
2.6 ^b	27	4.9	39.1	36	6.3	38.0	25	3.9	35.5	32	4.6	30.3	28	5.7	32.6
2.5	51	9.3	48.5	42	7.4	45.6	49	7.6	43.1	62	8.9	39.1	36	7.4	40.0
2.4	29	5.3	53.9	31	5.4	51.2	46	7.2	50.3	57	8.1	47.3	45	9.2	49.2
2.3	37	6.8	60.7	42	7.4	58.8	56	8.7	59.0	59	8.4	55.7	39	8.0	57.2
2.2	34	6.2	67.0	47	8.2	67.3	44	6.9	65.9	66	9.4	65.1	25	5.1	62.3
2.1	42	7.7	74.8	45	7.9	75.4	49	7.6	73.5	55	7.9	73.0	41	8.4	70.7
2.0 ^c	38	7.0	81.9	40	7.0	82.6	54	8.4	81.9	64	9.1	82.1	30	6.1	76.8
<= 1.9	97	17.9	100.0	96	16.9	100.0	116	18.2	100.0	125	17.7	100.0	113	22.9	100.0

Subtotal	540	99%		553	97%		642	98%		700	98%		488	96%	
Unreported	6			18			12			13			19		
TOTAL	546			571			654			713			507		
MEAN	2.46			2.43			2.41			2.40			2.40		

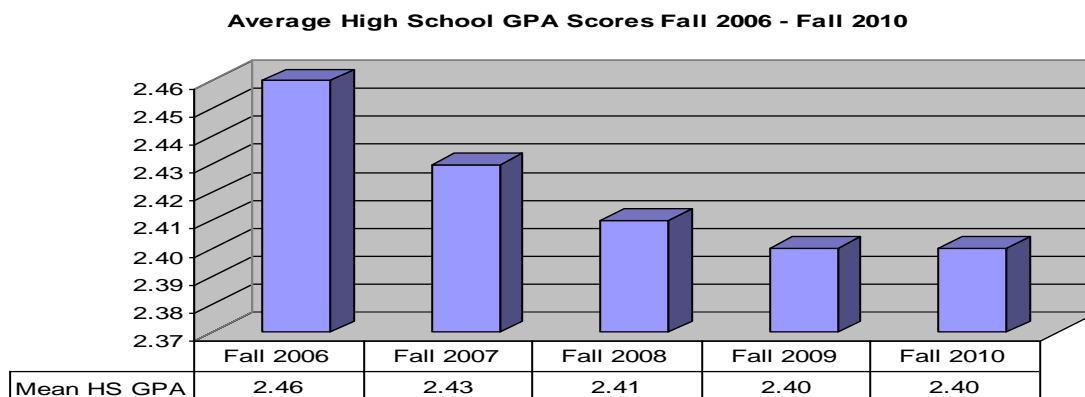
¹ Source: Banner Information System

a “3.0 or Above” for Fall 2006 and Fall 2010

b “2.6 – 2.9” for Fall 2006 and Fall 2010

c “2.0 – 2.5” for Fall 2006 and Fall 2010

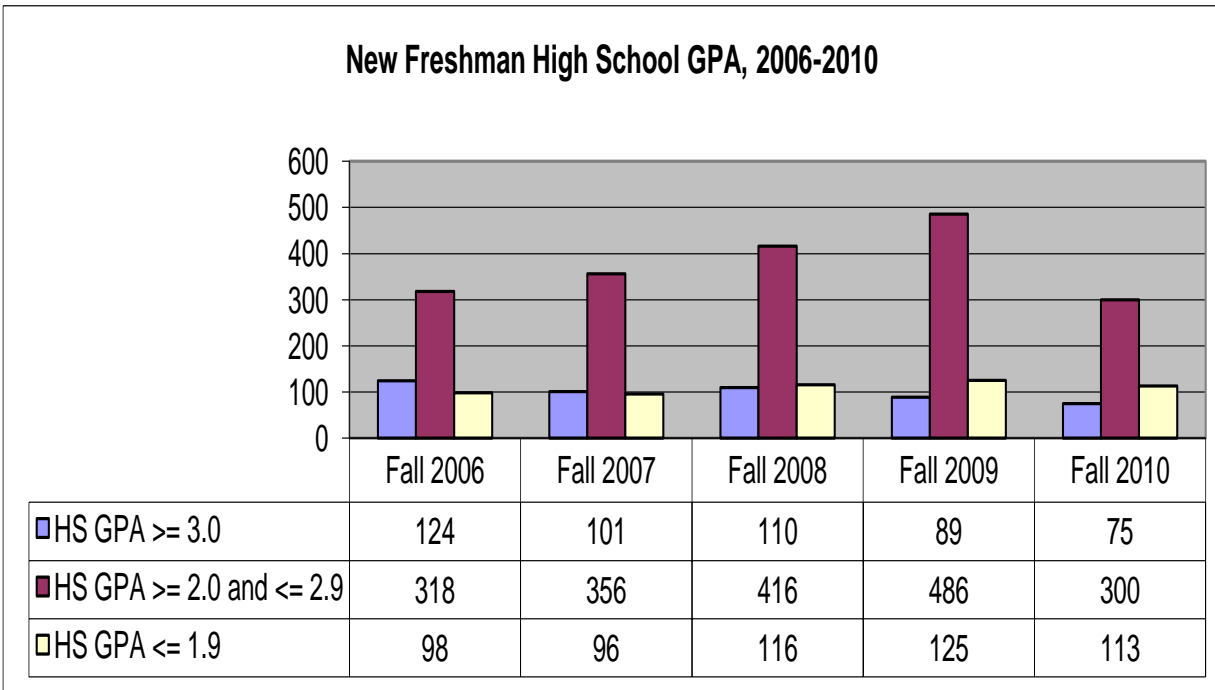
Note: A high school grade point average (gpa) of 3.000 or higher is one of the requirements for incoming freshmen to be eligible for the CSU Honors College.



New Freshman High School GPA Ranges, 2006-2010

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
HS GPA \geq 3.0	124	101	110	89	75
HS GPA \geq 2.0 and \leq 2.9	318	356	416	486	300
HS GPA \leq 1.9	98	96	116	125	113
Total	540	553	642	700	488

Source: Banner Information System



New Freshman Geographic Origins, Fall Terms 2006-2010

	2006 ¹		2007 ¹		2008 ¹		2009 ¹		2010 ¹	
	N	%	N	%	N	%	N	%	N	%
OHIO²	294	54	298	52	319	49	359	50	259	51
Akron	8	3%	7	2%	8	3%	11	3%	5	2%
Athens	0	0	0	0	0	0	0	0	0	0
Canton	4	1	3	1	2	1	3	1	3	1
Chillicothe	1	0	1	0	0	0	3	1	0	0
Cincinnati	61	21	70	23	70	22	84	23	53	20
Cleveland	44	15	47	16	54	17	77	21	51	20
Columbus	70	24	46	15	62	19	76	21	55	21
Dayton	76	26	99	33	103	32	85	24	78	30
Lima	2	1	2	1	1	0	1	0	2	1
Mansfield	10	3	4	1	9	3	1	0	1	0
Steubenville	0	0	3	1	1	0	0	0	0	0
Toledo	10	3	10	3	7	2	12	3	7	3
Youngstown	8	3	6	2	2	1	5	1	2	1
Zanesville	0	0	0	0	0	0	1	0	2	1
CALIFORNIA	3	1	2	0	4	1	3	0	2	0
ILLINOIS	63	12	84	15	111	17	129	18	71	14
INDIANA	21	4	18	3	19	3	18	3	26	5
KENTUCKY	0	0	4	1	1	0	1	0	1	0
MICHIGAN	91	17	97	17	134	20	155	22	111	22
PENNSYLVANIA	3	1	5	1	12	2	4	1	7	1
OTHER STATES	71	13	62	11	51	8	44	6	30	6
UNKNOWN	0	0	0	0	2	0	0	0	0	0
INTERNATIONAL	0	0	1	0	1	0	0	0	0	0
TOTAL	546	100%	571	100%	654	100%	713	100%	507	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 2010 Semester Enrollment Report

Fall Enrollment Headcount

	2006	2007	2008	2009	2010
<i>Undergraduates</i>	1747	1997	2142	2400	2244
<i>Graduates</i>	19	25	29	36	44
Totals	1766	2022	2171	2436	2288

Fall FTE

	2006	2007	2008	2009	2010
<i>Undergraduates</i>	1657.5	1913	2043	2270	2107
<i>Graduates</i>	8.7	9	12	17	19
Total FTE	1666.2	1922	2055	2287	2126

**Total FTE does not include students' withdrawn w/record prior to the Official Census date (8/30/10)*

Fall Semester Enrollment Statistics

Year	Classification	Male	%	Female	%	Gender Unknown	%	Full-Time	%	Part-Time	%	In-State	%	Out-State	%	Residence Hall	%	Commuter	%
2006	<i>Undergraduates</i>	877		870		0		1580		167		1151		596		1042		705	
	<i>Graduates</i>	8		11		0		4		15		18		1		0		19	
	Total	885	50%	881	50%	0		1584	90%	182	10%	1169	66%	597	34%	1042	59%	724	41%
2007	<i>Undergraduates</i>	1003		994		0		1818		179		1283		714		1272		725	
	<i>Graduates</i>	12		13		0		1		24		23		2		0		25	
	Total	1015	50%	1007	50%	0		1819	90%	203	10%	1306	65%	716	35%	1272	63%	750	37%
2008	<i>Undergraduates</i>	1078		1064		0		1968		174		1279		863		1369		773	
	<i>Graduates</i>	11		18		0		1		28		28		1		0		29	
	Total	1089	50%	1082	50%	0		1969	91%	202	9%	1307	60%	864	40%	1369	63%	802	37%
2009	<i>Undergraduates</i>	1218		1182		0		2230		170		1447		954		1406		994	
	<i>Graduates</i>	13		23		0		6		30		35		0		0		36	
	Total	1231	51%	1205	49%	0		2236	92%	200	8%	1482	61%	954	39%	1406	58%	1030	42%
2010	<i>Undergraduates</i>	1138		1106		0		2040		204		1385		859		1229		1015	
	<i>Graduates</i>	19		25		0		2		42		43		1		0		44	
	Total	1157	51%	1131	49%	0		2042	89%	246	11%	1428	62%	860	38%	1229	54%	1059	46%

Fall to Fall Enrollment Comparison

	<i>Total Enrollment</i>	<i>Headcount Increase/Decrease</i>	<i>Percentage Increase/Decrease</i>
<i>Fall 2005-2006</i>	1623-1766	+143	+9.0 %
<i>Fall 2006-2007</i>	1766-2022	+256	+14.0 %
<i>Fall 2007-2008</i>	2022-2171	+149	+7.0 %
<i>Fall 2008-2009</i>	2171-2436	+265	+12.0 %
<i>Fall 2009-2010</i>	2436-2288	-148	-6.0 %

Special Enrollments

<i>Category</i>	<i>Fall 2006</i>	<i>%</i>	<i>Fall 2007</i>	<i>%</i>	<i>Fall 2008</i>	<i>%</i>	<i>Fall 2009</i>	<i>%</i>	<i>Fall 2010</i>	<i>%</i>
<i>Consortium</i>	5	<1 %	9	<1 %	7	<1 %	9	<1 %	12	<1 %
<i>Cooperative Education</i>	1		1		4		2	<1 %	2	<1 %
<i>CSU Dayton*</i>	196	11 %	218	11 %	219	10%	249	10%	278	12 %
<i>Veterans</i>	18	1 %	17	<1 %	25	1 %	33	1 %	36	1 %
<i>Faculty/Staff</i>	69	4 %	71	4 %	67	3 %	59	2 %	74	3 %
<i>International Students</i>	10	<1 %	7	<1 %	8	1 %	4	<1 %	5	<1 %

