

Assurance Argument

Chicago State University

Review date: 2/27/2023

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 articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference 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 and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

Argument

1.A.1.

Mission

Chicago State University's (CSU) mission states: "Chicago State University transforms students' lives by innovative teaching, research, and community partnerships through excellence in ethical leadership, cultural enhancement, economic development, and justice."

The CSU Board of Trustees (BOT) approved the University's 2020-2025 Strategic Plan (SP) in December 2019. [01] The SP included a revised Mission Statement, which provides a foundation for the plan. The SP replaced one which was approved in June 2011 and subsequently reaffirmed in 2017-2019. [02][03] The 2011 Strategic Plan was extended during the appointment of Interim President Dr. Rachel Lindsay. She began the process of reviewing the alignment of the University's purpose and Mission and Vision statements, and began a Strengths, Weaknesses, Opportunities, Threats (SWOT) analysis through a series of leadership retreats held in 2017 and 2018. These meetings facilitated the Strategic Planning Committee's work in Fall 2019. [04]

CSU has a student-centered mission, vision, and set of core values that were developed collaboratively by the University community during a strategic planning initiative in Fall 2019. A 26-member committee made up of CSU faculty, staff, and administrators worked with MGT Consulting Group, which developed an environmental scan and institutional comparisons document for review; MGT and the Provost developed a survey for the CSU community to conduct a SWOT analysis. Using survey data, the committee revised the mission, vision and core values, drafted goals and

objectives for a strategic plan and presented them to the CSU community at a Town Hall for feedback before submitting the final document for approval by the BOT in December 2019. [05][06][07][08]

1.A.2.

CSU's BOT approved a new Vision Statement, Values Statement, and SP in concert with its revised Mission in December 2019. [09] CSU's Vision Statement and Values Statement reflect the University's Mission. CSU's Vision states that "Chicago State University will be recognized for innovations in teaching and research, community development and civic engagement. We will promote excellence, ethical leadership, entrepreneurship, and social and environmental justice. We will embrace, engage, educate, propel and elevate our students and community to transform lives locally and globally."

CSU's Values Statement calls for:

- Personal and academic excellence
- Personal, professional, and academic integrity
- Diversity, Equity, and inclusion
- Leadership, service, philanthropy, social justice, and entrepreneurship
- Creative and innovative thinking and learning
- Pride in self, community, and the university
- Lifelong learning

The SP contains six strategic goals that support the mission, vision, and core values:

- Academic Excellence, Innovation and Student Transformation
- Student Enrollment, Retention and Graduation
- University Culture, Climate and Accountability
- Strengthened Infrastructure
- Cost Efficiencies and Diverse Revenue Streams
- Community Service, Urban Leadership and Economic Engagement.

The Mission, Vision, and Core Values center on providing a diverse group of students with access to quality higher education, meeting educational goals, and transforming communities beyond our campus. A Strategic Plan Implementation Task Force (SPITF) [10][11] was formed, and worked with MGT Consulting Group to create a clear implementation plan outlining metrics, responsible divisions, and activities. The SPITF collects data on the University's fulfillment of this plan on an annual basis. Faculty, staff, and students across all divisions and departments have reviewed the current CSU Mission Statement and SP. [12][13][14]

1.A.3.

CSU's scope and constituents

CSU, founded in 1867, is the oldest public university in the Chicago Metropolitan area. The University's five colleges offer over 70 undergraduate and graduate degree-granting and non-degree programs. CSU is committed to equity in education, serving as the only U.S. Department of Education (DOE)-designated four-year Predominantly Black Institution (PBI) in Illinois [15][16] and ranked by a Harvard University economist in the top 4 percent of public and private universities nationwide in supporting graduates' economic mobility. [17][18]

Access to higher education for a diverse student population is the central focus of CSU's Mission, as is a commitment to the intellectual development and success of a diverse student population through a rigorous, positive, and transformative educational experience. The Mission recognizes students as the University's primary constituency and delineates CSU's focus on providing access to higher education, which is critical for our surrounding communities and for fostering the intellectual development and success of CSU's student population. CSU is committed to providing access to higher education as a neighborhood-serving institution with a focus on the city's diverse South Side and through community engagement, but draws students from all of Chicago, the United States, and the world.

CSU's Mission and Vision statements highlight the University's role as an institution of higher education and its impact on knowledge formation by emphasizing research that enhances entrepreneurship and environmental justice efforts and by transforming lives in the community. CSU faculty and staff engage in research that is applied, participatory, and engaged with the communities served by the University. [19][20][21]

The Mission, Vision, and Values documents reaffirm the University's commitment to social justice, leadership, and community development. The inclusion of community partnerships, ethical leadership, philanthropy and social justice focuses on organizations, and other members of the wider community, as critical constituencies.

1.A.4.

Mission-driven academics and student support

The academic programs, student services, student population, and the University Mission, Vision, and Core Value Statements are consistent and coherent. CSU's five colleges (Arts and Sciences, Business, Education, Health Sciences, Pharmacy), and the Division of Non-Traditional Degrees and Continuing Education (CE) offer 32 undergraduate and 24 graduate and professional degree-granting programs, and 16 certificates and endorsements. [22] CSU's Honors College provides a challenging interdisciplinary curriculum for students who have demonstrated strong academic skills. [23] CE offers workforce development, community programs, and non-degree programs to the community.

Coursework, services, and activities are implemented campus-wide with the vision that the CSU experience will dramatically change students' lives and help them to critically think in an ever-evolving global society. CSU has focused marketing and outreach efforts on improving access to post-secondary education and increasing success for students who are underserved and/or first-generation students. As a university on Chicago's South Side, CSU is committed to uplifting the community through increasing the number of Baccalaureate degrees among minority populations, first generation students, and nontraditional students. [24][25]

Academic programs are provided through multiple modalities (face-to-face, hybrid, and online) as well as scheduled during days and evenings, Monday through Saturday, to address students' varied lifestyles and academic needs. To enhance the quality and rigor of its programs, CSU requires undergraduate and graduate students to complete capstone or thesis projects. [26] The Board of Governors (BOG) degree has been replaced with the Adult Integrated Learning (AIL) Bachelor's degree program designed to provide nontraditional students an opportunity to earn an undergraduate degree in a manner compatible with their educational needs and lifestyles. [27][28]

The Doctorate in Educational Leadership and Doctorate of Pharmacy programs are examples of how

CSU's graduate programs support the mission through strategic decisions to offer diverse learning experiences in multicultural settings and high-demand fields. In 2019, the College of Business (COB) launched an MBA program designed to meet the demands for diversity in business, entrepreneurship and community development. [29] CSU offers an MBA program designed for working professionals who desire to lead and transform organizations, improve performance, and access capital in a globally competitive environment. [3]

Student Support Services

CSU fulfills its mission by providing programs that foster academic excellence for talented, diverse students who face socioeconomic and/or educational disadvantages. Programs that support CSU students and their diverse learning needs include the following:

- The Learning Assistance Center (LAC) assists students in achieving academic success through supportive tutoring provided free-of-charge to CSU students, active alumni, and faculty. It supports the Mission of ensuring success for all students, specifically those who need remediation. [31] Students also have access to online tutoring via Tutor.com. [32]
- The Counseling Center is a mission-driven service center within the Department of Student Affairs (DOSA). The Center's individual, group, and crisis counseling services, its workshops, and other services are designed to meet the specific needs of CSU's non-traditional, urban, first-generation, and commuter students and their diverse backgrounds and educational needs. [33][34]
- The Abilities Office serves all CSU students with verified disabilities. Services are provided as a reasonable accommodation as mandated in Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. The Office promotes and supports the inclusivity of people with disabilities by hosting disability awareness events and activities. [35]
- The Wellness/Health Center provides primary healthcare services for students and is a health educational resource for the campus community. Services to students, faculty and staff include immunizations, various health screenings, basic and sports physicals, care for minor illnesses, and consultation/education around health issues. [36]

Enrollment Profile

CSU serves a unique student population. In Fall 2021, the average age of a CSU student was 31.9 years old.; the student ethnicity statistics were 69% African American, 9% Hispanic, 5% Caucasian, 3% Asian/Asian-American and 14% Other; eighty-six percent (86%) of all CSU students received some form of financial aid; 69% of all CSU students were women; 54% of all CSU students lived below the poverty line; and 44% of undergraduate students were first generation college students. [37][38]

As evidence that CSU fulfills its mission is its ranking in the top 4 percent of the United States for economic mobility of its graduates and in the top 2 percent in the United States for graduating undergraduate African American physics majors. [39] Students' lives are changed by a CSU education. CSU bachelor degree graduates each earn additional \$843,000 over the course of their professional careers. This means a return of \$5.00 in increased future earnings for every \$1 a student invests in their education at CSU. [40]

1.A.5.

Public Articulation – Mission, Vision, & Core Values

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]

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1.B - Core Component 1.B

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

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
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 external constituencies and responds to their needs as its mission and capacity allow.

Argument

1.B.1.

CSU's Mission, Vision, and Values statement is posted on CSU's website and in prominent areas across campus, and is displayed on monitors in all campus buildings. These public articulations reflect CSU's commitment to transformation and excellence for students and the community. The SP provides the roadmap for making mission-driven strategic decisions throughout campus. The SP provides goals, objectives, and measures related to academic excellence, student retention and graduation, university culture, student learning (Goals 1, 2 and 3); strengthening infrastructure and revenue development (Goals 4 and 5); and community service, urban leadership and economic engagement (Goal 6). [01]

Other official documents related to the Mission outline the rights and responsibilities of various campus constituents, expected behaviors, and procedures to address concerns. These documents include the following:

- Governing Policies of the Board of Trustees [02][03]
- University Student Handbook [04]
- Undergraduate and Graduate Student Program Handbooks - Representative Programs [05][06][07]
- Faculty Handbook [08]
- Employee Handbook [09]
- Undergraduate and Graduate Catalogs [10][11][12]
- Chicago State University Code of Conduct [13]
- Ethics Training [14]
- University Professionals of Illinois 4100 CSU Contract [15]

The University's Code of Conduct was revised, updated and adopted in 2021 and reflects the standards and expectations that CSU has for all constituents of the University community. The code is aligned with CSU's Values and Mission [16], reflecting respect for diversity within the campus community.

Examples of CSU serving the public through its educational role include the following:

- In 2017 and 2018 CSU hosted the Science Fair Central Workshop on the South Side. Workshops were free and open to K-12 students, parents, and teachers. CSU STEM Faculty and students supported participants in developing high quality science fair projects through interactive sessions on experimentation, data collection, error analysis, and project ideas. [17][18]
- CSU organized cannabis events to provide community education on the state's legalized licensing process and promote equitable access and job opportunities in the emerging industry. Speakers at these events included two Illinois Deputy Governors, State legislators, industry executives, criminal justice non-profit leaders, Black media representatives, and others for an audience of community and neighborhood members. [19][20][21]
- The Communications, Media Arts & Theatre department sponsored a free, virtual Black Media & Entertainment Industry Conference in April 2021; over 380 registered to attend. The keynote speaker was BET's President of Sales Louis Carr; expert practitioners from the film, television, radio, theater and advertising industries participated in panels moderated by CSU faculty. The conference demonstrated CSU's commitment to the public good by providing a rare public space highlighting the knowledge and achievements of Black Americans in film, television, radio, theater and advertising. [22][23]

1.B.2.

CSU is a public university; its educational role is its primary purpose. It is a state-supported institution and has neither financial returns, nor investors, nor related or parent organizations. The State of Illinois is CSU's sole external interest group.

1.B.3. .

External engagement

CSU's Mission, including its accessibility to students of diverse backgrounds and educational needs, is understood and supported by the CSU community and communities beyond our campus. The makeup of our diverse student body reflects CSU's surrounding contiguous community. The fact that 69 percent of CSU's students are African American reflects the commitment to advancing access within the geographical community areas we serve, while retaining a commitment to diversity.[24]

Because it serves a diverse student population, CSU is committed to recruiting and retaining a diverse faculty and staff. According to the 2021-22 Fact Book, of CSU's 219 faculty, 88 are African and African American, 9 are Hispanic/Latino, 45 are White, 11 are Asian, 1 is American Indian/Alaskan Native, 19 are Non-Resident Alien, and 46 are Race/Ethnicity Unknown. [25]

CSU offers innovative programs to transform the lives of students and impact the community. Rise Academy, Cougar Commitment, and our Covid-19 debt-relief program have given students the financial ability to start and/or stay at CSU. These programs were publicized through traditional media placement. CSU seeks media coverage of partnerships with employers, such as Discover Financial Services and Leo Burnett, to elevate the institution as one that employers are seeking out. [26][27][28][29][30][31][32][33]

Pandemic Response

CSU strives to support students throughout their academic career, and understands that supporting them includes their health. After CSU returned to in-person instruction in Fall 2021,

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]

CSU is conducting economic impact studies to quantify its fiscal contribution to the economy. This research helps legislators appreciate the impact higher education has on the local economy. CSU hired EMSI, a labor market analytics firm, to create an economic impact report released in Spring 2021. Distinguished leaders including Governor Pritzker and Chicago Mayor Lightfoot noted the importance of CSU's work. The virtual release event included remarks from Congresswoman Robin Kelly. [73]

CSU tracks state and federal policies to ensure its needs are reflected in policy and budget decisions. State and federal lobbyists monitor legislative and agency activities and identify opportunities to support CSU's work. At the end of each legislative session, the lobbyists provide a summary including details regarding passed, failed and pending legislation, as well as a breakdown of the operating budget and funding for MAP and AIM HIGH. CSU responds to legislative inquiries, including providing a budget presentation annually to Illinois House and Senate committees. [74][75][76][77][78][79][80]

Several CSU staff members serve on bodies that monitor and influence policy making. This includes President Scott, serving as co-chair on the IBHE Strategic Planning Committee, [81] and VP of External Affairs Erin Steva on the IBHE Strategic Plan Design Work Group, Adequate and Equitable Funding. [82]

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- 1.B.65 - CSU Metra MOU
- 1.B.66 - Metra Funding Request
- 1.B.67 - Metra Meeting Notes - June 2021
- 1.B.68 - Metra Meeting Notes - August 2021
- 1.B.69 - Metra Station Banner
- 1.B.70 - Metra 95th Street - CSU Design Banner Coordination Meeting
- 1.B.71 - Far South Chicago Coalition - 2021 Quality of Life Plan
- 1.B.72 - Rebuilding Chicago Small Businesses Conference

- 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.B.79 - SSB - Senate GOP Appropriation Data Request
- 1.B.80 - Legislative Tracker
- 1.B.81 - List of IBHE Strategic Planning Advisory Committee Members
- 1.B.82 - IBHE Design Work Group Participants

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 Engagement Office facilitates the transition of international students to their new environment and creates study abroad opportunities for CSU students. [02]
- CSU offers majors in History and Africana Studies, and Spanish, as well as minors in Latino Studies, African American Studies, and Women and Gender Studies. [03][04][05]

In connection with the mass protests in Summer 2020 responding to ongoing racial injustice in the United States, CSU Honors College students organized a walk/march to raise awareness of these issues, promote racial justice, and encourage voting in the 2020 general elections by the campus community and in neighborhoods immediately surrounding CSU's campus. On November 1, 2020, students met on campus in front of the Library, walked through campus and out onto Martin Luther King Drive and 95th Street, returning to the campus through the campus entrance on 95th Street. The march was organized with the support of the CSU campus police, who ensured the students' safety by blocking traffic on the local streets where they marched. Honors College student organizers created a handout with information and resources on racial justice, which they distributed to all march participants and to community members who witnessed the march. This activity demonstrates how the Honors College supported students' engagement in important social and political issues which they were also able to communicate to the surrounding community. [06][07]

CSU recognizes over 50 clubs and organizations that support CSU's diverse student body. [08] The University provides a variety of diversity resources, including an Abilities Office, the African American Male Resource Center (AAMRC), the Latino Resource Center (LRC), and the LGBTQ+

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 Center for Black Literature and Creative Writing (GBC) sponsors the Gwendolyn Brooks Conference on Black Literature and Creative Writing, free and open to the public and featuring panel discussions and readings from celebrated writers and intellectuals. The GBC sponsors a National Poetry Month Festival for young writers and Master Classes on writing and publishing. [13] CSU offers pre-collegiate Career Exploration Summer Camps in fields where diversity is underrepresented. The free camps expose middle-school and high-school students to careers in engineering, education, and the health professions. [14] Marnie Boyd, Engineering Studies assistant director, was honored with the 2022 National Society of Black Engineers Golden Torch Award in the Pre-College Initiative Director of the Year category. [15]

CSU supports civic engagement among CSU students, faculty, staff, and the community, including encouraging voting and participation in the Census. CSU serves as an early voting site and distributes information about voting to the campus community.[16][17]

Because the Census garners a low rate of participation from communities of color, CSU engaged in campus and community outreach efforts to raise awareness of the 2020 Census. CSU facilitated a deeper understanding of how the Census impacts the campus and community by hosting two town halls for students, staff and the community featuring Illinois Governor J.B. Pritzker and Cook County Commissioner Honorable Stanley Moore. CSU sent email reminders to the campus community to participate in the Census.[18][19][20][21]

CSU's Career Development Center is expanding its service to address successful launching of students into strong first jobs. The Center provides workshops related to typical career preparation such as resume writing, interviewing and job applications. In 2019, the Center began working with academic units on specialized boot camp training to prepare students for internships. CSU has a partnership with Hyatt Corporation for summer internships. To prepare students to apply and interview for the internships, the Center partnered with Hyatt staff to provide workshops to interested students in corporate culture, expectations and organizational norms. Similar plans are being implemented with other industry partners for workforce preparation. [22]

1.C.2.

