Assurance Argument

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Review date: 2/27/2023

1 - Mission

The institution's mission is clear and articulated pubd o

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CSU's graduate programs support the mission through strategic decisions to offer diverse learnin;oof

CSU's mission and priorities are communicated across campus and in published materials as well as the University's website.

Marketing materials routinely include CSU's mission and/or values, as evident in CSU's Annual Report and other documents and websites created in collaboration with various University departments. These materials are accessible to the public through CSU's website; in some cases, such as the Annual Report, CSU sends print copies to hundreds of stakeholders and electronic copies to over 2,000 email accounts through its community-based email listserv. [41][42][43]

Cougar Notes is a monthly newsletter sent to elected officials, faith based institutions, neighborhood associations, and community members sharing upcoming events, updates, and highlights the achievements of staff, faculty, students and alumni. [44]

In 2021, CSU hosted its first annual State of the University Community event. The event provided students, staff, faculty, and community members with campus updates, and is an opportunity to highlight new corporate and community partners. CSU departments and community organizations host tables at the event. [45][46]

To serve CSU's mission of transforming students' lives through innovative teaching and research by increasing access, CSU initiated a Dual Enrollment program, created the Rise Academy to support first-time, full-time freshmen, and has continued to build transfer pathways for community college students to complete a four-year degree. CSU's marketing ensures the public knows that CSU is removing barriers and promoting college-going behavior and degree completion.

CSU regularly shares its Mission and SP with elected officials and related agencies so they understand CSU's priorities. These conversations allow CSU to identify how public officials and agencies can better support the University in achieving its mission. Examples include

- the annual Illinois State Legislature reports which note annual priorities that align with the Strategic Plan; [47] and
- presentations to public officials, including:
  - annual presentation of CSU's budget priorities to the Illinois Board of Higher Education (IBHE), which discusses CSU's work to increase student enrollment and retention while serving as a community anchor that spurs community development and engagement; [48]
  - annual budget discussions with state legislators outlining progress, needs, and the SP; [49]
  - responses to inquiries from state legislators, such as a budget-related response made to Illinois State Representative Slaughter after he requested information to help address critical capital needs that would allow students to learn in state-of-the-art facilities. [50]

Publicis Groupe and their affiliates Leo Burnett and Sparks Foundry undertook a year-long engagement with CSU to create a new brand identity based on a competitive landscape analysis and feedback from students, faculty, and staff, resulting in a new logo, brand position statement, and new look implemented on materials created since June 2020. CSU's new brand updated the University's previous tree logo and combined it with a book that symbolizes knowledge. The new logo also highlights CSU's history in the community by proudly stating the University's founding in 1867. [51][52]

- 1.A.46 - SOTU Community Flyer - March 2022
- 1.A.47 - CSU FY2023 ISL FINAL
- 1.A.48 - Office of Governmental Affairs - Share Mission with Public Officials
- 1.A.49 - C1_S1_SSB_House Hgher Ed Approps Hearing FY23
- 1.A.50 - C1_S1_SSB_CSU Priority Capital Projects
- 1.A.51A - Leo DuchuutiEring iut

1.A.Y8 -

1.B - Core Component 1.B

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

1. The institutioinst ut

communications were distributed throughout campus, via flyers, email, campus screens, and social media, to encourage testing and vaccinations, and to ensure CSU's population stayed healthy by reporting Covid-19 cases. CSU's COVID-19 web page gave reporting instructions, vaccination clinics, FAQs, and more. Messages and strategies were vetted through the COVID-19 Task Force and COVID-19 Operating Plan advisory councils. [34][35][36][37][38][39]

Supporting surrounding communities, predominantly African American, through Covid-19 was a key priority, given that African Americans were particularly hard hit by the pandemic. CSU's actions included:

- serving as a mass vaccination site with drive-up and walk-in services; [40][41][42]
- holding events to dispel misconceptions and promote the vaccine, including events held with Congressman Rush and Chicago Urban League and Illinois Department of Public Health; [43][44][45] and
- holding a Parent Summit to support parents as their children transitioned from remote learning to in-person instruction. [46][47]

Honors College students engage in service activities to help them become community leaders and learn to work with different communities. In November 2019, Honors College students organized a trip to the Greater Chicago Food Depository to pack food for distribution to local food banks for four hours on a Saturday afternoon. After the onset of Covid-19, Honors College students and staff looked for ways to participate in group service activities that benefitted local communities. One activity was a campus-wide drive to collect donations for a local women's shelter in Spring 2021. This was a particularly effective way to engage during the pandemic and while all classes were remote, since students could drop off donations at campus buildings individually. Students then gathered on campus to collect and deliver the donations to the shelter. These activities demonstrate ways that Honors College students engage with local communities through organized service activities, an example of CSU's commitment to the public good. [48][49]

In 2019, CSU hosted a Day of Service during which students, faculty and staff provided four-to-six hours of community service at sites across Chicago. [50]

Serving the Community

CSU strives to serve the diverse needs of its community through academic and intellectual endeavors that address its needs.

- CSU's Department of Advanced Studies in Education established a partnership with Chicago Public School District 299 and Evanston/Skokie School District 65 to prepare educators currently working in their districts for open full-time positions. [51]
- CSU's Master of Social Work (MSW) program is committed to a trauma-informed perspective that is influenced in part by the geography of the University. In September 2019, the program convened "Healing Trauma: Liberating the Mind, Body, and Soul," was a multi-disciplinary conference on the impact of trauma that brought together researchers, scholars, and practitioners, including partner agencies and communities that provide field educational experiences for CSU students. The conference's focus was programming and outreach to community partners; its primary goal was to engage in a broad discussion about trauma and its effects on the African American Community. Students and community practitioners presented their research. Approximately 150 participants attended the conference, giving it positive remarks; based on evaluation results, the majority of the participants found the conference

helpful and would like to have future programs on trauma.[52]

- One mission of the Biological Sciences department is "to foster an environment that encourages a strong educational foundation that is supported by innovation, entrepreneurship, leadership, and community service." The department hosted a field trip attended by 21 people from the Cook County Forest Preserve Summer Program, including three high school students, 15 college students from around the country, and three Forest Preserve staff. CSU was chosen as a site because of the tree species diversity, prairie garden, greenhouse, and imaging facilities that together are used to promote the importance of biodiversity to a healthy environment. Participant feedback revealed that the field trip was a success. [53][54]
- The Art & Design department collaborated with the Hyde Park Art Center for the Bill Walker: Urban Griot exhibition, funded by grants from the Terra Foundation for American Art, the Driehaus Foundation, and Art Design Chicago. The exhibition consisted of work primarily from the CSU Foundation art collection. The exhibition ran from November 2017 through April 2018 and was curated by full-time lecturer Juarez Hawkins with the assistance of Assistant Professor Thomas Lucas, University Curators, and Art & Design teaching faculty. Activities associated with the exhibition continued as part of Art Design Chicago, an initiative of the Terra Foundation exploring Chicago's art and design legacy. [55]
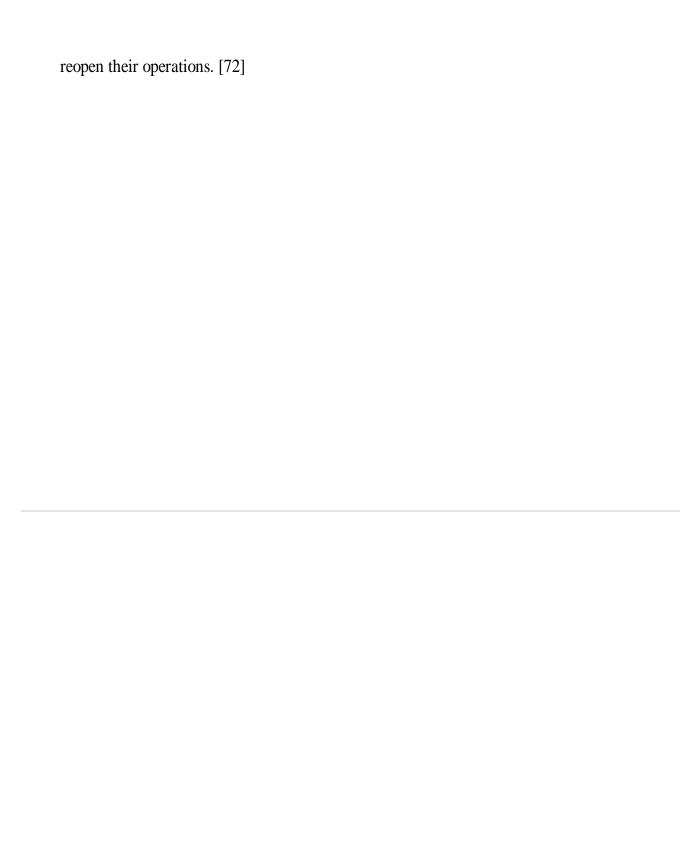
Co-Hosting Events

CSU serves as a prominent civic space on Chicago's South Side by hosting athletic, educational, cultural, and recreational activities. CSU is located near public transit that provides convenient access to the campus.

