B. MARKET. Discuss the nature of your school and the business in which it is engaged. Describe who your existing and/or potential customers are and what motivates them to enroll in your school. Explain how you let these customers know you are in business. Finally, identify who your competitors are and how you are different from them.

The Nature of our Business

THE CHICAGO SCHOOL IS A PROFESSIONAL SCHOOL

The Chicago School is committed to providing a quality and innovative education that delivers professional training, personal growth, and civic engagement. A graduate school oriented to real-world problem solving, we prepare individuals for a career in psychology, business, counseling, health, and behavioral sciences to respond to the growing needs of our diverse society.

THE CHICAGO SCHOOL'S PRACTITIONER FACULTY PREPARES STUDENTS TO MAKE A POSITIVE IMPACT IN THE WORLD

At The Chicago School, students receive a foundation of knowledge and applied practice grounded in our core values of education, innovation, community, and impact. Taught by practitioner faculty who are leaders in their respective fields, students receive an outstanding range of hands-on training opportunities to help them build a relevant, robust resume that separates them apart and prepares them to impact individuals, organizations, and communities.

Our Student Body

Our mission clearly indicates who our prospective students are:

> *The Chicago School educates the next generation of change-makers in innovative theory and culturally competent practice to strengthen the integrated health of individuals, organizations, and communities.*

Being a practitioner-oriented school, focused on integrated health, we seek to prepare our students for careers in related fields, primarily at the graduate level, with master and doctoral programs.

Our Model of Education

Since 1979, The Chicago School has been known as an innovator in the field, working to push the boundaries and further the impact that the principles of integrated health have on our world.

Our unique educational model of education, known as The Chicago School Approach, combines four core elements—education, innovation, community, and impact—and goes beyond academic theory to equip graduates with the practical and solutions-oriented training they'll need to address current challenges and anticipate future needs in their respective fields.

From their first semester on campus, our students learn not only through their classroom work, but through a wide range of real-world training experiences in diverse and challenging settings. Students, faculty, and staff contribute their expertise through 1.2 million hours of annual community service with The Chicago School's 1,100+ organizational partners. These partners include leading social service agencies, schools, hospitals, and businesses, providing students with ample opportunities to refine their professional skills while making a positive and lasting impact in the community.

The Chicago School Approach re-defines the role of the professional. Our approach transforms diverse classrooms into dynamic learning environments where students develop cultural humility skills that help them better understand and respect the cultural nuances of the individuals and communities they will support. This work is integral to molding change-makers who can effectively communicate and foster meaningful relationships with people of various backgrounds, empowering them to make an impact in their own communities.

Reaching the Market

The Chicago School uses a range of tailored marketing techniques to generate inquiries for all its academic programs. Those techniques include search engine optimization (to drive traffic to the institutional website), paid search advertising, online targeting and banner advertising, affiliate/vendor marketing, direct marketing to prospect lists, offline advertising (e.g. print, radio, college posters, etc.), grassroots recruitment, admissions events, virtual open houses, and written collateral.

Our Competitors

For a specialized university offering primarily practitioner-oriented programming that in many cases leads to professional credentialing, the question of who a competitor is depends on the degree level, the discipline, and the location or modality of the campus. With programs in multiple metropolitan locations (Chicago, Dallas, Washington DC, and Southern California) as well as online, this means that there is a matrix of competitors by location and modality.

Each year, The Chicago School updates a list of competitors maintained by location and degree based on key attributes of that degree. During operations review and planning meetings, department chairs and campus deans review the list and determine who the top competitors are for those students, to evaluate how we may stay leaders in the field. This discussion is supplemented by a report generated by the State of the Discipline Committee for each of the nine disciplines in which we offer degrees, as well as an evaluation of the job market for our graduates by degree.

Attached you will find the current competitor analysis for each of the five general markets (Southern California, Chicago, Washington DC, Dallas, and Online).

C. MANAGEMENT. Describe your management team and how it functions to lead, administer and position the school. If your school has advisory boards, describe how the school uses them for program and school improvement.

The Chicago School's senior leadership team is comprised of the President, the Executive Cabinet, and the Board of Trustees. The President reports to the Board of Trustees, which is responsible for general oversight of the institution's management. The President, with the support of the Executive Cabinet, is responsible for the operations, sustainability, and performance of the school.

