

Assurance Report

Chicago State University

7/05/2016 DRAFT

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 longstanding mission, vision and set of core values centered around the intent to provide a diverse group of students with access to quality higher education in order to meet educational goals and to transform the communities beyond our campus [01].

The Mission Statement 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."

Current mission, vision and core values-related documents reaffirm this distinctive goal, underscoring the institution's dedication to social justice and leadership, and declaring a new focus on 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 developed a Strategic Plan, approved by the Board of Trustees on May 11, 2012, that contains six strategic goals [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 Plan utilizes the acronym “ACCESS” as a reminder of its central purpose to guide the University as it fulfills its commitment to the provision of access to quality education and provides a roadmap that describes how CSU will work together as a community to enact its values and mission while pursuing its vision for the future. The originally approved Strategic Plan was extended by the Board of Trustees through AY 2017 in order to give time for the new University president to lead the next renewal process [03].

Academic Programs

Chicago State University 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, and 2 doctoral degrees. CSU also offers an interdisciplinary Honors College for students in all areas of study and has an Office of Continuing Education and Nontraditional Degree Programs that offers extension courses, distance learning and not-for-credit programs to the entire Chicago community [04].

Academic excellence is the central focus of CSU’s mission. The mission statement clearly states 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 institution’s primary constituency and central focus and highlights CSU’s commitment to provide “access to higher education” and to foster “the intellectual development and success of its student population.”

CSU affirms the HLC’s 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 in the organizations.” This broad view of diversity has long been a cornerstone of Chicago State University’s mission. The current mission affirms its provision that the University strives to “provide access to higher education for students of diverse backgrounds and educational needs.”

The University’s Core Values resonate this advocacy and respect for diversity and the “dignity and unique talents of all persons” [02]. Chicago State University’s efforts are indicative of the core belief that access to higher education can dramatically change lives by opening new careers and pathways to the achievement of the American Dream and contributing to an ever-evolving global society. CSU has taken significant steps to increase access to higher education and achievement of those considered to be “underserved” in the post-secondary education pipeline.

Student Support Services

Chicago State University’s mission documents also provide a clear path for advancing academic excellence for 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. This statement also reflects CSU’s belief that pairing empowerment with educational excellence will prepare students to meet their goals and contribute to their communities [02].

Chicago State University lives its mission by providing a range of programs that foster academic excellence in talented diverse students who have faced socioeconomic or educational disadvantages, as well as those who come to the University with a history of academic achievement. Chicago State University has also worked systematically to revise and clarify program-level student learning outcomes across campus and to make these goals more available to students [04].

For example, to streamline support for at-risk students the University College [05] program provides students who do not meet the admissions criteria with specialized orientation, requirements, and opportunities to build the skills that they need for academic success. In addition, the Honors College [06] program provides a challenging interdisciplinary curriculum to students who have demonstrated strong academic skills. Fostering intellectual development through a rigorous transformative experience is central to achieving academic excellence in student learning as articulated in the mission. Specific learning objectives are outlined in the general education curriculum.

Enrollment Profile

Chicago State University serves a unique student population. The average age of a CSU student is 31.9 years old. CSU students are comprised of 70% African American, 7% Hispanic, and 6% are Caucasian. Eighty-six percent (86%) of all CSU students receive some form of financial aid. Sixty-nine (69%) of all CSU students are female. Fifty-four (54%) of all CSU students live below the poverty line. Forty-four percent (44%) of undergraduate students are first generation college students [07].

Chicago State University met its' mission by being ranked first within the State of Illinois for awarding Master's degrees in psychology and education, and Bachelor's degrees in mathematics, to Black, non-Hispanic students. It has also been ranked second in Illinois for awarding Bachelor's degrees in education to this student population. CSU graduates every 2 out of 3 African American students receiving a bachelor's degree of the three public universities in Chicago. CSU also graduates 1 of every 6 African American students receiving a bachelor's degree among the 12 Illinois public universities [08].

Planning and Budgeting Priorities

CSU is organized into four Divisions: (1) Academic Affairs & Student Affairs, (2) Administration and Finance, (3) Enrollment Management and (4) President – which includes Legal and Human Resources, Safety, Internal Audit, Alumni Affairs and Facilities [09]. All academic and non-academic units on campus are required to submit an annual Planning, Measurement, and Effectiveness (PME) Report 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 across campus [10, 11, 12].

Sources

- 1.A.1 – Mission, Vision, & Core Values Statement, 2011.
- 1.A.2 – Strategic Plan, 2012-2015.
- 1.A.3 – Board of Trustees Resolution – Strategic Plan Extension Approval.

- 1.A.4 – Undergraduate and Graduate Catalogs, Fall 2016.
- 1.A.5 – University College Program.
- 1.A.6 – Honor’s College Program Review.
- 1.A.7 – Fact Book - Student Demographics.
- 1.A.8 – Institutional Effectiveness & Research - IBHE Academic Program Rankings.
- 1.A.9 – University Organizational Chart, January 2016.
- 1.A.10 – Planning, Measurement, and Effectiveness (PME) - Guidelines.
- 1.A.11 – Planning, Measurement, and Effectiveness (PME) - Academic.
- 1.A.11 – 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 & Core Values Statement is posted on the institution's webpage as well as in prominent areas across campus and reflect the university's commitment to serving a diverse student body, as well as the community [01]. In addition, each unit developed individual Mission and Vision Statements in alignment with the University. It's through these methods that the University displays its expectations for all 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 infractions. These documents include, but are not limited to:

- Governing Policies of the Board of Trustees [03]
- Undergraduate and Graduate Student Handbooks [04]
- Faculty Handbook [05]
- Institutional Policies and Procedures Manual [06]
- Undergraduate and Graduate Catalogs [07]
- Code of Excellence [08]
- Student Code of Conduct [09]
- Mandatory Sexual Assault Prevention Program [10]
- Veteran Affairs - Statement of Mutual Responsibility [11]
- University Professionals of Illinois 4100 CSU Contract [12]

For example, the University's Code of Excellence [08] reflects the standards and expectations that Chicago State University has for all members 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 difference of others
- Respect basic human rights

Chicago State University's Strategic Plan [13] continues the University's intention to make mission-driven strategic decisions. This 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, as well as community service and engagement (Goals 1 and 2). The document describes CSU's strategies to live its mission in order to promote community development, social justice, environmental justice, and entrepreneurship (Goals 1 It outlines how CSU will 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 these and many other CSU resources that support the University's dedication to its core statements.

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

Recognizing the diversity of our communities reflected in our mission documents, Chicago State University has shaped its academic programs to prepare our diverse students to thrive in a diverse society. All first-year students participate in the Diversity Block in the University First Year Experience Seminar program [14], 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 course specifically focused on diversity and six credit hours of a single foreign language [15].

Specific examples of infusing diversity, multicultural, and inclusion principles into the learning experience [16] include, but are not limited to, the following:

- Students sponsored by the Criminal Justice, History, Philosophy, and Political Science Departments have aided in the planning and coordinating of Chicago State University's Model United Nations Conference.
- Chicago State University's community is enriched by the presence of international students, and CSU students also have opportunities to study abroad.
- The University offers majors in International Studies and African American Studies and minors in Latino Studies and Women and Gender Studies.

CSU also offers students a variety of clubs, organizations and events to support the needs of CSU's diverse student body while promoting students' pride in themselves and their communities [17]. These include, but are not limited to, student organizations such as The Association of Professional Latino Students, The Muslim Student Association, and the Women's Veteran's Club. The campus also provides a variety of diversity resources, including the Abilities Office, the African-American Male Resource Center, the Latino Resource Center and The College of Arts and Sciences' Lesbian, Gay, Bisexual, and Transgender (LGBT) Safe Zone Project. These not only enhance the student experience, but they allow the student to contribute to the community-at-large. Examples include the popular Jazz in the Grazz summer music program for campus and neighborhood communities and the Entrepreneurial Idol Contest to promote business startups [18].

Chicago State University continues to develop graduate programs that support its mission. For example, the Doctorate in Educational Leadership [19] and Doctorate of Pharmacy [20] programs are excellent examples of how the University has used strategic decisions to offer diverse learning experiences in multicultural settings that can lead to transformation of whole communities. The doctoral program in Pharmacy was ranked as the 7th most diverse pharmacy education program in the United States by the National Association of Boards of Pharmacy in December 2015. The master's degree programs in the College of Health Sciences graduates over half of the baccalaureate-degree African-American nurses, occupational therapists, and health information managers in Illinois [21]. The College of Business has been a leader in making strategic decisions based on the University's commitment to community development through entrepreneurship by instituting an Entrepreneurship academic minor and supporting, developing, and promoting the Small Business Development Center [22]. In addition, the Colleges of Education and Arts & Sciences have launched a new program in Cyber-Security [23].

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 new Academic Library, Jones Convocation Center, campus-wide Wi-Fi, and state-of-the-art science laboratories, and the new College of Pharmacy complex in Douglas Hall are all the result of strategic decisions that were clearly aligned with CSU's longstanding mission to provide a quality academic experience [24]. 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 [25].

Furthermore, to improve the quality and rigor of its programs, CSU requires each undergraduate student to complete a capstone or thesis project [26]. The University College program has revised its admissions processes with the aim of identifying students who need additional academic support and services [27]. Also, the Non-Traditional Degree Programs' Board of Governors' degree has been replaced with a more rigorous General Studies degree [28].

Evidence of how CSU activities are aligned 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 [29].

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 characteristic of Chicago State University. The core components of the mission, including its outreach to students of diverse backgrounds and educational needs, are clearly understood and supported by the CSU community as well as the community beyond our walls.

The makeup of our diverse student body is reflected in its location on the south side of Chicago in the residential Roseland community area and the other contiguous community area neighborhoods. The Roseland area, for example, is predominantly African American with this group comprising 98% of the population. The fact that 79% of CSU's students are African American reflects the Institution's commitment to advancing access within the geographical

community areas we serve, while retaining a commitment to diversifying the campus community [30, 31].

As a result of a diverse student population, Chicago State University makes the commitment to recruit and retain a diverse faculty and staff. According to the Illinois Board of Higher Education (IBHE) our faculty constitute 5% African-Americans and 3% Latinos of all faculty at Illinois colleges and universities [32]. However, this level of representation is much lower than the diversity found in Illinois' student enrollment and state population.

A diverse faculty and student enrollment enhances the educational experience of all students and better prepares students to work and live in an increasingly diverse world. Chicago State University embraces the challenge set forth by IBHE to address the Illinois Public Agenda Goals. Of CSU's faculty, 46% is African and African American, 4% is Hispanic, 8% is Asian/Pacific Islanders, 38% is White, and 4% is classified as other [33].

In a comparative study on Illinois African-American and Hispanic Employment for public universities, CSU was reported to have the largest percentage of African-American employees (69.1%) [34]. 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 [35].

Sources

- 1.B.1 – Mission, Vision, & Core Values Statement, 2011.
- 1.B.2 – Representative Academic and Non-Academic Unit Mission Statements.
- 1.B.3 – Board of Trustees – Governing Policies.
- 1.B.4 – Undergraduate and Graduate Student Handbooks.
- 1.B.5 – Faculty Handbook.
- 1.B.6 – Institutional Policy Manual.
- 1.B.7 – Undergraduate and Graduate Catalogs.
- 1.B.8 – Code of Excellence.
- 1.B.9 – Student Code of Conduct.
- 1.B.10 – Mandatory Sexual Assault Prevention Program.
- 1.B.11 – Veteran Affairs - Statement of Mutual Responsibility.
- 1.B.12 – University Professionals of Illinois 4100 CSU Contract.
- 1.B.13 – Strategic Plan, 2012-2015.
- 1.B.14 – First Year Experience Seminar Program – Diversity Block.
- 1.B.15 – Catalog Description of Diversity Curriculum Requirement.
- 1.B.16 – Curriculum Infusion Examples - Diversity, Multicultural, and Inclusion Principles.
- 1.B.17 – Student Clubs & Organizations, Spring 2016.
- 1.B.18 – Representative Service and Community Development Projects.
- 1.B.19 – Doctoral Program in Educational Leadership.
- 1.B.20 – Doctoral Program in Pharmacy.
- 1.B.21 – Programs in the College of Health Sciences.
- 1.B.22 – Programs in the College of Business – Entrepreneurship Minor.
- 1.B.23 – CINSER - Cyber-Security Program.

- 1.B.24 – Facilities - Permanent Improvements Summary Report, Spring 2016.
- 1.B.25 – Center for Teaching and Research Excellence (CTRE) – Teaching & Research Support.
- 1.B.26 – Capstone / Thesis Requirement.
- 1.B.27 – University College Academic Support and Services.
- 1.B.28 – General Studies Program, Spring 2016.
- 1.B.29 – Representative Mission-aligned Activities, AY 2013-2016.
- 1.B.30 – Profile Data – Student Enrollment, 2015.
- 1.B.31 – Community Population Demographics, Obama Library Proposal, Fall 2015.
- 1.B.32 – Faculty Population Demographics, Illinois Board of Higher Education, Fall 2015.
- 1.B.33 – Faculty Population Demographics, Fact Book, Fall 2015.
- 1.B.34 – Illinois Board of Higher Education (IBHE) – Faculty Stats AA/Latino.
- 1.B.35 – 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 institution serves a diverse student body and understands its role in a multicultural society. All members of the CSU community are encouraged to offer programming, initiatives, activities and events that reflect attention to human diversity within our campus, its mission and for the constituencies it serves.

The Division of Student Affairs (DOSA) has increased the number of Registered Clubs and Organization from 69 to 81 [01]. There was an over 50% increase of Fraternity and Sorority Life members [02]. In addition, Student Affairs 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 Months which allowed students to be exposed to [03].

Some 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 campus community to a rich variety of Latin American culture programming and events hosted by the LRC [04].

- *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. AAMRC works to be the pulse of African American cultural and social awareness; touching thousands of students, staff and community members through events such as W.U.R.D is Balm, Ujamaa Market, the annual Kwanzaa Celebration, the Brother 2 Brother series to provide a safe environment to discuss male-centered issues and concerns, and the Continuing the Journey Conference [05].

