



GOVERNORS STATE UNIVERSITY

FACT BOOK

Academic Year 2013-2014

The Office of Institutional Research & Effectiveness

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Letter from President Dr. Elaine P. Maimon



The 2013-14 edition of Governors State University's Fact Book is the definitive source for university information. The Fact Book chronicles GSU's progress during the past year – progress that is evident in our academic programs, service to students, and physical surroundings.

Following the guidelines set forward in Strategy 2015, the entire GSU campus is committed to educating a growing, diverse student body and fulfilling our mission as a unifying force in the south suburbs. Our nationally recognized Dual Degree Program (DDP) is a model partnership between GSU and seventeen community college campuses.

GSU will welcome its first freshman class in the Fall of 2014, right after we open our first residence facility, Prairie Place, which will provide a living/learning experience for students at all levels of instruction. Freshmen will study Big Ideas in small classes, with a maximum of 30 students per section, except for English composition, where the limit is 15. First-year students will be taught by full-time, experienced, and fully dedicated faculty members, giving our students an advantage that other universities cannot match.

GSU serves as a Public Square for the entire Chicago Southland. The Center for Performing Arts offers a variety of shows: Opera Up Close, One More Night of acclaimed performances from Chicago, and a spectacular program of children's theater. We are pleased that 34,000 school children attend live performances each year. The internationally recognized Nathan Manilow Sculpture Park makes our campus a place where great art is a part of everyday life. Students live in art.

GSU is committed to educating citizens. Civic engagement is infused throughout the curriculum, preparing students for full participation in our democracy.

This edition of the Fact Book offers information on a wide range of topics. How large is GSU? What are the demographics of our student body? Where do our alumni live, and what do they think about GSU? What is our impact on the local economy? How does GSU compare with other public institutions within Illinois? The data clearly document our progress.

I hope you will find the 2013-2014 Fact Book a useful reference as you learn more about Governors State University.

Acknowledgements

The Office of Institutional Research & Effectiveness would like to acknowledge the following GSU 2013-14 Fact Book contributors:

Office of the President:

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Penny Perdue, Executive Assistant to the President

Office of the Provost:

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Dr. Sandra Mayfield, Associate Provost
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Dr. Reinhold Hill, Dean
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Jeff Stevenson, Director, Visual Arts Gallery
Svetlana Rogachevskaya, Executive Director, Center for the Performing Arts

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Jennifer Davidson, Director

College of Education (COE):

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Reneé Zdych, Director
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Carol Morrison, Director, Family Development Center

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Cheri Garey, Director of Alumni Relations

About GSU

Quick Facts

GSU at a Glance

26 Bachelor Degree Programs

29 Master Degree Programs

6 Doctoral Programs

21 Certificate Programs

Fall 2013 Enrollment: 5,568

- Largest Programs - Interdisciplinary Studies (N=434), Undergraduate Business Administration (N=360), Undergraduate Psychology (N=342), Undergraduate Criminal Justice (N=326), and Undergraduate Accounting (N=183).
- 3,611 students received financial aid in the 2013 fiscal year totaling \$53,879,347.
- Classes were also held online and at 29 off-campus locations.
- Approximately 8,603 degrees awarded in the last five years (4,438 Undergraduate degrees and 4,165 Graduate degrees).
- Approximately 90% of the class of 2013 undergraduate alumni survey respondents said they would recommend GSU. More than 82% of the 2013 graduate alumni survey respondents would do so.
- 90% of the class of 2009 undergraduate alumni survey respondents said they would recommend GSU. More than 89% of the 2009 graduate alumni survey respondents would do so.
- Governors State University contributes over \$68 million dollars to the local economy (within 40 miles) through employee salaries and external contracts.

History



Governors State University is the only public university in Chicago's rapidly growing south suburban area, serving approximately 7,000 students during the course of a year. GSU provides affordable and accessible undergraduate and graduate education to culturally and economically diverse life-long learners. The university's high-quality educational programs are enhanced by its commitment to maintaining and increasing accessibility to its students and the community.

At its founding on July 17, 1969, Governors State University embodied the most optimistic vision of the 1960s. It believed in its students and their ability to learn and succeed. So it took a deliberate step away from the "establishment" and forged opportunity through experimentation. It didn't have grades; it had competencies. It didn't have departments; it had "interdisciplinary studies." Most importantly, it didn't exclude. GSU made education available to a growing population of community college students (GSU was an upper-division undergraduate institution, when it was founded there were no freshmen or sophomores) and to all adults who sought a higher education - a higher purpose.

Thirty-nine years later, GSU has retained that 60s spirit. It continues to experiment, and it never excludes. With a belief in its students, GSU matches the best ideals of the past with the most promising innovations of the future.

Source: GSU 2013-14 Catalog & Office of Institutional Research & Effectiveness

Diversity



Diversity is nothing new for Governors State University. In 1972, GSU proclaimed its "responsibility to serve the educational needs of low-and middle-income and minority students." Today the world calls that diversity, and GSU's historical commitment to it has produced a very diverse student body (53% of GSU students are of racial and/or ethnic minorities, and 1% of the student body identified as non-resident aliens). Of GSU's full-time faculty who have identified their race/ethnicity, 33.6% are members of a minority group (Black, Hispanic, Asian, Pacific Islander, American Indian/Alaska Native, two or more races) which is almost double the national average for American universities (19% of faculty members who self-identified in 2011 -- the most recent year for which national statistics are available, according to the 2013 NCES Digest of Educational Statistics, Table 315.20). More significantly, GSU almost quadruples the national average for Black faculty (nationally, 4.85% of those who self-identified) with 16.4% African-American faculty.

Source: National Center for Educational Statistics and Office of Institutional Research & Effectiveness

Academic Calendar

ABBREVIATED 2013-2014 ACADEMIC CALENDAR			
<u>Activities</u>	<u>Fall Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
Registration	M, 4/15 - Sa, 8/31	M, 10/21 - Sa, 1/25	M, 3/24 - Sa, 5/24
GSU Closed - Martin Luther King Jr		M, 1/20	
Classes Begin	M, 8/26	Tu, 1/21	M, 5/19
GSU Closed - Memorial Day Holiday			M, 5/26
GSU Closed - Labor Day Holiday	M, 9/2		
Graduation Applications Due	F, 9/6	F, 2/7	F, 2/7
Final Payment Due Date	Th, 9/5	Th, 1/30	Th, 5/29
Final Drop for Non-Payment Date	F, 9/6	F, 1/31	F, 5/30
100% Refund Deadline		Please review your class schedule for refund/withdrawal deadline dates for each class.	
Salute to Graduates			
GSU Closed - Lincoln's Birthday - Holiday		W, 2/12	
No classes - Spring Break		M, 3/17 - Su, 3/23	
GSU Closed - Independence Day Holiday			F, 7/4
Withdrawal Deadline		Please review your class schedule for refund/withdrawal deadline dates for each class.	
Thanksgiving Break	GSU open but no classes: W, 11/27; GSU closed Th, 11/28 - Su, 12/1		
Final Grades Submitted for prior term Incompletes	M, 11/25/13	M, 4/28/14	M, 7/28/14
Classes End	Su, 12/8	Su, 5/11	Su, 8/10
GSU Closed	Tu, 12/24/13 - W, 1/1/14		
Commencement		TBA	

Mission Statement

Governors State University is committed to offering an exceptional and accessible education that imbues students with the knowledge, skills, and confidence to succeed in a global society. GSU is dedicated to creating an intellectually stimulating public square, serving as an economic catalyst for the region, and being a model of diversity and responsible citizenship.



Board of Trustees

Board of Trustees Members

The Governor of the State of Illinois appoints the seven members of the Board of Trustees who are responsible for the governance of the university. The Student Trustee is elected by his or her peers, and the Student Trustee serves a one-year term from July 1 - June 30 of the following year. The Student Trustee has the same voting powers as the appointed Trustees, with the exception of voting on matters related to tenure decisions or personnel actions.

Name	Title	Term Expires
Brian D. Mitchell	Chair	January 16, 2017
Eileen Durkin	Vice-Chair	January 16, 2017
Bruce N. Friefeld	Secretary	January 21, 2019
Jack R. Beaupre	Trustee	January 16, 2017
Patrick Ormsby	Trustee	January 16, 2017
Anibal Toboas	Trustee	January 21, 2019
Lorraine Tyson	Trustee	January 21, 2019
Kayla Randolph-Clark	Student Trustee	June 30, 2014

Source: Executive Office of the President, Executive Administration

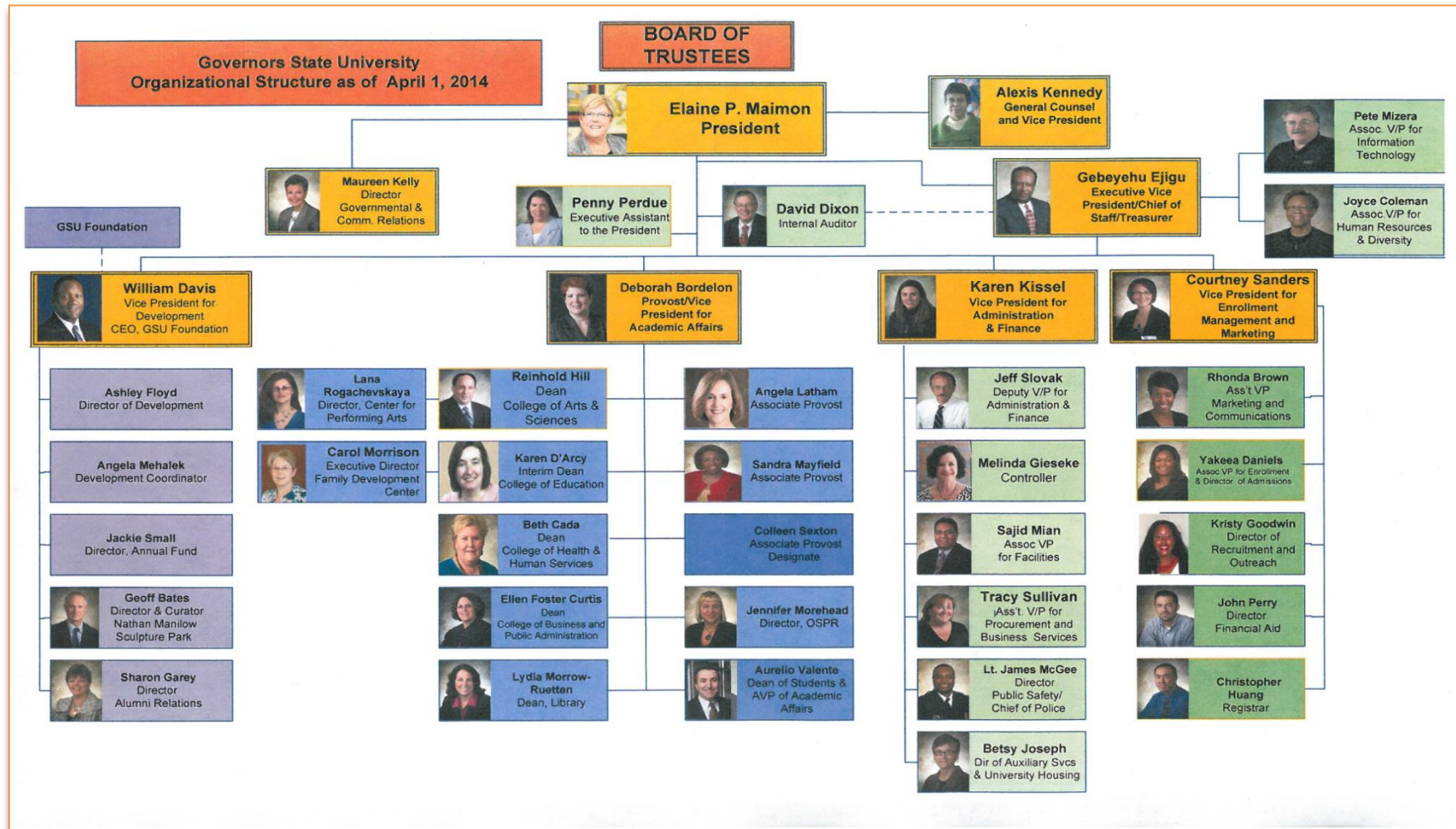
Board of Trustees Committee Memberships

Committee Chairpersons

All trustees are members of each committee, or “Committee of the Whole” with a Chair.

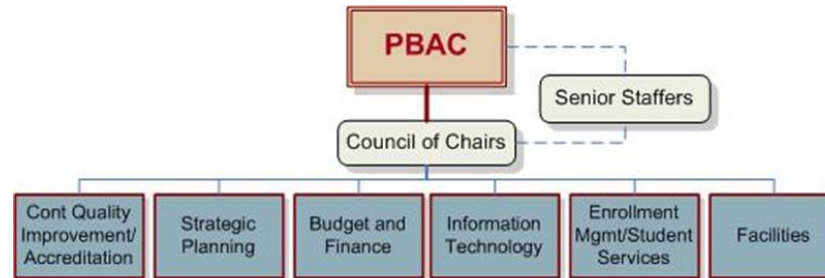
Chair, Committee on Trusteeship, Governance and Nominations	Bruce N. Friefeld
Chair, Academic Affairs Committee	Anibal Taboas
Chair, Budget and Finance Committee	Patrick Ormsby
Chair, Human Resources Committee	Lorraine Tyson

Organizational Chart



Source: Executive Office of the President, Executive Administration

Planning and Budget Advisory Council



Upon its creation, The Planning and Budget and Advisory Council (PBAC) was charged with:

- Providing overall guidance and leadership on the continuous improvement and refinement of GSU’s planning and budget processes, systems, structures, policies, and practices;
- Advising the campus administration on specific principles, priorities and allocation criteria. The council guides annual resource allocation and utilization of our human, physical and information technology resources; and
- Review and advice on all fees and auxiliary service and recharge center charges and rates.
- Creating effective links and relationships between our planning, priority setting, and resource allocation processes;
- Promoting transparency and accountability in our priority setting and resource allocation decisions; and
- Ensuring meaningful participation by appropriate governance groups of our university community in this critical administrative leadership area.

Governors State University Vision 2020 – Strategic Planning

Strategic Planning Committee

The Vision 2020 Strategic Planning Committee was formed in September 2013. The charge of the planning committee is to review, revise and update Strategy 2015 with the addition of clear parameters for performance, which can be monitored for progress and success. The goal is to have an updated strategic plan, Vision 2020, by August 2014.

The Vision 2020 Strategic Planning Committee represents a broad spectrum of the university community. The members are:

Deborah Bordelon - Provost, Chair

Aurelio Valente - Student Affairs

Randi Schneider - Enrollment Management – Dual Degree Program

Karen Kissel - Business Affairs

Jeff Slovak - Finance

Jonathan Lee - International Student Affairs

Jennifer Morehead – Office of Sponsored Programs and Research

Will Davis - Development

Nick Battaglia - Colleague ERP

Bonnie Gregg - Advisor Representative

Gina Ragland - Civil Service Representative

Hugo Solano - ITS Representative

Kevin Barto - FDM Representative

Addison Jackson - Student Senate Representative

Ellen Foster Curtis - Dean Representative

Colleen Sexton - Chair and CASLO Representative

John Yunger - CAS Representative

Michael Williams - CBPA Representative

Jessica Bonner - CHHS Representative

Shaalein Lopez - COE Representative

Michel Nguessan - Library Representative

Rashidah Muhammad - Faculty Senate Representative

Elizabeth Ruiz - Global Affairs Representative

Strategic Planning Goals and Objectives

In March 2014, The Vision 2020 Steering Committee posted a draft of the goals, objectives, and action items on the GSU Portal for review by the university community. The draft goals as of April 2014 were:

Draft Goals for Vision 2020 Strategic Plan

Academic Excellence: Provide distinctive academic programs that effectively prepare students to become leaders and productive citizens in the global community.