CSU co-sponsors events approximately monthly at the request of community organizations, including the Far South Chicago Community Action Council Peace Rally, supporting over 100 youth in the community, and a City of Chicago Town Hall on Safety at the request of the Mayor's Office. [56][57][58][59][60] The events are aligned with community needs as identified by elected officials, civic institutions, and University leadership. The Office of External Affairs convenes other departments several times a year to confirm strategy for engaging external partners. [61]

CSU is committed to supporting businesses in the region and generating additional investment in the community in alignment with residents', community leaders', and businesses' needs.

- CSU has entered into a memorandum of understanding (MOU) with the Chicago Department of Planning to facilitate investment, economic development, and cultural enhancement to the surrounding community using CSU's land. [62]
- CSU secured a grant from the Chicago Community Trust to fund an economic development study. Scheduled for release in Fall 2022, it will detail how CSU can use its campus to bring long-term investment aligned with community leaders' needs. The study included four community engagement meetings to learn more about community needs and desires. [63][64]

- CSU has an MOU with Metra to facilitate an overhaul of the station located on CSU property. CSU and Metra identified a new station design and sought federal funding to finance the renovation. [65][66][67][68][69][70]
- CSU is a member of the Far South Community Coalition, a network of over 25 community organizations and schools. CSU participates in discussions around development in the region, reflected in the Coalition's Quality-of-Life Plan. [71]
- CSU supported local businesses devastated by social unrest following the death of George Floyd by hosting a virtual conference with information on how businesses could rebuild and

reopen their operations. [72]

- 1.B.24 - Illinois Board of Higher Education CSU Institution Profile
- 1.B.25 - CSU Factbook 2021-22 Fall 2021 Faculty by Gender _ Ethnicity - p.3
- 1.B.26 - WBEZ

- 1.B.73 - Economic Impact Study
- 1.B.74 - Government Affairs Documentation
- 1.B.75 - SSB 2022 Budget and Bills 2022
- 1.B.76 - SSB - Budget Hearing FAQs
- 1.B.77 - SSB - Hearing Questions
- 1.B.78 - SSB - Senate Appropriations Hearing Questions

1.C - Core Component 1.C

The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

Argument

1.C.1.

Informed citizenship and workplace success

Recognition of diversity is reflected in CSU's Mission documents. CSU's curriculum prepares students to thrive in a diverse society. 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. [01] Specific examples of diversity, multiculturalism, and inclusion principles in the student learning experience include the following:

- CSU's community has been enriched by the contributions and presence of international students. The Global E

Resource Center,. [9][10][11][12] which not only enhance the student experience but allow diverse students to contribute to the community-at-large. CSU provides venues for the community to connect with diverse groups. The Gwendolyn Brooks CenterzCS venu8

- 1.C.32 - Student Engagement - Music
- 1.C.33 - Student Clubs and Organizations
- 1.C.34 - LGBTQ Events

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 establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board

the Family Educational Protection Rights Act and the Illinois Identity Protection Act. Additional key policies found on the HR website address fraud, bullying, whistleblower protections, sexual harassment, ethics compliance, computer use, and work rules/progressive discipline.

Grievance policies as outlined in the Human Resources Manual and in the collective bargaining agreements for faculty and staff articulate processes by which employees can initiate prompt and efficient investigation and resolution of claims regarding employer compliance with University policies and collective bargaining commitments. This process allows the grievant to discuss the situation with the appropriate supervisor, vice president or other University representative.
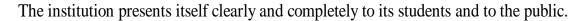
Auxiliary Functions

Each CSU auxiliary function (e.g., Meetings and Events, Dining Services, Residence Hall, Parking, Child Development Center, Bookstore, Wellness/Health Center, etc.) establishes its own communications for operating procedures. In relationship to outside vendors for auxiliary services (e.g., Dining Services, Bookstore, or health insurance), CSU establishes contracts that meet BOT and state eligibility requirements. Once contracts are established, the University communicates vendor policies and processes to appropriate internal parties (e.g., students, faculty, or staff). [54]

Each auxiliary function reports to and is monitored by a Vice President who supports the implementation of policies and procedures. Periodic meetings occur to review services and contractual obligations. The meetings include constituencies who are impacted by the services. For example, Dining Services meets with Division of Student Affairs (DOSA) staff and students to discuss meal options and services. [55]

During the pandemic, the majority of auxiliary services were either not in service or provided adjusted services. CSU's Bookstore, managed by Follett's, moved to a fully remote service model to better serve students physically away from campus. In Fall 2020, the Residence Hall moved to a single-room-occupancy model with requirements related to testing, vaccines, isolation and other safety measures. The O aw pandem

- 2.A.13 - Letter_fr

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public.

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirementsz i

- 2.B.36 - Cougar Connect Landing Page - January 2023
- 2.B.37 - Judicial Affairs Appeals Process
- 2.B.38 - College of Health Science Affiliation Agreements - AY 22-23

community members. A permanent president, President Zaldwaynaka Scott, Esq., began her administration on July 1, 2018. President Scott has been evaluated annually by the BOT; her contract was renewed for four years in July 2021. [09]

Shared Governance and Transparency

The BOT reviews and considers the reasonable and relevant interests of CSU's internal and external constituencies during its decision-making deliberations. Each division of the University provides an update on the status of activities. The Finance and Audit Committee specifically reviews all priorities and decisions with financial implications.

The BOT hears directly from faculty and staff through its deliberations. The administration, including the President, may report input from campus constituencies. Examples of deliberations brought to the BOT include:

- change in undergraduate admission standards to standardized test optional in 2019;
- elimination of out-of-state tuition rates for undergraduate students and use of in-state tuition for all undergraduate students;
- modification to admission policies for graduate and undergraduate students and grading policies during the pandemic.

In their role as representatives of CSU, the BOT interacts with key external constituencies including employers, alumni, donors, politicians, and professional organizations. These relationships provide contemporary insight into educational needs, career development, and trends in higher education. BOT meetings are held publicly and are announced and posted on the University website as well as in campus buildings. [10] During the pandemic in June 2020, the Illinois Open Meetings Act (OMA) was amended to allow public bodies to meet remotely. Section 7(e) was added to the OMA to allow public meetings to

- 2.C.05 - Minutes - 1216_2019
- 2.C.06 - Minutes 2017_2022
- 2.C.07 - BOT Resolution - Search for New Interim President for Appointment - March 2017
- 2.C.08 - BOT Resolution - Appointment of Interim President - April 2017
- 2.C.09 - BOT Minutes - March 2022
- 2.C.10 - CSU Board of Trustees - Meeting Dates
- 2.C.11 - 5 ILCS 120 Open Meetings Act
- 2.C.12 - Shared Governance Guiding Principles_Definitions_and Practices - Fall 2022
- 2.C.13 - Shared Governance Guiding Principles - Faculty Senate Minutes - November 1 2022
- 2.C.14 - Ethics Policies and Guidelines - Avoidance of the Appearance of Nepotism

definition of "investigator" complete CSU's Financial Conflict of Interest Training and submit a report to the Office of Research and Sponsored Programs annually. [07] For projects funded by the National Institutes of Health (NIH), web-based training is also completed every four years. To provide further oversight, the Research Integrity Officer appointed by the President assures research integrity and addresses research misconduct on campus, according to United States Department of Health and Human Services reporting requirements and CSU policy.

2.E.2.

Gwendolyn Brooks Library (GBL) faculty instruct faculty, staff, and students on the ethical use of information. Library instruction sessions, research consultations, and reference transactions are some of the ways CSU librarians teach students to find, access, assess, and use information properly. Librarian-created guides to research exist in a variety of disciplines, as well as archival research, and citation style guides accessible from the GBL's website. The website, and its Library Instruction and Research Services webpages, outline the resources available for students and faculty in the conduct of research and scholarly investigation. It also provides a link for making appointments to consult with librarians. [08][09][10][11][12]

Students and faculty can contact the IRB office for assistance. The OGRA director meets regularly with principal investigators (PIs) to assist them. [13]

2.E.3.

Students engaged in research complete CITI training on ethical research and human subjects; research ethics and human subjects are key subjects in the research courses that prepare students for participation in research. Librarians reinforce the ethics of information use as they work individually with students or provide library instruction to classes on information acquisition.

CSU's colleges and departments, Judicial Affairs, and the Office of the Provost enforce academic honesty and integrity policies. The Code of Conduct provides definitions and examples of sanctionable behaviors related to academic excellence and academic integrity, including academic honesty and ethical research. Instructors are urged to note integrity policies in syllabi.

2.E.4.