- *Women's Resource Center (WRC):*

The Women's Resource Center (WRC) was created to address 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/

women's issues on campus, increase the visibility and diversity of women at the CSU [06].

- *The Abilities Office:*

The Abilities Office provides accommodations for approximately 300 students 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 [07].

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.

Additional examples of student-engagement activities [03] that promote diversity within the context of our mission include:

- 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
- Development of Unisex Bathroom in Student Union Building
- International Student Orientation
- Cougar Clothes Closet

CSU students attended several professional conferences [08] including, but not limited to:

- Hispanic Association of College and Universities
- United States Leadership Institute
- Thurgood Marshall College Fund
- American Student Government Association
- African American Psychology Conference
- Professional Associations related to Student Major

CSU students were also able to participate and serve on several University committees [09] including, but not limited to:

- Presidential Search Committee
- Finance Committee
- University Budget Committee

- University Accreditation Steering Committee
- Commencement Committee
- Black History/Women History/Sexual Assault Awareness Committee
- Judicial Affairs Committee
- Alcohol Other Drugs & Violence Prevention Committee
- Academic College Committees

Sources

- 1.C.1 – Student Clubs & Organizations, Spring 2016.
- 1.C.2 – Fraternity and Sorority Life Organizations, Spring 2016.
- 1.C.3 – Division of Student Affairs.
- 1.C.4 – Latino Resource Center.
- 1.C.5 – African American Male Resource Center.
- 1.C.6 – Women’s Resource Center.
- 1.C.7 – Abilities Office.
- 1.C.8 – Student Professional Conference Activities.
- 1.C.9 – Student Participation on University Committees.

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 institution 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 unit, college, department and program further integrates and is guided by these principles [01, 02].

Chicago State University represents itself and its activities accurately and honestly 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 accreditation of specific programs [03]. Chicago State University publishes information about all of its academic programs and courses through its online catalogs [04] and course schedules [05]. The University website also includes current and accurate information about tuition rates and fees [06] in a way that is readily available to both current and prospective students. A link on the admissions webpage [07] provides access to the University Fact Book [08], which 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 [09]. As a public institution of higher education, the University is obliged 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 three and a half years, a group of future thinking students, faculty, staff and community leaders met monthly and then weekly to produce a document that proposed a Presidential Library and Archive on the Chicago State University Campus [10]. This labor of love 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 did not win the opportunity to respond to a formal request for proposal, we did receive accolades for the work we did in a collaborative fashion 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 [11].

The Institutional Effectiveness & Research (IER) website [12] contains institutional data for all guests to view. This data is supplemented by the BOT webpage, which includes additional information about the University and the manner in which it represents its activities and programs to the public [13]. Multiple locations to source the same information ensures 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 & Student Affairs also publicizes evidence of its student learning through academic Department/College web pages [14].

Attention to the institutional image is included as a major goal in the University's Strategic Plan. The Office of Marketing and Communications facilitates dialogue between Chicago State University and the public. The office's staff members have cooperated with other units to publicize events on campus such as job fairs, Jazz in the Grazz and Entrepreneurial Idol. While working to articulate its core values, the University has recognized the importance of pride to our community [15].

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. [16]. The BOT operates within guidelines of the Illinois Open Meeting Act (5 ILCS 120/) [17, 18]. The Board's regulations describe how its oversight is governed by state and federal laws. The University's General Counsel (who also serves as the Freedom of Information Act Officer) attends each meeting of the BOT to provide guidance on these issues.

The Institution'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 honesty can be found in the meeting minutes [19] that the BOT routinely posts to its website [20]. The Board is provided with relevant information pertaining to all fiscal, regulatory compliance reports and corrective action plans.

The governing policies [18] 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 [21] describe the systems

the Institution uses to protect the rights of individuals, and to delineate individuals' responsibilities to the University community. The University's Graduate and Undergraduate Catalogs [04] 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 [22] (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, given to every new faculty member, contains useful information and serves to inform new faculty regarding many policies and procedures at the institution [23]. Union contracts also

outline the rights and responsibilities of University employees who are represented by the University Professionals of Illinois (UPI) [24]. In short, all of these policies and institutionalized mechanisms 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 entity who serves in the interest of the general public.

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 institution’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, enlightens, and empowers its students and community to transform lives locally and globally” [25].

Chicago State University’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 [26].

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” [27].

Chicago State University gathers information from its constituencies through periodic environmental scanning on how best to meet its current and changing needs. Decisions on which services are provided to CSU’s constituencies are predominately guided by those recipients, as well as by the University’s mission and its capacity to identify and meet constituencies’ needs. A variety of methods are utilized to identify community programmatic needs, including some reliance on employee community-based personal experiences, and to inform the University’s strategic planning efforts. Several offices at the University are involved in this process, including the Office of Alumni Affairs, the Office of Community Relations, and the CSU Foundation. In addition, meetings with legislators, community leaders, community volunteers, alumni, religious leaders, public school officials, and other community stakeholders help to guide the identification and implementation of University initiatives. The range of services include those that increase 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 [28].

Some of the colleges also conduct surveys of their alumni and employers of alumni, to help determine not only program satisfaction, but also insights on program strengths. Students completing community-based fieldwork (e.g., internships, practicums, service learning, etc.) are not only evaluated for the services they provide; field sites also provide input on services needed for program improvement/expansion as well as the quality of student-provided services.

Environmental scanning also 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 [29].

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 [30].

Internal Environmental Scan

The University has a sustained commitment to engagement and service for its many constituents. 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 Fall 2016, a Noel Levitz campus-wide service and engagement survey will be administered to assist the University in its identification of service and engagement endeavors [31].

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, Services through the Division of Continuing Education and Nontraditional Degree Programs, and services through the Illinois Small Business Development Center, and Services through the Digital Divide Programs [32].

Grants and advancement gifts have helped to increase the capacity for engagement and service initiatives at the University. For example, the Minority Biomedical Research Support (MBRS) and Research Initiative for Scientific Enhancement (RISE) Program received another \$1.1 million commitment over four years from the National Institutes of Health [33].

Sources

1.D.1 – Planning, Measurement & Effectiveness (PME) - Academic.

1.D.2 – Planning, Measurement & Effectiveness (PME) - Non-Academic.

- 1.D.3 – Academic Affairs List of College and Program Accreditation, Approval & Recognition, Spring 2016.
- 1.D.4 – Undergraduate and Graduate Catalogs, Fall 2015.
- 1.D.5 – Course Schedules / Bulletin.
- 1.D.6 – Tuition and Fees Structure, Fall 2016.
- 1.D.7 – University Admissions – Prospective Students.
- 1.D.8 – Fact Book, Fall 2015.
- 1.D.9 – Illinois Board of Higher Education, University Profile, AY 2014.
- 1.D.10 – Obama Presidential Library Proposal.
- 1.D.11 – Marketing / Public Events - Library & Archives Community Projects.
- 1.D.12 – Institutional Effectiveness and Research Website.
- 1.D.13 – Board of Trustees - Public Events.
- 1.D.14 – Division of Academic & Student Affairs – Student Performance Data.
- 1.D.15 – Marketing / Public Events – Mission / Community Focus.
- 1.D.16 – Chicago State University Law, 110 ILCS §660/5-1 et seq.
- 1.D.17 – Illinois Open Meeting Act (5 ILCS 120/).
- 1.D.18 – Board of Trustees - Bylaws.
- 1.D.19 – Board of Trustees - Minutes.
- 1.D.20 – Board of Trustees - Website.
- 1.D.21 – Institutional Policy Manual.
- 1.D.22 – Code of Excellence.
- 1.D.23 – Faculty Handbook.
- 1.D.24 – University Professionals of Illinois 4100 CSU Contract.
- 1.D.25 – Mission, Vision, & Core Values Statement, 2011.
- 1.D.26 – Community Population Demographics, Obama Library Proposal, Fall 2015.
- 1.D.27 – Representative Student - Community Service and Engagement.
- 1.D.28 – Noel Levitz Environmental Scanning Report.
- 1.D.29 – Representative Alumni / Employer Surveys.
- 1.D.30 – College of Pharmacy – Preceptor Surveys.
- 1.D.31 – Noel Levitz Service and Engagement Survey.
- 1.D.32 – Representative University Efforts to Support Mission-driven Service.
- 1.D.33 – Representative Grants & Advancement Gifts to Support Engagement and Service.

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.
- The mission statement guides all decisions within the university.
- The PME planning and budgeting cycle supports the mission.

Sources

There are no sources.

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, the faculty, staff and administration of Chicago State University act with fair and ethical behavior in the administration of their responsibilities. Policies are articulated and updated for the enterprise'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 [01].

The key policies and procedures governing the Board, administration, faculty, and staff are the Bylaws of the CSU Board of Trustees, Governing Policy, Regulations, and Board Policies documents [02]. These documents establish the parameters for university activity and bases 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.

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, Notes Payable and Long-Term Debt, Accrued Liabilities, Payroll Cycle, and Miscellaneous finance and administrative operations [03].

The Finance, Facilities, Operations and Audit Committee reviews Board level policy related to financial affairs, physical facilities, and operation, and provides the Board its advice and counsel relative to such matters. In addition, the Committee reports have as their purpose to review the internal control, accounting, and reporting practices of the University to ensure that those practices provide for proper accountability and to bring to the Board's attention, as necessary, information on any problems or irregularities in that regard [04].

In addition to oversight by the Board of Trustees, the Office of Administration & Finance, under the direction of the Vice President for Administration & Finance, employs accepted accounting principles to ensure consistent and transparent financial processes [03]. The University also employs professionals under the direction of the Office of Internal Audit, also reporting to the Vice President for Administration & Finance. This allows the University to ensure compliance with Federal, State and University regulations, not only concerning finances, but all ethical matters pertaining to the University's operations. An independent certified public accounting

firm, under the leadership of the Illinois Auditor General, audits Chicago State University's financial statements annually to ensure compliance with these principles audits. The institution receives an unqualified audit opinion that reflects that the institution is following generally accepted accounting principles and that its financial statements are accurate. Additionally, the institution has an A-133 audit completed by a CPA firm annually in order to comply with the Department of Education requirements [05].

Internal controls are imbedded into 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, the Vice President of Administration and Finance discusses updates and changes to these policies during monthly Fiscal Officers meeting hosted. For example, travel procedures are monitored by controls centralized around an approval process. Procurement of goods and services goes through a 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 officers, a Vice President and the University President [03].

Enrollment Management

The Enrollment Management Division at Chicago State University is comprised of the Vice President of Enrollment Management, the Associate Vice President of Enrollment Management and the areas directly related to student enrollment, retention and graduation (ERG), including the Office of Admission 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 Creative Services, the Office of Meetings and Events, and Community Outreach. The mission of the Division of Enrollment Management is to holistically, strategically plan, implement, and evaluate services and programs that focus on the enrollment, retention, and graduation metrics that support student learning outcomes and maximize degree attainment, student success, and the image of the University.

The EM Division oversees and monitors enrollment, retention and graduation trends through analysis of data compiled by reports from the division offices such as application processing, student headcount, persistence, standards of academic progress (SAP), course scheduling, grade submission and others that are developed and shared with University stakeholders such as Academic Deans, Dean of Student Affairs, Dean of First Year Experience, Administration and Finance, Enrollment Related Services Committee (ERS), and others. The data is analyzed and utilized to develop strategic initiatives collectively reviewed by the ERG committee and ERG representatives across University divisions [06].

The Enrollment Management Leaders' team identified seven strategies that highlight its focused efforts to meet its goals to grow enrollment; those strategies serve as the roadmap for important ERG meeting projects and university wide initiatives designed to improve ERG as well as serving as the University hub to which all initiatives and outcomes are measured [07]. More recently, with the appointment of a new Vice President of Enrollment Management, an updated enrollment planning model was developed and shared university wide. The plan outlines the variety of pathways potential students can traverse on their way to successful enrollment at CSU. That model helps leaders and staff in many areas see how what they do in their outreach and

relationship building initiatives with constituents and potential students fits into a plan to successfully move students through a seamless pathway to enrollment at CSU [08].

Through the last 5 years, Chicago State University has implemented academic policies, sunsetted academic programs, adjusted admission standards, developed rigorous academic support systems and made other purposeful decisions that, while they may have contributed to a decline in enrollment overall, have also helped CSU to reposition itself to better serve a diverse population including traditional, adult accelerated and graduate students [06].

Academic Integrity

Over the last five years, Chicago State University has implemented academic policies, eliminated academic programs, adjusted admission standards, developed rigorous academic support systems, and made other purposeful decisions that, while they may have contributed to a decline in enrollment overall, have also helped CSU to reposition itself to better serve a diverse population with academic integrity including traditional, adult accelerated and graduate students [09]. Academic integrity is further discussed in Criterion 2.E.

The Provost and Senior Vice President for Academic Affairs is the senior administrator for the areas of Contract Administration, Curriculum and Assessment, 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 [10], the Academic Personnel Calendar and Timetable [11], Faculty Handbook [12], Curriculum Handbook [13], Institutional Assessment Plan [14], and policies and procedures documents of the Office of Grants and Sponsored Research [15].

The Division of Academic Affairs relies on the work of various administrative and faculty committees to extend these policies and procedures and accomplish the annual cycle of academic and related personnel actions with integrity. Chief among these associated bodies are the Faculty Senate [16], university personnel committee [17], university curriculum committee [18], college curriculum committees [19], the university assessment committee [20], and the Graduate and Professional Studies Council [21].

Personnel and Human Resources

The University, an Equal Employment Opportunity employer, strives for fairness and transparency in its employee practices. The University displays this in many ways. The University has an Associate Vice President of Human Resources who serves as a resource for current employees on existing or new policies. The department under the Vice President of Human Resources 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 and administrators must attend an orientation. New faculty has a special orientation held at the beginning of each academic year [22]. Student worker orientations are managed at the department level. Orientations not only are

designed to facilitate the success of new employees, it serves as a chance to make all new employees aware of their moral, ethical, and legal responsibilities.

