



# FACT BOOK



Office of Assessment & Institutional Research

2010  
edition

January, 2010

To *Fact Book* Reader:

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

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

Sincerely,

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

Mohammed Ali,  
Director

[mali@centralstate.edu](mailto:mali@centralstate.edu)

# CENTRAL STATE UNIVERSITY

## FACT BOOK

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## Quick Reference

**President:** John W. Garland, Esq.

During the first two decades, Dr. Charles H. Wesley, who had been president of Wilberforce University before the split in 1947, led Central State. In the years since Dr. Wesley's retirement, there have been nine changes in the administrative leadership of the institution:

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

**Established:** 1887

**Congressional District:** 7

**University Accreditation:** 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:** Arts & Sciences, Business & Industry, and Education

**Degree Programs:** Baccalaureate (33), Master's (1)

<b>Student Enrollment</b>		
<i>Fall 2009</i>		
	Headcount	FTE
Undergraduate	2,400	2,270
Freshman	52%	1,257
Sophomore	17	415
Junior	13	312
Senior	16	380
Unclassified	1	35
Graduate	<u>37</u>	<u>17</u>
<b>TOTAL</b>	<b>2,436</b>	<b>2,287</b>

<b>Average Class Size</b>	
<i>Fall 2009</i>	
< 1000 Level	20
1000 - 2000 Level	22
3000 - 4000 Level	10
5000 - 7000 Level	7
Student – Faculty Ratio (FTE) 16:1	

<b>*Operating Revenue</b>	
<i>Fiscal Year 2009</i>	
Tuition, Fees, Other Charges	\$ 16,392,184
State, local, private grants and contracts	2,588,680
Federal Grants, Contracts	12,806,625
Other Sources	<u>1,603,464</u>
<b>TOTAL</b>	<b>\$33,390,953</b>

<b>Degrees Awarded</b>	
<i>Academic Year 2008-2009</i>	
Baccalaureate	182
Master	<u>6</u>
<b>TOTAL</b>	<b>188</b>

<b>Tuition and Fees</b>		
<i>Academic Year 2009-2010</i>		
	Ohio	Non-OH
Undergraduate	\$5,294	\$11,806
Graduate	6,696	11,496

<b>Employee Headcount</b>	
<i>Fall 2009</i>	
Faculty	198
Administrative/ Professional	183
Civil Service	<u>166</u>
<b>TOTAL</b>	<b>547</b>

<b>Room and Board</b>	
<i>Academic Year 2009-2010</i>	
Room Charge	\$ 4,256
Board Charge	3,464

<b>Full-Time Instructional Faculty</b>	
<i>Fall 2009</i>	
Count	113
Tenured	48%
With Terminal Degree	65%

\* Please see page 6 for details

## The History of Central State University

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

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

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

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

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

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

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

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

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

## Location

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

From a single brick building erected in 1890, the Central State University campus has grown to a total of 42 principal structures. In 1974, within a few seconds on April 3, more than half of the University facilities were destroyed as a tornado struck the campus and nearby communities.

Following the devastation, a campus plan was developed to create a new Central State University and return the campus to its natural beauty.

Central State University has facilities valued in excess of \$225 million, ranging from a power plant on the east side of campus to the new Center for Education and Natural Sciences.

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

## Purpose

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

## University Mission

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

Central State University is dedicated to:

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

## Program Inventory, Academic Year 2008 - 2009

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

## Program Inventory, Academic Year 2008 - 2009 (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
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 2005-2009

**Revenue Sources**

	FY2005	FY2006	FY2007	FY2008	FY2009
Tuition and Fees	\$ 5,766,473	\$ 5,587,296	\$6,804,534	\$7,804,515	\$8,563,446
Federal Grants, Contracts *	18,405,871	11,239,553	9,140,863	8,171,837	8,280,357
State, Local, Private Grants & Cont.	1,842,579	3,302,531	2,520,678	2,588,680	3,008,154
Auxiliary Activities	6,176,133	6,119,996	7,483,811	8,587,669	9,019,995
Other Sources	1,138,648	2,522,358	1,779,983	1,603,464	2,389,954
<b>Total Operating Revenue</b>	<b>\$33,329,704</b>	<b>\$28,771,734</b>	<b>\$27,729,869</b>	<b>\$28,756,165</b>	<b>\$31,261,906</b>
Federal PELL Grant Approp. *		3,475,779	3,824,643	4,634,788	5,823,775
State Appropriations	16,505,519	15,796,182	16,868,855	21,896,930	21,823,485
State Capital Appropriations	3,262,556	9,469,494	1,930,209	534,552	10,246,035
Gain (loss) on sale of fixed assets				(4,030)	(600)
Investment Income	159,834	333,794	391,847	309,185	64,010
<b>Total Revenue</b>	<b>\$53,257,613</b>	<b>\$57,846,983</b>	<b>\$50,745,423</b>	<b>\$56,127,590</b>	<b>\$69,218,611</b>

**Expenditure Allocations**

Instruction	\$ 8,901,428	\$ 9,175,810	\$ 9,361,732	\$10,671,231	\$11,543,098
Research and Public Service	9,500,333	7,238,858	4,261,094	3,673,153	4,438,834
Academic Support	4,316,912	5,120,540	6,120,578	7,497,880	7,836,166
Student Services	3,430,647	3,288,070	3,467,032	3,886,782	3,774,595
Institutional Administration	6,222,238	7,655,066	7,548,291	11,025,647	8,940,978
Scholarships & Fellowships	2,270,436	2,896,132	3,181,185	2,059,691	2,312,544
Operation and Plant Maintenance	4,404,289	4,362,369	4,692,407	4,835,959	5,353,119
Auxiliary Enterprises	8,945,430	8,813,616	9,253,002	10,348,705	10,557,742
Depreciation	2,595,980	2,703,298	2,764,761	3,040,542	3,212,555
<b>Total Operating Expenses</b>	<b>\$50,587,693</b>	<b>\$51,253,759</b>	<b>\$50,650,082</b>	<b>\$57,039,590</b>	<b>\$57,969,631</b>
Interest Expense	128,238	138,329	111,692	103,447	98,747
Nonmandatory Transfers	0	0	0	0	0
<b>Total Expenses</b>	<b>\$50,715,931</b>	<b>\$51,392,088</b>	<b>\$50,761,774</b>	<b>\$57,143,037</b>	<b>\$58,068,378</b>

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, 2005/06 to 2009/2010****Tuition (12-18 credit hours)**

	2005/06	2006/07	2007/08	2008/2009	2009/2010
<b>Resident</b>					
Undergraduate	\$ 2,726	\$ 2,890	\$ 2,890	\$ 2,890	\$ 2,890
Graduate	6,312	6,696	6,696	6,696	6,696
<b>Non-Resident</b>					
Undergraduate	\$ 8,546	\$ 9,058	\$ 9,058	\$ 9,058	\$ 9,402
Graduate	10,848	11,496	11,496	11,496	11,496

**Mandatory Fees**

Combined Fees	1,530	1,622	1,622	1,622	1,622
General Fee	--	--	--	--	--
Athletic Fee	--	--	--	--	--
Student Union Fee	--	--	--	--	--
Lab Fee	--	--	--	--	--
Yearbook Fee	--	--	--	--	--
<b>Health Services Fee &amp; Insurance</b>	<b>738</b>	<b>782</b>	<b>782</b>	<b>782</b>	<b>782</b>
<b>TOTAL</b>	<b>\$ 4,994</b>	<b>\$ 5,294</b>	<b>\$ 5,294</b>	<b>\$ 5,294</b>	<b>\$ 5,294</b>

SOURCE: Central State University Catalog

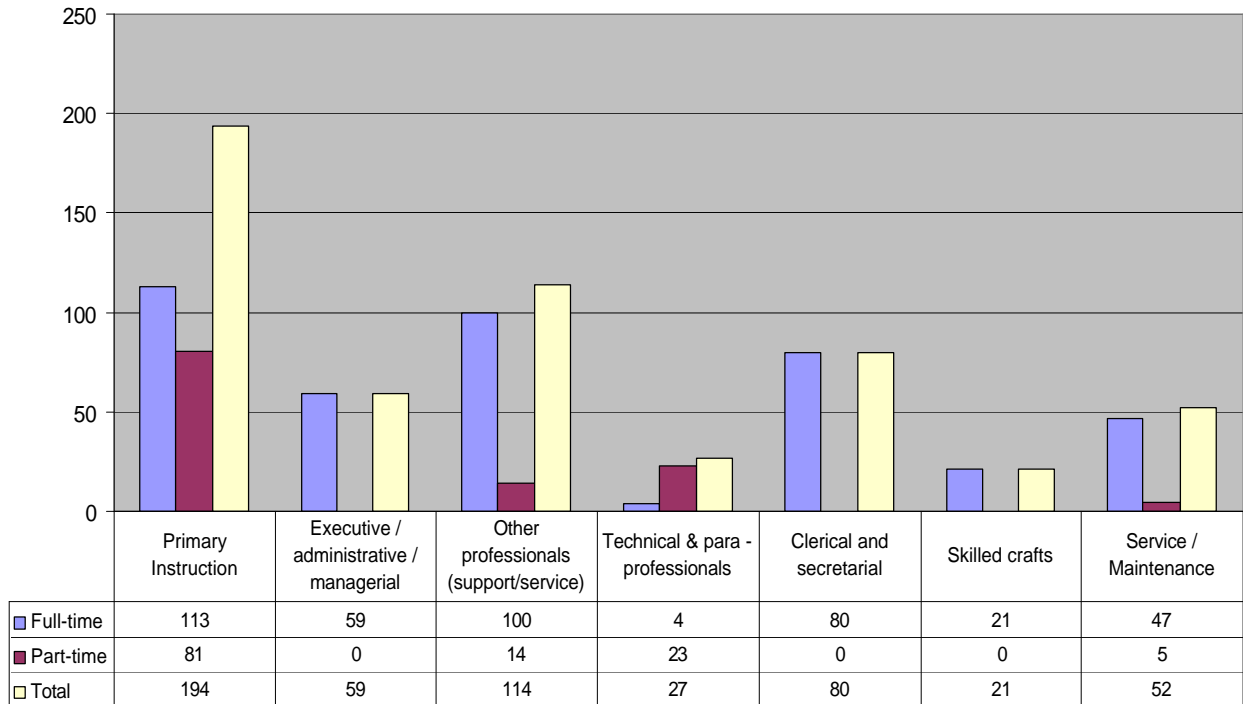
Prepared by the Office of Assessment and Institutional Research

**Full-Time and Part-Time Employees by Assigned Position  
As of November 1, 2009**

	<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>	113	106	81	70	194	176
<b>Executive/administrative/managerial</b>	59	58	0	0	59	58
<b>Other professionals (support/service)</b>	100	102	14	4	114	106
<b>Technical and paraprofessionals</b>	4	4	23	25	27	29
<b>Clerical and secretarial</b>	80	77	0	1	80	78
<b>Skilled crafts</b>	21	24	0	0	21	24
<b>Service/Maintenance</b>	47	49	5	8	52	57
<b>Total</b>	<b>424</b>	<b>420</b>	<b>123</b>	<b>108</b>	<b>547</b>	<b>528</b>

SOURCE: IPEDS Human Resources 2009-10

**Full-Time and Part-Time Employees by Assigned Position  
As of November 1, 2009**

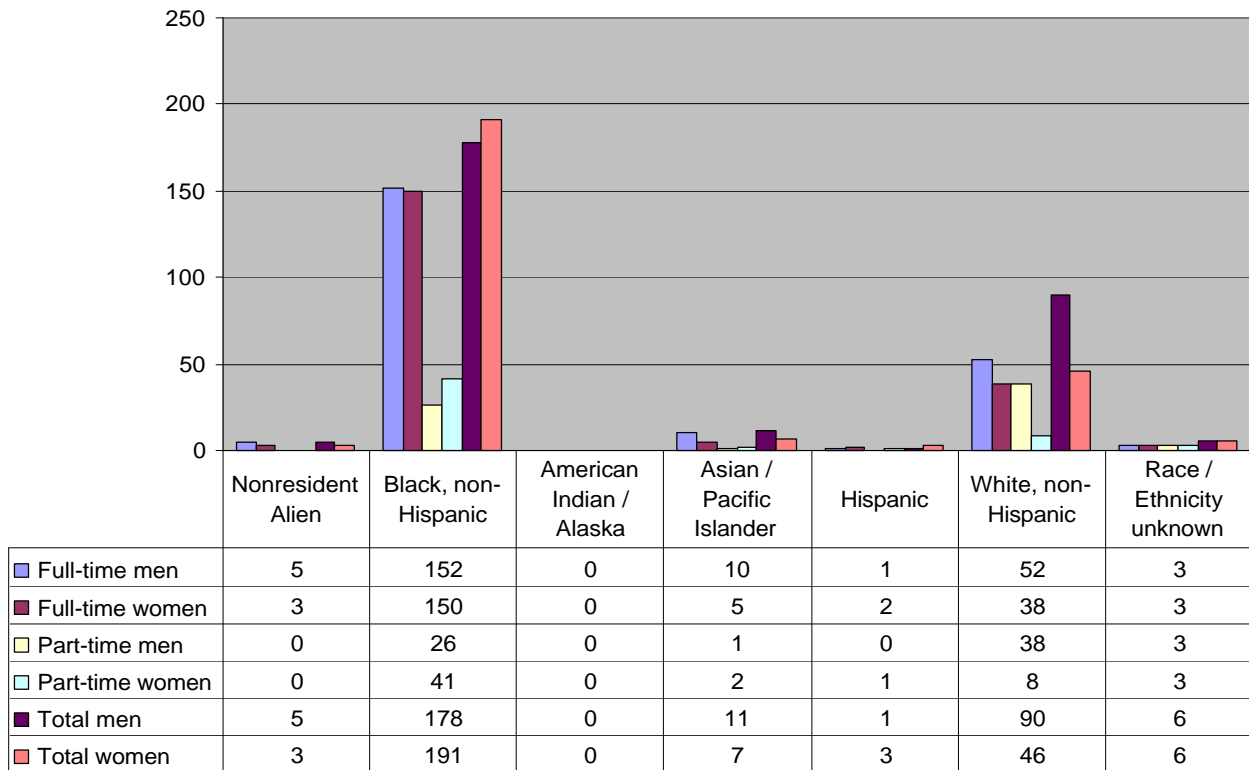


**Total number of Staff by Employment Status, Gender, and Race/Ethnicity  
As of November 1, 2009**

	<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>	5	3	0	0	5	3
<b>Black, non-Hispanic</b>	152	150	26	41	178	191
<b>American Indian / Alaska Native</b>	0	0	0	0	0	0
<b>Asian / Pacific Islander</b>	10	5	1	2	11	7
<b>Hispanic</b>	1	2	0	1	1	3
<b>White, non-Hispanic</b>	52	38	38	8	90	46
<b>Race / Ethnicity unknown</b>	3	3	3	3	6	6
<b>Total</b>	<u>223</u>	<u>201</u>	<u>68</u>	<u>55</u>	<u>291</u>	<u>256</u>

SOURCE: IPEDS Human Resources 2009-10

**Total number of Staff by Employment Status, Gender, and Race/Ethnicity  
As of November 1, 2009**

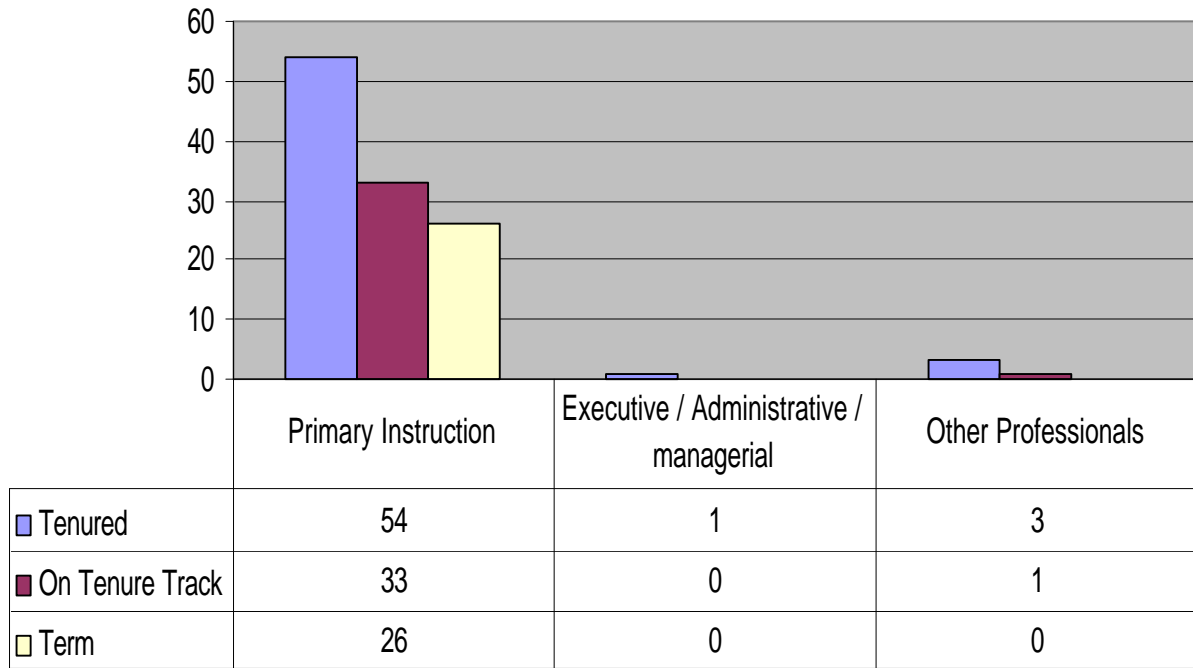


**Full-time Staff by Faculty Status  
As of November 1, 2009**

	Tenured	On Tenure Track	Term	Total
Primary Instruction	54	33	26	113
Executive / Administrative / Managerial	1	0	0	1
Other Professionals	3	1	0	4

