Foreword

O*n behalf of the students, faculty, staff, and stakeholder community of Chicago State University, I am pleased to transmit to the Higher Learning Commission the Self-Study of Chicago State University in accordance with its published criteria for accreditation.*

The self-study process and its concomitant assessment provided the opportunity for the entire University community to view its organization, processes, culture, and traditions. Almost every direct stakeholder University-wide was actively engaged in the process and worked on teams as part of our rigorous self-study process, which was demanding, thoughtful, and forward-looking. As a result, we yielded a remarkable roadmap for the future and strengthened the strategic plan. The self-study is a living document that will inform our decisions going forward.

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

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

Sincerely,
Dr. Wayne D. Watson
President
Chicago State University

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Overview of Institutional History and Context

In 1867, some forward thinking members of the Cook County Board of Supervisors recognized the need for a permanent school to educate teachers for Chicago public schools. Largely through the efforts of Commissioner John F. Eberhart, the Commissioners began holding classes for 62 students in a railroad freight car in Blue Island, IL. Three years later, the Chicago Board of Education was convinced to acquire this institution, and the new Cook County Normal School established its first permanent home and hired its first principal, Daniel S. Wentworth. In the intervening years, the Cook County Normal School retained its teacher training focus while its curriculum continued to grow and expand. In 1965, the Cook County Normal School was taken over by the State of Illinois and was renamed the Illinois Teachers College of Chicago South and later called Chicago State Teachers College. Nationally during the 1960s, Teachers College curricula expanded, reflecting the educational needs of the country, and the "teachers" focus was limiting curricular choices. State legislatures moved to remove the "teachers colleges" designation from their colleges and universities. Chicago State Teachers College became Chicago State College, while its curriculum continued to grow in the liberal arts. Until 1971, while Chicago State was evolving as a teacher training- normal school- state teachers college- liberal arts institution, its campus was located at 6800 S. Stewart Street on Chicago's south side. The expansion of the liberal arts curriculum continued and Chicago State College became Chicago State University by legislative action in 1971. In 1972, the newly named Chicago State University was relocated to its present 161 acre campus at 9501 S. Martin Luther King Drive, a mere 12 miles from the Chicago Loop. Twenty one individuals have led Chicago State University over the years, including 5 principals, 2 deans and 14 presidents. On October 1, 2009, Dr. Wayne D. Watson was inaugurated as CSU's fifth African-American president.

CSU's evolution from normal school to teachers college to a university reflects a tradition of attending to its internal and external environments as it meets the needs of students, faculty, staff, and the community. The institution provides access and prepares students to meet their educational goals and address community needs. It also provides the resources that support and enrich both students and the community. In addition, the 2012 University's mission and strategic planning documents continue to reaffirm these traditions. Although the language of these documents may have changed over time, CSU remains a center for student learning, effective teaching, and community leadership. It is a beacon dedicated to social justice, to meeting the educational needs of a diverse student body, and to encouraging community development through entrepreneurship.

Listed below are some highlights of academic programs at the University since the 2003 Comprehensive Visit:
- The College of Pharmacy prepares students from diverse backgrounds to serve their communities as pharmacists. The Doctor of Pharmacy program is accredited by the Accreditation Council for Pharmacy

Education (ACPE) and has graduated its first class.

- The College of Business has begun offering a minor concentration in Entrepreneurship designed to develop and enhance student competencies in the area of new business creation. This effort reflects the University's expanded mission and capitalizes on the availability and resources of the Small Business Development Center.
- The College of Education received IBHE approved to offer the doctorate degree in Educational Leadership; the first doctoral degree program at the University.
- The College of Health Sciences received IBHE approval to offer Masters degrees in Public Health and Nursing. These programs continue CSU's tradition of providing more than one half of the degreed African-American nurses, occupational therapists, and health information managers in Illinois.
- The Honors College provides an enriched general education curriculum, expanded research opportunities in the students' fields of study, and supportive faculty attention in a stimulating and rigorous academic environment.
- The College of Arts and Sciences' STEM programs in biology, chemistry, physics, and mathematics achieved national recognition for graduating students of color with bachelors and masters degrees.

Today, a Board of Trustees, appointed by the Governor of Illinois, governs CSU. The University's five colleges (Health Sciences, Arts and Sciences, Business, Education, and Pharmacy) offer 36 undergraduate and 25 graduate degree-granting programs. In addition, CSU has a Division of Continuing Education and Non-Traditional Programs that offer communities extension courses, distance learning, and not-for-credit programs.

The CSU-HLC Self-Study Process

A Steering Committee, headed by two faculty co-coordinators, was formed in April 2010. The Committee held meetings several times a month from April 2010 through Fall 2012 to prepare for the 2012 HLC Comprehensive Visit. The first task of the Steering Committee was to solicit the participation of the campus community in the self-study process. Five Criterion Committees, each headed by co-chairs, were formed to write reports responding to the HLC criteria for accreditation. In addition, five subcommittees were formed to provide support for the self-study. In all, about 100 faculty, staff, administrators, and students participated in the self-study process as members of the various committees and subcommittees.

In Summer 2010, the Steering Committee convened a retreat to revise the University's mission documents. Over 400 people provided feedback on the proposed mission documents, which were adopted by the Board of Trustees

in June, 2011. In Fall 2011, the Steering Committee organized a Campus Reaccreditation Kick-Off event to educate the campus community about accreditation and the self-study process. The featured speaker at this event was our HLC liaison.

In Spring 2011 the Committee focused on data collection. Drafts were written and revised throughout 2011. In Spring 2012, drafts were made available to the campus community through an intranet portal to solicit feedback. In Spring 2012, an accreditation newsletter was distributed, and student and faculty fora were held to inform the campus community about the highlights of the self-study report. In Summer 2012, the report was sent to Marketing Communications for final production.

The Steering Committee provided updates on the self-study process at each meeting of the CSU Board of Trustees.

CSU Higher Learning Commission Steering Committee and Contributing Members
Denotes Chairperson or Co-Chairperson
*** Denotes Ex-Officio Member*

Steering Committee

Dr. Paul Musial - Faculty, Mathematics*
Dr. Gebeyehu Mulugeta - Faculty, Geography*
Dr. Wayne Watson - President**
Dr. Sarah Austin - Faculty, Health Sciences
Dr. Joseph Balogun - Dean, College of Health Sciences
Mr. Derrick Collins - Dean, College of Business
Dr. Philip Cronce - Interim Dean, Honors College
Dr. Richard Darga - Dean, Library and Instructional Services
Dr. Sylvia Gist - Dean, College of Education
Ms. Angela Henderson - Vice-President, Enrollment Management and
    Student Affairs
Dr. Resche Hines - Director, Institutional Effectiveness and Research
Dr. David Kanis - Interim Dean, College of Arts & Sciences
Dr. Teresa McKinney - Dean of Students
Dr. Miriam Mobley Smith - Dean, College of Pharmacy
Ms. Angela Poole - Graduate Student, Education, LiveText Data Coordinator
Dr. Devi Potluri - Interim Chair, Biology
Dr. Bernard Rowan - Director, Assessment & Program Quality
Mr. Prashant Shinde - Chief Information Officer
Dr. Barbara Taylor - Consultant
Ms. Aleshia Terry - Graduate Student Education, HLC Office Manager
Dr. Sandra Westbrooks - Provost and Senior Vice-President of Academic Affairs

Contributing University Officials

Dr. Napolean Moses - Chief of Staff
Mr. Glenn Meeks - Vice-President, Administration and Finance
Ms. Ce Cole Dillion - Chief Information Officer
Mr. William Sanders - Data Research Coordinator

Previous Concerns Committee

Ms. Angela Henderson - Vice-President, Enrollment Management and Student Affairs*
Dr. Paul Musial - Faculty, Mathematics*
Mr. Fernando Diaz - Director, Latino Resource Center
Mr. Frank McKnight - Advisor, Academic Support
Dr. Cheryl Green - Faculty, Counseling
Dr. Beverly Meyer - Faculty, Library & Instructional Services
Ms. Beverly Poindexter - Assistant to the Registrar
Dr. Teresa McKinney - Dean of Students

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Dr. Sarah Austin - Faculty, Occupational Therapy*
Dr. Teresa McKinney - Dean of Students*
Dr. Mario Beatty - Chair, African-American Studies
Ms. Candy Bennett - Office of Academic Support
Dr. Lorraine Daniel - Faculty, Counseling Center
Dr. Tiffany Davis - Faculty, Sociology
Dr. Michael Ellison - Assistant Dean, College of Pharmacy
Dr. Cheryl Green - Faculty, Counseling
Ms. Carnice Hill - Coordinator, Course Scheduling
Dr. Ann Kuzdale - Faculty, History
Dr. Rachel Lindsey - Dean, College of Arts and Sciences*
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Ms. Stella Okeke - Director of Housing and Residence Life
Dr. Arthur Redman - Chair, Geography, Sociology, History, African-American Studies, and Anthropology

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Dr. Richard Darga - Dean, Library and Instructional Services*
Ms. Lillian Kay Dawson - Chair, CMAT and Art and Design
Dr. Michael Edwards - Faculty, Counseling Center
Dr. Jerald Henderson - Assessment Coordinator
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Mr. Edward Lannon - Finance
Mr. Garth Lengel - Institutional Research
Dr. Renee Mitchell - Human Resources

Ms. Kelli Simmons - Alumni Affairs
Dr. Cynthia Valenciano - Faculty, Bilingual Education
Ms. Elizabeth Wittbrodt - Faculty, Occupational Therapy

Criterion Three – Student Learning and Effective Teaching

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Dr. Thomas Rowan - Director, Assessment and Program Quality*
Dr. Rohan Attele - Chair, Math, Computer Science, and Economics
Dr. Cecelia Bowie - Dean, Non-Traditional Programs
Dr. Grace Buchanan - Alumnus, Faculty, Psychology
Dr. Robyn Conner-Gilbert - Faculty, Reading
Mr. Michael Cronin - Learning Assistance Center
Dr. Jane Crossley - Faculty, Curriculum & Instruction
Dr. Sherelene Harris - Faculty, Reading
Dr. Yvonne Patterson - Faculty, Counseling Center
Dr. Allison Rose - Faculty, Pharmacy
Dr. Leslie Roundtree - Chair, Occupational Therapy

Criterion Four – Acquisition, Discovery and Application of Knowledge

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Dr. Philip Cronce - Interim Dean, Honors College*
Dr. Shaila Christofferson - Faculty, Art and Design
Ms. Tiffany Davis - Faculty, Sociology
Dr. Edward Gaytan - Faculty, Foreign Languages
Dr. Tonya Hall - Faculty, Counseling
Dr. Daniel Hrozencik - Faculty, Mathematics, and Computer Science
Ms. Nellie Maynard - Non-Traditional Programs
Dr. Richard Milo* - Dean, Honors College
Dr. Elizabeth Osika - Faculty, Library, Information & Media Studies
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Ms. Monique Germain - Faculty, Nursing
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Dr. Sharon Hu - Faculty, Library & Instructional Services
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Ms. Amenia Commander - Food Service Director
Dr. Kimberly Edwards - Assistant Dean, College of Education
Ms. Yvette Warren - Event Director

Previous Concerns

The 2003 Higher Learning Commission (HLC) visiting team identified several concerns, primarily regarding CSU's response to Criteria 2, 3 and 4. In 2006 and 2009, CSU submitted to the Commission monitoring reports on Enrollment Management. The Commission mandated a Focused Visit in 2010 on Enrollment Management.

We first address the 2003 concerns.

Instructional and office space is at a minimum. Despite the current plans to expand the University's physical plant, many areas, namely the College of Business and the Department of Nursing, are sorely short of adequate space. Limited science laboratories hamper the expansion or development of some laboratory experiences (Criterion 2).

CSU has made significant progress toward improving space utilization on campus. A new technology-enhanced classroom has been reserved for the Department of Nursing, so that there is less need to use the Nursing Learning Resource Center for classes. Also, several pieces of state-of-the-art instructional and simulation equipment have been purchased for use by student nurses. The College of Business, like several of the colleges, has been able to offer an increased number of online classes in order to make better use of the existing space.

Two new buildings, the Library and the Jones Convocation Center, have been built on campus in the last decade, thereby making space in other buildings. In particular, in the previous library building, space has been made available for offices, classrooms, and the new College of Pharmacy. The University has recently acquired a building east of Cottage Grove Avenue, and this building now houses an Aquaponics Lab, that serves as an applied research and teaching laboratory. Looking forward, the State has allocated $9 million to begin the external renovation of the Robinson University Center, which has been designated as the CSU one-stop facility for enrollment related services. When this renovation is completed, offices related to registration and admission will relocate there, freeing up space in the Cook Administration Building. The previous library building, Douglas Hall, now houses state-of-the-art laboratories for the College of Pharmacy. The University received a grant of nearly one million dollars in 2008 to plan a new Science Building, which is part of the University's Master Plan.[A-2b3].

The University has implemented strategies to make more efficient use of the existing space. The Office of Meeting and Events now overses all meeting spaces. This office serves as a single point of contact for those needing space to conduct a meeting or other event. The Office of Information Technology has employed the Ad Astra scheduling software to provide an online map of all university spaces, including classrooms and laboratories, better to plan future space needs [B-2a1].

In this economic environment few funds have been set aside to upgrade and replace equipment. Biological Sciences reports that much of the laboratory equipment is out of date or needs repair. The need for purchasing and maintaining scientific equipment, for teaching and learning, has not been adequately addressed (Criterion 2).

The Department of Biological Sciences has made much progress in updating laboratories and equipment. Recent purchases of major instrumentation include:

- A Scanning Electron Microscope
- A FACS-ARIA Flow Cytometer
- A Refrigerated Ultracentrifuge
- A Fluorimeter

The Department of Chemistry and Physics has also made a number of major instrumentation purchases. Representative acquisitions include

- A 400 MHz Nuclear Magnetic Resonance (NMR) Spectrometer
- An Inductively Coupled Plasma Mass Spectrometer (ICP-MS)
- Microwave reactors
- A Scanning Electrochemical Microscope

Criterion 4 gives a full depiction of how CSU invests in its laboratories and equipment to support teaching and research [B-3d2].

Classroom and laboratory space are at a premium for late afternoon and evening courses. Movement of courses to earlier day periods has not been successful because of the commuter status of many of the students. Some departments indicate that better use of weekend courses as well as more classroom and laboratory space to alleviate the popular time barriers would be helpful (Criterion 2).

The University explored the option of developing a "Weekend College" through its Department of Continuing Education. More courses were offered on Friday evenings, Saturdays, and Sundays, but low enrollment soon showed that Sunday courses were not feasible. After a two-year experiment, the University opted not to pursue this concept as a separate entity but chose instead to provide an alternative delivery of courses to enhance enrollment for non-traditional and working students. For the last seven years, the University has focused more effort to offer extension, contract, online, hybrid, intersession, and special 12-week courses. Over 3200 students take online courses each term. The University has also continued to offer more Friday and Saturday courses, since they were justified by enrollment and finances [A-3c8].

The graduate and undergraduate bulletin do not differentiate faculty with graduate faculty status (Criterion 2).

Over the past several years, the colleges and the departments have worked closely with the Graduate Council to designate qualified faculty members as graduate faculty. The 2012-14 graduate catalog lists those faculty members who have earned the graduate faculty designation [C-4b].

The institution's current budget situation has required a number of faculty searches for vacant tenure-eligible replacement positions to be put on hold. This problem is particularly acute in the College of Business. The institution does not have a plan by which tenure-eligible positions are filled (Criterion 2).

The College of Business has been allocated a budget to hire tenure-eligible (that is, tenured / tenure-track) faculty. The College continues to meet the standard for tenure-eligible faculty of its accrediting body, the Accreditation Council for Business Schools and Programs. All tenure-eligible faculty members from the College of Business hired since 2003 have been tenured.

The procedure for filling tenure-track faculty positions takes into account a variety of factors. These include (1) accreditation requirements within a discipline, (2) current and projected enrollment for majors as well as for service and general education courses, (3) current and projected faculty status (current number of tenured, tenure-track faculty, full- and part-time faculty, as well as anticipated retirements, leaves), (4) content needs (breadth, depth, and scope of discipline-related faculty), and (5) allocation of available resources (recommended budget and the release of appropriated funds by action of the Illinois Board of Higher Education, the state Legislature and action by the Governor) [B-1d6].

While the institution has been able to employ a significant number of well-qualified adjunct and temporary instructional staff, university attention to the impact of the reliance on non-tenure track employees on the workload of tenured faculty members, as well as the long-term quality of academic programs is minimal (Criterion 2).

CSU employs excellent adjunct faculty, who teach many of the 1000- and 2000-level classes. As a result, tenure-eligible faculty are able to teach graduate and upper-division undergraduate classes and do research at a higher rate.

CSU continues to employ well-qualified adjunct faculty and temporary instructional staff. The Center for Teaching and Research Excellence (CTRE) provides formal orientation and training for adjunct faculty. According to the Noel-Levitz Student Satisfaction Inventory, students in 2012 agreed with the statement, "Adjunct Lecturers are competent as classroom instructors," at a much higher rate than they did in 2001 (the mean was 4.54 in 2001 and 5.15 in 2012 on a seven-point satisfaction scale) [B-2c20].

Support for faculty and staff professional development is inadequate (Criterion 2 and Criterion 3).

In 2009, Faculty Development and Distance Learning were merged to form the Center for Teaching and Research Excellence (CTRE). The CTRE provides faculty development workshops, as well as grants to support research, travel, program development, and student engagement. Since 2009, over 100 grants have been awarded to both tenure-eligible and adjunct faculty, with over $315,000 awarded in FY 2012 alone. In addition, weekly workshops, including the popular Friday Faculty Fest series, are offered through the CTRE as outlined in the 2010 Focus Visit Report [B-2a7].

Staff development is conducted by the Office of Human Resources (OHR) through the Talent Management staff development program. CSU staff and faculty members can access thousands of Skillsoft online training resources at any time. Also, in 2011-2012, 80 facilitated sessions were offered, and employees accessed over 220 online courses and 340 books. In addition, Talent Management is one part of CSU's integrated workforce planning initiative, which is discussed further in Criterion 2 [B-2a7].

Although considerable progress has been made to identify and rectify the funding inequities of Chicago State University, the current economic situation of the State of Illinois does not, at present, allow for the addressing of those inequities. CSU had to return 3.5% of its appropriated dollars in 2001 and another 1.5% in mid-year. In 2002-03, the base budget was the 2001-02 budget minus 5%, and another $1 million had to be returned to the state to help cover health care costs., resulting in position freezes, travel restrictions, purchasing curtailments and other operational reductions (Criterion 2).

The University has utilized multiple strategies to address financial stability. In the last 3 years, additional strategies to address the budget have included utilizing hiring freezes, limiting the use of extra-help employees, and reducing the number of administrative overrides. Other examples include monitoring spending for essential purchases, reviewing academic programs for cost effectiveness through a shared governance process, implementing workforce planning in 2010, and executing a reduction in force. Workforce planning has been implemented to ensure that the University has a workforce planning cycle to fill resource requests, analyze resource utilization, forecast capacity, identify the appropriate resources, and implement succession planning. These cost effectiveness tactics were executed strategically so that student service, academic quality, and academic support were not affected. The combined efforts of these measures have led to the strongest cash position the University has experienced in years [B-2a24].

The University recognizes the need to intensify efforts to pursue other sources of revenue. The improved fundraising and the growth of the endowment

are described in Criterion 2. Since 2003, The Board of Trustees approved yearly fee increases, including a technology and facilities fee. Tuition and fee revenues have increased from $15.3 million in 2003 to $37.8 million in 2011. Revenues from auxiliaries and other operating sources have increased from $5.3 million in 2003 to $7.6 in 2011. Despite the increases in tuition and fees, students agree with the statement, "Tuition paid is a worthwhile investment," (Noel-Levitz Student Satisfaction Inventory) [B-1b7].

While the University is to be commended for its recent fund-raising activities, these are still in their infancy. A culture of philanthropy initiative is currently underway. The Team encourages this development. In addition to the President and the development office, best practices indicate that the Board of Trustees and the Foundation Board should also assume prominent roles (Criterion 2).

Philanthropy is one of CSU's Core Values [A-1a1]. There is improved collaboration between CSU's Board of Trustees and the CSU Foundation in these efforts. The Foundation created a Student Ambassadors Program in 2006 and an Employee Annual Giving program (The Family Campaign) in 2003 to aid in its fundraising activities. Also, the Foundation's annual "Putting for Scholars" Golf Outing and the Arthur Stevens Scholarship Walk raise funds for scholarships and provide opportunities for members of the CSU Community to share the CSU spirit with potential donors in the larger community. The 17th Annual Friends of CSU Award Gala in 2011 raised over $200,000 for scholarships. These fundraising strategies of the Foundation have resulted in an increase in the CSU endowment from $2 million in 2003 to $4 million in 2011 [B-5a12].

The athletic program currently operates on a $1.6 million annual budget. All of the programs compete in NCAA Division IAAA. The athletic budget has incurred an annual deficit of $500,000-$600,000 in recent years. This is a concern to many in the University community (Criterion 2).

The Department of Intercollegiate Athletics has operated within budget for the past three years. In fact, the department has begun significantly to pay down its $5.0M debt to the University that accumulated in previous years, and plans systematically to continue its deficit reduction. There are several ways that the department has improved its fiscal situation. First, the athletic program has garnered financial support through outside resources, including marketing partnerships, in-kind donations, and game guarantees, to support its operations. In 2011-12, the University garnered $567,000 through these ventures, plus realized cost savings in excess of $20,000. Currently, the Athletic Advisory Steering Committee (AASC) is working to expand the Athletic program's donor base and reconnect with alumni through University programming slated for Fall 2012. The University also has benefitted from grants and other tools offered through the NCAA to Division I institutions to sustain athletic programs, particularly among limited resource institutions. In 2011-12, these awards totaled more than $110,000. [B-1e8].

In addition, the University invested long term in a state-of-the-art, multi-purpose facility, the Jones Convocation Center, to support Division I sports teams and host sporting events that generate revenue. All of these enhancements have led to an athletic program that, today, is fiscally responsible, compliance-oriented, focused on student-athlete academic achievement, and engaged with campus partners to advance the mission of the University.

The 2003 Team stated a number of concerns about the issues of communication and shared governance:

- *While governance structures are in place, many faculty, staff and students do not feel respected nor empowered. Further, there are significant communication gaps in the governance mechanisms (Criterion 2, 4).*
- *Throughout the visit, students, faculty and staff stated that they perceived a lack of respect by the administration. This perspective contributes to low morale (Criterion 3).*
- *While the organization has many structures to effectively execute the programs and mission of the University, there is a lack of communication and feedback loops between the hierarchy of these structures to allow for information sharing and recognition of sound practices. This lack allows many anxieties and concerns to rebound through several layers of faculty, staff and administration before the individual or group with expertise and knowledge base can correct misinformation and communicate chosen avenues of decision making. There is a lack of knowledge about roles and expectations. Many groups and individuals feel slighted but also do not understand the decision making process. Communication about how decisions are made and who carries the responsibility for decisions would greatly improve morale on this campus. For example, faculty were not aware of how the provost search was established, and many faculty and staff were operating with misinformation or conjectures about the budget. Communication issues extend to students who also expressed concerns about not being heard, and about receiving conflicting information from university offices (Criterion 3).*
- *Faculty Senate leadership do not perceive that there were appropriately consulted [regarding the establishment of a search committee for the Provost] (Criterion 4).*
- *Students expressed displeasure about the lack of factual information and being "bounced" from office to office when they seek assistance. The University will have a much brighter future when this issue is resolved (Criterion 4).*

The current President assumed his office in Fall 2009. He offers many formal avenues of communication with faculty, staff, and students. An example of how this communication takes place formally is the President's Executive Council (PEC), which meets monthly. Participants in the PEC include

the President, administrators, the Faculty Senate President, Civil Service President, and the Faculty Union President. The President also meets with the Faculty Senate, Student Government, and Civil Service leaders minimally once a quarter. The President holds Town Hall meetings several times each semester with students, faculty, and staff to communicate policies and issues, and to listen to concerns and ideas. Town hall meetings and forums have been held over the few past years on academic standing, audit processes, budget, communication, customer service, enrollment, financial aid, retention and graduation strategies, satisfactory academic progress, and the financial crisis. Town Hall meetings are planned to include time for questions to the President and administrators. In addition, the President maintains informal communication channels with faculty, staff, and students. On several occasions, he has personally intervened on behalf of students who came to him with concerns [B-3c4, C-1j].

The University utilizes numerous avenues of communication effectively to encourage and empower faculty, staff, and students to participate in academic operations and in overall campus life. Internal communication occurs through a multitude of committees that are cross-discipline and cross-functional. These committees make decisions, debate ideas, generate proposals, and advise decision makers on issues important to the University. The Faculty Senate website lists most campus committees [B-1d4].

The Office of Communication (Marketing, Public Relations, and Community Relations) utilizes multiple channels of communication such as a weekly e-newsletter, Up to the Minute, to communicate information to the campus. Quarterly reports from the President highlight accomplishments and challenges of the University. Social media, flyers, and television monitors are utilized to keep the University community informed. Press releases, the quarterly reports, and other documents are sent to external stakeholders to maintain open lines of communication. In addition, each CSU unit has an informative webpage that describes in detail the duties and procedures for that unit [B-5b3].

Students are more satisfied with their experience on campus now than in the past. In 2012, students surveyed agreed with the statements, "[CSU] shows concern for students as individuals," "campus staff are caring and helpful," "I can easily get involved in campus organizations," and "I seldom get the 'run-around' when seeking information on this campus" at a much higher rate than in 2001 (Noel Levitz SSI). CSU administered the Noel-Levitz College Employee Satisfaction Survey to faculty, staff, and administrators in 2012 to establish baseline data on employee satisfaction. CSU is planning to have Noel-Levitz conduct on-campus workshops to address the concerns raised in this survey [B-2a17].

The institution is aware of issues related to student retention and continues to make great efforts to improve retention rates. CSU needs additional monitoring and evaluation of retention through graduation in order to determine which initiatives are most successful (Criterion 3).

In the 2010 Focused Visit Report on Enrollment Management, the University provided the Commission with a detailed analysis of efforts designed to improve retention rates. The Commission found that the University had addressed the previous concerns in the area of Enrollment Management. The response to the concerns raised by the Focused Visit Team outlines the efforts that have been made since 2010 in the areas of retention and graduation [A-1b2, B-1c11].

Although the University has made progress toward making the institution ADA accessible, there is still much that needs to be accomplished (Criterion 3).

CSU is committed to providing access to students with disabilities. The Abilities Office works with CSU faculty and staff to insure that students with disabilities have the tools they need to attain their educational goals.
Examples of services the Abilities Office provides are:
- Computers and software that can read or magnify what is on a screen for visually impaired students
- Sign-language interpreters for hearing impaired students
- Career counseling through the Workforce Recruitment Program
- Note-Takers for students who have difficulty writing notes.

The Library and the Jones Convocation Center are fully accessible to individuals with disabilities. New restrooms in the Harold Washington Hall are ADA compliant, and over $300,000 have been earmarked to bring restrooms in the Business and Health Sciences Building into compliance [B-2b3].

University planning needs to more explicitly incorporate, anticipate or plan academic program development, expansion and/or elimination based on environmental scanning information gathered within the region and the state (Criterion 3).

All programs at CSU are reviewed on a cyclical basis every 5-8 years. These reviews follow the Program Review Report Guidelines and incorporate data tables. The Program Review Committee may recommend a program for elimination, and that report is forwarded to the Program Elimination Committee [A-1d4].

While a great deal of measurement and data collection is undertaken annually by the Office of Institutional Research, greater attention to the analysis of such data and how it impacts program improvement and institutional decision-making, planning and the delivery of services is needed (Criterion 3).

The Office of Institutional Effectiveness and Research (IER) has grown from a staff of one in 2011 to its current staff of four researchers, including two holding doctorates, as well as a faculty liaison. The IER director reports to the Vice-President for Enrollment Management in order to inform CSU's enrollment, retention and graduation efforts [B-2c2, B-2c5].

In developing its new Strategic Plan, CSU computed a data-driven Strenghs, Weaknesses, Opportunities, and Threats (SWOT) analysis that incorporated internal and external scanning. A full discussion of the development of the Strategic Plan is given in Criteria 1 and 2 [B-2d1].

In an effort to implement the Strategic Plan, CSU launched its Planning, Measurement and Effectiveness (PME) program in Fall 2012. This program requires each academic and non-academic unit to measure periodically its effectiveness at meeting its goals, and to use the results of these measurements to effect changes in future procedures and budget priorities. The program is headed jointly by the Director of Assessment and Program Quality and the Director of Institutional Effectiveness and Research [B-2d2].

As the University becomes increasingly residential, greater attention will need to be given to co-curricular and student development programs and activities (Criterion 3).

The University is committed to ensuring that the 330-bed residence hall is filled to capacity. The communications team, enrollment related services, and student affairs have implemented a marketing campaign to promote the benefits of living on campus. Nearly all (95%) of CSU students are commuter students, choosing to live at home with parents or with other family members. Many need-based students are unable to afford living on campus although they desire this accommodation. The students who currently reside on campus consist of freshmen, student-athletes, international students, and students from out-of-state as shown in Table 1 [B-1c11].

Table 1: Historical Fall Occupancy

2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
78%	94%	98%	97%	87%	93%	93%	96%	95%	75%

Capacity: 330

CSU has effectively improved the learning environment of the residence hall. Seven new community assistant (CA) student positions were created in the fall of 2011. CAs work the front desk of the residence hall and serve to provide customer service to residents, their guests, and visitors. Community Assistants live on campus and must commit 20 hours a week to their jobs.

The Retention Initiative for Student Engagement (RISE) was launched in Spring 2011 in collaboration with the Office of Academic Support, the Office of the First Year Experience, and the Counseling Center to help first time full time freshmen (FTFTF) placed on academic probation from the Fall 2010. RISE Academy participants are required to attend mandatory weekly study tables, tutoring, and academic workshops, and to meet with their academic advisors monthly. Beginning Fall 2011, all FTFTF in The University College (UC) were automatically enrolled in the RISE Academy as a preventive measure to avoid their being put on academic probation. While Housing freshmen are not mandated to participate in RISE, it is highly encouraged that students on probation living in housing attend RISE. All UC housing probation students must enroll in RISE and attend all required study tables and academic workshops.

At the start of the program, the RISE Academy Classroom was located in the residence hall. However, in Spring 2012, it was relocated to the Learning Assistance Center (LAC) in the Academic Library. RISE participants are able to attend tutoring (for all disciplines), study, and attend academic workshops in the LAC. Students' compliance with the program is tracked through an electronic check-in system, and all coordinators are given weekly status updates of their students' weekly compliance. As further evidence of residence hall improvement, the Academic Initiative Program was created to assist residents in committing to studying. Through the program, students are compensated with "Study Bucks" if they are caught studying anywhere on campus or earning a "B" or higher on exams, major papers, and quizzes. "Study Bucks" can be redeemed during finals week in the "Study Buck Store." In one year, the average cumulative GPA for residence hall students increased from 2.3 to 2.6. Additionally, the percentage of Freshmen in the residence hall on probation dropped from 64% to 21% [B-1c11].

Courses offered via distance learning must have in place student learning outcomes assessment plans (Criterion 3).

All course syllabi are required to include student learning outcomes for each course, as well as the assessments of those outcomes. CSU assesses general education outcomes in approved general education courses, while each program assesses program learning outcomes in the courses required for that program. These outcomes are the same whether the course is offered in class or online [A-3a1, B-3a1].

In 2011-12, CSU began to certify its online instructors. The Office of Distance Learning, which is housed in the Center for Teaching and Research Excellence (CTRE), conducts the certification course. Part of the certification training covers online assessment of student learning outcomes. In addition, in all courses having enrollments of five or more, students complete online

evaluations. The results of these evaluations are made available to faculty and chairs/program directors [B-3b5].

The faculty-driven Distance Education Committee provides oversight for online offerings. The committee advises the CTRE on how to conduct online certification training and suggests policies that strengthen the quality and integrity of online offerings. In Fall 2012, the Distance Education Committee will review a sample of online courses to verify adherence to the guidelines in the Illinois Online Network rubric [B-1d16].

Misperceptions exist regarding whether admissions standards were raised and the role of faculty in any process to do so (Criterion 4).

CSU provides educational opportunities to students of diverse backgrounds [B-2a13]. The admissions standards are recommended by faculty and staff, and submitted to the Board of Trustee for approval. [B-5a10].

Many of the graduate course syllabi that were presented in the Resource Room lacked current research references. The departments were able to provide syllabi with current references and student assignments. Care must be taken to continue to assure graduate level objectives are used which are outcome based and measurable. References should reflect the currency and critical nature of the discipline. The majority of the syllabi reviewed reflected critical points, but some courses had not been recently taught and were in need of upgrade (Criterion 4).

The Graduate Council has a standing Syllabi Audit Committee, which periodically reviews graduate-level syllabi to ensure that they include the required elements and that the information on the syllabi is current. In addition, the University has conducted workshops to ensure that graduate-level course and program outcomes are at higher levels on Bloom's Taxonomy than are undergraduate-level courses and programs [B-3a1].

The University faces an uncertain financial future, given the economic difficulties of the State of Illinois. It has already had to engage in budget reductions. Its tuition charges currently rank 47% below the state average for the public universities and its fees are also low. While one must be sensitive to the socioeconomic status of the student population, it seems there is some tuition/fee elasticity to help address the financial plight of the University (Criterion 4).

CSU's mission is to provide access to higher education to a diverse student population. To that end, it has attempted to offer low tuition and fees to its students. However, due to the reduction in State support that has continued throughout the last decade, CSU has reluctantly raised both tuition and fees. Click here for a table, published by the IBHE, of tuition and fees for the 12 Illinois public universities. According to this table, CSU's tuition was 17.3% below the state average in FY 2003; in FY 2012, CSU's tuition is 1.9% below

the average for the 12 state universities. The increase in tuition and fees has helped put CSU on a strong financial footing, as is outlined in Criterion 2 [B-2d1, B-1e15].

We now address the concerns raised by the 2010 Focused Visit Team.

CSU needs to recognize the ongoing expectations of the HLC that it meets all the criteria for accreditation.

The University recognizes the expectation that all of the criteria for accreditation will be addressed. The HLC Steering Committee and University committees continued to meet weekly after the 2010 Focus Visit to promote the organizational attention on all of the criteria, although the Assurance Section of the 2010 Higher Learning Commission (HLC) Focused Visit Team Report indicated that Chicago State University provided evidence to demonstrate that further organization attention and Commission follow-up is not required. Page 11 of the Assurance Section suggested that the University should continue its efforts regarding the area of focus, Enrollment Management, as the University prepares for the scheduled HLC Comprehensive Visit. The goals and plans demonstrated in the 2010 Report continue to be implemented throughout the University. Evidence of this is an updated Strategic Enrollment Management Plan (2011-2013), a Strategic Communications Plan (2011-2013), and a Strategic Enrollment and Retention Plan (2011-2013) [B-2d1].

CSU needs to continuously strengthen the enrollment management leadership team by providing adequate resources to effectively implement the enrollment plan. The effectiveness of the leadership team in achieving outcomes has to be evaluated on a regular basis.

Leadership has changed in the Enrollment Management Division (EM) since the last visit. A new Vice President for Enrollment Management began her tenure in July 2011, and continues to report directly to the President. The Vice President is tasked with continuing to implement the enrollment management plan. In 2011, EM was expanded to include the Department of Student Affairs in order to synergize enrollment, retention, and graduation efforts.

Fiscal officers report to the Vice President and are held accountable for their units within enrollment management. Since the 2010 visit, of the Executive Director of Enrollment Services, the Registrar, and the Director of Admissions have retired. In addition, personnel in the Office of Institutional Effectiveness Research have departed. The EM leadership team's current structure includes:
- Associate Vice President of Enrollment Management
- Dean of Students
- Dean of First Year Experience

- Director of Institutional Effectiveness and Research
- Director of Marketing and Communications
- Director of Community Relations
- Director of Public Relations

Resources have been allocated to each unit to support the implementation of the enrollment management plan. An institutional effectiveness cycle has been implemented that includes review of data and documentation of outcomes. The leadership team submits status reports weekly to the Vice President to document progress and meets weekly to collaborate as a team [A-1d3].

Evidence of resources:

- A new Associate Vice President (AVP) of EM was appointed to provide leadership in enrollment related services (ERS), which include admissions, financial aid, evaluation, testing, and the registrar functions. A new Director of Admissions was appointed July 2011 who has significant years of experience in admissions at other universities. In 2011, the undergraduate and graduate admission processes were combined to better serve all degree seeking students. In addition, the new Director launched a complete review of the admission policies and practices in collaboration with the faculty. As a result, the admission criteria were reinforced, and the model for admitting University College students changed as described in Criterion 1A.3.
- A new Registrar and an Assistant Registrar were hired in Spring 2012. They have focused on improving business processes in the registrar's office, increasing efficient communications with academic faculty and staff, and developing efficient workflows with the offices of admissions, financial aid, and evaluation. For example, significant projects have included the monitoring of students' satisfactory academic progress and the automating of the return of Title IV funds which significantly improve's the institutions compliance.
- A certified Project Manager was hired to support the EM, specifically Enrollment Related Services, and address workflow, business process, and automation between the units. Currently, registration is online, and the enrollment, retention, and graduation committees continue to work on projects that enhance automation. Evidence of outcomes include improvement of the registration process, enrollment, and course scheduling. Other successful outcmes include increased collaboration with faculty and other departments, an annual review of the policies of all enrollment related services, weekly audit discussions, development of business processes, and the redesign of the admissions office.
- A new Dean of Students was hired in September 2011. The Department of Student Affairs (DOSA) was organized into the following units better to serve students and the campus community: Abilities Center, African-American Male Resource Center, Counseling Center, Housing

and Residence Life, Latino Resource Center, Student Activities Center (Greek Life, Clubs and Organizations, Student Government Association, Evening and Weekend Programs and Leadership Development), TRIO Programs, and the Women's Resource Center.

- A Dean of the Freshmen Experience started in 2009. The role transitioned to the Dean of the First Year Experience after data supported the need to embrace transfer students as they enter the University. The team includes a Director of Academic Support who works closely with students, faculty, and advisors to develop academic plans and support academically at-risk students.

- In March 2012, a new Director of Institutional Effectiveness and Research was appointed. In addition, the department has an Assistant Director and two data coordinators who support the University.

- The Office of Communications includes the University Relations functions and has a Director of Marketing, a Director of Public Relations, and a Director of Community Relations. The department facilitates dialogues between Chicago State University, the public, the campus community, and the media. It also develops materials and documents that impact the image of the University. Marketing and Communications have a strong connection to enrollment related services, specifically to recruitment and admissions. This office establishes and nurtures relationships with university constituents with a focus on comprehensive, strategic enrollment management.

Evidence of evaluation of effectiveness is available in the Resource Room [B-1c11]:
- DOSA Assessment Plan
- Beginning College Student Survey of Engagement (BCSSE) Fall 2012
- Planning, Management, and Effectiveness (PME) Plans for EM

The University has updated its December 2008 enrollment management plan. The revised plan which includes detailed information is more comprehensive and refers to some of the activities already completed. However, the enrollment management plan needs periodic review and evaluation to determine if it has facilitated the achievement of the intended goals. Such review and evaluation should also help the institution to identify and bridge the gaps between the intended goals and actual achievements.

The enrollment management plan (2009-2010) has been updated for 2011-2013. It is reviewed and evaluated quarterly by the EM team. The Enrollment, Retention, and Graduation (ERG) Committee is the operational team of the University charged with helping to implement the strategies of the plan and evaluate their effectiveness. In addition, the EM team organizes its activities and events to have an ERG focus to impact their metrics in the EM plan.

Evidence of review and evaluation includes [B-2c3]:
- Daily review of headcount reports on enrollment and retention

- Weekly status reports from EM leadership departments
- Weekly, updates to the Operations Team on ERG and weekly updates to the President's Executive team
- Quarterly Reports to the Board of Trustees

The institution will need to document what practices are working and which students will benefit the most from them. Such information will be useful for modifying the practices and admissions processes to maximize the benefits to students.

In the Spring 2010 Focus Visit Report, the goal was to enhance CSU's resource base by increasing undergraduate enrollment by 12% for 2010 and an additional 3% for 2011. For 2010, undergraduate enrollment increased from 2009 by 1.7% and decreased by 6.5% in 2011. As enrollment was starting to trend in a positive direction in 2010, the Enrollment Management team discovered in December of 2010 that a suspended policy on academic dismissals allowed students on academic probation not to be dropped for poor scholarship. Full reviews of student academic records, financial aid records, and institutional policies occurred immediately after discovering this problem. After a review of the policy and discussions with the University community, a new policy was developed to address the academic standing and the satisfactory academic progress of students [A-3c10].

During Spring 2011, 298 students were dropped for poor scholarship from the University and additional students were dropped in Summer 2011 and Fall 2011. As a result of these changes, enrollment management leadership communicated to the President, Operations Team, Executive team, Board, faculty, staff, students, and external constituents through interviews, committee meetings, Town Hall meetings, and the President's July 2011 Quarterly Report that there would be an impact on enrollment. The President proactively communicated this information to the media in Summer 2011. A negative media campaign in the Summer and Fall of 2011 occurred around issues of enrollment and financial aid. In response, the University has implemented a "State the Facts" communication campaign to clarify the problem, change the perception of the institution, foster pride throughout the campus community, and improve its image. Facts such as CSU's admission numbers, tuition and fees, top 10 majors, faculty facts, audit information, and the academic profile were highlighted in print and through intentional communications across the city. The institution also works with community leaders, legislators, and businesses to communicate accurate facts about CSU [B-5b3].

The Strategic Enrollment Management Plan (2011-2013) and a three year recruitment plan (2011-2013) have been developed based on institutional data and best practices for undergraduate, graduate, transfer, Latino, Honor, Athletic, African-American males, traditional, nontraditional, out-of-state, and international students. The plan includes trend data and is analyzed and evaluated quarterly to inform decisions in admissions and enrollment [B-2d1].

Data has been used to inform practice [B-5a1]:
- Admission criteria are reviewed annually by faculty, academic affairs, and enrollment management. Data, practices, and processes for selecting University College, first-time, full-time freshmen, and transfer students are reviewed by the ERG committees in collaboration with the Director of Admissions to analyze effectiveness and the support of student learning.
- Establishment of Cougar Start U to advise and enroll students before the start of each semester.
- Development of an Outreach Coordinator in Fall 2012 to build relationships and partnerships with public, private, and charter high schools.
- Development of new recruitment material for prospective students and high school counseling offices that targets specific student groups.
- Hosting Chicago Public School Counselor, Principal, and State Articulation events at CSU.
- Development of ACT direct mail campaign for students with an ACT of 1 or higher which was sent to over 12,000 students.
- Establishment of Block Scheduling for freshmen.
- Limiting University College students to 6-9 hours of developmental coursework instead of 12-15 credit hours to ensure a greater success rate.
- The Retention Initiative for Student Engagement (RISE) was launched in Spring 2011 in collaboration with the Office of Academic Support, FYE, and the Counseling Center to help first-time, full-time freshmen (FFF) who were placed on academic probation from the Fall 2010. RISE Academy participants are obligated to attend weekly study tables, tutoring, and academic workshops and to meet with their academic advisors on a monthly basis.

Continued data collection, and especially improved analysis, will be very essential to institutional success. Nevertheless, CSU will need to demonstrate that its enrollment management decisions are increasingly data-driven and information based.

the following evidence indicates that decisions are data-driven and information-based [B-2d1]:
- Changing freshmen year experience to first-year experience.
- Confirming the undergraduate and graduate admission process.
- Transitioning of Student Affairs to Enrollment Management from

Academic Affairs.
- Developing DOSA's 2011assessment plan.
- Reviewing the implementation of the new Academic Standing Policy.
- The marketing and public relations initiative moving in-house after two years of being outsourced.
- Increasing tutoring hours, sessions, and the type of tutoring in the Learning Assistance Center.
- Conducting Honor convocations for outstanding academic achievement.
- Allocating of $9 million by the state to begin the external renovation of the Robinson University Center, which has been designated as the University's one-stop facility for enrollment related services. The architects are working on the external architecture of the building (windows, roof, doors, and walls) as well as planning the interior.

The next HLC comprehensive evaluation team (2012-2013) should evidence of a steady flow of transfer students from local community colleges and that data are robustly collected, analyzed, and used to guide decisions.

Transfer students continue to make up a significant percentage of the University's enrollment. In the last six years, a mean of 458 new transfer students entered the University every Fall. The trend data suggests that the majority of transfer students are African-American females in their sophomore or junior years and enter primarily the College of Arts and Science or the College of Health Sciences. They most commonly transfer from Northern Illinois University or Southern University in Carbondale. The top three community colleges are Kennedy King College, Olive Harvey College, and South Suburban College in Illinois [B-1e5].

Data collected, analyzed, and used to guide decisions resulted in the following [B-5a2]:
- EM and Academic Affairs are strengthening statewide articulation agreements with local community colleges. Academic units and colleges are involved in the efforts to increase the number of transfer students and to assist in their focus on degree completion.
- Articulation agreements with City Colleges of Chicago, Moraine Valley Community College, and South Suburban College have been developed.
- A Dual Enrollment agreement with City Colleges of Chicago has been implemented.
- The Freshmen Experience program has been changed to the First-Year Experience Program.
- Transfer student website was launched in the Spring 2012.
- Graduation metrics for transfer students have been increased.

Criterion One:

Mission and Integrity

The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, students and community stakeholders.

CSU is the oldest public university in Chicago and the second oldest public university in the State of Illinois.

INTRODUCTION

Chicago State University has a longstanding mission to provide a diverse group of students with access to quality higher education. This access prepares students to meet their educational goals and to make meaningful contributions to their communities. Chicago State University's current mission documents reaffirm this distinctive goal, underscoring the institution's dedication to social justice and leadership, and declaring a new focus on community development through entrepreneurship.

The commitments that define the mission of the University and the diverse constituencies that collaborate to fulfill them are the focus of this chapter. Criterion One of the self-study process asks the institution to ensure that these commitments are clearly and publicly-stated, that diversity is fundamental to the mission, and that the governance of the university is effective in carrying out the mission.

1A.1   The Documents that Define CSU's Mission

Chicago State University developed the current Mission, Vision and Core Values Statement Documents between July 2010 and June 2011. These interrelated documents were developed through an inclusive process characterized by broad participation across campus [B-1a1]. The CSU Board of Trustees adopted the final versions of these mission documents by unanimous vote in June 2011[A-1a1]. These documents are presented below:

CHICAGO STATE UNIVERSITY'S MISSION STATEMENT

"Chicago State University (CSU) is a public, comprehensive university that provides access to higher education for students of diverse backgrounds and educational needs. The University fosters the intellectual development and success of its student population through a rigorous, positive, and transformative educational experience. CSU is committed to teaching, research, service and community development including social justice, leadership and entrepreneurship."