Promoting inclusion and equity

As Illinois' only public four-year PBI, CSU continually identifies strategies for highlighting the experiences of minority and underserved communities. CSU regularly sponsors Latino/Hispanic Heritage Month activities, African American History Month activities, Women's History Month activities, and other activities to promote inclusion. During the pandemic, activities were reinstated virtually; many events now include virtual and on-campus activities. Students work with the Dean of Students to identify activities that emphasize diversity and support all students. Faculty work with the Center for Teaching and Research Excellence (CTRE) to determine areas for exploration.

CSU convened the Equity Working Group for Black Student Access and Success to explore factors driving a crisis-level decline in Black student enrollment in Illinois. The six-month engagement with over 45 corporate, education, elected, faith, and community leaders from across Illinois resulted in an Action Plan that has influenced the IBHE strategic planning process, and a subsequent plan that was adopted by the IBHE Board. [23][24][25][26][27]

The Information Justice Project (IJI), supported by IMLS, was developed by CSU faculty, staff, and students along with two community partner organizations to consider the role of libraries in promoting community renewal and resilience, particularly related to serving the information needs of the incarcerated or recently released as well as their families and other networks of support. From 2020-22, IJI launched a national survey; developed an annotated webliography; hosted a community symposium; and offered two conference presentations (one as a poster; and the other as a panel) as part of efforts to increase understanding and engagement. [28][29]

Faculty, staff, students and administrators provide leadership and offer presentations locally and nationally on initiatives regarding diversity, equity and inclusion. In Summer 2022, Occupational Therapy faculty presented at the American Association of University Administrators Conference on creating an inclusive and diverse education program, and a VP and department chair each presented at the annual College Changes Everything Conference on diversity in higher education. [30]

1.C.3.

CSU serves a diverse student body and understands its role in a multicultural society, as evident in the Mission. All members of the CSU community are encouraged to offer programs, initiatives, activities, and events that reflect human diversity for the constituencies it serves.

CSU's Music department actively supports musicians, arrangers, and composers in worldwide faith-based, jazz, classical, and other music communities. Its faculty and students are greatly sought after and well respected. The newly formed CSU marching band "The Marching Soul of Chicago" has performed for many organizations including the world-renowned Fellowship Baptist Church of Chicago and the NBA All Star Basketball Opening Worship Service. [31]

The Department of Student Affairs (DOSA) has worked to continually increase the number of registered clubs and organizations. DOSA hosted programming designed to expose students to intellectual, spiritual, and cultural perspectives through celebrating Black History, Latino History, Women's History, LGBTQ Awareness, Abilities Awareness, and a host of activities sponsored by Black Greek organizations. [32]

Representative examples of multicultural programming include the following; more information on them can be found in Criterion 3.D.1:

The Kwesi Ronald Harris African-American Male Resource Center (AAMRC)'s mission is to actively increase the retention and graduation rates of African-American men. It serves as a center of African American cultural and social awareness. [10]

The Latino Resource Center (LRC) provides mentoring, scholarships, cultural activities and cultural outreach initiatives. It is home to a number of campus Latino organizations, and has strengthened its focus on advocacy for undocumented students by assisting in the development of the DREAMers and Allies student organization. [11]

The Women's Resource Center (WRC) addresses the needs of female students while providing gender education, support services, and resources to the campus community. [12]

The LGBTQ+ Resource Center's mission is to create a welcoming, inclusive, and supportive community for all sexualities and gender identities, with a focus on advocacy, access, retention, identity development and community-building for queer- and trans-spectrum people. It sponsors

activities centered on inclusion of the LGBTQ+ community. [36]

CSU students were able to serve on several University committees including, but not limited to:

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

Sources

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- 1.C.03 - History and Africana Studies Program
- 1.C.04 - Latino Studies Program
- 1.C.05 - Women and Gender Studies Program
- 1.C.06 - Honors College - Justice Walk 2020 Resources
- 1.C.07 - Honors College - Justice Walk 2020 Flier
- 1.C.08 - Student Clubs and Organizations
- 1.C.09 - Abilities Office
- 1.C.10 - African American Male Resource Center
- 1.C.11 - Latino Resource Center
- 1.C.12 - Womens Resource Center
- 1.C.13 - LGBTQ CSU Resource Center
- 1.C.14 - Gwendolyn Brooks Center for Black Literature and Creative Writing
- 1.C.15 - Pre-collegiate Career Exploration Summer Camps
- 1.C.16 - Golden Torch Award
- 1.C.17 - CSU Early Voting Email Announcement - October 2020
- 1.C.18 - CSU Early Voting Email Announcement - June 2022
- 1.C.19 - Census Town Hall - Gov. Pritzker - Flyer
- 1.C.20 - Census Town Hall - Commissioner Moore
- 1.C.21 - CSU Mail - Dont Wait GetCougarsCounted
- 1.C.22 - CSU Mail - Today Is The Last Day To Be Counted
- 1.C.23 - Career Development Center Newsletters
- 1.C.24 - CSU Equity Working Group
- 1.C.25 - CSU Equity Working Group Strategic Planning Presentation to IBHE - March 2021
- 1.C.26 - Crains Chicago Business - Illinois Black College Enrollment Decline - Sept 2021
- 1.C.27 - Chicago Tribune Op-ed - Tackling Higher Education Racial Divide - Aug 2021
- 1.C.28 - The Illinois Equity Working Group - Black Student Access and Success - Presentation
- 1.C.29 - InfoJustice Institute
- 1.C.30 - National Leadership Grants - Libraries Award
- 1.C.31 - Diversity presentations at Conferences

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

1.S - Criterion 1 - Summary

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

Summary

- CSU's clearly articulated Mission guides its operations and demonstrates its commitment to the public good.
- CSU's Mission statement is reviewed through the strategic planning process and is adopted by the Board of Trustees. It is articulated publicly on the CSU website and is present in buildings.
- The Mission statement demonstrates the commitment to educational role to serve the public.
- CSU provides opportunities for civic engagement in a diverse multicultural society and global world and promotes inclusion and equity.

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 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 adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

Argument

2.A.1.:

As part of CSU's Strategic Plan (SP) review and modification, faculty, staff and administration come together to review and develop Mission and Vision statements and Core Values. The most recent process was completed in Fall 2019 and adopted by the CSU Board of Trustees (BOT) in December 2019. [01]

2.A.2.:

CSU ensures integrity and ethical and responsible conduct through its financial processes, enrollment operations, academic and student affairs, personnel and human resources, auxiliary services, accreditation, instructional and research requirements, and shared governance.

CSU administration, faculty, and staff pursue integrity through fair and ethical behavior in the execution of their responsibilities [02]. Specific divisions and units/departments create and update policies for the University's operations. Related processes are validated and enforced through CSU's administrative structure and through faculty and staff governance.

Under the leadership of President Scott, CSU engaged in a collaboration with Morae Global Corporation to review its practices and processes of establishing policy. During 2020-2021, the University updated its Code of Conduct [02] and implemented a template for use by the University's divisions in formulating policy and policy updates [03]. The collaboration enabled further alignment of policies and processes with the SP, values, and vision [04]. Policies are validated and enforced through the Office of Compliance and CSU's administrative structure.

Among key policies and procedures are the Articles of Incorporation that outline the powers and duties of the BOT [05], and the Board Bylaws [06] and Governing Board Regulations and Procedures [07]. These documents establish the parameters for University activity and for integrity in operations. An update of the BOT Bylaws and Governing Board Regulations was approved in 2019; these documents continue to be reviewed regularly to ensure clarity and efficiency. [08]

Each division of the University has subject area-specific policies and procedures for purchasing and procurement, for human resources and employment, and for departmental policies. [09][10][11]

The University has adopted an annual conflict of interest affirmation form, signed by the Board and Senior leadership staff [12]. All CSU faculty and staff complete annual ethics training, Title IX training, and cybersecurity training [13][14][15][16] that cover topics such as procurement, revolving door prohibitions, sexual harassment, sexual assault, campus-safety, and data security training.

CSU's Operating Plan [17][18][19][20] has guided operations during Covid-19. Published each academic year since the onset of the pandemic, and revised continuously based on the latest public health guidance, the plan proceeds from principles that preserve the learning needs of students and the professional work of faculty and staff. The plan includes protocols for continuing to execute the university's vision, mission, and values in alignment with public health guidance. The plan has benefitted from the input of a campus-wide committee, including representatives of the faculty Union and Faculty Senate.

Finance and Audit

The BOT Finance and Audit Committee provides oversight for Board-level policy related to financial affairs as well as related advice and counsel. The Committee also reviews CSU's internal control, accounting, and reporting practices to ensure they provide for proper accountability.

Under the direction of the Vice President for Administration and Finance, 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, accounts payable and long-term debt, accrued liabilities, payroll cycle, and miscellaneous finance and administrative operations.

Fiscal oversight procedures are communicated to the campus community through the University website. In addition, updates and changes to procedures and policies are discussed during monthly Fiscal Officers meetings. [21][22]

Budget development aligns with the SP. Faculty, staff, administrators, and student representatives serve on a university-wide budget committee that provides recommendations regarding the annual budget. Each division of the university makes requests to the Budget Committee, which formulates the recommendations for presidential review, before the President adopts the annual budget. [23][24][25][26][27][28]

All University investments are made pursuant to guidance from the Treasurer of the BOT, and investment performance is reported as part of the annual financial audit. Monitoring the University's financial, operational, and reporting objectives includes independent external and internal audits. The Office of Internal Audit ensures optimal independence under its dual reporting relationship to the President and the BOT. The internal audit enables CSU to evaluate and improve governance, risk management, and compliance. Periodic evaluations of the design, implementation, and effectiveness of the University's ethics-related objectives, programs, and activities also occur.

For external audit activity, under the direction of the Illinois Auditor General, an independent certified public accounting firm performs an annual review of University operations, controls, and fiscal principles and audits CSU's financial statements to ensure compliance. CSU has consistently received an unqualified audit opinion that reflects that the University follows generally accepted accounting principles and that its financial statements are accurate. Additionally, CSU undergoes an

audit completed annually to comply with State of Illinois and Department of Education (DOE) requirements. [29][30][31][32][33][34][35][36][37][38][39]

Enrollment Management

Under the direction of the Vice President of Enrollment Management, the Enrollment Management (EM) division oversees offices and operations related to student enrollment, admissions, financial aid, and veteran affairs. These include the Office of Undergraduate Admissions, Office of Student Financial Aid, and Veterans Resource Center. EM's mission is to plan, implement, and evaluate services and programs for student success, holistically and strategically. It focuses on enrollment, retention, and graduation (ERG) processes that support student learning outcomes and maximize degree attainment.

EM has identified four main themes that focus its efforts to grow enrollment. Each theme has strategic goals and objectives that serve as the roadmap for important projects and University-wide initiatives to improve ERG outcomes. The EM plan aligns with the SP, in particular Goal 2, and outlines successful enrollment pathways for potential students. The model also assists EM with outreach efforts and relationship building. [41]

Academic Integrity

The Provost and Senior Vice President for Academic and Student Affairs is the senior academic officer and senior vice president for the areas of Academic Programs, Contract Administration, Institutional Effectiveness and Research, Curriculum and Assessment, Graduate and Professional Programs, Student Affairs, Registration and Records, and Grants and Research Administration. Each of these sub-areas has policies and procedures to guide its operations with integrity. Key documents include the University Professionals of Illinois Local 4100-CSU Chapter (CSU-UPI) Contract [42], Graduate and Undergraduate Catalogs, [43][44][45] the Academic Personnel Calendar and Timetable, [46] Faculty Handbook, [47] Curriculum Handbook, [48] Institutional Assessment Plan, [49] Student Handbook, [50] and policies and procedures of the Office of Grants and Sponsored Research (OGRA). [51]

The Division of Academic Affairs and Student Affairs comprises the work of University faculty committees that extend these policies and procedures and participate in governing CSU's academic learning processes. Shared governance committees include: Faculty Senate, University Personnel Committee (UPC), University Curriculum Committee (UCC), college curriculum committees, the University Assessment Committee (UAC), and the Graduate and Professional Studies Council. These committees are responsible for engaging faculty input and for providing recommendations to the Provost and Senior Vice President for Academic and Student Affairs. Please see Criterion 5.A.1 for more information. Each committee has its own bylaws that govern its work.

Personnel and Human Resources

CSU executes its personnel and human resources policies and practices with integrity. The Associate Vice President of Human Resources/Chief Culture Officer and staff administer the office's processes for the benefit of current and prospective employees. They provide support for all employees in their professional development through workshops throughout the academic year. Upon hire, all employees attend an initial orientation in the Office of Human Resources. [52] The orientation facilitates employee success and also ensures that all new employees are aware of their ethical and legal responsibilities. Included in the Human Resources Manual's University-wide policy section is a subsection on conduct which includes treating staff, students, and visitors with courtesy and respect. [53] In addition, employee and student records are managed confidentially and in accordance with

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 Office of Property Site Management, which oversees meetings and events, halted the hosting of large-scale events due to restrictions on public gatherings, steadily resuming operations in line with public health guidance. All changes related to auxiliary services were reviewed by the COVID Committee and communicated across campus.

Sources

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- 2.A.06 - Board of Trustees Bylaws - May 2022
- 2.A.07 - Governing Board Regulations and Procedures
- 2.A.08 - Board of Trustees - Changes to Bylaws - Minutes May 2 2022
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- 2.A.11A - CSU Administration and Finance Policies and Procedures Manual
- 2.A.11B - CSU System Narratives Property Policies and Procedures - FY 2022
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- 2.A.14 - Annual Ethics Training - 2022
- 2.A.15 - Title IX Training - 2021
- 2.A.16 - Cybersecurity Training - 2022
- 2.A.17 - Operating Plan - FY 2022-2023
- 2.A.18 - Operating Plan - FY 2021-2022
- 2.A.19 - Operating Plan - Fall 2020
- 2.A.20 - Operating Plan - Spring 2021
- 2.A.21 - Fiscal Officer Meeting Notes
- 2.A.22 - Fiscal Officer Training Tutorials
- 2.A.23 - Governing Board Regulations and Procedures - Section V. Administrative Affairs
- 2.A.24 - Budget Recommendations - FY2021-2022
- 2.A.25 - Budget Recommendations - FY2020-2021
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- 2.A.27 - Budget Recommendations - FY2018-2019
- 2.A.28 - Budget Recommendations - FY2017-2018
- 2.A.29 - Single Audit for the Period Ending June 30 2021
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- 2.A.35 - Financial Audit for the Period Ending June 30 2019
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- 2.A.45 - Graduate Catalog 2022-2023
- 2.A.46 - University_Timetable_Personnel_Actions2022-23
- 2.A.47 - Faculty_Handbook - Fall 2022
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- 2.A.49 - Institutional Assessment Plan 2020-2025
- 2.A.50 - Student Handbook 2021-2022
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- 2.A.52 - New Employee Orientation - Fall 2022
- 2.A.53 - HR_Policy_Manual
- 2.A.54 - Administrative Services and Auxiliary Functions
- 2.A.55 - Student Government Association - DOSA Dining Services - Survey Analysis - Minutes

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, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.
2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

Argument

2.B.1.:

Program Offerings and Requirements

Academic offerings are published to internal and external parties primarily via the Academic Catalog [Catalogs] [01][02][03] and the Course Schedule. [Course Schedule] [04] The Catalog provides information about the requirements for all degree levels; the Course Schedule is provided each semester for all degree offerings. The catalog of Continuing Education offerings [05] is available for adult learners seeking non-credit-based academic programs of study. Prospective students access program requirements and admissions information for entry at the undergraduate and graduate and professional levels through online applications and program/department webpages. A general Student Handbook and individual program and college handbooks highlight specific requirements for conduct, progression, and completion. [06][07][08][09][10][11][12]

All information on CSU's website is updated as needed to maintain accuracy. Faculty contact information and an Academic Advising Directory are available on the website. Academic advisors review programs and registration using degree planning sheets and the recently updated course academic planning program (CAPP). This allows students to understand the requirements of each degree offering. [13][14]

During Covid-19, modifications to course modality, clinical requirements, grading policies, and other restrictions were communicated to students, faculty, staff and the public through a clearly designated page on the University's website, along with direct emails and Moodle postings. Student and staff town halls were held via Zoom to encourage communication on changes and to answer questions. [16]

Cost of Attendance

Tuition and fee information is available on the CSU website and also in CSU marketing materials. [17] As students of an Illinois public institution, undergraduates maintain the same tuition cost for a number of years depending on their status upon entering the University. Students are provided access to a Financial Aid Net Price Calculator [18] through CSU's website to determine eligibility for financial aid and estimate out-of-pocket expenses. Scholarship information and eligibility requirements are available on the Financial Aid webpage and on specific program web pages. [19]

[20][21][22][23][24][25][26][27][28]

CSU's Tuition and Fees Committee structure includes subcommittees charged with addressing tuition, fees, and tuition/fee waivers. These committees include faculty, staff and students members. The Tuition Subcommittee reviews internal and external trends and recommends tuition levels for undergraduate, graduate, pharmacy and doctoral programs. The CSU Tuition and Fees Committee reviews the recommendations and upon approval prepares a resolution for presentation to the BOT. [29]

Accreditation and Institutional Information

CSU maintains an accreditation website housing information on its institutional and program-level accreditations. [30] The Office of Academic Affairs, as well as departments and colleges housing accredited programs, disseminate information regarding accreditation relationships and ensure its accuracy.

