

## EXAMPLES OF EVIDENCE CHART

The Criteria for Accreditation in Relation to the Cross-Cutting Themes as Presented by The Chicago School in Its 2007 Self-Study

<b>CRITERION ONE: MISSION AND INTEGRITY</b>					
<b>The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.</b>					
	<b>Future-Oriented</b>	<b>Learning-Focused</b>	<b>Distinctive</b>	<b>Connected</b>	<b>Notes</b>
<p><b>Core component 1a:</b> The organization's mission documents are clear and articulate publicly the organization's commitments.</p>	<p>The board has adopted statements of mission, vision, values, philosophy, and commitment. Our mission documents were re-endorsed by our Board of Trustees in October of 2006.</p> <p>We make our mission documents available to the public, including prospective and enrolled students. Our mission or portions of our mission documents are available on our website, posted on campus, included in advertising and marketing materials, and referred to in institutional publications such as the academic catalog(s), the student handbook, and the annual report.</p> <p>Our mission documents are regularly reviewed, discussed, and when deemed appropriate, revised to ensure they reflect our long-term commitments. Our current mission documents evolved over the past five years to include and broadly define our seven key commitments, as listed in the document.</p>	<p>Our mission documents include a strong commitment to high academic standards by explicitly stating our desire to provide an excellent education through effective and high quality educational experiences for our students.</p> <p>Our mission documents broadly define our four institutional learning goals as scholarship, diversity, professional practice, and professional behavior.</p>			

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<p><b>Core Component 1b:</b> In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.</p>	<p>Our mission documents address diversity within the community. The mission states that we “embrace the diverse communities of our society.”</p> <p>Our mission documents affirm our commitment to honor the dignity and worth of individuals in our commitment-to-diversity statement, which indicates that we are “committed...to building an environment of mutual respect and inclusion.”</p> <p>Our mission documents define diversity as one of our four institutional learning goals.</p> <p>We note in our mission documents that we will revise our approach to learning in the classroom to ensure a high-quality educational experience, indicating that we understand the needs of diverse learners and learning styles.</p>				

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<p><b>Core Component 1c:</b> Understanding of and support for the mission pervade the organization.</p>	<p>Our strategic decisions are mission driven, as indicated by the seven key commitments set forth in our mission documents. Examples include the introduction of new programs that integrate theory and professional practice, the adoption of our plan for assessing student learning to improve the quality of our education, the introduction of executive and professional education as an innovative new venture, and the expansion of service opportunities for our students through our first-year service learning program.</p> <p>Our planning and budgeting priorities flow from our mission. Examples include the Book of the Year program (diversity), the increase in faculty salaries (school of choice), and expenditures related to assessment (quality education).</p>	<p>We demonstrate understanding and support for our mission through our focus on psychology, the adoption of the practitioner/scholar model, our inclusion of diversity and service as key components of the learning process, and our efforts to assess and continually improve the quality of our education.</p>	<p>We demonstrate understanding and support for our mission by providing for our staff, structures, and initiatives related to diversity. Examples include the Center for Multicultural and Diversity Studies, fellowships for diversity training and research, and the Committee for Multicultural and Diversity Affairs.</p> <p>We demonstrate understanding and support for our mission by providing structures related to innovation. Our New Initiatives Process invites all constituents to propose innovative programs, projects, and partnerships.</p>	<p>We demonstrate understanding and support for our mission by providing multiple opportunities for our students, faculty, and staff to serve the community by recognizing service, and by seeking quality partnerships that will allow us to extend our reach. Examples include the Public Service Distinguished Teacher award and the ChildServ project.</p>	

