



FACT BOOK



Office of Institutional Research

2020
edition

Office of Institutional Research

April 2020

Dear *Fact Book* Reader:

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

The Office of Institutional Research appreciates your feedback and welcomes any suggestions or changes for future editions. Please contact the Office of Institutional Research staff if you have any questions or comments.

Sincerely,

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CENTRAL STATE UNIVERSITY

FACT BOOK

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Quick Reference

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

Past Presidents:

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

Established: 1887

Congressional District: 7

Regional University Accreditation: The Higher Learning Commission

Carnegie Classification (2000): Baccalaureate colleges – General

Disciplinary Accreditation: Manufacturing Engineering, Fine and Performing Arts, Business Administration, Social Work, and Environmental Engineering

FICE Code: 003026

Calendar: Semester

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

Degree Programs: Baccalaureate (39)

Student Enrollment			
<i>Fall 2019</i>			
	Count	FTE	
Undergraduate	2,033	2,007	
Freshman	47%	964	
Sophomore	22	438	
Junior	15	311	
Senior	16	318	
Unclassified	<1	2	
Graduate	<u>N/A</u>	<u>N/A</u>	
TOTAL	2,033	2,007	
Degrees Awarded			
<i>Academic Year 2018-2019</i>			
Baccalaureate		185	
Master		<u>N/A</u>	
TOTAL		185	

Average Class Size		
<i>Fall 2019</i>		
1000 - 2000 Level		21
3000 - 4000 Level		10
Student - Faculty Ratio (FTE) 14:1		
Tuition and Fees		
<i>Academic Year 2019-2020</i>		
	Ohio	Non-OH
Undergraduate	\$6,726	\$8,726
Room and Board		
<i>Academic Year 2019-2020</i>		
Room Charge		\$5,600
Board Charge		4,880

*Operating Revenue	
<i>Fiscal Year 2019</i>	
Tuition, Fees, Other Charges	\$19,865,475
State, Local, Private Grants and Contracts	3,502,158
Federal Grants, Contracts	18,366,487
Other Sources	<u>8,191,301</u>
TOTAL	\$49,925,421
Employee Headcount	
<i>Fall 2019</i>	
Faculty	177
Administrative/Professional/Staff	261
TOTAL	438
Full-Time Instructional Faculty	
<i>Fall 2019</i>	
Count	98
Tenured	55%
With Terminal Degree	79%

*Please see page 6 for details

The History of Central State University

Central State University's history begins with our parent institution Wilberforce University, named in honor of the great abolitionist William Wilberforce. 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 new state-sponsored department were to provide teacher training and vocational education, and to stabilize these programs by assuring a financial base similar to that of other state-supported institutions.

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, however, that the Department and its successors were designed to serve the educational needs of African-American students.

Although this Department operated as part of Wilberforce University in most respects, a separate board of trustees was appointed to govern the state-financed operations. In 1941, the Department expanded from a two- to a four-year program, and in 1947, it legally split from Wilberforce, becoming the College of Education and Industrial Arts at Wilberforce. The name was changed in 1951 to Central State College, and in 1965, the institution achieved university status. The University has grown steadily since its founding. In recent years, the College of Science and Engineering was added along with the construction of a new academic building and four new residence halls. In Fall 2015, the University celebrated the grand opening of its Student Center.

In July 2012, Central State welcomed its eighth president, Dr. Cynthia Jackson-Hammond. Under this administration six compelling priorities for the University have been established: a quality academic experience; targeted student enrollment; improved retention rates; reduced time to degree; production of graduates with the knowledge, skills and dispositions for advanced studies and careers; and efficient and effective institutional operations.

New initiatives are in progress which include aggressive efforts to recruit college-ready students; increase student retention; enhancing the University's image internally and externally through the embodiment of the tenets, Service...Protocol...Civility®; diversification of the student body through focused recruitment of local and international students; development of more fluid articulation agreements with community colleges and cooperative agreements with area universities; improved communications with students, staff, and alumni; development of the University's 2014-2020 Strategic Plan; and the ongoing fusion of CSU's mission with the Land-Grant mission resulting from the University's federal designation in February, 2014.

As an 1890 Land-Grant Institution, Central State University is expanding Science, Technology, Engineering, Agriculture and Mathematics (STEAM) academic programming, research, education and extension services; developing partnerships within Ohio's agricultural industry; enhancing facilities; and engaging the local communities, all for the future growth and sustainability of the University. As a part of its expansion, the College of Education is creating a new School of Agriculture Education and Food Science and degree programs in Agriculture Education & Agriculture Extension along with Exercise Science. The College of Science and Engineering has added a new degree program in Sustainable Agriculture. Additionally, two new land purchases will house the future home of the CSU Regional Technical Resource Center and the CSU Botanical & Vegetable Garden.

Central State University embraces change; but one thing that has not changed is its continuing commitment to providing an excellent, affordable education to residents of Ohio and beyond. Our future is *bright!*

1887- 2017
130 Years of Academic Excellence

Location

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

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

Today Central State University has facilities valued at around \$335 million, ranging from a power plant that has been named to The National Historic Register to the new University Student Center, which opened in Fall 2015.

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

Purpose

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

University Mission

Central State University, an 1890 Land-Grant institution, prepares students with diverse backgrounds and experiences for leadership, research and service. The University fosters academic excellence within a nurturing environment and provides a strong liberal arts foundation leading to professional careers and advanced studies.

Central State University is dedicated to:

- Providing a culturally enriched learning environment by offering programs with multicultural and global perspectives;
- Stimulating intellectual curiosity for continuous search for knowledge;
- Teaching students to think critically and communicate effectively;
- Maintaining an environment of excellence through innovative teaching, service, and research;
- Developing an environment where students can aspire for excellence;
- Preparing students to address opportunities of a technologically oriented world;
- Serving populations from diverse backgrounds and experiences; and
- Collaborating with other educational institutions, business organizations and government agencies to enrich learning experiences and educational opportunities for students.

Program Inventory, Academic Year 2018-2019

CIPS Code	Program Major	Responsible Academic Department(s)	Degree	Specializations/Options
520301	Accounting	Business Administration	BS	
131301	Agricultural Education	Professional Education	BSEd	
131302	Art Education	Fine and Performing Arts	BSEd	
260101	Biology	Natural Sciences	BS	
520101	Business Administration	Business Administration	BS	Agribusiness Entrepreneurship Finance Hospitality Management International Business Management Management Info Systems Marketing
400501	Chemistry	Natural Sciences	BS	
131323	Chemistry Education	Professional Education	BSEd	
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	
230101	English, Literature	Humanities	BA	
141401	Environmental Engineering	Water Resources Management	BS	
310505	Exercise Science	Health and Human Performance	BSEd	
500701	Graphic Design	Fine and Performing Arts	BA	
131307	Health Education	Professional Education	BSEd	
450801	History	Humanities	BA	
150612	Industrial Technology	Manufacturing Engineering	BS	Business Management CAD/CAM Construction Technology Electronics Technology

Program Inventory, Academic Year 2018-2019 (cont.)

CIPS Code	Program Major	Responsible Academic Department(s)	Degree	Specializations/Options
131305	Integrated Language Arts Education	Professional Education	BSEd	
131311	Integrated Mathematics Education	Professional Education	BSEd	
131318	Integrated Social Studies Education	Professional Education	BSEd	
131001	Intervention Specialist – Mild/Moderate	Professional Education	BSEd	
131322	Life Science Education	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
131312	Music Education	Fine and Performing Arts	BSEd	
500910	Music, Jazz Studies	Fine and Performing Arts	BM	
500903	Music, Performance	Fine and Performing Arts	BM	
131314	Physical Education	Professional Education	BSEd	
451001	Political Science	Social and Behavioral Sciences	BA	
420101	Psychology	Social and Behavioral Sciences	BA, BS	
310101	Recreation	Health and Human Performance	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	
010308	Sustainable Agriculture	Agricultural Sciences	BS	
140805	Water Resources Management	Water Resources Management	BS	Computer Applications Engineering Environmental Socioeconomic/Managerial

Revenue Sources and Expenditure Allocations, Fiscal Years 2015-2019

REVENUE SOURCES:	2015	2016	2017	2018	2019
Tuition and fees	6,224,072	6,532,531	4,862,141	6,002,929	6,836,855
Federal grants and contracts	6,611,327	7,013,307	9,204,736	10,201,975	10,084,489
State grants and contracts	705,180	1,245,525	2,274,254	3,858,398	3,502,158
Auxilliary activities	8,907,493	9,655,178	9,143,008	10,597,224	13,028,620
Other sources	2,746,025	2,563,936	4,095,997	5,172,894	8,191,301
TOTAL OPERATING REVENUES:	25,194,097	27,010,477	29,580,136	35,833,420	41,643,423
Federal PELL Grant appropriations	6,569,366	6,175,484	6,306,314	6,826,048	8,281,998
Federal ARRA grant	-	-	-	-	-
State appropriations	18,131,608	17,734,188	16,531,849	15,965,886	15,487,549
State capital appropriations	19,305,429	6,132,182	6,424,880	8,204,124	4,094,025
Gain (Loss) on sale of fixed assets	-	-	-	-	-
Other Restricted Income	95,843	192,719	192,512	193,134	194,466
Investment Income	1,145	1,668	7,168	67,453	147,908
TOTAL REVENUE	69,297,488	57,246,718	59,042,859	67,090,065	69,849,369
EXPENDITURE ALLOCATIONS					
Instruction	9,617,976	9,599,516	9,508,009	9,956,058	10,384,169
Research and Public Support	2,846,902	3,367,614	4,956,944	7,284,785	7,950,454
Academic Support	5,962,327	5,483,061	5,675,660	5,742,787	5,545,162
Student Service	2,680,543	3,154,893	3,783,794	3,925,226	3,928,008
Institutional Administration	5,916,875	5,663,610	4,446,386	1,222,757	7,355,771
Scholarships & Fellowships	2,914,178	2,725,397	3,059,102	2,301,340	3,649,211
Operation and Plant Maintenance	4,340,602	4,677,848	5,460,856	6,211,295	6,858,437
Auxiliary Enterprises	11,196,729	12,272,518	11,630,598	11,540,650	12,761,132
Depreciation	5,207,504	5,176,273	5,786,450	6,475,106	6,556,982
TOTAL OPERATING EXPENSES	50,683,636	52,120,730	54,307,799	54,660,004	64,989,326
Interest Expenses	429,410	599,120	717,249	713,856	704,472
Nonmandatory Transfers	NA	NA	NA	NA	NA
TOTAL EXPENSES	51,113,046	52,719,850	55,025,048	55,373,860	65,693,798
	18,184,442	4,526,868	4,017,811	11,716,205	4,155,571

SOURCE: Central State University Financial Report

Tuition and Fees, 2015/16 to 2019/2020

Tuition (12-18 credit hours)	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020
Resident					
Undergraduate	\$3,926	\$3,926	\$3,926	\$3,926	\$4,306
Graduate	8,760	8,760	NA	NA	NA
Non-Resident					
Undergraduate	11,608	5,776	5,776	5,926	6,306
Graduate	14,160	14,160	NA	NA	NA
Mandatory Fees					
Combined Fees	2,320	2,320	2,320	2,420	2,420
General Fee	326	326	326	326	326
Athletic Fee	442	442	442	442	442
Student Activity Fee	204	204	204	204	204
IT Fee	88	88	88	88	88
University Center Fee	100	100	100	100	100
Career Services Fee	--	--	--	50	50
TOTAL	\$6,246	\$6,246	\$6,246	\$6,346	\$6,346
Health Insurance Premium (Optional)	<u>815</u>	<u>815</u>	<u>815</u>	<u>815</u>	<u>815</u>

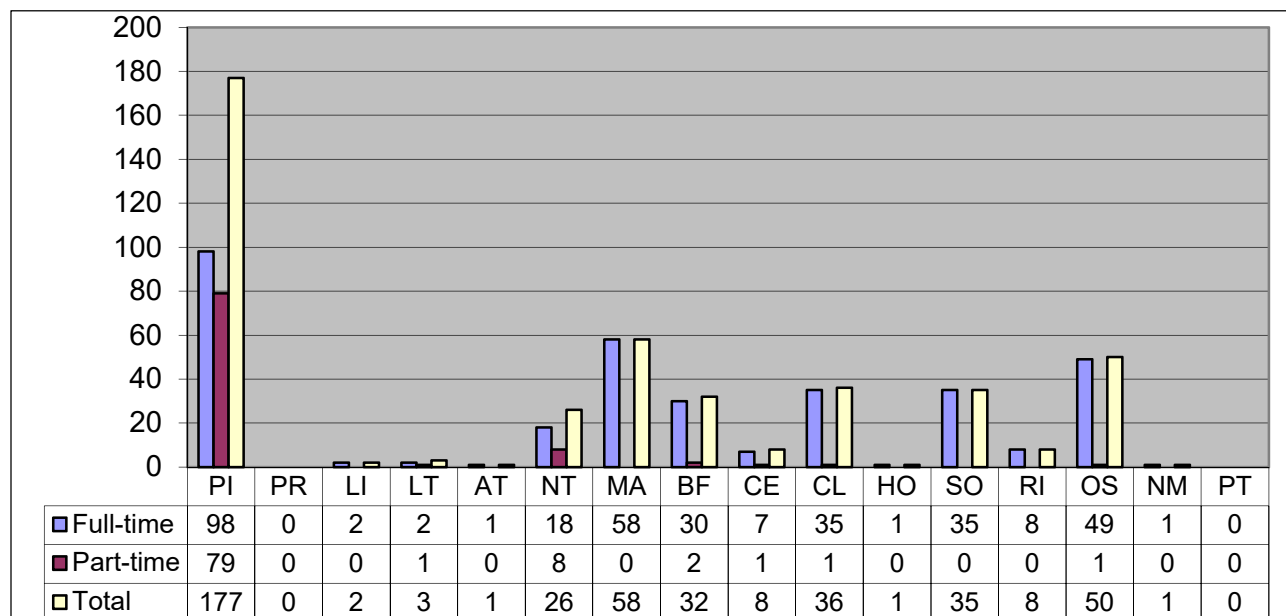
SOURCE: Central State University Catalog

**Full-Time and Part-Time Employees by Occupational Category
As of November 1, 2019**

	<u>Full-time</u>	<u>Part-time</u>	<u>Total</u>
Primary Instructional Staff (PI)	98	79	177
Primarily Research (PR)	0	0	0
Librarians (LI)	2	0	2
Library Technicians (LT)	2	1	3
Archivists, Curators, and Museum Technicians (AT)	1	0	1
Other Teachers and Instructional Support Staff (NT)	18	8	26
Management Occupations (MA)	58	0	58
Business and Financial Operations Occupations (BF)	30	2	32
Computer, Engineering, and Science Occupations (CE)	7	1	8
Community Service, Legal, Arts, and Media Occupations (CL)	35	1	36
Healthcare Practitioners and Technical Occupations (HO)	1	0	1
Service Occupations (SO)	35	0	35
Instruction combined with research and/or public service (I/R/PS)(RI)	8	0	8
Office and Administrative Support Occupations (OS)	49	1	50
Natural Resources, Construction, and Maintenance Occupations (NM)	1	0	1
Production, Transportation, and Material Moving Occupations (PT)	0	0	0
Total	345	93	438

