



# FACT BOOK



Office of Assessment & Institutional Research

2009  
edition

January, 2009

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 suggestion or changes for future editions. Please contact me with any questions or comments.

Sincerely,

A handwritten signature in black ink that reads "Mohammed Ali". The signature is written in a cursive style with a large initial 'M'.

Mohammed Ali,  
Director

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

# 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 High School Grade Point Averages	14
New Freshman Geographic Origins	15
Fall 2008 Semester Enrollment Statistics	16
Special Enrollments	17
Ethnic Enrollments	17
Enrollment by Classification	18
Enrollment by Residency	19
Persistence of New Freshmen	20
Cohort Freshman by Academic Programs	21
Student Retention Rates	22
Cohort Freshman Graduation Rates	23
Degree Awarded	24
Potential New Students by Major	24
<b>Academic Programs and Instruction</b>	
Organization	25
Revenues Generated	26
Program Enrollments	27
Share of Undergraduate Declared Major by Program	28
Share of Undergraduate Declared Major by College	29
Share of Undergraduate Declared Major by Department	30
Faculty by Program and Contact Hours	31
Faculty Grants and Contracts	32
Seniors' Experiences	40
Classroom Instruction	41
Faculty Advising	41

## Quick Reference

**President:** John W. Garland

During the first two decades, one president, Dr. Charles H. Wesley, who had been president of Wilberforce University before its split from Central State’s predecessor 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:

- ☞ Dr. Lewis A. Jackson served as acting president during part of 1965.
- ☞ Dr. Harry E. Groves served as president from 1965-1968.
- ☞ Dr. Herman R. Branson served as president from 1968-1970.
- ☞ Dr. Lewis A. Jackson served as president from 1970-1971. He then served as acting president from 1971-1972.
- ☞ Dr. Lionel H. Newsom served as president from 1972-1985.
- ☞ Dr. Arthur E. Thomas ('62) served as president from 1985-1995.
- ☞ Dr. Herman B. Smith served as interim president from 1995-1996.
- ☞ Dr. George Ayers, Executive Management Team, assumed the chief leadership position from 1996-1997.
- ☞ Mr. John W. Garland, Esq. ('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, Music, 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 2008</i>		
	Headcount	FTE
Undergraduate	2,142	2,043
Freshman	52% 1,124	
Sophomore	18 381	
Junior	13 291	
Senior	15 320	
Unclassified	1 26	
Graduate	<u>29</u>	<u>12</u>
<b>TOTAL</b>	<b>2,171</b>	<b>2,055</b>

<b>Average Class Size</b>	
<i>Fall 2008</i>	
< 1000 Level	18
1000 - 2000 Level	22
3000 - 4000 Level	8
5000 - 7000 Level	5
Student – Faculty Ratio (FTE) 13:1	

<b>*Operating Revenue</b>	
<i>Fiscal Year 2008</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 2007-2008</i>	
Baccalaureate	170
Master	<u>2</u>
<b>TOTAL</b>	<b>172</b>

<b>Tuition and Fees</b>		
<i>Academic Year 2008-2009</i>		
	Ohio	Non-OH
Undergraduate	\$5,294	\$11,462
Graduate	6,696	11,496

<b>Employee Headcount</b>	
<i>Fall 2008</i>	
Faculty	181
Administrative/ Professional	169
Civil Service	<u>178</u>
<b>TOTAL</b>	<b>528</b>

<b>Room and Board</b>	
<i>Academic Year 2008-2009</i>	
Room Charge	\$ 3,978
Board Charge	3,424

<b>Full-Time Instructional Faculty</b>	
<i>Fall 2008</i>	
Count	106
Tenured	50%
With Terminal Degree	72%

\* Please see page 6 for details

## The History of Central State University

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

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

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

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

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

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

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

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

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

## Location

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

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

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

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

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

## Purpose

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

## University Mission

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

Central State University is dedicated to:

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

## Program Inventory, Academic Year 2008 - 2009

<b><u>CIPS Code</u></b>	<b><u>Program Major</u></b>	<b><u>Responsible Academic Department(s)</u></b>	<b><u>Degree</u></b>	<b><u>Specializations/Options</u></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 2004-2008

### Revenue Sources

	FY2004	FY2005	FY2006	FY2007	FY2008
Tuition and Fees	\$ 4,270,235	\$ 5,766,473	\$ 5,587,296	\$ 6,804,534	\$ 7,804,515
Federal Grants, Contracts *	17,623,159	18,405,871	11,239,553	9,140,863	8,171,837
State, Local, Private Grants & Cont.	3,214,451	1,842,579	3,302,531	2,520,678	2,588,680
Auxiliary Activities	5,157,174	6,176,133	6,119,996	7,483,811	8,587,669
Other Sources	1,328,829	1,138,648	2,522,358	1,779,983	1,603,464
<b>Total Operating Revenue</b>	<b>\$31,593,848</b>	<b>\$33,329,704</b>	<b>\$28,771,734</b>	<b>\$27,729,869</b>	<b>\$28,756,165</b>
Federal PELL Grant Approp. *			3,475,779	3,824,643	4,634,788
State Appropriations	17,168,239	16,505,519	15,796,182	16,868,855	21,896,930
State Capital Appropriations	540,363	3,262,556	9,469,494	1,930,209	534,552
Gain (loss) on sale of fixed assets					(4,030)
Investment Income	83,000	159,834	333,794	391,847	309,185
<b>Total Revenue</b>	<b>\$49,385,450</b>	<b>\$53,257,613</b>	<b>\$57,846,983</b>	<b>\$50,745,423</b>	<b>\$56,127,590</b>

### Expenditure Allocations

Instruction	\$ 8,077,423	\$ 8,901,428	\$ 9,175,810	\$ 9,361,732	\$ 10,671,231
Research and Public Service	9,623,719	9,500,333	7,238,858	4,261,094	3,673,153
Academic Support	4,770,790	4,316,912	5,120,540	6,120,578	7,497,880
Student Services	3,511,203	3,430,647	3,288,070	3,467,032	3,886,782
Institutional Administration	7,696,186	6,222,238	7,655,066	7,548,291	11,025,647
Scholarships & Fellowships	2,105,601	2,270,436	2,896,132	3,181,185	2,059,691
Operation and Plant Maintenance	4,471,444	4,404,289	4,362,369	4,692,407	4,835,959
Auxiliary Enterprises	6,613,492	8,945,430	8,813,616	9,253,002	10,348,705
Depreciation	2,729,590	2,595,980	2,703,298	2,764,761	3,040,542
<b>Total Operating Expenses</b>	<b>\$49,599,448</b>	<b>\$50,587,693</b>	<b>\$51,253,759</b>	<b>\$50,650,082</b>	<b>\$57,039,590</b>
Interest Expense	134,385	128,238	138,329	111,692	103,447
Nonmandatory Transfers	0	0	0	0	0
<b>Total Expenses</b>	<b>\$49,733,833</b>	<b>\$50,715,931</b>	<b>\$51,392,088</b>	<b>\$50,761,774</b>	<b>\$57,143,037</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, 2006/07 to 2008/2009

### Tuition (12-18 credit hours)

	2004/05	2005/06	2006/07	2007/2008	2008/2009
<i>Resident</i>	--				
Undergraduate	\$ 2,572	\$ 2,726	\$ 2,890	\$ 2,890	\$ 2,890
Graduate		6,312	6,696	6,696	6,696
<i>Non-Resident</i>					
Undergraduate	\$ 8,062	\$ 8,546	\$ 9,058	\$ 9,058	\$ 9,058
Graduate		10,848	11,496	11,496	11,496

### Mandatory Fees

Combined Fees	1,444	1,530	1,622	1,622	1,622
General Fee	--	--	--	--	--
Athletic Fee	--	--	--	--	--
Student Union Fee	--	--	--	--	--
Lab Fee	--	--	--	--	--
Yearbook Fee	--	--	--	--	--
Health Services Fee & Insurance	696	738	782	782	782
<b>TOTAL</b>	<b>\$ 4,712</b>	<b>\$ 4,994</b>	<b>\$ 5,294</b>	<b>\$ 5,294</b>	<b>\$ 5,294</b>

SOURCE: Central State University Catalog

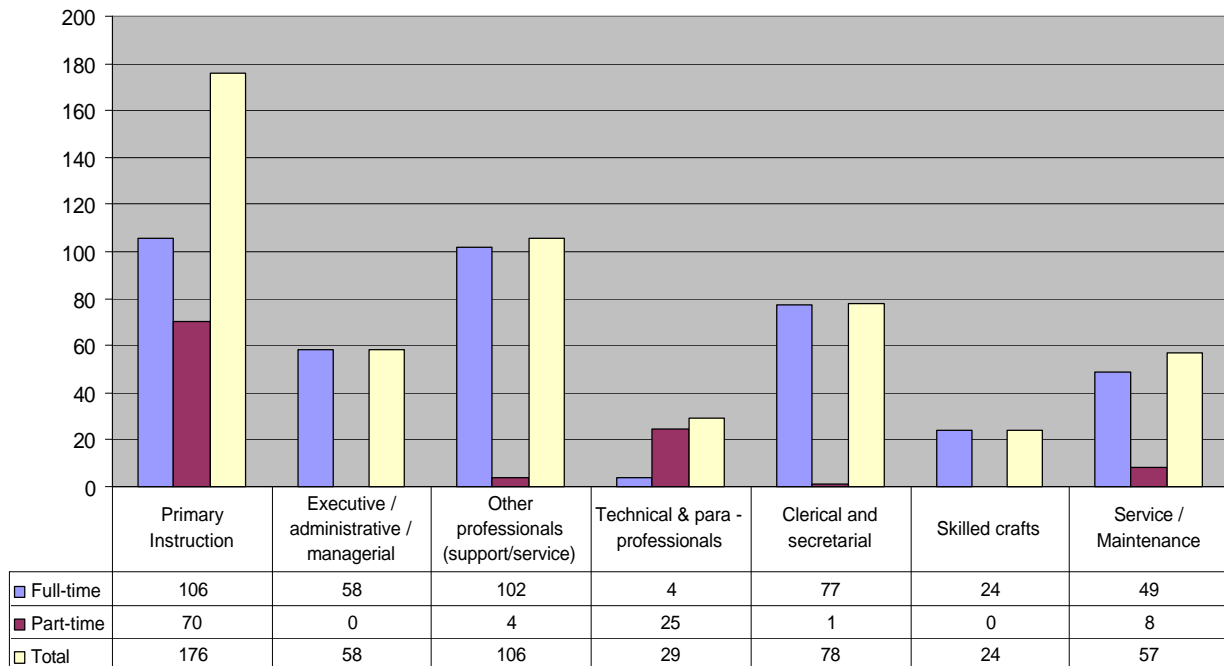
**Full-Time and Part-Time Employees by Assigned Position  
As of November 1, 2008**

	<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>	106	107	70	77	176	184
<b>Executive/administrative/managerial</b>	58	58	0	0	58	58
<b>Other professionals (support/service)</b>	102	98	4	3	106	101
<b>Technical and paraprofessionals</b>	4	4	25	21	29	25
<b>Clerical and secretarial</b>	77	76	1	1	78	77
<b>Skilled crafts</b>	24	24	0	0	24	24
<b>Service/Maintenance</b>	49	47	8	7	57	54
<b>Total</b>	<b>420</b>	<b>414</b>	<b>108</b>	<b>109</b>	<b>528</b>	<b>523</b>

SOURCE: IPEDS Human Resources 2008-09

\* PY = Previous Year

**Full-Time and Part-Time Employees by Assigned Position  
As of November 1, 2008**

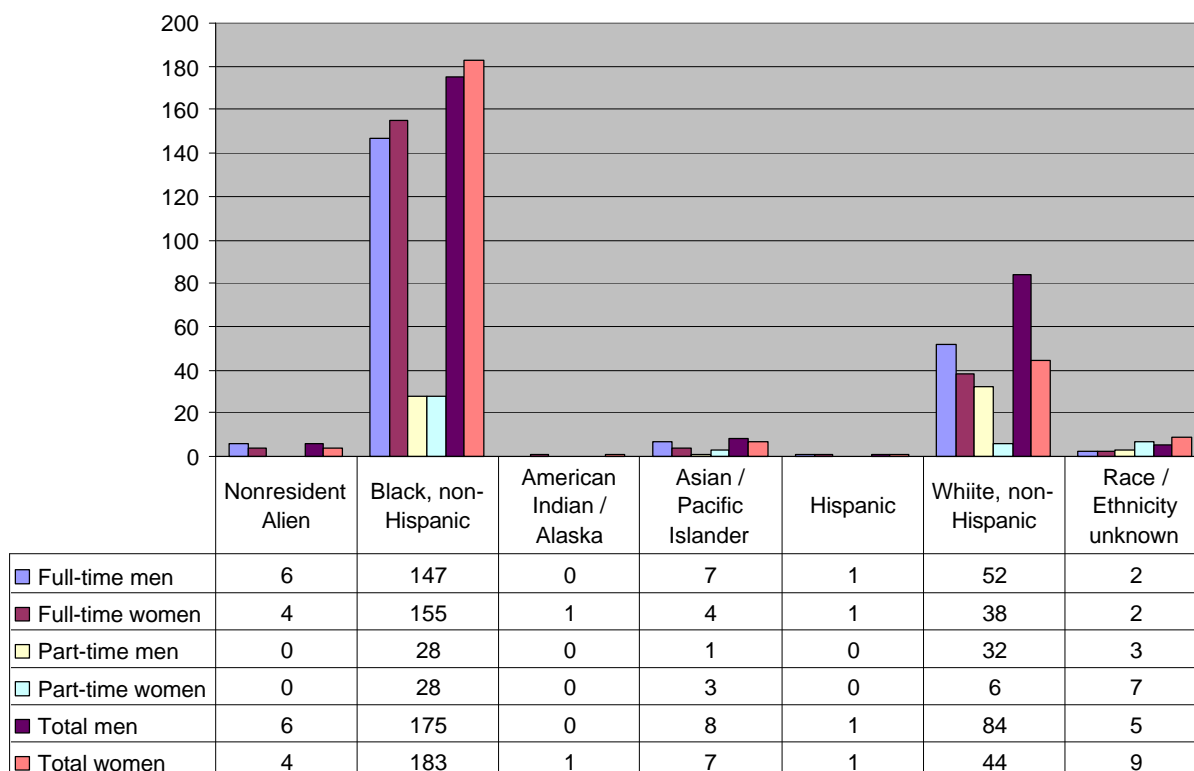


**Total number of Staff by Employment Status, Gender, and Race/Ethnicity  
As of November 1, 2008**

	<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>	6	4	0	0	6	4
<b>Black, non-Hispanic</b>	147	155	28	28	175	183
<b>American Indian / Alaska Native</b>	0	1	0	0	0	1
<b>Asian / Pacific Islander</b>	7	4	1	3	8	7
<b>Hispanic</b>	1	1	0	0	1	1
<b>White, non-Hispanic</b>	52	38	32	6	84	44
<b>Race / Ethnicity unknown</b>	2	2	3	7	5	9
<b>Total</b>	<u>215</u>	<u>205</u>	<u>64</u>	<u>44</u>	<u>279</u>	<u>249</u>