CSU's website is a central source to post information to engage the community. Currently, the Office of Marketing and Communications and the Information Technology Department (ITD) have the responsibility and authority to maintain the website. Departments and other units participate in updating departmental web pages for content accuracy and currency. The communications team works closely with the Office of Web Support and the Office of Institutional Effectiveness and Research (IER), deans, department chairs, vice presidents, and office directors to update the University's website and web pages to ensure accuracy, currency, and accessibility.

IER provides institutional data, analysis and research for leadership and decision-making. It publishes the Annual Fact Book [31] with key ERG data at CSU. It also contains information about costs, demographic data and tenure status of faculty. Student achievement data is posted annually by level and major on retention and graduation on the IER webpage. [32]

The Office of External Affairs collaborates with units across the institution to create communication materials that fully represent CSU. These include recruitment materials, departmental brochures, and viewbooks. The publications capture the instructional and co-curricular programming of the institution and information on related outcomes. [33][34][35]

CSU uses its internal portal, *Cougar Connect* (accessible from the main page upper-right hand dropdown menu), to distribute information to the campus community. Students, faculty, and staff can view information related to their concerns and needs. Students can view their registration status, the financial costs of their program, financial aid and scholarship awards, financial account status and access many services provided by the University. Faculty, staff, and students have access to applications to manage these operations as appropriate through a secure validation procedure. Cougar Connect was recently rebranded and reorganized. The updated portal provides easier navigation. [36]

The Office of Judicial Affairs (JA) webpage houses policies, procedures, contact information, and additional information pertinent to their role in overseeing the process for students' due process rights. [37]

2.B.2.:

CSU provides evidence related to the educational experience on its website and on unit and

departmental web pages. CSU uses references for external data sources or IER/IPEDS data for internal data to support claims in publications and the website. Supporting evidence for the Annual Report that highlights research, community engagement, experiential learning, and economic development is maintained to support the publication such as announcements of awards or photographs of events.

Research reports and data are maintained by faculty for five years to support research claims. OGRA maintains all records of grant research and activities, as do the principal investigators. Records of experiential activities are maintained by specific programs and the Career Development Center. Within professional programs such as Health Sciences, contracts govern placements. [38]

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- 2.B.15 - University Directory
- 2.B.16 - COVID-19 Communications
- 2.B.17 - Tuition _ Fees _ Bursar _ Chicago State UniversityF22
- 2.B.18 - Net Price Calculator
- 2.B.19 - Scholarships - Office of Financial Aid
- 2.B.20 - Scholarships - Rise Scholars
- 2.B.21 - Scholarships - Transfer Students
- 2.B.22 - Scholarship Matrix - 2022-2023
- 2.B.23 - Scholarships - College of Arts _ Sciences
- 2.B.24 - Scholarships - College of Education
- 2.B.25 - Scholarships - College of Health Sciences
- 2.B.26 - Scholarships - College of Pharmacy
- 2.B.27 - Scholarships - US Coast Guard Scholarship
- 2.B.28 - Scholarships - ROTC
- 2.B.29 - Tuition and Fee Committee - Minutes
- 2.B.30 - University Accreditation Website
- 2.B.31 - CSU Factbook 2021-2022
- 2.B.32 - IER - Website - Student Statistics
- 2.B.33 - College-of-Pharmacy Brochure
- 2.B.34 - Graduate Prof Studies-Brochure
- 2.B.35 - Viewbook _2020

- 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

2.C - Core Component 2.C

The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

Argument

2.C.1.:

Section 13 of the Board of Higher Education Act 110 ILCS205/13 requires board members to complete an annual professional development training program that includes four hours of training in fiduciary responsibilities, in selecting a university president, and in Illinois procurement law. Each year, the BOT holds professional development training sessions focusing on key responsibilities and exploring in more depth areas of priority for the institution. These trainings are hosted by the IBHE [01] as well by outside counsel who specialize in board governance. [02] When new members are appointed to the BOT, they receive an extensive orientation during which they meet with management to review primary responsibilities of each area, the roles of shared governance, and current key issues. [03]

2.C.2:

The BOT's deliberations and decisions, under their bylaws and regulations, premise the University's SP, Mission, Vision, and Values. These are the chief priorities for decision-making on behalf of the CSU community and stakeholders.

The BOT promotes and fosters CSU's ability to offer programs of instruction resulting in academic degrees, to conduct research, and to offer service to the community consistent with the University's Mission, Vision, and Core Values.

The BOT's primary operating focus is one of oversight and policy determination with respect to the University administration. For example, the BOT adopted the updated Mission, Vision, and Values statements of the University and University-wide strategic goals [04] in December 2019. [05]

During the March 2017 special meeting, the BOT initiated a national search for a new permanent President and decided to name a new interim president. [06][07] The BOT appointed Dr. Rachel Lindsay as Interim President on April 16, 2017. [08] The BOT successfully conducted a

comprehensive national presidential search, soliciting input from faculty, staff, students, and 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 be held virtually throughout the state as part of a gubernatorial disaster proclamation. This proclamation has not been rescinded to date, so meetings continue in a virtual format. [11]

In December 2022, the BOT was presented with the final version of the CSU Guiding Principles for Our Shared Governance Work, a document approved by the Faculty Senate. This shared governance initiative was organized in coordination with the BOT, students, faculty, staff, and administrators. This document outlines a shared agreement to engage one another through communicative structures and activities for constituencies to participate in the development of policies and in the decision-making processes that affect the institution.[12][13]

2.C.3.:

The BOT reviews and considers the reasonable and relevant interests of CSU's internal and external constituencies during its decision-making deliberations. Through a series of reports and presentations from each University division and individual faculty or staff, the BOT receives relevant information on the needs and priorities of the institution.

The BOT holds regular quarterly meetings to assess and evaluate the university's operations in the following areas: Academic and Student Affairs, Administrative Services, Enrollment Management, External Affairs, Finance and Audit, Foundation and Physical Facilities and Operations, as well as Other Business. These areas of emphasis capture the interests and concerns of constituencies internal

and external to the University. There are opportunities for public comment at open meetings. Additionally, management provides opportunities for the BOT to hear from academic departments or other units to ensure that the BOT is engaged and informed around activities of the University. The BOT may hold open meetings, closed meetings, or special meetings as deemed necessary and are attended by the President. Meeting agendas, minutes, and recordings of the meetings are housed on the BOT webpage and are available to university staff and to the public.

2.C.4.:

The BOT functions independently from influence by internal or external stakeholders. Board members are not paid employees. Board Regulations prescribe independence from undue influence by donors, elected officials, ownership interests, or other external parties. Article I of the BOT Bylaws clearly lays out the expectations of independence for Trustees. Other safeguards at the State and University levels are in place to prevent conflicts of interest and maintain Board independence through state legislation and BOT regulations include the following:

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

2.C.5.:

Articles I and II of the BOT Bylaws state that the President shall be the chief executive officer of the University and of the BOT in its governance and policy responsibilities for the University. The President has this authority and responsibility within the framework of policies established by the BOT for the organization, management, direction, and general supervision of the University and will be held accountable by the BOT for the effective administration and management of the institution. BOT Regulations state responsibilities that may be further delegated by the President to officials of the University. CSU has developed appointment procedures for all faculty, administrative and civil positions to comply with the BOT Trustees delegation of authority.

BOT policy prescribes faculty ownership of the curriculum and instructional programming. Academic Affairs policies and procedures prescribe faculty governance of the curriculum and its assessment. Supporting policies and operating guidelines include the Faculty Contract and as compiled in the Faculty Handbook.

Sources

- 2.C.01 - IBHE Trustee Leadership Training
- 2.C.02 - CSU BOT Roles and Responsibilities Training - December 2022
- 2.C.03 - BOT Orientation
- 2.C.04 - CSU Mission and Vision - Strategic Planning Resources

- 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

2.D - Core Component 2.D

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

Argument

2D.

CSU's commitment to academic freedom, free expression, and truth in teaching and learning stems from its foundational governing documents, including the BOT Regulations, [01] Faculty Handbook, [02] Student Handbook, and CSU Code of Conduct. These documents premise CSU's instructional programming and academic inquiry as based on academic freedom and freedom of expression. In addition, academic colleges and programs prescribe honesty and the pursuit of truth in learning by proscribing plagiarism and academic dishonesty.

The Office of Judicial Affairs (JA) administers cases of alleged academic dishonesty. Its webpage documents university policy regarding academic honesty, copyright, sexual misconduct, and drug and alcohol policy. [03][04][05] It also documents the procedures for investigations of alleged violations and for determining responsibility. These policies provide bases for inculcating the values of academic integrity in teaching, research, and in university learning contexts. Students also have recourse when they find violations of academic policies or with regard to grading and other academic matters through college grievance policies. [06][07][08][09][10]

Sources

- 2.D.01 - BOT Governing Regulations and Procedures - Academic Responsibility
- 2.D.02 - Faculty Handbook - Statement on Professional Behavior of Faculty
- 2.D.03 - Judicial Affairs - Forms and Policies
- 2.D.04 - Judicial Affairs
- 2.D.05 - Human Resources - Drug Free Workplace Policy - Alcohol and Drug Policy
- 2.D.06 - College Grievance Policies - College of Arts and Sciences
- 2.D.07 - College Grievance Policies - College of Business
- 2.D.08 - College Grievance Policies - College of Education
- 2.D.09 - College Grievance Policies - College of Health Sciences
- 2.D.10 - College Grievance Policies - College of Pharmacy

2.E - Core Component 2.E

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

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.
2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

Argument

2.E.1.

Faculty, staff and students comply with research policies and procedures through the work of the OGRA and the Division of Academic Affairs. These offices provide oversight and support for research and scholarship programs. The Institutional Review Board (IRB) addresses research integrity, requirements for research staff, and the environment in which research is conducted. OGRA's web page documents the work of these committees and its policies and procedures for research at CSU. Faculty and students wishing to conduct research must successfully complete Collaborative Institutional Training Initiative (CITI) modules and seek IRB approval prior to the start of research. The CITI certificate must be attached to the IRB protocol. All research activities are guided by the principles of The Belmont Report and comply with the Federal Policies for the Protection of Human Subjects (Common Rule). The IRB web page outlines related policies, procedures and resources for faculty and students.

CSU conducts research in alignment with professional standards as well as federal, state, and local regulations. The OGRA serves as the central location for research compliance and oversight of university grants. This includes the work of the IRB, the Institutional Animal Care and Use Committee (IACUC), the Institutional Biosafety Committee (IBC), and Research Integrity. [01][02]

The Financial Conflict of Interest policy [03] confirms CSU's commitment to the basic values of openness, academic and scholarly integrity, and integrity of business policy and procedure, independence, and safe and ethical research, as well as to its tradition and expectation that employees will conduct their relationships with the University with candor and integrity. To ensure the integrity of all institutional activities, including review and conduct of research involving human and vertebrate animal subjects, and the associated fiscal, contractual and procurement transactions, regardless of the source of support, CSU has elected to apply its financial conflict of interest policy to all University personnel. [04]

In addition, CSU mandates disclosure and pre-approval of income-producing outside activities for all paid academic staff members. [05] All research project personnel on funded projects complete training on CSU policy and submit a financial conflict of interest disclosure annually or when a new significant financial interest is discovered or acquired. [06] Research project personnel who meet the

definition of "investigator" complete CSU's Financial Conflict of Interest Training and submit a report to the Office of Research and Sponsored Programs annually. [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 work. 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.

Judicial Affairs is responsible for overseeing the administrative process for ensuring due process and protecting students' rights. Staff administer CSU's student judicial process and follow the procedural guidelines established by the University. A judicial hearing officer or hearing committee, representing faculty and/or staff and students, is responsible for hearing student judicial matters and for levying sanctions in matters where a student has been found responsible for violating the Student Code of Conduct. Any student accused of violating the Student Code of Conduct has the right to a

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

Online courses are equivalent to campus-based courses; their quality and learning outcomes are the same. In Spring 2018, CSU received approval from the IBHE to participate in the National Council for State Authorization and Reciprocity Agreements (NC-SARA). This permits CSU to offer online programming to students in other states, provided that their university also carries NC-SARA approval. CSU and Illinois are part of the SARA Midwestern Higher Education Compact (MHEC).[36]

From Fall 2017 through Spring 2022, CSU has offered 1,529 online courses (sections 51-53) and 330 hybrid courses (sections 21-23).[37] Online and hybrid courses are created by faculty in partnership with the colleges, Office of Online Instruction (OOI) and the Distance Education Committee (DEC).[38] The DEC is a contractually mandated committee consisting of 15 voting members and ex-officio, non-voting members from the CTRE and OOI established to assess, recommend, develop and evaluate activities related to distance education, including the quality of course offerings.

To submit a course for consideration as a hybrid or an online course, the faculty member must work with the OOI to develop at least two modules for presentation to the DEC for review. During this process, the instructor works with an instructional designer on the necessary components for student engagement and the tools available to support the course objectives. Once departmental, college, and as applicable GEC or Graduate Council approval, are granted, the DEC reviews and approves any course that will be taught as online or hybrid. Instructors of such courses must have successfully completed CSU's Online Certification Training (OCT) or a comparable course in the design and delivery of online and web-enhanced courses.[39]

All CSU faculty and instructors are automatically enrolled in "CSU-Instructors," a Moodle "course shell" providing helpful resources and guides for online teaching and learning. Faculty may make appointments with OOI staff for instructional design support.

During the pandemic, all CSU courses were taught remotely from April 2020 through August 2020; during Fall 2020 and Spring 2021, approximately 75 percent of courses remained remote. Courses with required labs and performances were able to meet under strict guidelines to protect students, faculty and staff. [40] To support faculty in this sudden and unexpected shift to remote learning, CSU extended Spring Break 2020 by one week to allow both faculty and students time to prepare for fully remote learning and teaching. A Covid-19 tab added to the University's home page provided regular

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 - Principles _ Practices of Secondary Education
- 3.A.20 - Cross-listed Course Syllabi - ELED 4112 _ ELED 5112 - Methods of Teaching Social Studies in the Elementary Classroom
- 3.A.21 - Cross-listed Course Syllabi - BIOL 4040 _ BIOL 5040 - Genomics _ Evolution
- 3.A.22 - Cross-listed Course Syllabi - GEOG 4250 _ GEOG 5250 - Geography of Food and Hunger
- 3.A.23 - Curriculum Maps - College of Arts _ Sciences
- 3.A.24 - Curriculum Maps - College of Business
- 3.A.25 - Curriculum Maps - College of Education
- 3.A.26 - Curriculum Maps - College of Health Sciences
- 3.A.27 - Curriculum Maps - College of Pharmacy
- 3.A.28 - Nursing Program - Overview of Steps in Curriculum Revision Process - August 17 2022
- 3.A.29 - Chicago State Consultation Proposal - Occupational Therapy
- 3.A.30 - Hanover Research - Benchmarking Analysis of School of Health Sciences _ Pharmacy Mergers - June 2022
- 3.A.31 - CSU Notification of Intent for Program Reorganization - COHS and COP - September 21 2021
- 3.A.32 - CSU Presentation of Colleges of Health Sciences _ Pharmacy Merger - September 2022
- 3.A.33 - Dual Credit Approval Jan 2022
- 3.A.34 - PSYC 1100_61 Syllabus Corliss
- 3.A.35 - CMAT 2030 Syllabus Corliss Fall 2022
- 3.A.36 - NC-SARA Renewal Confirmation Letter
- 3.A.37 - CSU Online and Hybrid Courses - AY 2016-2022
- 3.A.38 - Distance Education Committee

- 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

3.B - Core Component 3.B

The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. 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. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

Argument

3.B.1.

