

Criterion 5 - Institutional effectiveness, resources and planning - The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

Core Component 5.A: Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies – including its governing board, administration, faculty, staff and students – through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interest of the institution and its constituents.
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through collaborative structures.

5.A.1. – Shared governance at the institution engages its internal constituencies – including its governing board, administration, faculty, staff and students – through planning, policies and procedures.

The structures, policies, and procedures in place at Cleveland State University (CSU) empower its leadership by promoting collaboration in planning and decision-making with a range of internal constituent groups to fulfill CSU's mission as a distinctive urban research university. The administration of CSU's financial, academic, personnel, and auxiliary functions stems from the Board's general powers, referenced in Criterion 2. The Board's Bylaws delegate power to run the University's day-to-day operations to the President. The website for the Office of the President names the members of CSU's [Senior Leadership Team](#), which includes the Senior Vice President for Academic Affairs and Provost, the Interim Chief Diversity and Inclusion Officer, the Senior Vice President for Research and Innovation and Health Strategy Chief, the Director of Athletics, the Vice President for Administration and Chief of Staff, the Vice President for Advancement and Executive Director of the CSU Foundation, the Vice President for Enrollment Management and Student Success and Dean of Admissions, and the General Counsel.

Previously mentioned in Criterion 2, CSU's [Board of Trustees](#) (BoT) is composed of nine (9) voting members and two (2) non-voting student trustees, all of whom are appointed by the Governor of the state of Ohio with the advice and consent of the State Senate pursuant to [Ohio Revised Code §3344.01](#). Pursuant to the governing statutes, the [CSU BoT](#) is responsible for the creation, proper maintenance, and successful and continuous operation of the university. To provide for engagement and effective governance, the Board has four standing committees: Academic Affairs and Student Success; Athletics; Financial Affairs; and Governance. These committees meet prior to the regularly scheduled Board meetings and present recommendations and resolutions for approval by the full Board. The University is committed to the shared governance model of inclusive decision-making which relies in large part on input and proposed actions by various constituencies, including Faculty Senate. Per [Board By-law §3344-1-04](#), the

university faculty may delegate any or all of its authority to a representative Faculty Senate in accordance with bylaws adopted by the university faculty and approved by the Board. As referenced in Core Component 2.A, the administration of all aspects of CSU's financial, academic, personnel, and auxiliary functions derives from the authority of the Board of Trustees. The delegation of authority to engage in the full spectrum of daily university operations relies on the following structures: a) the President of the University works closely with members of his [Executive team](#) [VRR link] that includes representatives from the major functional areas of the institution; the [Division of Business Affairs and Finance](#) [VRR link] includes the Chief Financial Officer and the respective direct reports; similarly, [Academic Affairs](#), the [Division of Enrollment Management and Student Success](#) [VRR link] and the Department of Human Resources [VRR link] outline the reporting lines that bring to life the components of each administrative portfolio.

Shared governance at CSU follows the principle of faculty authority over academic matters, as reflected in various [university policies](#), collective bargaining agreements (such as AAUP and AAUP – Law) [VRR links] and [faculty personnel policies](#) referenced in the narrative for Criterion 2. The faculty collective bargaining agreements contain many of these [provisions in contract form](#), including academic freedom, affirmative action, nondiscrimination, professional activities outside the University (conflicts of interest and commitment), tenure and promotion, disciplinary action, and grievance and arbitration, faculty recruitment manual, [faculty professional development](#) (also see the wide range of workshops offered by the [Center for Faculty Excellence](#)), retirement/resignation notification process, principles for the performance-based merit system, faculty leave pay-out policies, administrator return to faculty policy, and faculty contract definitions. The University's [Policy on the formulation of policies, 3344-2-01](#) explains how policies are created, reviewed, and revised. Based on this process, each policy has a designated "responsible official" who is charged with the implementation and oversight of a particular policy that falls within the scope of the university official's assigned responsibilities, as well as that rule's revision, approval, or in the case of a new policy, its development. The policy distinguishes among interim policies, academic policies, university policies and procedures. All Board-approved University policies must be posted for a thirty-day comment period on the policy website before being filed with the Ohio Legislative Service Commission. This system of policy formulation, revision, and maintenance is currently under review for process improvement, and current policies and procedures will be reviewed and updated as a part of this process.

