**Handbook for Planning, Measurement and Effectiveness (PME)**

**Chicago State University**

**Strategic Plan**

**2012-2017**

**Planning, Measurement and Effectiveness**

**PME Purpose**

The purpose of Planning, Measurement, and Effectiveness, PME, is to implement the Strategic Plan through an annual planning process which includes updating unit missions, goals and objectives, learning and program outcomes, assessment and evaluations, and to establish priorities tied to budgeting for these activities. PME working groups are the Steering Committee and the PME Facilitators.

**PME Steering Committee Purpose**

The PME Steering Committee is composed of faculty and staff who support and enact University planning and training to achieve objectives in the Strategic Plan. Members of the PME Steering committee engage in the activities listed below.

* Communicate University priorities for the fiscal year
* Improve University communication through special projects
* Provide support for University Facilitators in training and planning
* Bridge between Unit Facilitators and University Leadership
* Drive the annual calendar of related events
* Monitor the quality and performance of Unit plans
* Report progress to OPS and BOT by providing an bi-annual report
* Plan and implement university special projects (NL)
* Support long-range planning and university budgeting

**PME Facilitator Purpose**

University-wide PME Facilitators exist within the unit level PME Committee framework, and the group is aligned functionally for institutional effectiveness and assessment purposes. PME Facilitators address specific areas of institutional effectiveness. The PME Steering Committee relies on the strength and expertise of the Facilitators to direct University planning, assessment, and evaluation. Facilitators organize, with the assistance of department chairs and unit directors, bi-annual planning and unit evaluation work sessions to conduct the PME functions.Unit PMEFacilitators engage in the activities listed below.

* Represent the students, faculty, staff, and administrators of CSU through their work on the PME process.
* Facilitate communication between the PME Committee and unit administrators, faculty, and staff regarding PME process, needed inputs, and timelines.
* Serve as the primary stakeholder (for communicating via the unit head) to ensure completion of the unit’s annual PME plan, PME plan reporting, and other data requests from the PME Committee.
* Attend periodic and special call meetings of PME facilitators to obtain professional development around the PME process and continue the university’s articulation of a quality improvement culture.
* Proactively share concerns about the unit’s PME planning, process, and annual results with all unit stakeholders and the PME Steering Committee.
* Communicate in timely fashion with the PME Committee co-chairs or their designees regarding PME reporting and related meetings and concerns.
* Work with colleagues in the unit to maintain, update, and archive PME planning documents, artifacts, and records.

**PME Steering Committee**

**Mission Statement**

The mission of the Planning, Management, and Effectiveness (PME) Steering Committee is to provide leadership in planning and implementation of the University Strategic Plan.

By establishing comprehensive goals, supporting program and unit-level mission development, and enacting University outcomes evaluation and assessment the PME Steering Committee seeks to create a collegial culture of accountability for effectiveness throughout the University. Reporting activities by the committee helps align the University vision and core values, and helps inform external partners regarding University progress.

**Operational Philosophy**

The PME Steering Committee is dedicated to enhancing the existing assessment efforts at the University. Working with units through their selected PME Facilitator to develop a unified mechanism to measure progress over time, and to revise plans are the committee’s major tasks. The University supports a centralized approach to the development of planning guidelines, management guidelines, and allocation of available resources, while the identification of appropriate goals, outcomes, and measures are determined at the program and/or unit level. This balance allows for relevant and meaningful effectiveness indicators through broad-based involvement from all employee groups.

The PME process is primarily supported by the Office of Institutional Effectiveness and Research (IER) and the Office of Assessment and Program Quality, working with University Administration. These offices provide leadership support and resources for institutional effectiveness and accreditation. These processes assist the institution in maintaining the HLC accreditation, promoting its achievement of mission and goals and fostering continual enhancement of the institution’s program s and services for the benefit of the University community.

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* Communicate in timely fashion with the PME Committee co-chairs or their designees regarding PME reporting and related meetings and concerns.
* Work with colleagues in the unit to maintain, update, and archive PME planning documents, artifacts, and records.

**PME Steering Committee Members (2013-2014)**

**Valerie Goss, Assistant Professor of Biology**

**Latrice Eggelston-Williams, Institutional Effectiveness and Research, Co-chair**

**Paul Musial, Associate Professor of Mathematics**

**Winona Scott, Parking**

**Bernard Rowan, Assoc. Provost, Contract Administration, Co-chair**

**Introduction**

**Higher education matters.** Colleges and Universities are the wellsprings from which human capital flows.  Chicago State University must be vital for our stakeholders to survive and prosper. To achieve our mission and vision, we must plan.

**Planning begins with self-assessment and research.**  The divides of history, faith and non-faith, geography, wealth, and culture are particular threats to diverse institutions.  A willingness to honestly and collegially address issues is central to higher education planning. Well-researched, factual information can lead disputes into discussion—and intellectually honest dialog is the foundation of higher education—particularly universities. We must cherish and celebrate thoughtful dissent and honest discussion.

**Successful campuses focus on their assets.**  Chicago State University is the home to rich traditions, diverse environments, and exceptional talent.  By nurturing and building on these assets, our campuses (current and future Westside campus) can flourish within the Illinois higher education system.

**Higher education planning requires collaboration.**  As a diverse campus and individuals, we must pay attention to building institutional cooperation, eschewing insidious competition, broadening leadership, and promoting collaborative decision-making. When we notice that these essential elements are missing in our collective work, we should call the matter to our collective attention.  Collaboration must also extend to other agencies and organizations, particularly other education entities, state and federal agencies, and foundations and donors that can leverage their resources with our own to address our collective challenges.

