

Dear Chair Reynolds and members of the CSU Board of Trustees,

In late December of 2023, we were asked to serve as members of the Steering Committee that would further develop our plan for Organizational Resilience and Financial Stability, which began last summer. Together, we defined two objectives to address declining enrollments and the resulting impacts on our budget.

Those objectives were:

- to identify and prioritize near-term actions to address CSU's operational deficit and ongoing budget challenges; and
- to provide recommendations to the CSU Board of Trustees on strategic priorities as CSU plans for a financially viable and academically thriving future.

We conducted our work in January, February, and March of 2024 and now present you with the attached report. This report is a compilation of our analysis and options for your consideration.

The report also includes an executive summary (pages 2-4), which encapsulates our work.

Some near-term actions are already underway. For example, the Voluntary Separation Incentive Plan for faculty and staff is being implemented, as it was approved by the CSU Board of Trustees at a special Board meeting and publicly announced on April 9, 2024.

The remaining options outlined in this report will ultimately be considered for inclusion in an implementation plan that will be submitted for Board approval.

With the submission of this report, this Steering Committee has completed its charge. Thank you for the opportunity to serve in this way.

Sincerely,

Members of the Steering Committee

Nikki Byrd, Trustee

Patty Franklin, Chief of Staff

David Jewell, Senior Vice President, Business Affairs and Chief Financial Officer

Roy Gifford, Vice President, Chief Marketing and Communications Officer

Lisa Kunkle, Trustee

Nigamanth Sridhar, Provost and Senior Vice President, Academic Affairs

Alan Starkoff, Trustee

Jonathan Wehner, Vice President and Dean of Admissions, Enrollment Management
and Student Success¹

¹ Jonathan Wehner departed CSU on April 5, 2024, after the conclusion of the Steering Committee's work on this report.

Cleveland State University

OR/FS Consolidated Analysis and Findings

May 2024

Executive summary (1 of 3)

CSU positioning

- ▶ CSU is a **regional public university** based in Northeast Ohio with a modest research footprint which includes many **collaborations with Cleveland-area companies and institutions**
- ▶ The University serves a **regional student base**, with ~75% of students coming from within a 25-mile catchment radius
- ▶ CSU provides an **affordable** education to a **diverse population** of students. Of its student base, ~20% are underrepresented minorities and ~40% are Pell-eligible
- ▶ Outcomes at CSU are **slightly below 4-year university peers**, with a 70% retention rate and 51% graduation rate
- ▶ Community members and regional employers perceive CSU as an **anchor institution in Northeast Ohio** that plays a key role in educating students and **driving social mobility**

Market context

- ▶ Higher education enrollments in Northeast Ohio have **declined at an annual rate of 2.6%** over the past five years, and are projected to **continue to decline over the next decade** due to demographic shifts and learning loss
- ▶ CSU is experiencing a **less drastic enrollment decline** than some of its peers, but net enrollment growth is unlikely under the current market conditions. Growth is planned for within specific program areas and in online offerings

Executive summary (2 of 3)

What CSU can do differently

- ▶ CSU can focus on the role it plays in serving the Northeast Ohio community and **play this role with excellence**
- ▶ Based on analyses of student outcomes, workforce alignment, and employer feedback, CSU has substantial room to improve **how it supports students and employers in Northeast Ohio**:
 - Retention and graduation rates are below the peer average of Ohio 4-year public universities
 - CSU completions aligned to in-demand occupational areas in NEO are modest
 - Employers suggest that quality of student preparation is mixed, and that accessing CSU's top talent is challenging
- ▶ CSU can improve outcomes through an unwavering focus on **launching students onto attractive career paths and fulfilling the talent needs of the local employer ecosystem**

Key pillars to drive the vision

- ▶ The key pillars to drive impact are the **advisory model, employer engagement approach, and curriculum design**
- ▶ Through changes to organizational structure, program and service delivery, and use of data, CSU can:
 - **Pair each student with a single advisor** for all 4 years of their CSU experience. A single, primary point of support creates a student-focused environment and proactively connects students to other resources as appropriate. Additionally, CSU can employ predictive analytics to support proactive interventions and prioritize resources
 - **Develop an account management structure** for employers that connects and matrixes to its academic programs and departments. CSU can **better track placements** and post-graduate career outcomes to inform students of their options and codify these pathways within the curriculum and the first-year student experience
 - **Future-proof the curriculum** by updating the core curriculum around durable skills and streamlining degree requirements to enable on-time completion. Furthermore, CSU can grant credit for internships and prior work experience to more effectively serve a broader student base (e.g., adult learners)

Executive summary (3 of 3)

Critical enablers

- ▶ **Modernized technology** and **strong partnerships** are critical enablers needed to support CSU's work
- ▶ Technology upgrades can be sequenced to prioritize user experience improvements in **student-facing functions** and enable **more dynamic degree-planning**
- ▶ CSU has existing relationships with **local community colleges, employers, and constituents of Northeast Ohio** that can be strengthened and focused on CSU's dual goals of driving lifelong outcomes for students and being NEO's talent partner of choice

Role of cost reduction

- ▶ **Without any action** to correct the budget, CSU is on track to **deplete its base of reserves within 5 years**
- ▶ **Revenue growth alone is not likely able to address the annual deficit**, given overall enrollment trends in the state of Ohio and increasing competition for students
- ▶ The Strategic Assessment Steering Committee has identified opportunities to gain incremental revenue and strategically reduce costs to **improve CSU's operating position by ~\$40m by FY29**. This will preserve reserves and put CSU on a stable financial footing going forward

Role of M&A

- ▶ With a stronger foundation, CSU can better position itself to **critically assess potential merger and acquisition opportunities** as they arise in this challenging landscape, with an eye towards accelerating its long-term vision
- ▶ Potential combinations can be assessed in terms of the sources of value created, the costs to achieve the integration, and the associated risks

Contents

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- ▶ Summary of Findings (p. 10)
- ▶ Investment Areas (p. 32)
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- ▶ Aspirational Peer Case Studies (p. 129)

The strategic assessment was organized around two key objectives to support CSU in identifying and prioritizing actions that will promote a path to a sustainable future

Steering Committee Objectives

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graph TD; A[Steering Committee Objectives] --> B[Workstream 1: Identify and prioritize near term actions that will address the operational deficit and ongoing budget challenges]; A --> C[Workstream 2: Provide recommendations to CSU leadership on strategic priorities as CSU plans for a financially viable and academically thriving future];
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Workstream 1: Identify and prioritize near term actions that will address the operational deficit and ongoing budget challenges

- ▶ Identify and prioritize actions to increase operational efficiencies and decrease redundancies across administrative units, colleges, and university functions
- ▶ Speed the academic program prioritization analysis recently initiated
- ▶ Clarify and articulate Board of Trustee and select campus stakeholder needs for CSU budget clarity, transparency, and communication

Workstream 2: Provide recommendations to CSU leadership on strategic priorities as CSU plans for a financially viable and academically thriving future

Areas may include but are not be limited to:

- ▶ CSU's market differentiation and value proposition
- ▶ Higher-risk/lower-risk growth markets
- ▶ Potential mergers or acquisitions

The assessment was conducted over a 12-week period and included six Steering Committee meetings

Week:	0		1	2	3	4	5	6	7	8	9	10	11	12	
Week of:	12/11 – 12/22		1/8	1/15	1/22	1/29	2/5	2/12	2/19	2/26	3/4	3/11	3/18	3/25	
Steering Committee Meetings <i>(in addition to weekly process check-ins)</i>		Holiday Break		1 Kick-off		2 Fact base review		3		4 Strategic option set review		5 Business case review		6 Final meeting	
Project mobilization	Initial data collection Introductory interviews														
Workstream 1: Near-term Opportunities				Establish resource allocation baseline		Initial interviews with budget owners Trend analysis & benchmarking			Deep dives into largest savings opportunities		Refine savings opportunities		Finalize savings opportunities		
Workstream 2: Longer-term Strategic Options				Internal interviews (faculty, students)		External interviews (e.g., CSU stakeholders and peer institutions)				Strategic option prioritization		Develop business cases for prioritized strategic options		Align on strategic initiatives to undertake and implementation next steps	
				Analysis of internal data and market trends											

The Steering Committee has based recommendations on a fact base that includes internal and external interviews and analysis of enrollment, outcomes, financial, and market data

Interviews (n=136)

Steering Committee (n=10)

- ▶ Laura Bloomberg, President
- ▶ Patty Franklin, Chief of Staff
- ▶ Roy Gifford, Vice President and CMO
- ▶ David Jewell, Senior Vice President, CFO
- ▶ Nigamanth Sridhar, Provost and Senior Vice President for Academic Affairs
- ▶ Jonathan Wehner, Vice President and Dean of Enrollment Management & Student Success
- ▶ Larry Johnston, Director of Internal Audit
- ▶ Nikki Byrd, CSU Board of Trustees
- ▶ Lisa Kunkle, CSU Board of Trustees
- ▶ Alan Starkoff, CSU Board of Trustees

Internal stakeholders (n=103)

Academic

- ▶ Academic affairs leadership (n=4) and staff (n=4)
- ▶ Arts & Sciences leadership (n=5) and staff (n=2)
- ▶ College of Business leadership (n=2), faculty (n=4), and staff (n=1)
- ▶ College of Engineering leadership (n=1), faculty (n=1), and staff (n=1)
- ▶ College of Health leadership (n=2) and staff (n=3)
- ▶ College of Law leadership (n=2), faculty (n=1), and staff (n=1)
- ▶ Graduate Studies leadership (n=1) and staff (n=1)
- ▶ Honors College leadership (n=1) and staff (n=1)
- ▶ Levin College (n=2), faculty (n=6), and staff (n=1)

Administrative

- ▶ Board of Trustees (n=1)
- ▶ Advancement leadership (n=1) and staff (n=1)
- ▶ Athletics leadership (n=1) and staff (n=1)
- ▶ Cleveland Innovation District leadership (n=1)
- ▶ Finance staff (n=10)
- ▶ General Counsel staff (n=2)
- ▶ Marketing staff (n=1)
- ▶ Pathways to Practice staff (n=1)
- ▶ President's Office staff (n=1)
- ▶ Student Belonging & Success leadership (n=2) and staff (n=1)
- ▶ Enrollment Management staff (n=1)

Students

- ▶ Student focus groups (n=31)

External stakeholders (n=23)

Philanthropic Community

- ▶ Local Community Program (n=1)
- ▶ Local Foundations (n=4)
- ▶ National Foundation (n=1)

Local Employers

- ▶ Engineering Company (n=1)
- ▶ Financial Services Company (n=1)
- ▶ Healthcare Systems and Centers (n=4)
- ▶ Manufacturing Company (n=1)
- ▶ Technology Company (n=1)

Regional Leadership

- ▶ Economic Development Organization (n=2)
- ▶ Regional Business Partnership (n=1)
- ▶ Regional Political Office (n=2)
- ▶ School District (n=2)

Regional Higher Education Institutions

- ▶ Small, Public University (n=1)
- ▶ Small, Private University (n=1)

Workstream 1 and 2 findings point to a series of challenges and opportunities for CSU to be solved for jointly – therefore a single set of SteerCo recommendations was generated

Workstream 1 Summary of Findings

- In FY24, CSU's unrestricted expense baseline is ~\$266m, roughly ~\$12m greater than its anticipated revenues
- Since FY19, expenses have remained largely flat while enrollments have declined ~2.5% per year
- As a result, expenses per student have grown at roughly double the pace of revenues per student
- A deficit of ~\$20m is projected for FY25. At the current enrollment size, if CSU were to return to historical efficiency in terms of staffing ratios and per student spending, it could close this deficit, though some categories of saving would not be realized until FY26 due to contractual obligations and process improvements required
- Enrollment is projected to continue to decline at ~1.5% per year, therefore solving for a one-time deficit in FY25 or FY26 would not be sufficient to enable CSU to achieve financial sustainability

Workstream 2 Summary of Findings

- Higher education enrollments in Northeast Ohio have declined at an annual rate of -2.6% over the past five years, and are projected to continue to decline due to demographics and learning loss
- The higher education landscape has changed substantially since CSU 2.0 was launched in terms of enrollment trends, financial pressures, and public perceptions of higher education. CSU must prioritize to do things differently in this market environment
- CSU is perceived highly by local employers and community members and has a unique opportunity to double down on its positioning as an anchor institution for Northeast Ohio and a driver of social mobility. It already serves a student population that is very important to the city, county and region, but it can differentiate by how it creates strong outcomes for students, connects students into careers, and addresses evolving talent needs
- By investing in these differentiated outcomes and in authentic employer partnerships, CSU will create a strong foundation for future enrollment and financial stability. From there, it can continue to evolve its portfolio of offerings to serve a wider audience and become the talent development partner of choice in the region
- With a stronger foundation, CSU can also better position itself to critically assess potential merger and acquisition opportunities as they arise in this challenging landscape, with an eye towards accelerating its long-term vision

Implications for SteerCo Recommendations

- While the Workstream 1 and 2 framework was used to organize the strategic assessment activities, ultimately the challenges and opportunities are closely intertwined
- The Steering Committee took the bold step of setting an aspiration to address the FY29 projected deficit through university-wide transformation to position CSU for the strong future described under Workstream 2
- The Summary of Findings (pp. 10-31) outlines the components of this transformation plan

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CSU has an opportunity to transform the university by investing in a stronger experience to support future growth and by focusing and simplifying operations

Transformation plan overview

Context and objectives

- CSU is faced with both a core financial challenge and an opportunity to dramatically increase its impact on its students and community
- Internal and external feedback indicates there is a lack of clarity around CSU's identity and institutional priorities. This is seen in less than 50% of CSU's undergraduates completing their degree in six years and local employers having difficulty partnering with CSU to prepare and access talent needed in their organizations
- CSU has an opportunity to reorganize the work of its institution from the ground up in service of driving outcomes for these two critical constituent groups. CSU will keep a third important constituent group – its faculty and staff – at the forefront in undertaking this transformation
- The net result will be a nimbler organization that is more focused and therefore able to deliver stronger results

Investments and revenue growth

- **The Steering Committee has identified five areas of investment** to strengthen the quality of the CSU experience:
 - Best-in-class student-centered advising and coaching
 - Outcomes-driven employer engagement and student career coaching
 - Future-ready curriculum design
 - Collaborative community college partnerships to facilitate a seamless transfer experience and drive on-time completion
 - Modernized technology to improve user experience and enable data use
- **The initiatives represent a strategic repurposing of ~\$27.1m of existing spend and a total incremental annual investment of ~\$1.3m**
- **These areas are estimated to yield ~\$9.0m in annual revenue gains** from increased retention of first-time and transfer undergraduates, growth in corporate learning partnerships, College Comeback, and launch of stackable degrees

Strategic cost reduction

- **The Steering Committee has identified ~\$26.6m in cost savings opportunities** that seek to:
 - Centralize resources while maintaining specialized knowledge
 - Pare back layers of management and overall reduce leadership overhead
 - Achieve student-to-staff and student-to-faculty ratios in line with historical efficiency
- **The Steering Committee has also identified ~\$7.0m of opportunities** to do things fundamentally differently at CSU. This includes (not comprehensive):
 - Leveraging technology for administrative support
 - Consolidating Academic Affairs senior leadership
 - Reducing graduate stipends
 - Thinking differently about advancement and scholarship practices

The following principles have guided CSU's Organizational Resilience and Financial Stability work, which this strategic assessment builds upon

Guiding principles of the Organizational Resilience and Financial Stability initiative

- 1 Stay true to CSU's core mission as the only public urban research university in Northeast Ohio**
- 2 Prioritize the needs of CSU's students and their educational experience**
- 3 Develop and invest in priority strategies that manage costs and result in savings and revenue growth**
- 4 Implement strategies informed by data and monitored for effectiveness**
- 5 Leverage the creative thinking and recommendations of CSU stakeholders across campus**
- 6 Prioritize a decision-making approach that is inclusive, equitable, and transparent to the campus community**

The university vision that came out of CSU 2.0 in 2021 covers a broad set of objectives including both nationally and locally focused goals

<p>CSU 2.0 Mission</p>	<p>Empowering Students. Creating Knowledge.</p> <p>Engaging Communities. Shaping Our World.</p>
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<p>CSU 2.0 Vision</p>	<p>We will be a nationally recognized and student-focused public research institution that provides accessible, affordable, and Engaged Learning opportunities for all. We will be both:</p> <p>An anchor institution for Northeast Ohio, recognized for cutting-edge research, creative activity, and innovative collaborations that drive economic development and enrich the lives of our students and citizens, and;</p> <p>A beacon institution whose vitality attracts diverse and talented students, faculty, and staff from within and outside the region, thereby enhancing our distinctive and inclusive living, learning, and working environments.</p>
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CSU is not able to dedicate equal focus to all the objectives set out in the past vision, indicated by performance on a set of aligned metrics, and needs to strategically prioritize

CSU performance metrics relative to vision statement, 2021¹

Nationally recognized

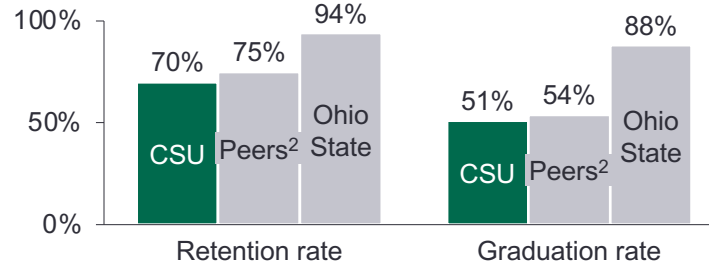
#320
National Universities

#181
Undergrad Engineering Programs

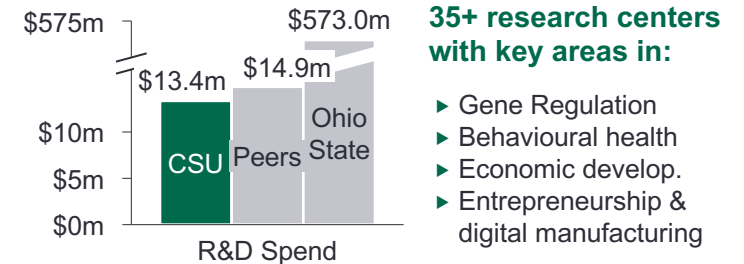
#172
Public Schools

#158
Social Mobility

Student-focused



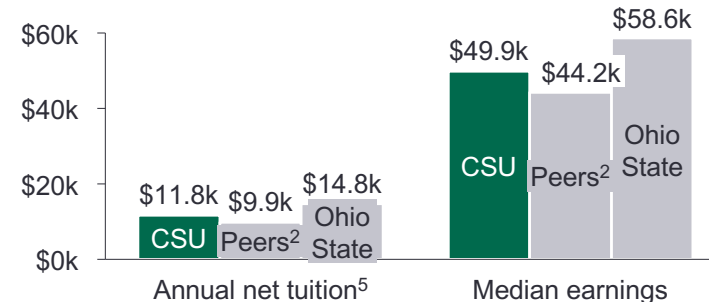
Research



Accessible

CSU	Cleveland metro area ³
20% URM ⁴ students	34% URM ⁴ of ages 18-25
41% Pell students	34% Low-income of ages 18-25

Affordable

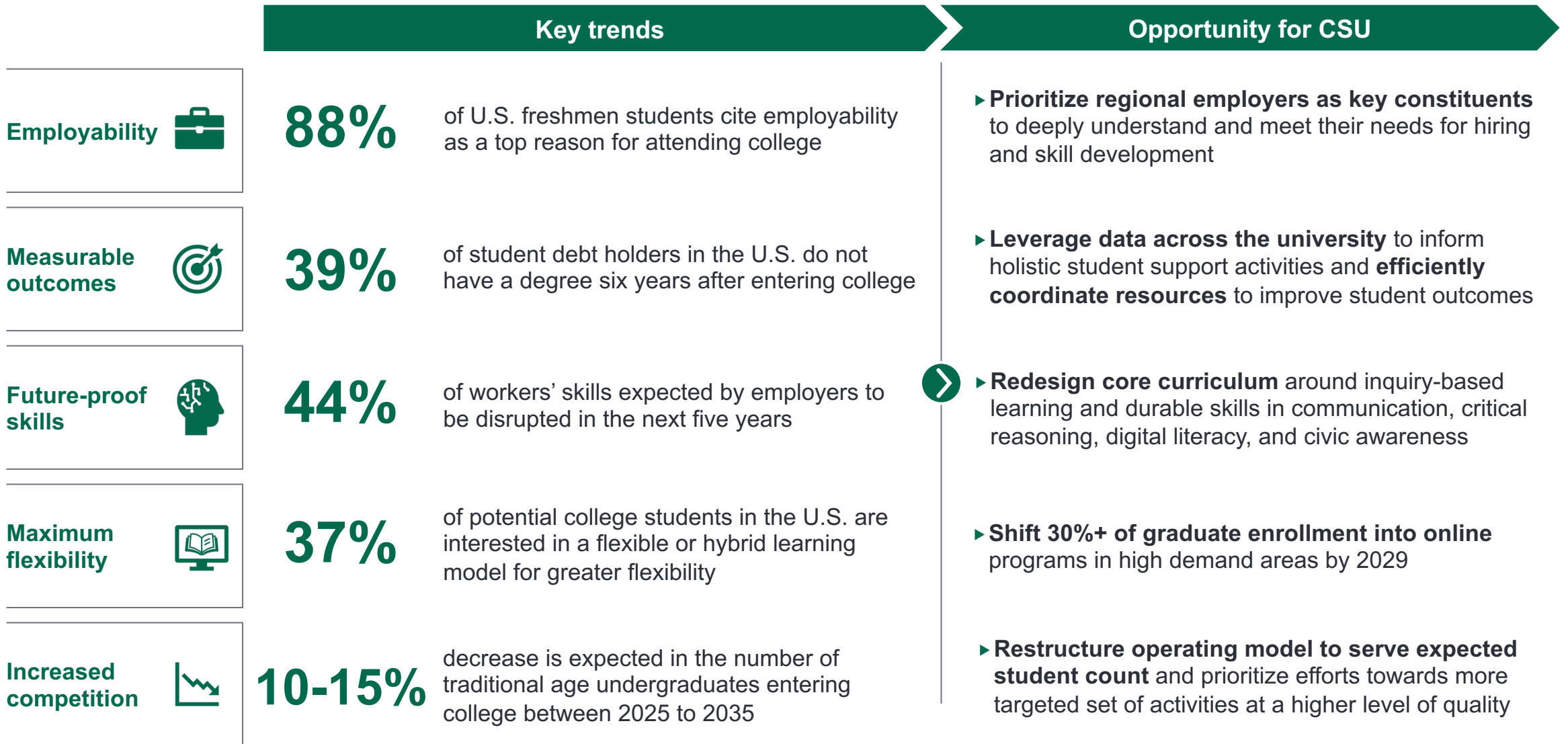


Collaborations



1. Data from 2021, unless otherwise noted
 2. Represents peer set average for Kent State University at Kent, University of Akron Main Campus, and Youngstown State University
 3. 2022 1-Year Estimates from ACS Public Use Microdata Sample
 4. URM includes Black or African American and Hispanic populations
 5. Tuition and fees, after deducting discounts and allowances, per fall 2021 student FTE

CSU must proactively adapt to an evolving higher education regional and global landscape to maintain a strong value proposition to students and employers



CSU will enter this period of transformation with its commitment to its students and the region at the forefront

As we near the end of the CSU 2.0 strategy timeline, we are taking a hard look at our vision for the university. Much has changed in the higher education landscape, and we must be prepared to do things differently. While there will be some more time to set the ultimate strategic priorities and goals for CSU, we must act now to establish a strong foundation for the future. We will ground this important work in a clear recognition that our primary role is to serve our students and our region

Our Commitment to our Core Constituents

Above all, Cleveland State University **serves the educational and research needs of the greater Cleveland area**. Our key constituents are our students, our regional employer partners, and our faculty and staff:

- ▶ We **meet students where they are and prepare them for a vibrant life and career** as members of the economic and civic ecosystem of Northeast Ohio.
- ▶ We **engage deeply with employers to understand their needs for talent and innovation** and align our programmatic and research efforts against these areas.
- ▶ We **foster a university community that draws on the diversity of ideas and experiences** of each member of our faculty and staff and work collaboratively in service of the advancement of our region.

A transformed CSU will deliver high impact to its constituent groups grounded in excellence across academics, advising, and career preparation to drive regional growth

Revised Central Vision

CSU delivers high impact to its students and its employer partners through its role as an urban public research institution, serving as a key engine of sustainable economic growth for the greater Cleveland area

DRAFT FOR DISCUSSION

A revised vision must be refined and agreed-upon by the Board and senior leadership



CSU Impact

For students: preparation for vibrant life and career
For employers: channel of talent and innovation
For region: sustainable growth engine

A future-ready curriculum that prepares students to navigate diverse post-graduate pathways



Advising

Individualized and holistic support for every student to drive on-time graduation and a thriving student experience



Academics



Career Preparation

Wide-ranging experiential learning opportunities and career counseling to position CSU as the best possible launch pad for a lifelong career

Key Pillars

Academics, advising, and career preparation are the pillars to drive impact by aligning all aspects of the student experience with what is needed for CSU's constituents to thrive

Enablers

Strong partnerships and technology are core enablers of CSU's work



Technology

Modernized technology to create seamless student, faculty, and administrator user experiences



Partnerships

Robust and long-lasting partnerships with partner educational institutions (e.g., community colleges), employers, and key constituents of NEO

On its current trajectory, CSU is on track to spend ~\$153m to cover its losses over the next 5 years, depleting the ~\$147m in reserves it currently possesses

Estimated CSU projected operating revenues and expenses, base case, FY2024 – FY2029

	FY24	FY25	FY26	FY27	FY28	FY29	Cummulative reserves spent (FY25-29)
Total enrollment	14.5k ¹	14.0k	13.9k	13.7k	13.6k	13.4k	--
Revenue ²	\$256.5m	\$249.0m	\$246.8m	\$244.4m	\$241.8m	\$240.5m	--
Expenses ³	(\$268.0m)	(\$269.6m)	(\$272.3m)	(\$275.1m)	(\$277.8m)	(\$280.6m)	--
Net position	(\$11.5m)	(\$20.6m)	(\$25.5m)	(\$30.7m)	(\$36.0m)	(\$40.1m)	(\$152.9m)
Assumed year-end reserves	\$146.5m ⁴	\$125.9m	\$100.4m	\$69.7m	\$33.7m	(\$6.4m)	--

1. Adjusted for Spring 2024 projections

2. Total revenue after excluding Shorelight/Keypath revenue share

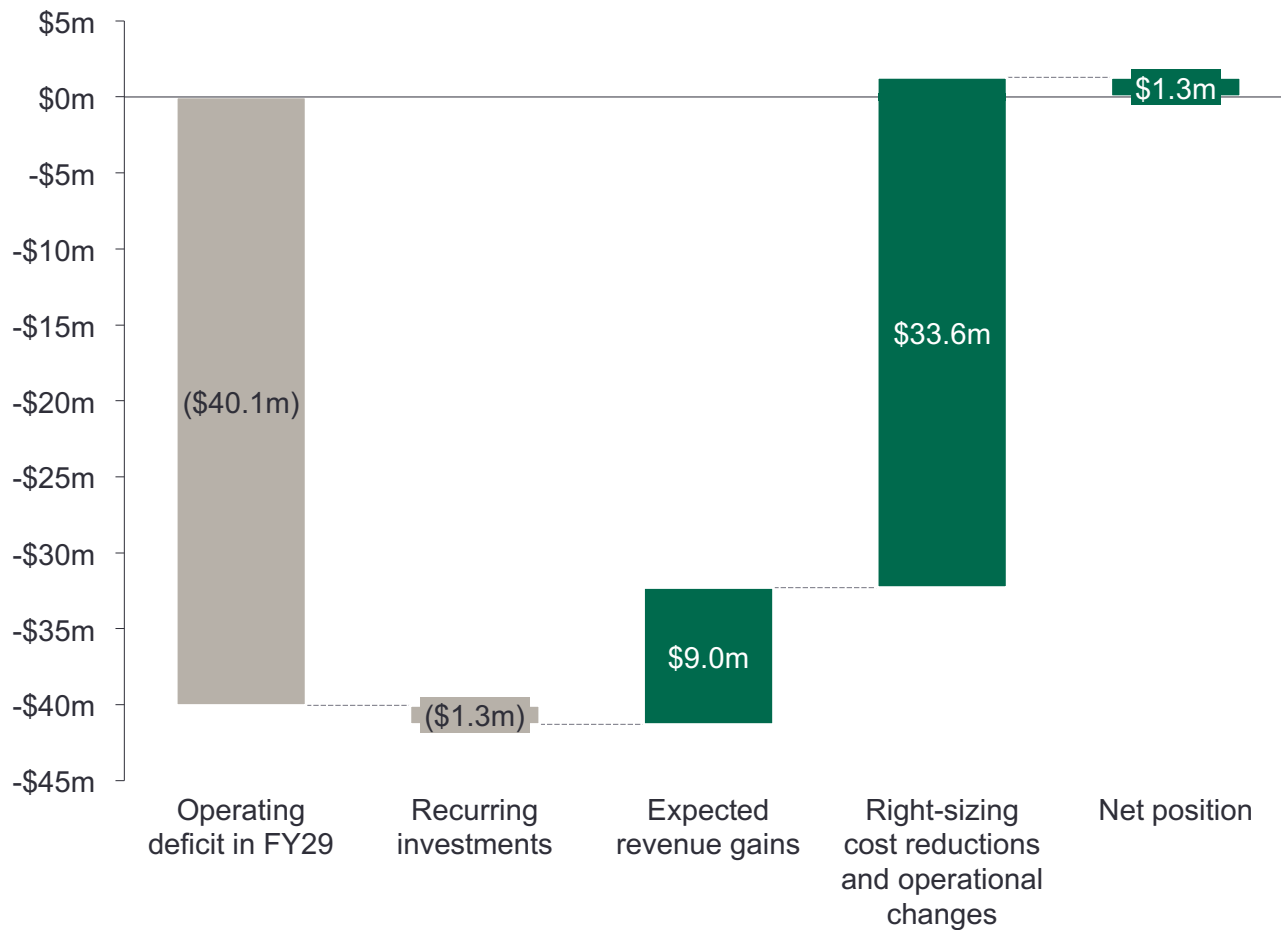
Source: CSU internal financial data

3. Expenses after OR/FS reductions

4. Based on December 2023 investment balances

The plan that CSU has outlined can achieve a breakeven financial position in FY29

Estimated net financial impact of transformation, FY29



Assumptions

- ▶ **Estimated net deficit:** CSU is projected to run an operating deficit of ~\$40m in FY29 if no action is taken
- ▶ **Recurring investments:** Strategic initiatives in five areas to drive stronger student experience and outcomes and enable revenue growth. Net new annual expenditure of \$1.3m is required to support these initiatives
- ▶ **Expected revenue gains:** Expected revenue gain of \$9.0m from driving stronger outcomes for existing students and broadening the audiences of students served
- ▶ **Right-sizing cost reductions and operational changes:** Cost reductions from bringing staffing ratios and non-headcount spend in line with historical efficiency optimizing for expected enrollment size and implementing a range of operational changes to improve financial performance
- ▶ **Net position:** Net annual position of \$1.3m by FY29 after cost reductions have been phased in and investments have been fully implemented

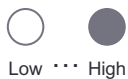
The Steering Committee has identified five areas of investment to strengthen the quality of the CSU experience

	1	2	3	4	5
	Centralize advising	Maximize employer partnerships	Future-proof curriculum	Deepen transfer program partnerships	Modernize technology infrastructure
Goal	Streamline advising so that each student is paired with one advisor for all four years to improve accountability and drive student outcomes	Expand charge of career services function to strengthen employer relationships and elevate CSU as a key talent pipeline	Increase on-time degree completion and in-demand skills preparation by redesigning core curriculum and simplifying degree requirements	Better serve transfer students and CSU students with developmental needs by strengthening transfer pathways	Upgrade technology systems to mitigate risk, increase efficiency, and facilitate the ability to operate with fewer personnel
Revenue impact	Increase student retention	Expand corporate learning programs	Increase student retention and lay foundation for new academic models		Improve operations
Estimated repurposed spend	\$3.7m	\$1.1m	\$21.7m	\$135k	\$0.5m
Estimated cost to implement	\$110k Recurring annual cost (compensation adjustments)	\$410k Recurring annual cost (4 Net new FTEs)	\$300k Recurring annual cost (3 Net new FTEs) \$1M One-time cost (Technology implementation)	\$430k Recurring annual cost (6 Net new FTEs)	\$5-7m One-time cost (Implementation support) ¹

1. Investments correspond to the CampusNet replacement; UKG transition has already been planned and budgeted for
Source: Analysis of CSU internal financial and census data; CSU leadership perspectives

The Steering Committee expects investments to yield ~\$9m in revenue gains through the following channels

	Opportunities	Estimated annual impact	Time to implement	Feasibility assessment	Assumed in SteerCo plan	Commentary and assumptions
Current business model (same students and offering types)	Improve retention of first-time undergrads	~\$3-5m	2-4 years		\$4m	► Forecast assumes constant increase of 5 p.p. to retention and persistence starting Fall 2026 for first-time undergrads (69% to 74% retention; 81% to 86% persistence)
	Improve retention of transfer students	~\$0.5-2m	2-4 years		\$1m	► Forecast assumes constant increase of 2.5 p.p. to retention and persistence starting Fall 2026 for transfer students (77% to 79.5% retention and 91 to 93.5% persistence)
	Increase revenue per student	n/a	--		--	► Pricing adjustments not feasible given importance of affordability to the student value proposition
	Grow new traditional undergrad enrollment	n/a	--		--	► Likely not feasible given market challenges and CSU's model as a nearly open-access institution
	Drive net growth from new programs	n/a	--		--	► CSU's enrollment projection is grounded in market trends, which assume some degree of program optimization on an ongoing basis
New business models (new students or offering types)	Corporate learning	~\$2-5m	3-5 years		\$2m	► Forecast assumes ability to build on \$1.2m base in FY24 continuing education revenue given stronger employer engagement
	Degree completion	~\$1-2m	2-3 years		\$1m	► Forecast assumes CSU serves ~225 College Comeback students annually on a part-time basis at current tuition and fee rates
	College Credit Plus	~<\$1m	1-2 years		--	► Impact on SSI is marginal, but CCP may serve as an enrollment pipeline for CSU if CCP students matriculate at greater rates
	Stackable degrees	~\$1-2m	2-3 years		\$1m	► Forecast assumes CSU begins to offer Associate degrees to serve the ~450 students who stop out annually with 30-60 credits earned



The Steering Committee has also identified six primary sets of levers to adjust the expense base to the future state

Centralization of functions

Realize efficiency gains and headcount reductions from centralizing IT and fiscal officer functions

Lever 1

~\$2.5m

Overhead reduction

Pare back overhead costs by bringing leadership and management layers in line with historical efficiency

Lever 2

~\$4.1m

Optimization of student-to-staff ratios

Adjust staff headcount to historical student-to-staff efficiency for individual contributors and administrative support across business units

Levers 3 and 4

~\$4.5m

Optimization of student-to-faculty ratios

Adjust faculty headcount to historical teaching efficiency by offering a separation incentive, potentially altering workload requirements, and right-sizing capacity across departments

Lever 5

~\$10.1m

Strategic prioritization

Refocus around areas of strength and make strategic decisions related to athletics, research, hospitality, facilities, and program offerings. Drive improved financial performance via fundamental changes to operations

Levers 6, 7, 8, 9 and other operational shifts

~\$10.3m

Non-headcount expense reduction

Reduce variable non-headcount expenses across business units, and optimize vendor expenditures (e.g., technology spend)

Levers 10 and 11

~\$2.1m

Lever numbers correspond to detail on page 23

The right-sizing levers the Steering Committee has identified could yield an estimated ~\$27m of run-rate savings

	Opportunity area	Base spend	Saving estimate	Key assumptions
1	Duplicative functions	~\$11m	~\$2.5m (23%)	▶ Shift towards a shared services model for centralized functions (IT and budget). Streamlines 50-75% of roles outside of central department
2	Leadership and management	~\$24m	~\$4.1m (17%)	▶ Right-sizing of leadership & management roles (i.e., staff members with direct reports) to historical leadership / student ratios
3	Individual contributors	~\$31m	~\$3.8m (12%)	▶ Reduction of individual contributor headcount to historical efficiency. Certain units maintained due to revenue generation or compliance (e.g., admissions)
4	Instructional – Staff	~\$3m	~\$0.7m (22%)	▶ Reduction of instructional staff based on historical staff to student ratios, by department
5	Instructional – Faculty	~\$78m	~\$10.1m (13%)	▶ Reduction of faculty based on historical teaching efficiency, after offering a separation incentive, tiered reductions within departments, and program reductions
6	Research	~\$6m	~\$0.9m (15%)	▶ Savings in the difference between total IDC and total spend in the Research business unit (which could be realized via savings or increased grant dollars / IDC)
7	Athletics	~\$12m	~\$0.5m impact on bottom line	▶ Reductions in spend and net impact of revenue increases from the Tennis Dome and basketball guarantees
8	Hospitality	~\$31m	~\$0.8m impact on bottom line	▶ Opportunity to reach break-even across several departments by optimizing operations
9	Facilities	~\$23m	~\$0.7m-1.6m (5%)	▶ Mothball building(s) and better utilize other vacancies. The range represents savings from Science Research Center vs. Rhode's Tower
10	IT NHC	~\$5m	~\$0.7m (16%)	▶ Reduction of IT spend by sunseting certain contracts and fully utilizing existing vendors
11	Other procurement	~\$40m	~\$1.3m (3%)	▶ Reduction of variable non-headcount spend across the institution through stringent purchasing controls
	Total savings	~\$266m	~\$26.6m	▶ Total savings across levers, before recurring investment costs

Headcount only
 Headcount & non-headcount
 Non-headcount only

Cost savings can be sequenced to achieve a net surplus (before one-time expenditures) in FY26. Overall, this plan is expected to spend down ~\$7m in reserves by FY29

Estimated CSU projected operating revenues and expenses, FY2024 – FY2029

	FY24	FY25	FY26	FY27	FY28	FY29	Cummulative reserves spent (FY25-29)
Revenue ¹	\$256.5m	\$249.0m	\$246.8m	\$244.4m	\$241.8m	\$240.5m	
Estimated revenue growth	--	--	\$4.0m	\$7.0m	\$8.0m	\$9.0m	
Expenses ²	(\$268.0m)	(\$269.6m)	(\$272.3m)	(\$275.1m)	(\$277.8m)	(\$280.6m)	
Recurring investments ⁴	--	(\$1.3m)	(\$1.3m)	(\$1.3m)	(\$1.3m)	(\$1.3m)	
Estimated savings from right-sizing cost reductions	--	\$11.3m	\$26.4m	\$26.6m	\$26.6m	\$26.6m	
Estimated savings from additional cost reductions	--	--	\$4.5m	\$7.0m	\$7.0m	\$7.0m	
Net position, including cost savings	(\$11.5m)	(\$10.6m)	\$8.1m	\$8.6m	\$4.3m	\$1.3m	
One-time investments and costs to achieve ⁵	--	(\$8.2m)	(\$10.6m)	--	--	--	
Net position, after one-time costs & savings	(\$11.5m)	(\$18.8m)	(\$2.5m)	\$8.6m	\$4.3m	\$1.3m	(\$7.0m)
Year-end reserves, including cost savings ⁶	\$146.5m ³	\$127.8m	\$125.3m	\$133.9m	\$138.2m	\$139.5m	

1. Total revenue after excluding Shorelight/Keypath revenue share

2. Expenses after OR/FS reductions

3. Based on December 2023 investment balances

4. Ongoing investments in advising, career, curriculum, and community college partnerships

Source: Analysis of CSU internal financial and census data; CSU leadership perspectives

5. Includes one-time investments in technology and curriculum implementation; costs-to-achieve include faculty and staff separation incentives and general implementation support

6. Adds the prior-year reserves to the net position and one-time investments, costs to achieve, and savings

CSU will measure progress against its vision for transformation through a set of prioritized outcome metrics aligned to CSU's three primary constituent groups [DRAFT]

Metrics to be analyzed by student and employee subgroup and by college, department and program [DRAFT]

Student outcomes

- ▶ % first-to-second year retention
- ▶ % of students with on-track credit accumulation
- ▶ % employed in role requiring Bachelor's degree within 6 months of graduation

Employer engagement

- ▶ Number of annual internship placements
- ▶ Number of annual full-time hires
- ▶ Employer NPS (captured around key interactions / events)

Faculty and staff community

- ▶ % employee retention by division and level
- ▶ % recommending CSU as a great place to work

The plan outlined by the Steering Committee represents a path of standalone university transformation, which can be considered in the context of partnership-based pathways

	1 Incremental financial improvement	2 Standalone university transformation	3 Seek to be acquired by partner institution	4 Seek to acquire partner institution
Description	<ul style="list-style-type: none"> Focus on elimination of FY25 deficit and 2-3 areas of modest revenue growth 	<ul style="list-style-type: none"> Focus on elimination of FY29 deficit over next 2-3 years to right-size organization to steady state expected enrollment base 	<ul style="list-style-type: none"> Seek to identify a larger, better resourced institution to integrate CSU as a satellite campus 	<ul style="list-style-type: none"> Seek to identify a 2-year community college partner that can complement CSU's programmatic offerings
Impact on costs	<ul style="list-style-type: none"> Requires near-term cost savings of ~\$20m or ~8% of unrestricted expenditure base 	<ul style="list-style-type: none"> Requires operating improvement of \$40m or ~15% of unrestricted expenditure base 	<ul style="list-style-type: none"> Some cost savings would be required, likely in line with scenario 1 	<ul style="list-style-type: none"> Cost savings would be required, with the reduction target likely falling between scenarios 1 and 2
Impact on revenues	<ul style="list-style-type: none"> Revenue impact not guaranteed but may improve financial situation by \$7-10m in 3-5 years 	<ul style="list-style-type: none"> Upfront cost savings can create opportunities to invest more meaningfully in new revenue sources vs. incremental scenario 	<ul style="list-style-type: none"> If the partner institution has a stronger brand than CSU, a combination may drive enrollment growth 	<ul style="list-style-type: none"> Combination would yield broader program portfolio for CSU to maximize the value of its enrollment funnel and improve retention and graduation
Implications	<ul style="list-style-type: none"> Incremental approach would not address structural deficit 	<ul style="list-style-type: none"> Achieving cost savings requires restructuring of university functions in many areas, which should yield permanent gains in efficiency 	<ul style="list-style-type: none"> If CSU could leverage the strength of a partner brand, it may be possible to avoid some of the most challenging restructuring actions in the near term 	<ul style="list-style-type: none"> CSU would need to achieve significant cost savings to solidify foundation for combined entity Combination with a community college would ease program alignment and collaboration

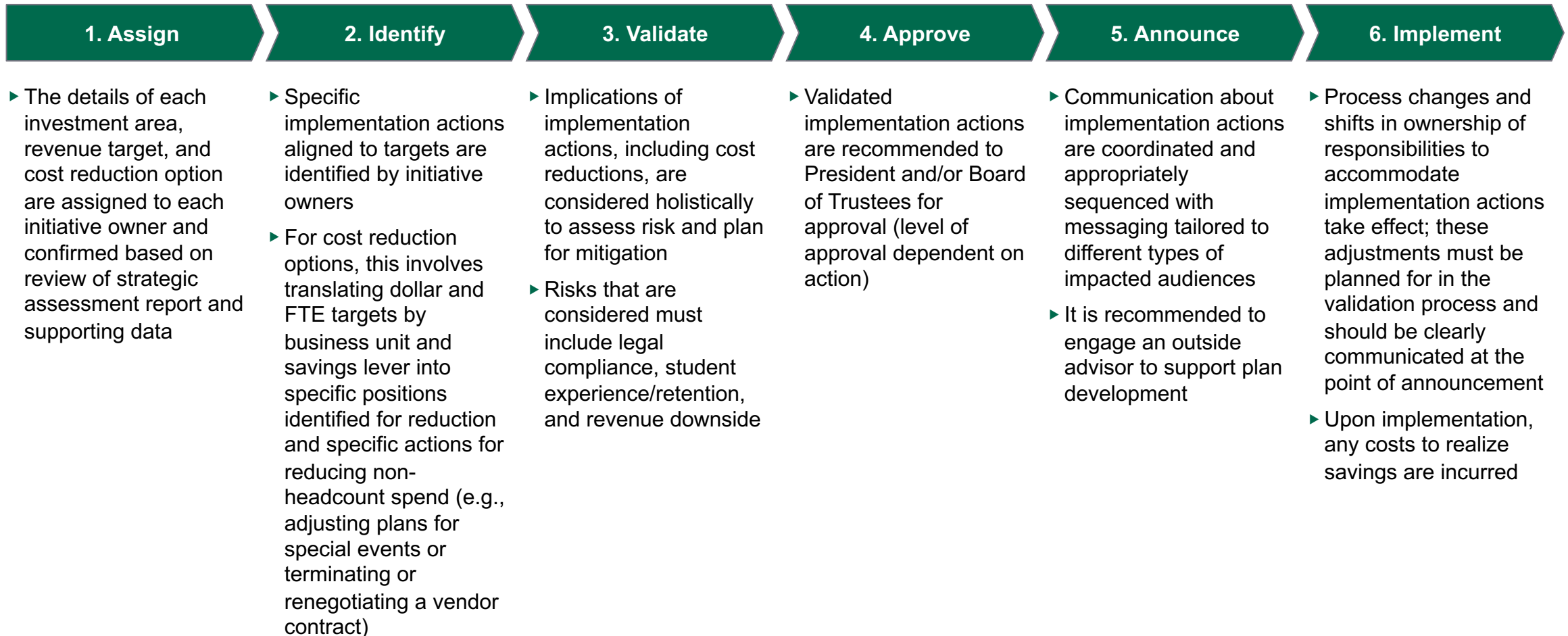
Source: CSU leadership perspectives

As part of this transformation plan, CSU would work towards the following types of milestones through FY26 and beyond (illustrative – to be further planned by leadership)

Investment/Savings area	Q1	Q2	Q3	Q4	Q5	Q6 and beyond
Advising & Employer Engagement	Assess existing Advising staff for future-state roles Assess existing Career Development staff for future-state roles	Hire personnel/restructure the transformed Advising model Restructure/hire personnel to launch transformed Employer Engagement Office				
Curriculum	Update and redesign core curriculum. Develop framework to grant credit for experiential and prior learning					
	Identify technology system and streamline degree requirements			Implement degree simplification technology		
Community college partnerships		Hire for new transfer support roles and restructure teams aligned to retention targets Engage community college partners in data-driven reflection and identify opportunities to amend agreements to improve transfer outcomes			Renegotiate partnership agreements where needed and launch new partnerships	
Technology systems	UKG implemented		Oracle Student Self Service implemented			
Faculty	Identify program closures and tiered reductions Offer separation incentive	Academic Restructuring Committee reviews reduction areas	Terminal contracts disbursed	Faculty on terminal contracts continue teaching; curriculum work to reduce courses occurs		Reductions / savings are realized
Staff (leadership, duplicative functions, individual contributors)	BU leaders review management layers and identify reductions Offer separation incentive	BU leaders identify individual contributor reductions		Budget mgmt. is centralized/streamlined		Technology teams are streamlined
Hospitality and facilities	Key hospitality departments optimize operations (e.g., contract negotiation, outsourcing, personnel) to break-even			Facilities optimizes campus space (offices, classrooms) to accommodate mothballing a building		Building taken offline Athletics no longer uses Wolstein
Athletics		Headcount and operating reductions		Reduction in scholarships for select sports. Ongoing holistic review of athletics programs		

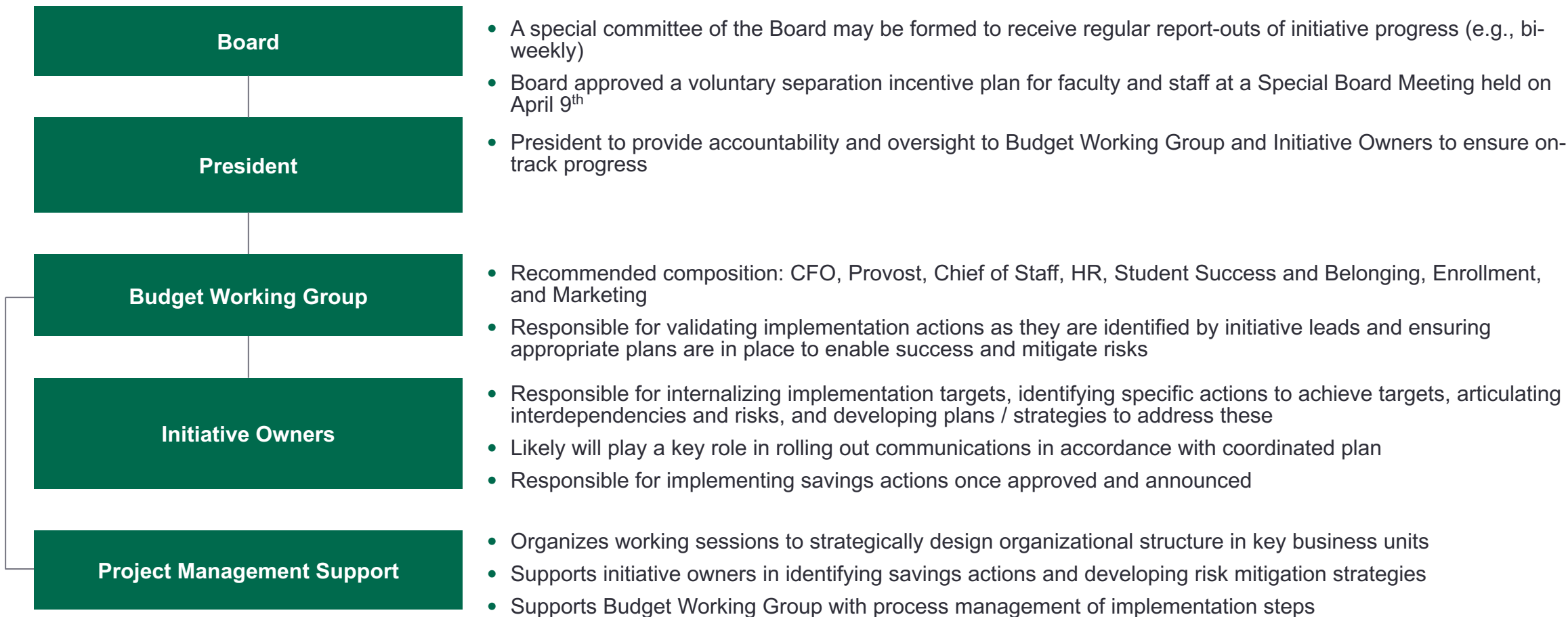
The implementation process for each initiative can include the following six steps

Implementation process overview



A Budget Working Group with representation across major functions can be formed to validate implementation actions holistically

Governing structure



There are Q4 milestones to achieve for each major investment and savings area

Investment/Savings area	Q4 FY24 Milestones (Present-Jun 2024)	Ownership
Advising & Employer Engagement	<ul style="list-style-type: none"> ▶ Finalize details of advising model including degree of centralization, reporting lines, and student-to-advisor ratios by college 	<ul style="list-style-type: none"> ▶ President with input from Cabinet
Curriculum	<ul style="list-style-type: none"> ▶ Select degree mapping technology tool and establish implementation timeline 	<ul style="list-style-type: none"> ▶ Provost with input from CFO, VP of Enrollment Management, and VP of Student Belonging and Success
Community college partnerships	<ul style="list-style-type: none"> ▶ Engage in data-driven reflection and planning conversations with each of CSU's primary community college partners 	<ul style="list-style-type: none"> ▶ Provost with input from the Colleges and VP of Enrollment Management
Technology systems	<ul style="list-style-type: none"> ▶ Conduct scoping effort for Oracle Student Self Service module 	<ul style="list-style-type: none"> ▶ CFO with input from Provost and VP of Enrollment Management
Faculty	<ul style="list-style-type: none"> ▶ Launch separation incentive program ▶ Identify programs for closure ▶ Launch academic restructuring committee to evaluate proposed program closures 	<ul style="list-style-type: none"> ▶ Provost with input from Budget Working Group and Colleges
Staff (leadership, duplicative functions, individual contributors)	<ul style="list-style-type: none"> ▶ Launch separation incentive program ▶ Charge business unit leaders with identifying leadership and management and non-headcount reductions 	<ul style="list-style-type: none"> ▶ Budget Working Group
Hospitality and facilities	<ul style="list-style-type: none"> ▶ Renegotiate contracts and restructure operations to drive towards breakeven in key departments ▶ Start conversations around building closures based on facilities audit 	<ul style="list-style-type: none"> ▶ CFO with input from Budget Working Group
Athletics	<ul style="list-style-type: none"> ▶ Translate cost reduction target to specific savings actions and assess revenue impact 	<ul style="list-style-type: none"> ▶ Athletic Director

