Assurance Argument

Chicago State University

12/14/2016

Introduction

On behalf of the students, faculty, staff, and stakeholder community of Chicago State University, I am pleased to transmit to the Higher Learning Commission the Assurance Report of Chicago State University in accordance with its published criteria for accreditation.

The Assurance Report review process and its concomitant assessment provided the opportunity for the entire University community to view its organization, processes, culture, and traditions. Almost every stakeholder University-wide was actively engaged in the process and worked on teams as part of our rigorous self-study process, which was demanding, thoughtful, and visionary. The Assurance Report is a living document that will inform our decisions going forward.

We are pleased that this process was transparent, and inclusive and that it gives voice to concerns and ideas while continuing to enhance our mutual commitment to shared governance. Where challenges and opportunities were identified, corrective actions, and responsive plans have been implemented that ensure that this University remains strong and vibrant.

The mission, vision, core values, and the traditions at Chicago State University have instilled a sense of reaffirmed commitment as we move forward as a public university. We have a unified view not of accreditation as an end, but as a continuous process of improvement - even as we reaffirm our commitment to those ideals that defined us in the past and that help us build on our pre-eminence in teaching, research, community service, and engagement.

Sincerely,

Cecil B. Lucy, Interim President
Chicago State University

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component 1.A

The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Argument

University Mission, Vision, & Core Values Statement and Strategic Plan

Chicago State University has a student-centered mission, vision, and set of core values that were developed collaboratively by the University community in 2011. They center on providing a diverse group of students with access to quality higher education, meeting educational goals, and transforming communities beyond our campus.

The Mission Statement [01] affirmed by the Board of Trustees in June 2011 states that:
"*Chicago State University (CSU) is a public, comprehensive University that provides access to higher education for students of diverse backgrounds and educational needs. The University fosters the intellectual development and success of its student population through a rigorous, positive, and transformative educational experience. CSU is committed to teaching, research, service and community development including social justice, leadership and entrepreneurship*."

The Vision Statement [01] states that:
"*Chicago State University will be recognized for innovations in teaching and research, and in promoting ethical leadership, entrepreneurship, and social and environmental justice. We will embrace, engage, educate, and empower our students and community to transform lives locally and globally*."

The Core Values Statement [01] states that:
"*Chicago State University values:*

- *Intellectual development*
- *Creative and innovative thinking and learning*
- *Dignity and unique talents of all persons*

- *Responsible choices and actions*
- *Personal and academic excellence*
- *Personal, professional and academic integrity*
- *Diversity*
- *Leadership, service, philanthropy, social justice, and entrepreneurship*
- *Pride in self, community and the University*
- *Lifelong learning*"

CSU's mission, vision, and core values documents reaffirm the University's commitment to social justice, leadership, and community development through entrepreneurship. The inclusion of community development, entrepreneurship, and social justice also defines businesses, service organizations, and other members of our wider community as critical constituencies. In addition, the University's Strategic Plan, approved by the Board of Trustees on May 11, 2012, contains six strategic goals that support the mission, vision, and core values [02]:

- A – Academic Excellence, Teaching and Research
- C – Community Service and Engagement
- C – Cost Efficiencies and Diverse Revenue Streams
- E – Enrollment, Retention and Graduation
- S – Strengthened Infrastructure
- S – Shared Accountability

The strategic plan utilizes the acronym "ACCESS" as a reminder of its central purpose to guide the University to fulfill its commitment of providing access to a quality education. It provides a road map describing how CSU will work together as a community to achieve its values and mission while pursuing its vision for the future. The originally approved strategic plan has been extended to December 2017 making it a five-year document. The University will begin the task of developing a new strategic plan in Spring 2017 [03, 04].

Academic Programs

Chicago State University (CSU) was founded as a teacher training school in Blue Island, Illinois on September 2, 1867. Today, the University is a fully accredited public, urban institution located in a residential community on Chicago's south side. The University's five colleges (Health Sciences, Arts and Sciences, Business, Education and Pharmacy) offer 37 undergraduate, 24 graduate and professional degree-granting programs, six certificate, and two doctoral degrees. CSU also has an interdisciplinary Honors College for students in all areas of study, and Continuing Education and Nontraditional Degree Programs that offers workforce development, community programs, and non-degree programs to the community [CAT].

Access to higher education for a diverse student population is the central focus of CSU's mission. The mission statement is evidence of CSU's commitment to the intellectual development and success of a diverse student population through a rigorous, positive, and transformative educational experience. The mission statement recognizes students as the University's primary constituency and central focus. Its focus towards providing access to higher

education which is critical for our surrounding communities; and to foster the intellectual development and success of CSU's student population [05].

CSU's mission, vision, and core values affirm and support the Higher Learning Commission's (HLC) Statement on Diversity, which defines diversity broadly as reflecting differences in the ideas, viewpoints, perspectives, values, religious beliefs, backgrounds, race, gender, age, sexual orientation, human capacity and ethnicity of those who attend and work within the organization. Through the website, the physical presence in our buildings, and in our culture, CSU employees, students, and the community understand the importance of implementing the mission, vision, and core values in the classroom, through customer service, as well as during community events [01].

The University's core values provide further evidence that advocacy, respect for diversity, and support of the dignity and unique talents of all persons are being communicated and implemented throughout the campus and community [02]. The mission, vision, and core value statements collectively provide evidence that access to higher education is a priority. The coursework, services, and activities are implemented campus-wide with the vision that the CSU experience will dramatically change students' lives and help them to critically think in an ever-evolving global society. Specifically, CSU has focused marketing and outreach efforts on improving access to post-secondary education; and increasing success for students who are underserved and/or first generation students. As a university on Chicago's south side, CSU is committed to uplifting the community through increasing the number of Baccalaureate degrees for minority populations, first generation students, and nontraditional students. The academic programs and the University mission, vision, and core value statements are consistent and seamless [05].

Student Support Services

Chicago State University's mission was formulated to provide a clear path for advancing academic excellence to students with diverse academic needs and goals. The University's vision statement articulates the aspiration to embrace, engage, educate, and empower students. This statement reminds the CSU community that embracing and engaging students provide a critical foundation for academic success. The statement also reflects CSU's belief that empowerment with educational excellence prepares students to meet academic goals so they can contribute to their communities [02].

With this in mind, the CSU Library, a $32 million dollar complex, opened in Fall 2005. The CSU Library is a spacious 142,000 square-foot modern facility and has 16 collaborative group study rooms (with multimedia/computers), computer laboratories with more than 150 computers, information and learning commons, a sunroom, auditorium and six conference rooms. This state-of-the-art facility comprises the library, archives, Learning Assistance Center, and an all-campus computer laboratory. It features the first Automated-Storage Retrieval System (ARS) installed in the state of Illinois. The library has a collection of over 425,000 volumes. Seventy percent (70%) of the collection is stored in the ARS [06].

The library's state-of-the-art Information Mall has multimedia workstations for 36 users and a Bibliographic Instruction Studio and Laboratory with 30 workstations. The facility's physical collection is augmented by electronic journals and 3000 e-books, microforms, and audio-visuals, amounting to a total bibliographic unit equivalency of over a million volumes. Additional access is provided through I-Share, an online resource sharing network containing 22 million volumes available at 65 colleges and universities throughout the State of Illinois. In addition to the use of the extensive Chicago Public Library system and its nearby Woodson Regional Library, Library and Information Services' (LIS) networking provides: (1) direct access to most Chicago academic libraries through information passes distributed by Reference Services; (2) indirect access to the Center for Research Libraries (CRL); (3) 3.5 million volumes; and (4) an interlibrary loan arrangement that links 8000 libraries worldwide and provides access to their 48 million titles [06].

The Learning Assistance Center (LAC) assists students in achieving academic success through supportive tutoring and resources. All services are provided free of charge to enrolled students, active alumni, and faculty of Chicago State University. The campus-wide tutoring program supports the campus mission of ensuring success for all students, specifically those who need remediation. The staff of the LAC provides walk-in and scheduled tutoring sessions in many different areas and can direct students to additional campus resources and provide access to needed materials and technology [07].

The CSU Counseling Department is a student support service center within the Department of Student Affairs that is mission-driven. It is recognized that many CSU students are non-traditional, urban, first generation, commuter students who have diverse backgrounds and educational needs. Thus, counseling services are designed to meet their specific needs. In addition to providing students with general mental health and crisis counseling, the Effective Study Program (ESP) and Psychosocial Program (PSP) are available to students and designed to promote their continuous enrollment, retention, and graduation. The ESP is focused on providing extra assistance in the areas of active learning, time management, note taking, test taking, and research skills to students by helping them to enhance their ability to study in a manner that promotes academic success. More recently, the Psychosocial Program (PSP) was established to empower students to overcome personal, non-academic problems in the areas of stress management, anger management, psychological wellness, alcohol and drug awareness, self-esteem enhancement, cultural diversity awareness, career enhancement, and violence and domestic violence prevention and awareness. The Counseling Department is available for students to walk in Monday through Friday from 9:00 a.m. to 4:00 p.m. and has extended hours on Thursdays until 7:00 P.M.. Faculty, staff and administrators are also able to receive referral services in an effort to promote comprehensive psychological and institutional wellness [08].

CSU lives out its mission by providing a range of programs that foster academic excellence for talented, diverse students who face socioeconomic and/or educational disadvantages. The University works systematically to revise and clarify program-level student learning outcomes across campus and to make these goals more available to students [CAT, 09, 10]. For example, to streamline support for at-risk students, the University College [11] program provides students who do not meet the admission criteria with specialized orientation, remediation, and activities to

build the skills they need for academic success. In addition, the Honors College [12] program provides a challenging interdisciplinary curriculum for students who have demonstrated strong academic skills. These are examples of programs that foster the intellectual development of our students through two different rigorous transformative experiences.

Enrollment Profile

Chicago State University serves a unique student population. It is unique because of the University's nontraditional demographics. In Fall 2015, the average age of a CSU student was 31.9 years old.; the student ethnicity statistics were 69% African American, 9% Hispanic, 5% Caucasian, 3% Asian/Asian-American and 14% Other; eighty-six percent (86%) of all CSU students received some form of financial aid; 69% of all CSU students were women; 54% of all CSU students lived below the poverty line; and 44% of undergraduate students were first generation college students [05, 13, 14, 15, 16].

Evidence that CSU supports the mission is in being ranked first within the State of Illinois for awarding Masters degrees in psychology and education, and Bachelors degrees in mathematics to non-Hispanic African American students. CSU is also ranked second in Illinois for awarding Bachelors degrees in education to this student population. CSU graduates every two out of three African American students who receive a Bachelors degree from the three public universities in Chicago. CSU also graduates one of every six African American students receiving a Bachelors degree among the 12 Illinois public universities [17].

Planning and Budgeting Priorities

CSU is organized into four divisions: (1) Academic Affairs and Student Affairs, (2) Administration and Finance, (3) Enrollment Management, and (4) the Office of the President – which includes Legal, Human Resources, Safety, Internal Audit, Alumni Affairs, and Facilities [18]. All academic and non-academic units on campus are required to submit an annual Planning, Measurement, and Effectiveness (PME) plan that includes an explicit articulation of how the unit supports the academic mission of the University. The PME evaluation process also integrates planning and budgeting in order to measure key objectives and goals in both areas across campus [19, 20, 21].

Sources

- 1.A.01 – Mission, Vision, & Core Values Statement, 2011
- 1.A.02 – Strategic Plan, 2012-2017
- 1.A.03 – Board of Trustees - Strategic Plan Extension Approval, December 2015
- 1.A.04 – Board of Trustees - Strategic Plan Extension Approval, December 2016
- 1.A.05 – Illinois Board of Higher Education - Underrepresented Groups Report, 2015
- 1.A.06 – Library Acquisitions Report
- 1.A.07 – Learning Assistance Center
- 1.A.08 – Counseling Center
- 1.A.09 – General Education Mission Statement and Outcomes, 2012

- 1.A.10 – Universal Syllabus Format
- 1.A.11 – University College Program
- 1.A.12 – Honor's College Program Review
- 1.A.13 – Fact Book - Student Demographics, 2015-2016
- 1.A.14 – Illinois State Legislature Report - Student Poverty
- 1.A.15 – Institutional Effectiveness & Research - University Profile
- 1.A.16 – Institutional Effectiveness & Research - CSU Fast Facts
- 1.A.17 – IL Public Universities Bachelors Degrees Comparison By Race, 2014
- 1.A.18 – University Organizational Chart, December 1, 2016
- 1.A.19 – Planning, Measurement, and Effectiveness (PME) - Guidelines
- 1.A.20 – Planning, Measurement, and Effectiveness (PME) - Academic
- 1.A.21 – Planning, Measurement, and Effectiveness (PME) - Non-Academic

1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Argument

Public Articulation – Mission, Vision, & Core Values

The University's mission, vision, and core values statement is posted on CSU's website as well as in prominent areas across campus. It reflects the University's commitment to serving a diverse student body, as well as the community [01]. In addition, each unit has developed individual mission and vision statements in alignment with the University. The mission and vision statements support the University's mission and vision statements and communicate the expectations for all departments and members of the University community [02].

A number of other official documents related to the mission outline the rights and responsibilities of various campus constituents, expected behaviors, and procedures to address concerns. These documents include, but are not limited to the following:

- Governing Policies of the Board of Trustees [03]
- Undergraduate and Graduate Student Handbooks [SHB]
- Faculty Handbook [FHB]
- Institutional Policies and Procedures Manual [04]
- Undergraduate and Graduate Catalogs [CAT]
- Code of Excellence [05]
- Student Code of Conduct [06]
- Mandatory Sexual Assault Prevention Program [07]
- Veterans Affairs - Statement of Mutual Responsibility [08]
- University Professionals of Illinois 4100 CSU Contract [09]

For example, the University's Code of Excellence [05] reflects the standards and expectations that Chicago State University has for all constituents of the University community. The code is aligned with CSU's mission and reflects our respect for diversity within the campus community. Specifically, the Code of Excellence focuses on the expectation that all members of the campus community will:

- Respect the dignity of all persons
- Respect the rights and property of others
- Strive for true cultural diversity and learn to accept and value the differences in others
- Respect basic human rights

Chicago State University's Strategic Plan, 2012-2017 [10] provides the roadmap for making mission-driven strategic decisions throughout the campus. The plan was developed in conjunction with the University's current mission documents and is synchronized with the priorities identified in these documents. This plan provides goals, objectives, and measures related to student learning (Goals 1, 3 and 4), teaching and research, and community service and engagement (Goals 1 and 2). The document describes CSU's strategies to live its mission and promote community development, social justice, environmental justice, and entrepreneurship (Goals 1). It outlines the strategies for CSU to continue to develop an environment of shared governance and accountability in order to increase the University's fulfillment of its mission. Criterion Five provides additional details about the strategic plan and many other CSU resources that support the University's commitment to its core statements.

Mission-aligned Teaching, Research & Creative Activity, and Service

Recognizing the diversity of our communities is reflected in our mission documents. Chicago State University has planned a curriculum that prepares students to thrive in a diverse society. All first-year students participate in the diversity block of the University First-Year Experience (FYE) Seminar program [11], which includes topics on diversity, multiculturalism, and inclusion. All undergraduate students are required to complete a set of general education courses designed to foster global awareness and understanding of the ecological, political, and international problems shared by different societies throughout the world. All undergraduates also complete a three-credit hour course specifically focused on diversity and six credit hours of a single foreign language [12].

Specific examples of infusing diversity, multiculturalism, and inclusion principles into the student learning experience include, but are not limited to, the following:

- Students enrolled in the Criminal Justice, History, Philosophy, and Political Science programs have aided in the planning and coordinating of Chicago State University's Model United Nations Conference [13].
- Chicago State University's community have been enriched by the presence of international students and CSU students also have opportunities to study abroad [14].
- The University offers majors in International Studies [15] and African American Studies [16], as well as minors in Latino Studies [17] and Women and Gender Studies [18].

CSU recognizes 81 clubs and organizations to support the needs of CSU's diverse student body while promoting pride in themselves and their communities [19]. These include, but are not limited to, the Association of Professional Latino Students, the Muslim Student Association, and the Women's Veterans Club. The University also provides a variety of diversity resources, including an Abilities Office, the African American Male Resource Center (AAMRC), the Latino Resource Center (LRC), and the College of Arts and Sciences' Lesbian, Gay, Bisexual,

Transgender and Queer (LGBTQ) Safe Zone Project. These not only enhance the student experience but also allow diverse students to contribute to the community-at-large. In addition to having these organizations, CSU also provides venues for the community to connect with these diverse groups. Examples include the popular Jazz in the Grazz summer music program [20] for campus and neighborhood communities which showcase diverse musical talents of students and musicians and the Entrepreneurial Idol Contest to promote business startups for students and the community [21].

CSU continues to offer graduate programs to students that support the mission. For example, the development of the Doctorate in Educational Leadership [22] and Doctorate of Pharmacy [23] programs are excellent examples of how the University has used strategic decisions to offer diverse learning experiences in multicultural settings. The doctoral program in Pharmacy was ranked as the ninth most diverse pharmacy education program in the United States by the National Association of Boards of Pharmacy in December 2015 [24]. The degree programs in the College of Health Sciences graduate over fifty percent (50%) of the African-American nurses and occupational therapists who earn degrees in Illinois [25]. In addition, the Recreation Program in the Department of Secondary Education, Physical Education, and Recreation (SEPR) was awarded "Best of the Best" University Recreation Program at the annual National Recreation and Parks Association (NRPA) conference held in September 2015 [26].

The College of Business has been a leader in the University's commitment to community development through entrepreneurship by instituting an Entrepreneurship academic minor and by supporting, developing, and promoting the Small Business Development Center (SBDC), for the past two decades, with support from the State of Illinois' Department of Commerce and Economic Opportunity (DCEO). The uncertainty of funding, associated with the State's budget impasse has prompted the suspension of the SBDC's operations and the advancement of a plan to create a privately-funded Entrepreneurship Center in order to continue and expand the University's commitment to local community development and entrepreneurship. [27, 28].

In order to meet the needs of our student population, many improvements to support research and creative activities in curricular and co-curricular learning experiences were implemented. For example, the Colleges of Education and Arts and Sciences have launched a new academic program in Cyber-Security which is supported by a newly-established Center for Information & Security and Research (CINSER) [29]. An increased campus-wide Wi-Fi, state-of-the-art science laboratories, and the new College of Pharmacy complex in Douglas Hall are all the results of strategic decisions aligned with CSU's longstanding mission to provide a quality academic experience [30]. In addition, the Center for Teaching and Research Excellence (CTRE) continues to promote effective teaching and supports faculty and student research in the process of discovery and dissemination of knowledge [31].

Furthermore, to improve the quality and rigor of its programs, CSU requires each undergraduate and graduate student to complete a capstone or thesis project [32]. The University College program has admissions processes with the aim of identifying students who need additional academic supports and services [33, 34]. Also, the Board of Governors degree has been replaced with a more rigorous General Studies degree [35].

Evidence of how CSU activities align with its mission can be found in annual reports, websites, minutes of various bodies, commencement and awards programs, committee reports, departmental and college policies and manuals, curriculum catalogs, research programs, grant proposals, and related compendia [36, 37].