SOURCE: IPEDS Human Resources 2009-10

**Full-time Staff by Faculty Status  
As of November 1, 2009**

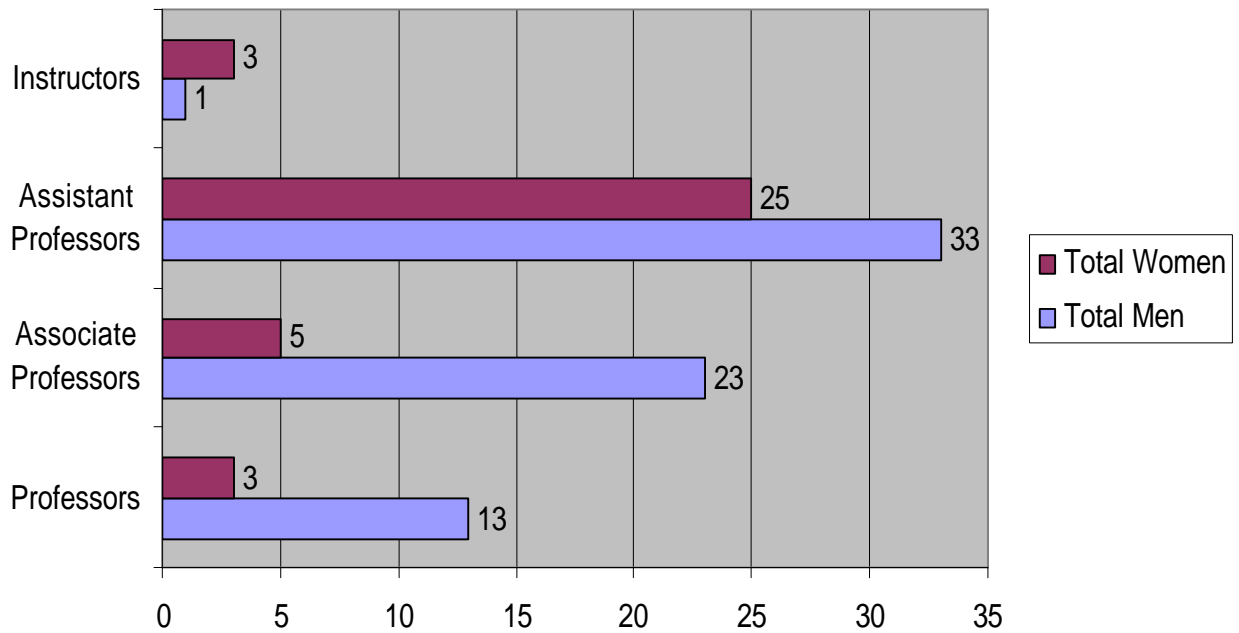


**Full-time Instructional Staff by Gender and Academic Rank  
As of November 1, 2009**

	Total Men	Total Women	Total
Professors	18	3	21
Associate Professors	21	9	30
Assistant Professors	35	22	57
Instructors	1	4	5

SOURCE: IPEDS Human Resources 2009-10

**Full-time Instructional Staff by Gender and Academic Rank  
As of November 1, 2009**

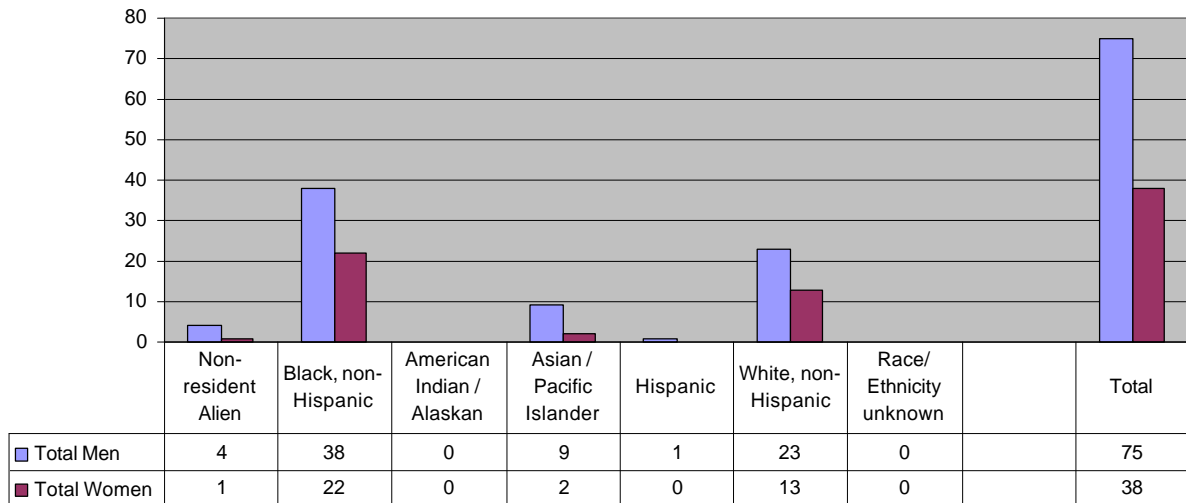


**Full-time Instructional Staff by Gender and Ethnicity  
As of November 1, 2009**

	Total Men	Total Women
Nonresident Alien	4	1
Black, non-Hispanic	38	22
American Indian / Alaskan Native	0	0
Asian / Pacific Islander	9	2
Hispanic	1	0
White, non-Hispanic	23	13
Race/ Ethnicity unknown	0	0
<b>Total</b>	<b>75</b>	<b>38</b>

SOURCE: IPEDS Human Resources 2009-10

**Full-time Instructional Staff by Gender and Ethnicity  
As of November 1, 2009**



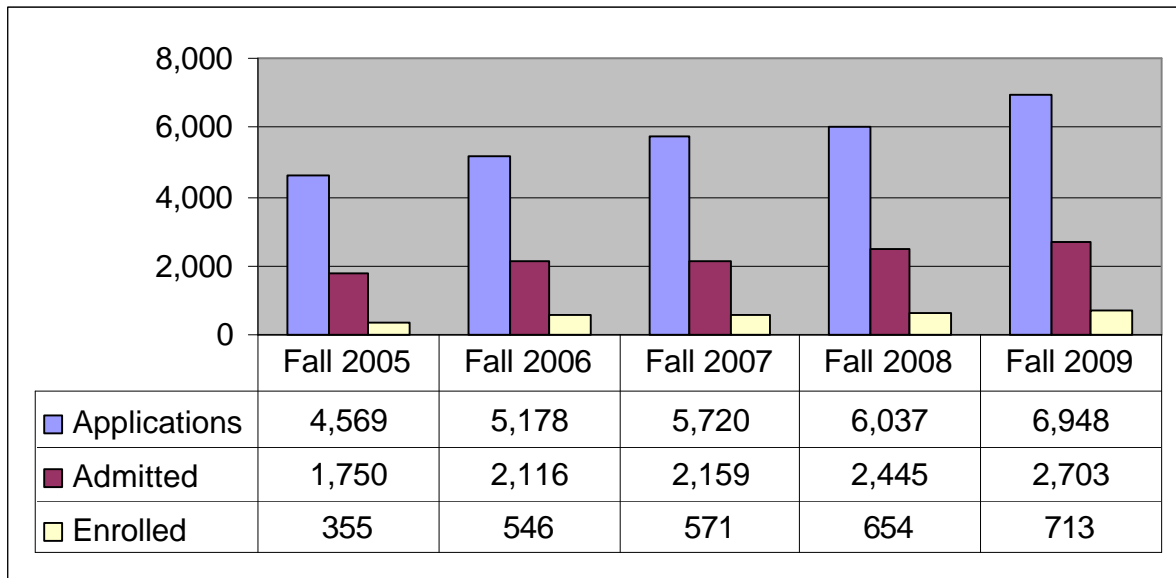
**Applications, Admittance, and Enrolled, Fall Terms 2005-2009**

	2005	2006	2007	2008	2009
<b><u>First-time Freshmen (full- and part-time)</u></b>					
Applications <sup>1</sup>	4,569	5,178	5,720	6,037	6,948
Admitted	1,750	2,116	2,159	2,445	2,703
Enrolled	355	546	571	654	713
Ratio of Enrolled to Admitted	31.2%	20.3%	26.4%	27.0%	26.4%

<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 2005-2009**

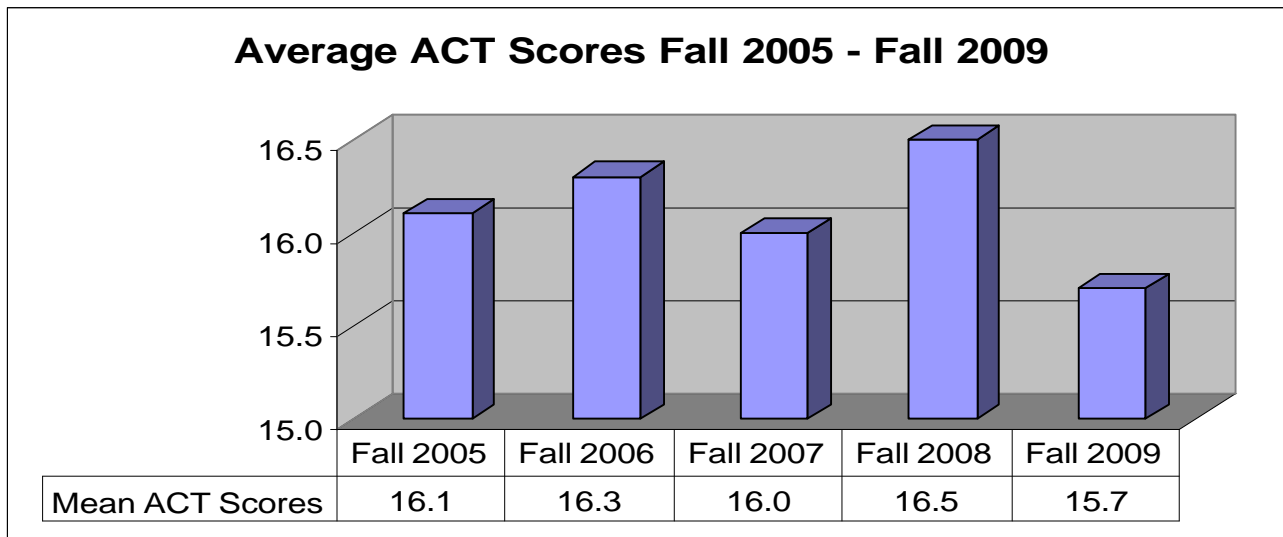


**New Freshman ACT Composite Scores, 2005-2009**

ACT Score	Fall 2005			Fall 2006			Fall 2007			Fall 2008			Fall 2009		
	N	%	Cum %	N	%	Cum %	N	%	Cum %	N	%	Cum %	N	%	Cum %
>=31															
30															
29				1	0.2	0.2									
28				1	0.2	0.5									
27				1	0.2	0.7				1	0.2	0.2			
26	2	0.6	0.7	3	0.5	1.4				2	0.4	0.5			
25	0	0.0	0.7	1	0.2	1.6	2	0.4	0.4	3	0.5	1.1	1	0.2	0.2
24	0	0.0	0.7	3	0.5	2.3	2	0.4	0.9	3	0.5	1.6	2	0.3	0.5
23	4	1.1	2.1	7	1.3	3.9	6	1.1	2.2	6	1.1	2.7	1	0.2	0.6
22	3	0.8	3.1	3	0.5	4.6	10	1.8	4.4	5	0.9	3.6	12	1.9	2.6
21	12	3.4	7.2	13	2.4	7.6	16	2.8	7.9	21	3.8	7.3	16	2.6	5.2
-----															
20	12	3.4	11.3	21	3.8	12.4	19	3.3	12.1	38	6.8	14.1	17	2.8	7.9
19	18	5.1	17.5	24	4.4	17.9	35	6.1	19.8	43	7.7	21.8	30	4.9	12.8
18	31	8.7	28.1	52	9.5	29.8	42	7.4	29.1	56	10.2	32.0	48	7.8	20.6
17	29	8.2	38.0	56	10.3	42.7	41	7.2	38.1	84	15.0	47.0	77	12.5	33.0
16	40	11.3	51.7	65	11.9	57.6	50	8.8	49.1	92	16.5	63.5	97	15.7	48.7
15	52	14.6	69.5	69	12.6	73.4	72	12.6	65.0	72	12.9	76.4	113	18.3	67.0
14	45	12.7	84.9	56	10.3	86.2	70	12.3	80.4	61	10.9	87.3	99	16.0	83.0
13	23	6.5	92.8	35	6.4	94.3	52	9.1	91.9	39	7.0	94.3	62	10.0	93.0
12	19	5.4	99.3	13	2.4	97.2	27	4.7	97.8	22	3.9	98.2	28	4.5	97.6
11	1	0.3	99.7	9	1.6	99.3	8	1.4	99.6	7	1.3	99.5	14	2.3	99.8
=<10	1	0.3	100.0	3	0.6	100.0	2	0.4	100.0	3	0.6	100.0	1	0.2	100.0
Subtotal	292	82%		436	80%		454	80%		558	85%		618	87%	
Unreported	63			110			117			96			95		
<b>TOTAL</b>	<b>355</b>			<b>546</b>			<b>571</b>			<b>654</b>			<b>713</b>		
<b>MEAN</b>	<b>16.1</b>			<b>16.3</b>			<b>16.0</b>			<b>16.5</b>			<b>15.7</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 College.

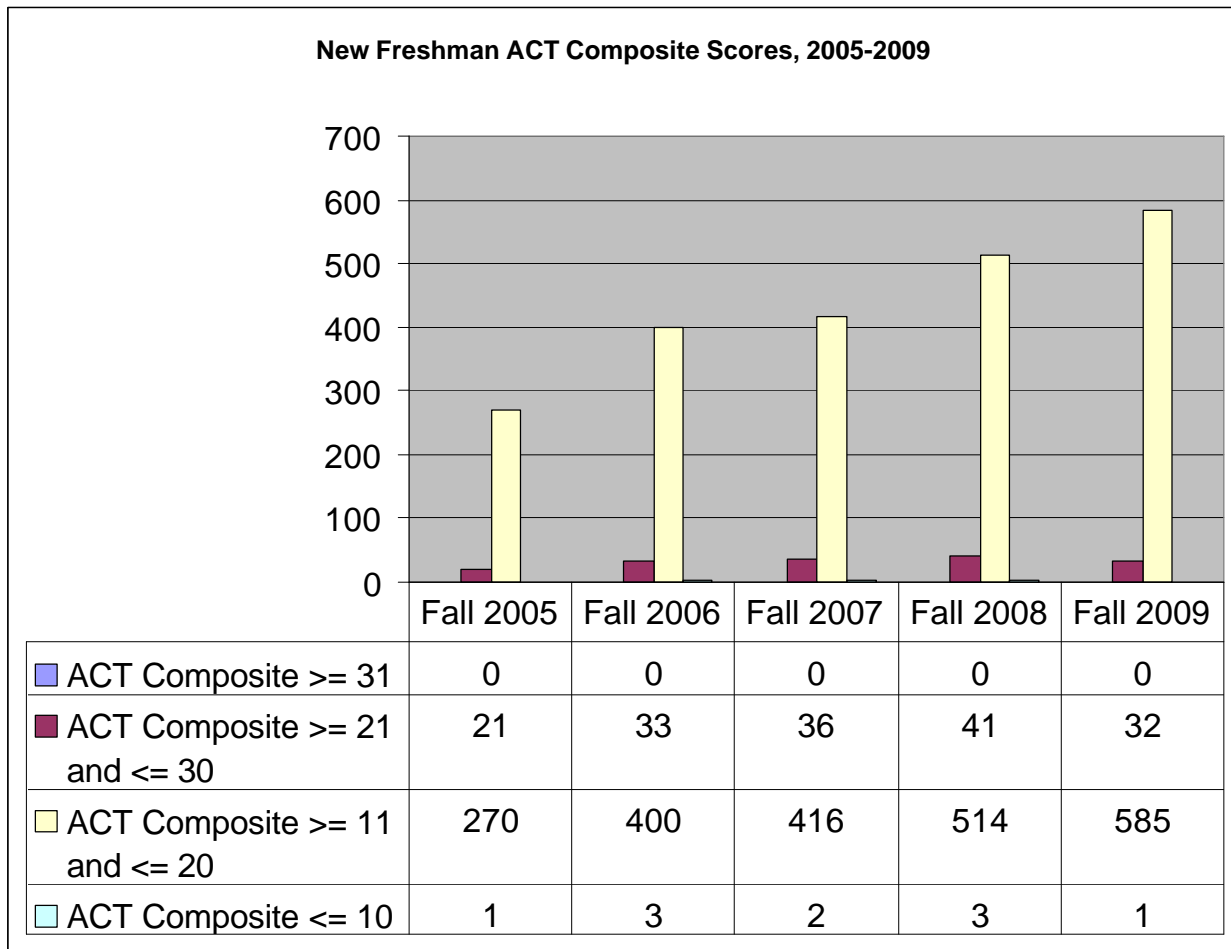




**New Freshman ACT Composite Scores Ranges, 2005-2009**

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
ACT Composite $\geq$ 31	0	0	0	0	0
ACT Composite $\geq$ 21 and $\leq$ 30	21	33	36	41	32
ACT Composite $\geq$ 11 and $\leq$ 20	270	400	416	514	585
ACT Composite $\leq$ 10	1	3	2	3	1
<b>Total</b>	<b>292</b>	<b>436</b>	<b>454</b>	<b>558</b>	<b>618</b>

Source: ACT Class Profile Report.