Per [Board By-law §3344-1-04](#), the university faculty may delegate any or all of its authority to a representative Faculty Senate in accordance with bylaws adopted by the university faculty and approved by the Board. As a very recent example of collaborative decision-making in action, [CSU 2.0](#) is "a coordinated and inclusive approach to the future success of CSU," intended to demonstrate "our commitment to supporting our core academic and research missions, serving our students, and giving back to our community." As the process is still under way, the recommendations proposed by the five Task Forces set up to focus on [Academic](#), [Administration](#), [Diversity and Inclusion](#), [Athletics](#), and [Growth and Innovation](#) will be presented to the campus community to identify priorities, strategies, and metrics that will support CSU's next iteration of strategic planning.

5.A.2. – The institution’s administration uses data to reach informed decisions in the best interest of the institution and its constituents.

In terms of data-driven decision making, there are various pertinent sources of information that are regularly used to determine the direction in which the institution should go as it continues to fulfill its mission to the communities it serves in Northeast Ohio and beyond. As one of the primary administrative offices in charge of collecting, analyzing, and disseminating data, the [Office of Institutional Research](#) (IR) extracts enrollment, demographic, and course detail data from the university's enterprise system (PeopleSoft) using a series of Microsoft Access queries on the fifteenth day of each term. Thirty days after the end of each term, IR extracts degree completion data along with final GPAs for each term's degree completers. IR uses this database to report and track fall-to-fall retention; 4-, 5-, and 6-year graduation rates; and degree completion trends. Along with standard IPEDS reporting, IR conducts analyses for internal tracking and improvement purposes. These include examinations of populations beyond the traditional first-time, first-year students (e.g., transfers and graduate students). All this work is differentiated by such traditional demographic categories as race and gender, as well as a number of mission-specific demographic categories such as first-generation students, veterans, Pell recipients. Internal reporting is generated for dissemination to various constituent groups across campus, ranging from the Board of Trustees to Faculty Senate to college-wide meetings and to special-request meetings aimed at supporting data-driven decision-making processes.

CSU uses a formal process of [IT governance](#) [[VRR link](#)] to ensure that prioritization and the allocation of resources are linked to campus strategic need. A committee of stakeholders from across campus, representing both administrative and academic units, meets monthly to review IT priorities and ensure strategic alignment. IT operations refers to that guidance when prioritizing efforts and assigning resources.

During the pandemic, CSU has been highly focused on using data from various internal and external sources in guiding our decision-making process. Data from both the [CDC](#) and [state health department](#) were used in setting up our seven layers of pandemic protection. After establishing the necessary standards, data from our campus space allocation system were used in a detailed analysis to determine what spaces could be used for socially-distanced classrooms. Because of this approach, CSU remained open in a hybrid model thorough most of the fall 2020 semester without spread of the virus in our classrooms.

5.A.3. – The institution’s administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through collaborative structures.

Setting academic requirements, policy, and processes at CSU relies on collaborative practices that are governed by principles of shared governance. As far as curricula are concerned, there are several recent examples of new programs proposed by faculty as content area experts, intended to enhance the relevance of what students at CSU learn as way to be equipped for the demands of a professional career in the 21st century. The [Faculty Senate’s standing committees](#) – Academic Steering Committee, University Faculty Affairs Committee, Admissions and Standards Committee, Student Life Committee, University Curriculum Committee, Committee on

Athletics, Budget and Finance Committee, Library Committee, Graduation, Convocation and Assembly Committee, Academic Technology Committee, Electronic Learning Committee, Committee on Academic Space, Diversity and Inclusion Committee, and University Petitions Committee – represent the structure faculty use to interface with University administration to participate in shared governance. Faculty, as content area experts, manage the curriculum they teach. To that end, CSU uses [Curriculog](#) as the web-based curriculum management system that streamlines the approval process from the point of origin (always a faculty member in one of the academic units across campus) through the shared governance-based approval process and to the University Registrar’s office, which oversees the entire system. In terms of labor market data to inform needs analyses supporting new curricular proposals, the [Doctor of Nursing Practice \(DNP\) \[VRR link\]](#) program proposal documented student interest and demand, institutional, local, regional, national/societal demand, employment opportunities, and intellectual development and advancement of discipline as rationale for the approval of the new program. Similarly, the new [graduate program in Music Therapy proposal \[VRR link\]](#) documents the labor market needs and the efforts to recruit and retain under-represented minority students into the program and, by extension, the profession.