The General Education curriculum is designed to ensure that students graduate with the skills they need to succeed in their chosen careers. CSU students are required to complete a minimum of 36 hours of General Education requirements. As students take their general education courses, they are exposed to methods of inquiry found in the humanities, physical and life sciences, and the social and behavioral sciences to equip them to think critically, read and write analytically about a broad range of topics, and appreciate cultural diversity and social interaction.

There are six General Education Outcomes (GEOs), and each program that offers general education courses assesses General Education SLOs. GEOs are identified on course syllabi. [01][02]

University General Education requirements were revised in 2020. This revision reduced the number of hours from 39 to 36 to align with Illinois Articulation Initiative (IAI) requirements. Foreign language courses were no longer required, and an additional humanities/fine arts course was added. Required diversity courses are now embedded at the college level.

Departments teaching General Education courses must assess every section of each course offered every semester using a uniform assessment instrument. These instruments were developed by assessment coordinators and faculty of the respective departments and were approved by the University General Education Assessment Committee (GEAC) and the University Assessment Committee (UAC). Each department/program has a General Education Assessment Coordinator who oversees departmental implementation of General Education assessment. Based on assessment results, faculty members in individual departments revise their teaching to align with the program and course objectives. [03][04]

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 NOBCCChE. [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.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 mission and for the constituencies it serves.
2. 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, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. 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.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

Argument

3.C.1.

CSU is a PBI and reflects the community it serves. Since 2016, the majority of CSU students have been African American females. That number has continued to increase. [01][02] As of Fall 2021, CSU had 523 full-time and 94 part-time employees. [03]

CSU has 219 full-time and part-time faculty; 112, or 51 percent, were women, 107, or 49 percent, were men. Among the 219 faculty, 40 percent identified as Black Non-Hispanic; 21 percent identified as White Non-Hispanic; 4 percent identified as Hispanic; 5 percent identified as Asian Non-Hispanic; 4 percent identified as Other; and 21 percent did not identify a race or ethnicity. [04]

Though data is not collected and/or not reported on the immigration status, disability status, LGBT-Q status or other types of human diversity amongst faculty and staff, they represent these constituencies through their provision of campus programs and organizations serving disabled students, LGBT-Q students, veterans, and other groups. [05][06][07][08][08][10][11]

3.C.2.

Faculty sufficient for classroom and non-classroom roles

CSU prides itself on its small class sizes and its supportive, “high-touch” classroom and academic environment. The university employs full-time and part-time faculty. Full-time faculty are either tenured, tenure-track, or non-tenure track, and include research and clinical faculty among their

ranks in the COP.

In Fall 2021, the most recent term for which data is available, CSU had 219 faculty, 155 of whom were full-time 9-month and 12-month faculty, serving 2,367 students, or approximately 1 faculty member for every 15 students. Median class size was 12; average class size was 10. [04]

In Fall 2021, CSU hired 7 new full-time tenure-track and non-tenure-track faculty and 1 part-time non-tenure track faculty to teach in CAS, COE and COP. [12] Since 2017, 51 tenure-track faculty have been hired.

These numbers and amount of experience and expertise are sufficient to meet the classroom and non-classroom responsibilities of the faculty.

Of the 219 full- and part-time faculty, 41 held the rank of professor, 45 were associate professors, 48 were assistant professors, 21 were full-time non-tenure-track lecturers, and 64 were part-time non-tenure-track lecturers. [04] Between 2017 and 2022, 46 faculty were promoted, 24 were awarded tenure, 36 received sabbaticals, and 29 received Faculty Excellence Awards for Teaching, Research/Creative Activity, or Service.

As of Fall 2022, of the 129 tenure/tenure-track faculty, 117 have doctoral degrees and 12 have masters degrees considered terminal in their fields.

Faculty serve in various crucial non-classroom roles, facilitating effective, high-quality programs and student services, as advisors, assessment coordinators, curriculum coordinators, search committee members, members of contractually required committees that pertain to academic and curricular and shared governance matters, sponsors of clubs and organizations, and as members of departmental personnel committees and the University Personnel Committee (UPC). [13]

The Faculty Contract outlines credentials for hiring and evaluating faculty. The Contract stipulates appropriate and required credentials for faculty. It also delineates the evaluation process for both tenure-track and non-tenure track faculty. Tenured and Faculty tenure-track faculty in each department establish a Departmental Application of Criteria (DAC) for retention, promotion, and tenure with each new contract. [14]

3.C.3. A

The educational requirements for tenure-track, clinical, research, non-tenure-track and adjunct faculty appointments are outlined in the CSU Contract and are in alignment with discipline-specific norms and expectations for university faculty. The educational requirement for most tenure-track, clinical, and research faculty is a doctoral degree in the discipline or related discipline. For teaching faculty in fields such as the arts, and for librarian faculty, for which the MFA or MSLIS is the terminal degree, those degrees fulfill the educational requirement. All faculty must have earned degrees related to their discipline from awarding institutions that are regionally accredited. [15]

CSU currently has contractual offerings with the Chicago Public Schools to address teacher shortages and was recently approved in January 2022 to begin dual credit courses in surrounding high schools. Currently, full-time faculty or approved part-timers are instructors for these programs. The dual credit program within Illinois requires that the vitae of the instructor be submitted to IBHE.

3.C.4.

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]
- 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.
- in 2022 the CTRE with the support of the Office of Academic Affairs offered micro-credentialing for faculty via the Association of College and University Educators (ACUE).[30][31][32][33]
- CSU is a member of the Faculty Resource Network at New York University, a professional development consortium that sponsors professional development for faculty from over 50 colleges and universities. [34]
- CSU faculty can engage in a Two-Week International Professional Exchange Program through the Illinois Consortium International Studies and Programs. [35]
- During AY2021-22, CSU worked with InsideTrack to train professional and staff advisors on a coaching model approach to student engagement. [36]

The COP has its own Faculty Development Committee to further support its faculty in this area. Achievements have included forming a workgroup with faculty from Howard University and the University of Maryland Eastern Shore to pilot shared faculty development projects.[37]

The CTRE offers Online Certification Training (OCT) every eight weeks throughout the academic year as required by Appendix G of the Faculty Contract. OCT is an eight-week training program that prepares faculty to teach online and prepares faculty to meet the requirements of the Illinois Online Network Quality Online Course Initiative (QOCI) rubric used by CSU's DEC to review the quality of online courses. [38][39][40][41]

To provide ongoing professional development in diversity, equity and inclusion, the CTRE sponsors workshops on inclusive pedagogy and cultural sensitivity. For example, a series of three Diversity, Equity and Inclusion workshops for faculty was developed and presented by Drs. Tiffany Davis and Rayne Bozeman. The facilitated discussions considered implicit bias and microaggressions; systematic racism; and anti-racist pedagogy in action. [42] In addition, a portion of the recent ACUE micro-credentialing offerings focused on equity and inclusion in teaching.

During Covid-19, extensive resources were developed and deployed to support faculty's ability to provide quality remote teaching and learning opportunities. The CTRE worked closely with IT to train individuals on video conferencing software, Go to Meetings, Zoom, GoogleMeet, Big Blue Button and Microsoft teams. [43] Workshops and individual sessions were set up for instructors to assist in designing and structuring courses within the Moodle platform. Once students returned to campus, offerings were diversified to meet the needs of all instructors. [44]

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), and the National Association of Student Financial Aid Administrators (NASFAA), and from governmental entities such as the Illinois Student Aid Commission and the U.S. Department of Education (DOE). Professional development is held on a monthly basis and annual conferences are hosted by the ILASFAA in March of each year and by the DOE in the first week of December of each year. All staff are members of NASFAA and several are members of ILASFAA.

CSU has moved to a "coaching" model for advising, obtaining external support for training of professional advisors in 2019 through InsideTrack. Before completing the project, many of the professional advisors left the university, so additional funds were obtained to support a two-year initiative to train both professional and faculty advisors as well as provide management support to the Advising Director and quality review of advising sessions for professional advisors. Professional Advisors participate in training throughout the year as updates occur in Enterprise Resource Planning (Banner) and Customer Relation Management System (CRM). Faculty and professional advisors meet a minimum of once each semester to review procedures, data and processes influencing the student experience. The CTRE also sponsors ongoing professional development sessions for professional and faculty advisors such as RNL Advancement Innovation Noel Levitz presented Student Retention Best Practices (August 2020) and a virtual presentation by Tutor.com, a student resource. [46][47]

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3.D - Core Component 3.D

The institution provides support for student learning and resources for 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 offerings 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 and museum collections, as appropriate to the institution's offerings).

Argument

3.D.1.

CSU provides a robust portfolio of student support services tailored to its student populations. Services range from programs to attract and prepare prospective students to career placement, and everywhere in between. CSU supports its diverse student communities through its culturally based centers and programs.

The Kwesi Ronald Harris African-American Male Resource Center's mission is to actively increase the retention and graduation rates of African-American men and to help them reach their highest levels of academic, intellectual, vocational and personal success. The AAMRC provides educational and cultural programming and services such as peer-advising and tutoring, social/cultural support, and chess lessons. The Center is also home to TEMBO, Teaching and Educating Men of Black Origin, CSU's Black male leadership organization. [01] The AAMRC works to be a center of African American cultural and social awareness

The Latino Resource Center provides mentoring, scholarships, cultural activities and cultural outreach initiatives, and Camino al Exito: Pathways to Success professional and leadership series. The LRC is home to the Organization of Latin American Students; the Hispanic Alliance for Career Enhancement (H.A.C.E.) University Leadership Program; the CSU D.R.E.A.M.ers and Allies Student Organization; Sigma Lambda Gamma National Sorority Inc. – Beta Delta Chapter; and Sigma Lambda Beta International Fraternity Inc. (SLB)-CSU Colony. The Office of Latino Affairs is housed in the LRC and offers extensive support services and living-learning-serving experiences. [02] Events throughout the year promote cultural awareness and expose the campus community to a rich variety of Latin American cultural programming and events.

The LGBTQ+ Resource Center provides a space for members of the LGBTQ+ community to come together to show support and exchange resources. In Fall 2019, the University provided the Center with a dedicated, comfortable space in the Student Union for students and the CSU community to socialize, study and host events. Their activities include developing and offering training; hosting coffee hours and socials; organizing events emphasizing wellness, social justice, and intersectionality; collaborating with campus units and community organizations; and providing

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,

faculty, and staff; serves as a health consultant and referral source for medical issues; acts as a liaison for health issues that affect students, faculty, and staff; and develops, outreach health programs with the surrounding community. In 2020, CSU partnered with Advocate Aurora Health Systems to expand services. Advocate at Work now provides staffing and services to students, faculty and staff. Students can schedule appointments to be seen by a Nurse Practitioner on-line. [16][17]

The Office of Housing and Residence Life manages CSU's Residence Hall, a three-story coeducational building housing approximately 330 students, and provides academic, social, cultural, and personal developmental support through programming and student engagement.[18]

The Dr. David Kanis Child Development Center will provide an educational childcare program for children aged 3-12 and a home-visiting program for families with children up to 3 years old. The Center's Head Start preschool program and its afterschool and non-attendance programs are slated to open in Spring 2023. The Center also has a Family Outreach Coordinator to help CSU student parents find resources to balance their responsibilities as students and as parents. Childcare is an important factor in college success for CSU's student body; nearly 70 percent of CSU students are female, and approximately 70 percent of these students are parents. [19][20]

The Office of Global Engagement fosters intercultural education and exchange through study abroad opportunities, language enhancements, international student enrollment, and cultural enrichment.[21][22][23][24]

The CSU Food Pantry opened on August 29, 2018. Due to the pandemic, the pantry temporarily closed. It is slated to reopen soon.[25]

3.D.2.

CSU offers a robust portfolio of academic support services aimed at serving all CSU students, whatever their challenges they may face.

The Office of Student Success (OSS) is dedicated to students' personal, social, and academic growth. Professional staff members work as a team to help students gain the knowledge, skills, and tools necessary to graduate. [26][27][28]

OSS services and units include:

- Success U for incoming freshmen whose pre-college education did not fully prepare them to meet their academic potential. The program provides specialized orientation, advising and registration, individualized attention from instructors and academic advisors, and a special curriculum that combines basic skills and general education coursework applicable to all majors.[29]
- Freshman First-Year and Sophomore Second-Year Advising;
- the Academic Success Program for students on academic probation;
- Rise Academy, a first-year experience and full-tuition and fees scholarship program that provides financial, academic and personal support for eligible first year and transfer students with fewer than 24 college credits, and helps students build the confidence and skills they need for a successful fall semester and first year at college. Rise Scholars start in the summer with an introductory five-week college course, support workshops, targeted advising, and benefit from holistic student support throughout the academic year. [30][31][32]
- Upward Bound (UB II) and Project SUCCESS/Educational Opportunity Center (EOC), two

Federal TRIO programs funded by the DOE. UB II assists 60 high school students from Bowen High School and Chicago Vocational Career Academy. Participants from each program receive afterschool and weekend instruction in literature, composition, mathematics and science, in addition to supplemental summer sessions. Eligible participants must be low-income and or potential first-generation college students living in the program's target area or attending one of the program's target high schools. Services are provided virtually or on site, as appropriate.[33][34][35]

- CSU is home to the oldest of six EOC projects in Illinois, and serves 1,165 adults within 30 Chicago area communities and throughout the state. EOC is designed to provide potential first generation, low-income adults (19 years and older) with information regarding educational, financial aid, and career opportunities. Services offered include assistance with college applications and financial aid forms, assistance in locating scholarship and other sources of financial aid, career planning and counseling, and referrals to GED and other programs as needed. Services are provided virtually or on site, as appropriate.
- The Office of Examinations serves as the central location for the administration of placement and testing services. [36]
- The Learning Assistance Center (LAC) assists students through supportive tutoring. All services are free of charge to CSU students, active alumni, and faculty. The LAC provides walk-in and scheduled tutoring sessions in over 20 content areas, including writing support, mathematics, and reading comprehension. In addition to face-to-face tutors, the University provides 24/7 access to tutoring via Tutor.com, accessed via Moodle. During Covid-19, online tutoring allowed CSU to provide remote access to this critical student success program; CSU also provided individual sessions with tutors via Zoom. [37][38][39]

The Division of Athletics' Office of Student Services offers comprehensive academic support to student-athletes. A full-time learning specialist works directly with first-year students, academically at-risk students, and students with documented learning differences to assist with organization, time management, and study skills. Staff members collaborate with students' college advisors regarding major selection, course planning, and progress towards graduation, and serve as liaisons to faculty, through travel letters/notifications, grade reports, and proctoring services. Staff members meet with prospective student-athletes and families during the recruiting process, report to coaches and administrators on students' academic progress, and collaborate with the university registrar on determining CSU and NCAA eligibility.

The Honors College serves talented and highly motivated students through an enriched, interdisciplinary general education curriculum; research- and fieldwork-focused seminars and colloquia; a supportive student community committed to helping each other; a dedicated group of faculty; and scholarships to cover students' tuition and fees. Honors College students engage in cultural and social events with faculty and peers and hands-on research opportunities with top research faculty. [40][41]

The College of Pharmacy's Early Intervention Process (EIP) identifies and supports students who are at risk academically within the College. The Office of Academic Affairs monitors student performance factors at six intervals, to identify and connect students with a variety of academic support resources. [42][43]

3.D.3.

CSU has a hybrid advising model that includes both professional and faculty advisors. Professional

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 has received mentoring to improve supervision and development of advisors. [46][47]

3.D.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 and museum collections, as appropriate to the institution's offerings).

Scientific Facilities

The William Science Center houses a Biochemistry Research Laboratory and an Organic Research Laboratory. In close proximity is a shared equipment room, a shared cold room and a laboratory with a fume hood. The Flow Cytometry Facility, NMR Facility and Microscope Imaging Facility, Animal Facility, Greenhouse Facility are in the same building. [48]

The COP and the COHS have discipline-specific laboratories for pharmacy, nursing, HIA and occupational therapy. In March 2022, CSU was awarded \$450,000 from the federal government's FY2022 Omnibus Appropriations Bill to purchase laboratory equipment for CSU's Interdisciplinary Health Sciences Simulation Lab being constructed in Douglas Hall. [49]

The Foreign Language Laboratory provides one-on-one tutoring and technological support for students studying foreign languages. Individual and small group language support is available in Spanish, French, Arabic, Chinese, and German. [50]

Computer Laboratories

Over 40 computer laboratories with specialty software related to the disciplines serve students in buildings across campus. COE has five computer labs, including a lab that focuses on networking and cybersecurity. BHS has four computer labs focused on business and health sciences as well as a small MacIntosh lab for graphic design. HWH has four computer lab classrooms that support English and Mathematics. GBL has CSU's main computer lab, as well as computers available on the 2nd and 3rd floors, a computer lab classroom and a library instruction studio.[51]

The COE Teacher Resource Center provides test preparation services, academic support wraparound services for students, candidate work samples, and a computer lab to facilitate these efforts.