CSU's faculty, staff, students, and administrators engage in the pursuit of knowledge and its application with integrity. Policies, procedures, and practices of instruction and scholarly research guide the work of the academic community at CSU. Related committees provide faculty input for governance regarding research and instruction. Academic syllabi, student handbooks and catalogs all reinforce policies for academic integrity. CSU uses Turnitin to provide students and faculty feedback on academic policies. Students can review the Turnitin report before submission of a paper, and faculty can see the report during the grading process. Training in using Turnitin is provided to faculty and students.

hearing before any final determination or sanctions are issued. In addition, any student found responsible for conduct violations resulting in a sanction of suspension or expulsion has the right to appeal the decision to the Office of the Dean of Students. Sanctions for violating the Student Code of Conduct are intended to provide educational experiences that will develop behavior and conduct demonstrative of responsible citizenship. Sanctions are levied relative to the nature and scope of the violation. Levied sanctions can range from a simple verbal warning to expulsion, depending on the severity of the misconduct as well as the impact on the CSU community. [14]

Sources

- 2.E.01 - The Office of Grants and Research Administration - Federal Management Manual
- 2.E.02 - Institutional Review Board
- 2.E.03 - Financial Conflict of Interest Policy
- 2.E.04 - Financial Conflict of Interest Form
- 2.E.05 - Memo Dual Employment
- 2.E.06 - Financial Conflict of Interest _ IRB _ Chicago State University
- 2.E.07 - Financial Conflict of Interest Training
- 2.E.08 - GBL - Reference and Research Consultation Services Fall 2021
- 2.E.09 - GBL - Library Instruction Services Fall 2021
- 2.E.10 - GBL - Request a Research Consultation
- 2.E.11 - GBL - Cite Sources
- 2.E.12 - GBL - Student Guide
- 2.E.13 - Principal Investigator Meetings - Agendas and Supporting Documentation
- 2.E.14 - CSU Student Code of Conduct 2021

2.S - Criterion 2 - Summary

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

Summary

- CSU operates with integrity and follows the policies and governance it has established for all units through ethical and responsible conduct.
- Information on the University is publicly available and accessible with proper evidence to support the contribution of the institution.
- The BOT serves as an autonomous decision making body in compliance with its policy and legal requirements; it delegates its authority to the administration and faculty and focuses on the priorities of the institution.
- Every constituent in the University's sphere is allowed and encouraged to engage in freedom of expression, as well as truth.
- CSU enforces policies of honesty and integrity and supports ethical pursuit and application of knowledge and research for faculty, staff and students.

Sources

There are no sources.

3 - Teaching and Learning: Quality, Resources and Support

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

3.A - Core Component 3.A

The rigor of the institution's academic offerings is appropriate to higher education.

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.
2. The institution articulates and differentiates learning goals for its 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

3.A.1.

Chicago State University's courses and degree programs require student performance appropriate to the credential awarded and aligned with its mission of transforming students' lives by providing access to higher education and innovative teaching, by fostering ethical leadership, cultural enrichment and economic development, and by promoting justice.

CSU offers 32 undergraduate, 24 graduate and professional degrees, and 16 certificates and endorsements in five colleges – Arts and Sciences, Business, Education, Health Sciences, and Pharmacy - and a Division of Non-traditional Degrees and Continuing Education. [01] Eighteen programs are fully accredited by their national specialty accrediting bodies. [02][03] These accreditations are evidence of the currency and appropriate student performance levels of CSU's courses and programs.

The University, the five colleges, and departments and programs implement a variety of measures to ensure that students achieve levels of performance appropriate to the degree or certificate awarded. Those measures include assessment and program reviews of academic programs at the departmental and university levels. Each year, each academic program prepares and follows an assessment plan and reports on its progress for review by the University's Assessment Coordinator. Gains in student performance on assessments are monitored and used to improve learning. For example:

- the Counseling program uses Tevera software to monitor students' ability to meet the standards of its specialty accreditation; [04]
- in the Occupational Therapy program, undergraduates complete a capstone case study project for the BSHS degree and graduate students complete a collaborative faculty-student research project for the MOT degree;[05][06][07][08]
- in Art & Design, Art majors submit assessment portfolios in their sophomore, junior and

senior years during their matriculation.[09]

Program currency and quality are maintained through regular program review. Faculty and department chairs complete the reviews that typically are scheduled on an eight-year cycle. Programs that have been flagged by the institution for low enrollment or improvement undergo priority review and are re-evaluated within one to three years. Program Review findings are submitted to the Illinois Board of Higher Education (IBHE). IBHE guidelines for priority review reporting call for short interim reports to be submitted to the body three years after a program has been flagged by the institution for improvement and must address actions taken since the last program review, including actions taken to resolve the issues or improve the program, identification of areas for further action or improvement, and a description of how the program will be monitored to ensure continued improvement. [10][11][12]

CSU has a process for approving all curriculum actions, including program and course changes. Committees at the departmental/program, college, and university levels ensure that curriculum is current. In 2021-22, the workflow and process were redesigned. CSU moved from a paper-based system to an electronic process utilizing Adobe Echo Sign during Covid-19. With these changes, time in process was reduced to no more than a year, and communication and cooperation between curriculum committees increased. To facilitate processing, CSU is adopting the Analog and Curriculog software systems. The University Curriculum Coordinating Committee (UCCC) provides a recommendation regarding the addition or deletion of any academic major or minor degree programs, options, minors, and certificates offered by CSU. The committee reviews the minutes of college curriculum committees, monitors new course proposals, reviews and approves any policy or procedure changes recommended by the General Education Committee (GEC), the General Education Assessment Committee (GEAC), and other bodies responsible for university curriculum, and forwards these to the Office of Academic Affairs and/or the Faculty Senate as appropriate. The UCCC monitors any curricular conflicts that may arise between academic programs and is responsible for making recommendations to the appropriate chair, dean, or academic vice president regarding possible solutions to resolve conflicts. [13][14][15]

3.A.2.

Articulation and Delineation of Learning Goals

Learning goals and teaching objectives clearly specify the outcomes and competencies to be achieved by students in each academic program, differentiating learning goals and outcomes between programs at various levels. Faculty develop and implement contextualized, relevant curriculum and define performance expectations to measure success. Student Learning Outcomes (SLOs) for each course are presented in course syllabi; expectations for student performance are clearly defined and aligned with course objectives and discipline or program criteria for quality education. Faculty submit syllabi for every course to their chairperson for review at the beginning of each semester [16][17]. Courses cross-listed as undergraduate/graduate indicate differences in SLOs, learning assessment, and academic rigor in their syllabi. [18][19][20][21][22]

Academic programs employ pedagogical tools such as curriculum maps to develop goals appropriate for each program level and to differentiate goals across various degree and certificate programs. [23][24][25][26][27]

Departmental curriculum committees monitor course-specific SLOs to ensure alignment with overall programmatic learning outcomes and competencies required for specific academic programs. Criteria

for peer and chair evaluations of faculty teaching performance include assessment of content alignment with SLOs and objectives. SLOs for undergraduate degrees are aligned with the university's undergraduate General Learning Outcomes. Programs considering extensive curriculum revision typically engage consultants and professional development opportunities to ensure the faculty are aligned in their understanding of the changes, "best practices" and accreditation demands. [28][29][30][31][32]

3.A.3.

Consistent program quality and goals across modalities

CSU has one campus which offers campus-based, online, and hybrid delivery of its academic courses. In Spring 2022, CSU was approved to provide dual credit through credentialing of high school teachers or by providing on-site courses at high schools. CSU piloted its first dual credit course at Corliss High School. A qualified CSU instructor taught CMAT 2030 Basic Speech Communication in Fall 2022; PSYC 1100 Introduction to Psychology will be taught in Spring 2023. [33][34][35]

updates and information on teaching and learning as the pandemic progressed. [41]

Sources

- 3.A.01 - CSU Factbook 2021-2022
- 3.A.02 - University Accreditation Website
- 3.A.03 - Chicago State University Institutional Profile -Illinois Board of Higher Education
- 3.A.04 - Counseling Program Use of Tevera Software
- 3.A.05 - OT Capstone presentation Afolayan
- 3.A.06 - OT Capstone Senteno
- 3.A.07 - MOTS Capstone - Its Not In Our Heads
- 3.A.08 - MOTS Research Paper 2022
- 3.A.09 - Art and Design - Portfolio Assessment Rubrics
- 3.A.10 - Program Review Schedule 2020-2027
- 3.A.11 - University Program Review Committee - Minutes
- 3.A.12 - IBHE Program Review Reports 2020-2021
- 3.A.13 - University Curriculum Committee - Bylaws
- 3.A.14 - University Curriculum Committee - Curriculum Actions Handbook - Fall 2022
- 3.A.15 - University Curriculum Committee - Flow Diagram
- 3.A.16 - HLC Universal Syllabus - TEMPLATE - Fall 2022
- 3.A.17 - Abilities and COVID-19 Statements for Syllabi
- 3.A.18 - Cross-listed Course Syllabi - ED 4312 - ED 5312
- 3.A.19 - Cross-listed Course Syllabi - ED 4500 - 5500 - Princ

- 3.A.39 - Online Certification Training - Faculty Roster
- 3.A.40 - Schedule of Classes - Spring 2021 - Remote Learning
- 3.A.41 - Faculty Remote Teaching Syllabi Resources

The acceptance of transfer students from other Illinois institutions of higher learning, in particular, community colleges, is a component of CSU's mission to provide access to diverse students. The transfer admission process for General Education courses is aligned to the requirements of the IAI. CSU recognizes and awards earned transfer credit for courses that meet approved general education learning objectives.[05][05][07][08]

3.B.2.