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

Ethnic Enrollment

	<i>Fall 2006</i>	<i>%</i>	<i>Fall 2007</i>	<i>%</i>	<i>Fall 2008</i>	<i>%</i>	<i>Fall 2009</i>	<i>%</i>	<i>Fall 2010</i>	<i>%</i>
<i>African American</i>	1588	90 %	1852	92 %	2026	93%	2321	95%	2178	95%
<i>American Indian</i>	4	<1 %	3	<1 %	5	<1 %	3	<1 %	3	<1 %
<i>Asian American</i>	4	<1 %	3	<1 %	2	<1 %	3	<1 %	3	<1 %
<i>Caucasian American</i>	34	2 %	38	2 %	48	2 %	42	2 %	43	2 %
<i>Hispanic American</i>	14	<1 %	19	1 %	19	<1 %	18	<1 %	16	<1 %
<i>International Students</i>	10	<1 %	7	<1 %	8	<1 %	4	<1 %	5	<1 %
<i>Not Reported</i>	112	6 %	100	5 %	63	3 %	45	2 %	40	2 %
Total	1766		2022		2171		2436		2288	

Enrollment by Classification

	<i>Fall 2006</i>	<i>%</i>	<i>Fall 2007</i>	<i>%</i>	<i>Fall 2008</i>	<i>%</i>	<i>Fall 2009</i>	<i>%</i>	<i>Fall 2010</i>	<i>%</i>
<i>Freshmen</i>	864	49%	1034	51%	1124	52%	1257	52%	1031	45%
<i>Sophomores</i>	333	19%	361	18%	381	18%	415	17%	409	18%
<i>Juniors</i>	260	15%	278	14%	291	13%	312	13%	352	15%
<i>Seniors</i>	270	15%	305	15%	320	15%	380	16%	417	19%
<i>Graduate Students</i>	19	1%	25	1%	29	1%	36	1%	44	2%
<i>Post-Baccalaureate</i>	20	1%	19	1%	26	1%	36	1%	35	1%
Total Enrollments	1766		2022		2171		2436		2288	

Student Body Report

	<i>Fall 2006</i>	<i>%</i>	<i>Fall 2007</i>	<i>%</i>	<i>Fall 2008</i>	<i>%</i>	<i>Fall 2009</i>	<i>%</i>	<i>Fall 2010</i>	<i>%</i>
<i>Consortium</i>	5	<1%	9	<1%	7	<1%	9	<1%	12	<1 %
<i>Continuing Students</i>	998	57%	1212	60%	1291	59%	1464	60%	1474	64 %
<i>Graduate Students</i>	19	1%	25	1%	29	1 %	36	1%	44	2 %
<i>New Freshmen</i>	546	30%	571	28%	654	30%	713	29%	507	22 %
<i>Post-Baccalaureate</i>	20	1%	19	1%	26	1 %	36	1%	35	1 %
<i>Post-Secondary Option</i>	N/A		13	<1%	N/A		1		1	
<i>Re-admits</i>	49	3%	39	2%	33	2%	32	1%	21	<1 %
<i>Special</i>	10	<1%	10	<1%	9	<1%	2	<1%	12	<1 %
<i>Transfer</i>	118	7%	121	6%	120	6%	140	6%	179	8 %
<i>Transient</i>	1	<1%	3	<1%	2	<1%	4	<1%	4	
<i>Undeclared</i>	0		0		0		0		0	
Total Enrollments	1766		2022		2171		2436		2288	

In-State Students

County of Residence

Adams	0	Fairfield	3	Levy	1	Portage	4
Allen	7	Fayette	3	Licking	1	Preble	0
Ashland	0	Franklin	201	Logan	0	Putnam	0
Ashtabula	0	Fulton	1	Lorain	4	Richland	9
Athens	1	Gallia	0	Lucas	27	Ross	1
Auglaize	0	Geauga	1	Madison	2	Saint Louis	1
Belmont	0	Greene	193	Mahoning	6	Sandusky	2
Brown	0	Guernsey	0	Marion	3	Seneca	1
Butler	23	Hamilton	183	Medina	0	Shelby	0
Carroll	0	Hancock	0	Meigs	0	Stark	9
Champaign	2	Hardin	0	Mercer	2	Summit	26
Clark	44	Harrison	0	Miami	5	Trumbull	3
Clermont	1	Henry	0	Monroe	0	Tuscarawas	0
Clinton	1	Highland	2	Montgomery	438	Union	0
Columbiana	1	Houston	1	Morgan	0	Van Wert	0
Cook	2	Hocking	0	Morrow	0	Vinton	0
Coshocton	0	Holmes	0	Muskingum	2	Warren	3
Crawford	0	Huron	0	Noble	0	Washington	0
Cuyahoga	193	Jackson	0	Ottawa	0	Wayne	0
Darke	0	Jefferson	1	Paulding	0	Williams	0
Defiance	0	Knox	0	Perry	0	Wood	0
Delaware	1	Lake	2	Pickaway	0	Wyandot	0
Erie	4	Lawrence	0	Pike	0	TOTAL:	1,426

Out-of-State Students

Alabama	1	Indiana	73	Missouri	9	Texas	5
Alaska	0	Kansas	0	Nebraska	1	Virginia	4
Arizona	1	Kentucky	6	New Jersey	13	Washington DC	23
Arkansas	2	Louisiana	1	New York	14	West Virginia	1
California	13	Maryland	10	Nevada	2	Wisconsin	29
Connecticut	3	Massachusetts	1	North Carolina	1		
Florida	11	Michigan	317	Pennsylvania	16	Unknown	44
Georgia	11	Minnesota	2	South Carolina	2		
Illinois	236	Mississippi	1	Tennessee	4	TOTAL:	857

International Students

Ghana	2	India	1	Togo	1	Zimbabwe	1
TOTAL:							5

GRAND TOTAL 2,288

CENTRAL STATE UNIVERSITY
Persistence of New Freshman Cohorts

Fall Terms 2001-2010

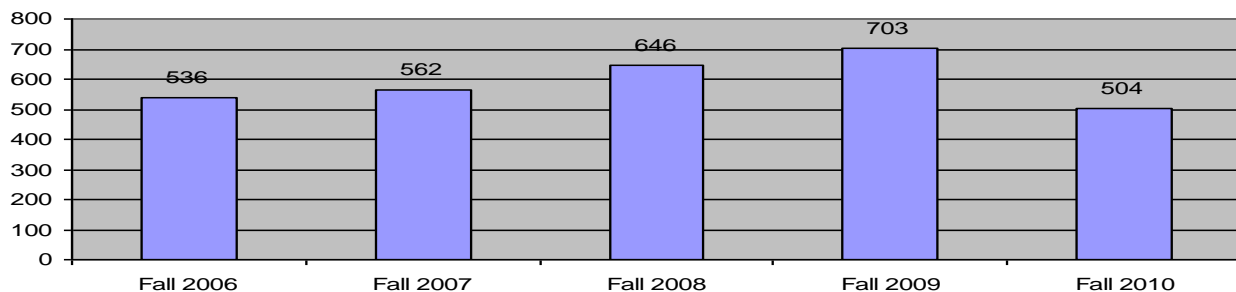
Fall Attendance Year

Entering Fall Term	N ¹		Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2001	389	Graduated By:	0.0%	0.0%	0.0%	8.5%	8.5%	4.1%	1.8%	0.0%	0.0%
		Still Enrolled:	54.8%	38.0%	32.4%	20.1%	10.3%	4.9%	1.3%	1.3%	1.0%
		Cohort Persistence:	54.8%	38.0%	32.4%	28.6%	18.8%	9.0%	3.1%	1.3%	1.0%
2002	372	Graduated By:	0.0%	0.0%	1.1%	12.4%	8.9%	5.4%	2.2%	0.1%	
		Still Enrolled:	53.2%	45.4%	40.6%	23.7%	11.8%	5.1%	4.0%	2.4%	
		Cohort Persistence:	53.2%	45.4%	41.7%	36.1%	20.7%	10.5%	6.2%	2.5%	
2003	543	Graduated By:	0.0%	0.0%	0.0%	6.8%	8.3%	3.3%	1.8%		
		Still Enrolled:	50.8%	35.5%	28.5%	19.5%	7.6%	4.6%	2.6%		
		Cohort Persistence:	50.8%	35.5%	28.5%	26.3%	15.9%	7.9%	4.4%		
2004	583	Graduated By:	0.0%	0.0%	0.0%	6.0%	8.7%	3.9%			
		Still Enrolled:	47.3%	33.8%	29.3%	18.7%	8.4%	5.5%			
		Cohort Persistence:	47.3%	33.8%	29.3%	24.7%	17.1%	9.4%			
2005	343	Graduated By:	0.0%	0.0%	0.0%	8.3%	9.9%				
		Still Enrolled:	50.1%	41.9%	39.1%	27.7%	2.8%				
		Cohort Persistence:	50.1%	41.9%	39.1%	36.0%	22.7%				
2006	536	Graduated By:	0.0%	0.0%	0.0%	11.4%					
		Still Enrolled:	54.1%	44.6%	39.2%	24.3%					
		Cohort Persistence:	54.1%	44.6%	39.0%	35.7%					
2007	562	Graduated By:	0.0%	0.0%	0.0%						
		Still Enrolled:	51.4%	44.0%	35.8%						
		Cohort Persistence:	51.4%	44.0%	35.0%						
2008	646	Graduated By:	0.0%	0.0%							
		Still Enrolled:	57.4%	37.0%							
		Cohort Persistence:	57.4%	37.0%							
2009	703	Graduated By:	0.0%								
		Still Enrolled:	46.1%								
		Cohort Persistence:	46.1%								
2010	507	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 Postsecondary Education Data System (IPEDS), National Center for Education Statistics.

