



# FACT BOOK



**Academic Planning and Assessment**  
Office of Assessment & Institutional Research

**2012**  
**edition**

*Office of Planning and Assessment*

January 2012

Dear *Fact Book* Reader:

The *Fact Book* is a collection of selected information and statistics designed to answer frequently asked questions about Central State University. We hope that you will find this a useful reference.

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

Sincerely,

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

# CENTRAL STATE UNIVERSITY

## FACT BOOK

### Table of Contents

	Page
<b>General Information</b>	
Quick Reference	1
Central State History	2
Location	3
Purpose	3
University Mission	3
Program Inventory	4
Revenue Sources and Expenditure Allocations	6
Tuition and Fees	6
Employees by Assigned Position	7
Employees by Employment Status, Gender, and Ethnicity	8
Full-time Staff by Faculty Status	9
Full-time Instructional Staff by Gender and Academic Rank	10
Full-time Instructional Staff by Gender and Ethnicity	11
<b>Students</b>	
Applications, Admittance, and Enrolled	12
New Freshman ACT Composite Scores	13
New Freshman ACT Composite Scores Range	14
New Freshman High School Grade Point Averages	15
New Freshman High School Grade Point Averages Range	16
New Freshman Geographic Origins	17
Fall 2011 Semester Enrollment Statistics	18
Special Enrollments	19
Ethnic Enrollments	19
Enrollment by Classification	20
Enrollment by Residency	21
Persistence of New Freshmen	22
Cohort Freshman by Academic Programs	23
Student Retention Rates	24
Cohort Freshman Graduation Rates	25
Degree Awarded	26
Potential New Students by Major	26
<b>Academic Programs and Instruction</b>	
Blank page	27
Revenues Generated	28
Program Enrollments	29
Share of Undergraduate Declared Major by Program	30
Share of Undergraduate Declared Major by College	31
Share of Undergraduate Declared Major by Department	32
Faculty by Program and Contact Hours	33
Faculty Grants and Contracts	34
Seniors' Experiences	42
Classroom Instruction	44
Faculty Advising	44

## Quick Reference

**Current President:** Dr. Cynthia Jackson-Hammond, 2012 - present

**Past Presidents:**

- ☞ Dr. Charles H. Wesley served as president from 1947 to 1965.
- ☞ Dr. Lewis A. Jackson served as acting president during part of 1965.
- ☞ Dr. Harry E. Groves served as president from 1965 to 1968.
- ☞ Dr. Herman R. Branson served as president from 1968 to 1970.
- ☞ Dr. Lewis A. Jackson served as president from 1970 to 1971. He then served as acting president from 1971 to 1972.
- ☞ Dr. Lionel H. Newsom served as president from 1972 to 1985.
- ☞ Dr. Arthur E. Thomas ('62) served as president from 1985 to 1995.
- ☞ Dr. Herman B. Smith served as interim president from 1995 to 1996.
- ☞ Dr. George Ayers, Executive Management Team, assumed the chief leadership position from 1996 to 1997.
- ☞ John W. Garland, Esq., ('71) served as president from 1997 to 2012.

**Established:** 1887

**Congressional District:** 7

**Regional University Accreditation:** The Higher Learning Commission of the North Central Association of Colleges and Schools

**Carnegie Classification (2000):** Baccalaureate colleges – General

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

**FICE Code:** 003026

**Calendar:** Semester

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

**Degree Programs:** Baccalaureate (34), Master's (1)

<b>Student Enrollment</b>			
<i>Fall 2011</i>			
	Headcount	FTE	
Undergraduate	2,458	2,305	
Freshman	47%	1,179	
Sophomore	18	433	
Junior	13	334	
Senior	19	484	
Unclassified	1	28	
Graduate	<u>45</u>	<u>17</u>	
<b>TOTAL</b>	<b>2,503</b>	<b>2,322</b>	

<b>Average Class Size</b>	
<i>Fall 2011</i>	
< 1000 Level	21
1000 - 2000 Level	21
3000 - 4000 Level	9
5000 - 7000 Level	8
Student – Faculty Ratio (FTE)	16:1

<b>*Operating Revenue</b>	
<i>Fiscal Year 2011</i>	
Tuition, Fees, Other Charges	\$ 19,699,883
State, local, private grants and contracts	996,239
Federal Grants, Contracts	19,872,878
Other Sources	<u>3,282,910</u>
<b>TOTAL</b>	<b>\$43,851,910</b>

<b>Degrees Awarded</b>	
<i>Academic Year 2010-2011</i>	
Baccalaureate	231
Master	<u>2</u>
<b>TOTAL</b>	<b>233</b>

<b>Tuition and Fees</b>		
<i>Academic Year 2011-2012</i>		
	Ohio	Non-OH
Undergraduate	\$5,672	\$12,648
Graduate	7,200	12,480

<b>Employee Headcount</b>	
<i>Fall 2011</i>	
Faculty	199
Administrative/ Professional	185
Civil Service	<u>157</u>
<b>TOTAL</b>	<b>541</b>

<b>Room and Board</b>	
<i>Academic Year 2011-2012</i>	
Room Charge	\$ 4,560
Board Charge	3,924

<b>Full-Time Instructional Faculty</b>	
<i>Fall 2011</i>	
Count	109
Tenured	46%
With Terminal Degree	69%

\* Please see page 6 for details

## Quick Reference

**Current President:** Dr. Cynthia Jackson-Hammond, 2012 - present

**Past Presidents:**

- ☞ Dr. Charles H. Wesley served as president from 1947 to 1965.
- ☞ Dr. Lewis A. Jackson served as acting president during part of 1965.
- ☞ Dr. Harry E. Groves served as president from 1965 to 1968.
- ☞ Dr. Herman R. Branson served as president from 1968 to 1970.
- ☞ Dr. Lewis A. Jackson served as president from 1970 to 1971. He then served as acting president from 1971 to 1972.
- ☞ Dr. Lionel H. Newsom served as president from 1972 to 1985.
- ☞ Dr. Arthur E. Thomas ('62) served as president from 1985 to 1995.
- ☞ Dr. Herman B. Smith served as interim president from 1995 to 1996.
- ☞ Dr. George Ayers, Executive Management Team, assumed the chief leadership position from 1996 to 1997.
- ☞ John W. Garland, Esq., 1997 to 2012

**Established:** 1887

**Congressional District:** 7

**Regional University Accreditation:** The Higher Learning Commission of the North Central Association of Colleges and Schools

**Carnegie Classification (2000):** Baccalaureate colleges – General

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

**FICE Code:** 003026

**Calendar:** Semester

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

**Degree Programs:** Baccalaureate (34), Master's (1)

<b>Student Enrollment</b>			
<i>Fall 2011</i>			
	Headcount	FTE	
Undergraduate	2,458	2,305	
Freshman	47%	1,179	
Sophomore	18	433	
Junior	13	334	
Senior	19	484	
Unclassified	1	28	
Graduate	<u>45</u>	<u>17</u>	
<b>TOTAL</b>	<b>2,503</b>	<b>2,322</b>	

<b>Average Class Size</b>	
<i>Fall 2011</i>	
< 1000 Level	21
1000 - 2000 Level	21
3000 - 4000 Level	9
5000 - 7000 Level	8
Student – Faculty Ratio (FTE)	16:1

<b>*Operating Revenue</b>	
<i>Fiscal Year 2011</i>	
Tuition, Fees, Other Charges	\$ 19,699,883
State, local, private grants and contracts	996,239
Federal Grants, Contracts	19,872,878
Other Sources	<u>3,282,910</u>
<b>TOTAL</b>	<b>\$43,851,910</b>

<b>Degrees Awarded</b>	
<i>Academic Year 2010-2011</i>	
Baccalaureate	231
Master	<u>2</u>
<b>TOTAL</b>	<b>233</b>

<b>Tuition and Fees</b>		
<i>Academic Year 2011-2012</i>		
	Ohio	Non-OH
Undergraduate	\$5,672	\$12,648
Graduate	7,200	12,480

<b>Employee Headcount</b>	
<i>Fall 2011</i>	
Faculty	199
Administrative/ Professional	185
Civil Service	<u>157</u>
<b>TOTAL</b>	<b>541</b>

<b>Room and Board</b>	
<i>Academic Year 2011-2012</i>	
Room Charge	\$ 4,560
Board Charge	3,924

<b>Full-Time Instructional Faculty</b>	
<i>Fall 2011</i>	
Count	109
Tenured	46%
With Terminal Degree	69%

\* Please see page 6 for details

## The History of Central State University

The history of Central State University begins with our parent institution, Wilberforce University, which was named in honor of William Wilberforce, great abolitionist. Wilberforce University was established at Tawawa Springs, Ohio, in 1856 as an institution affiliated with the African Methodist Episcopal (A.M.E.) Church and is one of the oldest Historically Black Colleges and Universities (HBCU) in the nation.

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

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

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

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

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

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

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

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

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

## Location

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

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

Today Central State University has facilities valued at around \$259 million, ranging from a power plant that has been named to The National Historic Register to the new Center for Education and Natural Sciences, completed in 2009; and two new residence halls completed in 2011.

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

## Purpose

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

## University Mission

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

Central State University is dedicated to:

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

## Program Inventory, Academic Year 2011 - 2012

<b>CIPS Code</b>	<b>Program Major</b>	<b>Responsible Academic Department(s)</b>	<b>Degree</b>	<b>Specializations/Options</b>
520301	Accounting	Accounting, Finance & Economics	BS	
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
131302	Art Education	Fine and Performing Arts	BSEd	
260101	Biology	Natural Sciences	BS	
520101	Business Administration	Business Administration	BS	Finance Hospitality Management International Business Management Management Info Systems Marketing
400501	Chemistry	Natural Sciences	BS	
090401	Communication, Print Journalism	Humanities	BA	
090402	Communication, Broadcast Media	Humanities	BA	
110701	Computer Science	Mathematics and Computer Science	BS	
430104	Criminal Justice	Social and Behavioral Sciences	BS	
131210	Early Childhood Education	Professional Education	BSEd	
450601	Economics	Accounting, Finance & Economics	BA, BS	
139999	Education	Graduate Program	MEd	Instructional Leadership Instructional Literacy Instructional Technology
230101	English, Literature	Humanities	BA	
230101	English, Pre-Law	Humanities	BA	
141401	Environmental Engineering	Water Resources Management	BS	
450701	Geography	Water Resources Management	BS	
400601	Geology	Water Resources Management	BS	



**Program Inventory, Academic Year 2011 - 2012 (cont.)**

<b>CIPS Code</b>	<b>Program Major</b>	<b>Responsible Academic Department(s)</b>	<b>Degree</b>	<b>Specializations/Options</b>
450801	History	Humanities	BA	
150612	Industrial Technology	Manufacturing Engineering	BS	Business Management CAD/CAM Construction Technology Electronics Technology
131001	Intervention Specialist – Mild/Moderate	Professional Education	BSEd	
143601	Manufacturing Engineering	Manufacturing Engineering	BSMFE	
270101	Mathematics	Mathematics and Computer Science	BS	
131203	Middle Childhood Education	Professional Education	BSEd	Reading & Language Arts Mathematics Science Social Studies
131206	Multi-Age Education	Professional Education	BSEd	Music Education Visual Arts Education Physical Education Health Education
131312	Music Education	Fine and Performing Arts	BSEd	
500910	Music, Jazz Studies	Fine and Performing Arts	BM	
500903	Music, Performance	Fine and Performing Arts	BM	
451001	Political Science	Social and Behavioral Sciences	BA	
451001	Political Science, Public Administration	Social and Behavioral Sciences	BA	
420101	Psychology	Social and Behavioral Sciences	BA, BS	
310101	Recreation	Health, Physical Education, and Recreation	BS	Sports Administration Therapeutic Recreation
440701	Social Work	Social and Behavioral Sciences	BA, BS	
451101	Sociology	Social and Behavioral Sciences	BA, BS	
500701	Studio Art	Fine and Performing Arts	BA	
140805	Water Resources Management	Water Resources Management	BS	Computer Applications Engineering Environmental Socioeconomic/Managerial

### Revenue Sources and Expenditure Allocations, Fiscal Years 2007-2011

REVENUE SOURCES:	2007	2008	2009	2010	2011
Tuition and fees	6,804,534	7,804,515	8,563,446	9,414,184	9,351,733
Federal grants and contracts	9,140,863	8,171,837	8,280,357	8,055,524	9,164,972
State grants and contracts	2,520,678	2,588,680	3,008,154	1,453,982	996,239
Auxilliary activities	7,483,811	8,587,669	9,019,995	10,392,248	10,348,150
Other sources	1,779,983	1,603,464	2,389,954	2,229,427	3,282,910
<b>TOTAL OPERATING REVENUES:</b>	<b>27,729,869</b>	<b>28,756,165</b>	<b>31,261,906</b>	<b>31,545,365</b>	<b>33,144,004</b>
Federal PELL Grant appropriations	3,824,643	4,634,788	5,823,775	9,381,378	9,766,370
Federal ARRA grant	-	-	-	939,915	941,536
State appropriations	16,868,855	21,896,930	21,823,485	19,592,167	17,705,124
State capital appropriations	1,930,209	534,552	10,246,035	2,893,224	3,935,121
Gain (Loss) on sale of fixed assets	-	(4,030)	(600)	-	(308,550)
Investment Income	391,847	309,185	64,010	37,159	13,368
<b>TOTAL REVENUE</b>	<b>50,745,423</b>	<b>56,127,590</b>	<b>69,218,611</b>	<b>64,389,208</b>	<b>65,196,973</b>
<b>EXPENDITURE ALLOCATIONS</b>					
Instruction	9,361,732	10,671,231	11,543,098	12,380,310	12,271,769
Research and Public Support	4,261,094	3,673,153	4,438,834	3,693,733	3,570,752
Academic Support	6,120,578	7,497,880	7,836,166	6,564,760	6,347,872
Student Service	3,467,032	3,886,782	3,774,595	4,285,983	3,458,855
Institutional Administration	7,548,291	11,025,647	8,940,978	10,005,474	6,665,132
Scholarships & Fellowships	3,181,185	2,059,691	2,312,544	4,433,852	5,187,965
Operation and Plant Maintenance	4,692,407	4,835,959	5,353,119	6,078,724	6,723,332
Auxiliary Enterprises	9,253,002	10,348,705	10,557,742	12,654,735	12,354,015
Depreciation	2,764,761	3,040,542	3,212,555	3,369,447	3,394,205
<b>TOTAL OPERATING EXPENSES</b>	<b>50,650,082</b>	<b>57,039,590</b>	<b>57,969,631</b>	<b>63,467,018</b>	<b>59,973,897</b>
Interest Expenses	111,692	103,447	98,747	92,704	86,617
Nonmandatory Transfers					
<b>TOTAL EXPENSES</b>	<b>50,761,774</b>	<b>57,143,037</b>	<b>58,068,378</b>	<b>63,559,722</b>	<b>60,060,514</b>
	(16,351)	(1,015,447)	11,150,233	829,486	5,136,459

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, 2007/08 to 2011/2012

Tuition (12-18 credit hours)	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012
<b>Resident</b>					
Undergraduate	\$2,890	\$2,890	\$2,890	\$2,992	\$3,430
Graduate	6,696	6,696	6,696	6,936	7,200
<b>Non-Resident</b>					
Undergraduate	\$9,058	\$9,058	\$9,402	\$9,732	\$10,406
Graduate	11,496	11,496	11,496	12,048	12,480
<b>Mandatory Fees</b>					
Combined Fees	1,622	1,622	1,622	1,678	1,742
General Fee	--	--	--	--	--
Athletic Fee	--	--	--	--	--
Student Union Fee	--	--	--	--	--
Lab Fee	--	--	--	--	--
Yearbook Fee	--	--	--	--	--
Health Services Fee & Insurance	782	782	782	810	500
<b>TOTAL</b>	<b>\$5,294</b>	<b>\$5,294</b>	<b>\$5,294</b>	<b>\$5,480</b>	<b>\$5,672</b>

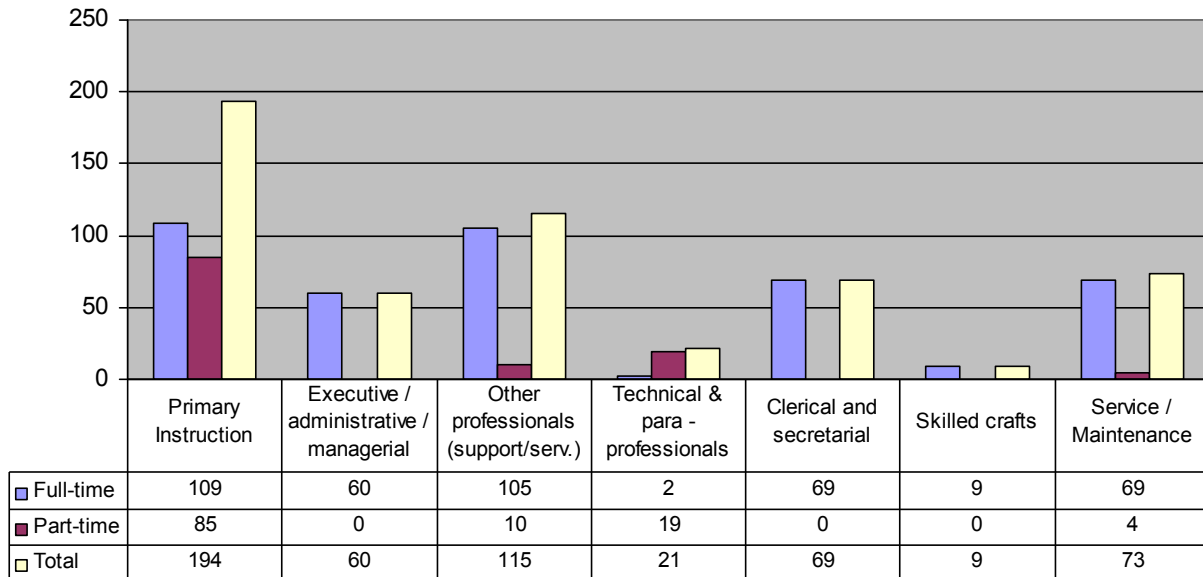
SOURCE: Central State University Catalog