High Quality Faculty and Staff: Provide students access to a highly qualified, motivated, and diverse faculty and staff.

Enrollment Management and Student Success: Provide a seamless and supportive pathway from admission to graduation focused on personal and academic success to help ensure that students are career ready and positioned to be leaders and citizens in the community.

Continuous Process Improvement: Develop and sustain a climate of continuous improvement that is defined by evidence-based decision-making focused on enriching the student experience.

Visibility, Outreach, and Economic Catalyst: Pursue initiatives that make GSU a preferred destination in the region, that create a vibrant public dialogue, and that increase the university's effectiveness as an economic catalyst in the region.

Social, Ethical, and Environmental Responsibility: Build an institution that is socially, ethically, and environmentally responsible.

Financial Growth and Sustainability: Diversify GSU's revenue streams to ensure resources that are necessary for institutional growth and fiscal sustainability.

Degree and Certificate Programs

Academic Degree Programs and Specialized Concentrations within them – Baccalaureate

Accounting

Accounting, Accelerated Professional

Anthropology and Sociology

Art

Biology -

Teacher Education

Business Administration -

Entrepreneurship

Finance

Human Resources Management

Management

Management Information Systems

Marketing

Operations & Supply Chain

Management

Public Administration

Business and Applied Science

Chemistry -

Teacher Education

Communication Disorders

Communication -

Advertising and Public Relations

Filmmaking and Multimedia

Human Communication

Journalism

Computer Science

Community Health -

Gerontology-Healthy Aging

Gerontology-Long Term Care

Health Promotion Education

Pre-Occupational Therapy

Criminal Justice -

Corrections and Punishment

Law Enforcement and Security

Restorative and Community Justice

Early Childhood Education

Elementary and Middle School Education

English -

Teacher Education

Entrepreneurship

Health Administration

Information Technology

Interdisciplinary Studies

Management Information Systems -

Inclusive Information Systems

Information Security

Internet Commerce

Network Management

Mathematics -

Teacher Education

Nursing

Psychology -

Forensic Psychology

Industrial/Organizational

Mindfulness Studies

Pre-Clinical

Social Sciences

Social Work

Academic Degree Programs and Specialized Concentrations within them – Masters

Accounting

Accounting, Accelerated Professional

Addiction Studies

Analytical Chemistry

Art

Business Administration

Communication Disorders

Communication and Training -

Communication Studies

Human Performance and Training

Media Communication

Computer Science

Counseling -

Clinical Mental Health

Marriage and Family

School Counseling

Criminal Justice

Early Childhood Education

Education -

Bilingual/ESL

Computer Education

Curriculum and Instruction

Mathematics Education

Science Education

Educational Administration -

Chief School Business Official

Higher Education Administration

Principal Leadership

English

Environmental Biology

Health Administration

Independent Film & Digital Imaging

Management Information Systems

Mathematics

Multicategorical Special Education

Nursing -

Clinical Nurse Specialist

Family Nurse Practitioner

Nursing Administration

Occupational Therapy

Political and Justice Studies

Psychology -

Clinical

Theoretical

Public Administration

Reading

Social Work -

Holistic Practice

Practice with Children and Families

School Social Work

Urban Teacher Education

Academic Degree Programs and Specialized Concentrations within them – Doctoral

Counselor Education and Supervision

Interdisciplinary Leadership

Not-for-Profit/Social Entrepreneurship

Higher Education Administration

Superintendent

Public Safety

Nursing Practice

Occupational Therapy

Physical Therapy

Transitional Physical Therapy

Academic Certificate Programs

Open Enrollment Certificate Programs

Principles of Conductive Education
Digital Forensics
Information Security
Long-Term Care Administration
Substance Abuse Intervention in Healthcare

Graduate Only Certificate Programs

Addictions Screening, Assessment, and Referral
Biology Education
Chemistry Education
College and Career Counseling
Early Childhood Education for Currently Certified Teachers
English Education
Family Nurse Practitioner
Health Care Informatics
Health Services Research
Mathematics Education
Mindfulness and Psychotherapy
Nurse Educator
Online Teaching
School Counseling Certification (post-masters only)
Reading Teacher Endorsement
Supervisory Endorsement in Reading

University Accreditation

Governors State University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools.

The Higher Learning Commission

30 North LaSalle Street, Suite 2400

Phone: (800) 621-7440, (312) 263-0456

Fax: (312) 263-7462

URL: www.ncahlc.org

The university is also a member of the Illinois Council of Baccalaureate and Higher Degree Programs

Unit Accreditation

Unit	Program	Degree / Level	Accrediting Agency	End of Current Accreditation Period
University Library	Federal Depository Library	Undergraduate / Graduate	U.S. Government Printing Office (GPO)	2010
Professional Education Unit	College of Arts and Sciences: Secondary Biology, Chemistry, English and Mathematics	Undergraduate / Graduate	CAEP - Council for the Accreditation of Educator Preparation (Formally NCATE) ISBE - Illinois State Board of Education Approval	2018
	College of Education: Early Childhood Education, Educational Administration, Elementary Education, Multicategorical Special Education, School Counseling and Reading	Undergraduate / Graduate		
	College of Health and Human Services: Communication Disorders	Undergraduate / Graduate		
COE	Family Development Center (FDC)	N/A	NAEYC - National Association for the Education of Young Children	2014

Source: GSU 2013-14 Catalog, Office of the Provost, and Institutional Research and Effectiveness

Degree Programs and Their Specialized Accrediting Associations – Baccalaureate

College	Program	Degree / Level	Accrediting Agency	End of Current Accreditation Period
CAS	Biology	BS / UG	NSTA - National Science Teacher Association	2018
	Chemistry	BS / UG	ACS - American Chemical Society , NSTA - National Teachers Association , Illinois State Board of Education (ISBE)	2018
	English	BA / UG	NCTE - National Council of Teachers of English Illinois State Board of Education (ISBE)	NCTE 2018
	Mathematics	BA / UG	NCTM - National Council for Teachers of Mathematics ISBE - Illinois State Board of Education for secondary teaching concentration (approved)	Spring 2018 NCTM 2017
CBPA	Accounting	BS / UG	ACBSP - Association of Collegiate Business Schools and Programs **	2015
	Business Administration	BA / UG		
	Business and Applied Science	BA / UG		
	Management Information Systems	BS / UG		
** The College of Business and Public Administration is currently under review for accreditation from AACSB - The Association to Advance Collegiate Schools of Business.				
COE	Early Childhood Education	BA / UG	NAEYC - National Association for the Education of Young Children	2018
	Elementary Education	BA / UG	ACEI - Association for Childhood Education International	2018
CHHS	Health Administration	BHA / UG	AUPHA - Association of University Program in Health Administration	2019
	Nursing	BSN / UG	ACEN - Accreditation Commission for Education in Nursing (Formerly NLNAC)	2018
	Social Work	BSW / UG	CSWE - Council on Social Work Education	2015

Source: Office of the Provost, and Office of Institutional Research & Effectiveness

Degree Programs and Their Specialized Accrediting Associations – Masters and Doctoral

College	Program	Degree / Level	Accrediting Agency	End of Current Accreditation Period
CBPA	Accounting	MS / GR	ACBSP - Association of Collegiate Business Schools and Programs	2015
	Business Administration	MBA / GR		
	Management Information Systems	MS / GR		
	Public Administration	MPA / GR	NASPAA - National Association of Schools of Public Affairs and Administration	2018
COE	Counseling	MA / GR	CACREP - Council for Accreditation of Counseling and Related Education Programs , Illinois State Board of Education	CACREP 2014 ISBE 2013
	Counselor Education and Supervision	MA / GR Ed D	CACREP - Council for Accreditation of Counseling and Related Education Programs	TBA
	Early Childhood Education	MA / GR	NAEYC - National Association for the Education of Young Children	2018
	Educational Administration	MA / GR	ELCC - Educational Leadership Constituent Council ISBE - Illinois State Board of Education	2018
	Elementary Education	BA / UG	ACEI - Association for Childhood Education International	2018
	Multicategorical Special Education	MA / GR	CEC - Council for Exceptional Children, Illinois State Board of Education (IBSE)	2018
	Reading	MA / GR	IRA - International Reading Association, Illinois State Board of Education (ISBE)	2018
CHHS	Addiction Studies	MHS / GR	IAODAPCA - Illinois Alcohol and Other Drug Abuse Professional Certification Association Inc.	2014
	Communication Disorders	MHS / GR	CAA - Council on Academic Accreditation in Audiology and Speech - Language Pathology by ASHA - American Speech - Language Association and ISBE	2015
	Health Administration	MHA / GR	CAHME - Commission on Accreditation of Healthcare Management Education	2014
	Nursing	MSN / GR	ACEN - Accreditation Commission for Education in Nursing (Formerly NLNAC) CCNE - Commission on Collegiate Nursing Education	2018
	Occupational Therapy	MOT / GR	ACOTE - Accreditation Council for Occupational Therapy Education	2018
	Physical Therapy	DPT / GR	CAPTE - Commission for Accreditation in Physical Therapy Education	2020
	Social Work	MSW / GR	CSWE - Council on Social Work Education	2015

Source: Office of the Provost, and Office of Institutional Research & Effectiveness

Admission to the University

Governors State University encourages applications from qualified students of all cultural, racial, religious, and ethnic groups. Applicants for degree programs are admitted directly into the major in which they are seeking a degree. Application forms and other information needed for admission to the university may be obtained by writing to:

Office of Admission and Student Recruitment

Governors State University

1 University Parkway

University Park, IL 60484-0975

Veterans who have completed 60 credit hours of college credit may apply to Governors State University. The application fee will be waived upon receipt of an application accompanied by a copy of a DD 214 form. Applications, transcripts, and other documentation can be mailed to or dropped off in the Office of the Coordinator for Veterans and Military Personnel.

You may call 800.GSU.8GSU for admission information. The admission office's website address is www.govst.edu/admission.

Admission documents sent in support of applications are not returnable or transferable.

Undergraduate Admission Information

Undergraduate Degree Programs

This classification is for students who declare an undergraduate major, including those seeking a second bachelor's degree (Note: second bachelor's degree-seeking students will be assessed graduate tuition and fees.)

Applicants must:

- have earned, by the term they wish to enroll, an associate of science or an associate of arts degree from a regionally accredited postsecondary institution; OR at least 60 semester-hours (or 90 quarter-hours) of credit from a regionally accredited institution with at least a "C" average (2.0 on a scale of 4.0);
- be in good academic standing at the last institution attended; and
- Have satisfied any applicable collegial and/or degree-specific admission criteria for undergraduate study in the major to which they apply.
- Submit a \$25 non-refundable application fee.

To apply:

Submit an application, the application fee, credentials, program application fees, and official transcripts from previous post-secondary institution(s) to the Office of Admission and Student Recruitment.

Masters Admission Information

Master's Degree Programs

This classification is for students who declare a masters-level major

Applicants must:

- Have earned (or will have earned by the term they wish to enroll) at least a bachelor's degree from a regionally-accredited post-secondary institution.
- be in good standing at the last institution attended;
- have satisfied any applicable collegial and/or degree-specific admission criteria for graduate study in the major to which they apply; and
- Submit a \$50 non-refundable application fee.

To apply:

Submit an application, the application fee, credentials, program application fees, and official transcripts from previous post-secondary institution(s) to the Office of Admission and Student Recruitment.

MASTER DEGREE PROGRAMS WITH SPECIAL ADMISSION REQUIREMENTS

Most masters programs have special admission criteria beyond the general university requirements; this may include additional materials and/or different application deadlines. Please refer to the specific major sections in the GSU catalog for criteria and deadlines.

Doctoral Admission Information

Doctoral Degree Programs

This classification is for students who declare a doctoral degree.

Applicants must:

- have earned (or will have earned by the term they wish to enroll) at least a
- bachelor's degree from a regionally-accredited post-secondary institution;
- be in good standing at the last institution attended;
- have satisfied any applicable collegial and/or major admission criteria for doctoral study in the specific major to which they apply; and
- Submit the non-refundable \$75 application fee.

To apply:

Submit an application, the application fee, credentials, program application fees, and official transcripts from previous post-secondary institution(s) to the Office of Admission and Student Recruitment.

DOCTORAL DEGREE PROGRAMS WITH SPECIAL ADMISSION REQUIREMENTS

Most doctoral programs have special admission criteria beyond the general university requirements; this may include additional materials and/or different application deadlines. Please refer to the specific major sections in the GSU catalog for criteria and deadlines.

University Honors Program

GSU Honors Program

The GSU University Honors Program began with the new millennium in 2000. The primary goal was to provide high-achieving undergraduate students with an enriched education opportunity. The program brought students from across the university together through academic endeavors such as the interdisciplinary honors seminar, various co-curricular events such as paper presentations at the Honors Council of the Illinois Region spring symposia, and community events such as the GSU Community Speaker Series. The program later expanded to include volunteerism and team building event collaborations with Rebuilding Together and the Irons Oaks Environmental Learning Center.

In preparation for the first freshmen class, which will arrive in the Fall of 2014, the Honors Program has undergone many recent changes: The first scholarly article about the program appeared in the *Honors In Practice* journal (2014). Written by Director Dr. Rhea and Director of Recruitment and Outreach Kristy Goodwin, it described GSU's efforts to recruit traditional age undergraduates to participate in the program (which served a less traditional student body in previous years).

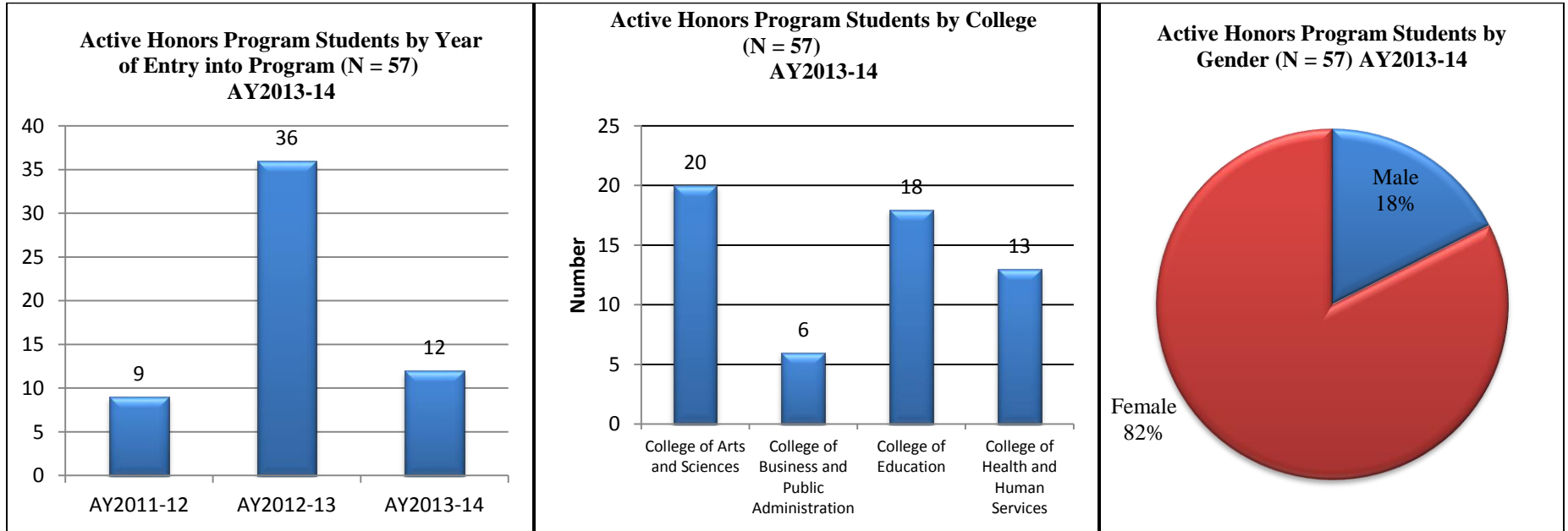
PROGRAM IMPROVEMENTS

The Honors Program (HP) has evolved to emphasize personal development, community participation, ingenuity, and leadership. The new HP "points" curriculum (starting in 2014-15 for freshman and in 2015-16 for transfer students) will give students opportunities for earning honors program credit via new curricular and co-curricular options. The redesigned HP website and the new student advisory board will provide an exciting new virtual presence and many leadership opportunities for HP students. The Honors Program now has an Advisory Board committee that is comprised of recent graduates of the program.