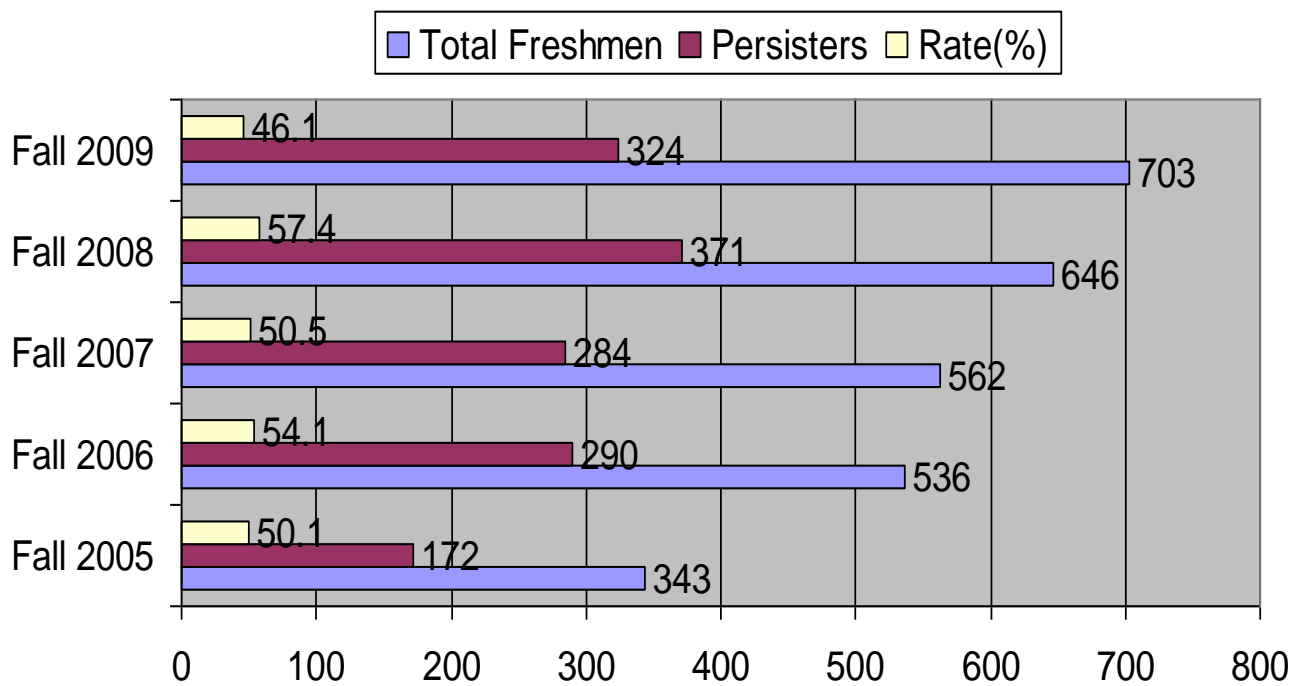
Cohort Freshmen by Academic Programs

Programs	Fall 2006	%	Fall 2007	%	Fall 2008	%	Fall 2009	%	Fall 2010	%
Accounting	18	3%	12	2%	13	2%	15	2%	7	1%
Adolescent to Young Adult	12	2%	19	3%	26	4%	7	1%	4	1%
Advertising Graphics	9	2%	10	2%	5	1%	5	1%	14	3%
Biology	44	8%	36	6%	39	6%	31	4%	55	11%
Broadcast Media	31	6%	26	5%	34	5%	14	2%	32	6%
Business Administration	129	24%	89	16%	79	12%	81	12%	70	14%
Chemistry	7	1%	2	0%	7	1%	4	1%	7	1%
Communications Journalism	11	2%	10	2%	8	1%	16	2%	8	2%
Computer Science	14	3%	9	2%	17	3%	22	3%	15	3%
Criminal Justice					36	6%	63	9%	45	9%
Early Childhood Education	18	3%	22	4%	30	5%	43	6%	22	4%
Earth Science					1	0%	2	0%	2	0%
Economics			1	0%	2	0%	1	0%	0	0%
English	9	2%	10	2%	12	2%	6	1%	3	1%
Environmental Engineering							5	1%	2	0%
Geology							1	0%	0	0%
History	2	0%	4	1%	1	0%	1	0%	7	1%
Industrial Technology	4	1%	2	0%	2	0%	7	1%	2	0%
Intervention Specialist	5	1%	5	1%	3	0%	4	1%	3	1%
Jazz Studies	1	0%			1	0%			1	0%
Manufacturing Engineering	18	3%	19	3%	16	2%	10	1%	22	4%
Mathematics	2	0%	1	0%	1	0%	1	0%	1	0%
Middle Childhood Education	9	2%	4	1%	7	1%	11	2%	7	1%
Multi-Age	30	6%	37	7%	34	5%	39	6%	36	7%
Music Performance	5	1%	14	2%	10	2%	13	2%	12	2%
Political Science	7	1%	5	1%	3	0%	9	1%	6	1%
Psychology	45	8%	40	7%	33	5%	39	6%	38	8%
Recreation	4	1%	2	0%	7	1%	3	0%	4	1%
Social Work	11	2%	15	3%	19	3%	15	2%	8	2%
Sociology	19	4%	35	6%	10	2%	8	1%	4	1%
Studio Art	9	2%	3	1%	3	0%	3	0%	1	0%
Water Resources Mgmt.	2	0%	3	1%	1	0%	1	0%	0	0%
Undeclared	61	11%	127	23%	186	29%	223	32%	66	13%
Total	536	100%	562	100%	646	100%	703	100%	504	100%



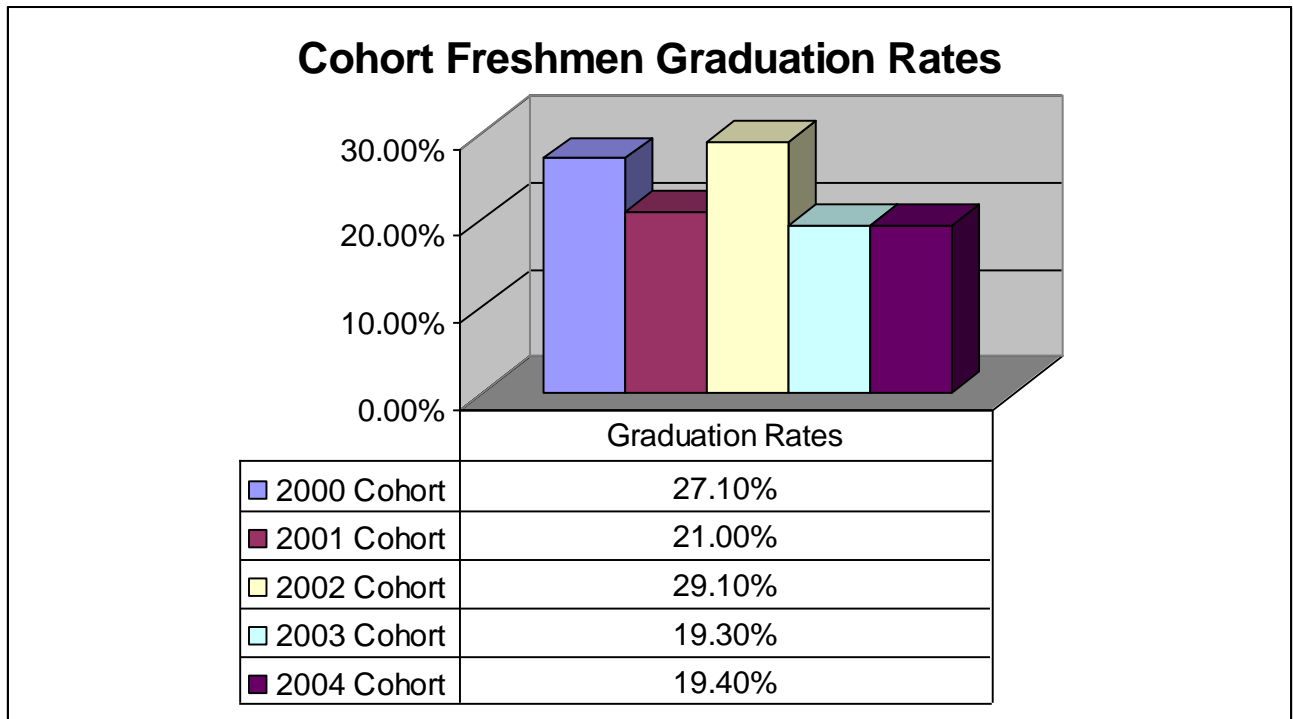
Student Retention Rates - Entering Full-time Freshmen Fall Term				
Year (Fall)	N	Still Enrolled	Non-Persisters	Retention Rate
2005	343	172	171	50.1%
2006	536	290	246	54.1%
2007	562	284	278	50.5%
2008	646	371	275	57.4%
2009	703	324	379	46.1%