Among the University-wide policies outlined in the Human Resource Policy Manual is a section on conduct. Employees are expected to exhibit professional conduct that includes treating staff, students, and visitors with courtesy and respect along with handling employee and student records confidentially, particularly in accordance with the Family Educational Protection Rights Act and the Illinois Identity Protection Act. Additional key policies addressing ethics in the workplace involve sexual harassment/abuse, computer use and mandatory child abuse reporting. The Office of Human Resources conducts a 'Compliance Month' 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 Policies such as Drug and Alcohol, Time Reporting, Identity Protection, and Sexual Harassment [23].

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 [23].

Sources

- 2.A.1 – Mission, Vision, & Core Values Statement, 2011.
- 2.A.2 – Faculty Senate Bylaws.
- 2.A.3 – Administration and Finance Policies and Procedures Manual.
- 2.A.4 – Finance, Facilities, Operations and Audit Committee Bylaws.
- 2.A.5 – A-133 Audit Reports.
- 2.A.6 – Enrollment Management - Planning and Data Samples.
- 2.A.7 – Enrollment Management - Figure 1.
- 2.A.8 – Enrollment Management - Figure 2.
- 2.A.9 – U.S. Department of Education Report - Satisfactory Academic Progress Policy.
- 2.A.10 – University Professionals of Illinois 4100 CSU Contract.
- 2.A.11 – Academic Personnel Contract Personnel - Calendar and Timetable.
- 2.A.12 – Faculty Handbook.
- 2.A.13 – Curriculum Handbook.
- 2.A.14 – Institutional Assessment Plan.
- 2.A.15 – Office of Grants and Sponsored Research.
- 2.A.16 – Faculty Senate.
- 2.A.17 – University Personnel Committee.
- 2.A.18 – University Curriculum Coordinating Committee.
- 2.A.19 – Curriculum Committees.
- 2.A.20 – University Assessment Committee.
- 2.A.21 – Graduate and Professional Studies Council.
- 2.A.22 – New Faculty Orientation, CTRE.
- 2.A.23 – Institutional Policy Manual.
- 2.A.24 – 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

Communication Regarding Academic Programs and Requirements

Chicago State University maintains a number of documents to communicate about the institution'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 [01], student handbook [02], website [03], marketing materials [04] and admissions materials [05].

Recognizing multiple communication venues are needed to reach students, the Division of Student Affairs has an assertive program of informational outreach to students, which includes staffing tables in the cafeteria, Facebook, Twitter chats, and Town Hall Meetings [06]. These are avenues where students can ask questions and clarify policies in a less formal, more accessible environment. The Vice President for Enrollment Management convenes the Enrollment, Retention, and Graduation (ERG) committee [07] to regularly update internal and external stakeholders regarding enrollment issues.

Public Documents

- *Catalog*

The CSU Undergraduate and Graduate Catalogs [01] are the primary documents that are used to communicate academic program policies, costs, program requirements and course descriptions to current and prospective students. Careful bi-annual review and editing at the program, department and institutional level ensure the accuracy of these important documents. The Catalog is published online and includes information on current tuition and fee costs to students.

- *Student Handbook*

The student handbook [02] is updated annually through the Division of Student Affairs (DOSA), providing students with clear guidance on the academic and disciplinary policies that relate to their rights and responsibilities as students. Policies are checked for accuracy using Minutes from the policy committees. In addition, students can access this information on the CSU DOSA website.

- *Website and Public Media*

The Chicago State University website [03] is the primary public medium for external audiences to gain access and information about Chicago State University and is also widely used by internal stakeholders. Currently, the Office of Public Relations and the Information Technology Department manage the web pages. Both offices have primary 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 accurate. The Integrated Marketing Communications Operation works closely with

the Office of Institutional Effectiveness & Research, deans, faculty department chairs, area vice presidents and staff office directors to ensure that all information is accurate [04, 08].

CSU's various departments also maintain webpages in order to communicate with inside and outside constituencies. All departments and colleges use digital media to share their mission statements as well as statements concerning accreditation relationships. In addition, college websites are able to use the web as a resource to post academic programs, faculty and staff contact information, admission information and announcements.

The University also takes advantage of its internal website, Cougar Connect, to distribute information to its campus community. On this site, staff, students and faculty are able to view information regarding CSU's accreditation status, as well as participate in future accreditation efforts by viewing documents prepared by the University Accreditation Steering Committee. In addition, students can view their registration status, view their financial costs of their program, as well as access many services provided by the institution. 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 radio station reaching the neighboring community as well as the world [10]. CSU students develop programming that include music and talk radio formats aimed at diverse listeners. This collaborative environment serves to strengthen the multicultural life of the university and is directly interactive with the surrounding community through the station programming and its Facebook page.

The Office of Public Relations also manages the University's Facebook, Twitter and YouTube accounts, which are used to communicate with both internal and external audiences [08]. Office staff posts relevant information from weather-related closings, to announcements of events, to coverage of campus accomplishments. They continually monitor and ensure timely and accurate responses to questions or complaints posted on the sites.

- *University Fact Book*

An important resource for accurate facts and figures about Chicago State University is the annual Fact Book provided by the Office of Institutional Effectiveness and Research [11]. This publication is shared with the university community and the general public. It is a widely-utilized resource for basic facts about key university statistics related to enrollment, retention, and graduation. Although it primarily summarizes student enrollment information, it also contains information concerning the demographic information and tenure status of faculty.

- *Tuition and Fees*

Tuition and fees are also reported in the catalog and on the website [12]. Tuition and fees information may also be found in our marketing materials. Students are provided access to a Financial Aid Net Price Calculator [13] to help them determine the types of institutional, state, and federal aid for which they may be eligible.

- *Accreditation and Approval Relationships*

The university maintains an Accreditations webpage which houses the main information on our university and program-level accreditations [14]. The Office of the of Academic Affairs and Assistant 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 within Cougar Connect [15].

Sources

- 2.B.1 – Undergraduate and Graduate Catalogs.
- 2.B.2 – Undergraduate and Graduate Student Handbooks.
- 2.B.3 – University Website, <http://www.csu.edu>.
- 2.B.4 – Integrated Marketing Communications.
- 2.B.5 – Admissions Fact Sheet.
- 2.B.6 – Division of Student Affairs.
- 2.B.7 – Enrollment, Retention, and Graduation Committee.
- 2.B.8 – Public Media Samples - Facebook - Twitter
- 2.B.9 – Cougar Connect.
- 2.B.10 – iHeart Radio.
- 2.B.11 – Fact Book - Fall 2015.
- 2.B.12 – Tuition and Fees Structure, Fall 2016.
- 2.B.13 – Financial Aid Net Price Calculator.
- 2.B.14 – Academic Affairs List of College and Program Accreditation, Approval & Recognition, Spring 2016.
- 2.B.15 – University Accreditation Steering Committee – Cougar Connect.

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 Board consists of seven members appointed by the Governor and one student member elected by the student population. The Governing Policy (2000) and By-Laws (2014) which is accessible to the public on the Board of Trustees website clearly outlines board policies and responsibilities [02].

Governing Board Priorities

The Chicago State University Board of Trustees is autonomous and assumes integrity for the institution in an effort to preserve and enhance the university as its main objective. 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 its mission, vision, and core values.

Whereas the Board'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 statues regarding the strategic plan [05]. The Board is responsible for hiring and evaluating the President [4]. 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 [06]. A new President, Dr. Thomas J. Calhoun, Jr., began his administration on January 4, 2016 [07].

Shared Governance and Transparency

The Board reviews and considers the reasonable and relevant interests of the institution'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 [08]. 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 Board of Trustee website for public access [09]. Audio recordings of Board meetings are also available on the website [10].

The Board of Trustees hears also directly from faculty and staff through its deliberations. The administration, including the President, may report input from campus constituencies to standing committees [08] that consist of:

- The Executive Committee acts on behalf of the Board 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 Board 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 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 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 Board 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. It also provides the Board with related advice.

The Board of Trustees 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 [11].

In their role as representatives of Chicago State University, Board of Trustees interact 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. Board of Trustees meetings are held publicly and are announced and posted on the University website as well as in campus buildings [12]. 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 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. Article VIII of the Board of Trustees Bylaws clearly lays out the expectations of independence imparted upon Trustees. Members of the Board of Trustees, officers of the Board, officers of the University, and employees of the Board of Trustees at Chicago State University must conduct their personal affairs in such a manner as to avoid any possible conflict of interest with their duties and responsibilities as members of the

Chicago State University organization. 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 [13].

Several other safeguards on the state and university levels are in place to prevent conflicts of interest and maintain Board independence through state legislation and Board of Trustees regulations.

- The Illinois Governmental Ethics Act (5 ILCS 420) requires administrative employees and the Board of Trustees to file an annual disclosure of economic interests with the Secretary of State [14].
- 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 [15].
- The Board of Trustees Regulations on the Avoidance of the Appearance of Nepotism [16] provide additional requirements on personnel hiring.
- The Illinois Procurement Code imposes requirements governing the purchasing of all goods and services for the University [17].

Governing Board Autonomy and Delegation of Daily Management Activities

Article VII of the Board of Trustees By-Laws clearly states that the President shall be the chief executive officer of the University and of the Board of Trustees in its governance and policy responsibilities for the University. The President has the authority and responsibility for 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 [18].

Board Regulations state responsibilities may be further delegated by the President to officials of the University [02]. However, the Board 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 with 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. Board of Trustees Governing Policy explicitly states the management of the institution is delegated to the university administration [19].

Sources

- 2.C.1 – Chicago State University, Act of Incorporation, State of IL.
- 2.C.2 – Board of Trustees – Article VI: Governing Policy and By-Laws.
- 2.C.3 – Mission, Vision, & Core Values Statement, 2011.
- 2.C.4 – Strategic Plan, 2012-2015.
- 2.C.5 – Board of Trustees Resolution – Strategic Plan Extension Approval.
- 2.C.6 – Presidential Search Process.
- 2.C.7 – New President Selection Announcement.
- 2.C.8 – Board of Trustees - Committee Structure.
- 2.C.9 – Board of Trustees - Minutes and Agendas.
- 2.C.10 – Board of Trustees - Audio Recordings.

- 2.C.11 – Board of Trustees - President Performance Review Process.
- 2.C.12 – Board of Trustees - Meeting Schedule.
- 2.C.13 – Board of Trustees - Bylaws, Article VIII: Independence Clause.
- 2.C.14 – Annual Disclosure of Economic Interests.
- 2.C.15 – State Officials and Employees Ethics Act.
- 2.C.16 – Board of Trustees - Regulations - Avoidance of the Appearance of Nepotism.
- 2.C.17 – Illinois Procurement Code Policies.
- 2.C.18 – Board of Trustees - Bylaws, Article VII: Chief Executive Officer.
- 2.C.19 – 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

Chicago State University is committed to freedom of expression and pursuit of truth in teaching and learning. The CSU Code of Excellence [01] foreground 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 [02] includes a statement on academic freedom and responsibility [03] premises the teaching enterprise at the university on the common good, as opposed to the interest 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.

Chicago State University supports academic freedom through the promotion of research and teaching without censorship. It is the expectation that the faculty member remains accurate, exercise appropriate restraint, be cognizant of public perception, show respect for others and their opinions and indicate they are not a spokesperson for the institution.

Board of Trustees regulations affirm academic freedom and acknowledge that faculty members have mastery of their subjects and scholarship. Faculty members do have a duty to refrain from including materials not relating 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.1 – Code of Excellence.

2.D.2 – Faculty Handbook.

2.D.3 – Faculty Handbook – Statement on Academic Freedom and Responsibility.

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 the resources for its constituents to conduct business in a responsible manner. Chicago State University has made it a point to practice high ethical standards in learning and research through careful planning, teaching and reviewing. The University provides services to the students in order to promote good practice in academic honesty. The institution recognizes that education is the proper way to teach its students' academic integrity. There are procedures in place if a student is found to have been academically dishonest.

Also, faculty, staff, student and collaborators' compliance with research policies and procedures is assured through several committees working in collaboration with the Office of Sponsored Programs and the Office of the Provost to 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 the Office of Sponsored Programs.

Integrity in Research and Scholarly Practice

The Institutional Review Board is the primary mechanism for the protection of human rights in research. The mission of the Institutional Review Board (IRB) is to protect the rights and welfare of research subjects, through review of research involving human subjects at CSU. The CSU IRB's 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 [01].

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 University of Miami (CITI) Consortium [02].

In protection of animal rights is maintained through the Institutional Care and Use Committee (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 minimize animal pain or suffering [03].

The University has also made a commitment to environmental protection in research. The Institutional Biosafety Committee (IBC) assures the safe transportation, storage and usage of biological materials including radioactive isotopes, genetically modified organisms, and other biological materials [04].

In addition, Chicago State University 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's policy and submit a financial conflict of interest disclosure annually or when a new significant financial interest is discovered or acquired [05].

Research project personnel with US Public Health Service funding are also required to complete National Institutes of Health training every four years [06]. To provide further oversight, the Research Integrity Officer appointed by the President, assures research integrity and addresses research misconduct on campus, according to US DHHS reporting requirements and CSU policy [07].

Students Guided in the Ethical Use of Information

The English courses in the core curriculum [08] require a library instruction session, which includes within its objectives that students will learn how to evaluate sources, including web pages and where to find out how to cite 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 websites.

Information on copyright laws, introduction to archival research, and proper citation is made available via these online library guides. The Learning Assistance Center under the direction of library administration employs writing assistants who are available to help students with proper citation, specifically providing instruction on avoiding plagiarism [09].

In addition, individual disciplines introduce students to the appropriate citation format and types of scholarly sources. To reinforce the ethical use of information, faculty have access to TurnItIn [10], 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 their database. Instructors often encourage students to submit rough drafts to TurnItIn, allowing them to self-check their work.