**Viable institutions incorporate resource stewardship and accountability in all functions.** Governing Boards and campuses have a duty to be good stewards of the public’s assets held in trust.  Accountability and evaluation assure integrity and effectiveness and are reviewed annually.

**Equity and high expectations should undergird all aspects of higher education.**  Given our institution’s history, we need to continue to employ equity and embed high expectations in all our work. A diverse student body, faculty, and staff shall be the cornerstone of our campus, forming the foundation upon which lasting successes can be built for generations to come.

  **Institutional Effectiveness and Assessment**

**What is Institutional Effectiveness?**

Institutional Effectiveness is an ongoing, cyclical process by which the institution, its divisions, Colleges and Units gather, analyze and use data to ascertain how well it is accomplishing its mission and goals, and to make continuous improvements based on assessment results. To accomplish this task, each area within the institution should define its goals, objectives or expected outcomes consistent with the mission of the University. Then assessment tools are developed, administered and analyzed. Ultimately, the purpose of assessment is to make improvements based upon the data retrieved.

**Chicago State University 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 Vision Statement and Values 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.

**Core Values** 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

Implementation of CSU’s Mission Statement must occur at every academic, administrative and service department level through the development of a program- or unit-specific mission statement that is reflective of the overarching University Mission Statement, and the identification of outcomes. Once the program/unit mission statements and identification of outcomes have been established and put into place, activities to accomplish and measure the effectiveness of these outcomes are implemented. These evaluation activities should be: (1) established after unit or program mission and goals have been developed; (2) designed to measure the success in achieving the outcomes; and (3) crafted as fluid and cyclical in nature. Thus, evaluation of effectiveness, as well as assessment of student learning, is an integral process in the body of an institution’s effectiveness plan as it is the means of procuring and evaluating evidence relative to the institution’s academic and administrative programs and services.

The essential purpose of evaluation and assessment are to improve student learning, the delivery of student services and the effectiveness of every unit within the institution in support of the goals inherent in the institution’s mission statement.

The true function of evaluation and assessment is then two-fold in nature.

(1) Evaluation and assessment activity provides information designed to improve the quality of the education delivered to students and the community through various programs of study and to increase effectiveness of non-academic units. Results of the evaluation and assessment activities provide feedback to faculty and administrators of those areas in which students are performing at the achievement target set by the faculty as well as areas where changes should be implemented to improve curricula, student learning outcomes and student services. Thus, in this regard, PME reporting provides the data used to analyze and subsequently improve student learning and delivery of services.

(2) The second function of evaluation and assessment is for accountability, both internally and externally. Evaluation and assessment measures designed to gauge internal accountability provide data on the degree of success academic, educational support services, and administrative units are achieving stated outcomes. The institution’s Institutional Effectiveness activities also provide data to outside agencies and governmental units to demonstrate that the institution is meeting accreditation requirements and effectively achieving its mission.

Thus, although evaluation and assessment activities are key components of effectiveness, they represent ONLY the data collected but not the entire process. Each unit or program will participate in “closing the loop” by acting upon collected data and using data to improve programs, services, and/or student learning. In addition, “closing the loop” has other institutional benefits, such as pinpointing professional development needs for faculty and staff; aiding short- and long-term planning efforts; guiding resource allocations; and assisting the University in maximizing its most effective services.

**Evaluation and Assessment for PME Units**

The institutional effectiveness process is cyclical in nature as it navigates the stages of planning, implementation, assessment, analysis, enhancement and action planning. This section is intended to give some guidance on how to craft an institutional effectiveness plan for ALL units. At present, PME planning is undertaken by all university units (offices/departments/areas) that have an appropriated budget.

PME plans should consist of six steps:

1. Identification of alignment with University mission and goals, and development of a unit- specific mission statement
2. Identification of current services, processes or instruction
3. Identification, design and implementation of assessment tools that measure the unit services, processes or instruction
4. Establishment of an achievement target for each assessment measure
5. Collection and analysis of the data collected to determine major findings
6. Development and implementation of an action plan based on assessment results to improve services, processes or instruction.

**Six-Step PME Unit Plans**

**Identification of alignment with the University Mission and Goals and Development of a Unit-specific Mission Statement**

**Articulation of our Mission, Vision, Values and Goals**

We cannot determine what to measure or what instrument to use until we clarify our mission, vision, values and objectives. These are at the heart of why our programs and services exist at Chicago State University.

* **Mission:** It is the central purpose that provides focus, direction and destination for our work. It describes the purpose of our department(s), who we serve, and our hopes.
* **Vision:** Central themes that best describe the future direction of our work.
* **Values:** Those qualities and behaviors that are most highly regarded by members. It is our value and belief system.
* **Goals:** Broad statements of what students should know or be able to do and/or what a program or service will accomplish.

Units are expected to support the University’s mission and goals. Staff and administrators should examine the University’s mission and goals statements, and identify a link between the unit’s services, processes or instruction and the mission and goals of the institution. In its broadest form, a unit mission statement should be a concise and focused statement of the general values and principles that guide the unit. It should define the purpose of the goals it desires to achieve, the population or stakeholders the program is designed to serve, and state the values that define its standards.