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<p><b>Core Component 1d:</b> The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.</p>	<p>We evaluate and strengthen our structures regularly, as indicated by the increase in staff employed in academic and student support services.</p> <p>Our board enables our president to exercise effective leadership, as indicated by the successful realization of our 2002–2006 strategic plan <i>Dedication to Excellence</i>.</p>	<p>The faculty are given appropriate authority over the academic programs, including defining, evaluating, and improving curricula, student learning outcomes, and teaching methods. The Faculty Council, faculty committees, and department meetings provide the vehicles for faculty governance.</p>	<p>We have clearly defined governance and administrative structures and expectations that allow individuals to contribute to the fulfillment of our mission. These are described in the employee, board, and faculty manuals.</p>	<p>Effective communication facilitates governance and administrative practices, as well as cross-departmental collaboration. Time has been allotted in the weekly schedule for faculty to attend council, committee, and department meetings. Two weekly common hours have been designated when no classes are scheduled to allow all community members to participate in school activities.</p>	

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<p><b>Core Component 1e:</b> The organization upholds and protects its integrity.</p>			<p>We have documented and adopted clear policies, procedures, structures, and processes to ensure that we operate with integrity. Policies and procedures are published in the employee, faculty, and board manuals as well as in the <i>Student Handbook</i> and academic catalogs.</p> <p>Our institutional documents articulate our students' and employees' rights and responsibilities.</p> <p>Our institutional documents include complaint and grievance procedures.</p>	<p>We deal fairly with prospective students through marketing and recruitment practices that accurately represent the school.</p> <p>We present ourselves accurately and honestly to the public through our advertising and website.</p> <p>We practice open communication through meetings, committees, and planning processes.</p>	

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<b>CRITERION TWO: PREPARING FOR THE FUTURE</b>					
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.					
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<p><b>Core Component 2a:</b> The organization realistically prepares for a future shaped by multiple societal and economic trends.</p>	<p>We are supportive of innovation and change as indicated in our desire to become the school of choice through both quality and innovation. Our strategic plan clearly articulates our commitment to raise our standard of excellence while extending our culture of innovation through new programming and academic centers.</p> <p>Our strategic planning process was participatory, involving all of our key constituents. Teams used both external and internal data to develop an ambitious plan that provides The Chicago School with a roadmap to meet the challenges facing higher education and society in general.</p>	<p>Our well developed <i>Plan for Assessing Student Learning Outcomes</i>, our annual assessment cycle and our efforts to continuously improve student learning outcomes show an understanding of the need to demonstrate accountability to our constituents and the public at large.</p>	<p>Our emphasis on diversity indicates a deep understanding of the trends facing psychology, higher education, and U.S. society in general.</p>	<p>Our attention to developing partnerships, including international partners, indicates a sophisticated understanding of the global and economic realities facing higher education.</p>	

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<p><b>Core Component 2b:</b> The organization's resource base supports its educational goals and its plans for maintaining and strengthening their quality in the future.</p>	<p>We have a history of achieving our planning goals, as indicated by our success in meeting the goals of the 2002–2006 strategic plan <i>Dedication to Excellence</i>, and in our ability to address the challenges presented by the Higher Learning Commission in 2001.</p> <p>Our strategic plan and our institutional priorities document our commitment to supporting and strengthening the quality of education we provide. Priority two of our strategic plan is to “manage growth so that academic resources are generated and quality can be maintained across programs.” Annual institutional priority three for 06–07 is to “raise the standard of quality in academic programs.”</p>	<p>Our resources are adequate for achievement of our educational quality claims, as indicated by the results of our assessment of student learning, faculty/student ratio, and small class size.</p>	<p>Resources are regularly provided to support diversity initiatives.</p>	<p>Resources are regularly allocated for professional development of staff and faculty.</p>	

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<p><b>Core Component 2c:</b> The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.</p>	<p>We maintain effective systems for collecting, analyzing, and using organizational information. This is evident in our strategic planning process, which included the review of internal data; the success of our prior strategic plan, which indicated we used data effectively to improve the institution; and the Office of Institutional Research, which generates data for the school in the form of research bulletins, term reports, and special projects.</p>	<p>An Annual Student Learning Action Plan is developed after each program reviews its assessment data with its faculty, advisory board, and students.</p> <p>Assessment activities are supported by the organization, as indicated by the Student Learning Committee and its cross-departmental representation, our investment in training related to assessment and the development of an assessment database.</p> <p>We developed and systematically use the data provided by our Plan for Assessing Student Learning, as indicated by our Annual Action Plan based upon assessment results.</p>	<p>Our Faculty Manual and Employee Manual articulate policies for employee review that inform strategies for individual improvement, which in turn result in organizational improvement.</p>		