**Full-Time and Part-Time Employees by Assigned Position  
As of November 1, 2011**

	<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>
<b>Primary Instruction</b>	109	111	85	78	194	189
<b>Executive/administrative/managerial</b>	60	59	0	0	60	59
<b>Other professionals (support/service)</b>	105	98	10	11	115	109
<b>Technical and paraprofessionals</b>	2	3	19	24	21	27
<b>Clerical and secretarial</b>	69	90	0	0	69	90
<b>Skilled crafts</b>	9	23	0	0	9	23
<b>Service/Maintenance</b>	69	56	4	6	73	62
<b>Total</b>	<b>423</b>	<b>440</b>	<b>118</b>	<b>119</b>	<b>541</b>	<b>559</b>

SOURCE: IPEDS Human Resources 2011-12

**Full-Time and Part-Time Employees by Assigned Position  
As of November 1, 2011**

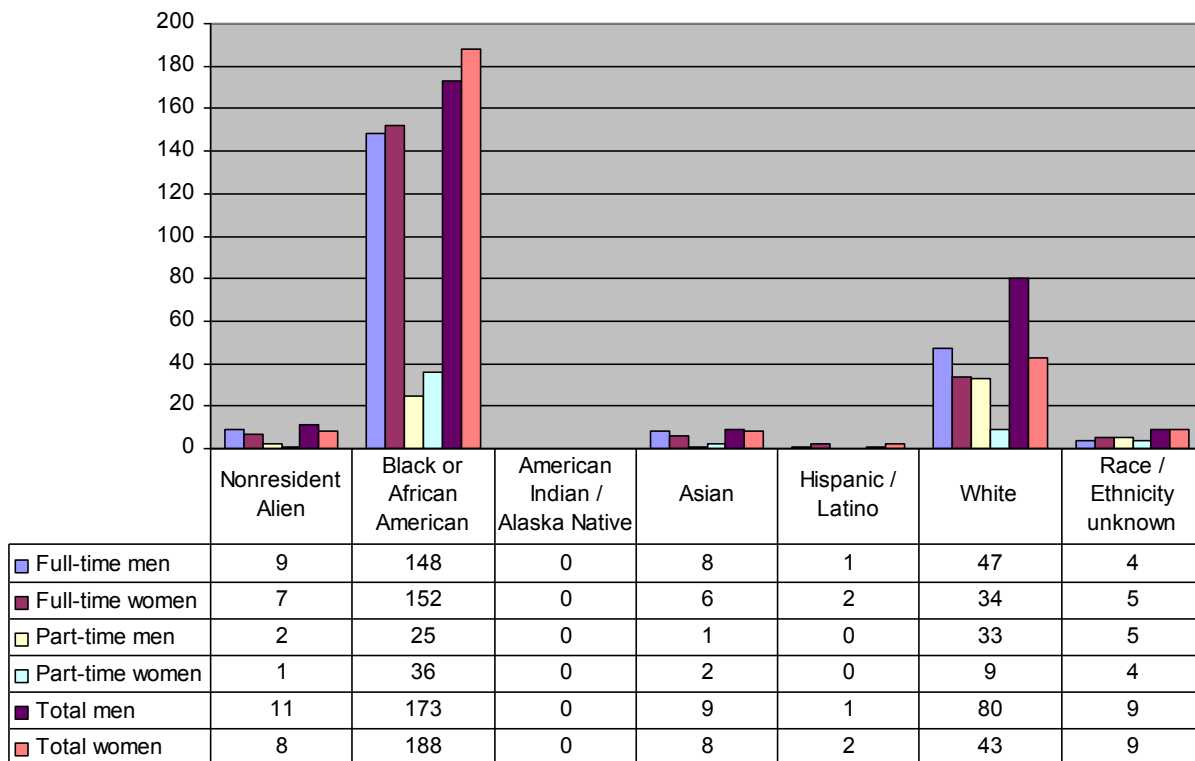


**Total number of Staff by Employment Status, Gender, and Race/Ethnicity  
As of November 1, 2011**

	<u>Full-time men</u>	<u>Full-time women</u>	<u>Part-time men</u>	<u>Part-time women</u>	<u>Total men</u>	<u>Total women</u>
<b>Nonresident Alien</b>	9	7	2	1	11	8
<b>Black or African American</b>	148	152	25	36	173	188
<b>American Indian / Alaska Native</b>	0	0	0	0	0	0
<b>Asian</b>	8	6	1	2	9	8
<b>Hispanic / Latino</b>	1	2	0	0	1	2
<b>White</b>	47	34	33	9	80	43
<b>Race / Ethnicity unknown</b>	4	5	5	4	9	9
<b>Total</b>	<b>217</b>	<b>206</b>	<b>66</b>	<b>52</b>	<b>283</b>	<b>258</b>

SOURCE: IPEDS Human Resources 2011-12

**Total number of Staff by Employment Status, Gender, and Race/Ethnicity  
As of November 1, 2011**

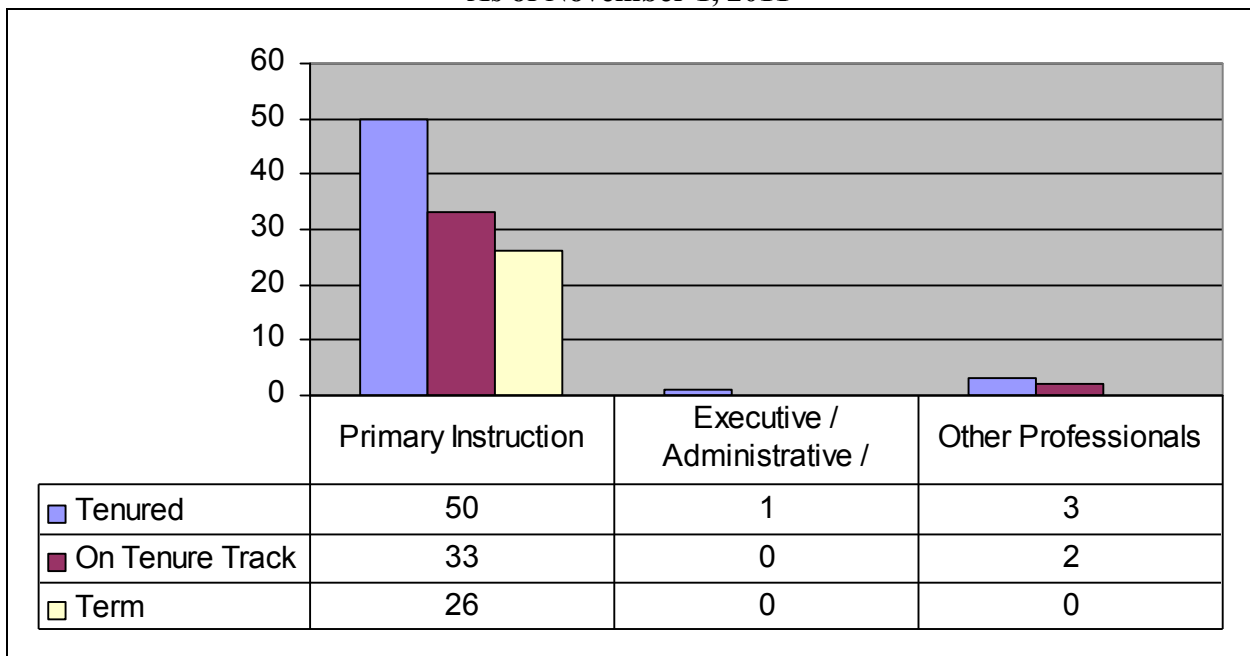


**Full-time Staff by Faculty Status  
As of November 1, 2011**

	Tenured	On Tenure Track	Term	Total
Primary Instruction	50	33	26	109
Executive / Administrative / Managerial	1	0	0	1
Other Professionals	3	2	0	5

SOURCE: IPEDS Human Resources 2011-12

**Full-time Staff by Faculty Status  
As of November 1, 2011**

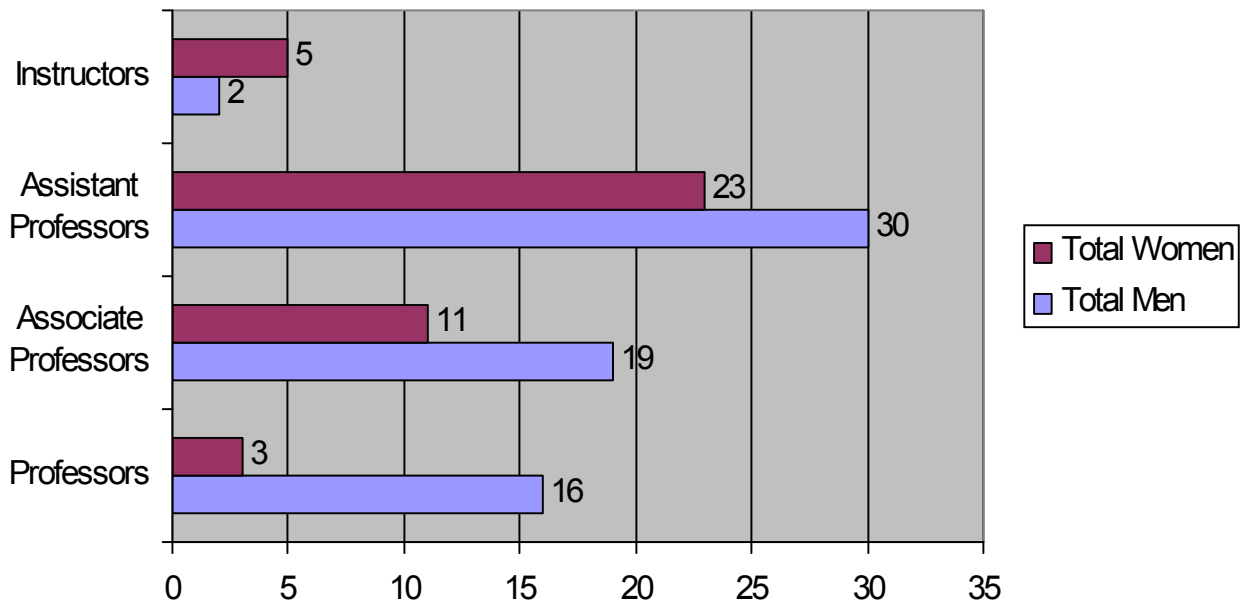


**Full-time Instructional Staff by Gender and Academic Rank  
As of November 1, 2011**

	Total Men	Total Women	Total
Professors	16	3	19
Associate Professors	19	11	30
Assistant Professors	30	23	53
Instructors	2	5	7

SOURCE: IPEDS Human Resources 2011-12

**Full-time Instructional Staff by Gender and Academic Rank  
As of November 1, 2011**

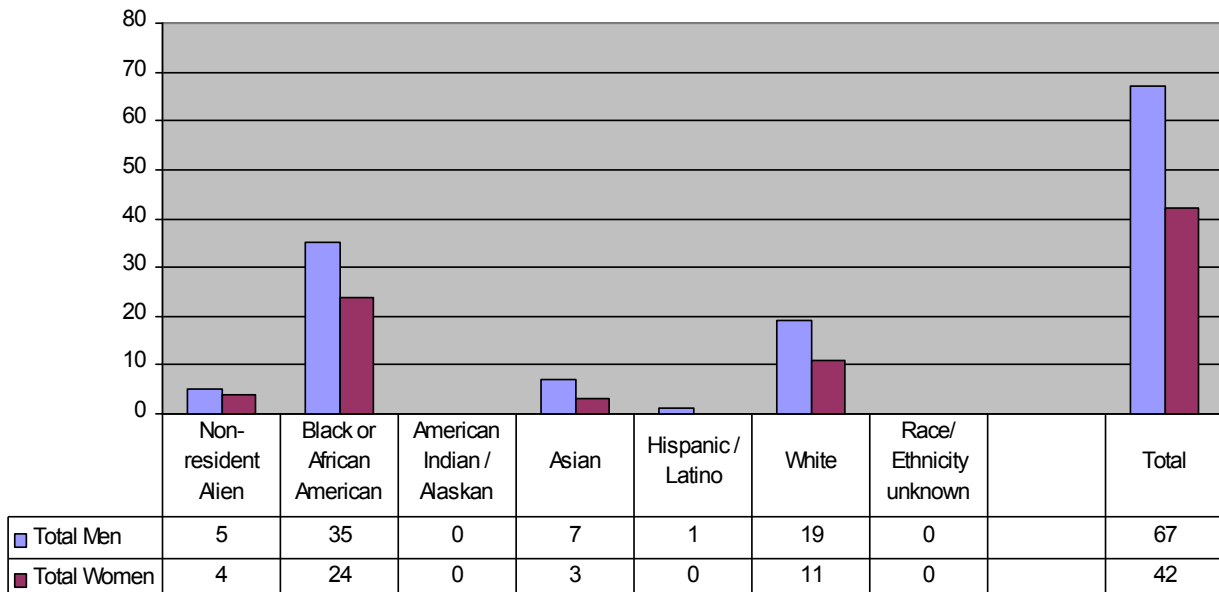


**Full-time Instructional Staff by Gender and Ethnicity  
As of November 1, 2011**

	Total Men	Total Women
Nonresident Alien	5	4
Black or African American	35	24
American Indian / Alaskan Native	0	0
Asian	7	3
Hispanic / Latino	1	0
White	19	11
Race/ Ethnicity unknown	0	0
<b>Total</b>	<b>67</b>	<b>42</b>

SOURCE: IPEDS Human Resources 2011-12

**Full-time Instructional Staff by Gender and Ethnicity  
As of November 1, 2011**



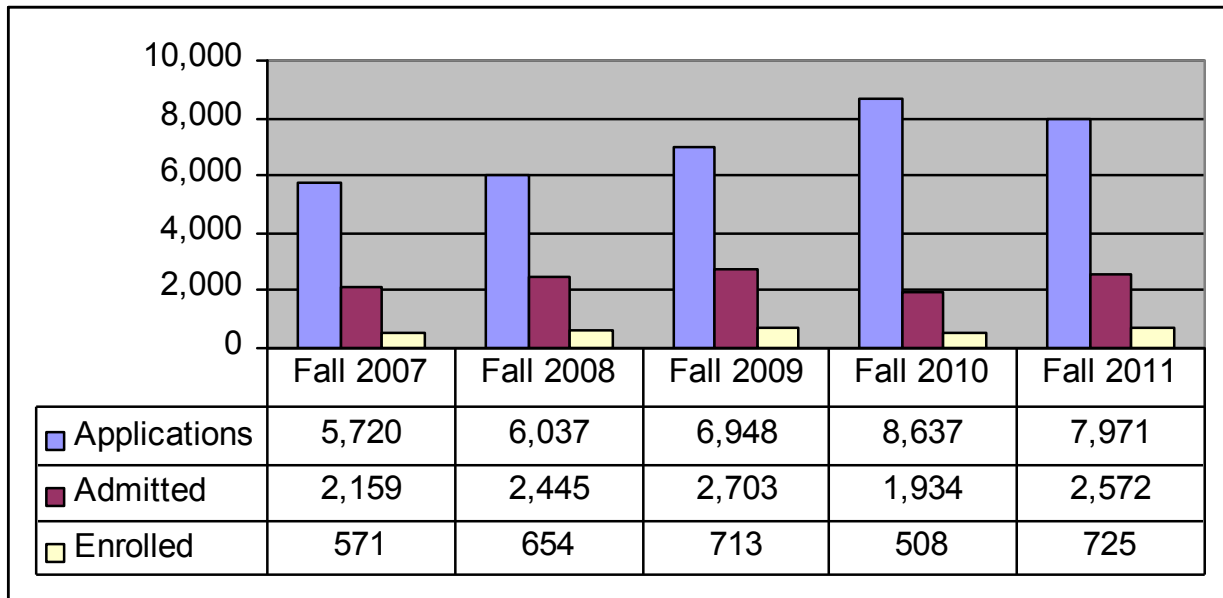
**Applications, Admittance, and Enrolled, Fall Terms 2007-2011**

	2007	2008	2009	2010	2011
<b><u>First-time Freshmen (full- and part-time)</u></b>					
Applications <sup>1</sup>	5,720	6,037	6,948	8,637	7,971
Admitted	2,159	2,445	2,703	1,934	2,572
Enrolled	571	654	713	508	725
Ratio of Enrolled to Admitted	26.4%	27.0%	26.4%	26.3%	28.2%

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

Source: Banner Information System (2000-present).