SOURCE: IPEDS Human Resources 2019-20

**Full-Time and Part-Time Employees by Occupational Category
As of November 1, 2019**

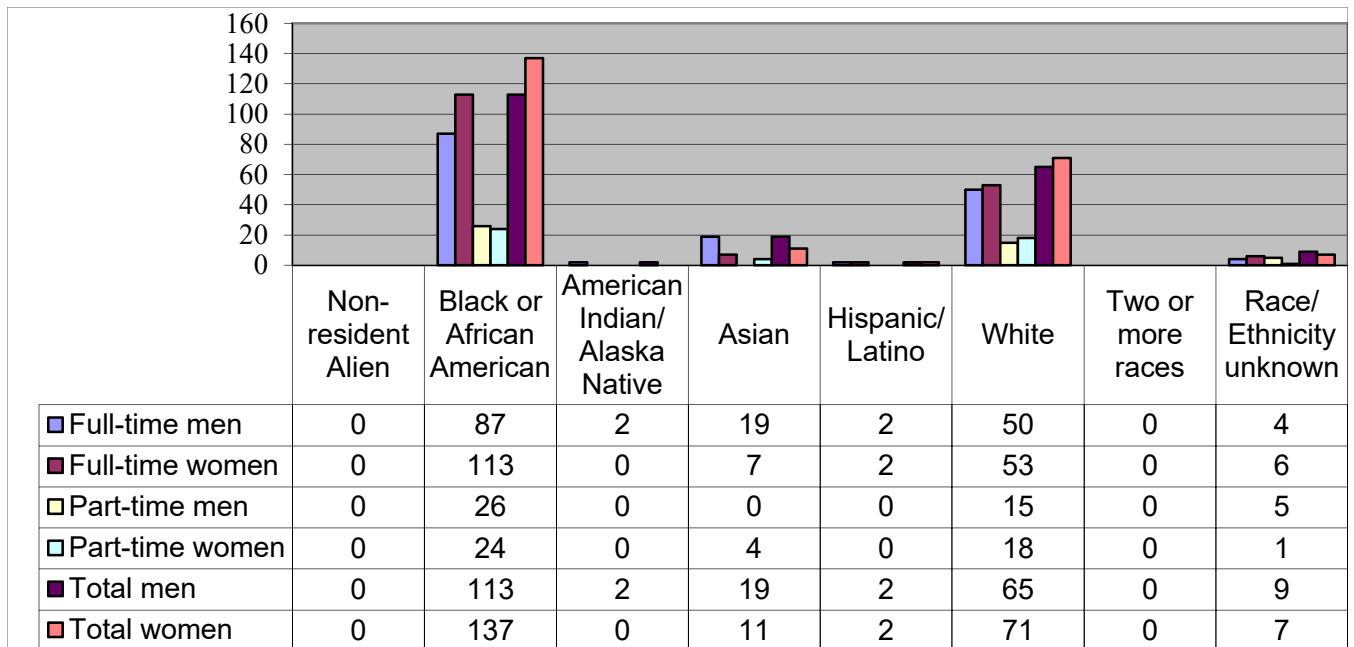


**Total Number of Staff by Employment Status, Gender and Race/Ethnicity
As of November 1, 2019**

	<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>
Non-resident Alien	0	0	0	0	0	0
Black or African American	87	113	26	24	113	137
American Indian/ Alaska Native	2	0	0	0	2	0
Asian	19	7	0	4	19	11
Hispanic/ Latino	2	2	0	0	2	2
White	50	53	15	18	65	71
Two or more races	0	0	0	0	0	0
Race/ Ethnicity unknown	4	6	5	1	9	7
Total	164	181	46	47	210	228

SOURCE: IPEDS Human Resources 2019-20

**Total Number of Staff by Employment Status, Gender and Race/Ethnicity
As of November 1, 2019**

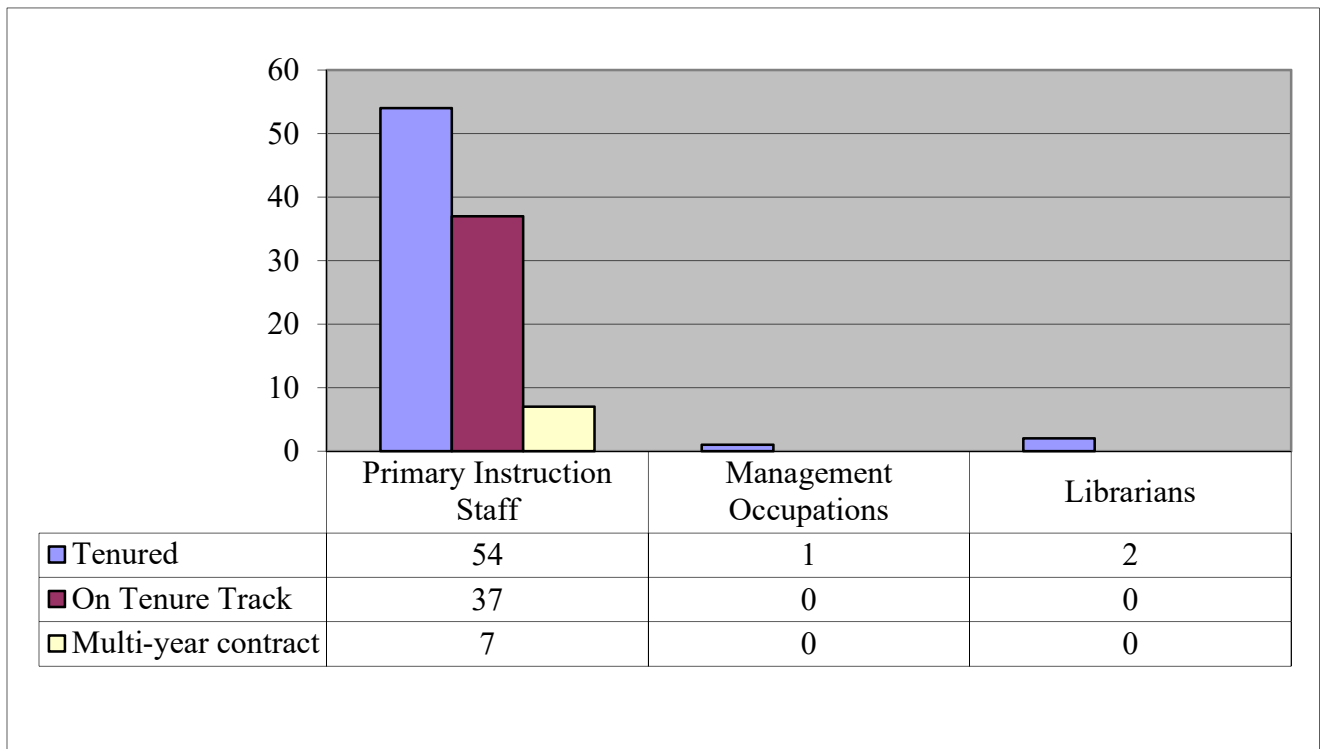


**Full-time Staff by Tenure Status
As of November 1, 2019**

	Tenured	On Tenure Track	Multi-year contract	Total
Primary Instructional Staff	54	37	7	98
Management Occupations	1	0	0	1
Librarians	2	0	0	2

SOURCE: IPEDS Human Resources 2019-20

**Full-time Staff by Tenure Status
As of November 1, 2019**

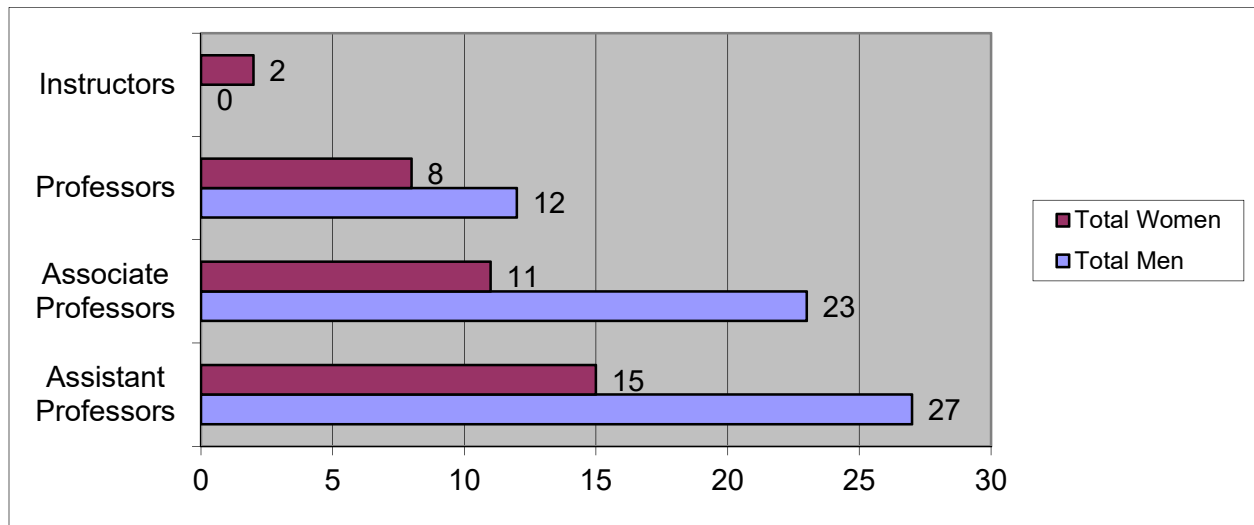


**Full-time Instructional Staff by Gender and Academic Rank
As of November 1, 2019**

	Total Men	Total Women	Total
Professors	12	8	20
Associate Professors	23	11	34
Assistant Professors	27	15	42
Instructors	0	2	2

SOURCE: IPEDS Human Resources 2019-20

**Full-time Instructional Staff by Gender and Academic Rank
As of November 1, 2019**

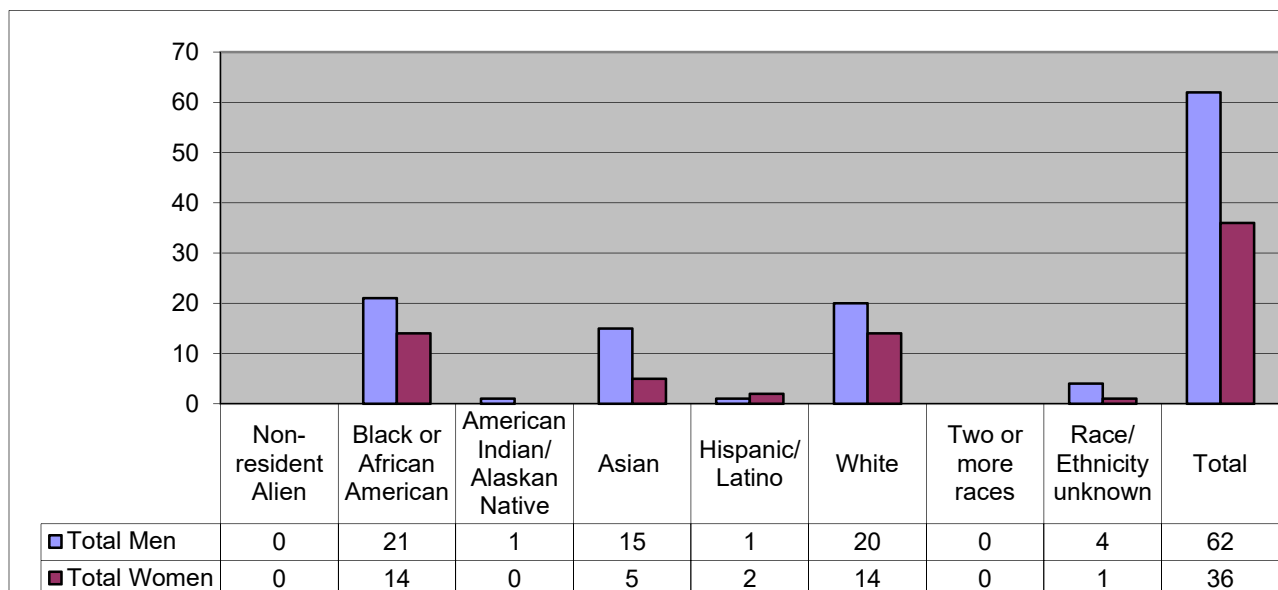


**Full-time Instructional Staff by Gender and Ethnicity
As of November 1, 2019**

	Total Men	Total Women
Non-resident Alien	0	0
Black or African American	21	14
American Indian/Alaskan Native	1	0
Asian	15	5
Hispanic/Latino	1	2
White	20	14
Two or more races	0	0
Race/Ethnicity unknown	4	1
Total	62	36

SOURCE: IPEDS Human Resources 2019-20

**Full-time Instructional Staff by Gender and Ethnicity
As of November 1, 2019**



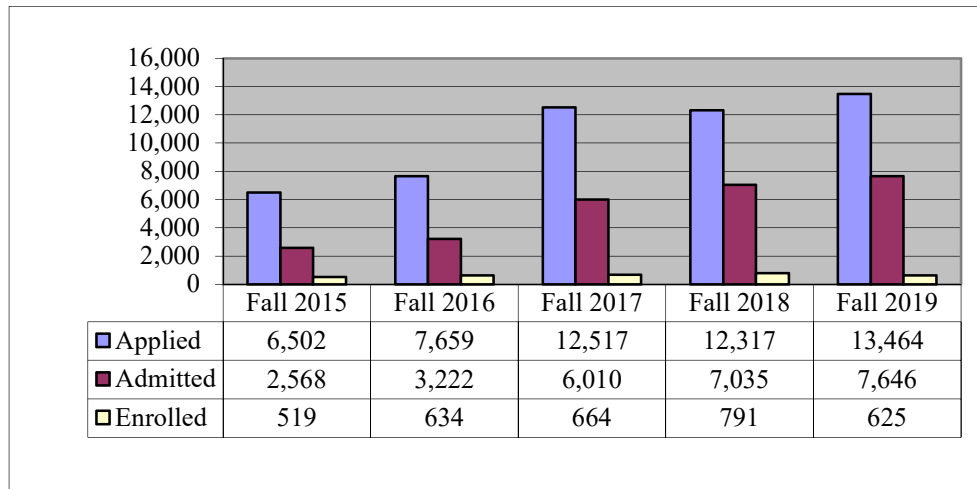
Applied, Admitted and Enrolled - Fall Terms 2015-2019

	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>
<u>First-time Freshmen (full-time & part-time)</u>					
Applied ¹	6,502	7,659	12,517	12,317	13,464
Admitted	2,568	3,222	6,010	7,035	7,646
Enrolled	519	634	664	791	625
<hr/>					
Ratio of Enrolled to Admitted	18.0%	20.0%	20.0%	11.0%	8.0%

1 Includes all applicants who have started the admissions process the preceding Summer term; applications are not necessarily "complete."

Source: Banner Information System

Applied-Admitted-Enrolled - Fall Terms 2015-2019



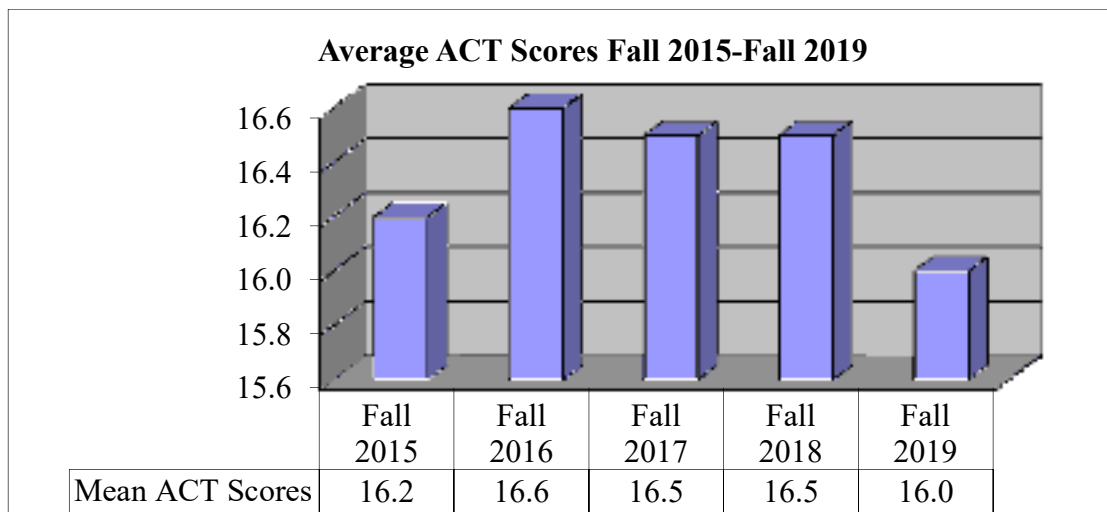
New Freshmen ACT Composite Scores, 2015-2019

ACT Score	Fall 2015			Fall 2016			Fall 2017			Fall 2018			Fall 2019		
	N	%	Cum %	N	%	Cum %	N	%	Cum %	N	%	Cum %	N	%	Cum %
>=31															
30															
29							1	0.3	0.3				1	0.4	0.4
28										2	0.5	0.5			
27							1	0.3	0.6	1	0.2	0.7	1	0.4	0.7
26				1	0.2	0.2									
25				2	0.3	0.5	1	0.3	0.9	2	0.5	1.2	3	1.1	1.9
24	5	1.1	1.1	4	0.6	1.2	2	0.6	1.5	5	1.2	2.5	1	0.4	2.2
23	5	1.1	2.2	7	1.1	2.5	1	0.3	1.8	7	1.7	4.2	2	0.7	3.0
22	6	1.3	3.5	11	1.7	4.4	9	2.7	4.5	10	2.5	6.7	1	0.4	3.3
21	12	2.6	6.0	16	2.5	7.2	15	4.5	9.0	9	2.2	8.9	8	3.0	6.3

20	11	2.4	8.4	21	3.3	10.9	18	5.4	14.4	16	3.9	12.8	13	4.4	10.7
19	31	6.7	15.1	50	9.9	19.8	21	6.3	20.7	41	10.1	22.9	18	6.7	17.4
18	53	11.4	26.6	61	9.6	30.5	26	7.8	28.5	35	8.6	31.5	13	4.8	22.2
17	61	13.2	39.7	95	15.0	47.3	47	14.1	42.6	46	11.3	42.9	28	10.4	32.6
16	94	20.3	60.0	101	15.9	65.1	65	19.5	62.2	67	16.5	59.4	32	11.9	44.4
15	62	13.4	73.4	75	11.8	78.3	51	15.3	77.5	59	14.5	73.9	41	15.2	59.6
14	63	13.6	87.0	59	9.3	88.7	46	13.8	91.3	53	13.1	86.9	47	17.4	77.0
13	43	9.1	96.1	48	7.6	97.2	21	6.3	97.6	31	7.6	94.6	38	14.1	91.1
12	13	2.8	98.9	15	2.4	98.8	5	1.5	99.1	18	4.4	99.0	21	7.8	98.9
11	5	1.1	100.0	1	0.2	100.0	3	0.9	100.0	4	1.0	100.0	1	0.4	99.3
=<10													2	0.7	100.0
Subtotal	463	89%		567	89%		333	50%		406	51%		270	43%	
Unreported	56			67			331			385			355		
TOTAL	519			634			664			791			625		
MEAN	16.2			16.6			16.5			16.5			16.0		

Source: ACT Class Profile Report.