Meeting the Needs of Constituents Served

Chicago State University's current mission is widely endorsed on campus as a clear, concise, and accurate description of what the University community understands to be the purpose and special characteristics of Chicago State University. The core components of the mission, including its accessibility to students of diverse backgrounds and educational needs, are understood and supported by the CSU community as well as the communities beyond our campus.

The makeup of our diverse student body reflects CSU's surrounding contiguous community. The Roseland area, for example, is predominantly African American with this group comprising 98% of the population. The fact that 69% of CSU's students are African American reflects the University's commitment to advancing access within the geographical community areas we serve, while retaining a commitment to diversity [38, 39].

As a result of serving a diverse student population, Chicago State University has made the commitment to recruit and retain a diverse faculty and staff. Of CSU's faculty, 46 percent (46%) are African and African American, four percent (4%) are Hispanic/Latino, eight percent (8%) are Asian/Pacific Islanders, 36 percent (36%) are White, and four percent (4%) are classified as Other [40].

According to the Illinois Board of Higher Education (IBHE) data, CSU faculty constitute five percent (5%) of all African American faculty and three percent (3%) of all Latino faculty at Illinois colleges and universities [41]. Diverse faculty and student enrollment enhance the educational experience of all students and better prepares students to work and live in an increasingly diverse world.

In the comparative study of Illinois' African American Employment Plan for Public Universities, CSU was reported to have the largest percentage of African American employees (69.1%) [40]. In addition, CSU supports efforts to maintain diversity among employees and articulates this commitment in Article IX of the Institutional Policy Manual, which also includes Equal Employment Opportunity, Affirmative Action and Americans with Disabilities Act policies [42].

Sources

- 1.B.01 – Mission, Vision, & Core Values Statement, 2011
- 1.B.02 – Representative Academic & Non-Academic Mission Statements
- 1.B.03 – Board of Trustees - Governing Policy
- 1.B.04 – Institutional Policy Manual
- 1.B.05 – Code of Excellence
- 1.B.06 – Judicial Affairs - Student Code of Conduct

- 1.B.07 – Mandatory Sexual Assault Prevention
- 1.B.08 – Veteran Affairs - Statement of Mutual Responsibility
- 1.B.09 – University Professionals of Illinois 4100 CSU Contract
- 1.B.10 – Strategic Plan, 2012-2017
- 1.B.11 – First-Year Experience Seminar Program - Diversity Block
- 1.B.12 – Catalog Description of Diversity Curriculum Requirement
- 1.B.13 – Model United Nations Conference
- 1.B.14 – Office of International Programs - Study Abroad Program
- 1.B.15 – International Studies Program
- 1.B.16 – African-American Studies Program
- 1.B.17 – Latino Studies Minor
- 1.B.18 – Women & Gender Studies Minor
- 1.B.19 – Student Clubs & Organizations, Spring 2016
- 1.B.20 – Jazz in the Grazz
- 1.B.21 – Entrepreneurial Idol
- 1.B.22 – Doctoral Program in Educational Leadership
- 1.B.23 – Doctoral Program in Pharmacy
- 1.B.24 – College of Pharmacy - Top Ten Ranking
- 1.B.25 – Programs in the College of Health Sciences
- 1.B.26 – Recreation Program - Best of the Best Award
- 1.B.27 – Programs in the College of Business - Entrepreneurship Minor
- 1.B.28 – Illinois Small Business Development Center
- 1.B.29 – CINSER - Cyber-Security Program
- 1.B.30 – Physical Facilities and Technology Infrastructure Projects
- 1.B.31 – Center for Teaching and Research Excellence (CTRE) - Teaching & Research Support
- 1.B.32 – Capstone-Thesis Requirement
- 1.B.33 – University College Program
- 1.B.34 – University Academic Support and Services
- 1.B.35 – General Studies Program, Spring 2016
- 1.B.36 – Board of Trustees - Academic Affairs Summary Report
- 1.B.37 – Cougar News Archive, 2012-2016
- 1.B.38 – Profile Data - Student Enrollment, 2015
- 1.B.39 – Community Population Demographics, Obama Library Proposal, Fall 2015
- 1.B.40 – Illinois Board of Higher Education - Under Represented Minorities Employment Study
- 1.B.41 – Fact Book - Faculty Diversity, 2015-2016
- 1.B.42 – CSU Institutional Policy Manual - Article IX, EEO, AA, ADA policies1.B.42 – CSU Institutional Policy Manual – Article IX, EEO, AA, ADA policies

1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Argument

The University serves a diverse student body and understands its role in a multicultural society. All members of the CSU community are encouraged to offer programs, initiatives, activities, and events that reflect human diversity within our campus, its mission and for the constituencies it serves.

The Department of Student Affairs (DOSA) has increased the number of registered clubs and organization from 69 in 2012 to 81 in Fall 2016 [01]. There has been an over 50% increase of Fraternity and Sorority members [02]. In addition, DOSA hosted programming designed to expose students to intellectual, spiritual, and cultural perspectives such as Black History, Latino History, Women History, LGBTQ Awareness, Abilities Awareness, and Sexual Assault Awareness Month [03, 04].

Representative examples of multicultural programming include:

- *Latino Resource Center (LRC)*
  The number of students utilizing the LRC in AY 2015 and its resources increased by 170% and LRC programming increased by 120% compared to AY 2014. The LRC strengthened its focus on advocacy for undocumented students by assisting in the development of the DREAMers and Allies student organization. In addition, the LRC celebrated Latino Heritage Month and other programs throughout the year to promote cultural awareness and expose the campus community to a rich variety of Latin American cultural programming and events [05].

- *African American Male Resource Center (AAMRC)*
  Through a variety of programs and initiatives, AAMRC reached more than 13,000 people through a variety of outreach initiatives. The AAMRC works to be the center of African-American cultural and social awareness through events such as W.U.R.D. (Words Uplifting and Restoring Dignity) is Balm - A Spoken Word Event, the Ujamaa Market, the annual Kwanzaa Celebration, the Brother 2 Brother series, and the Continuing the Journey Conference [06].

- *Women's Resource Center (WRC)*
  The Women's Resource Center (WRC) addresses the needs of our female students while providing gender education, support services, and resources to the campus community. The WRC supports and connects students by linking them with faculty, alumnae, staff, the community, and other female students through programs, workshops, mentorship, activities, and networking events. The WRC will work collaboratively with student organizations to create and promote activities that raise awareness of gender and women's issues on campus, and increase the visibility and diversity of women at the CSU [07].

- *The Abilities Office*
  The Abilities Office provides accommodations for approximately 300 students as of Fall 2015 with a variety of psychiatric, learning, and physical disabilities which include development, mobility, visual and/or hearing, learning, and chronic health issues. The Abilities Office provides services to all CSU students with verified disabilities. Services are provided as a reasonable accommodation as mandated in Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. The Abilities Office has certain rights and responsibilities to (1) provide reasonable and appropriate accommodations, (2) work with students and faculty in determining individualized accommodations, (3) provide access to services and available equipment, (4) provide auxiliary aids as appropriate, (5) teach advocacy skills to students, and (6) act as mediator or advocate for students when appropriate and maintain the confidentiality of the disability [08].

Additional examples of student-engagement activities [03, 04] that promote diversity within the context of our mission include participation in or sponsorship of:

- Pride Parade
- Irish Day Parade
- Little Village of Mexican Independence Day Parade
- Peace Walk
- Northwestern Hospital Lurie Cancer Walk
- Abilities Awareness Adaptive Basketball Game and Adaptive Bike Challenge
- International Student Flash Mob
- Student Government Association Anti-Bullying Event
- Voter Registration Drive
- National Association for the Advancement of Colored People (NAACP) Chapter
- Designation of Unisex Bathroom in Student Union Building
- International Student Orientation

CSU students attended several professional conferences [09] including, but not limited to:

- Hispanic Association of College and Universities Conference
- United States Leadership Institute
- Thurgood Marshall College Fund Conference
- American Student Government Association

- African American Psychology Conference
- Professional Association Conferences related to student major

CSU students were also able to participate and serve on several University committees [10] including, but not limited to:

- Presidential Search Committee
- Finance Committee
- University Budget Committee
- University Accreditation Steering Committee
- Commencement Committee
- Black History/Women's History/Sexual Assault Awareness Committee
- Judicial Affairs Committee
- Alcohol, Other Drugs & Violence Prevention Committee
- Academic College Committees

Sources

- 1.C.01 – Student Clubs & Organizations, Spring 2016
- 1.C.02 – Fraternity and Sorority Life Organizations, Spring 2016
- 1.C.03 – Department of Student Affairs
- 1.C.04 – Cougar News Archive, 2012-2016
- 1.C.05 – Latino Resource Center
- 1.C.06 – African American Male Resource Center
- 1.C.07 – Women’s Resource Center
- 1.C.08 – Abilities Office
- 1.C.09 – Student Attendance at Professional Meetings
- 1.C.10 – College of Pharmacy - Committee Assignment for Students

1.D - Core Component 1.D

The institution's mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Argument

Commitment to the Public Good as a Public Entity

CSU provides access to high-quality learning opportunities and promotes lifelong learning and enhancement of the quality of life throughout all constituencies and communities it serves. The University accomplishes this by maintaining accessible education through a comprehensive array of learning, service, and life experiences designed to motivate and challenge students. Priorities are teaching, research, student learning, and success. Each program, unit, department, and college further integrates and is guided by these principles [01, 02].

Chicago State University represents itself and its activities accurately and efficiently in ways that are easily accessible to the public. For example, the institutional website contains easily accessible information about the current accreditation status of the University as well as the specialized accreditation for specific programs [03]. The University publishes information about all of its academic programs and courses through its online catalogs [CAT], course schedules [SCH], and handbooks [SBH]. The University website also includes current and accurate information about tuition rates and fees [04] in a transparent way that is readily available to both current and prospective students such as Admission's website [05]. The University Fact Book [06] provides the public with accurate information about the demographics of our current student body as well as retention and graduation rates of all students. The University also reports these data to the Illinois Board of Higher Education, and they are available to the public through its website [07]. As a public institution of higher education, the University is obligated to pay close attention to any problems, concerns, questions and/or suggestions that external constituencies may raise. In doing so, the University functions with integrity and manages its relationships with external constituencies with fairness.

Over the course of the last three and a half years, a group of forward thinking students, faculty, staff, community leaders, and other thought leaders met monthly and then weekly to produce a document that proposed a Presidential Library and Archive on the Chicago State University Campus. This collective project culminated in a presentation to the Obama Foundation in 2014. The proposal was complete with detailed proposals for the construction of the Presidential

Library as well as ideas for community and research growth and development. Although CSU was not chosen to move towards submission of a formal request for proposal, we did receive accolades for the collaborative work done with our entire community. That work continues to this day with several groups coming together as a result of the proposal to further advance many of the concepts [08].

The Institutional Effectiveness and Research (IER) website [09] contains institutional data for all internal and external constituents. This data is supplemented by the Board of Trustee's (BOT) website, which includes additional information about the University and the manner in which it represents its activities and programs to the public [10]. Multiple locations to source the same information ensure the accuracy of and ability for the public to locate all data relevant to the performance of CSU in the community. The Division of Academic and Student Affairs publicizes evidence of student learning through academic department/college web pages [11].

Attention to the institutional image is included as a major goal in the University's Strategic Plan [12]. The Office of Integrated Marketing and Communications facilitates dialogue between the University and the public. The office's staff members have cooperated with other units to publicize events on campus such as job fairs, athletic events, and student open houses. The communications team works to articulate the University's core values and emphasize the importance of pride in our community [13].

The Primacy of Education as a Public Trust

The CSU Board of Trustees (BOT) and its committees function to ensure that the organization operates with integrity, responsibility, and in conformity with applicable laws. The BOT has all of the powers and duties established by the Chicago State University Law, 110 ILCS §660/5-1 et seq. [14]. The BOT operates within guidelines of the Illinois Open Meeting Act (5 ILCS 120/) [15, 16]. The Board's regulations describe how State and federal laws govern its oversight. The University's General Counsel attends each meeting of the BOT to provide guidance on these issues.

The University's internal auditors, by policy, submit all reports and findings to the Board and the President. The governing policies of the BOT describe its role in fiscal oversight. According to the BOT bylaws and regulations of the board reviews, the President prepares the University's annual requests for operating and capital appropriations, reviews grants, contracts, major capital expenditures, and many elements of the financial operations of the University. Evidence that the BOT executes these duties with fiscal integrity can be found in the meeting minutes [17] that the BOT routinely posts to its website [18]. The Board is provided with relevant information pertaining to all fiscal, regulatory compliance reports, and corrective action plans.

The governing polices [16] of the University's Board of Trustees provide a broad outline of the rights and responsibilities of the Board, the University President, employees and students. These include clear guidelines for both academic freedom and academic responsibility. Many of the policies listed in the CSU Institutional Policy Manual [19] describe the systems the University uses to protect the rights of individuals, and to delineate individuals' responsibilities to the University community. The University's Graduate and Undergraduate Catalogs [CAT]

contain many of the BOT approved policies and procedures to ensure fairness in the application of academic policies. The University adopted a Code of Excellence [20] (posted throughout the University in public areas) regarding acceptable conduct among the University's many internal constituents: faculty, staff, students, and guests alike. The Faculty Handbook [FHB], given to every new faculty member, contains useful information and serves to inform new faculty regarding many policies and procedures at the institution.

Union contracts also outline the rights and responsibilities of University employees [21], a majority of whom are represented by the University Professionals of Illinois (UPI) [22]. In short, all of these policies are institutionalized as a means to provide assurance that CSU remains committed to ensuring that education is our primary goal and purpose as a higher education institution serving the public interest.

Engagement with External Constituencies

Consistent with its mission statement, "CSU is an institution which provides educational access to students of diverse backgrounds and needs, and promotes community development including social justice, leadership and entrepreneurship." The University's vision statement articulates the University's role in addressing the unique needs of its community by aspiring to "be recognized for innovations in teaching and research, and in promoting ethical leadership, entrepreneurship, and social and environmental justice." The University "embraces, engages, educates, and empowers its students and community to transform lives locally and globally" [23].

CSU's constituencies include a broad collection of individuals, institutions and organizations at the University, neighborhood, city, regional, state, and national/international levels. They include: CSU students, faculty and staff; CSU alumni, trustees, and supporters; community businesses and volunteer organizations; neighborhood, city and regional K-12 schools, and community colleges; local, citywide and regional environmental and social justice organizations; academic and professional organizations; and international students and scholars [24].

Strategic Goal 2 of the 2012 University Strategic Plan, entitled "Community Service and Engagement (Public Agenda Goal 4)", states that "the University will engage the community through economic development activities and mutually beneficial partnerships between educational institutions, health care agencies, business, industry, government and community organizations" [23].

Chicago State University gathers information from its constituencies through periodic environmental scanning on how best to meet its current and changing needs. A variety of methods are utilized to identify community programmatic needs, including some reliance on employee community-based personal experiences. Several offices at the University are involved in this process, including the Office of Alumni Affairs, the Office of Community Relations, and The University Foundation at Chicago State, formerly known as the Chicago State University Foundation [25].

In addition, meetings with legislators, community leaders, community volunteers, alumni, religious leaders, public school officials, and other community stakeholders guide the identification and implementation of University initiatives. The range of services includes those increasing the ability of constituents to attain education, improve quality of life for individuals with special needs, improve knowledge in the sciences, reduce crime through community policing, support community revitalization, improve preventive health education and awareness, improve community well-being, and improve international education for children. For example, the College of Education (COE) meets regularly with the COE Advisory Board and Leadership Council that is made up of civic leaders, public school officials, business leaders, alumni, etc. [26].

Surveys of alumni and employers of alumni help determine not only program satisfaction, but also insights on program strengths [27]. Students completing community-based fieldwork (e.g., internships, practicums, service learning, etc.) are evaluated for the services they provide; field sites also provide input on services needed for program improvement or expansion, as well as the quality of student-provided services. Environmental scanning reveals the needs of University constituents through active volunteer participation and professional organization memberships. For example, programs such as the Community Policing Initiative have been largely based on the community-identified need for safer neighborhoods in the communities surrounding the University [25].

In addition, a survey of preceptor needs is administered annually by the College of Pharmacy to investigate the types of preceptor training that the college could provide to assist pharmacists in providing a higher level of patient-centered care at the practice sites where the student pharmacists had been placed to complete their early experiential learning requirements [28].

Internal Environmental Scan

The University has a sustained commitment to engagement and service for its many constituents, as described in the Noel Levitz campus-wide service and engagement survey [29]. This commitment is exhibited strategically across academic and support units, student populations and organizations, and individual contributions. The University community continues to serve in the capacity of a workforce developer, scientific discovery incubator, academic partner, agricultural stimulator, health care and preventive health services provider, community organizer, small business promoter, and in numerous other ways. This commitment guides improvements in physical facilities, personnel decisions, unit organizational restructuring, and communication, further enhancing the University’s ability to deliver its services more effectively.

In Spring 2017, several survey instruments will be administered to assist the University in its identification of service and engagement endeavors to be addressed in future planning initiatives. These instruments include the Noel Levitz College Employee Satisfaction Survey (CESS), National Survey of Student Engagement (NSSE), and the Faculty Survey of Student Engagement (FSSE) [30].

CSU continues to fulfill its mission and achieve its vision by effectively engaging with its constituents to better serve their needs. Campus units collaboratively engage in mission-driven service and engagement activities, including: continuing education, outreach, training, and extension services [31] through Continuing Education and Nontraditional Degree Programs.

Several grants and advancement gifts have assisted in increasing the capacity for engagement and service initiatives for University constituents [32]. For example, the State-funded Illinois Small Business Development Center [33] has assisted newly formed businesses in our region. The Urban Mindfulness project funded by the National Institutes of Health provided yoga and mindfulness training to inmates at the Cook County Jail and tracked their impact on recidivism [34]. The three federally funded TRiO programs (Project Fame/Upward Bound, Student Support Services, Educational Outreach Center) provided wrap-around services to encourage residents of nearby at-risk communities to prepare for, attend, and succeed in college [35]. In addition, Chicago State University partnered with Jawaharlal Technological University in Kakinada, India (JNTU-K) to become one of only four United States –India partnerships to receive the prestigious Obama Singh 21st Century Initiative Grant in 2014 from the Government of India [36].

Sources

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- 1.D.07 – Illinois Board of Higher Education, University Profile, AY 2014
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- 1.D.21 – Employee Unions
- 1.D.22 – University Professionals of Illinois 4100 CSU Contract
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- 1.D.30 – Assessment Surveys - Implementation Plan, Spring 2017
- 1.D.31 – Continuing Education, Outreach, Training, and Extension Services - Options Program
- 1.D.32 – Grants by Year, 2014-2017
- 1.D.33 – Illinois Small Business Development Center
- 1.D.34 – Urban Mindfulness Grant
- 1.D.35 – Federal TRiO Grants
- 1.D.36 – Obama Singh Grant

1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Summary

- CSU's mission statement, based on both historic facts and present-day legal documents was adopted by the Board of Trustees and is articulated publicly on the CSU website and is present in buildings.
- The mission statement guides all decisions within the University.
- The strategic plan, PME planning, and budgeting cycle supports the mission.