**Template for a unit mission statement**

“The mission of **(name the unit)** is to **(state a definitive purpose)** by providing **(identify the primary functions and services)** to **(identify stakeholders and provide additional clarifying statements that include values and alignment with the University mission statement).**

**Example of a unit mission statement**

The mission for the **Security Department** is to **provide a safe working and learning environment for all employees, students, and guests**. The Security Department **maintains a 24-hour-a-day, seven-days-per-week, security office at each of the University’s facilities. The Security Department provides emergency response on campus, maintains building security, monitors facilities and grounds, and provides crime statistics and safety information to the University**. **Through partnerships, the department is committed to delivering a high standard of customer service to our community in a responsive and professional manner.**

**Questions to Consider when Reviewing a Completed Mission Statement:**

1. Does the unit’s mission statement clearly state the primary functions of the unit and population served?

2. Is the unit mission statement clearly linked to the University Goals?

3. Does the mission statement support the University Mission Statement?

4. What end result does the unit expect to achieve?

5. How or through what means is the purpose accomplished?

6. What are the fundamental values based on an expressed understanding of population served or interests of other important stakeholders?

**Identification of services/unit outcomes**

After the mission of the unit has been designed, specific outcomes should be the focus of attention. The intended mission, goals and outcomes of the departmental units are implemented through intentionally designed programs and services.

**Strategies to Deliver Outcomes**

Outcomes are what we will assess. **Outcome**s essentially take an objective and bound it to a place, time, group of participants, and a level for performance. Outcomes are specifically about what you want the **end result of your efforts** to be, the changes you want to occur.

**Learning outcomes** are changes in students’ knowledge, skills, attitudes, and habits of mind that result from the experience. It is not what you are going to do to the student, but rather it describes what you want the student to do.

**Program outcomes**, on the other hand, are the changes you want to see in programs and services. An outcome consists of three components:

Audience (A) Person doing or program expressing

Behavior (B) What person will do or report or what program will do/ report

Condition (C) for success

Examples of **learning outcomes** include:

(Students) (will be able to recall) at least (5 of the 7 elements of the Social Change Model).

(Students) (will demonstrate increased leadership skills) by (successfully completing a leadership skills inventory, as indicated by a score of at least 80% correct).

Examples of **program outcomes** include:

(The XXX program) will (increase awareness of its programs/services) (by 20%).

(The XXX program) will (increase the diversity of its volunteers) (to reflect the diversity of the PSU).

**Determine Measures**

**How do we measure outcomes?** Several tools are available for measuring outcomes. Common examples are provided in the list below.

* + **direct measures** from student performance or product: test-embedded questions, paper-/project-scoring rubrics, pre-/post-tests, portfolios
	+ **indirect measures** of perception, attitude or opinions: surveys, grades, placement data

|  |  |
| --- | --- |
| **Learning Outcome – Direct Assessment Methods**Reveals **What** students know and **Can Do** | **Learning Outcome – Indirect Assessment Methods**Reveals **How** and **Why** |
| Portfolio assessment | Satisfaction Surveys |
| Essays | NSSE |
| Professional exams | Self report measures assessing students’ perceptions of what they have learned |
| Quiz | Focus Groups |
| Academic Plan | Interviews |

**Success Criteria/Achievement Targets**

**Success criteria:** At what level the program indicates a student has “successfully” met each outcome’s measurement tool. Common starting criteria include:

* 1. 70% of students show improvement from the pre- to the post-test
	2. 70% of students place into graduate school or a discipline-related job within 1 year of graduation
	3. Increase student retention by 3%
	4. Adopt one new program/service
	5. Improve student satisfaction of service(s) by 10%
	6. Increase in-service activities for all employees by 5%

**Collection, Analysis and Interpretation of Evidence**

Both quantitative and qualitative analysis techniques can be employed to analyze student-learning data. Quantitative data are often easier to calculate and can aid in comparisons across years or across groups, whereas qualitative data can reveal the why or how behind the numbers. Utilizing a variety of data collection methods, evidence will be collected throughout EM units and analyzed. Resulting information will then be reviewed and level of accomplishment interpreted by EM team members.

**Transparency and Reporting**

Transparency is making meaningful, understandable information about student learning and institutional performance (assessment) readily available to stakeholders. Information is meaningful and understandable when it is contextualized and tied to institutional goals for student learning (National Institute for Learning Outcome Assessment). Practicing transparent assessment motivates us to be ethical, to improve our writing and presentation, and to draw conclusions that are well-supported and clearly reasoned. Transparency also allows students and other stakeholders to engage in the assessment cycle. Each step of the process should strive for transparency, this may include: publicly sharing the assessment plan, publicly sharing results, encouraging participants’ help in analyzing data, and sharing how conclusions impacted program development.

CHICAGO STATE UNIVERSITY

Annual Academic and Administrative

### Departmental Planning & Budgeting

Process Guide

I. Overview of the Planning Process

The purpose of the unit planning process is to move the university to a new level of excellence during the fiscal and/or academic year. Accordingly, the chief focus of the planning and budgeting process is on how to enhance unit operations in the areas of learning, research, and outreach, or administrative support functions in administrative units. This process will ensure that units allocate and manage the resources available to achieve this goal. This planning and budgeting process constitutes a commitment to ensuring that the University’s budget is based on sound educational planning and includes broad-based involvement of faculty and staff.

This annual planning process shall integrate a review of unit planning for effectiveness and use of results to improve programs and services. In addition, The Strategic Plan will drive this annual planning and budgeting process.

