



Home of the *Cougars*

Chicago State University

Performance Report FY2004

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CHICAGO STATE UNIVERSITY

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 and promise 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

There are two main categories of factors that affect Chicago State University's (CSU) ability to address the six goals of the *Illinois Commitment*. The first category is related to Illinois' budget climate and the second category is related to the special challenges faced by the students who attend Chicago State. Highlights of these two factors are listed below.

State of Illinois Budget Constraints

Budget reductions and cash rescissions in the general revenue funds since FY2002 have severely constrained university operations. Through a combination of base budget reductions, mid-year cash rescissions, and the levy of a charge for employee health care costs for which CSU never received an appropriation, during FY02-FY04 CSU has experienced a total cumulative cash loss of \$13.2 million, with the following affects on the FY04 budget:

- Cancellation of vacant positions, resulting in noticeable service degradations, especially in facilities maintenance.
- Reduction of the equipment budget by 62.5%, effectively eliminating all equipment purchases except for essential information technology, telecommunications, and library functions.
- Reduction of travel budget by 78%, severely constraining faculty development.

The state legislature approved an FY05 budget for CSU of \$38.8 million. State funds are earmarked for several specific programs – \$250,000 for the Teacher Quality Enhancement program, \$250,000 for the Student Financial Outreach Center and \$250,000 for the new HIV/AIDS Institute. These programs and the funds associated with them will make important contributions to the Illinois Commitment. However, the university's challenges from previous years' budget reductions remain unresolved.

Student Characteristics

While the budget reductions and cash rescissions affect all state universities, they have an especially profound impact on CSU because of the university's unique mission to serve a student

population that “may have been inhibited by lack of economic, social, or educational opportunity.” A February 2004 paper by the American Council on Education (*Low-Income Adults in Profile: Improving Lives Through Higher Education*) clearly outlines the challenges faced by the students served by Chicago State. Specifically, the ACE report identifies seven risk factors associated with persistence and degree attainment.

- Delayed enrollment: The average age of CSU undergraduates is 29.
- Part-time enrollment: Thirty-five percent of CSU undergraduates attend part-time.
- Financial independence: Seventy-two percent of CSU undergraduates are financially independent, with a household income of \$10,000.
- Employment: Forty percent of students hold a full-time job.
- Children: Sixty-three percent of CSU students have at least one child.
- No high school diploma: Six percent of new freshmen in fall 2003 had a GED rather than a high school diploma.
- Single parenthood

Ability to Meet Goals of the Illinois Commitment

The following points illustrate a few of the ways the state budget reductions have limited CSU’s ability to serve its student population. However, despite the aforementioned severe constraint of state resources, Chicago State University remains committed to serving its students and contributing to the goals of the Illinois Commitment.

- *Goal 1 – Economic Development:* As described above, CSU serves a student population whose economic status places them at risk for completing a baccalaureate degree in four years. Through unique partnerships such as the Chicagoland Regional College Program with UPS, Chicago State University can help more students fund their education while simultaneously meeting the workforce needs of a major employer.
- *Goal 2 – Teaching and Learning:* Although the state’s budget crisis has reduced CSU’s ability to provide for faculty development and instructional equipment, in November 2003 the College of Education earned continuing accreditation from the National Council for Accreditation of Teacher Education, testifying to the university’s commitment to improving teaching and learning at all levels.
- *Goal 3 – Affordability:* Tuition rates have increased in the wake of state budget reductions, thus putting even CSU’s relatively low cost out of reach for some low-income students.
- *Goal 4 – Access and Diversity:* Without adequate resources, CSU has been unable to fully implement innovative programs such as the Weekend College, which would provide the flexible class scheduling that nontraditional college students need. Nonetheless, the university continues to make one of its greatest contributions to the state by graduating a large proportion of students from underrepresented groups. Chicago State ranks 13th in the nation for producing African American baccalaureate graduates and 21st for producing African American master degree graduates.
- *Goal 5 – Academic Quality:* Prior to the series of budget reductions and cash rescissions, CSU had been making steady progress toward specialized accreditation for a number of programs. In recent years the university gained accreditation for programs in counseling psychology, social work, music, and recreation. Progress on accreditation for programs in art, computer science, business, and library science have been placed on hold until resources can be identified to continue accreditation plans. Meanwhile, the quality of existing programs is maintained through the university’s thorough assessment of student learning outcomes.