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Argument

Aligning with leadership provided by the state appointed Board of Trustees (BOT), the administration, the faculty, and the staff of Chicago State University act with fair and ethical behavior in the administration of their responsibilities [01]. Policies are articulated and updated for the University's operations and within specific divisions and units/departments for local operations. Policies are validated and enforced through the Office of Compliance and through the University's administrative structure [02].

The key policies and procedures governing the BOT, administration, faculty, and staff include the Articles of Incorporation that outline the powers and duties of the BOT [03], Bylaws [04], and the Governing Policy and Regulations [05] documents. These documents establish the parameters for University activity and basis for integrity in these operations. In addition, each division of the University has its own area-specific policies and procedures for activity that serve as the basis for integrity in divisional activity [02] as further described below.

Finance, Facilities, Operations and Audit

The Division of Administration and Finance operates under policies and procedures that govern the administration's Banner finance, general ledger, revenue and cash operations, property control, purchasing, purchasing card, accounts payable and long-term debt, accrued liabilities, payroll cycle, and miscellaneous finance and administrative operations [02].

The Finance, Facilities, Operations, and Audit Committee reviews Board-level policy related to financial affairs, physical facilities, and operations, and provides the Board its advice and counsel relative to such matters. In addition, the committee reviews the internal control, accounting, and reporting practices of the University to ensure that those practices provide for proper accountability and bring to the Board's attention, as necessary, information on any problems or irregularities in that regard [06].

In addition to oversight by the BOT, the Office of Administration and Finance, under the direction of the Vice President for Administration and Finance, employs generally accepted accounting principles to ensure consistent and transparent financial processes [02]. The

University also employs professionals under the direction of the Office of Internal Audit to ensure compliance with University, State, and federal policies and statues. This allows the University to ensure compliance with federal, State, and University regulations, not only concerning finances, but also all ethical matters pertaining to the University's operations. Also, an independent certified public accounting firm, under the leadership of the Illinois Auditor General, performs an independent review of University operations, controls, and fiscal principles and audits Chicago State University's financial statements annually to ensure compliance with these principles. The University has consistently received an unqualified audit opinion that reflects that the University is following generally accepted accounting principles and that its financial statements are accurate. Additionally, the University has an A-133 audit completed by a Certified Public Accountant (CPA) firm annually in order to comply with the Department of Education (DOE) requirements [07].

Internal controls are imbedded in the process and audit workflow to ensure appropriate accountability and ethical behavior. All fiscal oversight procedures are communicated to the community through the policies posted online. In addition, updates and changes to these policies are discussed by the VP of Administration and Finance during monthly Fiscal Officers meetings. For example, travel procedures are monitored by controls centralized around an approval process. Procurement of goods and services occurs through rigorous screening, pursuant to the Illinois Procurement Code, in order to ensure transparency and accuracy. As another example, purchases over $25,000 must be approved by a fiscal officer, two purchasing representative reviews, a vice president, and the University President [02].

Enrollment Management

The Enrollment Management (EM) Division at Chicago State University, under the direction of the President is comprised of the Associate Vice President of Enrollment Management and the areas directly related to student enrollment, retention and graduation (ERG), including the Office of Admissions and University Outreach, the Registrar's Office, the Office of Student Financial Aid, the Office of Institutional Research and Effectiveness, the Office of Marketing and Communications, and Community Outreach. The mission of the Division of Enrollment Management is to holistically and strategically plan, implement, and evaluate services and programs. It focuses on the enrollment, retention, and graduation metrics that support student-learning outcomes and maximize degree attainment [08].

The EM Division oversees and monitors enrollment, retention and graduation trends through the analysis of data, which is compiled from reports from division offices. Examples of the data are application processing, student headcount, persistence, Standards of Academic Progress (SAP), course scheduling, and grade submissions. The data is developed and shared with University stakeholders such as Academic Affairs, the Dean of Student Affairs, Administration and Finance, and the Enrollment Related Services Committee (ERS). The data is analyzed and used to develop strategic initiatives for the ERG committee and ERG representatives across University divisions [08].

The EM leadership team identified seven strategies that highlight its focused efforts to meet goals to grow enrollment. These strategies serve as the roadmap for important projects to meet ERG goals and University-wide initiatives designed to improve ERG rates and outcomes. These are compared to goals and sustained or revised as needed [09]. More recently, an updated enrollment-planning model was developed and shared University-wide. The plan outlines successful enrollment pathways for potential students. The model also assists the EM team with outreach efforts and relationship building [10, 11].

Academic Integrity

Over the last five years, CSU has implemented academic policies, eliminated academic programs, adjusted admission standards, and developed rigorous academic support systems. While other purposeful decisions may have resulted in a decline in enrollment overall, they have also helped CSU to position itself to better serve a diverse population with academic integrity, including traditional, adult-accelerated and graduate and professional students [08, 12]. Academic integrity is further discussed in Criterion 2.E.

The Provost and Senior Vice President for Academic Affairs is the senior academic officer and senior vice president for the areas of Contract Administration, Curriculum, Assessment and Retention, Graduate and Professional Programs, and Grants and Research Administration. Each of these sub-areas of Academic Affairs has policies and procedures to guide its operations with integrity. Key documents include the CSU-UPI Contract and Memoranda of Understanding [13], the Academic Personnel Calendar and Timetable [14], Faculty Handbook [FHB], Curriculum Handbook [15], Institutional Assessment Plan [16], and policies and procedures documents of the Office of Grants and Sponsored Research [17].

The Division of Academic Affairs and Student Affairs relies on the work of various administrative and faculty committees to extend these policies and procedures and to accomplish the annual cycle of academic and related personnel actions with integrity. The governing bodies for the University include the following: Faculty Senate [18], University Personnel Committee [19], University Curriculum Committee [20], college curriculum committees [21], the University Assessment Committee [22], and the Graduate and Professional Studies Council [23].

Personnel and Human Resources

The University, an equal employment opportunity employer, strives for fairness and transparency in its employee practices [HRH]. The University has an Associate Vice President of Human Resources who serves as a resource for current employees on existing or new policies. Under the Associate Vice President of Human Resources, the department aims to provide excellent customer service and support for all employees, with an emphasis on developing and maintaining a climate of mutual trust, confidence, and sensitivity to needs.

To outline the expectations of new employees, all faculty, staff, administrators, and student workers must attend an orientation. New faculty attend a special orientation held at the beginning of each academic year [24]. In addition to facilitating new employee success, the orientation also serves as an opportunity to ensure that all new employees are aware of their ethical and legal

responsibilities. Included in the Human Resource Policy Manual's University-wide policy section is a subsection on conduct which includes treating staff, students, and visitors with courtesy and respect. In addition, employee and student records are handled confidentially and in accordance with the Family Educational Protection Rights Act and the Illinois Identity Protection Act. Additional key policies include sexual harassment/abuse, computer use, and mandatory child abuse reporting. The Office of Human Resources conducts a 'Compliance Month' set of workshops annually, with an online component designed to be more accessible to all employees. The 'Compliance Month' campaign is used as a vehicle to reinforce University Polices, such as Drug and Alcohol, Time Reporting, Identity Protection, and Sexual Harassment [25].

Grievance policies for both faculty and staff articulate processes by which employees can initiate prompt and efficient investigation and resolution of claims or concerns. This process allows the grievant to discuss the situation with the appropriate supervisor, vice president or other University representative. If the issue cannot be resolved informally, there is a formal process outlined in the Human Resource Policy Manual for faculty, staff, and union-represented employees [26].

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- 2.A.17 – Office of Grants and Sponsored Research
- 2.A.18 – Faculty Senate
- 2.A.19 – University Personnel Committee
- 2.A.20 – University Curriculum Coordinating Committee
- 2.A.21 – Curriculum Committees
- 2.A.22 – University Assessment Committee
- 2.A.23 – Graduate and Professional Studies Council
- 2.A.24 – New Faculty Orientation
- 2.A.25 – Institutional Policy Manual
- 2.A.26 – Faculty and Staff Grievance Policy

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Argument

CSU presents information about programs, accreditations, costs to students, controls, and faculty and staff through a variety of communication vehicles. Information is accessible to the public as well as internally to the CSU community. Chicago State University maintains a number of documents to communicate about the University's program requirements, faculty and staff, costs to students, and accreditation statements with students and other public internal and external stakeholders. This is accomplished by publishing documents including the Undergraduate and Graduate Catalogs [CAT], student handbooks [SHB], website and social media [01], marketing materials [02] and admissions materials [03]. The Divisions of Academic Affairs and Student Affairs, and Enrollment Management are responsible for providing much of the information about these areas.

Programs, Requirements and Accreditation Relationships

The CSU Undergraduate and Graduate Catalogs [CAT] are the primary documents to communicate academic program policies, program requirements, and course descriptions to current and prospective students, as well as the public. Careful annual review and editing at the program, department, and institutional levels ensure the accuracy of these documents.

The Undergraduate and Graduate Student Handbooks [SHB] are updated annually through the Department of Student Affairs (DOSA) [04] and Office of Graduate and Professional Studies [05], providing students with clear guidance on academic and disciplinary policies that relate to student rights and responsibilities. Policies are checked for accuracy using minutes from the policy committees. In addition, students can access this information on the CSU DOSA webpage [04] and from the CSU handbooks webpage [SHB].

The CSU website [01] is the primary public medium for external audiences to gain access and information about the University and is also widely used by internal stakeholders. Currently, the Office of Integrated Marketing and Communications [02] and the Information Technology Department [06] manage the web pages. Both offices have responsibility and authority to keep the website up-to-date. Pages are reviewed annually to ensure accuracy; policies, facts, figures and reports are updated on an as-needed basis. Departments and other campus offices are involved in drafting the text of departmental web pages to ensure that content is accurately communicated. The communications team works closely with the Office of Institutional Effectiveness and Research [07], deans, department chairs, vice presidents, and office directors to ensure that all information is accurate [02]. For example, college and departmental webpages

serve as a resource to post academic programs, faculty, and staff contact information, admissions information, and announcements [01].

The University also takes advantage of its internal portal, Cougar Connect [09], to distribute information to the campus community. On this site, staff, students and faculty can view information about CSU's accreditation status, as well as participate in accreditation efforts by viewing documents prepared by the University Accreditation Steering Committee (UASC) [10]. In addition, students can view their registration status, the financial costs of their program, financial aid and scholarship awards, financial account status and access many services provided by the University. Faculty, staff, and students have access to applications to manage these operations as appropriate through a secure validation procedure [09].

The campus radio station, WCSU Radio, is a 24-hour iHeart internet-based radio station reaching the neighboring community, as well as the world. CSU students develop programming that includes music and talk radio formats aimed at diverse listeners. This collaborative environment strengthens the multicultural life of the University and is available to the surrounding community through station programming and its Facebook page [11].

Since today's students use many communication modalities, the Department of Student Affairs engages in various forms of outreach including information tables in the cafeteria with staff attendants, Facebook, Twitter chats, and Town Hall Meetings. These are avenues where students can ask questions and clarify policies in a less formal, more accessible environment [04].

The Associate Vice President for Enrollment Management convenes the Enrollment, Retention, and Graduation (ERG) Committee [12] to regularly engage internal and external stakeholders on enrollment issues. See also Criterion 5B.

The communications team also manages the University's Facebook, Twitter, and YouTube accounts to communicate with both internal and external audiences. Office staff post relevant information which range from weather-related closings to announcements of events and coverage of campus accomplishments. The team continually monitors and ensures timely and accurate responses to questions and concerns posted on social media [08].

An important resource for accurate facts and data about CSU is the annual Fact Book [13] provided by the Office of Institutional Effectiveness and Research [07]. This publication is shared with the University community and the general public through the CSU website. It is a widely utilized resource for basic facts about key University statistics related to ERG. Although it primarily summarizes student enrollment information, it also contains cost data, demographic information, and tenure status of faculty.

The University maintains an accreditation website housing the main information on our university and program-level accreditations [14]. The Office of Academic Affairs and Associate Provost for Curriculum and Assessment are responsible for disseminating information from the Provost regarding accreditation relationships. In addition, the University community has access to supporting documents related to the Higher Learning Commission Standards and Criteria on a designated page for the University Accreditation Steering Committee in Cougar Connect [10].

Faculty and Staff

Current CSU students, prospective CSU students, and the public have several means to identify and contact faculty and staff. The CSU faculty and staff directory [15] is available through the CSU homepage and is searchable by department, college, and name. Location, phone number, and email access are included in these entries. The CSU webpages contain information about each unit, including academic departments. Faculty and staff contacts are listed on these web pages. General and academic program marketing materials include contact information so prospective students can contact departments for additional information [02]. Regular press releases are issued for University accomplishments and include contact information for the media and for the public [16].

Costs to Students and Controls

Tuition and fees are reported in the course schedule bulletin [SCH] and on the website [17]. Tuition and fee information may also be found in our marketing materials and in the Tuition and Fee Handbook [18]. Students are provided access to a Financial Aid Net Price Calculator [19] to help them determine the types of aid for which they may be eligible.

Controls implemented to ensure ethical and responsible conduct are available to the public in the BOT Governing Policy and Regulations [20] and Administration and Finance Policies and Procedures [21] available on the CSU website. Other control-related materials are available to the CSU community on the Cougar Connect site [09].

The CSU Tuition and Fees Committee structure includes subcommittees charged with addressing tuition and fees, and tuition/fee waivers. These committees include faculty, staff, and student members. The tuition subcommittee reviews internal and external trends and recommends tuition levels for undergraduate, masters, pharmacy and doctoral programs. The CSU Tuition and Fees Committee reviews the recommendations and upon approval prepares a board resolution for presentation to the BOT Meeting [22].

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- 2.B.06 – Information Technology Department
- 2.B.07 – Institutional Effectiveness and Research
- 2.B.08 – Public Media Samples - Facebook - Twitter
- 2.B.09 – Cougar Connect
- 2.B.10 – University Accreditation Steering Committee
- 2.B.11 – iHeart Radio - WCSU
- 2.B.12 – Enrollment Management - Planning and Data Samples

- 2.B.13 – Fact Book, 2015-2016
- 2.B.14 – College and Program Accreditation, Approval & Recognition
- 2.B.15 – Faculty and Staff Directory
- 2.B.16 – Cougar News Archive, 2012-2016
- 2.B.17 – Tuition and Fees Structure, Fall 2016
- 2.B.18 – Tuition and Fee Waiver Handbook
- 2.B.19 – Financial Aid Net Price Calculator
- 2.B.20 – Board of Trustees - Governing Policy
- 2.B.21 – Administration and Finance Policies and Procedures Manual
- 2.B.22 – Tuition and Fees Committee Members, Agendas, and Minutes

2.C - Core Component 2.C

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Argument

The Illinois General Assembly created the Chicago State University Board of Trustees through adoption of Public Act 89-4, effective January 1, 1996 [01]. The BOT consists of seven members appointed by the Governor and one student member elected by the student population. The Governing Policy (2000) and Bylaws (2014), which is accessible to the public on the Board of Trustees website, clearly outlines board policies and responsibilities [02].

Governing Board Priorities

The CSU BOT is autonomous and assures integrity to preserve and enhance the University. The Board promotes and fosters the ability of the University to offer programs of instruction resulting in academic degrees, to conduct research, and to offer service to the community consistent with the University's mission, vision, and core values.

The BOT's primary operating focus is one of oversight and policy determination with respect to the entire University administration. For example, the Board adopted the mission [03] of the University, along with University-wide strategic goals [04], in June 2011, preserving the values on which the University was established. Subsequently, the Board recently extended the statutes regarding the Strategic Plan [05, 06]. The Board is responsible for hiring and evaluating the President [04]. Following the acceptance of the notification of the retirement of President Emeritus Wayne D. Watson, the Board successfully conducted a comprehensive national presidential search, soliciting input from faculty, staff, students, and community members [07]. A new President, Dr. Thomas J. Calhoun, Jr., began his administration on January 4, 2016 [08]. On September 16, 2016 Dr. Calhoun separated from the University and Mr. Cecil B. Lucy was named Interim President [09] and Mr. Larry Owens assumed the role of Acting Vice President of Administration and Finance/CFO [10].

Shared Governance and Transparency

The BOT reviews and considers the reasonable and relevant interests of the University's internal and external constituencies during its decision-making deliberations. Through an organized standing committee structure, each committee pursues defined goals and duties for the areas of Academic and Student Affairs, Finance and Audit, Facilities, and Legislation and Human Resources [11]. These committees meet with relevant constituencies to provide oversight and decision-making. Agendas and minutes of the committee meetings are distributed to all trustees and are placed on the BOT website for public access [12]. Audio recordings of BOT meetings are also available on the website [13].

The BOT also hears directly from faculty and staff through its deliberations. The administration, including the President, may report input from campus constituencies to standing committees [11]:

- The Executive Committee acts on behalf of the BOT and discusses and offers counsel on University operations as needed.
- The Academic and Student Affairs Committee reviews Board-level policy concerns and transactions related to academic programs and student affairs and provides the full BOT with advice and counsel relative to such matters.
- The Finance and Audit Committee reviews Board-level policy concerns and transactions related to financial affairs and operations, and provides the BOT its advice and counsel relative to such matters. In addition, the committee reviews the internal control, accounting, and reporting practices of the University to ensure that those practices provide proper accountability and brings to the Board's attention, as necessary, information on any problems or irregularities.
- The Facilities Committee reviews Board-level policy concerns and transactions related to university facilities and operations and provides the BOT advice and counsel relative to such matters.
- The Legislation and Human Resources Committee reviews Board-level policy concerns and transactions related to human resources and key legislation related to University operations.

The BOT also reviews the performance of the President annually at a time designated by the Board's Chairperson. The results of the review are shared with the President in a session with the Board. The materials used in the annual review of the President's performance include a statement of the President's goals and objectives and other material specified by the Board. Additional material may be submitted at the discretion of the President [14].

In their role as representatives of CSU, the BOT interacts with key external constituencies such as employers, alumni, donors, politicians, and other professional organizations. These relationships provide contemporary insight into educational needs, career development, and trends in higher education. BOT meetings are held publicly and are announced and posted on the University website as well as in campus buildings [15]. Faculty, staff, and students are encouraged to attend.

Governing Board Independence and Assurance of Institutional Integrity

The CSU governing board preserves its independence from undue influence by donors, elected officials, ownership interests, or other external parties. Article VIII of the BOT Bylaws clearly lays out the expectations of independence imparted upon Trustees. Members of the BOT, officers of the Board, officers of the University, and employees of the BOT at CSU must conduct their personal affairs in such a manner as to avoid any possible conflict of interest with their duties and responsibilities. If a conflict of interest does occur, it shall become a matter of public record and the trustee shall not vote on the business at hand [16].

Several other safeguards at the State and University levels are in place to prevent conflicts of interest and maintain Board independence through state legislation and BOT regulations.

- The Illinois Governmental Ethics Act (5 ILCS 420) requires administrative employees and the BOT to file an annual disclosure of economic interests with the Secretary of State [17].
- The State Officials and Employees Ethics Act (5 ILCS 430) regulates political activity by employees subject to recognized merit principles of public employment, and prohibits such employees' participation in political activities during any compensated time, excluding vacation, personal, or compensatory time off [18].
- The BOT Regulations on the Avoidance of the Appearance of Nepotism [19] provide additional requirements for personnel hiring.
- The Illinois Procurement Code imposes requirements governing the purchasing of all goods and services for the University [20].