Students play a central role in determining how CSU programs can best serve their educational and personal growth needs. Officers of the [Student Government Association](#) (SGA) and the [Graduate and Professional Student Association](#) sit on the Faculty Senate and on the Academic Steering Committee. Student representatives have seats on permanent university committees that formulate policy: there are one undergraduate student and one graduate student on the Admissions and Standards Committee, the University Curriculum Committee, the Library Committee, the Academic Technology Committee, the Committee on Academic Space, the Diversity and Inclusion Committee, the Electronic Learning Committee, and the Campus Support Services Advisory Committee; there are two undergraduates and one graduate student on the Committee on Athletics, three undergraduates and one graduate student on the Graduation, Convocation, and Assembly Committee, and four undergraduates and one graduate student on the Student Life Committee. The 2020 decision to move to pass/fail (in response to the COVID-19 crisis) was initiated by both the Student Government Association and the Committee on Curriculum and Instruction. SGA representatives have also been collaborating closely with the Faculty Senate on an Inclusive Access program designed to lower the cost of textbooks for students by providing access to instructional materials for participating courses on the first day of class (and delivered digitally, whenever possible). Moreover, the Inclusive Access program, coordinated by [Follett](#), CSU’s bookstore managing company, in close collaboration with the Director of Campus Support Services, ensures that the cost of instructional materials is the lowest possible for any particular selection included in the program.

Core Component 5.B: The institution’s resource base supports its educational offerings and its plans for maintaining and strengthening their quality in the future.

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution’s organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.

4. The institution's fiscal allocations ensure that its educational purposes are achieved.

5.B.1. – The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.

As mentioned in Criterion 3, the [2018 Book of Trends](#) outlines the range of full-time faculty at CSU, from 511 in 2013 to 541 in 2017 (Table 7.2, p. 152). The University has the adequate instructional capacity to carry out its mission, in alignment with [Policy 3344-16-5](#), approved by the Board of Trustees in 2014, according to which faculty-student ratios are established. [Faculty personnel policies](#) spell out standards and procedures for faculty appointments based on appropriate credentialing, continuation as well as promotion and tenure. More specifically, the [College of Graduate Studies](#) specifies the criteria used to grant Graduate Faculty membership based on set criteria and supporting [guidelines](#). A [Graduate Faculty Status Application](#) [[VRR link](#)] follows said guidelines. Each college has its own set of [Graduate Faculty membership criteria](#), which are approved by Graduate Council as the final gatekeeper of supporting policies and processes.

Also referenced in Criterion 3, CSU relies on its staff members to bring to life the various components of the University's daily operations, such as [tutoring](#), advising in the various colleges (such as the [College of Education and Human Services](#), the [Washkewicz College of Engineering](#), the [Jack, Joseph and Morton Mandel Honors College](#), the [College of Liberal Arts and Social Sciences](#), the [Maxine Goodman Levin College of Urban Affairs](#), the [College of Sciences and Health Professions](#), the [School of Nursing](#), or the full range of services provided by [Student Life](#). The [Department of Human Resources](#) (HR) is committed to “developing and retaining a diverse, talented, and engaged workforce” intended to support CSU in fulfilling its mission. The hiring process relies on clear communication on duties, expectations, and qualifications for every single job at the University. Screening/search committees work closely with hiring managers and the [Office of Institutional Equity](#) to ensure that search processes are transparent and in compliance with set rules and regulations. New Employee Orientation is designed to streamline the onboarding process. As an example, the [Supervisor Checklist](#) [[VRR link](#)] provides a tool to maximize the outcomes of the process by which new employees join the University. Collective bargaining agreements and relevant HR policies and procedures guide how CSU creates a work environment for its employees. Concurrently, [training and organizational development](#) are offered both on regular and on-demand bases. [Staff development program](#) guidelines outline eligibility, enrollment, and tax requirements for participating staff. Additionally, the [Division of Continuing and Extended Education](#) offers a wide range of professional development opportunities that address the varied needs of employees from across campus.