SOURCE: IPEDS Human Resources 2008-09

**Total number of Staff by Employment Status, Gender, and Race/Ethnicity  
As of November 1, 2008**

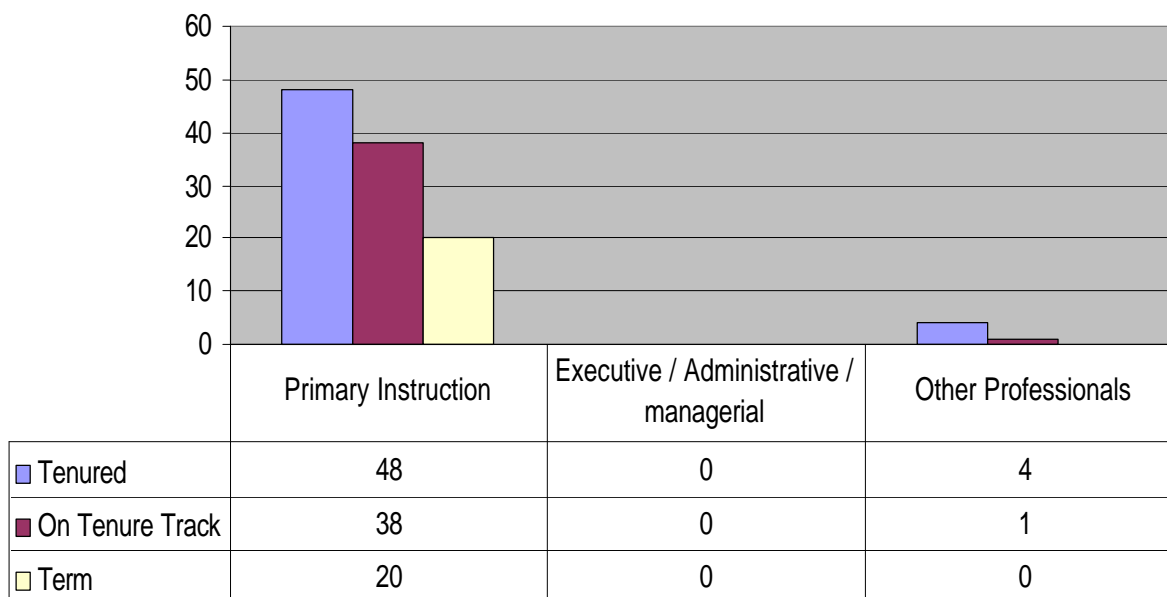


**Full-time Staff by Faculty Status  
As of November 1, 2008**

	Tenured	On Tenure Track	Term	Total
Primary Instruction	48	38	20	106
Executive / Administrative / Managerial	0	0	0	0
Other Professionals	4	1	0	5

SOURCE: IPEDS Human Resources 2008-09

**Full-time Staff by Faculty Status  
As of November 1, 2008**

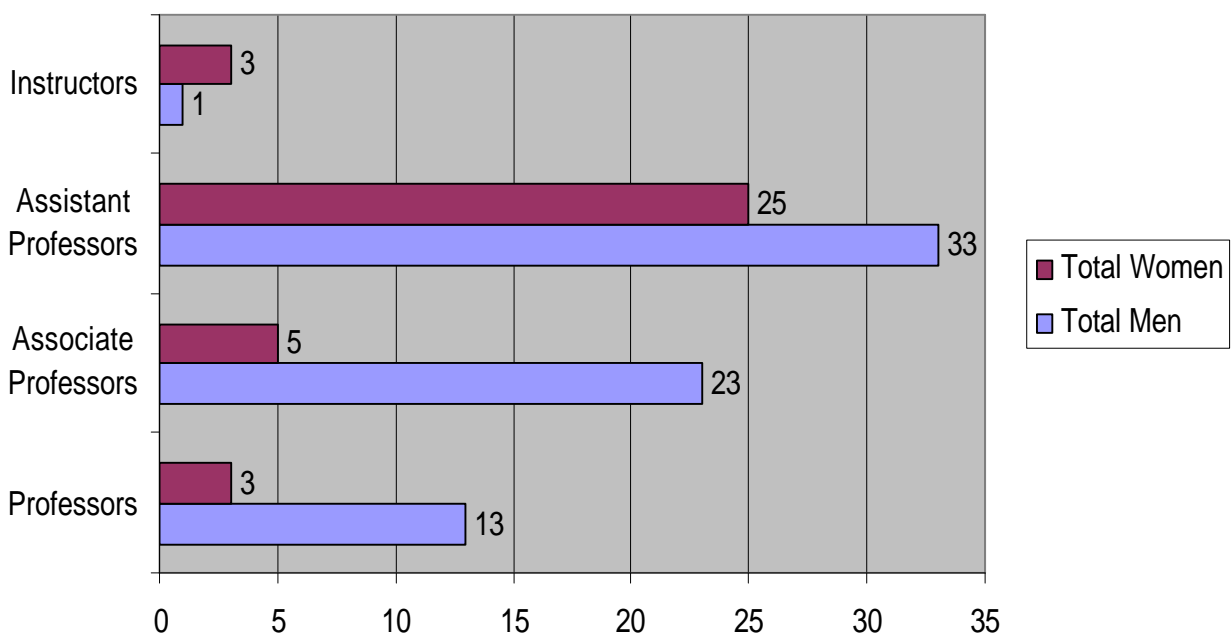


**Full-time Instructional Staff by Gender and Academic Rank  
As of November 1, 2008**

	Total Men	Total Women	Total
Professors	13	3	16
Associate Professors	23	5	28
Assistant Professors	33	25	58
Instructors	1	3	4

SOURCE: IPEDS Human Resources 2008-09

**Full-time Instructional Staff by Gender and Academic Rank  
As of November 1, 2008**

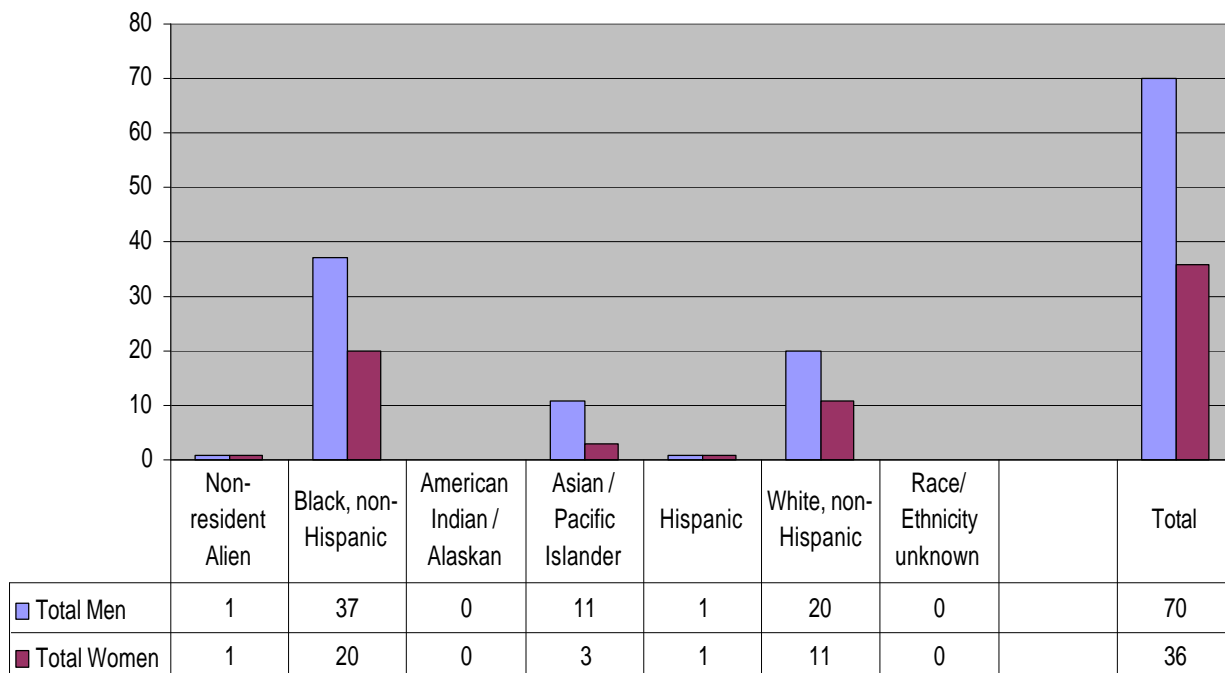


**Full-time Instructional Staff by Gender and Ethnicity  
As of November 1, 2008**

	Total Men	Total Women
Nonresident Alien	1	1
Black, non-Hispanic	37	20
American Indian / Alaskan Native	0	0
Asian / Pacific Islander	11	3
Hispanic	1	1
White, non-Hispanic	20	11
Race/ Ethnicity unknown	0	0
<b>Total</b>	<b>70</b>	<b>36</b>

SOURCE: IPEDS Human Resources 2008-09

**Full-time Instructional Staff by Gender and Ethnicity  
As of November 1, 2008**



### Applications, Admittance, and Enrolled, Fall Terms 2004-2008

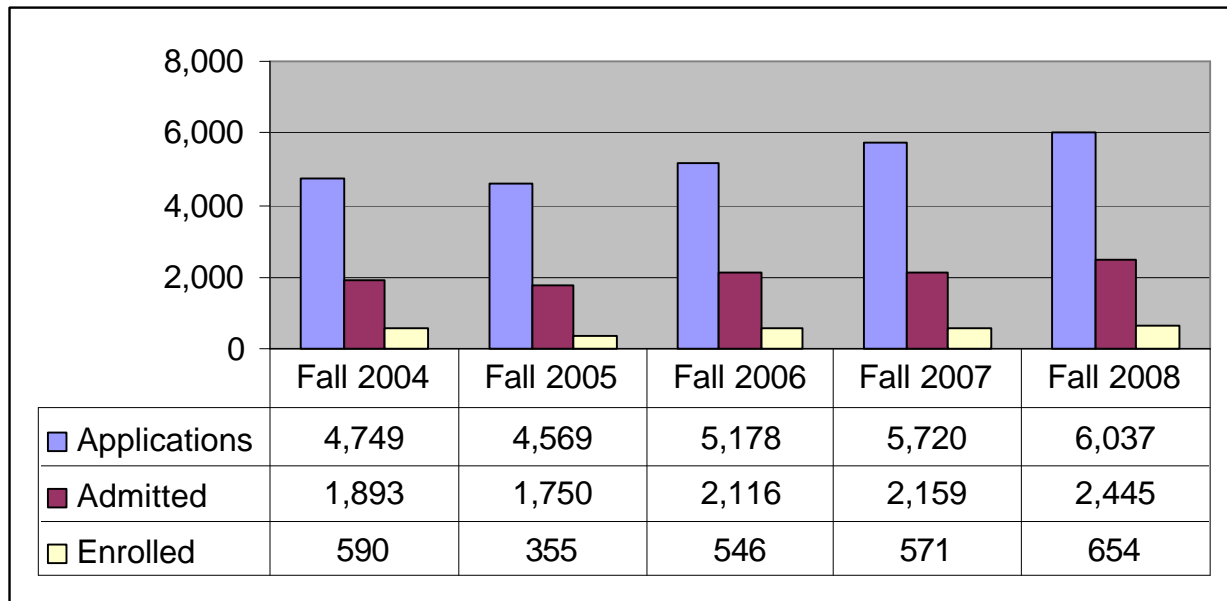
	2004	2005	2006	2007	2008
<b>First-time Freshmen (full- and part-time)</b>					
Applications <sup>1</sup>	4,749	4,569	5,178	5,720	6,037
Admitted	1,893	1,750	2,116	2,159	2,445
Enrolled	590	355	546	571	654