CHICAGO STATE UNIVERSITY'S VISION STATEMENT

"Chicago State University will be recognized for innovations in teaching and research, and in promoting ethical leadership, entrepreneurship, and social and environmental justice. We will embrace, engage, educate, and empower our students and community to transform lives locally and globally."

CHICAGO STATE UNIVERSITY VALUES

- Intellectual development
- Creative and innovative thinking and learning
- Dignity and unique talents of all persons
- Responsible choices and actions
- Personal and academic excellence
- Personal, professional, and academic integrity
- Diversity
- Leadership, service, philanthropy, social justice, and entrepreneurship
- Pride in self, community, and the university
- Lifelong learning

These mission documents consistently reaffirm the University's commitments to providing educational access to a diverse student body, a quality education to its students, and service to its community. While maintaining continuity with its past, the University's new mission also recognizes CSU's evolving role in the development of its internal and external communities through social justice, leadership, and entrepreneurship.

Core Component 1A:

The organization's mission documents are clear and articulate publicly the organization's commitments.

Shortly after the mission documents were approved, the University embarked upon a thoughtful process to develop the current Strategic Plan. The Plan outlines the goals and objectives of the University and provides a roadmap that describes how CSU will work together as a community to enact its values and mission while pursuing its vision for the future.

The Strategic Plan [A-1a2] was approved by the CSU Board of Trustees on May 11, 2012. The Plan uses the acronym "ACCESS" as a reminder of its central purpose to guide the University as it fulfills its commitment to the provision of access to quality education [B-1a2].

The six strategic goals outlined in this plan are:
- *A*cademic Excellence, Teaching, and Research
- *C*ommunity Service and Engagement
- *C*ost Efficiencies and Diverse Revenue Streams
- *E*nrollment, Retention and Graduation
- *S*trengthened Infrastructure, and
- *S*hared Accountability and Image

1A.2   Defining CSU's Constituencies

The University's Mission Statement recognizes CSU's students as the institution's primary constituency and central focus. This statement highlights the University's commitment to providing "access to higher education" and to fostering "the intellectual development and success of its student population." The inclusion of community development, entrepreneurship, and social justice within CSU's Mission Statement defines businesses, service organizations, and other members of our wider community as critical constituencies. The range of these constituencies, and the ways in which we fulfill our commitments to them is described fully in Criterion 5 of this Self-Study.

The University's Vision Statement also speaks directly to the institution's internal and external constituencies. This statement reflects CSU's aspiration to maintain its focus on students, while recognizing that those students and their families live in the broader community of interdependent social relationships, all of which play a role in actualizing students' ambitions.

Chicago State University's Core Values address multiple internal and external constituencies inclusively. These values express the University's dedication to promoting the dignity and unique talents of community members on- and off-campus and speak to the Institution's commitment to public engagement through the promotion of leadership, service, philanthropy, social justice, and entrepreneurship. The inclusivity of these core values reflects CSU's understanding of the connections between its campus community and its commitments to local, regional, national, and international communities.

Chicago State University's Strategic Plan provides a clear description of how CSU plans to fulfill its commitments to educate students and develop faculty and staff, while promoting mutually beneficial partnerships with local, regional, national, and international constituencies.

1A.3   Commitment to High Academic Standards

Academic excellence is the central focus of CSU's mission. The Mission Statement clearly states CSU's commitment to the intellectual development and success of a diverse student population through a rigorous, positive, and transformative educational experience. The inclusion of teaching and research in both the University's Mission and Vision Statements reflects the belief that quality teaching and innovative research sustains and advances excellence in education. The Core Values of the University describe the central role of high academic standards. This document proclaims the University's commitment to intellectual development, creative and innovative thinking and learning, personal and academic excellence, and lifelong learning. The Strategic Plan sustains and advances CSU's commitment to academic excellence, teaching, and research.

Chicago State University's mission documents also provide a clear path for advancing academic excellence for students with diverse academic needs and goals. The University's Vision Statement articulates our aspiration to embrace, engage, educate, and empower our students. This Statement reminds the CSU community that embracing and engaging students provide a critical foundation for academic success. This Statement also reflects CSU's belief that pairing empowerment with educational excellence will prepare students to meet their goals and contribute to their communities.

Chicago State University lives its mission by providing a range of programs that foster academic excellence in talented students who have faced socioeconomic or educational disadvantages, as well as those who come to the University with a history of academic achievement. The University College [B-1a3] provides students who do not meet the regular University admissions criteria with specialized orientation, requirements, and opportunities to build the skills that they need for academic success, while the Honors College [B-1a4] provides a challenging interdisciplinary curriculum to students who have demonstrated strong academic skills. Criterion 3 and Criterion 4 of this Self-Study document describe in greater detail the many ways in which CSU promotes the high academic standards that are central to its mission.

CSU lives its mission by providing a range of programs that foster academic excellence in talented students whom have faced socioeconomic or educational disadvantages.

1A.4   Mission Driven Goals for Student Achievement

Chicago State University's Mission Documents demonstrate that the University's goals for student learning encompass not only skills and knowledge, but also attitudes that will promote success for CSU's students and their communities. Fostering intellectual development through a rigorous transformative experience is central to acheiving academic excellence in student learning as articulated in the Mission. Specific learning objectives are outlined in the general education curriculum. Chicago State University has also worked systematically to revise and clarify program-level student learning outcomes across campus and to make these goals more available to students. Both General Education [B-1a5] and program-level outcomes [B-1a6] and their connections to the mission are outlined in detail in Criterion Three and Four of this Self-Study.

1A.5   Regular Re-Evaluation of Mission Documents

Chicago State University's mission documents are a reflection of a dynamic academic community, and as such, they require periodic re-evaluation to maintain alignment with the evolving needs and concerns of CSU's community. The years 2008–2010 were a time of transition in senior leadership and thus provided an opportune time to reevaluate the University's Mission Documents. The first drafts of these documents were developed at a retreat in July of 2010 where 71 administrators, faculty, staff, and a member of the Board of Trustees gathered to articulate the mission, vision, and core values of CSU. These draft documents were revised and refined based on input from both internal and external constituencies to reflect a broad consensus of the campus community and external stakeholders. The University's current mission documents reflect both a stability of purpose, an evolution based on the current needs of CSU's communities, and a clear and strong vision for the future [B-1a1].

As the new mission of the institution was taking shape, the University president charged a Strategic Planning Committee [B-1a7] with the task of developing a workable strategic plan that would bring its new mission documents to life. This committee was comprised of more than 30 members of the campus community and included a representative of the Board of Trustees. They completed a (Strength, Weakness, Opportunities and Threats) SWOT analysis, and examined data in relation to the University's previous strategic objectives, the revised mission documents of the University, and past HLC concerns. Lastly, the SWOT analysis was aligned with the Illinois Public Agenda Goals as mandated by the Illinois Board of Higher Education (IBHE). This IBHE document provides a planning blueprint for higher education in the state of Illinois. It encompasses four goals designed to eliminate barriers and foster opportunities for all citizens to achieve their educational aspirations and to build an economically vibrant and competitive state.

Goal 1: Increase educational attainment.
Goal 2: Improve college affordability.
Goal 3: Strengthen workforce development.
Goal 4: Link research and innovation to economic growth.

The goals and objectives of Chicago State University's current Strategic Plan describe how CSU will work together as a community to enact its values and mission while pursuing its vision for the future within the context of the IBHE Agenda [B-1a8].

As CSU works to enact its current mission documents, the University has committed itself to making CSU's Mission, Vision, and Values truly living documents that will require revision as the University and its communities develop over time.

1A.6   Availability of Mission Documents

Chicago State University's Mission, Vision and Core Values documents; as well as the 2012 Strategic Plan are readily available in the following documents:

- The "About CSU" tab on the home page of CSU's web site
- CSU's online graduate and undergraduate catalogs
- Faculty and student handbooks

The inclusive process that CSU used to develop its new Mission Documents provided a natural springboard for publicizing the final versions approved by the Board of Trustees. These documents have been highlighted on the front page of the CSU website and at Presidential Town Hall meetings with students, faculty, and staff. They have also been presented at college-level meetings.

In Spring 2012, CSU initiated a plan to make these documents more visible on campus. A prominent element of this marketing campaign was a set of banners celebrating CSU's mission and values displayed in the rotunda of the Cordell Reed Student Union Building. The University posted its Mission Statements across campus just as the University was beginning a celebration of its 145th anniversary. This celebration of Chicago State University's history as an institution of higher education provided a powerful counterpoint to the University's declaration of its current mission and our aspirations for the future. The theme of the University's campaign to publicize its mission documents is "We Live It." This theme reflects the fact that while CSU makes its mission documents readily available, the institution's mission is most clearly visible in the life of the University [B-1a9].

CSU's strategic plan is aligned with the Illinois Public Agenda Goals as mandated by IBHE.

Moving Forward with Mission

SUCCESSES

- Chicago State University's official Mission Documents clearly and accurately describe the purposes and aspirations that the CSU community lives every day.
- These documents delineate the constituencies that CSU serves, expressing commitments to academic excellence, access, and community development.
- These documents are visible to internal and external communities in print, online, and in the actions of the University.

OPPORTUNITIES

- Chicago State University will continue to work toward making its new mission documents more visible on campus.
- The University has an opportunity to promote pride in its actions and accomplishments by developing awareness of the many ways in which it lives its Mission.

1B.1   Mission and Diversity

Chicago State University concurs with the HLC's *Statement on Diversity*, which defines diversity broadly as reflecting "differences in the ideas, viewpoints, perspectives, values, religious beliefs, backgrounds, race, gender, age, sexual orientation, human capacity, and ethnicity of those who attend and work in the organizations." This broad view of diversity has long been a cornerstone of Chicago State University's mission.

The University's previous Mission Statement highlighted the it's dedication to "recruiting, retaining, and graduating a culturally and economically diverse student body" and to "employing a dedicated, caring, and culturally diverse faculty." The current Mission affirms its provision that the University strives to "provide access to higher education for students of diverse backgrounds and educational needs." The University's Core Values resonate this advocacy and respect for diversity and the "dignity and unique talents of all persons" [B-1b1].

Chicago State University's efforts in this arena are indicative of its core belief that access to higher education can dramatically change lives by opening new careers and pathways to the achievement of the *American Dream* and contributing to an ever-evolving global society. During the past 10 years, CSU has taken significant steps to increase access to higher education and achievement of those considered to be "underserved" in the post-secondary education pipeline. Accordingly, statistics from the Integrated Post Secondary Education Data System (IPEDS) Data Center reflect the following:

- In 2010, CSU ranked first among all Illinois public universities in awarding undergraduate and graduate degrees to Black non-Hispanics.
- Of the 4375 undergraduate and graduate degrees awarded Black non-Hispanics by Illinois public universities in 2010, CSU awarded 798, or 18% [B-1b2].

Chicago State University has been ranked first within the State of Illinois for awarding Master's degrees in psychology and education, and Bachelor's degrees in mathematics, to Black, non-Hispanic students. It has also been ranked second in Illinois for awarding Bachelor's degrees in education to this student population.

Core Component 1B:

In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

CSU has shaped its academic programs to prepare a diverse group of students to thrive in a diverse society.

The makeup of our student body is reflected in its location on the south side of Chicago in the residential Roseland community area and the other contiguous community area neighborhoods. The Roseland area, for example, is predominantly African American with this group comprising 98% of the population. The fact that 79% of CSU's students are African American reflects the Institution's commitment to advancing access within the geographical community areas we serve, while retaining a commitment to diversifying the campus community [A-1b1].

As a result of the diverse student population, Chicago State University makes the commitment to recruit and retain a diverse faculty and staff. The Illinois Board of Higher Education (IBHE) supports this commitment in the following statement:

African-American faculty constitute five percent and Latino faculty three percent of all faculty at Illinois colleges and universities. This level of representation is much lower than the diversity found in Illinois' student enrollment and state population. A diverse faculty and student enrollment enhances the educational experience of all students and better prepares students to work and live in an increasingly diverse world [B-1b3].

Chicago State University embraces the challenge set forth by IBHE to address the Illinois Public Agenda Goals. Of CSU's faculty, 46% is African and African American, 4% is Hispanic, 8% is Asian/Pacific Islanders, 38% is White, and 4% is classified as Other. In a comparative study on Illinois African-American and Hispanic Employment for public universities, CSU was reported to have the largest percentage of African-American employees (69.1%) [B-1b4, B-1b5].

ARTICLE IX in the CSU Institutional Policy Manual describes the Equal Employment Opportunity, Affirmative Action and Americans with Disabilities Act policies. These policies govern the University's efforts to maintain diversity among employees [C-1a, C-1b].

1B.2   Recognizing the Diversity of Our Communities

Reflecting our mission documents, Chicago State University has shaped its academic programs to prepare a diverse group of students to thrive in a diverse society. All freshmen participate in the University Freshman Seminar program, which includes topics on diversity, multiculturalism, and inclusion. All undergraduate students are required to complete a set of General Education courses designed to help foster a global awareness and understanding of the ecological, political, and international problems shared by diverse societies throughout the world. All undergraduates also complete a three-credit course specifically focused on diversity and six credit hours of a single foreign language.

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

1) Students sponsored by the Criminal Justice, History, Philosophy, and Political Science Department have aided in the planning and coordinating of Chicago State University's Model United Nations Conference.

2) Chicago State University's community is enriched by the presence of international students, and CSU students also have opportunities to study abroad.

3) The University offers majors in International Studies and African American Studies and minors in Latino Studies and Women and Gender Studies [B-1b1].

CSU offers students a variety of clubs Organizations and events exist to support the needs of CSU's diverse student body while promoting students' pride in themselves and their communities. These include, but are not limited to, student organizations such as The Association of Professional Latino Students, The Muslim Student Association, and the Women's Veteran's Club. The campus provides a variety of diversity resources, including the Abilities Office of Disabled Student Services, the African-American Male Resource Center, the Latino Resource Center and The College of Arts and Sciences' Lesbian, Gay, Bisexual, and Transgender (LGBT) Safe Zone Project. Criterion Five of this Self-Study provides additional details about these and many other CSU resources that support diversity [B-1b1].

Offices such as Human Resources, the Office of Equal Employment Opportunity, the Center for Teaching and Research Excellence (CTRE), and the Department of Student Affairs provide workshops, seminars, and training on diversity and inclusion. The University, along with various campus constituents, also hosts events that recognize and celebrate diversity on campus. These events include: Black History Month, Asian Heritage Month, Disability Awareness Week, and Cinco de Mayo [B-1b1].

The University also recognizes that understanding the diverse needs of its campus community is an ongoing process. In 2010, CSU conducted a campus climate survey [B-1b6] that highlighted both the accomplishments and challenges related to the promotion of diversity and the creation of an environment-focused inclusivity on campus. The fact that more than 88% of the students surveyed indicated that they had not experienced discrimination based on ethnicity was a clear strength. Results also showed that students were more satisfied than University employees with the diversity of faculty. Both students and employees expressed limited certainty that LGBT individuals are accepted on campus. In the spring of 2012, CSU conducted a Noel-Levitz student satisfaction survey [B-1b7]. In this survey, students identified CSU's commitment to part-time, evening, and commuter students as strengths, while the institution's commitment to students with disabilities received lower ratings. The results of both surveys have been forwarded to the University Diversity Committee and presented to the administration. In August, the University appointed a designated diversity officer who is working with the Diversity committee to conduct a more comprehensive diversity survey in 2012.

1B.3 Codes and Expectations Aligned with CSU's Mission

The University's Code of Excellence is posted in prominent areas across campus [C-1c, C-2a]. This Code reflects the standards and expectations that Chicago State University has for all members of the University community. This Code is aligned with CSU's mission, and it reflects our respect for diversity within the campus community. Specifically, the Code focuses on the expectation that all members of the campus community will:

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

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

- Governing Policies of the Chicago State University Board of Trustees [C-1d]
- Chicago State University Student Handbook [C-2b]
- Chicago State University Faculty Handbook [C-1e]
- Chicago State University's Policies and Procedures Manual [C-1f]
- Chicago State University Undergraduate and Graduate Catalogs [C-4a, C-4b]
- College and Departmental Student Handbooks [C-2c]
- Chicago State University Student Code of Conduct [C-2d]
- Mandatory Sexual Assault Prevention Program [C-2e]

- Chicago State University Statement of Mutual Responsibility [C-1g, C-2f]
- University Professionals of Illinois 4100 CSU Contract [C-1h]

1B.4   Mission Driven Strategies to Address Diversity

Chicago State University continues to implement enrollment management strategies to increase access for students who reside in the larger Chicago-land area, within the Midwest region, and abroad and who represent a wide range of socioeconomic backgrounds, religions, and cultures. The institution also recognizes areas in which it can increase diversity within its enrollment management initiatives. With a student body that is more than 70% female and nearly 80% African-American, CSU recognizes that it has an obligation to embrace, engage, educate, and empower African-American men as a matter of social justice. These and other goals to increase diversity are reflected in the University's strategic plan as follows:

> "Strategic Goal 4 - Objective 1: Identify and enhance strategic partnerships with feeder entities to foster greater enrollment numbers of freshman and transfer students that specifically target African American males, culturally diverse students, adult learners, and individuals who have a history of academic success."

The Office of Admissions, the African-American Male Resource Center, Honors College, Athletic Department, Office of International Programs, Latino Resource Center, and CSU's new University-wide Diversity Committee are working collaboratively to achieve this objective [B-1b1].

The University-wide Diversity Committee was formed in January 2012. This committee, comprised of faculty, students, and administrators, was "charged with examining the current atmosphere of diversity and inclusion and the diversity related functions within the organizational structure and advising the President on immediate and long-term strategies for improving and supporting the mission of creating a campus climate that is all-inclusive and welcoming to all." The committee's first report identified "building and retaining a diverse student body through strategic student recruitment and student support initiatives" as a major priority.

Diversifying the student body was also specifically addressed in the spring 2010 Focused Visit Report [A-1b2] and has been addressed in the section on Previous Concerns in this Self-Study document. The ways in which the University fulfills its mission to address diversity are also described within Criteria Three, Four, and Five.

The University-wide Diversity Committee

Formed in January 2012, the University-wide Diversity Committee was "charged with examining the current atmosphere of diversity and inclusion and the diversity related functions within the organizational structure and advising the President on immediate and long-term strategies for improving and supporting the mission of creating a campus climate that is all-inclusive and welcoming to all."

Moving Forward with Diversity

SUCCESSES

- Promoting diversity is fundamental to CSU's purpose; its mission documents clearly describe how it adds richness to teaching and learning by embracing, engaging, educating, and empowering our diverse students and communities.
- The mission documents affirm CSU's commitment to honor the worth of individuals and describe the institution's role in a multicultural society.
- CSU's Code of Excellence is congruent with its mission documents.
- The institution's strategies to address diversity in gender, culture and academic preparation are based on its mission documents.
- In addition, the University has promoted student support services, resources, clubs, and organizations that allow opportunities for students to contribute to, and learn from, the diversity of our communities.

OPPORTUNITIES

- CSU has an opportunity to develop further its capacity to embrace, engage, educate, and empower African-American men.
- Chicago State University can build on its successes in the area of promoting inclusion by learning about, and responding to, the needs of groups such as students with disabilities and the Lesbian, Gay, Bisexual and Transgender (LGBT) community.

1C.1 Broad Support for the Mission

As the current mission documents were being drafted, the President charged the Chicago State University's Higher Learning Commission (HLC) Steering Committee with the task of vetting these documents with a wide range of stakeholders. The members of this committee worked diligently to present the draft mission to faculty, staff, and administrators from every unit and program on campus as well as student groups, board members, legislators, and other external constituencies. Each group was asked to evaluate the mission documents and to provide feedback. Nearly 500 of these individuals responded to a formal survey; 96% of these responses indicated either approval or general approval of the new mission documents. These overwhelmingly positive responses reflect broad support for the mission. The Board of Trustees' unanimous vote to adopt these mission documents demonstrates it's support of how these mission documents describe the University's current commitments and its plans for the future [B-1c1].

Chicago State University's current mission is widely endorsed on campus as a clear, concise, and accurate description of what the members of the University community have always known in spirit to be the real purpose and special characteristic of Chicago State University. The core components of the mission, including its outreach to students of diverse backgrounds and educational needs, are clearly understood and supported by the CSU community. The community's understanding of the institution's mission is founded on the simple truth that the mission statement was crafted in recognition of CSU's identity.

In Spring 2012, the University conducted the Noel Levitz survey of Employee Satisfaction [B-1c2], the National Survey of Student Engagement (NSSE) [B-1c3], and the Faculty Survey of Student Engagement (FSSE) [B-1c4]. Each of these surveys provides the University with data that describes how well CSU is living up to its mission in the interacting arenas of education, student life, and community engagement. The University is committed to using this feedback in its ongoing efforts to improve its ability to fulfill its mission.

Core Component 1C:

Understanding of and support for the mission pervade the organization.

1C.2 CSU's Strategic Decisions: Connecting Mission and Action

Chicago State University's Strategic Plan [A-1c1] was developed as a way to continue the University's history of making mission-driven strategic decisions. This Plan was developed in conjunction with the University's current mission documents and is clearly synchronized with the priorities identified in these documents. This plan provides goals, objectives, and measures related to student learning (Goals 1, 3 and 4), teaching and research, as well as community service and engagement (Goals 1 and 2). This document describes CSU's strategies to live its mission in order to promote community development, social justice, environmental justice, and entrepreneurship (Goals 1 and 2). The plan also outlines how CSU will continue to develop an environment of shared governance and accountability in ways that will increase the University's ability to live its mission.

CSU's Doctorate in Educational Leadership [B-1c5] and its professional degree program in Pharmacy [B-1c6] are excellent examples of how the University has used strategic decisions to achieve its previous vision of becoming a doctoral degree-granting institution. Chicago State University continues to develop graduate programs that support its mission; the University has recently begun to offer masters degrees in public health and nursing [B-1c7, B-1c8], advancing development within a College of Health Sciences that graduates over half of the baccalaureate-degree African-American nurses, occupational therapists, and health information managers in Illinois [B-1c9].

The College of Business has been a leader in making strategic decisions based on the University's commitment to community development through entrepreneurship by instituting an Entrepreneurship academic minor and supporting, developing, and promoting the Small Business Development Center [B-1c10].

Chicago State University's New Academic Library, convocation center, campus-wide Wi-Fi, and state-of-the-art science labs are all the result of strategic decisions that were clearly aligned with CSU's longstanding mission to provide a quality academic experience. Additionally, to improve the quality and rigor of its programs, CSU requires each undergraduate student to complete a capstone or thesis project. The University College program has revised its admissions processes with the aim of identifying students who need additional academic support and services. Also, the Non-Traditional Degree Programs' Board of Governors' degree has been replaced with a more rigorous General Studies degree [B-1c11].

Consistent with the finding of the Focus Visit of 2010, the University has continued to strengthen its endeavors in the areas of Enrollment, Retention, and Graduation (ERG) [A-1b1, B-1c11]. Examples of this improvement are evidenced by:

- The creation of the Associate Vice President for Enrollment Management and a Dean of the First Year Experience positions [A-1c1, A-1c2], and
- The graduation rate of first time full-time freshman has increased from 14% to 21% [A-1c3, B-1c12].

The development of the Center for Teaching and Research Excellence (CTRE) resulted from strategic decisions to promote effective teaching, as well as the discovery and dissemination of knowledge. The creation of the popular Jazz in the Grazz summer music program for campus and neighborhood communities, and Entrepreneurial Idol Contest to promote business start-ups are examples of strategic decisions that support CSU's mission to provide service and promote community development [B-1c11].

1C.3   Planning and Budgeting to Support the Mission

Chicago State University's strategic plan was established methodically to move the institution toward the fulfillment of its mission. The goals and objectives described in this document help to ensure that planning and budgeting priorities flow from and support the mission. The processes by which the strategic plan directs budgeting are both focused and inclusive. The Chief of Staff is guided by the strategic plan in his oversight of the core priorities and initiatives of the President's direct reports. The University Budget Committee (UBC) was created by the Board of Trustees, and appointed by the President, to ensure that the budgetary process included wide representation from the University's campus constituencies [B-1c13].

CSU's New Academic library, convocation center, campus-wide Wi-Fi, and state-of-the-art science labs are all the result of strategic decisions that were clearly aligned with CSU's longstanding mission to provide a quality academic experience.

CSU's Strategic Plan

CSU has supported its mission and goals through budgeted dollars directed towards:

- Network Infrastructure
- Physical Plant Operations and Maintenance
- Faculty and Staff Development
- Graduate Assistants
- Faculty to Support Degree Programs
- Campus Police Operations
- Library Services
- Program Initiatives for Advising
- Marketing
- Academic Laboratories

The membership of the UBC includes representation from faculty, students, civil service, academic support personnel, administrative staff, and the Office of the Budget. The Committee meets with the vice presidents and reviews all requests and rationales. The Committee then compiles and prepares a summary of requests and sends budget recommendations for the next fiscal year to the President. The President's budget decisions are informed by recommendations from the Committee, and annual budget reallocations are made in support of these recommendations where funding allows. The President then submits the annual University budget recommendation to the Board of Trustees for review and approval. This process is overseen by the Office of Budget and Resource Planning, whose mission states that this office is responsible for "University-wide planning for budgetary resources … in concert with the University Strategic Plan." The University budgets produced by this process portray a clear link between CSU's planning and budgeting processes and its mission documents [C-3]. In academic year 2013, the University community will implement the new Planning, Measurement, and Effectiveness (PME) plan to strengthen this connection [A-1c4].

An extensive discussion of the many ways in which the planning and budgeting priorities of the University flow from its mission is described in Criterion Two. The following are but a few examples of how the institution has supported its strategic plan, mission, and goals through allocating dollars to fund its planned priorities since 2009 [A-1c1, C-3]:

- Network Infrastructure: Both permanent and temporary funding have been provided to Information Technology to strengthen the network infrastructure and purchase Banner in the Cloud, totaling $1,650,000 (Goal 5). These funds allow the institution to remove obsolete equipment and bring the CSU network up to current standards. The improved network infrastructure increases the ability to authenticate at the port level on the network, which increases campus security levels.

- It also provides the ability to have a 1GB connection on the desktop, which may be necessary for some users in a research facility. The Banner in the Cloud allows CSU to provide superior Enrollment Management Services, dashboards, and a personalized student experience 24x7, anytime, anywhere.

- Physical Plant Operations and Maintenance: More than $1.5 million have been added to operate and maintain buildings and grounds across campus. Routine maintenance is needed in certain areas including custodial, Heating, Ventilation, and Air-Conditioning (HVAC), plumbing, electrical, carpentry, etc. All of these areas will require additional staff for proper upkeep to avoid damage to state property. These funds are used to enhance the quality and safety of the campus community by improving grounds and building infrastructures (Goal 5).

- Faculty and Staff Development: To enhance CSU's workforce planning, the University has put in place a mechanism to leverage the knowledge, skills and ability of its human resources, and to maintain that leverage through the continuation of development by utilizing training seminars and skill development tools. A permanent budget of $413,000 has been allocated for faculty and staff development to build a system to display a university competency model with a training component directly related to skill development. This system will be utilized to assess current skill sets and enhance those skill sets through faculty training and development. The funds are also used to support travel and seed money for faculty research initiatives (Goals 1 and 5).

- Graduate Assistants: The sum of $216,000 has been provided to graduate students to support graduate assistantships, which will strengthen recruitment efforts for graduate programs and increase opportunities for student and faculty research collaboration (Goals 1 and 4).

- Faculty to Support Degree Programs: Funds have been budgeted to hire faculty members to teach the following degree programs: Library Instruction and Media Services, Doctorate in Education Leadership, Master of Science in Nursing, Master of Science in Public Health, Master of Occupational Therapy, and Master of Science in Accounting. The total funding is $1,120,000 (Goal 1).

- Campus Police Operations: The sum of $500,000 has been invested to improve the operations of the Campus Police Department. The University has increased the numbers of police officers to secure the safety of students, staff and the campus as a whole (Goal 5).

- Library Services: Funding of $200,000 for library acquisition and infrastructure has been provided to overcome more than a decade of shortcomings in library acquisitions and currency of materials. Funding in the amount of $117,000 has also been budgeted to strengthen and improve the Archives and Records Management Services (ARMS) provided by the university library (Goals 1 and 5).

Promoting ease of access for each unit's mission is a part of CSU's efforts to maximize mission recognition and adherence throughout the campus.

These funds allow ARMS to assist in the overall efficiency, functionality, and accountability of CSU's operations and administration, and aid in the University's compliance with audit findings concerning compact records storage, reformatting documentation, and centralized information retrieval. An improved ARMS operation will enhance the University's cultural milieu by preserving its history, promoting the Institution, assisting public relations, and acting as a cultural center itself (Goals 1, 3, 4, 5 and 6).

- Program Initiatives for Advising, Retention and Graduation: Additional funding was used to hire new advisors for the First Year Experience, which provides a comprehensive and integrated set of programs and services to enhance and improve advising, retention and graduation outcomes for CSU students (Goal 4).

- Marketing: The University allocated $500,000 for marketing, community and public relations initiatives. These funds are used to implement a comprehensive marketing campaign to foster a more positive image and effective internal and external communication system. Funds are also used for a comprehensive marketing campaign to recruit students (Goals 6 and 4).

- Academic Laboratories - Beginning FY2010, the University has budgeted over $5 million to renovate and rehabilitate academic laboratories, namely: Biology (2), Physics, Pharmacy Research and Aquaponics (which is currently in progress). These permanent improvements facilitate instruction and research, provide environment to assist students in timely degree completion and strengthen infrastructures (Goals 1, 4 and 5).

1C.4 Unit Mission and Goals Align with the University Mission

As a result of the development of the University Mission during 2010-2011, the colleges, departments, programs, and units within the University spent the 2011-2012 academic year reviewing and revising their own respective mission statements, and realigning their assessment programs [B-1c14, B-1c15]. The missions of the individual units are well-aligned with the University mission. These statements also speak to the unique commitments and foci of each unit.

As the colleges, departments, and units revise their mission documents, they become available on the CSU website where they can be easily found by internal and external stakeholders. Promoting ease of access for each unit's mission is a part of CSU's efforts to maximize mission recognition and adherence throughout the campus.

To varying degrees, the themes that are most common in university sub-unit mission statements include:

- A commitment to academic excellence.
- A focus on serving students from diverse social and educational backgrounds.
- A dedication to teaching, research, and service.
- An emphasis on community development through social justice, leadership, and entrepreneurship.

While these mission statements are congruent with the wider mission of Chicago State University, they also capture the unique contributions of individual sub-units within the organization.

Moving Forward with Strategies

SUCCESSES

- The participatory process used to develop CSU's current mission documents was successful in producing documents that truly reflect what is unique to the institution and what is important to its constituents.
- The University has a history of making strategic decisions based on its mission, and the current strategic plan articulates how CSU has used its mission to guide its plans for the future.
- Strategic decisions, planning and budgeting for academic departments, non-academic units, and co-curricular activities all flow from and reflect commitments that derive from CSU's mission.

OPPORTUNITIES

- CSU has an opportunity to use the data generated from recent surveys to maintain an open dialogue with internal and external constituents about how effectively the institution is enacting these commitments.
- CSU can continue to promote awareness of its mission, and the community can develop pride in the many ways that CSU enacts its mission every day.

Core Component 1D:

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

1D.1   Board of Trustees

The mission of Chicago State University, as articulated by the Board of Trustees and reiterated by the campus administration, has remained clear and consistent with the principles upon which it was founded in 1867. The mission is available on the University's website [www.csu.edu] and is accepted by its stakeholders as iterated in section 1c of this chapter. The Board of Trustees supported the organization's stakeholders in its review and subsequent affirmation of a mission statement that would prove flexible enough to adapt to the changing economic circumstances, demographic trends and resource availability.

In 2011, the Board initiated a tradition of annual retreats aimed at substantive review and evaluation of its efforts towards improved institutional effectiveness, strategic priorities, economic position, and constitution and bylaws. In 2012, they began inviting representatives of the campus community (faculty, students, and staff) to lunch on days when the Board was in session to provide opportunities for informal interaction to improve personal relationships and discuss issues relevant to each constituency. These are illustrative examples of the Board's focus on both the Mission and overall improvement [B-1d1].

As a public university in the state of Illinois, Chicago State University's Board of Trustees complies with policies and procedures as mandated by Illinois Law 110 660/5-45 [A-1d1]. According to said law, the Board of Trustees was created and authorized to operate, manage, control and maintain CSU consistent with the laws of the state of Illinois.

Article I of the current Board of Trustees Bylaws [A-1d2] stipulates the General Powers of the Board:

> *"In accordance with the Chicago State University Law (110 ILCS 660/5-1 et seq.) and related legislation, the State of Illinois charges the Board of Trustees of Chicago State University with responsibility to operate, manage, control, and maintain Chicago State University and assigns to it broad authority to discharge this responsibility."*

The current Board consists of six members appointed by the Governor who are predominantly local professionals in the fields of law, business, and public safety, who have a particular interest in higher education. There is one student member of the Board elected by the general student population of CSU. Additional Board of Trustees staff includes the Board of Trustees liaison and an Administrative Assistant. The Board has five committees:

1) Executive
2) Academic and Student Affairs
3) Finance and Audit
4) Facilities
5) Legislation and Human Resources

Each of these committees, with the exception of the Executive Committee, has a University Vice President as a resource person. The University President serves on the Executive Committee. All board members, their terms, of office, policies, and meeting dates are detailed on the Board of Trustees webpage [B-1d1].

Evidence of policies and practices that document the Board's focus on the organization's mission can be found throughout the Board of Trustees Bylaws, specifically under descriptions of Board duties. Trustees are noted as having the responsibility to review and approve "educational goals and purposes, including statements of the mission and scope of the University." As explained under Core Component 1a, the CSU Board of Trustees unanimously approved the current Mission Statement and related mission documents, including the Chicago State University Strategic Plan, between July 2010 and December 2011.

Agendas and minutes of the full Board of Trustees meetings and the committee meetings that precede them, Board-approved institutional budgets, and Board-approved policies in the Institutional Policy manual document the Board's focus on the University's mission. The Board of Trustees' understanding and support of the University's mission are further delineated in Core Component 1c.

CSU's Board of Trustees

The current board consists of:
- Six members appointed by the Governor, who are predominantly local professionals in the field of law, business, and public safety, with a particular interest in higher educationCampus Police Operations
- One student member elected by the general student population of CSU
- Associate to the President for the Board of Trustees and Governmental Affairs
- Director of Legislative and External Relations
- An Administrative Assistant

1D.2   Chief Administrative Personnel

The Board authorizes the organization's chief administrative personnel to exercise effective leadership, and defines that leadership in Articles V and VI of the Bylaws, which read:

> The President has the overall responsibility for the provision of staff services to members of the Board of Trustees and shall maintain a staff adequate for the performance of the governance responsibilities and the President's duties as chief executive officer.

> The President shall have the authority and responsibility, within the framework of policies established by the Board for the organization, management, direction, and general supervision of the University and shall be held accountable by the Board for the effective administration and management of the institution.

In partial fulfillment of this responsibility, the President meets with the administrative staff as two groups, based on their relationship to the specific provisions of their job descriptions [A-1d3]:

- **President's Operations Team**, those who are tied directly to carrying out major elements of the President's job description meets with the President weekly with "direct reports." The role of the Operations Team is to advise the President, provide effective, responsive, and informed leadership to the University, and provide penultimate review of recommendations on matters of broad institutional significance. This team will ensure that the University makes timely progress toward its vision of innovation in teaching and research, and in promoting ethical leadership, entrepreneurship, and social justice.

- **President's Executive Council** meets monthly and includes members of the Operations Team, as well as Deans, Faculty Senate President, Civil Service Council President, University Professionals of Illinois (UPI) Union representative, members of the Compliance Office, Internal Auditor, and Senior Directors. The Council discusses and reviews administrative and planning information and recommendations, providing cross-institutional feedback on college-wide issues.

In performance of his duties, the President hosts frequent all-staff meetings, faculty forums, and student town hall meetings to communicate important matters affecting the University. Further evidence that the Board enables the organization's chief administrative personnel to exercise effective leadership is apparent in the following examples, which highlight the President's leadership in strategic changes to the organizational infrastructure, and operational efficiency in support of the fulfillment of the mission of the University:

- Creation of the Dean of Freshmen Experience (2009), the Compliance Office staff positions (2011), and the Chief of Staff (2012)
- Significant improvement to infrastructures: new roof for residence hall, renovations to Cordell Reed Student Union, improved elevator maintenance, improved facilities management, baseball field and roadways, science laboratories, and prospective virtual hospital
- Implementation of new Mission Documents and Strategic Plan

Additional changes under the leadership of the Office of the President are found in subsection 1d.6. The Office of the President includes the President, Chief of Staff, Ethics Officer, and three Executive Assistants.

In support of the mission of the University and to ensure the successful and continuous operation of the institution, the Board of Trustees conducts annual performance evaluations of the President. This process of evaluation is reflected in the Meeting Minutes of the Board. The evaluation serves to provide a forum for recommendations for policy changes, and resolution of issues. The Board provides additional support to the University and its administrative personnel through the mutual exchange of ideas and feedback on university-related policies, procedures, and accomplishments reported through the subcommittee meetings. These, ongoing processes, within guidelines of law and the Board of Trustees Bylaws, allow the administrative team to exercise its leadership while giving the Board the opportunity to provide constructive feedback and support for administrative recommendations and decisions.

The system of governance at Chicago State University involves and depends upon active participation of different constituencies, from administration and faculty to staff and students.

1D.3   Governance Structures of the University

The system of governance at Chicago State University involves and depends upon active participation of different constituencies, from administration and faculty to staff and students. Those entities are encouraged to engage in various conversations and decision-making processes that will help the University achieve its mission.

The Board is committed to recruiting and retaining a President with the highest professional qualifications and continuously demonstrated ability.

The responsibilities and authority of Chicago State University employees and committees are described in a set of documents and procedures:

- **Organizational chart:** Based on Board policy, the President has established an organizational chart that defines lines of authority and accountability [A-1d3, B-1d2].
- **Job descriptions:** For every position, the Human Resources Director maintains a job description that summarizes the job responsibilities and the requisite essential skills. These job descriptions provide information to job applicants and create the basis for annual performance evaluations, and for understanding governance, responsibilities and authority [B-1d3].
- **Institutional Policy Manual:** As directed by Board policy, "written administrative rules and procedures for the general and specific administration of the institution" exist to clarify how duties are to be accomplished throughout the University [C-1b].
- **Committee charges:** University committees have a written charge to identify membership and direct the activities of the committee. A comprehensive list of all University Committees can be found on the Faculty Senate webpage [B-1d4, B-1d5].

1D.4 Commitment to the Mission within the Governance and Administrative Structures

The Board is committed to recruiting and retaining a president with the highest professional qualifications and continuously demonstrated ability. In addition to the Board members, individuals throughout the governance and administrative structures work to enact the tenets espoused in the University's Core Values, Vision and Mission Statements that promote "ethical leadership," "innovations in teaching and research," "personal, professional and academic integrity," and intellectual development." The University not only looks to promote excellence in current personnel but also builds into hiring processes several steps that allow scrutiny of the quality and qualifications of potential employees [B-1d6]:

- Applications require submission of a curriculum vitae/resume and appropriate transcripts.
- The Human Resources (HR) Director verifies that the applicant meets the minimum required qualifications (via transcripts and employment records).
- In addition to interviews with the hiring supervisor and appropriate administrators, each full-time level-2 and above job candidate interviews with a screening committee on which any college employee may volunteer to participate. This practice encourages different perspectives and allows stakeholders a voice in the selection process.

- Before a job is offered, the HR Director (and/or designee) conducts reference checking, primarily for work history, character, qualifications, and appropriate background checks.

The IBHE has established minimum qualifications for faculty, and Chicago State University's full-time and adjunct faculty meet or exceed all requirements [B-1d7]. Information regarding employee qualifications is stored in the HR Office and reported to the IBHE. The HR Office also maintains the annual performance evaluations for employees. More detailed information on faculty credentials is found in Criterion Four.

1D.5   Shared Responsibility for Curriculum and Academic Integrity

The policies and procedures at CSU provide numerous opportunities for faculty and academic leaders to guide and shape curriculum, and to provide oversight for academic processes. Evidence includes:

- **Faculty Senate:** The Faculty Senate is charged with presenting faculty issues and recommendations to the University on all matters affecting the academic functions of CSU and the general welfare of the University. In particular, the Senate focuses on, but is not limited to, such academic concerns as admissions, academic standards, curriculum and evolving programs. Faculty Senate meeting minutes can be found online through CSU's cougar connect portal. Senators are elected from each academic department, as well as from the ranks of faculty members employed in the areas of Library and Instructional Services, and the Counseling Center. All senators must have been full time faculty members for one academic term before their election [B-1d8].

- **Oversight of the Curriculum:** Changes in the curriculum most often originate in academic departments and programs, or within the faculty-led General Education Committee. These proposals are then forwarded to the appropriate college-level curriculum committee. After review by the college dean, proposals are sent to the Faculty Senate's University Curriculum Coordinating Committee (UCCC). The Faculty Senate's UCCC is central to the process of maintaining the coherence of CSU's curriculum, as they are responsible for reviewing course and program changes proposed at the departmental or program levels. The UCCC forwards their recommendations to the Office of Academic Affairs. Additional committees of faculty and other academic leaders may be involved in this process for specific types of courses (e.g. graduate level, general education, etc.) [B-1d9].

The policies and procedures at CSU provide numerous opportunities for faculty and academic leaders to guide and shape curriculum, and to provide oversight for academic processes.

- **Program Review Processes:** The Illinois Board of Higher Education requires program reviews every one to eight years as mandated by Article 23 of the Illinois Administration Code [B-1d10]. The University's Academic Program Review Committee (APRC) reviews all academic programs at CSU every five years, and some more frequently [A-1d4]. When a program is scheduled for review, the responsible dean and department chair develop a Program Review Report [B-1d11] with input and review from faculty. The APRC, composed of faculty and academic leaders, determines whether each program qualifies to be in good standing with the University, if the program needs to address identified weaknesses, or if the program should be referred to the Academic Program Elimination Review Committee (APERC) [A-1d5]. Programs deemed to be in good standing are to be reviewed on a staggered cycle. New programs are to be reviewed three years after approval, and each third year thereafter, until they are determined to be in good standing. Programs flagged for weaknesses undergo annual priority reviews until they are determined to be in good standing.

  The APERC reviews and recommends to the Board of Trustees through the President the elimination of academic programs at the University. As this is an infrequent process, the Committee meets only when required [A-1d5].

  The Provost oversees the implementation of policies related to the program review, and if needed, the program elimination review processes. Since 2003, four programs have been eliminated: (1) Hospitality Management; (2) Industrial Technology; (3) Fashion Merchandising; and (4) Economics.

- **Other Mechanisms to Insure Coherence of the Curriculum and Academic Integrity:** Other avenues through which faculty and other academic leaders help to shape, guide and supervise CSU's curriculum and academic functions include:

  - *University Graduate Council:* The Graduate Council acts as a curriculum committee and approves all graduate courses, reviews student appeals, acts to promote scholarships for graduate students, sets admission standards and other policy pertaining to graduate students and recommends new graduate programs. Membership includes one representative from each department offering graduate programs. Deans of colleges with graduate programs and the Coordinator of Course Scheduling are non-voting members [B-1d12].

- *General Education Committee:* The General Education Committee periodically reviews the University general education requirements and approves new courses or categories for University general education. Membership includes faculty representatives from the Colleges [B-1d13].

- *Academic Advising Committee:* Chaired by the Academic Advising Specialist within the Center for Teaching and Research Excellence, this committee coordinates all advising activities, trains advisors, and makes recommendations to the administration regarding advising policies. This committee advocates for the needs of students and concerns of advisors [B-1d14].

- *Academic Affairs Committee:* The Academic Affairs Committee is responsible for addressing academic issues that come before the faculty Senate or issues that are generated by the Senate [B-1d15].

- *Distance Education Committee:* The Distance Education Committee is responsible for recommendations on the assessment, development, and evaluation of activities related to the growth and promotion of distance education at the University. The Committee also evaluates the variety, quality and depth of course offerings, the operation and functions of the Office of Distance Learning, and the policies and procedures of the University referencing distance education [B-1d16].

  The fine arts and diversity requirements in the general education curriculum in Fall 2007 are examples of significant changes that have resulted from faculty's involvement in the oversight of CSU's curriculum. Other developments in the academic policies of CSU have originated from maintaining compliance with external agencies and regulations. An example would be a decision that was instituted in Fall 2008 (based on the University's interpretation of the Illinois Articulation Agreement) that any student who transfers to CSU with an Associate of Arts or an Associate of Science Degree will be deemed to have completed all University general education requirements [B-1d17].

In some situations, faculty have expressed a concern about the level of faculty input in academic matters at CSU. Some of these concerns (such as the revision of general education outcomes) have been resolved through consultation and collaboration with the Faculty Senate, while others remain contentious. Both faculty and administrators recognize that some tension within the process of shared governance can be productive as it creates an environment of creative engagement.

CSU has indentified a need to redouble its efforts in promoting this kind of creative collaboration and productive communication between the diverse communities within our institution that are dedicated to promoting excellence through the development and oversight of a rigorous curriculum. The institution's commitment to this goal is reflected in CSU's Strategic Plan (Goal 6: Objective 1), which calls on the University to "Demonstrate a commitment to shared governance that engages and relies upon the expertise and unique perspective of appropriate university constituencies to create policies that best advance the mission of the university."

1D.6   Communication within Governance and Administrative Structures

A successful, collaborative governance process enables the programs and services of the University to improve in an atmosphere of trust, respect, and open decision-making among colleagues.

A successful, collaborative governance process enables the programs and services of the University to improve in an atmosphere of trust, respect, and open decision-making among colleagues. It also allows the University to address complex issues, to remain open to discovery and to adapt to changing needs of both internal/external constituencies. Chicago State University stands committed to strengthening communication within the collaborative governance and administrative structures of the University community. Through a collaborative governance process, individuals and the University can harmonize their goals and set a course for mutual achievement of the Institution's mission. It embraces the belief in tenets espoused in this Mission; the willingness to listen to all ideas, to respect competing concerns, to evaluate the merits of many alternatives, and to communicate helps build consensus. The "open door" practice of the President and his direct reports fosters effective communications and a commitment to continuous improvement in our governance processes.

As indicated earlier in this chapter, the University has many governance and administrative structures to facilitate consensus building, communication and cooperative decision-making. Additionally, a number of documents have been noted to facilitate this process:
- Chicago State University Institutional Policy Manual [C-1b]
- Chicago State University Faculty Handbook [C-1e]
- University Professionals of Illinois 4011 CSU Contract [C-1h]
- Chicago State University Student Handbook [C-2b]
- Chicago State University Student Code of Conduct [C-2d]
- University's Code of Excellence [C-2a]
- Human Resources Policy Manual [C-1i]

These documents clearly articulate the specific rights and responsibilities of various campus constituencies and define an environment that is conducive to communication and cooperative decision-making.