Governing Board Autonomy and Delegation of Daily Management Activities

Article VII of the Board of Trustees Bylaws clearly states that the President shall be the chief executive officer of the University and of the BOT in its governance and policy responsibilities for the University. The President has this authority and responsibility within the framework of policies established by the Board for the organization, management, direction, and general supervision of the University and will be held accountable by the Board for the effective administration and management of the institution [21].

Board Regulations state responsibilities that may be further delegated by the President to officials of the University [02]. However, the BOT must approve changes in the positions of Provost or Vice President, although the President may appoint, promote or accept the resignation or retirement of these officials with consultation by the Board. The University has developed appointment procedures for all faculty, administrative and civil positions to comply with the Board of Trustees delegation of authority. The BOT Governing Policy explicitly states the management of the University is delegated to the University administration [22].

Sources

- 2.C.01 – Chicago State University, Act of Incorporation, State of Illinois
- 2.C.02 – Board of Trustees Article VI Governing Policy & By-Laws
- 2.C.03 – Mission, Vision, & Core Values Statement, 2011
- 2.C.04 – Strategic Plan, 2012-2017
- 2.C.05 – Board of Trustees - Strategic Plan Extension Approval, December 2015
- 2.C.06 – Board of Trustees - Strategic Plan Extension Approval, December 2016
- 2.C.07 – Presidential Search Process
- 2.C.08 – New President Selection Announcement - Dr. Thomas J. Calhoun, Jr.
- 2.C.09 – New Interim President Appointment - Mr. Cecil B. Lucy
- 2.C.10 – Curriculum Vitae - Acting VP/CFO Larry Owens
- 2.C.11 – Board of Trustees - Committee Structure
- 2.C.12 – Board of Trustees - Minutes and Agendas
- 2.C.13 – Board of Trustees - Audio Recordings
- 2.C.14 – Board of Trustees - President Performance Review Process
- 2.C.15 – Board of Trustees - Meeting Schedule
- 2.C.16 – Board of Trustees - Bylaws, Article VIII Independence Clause
- 2.C.17 – Annual Disclosure of Economic Interests
- 2.C.18 – State Officials and Employees Ethics Act
- 2.C.19 – Board of Trustees - Regulations - Avoidance of the Appearance of Nepotism
- 2.C.20 – Illinois Procurement Code Policies
- 2.C.21 – Board of Trustees - Bylaws, Article VII Chief Executive Officer
- 2.C.22 – Board of Trustees - Bylaws, Section J Academic Freedom and Responsibility of the Governing Polices

2.D - Core Component 2.D

The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

Argument

CSU is committed to freedom of expression and the pursuit of truth in teaching and learning. The CSU Code of Excellence [01] grounds the University's commitment to these objectives. Student learning upholds the practice of personal and academic integrity and excellence, valuation of cultural diversity and differences of others, and basic human rights. These elements of the Code of Excellence frame the pursuit of truth in learning and freedom.

The CSU Faculty Handbook [FHB], which includes a statement on academic freedom and responsibility [02] bases the teaching enterprise at the University on the premise of common good, as opposed to the interests of the individual faculty member or the institution as a whole. It defines the common good to include the free search for truth and its free exposition. It includes academic freedom as an essential value and practice as well as freedom in research.

CSU supports academic freedom through the promotion of research and teaching without censorship. It is the expectation that the faculty member exercises appropriate restraint, is cognizant of public perception, shows respect for others and their opinions, and indicates that s/he is not a spokesperson for the University.

The BOT regulations affirm academic freedom and acknowledge that faculty members have mastery of their subjects and scholarship. Faculty members have a duty to refrain from including materials not related to their teaching subjects or to fail to present subject matter in line with the course description or as announced and expected by students, colleagues, and the University.

Sources

- 2.D.01 – Code of Excellence
- 2.D.02 – Faculty Handbook - Statement on Faculty Academic Freedom

2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

Argument

Responsible Acquisition, Discovery and Application of Knowledge and Skills

It is the University's responsibility to provide resources for its constituents to conduct business in a responsible manner [01]. CSU practices high ethical standards in learning and research through careful planning, teaching and review [02]. The University provides services to students to promote good practice in academic honesty [03]. The University recognizes that education entails attention to academic integrity and has, therefore, identified procedures at the college-level to address student academic dishonesty [04].

Faculty, staff, student and collaborators' compliance with research policies and procedures is assured through the work of several committees in collaboration with the Office of Grants and Research Administration (OGRA) and the Office of the Provost. These offices assure oversight and support of research and scholarship programs. These groups address research integrity, human and animal research participants, research staff, and the environment in which research is conducted. Research compliance programs can be accessed through OGRA [05].

Integrity in Research and Scholarly Practice

Research integrity is achieved through several CSU committees and administrative oversight. Committees include the Institutional Review Board (IRB) [06], the Institutional Animal Care and Use Committee (IACUC) [07] and the Institutional Biosafety Committee (IBC) [08].

The IRB is the primary mechanism for the protection of human rights in research. The mission of the IRB is to protect the rights and welfare of research subjects through review of research involving human subjects at CSU. The CSU IRB mission is congruent with the University's mission of academic excellence, which encompasses teaching, research, service, and community development, including social justice, leadership and entrepreneurship. The President appoints the IRB chair and members, who are selected according to federal regulations. A coordinator supports the IRB [06].

CSU requires that all research study personnel, including faculty, staff, students, and external collaborators, maintain currency in human subject protection through the Collaborative Institutional Training Initiative at the University of Miami (CITI) Consortium [09].

Protection of animal rights is maintained through the IACUC. This committee oversees the University's animal programs, facilities, and procedures. University faculty, staff, and students using animals in research, teaching, and/or display must have IACUC approval to do so. Members of the IACUC are appointed by the President following federal guidelines and assure that animal use is justified by benefits and minimizes animal pain or suffering [07].

The University has also made a commitment to environmental protection in research. The IBC assures the safe transportation, storage and usage of biological materials including radioactive isotopes, genetically modified organisms, and other biological materials [08].

In addition, CSU mandates disclosure and pre-approval of income producing outside activities for all paid academic staff members. All research project personnel on funded projects complete training on CSU policy and submit a financial conflict of interest disclosure annually or when a new significant financial interest is discovered or acquired [10].

Research project personnel who meet the definition of "investigator" complete CSU's Financial Conflict of Interest Training and submit a report to the Office of Research and Sponsored Programs annually. In addition, for projects funded by the National Institutes of Health (NIH), web-based training is also completed every four years [11]. To provide further oversight, the Research Integrity Officer appointed by the President assures research integrity and addresses research misconduct on campus, according to United States Department of Health and Human Services (US DHHS) reporting requirements and CSU policy [12].

Students Guided in the Ethical Use of Information

English courses in the core curriculum [13] require a library instruction session, which includes as an objective that students will learn how to evaluate sources, including web pages and citing of sources. As experts in Information Sciences, library staff members are committed to educating students on the ethical use of information. In addition to the library instruction sessions, resources for students are placed on the campus website. Information on copyright laws, an introduction to archival research, and guide to proper citation is made available via these online library guides. The Learning Assistance Center, under the direction of library administration, employs writing assistants who help students with proper citation, specifically providing instruction on avoiding plagiarism [03].

In addition, individual disciplines introduce students to the appropriate citation format and types of scholarly sources in those areas. To reinforce the ethical use of information, faculty have access to Turnitin [14], an electronic plagiarism tool that evaluates assignments, as part of the campus learning management system. Turnitin compares the student's paper to a database of web pages, articles, and student papers and highlights content that matches material in the database. Instructors encourage students to submit rough drafts to Turnitin, allowing them to self-check their work prior to submission.

Institution Enforces Policies on Academic Honesty and Integrity

CSU has adopted a Code of Excellence [02] and a Student Code of Conduct [04], as published in the student catalogs and made available on the Office of Judicial Affairs website. The codes provide definitions and examples of cheating, plagiarism, and other academic misconduct. Instructors are urged to note integrity policies in syllabi. When there is an incident of dishonesty, individual faculty members complete a Classroom Disruption Academic Incident Report [15] and review it with the student. These forms are submitted to the University's Office of Judicial Affairs for review and determination.

The Office of Judicial Affairs is responsible for overseeing the administrative process for ensuring due process and protecting students' rights. The staff administers CSU's student judicial process and follows the procedural guidelines established by the University. A judicial hearing officer or hearing committee, representing faculty and/or staff and students, is responsible for hearing student judicial matters and for levying sanctions in matters where a student has been found responsible for violating the Student Code of Conduct. Any student accused of violating the Student Code of Conduct has the right to a hearing before any final determination or sanctions are issued. In addition, any student found responsible for conduct violations resulting in a sanction of suspension or expulsion has the right to appeal the decision to the Office of the Dean of Students. Sanctions for violating the Student Code of Conduct are intended to provide educational experiences that will develop behavior and conduct, demonstrative of responsible citizenship. Sanctions are levied relative to the nature and scope of the violation. Levied sanctions can range from a simple verbal warning to expulsion, depending on the severity of the misconduct as well as the impact on the CSU community [04].

Sources

- 2.E.01 – Budget Summary, 2013-2016
- 2.E.02 – Code of Excellence
- 2.E.03 – Learning Assistance Center - Tutoring Services
- 2.E.04 – Judicial Affairs - Student Code of Conduct
- 2.E.05 – Office of Grants & Research - Sponsored Programs
- 2.E.06 – Institutional Review Board - Policies and Procedures
- 2.E.07 – Institutional Care and Use Committee (IACUC)
- 2.E.08 – Institutional Biosafety Committee (IBC)
- 2.E.09 – Institutional Review Board - CITI Training Program
- 2.E.10 – Institutional Review Board - Federal Assurance Guidelines
- 2.E.11 – Financial Conflict of Interest Training
- 2.E.12 – Institutional Review Board - Research Integrity Officer
- 2.E.13 – English Courses Educational Outcomes and Assignment Criteria
- 2.E.14 – Turnitin Guidelines
- 2.E.15 – Judicial Affairs - Classroom Disruption Academic Incident Report

2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Summary

- Chicago State University operates with integrity and follows the ethical policies it has established.
- Information on the University is available and accessible to the public, and thus, all students, faculty, and staff.
- The Board of Trustees, while following legal requirements, is free from outside influence and oversees all transactions and delegates its authority to the administration and faculty.
- Every constituent in the University's sphere is allowed and encouraged to engage in freedom of expression, as well as truth.
- The University is consistent in following and ensuring integrity of research, ethical use of information, and honesty, as outlined by the BOT.

3 - Teaching and Learning: Quality, Resources, and Support

The institution provides high quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Argument

Academic Program Performance Expectations

Chicago State University strives for high standards of academic programming appropriate to higher education and aligned with its mission of providing access to higher education, fostering community development, and promoting social justice [01]. As of Fall 2015, CSU currently offers 37 undergraduate, 24 graduate, 6 certificate, and 2 doctoral programs [02]. Twenty-four programs have specialized accrediting bodies and are fully accredited [03].

The quality of academic programs is maintained through a scheduled internal program review process [04, 05] and through academic assessment as well as yearly Planning, Measurement and Evaluation (PME) reports [06, 07]. These ongoing efforts help academic programs meet university, state, and national standards and requirements. In addition, many professional programs strive to ensure that specific national accreditation standards are met. For instance, the Music Department is accredited by the National Association of Schools of Music (NASM) and is also accredited by the National Council for Accreditation of Teacher Education (NCATE). The Accreditation Council for Pharmacy Education (ACPE) accredits the College of Pharmacy. The Art and Design program was granted a full five-year initial accreditation in October 2015 by the National Association of Schools of Art and Design (NASAD). The Physical Education and Occupational Therapy programs received reaccreditation in 2016. The College of Business will have an accreditation visit in 2017 [03].

University programs implement a variety of measures to ensure students achieve levels of performance appropriate to the degree or certificate awarded. Gains in student performance on assessments are monitored and utilized to improve learning [05].

- In Chemistry, Physics, and Engineering, externally developed examinations are given at regular intervals to assess student academic progress. Because these examinations are standardized, the criteria for success are dependent on national as well as local performance.
- In Chemistry, a set of common rubrics is used for grading and assessment at the program level to gauge student progress over time and to provide a basis for program improvement.
- In Communications, Media Arts and Theatre, the entire curriculum was reviewed and the program requirements updated to reflect current standards in the field.
- In Social Work, LiveText is used to track student mastery of required practice behaviors and competencies.
- In Biological Sciences, both indirect and direct assessment strategies and self-surveys are used to monitor students' conceptual understanding.
- The capstone project required for physics secondary education degree majors satisfies both the Education Teacher Performance Assessment (EdTPA) and the College of Education Key Assessment 5 (COE 5) requirements.

Graduates from CSU academic programs successfully pass national certification and licensure examinations (e.g., pharmacy, health sciences, and education); these examinations require students to demonstrate a high level of knowledge and professional skills. Nationally certified and licensed CSU graduates are in high demand in the workforce market [08].

The quality of CSU programs is further demonstrated by that fact that many CSU graduates move on to higher levels of education [09]. At the College of Pharmacy, approximately 25% of graduates successfully qualify for postgraduate pharmacy residencies. CSU provides graduates with postgraduate education opportunities. For example, the College of Pharmacy offers a community residency program in collaboration with Wal-Mart [10].

Articulation of Learning Goals by Program

Learning goals and teaching objectives clearly specify the outcomes and competencies to be achieved by students in each academic program. Faculty develop and implement contextualized, relevant curriculum, and performance expectations. Learning objectives for the entire course are presented in course syllabi [11, 12]. Academic programs utilize pedagogical tools, such as curriculum maps, to develop goals adequate for each program level and differentiate learning goals across various degree and certificate programs [13].

Each semester college-level curriculum committees monitor course-specific learning goals to ensure alignment with overall learning outcomes and competencies required for a specific academic program. Course syllabi, aligned to learning goals, are posted on Moodle and submitted to the Office of the Provost. In addition, faculty deliver lecture content and assess

students aligned to program learning objectives. Criteria for peer and chair evaluation of faculty teaching performance include lecture content alignment with learning goals and objectives [14].

In addition, faculty are encouraged to design and implement curriculum and assessment strategies based on differentiated learning goals for students at multimodal levels of preparation and multiple intelligence learning styles and skill sets. The CSU Center for Teaching and Research Excellence (CTRE) provides professional development opportunities and connects faculty to off-campus resources to make this improvement in faculty expertise a reality [15]. Learning goals reflect a clear understanding of what students will know and can do after each course.

Program Quality: Assurance Across Modes of Delivery and Locations

Chicago State University has one campus which offers traditional, online, and hybrid delivery of its academic courses. Commitment to quality education through the provision of engaging and innovative courses enhances learning and provides greater flexibility and opportunities for students. Online and hybrid courses are created in partnership with the colleges and the Distance Education Committee (DEC) [16] to ensure a learning experience for students that is tailored to the subject matter and expected learning outcomes. Online courses are academically equal to traditional campus courses, interactive and dynamic, adult learner–centered, relevant, and engaging and also support our mission to serve diverse community needs [17]. Regardless of delivery mode, the quality and learning goals of traditional, online, and hybrid classes at CSU remain congruent.

To ensure a level of accountability and assurance, the Distance Education Committee (DEC) reviews and approves online and hybrid courses as part of the new course or revised course change process [18]. Members of the DEC and instructional design staff in the Center for Teaching and Research Excellence (CTRE) provide contractually required online teaching certificate program instruction in the design and delivery of online or web-enhanced courses for all CSU faculty members [19, 20, 21]. CTRE staff support faculty peer reviewers of Moodle course shells using a nationally validated scoring guide [22].

In addition to the online or web-enhanced courses initially approved in the College of Education in 2012, additional programs have been added. The College of Business has added courses in Cost Accounting, Business Problem Solving, Website Design, Client Server Development, and Consumer Behavior. The College of Arts and Sciences has added more than a dozen online courses since 2012 [23]. In Spring 2016, the University served 2,782 students in an online format for one or more courses [24].

Sources

- 3.A.01 – University Mission, Vision, & Core Values Statement, 2011
- 3.A.02 – National Center for Education Statistics - Integrated Postsecondary Education Data Systems
- 3.A.03 – Academic Affairs List of College and Program Accreditation, Approval & Recognition, Spring 2016
- 3.A.04 – Program Review Guidelines
- 3.A.05 – Representative Program Review
- 3.A.06 – Planning, Measurement, and Effectiveness (PME) - Guidelines
- 3.A.07 – Planning, Measurement, and Evaluation (PME) - Academic
- 3.A.08 – Professional Certification and Licensure Programs, 2015
- 3.A.09 – Institutional Effectiveness & Research - Graduates Seeking Higher Education Opportunities
- 3.A.10 – College of Pharmacy Post Graduate Year 1 (PGY1) Residency Match Program
- 3.A.11 – Universal Syllabus Format
- 3.A.12 – Representative Syllabi - Learning Goals
- 3.A.13 – University Assessment Committee - Program-level Curriculum Maps
- 3.A.14 – Academic Personnel Contract Administration - Faculty Retention, Promotion & Tenure Guidelines
- 3.A.15 – Center for Teaching & Research Excellence - Differentiated Instruction
- 3.A.16 – Distance Education Committee - Purpose
- 3.A.17 – Distance Education Committee - SARA Online Campus Agreement Proposal
- 3.A.18 – Distance Education Committee - Course Approval Form
- 3.A.19 – Distance Education Committee - Appendix G Online Course Faculty Training Requirement
- 3.A.20 – Distance Education Committee - Online Certification Training
- 3.A.21 – Distance Education Committee - Online Certification Training - Design Template
- 3.A.22 – Distance Education Committee - Illinois Online Network Quality Online Course Initiative Rubric
- 3.A.23 – Distance Education Committee - Online Web-enhanced Web Courses Offered
- 3.A.24 – Illinois Board of Higher Education - Distance Education Enrollments, Spring 2016

3.B - Core Component 3.B

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Argument

Mission-aligned General Education Program

Chicago State University's General Education mission states that "our general education curriculum will instill in our students the idea that learning is a continuous and lifelong process grounded in critical reflection and analysis of the world around us" [01]. To ensure that students of diverse backgrounds and educational challenges acquire the learning and skills necessary to succeed, all undergraduates must meet the same basic requirements.

The general education curriculum includes a core of English composition, foreign language, and mathematics. General requirements also include humanities, physical/life sciences, and social sciences. Additionally, there are embedded requirements in critical thinking, diversity, and fine arts [02]. Individual programs may include additional requirements in general education to satisfy content knowledge, skills, and dispositions necessary in the discipline. For example, the College of Arts and Sciences requires additional courses in the humanities and natural sciences/mathematics, as well as an embedded interdisciplinary course [03].

Undergraduate General Education Requirements

Six general education outcomes were approved Spring 2012 semester with input from faculty, staff, and administration in the areas of communication (oral and written), diversity and interaction, critical thinking, methods of inquiry, responsibility and social justice, and science

and society [01]. Compliance with and evaluation of adherence to these outcomes is monitored by the General Education Committee (GEC) [04] and the General Education Assessment Committee (GEAC) [05], respectively.