**New Freshman High School Grade Point Averages, 2005-2009**

HS GPA	Fall 2005 <sup>1</sup>			Fall 2006 <sup>1</sup>			Fall 2007 <sup>1</sup>			Fall 2008 <sup>1</sup>			Fall 2009 <sup>1</sup>		
	N	%	Cum %	N	%	Cum %	N	%	Cum %	N	%	Cum %	N	%	Cum %
4.0	2	0.6	0.6	1	0.2	0.2	0	0.0	0.0	0	0.0	0.0	1	0.1	0.1
3.9	0	0.0	0.0	3	0.5	0.7	2	0.4	0.4	5	0.8	0.8	1	0.1	0.3
3.8	2	0.6	1.2	3	0.5	1.3	1	0.2	0.5	2	0.3	1.1	4	0.6	0.9
3.7	1	0.3	1.5	3	0.5	1.9	8	1.4	2.0	4	0.6	1.7	1	0.1	1.0
3.6	3	0.8	2.3	5	0.9	2.8	7	1.2	3.3	6	0.9	2.6	10	1.4	2.4
3.5	6	1.7	4.1	7	1.3	4.1	8	1.4	4.7	9	1.4	4.0	6	0.6	3.3
3.4	5	1.4	5.6	9	1.6	5.7	7	1.2	6.0	7	1.1	5.1	6	0.9	4.1
3.3	7	2.0	7.6	19	3.5	9.3	11	1.9	8.0	17	2.6	7.8	9	1.3	5.4
3.2	13	3.7	11.4	16	2.9	12.2	17	3.0	11.0	16	2.5	10.3	15	2.1	7.6
3.1	10	2.8	14.4	21	3.8	16.1	20	3.5	14.6	16	2.5	12.8	20	2.9	10.4
3.0 <sup>a</sup>	11	3.1	17.6	37	6.8	23.0	20	3.5	18.3	28	4.4	17.1	16	2.3	12.7
-----															
2.9	14	3.9	21.7	20	3.7	26.7	19	3.3	21.7	22	3.4	20.6	22	3.1	15.9
2.8	15	4.2	26.1	21	3.8	30.6	30	5.3	27.1	36	5.6	26.2	41	5.9	21.7
2.7	24	6.8	33.1	19	3.5	34.1	24	4.2	31.5	35	5.5	31.6	28	4.0	25.7
2.6 <sup>b</sup>	26	7.3	40.8	27	4.9	39.1	36	6.3	38.0	25	3.9	35.5	32	4.6	30.3
2.5	20	5.6	46.6	51	9.3	48.5	42	7.4	45.6	49	7.6	43.1	62	8.9	39.1
2.4	31	8.7	55.7	29	5.3	53.9	31	5.4	51.2	46	7.2	50.3	57	8.1	47.3
2.3	22	6.2	62.2	37	6.8	60.7	42	7.4	58.8	56	8.7	59.0	59	8.4	55.7
2.2	27	7.6	70.1	34	6.2	67.0	47	8.2	67.3	44	6.9	65.9	66	9.4	65.1
2.1	30	8.5	78.9	42	7.7	74.8	45	7.9	75.4	49	7.6	73.5	55	7.9	73.0
2.0 <sup>c</sup>	34	9.6	88.9	38	7.0	81.9	40	7.0	82.6	54	8.4	81.9	64	9.1	82.1
<= 1.9	38	10.8	100.0	97	17.9	100.0	96	16.9	100.0	116	18.2	100.0	125	17.7	100.0
-----															
Subtotal	341			540			553			642			700		
Unreported	14			6			18			12			13		
<b>TOTAL</b>	<b>355</b>			<b>546</b>			<b>571</b>			<b>654</b>			<b>713</b>		
-----															
<b>MEAN</b>	<b>2.48</b>			<b>2.46</b>			<b>2.43</b>			<b>2.41</b>			<b>2.40</b>		

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

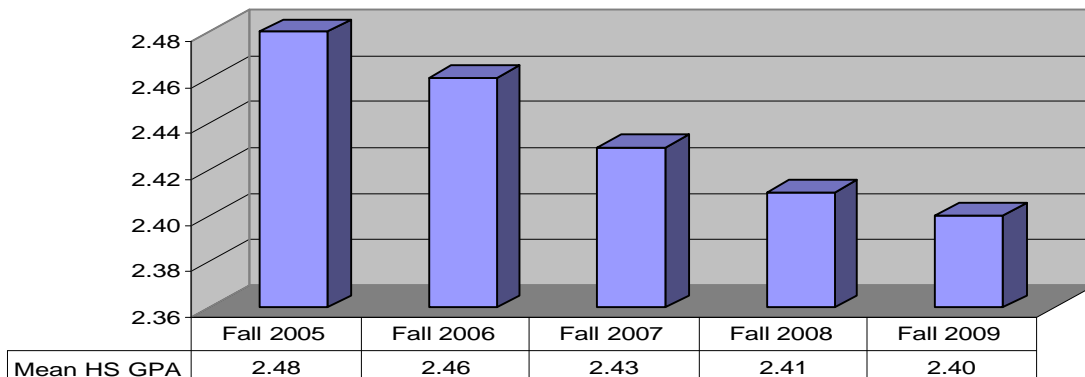
<sup>a</sup> “3.0 or Above” for Fall 2005 and Fall 2009

<sup>b</sup> “2.6 – 2.9” for Fall 2005 and Fall 2009

<sup>c</sup> “2.0 – 2.5” for Fall 2005 and Fall 2009

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

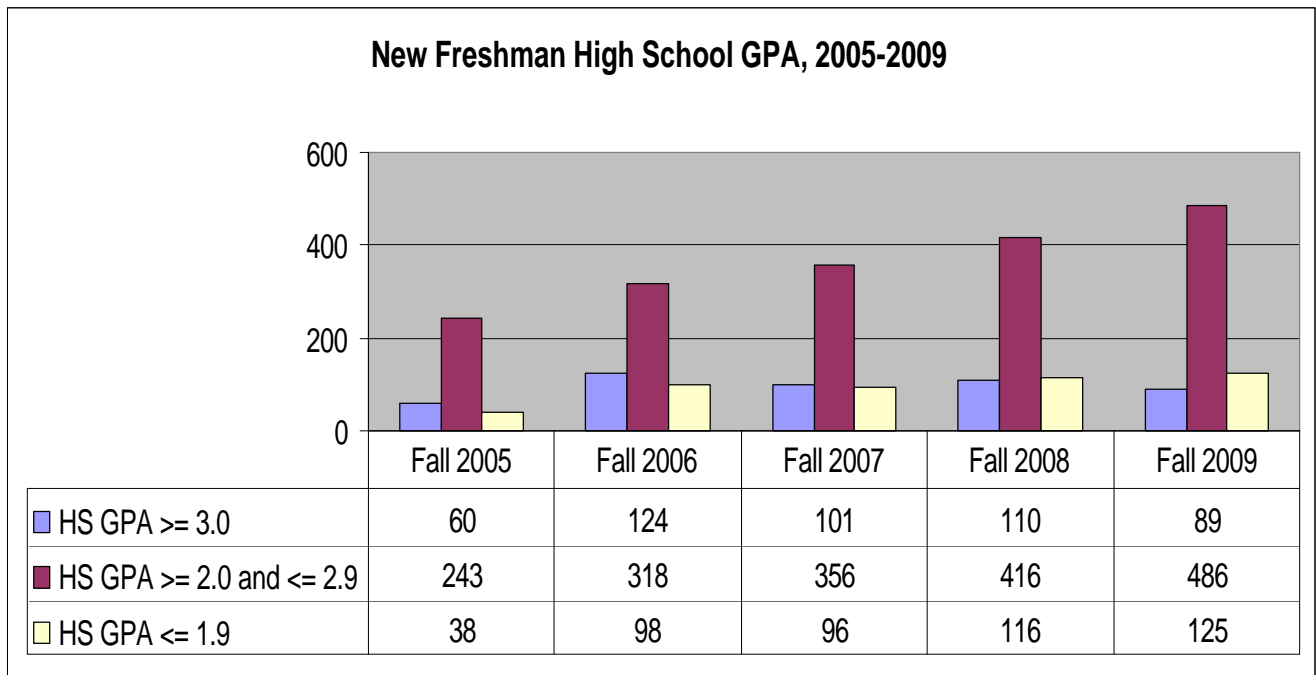
**Average High School GPA Scores Fall 2005 - Fall 2009**



**New Freshman High School GPA Ranges, 2005-2009**

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
HS GPA $\geq$ 3.0	60	124	101	110	89
HS GPA $\geq$ 2.0 and $\leq$ 2.9	243	318	356	416	486
HS GPA $\leq$ 1.9	38	98	96	116	125
Total	341	540	553	642	700

Source: Banner Information System



**New Freshman Geographic Origins, Fall Terms 2005-2009**

	2005 <sup>1</sup>		2006 <sup>1</sup>		2007 <sup>1</sup>		2008 <sup>1</sup>		2009 <sup>1</sup>	
	N	%	N	%	N	%	N	%	N	%
<b>OHIO<sup>2</sup></b>	<b>230</b>	<b>65</b>	<b>294</b>	<b>54</b>	<b>298</b>	<b>52</b>	<b>319</b>	<b>49</b>	<b>359</b>	<b>50</b>
<b>Akron</b>	13	6%	8	3%	7	2%	8	3%	11	3%
<b>Athens</b>	1	0	0	0	0	0	0	0	0	0
<b>Canton</b>	2	1	4	1	3	1	2	1	3	1
<b>Chillicothe</b>	2	1	1	0	1	0	0	0	3	1
<b>Cincinnati</b>	40	17	61	21	70	23	70	22	84	23
<b>Cleveland</b>	40	17	44	15	47	16	54	17	77	21
<b>Columbus</b>	46	20	70	24	46	15	62	19	76	21
<b>Dayton</b>	69	30	76	26	99	33	103	32	85	24
<b>Lima</b>	2	1	2	1	2	1	1	0	1	0
<b>Mansfield</b>	1	0	10	3	4	1	9	3	1	0
<b>Steubenville</b>	0	0	0	0	3	1	1	0	0	0
<b>Toledo</b>	7	3	10	3	10	3	7	2	12	3
<b>Youngstown</b>	6	3	8	3	6	2	2	1	5	1
<b>Zanesville</b>	1	0	0	0	0	0	0	0	1	0
<b>CALIFORNIA</b>	<b>7</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>4</b>	<b>1</b>	<b>3</b>	<b>0</b>
<b>ILLINOIS</b>	<b>30</b>	<b>8</b>	<b>63</b>	<b>12</b>	<b>84</b>	<b>15</b>	<b>111</b>	<b>17</b>	<b>129</b>	<b>18</b>
<b>INDIANA</b>	<b>5</b>	<b>1</b>	<b>21</b>	<b>4</b>	<b>18</b>	<b>3</b>	<b>19</b>	<b>3</b>	<b>18</b>	<b>3</b>
<b>KENTUCKY</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>
<b>MICHIGAN</b>	<b>51</b>	<b>14</b>	<b>91</b>	<b>17</b>	<b>97</b>	<b>17</b>	<b>134</b>	<b>20</b>	<b>155</b>	<b>22</b>
<b>PENNSYLVANIA</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	<b>1</b>	<b>12</b>	<b>2</b>	<b>4</b>	<b>1</b>
<b>OTHER STATES</b>	<b>25</b>	<b>7</b>	<b>71</b>	<b>13</b>	<b>62</b>	<b>11</b>	<b>51</b>	<b>8</b>	<b>44</b>	<b>6</b>
<b>UNKNOWN</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>INTERNATIONAL</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>TOTAL</b>	<b>355</b>	<b>100%</b>	<b>546</b>	<b>100%</b>	<b>571</b>	<b>100%</b>	<b>654</b>	<b>100%</b>	<b>713</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 2009 Semester Enrollment Report**

*Fall Enrollment Headcount*

	2005	2006	2007	2008	2009
<i>Undergraduates</i>	1617	1747	1997	2142	2401
<i>Graduates</i>	6	19	25	29	35
<b>Totals</b>	<b>1623</b>	<b>1766</b>	<b>2022</b>	<b>2171</b>	<b>2436</b>

Fall FTE

	2005	2006	2007	2008	2009
<b>Undergraduate</b>	1472	1657.5	1913	2043	2270
<i>Graduate</i>	3	8.7	9	12	17
<b>Total FTE</b>	<b>1475</b>	<b>1666.2</b>	<b>1922</b>	<b>2055</b>	<b>2287</b>

*\*Total FTE does not include students' withdrawn w/record prior to the Official Census date (8/31/09)*

**Fall Quarter/Semester Enrollment Statistics**

Year	Classification	Male	%	Female	%	Gender Unknown	%	Full-Time	%	Part-Time	%	In-State	%	Out-State	%	Residence Hall	%	Commuter	%
05	<i>Undergraduates</i>	819		798		0		1448		169		1132		485		933		684	
	<i>Graduates</i>	3		3		0		1		5		5		1		0		6	
	<b>Total</b>	<b>822</b>	<b>51%</b>	<b>801</b>	<b>49%</b>	<b>0</b>		<b>1449</b>	<b>89%</b>	<b>174</b>	<b>11%</b>	<b>1137</b>	<b>70%</b>	<b>486</b>	<b>30%</b>	<b>933</b>	<b>57%</b>	<b>690</b>	<b>43%</b>
06	<i>Undergraduates</i>	877		870		0		1580		167		1151		596		1042		705	
	<i>Graduates</i>	8		11		0		4		15		18		1		0		19	
	<b>Total</b>	<b>885</b>	<b>50%</b>	<b>881</b>	<b>50%</b>	<b>0</b>		<b>1584</b>	<b>90%</b>	<b>182</b>	<b>10%</b>	<b>1169</b>	<b>66%</b>	<b>597</b>	<b>34%</b>	<b>1042</b>	<b>59%</b>	<b>724</b>	<b>41%</b>
07	<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>
08	<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>
09	<i>Undergraduates</i>	1219		1182		0		2230		171		1447		954		1406		995	
	<i>Graduates</i>	12		23		0		6		29		35		0		0		35	
	<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>

### Fall to Fall Enrollment Comparison

	<i>Total Enrollment</i>	<i>Headcount Increase/Decrease</i>	<i>Percentage Increase/Decrease</i>
<i>Fall 2004-2005</i>	1820-1623	-197	-11.0 %
<i>Fall 2005-2006</i>	1623-1766	+143	+9.0 %
<i>Fall 2006-2007</i>	1766-2022	+256	+14.0 %
<i>Fall 2007-2008</i>	2022-2171	+149	+7.0 %
<i>Fall 2008-2009</i>	2171-2436	+265	+12.0 %