Ratio of Enrolled to Admitted 31.2% 31.2% 20.3% 26.4% 27.0%

<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 2004-2008

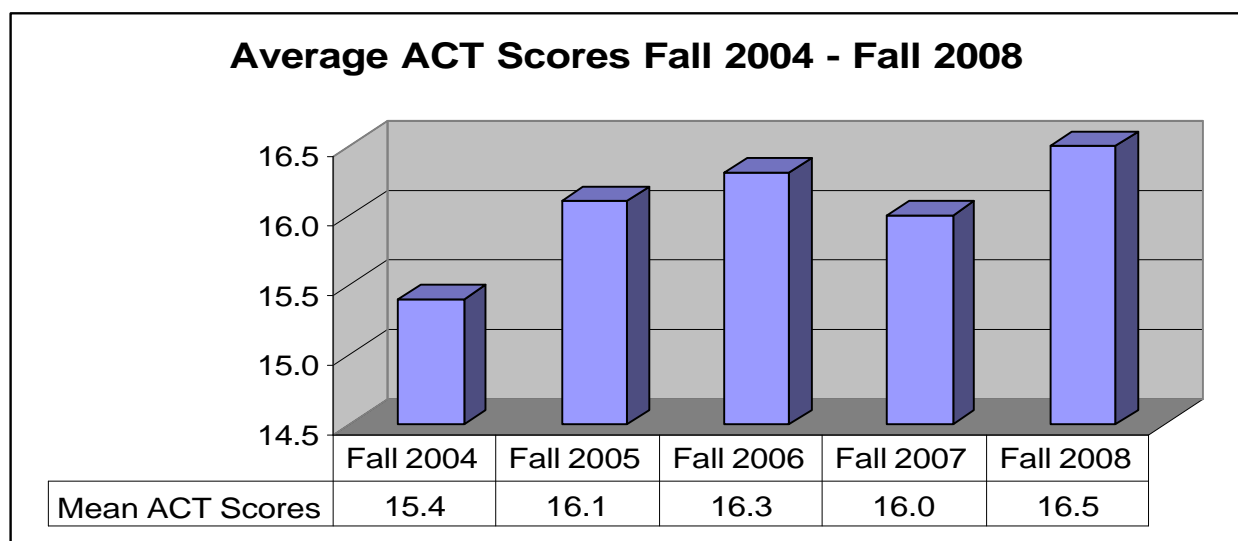


### New Freshman ACT Composite Scores, 2004-2008

ACT Score	Fall 2004			Fall 2005			Fall 2006			Fall 2007			Fall 2008		
	N	%	Cum %	N	%	Cum %	N	%	Cum %	N	%	Cum %	N	%	Cum %
>=31															
30															
29							1	0.2	0.2						
28	2	0.3	0.4				1	0.2	0.5						
27	0	0.0	0.4				1	0.2	0.7				1	0.2	0.2
26	0	0.0	0.4	2	0.6	0.7	3	0.5	1.4				2	0.4	0.5
25	0	0.0	0.4	0	0.0	0.7	1	0.2	1.6	2	0.4	0.4	3	0.5	1.1
24	4	0.7	1.3	0	0.0	0.7	3	0.5	2.3	2	0.4	0.9	3	0.5	1.6
23	0	0.0	1.3	4	1.1	2.1	7	1.3	3.9	6	1.1	2.2	6	1.1	2.7
22	4	0.7	2.2	3	0.8	3.1	3	0.5	4.6	10	1.8	4.4	5	0.9	3.6
21	8	1.4	3.9	12	3.4	7.2	13	2.4	7.6	16	2.8	7.9	21	3.8	7.3
20	20	3.4	8.2	12	3.4	11.3	21	3.8	12.4	19	3.3	12.1	38	6.8	14.1
19	17	2.9	11.9	18	5.1	17.5	24	4.4	17.9	35	6.1	19.8	43	7.7	21.8
18	31	5.3	18.6	31	8.7	28.1	52	9.5	29.8	42	7.4	29.1	56	10.2	32.0
17	43	7.3	27.9	29	8.2	38.0	56	10.3	42.7	41	7.2	38.1	84	15.0	47.0
16	87	14.7	46.7	40	11.3	51.7	65	11.9	57.6	50	8.8	49.1	92	16.5	63.5
15	63	10.7	60.3	52	14.6	69.5	69	12.6	73.4	72	12.6	65.0	72	12.9	76.4
14	77	13.1	76.9	45	12.7	84.9	56	10.3	86.2	70	12.3	80.4	61	10.9	87.3
13	57	9.7	89.2	23	16.5	92.8	35	6.4	94.3	52	9.1	91.9	39	7.0	94.3
12	26	4.4	94.8	19	5.4	99.3	13	2.4	97.2	27	4.7	97.8	22	3.9	98.2
11	16	2.7	98.3	1	0.3	99.7	9	1.6	99.3	8	1.4	99.6	7	1.3	99.5
=<10	8	1.3	100.0	1	0.3	100.0	3	0.6	100.0	2	0.4	100.0	3	0.6	100.0
Subtotal	463	78%		292	82%		436	80%		454	80%		559	85%	
Unreported	127			63			110			117			95		
<b>TOTAL</b>	<b>590</b>			<b>355</b>			<b>546</b>			<b>571</b>			<b>654</b>		
<b>MEAN</b>	<b>15.4</b>			<b>16.1</b>			<b>16.3</b>			<b>16.0</b>			<b>16.5</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 High School Grade Point Averages, 2004-2008

HS GPA	Fall 2004 <sup>1</sup>			Fall 2005 <sup>1</sup>			Fall 2006 <sup>1</sup>			Fall 2007 <sup>1</sup>			Fall 2008 <sup>1</sup>		
	N	%	Cum %	N	%	Cum %	N	%	Cum %	N	%	Cum %	N	%	Cum %
4.0	0	0.0	0.0	2	0.6	0.6	1	0.2	0.2	0	0.0	0.0	0	0.0	0.0
3.9	2	0.3	0.4	0	0.0	0.0	3	0.5	0.7	2	0.4	0.4	5	0.8	0.8
3.8	3	0.5	0.9	2	0.6	1.2	3	0.5	1.3	1	0.2	0.5	2	0.3	1.1
3.7	6	1.0	1.9	1	0.3	1.5	3	0.5	1.9	8	1.4	2.0	4	0.6	1.7
3.6	6	1.0	3.0	3	0.8	2.3	5	0.9	2.8	7	1.2	3.3	6	0.9	2.6
3.5	7	1.2	4.2	6	1.7	4.1	7	1.3	4.1	8	1.4	4.7	10	1.6	4.2
3.4	7	1.2	5.5	5	1.4	5.6	9	1.6	5.7	7	1.2	6.0	7	1.1	5.3
3.3	26	4.4	10.1	7	2.0	7.6	19	3.5	9.3	11	1.9	8.0	16	2.5	7.8
3.2	12	2.0	12.2	13	3.7	11.4	16	2.9	12.2	17	3.0	11.0	16	2.5	10.3
3.1	8	1.4	13.6	10	2.8	14.4	21	3.8	16.1	20	3.5	14.6	10	2.5	12.8
3.0 <sup>a</sup>	24	4.1	17.8	11	3.1	17.6	37	6.8	23.0	20	3.5	18.3	28	4.4	17.1
-----															
2.9	22	3.7	21.7	14	3.9	21.7	20	3.7	26.7	19	3.3	21.7	22	3.4	20.6
2.8	22	3.7	25.6	15	4.2	26.1	21	3.8	30.6	30	5.3	27.1	36	5.6	26.2
2.7	27	4.6	30.3	24	6.8	33.1	19	3.5	34.1	24	4.2	31.5	35	5.5	31.6
2.6 <sup>b</sup>	37	6.3	36.9	26	7.3	40.8	27	4.9	39.1	36	6.3	38.0	25	3.9	35.5
2.5	35	5.9	43.0	20	5.6	46.6	51	9.3	48.5	42	7.4	45.6	49	7.6	43.1
2.4	47	8.0	51.3	31	8.7	55.7	29	5.3	53.9	31	5.4	51.2	46	7.2	50.3
2.3	48	8.1	59.8	22	6.2	62.2	37	6.8	60.7	42	7.4	58.8	56	8.7	59.0
2.2	43	7.3	67.4	27	7.6	70.1	34	6.2	67.0	47	8.2	67.3	44	6.9	65.9
2.1	35	5.9	73.5	30	8.5	78.9	42	7.7	74.8	45	7.9	75.4	49	7.6	73.5
2.0 <sup>c</sup>	30	5.1	78.8	34	9.6	88.9	38	7.0	81.9	40	7.0	82.6	54	8.4	81.9
<= 1.9	120	20.4	100.0	38	10.8	100.0	97	17.9	100.0	96	16.9	100.0	116	18.2	100.0
-----															
Subtotal	567			341			540			553			642		
Unreported	23			14			6			18			12		
<b>TOTAL</b>	<b>590</b>			<b>355</b>			<b>546</b>			<b>571</b>			<b>654</b>		
-----															
<b>MEAN</b>	<b>2.43</b>			<b>2.48</b>			<b>2.46</b>			<b>2.43</b>			<b>2.41</b>		

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

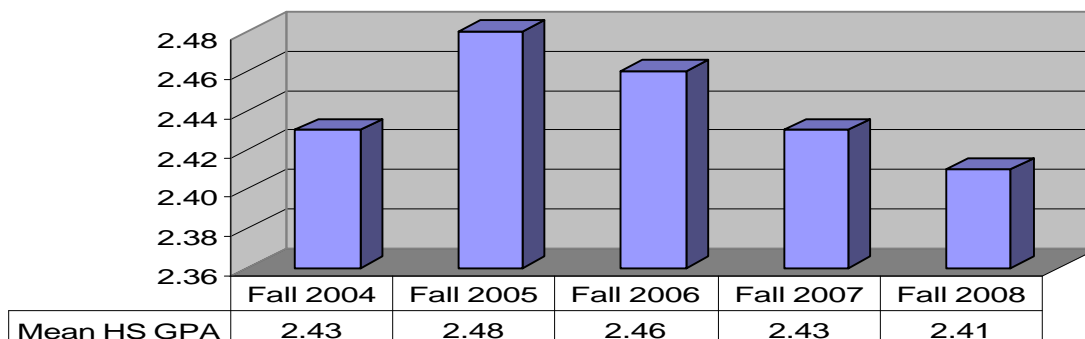
a "3.0 or Above" for Fall 2004 and Fall 2008

b "2.6 – 2.9" for Fall 2004 and Fall 2008

c "2.0 – 2.5" for Fall 2004 and Fall 2008

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 2004 - Fall 2008**



### New Freshman Geographic Origins, Fall Terms 2004-2008

	2004 <sup>1</sup>		2005 <sup>1</sup>		2006 <sup>1</sup>		2007 <sup>1</sup>		2008 <sup>1</sup>	
	N	%	N	%	N	%	N	%	N	%
<b>OHIO<sup>2</sup></b>	<b>338</b>	<b>57</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>
Akron	15	4%	13	6%	8	3%	7	2%	8	3%
Athens	0	0	1	0	0	0	0	0	0	0
Canton	1	0	2	1	4	1	3	1	2	1
Chillicothe	1	0	2	1	1	0	1	0	0	0
Cincinnati	43	13	40	17	61	21	70	23	70	22
Cleveland	68	20	40	17	44	15	47	16	54	17
Columbus	93	28	46	20	70	24	46	15	62	19
Dayton	87	26	69	30	76	26	99	33	103	32
Lima	3	1	2	1	2	1	2	1	1	0
Mansfield	4	1	1	0	10	3	4	1	9	3
Steubenville	2	1	0	0	0	0	3	1	1	0
Toledo	14	4	7	3	10	3	10	3	7	2
Youngstown	6	2	6	3	8	3	6	2	2	1
Zanesville	0	0	1	0	0	0	0	0	0	0
<b>CALIFORNIA</b>	<b>10</b>	<b>2</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>ILLINOIS</b>	<b>72</b>	<b>12</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>INDIANA</b>	<b>7</b>	<b>1</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>KENTUCKY</b>	<b>0</b>	<b>0</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>MICHIGAN</b>	<b>91</b>	<b>15</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>PENNSYLVANIA</b>	<b>8</b>	<b>1</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>OTHER STATES</b>	<b>64</b>	<b>11</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>UNKNOWN</b>	<b>0</b>	<b>0</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>INTERNATIONAL</b>	<b>0</b>	<b>0</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>TOTAL</b>	<b>590</b>	<b>100%</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>

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 2008 Semester Enrollment Report**

***Fall Enrollment Headcount***

	2004	2005	2006	2007	2008
<i>Undergraduates</i>	1812	1617	1747	1997	2142
<i>Graduates</i>	8	6	19	25	29
<b>Totals</b>	<b>1820</b>	<b>1623</b>	<b>1766</b>	<b>2022</b>	<b>2171</b>

***Fall FTE***

	2004	2005	2006	2007	2008
<i>Undergraduate</i>	1821	1472	1657.5	1913	2043
<i>Graduate</i>	3	3	8.7	9	12
<b>Total FTE</b>	<b>1824</b>	<b>1475</b>	<b>1666.2</b>	<b>1922</b>	<b>2055</b>

*\*Total FTE does not include students' withdrawn w/record prior to the Official Census date (9/2/08)*

**Fall Quarter/Semester Enrollment Statistics**

Year	Classification	Male	%	Female	%	Gender Unknown	%	Full-Time	%	Part-Time	%	In-State	%	Out-State	%	Residence Hall	%	Commuter	%
<i>(QTR)</i>																			
<b>2004</b>	<i>Undergraduates</i>	898		910		4		1702		110		1242		570		1088		724	
	<i>Graduates</i>	3		5		0		0		8		8		0		0		8	
	<b>Total</b>	<b>901</b>	<b>49%</b>	<b>915</b>	<b>50%</b>	<b>4</b>	<b>&gt;1%</b>	<b>1702</b>	<b>94%</b>	<b>118</b>	<b>6%</b>	<b>1250</b>	<b>69%</b>	<b>570</b>	<b>31%</b>	<b>1088</b>	<b>60%</b>	<b>732</b>	<b>40%</b>
<i>(SEM)</i>																			
<b>2005</b>	<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>
<b>2006</b>	<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>
<b>2007</b>	<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>
<b>2008</b>	<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>

### Fall to Fall Enrollment Comparison

	<i>Total Enrollment</i>	<i>Headcount Increase/Decrease</i>	<i>Percentage Increase/Decrease</i>
<i>Fall 2003-2004</i>	1621-1820	199	+12.3 %
<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 %

### Special Enrollments

<i>Category</i>	<i>Fall 2004</i>	<i>%</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>Consortium</i>	7		8	<1 %	5	<1 %	9	<1 %	7	<1 %
<i>Cooperative Education</i>	0		1		1		1		4	
<i>CSU-West/Dayton*</i>	184	10.0 %	196	12 %	196	11 %	218	11 %	219	10%
<i>Veterans</i>	15	1.0 %	14	<1 %	18	1 %	17	<1 %	25	1 %
<i>Faculty/Staff</i>	57	3.0 %	51	3 %	69	4 %	71	4 %	67	3 %
<i>International Students</i>	15	1.0 %	10	<1 %	10	<1 %	7	<1 %	8	<1 %