CSU's General Education curriculum's mission is to "instill in our students the idea that learning is a continuous and life-long process grounded in critical reflection and analysis of the world around us. As such, it is an essential foundation for living a fulfilled life in a democratic society."

The six General Education outcomes equip students with effective oral and written communication skills; an understanding of cultural diversity, interrelatedness and human-environment interaction; creative and critical thinking, analytical reasoning, and problem solving skills; an ability to apply the basic vocabularies, questions, and methods of the humanities, social sciences and natural sciences to the process of inquiry; an understanding of and engagement with civic life; and an understanding of the interactions between science and technology, society, and the environment. Together these outcomes ensure that students have a well-rounded educational experience. Students choose from an approved list of General Education courses that cover the six outcomes. [09][10]

3.B.3.

CSU's mission is to provide access to a public and comprehensive higher education for students of diverse backgrounds, and diversity education is embedded in general education courses and a requirement at the college level. The second CSU GEO, "Diversity and Interaction," ensures that students will "demonstrate an understanding of cultural diversity and interrelatedness as well as human and environmental interaction." Students are expected to be able to analyze artistic expressions and creative processes in the arts, to express the relationship among arts, culture and cultural values, to demonstrate an understanding of the interaction among human beings, their cultures, and the environment; to articulate the interrelatedness of culture, race, class, gender, and human identity and personality; and to demonstrate knowledge of the philosophical, religious, ethical, social, historical and political heritage of diverse cultures other than one's own.

Students are exposed to and experience multiple layers of cultural and human diversity at the University. Each of the colleges infuses diversity and multicultural awareness into its curricular and co-curricular activities. They engage with multicultural resource centers and their activities that serve students including the Abilities Office, Latino Resource Center, LGBTQ+ center, and African American Male Resource Center. CSU has a Global Engagement Office that seeks to raise the level of global awareness on campus through study abroad programs, international student enrollment, and cultural enrichment. These units are considered in 3.D.

3.B.4.

To comply with CSU's commitment to research as stated in its mission, all academic programs require students to engage in research or creative activities. Regardless of program, undergraduate students are required to complete a capstone course that culminates in the production of an undergraduate thesis or project based on research or creative activities. [11]

All masters thesis and doctoral dissertations are deposited in the proprietary database ProQuest

Dissertations and Theses, to which the Library subscribes. [12][13]

In STEM programs, capstone projects represent original research. Students whose theses that do not meet minimum requirements are allowed to repeat the course. Outside of the curriculum, students perform research or creative activities with faculty mentors. Students attend local, national, and international conferences to present their scholarly activities. The ILSamp organizes a yearly STEM symposium, which serves as an excellent platform for STEM students to attend and make scholarly presentations. Many CSU STEM majors win awards on research presentations made at this annual research symposium and in other national scientific conferences including the NOBCChE. [14][15][16][17]

To expand opportunities to learn industry-specific skills, CSU has expanded its partnerships with employers and industry partners. CSU partnered with Leo Burnett and its parent company Publicis in 2021 and 2022 to create an advertising bootcamp for students. The company executives taught a course on advertising strategy to students in the departments of CMAT, Art & Design and Marketing. Upon successful completion of the course students were then offered paid summer internships with Leo Burnett and their subsidiary companies. This innovative program shows the unique support that CSU gives to our academic programs by providing successful industry partnerships. [18]

Evidence of scholarly activity by faculty and students is captured in quarterly reports to the BOT, and many departments create annual newsletters that include scholarly activities of student engagement. [19.a][19.b][19.c][19.d][19.e][20] Students present research conducted during coursework at local, regional and national conferences. [21][22][23][24]
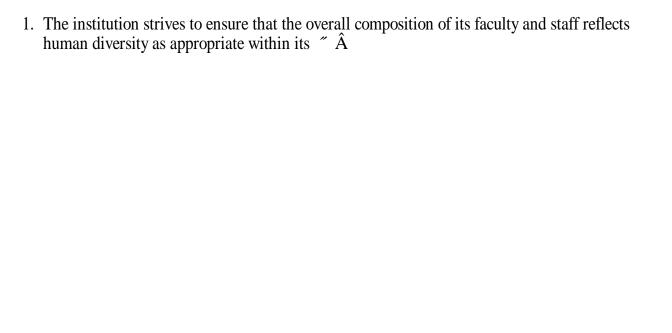
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- 3.B.08 - IAI Meeting Summary for GenEd Humanities-Fine Arts Panel Meeting - November 28 2022
- 3.B.09 - University General Education Outcomes 2012 and 2017
- 3.B.10 - Undergraduate Catalog 2022-2023 - General Education Outcomes
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- 3.B.17 - CPE Summary Document of Undergraduate Research
- 3.B.18 - CMAT - Burnett Advertising Partnership - Video
- 3.B.19.A - Academic Affairs - BOT Report - September 2018
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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 strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its ˝ Â

Evaluation of Faculty

The Faculty Contract outlines the policies and procedures for regular evaluation of all full-time faculty members. Each department has an approved DAC, which defines the criteria for evaluation of each duty of a faculty member in the areas of teaching, research or creative activities, and service. DACs are revised and updated with each new contract to ensure rigor and currency for the program. The last DAC update was during AY 2020-21. A portfolio method is used for submission of materials. [16][17][18]

At this time, faculty may submit portfolios electronically or in hard copy. The Faculty Contract outlines the portfolio reviewers, criteria level for each academic rank, timeline for review, and procedures for retention, tenure, promotion, annual post-tenure review, and reconsideration.

Academic Support Professionals (Unit B) are evaluated annually based on established work plan and position description requirements. This evaluation is performed by the department chair and the dean, and submitted to the Office of Contract Administration for further review and approval.

Part-time faculty members are evaluated by the department chairperson along with student evaluations of teaching. Their reemployment is determined by this evaluation process and program needs.

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

3.C.5.

The University, colleges, and departments support the professional development of faculty. Chairpersons work with individual faculty to address their needs in teaching and scholarship. To support the mission, SP and ensure currency, a faculty development requirement has been added to all DACs. Departments have defined criteria and multiple methods for evaluation, including faculty development plan templates and specifications of types of activities.

The CTRE provides professional development seminars and workshops, as well as funding to support teaching and research.[19][20][21] New Faculty Orientation provides recently hired faculty with the teaching and learning tools available to them through workshops and training sessions. [22] CTRE seed grants provide support for new and innovative projects which have the potential to yield external funding; CTRE stipends provide financial assistance for developmental activities that enhance research and/or teaching; and CTRE enrichment awards encourage the active engagement of CSU students outside of the classroom, to increase teaching effectiveness, and to benefit student learning. [23][24] Faculty have used enrichment grants for GRE preparation, visiting artist series, research work, and conference presentations, and co-authoring research articles. [25][26][27]

Grant funding has offered additional support for faculty development, such as the CSU Pathway to

Success and ILSAMP. (Grant Academy) While Covid-19 restricted engagement in research and conference participation, many faculty were able to maintain partnerships and participate virtually.

Faculty who have received CTRE support share their activities and learning with the campus through poster sessions and presentations as individuals or a panel of faculty at the annual Provost Colloquium. [28]

The CTRE augments its professional development offerings by providing access to external programs, including the following:

- in Summer 2020, over 30 faculty participated in the High-Impact Online Teaching Practices series offered by the Gardner Institute and the UNCF Institute for Capacity Building. [29]   of on
- in 2020, the CTRE purchased access to Magna Commons and 20-Minute Mentor Commons from Magna Publications and the Teaching Professor to provide additional training and resources for the development of online teaching expertise.

3.C.6.

All faculty must maintain office hours to provide accessibility to students outside the classroom. The mandated office hour requirements are defined by the Faculty Contract. Faculty must post schedules of four hours a week across three days, or five hours across two days, for office hours. Office hours are included in each course syllabus and are 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 to students during a semester is an item assessed on each course evaluation. [45]

3.C.7.

Staff providing student support services fall under one of three employment categories: faculty, civil service, or administrator. Civil Service employees are subject to the rules and regulations of the State Universities Civil Service System, which outlines civil service testing and evaluation of credentials. These processes are administered by Human Resources. Administrative hires are made hiring managers upon recommendation of search committees; Human Resources facilitates this work. CSU hires individuals whose qualifications match those noted in the job descriptions.

