

**CHICAGO STATE UNIVERSITY
COLLEGE OF HEALTH SCIENCES**

2001-2007 INITIATIVES

New or Enhanced Initiative	Status prior to Initiative Implementation	Date of Implementation	Date of Completion	Impact/Outcome
Development of a "Minor" in Health Sciences	Prior to this initiatives, the opportunities for non-health science majors to acquire knowledge on health related issues were limited	2001 academic year	Ongoing	Students from the Board of Governors program, Pre-medicine and health science students are able to obtain a "minor" in health science. The minor enhances the job opportunities for the students. To date, about 20 students have received the minor; and 16 are currently enrolled.
Development of a post-professional certificate in health information administration	Only one track available to become a registered health information administrator	2003 academic year	ongoing	As a result of this initiative, the enrollment in the Department of Health Information Administration increased by 25% between 2003 and 2006. Fifteen students graduated from the department by May 2007. The students represent the largest cohort to graduate from the department since its inception.
Development of the combined Bachelor of Health Sciences (Pre-Occupational Therapy) and Master of Occupational Therapy (MOT) graduate program.	Prior to the implementation of this initiative, only undergraduate degrees are offered in the College. This is the first graduate program in the College of Health Sciences	2004 academic year	First cohort of students graduated with an MOT degree in May 2007	The combined BS/MOT curriculum design offers a fast track to attaining a graduate program in occupational therapy. The curriculum design is unique and innovative; it is the first of its type in the State of Illinois.
Development of a new academic department.	Prior to 2006, only three academic departments (nursing, occupational therapy and health information administration) were available in the College of Health Sciences	The program was approved in 2005 by the College and University Curriculum Committees. A New and Expanded Program Request was submitted to the Illinois Board of Higher Education (IBHE) in January 2006	The new Department of Health Studies and the BS degree programs in community health and pre-physical therapy was approved by IBHE in August 2006	The two degree programs offered have enhanced the career choices available to students at Chicago State University. The Department of Health Studies currently enrolls 85 students in the BS degree in community health program and 82 students in the BS degree in pre-physical therapy program

<p>Development of the HIV/AIDS Research and Policy Institute</p>	<p>People of color, especially African Americans, are disproportionately affected by the HIV pandemic.</p> <p>African Americans comprise approximately 13% of the US population, but they have 38% of the AIDS cases and 54% of the new HIV infections (CDC, 2005)</p>	<p>The Institute was officially commissioned in April 2004. In October 2005, under the African American HIV/AIDS Response Act (P.L.94-0629), sponsored by State Representative Constance Howard and Senator Kimberly Lightford, the Institute was mandated to conduct a study to investigate plausible links between incarceration and HIV infection.</p>	<p>In 2006, a three- phase study was designed by the Institute to provide a full response to the research questions implied by the legislative mandate.</p> <p>Phase I of the planned triad studies has been completed. Phase two of the triad studies is ongoing.</p>	<p>The research team surveyed 1,819 inmates from 17 randomly selected correctional facilities in Illinois to elucidate the prevalence of high-risk HIV transmission behaviors in the prisons. The findings from the study are of monumental and paramount importance. Our findings have national significance, with a potential to drive social policies relating to HIV prevention and education in the prisons.</p> <p>In addition to research activities, the Institute also participates in community outreach activities such as health fairs, hosting of Think Tank meetings and Campus STI/HIV student awareness workshops</p>
<p>Initiatives designed to improve the image and reputation of the College</p>	<p>College is not well known in the community</p>	<p>The planning started in 2000 as part of the College strategic plan initiatives</p>	<p>Ongoing</p>	<p>The following initiatives that were implemented bolsters the image of the College:</p> <ol style="list-style-type: none"> 1) Publication of new brochures for all of the academic programs/departments; 2) Consistent publication of the <i>Health Pulse</i> Newsletter; 3) Advertisement in Selected Media; 4) Subscription to the online databases: All Allied Health Schools (http://allalliedhealthschools.com) and All Nursing Schools (http://allnursingschools.com); and 5) Production of Marketing Video and CD-ROMs. <p>The <i>Health Pulse</i> Newsletter and marketing video produced is available on the College of Health Sciences website</p>

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2001-2007 PROCESSES

New or Enhanced Processes	Status prior to processes Implementation	Date of Implementation	Date of Completion	Impact/Outcome
Evaluation and Revision of the nursing curriculum	Nursing program was placed on probation by the Illinois Department of Financial and Professional Regulations as a result of graduates' failure to attain 75% on the National Council Licensure Examination for Registered Nurses (NCLEX-RN) between 1997-1999	1999-2001 academic year	Students were admitted into the professional phase of the nursing program under the new curriculum in Spring 2002 and they graduated in May 2004	In 2004 and 2005, our graduates' pass rates on the NCLEX-RN were 89% and 85%, respectively. In 2006, 96% of the graduates pass the NCLEX-RN at first attempt. The pass rates for the graduates exceeded the national norms. Consequently, in the fall of 2006, the Department of Nursing was officially removed from the list of nursing programs in the State of Illinois on probationary status.
Program Accreditation	The three professional programs offered by the College (nursing, occupational therapy and health information administration) submitted self study reports to their professional organization for re-accreditation	The Department of Nursing developed their self study reports for review by the Nursing Accrediting Commission, Inc. (NLNAC) in 2004 Fall semester. The Department of Occupational Therapy developed their self study reports for review by the Accreditation Council for Occupational Therapy Education (ACOTE) during the fall semester of 2005.	The Department of Nursing submitted their self study report in spring of 2005 and the Department of Occupational Therapy submitted their self study report in spring of 2006.	Nursing was re-accredited for 7 years in 2005. A Follow-up report is due November 2007. In August 2006, the Occupational Therapy program was re-accredited for 7 years. In August 2007, following a successful progress report, the accreditation was extended to 10 years Health Information Administration was granted continuing accreditation based on the Annual Program Assessment Report submitted to the Commission on Accreditation for Health Informatics and Information Management Education.

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Breaking down professional barriers and clinical silos by embracing interdisciplinary education philosophy	Both faculty members and students in the College of health Sciences have no professional and academic interaction. Each professional discipline operates in silos.	The College developed two interdisciplinary courses between 2000- 2006. The course content was developed by the College Interdisciplinary Committee and approved by the faculty at the annual College retreats held in 2005 and 2006	<p>The HSC 321 – Service Learning course was initiated Fall 2006 and first offered in Spring 2007</p> <p>The existing HSC 150- Introduction to Health Professions course was revised.</p> <p>Both HSC 321 and HSC 150 courses are now mandatory for all students enrolled in the College of Health Sciences</p>	<p>College of Health Sciences is at the forefront of interdisciplinary education. Through the Service Learning course, students provide health care services to our immediate communities.</p> <p>Students present their project presentations to colleagues, faculty and staff. The students also build collaborative relationships with health practitioners in the surrounding communities</p>
Dedication to increase grantsmanship and scholarship productivity	Prior to 1999, faculty productivity in research and grantsmanship is few and far in between. College of Health Sciences faculty received few subcontract funding; but none as primary investigator from the federal government	1999-2001 academic year	Ongoing	<p>Funded Projects</p> <p>Federal (6)= \$3,380,031</p> <p>State (8) = \$ 1,980,000</p> <p>Foundations (3)= \$122,000</p> <p>Total= \$ 6,706,118</p> <p>Unfunded Projects</p> <p>Federal (12)= \$15,400,834</p> <p>State (2) = \$ 140,000</p> <p>Foundations (4) = \$ 758,253</p> <p>Total= \$ 16,299,087</p>