Departmental planning will necessitate that faculty and staff members make some difficult choices. For virtually all academic and administrative departments today, the ability to do everything with excellence is beyond an institution’s financial and administrative means. This reality, as well as the practical fact that departments do indeed compete intensely, both internally and externally, for the most talented students, faculty, and staff, and for financial support, requires that the University engage in ongoing systematic planning, evaluating and budgeting toward its priorities. These guidelines thus anticipate an annual departmental plan premised on selective rather than inclusive growth. This means that departments must identify and prioritize those areas in which they can expect to have a sustainable or long- term advantage, relative to other academic institutions, in attracting and retaining students, faculty, and staff and in generating external financial support.

The Department, as part of this process, shall prepare an Annual Plan with an accompanying Financial Plan (Budget Priorities). In undertaking this planning and budgeting effort, departments must analyze the short and long term trends in higher education and develop a vision of the future that delineates long-range directions for the Department and its programs and services. The plan should seek to prioritize areas for which there is expected to be strong, continued demand of potential student enrollment, service improvements, and external financial support.

The planning process requires both the preparation of annual plans by each Department, which includes supporting information, and analyses that illuminate the rationale for such plans. Resource needs should be included to support each priority identified.

The planning and budget guidelines are organized in four sections as follows:

1. Overview of the Planning Process
2. Information Analyses
3. Establishing Priorities
4. Budgeting to Support Priorities

**Planning Timetable**. The details for meeting the following planning and budget preparation timetable will be reviewed at the first meeting during the designated planning week. Throughout this process, there is to be continuous consultation with each faculty & staff member, however, the deadlines for submission of the final plan and budget to the Administration are firm (See Flow Chart in Exhibit 1).

The key steps of the timetable are as follows:

* PME Committee Establishes Annual Institutional Priorities
* Initial Meeting with Chairs, Deans, Directors
* Initial Departmental Planning Meeting, (Review PME Committee Established Priorities
* 2nd Planning & Budget Priorities Meeting,
* Submit Plan & Budget Request to Deans/Directors
* Deans/Directors Submit School/Unit Plans to Vice Presidents
* Executive Council Review of Plans from Direct Reports & Establishes Budget Priorities
* Budget Committee Meets/Hearings
* Budget Drafted by Operations Team in Accordance with State Appropriations and Self-Generated Revenue and Compiled by the Budget Director, Reviewed by Units for Errors and Omissions
* Budget Submitted to Board of Trustees for Approval
* Administration Communicates to Units on Final Budget Decisions; Plans Adjusted as Needed

*Special Note: A narrative report is expected from each department that follows the format presented in each section below. There is no limit to the length of the narrative. Use as much space as reasonable.*

**Initial PME Plans due SEPTEMBER 30, 2013.**

# Step One: Collect & Analyze Your Unit’s Information

**II. Information Analysis**

(A) The Operating Environment. Units should consider the environment in which they will operate over the next year.

 1. ***Societal Changes*.** Units should consider current realities and expected changes over the next year in the global society that will impact higher education as a whole and the Unit’s programs or services.

 2. ***Long Term Demand Trends.*** For academic units, focus on those areas of curriculum and research for which there is expected to be the strongest continuing demand in the form of student enrollment (at the undergraduate, graduate, and professional levels). Focus unit analyses on the extent to which unit programs have present personnel, facilities, equipment and other necessary resources to offer such curriculum or undertake such research. For non-academic units, focus on the changing demands and expectations for service to stakeholders and the available resources (staffing, equipment, information systems, facilities) either in place or needed to meet expectations and service demands.

(B) Analysis of Current Position. Review and analyze data (or where not readily available, your faculty/staff’s best estimate) relative to your unit’s programs and summarize as follows:

1. Reputation: National rankings, external reviews

2. Faculty (Academic Units Only)

1. Faculty/student ratio (Excluding Adjunct Faculty)
2. Percentage tenured
3. Percentage research active (publication/creative work per year)
4. Amount of sponsored research
5. Composition of faculty (gender, race, age)
6. Staff (Non-Academic Units)
7. Ratio of Staff to number of students served
8. Average staff overtime hours per week
9. Used vacation and sick-leave time per year

3. Students:

* Quality of entering classes (size, scores, class rank, race, ethnicity)
* Satisfaction of current students with teaching, advising, student Services (housing, food, laundry, health services, business office, registration Admissions, athletics etc.)
* Indicators of educational program outcomes (See List Below)
* Number of student visitors/users of unit services
* Satisfaction of student users with unit services

**Academic Performance Ratios**

**(Approved, CSU Provost’s Council, 2012)**

a. Ratio of sophomores to the number of freshmen from the previous year’s fall semester enrollment. *(This is an indicator as well for freshman retention over one year). Distinguish transfer and non-transfer numbers.*