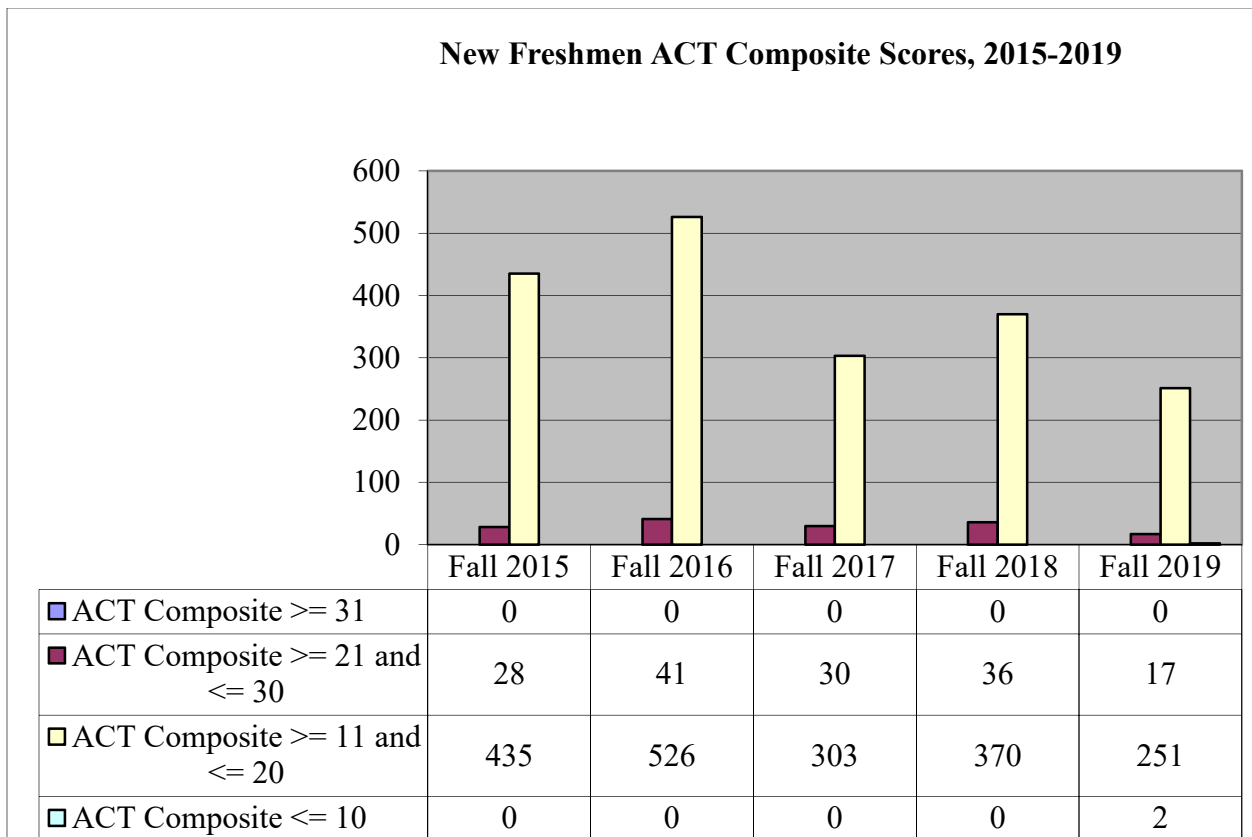
Note: An ACT Composite score of 21 or higher is one of the requirements for incoming freshmen to be eligible for the CSU Honors Program.



New Freshmen ACT Composite Scores Ranges, 2015-2019

	<u>Fall 2015</u>	<u>Fall 2016</u>	<u>Fall 2017</u>	<u>Fall 2018</u>	<u>Fall 2019</u>
ACT Composite \geq 31	0	0	0	0	0
ACT Composite \geq 21 and \leq 30	28	41	30	36	17
ACT Composite \geq 11 and \leq 20	435	526	303	370	251
ACT Composite \leq 10	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>2</u>
Total	463	567	333	406	270

Source: ACT Class Profile Report.



New Freshmen High School Grade Point Averages, 2015-2019

HS GPA	Fall 2015 ¹			Fall 2016 ¹			Fall 2017 ¹			Fall 2018 ¹			Fall 2019 ¹		
	N	%	Cum %	N	%	Cum %	N	%	Cum %	N	%	Cum %	N	%	Cum %
4.0	1	0.2	0.2	0	0.0	0.0	0	0.0	0.0	1	0.1	0.1			
3.9	3	0.6	0.8	1	0.2	0.2	5	0.8	0.8	1	0.1	0.3	4	0.6	0.6
3.8	4	0.8	1.6	3	0.5	0.6	8	1.2	2.0	9	1.1	1.4	3	0.5	1.1
3.7	2	0.4	1.9	3	0.5	1.1	10	1.5	3.5	13	1.7	3.1	8	1.3	2.4
3.6	3	0.6	2.5	7	1.1	2.2	12	1.8	5.3	15	1.9	5.0	8	1.3	3.7
3.5	10	1.9	4.5	10	1.6	3.8	13	2.0	7.3	19	2.4	7.4	16	2.6	6.3
3.4	9	1.8	6.2	11	1.7	5.5	20	3.0	10.3	29	3.7	11.1	22	3.5	9.8
3.3	9	1.8	8.0	17	2.7	8.2	18	2.7	13.1	21	2.7	13.8	17	2.7	12.6
3.2	14	2.7	10.7	16	2.5	10.7	18	2.7	15.8	33	4.2	18.0	32	5.2	17.7
3.1	20	3.9	14.6	29	4.6	15.3	28	4.3	20.1	46	5.9	23.9	33	5.3	23.0
3.0	23	4.5	19.1	34	5.4	20.7	48	7.3	27.4	53	6.8	30.6	45	7.2	30.3

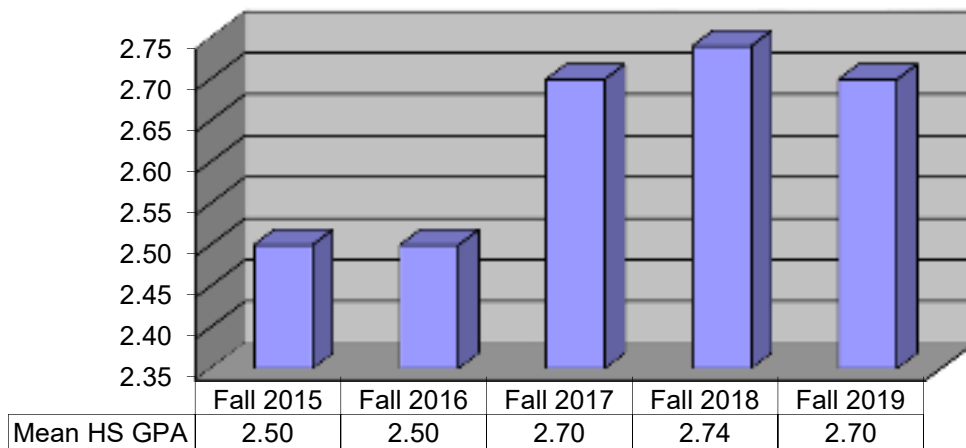
2.9	26	5.1	24.2	34	5.4	26.0	39	5.9	33.3	52	6.6	37.2	35	5.6	35.9
2.8	26	5.1	29.2	40	6.3	32.3	58	8.8	42.1	60	7.7	44.9	41	6.6	42.5
2.7	33	6.4	35.7	49	7.7	40.1	62	9.4	51.5	62	7.9	52.8	53	8.5	51.0
2.6	30	5.8	41.5	43	6.8	48.8	60	9.1	60.6	61	7.8	60.6	63	10.1	61.2
2.5	33	6.4	48.0	42	6.6	53.5	61	9.3	69.9	85	10.8	71.4	57	9.2	70.4
2.4	44	8.6	56.5	45	7.1	60.6	44	6.7	76.6	59	7.5	79.0	103	16.6	87.0
2.3	50	9.7	66.3	55	8.7	69.2	46	7.0	83.6	63	8.0	87.0	57	9.2	96.1
2.2	47	9.2	75.4	52	8.2	77.4	46	7.0	90.6	56	7.1	94.1	11	1.8	97.9
2.1	37	7.2	82.7	44	6.9	84.4	28	4.3	94.8	20	2.6	96.7	10	1.6	99.5
2.0	37	7.2	89.9	44	6.9	91.3	19	2.9	97.7	18	2.3	99.0	3	0.5	100.0
<= 1.9	52	10.1	100.0	50	7.9	100.0	15	2.3	100.0	8	1.0	100.0			

Subtotal	394	98%		513	99%		658	99%		784	99%		621	99%	
Unreported	8			6			6			7			4		
TOTAL	402			519			664			791			625		
MEAN	2.50			2.50			2.70			2.74			2.70		

¹ Source: Banner Information System

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

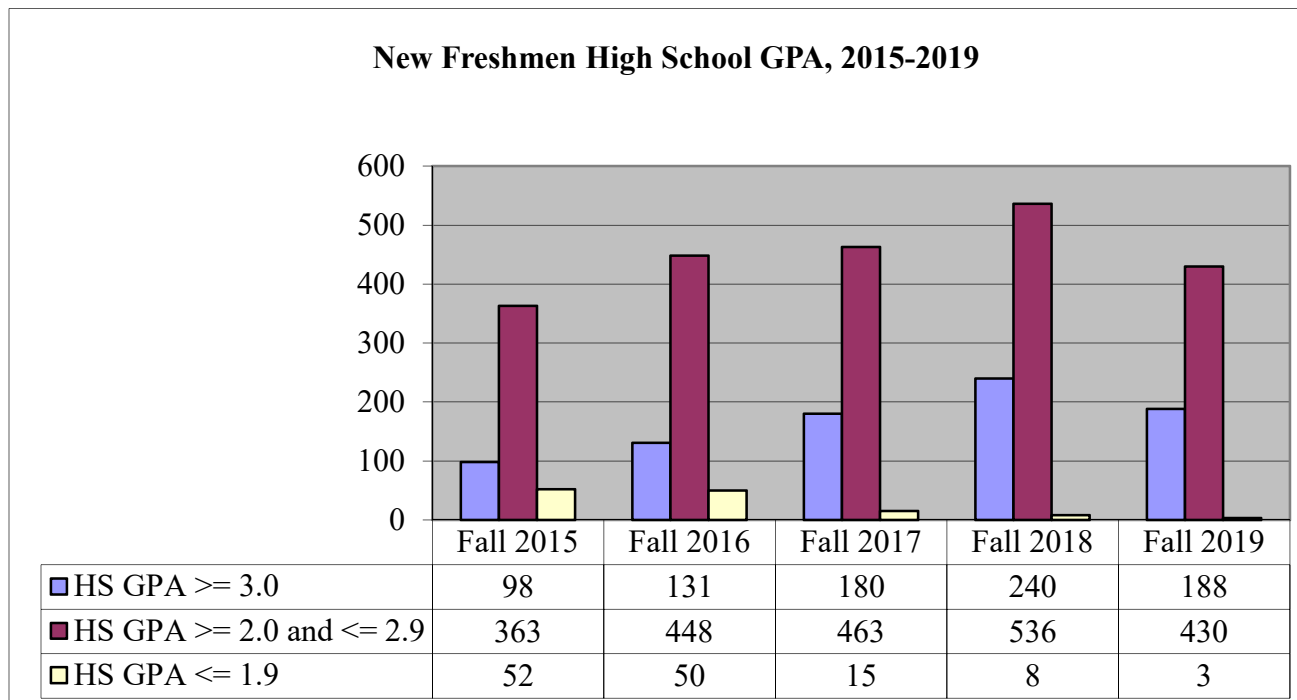
Average High School GPA Scores Fall 2015-Fall 2019



New Freshmen High School GPA Ranges, 2015-2019

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
HS GPA \geq 3.0	98	131	180	240	188
HS GPA \geq 2.0 and \leq 2.9	363	448	463	536	430
HS GPA \leq 1.9	52	50	15	8	3
Total	513	629	658	784	621

Source: Banner Information System



New Freshmen Geographic Origins, Fall Terms 2015-2019

	2015 ¹		2016 ¹		2017 ¹		2018 ¹		2019 ¹	
	N	%	N	%	N	%	N	%	N	%
<u>OHIO²</u>	224	43	279	44	248	37	373	47	262	42
Akron	2	1%	15	5%	6	2%	6	2%	12	5%
Athens	0	0	1	0	0	0	0	0	0	0
Canton	6	3	10	4	6	2	0	0	2	1
Chillicothe	0	0	0	0	1	0	0	0	1	0
Cincinnati	44	20	60	22	47	19	64	17	44	17
Cleveland	53	24	53	19	45	18	102	27	68	26
Columbus	45	20	64	23	67	27	116	31	61	23
Dayton	67	30	67	24	66	27	61	16	53	20
Lima	2	1	1	0	3	1	11	3	3	1
Mansfield	2	1	0	0	3	1	1	0	3	1
Steubenville	0	0	0	0	0	0	0	0	0	0
Toledo	2	1	5	2	3	1	6	2	10	4
Youngstown	1	0	3	1	1	0	6	2	5	2
Zanesville	0	0	0	0	0	0	0	0	0	0
<u>OUT of STATE</u>	295	57	355	56	416	63	419	53	363	58
California	1	0	1	0	7	2	4	1	1	0
Illinois	133	26	127	36	159	38	119	28	120	33
Indiana	36	7	44	12	59	14	38	9	31	9
Kentucky	0	0	2	1	1	0	0	0	4	1
Michigan	89	17	130	37	110	26	157	37	123	34
Pennsylvania	2	0	4	1	3	1	8	2	10	3
Other States	31	6	33	9	52	13	56	13	43	12
Unknown	1	0	3	1	1	0	0	0	0	0
International	2	0	11	3	24	6	37	9	31	9
TOTAL	519	100%	634	100%	664	100%	792	100%	625	100%

1 Source: Banner Information System

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

CENTRAL STATE UNIVERSITY
Office of the Registrar
Official Fall 2019 Semester Enrollment Report

Fall Enrollment Headcount

	2015	2016	2017	2018	2019
<i>Undergraduates</i>	1792	1729	1784	2099	2033
<i>Graduates</i>	12	12	0	0	0
Totals	1804	1741	1784	2099	2033

Fall FTE

	2015	2016	2017	2018	2019
<i>Undergraduates</i>	1711	1689	1761	2104	2007
<i>Graduates</i>	4	3.5	0	0	0
Total FTE	1715	1692.5	1761	2104	2008

**Total FTE does not include consortium and students' withdrawn w/record prior to the Official Census date*

Fall Semester Enrollment Statistics

Year	Classification	Male	%	Female	%	Gender Unknown	%	Full-Time	%	Part-Time	%	In-State	%	Out-State	%	Residence Hall	%	Commuter	%
2015	<i>Undergraduates</i>	806		986		0		1649		143		1002		790		961		831	
	<i>Graduates</i>	6		9		0		0		12		12		0		0		12	
	Total	811	45%	995	55%	0		1649	91%	155	9%	1014	56%	790	44%	961	53%	843	47%
2016	<i>Undergraduates</i>	773		956		0		1601		128		939		790		1043*		686*	
	<i>Graduates</i>	5		7		0		0		12		10		2		12		0	
	Total	778	45%	963	55%	0		1601	92%	140	8%	949	55%	792	45%	1055	60%	686	39%
2017	<i>Undergraduates</i>	729	41%	1055	59%	0		1710	96%	74	4%	853	48%	931	51%	1277	72%	507	28%
	<i>Graduates</i>	0		0		0		0		0		0		0		0		0	
	Total	729		1055		0		1710		74		853		931		1277		507	
2018	<i>Undergraduates</i>	837	40%	1262	60%	0		2029	97%	70		1068	51%	1014	48%	1574	75%	525	25%
	<i>Graduates</i>	0		0		0		0		0		0		0		0		0	
	Total	837		1262		0		2029		70		1068		1014		1574		525	
2019	<i>Undergraduates</i>	793	39%	1240	61%	0		1919	94%	114	6%	970	48%	1063	52%	1553	76%	480	24%
	<i>Graduates</i>	0		0		0		0		0		0		0		0		0	
	Total	793		1240		0		1919		114		970		1063		1553		480	