Institution Enforces Policies on Academic Honesty and Integrity

Chicago State University has adopted a Code of Excellence [11] and a Student Code of Conduct [12], as published in the student catalogs and made available on the Judicial Affairs website. The codes each 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 [13] and review it with the student. These forms are submitted to the University's Office of Judicial Affairs for review and possible further action.

The Judicial Affairs office is responsible for overseeing the administrative process for protecting students' due process rights. The Office 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 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.

This does not mean that sanctions are not also punitive in nature. Therefore, 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 University community [12].

Sources

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- 2.E.3 – Institutional Care and Use Committee (IACUC).
- 2.E.4 – Institutional Biosafety Committee (IBC).
- 2.E.5 – Institutional Review Board - Federal Assurance Guidelines.
- 2.E.6 – Institutional Review Board - National Institutes of Health Web Course.
- 2.E.7 – Institutional Review Board - Research Integrity Officer.
- 2.E.8 – English Courses Educational Outcomes and Assignment Criteria.
- 2.E.9 – Learning Assistance Center - Plagiarism.
- 2.E.10 – Turn-It-In Guidelines.
- 2.E.11 – Code of Excellence.
- 2.E.12 – Judicial Affairs - Student Code of Conduct.
- 2.E.13 – 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.

Sources

There are no sources.

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 courses and programs appropriate to higher education that are driven by its mission of providing access to higher education, fostering community development, and promoting social justice [01]. As of Spring 2016, CSU currently offers 37 undergraduate, 24 graduate, 6 certificate, and 2 doctoral programs [02]. Of these 53 programs, 24 have accrediting bodies and are fully accredited [03].

The quality of programs is maintained through a regular internal program review process [04, 05] and through 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 with the National Association of Schools of Music (NASM) and is also accredited with the National Council for Accreditation of Teacher Education (NCATE). The College of Pharmacy is accredited by the Accreditation Council for Pharmacy Education (ACPE). The Art and Design program, submitted a self-study for accreditation with the National Association of Schools of Art and Design (NASAD) [08].

University programs implement a variety of measures to ensure students achieve levels of performance appropriate to the degree or certificate awarded. In Engineering and Physics, externally developed examinations are given at regular intervals to assess student academic progress. Because these exams are standardized, the criteria for success is dependent on national as well as local performance. Gains in student performance on these assessments are being monitored. For example, in Chemistry, a set of common rubrics is used for both grading and assessment at the program level to gauge student progress over time and to provide a basis for faculty to identify areas for program improvement. In Communications, 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 the 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 [05].

Graduates from CSU academic programs successfully pass national certifications and licensing exams (e.g., in pharmacy, health sciences, and education); these exams 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. [09].

The quality of CSU programs is further demonstrated by that fact that many CSU undergraduates move on to higher levels of education [10]. At the College of Pharmacy, about 25% of graduates successfully qualify for postgraduate pharmacy residencies. CSU provides graduates with postgraduate education opportunities. For example, College of Pharmacy offers a community residency program in collaboration with Wal-Mart [11].

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 are encouraged to develop and implement contextualized, relevant curriculum and performance expectations. Learning objectives for the entire course are presented in the syllabi and more subject-specific goals in lecture handouts [12, 13]. Academic programs also utilize pedagogical tools, such as curriculum maps, to help (1) develop goals adequate for each program level and (2) differentiate learning goals across various degree and certificate programs [14].

Each semester, curriculum committees in each program 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 required to be posted on Moodle and submitted to the Office of the Provost. In addition, faculty are required to 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 [15].

In addition, faculty are encouraged to extend their ability 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 provides workshops and connects faculty to off-campus resources to make this improvement in faculty expertise a reality [16]. Learning goals are encouraged to 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 face-to-face, online and hybrid delivery of its academic programs. 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) [17] to ensure a learning experience for students that is tailored to the subject matter and the expected learning outcomes. Online courses are academically equal to traditional campus courses, interactive and dynamic, adult learner–centric, relevant and engaging and also support our mission to serve diverse community needs.

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 review 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]. CTRE staff support faculty peer reviewers of Moodle course shells using a nationally validated scoring guide [21].

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 added courses in Cost Accounting, Business Problem Solving, Website Design, Client Server Development, and Consumer Behavior. The College of Arts and Sciences added more than a dozen online courses, many of which include courses in Arts & Design, since 2012 [22, 23].

Sources

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- 3.A.3 – Academic Affairs List of College and Program Accreditation, Approval & Recognition, Spring 2016.
- 3.A.4 – Program Review Guidelines.
- 3.A.5 – Representative Program Review.
- 3.A.6 – Planning, Measurement, and Effectiveness (PME) - Guidelines.
- 3.A.7 – Planning, Measurement, and Effectiveness (PME) - Academic.
- 3.A.8 – Representative Self-Study and Accreditation Reports.
- 3.A.9 – Fact Book - Professional Certification and Licensure Programs.
- 3.A.10 – Fact Book - Graduates Seeking Higher Education Opportunities.
- 3.A.11 – College of Pharmacy Residency Program Data.
- 3.A.12 – Universal Syllabus Format.
- 3.A.13 – Representative Syllabi - Learning Goals.
- 3.A.14 – Curriculum Maps.
- 3.A.15 – Academic Personnel Contract Administration - Faculty Retention, Promotion, & Tenure Guidelines.
- 3.A.16 – Center for Teaching & Research Excellence - Differentiated Instruction.

- 3.A.17 – Distance Education Committee - Purpose.
- 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 - Illinois Online Network Quality Online Course Initiative Rubric.
- 3.A.22 – Distance Education Committee - Representative Applications for Courses Offered.
- 3.A.23 – Distance Education Committee - Online / Web-enhanced Web Courses Offered.

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 are acquiring the learning and skills necessary to succeed, all undergraduates must meet the same basic requirements.

The current 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 CSU's 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 general outcomes are 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 application 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 by many Illinois public universities, and also recommended the addition of a speech requirement [07]. The GEC continues to weigh CSU's obligation to provide the knowledge and skills necessary for students to succeed within the credit hour constraints of an undergraduate degree program. 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, particularly 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 [10]. The University makes every effort to recognize and award earned transfer credit for courses that meet approved general education learning objectives [11].

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, physical and life sciences, and the social and behavioral sciences, which culminates into a senior thesis or capstone project as a graduation requirement [12, 13]. All master's level programs culminate with a master's thesis or capstone project [14]. The College of Education Doctoral Studies program requires an approved Dissertation as part of graduation requirements [15].

In addition, the professional program in the College of Pharmacy implements a Research Capstone project as 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 a peer-reviewed journal articles [16].

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 [17]. 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 around them. The diversity requirement at CSU includes the development of an awareness of multiculturalism and respect for cultural diversity, and the ability to identify the personal, public and global aspects of cultural diversity within

one's ancestor culture as well as other cultures, develop an attitude of respect for persons of other cultural backgrounds, and an articulation of the conditions necessary for an interracial and intercultural global society.

Each of the academic colleges infuse diversity and multicultural awareness elements into their curriculum and co-curriculum 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" [18].

This awareness of multicultural elements of diversity plays out in the daily interactions between students, faculty, and staff. Although the University is a Predominately Black Institution (PBI) with a growing Latino or 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. [19]. For example, the College of Pharmacy is ranked as number 7 among 130 US pharmacy professional programs in terms of diversity [20, 21]. 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 [22].

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. Moreover, CSU offers a degree in International Studies and is committed to a multicultural learning environment. The global mission of CSU is furthered by the Global Institute of Sustainable Development that strives to produce informed and effective global citizens. This Institute 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 competent in recognizing human and cultural diversity are prepared to succeed in diverse, global communities. Students from the Colleges of Health Sciences and Pharmacy are required to complete experiential training (e.g., clinical rotations, practicum, service learning projects) in practice sites located in diverse Chicago communities. CSU students are empowered to transform lives and promote wellbeing in local and global communities in which they live and work. For example, the Office of International Programs sent a team of four student pharmacists with two faculty to Haiti to provide necessary clinical care to local residents and orphaned children [23].

In addition, the recognition of the importance of understanding diversity is reflected in the University General Education Outcome on Diversity and Interaction: "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 developed 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;
- capstone senior projects;
- independent study;
- summer research programs;
- and research scholarships.

For example, in the CSU College of Arts & Sciences Summer Research Program, students become engaged with their faculty mentors in creative/discovery projects for a period of time from 8 weeks (e.g., summer research program) to as long as one year (e.g., the required/elective courses). As a result of these scholarly opportunities, students contribute to a generation of novel findings that are subsequently disseminated as posters/abstracts at local and national meetings, and even peer-reviewed publications. 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 [24].

The University has made a commitment to support opportunities for student engagement in research. For example, 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 [25, 26]. This mechanism of financial support facilitates faculty efforts to successfully engage CSU students in scholarship, creative work, and the discovery of knowledge [27].

Sources

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- 3.B.13 – Senior Thesis / Capstone Projects.
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- 3.B.18 – Curriculum / Co-Curriculum Statements on Diversity and Multicultural Awareness.

- 3.B.19 – Fact Book - Student Diversity.
- 3.B.20 – College of Pharmacy - Diversity Data.
- 3.B.21 – College of Pharmacy - Top Ten Ranking.
- 3.B.22 – Fact Book - Faculty Diversity.
- 3.B.23 – Curriculum / Co-Curriculum Activities.
- 3.B.24 – Student Engagement in Research.
- 3.B.25 – Center for Teaching and Research Excellence - Faculty Development Award Requirements - Student Engagement.
- 3.B.26 – Center for Teaching and Research Excellence - Faculty Development Award Proposals - Student Engagement.
- 3.B.27 – Center for Teaching and Research Excellence - Faculty Development Award, List of Funded Projects - Student Engagement.

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 has 264 full-time and 97 part-time faculty members. There are three tracks among full-time faculty: tenured, tenured track, or non-tenure full-time lecturer. Fifty percent (50%) of the full-time faculty have been at the institution for more than 7 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 at the institution. Since the 2012 visit, 28 faculty retired from the institution and 23 new tenure-track faculty have been hired [01, 02].

The continuity among full-time faculty facilitates effective, high quality programs and student services. Through the faculty contract [03] and the Departmental Application of Criteria (DAC) for retention, promotion and tenure [04], the faculty members have a role in establishing the academic credentials for instructional staff within their units as implemented by department personnel committees [05]. Additionally, the University Personnel Committee, which represents faculty across the university, has responsibility for reviewing personnel decisions related to tenure, promotion, and professional advancement [06]. The faculty contract defines the terminal degree credentials for instructional staff. The academic credentials for instructional staff are determined by the discipline, and often external accrediting bodies. Faculty members through the departmental search committee process provide input on the academic credential necessary for instructional staff within their programs.

Full-time faculty hold the primary role in the ongoing review and revision of curriculum, establishment of expectations for student performance and assessment of student learning. Each department has a curriculum committee made up of faculty members who review and revise

curriculum to reflect current and evidence-based practices. Each course has a syllabus that clearly defines the expectations of student performance as it aligns with course objectives and the disciplines or programs 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 [07]. Each academic program has defined program outcomes and assessment measures for student learning in addition to individual evaluation criteria within each course [08]. Assessment outcomes are shared within each program and across the university through an online portal (LiveText) as well as to external constituents through department web pages, advisory boards, and external reports [09].

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

Chicago State University is committed to ensuring that qualified faculty members provide effective teaching as the core of the academic culture. Faculty are hired in general based upon program need and with 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 all of the Departmental Application of Criteria (DAC) documents, which indicate discipline-specific requirements for retention, tenure, and promotion [03, 04].

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. All instructional staff go through an interview process that requires a review of experience, educational credentials and areas of expertise. CSU requires that all faculty must have earned degrees related to the discipline and awarded by degree granting institutions that are regionally accredited. Currently, CSU has 168 (92%) of faculty with doctoral degrees, and 15 with master degrees [01].

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 art professionals or faculty in performing arts, creative writing, library and theater. A Masters degree with credit hours beyond the degree are considered to be the terminal degree in these areas with Provost approval. Since 2012, 23 full-time tenure track faculty have been hired.

Hiring of faculty and instructors follows a process established by the Human Resources office to allow selection of the most qualified candidate. CSU has 185 tenured/tenure track faculty and 67 lecturers [01, 02].

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

The University Professionals of Illinois Faculty Contract [03] outlines the policies and procedures for regular evaluation of all full-time faculty members. Each department has an approved Departmental Application for Criteria (DAC) [04], 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. The DAC is available through the university web page for all current and prospective faculty members. 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.

The faculty contract outlines who reviews the portfolio, 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 as their rehiring is determined by this evaluation process and program needs [10].

All faculty members are annually evaluated on their teaching and primary duties by students, peers and their department chairperson which provides 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 which 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 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 faculty received sabbaticals. There were zero individuals placed on probation or given an additional year to receive tenure. In addition, CSU selects outstanding faculty each year for faculty excellence awards in teaching, research and service. Fifteen have received these awards since 2012 [12].

Instructional Support and Professional Development Opportunities

The university, colleges, and the departments all support the professional development of the faculty. Once a faculty member is hired, the University ensures that each new faculty has the required support for teaching and other academic endeavors. New Faculty Orientation is the first opportunity for faculty to experience the necessary 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 all CSU faculty. Individual colleges sponsor faculty development opportunities to address discipline-specific issues and department chairperson's 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 2010-2015 Contract [15]. OCT is an eight- week training program that prepares faculty to teach online [16]. It helps instructors understand what online learning is, how to prepare their course content for an online environment, and what the best practices are for online course development and teaching. It also explores such areas as best practices, instructional design, ADA web accessibility guidelines, and internet copyright and fair use. OCT is meant to provide an introductory overview of these topics, and to prepare faculty to meet the requirements of the Illinois Online Network Quality Online Course Initiative

(QOCI) rubric that is 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 Contract. Faculty who completed OCT at another institution are required to have this training verified and if approved, may opt out of OCT and take advantage of face-to-face, video tutorials or workshops offered by the CTRE to learn CSU technology.