Stage 1 savings actions are planned for FY25 implementation. Preparation for Stage 2 savings actions can take place in parallel

Week:	1	2	3	4	5	6	7	8	9	10	11	12
0. Finalize governance	Formalize charges											
1. Assign targets		Owners internalize targets										
2. Identify actions			Identify Stage 1 actions and conduct Stage 2 preliminary planning									
3. Validate actions						Sequence validation and provide weekly progress reports; iterate as needed with initiative owners						
4. Approve									Approve actions			
5. Announce	Develop immediate-term communication plan					Work in lock-step with validation process and initiative owners to create coordinated messaging plan						
6. Implement										Announcements made and implementation following approval		



Contents

- ▶ Strategic Assessment Overview (p. 5)
- ▶ Summary of Findings (p. 10)
- ▶ **Investment Areas (p. 32)**
- ▶ Right-sizing Cost Reduction Areas (p. 51)
- ▶ Qualitative Feedback from Stakeholder Groups (p. 76)
- ▶ Enrollment Trends and Outcomes (p. 83)
- ▶ Ohio Landscape and Peer Comparisons (p. 114)
- ▶ Aspirational Peer Case Studies (p. 129)

The Steering Committee has identified five areas of investment to strengthen the quality of the CSU experience

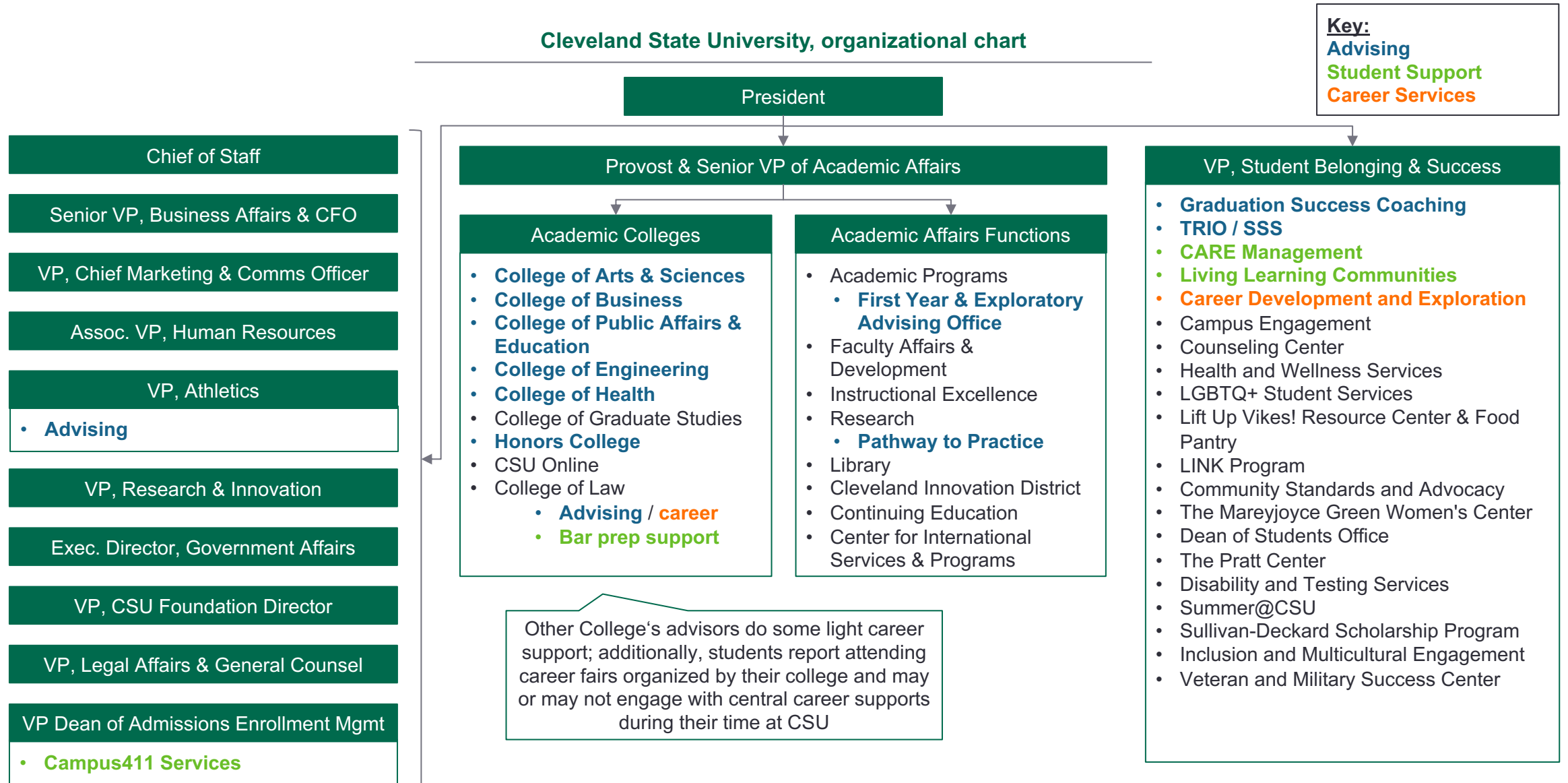
Summary of identified investments

		Vision	Intended outcomes	Estimated potential cost implications
1	Centralize advising	<ul style="list-style-type: none"> ▶ Centralize Collegiate advising so that each student is paired with one advisor for four years ▶ Reporting structure and integration of Grad Success Coaching to be further evaluated by leadership 	<ul style="list-style-type: none"> ▶ Create single point of accountability for tracking academic progress and broaden the scope of advising to improve student retention and completion 	<ul style="list-style-type: none"> ▶ Repurposed \$3.7m of spend ▶ Added annual recurring cost of \$110k, driven by compensation adjustments
2	Maximize employer partnerships	<ul style="list-style-type: none"> ▶ Expand charge of career services function to proactively manage employer partnerships, track student outcomes, and codify / design career pathways in close partnership with advising team 	<ul style="list-style-type: none"> ▶ Treat employers as customers – and enable needs and feedback to impact program delivery (through coordination with Colleges) ▶ Increase internship and full-time hiring rates 	<ul style="list-style-type: none"> ▶ Repurposed \$1.1m of spend ▶ Added annual recurring cost of \$410k (4 net new FTEs)
3	Future-proof curriculum	<ul style="list-style-type: none"> ▶ Redesign core curriculum around prioritized competencies and inquiry-based learning ▶ Simplify degree requirements and adopt a technology solution to automate degree mapping 	<ul style="list-style-type: none"> ▶ Simplify curriculum and improve pedagogy ▶ Improve on-time degree completion ▶ Pave the way for new academic models 	<ul style="list-style-type: none"> ▶ Repurposed \$21.7m of spend ▶ Added annual recurring cost of \$300k (3 net new FTEs) ▶ One-time cost of ~\$1m for technology system implementation
4	Deepen transfer program partnerships	<ul style="list-style-type: none"> ▶ Deepen transfer pathways at three junctures in the student journey: identify prospective transfers earlier and provide proactive advising, create a seamless student experience at the point of transfer, and identify situations when CSU students would benefit from taking community college courses and train advisors to identify and promote this option 	<ul style="list-style-type: none"> ▶ Combine benefits of community college and CSU models for transfer students and students needing extra support ▶ Increase net number of transfer students and improve retention of target population 	<ul style="list-style-type: none"> ▶ Repurposed \$135k of spend ▶ Additional annual recurring cost of \$430k (6 net new FTEs)
5	Modernize technology infrastructure	<ul style="list-style-type: none"> ▶ Upgrade Human Capital Management system to a cloud-based ERP with UKG (planned) ▶ Replace existing CampusNet with new Oracle Student Self Service platform 	<ul style="list-style-type: none"> ▶ Upgrade systems to mitigate risk, increase efficiency, improve security, improve change control, and transition from a dependency on individuals to a reliance on robust processes 	<ul style="list-style-type: none"> ▶ Repurposed \$0.5m of spend ▶ One-time cost of \$5-7m for implementation support
	Total			<ul style="list-style-type: none"> ▶ \$6-8m in one-time investments ▶ \$1.3m in recurring investments

1	Advising
2	Employer Engagement
3	Curriculum
4	Community College Partnerships
5	Technology

Currently advising resources fall under Academic Affairs, Academic Colleges, Student Belonging and Success, and Athletics

Cleveland State University, organizational chart

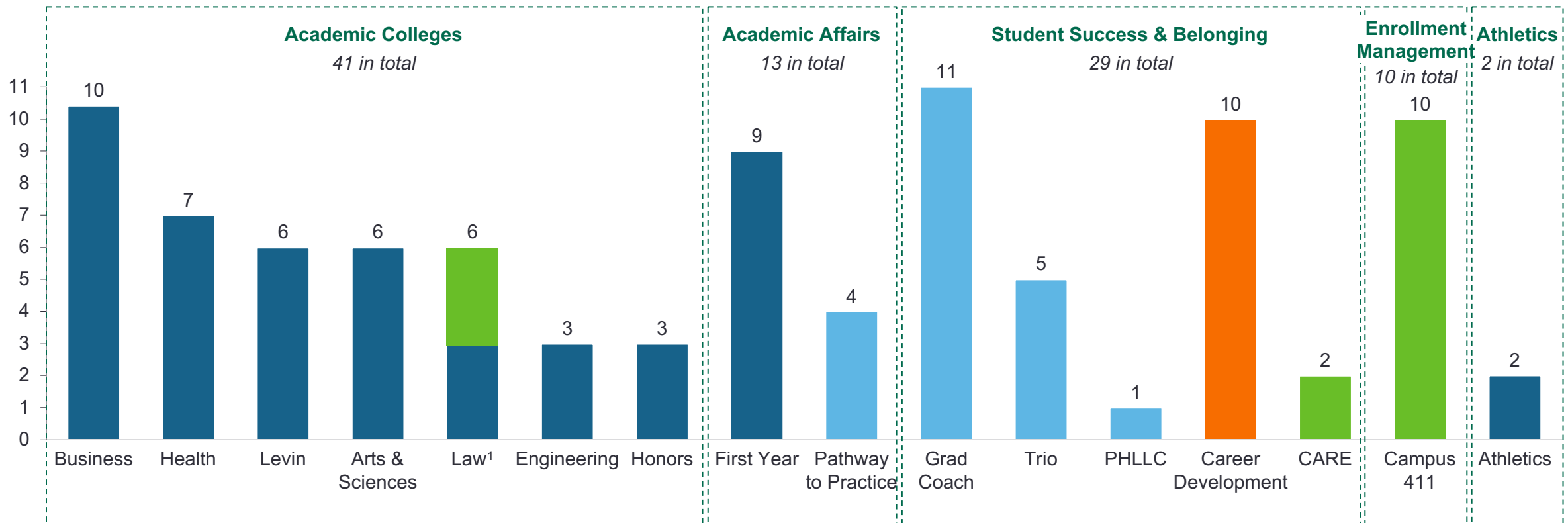


CSU has 95 advising, career services, and student support staff members in related roles across five divisions

1	Advising
2	Employer Engagement
3	Curriculum
4	Community College Partnerships
5	Technology

CSU advising, career services, and student support staff (Adjusted FTE), 2022

Key:
■ **Advising**
■ **Other Advising**
■ **Student Support**
■ **Career Services**



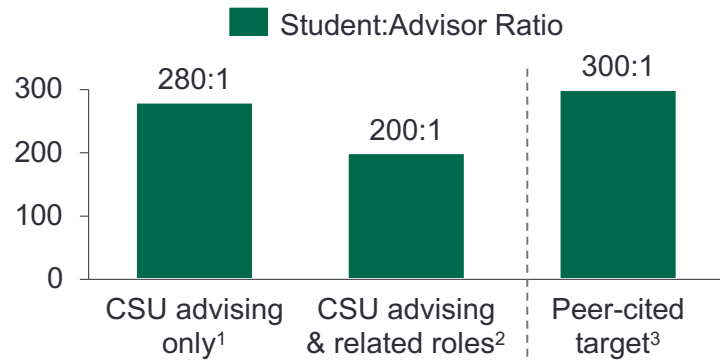
1. Law advisors also serve as the college's main career services support
 Source: CSU Internal Data

1	Advising
2	Employer Engagement
3	Curriculum
4	Community College Partnerships
5	Technology

CSU has an opportunity to reimagine how it organizes advising and career coaching to deliver the strongest outcomes

Advising

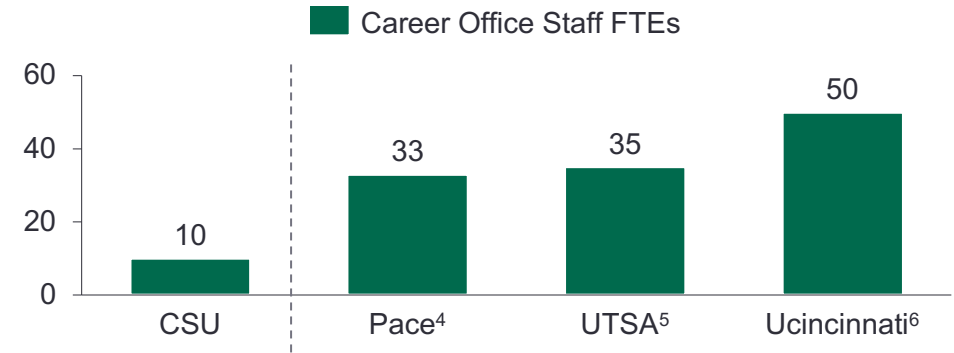
- ▶ Advising and related resources sit in four university areas: Academic Colleges, Academic Affairs, Student Success & Belonging, and Athletics
- ▶ Stakeholder feedback suggests that the decentralization of resources results in sub-optimal guidance to students and lack of clarity around navigating resources



Implication: CSU likely has sufficient resources and would benefit from streamlining into a single function

Employer Engagement / Career Coaching

- ▶ Formal resourcing lives in Career Development, but some activity also takes place in Colleges (e.g., targeted career fairs). Some career coaching is done by advisors
- ▶ External stakeholder feedback emphasized the difficulty of coordinating with CSU touchpoints to access talent



Implication: CSU could benefit from increasing career services staff, centralizing relationship management, and streamlining ownership of career coaching

Questions to be addressed

- ▶ Where within the institution should each function report?
- ▶ How should it coordinate with other related student-facing functions (e.g., enrollment, academic programs)?
- ▶ If centralized, what level of resourcing may be needed at the college level?
- ▶ What is the estimated investment required to transform each function and on what timeline?

1. CSU has 52 advisor FTEs in Athletics, Academic Affairs (First-Year Advising), and Colleges (Arts & Sciences, Business, Engineering, Health, Levin, Law, and Honors), relative to ~14k total students

2. CSU has 73 advisor and related roles FTEs, including Athletics, Academic Affairs, Colleges, Pathway to Practice, Grad Coaching, TRIO, and PHLLC. Excludes Campus 411, CARE, and Career Development staff.

Source: CSU internal data; NACADA; Peer school websites

3. Peers reference research from NACADA in setting their target

4. 33 career services advisors/staff for 13,609 total students

5. 35 career services advisors/staff for 34,383 total students

6. 14 career services advisors/staff and 36 co-op faculty advisors for 41,155 total students

Investment Areas

One proposed model would have Advising and the new Career function reporting to Student Success and Belonging

1	Advising
2	Employer Engagement
3	Curriculum
4	Community College Partnerships
5	Technology

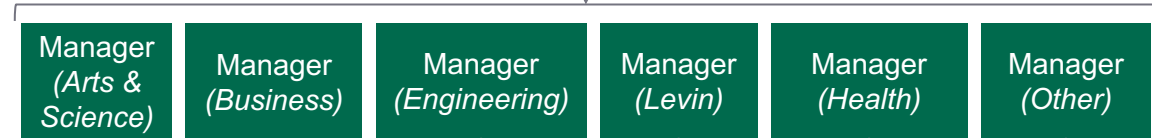
Option 1: CSU Advising and Employer Engagement & Career Pathways, organizational chart

This model centralizes and consolidates all Advising roles under Student Success and Belonging. It enables a student to be paired with an Advisor for 4 years. Ultimately, management of Advisor teams would likely need to be organized around meta-majors to fully support this given major changes. Due to collapsing of specialized teams, student-to-advisor ratios are lower (i.e., better-resourced) than the industry standard of 300:1.

This model redefines the charge of the Career Development office to include proactive account management of employer relations, tracking student career outcomes, and mapping career pathways based on hiring patterns. This team plays an important function of partnering with Colleges to address employer needs and feedback

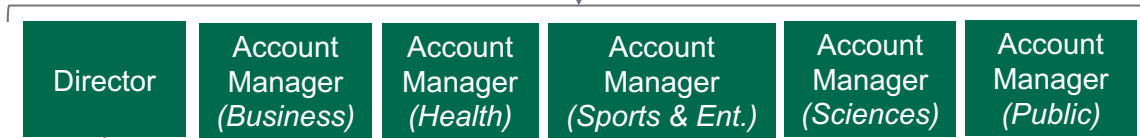
Student Belonging & Success

[1] Associate VP, Advising



Advisors (Arts & Science) 11 FTEs	Advisors (Business) 10 FTEs	Advisors (Engineering) 7 FTEs	Advisors (Levin) 6 FTEs	Advisors (Health ¹) 12 FTEs	Advisors (Other ²) 13 FTEs
224:1 (UG)	194:1 (UG)	174:1 (UG)	228:1 (UG)	220:1 (UG)	179:1 (UG) ³
254:1 (UG/Grad)	301:1 (UG/Grad)	316:1 (UG/Grad)	390:1 (UG/Grad)	318:1 (UG/Grad)	N/A (UG/Grad)

[2] Associate VP, Employer Engagement & Career Pathways



Career Pathways & Analysis Team 2 FTEs

Career Coach (Arts & Science)	Career Coach (Business)	Career Coach (Engineering)	Career Coach (Levin)	Career Coach (Health)	Career Coach (Other)
1592:1 (UG)	1937:1 (UG)	1042:1 (UG)	1595:1 (UG)	1760:1 (UG)	1592:1 (UG) ³
1757:1 (UG/Grad)	3008:1 (UG/Grad)	1894:1 (UG/Grad)	2733:1 (UG/Grad)	2541:1 (UG/Grad)	N/A (UG/Grad)

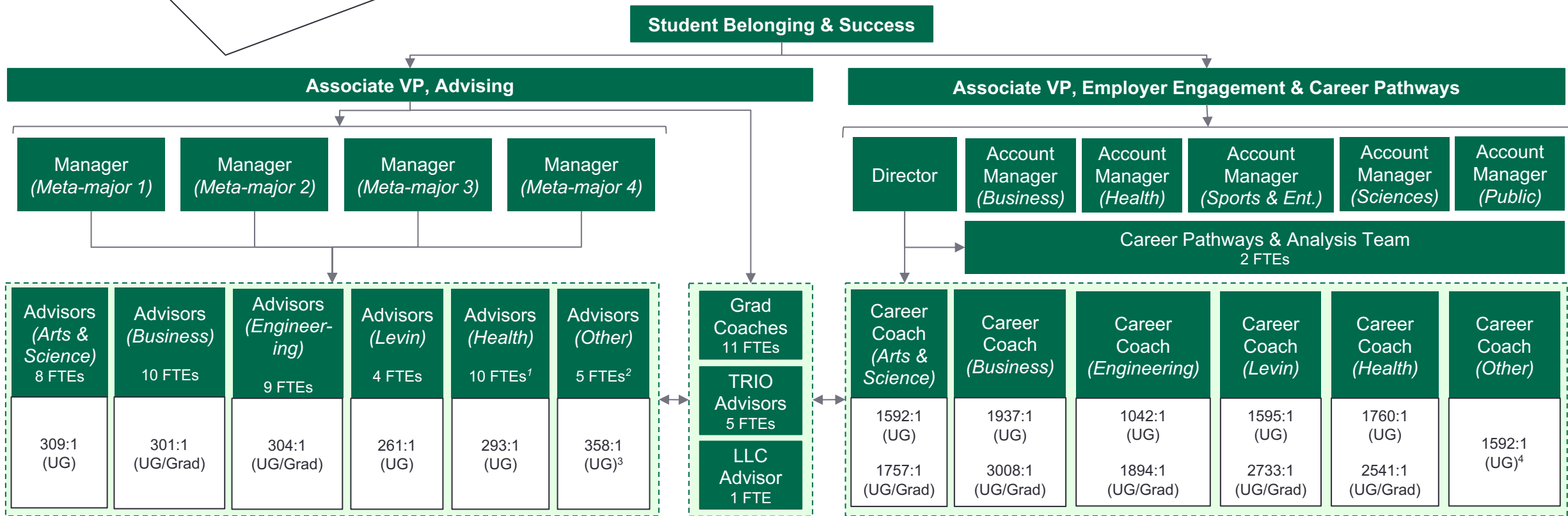
1. Includes Health and Pathway to Practice advisors
 2. Includes Honors, TRIO, Living Learning Communities, and other undecided student advisors
 3. Ratio only captures advisors assigned to undeclared students in the Undergraduate Studies population
 4. Ratio only captures career coaches assigned to undeclared students in the Undergraduate Studies population
 Source: CSU leadership perspectives

1	Advising
2	Employer Engagement
3	Curriculum
4	Community College Partnerships
5	Technology

An alternate model would separate specialized advising from academic advising, and both would report to Student Belonging & Success

Option 2: CSU Advising and Employer Engagement & Career Pathways, organizational chart

In this model, First Year Advising, Honors, and Academic Advising would be collapsed, but targeted supports would remain separate with clear articulation of roles and coordination strategies under an Advising function of Student Belonging & Success. For example, Grad Success Coaches could be deployed to students based on predictive analytics suggesting the need for tailored, incremental support



1. Includes Health and Pathway to Practice advisors
 2. Includes Honors and other undecided student advisors
 3. Ratio only captures advisors assigned to undeclared students in the Undergraduate Studies population
 4. Ratio only captures career coaches assigned to undeclared students in the Undergraduate Studies population
 Source: CSU leadership perspectives

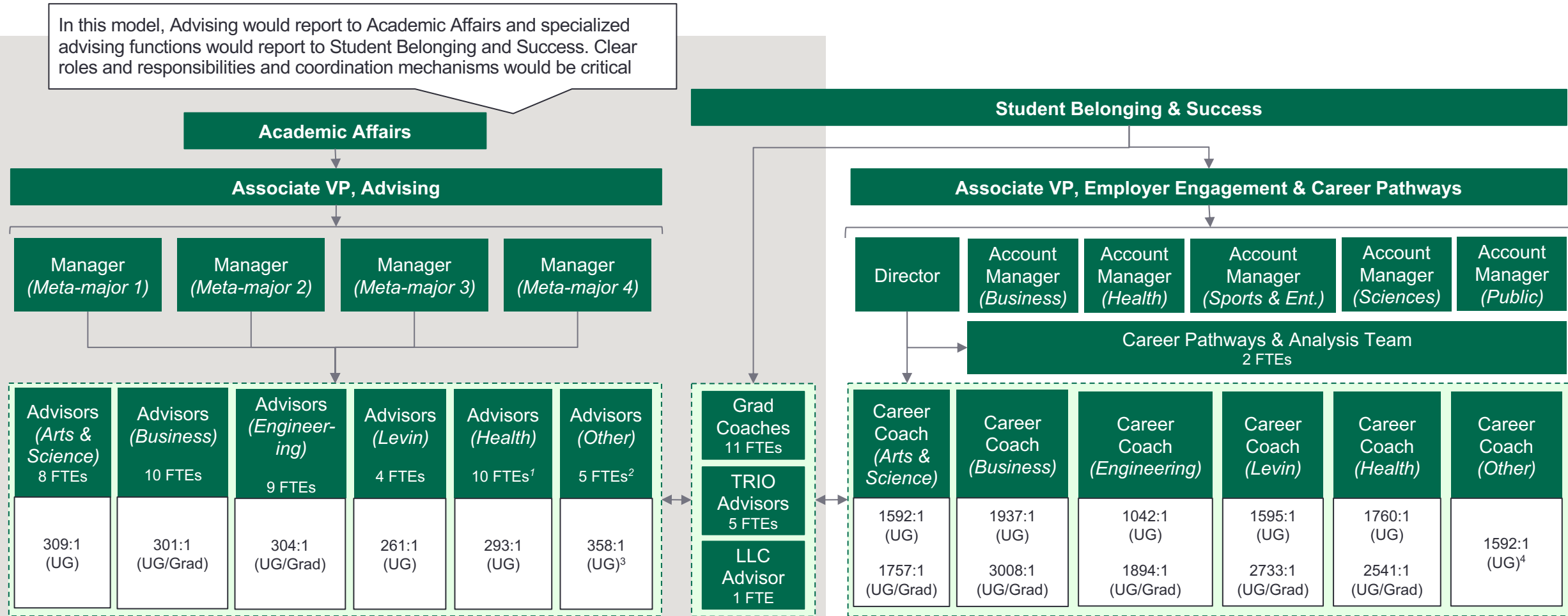
Academic advisors, targeted support advisors, and career coaches collaborate in knowledge-sharing to provide holistic support to students

1	Advising
2	Employer Engagement
3	Curriculum
4	Community College Partnerships
5	Technology

A third model would keep Advising in Academic Affairs with clear division of responsibilities from related roles

Option 3: CSU Advising and Employer Engagement & Career Pathways, organizational chart

In this model, Advising would report to Academic Affairs and specialized advising functions would report to Student Belonging and Success. Clear roles and responsibilities and coordination mechanisms would be critical



1. Includes Health and Pathway to Practice advisors
 2. Includes Honors and other undecided student advisors
 3. Ratio only captures advisors assigned to undeclared students in the Undergraduate Studies population
 4. Ratio only captures career coaches assigned to undeclared students in the Undergraduate Studies population
 Source: CSU leadership perspectives

Academic advisors, targeted support advisors, and career coaches collaborate in knowledge-sharing to provide holistic support to students

Restructuring Advising would require redistributing Grad Success Coaching and some First-Year advisor FTEs with a net cost of \$110k

1	Advising
2	Employer Engagement
3	Curriculum
4	Community College Partnerships
5	Technology

Advising Resourcing (Cost Estimate Aligns with Option 1)

Title	Role Description	FTEs	Resourcing assumptions
Associate Vice President	<ul style="list-style-type: none"> ▶ Defines core set of high-impact practices to support on-track degree completion and addresses academic barriers in close coordination with other student services departments ▶ Oversees the 6 Managers of Academic Advising and reports up to the Vice Provost of Student Belonging & Success 	1	▶ Role in existing budget. Could be filled from existing Advising or Student Success and Belonging leadership
Managers	<ul style="list-style-type: none"> ▶ Liaisons for specialized knowledge-sharing between advising and academic departments and coordinate advising team activities in alignment with shared high-impact practices ▶ Each manager oversees the Academic Advisors of one College or specialized area 	6	▶ Promote existing advisors or assume existing leadership infrastructure from Colleges (in either case considered a net investment of salary increase due to restructuring assumptions in other areas)
Academic Advisors	<ul style="list-style-type: none"> ▶ Provides 1:1 support to students to address barriers, determine majors, and ensure on-track degree completion ▶ Each Academic Advisor is tagged to a College ▶ Works closely with career coaches to provide holistic support for students and receives cross-training on career pathways and opportunities relevant to students in their advising case load 	Arts & Sciences (11)	▶ Assume from existing advisors, both Academic Advisors and Graduation Success Coaches
		Business (10)	
		Health ¹ (12)	
		Engineering (7)	
		Levin (6)	
Other ² (13)			
Required Resources (estimated)		66	▶ \$4.9m required to sustain new team structure
Current Resources		66	▶ \$4.8m deployed in existing team structure
Net Investment Required (estimated)		0	▶ \$110k ongoing cost based on salary differentials

1. Includes 8 Health advisors and 4 Pathway to Practice advisors

2. Includes Honors, TRIO, Living Learning Communities, and other undecided student advisors

1	Advising
2	Employer Engagement
3	Curriculum
4	Community College Partnerships
5	Technology

A new Employer Engagement & Career Pathways office would require a \$410k net annual cost based on 4 new FTEs and salary adjustments

Employer Engagement & Career Pathways Resourcing

Some positions could be filled from existing team of 11 in Career Development dependent on skill match; skills requirements for each are outlined

Title	Role Description	FTEs	Resourcing assumptions
Associate Vice President	<ul style="list-style-type: none"> ▶ Lead an integrated approach to external employer engagement and intentional career pathway design anchored on student outcome targets ▶ Manages Director and Account Managers ▶ Liaison to Academic Affairs and College Deans 	1	▶ Requires experience interfacing with executive level employer contacts and deep understanding of academic programs
Director	<ul style="list-style-type: none"> ▶ Manage the Pathway Design & Analysis Team and team of Career Coaches 	1	▶ Requires insight into student pathways with a combination of traditional career services and academic program experience
Account Managers	<ul style="list-style-type: none"> ▶ Organized by sector. Serve as primary touchpoint for employer engagement and liaison opportunities and external feedback to the career team and to Colleges ▶ Responsible for internally navigating appropriate connections to College-based structure. For example, Health Account Manager may identify hiring and partnership opportunities relevant to the College of Business (e.g., IT, HR, Finance) and the College of Arts & Sciences (e.g., biology, psychology, etc.) in addition to the College of Health 	5	▶ Externally facing role with experience in sales or corporate development. Likely will need to be filled by net new hires
Pathway Design & Analysis Team	<ul style="list-style-type: none"> ▶ Architects program-aligned student career pathways by tracking and analyzing hiring patterns and student outcomes data, working closely with Account Managers to identify career pathway needs and opportunities 	2	▶ Requires analytical skillset and knowledge of academic programs
Career Coaches¹	<ul style="list-style-type: none"> ▶ Develops career plans with students and connect them with experiential learning opportunities through career fairs and skills training events ▶ Coordinates with Account Managers (organized by sector) and Colleges (organized by discipline) ▶ Collaborates closely with academic advisors to receive cross-training on academic programs and opportunities relevant to students in their caseload 	6	▶ Assume from existing career specialists
Required Resources (estimated)		15	▶ \$1.5m required to sustain new team structure
Current Resources		11	▶ \$1.1m deployed in existing team structure
Net Investment Required (estimated)		4	▶ \$410k investment in new roles and salaries

1	Advising
2	Employer Engagement
3	Curriculum
4	Community College Partnerships
5	Technology

Core curricular redesign, degree simplification, and granting credit for prior learning will lay the foundation to develop new academic models

Summary of curriculum initiatives

	Core curriculum redesign	Degree simplification	Credit for experiential & prior learning
Description	<ul style="list-style-type: none"> ▶ Update the foundational education curriculum around core competencies and durable skills to better prepare students for navigating diverse post-graduation pathways 	<ul style="list-style-type: none"> ▶ Streamline degree requirements to ease sequencing demands and enable on-time completion. Digitize degree-mapping process with technology tool (to be selected) 	<ul style="list-style-type: none"> ▶ Grant credit for internships and work experience, including for students coming into CSU with prior professional experience that can be counted toward degree progress
Student impact	<ul style="list-style-type: none"> ▶ Students follow inquiry pathways, take a 3-credit FYE course, and participate in Signature Assignments built around nine Core Competencies over 36 credit hours ▶ Develop durable skills in communication, critical reasoning, and digital literacy 	<ul style="list-style-type: none"> ▶ Student degree maps can be individualized to incoming credits/placement and updated with adjustments to academic plan (e.g., leave term) ▶ Allows advisors to pivot their focus from the mechanics of degree mapping towards coaching students based on the implications 	<ul style="list-style-type: none"> ▶ Increase CSU student work experience, especially if roles are both paid and credit-bearing ▶ Enable CSU to much more effectively serve adult learners by accelerating time to degree
Operational impact & requirements	<ul style="list-style-type: none"> ▶ Current core of 350-400 unique courses to be pared back to 150-180 courses with stronger inquiry-based design ▶ Degree programs to be updated to align with new core design 	<ul style="list-style-type: none"> ▶ Tech system to be selected ▶ Majority of degrees would need to be reworked to simplify nature of requirements before onboarding to system 	<ul style="list-style-type: none"> ▶ Develop framework for translating experiential learning into credit for various programs and professional experiences ▶ Ensure accreditation and regulatory requirements and update degree maps
Estimated Cost	<ul style="list-style-type: none"> ▶ All previously budgeted or grant-funded, no net impact: <ul style="list-style-type: none"> – \$100k in stipends – \$175k for faculty PD – \$300k for student peer mentorship 	<ul style="list-style-type: none"> ▶ Ongoing annual cost of technology system expected to be modest due to some ability to replace existing systems (e.g., Starfish) ▶ Assumes investment in 1 FTE of recurring costs (~\$100k) to support degree simplification work, in addition to existing faculty service allocation ▶ Estimated ~\$1m in implementation support required (to be refined) 	<ul style="list-style-type: none"> ▶ Assumes 2 FTEs of recurring costs (~\$200k) to support redesign, in addition to existing faculty service allocation (initial models currently being developed to launch Fall 2024)

1	Advising
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CSU has an opportunity to deepen its partnership with community colleges to better support and streamline the transfer experience

Vision for community college partnerships

- Partnerships between 4-year institutions and local community colleges are designed to facilitate a more seamless and flexible academic experience for students facing unique financial or academic needs
- Partnership models exist on a spectrum in terms of the depth of relationship-building and resource-sharing between partners. Programs that are intentionally designed around the student experience facilitate more robust transfer pipelines and student outcomes

Case studies

- **Dual enrollment model:** Oregon State University and Linn-Benton Community College developed a Degree Partnership Program that allows students to co-enroll, take courses, and access student support resources at both institutions concurrently as needed
 - Other programs: Western Oregon University x Chemeketa Community College, Portland State University x Portland Community College
- **Integrated transfer model:** Indiana University and Ivy Tech developed a coordinated and seamless transfer model where students complete a set of course requirements at Ivy Tech prior to transferring to IU. From the onset, however, students are also allowed to engage with all of IU's campus and student resources (e.g., advising, housing, student life, etc.)
 - Other programs: Clemson University x Tri-County Technical College

Implications for CSU

- CSU and its community college partners currently lack clear alignment on strategy and communication regarding transfer programs. As a result, students can face complex transfer experiences due to inadequate advising supports and other logistical frictions at three key stages along their academic journey
- An improved CSU transfer program would be characterized by deeper partnerships with local community colleges, earlier outreach and support for prospective transfer students, and more streamlined bi-directional transfer processes anchored on simplifying the student experience and driving greater student success
- CSU could grow capacity to support transfer students by adding 6 net new FTEs, estimated to cost \$430k annually. If this were to drive a 2.5 p.p. increase in retention and persistence, it would yield \$1m in incremental student revenue, more than offsetting the investment

1	Advising
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Case study: Oregon State University has several partnerships that provide students with a seamless dual enrollment experience

Case Study: Oregon State University x CC Degree Partnership Program

Vision

Context

- In the 1990s, Oregon required universities to cut duplicative programs between institutions and greatly limited student course selections. In response, the Presidents of Oregon State University and Linn-Benton Community College collaborated over 2 years to develop a degree partnership program (DPP) allowing students to co-enroll in both institutions
- This program has been ongoing for 15+ years and has provided students with more flexible and affordable paths towards attaining a 4-year degree. OSU ran the program with Linn-Benton for 4 years before expanding to Chemeketa CC, Portland CC, and five other CCs in Oregon
- OSU transfer students have grown from ~10% to ~35% of the total student body of 33k students. Almost all transfer students are enrolled in the degree partnership program (~10.5k of the ~11.6k transfer students), and ~3200 are actively taking courses at two institutions

Program design & student experience

Admission

- Students must be admitted to OSU as a current student or new applicant. If they request to join DPP, OSU will send the student's information to the CC to create a second student account

Dual-enrollment design

- Students in the program can register for courses at both schools concurrently and are encouraged to start at OSU first. But if they only take CC courses initially, they must transfer fully to OSU within 10 terms (~2.5 years)
- Students meet with advisors from both OSU and CCs to review standard articulation tables and transfer guides to design and track completion of individualized degree plans
- At the end of the term, the CC sends the student's official transcript to OSU to be entered into the student's holistic record at OSU

Benefits

- The program creates a seamless student dual enrollment and transfer experience, facilitated by services like coordinated advising, shuttle buses, wraparound student support, and transfer guides
- On average, DPP students were able to graduate with 10 fewer credit hours and its equivalent tuition savings compared to traditional transfer students due to more coordinated course planning

Partnership agreements

Revenue & cost sharing

- Tuition is charged per credit hour taken at each college's respective rates
- Student fees at CCs are charged by the credit hour. OSU charges \$780 per term in fees for the first credit hour that a student takes, which covers access to health services, advising, counseling, sports, and student orgs
- Application processing and office space usage costs are shared

Financial aid

- The federal government only allows financial aid to come through one school at a time. Thus, students select one home school to report and process their credits for both schools
- After receiving the financial aid in their home school account, the student takes out the money to pay the other school

Resourcing & coordination

- The OSU transfer office has 4 FTEs operating as account managers with office outposts in each CC, where they also serve as pre-advising staff for CC students interested in the program
- The OSU transfer office, financial aid office, advising, and registrar all work closely in coordinating and managing DPP student success
- Advisors at OSU and CCs regularly have touchpoints scheduled to align on program and degree requirement updates to better support DPP students

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Case study: This program benefits a wide range of students with unique financial or academic needs

Case Study: Oregon State University x CC Degree Partnership Program (cont.)

Target student profiles

- DPP's financial aid structure influences how students with different profiles benefit from degree partnership program:

Structure: OSU is home school	Structure: CC is home school	Structure: Either model
<ul style="list-style-type: none"> ▶ OSU students with financial need: Students can receive financial aid at OSU rates while taking more affordable CC courses <ul style="list-style-type: none"> – Linn-Benton charges \$157 per credit hour, while OSU charges \$400 per credit hour – Many seniors leverage this program to complete their remaining electives at lower CC tuition rates ▶ OSU students with academic need: Students requiring developmental courses or additional support at OSU can take CC courses with smaller classes and supplemental tutoring <ul style="list-style-type: none"> – By state mandate, OSU is not allowed to teach developmental courses. Thus, students could take these courses at a CC while retaining OSU status for a smoother transition – The success rate of math courses at Linn-Benton is ~60%, significantly higher than OSU at ~30%. Additionally, Linn-Benton's largest classes are capped at 50 students versus OSU's 400-student intro courses 	<ul style="list-style-type: none"> ▶ Oregon Promise recipients: Students on this state scholarship program can only use the money towards CC courses. By designating the CC as their home school, students can receive their scholarship while accessing OSU courses <ul style="list-style-type: none"> – Oregon Promise is a last resort scholarship for students with 2.5+ GPA who didn't qualify for any other scholarships or financial aid ▶ Out-of-state students: Instead of paying OSU out-of-state tuition, students can pay CC tuition prices while accessing all of OSU's course catalog and resources <ul style="list-style-type: none"> – Some Oregon CCs such as Linn-Benton charge the same \$157 per credit hour rate for both in-state and out-of-state statuses, resulting in greater student savings 	<ul style="list-style-type: none"> ▶ Work-study students: Students can take courses at both institutions that best fit their schedule and needs, resulting in higher retention and outcomes for this population ▶ E-campus students: Online students can access upper division courses at OSU <ul style="list-style-type: none"> – Several of OSU's partner CC's located in Hawaii do not have local proximity to any 4-year institutions for students. DPP grants these students access to all of OSU courses virtually to earn a Bachelor's degree ▶ Students taking technical classes: Career technical courses are not offered at OSU. Thus, DPP allows students to seamlessly take these courses at CCs as needed while still remaining connected to OSU

1	Advising
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Case study: The Hoosier Link program at Indiana University/Ivy Tech creates a seamless experience driving improved student outcomes

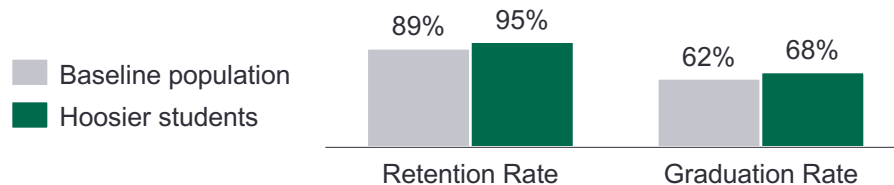
Case Study: Indiana University x Ivy Tech student Hoosier Link Program

Context and vision

- ▶ Indiana University Bloomington and Ivy Tech Bloomington have established several partnership pathways over 15+ years of collaboration
- ▶ Since 2006, the Hoosier Link program innovatively builds upon existing traditional transfer programs by allowing students to be fully engaged with IU campus resources while completing courses at Ivy Tech prior to transfer. The program aims to improve transfer student success outcomes by facilitating a more seamless transfer experience for students from a social, academic, and student support standpoint

Design and experience

- ▶ **Dual admission:** From the start, Hoosier Link students are admitted by and involved with both campuses. They may live with other Hoosier Link students in the on-campus community at IU or live off campus nearby, while commuting to Ivy Tech for courses. Transcripts are shared between both institutions
- ▶ **Transfer requirements:** Students can transfer from Ivy Tech to IU after one semester with 3.0+ GPA in 15+ credit hours, or in a later term with 2.5+ GPA in 26+ credit hours
- ▶ **Access to resources:** All Hoosier Link students learn about valuable campus resources in a required Transfer Success Course taught by Hoosier Link staff. Students are also connected with program alumni as Peer Mentors. They can take advantage of extracurriculars and student support services at both institutions
- ▶ **Improved outcomes:** Students benefit from strengthening their college readiness under Ivy Tech's smaller classes and personalized attention, while accessing IU's social community and student support functions



Resourcing

- ▶ **The Hoosier Link Team** is comprised of 5 total staff members from both institutions
 - 3 staff from UI's Office of First Year Experience Programs (Director, Senior Associate Director, Associate Director)
 - 2 staff from Ivy Tech (Director of Enrollment Services, Director of Recruitment, Admission, and Accelerated Programs)
- ▶ **The tuition structure** is shared between both institutions
 - Tuition and mandatory course fees are billed by Ivy Tech while students are enrolled. Students living on the IU campus will also have financial responsibility to IU Bloomington for housing, meal plans, and some fees
 - Adjustments to students' financial obligations will occur upon transferring to IU Bloomington, at which time they will be responsible for the cost of attendance at IU

1	Advising
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CSU has several active partnership agreements with local community colleges

Overview of CSU Partnerships with Community Colleges

1

Dual Enrollment Programs

2

Degree Link / UP Express Programs

3

Special Partnerships

Partners

- ▶ Cuyahoga County Community College
- ▶ Lorain County Community College
- ▶ Lakeland Community College

- ▶ Cuyahoga County Community College
- ▶ Lorain County Community College
- ▶ Lakeland Community College

- ▶ Lorain County Community College

Description

- ▶ Students concurrently access courses and all student resources at both the CC and CSU within the same semester, while progressing towards an associate and bachelor's degree simultaneously
- ▶ Students are encouraged, but not required, to complete 24+ credit hours at the CC before taking a class at CSU to ensure they are successful

- ▶ Students complete their associate degree (Associate of Arts or Science) at the CC while taking one tuition-free CSU course per semester for up to 3 semesters before transferring to CSU to continue progressing towards a bachelor's degree
- ▶ Students may begin taking CSU classes upon completing 30 CC credit hours, but must obtain an associate's degree before fully transferring to CSU

- ▶ LCCC students who complete any of 8 programs within the agreement's articulated curriculum pathways may seamlessly transfer into 5 corresponding bachelor's programs at CSU
- ▶ LCCC students must obtain an associate's degree before fully transferring to CSU. Upon transferring, LCCC students take CSU courses on or through LCCC campus administered by CSU personnel

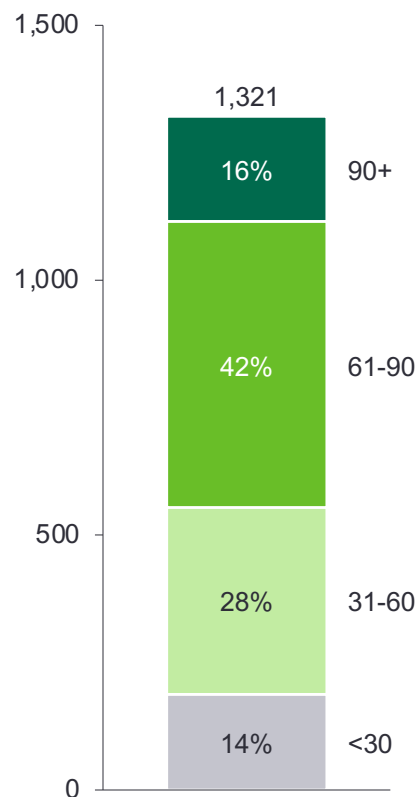
Supports

- ▶ **Pathway Agreements** are four-year academic plans that detail which courses should be taken at a state community college over the first two years and then subsequently detail which courses should be taken over the last two years at CSU for specific programs
- ▶ **Transfer Guides** provide a listing of CSU's General Education Requirements and their equivalent course numbers at each community college to ensure students are working toward fulfilling CSU's requirements before officially making the transition

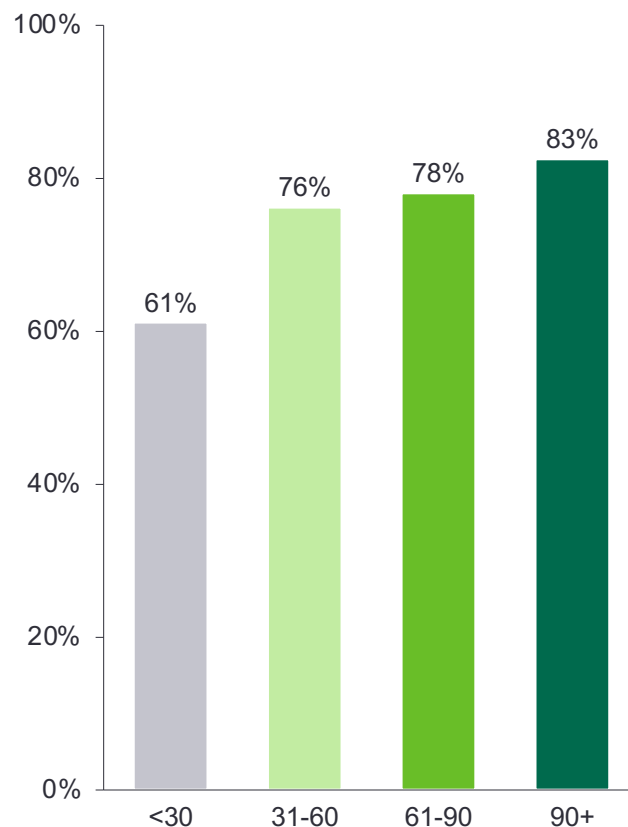
1	Advising
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CSU's transfer program currently serves ~1,300 incoming students annually but faces frictions from resources and processes

Count of transfer students by incoming transfer credits, FY22 cohort



Transfer student 1-year retention rate by incoming transfer credits, FY22 cohort



Limitations to serving CSU transfer student population

- ▶ There is a lack of alignment between CSU and its community college partners about when a student would be best served at a community college versus at CSU
- ▶ As a result, clear transfer pathways are not articulated to students and promoted systematically by student advisors at either institution
- ▶ This creates friction at three stages of the transfer experience:
 - **Prior to transfer:** CSU advisors currently do not have access to the profiles of prospective transfer students enrolled at community colleges and are unable to provide guidance about transferrable credits, financial implications, and other resources at an earlier stage to better prepare for transfer
 - **At the point of transfer:** The handoff of students between community colleges and CSU often results in a poor student user experience due to insufficient / incomplete information sharing and outdated systems that lead to highly manual processes (for both students and staff)
 - **After transfer to CSU / current CSU students:** CSU has limited bandwidth to support transfer students with the barriers they face and does not systematically guide students to strategically use community college resources when it may be advantageous (e.g., smaller classes, lower tuition rates, etc.)
- ▶ This results in missed opportunities to better support students along their transfer journey between community colleges and CSU

1	Advising
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A 2.5 p.p. increase in transfer retention and persistence rates could result in \$1m in net tuition revenue, supported by targeted investments

Vision

Required resourcing and investment (estimated)

Estimated net benefit

1 Reach prospective transfer students earlier

Ensure students sufficiently plan ahead for transfer credit and financial implications, while developing an early connection to CSU resources by:

- ▶ Building mechanisms with partners to share and identify transfer prospects earlier, and target prospects with high quality advising and other incentives to engage with CSU
- ▶ Maintain active connections with CSU applicants who do not matriculate and instead enroll at local community colleges

2 Create a seamless transfer experience

Remove frictions from the student transfer experience that negatively impact matriculation, retention, and graduation by:

- ▶ Co-designing a transfer process with partners that simplifies student steps to enrollment (e.g., one-step opt-in)
- ▶ Defining clearer marketing and data sharing responsibilities with partners in program agreements
- ▶ Reaching students through multiple resources and touchpoints (e.g., brochures, pathway maps, advising)

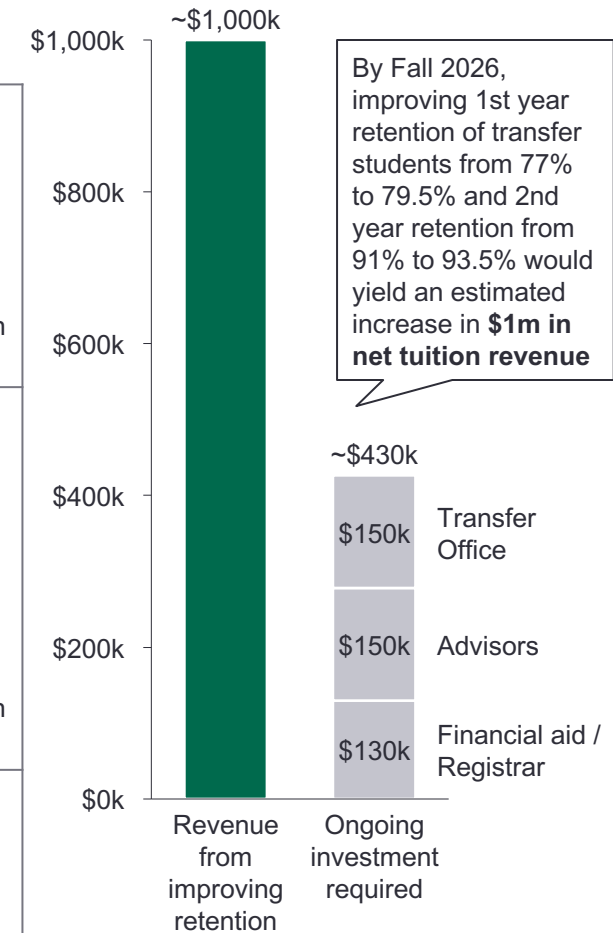
3 Recognize benefits of CCs for CSU students

Leverage community college resources to better serve students uniquely where they are in their academic journey by:

- ▶ Identifying specific conditions students may face where taking community college courses would be beneficial to students
- ▶ Training advisors on identifying and promoting these opportunities with CSU students as appropriate
- ▶ Ensuring a bi-directional seamless transfer process

CSU transfer programs would benefit from an integrated team charged with improving transfer retention and removing student experience barriers through any means necessary:

Transfer Office 3 FTEs	<ul style="list-style-type: none"> ▶ Lead strategic vision for CSU transfer programs. Foster deeper relationships with community colleges to co-design a seamless transfer experience. Design strategies for CSU to build relationships with prospective transfers at an earlier stage ▶ Requires investment of 2 net new FTEs in addition to the existing 1 FTE
Advisors 3 FTEs	<ul style="list-style-type: none"> ▶ Advise students enrolled at community colleges from the earliest point that they are identified as prospective CSU transfer students to guide optimal course selection and decisions about financial aid ▶ Codify guidance around opportunities for CSU students to leverage community college offerings and cross-train other advisors ▶ Requires investment of 2 net new FTEs in addition to the existing 1 FTE
Financial aid / Registrar 2 FTEs	<ul style="list-style-type: none"> ▶ Collaborate with other transfer staff to support student admissions, course registration, transcript sharing, and financial aid processes; seek to remove barriers through any means necessary and identify ongoing systematic solutions ▶ Requires investment of 2 net new FTEs



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Investing in new technology systems can improve process efficiency and enable more analytics-informed planning of student experiences