Fall to Fall Enrollment Comparison

	<i>Total Enrollment</i>	<i>Headcount Increase/Decrease</i>	<i>Percentage Increase/Decrease</i>
<i>Fall 2014-2015</i>	1751-1804	+53	+3.0 %
<i>Fall 2015-2016</i>	1804-1741	-63	-4 %
<i>Fall 2016-2017</i>	1741-1784	+43	+2%
<i>Fall 2017-2018</i>	1784-2099	+315	+15%
<i>Fall 2018-2019</i>	2099-2033	-66	-3%

Special Enrollments

<i>Category</i>	<i>Fall 2015</i>	<i>Fall 2016</i>	<i>Fall 2017</i>	<i>Fall 2018</i>	<i>Fall 2019</i>
<i>Consortium</i>	6	10	7	8	26
<i>Cooperative Education</i>	3	0	0	0	0
<i>CSU Dayton*</i>	199	140	102	95	96
<i>Military/Veterans</i>	33	20	12	35	32
<i>Faculty & Staff/Dependents</i>	24	17	19	7	7
<i>International Students</i>	10	11	46	85	107

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

Ethnic Enrollment

	<i>Fall 2015</i>	<i>%</i>	<i>Fall 2016</i>	<i>%</i>	<i>Fall 2017</i>	<i>%</i>	<i>Fall 2018</i>	<i>%</i>	<i>Fall 2019</i>	<i>%</i>
<i>African American</i>	1710	95%	1620	93%	1631	91%	1851	88%	1799	88%
<i>American Indian or Alaskan</i>	4	<1%	1	<1%	2	<1%	2	<1%	6	<1%
<i>Asian American or Pacific Is.</i>	2	<1%	3	<1%	2	<1%	2	<1%	4	<1%
<i>Caucasian American</i>	28	<2%	38	2%	21	1%	17	<1%	50	2%
<i>Hispanic American</i>	13	1%	14	1%	11	<1%	11	<1%	13	1%
<i>Multi-Racial</i>	16	<1%	18	1%	33	2%	33	2%	51	3%
<i>International Students</i>	10	<1%	11	1%	43	3%	90	4%	107	5%
<i>Not Reported</i>	22	1%	36	2%	41	2%	93	4%	0	N/A
Total	1804		1741		1784		2099		2033	

Enrollment by Classification

	<i>Fall 2015</i>	<i>%</i>	<i>Fall 2016</i>	<i>%</i>	<i>Fall 2017</i>	<i>%</i>	<i>Fall 2018</i>	<i>%</i>	<i>Fall 2019</i>	<i>%</i>
<i>Freshmen</i>	829	46%	911	62%	988	55%	1136	54%	964	47%
<i>Sophomores</i>	308	17%	262	15%	314	18%	408	19%	438	22%
<i>Juniors</i>	304	17%	252	14%	215	12%	291	14%	311	15%
<i>Seniors</i>	341	19%	301	17%	266	15%	263	13%	318	16%
<i>Graduate Students</i>	12	<1%	12	<1%	0		0	0	0	N/A
<i>Post-Baccalaureate</i>	10	<1%	3	<1%	1	<1%	1	<1%	2	<1%
Total Enrollments	1804		1741		1784		2099		2033	

Student Body Report

	<i>Fall 2015</i>	<i>%</i>	<i>Fall 2016</i>	<i>%</i>	<i>Fall 2017</i>	<i>%</i>	<i>Fall 2018</i>	<i>%</i>	<i>Fall 2019</i>	<i>%</i>
<i>Consortium</i>	6	<1%	10	<1%	7	<1%	8	<1%	26	1%
<i>Continuing Students</i>	1067	59%	941	54%	951	53%	1148	55%	1236	61%
<i>Graduate Students</i>	12	<1%	12	1%	0		0		0	N/A
<i>New Freshmen</i>	519	29%	643	37%	664	37%	791	38%	625	31%
<i>Post-Baccalaureate</i>	10	<1%	4	<1%	1	<1%	1	<1%	2	<1%
<i>Post-Secondary Option</i>	0		0		0		0		0	N/A
<i>Re-admits</i>	33	<2%	20	<1%	40	2%	25	1%	19	<1%
<i>Special (Includes CCP)</i>	7	<1%	24	<1%	11	<1%	6	<1%	5	<1%
<i>Transfer</i>	149	8%	96	6%	110	6%	114	5%	119	6%
<i>Transient</i>	1	<1%	0		0		2	<1%	1	<1%
<i>Undeclared</i>	0		0		0		0		0	N/A
Total Enrollments	1804		1741		1784		2099		2033	

Fall 2019 - In-State Students

County of Residence

Adams	0	Fairfield	5	Licking	2	Preble	0
Allen	12	Fayette	0	Logan	0	Richland	5
Ashland	0	Franklin	226	Lorain	11	Ross	2
Ashtabula	0	Fulton	0	Lucas	24	Sandusky	0
Athens	0	Gallia	0	Madison	0	Scioto	0
Auglaize	0	Geauga	0	Mahoning	11	Seneca	0
Belmont	0	Greene	61	Marion	0	Shelby	0
Brown	1	Guernsey	0	Medina	0	Stark	12
Butler	11	Hamilton	134	Meigs	0	Summit	26
Carroll	0	Hancock	1	Mercer	0	Trumbull	5
Champaign	1	Hardin	0	Miami	0	Tuscarawas	0
Clark	31	Harrison	0	Monroe	1	Union	1
Clermont	0	Henry	0	Montgomery	191	Van Wert	0
Clinton	1	Highland	0	Morgan	0	Vinton	0
Columbiana	0	Hocking	0	Morrow	0	Warren	3
Cook	0	Holmes	0	Muskingum	0	Washington	0
Coshocton	0	Huron	0	Noble	0	Wayne	2
Crawford	0	Jackson	0	Ottawa	0	Williams	0
Cuyahoga	177	Jefferson	0	Paulding	0	Wood	0
Darke	2	Knox	0	Perry	0	Wyandot	0
Defiance	0	Lake	1	Pickaway	0	Unknown	0
Delaware	4	Lawrence	1	Pike	0		
Erie	2	Levy	0	Portage	2	TOTAL:	969

Fall 2019 - Out-of-State Students

Alabama	8	Illinois	309	Missouri	1	Tennessee	2
Alaska	0	Indiana	112	Nebraska	1	Texas	4
Arizona	2	Kentucky	7	Nevada	4	Virginia	1
Arkansas	0	Louisiana	0	New Jersey	5	Washington	1
California	46	Maine	0	New York	9	Washington DC	12
Colorado	1	Maryland	9	North Carolina	4	West Virginia	1
Connecticut	2	Massachusetts	0	Oklahoma	0	Wisconsin	30
Delaware	1	Michigan	324	Pennsylvania	24		
Florida	10	Minnesota	7	Rhode Island	0	Unknown	4
Georgia	14	Mississippi	1	South Carolina	1	TOTAL:	957

Fall 2019 - International Students

Bahamas	98	China	1	Jamaica	2	Kenya	1
Liberia	1	Morocco	1	Nigeria	1	Russia	1
Zimbabwe	1					TOTAL:	107

GRAND TOTAL 2,033

CENTRAL STATE UNIVERSITY
Persistence of New Freshmen Cohorts

Fall Terms 2010-2019

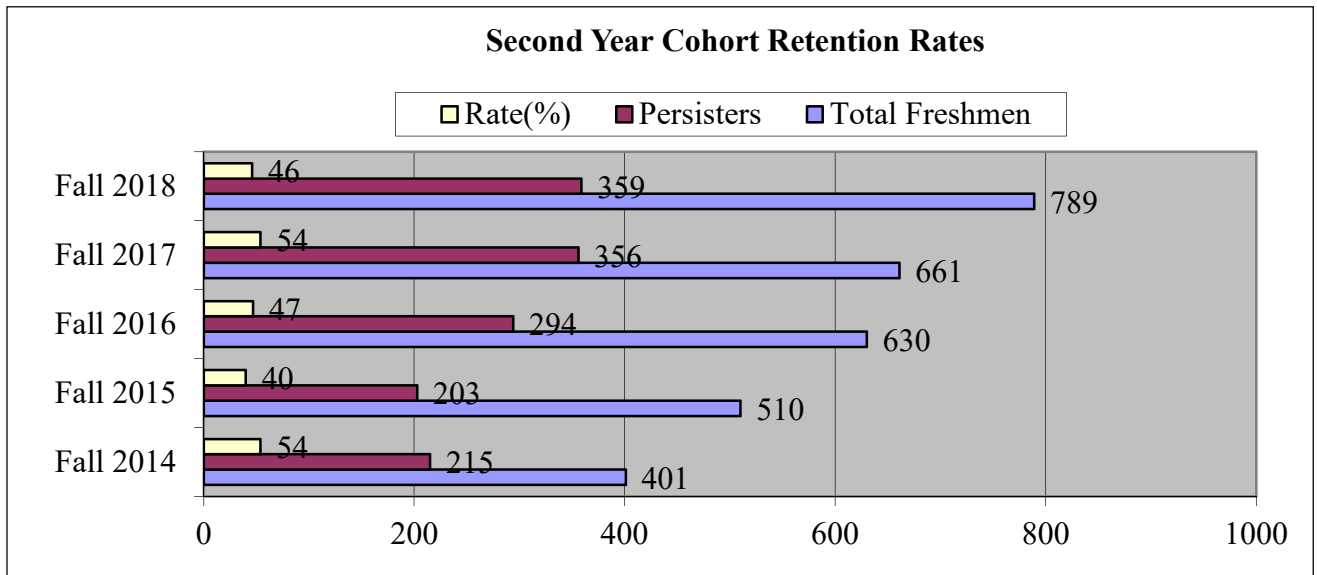
Entering Fall Term	N ¹	Fall Attendance Year									
		Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	
2010	504	Graduated By:	0.0%	0.0%	0.0%	8.1%	12.1%	5.6%	1.0%	0.0%	0.0%
		Still Enrolled:	55.0%	37.3%	33.3%	21.0%	8.3%	2.4%	1.0%	1.0%	0.0%
		Cohort Persistence:	55.0%	37.3%	33.3%	29.1%	20.4%	8.0%	2.0%	1.0%	0.0%
2011	712	Graduated By:	0.0%	0.0%	0.7%	9.1%	7.9%	2.4%	2.8%	1.0%	
		Still Enrolled:	43.0%	33.5%	25.6%	14.4%	4.8%	1.5%	1.0%	0.0%	
		Cohort Persistence:	43.0%	33.5%	26.3%	23.5%	12.7%	3.9%	3.8%	1.0%	
2012	503	Graduated By:	0.0%	0.0%	0.4%	10.0%	9.2%	4.0%	1.0%		
		Still Enrolled:	52.9%	33.5%	28.6%	15.6%	4.8%	1.2%	1.0%		
		Cohort Persistence:	52.9%	33.5%	29.0%	25.6%	14.0%	5.2%	2.0%		
2013	411	Graduated By:	0.0%	0.0%	1.0%	14.1%	10.5%	2.9%			
		Still Enrolled:	51.1%	39.6%	32.8%	14.6%	3.9%	1.0%			
		Cohort Persistence:	51.1%	39.6%	33.8%	28.7%	14.4%	3.9%			
2014	401	Graduated By:	0.0%	0.0%	0.0%	13.2%	11.7%				
		Still Enrolled:	53.6%	37.2%	34.4%	20.0%	4.7%				
		Cohort Persistence:	53.6%	37.2%	34.4%	33.2%	16.4%				
2015	510	Graduated By:	0.0%	0.0%	0.0%	7.6%					
		Still Enrolled:	39.8%	31.1%	27.6%	16.7%					
		Cohort Persistence:	39.8%	31.1%	27.6%	24.3%					
2016	630	Graduated By:	0.0%	0.0%	0.0%						
		Still Enrolled:	46.7%	37.1%	31.1%						
		Cohort Persistence:	46.7%	37.1%	31.1%						
2017	661	Graduated By:	0.0%	0.0%	0.0%						
		Still Enrolled:	53.9%	39.8%							
		Cohort Persistence:	53.9%	39.8%							
2018	789	Graduated By:	0.0%								
		Still Enrolled:	45.5%								
		Cohort Persistence:	45.5%								
2019	623	Graduated By:									
		Still Enrolled:									
		Cohort Persistence:									

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

New First Time Freshmen Cohort by Academic Programs

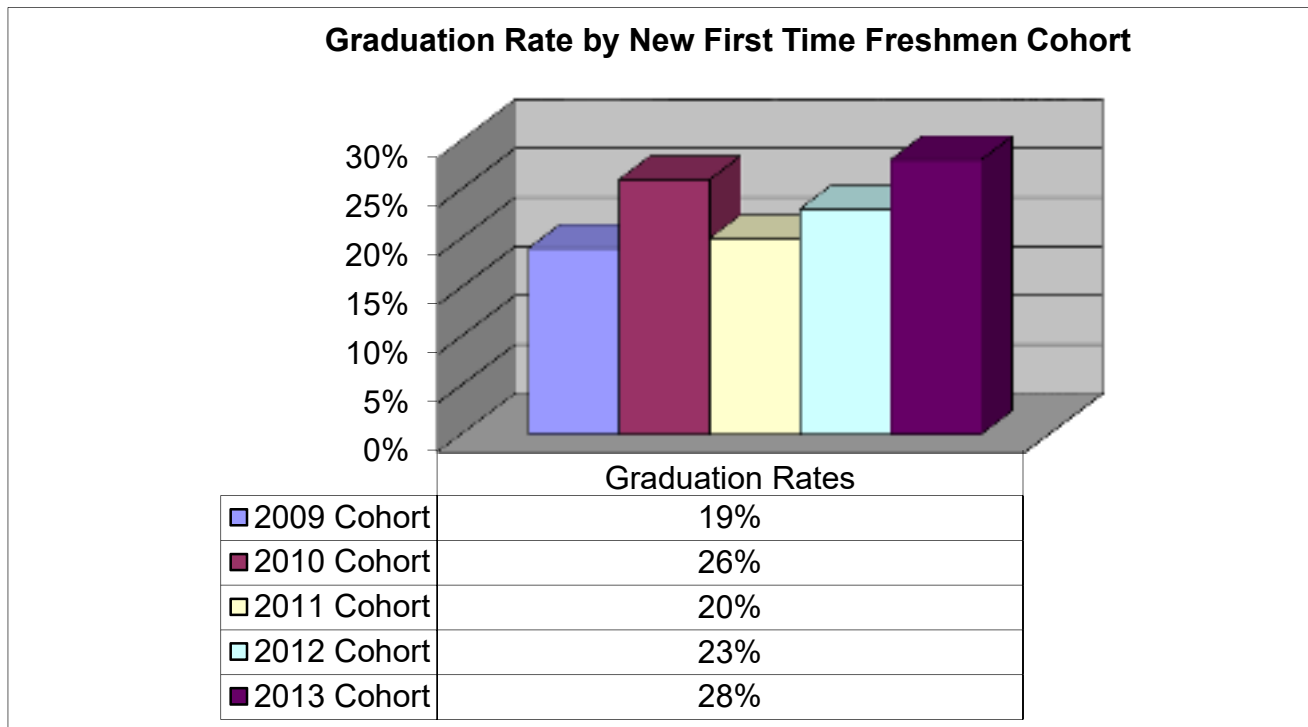
Programs	Fall 2015	%	Fall 2016	%	Fall 2017	%	Fall 2018	%	Fall 2019	%
Accounting	15	3%	6	1%	7	1%	7	1%	4	1%
Adolescent to Young Adult Edu.	3	1%	2	0%	1	0%	na	na	na	na
Agricultural Education							6	1%	1	0%
Art Education	5	1%	1	0%	0	0%	0	0%	0	0%
Biology	50	10%	49	8%	90	14%	74	9%	75	12%
Business Administration	92	18%	110	17%	118	18%	151	19%	117	19%
Chemistry	6	1%	4	1%	7	1%	16	2%	10	2%
Communication, Broadcast Media	24	5%	19	3%	22	3%	27	3%	19	3%
Communication, Print Journalism	8	2%	13	2%	11	2%	7	1%	7	1%
Computer Science	9	2%	19	3%	20	3%	16	2%	20	3%
Criminal Justice	55	11%	53	8%	40	6%	72	9%	59	9%
Early Childhood Education	27	5%	20	3%	27	4%	20	3%	26	4%
Economics			1	0%	3	0%	na	na	na	na
English	10	2%	14	2%	17	3%	10	1%	4	1%
Environmental Engineering	10	2%	12	2%	9	1%	9	1%	9	1%
Exercise Science							27	3%	32	5%
Graphic Design	9	2%	10	2%	17	3%	15	2%	7	1%
Health Education							1	0%	1	0%
History	2	0%	4	1%	1	0%	0	0%	2	0%
Industrial Technology	5	1%	4	1%	2	0%	5	1%	2	0%
Integrated Language Arts Edu									1	0%
Integrated Mathematics Edu									1	0%
Intervention Specialist	1	0%	2	0%	1	0%	3	0%	2	0%
Jazz Studies			1	0%	3	0%	3	0%	1	0%
Manufacturing Engineering	11	2%	31	5%	19	3%	25	3%	19	3%
Mathematics	1	0%	4	1%	4	1%	2	0%	3	0%
Middle Childhood Education	2	0%	1	0%	1	0%	4	1%	2	0%
Multi-Age Education	4	1%	4	1%	2	0%	na	na	na	na
Music Education	7	1%	13	2%	18	3%	11	1%	6	1%
Music Performance	5	1%	6	1%	6	1%	12	2%	7	1%
Physical Education									2	0%
Political Science	7	1%	6	1%	10	2%	18	2%	11	2%
Psychology	29	6%	53	8%	55	8%	70	9%	53	9%
Recreation	15	3%	6	1%	7	1%	2	0%	3	0%
Social Work	18	4%	25	4%	34	5%	31	4%	29	5%
Sociology	6	1%	6	1%	5	1%	6	1%	7	1%
Studio Art	2	0%	4	1%	2	0%	10	1%	3	0%
Sustainable Agriculture					3	0%	2	0%	2	0%
Water Resources Mgmt.	1	0%	3	0%	1	0%	2	0%	3	0%
Undeclared	71	14%	124	20%	98	15%	127	16%	79	13%
Total	510	100%	630	100%	661	100%	789	100%	623	100%