Human Resources provides ongoing web-based and face-to-face professional development and training opportunities for all employees in a wide range of topics that encourage continuous quality improvement in service and output.

Additional training and professional development opportunities are provided as follows:

In the Learning Assistance Center, tutors participate in an orientation session prior to working with students.

Staff in the Office of Student Financial Aid receive training and professional development both internally and from state, regional and national professional organizations such as the Illinois Association of Student Financial Aid Administrators (ILASFAA), the Midwest Association of Student Financial Aid Administrators (MASFAA), Tegat tional ial Aid Admini audesoci

- 3.C.45 - Academic Affairs - Faculty Contract - 2018-2022 - Faculty Accessibility - Office Hours
- 3.C.46 - Advisor Training Coaching - 2019
- 3.C.47 - Student Retention Best Practices Presentation - August 2020

3.D

informational resources. The Center is home to CSU's SafeZone Project, initiated in 2009 to address concerns of CSU's LGBTQ+ community by providing safe spaces on campus that are highly visible and easily identifiable, and by providing training to educate the CSU community. [03][04]

The Veterans Affairs Office assists veterans and eligible dependents with securing educational benefits such as the Post-9/11 GI Bill, the Illinois Veterans Grant, and other programs. [05]

The Women's Resource Center supports and connects students by linking them with faculty, alumnae, staff, the community, and each other through programs, workshops, mentorship, activities, and networking events. The WRC collaborates with student organizations to create and promote activities that raise awareness of gender and women's issues on campus, and increase the visibility and diversity of women at CSU. The WRC had been inactive due to the resignation of its coordinator in 2020, but the Counseling Center has revived the WRC and its programming, with a "Women Empowered" series slated to begin in February 2023. [06]

Student services geared toward supporting students as they pursue their academic career at CSU include:

The Office of Student Financial Aid supports CSU's mission of providing an affordable, quality education by offering financial assistance to students and their families seeking to offset educational costs. The Office assists students with completing FAFSAs and financial-aid-related paperwork and provides information on scholarships and programs such as the Community Services Book Grant Scholarship, the IACAC Transfer Scholarship, and the Chicagoland Regional College Program, a partnership between CSU and the United Parcel Service. [07][08]

The Career Development Center provides individualized and group support to students as they seek internships, experiential education, and full-time employment. Services include career counseling, interview preparation, job and internship search assistance, professional skill development, resume/cover letter/LinkedIn reviews, and job fairs. [09][10][11][12]

Cougar Closet opened in 2017 to address the needs of students without professional business attire. It was closed from March 2020 until August 2022 due to the pandemic and has since reopened.

The Abilities Office provides students with special and diverse learning needs, including psychiatric, learning, or physical disabilities, the services they need to achieve their educational goals, ensuring that barriers to learning will be reasonably accommodated and students will have access to all programs and facilities. The 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. The Office promotes and supports the inclusivity of people with disabilities by hosting disability awareness events and activities. [13]

The Counseling Center provides students with mental health and crisis counseling. The Center offers individual counseling, crisis counseling, group counseling, and workshops related to student concerns in support of wellness such as stress, time or anger management, text anxiety, alcohol and drug awareness, self-esteem enhancement, cultural diversity awareness, and violence and domestic violence prevention and awareness. Faculty, staff and administrators can receive training and education about referral services in an effort to promote comprehensive psychological and institutional wellness.[14][15]

The Wellness/Health Center provides primary healthcare and wellness programs for CSU students,

advisors monitor all new students and continue to advise them until they reach 65-70 credit hours. Professional advisors report to the Faculty Advising Coordinator and Director of Advising. [44]

Faculty Advisors serve and mentor upper-level and graduate students. These advisors report to their department chairpersons and are awarded advising cues. Every year, faculty advisors sign a Faculty Advisor Expectation Agreement which outlines their duties. [45] Evidence of advising is uploaded in the faculty member's digital or paper portfolio. A faculty member receives release time to serve as the Faculty Advisor Coordinator. This individual works closely with the departments and faculty and coordinates with the Director of Advising on training and developing the Advisor Conferences held each semester.

The hybrid model was developed to address feedback from student assessments (NSSE 2019), and a new job description was developed for professional advisors. The CSU Foundation provided funding to train professional advisors in a coaching model; this training began in 2020 with funding being extended for two years. Currently, faculty and new professional advisors receive training on coaching techniques. The Director of Advising   receiv   adviso T   cT

The Gwendolyn Brooks Library (GBL) supports the University mission by providing access to global information resources, developing user-centered services that foster academic excellence an

Coordination of Clinical Sites

The COE, COHS, and COP all engage in student placements at sites that support their experiential learning. Each program has defined procedures for student placements, performance expectations, and roles of sites.

The COE re0

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 orm@u

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

Programs that are slated for priority review may be given specific enrollment or degrees conferred goals to meet within a particular time frame; their priority review report addresses progress on previously noted weaknesses and areas of concern. [11]

Programs recommended for elimination are forwarded to the Academic Program Elimination Review Committee (APERC) whose members are selected in accordance with established contractual provisions. Academic Affairs convenes APERC and provides all available data on the program to the committee. APERC makes a recommendation to the Provost. The Provost reviews all reports and submits a report to the President and the BOT with a final recommendation. [12][13]

A focus of the 2020-2025 Strategic Plan (SP) is review of programs and curriculum revisions to address the needs of future students and changing workforce. Within the last four years, three programs (Political Science, General Studies and International Studies) have been eliminated and two programs (Pre-Physical Therapy and Pre-Occupational Therapy and History and African American Studies) have been consolidated. Programs slated for elimination begin a phase-out process to graduate all students admitted in the major and admissions to the major are closed.

4.A.2.

CSU accepts a maximum of 66 semester credit hours from two-year colleges and a maximum of 88 semester credit hours from four-year institutions. Transfer credit applied to meet the University General Education Requirements will be accepted with a "D" grade. The acceptance of grades of "D" were modified in 2020 to align with the Illinois Articulation Initiative (IAI). [14] Courses with a grade of "D" may not provide adequate prerequisite for advanced courses in the major. CSU provides transfer students with evaluation of credits that will apply to their major prior to registration during their first semester at the University. Official evaluations are not prepared from unofficial documents. [15][16]

CSU accepts credit from regionally-accredited institutions for college-level classes credited .

CSU awards prior learning experience and competency through testing or portfolio review, also known as Prior Learning Assessment (PLA). A student with prior work or life competency may take a proficiency examination and receive college credit for general education and select courses. [20] [21] A second method for obtaining college credit for life experience is the submission of a portfolio demonstrating the ability to address the objectives of select courses. The Adult Integrated Learning (AIL) major allows up to 30 hours of prior learning credit. Students take AIL 2500 to learn how to complete the portfolio for proof of competency in specific course objectives. The portfolios are evaluated by faculty in the discipline who determine if the expectations of the course have been met; if so, the student receives a grade of "P" and credit added to the transcript.[22]

A recent Illinois statute, the Early Childhood Equity and Access Consortium for Education (ECACE) has begun to use prior learning credits to assist incumbent workers in the area of early childhood education to receive credit for work experiences. [23]

4.A.3.

CSU is a participant in the IAI, a statewide agreement that allows transfer of the completed Illinois General Education Core Curriculum between participating institutions. Completion of the transferable General Education Core Curriculum or completion of an AA or AS degree at any participating college or university in Illinois assures transferring students that general education requirements for the bachelor's degree have been satisfied. Students who have completed 75 or more hours from a combination of two-year and four-year institutions and who have completed the Illinois General Education Core Curriculum are considered to have completed their general education requirements. The IAI includes recommended freshman-level and sophomore-level courses for specific majors. Major courses are identified for disciplines in art, biology, business, chemistry, computer science, criminal justice, early childhood education, English, history, mathematics, political science, psychology, sociology, and theater arts. Students are encouraged to consult with an academic advisor when planning to transfer, and use tools such as Transferology and transfer guides. [24]

The Catalog includes CSU policy for Advanced Placement, International Baccalaureate, and College Level Examination Program (CLEP) exam credit. Credit is awarded provided the scores meet minimum requirements and are officially transcripted. Foreign transcripts must be translated through approved third-parties, including National Association of Credential Evaluation Services (NACES), ECE (Educational Credential Evaluators), and World Education Services.

Applicable policies for assuring the quality of transcripted credit are in the Catalog. This includes required grade minimums, accreditation of institutions, and maximum number of hours that may be transferred, for undergraduate, graduate, and professional degree programs.

4.A.4.

Program faculty members establish prerequisites for courses through the curriculum process, which are applied to courses in the Banner system. This occurs when courses are added or revised through a curriculum process.