The Gwendolyn Brooks Library (GBL) supports the University mission by providing access to global information resources, developing user-centered services that foster academic excellence and student success, and creating spaces where positive transformational academic experiences can occur. GBL is responsible for the selection, acquisition, dissemination, and instruction in the use of materials and resources in all formats in service to the academic success and scholarly needs of students, faculty and scholars. The Library has a collection of over 519,500 volumes, eighty percent of which are stored in ROVER, the first automated library storage and retrieval system installed in the state of Illinois. Electronic resources include over 40,000 ebooks, nearly 150 databases providing access to thousands of journal and newspaper articles, and microform and audiovisual materials. The GBL has an Education Resource Center, a specialized collection of materials to support teacher preparation programs, and is a selective U.S. federal and Illinois state government documents depository. Access to materials beyond the scope of the Library's collection is provided through I-Share, a statewide online resource sharing network of the 90 libraries that belong to the Consortium of Academic & Research Libraries in Illinois (CARLI); library materials not available from the statewide consortium are provided via interlibrary loan services. Library Instruction is provided in a 30-workstation smart studio/laboratory. [52]

When CSU shifted to remote learning due to Covid-19, GBL Reference Librarians immediately investigated and developed remote and virtual solutions to serving CSU patrons; these included remote reference services in real time via chat and Zoom, research consultations by request via Zoom, and both recorded and live-remote library instruction sessions. Data collected on student satisfaction with these services and the role they played in fostering student success by providing academic and moral support during the pandemic led librarians to decide to retain virtual services even after the return to campus and to face-to-face interactions. Their findings were published in 2022. [53]

University Archives, Records Management and Special Collections acquires items that reflect the historical, literary, and academic traditions of CSU and of the South Side. Archives has sponsored enriching outreach projects and events in collaboration with organizations such as the National Museum of African American History and Culture and the Smithsonian Institution. [54]

Performance Spaces & Art Galleries

The Communications, Media, and Theatre department provide/support an iHeart Radio Station (WCSU), an IP Television Station (CSU-TV), a multimedia lab with Adobe Creative Suite for Mac, audio editing suites, audio recording booths, HD video camera packages, DSLR camera packages, Black Magic Ursa, Canon C300, a 3-Camera HD Television Studio, the 350-seat Breakey Theater, and the Black Box Performance Space. The Music department uses Breakey Theater space for recitals; band and choir rehearsals and concerts; student capstone senior solo recital performances; and musicals in partnership with the theatre program. The venue serves student organization meetings and events, college and campus-wide faculty assemblies, summer camp activities, and administrative presentations. [55]

CSU has two art galleries, the President's Gallery in the Cook Administration Building, which is open to the public, and the University Gallery, located in the Williams Science Center. The galleries serve to advance the appreciation and understanding of the visual arts among the campus and neighboring communities. The President's Gallery is home to an annual juried student competition; the University Gallery offers regular student and professional exhibitions and events. [56] In addition to the galleries, CSU provides specialized rooms and equipment for art students.[57]

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 requires teacher candidates to complete 100 hours or more of pre-student teaching field experience (observation, tutoring, teaching whole lessons, practicum and/or internships) in diverse learning environments, teaching roles, and curriculum development so that pre-service teachers meet the Illinois State Board of Education's requirements for clinical/field experience. To ensure the best possible placement and experience for our pre-service teachers and to assist in their placement in an appropriate setting, the staff in the COE Office of Community Outreach and Field Placement Services request consideration to assign the candidates to diverse geographical and classroom settings.

All COHS professional programs include a clinical internship or practicum. Health Information Administration students engage in two mandatory professional practicum experiences. Nursing students have a series of six, eight-week-long clinical experiences that students engage in as groups with a faculty member. Occupational Therapy students participate in two levels of experiential learning. Level I Fieldwork includes four 10-week experiences; Level II Fieldwork involves two 12-week experiences. Public Health students have one clinical experience in both the undergraduate and graduate programs. Clinical sites include hospitals, clinics, schools, daycare centers, community agencies, and skilled nursing facilities.

The CSU-COP Professional Practice Curriculum consists of introductory-, intermediate-, and advanced-level experiences beginning in the first professional semester of the curriculum through the fourth professional year, which is composed entirely of advanced practice pharmacy experiences. Sites include community pharmacies, community-based public health facilities, institutional/hospital settings, non-acute patient care settings, and direct patient care settings.

Sources

- 3.D.01 - African American Male Resource Center
- 3.D.02 - Latino Resource Center
- 3.D.03 - LGBTQ CSU Resource Center
- 3.D.04 - LGBTQ Resource Center - Activities
- 3.D.05 - Veterans Affairs
- 3.D.06 - Womens Resource Center
- 3.D.07 - Office of Student Financial Aid
- 3.D.08 - Scholarships - Office of Financial Aid
- 3.D.09 - Career Development Center
- 3.D.10 - Career Development Center - Newsletters
- 3.D.11 - Career Development Center - Activities
- 3.D.12 - Career Development Center - Employer Data Report - AY 2020-21
- 3.D.13 - Abilities Office
- 3.D.14 - Counseling Center - Student Support Services
- 3.D.15 - Counseling Center - Data and Outcome Report - Fall 2022
- 3.D.16 - Wellness Center

- 3.D.17 - Office of External Affairs - Covid Communications
- 3.D.18 - Office of Housing and Residence Life
- 3.D.19 - Child Development Center
- 3.D.20 - DCFS Licensing letter for Childcare Center
- 3.D.21 - Global Engagement Office
- 3.D.22 - Chicago State University- Study Abroad Participation - 2017-2023
- 3.D.23 - Office of Global Engagement - Survey Tool
- 3.D.24 - Office of Global Engagement - Study Abroad Activities for Students
- 3.D.25 - Food Pantry
- 3.D.26 - DOSA - Division of Student Affairs
- 3.D.27 - DOSA - Office of Academic Support
- 3.D.28 - DOSA - Student Academic Success Preparation for Final Exams
- 3.D.29 - DOSA - Success U
- 3.D.30 - DOSA - Rise Scholars - Scholarships
- 3.D.31 - DOSA - Rise Academy Training
- 3.D.32 - DOSA - Rise Academy - Cohort Schedule and Syllabi - Fall 2022
- 3.D.33 - DOSA - TRIO
- 3.D.34 - USDoE UBII 2019-2020 APR Summary
- 3.D.35 - USDoE UBII 2020-2021 APR Summary
- 3.D.36 - Office of Examinations - Placement Testing - Requirements - Policies
- 3.D.37 - Learning Assistance Center
- 3.D.38 - Learning Assistance Center - Tutor.com
- 3.D.39 - Learning Assistance Center - Students Served and Satisfaction Data
- 3.D.40 - Honors College
- 3.D.41 - Honors College - Special Advantages
- 3.D.42 - COP Student Early Intervention Procedures
- 3.D.43 - COP Student Early Intervention Program Restructuring Poster
- 3.D.44 - Office of Academic Advising and Faculty Advisors
- 3.D.45 - Faculty Advisor Expectations
- 3.D.46 - Faculty Graduate Advisor CRM Training
- 3.D.47 - Academic Advisor Job Description
- 3.D.48 - Facilities and Gardens
- 3.D.49 - Health Sciences Simulation Lab - FY2022
- 3.D.50 - Language Laboratory
- 3.D.51 - Computer Labs List
- 3.D.52 - Gwendolyn Brooks Library - Student Support Services and Collections
- 3.D.53 - Fostering Student Success - Fielder-Giscombe and Goth in Kelsey 2022
- 3.D.54 - University Archives Events
- 3.D.55 - CMAT Facilities
- 3.D.56 - Art and Design Galleries
- 3.D.57 - Art and Design Rooms and Equipment - August 2022

3.S - Criterion 3 - Summary

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

Summary

- The academic offerings at CSU are consistently monitored to assure high quality, rigor and content appropriate to the level of degree for all course modalities and location.
- General Education is grounded in a defined framework that prepares students with skills for an ever-changing world.
- Each degree program provides opportunities for faculty and students to recognize human diversity, engage in scholarship and creativity, and instill life-long learning.
- There are sufficient highly qualified diverse faculty and staff for the programs offered; they are evaluated regularly, are accessible, and are supported in their professional development.
- CSU provides the resources and infrastructure to support student learning and effective teaching.
- CSU provides a living-learning environment that engages students both inside and outside 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 ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
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 ensure 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 ensures 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 ensures that the credentials 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.

Argument

4.A.1.

All programs at CSU are reviewed every seven years, in alignment with Illinois Board of Higher Education (IBHE) guidelines. New programs undergo a progress evaluation three years after inception. Programs up for review are notified prior to each academic year of the review schedule and reporting deadlines. Department Chairs of programs undergoing review and their deans receive the Program Review Report Guidelines, template and data tables. All program faculty members are required to participate in the preparation of the report. During Covid-19, the process continued through virtual meetings. [01][02][03][04][05][06]

The IBHE monitors programs with a low number of graduates and/or low enrollment through the Academic Program Effectiveness and Efficiency Report (APEER) . The APEER report is required by IBHE each year. Programs are identified by total number of majors and number of graduates based on three-year averages. Programs that do not meet the thresholds are scheduled for priority review within a three-year period. [07][08][09]10

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 be used as prerequisites for a required course 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 that are baccalaureate-oriented and similar in content to CSU courses. Transfer courses are evaluated on an individual basis to determine whether they meet CSU’s graduation requirements and the requirements of the respective college, department, and program option. Developmental, remedial, vocational, study skills, college survival practicum, ESL, and similar courses do not transfer. Programs review course descriptions and syllabi to determine if the course meets general education or program requirements or if it may serve as an elective. This is recorded on the state-required Form 13, is loaded into the Transfer Evaluation System (TES), and then updated to Transferology. [17][18] [19]

CSU awards college credit to adult learners enrolled in non- traditional studies programs based on the American Council on Education (ACE) Credit Recommendation’s National Guide to Educational Credit for Training Programs. This credit is subject to the general policies governing transfer credits and departmental policies. Students offering ACE-approved credits enrolled in traditional programs are considered on an individual basis following departmental and University guidelines and policies governing acceptance of transfer credits.

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 transcribed. 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 transcribed 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 and Dual Credit

CSU offers a dual enrollment program that is marketed on the Dual Enrollment website. [25][26] Starting in Fall 2019, dual enrollment allowed qualified high school students to take online, hybrid

or face-to-face courses at CSU. [27] CSU received approval for dual credit through IBHE; the same syllabus, assignments, and instructors are used in the courses to ensure equivalence. [28]

Expectations of Student Learning

Curriculum and assessment processes assure that rigor and student learning expectations are embedded in degree curricula, related courses and required student experiences. As will be examined in detail in 4.B, CSU has an established assessment protocol at all levels, which includes general education, department, college, and specialized program recognition. These reports include evidence that program and student learning outcomes are aligned and met through courses and other student experiences.

Access to Learning Resources

Access to learning resources is part of all University curricula. As outlined in Criterion 3, CSU provides access to learning resources through the individual programs and student support services, including Academic Advising, the Gwendolyn Brooks Library, the LAC, the Learning Assistant program, and Success U; detail on these programs and services is at 3.D.2 (LAC, Rise Academy, Success U), 3.D.3 (Advising), and 3.D.4 (GBL).

Additional resources are provided on the Student Resource tab in Cougar Connect, CSU's Intranet. Other learning resources are provided by the CTRE and Office of Online Instruction. (OOI) The OOI oversees online and hybrid degree courses. The unit also provides support to students, faculty and staff using the Learning Management system (Moodle) as well as other approved teaching and learning resources such as Zoom, Respondus (Lockdown Browser), Turnitin, Office 365, Smarter Measures and the Google Suite.

The Office of Academic Advising provides students with access to services such as first- and second-year academic advising, socialization, and seminar classes that provide instruction on establishing a personal academic success plan and on developing and maintaining social and cultural capital. Professional and faculty advisors, a Director of Advising, a Faculty Advising Coordinator, and the Dean of Student Success all contribute to academic advising. [29] Freshmen are supported by the Rise Academy director and staff.

Individual programs support the in-class learning resources and laboratory experiences. Programs have course fees or program fees that enable the programs to purchase supplies and equipment to address the learning needs of the students in the major.

The sudden switch to remote learning in March 2020 secondary to Covid-19 exemplified the resource issue faced by many students attending CSU. Students, staff and some faculty did not have resources at home to continue learning and working in the remote environment. CSU had to provide computer laptops as well as hotspots to students, staff and faculty to enable functioning in the remote environment. Additional resources were also necessary to support learning such as Zoom and Go to Meetings platform to enhance communication. Many programs purchased software to provide testing (Examsoft) and proficiency testing (GoReact and Simulation testing Nursing). In the sciences, students were provided with take home lab kits to engage in experiential learning. After the initial shutdown, CSU slowly opened laboratories and computer labs and had clearly defined protocols for use of the space with social distancing to provide the necessary experiences to students that were not replicable in the virtual environment. Getting materials to students was critical to continue quality learning experiences. [30][31][32][33]

Faculty Qualifications

As outlined in Criterion 3, faculty qualifications conform to HLC expectations that faculty hold a relevant credential at least one level above the students they are teaching (and the terminal degree for graduate level courses), or tested experience relevant to the courses taught. Article 20 of the University Contract defines the retention process and qualification requirements.[34] CSU uses the most current Contract to establish guidelines and expectations related to faculty qualifications; the Department Application Criteria (DAC) establishes how faculty document that they have met the expectations established in the Contract. Each department has a DAC that guides faculty through the evaluation process. The last DAC update in 2020-2021; faculty development was strengthened within each document.

Part-time faculty apply through the Human Resource People Admin portal and are evaluated individually based on the course they are selected to teach. The same expectations for qualifications apply to part-time faculty. Part-time faculty are evaluated based on course evaluations and chair evaluations. [35]

4.A.5.

Various colleges and departments at CSU are subject to external specialized accreditation. The Provost's Office publishes a list of specialty accreditations, together with a listing of their accrediting bodies and cycles of review. Each program maintains the required citation of its accreditation status on its webpage.

Between 2017 and 2022, the following programs maintained specialty accreditations [36]:

Alcohol and Other Drug Abuse Counselor Training (Minor), Illinois Certification Board, Inc.;

Art and Design (BA), NASAD);

Chemistry (BS), ACS;

Community Counseling (MA) CACREP;

Library and Information Science (MS), ALA;

Music (BA and BME), National Association of Schools of Music (NASM);

School Counseling (MA), CACREP;

Social Work (MSW), CSWE;

Accounting (BS), ACBSP;

Finance (BS), ACBSP;

Management (BS), ACBSP;

Marketing (BS), ACBSP;

Management Information Systems (BS), ACBSP;

Recreation, COAPRT;

Health Information Administration, CAHIIM;

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

Occupational Therapy: Accreditation Council for Occupational Therapy Education (ACOTE);

Doctor of Pharmacy: Accreditation Council for Pharmacy Education (ACPE) (accredited with probation).

Between 2017 and 2022, the following programs have held an accreditation site visit and review: Art and Design (Fall 2022-awaiting report); Community and School Counseling (Spring 2020); Library and Information Sciences (2019); Music (2020); Health Information Administration (2021) Nursing (2020) and College of Pharmacy (2020). Many of the visits in 2020 and 2021 were virtual due to Covid-19. All programs continue to provide annual reports and updates as required.

The College of Education (COE) was previously accredited by the National Council for Accreditation of Teacher Education (NCATE), now known as Council for the Accreditation of Educator Preparation (CAEP). In Fall 2019, the COE withdrew its accreditation with CAEP in response to national concern by COE that the new CAEP accreditation expectations no longer reflected the same priorities of the initial licensure programs and also no longer supported our graduate licensure programs. The COE was within its rights to withdraw as all initial and advanced licensure programs in the COE are approved by the Illinois State Board of Education and all non-licensure programs are recognized by the IBHE. [37] In Illinois, Colleges of Education are not required to have national accreditation in order to remain on the ISBE approved list of programs. That said, the College of Education recognizes the importance of national accreditation and is, therefore, making an intentional effort to review the College and Program-level Key Assessments with respect to state and national standards to ensure that our programs are ready to provide assurance with three- to five-years of data to support an application for an appropriate national accreditation entity. Currently, the COE is exploring whether to return to CAEP or seek an alternative entity such as AQUIP.