5.B.2. – The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.

CSU's [Mission](#) statement supports the various programs, initiatives, and outreach efforts undertaken by CSU as it engages with a variety of constituents. Referenced in Criterion 1, students are central to our mission. As a regional, public institution, we have always served a broad cross-section of students, ranging from traditional-age freshmen to returning adult students and to the large number of [veterans](#) enrolled and with access to a range of specialized services at

CSU. Though the proportion of various types of students has shifted over the years, we have remained true to our core mission of serving a range of students.

It is the University's organization and resources that allow it to offer degrees in a wide range of fields that are responsive to local need and demand, thus balancing a strong grounding students receive in the liberal arts and sciences with preparation in professional fields. In a constant effort to render our curricula relevant and engaging to students, employers, and communities at large, CSU's outreach efforts include internships and co-ops that enhance the student experience and connect our students with local employers. Through these opportunities, CSU students provide documentable benefits to the local economy well before they graduate. Various research centers across campus also benefit the local community and economy by providing the benefit of faculty expertise and knowledge and these in turn shape local decision-making and policy creation.

5.B.3. – The institution has a well-developed process in place for budgeting and for monitoring its finances.

CSU's budget planning and policies ensure that the institution's financial resources are judiciously monitored and allocated to allow for regular high-quality operations. Because CSU must rely less and less upon support from the state of Ohio, which can fund only a diminishing percentage of our budget, a well-documented trend in higher education across the country, the University has been consistent in its just management of funding that supports the implementation of its mission as an anchor institution of higher learning. In that light, there have been several prioritizing efforts aimed at balancing our capacity and demand for academic programming as well as community outreach.

An outline of the institutional budgeting process can illustrate how CSU manages its financial resources in order to ensure that the institution is able to fulfill its mission according to expectations, as referenced in several parts of the Assurance Argument. CSU's processes for budgeting and monitoring reflect its [values](#) by being mindful of the need to provide high-quality, accessible, and affordable educational experiences, the responsibility of good stewards of state and university resources and optimizing their deployment in achieving our mission, and we are accountable for the resource allocations we make and the need to carefully monitor our financial performance outcomes. CSU's processes for budgeting and planning are linked to the State of Ohio's budget process and calendar. The University works collaboratively within the [Ohio Inter-University Council](#) and its various subcommittees as well as the [Ohio Department of Higher Education](#) to anticipate state funding through the [SSI program](#). Additionally, CSU works with the state to coordinate opportunities to fund capital expenditures and new programs.

The responsibility for managing the budget process belongs to the [Division of Business Affairs and Finance](#). The emphasis of CSU's centralized annual budget process is unrestricted operating funds, which include instructional tuition and fees, state of Ohio state share of instruction (SSI) funds, general fees, auxiliary sales, and services. In FY20, [unrestricted funds](#) [\[VRR link\]](#) constituted approximately 79% of our total revenue. Planning for restricted awards, which, including Pell Grants, are approximately 17% of CSU's annual revenue, is managed carefully through our [Office of Sponsored Programs and Research](#), in coordination with the individual departments and student [financial aid](#).

Planning for philanthropy resources, which are approximately 4% of our total revenues, is coordinated between CSU and the [CSU Foundation](#). These funds include gifts and endowed funds that are restricted to purpose based on donor intent. The CSU Foundation transfers spendable funds to CSU. These transfers are managed in specific accounts for purposes such as scholarships, endowed chairs, and/or research funding.

CSU's annual budget process for unrestricted funds is undertaken each year in the period between February and June. In February, the Budget Office collects input on key budget assumptions from the State of Ohio, senior administrative and faculty leadership. These assumptions concern:

- State Share of Instruction (SSI)
- Tuition rates
- Enrollment projections
- Salary and fringe benefit assumptions (including vacant position savings)
- Current budget allocations
- Evaluation of new initiatives to be included in budget

The Budget Office uses an enterprise resource planning system (ERP) called PeopleSoft, which links data between the budget process to position control/payroll and general ledger transactions to integrate budget planning, controls and management reporting. Budget assumptions are discussed with the senior leadership team and the Planning & Budget Advisory Committee (PBAC), which is a [standing committee](#) of the Faculty Senate. Feedback is obtained from these groups relative to what assumptions will be used to build the budget.