Technology improvement roadmap

Technology investment areas identified by CSU

- ▶ Selected UKG as new Human Capital Management (HCM) system to improve security and user friendliness; slated to be implemented by July 1st, 2024
- ▶ The next priority is replacing CampusNet with new Oracle Student Self Service platform to manage class schedule construction and registration, student loan acceptance, tuition payment portal, transcript access, degree auditing, and official tax documentation
 - Oracle PeopleSoft has been in place as CSU's ERP system. Bringing on the Student Self Service platform would constitute the addition of a new module and was selected separately, in parallel with the strategic assessment process
- ▶ To manage the new systems, CSU would upskill or hire employees

Intended outcomes of CampusNet replacement

Current challenges

- ▶ Antiquated student systems make it difficult and labor-intensive to navigate complex homegrown program designing from both the student and administrative perspective

Opportunities

- ▶ Transition from a dependency on individuals to innovative technologies that can enable more streamlined university-wide data governance, access, and consumption
- ▶ Improve the user experience of students and staff for tracking and navigating degree completion and financials in an intuitive and automated system to reduce friction points towards retention and on-track graduation

Estimated timing and cost implications of transition

Budget and timeline:

- ▶ Estimated investment of \$3-5m to transition to new Oracle platform within 1-2 years

Implementation:

- ▶ One-time fees associated with working with Sierra Cedar, LLC., an Oracle partner and implementation consulting firm
- ▶ One-time fees associated with training and upskilling IS&T and EMSS staff to work with new technology systems

Technology platform:

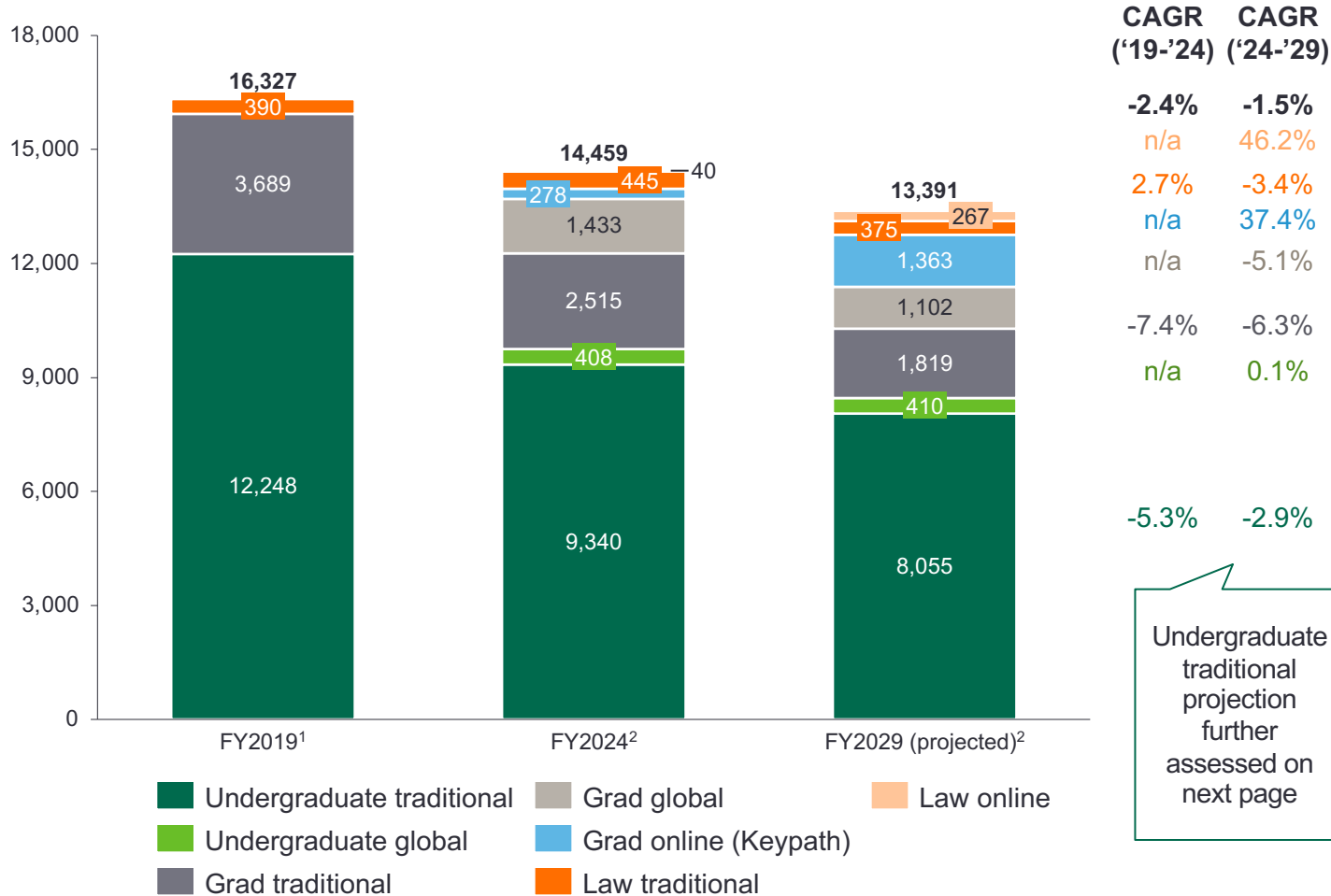
- ▶ Ongoing annual recurring costs associated with transitioning the student system from CampusNet to Oracle Student Self Service

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- ▶ Strategic Assessment Overview (p. 5)
- ▶ Summary of Findings (p. 10)
- ▶ Investment Areas (p. 32)
- ▶ **Right-sizing Cost Reduction Areas (p. 51)**
- ▶ Qualitative Feedback from Stakeholder Groups (p. 76)
- ▶ Enrollment Trends and Outcomes (p. 83)
- ▶ Ohio Landscape and Peer Comparisons (p. 114)
- ▶ Aspirational Peer Case Studies (p. 129)

CSU's enrollment has declined since FY19, and is projected to continue declining over the next five years

Annual enrollment headcount, FY19 to FY29



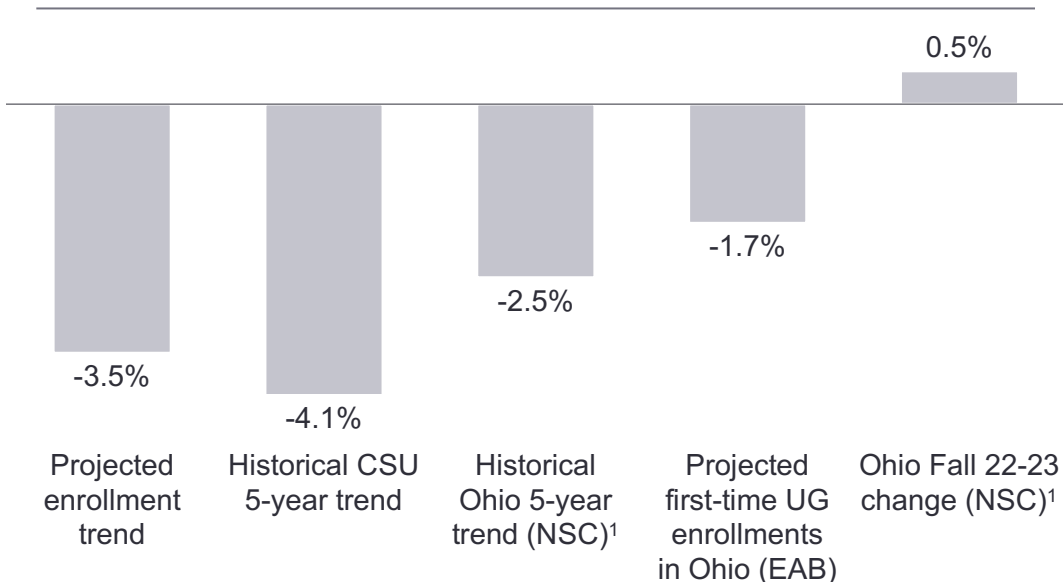
CSU enrollment projection assumptions

Law online	Assumes class size ramps to 120 starting students per year
Law traditional	Assumes modest attrition from part-time program to online program
Grad online	Assumes growth in Keypath programs, some of which are planned to launch in FY25 and FY26. Estimates based on initial indicators where available
Grad global	Assumes flat enrollment at ~1,100 students in future years based on Shorelight partnership. Assumption is that FY24 was an anomaly
Grad traditional	FY25 based on CSU latest fall projection. Following years carry forward historical ~7% decline in enrolled credit hours and convert to headcount using historical relationship
Undergrad global	Assumes slightly lower retention/persistence relative to first-time undergrads, while holding starting class sizes constant at 150 per year
Undergrad traditional	Assumes incremental -30 decline in first-time undergrads each year (per EAB analysis). Assumes 2% annual decline in new transfer enrollments. Assumes both segments maintain current retention/persistence rates

1. FY19 annual enrollment estimated reflects Fall 2018 values
 2. These numbers are adjusted to account for Spring projections
 Source: Analysis of CSU internal enrollment data

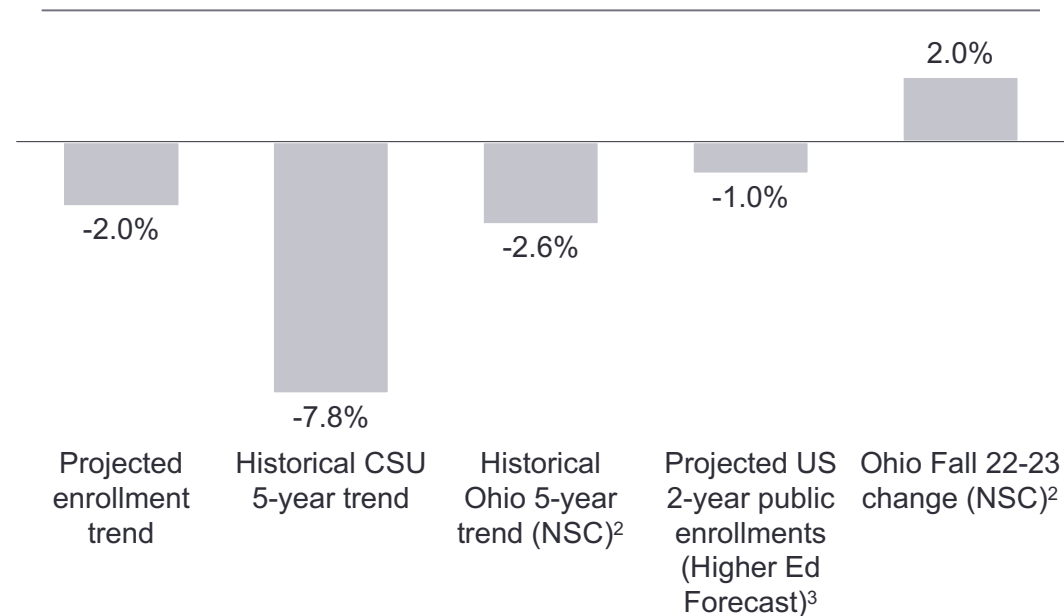
Within the traditional undergraduate segment, projected enrollment trends are generally in-line with market comparison points

Projected enrollment trends vs. comparison points, undergraduate first-time students



The projected undergraduate, first-time trend is in-line with comparison points

Projected enrollment trends vs. comparison points, transfer students



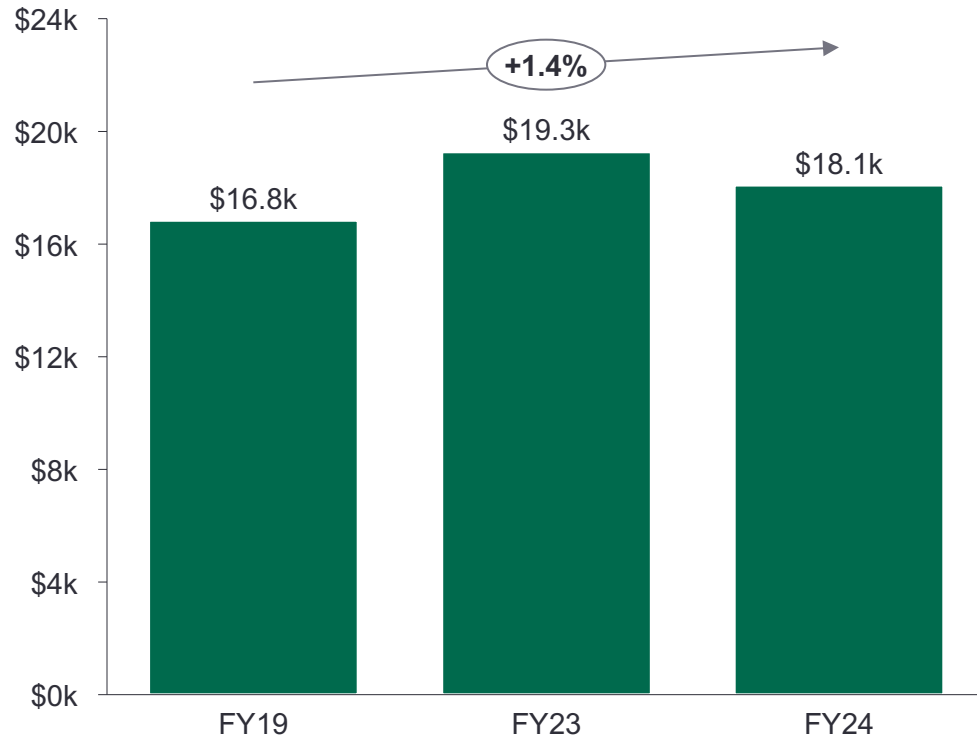
The projected undergraduate transfer trend is in-line with most comparison points, though the rate of decline is less negative than CSU's historical trend

In a scenario where CSU's new transfer starts decline at 5% per year instead of 2%, FY29 enrollments would be lower by ~300 and the overall enrollment CAGR would be -2.0% from FY24-29

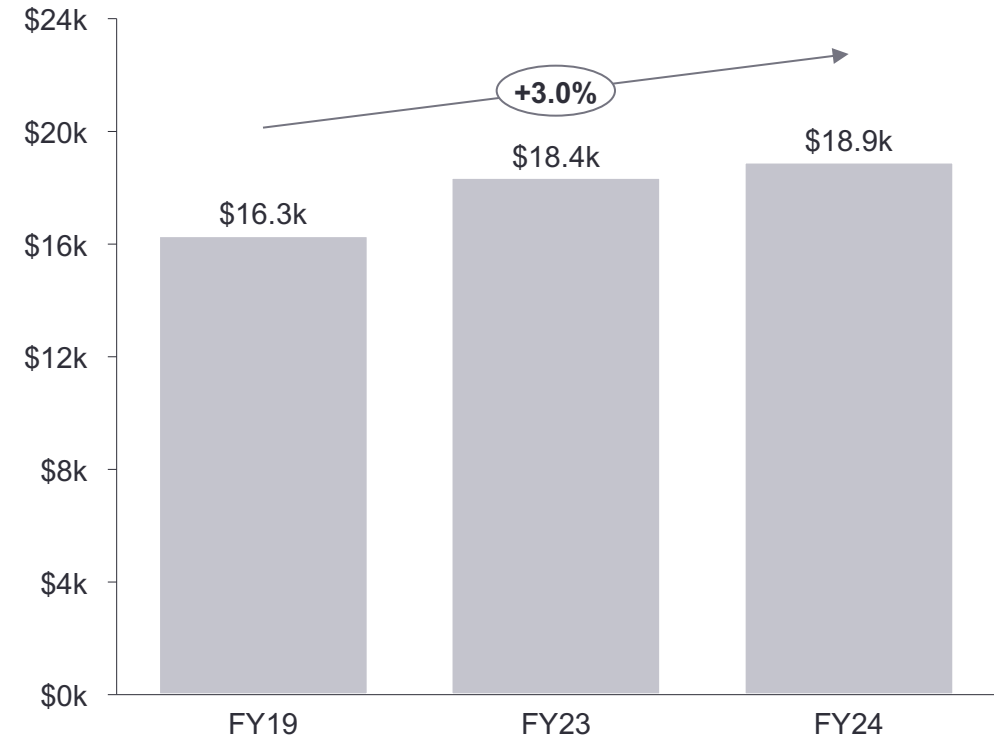
1. NSC data accounts for enrollments at 4-year public institutions in Ohio
 2. NSC data accounts for enrollments at 2-year public institutions in Ohio
 3. Higher Education Enrollment Forecast
 Source: CSU internal data; National Student Clearinghouse; EAB

In part due to this declining enrollment, expenses have grown faster than revenues on a per student basis, which has resulted in a deficit

Revenue per student¹, FY19, FY23 & FY24



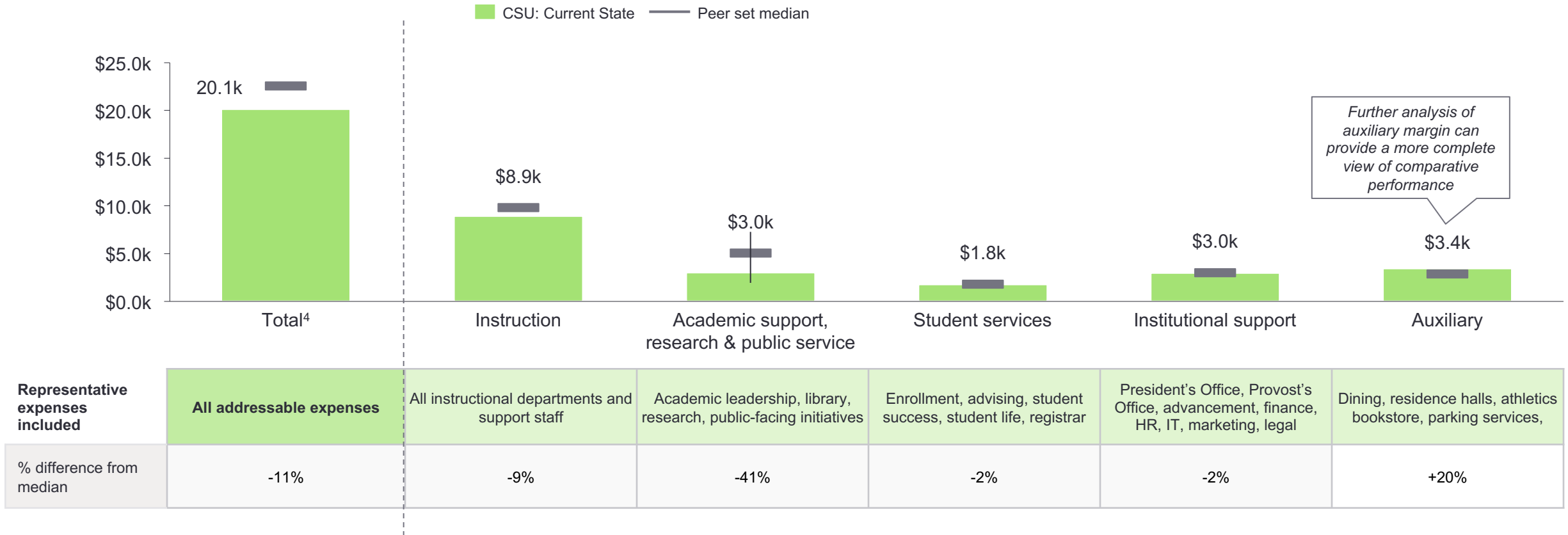
Expense per student¹, FY19, FY23 & FY24



1. Revenue and expenditures both exclude transfers; commissions taken out of expenditures were also taken out of revenue
Source: Analysis of CSU internal financial data

While CSU's expenses are below median levels, the full sector is experiencing similar challenges; CSU must look beyond benchmarks alone to inform savings actions

Expense per student¹, by functional category, CSU vs. regional university peer set², FY24³



Further analysis of auxiliary margin can provide a more complete view of comparative performance

1. Total unrestricted expenses, without adjusting for transfers and commissions
 2. The peer set includes 16 other universities defined as main campus R2 and R3 doctoral universities, based in the Midwest/Northeast region with high research activity and between 10-20k enrollment
 3. Peer data was adjusted to FY24, accounting for estimated expense increases and enrollment declines. Peer expenses Source: Audited financial statements; IPEDS; BLS
 4. Total only includes the functional categories shown and excludes 'Other' expenses
 exclude depreciation, interest, and other un-addressable payments

The Steering Committee has identified ~\$27m of estimated run-rate savings from the following right-sizing levers

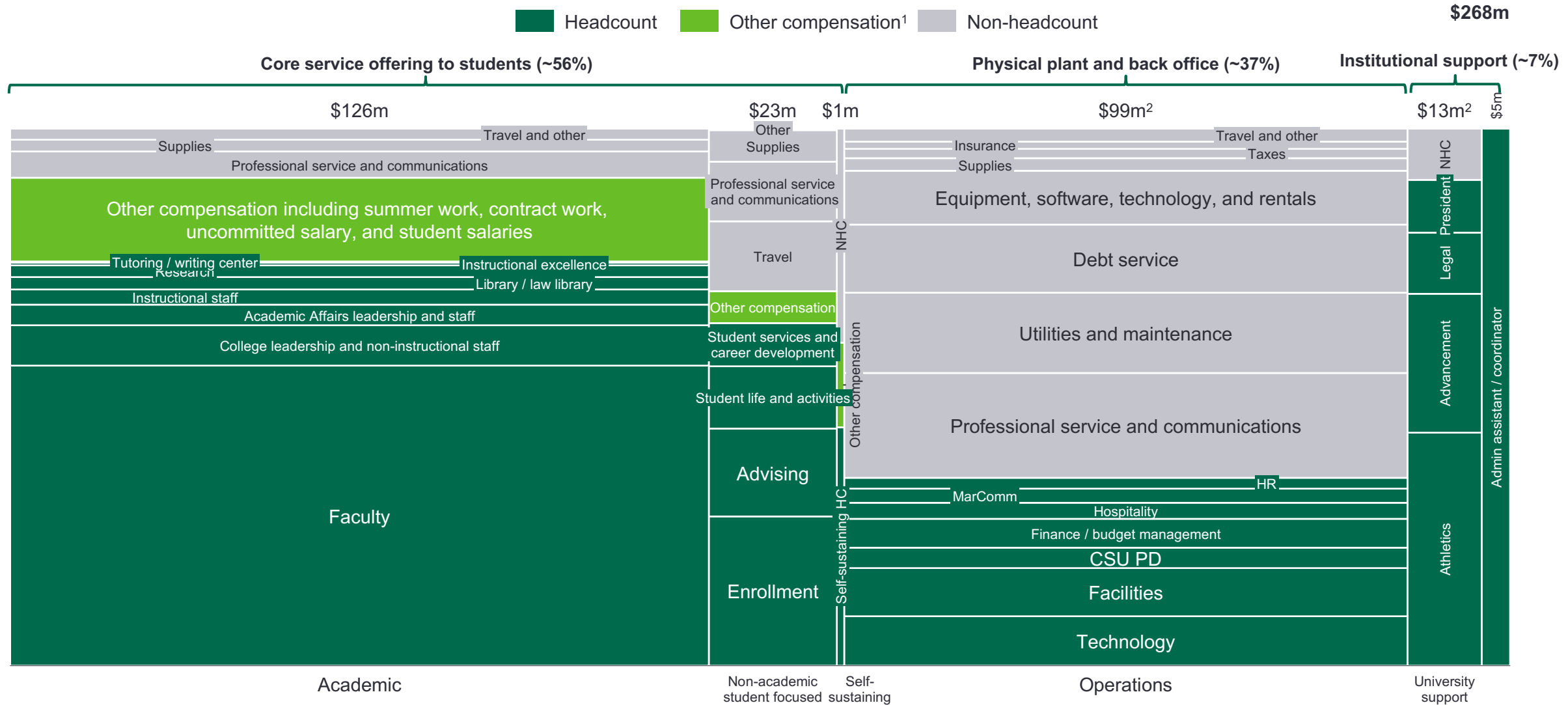
	Opportunity area	Base spend	Saving estimate	Key assumptions
1	Duplicative functions	~\$11m	~\$2.5m (23%)	▶ Shift towards a shared services model for centralized functions (IT and budget). Streamlines 50-75% of roles outside of central department
2	Leadership and management	~\$24m	~\$4.1m (17%)	▶ Right-sizing of leadership & management roles (i.e., staff members with direct reports) to historical leadership / student ratios
3	Individual contributors	~\$31m	~\$3.8m (12%)	▶ Reduction of individual contributor headcount to historical efficiency. Certain units maintained due to revenue generation or compliance (e.g., admissions)
4	Instructional – Staff	~\$3m	~\$0.7m (22%)	▶ Reduction of instructional staff based on historical staff to student ratios, by department
5	Instructional – Faculty	~\$78m	~\$10.1m (13%)	▶ Reduction of faculty based on historical teaching efficiency, after offering a separation incentive, tiered reductions within departments, and program reductions
6	Research	~\$6m	~\$0.9m (15%)	▶ Savings in the difference between total IDC and total spend in the Research business unit (which could be realized via savings or increased grant dollars / IDC)
7	Athletics	~\$12m	~\$0.5m impact on bottom line	▶ Reductions in spend and net impact of revenue increases from the Tennis Dome and basketball guarantees
8	Hospitality	~\$31m	~\$0.8m impact on bottom line	▶ Opportunity to reach break-even across several departments by optimizing operations
9	Facilities	~\$23m	~\$0.7m-1.6m (5%)	▶ Mothball building(s) and better utilize other vacancies. The range represents savings from Science Research Center vs. Rhode's Tower
10	IT NHC	~\$5m	~\$0.7m (16%)	▶ Reduction of IT spend by sunsetting certain contracts and fully utilizing existing vendors
11	Other procurement	~\$40m	~\$1.3m (3%)	▶ Reduction of variable non-headcount spend across the institution through stringent purchasing controls
	Total savings	~\$266m	~\$26.6m	▶ Total savings across levers, before recurring investment costs

Headcount only
 Headcount & non-headcount
 Non-headcount only

Estimated right-sizing savings could be realized across multiple stages from FY25-FY27

	Stage 1	Stage 2	Stage 3	Stage 4
Description	<ul style="list-style-type: none"> ▶ Near-term savings achieved from reducing management layers and discretionary non-headcount spend ▶ Savings from optimizing operations in Hospitality and Research 	<ul style="list-style-type: none"> ▶ Savings achieved from reduction of individual contributors and centralization of budget management functions 	<ul style="list-style-type: none"> ▶ Savings from restructuring instruction and reducing faculty positions ▶ Also includes savings from technology function centralization and facilities optimization 	<ul style="list-style-type: none"> ▶ Savings achieved from non-headcount spend that is contractually obligated to continue until FY27
Sources of savings	<ul style="list-style-type: none"> ▶ Leadership & management ▶ Majority of non-headcount expenses ▶ Hospitality ▶ Research 	<ul style="list-style-type: none"> ▶ Individual contributors ▶ Instructional staff ▶ Duplicative budget functions ▶ Non-headcount savings that require process/policy changes 	<ul style="list-style-type: none"> ▶ Faculty (incl. adjuncts & lecturers) ▶ Duplicative technology functions ▶ Facilities 	<ul style="list-style-type: none"> ▶ Select technology vendors and athletics scholarships
Effective date of savings	<ul style="list-style-type: none"> ▶ July 2024 	<ul style="list-style-type: none"> ▶ September 2024 	<ul style="list-style-type: none"> ▶ July 2025 	<ul style="list-style-type: none"> ▶ July 2026
Incremental estimated savings (net difference from prior stage)	~\$7.1m	~\$5.6m	~\$13.7m	~\$0.2m
Estimated cumulative run-rate savings, by FY	<ul style="list-style-type: none"> ▶ FY25: ~\$11.3m ▶ Assumes 75% of Stage 2 savings are realized in FY25, and 100% in FY26 		<ul style="list-style-type: none"> ▶ FY26: ~\$26.4m 	<ul style="list-style-type: none"> ▶ FY27: ~\$26.6m

CSU's current resource allocation is split ~56% core service offerings, ~37% physical footprint and ops, and ~7% institutional support

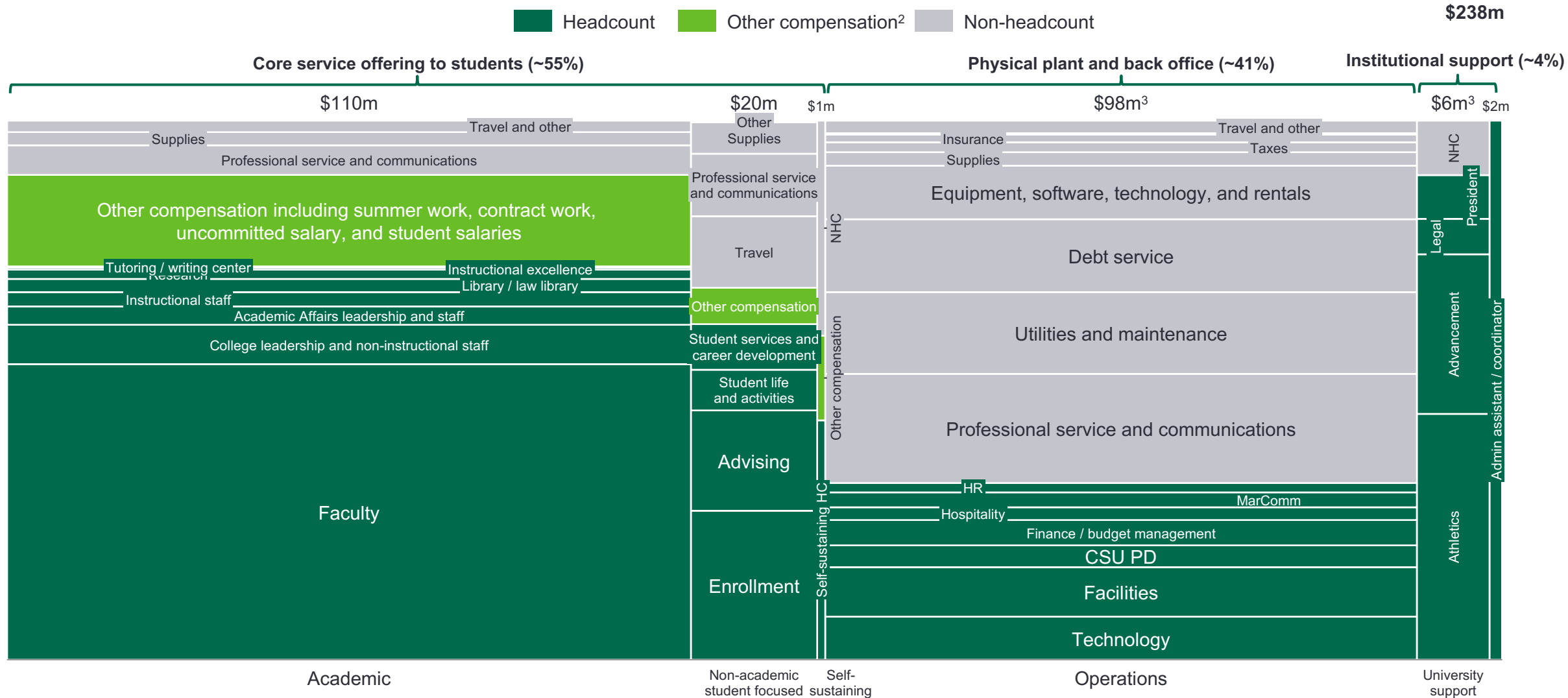


1. Other compensation includes student salaries, summer work, contract work, overtime, vacancy savings, and uncommitted salary

2. Negative total "other compensation" values were taken out of the Mekko in these two verticals for clarity, but are included in topline numbers; negative values were due to high vacancy savings and uncommitted salary lines

Source: CSU internal data

CSU's resource allocation after ~\$30m of estimated savings¹ would have a similar percent of spend on core services (55%) and a lower percent on institutional support (4%)



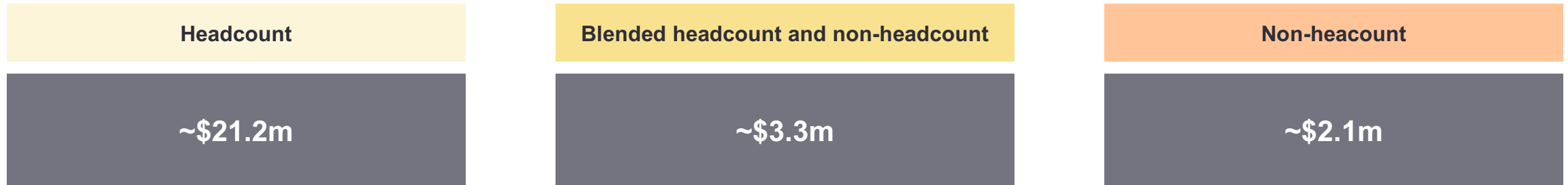
1. Includes \$3.5 in incremental cost savings; incremental net cost savings options of \$3.5m that impact the bottom line through revenue increases in University Advancement and optimization of scholarship dollars are not reflected in the expenditure view presented here; however, impacts to the bottom line to Athletics and Hospitality from right-sizing savings are applied as if they were entirely cost reductions

2. Other compensation includes student salaries, summer work, contract work, overtime, vacancy savings, and uncommitted salary

3. Negative total "other compensation" values were taken out of the Mekko in these two verticals for clarity, but are included in topline numbers; negative values were due to high vacancy savings and uncommitted salary lines

Source: Analysis of CSU internal financial and census data; CSU business unit leader interviews; CSU leadership perspectives

Estimated savings were identified by the Steering Committee across opportunity areas through working sessions with business unit owners and quantitative analyses



By business unit, estimated headcount savings were identified based on quantitative efficiency analysis and qualitative consideration of CSU's strategic priorities. Savings were identified against the following levers:

- Duplicative functions
- Leadership & management
- Individual contributors
- Instructional staff
- Faculty

For certain levers / business units, headcount and non-headcount expenses were evaluated together using tailored methodologies, due to the level of complexity and relationships between expense types:

- Research
- Athletics
- Hospitality
- Facilities

Across business units, estimated **non-headcount savings** were identified based on historical levels of spend. IT vendors were also evaluated in further detail



The following pages outline the methodology and key assumptions used for each savings opportunity area

Dupl. functions	Research
Leadership	Athletics
Indiv. contributors	Hospitality
Instruct. staff	Facilities
Faculty	Non-headcount

Centralization and streamlining of duplicative budget and technology functions could yield an estimated ~\$2.5m in savings

Estimated savings methodology: duplicative functions

- ▶ While there are central offices, additional **budget management** and **technology** roles are distributed across business units at CSU today outside of the roles in the central office
- ▶ These functions could be fully centralized to streamline operations and share capacity across business units more efficiently in line with benchmarks. Future state function design will need to account for the unique requirements of each area of the university
- ▶ Savings are estimated by assuming streamlining in the total number of roles, which yields **~\$2.5m** in total savings:

Budget management	
Roles in central office	5.5
Roles outside of central office	15.5
Total count of roles	21
Target count of roles	13
Estimated savings	~\$745k

Technology	
Roles in central office	60
Roles outside of central office	27
Total count of roles	87
Target count of roles	68
Estimated savings	~\$1,743k

Dupl. functions	Research
Leadership	Athletics
Indiv. contributors	Hospitality
Instruct. staff	Facilities
Faculty	Non-headcount

Leadership savings were estimated based on historical operating ratios, while considering other factors

Estimated savings methodology: leadership & management

1 Identify benchmark student / staff ratio

- ▶ For each business unit, calculate the number of students supported per leadership role in FY24 and FY19
 - For each College, ratios were calculated using headcount enrollment specific to the College
 - For other units, ratios were calculated using total enrollment
- ▶ Of the ratios from the two years, treat the more efficient operating ratio as the benchmark student / staff ratio

2 Estimate savings from benchmark ratio

- ▶ For each business unit, savings are estimated by aligning the leadership and management headcount to the more efficient operating ratio
 - In identifying savings, each unit’s role in student outcomes, revenue generation, and compliance was also considered
- ▶ The savings target also accounts for the anticipated decline in students by FY2029 (~7% overall decline)
- ▶ Savings estimates were then refined to reflect full FTE roles (rounding to the nearest full FTE, or half-time FTE where possible)



This methodology yields total estimated savings of ~\$4.1m, or ~30 FTEs

Dupl. functions	Research
Leadership	Athletics
Indiv. contributors	Hospitality
Instruct. staff	Facilities
Faculty	Non-headcount

Individual contributor savings were estimated based on various operating ratios, depending on the specific role

Estimated savings methodology: Individual contributors

Non-admin individual contributors

- ▶ For each business unit, calculate the number of students supported per individual contributor role in FY24 and FY19
- ▶ Of the ratios from the two years, treat the more efficient operating ratio as the benchmark student / staff ratio
- ▶ Savings are estimated by aligning the individual contributor headcount to the more efficient operating ratio, by business unit
 - In identifying savings, each unit’s role in student outcomes, revenue generation, and compliance was also considered
- ▶ The savings target also accounts for the anticipated decline in students by FY2029 (~7% overall decline)

Administrative support

- ▶ Calculate the median employees supported per admin role, within each category of business unit:
 - Non-academic business units
 - Non-instructional, academic business units
- ▶ For instructional, academic business units, calculate the median students supported per admin role across the academic departments
- ▶ Savings are derived by adjusting the admin support headcount to align to the median of the category (e.g., Non-academic business unit median)
- ▶ Headcount is further adjusted to account for the anticipated decline in students by FY2029 (~7% overall decline)



This methodology yields total estimated savings of ~\$3.8m, or ~57 FTEs

Dupl. functions	Research
Leadership	Athletics
Indiv. contributors	Hospitality
Instruct. staff	Facilities
Faculty	Non-headcount

Instructional staff savings were estimated based on historical operating ratios within each academic department

Estimated savings methodology: Instructional staff

1 Identify benchmark student / staff ratio

- ▶ For each academic department, calculate the number of students supported (FTE students based on SCH delivered) per instructional staff role in FY24 and FY19
- ▶ Of the ratios from the two years, treat the more efficient operating ratio as the benchmark student / staff ratio

2 Estimate savings from benchmark ratio

- ▶ For each department, savings are estimated by aligning the instructional staff headcount to the more efficient operating ratio
- ▶ Savings estimates were then refined to reflect full FTE roles (rounding to the nearest full FTE, or half-time FTE where possible)

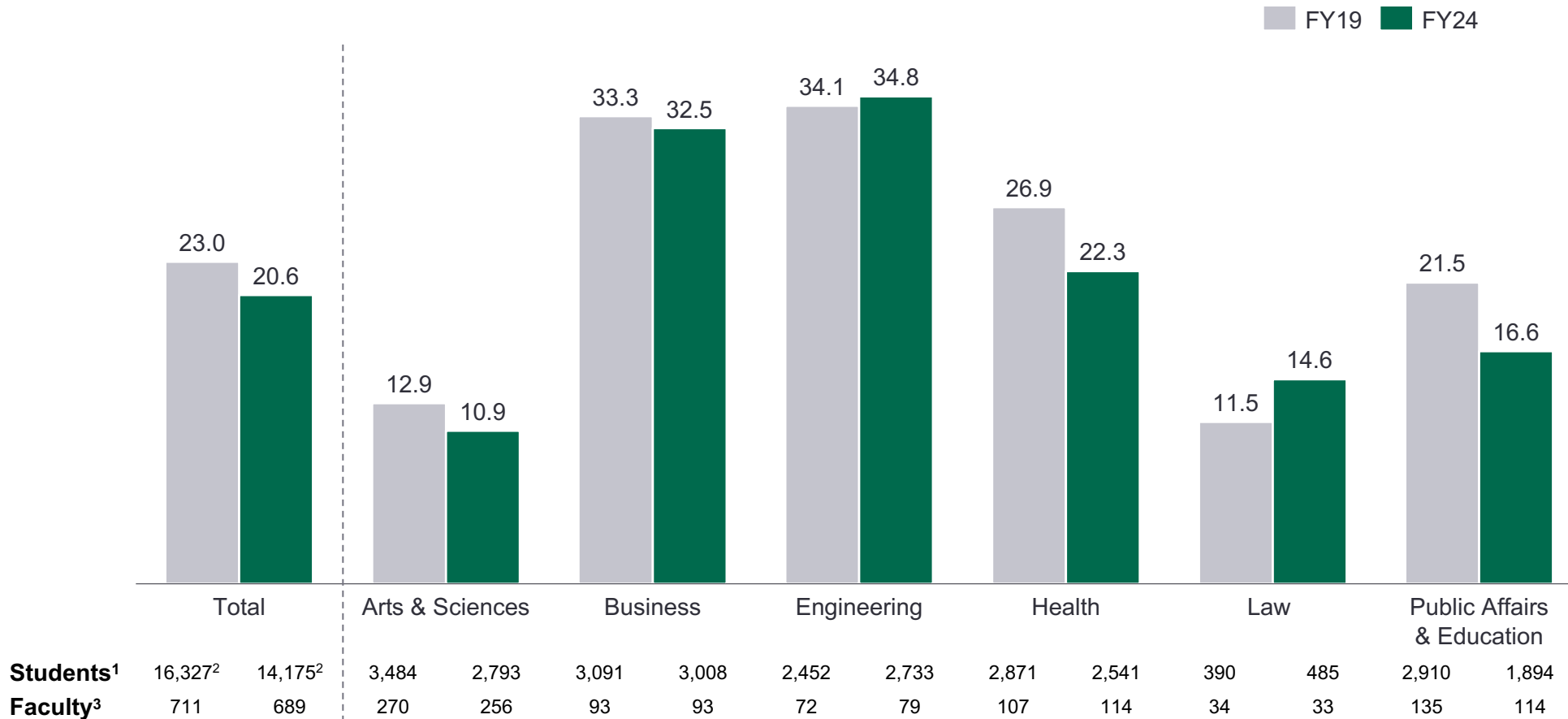


This methodology yields total estimated savings of ~\$680k, or ~9 FTEs

Dupl. functions	Research
Leadership	Athletics
Indiv. contributors	Hospitality
Instruct. staff	Facilities
Faculty	Non-headcount

CSU's overall student to faculty ratio declined from FY19 to FY24; these ratios vary by College

Student per FT faculty equivalent ratios, by college, FY19 and FY24



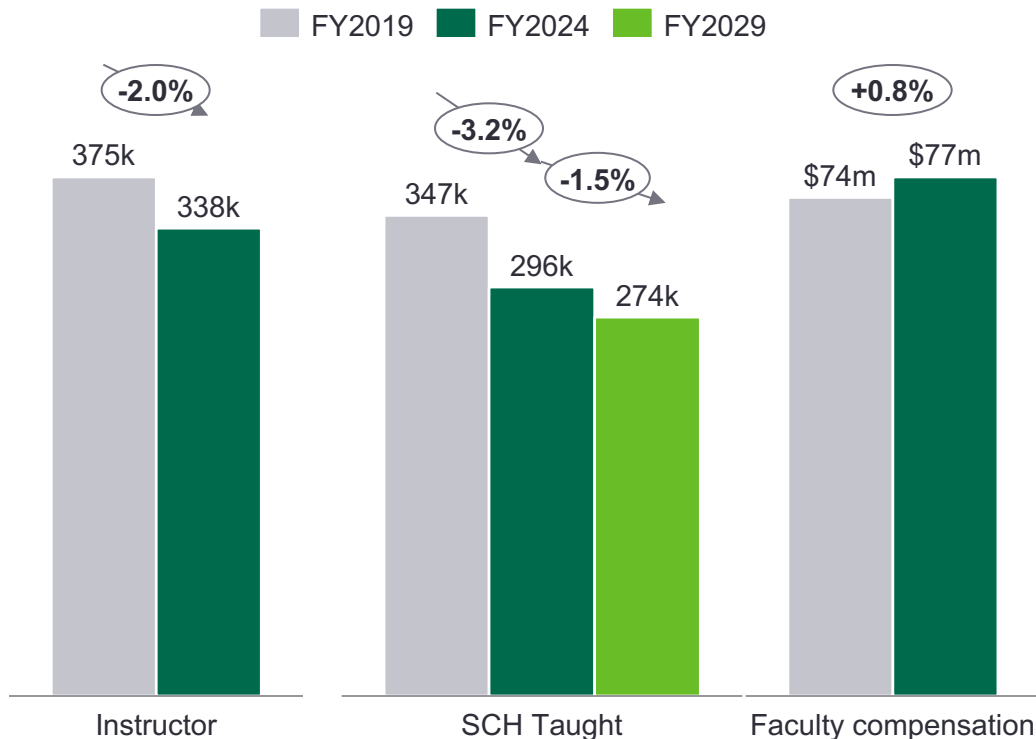
1. Enrollment numbers are based on the student headcount in the Fall semester of each FY that are tagged to each college
 2. Total student counts include undergraduate and graduate studies enrollment
 3. Faculty counts represent total FTE equivalents of faculty, including part-time instructors
 Source: Analysis of CSU internal census data

Dupl. functions	Research
Leadership	Athletics
Indiv. contributors	Hospitality
Instruct. staff	Facilities
Faculty	Non-headcount

Faculty reductions could be implemented with a separation incentive, tiered right-sizing of capacity, and strategic program closures

Context

Analysis of instructional capacity indicates that CSU has capacity to offer ~340k SCH. Today, CSU teaches ~300k and is on track to teach ~270k in FY2029. While CSU has reduced instructional capacity, reductions have impacted the lowest cost resources and total faculty costs have grown since FY2019



Source: Analysis of CSU internal data

1. SCH capacity based on 2019 average section size
 2. Savings figures do not include summer instruction savings of ~\$785k
 3. Inclusive of 7 known retirements

Proposed approach, in order of implementation

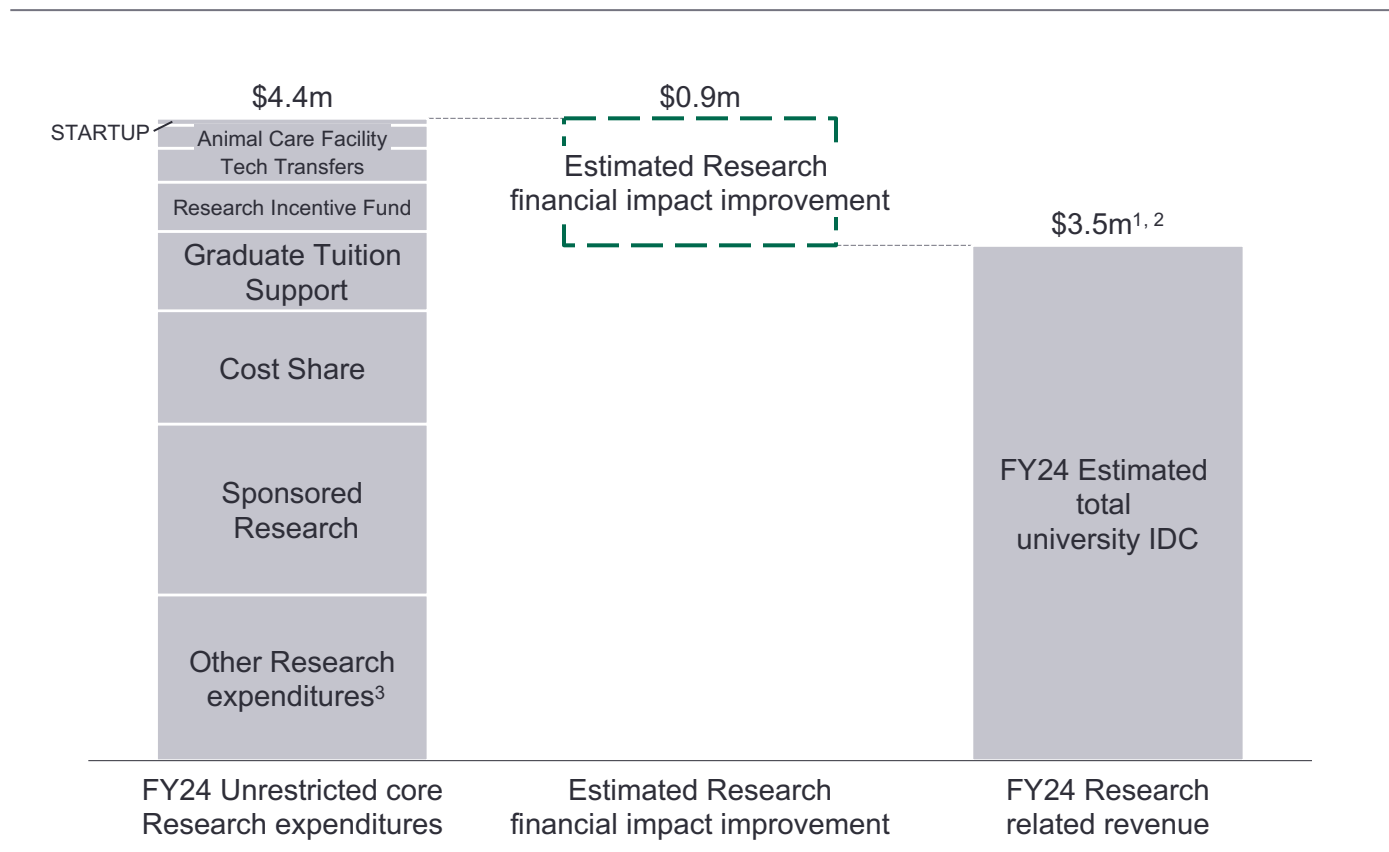
	Description / assumptions	FTE faculty reductions	Estimated \$ savings ²
1 Separation incentive	<ul style="list-style-type: none"> Offered to full-time faculty with over 10 years of service 332 are eligible, distributed across departments Savings are the result of an estimated ~17% taking the package³ (in line with past experience / peers, with higher uptake for faculty aged 60+) 	45-60 ⁴	\$6-7m
2 Tiered right-sizing in capacity, by department	<ul style="list-style-type: none"> Reduction in force in departments with excess capacity Positions could be reduced in the following order: Part time, Lecturer, Tenure Track Potential concurrent workload negotiation may drive further savings in this category 	50-60	\$2.5-3.5m
3 Strategic program closures	<ul style="list-style-type: none"> The Academic Deans, in partnership with the Provost's Office, have identified programs with limited enrollment, which market data suggests CSU could close without material revenue impact As these potential program closures are further vetted, associated positions may be identified which could be incremental to those eligible for the separation incentive 		

4. Of the 45-60, 7 are known retirements, which represents \$1.3m in savings after adjunct backfill; uptake assumptions applied at the department level

Dupl. functions	Research
Leadership	Athletics
Indiv. contributors	Hospitality
Instruct. staff	Facilities
Faculty	Non-headcount

SteerCo estimates suggest ~\$0.9m in financial impact improvement from Research by bringing expenses in line with IDC recovered

Core Research expenditures, revenue, and estimated financial impact improvement, FY24



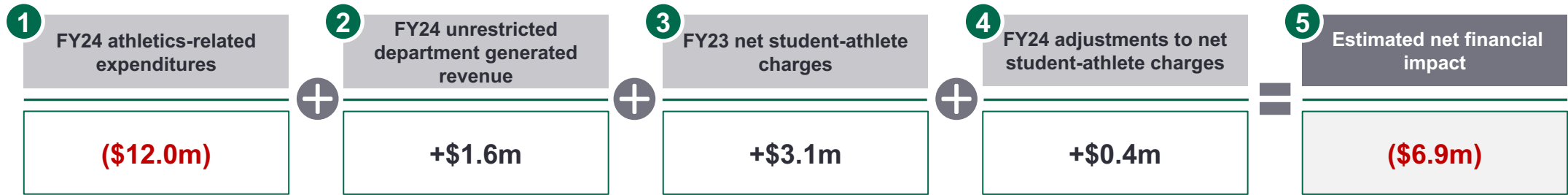
- ▶ In FY24, CSU's total recovered IDC of ~\$3.5m² is estimated to cover ~80% of the core research office activities of ~\$4.4m
- ▶ Moving forward, the research enterprise could work to align its expenses to IDC recovered by:
 - Focusing research activity on grants / projects with high rates of IDC recovery
 - Reducing core Research office expenses

1. This accounts for all IDC the university receives, not the ~30% of this that the research office is allocated
 2. Based on FY23 and FY24 Q1 numbers
 3. Includes all other expenditures in departments 3517 and 1703
 Source: Analysis of CSU internal financial and census data; CSU business unit leader interviews; CSU leadership perspectives

Dupl. functions	Research
Leadership	Athletics
Indiv. contributors	Hospitality
Instruct. staff	Facilities
Faculty	Non-headcount

Athletics net expenditures of ~\$6.9m were arrived at using FY24 budget data for expenses and internal athletics data for revenue

