

Home of the *Cougars*

CHICAGO STATE UNIVERSITY

Performance Report FY2005

Submitted September, 2005

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SECTION I: INSTITUTIONAL CONTEXT

Mission Statement

Chicago State University, a public comprehensive, urban institution of higher learning located on the south side of Chicago, strives for excellence in teaching, research, creative expression and community service. The mission of the University is to: 1) provide access to higher education for residents of the region, the state and beyond, with an emphasis on meeting the educational needs, undergraduate through doctoral levels, of promising graduates from outstanding secondary schools as well as educating students where academic and personal growth may have been inhibited by lack of economic, social or educational opportunity; and 2) produce graduates who are responsible, discerning, and informed global citizens with a commitment to lifelong learning and service.

Environmental Analysis

Despite challenges presented by the constrained budget climate, Chicago State University continues to serve its students by providing superior academic programs at an affordable price. The Chicago State University community has continued to find creative ways to deliver cutting-edge instruction in spite of flat resources. But because Chicago State University's students are from primarily minority populations, they face significant challenges both in access to higher education and the ability to finance it. The majority of CSU students work over 20 hours per week in order to meet family obligations and finance their educational endeavors. The financial challenges facing Chicago State University and its students have become more pressing as CSU, like other Illinois universities, has been forced to raise tuition in order to counteract the effect of lessening state and federal support for higher education.

Student Characteristics

The current budget constraints affecting Illinois colleges and universities have a particularly dire effect on Chicago State University students and the university's ability to serve a population that "may have been inhibited by lack of economic, social, or educational opportunity." Chicago State University students are characterized by several risk factors associated with persistence and degree attainment. A June, 2005 paper published by the National Center for Educational Statistics (NCES), *Waiting to Attend College: Undergraduates Who Delay Their Postsecondary Enrollment*, reports that students who delay their enrollment in postsecondary education programs one year or more after graduation from high school exhibit several common characteristics:

They are likely to:

- come from low-income families,
- be single parents,
- be Black, Hispanic, or American Indian,
- have parents who never attended postsecondary education,
- work more than thirty hours per week, and
- attend two-year colleges.

They are less likely to:

- attend classes full time,
- persist to completion of a postsecondary credential.

A large percentage of Chicago State University students share many of the characteristics that put them at risk for non-completion of their postsecondary baccalaureate degrees.

- Enrollment in postsecondary education delayed by one year or more: the average age of CSU undergraduates at entry is 20.5. The average age of CSU undergraduates overall is 29.
- Part-time enrollment: in fall 2004, 33.5% of CSU undergraduate students were enrolled part-time.

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- Financial independence: 72% of C.S.U. students are financially independent, with a household income of approximately \$10,000 per year.
- Single parenthood: many of CSU's majority-female population are single mothers.
- GED rather than a high school diploma: in fall 2004, 4% of new freshmen had a GED rather than a high school diploma.
- Employment: 93% of CSU students work more than 20 hours per week.
- Children: 66% of CSU students have at least one child; 25% of students with children have more than one child.

In fall 2004, preliminary data indicates that 19% of freshmen were twenty years of age or older. In the same semester, 8.5% of freshman students and 23% of transfer students were enrolled part-time. In short, in service to its mission, Chicago State University provides educational opportunities to students who because of their socio-economic status require substantial support to complete their degrees. Further, like the subjects of the NCES study, many CSU students begin their postsecondary education at a two-year college.

Current Illinois Fiscal Climate

Since 2002, Illinois universities have experienced budget reductions, cash rescissions, and employee health care charges. The budget for FY05 was flat, with no increases for rising utilities costs and employee health care costs. The cumulative "cash loss" from FY 2002 to projected FY2006 of over \$28 million has had the following effects to university operations (*Strategic Task Force Report on Finances, 2005*):

- Equipment budgets reduced 63%, effectively eliminating all equipment purchases except for essential information technology, telecommunications, and library functions;
- Travel budgets reduced 78%, severely constraining faculty development activities;
- Non-federally funded work-study student employment eliminated, decreasing opportunities to offer financial support to students;
- Permanent-improvements budget line for deferred facilities maintenance eliminated, resulting in further depreciation of essential infrastructure and insufficient resources to address infrastructure breakdowns;
- Insufficient resources to respond to rapidly rising utility prices;
- Significantly reduced library acquisitions budget;
- Unfunded operation and maintenance for new library, resulting in delays in moving into and utilizing the new building;
- Significantly reduced information technology budget, decreasing the ability to develop technology-infused curricula and to increase administrative efficiency through the use of technology;
- Cancellation of vacant faculty and administrative positions, resulting in noticeable service degradations.
- Reduction of 25% in the number of administrative staff members.

(*Strategic Task Force Report on Finances, 2005*)

The university is working proactively to meet the challenges posed by changing budget realities through the long-range and strategic planning processes.

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Ability to Meet Goals of the Illinois Commitment

Campus-wide and systematic planning greatly facilitate Chicago State University's ability to meet the challenges enumerated above as well as meet the goals of the Illinois commitment. However, to do so and at the same time meet the mandate of the state legislature – that Illinois universities increase access, keep tuition low, and produce top quality educational outcomes with lessening state support -- increases the challenge.

Policy Area 1 – Economic Development: Graduates of Chicago State University are well-prepared to enter the workforce. Students from the Departments of Biological Sciences, Computer Science, and Social Work are prepared to pursue rewarding professions in their chosen fields. Chicago State University's nursing, and education students are particularly well-prepared to fill jobs in areas where there are shortages of qualified nurses and educators. Further, Chicago State University business students who are members of Students in Free Enterprise (SIFE), an international association of student entrepreneurs, have won the regional championship by developing business plans designed to spur entrepreneurial development in their communities. Despite these successes, a significant number of Chicago State University students labor under the burden of an economic status that detracts from their ability to complete their baccalaureate degrees in four years, which in turn slows their entry into the job market.

Policy Area 2 – Teaching and Learning: In spite of reductions to the state budget that have reduced CSU's ability to provide for faculty development and instructional equipment, the pass rate for College of Education students on the Illinois Basic Skills Examination is 100%. In the examination areas of Pedagogy and Special Populations, the pass rates of Chicago State University's College of Education students exceeded the state average.

Policy Area 3 – Affordability: Due to a flat budget for FY2006, and the challenges listed above, Chicago State University's tuition has been raised by 5% for new, in-state undergraduate students.

Policy Area 4 – Access and diversity: Without adequate resources, CSU has been unable to fully serve its non-traditional student population by providing sufficient evening and weekend classes and non-academic services for its working/commuter students, making it difficult for many to complete their degrees in a timely manner. Nevertheless, the university continues to make one of its greatest contributions to state workforce diversity by graduating a large proportion of students from underrepresented groups. Chicago State University ranks 18th in the nation for producing African American baccalaureate graduates, 12th in the nation in producing African-American undergraduate degrees in the physical sciences, and 14th in the nation in producing African American undergraduate degrees in psychology, and 29th for producing master's degree graduates.