1. Ratio of degrees completed in four years (and six years) to the total number of degrees conferred annually for a degree program. *(A specific indicator for 6-year retention).*
2. Ratio of entering freshmen and entering transfer students annually to the total number of students enrolled in a degree program. *(Measures sustainability of a degree program).*
3. Ratio of graduate placement in ranked graduate and professional schools to the number of annual degree program graduates. *(Measures effectiveness of the Academic Agenda).*
4. Ratio of graduate placements in employment directly related to their degree program to the number of degree program graduates. *(Measures the degree to which graduates are placed in employment relative to the degree awarded to them—****Undergraduate Only****)*
5. Ratio of graduate students entering a degree program to the total number of graduate students enrolled in a degree program. *(Measures sustainability of a degree program).*
6. Ratio of CSU degree holding graduate students to the total number of graduate students enrolled in a program. *(Measures attractiveness of degree programs to non-campus graduates).*
7. Ratio of degree completers to CSU standards for each degree program in terms of number of degrees awarded annually; number enrolled in degree program. *(Measures return-on-investment of CSU or State of Illinois funding using several CSU published measures that we could make available on CSU’s website.*
8. Ratio of students enrolled by race, ethnicity, and gender in a degree program to the total number of students enrolled. *(Measures the degree to which diversity goals are reached within each degree program.)*
9. Ratio of dollar value of sponsored grants/contracts awarded to dollar value of grants/contracts proposals submitted for each Unit. *(Measures the Unit’s and the Institution’s impact on securing external funds to supplement appropriated and institutionally generated funds).*

*Assessment of Student Learning Measures for Academic Programs*

* percentage of general education courses with students performing at or above national norms on the rising sophomore general education examinations
* percentage of academic programs with students performing at or above national norms in senior year administered major field exams.
* percentage of students completing the senior thesis who attend graduate school or are employed in related fields to their degree program.

4. Curriculum Development: (Academic Units Only)

Is your unit’s present curriculum responsive to the short and

Long-term trends identified in Section II-A above? What are the opportunities and limits upon strengthening of present unit academic programs and the development of new initiatives? What curriculum areas should be emphasized? Why? (Example: Enhanced academic quality, student interest, existing strength, resource availability, etc.)

1. Expansion of Research & Outreach Initiatives: (Academic Units and Research Centers of Outreach Programs Only)

Will your unit’s present research and extension activities be responsive to the short and long term trends faculty identified in II-A above? In what areas can these be expanded? What resources are required to do so? What is the potential availability of external funds for such initiatives in the short and near term?

1. Adequacy of Support Services for the Unit:
* Computing support
* Staff support
* Travel funding
* Faculty & staff development funds
1. Space, equipment and other physical resources. Also facilities and grounds, their maintenance, and building repairs.
2. Increasing quality of community outreach effort to region and society, including the surrounding CSU community as well as the state/nation/international society (Address same questions as enumerated in II-B.5 above.)

(C) Areas of Sustainable Advantage. This section represents an effort to discern how the unit can enhance its academic excellence in areas in which it can have a sustainable (i.e. long range) advantage in competing for students, faculty and funding resources.

* + 1. Identify prospective areas of teaching, research or service to society in which faculty in the unit believe an existing academic program(s) has particular strengths or can develop a relatively distinctive and effective program.
		2. What steps will the academic program have to take to develop or sustain such advantage in one or more of such areas?
		3. What steps will the non-academic program have to take or to develop or sustain such advantage in one or more of such areas?

(D) Principal Strengths and Weaknesses

1. Based on the analysis developed pursuant to (B) and (C) above, summarize the three or four principal strengths and weaknesses of each unit as now constituted and funded.
2. How do students and faculty outside the Unit as well as potential external evaluators perceive the Unit’s strengths and weaknesses, especially relative to competing academic institutions?
3. On what information did the faculty/staff base their response to (D-2)? How could you learn more about the appeal of the Unit’s programs vs. those at competing institutions for students, faculty, and external evaluators?

(E) Objectives

These are specific end results that need to be achieved during the FY 20\_\_ fiscal year (Ending June 30, 20\_\_) to attain a new level of academic excellence.

* + 1. First, develop the one year objectives that need to be achieved to enhance the unit’s strengths or overcome its weaknesses, as described in (II-D.1) and (II-D.2). Please set forth specific objectives wherever possible, e.g., add 60,000 square feet of classroom space to reduce number of course sections, raise freshman quality to 90% in the top 20% of high school classes, increase sponsored research to $50,000 per faculty member.
		2. To the extent practical, examine the mechanics and estimate the cost of additional physical and human resources required to accomplish the Unit’s objectives stated above. Establish resource needs for each stated objective in section (E-1) above.
		3. Discuss how accomplishing your unit one-year objectives would enhance your area’s academic excellence in areas in which it can have a demonstrable advantage in competing for students who will likely persist and graduate, quality faculty, and funding resources, as identified by the faculty in (II-C) above.
		4. Discuss how accomplishing your unit one-year objectives would position your unit to be responsive to the societal changes and long-term demand trends you identified in section (II-A) above.

(F) Special Planning Considerations

In preparing your Unit one-year plan, please discuss your evaluation of the following, to the extent applicable:

* + 1. Faculty/Staff Retirement. Do you anticipate a faculty/staff member retiring during the academic year? If so, what will be the impact in terms of finding a suitable replacement?
		2. Demographic Trends -- Maintaining overall student enrollment numbers and quality is expected to be impacted by sharp demographic declines in U.S./Illinois 18 year-old population during each year of the decade. As Chicago State University’s educational and general budget depends on tuition and fees, what increases in unit enrollment (Cite realistic estimates based on admissions data) is expected during the coming fiscal year (FY 20\_\_) that would contribute to additional funds available to support unit priorities?

For non-academic units, consider trends in office contact and usage and how to maintain and increase those contacts as well as optimize service.

* + 1. Student Diversity (academic units). What steps will your unit take during FY 20\_\_ to increase diversity?
		2. Potential Interdisciplinary and International Initiatives. The boundaries of fields of knowledge are expanding rapidly and new, often-interdependent disciplines such as biotechnology, biogeochemistry, informatics, and computer applications are emerging. What potential for cross-divisional programming exist within the present unit environment that may impact cost-savings? What potential exists for international and intercultural programs? How might this potential be enhanced to better attract 21st century students who have expectations for such programs?