- *Goal 6 – Productivity and Accountability:* Public universities were asked to reserve a portion of state appropriations in FY2004 to prepare for a possible mid-year rescission. The uncertainty of mid-year rescissions inhibits the university’s ability to plan for optimal use of resources. Despite this uncertainty, the university continually improves efficiency and accountability through new technologies for fiscal management.

**SECTION II:
PROGRESS TOWARD MEETING THE GOALS OF *THE ILLINOIS COMMITMENT***

Goal 1: Higher education will help Illinois business and industry sustain strong economic growth

Fiscal Year 2004 Accomplishments

- Graduated 774 undergraduates and 381 graduate students in FY2003, an increase of 4.5% and 11.8%, respectively, from the previous year.
- Completed the first year of the Chicagoland Regional College Program (CRCP), a partnership with Moraine Valley Community College and UPS. Part-time employees of UPS receive tuition, fees, housing stipends and book allowances if they remain enrolled for at least 18 credit hours per year. Of the 91 students who enrolled in CRCP in fall 2003, 58% were still in the program in July 2004. Students who lived in CSU’s residence hall had higher rates of achievement and retention.
- Received a \$100,000 donation for scholarships to students majoring in accounting, beginning fall 2004.
- Continued economic development activities of the South Africa Area Initiative. See section on effective practices.

Fiscal Year 2005 Plans

- The College of Business has plans for several initiatives to contribute to the workforce in high-need areas. These include:
 - the development of new courses in e-commerce;
 - the development of a new minor in entrepreneurship;
- The College of Education has plans to contribute to workforce needs through the development of a Center for Excellence in Literacy Studies and Support. The Center would train teachers, parents, and staff in community centers to provide literacy services to Chicago communities. Proposals have been submitted to LaSalle Bank and the Chicago Community Trust.
- The Chicagoland Regional College Program has plans to modify some program components. The requirement for completion of credit hours will drop from 18 hours per year to 12 hours per year. Improved advising will help students select a class schedule that does not conflict with working hours. Additional job classifications at UPS will be eligible for participation in CRCP. The geographical recruiting area for CRCP will expand. These changes are expected to increase enrollment and retention. The goal for fall 2004 is to enroll 90 new students.

Fiscal Year 2005 Challenges

The CSU Foundation has been instrumental in facilitating relationships with Chicago corporations that result in scholarships to students, internship placements, corporate donations,

and other unique partnerships to meet workforce needs. The primary challenge to continuing these initiatives is directly linked to the health of the economy overall.

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
179	189	94.7%

- a) **Institutional goal(s) for this indicator:** The overall state average for the proportion of baccalaureate graduates who are either employed or enrolled in further education one year after graduation is 93.9% (based on the one-year-out survey for the class of 2000). Thus CSU is slightly above the state average on this measure. Additionally, among the 12 public universities, CSU ranks 5th in the proportion of students engaged in employment or further education. The goal is to rank 1st in the state in the number of students who are employed or in further education one year after graduation.
- b) **Brief interpretation of institutional performance and related implications:** Chicago State University's performance on this indicator may be related to a relatively low survey response rate of 28.7%. The university strives to increase the response rate through multiple survey mailings and through the maintenance of an accurate alumni data base. While CSU's performance on this indicator is above average, there is room for improvement. Chicago State University assists students with their post-baccalaureate employment through activities of the Career Development Center. Such activities include career fairs, on-campus interviewing, resumé referrals, mandatory mock interviews, job search workshops, and access to online career information.