Policy Area 5 – Academic Quality – Progress on attaining accreditation for business and computer science has been halted until resources can be identified to continue accreditation plans. General Education courses are assessed each semester to ensure that established outcomes are met and that students can demonstrate their knowledge in particular subject areas. Further assessment is done regularly in the majors. All assessment activities provide information that is used to make improvements where weaknesses are discovered in all academic programs. The quality of existing programs is maintained through the university's thorough assessment of student learning outcomes in general education and in the majors and verified through NCA and professional accrediting agencies.

Policy Area 6 – Productivity and Accountability – Through the work of the New Millennium Strategic Planning Task Force on Finances and the New Millennium Strategic Plan Steering Committee, plans are being developed to increase efficiency in order to maximize use of limited resources. At the Chicago

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State University Administrative Retreat held in August of this year, several initiatives were developed to increase the efficiency of campus units by streamlining processes and taking more advantage of technology. Throughout the 2004/2005 academic year, administrators and staff attended several workshops designed to facilitate campus communication and customer service which has enhanced intra-unit workflow. However, growing costs, such as those for utilities, technology maintenance and replacement, and unfunded operating expenses for the new library and convocation center threaten to overwhelm any savings achieved by increased efficiency.

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SECTION II: PROGRESS

POLICY AREA ONE: Higher education will help Illinois sustain strong economic growth through its teaching, service, and research activities.

COMMON INSTITUTIONAL INDICATORS

Percent of undergraduate degree/certificate recipients either employed or enrolled in further education within one year of graduation

Number Employed and/or Enrolled	Number of Survey Respondents	Percent Employed and/or Enrolled
211	227	93%

- a) **Institutional goal(s) for this indicator:** The goal is twofold: to increase the number of survey respondents, and to continue successful efforts to prepare graduates for their further academic or professional careers.
- b) **Brief interpretation of institutional performance and related implications:** Chicago State University graduates fare as well or better than graduates of other public universities in the state. Chicago State's location on the Southside of Chicago provides its students with employment opportunities commensurate with a large, diverse, and vibrant city. To ensure that students can find employment after graduation, Chicago State University provides assistance through the activities of the Career Development Center. The activities include but are not limited to career fairs, on-campus interviewing, résumé referrals, mandatory mock interviews, job search workshops, and access to online career information. Further, there are numerous internships available to students that can lead to employment after graduation.

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MISSION-SPECIFIC INDICATORS

Number of entrepreneurial partnerships

Number of Entrepreneurial Partnerships		
Spring 2003	Spring 2004	Spring 2005
# of students: 40 # of partnerships: 16	# of students: 0 # of partnerships: 0	# of students: 17 # of partnerships: 8

Brief interpretation of institutional performance and related implications: The table above charts the progress of the College of Business in creating entrepreneurial internships for students who want to participate in them. The goal was and remains to foster partnerships that provide students with authentic, hands-on experience in entrepreneurial endeavors. The initiative began in spring 2002 with a \$30,000 grant from the Kauffman Foundation. While no grant funds were available in spring 2004 for internship placement, the Kauffman Foundation contributed \$10,000 to place 17 students in spring 2005. Unfortunately, there are no funds available for placing students in internships in spring 2006. The College of Business is seeking other sources of funds in order to continue to provide this opportunity to students and businesses. A second goal of the entrepreneurial partnerships is to establish CSU as the place where people seek entrepreneurial training.

Placements of College of Business Students, 2004-2005

2005-2005 College of Business Student Placements		
Internships	Employment	Graduate Studies
26	27	3

Brief interpretation of institutional performance and related implications: The College of Business is successful in placing students in internship opportunities while they earn their baccalaureate degrees. Successful internships lead, in turn to the employability of Chicago State University graduates of the College of Business. Some companies that offer internships and employment to CSU students are:

- ADP Corporation
- Allstate Insurance Company
- AT&T
- Deloitte Touche
- Exelon Corporation
- Federal Bureau of Investigation
- Federal National Mortgage Association
- Fox Television Network
- Hill, Taylor & Company
- Household International
- Hyatt Hotels Corporation
- J.P. Morgan Chase
- Kraft Foods Corporation
- Lucent Technologies
- Neiman Marcus
- Price Waterhouse Coopers

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- R.R. Donnelley
- Seaway National Bank
- State Farm Insurance Company
- Walgreen Company

Participation in Students in Free Enterprise (SIFE). SIFE is a global non-profit organization active in over 40 countries and territories, funded by financial contributions from corporations, entrepreneurs, foundations, government agencies and individuals. Working in partnership with business and higher education, SIFE establishes student teams on university campuses. These teams are led by faculty advisors and are challenged to develop community outreach projects that reach SIFE's four educational topics: Market Economics, Entrepreneurship, Personal Financial Success Skills, and Business Ethics.

SIFE Team members leverage their personal educational experiences, the expertise of their faculty advisors, the support of their local business advisory boards and the resources of their institutions to implement programs that create real economic opportunities for members of their communities. Each national SIFE organization conducts a national competition, which is judged by leaders from its business community. At competition, SIFE Teams present the results of their educational outreach projects and compete to determine which team was most successful at creating economic opportunity for others.

In the April 11, 2005, the Chicago State University SIFE team was named regional champions. The team earned second place in league 8 of the 2005 national championships.

POLICY AREA TWO: Higher education will join elementary and secondary education to improve teaching and learning at all levels.

Fiscal Year 2005 Accomplishments

- NCA authorization to expand the university's mission to include the Doctor of Education program: NCATE accreditation of Doctor of Education program.
- \$250,000 grant awarded by the Department of Education to *Project Nueva Generacion* for the continuation of a community-based bilingual teacher preparation program.
- Seventeen teachers participated in the summer 2004 Chemistry Van in-service program, and twelve participated in the Physics Van in-service program. In both programs, teachers became more comfortable with the content, method of instruction, and specific equipment used in classroom activities. Between January 13, 2004 and November 19, 2004, the Chemistry Van personnel made over 200 visits to thirty-three teachers in twenty-five different Chicago Public High Schools, primarily those whose students are classified as low-income and those whose student populations are primarily minority. Currently, nine schools are participating regularly in the Physics Van. The total number of students served by the Chemistry and Physics vans between January 2004 and November 2004 was 925.
- Collaboration between CSU Art and Design faculty and the Mark Sheridan School and the Mathematics and Science Academy in creating and delivering an arts integrated unit that explored the research question "How can arts integration help students engage in historical research?" The partnership with Mark Sheridan School has been going on since 1992, starting with a CAPE planning grant.
- **College of Education** partnerships with elementary and secondary schools
 - Teachers for Chicago
 - Troops To Teachers
 - Elementary and Early Childhood Education Field-Based Programs