As a result of the change in general education outcomes in 2012, the GEC was tasked with the creation of a new general education curriculum. All disciplines were asked to submit applications to receive approval for courses for the new curriculum, with a submission deadline of January 31, 2013 [06]. As the GEC examined and preliminarily approved courses for the new general education curriculum, it also considered changes in the curriculum to reflect the current needs of diverse students. For example, the foreign language requirement has been retained, although it is not required in the Illinois Articulation Initiative (IAI). The GEC also recommended the addition of an oral communications, which is an IAI requirement [07]. In Fall 2015, the GEC completed a Proposal of Approved General Education Courses and presented the document to the CSU Faculty Senate and Academic Affairs. Academic Affairs granted final approval in December 2015 with projected implementation Fall 2017 [08].

In addition, acceptance of transfer students from other Illinois institutions of higher learning, in particular community colleges, is a component of CSU's mission to provide access to diverse students [09]. The transfer admission process for general education courses is aligned to the requirements of the Illinois Articulation Initiative. The University recognizes and awards earned transfer credit for courses that meet approved general education learning objectives [10].

Expectation to Meet and Exceed Higher Order Critical Thinking Skills

Chicago State University's five colleges offer 37 undergraduate degree-granting programs. Students in general education programs are exposed to methods of inquiry found in humanities, fine arts, physical and life sciences, and the social and behavioral sciences, which culminate in a senior thesis or capstone project as a graduation requirement [11, 12]. All masters level programs culminate with a master's thesis or capstone project [13]. The College of Education Doctoral Studies program requires an approved dissertation as a part of their graduation requirement [14].

In addition, the professional program in the College of Pharmacy implements a Research Capstone project as a graduation requirement. The Professional Year 4 (P4) students are involved in scholarly/research projects under faculty mentorship. The year-long capstone experience engages pharmacy students in development of methods for data collection, collection and analysis of findings, preparation of results for dissemination, presentation of results as a poster, and communication about the results during a competitive poster session. Many of these projects generate novel findings that contribute to advancement of research on drug development and result in student co-authorship of peer-reviewed journal articles [15].

Recognition of the Human and Cultural Diversity of Students

The mission of Chicago State University is to provide access to a public and comprehensive higher education for students of diverse backgrounds [16]. Diversity education is a required area of the general education curriculum. Consequently, students understand and appreciate cultural diversity, learn how to honor their own cultural heritage and those of others, and form

responsible cultural sensitivities about the world. The diversity requirement at CSU includes the following: (1) Development of an awareness of multiculturalism and respect for cultural diversity in various cultures; (2) The ability to identify the personal, public, and global aspects of cultural diversity within one's ancestor culture as well as in other cultures; (3) The development of an attitude of respect for persons of other cultural backgrounds; (4) An articulation of the conditions necessary for an interracial and intercultural global society.

Each of the academic colleges infuses diversity and multicultural awareness elements into their curricular and co-curricular activities. For example, the University's Code of Excellence includes the statement, "I will strive for true cultural diversity and learn to accept and value the differences of others" [17].

This awareness of multicultural elements of diversity plays out in the daily interactions between students, faculty, administrators, and staff. Although the University is federally classified as a Predominantly Black Institution (PBI) with a growing Hispanic student population, the University student population within CSU is diverse in terms of ethnicity, culture, social and economic status, age, gender, first generation, and commuter students. [18]. For example, the College of Pharmacy is ranked ninth among 135 US pharmacy professional programs in terms of diversity [19]. CSU faculty are diverse as well: 51% female and 49% male with a composition of 46% White, 34% Black Non-Hispanic, 5% Hispanic, and 14% Other [20].

Curricular and co-curricular activities recognize diversity as an integral component of teaching and learning intended to help CSU students become culturally sensitive to others. For example, the African American Studies program prepares students to be culturally knowledgeable and socially responsible global citizens to serve their communities and meet the challenges of a rapidly changing global environment [21]. Moreover, CSU offers a degree in International Studies and is committed to a multicultural learning environment [22]. The global mission of CSU is furthered by the Global Program of Sustainable Development that strives to produce informed and effective global citizens [23]. This program provides cross-cultural exchange of US and international students in areas of service learning, internship, study abroad, and research (e.g., India, Africa).

CSU students achieve a deeper understanding of human and cultural diversity that allows them to succeed in an increasingly diverse, global environment. Students from the College of Health Science (i.e. Nursing / Occupational Therapy), the College of Pharmacy and the Social Work program are required to complete experiential training (e.g., clinical rotations, practicum, service learning projects) in practice sites, located in diverse local, state, national, and international settings [24, 25, 26]. CSU students are empowered to transform lives and promote well-being in local and global communities in which they live and work. For example, the Office of International Programs helped a team of four student pharmacists travel with two faculty to Haiti and Guatemala to provide necessary clinical care to local residents and orphaned children [27, 28].

In addition, the importance of understanding diversity is reflected in the document University General Education Outcome on Diversity and Interaction which states: "Demonstrate an understanding of cultural diversity and interrelatedness as well as human and environmental

interaction" [01]. This is also supported by an embedded General Education Requirement of at least three credit hours in a course that fulfills the diversity requirement [02].

Contributions to Research Scholarship, Creative Work, and the Discovery of Knowledge

Educational programs at Chicago State University develop learning objectives that allow students to engage in scholarship, creative work, and the discovery of knowledge under mentorship of faculty members. Students engage in these activities through various mechanisms:

- required and/or elective courses [URL.CAT];
- capstone projects [12, 15];
- prior learning credit project [29];
- summer research programs [30];
- research scholarships [31].

For example, in the College of Arts and Sciences Summer Research Program, students and faculty mentors engage in creative/discovery projects from 8 weeks to as long as one year. As a result of these scholarly opportunities, students contribute to a generation of novel findings that are subsequently disseminated locally and nationally. Through support from national professional organizations, students can receive competitive travel grants to attend annual meetings to present results from their projects. Many projects completed by students under faculty mentorship result in peer-reviewed publications and/or poster presentations at local, national and international scientific conferences [30, 32].

The University has made a commitment to support opportunities for student engagement in research. The Center for Teaching and Research Excellence (CTRE) provides an opportunity for faculty to apply for the Faculty Development Award. One category of this award is for Student Engagement [33, 34]. This mechanism of financial support facilitates faculty efforts to successfully engage CSU students in scholarship, creative work, and the discovery of knowledge [31].

Faculty engagement in research is a priority for the University. CSU documents the contributions of faculty and staff to research scholarship, creative work and the discovery of knowledge each quarter in the Board Reports to the BOT [35]. The Office of Grants and Research Administration also coordinates the participation of CSU faculty in programs sponsored by the Fulbright Foundation; the number of faculty engaged have significantly increased in the last four years. For example, the University hosted its first Fulbright Scholar from abroad (Nigeria) in 2015, two CSU faculty were named Fulbright Scholars abroad (Belarus, Palestine), and two faculty served as national reviewers for Fulbright applications. A number of faculty and administrators have participated in various other Fulbright programs. In 2014, the University hosted a region-wide workshop for faculty interested in Fulbright programs [36].

Sources

- 3.B.01 – General Education Mission Statement and Outcomes, 2012
- 3.B.02 – General Education Course Requirements, University Undergraduate Catalog, pp. 53-54
- 3.B.03 – General Education Course Requirements in the College of Arts & Sciences, University Undergraduate Catalog, pp. 104-105
- 3.B.04 – General Education Committee
- 3.B.05 – General Education Assessment Committee
- 3.B.06 – General Education Committee - Course Applications
- 3.B.07 – General Education Committee - Foreign Language and Speech Requirements
- 3.B.08 – Proposal of Approved General Education Courses, Fall 2015
- 3.B.09 – Transfer Credit Policy
- 3.B.10 – iTransfer CSU - Illinois Articulation Initiative
- 3.B.11 – Senior Thesis - Capstone Requirement
- 3.B.12 – Senior Thesis - Capstone Projects
- 3.B.13 – College of Arts & Sciences - Master's Thesis
- 3.B.14 – College of Education - Dissertation
- 3.B.15 – College of Pharmacy - Research Capstone Projects
- 3.B.16 – Mission, Vision, & Core Values Statement, 2011
- 3.B.17 – Code of Excellence
- 3.B.18 – Fact Book - Student Diversity, 2015-2016
- 3.B.19 – College of Pharmacy - Top Ten Ranking
- 3.B.20 – Fact Book - Faculty Diversity, 2015-2016
- 3.B.21 – African American Studies Program
- 3.B.22 – International Studies Program
- 3.B.23 – Global Institute of Sustainable Development
- 3.B.24 – College of Health Sciences - Experiential Learning
- 3.B.25 – College of Pharmacy - Advanced Professional Practice Education Manual
- 3.B.26 – Social Work Program - Field Experience Handbook
- 3.B.27 – Office of International Programs (OIP) - College of Pharmacy Study Abroad Program - Haiti Medical Mission
- 3.B.28 – Office of International Programs (OIP) - College of Pharmacy Study Abroad Program - Guatemala Medical Mission
- 3.B.29 – Independent Study - Learning Project
- 3.B.30 – RISE Program - Student Engagement in Research
- 3.B.31 – Center for Teaching and Research Excellence - Faculty Development Award, List of Funded Projects - Student Engagement
- 3.B.32 – Institutional Effectiveness & Research - Student Research Study - Black Male College Success
- 3.B.33 – Center for Teaching and Research Excellence - Faculty Development Award Requirements - Student Engagement
- 3.B.34 – Center for Teaching and Research Excellence - Faculty Development Award Proposals - Student Engagement
- 3.B.35 – Board of Trustees - Academic Affairs Summary Report
- 3.B.36 – Office of Grants and Research - Fulbright Scholars Program

3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Argument

Faculty Roles

As of Fall 2015, Chicago State University had 264 full-time and 97 part-time faculty members. There are three tracks among full-time faculty: tenure, tenure-track, or non-tenure full-time lecturer. Fifty percent (50%) of the full-time faculty have been at the institution for more than seven years and 30% have been employed between four to six years. This number is sufficient to meet the classroom and non-classroom responsibilities of faculty. Since Fall 2012, 66 faculty have retired or resigned, 21 new tenure-track faculty have been hired, and nine faculty were laid off. Of the current 152 tenure/tenure-track faculty in Fall 2016, 143 have Doctoral degrees (94%) and nine have Masters degrees [01, FRL].

Full-time faculty facilitate effective, high quality programs, and student services. Through the faculty contract [02] and the Departmental Application of Criteria (DAC) for retention, promotion, and tenure [03], faculty members have a role in establishing the academic credentials for instructional staff within their units as implemented by Department Personnel Committees (DPC) [04]. Additionally, the University Personnel Committee (UPC) is responsible for reviewing Unit A personnel decisions related to tenure, promotion, and professional advancement [05]. The faculty contract defines the terminal degree credentials for instructional staff. The academic credentials for instructional staff are determined by the discipline, and often in tandem with requirements of accrediting bodies. Faculty members through the departmental

search committee process provide input on the academic credentials necessary for instructional staff within their programs.

Full-time faculty have the primary role in ongoing review and revision of curriculum, establishment of expectations for student performance and assessment of student learning. Each department has a faculty curriculum committee that reviews and revises curriculum to reflect current and evidence-based practices. Each course has a syllabus that clearly defines the expectations of student performance as they align with course objectives and the discipline or program standards or criteria for quality education. All additions, deletions, and modifications in curriculum are submitted through a systematic review process that includes faculty at the department, college, and University levels [06]. Each academic program has defined program outcomes and assessment measures for student learning in addition to individual evaluation criteria within each course [07]. Assessment outcomes are shared within each program and across the University through an online portal (LiveText) as well as with external constituents through department webpages, advisory boards, and external reports [08].

Qualifications and Accountability of Dual Credit, Contractual and Consortial Program Instructional Staff

The educational requirements for tenure-track and clinical or research faculty appointments in Unit A is primarily a doctoral degree in the discipline or related discipline, except for visual art professionals or faculty in performing arts, creative writing, library and theater for which the Masters degree is considered to be the terminal degree. A Masters of Fine Arts or a Masters degree with credit hours beyond the degree is considered to be the terminal degree in some areas, with Provost approval. Hiring of faculty and instructors follows a process established by the Human Resources office to allow selection of the most qualified candidate. [01, URL].

Chicago State University is committed to ensuring that qualified faculty members provide effective teaching as the core of the academic culture. Faculty are hired based upon program need and exceeding the minimum qualification of the terminal degree. Qualifications for tenure by discipline are listed in the appendices of the University Professionals of Illinois Faculty Contract, and the Departmental Application of Criteria (DAC) documents, which indicate discipline-specific requirements for retention, tenure, and promotion [02, 03].

The University continues its commitment to hire a diverse pool of effective faculty by taking steps to retain them, support their professional development, and provide a supportive teaching and learning environment that facilitates effective teaching. The hiring process entails a review of experience, educational credentials, and areas of expertise. CSU requires that all faculty must have earned degrees related to the discipline and awarding institutions that are regionally accredited [09].

Evaluation of Teaching, Research and Creative Activity, and Service for Tenure-track and Non-tenure Track Faculty

The University Professionals of Illinois Faculty Contract [02] outlines the policies and procedures for regular evaluation of all full-time faculty members. Each department has an approved Departmental Application of Criteria (DAC) [03], which defines the criteria for evaluation of each duty of a faculty member in the areas of teaching, research or creative activities, and service. The DAC is revised and updated with each new faculty contract to ensure rigor and currency for the program. A portfolio method is used for the submission of materials. At this time, faculty may submit their portfolio either electronically or as a hard copy [10]. The faculty contract outlines the portfolio reviewers, criteria level for each academic rank, timeline for review, and procedures for retention, tenure, promotion, and reconsideration. Academic Support Professionals (Unit B) are evaluated annually based on established work plan and position description requirements. This evaluation is performed by the department chair and the dean, and submitted to the Office of Contract Administration for further review and approval. Part-time faculty members are evaluated by the department chairperson along with student evaluations of teaching. Their reemployment is determined by this evaluation process and program needs [11].

All faculty members are annually evaluated on their teaching and primary duties by students, peers, and their department chairperson providing a standard for acceptable levels of instructional performance. Faculty members are expected to increase their skills in teaching over time. The University implemented an online student evaluation system in Fall 2012. Faculty receive data on their courses before the end of the semester that allows real time modifications and quality improvements for the next semester. Additionally, the on-line system allows department chairs and deans to review all courses whether taught by part-time or full-time faculty. Finally, instructional, research or creative, and service activities of faculty members are evaluated annually by a committee of peers as part of the review procedure for promotion [11].

Since 2012, 32 faculty members have been promoted, 30 have been awarded tenure, two have been denied tenure, and 11 have received sabbaticals. In addition, CSU selects outstanding faculty each year for Faculty Excellence Awards in teaching, research or creative activities, and service [12].

Instructional Support and Professional Development Opportunities

The University, colleges, and departments support the professional development of faculty. Once a faculty member is hired, the University ensures that each new faculty has support for teaching and other academic endeavors. New Faculty Orientation offered through the HR department is the first opportunity for faculty to experience teaching and learning tools available to them through workshops and training sessions. Chicago State University has consolidated its faculty development efforts in the Center for Teaching and Research Excellence (CTRE) [13].

The CTRE offers financial resources along with ongoing educational seminars to address the professional development of CSU faculty. Individual colleges sponsor faculty development

opportunities to address discipline-specific issues. Department chairpersons work with individual faculty to address their individual needs in teaching and scholarship [14].

The CTRE offers Online Certification Training (OCT) every eight weeks throughout the academic year as required by Appendix G of the CSU University Professional of Illinois 4100 2010-2015 Contract [15]. OCT is an eight-week training program that prepares faculty to teach online [16]. OCT provides an introductory overview of these topics, and prepares faculty to meet the requirements of the Illinois Online Network Quality Online Course Initiative (QOCI) rubric used by CSU's Distance Education Committee to review the quality of online courses [17]. OCT was developed to provide a standardized approach to preparing faculty to teach in an online environment as recommended in Appendix G of the CSU University Professionals of Illinois Contract.

In addition, *People Admin*, a human resources platform implemented in 2010, houses a variety of professional development eLearning modules for faculty. Faculty can develop customized learning plans specific to their professional interests and needs [18].

Contractual Requirements of Faculty Office Hours and Availability

All faculty must maintain office hours to provide accessibility to students outside the classroom. The mandated office hour requirements are defined by the faculty contract. Faculty must post schedules of four hours a week across three days or five hours across two days for office hours. Office hours are included in each course syllabus, as well as posted on each faculty member’s office door. Online course faculty post their office hour availability in the Moodle course shell. Faculty members also set up appointments during other times to accommodate student needs. The availability of faculty for students during a semester is an item assessed on each course evaluation [19].

Student Academic Support Services Support Units: Qualifications, Accountability, and Access to Professional Development

Academic advisors are a critical part of the college experience, student success, and retention. Academic advising is a personalized, interactive, and intentional process in which the advisor helps to empower students to set and achieve academic, career, and personal goals. Chicago State University adopted the National Academic Advising Association (NACADA) core values to provide guidance for academic advisors [20]. In order for the advisement process to be successful, advisors and students must create a collaborative working relationship by ensuring that both parties understand and contribute to the decision-making process. In 2015, the University implemented a centralized advising structure for academic advising where advisors are housed in one academic or administrative unit called the Academic Advising Center [21].

Each month, the CTRE offers events, workshops, and information sessions for academic advisors. The developmental opportunities range from specialty training to off-campus networking opportunities. As of April 30, 2016, attendance for the CTRE workshops, information sessions, webinars, events, and academic advising related activities average 12 participants per session, which resulted in an estimated total of 500 participants annually. In

addition to providing academic advising development, CTRE also collaborated with departments across campus on various projects to enhance the active learning process [22].

Tutors are hired through the Learning Assistance Center and individual departments. Since 2012, the number of tutors has increased. Consequently, almost all subjects have at least one tutor. Tutors receive periodic training on best practices. In addition, in 2014 during midterms and finals, the Learning Assistance Center started a program for faculty to volunteer a few hours of their time tutoring students in their disciplines in preparation for testing [23].

The Office of Human Resources also provides ongoing employee enrichment for all levels of faculty and staff. The Employee Development Center offers online as well as face-to-face training in a wide range of topics that encourage continuous quality improvement of services [18].

