



CHICAGO STATE UNIVERSITY

Institutional Assessment Plan

2020-2025

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INTRODUCTION

MISSION

Chicago State University transforms students' lives by innovative teaching, research, and community partnerships through excellence in ethical leadership, cultural enhancement, economic development, and justice.

VALUES

Personal and academic excellence

Personal, professional, and academic integrity

Diversity, Equity, and inclusion

Leadership, service, philanthropy, social justice, and entrepreneurship

Creative and innovative thinking and learning

Pride in self, community, and the university

Lifelong learning

STRATEGIC GOALS & OBJECTIVES

- **Goal 1 Academic Excellence, Innovation and Student Transformation**

A positive student experience and transformation will be at the center of decision making. Strengthen the institutional policies and structures that support and enhance academic innovation in undergraduate, graduate, and professional studies; support student/faculty research and foster faculty and staff development.

Goal 1 Objectives

1. Develop and implement a five-year strategic plan for undergraduate and graduate programs that aligns with workforce demands and the changing higher education landscape
2. Engage all students in program and campus activities that promote readiness for the workplace, advanced study, or research and lifelong learning
3. Implement and sustain financial, structural, and other substantive support for faculty research, scholarship, professional development, continuing education, and active engagement in professional organizations

- **Goal 2 Student Enrollment, Retention and Graduation**

Develop and implement recruitment, retention and progression strategies that seeks to encourage innovative and collaborative efforts between academic and non-academic units in efforts to ensure student success in the various programs of study.

Goal 2 Objectives

1. Identify, enhance, and expand partnerships with local schools and community organizations to increase enrollment
2. Effectively implement, sustain use of CRM to use and develop human capital and technology
3. Assess and increase the diversification of enrollment and enrollment criteria. Identify new markets and enrollment criteria to diversify student population
4. Annually evaluate and modify 25% of course delivery systems to meet student needs
5. Develop and effectively communicate requirements for successful progression, retention, and timely degree completion to increase 6-year graduation rate

- **Goal 3 University Culture, Climate and Accountability**

Create, communicate, and sustain an inclusive and welcoming university climate that fosters an institution that is ethically and socially responsible.

Goal 3: Objectives

1. Enhance and develop excellent service for customer satisfaction
2. Implement branding and marketing of CSU that recognizes distinctive programs and experiences at CSU
3. Maintain processes that encourage and promote shared governance
4. Create a process that measures and maintains a professional and satisfactory work environment

Goal 4 Strengthened Infrastructure

Improve and maintain the physical, technological, and operational infrastructures that support all functions of the University.

Goal 4 Objectives

1. Develop and implement a systematic plan that defines annual upgrades to campus facilities and space to support teaching, scholarship, and creative activities
2. Develop and implement a systematic plan that defines annual upgrades to technology capabilities of the University. Evaluate and upgrade systems annually to enhance and maintain the safety of the campus community

3. Develop and implement a systematic plan for annual upgrades for healthy and environmentally sustainable buildings

- **Goal 5 Cost Efficiencies and Diverse Revenue Streams**

Ensure the University has the resources to support the academic mission and student experience.

Goal 5 Objectives

1. Create and implement a comprehensive five-year financial plan that supports the mission of the University and improves cost efficiencies
2. Increase the culture of giving and fundraising among all CSU stakeholders
3. Increase fiscal literacy among the faculty, staff, and students
4. Establish partnerships with local schools, educational entities, and local park districts to increase enrollment and certificate options
5. Identify and expand year over year the revenue sources in the departments and service units across campus

- **Goal 6 Community Service, Urban Leadership and Economic Engagement**

Create partnerships, engage, and assist our local community through service, urban leadership, economic development activities, and mutually beneficial partnerships.

Goal 6 Objectives

1. Increase university-wide service activities of employees and students
2. Engage community leaders and promote equity, educational and economic opportunities in support of CSU mission
3. Through the Center for Solutions of Urban Populations, increase educational outcomes, improve health and well-being, and address disparity issues

ASSESSMENT OF NON-INSTRUCTIONAL UNITS

Assessment of non-instructional units or cocurricular occurs on an annual cycle. Non- instructional units develop learning outcomes in relationship to the unit's mission, goals, and annualized objectives.