Prior year budgeted and actual expenditures are reviewed. In addition, each of CSU's colleges and departments receives incremental budget requests, which are evaluated based upon strategic priorities. From this information, the Budget Office prepares different budget scenarios. These are a combination of revenue projections based on enrollment, tuition increases, and salary and fringe benefit estimates. These scenarios are then reviewed by the VP for Finance, senior leadership team, and PBAC. In April, the Budget Office provides preliminary budgets to individual departments for their input and changes. The same office then reviews and consolidates the individual department budgets for an institutional view of the unrestricted fund revenue and expenses. The consolidated budget is reviewed with the senior leadership team and is then presented for approval to the Board of Trustees in May or June.

Budget monitoring is both a college and administrative department responsibility, as well as an institutional responsibility. Each academic and administrative unit has an individual who is responsible for that unit's budget processes. Some of the responsibilities are budget building, monitoring expenses of the unit's budget, and preparing budget transfers. Throughout the year, the institutional Budget Office works closely with these individuals to assist them if unplanned needs occur or if they need to transfer funds between accounts.

Academic and administrative units have access to budget reports to assist with their area of responsibility. Access in PeopleSoft is given to individuals for the following reports/queries:

- Statement of Operations
- Transaction Register

- Open PO Report
- Purchasing/AP general query
- Gift and Grant Report
- Grant Summary
- GL data extract
- PeopleSoft HR queries

In addition, the Budget Office prepares a budget monitoring report each month. This report includes the budget, actuals, encumbrances, and current month end balance.

At the institutional level, the Board of Trustees receives an update on the operating budget [VRR link] on a periodic basis throughout the year. The Division of Business Affairs prepares a forecast report of the unrestricted funds to monitor financial performance. This report anticipates year-end performance by combining year-to-date actual revenues and expenses with estimates for the remainder of the year. This forecast is compared to the budget approved by the Board of Trustees and any prior forecasts with explanations of significant variances. The forecast process provides an early warning system of potential issues, thus enabling CSU to take proactive measures if needed. The Board of Trustees also receives specialized reports from independent auditors [VRR link] that provide an overview of the financial stability of the institution based on net position, revenues, expenses, and changes in net position, cash flows, and retirement plan and other post-employment benefits plan data. Moreover, the Board receives reports on the status of unrestricted budgets, as well as the status of gifts and grants (including an individual listing of certain gifts and grants that are significant due to their nature, source, or amount).

The forecast process has been vital during the pandemic. It has enabled CSU to plan responses in a manner that prioritize the health and safety of students, faculty, and staff while ensuring that investments to support core educational processes were maintained.

Based on the budget building process described earlier, financial allocations are carefully monitored and executed to ensure that none of the components of CSU's daily operations would ever be jeopardized by lack of resources. To that effect, our educational purposes have been CSU's top priority for allocating resources. Direct educational expenses [VRR link] (instruction, academic support, student services, and scholarships and fellowships) as a proportion of total CSU expenses have increased from 57 percent in FY10 to 64 percent in FY20. The amount of direct educational expense per enrolled student has risen from \$8,780 per student in FY10 to \$11,050 in FY19, representing an increase of nearly 26%. The Success Coaches program was developed to support CSU students who may need assistance with test preparation, time-management, study skills, and preparing for test-taking, online learning, note-taking, presenting, or starting off the semester right. The investment made by the University was intended to maximize the positive impact on student success in the early academic career at CSU. A similar initiative focused on student success is the Graduation Coaches program, detailed in Criterion 4.

5.B.4. – The institution's fiscal allocations ensure that its educational purposes are achieved.

CSU serves a diverse population of undergraduate students, including many who face economic challenges. Annually, over a third of CSU students receive Pell grants, with the majority

receiving the maximum Pell award. CSU also serves a high number of transfer student and other non-traditional students. Student success at CSU, as documented in the narratives for Criteria 3 and 4, requires a thoughtful commitment of services to ensure their retention and success. Some of these services include creating a [Division of Enrollment Management and Student Success](#). This office focuses on aligning institutional resources under one division including [Admissions](#), [Financial Aid](#), [Advising](#), [graduation/success coaching and tutoring](#), [Health and Wellness](#), [Disability Services](#), [Bursar](#) and [Student Affairs](#).