Sources

- 3.C.01 – Fact Book - Faculty Classifications and Distributions, 2015-2016
- 3.C.02 – University Professionals of Illinois 4100 CSU Contract
- 3.C.03 – Departmental Application of Criteria (DAC)
- 3.C.04 – Department Personnel Committee (DPC)
- 3.C.05 – University Personnel Committee (UPC)
- 3.C.06 – University Curriculum Routing Forms
- 3.C.07 – University Assessment Committee - Plans & Reports
- 3.C.08 – Representative Publication of Assessment Outcomes
- 3.C.09 – Human Resources - Systems Summary
- 3.C.10 – Digital Measures - Faculty Portfolio
- 3.C.11 – Faculty Retention - Promotion Evaluations
- 3.C.12 – Digital Measures - Faculty Evaluation Data Summary Report
- 3.C.13 – New Faculty Orientation
- 3.C.14 – Center for Teaching & Research Excellence - Financial Resources
- 3.C.15 – Distance Education Committee - Appendix G Online Course Faculty Training Requirement
- 3.C.16 – Center for Teaching & Research Excellence - Online Certification Training
- 3.C.17 – Center for Teaching & Research Excellence - Illinois Online Network Quality Online Course Initiative Rubric
- 3.C.18 – Human Resources Enrichment Center Courses and Boot Camp Workshops
- 3.C.19 – Representative Schedules of Faculty Office Hours
- 3.C.20 – National Academic Advising Association (NACADA) Core Values
- 3.C.21 – Academic Advising Center
- 3.C.22 – Center for Teaching & Research Excellence - Advising Workshops
- 3.C.23 – Learning Assistance Center - Tutoring Services

3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

Argument

Student Support Services

Chicago State University provides a robust portfolio of academic support services. CSU provides evaluation and testing services for appropriate placement. Reference, information access, and academic tutoring are available in the library where students can find a welcoming learning commons and drop in computer labs. The services and organized functions aid students in self-management and provide a social environment conducive to learning. There are Freshmen Cohorts, Town Hall Meetings for Freshmen and Continuing Students, Freshmen Seminars, and Student Forums for day and evening students. For example, the Dean of Students holds focus groups twice each semester to engage students. These meetings provide valuable information to staff and administrators about the needs of students and guidance for freshmen and new student program offerings [01, 02].

There are various services for more specific and individualized student support:

- Examination Center

The examination center serves as the center location for the administration of testing services and placement. New and current students can take the academic proficiency test as part of getting started with registration or with completing graduation requirements [03].

- Undergraduate Advising Center

In 2015, the University implemented a centralized advising structure for academic advising. Studies show that centralized advising offers students the personal connection to the institution that research indicates is vital to student retention and student success. While enrolled at CSU, the student and advisor work together to develop an academic plan. To ensure that the student's personal and academic needs are met, the student explores with the advisor his/her values, goals, and career objectives [04].

- Library and Instruction Services / Library Reference Services

The library's state-of-the-art Information Mall has multimedia workstations for 36 users and a Bibliographic Instruction Studio and Laboratory with 30 workstations. The facility's physical collection is augmented by electronic journals and 3000 e-books, microforms, and audio-visuals, amounting to a total bibliographic unit equivalency of over a million volumes. Additional access is provided through I-Share, an online resource sharing network containing 22 million volumes available at 65 colleges and universities throughout the State of Illinois. Students receive formal bibliographic instruction as a part of their English requirement. Library reference services provide walk-up, as well as 24-hour online support for research and the use of information resources [05].

- Learning Assistance Center

The Learning Assistance Center (LAC) assists students in achieving academic success through supportive tutoring and resources. All services are provided free of charge to currently enrolled students, active alumni, and faculty of Chicago State University. The staff of the LAC provides walk-in and scheduled tutoring sessions in many different areas in particular writing support, mathematics, and reading comprehension. LAC staff also provides access to needed materials and technology and is able to direct students to additional campus resources [06].

- Center for Teaching and Research Excellence

The Center for Teaching and Research Excellence (CTRE) offers professional development opportunities for faculty to engage in teaching and learning tools through participating in professional development opportunities and seminars. Faculty may invite students to participate in a research presentation related to their course of study [07, 08].

- Online Learning - Moodle Overview

CSU is committed to bringing a flexible, powerful means of learning to all students. Online classes operate through Moodle, a learning management system (LMS). This online platform has become a major force in higher education. It affords motivated students the opportunity to study at their own pace and in a manner that suits their demanding schedules. At CSU, Moodle is managed by the Center for Teaching, Research, and Excellence (CTRE). The department ensures that Moodle operates efficiently, and provides technical assistance to users, both students and

require graduating students to pass comprehensive examinations and/or successfully present a portfolio of work. Professional program graduates are tracked by the college, and data is collected from both the students and their employers [37].

Sources

- 4.A.01 – Program Review Guidelines
- 4.A.02 – Program Review Report - Bilingual Education
- 4.A.03 – Distance Education Committee
- 4.A.04 – Graduate and Professional Studies Council
- 4.A.05 – University Curriculum Coordinating Committee
- 4.A.06 – University Academic Affairs - Curriculum Process Flowchart
- 4.A.07 – University Academic Affairs - Curriculum Handbook and Forms
- 4.A.08 – Office of Curriculum and Assessment - New Program or Major Approval Process
- 4.A.09 – Program Review Recommendation Report
- 4.A.10 – Illinois Board of Higher Education - Academic Program Report
- 4.A.11 – Academic Program Elimination Committee - Bylaws
- 4.A.12 – University Assessment Committee - Program Quality Manual
- 4.A.13 – University Assessment Committee - Plans & Reports
- 4.A.14 – Planning, Measurement, and Effectiveness (PME) - Guidelines
- 4.A.15 – Planning, Measurement, and Effectiveness (PME) - Academic
- 4.A.16 – Academic Affairs List of College and Program Accreditation, Approval & Recognition, Spring 2016
- 4.A.17 – College and Program Accreditation Catalog Language
- 4.A.18 – Credit Hour Policy
- 4.A.19 – Transfer Credit Policy
- 4.A.20 – Office of Examinations - Policy
- 4.A.21 – Individualized Curriculum Program Credit Evaluation Policy
- 4.A.22 – International Foreign Credit Evaluation Policy
- 4.A.23 – Library Instruction Services
- 4.A.24 – Center for Teaching and Research Excellence - Core Functions
- 4.A.25 – Office for Distance Learning - Moodle Support
- 4.A.26 – Office of First-Year Experience
- 4.A.27 – Graduate Advising Program Guidelines
- 4.A.28 – Learning Assistance Center
- 4.A.29 – Academic Success Program
- 4.A.30 – College Tutoring Programs
- 4.A.31 – Institutional Effectiveness and Research - Baccalaureate Alumni Survey
- 4.A.32 – Institutional Effectiveness and Research - Illinois Department of Employment Security
- 4.A.33 – Institutional Effectiveness and Research - Consumer Information
- 4.A.34 – Institutional Effectiveness and Research - Alumni Gainful Employment Report
- 4.A.35 – College of Pharmacy Post Graduate Year 1 (PGY1) Residency Match Program
- 4.A.36 – Professional Certification and Licensure Programs, 2015
- 4.A.37 – Alumni - Employer Surveys

4.B - Core Component 4.B

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Argument

Chicago State University has an established assessment culture to ensure that the curriculum, instruction, and assessment cycle informs its daily and long-term instructional practices. We continually strive to meet and exceed programmatic- and university-level outcomes and expectations for all students.

Assessment of Student Learning and Achievement of Learning Goals

Assessment is a core component of the academic culture at Chicago State University. Faculty members define student learning outcomes and associated assessment instruments for their programs. Each undergraduate, graduate, and certificate program appoints an assessment coordinator, who is responsible for facilitating assessment activities within that program. Faculty assessment coordinators oversee the assessment process and work with colleagues to define, align, and update learning outcomes.

All assessment coordinators prepare assessment plan documents which are aligned to student learning outcomes that are specific to the program. Programs regularly revisit their stated outcomes for clarity and alignment with program goals and university mission as well as to meet accreditation or approval entity requirements, as applicable. Any changes are noted in a revised assessment plan which is uploaded to LiveText each December and a paper copy is filed in a department level permanent file. At the conclusion of each academic year, program assessment coordinators submit an assessment report that outlines student learning outcomes, the specific instruments associated with each student learning outcome, the data, and steps that will be or have been taken based on the results [01].

Assessment reports are evaluated by a University program assessment coordinator (a peer faculty member) who, supported by the University Assessment Committee (UAC), provides feedback using a rubric that scores the degree of alignment of student learning outcomes to the University and program mission, program goals, degree requirements, student needs, and the needs of other

stakeholders, as well as the regular evaluation and improvement of assessment procedures and student learning outcomes [02, 03]. Learning outcomes and assessment processes are publicized through departmental websites and publications [04].

As of Spring 2015, all undergraduate degree programs required a senior thesis/capstone project which helps to ensure that graduates have mastered program outcomes [05]. Programs are working to develop an assessment instrument tailored to the senior thesis/capstone that evaluates achievement of stated learning outcomes [06, 07].

Assessment of Learning Outcomes for Curricular and Co-Curricular Programs

In addition to the development of student learning outcomes and appropriate assessment instruments, each graduate, undergraduate, and certificate program assesses these outcomes and reports annual results [01]. Multiple measures (at least two direct and one indirect) are used to assess each program. The results allow the program to determine levels of student learning for each outcome. Assessment reports are uploaded to LiveText and are evaluated by the university faculty program assessment coordinator using the rubric mentioned above [02]. The rubric includes a criterion regarding the degree to which each program provides evidence to support the achievement of student learning, as well as the regular evaluation and improvement of assessment procedures and student learning outcomes [04].

Each program that offers general education courses assess general education student learning outcomes [08]. General education outcomes are listed on course syllabi [09] and outcomes-aligned assessment reports [10, 11] are submitted via the LiveText document management system. The University general education assessment coordinator then gives feedback using a rubric [12]. As is the case for program-level assessment, the rubric includes a criterion regarding the degree to which each program provides evidence to support the achievement of student learning, as well as the regular evaluation and improvement of assessment procedures and student learning outcomes [13]. Department faculty can then disseminate the analysis publicly [14]. The rubric data collected indicates that students did indeed demonstrate growth over time in our General Education program. [15, 16].

In Spring 2015, the General Education Committee (GEC) completed its work on a comprehensive draft of a new general education curriculum [17]. During this process, all approved courses were required to have learning outcomes in the syllabi that are aligned with the revised University General Education Outcomes [08]. Three general education assessment coordinators were added in an *ex officio* role to the GEC with the express purpose of evaluating adherence to this requirement and determining if the course included appropriate assessments, according the Bylaws [18].

Since 2005, General Education Assessment has been conducted at the course/section level. In response to the review of General Education courses, the University has explored other approaches. This evaluation included sponsoring workshops and conferences presented by assessment coordinators/staff from other universities [19]. After a careful evaluation of various strategies for assessing General Education courses, the University General Education Committee decided to continue current assessment practices, with every section of every course assessed.

Furthermore, co-curriculum program assessment data is also captured through the annual Planning, Measurement, and Effectiveness (PME) reporting process, described more fully in criterion 5D [20].

Assessment of Learning Outcomes in Non-Academic Units

The Department of Student Affairs (DOSA), which houses CSU's co-curricular programs, has developed a strategic plan that includes five strategic goals, each of which has an associated student outcome. These goals are based on the embrace, engage, educate, and empower framework from the University's vision statement [21]. DOSA consists of various co-curricular units, including the Career Development Center, the Abilities Office, the African American Male Resource Center (AAMRC), the Latino Resource Center (LRC), the federally-funded TRiO programs, the Counseling Center, and the Women's Resource Center (WRC). DOSA assesses each of its student outcomes using various indicators which include the number of students participating in/served by co-curricular programming, grade point averages, and graduation rates of participating students through the PME process [22].

Data-driven Curriculum Decision-Making

As a part of their assessment activities each year, academic programs (undergraduate, graduate, and certificate) evaluate their assessment data and report changes made as a result of assessment. These key changes are captured in yearly trend data reports and are summarized in three-year cycles [04, 11], which is uploaded to LiveText. The University program assessment coordinator provides feedback on the program's use of assessment evidence to make programmatic, departmental planning, or budgeting decisions [23, 13].

Programs submit reports of key changes every three years that have resulted from the assessment process. Programs indicate changes made as a result of assessment and provide details on how those changes impacted student learning and program budgeting [24].

In the Spring of 2012, curriculum mapping was re-introduced at CSU [25]. Curriculum maps allow programs to see how well student-learning outcomes fit the required learning objectives. By taking a macro-level view of the method of approaching assessment across the curriculum, programs can develop strategies to most effectively use assessment results to improve teaching and student learning. As a result of this process, many programs further developed and adjusted student-learning outcomes. Other programs adjusted the sequence or content of their core courses.

As described above, assessment coordinators (program and general education) report significant changes made as a result of assessment findings at the course level on trend data forms [01, 10]. The forms document a three-year (six semester) cycle of changes, allowing ongoing evaluation of the success of implemented changes. The University assessment coordinator (program or general education) provides feedback on the program's use of assessment evidence to make programmatic, departmental planning, or budgeting decisions using the evaluation rubric [23, 14].

Dissemination of Student Learning Best Practices

The University Assessment Committee (UAC) has created a Best Practices for Assessment document [26] and University Assessment Plan and Report templates that together guide the assessment efforts at CSU. These documents have been distributed to program and general education assessment coordinators and are available on the University's assessment website [01, 10].

Faculty and staff participate in all levels of the University assessment cycle. Assessment coordinators leads each program's assessment efforts and general education assessment. Faculty develop student-learning outcomes and create instruments to assess those outcomes at the program-level and for general education courses. Faculty within programs meet to discuss assessment on a regular basis, depending upon need. All assessment coordinators are required to submit their reports to their colleagues and include minutes documenting department meetings discussing assessment in their LiveText submissions [27].

Faculty members also oversee assessment efforts at the University level. Two faculty members are appointed to serve as University level coordinators, one for program assessment and one for general education assessment. These coordinators give feedback on program and general education reports, submit yearly overviews of these reports, provide guidance and support to faculty, and help shape the university assessment culture [28, 29]. In addition to these roles, faculty and staff also comprise the majority of the members of the University Assessment Committee [30], and faculty make up all of the voting members of the General Education Committee [18]. Faculty who oversee assessment, both at the program level, general education level, and university level, receive release time for overseeing assessment at the University [31].

Sources

- 4.B.01 – University Assessment Committee - Plans & Reports
- 4.B.02 – University Assessment Committee - Program Assessment Plan and Report Rubric
- 4.B.03 – University Assessment Committee - Rubric Data Analysis
- 4.B.04 – University Assessment Committee - Dissemination of Results
- 4.B.05 – Senior Thesis Capstone Project Requirement
- 4.B.06 – Community Health Senior Thesis Capstone Project
- 4.B.07 – Senior Thesis - Capstone Projects
- 4.B.08 – General Education Committee - Outcomes, 2012
- 4.B.09 – General Education Committee - Syllabi
- 4.B.10 – General Education Committee - Assessment Plan & Reports Template
- 4.B.11 – General Education Committee - Assessment Plan & Reports
- 4.B.12 – General Education Committee - Assessment Plan & Report Rubric
- 4.B.13 – General Education Committee - Feedback Reports to Programs
- 4.B.14 – General Education Committee - Dissemination of Results
- 4.B.15 – General Education Committee - Rubric Data Analysis
- 4.B.16 – General Education Committee - Pilot Assessment Report

- 4.B.17 – General Education Committee - Curriculum Framework, Spring 2015
- 4.B.18 – General Education Committee - Bylaws
- 4.B.19 – General Education Committee - Assessment Workshops
- 4.B.20 – Planning, Measurement and Effectiveness (PME) - Co-Curricular
- 4.B.21 – Department of Student Affairs Strategic Plan
- 4.B.22 – Department of Student Affairs
- 4.B.23 – University Assessment Committee - Feedback Reports to Programs
- 4.B.24 – University Assessment Committee - Key Changes Reports
- 4.B.25 – University Assessment Committee - Program-level Curriculum Maps
- 4.B.26 – University Assessment Committee - Best Practices for Assessment
- 4.B.27 – University Assessment Committee - Dissemination of Program Results to Faculty
- 4.B.28 – University Assessment Committee - Annual Academic Program Summary Report
- 4.B.29 – General Education Committee - Annual Assessment Summary Report
- 4.B.30 – University Assessment Committee - Bylaws
- 4.B.31 – Memorandum of Understanding of Faculty Workload Report

4.C - Core Component 4.C

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Argument

Chicago State University is striving to build a culture of excellence in enrollment management. In an era of ever-growing competition for student enrollment and ever-diminishing provision of public funding CSU relies on ever developing synergies between Enrollment Management and Academic Affairs.

Student Retention, Persistence, and Completion

As presented in the Chicago State University Enrollment Planning Monitoring Report submitted to the Higher Learning Commission in 2016, CSU defines goals for student retention, persistence, and completion. These goals are defined by programs, departments, and colleges, for freshman, undergraduate, and graduate students, as well as for the university as a whole. The goals and metrics of relative attainment are documented in the monitoring report [01, 02].

To facilitate these goals, a wide variety of efforts continue to be developed and to be refined. Strategies include the inauguration of a university advising center for professional advising of undergraduate students [03]; the creation, implementation, or renewal of a number of transfer articulation agreements [04]; enhancements in the programming for freshmen students through the First-Year Experience office [05]; and academic program recruitment initiative [06].

The Enrollment Planning Monitoring Report documents a wide variety of institutional processes and metrics that collect and analyze information on student retention, persistence, and completion. Units within the Enrollment Management Division [07], in particular the Office of Institutional Effectiveness and Research [08], collect and analyze information on student

retention, persistence, and completion. These data inform the publication of the annual CSU Fact Book [09], program review reports [10], and a variety of institutional reports to internal and external constituents.

As the current CSU Strategic Plan [11] indicates, enrollment remains a top priority for the University. Through the operation of the Division of Enrollment Management, with its aligned Strategic Plan, the University continues to pursue improvements and high expectations in this area of institutional effectiveness. The University's annual planning process (PME - Planning, Measurement, and Effectiveness) aligns with this institutional priority as well. Each department/office/unit that prepares an annual plan specifies one or more enrollment-related goals and/or objectives. As these plans contextualize efforts for programs, departments, and colleges, co-curricular as well as curricular, the institutional commitment to use enrollment data is generalized and deepened in its practice [12].

The Associate Vice President of Enrollment Management convenes the University-wide Enrollment, Retention & Graduation (ERG) committee composed of stakeholders committed to focused efforts on behalf of making improvements to enrollment processes and outcomes based upon data [11, 12]

Assurance of Good Practice

The Office of Institutional Effectiveness and Research (IER) [08] provides a holistic approach to collecting, analyzing, and disseminating information on retention, persistence, and completion of programs at the University. Using a myriad of methodologies that speak to the diverse populations that CSU serves, traditional retention, and graduation rates are provided for first-time, full-time freshman students in addition to the retention and graduation rates of new full-time transfer students, student athletes, Honors College students, and professional students by cohort.

Traditional methodologies used by the Integrated Postsecondary Education Data Systems (IPEDS) [13] to calculate retention and graduation rates of first-time freshmen cohort students are reported in the annual CSU Fact Book [09] on a summary page for enrollment, retention, and graduation [14]. This methodology of grouping students in full-time or part-time cohorts is also used with the new transfer student full-time and part-time cohorts at CSU as a strategy by the Enrollment, Retention & Graduation Committee [01, 15]. Retention is calculated by measuring the percentage of first-year students or the respective cohort group who have persisted in or completed their educational program a year later (Fall-to-Fall), while graduation is measured by the percentage of students who complete their degree within six years. Given that on average, over two-thirds of CSU's new student undergraduate body is comprised of transfer students, it is important to provide this data among this group to highlight the overall success of getting students to the finish line or completion – obtaining their baccalaureate degree [01].