The undergraduate programs in Chemistry and Physics undergo external review, and in some cases have received national recognition for the programs' instructional efforts. The provided evidence shows the rigorous review the Chemistry Program undergoes to remain approved by the American Chemical Society. There is no accreditation in Physics, but in 2018 the Physics Program received an award from the American Physical Society for its program and in 2019 was visited by the American Institute of Physics for high quality work in a nationally published document on supporting Black students in Physics (2020). [39][40][41]

Library and Information Sciences received its initial accreditation in Fall 2019. After extensive curriculum revision and staff hiring to address accreditation demands, the program received accreditation by the American Library Association. This effort has been very beneficial as enrollment has tripled since gaining specialty accreditation. [42]

In Spring 2022, the Health Information Management program received notification of its continuing accreditation from the Commission for Accreditation for Health Informatics and Information Management Education. [43]

In Spring 2020, the College of Pharmacy was placed on status of accreditation with probation. This

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 2021 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 Hyatt Corporation, Leo Burnett, Groupon, Northwestern Memorial Health System, Sparks Foundry, P33 (Motorola), University of Chicago and most recently United Airlines to develop pathways to paid internships and subsequent employment. The Covid-19 pandemic abruptly limited internships or provided limited remote opportunities however we are seeing a rebound starting in summer 2022 where CSU was able to place over 45 junior and senior students in paid internships. [62][63]

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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 uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

Argument

4.B.1.

CSU has an established assessment culture to ensure that the curriculum, instruction, and assessment cycle informs its daily and long-term instructional practices. CSU continually strives to meet and exceed programmatic- and university-level outcomes and expectations for all students. The University supports assessment of student learning that occurs regularly through general education and at the program level. [01]

Assessment of Student Learning and Achievement of Learning Goals

Assessment is a core component of the academic culture at CSU. All academic programs follow a regular process of faculty-driven assessment that informs programmatic change and continuously improves student learning. The University Assessment Committee (UAC) meets on a regular basis to discuss assessment.

The General Education curriculum is designed to ensure that students graduate with the skills they need to succeed in their chosen careers, as described in Criterion 3.B. Each program that offers general education courses assesses General Education student learning outcomes. A designated General Education assessment coordinator for each program offering general education courses uses a process map that outlines the General Education curriculum process. All coordinators report assessment findings to their chairperson, dean, and the General Education Assessment Committee (GEAC). The University General Education assessment coordinator reviews all reports using an evaluation rubric.

Each undergraduate, graduate, and certificate program appoints an assessment coordinator who is responsible for facilitating assessment activities. Each academic year, assessment coordinators participate in assessment conferences and workshops to develop a common vocabulary, improve faculty understanding of the assessment process, and empower faculty to make meaningful programmatic change. [02][03][04][05][06]

CSU faculty teaching academic programs use curriculum maps to align courses to learning outcomes.[07][08][09][10][11] Program-level assessment plans incorporate at least two direct and one indirect assessments of learning. CSU's academic program assessment process requires coordinators

to collaborate with faculty in their departments to refine program-level student learning outcomes (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 four examples of general education assessment reports from AY 21-22:

- CHEM 1400 [19]
- CMAT 1130 [20]
- ENG 1240 [21]
- PSYC 1100 [22]

The University Program Assessment Coordinator provides feedback using a rubric that scores the degree of alignment of PSLOs to University and program missions and goals, the assessment plans, the data collection procedures, and evidence of programmatic change based upon findings. Student learning is publicized through departmental websites, publications, student meetings, advisory boards and external constituencies.

In 2019, CSU was accepted into the HLC's Assessment Academy for 2019-2023. The purpose of the HLC Assessment Academy Task Force is to assist the University with meeting its institutional goals as they pertain to assessment. The scope of the team's project was to revitalize assessment programs at CSU, which include program assessment, online instruction, and co-curricular programs, by evaluating past practices, best practices, and strengthening the student-learning culture. [23]

In Fall 2021, new faculty were appointed to the roles of University Program Assessment Coordinator and University General Education Assessment Coordinator. They transformed CSU's assessment conferences, making them more topical, which helped program assessment coordinators better understand each step in the assessment process. To foster the notion of assessment as a shared responsibility, coordinators were tasked with mini assignments that focused on improving PSLOs, retooling curriculum maps, and refining assessment instruments. Each of these assignments required

collaboration from all faculty across campus. This simple choice, coupled with assessment activities led by the HLC Assessment Academy Team, helped revitalize our assessment efforts.

The UAC Moodle page became a site for assessment resources that faculty could easily access. Assessment report feedback was posted to Moodle so that all coordinators could readily share scores with faculty in their programs to further stimulate conversation surrounding assessment. Faculty Q&As provided space for faculty to ask questions about assessment.

Most importantly, program assessment reporting forms were redesigned to improve consistency in assessment reporting, ensure collection of useful data, make visible steps in the assessment process so challenges could be identified, and create a form that is instructive to new coordinators. These changes significantly improved faculty participation in the assessment process.

The University assessment landing page was updated to make it more user-friendly. This new page emphasizes important topics such as Closing the Loop, which refers to institutional actions taken because of the analysis of assessment data, not simply anecdotal evidence.

In Spring 2021, updated General Education reporting forms were created with discipline-area general education coordinators. The new forms forefront SLO/General Education Learning Outcomes (GELO)/assessment connections, streamline course-by-course reporting, provide a separate section for overview of general education processes and outcomes in a discipline area, and better document general education courses whether or not they are taught in a particular semester.

Since the Distance Education Committee (DEC) uses a modified version of the The Illinois Online Network (ION) rubric to approve online/hybrid courses; this tool was selected and used by faculty to assess their online courses. [24] To gauge the pulse of the students during the pandemic, the IER distributed Academic Student Engagement-Surveys beginning August 20, 2020. [25]

The Department of Student Affairs (DOSA) is home to the majority of CSU's co-curricular programs. Academic programs incorporate and assess co-curricular activities in their departments. Elements of the DOSA strategic plan focus on building out and assessing co-curricular activities. This included efforts to engage students from point-of-entry to graduation, engage students in learning opportunities outside of the classroom, provide a co-curricular checklist for students and connect co-curricular activities with career and personal aspirations. [26] The HLC Assessment Academy Team developed and refined co-curricular rubric to assess co-curricular programs.[27]

4.B.2.

CSU uses information gained from assessment to improve student learning at the university, college, department, and classroom level. As a part of their assessment activities each year, academic programs evaluate their assessment data and report changes made as a result of assessment. Faculty, staff, and administrators use data to guide program decisions and make improvements. Assessment Coordinators work jointly with their units to collect, analyze, and publicize program data. This data is captured in yearly reports, and analysis of data and changes made through assessment occur in three-year cycles. Program faculty members regularly discuss assessment results in department meetings and in meetings of related committees. CSU faculty and administration are committed to obtaining, reviewing, and acting on assessment findings to enhance student learning at the course, program, and institutional levels. In these ways, assessment at CSU is the product of faculty governance and faculty ownership of the process. Through course-embedded assessment, faculty drive the assessment process at CSU. [28]

For General Education, assessment primarily drives improvements at the individual course level and within multiple courses in the same discipline area. For example, at the individual course level in Chem 1400 General Chemistry I, assessment indicated that student learning was often piecemeal rather than coherent. To address this issue, instructors moved toward a mastery learning model. Instead of taking traditional exams, students take mastery quizzes on conceptual units. To earn credit, students must correctly answer all questions on the mastery, however, they may retake the masteries as many times as necessary. Additionally, they changed textbooks to use MindTap which integrates homework and text reading to scaffold student conceptual learning. Some discipline areas are using the outcomes of assessment to make broader changes within the courses in the discipline. [19]

In English Composition courses, the department recognized a correlation between poor student performance in the post assessment essay assignment and missed classes which also led to poor course grades. In response, the English has now implemented a policy requiring students who earn a D grade on assignments early in the semester are required to see a tutor. Reflection on general education assessments allows faculty to revise their courses at the individual level as well as begin discussion about larger curricular questions at the departmental level. [21]

Program Assessment informs change at the program level. Program assessment reports, which are housed in Moodle, provide documentation of the data analysis that drives program change. Through an evaluation of data obtained from program-specific assessment instruments, faculty are able to specifically identify which changes might positively impact student learning. Such examples include the following:

- In the MA in Clinical Mental Health Counseling program, results had shown a downward trend in students' scores in AY 2017-2018. Upon a review of these findings, faculty were asked to adapt teaching methods to help improve student mastery of the content. More research tools and career planning during practicum and internship were also implemented. Several faculty members also joined a subcommittee chaired by the program assessment coordinator to revise items with an extremely high difficulty index. As a result, students' scores on the comprehensive examination improved during the AY 2019-2020 data collection period. [29]
- In the Geographic Information Systems (GIS) certificate program, pretest/posttests are administered. Pretest findings indicated that students could neither define major categories of map projections nor provide specific examples of different types of map projections. Students also struggled with basic concepts. While students exceeded expectations on the post-test with an average score of 83%, instructors decided to continue to emphasize difficult concepts and techniques in the classroom. [30]
- In the undergraduate Health Information Administration program, only 3/8 students passed the junior comprehensive exam on the first attempt. Faculty chose to implement a progression plan policy to better help students. As a result, the five students who failed passed on their second attempt. [31]
- In the undergraduate Recreation program, disappointing assessment results informed the department's decision to modify course assignments. Where an assignment was a group assignment, it was changed either to an individual assignment or pairs. Lectures were also modified to add new concepts or remove information thought to no longer be relevant. Additionally, practitioners (guest lecturers) were brought in to reinforce difficult concepts. [13]
- In the College of Pharmacy, faculty review and analyze NAPLEX Exam data to assist students; draft co-curricular activities that align with standards; redesigned the Milemarker Exam; and implemented remediation quizzes. [32]

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.

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4.C - Core Component 4.C

The institution pursues educational improvement through goals and strategies that improve 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, 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

4.C.1.

Goal 2 of the CSU 2020-2025 Strategic Plan [01][02] outlines four objectives that address student enrollment, retention and graduation. The goals and metrics of relative attainment are documented in the Strategic Plan's Implementation Plan. The goals for enrollment, retention and graduation are ambitious as they are set for a 30% increase in five years. Covid-19 significantly impacted the CSU population with drops in enrollment among Black and Latino students, students experiencing difficulty adjusting and engaging in the remote environment, and learning loss among students.

In October 2020, a new five-year strategic enrollment management plan was developed to support CSU's undergraduate new student recruitment goals, to provide for policy and practice improvement, and to prioritize upgrading and implementing much needed technology and software. Because of changes in leadership in Enrollment Management and Admissions, the new Vice President of Enrollment Management hired in November of 2022 has revised the plan given current circumstances. [03]

The Cougar Commitment [04][05][06] is a comprehensive student success initiative to address enrollment, retention and graduation. President Scott asked Academic Affairs and Enrollment Management to identify strengths and weaknesses in current strategies in 2018, which was done through the work of the Student Success Task Force.[07] Task force members partnered with Partnership for College Completion on examining data for Black and Latino students and the disparity in retention and completion rates. Task force members visited Georgia State University to learn how they used data to impact student success and strategies to address low income students; they visited Wayne State University in Fall 2019. After a year of evaluating data and examining different subgroups of students, Cougar Commitment's formation commenced. Four major pillars were identified, with strategies identified for each: Pre-College, Access and Enrollment, Persistence and Retention and Graduation and Careers. As described in Criterion 5, the Foundation, grants and

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 operational plan during academic years 2020-2021 and 2021-2022. [15]

The Student Success Task Force and the academic departments have been analyzing data on persistence, retention and completion, such as DFW rates. IER provided the data for each college and department and walked the deans and chairs through the overall rates. Each department was asked to look at their data, especially where DFW rates were over 25%, and identify potential factors influencing the outcomes and potential solutions. [16][17][18][19]

CSU assesses data on re-enrollment trends among continuing students. For instance, IER analyzes data on the types and quantity of holds students have on their accounts, which bars them from enrolling in upcoming semesters. These data are used to develop strategies around how to support student persistence and retention, and on-time graduation. [20][21]

IER generates reports examining spring-to-fall persistence over several years by academic department and shares the data with chairs and deans for internal conversations on shortcomings and successes by department. [22]

IER works with departments and programs to pull data and provides an initial analysis of trends in the data. The IER staff pass data to the department chairs and deans or the Student Success Task Force to further examine factors influencing the data and determine next steps. IER is available to discuss how to interpret the data and how to formulate further research questions. This collaborative approach has encouraged robust discussions of how to use data.

4.C.3.

IER shares data on persistence and retention through faculty presentations and with deans and chairs during monthly Provost Council committee meetings. Deans and chairs then meet with faculty to discuss strategies for improvement and report them to the Provost's Council.

CSU analyzes data on the types and quantity of holds students have on their accounts that preclude enrollment in upcoming semesters. Data are used to develop strategies to support student persistence and retention and on-time graduation. Lists of students with holds are shared with chairs and deans who reach out to students in an effort to boost enrollment. Deans, chairs and advisors log what they learn from conversations with students, and that data is analyzed for themes and strategies to increase student engagement. For example, when it was noticed that immunization holds were preventing returning students from registering for classes, CSU held Tdap Clinics to resolve the issue.[23]

One area of data being examined are students who withdraw from CSU. The data highlighted that students were withdrawing primarily for financial reasons, work and health issues. The decision was to increase contact with students to make them aware of resources that address their needs. This involved increasing Financial Aid and Bursar workshops throughout the year and increasing information about student employment and wellness services at orientations. In addition, the lists of students withdrawing are now sent to academic advisors, Office of Athletics, Office of Global Engagement, and Financial Aid prior to final processing so students can be contacted and given resource information. These changes have resulted in a slight decline in withdrawals, and a better understanding of student needs. [24][25]

4.C.4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice.

IER collects, analyzes and disseminates information on retention, persistence, and completion of programs at the university. The University uses a variety of methodologies to assess and meet the needs of the diverse populations that CSU serves. Traditional retention and graduation rates are provided for first-time, full-time freshman students, as are 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. This methodology of grouping students in full-time or part-time cohorts is also used with the new transfer student full-time and part-time cohorts. 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 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 from year-to-year to determine their persistence or retention and graduation patterns. [26][27][28]

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

CSU adheres to the IPEDS and Illinois state methodologies with regard to data collection for student retention, persistence, and completion. This data and information from the annual IPEDS Feedback Report, which includes graduation rates. These reports are used to make decisions and improvements as warranted by the data. Graduation rates are provided in the IPEDS Feedback Report. Graduation rates are provided in the IPEDS Feedback Report. CSU and IBHE have begun to disaggregate data to examine equity by race, ethnicity, gender and Pell status.

The University uses Banner as its Enterprise Resource Planning (ERP) system, with the majority of users accessing it via CSU-Xpress, a self-service portal. Banner, an integrated student information system, is used for data collection of student demographics, enrollment information, grades, and course information. Permission to access the system is closely monitored to ensure data integrity. All faculty and staff who use student information systems such as Banner and CSU-Xpress receive ongoing training.

CSU reports the retention and graduation metrics for its student athletes as defined by the National Collegiate Athletic Association (NCAA). NCAA provides a traditional graduation rate among its first-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). [29][30][31][32][33]

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4.S - Criterion 4 - Summary

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

Summary

- CSU assures the quality of its offerings 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 processes and methods for analyzing data on student learning, retention, persistence and completion reflect good practice and focus on educational improvement.

Sources

There are no sources.

5 - Institutional Effectiveness, Resources and Planning

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

5.A - Core Component 5.A

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

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

Argument

5.A.1.

The system of governance at Chicago State University depends upon the active participation of different constituencies, from the governing Board of Trustees (BOT) and administration to faculty, staff and students. Those entities are encouraged and, at times, required to engage in various conversations and decision-making processes that help CSU achieve its mission. [01] [02]

An example of how CSU participates in shared governance by engaging its internal constituencies through planning, policies, and procedures is the planning and implementation of Covid-19 policies and procedures. Nearly every constituency on campus was involved in some way in the COVID Task Force, including the Center for Teaching and Research Excellence (CTRE), Wellness/Health Center, Counseling Center, Student Affairs, Facilities, ITD, Faculty Senate, unions, faculty, students, staff, administrators, Legal and Labor, Marketing, and the Office of the President. [03][04]

To facilitate a collective understanding of shared governance, the Office of the President, Academic Affairs and the Faculty Senate began work on identifying shared principles and guidelines. In Fall 2020, a faculty expert on shared governance led a workshop which faculty, administrators and BOT members attended to discuss principles of shared governance. Subsequent activities included the Senate's Shared Governance Committee's work on a collaborative document developed on shared governance principles. In Fall 2022, the Senate approved this document and submitted it to CSU's President. [05][06][07][08]

CSU BOT oversees the University's academic, financial and legal governance, and implementation of the Mission, Vision, and Strategic Plan. In December 2019, CSU adopted the 2020-2025 Strategic

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 required to meet objectives, and vice presidents compiled information from BPAR reports to present to the University Budget Committee (UBC). [15][16][17] This will inform budget planning effective AY 2024 and beyond.