CSU has made significant investments to improve student retention and success. In April 2014, CSU's Board of Trustees approved the [2014-2016 College Completion Plan](#). The plan included a number of actions that have since been implemented. The efforts were recognized by the American Association of State Colleges and Universities (AASCU) when CSU was awarded the prestigious Excellence and Innovation Award for Student Success and College Completion. The subsequent [Campus Completion Plan](#) [[VRR link](#)] approved by the Board of Trustees on November 19, 2020 outlines the barriers to persistence and completion, while pointing to the progress made toward the 2018-2020 Completion Goals, such as a 48.3% six-year graduation rate for the entering class of Fall 2014 compared to 40.9% for the same class earlier. Similarly to the point, the Fall-to-Fall retention rose to a historic rate of 76.8% in Fall 2019 compare to 65.9% 9 years earlier.

The [CSU Foundation](#) provides significant support for student scholarships and other programs [[VRR link](#)]. The Foundation works strategically with CSU leadership and the Board of Trustees to engage in philanthropic fund development. The value of endowment and gift funds has grown from \$47.7 million in FY10 to \$110.2 million. In addition to a variety of scholarship programs, the Foundation has supported programs such as [Lift-Up Vikes](#) (LUV) and the [2-for-1 tuition program](#). LUV, which is accredited by the Cleveland Food Bank, allows any CSU student enrolled for at least one credit hour to receive free food and personal items. The 2-for-1 tuition program is designed to retain freshmen between Fall and Spring semesters. The program provides funds to fill the gap between tuition and student aid for the Spring semester for students who achieve a minimum 2.75 GPA. The CSU Foundation also sponsors an annual event called Radiance which has raises nearly \$2 million per year. A significant portion of these funds has been used for "Last Mile Scholarships," which are available to students who only have one or two semesters to complete but have exhausted their scholarships or other financial aid.

Over the past 10 years, CSU has made significant investments in facilities and technology. In FY2011, CSU commissioned a [Campus Master Plan](#), finalized in 2014. This document serves as the reference point for these investments. Current [capital projects](#) capture CSU's commitment to enhancing the teaching and learning opportunities student and faculty have across campus, with significant contribution from the state of Ohio through its biennial [capital budget](#). One of the five current projects focuses on continued [upgrades to Berkman Hall](#), CSU's main classroom building, by reconfiguring existing space, upgrading instructional technology, safety systems, code compliance, and infrastructure network as well as improving classroom-adjacent restroom facilities. The [SI/SR lab renovations](#) relate to CSU's sustained commitment to the Center for Gene Regulation in Health and Disease to accommodate centralized, cross-discipline labs designed to include shared equipment, instrumentation and imaging.

Core Component 5.C: The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

5.C.1. – The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.

CSU's allocation of resources follows the well-established process by which daily operations are supported in a cohesive and coherent manner, while taking into account strategic priorities designed to promote the University's mission, and to serve the communities of Northeast Ohio. In 2015, CSU embarked on a multi-year planning process known as Path to 2020. [VRR link] Like other higher education institutions in Ohio and across the country, CSU was confronted with a financial predicament: current and forecasted levels of revenue were not keeping pace with expenses. Specifically, CSU was challenged with changing student demographics that affected enrollment, state-mandated limits and freezes on tuition, and increased costs of operation.

CSU's leadership recognized that the traditional approach of confronting these challenges through the annual budget process was insufficient. Rather, the solution required a longer-term foundational plan that anticipated the changing environment and strategically aligned resources with priorities, as demonstrated below:

1. Leverage advances in undergraduate student success achieving a 50 percent graduation rate, as documented in the Campus Completion Plan 2020-2022 [VRR link], thus sustaining recognition as one of the best US urban universities in student retention practices.
2. Continue to strengthen CSU's academic offerings, building on a renewed general education curriculum, enhancing the size and credentials of the full-time faculty in high-priority programs and strengthening [continuing education](#).
3. Drive recruitment across all student segments by sustaining freshman class momentum, strengthening the intake of transfers and reversing the decline of graduate students – supported by a growing base of [international enrollees](#).