***Step Two: Set Your Priorities***

III. Establishing Priorities

This section calls on the Unit’s faculty/staff to establish priorities for the objectives established in (II-E). In making such choices, please factor in the extent to which the University is likely to have the resource to fund such priorities.

(A) Priority Ranking. Identify your Unit’s three to four highest priorities among the objectives you have enumerated in Section (II-E.1). Explain the reasons for your ranking, taking into account your analyses of areas of potential sustainable advantage (per Section II-A.2)) and long term demand (per section (II-C). Place the projected budget dollar amounts needed. (See Example Below).

*Unit Priority No. One:*Establish an approved link to the institution’s recycling program.

*Funds Requested:*$47,500

*(B) Reason for the Ranking:* The ability of CSU graduates to integrate environmental planning for sustainability and environmental justice into their curriculum will enhance the unit/program and position student users/graduates favorably in terms of national international trends. Cite relevant studies and data (e.g. National Labor Statistics) as evidence.

IV. Budgeting to Support Priorities

(A) **Funding the Priorities**. Discuss the extent to which you will be able, or unable, to achieve these highest priorities as it relates to resource availability. Also, identify the realistic possibilities for attracting external support from government, industry, foundations or private benefactors for meeting your Unit’s priorities.

(B) **Potential Re-allocation of Resources**. Given your stated priorities, what adjustments in present staffing, curriculum, research programs or achievable increase in student enrollment could be made to shift resources to the support of your Unit’s highest priorities in order to adjust your annual plan? For instance, what programs or activities would you either not do at all or curtail?

(C) **Proposed Budget Allocation for FY20\_\_.** List your preferred allocation of your unit’s budget based on your desire to fund your stated priorities. If you are basing your reallocation of funds on securing external, non-appropriated funds, these funds should be awarded to the University and allocated to your unit already.

*Return your completed Annual Plan to your Unit’s or Unit’s Chair or Director in the form of the PME Plan (use template). Follow the process guidelines and provide narrative responses to each section.*

Each faculty or staff member in your unit or unit should take an active role in developing the unit plan and in establishing budget priorities. **All participants should sign a transmittal letter accompanying the annual plan to establish that the document represents participatory collaboration. It should state, “All members of ----- (Unit name) have participated in the development of the attached PME plan.”**

**Accountability**

Constant effort to improve the operational efficiency of university processes provides accountability and enhances effectiveness as stewards of State resources.  Accountability of the individual departments and budget units at the university system is essential in making effective decisions regarding policy, budget, and planning. Daily accountability for performance leads to institutional accountability in all domains.

 The accountability measures associated with the University’s strategic and departmental plans are driven by guiding principles as follows:

1. Multiple performance measures for each institutional goal will be used to provide a more complete picture of institutional achievement;
2. Clear, precise definitions of operational terms will be established to ensure consistency of the data;
3. Outcomes expectations will be established that allow the distinct mission and scope of the University to be factored into the performance measure;
4. Departments and Budget Units are expected to connect each of their stated priorities to at least one Strategic Plan goal;
5. Departments and budget units should make comparisons or establish benchmarks to other departments, peer institutions in the region or those established by the state higher education authority (IBHE);
6. Departments or budget units should seek to establish "weighted" goals to allow for the distinctiveness of each operating unit;
7. An assessment system shall be used by department or budget unit to establish performance standards and outcome measures;
8. The Office of Institutional Research and Effectiveness will publish quarterly reports to be used to gauge performance-to-date and take corrective actions. An annual assessment and effectiveness report will also be published which will serve as a measure of public accountability.

**General Institutional Accountability Measures and Associated Key Performance Indicators**

**The following list of measures is to be used by university units in measuring their effectiveness relative to our Strategic Plan, as applicable. Units may wish to propose additional measures that apply to themselves, but the following will be tracked beginning with the academic year 2012-2013.**

**Objective:**  **Provide high quality instructional programs that are affordable, accessible, and student centered.**

**Measures:**

1. ***Indicate*** regional accreditation and the proportion of degree programs with professional accreditation among those programs for which professional accreditation is available.
2. ***Indicate*** the percent of faculty with terminal degrees.
3. ***Indicate*** the average amount of financial assistance per student FTE and compared to IBHE institutions and IBHE established peers institutions trends. [Financial assistance includes scholarships and financial aid, federal and state, restricted and unrestricted funds.]
4. ***Indicate***the pass rate percentages for professional examinations in high-demand fields such as nursing, special and early childhood education, and STEM
5. ***Indicate*** the average amount of credits earned and amount of the average amount of time needed to complete a degree
6. ***Indicate*** five- and ten-year campus enrollment, retention, and graduation (4, 6/also original institution, 8 year) trends by ethnicity, gender, state & international residency, student level, age, first-time freshmen or transfer, and full-time/part-time status.

**Objective:**  **Deliver support programs and services that enhance student recruiting and retention, timely completion of degrees, and attainment of student learning outcomes.**

**Measures:**

1. ***Indicate*** ratio of enrollment in high demand majors to overall enrollment
2. ***Indicate*** the year retention for students in high demand majors and all majors
3. ***Indicate*** proportion of students enrolling in developmental courses and who complete all developmental courses within two years
4. ***Indicate*** the four, six, and eight-year graduation rate calculated from the initial semester and from any public or private higher education institution.
5. ***Indicate*** the ratio of graduates to enrollees
6. ***Indicate*** portion of students employed in degree related fields, employed and/or pursuing graduate education
7. ***Indicate*** the results of the enrolled students and graduate (6-12 months following degree awarded) satisfaction/exit/alumni surveys conducted annually.