Dual Enrollment a   E- o c2nu. '

or face-to-face courses at CSU. [27] CSU received approval for dual credit th

Recreation, COAPRT;

Health Information Administration, CAHIIM;

Nursing: Accreditation Commission for Education in Nursing (ACEN);

Occupational Therapy: Accreditation Council for Occupational Terfor Educatidt

was after a series of focus visits in 2018 and 2020 as well as interim reports. The program was being monitored for changes in leadership, curriculum outcomes, and progression and retention processes. A new Dean of Pharmacy, Dr. Matthew Fete, was hired after a national search in Fall 2019 and undertook an extensive curriculum revision and program policy modification. The Pharmacy program has gone from 13 standards under monitoring to one standard, program outcomes. The most recent was submitted in October 2022 and a site visit is planned for March 2023. The College of Pharmacy has made significant gains in student achievement during a pandemic and remote learning. [44][45][46]

The Department of Nursing hosted its eight-year accreditation visit in February 2021 virtually. It received the response report from the Accreditation Commission for Education in Nursing in October 201 to maintain accreditation with a follow up report on Standard 6 Outcomes due to the program's low NCLEX-RN scores. The program has also been placed on probation due to low outcome scores by Illinois Department of Financial and Professional Regulations (IDFPR). IDFPR requires a minimum of a 75% pass rate for first time takers. The department has been working with both bodies to address the pass rates. [47][48]

CSU graduates successfully pass state and national certification and licensure examinations in fields such as pharmacy, occupational therapy and education [49][50][51]; these examinations require students to demonstrate a high level of knowledge and professional skills. Current efforts are underway to address low pass rates in the pharmacy and nursing programs. Each program has conducted detailed analysis of issues impacting student performance and have undertaken curriculum revisions. Multiple resources have been dedicated to support examination preparation and confidence building.

4.A.6.

CSU collects data on the success of its graduates through the individual programs, Career Development Center and Office of Institutional Effectiveness and Research (IER). Data is collected on timing of employment within the field of study, salaries, and types of positions graduates are employed in or enrollment in advance studies.[52]

A 2020-2021 Career Development Center Employer survey [53] showed CSU students' strengths were in Early Childhood Education, Information Technology, Marketing, Communications, Market Research and Technology. College of Business 2016-2019 Internship Employer Evaluations [54] reported that 47 interns were rated 'Good' or 'Excellent' on the five criteria being evaluated. Data acquired from the Illinois State Board of Education Partnership for Educator Preparation program [55] identified employer feedback for the top five programs in the COE (Special Education, Elementary Education, Physical Education, Principal Preparation and Early Childhood) from 2015-2020. In 2020, 85.7% of CSU Post Baccalaureate/Master's level program students were rated as Proficient. In 2019 and 2020, employers rated 100% of CSU students demonstrating teaching skills at the undergraduate level programs. All teaching candidates must successfully pass a summative assessment, also known as edTPA. Data showed CSU students had a 100% pass rate from 2017-2019. In 2020, the Governor of Illinois issued an exemption from edPTA requirements due to Covid-19 through December 2023. [56][57] The COE continues to implement the COE 5 Key Assessment - Candidate Work Sample equivalent to ensure that candidates meet and exceed program requirements for licensure. [58][59]

Internal assessments of alumni outcomes are undertaken by programs and colleges and are reported during the assessment and academic program review processes. Academic programs and, in some

cases, colleges, engage in alumni outreach efforts that include evaluation of graduates' success. For example, the Department of Occupational Therapy reports the graduating class place of employment and average salary range as part of its annual report to the accrediting body. [60]

IER has done surveys of students 1 year, 5 year and 9 years post-graduation. The response rate has been low over the years and the contact data has not been maintained for follow up. In 2021, IER did a survey with graduates at Commencement Countdown to determine readiness for employment and a survey in 2022 on current employment status. The data demonstrates that while students are successfully completing their degrees the progression to job placement or advance studies is inconsistent. [61]

A pillar of the Cougar Commitment has been focused on launching graduates into strong first jobs. This objective has led to changes in the role of the Career Development Center and increased focus on intentional industry partnerships related to strong employment opportunities. Over the past 4 years, CSU has formed relationships with industry partners such as Hop ers such as Hkencemenwith industry

- 4.A.26 - Dual Enrollment Website
- 4.A.27 - Undergraduate Catalog 2022 ˝ 8

4.B - Core Component 4.B

The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution us

(PSLOs), rethink assessment plans and procedures, redesign curriculum maps, and revise assessment instruments to ensure measurement of student achievement of each PSLO.

Program assessment coordinators play an active role in department meetings where they stimulate discussion surrounding assessment and encourage faculty participation in the assessment process. These meetings provide space for assessment coordinators to confirm alignment of the PSLOs to the Mission and any accreditation or approval entity requirements.

At the conclusion of each academic year, program assessment coordinators write a report that identifies PSLOs, describes assessment instruments and indicators, provides a curriculum map that pinpoints where student achievement of PSLOs takes place in the program, outlines assessment plans, records and analyzes data, and discusses key changes that will be made to the program based on assessment results. Assessment reports are uploaded to Moodle and evaluated by the university assessment coordinators. [12]

Attached are six examples of program assessment reports from AY 21-22:

- Recreation [13]
- Communications, Media Arts and Theatre [14]
- Counseling [15]
- Elementary Education [16]
- Nursing [17]
- Mathematics [18]

Attached are two examples of general education assessment reports from AY 21-22:

- Course

collaboration from all faculty across campus. This simple choice, coupled with assessment activities

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Departmental minutes that are included with annual assessment reports also document discussions that faculty have about potential programmatic changes that result from program assessment findings. All curriculum changes are presented and approved by the University Curriculum Coordinating Committee (UCCC).

4.B.3.

CSU continues to support and dedicate considerable resources to effective assessment of student learning. All academic programs follow a regular process of faculty-driven assessment using results of multiple assessment instruments to inform program improvements and to enhance student learning. Faculty participation in assessment is crucial and occurs on a regular basis. At the department level, faculty prepare the assessment plan, implement it, and collect, analyze and publicize the data. Program reports are submitted to the University Assessment Coordinator who reviews the findings, makes recommendations about the reports and/or assessment processes or methodologies, and reports findings to the Provost. As required by program accreditation agencies or the State of Illinois, assessment reports are included in respective reports and in program reviews.

An essential building block of CSU's assessment plan is the Universal Syllabus Template. The course syllabus is one of the primary means through which academic learning outcomes are expressed and assessment instruments identified. [33]

Academic Affairs sponsors Assessment Conferences every fall and spring. The conferences allow assessment coordinators to review assessment strategies and data to improve student learning outcomes. In 2021-2022, two additional assessment conferences were added, for a total of two in fall and two in spring. In Spring 2022, the University Assessment Committee piloted a series of virtual college-specific workshops which generated high turnout and robust discussions. The college-specific workshops provided additional information to the team such as co-curricular activities within academic units and employer data. These college-specific workshops will continue going forward. Faculty also have the opportunity to use and embed online assessment tools into their courses and attend face-to-face and/or virtual assessment workshops. Faculty at CSU have opportunities to enhance their assessment practices with external workshops and conferences.

Another strategy to assess student learning is the use of course evaluation data. Course evaluations are available to students at the end of the fall and spring terms. This measure allows students and faculty to measure their learning and teaching. The institution uses IOTA Solutions as its assessment tool for course evaluations. In Spring 2020, new questions were added to the survey instrument to better assess interaction, access, course design and expectations for online and hybrid courses. [34]

CSU has a strong commitment to building co-curricular learning opportunities to enhance student learning. CSU supports a wide number of different types of co-curricular learning opportunities, including those integrated with academic programs, those offered by DOSA, and industry partnerships. To ensure these co-curricular units align with the University's mission and have a clear purpose and goal to support CSU students' educational experiences, these units participate in assessment conferences and workshops.

Sources

- 4.B.01 - University Assessment Website
- 4.B.02 - University Assessment Committee - Conference - Fall 2021

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re-appropriations of University budgets provided the resources to implement the strategies.

Specific strategies for enrollment included starting a Dual Enrollment and later Dual Credit program, implementing test optional admissions, creating scholarship opportunities for housing, transfer students and stop out students (Cougar Returns). For retention, specific strategies implemented have been the elimination of developmental math and initiation of a co-requisite model, the Rise Academy for freshman, refinement of our transfer pathways, retraining of advisors to a coaching model, assigning tutors to classrooms, expansion of the Learning Assistant model, microgrants and financial literacy education, as described in Criterion 3. For completion and career placement, the strategies have included updating degree planning sheets and the CAPP system, increase industry partnerships for experiential classroom exposure, increase paid internship opportunities, and career readiness bootcamps.

The strategies are reviewed per semester or annually and data is shared with the campus community. Due to Covid-19, the Student Success Task Force met inconsistently during 2020-2021 and 2021-2022, nonetheless many initiatives continued. Hirings in 2021–2022 have reinvigorated the Task Force, with a new Dean for Student Success coordinating the efforts.