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<p><b>Core Component 2d:</b> All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.</p>	<p>We have coordinated planning processes that link the mission, strategic planning priorities, the annual institutional priorities, and individuals' annual goals.</p> <p>Our planning processes include internal and external constituents (when appropriate) at multiple levels of the organization, including strategic planning and the self-study.</p> <p>Our use of data, including internal data and environmental scanning data, has afforded us an awareness of the challenges, opportunities, and trends in higher education to which we must respond. This resulted in our entry in to the school-as-lender program and the introduction of new programs such as the applied behavior analysis specialization and the forensic psychology degree.</p>	<p>The four institutional learning goals were developed after a series of workshops and meetings in which faculty and administration agreed that the mission required our students to master these four competency areas: scholarship, diversity, professional behavior, and professional practice. The four learning goals flow through to the academic program competencies that flow in turn through to course objectives.</p>	<p>Our institutional documents, including the <i>Board Manual</i>, <i>Faculty Manual</i>, <i>Plan for Assessing Student Learning Outcomes</i>, and <i>Employee Manual</i> articulate the role of individuals and groups to plan for and fulfill our mission.</p>	<p>Each academic program has developed a philosophy of how it prepares graduates to serve society that is consistent with its area of psychology and the mission of the school.</p>	

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<b>CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING</b>					
The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.					
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<p><b>Core Component 3a:</b> The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.</p>		<p>We have identified the learning outcomes for each program and for the institution as a whole.</p> <p>Assessment occurs at the course, program, and institutional level.</p> <p>Assessment of student learning includes multiple measurements, including course work, capstones, research, and field experiences.</p>	<p>The Center for Multicultural and Diversity studies supports the institution by providing opportunities for diversity and scholarship, professional practice, and professional behavior (through fellowships) and by consulting with the academic programs.</p> <p>New initiatives are evaluated against their fit with the four institutional learning goals, and an assessment plan to measure student learning outcomes is required when applicable.</p>	<p>Service learning, practica, and internships are designed to align with the institutional learning goals and assessed along the same dimensions as classroom learning. Our community partners are given evaluation tools and raters guides so that they understand the school's learning goals and the fit with the community experience.</p>	

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<b>Core Component 3b:</b> The organization values and supports effective teaching.		<p>We have established distinguished teaching awards, demonstrating that we value and promote quality teaching in alignment with our mission.</p> <p>We have developed a system of faculty rank, selection, promotion, and development befitting a professional graduate school with a special focus on psychology.</p> <p>Faculty members are evaluated on their teaching effectiveness through mid-term and final course evaluations. Questions directly relating to our institutional learning goals are included, demonstrating that we evaluate effective teaching.</p> <p>We provide workshops for faculty that emphasize professional practice and teaching effectiveness, such as the adult model training and the learning style orientation training. Our Center for Academic Excellence is developing a Teacher Excellence Program to support improved pedagogy; we have already piloted modules related to this endeavor.</p> <p>Our Office of Learning Technology has partnered with faculty to provide faculty training on the use of our online learning platform. In addition, we sent six faculty members to the Annual Conference on Distance Teaching and Learning, demonstrating that we are committed to keeping abreast of technological advances that can positively affect student learning and the delivery of instruction.</p>			

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<p><b>Core Component 3c:</b> The organization creates effective learning environments.</p>		<p>We have created multiple learning environments that support and enhance varied learning styles: traditional classes, co-curricular learning, community- or field-based learning, and online/blended learning.</p> <p>Classroom learning includes traditional courses, professional development seminars, and small-group seminars.</p> <p>Our average class size is 11 students (fall 2006).</p> <p>Colloquia, workshops, and seminars hosted by various departments provide opportunities for learning outside the curriculum.</p> <p>We have employed, as appropriate, new technologies to support learning, including an online learning platform that allows us to augment courses with resource and communication tools, to offer blended courses, and to facilitate electronic portfolios.</p>			