CAMPUS INVOLVEMENT

The Honors Program teamed up with Rebuilding Together Metro Chicago for its annual service learning event on Saturday, April 26th, 2014. This was the sixth year of the GSU Honors Program's partnership with Rebuilding Together Metro Chicago.

University Honors Program: Active Student Demographics



CAS		CBPA		CHHS		COE	
Degree Major	N	Degree Major	N	Degree Major	N	Degree Major	N
Biology	2	Accounting	2	Communication Disorders	1	Early Childhood Education	7
Criminal Justice	2	Business Administration	4	Community Health	1	Elementary Education	4
Communication	3			Health Administration	4	Psychology	7
English	1			Social Work	7		
Interdisciplinary Studies	9						
Political Science	2						
Social Science	1						
TOTAL	20		6		13		18

Source: University Honors

Green Initiatives and Sustainability at GSU

Programs

Campus

Earth Week at GSU consists of a variety of events that encourage environmental responsibility and sustainability. From tree planting and recycling to swapping books and cleaning campus grounds, students, faculty, GSU staff and the local community come out to enjoy, support and make a positive contribution to the environment.

Community

The Sustainable Garden at GSU features 52 garden plots and is located on the east side of The Family Development Center. Ten plots are designated for GSU students to sustain the Student Food Pantry; which the Family Development Center uses to educate young students about how to grow their own food; and for The College of Health and Human Services for a raised garden that is fully accessible.

Academics

GSU offers a Master of Science in Environmental Biology that prepares students to work as professional biologists with a strong environmental emphasis. GSU's unique location, where urban and rural areas intersect situated in a prairie, allows students to explore a diverse range of complex environments.

Materials and Resources

GSU's Recycling Program

Students, faculty and staff at GSU participate in an annual recycling competition called "Recyclemania," participants are encouraged to bring old newspapers, cardboard, magazines, plastic containers, tin and aluminum cans, glass beverage containers, batteries, ink cartridges and cell phones for proper disposal and reuse.

Grounds and Maintenance

GSU's Facilities Development and Management office (FDM) provides a wide range of services including custodial, grounds up-keep, preventative maintenance and building maintenance. It is FDM's responsibility to provide not only an aesthetically pleasing atmosphere but also a safe and healthy environment that is conducive for teaching and learning.

The Department of Public Safety at GSU has contributed to campus sustainability by implementing Fuel Efficient / Hybrid Vehicle parking; shuttle services which provide transportation to and from the near-by Metra station; and T3 motion devices that are battery-operated for patrolling the campus.

Another campus green initiative is the permeable paving system that controls water velocity and volume in the storm sewers and cleans the water through gravel filtration.

Energy Consumption and Conservation

- 64 solar panel thermal systems help to harvest the sun to preheat water for our 168,000 gallon swimming pool and for our domestic hot water.
- A 50 kw Wind Turbine off-sets energy needs by 30% for GSU's Family Development Center and will also offer opportunities for academic studies and public awareness in renewable technology and allow collaboration with other education institutions.
- GSU will save nearly \$40,000.00 annually with Energy Systems Group (ESG), GSU's Energy performance contractor.

Alumni Spotlight: Brian Hawkins (MHA '94) Director of VA Medical Center, Washington, D.C.

Brian Hawkins (MHA '94) knows the VA Medical Center in Washington, D.C. is not the nation's largest veterans' healthcare facility. "But it is the most visible," says Hawkins, who was named Medical Center Director of the Washington VA Medical Center in 2012. The Secretary of Veterans Affairs recently toured the facility and visits by members of Congress and even the President are not uncommon. Military and healthcare officials from other countries also frequently tour the facility.

Hawkins has worked for the Veterans Administration since 1991. After graduating from Southern Illinois University, he started working at Hines VA Hospital, just west of Chicago, as a clerk typist. Hawkins said he financed his graduate education at GSU with money he earned in the National Guard. GSU offered the only state-supported Master of Health Administration program in Illinois.

Hawkins says he is still impressed by the quality of Governors State's MHA program. "I talk to my colleagues, not just in the VA, but also in the private sector, about our graduate school experiences," he says. "When we look back at our MHA programs, none of their experiences can compare with what I got at GSU. My professors headed healthcare facilities and shared their real-life experiences with us. I still draw on the lessons I learned back then. GSU gave me an outstanding foundation."

After graduating from GSU, Hawkins became a Senior Budget Analyst at the Jesse Brown VA Medical Center in Chicago. Since then, he has served as an administrator at VA facilities in Georgia, Tennessee, Maryland, Virginia, and Oklahoma.

Throughout his career, Hawkins has remained enthusiastic about the challenges and opportunities that come with providing quality healthcare to U.S. veterans. "My career has been dedicated to serving our country's veterans," he says. "It is a privilege and an honor."

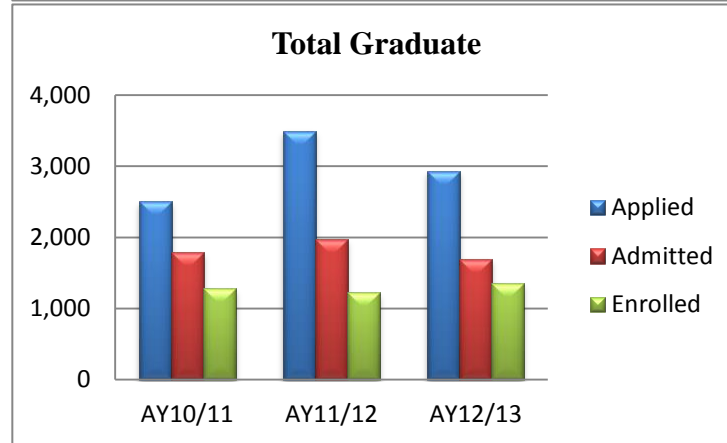
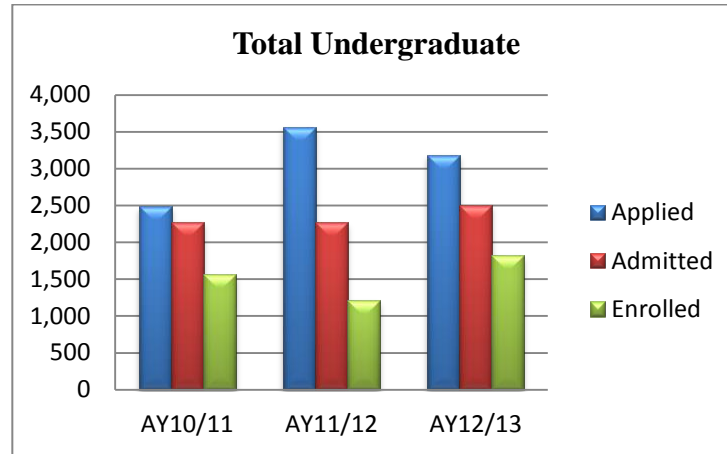


Source: Alumni Relations

Enrollment

Applications / Admissions / Enrollments - AY 10/11 - AY 12/13

Total Undergraduate			
	AY10/11	AY11/12	AY12/13
Applied	2,483	3,561	3,183
Admitted	2,273	2,270	2,507
Enrolled	1,557	1,205	1,822
Selectivity (admitted/applied)	91.5%	63.7%	78.8%
Yield (enrolled/admitted)	68.5%	53.1%	72.7%
Total Graduate			
	AY10/11	AY11/12	AY12/13
Applied	2,502	3,497	2,934
Admitted	1,787	1,974	1,696
Enrolled	1,281	1,229	1,358
Selectivity (admitted/applied)	71.4%	56.4%	57.8%
Yield (enrolled/admitted)	71.7%	62.3%	80.1%
Total University			
	AY10/11	AY11/12	AY12/13
Applied	4,985	7,058	6,117
Admitted	4,063	4,244	4,203
Enrolled	2,841	2,434	3,180
Selectivity (admitted/applied)	81.5%	60.1%	68.7%
Yield (enrolled/admitted)	69.9%	57.4%	75.7%



Source: Office of Institutional Research & Effectiveness

Historical Enrollment

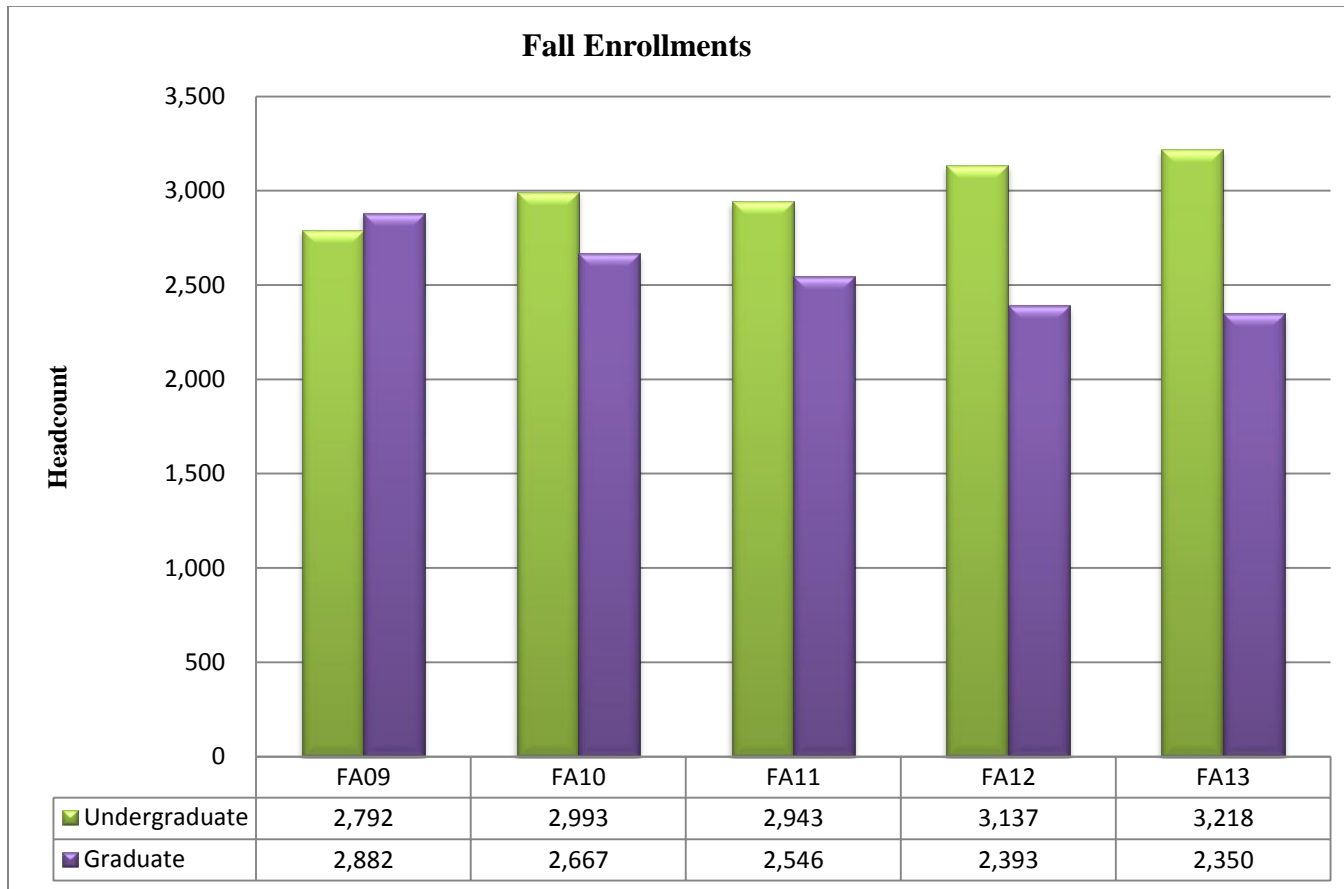
Historical Fall Enrollment - Fall 1971 through Fall 2013

Fall	Undergrad	Graduate	Non-Degree*	Total	% Change PY	Fall	Undergrad	Graduate	Total	% Change PY
1972	667	291	0	958	37.8%	1993	2,764	2,789	5,553	8.2%
1973	1,147	1,069	4	2,220	131.7%	1994	2,777	2,931	5,708	2.8%
1974	1,289	1,592	63	2,944	32.6%	1995	2,912	3,161	6,073	6.4%
1975	1,841	2,484	254	4,579	55.5%	1996	2,928	3,271	6,199	2.1%
1976	1,468	1,916	216	3,600	-21.4%	1997	3,014	3,151	6,165	-0.5%
1977	1,683	2,131		3,814	5.9%	1998	3,065	3,099	6,164	0.0%
1978	1,537	2,364		3,901	2.3%	1999	3,069	3,081	6,150	-0.2%
1979	1,630	2,773		4,403	12.9%	2000	3,020	3,085	6,105	-0.7%
1980	1,739	3,114		4,853	10.2%	2001	2,980	2,880	5,860	-4.0%
1981	1,934	3,083		5,017	3.4%	2002	2,788	3,109	5,897	0.6%
1982	1,944	2,942		4,886	-2.6%	2003	2,668	2,959	5,627	-4.6%
1983	1,906	2,640		4,546	-7.0%	2004	2,752	2,900	5,652	0.4%
1984	1,964	2,957		4,921	8.2%	2005	2,632	2,773	5,405	-4.4%
1985	2,293	3,033		5,326	8.2%	2006	2,554	2,828	5,382	-0.4%
1986	2,555	3,013		5,568	4.5%	2007	2,516	3,176	5,692	5.8%
1987	2,553	2,851		5,404	-2.9%	2008	2,608	3,028	5,636	-1.0%
1988	2,510	2,582		5,092	-5.8%	2009	2,792	2,882	5,674	0.7%
1989	2,691	2,623		5,314	4.4%	2010	2,993	2,667	5,660	0.2%
1990	2,770	2,825		5,595	5.3%	2011	2,943	2,546	5,489	-3.0%
1991	2,820	2,795		5,615	0.4%	2012	3,137	2,393	5,530	0.7%
1992	2,514	2,619		5,133	-8.6%	2013	3,218	2,350	5,568	0.6%

*From fall 1973 to fall 1976 Non-Degree Seeking was not counted by level.