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- Secondary Field-Based Program
- Teachers for Chicagoland has established a partnership between 26 Youth Connection Charter Schools and thirty-nine elementary districts in the western suburbs in the 2005/2005 academic year.
- Nueva Generacion
- Project Futuro

Fiscal Year 2006 Plans

The College of Education has recently finalized an agreement between the Chicago Public Schools and the Chicago Teachers' Union Quest Center to house a National Board Resource Center (NBRC) in room 202 of the Education Building. The partnership will include utilizing adjunct professors who are NBCs as well as CSU alums as:

- mentors,
- site-based student teaching or clinical supervisors,
- presenters at colloquia,
- advisory board/committee members,
- coordinators for practice and observations, and
- providers of professional development activities for undergraduate and graduate students.

Specific goals for the partnership are to:

- develop 2-3 professional development classes at 300 and 400 levels to increase enrollment and assist NBC candidates with content knowledge and pedagogy;
- finalize integration of NBC Five Core Propositions and Standards in Education classes;
- discuss and finalize ACE credit-transfer procedures from the National Board for Professional Teaching Standards;
- establish Teacher Leadership Training for National Board Certified Teachers;
- establish a Master's Degree Program around National Board Certification tenets and best practices leading to Ed.D.;
- revise Educational Leadership degree to reflect NBCTs Masters Certificate (Type 75 Program).

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Fiscal Year 2006 Challenges

While the economy is improving, the challenge is planning based on projections of continued growth in an increasingly uncertain world. Should the economy continue its growth, Chicago State University will seek additional funding to improve current initiatives and to replenish areas diminished by several years of budget reductions:

- available space,
- improved facilities,
- cutting-edge technology and its maintenance,
- financial support to students,
- enhanced operating budgets.

COMMON INSTITUTIONAL INDICATORS

Annual number of undergraduate students completing requirements for initial teacher certification by certificate area (Applies only to institutions with teacher education programs)

Certificate Area	2001-02	2002-03	2003-04
Early Childhood Education	17	21	25
Elementary Education	81	79	108
Secondary Education	50	58	44
Special Education	44	39	38
Total	192	197	215

The numbers in this table represent the number of undergraduate and graduate students who completed initial teacher certification.

- **Institutional goal(s) for this indicator:** As indicated in the table above, the number of students who have completed initial teacher certification has steadily increased over the three-year time period. The College of Education's goal is to increase incrementally the number of students who complete initial certification each year. However, completion of teacher preparation programs is especially difficult for CSU's non-traditional student population who have outside family and employment obligations that detract from course work and make meeting student-teaching obligations difficult. As resources permit, students will be assisted through the awarding of scholarships and stipends to enable them to reduce their dependence on outside employment and to increase the time available for course work and field experiences.

- **Brief interpretation of institutional performance and related implications:**

Admission standards for the College of Education are rigorous. Many students who originally plan to major in education change their majors because of difficulties in satisfying the requirements for admission to the College of Education. The 189 undergraduate and graduate students who completed requirements for initial teacher certification in 2003-2004 represent 11.6% of *all* education majors (i.e., those students who are identified as education majors, but who may not have been formally admitted to the College of Education). However, when counting only those students who had been formally admitted to the College, completers represent 43% of education majors. The high proportion of post-admit students who complete teacher certification requirements is related to the many retention initiatives in the College of Education. Retention activities include the following:

- a. The faculty utilizes technology to improve academic advisement.
- b. All candidates for student teaching must pass a one-hour teacher certification review course or show proof of passing the Illinois Teacher Certification Subject Matter Test **prior** to student teaching.

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- c. The College accommodates students' need for flexible scheduling by offering more courses on the weekends.
- d. The computer laboratories are open at times that accommodate students' needs.
- e. A basic skills tutorial is available to students online.
- f. The College provides academic support through certification workshops in basic skills, content areas, and Assessment of Professional Teaching (APT).
- g. Feedback from practicum candidates and campus and field-based supervisors is used to revise the field experiences to ensure the quality of field and clinical experiences. Changes resulting from assessment of field and clinical experiences include:
 - initiated steps to identify candidates for student teaching earlier in the program,
 - developed new student teaching application procedures,
 - involved departments in the site identification process
 - increased and rearranged clinical experience hours, initiated use of internship sites for student teaching placement, and
 - initiated procedure wherein departments give final approval for student teaching

The high proportion of students admitted to the College of Education who complete teacher certification requirements and go on to successful careers as educators is evidence of the success of these activities.

MISSION-SPECIFIC INDICATORS

Pass rates on content area teacher certification tests, compared to state average

Certificate Area	FY2002		FY2002		FY2004	
	CSU	State	CSU	State	CSU	State
Early Childhood Ed	85	98	100	98	100	100
Elementary Education	98	99	100	99	100	99
Secondary Education	94	98	100	97	100	99
Special Education	94	94	100	94	100	96

Illinois Title II Report; Annual Report, Illinois Certification Testing System

- a) **a) Brief interpretation of institutional performance and related implications:** The table above shows the percentage of CSU teacher preparation graduates who passed the content area skills test for select programs and the comparison to the state average. In order to achieve the goal, that 100% of CSU teacher preparation graduates pass the content area certification tests, the College of Education established and has continued to enforce a policy that requires that all students successfully complete the content area certification test before the end of the student teaching experience. In fall 2003, this policy was strengthened by requiring that all students successfully complete the content area certification test *before* the *start* of the student teaching experience. With this policy in place, all Chicago State University teacher preparation graduates are fully prepared and qualified to lead a K-12 classroom immediately after graduation.

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Percentage of CSU College of Education graduates working in Chicago Public Schools

2000	2001	2002	2003	2004
73%	91%	71%	63%	58%

a) Brief interpretation of institutional performance and related implications:

While the numbers appear to decline, these numbers are consistent with those of other universities. CSU is one of the three largest producers of teachers hired by Chicago Public Schools along with University of Illinois, Chicago and Northeastern Illinois University.