CSU's President is appointed by and reports directly to the BOT, through which she is responsible for the "organization, management, direction and general supervision of the University...." The President is responsible for transmitting all communication to and from the BOT. [18] Starting with the BOT, shared governance is mandated, and student, staff, faculty, administration, and community member participation is established through multiple means. The BOT's "Governing Board Regulations & Procedures" [19] identifies shared governance manifested by faculty through committees with elected and appointed membership including Faculty Senate, University Curriculum Coordinating Committee (UCCC) Facilities Committee, Academic Affairs Committee, University General Education Committee, University Personnel Committee (UPC), University Assessment Committee (UAC), UBC, and others.[20]

A set of committees have defined membership to ensure shared governance by requiring representation from university constituents, students, staff, faculty and administrators; they include the Tuition and Fee Committee, search committees for upper administration, UBC, and Honorary Degree Committee. Membership is outlined in university policies and procedures and committee bylaws. [21]

The Dean of Student Affairs works closely with the Provost and the Student Government Association (SGA) on matters related directly to student life and conduct. [22] The Provost works with deans, chairs and faculty on matters related to academic affairs. [23][24] In 2021, faculty members worked with the Provost, deans, chairs and UPI 4100 representatives to revise Department of Criteria (DAC) documents that determine issues of retention, promotion, and evaluation of faculty. DAC revisions are undertaken following the approval of a new Contract. [25][26][27][28][29][30][31]

In 2019-2020, CSU reviewed its institutional policies with an outside consultant to identify policies across units, stakeholders for policy updates, and to assure currency and effectiveness. Policies were reviewed, updated and centralized for access in Fall 2022 and will be posted on the website. [32][33] To support the new SP, CSU's Code of Conduct was reviewed and updated in Fall 2020. [34] Faculty, staff, students and administrators participated in focus groups to provide feedback. [35] Once revised, a series of seminars were developed to inform all constituents of the new document, changes it represented, and its support of the Mission and SP. [36] [37][38][39]

The committee structure has been effective at CSU for collaboration and shared governance. During the pandemic, meetings were held virtually and processes were developed for voting and documenting approvals online. Efforts are ongoing to evaluate all committee structures, and annual review of structures and bylaws. An example of this process is the current revision of the Faculty Senate Constitution and review of UBC structure and bylaws. [40][41][42]

5.A.2.

CSU draws upon multiple sources of data and an interconnected set of processes to ensure that data-informed decisions are made to advance the institution's goals. This is evident throughout the University's operations, and especially pronounced in its core operational mission of delivering academic programs, as shown by its integration of program assessment to guide program actions.

All 56 programs offered by CSU perform detailed assessments of their students' academic performance, as well as instructor performance, on an annual basis. [43][44][45] These yearly assessments are used by departments to determine course adjustments regarding content, mode of delivery, and timing of offerings. [46][47][48][49][50][51][52][53] Annual assessment allows CSU to adjust to the demonstrated needs and preferences of its student constituency. [54][55] Given its importance, the University provides significant resources to ensure a robust and impactful process. [56][57][58]

Through the efforts of the Assessment Academy team and the UAC, CSU has assisted academic and co-curricular programs to define clear metrics for assessment, methods for collection, and processes for sharing data with constituent groups.[59][60] The Assessment Academy team received feedback from mentors, which led to the revision of annual assessment reports, modification of online course evaluations, and ongoing training, especially around co-curricular assessment.

Comprehensive program reviews are scheduled on a seven-year-or-less cycle and require academic programs to demonstrate academic and operational performance since their last review. Academic program reviews require quantitative and qualitative evidence to support and explain performance to a Program Review Committee composed of faculty representation from each of the University's colleges. Over the last five academic years, the program review process has resulted in the sunseting of five academic programs and consolidation of four programs, and priority review of programs due to suboptimal performance and/or low enrollment. [61][62][63][64][65]

Use of Data to Reach Informed Decisions

The Rise Academy demonstrates how administration uses data to inform decisions and programming. A Student Success Task Force (SSTF) instituted in 2019 identified the extremely low persistence, credit accumulation, and retention rates among first-time full-time freshmen compared to transfer students.[66] Examining best practices and the success of the University College program, CSU piloted a revised Rise program in Summer 2019 with a group of University College freshman. This program enabled first-time students to take one credit-bearing course in the summer, and provided support and workshops on goals, career exploration and self-reflection. The program was fully initiated in Fall 2020, online due to Covid-19, and supported by full first-year tuition and fees scholarships and computer and book stipends. The impact of the Rise Academy is shared university wide and used for ongoing program development. [67][68][69]

CSU joined the Illinois Equity in Attainment Initiative (ILEA) in 2019 to support the work of reducing the equity gap between freshman and transfer students. ILEA is a three-year state-wide effort in collaboration with Partnership for College Completion. A committee of faculty and staff worked on the ILEA plan. [70] The plan supported the work of the SSTF. ILEA provided opportunities for training and collaboration with institutions across the state through annual conferences and meetings. CSU received a \$12,000 ILEA Catalyst grant to support expansion of its Learning Assistant model.[71][72]

To support student success efforts, academic departments receive data regarding enrollment and retention throughout the semester. Departments examine DFW rates and propose strategies to reduce high failure or withdrawal rates in courses. Departments were asked to review the data and provide recommendations for improvements, and to identify any resources needed for courses with high DFW rates. [73][74][75][76]

This comprehensive review has led to three university wide strategies: training and clear resource guides for advisors, faculty and student-facing staff in student support services and primary contacts; [77] intentional syllabus review for each course by departments and deans; and redesign of online courses for consistency and additional training for students and faculty around online education. [78] [79] In addition, chairs work with individual faculty whose courses have high DFW rates to determine resources needed for specific courses. [80][81][82] This is an ongoing initiative being further explored as advisors, the Registrar, and Financial Aid examine patterns and feedback from students who withdraw completely.

5.A.3.

Numerous structures and collaborative efforts allow faculty, and at times, staff and students, to be involved in setting academic requirements, policy, and processes. CSU adheres to shared governance principles by including all stakeholders in the academic quality decision-making process. These include faculty-led committees such as the University General Education Committee (GEC), UCCC, college curriculum committees, and Faculty Senate Academic Affairs Committee. [83][84][85][86] The Faculty Senate meets monthly; the Provost reports at each meeting. [87] The UCCC and the Graduate and Professional Studies Council [88] are groups that review and approve curriculum for all programs; the Distance Education Committee (DEC) reviews proposed online courses. [89]

While the basic structure of CSU's organization has remained intact through recent years, some realignments in the management structure have occurred to serve students and other stakeholders more efficiently. Administrators, faculty, and staff attend SGA meetings as requested to discuss new initiatives and issues. The Dean of Students instituted regular Student Leadership Meetings to ensure ongoing student feedback. [90] The SSTF was created to review the student experience, admissions, registration and other processes that impact enrollment, retention and graduation. Students, staff and faculty are vital members of the task force. [91]

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5.B - Core Component 5.B

The institution's resource base supports its educational offerings and its plans for maintaining and strengthening their quality in the future.

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

Argument

5.B.1.

Employees of all classifications are interviewed and hired to meet the needs of posted job descriptions. [01] CSU hires two types of operational staff: civil service and administrative employees. Each group requires its own rigorous position development, posting, and hiring procedures. Civil Service hiring is based on guidelines from the State Universities Civil Service System. [02] Key administrative positions follow the University's Search Committee process outlined in Human Resources procedures and policy. [03][04] Search committees involve stakeholders from across campus. Candidates may meet with a series of constituents during the interview process. Hiring is preceded by a review of application documents, interviews, reference checks, and transcript review. Employees receive at least one University orientation before transitioning to their work assignments, [05] as well as position-specific training. [06] Opportunities for staff include human resource enrichment programs, online training sessions, boot camps for lower and middle management, and departmental professional development on campus systems. [07] During the pandemic, training and orientations consisted of online webinars, such as the required four-module training for fiscal officers before they are given access to budget modules. [08] To support students, staff and faculty without computer resources at home, laptops were distributed with the necessary software and programs to ensure effective learning and work in a remote environment.

All employees are evaluated on an annual basis. The annual evaluation process allows the University to evaluate the workforce, assessing qualifications as well as training needs. [09] Staff under the civil service categories are evaluated annually by their supervisors. The evaluation instruments are designed by the Human Resources and are based on the performance of the important job functions as outlined in their job description.

Resource and Infrastructure Support for Instructional Operations

When President Scott assumed leadership, priority was given to re-establishing the The Foundation to increase external fundraising, to seeking support from the State Capital Development Board for infrastructure support, and to increasing enrollment. Additional mechanisms were put in place to monitor spending throughout the year. [10]

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 appropriations 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 relief funding to upgrade classroom technology, remodel classroom spaces for social distancing, and offer computer technology and internet hotspots to students and staff. CSU's ventilation system was upgraded, and air purifiers were added to minimize the spread of Covid-19 on campus.

Efforts are continual to strengthen CSU's physical plant and technological infrastructure, as well as to provide spaces that promote learning opportunities. CSU has recently completed or is in process of

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][29]

5.B.2.

Mission-aligned Goals Reflect Institution Organization, Resources and Opportunities

The goals of the 2020-2025 Strategic Plan reflect the Mission and Vision statement of the University and its core values. CSU's organizational structure reflects the primary divisions of responsibility that address major areas of the goals and strategic initiatives. Given the significant infrastructure, technology and financial goals, President Scott reorganized the responsibilities of VP of Administration and Finance and VP of Physical Facilities. The key focus on student success resulted in reorganization of offices within Student Affairs under a Dean of Student Success as a direct report to the Provost. [30]

CSU's academic programs have maintained a low student-faculty ratio to ensure specialty accreditation compliance and the intellectual development and success of our student population through rigorous transformative experiences as promised in the Mission.

The Mission is critical to academics, support services, and community work that take place at the University, as discussed in Criteria 1, 3 and 4. In 2021-2022, the University allocated over 50 percent of its total budget to student instructional and related activities. [31] Student Success efforts and the development of Cougar Commitment have driven organizational changes, research, service and community partnerships.[32] In 2022, CSU dedicated over \$2.5 million to student scholarships to support student success and retention. [33]

In Fall 2019, CSU saw an increase in undergraduate enrollment after years of declines. As at similar institutions, enrollment fell during the pandemic. CSU's financial situation was aided by CARES Act money and continued additional support from the State of Illinois. [34][35] Resources were targeted to ensure that student learning was not impacted by adjustments made for remote teaching during the

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 of the five colleges.

Positions such as Assistant Director of Partnerships have been created to ensure that the community surrounding CSU is engaged in planning and aware of the strategies the University is using to expand economic and cultural development and justice. CSU's participation in Metra renovation, and the CTA redline extension planning with the City Department of Transportation along with community partners, as discussed in Criterion 1, demonstrate our mission.

5.B.3.

Process

Budgeting is a six-month process in an annual collaborative effort among various department leaders, academic, and administrative staff, committees, and students.[38]. Fiscal Officers view and monitor their budgets and transactions online in real time via the Banner. CSU uses an online purchasing system that requires at least four approvals and includes two separate purchasing reviews. [39] Budgeting and monitoring processes are in place, as are internal checks and balances for non-sufficient funds, before purchase orders are executed. The system's review and performance improvement processes are ongoing. Monthly university-wide Fiscal Officers meetings are held to discuss, coach, and clarify policies and processes required to meet the fiscal needs and compliance mandates of the University. [40]

The UBC is a university-wide committee as defined in the BOT regulations that promotes shared governance and transparency. The UBC has diverse membership with representatives from each division, and with participation from the faculty, administration, civil service, and the student body. [41] The committee compiles and prepares a summary of requests and sends budget recommendations for the next two fiscal years to the President. [42][43] The President submits the University's operating and capital appropriation budget request to the BOT for review and approval, with whom final approval for the Internal Operating Budget rests. [44]

The preliminary budget approval is based on estimated spending plans for the fiscal year. After the BOT has approved the preliminary budget, the University allocates funds to the divisions for their use and distribution. Once the process of allocation is complete, detailed budget information is entered into the accounting system. All accounts administered by the University must have an operating budget allocated by line item before expenditures can be processed. The operating budget is a detailed plan of revenues and/or expenditures for a program or department of the University for the fiscal year.

Monitoring

A Budget Book is compiled on a summary and a departmental basis by line item and distributed to the President and vice presidents and available through the A-Z tab.. Budgetary activities are then reported on and monitored periodically. Fiscal officers use the Banner self-service module, CSU X-

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. Budget change requests are prepared by department heads, approved by vice presidents, and submitted to the Office of Budget for processing and approval in the Banner system. Budget changes may be temporary (current year only) or permanent/continuing (beyond current fiscal year). Budgetary activities are then reported on and monitored periodically.

The Division of Administration and Finance leads and provides support for the budgeting process and provides reports and data to internal and external constituencies. It also provides professional development for staff to employ improved technology such as online budget transfers, property control management, the procurement system, and self-service Banner to ensure checks and balances occur in real time. In 2021-2022, Administration and Finance started holding business meetings with different divisions to address issues. Training has been focused on increasing deans' awareness of the budget, and costs and revenues, an example of which is the Academic Leadership Retreat with the Office of Budget in 2019. [45]

To monitor expenses, a Request to Expend form has been created which requires all expenditures to be approved by either the President or the Provost. This helped to identify areas with significant expenditures and areas where centralization of purchases could assist with economies of scale. An example of this is the purchasing of computer software. Individual colleges were ordering survey software, Qualtrics, and it was discovered that a multi-department subscription was within the IT Department. Effective Fall 2022, the Request to Expend form is only used for expenditures over \$1000. All contracts are reviewed by Legal Affairs and any contract of value over \$250,000 must be approved by the BOT. [46]

Another new change in process was the restriction of transferring of funds in vacant personnel lines. Since 2019, a transfer from personnel lines, whether temporary or permanent, must be approved by the Provost and the President. Beginning in 2020, the Office of Budget, provides vice residents with quarterly reports of actual and projected expenditures for all of their organizational accounts.[47] Regular updates on the financial status are presented at BOT meetings, and major adjustments are discussed among the President's leadership team.[48]

5.B.4.

Student needs, University priorities, unfunded critical needs, and reorganization requirements, among other factors, are all considered in the resource allocation process. Consideration is also given to potential revenue sources, including state funding and income from tuition, development, grants, fees, and other revenue. CSU employs critical analysis and shared governance procedures to develop annual operating and capital budgets and ensure appropriate allocation of resources. The UBC actively reviews, shapes and recommends how resources should be allocated. Each department and unit receives a defined fiscal allocation to address the goals and objectives that support the SP. Over the last four years, fiscal priorities have focused on the student experience and student success, improvement of physical facilities, and technological improvements. [17][44]

The student journey has been the top priority, from recruitment and enrollment to completion and career placement. Resources have been dedicated to working with consultants to analyze and identify strategies to assist in rebuilding enrollment. The 3 Enrollment Marketing firm completed a comprehensive audit of Enrollment Management operations in late 2019-early 2020. This audit has helped inform resource allocations for recruitment, admissions, financial aid, and registrar's

operations, as well as planning for short- and long-term EM activities. [49]

Comprehensive assessment and planning for student success initiatives has led to targeted allocations to improve retention, persistence and completion; this includes allocations for faculty, staff, and for support materials. Financial resources to support students have been identified as a major need based on withdrawal and other survey data. As such, CSU has targeted 95 percent of the state's \$3 million dedicated Education Improvement Fund (EIF) allocation to student scholarships and support. [50]

Academic departments continue to receive allocations to support faculty, contractual and supplies that support program objectives. Academic units can request to add course or program fees for additional support to meet program objectives. CSU has resumed offering contractual and cost-of-living raises to retain and support staff and faculty.

CSU's other major focus in support of CSU's educational programs is improvement of physical facilities and technology resources. Efforts have included improvements within the classrooms as well as to student support areas that provide the full student experience. One example is the improvement to bandwidth of the Broadband system across campus and in the residence halls to ensure full access to Wi-Fi services. Additional upgrades were noted in Criterion 5A. [51]

CSU has sought and secured Congressional Directed Spending for more extensive updates to educational spaces and equipment, such as recent allocations to remodel the television production studio and computer science classrooms, and to purchase equipment for health science simulations.[52][53][54] Ongoing efforts target improving efficiencies. For example, CSU has moved to leasing contracts for equipment supporting student services. CSU now leases vehicles for campus services and leases copy machines to support departments. Resource allocation is reviewed quarterly to enable modifications that ensure the educational purposes of the institution are fulfilled.