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

### Ethnic Enrollment

	<i>Fall 2004</i>	<i>%</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>African American</i>	1549	85 %	1417	87%	1588	90 %	1852	92 %	2026	93%
<i>American Indian</i>	4		2	<1 %	4	<1 %	3	<1 %	5	<1 %
<i>Asian American</i>	0		1	<1 %	4	<1 %	3	<1 %	2	<1 %
<i>Caucasian American</i>	19	1 %	22	1 %	34	2 %	38	2 %	48	2 %
<i>Hispanic American</i>	14	1 %	14	<1 %	14	<1 %	19	1 %	19	<1 %
<i>International Students</i>	15	1 %	10	<1 %	10	<1 %	7	<1 %	8	<1 %
<i>Not Reported</i>	219	12 %	157	9 %	112	6 %	100	5 %	63	3 %
<b>Total</b>	<b>1820</b>		<b>1623</b>		<b>1766</b>		<b>2022</b>		<b>2171</b>	

### Enrollment by Classification

	<i>Fall 2004</i>	<i>%</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>Freshmen</i>	1014	56%	768	47%	864	49%	1034	51%	1124	52%
<i>Sophomores</i>	301	16%	346	21%	333	19%	361	18%	381	18%
<i>Juniors</i>	247	13%	256	16%	260	15%	278	14%	291	13%
<i>Seniors</i>	213	12%	219	13%	270	15%	305	15%	320	15%
<i>Graduates</i>	8	<1%	6	<1%	19	1%	25	1%	29	1%
<i>Post-Baccalaureate</i>	37	2%	28	2%	20	1%	19	1%	26	1%
<b>Total Enrollments</b>	<b>1820</b>		<b>1623</b>		<b>1766</b>		<b>2022</b>		<b>2171</b>	

### Student Body Report

	<i>Fall 2004</i>	<i>%</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>Consortium</i>	7	<1%	8	<1%	5	<1%	9	<1%	7	<1%
<i>Continuing Students</i>	1036	57%	1067	66%	998	57%	1212	60%	1291	59%
<i>Graduates</i>	8	<1%	6	<1%	19	1%	25	1%	29	1%
<i>New Freshmen</i>	590	32%	355	22%	546	30%	571	28%	654	30%
<i>Post-Baccalaureate</i>	37	2%	28	2%	20	1%	19	1%	26	1%
<i>Post-Secondary Option</i>	N/A		N/A		N/A		13	<1%	N/A	
<i>Re-admits</i>	32	1%	32	2%	49	3%	39	2%	33	2%
<i>Special</i>	1	<1%	7	<1%	10	<1%	10	<1%	9	<1%
<i>Transfer</i>	106	6%	116	7%	118	7%	121	6%	120	6%
<i>Transient</i>	3	<1%	4	<1%	1	<1%	3	<1%	2	<1%
<i>Undeclared</i>	0		0		0		0		0	
<b>Total Enrollments</b>	<b>1820</b>		<b>1623</b>		<b>1766</b>		<b>2022</b>		<b>2171</b>	

### In-State Students

#### County of Residence

Adams	0	Fairfield	5	Licking	0	Portage	2
Allen	5	Fayette	3	Logan	2	Preble	0
Ashland	0	Franklin	195	Lorain	1	Putnam	0
Ashtabula	1	Fulton	1	Lucas	28	Richland	14
Athens	1	Gallia	0	Madison	1	Ross	0
Auglaize	0	Geauga	2	Mahoning	11	Sandusky	1
Belmont	0	Greene	158	Marion	1	Scioto	0
Brown	0	Guernsey	0	Medina	0	Seneca	0
Butler	16	Hamilton	184	Meigs	1	Shelby	1
Carroll	0	Hancock	0	Mercer	0	Stark	5
Champaign	1	Hardin	0	Miami	3	Summit	23
Clark	55	Harrison	0	Monroe	0	Trumbull	5
Clermont	1	Henry	0	Montgomery	367	Tuscarawas	0
Clinton	3	Highland	3	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	7
Cuyahoga	183	Jackson	0	Ottawa	0	Washington	0
Darke	2	Jefferson	2	Paulding	0	Wayne	1
Defiance	0	Knox	0	Perry	0	Williams	0
Delaware	1	Lake	1	Pickaway	0	Wood	0
Erie	5	Lawrence	0	Pike	1	Wyandot	0
<b>TOTAL:</b>							<b>1,304</b>

### Out-of-State Students

Alabama	2	Georgia	17	Missouri	12	Virginia	5
Alaska	1	Illinois	238	Nebraska	2	Washington DC	22
Arizona	3	Indiana	59	New Jersey	26	Wisconsin	33
Arkansas	1	Kansas	3	New York	22		
California	17	Kentucky	5	North Carolina	1	Unknown	31
Colorado	1	Louisiana	2	Pennsylvania	26		
Connecticut	4	Maryland	10	South Carolina	3		
Delaware	1	Michigan	291	Tennessee	3		
Florida	12	Minnesota	1	Texas	5		
<b>TOTAL:</b>							<b>859</b>

### International Students

France	1	Ghana	2	Jordan	1	Kenya	1
Nigeria	1	Togo	1	United Kindgom	1		
<b>TOTAL:</b>							<b>8</b>

**GRAND TOTAL 2,171**

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

**Fall Terms 1999-2008**

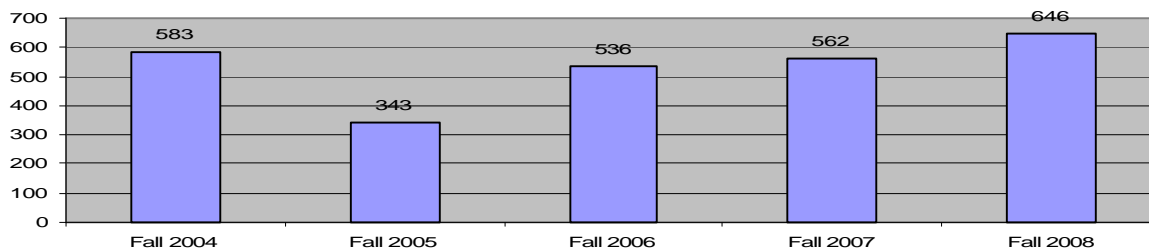
Fall Attendance Year

Entering Fall Term	N <sup>1</sup>		Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
1999	294	Graduated By:	0.0%	0.0%	1.0%	13.6%	11.9%	3.1%	1.0%	0.0%	0.0%
		Still Enrolled:	52.0%	44.2%	41.2%	22.4%	7.8%	3.1%	2.0%	1.4%	1.0%
		Sum:	52.0%	44.2%	42.2%	36.0%	19.7%	3.0%	1.4%	1.0%	
		Non-Persisters:	48.0%	55.8%	57.8%	64.0%	80.3%	93.8%	97.0%	98.6%	99.0%
2000	307	Graduated By:	0.0%	0.0%	0.0%	11.7%	10.4%	4.2%	2.1%	1.0%	
		Still Enrolled:	58.0%	45.6%	37.5%	23.5%	10.1%	6.2%	2.9%	1.6%	
		Sum:	58.0%	45.6%	37.5%	35.2%	20.5%	10.4%	5.0%	2.6%	
		Non-Persisters:	42.0%	54.4%	62.5%	64.8%	79.5%	89.6%	95.0%	98.4%	
2001	389	Graduated By:	0.0%	0.0%	0.0%	8.5%	8.5%	4.1%	1.8%		
		Still Enrolled:	54.8%	38.0%	32.4%	20.1%	10.3%	4.9%	1.3%		
		Sum:	54.8%	38.0%	32.4%	28.6%	18.8%	9.0%	3.1%		
		Non-Persisters:	45.2%	62.0%	67.6%	71.4%	81.2%	91.0%	96.9%		
2002	372	Graduated By:	0.0%	0.0%	1.1%	12.4%	8.9%	5.4%			
		Still Enrolled:	53.2%	45.4%	40.6%	23.7%	11.8%	5.1%			
		Sum:	53.2%	45.4%	41.7%	36.1%	20.7%	10.5%			
		Non-Persisters:	46.8%	54.6%	58.3%	63.9%	79.3%	89.5%			
2003	543	Graduated By:	0.0%	0.0%	0.0%	6.8%	8.3%				
		Still Enrolled:	50.8%	35.5%	28.5%	19.5%	7.6%				
		Sum:	50.8%	35.5%	28.5%	26.3%	15.9%				
		Non-Persisters:	49.2%	64.5%	71.5%	73.7%	84.1%				
2004	583	Graduated By:	0.0%	0.0%	0.0%	6.0%					
		Still Enrolled:	47.3%	33.8%	29.3%	18.7%					
		Sum:	47.3%	33.8%	29.3%	24.7%					
		Non-Persisters:	52.7%	66.2%	70.7%	75.3%					
2005	343	Graduated By:	0.0%	0.0%	0.0%						
		Still Enrolled:	50.1%	41.9%	39.1%						
		Sum:	50.1%	41.9%	39.1%						
		Non-Persisters:	49.9%	58.1%	60.9%						
2006	536	Graduated By:	0.0%	0.0%							
		Still Enrolled:	54.1%	44.6%							
		Sum:	54.1%	44.6%							
		Non-Persisters:	45.9%	55.4%							
2007	562	Graduated By:	0.0%								
		Still Enrolled:	51.4%								
		Sum:	51.4%								
		Non-Persisters:	48.6%								
2008	646	Graduated By:									
		Still Enrolled:									
		Sum:									
		Non-Persisters:									

<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**

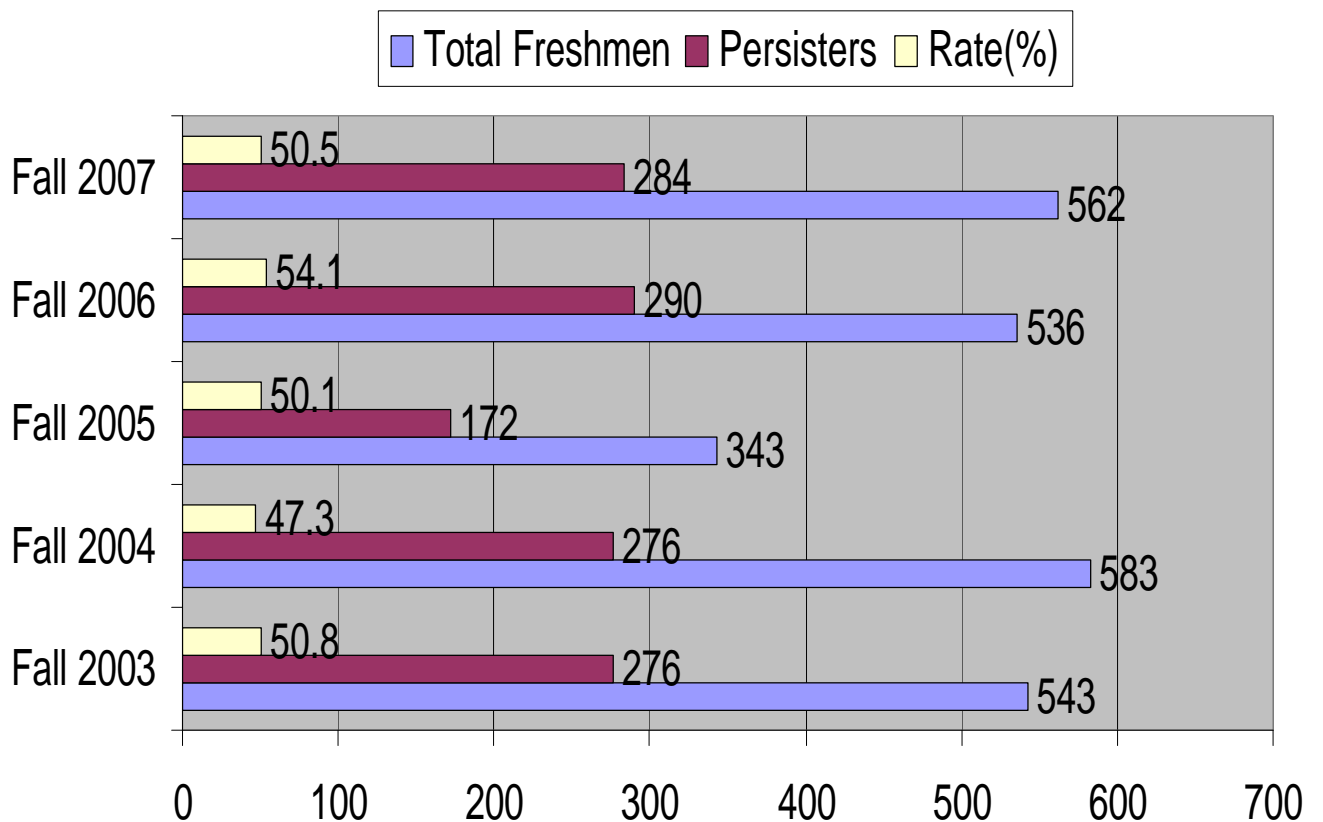
<b>Programs</b>	<b>Fall 2004</b>	<b>%</b>	<b>Fall 2005</b>	<b>%</b>	<b>Fall 2006</b>	<b>%</b>	<b>Fall 2007</b>	<b>%</b>	<b>Fall 2008</b>	<b>%</b>
Accounting	24	4%	7	2%	18	3%	12	2%	13	2%
Adolescent to Young Adult	17	3%	4	1%	12	2%	19	3%	26	4%
Advertising Graphics	5	1%	11	3%	9	2%	10	2%	5	1%
Biology	44	8%	39	11%	44	8%	36	6%	39	6%
Broadcast Media	47	8%	15	4%	31	6%	26	5%	34	5%
Business Administration	122	21%	75	22%	129	24%	89	16%	79	12%
Chemistry			5	1%	7	1%	2	0%	7	1%
Communications Journalism	17	3%	10	3%	11	2%	10	2%	8	1%
Computer Science	30	5%	15	4%	14	3%	9	2%	17	3%
Criminal Justice									36	6%
Early Childhood Education	17	3%	13	4%	18	3%	22	4%	30	5%
Earth Science									1	0%
Economics	3	1%					1	0%	2	0%
English	6	1%	10	3%	9	2%	10	2%	12	2%
Environmental Engineering										
Geology										
History	1	0%			2	0%	4	1%	1	0%
Industrial Technology	1	0%	2	1%	4	1%	2	0%	2	0%
Intervention Specialist	2	0%			5	1%	5	1%	3	0%
Jazz Studies					1	0%			1	0%
Manufacturing Engineering	25	4%	8	2%	18	3%	19	3%	16	2%
Mathematics	1	0%			2	0%	1	0%	1	0%
Middle Childhood Education	3	1%	3	1%	9	2%	4	1%	7	1%
Multi-Age	39	7%	17	5%	30	6%	37	7%	34	5%
Music Performance	9	2%	1	0%	5	1%	14	2%	10	2%
Political Science	10	2%	10	3%	7	1%	5	1%	3	0%
Psychology	39	7%	15	4%	45	8%	40	7%	33	5%
Recreation			2	1%	4	1%	2	0%	7	1%
Social Work	21	4%	8	2%	11	2%	15	3%	19	3%
Sociology	27	5%	15	4%	19	4%	35	6%	10	2%
Studio Art	12	2%	3	1%	9	2%	3	1%	3	0%
Water Resources Management	6	1%	2	1%	2	0%	3	1%	1	0%
Undeclared	55	9%	53	15%	61	11%	127	23%	186	29%
<b>Total</b>	<b>583</b>	<b>100%</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>