**Applied-Admitted-Enrolled - Fall 2007-2011**



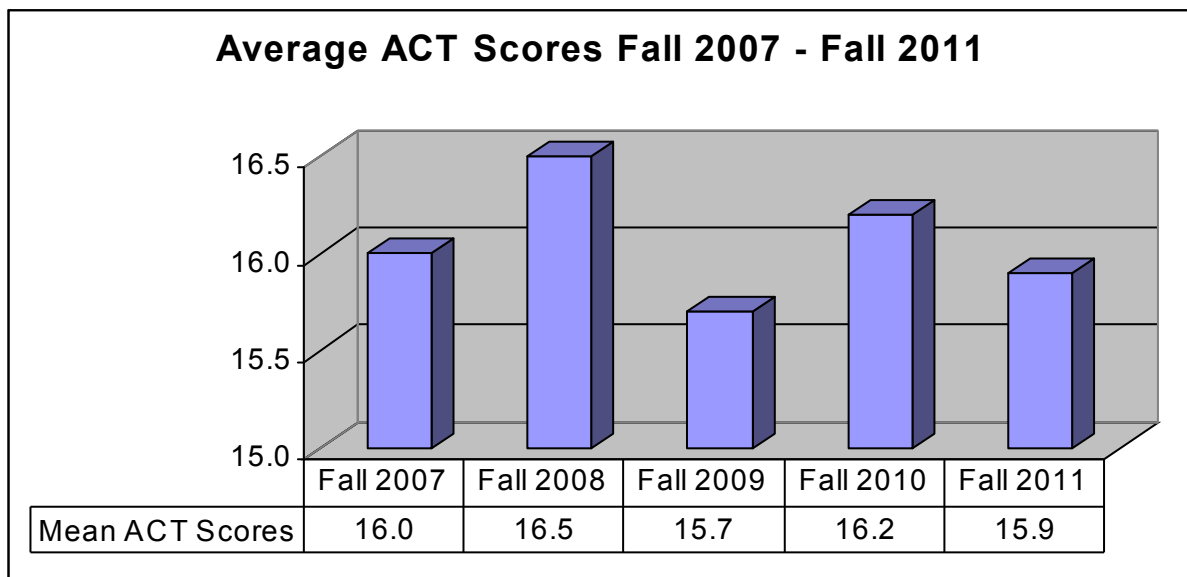


**New Freshman ACT Composite Scores, 2007-2011**

ACT Score	Fall 2007			Fall 2008			Fall 2009			Fall 2010			Fall 2011		
	N	%	Cum %	N	%	Cum %	N	%	Cum %	N	%	Cum %	N	%	Cum %
>=31															
30															
29													1	0.2	0.2
28															
27				1	0.2	0.2				2	0.5	0.5			
26				2	0.4	0.5				0	0.0	0.5	1	0.2	0.3
25	2	0.4	0.4	3	0.5	1.1	1	0.2	0.2	2	0.5	0.9	3	0.5	0.8
24	2	0.4	0.9	3	0.5	1.6	2	0.3	0.5	4	0.9	1.8	4	0.7	1.5
23	6	1.1	2.2	6	1.1	2.7	1	0.2	0.6	5	1.2	2.9	7	1.2	2.6
22	10	1.8	4.4	5	0.9	3.6	12	1.9	2.6	13	2.9	5.9	11	1.8	4.4
21	16	2.8	7.9	21	3.8	7.3	16	2.6	5.2	13	2.9	8.8	15	2.5	6.9
20	19	3.3	12.1	38	6.8	14.1	17	2.8	7.9	18	4.1	12.9	15	2.5	9.4
19	35	6.1	19.8	43	7.7	21.8	30	4.9	12.8	23	5.2	18.1	39	6.4	15.8
18	42	7.4	29.1	56	10.2	32.0	48	7.8	20.6	36	8.1	26.2	44	7.2	23.1
17	41	7.2	38.1	84	15.0	47.0	77	12.5	33.0	49	11.1	37.3	78	12.9	35.9
16	50	8.8	49.1	92	16.5	63.5	97	15.7	48.7	78	17.6	55.0	84	13.5	49.8
15	72	12.6	65.0	72	12.9	76.4	113	18.3	67.0	81	18.3	73.3	88	14.5	64.3
14	70	12.3	80.4	61	10.9	87.3	99	16.0	83.0	56	12.7	86.0	115	18.9	83.2
13	52	9.1	91.9	39	7.0	94.3	62	10.0	93.0	38	8.6	94.6	62	10.2	93.4
12	27	4.7	97.8	22	3.9	98.2	28	4.5	97.6	16	3.6	98.2	28	4.6	98.0
11	8	1.4	99.6	7	1.3	99.5	14	2.3	99.8	7	1.6	99.8	10	1.6	99.7
=<10	2	0.4	100.0	3	0.6	100.0	1	0.2	100.0	1	0.2	100.0	2	0.2	100.0
Subtotal	454	80%		558	85%		618	87%		442	87%		607	84%	
Unreported	117			96			95			65			115		
<b>TOTAL</b>	<b>571</b>			<b>654</b>			<b>713</b>			<b>507</b>			<b>722</b>		
<b>MEAN</b>	<b>16.0</b>			<b>16.5</b>			<b>15.7</b>			<b>16.2</b>			<b>15.9</b>		

Source: ACT Class Profile Report.

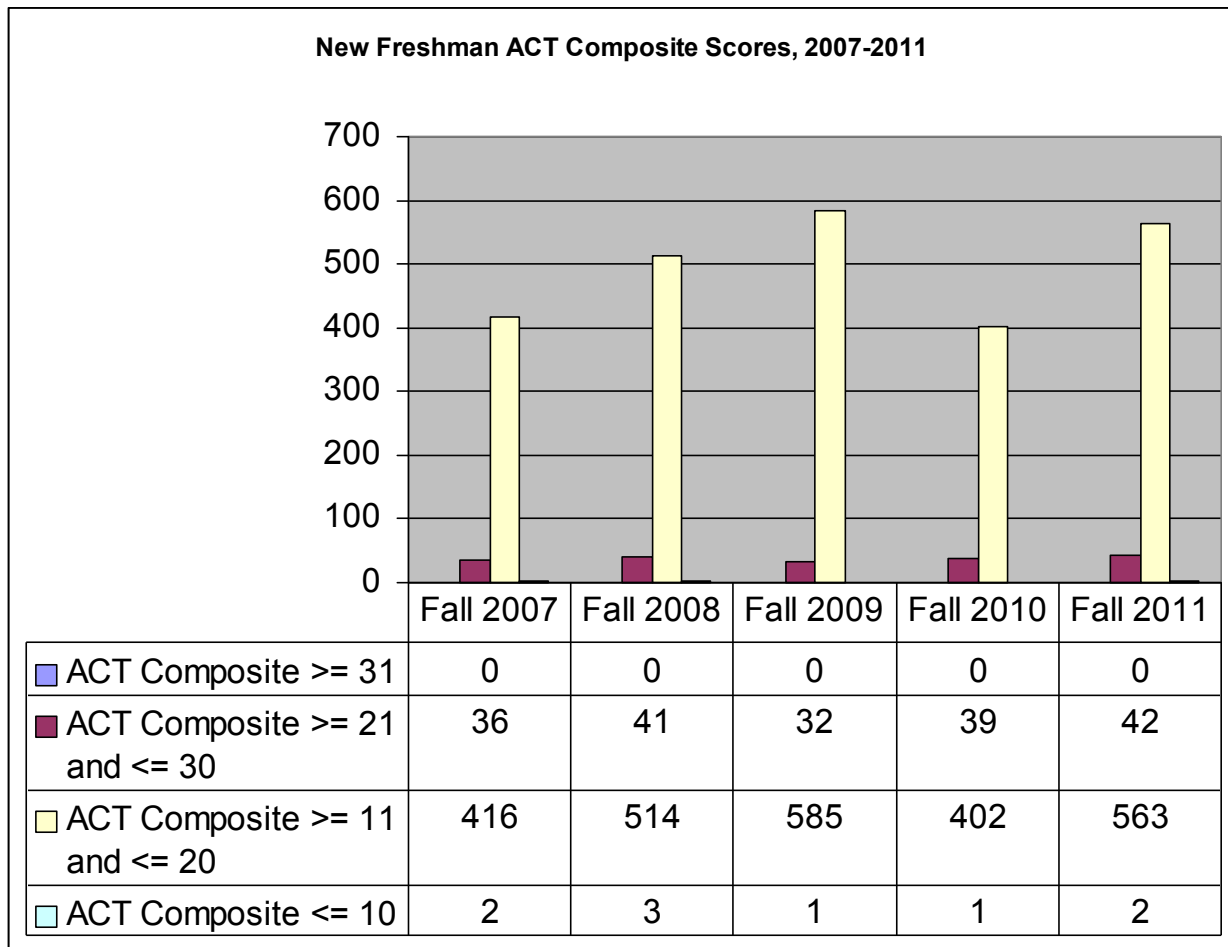
Note: An ACT Composite score of 21 or higher is one of the requirements for incoming freshmen to be eligible for the CSU Honors Program.



**New Freshman ACT Composite Scores Ranges, 2007-2011**

	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
ACT Composite $\geq$ 31	0	0	0	0	0
ACT Composite $\geq$ 21 and $\leq$ 30	36	41	32	39	42
ACT Composite $\geq$ 11 and $\leq$ 20	416	514	585	402	563
ACT Composite $\leq$ 10	2	3	1	1	2
<b>Total</b>	<b>454</b>	<b>558</b>	<b>618</b>	<b>442</b>	<b>607</b>

Source: ACT Class Profile Report.



**New Freshman High School Grade Point Averages, 2007-2011**

HS GPA	Fall 2007 <sup>1</sup>			Fall 2008 <sup>1</sup>			Fall 2009 <sup>1</sup>			Fall 2010 <sup>1</sup>			Fall 2011 <sup>1</sup>		
	N	%	Cum %	N	%	Cum %	N	%	Cum %	N	%	Cum %	N	%	Cum %
4.0	0	0.0	0.0	0	0.0	0.0	1	0.1	0.1	1	0.2	0.2	1	0.1	0.1
3.9	2	0.4	0.4	5	0.8	0.8	1	0.1	0.3	2	0.4	0.6	3	0.4	0.6
3.8	1	0.2	0.5	2	0.3	1.1	4	0.6	0.9	4	0.8	1.4	5	0.7	1.3
3.7	8	1.4	2.0	4	0.6	1.7	1	0.1	1.0	5	1.0	2.5	7	1.0	2.3
3.6	7	1.2	3.3	6	0.9	2.6	10	1.4	2.4	4	0.8	3.3	7	1.0	3.3
3.5	8	1.4	4.7	9	1.4	4.0	6	0.6	3.3	2	0.4	3.7	12	1.7	5.0
3.4	7	1.2	6.0	7	1.1	5.1	6	0.9	4.1	7	1.4	5.1	13	1.9	6.8
3.3	11	1.9	8.0	17	2.6	7.8	9	1.3	5.4	8	1.6	6.8	6	0.9	7.7
3.2	17	3.0	11.0	16	2.5	10.3	15	2.1	7.6	10	2.0	8.8	21	3.0	10.7
3.1	20	3.5	14.6	16	2.5	12.8	20	2.9	10.4	12	2.5	11.3	17	2.4	13.1
3.0 <sup>a</sup>	20	3.5	18.3	28	4.4	17.1	16	2.3	12.7	20	4.1	15.4	20	2.8	16.0
-----															
2.9	19	3.3	21.7	22	3.4	20.6	22	3.1	15.9	20	4.1	19.5	34	4.8	20.8
2.8	30	5.3	27.1	36	5.6	26.2	41	5.9	21.7	16	3.3	22.7	25	3.6	24.4
2.7	24	4.2	31.5	35	5.5	31.6	28	4.0	25.7	20	4.1	26.8	35	5.0	29.3
2.6 <sup>b</sup>	36	6.3	38.0	25	3.9	35.5	32	4.6	30.3	28	5.7	32.6	42	6.0	35.3
2.5	42	7.4	45.6	49	7.6	43.1	62	8.9	39.1	36	7.4	40.0	41	5.8	41.2
2.4	31	5.4	51.2	46	7.2	50.3	57	8.1	47.3	45	9.2	49.2	39	5.6	46.7
2.3	42	7.4	58.8	56	8.7	59.0	59	8.4	55.7	39	8.0	57.2	40	5.7	52.4
2.2	47	8.2	67.3	44	6.9	65.9	66	9.4	65.1	25	5.1	62.3	53	7.5	60.0
2.1	45	7.9	75.4	49	7.6	73.5	55	7.9	73.0	41	8.4	70.7	62	8.8	68.8
2.0 <sup>c</sup>	40	7.0	82.6	54	8.4	81.9	64	9.1	82.1	30	6.1	76.8	42	6.0	74.8
<= 1.9	96	16.9	100.0	116	18.2	100.0	125	17.7	100.0	113	22.9	100.0	177	25.3	100.0
-----															
Subtotal	553	97%		642	98%		700	98%		488	96%		702	99%	
Unreported	18			12			13			19			20		
<b>TOTAL</b>	<b>571</b>			<b>654</b>			<b>713</b>			<b>507</b>			<b>722</b>		
<b>MEAN</b>	<b>2.43</b>			<b>2.41</b>			<b>2.40</b>			<b>2.40</b>			<b>2.40</b>		

1 Source: Banner Information System

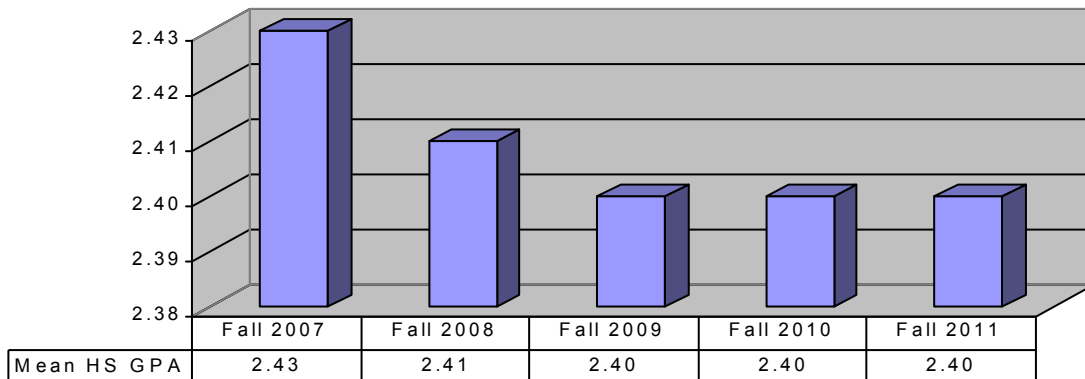
a "3.0 or Above" for Fall 2007 and Fall 2011

b "2.6 – 2.9" for Fall 2007 and Fall 2011

c "2.0 – 2.5" for Fall 2007 and Fall 2011

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

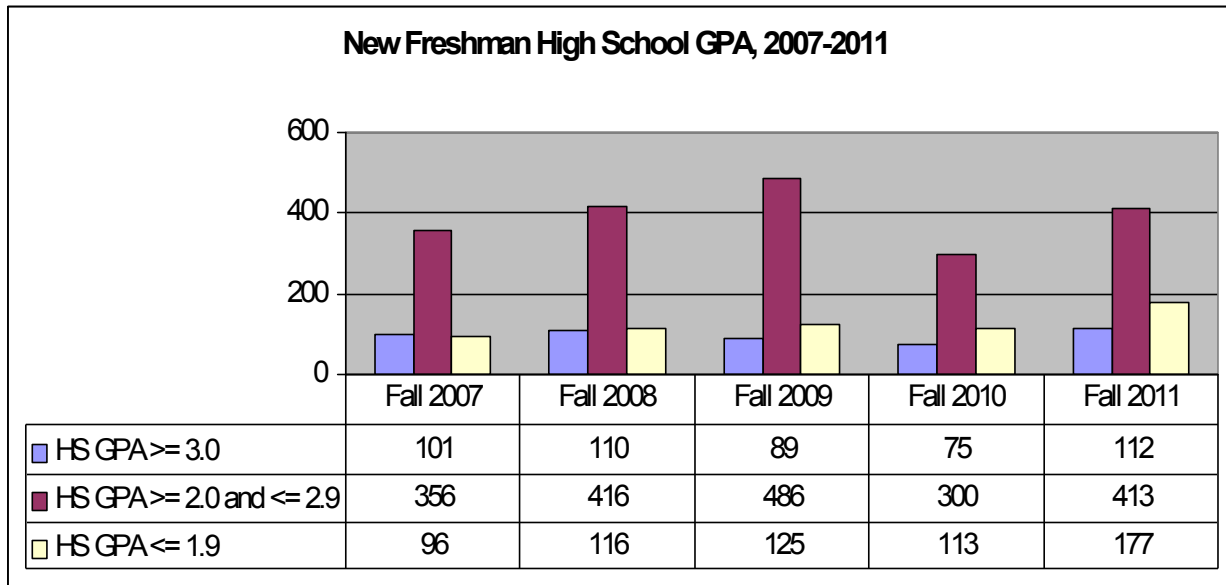
**Average High School GPA Scores Fall 2007 - Fall 2011**



**New Freshman High School GPA Ranges, 2007-2011**

	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
HS GPA $\geq$ 3.0	101	110	89	75	112
HS GPA $\geq$ 2.0 and $\leq$ 2.9	356	416	486	300	413
HS GPA $\leq$ 1.9	96	116	125	113	177
<b>Total</b>	<b>553</b>	<b>642</b>	<b>700</b>	<b>488</b>	<b>702</b>

Source: Banner Information System



### New Freshman Geographic Origins, Fall Terms 2007-2011

	2007 <sup>1</sup>		2008 <sup>1</sup>		2009 <sup>1</sup>		2010 <sup>1</sup>		2011 <sup>1</sup>	
	N	%	N	%	N	%	N	%	N	%
<b>OHIO<sup>2</sup></b>	<b>298</b>	<b>52</b>	<b>319</b>	<b>49</b>	<b>359</b>	<b>50</b>	<b>259</b>	<b>51</b>	<b>313</b>	<b>43</b>
Akron	7	2%	8	3%	11	3%	5	2%	15	5%
Athens	0	0	0	0	0	0	0	0	0	0
Canton	3	1	2	1	3	1	3	1	2	1
Chillicothe	1	0	0	0	3	1	0	0	0	0
Cincinnati	70	23	70	22	84	23	53	20	62	20
Cleveland	47	16	54	17	77	21	51	20	88	28
Columbus	46	15	62	19	76	21	55	21	46	15
Dayton	99	33	103	32	85	24	78	30	84	27
Lima	2	1	1	0	1	0	2	1	0	0
Mansfield	4	1	9	3	1	0	1	0	1	0
Steubenville	3	1	1	0	0	0	0	0	0	0
Toledo	10	3	7	2	12	3	7	3	9	3
Youngstown	6	2	2	1	5	1	2	1	6	2
Zanesville	0	0	0	0	1	0	2	1	0	0
<b>CALIFORNIA</b>	<b>2</b>	<b>0</b>	<b>4</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>3</b>	<b>0</b>
<b>ILLINOIS</b>	<b>84</b>	<b>15</b>	<b>111</b>	<b>17</b>	<b>129</b>	<b>18</b>	<b>71</b>	<b>14</b>	<b>157</b>	<b>22</b>
<b>INDIANA</b>	<b>18</b>	<b>3</b>	<b>19</b>	<b>3</b>	<b>18</b>	<b>3</b>	<b>26</b>	<b>5</b>	<b>26</b>	<b>4</b>
<b>KENTUCKY</b>	<b>4</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>4</b>	<b>1</b>
<b>MICHIGAN</b>	<b>97</b>	<b>17</b>	<b>134</b>	<b>20</b>	<b>155</b>	<b>22</b>	<b>111</b>	<b>22</b>	<b>147</b>	<b>20</b>
<b>PENNSYLVANIA</b>	<b>5</b>	<b>1</b>	<b>12</b>	<b>2</b>	<b>4</b>	<b>1</b>	<b>7</b>	<b>1</b>	<b>19</b>	<b>3</b>
<b>OTHER STATES</b>	<b>62</b>	<b>11</b>	<b>51</b>	<b>8</b>	<b>44</b>	<b>6</b>	<b>30</b>	<b>6</b>	<b>53</b>	<b>7</b>
<b>UNKNOWN</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>INTERNATIONAL</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>TOTAL</b>	<b>571</b>	<b>100%</b>	<b>654</b>	<b>100%</b>	<b>713</b>	<b>100%</b>	<b>507</b>	<b>100%</b>	<b>722</b>	<b>100%</b>