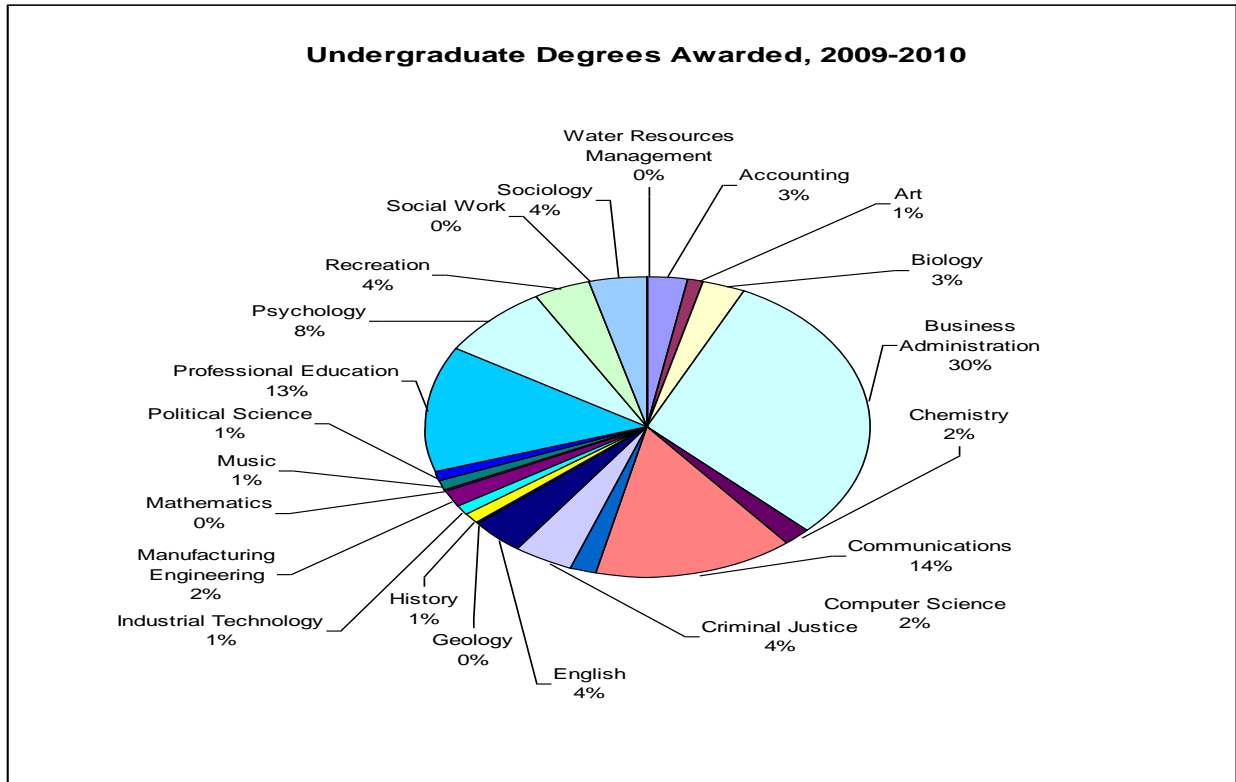
Cohort Second Year Retention Rates



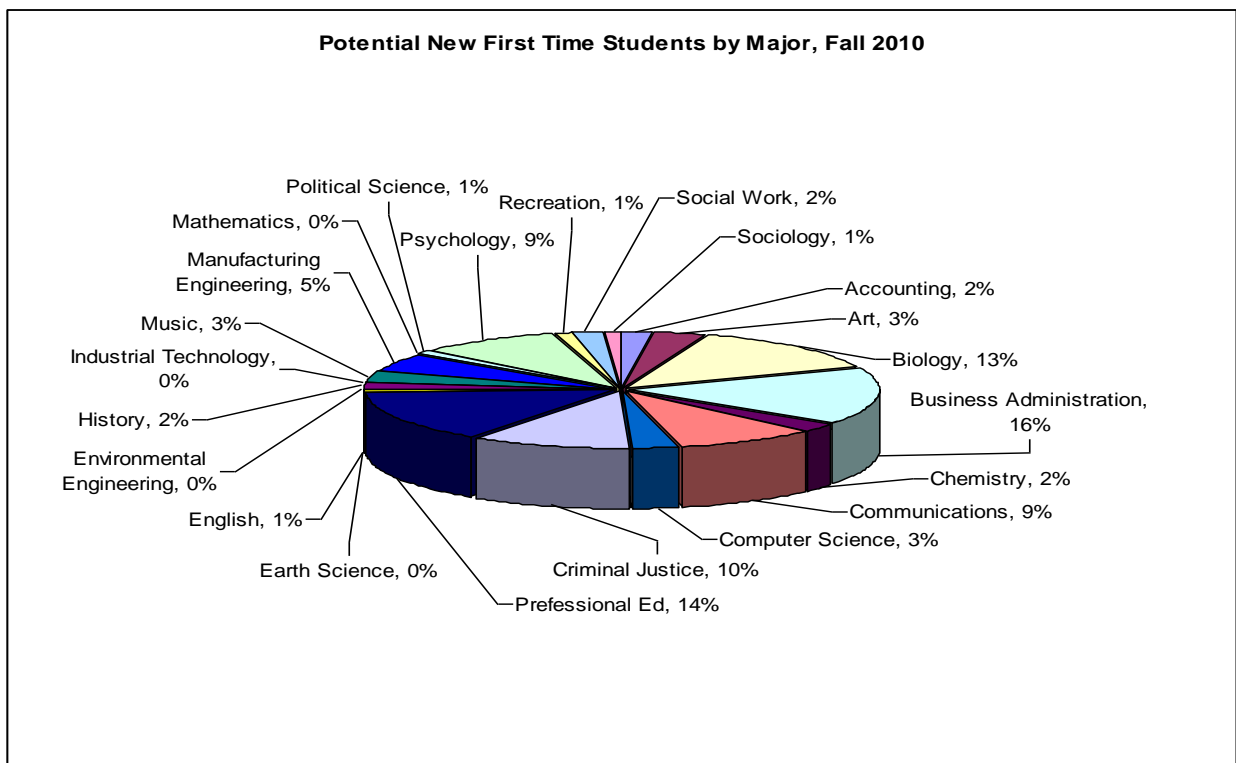
Cohort Freshmen Graduation Rates

	Freshmen Cohort Entering in the Fall				
	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>
Total Freshmen Cohort	306	389	374	543	583
% Graduating within 4 years	12.7	19.4	14.2	7.9	6.5
% Graduating within 5 years	23.2	20.0	23.8	8.8	8.9
% Graduating within 6 years	27.1	21.0	29.1	2.6	3.9
Graduation Rates	<u>27.1%</u>	<u>21.0%</u>	<u>29.1%</u>	<u>19.3%</u>	<u>19.4%</u>



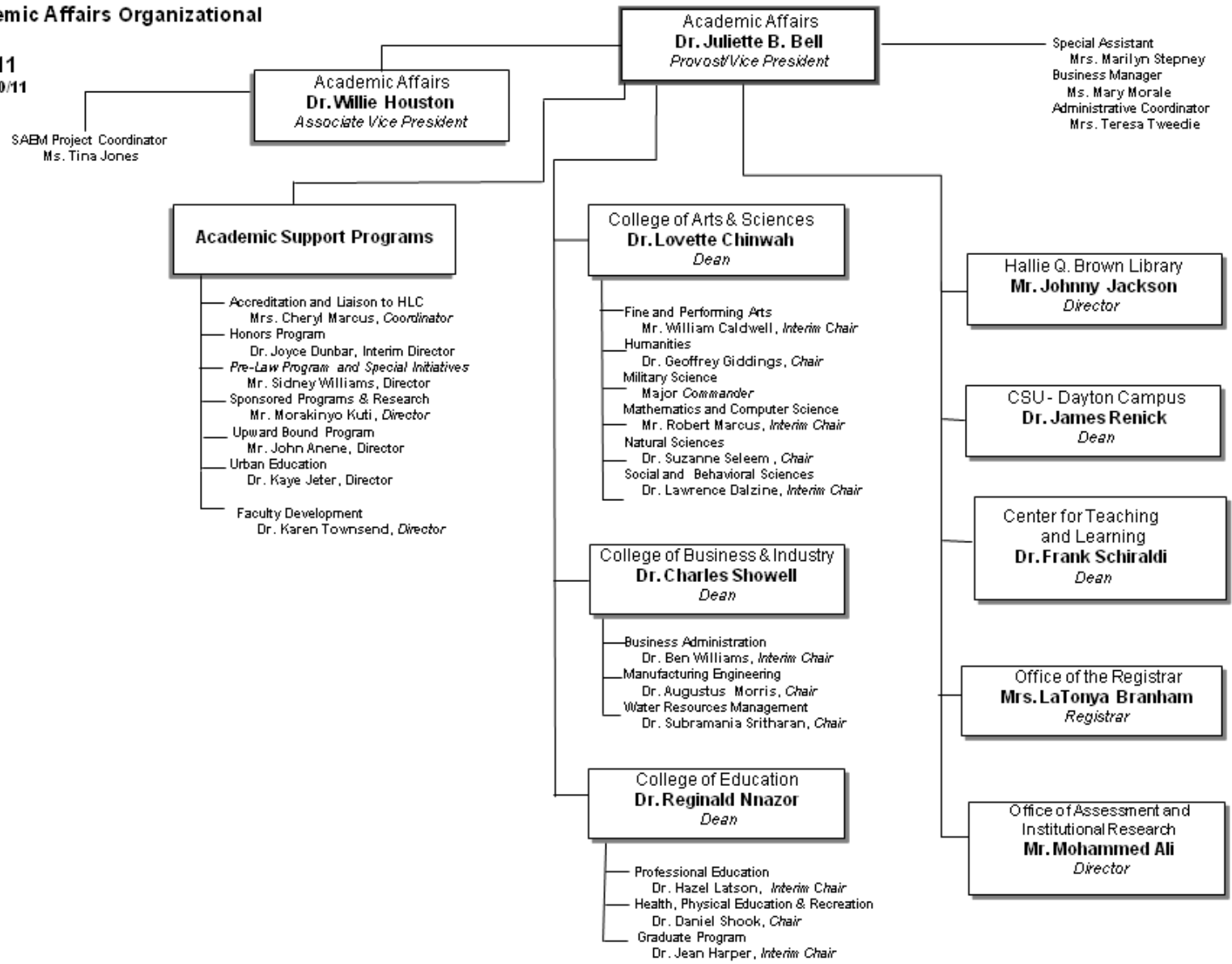


NOTE: On this chart, Professional Education degrees include elementary education and special education majors. Teacher certification areas that have shared responsible academic departments within the College of Arts & Sciences or within the Health, Physical Education, and Recreation department are listed under those programs' graduates.



SOURCE: Data Warehouse - 14th Day file – Fall 2010

Academic Affairs Organizational Chart
2010-11
 Rev. 1/20/11



Revenues Generated, 2009-2010

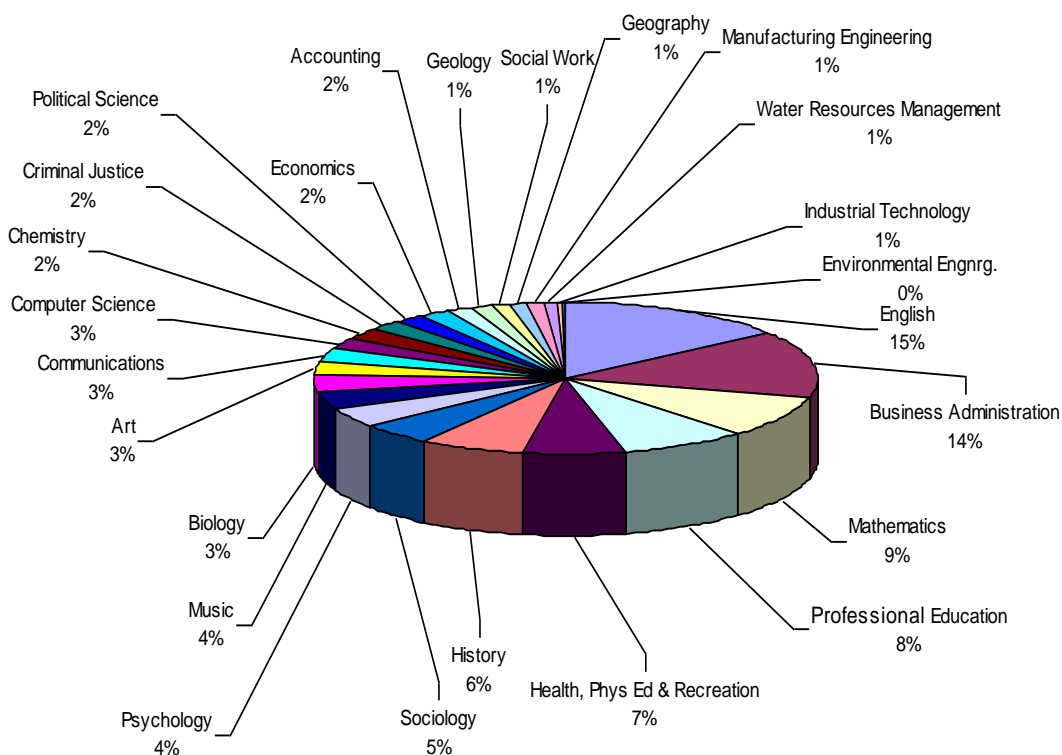
The revenues generated by an academic program may come from several sources. One such source is the revenues generated based on the amount of credit hours taught during the two main semesters (fall and spring) of the academic year. While under this method, programs that teach “service course” courses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

English	\$868,156	Biology	\$203,552	Geology	\$76,970
Business Administration	837,137	Art	176,290	Social Work	65,121
Mathematics	528,774	Communications	165,478	Geography	63,676
Professional Education	462,304	Computer Science	158,084	Manufacturing Engrng.	58,185
Health, PE, & Recreation	403,348	Chemistry	138,624	Water Resources Mgmt	48,070
History	378,301	Criminal Justice	114,155	Industrial Technology	29,478
Sociology	281,775	Political Science	112,517	Environmental Engrng.	9,248
Psychology	245,265	Economics	112,132		
Music	215,883	Accounting	109,724		