Student Retention Rates - Entering Full-time Freshmen Fall Term				
Year (Fall)	N	Still Enrolled	Non-Persisters	Retention Rate
2003	543	276	267	50.8%
2004	583	276	307	47.3%
2005	343	172	171	50.1%
2006	536	290	246	54.1%
2007	562	284	278	50.5%

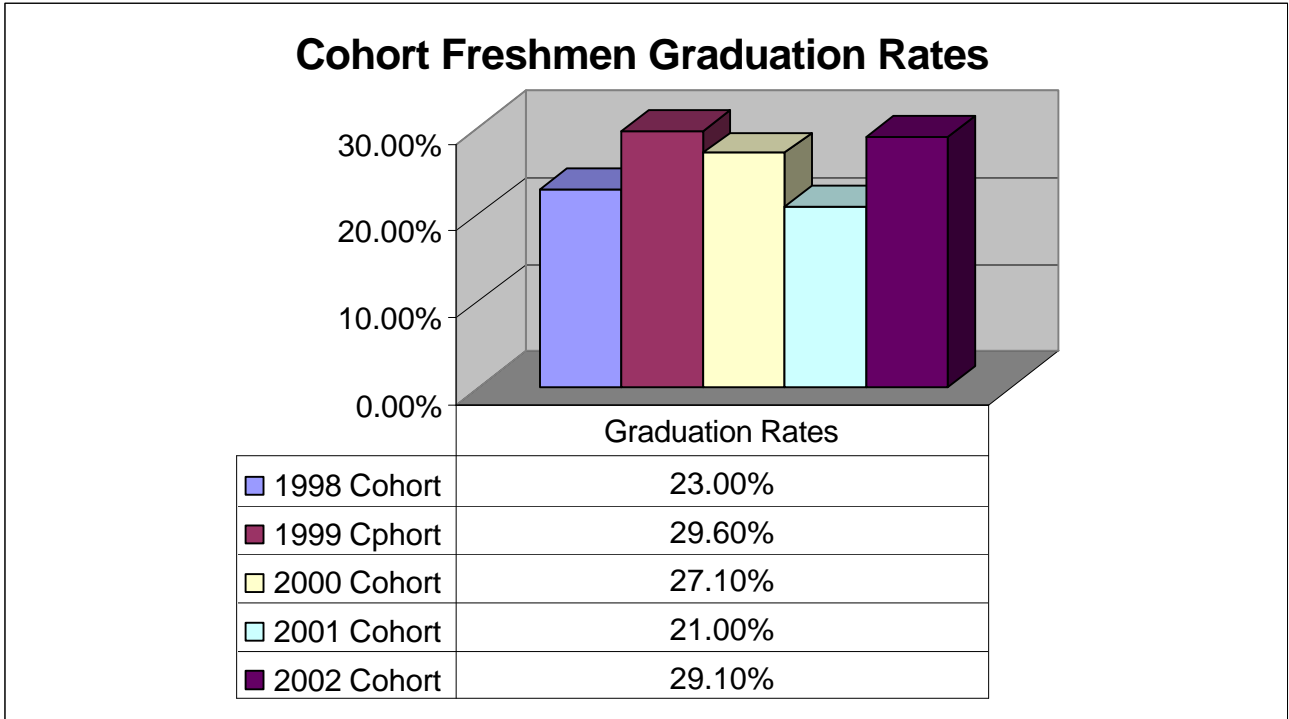
### Cohort Second Year Retention Rates

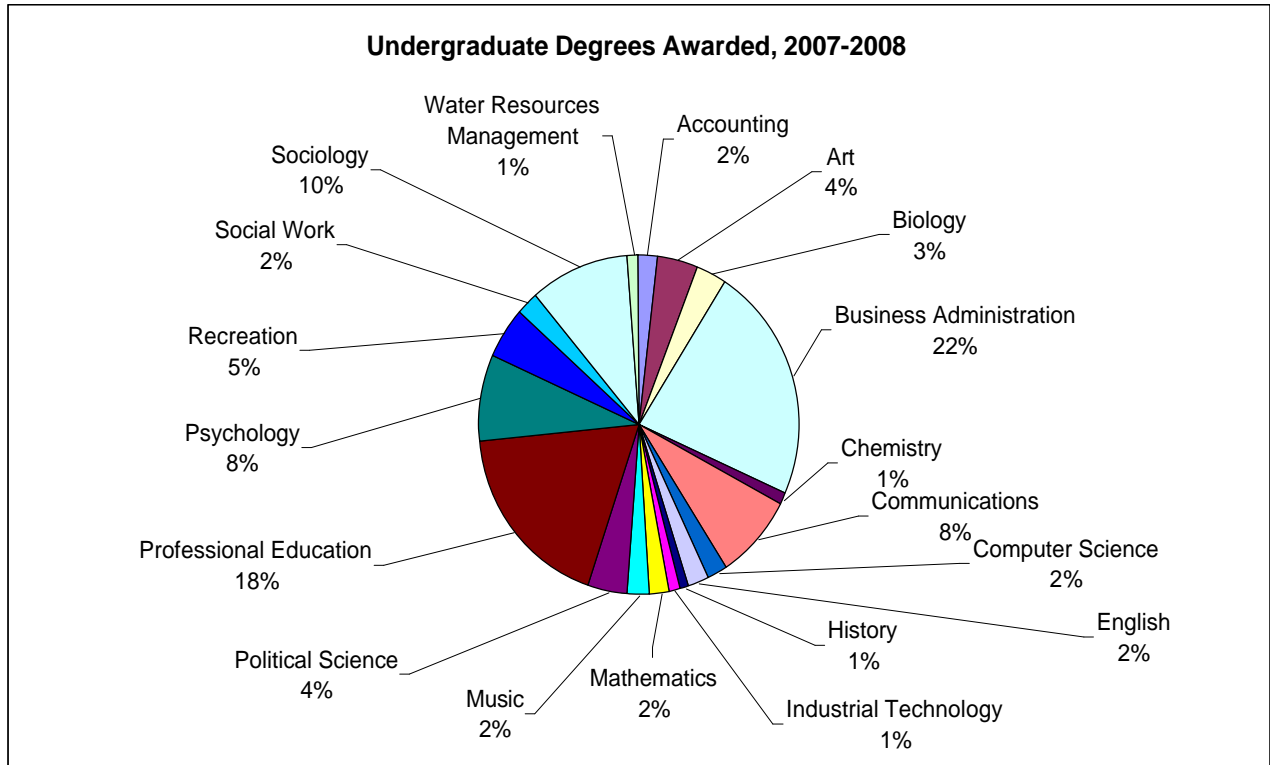


### Cohort Freshmen Graduation Rates

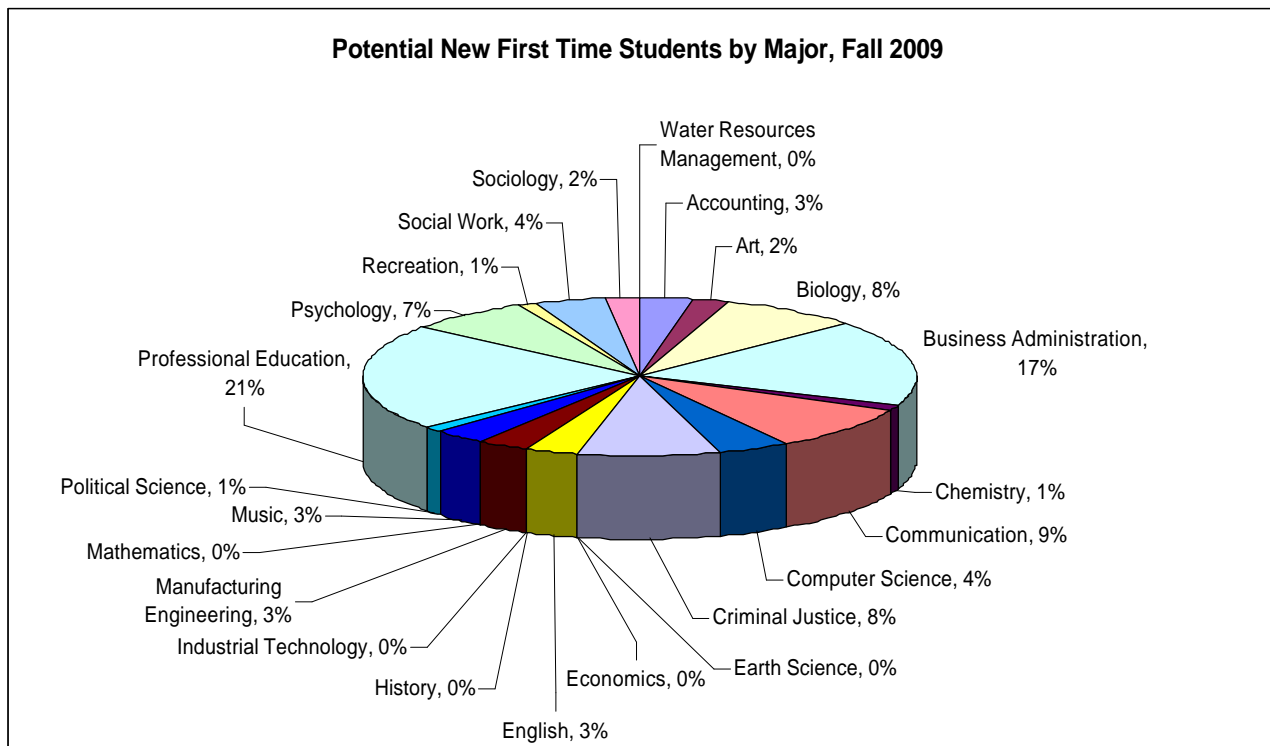
#### Freshmen Cohort Entering in the Fall

	<u>1998</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>
Total Freshmen Cohort	230	294	306	389	374
% Graduating within 4 years	0.0	15.6	12.7	19.4	14.2
% Graduating within 5 years	20.4	26.9	23.2	20.0	23.8
% Graduating within 6 years	0.0	29.6	27.1	21.0	29.1
Graduation Rates	<b><u>23.0%</u></b>	<b><u>29.6%</u></b>	<b><u>27.1%</u></b>	<b><u>21.0%</u></b>	<b><u>29.1%</u></b>



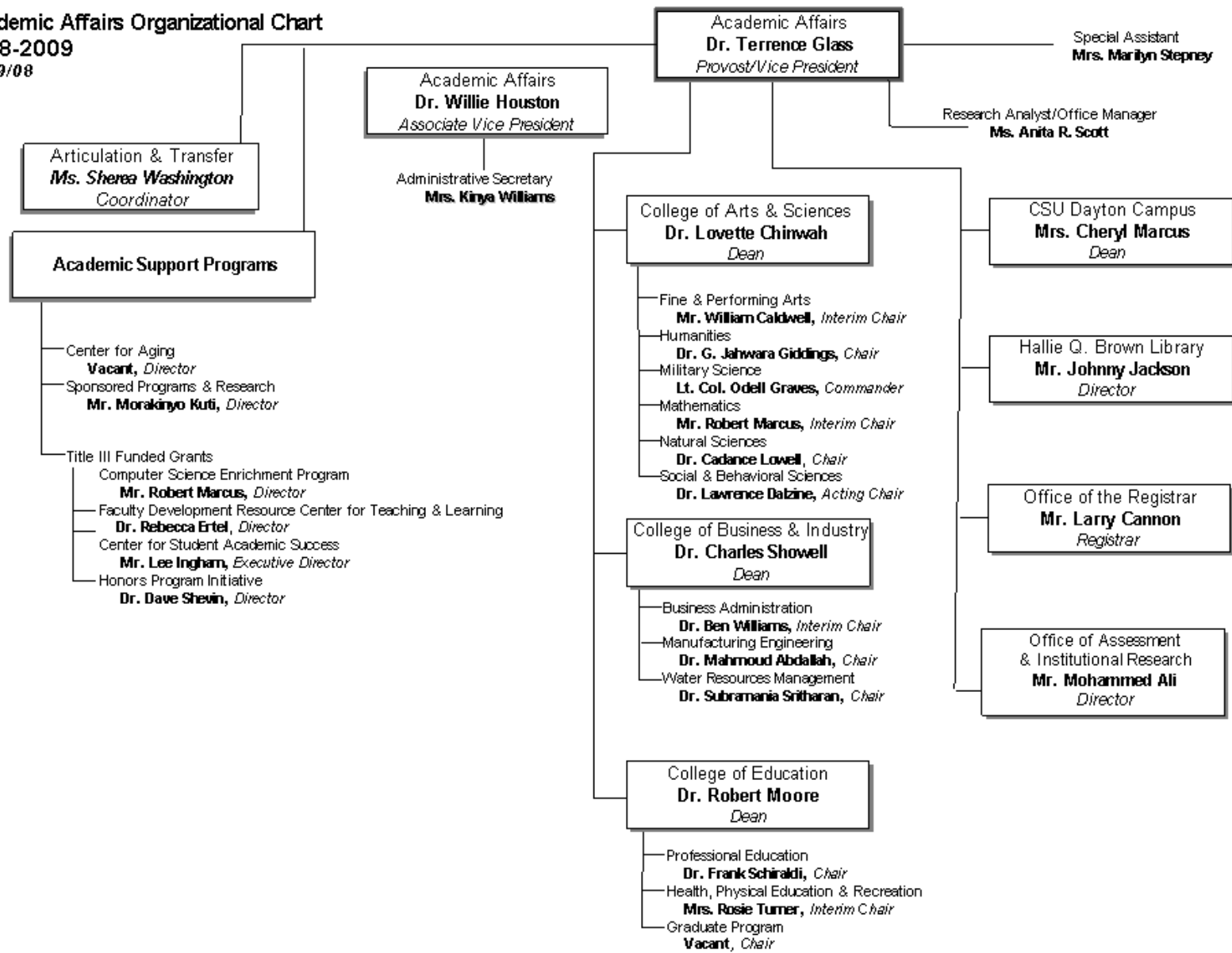


NOTE: On this chart, Professional Education degrees include elementary education and special education majors. Teacher certification areas that have shared responsible academic departments within the College of Arts & Sciences or within the Health, Physical Education, and Recreation department are listed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