Estimated net financial impact of CSU Athletics, FY24



Description	1	2	3	4	5
Description	<ul style="list-style-type: none"> Total FY24 unrestricted expenditures for the Athletics department of ~\$11.3m Also includes an additional ~\$0.8m of facilities expenses specific to Athletics (e.g., Tennis Dome, Athletics share of PE Building) 	<ul style="list-style-type: none"> Total FY24 budgeted department generated revenue of ~\$2.4m, less the restricted revenue of ~\$0.8m 	<ul style="list-style-type: none"> Total student charges (includes tuition, fees, and dining) for student-athletes in FY23 of ~\$6.5m, less total student-athlete aid in FY23 of ~\$3.4m 	<ul style="list-style-type: none"> Adjustments made to arrive at FY24 net student-athlete charges from FY23 figures due to increase in dining revenue from Langston and Edge moving on-campus and decrease in total student-athlete aid 	<ul style="list-style-type: none"> Net financial impact directly associated with the Athletics department
Source	<ul style="list-style-type: none"> Source: CSU budget and facilities data 	<ul style="list-style-type: none"> Source: CSU athletics department data 	<ul style="list-style-type: none"> Source: CSU athletics department data 	<ul style="list-style-type: none"> Source: CSU athletics department data 	<ul style="list-style-type: none"> Source: CSU budget, facilities, and athletics data

Dupl. functions	Research
Leadership	Athletics
Indiv. contributors	Hospitality
Instruct. staff	Facilities
Faculty	Non-headcount

Athletics could realize ~\$0.5m in estimated net financial improvement near term and sequence further evaluation after key NCAA decisions

Research and analysis findings

- ▶ CSU’s Athletics programs, which serve less than 3% of the student population, have limited impacts on most student experiences
 - Student focus groups and community interviews suggested that Athletics programs are not central to campus culture or community relationships
- ▶ In aggregate the programs operate at a net loss of ~\$6.9m per year, with ~\$12.0m in unrestricted operating and facilities expenditures, and only ~\$5.1m in offsetting net unrestricted revenue¹
 - However, there are many requirements to maintaining a Horizon League program (e.g., significant scholarship dollars, continuation of 14 teams, etc.) that directly impact the ability to reduce costs

Research limitations

- ▶ Deep targeted analyses on holistic ramifications have not been conducted in the context of this strategic assessment
- ▶ There may be unintended consequences to enrollment and/or community relationships of cutting programs altogether or lowering programs’ chances of competing at the highest level possible

External context

- ▶ The NCAA is in the process of tackling fundamental questions about what it means to be a D1 athlete with the 2021 NIL ruling and an NCAA proposal to directly compensate certain D1 athletes
- ▶ CSU’s composition and number of teams, investment in coaches, scholarships, and other back-office roles are tied to requirements of D1 Athletics / the Horizon League; if changes were to transpire on the NCAA level, there may be a clear path to reducing spend



Steering Committee proposed approach

- ▶ Aim for an estimated ~\$0.5m improvement in net financial impact to Athletics, comprised of:
 - Reductions in assistant coaches, graduate assistants, and overhead
 - Net reduction of ~\$182k in scholarship dollars
 - Increased revenue of ~\$92k from the Tennis Dome and basketball guarantees
 - Consider realignment of e-Sports as a club program (no financial impact assumed)
- ▶ Make these improvements to net financial impact while aiming to:
 - Maintain competitiveness and CSU’s commitment to the Horizon League
 - Have a limited negative impact on revenue
- ▶ Charge the Board Athletics Committee to evaluate the future of CSU’s Athletics programs

1. Net unrestricted revenue excludes housing revenue from student athletes that does not impact CSU’s bottom line
 Source: NCAA; NCAA December 2023 Proposal; CSU leadership perspectives

Dupl. functions	Research
Leadership	Athletics
Indiv. contributors	Hospitality
Instruct. staff	Facilities
Faculty	Non-headcount

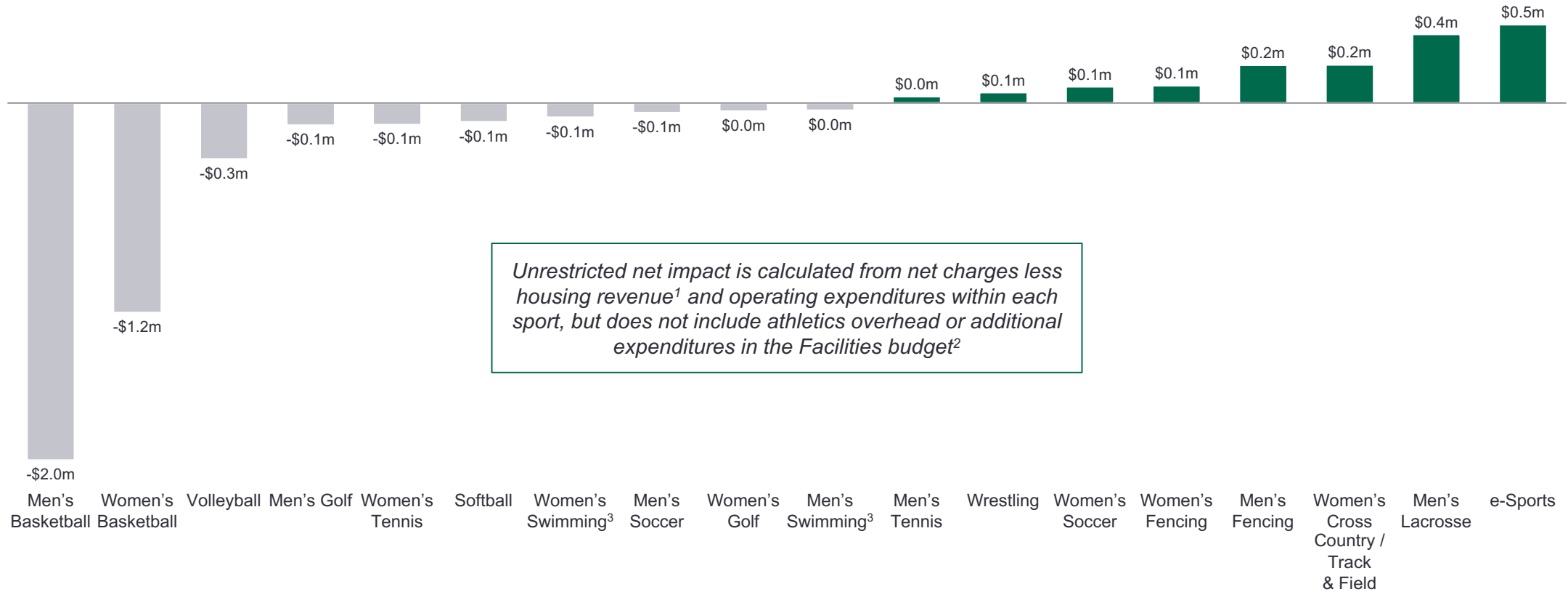
The following levers account for the ~\$0.5m in net financial impact from athletics programs that can be achieved without discontinuing teams

	Opportunities	Estimated annual impact	Stage(s)	Commentary
Cost savings opportunities	Reduction in assistant coaches	~\$99k	Stage 2	▶ Explore reducing assistant coaches
	Reduction in GA's	~\$26k	Stage 2	▶ Removal of the graduate assistant that helps with equipment
	Reduction in athletics operations operating expenses	~\$25k	Stage 2	▶ Reduction of one full-time position and one graduate assistant position in internal operations ▶ Move to less expensive broadcasting option
	Additional reductions	~\$230k	Stages 2, 3, and 4	▶ Based on Athletics program review
Revenue generating opportunities	Tennis Dome revenue	~\$10k	Stage 2	▶ Assumes that Athletics can realize 100% of the estimated increased revenue from the use of the Tennis Dome
	MBB guarantees	~\$63k	Stage 2	▶ Assumes that Athletics can realize 50% of the estimated increased revenue from men's basketball guarantees from playing lower ranked teams
	WBB guarantees	~\$20k	Stage 2	▶ Assumes that Athletics can realize 50% of the estimated increased revenue from women's basketball guarantees from playing lower ranked teams
Total net financial impact		~\$475k		

Dupl. functions	Research
Leadership	Athletics
Indiv. contributors	Hospitality
Instruct. staff	Facilities
Faculty	Non-headcount

Still, 10 athletics teams operate at a net financial loss to CSU and may require further evaluation

Estimated unrestricted net financial impact by sport, FY23

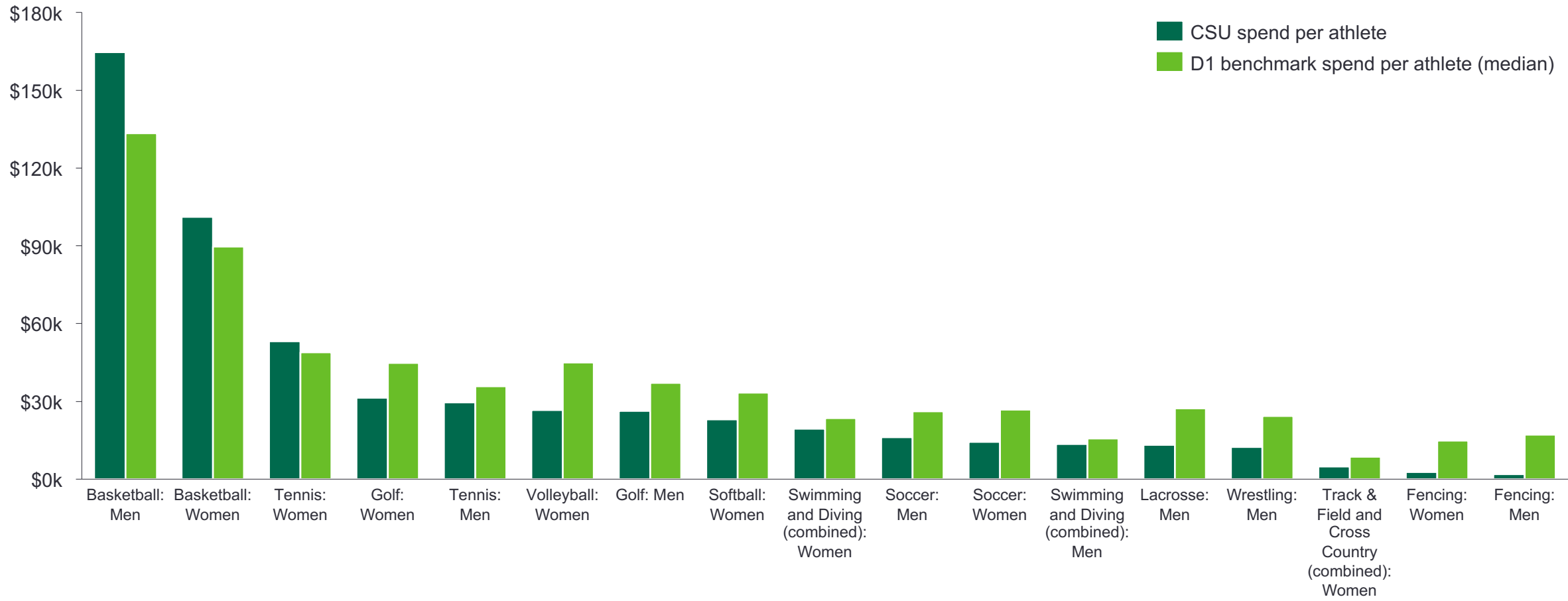


1. Housing revenue has been excluded from total student-athlete fees due to not impacting CSU's bottom line; total housing revenue was distributed out evenly on a per student-athlete basis across teams
 2. Additional operating expenditures that live within the Facilities budget are not included in these calculations, totaling ~\$750k across athletics' portion of maintaining the operation of the PE building, as well as the maintaining and operating of field buildings and domes
 3. The operation of the pool alone accounted for over \$77k in maintenance costs in FY24 through March, or an annualized rate of over \$110k
 Source: Analysis of CSU internal financial and census data; CSU business unit leader interviews; CSU leadership perspectives

Dupl. functions	Research
Leadership	Athletics
Indiv. contributors	Hospitality
Instruct. staff	Facilities
Faculty	Non-headcount

CSU's spend per athlete is generally lower than other D1 benchmark schools, except for the Basketball and Women's Tennis teams

Estimated athletic spend¹ by team by athlete; CSU vs. benchmarks², AY 2021-22



1. Spend includes appearance guarantees and options, athletically related student aid, contract services, equipment, fundraising activities, operating expenses, promotional activities, recruiting expenses, salaries and benefits, supplies, travel, and any other expenses attributable to intercollegiate athletic activities

2. Benchmark data include athletic spend per athlete for D1 institutions across US with AY 2021-22 enrollments in the range of 5k to 25K students

Source: Internal CSU data from Gray DI

Dupl. functions	Research
Leadership	Athletics
Indiv. contributors	Hospitality
Instruct. staff	Facilities
Faculty	Non-headcount

Estimates suggest ~\$0.8m in savings in the Hospitality office from negotiating contracts and improving operations in key departments

Wolstein Arena estimated savings

	Description	\$
Stage 1	▶ Although the Cleveland Charge contract continues through FY25, the analysis assumes CSU will be able to pass on fixed wages and benefits, fringe, and maintenance costs associated with Cleveland Charge activities by negotiating the contact	~\$276k
	▶ In addition to covering certain fixed expenditures, the analysis assumes that the Cleveland Charge will also cover an additional 25% of the non-labor variable costs associated with their contract	~\$31k
Stage 3	▶ The Cleveland Charge contract would bring in net revenue ¹ that would be foregone if CSU were to discontinue it ▶ The foregone net revenue would include any net revenue from prior to the contract renegotiation, and any net revenue that is a result of the contract renegotiation	~(\$351k)
	▶ The Wolstein Arena holds blackout dates, including many weekend dates, for Cleveland Charge games before the season begins ▶ If CSU could clear the blackout dates that are held for these games, leadership believes these dates could instead be filled with an additional ~5 large events per year, which could increase net revenue by ~\$430k	~\$430k
		~\$386k

Other Hospitality estimated savings

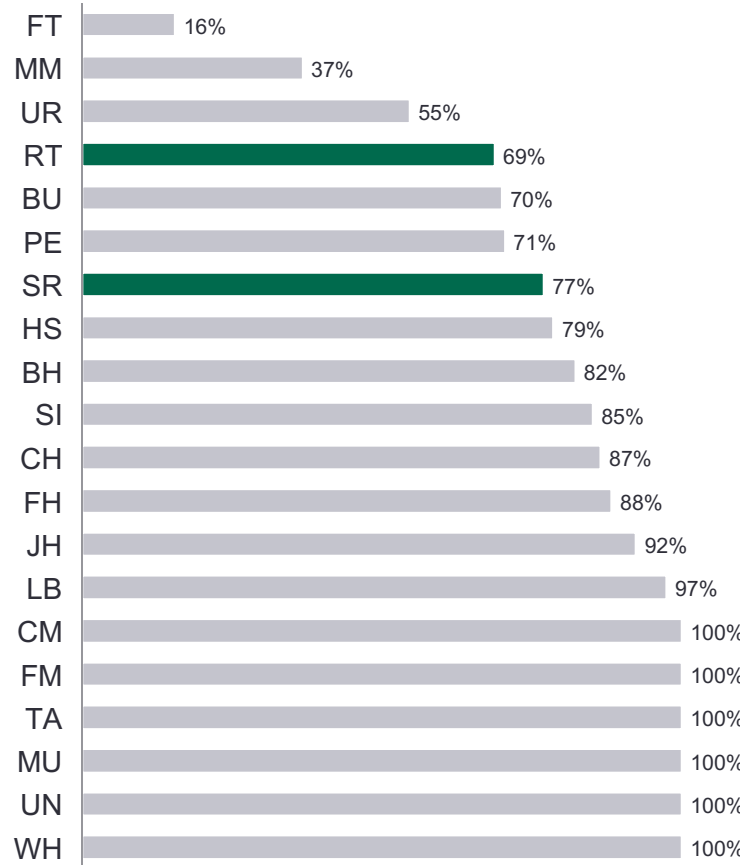
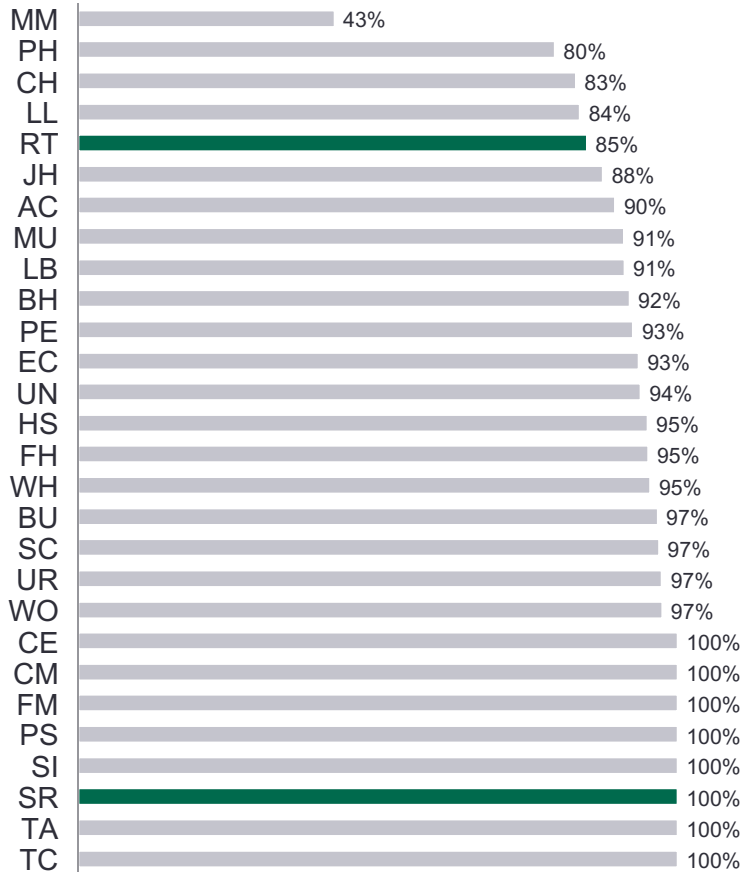
	Description	\$
Stage 1	▶ Work with Academics to charge an Inclusive Access fee and renegotiate the Follett contract to improve net financial impact	~\$89k
	▶ Sign new Conference Services contract to improve net financial impact	~\$218k
	▶ Reduce Viking Card staffing in line with planned retirement	~\$86k
	▶ Drive increased revenue through improved operation of Digital Print Services group	~\$46k
		~\$439k

Dupl. functions	Research
Leadership	Athletics
Indiv. contributors	Hospitality
Instruct. staff	Facilities
Faculty	Non-headcount

SteerCo expects CSU could achieve ~\$0.7-1.6m in facilities savings, by taking a building offline and better utilizing remaining space

Estimated office utilization¹, by building, FY24

Estimated classroom utilization², by building, FY24



- ▶ Total office and classroom utilization analysis and conversations with leadership suggest it is likely possible to take either the Science Research building or Rhode’s Tower “offline” and recover the associated utilities and maintenance costs of **~\$0.7m** or **~\$1.6m**, respectively
- ▶ Achieving this savings target would require better utilization of existing spaces elsewhere at the university

1. Calculated from office counts and reported vacancies

2. Calculated using the total hours taught in Fall 2023 within each building in relation to the maximum total hours taught in each building in Fall 2018, Spring 2019, Fall 2023 and Spring 2024

Source: Analysis of CSU internal financial and census data; CSU business unit leader interviews; CSU leadership perspectives

SteerCo expects CSU could realize ~\$1.3m in NHC savings from reducing variable NHC spend in line with historical efficiency

Dupl. functions	Research
Leadership	Athletics
Indiv. contributors	Hospitality
Instruct. staff	Facilities
Faculty	Non-headcount

Estimated non-headcount variable savings methodology

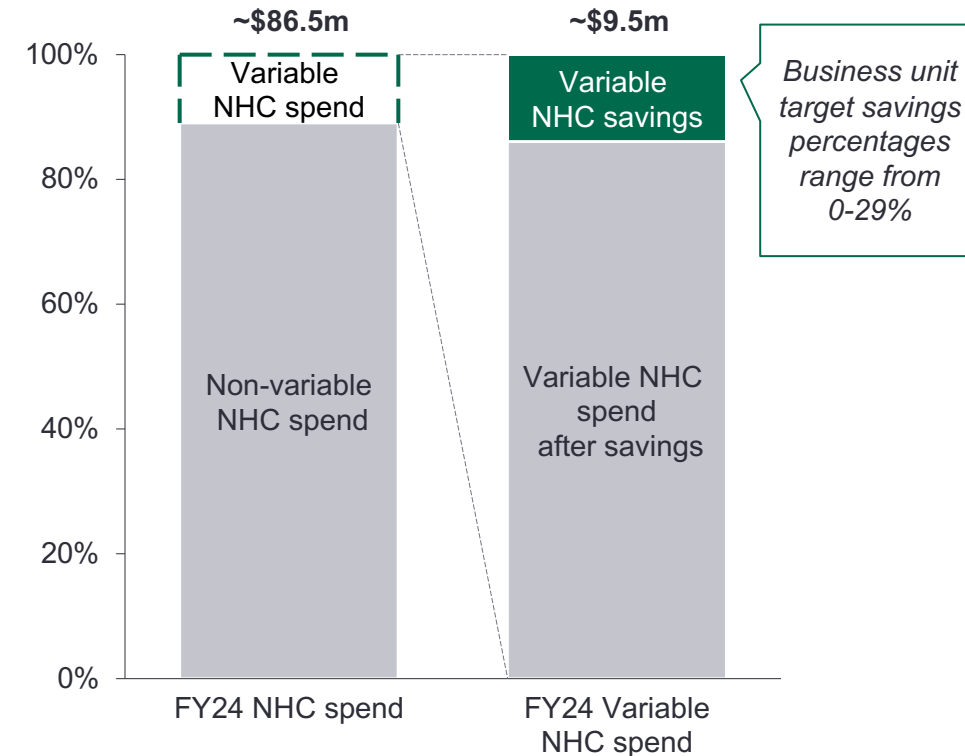
Variable / fixed expenditure classification

- ▶ Postage and freight, supplies, printing and copying, COGS, rentals, external communications, contract services, other professional service, and non-AAUP travel were assumed to be variable
 - Exceptions were made based on discussions with business unit leadership (e.g., the library's Ohio Link contract is assumed to be fixed, since it is a core component of the library's ability to deliver services)

Variable cost savings estimation assumptions

- ▶ The overall business unit variable non-headcount savings target was estimated based on comparison to historical efficiency, with the following adjustments:
 - A 5% savings target was applied to business units that had not experienced growth in NHC spend per relevant student over FY19
 - Regardless of what the business unit's target variable cost reduction was, a 50% savings rate was applied to all non-AAUP travel, while savings from subscriptions were capped at 20% regardless of historical efficiency
 - No savings were estimated for CSU Online, a new business unit with a robust growth trajectory

Estimated non-headcount variable savings



1. A 50% savings rate for non-AAUP travel was applied across business units and departments that were not held harmless; if a business unit's historical efficiency savings were above 20%, the departments within that business unit experienced subscription reductions of 20%

Contents

- ▶ Strategic Assessment Overview (p. 5)
- ▶ Summary of Findings (p. 10)
- ▶ Investment Areas (p. 32)
- ▶ Right-sizing Cost Reduction Areas (p. 51)
- ▶ **Qualitative Feedback from Stakeholder Groups (p. 76)**
- ▶ Enrollment Trends and Outcomes (p. 83)
- ▶ Ohio Landscape and Peer Comparisons (p. 114)
- ▶ Aspirational Peer Case Studies (p. 129)

Strengths and Challenges: Several key strengths and challenges surfaced throughout conversations with internal stakeholders

Key strengths

- ▶ **Access** – Provides access to all students in the region, including students who could not attend a traditional, 4-year university. Heritage in supporting part-time, non-residential students
- ▶ **Diversity** – Serves under-represented groups, including first-generation, low-income, minority, and adult students. Tremendous ROI to society
- ▶ **Location** – CSU is the primary public university in the city of Cleveland, which is also a center for the arts, healthcare, and other business activity
- ▶ **Program reputation** – Several academic programs have a strong regional reputation, including:
 - CSU College of Law
 - Washkewicz College of Engineering
 - Levin College of Public Affairs and Education
- ▶ **Faculty** – Faculty who are dedicated to the mission of the institution
- ▶ **Research** – Ground-breaking research occurs at the institution, which brings in significant grant dollars in certain fields

Key challenges

- ▶ **Identity** – Differentiation is a challenge, and there are 3 other public universities in the region; CSU can better define its distinct value proposition and reprioritize to effectively deliver on it
- ▶ **Cost of access mission** – The mission strains the economic model, since students require affordability, yet CSU aims to provide a comprehensive offering, which comes with significant cost. As the demographic profile of students has shifted, this has also added more pressure as more supports/services are needed to enable student success
- ▶ **Student outcomes** – Retention and graduation rates are improving, but low. CSU has opportunity to improve students' academic experience and better position students for strong, post-graduation outcomes
- ▶ **Student user experience** – Student user experience could be stronger and simpler. Basic parts of student operations like program applications and student fees are unnecessarily complex
- ▶ **Systems and processes** – Processes are not well-documented and systems are disconnected, which can hinder effective strategic planning and operations

Additional focus groups and interviews were conducted with students and faculty to collect detailed perspectives on their experiences

Student and Faculty Details: Students struggle to access support and planning resources; faculty must navigate complex processes and misaligned incentives

Challenges in student experience

- ▶ **Degree planning and course selection** – Tools for degree planning are unwieldy and many course catalog listings are out of date. Advisors vary in preparedness to support students through the process outside of sharing standard talking points
- ▶ **Accessing support resources** – Many students have multiple/overlapping advisors and others have limited or no relationship with a core mentor. Campus 411 is a common starting point for all questions but lacks content expertise and does not always efficiently hand off to another point of contact
- ▶ **Career planning** – Students vary widely in their accessing of career services supports. Career services resources exist at the college and university level and respective roles are not well defined
- ▶ **Student activities** – Both commuter and residential students speak to having limited information about opportunities for engaging with student life and desire more CSU programming and/or partnership with the Euclid corridor
- ▶ **Logistics** – Commuter students in particular comment on parking challenges (that may prevent attending class), lack of seating between classes, and inconvenient class schedules that make it difficult to use time productively (e.g., transition to a job before or after classes)

Challenges in faculty experience

- ▶ **Complex processes** – While faculty governance is highly valued, there is a common perception among interviewed faculty that many processes are more complex than necessary, and the time spent working through committees could be dramatically reduced and allocated toward more productive efforts
- ▶ **Lack of incentives** – The workload, compensation, and tenure promotion models are not effective at incentivizing the types of faculty engagement that the university needs, for example learning how to provide high quality instruction to students from a high need background, or engaging with local employers to understand their needs in terms of academic skills preparation
- ▶ **Under-resourcing** – Innovation is a stated goal but is perceived to be under-resourced and therefore is marginalized. Examples include grant-funded programs that are starved after grant periods end (rather than scaled or sunset) and the expectation that new programs or initiatives are planned in faculty spare time beyond research and service allocations

Additional insights

- ▶ There is a shared sentiment that many people at the university are doing great work in spite of the structures in place around them, and that despite new leadership in many roles, there is a legacy left by years of challenging leadership that results in a disengaged culture
- ▶ Stakeholders speculate the organization's complexity has grown over time by solving challenges with the addition of new initiatives rather than assessment and resolving what is not working about current activities. This points to an opportunity to return to first principles with a student-centered lens and redesign roles and responsibilities accordingly

Strengths: External stakeholders echo many of the strengths shared internally and emphasize the positive role CSU plays in driving career outcomes for students

<p>Anchor to the region</p>	<ul style="list-style-type: none"> ▶ CSU produces talent in critical areas including government, education, healthcare, and engineering ▶ CSU is a thought leader in important local dialogues including police reform and urban development 	<p><i>“When our staff are asked if they have a connection to CSU, a very significant number raise their hands”</i></p>
<p>Driver of social mobility</p>	<ul style="list-style-type: none"> ▶ CSU is seen as a high quality, affordable option for a wide range of student profiles including those from high-need backgrounds and those seeking an option close to home ▶ CSU was often referred to as “punching above its weight” in terms of the quality delivered 	<p><i>“CSU is a welcoming place for first generation or students who work part time or adults who are returning”</i></p>
<p>Practical orientation</p>	<ul style="list-style-type: none"> ▶ CSU is perceived positively for the role that it plays in preparing students to launch successful careers and for the resources it offers to students to explore options 	<p><i>“I like the path they are on. They are becoming more attuned to their role as developer of students toward a career pathway”</i></p>
<p>Increased vibrance of campus</p>	<ul style="list-style-type: none"> ▶ CSU’s presence in Cleveland has become increasingly vibrant which is seen as a strong positive for the development of the city ▶ As a result of a stronger physical presence, students have begun to see CSU as a choice rather than as an option of last resort 	<p><i>“Today, CSU is very much woven into the fabric of the downtown area, connected to the theater district and starting to connect to Midtown”</i></p>

Challenges: External stakeholders also believe CSU is spreading itself too thin and as a result is falling short of its potential to be a critical talent pipeline for the region

Spreading itself too thin

- ▶ There is a desire and willingness to support CSU, but a common perception that its goals and priorities are not clear
- ▶ CSU has many points of contact with regional organizations, but this engagement is largely perceived as surface-level
- ▶ Program prioritization was raised in many interviews as a likely need

“It feels like right now CSU is trying to boil the ocean. What are the true key priorities?”

Falling short of potential to deliver on talent needs

- ▶ Quality of student preparation is mixed and program growth to support in-demand areas has been limited
- ▶ While some employers cite quality of grads, others cite gaps in preparation and believe they are not accessing CSU’s top talent
- ▶ Nursing and teacher prep are clear shortage areas where other universities are being more creative in solving for the gap

“We really want a relationship with CSU and are deeply supportive of them. But we want it to yield success all around. It comes down to whether we can find a willing partner”

Variability of student experience

- ▶ Partners who support scholarships for high need students spoke about lack of consistency in teaching quality and effectiveness of student supports including advising to set students on a clear, purposeful path

“CSU does not uniformly have high level teaching across all courses. Student support is also variable, and course offerings are not always aligned with what students need for their programs”

Lack of defining its own story

- ▶ CSU occupies an important position that is more rigorous than a 2-year college and more accessible than the local privates, however it is challenging to stake out a clear reputation in this “middle ground”
- ▶ In the current environment, there is significant pressure on schools like CSU to articulate their value proposition differently

“The Northeast Ohio higher education ecosystem has too many schools that are undifferentiated and that is a key issue CSU needs to take on at this stage”

Opportunities: External stakeholders are aligned on the importance of prioritization and centering outcomes

<p>Own being Cleveland's university</p>	<ul style="list-style-type: none"> ▶ CSU's most unique advantage is its location in downtown Cleveland and proximity to top employers. It cannot compete on the same basis as a prototypical college town 	<p><i>“CSU needs to own being the urban school. They have culture and business around them. They are Cleveland”</i></p>
<p>Focus on outcomes not inputs</p>	<ul style="list-style-type: none"> ▶ CSU is engaged in many positive activities, but the way its success is ultimately measured is by the graduates that it produces ▶ While providing affordable access is important, students who do not graduate do not benefit. CSU can consider redefining college readiness, while also preserving diversity and equity 	<p><i>“Aggressively track graduates 5-10 years after CSU to understand what they have achieved”</i></p>
<p>Connect to careers</p>	<ul style="list-style-type: none"> ▶ Stakeholders would like to see CSU play a more active role in directing students through their experience so that they arrive at a strong career outcome “almost by default” ▶ An internship requirement or coop model would be attractive 	<p><i>“Sit down with employers and review job openings to determine where opportunities lie to evolve programs to better address these needs”</i></p>
<p>Prioritize programs</p>	<ul style="list-style-type: none"> ▶ Select and differentially invest in areas of excellence and communicate these clearly to the region ▶ Connect to the regional economy and CSU's areas of distinction 	<p><i>“Every 4-year degree should include broad exposure to humanities. But in terms of majors, CSU should take a hard look at what they are excellent in and focus there”</i></p>
<p>Engage systematically</p>	<ul style="list-style-type: none"> ▶ Stakeholders emphasized the importance of having the right point of contact at CSU to deeply understand each other's needs and creatively innovate to solve challenges that translate to action 	<p><i>“We look at engaging with universities like account management with a central person where we really understand our mutual value to each other”</i></p>

Implications: This feedback reinforces the notion that CSU must make trade-offs to do fewer things at a higher level of quality

Areas to do less / stop

- ▶ **Misaligned programs:** Sunset programs that are not aligned to areas of CSU distinction or regional talent need. While closing small programs may not yield significant savings, it can reduce overall complexity of the academic infrastructure
- ▶ **D1 athletics:** Assess the importance of D1 athletics to the CSU student experience given limited focus in both student focus groups and external stakeholder interviews
- ▶ **Traditional campus life:** Limit expenditure and capital investments driven by efforts to replicate a typical student life experience on a suburban or rural college campus. Instead, forge partnerships with local businesses to engage students in the downtown environment
- ▶ **Organizational redundancy:** Somewhat increase the level of centralization at CSU and streamline functions associated with institution-level priorities like advising and student coaching. Reduce management layers where possible

Reducing the scope of activities should generate financial savings to be reinvested in institution-level priorities

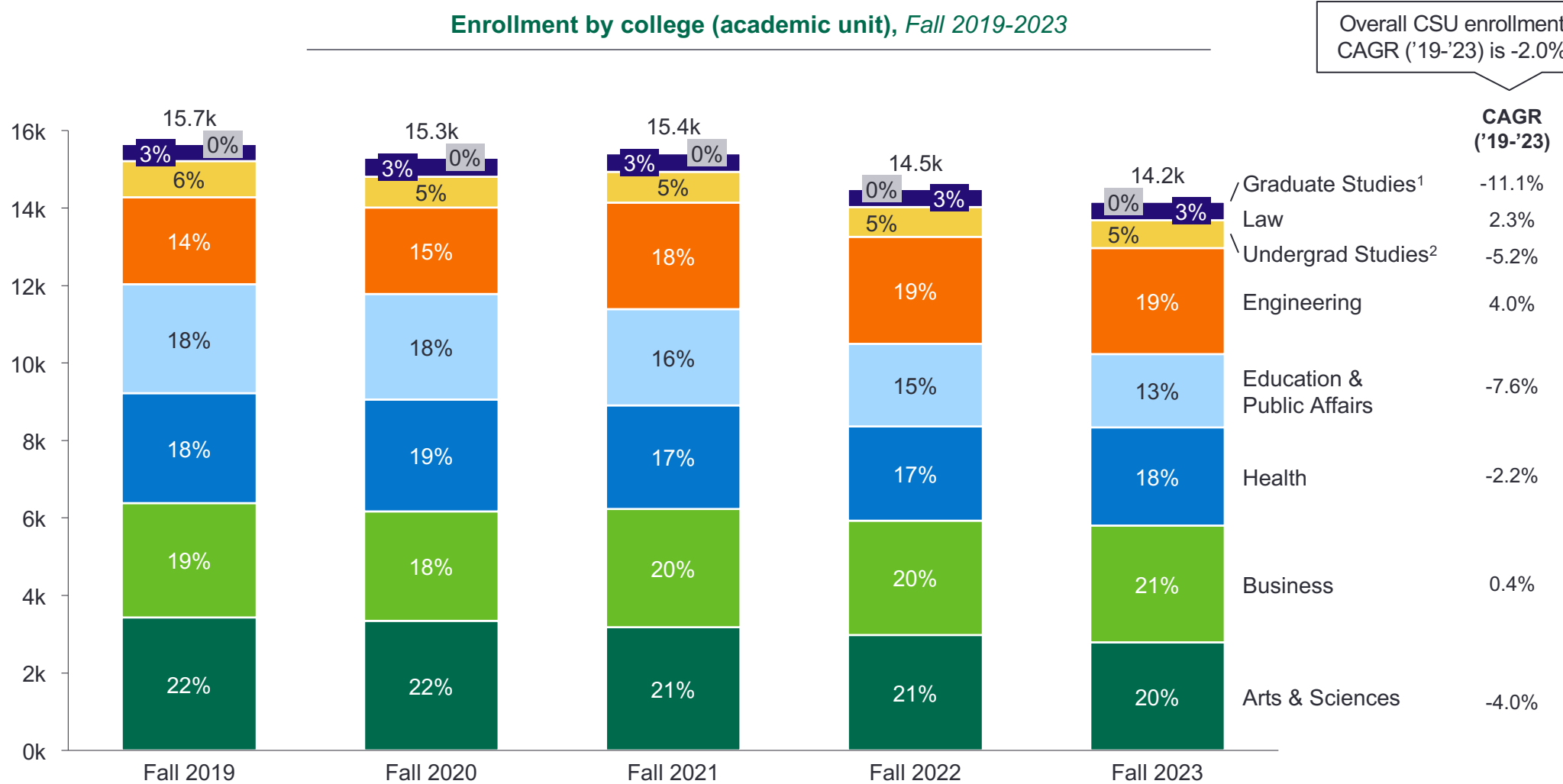
Areas to do more / strengthen

- ▶ **Outcomes for students:** Own holistic postgraduation outcomes including employment, wages and CSU satisfaction and engagement and adjust all aspects of CSU accordingly, e.g.,:
 - **Curriculum:** Adjust requirements to align with knowledge, skills, and dispositions students need to succeed after graduation
 - **Student experience:** Integrate disparate elements of student experience and prioritize those aligned with postgraduate success
 - **Employer engagement:** Engage with employers as equal partners to develop robust talent pipelines that jointly benefit local industry and CSU students and resource accordingly
 - **New academic models:** Create more flexible structures for students to enter workforce rapidly while continuing academic studies, potentially in partnership with community colleges
- ▶ **Measurement and accountability:** Set measurable targets for these outcomes and create true accountability around them
 - **Outcomes tracking:** Systematically collect and analyze data to inform honest assessment of tracking against goals
 - **Performance management:** Create a different approach to setting and assessing against goals at every level of the organization aligned to institution-wide targets

Contents

- ▶ Strategic Assessment Overview (p. 5)
- ▶ Summary of Findings (p. 10)
- ▶ Investment Areas (p. 32)
- ▶ Right-sizing Cost Reduction Areas (p. 51)
- ▶ Qualitative Feedback from Stakeholder Groups (p. 76)
- ▶ **Enrollment Trends and Outcomes (p. 83)**
- ▶ Ohio Landscape and Peer Comparisons (p. 114)
- ▶ Aspirational Peer Case Studies (p. 129)

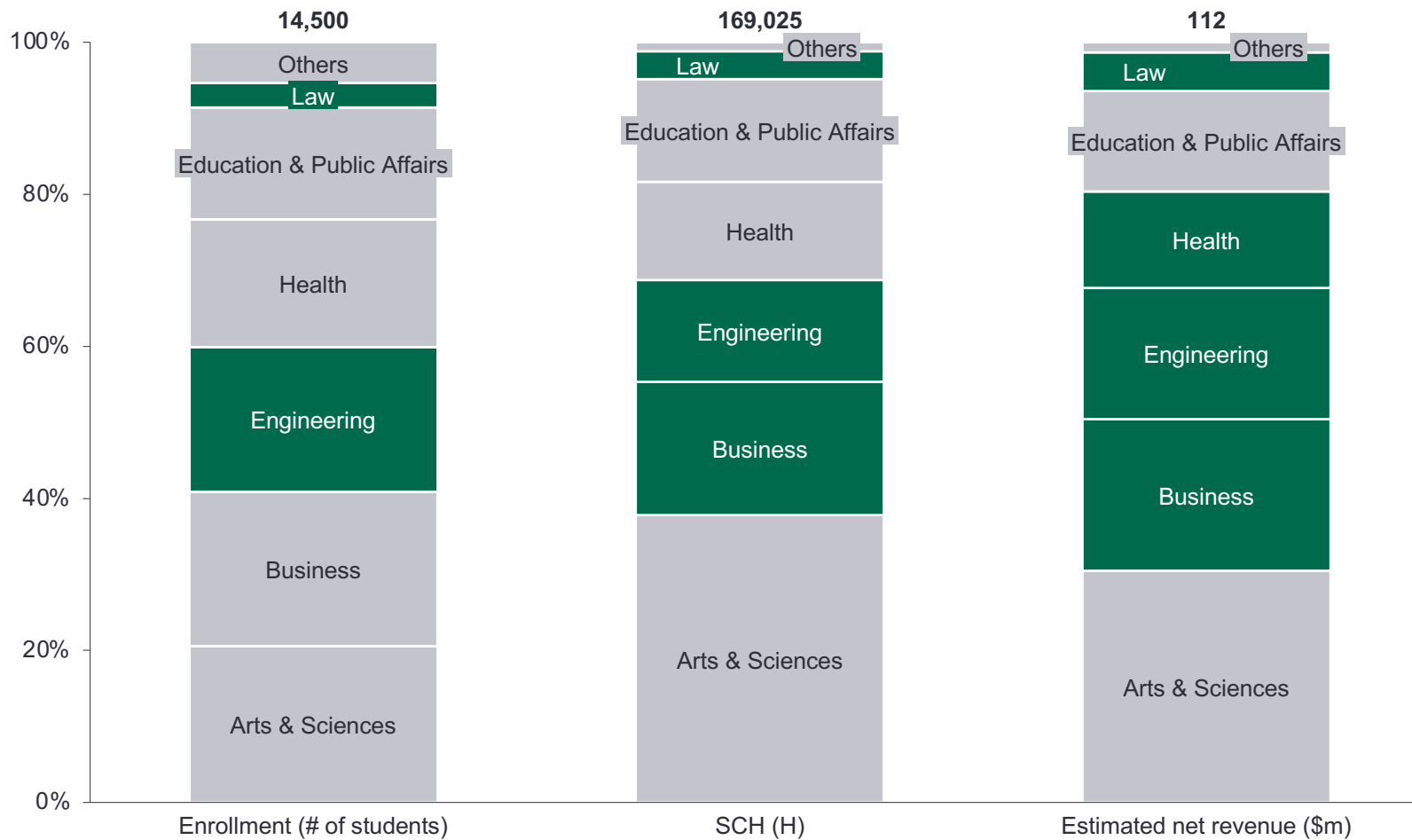
Overall CSU enrollment has declined since Fall 2019, primarily driven by enrollment declines in Education & Public Affairs, Arts & Sciences, and Health



1. Graduate studies includes a small population of graduate nondegree students
 2. Undergraduate studies includes students with undecided majors or those who are taking remedial courses
 Source: Internal CSU data from Gray DI

Despite overall enrollment declines, Engineering, Business, and Law have all seen growth in SCH and net revenue between Fall 2019 and Fall 2022

CSU enrollments, student credit hours and net revenue by college, Fall 2022

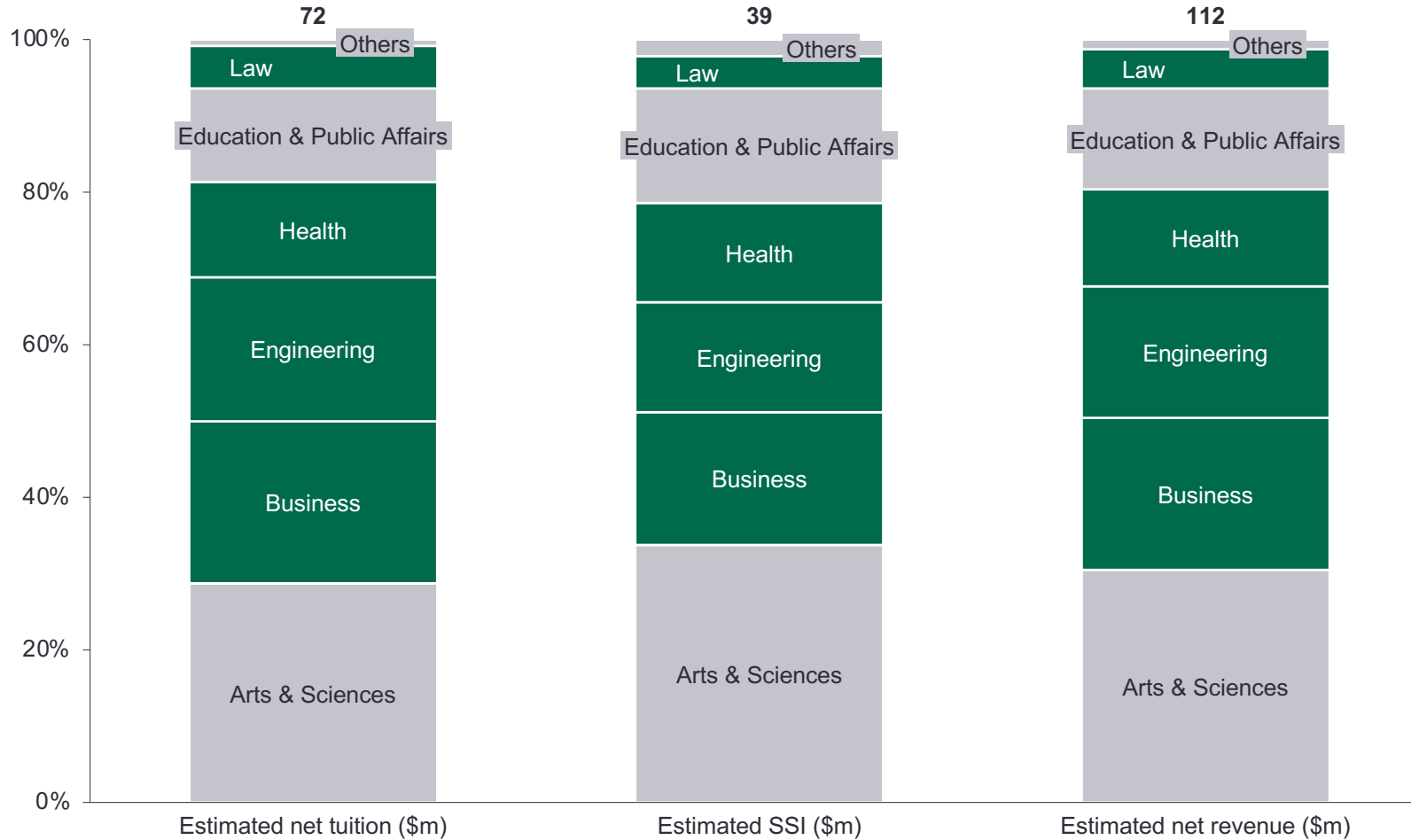


College	CAGR ('19-'22)		
	Enroll.	SCH	Est. net revenue
Others	-6.4%	-5.5%	-0.6%
Law	2.9%	2.0%	7.4%
Education & Public Affairs	-8.9%	-8.9%	-6.2%
Health	-5.0%	-1.1%	2.2%
Engineering	7.2%	7.1%	20.9%
Business	0.0%	0.9%	8.7%
Arts & Sciences	-4.6%	-6.4%	-4.0%

1. Others include – CSU, Others and Unallocated
Source: Internal CSU data from Gray DI

Arts & Sciences contributes a greater share of SSI than of net tuition

CSU estimated net tuition, state appropriations (SSI) and net revenue by college, Fall 2022

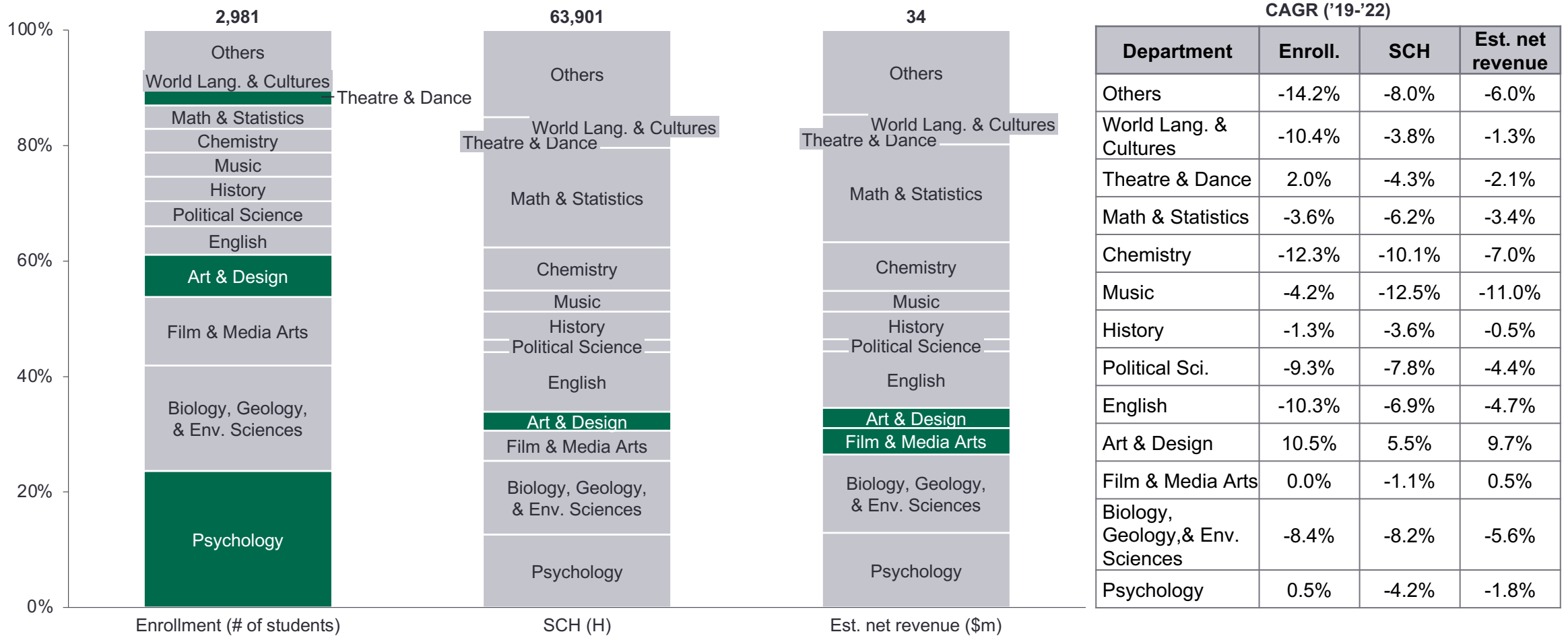


College	CAGR ('19-'22)		
	Est. net tuition	Est. SSI	Est. net revenue
Others	-1.7%	0.0%	-0.6%
Law	9.0%	3.8%	7.4%
Education & Public Affairs	-7.0%	-4.9%	-6.2%
Health	1.7%	3.0%	2.2%
Engineering	28.2%	8.3%	20.9%
Business	10.7%	4.6%	8.7%
Arts & Sciences	-5.2%	-1.8%	-4.0%

1. Others include – CSU, Others and Unallocated
Source: Internal CSU data from Gray DI

Psychology was the largest contributor to Arts & Sciences enrollments, while Math & Statistics was the highest contributor to student credit hours and net revenue

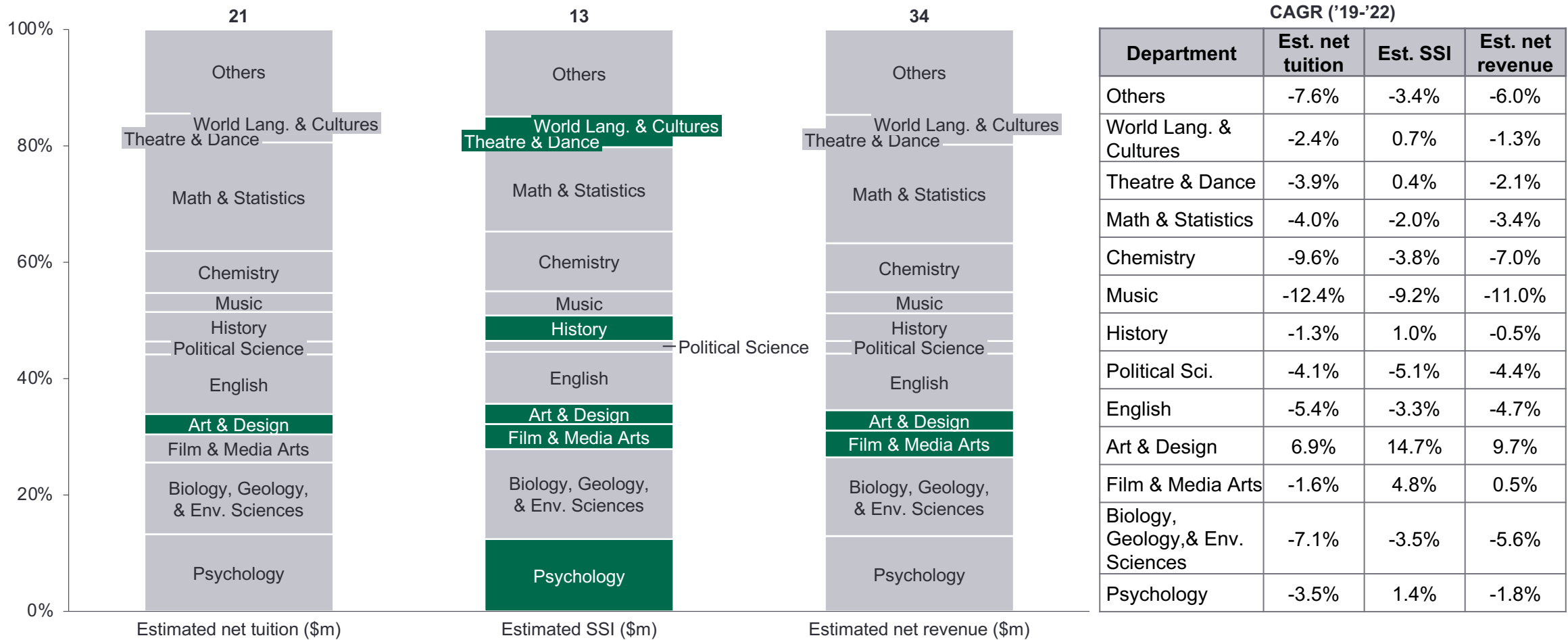
Arts & Sciences college enrollments, student credit hours and net revenue by department, Fall 2022