Based on \$1445/15 credit hours generated during the 2009-2010 academic year

TOTAL: \$ 5,860,245

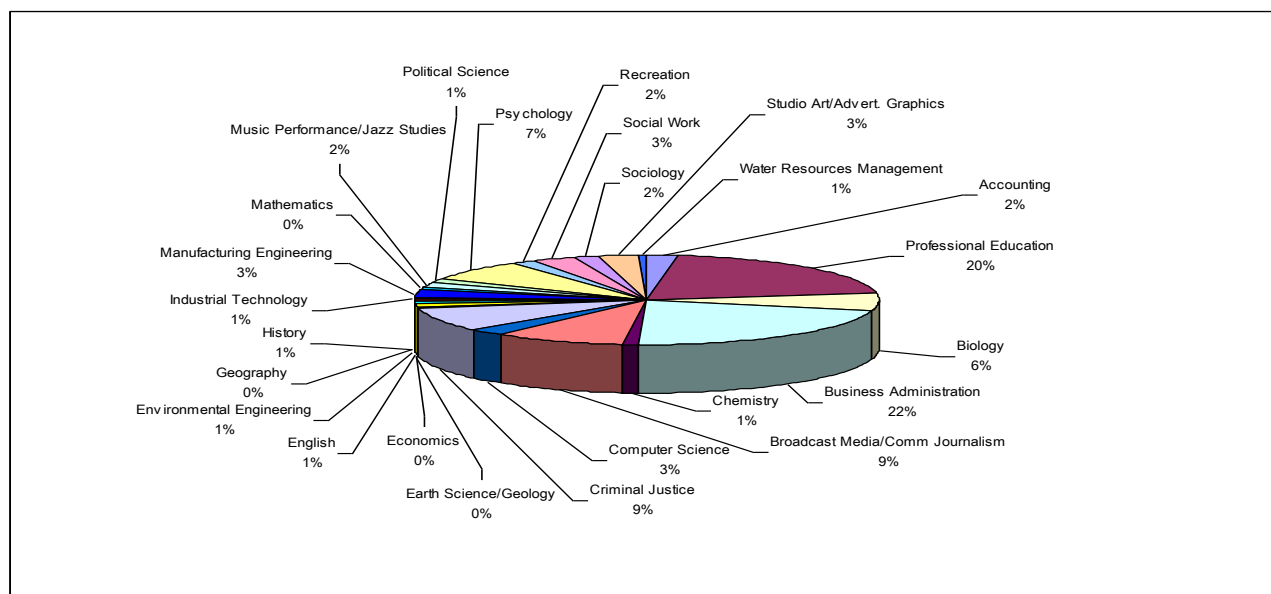
Revenues Generated by Program



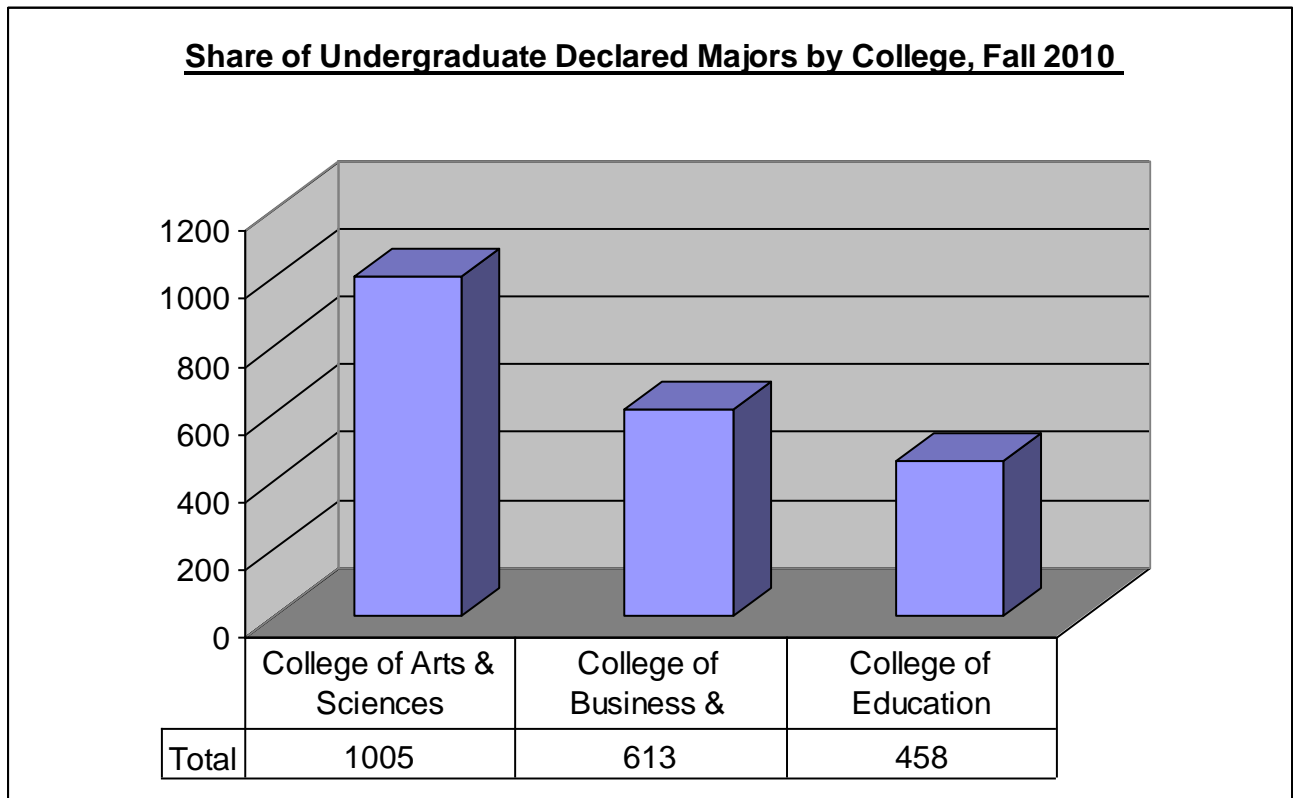
Program Enrollments

Undergraduate Enrollment by Major, Fall 2010		
<u>Major</u>	<u>Total</u>	<u>Percent(%)</u>
Accounting	49	2%
Adolescent to Young Adult	58	3%
Advertising Graphics	41	2%
Biology	129	6%
Broadcast Media	145	6%
Business Administration	448	20%
Chemistry	26	1%
Communications Journalism	41	2%
Computer Science	53	2%
Criminal Justice	182	8%
Early Childhood Education	135	6%
Earth Science / Geology	7	0%
Economics	4	0%
English	20	1%
Environmental Engineering	17	1%
Geography	1	0%
History	16	1%
Industrial Technology	16	1%
Intervention Specialist	65	3%
Jazz Studies	6	0%
Licensure for Teaching	34	2%
Manufacturing Engineering	60	3%
Mathematics	10	0%
Middle Childhood Education	23	1%
Multi-Age	142	6%
Music Performance	39	2%
Political Science	27	1%
Psychology	154	7%
Recreation	35	2%
Social Work	63	3%
Sociology	35	2%
Studio Art	18	1%
Undeclared	134	6%
Water Resources Management	11	0%
Total	2244	

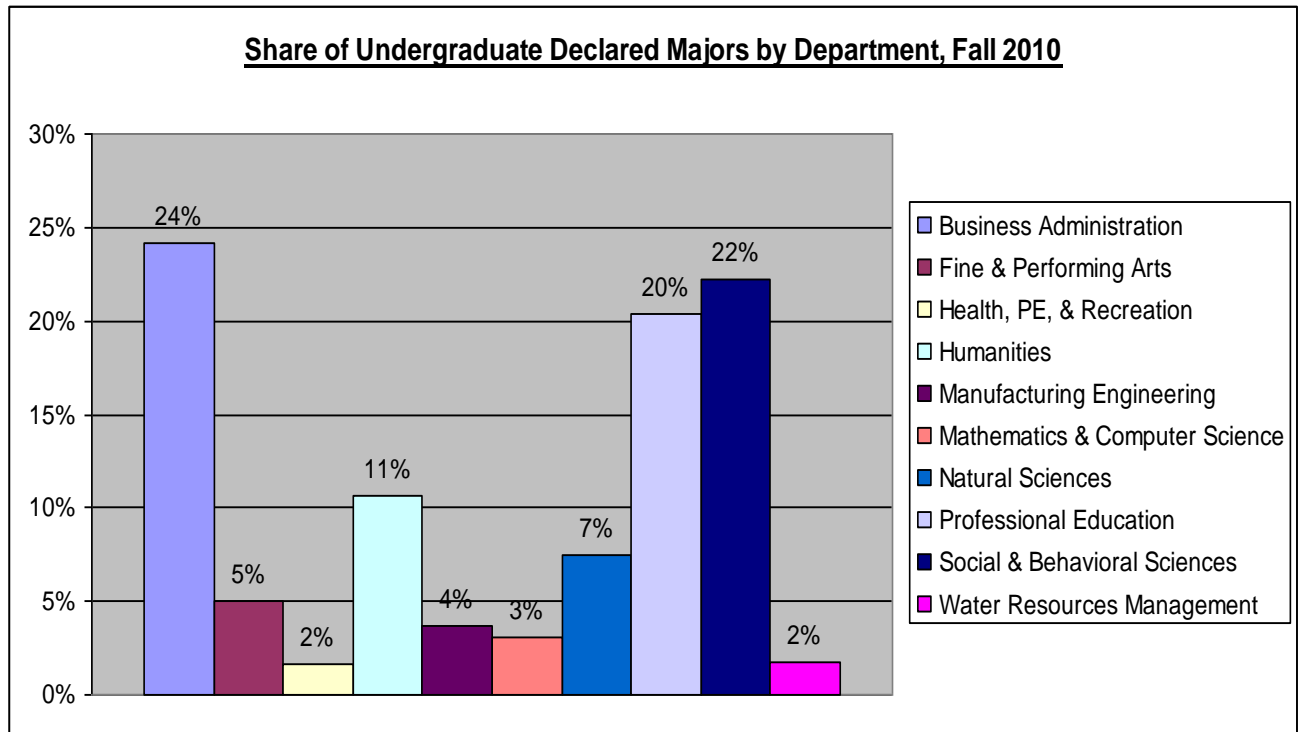
Share of Undergraduate Declared Majors, Fall 2010		
Major	Total	Percent(%)
Accounting	49	2%
Professional Education	423	20%
Biology	129	6%
Business Administration	448	22%
Chemistry	26	1%
Broadcast Media/Comm Journalism	186	9%
Computer Science	53	3%
Criminal Justice	182	9%
Earth Science/Geology	7	0%
Economics	4	0%
English	20	1%
Environmental Engineering	17	1%
Geography	1	0%
History	16	1%
Industrial Technology	16	1%
Manufacturing Engineering	60	3%
Mathematics	10	0%
Music Performance/Jazz Studies	45	2%
Political Science	27	1%
Psychology	154	7%
Recreation	35	2%
Social Work	63	3%
Sociology	35	2%
Studio Art/Advert. Graphics	59	3%
Water Resources Management	11	1%
Total	2076	



<u>Share of Undergraduate Declared Majors by College, Fall 2010</u>		
<u>College</u>	<u>Total</u>	<u>Percent(%)</u>
College of Arts & Sciences	1005	48%
College of Business & Industry	613	30%
College of Education	458	22%
<u>Total</u>	<u>2076</u>	



Share of Undergraduate Declared Majors by Department, Fall 2010		
<u>Major</u>	<u>Total</u>	<u>Percent(%)</u>
Business Administration	501	24%
Fine & Performing Arts	104	5%
Health, PE, & Recreation	35	2%
Humanities	222	11%
Manufacturing Engineering	76	4%
Mathematics & Computer Science	63	3%
Natural Sciences	155	7%
Professional Education	423	20%
Social & Behavioral Sciences	461	22%
Water Resources Management	36	2%
Total	2076	

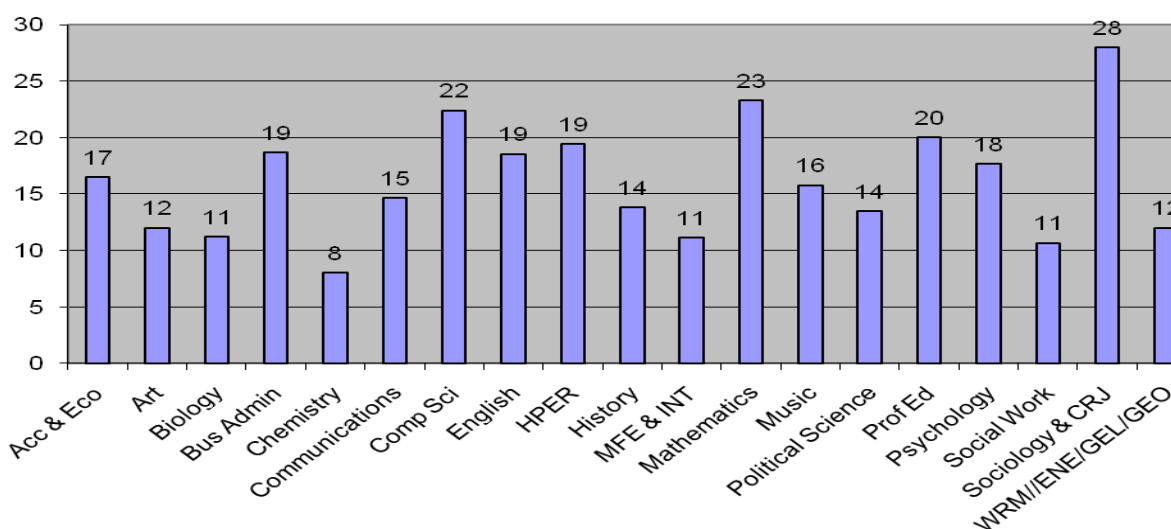


Faculty by Program

Full-time Faculty (Instructional), Fall 2010

Accounting & Economics	4	Health, PE, & Recreation	5	Professional Education	9
Art	5	History	4	Psychology	3
Biology	5	Manufacturing Engineering & Industrial Technology	7	Social Work	3
Business Administration	13	Mathematics	5.5	Sociology & Crim. Just.	3
Chemistry	5	Music	9	Water Resources Mgmt., Environmental Engrng., Geography & Geology	6
Communication	3	Philosophy	1		
Computer Science	2.5	Physics	1		
English	14	Political Science	2		
Foreign Languages	1			TOTAL	111

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



Average Credit/Contact Hours Taught Annually/Faculty, 2009-2010

	Fulltime	Parttime		Fulltime	Parttime
Accounting	19.75	6.00	History	22.25	12.00
Art	24.75	7.00	Manufacturing Engrng & INT*	19.50	5.50
Biology*	19.50	11.50	Mathematics	25.00	13.00
Business Administration*	24.75	7.50	Music*	23.25	9.75
Chemistry	18.75	4.50	Political Science	20.75	0.00
Communication*	19.75	7.00	Professional Education*	20.25	8.75
Computer Science	22.75	8.00	Psychology	26.00	14.50
Economics	21.00	4.00	Social Work*	23.50	6.00
English	24.00	15.75	Sociology & Criminal Justice*	27.75	7.50
Health, PE, & Recreation*	28.50	5.00	Water Res. Mgmt., Earth Sci., Environmental Engrng.*	22.25	0.00
			AVERAGE	22.75	8.50

* program housed the department chair

Faculty Grants/Contracts Obtained, 2009-2010

In the period covering July 2009 through June 30, 2010, Thirty-four (34) new proposals were submitted during FY2010. Of these, 6 new grants were awarded. Additionally, 29 continuing and collaborative grants were awarded. A total of \$9,734,041 in external funds was awarded to CSU during the period.