SOURCE: Data Warehouse - 14<sup>th</sup> Day file – Fall 2008

**Academic Affairs Organizational Chart**  
**2008-2009**  
 Rev. 9/08



### Revenues Generated, 2006-2007

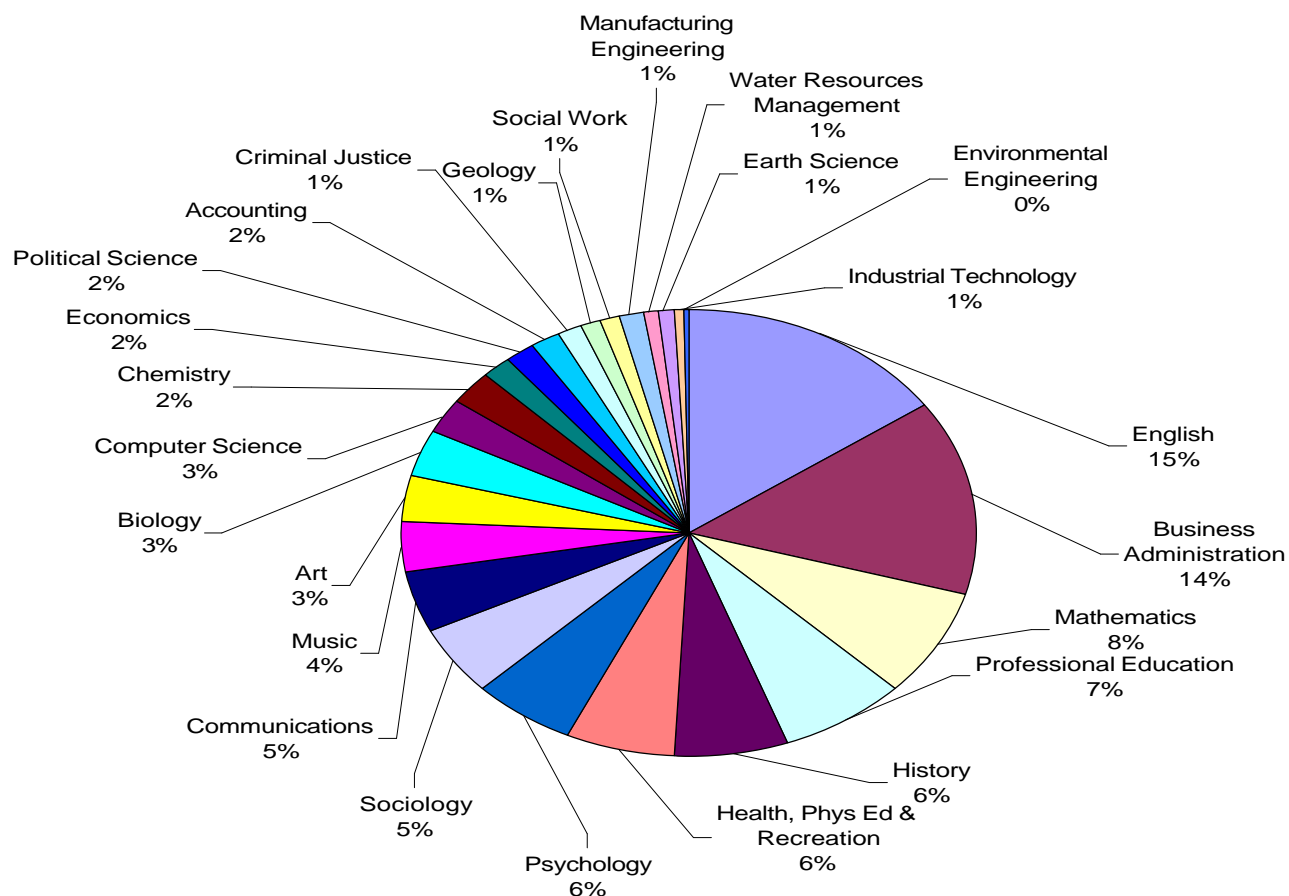
The revenues generated by an academic program may come from several sources. One such source is the revenues generated based on the amount of credit hours taught during the two main semesters (fall and spring) of the academic year. While under this method, programs that teach “service course” courses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

English	\$779,433	Music	\$180,529	Criminal Justice	\$69,649
Business Administration	710,844	Art	172,051	Geology	66,277
Mathematics	400,747	Biology	160,877	Social Work	60,112
Professional Education	372,714	Computer Science	133,133	Manufacturing Engin	57,896
History	320,790	Chemistry	117,527	Water Resources Mgmt	42,290
Health, PE, & Recreation	312,505	Earth Sci/Geology	108,568	Industrial Technology	33,524
Psychology	286,014	Economics	91,613	Environmental Engrng.	9,537
Sociology	255,476	Political Science	84,870		
Communication	236,980	Accounting	78,704		

Based on \$1445/15 credit hours generated during the 2007-2008 academic year

**TOTAL: \$ 5,081,487**

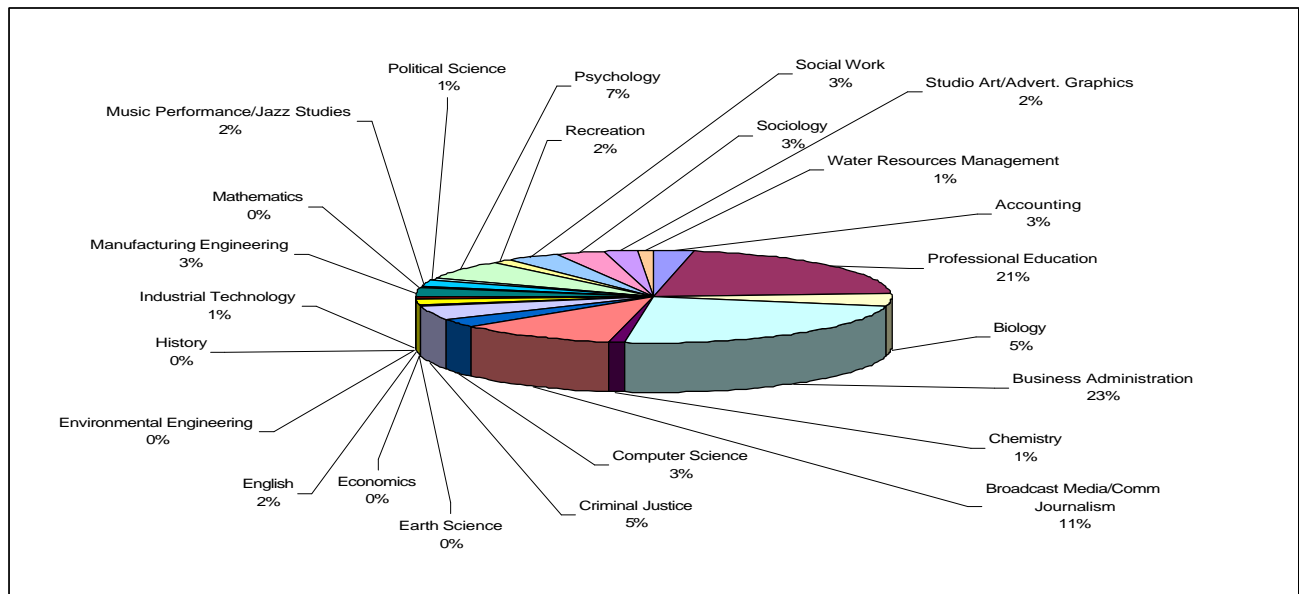
### Revenues Generated by Program



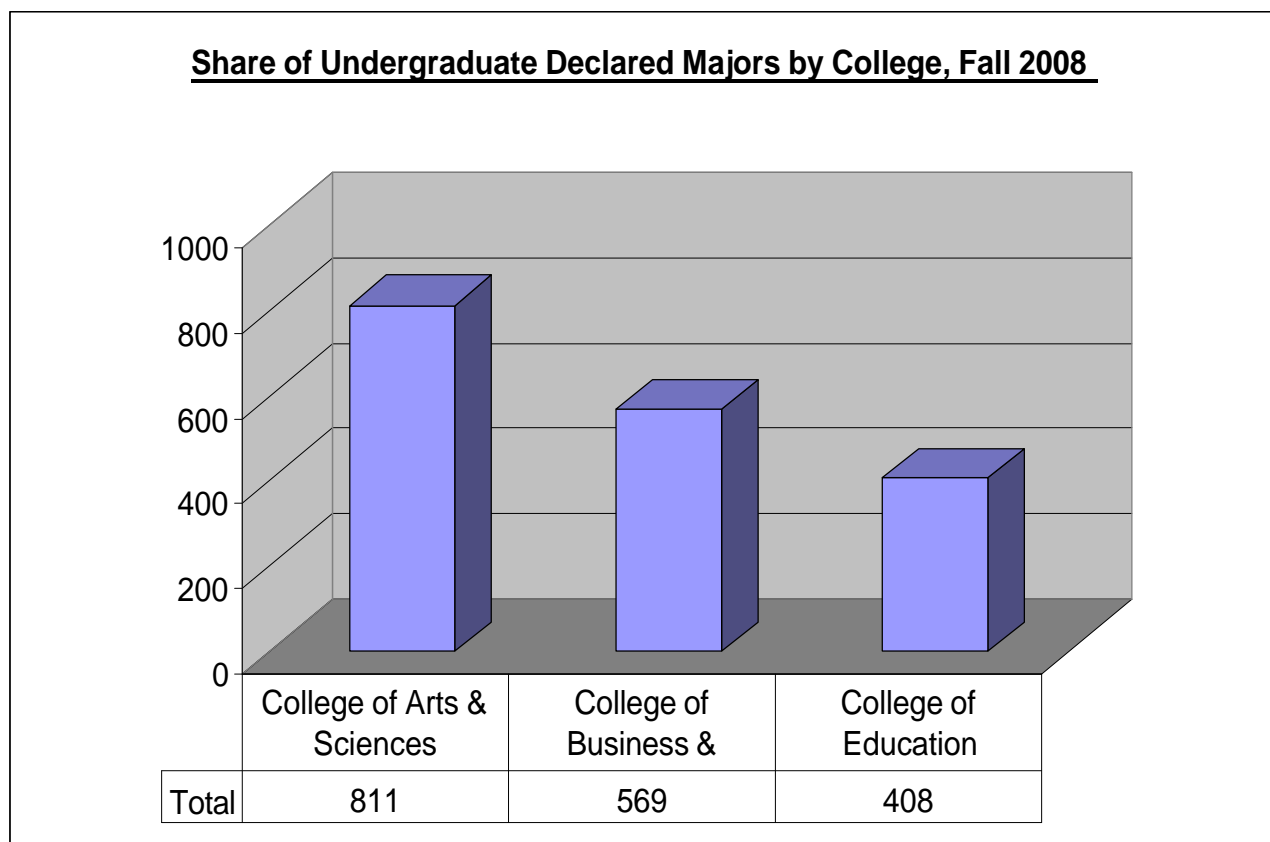
### Program Enrollments

<b>Undergraduate Enrollment by Major, Fall 2008</b>		
<b><u>Major</u></b>	<b><u>Total</u></b>	<b><u>Percent(%)</u></b>
Accounting	49	2%
Adolescent to Young Adult	89	4%
Advertising Graphics	29	1%
Biology	81	4%
Broadcast Media	159	7%
Business Administration	420	20%
Chemistry	20	1%
Communications Journalism	36	2%
Computer Science	53	2%
Criminal Justice	82	4%
Early Childhood Education	108	5%
Earth Science	1	0%
Economics	5	0%
English	35	2%
Environmental Engineering	3	0%
History	4	0%
Industrial Technology	11	1%
Intervention Specialist	31	1%
Jazz Studies	6	0%
Licensure for Teaching	25	1%
Manufacturing Engineering	60	3%
Mathematics	6	0%
Middle Childhood Education	18	1%
Multi-Age	133	6%
Music Performance	29	1%
Political Science	21	1%
Psychology	117	5%
Recreation	29	1%
Social Work	62	3%
Sociology	59	3%
Studio Art	12	1%
Undeclared	329	15%
Water Resources Management	20	1%
<b>Total</b>	<b><u>2142</u></b>	

<b>Share of Undergraduate Declared Majors, Fall 2008</b>		
<b>Major</b>	<b>Total</b>	<b>Percent(%)</b>
Accounting	49	3%
Professional Education(AYA/ECE/INS/MCE/MUA)	379	21%
Biology	81	5%
Business Administration	420	23%
Chemistry	20	1%
Broadcast Media/Communications Journalism	195	11%
Computer Science	53	3%
Criminal Justice	82	5%
Earth Science	1	0%
Economics	5	0%
English	35	2%
Environmental Engineering	3	0%
History	4	0%
Industrial Technology	11	1%
Manufacturing Engineering	60	3%
Mathematics	6	0%
Music Performance/Jazz Studies	35	2%
Political Science	21	1%
Psychology	117	7%
Recreation	29	2%
Social Work	62	3%
Sociology	59	3%
Studio Art/Advertising Graphics	41	2%
Water Resources Management	20	1%
<b>Total</b>	<b>1788</b>	