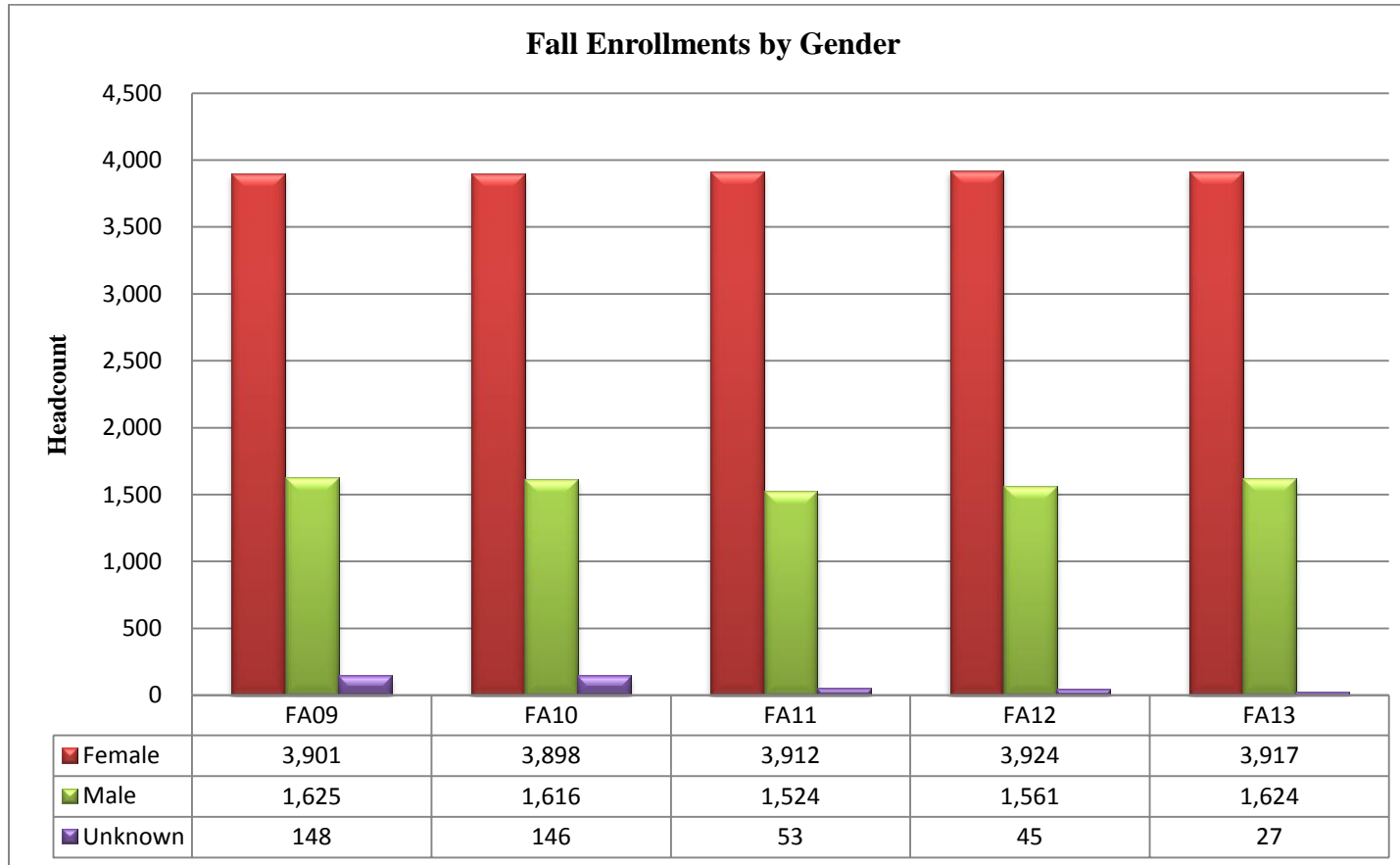
Source: Office of Institutional Research & Effectiveness

Headcount Enrollment: Fall '09 – Fall '13



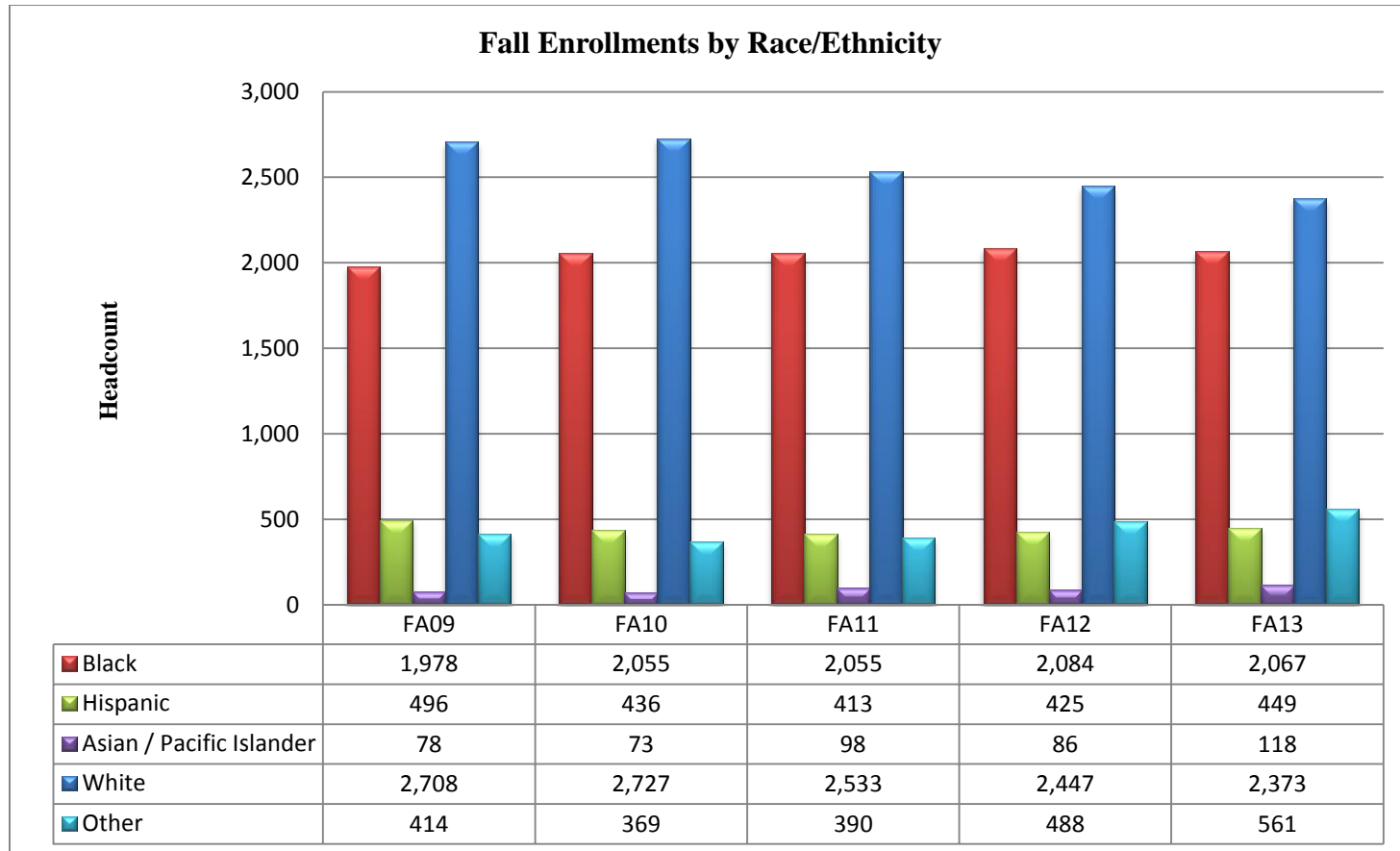
Source: Office of Institutional Research & Effectiveness

Enrollment by Gender: Fall '09 – Fall '13



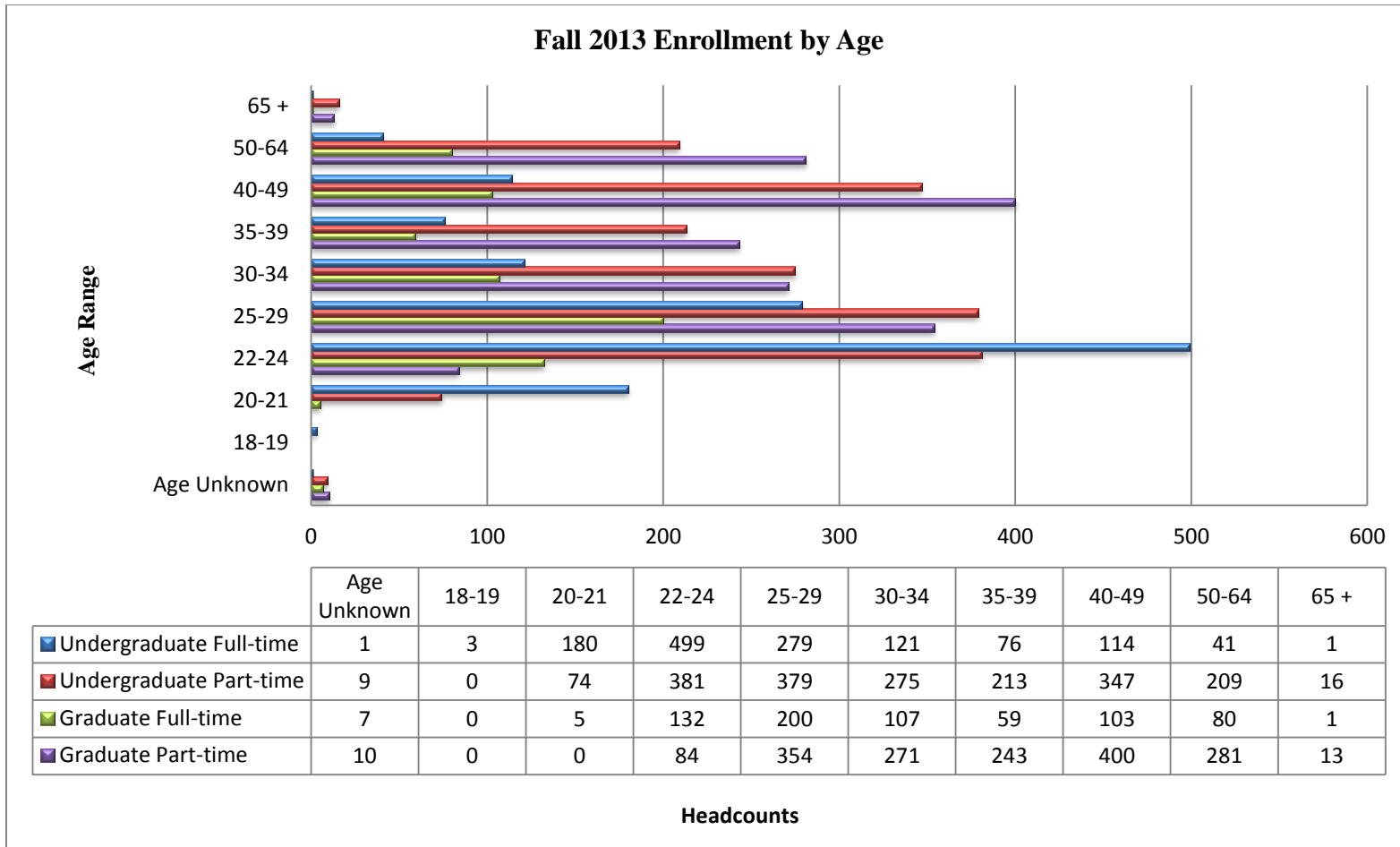
Source: Office of Institutional Research & Effectiveness

Enrollment by Race / Ethnicity: Fall '09 – Fall '13



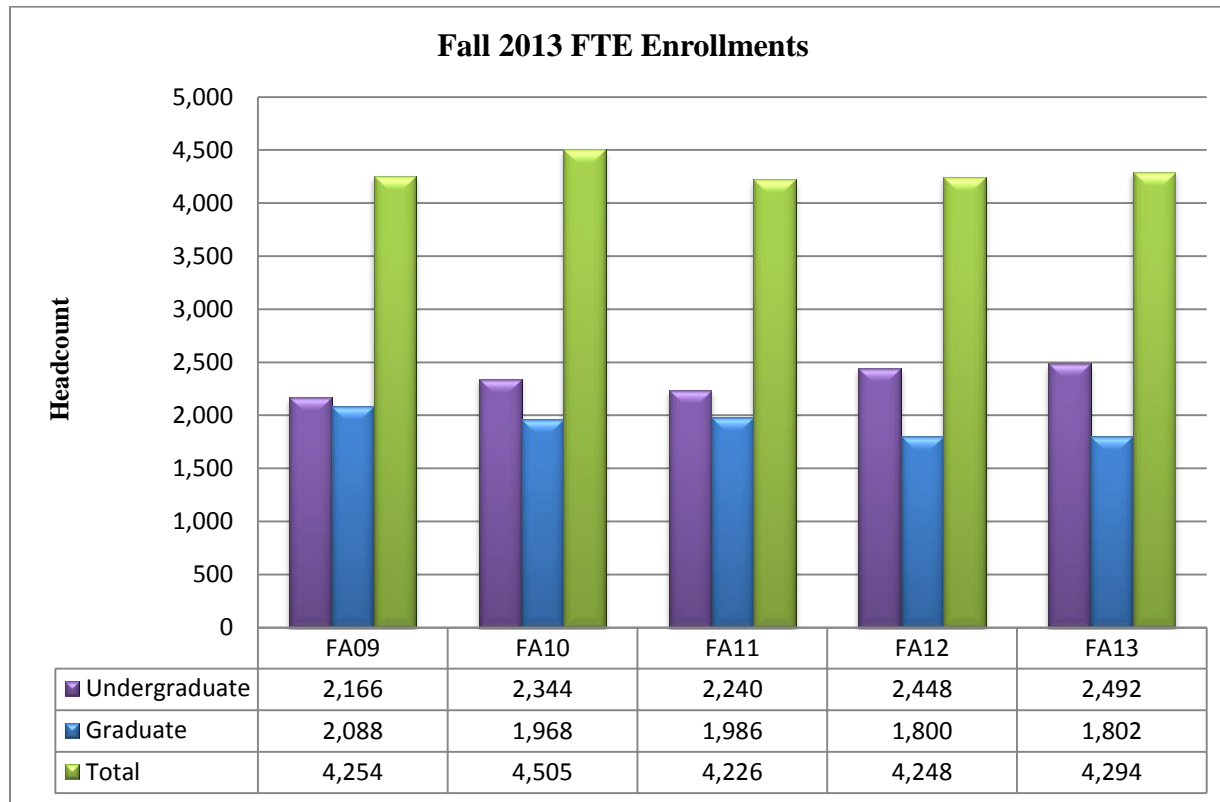
Source: Office of Institutional Research & Effectiveness