MISSION-SPECIFIC INDICATORS

Number of entrepreneurial partnerships

Number of Entrepreneurial Partnerships		
Spring 2002	Spring 2003	Spring 2004
not applicable	# of students: 40	# of students: 0
	# of partnerships: 16	# of partnerships: 0

- a) **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 initiative began in spring 2002 with a \$30,000 grant from the Kauffman Foundation. Forty students were placed in internships with 16 small businesses. Students and sites are selected carefully to ensure that students have an active role in helping business operations to expand. A second goal of the entrepreneurial partnerships is to establish CSU as the place where people seek entrepreneurial training. While no grant funds were available in spring 2004 for internship placement, the Kauffman Foundation has committed \$10,000 to place 20 students in spring 2005. The College of Business is seeking other

sources of funds to be able to continue to provide this opportunity to students and businesses.

Goal 2: Higher education will join elementary and secondary education to improve teaching and learning at all levels

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	2000-01	2001-02	2002-03
Early Childhood Education	23	17	21
Elementary Education	75	81	79
Secondary Education	44	50	58
Special Education	40	44	39
Total	182	192	197

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

- a) **Institutional goal(s) for this indicator:** As shown in the table above, the number of students who have completed initial teacher certificates has steadily increased over the three-year time period. The completion of teacher preparation programs is especially difficult for non-traditional students who have family and employment obligations and those students who are returning to higher education after a long absence. The College of Education’s goal is to continue to increase incrementally the number of students who complete initial certification each year. As resources permit, this will be accomplished through the awarding of scholarships and stipends so that students can reduce their need for outside employment and, thus, focus more on coursework and the field experiences required in teacher preparation.
- b) **Brief interpretation of institutional performance and related implications:** Admission to the College of Education is rigorous. Thus, many students who plan to major in education eventually change majors. The 197 undergraduate and graduate students who completed requirements for initial teacher certification in 2002-2003 represent 13.5% 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 44% 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:
- The faculty utilizes technology to improve academic advisement.
 - The College accommodates students’ need for flexible scheduling by offering more courses on the weekends.
 - The computer laboratories are open at times that accommodate students’ needs.
 - The State of Illinois Basic Skills Test tutorial is available to students online.
 - The College provides academic support through the Teachers’ Writing Center and workshops in basic skills.

The high proportion of post-admit students who complete teacher certification requirements 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	FY2001		FY2002		FY2003	
	CSU	State	CSU	State	CSU	State
Early Childhood Ed	88	97	85	98	100	98
Elementary Education	89	98	98	99	100	99
Secondary Education	94	97	94	98	100	97
Special Education	87	96	94	94	100	94

Source: Illinois Title II Report

- 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 a new policy. Beginning in fall 2002, all students have to demonstrate successful completion of 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 such a policy in place, CSU can confidently tell the world that all teacher preparation graduates are fully prepared and qualified to lead a K-12 classroom.

Teacher-preparation graduates working in high-need urban areas

Certificate Area	FY2001	FY2002	FY2003
Early Childhood Ed	na	na	na
Elementary Education	na	na	na
Secondary Education	na	na	na
Special Education	na	na	na

- a) **Brief interpretation of institutional performance and related implications:** Chicago State University is ideally located to prepare teachers for classrooms in urban or “hard-to-place” schools (where recruitment and retention of high-performing teachers are a problem) to help all urban children learn. Information from the newly-established Teacher Data Warehouse will show that CSU is doing well in placing students in high-need urban areas. The first bit of information from this new database will be available in fall 2004. The Teacher Data Warehouse will allow CSU to continue to track the careers of recent graduates to determine the longevity of their time in urban schools.

Enrollment in extended teacher preparation field-based internships

Certificate Area	FY2001	FY2002	FY2003
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Early Childhood Ed	12	22	26
Elementary Education	38	23	7
Secondary Education	12	12	9

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 2003. The drop in the number of participants between 2001 and 2003 was due to budget cuts. 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 school 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 current rate is 20%.

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 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.