Enrollment in extended teacher preparation field-based internships

Certificate Area	FY2002	FY2003	FY2004
Early Childhood Ed	22	26	20
Elementary Education	23	7	13
Secondary Education	12	9	13

- a. Brief interpretation of institutional performance and related implications:** The table above shows the number of teacher preparation majors who enrolled in extended field-based internships for fiscal years 2001 through 2004. The increase in the number of participants between 2001 and 2003 was related to internal budget reallocation. Over the past ten years, contextualization of teacher candidates' experiences has led to an increased emphasis on field-based programs for preparing knowledgeable and competent practitioners to teach in urban schools. Thus, teacher candidates have first-hand, extended experience *prior* to the student teaching experience. The field-based programs at CSU are designed to permit students to remain at participating site schools all day for two-to-four semesters while they engage in daily teaching. Students complete professional teacher preparation courses at the site schools. Chicago State University faculty commute to the site schools to deliver instruction. With one full-time field supervisor and a fully-funded budget, the College of Education has a goal to support 25% of all teacher candidates in extended internships. The college has achieved this goal.

Studies have shown that those candidates who receive increased amounts of field experience in their teacher preparation programs remain in the profession at significantly higher rates than those prepared through traditional campus-based programs. Furthermore, the College of Education's own data collection shows that 95% of all supervising teachers participating in the field-based teacher preparation program rank the field-based interns as being significantly more prepared than other student teachers. In addition, 98% of the field-based interns ranked their experience as having a high level of impact on their preparation for student teaching.

Time and budget constraints make it infeasible to require extended internships of all CSU teacher candidates. Nonetheless, the benefits of field-based internships compelled the College of Education to expand the number of clock hours that all education majors must complete prior to student teaching. Effective fall 2000, students must complete 30-100

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clock hours (depending on the program) of classroom experience (in the term preceding student teaching) focused on classroom management, pedagogy, and technology. In this way, the College of Education has improved upon its commitment to prepare teachers for Chicago's urban schools by extending the length of time students spend in the classroom prior to student teaching.

POLICY AREA THREE: No Illinois citizen will be denied an opportunity for a college education because of financial need.

Fiscal Year 2005 Accomplishments

Chicago State University Foundation

- The Foundation realized unrestricted and restricted revenue from the following sources:
 - Corporations (including their foundations and the Foundation Board): \$833,941
 - Private Foundations: \$268,697
 - Individuals & Alumni (including family foundations and the Board of Trustees): \$137,117
 - Organizations (including Federal and State grants): \$774,289
- The 10th Annual Friends of CSU Award Gala raised nearly \$1,000,000 for support of student scholarships, technology enhancements and infrastructure support of the University.
- As of this report, the campaign has raised over \$30,000.
- Major gifts (gifts of \$5,000 or more) received during FY 2005 exceeded \$1.1 million. Highlights include:
 - *Cordell Reed Endowment Fund* -- Exelon Corporation fulfilled its total commitment of \$500,000 with a \$400,000 check to the University.
 - *Barbara J. Farnandis Endowment Fund* -- as of this report, contributions have totaled nearly \$7,200 for scholarships for students in the College of Education.
 - Gaylord and Dorothy Donnelley Foundation – contributed \$28,000 for scholarships.
 - Summerowner Educational Foundation – contributed \$15,519 for scholarship endowment.
 - Citigroup Foundation – contributed \$10,000 for scholarships.
 - Illinois CPA Foundation -- \$5,000 for scholarships.

From the 2005 CSU Foundation Annual Report

Office of Financial Aid

- Dispersed \$39,483,519 in loans, scholarships and grants.
- Decreased out-of-state tuition from three times the in-state rate to twice the in-state rate to attract more students from border counties in Indiana.
- Administered Temporary Assistance for Needy Families (TANF) funds for 129 students; support includes tuition and books, rent, bus fare, and day-care costs for low-income students who have at least 1 dependant child and who maintain at least a 2.9 G.P.A.
- \$327,540 grant from the Department of Education for the *Educational Opportunity Center* program, which identifies, recruits, motivates, and disseminates information to low-income, first generation adults who want access to postsecondary institutions of higher learning.

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Fiscal Year 2006 Plans

The Chicago State University Foundation is continually seeking funds in order to provide scholarships to qualified students who have demonstrated financial need after federal and state aid has been dispersed.

- The CSU Foundation Board of Directors will focus its resources on a volunteer leadership recruitment effort that builds on the strategic vision for the University, and commits to an annual and major gift campaign that raises everyone's sights and builds strong momentum to carry annual giving forward.
- A new model for institutional advancement is under development, with a focus on constituent programming in the colleges and academic units. The new model includes a revised leadership club, or major gift society, to provide greater recognition to those donors who seek gratification via their gifts to the University.
- A new President's Council is recommended to serve as an external advisory committee, to recognize companies and individuals for their affiliation with the University, and to serve the institution as a volunteer leadership cultivation group.
- The Executive Director will continue to work with the President and other university staff to implement recommendations of the philanthropic audit conducted by the Alford Group from 2002. A stronger case must be made that support of CSU provides the greatest return on investment through scholarship programs, fellowships, internships, faculty development and other programs, thus ensuring those participating in the global economy a competitive advantage that will propel the U.S. past that of every other competitor during the next decade.
- Raise at least \$500,000 at the 11th annual Gala, held in September, 2004.

Fiscal Year 2006 Challenges

The decreasing support for higher education in Illinois has seriously affected CSU's ability to keep tuition costs low and to provide scholarships to students. Lower state appropriations mean higher dependence on the university income fund, which is generated by student tuition and fees. Tuition has been increased to offset the state reductions and to cover faculty salary and price increases. Simultaneously, the Illinois Monetary Award Program has been reduced. Although the General Assembly funded the MAP in FY 2005 at the same level as FY2004, applications have increased so dramatically that the maximum MAP award has been cut by 10-11%, depending on student need. There were no increases in the Pell Grant awards for fall 2004. The combined effect of higher tuition rates and lower financial aid awards will continue to challenge CSU's ability to retain low-income students through degree completion.

MISSION-SPECIFIC INDICATORS

Ensure that all eligible students are informed about financial aid opportunities and how to apply for them:

Before the start of the fall 2004 academic year, the Financial Aid Office designed and implemented a new web site and web service that offer the following services to students:

- On-line FAFSA completion
- On-Line Loan applications
- On-line access to individual financial aid application status
- On-line access to individual account information
- List of all available scholarships and application requirements
- On-line debt management workshops

Further efforts to reach students and potential students with information about available financial aid include monthly workshops on financial aid and debt management for all interested students.

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Brief description/interpretation of performance and related implications

The web-based information and application system described above has streamlined the financial aid process for students and for the Financial Aid Office. Not only has it cut down on the number of mass mailings necessary, it has also aided students in understanding the requirements for applying for financial aid. Students can quickly check to see if they have completed the application process correctly, see if grant, scholarships, or loans have been posted to their accounts, and see the status of their financial aid accounts. Monthly workshops help students understand not only the application process, but also financial management techniques so that they can manage their financial aid to cover their entire undergraduate careers.

POLICY AREA FOUR: Illinois will increase the number and diversity of citizens completing training and education programs.