Executive Cabinet

The Executive Cabinet consists of five leaders reporting to Dr. Michele Nealon. This group is responsible for guiding student success and building the strategic vision of The Chicago School. Reporting directly to the President (and their functional direct reports) are:

- Chief Operating Officer
    - Director, Human Resources
    - Associate Vice President, Business Operations
    - Director, Operations
- Provost
    - Vice President of Academic Affairs
    - Associate Vice Presidents of Admissions
    - College Dean, College of Graduate and Professional Studies
    - College Dean, College of Professional Psychology
    - College Dean, College of Undergraduate Studies
- Founding Dean and Chief Academic Officer for the Illinois College of Osteopathic Medicine at The Chicago School
    - Senior Associate Dean, Clinical Education
    - Senior Associate Dean, Pre-Clinical Affairs
    - Associate College Dean
    - Osteopathic Manipulative Medicine Education Specialist
    - Director of Graduate Medical Education
- Chief of Staff and Vice President, Strategic Initiatives
    - Executive Director of Communications
    - Executive Office Manager
    - Director, Special Initiatives
- Vice President, Institutional Advancement (Reports to the President, not part of the Cabinet)
    - Executive Director
    - Director, Advancement Initiatives
    - Director of Major Gifts

At the college level, reporting directly to the College Dean, are:

- Associate Dean (where warranted by student headcount)
- Department Chairs (directly or through the Associate Dean)
- Department Faculty

Shared Governance

It is a guiding principle of the shared governance recognized by the Board of Trustees that the faculty and the administration shall collaborate in major decisions affecting the academic affairs of The Chicago School both across the university and at each individual campus. The nature of that collaboration, shared as appropriate with students, staff, and alumni, varies according to the decisions in question.

- The faculty takes the lead in decisions concerning selection of faculty, educational policy related to teaching, curriculum, research, academic ethics and all other academic matters.
- The administration takes the lead in matters of internal operations and external relations of The Chicago School.

In every case, the faculty and the administration participate in the governance of academic matters as provided by and in accordance with the bylaws and policies of the Board of Trustees. The institution has formal structures in place for fostering greater shared governance and open communication between faculty, staff, and administration. Examples of these formal structures are the Academic Standards Advisory Committee (ASAC), the Academic Affairs Leadership Council (AALC), Operations Leadership Council (OLC), the Diversity Action Board (DAB), and the Strategic Growth Committee.

Advisory Boards

Advisory boards, when established, are engaged at the program level to review program development strategy and increase visibility in the community. These boards generally consist of employers, training partners, and educators in the field.

The Chicago School SWOT Analysis

Strengths

1. Established reputation: 45 years of experience in professional education
2. Diverse program offerings: Over 40 programs across multiple disciplines
3. Geographic reach: Four metropolitan campus hubs and a strong online presence
4. Practitioner-oriented approach: "The Chicago School Approach" combining education, innovation, community, and impact
5. Strong community partnerships: 1,100+ organizational partners providing real-world training opportunities
6. Focus on cultural competence and diversity in education
7. Clear mission and vision aligned with market needs in integrated health
8. Structured governance with clear roles for faculty and administration

Weaknesses

1. Potential over-reliance on specific professional fields (psychology, counseling, behavioral sciences)
2. Complex competitive landscape varying by location, discipline, and degree level
3. Ongoing need to adapt to changing student demographics and preferences

Opportunities

1. Development of the Illinois College of Osteopathic Medicine to address physician shortages
2. Expansion into new markets or disciplines within integrated health
3. Leveraging technology for enhanced online and hybrid learning experiences
4. Capitalizing on growing demand for mental health professionals
5. Developing shorter, more cost-effective pathways to degrees
6. Expanding competency-based degree programs
7. Continued focus on cultural competence to meet diverse community needs

Threats

1. Increasing competition in the professional education space
2. Potential enrollment crisis as mentioned in strategic planning
3. Changing regulatory environment for higher education
4. Economic factors affecting student ability to pursue graduate education
5. Rapid changes in technology and job market demands requiring constant curriculum updates
6. Potential saturation of job markets in core disciplines

E. FUTURE VISION. Describe your school 5 years from now. What will it look like and how will it be positioned in the marketplace.