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<p><b>Core Component 3d:</b> The organization's learning resources support student learning and effective teaching.</p>	<p>We support students, staff, and faculty in using technology effectively, as indicated by our considerable investments in technology infrastructure, learning technology, library technology, and administrative technology.</p> <p>We recognize the importance of integrating technology effectively, as indicated by annual institutional priority five for 06–07, which challenges us to increase and improve resources and services through the effective integration of existing technology and the responsible expansion of new technology.</p>	<p>We provide dedicated staff to support and improve learning resources, including library, learning technology, and academic support staff.</p> <p>The development of the academic support areas, including the Center for Academic Excellence, demonstrates our commitment to providing the systems and structures necessary to enhance student learning and strengthen effective teaching.</p> <p>The annual assessment cycle provides a process of shared responsibility for student learning.</p> <p>We maintain a faculty-student ratio of 15.8 to 1, as defined by the AAUP calculation guidelines.</p>			

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<b>CRITERION FOUR: ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE</b>					
The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.					
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<p><b>Core Component 4a:</b> The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.</p>	<p>We value a life of learning, as indicated by our tuition reimbursement policy, our support of professional development for faculty and staff, and the various ways in which we support faculty in their scholarly endeavors.</p>	<p>We support faculty learning through the Faculty Committee on Promotion and Development, which requires faculty to continue to develop as scholars and practitioners.</p> <p>We support faculty by providing funds for travel to professional meetings and conferences.</p> <p>Our learning philosophy goes beyond teaching the discipline and application of psychology to the expectation that students will develop professional leadership skills.</p>		<p>We demonstrate our commitment to a life of learning by encouraging collaboration at all levels of the organization, convinced that such collaborations allow for organizational development and individual learning.</p> <p>Our partnerships with community organizations demonstrate our commitment to bringing ongoing training to external constituents.</p>	

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<p><b>Core Component 4b:</b> The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.</p>		<p>We effectively link curricular and co-curricular learning activities that support inquiry and professional practice through colloquia, workshops, and service opportunities that support inquiry, practice, and social responsibility.</p> <p>We use integrated, summative assignments (capstones) in each year of our programs that require students to demonstrate breadth of knowledge, skills, and intellectual inquiry in order to pass to the next level in their programs.</p> <p>Student research in dissertations and theses demonstrate the capacity to review a body of knowledge and develop significant questions that contribute to theory and practice of psychology.</p> <p>Field placements require students to demonstrate that they can integrate theory and practice and apply diversity, professional conduct, and professional practice to multiple problems and create new and appropriate solutions.</p>	<p>We provide opportunities for students to serve as fellows, volunteers, or student workers in the Center for Multicultural and Diversity Studies, allowing a greater depth of understanding and application of diversity.</p>		

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<p><b>Core Component 4c:</b> The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.</p>		<p>We provide learning opportunities through our field experiences (practicum and internship) that promote social responsibility.</p> <p>We support student scholarship appropriate to our mission, including dissertations, theses, and case studies that demonstrate program competencies have been met.</p> <p>Our faculty demonstrate that they expect students to gain the skills and professional competence essential to joining a diverse work force, as indicated by our institutional learning goal of diversity.</p> <p>Our faculty demonstrate that they expect students to master the knowledge and skills necessary for independent learning in programs of applied practice, as indicated by our institutional learning goal of professional practice.</p>	<p>Our diversity efforts include the Center for Multicultural and Diversity Studies, the Multicultural and Diversity Affairs Committee, training sites that serve diverse communities, and the inclusion of diversity in the curriculum and co-curriculum, amply demonstrating that we are preparing our students to live in a global society.</p>	<p>We provide service learning and community partnerships for students to participate in mutually enriching experiences that allow practical experiences.</p>	

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<p><b>Core Component 4d:</b> The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.</p>		<p>Our faculty demonstrate that they expect students to function in a professional and ethical manner, as indicated by the inclusion of diversity as one of our four institutional learning goals.</p> <p>Our Institutional Review Board ensures that all research conducted by faculty and students with human and animal subjects is done in an appropriate and ethical manner.</p>		<p>Our academic programs encourage students to engage in research that can be applied to real-world settings, demonstrating that we understand the need for our curricular activities to relate to the responsible use of knowledge to practice social responsibility.</p> <p>We support and evaluate curricular and co-curricular experiences that require students to reflect on knowledge, skills, and attitudes as part of the full learning experience.</p>	