### Special Enrollments

<i>Category</i>	<i>Fall 2005</i>	<i>%</i>	<i>Fall 2006</i>	<i>%</i>	<i>Fall 2007</i>	<i>%</i>	<i>Fall 2008</i>	<i>%</i>	<i>Fall 2009</i>	<i>%</i>
<i>Consortium</i>	8	<1 %	5	<1 %	9	<1 %	7	<1 %	9	<1 %
<i>Cooperative Education</i>	1		1		1		4		2	<1 %
<i>CSU-West/Dayton*</i>	196	12 %	196	11 %	218	11 %	219	10%	249	10%
<i>Veterans</i>	14	<1 %	18	1 %	17	<1 %	25	1 %	33	1 %
<i>Faculty/Staff</i>	51	3 %	69	4 %	71	4 %	67	3 %	59	2 %
<i>International Students</i>	10	<1 %	10	<1 %	7	<1 %	8	1 %	4	<1 %

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

### Ethnic Enrollment

	<i>Fall 2005</i>	<i>%</i>	<i>Fall 2006</i>	<i>%</i>	<i>Fall 2007</i>	<i>%</i>	<i>Fall 2008</i>	<i>%</i>	<i>Fall 2009</i>	<i>%</i>
<i>African American</i>	1417	87%	1588	90 %	1852	92 %	2026	93%	2321	95%
<i>American Indian</i>	2	<1 %	4	<1 %	3	<1 %	5	<1 %	3	<1 %
<i>Asian American</i>	1	<1 %	4	<1 %	3	<1 %	2	<1 %	3	<1 %
<i>Caucasian American</i>	22	1 %	34	2 %	38	2 %	48	2 %	42	2 %
<i>Hispanic American</i>	14	<1 %	14	<1 %	19	1 %	19	<1 %	18	<1 %
<i>International Students</i>	10	<1 %	10	<1 %	7	<1 %	8	<1 %	4	<1 %
<i>Not Reported</i>	157	9 %	112	6 %	100	5 %	63	3 %	45	2 %
<b><i>Total</i></b>	<b>1623</b>		<b>1766</b>		<b>2022</b>		<b>2171</b>		<b>2436</b>	

### Enrollment by Classification

	<i>Fall 2005</i>	<i>%</i>	<i>Fall 2006</i>	<i>%</i>	<i>Fall 2007</i>	<i>%</i>	<i>Fall 2008</i>	<i>%</i>	<i>Fall 2009</i>	<i>%</i>
<i>Freshmen</i>	768	47%	864	49%	1034	51%	1124	52%	1257	52%
<i>Sophomores</i>	346	21%	333	19%	361	18%	381	18%	415	17%
<i>Juniors</i>	256	16%	260	15%	278	14%	291	13%	312	13%
<i>Seniors</i>	219	13%	270	15%	305	15%	320	15%	380	16%
<i>Graduate Students</i>	6	<1%	19	1%	25	1%	29	1%	35	1%
<i>Post-Baccalaureate</i>	28	2%	20	1%	19	1%	26	1%	37	1%
<b>Total Enrollments</b>	<b>1623</b>		<b>1766</b>		<b>2022</b>		<b>2171</b>		<b>2436</b>	

### Student Body Report

	<i>Fall 2005</i>	<i>%</i>	<i>Fall 2006</i>	<i>%</i>	<i>Fall 2007</i>	<i>%</i>	<i>Fall 2008</i>	<i>%</i>	<i>Fall 2009</i>	<i>%</i>
<i>Consortium</i>	8	<1%	5	<1%	9	<1%	7	<1%	9	<1%
<i>Continuing Students</i>	1067	66%	998	57%	1212	60%	1291	59%	1464	60%
<i>Graduate Students</i>	6	<1%	19	1%	25	1%	29	1%	35	1%
<i>New Freshmen</i>	355	22%	546	30%	571	28%	654	30%	713	29%
<i>Post-Baccalaureate</i>	28	2%	20	1%	19	1%	26	1%	37	1%
<i>Post-Secondary Option</i>	N/A		N/A		13	<1%	N/A		1	
<i>Re-admits</i>	32	2%	49	3%	39	2%	33	2%	32	1%
<i>Special</i>	7	<1%	10	<1%	10	<1%	9	<1%	2	<1%
<i>Transfer</i>	116	7%	118	7%	121	6%	120	6%	140	6%
<i>Transient</i>	4	<1%	1	<1%	3	<1%	2	<1%	4	<1%
<i>Undeclared</i>	0		0		0		0		0	
<b>Total Enrollments</b>	<b>1623</b>		<b>1766</b>		<b>2022</b>		<b>2171</b>		<b>2436</b>	

**In-State Students**

**County of Residence**

Adams	0	Fairfield	1	Licking	2	Portage	4
Allen	6	Fayette	3	Logan	0	Preble	0
Ashland	0	Franklin	226	Lorain	1	Putnam	0
Ashtabula	0	Fulton	0	Lucas	31	Richland	11
Athens	1	Gallia	1	Madison	1	Ross	0
Auglaize	0	Geauga	1	Mahoning	10	Sandusky	3
Belmont	0	Greene	180	Marion	1	Scioto	0
Brown	0	Guernsey	0	Medina	0	Seneca	1
Butler	22	Hamilton	222	Meigs	0	Shelby	1
Carroll	0	Hancock	0	Mercer	1	Stark	7
Champaign	1	Hardin	0	Miami	6	Summit	29
Clark	41	Harrison	0	Monroe	0	Trumbull	7
Clermont	1	Henry	0	Montgomery	409	Tuscarawas	0
Clinton	2	Highland	2	Morgan	0	Union	0
Columbiana	0	Hocking	0	Morrow	0	Van Wert	0
Coshocton	0	Holmes	0	Muskingum	0	Vinton	0
Crawford	0	Huron	1	Noble	0	Warren	6
Cuyahoga	224	Jackson	0	Ottawa	0	Washington	0
Darke	1	Jefferson	2	Paulding	0	Wayne	1
Defiance	0	Knox	0	Perry	0	Williams	0
Delaware	0	Lake	1	Pickaway	0	Wood	1
Erie	5	Lawrence	3	Pike	1	Wyandot	0
<b>TOTAL: 1,481</b>							

**Out-of-State Students**

Alabama	2	Indiana	65	Missouri	9	Texas	4
Alaska	1	Kansas	3	Nebraska	1	Virginia	2
Arizona	4	Kentucky	5	New Jersey	18	Washington DC	30
Arkansas	2	Louisiana	2	New York	19	Wisconsin	36
California	16	Maryland	13	North Carolina	1	Unknown	33
Connecticut	3	Massachusetts	1	Oklahoma	1		
Florida	11	Michigan	340	Pennsylvania	14		
Georgia	15	Minnesota	1	South Carolina	4		
Illinois	288	Mississippi	1	Tennessee	6	<b>TOTAL: 951</b>	

**International Students**

Ghana	2	Nigeria	1	Togo	1		
<b>TOTAL: 4</b>							

*GRAND TOTAL 2,436*



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

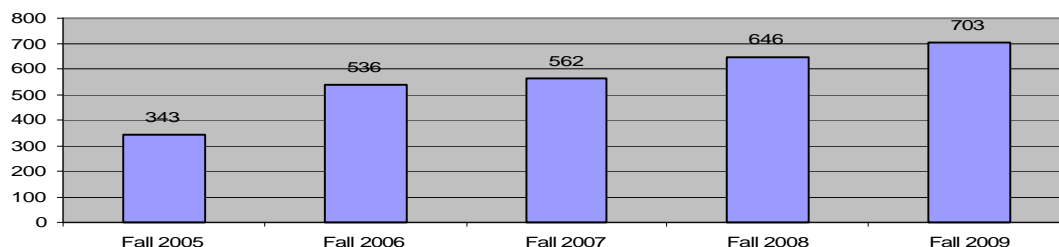
**Fall Terms 2000-2009**

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	
2000	307	Graduated By:	0.0%	0.0%	0.0%	11.7%	10.4%	4.2%	2.1%	1.0%	0.3%
		Still Enrolled:	58.0%	45.6%	37.5%	23.5%	10.1%	6.2%	2.9%	1.6%	1.3%
		Cohort Persistence:	58.0%	45.6%	37.5%	35.2%	20.5%	10.4%	5.0%	2.6%	1.6%
2001	389	Graduated By:	0.0%	0.0%	0.0%	8.5%	8.5%	4.1%	1.8%	0.0%	
		Still Enrolled:	54.8%	38.0%	32.4%	20.1%	10.3%	4.9%	1.3%	1.3%	
		Cohort Persistence:	54.8%	38.0%	32.4%	28.6%	18.8%	9.0%	3.1%	1.3%	
2002	372	Graduated By:	0.0%	0.0%	1.1%	12.4%	8.9%	5.4%	2.2%		
		Still Enrolled:	53.2%	45.4%	40.6%	23.7%	11.8%	5.1%	4.0%		
		Cohort Persistence:	53.2%	45.4%	41.7%	36.1%	20.7%	10.5%	6.2%		
2003	543	Graduated By:	0.0%	0.0%	0.0%	6.8%	8.3%	3.3%			
		Still Enrolled:	50.8%	35.5%	28.5%	19.5%	7.6%	4.6%			
		Cohort Persistence:	50.8%	35.5%	28.5%	26.3%	15.9%	7.9%			
2004	583	Graduated By:	0.0%	0.0%	0.0%	6.0%	8.7%				
		Still Enrolled:	47.3%	33.8%	29.3%	18.7%	8.4%				
		Cohort Persistence:	47.3%	33.8%	29.3%	24.7%	17.1%				
2005	343	Graduated By:	0.0%	0.0%	0.0%	8.3%					
		Still Enrolled:	50.1%	41.9%	39.1%	27.7%					
		Cohort Persistence:	50.1%	41.9%	39.1%	36.0%					
2006	536	Graduated By:	0.0%	0.0%	0.0%						
		Still Enrolled:	54.1%	44.6%	39.2%						
		Cohort Persistence:	54.1%	44.6%	39.0%						
2007	562	Graduated By:	0.0%	0.0%							
		Still Enrolled:	51.4%	44.0%							
		Cohort Persistence:	51.4%	44.0%							
2008	646	Graduated By:	0.0%								
		Still Enrolled:	57.4%								
		Cohort Persistence:	57.4%								
2009	703	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.

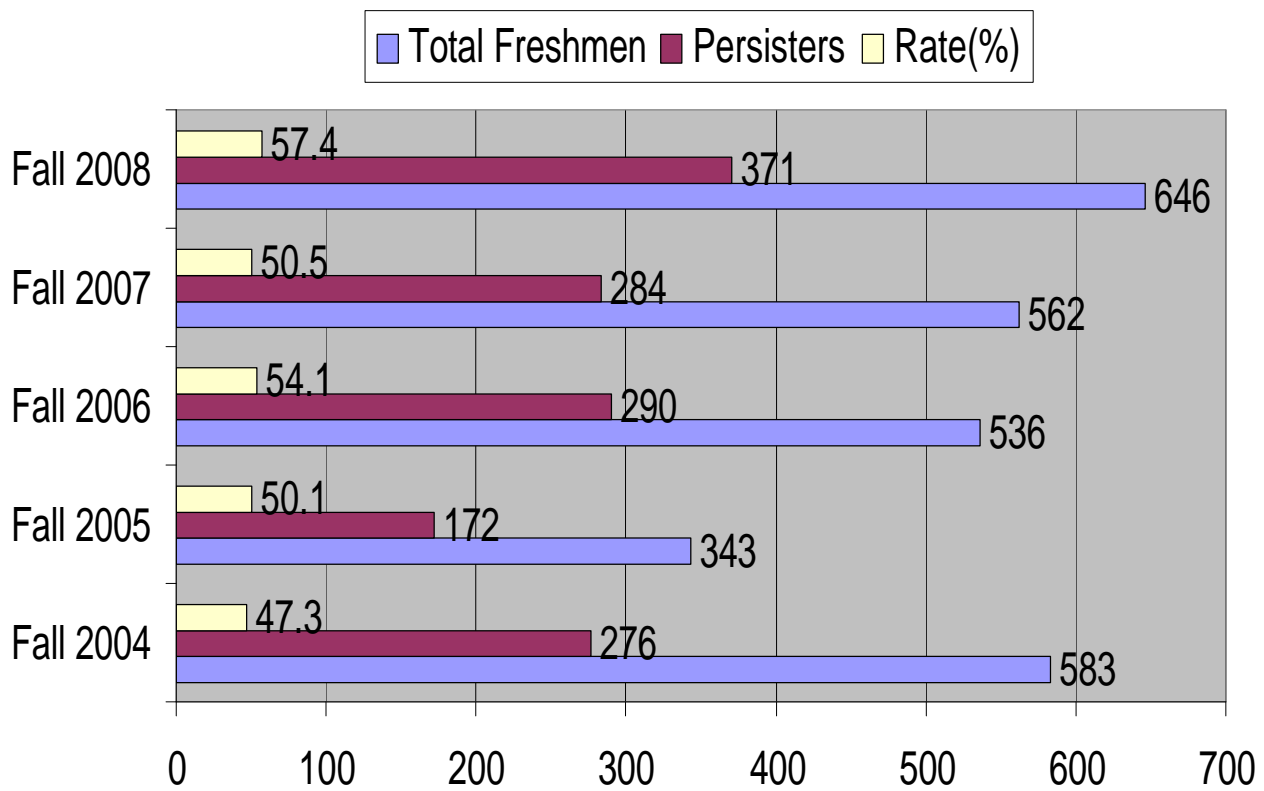
**Cohort Freshmen by Academic Programs**

<b>Programs</b>	<b>Fall 2005</b>	<b>%</b>	<b>Fall 2006</b>	<b>%</b>	<b>Fall 2007</b>	<b>%</b>	<b>Fall 2008</b>	<b>%</b>	<b>Fall 2009</b>	<b>%</b>
Accounting	7	2%	18	3%	12	2%	13	2%	15	2%
Adolescent to Young Adult	4	1%	12	2%	19	3%	26	4%	7	1%
Advertising Graphics	11	3%	9	2%	10	2%	5	1%	5	1%
Biology	39	11%	44	8%	36	6%	39	6%	31	4%
Broadcast Media	15	4%	31	6%	26	5%	34	5%	14	2%
Business Administration	75	22%	129	24%	89	16%	79	12%	81	12%
Chemistry	5	1%	7	1%	2	0%	7	1%	4	1%
Communications Journalism	10	3%	11	2%	10	2%	8	1%	16	2%
Computer Science	15	4%	14	3%	9	2%	17	3%	22	3%
Criminal Justice							36	6%	63	9%
Early Childhood Education	13	4%	18	3%	22	4%	30	5%	43	6%
Earth Science							1	0%	2	0%
Economics					1	0%	2	0%	1	0%
English	10	3%	9	2%	10	2%	12	2%	6	1%
Environmental Engineering									5	1%
Geology									1	0%
History			2	0%	4	1%	1	0%	1	0%
Industrial Technology	2	1%	4	1%	2	0%	2	0%	7	1%
Intervention Specialist			5	1%	5	1%	3	0%	4	1%
Jazz Studies			1	0%			1	0%		
Manufacturing Engineering	8	2%	18	3%	19	3%	16	2%	10	1%
Mathematics			2	0%	1	0%	1	0%	1	0%
Middle Childhood Education	3	1%	9	2%	4	1%	7	1%	11	2%
Multi-Age	17	5%	30	6%	37	7%	34	5%	39	6%
Music Performance	1	0%	5	1%	14	2%	10	2%	13	2%
Political Science	10	3%	7	1%	5	1%	3	0%	9	1%
Psychology	15	4%	45	8%	40	7%	33	5%	39	6%
Recreation	2	1%	4	1%	2	0%	7	1%	3	0%
Social Work	8	2%	11	2%	15	3%	19	3%	15	2%
Sociology	15	4%	19	4%	35	6%	10	2%	8	1%
Studio Art	3	1%	9	2%	3	1%	3	0%	3	0%
Water Resources Management	2	1%	2	0%	3	1%	1	0%	1	0%
Undeclared	53	15%	61	11%	127	23%	186	29%	223	32%
<b>Total</b>	<b>343</b>	<b>100%</b>	<b>536</b>	<b>100%</b>	<b>562</b>	<b>100%</b>	<b>646</b>	<b>100%</b>	<b>703</b>	<b>100%</b>



Student Retention Rates - Entering Full-time Freshmen Fall Term				
Year (Fall)	N	Still Enrolled	Non-Persisters	Retention Rate
2004	583	276	307	47.3%
2005	343	172	171	50.1%
2006	536	290	246	54.1%
2007	562	284	278	50.5%
2008	646	371	275	57.4%