GENERAL EDUCATION ASSESSMENT

The general education curriculum is designed to ensure that students graduate with the skills they need to succeed in their chosen careers. As they take their general education courses, students are exposed to methods of inquiry found in the humanities, physical and life sciences, mathematics,

and the social and behavioral sciences in order to equip them to: 1. effectively communicate, 2. appreciate cultural diversity and social interaction, 3. think critically and read and write analytically, 4. apply methods of inquiry, 5. engage in civic life, and 6. appreciate the interaction of science and society. Employers have told us that they value employees who understand the world in which they live and who use that knowledge to solve problems or develop new business plans for their companies. Thus, the purpose of the university's general education curriculum is to prepare students for rich, productive lives after they leave Chicago State University.

In accordance with its plan for General Education Assessment, Chicago State University has conducted assessment of General Education courses since the Fall Semester of 2002. The current general education outcomes were adopted in 2012, and the current university general education requirements were adopted in Fall 2020 to match State of Illinois mandates. Each assessment plan, associated assessment instruments, and grading rubrics are initially reviewed by the respective departments and the General Education Assessment Committee (GEAC). Departments regularly update assessment plans and instruments based on assessment results; re-examination of alignment between student learning outcomes, general education outcomes, and assessment outcomes as courses evolve and improve over time; and feedback from the University General Education Assessment Coordinator. The University Assessment Committee (UAC) also provides feedback to departments based on trends noted from comparisons between assessment plans, instruments, and outcomes across disciplines.

Each department/program has a designated General Education Assessment Coordinator whose responsibility is to oversee, in consultation with the chairperson and faculty, departmental implementation of General Education Assessment. Coordinator responsibilities include organizing the development of assessment plans and instruments, coordinating the administration of assessment tests, reviewing assessment results, and presenting the review of the results to faculty meetings for discussion and decision making, writing and disseminating assessment reports, and informing the consideration of modifications/quality improvements based on assessment results.

ASSESSMENT IN UNDERGRADUATE AND GRADUATE PROGRAMS

Program-level assessment at Chicago State University is a faculty-driven process. Each program has an assigned and compensated faculty assessment coordinator who works with the program director/academic chairperson and program faculty on all matters related to assessment. Program-level assessment plans incorporate at least two direct and one indirect assessments of learning. Reports are submitted on a regular basis and analysis of data and changes made through assessment occur in three-year cycles. Program faculties regularly discuss assessment results in department meetings and in meetings of related committees. Assessment coordinators meet collectively each semester to discuss issues of common concern and to address assessment initiatives at the institutional level.

Chicago State University faculties determine program-level student learning outcomes, assessment instruments, and assessment processes at the unit level. They consider assessment data and modify academic programs based upon assessment results and trends. The university faculty and administration are committed to obtaining, reviewing, and acting on assessment findings to enhance student learning at the course, program, and institutional levels.

Direct assessment measures that prompt students to represent or demonstrate their learning or product include but are not limited to student portfolios; capstone projects, including senior and graduate theses; performances and creations; comprehensive examinations; standardized tests administered through a program or by an external body; case studies; and graduate program candidacy processes.

Indirect assessment measures that capture student perceptions, attitudes, and experiences include but are not limited to student surveys; exit interviews; alumni surveys; and self-assessments/reflective reports.

Chicago State University utilizes a variety of mechanisms to publicize the impact of its programs on student learning, both for internal and external stakeholders. Examples include brochures, social media, newsletters, etc., that state assessment expectations and their relationship to student outcomes as well as provide information on student learning and highlights of success.

Deans and senior level administrators are able to make requests for budgetary resources, either reallocations or new allocations, based upon assessment findings.