Student Retention Rates - Entering Full-time Freshmen Fall Term				
Year (Fall)	Cohort Total	Still Enrolled	Non-Persisters	Retention Rate
2014	401	215	186	54%
2015	510	203	307	40%
2016	630	294	336	47%
2017	661	356	305	54%
2018	789	359	430	46%



Graduation Rate by New First Time Freshmen Cohort

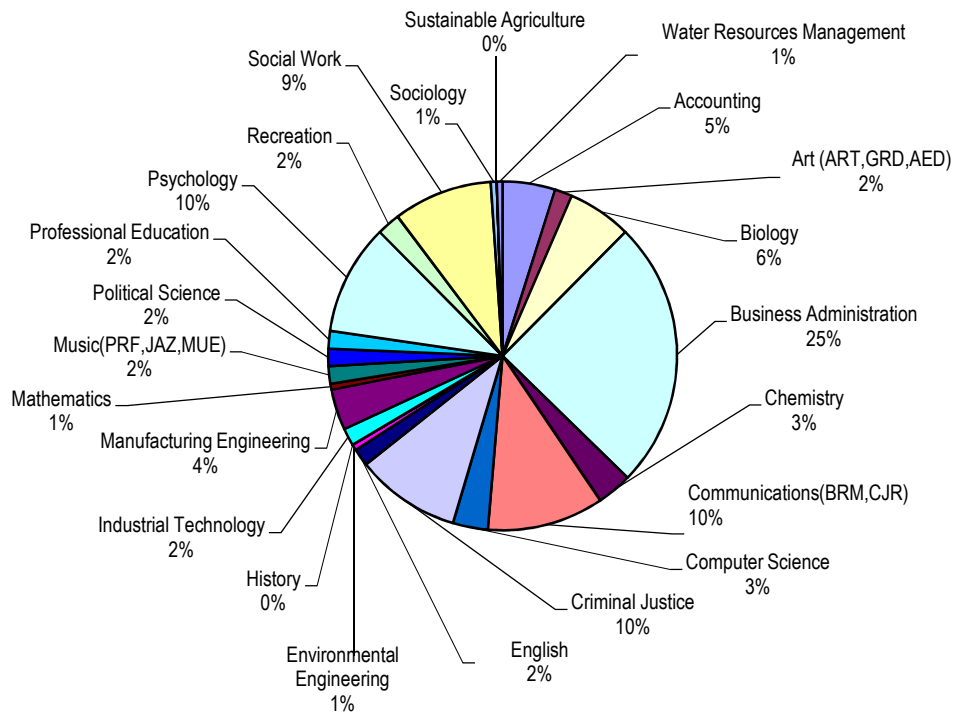
	Freshmen Cohort Entering in the Fall				
	2009	2010	2011	2012	2013
Total Freshmen Cohort (adjusted)	703	503	710	501	411
% Graduating within 4 years	6	10	10	10	15
% Graduating within 5 years	10	12	7	9	10
% Graduating within 6 years	3	4	3	4	3
Graduation Rates	19%	26%	20%	23%	28%



Undergraduate Degrees Awarded, 2018-2019

Major	Count	Total %	Major	Count	Total %
Accounting	9	5%	Manufacturing Engineering	7	4%
Art (ART,GRD,AED)	3	2%	Mathematics	1	1%
Biology	11	6%	Music(PRF,JAZ,MUE)	3	2%
Business Administration	46	25%	Political Science	3	2%
Chemistry	6	3%	Professional Education	3	2%
Communications(BRM,CJR)	20	11%	Psychology	19	10%
Computer Science	6	3%	Recreation	4	2%
Criminal Justice	18	10%	Social Work	17	9%
English	3	2%	Sociology	1	1%
Environmental Engineering	1	1%	Sustainable Agriculture	0	0%
History	0	0%	Water Resources Management	1	1%
Industrial Technology	3	2%	Total Undergraduate Degrees Awarded	185	

Undergraduate Degrees Awarded, 2018-2019



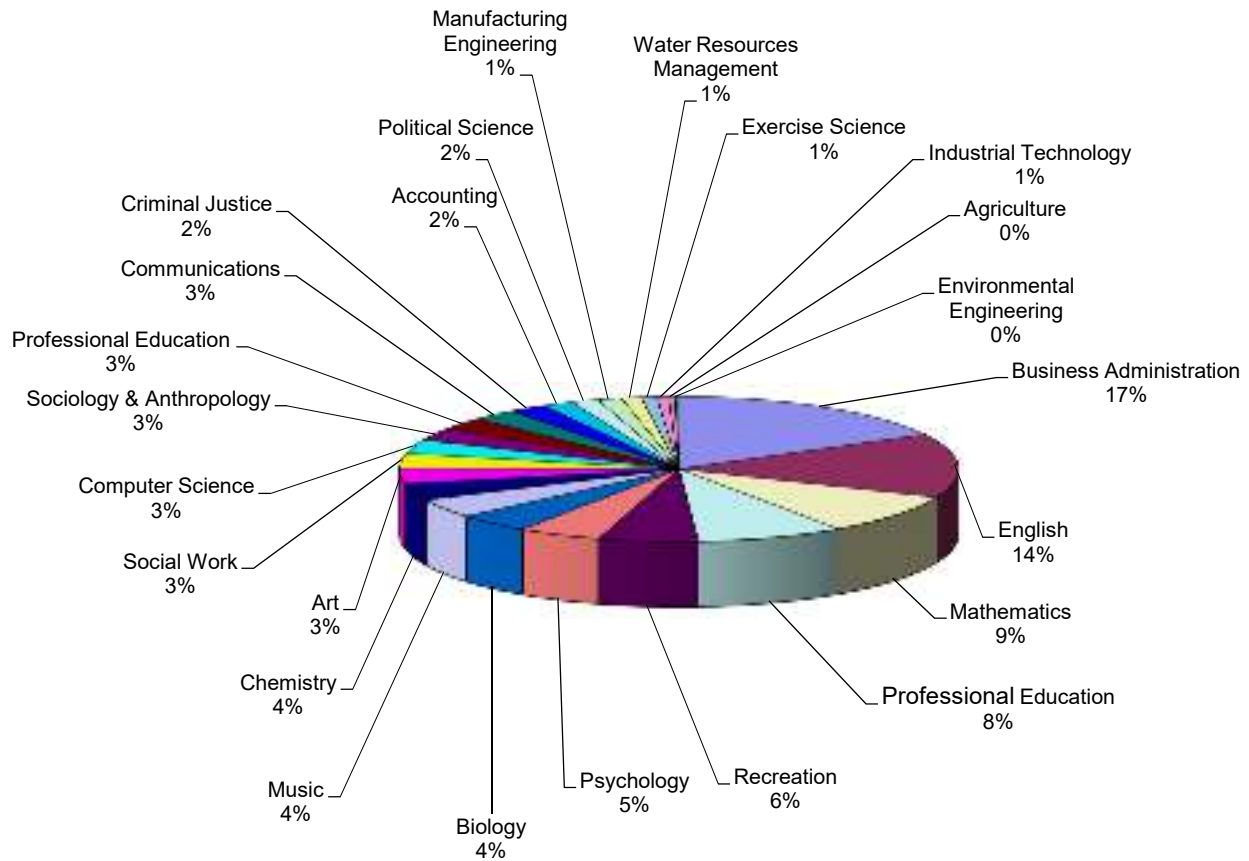
Revenues Generated by Program, 2018-2019

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

Business Administration	\$1,205,675	Art	\$239,224	Manufacturing Engineering	\$98,150
English	1,006,365	Social Work	234,251	Water Resources Management	80,090
Mathematics	634,703	Computer Science	216,453	Exercise Science	63,339
History	598,715	Sociology & Anthropology	199,703	Industrial Technology	47,505
Recreation	405,425	Professional Education	198,525	Agriculture	27,089
Psychology	337,505	Communications	179,418	Environmental Engineering	15,704
Biology	303,742	Criminal Justice	155,731		
Music	297,591	Accounting	124,062		
Chemistry	267,099	Political Science	111,891		

Based on \$1963/15 credit hours generated during the 2018-2019 academic year

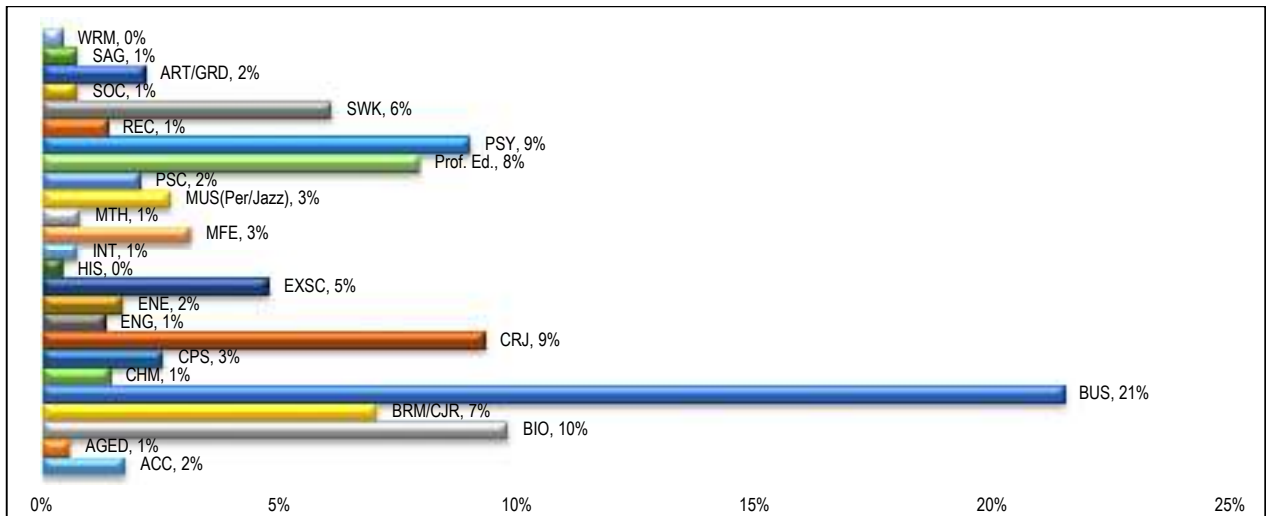
TOTAL: \$ 7,047,755



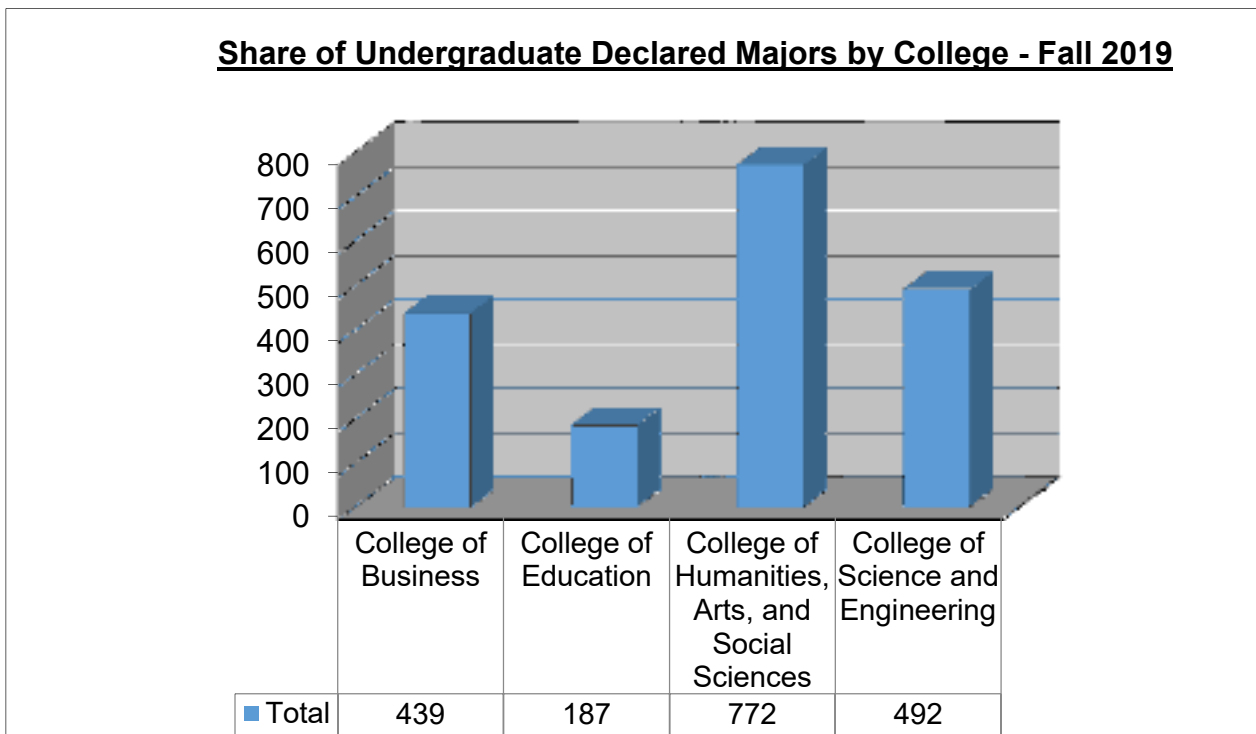
Program Enrollments

Undergraduate Enrollment by Major, Fall 2019		
Major	Total	Percent(%)
Accounting	33	2%
Agricultural Education	11	1%
Art Education	1	0%
Biology	185	9%
Broadcast Media	107	5%
Business Administration	406	20%
Chemistry	27	1%
Communications Journalism	26	1%
Computer Science	48	2%
Criminal Justice	176	9%
Early Childhood Education	75	4%
English	25	1%
Environmental Engineering	32	2%
Exercise Science	90	4%
General Education	30	1%
Graphic Design	30	1%
Health Education	1	0%
History	8	0%
Industrial Technology	14	1%
Integrated Language Arts Edu	5	0%
Integrated Mathematics Edu	7	0%
Integrated Social Studies Edu	4	0%
Intervention Specialist Edu	13	1%
Jazz Studies	8	0%
Licensure for Teaching	1	0%
Life Science Education	1	0%
Manufacturing Engineering	59	3%
Mathematics	15	1%
Middle Childhood Education	9	0%
Music Education	25	1%
Music Performance	18	1%
Physical Education	5	0%
Political Science	39	2%
Psychology	170	8%
Recreation	26	1%
Social Work	115	6%
Sociology	14	1%
Studio Art	10	0%
Sustainable Agriculture	14	1%
Undeclared	142	7%
Water Resources Management	8	0%
Total	2033	