Communication throughout the governance structures has further been improved at Chicago State University, both by establishing or improving internal processes, policies, manuals, and handbooks, and by increasing the use of the Internet as a communication medium [B-1d18].

- **Cougar Connect:** Cougar Connect is a password-protected Intranet restricted to employees/students. It provides access to internal documents, procedures, payroll information, and committee minutes.

- **Email:** Important information is disseminated via email blasts to all internal constituents regarding:
  - Human Resources updates with information related to benefits, current job openings, and new hires
  - Board of Trustees meeting agendas and minutes which provide information on policy and budget items under consideration
  - "Up to the Minute," a weekly newsletter published online containing information regarding upcoming events, meetings, activities, emergency information, and accomplishments of faculty and staff

- **Meetings:** Regular meetings continue as a demonstration of the shared governance expectation that has become embedded in the Institution's philosophy. These meetings include but are not limited to town hall meetings, division-level meetings, committee meetings, etc.

Chicago State University has made consistent progress in improving communication and remains committed to continuing the process of developing more effective and efficient communication within its governance and administrative structures. The University's Strategic Plan provides the institution with a blueprint for achieving this goal as highlighted in Goal 6, which calls for the University to "maintain transparent internal and external communication (Objective 2)," and to "establish a defined university wide information system to serve as a knowledge management and communication portal for all internal constituents (Objective 6)," Additional information may be found in the Previous Concerns section of this Self-Study.

1D.7   Evaluation of Structures and Processes

The changing landscape of higher education necessitates that the Institution remains flexible with regard to its students' needs, university priorities, federal and state legislation, funding structures, and K-12 mandates, to name a few. As such, the University evaluates its structures and processes regularly through ongoing assessment of its academic and non-academic units [B-1d19, B-1d20].

This evaluative process guides the Institution's efforts towards continuous quality improvement and has resulted in a number of structural changes to its organizational hierarchy, such as:

- The Department of Student Affairs reports to the Vice President of Enrollment Management rather than Academic Affairs.
- The School of Graduate and Professional Studies was reorganized.
- The Board of Governors Program was transformed.
- Academic Colleges were restructured.
- The Career Development Center reports to Human Resources.

This process of workforce management was undertaken in 2009 and again in 2012 to address economic exigencies arising from state budget cuts to the University and to improve efficiency of operations. Department and office managers/supervisors submitted documents identifying their workforce composition, needs, and associated status. These documents were reviewed at the division level and decisions were made as to workforce changes by the executive team in consultation with the Office of Human Resources. The process has enabled the University to continue providing quality instruction and services to the CSU community in a period of fiscal austerity [B-1d6].

Moving Forward with Governance

SUCCESSES
Through support of the mission documents and senior leadership of the University, the Board of Trustees has enabled the campus to enact strategies towards the continuous improvement of the University and the ongoing advancement of the pillars that support the achievement of our mission.
- Communication throughout the governance structures is improving at Chicago State University.
- In performance of his duties, the President hosts, at minimum, quarterly all-staff meetings, faculty forums, and student town hall meetings to communicate important matters affecting the University.
- Numerous committees are required by the President to have representation from faculty, staff and students.

CHALLENGES AND OPPORTUNITIES

While implementation of these strategies has been noted in previous sections of this chapter, there remain many challenges and opportunities for improvement:

- There is a need to review cyclically and assess policies, procedures, and constituent satisfaction levels.
- The creation of pathways towards continued improvement of participatory governance and communication at the institution should be encouraged.
- The institution is committed to implementation of the 2012 strategic plan through the Planning, Measurement, and Effectiveness (PME) process.

Core Component 1E:

Understanding of and support for the mission pervade the organization.

1E.1   Fulfilling the Mission

Chicago State University's priorities are teaching, research, student learning, and success. For the sole purpose of fulfilling its Mission, all activities within each unit, college, department and program are guided by these principles. In addition to the illustrative examples found in earlier sections of Criterion One, further evidence of how CSU activities are congruent to its mission can be found in annual reports, websites, minutes of various bodies, commencement programs, committee reports, departmental and college policies and manuals, as well as in Criteria Three, Four, and Five of this Self-Study document.

1E.2   Legal Activities, Documentation and Responsibility

The CSU Board of Trustees (BOT) and its committees (described under section 1d1) function to ensure that the organization operates with integrity, with responsibility, and in conformity with applicable laws. The BOT has all of the powers and duties established by the Chicago State University Law, 110 ILCS §660/5-1 et seq. [A-1e1], and the Board operates within guidelines of the Illinois Open Meeting Act (5 ILCS 120/) [B-1e1]. The Board's regulations describe how its oversight is governed by state and federal laws. The University's General Counsel (who also serves as the Freedom of Information Act Officer) attends each meeting of the BOT to provide guidance on these issues. The Institution's Internal Auditors, by policy, submit all reports and findings to the Board and the President.

The governing policies of the BOT describe its role in fiscal oversight. According to the BOT bylaws and regulations of the board reviews, the President prepares the University's annual requests for operating and capital appropriations, reviews grants, contracts, major capital expenditures and many elements of the financial operations of the University. Evidence that the BOT executes these duties with fiscal honesty can be found in the meeting minutes that the BOT routinely posts to its website [B-1e2]. The Board is provided with relevant information pertaining to all fiscal, regulatory compliance reports and corrective action plans.

1E.3   Compliance with Laws and Regulations

The University makes every effort to comply with all local, state, and federal laws through its policies and procedures. In 2011, the University hired a Director of Compliance with responsibility to develop a compliance culture that will be facilitated through a compliance team. The Director conducts a quarterly review to establish that all local, state and federal statutory mandates, applicable regulations and laws are being followed. The Chief of Police provides oversight of the University's compliance with fire codes and other local laws and regulations. Chicago State University maintains a legal staff that includes the University's General Counsel (one who serves as Freedom of Information Act Officer), two Associate General Counsels (one who serves as the Director of Equal Employment Opportunity), and a Risk Manager/Contract Specialist. The Ethics Officer is a retired Circuit Court of Cook County Judge who facilitates compliance with the State Officials and Employees Ethics Act (5 ILCS 430/) [B-1e3]. The University's Office of Equal Opportunity works in concert with the Office of Human Resources and the Office of Legal Affairs to ensure equal access and opportunities across campus.

The University protects student data by complying with the Family Educational Rights and Privacy Act (FERPA), and the Academic Advising Committee has provided training in FERPA to academic advisors across campus [B-1e4]. Additionally, CSU has drafted policies and implemented an information security plan [B-1e5] to maintain the integrity of University data systems (including the private information of its students and employees), in compliance with FERPA and other laws. The University is aware of relevant law and capable of adhering to this ever-changing area of compliance.

As noted in Criterion Two, CSU undergoes annual audits by internal auditors, as well as independent external auditors, who review the institution's operations to ensure compliance with applicable federal, state, and University regulations, and perform an audit of the University's financial statements. Furthermore, the BOT Finance and Audit Subcommittee regularly reviews the University's internal audit information to ensure accountability in the functioning of a checks and balances system for all fiscal and compliance operations of the University. All audit findings result in the development of a comprehensive corrective action plan [B-1e6]. The actions taken by the University have resulted in an improved culture of compliance, including a significant decrease in audit findings.

The wide range of auxiliary and co-curricular activities that support CSU's mission function with integrity.

1E.4   Consistent Implementation of Clear and Fair Policies

The governing polices [C-1, C-2] of the University's Board of Trustees [C-1d] provide a broad outline of the rights and responsibilities of the Board, the University President, employees and students. These include clear guidelines for both academic freedom and academic responsibility. Many of the policies listed in the CSU Institutional Policy Manual [C-1b] describe the systems the Institution uses to protect the rights of individuals, and to delineate individuals' responsibilities to the University community. The University's Graduate and Undergraduate Catalogs [C-4] contain many of the BOT-approved policies and procedures to ensure fairness in the application of academic policies. The University adopted a Code of Excellence [C-1c, C-2a] (posted throughout the University in public areas) regarding acceptable conduct among the university's many internal constituents: faculty, staff, students, and guests alike. The Faculty Handbook, given to every new faculty member, contains useful information and serves to inform new faculty regarding many policies and procedures at the institution [C-1e]. Union contracts also outline the rights and responsibilities of University employees who are represented by the University Professionals of Illinois (UPI) [C-1h]. Union officers, the University Contract Administrator, and the University Personnel Committee work to ensure that this contract is executed fairly. Additional information regarding the application of policies for other internal constituents can be found in the Federal Compliance section [B-ii] of this Self-Study report.

During the meetings to formulate the Self-Study, it was revealed that the process of policy review needed improvement. There has since been the creation of a University Policy Review Committee [B-1e7].

1E.5   Integrity of Auxiliary and Co-Curricular Activities

The wide range of auxiliary and co-curricular activities that support CSU's mission function with integrity. Many University structures support these activities and ensure the integrity of the BOT-approved policies that delineate responsibility for these activities.

ATHLETICS
CSU's Department of Intercollegiate Athletics conforms to the University's policies and procedures regarding institutional integrity. The University recently compiled a comprehensive Self-Study instrument submitted to the NCAA that addressed the following areas:
- Governance and Commitment to Rules Compliance
- Academic Integrity
- Gender and Diversity issues and Student-Athlete Well-Being

Within this report, the University demonstrated its commitment to comply with all federal, state and NCAA regulations for student athletes, and its ability to provide the resources necessary to support both their athletic and academic endeavors. The Director of Intercollegiate Athletics reports directly to the University President, as does the Faculty Athletics Representative who makes recommendations on areas related to academic integrity, instruction and compliance of student athletes. The Advisors Council has presented training for advising student athletes and provided guidance in the CSU advisor's handbook.

In 2011, the NCAA Self-Study report was reviewed by the National Collegiate Athletic Association Division I Committee on Athletics Certification. This committee determined that CSU had met all of the requirements for recertification as a member of Division I. For the past decade CSU has worked to make its student athletes successful, both academically and athletically. The University remains in full compliance with NCAA regulations and will continue to complete any periodic reviews required to remain certified [B-1e8].

STUDENT AFFAIRS

The Department of Student Affairs offers a variety of ways for students to become involved in campus life and the local community through participation in activities, clubs and organizations, leadership development and service programs.

The Department prides itself on the integrity of its programs and its dedication towards continuous quality improvement. As evidence of this commitment, the Department's webpage highlights mechanisms for garnering student feedback [B-1e9]. Responses to this feedback are also regularly posted on the Student Affairs webpage. The Department also highlights its desire to improve through the formulation of a strategic plan, mission and vision statements, assessment tools and core values based upon the Malcolm Baldrige Criteria for Performance Excellence [B-1e10]. The unit's goals are focused on enhancing student success, student learning and the overall quality of campus life for all students.

The Office of Student Activities [B-1e11] is responsible for the oversight of the Student Government Association, student clubs/organizations, and Greek Life and leadership development. Within this unit, the Student Government Association (SGA) [B-1e12] exercises the power to conduct student elections, to recommend students to serve as members of joint faculty-student committees, and to supervise programs financed from its operations. The organization of its legislative and executive branches is detailed in the SGA bylaws, which are reviewed annually and revised if necessary.

Student Activities ensures that students of the University are aware of policies and procedures through the development of the Student Handbook [C-2b], which is reviewed annually and revised as necessary. The Center has also developed a Student Organizations Manual for Policies and Procedures [C-2g].

AUXILIARIES

The University operates several auxiliary operations: Athletics, Dining, Bookstore, Residence Hall, Office of Meetings and Events, Parking and Graphic Communications [B-1e13]. Two of these operations are independently owned and operated by 3rd Party Vendors, Follett Higher Education Group (Bookstore) and Thompson Hospitality (Dining). Both of these vendors have a fully executed contract which authorizes them to provide their services to Chicago State University.

The Administration and Finance Division has broad powers of oversight for each auxiliary operation. These powers would encompass fiscal oversight, which includes composition and review of unit financial statements, along with a collaborative management strategy that engages Auxiliary departmental leadership on an operational level. This is one of the primary methods employed to ensure consistency and compliance in these programs.

1E.6   Fairness with External Constituencies

The University has clear policies and procedures for working with outside contractors, consultants, political entities, and the general public. The University functions with integrity and is fair in negotiation with its external constituencies regarding such concerns as rental space, negotiating agreements with external entities, and with others who serve the University community. Examples include…

- All University employees complete annual ethics training in compliance with state law. This training covers issues related to guidelines for reporting communications related to procurement, conflict of interest, gift bans, and revolving door prohibitions [C-1j].
- Scheduled meetings of the Board of Trustees and their agendas are posted publicly on the web, and these meetings are open to external constituencies of the University [B-1e2].

- The Legal Affairs department reviews contracts with sites that provide opportunities for student internships and fieldwork, as well as financial contracts to ensure that these contracts are fair to both parties.
- The Board of Trustees reviews all capital expenses over $250,000, and reviews all purchases over $50,000 as well as contracts that generate more than $10,000.

1E.7   Fairness in Representation to the Public

Chicago State University is committed to representing itself and its activities accurately and honestly in ways that are easily accessible to the public. For example, the institutional website contains easily accessible information about the current accreditation status of the University as well as the accreditation of specific programs [B-1e14]. Chicago State University publishes information about all of its academic programs and courses through its online catalogs [C-4a, C-4b] and course schedules [C-4c, C-4d]. The University website also includes current and accurate information about tuition rates and fees [B-1e15] in a way that is readily available to both current and prospective students. A link on the admissions webpage [B-1e16] provides access to the University Fact Book [B-1e17], which provides the public with accurate information about the demographics of our current student body as well as retention and graduation rates of all students. The University also reports these data to the Illinois Board of Higher Education and they are available to the public through its website.

As a public institution of higher education, the University is obliged to pay close attention to any problems, concerns, questions and/or suggestions that external constituencies may raise. In doing so, the University functions with integrity and manages its relationships with external constituencies with fairness. Improvements that the University has made in response to previous concerns include [A-1e2]:

- Creating a position within the Office of Grants and Research focused on compliance.
- Changes in management of the Procurement Office, and the automation of procurement and contracting processes to improve efficiency, reduce inaccuracies, and ensure that all University policies and procedures are followed and requirements are met.
- A change in the management of the Jones Convocation Center from an external company to an in-house staff, in order to ensure that proper processes and procedures are followed.
- Addition of three full-time staff positions to the CSU internal audit team (an increase from one person to four) will enable the institution to monitor the adherence to and effectiveness of our administrative and fiscal controls.
- The purpose of Institutional Effectiveness and Research (IER) is to guide

institutional planning and to support reporting and compliance across the university. The IER website [B-1e18] now contains institutional data for all guests to view. This data is supplemented by the BOT webpage [B-1e2], which includes additional information about the University and the manner in which it represents its activities and programs to the public. Multiple locations to source the same information ensures the accuracy and ability to the public of all data relevant to the performance of CSU in the community.

The Division of Academic Affairs also publicizes evidence of its student learning through academic Department/College web pages [B-1e19]. More information can be found in Criterion Three.

The Office of Marketing and Communications [B-1e20] has been reorganized and staffed since Fall 2011. This office facilitates dialogue between Chicago State University and the public. The office's staff members have cooperated with other units to publicize events on campus such as Job Fairs, Jazz in the Grazz and Entrepreneurial Idol. While working to articulate its core values, the University recognized the importance of pride to our community. This in turn led to the inclusion of attention to the institutional image as a major goal of the University's Strategic Plan.

As a community, Chicago State University is proud of the many ways in which it lives its Mission. The University has recently increased its efforts to share fairly and accurately these accomplishments with the public as it dispels many inaccurate beliefs about its Mission and the ability to actualize this Mission through the creation of pathways for student and community success.

1E.8   Timely Response to Complaints and Grievances

Several University officials are responsible for oversight of the grievance procedures to ensure their fairness and integrity for students, and employees of the university. Each College has published its grievance policies in both the undergraduate and graduate University Catalogs [C-4a, C-4b]; in some colleges, departments have more specific procedures. Each procedure contains mechanisms to ensure fair consideration of student complaints by channeling these issues through the chain of command, specific timelines for timely responses, a mechanism for at least one formal hearing by a panel of faculty and students, and a final review by the dean of the college. A record of student grievances is maintained by either College or Department, at whichever level the issues reached resolution [B-1e21].

Student Misconduct Cases: The University Judicial Affairs Office is responsible for responding to charges of misconduct against students. Following these policies allows Judicial Affairs to respond to these issues in a timely and evenhanded manner.

In 2009, Chicago State University's Judicial Affairs Office reevaluated its policies and procedures in order to emphasize the educational function of this unit. This process involved significant outreach designed to educate the University community about the Judicial Affairs role and function. As its function has become more widely understood on campus, the number of cases handled by the University Office of Judicial Affairs has increased, as has the timeliness with which these cases are resolved. In 2011, cases were resolved within 10 business days on average, from the dates of incident through the full board hearing processes as and final dispositions [B-1e22].

Sexual Harassment and Discrimination Complaints: The Office of Equal Employment Opportunity (EEO) is responsible for the investigation of complaints of discrimination, including sexual harassment. The University complies with all applicable state and federal laws including the Illinois Human Rights Act, Title VII, Title IX, ADA of 1999, and its Amendments. Categorical trend data are collected on the number of resolved complaints handled by the EEO Office [B-1e23].

Union Grievances: Article 6 of the Union Contract governing Units A, B, and C (tenure-track and tenured faculty, academic support professionals, clinical professionals, and lecturers and technical support staff) describes grievance procedures, timelines, deadlines, and criteria for notification. The Grievance Officer of CSU's UPI local chapter works in conjunction with the University's contract administrator to oversee these processes. Further information can be obtained from the Office of the Provost regarding union grievances and the institution's commitment to upholding fairness and integrity with regard to these procedures. Faculty grievances are addressed within a 30-day period [B-1e24].

Moving Forward with Integrity

STRENGTHS
- The CSU Board uses it authority to oversee the operations of the University and to ensure fiscal honesty.
- The University understands and abides by applicable regulations, and the creation of a compliance office has made this process more transparent.
- The University implements a range of policies designed to articulate the rights and responsibilities of constituents in a fair and impartial manner.

- The University has maintained systems to ensure the integrity of its co-curricular and auxiliary activities.
- The Institution deals fairly with its external constituents, and presents information to the public honestly and accurately, while also focusing on sharing pride in the University.
- Chicago State University has systems for responding to academic and non-academic complaints from all stakeholders and has systems in place to resolve these complaints in a timely and effective manner.
- A University Policy Review Committee [A-1e2] has been established to index all University policies, provide for systematic review, and ensure access for all relevant constituents to information regarding fairness and integrity in the operations and procedures.

OPPORTUNITIES:

- Putting systems in place to track the resolutions of student grievances will add integrity to a system designed to promote timely response.

SUMMARY OF CRITERION ONE

The mission of Chicago State University is to provide access to high-quality learning opportunities that promote student success in an ever-changing global environment. It is in the fulfillment of this mission that CSU encourages lifelong learning and enhancement of the quality of life in the communities it serves. The institution accomplishes this by maintaining accessible education through a comprehensive array of learning, service, and life experiences that will motivate and challenge students.

At CSU, ethical standards and a commitment to excellence are the foundations for creating an environment of lifelong learning. The University is committed to fulfilling its mission by providing a positive, encouraging and success-oriented environment. All members of the community are encouraged to act with mutual respect, integrity, and professionalism towards one another and when representing the institution to the greater community. College policies that support innovation, sponsor collaboration, maintain open communication, encourage students, and employees to adapt to change, call for efficient and effective use of University resources, and promote and protect the rights of each individual in the college community are enforced. Chicago State University adheres to both state and federal regulations and policies and accepts its responsibilities to students, employees, and the taxpaying citizens of Illinois. The University strives to meet these responsibilities with fairness, accountability, and integrity throughout its governance structures in fulfillment of its mission.

Criterion Two:

Preparing for the Future

The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

INTRODUCTION

As an institution with 150 years of operational history, Chicago State University (CSU) has made planning for the future a priority. The Institution has evolved from a normal school to a teachers college to a university. The University changes and evolves to meet the needs of students, faculty, staff and community; a process that speaks volumes to its attentiveness to its environment. This chapter discusses the planning documents and processes used to guide University efforts towards planning for the future, including facilities, human resources, and fiscal planning that enable us to advance the University mission and achieve our vision.

2A.1   The Strategic Planning and Organizational Capacity

The strategic planning process is an organic one and the resultant strategic plan is a living document that evolves and adjusts as the University's needs and environment change. Since the Higher Learning Commission's last visit in 2003, the University's planning process evolved through two sets of strategic plans which have guided the institution toward continuous improvement. In Spring 2004, a Strategic Planning Committee and eight task forces began planning efforts that resulted in a three-part document used to drive initiatives at the University. Part I set the University-wide strategic plan with its mission and vision statements, Part II conveyed eight goals in the 2006 Strategic Plan, and Part III provided specific plans for colleges, divisions and significant administrative units [A-2a1].

In Summer 2010, a multidisciplinary Steering Committee was assembled to review and recommend updates to the University's mission, vision, and core values. This committee's work was to ensure the institution's alignment to the dynamic academic, societal, and community environments in which it functions. Further input and refinement by the broader University community and its stakeholders led to a final draft of CSU's Mission, Vision, and Core Values that was approved by its Board of Trustees in June 2011 [A-2a2].

During the final stages of approval, a Strategic Planning Committee was established to provide the framework to reflect the new Mission and Vision. The committee, comprised of University stakeholders representing all academic and major support organizations and a Board of Trustees representative, focused on developing a comprehensive strategic plan that would provide direction and operational focus within the bounds of the University's capacity.

A significant preliminary step in this strategic planning process involved an analysis of the University's Strengths, Weaknesses, Opportunities, and Threats (SWOT), which helped to understand clearly these variables and ultimately guide the planning process to develop appropriate goals and strategies. The SWOT analysis was conducted within the context of global economic and societal factors that may impact the Institution's mission-driven strategy. A review of the past eight University goals prompted the Steering Committee, along with representatives of its constituencies, to draft a set of six goals that were electronically forwarded to the CSU community for feedback.

Six subcommittees were subsequently formed and tasked with, establishing the specific strategies to achieve the stated goals. Within each objective, specific tactics were developed and refined to advance the objective. The result is a strategic plan built by the same stakeholders of the University community that will be charged who implementation; the plan, therefore, is practical and achievable [A-1a3].

Core Component 2A:

The organization realistically prepares for a future shaped by multiple societal and economic trends.

Figure 2.1 Strategic Plan Website Graphic

The current strategic plan was approved by the Board of Trustees May 2012. This plan has been promoted to the University's stakeholders in various ways, including a graphic (Figure 2.1) on the CSU website that uses the acronym ACCESS to represent each of the six strategic goals. An overview of the CSU strategic planning process is fully described in Criterion One.

2A.2 Implementation of the Strategic Plan

The current 2012 Strategic Plan builds upon a strong foundation established by the 2006 Strategic Plan which has served the University well. Many of the major accomplishments under the prior Strategic Plan not only demonstrate the University's commitment to the execution and achievement of its Mission and Vision, but also show a thread of consistent values that transcend time and are consistent with the new 2012 plan.

A few select examples of this congruent focus include:

- Establishment of the Division of Enrollment Management and the Office of Freshman Year Experience (FYE) in 2009 to centralize and coordinate specific programmatic and academic efforts to improve the University's recruitment and enrollment efforts, and to aid in the success and integration of new students into the University environment. This initiative also addresses feedback from the previous Higher Learning Commission visit in 2003 regarding enrollment, retention, and graduation.
  - The FYE initiative addresses the 2006 Strategic Plan Goal 1: Improve Recruitment, Retention and Graduation Rates of a Culturally and Economically Diverse Student Body.
  - The FYE initiative is also consistent with the 2012 Strategic Plan Goal 4: Enrollment, Retention and Graduation.
- Establishment of new academic programs includes the College of Pharmacy in 2007, the Doctor of Education (EdD) in Educational Leadership program in 2005, the Master of Science in Nursing program in 2011, the Master of Public Health (MPH) program in 2011, and the innovative Aquaponics program in the Department of Biology in 2010 [B-2a2, B-2a3, B-2a4, B-2a5, B-2a6].
  - These programs advance the 2006 Strategic Plan Goal 3: Strengthen Outstanding Undergraduate, Graduate, Distance and Continuing Educational Programs.
  - The development of the new programs is also in line with the 2012 Strategic Plan Goal 1: Academic Excellence, Teaching and Research.

- Establishment of the Center for Teaching and Research Excellence (CTRE) enhances the quality of teaching and learning by integrating 21st century tools and technologies into instruction and by encouraging and supporting research [B-2a7].
  - The CTRE manifests the 2006 Strategic Plan Goal 6: Reorganize and strengthen Information Technology, Media Production and Media Services so that they will support both the academic and administrative functions of the University and the deployment of new and innovative teaching and research technologies as they become available.
  - The CTRE program is also consistent with the 2012 Strategic Plan Goal 5: Strengthened Physical, Operational, and Electronic Infrastructures in that they increase the functional usefulness of facilities, the amount of instructional space, and distance learning capabilities.

2A.3 The Confluence of Technology and Demographic Shifts

Technological literacy serves as a way for individuals to partake in the larger global society. Efforts to enhance and expand the use of technology are explicitly integrated in the 2006 Strategic Plan and, again, specifically in Goal 5 of the current plan. A desire to meet the educational needs of an increasingly time-constrained non-traditional CSU student population drives the dramatic growth of technology-based learning offerings. A time-constrained student population desires class offerings that fit within burgeoning and complex schedules which include (in addition to school) family, work, church and community obligations.

Given these challenges, the University has responded to the changing needs and lifestyles of its students with increased online, hybrid, and distance learning offerings (See Figure 2.2) [B-2a8]. As such, online course offerings and online student enrollments at the University have increased five-fold and six-fold respectively, since the 2003-04 academic year (See Figure 2.3). Information in Criterion Three provides an expanded overview regarding the University's online academic offerings.

Figure 2.2 Online Course Offerings

(AY 2003-2011)
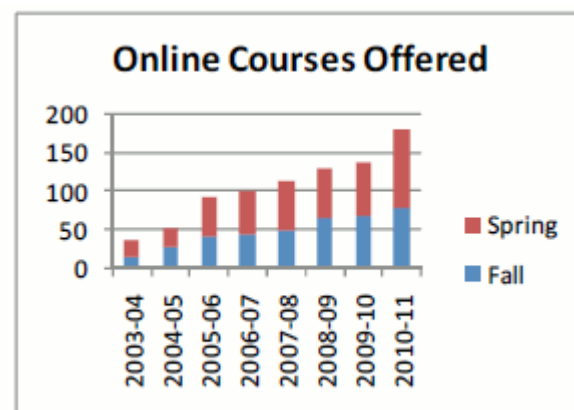
Source: CTRE, Spring 2012

Figure 2.3 Online Student Enrollments

(AY 2003-2011)
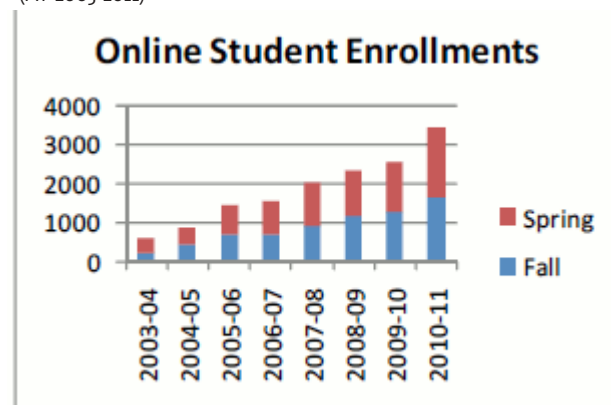
Source: CTRE, Spring 2012

The expansion of technology also permeates other realms of the University's operations. The University prepares its faculty to utilize new and innovative technology and instruction methods through its Center for Teaching and Research Excellence (CTRE), which was established in 2009 under the direction of the Provost, as a restructuring of the Office of Faculty Development [B-2a7]. The 2009 establishment of an online human resources system, People Admin®, provides for a more accessible employment pathway for prospective and current employees, as well as for more efficient internal operations [B-2a9]. In 2010, the deployment of the online web-based procurement system, CSU Buy, continues the theme of operational efficiency and more robust financial auditing capabilities [B-2a10].

2A.4   Functioning in a Multicultural Society

CSU responds to a multicultural society in many respects; these tenets are embedded in the 2006 Strategic Plan Goals calling for the University community to engage in practices that promote cultural diversity and contribute to society while respecting individual differences. Student demographics are defined in Criterion One [B-2a11].

This goal was manifested through the University's planning and implementation of a diversity course requirement in the general education core curriculum for all students, which took effect in 2007. Moreover, the University requires students to complete a foreign language requirement and take a diversity course in the general education curriculum [B-2a12]. The current Strategic Plan continues the University's commitment to multicultural principles, specifically in Goal 4: Enrollment, Retention and Graduation, as it focuses future endeavors on the enrollment of a culturally diverse student population [B-2a13].

To this end, the University has authorized specific operational units to provide support resources for various student constituents; these include the African-American Male Resource Center, the Latino Resource Center, and the Office of International Programs [B-2a14, B-2a15, B-2a16]. These units effectuate multicultural acceptance through programs that include campus-wide and community events, such as the Office of International Programs' celebration of International Education Week, which invites the University community to explore and experience other cultures through food, celebration and ceremony. Criterion One provides a comprehensive overview of the various ways in which cultural acceptance is promoted within the University.

2A.5   Planning for the Future: Environmental Scanning

Chicago State University has embarked on a more formalized continuous quality-improvement process that allows the University to be the best it can be. Given this initiative, CSU has embraced several operational strategies, including environmental scanning, best practices, workforce planning and utilization of key performance indicators (KPIs) to monitor progress and continue to improve the operations.

Attention to the external environment as an indicator of future trends can be found in ad hoc measures for specific initiatives and as iterative measures which are explicit in 2006 strategic plan Goal 1: survey of feeder schools, Goals 2 and 6: survey of Illinois' use of technology, Goal 4: diversification of revenue sources; and Goal 8: economic development and mutually beneficial partnerships. For example, the University's care and dedication to building and implementing a state of the art library for the campus and the city's south side community required a vision of the future through environmental scanning.

In the current 2012-2015 University's Strategic Plan, Goal 3: utilization of best practices and trend data to develop new programming, and Goal 6: contributions to the community through mutually beneficial partnerships, explicitly speak to ongoing systemic use of environmental scanning to address strategic goals and stay abreast of future trends. In essence, the plan is to understand that the campus community's educational needs are a reflection of both the student population and external trends [B-2a17].

Operational assessments are performed which project enrollment and changing service and instructional needs. The program evaluation process [A-2a4] reviews the viability and necessity of various programs on an ongoing basis. The University followed formal State approval processes for opening new colleges such as Pharmacy, as well as for specific ongoing programs within existing colleges such as the new Master's in Nursing, and the new Master's in Public Health. The University has eliminated programs when there is low enrollment and high cost; for instance, degree programs were eliminated as described in Criterion One.

CSU is looking at peer institutions with the goal of improving operations and enhancing the educational experience for students, faculty, staff and stakeholders. This careful observation of peers for best practices allows CSU to identify initiatives and strategies that may improve operations. Peer institutions closely reflect the demographics of CSU and are selected for planning purposes by the Illinois Board of Higher Education (IBHE). It is recognized that not every strategy will work the same for every institution, as the identified peer institutions are widely-spread across the country and differ in size; given the unique characteristics of CSU in Illinois, some of these institutions may be a better fit for planning purposes and benchmarking than institutions that are geographically closer.

In 2009, IBHE selected the following 12 institutions as CSU peers: Auburn University at Montgomery, Bowie State University, Coppin State University, Framingham State University, Georgia College and State University, Jacksonville State University, New Jersey City University, Plymouth State University, Texas A & M International University, University of Houston-Clear Lake, University of North Alabama, and the University of North Carolina at Pembroke. The University reviews Integrated Postsecondary Education Data System (IPEDS) reports from these institutions to benchmark selected performance measures with its own.

Institutional demographic characteristics and key institutional performance measures for CSU and its peer institutions obtained from IPEDS for the most recent data (2009-2010 academic year) are displayed herein [A-2a5, A-2a6].

From the IPED data base, the following Institutional Performance Measures (IPMs) were obtained for each of the peer institutions [A-2a6]:
1. Number of students enrolled
2. Number of degrees awarded
3. Retention rate
4. Six-year graduation rate
5. Total assets
6. Federal grants/contracts
7. Capital appropriations
8. Endowment assets
9. Income fund (tuition/fees)
10. Total instruction cost
11. Institutional support
12. Scholarship and fellowship expenses
13. Total expenses

To establish the institution that CSU would like to become, the objectives and key institutional performance measures identified in the University new strategic plan (2012-2015) were reviewed to identify commonalities with the IPMs obtained from IPEDS. The following "common" IPM domains emerged [A-2a6]:

1. Overall students enrolled (institutional size)
2. Total number of graduates produced
3. Total assets
4. Six-year graduation rate
5. Federal grants/contracts
6. Endowment assets

The first-tier universities that ranked Number 1 in each of the six identified IPMs were designated as the aspirational institutions for CSU (see Table 2.1).

Table 2.1 CSU's Aspirational Institutions and Area of Strength

#	First-Tier Aspirational Institutions	Areas of Strength that CSU Can Emulate
1	Jacksonville State University	Enrollment management: total students enrolled, total assets
2	University of Houston – Clear Lake	Academic matter: total number of graduates produced
3	Auburn University – Montgomery	Fund raising: endowment assets
4	Plymouth State University	Retention and graduation rates

Source: Chicago State University Criterion Two Committee, Internal Analysis Document, 2012

*Based on Illinois Board of Higher Education (IBHE) Peer Institution Designations and the CSU Institutional Effectiveness and Research (IER) IPEDS Reports.

Some of the first-tier institutions, although selected by IBHE as CSU peers, are dissimilar in key institutional characteristics. For example, CSU is primarily a commuter campus while three of the identified aspirational three institutions (Jacksonville State University, Auburn University at Montgomery, and Plymouth State University) are primarily residential campuses. For this reason, the recommendation on CSU's aspirational institutions must be taken with caution. The Office of Institutional Research and Effectiveness is currently validating additional potential benchmark institutions that replicate CSU's urban, commuter-driven, student population of primarily non-traditional students. This process has led the University to embrace the new Planning, Measurement, and Effectiveness (PME) approach to strategic planning [A-2a7].

2A.6   Innovation and Change

The University embraces change and innovation. For example, the need to improve recruitment, retention and graduation rates prompted the University in 2009 to create a new division of Enrollment Management. In 2008, Intersession courses offered between the fall and spring semesters were opened to enhance graduation rates. A restructuring of the advising system is evolving from a primarily faculty-delivery model to one of full-time dedicated advisors. In 2011 a new university-wide Advising Coordinator was hired [B-2a18].

The university embraces change and innovation.

In broad terms, the current strategic plan focuses on changes in infrastructure, image, finance and revenue structures as well as increased commitment to the community surrounding CSU.

Enhancements of the infrastructure have allowed the University to move from limited wireless network capability (as was the case in our last accreditation visit), to seamless Wi-Fi connectivity in most areas of the University campus [B-2a19]. Evidence of a supportive environment of innovation and change can also be illustrated by the programmatic efforts associated with the University's freshman iPad™ pilot initiative. The iPad™ pilot included a plan for integration of this handheld technology into freshman seminar courses. Summer through Fall 2010, the CTRE and the College of Education teamed to provide instructors with training on using the iPad™ in the classroom, and as a supportive learning tool for student coursework. Additionally, workshops led by Apple Computer®-sponsored consultants were held to provide further training and best practices for faculty utilizing this new learning tool [B-2a20].

2A.7 Preserving Our History

The University has a proud history that is inextricably intertwined with the broader elements of society in Illinois, including the history of African Americans and Latinos. Chicago State University has provided teachers for Chicago-area public schools over the course of its history and a new doctoral program in education will provide cutting edge scholarship and educational innovation for the present century. The University is guided by the premise that higher education is a need and right for all people regardless of their racial, ethnic, and class circumstances. The developmental education programs continue to address the deficiencies in educational attainments that plague Chicago and other major cities. Chicago State University empowers underserved students to join the ranks of those entering graduate school and the workforce[B-2a21].

In an effort to preserve and promote this legacy, the University allocates resources for public lectures, displays, celebrations, memorials and other events. Such events are typically organized by colleges and units at CSU, including the University's library, which serves as the primary venue for temporary and permanent events and displays. An example of a permanent display is the Illinois Black Legislator Room, which exhibits the history of African-American legislators in Illinois from 1876 to the present.

The memorializing of black elected officials in the State of Illinois is an important and relevant heritage worthy of preservation and the University allocates resources for the maintenance of this history. A historical boxcar is a landmark on the campus. It represents the fact that the first classes at CSU, formerly the Chicago Normal School, were held in a boxcar. Another example of a permanent display of cultural and historic significance is the Gwendolyn Brooks Center for Black Literature and Creative Writing, named after the former Poet Laureate of the State of Illinois and Distinguished Professor of English at Chicago State University [B-2a22]. Short-term programs and displays also have an important role to play in preserving the history of the University, and are planned in the operating budgets of the Library and select operating units such as the Latino Resource Center [B-2a23].

Moving Forward with Planning

The University initiated a number of planning processes that collectively work to advance the mission and vision established by a multidisciplinary group of faculty, staff and institutional stakeholders. These varied planning processes have real impact as they result in specific academic programs and operational initiatives that propel the University along a path of continual improvement.

SUCCESSES

- A strategic plan built by stakeholders throughout the University which advances its mission vision and is aligned with the current dynamics of higher education and the society at-large.
- Key academic programs established as a result of planning efforts, which include the Doctor of Education in Educational Leadership, the College of Pharmacy, the Master of Science in Nursing, and the Master of Public Health.
- Online course offerings and attendant enrollments increasing five- and six-fold to address the dynamics of the current CSU student body.
- Initiation of analysis and planning based on the institutional performance measures of aspirational peer institutions.

OPPORTUNITIES

- CSU should implement initiatives and programs that enable attainment of the highest institutional performance measures of the University's identified aspirational peer institutions.
- CSU should complete and analyze the iPad™ pilot project, as well as future technology platforms, so that the University is consistently ahead of the technological advancements that benefit students.

Core Component 2B:

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

2B.1   Financial Resource Planning

Despite three consecutive years of budget reductions by the State of Illinois, the University has protected its educational programs and continuously improved academic quality. By increasing external fundraising and using prudent planning and monitoring, CSU has been able to minimize adverse effects on students, faculty and staff who depend upon the services and resources of the institution. The University has progressively increased its total net assets as well as significantly improved its cash position [C-3].

As a public University receiving significant State support, the budget and planning processes are considered highly important by the University's administration. In part, this is due to the major role played by the Illinois State Legislature and the Governor in determining the University's critical State support. The University must be accountable not only to its Board and stakeholders but also to the State's elected officials who will ultimately sign the State's budget into law. This accountability is an external system of checks and balances to ensure the University is serving the citizens of the State in the best possible way. Working within this framework, the University strives to allocate resources to achieve the University's short-term and long-range goals [A-2b1].

Elements crucial to the University's future will continue to be maintaining its relationship with the State of Illinois as the University relies on State appropriations to assist in financing its higher education mission and to sustain enrollment levels by providing quality education at an affordable price.

Beginning in fiscal year 2013, the State of Illinois will allocate state appropriations to public institutions of higher education based on performance metrics designed to promote and measure student success in degree and certificate completion. The performance metrics will focus in part on measuring the results of the University's Strategic Goal 4: Enrollment, Retention and Graduation. The new performance-based systems will be phased in over several years to avoid any adverse effects on public universities.

The University's overall financial situation is stable and reflects prudent use of financial resources, including cost control and management of operating and capital resources (see Figure 2.4 and Figure 2.5).

Figure 2.4 Change in Ending Net Assets FY 2008 – FY 2012

(FY 2012 Estimated)

	6/30/2008	6/30/2009	6/30/2010	6/30/2011	6/30/2012
Change	1,447,620	220,802	6,825,054	14,020,853	10,422,954
Ending Net Assets	127,671,334	127,892,136	134,717,190	148,738,043	159,160,997
Percent Change	1.1%	0.2%	5.3%	10.4%	7.0%
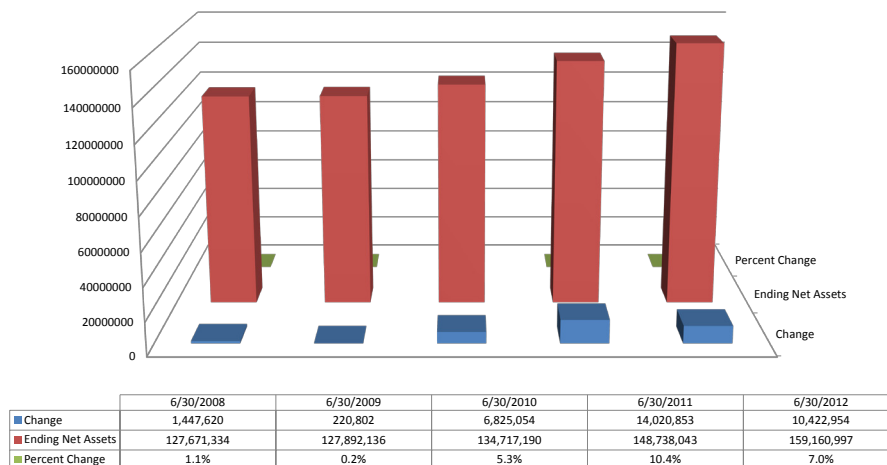
Source: CSU Finance Office Analysis – *Change In Ending Net Assets*

While it is not possible to predict the ultimate results, the University's financial data indicate that it is strong enough to weather reasonable economic uncertainties. Looking into the future, the University believes it is currently well-positioned to continue to implement strategies and its level of excellence in service to its constituents; however, key financial and budgetary trends dictate that it develop strategies to adjust to a fiscal reality of reduced State resources. CSU has developed plans for addressing anticipated reductions in State funding. Drafts of financial strategic plans to improve and realign our revenue sources are available in the Resource Room [B-2a24].

2B.2   Financial Resource Development and Allocation

One of the major planning documents for the University is its Internal Operating Budget, which in large measure helps define the current operating capacity for the Institution. CSU has an active and participatory budget process, which begins early in the fiscal year and is an annual collaborative effort among the various department heads, their staff and committees to develop the budget plans that will be implemented in future fiscal years [A-2b1].

Using the Strategic Plan and unit assessments and evaluations of the degree to which strategic and operational plans and goals are met, each operating unit makes requests for resource allocations. The requests are based on continued implementation of strategic goals and their associated operating plans, as revised based on annual evaluations.

A collaborative budgeting process that engages all of the University's operational and management areas ensures that the planning and execution of organizational priorities are pursued within the boundaries of current institutional capacity (as described in Section 2d.2 of this chapter).

Figure 2.5 Change in Ending Cash and Cash Equivalents Over Five Years

(FY 2012 Estimated)

	6/30/2008	6/30/2009	6/30/2010	6/30/2011	6/30/2012
Change	(5,196,546)	(7,258,043)	4,427,201	(2,170,536)	8,208,184
Ending Cash	12,793,194	5,535,151	9,962,352	7,791,816	16,000,000
Percent Change	-28.9%	-56.7%	80.0%	-21.8%	105.3%
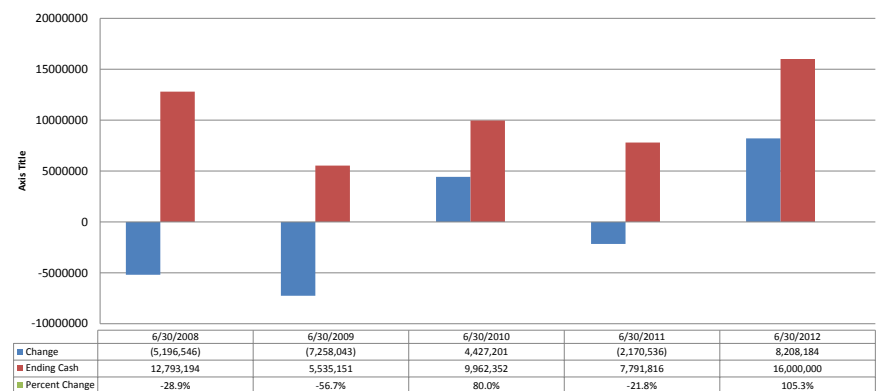
Source: CSU Finance Office Analysis – *Change In Ending Net Assets*

2B.3   History of Financial Resource Development

CSU currently operates on an annual budget of approximately $155 million. As a public institution, the largest single revenue source is the State of Illinois, whose support represents approximately $70 million, or 45% of all revenue sources for the University. Student tuition and fees comprise approximately $38 million, or 24% of total revenues, followed by federal grants and contracts of $36 million, which represents 23% of total revenues.

Over the last several years, the general trend has seen a reduction in State sources as a percent of the University's revenue base, while the overall budget has grown from $140 million for the 2004 fiscal year to $155 million in fiscal year 2012. Figure 2.6 illustrates the difference in the proportion of funding sources over this time period.