Enrollment by Age: Fall '13



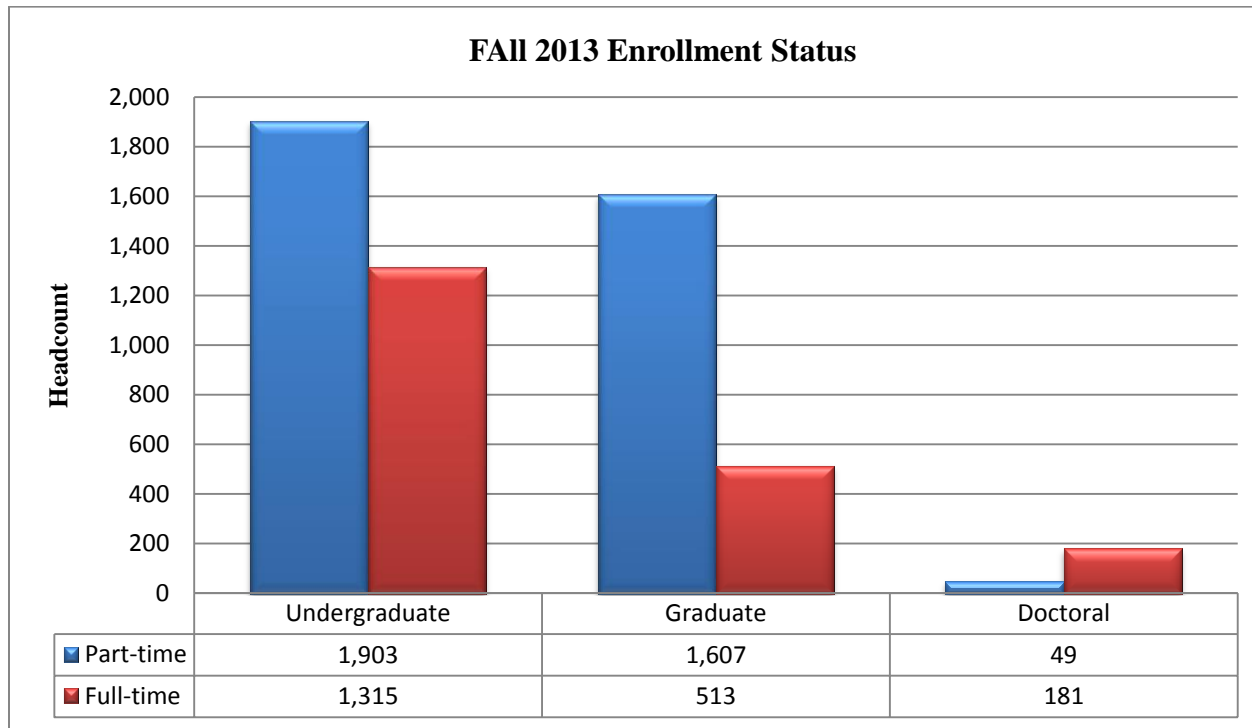
Source: Office of Institutional Research & Effectiveness

Full – Time Equivalent (FTE) Enrollment: Fall '09 – Fall '13



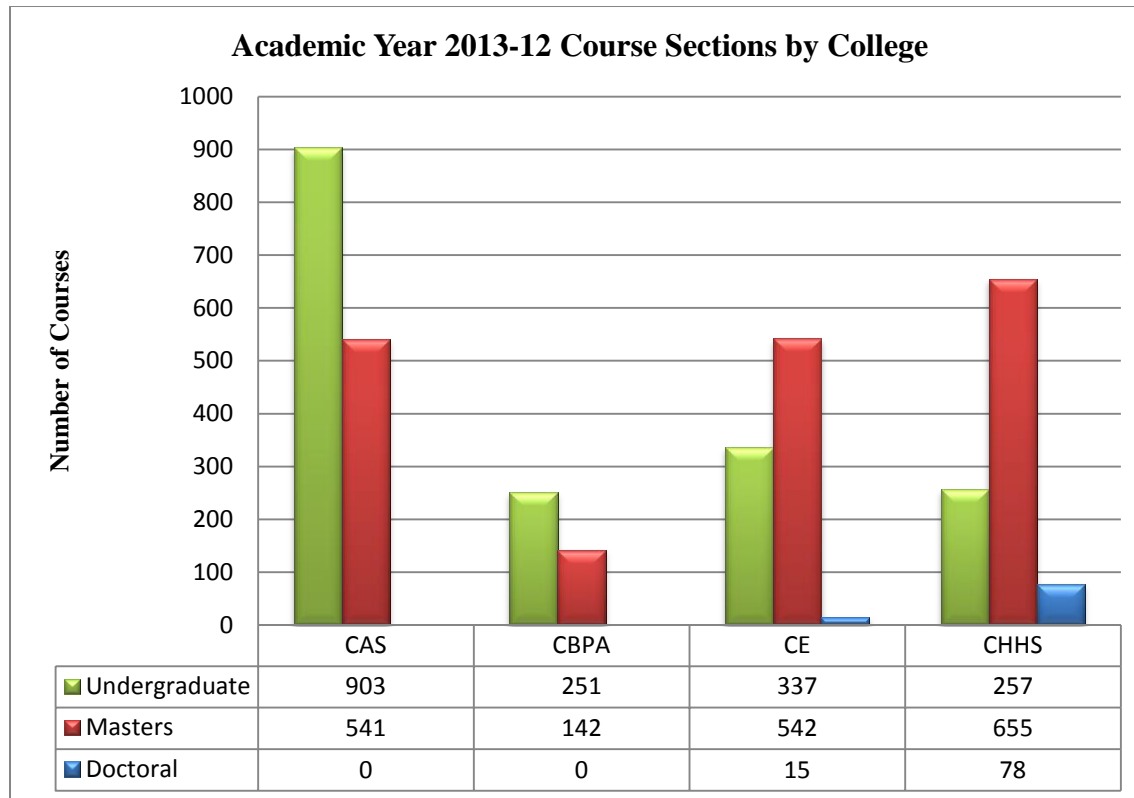
Source: Office of Institutional Research & Effectiveness

Enrollment Status by Academic Level: Fall '13



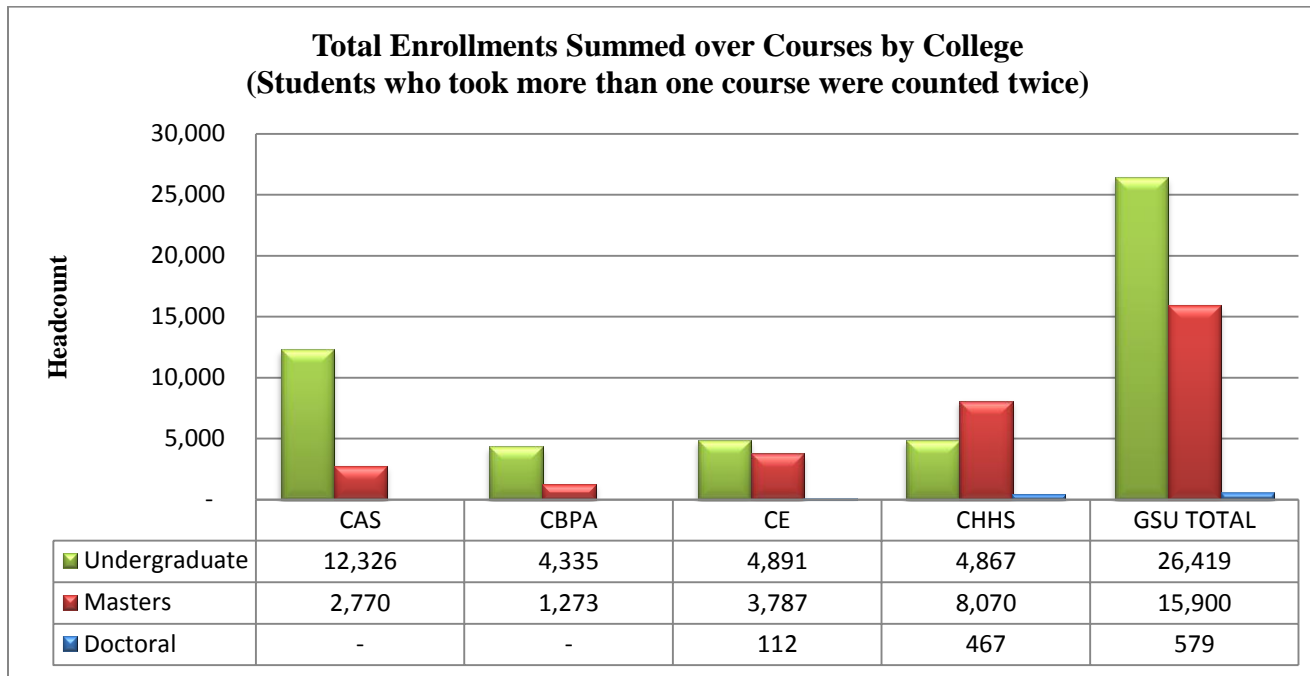
Source: Office of Institutional Research & Effectiveness

Enrollment: Course Sections by College: AY 12/13



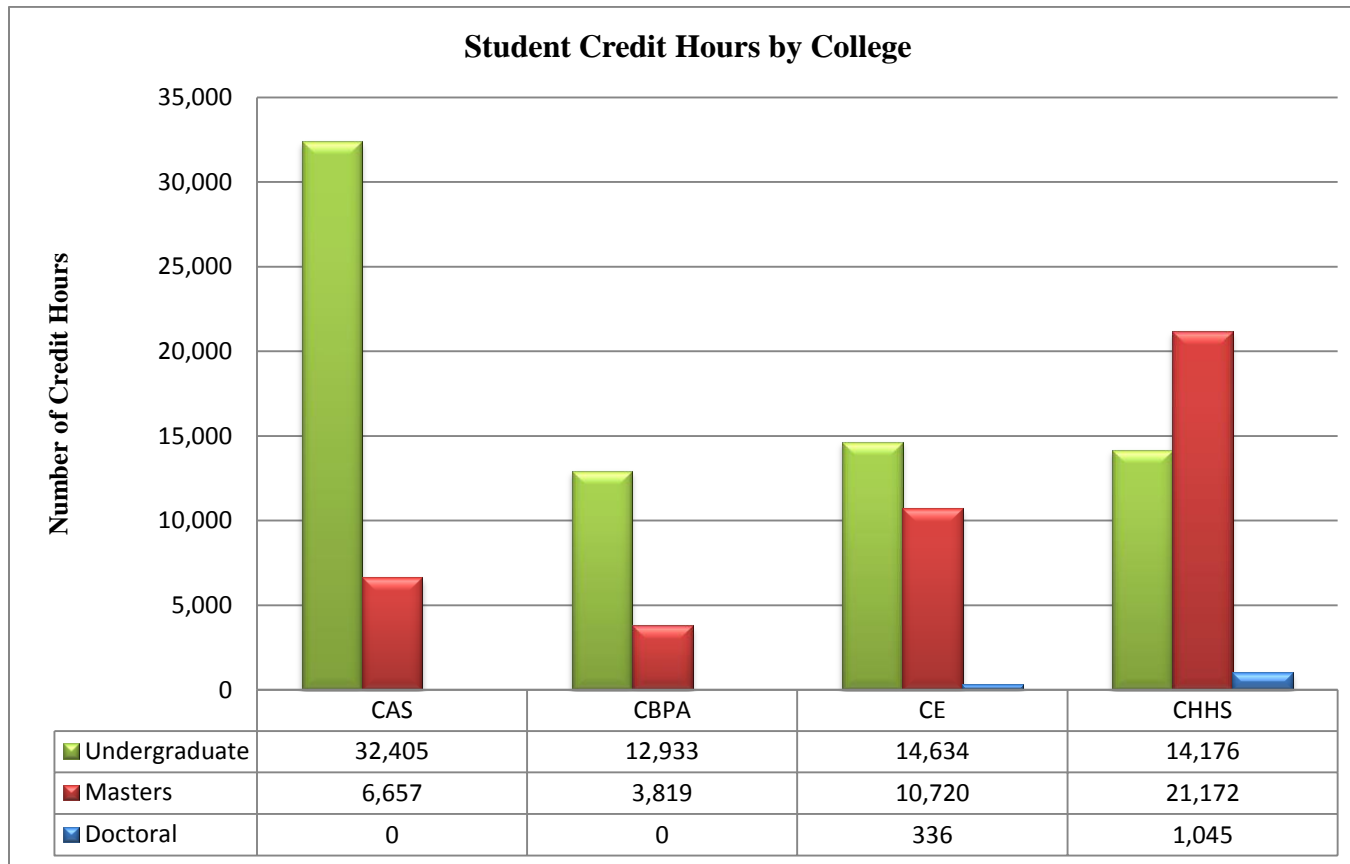
Source: Office of Institutional Research & Effectiveness

Enrollment: Headcount (Duplicated) by College: AY 12/13



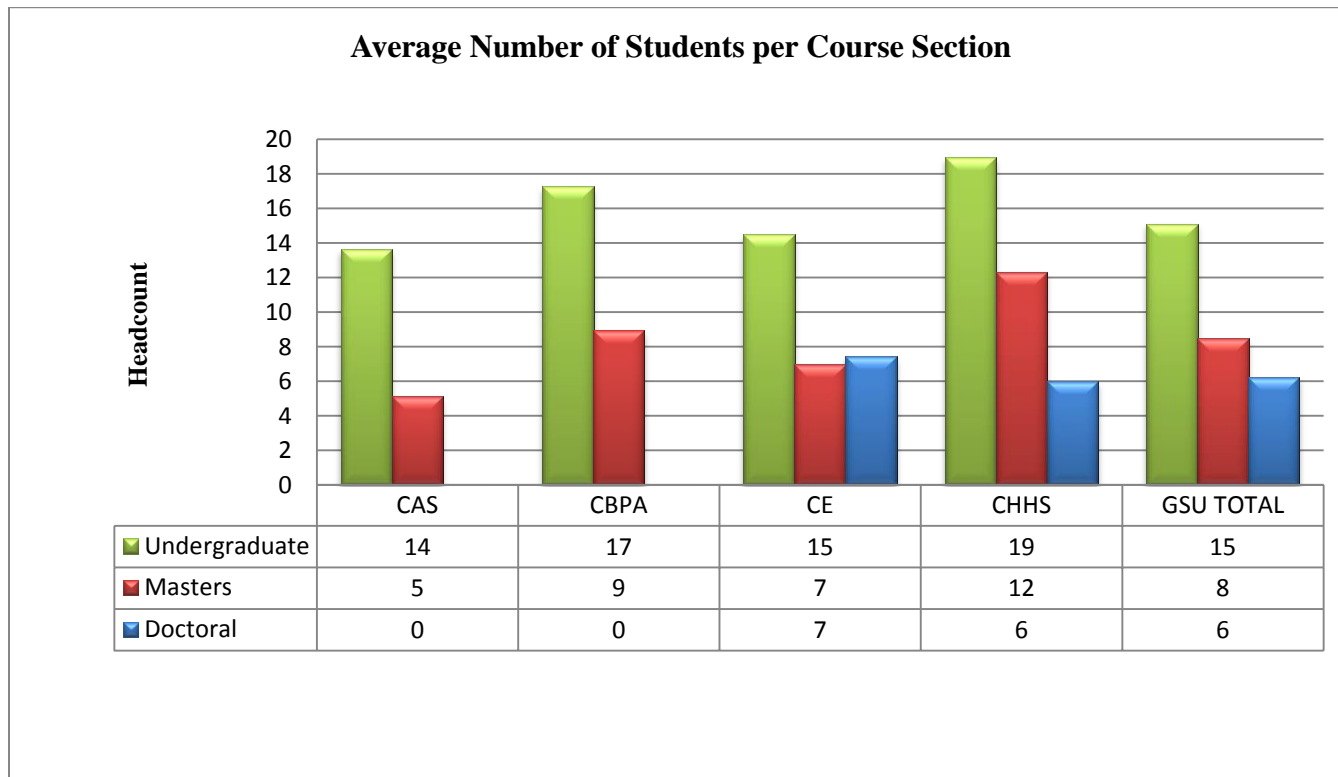
Source: Office of Institutional Research & Effectiveness