We are excited to announce the development of our 2025-2030 strategic plan, which will guide The Chicago School's growth and progress over the next five years. This comprehensive plan, set to be approved by our Board of Trustees in April 2025, will align with The Community Solution Education System's forward-looking vision. Our strategic planning process is inclusive and collaborative, involving data collection, community input sessions, and regular checkpoints with our Board. Rooted in our mission to educate difference-makers through innovative theory and practical experience, this plan will ensure our future endeavors align with core values.

As The Chicago School celebrates its 45th anniversary in 2024, we have grown from a single program institution founded in 1979 to a university with more than 40 programs, four metropolitan campus hubs (Washington DC, Dallas, Chicago, and Southern California, and a major online presence. The Chicago School is in the final year of its 2020-2025 Strategic Plan, "Integrating Professions: Forging the Path Forward." The implementation and evaluation of the three goals and subordinate initiatives as judged by the completion of the set indicators demonstrates that we have positioned The Chicago School to remain at the leading edge of integrated health education.

The three focus areas from that Strategic Plan are:

- **Strategic Focus Area I: Evolve and Strengthen the Brand.**
    - Deploy a new mission, vision, values and potentially a new name and logo.
    - Establish and strengthen the enhanced brand through marketing and communications.
- **Strategic Focus Area II: Prepare for Generational, Global, and Regional Population and Demographic Changes**.
    - Be positioned for sustainability through the predicted enrollment crisis.
    - Modernize and establish multi-modal student supports and student services to align with the needs of up-and-coming generations.
    - Reduce inequities in outcomes across diverse racial and ethnic populations.
- **Strategic Focus Area III: Provide for the Demand for Shorter and Lower Cost Pathways to Degrees (OPD)**.
    - Connect degree and certificate programs vertically with higher and lower degrees and maximize the number of pathways to employability and create multiple optional pathways into graduate programs with multiple entry and exit points that in every case lower cost and minimize time to completion.

    - Establish alternatives to the dissertation for professional doctorate degree programs.
    - Maximize use of dissertation variations that are already outlined in the Dissertation Manual.
    - Optimize dissertation curriculum across Ph.D. programs to shorten time to completion.
    - Establish a customizable interprofessional doctoral degree.
    - Establish the standards, policies, regulatory approvals, and technical infrastructure to support a competency-based degree program.
- **Strategic Focus Area IV: Modernize and Generationalize Pedagogy, Curriculum, the Workforce, and Our Infrastructure.**
    - Become the leading university for course design, instruction, and quality assurance.
    - Streamline operations that enhance the university's ability to be efficient, student-centered, and nimble in an increasingly competitive environment

Our vision as a university is to be a global leader in increasing accessibility to expert, integrated, culturally competent care within all communities and organizations. This informs "The Chicago School Approach," an immersive, applied learning model focused on developing professionals who can address present challenges and anticipate future needs. It combines four core elements of The Chicago School experience—Education, Innovation, Community, and Impact—to give students a practical and solutions-oriented education.

What matters to The Chicago School is equipping graduates with the theory, practice, and cultural competence to have a positive impact on individuals, organizations, and communities throughout the world with these key areas:

- Addressing the projected shortage of physicians and mental health professionals by graduating more culturally competent practitioners through growth of enrollment in core programs
- Continuous development of our proposed Illinois College of Osteopathic Medicine (IllinoisCOM), which will promote the interconnectivity between mental and physical health with an emphasis on recruitment, retention, and success of students from traditionally undeserved communities.
- Developing future-focused infrastructure that enhances efficiency in university operations, planning, and structure with the construction of our new educational hub in Chicago to foster collaboration in pursuit of integrated health.

Competitor Analysis – Programs Offered by The Chicago School (Distance Learning) – All Wisconsin Programs as of August 2024

Bachelor Degrees

BA Criminology – CIP 45.0401

Institution	Bachelor's Degree Completions (2023)	Growth % YOY (2023)	Market Share (2023)	IPEDS Tuition & Fees (2022)	Completions Trend (2019-2023)
Marquette University	59	-27.2%	42.4%	$46,670	
University of Wisconsin-Whitewater	34	-41.4%	24.5%	$7,864	
University of Wisconsin-River Falls	22	-43.6%	15.8%	$8,135	
University of Wisconsin-Stout	16	-20.0%	11.5%	$9,663	
Lakeland University	8	-46.7%	5.8%	$31,786	