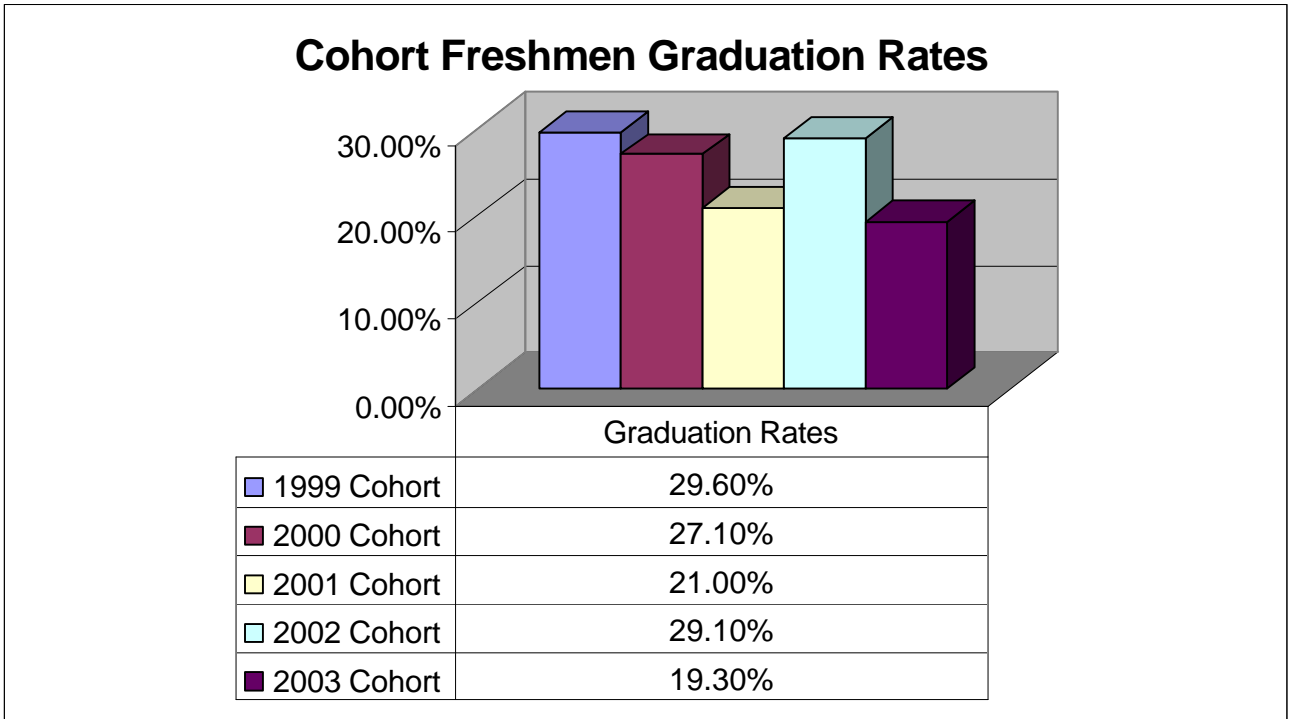
### Cohort Second Year Retention Rates

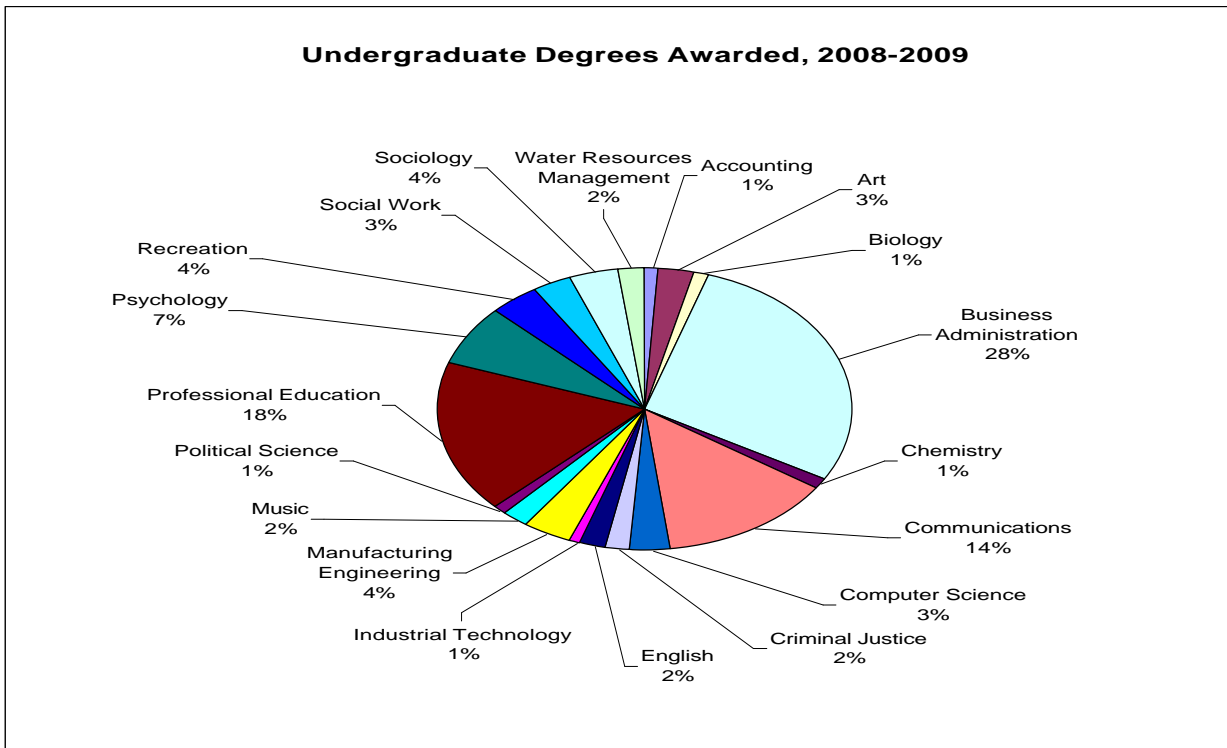


### Cohort Freshmen Graduation Rates

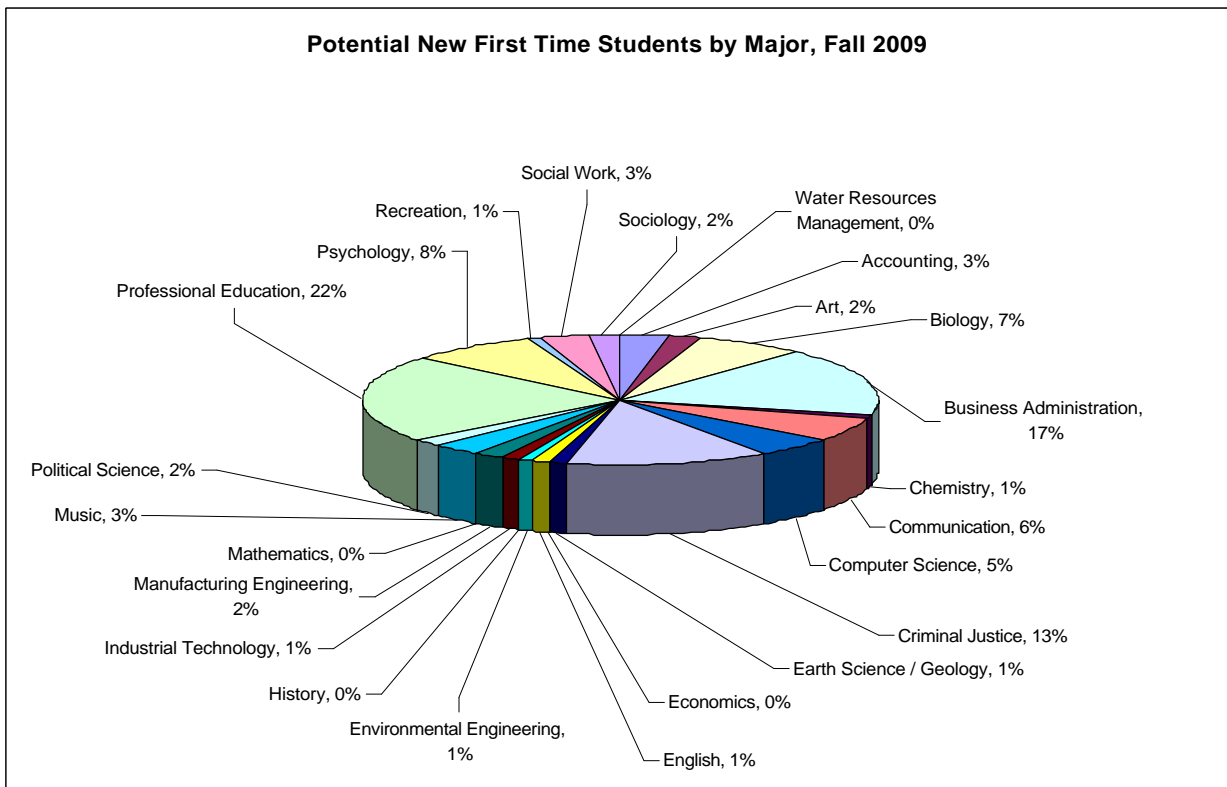
#### Freshmen Cohort Entering in the Fall

	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>
Total Freshmen Cohort	294	306	389	374	543
% Graduating within 4 years	15.6	12.7	19.4	14.2	7.9
% Graduating within 5 years	26.9	23.2	20.0	23.8	8.8
% Graduating within 6 years	29.6	27.1	21.0	29.1	2.6
Graduation Rates	<b><u>29.6%</u></b>	<b><u>27.1%</u></b>	<b><u>21.0%</u></b>	<b><u>29.1%</u></b>	<b><u>19.3%</u></b>



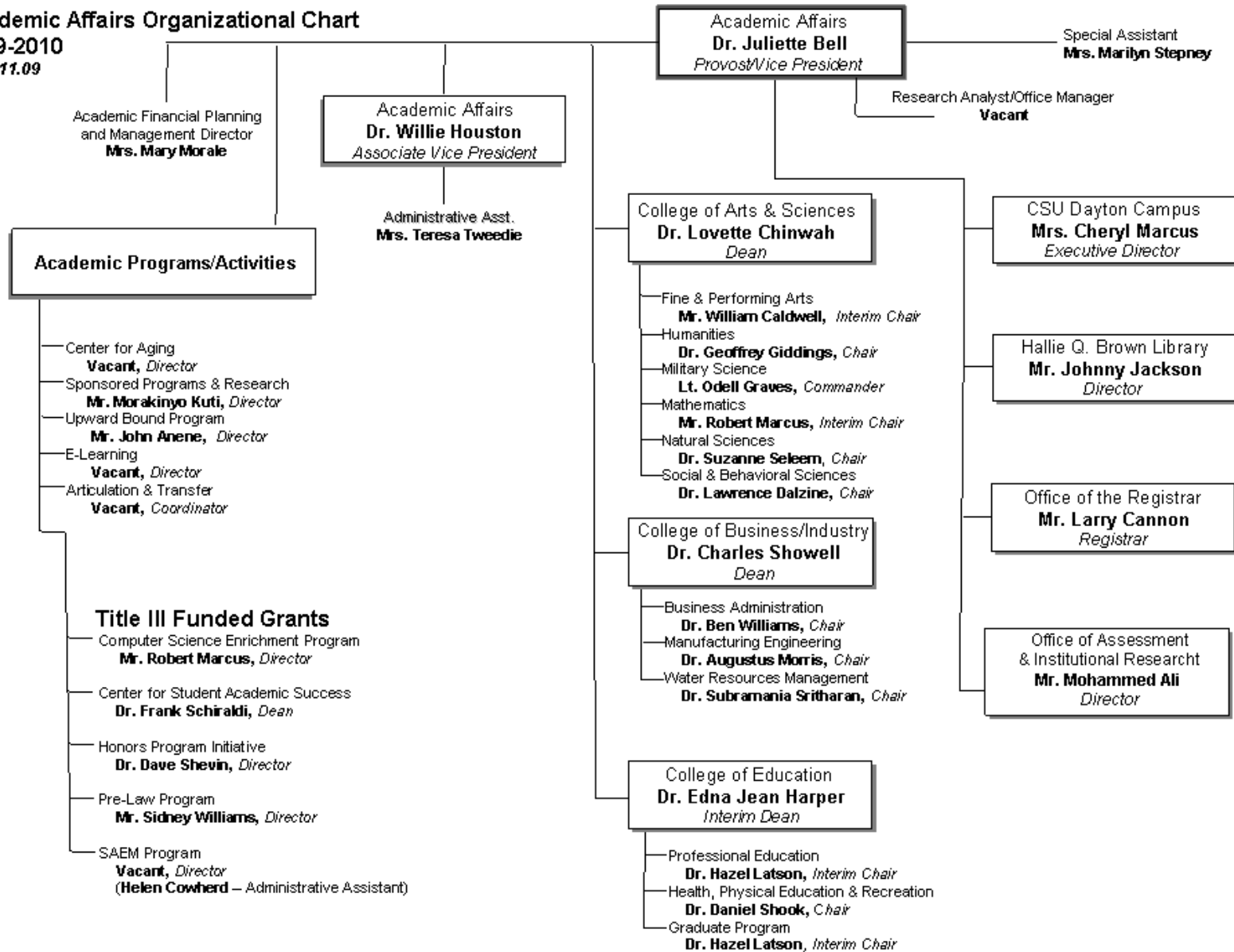


NOTE: On this chart, Professional Education degrees include elementary education and special education majors. Teacher certification areas that have shared responsible academic departments within the College of Arts & Sciences or within the Health, Physical Education, and Recreation department are listed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



SOURCE: Data Warehouse - 14<sup>th</sup> Day file – Fall 2009

**Academic Affairs Organizational Chart**  
**2009-2010**  
 Rev. 11.09



### Revenues Generated, 2008-2009

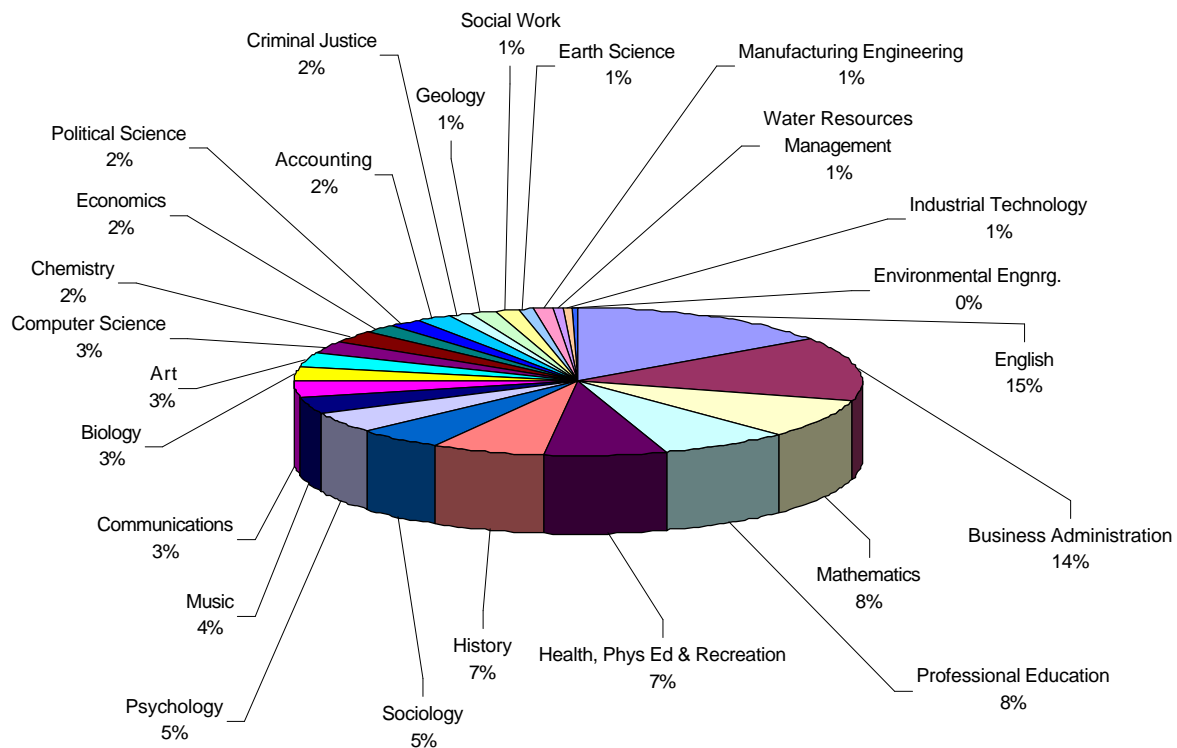
The revenues generated by an academic program may come from several sources. One such source is the revenues generated based on the amount of credit hours taught during the two main semesters (fall and spring) of the academic year. While under this method, programs that teach “service course” courses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

English	\$811,223	Communications	\$175,038	Geology	\$71,961
Business Administration	742,152	Biology	171,184	Social Work	66,277
Mathematics	438,991	Art	167,524	Earth Science	52,020
Professional Education	401,421	Computer Science	151,147	Manufacturing Engrng.	49,226
Health, PE, & Recreation	358,360	Chemistry	123,981	Water Resources Mgmt	35,740
History	346,222	Economics	105,774	Industrial Technology	30,152
Sociology	264,435	Political Science	105,389	Environmental Engrng.	13,005
Psychology	243,338	Accounting	99,705		
Music	201,433	Criminal Justice	82,172		