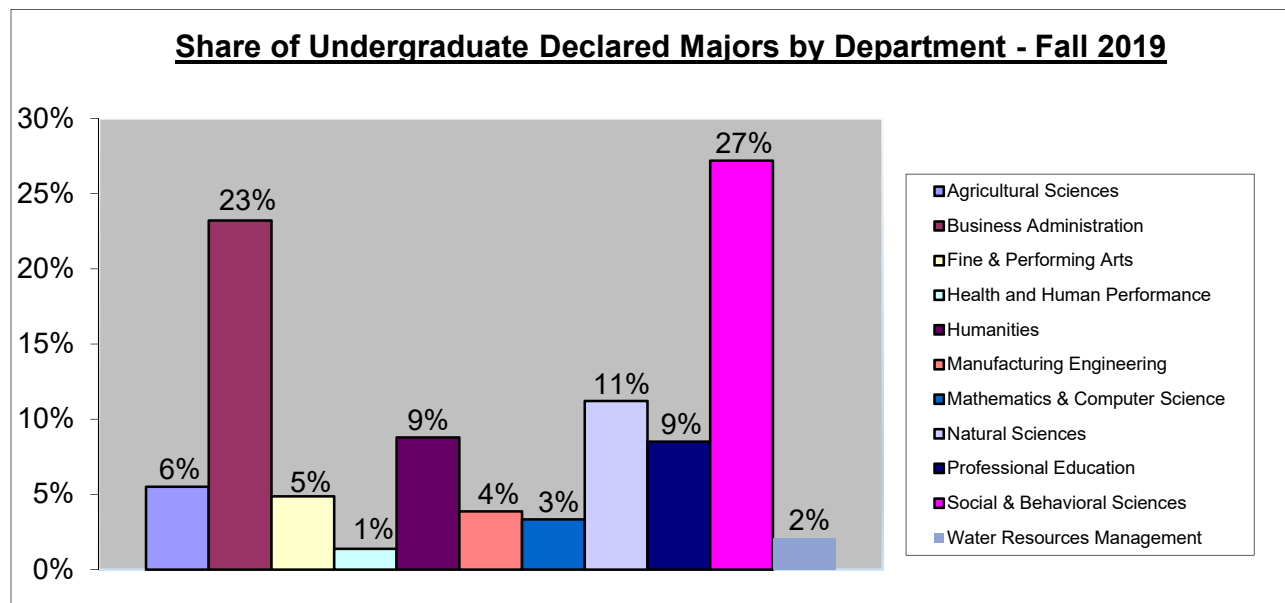
Share of Undergraduate Declared Majors, Fall 2019		
Major	Total	Percent(%)
Accounting	33	2%
Agricultural Education	11	1%
Biology	185	10%
Broadcast Media/Print Journalism	133	7%
Business Administration	406	21%
Chemistry	27	1%
Computer Science	48	3%
Criminal Justice	176	9%
English	25	1%
Environmental Engineering	32	2%
Exercise Science	90	5%
History	8	0%
Industrial Technology	14	1%
Manufacturing Engineering	59	3%
Mathematics	15	1%
Music Performance/Music Education/Jazz Studies	51	3%
Political Science	39	2%
Professional Education	150	8%
Psychology	170	9%
Recreation	26	1%
Social Work	115	6%
Sociology	14	1%
Studio Art/Art Education/Graphic Design	41	2%
Sustainable Agriculture	14	1%
Water Resources Management	8	0%
Total	1890	



Share of Undergraduate Declared Majors by College - Fall 2019		
College	Total	Percent(%)
College of Business	439	23%
College of Education	187	10%
College of Humanities, Arts, and Social Sciences	772	41%
College of Science and Engineering	492	26%
Total	1890	



Share of Undergraduate Declared Majors by Department - Fall 2019		
Major	Total	Percent(%)
Agricultural Sciences	104	6%
Business Administration	439	23%
Fine & Performing Arts	92	5%
Health and Human Performance	26	1%
Humanities	166	9%
Manufacturing Engineering	73	4%
Mathematics & Computer Science	63	3%
Natural Sciences	212	11%
Professional Education	161	9%
Social & Behavioral Sciences	514	27%
Water Resources Management	40	2%
Total	1890	



Faculty by Program

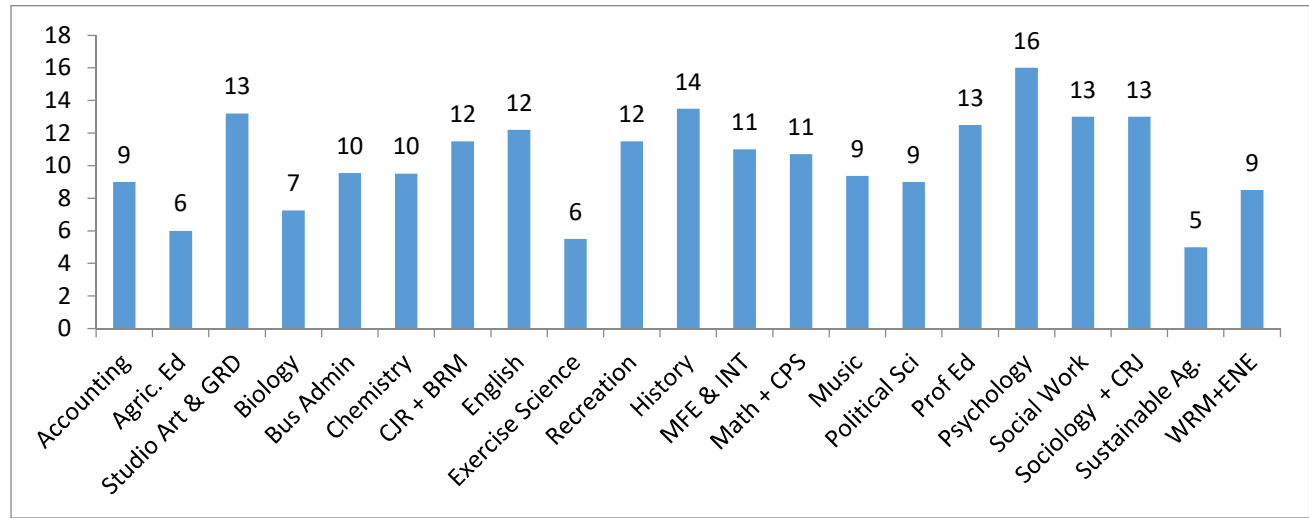
Full-time Faculty (*Instructional/Research), Fall 2019

Accounting	2	Foreign Language	1	Political Science	2
Agricultural Education	1	Health, PE & Recreation	2	Professional Education	6
Art	5	History	4	Psychology	3
Biology	4	Manufacturing Engineering & Industrial Technology	6	Social Work	4
Business Administration	11	Mathematics & Computer Science	7	Sociology and Criminal Justice	4
Chemistry	4	Music	8	Sustainable Agriculture	4
Communication	2	Philosophy	1	Water Resources Management & Environmental Engineering	6
English	10	Physics	2		
Exercise Science	2				

*Instructional and Research Faculty

TOTAL 101

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



Average Credit/Contact Hours Taught Annually by Faculty, 2018-2019

	Full-Time	Part-Time		Full-Time	Part-Time
Accounting	15.00	6.00	Health, Phys. Ed. & Recreation	15.50	10.00
Art	24.75	0.00	History	27.75	15.00
Biology	18.00	11.25	Manufacturing Engineering & Industrial Tech.	23.00	6.75
Business Administration	23.00	7.75	Music	22.00	14.25
Chemistry	17.25	7.25	Political Science	19.50	6.00
Communications	23.00	5.50	Psychology	19.50	9.25
Computer Science & Mathematics	26.00	10.50	Social Work	23.50	7.50
Criminal Justice	22.00	10.50	Sociology	11.25	13.00
Professional Education	18.00	10.25	Sustainable Agriculture	4.50	1.50
English	25.00	13.50	Water Res. Mgmt. & Environmental Engr.	18.50	5.00
Exercise Science	6.00	5.50			

Average 20.25 9.50

Grants and Contracts Obtained by Faculty and Staff, 2018-2019

CSU received **\$19,516,369** in external funds from forty-two (42) new and continuing projects during FY 2019.

<i>Project Director</i>	<i>Purpose</i>	<i>Funding Agency</i>	<i>Amount</i>	<i>Duration</i>
2019 Summer Banking Institute				
Dr. Fidelis Ikem	Conduct an intensive training program for eight weeks in topics that will facilitate the transition from the academic program offered by the university and an professional career in the banking sector.	Various banks	\$203,732	12 months
Affordable Learning Solutions Initiative				
Dr. Jean Jacques Medastin	Implement and support save students money in purchasing course materials, support faculty development activities, and scale and sustain the adoption of free and open educational resources within HBCUs.	Trustees of the California State University through Southern University and A&M College	\$8,000	12 months
AFRL Collaborative Program – Sensors Research				
Dr. Xiaofang Wei	Develop algorithms for imaging features of interest in environments of high particulate content using hyperspectral analysis and conduct spectrum analysis for feature identification using hyperspectral image analysis coupled with spectroradiometer measurements in high particulate environment in the air typified by conditions of ground based warfare.	U.S. Air Force through Clarkson Aerospace Corporation	\$5,000	3 months

All-In-One Organic Weed and Crop Disease Management Using Directed Energy and Convolutional Neural Networks				
Dr. Deng Cao	Build capacity in sustainable agricultural practices to host agriculture research in management information systems, precision agriculture, agricultural automation and robotics, and testing for development and introduction of agriculture-use products derived from the technology transition readiness of a DE plant disruptor platform; support integration of findings and on-going research into CSU institutional goals including: institutional collaboration, outreach, recruitment, continuing education, and education toward top job fields such as smart farming, computer vision and machine learning; engage students in hands-on research as research assistants and build their leadership and research skills; increase opportunities for multi-disciplinary collaboration between CSU faculty and students, other research and teaching organizations, and industry; and increase opportunities for industry-funded partnerships, new markets development, and new business formation.	U.S. Department of Agriculture National Institute of Food and Agriculture	\$299,941	36 months
Broadening Ohio Workforce through STEM-AG 2017-2021				
Dr. Morakinyo Kuti	Increase the number of incoming high quality students to CSU who will major in STEM, agriculture (Ag). And STEM and Ag education and increase the number of transfer students from two-year colleges into CSU.	Ohio Department of Higher Education	\$333,632	12 months

Building Capacity for Three Small 1890 Land Grant Institutions by Developing an Electronic Extension Platform to Serve the Needs of Minority Farmers				
Dr. Cadance Lowell	Hire students to produce videos based on research by the students or in the CSU collaborator's lab to include scripting the proposed video, determining sites, coordinating with the local farmers, incorporating input from the KSU faculty and staff, undertaking the video footage as well as working on a fact sheet to accompany the videos.	U.S. Department of Agriculture through Kentucky State University	\$30,000	36 months
Campus-Level Action and Success Supports, CLASS				
Dr. Fred Aikens	Develop institutional goals, including specific goals to reduce equity gaps; assemble an institutional leadership team; and participate in convening and technical assistance activities.	Ohio Department of Higher Education	\$19,000	30 months
Center for Connected Automated Transportation Region 5 UTC				
Dr. KrishnaKumar Nedunuri	Study air pollutants under different traffic congestion scenarios along selected freeways in Ohio.	U.S. Department of Transportation through the University of Michigan	\$49,938	24 months
Cooperative Extension Programs				
Dr. Alton Johnson	Engage qualified professional and administrative personnel who have the skills necessary to efficiently manage the Evans Allen Capacity Grants. To establish the physical and human infrastructure to ensure that grant funds are utilized in a prudent manner.	U.S. Department of Agriculture Ohio Department of Higher Education	\$3,000,000 \$3,000,000	24 months
Corporation for Public Broadcasting Community Service Grant and National Programming and Acquisition Grant				
Dr. Robert Franklin	Maintain local programming and services and preserve jobs threatened by declines in non-federal revenue sources during the current economic decline.	Corporation of Public Broadcasting	\$129,267	24 months

Creating Excellence in Agriculture Workforce				
Dr. Cynthia Jackson-Hammond	Provide scholarships for undergraduate students studying Sustainable Agriculture' Environmental Engineering, Water Resource Management, Manufacturing Engineering, Agribusiness, and Agriculture Education; and offer co-professional development, academic experiences/internship opportunities for students, faculty, and staff.	U.S. Department of Agriculture	\$500,000	48 months
Distinguished Visiting Professor				
Dr. Anthony Arment	Visiting Professor of Biology	U.S. Air Force Academy	\$106,336	10 months
DO-STEM Scholarship Program				
Dr. Morakinyo Kuti	Provide scholarships to increase the number of CSU students who are pursuing STEM degrees.	Ohio Board of Regents	\$72,800	12 months
EFNEP Project				
Dr. Alton Johnson	Expanded food and nutrition education program	U.S. Department of Agriculture	\$163,716	60 months
Evans-Allen Research Program				
Dr. Alton Johnson	Agricultural research at 1890 Land-Grant Institutions	U.S. Department of Agriculture Ohio Department of Higher Education	\$3,000,000 \$3,000,000	24 months
Filling the Pipeline: Transforming Agricultural Drainage Education to Meet 21st Century Water Management Needs				
Dr. Subramania Sritharan	Improve the drainage education by enhancing the curriculum in the field of agricultural drainage by incorporating the recent advances in the field.	U.S. Department of Agriculture through Purdue University	\$21,000	36 months
HBCU - Institutional Aid				
Dr. Cynthia Jackson-Hammond	Strengthen the Historically Black Colleges and Universities.	U.S. Department of Education	\$2,146,873	12 months
HBCU - Institutional Aid (SAFRA)				
Dr. Cynthia Jackson-Hammond	Strengthen Historically Black Colleges and Universities and improve the academic quality, fiscal stability, quality of student services and the quality of institutional management.	U.S. Department of Education	\$764,551	12 months

Improving the Honeybee Queen Qualities and Genetic Diversity by Transferring Selected Queen Cells				
Dr. Hongmei Li-Byarlay	To improve the queen quality of honeybee stocks by using the queen cells.	U.S. Department of Agriculture through the University of Minnesota	\$40,000	24 months
Improving Pathways for STEM Retention and Graduation (IPSRG)				
Dr. Augustus Morris	The goal of IPSRG is to increase the number of STEM majors, including military veterans, who successfully enter the STEM workforce or pursue advanced degrees by increasing the retention, persistence, and graduation rates through enhanced quality academic experiences.	National Science Foundation	\$267,890	60 months
Just Because Farmers Can				
Dr. Sakthi Subburayalu	Use spatial analysis to determine which fields are most likely to benefit from variable rate seeding based on overall variability of soil properties within each field.	U.S. Department of Agriculture through Ohio State University	\$10,533	36 months
*McIntire Stennis Cooperative Forestry Research				
Dr. Alton Johnson	Increase forestry research in the production, utilization, and protection of forestland; to train future forestry scientists; and to involve other disciplines in forestry research.	U.S. Department of Agriculture Ohio Department of Higher Education	\$111,995 \$111,995	24 months
NOVA Conference				
Ms. Ariella Brown	National Organization for Victim Assistance	Ohio Attorney General's Office	\$1,185	12 months
Ohio Space Grant				
Dr. Augustus Morris	Provide financial support through competitively awarded scholarships to students pursuing aerospace related science and engineering baccalaureate degrees.	Ohio Space Grant Consortium/NASA	\$44,133	12 months
Ohio LSAMP Alliance				
Dr. Ramanitharan Kandiah	Increase the number of underrepresented students completing doctoral studies in STEM fields.	National Science Foundation through Ohio State University	\$40,000	60 months

Outreach and Assistance for Socially Disadvantaged and Veteran Farmers and Ranchers Program				
Dr. Saima Bashir	To provide education and technical assistance to beginning, socially disadvantaged, and veteran farmers in the state of Ohio.	U.S. Department of Agriculture	\$200,000	12 months
Project Success - Emergency Aid Program 2017-2019				
Dr. B. Sherrance Russell		Great Lakes Higher Education Guaranty Corporation	\$8,000	12 months
Project Success - Emergency Aid Program 2017-2019 Internships				
Ms. Karla Harper		Great Lakes Higher Education Guaranty Corporation	\$61,496	9 months
PROSPER: Promoting School-Community-University Partnerships to Enhance Resilience in Franklin County				
Mr. Anthony Barwick	Partnership to implement PROSPER in Franklin County neighborhoods	Ohio Development Services Agency through Ohio State University	\$30,000	24 months
Regionally Aligned Priorities in Developing Skills (RAPIDS)				
Dr. Arunasalam Rahunanthan	Utilizing technology for improved and more effective training opportunities for the workforce in Ohio as well as training experts for developing software and hardware for AR/VR.	Ohio Department of Higher Education	\$96,854	24 months
Renewable Resource Extension 2018-2020				
Dr. Alton Johnson	Assist states in carrying out an extension program designed to assist forest and range landowners and managers in making resource management decisions based on research findings.	U.S. Department of Agriculture	\$13,500	24 months
Search for the Epigenomic Mechanisms of Paternal Inheritance of Aggression in Social Honeybees				
Dr. Hongmei Li-Byarlay	To determine the epigenetic modifications and epigenomic architecture connecting aggressive behavior of honeybees to their sociogenome.	National Science Foundation	\$299,950	36 months
Seed to Bloom 4-H STEAM Afterschool Sustainable Community Project				
Dr. Prosper Doamekpor	Improve the quality and quantity of comprehensive community-based programs for at-risk children, youth, and families supported by	U.S. Department of Agriculture	\$80,000	12 months

	the Cooperative Extension program.			
Soil Monolith				
Dr. Sakthi Subburayalu	Produce a soil monolith	U.S. Department of Agriculture	\$3,500	12 months
STEM Success Center				
Dr. Morakinyo Kuti	To increase the retention, persistence, and graduation of STEM majors at CSU.	U.S. Department of Education	\$249,738	12 months
Student Support Services				
Dr. Mortenous Johnson	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 students.	U.S. Department of Education	\$410,034	12 months
Summer Transportation Institute				
Mr. Gorgui Ndao	To introduce high school students to careers in transportation, encourage them to pursue such careers, introducing basic physics, mathematics as relating to transportation problems and making them aware of civil rights issues and their relation to transportation	Federal Highway Administration	\$55,000	6 months
		Ohio Department of Transportation	\$25,000	
Upward Bound				
Mr. John Anene	To serve 60 students from Montgomery County who are low income and/or potential first generation college students and who demonstrate the need for program services. Designed to generate academic skills that will facilitate participant completion of high school, gain admission to and success in a program of postsecondary education	U.S. Department of Education	\$313,771	12 months
Using AVIRIS Imagery to Map Spatial Variability of Soil Carbon Across Diverse Agricultural Management Systems				
Dr. Sakthi Subburayalu	To enhance global food production in a sustainable manner while ensuring environmental stewardship.	NASA	\$34,946	24 months