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

Contractual Requirements of Faculty Office Hours and Availability

All faculty 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 undergraduate academic advising where advisors are housed in one academic or administrative unit called the Undergraduate Academic Advising Center. Studies show that centralized advising offers students the personal connection to the institution that the research indicates is vital to student retention and student success [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 between 12 participants per session which resulted in an estimated total of 500 participants annually. In addition to providing academic advising development, the 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 faculty tutoring program which continues each year, whereas faculty volunteer a few hours of their time to tutor 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.1 – Fact Book - Faculty Employment Classifications.
- 3.C.2 – Faculty Roster, March 4, 2016.
- 3.C.3 – University Professionals of Illinois 4100 CSU Contract.
- 3.C.4 – Departmental Application of Criteria (DAC).
- 3.C.5 – Department Personnel Committee (DPC).
- 3.C.6 – University Personnel Committees.
- 3.C.7 – University Curriculum Routing Forms.
- 3.C.8 – University Assessment Committee - Plans & Reports.
- 3.C.9 – Representative Publication of Assessment Outcomes.
- 3.C.10 – Digital Measures - Faculty Portfolios.
- 3.C.11 – Representative Faculty Evaluations.
- 3.C.12 – Faculty Evaluation Data Summary.
- 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

Instructional Support Services

There are a number of services and organized functions that aid students in self-management and provide a social environment that is 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. In addition, the Dean of Freshman Experience holds focus groups twice each semester to engage students. These meetings provide valuable information to staff about the needs of students and guidance for freshman and new student program offerings [01].

There are also various services for more individualized student support:

- *Abilities Office:*

The Abilities Office of Disabled Student Services partners with differently abled students as they matriculate toward their educational goals. The Office works to assist students by ensuring that barriers that exist will be reasonably accommodated and the students will have access to all of programs and facilities. The Abilities Office provides services and accommodations for qualified students with verified disabilities in accordance with provisions of Section 504 of the Rehabilitation Act and Americans with Disabilities Act (ADA) as amended [02].

- *Academic Support:*

The Office of Academic Support is dedicated to students' personal, social, and academic growth. The office consists of professional staff members who work as a team to help students gain the knowledge, skills, and tools necessary to graduate in a timely manner. The staff works closely with students through advisement to develop academic plans that aid students in the identification and achievement of their academic, career, and life goals. The Office supports students in their academic pursuits and challenges them to strive for excellence [03].

- *Career Development Center:*

The Career Development Center is responsible for developing and implementing career, employment, and graduate education options for students and alumni. The Career Development Center strives to help CSU students and alumni meet their overall career and employment related goals by offering career assessments to help individuals identify a potential career. In addition, the student is invited to targeted career fairs and workshops and is assisted in preparing resumes [04].

- *Financial Aid:*

The mission of the Office of Student Financial Aid is to support the University's overall goal of providing an affordable, quality education by offering financial assistance to those students and their families seeking to offset their educational costs. This Office also assists students to complete Financial Aid Student Application paperwork [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, particularly 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].

- *Wellness Center:*

Wellness/Health Center Mission: provides primary healthcare and wellness programs for all CSU students, faculty and staff; serve as a health consultant and referral source for medical issues; acts as a liaison for health issues that affect students, faculty and staff; develops, collaborates, and conducts outreach health programs with the surrounding community [07].

First Year Experience, University College, and other Department of Student Activities Programs

The mission of the First Year Experience is to provide first year students with the academic and social resources needed to successfully transition to college life and progress towards graduation. CSU has multiple systems in place to ensure students receive needed academic support for success. A number of new students arrive at CSU as first-generation college attendees with varying needs. To provide an effective learning environment and remediation to reduce attrition, CSU supports a wide variety of services and activities that enhance their learning environment and ensure students feel motivated to succeed at CSU. New students are supported by activities conducive to the learning environment through small classes, updated facilities, knowledgeable and supportive advising staff, and accessible student services. These supportive programs include: Office of Examinations; First Year Experience; Developmental Learning program; University College program; Library Instructional Services program [01].

The University provides knowledgeable and supportive advisors during this period who continually strive to maximize the recruitment, retention and graduation rate of our students. Advisors initiate early and frequent contact with students [03].

Academic Advising Center

In 2015, the university implemented a centralized advising structure for undergraduate academic advising where advisors are housed in one academic or administrative unit, Library and Instruction Services. Studies show that centralized advising offers students the personal connection to the institution that the research indicates is vital to student retention and student success. In the Undergraduate Academic Advising Center, the following job classifications exist: higher education setting. While enrolled at CSU, the student and their advisor will work together to develop an academic plan. To ensure that the student's personal and academic needs are met, the student will have to explore with an advisor their values, goals, and career objectives. As students progress academically, each department provides faculty advisors to assist students with very precise advising based upon the student's long term goals [03].

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 attending workshops and seminars. Faculty usually include students in these endeavors where they may participate in a research presentation which earns them extra credit.

- *Online Learning - Moodle Overview:*

Chicago State University is committed to bringing this flexible, powerful means of learning to all students. Online classes need to operate through a learning management system (LMS). Just as at institutions like MIT, Ohio State University, and Texas A&M, Chicago State University uses Moodle. This online platform for student learning 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. Moodle allows students to download reading materials and assignments, watch class videos, post to discussion boards, take quizzes, and much more, all online. At CSU, Moodle is managed by the CTRE. The department ensures that Moodle runs smoothly, and assists users, both students and faculty, with troubleshooting. Students can obtain assistance with Moodle from the Faculty Support or Student Support pages and directly from CTRE [08].

Sources

- 3.D.1 – Office of First-Year Experience Program.
- 3.D.2 – Abilities Office.
- 3.D.3 – Office of Academic Support.
- 3.D.4 – Career Development Center.
- 3.D.5 – Office of Student Financial Aid.
- 3.D.6 – Learning Assistance Center.
- 3.D.7 – Wellness Center.
- 3.D.8 – Center for Teaching & Research Excellence – Online Learning Moodle Help.

3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Argument

Mission-Aligned Co-Curricular Student Engagement and Enrichment Opportunities

The Chicago State University student body includes students from a wide spectrum of cultures, backgrounds, and age groups. To meet the educational needs and cultural experiences of its diverse student population, CSU utilizes a wealth of learning opportunities, student organizations, programs and co-curricular activities – all designed to accommodate its students. Co-curricular activities provide on-campus and commuter students with opportunities to engage in socially responsible day and evening activities and events.

Examples include:

- Office of International Programs (OIP) in conjunction with the College of Pharmacy participated in a Study Abroad program in Haiti from January 31, until February 7th, 2016. The program took place in an orphanage in Haiti, and the pharmacy students who attended had the opportunity to interact with locals from the area who were in need of medical attention. One staff of OIP participated in this program [01].
- The College of Pharmacy hosted its 5th Annual APhA-ASP Patient Counseling Competition on Friday, January 22, 2016. Forty-eight student pharmacists participated in this event. The winning student, Kristine Manlimos, will represent the College at the 2016 American Pharmacist Association Annual Meeting National Patient Counseling Competition in Baltimore, MD [02].
- The Teacher Induction Ceremony was held in December to honor the fall 2015 teacher candidates (nine candidates were recognized during this event). The keynote speaker was Ms. Deidra Turner, Assistant Principal, Warren Elementary School [03].
- The College of Health Sciences is working with Familia Latina Unida Medical Reserve Corps-Youth Service program on expanding their 5+1+ 1 Equals 20 initiative that trains high school students to recruit individuals to get health screening for five prevalent chronic diseases within their community. Currently the program is primarily in the Pilsen community of Chicago. Reverend Walter Coleman has requested that the COHS assist to expand this initiative to the South Side of Chicago. This collaborative involves nursing occupational therapy and public health students completing community needs assessments on the south side community as part of their coursework. The COHS will identify 4 to 5 high schools to implement the training program based on the needs assessment. In addition,

community health and nursing students will participate in practicum rotations in the Pilsen community to learn the curriculum structure [04].

- The Honors College students are committed to approximately 1000 hours of community service this semester [05].
- Honors College students Darren Martin, Michelle Carley, Asia Harris, Sarah Drury, Audra Wisheart and Daniel Staggs volunteered in Keep a Child Warm/ Keep a Senior Warm Coat Giveaway, which allowed the organization to provide health screening, dental screening, flu shots and warm winter coats to more than 300 children and seniors. All the Honors College students were recognized by the State Representative, Elgie R. Sims, Jr. of the 34th District [06].
- For several years, CSU has participated in the Honda Campus All-Star Challenge by the American Honda Motor Company [07].
- Latino Affairs and African American Resource center provide heritage programs and activities to expose all students to their culture [08, 09].
- Continuing Education allows students to participate in non-credit activities such as swimming, Zumba, performing arts and dance [10].

Another useful measure that demonstrate how the University adds to its enriched educational environment and academic preparation is its newly formed student clubs and organizations [11]. They are:

- Indian Students Organization (ISO)
- Career and Technical Education Student Organization
- Honda Campus All Star Challenge
- Masters of Public Health Student Association (MPHSA)
- National Council of Negro Women
- National Organization for the Professional Advancement of Black Chemist and Chemical Engineers (NOBCCHE)
- National Society of Black Engineers (NSBE)
- Nostalgia Movie Club
- Society of Physics (SPS)
- Mature Adults Achieving Together (MAAT)

CSU provides its diverse student body a rich educational experience, and ensures that students experience a broadened education both in and outside of the classroom. Students are immersed in an enriched educational environment and an atmosphere promoting social development and personal success beginning in their freshmen year.

Mission-aligned Non-Academic Units or Entities

The CTRE also offers quarterly Student Engagement Grants to encourage the active engagement of students outside the classroom, to increase teaching effectiveness, provide professional development, enhance and develop research productivity, and benefit student learning. Faculty have used these grants for GRE preparation, visiting artist series, research work and conference

presentations, and co-authoring of research articles. The CTRE also provides space for faculty and students to meet on a regular basis to conduct their research using technology, and discuss the progress of their work [12].

Sources

- 3.E.1 – Office of International Programs (OIP) / College of Pharmacy Study Abroad Program.
- 3.E.2 – College of Pharmacy - Annual APhA-ASP Patient Counseling Competition.
- 3.E.3 – College of Education - Teacher Induction Ceremony.
- 3.E.4 – College of Health Sciences - Familia Latina Unida Medical Reserve Corps - Youth Service Program.
- 3.E.5 – Honors College – Community Service Program.
- 3.E.6 – Keep a Child Warm/ Keep a Senior Warm Coat Giveaway.
- 3.E.7 – Honda Campus All-Star Challenge.
- 3.E.8 – Latino Resource Center - Cultural Programs.
- 3.E.9 – African American Resource Center - Heritage Programs.
- 3.E.10 – Continuing Education Programs.
- 3.E.11 – Student Clubs & Organizations, Spring 2016.
- 3.E.12 – Center for Teaching & Research Excellence – Student Engagement Grants.

3.S - Criterion 3 - Summary

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

Summary

- All classes and activities at CSU are consistently monitored to assure high quality and content appropriate to the level of degree, including those with non-traditional delivery.
- General education and major-specific education culminating in degrees granted include broad learning skills, scholarship and creativity.
- There are sufficient faculty and staff for the programs offered, they are qualified and evaluated regularly, are accessible and supported in their professional development.
- The University provides support and advice sufficient for student's completion of program and associated research.
- Enrichment of the educational environment at CSU includes many programs outside of the classroom.

Sources

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

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.

4.A - Core Component 4.A

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Argument

Chicago State University assures the quality of its academic programs through institutional processes related to the approval of new programs and program reviews. These processes reflect the shared work of faculty, staff, and administrators as colleagues in the provision of educational programs.

CSU faculty responsibility for academic and educational activities begins with a wide array of curriculum committees that meet monthly and are responsible for proposing courses and curricula for undergraduate and graduate programs, and for making changes to existing courses. These permanent bodies include college level committees, such as the Distance Education Committee [01] and the Graduate and Professional Studies Council [02]. The Faculty Senate's University Curriculum Coordinating Committee [03] also plays an important role in the curriculum process. A flowchart of the curriculum process [04] and a handbook [05] detailing each step is available to the University community on the academic affairs website.

When a new degree program or major is under consideration, departments and colleges coordinate with the Office of Curriculum and Assessment in Academic Affairs. The Office of Curriculum and Assessment works with staff from the Illinois Board of Higher Education (IBHE) and the Higher Learning Commission (HLC) to guide external review of such proposals after CSU's internal approval process has been completed [06].

Academic Program Review Cycle

Academic programs are reviewed on a cyclical basis at Chicago State University; each program is reviewed every seven years and follows the review guidelines of the Illinois Board of Higher Education (IBHE). New programs undergo a review or progress update three years following inception. IBHE guidelines request detailed information on enrollment, retention, graduation and degrees awarded including program cost and alumni outcomes. The template framework and schedule for program review submission and interview deadlines is set by the Office of Curriculum and Assessment and is documented on the CSU website [07]. A program review committee, made up of faculty and administrators, reviews the report shortly thereafter and generates a Recommendation Report [08, 09]. Based on the recommendations, the President and Provost finalize a program review outcome. Final outcomes are forwarded to IBHE [10].

Programs that are evaluated as a 'Program in Good Standing' are scheduled for a review in seven years. Programs that have identified weaknesses or areas of concern must undergo a 'Priority Review' (usually after 1-3 years) and update their progress addressing weaknesses. The program review committee can also recommend a program for elimination, in which case the program is evaluated by the Academic Program Elimination Review Committee [11]. Since the fall of 2012, 43 program reviews have been completed and one program has been eliminated.

Program assessment coordinators and department faculty review all undergraduate and graduate programs annually according to established assessment plans [12, 13] that are based upon multiple assessments, direct and indirect. Non-instructional and instructional programs also conduct annual evaluation through the PME (Planning, Measurement, and Effectiveness) process associated with strategic planning [14, 15].