1. Others include - Pre-professional health program, Physics, Philosophy & Comparative religion, African studies, Liberal studies Women's and gender studies, Linguistic and Anthropology
 Source: Internal CSU data from Gray DI

There has been modest growth in SSI in several departments, though in terms of overall net revenue only Art & Design and Film & Media Arts have seen growth

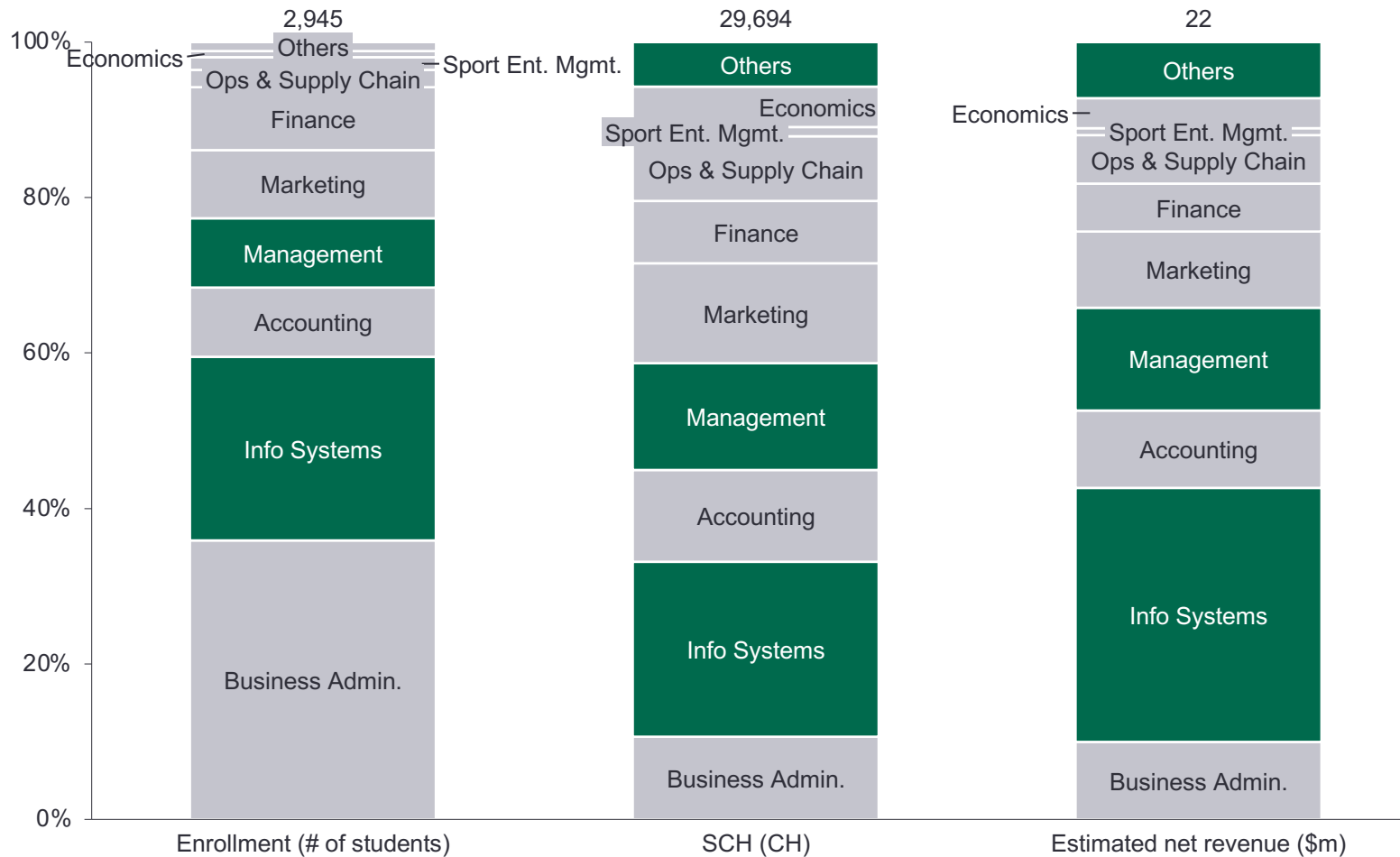
Arts & Sciences college estimated net tuition, state appropriations (SSI) and net revenue by department, Fall 2022



1. Others include - Pre-professional health program, Physics, Philosophy & Comparative religion, African studies, Liberal studies Women's and gender studies, Linguistic and Anthropology
 Source: Internal CSU data from Gray DI

Business Administration contributed most to the Business college enrollments, with Information Systems contributing most to student credit hours and net revenue

Business college enrollment, credit hours and net revenue by department Fall 2022

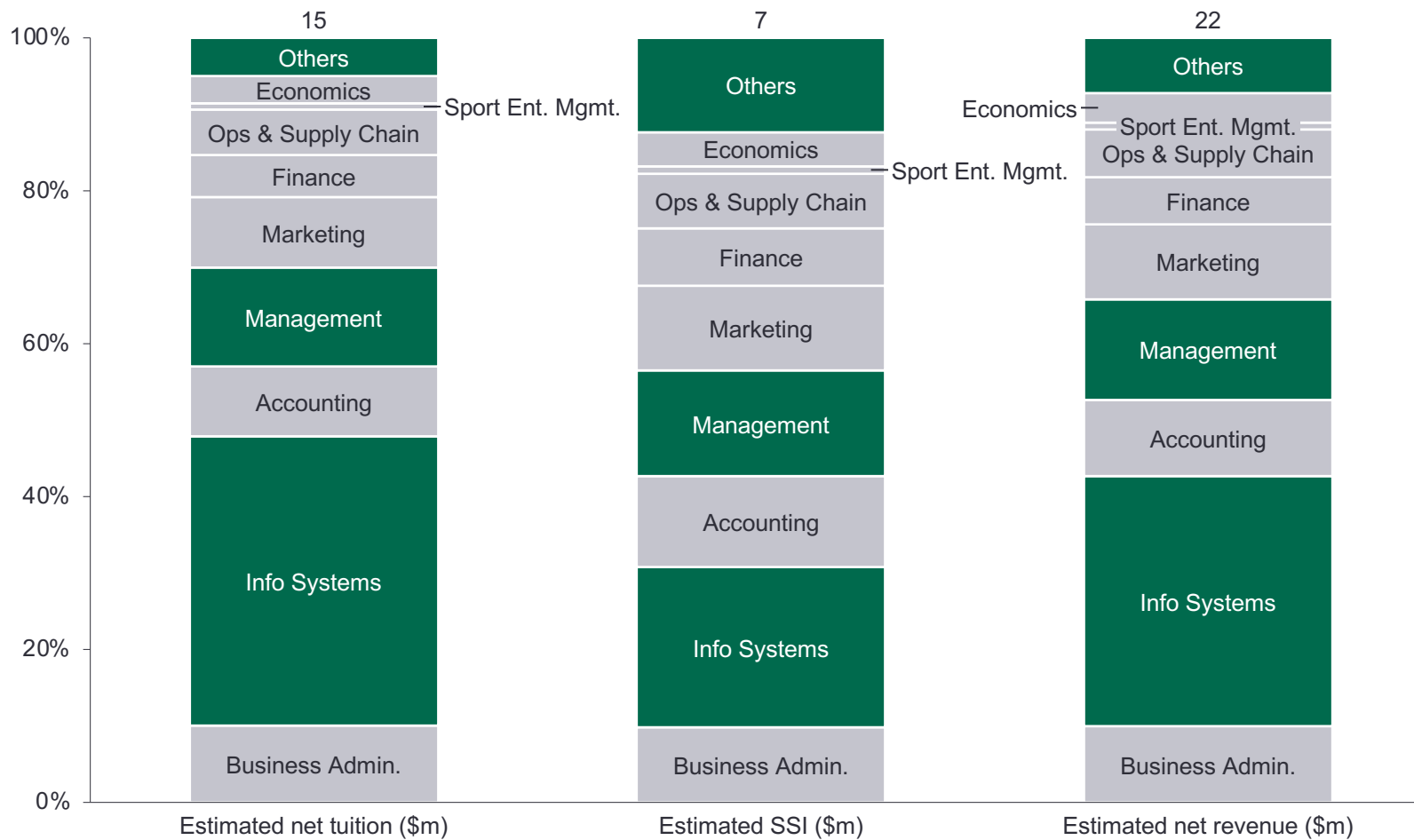


Department	CAGR ('19-'22)		
	Enroll.	SCH	Est. net revenue
Others	-10.2%	10.6%	6.2%
Economics	-11.8%	-12.2%	-9.8%
Sports Ent. Mgmt.	-5.6%	N/A	N/A
Ops & Supply Chain	-15.5%	-3.9%	-2.3%
Finance	-3.5%	-4.7%	-5.0%
Marketing	-7.4%	-4.2%	-2.0%
Management	2.4%	5.3%	11.3%
Accounting.	-16.3%	-10.6%	-6.3%
Info Systems	38.0%	26.3%	49.4%
Business Admin.	-2.9%	-5.9%	-2.3%

1. Others include – EMBA, AMBA and Health care administration
Source: Internal CSU data from Gray DI

Information Systems contributes less SSI than net tuition. This is primarily due to Global tuition and fees being reported before accounting for the revenue share expense

Business college estimated net tuition, state appropriations (SSI) and net revenue by department, Fall 2022

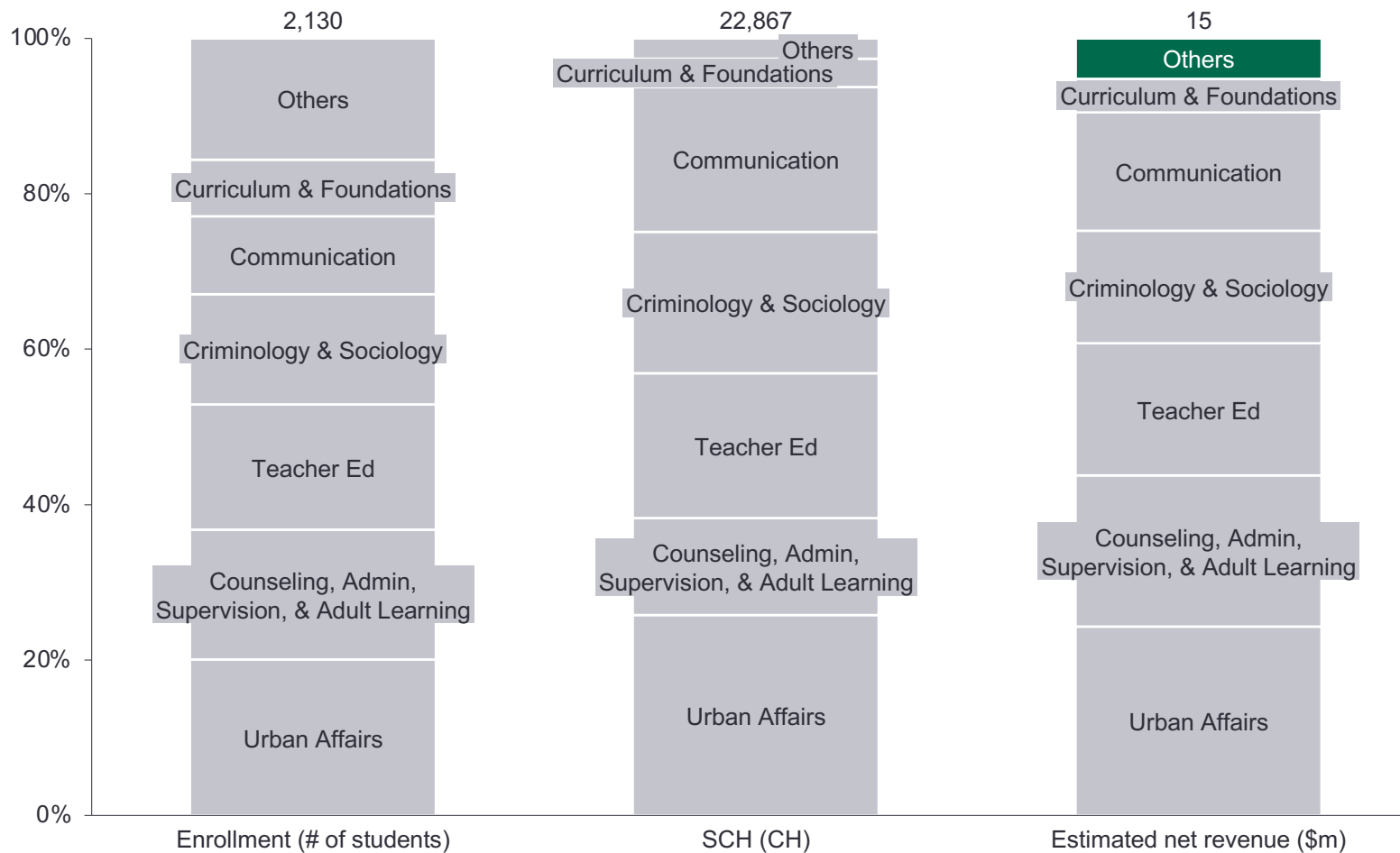


Department	CAGR ('19-'22)		
	Est. net tuition	Est. SSI	Est. net revenue
Others	5.6%	6.5%	6.2%
Economics	-10.4%	-8.8%	-9.8%
Sports Ent. Mgmt.	N/A	N/A.	N/A
Ops & Supply Chain	-3.1%	-0.9%	-2.3%
Finance	-7.1%	-1.1%	-5.0%
Marketing	-2.3%	-1.5%	-2.0%
Management	12.1%	9.5%	11.3%
Accounting.	-7.4%	-4.3%	-6.3%
Info Systems	56.6%	29.5%	49.4%
Business Admin.	-2.0%	-2.9%	-2.3%

1. Others include – EMBA, AMBA and Health care administration
Source: Internal CSU data from Gray DI

Urban Affairs had the highest contribution to enrollments, student credit hours, and net revenue of the Education & Public Affairs college

Education & Public Affairs college enrollment, credit hours and net revenue by department Fall 2022

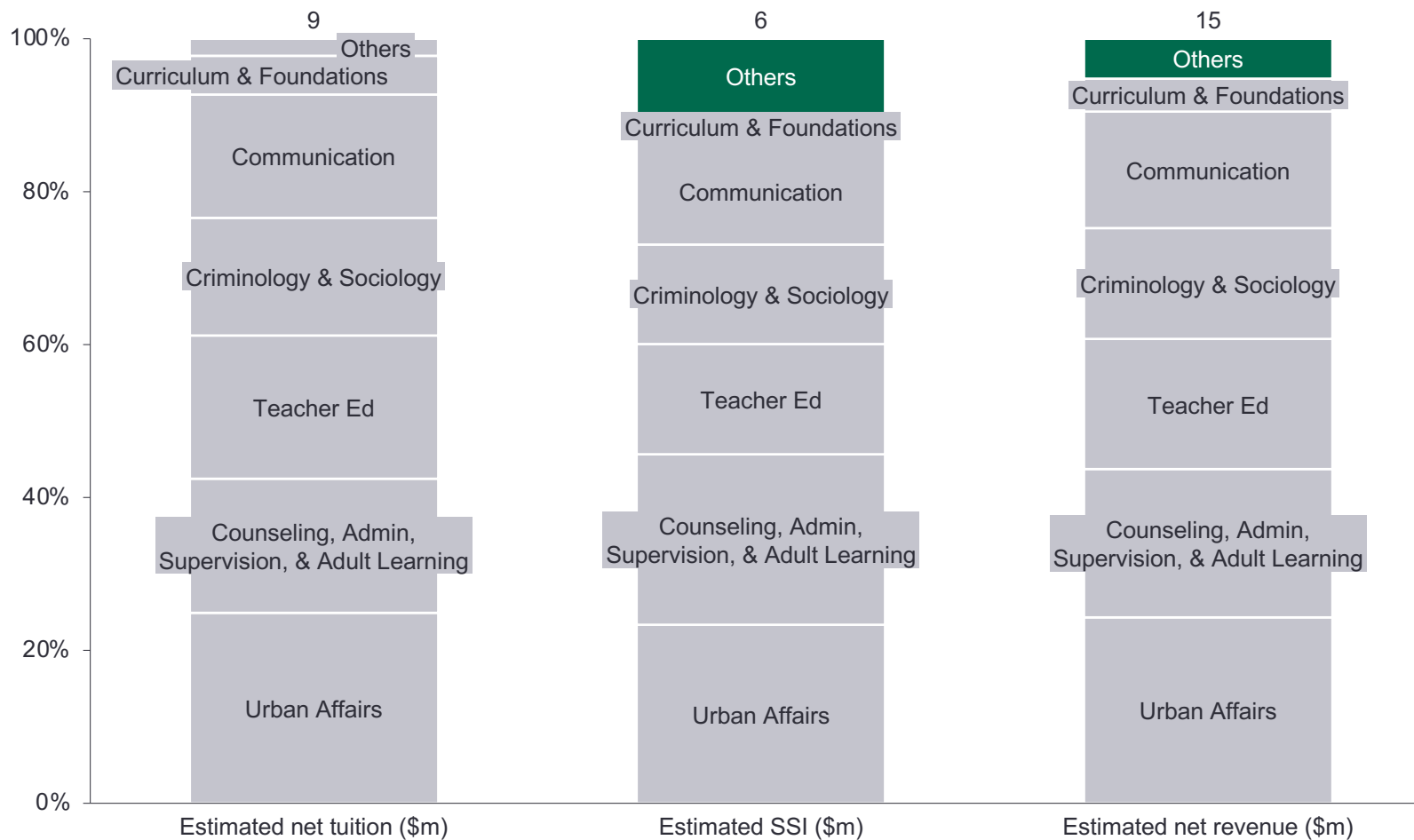


Department	CAGR ('19-'22)		
	Enroll.	SCH	Est. net revenue
Others	-9.4%	-1.0%	1.7%
Curriculum & Foundations	-11.7%	-11.3%	-10.3%
Communication	-17.0%	-5.6%	-3.4%
Criminology & Sociology	-6.4%	-6.6%	-4.3%
Teacher Ed.	-7.5%	-5.9%	-3.2%
Counseling, Admin, Supervision & Adult Learning	-2.3%	-22.4%	-15.0%
Urban Affairs	-10.0%	-5.9%	-2.9%

1. Others include – Education & Human services, Education & Human services – doctoral and Health & Physical education
 Source: Internal CSU data from Gray DI

There are limited differences between net tuition and SSI contribution across the departments

Education & Public Affairs college estimated net tuition, state appropriations (SSI) and net revenue by department, Fall 2022

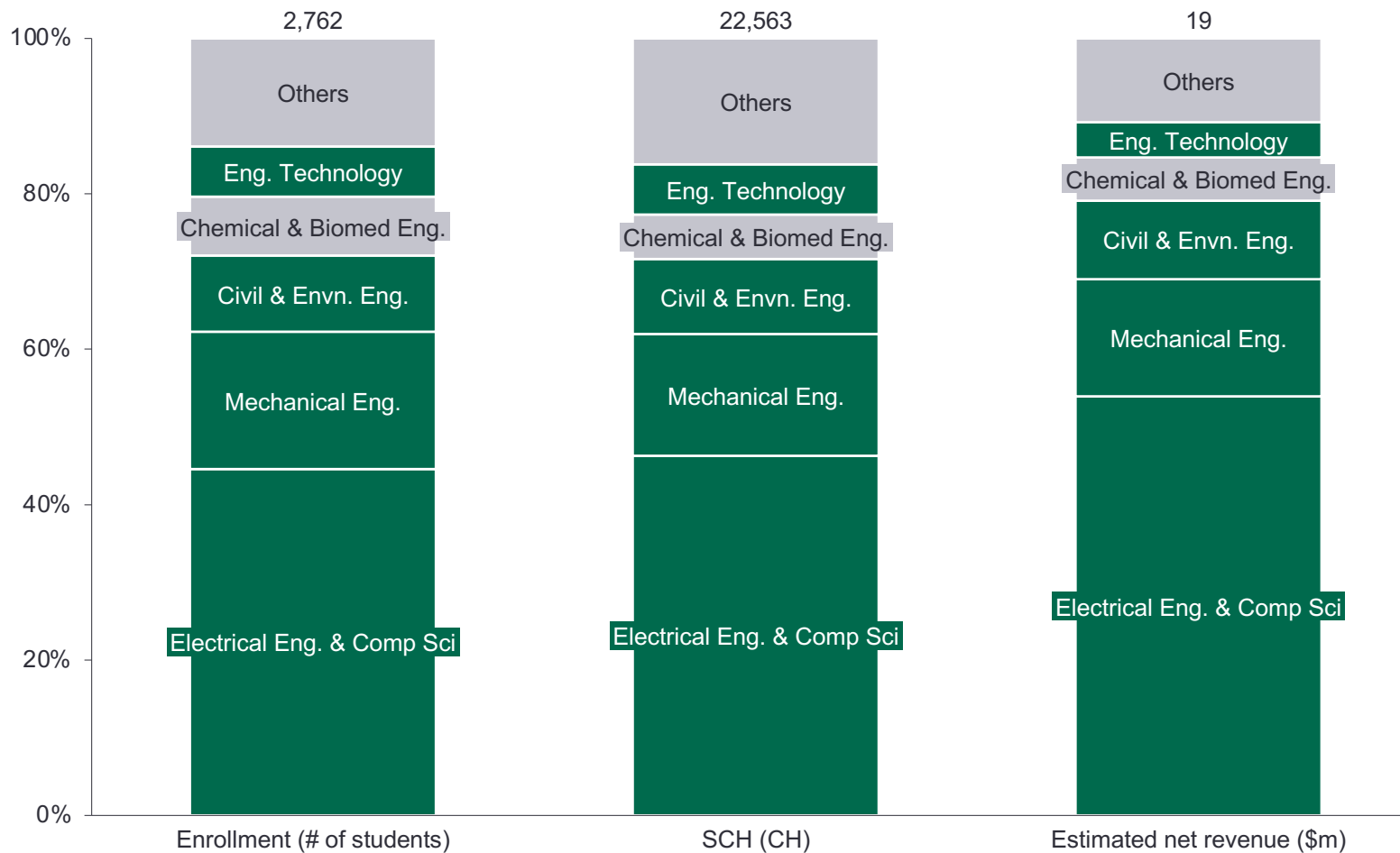


Department	CAGR ('19-'22)		
	Est. net tuition	Est. SSI	Est. net revenue
Others	-0.1%	2.1%	1.7%
Curriculum & Foundations	-10.8%	-9.1%	-10.3%
Communication	-4.0%	-2.4%	-3.4%
Criminology & Sociology	-4.4%	-3.9%	-4.3%
Teacher Ed.	-3.7%	-2.3%	-3.2%
Counseling, Admin, Supervision & Adult Learning	-16.7%	-12.6%	-15.0%
Urban Affairs	-3.8%	-1.3%	-2.9%

1. Others include – Education & Human services, Education & Human services – doctoral and Health & Physical education
 Source: Internal CSU data from Gray DI

The highest contributions to enrollments, student credit hours, and net revenue for the Engineering college came from Electrical & Computer Science Engineering

Engineering college enrollment, credit hours and net revenue by department Fall 2022

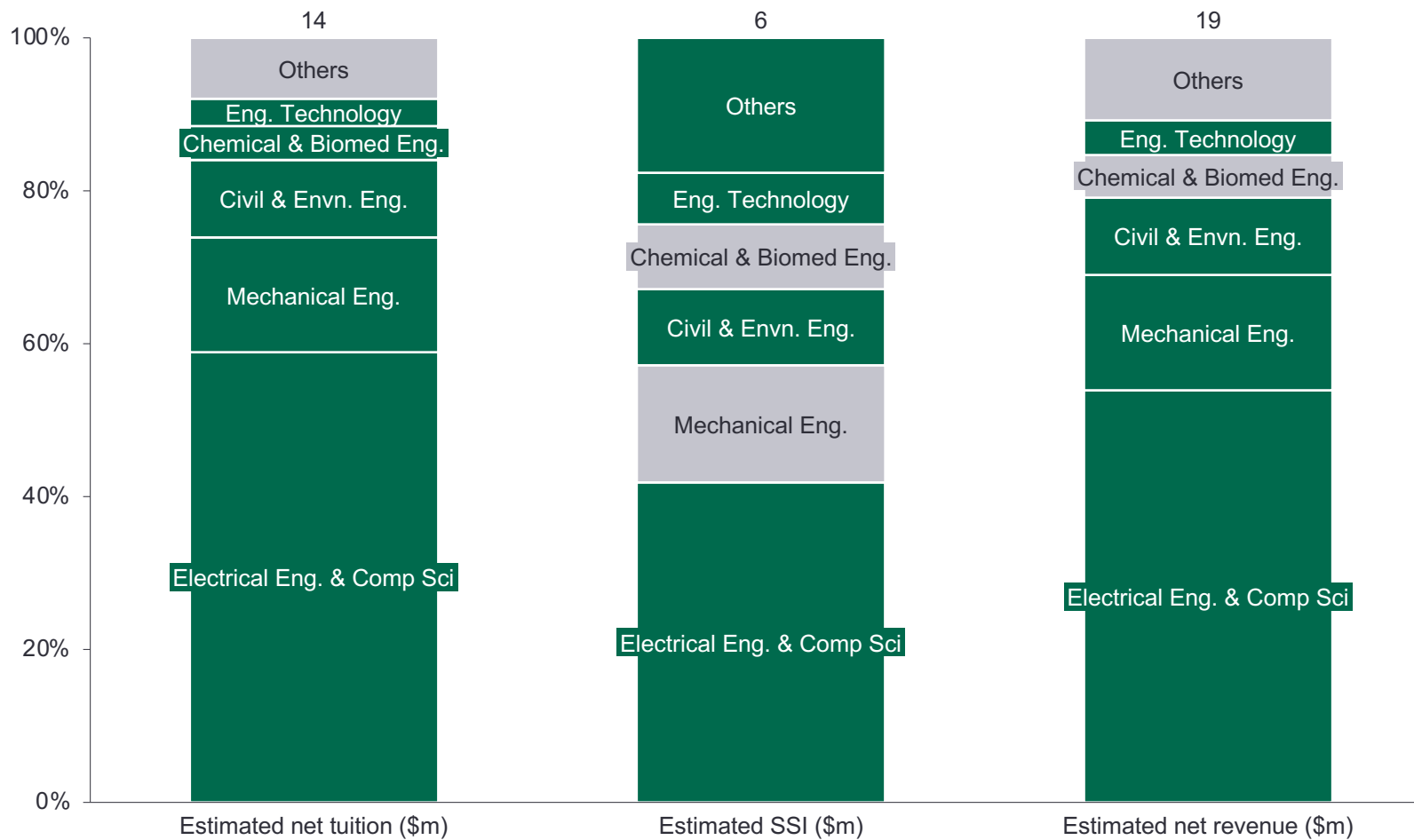


Department	CAGR ('19-'22)		
	Enroll.	SCH	Est. net revenue
Others	-5.8%	-6.6%	-2.7%
Eng. Technology	15.6%	12.1%	12.0%
Chemical & Biomed Eng.	-8.7%	-11.8%	-2.4%
Civil & Env. Eng.	1.1%	2.9%	14.7%
Mechanical Eng.	2.2%	1.1%	11.4%
Electrical Eng. & Comp. Sci.	22.3%	23.7%	44.1%

1. Others include – Doctor of Engineering and Engineering Science
Source: Internal CSU data from Gray DI

Electrical Eng. & Comp. Sci. contributes less SSI than net tuition. This is primarily due to Global tuition and fees being reported before accounting for the revenue share expense

Engineering college estimated net tuition, state appropriations (SSI) and net revenue by department, Fall 2022

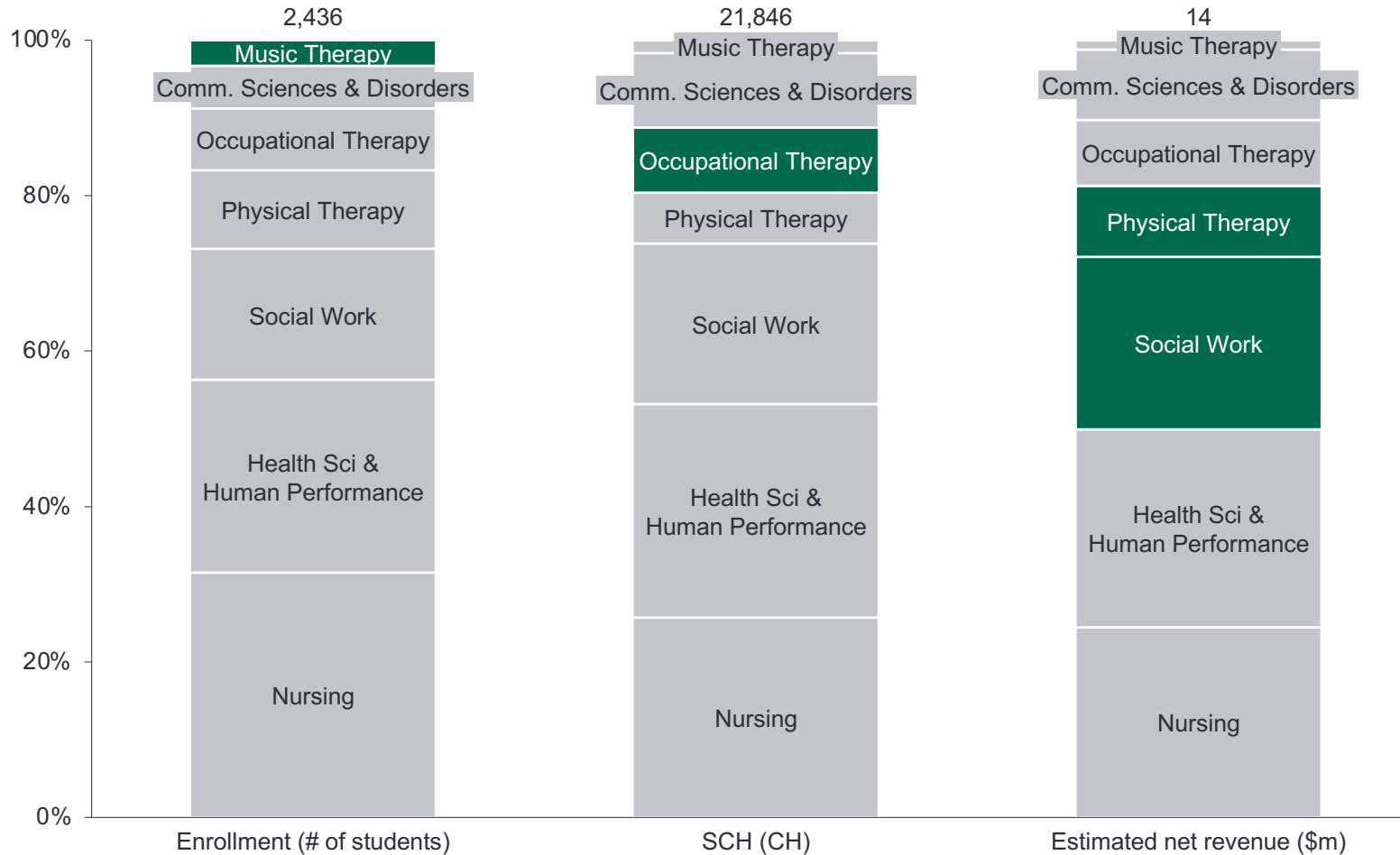


Department	CAGR ('19-'22)		
	Est. net tuition	Est. SSI	Est. net revenue
Others	-6.7%	2.7%	-2.7%
Eng. Technology	6.8%	20.4%	12.0%
Chemical & Biomed Eng.	0.9%	-6.0%	-2.4%
Civil & Env. Eng.	20.1%	4.8%	14.7%
Mechanical Eng.	21.9%	-3.9%	11.4%
Electrical Eng. & Comp. Sci.	53.7%	23.2%	44.1%

1. Others include – Doctor of Engineering and Engineering Science
Source: Internal CSU data from Gray DI

Nursing was the highest contributor to the enrollments for the College of Health with Health Sci. & Human Performance contributing the most net revenue and credit hours

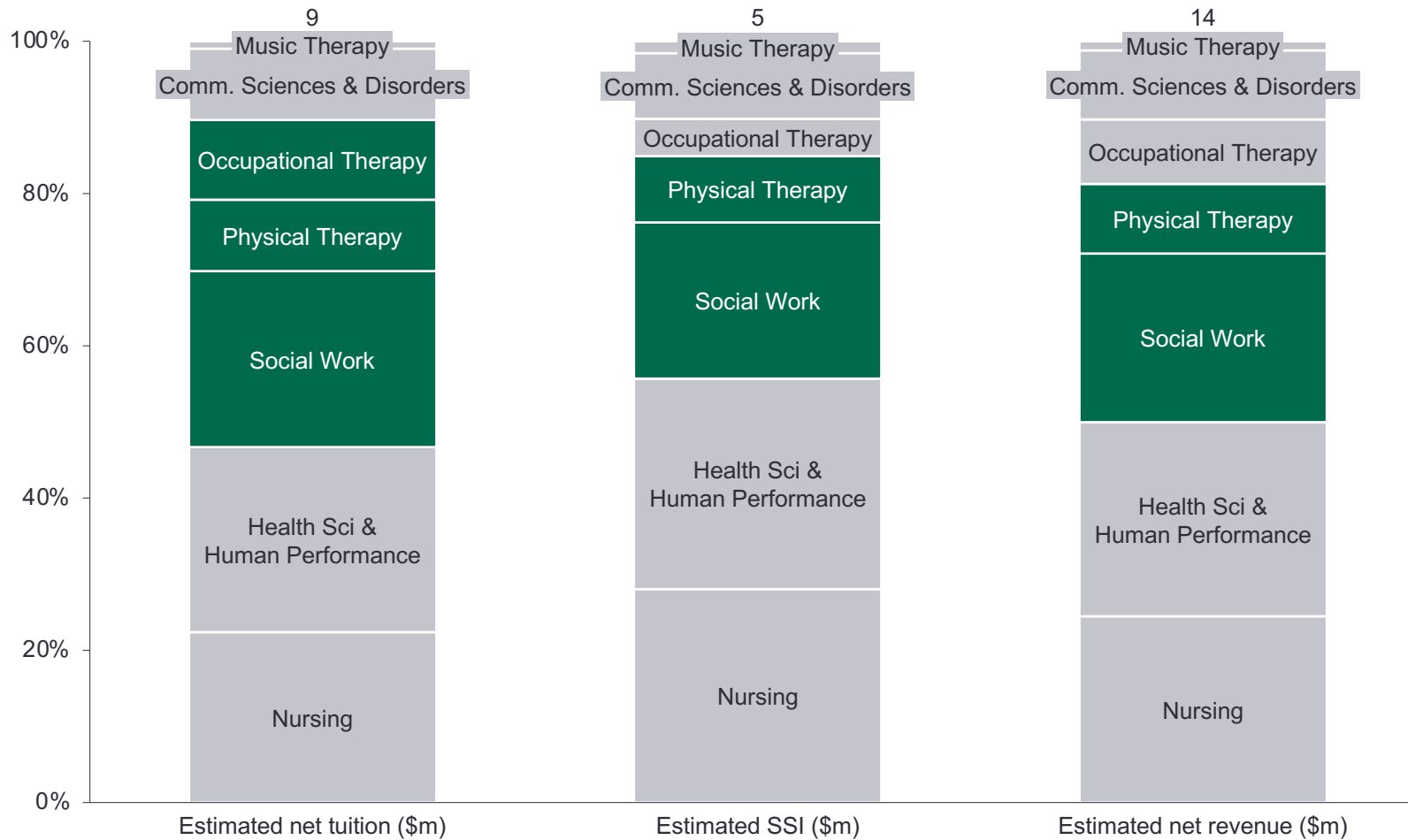
College of Health enrollment, credit hours and net revenue by department Fall 2022



Department	CAGR ('19-'22)		
	Enroll.	SCH	Est. net revenue
Music Therapy	3.6%	N/A	N/A
Comm. Sciences & Disorders	-7.7%	N/A	N/A
Occupational Therapy	-7.2%	1.5%	-4.0%
Physical Therapy	-4.5%	-0.1%	4.0%
Social Work	-3.4%	-2.7%	1.1%
Health Sci. & Human Performance	-4.5%	-8.1%	-5.4%
Nursing	-6.0%	-6.1%	-0.1%

Health Science & Human Performance and Nursing contribute slightly more SSI than net tuition

College of Health estimated net tuition, state appropriations (SSI) and net revenue by department, Fall 2022

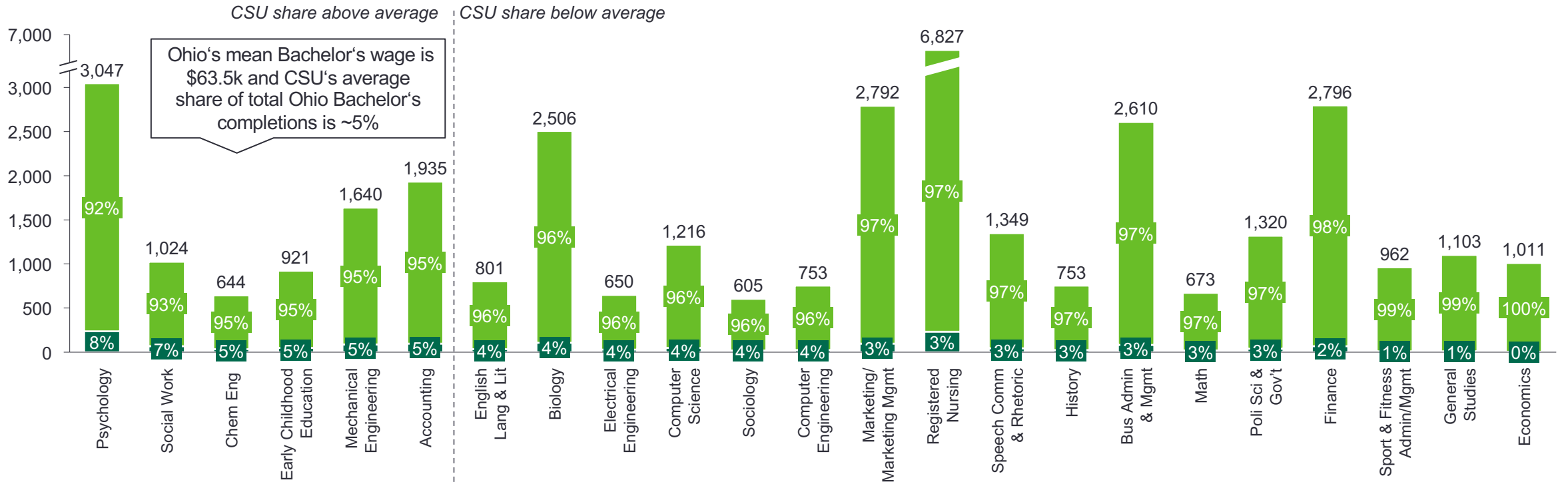


Department	CAGR ('19-'22)		
	Est. net tuition	Est. SSI	Est. net revenue
Music Therapy	N/A	N/A	N/A
Comm. Sciences & Disorders	N/A	N/A	N/A
Occupational Therapy	0.2%	-15.4%	-4.0%
Physical Therapy	1.5%	9.5%	4.0%
Social Work	0.7%	1.8%	1.1%
Health Sci. & Human Performance	-7.3%	-2.1%	-5.4%
Nursing	-0.1%	0.0%	-0.1%

There are a number of BA program areas where CSU is getting less than its fair share of the market. In attractive fields, these programs may be candidates to grow

CSU completion share in Ohio by CIP for Bachelor's program (Ohio Completion >600), FY22

CSU Completions
Other Ohio Completions



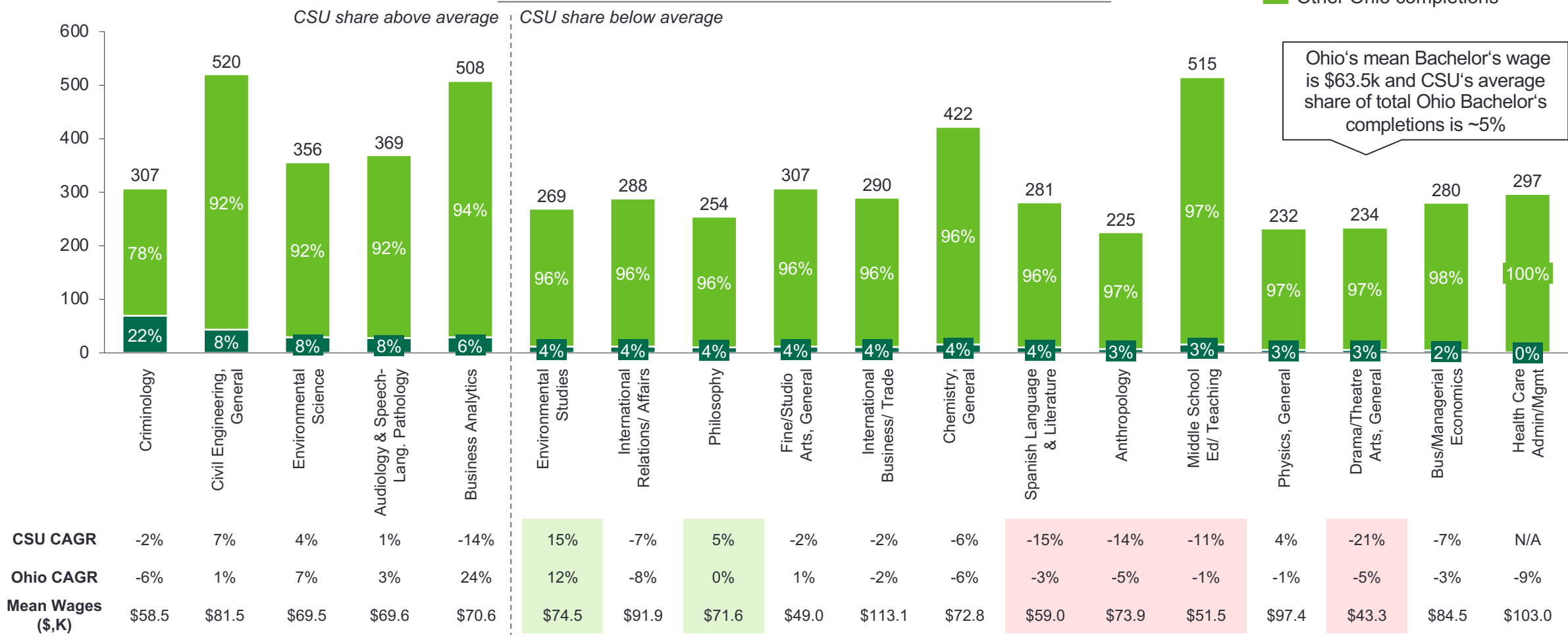
	Psychology	Social Work	Chem Eng	Early Childhood Education	Mechanical Engineering	Accounting	English Lang & Lit	Biology	Electrical Engineering	Computer Science	Sociology	Computer Engineering	Marketing/Marketing Mgmt	Registered Nursing	Speech Comm & Rhetoric	History	Bus Admin & Mgmt	Math	Poli Sci & Gov't	Finance	Sport & Fitness Admin/Mgmt	General Studies	Economics
CSU CAGR	1%	-5%	-5%	0%	-3%	4%	1%	3%	-5%	9%	-12%	5%	3%	7%	-6%	2%	-5%	0%	6%	0%	-3%	2%	-17%
Ohio CAGR	-3%	-4%	-2%	-5%	1%	-4%	-6%	0%	-2%	5%	-3%	7%	0%	-1%	-3%	-2%	-6%	1%	2%	3%	0%	-5%	2%
Mean Wages (\$,K)	\$48.9	\$47.7	\$82.9	\$45.4	\$87.0	\$70.8	\$57.6	\$57.3	\$86.8	\$75.9	\$37.0	\$90.2	\$79.9	\$86.5	\$46.4	\$70.1	\$75.4	\$66.5	\$34.8	\$77.6	\$45.2	N/A	\$65.8

■ Growing/stable CAGR and above average wages in Ohio
 ■ Declining CAGR and below average wages in Ohio

Source: Internal CSU data from Gray DI; Bureau of Labor Statistics Earnings Data

Among smaller Ohio bachelor's programs, CSU has the greatest opportunity in Environmental Science; Business Analytics is also a leading market growth area

CSU completion share in Ohio by CIP for Bachelor's program (Ohio Completion 200-600), FY22



Ohio's mean Bachelor's wage is \$63.5k and CSU's average share of total Ohio Bachelor's completions is ~5%

	Criminology	Civil Engineering, General	Environmental Science	Audiology & Speech-Lang. Pathology	Business Analytics	Environmental Studies	International Relations/ Affairs	Philosophy	Fine/Studio Arts, General	International Business/ Trade	Chemistry, General	Spanish Language & Literature	Anthropology	Middle School Ed/ Teaching	Physics, General	Drama/Theatre Arts, General	Bus/Managerial Economics	Health Care Admin/Mgmt
CSU CAGR	-2%	7%	4%	1%	-14%	15%	-7%	5%	-2%	-2%	-6%	-15%	-14%	-11%	4%	-21%	-7%	N/A
Ohio CAGR	-6%	1%	7%	3%	24%	12%	-8%	0%	1%	-2%	-6%	-3%	-5%	-1%	-1%	-5%	-3%	-9%
Mean Wages (\$,K)	\$58.5	\$81.5	\$69.5	\$69.6	\$70.6	\$74.5	\$91.9	\$71.6	\$49.0	\$113.1	\$72.8	\$59.0	\$73.9	\$51.5	\$97.4	\$43.3	\$84.5	\$103.0

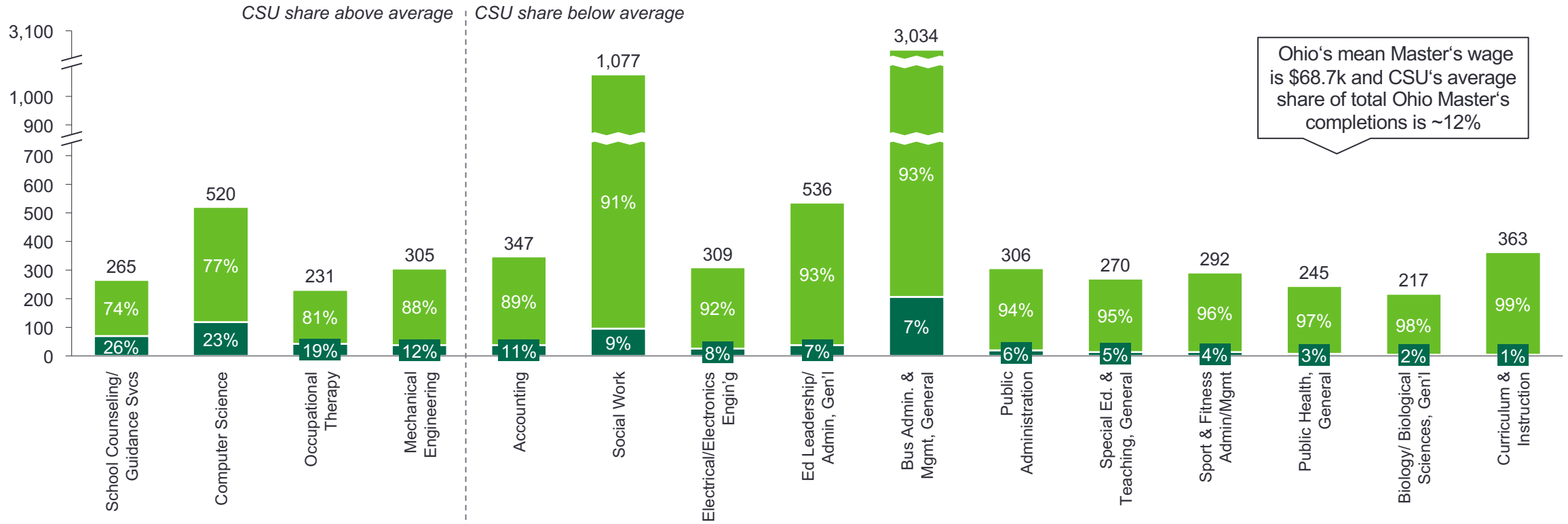
■ Growing/stable CAGR and above average wages in Ohio
 ■ Declining CAGR and below average wages in Ohio

Source: Internal CSU data from Gray DI; Bureau of Labor Statistics Earnings Data

Among Ohio Master's programs, CSU has the greatest growth opportunity in Computer Science & Curriculum/Instruction; Ed Leadership is a leading market growth area

CSU completion share in Ohio by CIP for Master's program (Ohio Completion >200), FY22

CSU Completions
Other Ohio Completions



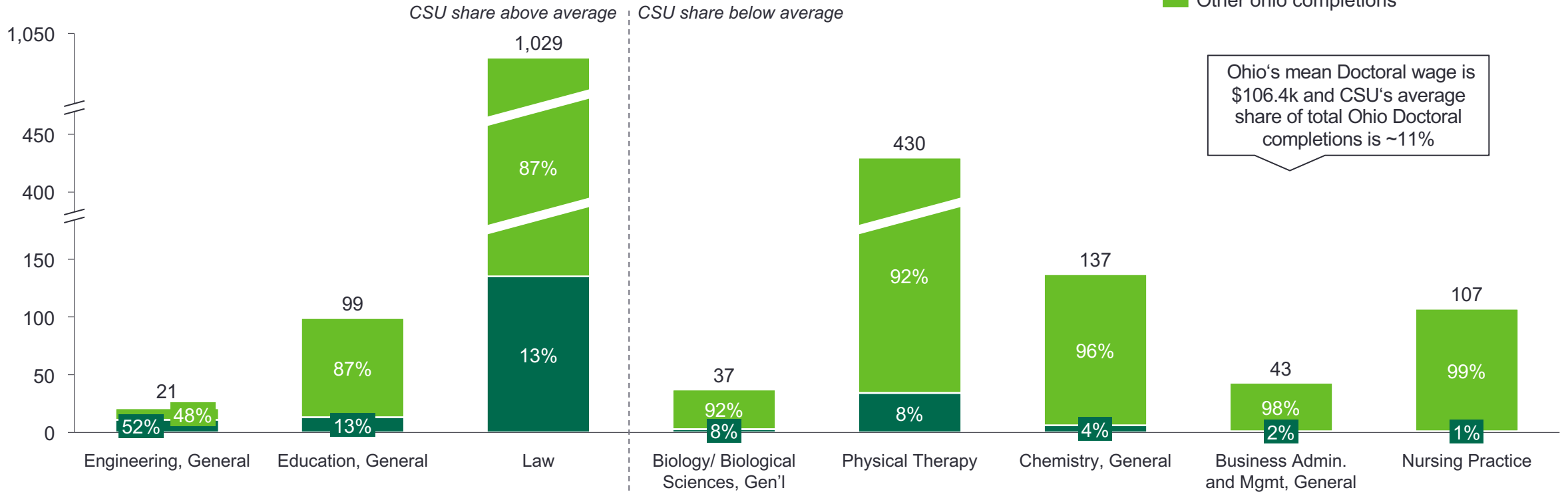
Ohio's mean Master's wage is \$68.7k and CSU's average share of total Ohio Master's completions is ~12%