Fiscal Year 2005 Accomplishments

Provide an overview of the key institutional achievements during fiscal year 2005 that demonstrate the institution's progress in addressing this policy area.

- \$116,689 grant awarded by the National Institutes of General Medicines for the *MS-PHD Bridge to the Future*, a program that provides training that supports the advancement of graduate students in biology to a doctoral program.
- Development of partnerships with the international community such as the partnership between Chicago State University and the University of Seoul, Korea, and the continued economic development activities of the South African Area Initiative, both of which position CSU and its students to compete effectively in the global market.
- Over 50% of College of Education graduates serve the Chicago Public School district.
- 95% of graduates of the College of Health Sciences are employed in Chicago and surrounding areas.

Fiscal Year 2006 Plans

Consistent with our mission, we will continue to increase the number of graduates from diverse populations with professional qualifications to work in critical areas such as health care and education.

To this end we will:

- continue to emphasize academic support and growth,
- continue aggressive recruitment of Latino students,
- enhance the advisement process with focus on increasing retention and professional development, and
- continue to increase the number of graduates each year.

Fiscal Year 2006 Challenges

CSU's challenge in this area is to consistently provide financial support to students and to maintain established structures to recruit and train a diverse student body during economically unpredictable times.

COMMON INSTITUTIONAL INDICATORS

Completions by race/ethnicity and gender

Total Baccalaureate Degrees Conferred FY04 = 700;			
African American	Latino	White	Other
89%	4%	5%	2%
Total Master's Degrees Conferred FY04 = 368			
African American	Latino	White	Other

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59%	13%	25%	3%
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Source: IPEDS data provided by IBHE

- a) **Institutional goal(s) for this indicator:** The institutional goal is to continue to recruit, train and graduate a diverse student body.
- b) **Brief interpretation of institutional performance and related implications:**
Chicago State University's Latino Resource Center has aggressively recruited Latino students in the Chicago metropolitan area. As a result, enrollments of Latino students have risen since the fall of 2002. In the fall of 2002, 31 Latino freshmen and 28 Latino transfer students enrolled at CSU. In fall 2004, 37 Latino freshmen and 42 Latino transfer students enrolled at CSU.

Completions by students with self-reported disabilities:

Degrees Conferred on Students with Disabilities					
Spring 2004	Summer 2004	Fall 2004	Spring 2005	Summer 2005	
6	3	2	11	3 (1 GR Deg)	

- a) **Institutional goal(s) for this indicator:** Chicago State University will continue to increase necessary services to disabled students in order to ensure their access to higher education.

MISSION-SPECIFIC INDICATORS

Retention of first-time, full-time freshmen (first to second year)

First -to-Second-Year Retention, First Time Freshmen		
2001-2002	2002-2003	2003-2004
60%	58%	57%

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Retention of students in University College (first-to-second-year)

First-to-Second-Year Retention, University College Students		
Fall 2002 Cohort	Fall 2003 Cohort	Fall 2004 Cohort
65%	56%	61%

Brief interpretation of institutional performance and related implications: The University College enrolls freshman students who have been conditionally admitted because of ACT and/or GPA scores that are below those required for admission. A comparison of the University College retention figures to the retention figures of the regular freshman class indicates that under-prepared students will be retained as long as they receive an intensive level of support throughout their freshman year. However, regular freshmen students and University College students are equally at risk for dropping – or stopping – out of college because of financial difficulties. While a significant percentage of students qualify for financial aid, many work full-time to support families at the same time they are pursuing their degrees. Therefore, many students can attend college only part-time, which in turn limits the amount of financial aid they can receive. Others stop out of college for one or more semesters in order to acquire funds to continue their education. The University College provides academic support so students can successfully complete developmental coursework and be prepared to continue in college-level courses. Assessment data indicate that students benefit from the intensive support they receive during their first semester, but do less well during the second semester when the level of support is lower. In response to the data, more support for University College students has been built into the spring semester of the first year. Ideally, the same level of support would be available for all freshmen so that they can be retained at a higher rate.

Institutional Goals: Chicago State University’s goal for this indicator is to improve the retention and graduation rates of students who enter CSU as freshmen. Specifically, the goal is to raise the rate of retention of freshmen to their sophomore year to a more acceptable level. The goal for retention of University College students is 70%.

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Number of African American baccalaureate graduates in selected fields of study

CSU	25	7	24	6	56	69
As a % of total IL degrees to Blacks	18.6	24.1	11.3	26.1	11.8	14.9
Nat Rank	36	25	39	25	not ranked	10
FY 2003	Life Sci	Phys Sci	Comp Sci	Math	Health	ED
CSU	17	8	24	6	60	57
As a % of total IL degrees to Blacks	13.4	21	7.2	2631	11.8	14.9
Nat Rank	not ranked	20	not ranked	not ranked	21	18
FY 2004	Life Sci	Phys Sci	Comp Sci	Math	Health	ED
CSU						
As a % of total IL degrees to Blacks	5.7	5.5	10.1	4.4	12.8	18.1
Nat Rank	not ranked	12	not ranked	not ranked	not ranked	44

¹Excludes early childhood and secondary education.

Data sources: IPEDS, IBHE Data Book, **Black Issues in Higher Education* NA = Not available

Brief Interpretation of institutional performance and related implications: Chicago State University is proud of its high rank in producing African American baccalaureate graduates; for 2004, CSU is ranked 18th in nation for total baccalaureate degrees awarded to African American students, 12th in the nation in producing African-American undergraduate degrees in the physical sciences, and 14th in the nation in producing African American undergraduate degrees in psychology. Chicago State also strives to serve the growing Latino population in the Chicago metropolitan area. Two of the twelve Honors College students enrolled in fall are Latino; both have been retained for their sophomore year of studies.

2005 PERFORMANCE REPORT Chicago State University

POLICY AREA FIVE: Illinois colleges and universities will be accountable for providing high quality academic programs and the systematic assessment of student learning outcomes while holding students to ever higher expectations for learning and growth.