Transcript Evaluation Process

Credits for courses offered by CSU are subject to the Credit Hour Policy [16]. The standard definition used in higher education is the basis for determining the credit hours for each course offered. Experiential learning courses (e.g., clinical experiences, internships, and study abroad courses) are also required to document compliance with the credit hour policy.

In general, transfer credit is awarded for college-level work that a student completed with a grade of C or better at institutions accredited by a regional or national accrediting organization recognized by the Higher Learning Commission. Courses must be similar in nature, level, and content to a course in CSU's undergraduate curriculum. The determination of the appropriateness of a transfer course is made in consultation with faculty in the content area. Continuing education courses, graduate-level courses, and courses that are remedial, technical, vocational, or doctrinal in nature are not transferable. Transfer policies are found in the academic catalog [17].

CSU evaluates all credits awarded by the institution. CSU grants college credit for Placement Exams, including Advanced Placement, International Baccalaureate, and College Level Examination Program (CLEP) exams provided that the scores meet minimum requirements and are reported on official transcripts. The policies for acceptance of placement exam credit are found on the website and in the Undergraduate Catalog [18]. Graduate students who request to transfer graduate credits completed elsewhere follow University Policy outlined in the Graduate Catalog [17].

CSU also awards credits for prior experience. For example, students in the Individualized Curriculum Program may earn up to 42 credits for prior professional experience by demonstrating competencies via a grade of C or better on an examination. Students in other degree programs also may prepare course credit request portfolios through the Division of Continuing Education for evaluation in their major by associated departments [19].

CSU relies upon the evaluation of foreign credentials by third party organizations such as WES (World Education Services), ECE (Educational Credential Evaluators) for students who provide transcripts from foreign countries. This process is a required part of the admission process of international students. The complete policy for admission of international students is found in the undergraduate and graduate catalogs [20].

Assurance of Instructional Quality and Rigor

The establishment and adjustment of degree requirements and prerequisites are reviewed and authorized through the curriculum process outlined above. The rigor of program coursework is reviewed on a regular basis through assessment, program reviews, and specialized accreditation reviews and associated processes. Expectations for student learning are determined by faculty in departments offering the courses. Outcomes are informed by external accreditation requirements by each college.

The institution maintains authority over access to quality academic resources for all students and instructors, regardless of location. Library services offered to CSU students, faculty and staff include: general circulation, digital collections including databases, on-line journals, e-books, archives, multimedia collections, special collections, reference librarians, and access to web articles [21]. The Center for Teaching and Research Excellence [22] includes the Office for Distance Learning [23], which oversees online and hybrid degree course provision through the Moodle system. Undergraduate advising occurs through the University Advising Center [24], located in the library. Freshmen students are advised through the Office of First-Year Experience [25]. Graduate faculty serve as advisors for graduate students [26]. Campus tutoring is handled by the Learning Assistance Center (LAC) [27, 28] in conjunction with the Colleges [29].

Accreditations, Recognitions and Approvals

Numerous colleges and departments at CSU are subject to external specialized accreditation. The Provost's office is responsible for publishing a list of accredited programs, specialized program accrediting bodies, and a schedule for accreditation reviews which is available to the public on the University's website [30] and in the Student Catalog [31], where applicable.

Post Baccalaureate One-Year, Five-Years, and Nine-Years Out Surveys

The post baccalaureate survey [32] provides demographic data, academic data, and general information on graduate outcomes related to employment, degree advancement and academic life at Chicago State University (CSU) one-year, five-years and nine-years out from graduation.

Formerly, the Illinois Board of Higher Education (IBHE) had mandated the survey for all public universities – the requirement of this survey ended in Fall 2013. However, CSU continues to make use of the survey as it allows the institution to gather outcome data on the most recent and former alumni regarding their thoughts about their academic experiences and current and future employment opportunities. These surveys provide additional information in regards to the overall satisfaction with CSU and their current employment status.

Evaluation of Alumni Success and Gainful Employment

CSU evaluates and assesses the success of its graduates in a number of ways. Information is provided on the Institutional Effectiveness and Research website under its Consumer Information link [33]. This link provides data on Alumni outcomes including data on gainful employment for certificate award recipients. Internal assessments on alumni and their outcomes are also completed by programs and colleges and are reported during the academic program review process. Additional partnerships are being formed to assess alumni employment, salary and wage earnings.

Effective July 1, 2011, the Department of Education began to enforce new regulations to bring program integrity and accountability to federal student aid. More specifically, Title IV funding eligibility and distribution to colleges and universities who provide educational programs that lead to a degree (associates, bachelors, masters, doctorate or certificate) or prepare them for "gainful employment" (GE) in a recognized occupation must report the success of those students and disclose information on the cost and benefits of the education program [34].

GE program disclosures must include information that identifies the US Department of Labor's Standard Occupational Classification (SOC) code of occupation of program graduates, on-time graduation rates for students completing the program, costs including tuition and fees for normal-time completion of the program, books and supplies and room and board (if applicable). In addition, the median debt incurred by enrolled students for financing the GE program (including federal, private and institutional loans) are required in the disclosure.

CSU has identified ten GE programs that are post-baccalaureate certificates in the following areas: Alcohol & Other Drug Abuse Counseling, Archives and Records Management, Community Development, Computer Security, Corporate Safety Management, Geographic Information Systems, Health Information Administrator, Spirituality in Psychology, Telecommunications Management, and Therapeutic Recreation. Information on each program is located in the university's Gainful Employment Disclosure Report, which is publicly available on the university's website [34].

Future Partnership with the Illinois Department of Employment Security (IDES)

Institutional Effectiveness and Research (IER) is working to establish a relationship with the Illinois Department of Employment Security (IDES) to provide additional tools for internal assessment measures of its graduates and to determine their success at the completion of their

degrees and/or certificates as it relates to employment, including changes in salary and wages [35].

Program- and College-Level Tracking of Graduates

Academic programs and, in some cases colleges, engage in alumni outreach efforts that include the evaluation of the success of graduates. For example, the College of Health Sciences uses licensing examination data for both nursing and occupational therapy as a metric of evaluation for their graduates. This data is publicly available through the state and through the university website. Pass rates inform the program of areas of strength and weakness. The College of Education also uses proficiency and licensing data to evaluate their graduates. Pass rates on the Illinois Test of Academic Proficiency and specific professional knowledge tests are posted on the university website [36].

In addition, all Colleges (Education, Health Sciences, and Pharmacy, for example) with professional programs track employment of graduates within the field. The College of Health Sciences and College of Pharmacy have a 100% placement rate. The College of Education (COE) also uses relevant licensing exam pass rate data to evaluate graduates. In addition, all programs require graduating students to pass exams and/or successfully present a portfolio of work. All professional program graduates are tracked by the college for three years, and data is collected from both the students and their employers [37, 38].

Sources

- 4.A.1 – Distance Education Committee.
- 4.A.2 – Graduate and Professional Studies Council.
- 4.A.3 – University Curriculum Coordinating Committee.
- 4.A.4 – University Academic Affairs - Curriculum Process Flowchart.
- 4.A.5 – University Academic Affairs - Curriculum Handbook and Forms.
- 4.A.6 – Office of Curriculum and Assessment - New Program or Major Approval Process.
- 4.A.7 – Program Review Guidelines.
- 4.A.8 – Program Review Report.
- 4.A.9 – Program Review Recommendation Report.
- 4.A.10 – Illinois Board of Higher Education Academic Program Report.
- 4.A.11 – Academic Program Elimination Review Committee - Bylaws.
- 4.A.12 – University Assessment Committee - Program Quality Manual.
- 4.A.13 – University Assessment Committee - Plans & Reports.
- 4.A.14 – Planning, Measurement & Effectiveness (PME) - Guidelines.
- 4.A.15 – Planning, Measurement & Effectiveness (PME) - Academic.
- 4.A.16 – Credit Hour Policy.
- 4.A.17 – Transfer Credit Policy.
- 4.A.18 – Office of Examinations - Policy.
- 4.A.19 – Individualized Curriculum Program Credit Evaluation Policy.
- 4.A.20 – International / Foreign Credit Evaluation Policy.
- 4.A.21 – Library Instruction Services.
- 4.A.22 – Center for Teaching and Research Excellence - Core Functions.
- 4.A.23 – Office for Distance Learning – Moodle Support.

- 4.A.24 – University Advising Center.
- 4.A.25 – Office of First-Year Experience.
- 4.A.26 – Graduate Advising Program Guidelines.
- 4.A.27 – Learning Assistance Center.
- 4.A.28 – Academic Success Program.
- 4.A.29 – College Tutoring Programs.
- 4.A.30 – Academic Affairs List of College and Program Accreditation, Approval & Recognition, Spring 2016.
- 4.A.31 – College and Program Accreditation Catalog Language.
- 4.A.32 – Institutional Effectiveness and Research - Baccalaureate Alumni Survey
- 4.A.33 – Institutional Effectiveness and Research - Consumer Information
- 4.A.34 – Institutional Effectiveness and Research - Alumni Gainful Employment Report
- 4.A.35 – Institutional Effectiveness and Research - Illinois Department of Employment Security
- 4.A.36 – College Professional Program Pass Rates
- 4.A.37 – College Professional Program Alumni Surveys
- 4.A.38 – College Professional Program 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. Programs regularly revisit their stated outcomes for clarity and alignment with program goals and university mission. 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 faculty university program assessment coordinator 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 require a senior thesis / capstone project which helps to ensure that graduates have mastered program outcomes [05]. All programs are working to develop an assessment instrument tailored to the senior thesis/capstone that evaluates achievement of stated student learning outcomes [06]. The majority of programs (~60%) have measures in place and collected assessment data for the senior capstone in 2015. Of those that did not collect assessment data, clear plans are in place to develop assessment of the senior thesis/capstone in the coming year [07].

In 2012, the general education student learning outcomes were revised, clarified, and consolidated into six general education outcomes [08]. General education outcomes were formulated with the input of various university constituents and a final recommendation was made by the university general education committee. Faculty in each program who offer general education courses determine which outcomes apply and the appropriate instrument(s) for measuring student achievement of those outcomes.

General education outcomes are listed on course syllabi [09] and outcomes-aligned assessment reports [10, 11]. A faculty university general education coordinator, supported by the University Assessment Committee (UAC), provides feedback on each report using a rubric which evaluates the alignment to the stated student learning outcomes, as well as the regular evaluation and improvement of assessment procedures and student learning outcomes [12, 13]. Department faculty can then disseminate the analysis publicly [14].

In Spring 2015, the General Education Committee (GEC) completed its work on a comprehensive draft of a new general education curriculum [15]. During the 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 [16].

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 [17]. After a careful evaluation of various strategies for assessment General Education courses, the University General Education Committee decided to continue current assessment practices, with every section of every course assessed.

Assessment of Learning Outcomes in Non-Academic Units

The Department of Student Affairs, 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 follow the embrace, engage, educate, enlighten, and empower theme from the university's vision statement. Student affairs consists of various co-curricular units, including the Learning Assistance Center, the Career Development Center, the Abilities Office, the African American Male Resource Center (AAMRC), the Latino Resource Center (LRC), TRIO, the Counseling Center, and the Women's Resource Center (WRC). The Department of Student

Affairs assesses each of its student objectives using various indicators which include the number of students participating in / served by co-curricular programming, GPAs, and graduation rates of participating students [18, 19].

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 [20, 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 a general education course or courses assesses general education student learning outcomes [08]. Instructors administer assessment instruments every semester at the section level. General education assessment coordinators receive results and then submit their findings via the LiveText document management system. The university general education assessment coordinator then gives feedback using the rubric mentioned above [12, 13]. 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 [14].

Although LiveText is still used to house assessment reports, the pilot program utilizing LiveText for the administration of general education assessment instruments has ended. The rubric data collected during the pilot program indicates that students did indeed demonstrate growth over time in our General Education program. This growth is particularly more evident for students in professional programs who continue to measure specific outcomes closely related to the general education outcomes in the pilot [21].

Data-driven Curriculum Decision-Making

As a part of their assessment activities each year, academic programs (undergraduate, graduate, and certificates) evaluate their assessment data and report changes made as a result of assessment. These Key Changes are captured in yearly trend reports and are summarized in three-year cycles on the trend report form [04, 13], 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 using the evaluation rubric [22].

Programs submit reports of key changes every three years that have resulted from the assessment process. The report requires programs to indicate changes made as a result of assessment and provide details on how those changes impacted student learning and program budgeting [23].

In the spring of 2012, curriculum mapping was re-introduced at CSU [24]. Curriculum maps allow programs to see how well student learning outcomes fit the required course sequence. 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 student learning in their programs. As a result of this exercise, many programs further developed and specified student learning outcomes. Other programs adjusted the sequence or content of their core courses.

The general education assessment coordinators for programs report significant changes made as a result of assessment findings at the course level on trend data forms [10]. The forms document a three-year (six semester) cycle of changes, allowing ongoing evaluation of the success of implemented changes. The university general education assessment coordinator provides feedback on the program's use of assessment evidence to make programmatic, departmental planning, or budgeting decisions using the evaluation rubric [25].

Dissemination of Student Learning Best Practices

The University Assessment Committee (UAC) has created a Best Practices for Assessment [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.

Faculty and staff participate in all levels of the university assessment cycle. An assessment coordinator leads each program's assessment efforts, including general education assessment. Faculty develops student learning outcomes and creates instruments to assess those outcomes at the program-level and for general education courses. Faculty within programs/disciplines meet to discuss assessment on an ad hoc 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 [16], which meets on a monthly basis to consider changes to the general education curriculum. Faculty who oversee assessment, both at the program level, general education level, and university level, receive credit unit equivalencies, which gives release time for conducting assessment work [31].