1 Source: Banner Information System

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

**CENTRAL STATE UNIVERSITY**  
Office of the Registrar  
**Official Fall 2011 Semester Enrollment Report**

**Fall Enrollment Headcount**

	2007	2008	2009	2010	2011
<i>Undergraduates</i>	1997	2142	2400	2244	2458
<i>Graduates</i>	25	29	36	44	45
<b>Totals</b>	<b>2022</b>	<b>2171</b>	<b>2436</b>	<b>2288</b>	<b>2503</b>

**Fall FTE**

	2007	2008	2009	2010	2011
<i>Undergraduates</i>	1913	2043	2270	2107	2305
<i>Graduates</i>	9	12	17	19	17
<b>Total FTE</b>	<b>1922</b>	<b>2055</b>	<b>2287</b>	<b>2126</b>	<b>2322</b>

*\*Total FTE does not include students' withdrawn w/record prior to the Official Census date (8/29/11)*

**Fall Semester Enrollment Statistics**

Year	Classification	Male	%	Female	%	Gender Unknown	%	Full-Time	%	Part-Time	%	In-State	%	Out-State	%	Residence Hall	%	Commuter	%
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	
	<b>Total</b>	<b>1015</b>	<b>50%</b>	<b>1007</b>	<b>50%</b>	<b>0</b>		<b>1819</b>	<b>90%</b>	<b>203</b>	<b>10%</b>	<b>1306</b>	<b>65%</b>	<b>716</b>	<b>35%</b>	<b>1272</b>	<b>63%</b>	<b>750</b>	<b>37%</b>
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	
	<b>Total</b>	<b>1089</b>	<b>50%</b>	<b>1082</b>	<b>50%</b>	<b>0</b>		<b>1969</b>	<b>91%</b>	<b>202</b>	<b>9%</b>	<b>1307</b>	<b>60%</b>	<b>864</b>	<b>40%</b>	<b>1369</b>	<b>63%</b>	<b>802</b>	<b>37%</b>
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	
	<b>Total</b>	<b>1231</b>	<b>51%</b>	<b>1205</b>	<b>49%</b>	<b>0</b>		<b>2236</b>	<b>92%</b>	<b>200</b>	<b>8%</b>	<b>1482</b>	<b>61%</b>	<b>954</b>	<b>39%</b>	<b>1406</b>	<b>58%</b>	<b>1030</b>	<b>42%</b>
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	
	<b>Total</b>	<b>1157</b>	<b>51%</b>	<b>1131</b>	<b>49%</b>	<b>0</b>		<b>2042</b>	<b>89%</b>	<b>246</b>	<b>11%</b>	<b>1428</b>	<b>62%</b>	<b>860</b>	<b>38%</b>	<b>1229</b>	<b>54%</b>	<b>1059</b>	<b>46%</b>
2011	<i>Undergraduates</i>	1196		1262		0		2255		203		1438		1020		1433		1025	
	<i>Graduates</i>	20		25		0		0		45		42		3		0		45	
	<b>Total</b>	<b>1216</b>	<b>49%</b>	<b>1287</b>	<b>51%</b>	<b>0</b>		<b>2255</b>	<b>90%</b>	<b>248</b>	<b>10%</b>	<b>1480</b>	<b>59%</b>	<b>1023</b>	<b>41%</b>	<b>1433</b>	<b>57%</b>	<b>1070</b>	<b>43%</b>

### Fall to Fall Enrollment Comparison

	<i>Total Enrollment</i>	<i>Headcount Increase/Decrease</i>	<i>Percentage Increase/Decrease</i>
<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 %
<i>Fall 2010-2011</i>	2288-2503	+215	+9.0 %

### Special Enrollments

<i>Category</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>Fall 2011</i>	<i>%</i>
<i>Consortium</i>	9	<1 %	7	<1 %	9	<1 %	12	<1 %	19	<1%
<i>Cooperative Education</i>	1		4		2	<1 %	2	<1 %	3	<1%
<i>CSU Dayton*</i>	218	11 %	219	10%	249	10%	278	12 %	321	13%
<i>Veterans</i>	17	<1 %	25	1 %	33	1 %	36	1 %	41	2%
<i>Faculty/Staff</i>	71	4 %	67	3 %	59	2 %	74	3 %	67	3%
<i>International Students</i>	7	<1 %	8	1 %	4	<1 %	5	<1 %	7	<1%

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

### Ethnic Enrollment

	<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>Fall 2011</i>	<i>%</i>
<i>African American</i>	1852	92 %	2026	93%	2321	95%	2178	95%	2384	95%
<i>American Indian or Alaskan</i>	3	<1 %	5	<1 %	3	<1 %	3	<1 %	5	<1%
<i>Asian American or Pacific Is.</i>	3	<1 %	2	<1 %	3	<1 %	3	<1 %	3	<1%
<i>Caucasian American</i>	38	2 %	48	2 %	42	2 %	43	2 %	41	2%
<i>Hispanic American</i>	19	1 %	19	<1 %	18	<1 %	16	<1 %	18	<1%
<i>Multi-Racial (New 2011)</i>	n/a		n/a		n/a		n/a		8	<1%
<i>International Students</i>	7	<1 %	8	<1 %	4	<1 %	5	<1 %	7	<1%
<i>Not Reported</i>	100	5 %	63	3 %	45	2 %	40	2 %	37	1%
<b><i>Total</i></b>	<b>2022</b>		<b>2171</b>		<b>2436</b>		<b>2288</b>		<b>2503</b>	

### Enrollment by Classification

	<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>Fall 2011</i>	<i>%</i>
<i>Freshmen</i>	1034	51%	1124	52%	1257	52%	1031	45%	1179	47%
<i>Sophomores</i>	361	18%	381	18%	415	17%	409	18%	433	18%
<i>Juniors</i>	278	14%	291	13%	312	13%	352	15%	334	13%
<i>Seniors</i>	305	15%	320	15%	380	16%	417	19%	484	19%
<i>Graduate Students</i>	25	1%	29	1%	36	1%	44	2%	45	2%
<i>Post-Baccalaureate</i>	19	1%	26	1%	36	1%	35	1%	28	1%
<b>Total Enrollments</b>	<b>2022</b>		<b>2171</b>		<b>2436</b>		<b>2288</b>		<b>2503</b>	

### Student Body Report

	<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>Fall 2011</i>	<i>%</i>
<i>Consortium</i>	9	<1%	7	<1%	9	<1%	12	<1 %	19	<1%
<i>Continuing Students</i>	1212	60%	1291	59%	1464	60%	1474	64 %	1482	59%
<i>Graduate Students</i>	25	1%	29	1 %	36	1%	44	2 %	45	2%
<i>New Freshmen</i>	571	28%	654	30%	713	29%	507	22 %	722	29%
<i>Post-Baccalaureate</i>	19	1%	26	1 %	36	1%	35	1 %	28	1%
<i>Post-Secondary Option</i>	13	<1%	N/A		1		1		1	
<i>Re-admits</i>	39	2%	33	2%	32	1%	21	<1 %	26	1%
<i>Special</i>	10	<1%	9	<1%	2	<1%	12	<1 %	11	<1%
<i>Transfer</i>	121	6%	120	6%	140	6%	179	8 %	169	7%
<i>Transient</i>	3	<1%	2	<1%	4	<1%	4		1	
<i>Undeclared</i>	0		0		0		0		0	
<b>Total Enrollments</b>	<b>2022</b>		<b>2171</b>		<b>2436</b>		<b>2288</b>		<b>2503</b>	



### In-State Students

**County of Residence**

Adams	0	Fairfield	4	Levy	0	Portage	2
Allen	6	Fayette	5	Licking	2	Preble	0
Ashland	1	Franklin	171	Logan	0	Putnam	0
Ashtabula	1	Fulton	1	Lorain	8	Richland	5
Athens	0	Gallia	0	Lucas	25	Ross	1
Auglaize	0	Geauga	0	Madison	1	Saint Louis	0
Belmont	0	Greene	207	Mahoning	10	Sandusky	3
Brown	0	Guernsey	0	Marion	2	Seneca	1
Butler	22	Hamilton	179	Medina	1	Shelby	0
Carroll	0	Hancock	0	Meigs	0	Stark	7
Champaign	1	Hardin	0	Mercer	2	Summit	34
Clark	54	Harrison	0	Miami	5	Trumbull	2
Clermont	1	Henry	0	Monroe	0	Tuscarawas	0
Clinton	0	Highland	0	Montgomery	485	Union	0
Columbiana	1	Houston	0	Morgan	0	Van Wert	0
Cook	0	Hocking	0	Morrow	0	Vinton	0
Coshocton	0	Holmes	0	Muskingum	1	Warren	6
Crawford	0	Huron	0	Noble	0	Washington	0
Cuyahoga	218	Jackson	0	Ottawa	0	Wayne	0
Darke	1	Jefferson	1	Paulding	0	Williams	0
Defiance	0	Knox	0	Perry	0	Wood	0
Delaware	0	Lake	2	Pickaway	0	Wyandot	0
Erie	1	Lawrence	0	Pike	0	<b>TOTAL:</b>	<b>1,480</b>

### Out-of-State Students

Alabama	2	Illinois	324	Missouri	4	Texas	5
Alaska	1	Indiana	84	Nebraska	0	Virginia	3
Arizona	1	Kentucky	7	New Jersey	10	Washington DC	41
Arkansas	1	Louisiana	0	New York	16	West Virginia	0
California	11	Maryland	15	Nevada	0	Wisconsin	22
Connecticut	1	Massachusetts	1	North Carolina	0		
Delaware	1	Michigan	369	Pennsylvania	34	Unknown	40
Florida	7	Minnesota	2	South Carolina	3		
Georgia	12	Mississippi	1	Tennessee	2	<b>TOTAL:</b>	<b>1019</b>

### International Students

Ghana	1	St. Lucia	2	Zimbabwe	1
<b>TOTAL:</b>					<b>4</b>

**GRAND TOTAL 2,503**

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

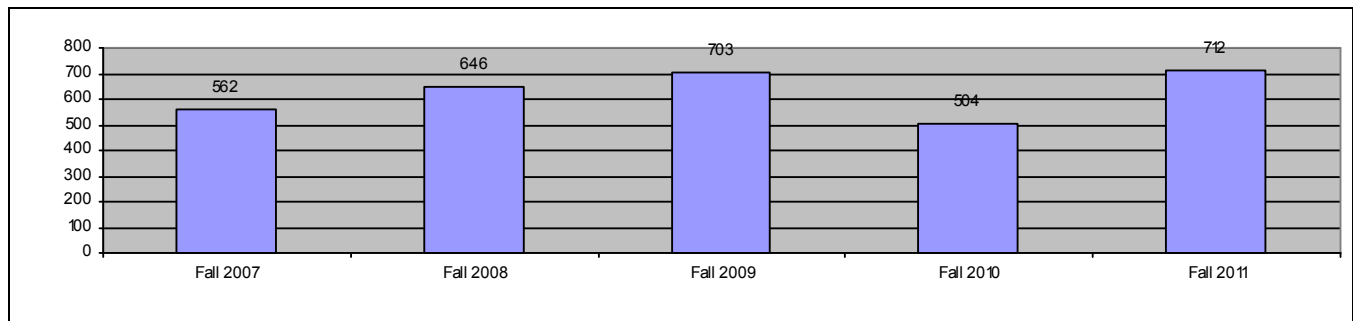
**Fall Terms 2001-2010**

Entering Fall Term	N <sup>1</sup>	Fall Attendance Year									
		Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	
2002	372	Graduated By:	0.0%	0.0%	1.1%	12.4%	8.9%	5.4%	2.2%	0.1%	0.0%
		Still Enrolled:	53.2%	45.4%	40.6%	23.7%	11.8%	5.1%	4.0%	2.4%	1.1%
		Cohort Persistence:	53.2%	45.4%	41.7%	36.1%	20.7%	10.5%	6.2%	2.5%	1.1%
2003	543	Graduated By:	0.0%	0.0%	0.0%	6.8%	8.3%	3.3%	1.8%	1.1%	
		Still Enrolled:	50.8%	35.5%	28.5%	19.5%	7.6%	4.6%	2.6%	1.0%	
		Cohort Persistence:	50.8%	35.5%	28.5%	26.3%	15.9%	7.9%	4.4%	2.1%	
2004	583	Graduated By:	0.0%	0.0%	0.0%	6.0%	8.7%	3.9%	2.0%		
		Still Enrolled:	47.3%	33.8%	29.3%	18.7%	8.4%	5.5%	3.1%		
		Cohort Persistence:	47.3%	33.8%	29.3%	24.7%	17.1%	9.4%	5.1%		
2005	343	Graduated By:	0.0%	0.0%	0.0%	8.3%	9.9%	0.1%			
		Still Enrolled:	50.1%	41.9%	39.1%	27.7%	2.8%	7.3%			
		Cohort Persistence:	50.1%	41.9%	39.1%	36.0%	22.7%	7.4%			
2006	536	Graduated By:	0.0%	0.0%	0.0%	11.4%	0.1%				
		Still Enrolled:	54.1%	44.6%	39.2%	24.3%	8.8%				
		Cohort Persistence:	54.1%	44.6%	39.0%	35.7%	8.9%				
2007	562	Graduated By:	0.0%	0.0%	0.0%	9.3%					
		Still Enrolled:	51.4%	44.0%	35.8%	24.6%					
		Cohort Persistence:	51.4%	44.0%	35.0%	33.9%					
2008	646	Graduated By:	0.0%	0.0%	0.0%						
		Still Enrolled:	57.4%	37.0%	32.5%						
		Cohort Persistence:	57.4%	37.0%	32.5%						
2009	703	Graduated By:	0.0%	0.0%							
		Still Enrolled:	46.1%	32.0%							
		Cohort Persistence:	46.1%	32.0%							
2010	504	Graduated By:	0.0%								
		Still Enrolled:	55.0%								
		Cohort Persistence:	55.0%								
2011	712	Graduated By:									
		Still Enrolled:									
		Cohort Persistence:									

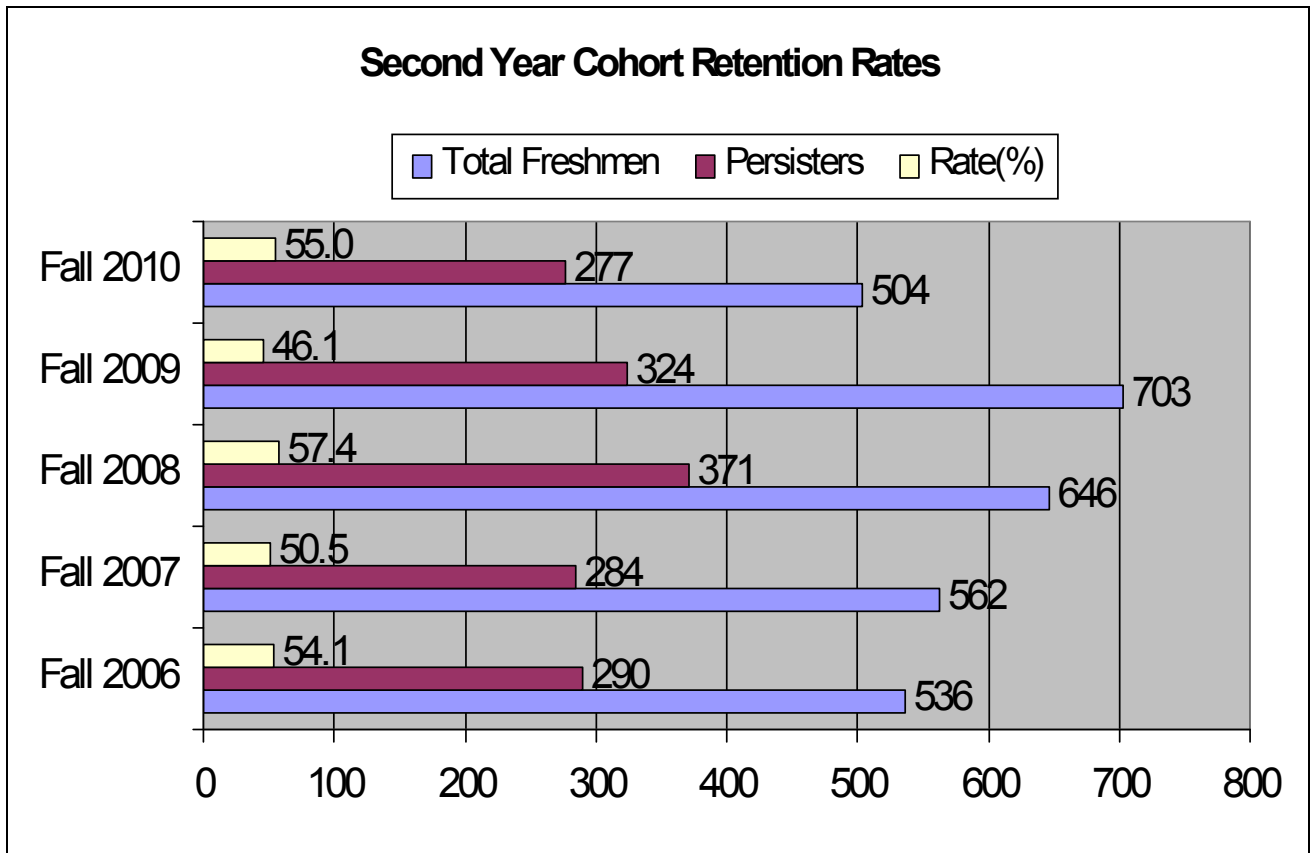
<sup>1</sup> Indicates the total number of new, full-time freshmen who entered the University in each fall term for that corresponding year as reported on the respective Fall Enrollment Survey, Integrated Postsecondary Education Data System (IPEDS), National Center for Education Statistics.