COMMON INSTITUTIONAL INDICATORS

Extent to which institutional quality and effectiveness are recognized by graduates through alumni surveys

**2003 Baccalaureate Survey: 9-Year Follow-Up of 1994
Graduates**

Graduate Satisfaction

**What is your present attitude towards the University
(Campus)?**

School Name	Percentages							Total Responses
	Strongly positive	Positive	Somewhat positive	Somewhat negative	Negative	Strongly negative	No response	
U of I - Urbana/Champaign	51.9	37.8	6.9	2.1	0.4	0.3	0.5	915
U of I - Springfield	37.6	48.6	10.4	2.9	0.0	0.0	0.6	173
Eastern Illinois University	32.9	55.0	10.1	1.3	0.4	0.0	0.3	700
State Average	32.1	51.7	12.0	2.6	0.6	0.4	0.6	4,543
Western Illinois University	31.9	53.1	11.1	2.3	0.0	0.0	1.6	386
S I U - Carbondale	28.4	54.5	13.2	3.0	0.2	0.2	0.4	838
Northeastern Illinois University	26.0	53.1	14.7	2.8	1.1	1.7	0.6	177
Chicago State University	25.8	50.3	15.7	3.8	1.3	0.6	2.5	159
U of I - Chicago	24.5	53.0	15.5	3.0	2.5	0.5	1.0	200
Northern Illinois University	20.5	62.3	13.0	1.9	0.7	0.8	0.8	591
S I U - Edwardsville	17.1	55.7	19.6	5.4	1.7	0.5	0.0	404
Governors State University	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Illinois State University	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0

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What is your present attitude towards your bachelor's degree major?

School Name	Percentages							Total Responses
	Strongly positive	Positive	Somewhat positive	Somewhat negative	Negative	Strongly negative	No response	
U of I - Springfield	40.5	42.8	11.6	2.3	0.6	0.6	1.7	173
U of I - Urbana/Champaign	38.1	37.8	16.5	5.4	1.3	0.3	0.5	915
Chicago State University	36.5	40.3	16.4	3.1	0.6	0.0	3.1	159
Northeastern Illinois University	35.0	48.0	12.4	2.3	0.6	1.7	0.0	177
Western Illinois University	32.4	42.7	17.6	5.2	1.0	0.5	0.5	386
Eastern Illinois University	29.6	47.6	15.0	5.9	0.9	0.7	0.4	700
State Average	27.8	43.4	19.4	6.3	1.7	0.8	0.7	4,543
U of I - Chicago	27.0	51.5	14.0	5.5	1.0	0.5	0.5	200
S I U - Carbondale	25.8	47.6	18.6	5.1	2.1	0.4	0.4	838
S I U - Edwardsville	22.3	54.5	15.6	5.4	1.0	1.0	0.2	404
Northern Illinois University	5.1	31.0	40.9	14.6	4.4	2.5	1.5	591
Governors State University	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Illinois State University	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0

From your current perspective, how well did your bachelor's degree prepare you for the career path you are following?

School Name	Percentages							Total Responses
	Very Well	Well	Adequately	Inadequately	Poorly	Very Poorly	No Response	
Chicago State University	37.1	26.4	27.7	5.0	0.6	0.0	3.1	159
U of I - Springfield	35.3	34.1	22.0	5.2	1.2	0.6	1.7	173
U of I - Urbana/Champaign	31.3	35.1	25.6	5.6	1.4	0.5	0.5	915
Northeastern Illinois University	27.1	40.7	23.2	2.8	2.8	2.3	1.1	177
U of I - Chicago	25.5	37.0	25.0	8.0	2.5	1.0	1.0	200
State Average	23.8	32.7	30.8	6.1	1.8	1.2	3.6	4,543
Eastern Illinois University	22.7	33.7	33.1	6.4	2.0	1.0	1.0	700
Western Illinois University	21.5	29.8	35.5	9.1	1.8	1.3	1.0	386
Northern Illinois University	19.8	31.5	25.9	4.2	2.0	2.2	14.4	591
S I U - Carbondale	17.7	28.8	40.7	7.6	2.3	1.3	1.7	838
S I U - Edwardsville	17.3	34.4	31.9	5.2	1.0	1.5	8.7	404
Governors State University	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Illinois State University	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0

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Chicago State University

2003 Baccalaureate Survey: 9-Year Follow-Up of 1994 Graduates

Educational Effectiveness

In your view, how effective were your university experiences in...

...helping you better develop your critical thinking ability?

School Name	Percentages						Total Responses
	Extremely helpful	Very helpful	Moderately helpful	Slightly helpful	Not helpful	No response	
U of I - Urbana/Champaign	35.7	40.4	19.7	2.2	1.0	1.0	915
U of I - Springfield	34.7	37.0	24.9	1.2	1.7	0.6	173
Chicago State University	25.2	50.9	17.0	2.5	3.1	1.3	159
U of I - Chicago	23.5	39.0	30.0	4.0	1.5	2.0	200
State Average	17.8	41.0	30.2	7.3	2.3	1.4	4,543
Western Illinois University	17.1	43.8	31.3	3.9	2.6	1.3	386
Eastern Illinois University	16.6	46.1	31.4	4.0	1.3	0.6	700
Northeastern Illinois University	14.7	48.6	29.9	4.5	1.1	1.1	177
S I U - Edwardsville	11.6	48.0	30.4	7.2	2.5	0.2	404
S I U - Carbondale	8.8	44.5	38.4	6.2	1.6	0.5	838
Northern Illinois University	1.2	21.3	37.6	28.3	6.6	5.1	591
Governors State University	N/A	N/A	N/A	N/A	N/A	N/A	0
Illinois State University	N/A	N/A	N/A	N/A	N/A	N/A	0

...helping you better develop your sense of ethics?

School Name	Percentages						Total Responses
	Extremely helpful	Very helpful	Moderately helpful	Slightly helpful	Not helpful	No response	
U of I - Springfield	24.3	37.6	27.7	8.1	1.2	1.2	173
Chicago State University	20.1	42.8	28.3	2.5	5.0	1.3	159
Northeastern Illinois University	16.4	37.3	32.8	5.6	6.2	1.7	177
U of I - Urbana/Champaign	14.8	31.9	30.6	13.9	8.0	0.9	915
Western Illinois University	14.5	30.8	36.0	9.8	7.5	1.3	386
U of I - Chicago	12.0	33.0	33.5	10.0	9.0	2.5	200
State Average	11.9	30.3	33.5	14.1	8.2	2.0	4,543
Eastern Illinois University	10.0	36.0	36.7	10.7	6.0	0.6	700
Northern Illinois University	9.5	14.4	25.9	28.1	12.7	9.5	591
S I U - Edwardsville	8.2	35.1	35.9	14.1	6.2	0.5	404
S I U - Carbondale	7.5	26.4	39.4	15.3	10.9	0.6	838
Governors State University	N/A	N/A	N/A	N/A	N/A	N/A	0
Illinois State University	N/A	N/A	N/A	N/A	N/A	N/A	0

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...contributing to greater understanding of people with different backgrounds, habits, values, appearances, and abilities?