Enrollment and completion numbers of all students are tracked by degree programs. The number of completers or those students who graduate and complete a credential (Bachelors, Post Baccalaureate certificate, Teacher Licensure or endorsement, Masters or Doctorate degree) between July 1st through June 30th of each academic year are reported [16].

In addition to the traditional collection of retention, persistence, and completion metrics, IER also provides a Census Registration Headcount Report [17] that details the new enrollment and persistence of students (continuing students) at the University overall at the end of each census. It offers a three-year trend analysis of enrollment and persistence. Additionally, IER reports on the Fall-to-Fall, Fall-to-Spring and Spring-to-Spring retention of eligible continuing students in the Enrollment Management section of the Board of Trustee reports [18].

CSU reports the retention and graduation metrics for its student athletes as defined by the National Collegiate Athletic Association (NCAA). NCAA provides a traditional graduate rate among its first-time full-time athletes in addition to all eligible athletes including transfer students and those who successfully transfer in good academic standing into another institution in its graduate success rates (GSR). GRS provides a more inclusive rate that accounts for various student enrollment and transfer patterns [19].

Finally, what is fairly consistent in all reporting is that all groups are measured by their cohort and enrollment status of full-time or part-time and semester of entry [20]. As a result, students in professional programs (i.e., Pharmacy, Educational Leadership, Nursing, and Social Work) are also placed in cohorts based on term of entry and enrollment status and are then tracked from year-to-year to determine their persistence or retention and graduation patterns [21].

Sources

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4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Summary

- CSU assures the quality of its offerings by regular academic program reviews; non-academic unit planning, measurement, and evaluation reports; accreditation reports; and by the measuring of success of its graduates.
- Assessment of learning leads directly to subsequent curriculum improvements and implementation of best practices in teaching and learning.
- Ongoing review of student retention, persistence, and completion rates lead to improvements and are collected by the Office of Institutional Effectiveness and Research.

5 - Resources, Planning, and Institutional Effectiveness

The institution’s resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

5.A - Core Component 5.A

The institution’s resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution’s resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution’s organization, resources, and opportunities.
4. The institution’s staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Argument

Chicago State University (CSU) has remained committed to properly allocating resources to offer quality educational programs to students. Although the State's current fiscal climate has provided challenges and uncertainty, CSU has been able to reorganize and refine in order to remain focused on our mission. The University’s budget process has supported the University in allocating resources to provide quality student experiences, technology, infrastructure, faculty, and staff development, and academic support [01].

Resource and Infrastructure Support for Instructional Operations

The financial resources for Chicago State University are supported through state appropriations, tuition and fees, federal and state grants, and other revenue generating activities [02]. State support has historically been approximately 30% of the total annual revenue [03]. Given the state budget impasse and the decline in revenue from the state, the university has undertaken a new model of financial sustainability. The first step, which was accomplished over a period of several years, was achieved by reducing nonacademic personnel, contractual, commodities, and travel related expenses in order to rebalance the operating budget to be consistent with reduced State funding. To prepare for a new model of advancement, CSU has invested over the last few years in the professional development for deans for external fundraising matters. In addition, the role

of the chairperson in the management of the academic department has been increased [04]. The academic deans have participated in the Council for the Advancement and Support of Education (CASE), professional development programs, as well as workshops at CSU. These efforts aimed to change the model come as the University has had a flat allocation of state funds over the last few years. Additional measures include the refinancing of bonds, developing increasingly stronger cooperation with The University Foundation at Chicago State and expanding the University's grant portfolio [05]. Despite the budgetary challenges, CSU continues to allocate adequate resources to secure the quality of student learning [06].

The University's cash flow is actively managed to sustain academic programs, student support services, research, community outreach, and instructional support. CSU continues to adjust to the absence or reduction of State appropriated funds [06]. For example, the University employed a total of 895 staff, of which, 344 were faculty in December 2015 [07, 08]. A reduction of the workforce has been undertaken to align resources with the change in the number of students while improving efficiency. Adjustments have ensured that student learning is the priority. Tenure, tenure-track, lecturer, and adjunct hiring decisions have been made according to the needs of the programs. Currently, approximately 95% of tenured/tenure-track faculty have terminal degrees in their respective fields [09]. The ratio of CSU administrators to students has been closely examined. Clarity in the work force titles and classifications, as well as reductions in administrative positions has taken place in the last few years. The current ratio of CSU administrator to student is 1:75 with the faculty to student ratio at 1:14 [10, 11].

There are continued efforts to prioritize the physical plant and technological infrastructure at the University in order to support programs. To strengthen CSU's campus physical and technological infrastructure, as well as provide spaces that promote learning opportunities, the Physical Plant and the Information Technology Division have undertaken the following projects:

- William Science Center Interactive STEM Learning Laboratories [12]
- Douglas Hall Renovations and Improvements [13]
- Douglas Hall third floor renovation for the College of Pharmacy [14]
- Jacoby Dickens Center Upgrades [15]
- Division of Academic and Student Affairs Upgrades [16]
- Baseball Field Improvements [17]
- Outdoor Campus Beautification [18]
- University-wide Wi-Fi [19]
- Information Technology Renovation [20]
- Improvements to Cottage Grove Aquaponics Facility [21]
- Capital Development Board Electrical Switch Gear, Robinson Center Exterior, Underground Piping Replacement and Utility Tunnel [22]

Integrity of the Resource Allocation / Budgeting Process

The University's Board Regulations charges the University Budget Committee (UBC) with making budget recommendations relative to resource allocations [23]. Students, faculty, and staff participate in the budgeting process through the UBC, which makes recommendations to the executive team [24]. Units make scheduled presentations to the UBC, which is chaired by a

faculty member. There are a variety of factors considered during the resource allocation process, such as student needs, University priorities, unfunded critical needs, and reorganization requirements. Potential funding from the State and income from tuition, development, grants, fees, and revenue are also considered during this process [25]. The Board of Trustees approves a preliminary budget in spring and then provides the final approval of the University's budget for each fiscal year in the fall [26].

All units have budgetary responsibility and are required to participate in the University's annual planning process using the Program, Measurement, and Effectiveness (PME) documents to plan for the use of resources through assessments and the evaluation of progress to goals, objectives, and outcomes [27]. The budgeting and PME processes are used to allocate and/or re-allocate funds for continuous quality improvement [28, 29]. The PME process is also used to implement the University's Strategic Plan [30]. All documents related to the PME process are in the LiveText Assessment Insight System. In addition, the Division of Administration and Finance leads and provides support for the budgeting process and provides reports and data to internal and external constituencies. It also provides professional development for staff to utilize improved technology such as online budget transfers, increased use of the Banner module, property control management, the procurement system, and self-service Banner to ensure checks and balances occur in real time [31].

Mission-aligned Goals Reflect Institutional Organization, Resources, and Opportunities

The mission statement of the University states, "Chicago State is a public, comprehensive university that provides access to higher education for students of diverse backgrounds and educational needs. The University fosters the intellectual development and success of its student population through a rigorous, positive, and transformative educational experience.” In spite of the reduction in the total number of employees and financial constraints, the low student-faculty ratio has been maintained to ensure specialty accreditation compliance and the intellectual development and success of our student population through rigorous transformative experiences as promised in our mission statement. Student learning was not impacted by the nonacademic staff reductions. Faculty reductions were related to retirements and voluntary terminations during a time of uncertainty. CSU is committed to teaching, research, service, and community development utilizing social justice, leadership, and entrepreneurship to impact student success [32].

CSU's motto in response to the mission statement is "We Live It" [33]. The mission is critical to all courses, classroom projects, support services, and community work that take place at the University. In Academic Year 2015, the University allocated over 50% of the total budget to student instructional and related activities [34].

Access, leadership, and social justice are not just words in the mission statement. There are daily examples of how the faculty, administrators, staff, and students incorporate the mission into campus activities. The evidence includes Student Government Association (SGA) leaders with their commitment to mentor CSU students to become stronger leaders; the expansion of CSU's fraternity and sorority membership; the increase in the number of students working on research projects with their professors; and the quality of student outreach and service, such as

health screenings, coat drives, domestic violence programming, and high school visits. The mission statement is realistic, culturally relevant, promotes diversity, and is focused on student experience and learning. It is a priority factor in the determination of the budgeting process, displayed across the campus in various venues, and used to determine programming and activities for students [35].

Qualified and Trained Employees

Employees of all classifications (faculty, staff, and administrators) are interviewed and hired to meet the needs of posted job descriptions [36]. In addition to interviews, reference checks, and transcript requirements, employees attend a University orientation before transitioning to their work assignments [37]. Evidence of the opportunities for staff are human resource enrichment programs, brown bag lectures, boot camps for lower and middle management, and departmental professional development on campus systems [38]. Additionally, faculty are supported by the Center for Teaching and Research Excellence (CTRE) to attend professional conferences and training workshops to improve teaching methods including online teaching [39].

All employees are evaluated on an annual basis. The annual evaluation process allows the University to evaluate the workforce assessing qualifications, as well as training needs [40]. According to the 2010-15 Collective Bargaining Agreement for Faculty and Academic/Contract Professionals [41], the faculty annual evaluation is carried out in areas of teaching and performance of primary duties, research and creative activity and service. Faculty members are expected to submit portfolios with supporting documents detailing their teaching evaluations, research and creative activity, and service. The evaluation of effectiveness of faculty is based on criteria in the Departmental Application of Criteria (DAC) and determined through a process starting with the Department Personnel Committee (DPC), then department chair, dean, the University Personnel Committee (UPC) and the provost [42, 43]. Similarly, staff under the civil service categories are evaluated annually [44]. The evaluation instruments are designed by the Office of Human Resources and are based on the performance of their five or six important job functions as outlined in their job description.

Process for Budgeting and Monitoring Expenses

The budget process is a six-month process in an annual collaborative effort between the various department leaders, academic, and administrative staff, committees, and students to prepare the University's budget [45]. Fiscal Officers have access to the Banner self-service module where they are able to view and monitor their budgets and transactions online in real time. CSU utilizes an online purchasing system that requires five approvals, which includes two separate purchasing reviews. The budgeting and monitoring processes are in place, as well as internal checks and balances for non-sufficient funds before making purchase orders. The system’s review and performance improvement processes are on-going. A university-wide Fiscal Officers meeting is held monthly to discuss, coach, and clarify policies and processes required to meet the fiscal needs of the University or other compliance mandates [46].

While nearly 90% of CSU students receive financial aid, the Monetary Assistance Program (MAP) grant funding from the State of Illinois was not available for both the Fall 2015 and Spring 2016 semesters until late in the fiscal year. The University reallocated funds to support students who did not receive timely MAP funding, fulfilling its mission to provide access to higher education to students with diverse backgrounds and educational needs [47].

Effective Mission-driven Leadership and Support of Collaborative Processes

There are many existing management and administrative structures that are active at the University to promote CSU's mission of effective leadership and support collaboration [48]. The Board of Trustees requires that the Faculty Senate [49], Student Government Association [50], and the University Budget Committee [24] are structured to provide management and oversight to the University. The President convenes an Operations Team (the Executive team) [51] and a President's Executive Committee with academic representation, union, and civil service leadership included [52]. In addition, there is a Provost's Council [53]; a Dean's Council (in each college) [54]; a Chairpersons' Association [05]; a Human Resources Liaison Committee [55]; a Distance Education Committee [56]; and a Tuition, Fees and Waiver Committee [57], as well as many other committees and student organizations. The longstanding University collaboration ensures that staff and students participate in committees that make decisions for the University.

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- 5.A.44 – Civil Service Personnel Evaluation Criteria
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- 5.A.46 – University Fiscal Officers Meeting - Agenda Minutes
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- 5.A.52 – President's Executive Council Charge and Members
- 5.A.53 – Provost's Council Charge and Members
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- 5.A.55 – Human Resource Liaison Committee
- 5.A.56 – Distance Education Committee
- 5.A.57 – Tuition, Fees and Waiver Handbook

5.B - Core Component 5.B

The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Argument

Chicago State University's State-appointed Board of Trustees oversees the University's academic, financial and legal governance, and the establishment and implementation of the mission and strategic vision. Through the Board of Trustees, shared governance is mandated and student, staff, faculty, and community member participation is established. The Board of Trustees' Rules and Regulations defines a relationship of shared governance for administration, faculty, staff, and students; enhancing communications and operations, including all academic and non-academic processes.

Governance – Legal and Fiduciary Responsibility

The Board of Trustees (BOT) is the governing board for the University [01]. There are quarterly board meetings [02] which allow the board to exercise oversight, as well as meet its legal and fiduciary responsibility. BOT committees such as Academic and Student Affairs, Finance and Audit, Legislation and Human Resources, Facilities, Civil Service and Merit Board, and the University Foundation at Chicago State are utilized for these purposes. During these meetings, appropriate University administrators and staff provide context around board reports and resolutions. The BOT approves preliminary spending plans, internal operating budgets, budget requests, budget priorities, tuition, fees, and waivers. The BOT must approve purchases that exceed certain monetary limits according to governing policies and procedures.

Over the past four years, the BOT has been instrumental in implementing campus-wide governing policies and procedures such as alcoholic beverage use, concealed carry, cyberbullying, and information security policies [03]. The BOT also reconstituted the foundation, The University Foundation at Chicago State, in June 2015 in order to improve the structure, processes, and solicitation of funding through corporate donors, philanthropic, and alumni giving [04].

The BOT carried out a Presidential Search, identified the next President to lead Chicago State University through its current opportunities to increase enrollment, expand its resource pools to generate new sources of revenue, reconnect alumni and increase alumni giving, and strengthen the academic fabric of teaching, research, and service [05]. A new President, Dr. Thomas J. Calhoun, Jr., began his administration on January 4, 2016 [06]. On September 16, 2016, Dr. Calhoun separated from the University and Mr. Cecil B. Lucy was named Interim President [07] and Mr. Larry Owens assumed the role of Acting Vice President of Administration and Finance/CFO [08]. In addition, the BOT also approved the continuation of the current University Strategic Plan 2012-2015 for two additional years to allow time for a new President to have input [09].

Policies and Procedures for Internal Constituencies

The University has an Institutional Policy Manual and a process for reviewing policies and procedures. Departments have policies and procedures that are online for students and employees. Evidence of this criterion includes search committee procedures, the tenure policy, cash management procedures, fixed assets procedures, and the Faculty Senate constitution and bylaws, and the student government constitution [10].

As reported in the Communications Monitoring Report 2016 update [11], CSU continues to address hiring issues, policy and procedure issues, and academic issues. The Office of Compliance (OOC) meets regularly with departments to discuss mandates applicable to departmental missions and dedicates the month of January to enhance policy and compliance awareness. The Office of Curriculum, Assessment, and Retention hosts regular workshops to review and address policies and procedures [12].

Shared Governance and Collaborative Accountability

There are numerous structures and collaborative efforts that allow administrators, faculty, staff, and students to be involved in setting academic requirements, policy, processes, as well as helping in the development of strategic plans to move the University forward. The University adheres to shared governance principles by including all stakeholders in the academic quality decision making process. These include the General Education Committee (GEC) [13], University Curriculum Coordinating Committee (UCCC) [14], college curriculum committees [15], and Faculty Senate Academic Affairs Committee [16]. The Faculty Senate meets monthly and a report from the Provost is required at each meeting.

While the basic structure of the University organization has remained similar through recent years, there have been some realignments in the management structure to serve the students and other stakeholders in a more efficient way [17]. Administrators, faculty, and staff attend the Student Government Association meetings as requested or to discuss new initiatives and issues [18]. The Enrollment Management Division has a number of committees to review registration processes, recruitment practices, and the admission policy [19]. The Undergraduate Curriculum Coordinating Committee [20] and the Graduate and Professional Studies Council [21] are groups that review and approve curriculum for all programs. There is also a Distance Education Committee [22], a University Accreditation Steering Committee [23], Departmental Personnel

Committees [24], and a University Personnel Committee [25] that actively meet to review curricula and/or personnel decisions.

The integrity of the process is also maintained by properly addressing student grievances and complaints [URL] in an organized manner. The committee responsible for students' grievances at all levels (department, college, and university) includes students for transparency in decision making. The OOJA employs policies and procedures to engage the entire University community's governance of students conduct and rights [26].

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- 5.B.19 – Enrollment Management - Planning and Data Samples
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- 5.B.22 – Distance Education Committee
- 5.B.23 – University Accreditation Steering Committee - Cougar Connect
- 5.B.24 – Departmental Personnel Committee - Departmental Application of Criteria (Faculty Retention, Promotion, & Tenure)
- 5.B.25 – University Personnel Committee
- 5.B.26 – Office of Judicial Affairs - Policies and Procedures

5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
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. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Argument

The Strategic Planning Committee was established to develop a mission, strategic plan, and vision statement. The committee, comprised of University stakeholders representing all academic and major support organizations and a Board of Trustees representative focused on developing a comprehensive Strategic Plan that would provide direction and operational focus within the bounds of the University's capacity. Chicago State University's strategic planning process was approved in 2012 and was extended to December 2017 by the Board of Trustees with continued input and evaluation by students, faculty, and staff [01].

The Strategic Plan is titled ACCESS, which is an acronym for the six goals of **A**cademic excellence, teaching, and research; **C**ommunity service and excellence; **C**ost efficiencies and diverse revenue streams; **E**nrollment, retention, and graduation; **S**trengthened infrastructure; and **S**hared accountability. In addition, the University developed the Planning, Measurement, and Effectiveness (PME) process to evaluate assessment and attainment of goals, perform annual planning and implement the strategic plan [02].

Mission-aligned Resource Allocations and Budget Planning

The Chicago State University Board of Trustees Governing Policies require the University to "establish a University-wide budget committee composed of administrators, faculty, staff, and students selected to provide representation of academic and support areas consistent with a feasible committee size [03, 04]. The University Budget committee participates in making recommendations with respect to setting program priorities in the University budget (in the areas of Capital and Internal Operating), periodic review of the University budget and transfers of significant amounts among internal budget items" [05, 06]. The University uses the University Strategic Plan [01]; the Illinois Board of Higher Education's Priorities [07]; the Mission, Vision and Core Values [08]; the PME process [02]; and the budgeting process [04] to allocate resources. Student learning outcomes are a priority for all allocations.

Assessment

As noted earlier, CSU has in place an organizational mechanism for planning and resource allocation as guided by the Strategic Plan [01]. This is based on Planning Measurement and Effectiveness (PME) documents submitted by individual departments and units through an annual planning process, which includes updating unit missions, goals and objectives, learning and program outcomes, assessment and evaluations; and establishing priorities tied to budgeting for these activities. PME working groups include the PME Steering Committee and the PME Facilitators. The process of submitting PMEs is a collaborative and consultative endeavor. The faculty are the main driving force for the development of the PME as it relates to academic programs and departments. Nonacademic units also submit PMEs. [09, 10, 11].

Internal and External Constituent Budget Planning

As part of the State's budget process, the University submits budget requests, reports and analyses to the Illinois Board of Higher Education (IBHE), the Governor's Office of Management and Budget (GOMB), and the Illinois State Legislature.