Figure 2.6 University Revenues by Source
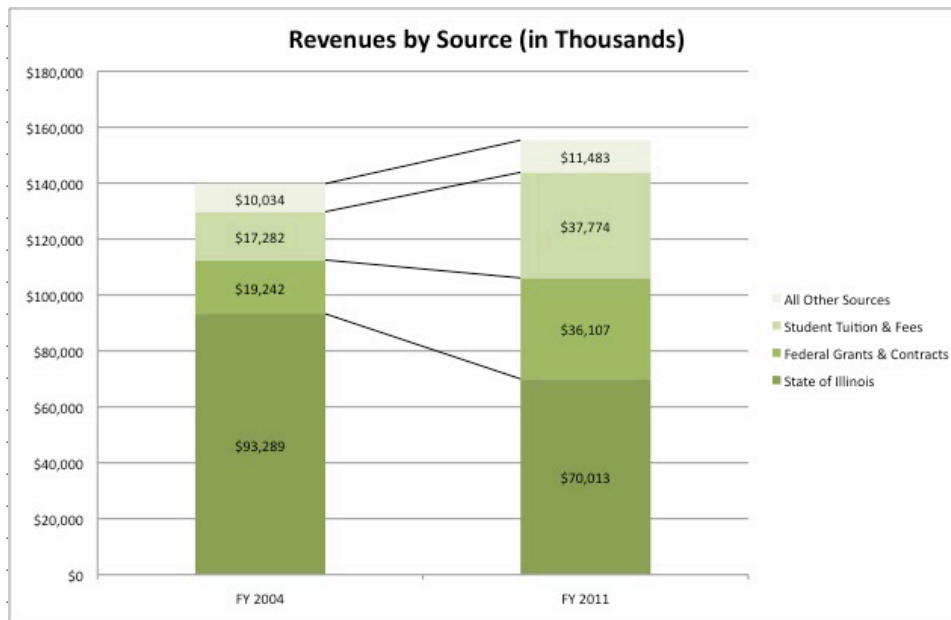
Source: CSU Finance Office Analysis – *Change In Ending Net Assets*

Figure 2.7 Appropriations
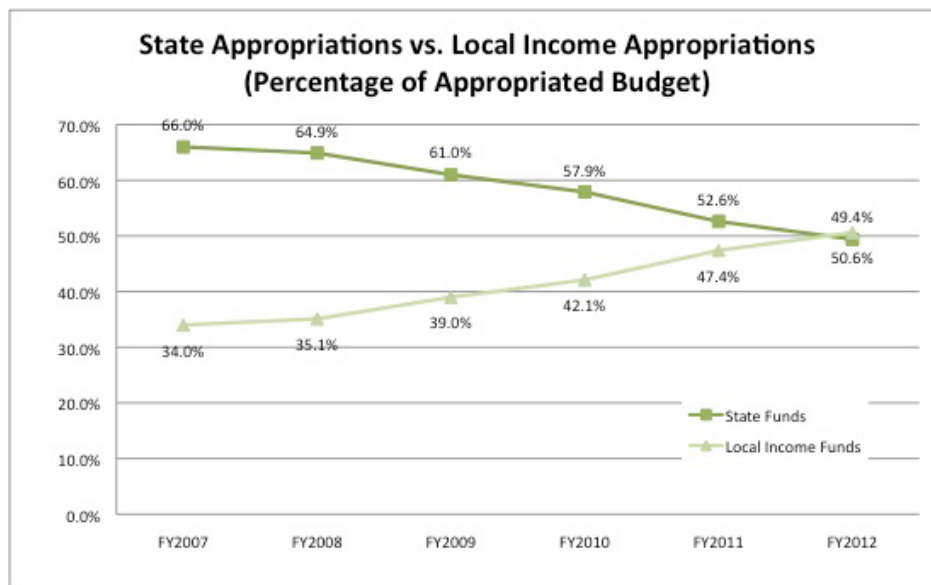
Source: CSU Finance Office Analysis – *State Appropriations and Local Income Funds*

Chicago State University's activities are funded through a combination of sources. Two key funding sources are State Appropriations and the Local Income Fund, which together comprise total Appropriated Funds. State appropriations are approved by the State Legislature and signed into law by the Governor. The University also budgets Non-Appropriated, unrestricted funds to supplement the two main funding sources, State Appropriations and the Local Income Funds. Similar to the Local Income Funds, the Non-Appropriated budget is derived from local sources.

Figure 2.7 shows that within the most recent six fiscal years, including FY 2012, State Appropriations illustrate a downward trend while the Local Income Funds demonstrate an upward trend. The decline in state appropriations to the University is consistent with a national reduction of support to public institutions during the current economic downturn.

Accordingly, the University has delayed spending on some deferred maintenance and some costly renovation projects. Some projects, such as a projected $50 million Robinson University Center renovation, are being done in phases to spread costs over a number of years while also moving improvements forward.

Chicago State University has consistently advocated for State financial support that is critical to continuing its mission of providing access to higher education for students of diverse backgrounds and educational needs. The University is committed to teaching, research and service, and to community development that includes social justice, leadership and entrepreneurship, all of which depend on constant financial support. The University is encouraged that its advocacy efforts are having a favorable impact.

As a result of advocacy success, the University anticipates additional appropriation support from earmarked legislation signed into law related to State proceeds from the Illinois gaming industry [A-2b2]. The University is closely monitoring the legislative process and seeking execution of this appropriation as part of its administrative process.

2B.4   Achieving Plan Goals

Figure 2.8 presents a summary view of allocated appropriated budget activity for the FY2003 to FY2012 time span. This data illustrates a view of University priorities as measured by functional program expenditures.

Chicago State University acknowledges its responsibility to be a good steward of state resources, and the budget indicates the priority placed on instruction, research and student support. The 4% increase in Instructional Programs, and 5% increase in Academic Support, as well as the 10% increase in the budget for student services and 11% increase for Organized Research, indicate that Chicago State University takes its mission seriously. In the recent ten-year period there is an average overall annual increase of 5.2% for all budget expenditures.

Figure 2.8 Allocation of Appropriated Budget Activity

(FY 2003 - FY 2012)

Comparison of FY 2003 - FY 2012 Budgets

Category	Percentage
Organized Research	11.2%
Student Services	10.1%
Physical Plan Oper & Mtce.	8.8%
Academic Support	5.3%
Instructional Programs	4.1%
Institutional Support	5.6%
Total	5.2%
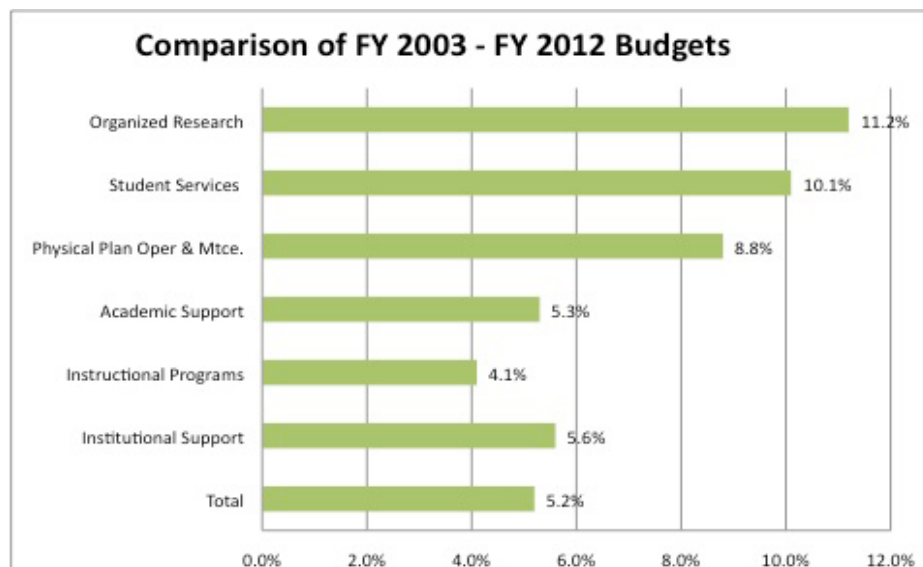
Source: CSU Finance Office Analysis – *State Appropriations and Local Income Funds*

The CSU Master Plan documents the historical growth of the physical campus, supported by investments for future development.

Although the State's higher learning institutions have all faced state subsidy funding challenges, CSU has experienced these challenges quite notably in the area of physical resources. Resource allocation and reallocation through the budget process support ongoing assessment on physical priorities and flexibility for campus growth and development. Chicago State University has benefited from internal capital planning efforts and vision, as well as collaborative partnerships with the Illinois General Assembly and the Illinois Capital Development Board, which have resulted in the funding of needed capital projects. A remarkable $100 million capital investment in the construction of a new library and a new Convocation Center was the first major investment the State has made in Chicago State University in the more than 30 years since the current campus was built. The redevelopment it funded increased the total campus square footage by more than 30%.

In the past five years, the University also received more than $30 million towards current and future capital investments that advance the University mission and meet the objectives in Goal 5: Infrastructure of the current Chicago State University Strategic Plan. These investments represent the first steps of a University Master Plan that extends well into the 21st century and includes:

- Campus electrical upgrades
- Campus roof replacements
- Campus elevator upgrades
- Childcare building
- Renovation of the Robinson Building exterior

Over the past decade, CSU has strived to provide significant campus upgrades through its Facilities Master Plan and Resource Allocation Management Program Capital Request [A-2b3], strengthening existing programs and broadening its future offerings for a quality educational experience.

The CSU Master Plan documents the historical growth of the physical campus, supported by investments for future development. Investments in, and direct adherences to, the principles in the Master Plan are evidenced by the following developments on campus:

- **Academic Library** – Building and operation of the over 100,000 square feet of new instructional, community, and non-academic spaces

- **Jones Convocation Center** – Building and operation of the 150,000 square foot, 7,000 seat center for major internal and external events and location of student study areas and offices for faculty and administrative personnel.

- **Physics Laboratory** – Renovation of two labs which resulted in two of the most advanced physics teaching laboratories in the U.S

- **Biology Laboratory** – Renovation of two labs to increase functional usefulness and modernize instructional space to address current needs

- **Outdoor Amphitheater** – Renovation for use during outdoor community events (i.e. Jazz in Grazz and Movies in the Grazz)

- **Campus Irrigation System** – First phase of upgrades

- **CTA Turn Around** – Upgrade to enable use by Chicago Transit Authority (CTA) buses to drop off students at CSU's main entrance

Principles in the CSU Facilities Master Plan act as a catalyst to guide future campus growth. These principles include, but are not limited to, the following:

- Achieving an open campus where the surrounding community participates in, and benefits from, its association with the University
- Achieving a diverse campus where development occurs in neighborhood districts with a broad range of overlapping campus activities creating animation, inspiration, and a vital campus life
- Achieving a campus of easy connections and mobility where information is exchanged and people of all ages can move easily and conveniently
- Achieving a creative campus where an open mind and experimentation motivate the full potential of its human resources and allow a fast response to educational change

By embracing these principles and keeping our commitment to supporting and strengthening the quality of education and student enhancement, CSU has attained resources, including granted funds, allocated towards future developments that include but are not limited to the following:

- **Douglas Hall Renovation** – For development of the College of Pharmacy of over 60,000 square feet and the College of Health Sciences for an instructional virtual hospital simulation laboratory

- **Aquaponics** – Addressing the food desert in our communities while providing instructional space for the College of Arts and Sciences

- **On-campus Childcare Facility** – Working together with the College of Education to educate

and develop future teachers, while also providing childcare options for our students and employees

- **Westside Campus** – Planning for future campus location, initial building estimated at 100,000 square feet

- **Baseball Field** – Development of new location on campus

- **Remodeling of Student Union Building** – Various student areas for study, recreation, meetings and food service.

In addition to the planned capital improvements, Chicago State University has worked to establish itself as one of the safest residential campuses in the State of Illinois [A-2b4, A-2b5]. The University has implemented various strategies to increase both student and staff safety, including the implementation of an automated student alert system (RAVE)[B-2b1], the institution of a regular shuttle bus service for CSU students and staff to and from the nearby Red Line rapid transit station[B-2b2], and campus parking lots and pathways that are camera-monitored.

The University has moved dramatically to protect student information and functions in accordance with Family Educational Rights and Privacy Act (FERPA) requirements and expectations. The University has moved away from requiring social security numbers and has automated the direct deposit process with established bank relationships. The University's Abilities Office for Disabled Students supports students who need accommodations and special services for a documented disability [B-2b3].

To continue its commitment to planning and vision for the entire University community, CSU has requested, via the internal budgetary planning process as well as state budgetary processes (which are denoted in the budgetary sections of this document), capital funds for future midrange and long-range plans totaling more than $290 million dollars. Realizing the era of declining State support, the organization looks outward and inward to fund capital projects through prudent planning and allocating a delicate balance of operational resources, tuition and other revenue. The University has not always been able to update its buildings as often as desired and still wrestles with the rising cost of deferred maintenance. Despite these challenges, CSU possesses sufficient resources to support quality educational programs.

A stellar example of increasing the University Foundation endowment fund goals is reflected in a new one million dollar endowment from the estate of the late Dr. Julian Scheinbuks, a former CSU professor and director of the former Office of Distance Learning. In an extraordinary gesture prior to his passing in 2010, Dr. Scheinbuks vowed that upon his death, he would return to the University all of the money he earned while employed there. The donation is the largest gift from a faculty member in the University's history, and one of

the largest gifts by a faculty member at any state university in Illinois. Close friends of Scheinbuks note that the late professor believed deeply in the mission and community of CSU. In honor of his work at CSU, Scheinbuks' endowment will be used to provide both scholarships for students pursuing degrees in biology at CSU as well as the continued development of online instruction and programming. Moreover, the gift reinforces the continued development of a culture of giving within the university community [B-2b4].

2B.5   Instructional Technologies

The University previously used the Blackboard™ learning management system to enhance instruction and the educational experience for instructors and their students. Ongoing efforts to improve technology tools led to the University's decision to migrate to Moodle™ as a replacement for Blackboard™ in the fall of 2009. Two weeks into the Fall 2009 semester the Office of Distance Learning conducted a survey of faculty satisfaction with Moodle™ [B-2b5]. 65 faculty responded with an average rating of 6.1 on a 10 point scale which was considered favorable in the early stages of implementation. Moodle™ is currently fully implemented. In addition to Moodle™, students access a myriad of tutorials, some integrated into technology-enhanced interactive classrooms such as those found in the Department of Physics and Chemistry and the College of Education; still others accompany textbooks and are found in learning resource centers. Instructional technology utilization is explained in detail in Criterion Three [B-2b6].

2B.6   Talent Management to Prepare for the Future

Chicago State University is committed to achieving its mission through ensuring that a continuous supply of highly productive employees is deployed in the right job, at the right time. The University views this as an ongoing process that ascertains talent needs, builds an image to attract and retain the very best, ensures that new hires are immediately productive, and facilitates the continuous movement of talent to where it might have the most impact within the academic community.

The University believes its human resources are the foundation for its educational programs and for the future. This is accomplished by integrating four key processes: workforce and succession planning, recruiting and selection, performance management, and career and personal development.

Chicago State University is committed to achieving its mission through ensuring that a continuous supply of highly productive employees is deployed in the right job, at the right time.

In December 2009, the University engaged in a workforce planning initiative, which required each College and administrative department to assess its resources based on the overall mission of the University and departmental goals and objectives. All areas were required to participate in an exercise that assisted them in identifying the appropriate roles and structure needed for exceptional customer service and operational efficiency. This initiative enabled the University to facilitate process improvements, centralize administrative functions, eliminate redundancies, and identify gaps within its human resource base [B-2b7].

The workforce planning initiative was integral to the recruitment and selection of key personnel. By identifying critical roles and skill sets, the University was able to articulate each position's roles and responsibilities. In August 2010, the University implemented PeopleAdmin®, an electronic applicant tracking system, which allowed the applicant recruitment to expand globally, attracting a diverse pool of highly skilled and qualified candidates [B-2b8].

The goal of recruitment and selection is to identify the individual who will be the best fit for the University's culture. The University has instituted procedures for selection, which include the formation of search committees. Reference material is made available to employees serving on an interview panel to ensure compliance with all laws and regulations pertaining to equal opportunity, consistency, and satisfaction for the prospective employee.

In January 2011, the University began its move towards a competency-based work environment. A dictionary of competencies was developed to begin shaping the strategies around talent management. These competencies go beyond technical skills; they reflect the know-how, experience, acumen, and interpersonal dynamics that place value on employees as human capital. Going one step further, the University identified core competencies that enhance and sustain organizational performance and effectiveness.

Through a goal-based performance management system, the University involves its employees in improving operational efficiencies and holds individuals accountable for achieving objectives through a periodic evaluation cycle. The University believes it is capable of measuring the true value of its human capital. It also believes that through career and personal development it will begin to appreciate in quantifiable terms its true potential for the future. Through various online and facilitated training programs, employees are encouraged to partake in professional enhancement, personal growth, and improvement of their skill levels.

In July 2011, an Employee Development Center portal on CougarConnect was introduced to all employees which showed the University's dedication and holistic approach to optimizing human capital. This internal portal, which houses links to the CSU Enrichment Center and the talent management site portal, gives transparency and insight to the strategies for the University's mission and its plans for continuous growth and improvement [B-2b7].

Moving Forward with Development

The University has demonstrated prudent planning so that its resource base adequately supports current and future educational programs.

SUCCESSES

- In an era of declining support for State resources, the Unversity has increased its local income support to maintain an appropriate level of funding for operational excellence.
- The University's budget increases over the last decade demonstrate institutional priorities in the areas of organized research, student services, information technology, physical plant operations and maintenance, institutional research, compliance, academic support, institutional support, and instructional programs.
- The University recognizes human resources as the foundation for its educational program and institutional operations and, therefore, has instituted operational and technological changes in its talent management processes to attain and develop the best employees while also incorporating succession planning for the future.

OPPORTUNITIES

- CSU can develop additional strategies to develop further financial resources in an era where the national trend is the continual reduction of State-provided resources.

Core Component 2c:

The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

2C.1   Administrative Evaluation

Assessment and evaluation processes are managed through collaboration with key operational units in the University with responsibility for quality improvement. The Office of Academic Assessment and Program Quality works in collaboration with the Office of Human Resources and the Office of Institutional Effectiveness and Research to ensure that the complex process of guaranteeing institutional effectiveness results in overall continuous quality improvement.

CSU administrative evaluation provides evidence that its performance meets stated expectations for institutional effectiveness. In those situations where performance does not meet stated expectations, stakeholders create and implement plans for improvement and increased effectiveness. Efforts to utilize data-driven quality improvement have resulted in numerous improvements on campus. Highlighted below are three institution-wide examples of process improvement:

- Work Force Planning analyses in 2009-2010 informed unit-level actions to decrease costs and increase efficiency, as well as to develop the human capital of the University. Detailed analysis of work by unit started with identifying departmental goals, determining a structure to achieve them, identifying the skill sets needed, and evaluating staffing strengths and weaknesses. Key Performance Indicators (KPI) and Metrics for Success (MFS) were further developed in some departments on a pilot basis to complete the performance management loop. This effort resulted in a significant reduction in personnel expenses [B-2c1, B-2c2].
- An organization-wide, data-driven initiative to address University enrollment, retention and graduation rate figures (discussed in detail in the section on Previous Concerns) resulted in significant improvements in these areas in 2009-2010 [B-2c3].

In response to an increase of audit findings from 13 in FY2009 to 41 in FY 2010, administrative units developed a variety of corrective action plans to monitor and increase institutional effectiveness [B-2c4].

As a public institution of higher education, the University is obliged to pay close attention to any problems, concerns, questions and/or suggestions that external constituencies may raise. In doing so, the University functions with integrity and manages its relationships with external constituencies with fairness. Improvements that the University has made in response to previous concerns include [A-1e2]:

- Creating a position within the Office of Grants and Research focused on compliance

- Changes in management of the Procurement Office, and the automation of procurement and contracting processes to improve efficiency, reduce inaccuracies, and ensure that all University policies and procedures are followed and requirements are met
- A change in the management of the Jones Convocation Center from an external company to an in-house staff, in order to ensure that proper processes and procedures are followed
- Addition of three full-time staff positions in the CSU internal audit department (an increase from one person to four) will enable the Institution to monitor the adherence to and effectiveness of our administrative and fiscal controls

In an overall sense, CSU can point to the following results associated with these forms of workforce planning: CSU has continued to fulfill its mission and to provide quality academic programs in an era of financial constraints and austerity. The University's audit findings have decreased from the previous year, and corrective actions have been crafted and instituted in all areas of concern. The implementation of the above strategies resulted in the decrease of audit findings from 41 in FY2010 to 34 in FY2011.

2C.2   Systems for Collecting, Analyzing, and Using Organizational Information

As an institution, CSU maintains several systems and processes for collecting, analyzing, and using organizational information. These systems include the following:
- The Office of Institutional Effectiveness and Research (IER) data warehouse to support official data and reporting needs [B-2c5]
- The Banner 8 Student Information Application® [B-2c6]
- The Web-based time entry system [C-1k]
- The People Admin® system in the Office of Human Resources (OHR) [B-2c7]
- The *LiveText*® courseware management system to support academic and non-academic assessment and evaluation reporting cycles [B-2c8, B-2c9, B-2c10]
- Academic Assessment

The Office of Institutional Effectives and Research (IER) [B-2c5] assists the University in providing institutional data that supports decisions in academic planning, budgeting, and operational and enrollment management. IER provides leadership and support for the University in data collection and analysis, for internal and external reporting requirements, strategic planning, and program reviews.

The Director of IER reports to the Vice President for Enrollment Management and provides significant support for Academic Affairs' functions, administrative and finance units and projects. Online annual Fact Books are a major resource for institution-wide evaluation and planning that are compiled by the Office. In addition, the Office assists University units with a wide variety of data requests, including course evaluations, and IBHE and comparative data requests.

The Office of Human Resources (OHR) is committed to interacting strategically with administration, faculty, and staff in identifying and responding to Chicago State University's changing needs. Among its services, the Office has conducted workforce planning to shape ongoing employee and organizational development [B-2c1].

In 2009 OHR conducted workforce planning exercises as described above and also a review of all civil service classifications to align with IBHE standards. In addition, it piloted the People Admin® system, both for housing the online components of hiring processes and for hosting many professional development modules covering all areas of human resources at CSU. The People Admin® system is a significant University investment to manage the development of CSU's talent and to demonstrate professional expertise and quality human resources [B-2c7].

The Director of Assessment and Program Quality is responsible for evaluating non-academic units through of program reports, training unit assessment personnel, and sharing the results of evaluations with unit stakeholders and supervising personnel. Since 2003, many CSU units have participated in non-academic evaluation and taken actions to improve their effectiveness. As part of an ongoing quality improvement process, all CSU non-academic units updated or developed assessment plans. Those units that directly contact students developed learning outcomes for their operations as well. Illustrative samples are available for review in Criterion Three [B-2c10].

The following are among the key processes that ensure that both student learning and assessment are conducted in an organized, sequential fashion in academic programs [B-2c9]:
- Identification of entry and exit points such as Freshman Orientation and successful completion of senior thesis/capstone project, Master's thesis or dissertation
- Undergraduate and Graduate Program Assessments, Trend Data Forms, and Key Changes reports in *LiveText*®
- Assessment Plans and Benchmarks for all non-degree Certificate Programs
- General Education Assessment [B-2c11]

- Accreditation requirements for Colleges (Arts and Sciences, Education, Pharmacy, Business, and Health Sciences) and programs at CSU
- Use of assessments of each enrolled student and faculty evaluations of these assessments in awarding of grades; use of analyses of grades to improve/inform instructional change

Chicago State University publicizes the impact of its programs on student learning through a variety of mechanisms, both for internal and external stakeholders. Academic programs utilize student communication (catalogs, brochures and letters to majors) that state assessment expectations and their relationship to student outcomes and that provide information on student learning and highlights of success. This information also is located on program assessment web pages [B-2c12].

LiveText® directly informs the University's information gathering and decision-making processes associated with undergraduate academic programming. Through its function as an active repository for student learning assessment and reporting (which helps the institution prepare its accreditation documentation), *LiveText*® also serves academic programs at the graduate level, as well as general education courses and non-academic programming [B-2c8].

CSU utilizes several systems for collecting relevant assessment and evaluation data. We have developed an organization-wide assessment strategy that incorporates templates. Activities include:

- An annual Assessment Fair in which assessment activities are shared with the University community [B-2c13]
- Collecting, analyzing and disseminating data for campus life improvement. As data are provided, administrators, coordinators and directors are able to make decisions that are based on them [A-2c1, B-2c9, B-2c10, B-2c11, B-2c14].
- Collecting data concerning the culture and climate of the campus through an array of assessments, evaluations, and surveys [B-2c15]

2C.3   Periodic Review Cycles

Periodic reviews of academic units occur through the University's program review process, through the program accreditations of departments that have them, and through the academic assessment process. These matters are detailed in Criterion Three. The processes described above outline the analogous processes at work for non-academic units. These combined processes are transforming into Strategic Planning, Measurement, and Effectiveness (PME) during the 2012-2013 academic year [B-2c14].

LiveText®

LiveText® is the University-wide electronic repository for assessment data enhancing the ability to publicize student learning to University stakeholders.

Currently *LiveText*® houses:
- Annual program assessment reports
- Accreditation reports
- General Education reports and related documents
- Program/unit self-assessments
- Illinois Board of Higher Education program/unit reports
- Illinois State Board of Education Recognition reports
- College accreditation reports such as the National Council for the Accreditation of Teacher Education (NCATE) for the College of Education.

CSU invests considerable resources, human and physical, in evaluation and assessment, and these processes are used to mediate quality improvements.

In addition, periodic review of academic and administrative sub-units occurs through a variety of campus surveys. Several offices on campus are responsible for collecting student, faculty, staff and administrator opinions and perspectives on the University. These offices provide both data assessment and analysis. For example, the Campus Climate Survey is used to assess the strategic issues concerning student perception of services, faculty, staff and communication. Results inform necessary changes to improve unit effectiveness.

The following survey instruments have been used within the past five years:
- New Student Orientation Survey [B-2c16]
- National Survey of Student Engagement (NSSE) [B-2c17]
- Evaluation of Campus Services (this survey was originally a part of the campus climate survey but was administered as a separate instrument in Spring 2011) [B-2c18, B-2c19]
- Noel-Levitz Student Satisfaction Inventory [B-2c20]
- Faculty Survey of Student Engagement (FSSE): implemented for the first time during Spring 2012 [B-2c21]

Additional data assessments and collection are found in reports of the Internal Auditor, crime and safety, fines, NCAA student performance, work climate and physical plant performance. Evidence of the use of these reports may be found in the discussion of various criteria throughout the report.

2C.4   Support for Evaluation and Assessment Processes

Chicago State University provides adequate support for its evaluation and assessment processes. The institution invests in the ongoing staffing of more than 75 personnel related to evaluation and assessment. These include internal and external compliance personnel and more than 50 faculty with release time for assessment coordination. The Director of Assessment and Program Quality and unit administrators are involved in non-academic evaluation.

Moving Forward with Assessment and Evaluation

CSU has multiple and independent evaluation and assessment processes and their interrelations lack articulation. Moving forward, there is an opportunity for CSU to join its strategic planning, non-academic and academic evaluation, and related systems of evaluation to streamline the relationship between institutional planning and budgeting, as well as to avoid duplication of quality improvement efforts using the Planning, Measurement, and Effectiveness (PME) approach.

SUCCESSES

- CSU invests considerable resources (human and physical) in evaluation and assessment and these processes are used to mediate quality improvements through institutionalized feedback loops.
- As noted, from workforce planning efforts to ongoing non-academic evaluation and strategic planning efforts, CSU thinks critically about what the institution does and engages in ongoing improvements for effectiveness.

OPPORTUNITIES

- The links between administrative evaluation reports as they inform unit and larger organizational budgeting should be further developed.
- The KPIs pilot should be transformed and joined to other aspects of planning and budgeting under the umbrella of strategic planning using the Planning, Measurement, and Effectiveness (PME) approach. Once an evaluation of the effectiveness of the PME pilot occurs, the Administration should consider expanding PME usage and the corresponding "lessons learned" to other operating units.
- Existing evaluation reports related to workforce planning, KPIs, and PME strategic planning should be located and/or organized in a platform. The platform should facilitate access and institutionalize communication.
- Campus surveys should be conducted on a regular cycle, preferably administered through a centralized location.

Core Component 2D:

All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.

2D.1 Coordinated Strategic Planning

Chicago State University has been moving aggressively to reduce the "silo effect" and to promote collaborative planning throughout the organization. The University's current administration has insisted on an integrated and aligned planning process right from the start. A fully engaged Strategic Planning process in 2011-2012 was led by two faculty members. The Strategic Planning Committee [A-2d1] had representation from faculty, staff, administration and students in the development of a comprehensive strategic plan. The current phase of the strategic planning process, fully initiated in 2010, has produced a comprehensive detailed plan [B-2d1].

As Chicago State University embraces a culture of student learning through assessment, we are aligning our planning processes University-wide so that our assessment plans complement our goals. Each college and division creates its own mission and vision and core values to align with the University plan. Once mission and vision statements were articulated at the college and division levels, goals and objectives for performance were developed that complemented the focus of each unique area. Assessment tools were put into place that utilized readily accessible data as well as specialized tools to collect data relevant to the particular goals related to the mission [B-2d2].

2D.2 Prioritized Budget Planning

The Provost and vice presidents request budget input from deans and directors as they prepare their respective requests. Within the planning process, the units determine needs based on analysis of data and projected needs for future academic years. Deans and directors work to make sure that the budget requests align with their operational plans, goals, objectives and methods to achieve them. The University Budget Committee (UBC) meets with the vice presidents and reviews all requests and rationales. The formation of the UBC was recommended by the Board of Trustees to expand representation in the budgetary process among the University's constituencies. The Budget Committee has diverse membership with representatives from each major unit in the University and with participation from the faculty, administration, civil service employees and the student body. The Budget Committee then compiles and prepares a summary of requests and sends budget recommendations for the next fiscal year to the President. The President then submits the annual University budget recommendation to the Board of Trustees for review and approval [A-2d2].

With the adoption of the 2012-2015 Strategic Plan, the Office of the President has assumed leadership of its implementation and is leading and managing this process with a collaborative, broad-based approach [A-2d3].

A University Planning Committee will continue the next phase of work completed by the Strategic Planning Committee by establishing a systematic process for administrative units to operationalize annually the goals and objectives of the Strategic Plan.

At the beginning of each fiscal year, departments will develop annual plans that detail the methods to be used to help achieve the goals and objectives listed in the Strategic Plan. Resources (salaries, contract tools, commodities, travel, etc.) allocated to departments and external resources acquired by them will be targeted to support their individual annual operation plans.

These annual plans will be executed by departmental leadership. Who will work with the department's assessment coordinator and be guided by the University Committee on Assessment and Effectiveness. The results of evaluations of the data will be used to develop the departments' operation plans for continuous improvement and budget priorities for submission to the University Budget Committee. Once the University budget is adopted, the University Planning Committee, through the office of the President's Chief-of-Staff, will over see the implementation of annual departments' operation plans to achieve the goals of the 2012-2015 Strategic Plan [A-2d4].

With respect to seeking input from various communities as well as state and national stakeholders, Chicago State University takes its strategic planning processes seriously. It recognizes that it belongs to multiple overlapping and distinctive communities, both in a traditional and virtual sense. The most recent extensive planning work completed in 2011 has been effectively communicated throughout the organization in multiple media formats including formal and informal person-to-person communications. These planning efforts were vetted throughout the greater campus community including students, staff, faculty, administration, the Board of Trustees and our local community. This planning builds on years of collaborative planning initiatives under different administrations.

2D.3   System-wide Operations and Planning

One organizational initiative to establish a culture of accountability was the use of Key Performance Indicators (KPIs), which are tied to the institution's organizational mission. KPIs serve as a mechanism to ensure alignment and integration of planning into operations. The KPIs are tied to unit specific goals, which in turn link with the overall mission and strategic plan. A sample of this KPI alignment process was piloted by the Human Resources Department, the Provos's Office, the colleges and Library and Instructional Services. However, the University has now embraced the Planning, Measurement, and Effectiveness (PME) approach for system-wide operations beginning Fall 2012 as described in section 2D.2 [B-2d2].

2D.4   Planning for the Future

Society is experiencing a period of intense and dramatic change brought on by the incredible pace of technology. With current volatile economic conditions, it is critical that Chicago State University remains as flexible as possible both to protect itself from economic fallout, and also to take advantage of quickly changing economic opportunities. Adherence to a long-range strategic plan helps keep the University focused. Taking advantage of emerging opportunities will allow CSU to be responsive to a volatile environment. An example of the University's ability to take advantage of emerging opportunities is the Aquaponics Program [B-2d3]. This was not part of any University plan, even three years ago, yet the University moved quickly to respond to this rising opportunity.

2D.5   Balancing Quality and Multiple Environmental Pressures

A performance budget matrix developed by the Provos's Office during the latest budgeting process helped identify the alignment of the CSU budgeting process with the Illinois Public Agenda, Illinois Board of Higher Education (IBHE) Performance Budget Measures, CSU Mission, CSU Strategic Plan and CSU Budget Priorities. This budget matrix document illustrates Chicago State University's attention to the connection between how state-level performance objectives of the IBHE align with the University mission, strategic plan and budget priorities. Budget priorities are developed to ensure that attention is paid to ever-increasing budget needs[A-2d5].

Several of CSU colleges and programs have established advisory boards that function as a resource and guide for planning purposes [B-2d4]. In addition, the University supports the Alumni Board, which is comprised of 17 alumni. Alumni Board members serve on campus-wide committees and participate in University activities. The University is working with an Alumni Focus Group to provide input on the new marketing strategy. Alumni served on the NCAA recertification process and the Strategic Planning Steering Committee. An independent student housing study surveyed students and the University to receive input on how to improve housing resources [B-2d5].

Moving Forward with Planning

SUCCESSES

- CSU is evolving as an organization. New leadership has implemented new processes, raised expectations and set directions. Planning and assessment processes have been identified.
- CSU has recognized a need to evaluate and reflect on progress, as well as examine where opportunities reside to improve and enhance operations.

OPPORTUNITIES

- CSU should embrace accountability and assess processes to be implemented to support operations and ensure that aligned objectives have been identified.
- CSU will be implementing organization-wide training programs to ensure that work plans are aligned with goals and developing KPIs to assess ongoing progress.
- CSU is implementing an organization-wide annual planning and assessment process that will focus on alignment as well as continuous improvement.

SUMMARY OF CRITERION TWO

Following a comprehensive participative effort to articulate a mission and vision in 2010-2011, the University launched a complementary, comprehensive initiative to develop a strategic plan in 2011 and 2012. The established goals were realistic and achievable. The goals were developed utilizing a process that used extensive analysis strategies that included environmental scans, benchmarking, facility planning, human resource development and budgeting processes. The University continually evolves to meet the needs of students, faculty, staff and community with processes that speak volumes to its attentiveness to its environment.

Despite three consecutive years of budget reductions by the State of Illinois, the University has protected its educational programs and continuously improved academic quality. The University's overall financial situation is stable and reflects prudent use of financial resources. By increasing external fundraising, using prudent planning, cost control and monitoring, CSU has been able to minimize adverse effects on students, faculty and staff who depend upon the services and resources of the institution. The university has progressively increased its total net assets.

The University demonstrates adherence to financial goal setting and the needs of academic units.

Assessment and evaluation processes are managed through collaboration with key operational units in the University with responsibility for quality improvement. The Office of Academic Assessment and Program Quality works in collaboration with the Office of Human Resources and the Office of Institutional Effectiveness and Research to assure that the complex process of assuring institutional effectiveness delivers results in an overall organizational continuous quality improvement process. The newly created PME (Program Measurement and Effectiveness) process has brought academic and non-academic departments together, creating a single system of analysis, goal setting, assessment and accountability.

The University's current administration has since insisted on an integrated and aligned planning process. The fully engaged Strategic Planning Committee established in 2011-2012 was led by two faculty members. Strategic planning, ongoing goal setting and assessment processes are infused throughout the organization including continuous faculty, staff, administration and student participation and accountability. Chicago State University is a mission-driven, goal-oriented institution with evidence of alignment to a core set of values by all divisions.

Criterion Three:

Student Learning and Effective Teaching

The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

INTRODUCTION

Chicago State University (CSU) continues its pursuit of excellence in higher education by ensuring effective teaching that leads to student learning. A multi-level assessment structure enables course, program, department, and institutional changes to occur in a timely and effective manner. Clearly stated and measurable student learning outcomes direct the development and implementation of institutional, unit, program, and course objectives and lead to effective student learning. Units across campus design learning environments for undergraduate, post-baccalaureate, certificate, and graduate students that are centered on the University's mission, vision, core values, and strategic goals.

This chapter documents how CSU:
- Maintains a continued focus on assessable student learning outcomes
- Demonstrates evidence of effective teaching and student learning
- Ensures that students have access to current facilities and technologies
- Will ensure ongoing improvements in teaching and learning through its assessment processes and academic planning

3A.1 Continued Focus on Assessable Student Learning Outcomes

Building on the discussion of the University assessment system in Criterion Two, this section addresses CSU's continued focus on assessing student learning outcomes, documenting learning, and making improvements. Chicago State University continues its longstanding practice of devising and articulating assessable student learning outcomes through academic programs. This begins by providing University-wide continuity in syllabus design. The basic format for the uniform syllabus is centered on student learning outcomes – course, program, and general education [B-3a1].

Learning outcomes also are defined for undergraduate, graduate, and post-baccalaureate certificate programs [A-3a1]. They are assessed through uniform plans that incorporate multiple direct and indirect instruments. Assessment plans provide a basis for making ongoing improvements to academic programs and student learning [A-3a2].

Academic programs annually report on a range of assessments including a combination of student knowledge upon entry, improvements in student learning over the course of the program, students' own perceptions of their learning experience, summative learning through capstone courses and experiences, and alumni and/or employer perceptions of the student learning experience [A-3a3]. CSU publicizes the impact of its programs on student learning for internal and external stakeholders through a variety of mechanisms such as the assessment pages on the website, annual reports for the University and units, and periodic newsletters. For further details, see the discussion in Criterion Two as well as the chart summarizing the University's Assessment Process [A-3a4].

3A.2 Changes to the University Assessment System: Evidence of Assessment at Multiple Levels

Since the last HLC visit, the University Assessment Committee (UAC) has revised the assessment reporting forms to include increased emphasis on documenting student learning and publicizing the results of learning processes. The UAC instituted a form for summary presentation and tracking of assessment data results, analysis, and consequent changes in three-year cycles [A-3a5]. Further, the UAC devised rubrics for the scoring of assessment reports in *LiveText*®. Assessment reports are now evaluated using this matrix [A-3a6, A-3a7]. UAC also implemented a job description sign-off form for assessment coordinators to enhance accountability of assessment personnel [A-3a8].

Core Component 3A:

The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

CSU continues its pursuit of excellence in higher education by ensuring effective teaching that leads to student learning.

The university-level assessment coordinator reviews the work of program assessment coordinators annually. Assessment coordinators write their reports based on the previous year's data and submit them through the *LiveText*® courseware system for review [A-3a9]. The university-level coordinators then evaluate the program assessment coordinator reports and submit feedback performance ratings on indicators. The feedback, combined with the data, supports programatic changes to policies, procedures, curriculum, and assessment instruments as a whole system [A-3a10].

For the purpose of enhancing the ability to publicize student learning to University stakeholders, *LiveText*® was adopted in 2009 as the university-wide electronic repository for assessment data [A-3a11]. As of spring 2012, 313 courses, 119 faculty members, and 1759 students were using *LiveText*® [A-3a12].

Building on the University's assessment system, a number of initiatives have been accomplished to strengthen assessment, effective teaching, and learning:

- Assessment plans have been revised or updated based upon prior assessment results and analyses as well as the new University mission, vision, and values [B-3a2].
- Assessment coordinators and faculty have prepared curriculum maps to demonstrate how required courses and learning experiences correspond to program learning outcomes [B-3a3].
- Based upon workshops with teaching faculty, learning outcomes have been updated and distinguished for undergraduate and graduate courses, including updates for sections where both student populations meet in the same class setting [A-3a1].
- The Colleges of Business and Health Sciences defined a core of College learning outcomes in addition to those specific to their individual programs [A-3a1].
- Results obtained through assessment of student learning are available to internal and external constituencies, including students [B-3a5].

See Criterion Four for a discussion of University general education, assessment successes, and ongoing improvements.

In addition to the continuing initiatives listed above, (based upon a series of visits with assessment consultants during spring 2012) all programs revised their student learning outcomes to enhance their focus on student learning [A-3a1].

3A.3   Program-Level Assessment

At the program level, many changes have occurred as a result of assessments that further enhance program-learning processes. Illustrative examples include the following:

- Freshman seminar courses were created in all disciplines so that entering freshmen (or those who have earned fewer than 18 hours) acclimate to the CSU learning environment and the academic expectations of their programs of study [B-3a1].
- The Social Work program instituted a School Social Work option enabling students to obtain Type 73 certifications.
- Among other key changes, the Bilingual Education program implemented undergraduate "Grow Your Own" cohorts with federal and state funding.
- Scholarship opportunities enhanced the foreign language and general education components of the curriculum.
- The Health Information Administration program instituted a comprehensive exam preparation day for junior students, changed its senior exam review class to a semester-long format, and made the review course content more closely focused on areas identified as weaknesses.
- The Finance program created Financial Modeling (FIN 3630) to increase the spreadsheet skills of student majors.

For further details, please see the document summarizing the "Key Changes" made to University academic programs [A-3a13] as well as the program summaries of assessment findings and actions that used a template from the self-study process entitled "What we looked at . . .?" that captured assessment highlights [B-3a5].

Additional forms of documentation and analysis include program/unit self-assessments, Illinois Board of Higher Education (IBHE) program/unit reports [B-3a6], Illinois State Board of Education (ISBE) Recognition Reports and College accreditation reports such as the National Council for the Accreditation of Teacher Education (NCATE) for the College of Education, and other program/unit self-assessments [B-3a7].
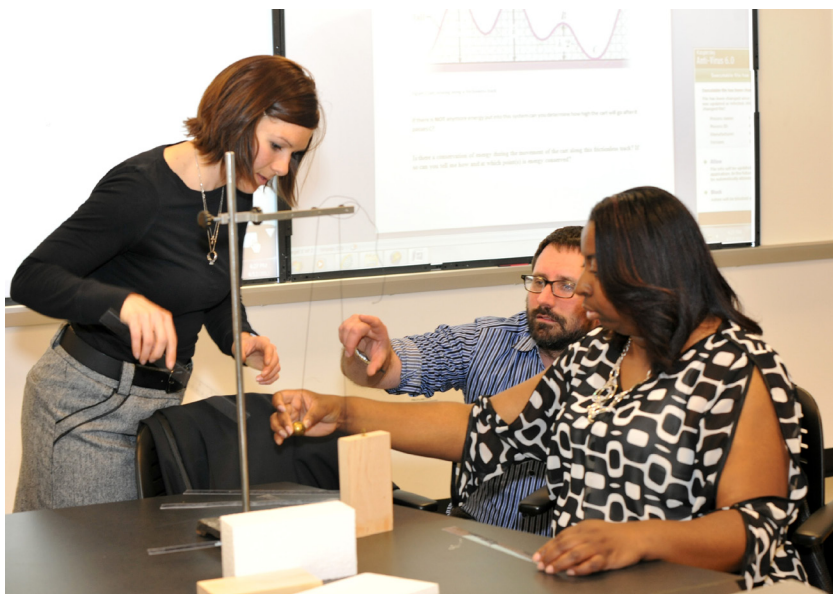
3A.4 Accountability to External Constituencies

Undergraduate assessment reports track program graduation and first-time, full-time freshmen retention rates. Professional and education reports also track licensure pass rates. Program faculties utilize these data in assessment results for gauging program effectiveness and for making improvements to the learning process. See Criterion One for discussion of IBHE Program Reviews.

PROGRAM ACCREDITATION

The University continues to maintain high standards while meeting its mission challenge of providing access to higher education, fostering community development and promoting social justice. As of Spring 2012, CSU offers 65 undergraduate, graduate, and doctoral degree-granting programs. Of these 65 programs, 45 have accrediting bodies; of the 45 with accrediting bodies, 93% (or 42) are fully accredited [A-3a14]. The three currently seeking accreditation are the Art, Master of Science in Nursing, and Computer Science programs. The College of Pharmacy (COP) received notice of full accreditation in July 2012 and graduated its first cohort in May 2012.

REVIEW OF ASSESSMENT SYSTEM EFFECTIVENESS

In addition to the process for reviewing program effectiveness described in the previous subsection, faculty and administrators regularly review program and general education assessment reports. The *LiveText®* system provides for seamless sharing of assessment reports with academic deans and other university administrators. The University academic assessment and general education assessment coordinators review assessment reports, score them using rubrics, and provide feedback to assessment coordinators. Faculty assessment coordinators share assessment results with program faculty; these discussions inform ongoing processes to improve academic programs and curricula.

Moving Forward with Assessment

Chicago State University continues its investment in institutional, programmatic, and course-based assessment. Institutional and programmatic publicity of the learning enterprise at CSU continues to attract students who want to learn and who find CSU to be the place where they can achieve their goals.

SUCCESSES
- CSU has maintained a continued focus on assessable student learning outcomes since 2003.
- CSU has made a variety of changes to enhance its assessment system and increase student learning.

The University remains accountable to internal and external constituencies for its assessment and learning processes.

OPPORTUNITIES

- While illustrative and measurable examples of changes based on assessment results can be found at CSU, there will be an ongoing need to develop further the relationship between assessment results, program objectives, and learning outcomes.
- Programs throughout the University are effecting curriculum changes to implement the senior thesis/capstone project requirement that will be fully implemented in Spring 2015. The thesis/capstone project will provide a basis for learning that conveys in a summative sense how our students learn and the knowledge and skill bases they have developed during their time at CSU.
- The University has begun the process of making *LiveText*® its central assessment database. Issues of cost and integration with Moodle, the University's learning management system, remain to be addressed.

Core Component 3B:

The organization values and supports effective teaching.

3B.1   Recruiting and Retaining Effective Faculty

Effective teaching provided by qualified faculty is a hallmark of the academic culture at CSU. Despite a period of fiscal austerity and budget cuts, the University continues its commitment to hiring a diverse pool of effective faculty, taking steps to retain them while supporting their professional development, and also provides a supportive teaching and learning environment that facilitates effective teaching. For additional information on faculty diversity, see Criterion One, Section 1B.

According to the 2010-2015 faculty Collective Bargaining Agreement, faculty evaluation occurs annually and includes the areas of teaching, performance of primary duties, research and creative activity and service. Faculty members submit student, chair, and peer evaluations, materials used in teaching, documentation of creative activity, and documentation of service. Faculty effectiveness is determined by review of the departments' faculty, the departments' chairs, the deans, the University Personnel Committee, the Provost, and the President. Standards for teaching, research, and service are strengthened with each iteration of the faculty contract [C-1h].

Since 2007, 87 full-time, tenure-track faculty have been hired. Table 3.1 shows that of the 343 full-time faculty at CSU, 161 (41%) are tenured, 103 (30%) are on tenure-track appointment and 99 (29%) are lecturers. In addition, there are 150 part-time instructors in the workforce. An earned terminal degree is a requirement for tenure at CSU. Eighty-three percent of all full-time faculty have earned the doctoral degree. At CSU, faculty, as opposed to teaching assistants, teach all classes [A-3b1].

Table 3.1 CSU Faculty by College and Employment Classification

(Fall 2011)

College and Service Units	# of Tenured Faculty Unit A	# of Tenure-Track Faculty Unit A	# of Full-Time Faculty Unit B (Lecturer)	Total Full-Time Faculty Units A & B	Part-Time Lecturer Unit B	Part-Time Lecturer Non-Bargaining Unit
Arts & Sciences	87	59	73	**219**	53	50
Business	17	0	3	**20**	2	6
Education	16	17	12	**45**	9	16
Health Sciences	10	4	9	**23**	1	8
Pharmacy	1	19	1	**21**	0	3
Counseling	1	1	1	**3**	0	0
Library	9	3	0	**12**	0	2
TOTAL	**141**	**103**	**99**	**343**	**65**	**85**

Source: Chicago State University, Office of Contract Administration; March 2012 (OHR List).