4. Reenergize graduate education to make it a significant contributor to the University's growth and reputation.
5. Sustain steady growth in the number of research proposals submitted by CSU by building on current STEM capabilities and strong programs in the [Arts](#), [Humanities](#) and [Social Sciences](#), by investing industry partnerships and by further encouraging a [supportive research culture](#).
6. Steadily increase the University's importance as an anchor institution for the Greater Cleveland area with an emphasis on 5-10 high impact partnerships.

In addition, 4 organizational capacity requirements were identified:

1. Maintain a set of university-level fora and processes that effectively integrate organizational entities and bring both collaboration and a CSU perspective to strategic and operational decision making and execution.
2. Migrate CSU's information technology plan to a cloud-based ERP.
3. Maintain the University's current physical infrastructure in good condition and judiciously implement elements of the Campus Master Plan, as resources permit.
4. Continue to improve fundraising effectiveness and results grounded on the growing impact of a "[culture of giving](#)"

CSU has made progress on many of these initiatives. While this progress has allowed CSU to thrive in the last few years, the operating environment for higher education has shifted further. Economic conditions, changing demographics and evolving demand for talent will require CSU to revisit its priorities.

In 2018, President Harlan Sands presented a [Statement of Strategic Priorities for CSU](#), followed by the [2019 State of the University Address](#) and the [2020 State of the University Address](#). Seven strategic themes were identified, according to which the University will:

1. Seek distinction as a leading public urban research institution
2. Differentiate itself on student success
3. Enhance engaged learning
4. Strengthen anchor mission
5. Achieve growth as a beacon institution
6. Build financial strength
7. Strengthen the campus community

These themes are being used to guide an ongoing planning effort called CSU 2.0, which is described in the [2020 State of the University Address](#). This initiative, which engages a broad group of faculty and staff, will provide the [roadmap](#) that will guide CSU's allocation of resources in the future.

5.C.2. – The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.

CSU demonstrates continuous improvement by a variety of processes and supporting guidelines that engage the campus community and representatives of the larger communities served by the university. In terms of the academic core of the institution, assessment of student learning relies

on a very solid foundation that follows an internal tradition of using a peer reviewer model in analyzing annual reports, as referenced in Criterion 4. Additionally, program review as a process of quality assurance has been updated over the past three years, allowing it to focus on using external content area experts nominated by program/departmental faculty to help CSU position itself well for the demands of the labor market by way of relevant curricula and experiential learning opportunities students have, documented in Criterion 3.

5.C.3. – The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.

[CSU 2.0](#), referenced earlier in this Criterion, is the latest iteration of a broad-based planning process intended to engage a variety of stakeholders in determining how to strike an optimal balance between institutional capacity and the need for future academic programming, community outreach, and constituent engagement. Academic units across campus rely on visiting committees, such as the ones in the [Monte Ahuja College of Business](#) or the [Maxine Goodman Levin College of Urban Affairs](#), to inform “positive change initiatives to strengthen the College’s agenda for relevance, excellence, vitality and success within the University and the broader community.” Administrative units undergo audits which are used to indicate areas of interest that should be addressed judiciously as a way to ensure high-quality operations. As an example, the [Division of Continuing and Extended Education](#) has undergone a redesign of its [mission](#) and strategic plan, in light of findings from an internal audit. The components of the strategic plan [[VRR link](#)] relate to [workforce development](#), [lifelong learning](#), and [new knowledge and engagement](#), all of which derive from CSU’s commitment to serve the greater good.

5.C.4. – The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution’s sources of revenue and enrollment.

5.C.5. – Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.

5.C.6. – The institution implements its plans to systematically improve its operations and student outcomes.

In addition to the wide range of internal constituent groups involved in various phases of planning processes, there are different opportunities external stakeholders have to provide feedback and guidance to the university as it determines how to use its resources the most effectively to fulfill its mission. CSU has successfully navigated the past 10 years by having an acute appreciation of its capacity and by anticipating and mitigating fluctuations in revenue and enrollment. This is evidenced by trends in CSU’s financial performance. [CSU’s revenue](#) has fluctuated fairly significantly [[VRR link](#)] over the past 10 years. Net Tuition and Fees and State Share of Instruction (SSI) funds comprise 71 percent of CSU’s revenues in FY20 and are the majority contributor in revenue trends. [Trends in State Share of Instruction funds \(SSI\)](#) [[VRR link](#)] show a substantial decrease in FY11, when federal stimulus funds were discontinued. Funds gradually increased until FY20, when the state reduced funds for education as a result of economic conditions associated with the pandemic. Even with these changes, the growth in SSI funds has not kept pace with either the higher education price index (HEPI) or the consumer price index (CPI).