New Grants

Title	Summary	Objectives
Keeping It Real through Unity, Nonviolence, Creativity, Education, and Determination 4 Life (KRUNKED 4 Life)	An anti-violence initiative which is designed to highlight innovative methods in combating youth violence among high risk African American males.	<ol style="list-style-type: none"> 1. Increase overall language arts skills in at least 60% of youth by at least 2 grade points above the 2009 language arts grade point average. 2. Decrease the number of violent or risky behaviors in at least 60% of youth by a rate 20% below the 2010 pretest mean score as measured by the Violence Risk Assessment Index. 3. Increase the number of developmental assets in at least 60% of youth by 20% above the 2010 pretest mean score as measured by the Developmental Assets Survey. 4. Decrease the number of risky behaviors in at least 60% of participants at a rate 20% above the 2010 pretest mean score as measured by the Youth Risk Behavior Survey. 5. Increase African American ethnic identity affiliation among at least 60% of the participant youth at a rate 20% above the pretest mean score as measured by the Multi-group Ethnic Identity Measure. 6. Increase an appreciation for non-African American ethnic groups in at least 60% of participant youth at a rate 15% above the 2010 pretest mean rate as measured by the Other Group subscale on the Multi-group Ethnic Identity Measure. 7. Increase positive responses toward career choices and work attitudes among at least 60% of participant youth at a rate 15% above the 2010 pretest mean score as measured by the Career Maturity Index.
<p>Funding Agency: U.S. Department of Health and Human Services; Project Director: Jimmy Cunningham; Amount: \$300,000; Duration: 1 year</p>		
Entrepreneurial Development Series	To conduct the Entrepreneurial Development Series of continuing education workshops.	<ol style="list-style-type: none"> 1. Enrollment in the four EDS workshops of at least 20 companies eligible for Third Frontier funding opportunities.
<p>Funding Agency: Development Projects Inc.; Project Director: Ms. Nancy Bridgman; Amount: \$128,333; Duration: 1.5 years</p>		
The Healthy Marauder Program	A collaborative effort between Counseling Services, Career Services and Residence Life that promotes emotional and mental wellness.	<ol style="list-style-type: none"> 1. Provide increased training and development opportunities for peer educators / connect students to agencies for internship opportunities and cooperative education opportunities. 2. Provide training for residential students and freshmen students during orientation and First Year Experience Courses.

		<ol style="list-style-type: none"> 3. Provide workshops and speakers during African American Male Spring Institute. 4. Provide training for peer educators selected to provide Culturally Competent Suicide Prevention Education to multiple campus populations including growing Latino & GBLT populations. 5. Provide training for residence life staff, faculty and administrators on signs that students may be experiencing depression and or showing tendencies to harm themselves. 6. Provide training for peer mentors, and provide campus wide programming in the residence halls that focus on respect and dispel myths about GBLT community.
<p>Funding Agency: Substance Abuse Mental Health Services Administration through HBCU Center for Excellence in Substance Abuse and Mental Health, Morehouse School of Medicine; Project Director: Mr. Darryl Peal; Amount: \$10,000; Duration: 1 year</p>		
<p>Budgetball Civic Engagement Initiative</p>	<p>Incorporate the use of Geographic Positioning System for all modes of transportation.</p>	<ol style="list-style-type: none"> 1. To add component of GPS interaction during the summer transportation institute.
<p>Funding Agency: National Academy of Public Administration; Project Director: Ms. Stephanie Krahe; Amount: \$6,000; Duration: 1 years</p>		
<p>CSU-ATK Pre Engineering Program</p>	<p>To support a four-week residential summer program designed to introduce high school upperclassmen to various engineering disciplines and careers and the STEM knowledge that is required to be successful.</p>	<ol style="list-style-type: none"> 1. Curriculum will concentrate on engineering mathematics, computer sciences, pre-engineering physics, manufacturing related pre-engineering, and environmental related pre-engineering instruction. 2. Develop mathematical skills necessary to succeed academically at CSU.
<p>Funding Agency: ATK; Project Director: Dr. Augustus Morris; Amount: \$94,999; Duration: 1 year</p>		
<p>Exxon Mobil Bernard Harris Summer Science Camp</p>	<p>To demonstrate ability of working with underrepresented minorities and urban area youth in the STEM areas through a summer science camp</p>	<ol style="list-style-type: none"> 1. Teach specific scientific concepts. 2. Teach specific mathematical concepts. 3. Provide an introduction to advanced uses of technology. 4. Provide a min-teaching experience. 5. Introduce culturally relevant teaching strategies. 6. Study African-American math and science giants. 7. Understand what it takes to be admitted to college to become a teacher.
<p>Funding Agency: The Harris Foundation; Project Director: Dr. Kaye Jeter; Amount: \$79,997; Duration: 1 year</p>		

Continuing and Collaborative Grants

Title	Summary	Objectives
Summer Transportation Institute	To introduce high school students to careers in transportation, encourage them to pursue such careers, introducing basic physics, mathematics as relating to transportation problems and making them aware of civil rights issues and their relation to transportation	<ol style="list-style-type: none"> 1. Orienting high school students to the importance of transportation. 2. Introducing high school students to careers in transportation. 3. Introducing students to futuristic aspects of transportation including space travel. 4. Introducing students to basic physics and mathematics associated with transportation. 5. Encouraging students in civil rights issues and its history in the US as impacted by transportation.
Funding Agency: Ohio Department of Transportation; Project Director: Mr. Gorgui Ndao; Amount: \$32,047; Duration: 1 month.		
Center for Allaying Health Disparities Through Research and Education (CADRE)	To develop, organize and manage research efforts in the areas of gerontology, human exercise and performance, and geospatial databases. Also to integrate research into the curriculum and prepare students to further their education beyond the graduate level.	<ol style="list-style-type: none"> 1. Increase research infrastructure. 2. Increase research capabilities. 3. Increase faculty research. 4. Increase student abilities in research. 5. Increase students' post-graduate admissions.
Funding Agency: U.S. Department of Health and Human Services through the National Institutes of Health; Project Director: President John W. Garland; Amount: \$851,512 Duration: 1 year.		
Ohio Educational Telecommunications Subsidy	eTech Ohio serves Ohio's public television stations, public radio stations and radio reading services as a facilitator of infrastructure, content and funding resources.	Tech Ohio's goal is to support the broad outreach of educational and high-quality local programming that is provided by Ohio's public broadcasting community.
Funding Agency: eTech/Ohio; Project Director: Dr. John Logan; Amount: \$32,047; Duration: 1 year.		
Student Participation in Near Space (SPINS) Program	eTech Ohio serves Ohio's public television stations, public radio stations and radio reading services as a facilitator of infrastructure, content and funding resources.	<ol style="list-style-type: none"> 1. To support the broad outreach of educational and high-quality local programming that is provided by Ohio's public broadcasting community.
Funding Agency: National Science Foundation through Louisiana State University; Project Director: Dr. Augustus Morris; Amount: \$10,500; Duration: 1 year.		
HBCU - Institutional Aid	To strengthen the Historically Black Colleges and Universities.	To improve: the academic quality, fiscal stability, quality of student services and the quality of institutional management.
Funding Agency: U.S. Department of Education; Project Director: President John W. Garland; Amount: \$1,985,609; Duration: 1 year.		

HBCU - Institutional Aid (College Cost Reduction and Access Act)	To strengthen the Historically Black Colleges and Universities.	To improve: the academic quality, fiscal stability, quality of student services and the quality of institutional management.
	Funding Agency: U.S. Department of Education; Project Director: President John W. Garland; Amount: \$830,462; Duration: 1 year	
Ohio Consortium for Undergraduate Research: Research Experience to Enhance Learning (REEL)	To purchase analytical/environmental equipment and to train faculty	Teach students the technique of research.
	Funding Agency: National Science Foundation through the Ohio State Research Foundation; Project Director: Dr. Suzanne Seleem; Amount: \$8,000; Duration: 1 year	
College Advantage College Access Grant	To make higher education more affordable and accessible for Ohio families.	Increase the number of Ohio families saving for college.
	Funding Agency: Ohio Tuition Trust Authority; Project Director: Ms. Stephanie Krah; Amount: \$2,500; Duration: 9 months	
PFI: An Innovative Model for a New Advanced Energy Workforce	To develop an innovative model for creating a new advanced energy workforce training program and requires close collaboration with industry and university researchers who will provide information on technology moving from the laboratories into the marketplace and outline the workforce requirements needed for economic transformation.	<ol style="list-style-type: none"> 1. Engage advanced energy industries and the Ohio Skills Bank in the development of job skills criteria and desired educational strengths; 2. Develop the focus and knowledge to be acquired at the end of each academic year; 3. Develop an outline for the content of the various courses and their prerequisites; 4. Implement the academic programs through the development of course materials, on-the-job training, certificates and degree programs; 5. Monitor, evaluate and modify educational and training progress as deemed necessary by a collaboration of academic and business professionals; 6. Disseminate the process and lessons learned to the academic community; 7. Provide Ohio advanced energy companies with a high quality workforce.
	Funding Agency: National Science Foundation through the University of Toledo; Project Director: Dr. Subramania Sritharan; Amount: \$75,000; Duration: 3 years.	
Remote Sensing Technology Demonstration - Sensors Research	Research the entire spectrum of sensors technologies that are applicable to Air Force weapon systems in manned, unmanned, and space environments.	The development of Minority Leaders through the performance of research in the area of aerospace sensor technologies.
	Funding Agency: U.S. Air Force through Clarkson Aerospace Corp.; Project Director: Dr. Subramania Sritharan; Amount: \$25,000; Duration: 1 year	
Great Cities - Great Service		
	Funding Agency: Ohio Campus Compact through Otterbein College; Project Director: Dr. Willie Houston; Amount: \$7,500; Duration: 10 months	
Ohio Academic Research Cluster for Layered Sensing (OARCLS)	Establish an endowed chair titled Distinguished Chair of Sensor Technology for Environmental Applications.	Work with the AFRL and industry leaders in the area of layered sensing in establishing the Endowed Chair position.