Student Credit Hours by College: AY 12/13



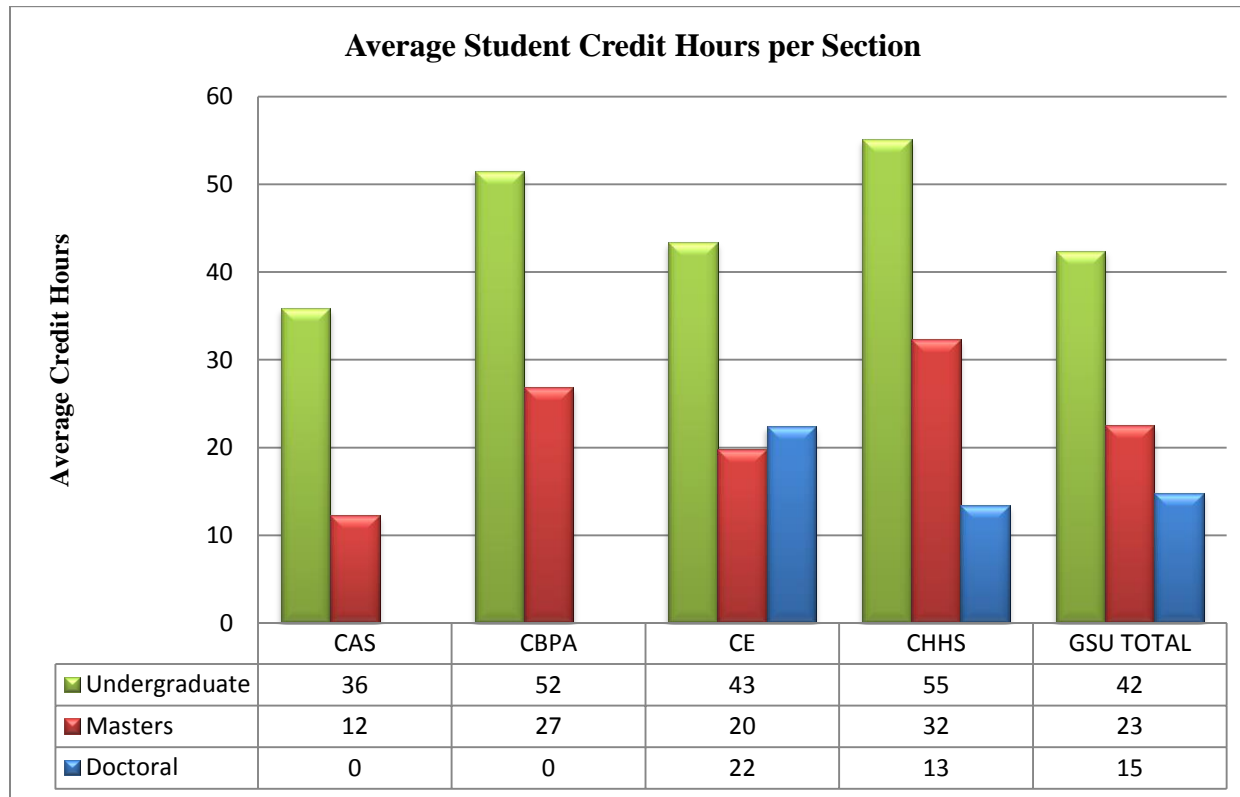
Source: Office of Institutional Research & Effectiveness

Average Number of Students per Course Section by College & Course Level: AY 12/13



Source: Office of Institutional Research & Effectiveness

Average Number of Student Credit Hours by Section: AY 12/13



Source: Office Institutional Research & Effectiveness

Enrollment by Major: Fall '10 – Fall '13

College/ Program/ Major		FALL 2010	FALL 2011	FALL 2012	FALL 2013	College/ Program/ Major		FALL 2010	FALL 2011	FALL 2012	FALL 2013			
College of Arts and Sciences	Undergraduate	Antropology & Sociology	-	-	1	11	College of Education	Undergraduate	Early Childhood Education	90	74	85	68	
		Art	15	21	22	23			Elementary Education	247	189	156	130	
		Biology	92	93	103	113			Psychology	236	239	294	335	
		Chemistry	17	21	18	30			Total Undergraduate	573	502	535	533	
		Criminal Justice	265	260	311	325		Graduate	Counseling	166	146	135	131	
		Communications	73	100	108	120			Early Childhood Education	18	22	20	16	
		Computer Science	77	67	94	81			Educational Administration	260	176	155	89	
		English	100	93	90	89			Education	75	60	66	66	
		Interdisciplinary Studies	521	483	482	430			Multicategorical Special Education	183	142	111	69	
		Information Technology	65	-	-	26			Psychology	52	49	48	42	
		Mathematics	31	66	65	55			Reading	37	24	16	25	
		Political Science	-	-	-	6			School Psychology	-	-	-	6	
		Social Science	-	22	29	24			Urban Teacher Education	-	-	18	29	
	Total Undergraduate	1,256	1,226	1,323	1,333	Total Graduate	791		619	569	473			
	Graduate	Analytical Chemistry	71	62	54	24	Doctoral	Counselor Education & Supervision	7	15	22	22		
		Art	36	31	19	16		Interdisciplinary Leadership	-	-	-	37		
		Criminal Justice	20	57	58	76		Total Doctoral	7	15	22	59		
		Communications & Training	153	144	144	139		COLLEGE TOTAL	1,371	1,136	1,126	1,065		
		Computer Science	27	43	34	44	College of Health & Human Services	Undergraduate	Communication Disorders	122	107	127	128	
		Environmental Biology	14	22	23	17			Community Health	39	68	99	126	
English		14	16	16	22	Health Administration			119	139	155	174		
Independent Film & Digital Imaging		25	27	24	15	Nursing			127	164	131	116		
Mathematics		-	1	7	24	Social Work			167	159	157	169		
Political Justice Studies		51	55	42	43	Total Undergraduate		574	637	669	713			
Total Graduate	411	458	421	420	Graduate	Addiction Studies		126	152	167	155			
COLLEGE TOTAL	1,667	1,684	1,744	1,753		Communication Disorders		122	110	115	104			
College of Business and Public Administration	Undergraduate	Accounting	171	195		180		182	Health Administration	87	58	48	35	
		Business & Applied Science	42	40		47		46	Nursing	84	167	187	211	
		Business Administration	315	297		326	357	Occupational Therapy	76	71	78	67		
		Economics	-	-	-	-	Social Work	119	126	138	152			
		Entrepreneurship	-	-	-	5	Total Graduate	614	684	733	724			
	Total Undergraduate	528	532	553	590	Doctoral	Nursing	42	46	42	40			
	Graduate	Accounting	42	49	41		40	Occupational Therapy	95	28	23	28		
		Business Administration	143	134	97		98	Physical Therapy	31	96	84	89		
		Management Information Systems	20	19	14		13	Physical Therapy	-	-	11	14		
		Public Administration	162	109	115		117	Total Doctoral	168	170	160	171		
Total Graduate		367	311	267	268	COLLEGE TOTAL	1,356	1,491	1,562	1,608				
COLLEGE TOTAL	895	843	820	858	Non-Degree Seeking	Undergraduate	Non-Degree Seeking	53	44	37	39			
Non-Degree Seeking	Undergraduate	Summer/Spring Non-Degree Seeking	-	-			3	-	Total Undergraduate	9	2	17	10	
		Total Undergraduate	53	44			40	39	Graduate		-	2	-	-
		Non-Degree Seeking	309	287			215	235		Total Graduate	-	2	-	-
		Summer/Spring Non-Degree Seeking	-	-			6	-		COLLEGE TOTAL	9	4	17	10
		Total Graduate	309	287		221	235							
	COLLEGE TOTAL	362	331	261		274								
							UNIVERSITY TOTALS FOR ALL COLLEGES							
			5,660	5,489		5,530	5,568							

Source: Office of Institutional Research & Effectiveness

Off – Campus Sites

City	Location Name	Address
Bradley	Bradley-Bourbonnais Community High School	700 W. North Street
Chicago	21st Century Preparatory Center, Park Forest SD 163	240 S. Orchard Drive
Chicago	Chicago Police Department Training	1300 W. Jackson
Chicago	Jane Addams Elementary School	10810 S. Avenue H
Chicago	William F. Finkl Elementary School	2332 S. Western Aven
Chicago	Zapata Academy	2728 S Kostner Ave
Chicago	Chavez Elementary Multicultural Academy	4747 S. Marshfield
Chicago	Claremont Math, Science, and Tech Academy	2300 W. 64th Street
Chicago	El Valor	1951 W. 19th Street
Chicago	George B. McClellan School	3627 South Wallace Street
Chicago	Lincoln Park High School	2001 North Orchard Street
Chicago	Mariano Azuela Elementary School	4707 West Marquette Rd.
Chicago	Nathan S. Davis Elementary School	3014 W. 39th Place
Chicago Heights	Normandy Villa School	41 E. Elmwood Dr
Chicago Heights	SPEED Special Education Cooperative	1125 Division Street
Chicago Heights	Washington-McKinley School	25 W. 16th Place
Chicago Ridge	Finley Jr. High School	6135 W. 108th Street
Crestwood	Eisenhower Cooperative	5318 W. 135th Street
Dolton	Diekman Elementary School	15121 Dorchester Avenue
Dolton	School District 148 District Office	114 W. 144th Street
Evergreen Park	Evergreen Park High School	9901 S. Kedzie Avenue
Frankfort	Frankfort Police Department	20620 Lincoln Way Lane
Frankfort	Lincoln Way North High School	19900 S. Harlem Avenue
Justice	George T. Wilkins School	8001 S. 82nd Avenue
Kankakee	Lincoln Cultural Center	240 Warren Avenue
Lansing	Sunnybrook School District 171	19266 Burnham Avenue
New Lenox	Lincoln-Way West High School	21701 S. Gougar Rd.
Riverdale	Park Elementary School	14200 Wentworth Avenue
Riverdale	SD148 Administrative Office	114 W. 144th Street

Source: School of Extended Learning

Degrees and Graduation Rates

Graduation Rates – Undergraduate Level

Percent Graduating:					
Entry Term	After 3 Years	After 4 Years	After 5 Years	After 6 Years	Through Fall 2013
Fall '98	45.9%	54.3%	57.7%	60.0%	63.9%
Spring '99	40.4%	47.1%	52.3%	55.0%	58.2%
Summer '99	40.1%	45.5%	46.9%	47.8%	55.9%
Fall '99	44.4%	52.6%	57.2%	60.6%	64.4%
Summer '00	45.0%	52.8%	55.6%	60.0%	62.8%
Fall '00	42.4%	51.2%	55.0%	57.4%	61.8%
Spring '01	40.9%	51.7%	55.1%	59.0%	63.2%
Summer '01	31.9%	40.9%	43.8%	45.7%	49.5%
Fall '01	45.3%	52.6%	56.5%	58.3%	61.4%
Spring '02	39.7%	47.1%	50.3%	53.5%	57.7%
Summer '02	42.6%	49.4%	54.1%	58.2%	60.9%
Fall '02	46.8%	54.2%	57.9%	60.2%	63.5%
Spring '03	45.4%	55.0%	60.2%	62.4%	66.0%
Summer '03	50.8%	58.1%	61.5%	63.8%	68.3%
Fall '03	44.8%	55.4%	57.4%	60.3%	62.7%
Spring '04	42.1%	49.3%	52.4%	56.8%	60.3%
Summer '04	45.9%	54.5%	58.3%	59.9%	63.7%
Fall '04	43.5%	51.9%	58.0%	61.4%	63.3%
Spring '05	43.8%	50.3%	55.2%	57.4%	59.3%
Summer '05	46.7%	53.3%	55.3%	56.6%	57.9%
Fall '05	49.0%	56.9%	61.0%	63.9%	65.6%
Spring '06	51.6%	55.3%	58.5%	60.5%	62.5%
Summer '06	45.4%	52.0%	55.3%	56.6%	57.3%
Fall '06	46.1%	56.9%	61.4%	63.6%	64.3%
Spring '07	46.0%	57.1%	60.3%	61.8%	62.1%
Summer '07	43.1%	52.3%	55.7%	58.0%	58.0%
Fall '07	49.4%	57.4%	59.7%	62.0%	62.0%
Spring '08	48.7%	54.3%	58.7%	61.6%	61.6%
Summer '08	42.6%	48.0%	51.1%	52.4%	52.4%
Fall '08	48.5%	56.3%	58.8%		59.2%
Spring '09	42.4%	51.9%	55.1%		55.1%
Summer '09	41.2%	49.8%	51.8%		51.8%
Fall '09	55.8%	65.6%			66.5%
Spring '10	47.7%	55.7%			55.7%
Summer '10	48.7%	52.7%			52.7%
Fall '10	46.9%				50.1%

Source: Office Institutional Research & Effectiveness

Graduation Rates – Masters Level

Percent Graduating:					
Entry Term	After 3 Years	After 4 Years	After 5 Years	After 6 Years	Through Fall 2013
Fall '98	35.8%	45.4%	49.0%	51.0%	56.6%
Spring '99	26.9%	36.1%	41.1%	47.0%	53.9%
Summer '99	29.1%	37.4%	44.0%	47.8%	51.6%
Fall '99	33.0%	43.6%	50.9%	53.8%	58.2%
Spring '00	34.6%	46.1%	55.5%	59.2%	62.3%
Summer '00	30.5%	46.4%	53.0%	55.6%	59.6%
Fall '00	40.3%	50.7%	55.8%	58.7%	62.1%
Spring '01	33.7%	46.7%	51.3%	53.8%	58.3%
Summer '01	55.5%	63.6%	67.2%	68.4%	71.7%
Fall '01	39.7%	48.2%	52.1%	55.5%	58.6%
Spring '02	34.7%	43.1%	48.9%	52.4%	55.6%
Summer '02	33.9%	43.1%	47.1%	50.6%	55.7%
Fall '02	45.6%	54.6%	57.2%	61.5%	64.4%
Spring '03	38.5%	43.5%	48.8%	50.8%	53.1%
Summer '03	39.7%	47.3%	49.6%	55.0%	57.3%
Fall '03	48.6%	57.8%	62.0%	65.0%	65.8%
Spring '04	49.2%	54.8%	57.3%	61.3%	61.3%
Summer '04	38.8%	45.9%	50.3%	52.5%	53.0%
Fall '04	41.8%	52.8%	57.3%	59.9%	59.9%
Spring '05	47.0%	56.1%	59.9%	62.1%	62.1%
Summer '05	51.1%	58.6%	63.8%	68.4%	68.4%
Fall '05	56.0%	65.2%	68.5%	69.2%	69.2%
Spring '06	49.4%	56.8%	60.9%	60.9%	60.9%
Summer '06	59.9%	68.2%	69.6%	72.4%	72.4%
Fall '06	61.1%	70.8%	74.9%	75.9%	76.1%
Spring '07	56.8%	65.0%	69.8%	71.2%	71.8%
Summer '07	44.8%	51.7%	54.2%	56.2%	56.2%
Fall '07	53.9%	61.4%	63.0%	64.4%	64.4%
Spring '08	50.4%	57.9%	61.5%	62.6%	62.6%
Summer '08	47.1%	53.3%	56.0%	56.0%	56.0%
Fall '08	49.5%	56.0%	59.5%		59.5%
Spring '09	47.1%	54.2%	58.9%		58.9%
Summer '09	51.8%	57.3%	58.4%		58.4%
Fall '09	44.1%	56.1%			57.2%
Spring '10	32.6%	43.7%			43.7%
Summer '10	57.8%	58.8%			58.8%
Fall '10	48.9%				52.1%