UNIVERSITY ASSESSMENT COMMITTEE

The University Assessment Committee is charged with providing oversight and assistance to both academic and non-instructional units in regards to all assessment-related activities on campus. The committee is composed of faculty, administrators, and staff that are knowledgeable about the fundamental importance of assessment and the types of assessment processes that can facilitate appropriate decision-making to improve student learning, both directly and indirectly. The committee also understands the important role both instructional and non-instructional units have in improving student learning for the constituents that the university serves and works towards engaging all relevant campus entities in assessment activities. The University Assessment Committee meets monthly during the regular academic year and during the summer when necessary.

University Assessment Committee's Mission:

- Develop and facilitate assessment-related workshops for all appropriate unit/department representatives who are charged with overseeing assessment activities (e.g., assessment coordinators for the majors; general education; and non-instructional units)

- Assist with the development of assessment resources while providing a forum for the discussion of best assessment practices and activities.
- Facilitate an Assessment Coordinators meeting each semester for the purpose of disseminating updated information regarding assessment planning/reporting guidelines, forms, submission processes, timelines, etc.
- Participate in professional development activities, when applicable, that provide current trends in assessment (e.g., NCA /HLC sponsored events), to assist university constituents with assessment-related issues linked to improving student learning, student services and accreditation.
- Generate periodic assessment-related reports for university administrators and other constituencies that provide an overview of the level of assessment activity and decision-making, based on assessment results, that is taking place campus-wide.

PROFESSIONAL ACCREDITATIONS

Chicago State University is accredited by the Higher Learning Commission, a status it has held continuously since 1971. Many of the university's colleges and academic programs are accredited themselves. Faculty, staff, and administrators develop the institution's assessment culture through such efforts, which attach rigor and continuous quality improvement to curricula and co-curricular experiences.

For additional information, please see the Accreditation webpage at: <https://www.csu.edu/accreditation/>

PROGRAM REVIEW PROCESS

All programs at Chicago State University are reviewed every seven years. New programs undergo a progress evaluation three years after inception. CSU's program reviews are aligned with the Illinois Board of Higher Education guidelines. Programs up for review are notified prior to each academic year of the review schedule and reporting deadlines. Department Chairs of the programs undergoing review and their Deans receive the Program Review Report Guidelines, template, and data tables. All program faculty members are required to participate in the preparation of the report.

Programs with low production (graduates) and/or low enrollment may be required to submit an Academic Program Effectiveness and Efficiency Report (APEER). The APEER report is required by IBHE each year. All programs work with Institutional Educational Research (IER) to obtain data such as total number of majors and number of graduates based on three-year averages. Programs that do not meet the thresholds are scheduled for priority review within a three-year period. Programs that are slated for priority review may be given specific enrollment or degrees conferred goals to meet within a particular time frame; their priority review report

addresses progress on previously noted weaknesses and areas of concern.

The Program Review Committee meets each term to review submitted reports and make recommendations to the Provost and President as to whether a program is in good standing; a program should undergo priority review; or a program should be recommended for suspension/elimination. The President, along with the Provost, makes the final decision on program review.

College deans may ask that programs be put on the Program Review schedule. For a program to be put on the spring schedule, the request must be made early in the fall semester, so that the affected programs have the time to gather data on the program and to prepare their Program Review report. Deans may not eliminate programs within their colleges without going through the Program Review and Program Elimination processes, which are contractually determined.

ONLINE ASSESSMENT MANAGEMENT

Moodle is the university-wide electronic repository for annual program assessment reports and semester general education reports. While some courses, programs and colleges use LiveText or Google Drive, primarily to store accessible items such as electronic student portfolios, the university-wide adoption of Moodle has resulted in greater efficiency and effectiveness for institution-wide collection and storage of assessment resources and data. More importantly, centralization of the data in an electronic format facilitates greater accessibility to documentation of university, college, and program success in accomplishing student learning.

ONLINE ASSESSMENT RESOURCES

- University Assessment - <https://www.csu.edu/provost/assessment/>
- University Assessment Committee Resource Page for Assessment Coordinators - <https://csumoodle.remote-learner.net/>
- Office of Institutional Effectiveness and Research - <https://www.csu.edu/IER/index.htm>
- Strategic Planning - <https://www.csu.edu/strategicplanningresources/>