Goal 3: No Illinois citizen will be denied an opportunity for a college education because of financial need

Fiscal Year 2004 Accomplishments

- Dispersed \$268,308 in scholarships to 128 students.
- Implemented the “Truth in Tuition Plan,” assuring students of stable tuition prices with continuous enrollment.
- 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.

Fiscal Year 2005 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. In the past year, the Foundation raised \$100,000 through the Family Campaign (approximately equal to the previous year) and \$1.1 million through the annual Gala. These monies are used in part to fund scholarships. The goal for the September 2004 Gala is \$1 million.

To assure that students receive all need-based aid for which they are eligible, the Office of Student Financial Aid has plans to encourage students to apply on time, before state and federal funds are exhausted. These efforts include providing instructions to students about how to apply for loans online and sending notification by email of deadline dates.

Fiscal Year 2005 Challenges

The general economic environment in the state and in the nation have seriously affected CSU’s ability to keep tuition costs low and to provide scholarships to students. With each reduction in state appropriations, Chicago State University has had to raise tuition rates. Simultaneously, the Illinois Monetary Award Program (MAP) has been reduced. The maximum MAP award was cut by 3% in fall 2002 and funds were eliminated for 5th-year seniors. In fall 2003, the MAP was re-instated for 5th-year seniors, but the maximum award was reduced by 7% to accommodate everyone. Although the General Assembly has funded the MAP in FY2005 at the same level as FY2004, applications have increased so dramatically that the maximum MAP award will be cut by 10-11%, depending on student need. Simultaneously, there was only a \$50 increase in Pell Grant awards in fall 2002, with no increases for fall 2003 or fall 2004. Finally, the general economic downturn has affected the university’s ability to raise scholarship funds through corporate philanthropy. 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.

Goal 4: Illinois will increase the number and diversity of citizens completing training and education programs

COMMON INSTITUTIONAL INDICATORS

Completions by race/ethnicity and gender

Degree	Demographics	1993	2001	2002	2003
Baccalaureate	Race/Ethnicity:	%	%	%	%
	Black	85.8	89.6	87.7	86.8
	Hispanic	3.3	3.7	5.0	5.0
	White	8.2	4.8	5.2	5.4
	All Other	2.7	1.9	2.2	2.7
	Gender:	%	%	%	%
	Male	34.7	26.3	28.1	23.1
	Female	65.3	73.7	71.9	76.9
	Total Degrees	550	787	737	774
Post-Baccalaureate	Race/Ethnicity:	%	%	%	%
	Black	65.6	61.8	51.8	57.7
	Hispanic	3.2	7.4	10.3	8.4
	White	29.2	27.7	35.3	31.2
	All Other	2.0	3.1	2.6	2.6
	Gender:	%	%	%	%
	Male	29.9	33.8	30.0	24.9
	Female	70.1	66.2	70.0	75.1
	Total Degrees	401	325	340	381

Source: IPEDS Degrees Conferred Survey

- a) **Institutional goal(s) for this indicator:** During the fiscal year 2003, Chicago State University graduated 774 undergraduates. Of this number, 86.8% were African American, 5.0% were Latino, 5.4% were white, and 2.7% were other. While Chicago State University is proud of its continuing high rank in producing African American baccalaureate graduates (ranked 13th in the nation for 2003), it also strives to serve the growing Latino population of the Chicago metropolitan area.

Of the 381 master's degrees conferred in 2003, 57.7% were conferred to African Americans, 8.4% to Latinos, 31.2% to whites, and 2.6% to others. According to the most recent issue of *Black Issues in Higher Education* (July 2004), CSU ranks 21st in the nation for producing African American master-level graduates.

CSU's long-term goals for diversifying the number of citizens who complete degree programs are as follows:

<u>Baccalaureate</u>		<u>Masters</u>	
African American	83%	African American	50%
Hispanic	7%	Latino	10%
White	7%	White	33%
Other	3%	Other	7%

- b) Brief interpretation of institutional performance and related implications:** The proportion of baccalaureate graduates who are African American has remained stable at about 87% since 2001. The proportion of Latino graduates has increased from 3% to 5% in the same period, putting the goal of 7% within reach. At the master's level, the goal is to increase Latino graduates to 10% of all conferred degrees. In order to realize the goals for increasing both baccalaureate and master degrees granted to Latinos, the university created the Latino Task Force whose charge is to develop strategies for recruiting, retaining, and graduating more Latino students.