BA Psychology – CIP 42.0101

Institution	Bachelor's Degree Completions (2023)	Growth % YOY (2023)	Market Share (2023)	IPEDS Tuition & Fees (2022)	Completions Trend (2019-2023)
University of Wisconsin-Madison	429	-13.3%	21.3%	$10,796	
University of Wisconsin-La Crosse	217	14.2%	10.8%	$9,232	

Institution	Bachelor's Degree Completions (2023)	Growth % YOY (2023)	Market Share (2023)	IPEDS Tuition & Fees (2022)	Completions Trend (2019-2023)
University of Wisconsin-Green Bay	192	3.8%	9.5%	$7,873	
University of Wisconsin-Eau Claire	151	-6.8%	7.5%	$8,914	
University of Wisconsin-Milwaukee	115	-58.6%	5.7%	$9,620	
Marquette University	103	-20.8%	5.1%	$46,670	
University of Wisconsin-Whitewater	93	-4.1%	4.6%	$7,864	
University of Wisconsin-Parkside	82	15.5%	4.1%	$7,466	
University of Wisconsin-Oshkosh	70	-17.6%	3.5%	$7,795	
University of Wisconsin-Stout	63	57.5%	3.1%	$9,663	
University of Wisconsin-Stevens Point	57	-17.4%	2.8%	$8,376	
University of Wisconsin-River Falls	56	0.0%	2.8%	$8,135	
Carroll University	53	20.5%	2.6%	$36,190	

Institution	Bachelor's Degree Completions (2023)	Growth % YOY (2023)	Market Share (2023)	IPEDS Tuition & Fees (2022)	Completions Trend (2019-2023)
University of Wisconsin-Platteville	37	-5.1%	1.8%	$7,862	
Lawrence University	36	20.0%	1.8%	$53,979	
Lakeland University	32	3.2%	1.6%	$31,786	
Saint Norbert College	32	-15.8%	1.6%	$43,204	
University of Wisconsin-Superior	30	20.0%	1.5%	$8,167	
Carthage College	24	-45.5%	1.2%	$34,500	
Marian University	24	-22.6%	1.2%	$30,000	
Beloit College	20	-4.8%	1.0%	$56,312	
Edgewood College	17	-29.2%	0.8%	$33,550	
Ripon College	16	-20.0%	0.8%	$49,600	
Concordia University-Wisconsin	15	15.4%	0.7%	$33,062	
Alverno College	10	-28.6%	0.5%	$31,858	
Wisconsin Lutheran College	10	-52.4%	0.5%	$33,762	

Institution	Bachelor's Degree Completions (2023)	Growth % YOY (2023)	Market Share (2023)	IPEDS Tuition & Fees (2022)	Completions Trend (2019-2023)
Mount Mary University	9	-25.0%	0.4%	$33,450	
Northland College	9	200.0%	0.4%	$41,237	
Viterbo University	6	-60.0%	0.3%	$31,150	
Ottawa University-Milwaukee	6	-33.3%	0.3%	$12,676	

BS Business Psychology – CIP 42.2813

- No Wisconsin programs found

Master's Degrees

MA Applied Psychology – CIP 42.0101

Institution	Master's Degree Completions (2023)	Growth % YOY (2023)	Market Share (2023)	IPEDS Tuition & Fees (2022)	Completions Trend (2019-2023)
Marquette University					
MS Applied Psychology Data Analytics	23	91.7%	76.7%	$46,670	

Institution	Master's Degree Completions (2023)	Growth % YOY (2023)	Market Share (2023)	IPEDS Tuition & Fees (2022)	Completions Trend (2019-2023)
University of Wisconsin-Oshkosh *MS Psychology – Cognitive and Affective Emphasis*	4	33.3%	13.3%	$7,795	
University of Wisconsin-Milwaukee *Health Psycholgy*	3	-57.1%	10.0%	$9,620	

MA Behavioral Economics – CIP 45.0699

- No Wisconsin programs found

MA Clinical Mental Health Counseling – CIP 51.1508

Institution	Master's Degree Completions (2023)	Growth % YOY (2023)	Market Share (2023)	IPEDS Tuition & Fees (2022)	Completions Trend (2019-2023)
Lakeland University	48	-15.8%	28.4%	$31,786	
Marquette University *CACREP*	44	22.2%	26.0%	$46,670	
University of Wisconsin-Stout *CACREP*	33	43.5%	19.5%	$9,663	