Freshmen Cohort by Academic Programs

Programs	Fall 2007	%	Fall 2008	%	Fall 2009	%	Fall 2010	%	Fall 2011	%
Accounting	12	2%	13	2%	15	2%	7	1%	10	1%
Adolescent to Young Adult	19	3%	26	4%	7	1%	4	1%	4	1%
Advertising Graphics	10	2%	5	1%	5	1%	14	3%	5	1%
Art Education									5	1%
Biology	36	6%	39	6%	31	4%	55	11%	45	6%
Broadcast Media	26	5%	34	5%	14	2%	32	6%	18	3%
Business Administration	89	16%	79	12%	81	12%	70	14%	108	15%
Chemistry	2	0%	7	1%	4	1%	7	1%	8	1%
Communications Journalism	10	2%	8	1%	16	2%	8	2%	5	1%
Computer Science	9	2%	17	3%	22	3%	15	3%	22	3%
Criminal Justice			36	6%	63	9%	45	9%	73	10%
Early Childhood Education	22	4%	30	5%	43	6%	22	4%	28	4%
Economics	1	0%	2	0%	1	0%	0	0%	2	0%
English	10	2%	12	2%	6	1%	3	1%	4	1%
Environmental Engineering					5	1%	2	0%	4	1%
Geography			1	0%	2	0%	2	0%	0	0%
Geology					1	0%	0	0%	0	0%
History	4	1%	1	0%	1	0%	7	1%	4	1%
Industrial Technology	2	0%	2	0%	7	1%	2	0%	0	0%
Intervention Specialist	5	1%	3	0%	4	1%	3	1%	1	0%
Jazz Studies			1	0%			1	0%	0	0%
Manufacturing Engineering	19	3%	16	2%	10	1%	22	4%	18	3%
Mathematics	1	0%	1	0%	1	0%	1	0%	4	1%
Middle Childhood Education	4	1%	7	1%	11	2%	7	1%	4	1%
Multi-Age	37	7%	34	5%	39	6%	36	7%	14	2%
Music Education									11	2%
Music Performance	14	2%	10	2%	13	2%	12	2%	9	1%
Political Science	5	1%	3	0%	9	1%	6	1%	6	1%
Psychology	40	7%	33	5%	39	6%	38	8%	48	7%
Recreation	2	0%	7	1%	3	0%	4	1%	3	0%
Social Work	15	3%	19	3%	15	2%	8	2%	18	3%
Sociology	35	6%	10	2%	8	1%	4	1%	6	1%
Studio Art	3	1%	3	0%	3	0%	1	0%	2	0%
Water Resources Mgmt.	3	1%	1	0%	1	0%	0	0%	3	0%
<b>Undeclared</b>	<b>127</b>	<b>23%</b>	<b>186</b>	<b>29%</b>	<b>223</b>	<b>32%</b>	<b>66</b>	<b>13%</b>	<b>220</b>	<b>31%</b>
<b>Total</b>	<b>562</b>	<b>100%</b>	<b>646</b>	<b>100%</b>	<b>703</b>	<b>100%</b>	<b>504</b>	<b>100%</b>	<b>712</b>	<b>100%</b>

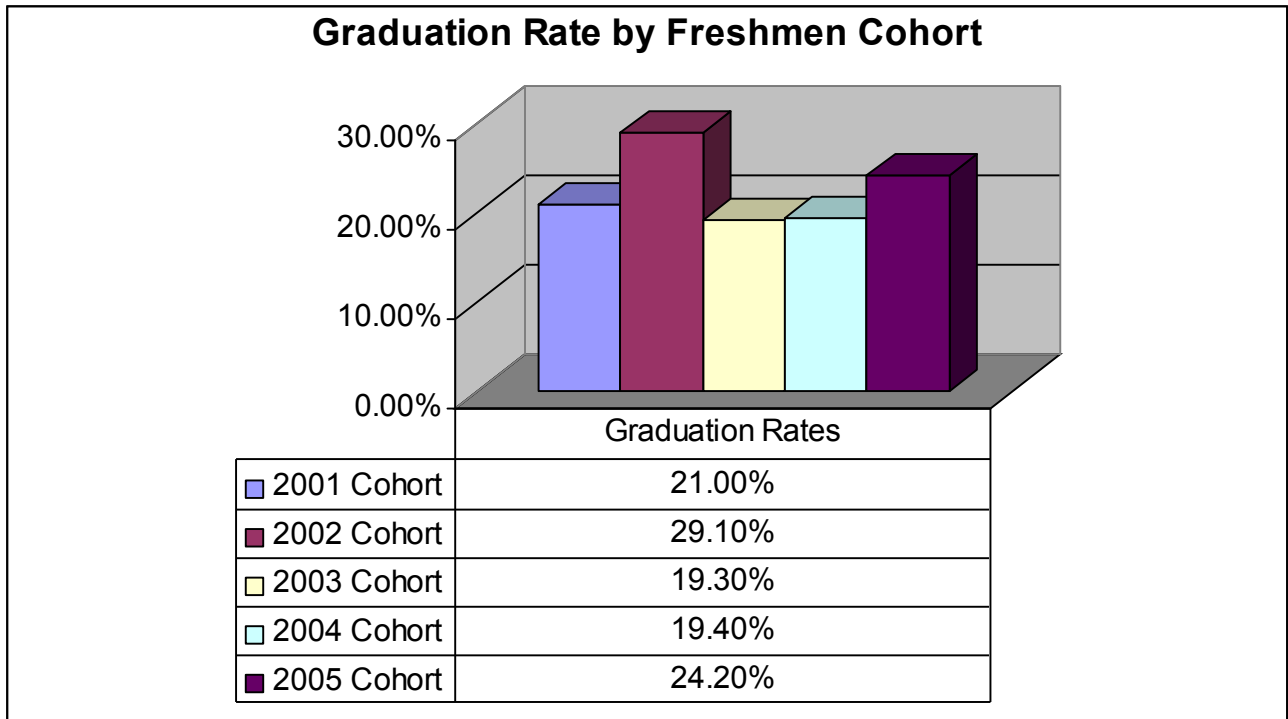


Student Retention Rates - Entering Full-time Freshmen Fall Term				
Year (Fall)	N	Still Enrolled	Non-Persisters	Retention Rate
2006	536	290	246	54.1%
2007	562	284	278	50.5%
2008	646	371	275	57.4%
2009	703	324	379	46.1%
2010	504	277	227	55.0%



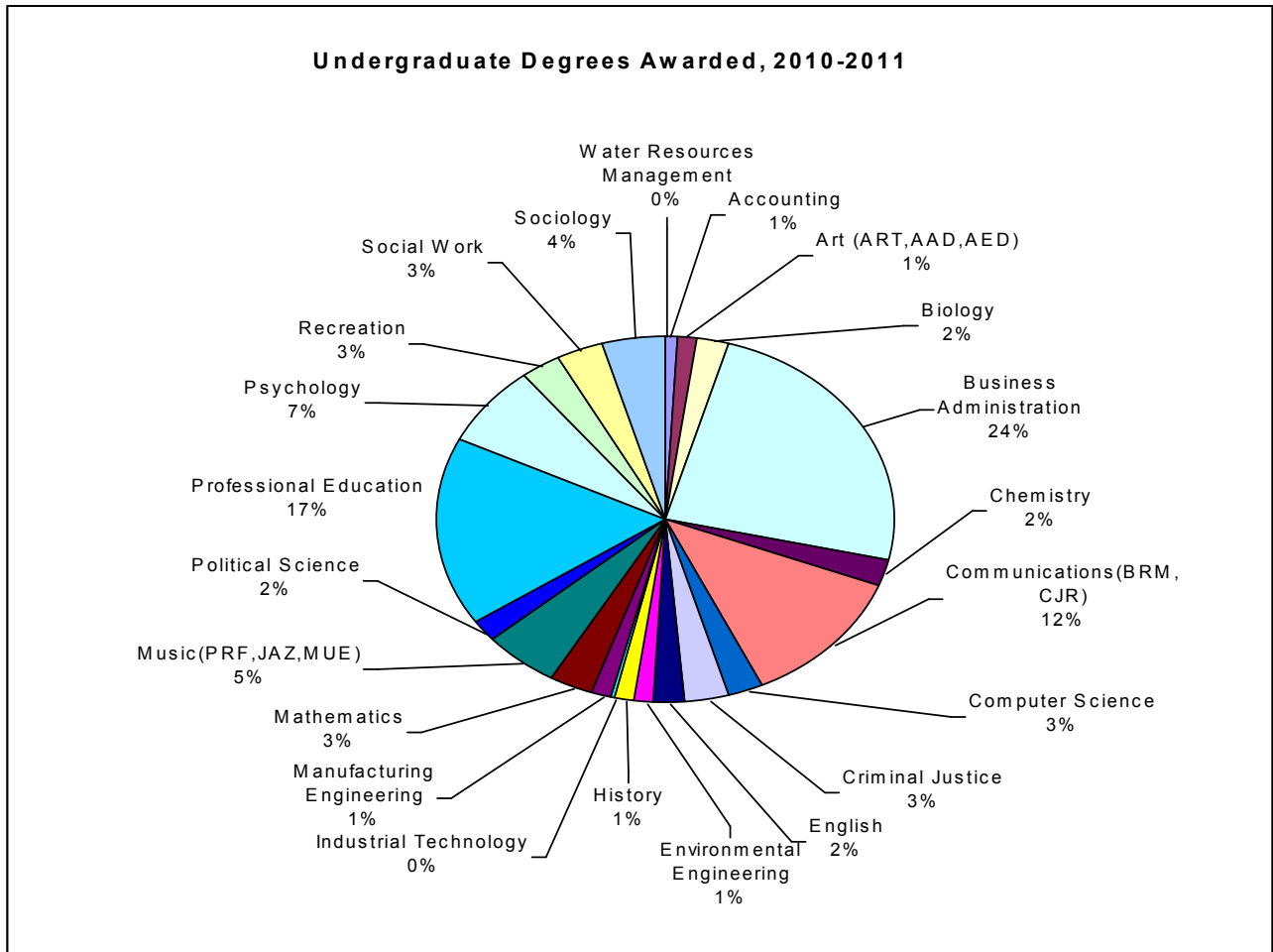
### Graduation Rate by Freshmen Cohort

	Freshmen Cohort Entering in the Fall				
	2001	2002	2003	2004	2005
Total Freshmen Cohort	389	374	543	583	343
% Graduating within 4 years	19.4	14.2	7.9	6.5	9.3
% Graduating within 5 years	20.0	23.8	8.8	8.9	10.8
% Graduating within 6 years	21.0	29.1	2.6	3.9	4.1
Graduation Rates	<b>21.0%</b>	<b>29.1%</b>	<b>19.3%</b>	<b>19.4%</b>	<b>24.2%</b>



### Undergraduate Degrees Awarded, 2010 - 2011

<u>Major</u>	<u>Count</u>	<u>Total %</u>	<u>Major</u>	<u>Count</u>	<u>Total %</u>
Accounting	2	1%	Industrial Technology	1	0%
Art (ART, AAD, AED)	3	1%	Manufacturing Engineering	3	1%
Biology	5	2%	Mathematics	7	3%
Business Administration	56	24%	Music (PRF, JAZ, MUE)	12	5%
Chemistry	5	2%	Political Science	5	2%
Communications (BRM, CJR)	28	12%	Professional Education (AYA,ECE,INS,MCE,MUA)	38	16%
Computer Science	6	3%	Psychology	17	7%
Criminal Justice	7	3%	Recreation	6	3%
English	5	2%	Social Work	8	3%
Environmental Engineering	3	1%	Sociology	10	4%
History	3	1%	Water Resources Management	1	0%
<b>Total Undergraduate Degrees Awarded</b>			<b><u>231</u></b>		



**Intentionally left blank**

### Revenues Generated, 2010-2011

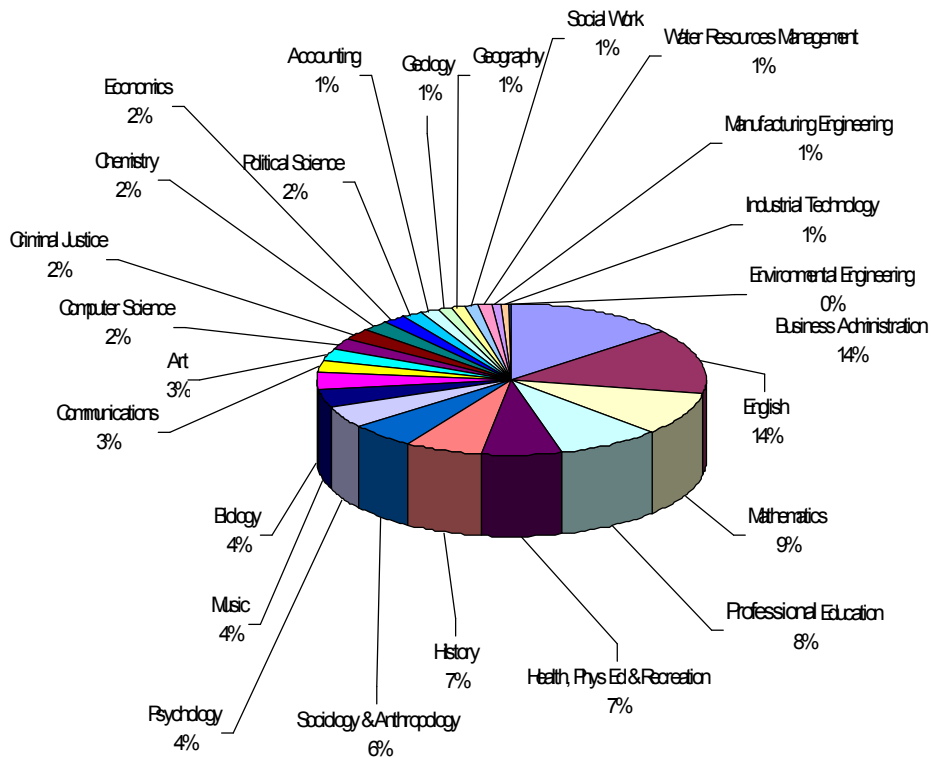
The revenues generated by an academic program may come from several sources. One such source is the revenues generated based on the amount of credit hours taught during the two main semesters (fall and spring) of the academic year. Under this method, programs that teach “service course” courses most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

English	\$794,575	Biology	\$208,243	Geology	\$74,601
Business Administration	822,601	Art	146,409	Social Work	62,333
Mathematics	545,242	Communications	159,374	Geography	64,129
Professional Education	502,656	Computer Science	145,411	Manufacturing Engineering	56,649
Health, PE, & Recreation	389,459	Chemistry	126,661	Water Resources Management	61,934
History	383,874	Criminal Justice	134,740	Industrial Technology	30,119
Sociology	321,241	Political Science	102,326	Environmental Engineering	10,472
Psychology	251,228	Economics	117,286		
Music	228,090	Accounting	86,768		