Note: The total faculty listed does not reflect the reporting of faculty at the time of IPEDS submission, but all hired faculty as of the March 2012 date.

Units throughout the campus vary in their diverse faculty representations. To ensure that students are afforded opportunities to interface with a diverse faculty, steps are taken to attract a balanced range of diverse applicants for available positions. Advertisements are placed in People Admin®, the University's online recruitment and staffing system, Career Builders, Higher Education Recruitment Consortium, and may be included in the *Chronicle of Higher Education* as well as *Diverse Issues in Higher Education* journal.

DEVELOPING EFFECTIVE FACULTY

Once a faculty member is hired, the University takes steps to ensure that the person possesses the support for the curricular pathways through which learning takes place. New Faculty Orientation is the first opportunity for faculty to experience the necessary teaching and learning tools available to them through workshops and sessions. The Center for Teaching and Research Excellence (CTRE) offers professional development opportunities and programs for new and continuing faculty. The CTRE works with the colleges and departments to enable new faculty to learn about their units and colleagues, and to welcome them to the CSU community during the orientation process [A-3b2].

People Admin®, a human resources platform implemented in 2010, also houses a variety of professional development eLearning modules that assist faculty in their ongoing professional development. Faculty can develop customized learning plans specific to their professional interests and the resources of the Enrichment Center. Business and technical skills also are a focus of the portal's resources [B-3b1].

Since the last HLC visit, 93 faculty members have been awarded tenure, 22 have been denied tenure, and 29 individuals were placed on probation or given an additional year to meet requirements for tenure. Ten faculty were granted a year of academic leave to complete academic degrees [A-3b3]. The process for faculty retention, tenure, and promotion is described in the Departmental Application of Criteria (DAC). The DAC (specifically tailored for each department or program) applies to all faculty members and is referenced throughout the Faculty Contract [B-3b2].

Student evaluations of teaching are another key source of data for faculty development and the University's pursuit of teaching excellence. A DAC requirement specifies that CSU faculty must be effective teachers as judged by their students. At the present time, the University has started to migrate its student course evaluation processes to an online system. CSU has piloted an online course evaluation process to provide standardization, speed and ease of use, and improved ability to utilize the evaluation results. In spring 2012, the online pilot revealed that, overall, students rate CSU faculty highly for their teaching. Some 8565 students across 2000+ course sections in the pilot (representing a 45% response rate) completed the survey. The results of their responses are provided in Table 3.2 on the following page [A-3b4].

Once a faculty member is hired, the University takes steps to ensure that the person possesses the support for the curricular pathways through which learning takes place.

Table 3.2 Student Response to Pilot Online Course Evaluation
(Spring 2012)

Questions on Course Evaluation	Average Student Rating*
This course challenged me to learn and/or develop new skills. (Rigor)	4.45
The instructor was well prepared to teach this course. (Rigor)	4.49
This class provided a positive learning environment. (Positive)	4.41
The instructor was genuinely interested in the students' progress. (Positive)	4.41
I have become more competent or knowledgeable in this area since taking this course. (Transformative)	4.36
Overall, this instructor was an effective teacher.	4.38

* Questions were on a five-point scale where 1 was strongly disagreeing and 5 was strongly agreeing.
Source: CTRE, Spring 2012.

All faculty members are annually evaluated on their teaching. The DAC provides criteria for acceptable levels of instructional performance. Faculty members are expected over time to increase their skills in teaching. Finally, instructional, research, and service activities of faculty members are evaluated annually by a committee of peers as part of the merit review procedure for promotion.

3B.2   Providing Essential Tools for Effective Teaching

To ensure that incoming students have access to and use of technology to enhance learning, starting in fall 2010, all incoming freshmen students were afforded the opportunity to use an iPad®. Instructors who taught selected freshmen orientation courses also were provided with an iPad. The faculty registered for a series of professional development training sessions to ensure that they were, able to integrate iPad functions into instruction [B-3b3]. The impact of the ipad pilot project is currently under evaluation.

CSU hired an outcomes-driven chief information officer in 2009 who has made numerous improvements in the University's technological infrastructure. Wireless connections were made available inside buildings throughout the campus approximately five years ago. Recent initiatives have upgraded the Wi-Fi system and expanded its reaches over a broader area inside and outside campus buildings [B-3b4].

Furthermore, the University has invested in software and other technology that increases teaching productivity. This includes distance education, statistical, and computational software such as *Mathematica*® and *SPSS*®. The Center for Teaching and Research Excellence (CTRE) was established in 2008 and provides monetary resources, professional development, and support services designed to support and improve teaching across campus [B-3b5].

3B.3   Professional Development Support

Support for faculty development activities increased at CSU between 2003 and 2011. The introduction of professional development has been facilitated by the Office of Faculty Development (OFD), which until recently was housed in the College of Arts and Sciences. In addition to providing programming geared to professional development for faculty, the OFD was responsible for coordinating new faculty programs for enrichment grants, induction, orientation, and mentorship [B-3b5].

In Spring 2009, the OFD was restructured and renamed the Center for Teaching and Research Excellence (CTRE) to provide more structured faculty development programming, increase the number of faculty members directly involved in faculty development activities, and streamline and centralize processes and resources related to teaching and research. The CTRE also serves as a clearinghouse for information and resources faculty may need to help facilitate their professional growth. In addition to external guest speakers and consultants, faculty members who have expertise in a particular area of teaching or research lead many of the events that are offered by the CTRE. Chicago State University is committed to faculty and staff professional development. For additional information, see Criterion Four.

The CTRE at CSU is growing and accelerating its work to the benefit of faculty and students alike. In fiscal year 2012, $315,000 in grant funds were allocated for faculty travel, equipment requests, and research support. A full calendar of events provides faculty with opportunities for sharing best practices, learning how to teach online, becoming a master teacher, and showcasing sessions of faculty research, among many offerings. The July 2011 pilot of certifying online instructors to teach online and hybrid courses saw 14 CSU faculty obtain their credentials. The CTRE also accomplished the transition of online courses from Blackboard to Moodle, with more than 80 workshops held. At present, 181 online and 76 hybrid courses have been offered to nearly 4000 students [B-3b5].

The CTRE and Colleges across campus supported numerous professional development activities for faculty and staff throughout the period.

Colleges and academic departments at CSU regularly sponsor colloquia and seminars to support teaching and learning at all levels and in all contexts.

Thus, promoting a spirit of innovation, collaboration, and love of learning is increased. The CTRE makes equipment purchases and funds faculty travel for research and teaching innovations. Examples of programming provided in the recent past include: the use of statistical application in research, Clickers in the classroom, Elluminate, Moodle, and electronic portfolios. From the Fiscal Years F07-F11, more than $1.8 million in allocations for in- and out-of-state travel were allocated to CSU colleges and departments [A-3b5]. Also see the discussion of faculty travel in Criterion Four.

Moving Forward with Faculty

The processes previously described have enhanced collaboration among faculty members and developed strong programs in various departments with the assurance that objectives and program standards are addressed successfully.

SUCCESSES

- CSU has hundreds of qualified faculty who carry forward the teaching mission of the University each and every day.
- The addition of new teaching and learning resources at the University, as outlined in this section, enable faculty to develop further their skills and abilities for increased effectiveness in the classroom.
- Collaboration among instructors is encouraged in all programs.

OPPORTUNITIES

- CSU will increase faculty development around best practices in pedagogy, including the linking of technology to Moodle, and join teaching to research experiences for students in the senior thesis/capstone project and other programmatic research opportunities.
- Further development of the University's online teaching presence will include the offering of more sections of more courses, as well as developing new courses and complete degree curricula.
- The University's commitment to providing funds for faculty travel will be sustained and increased to support senior thesis, master's thesis, and student-faculty research initiatives.

3C.1   Improving Learning Environments

A number of new students arrive at the University as first-generation college attendees with varying needs. In an effort to provide an effective learning environment and remediation to reduce attrition, CSU supports a wide variety of services, activities, and offices that enhance learning environments and that ensure students, feel comfortable, remain at CSU, and succeed. CSU's long commitment to effective teaching is matched by its equally long commitment to maintaining conducive learning environments through small classes, updated facilities, knowledgeable and supportive advising staff, and accessible student services and student affairs. Each of these areas will be discussed in this section.

DEVELOPMENTAL PROGRAMS

The Developmental Learning program demonstrates the University's mission to provide access for students to a quality higher education. All incoming undergraduate students who have not attained an accredited associates degree in arts or sciences must take placement exams in reading, English, and mathematics. Based upon the scores of those examinations, students are placed into courses that build reading comprehension (READ 1500), English and composition (ENG 1230 and 1240), and mathematical computation (MATH 0990). Identifying any developmental learning needs at an early stage is vital for maintaining student academic progress and retention. Assessment of these courses indicates that they work, shortening the time needed for completion of the associated general education requirements [B-3c1].

In addition, the University College Program (UC) is comprised of students who have not met the University's regular freshman admissions requirements. The UC admissions requirements include a combination of ACT scores and high school grade point averages, as well as a student academic contract and successful completion of an admissions interview. Admitted UC students must take all University placement exams and attend a Summer Bridge program prior to beginning their studies. Housed in the Freshmen Experience, the UC enables students to acclimate to college-level academic study and has succeeded in transitioning this important cohort of students to their major degree programs [B-3c2]. Tutoring is available for all undergraduates through the CTRE, as described elsewhere in this section.

KNOWLEDGEABLE AND SUPPORTIVE ADVISORS

In a period of ongoing efforts to maximize the recruitment, retention, and graduation (ERG) of students, the University continues to depend upon good academic advising. Advisors initiate early and frequent contacts with students. Among its five colleges and student services, CSU has a total of 134 advisors, of whom 121 are faculty advisors and 13 staff advisors. Staff advisors in the Colleges of Arts and Sciences, Health Sciences, Business and Education are twelve-month employees.

Core Component 3C:

The organization creates effective learning environments.

The University has continued to recognize and develop connections between effective advising, student learning, and retention.

Freshmen are closely monitored and must have face-to-face consultation with designated advisors who assist the students through the entire first year with registration and tutoring. In addition the University frequently assists freshmen in certain challenges external to the University. Continuing undergraduate and graduate students are afforded the opportunity to consult with their advisors at the departmental level by means of face-to-face, email, or telephone.

The most recent Noel-Levitz survey results indicate that academic advising contributes to ERG goals. Students cited approachability, concern for individual student success, and knowledge of program requirements as strengths of CSU academic advisors [B-3c3].

CAMPUS CLIMATE AND STUDENT SATISFACTION

Overall, the students who participated in campus surveys have positive opinions about the University with respect to the learning environment. This is reflected in the Noel-Levitz Student Satisfaction Inventories that were administered on campus in 2001 and again in 2012. Student satisfaction increased in all categories from an average 4.35 (on a 7-point scale) in 2001 to 4.90 in 2012. Also, the gap between importance and satisfaction shrunk in all categories. In both of those survey years, academic advising, professional accreditation of programs, and quality of instruction were listed as strengths. Adequacy of library services and resources went from a challenge in 2001 to a strength in 2012 [A-3c1].

ALUMNI SATISFACTION

The Illinois Board of Higher Education regularly conducts a survey to evaluate the attitudes and perceptions of graduates from its 12 public universities. This Self-Study compared the data of CSU graduates with the combined data for the graduates from peer institutions in Illinois. One year after graduating, the perception and attitude of CSU students toward the institution and degree programs are very positive. Over 85% of CSU graduates indicated that their bachelor's degree "very well" to "adequately" prepared them for their jobs. Similarly, over 92% indicated that their bachelor's degree "very well" to "adequately" prepared them for an additional degree program. Over 89% of CSU alumni indicated a "strongly positive" to "somewhat positive" attitude toward the institution, and over 95% expressed a "strongly positive" to "somewhat positive" attitude toward their bachelor's degree. The mean responses for the other 11 Illinois public universities revealed that 93% of the graduates indicated a "strongly positive" to "somewhat positive" attitude toward their universities and 91% a "strongly positive" to "somewhat positive" attitude toward their bachelor's degree. Statistical analysis of the data did not reveal any significant difference ($p>.05$) between CSU graduates and the graduates from the other public universities in Illinois in the perception and attitude toward their institutions and degree programs [A-3c2].

STUDENT AFFAIRS AND RELATED LEARNING SERVICES

A number of services and functions aid students in self- and social-management and provide an environment that is conducive to learning. Freshmen Cohorts, Town Hall Meetings for Freshmen and Continuing Students, Freshmen Seminars, and Student Forums for day and evening students are a few of the numerous University functions that create effective learning environments. In addition, the Dean of Freshman Experience holds focus groups twice each semester to engage students. These meetings provide valuable information to staff about the needs of students and guidance for freshman and new student programming offerings.

The Department of Student Affairs (DOSA) offers a variety of services that address students' personal, emotional, social, and recreational needs. The DOSA subscribes to the Council for the Advancement of Standards in Higher Education's (CAS) learning and developmental outcomes in the evaluation of its programs and services. The Department of Student Affairs includes the Office of Student Activities, Abilities Office of Disabled Students, African-American Male Resource Center, Office of Housing and Residence Life, Counseling Center, Latino Resource Center, Student Financial Outreach Center, Presidential Scholars, and TRIO Programs [A-3c3].

The Student Activities Center provides guidance, support, and oversight for the University's clubs and organizations, the Student Government Association, and Greek life. Student Activities also sponsors a wide variety of events for the benefit of students. These range from the annual Welcome Week to the Homecoming celebration, Spirit Day, and Spring Fling.

The Career Development Center works with students throughout their academic careers to prepare them for successful entry into the job market. Its new Student Workforce Readiness Program incorporates many needed elements to support the learning environment; the Center maintains active contacts with employers, holds job fairs, and provides extensive workshops and seminars to teach students the skills they need to be successful job seekers [A-3c4]. Participating students learn to write effective resumes, dress appropriately for business events, do background research on prospective employers, and present themselves well in job interviews. In addition to its direct work with students, the Center maintains the "Cougar Job Connection" website where students may find job and internship postings, upload and save resumes, and sign up for campus interviews and events. The Center also provides opportunities for students to find internships in government, business, and academia [A-3c5]. Since 2009, the Center's staff has been significantly strengthened and its facility renovated to enhance effectiveness.

The Wellness/Health Center provides primary health services for CSU students and is a comprehensive health and educational resource for the entire campus community. The Center encourages students, faculty and staff to develop and maintain healthy lifestyles [A-3c6].

A number of services and functions aid students in self- and social-management and provide an environment that is conducive to learning.

The Abilities Office of Disabled Student Services provides support for the learning environment of laboratory students with disabilities. The Office has a computer laboratory with seven computers and software such as JAWS, Zoomtext, Dragon Naturally Speaking, and Kurzweil 3000. The laboratory contains two test enlargement machines called CCTV's and a Brailler; the two computers are loaded with the abilities software applications. Additionally a fully equipped study room is available in the Academic Library (Room 228) for Abilities student use, both during regular office hours and when the Abilities Laboratory is closed on weekdays and weekends [A-3c7].

CLASS SIZE
The University ensures a setting for quality instruction based on small-sized classes. Classes are adequately staffed with student/teacher ratios that allow for individualized instruction, with 35 or fewer students. The University provides small class sizes for freshmen and sophomore students that typically resemble those found in upper-level courses. General education classes are offered so that the discipline includes a broad cross section of students. For example, Calculus I is taken by all students in mathematics, computer science, biology, chemistry, engineering, pre-med, and physics [A-3c8].

SAFE CAMPUS ENVIRONMENT
A safe campus contributes to an environment for successful learning. A December 2011 survey conducted by the *Chicago Tribune* rated safe campus environments at 16 Chicago area campuses. Campus crime statistics show that CSU is one the safest campus environments in the Chicago area, as well as in the state of Illinois [A-3c9]. Further details of a plan for a safe campus environment are described in Criterion Two.

INTEGRATED COMMUNICATIONS ENVIRONMENT
Academic success depends upon accurate and timely communication of information about University policies, practices, and developments to students. The University has initiated a number of activities to increase retention by opening lines of communication between faculty, staff and students.

Since Fall 2009, the President and the Provost have conducted a series of public and individual forums for new freshmen, continuing students, and student organizations. During these sessions, student input is solicited and student concerns are addressed. These face-to-face interactions improve the lines of communication

available to students and help develop the campus learning culture [B-3c4].

While communications on campus occur through a variety of means, such as voice mail, e-mail, emergency notices, and electronic activity calendars, a new initiative, new digital monitors were installed near the entryways in the lobby areas of each building, as well. These monitors, activated in February 2010, allow for timely and accurate communication of information to students. In addition, new signage and informational kiosks have been installed to assist all students and visitors with navigation across campus.

CSU utilizes several enterprise solutions, including Moodle, CSU Express, and Cougar Connect. Each of these web-based entities is critical to enabling efficient communication among administrators, faculty, staff, and students. These technologies report students' ongoing progress throughout the academic semester, post and retrieve graded assignments, and facilitate faculty development and campus-wide involvement [B-3c5].

The University has improved the technology available for its learning environment. The University has installed computer labs across the colleges and student service departments, including the academic library. It has also made public computers available for student use. Wi-Fi access is available throughout the campus. Media Service within our IT department fulfills requests for audiovisual learning aids. The CSU Library subscribes to a great variety of online databases for student research. Other classrooms have Smart podium technology for projection of slide presentations and instructional media. Information Technology staff provide services for a network that has been enhanced, integrated, and secured from threats to a greater degree than ever before [B-3c6].

Under the leadership of the Dean of the Freshmen Experience, campus-wide forums are held for freshmen. These forums orient new freshmen to the University, address their concerns, familiarize them with services, processes and procedures, and generally make them feel comfortable at CSU [B-3c7].

In an effort to enhance communication to students for success in the classroom, the University's Early Academic Warning (EAW) system has been implemented in an online environment. The EAW involves monitoring students' progress for signs of unsatisfactory performance and contacting them to address their academic situations. Additionally, the EAW system often identifies students' financial needs and other challenges and helps resolve them by facilitating the provision of resources such as tutoring, tuition assistance and book scholarships [B-3c8].

Academic success depends upon accurate and timely communication of information about University policies, practices, and developments to students.

3C.2   Enforcing Academic Policies

Another area of importance for the learning environment is the University's academic policy. An example of an action taken to enhance effective learning occurred in Spring 2011. A committee reviewed the Academic Standing Policy and recommended that the President reestablish the process of dismissing students who did not meet the cumulative grade point average (G.P.A.) requirements of the University. The recommendation was accepted and students who failed to meet the academic standing requirements were dismissed [A-3c10].

Moving Forward with Effective Learning Environments

CSU continues to provide effective environments that enable students and faculty to learn.

SUCCESSES
- Small class sizes provide opportunities for close contact with students at CSU. A wide variety of co-curricular and student services support the learning environment.
- Developments in learning resources reflect continued University investments that sustain and update the contexts in which the University facilitates student learning.

OPPORTUNITIES
- Piloting centralized advising in several colleges and departments is necessary to meet the need for continuous advising; faculty mentorship of students outside of advising also should be developed as a service initiative.
- Enhancing the Freshman Experience should strengthen linkages to advising and the transition between the Freshman Experience and academic departments. This enhancement also should develop more events, experiences, and processes designated for freshmen students.
- Information Technology Division (ITD) and the Library and Instructional Services should continue to create synergy in the provision of technology for the learning environment.
- The ITD and the colleges should work to equip the 21st century classroom and to strategically plan to implement other path-breaking technologies at CSU.

3D.1   The Chicago State University Library

The Chicago State University Library, a $32 million complex, was finished in Fall 2005. The CSU Library is a spacious 142,000 square-foot modern facility, containing a café, 16 collaborative group study rooms (with multimedia/computers), computer labs with more than 150 computers, information and learning commons, a sunroom, auditorium and conference rooms. This state-of-the-art facility comprises the University library, archives, Learning Assistance Center, and an all-campus computer laboratory. It features ROVER, the first Automated Storage Retrieval System installed in the state of Illinois. The library has a collection of over 425,000 volumes. Seventy percent of the collection is stored in ROVER. This includes books published prior to 1991, all bound periodicals, Black studies publications, media (except music CDs), historical material such as official records of the University, and archival collections. Books with a publishing date of 1991 or later, as well as current periodicals, are shelved on the second and third floors. More than half of the library's intellectual resources are digital and available online.

The Library's state-of-the-art Information Mall has multimedia workstations for 36 users and a Bibliographic Instruction Studio and Laboratory with 30 workstations. The facility's physical collections of nearly 500,000 volumes are augmented by electronic journals and 3000 e-books, microforms, and audio-visuals, amounting to a total bibliographic unit equivalency of over a million volumes. Additional access is provided through I-Share, CSU's online resource sharing network containing 22 million volumes available at 65 colleges and universities throughout the State of Illinois. In addition to the use of the extensive Chicago Public Library system and its nearby Woodson Regional Library, Library and Information Services' (LIS) networking provides: (1) direct access to most Chicago academic libraries through information passes distributed by Reference Services; (2) indirect access to the Center for Research Libraries; (3) (CRL) 3.5 million volumes; and (4) an interlibrary loan arrangement that links 8000 libraries worldwide and their 48 million titles [A-3d1].

The Library is also the hub of technology for CSU students. The level of library utilization is another indirect measure of students' engagement and interest in independent learning. There has been an increase in library utilization since 2007

Core Component 3D:

The organization's learning resources support student learning and effective technology.

Table 3.3 Library Resources Utilization Data: 2006-2011*

	2007	2008	2009	2010	2011
Bibliographic Instruction (BI) sessions	102	129	124	195	239
No. of students attended BI sessions*	--	--	2,590	3,983	5,649
No. of circulation of course reserves	667	1,066	1,421	2,132	2,244
No. of Interlibrary requests via I-Share (Consortium) filled for CSU stakeholders	1,511	2,822	2,492	2,472	2,602
Reference Desk total transactions	20,524	19,878	33,244	32,596	35,169
Study room usage*	--	--	7,452	9,864	10,354
I-Mall computer usage*	--	--	33,244	32,596	35,169
Gate count	98,949	115,050	118,328	--	150,909

*Data were not kept for some services prior to 2009.

Source: University Librarian, 2012

(See Table 3.3).

As of 2012, CSU dissertations and theses are submitted in electronic format. During FY2012, the CSU Library received $200,000 to support academic programs and infrastructure. In the last three years, more than $200,000 were re-allocated by the College of Health Sciences for building a collection to support newly established graduate programs in nursing, public health and occupational therapy.

Professionals at the administrative, faculty, and staff levels have been hired to assist in improving library service standards.

3D.2   Campus Computer Resources

Chicago State University has 31 computer labs at various locations accessible to students and faculty during regular business hours. A Help Desk is located on the first floor of the Library. The computers are equipped with applications to complete word processing tasks and statistical calculations, as well as presentation and data worksheets. In addition, each faculty member's desk or office is equipped with a desktop or laptop computer. Many faculty computers are also networked to office and/or centrally located printing centers [A-3d2].

3D.3   Tutoring and Writing Support

The Learning Assistance Center (LAC) provides students with tutoring services in mathematics, English, and writing-across-the curriculum, in addition to testing for composition exams. Hundreds of students visit annually and report nearly universal satisfaction with the services offered.

In Spring 2012, LAC incorporated the use of Askonline Software, which tracks the number of students who utilize LAC services and provides online surveys to assess satisfaction in order to improve services. In addition, students can select tutoring services, gain access to tutors' specialties and schedules, and schedule appointments. Some 3146 visits were tracked in Spring 2012, and student success reached an 82% pass rate. The institution has made a substantial commitment to providing tutors for students. Based on the early warning and ERG systems in place, students may request instruction beyond that provided in the classroom, especially with general education courses. For the last two academic years, 79 tutors have been hired, the result of an investment of $432,000 [B-3d1].

3D.4   Instructional Labs and Equipment

To foster faculty and student collaboration, the University has reallocated significant amounts of funding in the last three years to support the renovation/development of several science classrooms and laboratories (Table 3.4). For the Fiscal Years F07-F11, more than $5.4 million in equipment and book purchases were allocated to CSU colleges and departments [A-3d3].

Renovated classrooms are now equipped with the latest technology to promote active learning and the ability to conduct distance learning and educational research. Instructors can now study how students learn science in a collaborative environment and compare the processes used by CSU students with those at other universities across the country. The new classrooms will improve student learning and student attitudes toward science. The physics laboratory is among the most technologically advanced science classrooms in the area. All chemistry graduates will now be trained on the use of a $250,000 Nuclear Magnet Resonance Spectrometer; this should assist them in obtaining employment after graduation. The development of the Aquaponics Center is central to the new Urban/Rural Agriculture and Ecology curriculum, a curriculum initiated in the Fall of 2011 to address community health and land use issues with academic research and experiential learning for students. The virtual hospital, at an investment of $13.75 million, will serve as an instructional laboratory for professional health programs. The renovated fitness center and associated dressing facilities support the instructional program in Health, Physical Education, and Recreation.

CSU continuously supports the acquisition and update of laboratory and other equipment for instructional purposes. This further validates the University's commitment to learning resources that support student learning and effective teaching.

Table 3.4 Investment in Research Infrastructure: 2008-2011*

Department	Year	Type of Renovation	Sq. Ft.	Cost ($)
Music	2008/9	Acoustical analysis and controls	--	145,000
Biology	2010	Biology classrooms	2,200	900,000
Chemistry	2010	Nuclear resonance lab	700	45,000
Biology	2011/2012	Aquaponics Center	3,000	1,300,000
Physics	2011	Physics classrooms	2,200	1,500,000
TOTAL				**$3,890,000**

Source: Dean of the College of Arts and Sciences, February 2012

3D.5   Distance Learning Environments

The past five years have marked an intense effort to offer more distance education courses. Hybrid and online courses are continuing to alleviate the classroom space shortage. Currently, three graduate programs in the College of Education (Library Science, Technology and Education and Physical Education) have made the necessary curriculum adjustments to be offered totally online. Once the changes move through the University's approval structure, they will be submitted to the Illinois Board of Higher Education and the HLC for approval.

Student enrollment in distance learning courses has grown as the number of courses offered increased. Online courses have had the impact of supplementing enrollment at CSU. Between 2002 and 2009, 14,905 enrollees completed online instruction at the University. The large number of enrollees in online courses shows that they provided relief for the limited classroom space, especially in the evening when the need is most prevalent. (See Criterion 2A).

In 2009, the distance learning course management system was upgraded to Moodle, a more cost effective system. Numerous workshops continue to be conducted to develop and update faculty skills on different operations of Moodle; a distance learning platform handbook was recently published for "Non-Moodlers." Overall, the University's managed online learning environment has been enhanced over the years with frequent offerings and upgrades in hardware and software [A-3d4].

3D.6   Technology-Enhanced Interactive Classrooms
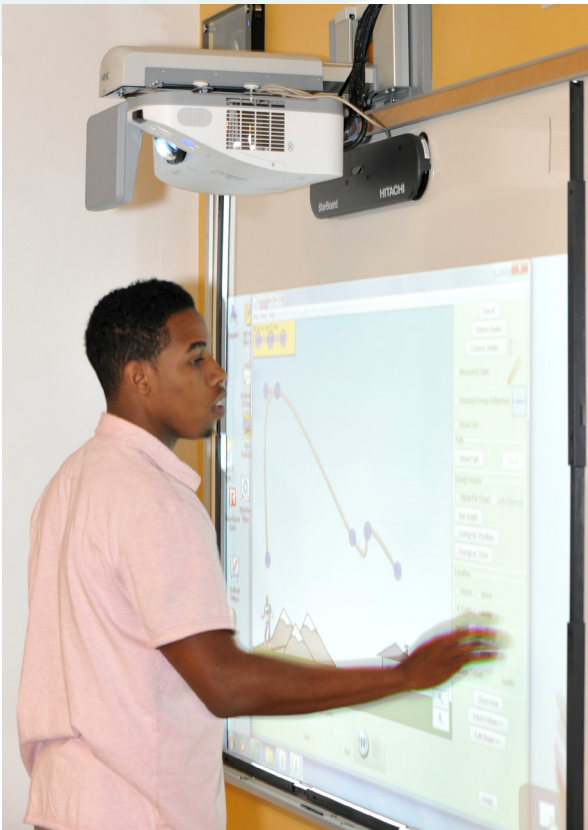
The University's support for technological improvements is a major indicator of support for effective teaching. Chicago State University's commitment to the use of technology for instruction can also be seen in classroom renovations that have resulted in the creation of the University's first "smart" learning environments.

Technology-enhanced classrooms feature projection and interactive capabilities that enable the instructor to display material from a CD/DVD//flash drive or download directly from the Internet. Illustrative examples include classrooms in the College of Education and the new physics labs.

All classrooms and laboratories through the College of Education building were recently equipped with Promethean Interactive Active Board Systems®. The new equipment replaces traditional chalkboards, white boards, flipcharts, and video/media systems such as DVD players and TV combinations into a single wall-mounted display unit that acts as a computer to facilitate effective teaching and enrich the learning environment [A-3d5].

Moving Forward with Learning Resources

SUCCESSES

- The transition from Blackboard to Moodle was undertaken with no loss in enrollment for distance learning offerings.
- Renovated classrooms and laboratories have strengthened the context for receiving instruction and for learning outside the classroom.
- The construction of the library, including the ROVER system (one of only two in the state) improves the library facilities for students, faculty, and the community.

OPPORTUNITIES

- The University's priority in capital-development and space studies, as well as University strategic planning and budgeting, is to create additional classrooms in the Robinson Center.
- Another University priority is to use state-of-the-art enterprise solutions through the acquisition of hardware and software to enhance further student learning.

SUMMARY OF CRITERION THREE

Chicago State University values, enhances, and assesses student learning and effective teaching. The University has significantly improved its assessment of student learning since the last HLC visit. As it looks to the future, CSU will continue to strengthen its assessment procedures, increase the use of technology by both faculty and students, and improve classroom facilities to enhance teaching and learning.

This section has discussed how CSU provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission. Now in its 145th year as an institution of higher learning, CSU proudly continues its tradition of pursuing excellence in higher education by ensuring effective teaching that leads to student learning.

Chicago State University continues its investment in institutional, programmatic, and course-based assessment. With over a decade of efforts to build our assessment culture, and with many assessment results, changes, and improvements accomplished, faculty, staff, and administration continue to enhance the learning that occurs at CSU. The ways in which CSU turns challenges into opportunities demonstrate how "You Greater" is brought to life through students and faculty.

Criterion Four:

Acquisition, Discovery, and Application of Knowledge

The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creative practice, and social responsibility in ways consistent with its mission.

CSU's faculty, administrators/staff and students have embraced the culture of scientific inquiry in the arts and humanities, business, education, and health sciences as well as the basic and applied sciences.

INTRODUCTION

Chicago State University (CSU) faculty, administrators/staff and students have embraced the culture of scientific inquiry in the arts and humanities, business, education, and health sciences as well as the basic and applied sciences. The institution's commitment to scholarship is reflected in the University's new Vision and Mission Statements and Strategic Plan. The Vision Statement explicitly states that "CSU will be recognized for innovations in teaching and research, and in promoting ethical leadership, entrepreneurship, and social and environmental justice…CSU commits to teaching, research, service, community development, social justice and leadership." Goal #3 (Teaching, Research and Learning) of the newly adopted Strategic Plan for the University speaks to maintaining "an institutional structure that respects, develops and reinforces the academic rigor and reflects student-centered teaching, student-faculty collaborative research, evidence-based curriculum and supports faculty/employee development." It is this set of concerns that will engage this chapter of our Self-Study.

Chicago State University faculty members participate in research and creative activities that complement and supplement the instructional programs of the University. The University's approach to teaching and learning is guided by the belief that the best instructors are those whose teaching is informed by their scholarship, and they engage students in their research. To actualize this guiding principle, research and creative activity is one of the three domains on which the tenure-track faculty is evaluated. This chapter will present relevant information on the four core components of Criterion Four of the HLC accreditation standard. The words "discovery," "inquiry," "research," "creative activities" and "scholarship" are used interchangeably in this report. The evidence presented in this section was obtained through review of University records and through survey, interview and focus group discussion evaluative methods. Data obtained during the Self-Study were compared with data from peer institutions locally and nationally, where available.

4A.1   CSU's Board of Trustees' Actions

The CSU's Board of Trustees (BOT) Bylaws [A-4a1] recognize the statutory authority that body possesses in the administration and oversight of all University functions including those related to the academic mission and purpose of the institution. Faculty, administrators, staff, students and board members have a deep appreciation for and commitment to a life of learning and the need for rigorous academic programs. Through its standing committees, the BOT monitors all "Board-level policy concerns and transactions related to academic programs, student affairs, and personnel administration and works to provide the full Board the advice and counsel relative to such matters" (Bylaws, sec. 2a). Thus, CSU's Board of Trustees supports a life of learning through the following administrative actions.

- Strengthening infrastructures for independent inquiry and a life of learning
- Enhancing faculty, administrators and staff professional development
- Recognizing the achievements of faculty, administrators, staff and students
- Providing resources for program assessment and graduate education research
- Promoting grant writing
- Fostering community research partnerships

These regulations affirm the oversight and fiduciary roles and interest of the Board in the processes of learning, research and creative activities at CSU. Through their actions, the Board and University administration are very supportive of new and ongoing research and creative activities across the campus that undergird a life of learning [B-4a1].

4A.2   Academic Programming

A few examples of the academic opportunities at CSU that support the aspirations of our students, faculty and staff will be provided in this section. The CSU Honors College [B-4a2] is an exemplary instance of the academic programming and preparation that supports the goal of educating students for a life of learning. The Honors College offers students an enriched general education curriculum, expanded research opportunities in their field of study, and an exceptional faculty dedicated to providing a stimulating and rigorous academic environment. Scholarship and academic exploration are promoted to prepare students to pursue advanced studies, secure employment, and become productive citizens dedicated to a life of learning.

Core Component 4A:

The organization demonstrates through the actions of its board, administrators, student, faculty, and staff, that it values a life of learning.

Admission to the University for entering freshmen is based on an ACT score of 16 and a cumulative grade point average (GPA) of 2.75 on a 4.0 scale. Students who reflect academic promise but have lower ACT scores or GPAs are admissible into the University College. Students who are academically motivated are eligible to participate in the Honors College. Entering freshmen are eligible to join the Honors College if they have one of the following: a composite ACT score of 23 or higher, a cumulative high school G.P.A. of 3.5 or higher, or if they have graduated in the top 10% of their high school class. Additionally, second semester freshmen and first semester sophomores who have earned a 3.25 cumulative GPA may pursue entry into the Honors College; this requires achieving and maintaining a minimum 3.25 GPA at CSU. Incoming transfer students with less than 24 semester hours (36 quarter hours) must meet beginning freshman requirements.

Upon induction into the Honors College, students receive academic preparation, and leadership and service opportunities within the framework of a cohort model of a learning community that is intended to develop leaders in the community. The mission of the Honors College is to enable its students to realize their highest personal and academic potential and to become leaders in their local communities and in the nation. To the degree that the enriched curriculum of the Honors College is successful in supporting these goals and aspirations, these students will eventually major in other academic degree programs. They carry this formative and preparatory set of experiences with them so as to influence other students enrolled in regular academic degree programs and the CSU academic community at large.

Many Honors College students also participate in other programs such as the Presidential Scholars program and the newly developed Presidential Ambassadors Program; both involve our highest achieving students and are currently being reorganized under the Honors College banner. Enrollment in the Honors College has nearly doubled in the last five years. (See Table 4.1.) Similarly, the Presidential Scholars have grown from 37 students in 2007 to 57 in 2011.

Table 4.1 Honors College: 2007-2011

	2007	2008	2009	2010	2011
Number of Honors College Students Enrolled*	29	38	45	49	54
Presidential Scholars	37	43	49	55	57

*Source: Dean of the Honor's College, April 2012

Another example of an academically related program at CSU that supports the goal of a life of learning is the TRIO Student Support Services Program (funded by the U.S. Department of Education) that targets low-income, first generation college students or disabled students to enhance their academic and social skills, increase retention/graduation rates, and stimulate academic interests beyond the undergraduate level. The program provides an interconnected series of academic support services: study skills development to achieve academic success, academic tutoring to master course content, and intensive academic and personal advisement to build confidence and promote student success [B-4a3].

The Division of Continuing Education and Nontraditional Degree Programs serves to connect intellectual inquiry to the recognition of the importance of a life of learning. The Board of Governors (BOG) Program has a long record of meeting the growing demand for innovative and flexible learning opportunities for returning adult students. A variety of courses and programs offer greater accessibility and advanced training for the use of new technologies in the workplace while respecting the nontraditional degree-seeking student's desire to incorporate academic advancement with career goals and personal enrichment. In addition, the unit offers non-credit "options" classes for the community at large [B-4a4].

Two illustrative examples of innovative programs within the Division of Nontraditional Degree offerings that further exemplify an institutional commitment to a life of learning include the University Without Walls program (UWW) and Individualized Curriculum Program (ICP). These academic programs offer an innovative and flexible approach to earning a bachelor degree at CSU via nontraditional methods that recognize a commitment to a life of learning that does not always follow the same path. By interweaving a body of theoretical knowledge and life experience, the UWW and ICP programs illustrate how access to a life of learning is not restricted by age or progress in life. From 2007 to 2011, these non-traditional degree programs served 3697 students.

As a result of program reorganization, the BOG program has been incorporated into the Bachelor of General Studies degree and is offered through the College of Arts and Sciences. The BA in General Studies allows the nontraditional degree-seeking student the opportunity to develop a life of learning focus with several concentrations and more than twenty minor offerings.
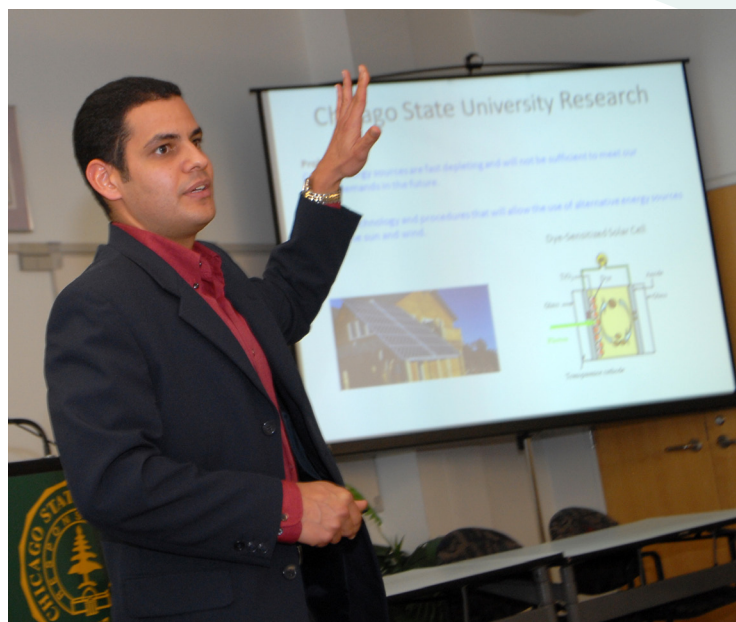
The 21st Century Graduate and Professional Students' Academic Studies Initiative (funded at $500,000 annually by the United States Department of Education since 2009), supports enhanced research skills for graduate students in Biology, Geographic Information Systems, Mathematics/Computer Science, and Occupational Therapy. Approximately 100 graduate students have participated in the program to date. More information can be found at the Graduate School webpage. Additional opportunities to connect a life of learning with professional and post-graduate experiences would include the College of Pharmacy which, in partnership with Safeway/Dominick's corporation, offers a post-graduate residency program for recent graduates [B-4a5].

In Fall 2011, the College of Education launched a college-wide basic literacy plan in which one book title was selected for use in all classrooms. Faculty are encouraged to include the book selection in their course syllabi, along with reading and writing assignments to ensure participation by students as well as other activities organized around this initiative [B-4a6].

At college, department and service unit levels, faculty and administrators stage many workshops, colloquia, and seminars on topical issues that illustrate CSU's commitment to a life of learning as an important value for our students entering the workforce. Guest speakers are often invited to present at these events. The annual Provost's Colloquium is another avenue for faculty and administrators to share with the campus community (including students), their recently completed research activities. In addition to the Provost's Colloquium, the University Faculty Development Committee also organizes multiple workshops that promote a life of learning for the campus community. The aggregate number of workshops, colloquia, and seminar activities organized by each college/service unit, between 2008 and 2011, is presented in Table 4.2 [B-4a7].

Table 4.2 Number of Colloquia, Seminars and Workshops Organized by College

Year	Arts and Sciences	Business	Education	Health Sciences	Pharmacy	Total
2008	69	23	12	3	6	113
2009	76	12	7	3	8	106
2010	78	17	13	10	9	127
2011	93	24	9	5	8	139
TOTAL	**316**	**76**	**41**	**21**	**31**	**485**

Source: Academic Deans, March 2012

4A.3   Planning and Support

As part of an institutional commitment to life of learning initiatives, institutional and financial support is critical. The University administration also has a strong commitment to supporting research and creative activities. Resources that facilitate research and creative activities at CSU are provided through many offices and units. In 2010, the Office of Sponsored Programs was renamed the Office of Grants and Research Administration (OGRA) [B-4a8] to better reflect its central role for soliciting and administering grants from governmental (local, state, and federal) sources. The office is empowered to make commitments on behalf of the University with regard to cost sharing, budget requirements, and the negotiation of terms and conditions embodied in grant contracts. The OGRA provides assistance for faculty, staff and students seeking external funding to enhance the research, public service, and instructional climate at the University. The funding grants received from federal, state and local/private sources increased significantly from $9.9 million in 2003 to $30.2 million in 2010 (Table 4.3).

The federal grants in 2010 included one-time funding of $13 million for a textbooks and learning material grant from the United States Agency for International Development (USAID) and $3 million, for a predominantly Black institutions grant. The state grants for 2010 included one-time funding of $3,360,708 for evidence-based trauma practice awarded to the Department of Social Work, $1.75 million for the Chicagoland Regional College Program, and $169,500 for Temporary Assistance for Needy Families. While the total level of support varies annually for many reasons, the fiscal commitment of the institution to support a life of learning is enhanced with increased funding from grants. Compared to its 13 peer institutions previously identified in Criteria 2a, CSU ranked Number One in the amount of federal grants/contracts received during the 2009-2010 academic year.

Table 4.3 Total Funding Grants Received from 2003-2011

Year	Federal Grants	State Grants	Local/Private Grants	Total
2003	$6,823,663	$635,515	$2,486,478	$9,945,656
2004	$9,432,252	$10,814,617	$1,984,824	$22,231,693
2005	$9,411,635	$1,589,980	$2,764,723	$13,766,338
2006	$11,859,387	$4,516,913	$2,023,671	$18,399,971
2007	$8,062,198	$13,520,160	$2,781,121	$24,363,479
2008	$7,208,544	$3,113,834	$3,039,071	$13,361,449
2009	$11,858,152	$8,114,852	$2,138,296	$22,111,300
2010	$22,101,369	$5,937,524	$2,207,293	$30,246,186
2011	**$4,944,509**	**$4,889,310**	**$585,519**	**$10,419,338**

Source: Office of Grants and Research Administration, February 2012
*Data is based on the full award amounts in the year of the award being granted and may not match the fiscal year revenue data reported.

As evidence of the allocation (and reallocation) of resources to support a life of learning throughout the organization, the University approved the designation of $200,000 from the indirect costs of various grant initiatives' budgets to be returned to the departments that generated the grants since FY2009. These funds are being used primarily to support faculty research and the funding of student research assistants, which contributes to the goal of student retention. These funded grants are from a wide variety of activities and disciplines.

At CSU, the nurturance of a life of learning for students also comes in the form of participation in faculty research.

The Office of Institutional Effectiveness and Research (IER) [B-4a9] holds the primary duty of collecting and disseminating institutional data and information as requested by external governmental and professional agencies and by faculty and administrators within CSU. The IER is also responsible for the analyses of institutional surveys. The IER provides statistical data analysis assistance to faculty, administrators and students for research and scholarly activities. Further, IER provides opportunities for undergraduate and graduate student workers to participate in conducting research studies that take them through the initial research study proposal development, human research subject training, IRB submission/approval, and execution of the study through qualitative, quantitative or mixed method approach. In this regard, IER is emblematic of an appropriate use of institutional resources to enhance the research and creative activities of faculty and students.

Lastly, a $1.2 million internal reallocation of resources for scientific inquiry is evidenced by the recent upgrade of the laboratory facilities in the College of Pharmacy. Similarly, the College of Arts and Sciences upgraded teaching labs in biology and physics. Outcome data on the laboratory upgrade are presented in Criterion Two and Three.

4A.4   Institutional Financial Support

At CSU, the nurturance of a life of learning for students also comes in the form of participation in faculty research. CSU strongly promotes and provides significant opportunities for developing a culture of applied learning for students by providing financial assistance from funded grants and tuition waivers. A good example of financial assistance to students in the College of Health Sciences is the project funded by the U.S. Department of Education for about $2 million (1/1/2008-12/31/2015). This grant validates CSU's track record of graduating the highest number of minority occupational therapists from Illinois public universities, according to the Illinois Board of Higher Education (IBHE). Over 90% of program graduates are employed in medically underserved communities in the greater Chicago metropolitan area [B-4a10].

The College of Education has been funded since 2005 by the USAID to support the writing, publication and distribution of primary school textbooks in Ghana, West Africa [B-4a11]. During the 2010-2011 academic year, the College received over four million dollars in grant funding and $210,455 from contractual services from schools and school districts. The grant and contractual funds provide sustainability support for the research work of graduate students and faculty. Indirect costs from the various grants are used to support travel expenses for students and faculty as project participants. Additionally, the Illinois State Board of Education and the Illinois Board of Higher Education have funded the College of Education TARGET Grow Your Own Teachers [B-4a12] project since 2006.

This project supports the development and training of early childhood teachers and has provided financial support for graduate students and faculty members alike. Many of the funded grants in the College of Arts and Sciences, such as the Illinois Louis Stokes Alliance for Minority Participation (LSAMP) [B-4a13] and the Minority Biomedical Research Support Program (MBRS) [B-4a14], provide significant support for student training, as well as programming that provides a variety of opportunities for students, encourages and supports their retention, and reduces time to graduation.

The Center for Teaching and Research Excellence (CTRE) [B-4a15] supports faculty research initiatives through the provision of Research Seed and Enrichment Grants. The CTRE's financial support for faculty development has increased significantly from $64,000 in 2010 to $466,511 in 2012. Beginning with the 2011-2012 academic year, the University reallocated an additional $100,000; this increase in funding for the CTRE is a strong reflection of CSU's commitment to a life of learning through faculty research and creative activities. The expanding role of CTRE in faculty development will be described later in this section.