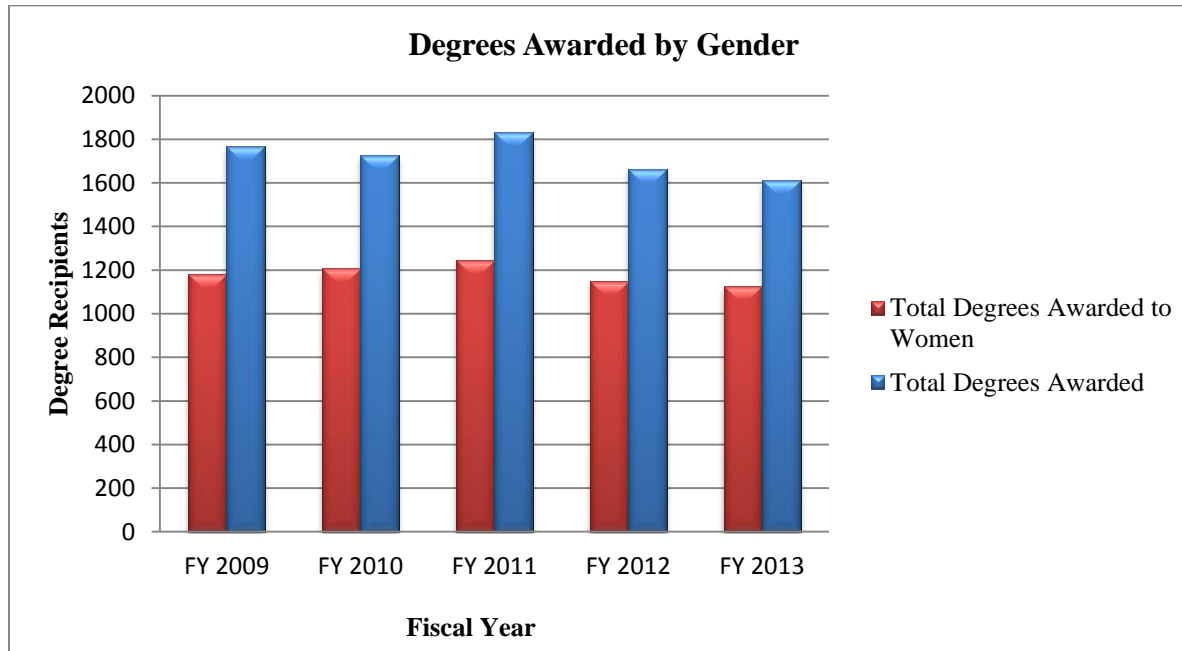
Source: Office of Institutional Research & Effectiveness

Graduation Rate – Doctoral Level

Percent Graduating:					
Entry Term	After 3 Years	After 4 Years	After 5 Years	After 6 Years	Through Fall 2013
Summer '07*	81.8%	95.4%	100.0%	100.0%	100.0%
Summer '08	83.9%	87.1%	90.3%	90.3%	90.3%
Fall '08	57.1%	61.9%	66.7%		66.7%
Spring '09	38.9%	72.2%	77.8%		77.8%
Summer '09	93.1%	93.1%	93.1%		93.1%
Fall '09	22.2%	48.1%			55.5%
Summer '10	78.8%	81.8%			81.8%
Fall '10	8.1%				13.5%
* First term in which GSU had doctoral students.					

Source: Office of Institutional Research & Effectiveness

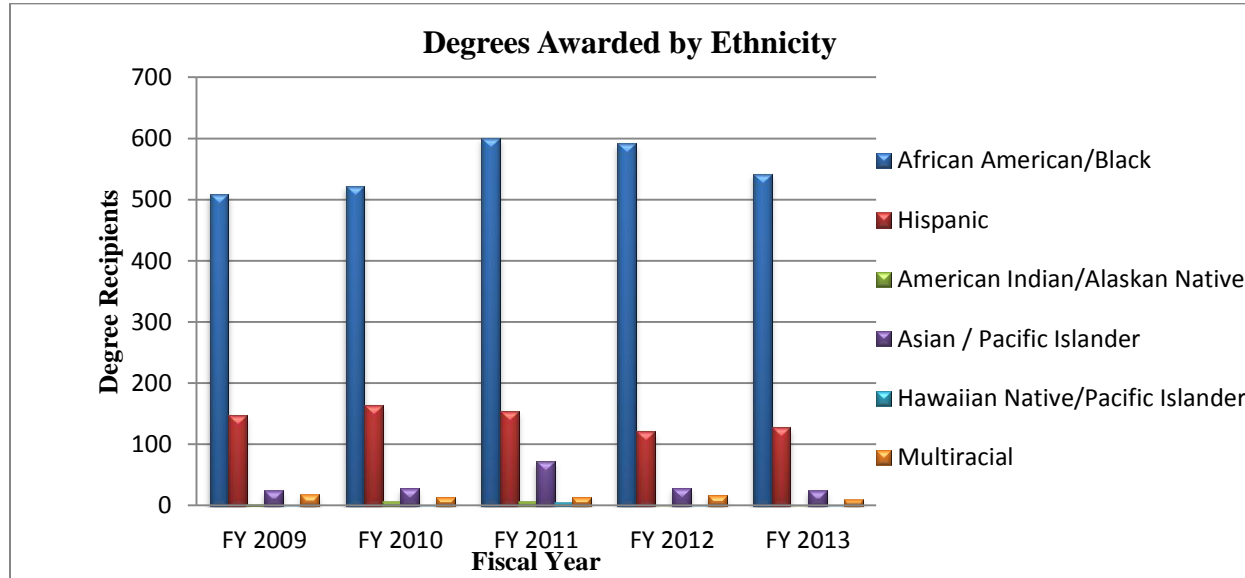
Degrees by Gender



Degrees by Gender	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013
All Degrees Awarded	1,768	1,726	1,832	1,664	1,613
Number of Degrees Awarded to Women	1,183	1,209	1,247	1,150	1,125
Percent of Degrees Awarded to Women	67%	70%	68%	69%	70%

Source: Office of Institutional Research & Effectiveness

Degrees by Race/Ethnicity



Degrees by Ethnicity	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013
Total Degrees Awarded to Minority Group Members	700	737	852	762	706
Percent (divided by total number of degrees awarded shown on previous page)	40%	43%	47%	46%	44%
African American/Black	508	523	601	592	542
Hispanic	147	164	154	122	128
American Indian/Alaskan Native	2	7	6	1	1
Asian / Pacific Islander	24	28	72	29	24
Hawaiian Native/Pacific Islander	1	1	5	1	1
Multiracial	18	14	14	17	10

Source: Office of Institutional Research & Effectiveness

Alumni Survey

SURVEY POPULATIONS	Class of 2013		Class of 2009	
	Bachelors	Masters/Doctoral	Bachelors	Masters
Alumni	938	674	767	1,001
Survey Recipients (correct address)	796	579	536	653
Survey Respondents	168	140	91	143
Percent Respondents	21.1%	24.2%	17.0%	21.9%
GSU UNDERGRADUATE LEARNING OUTCOMES	Percent of Bachelor's Degree Recipients that Responded Positively			
Demonstrated values that enable problem solving	85.0%		82.0%	
Demonstrated skills to enable problem solving	89.8%		80.8%	
Demonstrated critical thinking	91.9%		85.9%	
Demonstrated creative thinking	89.7%		82.1%	
Demonstrated understanding of theories	90.5%		84.2%	
Demonstrated ability to apply theories	87.0%		84.6%	
GSU MASTERS LEARNING OUTCOMES	Percent of Masters/Doctoral Degree Recipients that Responded Positively			
Demonstrated in-depth knowledge and mastery of appropriate skills		90.1%		90.8%
Demonstrated ability to apply skills and knowledge		89.2%		92.6%
Demonstrated ability to master and apply research literature		95.0%		83.0%
Demonstrated problem analysis skill and critiqued solutions		90.1%		89.9%
Demonstrated knowledge integration across disciplines		81.1%		80.7%
Demonstrated apply to design and implement a capstone project		91.1%		86.3%
Demonstrated ability to communicate with professional colleagues		90.0%		88.0%
EDUCATIONAL OUTCOMES	Class of 2013 Positive Responses		Class of 2009 Positive Responses	
	Bachelors	Masters/Doctoral	Bachelors	Masters
Increased ability to engage in critical thinking and analysis	87.5%	80.2%	86.1%	80.7%
Increased oral communication ability	87.5%	84.2%	83.5%	88.1%
Increased written communication ability	87.1%	88.3%	85.9%	86.8%
Increased ability to integrate information	84.1%	85.2%	83.6%	75.7%
Increased ability to evaluate the quality of information	78.0%	80.4%	75.7%	79.8%
Increased ability to employ information technology	72.6%	78.4%	72.1%	70.7%
Increased ability to apply quantitative reasoning	71.3%	63.8%	69.2%	58.8%
Increased global understanding	71.0%	66.3%	64.1%	58.9%
Increased appreciation of the arts	63.2%	45.1%	55.7%	40.4%
Increased ability to engage in scientific reasoning	61.8%	56.9%	67.1%	55.0%

Source: Office of Institutional Research & Effectiveness

Alumni Spotlight – Phil Kambic (MBA '92) President & CEO of Riverside HealthCare, Kankakee, IL

It is a busy time for Riverside HealthCare president and CEO Phil Kambic (MBA '92). Riverside, located in Kankakee, continues to expand access to award-winning quality healthcare. With locations in four counties, Riverside continues to grow.

Growth, expansion and being busy are not new to Kambic. It has been a steady rise for him at Riverside. He has gone from computer programmer straight out of college, to chief information officer, chief operations officer and ultimately, CEO (one of only three CEOs in the fifty-year history of the organization.)

So what are the keys to his success? Kambic attributes it to hard work and keeping focused on a vision, certainly. However, having the right education to prepare him for career advancement has been absolutely essential, he said. Kambic came to Riverside in 1985 straight out of Eastern Illinois University, where he earned his bachelor's degree in computer science and management. He started out as a computer programmer, writing code for business applications.

But he wanted his career to grow and knew if that was going to happen, he'd have to build upon his undergraduate degree. So at 25, and as a young husband and father, he decided to go back to school for his master's in business administration and continue to work full time while going to school. Finding the right school with experienced faculty, and flexible scheduling that would allow him to balance work, school and his family life was central to his decision, Kambic said. Governors State provided everything he needed and more.

“Governors State was the right choice. It had the right location. It was convenient and it was accessible,” he said. “What I also liked was that many instructors worked out in the field, so they brought a tremendous amount of practical experience into the classroom.” Kambic has fond memories of his time at GSU. He describes himself as a lifelong learner. Some of his best memories are working on group projects and the interaction with other students it provided.

As CEO at Riverside Hospital Kambic is continuing his relationship with Governors State as we transform into a four year full service university in the fall of 2014. Riverside has partnered with GSU to provide immediate care services for students out of Riverside's Monee facility. Kambic, with his passion for education, said he would like to see that the partnership between GSU and Riverside continues to grow to provide professional development opportunities for GSU students.



Graduate Performance on Certification / Licensure Results

Program: Education	Measure- ment Period*	Number of Test Takers	Test Passers: First Take	Pass Rate: First Take	Test Passers: All Take	Pass Rate: All Takes	Program: Education	Measure- ment Period*	Number of Test Takers	Test Passers: First Take	Pass Rate: First Take	Test Passers: All Take	Pass Rate: All Takes		Measure- ment Period*	Number of Test Takers	Test Passers: First Take	Pass Rate: First Take	Test Passers: All Take	Pass Rate: All Takes
	AY11/12		Not Available				School Counseling	AY12/13	6	6	100%	6	100%		AY11/12	1	1	100%	1	100%
	AY10/11		Not Available					AY11/12	30	28	93%	30	100%		AY10/11	8	7	88%	8	100%
	AY09/10	242	194	80%	219	90%		AY10/11	13	13	100%	13	100%		AY09/10	6	5	83%	6	100%
	AY08/09	138	120	87%	134	97%		AY09/10	6	5	83%	6	100%		AY08/09	7	7	100%	7	100%
	AY07/08	173	150	87%	163	94%		AY08/09	12	10	83%	12	100%		AY07/08	5	5	100%	5	100%
	AY06/07	142	x	x	141	99%		AY07/08	17	16	94%	17	100%		AY06/07	4	x	x	4	100%
								AY06/07	19	x	x	18	95%							
Assessment of Professional Teaching	K-9	AY12/13	Not Available				Early Childhood	AY12/13	13	13	100%	13	100%	Chemistry	AY12/13	1	1	100%	1	100%
	K-9	AY11/12	Not Available					AY11/12	18	14	78%	18	100%		AY11/12	x	x	x	x	x
	K-9	AY10/11	Not Available					AY10/11	28	23	82%	28	100%		AY10/11	1	1	100%	1	100%
	K-9	AY09/10	75	75	100%	75	100%	AY09/10	29	24	83%	29	100%		AY09/10	2	2	100%	2	100%
	K-9	AY08/09	64	61	95%	64	100%	AY08/09	23	18	78%	23	100%		AY08/09	5	5	100%	5	100%
	K-9	AY07/08	69	65	94%	69	100%	AY07/08	22	18	82%	22	100%		AY07/08	4	2	50%	4	100%
	K-9	AY06/07	97	x	x	97	100%	AY06/07	18	x	x	17	94%		AY06/07	2	x	x	2	100%
														Reading	AY12/13	3	3	100%	3	100%
	K-12	AY12/13	Not Available				Educational Administration	AY12/13	79	78	99%	79	100%		AY11/12	1	1	100%	1	100%
	K-12	AY11/12	Not Available					AY11/12	116	113	97%	116	97%		AY10/11	19	19	100%	19	100%
	K-12	AY10/11	Not Available					AY10/11	115	114	99%	115	99%		AY09/10	7	7	100%	7	100%
	K-12	AY09/10	27	27	100%	27	100%	AY09/10	89	86	97%	89	100%		AY08/09	15	15	100%	15	100%
	K-12	AY08/09	67	61	91%	63	94%	AY08/09	94	92	98%	93	99%		AY07/08	17	16	94%	17	100%
	K-12	AY07/08	50	48	49%	48	98%	AY07/08	223	210	94%	216	97%		AY06/07	16	x	x	16	100%
	K-12	AY06/07	20	x	x	18	90%	AY06/07	106	x	x	101	95%							
														Spec Ed Gen Curr	AY12/13			Not Available		
	6-12	AY12/13					Elementary (Includes Alt Cert)	AY12/13	43	41	95%	43	100%		AY11/12			Not Available		
	6-12	AY11/12						AY11/12	48	43	90%	48	100%		AY10/11			Not Available		
	6-12	AY10/11						AY10/11	92	89	97%	92	100%		AY09/10	28	25	89%	25	89%
	6-12	AY09/10						AY09/10	73	73	100%	73	100%		AY08/09	50	33	66%	37	74%
	6-12	AY08/09	14	12	86%	13	93%	AY08/09	125	114	91%	123	98%		AY07/08	37	33	89%	36	97%
	6-12	AY07/08	31	30	97%	31	100%	AY07/08	93	81	87%	88	95%		AY06/07	19	x	x	17	89%
	6-12	AY06/07	16	x	x	16	100%	AY06/07	97	x	x	97	100%							
														Speech/Language Impaired	AY12/13			Not Available		
	Birth-3	AY12/13	Not Available				English	AY12/13	3	3	100%	3	100%		AY11/12			Not Available		
	Birth-3	AY11/12	Not Available					AY11/12	8	8	100%	8	100%		AY10/11			Not Available		
	Birth-3	AY10/11	Not Available					AY10/11	30	28	93%	30	100%		AY09/10	27	26	96%	26	96%
	Birth-3	AY09/10	22	21	95%	21	95%	AY09/10	30	28	93%	29	9700%		AY08/09	30	25	83%	29	97%
	Birth-3	AY08/09	21	20	95%	20	95%	AY08/09	13	12	92%	12	92%		AY07/08	24	22	92%	24	100%
	Birth-3	AY07/08	24	24	100%	24	100%	AY07/08	18	18	100%	18	100%		AY06/07	30	x	x	30	100%
	Birth-3	AY06/07	18	x	x	18	100%	AY06/07	14	x	x	12	86%							
														LBS I	AY12/13	29	28	97%	29	100%
															AY11/12	43	43	100%	43	100%
															AY10/11	53	52	98%	53	100%
															AY09/10	24	22	92%	24	100%
															AY08/09	51	50	98%	50	98%
															AY07/08	36	35	97%	35	97%
															AY06/07	29	x	x	28	97%