**Objective:**  **Encourage research and creative activities to enhance instruction, generate new knowledge, and contribute to economic development.**

**Measures:**

1. ***Indicate*** faculty production separately in each of these listed categories:
	1. research proposals submitted per faculty FTE,
	2. the dollar value of research proposals funded,
	3. the number of academic papers published in refereed journals,
	4. the number of academic papers published in other scholarly journals,
	5. the number of performances, and/or the number of exhibitions;

**Objective:** Provide informal education, technical assistance, and other public services that respond to societal needs. Build more internship opportunities and business course that award student with the opportunity to implement business strategies in a work environment. **Measures:**

1. ***Indicate*** enrollment in noncredit activities and/or number of participants in skills training short-term courses.
2. ***Indicate*** the top five public services provided and the number served in each.

**Objective:**  **Promote accountability, efficiency, productivity and effective utilization of technology, and; productivity in facilities management and deferred maintenance.**

**Measures:**

1. ***Indicate*** the number of external audit findings--trends for the past three years
2. ***Indicate*** the number of Potential Audit findings—trends for the past three years
3. ***Indicate*** the student/faculty ratio by FTE by level [lower, upper, and graduate].
4. ***Indicate*** the average institutional support expenditures from E & G funds per student FTE.

***Indicate*** the top five examples of accountability, efficiency, productivity, and effective utilization of technology, including the prevalence of wireless to non-wireless instructional rooms; on-line interactive video for distance learning; ratio or computers in labs to number of FTE students; ratio of industry certified I.T. professionals to FTE students; maximum I.T. network download/upload speeds at peek use period; mean (average) response time for I.T.

1. ***Indicate*** the mean response time for maintenance requests and mean solution time for maintenance service delivery.
2. ***Indicate*** the ratio of dollars allocated to annual maintenance to the total amount of deferred maintenance.
3. ***Indicate*** the ratio of maintenance projects completed by facilities employees compared to projects completed by general contractors
4. ***Indicate*** the ratio of construction projects completed by facilities employees compared to projects completed by facilities contractors.

**Objective; Promote ethnic and gender diversity--**The diversity that we promote should be broader than ethnic and gender diversity. For example, the College of Education discusses diversity as follows:

The college prepares education professionals to understand the diverse characteristics and abilities of each student and how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. Using these sentiments as a foundation, the College operates under a diversity statement that is defined by *structural*, *curricular/co-curricular* and *environmental* components.

**Measures:**

1. ***Indicate*** percentage of total purchases of goods and services from majority firms.
2. ***Indicate*** ratio of total purchases of goods and services from minority firms to majority firms.

**Objective:**  **Enhance programs and utilization of resources by development of cooperative efforts and partnerships.**

**Measure:**

1. ***Indicate*** the top ten cooperative partnerships.

**Objective:**  **Enhance public awareness and support of Chicago State University programs and services.**

**Measure:**

***Indicate*** the percent of E and G funding awarded to campus by the State Legislature and give five- and ten-year trends.

**CSU Strategic Plan 2012-2015—Goals and Measures of Attainment**

**The following additional measures were identified by university divisions and approved by the Board of Trustees. They will be collected and reported for the conclusion of the Strategic Plan.**

**STRATEGIC GOAL 1 – ACADEMIC EXCELLENCE, TEACHING AND RESEARCH**

Maintain an institutional structure that respects, develops and reinforces academic rigor, student/ faculty and collaborative research, evidence-based curriculum and faculty/staff development.

1. % of all annual curriculum course development cite market need/employment statistics as a basis for additions
2. % of all curriculum revisions requests cite educational research, industry standards and/or assessment trends as a basis for changes
3. % of performance targets established for student learning objectives are based on analysis of established reports where available
4. % annual increase in the number of online courses that meet the Illinois Online Network quality standards
5. Percent of programs with added coursework related to social and environmental justice and entrepreneurship
6. Number of academic-related activities designed to advance social and environmental justice and entrepreneurship offered per term per college
7. Percent of programs requiring at least one graded course project designed to advance social or environmental justice or entrepreneurship
8. Number of new full time hires with terminal degrees in hand as well as teaching experience
9. Percent increase in research start-up funds
10. Percent increase in faculty development support programs
11. Number of annual faculty publications and presentations
12. Annual percentage of student population participating in leadership activities through student organizations
13. Annual percentage of students participating in research and/or service activities
14. Annual percentage of faculty participating with or guiding student research projects
15. Number of faculty engaged in research, grant writing and/or receive national and international recognition annually
16. Annual percentage increase in research projects receiving approval through respective review boards

**STRATEGIC GOAL 2 – COMMUNITY SERVICE AND ENGAGEMENT** (PUBLIC AGENDA GOAL 4)

Contribute to the community through economic development activities and mutually beneficial partnerships between educational institutions, healthcare agencies, and business, industry, government and community organizations.