School Name	Percentages						Total Responses
	Extremely helpful	Very helpful	Moderately helpful	Slightly helpful	Not helpful	No response	
U of I - Urbana/Champaign	31.4	34.9	21.5	7.5	3.7	1.0	915
U of I - Springfield	26.0	35.8	24.9	9.8	2.3	1.2	173
Western Illinois University	25.4	34.7	25.6	9.3	3.4	1.6	386
Northeastern Illinois University	24.3	42.4	24.9	4.0	3.4	1.1	177
Chicago State University	23.3	39.0	23.9	8.8	3.8	1.3	159
U of I - Chicago	22.0	38.5	26.0	5.5	5.5	2.5	200
State Average	20.2	35.1	26.9	11.3	4.9	1.5	4,543
SIU - Carbondale	17.5	35.4	29.4	11.5	5.6	0.6	838
Eastern Illinois University	17.1	40.9	29.0	8.6	3.7	0.7	700
SIU - Edwardsville	16.3	34.9	31.9	13.1	3.2	0.5	404
Northern Illinois University	5.1	24.2	29.1	25.7	10.5	5.4	591
Governors State University	N/A	N/A	N/A	N/A	N/A	N/A	0
Illinois State University	N/A	N/A	N/A	N/A	N/A	N/A	0

...helping you become a more active citizen?

School Name	Percentages						Total Responses
	Extremely helpful	Very helpful	Moderately helpful	Slightly helpful	Not helpful	No response	
U of I - Springfield	17.3	25.4	35.8	15.0	5.8	0.6	173
Chicago State University	17.0	34.6	34.0	6.9	6.3	1.3	159
U of I - Urbana/Champaign	13.2	24.3	32.3	17.6	11.4	1.2	915
Northern Illinois University	11.7	8.5	21.3	27.6	19.1	11.8	591
State Average	9.7	22.9	34.4	18.1	12.4	2.5	4,543
Eastern Illinois University	9.4	29.1	37.0	15.7	7.7	1.0	700
Western Illinois University	9.3	29.3	33.9	14.0	11.9	1.6	386
Northeastern Illinois University	8.5	29.9	36.7	14.1	9.0	1.7	177
U of I - Chicago	8.5	25.0	36.5	13.0	15.0	2.0	200
SIU - Carbondale	5.5	19.6	41.4	17.8	14.8	1.0	838
SIU - Edwardsville	3.5	21.5	36.6	23.8	13.9	0.7	404
Governors State University	N/A	N/A	N/A	N/A	N/A	N/A	0
Illinois State University	N/A	N/A	N/A	N/A	N/A	N/A	0

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...improving the quality of your life aside from financial benefits?

School Name	Percentages						Total Responses
	Extremely helpful	Very helpful	Moderately helpful	Slightly helpful	Not helpful	No response	
U of I - Urbana/Champaign	25.7	37.4	23.8	8.9	3.3	1.0	915
U of I - Springfield	22.0	35.3	31.2	8.7	1.7	1.2	173
Chicago State University	21.4	42.1	27.7	4.4	3.1	1.3	159
Western Illinois University	19.2	36.0	29.8	9.3	4.4	1.3	386
State Average	17.0	37.2	30.2	10.0	4.4	1.2	1,633
Eastern Illinois University	15.6	43.1	29.7	7.1	3.3	1.1	700
Northeastern Illinois University	15.3	39.5	31.6	7.3	4.5	1.7	177
U of I - Chicago	14.0	32.5	32.0	15.5	4.5	1.5	200
S I U - Edwardsville	11.9	35.1	32.4	13.4	6.4	0.7	404
S I U - Carbondale	9.3	33.9	36.4	12.8	6.2	1.4	838
Governors State University	N/A	N/A	N/A	N/A	N/A	N/A	0
Illinois State University	N/A	N/A	N/A	N/A	N/A	N/A	0
Northern Illinois University	N/A	N/A	N/A	N/A	N/A	N/A	0

Institutional goal(s) for this indicator: The goal is to continue to provide excellent career preparation in a campus atmosphere that fosters critical thinking, ethical practice, and active citizenship. A further goal is to continue campus improvements begun by the building of the new library and convocation center.

a) Brief interpretation of institutional performance and related implications: Chicago State University students report a high level of satisfaction with their educational experience and preparation for professional careers. Notably, Chicago State University graduates report the highest level of satisfaction in the state with their university preparation for their careers. In the areas of fostering a sense of ethics and encouraging active citizenship, Chicago State graduates' satisfaction levels are surpassed only by those of graduates of the University of Illinois, Urbana/Champaign. In the areas of the development of critical thinking abilities, and improved quality of life, graduates of Chicago State University report satisfaction levels that are surpassed only by those of graduates of University of Illinois, Springfield and Urbana/Champaign campuses. It is clear from these data that Chicago State University graduates are highly aware of the "value added" components of the education they receive at Chicago State University and go on to practice their professions as ethical and responsible citizens of Illinois.

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Chicago State University

Pass rates on professional/occupational licensure examinations relative to national averages

Field	Examination	Pass Rates (%)					
		2002		2003		2004	
		Inst'l	Nat'l	Inst'l	Nat'l	Inst'l	Nat'l
Law	Illinois Bar Exam:	na	na	na	na	na	na
Medicine	First-Time Takers, Summer						
	U.S. Medical Exam, Step 2	na	na	na	na	na	na
Dentistry	National Dental Board Exam, Part II	na	na	na	na	na	na
Nursing	National Council Licensure Exam, RN	77%	86%	69%	86%	89%	84.2%

- a) **Institutional goal(s) for this indicator:** The College of Health Sciences has a goal of an 85% pass rate for first-time takers of the NCLEX-RN examination.
- b) **Brief interpretation of institutional performance and related implications:** With the exception of 2003, the goal has been surpassed, as have the national averages for first-time test takers in all three years. Chicago State University students' pass rates exceeded those of both the state and national averages in 2004. The dip in pass rates in 2003 has been addressed by ensuring that graduates of the program take their examination soon after graduation, as the pass rates decline as the time between graduation and taking the examination grows. Further, significant curricular changes have been made to better prepare graduates for successfully passing the examination on their first try. As evidenced by the substantial rise in pass rates from 2003 to 2004, these changes have been very effective.

MISSION-SPECIFIC INDICATORS

- a) **Institutional goals for this indicator**

ACT scores of first-time freshmen

ACT scores of first-time freshmen		
Fall 2002	Fall 2003	Fall 2004
18	17.9	18.1

- b) **A brief description/interpretation of performance and related implications**
 The table above shows the average ACT score for first-time freshmen for the last three years. The long-term goal is to increase the average ACT score to 19. Through vigorous recruitment efforts in the city, suburbs, nation, and world, Chicago State University seeks to attract a larger proportion of freshmen students who are well-prepared for college-level work.. The first cohort of students enrolled in the Honors College, now in its second year, had an average ACT composite score of 22.73, with a range of 21 to 25.

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Chicago State University

POLICY AREA SIX: Illinois colleges and universities will continually improve productivity, cost-effectiveness, and accountability.