Sources

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- 4.B.2 – University Assessment Committee Program – Program Assessment Plan and Report Rubric.
- 4.B.3 – University Assessment Committee Program - Representative Program Rubric Analysis.
- 4.B.4 – Dissemination of Assessment Processes and Results.
- 4.B.5 – Senior Thesis / Capstone Project - Requirements.
- 4.B.6 – Program-level Senior Thesis / Capstone Project - Rubrics / Scoring Guides.
- 4.B.7 – University Assessment Committee - Roll-out Plan for Senior Thesis / Capstone Project.
- 4.B.8 – General Education Committee - Outcomes, 2012.
- 4.B.9 – General Education Committee - Syllabi.
- 4.B.10 – General Education Committee - Assessment Plan & Report Template.
- 4.B.11 – General Education Committee - Assessment Plans & Reports.
- 4.B.12 – General Education Committee - Assessment Plan & Report Rubric.
- 4.B.13 – General Education Committee - Rubric Data Analysis.
- 4.B.14 – General Education Committee - Dissemination of Results.
- 4.B.15 – General Education Committee - Curriculum Framework, Spring 2015.
- 4.B.16 – General Education Committee - Bylaws.
- 4.B.17 – General Education Assessment - Assessment Workshops.
- 4.B.18 – Department of Student Affairs Strategic Plan.
- 4.B.19 – Division of Student Affairs.
- 4.B.20 – Planning, Measurement and Effectiveness (PME) - Co-Curricular.
- 4.B.21 – General Education Committee - Outcomes Pilot Program Assessment Reports.
- 4.B.22 – University Assessment Committee - Feedback Reports to Programs.
- 4.B.23 – University Assessment Committee - Key Changes Reports, December 2015.
- 4.B.24 – University Assessment Committee - Program-level Curriculum Maps.
- 4.B.25 – General Education Committee - Feedback Reports to Programs.
- 4.B.26 – University Assessment Committee - Best Practices for Assessment.
- 4.B.27 – University Assessment Committee - Dissemination of Results.
- 4.B.28 – University Assessment Committee - Annual Assessment 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 continues to build a culture of excellence and continuous quality improvement in enrollment management. In an era of ever-growing competition for student seats and ever-diminishing provision of public funding for public universities as well as public support for students with lower socioeconomic status, CSU continues to fulfill its mission. This increasingly relies on developing synergies between Enrollment Management as a university division, Academic Affairs, and the entire university.

Student Retention, Persistence, and Completion

As presented in the Chicago State University Enrollment Planning Monitoring Report submitted to the Higher Learning Commission in 2016 [01], CSU defines goals for student retention, persistence and completion. These goals are defined by program, department and college, 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.

To facilitate these goals, a wide variety of efforts continue to develop and to be refined. Among major vehicles are the inauguration of a university advising center for professional advising of undergraduate students [02]; the creation, implementation, or renewal of a number of transfer articulation agreements [03]; and enhancements in the programming for freshmen students through the First Year Experience office [04].

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 [05], in particular the Office of Institutional Effectiveness and Research [06], collect and analyze information on student retention, persistence and completion. These data inform the publication of the annual CSU Fact

Book [07], program review reports, and a variety of institutional reports to internal and external constituencies.

As the current CSU Strategic Plan [08] indicates, enrollment remains a top priority for the institution. Through the operation of the Enrollment Management division, 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 [09].

In addition, the Vice President of Enrollment Management continues to convene a 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 [10, 11]

Assurance of Good Practice

The Office of Institutional Effectiveness and Research (IER) [06] 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) to calculate retention and graduation rates of first-time freshman cohort students are reported in the annual CSU Fact Book [07] on a summary page for enrollment, retention and graduation [12]. This methodology of grouping students in full-time or part-time cohorts that begin their higher education journey in the same semester is also used among the new transfer student full-time and part-time cohorts at CSU. 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.

The University Fact Book also details the enrollment and completion numbers of all students by degree programs [13]. The number of completers or those students who graduate and complete a credential (bachelors, post-baccalaureate certificate, teacher certification or endorsement, masters, or doctorate degree) between July 1st through June 30th of each academic year are reported.

In addition to the traditional collection of retention, persistence and completion metrics, IER also provides a Census Registration Headcount Report [14] 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 Board of Trustee reports [15].

CSU also 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). GSR provides a more inclusive rate that accounts for various student enrollment and transfer patterns [16].

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. As a result, students in the Honors College, and professional programs (i.e., Doctorate in Pharmacy, Doctorate in 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 [17].

Sources

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- 4.C.2 – University Advising Center.
- 4.C.3 – Recreation Major - Transfer Articulation Agreement.
- 4.C.4 – First-Year Experience Programming.
- 4.C.5 – Enrollment Management Division.
- 4.C.6 – Institutional Effectiveness and Research.
- 4.C.7 – Fact Book - 2015.
- 4.C.8 – Strategic Plan, 2012-2015.
- 4.C.9 – Planning, Measurement & Effectiveness (PME) - Non-Academic.
- 4.C.10 – Enrollment, Retention & Graduation Committee.
- 4.C.11 – Enrollment Management - Planning and Data Samples.
- 4.C.12 – Fact Book - ERG Cohorts.
- 4.C.13 – Fact Book - Enrollment and Completion.
- 4.C.14 – Fact Book - Census Registration Headcount.
- 4.C.15 – Fact Book - Fall-to-Fall Retention Reports.
- 4.C.16 – National Collegiate Athletic Association Graduate Success Rates Report.
- 4.C.17 – Representative Honors and Professional Program Cohort ERG Reports.

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 and self-study cycles 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.
- Student retention, persistence, and completion rate data are appropriate, lead to improvements and are collected by the Office of Institutional Effectiveness and Research.

Sources

There are no sources.

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. This is evident in the number of courses that were offered in fall 2015 and spring 2016, through the continuous number of undergraduate and graduate programs that remain active at the university, and the quality and quantity of student programs and services. Although this has been a dynamic as well as challenging budgetary process, the university has continued to provide rigor and continuity in the classroom and through enriching campus experiences [01, 02].

Resource and Infrastructure Support for Instructional Operations

The fiscal resources for Chicago State University are supported through state appropriations, tuition and fees, federal and state grants, and other revenue generating activities such as renting of the Jones Convocation Center. The state support has historically been approximately 30% of the total annual revenue. In preparation for changing the funding model for the university and in response to decreased revenue in the state, CSU has invested the last few years in training all deans in fundraising and increasing chairperson professional development. The academic deans have participated in the Council for the Advancement and Support of Education (CASE), professional development programs as well as participating in workshops at CSU. As a result, CSU College of Pharmacy has obtained over 1 million dollars from Walgreens and \$250,000 from CVS. The College of Education (COE) held its first fundraising gala in spring 2015 and is preparing for its second in spring 2016. The university has not had new state funds over the last few years, but has allocated resources to continue quality student learning [03].

The cash flow position of the university continues to be managed to sustain academic programs, student support services, research, community outreach, and instructional support. CSU is making tough decisions in an effort to adjust to absence of state appropriated funds to date for this fiscal year. For example, the University employed a total of 895 staff in December 2015 [04]. As the number of students has changed, the workforce has been adjusted to meet the needs of student learning. Tenured, lecturer, and adjunct hires have been made according to the needs of the programs and yet continue to reflect the mission-aligned qualified hires including the more than 95% of tenured / tenure-track faculty who have terminal degrees in their respective fields [05]. There have been media reports made that the CSU ratio of students to administrators is 1:17; the corrected ratio for CSU is 1:65 with the average class size of fifteen [06, 07, 08].

Since the HLC visit in 2012, the university has experienced a 9% reduction in enrollment each year as compared to the previous year [09, 10]. While the first time full time freshmen numbers have decreased, we have experienced growth in programs such as pharmacy, computer science, counseling, and psychology. Enrollment trends for undergraduate students have declined in the College of Education, as evidenced by the number of students who have difficulty in successfully completing the State of Illinois Test of Academic Proficiency (TAP). To support students in this requirement, the COE faculty and staff have implemented a number of programs to help improve the success rate of students seeking careers as licensed educators [11].

There are sufficient resources for the physical plant and technological infrastructure at the university to support operations and programs [12]. Examples are a newly renovated College of Pharmacy which was completed fall 2015 [13]; the increase in the use of Moodle for hybrid, distance learning and other e-learning projects [14]; the upgrade of the university's electrical switchgear is in process [15]; and the number of new computers and laboratories available to students throughout the campus is high [16]. Additional evidence includes the remodeling of the First Year Experience student space, the expansion of the Dean of Student's area to accommodate student activities [17], and the additional human resource enrichment center workshops available in online and face-to-face delivery formats [18].

Integrity of the Resource Allocation / Budgeting Process

The university's Board Regulations outlines the process for budgeting [19]. Students, faculty, and staff participate in the budgeting process through a committee, the University Budget Committee (UBC), to make recommendations to the executive team [20]. All units with a budget make scheduled presentations to the budgeting committee 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. Potential funding from the state, income from tuition, development, grants, and revenue are also considered during this process [21]. The Board of Trustees provides the final approval of the university's budget for each fiscal year [22].

All units have budget responsibility and are required to participate in the university's annual planning process, Program, Measurement, and Effectiveness (PME), to plan for use of resources through assessments and the evaluation of progress to goals, objectives, and outcomes [23]. The budget and PME process are used to allocate and/or re-allocate funds for continuous quality

improvement [24, 25]. The PME process is also used to implement the university's strategic plan [26]. All documents related to the PME process are in LiveText's Assessment Insight System. In addition, the Division of Administration and Finance leads and provides support for the budgeting process and provides reports and/or data to internal and external constituencies. They also provide the training for staff to utilize improved technology such as online budget transfers, the Banner module, and property control management to ensure checks and balances occur in real time [27].

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 fiscal constraints, the student-faculty ratio was maintained to ensure the intellectual development and success of our student population through rigorous transformative experiences as promised in our mission statement. CSU is committed to teaching, research, service, and community development including social justice, leadership, and entrepreneurship" [28].

CSU's motto in response to the mission statement is "We Live It" [29]. The mission is critical to all courses, classroom projects, support services, and community work that take place at the University. It is even more important when funds are low. In Academic Year 2015, the University allocated approximately 65% of the total budget to student instructional and related activities [02].

Access, leadership, and social justice are words in the mission, and there are daily examples of how the faculty, staff, and students incorporate the mission into campus activities. The evidence includes our student government leaders and their commitment to leading other students and becoming stronger leaders in the process; 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 outreach and volunteerism from students such as health screenings, coat drives, domestic violence programming, and high school visits. The mission statement is realistic and focused on the student experience and learning. It is utilized in the budgeting process, displayed across the campus in various venues, and used to determine programming and activities for students [30, 31].

Qualified and Trained Employees

Employees of all classifications (faculty, staff, academic administrators, and university administrators) are interviewed and hired to meet the needs of the posted job description [32]. In addition to interviews, reference checking, and transcript requirements, employees attend a University orientation before transitioning to their work assignments [33]. Supervisors provide professional development activities to employees on campus and externally as needed [34]. Evidence of the opportunities for staff are brown bag lectures, human resource enrichment programs, boot camps for lower and middle management, and departmental training on campus systems [18]. Additionally, faculty are supported by the Center for Teaching and Research

Excellence (CTRE) to attend professional conferences and training workshops to improve teaching methods as well as provide training for online-teaching [35].

All employees are evaluated on an annual basis. The annual process allows the institution to evaluate the workforce to assess qualifications as well as training needs [36]. According to the 2010-15 Collective Bargaining Agreement for Faculty and Academic Professionals [37], 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, creative activity and service. The evaluation of effectiveness of the faculty member is determined through a step wise process starting from the Chair to the Dean and then University Personnel committee, and where applicable, the Provost [38, 39]. Similarly, staff under the civil service categories are evaluated annually [40]. The evaluation instruments are designed by the Office of Human Resources. Staff are evaluated 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 and is an annual collaborative effort between the various department leaders, staff, committees, and students to prepare the institution's budget [19]. As stated earlier, the UBC is established by the Board of Trustees. The UBC, PME process approvals for budget transfers and travel, and the quarterly load of budgeted funds provide monitoring of expenses by the user, supervisor, and at times the Vice President and/or President. 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 Fiscal Officers meeting occurs monthly to discuss, coach, and change processes required to meet the needs of the university or other compliance mandates [41].

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 2016 and spring 2016 semesters. The University reallocated funds to support students who did not receive MAP funding in fulfilling its mission to provide access to higher education to students with diverse backgrounds and educational needs [42].

Effective Mission-driven Leadership and Support of Collaborative Processes

There are many existing governance and administrative structures that are active at the university to promote CSU's mission of effective leadership and support collaboration [43]. The Board of Trustees requires that a Faculty Senate [44], Student Governance Association [45], and a University Budget Committee [19] are structured to provide governance to the university. In addition, the President has an Operations Team (the Executive team) [46], a President's Executive Committee (academic representation, union, and civil service leadership) [47], as well as departmental units [45]. In addition, there is a Provost's Council [48], Dean's Council (per college) [49], Human Resource Liaison Committee [50], the Distance Learning Committee [14], Tuition, Fee and Waiver Committee [51], as well as many other committees and student organizations. The longstanding university culture ensures that staff and students participate in

committees that make decisions for the university. Recent evidence includes the discussion with faculty, students, and staff regarding the change in the university's academic calendar [52].