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5.C - Core Component 5.C

The institution engages in systematic and integrated planning and improvement.

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

Argument

5.C.1.

Academic Mission and Student Success

Each year information is collected on the progress made towards strategic goals and objectives. [01] This data, along with review of current trends, program data, budget revenues and expenses, and environmental factors, are used to determine resource allocations. Priorities have been focused on Goal 1: Academic Transformation; Goal 2: Enrollment, Retention and Graduation; and Goal 5: Cost Efficiencies and Diverse Revenue Streams. While all strategic objectives are interdependent, the priorities have focused on rebuilding enrollment and fiscal sustainability.

To support the academic enterprise, funds are continually monitored and reallocated toward positions that serve the strategic goals. Faculty and staff positions have been reorganized and/or added to support programs and student success initiatives. For example, new positions were added to the Psychology and Counseling department due to enrollment growth in the latter, and a faculty position was reallocated to the department from the Counseling Center. [02] A new position was created in the College of Education (COE) to support the scholarship programs developed to increase diversity in teacher education. [03][04] Many positions to support Cougar Commitment were initially built with grant funding and then moved to appropriated funding as the programs developed such as the Rise Director, Dual Enrollment Director, Dean of Student Success, and Rise Advisor.

Student fees are allocated to address student activities, student support and services. Recent changes have been made to student fees in the last three years to support identified services. The technology fee has been increased slightly and distributed between IT, online learning and the Library. This provides additional support for necessary upgrades. The Health Service fees were increased in 2018, and the Wellness/Health Center's operation was outsourced to Advocate Aurora Health in 2021. This allowed us to increase health services to students and employees.[05][06][07]

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 Monetary Award Program for \$3,245,375.

CSU currently holds 50 federal, state, municipal, and other grants for research, scholarly activities, student support, and student training in areas ranging from health, education, and STEM to cybersecurity, athletics, and community service. These awards amounted to \$7,583,641 in FY22, demonstrating the continued strength of CSU's award base. [24] OGRA also oversees more than 20 subrecipients on grants awarded to CSU. [08][09]

A sample of the current portfolio includes grants from agencies such as the Department of Education, the Department of Health and Human Services, the National Science Foundation, the Department of Defense Intelligence Agency, IBHE, and the Board of Education of the City of Chicago. Outstanding awards include:

- six-year \$15 million partnership to *Partnership to STEP-UP in Health Careers* grant from the Department of Health and Human Services, Health Professions Opportunities Grant; [10]
- University of Illinois System Illinois Innovation Network award for constructing the Institute for Solutions of Urban Populations;
- Principal Preparation grant from the Chicago Board of Education;
- U.S. Department of Education. Predominantly Black Institutions Competitive Grant Program. *“REsiliency and Capacity Expansion for Student Success in the Health Professions (RECESS-HP) and formula grant “CSU Pathways to Success”*;[11][12]
- National Science Foundation grants, among them: The Louis Stokes Alliance for Minority Participation Center and the Midwest Center for STEM Excellence, a Career award for a biology professor, a grant for research with the ALICE experiment at CERN, and an award that funds archaeometry studies at Chichen Itza;
- Early Childhood Access Consortium for Equity (ECACE) from the IBHE by way of the Department of Health and Human Service;
- more than 40 years of TRIO and Upward Bound grants to support college-going behavior among community high schools; and
- earmarked grants from the State of Illinois, such as \$450,000 for the health sciences simulation lab and a \$2.5 million grant for the construction of an extension to the Child Development Center for toddlers.[13]

In addition, CSU has developed strong relationships with institutions in Chicagoland that have resulted in additional grants, such as the Community Research on Climate and Urban Science (CROCUS) award, in collaboration with Argonne National Laboratory, funded by the Department of Energy; and the Quantum Leap Challenge Institute for Quantum Sensing in Biophysics and Bioengineering, funded by NSF, in collaboration with the University of Chicago. CSU has a long history of grantsmanship in areas that promote higher education among underrepresented populations and the development of minority scientists.

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 parents, it was critical to receive support for the building of a center. This capital project was made possible thanks to the generous support of a few private donors as well as several corporate and Foundation sources. As for advising, the Student Success Task Force (SSTF) received \$165,000 to work on redesign of the advisor model at CSU with InsideTrack. This two-year investment included training and quality review of professional advisor engagement as well as training of faculty advisors and key student service staff in coaching techniques. [14]

CSU and CSF instituted an annual fundraising gala as an additional fundraising source. Titled the 1stGEN Scholarship Gala, this event celebrates the student scholars who benefit from the generosity of the CSF's donors and partners. A special highlight of the night includes the presentation of the *Cougar Service Awards*, honoring CSU alumni and community champions who have distinguished contributions in the fields of Public Service, Education Equity, and Community Service. In its first three years, this event has raised more than \$830,000 for student scholarships. Proceeds from the Gala not only remove financial barriers for our deserving student scholars, but they also support wraparound services specifically designed to promote college preparedness, persistence and completion for first-generation college students.[15]

5.C.2

Assessment of student learning outcomes, program reviews, ongoing program evaluations, and the evaluation of operational effectiveness of units are all elements considered in planning, prioritizing and budgeting. Faculty, department chairs and deans are the major driving forces around annual planning and evaluation of academic programs and departments. Data from the assessment reports, enrollment, retention and graduation data, as well as program data on faculty research and service activities are used to determine annual priorities for individual units and colleges, as described in Criteria 4.A. and 4.B.

For example, the College of Pharmacy (COP) has seen a decline in first-time pass rates on the licensure examination. Using assessment data, the COP implemented an early intervention system and designed a test preparation as the final placement experience. [16][17]

The non-academic divisions evaluate the effectiveness of operations and target efforts that support CSU's Mission. All student servicing offices provide opportunities for students and other constituencies to give feedback on customer service. Through student surveys and town halls, students have requested more evening and other service hours. Therefore, the Counseling Center has expanded services to evenings and some Saturdays. [18]

The PME and the new BPAR processes enable units to identify their needs and priorities and highlight the data that support budget requests. Early Childhood Education PME requested a daycare center director and demonstration center; ultimately CSU hired a director in 2021.[19][20]

In December 2022, CSU received a \$50,000 IBHE End Student Housing Insecurity grant to provide resources and support. To identify such students, CSU launched a Social Needs Survey.[21][22]

5.C.3.

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 greatly influenced the planning process. To address these issues, CSU leadership pulled together two working groups to ensure CSU’s sustainability. A COVID Task Force committee was developed, bringing together all campus constituents to plan for the safety and wellbeing of the campus and the continuation of quality teaching and learning, and the Equity Working Group was developed, including internal and external constituencies. These groups helped collect and analyze data on the impact of current environmental factors and offer strategies to address issues and concerns. [24][25][26]

During the period of remote work, CSU committees continued their efforts via online platforms. Outside consultants and other external resources were tapped to assist in planning. In Spring 2020, Afton Associates assisted in an analysis of budget expenditures and strategies, given the impact of Covid-19 on enrollment and revenues. Afton met with department heads and deans to determine priorities and needs, and offered recommendations for weathering the pandemic and for long-term planning. One outcome from this consultation was a Voluntary Retirement Incentive Program (VRIP) that launched in Spring 2021. [27][28]

An example of how internal and external constituencies have been critical in planning is the SSTF. The committee represents a cross-section of departments that serve students, and collected data and information from student success efforts across campus. Task Force members sought information through participation in ILEA, which brought together four-year institutions, community colleges, and agencies across the state to analyze and plan around issues of equity in higher education. [29] As a member of this initiative, the IBHE has started to supply disaggregated data on enrollment, retention and graduation success of students. [30]

CSU has participated in state-wide working groups for teacher education. The COE dean testified to state legislators on the bias and limitations of the State of Illinois Test of Academic Proficiency (TAP test) and spoke on the significant role of four-year institutions in preparing the early childhood education workforce. [31][32] This statewide engagement of external partners and internal planning among faculty has led to changes in our licensure programs, new recruitment strategies for incumbent workers, and scholarship programs such as Call Me Mister and Diverse Scholars.[33][34]

5.C.4.

With BOT approval, the Budget Office submits the University's budget request to the IBHE as part of the Resource Allocation Management Program (RAMP) documentation. [35] IBHE reviews and analyzes requests from public universities, community colleges and related higher education agencies

and produces budget recommendations for operations, grants, and capital improvements which are sent to appropriate staff of the Governor's Office of Management and Budget (GOMB), the Governor, and members of the General Assembly. CSU is heavily engaged with these partners to proactively monitor the status of state funding. Quarterly budget-to-actual revenue/expense reports are distributed to division heads. [36]

A quarterly financial report is provided to the BOT, which includes a statement of revenue and expenditures, balance sheet, and discussion and analysis. [37] Enrollment reports are distributed regularly, with greater frequency during registration periods until final census, to key leadership, including the CFO and Budget Office. Any variations in enrollment from the original budget are evaluated to determine if adjustments need to be made in expense planning.

The data and information collected throughout the year based on the quarterly budget actuals and the enrollment and revenue data are used in planning for the next year and for adjustments during the current year. For example, during 2020-2021 when enrollment and revenues saw a sharp decline during the pandemic, a VRIP was launched and was made available to all eligible employees and was designed to provide a financial incentive to eligible employees voluntarily electing to retire. This was in line with universities across the nation. The VRIP afforded employees who wished to retire an opportunity to do so with some financial assistance, and to allow some measure of staffing flexibility. Thirty-five of the 180 (19%) eligible employees submitted applications; 25 (71%) of those submitting applications signed and submitted Separation Agreements. Of the 25 positions being vacated, approximately 10-12 will be eliminated. This will provide an annual savings beginning in FY2023 of \$750,000 - \$900,000. Several positions will be repurposed to focus on strategic priorities. [38] To address the Great Resignation secondary to the pandemic, CSU continues to review positions and determine the priority of vacancies based on the Strategic Plan.

Given changing enrollment patterns and the capacity to maintain two colleges, CSU has moved forward on the consolidation of the College of Health Sciences and the COP. Consideration for the consolidation was supported by data from Hanover Research and review of enrollment patterns across both colleges. Other considerations have been the difficulty of maintaining the current administrative structures in the two colleges. The faculty, staff and the Union have been alerted to the plan to reorganize, and Academic Affairs is working with all consistencies on the new college structure. [evidence Hanover, town hall with faculty][39][40][41]

Alternative resources are being used to address fluctuation in resources due to low enrollment. Two U.S. Department of Education grants, CSU Pathway to Success and **RE**siliency and Capacity **E**xpansion for **S**tudent **S**uccess in the **H**ealth **P**rofessions (RECESS-HP), support enrollment growth in the next five years by offering opportunities to increase recruitment staff and advisors needed to build enrollment and expand support programming. Grant staff works with Admissions, Student Success and Advising to ensure support of mission-aligned goals. Additionally, the COE has a four-year grant from the state to address workforce shortages in Early Childhood Education. This grant has supported additional staff as advisors and supports programming to address retention and scholarships for students. These capacity building grants provide support as CSU implements its post-pandemic strategies to strengthen ERG. [42] [43][44]

CSU leveraged federal and state Covid-19 funding to support student enrollment and persistence during the pandemic. State Covid-19 funding and grant funding enabled CSU to fully implement the Rise Academy in Fall 2020 by hiring staff. Now that Rise Academy is fully implemented, the key positions of Dean of Student Success, Director of Rise and a Rise advisor have been incorporated into the University budget. [45][46]

5.C.5.

Internal and external constituents collaborate in reorganizing and refining processes to ensure efficient use of changing resources. Given the budget restrictions and uncertainty over the last few years, several programs and units continue to be creative to meet the University Mission, Vision, and Core Values. The comprehensive review of academic programs over the last five years has resulted in the elimination of seven programs with consistent low enrollment and graduation rates, including Geography, Career and Technical Education, Reading, University without Walls, Political Science, General Studies, and International Studies. Other programs are currently under priority review. The consolidation and redesign of three programs has reduced the number of degree programs. History and African American Studies have consolidated, and African American Studies was eliminated. Pre-Physical Therapy was consolidated with Pre-Occupational Therapy, eliminating the BS in Physical Therapy. The Bachelor in Music Education was consolidated with the general BA in Music, eliminating the BS.ED in Music. [47][48][49]

Another example is the redesign of the non-traditional degree previously known as Board of Governors to the Adult Integrated Learning (AIL) program and the relaunching of the program in Fall 2020. [50]The data indicates that many adults have some college as well as work experience but never completed a degree. [51] The AIL program enables students to receive prior learning experience for up to 30 credit hours to assist in facilitating degree completion. In conjunction with AIL, the COE has begun incorporating prior learning experience to address the significant shortage of early childhood teachers. [52][53]

With the demands for increased flexibility in course delivery due to the pandemic and changing responsibilities of students, CSU has increased online courses and programs. In 2017, CSU had three programs that were completely online, all in the COE. Now the College of Business (COB), College of Arts and Sciences (CAS) and the COE have graduate and undergraduate programs that can be completed over 50 percent and/or entirely online [54] with approval. Additional faculty training, increased technology resources, and enhanced assessment measurements have been added to ensure program effectiveness and quality. The online expansion has enabled CSU to work with student cohorts in Vietnam in our Master of Technology, Performance and Information Science program. [55]

Given the demographic shifts and societal issues impacting students of color, especially African Americans, the SSTF looked at issues of access, persistence and completion. The data led to changes in admissions, developmental education, and in-state tuition. CSU adopted test optional admissions in 2019; after the pandemic, the IBHE passed test-optional legislation for all public institutions. CSU examined the impact of remedial courses and eliminated developmental math in Fall 2019. This included the design of a co-requisite course for College Algebra and the development of a new math course for students in the social sciences, humanities, and fine arts, Math 1040: Introduction to Data Science I. To respond to changing demographics, the Tuition, Fee and Waiver Committee had proposed and in 2013 the BOT adopted in-state tuition rates for undergraduate students living in states contiguous to Illinois. Given the rapid out-migration of college students from Illinois, in 2019 the BOT approved in-state tuition for all undergraduate students.[56][57]

In response to issues of equity, CSU took the lead on forming a statewide Equity Working Group (EWG) to examine the current educational trends impacting African Americans in Illinois. The data collected and reviewed by this group has spearheaded the development of the Illinois Center for Education Equity, approved by IBHE in May 2022 to continue the work of the group. The EWG has

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. CSU 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]

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 job 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 sought from students through multiple avenues including surveys, town hall meetings and focus groups.[76]

Feedback is sought from faculty and students using the Faculty Survey of Student Engagement (FSSE) and the National Survey of Student Engagement (NSSE). These surveys are disseminated approximately every three years, with the most recent surveys in 2021 and 2017. [77][78][79][80] [81][82] NSSE data is used by the SSTF and academic programs to modify programming and approaches to learning. NSSE 2021 data showed that over 40 percent of students worked off campus for 16 or more hours a week. This data, coupled with students indicating their withdrawal from courses due to work conflicts, helped change CSU's Federal Work Study strategy. The objective was to make working on campus more attractive, reduce potential conflicts with classes, and reduce the number of hours of work for students. Departments had to define clear career-oriented job descriptions to recruit student workers so that working on campus could support a student's career readiness. CSU raised the minimum wage for student workers to \$15/hour to match Chicago's minimum wage.[83]

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

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

The University has undertaken initiatives to align staffing patterns with current enrollment and service demands, including working with Afton on a comprehensive analysis of current divisions, departments and units. Open positions undergo a review process of the job description and of the need for the position with the division vice president prior to posting. Covid-19 has significantly influenced workforce planning, as evident from the increased number of employees rapidly changing positions, the need for remote flexibility, and increased salary demands. Higher education has been hit hard by changing workforce trends, as seen in the number of open positions across the city, state and nation. CSU prioritizes its hiring focus and is using search firms to support national recruitment. [88] A Remote Work Policy has been developed to enable more flexibility where remote work is efficient and effective. [89] Succession planning and leadership development are underway as senior faculty and administrators move towards retirement.

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

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- 5.C.58 - Illinois Center for Equity in Education Overview
- 5.C.59 - CSU - Institute for Solutions of Urban Populations - Proposal
- 5.C.60 - Athletic and Non Athletic Scholarship Matrix
- 5.C.61 - ERG 2018 - 2022
- 5.C.62 - Student Achievement - IER
- 5.C.63 - Continuing Students - Fall 2022

- 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 external constituencies to participate in designing and setting priorities for all CSU functions.
- The Strategic Plan and University planning processes provide a grounded means of achieving sustainability while anticipating fluctuations in resources, technology, and demographics.

Sources

There are no sources.