Based on \$1496/15 credit hours generated during the 2010-2011 academic year

**TOTAL: \$ 5,826,421**

#### Revenues Generated by Program

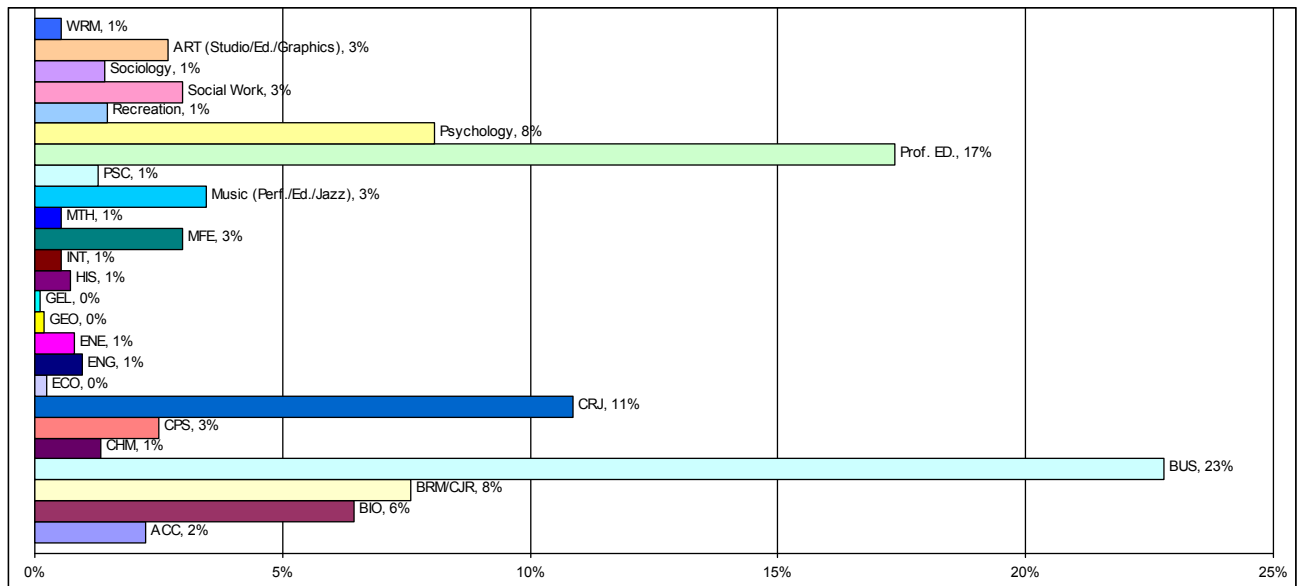




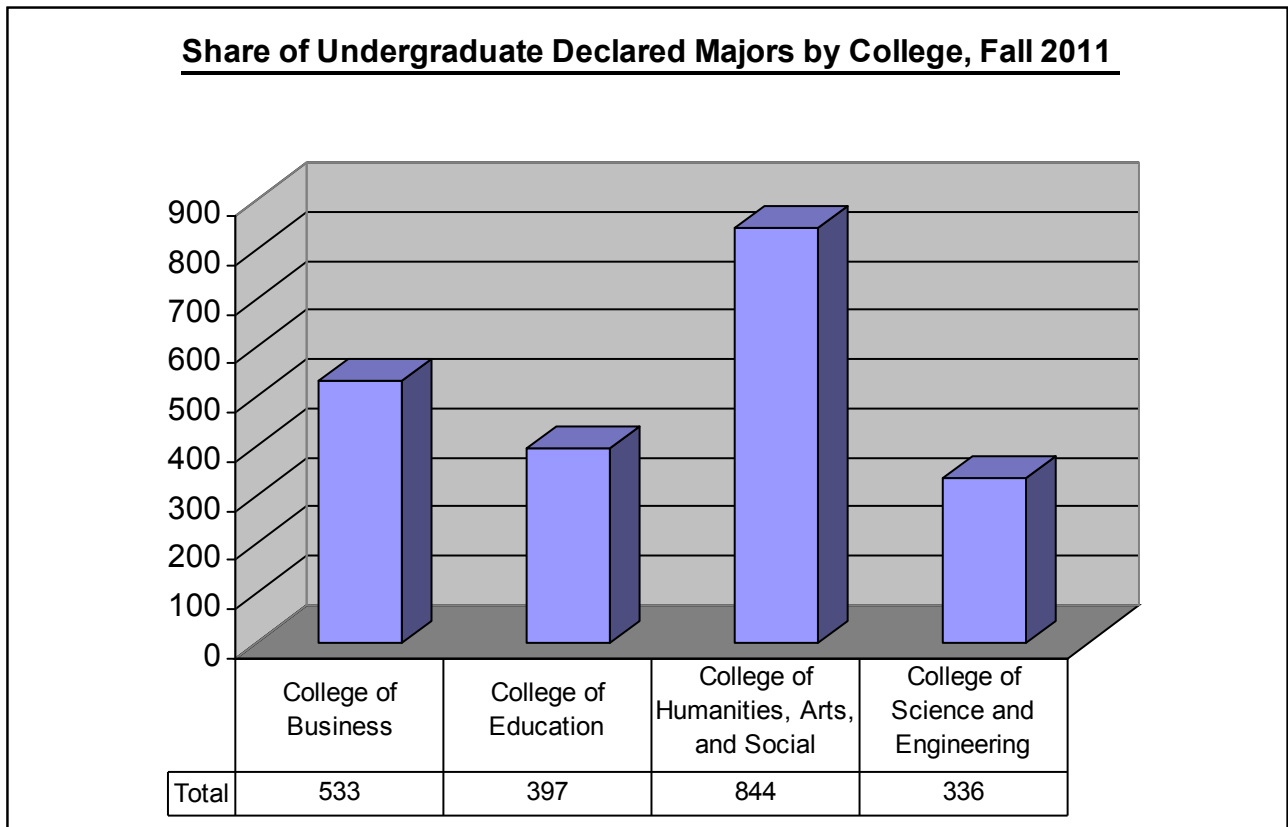
### Program Enrollments

<b>Undergraduate Enrollment by Major, Fall 2011</b>		
<b>Major</b>	<b>Total</b>	<b>Percent(%)</b>
Accounting	47	2%
Adolescent to Young Adult	44	2%
Advertising Graphics	37	2%
Art Education	9	0%
Biology	136	6%
Broadcast Media	133	5%
Business Administration	481	20%
Chemistry	28	1%
Communications Journalism	27	1%
Computer Science	53	2%
Criminal Justice	229	9%
Early Childhood Education	151	6%
Economics	5	0%
English	20	1%
Environmental Engineering	17	1%
Geography	4	0%
Geology	2	0%
History	15	1%
Industrial Technology	11	0%
Intervention Specialist	58	2%
Jazz Studies	4	0%
Licensure for Teaching	28	1%
Manufacturing Engineering	63	3%
Mathematics	11	0%
Middle Childhood Education	23	1%
Multi-Age	90	4%
Music Education	38	2%
Music Performance	31	1%
Political Science	27	1%
Psychology	170	7%
Recreation	31	1%
Social Work	63	3%
Sociology	30	1%
Studio Art	11	0%
Undeclared	320	13%
Water Resources Management	11	0%
<b>Total</b>	<b>2458</b>	

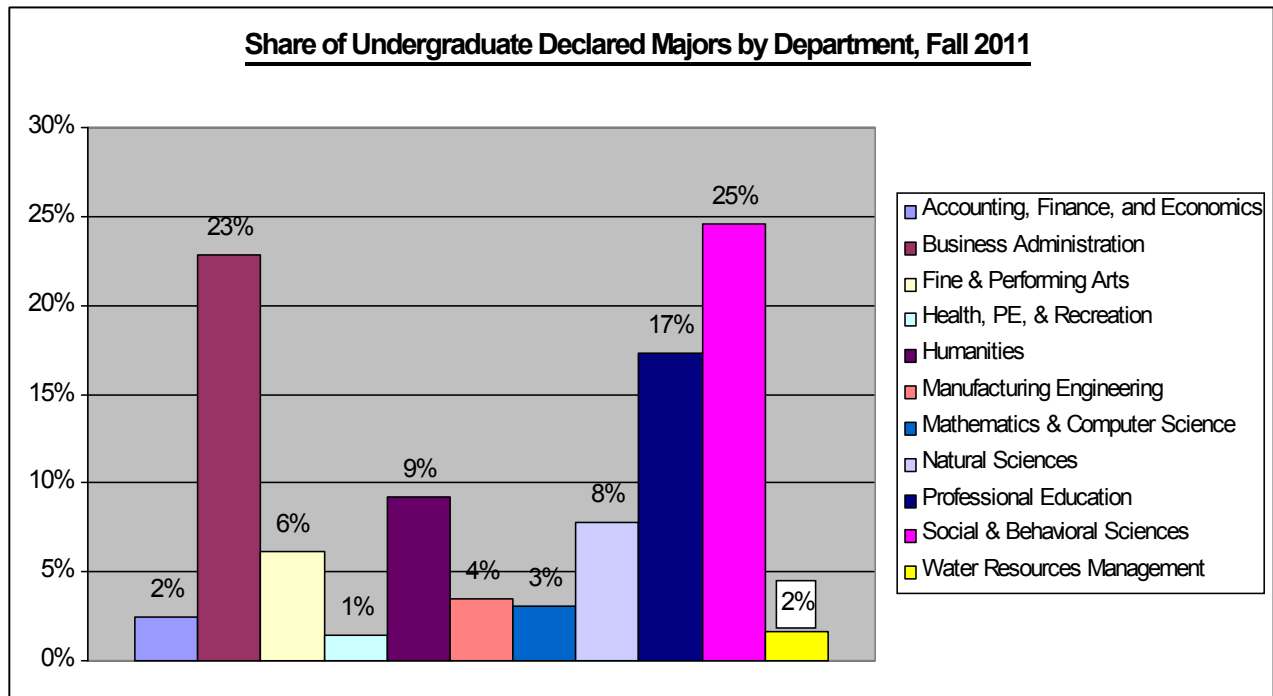
<b>Share of Undergraduate Declared Majors, Fall 2011</b>		
<b>Major</b>	<b>Total</b>	<b>Percent(%)</b>
Accounting	47	2%
Biology	136	6%
Broadcast Media/Comm. Journalism	160	8%
Business Administration	481	23%
Chemistry	28	1%
Computer Science	53	3%
Criminal Justice	229	11%
Economics	5	0%
English	20	1%
Environmental Engineering	17	1%
Geography	4	0%
Geology	2	0%
History	15	1%
Industrial Technology	11	1%
Manufacturing Engineering	63	3%
Mathematics	11	1%
Music Performance/Music Ed/Jazz Studies	73	3%
Political Science	27	1%
Professional Education	366	17%
Psychology	170	8%
Recreation	31	1%
Social Work	63	3%
Sociology	30	1%
Studio Art/Art Ed/Advertising Graphics	57	3%
Water Resources Management	11	1%
<b>Total</b>	<b>2110</b>	



<b>Share of Undergraduate Declared Majors by College, Fall 2011</b>		
<b><u>College</u></b>	<b><u>Total</u></b>	<b><u>Percent(%)</u></b>
College of Business	533	25%
College of Education	397	19%
College of Humanities, Arts, and Social Sciences	844	40%
College of Science and Engineering	336	16%
<b><u>Total</u></b>	<b><u>2110</u></b>	



<b>Share of Undergraduate Declared Majors by Department, Fall 2011</b>		
<b>Major</b>	<b>Total</b>	<b>Percent(%)</b>
Accounting, Finance, and Economics	52	2%
Business Administration	481	23%
Fine & Performing Arts	130	6%
Health, PE, & Recreation	31	1%
Humanities	195	9%
Manufacturing Engineering	74	4%
Mathematics & Computer Science	64	3%
Natural Sciences	164	8%
Professional Education	366	17%
Social & Behavioral Sciences	519	25%
Water Resources Management	34	2%
<b>Total</b>	<b>2110</b>	

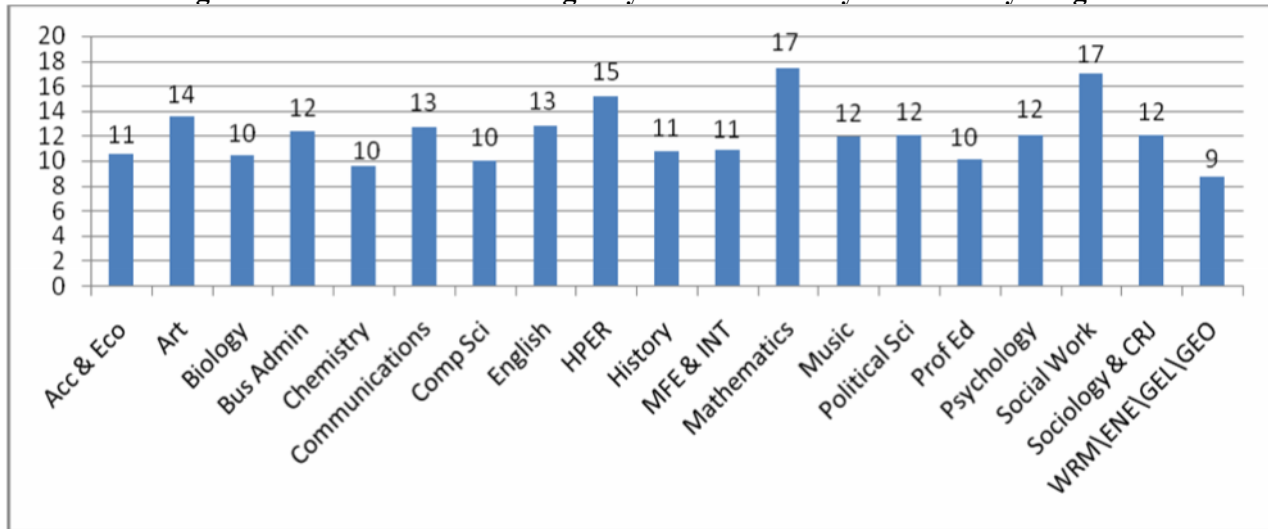


### Faculty by Program

#### Full-time Faculty (Instructional), Fall 2011

Accounting & Economics	4	Health, PE, & Recreation	5	Psychology	4
Art	4	History	4	Social Work	2
Biology	5	Manufacturing Engineering & Industrial Technology	7	Sociology & Crim. Just.	4
Business Administration	12	Mathematics	6	Water Resources Mgmt.,	
Chemistry	5	Music	9	Environmental Engrg.,	5
Communication	3	Physics		Geography & Geology	
Computer Science	2	Political Science	1	Graduate Education	1
English	14	Professional Education	9	<b>TOTAL</b>	<b>109</b>
Foreign Languages	1				

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



Average Credit/Contact Hours Taught Annually/Faculty, 2010-2011

	Fulltime	Parttime		Fulltime	Parttime
Accounting & Economics	19.00	7.00	Mathematics	23.50	15.00
Art	22.00	4.75	Music*	24.75	10.75
Biology*	18.75	8.75	Political Science	25.50	0.00
Business Administration*	21.50	9.25	Professional Education*	24.25	9.00
Chemistry	13.75	3.00	Psychology	22.50	9.00
Communication*	19.50	5.00	Social Work*	29.00	4.50
Computer Science	21.75	9.00	Sociology & Criminal Justice*	23.00	9.75
English	22.00	16.25	Water Res. Mgmt., GEL,GEO,	22.00	10.50
Health, PE, & Recreation*	30.00	6.50	Environmental Engrg.*		
History	18.00	6.75	<b>AVERAGE</b>	<b>22.50</b>	<b>8.25</b>
Manufac. Engrng & INT*	22.50	11.00			

\* program housed the department chair

### Faculty Grants/Contracts Obtained, 2010-2011

In the period from July 1, 2010 to June 30, 2011, 37 new grant applications were submitted. Of these, 20 new grants were awarded. Nine continuing grants were awarded. A total of \$10,019,191 in external funds was awarded to CSU during FY2011. The table below provides list of the grants awarded, and details of the objectives of each grant.

#### New Grants

Title	Summary	Objectives
Develop and Administer Environmental Research Training Program	To support the training of undergraduate and graduate students in research.	1. Provide training of future environmental scientists by providing academic and real world experience in a research laboratory.
	<b>Funding Agency:</b> U.S. Environmental Protection Agency through the University of Cincinnati; <b>Project Director:</b> Dr. Subramania Sritharan; <b>Amount:</b> \$10,308.63; <b>Duration:</b> 1 year	
eTech Ohio	eTech Ohio serves Ohio's public television stations, public radio stations and radio reading services as a facilitator of infrastructure, content and funding resources.	1. Support the broad outreach of educational and high-quality local programming that is provided by Ohio's public broadcasting community.
	<b>Funding Agency:</b> eTech Ohio; <b>Project Director:</b> Mr. Ed Clay; <b>Amount:</b> \$22,998.48; <b>Duration:</b> 1 year	
Minority Science Improvement Grant: Extra Classroom Environments for Learning in STEM (ExCEL)	To create a learning community of students majoring in Science, Technology, Engineering, and Mathematics.	1. Increase the number of STEM students. 2. Improve the academic performance of STEM students by 8-10%
	<b>Funding Agency:</b> U.S. Department of Education; <b>Project Director:</b> Mr. Robert Marcus; <b>Amount:</b> \$200,000; <b>Duration:</b> 1 year	
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.	1. 100% eligible students who demonstrate an academic need will be identified, screened, and selected for participation. 2. 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.
	<b>Funding Agency:</b> U.S. Department of Education; <b>Project Director:</b> Dr. NseAbasi Ekpo; <b>Amount:</b> \$384,467; <b>Duration:</b> 1 year	
Corporation for Public Broadcasting Fiscal Stabilization	To maintain local programming and services and preserve jobs threatened by declines in non-federal revenue sources during the current economic decline. nuclear engineering industry.	
	<b>Funding Agency:</b> Corporation for Public Broadcasting; <b>Project Director:</b> Mr. Ed Clay; <b>Amount:</b> \$137,879; <b>Duration:</b> 20 months	

Hydrologic Redistribution and Rhizosphere Biology of Resource Islands in Degraded Agroecosystems of the Sahel	To support undergraduate internships in Senegal.	<ol style="list-style-type: none"> <li>1. CSU undergraduate science majors will travel to Senegal where they will work as integral members of research teams.</li> <li>2. Coordinate the undergraduate recruitment and supervise the international preparation and education for the students.</li> </ol>
<b>Funding Agency:</b> National Science Foundation through the Ohio State University Research Foundation; <b>Project Director:</b> Dr. Cadance Lowell; <b>Amount:</b> \$41,992; <b>Duration:</b> 1 year		
Reliability Based Design Optimization Modeling and Experimental Verification of the Response of Jet Engine Turbine Disk Under Mechanical Loadings	Perform CAD modeling, stress analysis, reliability based design optimization study of a jet Engine Turbine Disk.	<ol style="list-style-type: none"> <li>1. Perform computer aided design modeling of a jet engine turbine disk using the Solid Works modeling tool.</li> <li>2. Implement Finite Element analysis to study stresses and strains in turbine disk using the ANSYS Code.</li> </ol>
<b>Funding Agency:</b> N & R Engineering Company; <b>Project Director:</b> Dr. Abayomi Ajayi-Majebi; <b>Amount:</b> \$7,200; <b>Duration:</b> 6 months		
Bernard Harris Summer Science Camp	Demonstrates ability to work with underrepresented minorities and urban area youth in the STEM areas through a summer science camp.	<ol style="list-style-type: none"> <li>1. Teach specific scientific concepts.</li> <li>2. Teach specific mathematical concepts.</li> <li>3. Provide an introduction to advanced uses of technology.</li> <li>4. Provide a min-teaching experience.</li> <li>5. Introduce culturally relevant teaching strategies.</li> <li>6. Introduce culturally relevant teaching strategies.</li> <li>7. Study African-American math and science giants.</li> <li>8. Understand what it takes to be admitted to college to become a teacher.</li> </ol>
<b>Funding Agency:</b> The Harris Foundation; <b>Project Director:</b> Dr. Kaye Jeter; <b>Amount:</b> \$79,999; <b>Duration:</b> 1 year		
Research Challenge Third Frontier	To support basic and applied research .	<ol style="list-style-type: none"> <li>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.</li> <li>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.</li> </ol>
<b>Funding Agency:</b> Ohio Board of Regents; <b>Project Director:</b> Mr. Clark Fuller; <b>Amount:</b> \$75, 201; <b>Duration:</b> 1.25 years		