Sources

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- 5.A.3 – Grants / Development Projects.
- 5.A.4 – Fact Book - Employee Classifications and Distributions.
- 5.A.5 – Fact Book - Faculty Classifications and Distributions.
- 5.A.6 – Fact Book - Ratio Table on Student Ratio per Faculty Member.
- 5.A.7 – Fact Book - Ratio Table on Student Ratio per Administrator.
- 5.A.8 – Fact Book - Class Size.
- 5.A.9 – Fact Book - Enrollments.
- 5.A.10 – Enrollment Planning Management Monitoring Report.
- 5.A.11 – Enrollment, Retention & Graduation Committee.
- 5.A.12 – Physical Facilities and Technology Infrastructure Projects.
- 5.A.13 – Physical Facilities and Technology Infrastructure Projects - Pharmacy.
- 5.A.14 – Distance Education Committee.
- 5.A.15 – Physical Facilities and Technology Infrastructure Projects - Electrical Switchgear Project.
- 5.A.16 – Physical Facilities and Technology Infrastructure Projects – Information Technology Management Report.
- 5.A.17 – Physical Facilities and Technology Infrastructure Projects - First Year Experience / Dean of Students.
- 5.A.18 – Human Resources Enrichment Center Courses and Boot Camp Workshops.
- 5.A.19 – University Budget Committee - Bylaws.
- 5.A.20 – University Budget Committee - Membership.
- 5.A.21 – University Budget Committee - Minutes.
- 5.A.22 – University Budget Committee - Budget Recommendations.
- 5.A.23 – Planning, Measurement, and Effectiveness (PME) - Guidelines.
- 5.A.24 – Planning, Measurement, and Effectiveness (PME) - Academic.
- 5.A.25 – Planning, Measurement, and Effectiveness (PME) - Non-Academic.
- 5.A.26 – Chicago State University Strategic Plan, 2012-2015.
- 5.A.27 – Administration and Finance Policies and Procedures.
- 5.A.28 – Mission, Vision, & Core Values Statement, 2011.
- 5.A.29 – Chicago State University “We Still Live It” Campaign.
- 5.A.30 – Board of Trustees Reports – Mission-Aligned Activities.
- 5.A.31 – Academic Program Review Reports – Mission-Aligned Examples.
- 5.A.32 – Human Resources PeopleAdmin - Job Descriptions.
- 5.A.33 – New Faculty and Staff Orientation.
- 5.A.34 – Academic Program Review Reports – Professional Development.
- 5.A.35 – Center for Teaching and Research Excellence (CTRE) – Professional Development.
- 5.A.36 – Human Resources Policy Manual, 2015.
- 5.A.37 – University Professionals of Illinois 4100 CSU Contract – Faculty Evaluation Process.
- 5.A.38 – Academic Personnel Actions.
- 5.A.39 – Digital Measures - Faculty Portfolio.

- 5.A.40 – Civil Service Personnel Evaluation Criteria.
- 5.A.41 – University Fiscal Officers Meeting - Agenda & Minutes.
- 5.A.42 – MAP Funding Support.
- 5.A.43 – University Organizational Chart, January 2016.
- 5.A.44 – Faculty Senate - Bylaws.
- 5.A.45 – Student Government Association.
- 5.A.46 – Operations Team Bylaws.
- 5.A.47 – President's Executive Committee Bylaws.
- 5.A.48 – Provost's Council Bylaws.
- 5.A.49 – College Dean's Council - Bylaws.
- 5.A.50 – Human Resource Liaison Committee Bylaws.
- 5.A.51 – Tuition, Fee and Waiver Committee.
- 5.A.52 – Change in Academic Calendar.

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

Governance – Legal and Fiduciary Responsibility

The Board of Trustees (BOT) is the governing board for the university [01]. There are quarterly board meetings [02] that allow the board to provide oversight as well as meet its legal and fiduciary responsibility for several BOT committees, such as: Academic and Student Affairs, Finance and Audit, Human Resources, Legal, Enrollment Management, Facilities, Information Technology, CSU Merit Board, CSU Foundation, and Safety Committees. During these meetings, appropriate staff provide context around board reports and resolutions. The Board of Trustees must approve purchases according to governing policies and procedures.

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

Most recently, the BOT carried out a Presidential Search, identifying the 22nd President to lead Chicago State through its current opportunities to increase enrollment, expand its resource pools to generate new sources of revenue, reconnect alumni and alumni giving, and strengthen the academic fabric of teaching, research and service [05]. The Board also approved the continuation of the current University Strategic Plan 2012-2015 (ACCESS) for two additional years while a new Strategic Planning Committee is working on developing the new plan for the University [06].

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 [07].

As reported in the Communications Monitoring Report [08], the implementation of a new policy development process was described as having six steps or stages. The new policy development process demonstrates the University's efforts towards improving communication by creating visible steps that foster a culture of transparency [09].

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, and processes as well as helping in the development of strategic plans to move the university forward [10].

The University adheres to shared governance principles by including all stakeholders in the academic quality decision making process as evidenced by the minutes of these committees that include the General Education Committee [11], University Curriculum Committee [12], College Curriculum Committees [13] and Faculty Senate / Academic Affairs [14]. 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 the recent years, there have been some realignments in the governance structure to serve the students and other stakeholders in a more efficient way. An example includes but is not limited to the separation of the Office of Student Affairs and Enrollment Management into two distinct divisions headed by an Associate Vice President and Vice President respectively [15].

Administrators, faculty and staff attend the Student Government meetings as requested or to discuss new initiatives and issues [16]. The Enrollment Management Division has a number of committees to review registration processes, recruitment practices, and the admission policy [17]. The Undergraduate Curriculum Committee [18] and the Graduate Council [19] are two structures that review and approve curriculum for all programs. There is also a Distance Education Committee [20], a University Accreditation Steering Committee [21], a Departmental Personnel Committee [22], and a University Personnel Committee [23] that actively meet to review curricula and personnel decisions.

The integrity of the process is also maintained by properly addressing student grievances and complaints [24] in an organized manner. The committee dealing with students' grievances at all levels (department, college and university) includes students, in an effort to be transparent, in the decision making through Office of Judicial Affairs (OOJA). OOJA employs policies and procedures to engage the entire University community in the institution's governance of students conduct and rights [25].

Sources

- 5.B.1 – Board of Trustees - Bylaws.
- 5.B.2 – Board of Trustees - Minutes.
- 5.B.3 – Board of Trustees - Governing Policy.
- 5.B.4 – Board of Trustees - Minutes - Chicago State University Foundation Resolution and Press Release Statement.
- 5.B.5 – Board of Trustees - Minutes - Presidential Search.
- 5.B.6 – Board of Trustees - Minutes - Strategic Plan Extension to 2017.
- 5.B.7 – Institutional Policy Manual.
- 5.B.8 – Communications Monitoring Report, 2014.
- 5.B.9 – New Policy Development Process Guideline Summary.
- 5.B.10 – University Organizational Chart, January 2016.
- 5.B.11 – University Committee - General Education Committee.
- 5.B.12 – University Committee - University Curriculum Coordinating Committee.
- 5.B.13 – College Curriculum Committees.
- 5.B.14 – University Committee Minutes - Faculty Senate / Academic Affairs.
- 5.B.15 – Board of Trustees - Minutes - Financial Exigency - Reorganization Process.
- 5.B.16 – Student Government Association.
- 5.B.17 – Enrollment Management - Planning and Data Samples.
- 5.B.18 – University Curriculum Coordinating Committee.
- 5.B.19 – Graduate and Professional Council.
- 5.B.20 – Distance Education Committee.
- 5.B.21 – University Accreditation Steering Committee - Cougar Connect.
- 5.B.22 – Departmental Personnel Committee - Department Application of Criteria (Faculty Retention, Promotion & Tenure).
- 5.B.23 – University Personnel Committee.
- 5.B.24 – Student Handbooks - Policies and Procedures for Grievances & Complaints.
- 5.B.25 – 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

Chicago State University's strategic planning process was approved in 2012 by the Board of Trustees with input by students, faculty, and staff [01]. The strategic plan is entitled ACCESS, which is an acronym for the six goals of academic excellence, teaching, and research; community service and excellence; cost efficiencies and diverse revenue streams; enrollment, retention, and graduation; strengthened infrastructure; and shared accountability. In addition, the university developed the Planning, Measurement, and Effectiveness (PME) process to do annual planning and implement the strategic plan [02]. Although the plan was for three years, the Board of Trustees extended it for an additional two years to allow the new President to implement a new strategic planning process and evaluate the ACCESS plan [03].

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 faculty, staff, and students selected so as to provide representation of academic and support areas consistent with a practical committee size [04, 05]. The budget committee shall participate in making recommendations with respect to setting of program priorities in the university budget (in the areas of Capital, Operating, Internal, etc.), periodic review of the university budget and transfers of significant amounts among internal budget items" [06, 07]. The University uses the University Strategic Plan [01]; the Illinois Board of Higher Education's Priorities [08]; the vision, mission, and core values [09]; the PME process [02], and the budgeting process [04] to allocate resources. Student learning outcomes are a priority for all allocations.

As noted earlier, CSU has in place an organizational mechanism for planning and resource allocation as guided by the Strategic Plan [10]. 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 to establish priorities tied to budgeting for these activities. PME working groups are the PME Steering Committee and the PME Facilitators. The process of submitting PMEs is a collaborative and consultative endeavor.

Faculty in the departments are the main driving force for the development of the PME as it relates to academic programs and departments. Nonacademic units also submit PMEs. [11, 12, 13].

Internal and External Constituent Budget Planning

Chicago State University links all processes for assessment of student learning, evaluation of operations, planning, and budgeting. The Assessment Committee, PME process, University Budget Committee, Faculty Senate, Student Government Association and other university committees work collaboratively to make key budget decisions using the University mission, strategic plan, and governing policies as guiding-post to plan and implement all processes [11, 12, 13].

It should be noted that since the 2012 Self Study Visit, the use of the PME process has led to a significant decline in substantial audit findings. The Administration and Finance Division has implemented intentional efforts to both educate fiscal officers on University policies and procedures and to streamline the purchasing – accounts payable – accounting cycle through planned areas of continuous growth [14].

Capacity Contingency Budget Planning

The Chicago State University Budget Committee, the PME Committee, the Enrollment, Retention, and Graduation Committee, and the university Accreditation Steering Committee are composed of faculty, staff, and students. Each committee plans 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 the commodities needed, and reducing expenditures that are not mission-critical or related to student needs [15].

Sources

- 5.C.1 – Chicago State University Strategic Plan, 2012-2015.
- 5.C.2 – Planning, Measurement and Effectiveness (PME) - Plan and Report Template.
- 5.C.3 – Board of Trustees Minutes (December 2015) – Strategic Plan Extension to 2017.
- 5.C.4 – University Budget Committee - Bylaws.
- 5.C.5 – University Budget Committee - Membership.
- 5.C.6 – University Budget Committee - Minutes.
- 5.C.7 – Board of Trustees Report - University Budget Committee Budget Recommendations, FY 2015 to 2017.
- 5.C.8 – Illinois Board of Higher Education's Priorities.
- 5.C.9 – Chicago State University Vision, Mission, and Core Values.
- 5.C.10 – Strategic Planning Committee, Spring 2016.
- 5.C.11 – Planning, Measurement and Effectiveness (PME) - Guidelines.
- 5.C.12 – Planning, Measurement and Effectiveness (PME) - Academic.
- 5.C.13 – Planning, Measurement and Effectiveness (PME) - Non-Academic.
- 5.C.14 – Fiscal Officers Meeting Minutes - Update on Audit Findings, Spring 2016.
- 5.C.15 – Reorganization Plan, Spring 2016.

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

Assumed Practices: Meeting Current Financial Obligations

The University continues to prioritize student learning and re-allocated funds to complete the Spring 2016 semester. The Board of Trustees (BOT) has assigned a Management Action Committee (MAC) to work with the President to plan and make decisions over the next few months. Fiscal exigency was approved by the Board of Trustees to review and make personnel decisions to ensure sustainability of the institution. In addition, an Advisory Committee comprised of the faculty senate, union leaders, students, and civil service leaders was established to make recommendations on fiscal matters and operational efficiency ideas. Discussions and decisions are being made daily by the MAC to ensure continuity, continued quality academic and student services, and sustainability. The university worked with faculty, staff, and students to adjust the spring 2016 calendar by one week to ensure that students could focus on their studies and not the state's budgeting process. There will be personnel changes over the next few months to ensure that operational costs decrease. Students will not be impacted in their courses or services during these changes. Meetings are being held weekly with union leaders, senate leaders, student leaders, and university constituents to keep communication transparent and clear [01].

Assumed Practices: Future Financial Projections and Long-term Financial Sustainability CSU has planned financial projects for the next fiscal year. Enrollment, revenue, and development projections are key factors in the plan for sustainability. The Management Action Committee, the university Advisory Committee, the Board of Trustees, the Chief Financial Officer, and other university committees are engaged in planning for the future. The university continues to plan for its 150th year anniversary and it's an exciting time, even in the absence of a state budget. Our students, faculty, staff, alumni, and partners continue to be engaged in preparing to celebrate the university's sesquicentennial year in 2017 [02].

Assumed Practices: External Audit Compliance

The university undergoes an external audit annually. Over the last 4 years, the audit findings have decreased from 44, 34, 20, to 15 findings. A compliance program has been established university-wide to address CSU, state, and federal compliance requirements. Significant improvements have been made at the university; however, the complete reduction of findings is the goal. CSU's 2015 audit was released by the Auditor General on 2/25/16 [03].

Assumed Practices: Appropriately Credentialed and Experienced Administrators

CSU has a qualified executive team with many years of experience in higher education. The Chief Executive Officer, the President, previously served as Interim Provost, Vice President of

Enrollment Management, and Principal of two K-12 institutions [04]; the Chief Academic Officer has served as Provost, Vice President for Enrollment Management, Associate Vice Chancellor, and department chair [05]; and the Chief Financial Officer has earned a JD, MBA, and a CPA who previously served as Chief Financial Officer and practiced law [06].

Sources

5.D.1 – Board of Trustees - Minutes - Financial Exigency - Reorganization Process.

5.D.2 – Financial Projections for Long-term Financial Sustainability.

5.D.3 – External Audit Compliance Reports, FY 2012 to 2015.

5.D.4 – Curriculum Vitae - President Thomas Calhoun, Jr.

5.D.5 – Curriculum Vitae - Provost Angela Henderson.

5.D.6 – Curriculum Vitae - CFO Cecil Lucy

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 process is sufficient to enable CSU to implement every charge.
- The BOT and all staff participate in setting priorities for all functions of the institution.
- The Planning, Measurement and Effectiveness (PME) process includes a grounded understanding of capacity while anticipating fluctuations in resources, technology and demographics.

Sources

There are no sources.