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<b>CRITERION FIVE: ENGAGEMENT AND SERVICE</b>					
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<p><b>Core Component 5a:</b> The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.</p>	<p>We utilize business and community leaders through program advisory boards to ensure our programs and graduates are meeting the needs of the communities we serve.</p>	<p>Our institutional learning goals are shaped by our understanding of our responsibility to provide excellent education for professional careers in psychology. This mission and our performance is regularly evaluated by all constituencies</p>	<p>Our commitments are shaped by our mission, as indicated by the multiple ways in which we pursue our commitment to diversity. We demonstrate attention to the diversity of our constituents by seeking to recruit diverse board members, faculty, staff, and students and by examining the institution's performance in this area with a faculty and staff cabinet level committee (Multicultural and Diversity Affairs Committee) that works with the President's Cabinet.</p>	<p>Our commitments are shaped by our mission, as indicated by the multiple ways in which we serve the community, including 400,000 service hours by our students, and our service learning initiatives. We create opportunities for reciprocal learning in all our partnerships.</p>	

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<p><b>Core Component 5b:</b> The organization has the capacity and the commitment to engage with its identified constituencies and communities.</p>	<p>We have increased academic support and student services through the hiring of additional staff and the creation of new departments. For example, we created and staffed the academic support areas and the department of career services, and we added additional staff in student services and student finance.</p> <p>We have committed additional resources to enhancing our relationship with alumni by adding staff and making professional and career-related programming available.</p> <p>We have developed relationships with business and community leaders through our advisory boards.</p> <p>One of our strategic priorities is to create and develop new partnerships with external constituencies, signaling our commitment to supporting effective programs of engagement of service.</p>	<p>We connect students with external communities through our field experiences.</p>	<p>We connect students with external communities, as indicated through projects such as diversity training for the United Way, our community partnership with Casa Central, the activities of PRIDE, and our partnership with UNAM.</p>	<p>Our processes and structures enable effective connections with our communities such as ChildServ, which extensive consultation services that are being provided by more than 40 students and faculty.</p>	

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<p><b>Core Component 5c:</b> The organization demonstrates its responsiveness to those constituencies that depend on it for service.</p>	<p>We include representative constituents in major planning efforts to ensure we remain responsive to their needs.</p> <p>We use the feedback provided by our advisory boards to improve programming.</p>		<p>We hold ourselves accountable to the constituents we serve, and provide structures to collect feedback such as the rater forms used by our training students to evaluate students.</p>	<p>We enter into and pursue partnerships focused on shared educational or social goals, as indicated by our longstanding partnership with Erie Neighborhood House.</p> <p>We developed criteria for future partnerships. These criteria clearly articulate the need for our partners to fit with our mission and strategic goals.</p> <p>We place a high value on feedback from our constituents, using survey instruments to assess student, employee, and alumni satisfaction. Results are widely shared and action plans are developed.</p>	

## EXAMPLES OF EVIDENCE CHART

The Criteria for Accreditation in Relation to the Cross-Cutting Themes as Presented by The Chicago School in Its 2007 Self-Study

<p><b>Core Component 5d:</b> Internal and external constituencies value the services the organization provides.</p>		<p>The Illinois Psychological Association selected 25 poster presentations for the 2006 convention. Five were Chicago School entries. Of the seven awardees at the convention, four were to Chicago School presenters.</p>	<p>Community leaders testify to the usefulness of our programs, as indicated by the awards received from NCSPP, recognition from our local and state government.</p> <p>We maintain numerous relationships with practicum and internship sites.</p>	<p>Our facilities are made available for use by the community, including the Illinois Board of Higher Education, the Illinois Psychological Association of Graduate Students, and several others.</p> <p>The school continues to receive requests from agencies like the United Way to increase capacity for their organizations.</p>	
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