Completions by disability status *(Reported for the first time in this year's report.)*

Completions: Students with Disabilities*			
Degree	2000-01	2001-02	2002-03
Pre-Baccalaureate	0	0	0
Baccalaureate	5	9	14
Post-Baccalaureate	2	0	1
Total	7	9	15
*Self-reported. Disabilities include auditory, learning, medical, mental, mobility, visual, etc.			

MISSION-SPECIFIC INDICATORS

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

First-to-Second-Year Retention, First-Time Freshmen		
2000-01	2001-02	2002-03
63%	60%	58%

- a) Brief interpretation of institutional performance and related implications:** As described in the "Environmental Analysis" section of this report, CSU serves a high proportion of students who are at risk for failing to attain a degree. Though the university offers academic support services, weekend and evening course scheduling, and a variety of grant-funded initiatives to help students through college, the challenges continue to be great. The first-to-second-year retention rate has declined from 65% for the fall 2000 cohort to 58% for the fall 2002 cohort. One of the greatest impacts on recent retention rates was the reduction of Illinois MAP awards to

undergraduates in fall 2001. Low-income students are especially vulnerable to lower MAP awards, causing some students not to return for a second year of study.

The university perseveres in its efforts to help all students succeed. Each year since fall 2002, each department chairperson has been asked to prepare recruitment and retention plans and to report on the number of students retained in the major semester-to-semester. With this kind of active attention to recruitment and retention from departments, it is expected that retention rates will improve. The goal is to achieve a 65% retention rate for the fall 2006 entering freshmen class. The national average retention rate is 71% for institutions similar to CSU. Thus, CSU's long-term goal is to be at least equivalent to the national average (*Chicago State University Enrollment Plan, 2002-2003*).

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

First-to-Second-Year Retention, University College Students		
Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort
68%	65%	79%

- a) **Brief interpretation of institutional performance and related implications:** The University College enrolls freshmen with no previous college experience who have been conditionally admitted because of low ACT and/or g.p.a. scores. The University College provides academic support so students can successfully complete developmental coursework and be prepared to continue in college-level courses. The goal is that 70% of the University College students will return for the next fall term. The dramatic increase in the retention rate for the Fall 2002 cohort is related to concentrated efforts to closely monitor the academic progress of students. Serving as a liaison between students and faculty, University College staff maintained personal contact with students to make sure they completed assignments on time. University College personnel also make referrals to tutoring services when needed.

Number of African American baccalaureate graduates in selected fields of study

FY2001	Life Sci	Phys Sci	Comp Sci	Math	Health	Education¹
CSU Number	17	11	15	9	75	85
As a % of Total IL Degrees to Blacks	13.7	44.0	10.1	34.6	16.2	16.8
National Rank*	not ranked	18	not ranked	13	12	10
FY2002	Life Sci	Phys Sci	Comp Sci	Math	Health	Education¹
CSU Number	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
National Rank*	36	25	39	25	NA	10
FY2003	Life Sci	Phys Sci	Comp Sci	Math	Health	Education¹
CSU Number	17	8	24	6	60	57
As a % of Total IL Degrees to Blacks	13.4	21.0	7.2	23.1	13.0	12.9

National Rank*	not ranked	20	not ranked	not ranked	21	18
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¹Excludes early childhood and secondary education.