Institution	Master's Degree Completions (2023)	Growth % YOY (2023)	Market Share (2023)	IPEDS Tuition & Fees (2022)	Completions Trend (2019-2023)
Viterbo University *CACREP*	24	0.0%	14.2%	$31,150	
University of Wisconsin-Parkside	20	81.8%	11.8%	$7,466	

MA Forensic Psychology – CIP 42.2812

- No Wisconsin programs found

MA Industrial and Organizational Psychology – CIP 42.2804

Institution	Master's Degree Completions (2023)	Growth % YOY (2023)	Market Share (2023)	IPEDS Tuition & Fees (2022)	Completions Trend (2019-2023)
University of Wisconsin-Stout	22	new	81.5%	$9,663	
Marian University	5	150.0%	18.5%	$30,000	

MA International Psychology – 42.9999

- No Wisconsin programs found.

MA Marriage, Couples and Family Therapy – CIP 51.1505

Institution	Master's Degree Completions (2023)	Growth % YOY (2023)	Market Share (2023)	IPEDS Tuition & Fees (2022)	Completions Trend (2019-2023)
Edgewood College	27	17.4%	67.5%	$33,550	
University of Wisconsin-Stout	13	-13.3%	32.5%	$9,663	
COAMFTE					

MA Organizational Leadership – CIP 52.0213

Institution	Master's Degree Completions (2023)	Growth % YOY (2023)	Market Share (2023)	IPEDS Tuition & Fees (2022)	Completions Trend (2019-2023)
University of Wisconsin-Platteville	32	-28.9%	45.7%	$7,862	
University of Wisconsin-Green Bay	25	92.3%	35.7%	$7,873	
Maranatha Baptist University	11	-21.4%	15.7%	$18,810	
Concordia University-Wisconsin	2	new	2.9%	$33,062	

Master of Public Health – CIP 51.2201

Institution	Master's Degree Completions (2023)	Growth % YOY (2023)	Market Share (2023)	IPEDS Tuition & Fees (2022)	Completions Trend (2019-2023)
University of Wisconsin-Milwaukee *CEPH*	48	33.3%	45.3%	$9,620	
University of Wisconsin-Madison *CEPH*	44	7.3%	41.5%	$10,796	
Medical College of Wisconsin *CEPH*	14	-6.7%	13.2%	N/A	

MS Applied Behavior Analysis – CIP 42.2814

- No Wisconsin programs found

MS Clinical Psychopharmacology – CIP 42-2709

MA Psychopharmacology – CIP 42.2709

- No Wisconsin programs found.

Doctoral Degrees

EdD Educational Psychology and Technology – CIP 42.2806

Institution	Ph.D. or Professional Completions (2023)	Growth % YOY (2023)	Market Share (2023)	IPEDS Tuition & Fees (2022)	Completions Trend (2019-2023)
University of Wisconsin-Milwaukee	14	55.6%	51.9%	$9,620	
University of Wisconsin-Madison	13	8.3%	48.1%	$10,796	

PhD Behavior Analysis – CIP 42.2814

- No Wisconsin programs found.

PhD Business Psychology – CIP 42.2804

- No Wisconsin programs found.

PhD Counselor Education and Supervision – CIP 13.1101

- No Wisconsin programs found

PhD International Psychology – CIP 42.9999

- No Wisconsin programs found

PhD Organizational Leadership – CIP 52.0213

Institution	Ph.D. or Professional Completions (2023)	Growth % YOY (2023)	Market Share (2023)	IPEDS Tuition & Fees (2022)	Completions Trend (2019-2023)
Concordia University-Wisconsin	28	-24.3%	100.0%	$33,062	

PsyD Applied Clinical Psychology – CIP 42.2899

- No Wisconsin programs found

PsyD Clinical Psychology – CIP 42.2801

Institution	Ph.D. or Professional Completions (2023)	Growth % YOY (2023)	Market Share (2023)	IPEDS Tuition & Fees (2022)	Completions Trend (2019-2023)
Wisconsin School of Professional Psychology *APA*	8	-46.7%	57.1%	N/A	
Marquette University *APA*	6	20.0%	42.9%	$46,670	