4.C.2.

Enrollment Management and Academic Affairs uses a variety of institutional processes and metrics to collect and analyze information on student retention, persistence, and completion. IER produces an annual Factbook [08] that contains statistics on retention and degree completion, including fall to fall retention for first year students, 6-year degree completion rates, and degrees awarded by student level and by program. In addition, IER provides fall-to-fall retention statistics by CIP code and level as well as completion statistics on their website. [09][10][11][12][13][14]

IER leads analyses focused on student retention, persistence, and degree completion. To date, the department has analyzed retention patterns among CSU students using inferential statistics and predictive analytics. In a recent presentation sponsored by the To & Through Collaborative, the IER Director shared predictive modeling strategies CSU is using to understand and enhance second-year retention. The department has shared data on persistence and retention trends directly with the faculty community during Faculty Institute Days.

IER was critical in creating a series of very short surveys to determine student issues during Covid-19. The surveys explored non-cognitive issues, perception of remote learning, and identified financial stressors. This data was used in planning our operation

this the percentage of students who completed their degree within six years.

Students in professional programs such as the College of Pharmacy, the Nursing program, and the Social Work program are placed in cohorts based on term of entry and enrollment status and are then tracked. For each program, to determine ocia Nuntllpeer id tlltesstus apro t sesst s deserthen

- 4.C.14 - IER - CSU ISL Report - Fall 2017 to Fall 2021
- 4.C.15 - IER - COVID-19 Surveys - Faculty and Students - Spring 2020 and Fall 2020
- 4.C.16 - IER - DFW and Retention Data Analysis - College of Arts and Sciences - Spring 2021
- 4.C.17 - IER - DFW and Retention Data Analysis - College of Education - Spring 2022
- 4.C.18 - IER - Grades Data Analysis - Fall 2018 to Spring 2022
- 4.C.19 - IER - DFW Data Analysis - Fall 2021
- 4.C.20 - Recent Students w Holds - Summer 2020 to Fall 2022
- 4.C.21 - IER - Not Yet Enrolled - SP 2023_01_17_2023
- 4.C.22 - IER - Spring-to-Fall - Continuing Students -Data Analysis - 2022
- 4.C.23 - Wellness Center - Immunization Holds - Tdap Clinic - January 2021
- 4.C.24 - IER - WA Report- Regular Session and Late Start Session - Fall 2022
- 4.C.25 - IER - Complete Withdrawal Data Trends for Student Success - Fall 2021 and Spring 2022
- 4.C.26 - Pharmacy CSU-ACPE - Progression Analysis - December 2020
- 4.C.27 - Student Achievement Data - Nursing ACEN - 2018-2020
- 4.C.28 - Student Achievement Data - Social Work CSWE - 2019-2020
- 4.C.29 - NCAA Division I 2021 - 2022 Academic Progress Rate Institutional Report
- 4.C.30 - NCAA Division I 2020 - 2021 Academic Progress Rate Institutional Report
- 4.C.31 - NCAA Division I 2019 - 2020 Academic Progress Rate Institutional Report
- 4.C.32 - NCAA Division I 2018 - 2019 Academic Progress Rate Institutional Report
- 4.C.33 - NCAA Division I 2017 - 2018 Academic Progress Rate Institutional Report

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 and services through regular academic program reviews; assessment of services and educational programs; accreditation; and by measuring of success of its graduates.
- Assessment of learning and co-curricular activities leads directly to subsequent curriculum improvements and implementation of best practices in teaching and learning.
- CSU has defined goals for retention, persistence and completion, and uses data to make improvements.
- The drogram

Plan (SP), which included revised Mission and Vision statements. [09][10] CSU's internal Strategic Plan Implementation Task Force (SPITF) worked with MGT Consulting Group [11][12] to identify metrics for measuring and assessing objectives and to establish baseline data. Colleges, departments, and other units designed strategic plans and goals based on the University's plan. To align the budget process with the SP, CSU previously used the Performance Measurement and Effectiveness (PME) process to link planning and budgeting. [13][14] The process has been revised and renamed Budget, Planning, Assessment and Reporting (BPAR), and enables departments to distinguish between new requests, new objectives, and reallocations within the budgeting process. Units assessed what was

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The Chicago State Foundation (CSF) was reincorporated in 2018 for the purpose of providing development services that include all fundraising functions and support services provided to CSU development officers, deans, faculty, and administrators. The reincorporation process included the formation of a new Board of Directors for the Foundation as well as the development of a Memorandum of Understanding between CSU and CSF. The overall goal of the reinstated Foundation is to work in partnership with University staff to develop and implement a comprehensive fundraising program of cultivation, solicitation, and stewardship strategies in principal and planned gifts; expand the prospect base for program support; implement strategies for existing prospects; and manage an active portfolio of donor prospects including alumni, non-alumni friends of the college, foundations and corporations.[11] CSF is also responsible for managing the University's Endowment and coordinating with the CSU Alumni Association. CSF has grown the University's endowment from $4,885,973 to $7,519,990.88. [12] Additionally, 8,745 alumni are currently subscribed to the CSF Newsletter.[13]

The CSF Executive Director works directly with the President and her leadership team and reports to the BOT quarterly. The Foundation has worked to acquire donations and program grants to support students and programming. Each year, the President and senior leadership meet with the Foundation's Executive Director to discuss budget and fundraising goals that align with the University's mission. [14] The CSF Executive Director also works with CSU personnel, including the President, Provost, Vice President of Government Affairs and Community Relations, the President's Operations team, and Deans, among others as appropriate, on key initiatives and to develop direction and policies that will lead to successful fundraising and engagement efforts. Examples of support include the Rise Academy Scholarship, support to develop training for a new advising model, and funding to operate the Pre-Freshman Engineering and Science Program.[15][16]

CSU's financial resources come from state appropriations, tuition and fees, federal and state grants, and other revenue generating activities. Each year, CSU presents its budget request to the Illinois Higher Education Appropriations Committee. [17] State support historically has been approximately 30% of the total annual revenue. To ensure financial sustainability during the State of Illinois budget impasse and declining state appropriations, CSU reduced personnel, contractual, commodities, and travel related expenses to rebalance the operating budget in line with reduced State funding. Each appropriated and non-appropriated organizational unit is allocated an annual budget to address the objectives of their unit. [18]

In the past, CSU used operating funding to ensure adequate support of campus physical facilities. Thanks to the President's consistent advocacy, CSU received capital budget funds to support the replacement of boilers, renovation of the swimming pools, updating of elevators in all campus buildings, remediation of the Jones Convocation Center, replacement of campus lighting, and repaving of parking lots and campus sidewalks. The appropriation for these projects had been requested for years, but approximately $100 million has been allocated since 2019 to address campus deferred maintenance. [19][20]

During Covid-19, additional resources were secured through state appropriations, philanthropic donations and federal Covid-19 relme Âl Cid-p

completing the following space upgrades:

- Construction and expansion of Dr. David Kanis Childhood Development Center and Playground [21][22]
- Interprofessional Health Sciences Simulation Lab [23]
- Institute for Solutions of Urban Populations [24][25]
- Renovation and Space Utilization of Robinson University Center [19]
- Upgrade of MBA classroom [20]
- Update of cafeteria kitchen and seating [15]
- Update to game room in Student Union Building [15]

Technology upgrades are ongoing to support the academic enterprise. A new Customer Relationship Management System (CRM) was implemented in Fall 2019 for graduate admissions and will be implemented for undergraduate admissions in Fall 2023. [26] The ERP System (Banner) is moving to the cloud in Summer 2023, and this supports a full upgrade to Banner 9 across all campus units. [27]

CSU initiated a Facilities Master Planning project in June 2022 to create a comprehensive plan for the University's infrastructure in alignment with the Strategic Plan. The Master Plan team is reviewing documents and meeting with stakeholders across campus to assess current and future uses. The master planning process will include a Space Utilization Study and a comprehensive Facilities and Grounds Condition Assessment. [28]li

pandemic. For example, CARES funding was used to purchase computers for online learning for students. [36]

Evidence of ongoing innovation in teaching is the expansion of the Learning Assistant model from STEM fields to other disciplines. In 2019, resources were increased to train faculty in this student support strategy, and learning assistants were added in the social sciences and humanities. [37] Additional resources through grants, such as the RECESS grant, and support from Academic Affairs have now expanded the Learning Assistant model to four the expchase leacu odel to   e

Press, to view their budget and actual transactions online. Internal budget change requests may be initiated online through CSU X-Press. A completed budget change form is processed for certain transactions that cannot be processed via online budget transfer. Form is proce

- 5.B.20 - Campus Projects
- 5.B.21 - Dr David Kanis Child Development Center Materials
- 5.B.22 - Child Development Center Expansion 6 Months to 3 Years
- 5.B.23 - Announcement of Douglas Hall Construction - Simulation Lab and ISUP
- 5.B.24 - Pritzker Administration Releases 142 Million in Capital Funding for DPI IIN Hubs