Data sources: IPEDS, IBHE Data Book, **Black Issues in Higher Education*

NA = Not available

- a) **Brief interpretation of institutional performance and related implications:** As a producer of African American baccalaureate graduates, Chicago State University ranks 13th in the nation across all disciplines (*Black Issues in Higher Education, June 6 2004*), thereby contributing to Illinois' goal to diversify the workforce. Chicago State University's success in mathematics and the sciences is related to the many special programs designed to provide access and opportunity to students from underrepresented groups. These programs include the Minority Biomedical Research Support program, the Illinois Alliance for Minority Participation in science and technology disciplines, the Health Careers Opportunity Program, and programs in pre-engineering and pre-medicine. Chicago State University's success as a producer of teachers comes from its long history as a teacher preparation college.

Goal 5: Illinois colleges and universities will hold students to even higher expectations for learning and will be accountable for the quality of academic programs and the assessment of learning

COMMON INSTITUTIONAL INDICATORS

Extent to which institutional quality and effectiveness are recognized by graduates through alumni surveys *(Reported for the first time in this year's report.)*

1997 Baccalaureate Graduates: Five Year Follow-Up Survey

Satisfaction Questions (N=194)

(Percentages)	Strongly positive	Positive	Somewhat positive	Somewhat negative	Negative	Strongly negative	No response
1. What is your present attitude towards the University (Campus)?	13.9	47.9	26.8	9.3	1.0	0.5	0.5
2. What is your present attitude towards your bachelor's degree major?	26.8	42.8	20.6	8.8	1.0	0.0	0.0
(Percentages)	Very Well	Well	Adequately	Inadequately	Poorly	Very Poorly	No response
3. From your current perspective, how well did your bachelor's degree prepare you for the career path you are following?	24.7	32.5	33.5	6.2	0.0	1.5	1.5

Educational Effectiveness (N=194)

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

(Percentages)	Extremely helpful	Very helpful	Moderately helpful	Slightly helpful	Not helpful	No response
1. ...helping you better develop your critical thinking ability?	13.9	47.4	31.4	5.7	1.0	0.5
2. ...helping you better develop your sense of ethics?	12.9	35.1	38.1	6.2	7.2	0.5
3. ...contributing to a greater understanding of people with different backgrounds, habits, values, appearances, and abilities?	17.0	32.0	34.0	9.8	6.7	0.5
4. ...helping you become a more active citizen?	14.4	27.3	36.6	11.3	9.8	0.5
5. ...improving the quality of your life aside from financial benefits?	15.5	33.0	37.6	6.2	7.2	0.5

Source: Baccalaureate Follow-Up Survey, Public Universities.

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

Field	Examination	Pass Rates (%)					
		2001		2002		2003	
		Inst'l	Nat'l	Inst'l	Nat'l	Inst'l	Nat'l
Law	Illinois Bar Exam, First-Time Takers	na	na	na	na	na	na
Medicine	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	48	86	77	86	69	82

- 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:** A dramatic increase in the pass rates occurred in 2002 related to new rigorous assessment and “gatekeeper” examinations. Furthermore, in response to a mandate from the Illinois Department of Professional Regulations (IDPR), the faculty completed a major curriculum revision. The May 2003 class was the last class to graduate under the old curriculum. It is expected that the pass rate for 2004 will be higher for those students completing the new curriculum.

MISSION-SPECIFIC INDICATORS

ACT scores of first-time freshmen

ACT scores of first-time freshmen		
Fall 2001	Fall 2002	Fall 2003
17.8	18.0	17.9

- a) **Brief interpretation of institutional performance and related implications:** The table above shows the average ACT score for first-time freshmen for the last three years. As part of continuing efforts to increase enrollment and retention, the university has set a goal to attract a larger proportion of students who are well-prepared for college-level work. The long-term goal is to increase the average ACT score to 19. This goal will be accomplished through recruitment activities for the newly established Honors College,

Goal 6: Illinois colleges and universities will continually improve productivity, cost-effectiveness, and accountability

Fiscal Year 2004 Accomplishments

- Increased the number of students who registered online, achieving a 88% participation rate for advanced summer and fall 2004 registration.
- Implemented an online application. Currently receiving about 23 online applications per month.
- Increased the number of online courses from 10 in FY01 to 44 in FY04.
- Increased the number of web-enhanced courses to 233 sections, involving 108 instructors and 3,960 students.
- Enhanced “web for fiscal officers” which was initially implemented in FY2003. An “insufficient funds” feature was activated in FY2004, which alerts the Office of Financial Affairs to deficit spending.
- Expanded library resources through access to full-text online journals. Students have access to over 14,000 online titles compared to CSU’s 1800 physical subscriptions in FY2000.
- Streamlined a variety of functions in the Office of Financial Affairs, resulting in an estimated savings in labor, paper, printing, and postage of \$40,000.
- Achieved a 20% reduction in administrative costs since FY02, as part of a three-year IBHE program.