Chicago State University links the processes of assessment of student learning, evaluation of operations, planning, and budgeting. The Assessment Committee; PME process; University Budget Committee; Faculty Senate; Tuition, Fees and Waiver Committee; Student Government Association and other University committees work collaboratively to make key budget decisions using the University mission, strategic plan, and governing policies as guide to plan and implement all processes [09, 10, 11].

It should be noted that since the 2012 Self-Study visit, the University has had a significant decline in audit findings. The Administration and Finance Division has implemented initiatives to both educate Fiscal Officers on University policies and procedures in an effort to streamline business processes such as purchasing, travel and property control [12].

CSU's University committees are integral to institutional planning and anticipation of changes and emerging factors that may impact the University. Sometimes factors beyond the control of the University are unexpected opportunities to grow in new directions and in new ways. For example, in academic year 2015-2016, the State of Illinois budget impasse between the State Legislature and the Governor's office resulted in no state budget being passed for fiscal year 2016. With no forthcoming budget allocations expected, the Board of Trustees was compelled to declare a state of financial exigency in February 2016 [13, 14]. Subsequent to the declaration of financial exigency, the University restructured the workforce and found new solutions based on tuition and fees income to reduce the reliance on state funding [15]. The efforts to balance expenditures and income were difficult, but necessary. As a result of the diligent work of the entire University community, in December 2016 the Board of Trustees determined that the University's financial outlook is stable and ended financial exigency in order to return the University to normal conditions of assumed practices [16].

Internal and external constituents continue to collaborate in reorganizing and refining processes to ensure efficient use of changing resources. Given the state of budget restrictions and uncertainty over the last few years, several programs and units continue to be creative to meet the University Mission, Vision, and Core Values. For example, the College of Education recognized a shift in workforce needs of our future alumni. Therefore, a revision of an existing degree to a Masters of Science in Technology and Performance Improvement Studies was approved to be delivered as a fully online degree program [17]. This degree prepares graduates to engage in quality improvement, change management and workforce training and development in a variety of work settings and industries.

Enrollment trends for undergraduate students have declined in some of the academic programs for a variety of reasons. For example, the College of Education (COE) has determined a number of students were having difficulty in successfully completing the State of Illinois Test of Academic Proficiency (TAP). As a result, students have not been able to successfully matriculate into the College of Education. To support students in this requirement, the COE faculty and staff have implemented a number of measures including the acquisition of additional resources and academic support through the Teacher Development Center (TDC) to improve the success rate of students seeking careers as licensed educators [18]. Another example is the Music Department's redesign of the music education program to address the declining workforce needs for music educators.

The shifting demographics and limited access to higher education for segments of our target student population resulted in planning for a new West Side Campus [19]. Although this project is on hold because of the state budget impasse, community relationships continue to be sustained. The CSU Obama Library Committee responded to the RFP for the Obama Library and continues to work with the University of Chicago and community partners to plan for inclusion of south side constituencies [20].

To respond to changing demographics, the University Tuition, Fees and Waiver Committee proposed and the Board of Trustees, in 2013, adopted in-state tuition rates for undergraduate students who live in states contiguous to the State of Illinois [21].

Chicago is an urban city and a destination for international students interested in higher education in the United States. The Division of Enrollment Management and the Office of Graduate and Professional Studies partner with an international student lead generation vendor to identify prospective international students [22]. In addition, select academic programs and the Office of International Programs partner on the development of memorandums of understanding with international universities to enable collaboration. To date, we have a sustained enrollment of over 250 international graduate students due, in part, to relationships established by these memorandums of understanding [23].

Grant Support and Fundraising Efforts

The Office of Grants and Research Administration (OGRA) is led by an Interim Associate Vice President. OGRA, along with the Office of Grants Accounting and principal investigators, manages $9-12 million annually in federal, state and municipal grants [24]. OGRA also oversees

more than 20 subrecipients on grants awarded to CSU [25]. A sample of the current portfolio includes grants from agencies such as the Department of Education, the Department of Health and Human Services, the National Science Foundation, the Department of Defense Intelligence Agency, as well as the Illinois Board of Higher Education and the Board of Education of the City of Chicago. Noteworthy awards in the recent past include:

- Five-year $12.5 million dollar partnership to *STEP-UP Health Careers* grant from the Department of Health and Human Services [26]
- Aquaponics/Urban Agriculture grant from the Department of Education
- Intelligence/Cybersecurity grant from the Defense Intelligence Agency
- Urban Mindfulness and Addictions grant from the National Institutes of Health
- Grant to expand commuter rail service to this region from the US Department of Transportation
- Principal Preparation grant from the Chicago Board of Education
- Several collaboration grants from the National Science Foundation including the Louis Stokes Alliance for Minority Participation Center and the Midwest Center for STEM Excellence
- Seventeenth continuous year is the *Minority Biomedical Research Sciences-Research Initiative for Scientific Enhancement (MBRS-RISE),* which provides summer research training and experience for CSU students in biomedical fields with the goal of encouraging graduates to obtain doctorates in their fields

Through these faculty, students and alumni have authored or co-authored over 150 peer reviewed publications since 1990 [27]. It is important to note that the University emerged from financial exigency without losing any Federally funded programs.

Some external funding comes from community partners who are committed to our mission. For example, the College of Pharmacy received over $1 million from Walgreens, $250,000 from CVS and $125,000 from Cardinal Health towards classroom and technology upgrades as well as scholarships [28]. Other funding comes through the efforts of units, like the College of Education, which held its first fundraising gala in Spring 2015 and its second gala in Spring 2016 [29]. This is in addition to The University Foundation at Chicago State which hosts an Alumni Awards dinner each year to raise scholarship funds [30].

Capacity Contingency Budget Planning

The Chicago State University Budget Committee; the PME Committee; the Enrollment, Retention, and Graduation (ERG) committee; the Tuition, Fees and Waiver Committee (TFW); and the University Accreditation Steering Committee (UASC) are composed of administrators, faculty, staff, and students. Following the exit from financial exigency, each committee is planning for fluctuations in revenue, enrollment and the economy. All efforts are prioritized to ensure that student learning and the mission are not compromised when revenue changes. CSU has responded to revenue needs by re-allocating resources to other programs as needed, ensuring programs have their needs met and reducing expenditures [09, 10, 11].

Sources

- 5.C.01 – Strategic Plan, 2012-2017
- 5.C.02 – Planning, Measurement, and Effectiveness (PME) - Plan & Report Template
- 5.C.03 – University Budget Committee - Bylaws
- 5.C.04 – University Budgeting Narrative, December 2016
- 5.C.05 – University Budgeting Committee Minutes
- 5.C.06 – University Budget Committee - Budget Recommendations, 2015-2017
- 5.C.07 – IBHE Budget Recommendations, 2017
- 5.C.08 – University Mission, Vision, & Core Values Statement, 2011
- 5.C.09 – Planning, Measurement and Effectiveness (PME) - Guidelines
- 5.C.10 – Planning, Measurement, and Effectiveness (PME) - Academic
- 5.C.11 – Planning, Measurement and Effectiveness (PME) - Non-Academic
- 5.C.12 – Corrective Action and Business System Improvements
- 5.C.13 – Board of Trustees - Financial Exigency
- 5.C.14 – Financial Exigency FAQs
- 5.C.15 – Reorganization Planning - HR Staffing, Spring 2016
- 5.C.16 – Board of Trustees - Financial Exigency Dissolution
- 5.C.17 – MS Technology and Performance Improvement Studies Program
- 5.C.18 – Enrollment, Retention, and Graduation Planning - College of Education
- 5.C.19 – West Side Campus Feasibility Report
- 5.C.20 – Obama Presidential Library Proposal
- 5.C.21 – Board of Trustees - Tuition and Fees Expansion - Contiguous States
- 5.C.22 – Office of International Programs - International Student Enrollment Report and Projections
- 5.C.23 – MOU Partnership Agreements - International Institutions
- 5.C.24 – Grants by Year, 2014-2017
- 5.C.25 – Current List of Subrecipients on Grant Awards
- 5.C.26 – STEP-UP in Health Careers Grant
- 5.C.27 – RISE Program - Student Engagement in Research
- 5.C.28 – College of Pharmacy Grants
- 5.C.29 – College of Education Fundraising Mardi Gras Gala
- 5.C.30 – Alumni Affairs - Annual Awards Fundraising Dinner

5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Argument

Meeting Current Financial Obligations

Chicago State University utilizes performance assessment tools to evaluate successes and identify opportunities for improvement:

- Performance, Measurement, and Effectiveness (PME) goals and objectives are established for each unit. Goals are set to align with the organization strategic plan and are annually evaluated [01, 02, 03].
- Human Resource workforce planning processes are annually adjusted and modified to compliment organizational goals and objectives and to align with ever changing fiscal constraints [04].
- All staff participate in annual performance evaluations [05]. Faculty are evaluated by students, peers, and supervisors [06].
- The University Compliance and Internal Audit operations review performance with respect to compliance and as needed recommend corrective action plans and follow up with evaluation [07].

Financial Exigency

The University recently faced a set of difficult circumstances that challenged us as a community to creatively refocus our priorities to meet our mission, vision, and values together [08]. In the 2015-2016 academic year, the State of Illinois passed no State budget for fiscal year 2016. After carefully prioritizing our proposed budgets, the Board of Trustees was compelled to declare a state of Financial Exigency in February 2016 to ensure the sustainability of the University. The Board of Trustees assigned a Management Action Committee (MAC) to work with the President to plan and make personnel decisions. Discussions and decisions were made daily by the MAC to ensure continued quality academic and student services, and sustainability. The MAC committee utilized all existing assessment tools along with other data to make decisions. In addition, a University Advisory Committee comprised of the Faculty Senate, all unions, students, and civil service leaders was established to make recommendations on fiscal matters and operational efficiency ideas. [09, 10, 11].

The University worked with faculty, staff, and students to adjust the Spring 2016 calendar by one week in an effort to ensure that instructional needs were met. This reduction desired to ensure that students could focus on their studies, not the State's budgeting process. Students were not unduly impacted in their courses or services during this period of time. Meetings were held weekly in Spring 2016 with union leaders, Faculty Senate leaders, student leaders, and University constituents to maintain transparent and clear communication [10].

As a result of this process, the University identified strategies to reduce reliance on state allocations. Therefore, in December 2016 the Board of Trustees determined that the University financial outlook was stable and ended financial exigency in order to return the University to normal conditions of assumed practices [12].

Program, Measurement, and Effectiveness

One form of planning for operational improvement at Chicago State University is the Planning, Measurement, and Effectiveness (PME) process. Since Fall 2012, PME, or annual planning, has occurred as a way of guiding implementation of the Strategic Plan in University operations. PME follows an annual and iterative process that includes updating unit missions, goals, and objectives; learning and program outcomes; assessment and evaluations; and establishing priorities tied to budgeting for these activities. The overall purpose is to increase unit alignment with the Strategic Plan’s goals and to increase operational efficiencies [01].

Each unit with an appropriated budget must submit a plan that aligns its goals and objectives for the year with those of the Strategic Plan. PME plans also align unit operations budgeting and assist in identifying capital requests. Unit plan drafts are prepared by each unit’s membership and reviewed by directors, deans, and area vice presidents. PME plans include six elements:

1. Identification of alignment with University mission and goals and development of a unit-specific mission statement
2. Identification of current services, processes, or instruction
3. Identification, design, and implementation of assessment tools that measure the unit services, processes, or instruction
4. Establishment of an achievement target for each assessment measure
5. Collection and analysis of the data collected to determine major findings
6. Development and implementation of an action plan based on assessment results to improve services, processes, or instruction

PME entails reporting on the results of annual plans in operation and making changes that inform future annual plans. Uniform templates for PME plans and reports have been created and updated periodically. The PME process at CSU has highlighted the role of enrollment planning and communications since the last HLC visit. Units have consistently offered goals and/or objectives related to enrollment and communications [01].

Units of the University participating in PME have implemented a wide variety of annual goals and objectives according to their aligned missions. Assessment of those goals and objectives and analysis to inform subsequent plans continues to occur and develop across the Institution [02, 03].

Workforce Planning

The University takes the opportunity to update its workforce planning on an annual basis [04]. Based on the University and department's mission and vision statements, all the University's departments are asked to analyze their programs and refine their workforce plans accordingly using the following steps:

- Understand the goals of your organization/department
- Describe your department's goals and the structure you will need to achieve them
- Describe the knowledge, skills, and abilities needed to achieve your goals
- Evaluate your current talent
- Determine any gaps
- Anticipate attrition
- Put it all together into a workforce plan
- Summarize the proposal

Based on the workforce planning process, continuous adjustments are made to unit and department staffing to ensure an optimal organizational structure.

External Audit Compliance

CSU must comply with all federal, State and University policies and statues. An external audit is required by the State annually [13]. Performance improvement and the role of compliance permeate all aspects, areas, and functions of the University's operations, such as academic, financial, technological, athletics, operational, governance, and administrative endeavors. The University fully accepts the premise that compliance is everyone's responsibility. Everyone is accountable and expected to monitor or 'benchmark' expected practices and behaviors [14].

The University has established an Office of Compliance (OOC) [15] with policies and procedures in place to identify laws, rules, regulations, mandates, etc. and to monitor the University's progress in meeting and exceeding the requirements of such laws, rules, regulations, mandates, etc. OOC works collaboratively with the State of Illinois Office of the Auditor General (OAG) to identify existing, new, and emerging statutory mandates for which the University community is responsible for compliance. OOC has an established program of monitoring and testing compliance with such mandates. Compliance deficiencies and recommendations for corrective actions are reported timely to the University's Operations Team for resolution.

The University's Office of Internal Audit (OIA) [16] provides advice and consultation to both the OOC and the Operations Team on matters of compliance and the resultant impact on policies, procedures, business practices, and internal controls. Embedded within the policies and

procedures of OOC and OIA are processes to address compliance in a number of areas such as the following:

- Financial Reporting
- Regulations Reporting
- Grants Management
- Student Financial Aid
- Purchasing, Expenditures, Payables
- Budget and Financial Management
- Revenue and Receivables
- Information Technology

In fact, the OIA leads an annual process to complete and update internal control checklists required by the Fiscal Control and Internal Auditing Act (FCIAA) and the requirements of the State of Illinois, Office of the Comptroller as documented in the Statewide Accounting Management System (SAMS). Functional department heads are responsible for updating and completing such checklists. The University's Chief Executive Officer (CEO), the President, submits an annual certification to the OAG as to the accuracy and validity of the completed internal control checklists.

The OIA performs compliance tests, procedures, and issues reports attesting to the fact that internally generated reports are in accordance with Generally Accepted Accounting Principles (GAAP) and the results of the information technology function's disaster recovery process. Compliance monitoring is not limited to the OOC and OIA. There are elements and aspects of operational, legal, ethical, regulatory, academic, contractual, and statutory compliance embedded in the policies, procedures, and practices of the following University functions:

- Office of the President
- Deans of Colleges
- Academic Affairs
- Athletics
- Grants, Research, and Sponsored Programs
- Administration and Finance
- Human Resources
- Student Affairs

Compliance, functioning in this matrix format, assures that our identification, monitoring, reporting, and corrective action processes contributes to continuous process improvement [14, 15, 16].

The University also undergoes an external audit annually. Over the last four years, the number of audit findings have decreased as follows: 44, 34, 20, to 15 findings in FY2015. A compliance program has been established University-wide to address CSU, State, and federal compliance requirements and establish a culture of compliance. Significant improvements have been made at the University and CSU continues to work on continued reductions in audit findings [07, 17].

Finance Planning, Future Financial Projections, and Long-term Financial Sustainability

The Chicago State University's Office of Finance and Administration endeavors to support the University community and external stakeholders by reporting the continuing financial situation of the University and assisting academic and support staff in budgeting efforts. This process culminates in the periodic generation of internal financial statements that are shared at the Board of Trustees meetings and with outside agencies as requested. Budgets are adjusted and communicated to affected parties, when warranted, or as a response to changes in economic conditions such as external funding increases or decreases, or changes in student enrollment [18].

Appropriately Credentialed and Experienced Administrators

CSU has a qualified executive team with many years of experience in higher education. The Chief Executive Officer, the Interim President, has a Juris Doctor, Master of Business Administration and Certified Public Accountant license and has previously served as Interim VP of Administration and Finance and is licensed to practice law [19]; the Chief Academic Officer has a Master of Science in Nursing, Master of Business Administration, and PhD in Nursing and serves as Provost and served as Vice President for Enrollment Management, Associate Vice Chancellor, and department chair [20]; and the Acting Vice President of Administration and Finance has a Master of Business Administration and has experience as a Comptroller and Auditor [21]. Collectively, this team has 75 years of experience and has been focusing on and will continue to focus on the financial sustainability of the University.

Sources

- 5.D.01 – Planning, Measurement and Effectiveness (PME) - Guidelines
- 5.D.02 – Planning, Measurement and Effectiveness (PME) - Academic
- 5.D.03 – Planning, Measurement and Effectiveness (PME) - Non-Academic
- 5.D.04 – Human Resources - Systems Summary
- 5.D.05 – Civil Service Personnel Evaluation Criteria
- 5.D.06 – University Professionals of Illinois 4100 CSU Contract - Faculty Evaluation Process
- 5.D.07 – Corrective Action Plan - Property Control
- 5.D.08 – Mission, Vision, & Core Values Statement, 2011
- 5.D.09 – Board of Trustees - Financial Exigency
- 5.D.10 – Financial Exigency FAQs
- 5.D.11 – Reorganization Planning - HR Staffing, Spring 2016
- 5.D.12 – Board of Trustees - Financial Exigency Dissolution
- 5.D.13 - External Auditor Letter
- 5.D.14 – Administration and Finance Policies and Procedures Manual
- 5.D.15 – Office of Compliance
- 5.D.16 – Office of Internal Audit
- 5.D.17 – External Audit Report, 2015
- 5.D.18 – Financial Planning

- 5.D.19 – Curriculum Vitae - Interim President Cecil B. Lucy
- 5.D.20 – Curriculum Vitae - Provost Angela Henderson
- 5.D.21 – Curriculum Vitae - Acting VP/CFO Larry Owens

5.S - Criterion 5 - Summary

The institution’s resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Summary

- The resources available and the budget monitoring processes are sufficient to enable CSU to implement its mission.
- The Board of Trustees and University staff participate in setting priorities for all functions of the University.
- The University continues to invite all constituencies to participate in designing the future with the Board of Trustees encouraging all University personnel to participate in setting priorities for all functions of the University.
- The strategic plan, PME and University budget processes provide a grounded means of achieving sustainability while anticipating fluctuations in resources, technology, and demographics.

Evidence File

Historical files from HLC as well as Federal Compliance forms are in the HLC Assurance File system.

URL Sources	URL	Code
Course Catalog	http://www.csu.edu/catalogs/	CAT
Faculty Handbook	http://www.csu.edu/provost/APCA/index.htm	FHB
Staff Handbook	http://www.csu.edu/humanresources/policies/	HRH
Student Handbook	http://www.csu.edu/handbooks/	SHB
Class Schedules	http://www.csu.edu/coursebulletin/	SCH
Faculty Roster	http://www.csu.edu/provost/facultyroster.htm	FRL