CSU CAGR	10%	32%	1%	1%	-8%	-3%	-33%	24%	-1%	-12%	-18%	21%	3%	-11%	32%
Ohio CAGR	0%	-11%	4%	-6%	-6%	5%	-15%	5%	-2%	3%	0%	0%	-1%	-2%	1%
Mean Wages (\$,K)	\$50.8	\$75.9	\$82.7	\$87.0	\$70.8	\$47.7	\$86.8	\$84.7	\$75.4	\$90.0	\$55.6	\$45.2	\$49.9	\$57.3	\$65.6

Growing/stable CAGR and above average wages in Ohio
Declining CAGR and below average wages in Ohio

Among Ohio doctoral programs, CSU has the greatest growth opportunity in Engineering; Nursing is a leading market growth area

CSU completion share in Ohio by CIP for Doctoral program, FY22



Ohio's mean Doctoral wage is \$106.4k and CSU's average share of total Ohio Doctoral completions is ~11%

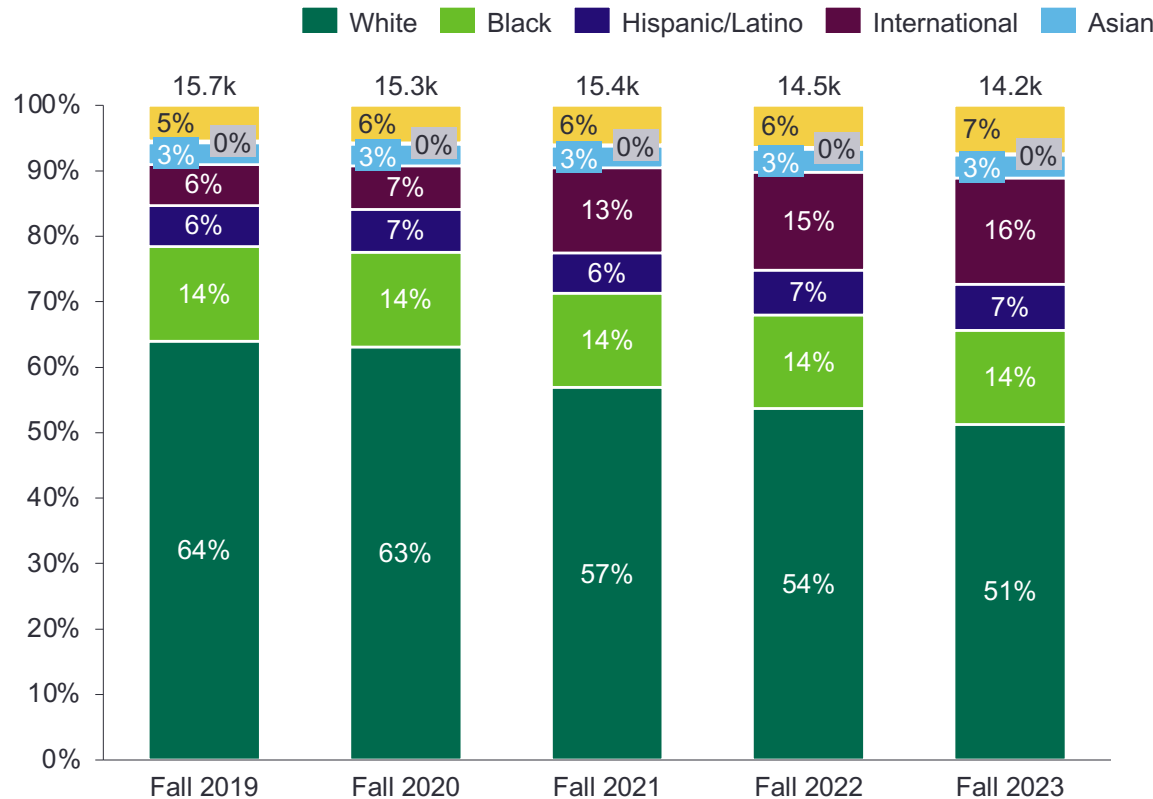
CSU CAGR	13%	-1%	3%	-18%	-1%	-13%	-32%	N/A
Ohio CAGR	4%	1%	2%	3%	3%	1%	0%	4%
Mean Wages (\$,K)	\$78.6	\$43.0	\$94.1	\$57.3	\$86.4	\$72.8	\$75.4	\$106.2

■ Growing/stable CAGR and above average wages in Ohio
 ■ Declining CAGR and below average wages in Ohio

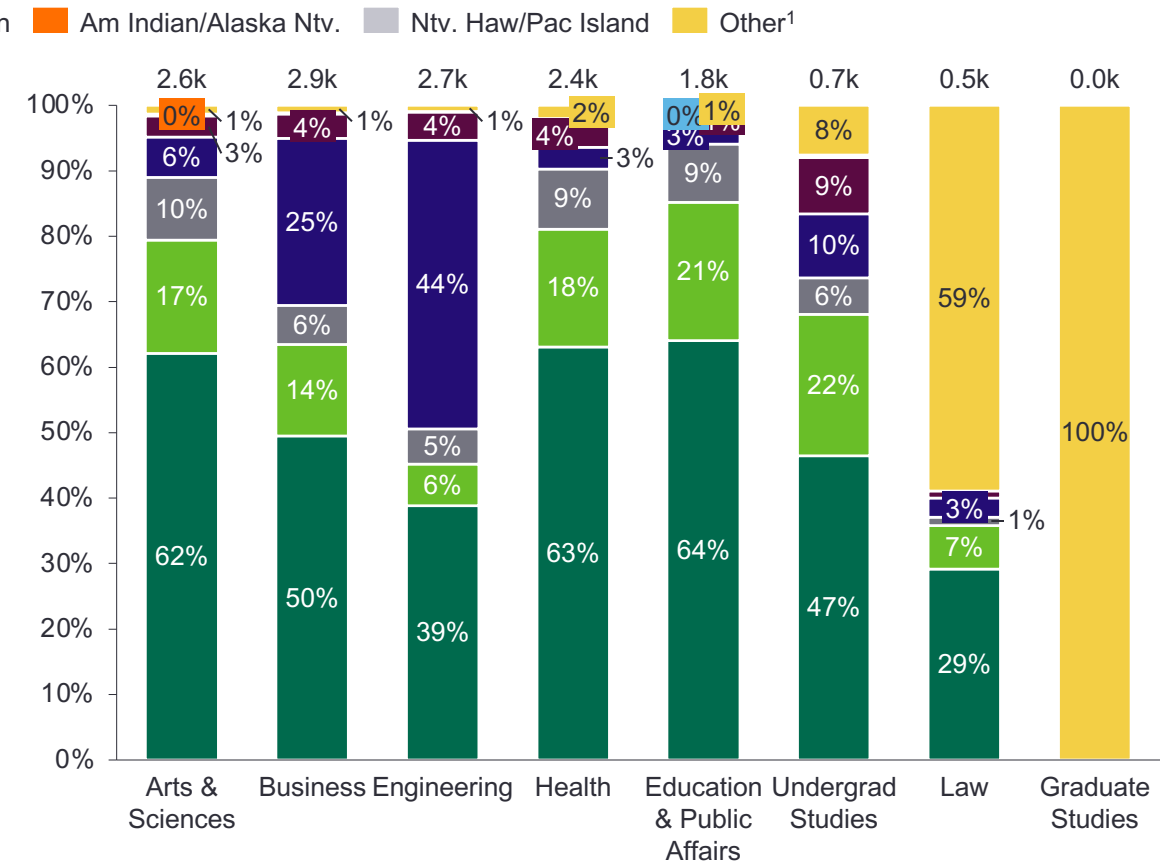
Source: Internal CSU data from Gray DI; Bureau of Labor Statistics Earnings Data

CSU has become more diverse in recent years, primarily due to declining enrollment among white students and growth of international students

Student race and ethnic category mix at CSU over time, Fall 2019-23



Student race and ethnic category mix by academic unit, Fall 2023



% Pell² 46%

38%

46%

51%

43%

% Pell² 58%

43%

44%

50%

49%

57%

N/A

N/A

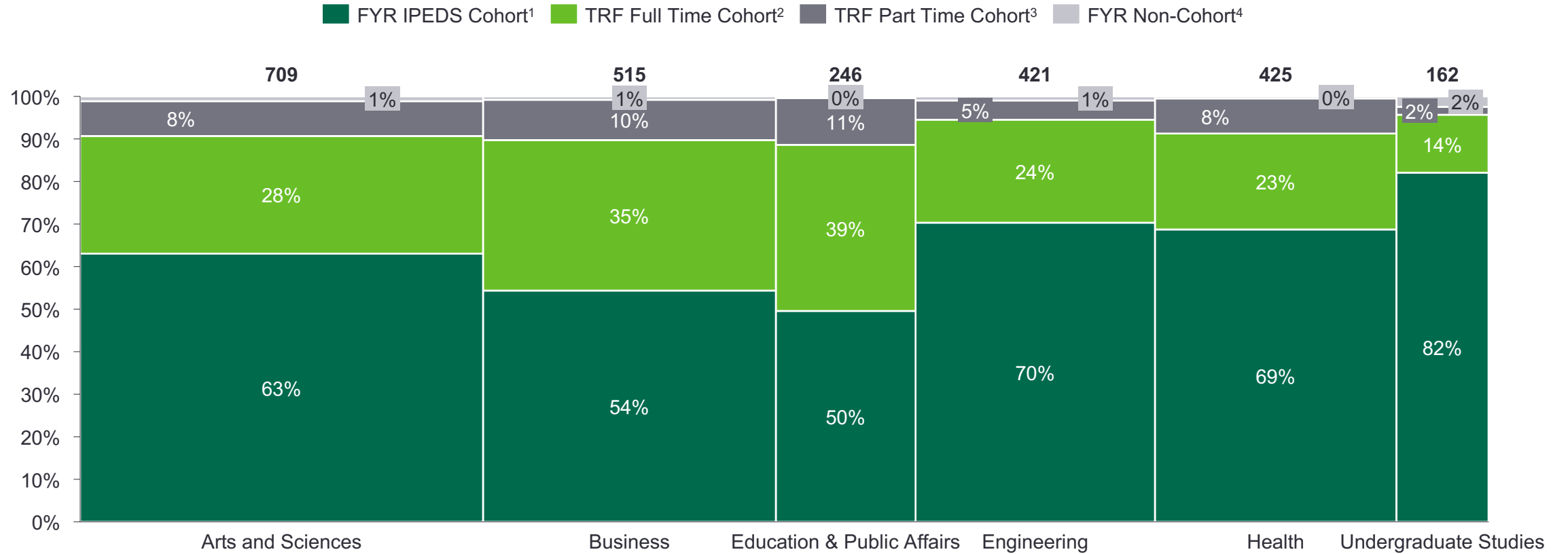
1. Refers to students tagged as two or more races and unknown

2. Reflects full-time first-time undergraduate students awarded Pell as a percentage of all full-time first-time undergraduate students in each respective semester

Source: Internal CSU data from Gray DI

Full-time, first-time students make up the majority of new undergraduate enrollments across every college

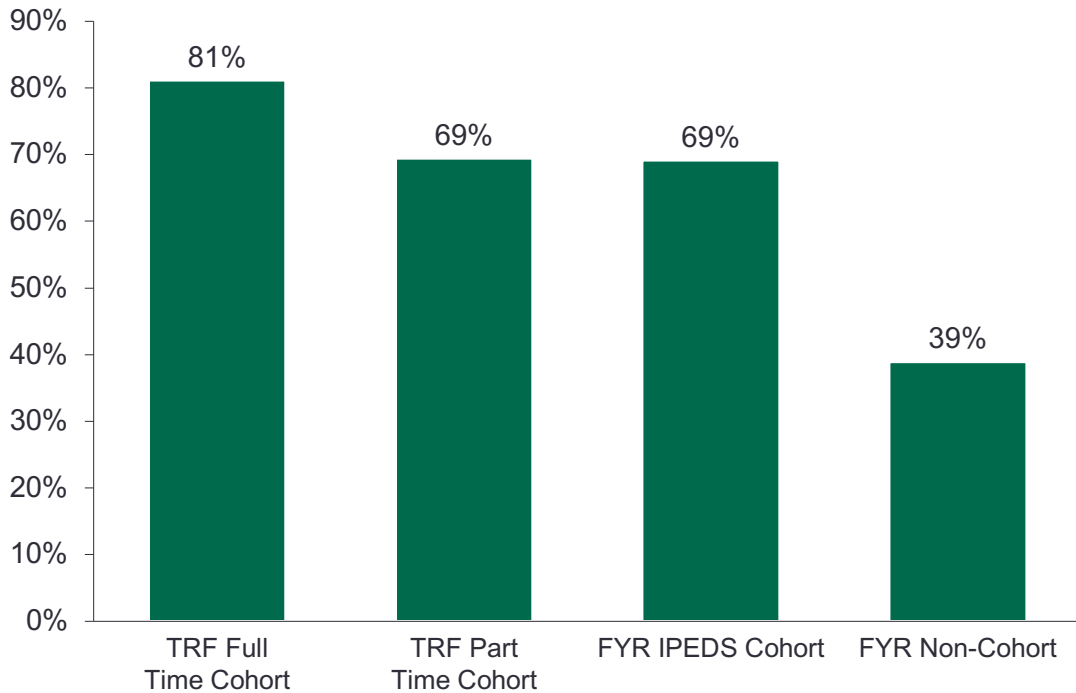
New student enrollment by cohort by college, Fall 2023



1. Full-time first-time undergraduate students
 2. Full-time transfer undergraduate students
 3. Part-time transfer undergraduate students
 4. Part-time first-time undergraduate students
 Source: Internal CSU data from Gray DI

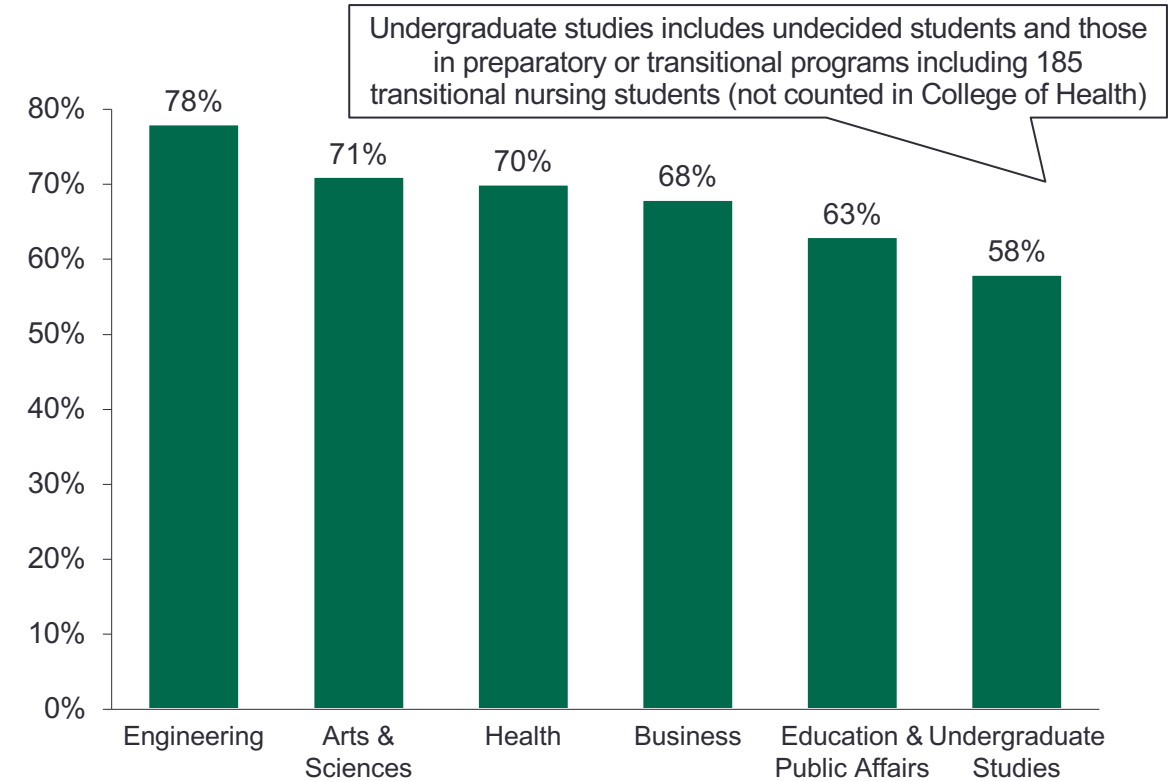
Retention rates are highest among full-time transfer students and within the Engineering college, and lowest among first-year non-cohort students and within Undergrad studies

Retention by cohort, Fall 2020/21/22¹



Student count	2,152	711	5,288	113
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Retention of FYR IPEDS Cohort by college, Fall 2020/21/22¹

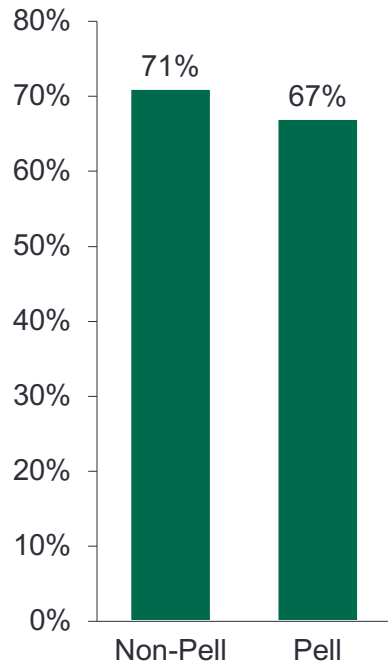


Student count	879	1,512	842	812	561	682
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1. Reflects average of retention rates from full-time undergraduate students starting their first term at CSU in Fall 2020, Fall 2021, and Fall 2022
Source: Internal CSU data from Gray DI

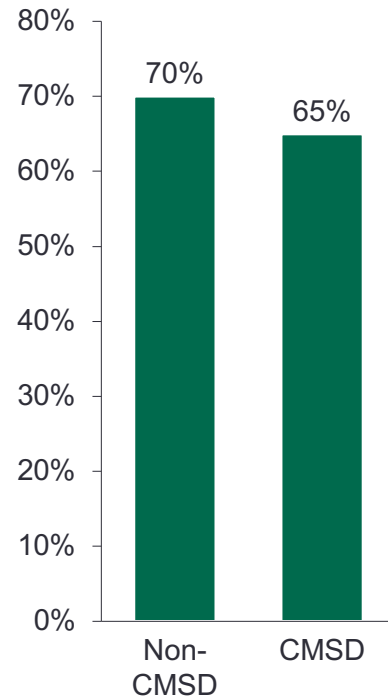
Retention rates are lower among Pell, CMSD, URM, and low-range HS GPA students

Retention of FYR IPEDS Cohort by Pell status, Fall 2022¹



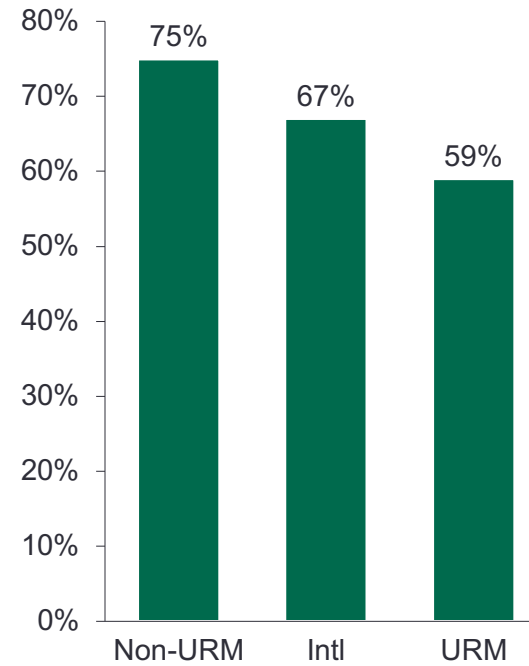
Student count
 834 868

Retention of FYR IPEDS Cohort by CMSD status, Fall 2022¹



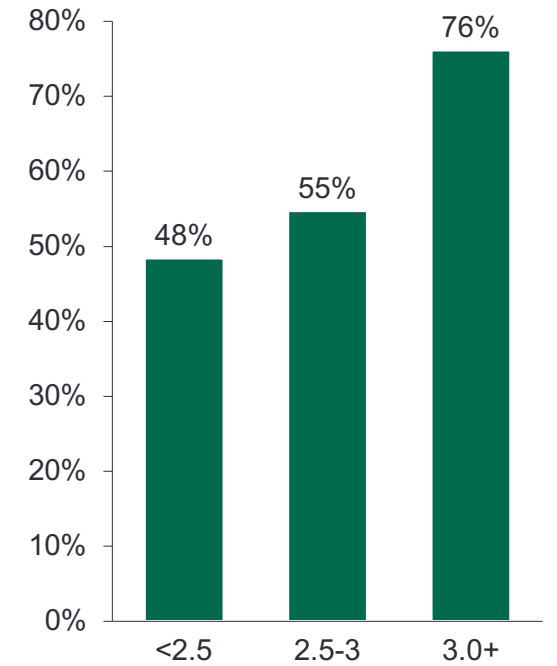
Student count
 1480 222

Retention of FYR IPEDS Cohort by race and ethnicity, Fall 2022¹



Student count
 1054 104 544

Retention of FYR IPEDS Cohort by HS GPA, Fall 2022¹



Student count²
 1207 312 133

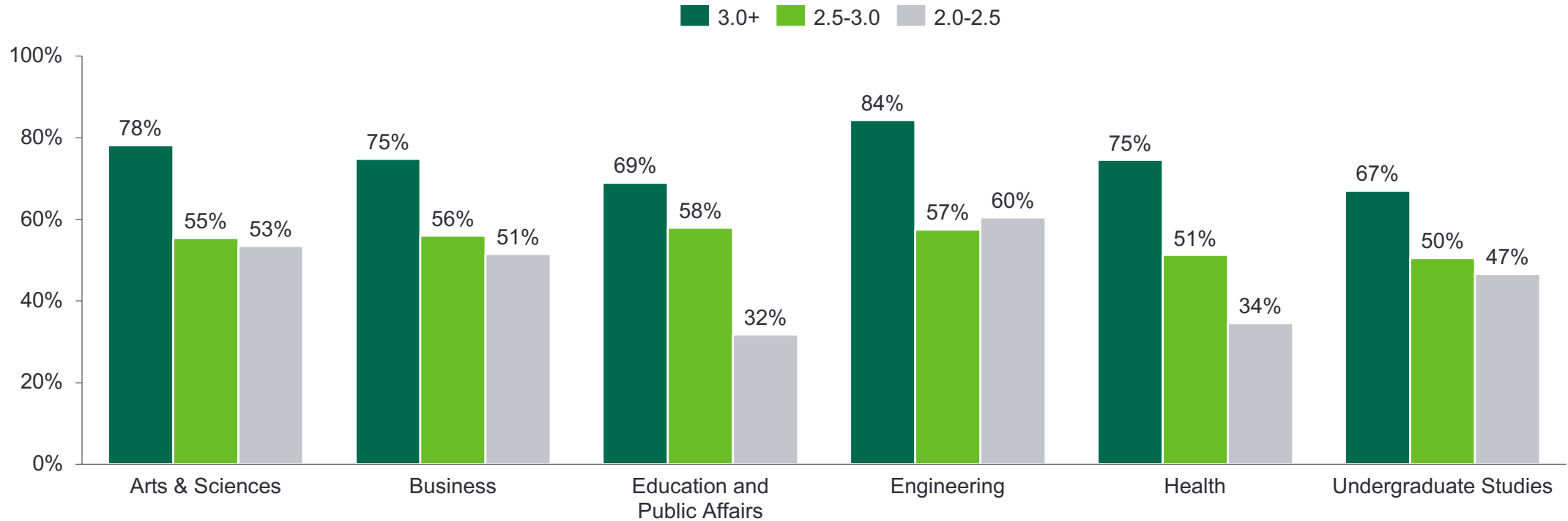
1. Reflects average of retention rates from full-time undergraduate students starting their first term at CSU in Fall 2022

2. Excludes students with "N/A" incoming high school GPAs

Source: Internal CSU data from Gray DI

For students with a HS GPA below 3.0, retention rates are low across the colleges

Retention of FYR IPEDS Cohort by GPA by college, Fall 2020/21/22¹

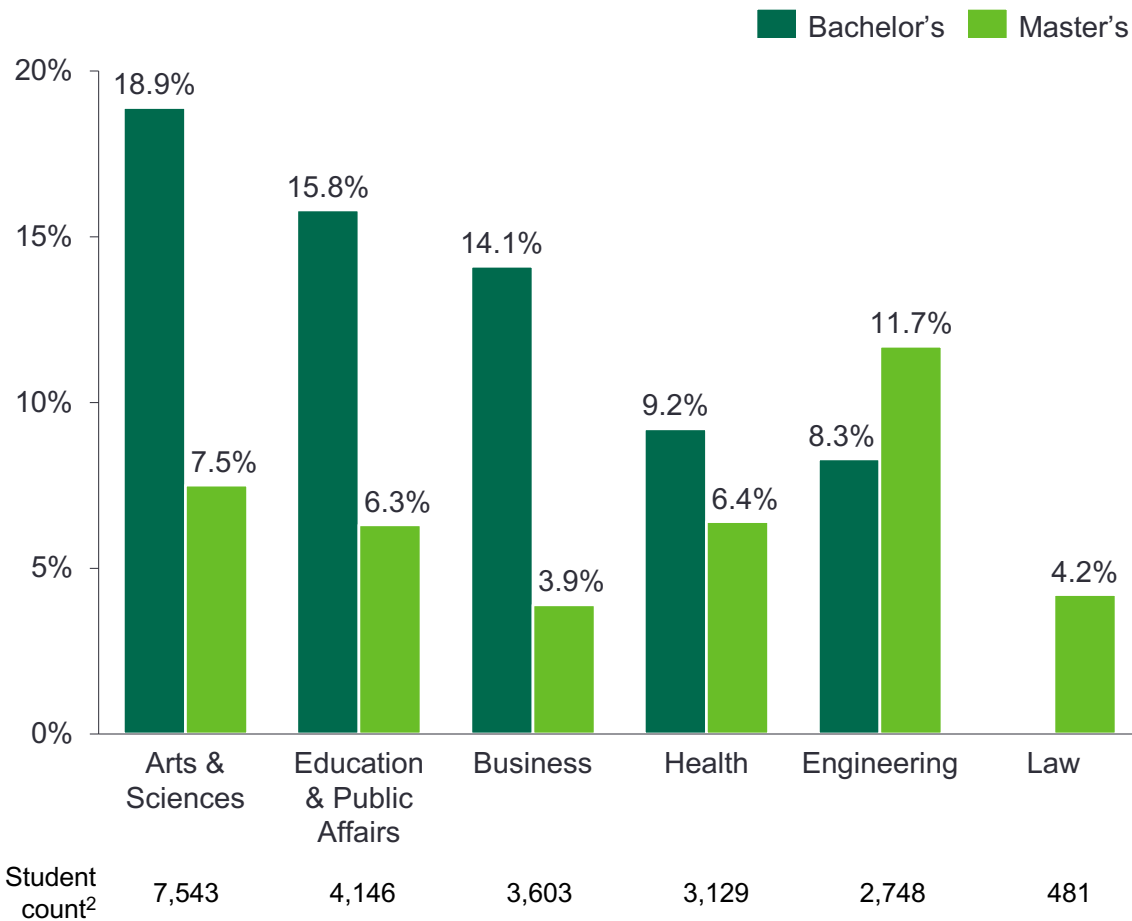


2.0-2.5 GPA student count	101	68	41	48	29	116
2.5-3.0 GPA student count	269	177	126	127	82	206
3.0+ GPA student count	1110	540	374	687	715	349

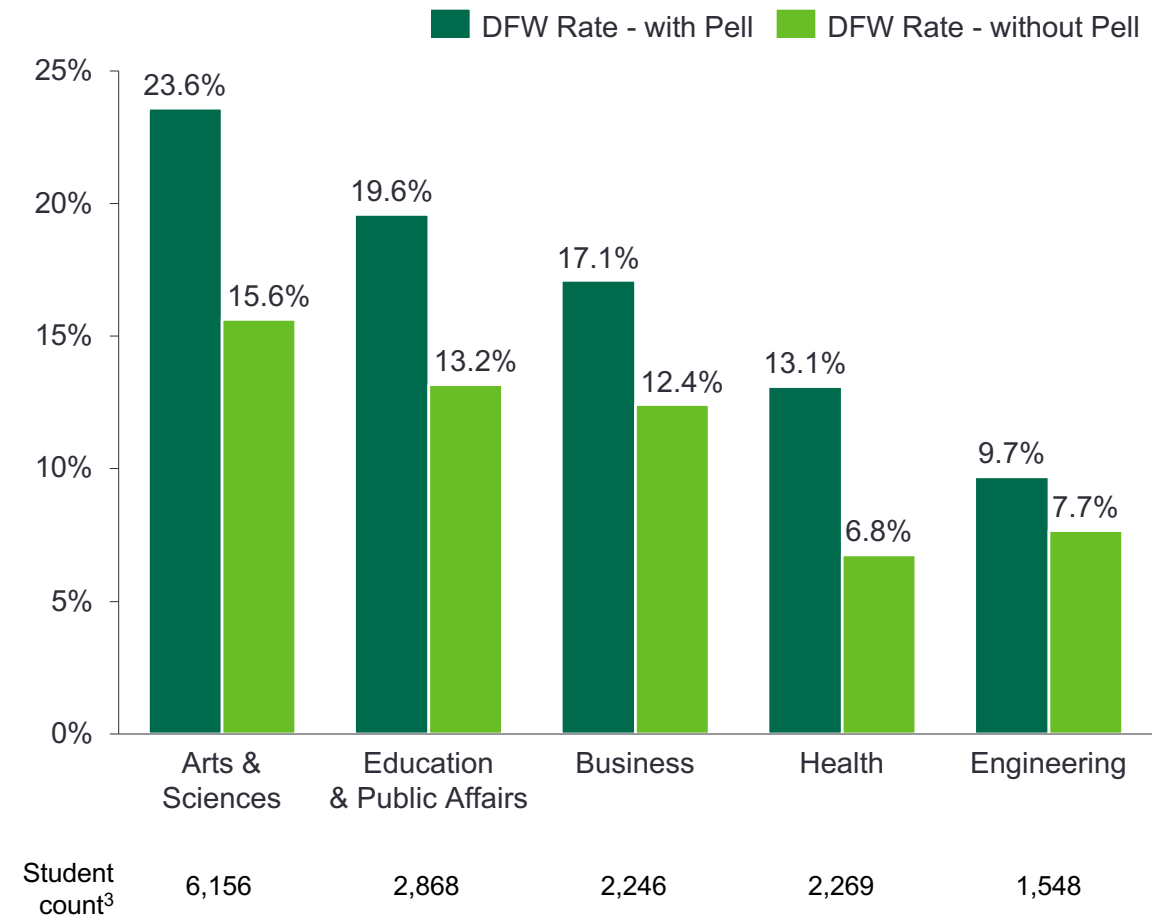
1. Reflects average of retention rates from full-time undergraduate students starting their first term at CSU in Fall 2020, Fall 2021, and Fall 2022
Source: Internal CSU data

Across almost all colleges, DFW rates are higher in Bachelor's programs and among students qualifying for Pell

DFW rate by degree by college, Fall 2022



DFW rate by Pell status by college (%)¹, Fall 2022



1. Only considers students enrolled for bachelor programs and excludes the Law school

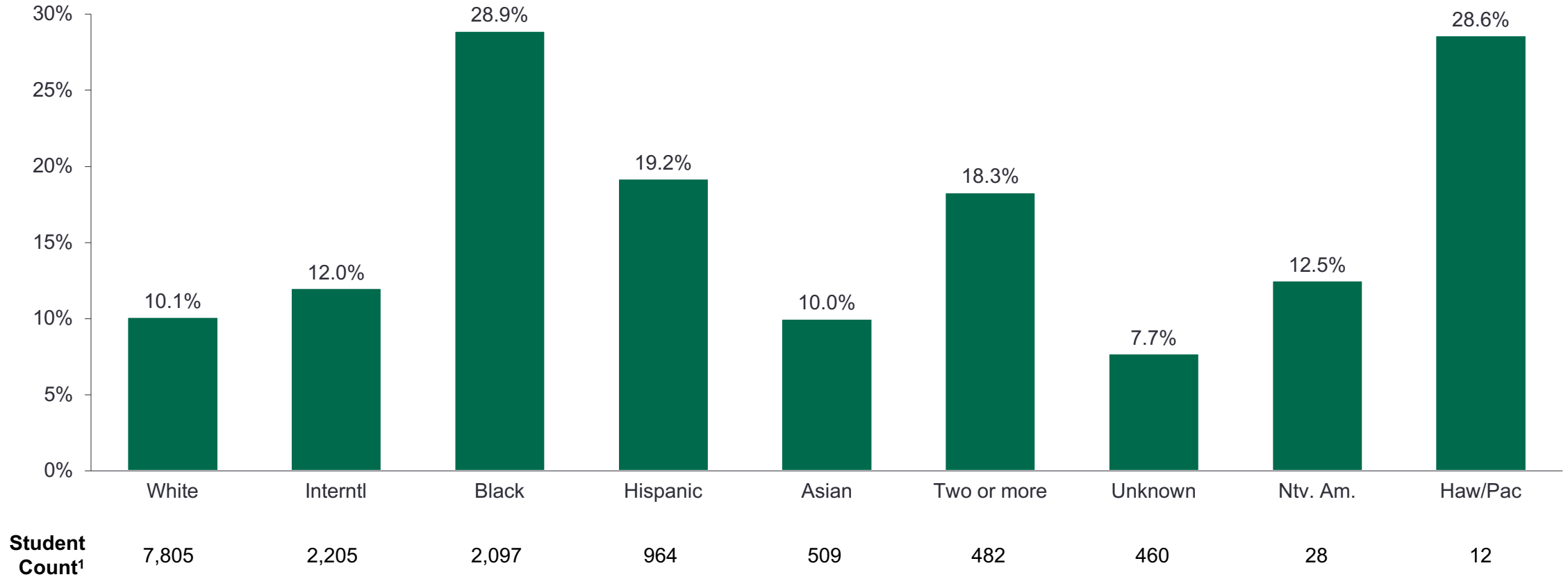
2. Represent unduplicated headcount of both undergraduate and graduate students served by each college and does not parse students uniquely

3. Represent unduplicated headcount of undergraduate students only and does not parse students uniquely.

Source: Internal CSU data from Gray DI

Across all race and ethnic groups, DFW rates are highest among underrepresented minorities, including Black / African American and Hispanic students

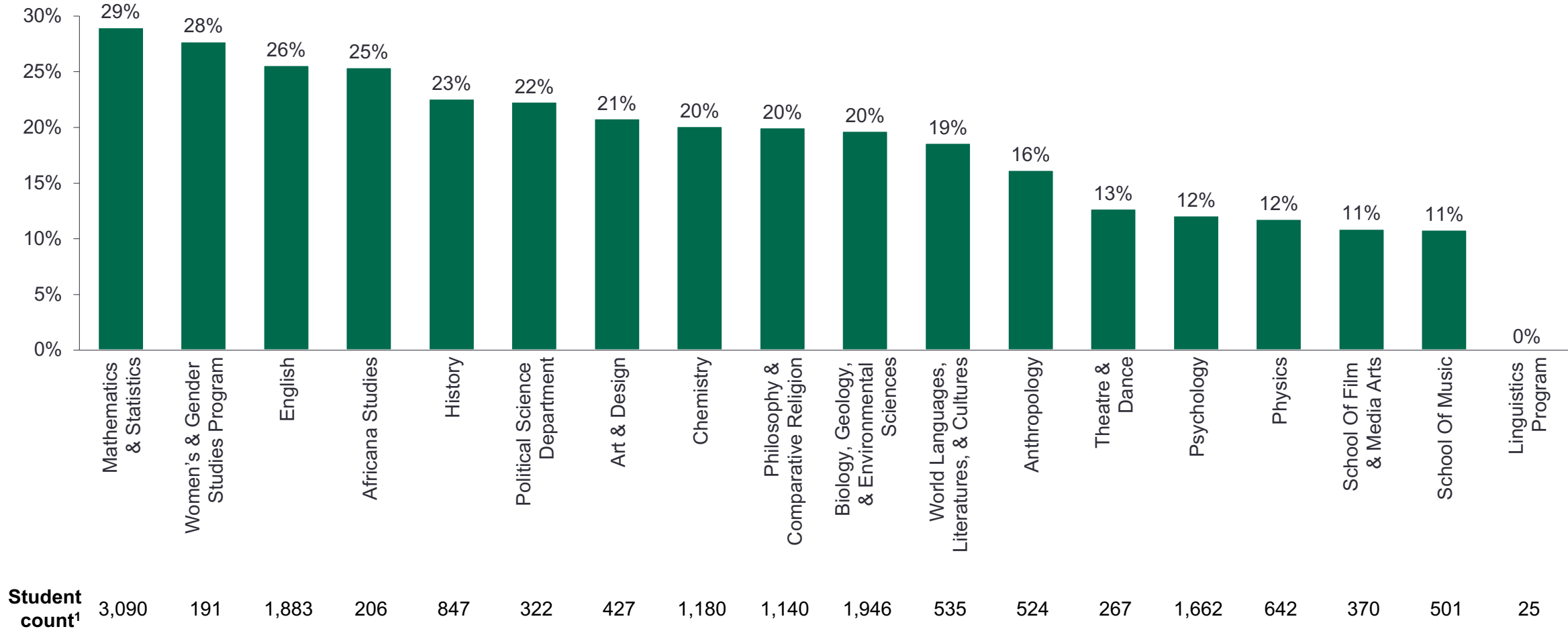
DFW rate by race and ethnic category mix (%), Fall 2022



1. Represent unduplicated headcount of both undergraduate and graduate students served by each college and does not parse students uniquely
 Source: Internal CSU data from Gray DI

Within the college of Arts & Sciences, DFW rates are highest among Math, Gender Studies, and English programs

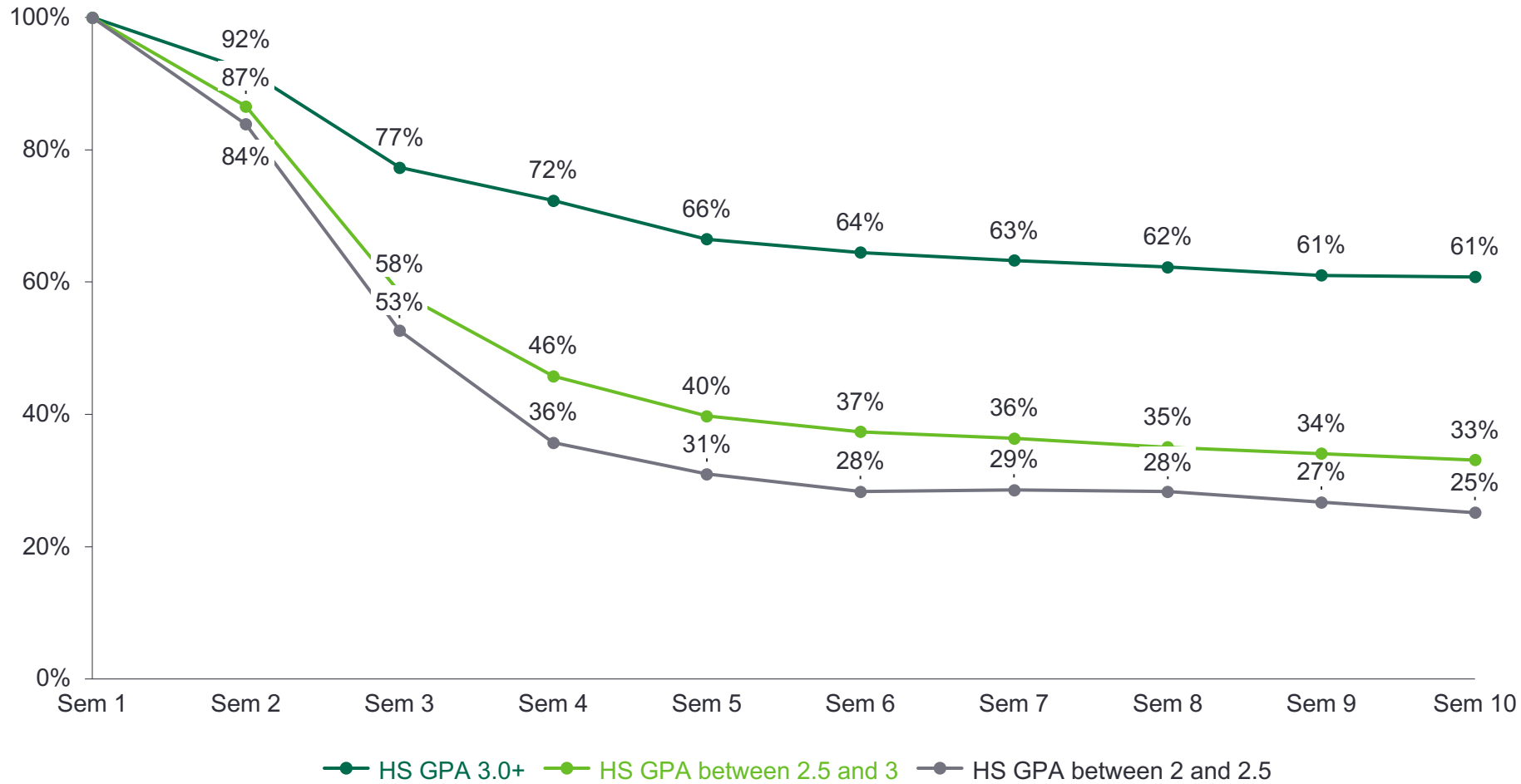
Arts & Science college DFW rate by course department (%), Fall 2022



1. Represent unduplicated headcount of both undergraduate and graduate students served by each college and does not parse students uniquely
 Source: Internal CSU Data from Gray DI

The completion rate for students with high school GPA of 3+ is significantly higher than for students below a 3.0

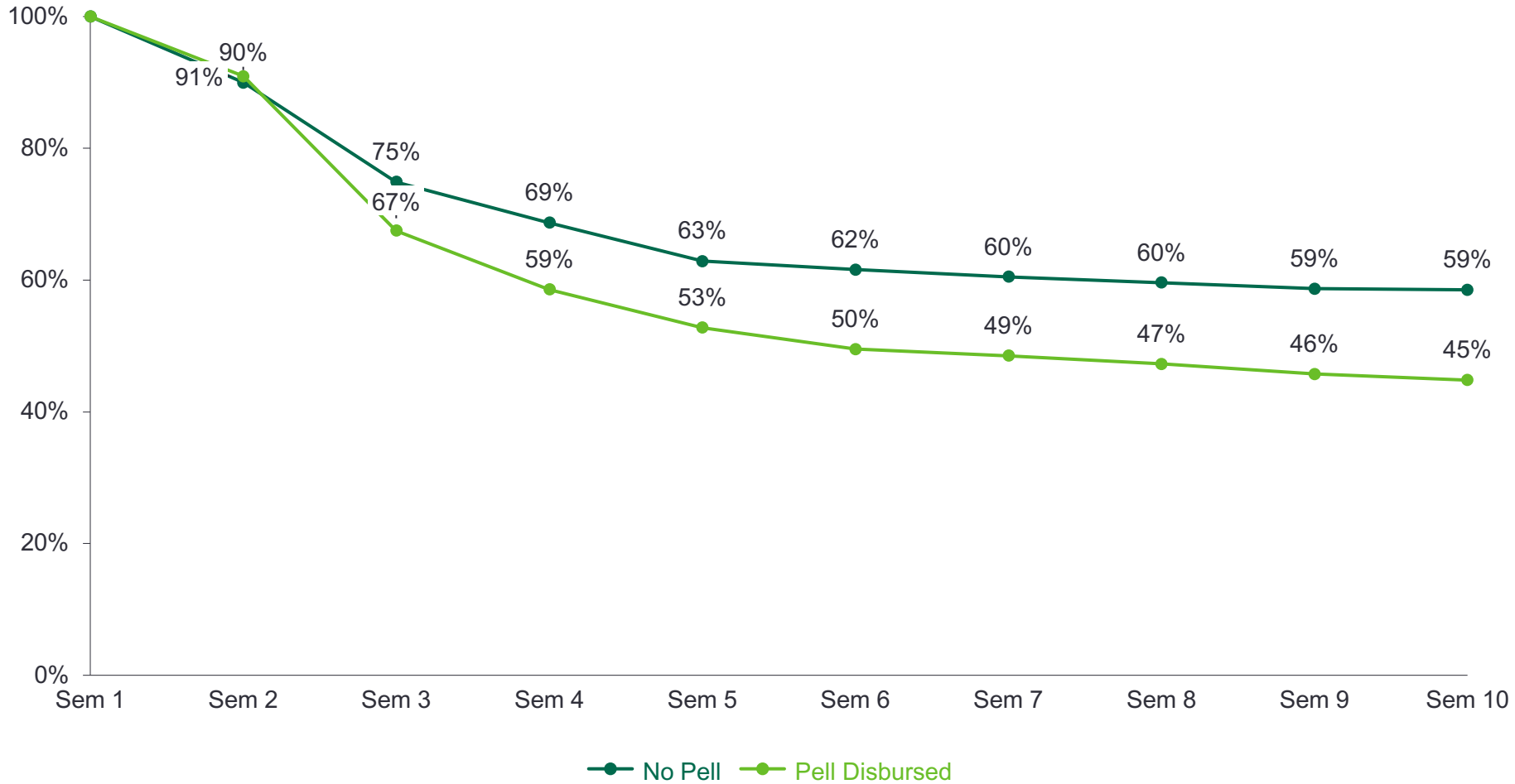
Retention rate by semester by incoming HS GPA, IPEDS cohort, starting 2016-2018



Segment	Fall 2023 N
3.0 HS GPA	1029
2.5-3.0 HS GPA	292
2.0-2.5 HS GPA	128

The completion rate for Pell recipients is 14 points below non-Pell recipients

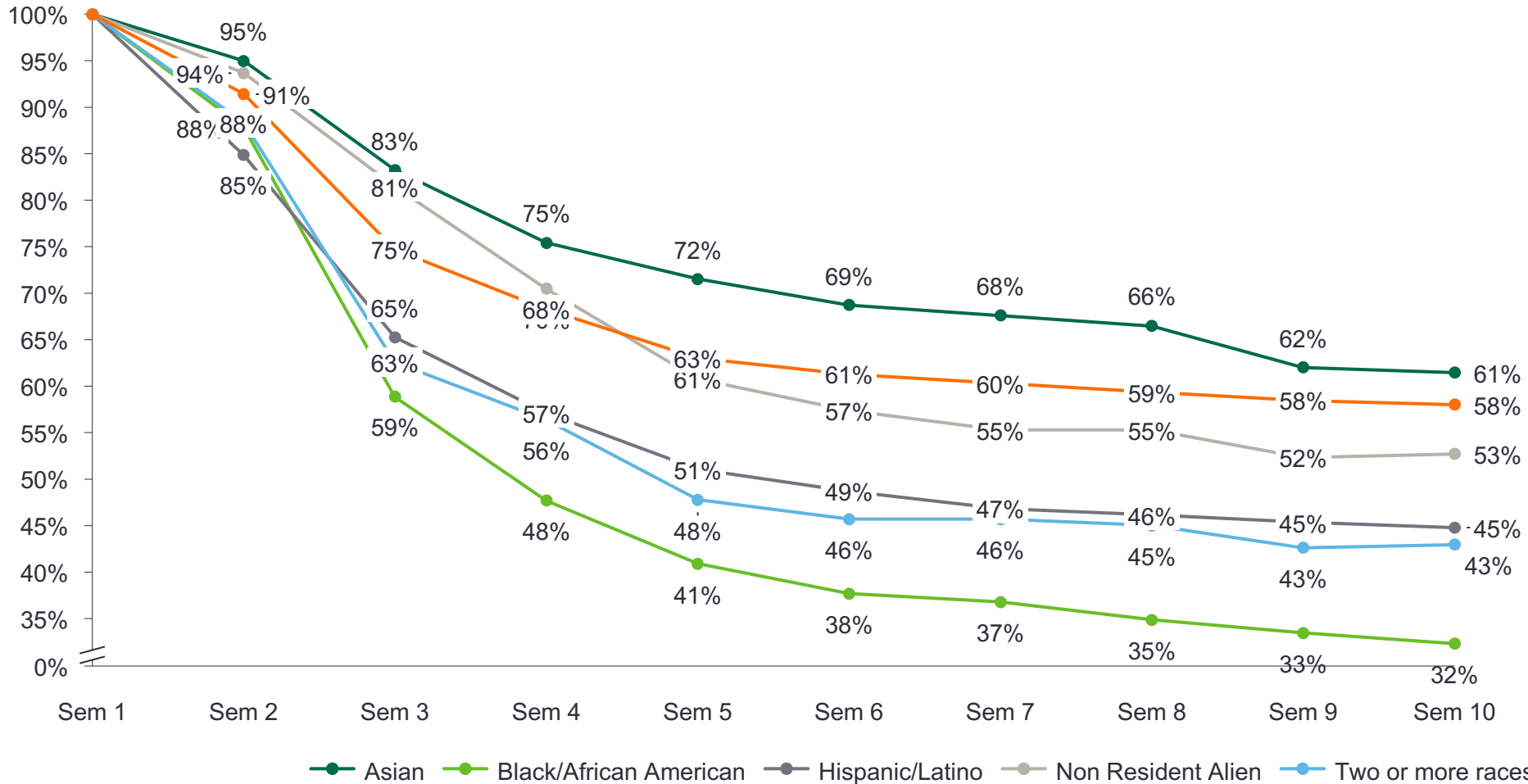
Retention rate by semester by Pell status, IPEDS cohort, starting 2016-2018



Segment	Fall 2023 N
No Pell	891
Pell	679

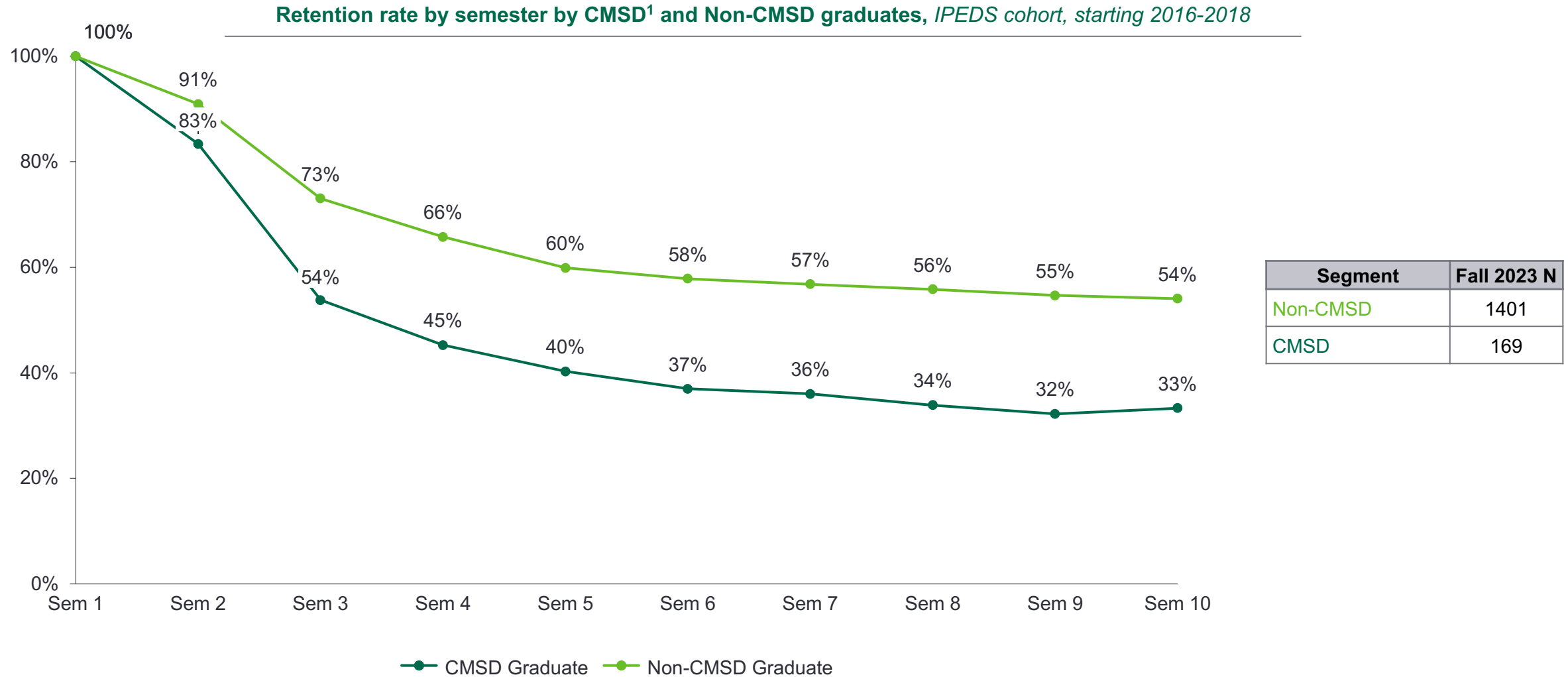
Completion rates are lowest overall for Black/African American students, followed by two or more races and Hispanic/Latino students