Fiscal Year 2005 Plans

- The total administrative cost reduction will reach the 25% IBHE goal.
- The university’s assessment coordinator has plans to develop an Assessment Web Center, which will make all assessment records and data easily accessible to all.
- The new library will open in fall 2004. The library will feature many state-of-the-art features, including:
 - A shift in emphasis from book stacks (i.e., the warehouse) to people space and interactive learning;
 - Open space, modular design stressing traffic flow, ease of access, and variety of mini-environments;
 - An Information Mall for reference, with 40 multi-media workstations;
 - 24/7 study hall and computer laboratory;
 - Wireless telecommunications for desk-top computing; state-of-the-art projection and sound systems in teaching environments; and
 - Automated document retrieval and sorting.

Fiscal Year 2005 Challenges

The university is scheduled to open its new library in spring 2005 with no new state appropriations for operations and maintenance. It will be a challenge to fund operations and maintenance without new state appropriations for this purpose because gross square footage for state-supported space will increase 17% at the same time that budgets and administrative costs have been reduced.

COMMON INSTITUTIONAL INDICATORS

Cost of instruction per credit hour

Function	FY01	FY02	FY03
Instruction	43.7%	45.2%	46.1%
Academic & Student Support	15.1%	16.9%	15.8%
Institutional Support	22.3%	19.7%	19.1%
O&M Physical Plant	12.0%	11.2%	11.6%
Total Cost Per Credit Hour – FY03\$	\$359.94	\$340.96	\$314.81

Source: IBHE, Academic Discipline Unit Cost Study.

- a) **Institutional goal(s) for this indicator:** According to the IBHE Discipline Unit Cost Study, in FY2003 Chicago State University spent 46.1% of appropriated funds on instruction, the lowest among all public universities. The goal is to be within five percentage points of the state average of 54.8%.
- b) **Brief interpretation of institutional performance and related implications:** Although all public universities follow the same procedures for submitting data to the Discipline Unit Cost Study, the data is not truly comparable because CSU does not have a chargeback system as other universities do. Thus, it is 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. The Illinois Board of Higher Education has led a series of meetings in the last year with directors of institutional research and budget to improve the procedures for the Discipline Unit Cost Study so better comparisons can be made.

Percent of first-time, full-time degree-seeking freshmen who complete their degree within 150 percent of catalog time

	Fall 1995 Cohort	Fall 1996 Cohort	Fall 1997 Cohort
Cohort Headcount	612	563	487
150% Completer	99	100	74
Graduation Rate	16.2%	17.8%	15.2%

Source: IPEDS Graduation Rate Survey.

- a) **Institutional goal(s) for this indicator:** In FY2003, the six-year graduation rate was 17.8%. It is CSU's long-term goal to increase the percentage to 20. However, this rate is 22% if students enrolled in the pre-engineering program are excluded. Pre-engineering students do not graduate but transfer to the Illinois Institute of Technology or the University of Illinois.
- 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. Northeastern Illinois University, with a student population similar to CSU's, has a similar low graduation rate. The university has numerous programs to support students through degree completion. These include bridge programs, academic support centers, and special research programs in the sciences. Careful planning also helps students to attain a degree in a timely manner. The FY2005 state budget allocation includes a grant for Chicago State University to fund a pilot program to improve retention and graduation rates. In FY2005, these funds will be used to overhaul the advising process in one academic program. If successful, the program would serve as a model for the rest of the university.