Development of Drought Triggers for Agricultural Applications	To gain research experience at a major research university.	1. Principal Investigator and CSU students will travel to Purdue University to conduct research each summer.
	<b>Funding Agency:</b> U.S. Department of Agriculture through Purdue University; <b>Project Director:</b> Dr. KrishnaKumar Nedunuri; <b>Amount:</b> \$62,085; <b>Duration:</b> 3 years	
Materials and Manufacturing Research	Development of Minority Leaders through the performance of research by HBCUs, MISs, and HSIs, and mentoring universities on aerospace materials and manufacturing technologies.	1. Develop validated modeling and analysis methodologies for nanoscaled materials and other advanced materials systems. 2. Develop validated modeling and analysis methodologies for movements related to carrying different materials using inverse kinematics.
	<b>Funding Agency:</b> U.S. Air Force through Clarkson Aerospace Corporation; <b>Project Director:</b> Dr. Kimberly Kendricks; <b>Amount:</b> \$25,000; <b>Duration:</b> 6 months	
Study of Applications of Groebner Basis Theory at the Institute of Mathematics and its Applications at the University of Minnesota	To continue research in inverse problems that will enhance the knowledge of Groebner Basis Theory.	1. Continue research in applications of GB in gait and robotics. 2. Submit two manuscripts discussing the presented results of GB in gait analysis from the MAA and AMS meetings. 3. Submit two manuscripts to peer-reviewed journals on continued study of GB applications in gait and robotics.
	<b>Funding Agency:</b> National Science Foundation through Wright State University; <b>Project Director:</b> Dr. Kimberly Kendricks; <b>Amount:</b> \$4,624; <b>Duration:</b> 6 months	
Creating a Women's Center to Sustain the ADVANCE Leader Program at CSU	To create a Women's Center at CSU to transition the ADVANCE program into a permanent structure.	1. Build a mission-directed program for the Women's Center. 2. Build and strengthen partnerships within the university and community. 3. Develop a structure for the Center. 4. Identify and develop funding sources.
	<b>Funding Agency:</b> National Science Foundation through Wright State University; <b>Project Director:</b> Dr. Flore Chevallier; <b>Amount:</b> \$4,976; <b>Duration:</b> 6 months	
Preliminary Assessment of the Geothermal Potential from Thermal Springs in Central and Eastern Jamaica	A pilot project paving the way for similar investigations in seismically-active regions in Central sections of the island with the overall goal of increasing Jamaica's self reliance on energy resources and on other islands of the Caribbean.	1. The source and depth of circulation of hydrothermal waters. 2. The presence of shallow convective circulation. 3. Estimates of temperatures in deep subsurface fractures from hydro geochemical analysis and interpretation.
	<b>Funding Agency:</b> National Science Foundation through Wright State University; <b>Project Director:</b> Dr. DeBonne Wishart; <b>Amount:</b> \$4,999.28; <b>Duration:</b> 6 months	
Wavelet Analysis for Biomass Estimation in Riparian Vegetated Areas of Lower Colorado River Basin	To apply wavelet analyses to Landsat TM5 to estimate aboveground biomass of riparian vegetated areas of Lower Colorado River Basin.	1. Plan and conduct the biomass field trip in the Cibola National Wildlife Refuge. 2. Compile biomass data nad preprocessing staellite imagery. 3. Perform wavelet analysis of Landsat TM 5 imagery for biomass estimation.
	<b>Funding Agency:</b> National Science Foundation through Wright State University; <b>Project Director:</b> Dr. Xiaofang Wei; <b>Amount:</b> \$4,991; <b>Duration:</b> 6 months	



Technology Corridor Project	To support the consortium's efforts to improve student engagement in STEM education.	<ol style="list-style-type: none"> <li>1. Increase the number of students graduating from high school.</li> <li>2. Improve teacher effectiveness in STEM-area instructions.</li> <li>3. Improve student grades in STEM-area coursework and student OGT performance.</li> <li>4. Increase the number of students interested in technology/STEM courses of study.</li> <li>5. Increase the number of students pursuing post-secondary degrees in STEM areas.</li> </ol>
<p><b>Funding Agency:</b> Ohio Board of Regents through Cuyahoga Community College;  <b>Project Director:</b> Dr. Rajeev Swami; <b>Amount:</b> \$91,020; <b>Duration:</b> 5 months</p>		
Summer Transportation Institute	To introduce high school students to careers in transportation, encourage them to pursue such careers, introducing basis physics, mathematics as relating to transportation problems and making them aware of civil rights issues and their relation to transportation	<ol style="list-style-type: none"> <li>1. Orient high school students to the importance of transportation.</li> <li>2. Introduce high school students to careers in transportation.</li> <li>3. Introduce students to futuristic aspects of transportation including space travel.</li> <li>4. Introduce students to basic physics and mathematics associated with transportation.</li> <li>5. Encourage students in civil rights issues and its history in the US as impacted by transportation.</li> </ol>
<p><b>Funding Agency:</b> Ohio Department of Transportation; <b>Project Director:</b> Mr. Gorgui Ndao;  <b>Amount:</b> \$37,936; <b>Duration:</b> 8 months</p>		
Center of Excellence in STEM and STEM Education	Increase the number of undergraduate students from underrepresented groups who earn degrees in STEM and STEM Education and to improve institutional capabilities to provide quality education in STEM disciplines that support the Department of Defense mission.	<ol style="list-style-type: none"> <li>1. Focused recruiting and retention of STEM majors;</li> <li>2. Enhancement of existing programs, particularly those related to materials development and our Manufacturing Engineering program;</li> <li>3. Establishing and fostering an academic environment conducive to multidisciplinary studies through incorporation of Computational Science into all CSU STEM programs.</li> </ol>
<p><b>Funding Agency:</b> U.S. Army Research Office; <b>Project Director:</b> Dr. Juliette Bell; <b>Amount:</b> \$ 3,971,970; <b>Duration:</b> 4 years</p>		
Lithium Ion Batteries for Air Force Applications, Engineering, Design, and Manufacturing Cost Evaluation	Design and build a lithium ion battery for Air Force applications.	<ol style="list-style-type: none"> <li>1. Design, engineer, and build a laboratory scale lithium ion battery for an Air Force application using laboratories and equipment at CSU facilities and/or other DOD/government agency/equipment manufacturers facilities.</li> </ol>
<p><b>Funding Agency:</b> U.S. Air Force through Universal Technology Corporation;  <b>Project Director:</b> Dr. Peter Dreher; <b>Amount:</b> \$10,000; <b>Duration:</b> 1.25 years</p>		

Sensors Research	To conduct research to extend the state of the art in hyper spectral change detection to specifically exploit spatial-spectral statistics and underlying models to address these challenges to current algorithms.	1. To conduct research across the entire spectrum of sensors technologies that are applicable to Air Force weapon systems in manned, unmanned, and space environments.
<b>Funding Agency:</b> U.S. Air Force through Clarkson Corporation; <b>Project Director:</b> Dr. Subramania Sritharan; <b>Amount:</b> \$25,000; <b>Duration:</b> 1 year		

Continuing and Collaborative Grants

Title	Summary	Objectives
Ohio Consortium for Undergraduate Research: Research Experience to Enhance Learning (REEL)	To design and test implementation of directed inquiry learning modules relating to the areas of environmental/analytical chemistry.	1. Purchase analytical/environmental equipment and to train faculty.
	<b>Funding Agency:</b> National Science Foundation through the Ohio State Research Foundation; <b>Project Director:</b> Dr. Suzanne Seleem; <b>Amount:</b> \$4,000; <b>Duration:</b> 1 year	
Ohio Space Grant	Provide financial support through competitively awarded scholarships to students pursuing aerospace related science and engineering baccalaureate degrees.	1. Establish a national network of universities with interest and capabilities in aeronautics and space related fields. 2. Encourage cooperative programs among universities, the aerospace industry, and federal, state, and local governments. 3. Encourage interdisciplinary training, research, and public service programs related to the aerospace community. 4. Promote a strong science, mathematics, and technology educational base from elementary through university levels.
	<b>Funding Agency:</b> NASA through the Ohio Space Grant Consortium; <b>Project Director:</b> Mr. Gerald Noël; <b>Amount:</b> \$26,300; <b>Duration:</b> 1 year	
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.	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.
	<b>Funding Agency:</b> National Science Foundation through Wright State University; <b>Project Director:</b> Dr. Kimberly Kendricks; <b>Amount:</b> \$58,043; <b>Duration:</b> 1 year	

HBCU - Institutional Aid (SAFRA)	To strengthen the Historically Black Colleges and Universities.	1. To improve: the academic quality, fiscal stability, quality of student services and the quality of institutional management.
	<b>Funding Agency:</b> U.S. Department of Education; <b>Project Director:</b> President John W. Garland; <b>Amount:</b> \$850,337; <b>Duration:</b> 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.
	<b>Funding Agency:</b> U.S. Department of Education; <b>Project Director:</b> President John W. Garland; <b>Amount:</b> \$2,371,013; <b>Duration:</b> 1 year.	
Center for Allaying Health Disparities Through Research and Education (CADRE)	To develop, organize and manage research efforts in the areas of gerontology, human exercise and performance, and geospatial databases. Also to integrate research into the curriculum and prepare students to further their education beyond the graduate level.	<ol style="list-style-type: none"> <li>1. Increase research infrastructure.</li> <li>2. Increase research capabilities.</li> <li>3. Increase faculty research.</li> <li>4. Increase student abilities in research.</li> <li>5. Increase students' post-graduate admissions.</li> </ol>
	<b>Funding Agency:</b> U.S. Department of Health and Human Services through the National Institutes of Health; <b>Project Director:</b> President John W. Garland; <b>Amount:</b> \$861,215; <b>Duration:</b> 1 year.	
Central State University Upward Bound Program	To serve 60 students from Montgomery County who are low income and/or potential first generation college students and who demonstrate the need for program services. Designed to generate academic skills that will facilitate participant completion of high school, gain admission to and success in a program of postsecondary education.	<ol style="list-style-type: none"> <li>1. To identify and recruit 120 students meeting the eligibility criteria.</li> <li>2. To conduct academic, educational, and social assessments of 100% of the program participants.</li> <li>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.</li> <li>4. 85% of each recruiting class will remain in high school and CSU-UB through completion of secondary school.</li> <li>5. 90% of participants will maintain an overall high school GPA of 2.5 or above.</li> <li>6. 100% of participants will pass the 10th and 11th grade Ohio Graduation Tests.</li> <li>7. 85% of each graduating class will graduate from postsecondary education within six years of enrollment.</li> <li>8. 80% of participant parent/guardian will attend a minimum of four CSU-UB academic functions each year.</li> </ol>
	<b>Funding Agency:</b> U.S. Department of Education; <b>Project Director:</b> Mr. John Anene; <b>Amount:</b> \$250,000; <b>Duration:</b> 1 year	

<p>Growing the STEMM Pipeline in the Dayton Region- Becoming an International Center for Excellence for Human Effectiveness/ Performance</p>	<p>The goal is to increase the number of CSU students who are pursuing STEM degrees.</p>	<ol style="list-style-type: none"> <li>1. Pipeline students from CSU to graduate and professional schools at our partner institutions.</li> </ol>
<p><b>Funding Agency:</b> National Science Foundation through Wright State University;  <b>Project Director:</b> Dr. Willie Houston; <b>Amount:</b> \$63,970; <b>Duration:</b> 1 year</p>		
<p>Keeping It Real through Unity, Nonviolence, Kreativity, Education, and Determination (K4L)</p>	<p>An antiviolence initiative which is designed to highlight innovative methods in combating youth violence among high risk African American males.</p>	<ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> </ol>
<p><b>Funding Agency:</b> U.S. Department of Health and Human Services, Office of Minority Health;  <b>Project Director:</b> Dr. Jamaal Scott; Amount: \$300,000; <b>Duration:</b> 1 year</p>		
<p>Entrepreneurial Development Series</p>	<p>To assist in the development of local deal flow, to regularly attend TechNet meetings, and to provide input to the due diligence process for qualifying a company for ESP services or investment.</p>	<ol style="list-style-type: none"> <li>1. Coach, mentor, and monitor the results of companies assigned to them that are implementing commercialization plan activities funded by ESP grants or investment.</li> <li>2. Monitor contractual agreements with developmental resource providers to ensure that services are being provided</li> </ol>

		<p>consistent with the ESP contractual agreement</p> <p>3. Monitor the company's progress in implementing their plans in order to meet required hurdles for additional funding.</p>
<p><b>Funding Agency:</b> Development Projects Inc.; <b>Project Director:</b> Ms. Nancy Bridgman;  <b>Amount:</b> \$31,666.66; <b>Duration:</b> 1.5 years</p>		

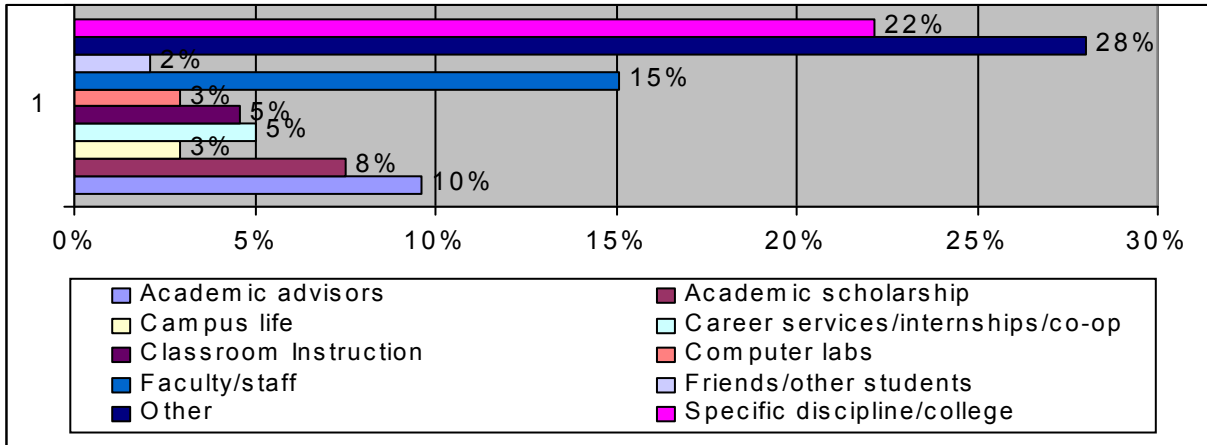
## Seniors' Experiences

To allow the University to improve academic programs and the performance of its students, Central State University's Office of Assessment and Institutional Research conducts a survey of senior students every year. This survey provides the university information on student's experiences, perception of academic services that support student performance, classroom instruction, and faculty advising. The following are the results summarizing graduating senior experiences and satisfaction related to services supporting student academic performance, instruction, and faculty advising.