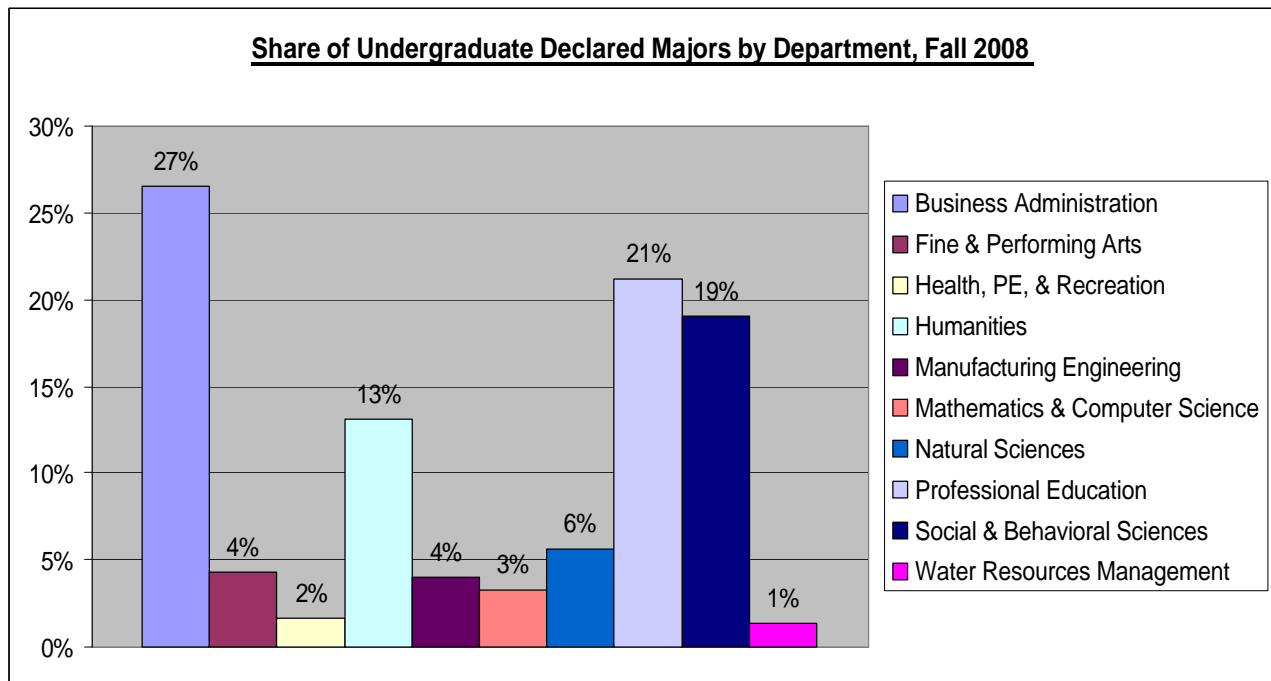


<b><u>Share of Undergraduate Declared Majors by College, Fall 2008</u></b>		
<b><u>College</u></b>	<b><u>Total</u></b>	<b><u>Percent(%)</u></b>
College of Arts & Sciences	811	45%
College of Business & Industry	569	32%
College of Education	408	23%
<b><u>Total</u></b>	<b><u>1788</u></b>	





<b>Share of Undergraduate Declared Majors by Department, Fall 2008</b>		
<b><u>Major</u></b>	<b><u>Total</u></b>	<b><u>Percent(%)</u></b>
Business Administration	474	26%
Fine & Performing Arts	76	4%
Health, PE, & Recreation	29	2%
Humanities	234	13%
Manufacturing Engineering	71	4%
Mathematics & Computer Science	59	3%
Natural Sciences	101	6%
Professional Education	379	21%
Social & Behavioral Sciences	341	19%
Water Resources Management	24	1%
<b><u>Total</u></b>	<b><u>1788</u></b>	

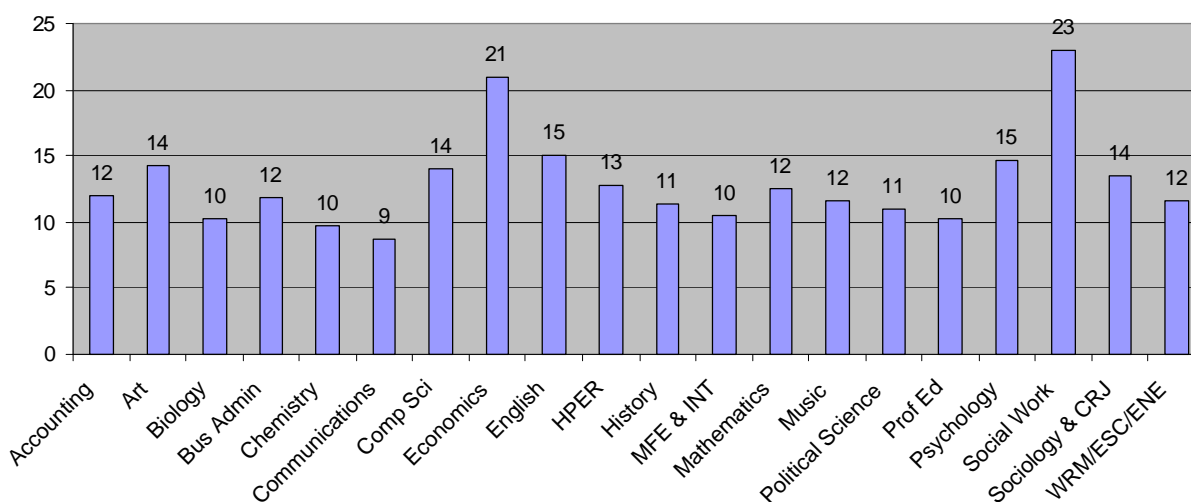


### Faculty by Program

#### Full-time Faculty (Instructional), Fall 2008

Accounting	2	Economics	1	Philosophy	2
Art	4	English	12	Physics	1
Biology	4	Foreign Languages	1	Political Science	3
Business Administration	13	Health, PE, & Recreation	4	Professional Education	9
Chemistry	4	History	5	Psychology	3
Communication	4	Manufacturing Eng. & INT	7	Social Work	1
Computer Science	2.5	Mathematics	4.5	Sociology & Crimin. Jus	4
Earth Science	2	Music	9	Water Res. Mgmt & ENE	5
<b>TOTAL</b>					<b>106</b>

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



#### Average Credit/Contact Hours Taught Annually/Faculty, 2007-2008

	Fulltime	Parttime		Fulltime	Parttime
Accounting	24.50	4.50	History	19.25	12.00
Art	29.25	9.50	Manufacturing Engrng & INT*	18.75	7.00
Biology*	18.75	9.75	Mathematics	21.00	13.00
Business Administration*	23.25	7.50	Music*	23.50	6.25
Chemistry	23.00	4.50	Political Science	26.00	0.00
Communication*	22.50	10.00	Professional Education*	21.50	8.75
Computer Science	25.00	4.00	Psychology	29.25	9.50
Economics	27.00	3.00	Social Work*	27.50	9.00
English	21.50	14.25	Sociology & Criminal Justice*	27.25	6.75
Health, PE, & Recreation*	29.25	6.75	Water Res. Mgmt./ESC/ENE*	16.25	12.50
			<b>AVERAGE</b>	<b>23.00</b>	<b>8.75</b>

\* program housed the department chair

## Faculty Grants/Contracts Obtained, 2007-2008

In the period covering July 2007 through June 30, 2008, thirty-four (34) proposals were submitted during FY2008. Of these, 13 new grants were awarded. Additionally, 21 continuing grants were awarded. \$7,840,373 in external funds was awarded to CSU during the period.

## NEW GRANTS

Title	Summary	Objectives
Implementation of Earth System Science Education Alliance in Ohio, Focusing on Urban and Minority Teachers	The University of Toledo and Central State University will team to offer the EESA courses in urban areas focusing on underrepresented students and teachers.	<ol style="list-style-type: none"> <li>1. To provide Earth System Science content knowledge to in-service teachers through distance learning.</li> <li>2. Address teachers' needs as learners of science content, pedagogy and technology.</li> <li>3. Improve Earth System Science education in middle schools, particularly in inner-city disadvantaged schools.</li> <li>4. Assist the IGES with improving the distance learning course materials and delivery strategies.</li> <li>5. Build the ESSEA community by mentoring CSU faculty so they can successfully teach the ESSEA middle school course.</li> </ol>
	Funding Agency: Institute for Global Environmental Strategies through the National Science Foundation; Project Director: Dr. Rajeev Swami; Amount: \$20,000; Duration: 2.42 years	
Law School Admission Council Subsidy	Provides funds to support prelaw advisors from HBCU and HACU schools to attend the LSAC Law School Forums and to attend national and regional professional meetings.	<ol style="list-style-type: none"> <li>1. Attend regional MAPLA Conference.</li> </ol>
	Funding Agency: Law School Admissions Council; Project Director: Mr. Sidney Williams; Amount: \$1,350; Duration: 3 months	
Training of Radiochemistry Students	Establish a radiochemistry pilot program at Central State University.	<ol style="list-style-type: none"> <li>1. To recruit and train high achieving minority students.</li> <li>2. To provide internships for two students in radio and nuclear chemistry.</li> <li>3. To initiate and equip a new radiochemistry lab.</li> <li>4. To introduce radiochemistry in the chemistry curriculum.</li> <li>5. To encourage students to seek education, training and research at various DOE national labs.</li> </ol>
	Funding Agency: U.S. Department of Energy through South Carolina State University; Project Director: Dr. Suzanne Seleem; Amount: \$100,000; Duration: 18 months	
Akron University Transportation Center	Incorporate the use of Geographic Positioning System for all modes of transportation.	<ol style="list-style-type: none"> <li>1. To add component of GPS interaction during the summer transportation institute.</li> </ol>
	Funding Agency: U.S. Department of Transportation through the University of Akron; Project Director: Dr. Subramania Sritharan; Amount: \$20,000; Duration: 12 months	

Title	Summary	Objectives
Development of a Reactor Safety Option at the Associate, Bachelor, and Graduate Levels of Nuclear Engineering Education	Develop a cadre of qualified and well-trained minority engineers who will support the aging workforce transitional staff development dynamics currently set in motion because of the contemplated retirement of a large segment of seasoned professionals in the nuclear engineering industry.	<ol style="list-style-type: none"> <li>1. Support implementation of nuclear reactor safety courseware developed at OSU for implementation at majority schools and at CSU.</li> <li>2. Review and provide student-centric feedback on nuclear reactor safety courseware.</li> <li>3. Liaise with CSU IT staff to provide appropriate infrastructures regarding CSU student online experiences to maximize courseware success potential.</li> <li>4. Interact with OSU and WU professors for positive, continuous and incremental changes in student performances.</li> <li>5. Enlist at least two other students into the Nuclear Engineering course sequence, facilitate and approve the student's cross-registration to WU.</li> </ol>
Funding Agency: U.S. Nuclear Regulatory Commission through The Ohio State University Research Foundation; Project Director: Dr. Abayomi Ajayi-Majebi; Amount: \$6,000; Duration: 12 months		
Central State University Upward Bound Program	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.	<ol style="list-style-type: none"> <li>1. To identify and recruit 50 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>
Funding Agency: U.S. Department of Education; Project Director: Mr. John Anene; Amount: \$250,800; Duration: 12 months		
Cultural Competency Discovery Training: Developing Break-Through Educators	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.	<ol style="list-style-type: none"> <li>1. 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>
Funding Agency: U.S. Department of Health and Human Services through the Ohio Department of Education; Project Director: Dr. Kaye Jeter; Amount: \$402,077; Duration: 24 months		

Title	Summary	Objectives
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>
	Funding Agency: The Harris Foundation; Project Director: Dr. Kaye Jeter; Amount: \$79,923; Duration: 15 months	
Sensors Technical Thrust Research	Develop Minority Leaders through performance of research by HBCUs and MIs in the area of aerospace sensor technologies.	<ol style="list-style-type: none"> <li>1. Research shall be conducted in three thrust areas: Automatic Target Recognition, Electro-Optics/ Infrared, and Radio Frequency.</li> </ol>
	Funding Agency: Clarkson Aerospace Corporation; Project Director: Dr. Mahmoud Abdallah; Amount: \$12,250; Duration: 5 months	
Cold Case Project	Create advanced training in criminal investigation that will allow students to have the knowledge and skills to work with "cold cases" so prevalent in many police departments in the state of Ohio.	<ol style="list-style-type: none"> <li>1. To train students who will have the skills to work with law enforcement agencies doing criminal investigation or have a better understanding of how one goes about investigating a criminal case.</li> <li>2. To encourage are law enforcement agencies to apply for federal grants to be used to investigate the numerous cold cases these agencies currently process.</li> </ol>
	Funding Agency: Ohio Attorney General's Office; Project Director: Dr. Denise Huggins; Amount: \$6,500; Duration: 12 months	
The Future STEM Jobs Summer Bridge Program	Conduct a four-week summer program for STEM disciplines.	Engage in an intensive array of college level courses intended to incoming freshman a head start during their first year at CSU.
	Funding Agency: Clark State University; Project Director: Mr. Gorgui Ndao; Amount: \$75,000; Duration: 7 months	
Diversifying Ohio in Science, Technology, Engineering and Mathematics (DO-STEM)	The goal of DO-STEM is to increase the number of CSU students (and partnering institution students) who are pursuing STEM degrees by a total of 177 students over the life of the five-year program. As a small open access institution with limited scholarships funds, CSU is unable to provide merit based scholarships. Almost all of our scholarship funds are distributed on a need basis just to keep our students in school. To provide merit based scholarships in order to attract the best and brightest students to our campus creates adverse financial circumstances that larger universities do not have.	<ol style="list-style-type: none"> <li>1. Focused recruiting and retention of 30 high achieving students from high schools who will major in mathematics, computer science, and mathematics education. Each student will receive the full \$4,700 scholarship which, when combined with local CSU matching funds, will cover the full tuition, room and board, and other specified fees for four years at CSU.</li> <li>2. General recruiting and retention of 125 students from high schools and community colleges majoring in all STEM and STEM education areas with partial scholarships averaging \$3,500 each, which, when combined with local funds, will alleviate the student's financial burden.</li> <li>3. Pipeline 22 students from CSU to graduate and professional schools at our partner institutions.</li> </ol>
	Funding Agency: Ohio Board of Regents; Project Director: Mr. Morakinyo Kuti; Amount: \$3,073,948; Duration: 60 months	