Retention rate by semester by race & ethnicity, IPEDS cohort, starting 2016-2018



Segment	Fall 2023 N
Asian	57
White	806
Non-Resident Alien	127
Hispanic/Latino	173
Two or more	92
Black	273

The retention rate for CMSD graduates is 21 points below non-CMSD graduates



1. Cleveland Metropolitan School District
Source: Internal CSU data from Gray DI

First-Year Advisor model appears to be insufficient to address high student needs, while Grad Success Coaches and TRIO assignments are correlated with higher retention

First-year retention IPEDS Cohort by Demographic and Student Support Program¹, Fall 2022 Starting Cohort

	First-Year Advisor		Grad Success Coach		TRIO	
	<i>Not Assigned</i>	<i>Assigned</i>	<i>Not Assigned</i>	<i>Assigned</i>	<i>Not Assigned</i>	<i>Assigned</i>
Pell	86% (n=507)	38% (n=250)	67% (n=617)	67% (n=251)	65% (n=768)	81% (n=100)
CMSD	82% (n=100)	51% (n=122)	63% (n=73)	66% (n=149)	64% (n=204)	78% (n=18)
URM	80% (n=269)	38% (n=275)	53% (n=285)	65% (n=259)	57% (n=481)	73% (n=63)
2.5-3.0 Incoming HS GPA	79% (n=102)	39% (n=209)	50% (n=232)	57% (n=79)	50% (n=287)	75% (n=24)
2.0-2.5 Incoming HS GPA	82% (n=28)	46% (n=95)	51% (n=84)	62% (n=39)	54% (n=114)	56% (n=9)

Students who are assigned a first-year advisor on average have fewer incoming credits and are more likely to be undecided

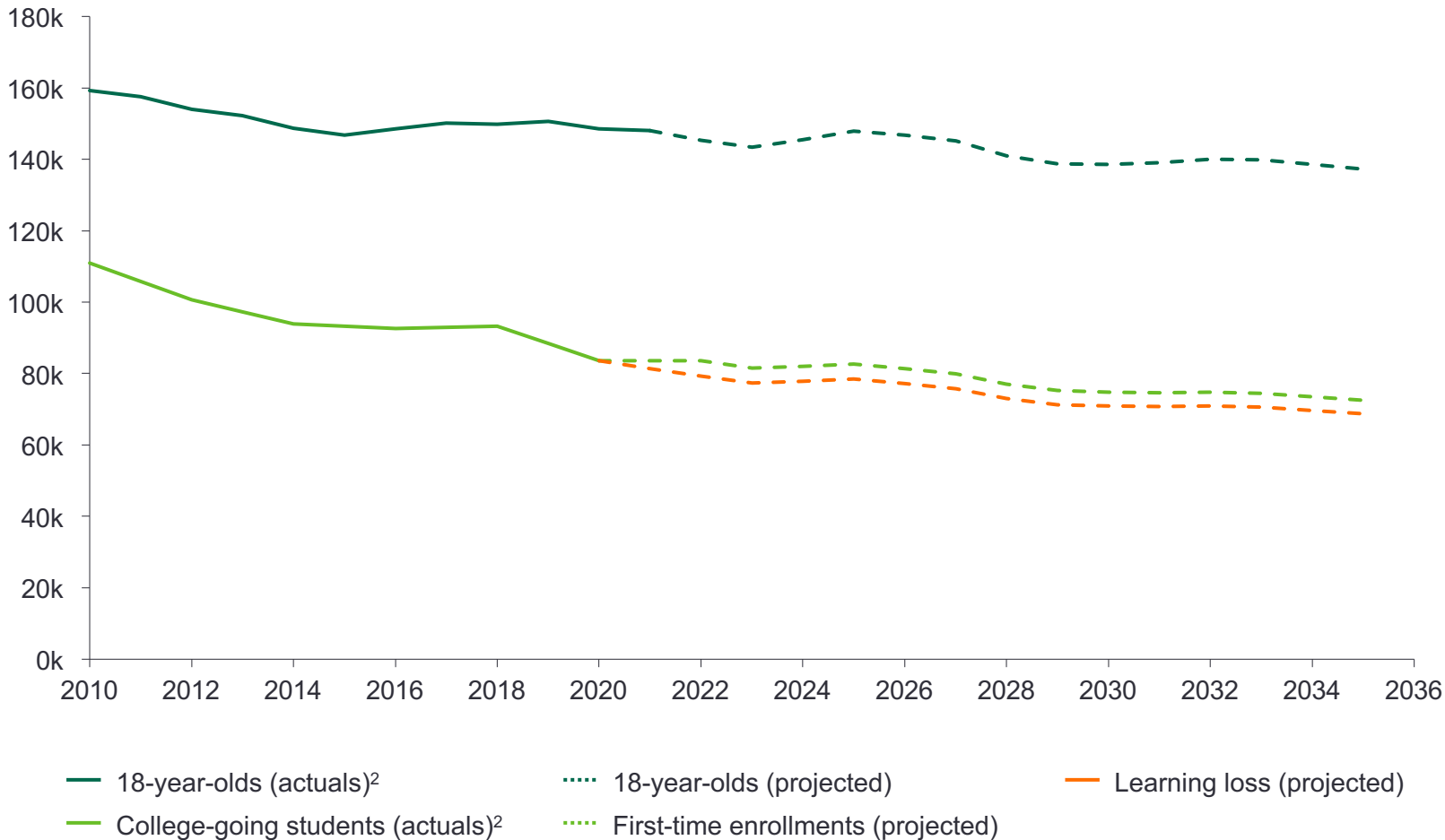
1. There are limitations to tracking of advising assignments and student utilization. Table reflects reporting of data that is tracked and captured
Source: Internal CSU data from Gray DI

Contents

- ▶ Strategic Assessment Overview (p. 5)
- ▶ Summary of Findings (p. 10)
- ▶ Investment Areas (p. 32)
- ▶ Right-sizing Cost Reduction Areas (p. 51)
- ▶ Qualitative Feedback from Stakeholder Groups (p. 76)
- ▶ Enrollment Trends and Outcomes (p. 83)
- ▶ **Ohio Landscape and Peer Comparisons (p. 114)**
- ▶ Aspirational Peer Case Studies (p. 129)

1	Local Ohio landscape
2	Performance vs. peers
3	Case studies

The market for traditional undergrad students is expected to decline over the next decade due to demographic shifts and learning loss



FT student change due to demographic shift

-11,080 Students

-13pp Change from 2020-2035

Change in total college-going students

-14,853 Students

-3pp Change in college-going rate from 2020-2035

FT student change due to learning loss

-3,733 Students

-5pp Change from 2020-2035

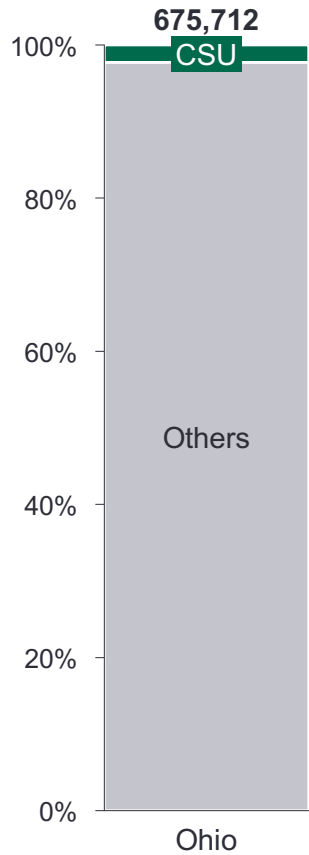
1. Estimated using WICHE 10th Grade Total Enrollments from 2-Years Previous College going rate calculated using representative sample from ACS 2010-2021 1-Year data on state residents 19-24-years old that have graduated high school (GED or equivalent included).

2. EAB analysis of IPEDS Fall Enrollment by State of Residence Data, American Communities Survey data, WICHE 10th Grade Enrollment Data, and National Assessment of Educational Progress data; Doty, E., Kane, T., Patterson, T., & Staiger, D. (2022). What do changes in state test scores imply for later life outcomes?; EAB interviews and analysis.

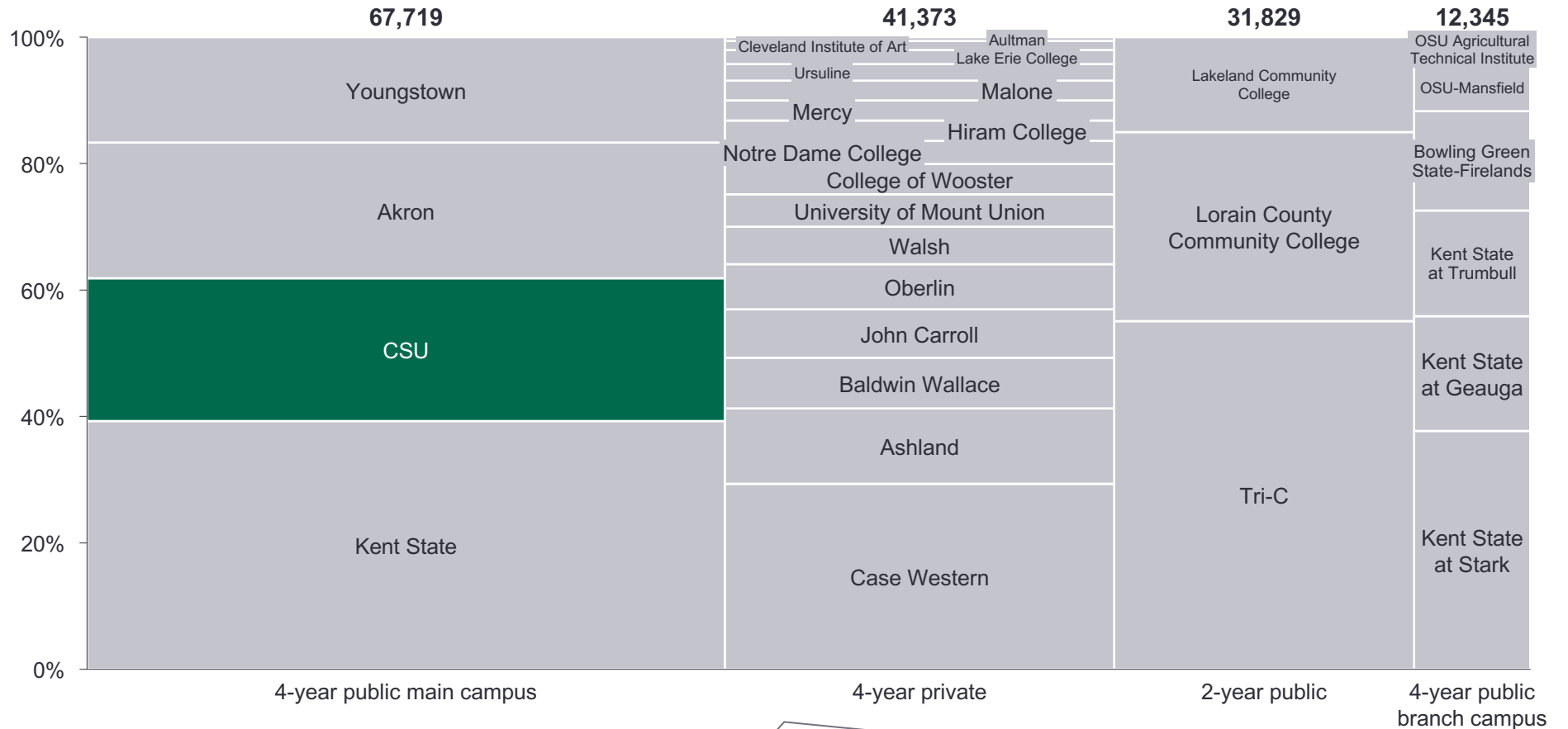
1	Local Ohio landscape
2	Performance vs. peers
3	Case studies

CSU makes up roughly 10% of the local Ohio higher education landscape, as defined by a ~50-mile catchment area

Total enrollments of all Ohio colleges, Fall 2021



Total enrollments of local Ohio colleges (50-mile radius)^{1, 2}, Fall 2021



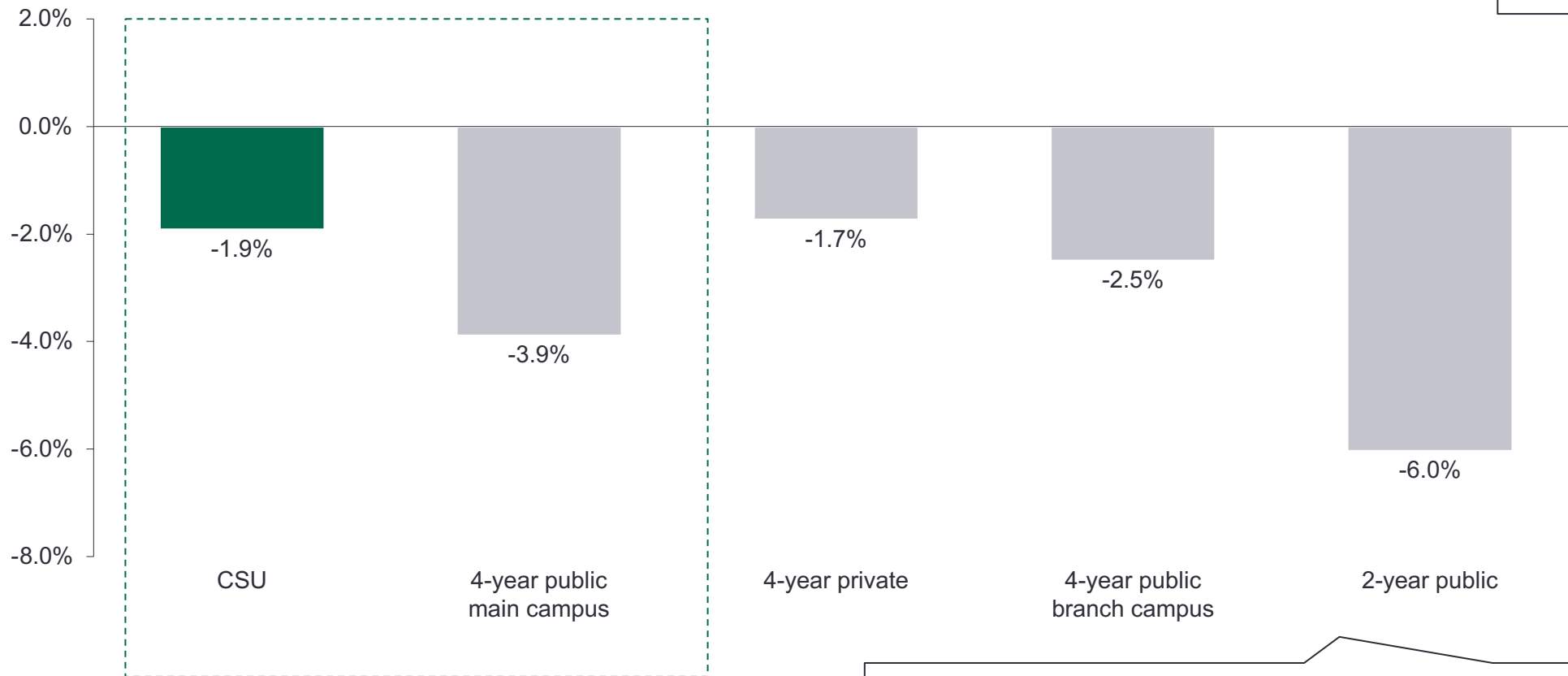
1. Captures Ohio schools within 50-mile radius of CSU
 2. 2-year publics include only immediate Cleveland metro area
 Source: IPEDS

CSU draws the majority of its students from within a 25-mile radius

1	Local Ohio landscape
2	Performance vs. peers
3	Case studies

Student enrollment has declined across all segments regionally, with CSU declining at a lower rate than other 4-year public main campuses

Total enrollment change (Fall '16-Fall '21 CAGR) at CSU vs regional Ohio institutions, by segment¹



The overall median enrollment CAGR for Ohio institutions within a 50-mile radius of CSU is -2.6%

For all institutions in Ohio, the median 5-year enrollment CAGR has been **-2.2% for 2-year schools** and **-1.7% for 4-year schools**

1. The peer set includes Ohio higher education institutions within a 50-mile radius; 4-year public main campus' excludes CSU
Source: IPEDS

Compared to other 4-year publics, CSU has a lower mix of online and out of state students but a higher mix of adult and graduate students

1	Local Ohio landscape
2	Performance vs. peers
3	Case studies

Student enrollment mix and outcomes of CSU and peers by segment¹, 2021

Institution Segment	Enrollment mix							Outcomes	
	% Part-time	% Online (undergrad)	% Graduate	% Non-traditional adult	% Pell	% Out of state	% International	% Retention	150% Graduation rate
CSU	27%	10%	27%	19%	41%	5%	2%	70%	51%
4-year public main campus ²	26%	19%	17%	10%	36%	15%	0%	75%	54%
4-year private	19%	13%	15%	14%	37%	39%	7%	75%	59%
4-year public branch campus	55%	39%	0%	16%	41%	2%	0%	51%	8%
2-year public	75%	41%	0%	35%	44%	1%	0%	40%	N/A

1. Captures Ohio colleges within 50-mile radius of CSU, excluding Eastern Gateway Community College, North Central State College, and Stark State College

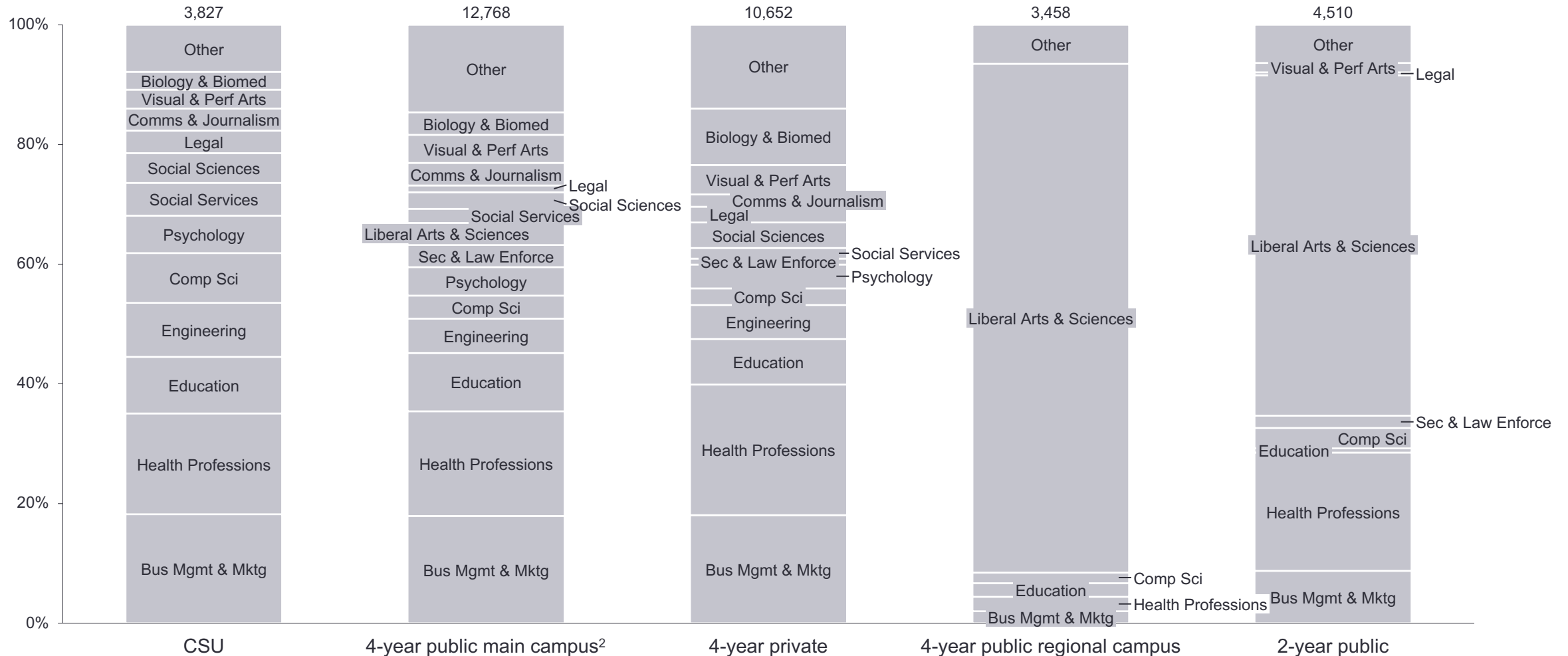
2. 4-year public main campus metrics excludes CSU

Source: IPEDS

1	Local Ohio landscape
2	Performance vs. peers
3	Case studies

CSU has a similar program composition compared to other 4-year publics and privates

CIP code completions of Ohio colleges by segment¹, 2022



1. Captures Ohio colleges within 50-mile radius of CSU, excluding Eastern Gateway Community College, North Central State College, and Stark State College

2. 4-year public main campus metrics excludes CSU

Source: IPEDS

The institution set used for peer analysis is composed of 4-year R2 and R3 public schools in the Midwest and Northeast with 10k-20k students

1	Local Ohio landscape
2	Performance vs. peers
3	Case studies

CSU Peer Overview¹

Institution	Description		Enrollment mix		
	Region	Research classification	Total FTEs ²	% Part-time enrollment	% Undergrad Enrollment
CSU	Midwest	R2	12,720	27%	68%
Bowling Green State University - Main	Midwest	R2	14,989	25%	82%
Central Michigan University	Midwest	R2	12,944	26%	74%
CUNY City College	Northeast	R2	12,349	29%	82%
Eastern Michigan University	Midwest	R2	12,029	35%	83%
Ferris State University	Midwest	R3	8,512	30%	89%
Kean University	Northeast	R3	10,734	26%	83%
Marshall University	Northeast	R2	9,442	23%	73%
Northern Illinois University	Midwest	R2	13,538	27%	73%
Oakland University	Midwest	R2	14,501	25%	80%
Rowan University	Northeast	R2	16,663	20%	79%
University of Akron Main Campus	Midwest	R2	12,168	27%	85%
University of Rhode Island	Northeast	R2	15,689	17%	84%
University of Toledo	Midwest	R2	14,824	21%	78%
West Chester University of Pennsylvania	Northeast	R2	15,229	22%	82%
Western Michigan University	Midwest	R2	15,335	26%	80%
Wichita State University	Midwest	R2	12,206	34%	78%
Wright State University-Main Campus	Midwest	R2	8,084	35%	73%

1. The 17 peers were defined as main campus R2 and R3 doctoral universities and in the Midwest/Northeast region with high research activity and between 10-20k student enrollment

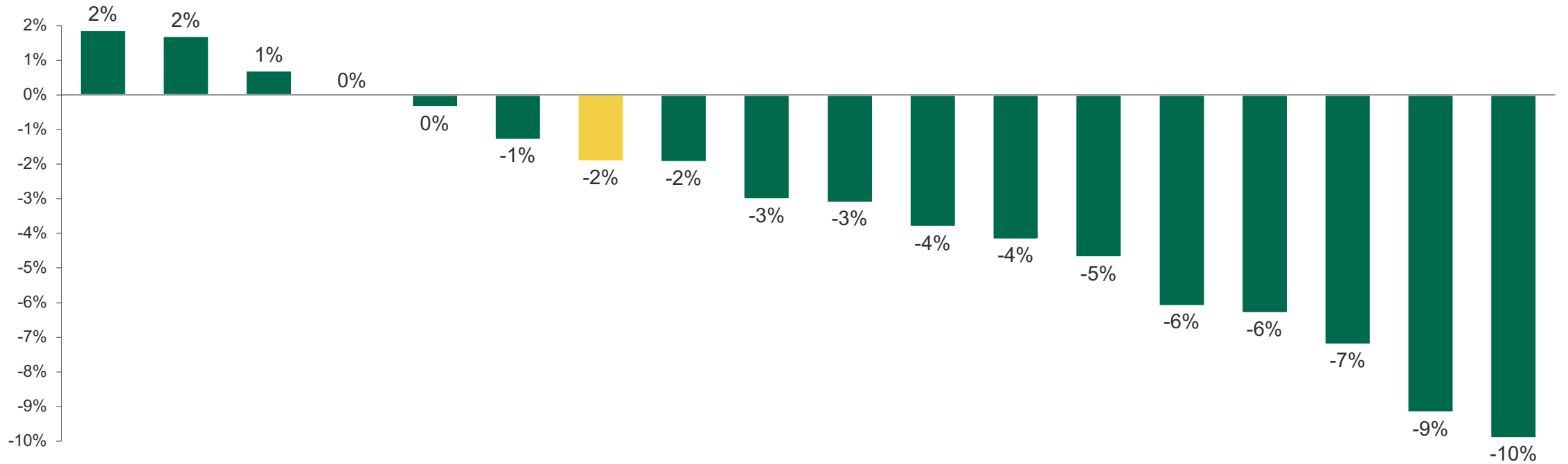
2. Reflects Fall 2021 FTE enrollments

Source: IPEDS

1	Local Ohio landscape
2	Performance vs. peers
3	Case studies

Enrollment has decreased in the last five years for almost all of the peer set; CSU has performed slightly better than most peers

Total Enrollment CAGR of CSU vs Peers, 2016 and 2021

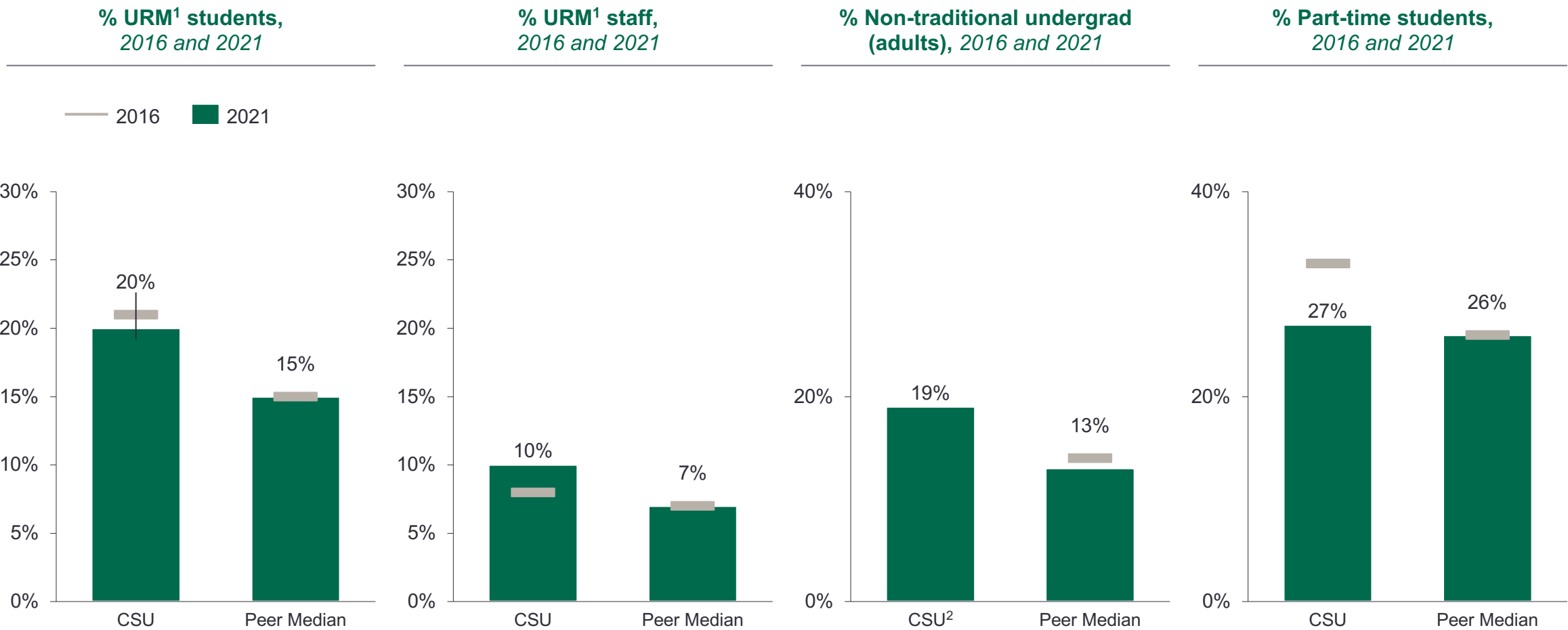


	Rowan University	Wichita State University	West Chester University	Bowling Green State University - Main	University of Rhode Island	CUNY City College	CSU	Kean University	Oakland University	Northern Illinois University	University of Toledo	Marshall University	Western Michigan University	Ferris State University	Eastern Michigan University	University of Akron Main Campus	Wright State University- Main Campus	Central Michigan University
Retention (%)	83%	69%	85%	78%	85%	81%	70%	71%	73%	67%	75%	71%	77%	77%	69%	69%	65%	77%
Revenue growth (%)	4%	12%	3%	3%	2%	3%	2%	4%	5%	1%	3%	4%	1%	3%	2%	-4%	-4%	3%

1. The 17 peers were defined as main campus R2 and R3 doctoral universities and in the Midwest/Northeast region with high research activity and between 10-20k student enrollment
 2. Reflects 2021 total enrollments
 Source: IPEDS

1	Local Ohio landscape
2	Performance vs. peers
3	Case studies

CSU has a more diverse set of students and staff compared to peers

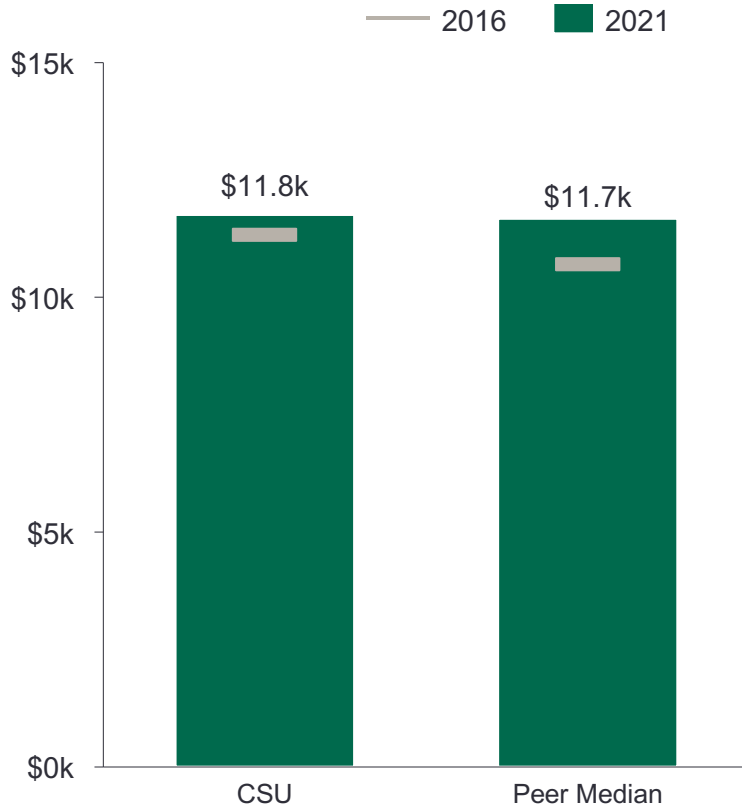


1. URM is defined as individuals who are Black or African American or Hispanic
 2. CSU did not report % non-traditional undergrad students in 2016
 Source: IPEDS

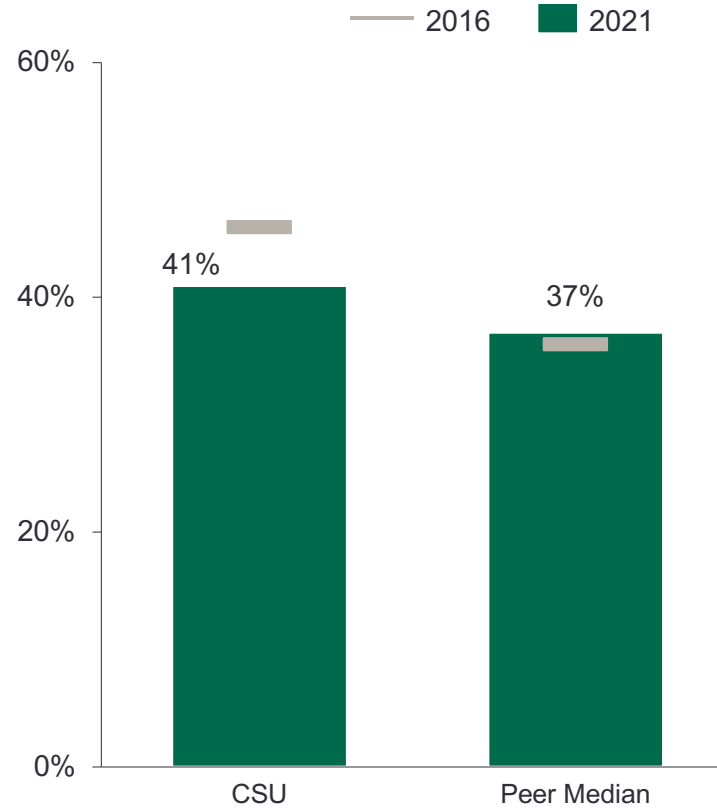
1	Local Ohio landscape
2	Performance vs. peers
3	Case studies

CSU is relatively on par in terms of affordability with its peers

Annual net tuition per FTE student (\$k),
2016 and 2021



% Pell students¹,
2016 and 2021



Median debt of completers (\$k),
2020-2021

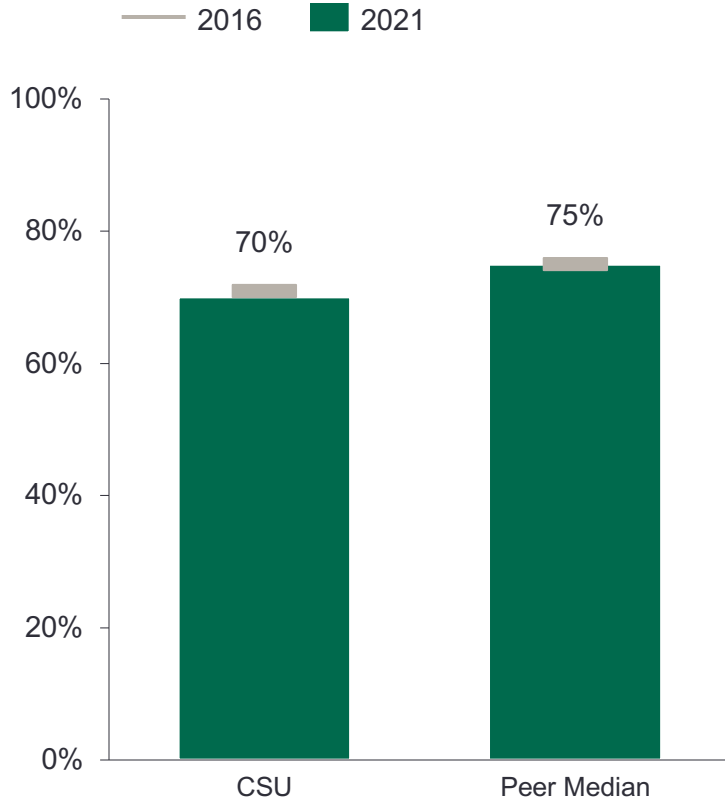


1. Percent of full-time first-time undergraduates awarded Pell grants
Source: IPEDS; College Scorecard

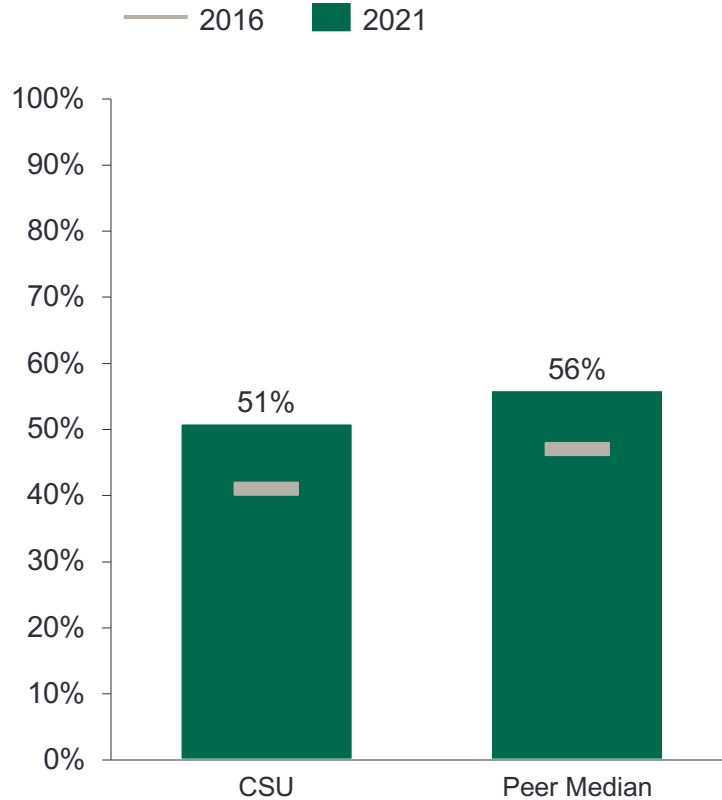
1	Local Ohio landscape
2	Performance vs. peers
3	Case studies

CSU has a lower graduation rate and median earnings among its students relative to its peers

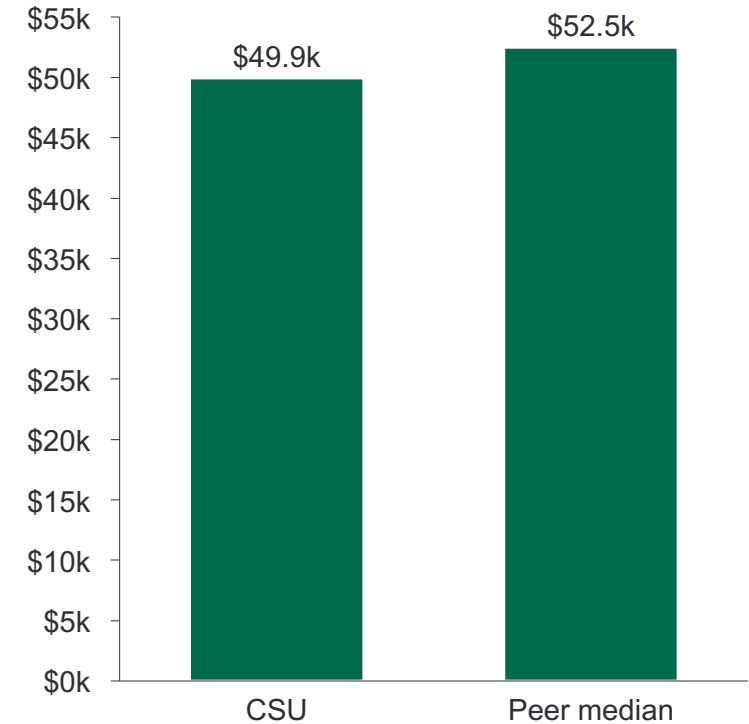
Retention rate, 2016 and 2021



6-year graduation rate, 2016 and 2021



Median earnings 10-years post entry (\$k), 2020-2021

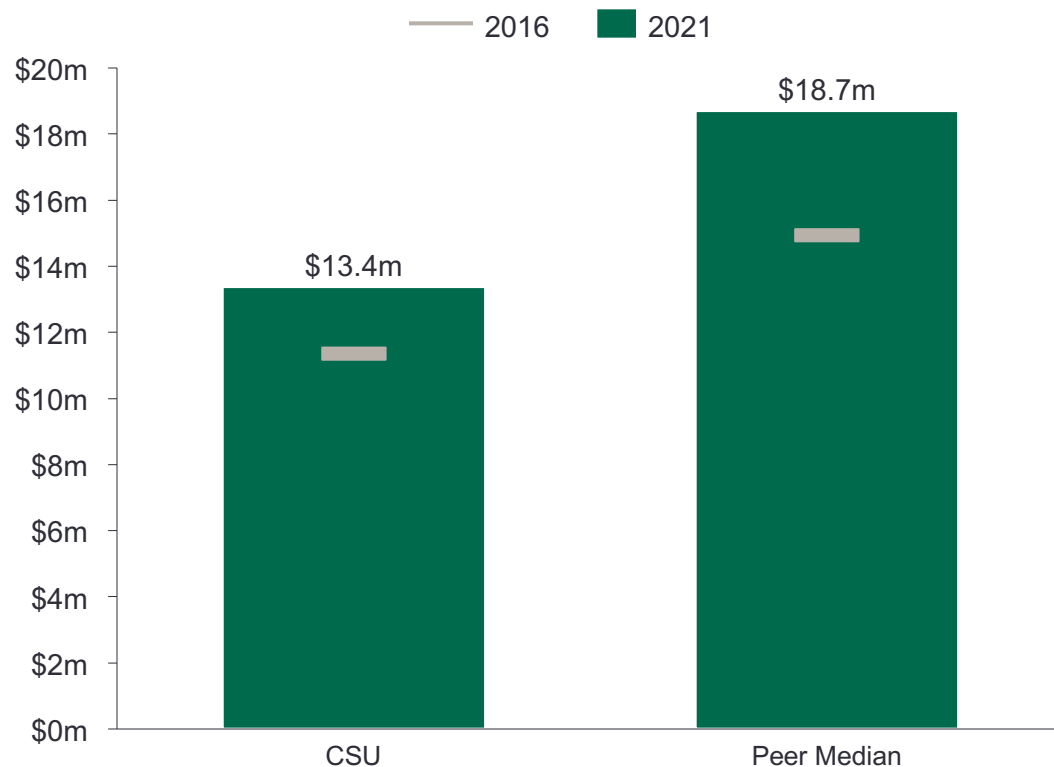


1. 4-year public main campus metrics excludes CSU
Source: IPEDS

CSU's estimated R&D spend is in line with peers, with 35+ research centers engaging innovative studies and community efforts

1	Local Ohio landscape
2	Performance vs. peers
3	Case studies

Estimated R&D spend (\$m), 2016 and 2021



In more recent fiscal years (not reported in IPEDS), research expenditure has ranged from \$17-22m annually

Major CSU research areas / grants

- ▶ CSU supports various faculty, student, and industry & community research programs through its three subdivisions:
 - **Sponsored Programs:** Support hub for securing funding, fostering partnerships, and offering guidance for research and scholarship
 - **Technology Transfer:** Commercializes research for public benefit by managing and licensing IP (e.g., patents, copyrights, and trademarks)
 - **Research development:** Aids faculty in developing research portfolios, forging partnerships, finding funding, and shaping proposal concepts
- ▶ 35+ research centers driving interdisciplinary studies and engaging communities
- ▶ Partnerships with federal and state agencies (e.g., NASA, Cleveland Clinic) to foster innovation, discover knowledge, and develop new products and processes
- ▶ CSU's key areas of research include:
 - Gene Regulation in Health and Disease
 - Human-machine systems
 - Behavioural health sciences
 - Economic development
 - Entrepreneurship and Digital manufacturing

Peer schools experiencing growth are employing a range of strategies to increase enrollment and support student outcomes and experiences

1	Local Ohio landscape
2	Performance vs. peers
3	Case studies

	Online and institutional partnerships	Employer partnerships	Regional service focus
Institution	Rowan University	Wichita State University	West Chester University of Pennsylvania
Overview	<ul style="list-style-type: none"> ▶ R2; Four-year, large, primarily residential ▶ Total enrollment: 19,052 ▶ Admit rate: 84% ▶ Outcomes: 83% retention, 69% graduation rate (6-yr) 	<ul style="list-style-type: none"> ▶ R2; Four-year, large, primarily nonresidential ▶ Total enrollment: 15,415 ▶ Admit rate: 91% ▶ Outcomes: 69% retention, 48% graduation rate (6-yr) 	<ul style="list-style-type: none"> ▶ R2; Four-year, large, primarily residential ▶ Total enrollment: 17,614 ▶ Admit rate: 89% ▶ Outcomes: 85% retention, 73% graduation rate (6-yr)
Performance (2011 to 2021)	<ul style="list-style-type: none"> ▶ Enrollment CAGR: 4.9% ▶ Revenue CAGR: 10.6% 	<ul style="list-style-type: none"> ▶ Enrollment CAGR: 0.3% ▶ Revenue CAGR: 6.4% 	<ul style="list-style-type: none"> ▶ Enrollment CAGR: 1.6% ▶ Revenue CAGR: 3.6%
Highlights	<ul style="list-style-type: none"> ▶ Located in Glassboro, New Jersey; 3rd fastest-growing public research university with robust enrollment / revenue growth; mission to offer low-cost, practical education for first-gen students ▶ Rowan Global - Online learning program to serve an extended non-traditional community, enrolling 13,300 students annually (\$128m+ since 2010) ▶ Partnerships with Community Colleges - Increased lower-cost access and enrollment for under-served first-gen students by providing a Bachelor's program with 3 years at a county college and a final year at Rowan ▶ Medical School Mergers – In 2012, Rowan opened its own Cooper Medical School. In 2013, NJ legislation dissolved the University of Medicine and Dentistry in New Jersey and merged the Stratford School of Osteopathic Medicine campus with Rowan. 	<ul style="list-style-type: none"> ▶ Innovative / entrepreneurial focus while serving local needs; doubled campus size in recent years and climbed to #2 NSF industry-funded engineering R&D ▶ Employer partnership – the Shocker Career Accelerator Collective gets students involved in corporate projects (e.g., Airbus, BCG, Hyatt, YMCA) by facilitating talent management for employers: <ul style="list-style-type: none"> – Beechcraft faces trained workforce shortage and would otherwise offshore out-of-state – WSU sources/trains students with faculty oversight, and retains 25% of contract revenue, while students earn \$25/hr and opportunities for full-time – Industry and graduates stay local, with 35% students employed at Beechcraft and 83% employed in Wichita after graduation 	<ul style="list-style-type: none"> ▶ Public research university outside Philadelphia (member of Pennsylvania state system) focused on affordability and access ▶ Maintaining affordability – Facing declining enrollments across the PA state system, WCU improved economics (class size / student-faculty ratio) to maintain low tuition (\$7,700/year in-state) <ul style="list-style-type: none"> – Reduced program mix to maintain the right balance of small costly vs large low-cost programs – Offering micro loans and aid ▶ Student success strategies – <ul style="list-style-type: none"> – Meta-discipline programs to help students explore majors / career pathways, with Student Success Coaches for each college – Moon Shot for Equity partnership with Delaware County Community College (DCCC) and EAB's 15 best practice to eliminate equity gaps by 2030 in the Southeastern Pennsylvania region

1	Local Ohio landscape
2	Performance vs. peers
3	Case studies

Additional examples of employer partnerships range from co-op structures to tuition support for workforce development areas

	Co-Op model	Co-Creation of programs	Tuition support
Institution	University of Cincinnati	Western Governors University	Grand Valley State University
Overview	<ul style="list-style-type: none"> ▶ R1; Four-year, large, primarily residential ▶ Total enrollment: 40,329 ▶ Admit rate: 65% ▶ Outcomes: 87% retention, 72% graduation rate (6-yr) 	<ul style="list-style-type: none"> ▶ Master's; Four-year, large, primarily nonresidential ▶ Total enrollment: 150,116 ▶ Admit rate: N/A ▶ Outcomes: 63% retention, 64% graduation rate (6-yr) 	<ul style="list-style-type: none"> ▶ R3; Four-year, large, primarily residential ▶ Total enrollment: 22,406 ▶ Admit rate: 92% ▶ Outcomes: 83% retention, 67% graduation rate (6-yr)
Performance	<ul style="list-style-type: none"> ▶ Enrollment CAGR: 1.9% ▶ Revenue CAGR: 1.9% 	<ul style="list-style-type: none"> ▶ Enrollment CAGR: 17.1% ▶ Revenue CAGR: 0.0% 	<ul style="list-style-type: none"> ▶ Enrollment CAGR: -1.0% ▶ Revenue CAGR: 3.0%
Highlights	<ul style="list-style-type: none"> ▶ 2nd largest university in Ohio and part of the University System of Ohio; ranked #33 among US public research universities by NSF ▶ Pioneer of the coop model 100+ years ago and ranked 4th in the nation for co-op and internships <ul style="list-style-type: none"> – Students spend 5 years alternating semesters in the classroom with working full-time in a chosen field, completing 3-5 co-op semesters prior to graduation (~1.5 yrs of job experience) – Students earn ~\$61k on average for a total \$75m collectively in 2022 to pay for college ▶ Flexible coop alternatives also exist <ul style="list-style-type: none"> – Micro coop, service-leaning coop, study abroad, international co-op, and one of four types of experiential exploration programs 	<ul style="list-style-type: none"> ▶ Predominantly online, private, not-for-profit university that specializes in competency-based learning ▶ Program co-creation – WGU, Cerritos College, and Western Association of Food Chains (WAFC) industry association partnered to build a Retail Management Certificate program for working professionals: <ul style="list-style-type: none"> – Stackable onto Associate's or Bachelor's degree – Program translate industry competencies into specific job skills aligned to curriculum ▶ WGU Skills Library of competency frameworks / job skills descriptions (built from Lightcast data, U.S. Bureau of Labor Statistics, and industry association data) is used to help curriculum designers streamline the process of mapping job skills to curriculum 	<ul style="list-style-type: none"> ▶ 4th largest public university in Michigan, which has leveraged programs in targeted disciplines to improve affordability ▶ BHSH Spectrum Health West Michigan Nurse Scholar Program – partnership between Corewell Health West Michigan and Kirkhof College of Nursing at Grand Valley to address the severe talent shortage in nursing by reducing financial barriers to college and streamlining employment at Corewell Health <ul style="list-style-type: none"> – Students who are approved for the BHSH Grant work for 2 continual years within a Corewell Health West Michigan hospital inpatient setting after graduation in exchange for tuition support – Traditional nursing program (5 semesters of \$4,000 grant, totaling \$20,000) – Second degree nursing program (4 semesters of a \$5,000 grant, totaling \$20,000)

1	Local Ohio landscape
2	Performance vs. peers
3	Case studies

The following schools stand out for having made material adjustments to their delivery models

	Residential requirement	Program reductions	Community college acquisition
Institution	East Carolina University	Pace University	Georgia State University
Overview	<ul style="list-style-type: none"> ▶ R2; Four-year, large, primarily residential ▶ Total enrollment: 28,021 ▶ Admit rate: 94% ▶ Outcomes: 81% retention, 66% graduation rate (6-yr) 	<ul style="list-style-type: none"> ▶ R3; Four-year, large, primarily residential ▶ Total enrollment: 13,479 ▶ Admit rate: 79% ▶ Outcomes: 75% retention, 59% graduation rate (6-yr) 	<ul style="list-style-type: none"> ▶ R1; Four-year, large, primarily nonresidential ▶ Total enrollment: 36,973 ▶ Admit rate: 75% ▶ Outcomes: 75% retention, 56% graduation rate (6-yr)
Performance	<ul style="list-style-type: none"> ▶ Enrollment CAGR: 0.2% ▶ Revenue CAGR: 2.5% 	<ul style="list-style-type: none"> ▶ Enrollment CAGR: 0.7% ▶ Revenue CAGR: 2.8% 	<ul style="list-style-type: none"> ▶ Enrollment CAGR: 1.4% ▶ Revenue CAGR: 3.6%
Model Shift	<ul style="list-style-type: none"> ▶ Carnegie Classification shifted from “primarily nonresidential” to “primarily residential” following residency requirement added in 2012 	<ul style="list-style-type: none"> ▶ Reduced 45% of existing program mix (301 in 2012 to 165 in 2021) 	<ul style="list-style-type: none"> ▶ Acquired community college as pipeline ▶ Reduced instructional spend per student by 20%; increased student to faculty ratio from 21:1 to 27:1
Other Highlights	<ul style="list-style-type: none"> ▶ 4th largest university in NC; focused on student success, public service, and regional transformations; 43% of student body is enrolled in STEM/healthcare ▶ Live On-Campus Requirement - Freshmen and first-year students are required to live on campus to improve GPAs and retention rates ▶ McCartney Residential Scholars - merit based residential scholarship program encouraging students to engage with campus and community leaders in enrichment / networking opportunities ▶ Center for Student Success – coordinates early-alert systems to intervene with students in need through intentional outreach and programming 	<ul style="list-style-type: none"> ▶ Private university with three campuses in New York; developed a Strategic Plan carving out a competitive advantage through: <ul style="list-style-type: none"> ▶ Customized student-focused programs – smaller class sizes and industry-friendly courses with professors who are active in their industry ▶ Experiential learning – simulation labs, VR classrooms, Bloomberg Terminals for students to put theory into practice ▶ Professional preparation – ranked #1 private US college for economic mobility, with a strong network of connections in the NY metropolitan region and a consultative status with the UN 	<ul style="list-style-type: none"> ▶ Ranked 2nd most innovative national university with seven campuses throughout metro Atlanta; only R1 Predominantly Black Institution ▶ GSU Perimeter College – 2-year school with five campuses within Georgia State, allowing students to transition into a 4-year Bachelor’s at GSU. Originally a public community college, PC merged with GSU in 2016 ▶ GSU LIFT programs – State Farm Scholars and Perimeter Academy offers specialized mentorship experience, increased graduation rates by 60% ▶ Textbook Transformation Grant – initiative to move all courses to low- and no-cost textbooks and materials, saving students \$800k over 6 semesters

Contents

- ▶ Strategic Assessment Overview (p. 5)
- ▶ Summary of Findings (p. 10)
- ▶ Investment Areas (p. 32)
- ▶ Right-sizing Cost Reduction Areas (p. 51)
- ▶ Qualitative Feedback from Stakeholder Groups (p. 76)
- ▶ Enrollment Trends and Outcomes (p. 83)
- ▶ Ohio Landscape and Peer Comparisons (p. 114)
- ▶ **Aspirational Peer Case Studies (p. 129)**

A set of aspirational peers have been identified for CSU to consider as best practices for improving student retention and outcomes

Case studies

- ▶ Peer schools identified for the case studies were selected because of significant improvements in student outcomes or unique initiatives that may be relevant to CSU. While each school bears some similarity to CSU in terms of student profile served or university setting, the specific context of each institution varies. Case studies include:
 - **The University of Texas at San Antonio** achieved a 17-p.p. lift in retention with a well-coordinated student support ecosystem
 - **Georgia State University** is a national leader in using predictive analytics to close equity gaps in student outcomes
 - **Pace University** uses centralized advising to help students define their “Pace Path” and leverage NYC resources
 - **University of Cincinnati** offers a unique model for collaboration between academia and industry, complementing their coop program

Common themes

- ▶ Interviewed peer schools that have seen gains in outcomes consider advising to be the most impactful intervention in driving results
- ▶ Consolidation of resources helps create economies of scale, align institutional goals, and eliminate operational redundancies
- ▶ “Hub and spoke” structures can allow for centralized resources to support the majority of students and branches to deliver specialized supports in a streamlined and coordinated way
- ▶ Data-based decision-making and targeting of supports are multipliers to maximize the impact of limited resources
- ▶ Multiple organizational structures can facilitate close coordination of student success efforts, but common reporting lines for related functions is a helpful enabler

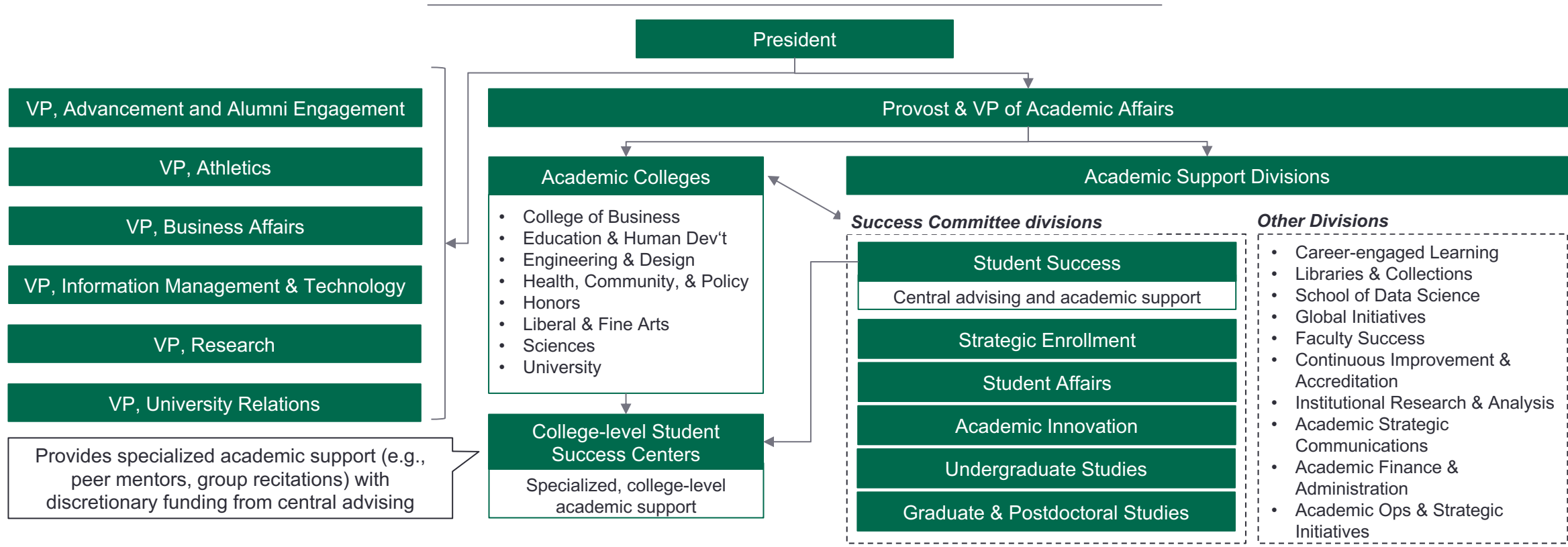
Implications for CSU

- ▶ Internal and external feedback points to advising and career services / employer engagement as two primary challenges for CSU where decentralization has hindered a systems-based approach to achieving target outcomes
- ▶ CSU can consider centralization of both functions to reduce redundancy and improve service to students through clear standards of care and holistic ownership of student and employer needs
- ▶ While there may need to be some net investment of resources in these areas, significant gains can likely be achieved by consolidating current teams. Today CSU employs 46 advisors across central Academic Affairs and the Colleges and 21 additional staff in related roles, including Graduation Success Coaches. This translates to ratios of 310:1 and 215:1, respectively. These ratios include graduate students, whom many institutions serve at higher ratios. For comparison, the National Academic Advising Association recommends a ratio of 300:1

1	UT San Antonio
2	Georgia State University
3	Pace University
4	University of Cincinnati

UTSA has a Student Success Office reporting to the Provost that provides centralized advising and other academic supports

University of Texas, San Antonio Organizational Chart



Commentary:

- All colleges and academic support divisions report directly up to Academic Affairs and the Provost
- Student Success is in charge of central advising and academic support (e.g., tutoring and academic skills resources). Its academic support function follows a hub and spoke model, with some central resources and some specialized resources within college-level Student Success Centers
- Student Success is among 6 other academic support divisions that meet regularly together (weekly) and with College deans (bi-monthly) to collaborate on and improve student retention and graduation goals

UTSA improved student outcomes by centralizing advising and creating self-sustaining accountability structures and tools

1	UT San Antonio
2	Georgia State University
3	Pace University
4	University of Cincinnati

Overview

History and Vision

- ▶ In 2010, the state legislature required all 4-year public institutions to create a graduation plan to improve student success outcomes. This prompted UTSA to undertake an institutional approach to student advising and success
- ▶ Originally, UTSA’s advising offices and academic supports lived independently within each college. In 2014, these functions were combined into one centralized Office for Student Success. This office redefined the roles of advisors and created standard operating procedures to streamline the student experience of advising and academic support

“What made the biggest difference in reducing graduation rates from 5.3 to 4.3 years was centralization of the academic advising model.”