Based on \$1445/15 credit hours generated during the 2008-2009 academic year

**TOTAL: \$ 5,307,870**

### Revenues Generated by Program

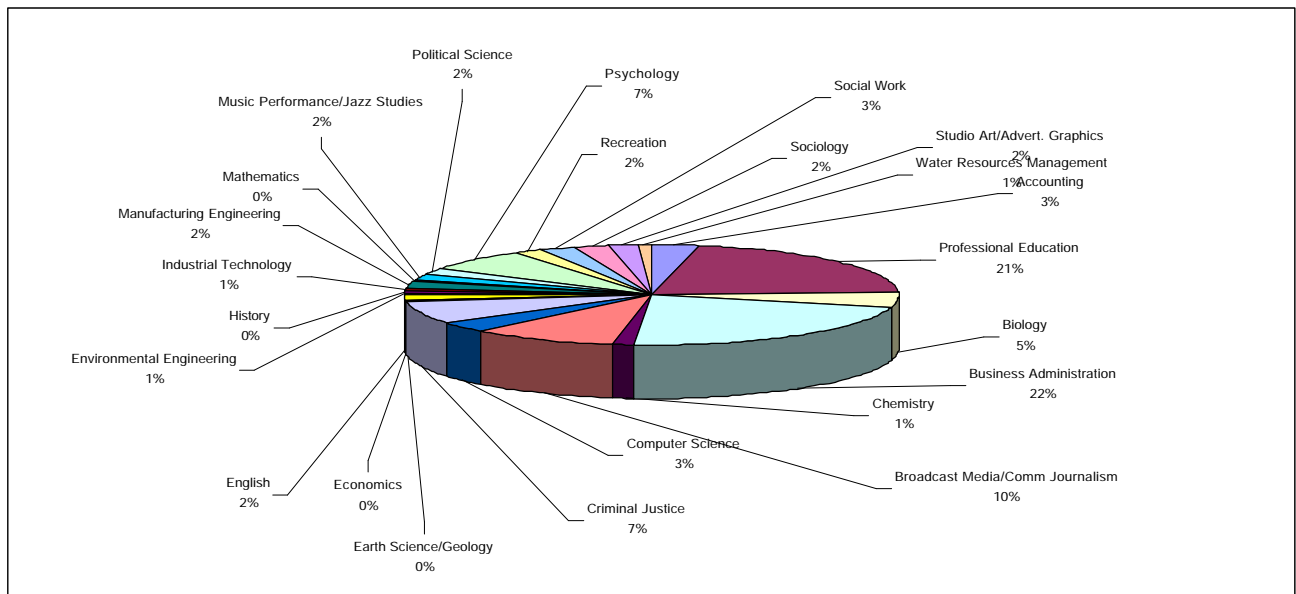


### Program Enrollments

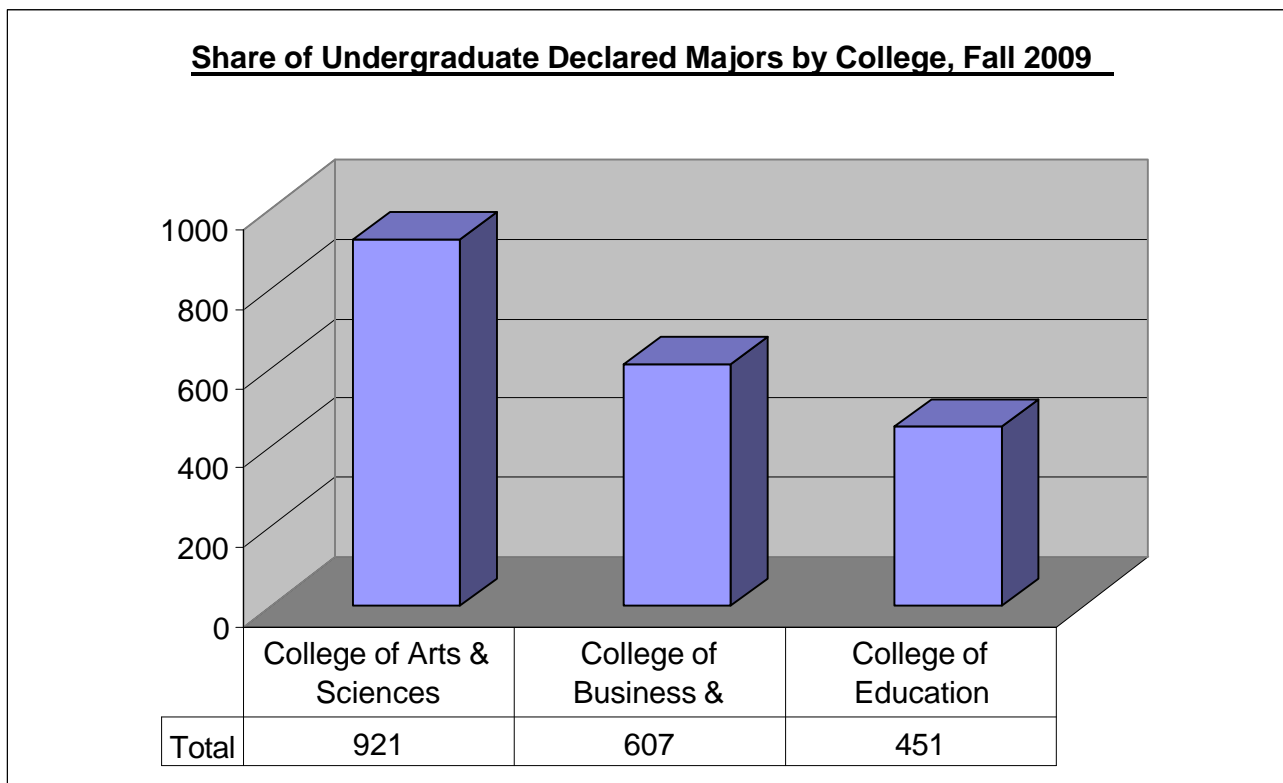
<b>Undergraduate Enrollment by Major, Fall 2009</b>		
<u>Major</u>	<u>Total</u>	<u>Percent(%)</u>
Accounting	61	3%
Adolescent to Young Adult	65	3%
Advertising Graphics	27	1%
Biology	91	4%
Broadcast Media	147	6%
Business Administration	443	18%
Chemistry	24	1%
Communications Journalism	47	2%
Computer Science	65	3%
Criminal Justice	147	6%
Early Childhood Education	138	6%
Earth Science	3	0%
Economics	5	0%
Educational Studies	1	0%
English	30	1%
Environmental Engineering	14	1%
Geology	2	0%
History	8	0%
Industrial Technology	18	1%
Intervention Specialist	42	2%
Jazz Studies	6	0%
Licensure for Teaching	35	1%
Manufacturing Engineering	47	2%
Mathematics	7	0%
Middle Childhood Education	27	1%
Multi-Age	145	6%
Music Performance	35	1%
Political Science	35	1%
Psychology	145	6%
Recreation	30	1%
Social Work	52	2%
Sociology	46	2%
Studio Art	12	1%
Undeclared	386	16%
Water Resources Management	14	1%
<b>Total</b>	<b>2400</b>	



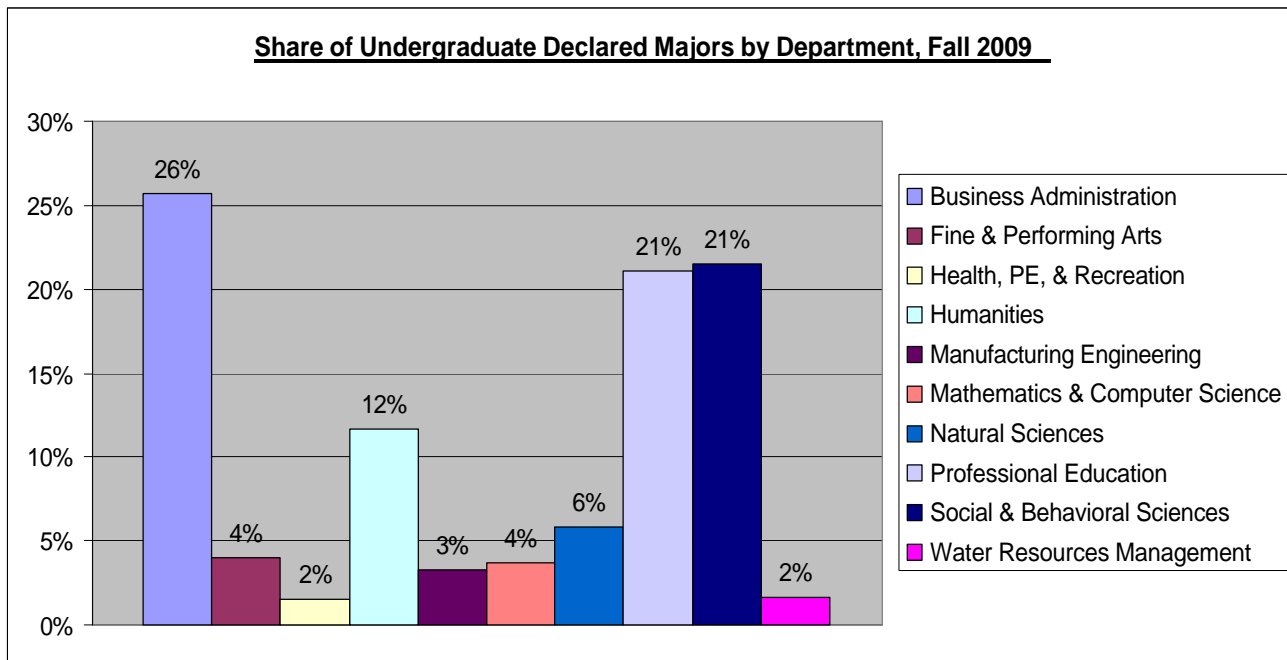
<b>Share of Undergraduate Declared Majors, Fall 2009</b>		
<b>Major</b>	<b>Total</b>	<b>Percent(%)</b>
Accounting	61	3%
Professional Education	418	21%
Biology	91	5%
Business Administration	443	22%
Chemistry	24	1%
Broadcast Media/Comm Journalism	194	10%
Computer Science	65	3%
Criminal Justice	147	7%
Earth Science/Geology	5	0%
Economics	5	0%
English	30	2%
Environmental Engineering	14	1%
History	8	0%
Industrial Technology	18	1%
Manufacturing Engineering	47	2%
Mathematics	7	0%
Music Performance/Jazz Studies	41	2%
Political Science	35	2%
Psychology	145	7%
Recreation	30	2%
Social Work	52	3%
Sociology	46	2%
Studio Art/Advert. Graphics	39	2%
Water Resources Management	14	1%
<b>Total</b>	<b>1979</b>	



<b><u>Share of Undergraduate Declared Majors by College, Fall 2009</u></b>		
<b><u>College</u></b>	<b><u>Total</u></b>	<b><u>Percent(%)</u></b>
College of Arts & Sciences	921	52%
College of Business & Industry	607	34%
College of Education	451	25%
<b><u>Total</u></b>	<b><u>1979</u></b>	



<b>Share of Undergraduate Declared Majors by Department, Fall 2009</b>		
<b><u>Major</u></b>	<b><u>Total</u></b>	<b><u>Percent(%)</u></b>
Business Administration	509	26%
Fine & Performing Arts	80	4%
Health, PE, & Recreation	30	2%
Humanities	232	12%
Manufacturing Engineering	65	3%
Mathematics & Computer Science	72	4%
Natural Sciences	115	6%
Professional Education	418	21%
Social & Behavioral Sciences	425	21%
Water Resources Management	33	2%
<b><u>Total</u></b>	<b><u>1979</u></b>	

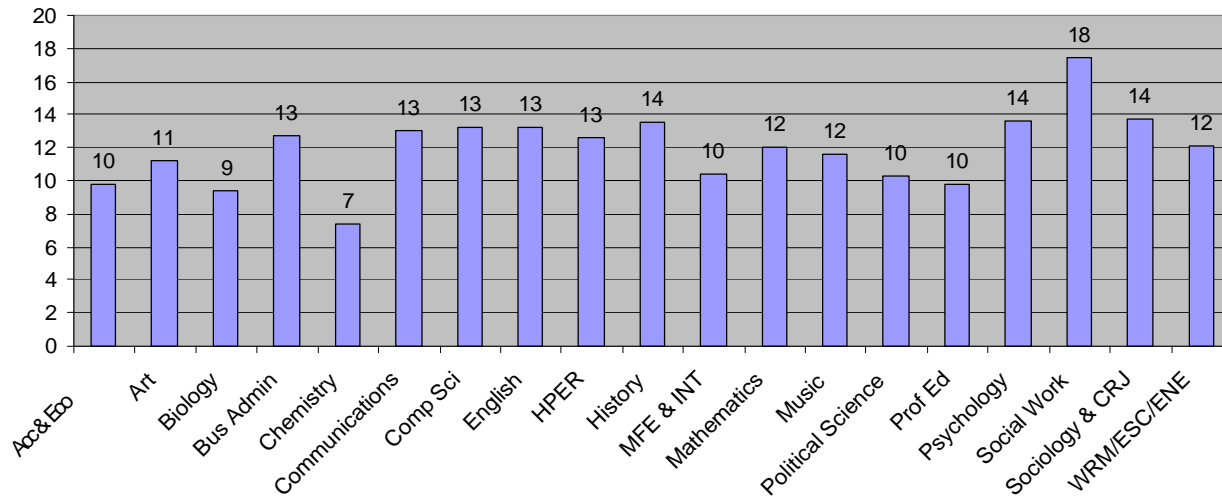


### Faculty by Program

#### Full-time Faculty (Instructional), Fall 2009

Accounting & Economics	5	English	15	Physics	1
Art	4	Foreign Languages	1	Political Science	3
Biology	5	Health, PE, & Recreation	5	Professional Education	11
Business Administration	12	History	4	Psychology	3
Chemistry	5	Manufacturing Eng. & INT	7	Social Work	2
Communication	3	Mathematics	5.5	Sociology & Crim. Just.	4
Computer Science	2.5	Music	8	Water Res. Mgmt & ENE	4
Earth Science	2	Philosophy	1		
				<b>TOTAL</b>	<b>113</b>

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



#### Average Credit/Contact Hours Taught Annually/Faculty, 2008-2009

	Fulltime	Parttime		Fulltime	Parttime
Accounting	24.00	6.00	History	19.00	15.00
Art	30.75	8.50	Manufacturing Engnrg & INT*	19.25	6.00
Biology*	20.75	11.50	Mathematics	24.00	10.00
Business Administration*	21.00	6.50	Music*	23.50	8.50
Chemistry	20.25	6.00	Political Science	24.00	0.00
Communication*	15.00	3.00	Professional Education*	22.50	9.00
Computer Science	26.00	8.50	Psychology	26.50	8.00
Economics	24.00	4.50	Social Work*	43.00	4.25
English	26.00	17.75	Sociology & Criminal Justice*	27.75	8.00
Health, PE, & Recreation*	28.75	8.50	Water Res. Mgmt./ESC/ENE*	21.25	17.00
			<b>AVERAGE</b>	<b>24.50</b>	<b>8.50</b>

\* program housed the department chair

## Faculty Grants/Contracts Obtained, 2008-2009

In the period covering July 2008 through June 30, 2009, Thirty-four (34) new proposals were submitted during FY2009. Of these, 20 new grants were awarded. Additionally, 18 continuing grants were awarded. A total of \$8,556,048 in external funds was awarded to CSU during the period.