Prior to FY2015, the SSI distribution was based upon enrollment. The Ohio Department of Higher Education (ODHE) changed their methodology for allocating funds to state universities and community colleges so that it would rely on a [performance-based system](#) that distributes a pool of funds designated by the State's biennium budget across the state's 14 baccalaureate colleges and universities. The performance-based methodology allocates 50% of the funds based upon degree completion, 30% based upon course completion, and 20% for doctoral and medical programs.

Net tuition and fees [\[VRR link\]](#) were growing steadily between FY10 and FY14, which corresponds to growth in enrollment, but since that time, enrollment has declined, which has led to declining tuition revenue. In addition, CSU did not increase in-state undergraduate tuition [\[VRR link\]](#) from FY16-19 due to a state mandate. Following that period, the state allowed an increase in tuition for incoming freshmen with no authorization to raise tuition for the remainder of the students' attendance at the University, which represented a 'tuition guarantee.' [\[VRR link\]](#) It is also important to note that even with declining enrollment and the corresponding decrease in tuition revenue, CSU has increased its support for students with scholarships and fellowships.

Despite fluctuations in the amount of money coming from sources that provide 71 percent of its revenue, CSU has maintained robust financial performance by anticipating and nimbly responding to these trends. This is very evident from the [State of Ohio Composite Financial Index](#) (CFI) trends. The CFI uses financial data from CSU's audited financial statements [\[VRR links\]](#). The data has been adjusted to exclude accounting transactions associated with Governmental Accounting Standards Board (GASB) rules (GASB 68 and 75), which are intended to reflect transactions associated with the State of Ohio Employee Pension plan. However, while this reporting is required by GASB, it is less relevant in the State of Ohio than in many other states. The CFI has three components: the viability ratio, the primary reserve ratio, and the net income ratio. Each component is given a value of 0 through 5, based on the results of the organization. The scores are then weighted (30% for viability ratio, 20% for net income ratio and 50% for primary reserve ratio) to calculate the composite financial index.

The viability score [\[VRR link\]](#) is a measure of leverage; it assesses the institution's ability to meet its debt obligations. CSU has improved this ratio from 44.7% in FY15 to 77.3% in FY19. CSU has improved its ranking in viability among Ohio's state colleges and universities, rising from twelfth to eighth between FY15 and FY19. The net income ratio [\[VRR link\]](#) measures operating performance by assessing how well an organization manages its yearly expenses within yearly revenues. CSU has improved this ratio from 2.8% in FY15 to 3.8% in FY19. Compared to other Ohio state colleges and universities, CSU's ranking declined from sixth to eleventh between FY15 and FY18, but has since improved to a rank of seventh out of fourteenth. The primary reserve ratio [\[VRR link\]](#) measures the ability of the organization to sustain operations using expendable net assets. CSU improved this ratio from 35.4% in FY15 to 51.6% in FY19. Compared to other Ohio state colleges and universities, CSU has improved from a rank of eighth to sixth out of 14 schools. CSU's overall composite index [\[VRR link\]](#) based on these three metrics has steadily improved from 3.2 in FY15 to 4.2 in FY19. Compared to other Ohio state colleges and universities, CSU has improved from a rank of ninth to fifth out of 14 schools. Additional evidence of CSU's ability to manage well operationally and financially despite revenue fluctuations is provided by the opinion of external credit rating agencies. Both S&P and

Moody's have recognized CSU's financial strength with sustained credit ratings of A+ (S&P) [\[VRR link\]](#) and A1 (Moody's) [\[VRR link\]](#).

In sum, CSU has a long history of engaging in careful, purposeful, and methodical processes aimed at ensuring the quality needed to offer its programming to the communities it serves. References to changes in curriculum, assessment/evaluation procedures, student support services, outreach efforts included in previous criteria encapsulate CSU's commitment to continuous improvement based on processes that include a wide range of constituent groups who have a vested interest in CSU's continuing success story that benefits the communities served.