As reported in Criterion 2a, among the 13 peer institutions, CSU ranked Number Four in scholarships and fellowship expenses ($11,445,302), and also ranked Number Four in institutional support ($15,241,758). Chicago State University promotes a culture of applied learning whereby opportunities for students in the form of tuition waivers are developed from faculty-funded grants. Discretionary graduate student tuition waivers are awarded to qualified students enrolled in a master's or doctoral degree program. Academic and talent-based tuition waivers are also awarded to undergraduate students with high academic standing who may need additional funds to complete their degrees, and also for talented incoming freshmen as an incentive to attend. The four types of tuition waivers listed above are condensed from approximately 20 or more different types of tuition waivers awarded by the Institution. Many of these amounts are mandated by the IBHE and have specific limitations, thresholds, and eligibility requirements. This chart illustrates that the level of support for students who are awarded tuition waivers has steadily increased since the last HLC accreditation review in 2003 (Table 4.4).

Table 4.4 Student Tuition Waiver Expenses: 2006-2012

| | Type of Tuition Waiver | | | | |
Year	Civil Service	Statutory Tuition	Gender Equity	Discretionary	Total
2006	$140,000	$115,000	$158,300	$475,000	**$888,300**
2007	$143,200	$118,500	$185,800	$528,200	**$975,700**
2008	$146,700	$155,700	$189,500	$568,450	**$1,060,350**
2009	$160,000	$162,000	$198,000	$594,500	**$1,114,500**
2010	$180,000	$200,000	$225,000	$675,000	**$1,280,000**
2011	$194,400	$216,000	$243,000	$729,000	**$1,382,400**
2012	**$248,720**	**$361,200**	**$241,500**	**$885,500**	**$1,736,920**

Source: Office of the Provost, March 2012

Tuition waivers are a strong example of the institutional commitment to financially students' aspirations to commit to a life of learning. This support increase in financial support is also a vivid demonstration of the University's commitment to making university education affordable for CSU students.

4A.5   Professional Development Opportunities

The University administration is strongly committed to the professional development of its workforce through various employee benefit packages that contribute to the life of learning focus of the Institution.

The University administration is strongly committed to the professional development of its workforce through various employee benefit packages that contribute to the life of learning focus of the Institution. Educational benefits are made available to all CSU employees through a tuition waiver system. In any one academic term, an employee may enroll at CSU for a maximum of six credits, with exemption from the payment of tuition and fees.

In the Division of Academic Affairs, Research Credit Unit Equivalents (CUEs) are awarded to faculty members through a competitive application process. The University strongly encourages research that contributes to a life of learning for its faculty, students and staff, and it allocates resources to support this goal. For additional information on the professional development of faculty, each academic department has developed a Departmental Application of Criteria (DAC). In this document, information regarding discipline-specific professional development criteria that allow for sufficient flexibility and uniformity between departments linked to a life of learning is illustrated. Currently each department is in the process of reviewing and revising its DAC to reflect a stronger research orientation [B-4a16].

Another learning avenue for faculty is the sabbatical leave. The leave is often used for the purpose of acquiring new professional skills, updating existing professional skills, and research. The term of a sabbatical leave is either one academic term at full pay, or two academic terms at half pay. Sabbatical leave proposals are reviewed and processed according to the procedures established by the University. The number of sabbatical leave awards and faculty excellence awards (as a percentage of the number of applications) has decreased in the last three years due to budgetary constraints [A-4a2]. The decline in the number of awards has become a concern to the faculty.

Other professional development opportunities include retraining leaves granted to faculty members for the purpose of acquiring new skills, and professional advancement increase awards. With these University-wide awards, an employee is eligible to receive a one-time pay increase after five years of service at the rank of Professor. To the extent that funds are available, the University may pay either some, or all of the expenses for faculty members engaged in professional development. Though limited, each college budget includes some allocation for professional development. Additional information and a general description of such faculty development opportunities at CSU are presented in Criterion 3.

CTRE supports faculty research initiatives through the provision of Research Seed and Enrichment Grants. These grants are available to faculty members to help develop proposals for external funding or to support long-term research projects that are already underway. The Research Seed Grant was initially started in 2009-2010 with special funds set aside from the Office of the Provost and has now been incorporated into the annual budget of the CTRE. About $466,511 was budgeted for the 2011-2012 academic year and the maximum individual award has been increased to $10,000. The Enrichment Grants are competitively awarded annually by the CTRE. The award is typically used to subsidize travel, professional development activities, or to purchase needed research equipment. An anonymous gift of $80,000 in 2007 and an additional $20,000 provided by the Provost in 2008 allowed extra funding for the Enrichment Grants. Fortunately, with the reorganization of the Office of Distance Learning into the CTRE and other cost savings initiatives, CTRE was able to provide a stable funding source for the continuation of the seed and enrichment grant opportunities [B-4a3].

4A.6   Recognizing Faculty, Student and Staff Excellence

Public recognition of faculty and students serves as a motivating factor for other faculty and students to aim for greater heights of academic and scholarly achievement. Each College dean provides financial support for such activities and recognizes faculty achievement in newsletters and on College web pages, as well as at the faculty meetings, through letters of congratulation, and posting of publications and poster presentations on bulletin boards.

At the University level, a Faculty Excellence Award in research is conferred. This award provides the recipient a $1200 stipend and free parking space for the next academic year. Another prestigious award is the University Distinguished Professor Award, which involves recognition by the Board of Trustees for contributions made to the development of the University by a faculty member or administrator. In the 145-year history of the University, the Distinguished Professor Award has been conferred upon four recipients in the years 1991, 2001, 2007 and 2008. The University, in collaboration with the CSU/University Professionals of Illinois (UPI) Local 4100, also recognizes outstanding achievement of tenured and tenure track faculty members in the areas of teaching/performance of primary duties, research/ creative activity, and service through its Faculty Excellence Award [B-4a16]. The majority of the applications for Faculty Excellence Award are supported by the University. Additionally, the Office of the Provost, in partnership with UPI and the Faculty Senate, annually organizes an award ceremony to publicly recognize staff that performed beyond the call of duty in promoting student learning and the acquisition of knowledge. For more information, see Criterion 5D [B-4a17].

Exceptional students are recognized through a variety of professional, departmental and fraternal honorary organizations that offer recognition and membership based upon distinctive achievement [B-4a18]. Students who meet all university graduation requirements and maintain a cumulative grade point average of 3.5 or better for all courses taken and applied toward the bachelor's degree, and who are continuously enrolled for 12 hours or more per semester are also given special recognition on their diplomas and in their academic records; such students are identified in the commencement program with the traditional Latin Honors. Nontraditional degree students with a GPA of 3.25 to 4.00 and a minimum of 30 credit hours at CSU are eligible for Alpha Sigma Lambda, a National Honor Society for nontraditional degree recipients.

The Presidential Scholars Program recruits academically talented students who have demonstrated leadership ability, maintained a 3.35 cumulative GPA and achieved an ACT score of 20 and higher. As such, the Presidential Scholars Program provides opportunities to recognize talented students and provides a caring and supportive environment that encourages academic leadership, service learning and professional development.

The University Honors Convocation is an annual celebratory event held during each spring semester where public recognition is given to all undergraduate and graduate students who have excelled academically while also inspiring others to accomplish similar outstanding achievements. More than 500 students typically participate in this annual event. The Honors Convocation also provides an opportunity to recognize several special awards (President's Cup and Spirit Persistence Award, national honor societies' inductees, Walgreens Diversity Scholarship, departmental honors and merit awards, and leadership awards) that are conferred at this event.

Lastly, each College dean recognizes students with a grade point average of 3.5 or better on the Dean's List by presenting them with a congratulatory letter for their academic achievements and publishing their names. All colleges have honor societies within their respective degree programs for certain academic majors, as well as honors options within major degree programs. At Chicago State University, students are recognized year-round for their accomplishments, great and small.

4A.7   Faculty-Student Scholarship

Many CSU faculty, administrators and students are engaged in research and creative activities that lead to a life of learning and have published scholarly and creative works nationally and internationally [A-4a4]. Many have written books, technical manuals, or single-topic monographs. Through their publications, CSU faculty and administrators remain professionally current in their fields and contribute to a positive image of the University.

Table 4.5 illustrates CSU's research productivity in comparison to a peer institution in Chicago. The number of self-reported publications in peer reviewed journals by CSU faculty/administrators compares favorably with the publication productivity reported by a local peer institution.

Appendix A-4a4 presents the breakdown of the tenured and tenure-track faculty/ publication ratio by College. Evaluation of full-time lecturers and part-time faculty members are not included in this analysis because they are not evaluated in the research and service domains. Over the four-year period reviewed (2008-2011), the faculty and administrators in the College of Arts and Sciences produced the largest number of publications in peer-reviewed journals followed by the College of Health Sciences.

Table 4.5 Research Publication in Peer-Reviewed Journals by Colleges

Year	Arts and Sciences	Business	Education	Health Sciences	Pharmacy	Total*
2008	53	2	3	11	6	75
2009	45	3	14	30	17	109
2010	46	8	11	15	13	93
2011	46	6	33	11	14	110
TOTAL	190	19	61	67	50	387

Source: Annual Report of College Deans, March 2012

*In 2006, 2007 and 2008, GSU faculty published 50, 88 and 123 manuscripts in peer- reviewed journals, respectively.

The publication productivity by College varied widely and is uneven. The findings revealed that some Colleges need additional institutional support to enhance their research productivity. It is also important to note that CSU faculty and administrators have published their research work in the top refereed journals in their disciplines.

The average citation index (impact factor) of the top journals in which CSU faculty and administrators have published their work is a measure reflecting the average number of citations of the articles published in the journal and it is traditionally used as a proxy for the relative importance of the journal within its field. The journal with higher impact factor is considered to be more important than those with a lower factor. The findings shown in Figure 4.1 reveal that the publications in the health professions (College of Pharmacy and the College of Health Sciences) are more widely and frequently cited than the other disciplines (Arts and Sciences, Education and Business).
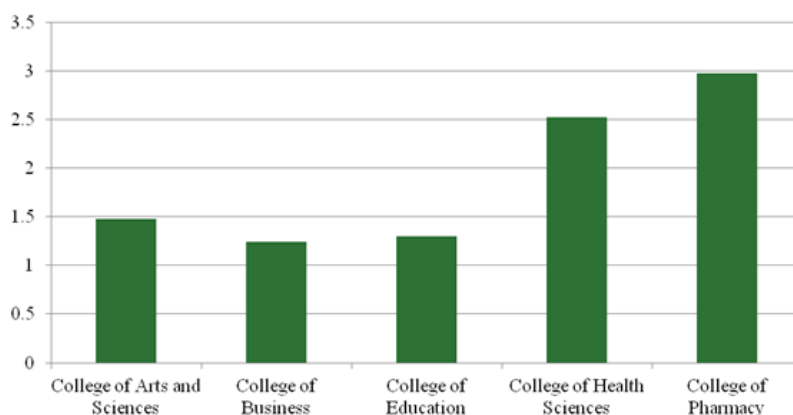
Figure 4.1 The Average Impact Factor of the Top Five Journals in which CSU Faculty and Administrators have Published their Work (by College)

Faculty and administrators at CSU also direct plays, produce art and art exhibits, present music performances and recitals as well as pursuing other creative and artistic endeavors not easily captured by a simple aggregation of events. In addition, they serve as book/journal reviewers and editors for various types of publications. Many faculty, administrators, and students at CSU have presented their research, artwork, and music performances at local, state, national and international conferences. The faculty in the College of Arts and Sciences had the largest number of presentations followed by the faculty and administrators in the College of Pharmacy (Table 4.6). These findings compare favorably with the findings reported in the HLC Self-Study report by one of our local peer institutions [A-4a5].

Table 4.6 Presentation in Peer-Reviewed Conferences including Art Exhibition and Music Performance by College/Service Units: 2008-2011*

Year	CAS**	COB	COE	CHS	COP	Total^
2008	137	3	14	21	16	191
2009	139	5	33	17	28	222
2010	146	5	2	7	39	199
2011	147	5	39	4	33	228
TOTAL	569	18	88	49	116	840

*Source: Annual Reports of Academic Deans, March 2012
**CAS = College of Arts and Sciences; COB = College of Business; COE= College of Education; CHS = College of Health Sciences; COP = College of Pharmacy. ^In 2006, 2007 and 2008, GSU faculty presented 155, 197 and 226 research/art exhibit/musical performances, respectively.

4A.8   Scholarship and Educational Improvement

An excellent example of a faculty-student partnership that led to significant research and creative activity in the community is the collaborative model of research developed in the Master of Occupational Therapy (MOT) program. Under this model, thirteen student groups completed their research projects. Between 2007 and 2011, nine of the 13 students (69%) presented at state, regional or national occupational therapy conferences. Faculty members have incorporated their students' work into the process of building and creating knowledge as evidenced by the recent acceptance of two student-faculty projects at the International Association for the Scientific Study of Intellectual Disabilities World Congress held July 2012 in Halifax, Nova Scotia. The students and faculty members in the MOT example clearly demonstrate the effectiveness of a model of learning that promotes both research and professional development [B-4a19].

With a total graduate student enrollment approaching 2000, the School of Graduate and Professional Studies meets the needs of graduate and professional education by building upon the strengths, experiences, and successes of the academic departments and their operations, functions and services with a full continuum of support services for prospective and continuing graduate students. CSU currently offers 25 master's degree programs, a doctoral program in educational leadership and administration (EdD) and a professional doctoral program in pharmacy (PharmD). In addition, the University offers certificate programs in a variety of academic areas, such as community economic development, library science (Post-Master's Certificate), and health information administration (Post-Baccalaureate Certificate) [B-4a20].

A thesis/dissertation or capstone project is an essential culminating experience of a graduate education. Between 2007 and 2011, 1421 master's degrees were conferred at CSU. Of these 1421 degrees, 70 (4.9%) completed a master's thesis and 13 (0.9%), a master's capstone project. The College of Arts and Sciences, followed by the College of Education, produced the largest number of theses and dissertation projects. Chicago State University awarded its first doctorate degree in 2009 and a total of 10 doctoral dissertations have been produced as of May 2012. The College of Pharmacy conferred its first professional doctorate degrees to 77 students in May 2012 [A-4a6].

Fewer than 6% of the master's degrees awardees at CSU completed a thesis or capstone project. In 2011, this situation was changed by a vote of the University Graduate Council requiring all graduate programs to revise their curricula to include a culminating project that entails significant writing work. The University has also implemented a digital publishing process for all graduate theses and dissertations. In an effort to further improve the quality of its graduate programs, the University Graduate Council also approved a policy in 2011 that requires faculty members teaching graduate level courses to meet specified academic degree requirements and demonstrate evidence of their publications in peer-reviewed journals [B-4a21].

Effective Spring 2013 undergraduate degree-completion will require a thesis or capstone project requirement. Some faculty expressed concern about the impact of the new thesis or capstone project requirement on their teaching workload. To address this concern, a recommendation has been submitted to the University Budget Committee for additional resources to implement the new curricula requirement of a thesis or capstone project [B-4a22].

Moving Forward with Lifelong Learning

SUCCESSES

- The CSU Honors College has graduated its first four cohorts and has established a five-year trend of above average retention and graduation rates, serving as a model for other academic programs and offering an enriched academic and professional experience for high-achieving students.
- Chicago State University faculty have improved in the scholarship domain as evidenced by the increase in funding from external grants.
- The establishment of the CTRE has strengthened the Institution's support of a life of learning through increased funding for faculty research and creative activities.
- Chicago State University offers many professional development opportunities that promote faculty research and other scholarly and creative activities.
- The number of students presenting their research at professional conferences and of those participating in study abroad programs has also steadily increased since the last HLC review in 2003.
- Chicago State University systematically recognizes the scholarly achievements of faculty through various awards at the college and university levels.
- Recent adoption of required undergraduate senior thesis and graduate thesis/capstone project demonstrates how scholarly productivity is enhancing learning outcomes.

OPPORTUNITIES

- The impact of the new thesis or capstone project requirements on teaching workload is a concern to the faculty. The recommendation submitted to the University Budget Committee for additional resources to implement the new curricula requirement of a thesis or capstone project for the students must be supported by the administration.
- Given a decrease in the number of Sabbatical Leaves and Faculty Excellence Awards in the last three years (due to financial pressures), the Institution must encourage greater support for sabbaticals in the near future.

4B.1   The General Education Curriculum

The General Education curriculum at CSU provides students with the breadth of knowledge and skills they need to pursue any degree program successfully and succeed in their chosen careers. As they take their general education courses, students are exposed to methods of inquiry in the arts and humanities, physical and life sciences, and the social and behavioral sciences that will equip them to think critically, read and write analytically across a broad range of topics, and appreciate cultural diversity and social interaction as foundational for a life of learning. To meet these goals, CSU students are required to complete a minimum of 36 hours of General Education requirements. The curriculum has two major components: (a) Core Requirements (15 hours), which include six hours of English composition, six hours of a foreign language, and three hours of mathematics, and (b) General Requirements (21 hours), which include six hours of courses in the humanities, six hours in the physical and life sciences, and nine hours in the social sciences. Embedded in the total 36-hour requirements are three hours of critical thinking, three hours of diversity, and three hours of fine arts that students must take by selecting from a list of courses approved for each category [A-4b1].

To ensure that the goals of the General Education curriculum are met on a consistent basis, the General Education assessment program was initiated in Spring 1998 with the appointment of a General Education Assessment Committee (GEAC). A general education mission statement and set of learning outcomes were developed by the GEAC over the course of two years. The GEAC began the process by gathering information from faculty regarding what they would expect students to know and be able to do upon completing general education requirements. Based on statements from faculty, GEAC proposed a list of 17 general education outcomes. The proposed outcomes were vetted and revised a number of times based on feedback from faculty before they were approved in the fall of 2000 [A-4b2].

After the approval of the outcomes, departments were asked to identify courses that met one or more of the 17 general education outcomes and then asked to submit an assessment plan and syllabi as well as an assessment instrument(s) and grading rubrics for each course. The assessment plan for each general education course and its associated assessment instrument(s) and rubrics were developed by faculty and then reviewed and approved by the respective departments, the GEAC, and the University Assessment Committee (UAC) prior to the formal commencement of the general education assessment program during the 2002/2003 academic year. Several pilot courses were assessed from 2000 until 2003 to test the validity of the instruments and rubrics [A-4b3, B-4b1].

Core Component 4B:

The organization demonstrates the acquisition of a breadth of knowledge and skills, and the exercise of intellectual inquiry are integral to its educational programs.

Six clearly-defined outcomes ensure the goals of the General Education curriculum are consistent with the recently revised core values, vision, and mission of the University.

In the last ten years, a number of significant changes have been made to the general education curriculum and requirements. A six-hour, two-semester sequence in a foreign language, a three-hour critical thinking course, a three-hour diversity course, and a three-hour fine arts course have been incorporated into the 36-hour General Education requirements. Assessment instruments and grading rubrics are reviewed periodically by the GEAC and the UAC to ensure that they are updated routinely based on assessment results and that the assessment instruments are appropriate for the stated general education outcome(s).

The seventeen General Education outcomes have been recently revised to six clearly-defined outcomes in order to improve clarity and make the outcomes less restrictive and more manageable for developing assessment instruments, and also to ensure that the goals of the General Education curriculum are consistent with the recently revised core values, vision, and mission of the University. The revision process was completed with significant faculty involvement. The revision was publicized to the entire University faculty through the Faculty Senate, multiple university-wide email blasts, CSU X-Press (the University transcript portal), Cougar Connect (University intranet portal), and several public forums which were held for the purpose of receiving faculty input. After extensive revisions, the final document was presented to the Provost for approval in the spring of 2012.

In summary form, the six current general education outcomes are:

1. Communication: Demonstrate effective oral and written communication skills.
2. Diversity and Interaction: Demonstrate an understanding of cultural diversity and interrelatedness, as well as human-environment interactions.
3. Critical Thinking: Demonstrate creative and critical thinking, analytical reasoning, and problem-solving skills.
4. Methods of Inquiry: Apply the basic vocabularies, questions, and methods of the humanities, social sciences, and natural sciences to the process of inquiry.
5. Responsibility and Social Justice: Demonstrate an understanding of and engagement with the social dimensions of civic life.
6. Science and Society: Demonstrate an understanding of the interactions between science and technology, society, and the environment.

The University is planning to implement the new General Education Outcomes in the 2012/2013 academic year [A-4b4].

4B.2   General Education Assessment Tools and Processes

A wide range of assessment tools are used for course-based assessment of General Education outcomes, including a pretest/post-test format, end-of-semester final exams, in-class or outside-class worksheets, writing assignments, project portfolios, research papers, exit exams, and capstone courses, with each tailored to the course content and the appropriate outcome. Course instructors administer some assessment instruments during class time, and others are completed by students outside class and submitted to their course instructors. Many of the assessment instruments are embedded in course requirements. The various ways and methods used to assess general education courses require active and full participation of all general education course instructors in the assessment process [B-4b1].

A designated General Education assessment coordinator for each program offering general education courses has the responsibility to oversee (in consultation with the chairperson and faculty) assessment of the General Education courses by program. Specific responsibilities of the coordinator include: coordinating the development of assessment plans and instruments, and administring tests; reviewing assessment results and presenting a review of results to faculty for discussion and decision making; writing and disseminating assessment reports; and coordinating academic and/or assessment instrument modifications recommended by faculty based on assessment results [A-4b5].

All sections of a particular General Education course are assessed using uniform assessment instruments. Assessment results for each semester are reviewed at a department, program, or course level meeting to identify areas of strengths and weaknesses, and then to address areas of weaknesses in order to close the "feedback loop" of assessment. All coordinators report their assessment findings to the department chairperson, the dean, and the university GEAC, and upload these reports to a departmental account housed in *LiveText*®.

The report consists of a narrative and trend data. The narrative identifies the General Education outcome being assessed in each course and provides information on methods of assessment, threshold for satisfactory performance in assessment tests, assessment findings, changes made or under consideration based on assessment findings, and evidence of student learning. The trend data form is designed to show summaries of assessment findings by course and by semester, and to provide an overview of trends in student learning over a period of six consecutive semesters. Lack of progress in student learning over a six-semester assessment period may call for reevaluation of the curriculum, and/or changes to the pedagogical strategy employed by an instructor and/or the assessment instrument used, in order to achieve better results during the next six-semester cycle reporting period [A-4b3].

All sections of a particular General Education course are assessed using uniform assessment instruments.

It should be noted that departments/programs are now expected to publicize assessment results for General Education courses as well as assessment results for the major, in order to inform the public about student learning at CSU. A variety of media are used by departments/programs (which include department/program website and brochures) to publicize student achievement of learning outcomes in their coursework [B-4b2].

In order to oversee and monitor General Education assessment activities university-wide, the University has appointed a university General Education Assessment Coordinator. The university General Education Assessment Coordinator is the chair of the General Education Assessment Committe (GEAC), a member of the University Assessment Committee (UAC), and an ex officio member of the General Education Committee (GEC). The UAC oversees all assessment activities in the University including nonacademic assessment of other units.

The General Education Committee was reconstituted in 1997 with the explicit purpose of providing direct faculty oversight into the University General Education curriculum. The GEC also interacts with several other University committees that deal with curriculum issues, including the University Curriculum Coordinating Committee (UCCC), each college curriculum committee, the GEAC, the UAC, and the Office of Academic Affairs [B-4b3].

The university General Program Assessment Coordinator reviews all reports submitted by the General Education assessment coordinators using an evaluation rubric housed in *LiveText*® [A-4b6], for the purpose of providing feedback to assessment coordinators. The University General Education Assessment Coordinator also is responsible for writing end-of-semester reports based on a review of assessment reports submitted by individual program assessment coordinators for distribution to assessment coordinators, chairs of departments that offer General Education courses, the Dean of the College of Arts and Sciences, the chair of the University Assessment Committee and the Provost. An end-of-semester review of reports and highlight the accomplishments and challenges of the General Education curriculum in general, and of individual programs and courses in particular [B-4b1, B-4b4].

While many individuals at CSU are involved in the assessment of General Education university-wide, the university is still in the process of developing linkages between these assessment processes and other curricular and co-curricular activities. For example, there are significant opportunities for students in professional programs to participate in service learning activities that expand the breadth of knowledge and skills received in their general education course preparation. Many students participate in student organizations, Greek organizations, student activities and clubs and athletic activities. For a more representative list and explanation, see the detailed discussion in Criterion Five.

4B.3   Student Achievement of General Education Outcomes

Learning outcomes in a student's academic preparation at CSU include sufficient depth and breadth to prepare each student for a life of learning. Course-based semester assessment reports and key-changes reports submitted by General Education assessment coordinators provide details of assessment results and interpretations, accomplishments and challenges, and decisions based on assessment findings [B-4b1, B-4b5]. These processes have resulted in significant change over the past ten years.

Table 4.7 shows examples of the achievements of student learning outcomes for a representative sample of selected General Education courses from Fall 2006 through Spring 2011.

Table 4.7 Achievement of Learning Outcomes for Selected General Education Courses

Course	Fall 2006	Spr. 2007	Fall 2007	Spr. 2008	Fall 2008	Spr. 2009	Fall 2009	Spr. 2010	Fall 2010	Spr. 2011
ENG 1270	96*	94	95	95	81	76	81	88	85	80
ENG 1280	83	--	83	77	81	--	92	85	76	82
GEOG 1000	88	84	80	85	82	92	91	89	86	83
PSYC 1100	67	66	70	70	67	77	73	68	85	83
PSYC 2000	74	73	67	82	76	78	79	47	76	94

Source: University General Education Assessment Committee (GEAC), February 2012.

*Percentage of students meeting General Education outcomes.

The trend data for ENG 1270/1280 (composition I/II) show that a consistently high (76% or higher) percentage of students met the General Education outcomes relating to oral and written communication skills. The trend data for GEOG 1000 (Societies and Environments) show that 80% or higher of students met the General Education outcomes relating to human-environment interaction and cultural diversity. The trend data for PSYC 1100/2000 (Introduction to Psychology/ Life Span Development) indicate improvement in student achievement of learning outcomes, especially in PSYC 1100, over a significant time frame. While the courses listed are a subset of all General Education courses, communication skills and the acquisition of social skills are a significant outcome for the successful attainment of important goals in life. Clearly, assessment of General Education outcomes at Chicago State University has been successful and ongoing for many years.

The University has also developed a plan to transition from paper and pencil assessment tests to an electronic assessment of Student learning outcomes in General Education courses using *LiveText*®. A pilot for electronic assessment was launched in Fall 2011 in two courses, ENG 1280 (Composition II) and MATH 1200 (College Algebra), using the rubrics developed by the Association of American Colleges and Universities (AAC&U). The results of the pilot for ENG 1280 are shown in Table 4.8.

Table 4.8 Assessment Results for ENG 1280 (Fall 2011) on the AACU Written Communication Value Rubric

	Capstone (4 pts)	Milestone (3 pts)	Milestone (2 pts)	Benchmark (2 pts)	Mean	Mode	SD
Context of and Purpose of Writing	28%*	44%	24%	3%	2.98	3	.80
Content Development	19%	55%	23%	4%	2.88	3	.75
Genre and Disciplinary Conventions	15%	40%	34%	11%	2.59	3	.88
Sources and Evidence	16%	47%	30%	7%	2.72	3	.82
Control of Syntax and Mechanics	15%	49%	29%	7%	2.72	3	.80

Source: University General Education Assessment Committee (GEAC), February 2012.

*Signifies that 28% of the students accomplished the task of "Context of and Purpose of Writing" at the Capstone level.

The table shows only a sample of data found in *LiveText*®. With the success of the pilot project, the use of such nationally normed assessment rubrics could be extended to all General Education courses [B-4b6].

The assessment results clearly show that on the average, students scored 2.5 or better on each measure and that the students were relatively weak in "Genre and Disciplinary Conventions." In this example, it is worth noting that this new system of gathering assessment data using *LiveText*® will help the University streamline its assessment system for gathering, viewing, organizing, sorting, and analyzing assessment data, as well as for analyzing the level of achievement of general education outcomes across sections and student groups over time. It is anticipated that as General Education courses are re-approved, over the next three-year cycle, that all General Education courses will be required to implement an AAC&U Scoring Guide/Rubric to assess a key learning outcome using *LiveText*® [A-4b7].

4B.4   Effective Preparation for Continued Learning

One of the indirect measures used at CSU to capture student learning is the National Survey of Student Engagement (NSSE) described in Criterion Three. The NSSE was administered to freshmen and senior students in 2004, 2007, and 2012. The responses to questions on educational and personal growth constructs, as compared to selected (and similar) peer institutions, as well as Carnegie peers, are presented below. The findings of the 2004 NSSE survey revealed that the general education curriculum, in addition to the mechanisms of reinforcement found in each academic discipline or major, had a positive influence on student knowledge, skills and personal development. However, a statistically significant difference ($p<0.05$) was found in the item dealing with acquisition of a broad general education, where CSU students rated lower than their Carnegie Institute identified peers. Overall, however, CSU students compared favorably with their selected (and similar) peer institutions and their Carnegie peers in all of the remaining general education related constructs measured [B-4b7].

In 2007, the results of the NSSE survey revealed no significant difference among the three groups (CSU, selected peers, and Carnegie peers) in all the general education related constructs (Table 4.9). This result illustrates a significant strength over time: that the general education curriculum is having a positive and measureable impact on CSU students' knowledge level, skills and personal development.

Table 4.9 Comparative Student Engagement Survey Results

To what extent has your experience at this institution contributed to your knowledge, skills and personal development in the following areas? Scale: (4= very much, 1= very little)	Year	CSU Students Mean	Selected Peers Mean	Carnegie Peers Mean
	2004	3.15	--	3.30*
Acquiring a broad general education	2007	3.13	3.21	3.23
	2004	3.22	--	3.11
Writing clearly and effectively	2007	3.03	3.02	3.08
	2004	3.09	--	3.01
Speaking clearly and effectively	2007	3.02	2.90	2.99
	2004	3.31	--	3.33
Thinking critically and analytically	2007	3.25	3.32	3.31
	2004	2.95	--	2.86
Analyzing quantitative problems	2007	2.95	3.05	3.01
	2004	3.27	--	3.13
Using computing and information technology	2007	3.06	3.24	3.19
	2004	2.54	--	2.57
Understanding people of other racial and ethnic backgrounds	2007	2.65	2.57	2.64
	2004	2.74	--	2.68
Solving complex real-world problems	2007	2.59	2.74	2.72
	2004	2.74	--	2.71
Developing personal code of values and ethics	2007	2.54	2.57	2.66
	2004	2.08	--	2.00
Developing a deepened sense of spiritually	2007	1.85	1.71	1.91
	2004	2.51	--	2.41
Contributing to the welfare of your community	2007	2.27	2.33	2.41

Source: National Survey of Student Engagement (NSSE): 2004 and 2007

2012 NSSE data is not yet available. Data is expected to be available for on-site visit in November 2012.

4B.5   External Validation of Program Quality

Accreditation by national professional organizations is generally recognized as evidence of program quality and effective preparation for continued learning. Professional degree programs at CSU emphasize the acquisition of advanced knowledge and skills appropriate to students' fields of study. All professional degree programs are subject to periodic review by their professional accreditation agencies to ensure currency of knowledge and adherence to national standards of excellence. These degree programs have regular and required processes for assessment of student learning and for using findings from the assessment activities for program improvement. Information on CSU's program accreditation and academic program review process to ensure program quality is presented in more detail in Criteria One and Three [A-4b8].

The Basic Skills examination is an admission requirement for entry into the College of Education, and only applicants who pass the examination are admitted. The students must pass the Academic Content Area and Professional Knowledge/Pedagogy tests before they are allowed to proceed to their teaching practicum. The credentialing examination results reveal that CSU graduates perform equally or better than their statewide counterparts in the Basic Skills, Academic Content Area, and Professional Knowledge / Pedagogy domains, including the Overall Test Summary [A-4b9, B-4b8].

The College of Education provides remedial services for students in the Colleges of Education and Arts and Sciences pursuing admission to the College of Education and who may have developmental needs in specific basic literacy areas. The scope and implementation of these services provided by the Teacher Development Center [B-4b9] are outlined in a Basic Literacy Development Plan [A-4b10] that was developed and approved by both Colleges. Since the plan was implemented in January 2012, the pass rate for CSU students who sat for the Illinois Test of Academic Proficiency (TAP, previously the Illinois Basic Skills Test) increased from 11.0% in September 2010 (when the TAP test's stringency was increased) to 40.0% April 2012 (the most recent administration reported).

Another objective way to assess program quality in professional programs is to compare the pass rates of the program graduates with pass rates in the national/state board or licensing/credentialing examinations. For example, students who completed degree requirements from the College of Education take three tests for the credentialing examination that is administered to all teachers statewide. The three tests include the Test of Academic Proficiency in Basic Skills, Academic Content Area, and Professional Knowledge/Pedagogy.

In the College of Health Sciences, the National Council Licensure Examination for Registered Nurses (NCLEX-RN) revealed that CSU has one of the flagship undergraduate nursing programs in the nation. In the last eight years, the average pass rate of CSU's nursing graduates on the NCLEX-RN was 90%, which surpassed the state (89%) and national (88%) pass rates. The passing benchmark required by the Illinois Department of Professional and Financial Regulations is 75%.

On the other hand, CSU's graduate performance on the National Board of Certification for Occupational Therapy (NBCOT) certification examination and the Registered Health Information Administration (RHIA) examination has been inconsistent. Since 2006, the Accreditation Council for Occupational Therapy Education requires programs to maintain a three-year average pass rate of 70 % for first-time test takers.

Chicago State University has met the Occupational Therapy accreditation requirement each year; however, the department continues to strive for a higher level of performance. From 2005-2011, 55 graduates completed the health information administration program. A total of 32 (58%) sat for the RHIA examination, and twenty (62%) passed the exam on the first attempt. Several internal factors contributed to poor student outcomes, and action plans for improvement have been instituted. Some of these initiatives include a plan for curriculum revision that was developed two years ago and is being implemented currently. Despite the lower than desired test results, employer survey results from the last three years on the national certification exams reveal that graduates of the program perform well in work settings, and employers are generally satisfied [A-4b11].

The Director of Assessment is leading the development of a plan to conduct external peer review visits of all degree programs that do not have a degree program accrediting body available. That external program review will require a self-study document to be prepared and a site visit by external program experts [B-3a7].

The College of Arts and Sciences Graduate Programs in Counseling and Social Work track the results of student performance on national licensure exams by the National Counselor Examination (NCE) and the Illinois Certification Testing System - Type 73 Social Work Examination, respectively. Student performance on the NCE has fluctuated in recent years from a high of 86% in 2004 to a low of 35% in 2009 and is increasing again annually. The faculty in the Counseling program investigated the change in test performance and determined that a greater emphasis needed to be placed on counseling practice. Curriculum changes were put into place in 2010 in order to pair theoretical background courses with applied courses focused on key concepts in counseling. As a result, the test scores are gradually increasing as new students matriculate through the program. For example, in 2011 the pass rate increased to 63%. Similarly, the School Social Work concentration was implemented in Fall 2006 with the first class taking the certification exam in 2007. The pass rate for this cohort was 50%. The following year rate increased to 67%. It was at this point that specific preparation for the exam was directly embedded in the required classes. As a result of this programmatic change, the pass rate has increased to 100% [A-4b12].

In the College of Pharmacy, graduates are licensed by the National Association of Boards of Pharmacy (NABP). The inaugural class of CSU pharmacists took the North American Pharmacist Licensure Examination (NAPLEX) and Multistate Pharmacist Jurisprudence Examination (MPJE) in May 2012, and results are forth coming.

Moving Forward with General Education

SUCCESSES

Chicago State University integrates into its academic programs the learning outcomes identified as central to its general education curriculum through extensive assessment processes and committee structures that depend on their execution on significant faculty involvement. These learning outcomes have been revised to remain consistent with the University mission, and are embedded within all of CSU's undergraduate degree programs. The results of a longstanding institutional commitment to assessment demonstrate that the acquisition of the knowledge base, skills required for, and the exercise of intellectual inquiry are integral to the educational programs at Chicago State University.

This is evidenced by the following:
- Chicago State University faculty has strengthened the assessment of the general education program by developing a comprehensive program of assessment. These measures reveal that CSU graduates have acquired a breadth of knowledge, prerequisite life skills, and the capacity to engage in intellectual inquiry. Additionally, the findings from ongoing program assessment activities and trend data are used as the basis to make further changes in the general education curriculum as needed.
- All degree programs offered at CSU include program-specific learning outcomes designed to promote the acquisition of knowledge and the development of skills that support learning beyond graduation.

OPPORTUNITIES
- The identified learning outcomes for general education will be reinforced within the individual undergraduate majors and in the several professional programs offered at CSU.
- To further strengthen CSU's commitment to intellectual inquiry as an integral component of its educational programs, the University will develop linkages between general education assessment processes and other curricular and co-curricular activities.
- Additional institutional support will be provided to professional programs with low pass rates on the licensing/certification examinations to enable them to improve their scores.

4C.1   Regular Review of Academic Programs

To ensure that CSU students are prepared for the ever-changing global workplace, the academic curricula are constantly assessed to ensure students are learning and acquiring the skills needed to function in a competitive global work environment. To further diversify its student body, CSU is also committed to increasing the number of international students admitted. Furthermore, the University is committed to increasing the opportunities for study abroad programs. The Colleges of Business, Education, Health Sciences, and Pharmacy have external advisory boards that regularly provide feedback on the currency and relevance of the curricula. Other mechanisms for external validation to obtain feedback on the usefulness of the curricula will be discussed below [B-4c1].

Chicago State University regularly reviews the usefulness of its curriculum through internal structures (discussed in Criteria One, Two, and Three) and as mandated by the IBHE. A regular cycle of program review is required of every graduate and undergraduate program. External validation of program quality will be discussed below using direct and indirect measures, professional standards for accreditation, and employer and alumni satisfaction surveys, among many other measures. Through such measures, CSU prepares its students to live and work in a global, diverse and technological society [B-4c2].

4C.2   Mission-Centered Goals and Professional Preparation

Chicago State University's mission statement articulates the Institution's commitment "to teaching, research, and service and community development including social justice, leadership and entrepreneurship." For many years, CSU has made a significant impact in the local community through collaborative research and creative partnerships. Many of the community service activities provided by CSU students, faculty and administrators are presented in Criterion Five. Examples of mission-driven partnerships between CSU and community organizations where academic research intersects with creative partnerships will be highlighted in this section [B-4c3].

Chicago State University provides opportunities for students to demonstrate and apply in community settings the knowledge and skills they have acquired in their coursework. Some examples include the annual Health Fair and outreach programs (sponsored by the Colleges of Pharmacy and Health Sciences), the Health/Wellness Center, the HIV/AIDS Research and Policy Institute, the Study Abroad program coordinated by the Office of International Programs, various musical and theatrical performances provided by the College of Arts and Sciences, and several service learning programs at the University.

Core Component 4C:

The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse and technological society.

For example, in the College of Health Sciences all undergraduate students are required to take HSC 3321: Service Learning. This course allows students to learn and develop leadership skills through active participation in a structured service project that helps to meet the needs of the community. As such, this service learning requirement has led to the development of partnerships with 20+ community-based agencies. At several of these sites, the students engage in diverse activities utilizing their life, interpersonal, social and clinical skills. As a result of the program, 231,277 adults and children on the south side of Chicago were served. The service learning component of students' professional preparation in the College of Health Sciences is implemented not only locally, but also internationally in such diverse locales as the Ukraine.

4C.3   Graduate Satisfaction and Preparation for Work and Life

Graduates of CSU need the knowledge and skills to function in a diverse and global society. An example of success in preparing students for the work of life is revealed in the results of the campus-wide Self-Study initiative. This study demonstrates how CSU graduates perceive their educational preparation to live and work in a global, diverse, and technological society [A-4c1].

In addition, all professional Colleges have a comprehensive assessment process for obtaining feedback from employers. All the academic departments in the Colleges of Business and Health Sciences annually survey their graduates and employers of their graduates. The alumni and employer surveys in the Colleges of Health Sciences and Education revealed that CSU provided its graduates with the knowledge and skills required to function effectively in the workforce, to learn independently, and to demonstrate social responsibility. The College of Education, through a consortium arrangement that contracts with other Illinois public universities to conduct an annual survey of teachers and administrators, examined the attitudes of its graduates and their employers. This Teacher Graduate Survey [B-4c4] is administered as a "five-year-out survey" of alumni. Of the 30 programs in the College of Education, all of the 22 licensure programs administer standardized alumni and employer surveys on an annual basis through the consortium. The eight non-licensure programs administer their own surveys. The College of Pharmacy administered a survey to its first graduating students in May 2012. Across all the Colleges, alumni survey results are used to enhance academic programs and provide evidence for programmatic changes and improvements, given the needs of each program [B-4c5].

However, a persistent low response rate on many of the exit and alumni surveys administered at the University, college and departmental level is a concern in generalizing findings from the survey. Strategies to overcome this are a top priority of discussion at all levels of the University. One suggestion gaining currency is that in addition to surface mailing, the administration of the survey might need to be improved by using alternate means of distribution. Suggestions include the use of email and other social media technology as well as departmental web pages. Accuracy in updating alumni contact information matters greatly for increased rates of participation. Finally, the exit survey instrument itself might be reviewed in order to make it shorter and more user-friendly.

4C.4   Student Creativity and Use of Scholarship

While regular review, external validation, and other measures are important to ensure program quality, student-produced scholarship and other collaborative and mission-centered activities are also illustrative of program quality. Furthermore, CSU has an excellent track record of support for undergraduate and graduate independent inquiry and creative activity that promote faculty-student collaboration. In each College, research is promoted through the department colloquia or dean's forum where faculty, staff, and students present their research activities. The majority of the research is implemented in collaboration with undergraduate and graduate students.

CSU has an excellent track record of support for undergraduate and graduate independent inquiry and creative activity that promote faculty-student collaboration.

In the College of Arts and Sciences, over 100 undergraduate and more than 20 graduate students annually participate in research mentored by a faculty member. The Louis Stokes Alliances for Minority Participation (LSAMP) program in the College of Arts and Sciences is aimed at increasing the quality and quantity of students successfully completing science, technology, engineering and mathematics (STEM) baccalaureate degree programs. The LSAMP program also focuses on increasing the number of students interested in, being academically qualified for, and matriculated into, programs of graduate study [B-4c6]. The long-term goal of the LSAMP program is to increase the number of students who earn doctorates in STEM fields, particularly from populations underrepresented in those fields (Table 4.10).

Table 4.10 Research Oriented Programs in Which Students Served: 2007-2011

	Number of Students Served				
Year	2007	2008	2009	2010	2011
Louis Stokes Alliances for Minority Participation Program	444	494	518	567	639
Minority Biomedical Research Support-Research Initiative for Scientific Enhancement (MBRS-RISE) Program	17	4	2	23	23
Center for Alternative Energy Technology	4	8	6	6	0

Source: Office of Grants and Research Administration, March 2012

The core goals of the Minority Biomedical Research Support-Research Initiative for Scientific Enhancement (MBRS-RISE) program [B-4c7] in the College of Arts and Sciences are to increase the number of underrepresented minority science students continuing their education toward biomedical graduate degree programs, and to ensure the quality of their preparation. [A-4c3]Approximately 65% of CSU students in natural science programs participate in faculty-mentored research as part of their undergraduate experience. An exceptional example would be the Center for Alternative Energy Technology located in the College of Arts and Sciences. This research is sponsored through a Department of Energy multi-year grant focused on the development of a lightweight, compact, high temperature proton exchange membrane fuel cell powered technology packaged for military mobile robotic systems [B-4c8].

Similarly, the HIV/AIDS Research and Policy Institute in the College of Heath Science provides volunteer opportunities for students to assist in ongoing research projects and to pursue internship, practicum, and service learning experiences that lead to a life of learning. By facilitating research, policy analysis, and service that is culturally sensitive and responsive to the complexities of HIV/AIDS, the Institute is focused on addressing the long-term public health concerns of ethnic minorities in the State of Illinois. The HIV/AIDS Institute has been active in research and disseminating information to the campus and the community through a variety of projects. The ongoing research projects and publications of the Institute are available online at the HIV/AIDs Institute Research and Policy Institute [B-4c9]. The outcome data on the Institute community activities are presented in Criterion Five.

4C.5   Independent Learning and Programs of Applied Learning

There are many types of academic programs at CSU that offer the mastery of knowledge and the skills necessary for independent learning. These include professional practicums, fieldwork experiences, study abroad programs and internship opportunities. Chicago State University provides a variety of programs by which undergraduate and graduate students can gain internship experience in "real-world" settings. The Minority Internship Program (MIP) was created in the mid-1980s by the Illinois General Assembly as part of an effort to place students with various organizations in order to cultivate the next generation of leaders. The MIP is part of a five-university consortium, formerly known as the Board of Governors: Chicago State University, Eastern Illinois University, Governors State University, Western Illinois University, and Northeastern Illinois University. The consortium is instrumental in exposing students to the fundamentals of creating, shaping and implementing public policy initiatives [A-4c2, B-4c10].

In addition to the MIP, CSU's internship and clinical practicum programs have significantly increased since the last accreditation site visit in 2003. Some examples include professional programs in the Colleges of Arts and Sciences (Social Work and Clinical Psychology), Education, Business, Pharmacy, and Health Sciences, which require their students to participate in some form of fieldwork/practicum or internship experience. Internship and clinical practicum programs provide valuable avenues for students to apply the knowledge and skills they learn in the classroom to "real-world" settings in the workplace. Each program has an internship coordinator that assists students in finding an appropriate internship. The supervisors and preceptors of the clinical/practical/fieldwork experience provide written feedback on the performance of their students. In this way, participation in the various applied learning opportunities allows the student to maintain a connection to the workplace, coupled with the opportunity to apply their knowledge for the benefit of others in the community [B-4c11].

Additional opportunities for applied learning can also be found in many of the study abroad programs now offered at CSU through the Office of International Programs. Chicago State University supports the acquisition of knowledge among an existing and diverse student population by providing a well-rounded study abroad program with multiple sites/agreements in at least eleven countries (Table 4.11). The number of students traveling abroad is increasing and will likely be a continuing strength of CSU's academic preparation for students in the future [B-4c12].

Table 4.11 Support for Students and Study Abroad Program

Year	Attendance/Presentation at Professional Conferences	Study Abroad Program	Total
2007	1	11	12
2008	1	13	14
2009	8	17	25
2010	28	9	37
2011	34	28	62
Total	72	78	150

Source: Office of the Provost, March 2012

Chicago State University has been able to enhance the diversity of its student body by increasing the enrollment of international students by 65%. The number of international students grew from 40 in 2009 to 66 students in 2012. These students come from at least 40 different countries around the world [B-4c13].