Operations

Pillars of Student Success

- ▶ **Central Advising:** Serves all undergraduate UTSA students for all 4 years as the primary point of contact for student support (academic and nonacademic) at a 350:1 caseload. Students are directed to specialized support teams if needed
- ▶ **Tiered Advising Support:** Student data informs the level of support provided to each student. First year students are required to have in-person meetings, but on track students later in their careers may coordinate over email. 1:1 meetings are used for academic and career planning, while On-Call Advisors serve quick logistical needs
- ▶ **First-Year Experience:** Incoming freshmen take an intro Academic Inquiry course to help them understand opportunities within a meta-major and are paired with a peer mentor for social / resource support
- ▶ **Hub and Spoke Success Centers:** Central Success Center provides online tutoring services and supplemental instruction, and academic and study skills coaching for 1st and 2nd year students. College-level Success Centers provide academic support and experiences for 3rd and 4th year students that are specific to their majors through peer mentors, research / internship opportunities, study abroad, and social events

“We have a team that can check their ego at the door and understand it’s student first, institution 2nd, and our own unit 3rd.”

“Our work over the last few years have been under 3 Presidents and 4 Provosts, but we’ve all continued to move in the same direction because it’s all been data-driven.”

Enablers

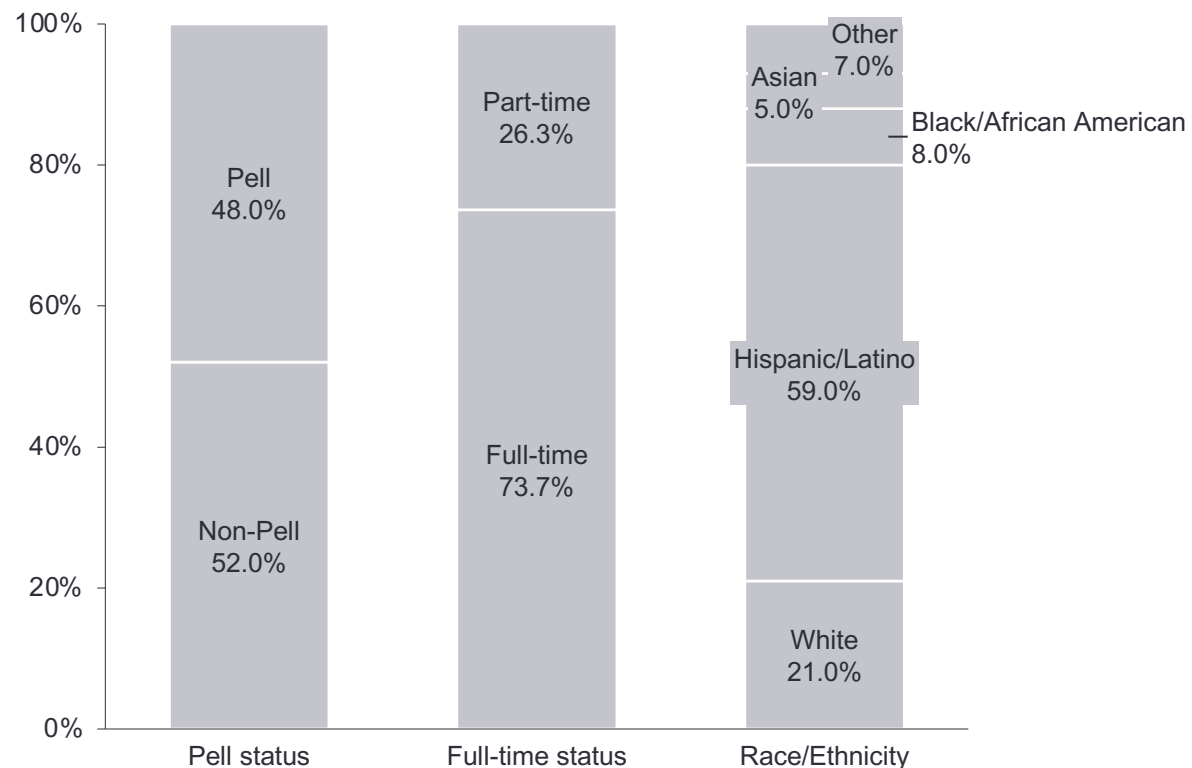
- ▶ **Coordinated goals:** Central advising, Success Centers, and college Deans have a single set of unified goals organized around four pillars of academic support, engagement and belonging, digital fluency, and career-engaged learning. The role of each function is clearly defined to ensure all activities are additive and not overlapping
- ▶ **Performance management:** University-level KPIs are cascaded through each division and division leaders own a particular set of targets. Leaders perform regular self-assessments to inform mid-year adjustments. UTSA also follows an Incentivized Resource Management budget model to align interests across divisions
- ▶ **Tools:** UTSA uses a central student success technology platform to track, analyze, and report student performance in robust and transparent dashboards for the community to leverage for improving student success

“You won’t fix it in a year. Do some disruptive things but be mindful in keeping the human element at the forefront to prevent initiative and change fatigue.”

UTSA is a Hispanic-serving institution¹ with 48% Pell recipients. It has increased retention and graduation rates by 17 and 26 p.p. since 2012

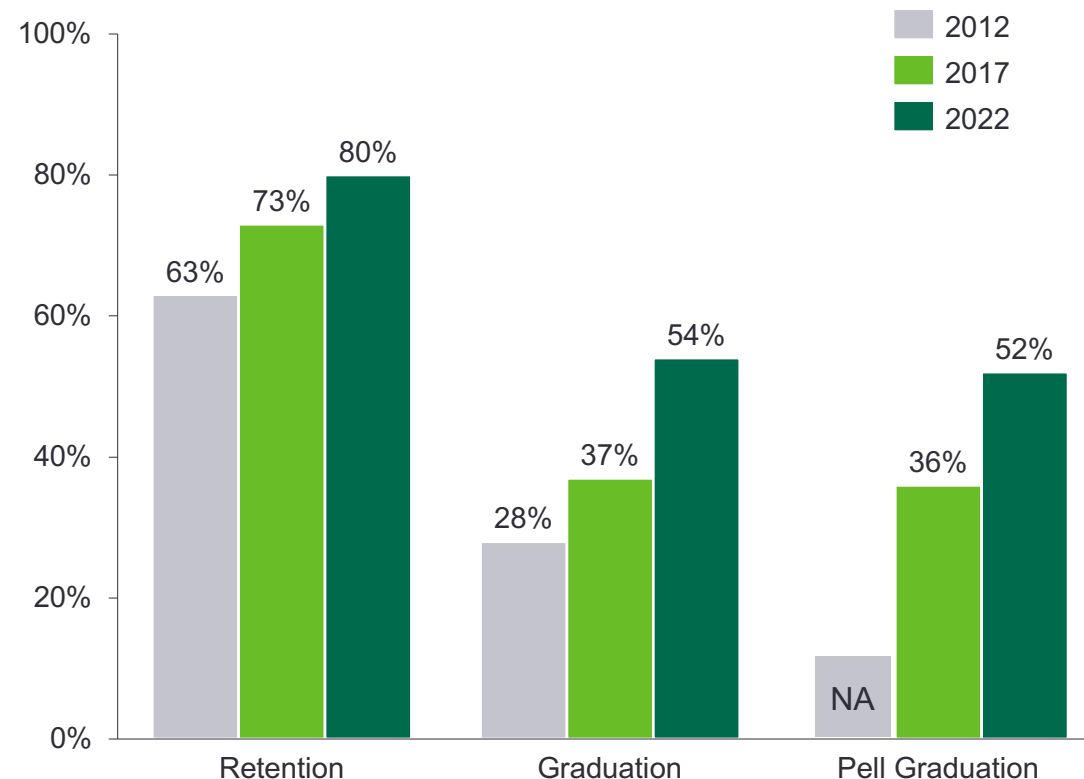
1	UT San Antonio
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Undergraduate demographics, 2022



CSU (2022)	48% Pell	80% Full-time	26% URM
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Student outcomes, 2012, 2017, and 2022



CSU (2012)	65%	34%	N/A
CSU (2017)	70%	43%	34%
CSU (2022)	69%	49%	41%

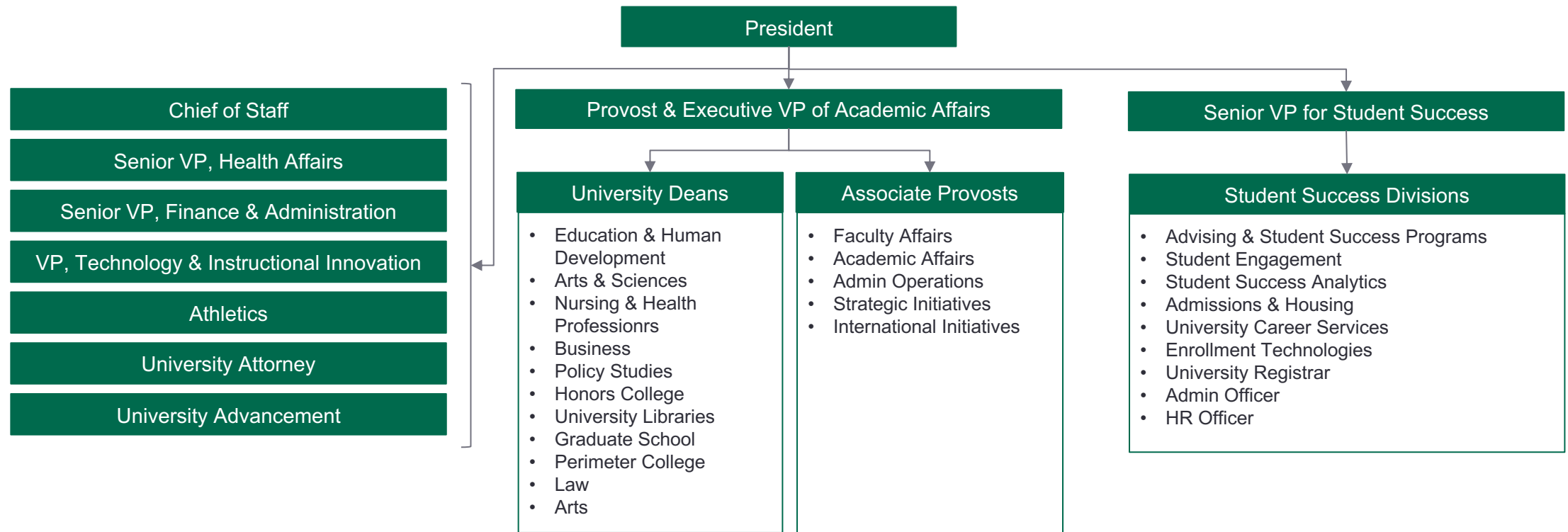
1. A Hispanic-serving institution is a federal designation for an institution with 25% or more Hispanic or Latino FTE enrollment. The designation presents unique opportunities for grant funding

Source: IPEDS

1	UT San Antonio
2	Georgia State University
3	Pace University
4	University of Cincinnati

GSU has a Student Success unit overseeing all student experiences outside the classroom, which reports directly up to the President

Georgia State University Organizational Chart



Key takeaways:

- Unlike UTSA’s model that situates student success operations under Academic Affairs, in GSU’s model the Provost oversees Academic operations only while all extracurricular experiences are situated under a separate Student Success function
- Similar to UTSA, however, all student support functions are unified under a single leader, who is a Senior Vice President reporting to the President
- The Senior VP for Student Success is also a tenured faculty member, which helps to facilitate close coordination between the Academic Affairs and Student Success divisions

GSU has reduced its outcomes equity gap through its data-informed advising model and other interventions like last-dollar grants

1	UT San Antonio
2	Georgia State University
3	Pace University
4	University of Cincinnati

Overview

History and Vision

- ▶ GSU is a national leader in leveraging data-informed methods to close equity gaps for Black, Latinx, and Pell students to graduate at the same or higher rates than the overall student body
- ▶ Student Success at GSU originated from a single faculty role created in 2008 to coordinate student retention efforts. Its position and scope eventually expanded to oversee academic advising, support programs, student affairs, etc.
- ▶ GSU acquired Perimeter College (a 2-year institution) in 2016. This created opportunities for seamless student pathways between the two organizations and allowed Perimeter College's student outcomes to benefit from GSU's student success initiatives

“Student retention feels like everybody’s job, but because it was everyone’s job, it was also no one’s job.”

Operations

High leverage Interventions

- ▶ **Student advising model:** Central advising is the primary form of 1:1 academic and non-academic support provided to all students. Students eventually transition to college-level advisors after 90 credits
 - In 2012, GSU doubled its advisors (350:1) and redefined new job descriptions, skills, and career progression tracks for advisors
 - Student risk behavior data (e.g., not logging into LMS) helps advisors to identify high risk students and provide targeted support to maximize limited resources to effectively close equity gaps
- ▶ **Organizing around meta majors:** Meta majors help first year students develop broader exposure to disciplines and make more informed choices about major selection. Since implementation, major changes after the first year have decreased by 30%
 - Freshmen also receive social support from Learning Communities of 25 students all aligned to the same Meta Major experiences
 - Viewing academic programs through a meta-major lens has allowed GSU to make important changes to programs and policies such as creating effective off-ramps for students who are not progressing on a particular path (e.g., those not admitted to nursing)
- ▶ **Last dollar grants:** Incremental aid is automatically granted to academically on-track students at risk of being dropped for balances
 - On average, \$900 of last dollar grants unlocks \$3,500 per student from aid, loans, and grants that would otherwise be lost. These grants increased graduation rates by ~50% for target students, who are mostly seniors who have exhausted other funding sources
- ▶ **Summer bridge program:** Lowest eligible applicants of each freshmen class with at-risk academic profiles (e.g., <3.4 entry GPA) are directed into a wraparound Student Success summer program of ~400 students
 - Program charges full tuition and typical aid is applied. Some excess capacity during summer months facilitates rich supports
 - Retention rates of these students have increased from 50% to 90%. Graduation rates have increased to 80%.

“Our advisement model is not based on race, ethnicity, or income. One of the reasons why we’ve been so effective is that at risk students are identified not just from belonging to a category, but from predictive behavioral patterns.”

“What’s really important for better outcomes is the uniting of those academic components with the financial components in a way that serves students more effectively.”

1	UT San Antonio
2	Georgia State University
3	Pace University
4	University of Cincinnati

GSU's improvement in student outcomes on its main campus and at Perimeter College is enabled by data and a streamlined organization

Operations (cont.)

Perimeter College Integration

- ▶ GSU's acquisition of Perimeter College was initiated by The Board of Regents to turn around Perimeter College's financials and student outcomes and develop a robust student pathway between the two organizations
- ▶ Since the integration, Perimeter College graduation rates have increased from 6% to 22% from leveraging GSU's Student Success interventions
- ▶ The two colleges are considered part of one integrated portfolio, with seamless pathways in both directions
 - Applicants who do not meet GSU's admissions criteria are auto-admitted to Perimeter College, and active GSU students facing academic or financial difficulties are coached to transition to Perimeter College which charges a tuition price that is one third the cost of GSU
 - Perimeter College and GSU academic programs are fully aligned to allow eligible Perimeter College students to transition directly into GSU by simply "raising their hand" and completing a form

Successful Enablers

- ▶ **Data / Predictive analytics:** The single greatest driver of GSU's success has been effectively leveraging its data with targeted applications in mind
 - The first step was organizing and cleaning the data to create a shared internal fact base that can inform where opportunities lie
 - GSU partnered closely with EAB to analyze its data and define the metrics that are strongest indicators of risk
 - Having sufficient staffing resources was critical to translating the data into effective interventions. Doubling the advisement staff was a key enabler of success
 - Use of predictive analytics has overall helped to save ~\$20m in cumulative costs to students by identifying risks and implementing interventions early in their careers
- ▶ **Organizational structure:** The consolidation of all aspects of extracurricular experience under one Senior VP allows for a streamlined and collaborative management of the student journey from admissions through the GSU experience to career and beyond

"A university is not just a sum of its individual units. It needs to be a system itself to help students succeed academically."

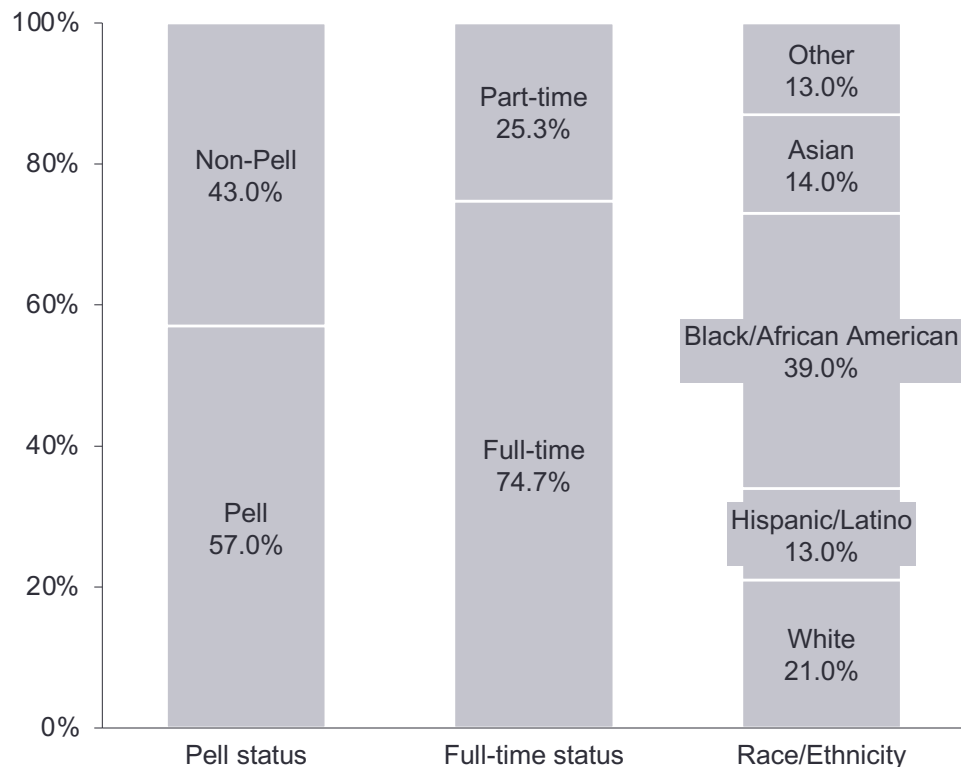
"Every institution has the data. Whether they can utilize the data effectively is an entirely different question... There needs to be a real willingness to revise, scrap, or adapt based on what the data is suggesting."

"You need to have a plan for how you're going to support the implementation of the technology. And often, the plan doesn't work out well because it's overlaid on an old platform with old people who are not eager to embrace the new way."

GSU serves a student body with 57% Pell recipients and 52% URM students and has seen a 23 p.p. increase in graduation rate since 2003

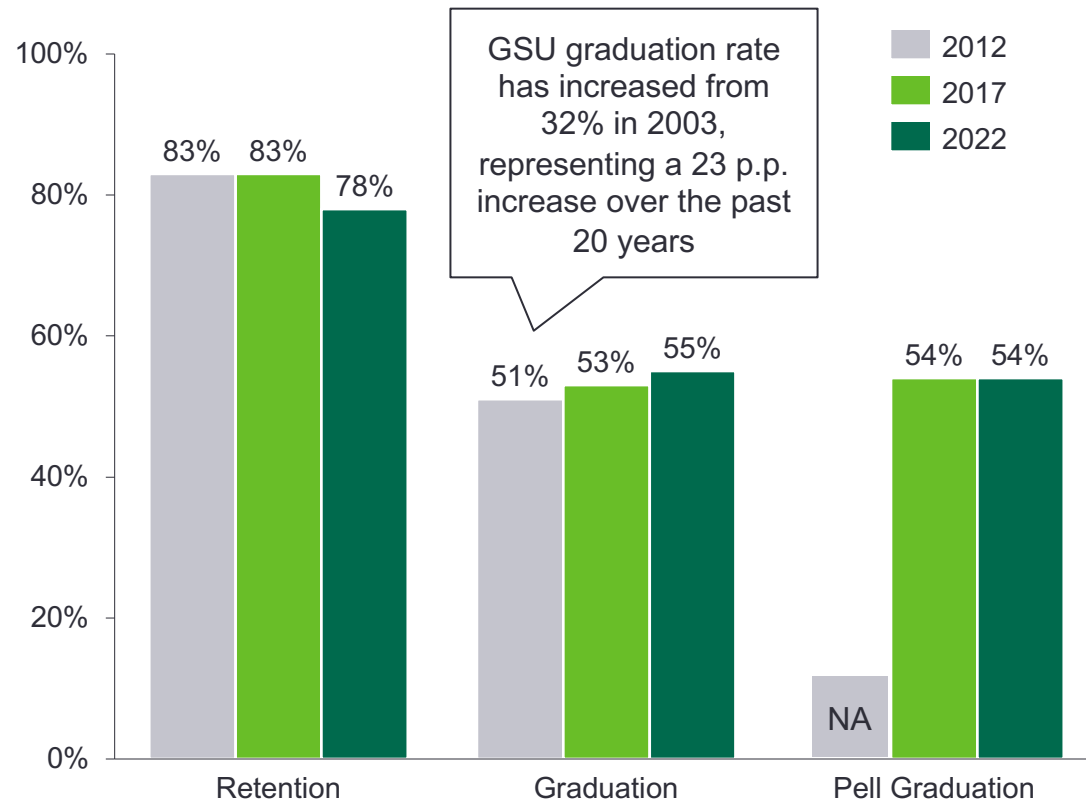
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Undergraduate demographics, 2022



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Student outcomes, 2012, 2017, and 2022

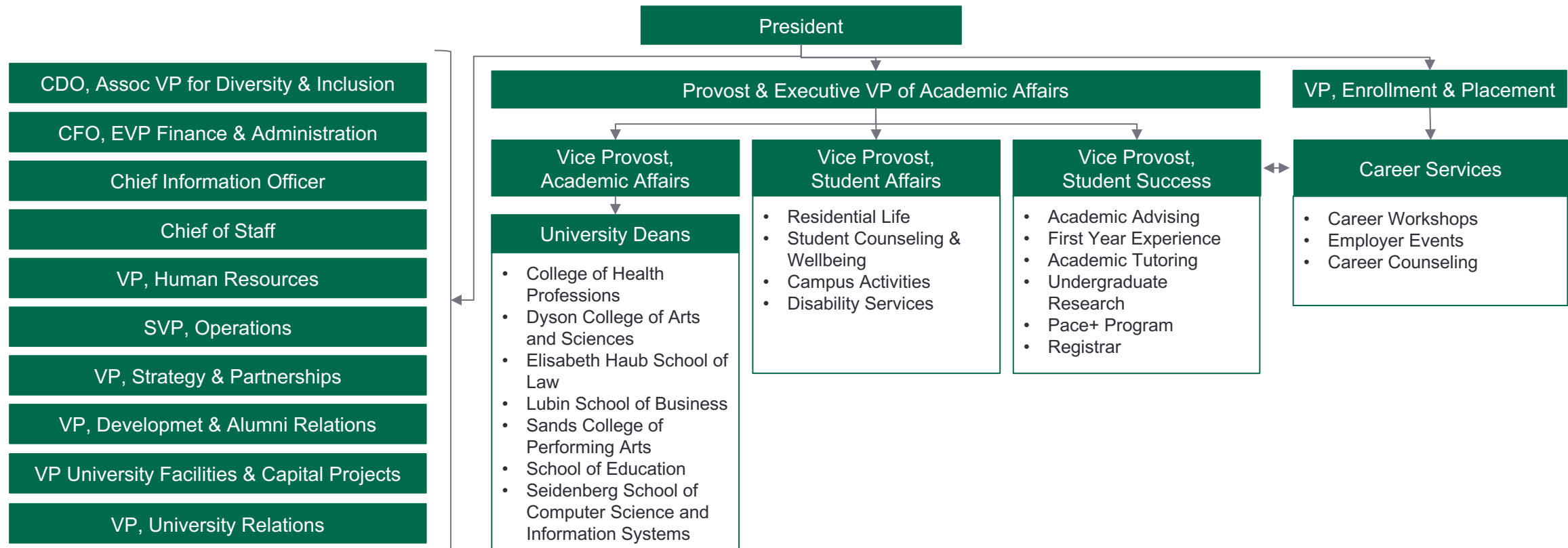


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CSU (2017)	70%	43%	34%
CSU (2022)	69%	49%	41%

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2	Georgia State University
3	Pace University
4	University of Cincinnati

Pace University situates Student Affairs and Student Success under its Provost. Career Services is a close partner under Enrollment Mgmt.

Pace University Organizational Chart



Key takeaways:

- Similar to UTSA, Pace has unified academics, student success, and traditional student affairs in the Provost's office which enables close coordination
- Career Services sits outside the division but is seen as a clear strength of the university. Academic and student support staff drive students to engage with the wealth of resources and expertise that Career Services has to offer rather than housing any portion of career support in the Colleges and Schools

Pace’s integration of academic and experiential learning is enabled by robust data and coordination between advising and Career Services

1	UT San Antonio
2	Georgia State University
3	Pace University
4	University of Cincinnati

Overview

History and Vision

- ▶ In 2020, the Student Success portfolio was carved out to address everything related to student outcomes include retention and on-time graduation. This separation of roles from the Colleges/Schools and Student Affairs coincided with centralizing resources, particularly advising, the First Year Experience, and Pace+ which is a program for students who have early indicators of needing additional academic support (from the admissions process or from placement exams)

“We’ve got the highest graduation on-time Pace has ever had. It’s a testament to the changes we’ve made”

Operations

Pace Path and FYE

- ▶ The Pace Path is a program and mentality at Pace University that encourages undergraduates to engage in both academic and experiential learning opportunities within New York’s urban resources through purposeful planning and mentoring
- ▶ Students develop an individualized Pace Path plan during their First-Year Experience UNV101 course, which encourages them to reflect on interests, define personal goals, and learn about university tools and resources for success. Freshman Seminars also help to create smaller communities of belonging within majors or specialized programs like PACE+

“We try to orient students early to their majors and campus identity.”

Advising Model

- ▶ There are ~35-40 academic advisors operating at a caseload of 250:1 to 350:1. 60% of advisors are centralized within Academic Affairs, with professional full caseload advisors and lower caseload specialists and supervisors who aligned to each College or School. The remaining 40% sit in First-Year Experience, Honors College, and some grad programs
- ▶ The advising team consists of Master’s-level professionals who are NACADA members

“The goal of advising is to help bridge students from high school to the job market.”

Coordination

- ▶ There is a division of labor and level of trust between Student Affairs, Student Success, Career Services, and the Colleges/Schools that allows for effective specialization of resources. This creates clear touchpoints for students to easily navigate between
- ▶ Advising is centralized and lives in Academic Affairs, but will actively steer students towards resources located in Career Services to help students to think about their degree progression with a career target in mind
- ▶ Each academic unit also has senior advisors at the Assistant Dean or Director level who stay connected to the student experience and communicate areas of challenges and needs back to the advisement office

“We’re trying to get as much useful data as we can while preventing it from being overwhelming. Otherwise, you’ve got more data than you can ever use”

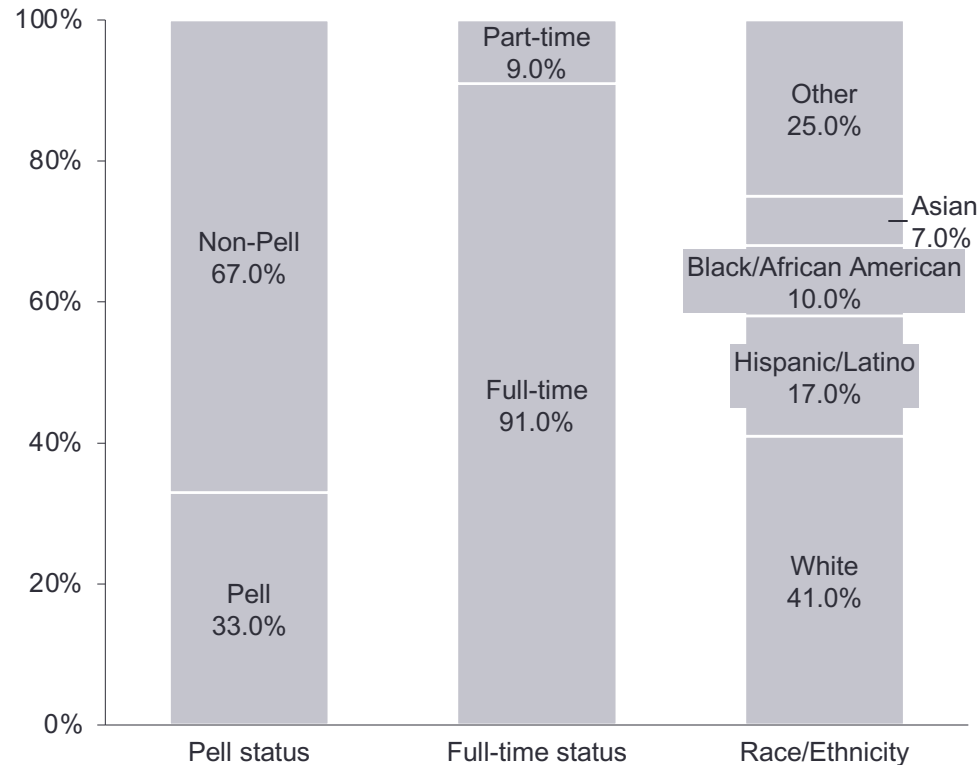
Enablers

- ▶ DegreeWorks is used to support student pathway planning, and Pace is working to simplify curriculum to allow for more transparent progress toward graduation requirements and to capture extracurricular experiences in one place
- ▶ OnTrack is used to capture student data. The Student Success team has developed a clearly articulated workflow and utilization process so that attributes are coded consistently across the institution. Metrics are used to isolate populations that require more intervention, such as students with low GPAs or who have fallen behind in terms of credit accumulation

Pace University serves a student body that is 33% Pell and 27% URM. Graduation rates are up 5 p.p., since 2012

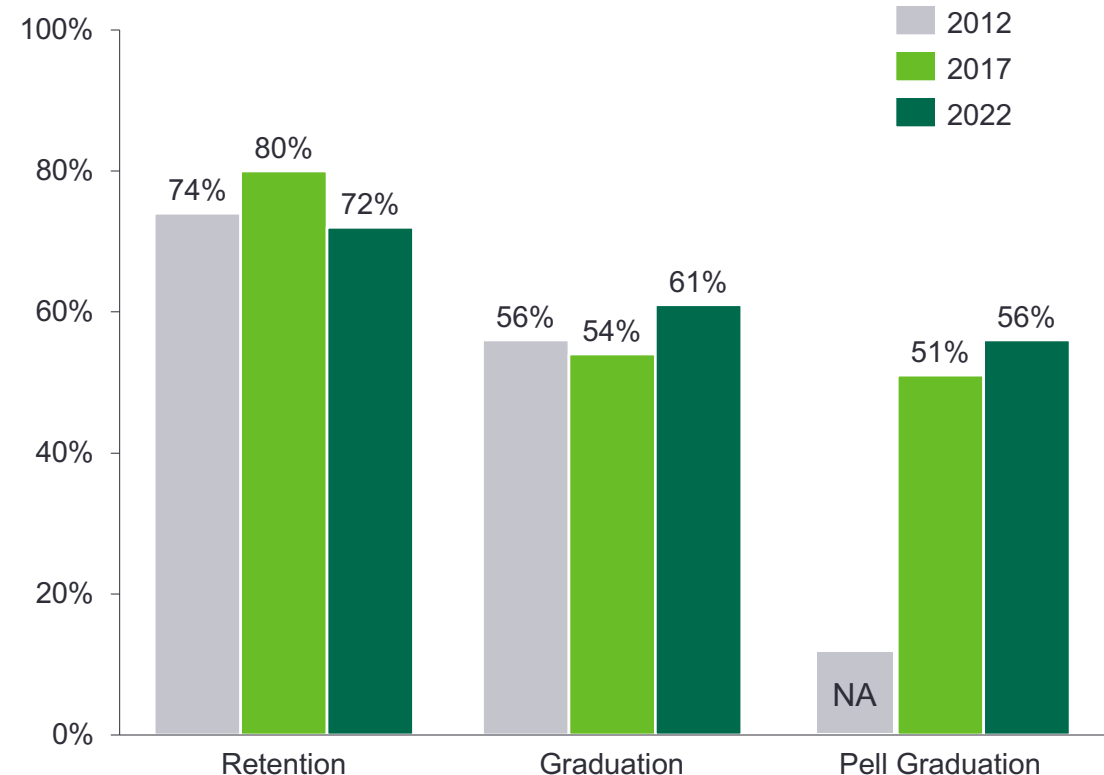
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Demographics



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Outcomes

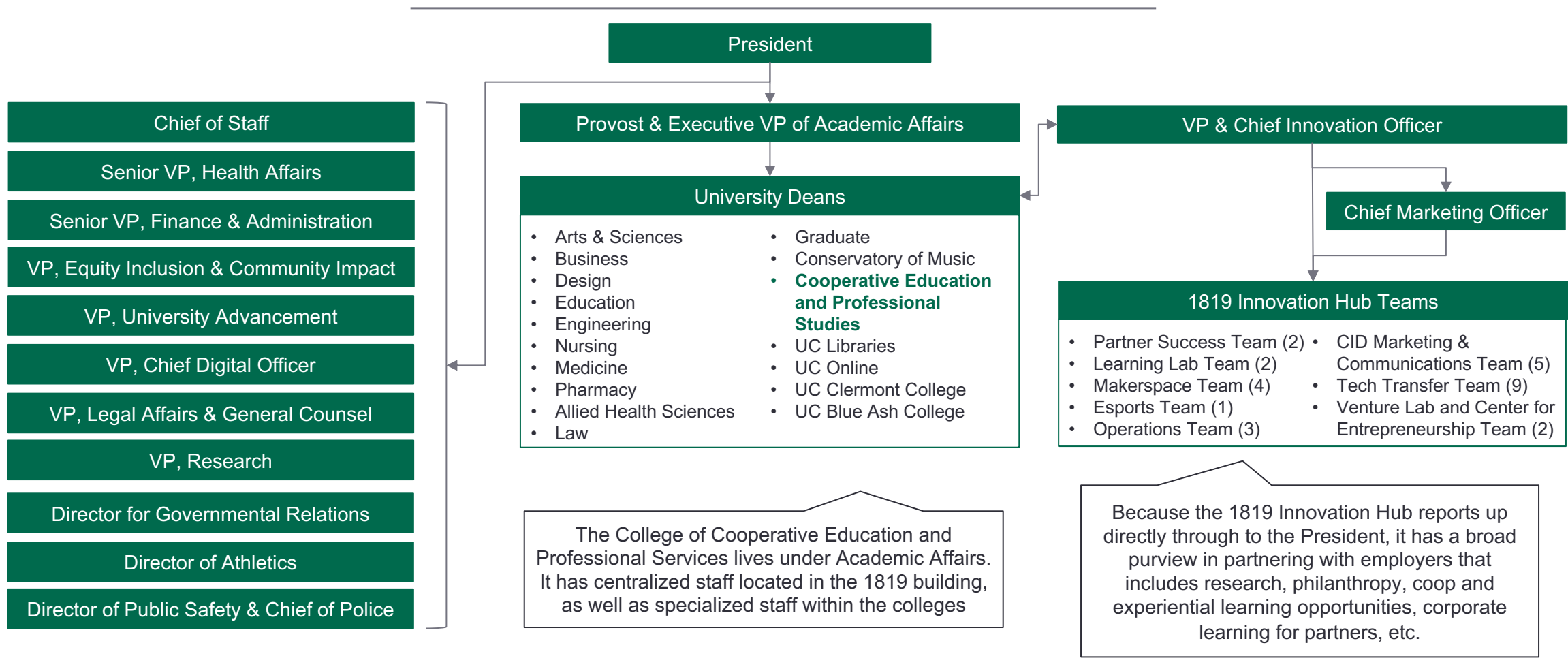


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CSU (2022)	69%	49%	41%

1	UT San Antonio
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4	University of Cincinnati

UC has created a Chief Innovation Officer role that is responsible for leading the Innovation Hub and coordinates closely with Deans

University of Cincinnati Organizational Chart



1	UT San Antonio
2	Georgia State University
3	Pace University
4	University of Cincinnati

UC's Innovation Hub is a key touchpoint between industry and academics that facilitates collaboration and experiential learning

Overview

- | | |
|---------------|---|
| Vision | <ul style="list-style-type: none"> ▶ UC operates a centralized employer engagement model through the Office of Innovation with the goal of uplifting Cincinnati as an innovation destination, influenced by best practices from Silicon Valley and Tech Square ▶ The 1819 Innovation Hub was created to streamline employer engagement as a nexus hub that invites students, faculty, and industry to connect and create in a shared space |
| Design | <ul style="list-style-type: none"> ▶ The office provides concierge services to ~15 Corporate Partners who lease space, meeting with them monthly to address their innovation needs and connect them with academic resources of UC ▶ The employers also leverage the office's Tech Transfer, Venture Lab, Learning Lab, Makerspace, and Esports to collaborate with each other, university researchers, and students to conduct internships, research, and upskilling ▶ The 1819 Hub and the coop program both facilitate employer engagement but are distinct in structure and scope. 1819 handles all employer engagement outside of coop programs but supports coops through building partnerships |

“We want to get out of our ivory tower and better serve the community. Our success is the region’s success.”

“There’s a belief in the magic of serendipity - when you have all the pieces in one place, it’s more likely they will collide.”

Operations

- | | |
|-----------------------------------|---|
| Economics | <ul style="list-style-type: none"> ▶ UC invested \$38m to renovate the 133,000 square foot former Sears building and received an investment from JobsOhio to accelerate growth at the 1819 Innovation Hub as headquarters for the Cincinnati Innovation District ▶ Operating costs primarily come from programming, day to day operations, and delivery of support to employer partners, and are offset 30-50% by the ~15 Corporate Partners who lease spaces of ~1200-5000 square feet |
| Hub and spoke coordination | <ul style="list-style-type: none"> ▶ The CIO leverages relationships with college Deans to collaborate on partner requests, such as recruitment for internships, project sprints, coop opportunities, and Learning Lab program development ▶ The College of Coop & Career Studies has some central staff who work inside the 1819 building, as well as other specialized staff who serve individual academic colleges |
| Key enablers | <ul style="list-style-type: none"> ▶ Reporting directly to the President gives the office broad purview over philanthropy, hiring, and research activities ▶ Measuring success in terms of partner satisfaction aligns the office’s incentive with overall engagement and economic development, resulting in mutual benefit for the partners, the university, and the students ▶ The team is composed of individuals with right skillsets to effectively understand the needs of employers and connect them to the right resources at the university |

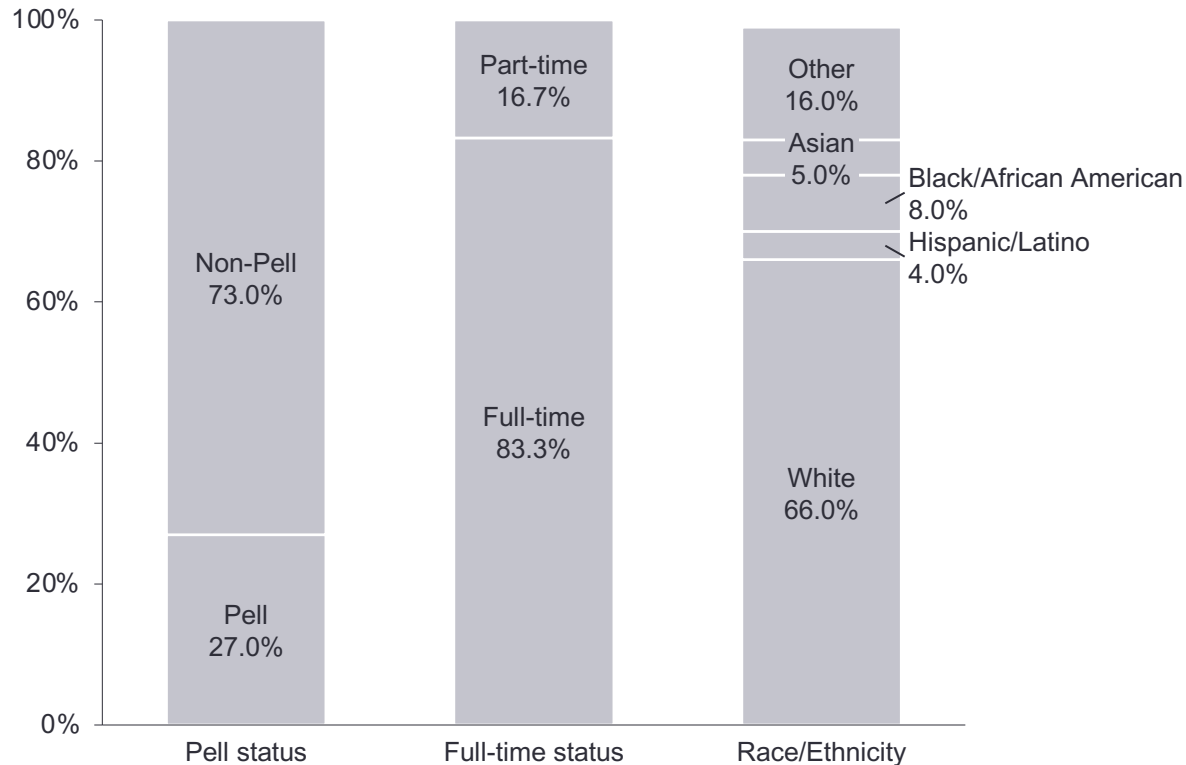
“Employer relationships used to be dispersed across the college, department, or even faculty level. P&G used to have 8 separate partnerships with us. The building has helped to streamline and create economies of scale.”

“Our team is bilingual - we have to speak 'corporate' but also 'university' in order to identify the best resources for collaboration.”

UC has achieved a 17 percentage point improvement in graduation rates since 2012, though its study body is less diverse than CSU's

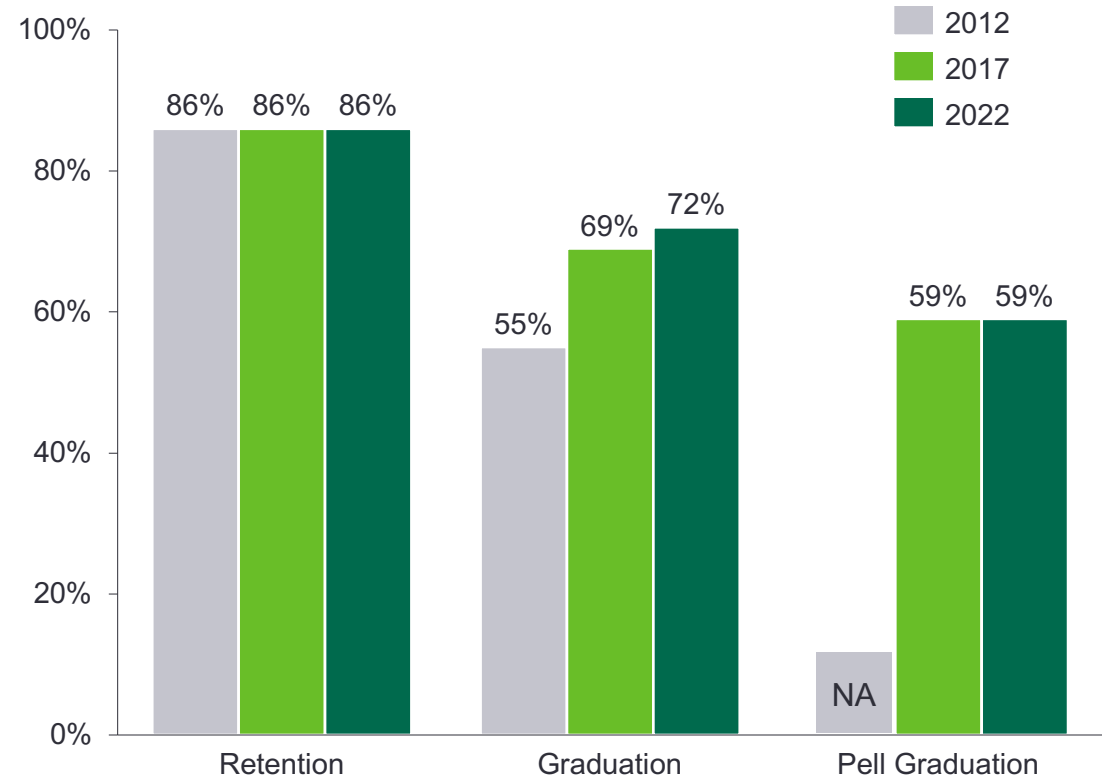
1	UT San Antonio
2	Georgia State University
3	Pace University
4	University of Cincinnati

Undergraduate demographics, 2022



CSU (2022)	48% Pell	80% Full-time	26% URM
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Student outcomes, 2012, 2017, and 2022



CSU (2012)	65%	34%	N/A
CSU (2017)	70%	43%	34%
CSU (2022)	69%	49%	41%