	Funding Agency: Ohio Department of Development through the University of Dayton Research Institute; Project Director: Dr. Subramania Sritharan; Amount: \$500,000; Duration: 3 years	
Student Support Services	Designed to increase the retention and graduation rates of eligible students; increase and to foster an institutional climate supportive of the success of low-income and first generation college.	<ol style="list-style-type: none"> 100% eligible students who demonstrate an academic need will be identified, screened, and selected for participation. 100% of new project participants will be assessed at the time of entry to the program to develop an Educational Plan and all returning/continuing participants are assessed at the end of each quarter to determine if their Educational Plan should be modified.
	Funding Agency: U.S. Department of Education; Project Director: Ms. Rose Nelson; Amount: \$396,641; Duration: 1 year	
ICER Program: Persistent Surveillance Data Storage (SensorPlex)	To research, develop, and implement solutions to the challenges created by the massive amounts of real time data generated by newly developed, wide-array, persistent-staring sensors and continuously sensing land-based sensors monitoring personnel activities, environmental conditions, mechanical systems and geographically based situational awareness.	Conduct and support research in the area of persistent sensing data; collection, processing, storage and retrieval.
	Funding Agency: U.S. Air Force through Qbase; Project Director: Dr. Subramania Sritharan; Amount: \$377,000; Duration: 11 months.	
AARA Emery Hall	To save Emery Hall from future deterioration and stabilize conditions to prepare for future renovations.	Continue to make immediate repairs as recommended by architect to prevent further deterioration of the structure.
	Funding Agency: U.S. Department of the Interior; Project Director: Mr. Harlan Henderson; Amount: \$1,750,000; Duration: 3 years	
Corporation for Public Broadcasting Fiscal Stabilization	To maintain local programming and services and preserve jobs treated by declines in non-federal revenue sources during the current economic decline.	
	Funding Agency: Corporation for Public Broadcasting; Project Director: Mr. Anthony Chappel; Amount: \$12,804; Duration: 20 months	
Monitoring of Lake Erie Water Quality with Remote Sensing	To simulate algal growth in Lake Erie in response to nutrient loading and wind mixing events.	To separate the loading component of nutrients from contributing streams such as Maumee into Lake Erie and the component available from the sediment detachment and re-suspension.
	Funding Agency: U.S. Department of Commerce through Bowling Green State University; Dr. KrishnaKumar Nedunuri; Amount: \$24,996; Duration: 15 months	
Central State University Upward Bound Program	To serve 60 students from Montgomery County who are low income and/or potential first generation college students and	<ol style="list-style-type: none"> To identify and recruit 120 students meeting the eligibility criteria. To conduct academic, educational, and social assessments of 100% of the program participants.

	who demonstrate the need for program services. Designed to generate academic skills that will facilitate participant completion of high school, gain admission to and success in a program of postsecondary education.	<ol style="list-style-type: none"> 3. 100% of senior participants will apply for admission to a postsecondary institution and 90% will be admitted and enter a postsecondary institution each year. 4. 85% of each recruiting class will remain in high school and CSU-UB through completion of secondary school. 5. 90% of participants will maintain an overall high school GPA of 2.5 or above. 6. 100% of participants will pass the 10th and 11th grade Ohio Graduation Tests. 7. 85% of each graduating class will graduate from postsecondary education within six years of enrollment. 8. 80% of participant parent/guardian will attend a minimum of four CSU-UB academic functions each year.
	Funding Agency: U.S. Department of Education; Project Director: Mr. John Anene; Amount: \$250,000; Duration: 1 year	
Promoting STEM Women through LEADER	To make use of the RTK Trimble system possessed by the CSU Department of Water Resources Management for surveying and mapping the main campus.	<ol style="list-style-type: none"> 1. Provide an accurate campus map for CSU. 2. Strengthen the GIS curriculum with research and practical activities. 3. Broaden the participation in Geosciences program activities.
	Funding Agency: National Science Foundation through Wright State University; Project Director: Dr. Xiaofang Wei; Amount: \$4,996; Duration: 8 months	
Student Achievement in Research and Scholarship (STARS) Program 2009-2010	Funds for undergraduate research assistantships and conference travel.	
	Funding Agency: Ohio Board of Regents through Miami University; Project Director: Mr. Gorgui Ndao; Amount: \$4,612; Duration: 4 months	
National Programming and Acquisition Grant and Community Service Grant	Funds for radio program acquisition and creation, as well as salaries for producers of national programs created by WCSU-FM. Those funds are also for maintenance of equipment as well as equipment replacement when necessary.	
	Funding Agency: Corporation for Public Broadcasting; Project Director: Mr. Anthony Chappel; Amount: \$67,378; Duration: 1.5 years	
Future Jobs Internship Program 2010	Provide funds for student internships during the 2010 summer	Two students will intern at Wright Brothers Institute in collaboration with AFRL as a journalism and marketing intern.
	Funding Agency: Future Jobs through Clark State University; Project Director: Mr. Gorgui Ndao; Amount: \$8,000; Duration: 3.5 months	
Ohio Scholarship Program	Establish and strengthen a partnership between NRCS and CSU to support and promote the study of agriculture and natural resource fields of study to underrepresented groups.	<ol style="list-style-type: none"> 1. Promote and support educational activities related to the program. 2. Provide scholarships to support selected candidates.

	Funding Agency: U.S. Department of Agriculture through the Natural Resources Conservation Service; Project Director: Dr. Subramania Sritharan; Amount: \$74,070; Duration: 1 year	
Summer Transportation Institute	To introduce high school students to careers in transportation, encourage them to pursue such careers, introducing basic physics, mathematics as relating to transportation problems and making them aware of civil rights issues and their relation to transportation	<ol style="list-style-type: none"> 1. Orienting high school students to the importance of transportation. 2. Introducing high school students to careers in transportation. 3. Introducing students to futuristic aspects of transportation including space travel. 4. Introducing students to basic physics and mathematics associated with transportation. 5. Encouraging students in civil rights issues and its history in the US as impacted by transportation.
	Funding Agency: Ohio Department of Transportation; Project Director: Mr. Gorgui Ndao; Amount: \$64,094; Duration: 7 months	
W.E.B. Dubois Talented Tenth	Provide training, books, and materials to approximately 300-400 African American youth at the CTAG State Leadership Conference.	Students will be able to discuss their current learning styles; determine a plan for success in their classes; learn the seven components for learning how to learn; give oral and written feedback on each component; and write a personal plan of class success.
	Funding Agency: Ohio Department of Education; Project Director: Dr. Kaye Jeter; Amount: \$150,000; Duration: 1 month	
Research Challenge Third Frontier	To support basic and applied research .	<ol style="list-style-type: none"> 1. Systematic study conducted with the objective of gaining fuller knowledge or understanding of the fundamental aspects of observable facts without specific applications toward processes or products in mind. 2. Systematic study conducted with the objective of gaining knowledge or understanding necessary for determining the means by which a recognized and specific need may be met. Research shall be conducted in three thrust areas: Automatic Target Recognition, Electro-Optics/ Infrared, and Radio Frequency.
	Funding Agency: Ohio Board of Regents; Project Director: Mr. Clark Fuller; Amount: \$32,441; Duration: 1.25 years	
ADVANCE: Increasing the Participation and Advancement of Women in Academic Science and Engineering Careers	Increase the number of women faculty with PhD's in the STEM disciplines.	<ol style="list-style-type: none"> 1. Enhance the present recruitment strategy to hire PhD candidates in STEM fields. 2. Stimulate the research interests of prospective women faculty with research challenges. 3. Build infrastructure to implement retention programs for supporting PhD candidates during the completion of their degree. 4. Build infrastructure towards academic and social support programs to accommodate women in STEM fields.
	Funding Agency: National Science Foundation through Wright State University; Project Director: Dr. Kimberly Kendricks; Amount: \$56,087; Duration: 1 year	
Ohio Space Grant	Provide financial support through competitively awarded scholarships to students pursuing aerospace	<ol style="list-style-type: none"> 1. To establish a national network of universities with interest and capabilities in aeronautics and space related fields. 2. To encourage cooperative programs among

	related science and engineering baccalaureate degrees.	universities, the aerospace industry, and federal, state, and local governments. 3. To encourage interdisciplinary training, research, and public service programs related to the aerospace community. 4. To promote a strong science, mathematics, and technology educational base from elementary through university levels.
	Funding Agency: NASA through the Ohio Space Grant Consortium; Project Director: Mr. Gerald Noël; Amount: \$18,000; Duration: 1 year	
Science, Technology, Engineering, and Mathematics Upgrade/Enhancement & Outreach (STEM UP-OUT) Phase III	Upgrade STEM laboratories and laboratory facilities the number of minority students pursuing degrees in STEM education	To overhaul science laboratory facilities and purchase new equipment to support the modernization of laboratory capabilities. To expand its student science/engineering scholarship offerings by providing scholarships, internships, summer bridge programs, workforce development, and practical research opportunities and services to students that otherwise would not be available.
	Funding Agency: U.S. Department of Energy; Project Director: Mr. Gerald Noel; Amount: \$1,476,000; Duration:	

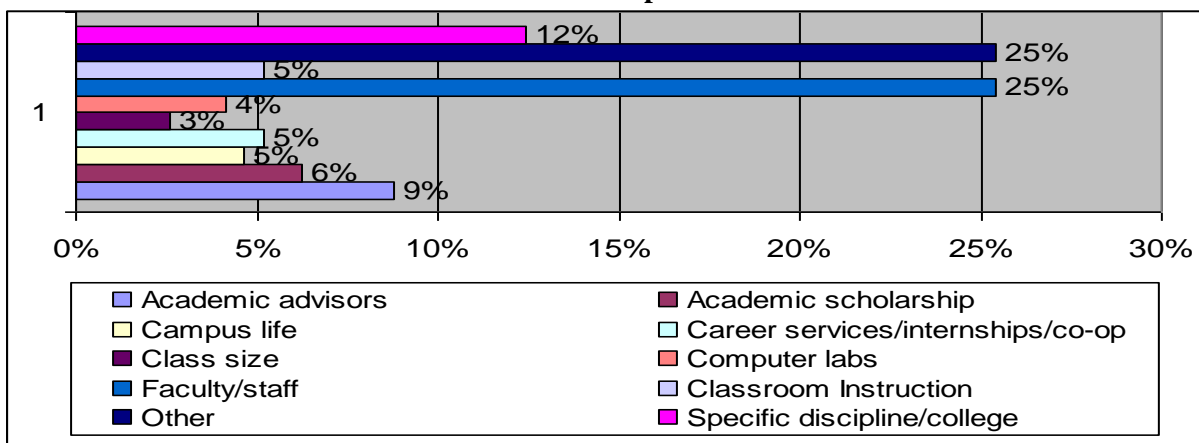
Seniors' Experiences

Level of satisfaction with education received		Maximized my educational opportunities	
Very/Mildly satisfied	87%	Strongly/Mildly believe I did	81%
Neutral	10	Neutral	10
Very/Mildly unsatisfied	3	Strongly/Mildly believe I did not	9
No Response	0	No Response	0

Impact on academic performance			
<u>Primary advising sources</u>		<u>Computer facilities</u>	
Degree/major checklist	71%	Mildly – strongly positive	65%
Faculty	62	Neutral	21
Self	47	Mildly – strongly negative	14
Friends	41	No Response	1
<u>Faculty advisor</u>		<u>Library</u>	
Mildly – strongly positive	75%	Mildly – strongly positive	53%
Neutral	16	Neutral	33
Mildly – strongly negative	9	Mildly – strongly negative	14
<u>Classroom instruction</u>		<u>Residence Life</u>	
Mildly – strongly positive	86%	Mildly – strongly positive	46%
Neutral	13	Neutral	38
Mildly – strongly negative	1	Mildly – strongly negative	15
No Response	0	No Response	1
<u>Registration</u>		<u>Campus Food Service</u>	
Mildly – strongly positive	50%	Mildly – strongly positive	21%
Neutral	35	Neutral	37
Mildly – strongly negative	14	Mildly – strongly negative	41
No Response	1	No Response	1
<u>Financial Aid</u>		<u>Bookstore</u>	
Mildly – strongly positive	54%	Mildly – strongly positive	43%
Neutral	34	Neutral	29
Mildly – strongly negative	12	Mildly – strongly negative	28
No Response	0	No Response	0