WCSU Radio Station Subsidy				
Dr. Robert Franklin	Serve Ohio's public television stations, public radio stations and radio reading services as a facilitator of infrastructure, content and funding resources.	Broadcast Educational Media Communication	\$30,508	12 months
Yes Means Yes				
Ms. Ariella Brown	To educate students on how to take preventative steps to feel secure, to understand that violence is not okay, and to take appropriate steps in situations that include sexual violence.	U.S. Department of Justice through the Ohio Attorney General's Office	\$62,635	12 months
Youth Stewardship and Engagement Program				
Mr. Curtis Pettis	Develop plans to introduce minorities to the NPS through service wide NPS youth program initiatives, leadership training, scholar in residence program, and plans to digitize the historic collections housed at CSU connected to the periods of significance of Charles Young Buffalo Soldiers National Monument.	U.S. Department of the Interior, National Park Service	\$60,000	60 months

Seniors' Experiences

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

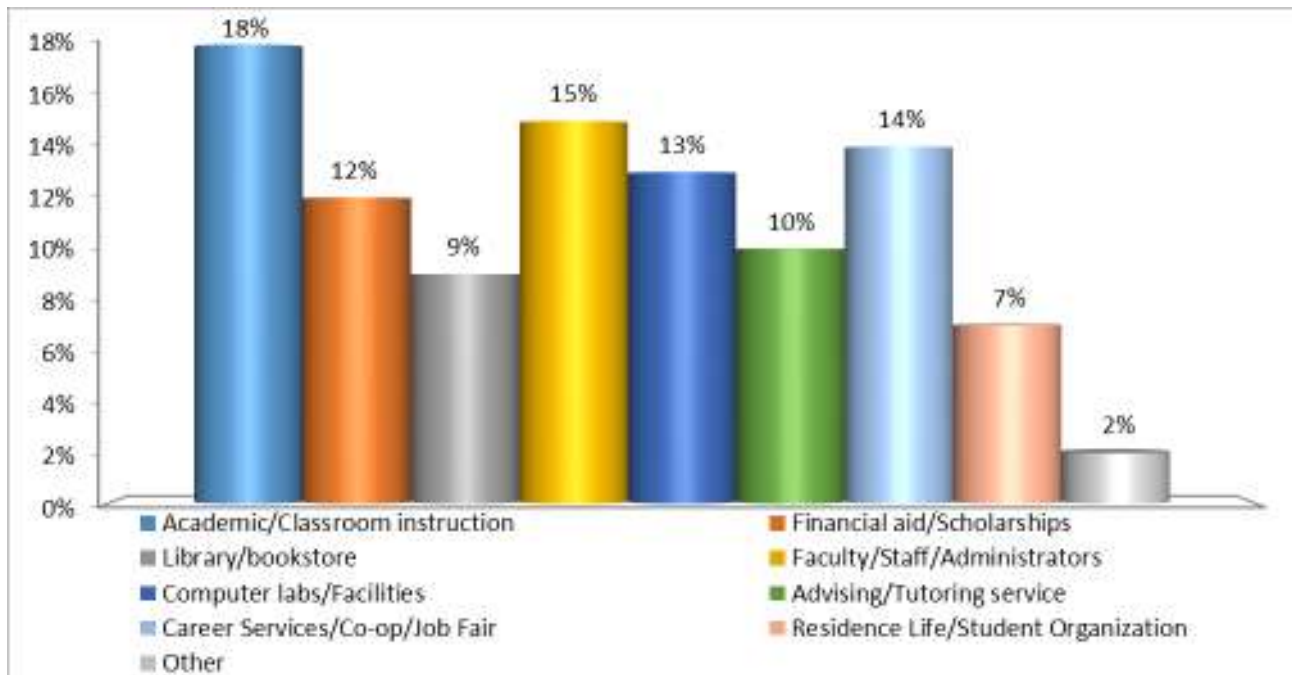
Level of satisfaction with education received	
Very/Mildly satisfied	78%
Neutral	14
Very/Mildly unsatisfied	6
No Response	2

Maximized my educational opportunities	
Strongly/Mildly believe I did	82%
Neutral	14
Strongly/Mildly believe I did not	1
No Response	3

Impact on academic performance	
<u>Primary Advising Sources</u>	
Degree/Major Check sheet	17%
Self	16
Faculty Members	15
Friends	12
<u>Faculty Advisor</u>	
Mildly – strongly positive	85%
Neutral	9
Mildly – strongly negative	5
No Response	1
<u>Classroom Instruction</u>	
Mildly – strongly positive	76%
Neutral	19
Mildly – strongly negative	5
No Response	0
<u>Registration</u>	
Mildly – strongly positive	60%
Neutral	24
Mildly – strongly negative	14
No Response	2
<u>Financial Aid</u>	
Mildly – strongly positive	62%
Neutral	22
Mildly – strongly negative	16
No Response	0
<u>Computer Facilities</u>	
Mildly – strongly positive	66%
Neutral	22
Mildly – strongly negative	11
No Response	1
<u>Library</u>	
Mildly – strongly positive	58%
Neutral	32
Mildly – strongly negative	10
No Response	0
<u>Residence Life</u>	
Mildly – strongly positive	50%
Neutral	32
Mildly – strongly negative	17
No Response	1
<u>Campus Food Service</u>	
Mildly – strongly positive	27%
Neutral	34
Mildly – strongly negative	36
No Response	3
<u>Bookstore</u>	
Mildly – strongly positive	62%
Neutral	27
Mildly – strongly negative	11
No Response	0

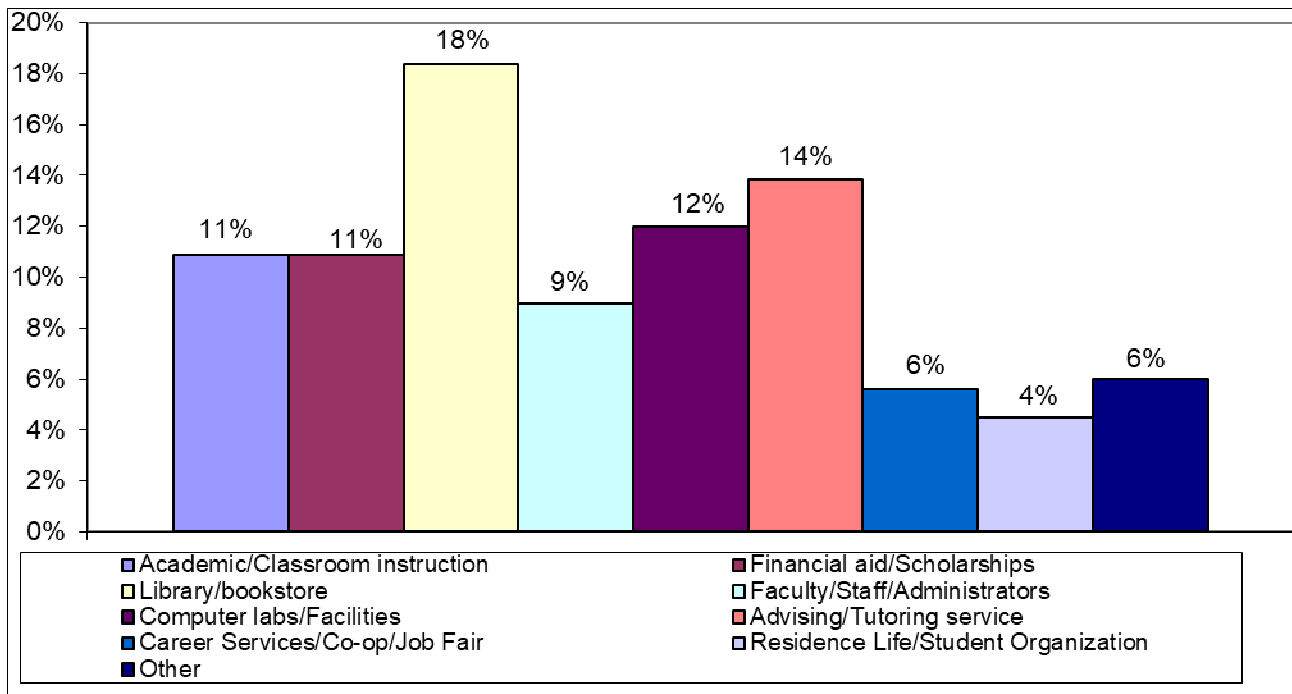
SOURCE: Spring 2019 *Graduating Senior Survey*

Areas in Which Graduating Seniors Felt Central State Excelled in Supporting Student Academic Performance



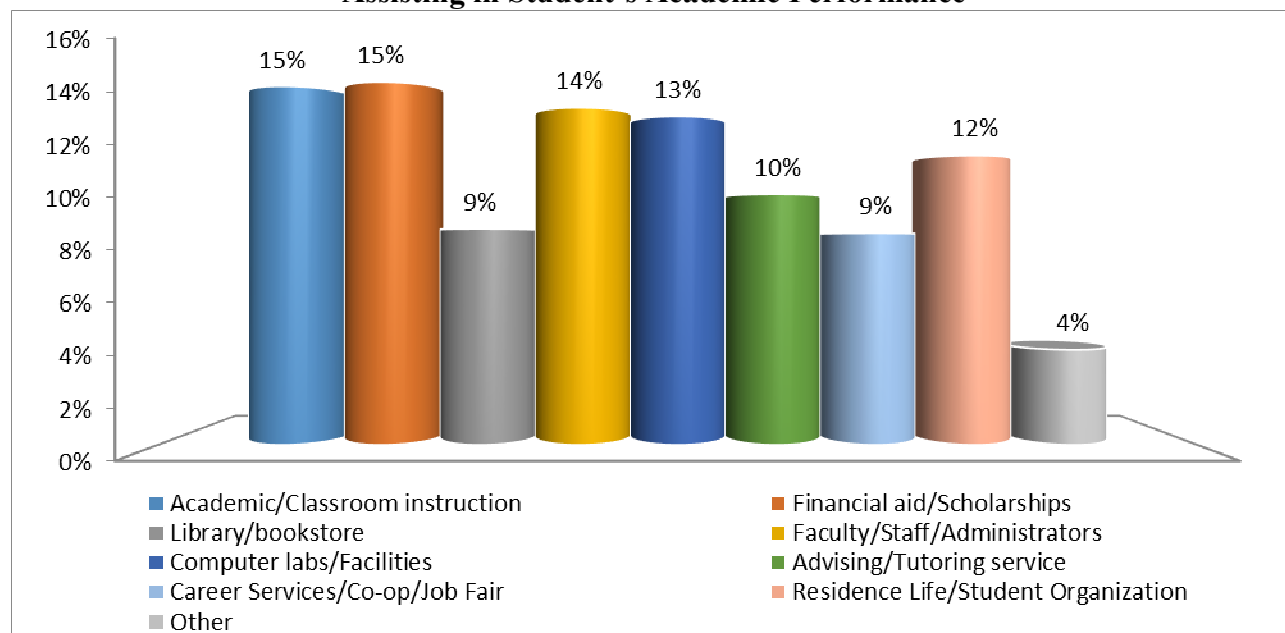
SOURCE: Spring 2019 Graduating Senior Survey

Areas in Which Graduating Seniors Felt Barriers at Central State that Negatively Affected their Academic Performance



SOURCE: Spring 2019 Graduating Senior Survey

Areas in Which Graduating Seniors Felt Central State Need Improvement in Assisting in Student’s Academic Performance



SOURCE: Spring 2019 *Graduating Senior Survey*

Faculty Advising

The academic mission at Central State University includes teaching, research, and advising. For the full-time faculty member, she or 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 full-time faculty serving as advisors during Fall 2019 even though not all faculty members advise.

Accounting, Economics, and Finance	1:17
Art	1:08
Biology	1:46
Business Administration	1:40
Chemistry	1:07
Communications	1:67
English	1:03
Exercise Science	1:45
Health, PE and Recreation	1:13
History	1:02
Manufacturing Engineering and Industrial Technology	1:12
Mathematics + Computer Science	1:09
Music	1:06
Political Science	1:20
Professional Education	1:25
Psychology	1:57
Sociology and Criminal Justice	1:48
Social Work	1:29
Sustainable Agriculture	1:04
Water Resources Management , Environmental Engineering	1:07

Fall 2019 Student Evaluation of Courses

Overall, I rate this instructor an excellent teacher.	
Definitely True	54.21%
More True than False	19.77%
In Between	15.71%
More False than True	4.50%
Definitely False	5.44%

Overall, I rate the course as excellent	
Definitely True	49.90%
More True than False	20.77%
In Between	17.79%
More False than True	4.92%
Definitely False	6.30%

Describe the amount of progress you made on the objectives (even those not pursued in this class): Learning to apply course material (to improve thinking, problem solving and decisions).	
Exceptional Progress; I made outstanding gains on this objective	42.97%
Substantial Progress; I made large gains on this objective	26.24%
Moderate Progress; I made some gains on this objective	18.17%
Slight Progress; I made small gains on this objective	6.38%
No Apparent Progress	6.24%

Describe the amount of progress you made on the objectives (even those not pursued in this class): Gaining a broader understanding and appreciation of intellectual / cultural activity (music, science, literature, etc).	
Exceptional Progress; I made outstanding gains on this objective	41.95%
Substantial Progress; I made large gains on this objective	25.60%
Moderate Progress; I made some gains on this objective	19.69%
Slight Progress; I made small gains on this objective	6.27%
No Apparent Progress	6.46%

Describe the amount of progress you made on the objectives (even those not pursued in this class): Developing specific skills, competencies, and points of view, needed by professionals in the field most closely related to this course.	
Exceptional Progress; I made outstanding gains on this objective	39.88%
Substantial Progress; I made large gains on this objective	25.35%
Moderate Progress; I made some gains on this objective	19.77%
Slight Progress; I made small gains on this objective	7.51%
No Apparent Progress	7.48%

Describe the amount of progress you made on the objectives (even those not pursued in this class): Developing my skill in expressing myself orally or in writing.	
Exceptional Progress; I made outstanding gains on this objective	39.02%
Substantial Progress; I made large gains on this objective	24.05%
Moderate Progress; I made some gains on this objective	19.36%
Slight Progress; I made small gains on this objective	8.04%
No Apparent Progress	9.47%

Fall 2019 Student Evaluation of Courses (2)

Describe the amount of progress you made on the objectives (even those not pursued in this class): Learning to analyze and critically evaluate ideas, arguments and points of view.	
Exceptional Progress; I made outstanding gains on this objective	41.04%
Substantial Progress; I made large gains on this objective	23.53%
Moderate Progress; I made some gains on this objective	18.09%
Slight Progress; I made small gains on this objective	8.26%
No Apparent Progress	9.06%

Describe the amount of progress you made on the objectives (even those not pursued in this class): Applying mathematical and scientific reasoning.	
Exceptional Progress; I made outstanding gains on this objective	41.12%
Substantial Progress; I made large gains on this objective	25.35%
Moderate Progress; I made some gains on this objective	18.39%
Slight Progress; I made small gains on this objective	7.32%
No Apparent Progress	7.79%

Describe the amount of progress you made on the objectives (even those not pursued in this class): Appreciating the role of cultural and social values in human achievement.	
Exceptional Progress; I made outstanding gains on this objective	40.62%
Substantial Progress; I made large gains on this objective	23.72%
Moderate Progress; I made some gains on this objective	19.33%
Slight Progress; I made small gains on this objective	7.62%
No Apparent Progress	8.67%