Title	Summary	Objectives
Ohio Learning Network Innovation Grant	Develop community at an access institution to increase retention of first-year students.	<ol style="list-style-type: none"> <li>1. Develop curriculum and co-curricular activities to support CSU's new student learning communities program.</li> <li>2. Investigate best practices for community developments, student leadership, and the use of technology in curriculum design.</li> </ol>
	Funding Agency: Ohio Learning Network through Miami University; Project Director: Dr. Amy Hobbs; Amount: \$5,000; Duration: 12 months	

## CONTINUING GRANTS

Title	Summary	Objectives
Central State University Just Undergraduate Mentoring Project (CSU-JUMP)	This program has been redesigned to assist CSU to increase retention of freshmen STEM majors and increase their academic success.	<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>
	Funding Agency: National Science Foundation; Project Director: Dr. Cadance Lowell; Amount: \$109,993; Duration: 12 months	
Blended Instruction for Success in College Algebra (BISCA)	Provide students in college algebra with a diagnostic assessment and prescription for individual student improvement.	<ol style="list-style-type: none"> <li>1. Faculty and students need to have more detailed understanding of individual students' strengths and weaknesses in mathematics.</li> <li>2. Pilot on-line courses using the Educo Learning System and Content on Demand.</li> </ol>
	Funding Agency: U.S. Department of Education; Project Director: Mr. Robert Marcus; Amount: \$60,971; Duration: 12 months	

Title	Summary	Objectives
LSAMP: The Ohio Science and Engineering Alliance Program	Double the number of STEM Bachelor of Science degrees.	<ol style="list-style-type: none"> <li>1. To develop drop-in study centers for students for enhancement of student learning processes.</li> <li>2. To develop learning communities to develop strong peer relationships (cohorts) among student in the respective STEM programs.</li> <li>3. To provide scholarships to students with a 2.2 or higher GPA.</li> </ol>
	Funding Agency: National Science Foundation through The Ohio State University Research Foundation; Project Director: Mr. Robert Marcus; Amount: \$4,500; Duration: 12 months	
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>
	Funding Agency: eTech/Ohio; Project Director: Dr. John Logan; Amount: \$37,882; Duration: 12 months	
Student Support Services	Designed to increase the retention and graduation rates of eligible students; increase and to foster an institutional climate supportive of the success of low-income and first generation college.	<ol style="list-style-type: none"> <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>
	Funding Agency: U.S. Department of Education; Project Director: Ms. Rose Nelson; Amount: \$354,650; Duration: 12 months	
K.R.U.N.K.E.D. 4 Life Youth Empowerment Center	An antiviolence initiative which is 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> <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</li> </ol>

		<p>measured by the Career Maturity Index.</p> <ol style="list-style-type: none"> <li>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>Funding Agency: U.S. Department of Health and Human Services; Project Director: Mr. Jimmy Cunningham; Amount: \$250,000; Duration: 12 months</p>	
<b>Title</b>	<b>Summary</b>	<b>Objectives</b>
CSU Head Start Early Childhood Education Teacher Preparation (ECEP)	<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>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>To educate each of three 9-student cohort groups in professional teacher preparation courses, required courses, and elective courses.</li> <li>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>Funding Agency: U.S. Department of Health and Human Services; Project Director: Dr. Frank Schiraldi; Amount: \$149,421; Duration: 12 months</p>	
Science, Technology, Engineering, and Mathematics Upgrade/Enhancement & Outreach (STEM UP-OUT) Phase III	<p>Upgrade STEM laboratories and laboratory facilities the number of minority students pursuing degrees in STEM education.</p>	<ol style="list-style-type: none"> <li>To overhaul science laboratory facilities and purchase new equipment to support the modernization of laboratory capabilities.</li> <li>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> </ol>
	<p>Funding Agency: U.S. Department of Energy; Project Director: Mr. Gerald Noel; Amount: \$500,000; Duration: 27 months</p>	
HBCU Advanced Manufacturing Technology Development and Demonstrations	<p>To establish production capabilities for effective processes, materials (metals and nonmetals), and procedures necessary to affordably fabricate and assemble engine and airframe structures for DoD weapon systems.</p>	<ol style="list-style-type: none"> <li>Continued research by students and faculty mentor to provide support for academic courses; future research proposals developed by the department; strengthening collaborative efforts between WPAFB-AFRL/MLMT, and Central State University.</li> </ol>
	<p>Funding Agency: Universal Technology Corporation; Project Director: Mr. John Sassen; Amount: \$6,175; Duration:</p>	
Ohio Space Grant Consortium	<p>Provides financial support through competitively awarded scholarships to students pursuing aerospace related science and engineering baccalaureate degrees.</p>	<ol style="list-style-type: none"> <li>To establish a national network of universities with interest and capabilities in aeronautics and space related fields.</li> <li>To encourage cooperative programs among universities, the aerospace industry, and federal, state, and local governments.</li> <li>To encourage interdisciplinary training, research, and public service programs related</li> </ol>



		to the aerospace community. 4. To promote a strong science, mathematics, and technology educational base from elementary through university levels.
	Funding Agency: NASA; Project Director: Mr. Gerald Noel; Amount: \$23,252; Duration: 12 months	
Title	Summary	Objectives
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.	1. Increase the number of students entering the MFE Department programs by 15% to 20%. 2. Increase retention rates of students in the MFE department by 25%.
	Funding Agency: Honda of America; Project Director: Dr. Mahmoud Abdallah; Amount: \$25,000; Duration: 12 months	
Student Achievement in Research and Scholarship (STARS) Program	Funds for undergraduate research assistantships and conference travel.	
	Funding Agency: Ohio Board of Regents through Miami University; Project Director: Mr. Gorgui Ndao; Amount: \$6,868; Duration: 12 months.	
HBCU - Institutional Aid	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.
	Funding Agency: U.S. Department of Education; Project Director: Ms. Jocelyn Robinson; Amount: \$1,930,639; Duration: 12 months	
Ohio Consortium for Undergraduate Research: Research Experience to Enhance Learning (REEL)	Purchase analytical/ environmental equipment and to train faculty	1. Teach students the technique of research.
	Funding Agency: National Science Foundation through the Ohio State University Research Foundation; Project Director: Dr. Suzanne Seleem; Amount: \$12,350; Duration: 12 months.	
Rehabilitation and Restoration of Emery Hall	To save Emery Hall from future deterioration and stabilize conditions to prepare for future renovations.	1. Hire an architect with suitable historical renovation experience to examine and assess the building and develop a phased plan for stabilization and renovation. 2. CSU will make immediate repairs as recommended by architect to prevent further deterioration of the structure.
	Funding Agency: U.S. Department of the Interior; Project Director: Mr. Harlan Henderson; Amount: \$366,352; Duration: 30 months	
Rehabilitation and Restoration of Emery Hall	Matching funds to meet the requirements for the US Department of Interior funded project to save from future deterioration and stabilize conditions to prepare for future renovations.	3. Hire an architect with suitable historical renovation experience to examine and assess the building and develop a phased plan for stabilization and renovation. 4. CSU will make immediate repairs as recommended by architect to prevent further deterioration of the structure.
	Funding Agency: CSU Foundation; Project Director: Mr. Harlan Henderson; Amount: \$50,000; Duration: 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.	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.

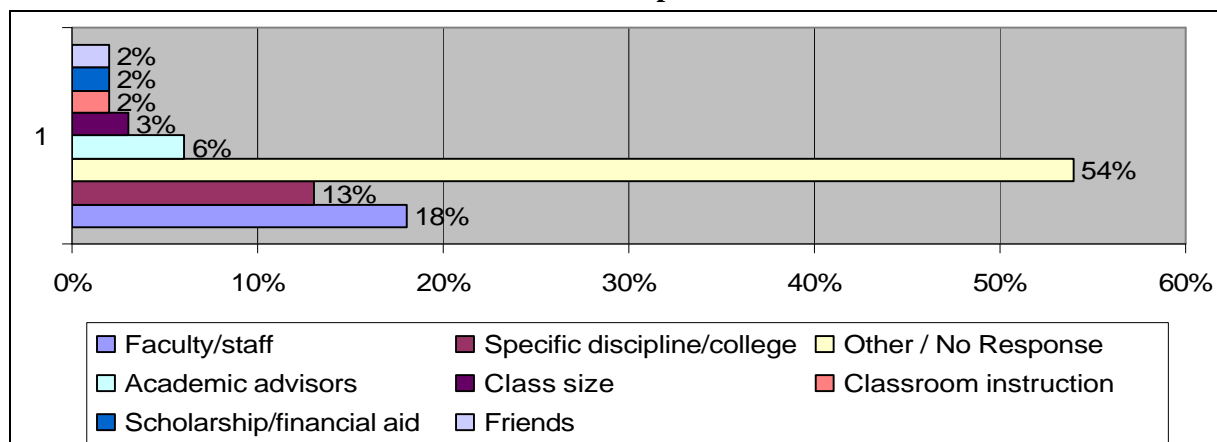
	Funding Agency: Corporation for Public Broadcasting; Project Director: Dr. John Logan; Amount: \$4,750; Duration: 12 months	
Title	Summary	Objectives
National Programming and Acquisition Grant and Community Service Grant	Provides funds for radio program acquisition and creation, as well as salaries for producers of national programs created by WCSU-FM. Those funds are also for maintenance of equipment as well as equipment replacement when necessary.	
	Funding Agency: Corporation for Public Broadcasting; Project Director: Dr. John Logan; Amount: \$70,898; Duration: 18 months	
Renewable Energy Research Associates Program	Design and implement a renewable energy program for basic research that is designed to introduce 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 and solar electricity generating systems on and near the CSU campus.</li> <li>4. Partner with local industry, collaborating partners and institutions in on-campus and off-campus activities.</li> </ol>
	Funding Agency: U.S. Department of Energy through the National Renewable Energy Laboratory; Project Director: Mr. Clark Fuller; Amount: \$19,710; Duration: 3 months	
Summer Transportation Institute	Introduces high school students to careers in transportation, encourage them to pursue such careers, introducing basic physics, mathematics as relating to transportation problems and making them aware of civil rights issues and their relation to transportation.	<ol style="list-style-type: none"> <li>1. Orienting high school students to the importance of transportation.</li> <li>2. Introducing high school students to careers in transportation.</li> <li>3. Introducing students to futuristic aspects of transportation including space travel.</li> <li>4. Introducing students to basic physics and mathematics associated with transportation.</li> <li>5. Encouraging students in civil rights issues and its history in the US as impacted by transportation.</li> </ol>
	Funding Agency: Ohio Department of Transportation; Project Director: Mr. Gorgui Ndao; Amount: \$34,119; Duration: 3 months	
Internet Services Grant	Funds for building an internet webpage and streaming audio to support WCSU-FM radio station.	
	Funding Agency: Corporation for Public Broadcasting; Project Director: Dr. John Logan; Amount: \$4,750; Duration: 12 months	

### Seniors' Experiences

<b>Level of satisfaction with education received</b> Very/Mildly satisfied 93% Neutral 5 Very/Mildly unsatisfied 2		<b>Maximized my educational opportunities</b> Strongly/Mildly believe I did 83% Neutral 12 Strongly/Mildly believe I did not 4 No Response 1	
<b>Impact on academic performance</b>			
<u>Primary advising sources</u> Degree/major checklist 59% Faculty 58 Self 40 Friends 34		<u>Computer facilities</u> Mildly – strongly positive 83% Neutral 12 Mildly – strongly negative 5	
<u>Faculty advisor</u> Mildly – strongly positive 82% Neutral 14 Mildly – strongly negative 4		<u>Library</u> Mildly – strongly positive 52% Neutral 38 Mildly – strongly negative 8 No Response 2	
<u>Classroom instruction</u> Mildly – strongly positive 85% Neutral 14 Mildly – strongly negative 1		<u>Residence Life</u> Mildly – strongly positive 45% Neutral 39 Mildly – strongly negative 14 No Response 2	
<u>Registration</u> Mildly – strongly positive 44% Neutral 35 Mildly – strongly negative 20 No Response 1		<u>Campus Food Service</u> Mildly – strongly positive 16% Neutral 38 Mildly – strongly negative 45 No Response 1	
<u>Financial Aid</u> Mildly – strongly positive 53% Neutral 26 Mildly – strongly negative 20 No Response 1		<u>Bookstore</u> Mildly – strongly positive 44% Neutral 31 Mildly – strongly negative 24 No Response 1	

SOURCE: Spring 2008 *Graduating Senior Survey*

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



## 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 9</p> <p>No comment 2</p>
<p>The instructor seemed genuinely concerned with the students' progress and was actively helpful</p> <p>Agree – Strongly Agree 86%</p> <p>Disagree –Strongly Disagree 7</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 6</p> <p>No comment 3</p>
<p>The instructor used evaluation methods that reflected student achievement of the course objectives</p> <p>Agree – Strongly Agree 88%</p> <p>Disagree –Strongly Disagree 8</p> <p>No comment 4</p>	

SOURCE: *Student Evaluation of Instructor and Instruction*, 2007-2008 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 2008 even though not all faculty members advise.

Social Work	1:62	Computer Science	1:21	Economics	1:05
Communication	1:49	Biology	1:20	Water Resources Mgmt	1:04
Professional Education	1:42	Art	1:10	Music	1:04
Psychology	1:39	MFE & INT	1:10	English	1:03
Sociology & Crim Justic	1:35	Health, PE, & Recreation	1:07	Mathematics	1:01
Business Administration	1:32	Political Science	1:07	History	1:01
Accounting	1:25	Chemistry	1:05		