### New Grants

Title	Summary	Objectives
Ralph Regula School of Computer Science	Prepare and teach a parallel computing class as part of a shared undergraduate minor curriculum.	<ol style="list-style-type: none"> <li>1. To provide copies of all course materials, projects and grading rubrics used in the course.</li> <li>2. Provide copies of student evaluations of course materials.</li> <li>3. Develop and provide special assignments and tutorials prepared for potential distance learning of the course.</li> </ol>
<b>Funding Agency:</b> Ohio Board of Regents through the Ohio State University Research Foundation; <b>Project Director:</b> Mr. Robert Marcus; <b>Amount:</b> \$3,000; <b>Duration:</b> 3 months		
Partnerships in Emerging Technology	Collaborate with the Ohio Department of Natural Resources in technology development and entrepreneurial expansion related to recycling and related fields and host a conference to bring together Ohioans engaged in technology development and entrepreneurial expansion	<ol style="list-style-type: none"> <li>1. Provide a forum for the assessment of state of the art in recycling, energy, water and related technologies and to introduce new technologies.</li> <li>2. Provide networking opportunities for entrepreneurs and technology developers in these fields.</li> <li>3. Provide students majoring in environmental engineering and water resources management the opportunity to participate in the conference with the view of enhancing their aptitude for technology development and entrepreneurship in recycling areas.</li> </ol>
<b>Funding Agency:</b> Ohio Department of Natural Resources; <b>Project Director:</b> Dr. Subramania Sritharan; <b>Amount:</b> \$50,000; <b>Duration:</b> 1 year		
HBCU - Institutional Aid (College Cost Reduction and Access Act)	To strengthen the Historically Black Colleges and Universities.	<ol style="list-style-type: none"> <li>1. To improve: the academic quality, fiscal stability, quality of student services and the quality of institutional management.</li> </ol>
<b>Funding Agency:</b> U.S. Department of Education; <b>Project Director:</b> President John Garland; <b>Amount:</b> \$819,207; <b>Duration:</b> 1 year		
Benjamin Banneker Scholars	A scholarship program to increase the quality, retention, and graduation rates of CSU STEM majors.	<ol style="list-style-type: none"> <li>1. To increase the quality of CSU STEM majors by recruiting and enrolling better-qualified students.</li> <li>2. Increase the retention rates of CSU STEM majors, thereby increasing the graduation rates of well-educated and skilled minorities in scientific and technical areas.</li> </ol>
<b>Funding Agency:</b> National Science Foundation; <b>Project Director:</b> Dr. Kimberly Kendricks; <b>Amount:</b> \$599,500; <b>Duration:</b> 5 years		
Curriculum Enhancements in Environmental Engineering	Enhance the environmental engineering curriculum to produce graduates with unique knowledge in industrial water and wastewater issues and advanced treatment technologies.	<ol style="list-style-type: none"> <li>1. Design, evaluate and implement course enhancements in water and wastewater treatment.</li> <li>2. Enhance water quality lab to augment course enhancements.</li> <li>3. Develop undergraduate research projects in nano-filtration of industrial wastewater.</li> </ol>
<b>Funding Agency:</b> National Science Foundation; <b>Project Director:</b> Dr. Subramania Sritharan; <b>Amount:</b> \$149,938; <b>Duration:</b> 2 years		
ECCHO College	To expose, encourage and educate	<ol style="list-style-type: none"> <li>1. 250 Hispanic students and their families from the</li> </ol>

Fair and Hispanic Student Support	Hispanic/Latino high school students about the importance of postsecondary education and the process of applying for college and financial assistance.	<p>Miami Valley and surrounding areas will attend the ECHHO college fair.</p> <ol style="list-style-type: none"> <li>50 students will complete college entrance and FAFSA applications.</li> <li>ECHHO college representatives will follow-up with all attendees expressing an interest in postsecondary education.</li> <li>Provide all Latino students at CSU with support services needed to succeed academically through the Center of Student Academic Success.</li> </ol>
	<b>Funding Agency:</b> Ohio Commission on Hispanic-Latino Affairs; <b>Project Director:</b> Ms. Wanda Canales; <b>Amount:</b> \$10,000; <b>Duration:</b> 10 months	
Center for Allaying Health Disparities through Research and Education	Develop, organize and manage research efforts in the areas of gerontology, human exercise and performance, geospatial databases and integrate research into the curriculum to prepare students to further their education beyond the undergraduate level.	<ol style="list-style-type: none"> <li>Increase research infrastructure.</li> <li>Increase research capabilities.</li> <li>Increase faculty research.</li> <li>Increase student research capabilities.</li> <li>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 Garland; <b>Amount:</b> \$814,386; <b>Duration:</b> 9 months	
Recycle Central	Implement a recycling program on the CSU campus.	<ol style="list-style-type: none"> <li>Develop a sustainable recycling program for the campus community.</li> </ol>
	<b>Funding Agency:</b> Ohio Department of Natural Resources; <b>Project Director:</b> Ms. Nancy Bridgman; <b>Amount:</b> \$50,000; <b>Duration:</b> 11 months	
Remote Sensing Technology Demonstration - Sensors Research	Develop Minority Leaders through performance of research in the area of aerospace sensor technologies.	<ol style="list-style-type: none"> <li>Research the entire spectrum of sensor technologies that are applicable to Air Force weapons systems in manned, unmanned and space environments.</li> </ol>
	<b>Funding Agency:</b> U.S. Air Force through Clarkson Aerospace Corporation; <b>Project Director:</b> Dr. Subramania Sritharan; <b>Amount:</b> \$59,888; <b>Duration:</b> 15 months	
Materials and Manufacturing Research	Conduct basic and applied research at minority serving institutions and mentor universities on aerospace materials and processes.	<ol style="list-style-type: none"> <li>Couple research with educational aspects of training and utilizing teachers, professors and students at all educational levels in the design, processing, fabrication, application, handling and behavior of developed materials systems.</li> </ol>
	<b>Funding Agency:</b> U.S. Air Force through Clarkson Aerospace Corporation; <b>Project Director:</b> Mr. John Sassen; <b>Amount:</b> \$25,000; <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 PhDs in the STEM disciplines.	<ol style="list-style-type: none"> <li>Enhance the present recruitment strategy to hire PhD candidates in STEM fields.</li> <li>Stimulate the research interests of prospective women faculty with research challenge funds.</li> <li>Build infrastructure to implement retention programs for supporting PhD candidates during the completion of their degree.</li> <li>Build infrastructure towards academic and social support programs to accommodate women in STEM fields.</li> </ol>
	<b>Funding Agency:</b> National Science Foundation through Wright State University; <b>Project Director:</b> Dr. Kimberly Kendricks; <b>Amount:</b> \$54,204; <b>Duration:</b> 10 months	
Ohio Bioinformatics Consortium –	Strives to enhance educational opportunities and research infrastructure throughout the state to	<ol style="list-style-type: none"> <li>Provide scholarships for undergraduate and graduate students who are studying bioinformatics.</li> </ol>

Choose Ohio First Scholarship Program	make Ohio a world leader in bioinformatics and to facilitate new discoveries in data-intensive biomedical research.	2. Perform outreach to encourage K-12 students to pursue careers in bioinformatics.
	<b>Funding Agency:</b> Ohio Board of Regents through Ohio University; <b>Project Director:</b> Dr. Anthony Arment; <b>Amount:</b> \$14,100; <b>Duration:</b> 1 year	
W.E.B. DuBois Talented Tenth Academy	Provide a two-week residential academy for rising eighth and ninth grade African American males.	<ol style="list-style-type: none"> <li>1. Engage students in learning economics, entrepreneurship, math, science, engineering and technology concepts.</li> <li>2. Train participants in etiquette, African American male psychology and self-awareness.</li> <li>3. Learn "how to learn" and study skills.</li> <li>4. Expose participants to educational professionals, paraprofessionals and college students.</li> </ol>
	<b>Funding Agency:</b> Ohio Department of Job and Family Services; <b>Project Director:</b> Dr. Kaye Jeter; <b>Amount:</b> \$10,175; <b>Duration:</b> 8 months	
NET Incubator	Support for operating costs of the NET Incubator.	1. Lease new office space at the Nextedge Applied Research and Technology Park.
	<b>Funding Agency:</b> Future Jobs through Clark State University; <b>Project Director:</b> Ms. Nancy Bridgman; <b>Amount:</b> \$50,000; <b>Duration:</b> 7 months	
On-Road Source Pollutant Emissions: Identifying Hotspots and Ranking Roads	Develop methodology for identifying similar On-Road Mobile Source Air Pollutant (ORMSAP) clusters and pollutant hotspots in a transportation network using a combination of deterministic and data driven mathematical models.	<ol style="list-style-type: none"> <li>1. Account for ORMSAP emissions.</li> <li>2. Identify and delineate ORMSAP hotspots.</li> <li>3. Rank roads based on the presence of ORMSAP.</li> <li>4. Estimate what ORMSAP contribute to total air quality.</li> </ol>
	<b>Funding Agency:</b> U.S. Department of Transportation through the University of Akron; <b>Project Director:</b> Dr. Ramanitharan Kandiah; <b>Amount:</b> \$19,000; <b>Duration:</b> 1 year	
Bulletproof Vest Partnership	Purchase bulletproof vests for the CSU Police Department.	1. Purchase vests that comply with the requirements of the Office of Justice Programs.
	<b>Funding Agency:</b> U.S. Department of Justice through the Ohio Department of Public Safety; <b>Project Director:</b> Mr. Keith Sharrett; <b>Amount:</b> \$4,793; <b>Duration:</b> 1 year	
Teaching with Historic Places: A Symposium for Educators in the Miami Valley	Engage students and educators through the concrete artifacts of history and the innovative pedagogical strategies of today.	<ol style="list-style-type: none"> <li>1. Offer a three-hour workshop conducted by an historian of the National Park Service.</li> <li>2. Provide a walking tour of historical sites on the CSU campus.</li> <li>3. Disseminate training materials and information.</li> </ol>
	<b>Funding Agency:</b> Ohio Humanities Council; <b>Project Director:</b> Dr. Amy Hobbs; <b>Amount:</b> \$3,000; <b>Duration:</b> 5 months	
Technology Transfer Program Support	Develop two fact sheets on newer and advanced techniques related to topics in soil and sediment remediation.	<ol style="list-style-type: none"> <li>1. Fact sheet 1: Using Native Vegetation in the Remediation and Ecological Restoration of Installations Contaminated with Petroleum Hydrocarbons.</li> <li>2. Fact Sheet 2: Identification of Hotspots for Aquatic Sediment Remediation.</li> </ol>
	<b>Funding Agency:</b> Battelle; <b>Project Director:</b> Dr. Subramania Sritharan; <b>Amount:</b> \$4,122; <b>Duration:</b> 5 months	
Research Challenge Third Frontier	Support of basic and applied research.	<ol style="list-style-type: none"> <li>1. Systematic study conducted with 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</li> </ol>

		gaining knowledge or understanding necessary for determining the means by which a recognized and specific need may be met.
	<b>Funding Agency:</b> Ohio Board of Regents; <b>Project Director:</b> Mr. Clark Fuller; <b>Amount:</b> \$21,345; <b>Duration:</b> 1 year	
Growing the STEMM Pipeline in the Dayton Region – Becoming an International Center for Excellence for Human Effectiveness/ Performance – Choose Ohio First Scholarship Program	Assist Ohio’s higher education institutions in building the talent and research pipelines critical to the state’s economic development.	1. Scholarships for graduating high school seniors and current college students interested in pursuing careers in the fields of science, technology, engineering, mathematics and medicine.
	<b>Funding Agency:</b> Ohio Board of Regents through Wright State University; <b>Project Director:</b> Dr. Willie Houston; <b>Amount:</b> \$31,900; <b>Duration:</b> 1 year	



## Continuing Grants

Title	Summary	Objectives
Central State University Just Undergraduate Mentoring Project (CSU-JUMP)	Increase retention and academic success of CSU freshmen STEM majors.	<ol style="list-style-type: none"> <li>1. Increase participation of African Americans and women in STEM fields by establishing STEM learning communities. It is hoped that these learning communities will increase the overall retention rate and GPA of participating students from fall to spring term of the 2007-2008 academic year compared to the previous 2 years, and increase the overall retention rate of STEM students returning for the second year.</li> <li>2. Participants in the learning communities will learn to develop and test scientific hypotheses, employ appropriate experimental and laboratory techniques, analyze results with appropriate statistical tools, and communicate the results in written and oral form.</li> <li>3. Student mentors will receive extracurricular experiences in teaching and community service.</li> <li>4. Faculty participating in the STEM learning communities will interact to improve student progress and develop interdisciplinary learning modules.</li> </ol>
<b>Funding Agency:</b> National Science Foundation; <b>Project Director:</b> Dr. Cadance Lowell; <b>Amount:</b> \$95,393; <b>Duration:</b> 1 year		
Ohio Educational Telecommunications Subsidy	eTech Ohio serves Ohio's public television stations, public radio stations and radio reading services as a facilitator of infrastructure, content and funding resources.	<ol style="list-style-type: none"> <li>1. To support the broad outreach of educational and high-quality local programming that is provided by Ohio's public broadcasting community.</li> </ol>
<b>Funding Agency:</b> eTech/Ohio; <b>Project Director:</b> Dr. John Logan; <b>Amount:</b> \$34,093; <b>Duration:</b> 1 year		
Student Support Services	Designed to increase the retention and graduation rates of eligible students; increase and foster an institutional climate supportive of the success of low-income and first generation college.	<ol style="list-style-type: none"> <li>1. 100% eligible students who demonstrate an academic need will be identified, screened, and selected for participation.</li> <li>2. 100% of new project participants will be assessed at the time of entry to the program to develop an Educational Plan and all returning/continuing participants are assessed at the end of each quarter to determine if their Educational Plan should be modified.</li> </ol>
<b>Funding Agency:</b> U.S. Department of Education; <b>Project Director:</b> Ms. Rose Nelson; <b>Amount:</b> \$373,269; <b>Duration:</b> 1 year		
K.R.U.N.K.E.D. 4 Life Youth Empowerment Center	An antiviolence initiative designed to highlight innovative methods in combating youth violence among high risk African American males.	<ol style="list-style-type: none"> <li>1. To decrease by 20% over three years the number of violent or risky behaviors among at least 60% of participants as measured by the Violence Risk Assessment Index.</li> <li>2. To increase by 20% over three years the number of developmental assets of at least 60% of participants as measured by the Developmental Assets Profile.</li> </ol>

		<ol style="list-style-type: none"> <li>3. To improve by 20% over three years the family cohesion and communication of at least 60% of participants as measured on the Family Environment Scale.</li> <li>4. To increase by 20% over three years the African American ethnic identity affiliation among at least 60% of the participants as Measured by the Multi-group Ethnic Identity Measure.</li> <li>5. To increase by 15% over three years the appreciation for groups outside African American culture in at least 60% of participants as measured by the "Other Group" subscale of the Multi-group Ethnic Identity Measure.</li> <li>6. To increase by 15% over three years the positive responses on career choices and work attitudes of at least 60% of participants as measured by the Career Maturity Index.</li> <li>7. To increase by 25% over three years the overall reading comprehension and vocabulary skills in at least 60% of participants as measured by the Wide Range Achievement Test.</li> </ol>
<p><b>Funding Agency:</b> U.S. Department of Health and Human Services; <b>Project Director:</b> Mr. Jimmy Cunningham; <b>Amount:</b> \$201,250; <b>Duration:</b> 1 year</p>		
<p>CSU Head Start Early Childhood Education Teacher Preparation (ECEP)</p>	<p>To increase the number of center-based Head Start teachers and staff with four-year degrees in early childhood education currently with their agencies. ECEP will enable the agencies' staff members with an Associate's degree or the equivalent education to obtain a baccalaureate degree and teacher certification in ECE and will measure CSU's efficacy in assisting participant attainment of a Bachelor of Science in Education degree.</p>	<ol style="list-style-type: none"> <li>1. To recruit and identify a cohort of nine (9) students from the applicant pool who will participate in a three-year ECEP program.</li> <li>2. To educate each of three 9-student cohort groups in professional teacher preparation courses, required courses, and elective courses.</li> <li>3. To graduate a minimum of 88.9% of the student participants (8 students per cohort group) with a baccalaureate degree and teacher certification in ECE.</li> </ol>
<p><b>Funding Agency:</b> U.S. Department of Health and Human Services; <b>Project Director:</b> Dr. Robert Moore; <b>Amount:</b> \$149,421; <b>Duration:</b> 1 year</p>		
<p>Science, Technology, Engineering, and Mathematics Upgrade/Enhancement &amp; Outreach (STEM UP-OUT) Phase III</p>	<p>Upgrade STEM laboratory facilities and equipment; increase the number and quality of minority students pursuing degrees in STEM fields at the undergraduate and graduate levels.</p>	<ol style="list-style-type: none"> <li>1. To overhaul science laboratory facilities and purchase new equipment to support the modernization of laboratory capabilities.</li> <li>2. To expand its student science/engineering scholarship offerings by providing scholarships, internships, summer bridge programs, workforce development, and practical research opportunities and services to students that otherwise would not be available.</li> <li>3. To conduct research in technical areas of specific interest to NNSA and produce graduates with training in those areas.</li> <li>4. To motivate, encourage and assist more minority undergraduate students to pursue graduate degrees in STEM areas, particularly those areas that are relevant to the NNSA</li> </ol>