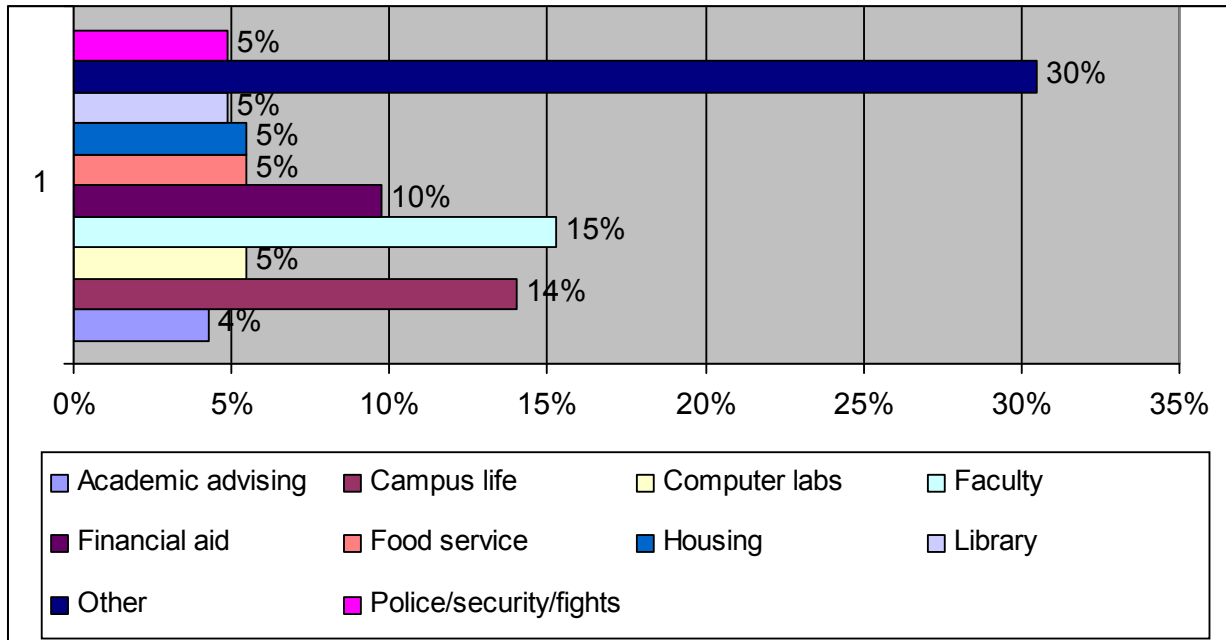
<p><b>Level of satisfaction with education received</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td>Very/Mildly satisfied</td> <td style="text-align: right;">82%</td> </tr> <tr> <td>Neutral</td> <td style="text-align: right;">11</td> </tr> <tr> <td>Very/Mildly unsatisfied</td> <td style="text-align: right;">7</td> </tr> <tr> <td>No Response</td> <td style="text-align: right;">0</td> </tr> </table>	Very/Mildly satisfied	82%	Neutral	11	Very/Mildly unsatisfied	7	No Response	0	<p><b>Maximized my educational opportunities</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td>Strongly/Mildly believe I did</td> <td style="text-align: right;">81%</td> </tr> <tr> <td>Neutral</td> <td style="text-align: right;">13</td> </tr> <tr> <td>Strongly/Mildly believe I did not</td> <td style="text-align: right;">6</td> </tr> <tr> <td>No Response</td> <td style="text-align: right;">1</td> </tr> </table>	Strongly/Mildly believe I did	81%	Neutral	13	Strongly/Mildly believe I did not	6	No Response	1																																																														
Very/Mildly satisfied	82%																																																																														
Neutral	11																																																																														
Very/Mildly unsatisfied	7																																																																														
No Response	0																																																																														
Strongly/Mildly believe I did	81%																																																																														
Neutral	13																																																																														
Strongly/Mildly believe I did not	6																																																																														
No Response	1																																																																														
<p><b>Impact on academic performance</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p><u>Primary advising sources</u></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td>Degree/major checklist</td> <td style="text-align: right;">33%</td> </tr> <tr> <td>Faculty</td> <td style="text-align: right;">27</td> </tr> <tr> <td>Self</td> <td style="text-align: right;">24</td> </tr> <tr> <td>Friends</td> <td style="text-align: right;">16</td> </tr> </table> <p><u>Faculty advisor</u></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td>Mildly – strongly positive</td> <td style="text-align: right;">75%</td> </tr> <tr> <td>Neutral</td> <td style="text-align: right;">16</td> </tr> <tr> <td>Mildly – strongly negative</td> <td style="text-align: right;">9</td> </tr> </table> <p><u>Classroom instruction</u></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td>Mildly – strongly positive</td> <td style="text-align: right;">82%</td> </tr> <tr> <td>Neutral</td> <td style="text-align: right;">13</td> </tr> <tr> <td>Mildly – strongly negative</td> <td style="text-align: right;">4</td> </tr> <tr> <td>No Response</td> <td style="text-align: right;">1</td> </tr> </table> <p><u>Registration</u></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td>Mildly – strongly positive</td> <td style="text-align: right;">60%</td> </tr> <tr> <td>Neutral</td> <td style="text-align: right;">28</td> </tr> <tr> <td>Mildly – strongly negative</td> <td style="text-align: right;">10</td> </tr> <tr> <td>No Response</td> <td style="text-align: right;">2</td> </tr> </table> <p><u>Financial Aid</u></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td>Mildly – strongly positive</td> <td style="text-align: right;">68%</td> </tr> <tr> <td>Neutral</td> <td style="text-align: right;">20</td> </tr> <tr> <td>Mildly – strongly negative</td> <td style="text-align: right;">12</td> </tr> <tr> <td>No Response</td> <td style="text-align: right;">0</td> </tr> </table> </td> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p><u>Computer facilities</u></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td>Mildly – strongly positive</td> <td style="text-align: right;">69%</td> </tr> <tr> <td>Neutral</td> <td style="text-align: right;">20</td> </tr> <tr> <td>Mildly – strongly negative</td> <td style="text-align: right;">10</td> </tr> <tr> <td>No Response</td> <td style="text-align: right;">1</td> </tr> </table> <p><u>Library</u></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td>Mildly – strongly positive</td> <td style="text-align: right;">56%</td> </tr> <tr> <td>Neutral</td> <td style="text-align: right;">34</td> </tr> <tr> <td>Mildly – strongly negative</td> <td style="text-align: right;">10</td> </tr> </table> <p><u>Residence Life</u></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td>Mildly – strongly positive</td> <td style="text-align: right;">58%</td> </tr> <tr> <td>Neutral</td> <td style="text-align: right;">27</td> </tr> <tr> <td>Mildly – strongly negative</td> <td style="text-align: right;">14</td> </tr> <tr> <td>No Response</td> <td style="text-align: right;">1</td> </tr> </table> <p><u>Campus Food Service</u></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td>Mildly – strongly positive</td> <td style="text-align: right;">25%</td> </tr> <tr> <td>Neutral</td> <td style="text-align: right;">39</td> </tr> <tr> <td>Mildly – strongly negative</td> <td style="text-align: right;">33</td> </tr> <tr> <td>No Response</td> <td style="text-align: right;">3</td> </tr> </table> <p><u>Bookstore</u></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td>Mildly – strongly positive</td> <td style="text-align: right;">58%</td> </tr> <tr> <td>Neutral</td> <td style="text-align: right;">31</td> </tr> <tr> <td>Mildly – strongly negative</td> <td style="text-align: right;">11</td> </tr> <tr> <td>No Response</td> <td style="text-align: right;">0</td> </tr> </table> </td> </tr> </table>		<p><u>Primary advising sources</u></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td>Degree/major checklist</td> <td style="text-align: right;">33%</td> </tr> <tr> <td>Faculty</td> <td style="text-align: right;">27</td> </tr> <tr> <td>Self</td> <td style="text-align: right;">24</td> </tr> <tr> <td>Friends</td> <td style="text-align: right;">16</td> </tr> </table> <p><u>Faculty advisor</u></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td>Mildly – strongly positive</td> <td style="text-align: right;">75%</td> </tr> <tr> <td>Neutral</td> <td style="text-align: right;">16</td> </tr> <tr> <td>Mildly – strongly negative</td> <td style="text-align: right;">9</td> </tr> </table> <p><u>Classroom instruction</u></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td>Mildly – strongly positive</td> <td style="text-align: right;">82%</td> </tr> <tr> <td>Neutral</td> <td style="text-align: right;">13</td> </tr> <tr> <td>Mildly – strongly negative</td> <td style="text-align: right;">4</td> </tr> <tr> <td>No Response</td> <td style="text-align: right;">1</td> </tr> </table> <p><u>Registration</u></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td>Mildly – strongly positive</td> <td style="text-align: right;">60%</td> </tr> <tr> <td>Neutral</td> <td style="text-align: right;">28</td> </tr> <tr> <td>Mildly – strongly negative</td> <td style="text-align: right;">10</td> </tr> <tr> <td>No Response</td> <td style="text-align: right;">2</td> </tr> </table> <p><u>Financial Aid</u></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td>Mildly – strongly positive</td> <td style="text-align: right;">68%</td> </tr> <tr> <td>Neutral</td> <td style="text-align: right;">20</td> </tr> <tr> <td>Mildly – strongly negative</td> <td style="text-align: right;">12</td> </tr> <tr> <td>No Response</td> <td style="text-align: right;">0</td> </tr> </table>	Degree/major checklist	33%	Faculty	27	Self	24	Friends	16	Mildly – strongly positive	75%	Neutral	16	Mildly – strongly negative	9	Mildly – strongly positive	82%	Neutral	13	Mildly – strongly negative	4	No Response	1	Mildly – strongly positive	60%	Neutral	28	Mildly – strongly negative	10	No Response	2	Mildly – strongly positive	68%	Neutral	20	Mildly – strongly negative	12	No Response	0	<p><u>Computer facilities</u></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td>Mildly – strongly positive</td> <td style="text-align: right;">69%</td> </tr> <tr> <td>Neutral</td> <td style="text-align: right;">20</td> </tr> <tr> <td>Mildly – strongly negative</td> <td style="text-align: right;">10</td> </tr> <tr> <td>No Response</td> <td style="text-align: right;">1</td> </tr> </table> <p><u>Library</u></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td>Mildly – strongly positive</td> <td style="text-align: right;">56%</td> </tr> <tr> <td>Neutral</td> <td style="text-align: right;">34</td> </tr> <tr> <td>Mildly – strongly negative</td> <td style="text-align: right;">10</td> </tr> </table> <p><u>Residence Life</u></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td>Mildly – strongly positive</td> <td style="text-align: right;">58%</td> </tr> <tr> <td>Neutral</td> <td style="text-align: right;">27</td> </tr> <tr> <td>Mildly – strongly negative</td> <td style="text-align: right;">14</td> </tr> <tr> <td>No Response</td> <td style="text-align: right;">1</td> </tr> </table> <p><u>Campus Food Service</u></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td>Mildly – strongly positive</td> <td style="text-align: right;">25%</td> </tr> <tr> <td>Neutral</td> <td style="text-align: right;">39</td> </tr> <tr> <td>Mildly – strongly negative</td> <td style="text-align: right;">33</td> </tr> <tr> <td>No Response</td> <td style="text-align: right;">3</td> </tr> </table> <p><u>Bookstore</u></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td>Mildly – strongly positive</td> <td style="text-align: right;">58%</td> </tr> <tr> <td>Neutral</td> <td style="text-align: right;">31</td> </tr> <tr> <td>Mildly – strongly negative</td> <td style="text-align: right;">11</td> </tr> <tr> <td>No Response</td> <td style="text-align: right;">0</td> </tr> </table>	Mildly – strongly positive	69%	Neutral	20	Mildly – strongly negative	10	No Response	1	Mildly – strongly positive	56%	Neutral	34	Mildly – strongly negative	10	Mildly – strongly positive	58%	Neutral	27	Mildly – strongly negative	14	No Response	1	Mildly – strongly positive	25%	Neutral	39	Mildly – strongly negative	33	No Response	3	Mildly – strongly positive	58%	Neutral	31	Mildly – strongly negative	11	No Response	0
<p><u>Primary advising sources</u></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td>Degree/major checklist</td> <td style="text-align: right;">33%</td> </tr> <tr> <td>Faculty</td> <td style="text-align: right;">27</td> </tr> <tr> <td>Self</td> <td style="text-align: right;">24</td> </tr> <tr> <td>Friends</td> <td style="text-align: right;">16</td> </tr> </table> <p><u>Faculty advisor</u></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td>Mildly – strongly positive</td> <td style="text-align: right;">75%</td> </tr> <tr> <td>Neutral</td> <td style="text-align: right;">16</td> </tr> <tr> <td>Mildly – strongly negative</td> <td style="text-align: right;">9</td> </tr> </table> <p><u>Classroom instruction</u></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td>Mildly – strongly positive</td> <td style="text-align: right;">82%</td> </tr> <tr> <td>Neutral</td> <td style="text-align: right;">13</td> </tr> <tr> <td>Mildly – strongly negative</td> <td style="text-align: right;">4</td> </tr> <tr> <td>No Response</td> <td style="text-align: right;">1</td> </tr> </table> <p><u>Registration</u></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td>Mildly – strongly positive</td> <td style="text-align: right;">60%</td> </tr> <tr> <td>Neutral</td> <td style="text-align: right;">28</td> </tr> <tr> <td>Mildly – strongly negative</td> <td style="text-align: right;">10</td> </tr> <tr> <td>No Response</td> <td style="text-align: right;">2</td> </tr> </table> <p><u>Financial Aid</u></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td>Mildly – strongly positive</td> <td style="text-align: right;">68%</td> </tr> <tr> <td>Neutral</td> <td style="text-align: right;">20</td> </tr> <tr> <td>Mildly – strongly negative</td> <td style="text-align: right;">12</td> </tr> <tr> <td>No Response</td> <td style="text-align: right;">0</td> </tr> </table>	Degree/major checklist	33%	Faculty	27	Self	24	Friends	16	Mildly – strongly positive	75%	Neutral	16	Mildly – strongly negative	9	Mildly – strongly positive	82%	Neutral	13	Mildly – strongly negative	4	No Response	1	Mildly – strongly positive	60%	Neutral	28	Mildly – strongly negative	10	No Response	2	Mildly – strongly positive	68%	Neutral	20	Mildly – strongly negative	12	No Response	0	<p><u>Computer facilities</u></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td>Mildly – strongly positive</td> <td style="text-align: right;">69%</td> </tr> <tr> <td>Neutral</td> <td style="text-align: right;">20</td> </tr> <tr> <td>Mildly – strongly negative</td> <td style="text-align: right;">10</td> </tr> <tr> <td>No Response</td> <td style="text-align: right;">1</td> </tr> </table> <p><u>Library</u></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td>Mildly – strongly positive</td> <td style="text-align: right;">56%</td> </tr> <tr> <td>Neutral</td> <td style="text-align: right;">34</td> </tr> <tr> <td>Mildly – strongly negative</td> <td style="text-align: right;">10</td> </tr> </table> <p><u>Residence Life</u></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td>Mildly – strongly positive</td> <td style="text-align: right;">58%</td> </tr> <tr> <td>Neutral</td> <td style="text-align: right;">27</td> </tr> <tr> <td>Mildly – strongly negative</td> <td style="text-align: right;">14</td> </tr> <tr> <td>No Response</td> <td style="text-align: right;">1</td> </tr> </table> <p><u>Campus Food Service</u></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td>Mildly – strongly positive</td> <td style="text-align: right;">25%</td> </tr> <tr> <td>Neutral</td> <td style="text-align: right;">39</td> </tr> <tr> <td>Mildly – strongly negative</td> <td style="text-align: right;">33</td> </tr> <tr> <td>No Response</td> <td style="text-align: right;">3</td> </tr> </table> <p><u>Bookstore</u></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td>Mildly – strongly positive</td> <td style="text-align: right;">58%</td> </tr> <tr> <td>Neutral</td> <td style="text-align: right;">31</td> </tr> <tr> <td>Mildly – strongly negative</td> <td style="text-align: right;">11</td> </tr> <tr> <td>No Response</td> <td style="text-align: right;">0</td> </tr> </table>	Mildly – strongly positive	69%	Neutral	20	Mildly – strongly negative	10	No Response	1	Mildly – strongly positive	56%	Neutral	34	Mildly – strongly negative	10	Mildly – strongly positive	58%	Neutral	27	Mildly – strongly negative	14	No Response	1	Mildly – strongly positive	25%	Neutral	39	Mildly – strongly negative	33	No Response	3	Mildly – strongly positive	58%	Neutral	31	Mildly – strongly negative	11	No Response	0		
Degree/major checklist	33%																																																																														
Faculty	27																																																																														
Self	24																																																																														
Friends	16																																																																														
Mildly – strongly positive	75%																																																																														
Neutral	16																																																																														
Mildly – strongly negative	9																																																																														
Mildly – strongly positive	82%																																																																														
Neutral	13																																																																														
Mildly – strongly negative	4																																																																														
No Response	1																																																																														
Mildly – strongly positive	60%																																																																														
Neutral	28																																																																														
Mildly – strongly negative	10																																																																														
No Response	2																																																																														
Mildly – strongly positive	68%																																																																														
Neutral	20																																																																														
Mildly – strongly negative	12																																																																														
No Response	0																																																																														
Mildly – strongly positive	69%																																																																														
Neutral	20																																																																														
Mildly – strongly negative	10																																																																														
No Response	1																																																																														
Mildly – strongly positive	56%																																																																														
Neutral	34																																																																														
Mildly – strongly negative	10																																																																														
Mildly – strongly positive	58%																																																																														
Neutral	27																																																																														
Mildly – strongly negative	14																																																																														
No Response	1																																																																														
Mildly – strongly positive	25%																																																																														
Neutral	39																																																																														
Mildly – strongly negative	33																																																																														
No Response	3																																																																														
Mildly – strongly positive	58%																																																																														
Neutral	31																																																																														
Mildly – strongly negative	11																																																																														
No Response	0																																																																														

SOURCE: Spring 2011 *Graduating Senior Survey*

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

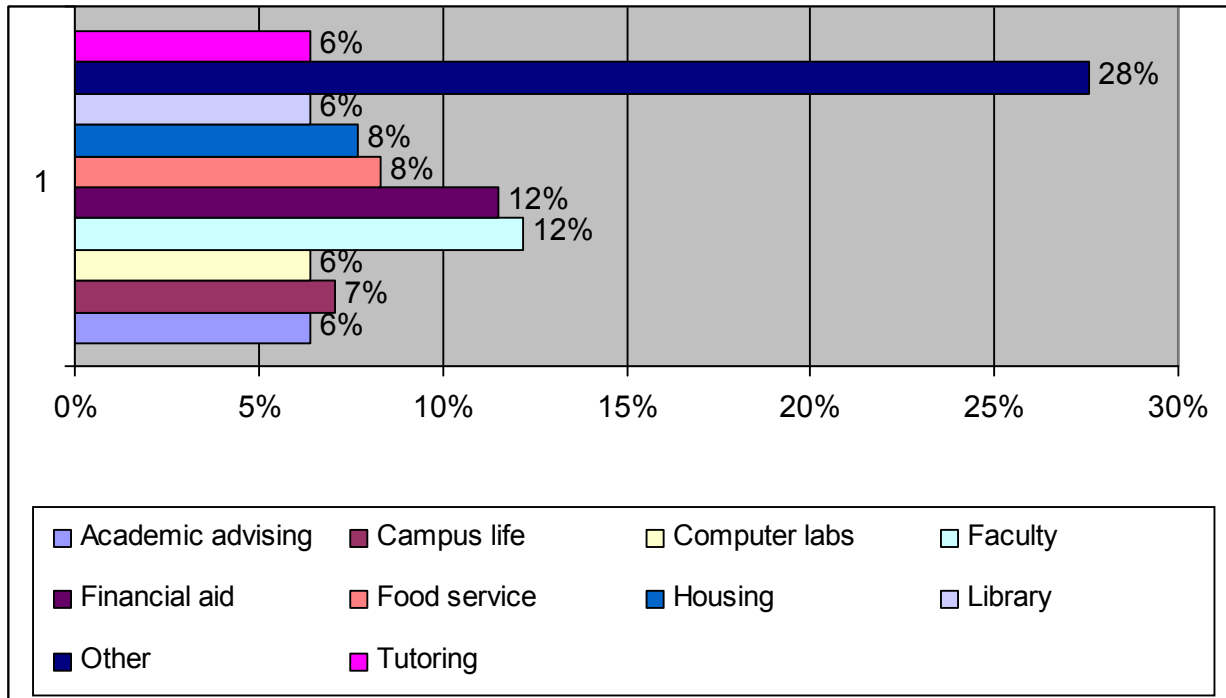


**Areas in which Graduating Seniors felt barriers at Central State that negatively affected their academic performance**



SOURCE: Spring 2011 *Graduating Senior Survey*

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



SOURCE: Spring 2011 *Graduating Senior Survey*

**Classroom Instruction**

The instructor clarified the students’ responsibilities and the grading procedures in the course	
Agree – Strongly Agree	92%
Disagree –Strongly Disagree	6
No comment	2

The instructor clearly and effectively communicated the subject matter	
Agree – Strongly Agree	88%
Disagree –Strongly Disagree	9
No comment	3

The instructor stimulated interest in course material	
Agree – Strongly Agree	87%
Disagree –Strongly Disagree	10
No comment	3

The instructor seemed genuinely concerned with the students’ progress and was actively helpful	
Agree – Strongly Agree	87%
Disagree –Strongly Disagree	7
No comment	6

The instructor was well organized and used class time well	
Agree – Strongly Agree	91%
Disagree –Strongly Disagree	6
No comment	3

The instructor used evaluation methods that reflected student achievement of the course objectives	
Agree – Strongly Agree	89%
Disagree –Strongly Disagree	7
No comment	4

SOURCE: *Student Evaluation of Instructor and Instruction*, 2010-2011 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 2011 even though not all faculty members advise.

Sociology & criminal Justice	1:65	Social Work	1:32	Chemistry	1:06
Communications	1:50	Political Science	1:14	Music	1:08
Psychology	1:43	Accounting/Finance/Econ.	1:13	History	1:04
Professional Education	1:41	Art	1:14	Mathematics	1:02
Business Administration	1:40	MFE & INT	1:11	English	1:01
Biology	1:27	Recreation	1:06		
Computer Science	1:27	WRM/ENE/GEL/GEO	1:07		