1. Percentage increase in transfer students from partnering community colleges and other institutions.
2. Establishment of sustained, comprehensive community based program in conjunction with local public healthcare agencies to address issues of obesity and related health issues
3. Percentage of internships/practica and student research opportunities offered to students with local businesses, organizations, and corporations.
4. Percentage of overall post-graduation placement rate by major
5. Annual number of community service hours with local organizations performed by students and faculty
6. Establishment of sustained, consistent CSU communications to the community on service opportunities, partnerships and community involvement

**STRATEGIC GOAL 3 – COST EFFICIENCIES & DIVERSE REVENUE STREAMS** (PUBLIC AGENDA GOAL 2)

Diversify revenue sources to decrease reliance on the State of Illinois and increase the efficiency and effectiveness of financial management practices across all areas of the university.

1. Percentage of trustees annual giving
2. Number of faculty and staff contributing to the Annual Fund annually
3. Number of alumni giving to the Annual Fund annually
4. Number of students participating in fundraising activities annually
5. Number of corporations, businesses and community residents contributing to the Annual Fund annually
6. Fundraising functions consolidated under the umbrella organization, Office of Institutional Advancement
7. Number of grant submissions overall annually
8. Percent increase in number of grant submissions by faculty by department
9. Number of interdisciplinary grant submissions by faculty annually
10. Develop corrective action plans within 90 days of the announcement of final results for its Audit Findings
11. Establishment of mechanism to analyze opportunities to leverage volume through preferred vendor pricing which would lead to reduction in cost in the specific area of spending
12. Percentage of capital (long term) expenditures reviewed against developed criteria to determine if break-even analysis is appropriate
13. Percentage of capital (long term) expenditures analyzed where break-even analysis is deemed appropriate

**STRATEGIC GOAL 4 – ENROLLMENT, RETENTION AND GRADUATION** (PUBLIC AGENDA GOAL 1) Improve the recruitment, retention, and graduation metrics of diverse student population through a nurturing and challenging environment that facilitates the development of competent, creative, resourceful, global and empowered citizens.

1. Enrollment numbers overall from identified “feeder” institution
2. Number of African American male enrollment into degreed programs
3. Overall diverse student population enrollment into degreed program
4. Number of adult learner or transfer student enrollment into degreed programs
5. Percentage of students applying with an ACT score of 17 or higher
6. Percentage of student participation in support programs year over year
7. Reduction percentage of classes dropped
8. Number of majors and colleges with published At-A-Glance graduation requirements and suggested schedules
9. Number of majors and colleges with published graduation progression milestones
10. Percentage of eligible, full-time students graduating within 6 years
11. Percentage of corrective action plans created and implemented based on extracted data reported by the system on a quarterly basis
12. Establishment of public, annual report to capture progress in key metrics year over year

**STRATEGIC GOAL 5 – STRENGTHENED INFRASTRUCTURE** (PUBLIC AGENDA GOAL 4)

Reorganize and strengthen the physical, electronic and operational infrastructures to ensure the deployment of innovative teaching and research technologies as they become available.

1. Percentage of classrooms/laboratories/facilities aesthetically modernized with necessary electrical, technological, and/ physical property updatedor renovated to include, but not limited to painting and general beautification
2. Percent increase in Library acquisitions budgets year over year
3. Implementation of basic online library reference and instruction services programming
4. Percentage of buildings with wireless capacity campus-wide
5. Implementation of software upgrades strategy for each University unit
6. Number of multi-purpose facilities with state-of-the-art technology installed
7. Completion percentage of building access control and security camera deployment projects
8. Percentage of landscape improvements implemented
9. Percentage completion of “green” building construction
10. Implementation of campus-wide recycling program
11. Implementation of green-sensitive custodial/grounds care procedures
12. Percent reduction in overall university energy cost
13. Percentage of key university roles with bench strength candidates identified through defined succession planning process
14. Leadership development program implemented for Assistant Directors and above
15. Percentage of student enrollment into classes offered at CSU West Campus
16. Number of courses available to students at CSU West Campus
17. Percentage increase in new degree seeking students enrollment to CSU West Campus
18. Number of represented majors with class offerings at CSU West Campus

**STRATEGIC GOAL 6 – SHARED ACCOUNTABILITY AND IMAGE** (CSU STRATEGIC ISSUE)

Foster an environment of shared governance and accountability where input, discourse, recommendations and engagement from all stakeholders promotes a positive image and pride in the University.

1. Shared governance approach communicated to faculty, staff, and students
2. Percentage of major decisions affecting academic policy development are realized through shared governance process
3. Percentage of decisions affecting administration policy/ procedures are documented/ communicated to faculty, staff, and students
4. Percentage of faculty participation in attendance at shared governance meetings
5. Percentage of positive response rate by students, faculty and staff on questions related to shared governance and collaboration on Climate and Satisfaction survey results
6. Percent reduction in external audit findings
7. Positive response rate by students, faculty and staff on questions related to communications on Climate and Satisfaction survey results
8. Positive response rate by students, faculty and staff on questions related to operational efficiencies on Climate and Satisfaction survey results
9. Positive response rate by students, faculty and staff on questions related to fiscal accountability on Climate and Satisfaction survey results
10. Retention percentage of current, full-time students year over year
11. Percentage of transfer students with a transferring GPA of 2.5 or higher
12. Percentage of university programs and departments with departmental strategic plans developed
13. Percentage of departments and programs completing full cycle of annual review process including corrective action plans
14. University policies and procedures posted to central intranet location for use by students, faculty and staff including state information
15. CSU specific policies, operational manuals, administrative and academic changes and Human Resource policies and documents posted to central intranet location for use by students, faculty and staff