COMMON INSTITUTIONAL INDICATORS

Cost of instruction per credit hour:

According to the IBHE Discipline Unit Cost Study, in FY2004, Chicago State University spent 44.1% of appropriated funds on instruction, still the lowest among all public universities in Illinois.

- a) **Institutional goal for this indicator:** The goal is to be within five percentage points of the state average.
- b) **Brief interpretation of institutional performance and related implications:** Although all public universities follow the same procedures for data collection and analysis regarding the Discipline Unit Cost Study, CSU finds itself somewhat disadvantaged when comes to inter-category distribution. CSU, for example, does not have a chargeback, as other universities do, particularly in the area of academic computing and vehicular usage. As a result the category of Institutional Support gets overcharged which affects charges for other categories. This makes it difficult to determine if CSU's performance on this indicator is related to a lack of a chargeback system or is because of a real discrepancy in the proportion of funds expended on instruction.

Percent of first-time, full-time degree-seeking freshmen, 1998 cohort, who complete their degree within 150 percent of catalog time: 13.7% (Source: IPEDS Graduation Rate Survey)

- a) **Institutional goal(s) for this indicator:** For the 1998 cohort, the graduation rate was 13.7%. The institutional goal is to increase the percentage of freshman students who complete their degrees within six years and who complete them at Chicago State University. It is important to note that Chicago State University's student population has three distinct components that are almost equal to each other in size, native students (those who begin at CSU as new freshmen), transfer students, and part-time students. Because graduation rates are calculated solely on the native student population, our success with the other two populations is not captured. The graduation **number** is 54%; each year CSU graduates approximately 690 undergraduate students, which indicates a robust persistence rate over time. For example, at the seventh year, the graduation rate increases to over 20%. That they take as many as seven years to complete a degree is because of the fact that CSU students, as outlined in the *Environmental Analysis* section, are affected by several factors that hinder their timely graduation.
- b) **Brief interpretation of institutional performance and related implications:** As described in the "environmental analysis," CSU serves a high proportion of students who experience one or more of the risk factors associated with stopping out or dropping out of college. Chicago State University supports students through degree completion by providing summer bridge programs, academic support centers, personal and academic success counseling, and special research programs in the sciences. Because careful planning also helps students to attain a degree in a timely manner, the FY2005 state budget allocation included a grant for Chicago State University to fund a pilot program to improve retention and graduation rates. In FY2005, these funds were used to redesign the advising process in the psychology program, a program with a large number of majors.

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As a result of intensive advising in the Department of Psychology, the number of seniors who were able to graduate grew from 45 students to 60. In short, 15 students were identified as being at risk for not completing graduation requirements; due to the proactive advising process that identifies students at risk of not graduating early and provides interventions to ensure that all requirements are completed before the deadline for applying for graduation, these students were able to graduate on time. In addition, ninety sophomores received degree audits during spring 2005. Based on their audits, these students were advised, registered, and instructed on campus technology such as Blackboard, email, web registration, and web navigation. Each student was counseled on career opportunities and advised about which courses lead to specific career goals. These students will be tracked through their degree completion in order to determine areas needing strengthening in advising and retention. An indicator of the success of the advising model developed by the psychology department is that three additional academic departments have decided to adopt the model for their own programs, thus, fulfilling one purpose of the project, to systemically improve the advising process at Chicago State University

MISSION-SPECIFIC INDICATORS

Performance goal: To enhance the ability and accountability of all divisions and levels of the university. To this end, CSU has sought and been awarded accreditation of all programs by appropriate professional organizations. Equally important goals are to provide excellent service, sufficient resources, efficient operations, and a humane atmosphere to all students, faculty, administrators and staff.

Accreditations and reaccreditations since 2002:

University: Chicago State University is accredited and/or in good standing with the following:

- Accreditation from North Central Association of Colleges and Schools - **2003**
- National Collegiate Athletic Association (NCAA) Division I Certification - **2005**

CSU Education Programs are recognized by:

- Illinois State Board of Education, **2003**,
- State of Illinois Office of Education Approval for Armed Forces veterans' education benefits,
- American Association of Colleges for Teacher Education, **2003**
- American Association of State Colleges and Universities, American Council of Education.

Accreditations College of Arts and Sciences

- Art: National Council for Accreditation of Teacher Education (NCATE) - **2003**.
Department is currently **preparing for program accreditation in 2006** by the National Association of Schools of Art and Design (NASAD).
- Biology: National Council for Accreditation of Teacher Education, **2003**, Natural Science Teachers Association, **2003**.
- Chemistry: American Chemical Society, National Council for Accreditation of Teacher Education - **2003**, Natural Science Teachers Association, **2003**
- English: National Council for Accreditation of Teacher Education, **2003**, National Council of Teachers of English, **2003**
- Geography: National Council for Accreditation of Teacher Education, **2003**, National Council for Social Studies, **2003**
- History: National Council for the Social Studies (NCCS), **2003**, National Council for Accreditation of Teacher Education -- **2003**

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- Math: National Council for Accreditation of Teacher Education - **2003**, National Council for Teachers of Mathematics, **2003**
- Mod. Lang: National Council for Accreditation of Teacher Education - **2003**
- Music: National Association of Schools of Music - **2003**
- Psychology: Council on Accreditation of Counseling and Related Educational Programs - **2003**
Illinois Alcohol and Other Drug Abuse Professional Certification Association, Inc. - **2005**
- Social Work: Council of Social Work Education - **2003**

College of Business

B.S. Business Administration (accounting, finance, management, marketing, and information systems programs in 5th year of candidacy, AACSB-International Association for Management Education

College of Education: National Council for Accreditation of Teacher Education (NCATE) **continuously since 1954**

Bilingual Ed.: Association for Childhood Education International, **2003**

Early Chldhd Ed.: National Association for Education of Young Children

Elem. Ed.: Association for Child Education International, **2003**

Library Science: American Library Association/American Association of School Librarians, **continuously since 1947**

Reading: International Reading Association, **2003**

Recreation: National Recreation and Park Association/American Association for Leisure and Recreation Council on Accreditation, **2002**

School Administration: Educational Leadership Constituent Council, **2003**

Special Education: The Council for Exceptional Children, **2003**

Technology Education: International Technology Education Association/Council on Technology Education, **2003**

College of Health Sciences

Nursing: National League for Nursing Accreditation Commission (NLNAC), **2005**

Health Info. Admin.: American Health Information Management Association's Council on Accreditation, **2002**

A brief description/interpretation of performance and related implications: Accreditation by one's discipline is the hallmark of an academically strong and intellectually sound program. Thus, Chicago State University is exceptionally pleased and proud to announce and celebrate the programs that, based on the diligence and scholarship of faculty and chairpersons, have earned the highest level of sanction available in the academy.