Grants and Fundraising Efforts

An Associate Provost leads the Office of Grants and Research Administration (OGRA) for Grants and Research Initiatives. In FY22, OGRA and principal investigators managed grant awards totaling $19,715,918; this included the CARES Act grants for $7,783,504, the Governor's Emergency Education Relief Fund grants for $526,079, Pell grants for $4,213,853, and other student financial aid grants for $2,056,318. State, municipal, and other grants added up to $8,018,308 in FY22, including the Illinois

The CSF prepares an annual development plan and periodic multi-year fundraising/development strategic plans with the prior consultation and approval of the CSU President. Since the reincorporation of the CSF, key programs and project plans include the Child Development Center capital project as well as the redesign of the University's advisor model. With over 30% of CSU students identifying as nɓla iⁿ rɓ   ɬ   s

Since the last full re-accreditation visit in 2012, the University has undergone significant leadership change. CSU faced significant financial challenges given the State of Illinois budget impasse in 2015 and 2016, leading to fiscal exigency, which was addressed in the HLC interim visit. In 2018, permanent leadership was established with the hiring of President Zalwaynaka "Z" Scott, who recently accepted a second four-year contract. President Scott initiated a transition review, and CSU immediately engaged in a strategic planning process. The data from those two processes established the goals and priorities which have guided planning over the last five years. Two major priorities were filling leadership positions and redefining the organizational structure. [23]

Existing management and administrative structures promote CSU's Mission of effective leadership and to support collaboration across all constituencies. These longstanding collaborations among University committees ensure that staff and students participate in decision making for CSU.

In March 2020, Covid-19 necessitated a rapid shift in strategy; it continues to impact planning. Simultaneously, issues of racial injustice and disparities across society have great impact on ong

and produces budget recommendations for operations, grants, and capital improvements w

5.C.5.

Internal and external constituents collaborate in reorg a

influenced the IBHE's strategic plan; in CSU's Strategic Plan, the Institute for Solutions of Urban Populations]and its centers will monitor areas of disparities among student populations as well as implement strategies to reduce them. [58][59]

Grant support and fundraising efforts are a major aspect of the SP to address changes in state funding and economic trends. CSF re-established the annual scholarship gala and worked closely with the University to establish funding priorities, including the Rise Academy, advisor training, Engineering Prep program, international and DACA student scholarships, and housing scholarships for students whose environments or travel demands hinder student success. [60] CSU continues to monitor external trends and modify plans and resource allocations as needed.

5.C.6.

Since the adoption of the Strategic Plan, CSU has made significant gains in short-term and long-term planning for student success, financial stability, and rebranding. Evidence from the last two years has shown an increase in overall retention and increased persistence, especially among freshmen. [61] [62][63] These efforts, and the ability to demonstrate success to high schools, community colleges and industry partners, have increased the number of applications and a slow, gradual increase in enrollment, especially in special session. [64][65][66][67] The ongoing review of data and engagement of partners for feedback enables CSU to plan systematically for continuous improvement.

Part of the rebranding strategy has been to re-introduce high schools and community colleges to CSU. The administrative teams have visited over a dozen high schools promoting a strategy of "CSU as Your Partner." [68][69] The President, Provost and VP of EM have met with community colleges to discuss pathways for partnership. [70] Consistent communication with partners has reestablished CSU's brand and assisted in building enrollment.[71][72][73][74]ii ¡ 'n o rr ted ment r e data r ter

For example, a survey was conducted of graduates' satisfaction with career development services. Students reported being generally satisfied with their college success in professional development, but the data demonstrated that the majority of students had not used the Career Development Center and that over 40 percent did not have jobs prospects upon graduation. This information was used to develop a strategic plan to improve CDC services. [75] Staffing changes affected implementation but a new CDC director started in September 2022 and partnership development has continued. Feedback is sour 22 nts gdsrTor mot ent se h of dat erv rr)t me nts o feccesrTor mot ent se

lar review of aggregated and disaggregated data enables divisions and departments to identify
ific strategies to impact outcomes. Academic programs report regularly on modifications to
ess less-than-optimal outcomes. For example, the Nursing department has worked closely with
demic Affairs on addressing low pass rates on the licensing examination. Data is reviewed with
ership regularly, and resources have been allocated to support student services and faculty
lopment. [84][85][86][87]

uses assessment tools and data to evaluate successes and identify opportunities for improvement.
Strategic Plan Implementation Committee collects annual data on progress towards Strategic
goals and provides information needed on modification of strategies and programs.

University has undertaken initiatives to align staffing patterns with current enrollment and
ce demands, including working with Afton on a comprehensive analysis of current divisions,
rtments and units. Open positions undergo a review process of the job description and of the
for the position with the division vice president prior to posting. Covid-19 has significantly
enced workforce planning, as evident from the increased number of employees rapidly changing
ions, the need for remote flexibility, and increased salary demands. Higher education has been
ard by changing workforce trends, as seen in the number of open positions across the city, state
nation. CSU prioritizes its hiring focus and is using search firms to support national recruitment.
A Remote Work Policy has been developed to enable more flexibility where remote work is
ient and effective. [89] Succession planning and leadership development are underway as senior
ty and administrators move towards retirement.

must comply with all federal, state and University policies and statutes. An external audit is
ired by the State annually, as detailed in Criterion 2. Over the last five years, the number of
findings have fluctuated and decreased as follows: 18, 9, 10, 14 to 10 findings in FY2021.
ificant improvements have been made at the University, and CSU continues to work on
nued reductions in audit findings. Performance improvement and the role of compliance
eate all aspects, areas, and functions of the University's operations, including academic,
cial, technological, athletics, operational, governance, and administrative endeavors.

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- 5.C.01 - 2022 College of Arts and Sciences Strategic Plan Data Report
- 5.C.02 - Psychology and Counseling Faculty hire
- 5.C.03 - College of Education Coordinator of Pre-Service Teaching Programs Description
- 5.C.04 - Dr. Williams COE Scholarships
- 5.C.05 - Resolution Tuition and Fees - December 5 2022
- 5.C.06 - TFWC Minutes - November 17 2022
- 5.C.07 - Tuition and Fees Fall 2017 Spring 2023
- 5.C.08 - FY22 Current Active CSU Grants
- 5.C.09 - FY Current Active CSU Grants ISL
- 5.C.10 - Step Up Notice of Award Year 6
- 5.C.11 - Compiled Proposal RECESS HP
- 5.C.12 - CSU Pathways to Success
- 5.C.13 - Childcare State of Illinois Agreement

- 5.C.16 - COP Standard 17.01 - Progression Root Cause Analysis and Action Plan
- 5.C.17 - COP Standard 24.02 - Pathway to Ex

- 5.C.64 - Fall 2022 Headcount Registration Report By Level with Credit Hours
- 5.C.65 - Fall 2022 Registration Report By Major College and Level
- 5.C.66 - Spring 2023 Headcount Registration Report By Level with Credit Hours SA
- 5.C.67 - Spring 2023 Registration Report By Major College and Level
- 5.C.68 - May 13 2020 CSU As Your Partner
- 5.C.69 - CSU As Your Partner - November 16 2020
- 5.C.70 - Junior College Meetings
- 5.C.71 - CSU - Evanston School District 65 MOU - September 2022
- 5.C.72 - Principal Meeting Agenda - November 10 2022
- 5.C.73 - Network 17 Event Deck - November 10 2022
- 5.C.74 - Network 17 Run of Show
- 5.C.75 - CDC Strategic Enrollment Plan - March 2021
- 5.C.76 - CSU Focus Groups Findings Report - February 8 2022
- 5.C.77 - FSSE NSSE Combined Report - 2021
- 5.C.78 - FSSE Administration Summary - 2021
- 5.C.79 - NSSE Respondent Profile - 2021_
- 5.C.80 - NSSE Snapshot - 2021
- 5.C.81 - NSSE Topical Module - Career and Workforce Preparation - 2021
- 5.C.82 - NSSE Topical Module - Academic Advising - 2021
- 5.C.83 - Work Study Job Descriptions
- 5.C.84 - Nursing Exam Pass Rate 2019
- 5.C.85 - Outcomes from 2019 Section 6_
- 5.C.86 - CSU Improvement Plan 2020
- 5.C.87 - Linda Caputi Invoice - January 25 2019
- 5.C.88 - List of Search Firms Used at CSU for Hard to Fill Positions
- 5.C.89 - Policy and Procedure - Hybrid Work

5.S - Criterion 5 - Summary

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

Summary

- The administrative and shared governance structures use data and are effective in making decisions to fulfill the mission and respond to the future.
- CSU has a well-developed process for budget planning and monitoring its finances to ensure it can meet its mission.
- CSU engages in systematic planning and improvements based on data in order to improve its operations and student outcomes.
- The University continues to invite internal and t al a nues t l te im rtic te is