		mission.
	<b>Funding Agency:</b> U.S. Department of Energy; <b>Project Director:</b> Mr. Gerald Noel; <b>Amount:</b> \$1,476,000; <b>Duration:</b> 2 years	
Student Support for MFE Department - Student Development and Retention	Develop (a) Tutor/mentoring programs, (b) Stipend/scholarship awards, (c) Student organization support, and (d) Student achievement awards.	<ol style="list-style-type: none"> <li>1. Increase the number of students entering the MFE Department programs by 15% to 20%.</li> <li>2. Increase retention rates of students in the MFE department by 25%.</li> </ol>
	<b>Funding Agency:</b> Honda of America; <b>Project Director:</b> Dr. Mahmoud Abdallah; <b>Amount:</b> \$15,000; <b>Duration:</b> 1 year	
Student Achievement in Research and Scholarship (STARS) Program	Funds for undergraduate research assistantships and conference travel.	
	<b>Funding Agency:</b> Ohio Board of Regents through Miami University; <b>Project Director:</b> Mr. Gorgui Ndao; <b>Amount:</b> \$9,338; <b>Duration:</b> 1 year	
HBCU - Institutional Aid	To strengthen the Historically Black Colleges and Universities.	<ol style="list-style-type: none"> <li>1. To improve: the academic quality, fiscal stability, quality of student services and the quality of institutional management.</li> </ol>
	Funding Agency: U.S. Department of Education; Project Director: President John Garland; Amount: \$1,930,639; Duration: 1 year	
Rehabilitation and Restoration of Emery Hall	To save Emery Hall from future deterioration and stabilize conditions to prepare for future renovations.	<ol style="list-style-type: none"> <li>1. Proceed with a phased plan for stabilization and renovation.</li> <li>2. CSU will make immediate repairs as recommended by architect to prevent further deterioration of the structure.</li> </ol>
	<b>Funding Agency:</b> U.S. Department of the Interior; <b>Project Director:</b> Mr. Harlan Henderson; <b>Amount:</b> \$319,440; <b>Duration:</b> 30 months	
Monitoring of Lake Erie Water Quality with Remote Sensing	To simulate algal growth in Lake Erie in response to nutrient loading and wind mixing events.	<ol style="list-style-type: none"> <li>1. To separate the loading component of nutrients from contributing streams such as Maumee into Lake Erie and the component available from the sediment detachment and re-suspension.</li> </ol>
	<b>Funding Agency:</b> U.S. Department of Commerce through Bowling Green State University; <b>Project Director:</b> Dr. Krishnakumar Nedunuri; <b>Amount:</b> \$16,995; <b>Duration:</b> 12 months	
National Programming and Acquisition Grant and Community Service Grant	Provides funds for radio program acquisition and creation, as well as salaries for producers of national programs created by WCSU-FM. Those funds are also for maintenance of equipment as well as equipment replacement when necessary.	
	<b>Funding Agency:</b> Corporation for Public Broadcasting; <b>Project Director:</b> Dr. John Logan; <b>Amount:</b> \$137,927; <b>Duration:</b> 1.5 years	
Renewable Energy Research Associates Program	Design and implement a renewable energy program for basic research that introduces students to the practical application of renewable energy technology in the fields of economic development and transportation.	<ol style="list-style-type: none"> <li>1. Plan and design an informal applied renewable energy technology laboratory course for research associates that will provide hands-on experience with renewable energy systems.</li> <li>2. Participate in the upgrade, design and construction of an existing on-campus renewable energy hybrid facility.</li> <li>3. Conduct performance and durability tests on full-scale photovoltaic prototypes and of interconnected and mutually supporting wind</li> </ol>

		<p>and solar electricity generating systems on and near the CSU campus.</p> <ol style="list-style-type: none"> <li>Partner with local industry, collaborating partners and institutions in on-campus and off-campus activities.</li> </ol>
	<p><b>Funding Agency:</b> U.S. Department of Energy through the National Renewable Energy Laboratory; <b>Project Director:</b> Mr. Clark Fuller; <b>Amount:</b> \$44,258; <b>Duration:</b> 4 months</p>	
Summer Transportation Institute	<p>Introduces high school students to careers in transportation, encourages them to pursue such careers, introducing basic physics and mathematics relating to transportation problems and making them aware of civil rights issues and their relation to transportation.</p>	<ol style="list-style-type: none"> <li>Orienting high school students to the importance of transportation.</li> <li>Introducing high school students to careers in transportation.</li> <li>Introducing students to futuristic aspects of transportation including space travel.</li> <li>Introducing students to basic physics and mathematics associated with transportation.</li> <li>Encouraging 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> \$32,047; <b>Duration:</b> 1 month</p>	
Central State University Upward Bound Program	<p>Serves 50 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.</p>	<ol style="list-style-type: none"> <li>50% of all Upward Bound participants, who at the time of entrance into the project had an expected high school graduation date during the school year, will have achieved at the proficient level during high school on state assessments in reading/language arts and mathematics.</li> <li>65% of all 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> grade project participants served each school year will continue to participate in the Upward Bound program during the next school year.</li> <li>50% of all Upward Bound participants, who at the time of entrance into the program had an expected graduation date during the school year, will enroll in a postsecondary education program by the fall term immediately following high school graduation.</li> <li>50% of all Upward Bound participants who enrolled in a postsecondary education program immediately following high school graduation will be enrolled for the fall term of the second academic year.</li> </ol>
	<p><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>	
Cultural Competency Discovery Training: Developing Break-Through Educators	<p>Designed to perpetuate extended cultural competency discovery training and development of break-through educators as a sustainable ongoing professional development model for all school districts in the state of Ohio.</p>	<ol style="list-style-type: none"> <li>Provide ongoing technical assistance to break-through education through follow-up programs led by a designated Urban Scholar and other CSU faculty members.</li> </ol>
	<p><b>Funding Agency:</b> U.S. Department of Health and Human Services through the Ohio Department of Job and Family Services; <b>Project Director:</b> Dr. Kaye Jeter; <b>Amount:</b> \$547,490; <b>Duration:</b> 1 year</p>	

<p>Bernard Harris Summer Science Camp</p>	<p>Demonstrate ability to work with underrepresented minorities and urban area youth in the STEM areas through a summer science camp.</p>	<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 mini-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>
<p><b>Funding Agency:</b> The Harris Foundation; <b>Project Director:</b> Dr. Kaye Jeter; <b>Amount:</b> \$79,930; <b>Duration:</b> 1 year</p>		
<p>The Future STEM Jobs Summer Bridge Program</p>	<p>Conduct a four-week summer program for STEM disciplines.</p>	<ol style="list-style-type: none"> <li>1. Engage in an intensive array of college level courses intended to give incoming freshman a head start during their first year at CSU.</li> </ol>
<p><b>Funding Agency:</b> Clark State University; <b>Project Director:</b> Mr. Gorgui Ndao; <b>Amount:</b> \$50,000; <b>Duration:</b> 1 year</p>		

### Seniors' Experiences

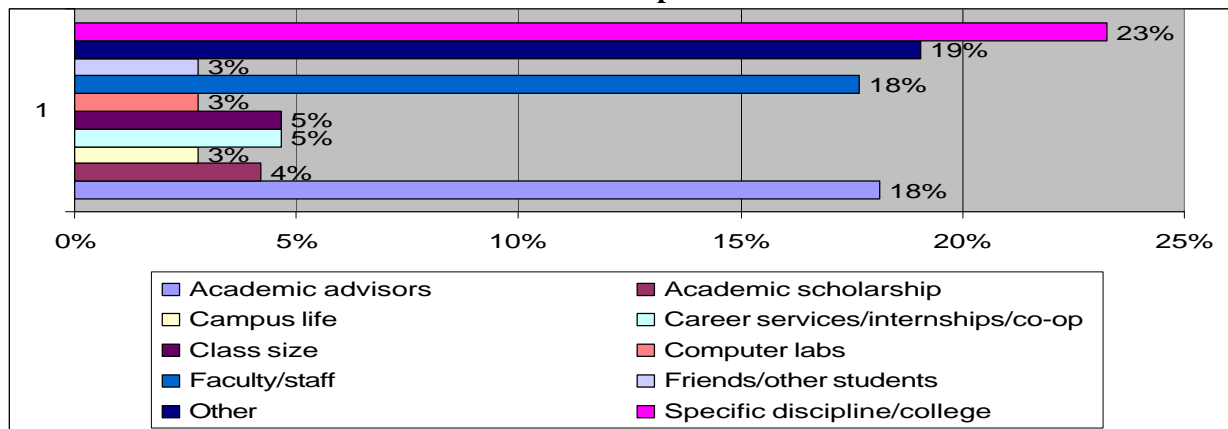
<b>Level of satisfaction with education received</b>		<b>Maximized my educational opportunities</b>	
Very/Mildly satisfied	88%	Strongly/Mildly believe I did	79%
Neutral	9	Neutral	14
Very/Mildly unsatisfied	2	Strongly/Mildly believe I did not	6
No Response	1	No Response	1

<b>Impact on academic performance</b>			
<b>Primary advising sources</b>		<b>Computer facilities</b>	
Degree/major checklist	61%	Mildly – strongly positive	70%
Faculty	53	Neutral	21
Self	39	Mildly – strongly negative	9
Friends	33	<b>Library</b>	
<b>Faculty advisor</b>		Mildly – strongly positive	54%
Mildly – strongly positive	73%	Neutral	32
Neutral	16	Mildly – strongly negative	13
Mildly – strongly negative	11	No Response	1
<b>Classroom instruction</b>		<b>Residence Life</b>	
Mildly – strongly positive	87%	Mildly – strongly positive	49%
Neutral	9	Neutral	32
Mildly – strongly negative	2	Mildly – strongly negative	17
No Response	2	No Response	2
<b>Registration</b>		<b>Campus Food Service</b>	
Mildly – strongly positive	50%	Mildly – strongly positive	19%
Neutral	31	Neutral	36
Mildly – strongly negative	17	Mildly – strongly negative	43
No Response	2	No Response	2
<b>Financial Aid</b>		<b>Bookstore</b>	
Mildly – strongly positive	52%	Mildly – strongly positive	40%
Neutral	30	Neutral	33
Mildly – strongly negative	17	Mildly – strongly negative	26
No Response	1	No Response	1

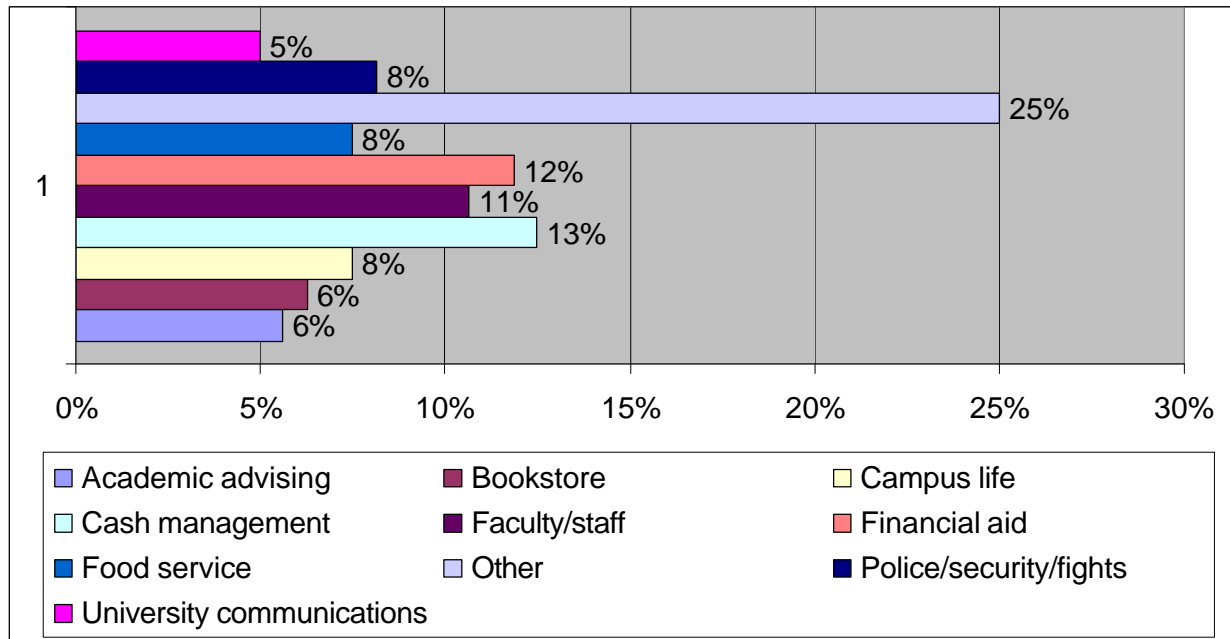
SOURCE: Spring 2009 *Graduating Senior Survey*

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



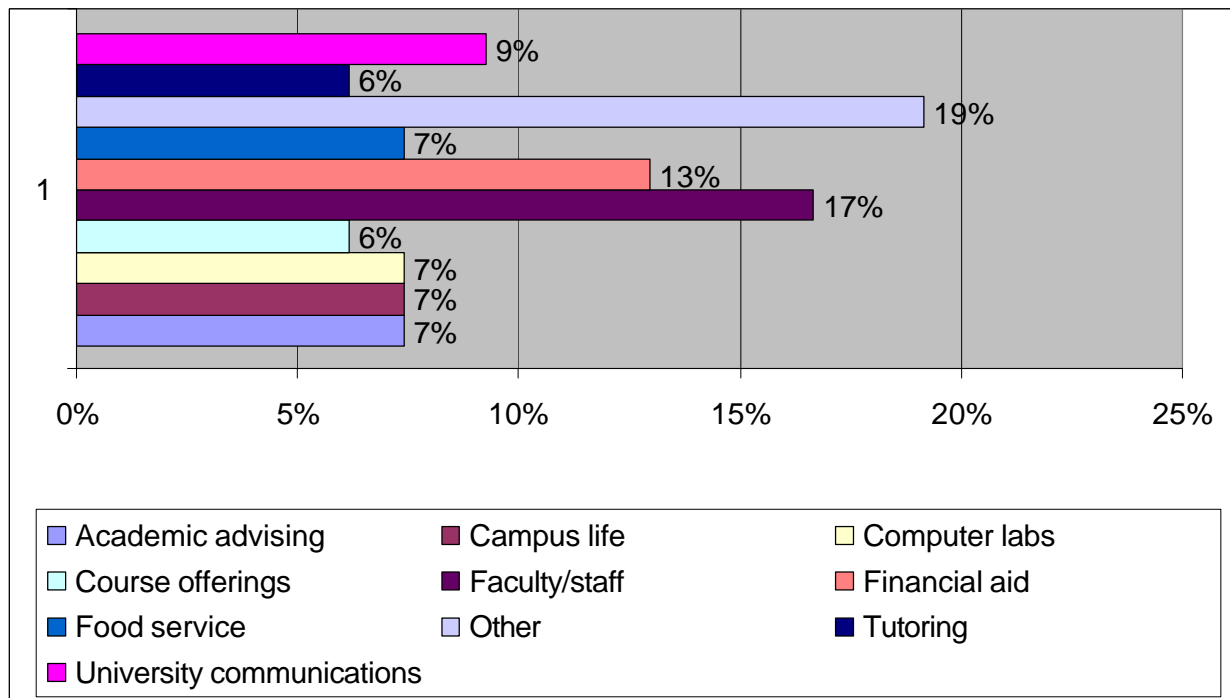
### Seniors' Experiences

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



SOURCE: Spring 2009 *Graduating Senior Survey*

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



SOURCE: Spring 2009 *Graduating Senior Survey*

## Classroom Instruction

<p>The instructor clarified the students' responsibilities and the grading procedures in the course</p> <p>Agree – Strongly Agree 92%</p> <p>Disagree –Strongly Disagree 6</p> <p>No comment 2</p>	<p>The instructor clearly and effectively communicated the subject matter</p> <p>Agree – Strongly Agree 89%</p> <p>Disagree –Strongly Disagree 8</p> <p>No comment 3</p>
<p>The instructor stimulated interest in course material</p> <p>Agree – Strongly Agree 87%</p> <p>Disagree –Strongly Disagree 10</p> <p>No comment 3</p>	<p>The instructor seemed genuinely concerned with the students' progress and was actively helpful</p> <p>Agree – Strongly Agree 87%</p> <p>Disagree –Strongly Disagree 6</p> <p>No comment 7</p>
<p>The instructor was well organized and used class time well</p> <p>Agree – Strongly Agree 91%</p> <p>Disagree –Strongly Disagree 5</p> <p>No comment 4</p>	<p>The instructor used evaluation methods that reflected student achievement of the course objectives</p> <p>Agree – Strongly Agree 87%</p> <p>Disagree –Strongly Disagree 8</p> <p>No comment 5</p>

SOURCE: *Student Evaluation of Instructor and Instruction*, 2008-2009 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 2009 even though not all faculty members advise.

Communications	1:65	Biology	1:18	Music	1:05
Psychology	1:48	Accounting & Economics	1:13	Chemistry	1:05
Sociology & criminal Justic	1:48	Political Science	1:12	English	1:02
Professional Education	1:38	Art	1:10	History	1:02
Business Administration	1:37	MFE & INT	1:09	Mathematics	1:01
Computer Science	1:26	Recreation	1:06		
Social Work	1:26	WRM/ENE/ESC	1:06		