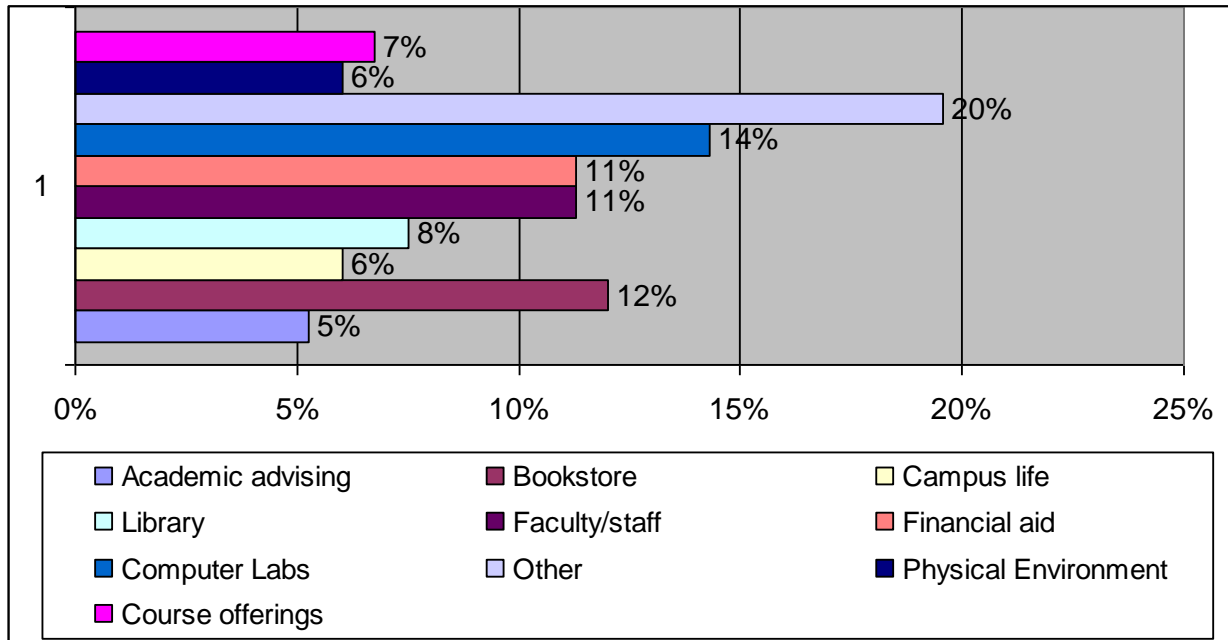
SOURCE: Spring 2010 Graduating Senior Survey

Areas in which Graduating Seniors felt Central State excelled in supporting student academic performance



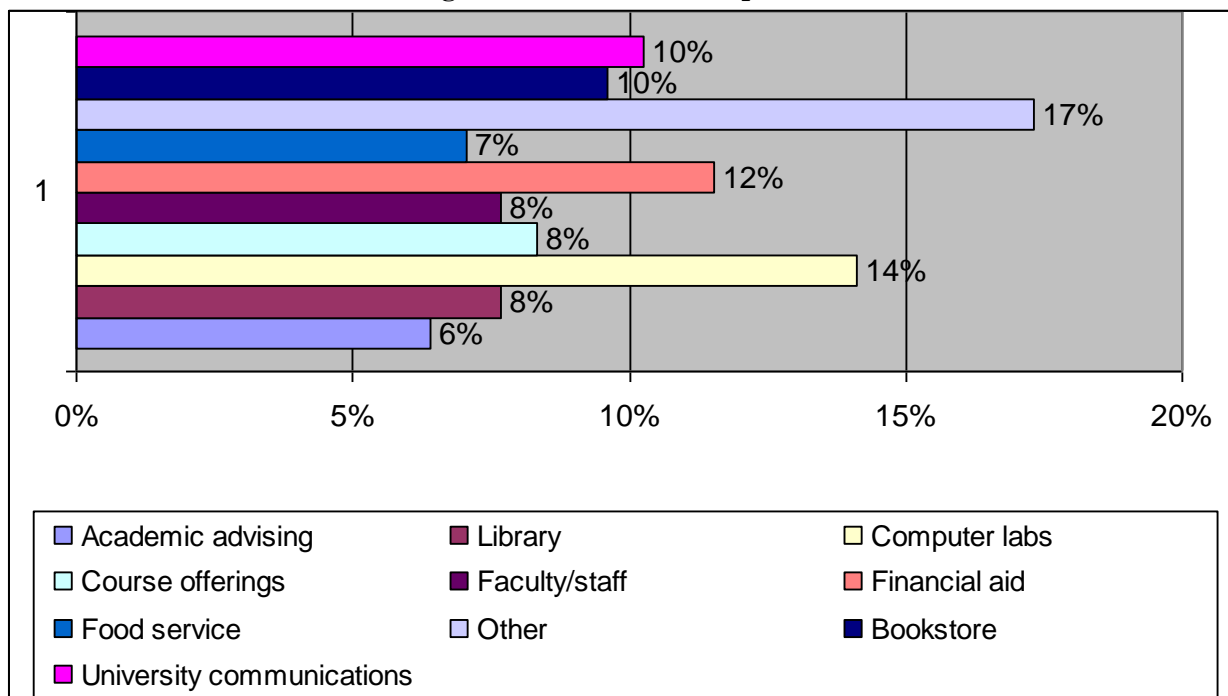
Seniors' Experiences

Areas in which Graduating Seniors felt barriers at Central State that negatively affected their academic performance



SOURCE: Spring 2010 Graduating Senior Survey

Areas in which Graduating Seniors felt Central State need improvement in Assisting in student's academic performance



SOURCE: Spring 2010 Graduating Senior Survey

Classroom Instruction

<p>The instructor clarified the students' responsibilities and the grading procedures in the course</p> <p>Agree – Strongly Agree 92%</p> <p>Disagree –Strongly Disagree 6</p> <p>No comment 2</p>	<p>The instructor clearly and effectively communicated the subject matter</p> <p>Agree – Strongly Agree 88%</p> <p>Disagree –Strongly Disagree 9</p> <p>No comment 3</p>
<p>The instructor stimulated interest in course material</p> <p>Agree – Strongly Agree 87%</p> <p>Disagree –Strongly Disagree 10</p> <p>No comment 3</p>	<p>The instructor seemed genuinely concerned with the students' progress and was actively helpful</p> <p>Agree – Strongly Agree 87%</p> <p>Disagree –Strongly Disagree 7</p> <p>No comment 6</p>
<p>The instructor was well organized and used class time well</p> <p>Agree – Strongly Agree 91%</p> <p>Disagree –Strongly Disagree 6</p> <p>No comment 3</p>	<p>The instructor used evaluation methods that reflected student achievement of the course objectives</p> <p>Agree – Strongly Agree 89%</p> <p>Disagree –Strongly Disagree 7</p> <p>No comment 4</p>

SOURCE: *Student Evaluation of Instructor and Instruction*, 2009-2010 academic year aggregate

Faculty Advising

The academic mission at Central State University includes teaching, research, and advising. For the fulltime faculty member, s/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 fulltime faculty serving as advisors during Fall 2010 even though not all faculty members advise.

Sociology & criminal Justice	1:72	Social Work	1:21	Chemistry	1:05
Communications	1:62	Political Science	1:14	Music	1:05
Psychology	1:51	Accounting & Economics	1:13	History	1:04
Professional Education	1:47	Art	1:12	Mathematics	1:02
Business Administration	1:34	MFE & INT	1:11	English	1:01
Biology	1:26	Recreation	1:07		
Computer Science	1:21	WRM/ENE/GEL/GEO	1:06		

Completion Rates & Trends
Fall 2010 Top Courses

TERM	COL	SUB	CRSE#	COURSE_TITLE	Total Grades	A,B, C, S, CR	% A, B, C, S, CR	D, F, FZ, I, U, NC, W	% D, F, FZ, I, IP, U, NC, W
201110	AS	ART	2010	Intro Two-Dimensional Comp Art	21	21	100.0%	0	0.0%
201110	AS	ENG	2020	Vocabulary Dev & Applications	11	11	100.0%	0	0.0%
201110	AS	FLA	1100	Topics:Basic Arabic I	11	11	100.0%	0	0.0%
201110	AS	MUS	1129	Robeson Chamber Winds	15	15	100.0%	0	0.0%
201110	AS	MUS	2215	Music for Early Childhood Edu	30	30	100.0%	0	0.0%
201110	AS	MUS	2501	Principal Applied - Voice	8	8	100.0%	0	0.0%
201110	BN	GEO	3313	Weather and Climate	8	8	100.0%	0	0.0%
201110	BN	MGT	4441	Labor-Mgt Relations	20	20	100.0%	0	0.0%
201110	BN	MIS	2252	Spreadsheets for Business	15	15	100.0%	0	0.0%
201110	BN	MIS	3371	Information Management	8	8	100.0%	0	0.0%
201110	ED	ECE	4430	Family and Community Relations	11	11	100.0%	0	0.0%
201110	ED	EDU	4491	Student Teaching	9	9	100.0%	0	0.0%
201110	ED	HPR	2232	Beginning Modern Dance	26	26	100.0%	0	0.0%
201110	ED	HPR	3350	History & Prin of Physical Edu	18	18	100.0%	0	0.0%
201110	AS	MUS	1127	Marching Band	68	67	98.5%	1	1.5%
201110	ED	HPR	1115	Conditioning & Weight Training	133	130	97.7%	3	2.3%
201110	ED	EDU	3665	Lang Arts/Soc Studies Methods	29	28	96.6%	1	3.4%
201110	BN	MIS	2251	Word Processing for Business	21	20	95.2%	1	4.8%
201110	AS	DRM	2215	Acting I	20	19	95.0%	1	5.0%
201110	AS	MTH	2503	Calculus II	20	19	95.0%	1	5.0%

Completion Rates & Trends**Fall 2010****By Gender, Classification, Residency, Living Arrangement & Groups**

Crosstabulation	Category	Total Grades	Total Pass	% Pass	Total Non-Pass	% Non-Pass
Cumulative	All Students	11304	8543	75.6%	2761	24.4%
Gender	Female	5454	4268	78.3%	1186	21.7%
	Male	5850	4275	73.1%	1575	26.9%
Classification	Freshman	4219	2790	66.1%	1429	33.9%
	Sophomore	2391	1886	78.9%	505	21.1%
	Junior	1870	1503	80.4%	367	19.6%
	Senior	2631	2227	84.6%	404	15.4%
	Graduate	96	60	62.5%	36	37.5%
	Post-Bac	97	77	79.4%	20	20.6%
Residency	In-State	6710	4878	72.7%	1822	27.2%
	Out-of-State	4594	3665	79.8%	929	20.2%
Living Arrangement	Anderson Hall	757	559	73.8%	198	26.2%
	Foundation I	1504	1188	79.0%	316	21.0%
	Foundation II	1901	1470	77.3%	431	22.7%
	Green Hall	681	514	75.5%	167	24.5%
	Hunter Hall	661	582	88.0%	79	12.0%
	Williamson Hall	1036	705	68.1%	331	31.9%
	Commuters	4764	3525	74.0%	1239	26.0%
Athletes	All	1004	861	85.8%	143	14.2%
Choir	All	504	398	79.0%	106	21.0%
Band	All	452	337	74.6%	115	25.4%

Completion Rates & Trends
Fall 2006 – Fall 2010