PERSISTENCE

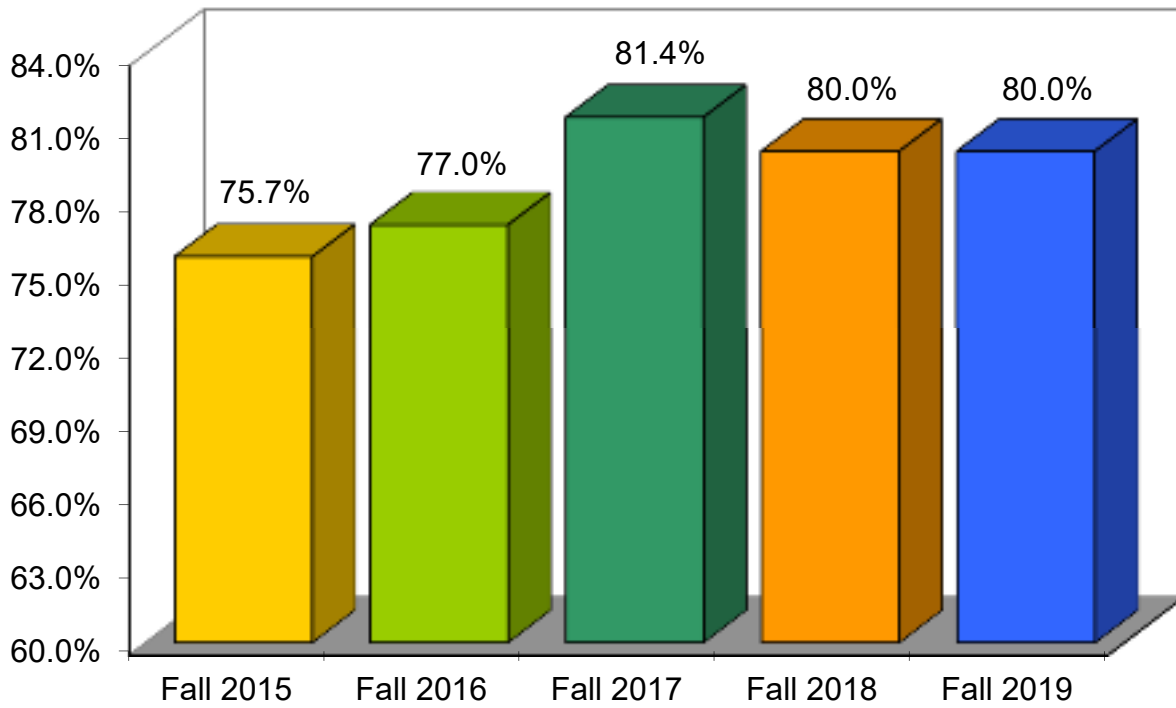
Category	Fall 2011 - Fall 2012	Fall 2012 - Fall 2013	Fall 2013 - Fall 2014	Fall 2014 - Fall 2015	Fall 2015 - Fall 2016	Fall 2016 - Fall 2017	Fall 2017 - Fall 2018	Fall 2018 - Fall 2019
UG Degree-Seeking Enrolled	2430	2078	2001	1697	1768	1695	1764	2078
Graduated	265	259	279	262	235	212	198	177
Returning	1267	1240	1066	962	868	897	1023	1141
Returning Rate	58.5%	68.2%	62.0%	67.0%	56.6%	60.5%	65.3%	60.0%

RETENTION

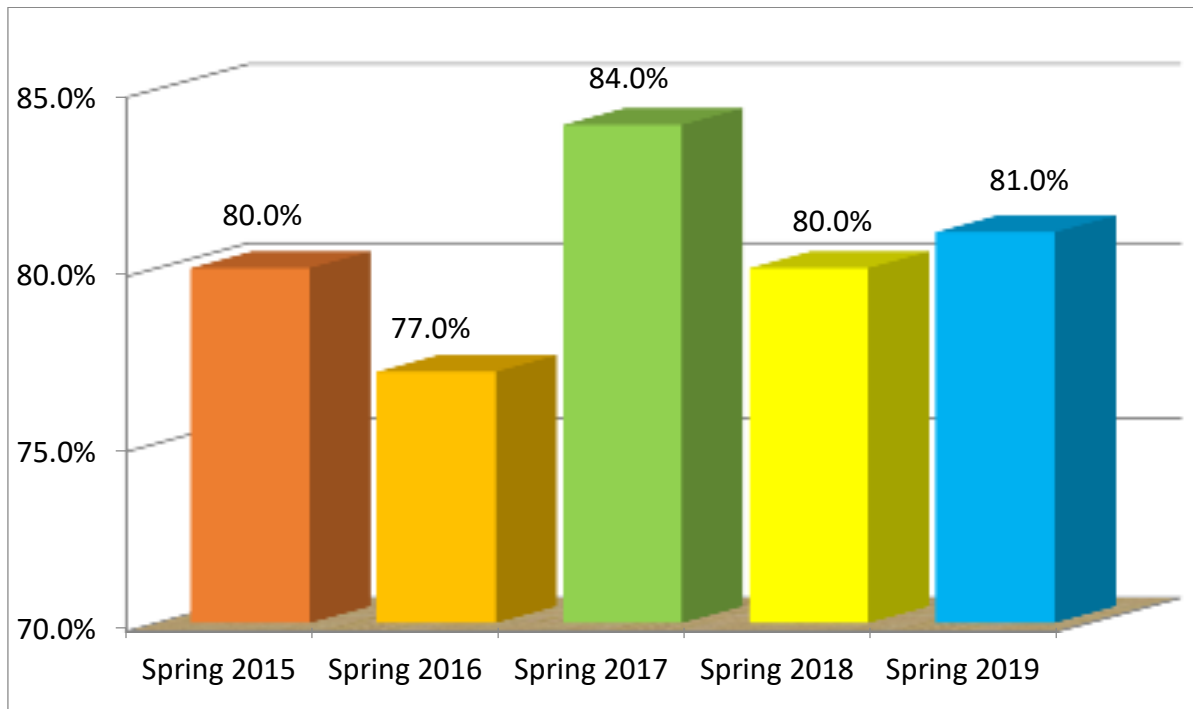
Category	Fall 2011 - Fall 2012	Fall 2012 - Fall 2013	Fall 2013 - Fall 2014	Fall 2014 - Fall 2015	Fall 2015 - Fall 2016	Fall 2016 - Fall 2017	Fall 2017 - Fall 2018	Fall 2018 - Fall 2019
New First Time Enrolled	722	516	411	401	519	633	664	791
NFT Returning	305	269	210	215	203	294	356	359
Retention Rate	43%	53%	51%	54%	39%	46%	54%	45%

Source: CSU Data Warehouse

Fall 2015 – Fall 2019 Course Completion Trends



Spring 2015 – Spring 2019 Course Completion Trends



Prepared by the Office of Institutional Research

New First Time Freshman ACT Scores

Fall 2013 - 2014											
Score Range	Entering	Retained	%	Score Range	Entering	Retained	%	Score Range	Entering	Retained	%
	NFT	NFT	Retention		NFT	NFT	Retention		NFT	NFT	Retention
All NFT	417	210	50%	All NFT	402	216	53%	All NFT	519	203	39%
All ACT Scores	347	177	51%	All ACT Scores	359	201	56%	All ACT Scores	463	182	39%
Less than 15	71	23	32%	Less than 15	79	33	42%	Less than 15	123	32	26%
15 -18	200	104	52%	15 -18	205	116	57%	15 -18	270	113	42%
19 -21	52	32	62%	19 -21	53	32	60%	19 -21	54	29	54%
22+	24	18	75%	22+	22	20	91%	22+	16	8	50%
Average	17	17		Average	17	17		Average	16	17	
Median	16	17		Median	16	16		Median	16	16	
Fall 2016 - 2017											
Score Range	Entering	Retained	%	Score Range	Entering	Retained	%	Score Range	Entering	Retained	%
	NFT	NFT	Retention		NFT	NFT	Retention		NFT	NFT	Retention
All NFT	634	294	46%	All NFT	664	357	54%	All NFT	791	358	45%
All ACT Scores	567	268	47%	All ACT Scores	341	182	53%	All ACT Scores	409	193	47%
Less than 15	123	48	46%	Less than 15	78	40	51%	Less than 15	106	36	34%
15 -18	332	149	47%	15 -18	192	100	52%	15 -18	209	103	49%
19 -21	87	51	39%	19 -21	56	34	61%	19 -21	66	36	55%
22+	25	20	45%	22+	15	8	53%	22+	28	18	64%
Average	16	17		Average	17	17		Average	17	17	
Median	16	17		Median	16	17		Median	16	16	

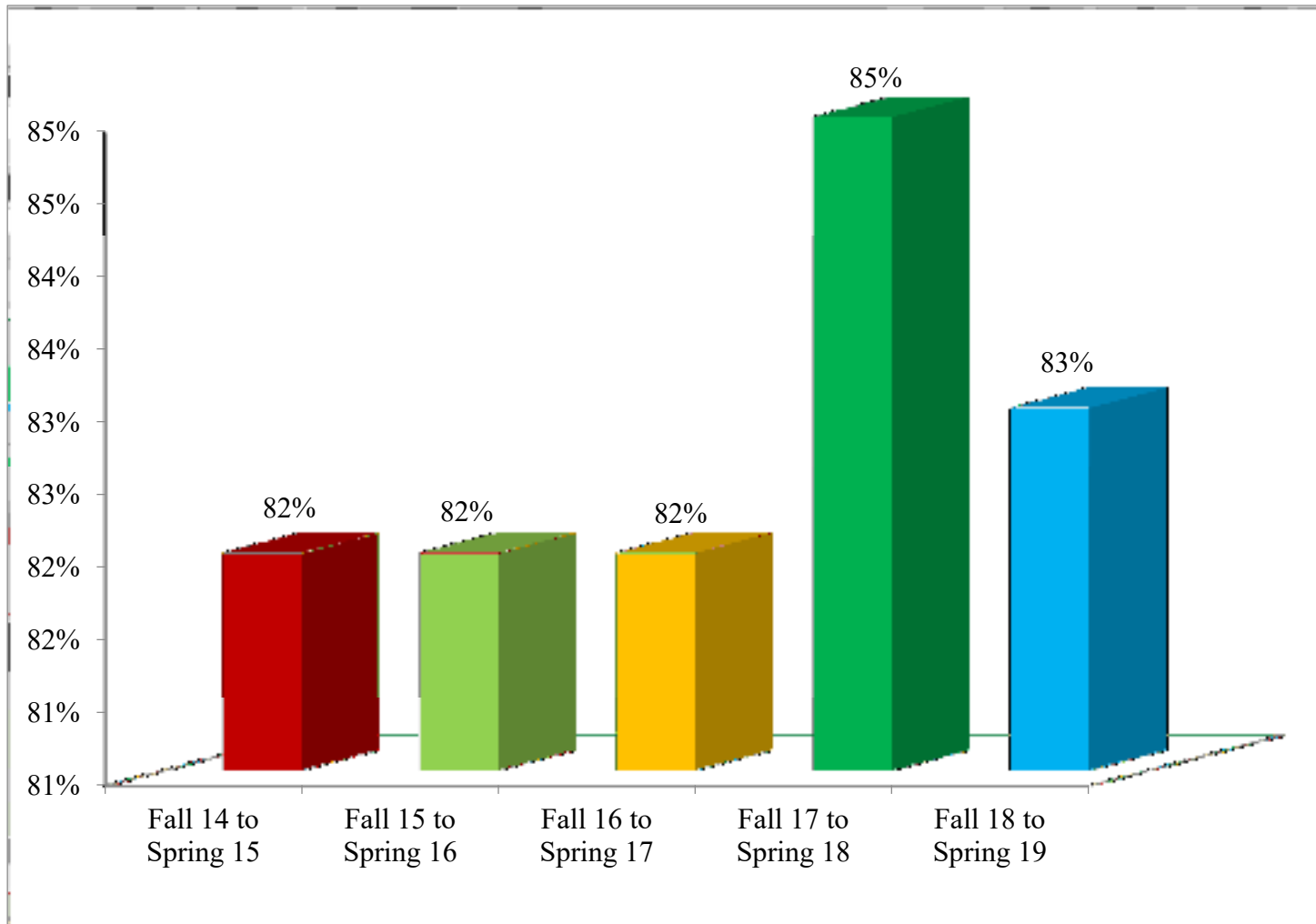
New First Time SAT Scores

Fall 2013 - 2014											
Score Range	Entering	Retained	%	Fall 2014 - 2015				Fall 2015 - 2016			
	NFT	NFT	Retention	Score Range	Entering	Retained	%	Score Range	Entering	Retained	%
All NFT	417	210	50%	All NFT	402	215	53%	All NFT	519	203	39%
All SAT Scores	70	42	60%	All SAT Scores	49	29	59%	All SAT Scores	53	22	42%
Less than 720	13	7	54%	Less than 720	14	10	71%	Less than 720	19	7	37%
720 -900	42	24	57%	720 -900	22	10	45%	720 -900	28	11	39%
910 -990	9	6	67%	910 -990	10	7	70%	910 -990	6	4	67%
1000 and above	6	5	83%	1000 and above	3	2	67%	1000 and above	0	0	0%
Average	819	835		Average	802	794		Average	755	779	
Median	795	810		Median	790	790		Median	750	765	
Fall 2016 - 2017											
Score Range	Entering	Retained	%	Fall 2017 - 2018				Fall 2018 - 2019			
	NFT	NFT	Retention	Score Range	Entering	Retained	%	Score Range	Entering	Retained	%
All NFT	634	294	46%	All NFT	664	357	54%	All NFT	791	358	45%
All SAT Scores	74	40	54%	All SAT Scores	102	50	49%	All SAT Scores	93	45	48%
Less than 720	27	10	37%	Less than 720	27	9	33%	Less than 720	22	11	50%
720 -900	38	23	61%	720 -900	57	28	49%	720 -900	54	25	46%
910 -990	4	4	100%	910 -990	14	10	71%	910 -990	15	8	53%
1000 and above	5	3	60%	1000 and above	4	3	75%	1000 and above	2	1	50%
Average	780	815		Average	796	822		Average	802	797	
Median	775	830		Median	780	780		Median	810	810	

New First Time High School GPA

Fall 2013-2014											
Score Range	Entering	Retained	%	Fall 2014-2015				Fall 2015-2016			
	NFT	NFT	Retention	Score Range	Entering	Retained	%	Score Range	Entering	Retained	%
All NFT	417	210	50%	All NFT	402	215	53%	All NFT	519	203	39%
All GPA Scores	403	207	51%	All GPA Scores	394	214	54%	All GPA Scores	513	201	39%
Less than 2.0	48	12	25%	Less than 2.0	66	24	23%	Less than 2.0	65	15	23%
2.0 -2.4	148	62	42%	2.0 -2.4	126	55	44%	2.0 -2.4	219	73	34%
2.5 -2.9	120	66	55%	2.5 -2.9	123	75	61%	2.5 -2.9	143	60	42%
3.0 and above	87	67	77%	3.0 and above	79	60	76%	3.0 and above	86	52	60%
Average	2.6	2.7		Average	2.5	2.6		Average	2.5	2.6	
Median	2.5	2.6		Median	2.5	2.5		Median	2.4	2.5	
Fall 2016-2017											
Score Range	Entering	Retained	%	Fall 2017-2018				Fall 2018-2019			
	NFT	NFT	Retention	Score Range	Entering	Retained	%	Score Range	Entering	Retained	%
All NFT	634	294	46%	All NFT	664	357	54%	All NFT	791	358	45%
All GPA Scores	620	292	46%	All GPA Scores	659	355	54%	All GPA Scores	786	358	46%
Less than 2.0	64	16	25%	Less than 2.0	21	13	62%	Less than 2.0	10	3	30%
2.0 -2.4	239	75	31%	2.0 -2.4	207	93	45%	2.0 -2.4	252	100	40%
2.5 -2.9	211	106	50%	2.5 -2.9	266	134	50%	2.5 -2.9	304	121	40%
3.0 and above	115	95	83%	3.0 and above	165	115	70%	3.0 and above	220	134	61%
Average	2.5	2.7		Average	2.7	2.8		Average	2.7	2.8	
Median	2.5	2.7		Median	2.7	2.7		Median	2.7	2.7	

***Undergraduate Degree-seeking Students
Fall to Spring Persistence Rate Trends**



Prepared by the Office of Institutional Research

Spring to Fall Persistence Rate Trends

Term	*Total NTRC	Graduated	Returned Fall	% Returned	Not Returned	% Dropout
Spring 2010	2134	191	1434	73.8%	509	26.2%
Spring 2011	2113	196	1416	73.9%	501	26.1%
Spring 2012	2193	217	1349	68.3%	627	31.7%
Spring 2013	1914	203	1310	76.6%	402	23.5%
Spring 2014	1786	318	1095	74.6%	373	25.4%
Spring 2015	1565	240	1001	76.6%	324	24.5%
Spring 2016	1562	207	904	66.7%	451	33.3%
Spring 2017	1535	195	939	70.1%	401	29.9%
Spring 2018	1689	181	1093	72.3%	415	27.5%
Spring 2019	1853	163	1173	69.4%	680	40.2%

***Undergraduate Degree-seeking Students includes:**

Continuing	C
New First Time	N
Transfer	T
Re-admit	R

Prepared by the Office of Institutional Research



DIVISION OF ACADEMIC AFFAIRS