4C.6   Co-Curricular Activities and Social Responsibility

Another useful measure is co-curricular activities and the opportunities students have to engage in socially responsible activities as a result of their academic preparation. For eleven years, CSU has participated in the Honda Campus All-Star Challenge established in 1989 by the American Honda Motor Company. Over 75,000 students nationally have participated in the competition, which covers such traditional academic subjects as science, literature, philosophy and history, and also ranges over current events and popular culture. Chicago State University has finished well in these national competitions, which included Historically Black Colleges and Universities and other Predominately Black Institutions. There are many other avenues for CSU students to apply their knowledge in socially responsible ways. Much of this information can be found in Criterion Five [B-4c14].

Moving Forward with Contextualized Education

SUCCESSES
- Chicago State University's internship and clinical practicum programs provide valuable avenues for students to apply cognitive knowledge and other skills acquired in the classroom for the workplace and other "real-world" settings.
- The University provides several community engagement opportunities for students to apply knowledge and skills they have learned in the classroom, and also provides services that have significant impact on the community.
- Ongoing student, alumni, and employer surveys reveal that graduates have acquired the requisite knowledge and skills to function effectively in the workforce, learn independently, and demonstrate social responsibility.

OPPORTUNITIES
- During this Institutional Self-Study, a low response rate from the alumni and employers' survey was identified as a concern. To improve the response rate, the processes and evaluative tools will be revised before drawing substantive conclusions.

4D.1 Development of Skills for the Responsible Use of Knowledge

All university constituents, students, faculty and staff alike are expected to adhere to the CSU Code of Excellence [C-2a]. From their first orientation session at the University, all CSU students are introduced to multiple policies and support services that emphasize the responsible use of knowledge including the Student Code of Conduct [C-2d], mandatory sexual assault prevention programs [C-2e], and many others [C-2b, C-2c, C-2f, C-2g, C-1o]. Faculty also receive extensive training and information regarding research ethics [C-1e], state-mandated ethics training [C-1m], and a Faculty Handbook outlines many areas of responsibility that support the development of skills and attitudes intended to convey the socially responsible use of knowledge [C-1e]; among others [C-1a, C-1b, C-1c, C-1d, C-1f, C-1g, C-1h, C-1i, C-1j, C-1k, C-1n].

Core Component 4D:

The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

4D.2 Integrity in Research and Creative Activities

Chicago State University provides effective oversight and appropriate support services to ensure the highest ethical and professional standards of integrity in the research and creative activities of its faculty, administrators and students. The University's stakeholders are committed to following all of the applicable federal laws and university policies regarding research activity.

- To protect human subjects in the course of conducting research at CSU from undue risk or harm to the greatest degree possible
- To conduct all research with integrity and to follow all assurances given with due care and diligence
- To be good stewards of research grants and funds received by the University and all study personnel
- To minimize any conflicts of interest that might unduly influence professional judgment
- To uphold the University's Code of Excellence in the course of all research activities

Below is an illustrative list of committees, policies and procedures dedicated to the oversight and assurance of institutional compliance, and promoting the highest standards of responsible use of research and integrity in the process of the creation of knowledge.

INSTITUTIONAL REVIEW BOARD (IRB)

Many of the integrity standards and policies of the IRB are detailed in Criteria One, but the content developed here pertains to how those policies and procedures overlap and intersect with classroom activities and academic areas. The primary mission of the IRB is to protect the rights and welfare of human research subjects. The policies and procedures relating to integrity and ethical conduct in research are provided on the CSU/IRB web page [B-4d1]. To ensure ethical conduct in the course of research involving human subjects conducted on campus, the CSU/IRB provides campus-wide training, requires online training for key research personnel, and reviews all research protocols that utilize human subjects. In this regard, CSU is committed to fostering standards of excellence in all aspects of research integrity, especially in those areas of investigation in which human subjects participate. Chicago State University has adopted the Federal Policy for the Protection of Human Subjects (Common Rule) and complies with terms of the Federal Assurance, of which the University is a signatory.

The IRB accepts and reviews research protocols involving the use of human subjects using a level of review (Exempt, Expedited, or Full Review) that corresponds to the level of risk to research subjects. For a summary of the number of protocols reviewed, see Table 4.12.

Table 4.12 Proposals Reviewed by CSU's Institutional Review Board: 2007-2011

Type of Review	2007	2008	2009	2010	2011	2012
Exempt	9	14	18	18	22	12
Expedited	23	14	10	14	16	2
Full	1	1	5	3	5	3
Total	33	29	33	35	43	17*

Source: Institutional Review Board (IRB) through May 15, 2012

Of note is an Institutional Self-Study of the IRB that revealed concerns and opportunities for improvement. For example, IRB members expressed concern about limited financial support from the University. As a result of this finding, dedicated funds from the CTRE and the Office of the Provost will be allocated in the next fiscal year to support online submission and management of IRB proposals, additional training resources and other initiatives intended to strengthen the University's commitment to integrity in research.

INSTITUTIONAL ANIMAL CARE AND USE COMMITTEE (IACUC)

In 1966 Public Law 89-544 was enacted to establish standards and regulate the treatment of animals used in research. Additional rules and regulations have been created to further regulate the responsibilities and roles of university researchers regarding the use of animals as subjects. Faculty members seeking to use animals as part of their research activities must obtain approval prior to undertaking the research [B-4d2].

INSTITUTIONAL BIOSAFETY COMMITTEE (IBC)

The IBC was formed to meet federal and state safety guidelines. The mission of the IBC is to approve and oversee all research proposals and programs at CSU that involve the use of recombinant DNA: human materials including fluids, tissues, excretions, secretions, cell lines; plant, animal and human pathogens; transgenic organisms (bacteria, plants and animals) and biotoxins as per National Institute of Health (NIH) guidelines. Further information on the Committee's role is available on the Academic Information web page [B-4d3].

UNIVERSITY CODE OF EXCELLENCE

Chicago State University's Code of Excellence states the standard of conduct expected of all members of the CSU community. This code is intended to be a visible and present reminder to all faculty, staff and students of standards of expected behavior in an educational environment. This code can be accessed on the Judicial Affairs webpage [C-1c, C-2a].

4D.3   Integrity in Curricular and Co-Curricular Activities

Chicago State University provides effective oversight and appropriate support services to ensure the highest ethical and professional standards of integrity in the curricular and co-curricular activities of its faculty, administrators, and students. The University's stakeholders, including faculty, staff and students, are committed to following all of the applicable federal, state, and local laws, as well as university policies, in the following areas.

MANDATORY SEXUAL ASSAULT PREVENTION PROGRAM

All newly admitted CSU students are required to complete the online "Sexual Assault Prevention Program" [C-2e]. Failure to complete this program on or before the close of the semester (as referenced in the Class Schedule Bulletin) may result in a registration block on the student record. Such students will not be allowed to register for classes, request transcripts, or view grades on CSU X-Press.

STUDENT CODE OF CONDUCT

The Student Code of Conduct also is the University's formal policy that governs all administrative processes pertaining to standards of behavior and conduct expected of students [C-2d]. The Office of Judicial Affairs is responsible for overseeing all administrative processes for protecting students' rights to live and learn in a safe and crime-free environment. This Office administers CSU's student judicial process and follows the procedural guidelines established by the University. Significantly more detail regarding this policy and the processes it utilizes can be found in Criterion One and is detailed in the Student Handbook [C-2b].

CSU provides effective oversight and appropriate support services to ensure the highest ethical and professional standards of integrity in the curricular and co-curricular activities.

POLICY ON CLASSROOM DISRUPTION

A specific policy for responding to incidents of classroom disruption (BAIT Program) has been adopted. This policy can be found on the Judicial Affairs web page. Specifically, the policy is designed to promote a classroom environment that encourages and allows for the free and open exchange of ideas critical to the learning enterprise at CSU. Faculty members may ensure such conditions by excluding from the classroom any individual, who in their determination: (1) threatens or engages in physical violence toward another individual; (2) threatens another or interferes with the property of other; or (3) otherwise disrupts the class [A-4d1].

POLICY ON THE RELEASE OF STUDENT INFORMATION

All students enrolled at the University have the right to inspect and review their official records, to request corrections or deletions, and to allow limited access to such records by other persons in accordance with the Family Educational Right and Privacy Act (FERPA) of 1974. The primary academic record of a student is located in the Office of the Registrar. Other records may be located in Admissions, Alumni Affairs, Business Operations, Career Planning and Placement, Wellness Center, Graduate Office, Financial Assistance, Student Development, and collegiate and academic department offices. Students have the right to file complaints regarding alleged failure of the University to comply with FERPA. Students can file a written request for a hearing with the office responsible for maintaining the record [A-4d2].

STUDENT AND FACULTY GRIEVANCE PROCEDURES

Chicago State University has a clearly defined grievance procedure for students and faculty alike. The specifics of the student procedure are described in the Undergraduate and Graduate Catalogs. Grievances are handled through the Department of Student Affairs and by the individual colleges whose policies may vary slightly from the uniform standards found in the University Grievance Policy. Faculty grievances are addressed through the Grievance Officer for UPI Local 4100 and through the Office of Human Resources as applicable. More information on these policies can be found in Criterion One [B-4d4].

RESPONSIBLE USE OF KNOWLEDGE

The majority of faculty members discuss and include an explanation of plagiarism and its consequences in their course syllabi. Many of the courses offered at CSU provide opportunities for students to discuss the importance of intellectual contributions and the proper citation of primary and secondary sources to avoid plagiarism [B-4d5].

4D.4   Respect for Copyright Protection and Intellectual Property

Chicago State University provides effective oversight and appropriate support services to ensure that the intellectual property rights and any ownership interest

in the product of scholarship by its faculty, staff and students are respected. The policy relating to intellectual property is described in detail in the 2010-2015 UPI Contract [C-1b] as well as in the Bylaws of the University Board of Trustees [B-4d6]. The University encourages and supports its faculty in developing materials of intellectual value. If such material was created during work hours, the ownership is shared equally so both parties (University and faculty) receive equitable benefits.

The CSU Library follows the US Copyright Law and US Commission, state and federal laws governing confidentiality of records. The Library keeps records of all photocopy requests for three years. The CSU Library created a "Copyright Guidelines" web page [B-4d5] to assist faculty, staff and students with copyright questions and to build an understanding of copyright issues relating to reproduction of materials and materials on reserve as they affect the academic community.

Moving Forward with Responsibility

SUCCESSES

- Through its structures of appropriate committees, CSU has in place a process for protection of both human participants and animal subjects in research that includes required training for committee members, faculty members, and student researchers.
- All faculty members who submit a proposal to the IRB are required to complete the NIH ethics training. All University employees are also required to complete the annual state ethics training online. These online training requirements are designed to ensure that the workforce is familiar with the ethical issues involved in research and in carrying out their responsibilities as state employees.
- Chicago State University has clearly stated policies and procedures for faculty, staff, and students regarding intellectual property, conflict of interest, and research misconduct.
- Policies for both academic and personal conduct of students are widely disseminated on the University website and other publications. The University has in place a systematic process for resolving violations of this code.

OPPORTUNITIES

Despite the above-stated institutional strengths, the following challenges were observed during the campus-wide study:

- Given a decrease (the last three years) in the number of Sabbatical Leaves and Faculty Excellence Awards (due to financial pressures), the Institution must encourage greater support for sabbaticals in an age of decreasing funds or commit publicly to sustaining the current level awarded
- The low response rate to alumni and employer surveys is a concern. The University must provide resources to improve the administrative

processes and the evaluative tools currently being used.

- To strengthen intellectual inquiry as an integral component of CSU's educational programs, the University will link general education assessment processes and other curricular and co-curricular activities.
- Additional institutional support will be provided to professional programs with low pass rates on the licensing/certification examinations to enable them to improve their scores.

SUMMARY OF CRITERION FOUR

Chicago State University promotes a life of learning for its faculty, administration, staff and students by promoting inquiry, creative activity and social responsibility in ways that are consistent with its mission. The actions of Chicago State University's Board of Trustees faculty, staff, administrators, and students promote a life of learning within our campus community and beyond. Increases in faculty research and grants, the successes of the Honors College and systematic recognition of scholarly achievements are examples of how the University has demonstrated this commitment.

The University's educational programs advance the exercise of intellectual inquiry as well as the acquisition of a breadth of knowledge and skills. Chicago State's General Education program has been developed to provide foundational academic skills. All degree programs are based on program-specific learning outcomes designed to promote the development of knowledge and skills beyond graduation. A wide range of internship and clinical practicum programs also provide valuable avenues for students to develop knowledge and skills that they can apply in "real world" settings. The university has a culture of assessment with systems in place to insure the usefulness of CSU curricula to students and to guide a process of continual improvement in educational programs.

The institution understands the responsibilities that are associated with the processes of acquiring and applying knowledge. Chicago State University has significant standards for integrity and has educational and oversight structures in place to ensure responsible production and application of knowledge as it strives for continuous improvement in developing its capacity to foster a life of learning. The self-reflection involved in the self-study process provided an opportunity to identify additional areas in which the institution can continue to build its capacities.

Faculty would benefit from increasing the number of sabbaticals available. Additional Faculty Excellence Awards would improve recognition for faculty accomplishments in promoting the mission of the university. Streamlined processes for gathering alumni and employer surveys would improve the quantity and quality of data that is important for program improvement. Finally, the new Strategic Planning, Measurement & Effectiveness process is establishing additional linkages between general education, academic programs, and non-academic unit assessments and/or evaluations to support the ongoing improvement of educational programs at Chicago State University.

Criterion Five:

Engagement and Service

As called by its mission, the organization identifies its constituencies and serves them in ways both value.

CSU is an institution which provides educational access to students of diverse backgrounds and needs, and promotes community development including social justice, leadership and entrepreneurship.

INTRODUCTION

Consistent with its Mission Statement, "CSU is an institution which provides educational access to students of diverse backgrounds and needs, and promotes community development including social justice, leadership and entrepreneurship." The University's Vision Statement articulates the institution's role in addressing the unique needs of its community by aspiring to "be recognized for innovations in teaching and research, and in promoting ethical leadership, entrepreneurship, and social and environmental justice." The University "embraces, engages, educates, enlightens, and empowers its students and community to transform lives locally and globally." Chicago State University's constituencies include a broad collection of individuals, institutions and organizations at the university, neighborhood, city, regional, state, and national/international levels. They include: CSU students, faculty and staff; CSU alumni, trustees, and supporters; community businesses and volunteer organizations; neighborhood, city and regional K-12 schools and community colleges; local, citywide and regional environmental and social justice organizations; academic and professional organizations; and international students and scholars.

Deeply rooted in the University's tradition is its sustained commitment to engagement and service for its many constituents. This commitment is exhibited strategically across academic and support units, student populations and organizations, and individual contributions. As a component of fulfilling its guiding principles and goals, the University community has served in the capacity of a workforce developer, scientific discovery incubator, academic partner, agricultural stimulator, health care and preventive health services provider, community organizer, small business promoter, and in numerous other ways. This commitment has also directed improvements in physical facilities, personnel decisions, unit organizational restructuring, and communication to enhance the University's ability to deliver its services more effectively.

In addition to a comprehensive review of University documents related to engagement and service initiatives since the 2003 Self-Study, a campus-wide service and engagement survey was administered in Spring and Summer 2011 to assist in the identification of Criterion 5-related service and engagement endeavors across the University [A-5a1].

More than 275 responses were received from faculty, staff, and students briefly describing the various initiatives, institutionally based as well as personal volunteerism. Follow-up interviews were then conducted with selected respondents to gather additional information for core component classification, analysis and ultimate inclusion in the final HLC Self-Study report. The University is proud of its significant accomplishments in this area of its mission. This chapter will describe the quality and comprehensiveness of engagement and service activities at CSU and how this engagement is institutionalized through human and financial capital support. It will demonstrate how CSU is fulfilling its mission and achieving its vision by effectively engaging with its constituents to better serve their needs. Campus units collaboratively engage in mission-driven service and engagement activities. Examples of University initiatives that demonstrate its capacity to serve its constituents are described as follows [B-5a1].

Core Component 5A:

The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

5A.1 Building Capacity through the Mission

The capacity for service and engagement by the University has increased through reaffirmation of the commitment included in the Mission, Strategic Plan, organizational expansion and operational realignment, curricular and co-curricular growth, administration's continued support, and enhancement of dedicated financial as well as physical resources. President Watson has led the University to an enhanced level of community engagement, public service, and collaborative efforts reflective of its priority. He has been instrumental in helping to establish more comprehensive articulation agreements with the Chicago City Colleges and other regional institutions of higher learning [B-5a2]. He has contributed his expertise to the strengthening of the University's ties with the local affiliates of the National Association for the Advancement of Colored People (NAACP), Operation Push, and other civil rights organizations fighting for social justice. He has worked with legislative leaders to bring workforce development initiatives such as Entrepreneurial Idol to the University to help foster new business growth and opportunities in the community. He has also inspired the University to formulate and implement the "Contiguous Community/Violence Prevention" program, which will begin in Fall 2012 [B-5a3].

Grants and advancement gifts have helped to increase the capacity for engagement and service initiatives at the University. As evidence of its ability to build capacity through grants and gifts, the University has received the following:

- $2.7 million for the current four-year funding cycle from the National Institutes of Health (NIH), ending in 2012, for Minority Biomedical Research Support (MBRS) -- Support of Continuous Research Excellence (SCORE) Program [B-5a4]
- $1.1 million for the current four-year cycle from (NIH), ending in 2013, for the Minority Biomedical Research Support (MBRS) -- Research Initiative for Scientific Enhancement (RISE) Program [B-5a5]
- $5.3 million to support the Textbooks and Learning Materials Program (USAID-TLMP) Ghana, established in 2005 [A-5a2]
- $400,000 from the City of Chicago to support the Chicago State University Aquaponics Center, established in 2010. Another $1.0 million has been obtained for support of the facility over the next four years from the Department of Education [B-5a6]
- $1.0 million from Dr. Julian Sheinbucks' estate to support scholarships for biology majors and for distance learning initiatives [A-5a3]
- $3.5 million to create the 21st Century Graduate and Professional Students Academic Studies Initiative in 2009 from the U.S. Department of Education [B-5a7]

Emil and Patricia A. Jones Convocation Center: In October of 2008 the official dedication of the Emil and Patricia A. Jones Convocation Center (JCC) was held. The JCC has become the premier public use facility on the south side of Chicago. It is the new home of the CSU intercollegiate athletics program, and was a welcome addition to the University as it provided a 7000-seat multipurpose arena which would enable the University to increase capacity to more effectively host events such as basketball and volleyball games, concerts, commencements and other campus and public events. In FY 2011, the facility was used by external organizations to host 26 events with a total attendance of 85,100 people. In FY 2012, the facility hosted 25 events with a total attendance of 76,400 people. Representative examples of events held at the JCC in the last two years include numerous high school basketball games, an IHSA supersectional basketball game, the McDonald's High School All-American Basketball Game (televised on ESPN), a T.D. Jakes Conference, a Maze Concert, the American Petroleum Institute Symposium, the Strength and Conditioning Clinic, the In Search of Genius Science Symposium, the Motown Review Concert, and commencements for many nearby high schools [B-5a8].

Jacoby Dickens Center: The Jacoby Dickens Center (JDC), the former home of the intercollegiate athletics program, has undergone many recent improvements/upgrades to enhance its ability to serve University constituents. These improvements include: increasing the number of basketball courts; adding an indoor baseball batting cage; refinishing and refurbishing the swimming pool deck; replacing the swimming pool timing system; purchasing of new lockers for the women's volleyball team and the men's baseball team; refinishing and refurbishing the gym floor; purchasing new stadium bleachers with a seating capacity of 1900 people; and renovation of the CSU Fitness Center which included the purchase of new exercise equipment and air conditioning [B-5a9].

5A.2   Environmental Scanning

Chicago State University gathers information from its constituencies (through periodic environmental scanning as discussed in Criterion 2A) on how best to meet its current and changing needs. Throughout the past decade CSU has employed a variety of methods to understand the needs of its constituencies and communities, and to inform the University's strategic planning efforts. Large and small-scale environmental scanning (University, Department, and Unit) has occurred to understand the needs of the various University constituencies as a method to assess service demand and needs.

CSU's Core Values recognize the dignity and unique talents of all persons, which foster creative and innovative thinking and learning, and which honor pride in self, community and the University.

As described in Criterion Four, some of the colleges also conduct surveys of their alumni and employers of alumni, to help determine not only program satisfaction, but also insights on program strengths. Students completing community-based fieldwork (e.g., internships, practicums, service learning, etc.) are not only evaluated for the services they provide; field sites also provide input on services needed for program improvement/expansion as well as the quality of student-provided services. Environmental scanning also reveals the needs of University constituents through active volunteer participation and professional organization memberships. For example, programs such as the Community Policing Initiative have been largely based on the community-identified need for safer neighborhoods in the communities surrounding the University. In addition, a recent survey of preceptor needs administered by the College of Pharmacy investigated the types of preceptor training that the College could provide to assist pharmacists in providing a higher level of patient-centered care at the practice sites where the student pharmacists had been placed to complete their early experiential learning requirements.

Where many efforts have been made to identify the needs of the constituents served by the University, there does not appear to be a systematic and collaborative approach to the environmental scanning process throughout the campus. Coordinated efforts campus-wide to more effectively conduct and sustain these efforts should be implemented [B-5a10].

5A.3   The University's Constituencies

The University recognizes and responds to the needs of its diverse constituencies. These constituencies exhibit a broad range of diversity including race, ethnicity, gender, abilities, socioeconomics, philosophical thought, and age. Programs, services, and initiatives have been implemented to meet identified needs in this important area. As a Predominately Black Institution (PBI), it is recognized that assumptions cannot be made that the needs of its constituencies only reside within one particular demographic group. The richness of the services provided as well as student learning experiences are dependent on building connections among, and capitalizing on the diversity of, not only the providers but also the recipients of services. The University Committee on Diversity and Inclusion, comprised of representatives from across the campus (including faculty, staff, administrators, and students), was recently constituted to evaluate and align diversity-related initiatives to the University Strategic Plan, to identify training opportunities for the University community, to identify diversity-related assessment standards, to assess how the University addresses issues of diversity on the campus and surrounding communities (including service and engagement endeavors), and to identify ways to promote diversity and inclusion to all members of the organization. Further descriptions of how CSU demonstrates attention to diversity are included in the following section [B-5a11].

5A.4   Responding to Community Needs

Decisions on which services are provided to CSU's constituencies are predominately guided by those recipients, as well as by the University's mission and its capacity to identify and meet constituencies' needs. A variety of methods are utilized to identify community programmatic needs, including some reliance on employee community-based personal experiences. Several offices at the University are involved in this process, including the Office of Alumni Affairs, the Office of Community Relations, and the CSU Foundation. In addition, meetings with legislators, community leaders, community volunteers, alumni, religious leaders, public school officials, and other community stakeholders help to guide the identification and implementation of University initiatives. The range of services include those that increase the ability of constituents to attain education, improve quality of life for individuals with special needs, improve knowledge in the sciences, reduce crime through community policing; support community revitalization, improve preventive health education and awareness, improve community well-being, and improve international education for children.

INCREASING THE ABILITY TO ATTAIN EDUCATION

Several University-based programs are designed to assist constituents in attaining higher education in the face of economic and other life issues.

- **CSU Student Financial Assistance Outreach Center:** Chicago State University Student Financial Assistance Outreach Center (SFAOC) is a state-funded center that serves young adults, including CSU students and the Cook County community in applying for financial aid. The Center, which was founded more than 10 years ago, conducts free college funding seminars, workshops, presentations and private consultations at high schools, churches and community organizations, and disseminates financial aid literature regarding the different types of funding available and how to apply for it. The Center also assists students and parents in completing the Free Application for Federal Student Aid (FAFSA) and other financial aid-related paperwork throughout a student's academic career. In FY13, pursuant to a change in state legislation, funding to the center was implemented as a sub-grant to a community-based organization [B-5a12].

IMPROVING QUALITY OF LIFE FOR THOSE WITH SPECIAL NEEDS

University faculty, students and staff are engaged with initiatives that focus on assisting children and adults with special needs to achieve their goals and lead functional lives.

- **Cougar Sports Academy:** Children with physical disabilities who attend either Neil or Bennett Elementary Schools participate in an annual physical education program at CSU to assist them in improving coordination and providing opportunities to participate in team sports. Students are also able to train for participation in the Special Olympics Program [B-5a13].

IMPROVING KNOWLEDGE IN THE SCIENCES

To increase the numbers of individuals entering into science-related fields, the University has offered several programs for university, middle and high school students. Long-running initiatives for pre-college students include the premedical education and engineering studies programs. These two programs have each been in existence for 20+ years and together serve over 150 students every summer. Two long running programs for CSU students include:

- **MBRS-SCORE Program:** Since 1999, the National Institutes of Health has funded the Minority Biomedical Research Support (MBRS) -- Support of Continuous Research Excellence (SCORE) Program at CSU. This institutional grant supports faculty-led biomedical research in the disciplines of Biological Sciences, Chemistry, and Physics. The goal of the SCORE program is to enhance the professional development of the research faculty and sustain a research environment at CSU. The current four-year funding cycle has an overall budget of $2.7 million [B-5a4].

- **MBRS-RISE Program:** Since 1999, the National Institutes of Health has funded the Minority Biomedical Research Support (MBRS) -- Research Initiative for Scientific Enhancement (RISE) Program at CSU. This student- training program prepares undergraduates for admission into academic doctoral degree programs, and is funded at $1.1 million for the current four-year cycle. This program provides opportunities for students to learn research skills, for interdisciplinary collaborations, and for the dissemination of new knowledge to the scientific community. College of Pharmacy faculty have also participated as collaborators and as mentors along with faculty from the College of Arts and Sciences. Approximately 50 CSU students participate annually in the Rise Program [B-5a5].

SUPPORTING COMMUNITY REVITALIZATION

The University has developed and implemented programs designed to allow community residents to develop their own strategies for neighborhood maintenance and revitalization.

- **The Frederick Blum Neighborhood Assistance Center (NAC) and The Calumet Environmental Resource Center (CERC):** Both of these Centers are housed in the Department of Geography, Sociology, History, African-American Studies and Anthropology. The Neighborhood Assistance Center, named after Fredrick Blum, emeritus professor of Geography and long-time supporter of community planning and neighborhood development, provides technical and research assistance to neighborhood-based, community-based, and economic development organizations. The NAC not only applies discipline-specific skills to the solution of neighborhood problems, it also acts to increase the level of service to the community by the University. Students work with community organizations and in collaboration with faculty members on projects by utilizing the skills they obtained in their classes. Outreach activities organized by the NAC include symposia, conferences, workshops and community engagement events (Table 5.1) [B-5a14].

Table 5.1 Fred Blum Neighborhood Assistance Center's (NAC) Partner Organizations, Presentations and Workshops Given, and Workshop/Presentation Attendance: 2007-2011*

Year	Partner Organizations	Presentations, Workshops, and Community Meetings Given/Organized	Presentations, Workshops, and Meetings Attendance	Campus and Community Outreach**	Campus and Community Outreach Attendance
2007	33	21	316	8	500
2008	35	24	488	10	1,000
2009	38	25	712	12	1,600
2010	34	29	520	10	1,200
2011	38	32	630	4	600
Total	70*	131	2,666	44	4,900

* Many organizations were partners over multiple years
**Participation by NAC at a campus or off campus event with a table or exhibit.
Source: Frederick Blum Neighborhood Assistance Center, 2012.

Recent NAC research projects include working with Northwestern University's Center for Healthcare Equity – Institute for Healthcare Studies and the Chicago Department of Public Health to produce "A Profile of Health and Health Resources within Chicago's 77 Communities," a comprehensive, first-of-its-kind report on the health of Chicago [A-5a4].

The Calumet Environmental Resource Center (CERC), started by CSU faculty in 1991, is a unique resource library, meeting place and referral network where local community residents, government officials, nonprofit environmental organizations, and others can learn about and respond to pressing environmental issues in the Calumet Region. The Calumet Region of Northeastern Illinois and Northwest Indiana was an industrial center of the national economy and was also a dumping ground for the associated wastes from large-scale industry. The region also holds some of the most significant natural areas in the upper Midwest. Through its participation in the Lake Calumet Ecosystem Partnership, CERC helps to coordinate environmental initiatives in the region.

The CERC works with numerous community organizations, businesses, and residents seeking to enhance economic development, protect the area's fragile environment, and monitor the health and safety of their communities. Calumet Environmental Resource Center resources are available to students, faculty, and members of the community. It is anticipated that CERC will play a central role in the implementation of the University's new Mission and Vision Statements' emphasis on "social and environmental justice." The number of individuals served by CERC from 2007-2011 is shown in Table 5.2 [A-5a5].

Table 5.2 Calumet Environmental Resource Center Community Engagement Activities: 2007-2011

Year	CERC Website*	Community Outreach**	Campus Outreach***
2007	33	21	316
2008	35	24	488
2009	38	25	712
2010	34	29	520
2011	38	32	630
Total	**70***	**131**	**2,666**

*This number reflects the total number of hits/visits to the Calumet Environmental Resource Center (CERC) website located at http://www.csu.edu/cerc/ between January 2007 and December 2011.
** Community Outreach refers to members of organization that CERC has worked with over the years and the numerous attendees at meetings, summits, workshops, and events that CERC has participated in.
*** Campus Outreach refers to CERC activities that took place on the Chicago State University campus and were designed to directly promote CERC to members of the CSU community (students, faculty, and staff).
Source: Calumet Environmental Resource Center, 2012.

IMPROVING INTERNATIONAL EDUCATION FOR CHILDREN

- **Ghana Project:** The Textbooks and Learning Materials Program (TLMP), established in 2005, is a $5.3 million ongoing project funded by the United States Agency on International Development (USAID). Chicago State University, the lead institution on the grant, partners with other minority-serving institutions in this initiative, including Alabama A & M University, Elizabeth City State University, South Carolina State University, and the University of Texas-San Antonio. The TLMP has provided more than 25 million African children with access to textbooks. For many of the recipients these books offer their first opportunity to turn a page. The durable full-color texts and learning materials were designed in collaboration with Africans for Africans. To date, TLMP has printed more than four million books of 500 distinct titles, written in 13 languages, including English and French. This number exceeded the Cooperative Agreement target by two million books. In addition, more than six million workbooks and teachers' guides have been produced and distributed nationwide throughout the 10 regions of Ghana. Not only do these texts fully align with national curricula, but they also incorporate critical themes in sub-Saharan Africa, such as HIV/AIDS, gender sensitivity and equity, hygiene, and leadership. As a result of the program, students who previously received no textbooks in needed subject areas now receive up to three books each per year. College of Education faculty and students have been engaged in the design, writing, production, assessment and delivery of the program's services [A-5a2].

IMPROVING PREVENTIVE HEALTH EDUCATION AND CHILDREN'S TRAUMA AWARENESS

- **"Safe Passage":** Safe Passage is a 13-part television series developed in 2003 which focuses on HIV/AIDS and airs on Public Access Channel 21. This series, created through a collaboration between Chicago State University and the Office of Illinois State Representative Constance Howard, was developed in response to an identified community need, as HIV/AIDS disproportionately affects the African-American community. The goal of the program was to better inform the community about HIV/AIDS including its identification, incidence, severity, treatment, and prevention. In addition, the television series was designed to provide students enrolled in the University's Department of Communication, Media, Arts and Theatre (CMAT) the opportunity to gain additional media production skills. Guest speakers, including health care professionals, individuals diagnosed with HIV/AIDS, and representatives from the LGBT communities, enhanced the scope and diversity of the programming.

The program's production set and equipment purchases were underwritten in partnership with Glaxo-Smith Kline and the City of Chicago Health Department. Students engaged in the production of the television program benefitted through the receipt of course credit as well as growth of their research, production and crewing skills. The program was discontinued in 2005 due to a lack of sustainable funding, but efforts are ongoing to resurrect the program, as the community need is still evident [A-5a6].

- **Evidence Based Trauma:** Funded since 2008 by an Illinois Department of Children and Family Services (DCFS) annual grant contract of approximately $3.2 million, this ongoing program is a collaborative effort of the DCFS, CSU's Department of Social Work, the Community Mental Health Council and Northwestern University. This initiative seeks to develop alternative approaches to training and to applying proven methodologies for increasing successful implementation and adoption of family-centered, trauma-informed, and strengths-based engagement, assessment and intervention practices. There are two distinct programs provided through the Chicago State University contract: the Learning Collaborative Program and the Field Support Program. To conduct the program, 25 staff and trainers have been hired statewide, and the Learning Collaborative Program serves 3500 professionals including child welfare professionals, psychologists, social workers, and caregivers for children who have experienced traumatic events [B-5a15].

COMMUNITY ENGAGEMENT THROUGH COMMUNITY POLICING

- **Community Policing:** As a part of the University's community outreach, the Chicago State University Police Department (a precinct of the Illinois State Police) deploys one of its units off-campus on each shift to patrol the area of 93rd to 99th Streets from Cottage Grove Avenue to State Street. The department not only patrols the area, but also actively participates in Chesterfield and West Chesterfield Neighborhood Organizations' monthly meetings to stay abreast of community safety concerns as well as to gather information on how the University may provide additional services to these communities. In the last two years, the CSU Police Department has also partnered with the Chicago Police Department in a number of initiatives serving the surrounding community. For example, the President of the University hosts members of the surrounding police districts (5th and 6th Districts and the Public Transportation Unit) yearly to reinforce the University's commitment to partnerships that can address crime conditions affecting students and community residents alike. This partnership represents an important component of the proposed CSU Contiguous Community/Violence Prevention Project [B-5a3].

IMPROVING COMMUNITY WELL-BEING THROUGH COMMUNITY CLOTHING DRIVES

- **Roseland Community Center Coat Drive:** In Fall 2009 students enrolled in the CMAT program partnered with a community center in the Roseland community of Chicago to provide coats for the underserved minority community prior to the onset of the winter season. Roseland is the neighborhood immediately south of the campus. Through this initiative, many community members, adults and children, received warm coats and other winter outerwear [B-5a16].

5A.5   Continuing Education, Outreach, Training, and Extension Services

Chicago State University is significantly involved in the provision of continuing education, outreach, training, and extension services. Chicago State University considers the diversity of its constituencies in the development and provision of these services as previously described. In determining the types of programs, the University's constituencies (internal and external) are consulted to assess programmatic need and scope. The participating constituencies also are involved in the evaluation of program effectiveness through a variety of instruments and methods. All of the University's academic units provide programs that serve their identified constituencies, including continuing education, training/retraining, extension, and certificate programs. Many of the program participants are CSU alumni who are returning to obtain the education needed for a career change, lane change, promotion, or admission to a professional/graduate program.

SERVICES THROUGH THE DIVISION OF CONTINUING EDUCATION AND NONTRADITIONAL DEGREE PROGRAMS

Through the Division of Continuing Education and Nontraditional Degree Programs, the University has been in the forefront of providing quality lifelong education for more than forty years. From short-term technology classes to nontraditional baccalaureate degrees, the Division offers an array of customer-driven, custom-designed credit and non-credit educational and training courses, programs, workshops and seminars. Among the Division's many points of distinction is its Options Program that provides numerous enhancement and enrichment classes for an ever-expanding community. Over the years, CSU's learning community grew beyond traditional boundaries to include international clients, as well as individuals of all ages. The Options' population ranges from infants eight months old to seniors in their eighties. Popular classes continue to be gymnastics, swimming, technology, fitness, dance, writing and mathematics. The enrollment in the Division of Continuing Education course offerings from 2007 to 2011 is an indication of the community interest in the University's quality life-long education delivered to people of all ages (Table 5.3) [A-5a7].

The Extension Services of the Division of Continuing Education and Nontraditional Degree Programs offer an array of credit courses at several sites located throughout the city and suburbs. Accessibility is a key component in fulfilling the University's commitment to citizens to provide quality academic experiences. The Extension Services Program offers off-campus credit courses leading to degrees, certification completion, lane advancement, skill enhancement, and personal enrichment [B-5a17].

Table 5.3 Enrollment in the Division of Continuing Education Course Offerings: 2007-2012

	Type of Academic Programming			
Year	Options	Extension	Contract	Total
2007	4,013	1,426	811	**6,250**
2008	3,186	1,087	570	**4,843**
2009	3,892	1,086	228	**5,206**
2010	4,116	972	349	**5,437**
2011	3,566	817	239	**4,622**

Source: Division of Continuing Education and Nontraditional Degree Programs, March 2012

SERVICES THROUGH THE ILLINOIS SMALL BUSINESS DEVELOPMENT CENTER

An Illinois Small Business Development Center, one of 35 located throughout the state, is operated by the College of Business to provide assistance to new businesses in the community.

In addition to organizing regular workshops, the Center provides one-on-one counseling to entrepreneurs. Specifically, the Center assists community members in the development of business and marketing plans, in accessing market information and business finance programs, in financial analysis and planning, in identifying business education and training opportunities, and in locating specialized services relating to technology, innovation and entrepreneurial development. Table 5.4 on the following page provides data on the number of individuals served by the Center and number of workshops implemented from 2007-2011 [B-5a18].

SERVICES THROUGH THE DIGITAL DIVIDE PROGRAM

The CSU Mathematics and Computer Science Department is involved in increasing computer literacy in underserved communities

Table 5.4 Illinois Small Business Development Center Community Engagement Outcome Data*

	2007	2008	2009	2010	2011
Number of Workshops Implemented	17	16	17	14	16
Number of People Served in the Community	2,033	1,850	2.049	2,032	1,808

Source: Small Business Development Center, March 2012

through the Digital Divide initiative. This program is funded by the Illinois Department of Commerce and Economic Opportunity and has been in existence since 2003. Digital Divide is designed to increase access to computers, telecommunication technologies, and related training for residents of low-income communities. Specifically, the program provides computer literacy instruction in utilizing the Internet for job searches, using software to create flyers, posters, business cards, and other documents, understanding computer hardware/software, using email, and in podcasting.

The Department has partnered with various community organizations near CSU to implement this initiative. Such organizations include Resurrection Lutheran Church School, the Chicago Park District and the 95th Street Coalition Community Organization. As a result of the initiative, the Department has been able to provide general access to computers and technology to over 1500 youth and adults since the inception of the grant program. The Department reported that the majority of the seniors participating in the program became proficient in computer technology and Internet use. Additionally, the majority of the ACT Test Prep scores for high school students have shown improvement after they completed the program [B-5a19].

Moving Forward with Capacity

SUCCESSES

- Chicago State University learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.
- Chicago State University shows commitment to engagement and service through its mission, vision, core values, and strategic plan.
- The University has a long-standing commitment to furthering initiatives in these vital areas.
- The University community is aware of its constituents' needs and has been able to secure funding to support many of its important initiatives.

OPPORTUNITIES

- A more systematic and collaborative approach to the identification, development, and implementation of service and engagement endeavors will be undertaken to further maximize input and participation across campus and beyond.

Core Component 5B:

The organization has the capacity and the commitment to engage with its identified constituencies and communities.

5B.1   Planning for Engagement

Strategic Planning: All CSU academic and administrative departments are requested to review and/or update strategic plans each year based on the strategic directions of the University, as discussed in Criterion Two. The strategic plans of academic departments include their connections to the community through educational programs or social events. As an example, the 2006 University Strategic Plan contained a goal stating that the University is "…working in partnership with local organizations and agencies active in the region and assisting in the development of socially economically viable and sustainable communities." An additional goal stated that the University should "…contribute to society, in general, and the local community, in particular, through economic development activities, mutually beneficial partnerships with elementary and secondary schools, community colleges, other universities, business, industry, government and community organizations and significantly increase CSU's role as an international institution of higher education [A-5b1].

Strategic Goal 2 of the 2012 University Strategic Plan, entitled "Community Service and Engagement (Public Agenda Goal 4)", states that "the University will engage the community through economic development activities and mutually beneficial partnerships between educational institutions, health care agencies, business, industry, government and community organizations." [A-5b2].

5B.2   Organizing for Engagement

The University has created an organizational structure to support effective connections with the constituencies that it serves. Effective communications for community engagement are fostered through the academic colleges, departments, programs, administration, centers, advisory boards, committees, governance and oversight boards, divisions, and other functional units of the University.

Chicago State University's resources (facilities, financial, educational, and human) are used to support effective programs of engagement and service, including increasing collaborative programs throughout the campus. Budget allocations for engagement and service endeavors are defined through academic and non-academic support units. For some units, budget allocations for engagement and service endeavors are clearly defined. For others, funds are reallocated during the fiscal year to support engagement and service activities as they are identified. For example, the Wellness Center developed the Campus Health Awareness Motivational Program (C.H.A.M.P.) in response to a growing need to address preventive health issues among the CSU campus community.

Financial resources were reallocated to cover materials and supplies, and a series of events were held over the FY10 academic year to provide blood pressure screening, hypertension education, events focused on the value of diet and exercise, health-related competitions, and other initiatives. Students and faculty provided the services for these series of programs [B-5b1].

Faculty members are also recognized and rewarded for their leadership and participation in service endeavors through the retention, promotion, and tenure process outlined in the faculty Union Contract [B-5b2].

Office of Marketing and Communication: Chicago State University's Office of Marketing and Communication was recently restructured (including an increase in staffing) to improve its effectiveness and ability to coordinate University-wide communications and activities. Its responsibility includes facilitating dialogue between Chicago State University, the public, the campus community and the media. This office establishes and nurtures relationships with University constituents through Public Relations (captures and disseminates news through the media), internal communications (ensures an informed campus community), community relations (promotes University programs and the accomplishments through the use of community outreach initiatives;), and Marketing and Advertising (highlights CSU through commercial media and social marketing) [A-5b3].

Office of Community Relations: The Office of Community Relations at Chicago State University was realigned in 2011 to increase more effectively the positive image of the University and to improve the lines of communication with its external constituents. The Director serves as a community liaison that keeps the University's surrounding community apprised of matters of interest to them, such as the open-to-the public concerts, lectures, and programs at CSU. The Office also shares news of mutual accomplishments such as the completed plans by PACE and the CTA, which restored the "Transit Hub" on the north side of campus to facilitate increased access to the campus via public transportation. The expanded financial and personnel support for the University's Office of Community Relations has improved its ability to respond to requests by the community in all areas of focus [B-5b3].

Institutional Web Site: The University website makes connections to the public and communities through advertising and reporting various types of information about CSU, including its organization and administration, mission and vision, history and current updates, news and events, progress and plans, policies and reports, academic programs and admissions, the University's library, the CSU Foundation, campus life, and information from each academic department [A-5b4, B-5b4].

CSU strives to create and maintain structures and processes that enable effective connections and communications with all constituencies.

Table 5.5 Duplicated Headcount of Students served by DOSA initiatives in January 2012.

DOSA Initiative	Students Served
African American Male Resource Center	802
Abilities Office	166
Abilities Lab	189
Counseling Center	88
Latino Resource Center	96
Student Activities	338
TRIO Program	191
Total	1,370

Source: Division of Student Activities, January 2012

Department of Student Affairs: The Department of Student Affairs (DOSA) was reorganized in 2011 to improve its efficiency, impact, oversight, and to provide better continuity between departments/offices whose functions included areas of common responsibility. The Department is headed by the Dean of Students and contains the Abilities Office of Disabled Student Services, the African American Male Resource Center, the Latino Resource Center, Counseling Center, Housing and Residence Life, the Presidential Scholars, the Women's Resource Center, Student Activities, Student Union and the Federal TRIO Program at CSU. Table 5.5 includes representative month-long data for January 2012, which illustrates the number of CSU students served by DOSA. Further discussion of some of the initiatives listed in Table 5.5 is given in subsection 5c4 [B-5b5].

Office of Meetings and Events: The Office of Meetings and Events was expanded in 2010 to help ensure standardization of operations, adherence to University policies/procedures, minimization of liability concerns, and to increase revenues for facilities usage, and facilitate appropriate was also scheduling. The office developed strategies to incorporate greater student and student organization involvement in fundraising events held in conjunction with University-sponsored events (for example concession stands during sports events) that could potentially result in increasing scholarship support throughout the University. The office is responsible for managing space usage for University and community functions including athletics events, Honors Convocation, University Commencement, Student Union events, fairs and promotional events, community marketplaces, and other events (non-curricular) requiring space utilization. Since the restructuring of this office, the number of events held at the University has increased to 100+ events annually, including the public events held in the Jones Convocation Center described in subsection 5a1. In addition, students across all academic units have participated in the organization and facilitation of events as a component of co-curricular events and initiatives [A-5b5].

WCSU Radio: The mission of CSU's web-based radio station, WCSU, is to educate, entertain and communicate to students, faculty, staff and the community. WSCU provides multicultural and diverse programming, ranging from music and fine arts to public affairs, news and sports. All WCSU operations are handled by registered CSU students and alumni, and are supervised by faculty and staff. All are required to perform their duties in a manner that positively reflects the University community. WCSU also provides students with instruction in all facets of radio broadcasting from on-air to post-production. A representative list of WCSU programming is included [A-5b6].

Intercollegiate Athletics Program: The University offers a NCAA Division 1 varsity sports program. The University publicizes its athletics events through publications (including Up-To-The-Minute), radio (including live broadcasts through WCSU Radio), and the Athletics Department website. The athletics department and program connects the community with the University by promoting attendance at events, providing campus recreation facilities rental, and also through sponsorship/hosting of summer youth sports camps. In addition to regularly scheduled sports events, the Department of Intercollegiate Athletics hosted the 2012 Great West Conference Men's and Women's Basketball Tournaments on March 8-10 at the Emil and Patricia Jones Convocation Center, and will host the event again in March 2013 [B-5b6].

The CTC/CSU Alumni Association: The Chicago Teachers College/Chicago State University Alumni Association is dedicated to the advancement of Chicago State University and the interests of graduates of CSU and its predecessor institutions: Chicago Normal College, Chicago Teachers College, Illinois Teachers College – Chicago South, and Chicago State College. The Association is governed by a Board of Directors and includes representation from the Colleges of Arts and Sciences, Business, Education, Health Sciences and the Division of Continuing Education and Nontraditional Programs. Board members are responsible for advising University leaders on matters of interest to the CTC/CSU alumni community, setting Alumni Association priorities and supporting Alumni Association programs and events. The Alumni Association raises funds to provide scholarships for students and support for academic and administrative initiatives that benefit the entire CSU community. The Association also promotes recognition of alumni achievements and offers opportunities for graduates to network with each other and with University faculty, staff and students [B-5b7].

5B.3   Engaging Students with External Communities

COMMUNITY ENGAGEMENT IN THE CURRICULUM

The University's location on the south side of Chicago provides a wealth of opportunities for students to interact with a diverse community, to encounter complex social challenges, to experience the many aspects of a large metropolitan area, and to interact with a wide variety of institutional, community, business, and organizational partners. The Chicago community has both breadth and depth, and all of the Colleges take advantage of this by incorporating service and engagement activities into their curriculum. Such programs connect students and diverse communities through courses, internships, field placements and practicums, health care clinics, research, class projects, theatre performances, and exhibits. On any given day at the University, a visitor might encounter a student taking a blood pressure measurement, preparing for a study abroad program, preparing a poem for the Annual Writers Conference, serving as a research assistant, hosting a radio broadcast, performing in a musical, tending to the plants in the CSU Prairie Garden, developing business and marketing plans for area small businesses, conducting an etiquette luncheon to improve social skills for high school students, and tutoring elementary and high school students through the Cougar Homework Club. A tour of the community may reveal a student participating in a neighborhood health fair, educating clients in a barber shop about the importance of prostate screenings, developing genealogical reports for church members, providing health education on breast cancer awareness, assisting elderly residents in insulating their homes, presenting poison prevention information to elementary school students, and giving a presentation to a member of the Illinois General Assembly.

Some representative examples of these engagement activities include the following:

Occupational Therapy Initiatives: The CSU Department of Occupational Therapy (OT) routinely provides services to the community through its course, OT 5211. This is a required course taken by second year graduate students every fall semester. Students are responsible for evaluating the occupational needs of a group, agency or organization within the community for occupational therapy services and then implementing a pilot service for a community-based agency and evaluating the impact of the service on the population served. Various agencies (service learning sites) have participated in the course: homeless shelters, afterschool programs, senior centers and domestic violence centers. For Fall 2011, 156 individuals were served through 13 student projects. Overall, the service-learning course parallels the mission of the University in helping to mitigate the effects of health disparities and healthcare access by implementing OT services in communities where there were none previously [B-5b8].

The University's location on the south side of Chicago provides a wealth of opportunities for students to interact with a diverse community, to encounter complex social challenges, to experience the many aspects of a large metropolitan area, and to interact with a wide variety of institutional, community, business, and organizational partners.

ArtLab: The Theatre Collective is a student organization in the Communications, Media, Arts, and Theatre (CMAT) Program dedicated to producing works of theatre for the local community as well as the university community. Founded in 2011, ArtLab recently collaborated with the ETA Creative Arts Foundation, a community theatre on the South Side to present a staged reading of "Tangled" (an original script by a local Chicago playwright), presented a Ten Minute Play Festival, and a play entitled "For Colored Girls who have Considered Suicide/When the Rainbow is Enuf" [B-5b9].

College of Pharmacy: The College's Professional Practice II-Public Health Policy, Prevention and Wellness course PHAR 6122, connects student pharmacists with the public through the provision of services in public health clinics, social service agencies, hospice centers, homeless shelters, HIV/AIDS clinics, and related sites. Students are assigned to weekly four-hour service learning experiences in community-based public health service agencies or advocacy organizations. Students not only learn about the needs of the clients they serve, but also gain a greater understanding of the role pharmacists play in population-focused preventive health initiatives. Students also receive training in Medicare Part D to assist older adult clients in the appropriate selection of government medication coverage plans [B-5b10].

Contiguous Community/Violence Prevention Program: This innovative initiative is an example of the University working with the local community to improve the quality of life in the neighborhoods surrounding the University. This program will begin in Fall 2012, and will engage neighborhoods adjacent to the University through a needs assessment strategy that partners students and faculty with indigenous community organizations. The initiative will address unemployment, increase educational attainment, and improve conflict resolution techniques in the community with the ultimate aim to decrease community violence and crime by utilizing the University as a support and referral resource [B-5b11].

5B.4   Engagement through the Co-Curriculum

Chicago State University's co-curricular activities engage students, staff, administrators and faculty with external communities. Community engagement is evident throughout the University. Administrators, faculty, staff, and students participate in a host of university-driven, as well as personal commitment-related endeavors. The University's urban location provides numerous opportunities for community engagement within and outside of the academic curriculum. Through the Student Government Association (SGA), students are engaged in community service and build civic responsibility through events/activities such as World AIDS Day, National Coming Out Day, voter registration drives, homelessness awareness initiatives, domestic violence prevention seminars, and food/coats/toys drives. Many of these activities are collaborative programs in which faculty and students cooperatively engage in services provision [B-5b12].

College of Arts and Sciences: Chicago State University's Department of Art and Design offers a co-curricular photography course with the Chicago Alliance of African American Photographers. The organization sponsors free educational seminars for students each month in order to encourage networking with professional photographers. The students produced a documentary on "Stop the Violence" activities, which was previewed during Black History month at CSU in February 2010. The materials and interviews students collected to create the documentary have been deposited in the University Archives [B-5b13].

College of Health Sciences: Since 1999, the College of Health Sciences has offered a co-curricular program "Community Engagement Service Learning," which provides service-learning opportunities for students to use their skills and knowledge in underprivileged communities on the south side of Chicago. As described in Criterion 4C, the courses associated with the program are mandatory for all students pursuing a degree in the College. The program fosters community development, strengthens leadership skills, and promotes social justice. Service Learning Educational Agreements with agencies such as the Health Care Consortium of Illinois, Advocate Hospital and the Illinois Department of Public Health propel the program [B-5b14].

College of Arts and Sciences: During the past five years, faculty from the sociology program have designed and implemented the "Green Lots Project" in the neighboring community of Roseland. Roseland is considered a "food desert," a community lacking access to an abundance of healthy food. Dozens of students and faculty members work side-by-side with community members in building a community garden that addresses the food access problem while engaging youth in beneficial work and health activities [B-5b15].

According to the 2001 and 2012 Noel-Levitz Campus Climate Surveys, student opinions on the importance of, and satisfaction with their student organization engagement have increased (5.47 vs. 5.83; 4.20 vs. 4.86 respectively [n=1585; 1427]). The University is pleased that students appear to be more engaged than in previous years. This is particularly important because CSU operates as a commuter campus with the number of students who live in residential housing small (3-5% of total student body), and those who are employed either part or full time has ranged between 66-80% [B-5b16].

Moving Forward with Engagement

SUCCESSES

- Chicago State University has the capacity and the commitment to engage with its identified constituencies and communities.
- Chicago State University has been very effective in engaging with its constituencies and communities; from the Office of Marketing and Communication, which was created by the University with the purpose of communications and engagement with the communities, to various research projects and teaching programs created and maintained by the faculty and students of various academic departments.
- Chicago State University deeply considers and takes responsibility for providing services and engaging with the community for educational assistance, cultural activities, and research support. This engagement and connection with communities also enhance the educational and academic achievements and development of Chicago State University.

OPPORTUNITIES

- Given the high quality of Chicago State University's engagement activities, its services are in high demand which sometimes creates unrealistic expectations among many of the University's stakeholders. The University will better evaluate the effectiveness of each of its engagement activities in order to prioritize what activities will be expanded and which will be suspended.

Core Component 5C:

The organization demonstrates its responsiveness to those constituencies that depend on it for service.

5C.1   Collaboration

At the heart of CSU's Mission is the provision of access to higher education for students of diverse backgrounds and educational needs, and the promotion of community development including social justice, leadership and entrepreneurship. No matter whom the constituent – a local elementary school, a neighborhood business, a regional environmental organization, an international project – CSU strives to employ innovations in teaching and research to serve, empower and transform those constituencies. A broad range of individual service and engagement commitments can be seen across campus. Faculty, staff, and students are active members of their communities, associations, and numerous professional and service organizations. The campus community service includes appointed, elected, and honorary positions, membership on boards of directors (professional, trade, and regulatory), organization founding fundraisers, financial support, and related positions of responsibility. The University community serves as tutors, mentors, competition reviewers/judges (for history and science fairs, for example), journal editors, community advisors, community organizers, community theatre volunteers, athletic coaches, tutors, and other vital capacities.

Collaborative partnerships exist with other higher learning organizations, as well as with educational and other community sectors including those addressing social inequities.

COLLABORATING TO IMPROVE ECONOMIC AND WORKFORCE DEVELOPMENT

Chicago Symposium-Excellence in Teaching Mathematics and Science - Research and Practice: The decade-long Chicago Symposium Series, led by the University of Illinois at Chicago, is a venue for math and science educators in the Chicagoland area to discuss the most effective ways to address the nation's need for high quality education in the Science, Technology, Engineering, and Mathematics (STEM) fields. There are two to three symposia each year, with 30-40 Chicago State STEM faculty and students participating in the events. Chicago State University is a regular host and two faculty members currently serve on the symposia planning committee [A-5c1].

Entrepreneurial Idol and the Extreme Entrepreneurship Tour: The College of Business in collaboration with local business leaders and legislators, launched Entrepreneurial Idol in 2011. The annual competition provides a unique opportunity for the local community (including students) to submit new business ideas to be judged for their viability and sustainability. The winner of the contest receives $5,000 as seed money to further advance the creation of the submitted business plan [A-5c2].

The Business Career Fair: The Business Career Fair, a component of the Career Development Center, is conducted annually. The program brings in representatives from a variety of business sectors to assist participants in expanding their professional networks, interview for professional employment positions, and become familiar with the job market. This program has been particularly important for students and community members due to the impact of the depressed national and local economy on job acquisition. In addition, a number of workshops focusing on topics such as resume writing, interviewing skills, and personal marketing are held to improve candidate's chances of being selected for employment [B-5c1].

Cougar Academy for Teachers (CATs): The Cougar Academy for Teachers summer camp for elementary and high school students is offered each summer. The sessions, provided by pre-service teachers, are designed to develop literacy skills, to teach environmentally-related concepts, and to introduce students to careers in teaching [B-5c2].

Field Based Internship Technology Assistance Program (TAP): The field-based Intern Technology Assistance Program in the College of Education affords education majors the opportunity to gain realistic technology experience in a classroom setting. For example, during the 2010-11 school year TAP students assisted the Chicago Public Schools Information and Technology Services Division in enriching the learning experience of teachers and students by assisting with training in curriculum and instruction management, gradebook, email, and collaboration toolsets [B-5c3].

COLLABORATING TO IMPROVE QUALITY OF LIFE

The CSU Aquaponics Center: The CSU Aquaponics Center opened in August 2010 and is currently funded by the City of Chicago, the U.S. Department of Education, U.S. Department of Agriculture and the State of Illinois. The facility is an urban agricultural partnership combining fish farming, hydroponics, and outreach. The aquaponic project consists of raising tilapia fish in a controlled environment, and using the effluent of the fish holding tanks to provide nourishment for plants grown hydroponically. The facility provides a hands-on learning environment for CSU students, community members, and K-12 students, while serving as a resource and training center for addressing nutrition and health issues facing inner city communities. The goal of the facility is to incorporate the academic study of urban environmental sciences with community outreach/recruitment to train future students and community members to grow nutritious food in the "food desert" [B-5c4].

COLLABORATING TO ACHIEVE EDUCATIONAL GOALS

CSU Engineering Studies Program: The Engineering Studies Program at Chicago State University is part of a consortium that includes the Illinois Institute of Technology (IIT) and the University of Illinois at Chicago (UIC). Students take the equivalent of the first two years of the engineering curriculum at CSU, and the last two years at one of the two engineering school partners. While at CSU, students are supported by a full range of academic services to ensure their successful transition to the programs at IIT and UIC. Through this agreement, twelve CSU students on average, annually matriculate to an engineering school to complete their requirements for a baccalaureate degree in engineering. In addition to supporting academics, this program also collaborates with the research schools in community service activities. For example, the CSU program collaborated with UIC's Chemical Engineering program to provide an educational outreach series on renewable energy training for college students and local K-12 schools [B-5c5].

Community Outreach and Field Placement Office: The Community Outreach and Field Placement Services (COFPS) Office in the College of Education provides field experience programs for teacher education candidates. The Office provides opportunities for diverse experiences, including schools based in urban, suburban, rural and international settings. For example, the office has formed partnerships with rural-based schools in Minnesota and Kentucky, and international schools in Kaoshiung, Taiwan (ten junior and senior high schools) and Accra, Ghana (elementary schools, though the College of Education's TLMP Program). Through these various settings, the University provides candidates the opportunity to receive a wide range of exposure to multicultural, exceptional, and other diverse populations to which they would normally not be exposed [B-5c6].

CSU programs prepare students for university-level work, provide a pathway to CSU for community college students, and invigorate CSU students' academic experience by providing unique collaborations with other institutions.

Chicago State University Science Van Project: Since 1993, the Chicago Science Alliance Science Van Program, a partnership between the Chicago Public Schools (CPS), the Illinois Board of Higher Education (IBHE), and CSU has been serving the needs of CPS chemistry teachers and their students. The program provides professional development training for science teachers in hands-on, inquiry-based, grade-appropriate instruction in laboratory science, then delivers experiments to individual teachers and assists in the implementation of the laboratory activities in their classrooms. Many of the high schools served by this initiative are among the most challenged in the CPS system, schools where laboratory activities are infrequently available. The impact of this program is note worthy; for example, during calendar year 2008, Chemistry Van personnel made more than 200 visits to deliver materials and supplies to more than 30 chemistry teachers trained in the program, impacting more than 6,000 students. Physics Van personnel made more than 100 visits to deliver materials and supplies to more than 15 physics teachers trained in the program, impacting more than 3500 students. The Science Van Program (with all of the science equipment) was turned over to the Chicago Public Schools in 2010, an arrangement that will ensure the long-term sustainability of this important program [B-5c7].

Art Consultant Program: The Department of Art and Design has an ongoing program called "Art Consultant." This program provides free consultation for arts integration initiatives and arts organizations. For the past ten years, the program has evaluated and critiqued the arts integration units of Chicago Public School, art teachers from the Fine and Performing Arts Magnet Cluster Schools, and has assisted the Chicago Arts Partnership and Education Organization in strategic planning [B-5c8].

High School History Day: Since 1996, history and political science faculty have sponsored an annual high school History Day for 30-75 Chicago high school student participants. Students prepare projects on topics of oral and community history. The event promotes the study of history at CSU and enables students to gain a competitive advantage in Chicago history fair competitions [B-5c9].

Southside Science Fair: Since 1988, science, technology, engineering, and mathematics (STEM) faculty have sponsored the Southside Science Fair for students in grades 6-12 who have finished in the top three in their respective school science fairs. Approximately 200 students participate annually in this event with CSU faculty and students serving as judges. The STEM faculty also host Science Fair Central, a daylong event in October designed to assist students in grades 6-12 with their science projects. CSU is only one of two universities in the metropolitan Chicago area to sponsor this event [B-5c10].

CSU's partnerships and contractual agreements reinforce the University's integrity.

Model United Nations: Since 1985, history and political science faculty have sponsored an annual Model United Nations (UN) event. Thirty to 75 students participate from area high schools. Students simulate sessions of the UN committees, the Security Council, and the General Assembly as representatives of member states [B-5c11].

Illinois Council of Teachers of Mathematics (ICTM) Regional Mathematics Competition: Since 1982, the mathematics and computer science faculty have hosted the Annual ICTM Regional Mathematics Competition. The event includes ten high schools and 200+ students competing in written, oral, individual, and team activities [B-5c12].

INTEGRITY IN PARTNERSHIPS

Chicago State University's partnerships and contractual agreements reinforce the University's integrity. Numerous external partnerships and contractual agreements exist between the University and its constituencies. These collaborations include academic instruction partnerships, services (professional and technical), and other activities designed to meet University and partner needs. For example, fieldwork and student placement affiliation agreements exist between the University and professional practice sites to delineate the responsibilities of the University and sites in student learning activities.

Provisions are also included to delineate conditions warranting termination of contractual agreements, as in cases involving breaches and professional misconduct. To ensure that they are in keeping with University policies and state procurement requirements, all contracts are reviewed by the Office of Labor and Legal Affairs, and ultimately approved by the Vice President of Administration and Finance or the University President prior to execution.

The College of Pharmacy and University of Chicago Medical Center: A unique partnership was developed between the College of Pharmacy and the University of Chicago Medical Center. Pharmacist clinicians from the University teach student pharmacists in the introductory and advanced pharmacy practice experience practicums and also contribute to didactic teaching in the Drug Action, Structure, and Therapeutics course series. This partnership brings current, evidence-based therapeutics decision-making to the curriculum. Clinicians also participate in curricular development and assessment [B-5c13].

The College of Education and Teacher Certification Courses: Some courses offered in the College of Education enable candidates pursuing teacher certification to gain experiences in non-school settings. For example, in the Early Childhood Programs' Administration and Supervision of Child Care Services and the Literature for Young Children courses, candidates have completed field experiences at several off-campus sites including Carole Robertson Center, Chicago Child Care Society, St. Sabina Catholic Church, Easter Seals Society, Tiny Tots Montessori School, Borders Book Store (Children's Area), Harold Washington Public Library, and Carter G. Woodson Regional Public Library [B-5c14].

The College of Education Doctor of Education Program and Superintendent's Endorsement Program: Candidates in the Doctor of Education (Ed. D.) program who wish to receive the superintendent's endorsement must serve a two-semester off-campus internship under the guidance of a campus-based supervisor and a site-based supervisor. To date, the Program has collaborative partnerships with Atwood Heights School District, Crete-Monee School District, Darien School District, Homer Community Consolidated School District, Sandridge School District, and Will County School District [B-5c14].

VALUING OF PARTNERSHIPS

Community leaders verify the effectiveness of CSU's programs of engagement through a variety of methods. Community leaders have identified the University and members of the its community to serve as partners in the development, implementation, and evaluation of the various provided services. Appreciation for services can be demonstrated in numerous ways including programs' attendance, financial and human capital support, contracts, and awards given to programs and individuals. The following examples illustrate how CSU has been recognized by the communities it serves:

Best Books of the Year So Far in Science Fiction and Fantasy: A Chicago State University professor of creative writing was named author of one of the 2011Best Books of The Year So Far in Science Fiction & Fantasy. This faculty member also received Africa's top literary prize, the Wole Soyinka Award, for her novel *Zahrah the Windseeker* [B-5c15].

Judge Eugene and Mrs. Alzata C. Pincham Art Collection and Papers: In June 2011, the CSU Foundation received the art collection of Judge R. Eugene and Mrs. Alzata C. Pincham, and the Pincham Papers. The Afro-centric art collection and papers are on display on the third and fourth floor of the CSU Library for viewing by the CSU campus and community [B-5c16].

Gwendolyn Brooks Center for Literature and Creative Writing: In 1990, Illinois poet laureate Ms. Gwendolyn Brooks joined the faculty as Distinguished Professor of English. The Gwendolyn Brooks Center for Black Literature and Creative Writing was also launched. The Center was established to increase students' exposure to African-American writers and their literature, to serve as a gathering place for renowned authors, and to identify and train high school and college students who exhibit exemplary writing ability in poetry, fiction, and creative nonfiction. Programs sponsored by the Center include the annual Gwendolyn Brooks Black Writers' Conference, Black History Month International Video and Film Festival, National Poetry Festival, Monthly Readers Circle, literary workshops and competitions, authors' lectures and book signings, poetry readings and the publication of the Warpland Journal. Participants for these activities include students and residents of the local community and the Chicago metropolitan area. For the writers' conference and the poetry festivals, participation is national and international. In 2012, the director of the Gwendolyn Brooks Center, was nominated for an NAACP Image Award [A-5c3].

HIV/AIDS Research and Policy Institute: The HIV/AIDS Research Institute (HARPI), established in 2004, is a nationally recognized center of excellence for HIV behavioral research. By facilitating research, policy analysis and services that are culturally sensitive and responsive to HIV/AIDS complexities that fuel the epidemic in minority populations, the Institute is focused on addressing the long-term public health concerns of ethnic minorities in the State of Illinois. HARPI collaborates with community and faith-based organizations, other academic institutions, health care organizations, and advocacy groups in conducting research, providing health education, and disseminating best practices. The Center has a mobile van used primarily to disseminate health educational materials for HIV testing and other sexually transmitted diseases [A-5c4].

Table 5.6 summarizes the number of community members served by this Institute.

Table 5.6 Number of Community Events and Community Members Served by the HIV/AIDS Research and Policy Institute: 2010-2012

Year	Monthly Campus Outreach Activities*	On Campus Events		Off Campus Presentations to Community Groups		HIV Testing Events	
	#	#	Participants	#	Participants	#	participants
2010	10	2	230	1	41	5	92
2011	9	4	355	2	98	7	88
2012**	10	1	75	2	110	3	72

*Table set up monthly at various points on campus providing condoms and literature to students.
**(Jan-June). HIV/AIDS Research and Policy Institute, June 2012

CSU Wellness/Health Center: The CSU Wellness/Health Center is organizationally aligned to the College of Health Sciences and collaborates with the Department of Student Affairs. It provides primary health services to CSU students and serves as a comprehensive health and educational resource for the entire campus community. Staffed by a full-time family nurse practitioner, physicians, registered nurses, and other health professionals, the Center encourages students, faculty and staff to develop and maintain healthy lifestyles. The Center also collaboratively involves students, faculty, and staff in preventive health partnerships to improve the health and well being of the campus community. These initiatives include the Campus Health Awareness Motivational Program (C.H.A.M.P.), which delivers activities focused on blood pressure, blood glucose, cholesterol, and immunization/ vaccine education and management [B-5c17].

5C.2 Building Bridges Among Diverse Communities

Chicago State University considers the diversity of its constituencies in its engagement and service delivery. University initiatives focused on building effective bridges among diverse communities and respect for diversity exist throughout the campus. Programs such as the African American Male Initiative and the Latino Resource Center, which are housed in the Department of Student Activities under the Division of Enrollment, Retention, and Graduation, were created to serve the unique needs of diverse student populations [B-5c18].

African American Male Resource Center: Founded in 2009, the African American Male Resource Center (AAMRC) works in cooperation with other CSU academic support programs to provide support services for African American male students to help them achieve the highest level of academic, vocational, and personal success possible. The services provided include study hall, mentoring, professional development, and leadership training. In addition, the Center actively works to establish partnerships that enhance CSU's articulation and transfer assurance agreements with area community colleges, specifically targeting those schools with higher numbers of black male enrollments [B-5c19].

Latino Resource Center: Consistent with the goals of the AAMRC, the Latino Resource Center (LRC) was founded in 1989 and provides social, academic, and scholarship support for the University's Latino/Latina student populations. Extensive support serves are provided to assist students' transition into college and to succeed academically [B-5c20].

Student professional and social organizations: Of the 79 active student organizations on campus, supervised by CSU student affairs, several are comprised of, or provide services to, diverse populations [B-5c26]. Some examples include: Association of Indian Pharmacists in America, Association of Professional Latino Students (APLS), Chinese Language and Culture Club, Helping Educate Regarding Orientation (H.E.R.O), Injustice Stompers, International Student Organization (ISO), Le Cercle Francophone, Men's Soccer Club, Muslim Student Association of College of Pharmacy, Nation of Islam Student Association (NOISA), National Association of Black Journalists (NABJ) Chicago Chapter, National Society of Black Engineers (NSBE), Organization of Latin American Students (OLAS) and Young African Student Ambassadors (Y.A.S.A) [A-5c5].

Essence of an Angel Recognition Program: In 2011, Chicago State University Foundation held the 1st Annual Essence of an Angel Recognition program. The scholarship event, which raises awareness of and focuses on recognizing the successes of single mothers (students and professionals) is held annually in April [B-5c21].

CAMPUS EVENTS CELEBRATING DIVERSITY [B-5C18]

Black History Month: Activities, sponsored by departments campus-wide, are held throughout the month of February to celebrate the past and current achievements of African people throughout the Diaspora, to raise awareness of current issues impacting people of African descent, and galvanize community-wide support around advocating for social justice and race-equity issues impacting people of African descent.

Disabilities Awareness Month: Activities, sponsored by the Abilities Office of Disabled Students, are held throughout the month of October to raise awareness of various disabilities, provide access to disability-related resources, and heighten sensitivity to matters that impact people living with disabilities.

International Week: Activities, sponsored by the Office of International Programs held each September to celebrate the nations represented at Chicago State University, create an opportunity for international students to introduce their respective cultures to the campus community, and to provide a glimpse of global exposure to domestic students, faculty and staff.

Latino Heritage Month: Activities, sponsored by the Latino Resource Center, are held annually between September 15th and October 15th. The scheduled events foster a celebration of the past and current achievements of Latinos throughout the Americas, raise awareness of current affairs impacting Latinos, and galvanize community-wide support around advocating for social justice and race equity issues impacting Latinos.

Women's History Month: Activities, sponsored by departments campus-wide, are held each March to celebrate the past and current achievements of women, to raise awareness of current issues impacting women in society, and stimulate community-wide support around women's advocacy issues on campus.

5C.3   Articulation and Transfer

Chicago State University's transfer policies and practices are supportive of the mobility of learners. As guided by its mission, the University works to ensure the continued educational advancement of its constituencies by developing and maintaining policies responsive to the fluid nature of today's educational experience.

The Illinois Articulation Initiative: Chicago State University is a participant in the Illinois Articulation Initiative (IAI). Students who complete the A.A. or A.S. degree (or the IAI General Education Core) at a community college will be considered as having met Chicago State University's university-wide general education requirements. In addition, some programs recommend specific courses within general education that serve to meet program requirements. Furthermore, each College of the University has course requirements that go beyond IAI. Thus, more than two years may be required at CSU depending upon the program and the student's selection of general education courses. The courses listed in the online transfer guides are those that will best help students to meet both general education and specific program requirements for degree programs at CSU.

The University has developed articulation agreements with community colleges in the region. One example is the 2011 Articulation Agreement with the seven City Colleges of Chicago. A related dual-enrollment initiative with the City Colleges is being planned. Representative articulation agreements between the CSU biology program, the Palmer College of Chiropractic Medicine, and the University of Illinois School of Veterinary Medicine have been entered. In both programs, students complete three years of science at CSU then transfer to the professional school, using their first year in the professional school to complete their undergraduate B.S. in biology [B-5c22].

Moving Forward with Responsiveness

SUCCESSES

- Chicago State University demonstrates its responsiveness to those constituencies that depend on it for service.
- The University has developed effective partnerships and collaborations with many institutions. These partnerships focus on shared visions, goals, programs, and initiatives designed to improve the quality of education, health, economy, life, and sustainable resources for the constituents served. Faculty, staff, and students have close connections with the University's constituencies.
- The community values the services provided by the University and has recognized members of the University for those services. University programs build bridges between diverse communities.

OPPORTUNITIES

- Transfer policies serve the University students well and will be continuously updated to remain viable. In addition, all transfer guides will originate from the same source at the University to help ensure information accuracy.
- Additional articulation agreements will be pursued by the University to increase opportunities for wider populations of students. Regional centers of excellence will be considered for future partnerships with other institutions of higher learning.

5D.1   Assessing Engagement

Several systems exist to evaluate the effectiveness of service and engagement activities across the University. These systems include program reviews, satisfaction surveys, focus groups, attendance, continued contractual arrangements/ partnerships, and increased financial as well as participant support.

Chicago State University communicates with its constituencies to evaluate its responsiveness in delivering services; specifically their availability, quantity, quality, effectiveness, and sustainability. Constituencies participate in activities provided by the University and are positively impacted by them. Appreciation for services can be demonstrated in numerous ways including program attendance, financial and human capital support, contracts, awards given to programs and individuals, and through other related methods. The University has large amounts of anecdotal evidence on the effectiveness of its service programs. Departments now annually assess these activities in   a systematic, intentional, robust, and institutionalized process for assessing each of these activities. The results from this planned process will provide meaningful indicators of the effectiveness of the activities, to document institutional effectiveness. Results will also assess impact, drive resource allocation, capitalize on existing opportunities, and guide strategic institutional change as it relates to engagement with constituencies.

The College of Education Dean's Advisory Council: The College of Education's Dean's Advisory Council, formed in 2011 advises the University in the revamping of its teacher preparation curricula, in identifying quality assessment measures for teacher candidates, in selecting qualified field-based mentor teachers, in improving educational standards throughout the region and state, and in enhancing the coordination between P-12 schools and higher education. The Council members represent Chicago Public Schools Areas 14 and 24 (elementary and secondary), Christ the King Academy Catholic High School, Youth Connections Charter High School, Wendell Smith Public Elementary School, Betty Shabazz Elementary Charter School, Harlan Public High School, Lloyd Bond Elementary/Middle Charter School, representatives from CSU, and representatives from the Roseland community [B-5d1].

College of Education Homework Club: The Homework Club serves approximately 20 youth in grades 4-12 annually who either live in the neighboring community. Each young adult registered in the program meets with a CSU teacher candidate (the tutor) for two hours a week to review homework problems. Since the program's inception in 2006, approximately 40 teaching candidates have participated in this program each semester, many using their tutoring time as service hours in the professional education courses [B-5d2].

Core Component 5D:

Internal and external constituencies value the services the organization provides.

Individual Awards: Awards and recognitions given to individuals and programs help to illustrate how the University's constituents value their contributions [B-5d3]. Examples of these recognitions include:

- An Assistant Professor of Pharmacy Practice was awarded the 2011 Bowl of Hygeia Award by the Illinois Pharmacists Association and American Pharmacists Association.
- An Associate Professor of Music was recognized as a "Distinguished Composer" in 2007 and 2009 at the IBLA International Music Competition in Ragusa, Italy.
- An Associate Professor of Biology received the Urban Forestry Vision Award in 2011 by the Keep America Beautiful Organization in recognition for helping preserve and sustain urban forests.
- *The CSU Department of Chemistry and Physics* was awarded the Stanley C. Israel Award by the American Chemical Society in recognition for institutions that have advanced diversity in the chemical sciences.
- A chairperson of CMAT received the 2011 Best Short Film Award at the Black Harvest International Festival of Film and Video; the award-winning film was an official selection of the 2012 Cannes Film Festival.
- A professor of Foreign Languages has been appointed by the government of Taiwan as a consultant for the Overseas Compatriot Affairs Commission from 2007 to 2013.
- An Assistant Professor of Art and Design received the 2010 Award for Excellence in Art from the Chicago Women's Caucus for Art to recognize her work in social activism.
- An Assistant Professor in Education was awarded a Chicago/Midwest Emmy in 2011 for his documentary on "The Challenge of Raising African American Boys."
- An Associate Professor in Elementary Education was named a "Super Key Leader" by the National Science Teacher Association in 2005, 2006, and 2007.
- A Professor of Geography was named a 2012 Fellow in the Field Museum's Division of Environment, Culture, and Conservation for his community-based research on food access and community needs.
- An Associate Professor of Occupational Therapy received the 2011 Honorary Award of Merit from the Illinois Occupational Therapy Association.
- The dean of the College of Pharmacy received a four-year appointment to the Illinois State Board of Pharmacy by Governor Pat Quinn in 2011.

Since 2008, sixty-four CSU student athletes have been recognized as Academic All-Great West Conference players including the:
- 2011-12 Great West Conference Freshman of the Year.
- 2011-12 Great West Conference Defensive Player of the Year.
- 2010-11 Great West Conference Player of the Year.

5D.2   Economic and Workforce Development

The University's dedication to economic and workforce development is evident in its mission, which calls on the institution to promote community development initiatives including social justice, leadership and entrepreneurship. In addition, external constituents seek the expertise of CSU personnel. Examples of economic and workforce related initiatives are as follows:

Foundation Expungement Project: The College of Arts and Sciences and Criminal Justice Program works with the Cook County Bar Association to teach citizens how to clear criminal records, support legislative change for public safety, and support ex-offender assistance policies [B-5d4].

Southeast Environmental Task Force: The College of Arts and Sciences partners with the Southeast Environmental Task Force to promote environmental education and sustainable development in the Calumet Region. Dr. Robert LeSuer, Associate Professor of Chemistry is the Board Chairperson of this grassroots organization [B-5d5].

Calumet Heritage Partnership: The College of Arts and Sciences, through an Illinois/Indiana partnership of community, environmental, municipal, and recreational groups, created the Calumet Heritage Partnership to promote the regions' heritage [B-5d6].

100 Black Men of Chicago: The African American Male Resource Center partners with the 100 Black Men of Chicago to provide weekly, on-campus college preparatory sessions consisting of life skills and college readiness programs for high school juniors and seniors [B-5d7].

Partners for Promotion: The College of Pharmacy partners with the Ohio State University College of Pharmacy to assist independent owner-pharmacists in underserved communities in the Chicago metropolitan area to develop and implement clinical pharmacy services in their community pharmacies [B-5d8].

Englewood Film Festival: The organizers of the Englewood Film Festival partnered with the CMAT Program to develop a film clip designed to advertise the festival. The project was developed from the shared educational and intellectual goals of the University and the Englewood Community program organizers. The community was enriched through participation in the festival and a wider promotion of its availability was deemed to be critical to that success. Chicago State University was asked to assist in this project because of its expertise in filmmaking and by proposing a reasonable cost to produce the piece [B-5d9].

CSU hosts several academic, cultural, scholarly, service, social, and athletic events that are attended by the public.

Employer Career Fairs: The Career Development Center sponsors two career fairs each year for CSU students. These events have become particularly important for students and community members due to the impact of the depressed national and local economy on job acquisition. They attract 30-45 employers and 140-250 students. On average over the last four years, the Center serves 800 students annually, with 36 students receiving job offers directly through the Center's efforts [B-5d10].

5D.3   Public Events

The University's academic, cultural, scholarly, service, social, and athletic events are attended by the public. Some examples include:

Chicago Shakespeare Theatre: The College of Education has designed an internship program for CSU students to work with the Chicago Shakespeare Theatre to incorporate the English component of teaching into interactive learning. Student-designed portfolios illustrated their classroom experiences and knowledge. The value of the program is assessed by data indicating the students' achievement level, student teaching observations, course evaluations, as well as grades and comprehensive testing [B-5d11].

Art Galleries Program: Four to six professional art exhibitions are held each year in the President's Gallery and the University Gallery. The galleries program provides education in visual art and culture, and also provides information about local, national and internationally-renowned artists, and also instruct students, staff, faculty and community about art practices and history and the promotion of art. An alumni exhibition is produced yearly to promote the art of artist alumni. Chicago State University's partnerships with external organizations enhance the art programs at the University. Representative partnerships include the Chicago Artists Coalition, Art Chicago (called the Artopolis), Little Black Pearl, the DuSable Museum of African-American History, the National Museum of Mexican Art, the Art Institute and the School of the Art Institute of Chicago, and the South Side Community Center [B-5d12].

Jazz in the Grazz and Movies in the Grazz: In 2010, the Office of Meetings & Events launched the Jazz in the Grazz and Movies in the Grazz cultural events. Held weekly from July through early September, these programs bring the University and community together to celebrate a heritage of music and classic films, in many instances showcasing African-American and Latino musicians and artists. Student music majors also participate in a number of these programs. From its inception, attendance of fewer than 50 participants, the programs quickly gathered momentum as attendance reached 400 or more [A-5d3].

Chicago State University Classic Car Show: Each August, the University has partnered with the Stony Island Plaza and St. Benedict the African Classic Car Shows to host the CSU Classic Car Show. This free event, designed to celebrate the rich history of the automotive industry, brings University and community constituents together to provide an entertaining and educational experience for all [B-5d13].

Academic Library Public lecture Series [B-5d14]: The Academic Library conducts numerous public lecture series, professional development programs, exhibitions, and other events of interest to the University and surrounding communities.

Examples of recent events, collections, and exhibits include:

- **Soul of the People Events:** In 2009, the CSU Library was one of 30 libraries nationwide to receive a $2500 Soul of the People programming grant to develop innovative library outreach programs to enhance and increase the nationwide impact of Spark Media's documentary film, Soul of a People: Voices from the Writers' Project. Participants in the outreach program learned about the writers on the Federal Writer's Project as the atmosphere of the 1930's was re-created, complete with music from the era, a soup line and conversations with senior citizens sharing their personal stories about the depression era.

- **Digital Awareness Day:** In December 2009, the Department of Technology and Learning Resources (TLR) hosted a Digital Awareness Outreach Program to help the CSU community and the surrounding neighborhood understand and prepare for the upcoming transition to Digital TV. Representatives from local news stations and the FCC were in attendance, and participants received a $40 coupon to help defray the cost of a digital converter box.

- **Herman Roberts Exhibit:** The CSU Library, in conjunction with the Art and Design Department, exhibited the photography of Herman Roberts, photographs from the Robert Show Club. During the 1950's and 1960's the Robert's Show Club was the place to see famous Black entertainers. On Tuesday, February 9, 2010 over 60 people came to hear Herman Roberts speak about his life and celebrate his legacy as an entrepreneur.

- **"The Past is Prologue: Provident Hospital's Training School for Nurses salutes CSU's new Master's in Nursing":** Displayed in the Library Café, Fall 2011. The photos from The Provident Hospital Foundation featured graduation photos of nursing classes from the early 1900's to 1960's.

- **"Opening Doors: Contemporary African American Surgeons":** A traveling exhibition from the National Library of Medicine and The Reginald F. Lewis Museum of Maryland African American History and Culture. The October- December 2001 exhibit was a celebration of African American surgeons and their contributions to medicine and medical education.

- **Dr. Margaret Burroughs Oral History Series Black Life and Culture in Chicago, Then and Now:** In February 2012, CSU Library presented the inaugural Dr. Burroughs Oral History Series. The program celebrated the life of Dr. Burroughs as an activist, poet, cultural icon, teacher, and founder of the DuSable Museum, through speakers and film screenings; an exhibition of her art was also on display. The art was donated by Daniel Parker and the Provident Hospital Archives.

5D.4   Public Use of Facilities

Many community members visit the CSU campus to attend events sponsored by the University or by other entities using campus facilities. In addition, neighborhood residents work out in the University's fitness center, buy books in the bookstore, take a campus tour, study in the library, walk (or jog) through the campus, or visit the prairie garden among other things. The University welcomes the community to use its publicly accessible campus, and given that this urban space is safe and quiet and is located on a relatively large plot of forested land with no fences surrounding it, it serves the local community well in this regard. In addition, CSU facilities are continuously sought after, available to, and being used by its constituents. Examples of such usages include the following:

- **Job Fairs:** Illinois Congressman Bobby Rush hosted a job fair at Chicago State University in August 2011. Seven thousand individuals participated in the event, along with 48 companies. Congressman Rush was inspired to host the event because of planned railroad improvements on Chicago's south side, and six railroad companies participated in the event. Burlington Northern Santa Fe (BNSF) Railway's human resources director, Duncan Brown said that the railroad had 75 job openings in Galesburg, Illinois with starting salaries around $58,000 [A-5d4].

- **CSU Community Band:** The Community Concert and Jazz Bands at CSU were started in 1992 as an answer to the need for music reading sessions for local musicians. The Community Concert and Jazz Bands began with five musicians playing their major instruments for one ensemble, and their secondary instruments for the other. Since 1992 the two ensembles have included over 400 members of all ages

performing hundreds of selections from standard and contemporary repertoire.

The Jazz Band has performed at the historic Milt Trenier's nightclub, the CSU Jazz Night Café, and CSU graduations, galas, and basketball games. The Jazz Band has also presented clinics and performances at the Illinois Music Educators Association All-State Conference, the Northrop High School Jazz Festival, the Jazz Education Network International Jazz Convention, and the Midwest Clinic. The two community ensembles rehearse Monday evenings during each Fall and Spring Semester. The Community Concert band joins with the CSU Concert Band for a concert at the end of each semester [B-5d15].

- **Solutions 2011 -- A Southside Collaborative Community Resource Assistance Day:** In February 2011 Chicago State University, in partnership with Congressmen Bobby Rush, Jesse Jackson, Jr., two Illinois State Senators and two General Assembly members, and seven Chicago aldermen, conducted an "all-in-one" program to assist the community in obtaining needed resources in the tough economy. Twenty-seven service agencies representing social services, heat/electricity assistance, health services, property tax assistance, job reentry services and related employment opportunities participated in the event. Nearly a thousand members of the community attended the event [B-5d16].

- **Gammaliel of Metro Chicago [B-5d17]:** In September 2011, 300 transportation activists met at CSU for a daylong discussion on the transportation/economic needs of our region. As a result of their discussions, a much larger gathering (5000 plus) of the transportation stakeholders is being planned for October 2012 at CSU.

Walking across campus and through the buildings, one might encounter:
- A group of senior volunteers preparing for commencement activities
- Elementary school children playing basketball at the JDC
- A group of scientists and engineers from around the world at the Academic Library sharing their research on the latest alternative energy and technologies at a symposium sponsored by the Center for Alternative Energy Technology
- Students attending a workshop on improving their professional image and presence
- A room of health professional students engaged in discussion with the Assistant U.S. Surgeon General about national health care reform
- A group of elementary school students touring the human cadaver laboratory to learn about the human body
- A group of community-based teachers engaged in discussions about Shakespeare with the Chicago Shakespeare Theatre

- High school students participating in the Student Physical Education and Recreation Club
- Middle school students engaged in science discussions on a Saturday afternoon as part of the Noyce Scholars and Science Fair Central programs
- Students engaged in Arbor Day activities to improve environmental stewardship
- Students preparing food baskets for needy families,
- Students engaged in the Economics Club Nehemiah Initiative picking up trash in the neighborhood
- Students participating in intramural sports (many of the teams representing their dormitory floors, their fraternities or sororities, or their student organizations)
- Community members, students and faculty attending a lecture delivered by attorney Michelle Alexander, highlighting issues of social justice, leadership and entrepreneurship
- Community members, students and faculty attending a presentation by filmmaker Spike Lee, addressing the importance of perseverance and obtaining a good education
- Students and community members actively participating in an Illinois gubernatorial debate
- Community members attending the Voices of Triumph Gospel Explosion at the Convocation Center
- Disabled veterans increasing their confidence and independence by learning to scuba dive in the University pool (Diveheart Program)
- Community members accessing financial support options from FEMA representatives after devastating storm damage in the Chicago metropolitan area
- Student and faculty photographers discussing and exhibiting their photographs at a Chicago Alliance of African American Photographers workshop and
- Faculty members, students and community residents discussing the Dr. Margaret Burroughs Oral History Series Program.

5D.5   Continuing Education for Professionals

The professional development education services provided by the University fulfill a distinctive need in the lives of its constituents through the provision of continuing education, skills-enhancement opportunities and programs to equip recipients with lifelong learning skills and abilities.

Contract Training/Professional Services: The Department of Contract Training in the Division of Continuing Education and Nontraditional Degree Programs specializes in designing courses and programs to fit the training needs of the local community, business, industry, school districts, churches, governmental agencies, or of any other entity that values lifelong learning. Through customized workshops, conferences, credit and not-for-credit courses, the Department ensures that adult learners are provided with academic choices for professional growth, selections that adhere to the strong academic standards set forth by the University. Programs can take place at a variety at locations including the campus of Chicago State University, at external facilities, on the Web, or other locations convenient to the clients and CSUs employees. Participants in Contract Training courses range in age from 30-60, with the highest population in their early forties. Through the State of Illinois Department of Professional Regulations, the Division is registered to offer Continuing Education Units (CUEs) to licensed Social Workers and a host of other professionals, such as teachers and business professionals [B-5d18].

Chicago State University also provides programs for licensed professionals through its academic units. Examples of these programs include:

Alternative Route-Resident Teacher Credentialing Program: The College of Education is one of the few Colleges in the Chicago area that offers an Illinois State Board of Higher Education-approved resident teacher program. The program, which can be completed in approximately 18 months, offers an alternative route to a Master of Arts in Teaching degree, as well as teacher certification. Classes are designed to afford teachers who are not certified the opportunity to remain in their classrooms while pursuing certification and the Master's degree. On average, 14 students per year over the last four years have received a Master of Arts in Teaching degree though this program [B-5d19].

College of Pharmacy Continuing Education for Preceptors: In Fall 2011 the College of Pharmacy conducted its first continuing education program for preceptors. The program, accredited for two hours of continuing education credit, could be utilized to satisfy pharmacist re-licensure requirements as well as satisfactory professional development requirements to serve as a college preceptor [B-5d20].

CSU provides programs for licensed professionals through its academic units.

Moving Forward with the Community

SUCCESSES

- Internal and external constituencies value the services that Chicago State University provides.
- The University and its facilities provide a much-used resource for the constituencies it serves.
- Its physical facilities are open and extensively utilized.
- Students and faculty alike are engaged in service endeavors on and off campus.
- Civic leaders and the public value the programs that are offered, and recognize that value through service awards and/or recognitions. Faculty members have been recognized for sustained contributions in both service and intellectual areas.

OPPORTUNITIES

- Evaluation processes for service and community activities are formalized for some programs but informal for many, largely relying on anecdotal evidence and not hard data. To better assist in resources allocation, future programmatic enhancements and/or program eliminations, it is recommended that a more structured process be developed and implemented across the campus to measure the impact of all engagement and service activities both on-campus and with the community beyond our walls.
- Enhance the opportunity for collaborative service and engagement endeavors between academic and non-academic units, particularly in the areas of curricular service learning. Opportunities for interprofessional student learning should be maximized.
- Engagement activities should be better prioritized and a yearlong activities calendar should be explored to enhance participation and coordinate human capital resources. Major community engagement initiatives from across the campus should be included on this calendar to "connect-the-dots" between "unit-driven" and "campus-driven" activities.
- A coordinated, more standardized data collection process should be developed to assist in the evaluation of programs and services. Each academic and non-academic unit should work with the Office of Community Relations to assist in efforts coordination and more effectively reduce duplications of efforts. This coordination will also enhance programmatic evaluation and more equitable resources allocation.
- Encourage academic and non-academic units to publicize their service and engagement endeavors on the University website and/or homepages.

SUMMARY OF CRITERION FIVE

Chicago State University shows commitment to engagement and service, has the capacity and willingness to engage with and respond to its identified constituencies and communities, and the services CSU provides are highly valued by the communities thus served. Strengths include a history of service-oriented University presidents who are committed and eager to seek out and fulfill constituents' needs, and who are also capable of obtaining funding to support such initiatives. The University mission and strategic plan include strong commitments to engagement and service. University faculty are equally committed to service as a precious responsibility of the institution. Through their research projects, teaching programs, and outreach to the community in the form of educational assistance, cultural activities and research support, faculty actively engage and connect with the communities they serve. They enhance the educational and academic achievements and the development of Chicago State University. Students are actively engaged through curricular, co-curricular and student organization initiatives. The recently created Office of Marketing and Communication ensures that information flows between the University and the community. The Office of Meetings and Events facilitates activities scheduling across the campus and helps to generate revenue to sustain service initiatives. Through these efforts, University programs build bridges between diverse communities. Perhaps CSU's greatest strength lies in the value that the public places on the University's service endeavors, on- or off-campus.

Chicago State University has a great opportunity to optimize assessment and evaluation processes for its service programs. While some include formalized evaluation mechanisms, most rely on informal measures. The new Planning, Measurement, and Evaluation (PME) process now provides a structured process to measure the impact of all engagement and service activities across campus and with the community beyond our walls. In addition, these are expected to continuously improve the process of identification, development, and implementation of new service and engagement endeavors. In the academic realm, the University could increase opportunities for a wider population of students and an increased engagement with our community by pursuing additional articulation agreements and the creation of regional centers of excellence for future partnerships with other institutions of higher learning.

5E Conclusions

Chicago State University complies with Criterion 5: As called for by its mission, the organization identifies its constituencies and serves them in ways both value.