Source: Professional Education Unit (PEU)

Graduate Performance on Certification / Licensure Results (Continued)

Program: Counseling	Measurement Period	Number of Takers	Test Passers: First Take	Test Passers: All Take	Pass Rate: First Take	Pass Rate: All Takes	Program: CDIS	Measurement Period	Number of Takers	Test Passers: First Take	Test Passers: All Take	Pass Rate: First Take	Pass Rate: All Takes
NCE (National Counselor Exam)	AY12/13	33	x	27	x	82.0%	Praxis (Speech-Language)	AY12/13	32	x	x	32	100%
	AY11/12	35	x	22	x	63.0%		AY11/12	37	x	x	36	97.30%
	AY10/11	33	x	22	x	67.0%		AY10/11	36	x	x	34	94.40%
	AY09/10	31	x	24	x	74.0%		AY09/10	39	x	x	35	89.70%
	AY08/09	35	x	24	x	69.0%		AY08/09	37	31	32	83.8%	86.5%
	AY07/08	38	x	22	x	57.9%		AY07/08	32	27	28	84.4%	87.5%
	AY06/07	29	x	17	x	59.0%		AY06/07	25	x	22	x	88.0%
Program: Occupational Therapy	Measurement Period	Number of Takers	Test Passers: First Take	Test Passers: All Take	Pass Rate: First Take	Pass Rate: All Takes	Basic Skills	AY12/13	46	x	x	45	100%
								AY11/12	49	x	x	49	100%
								AY10/11	35	x	x	35	100%
								AY09/10	34	x	x	30	88.20%
								AY08/09	18	14	14	77.8%	77.8%
								AY07/08	20	19	19	95.0%	95.0%
								AY06/07	21	x	21	x	100.0%
Program: Physical Therapy	Measurement Period	Number of Takers	Test Passers: First Take	Test Passers: All Take	Pass Rate: First Take	Pass Rate: All Takes	IL Certification:Speech Lang Path: Nonteaching	AY12/13	46	x	x	45	98%
								AY11/12	49	x	x	45	92%
								AY10/11	35	x	x	33	94%
								AY09/10	45	x	x	41	91.10%
								AY08/09	24	x	x	21	87.5%
								AY07/08	24	20	83.33%	20	83.33%
								AY06/07	27	x	x	27	100%

Source: Professional Education Unit (PEU)

Faculty

Full-Time Faculty Characteristics: Fall '13

Tenured / Tenure Track

Tenured Faculty	Professors		Associate Professors		University Professors (No Rank)		Total	
	Men	Women	Men	Women	Men	Women	Men	Women
Non-resident Alien	0	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	1	0	0	0	1
American Indian/Alaska Native	0	0	0	0	0	0	0	0
Asian	3	3	4	0	0	1	7	4
Black or African American	1	1	1	4	0	0	2	5
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	0
White	7	8	5	8	0	0	12	16
Two or more races	0	1		1	0	0	0	2
Race/Ethnicity Unknown	4	2	13	17	1	1	18	20
Total	15	15	23	31	1	2	39	48
Tenure-Track Faculty	Associate Professors		Assistant Professors		Instructors		Total	
	Men	Women	Men	Women	Men	Women	Men	Women
Non-resident Alien	0	0	2	6	0	0	2	6
Hispanic/Latino	0	0	0	0	0	0	0	0
American Indian/Alaska Native	0	0	0	0	0	0	0	0
Asian	0	0	3	5	0	1	3	6
Black or African American	0	1	2	9	0	0	2	10
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	0
White	1	1	15	13	0	0	16	14
Two or more races	0	0	0	0	0	0	0	0
Race/Ethnicity Unknown	1	0	6	4	0	0	7	4
Total	2	2	28	37	0	1	30	40

Source: Institutional Research & Effectiveness

Full-Time Faculty Characteristics

Non-tenure Track

Non-Tenure Track	Lecturers		Visiting Professors	
	Men	Women	Men	Women
Non-resident Alien	0	0	1	0
Hispanic/Latino	0	1	0	0
American Indian/Alaska Native	0	0	0	0
Asian	0	0	0	0
Black or African American	0	6	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	1
White	14	18	1	1
Two or more races	1	0	0	0
Race/Ethnicity Unknown	7	16	0	0
Total	22	41	2	2

Source: Institutional Research & Effectiveness

Average Monthly Salaries

Faculty Category	Tenured		Tenure Track		Non-Tenure Track		Average Salary*	
	Men	Women	Men	Women	Men	Women	Men	Women
Professors	15	15	0	0	0	0	\$10,042	\$10,404
Associate Professors	23	31	2	2	0	0	\$8,567	\$7,602
Assistant Professors	0	0	28	37	0	0	\$7,273	\$7,253
Instructors	0	0	0	1	0	0	NA	NA
Lecturers	0	0	0	0	24	43	\$4,821	\$4,669
University or Visiting Professors (All Unranked)	1	2	0	0	2	2	\$6,479	\$7,666
Total Headcounts / Overall Average Salary	39	48	30	40	26	45	\$7,344	\$7,006
* Average Salaries for fewer than four individuals are not shown.								

Source: Institutional Research & Effectiveness

Faculty Course Loads – Undergraduate Instruction: AY 12/13

Faculty Course Loads - Undergraduate Instruction: Academic Year 12/13									
Faculty Rank/Title	Number of Classes	Number of Instructors	Headcount Enrollment	Total Credit Hours	Student Credit Hours (SCH)	Average Class Size	Percent of Classes	Average SCH per Class	Average SCH per Instructor
Full Professor	119	22	1,765	308	4,875	14.8	7%	41.0	221.6
Associate Professor	201	38	2,715	554	7,767	13.5	12%	38.6	204.4
Assistant Professor	190	43	2,723	550	8,043	14.3	11%	42.3	187.0
University Professor	5	1	50	15	150	10.0	0%	30.0	150.0
University Lecturer	558	80	9,408	1,582	26,733	16.9	34%	47.9	334.2
Adjunct Faculty	567	239	8,887	1,713	24,301	15.7	34%	42.9	101.7
Graduate Assistant	2	2	14	6	42	7.0	0%	21.0	21.0
Other	18	8	231	50	647	12.8	1%	35.9	80.9
Grand Total	1,660	433	25,793	4,778	72,558	15.5	100%	43.7	167.6

Source: Office of Institutional Research & Effectiveness

Faculty Course Loads – Masters Instruction: AY 12/13

Faculty Course Loads – Graduate: Academic Year 12/13									
Faculty Rank/Title	Number of Classes	Number of Instructors	Headcount Enrollment	Total Credit Hours	Student Credit Hours (SCH)	Average Class Size	Percent of Classes	Average SCH per Class	Average SCH Per Instructor
Full Professor	198	27	1,475	522	3,851	7.4	12%	19.4	142.6
Associate Professor	357	50	3,358	939	8,331	9.4	22%	23.3	166.6
Assistant Professor	333	53	3,061	926	8,726	9.2	20%	26.2	164.6
Instructor	24	2	344	59	718	14.3	1%	29.9	359.0
University Professor	27	3	129	77	383	4.8	2%	14.2	127.7
University Lecturer	329	56	2,603	1,040	8,127	7.9	20%	24.7	145.1
Adjunct Faculty	319	160	3,274	863	8,615	10.3	19%	27.0	53.8
Graduate Assistant	3	2	31	9	93	10.3	0%	31.0	46.5
Other	71	13	693	176	1,566	9.8	4%	22.1	120.5
Grand Total	1,661	366	14,968	4,611	40,410	9.0	100%	24.3	110.4

Source: Office of Institutional Research & Effectiveness

Faculty Course Loads – Doctoral Instruction: AY 12/13

Faculty course Loads – Doctoral Instruction: Academic Year 12/13									
Faculty Rank/Title	Number of Classes	Number of Instructors	Headcount Enrollment	Total Credit Hours	Student Credit Hours (SCH)	Average Class Size	Percent of Classes	Average SCH per Class	Average SCH per Instructor
Full Professor	11	6	79	27	208	7.2	15%	18.9	34.7
Associate Professor	12	6	79	31	188	6.6	17%	15.7	31.3
Assistant Professor	14	6	55	39	154	3.9	20%	11.0	25.7
Instructor	5	2	43	14	123	8.6	7%	24.6	61.5
University Lecturer	11	3	49	45	171	4.5	15%	15.5	57.0
Adjunct Faculty	5	5	75	13	182	15.0	7%	36.4	36.4
Other	13	3	87	24	131	6.7	18%	10.1	43.7
Grand Total	71	31	467	193	1,157	6.6	100%	16.3	37.3

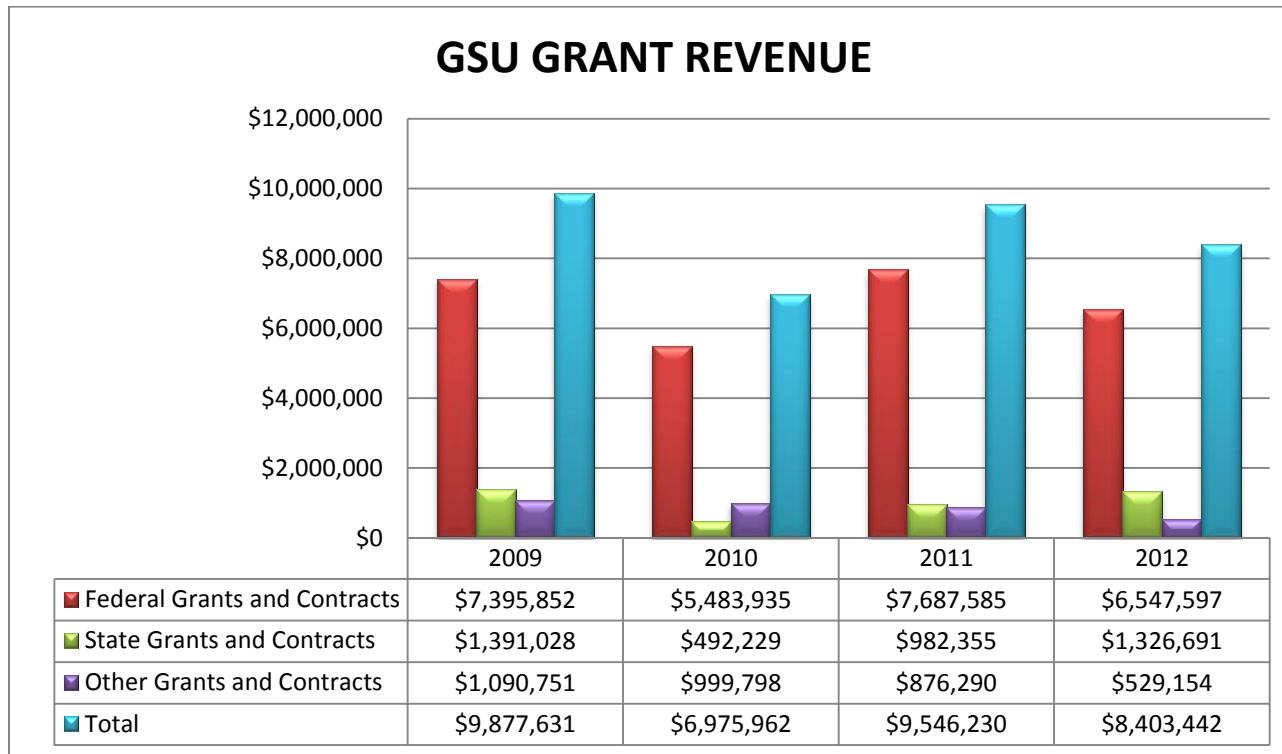
Source: Office of Institutional Research & Effectiveness

Faculty Course Loads – All Levels: AY 12/13

Faculty Course Loads – All: Academic Year 12/13									
Faculty Rank/Title	Number of Classes	Number of Instructors	Headcount Enrollment	Total Credit Hours	Student Credit Hours (SCH)	Average Class Size	Percent of Classes	Average SCH per Class	Average SCH per Instructor
Full Professor	328	31	3,319	857	8,934	10.1	10%	27.2	288.2
Associate Professor	570	57	6,152	1,524	16,286	10.8	17%	28.6	285.7
Assistant Professor	537	58	5,839	1,515	16,923	10.9	16%	31.5	291.8
Instructor	29	2	387	73	841	13.3	1%	29.0	420.5
University Professor	32	3	179	92	533	5.6	1%	16.7	177.7
University Lecturer	898	91	12,060	2,667	35,031	13.4	26%	39.0	385.0
Adjunct Faculty	891	333	12,236	2,589	33,098	13.7	26%	37.1	99.4
Graduate Assistant	5	3	45	15	135	9.0	0%	27.0	45.0
Other	102	16	1,011	250	2,344	9.9	3%	23.0	146.5
Grand Total	3,392	594	41,228	9,582	114,125	12.2	100%	34	192.1

Source: Office of Institutional Research & Effectiveness

Grants



Source: Office of Sponsored Programs & Research

Administration and Staff Characteristics: Fall 2013

Full-Time Employees

Administration and Staff	Management Occupations		Business and Financial Occupations		Computer Engineering and Science		Community, Social Service, Legal, Arts, Design, Entertainment, Sports and Media		Healthcare Practitioners and Technicians	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
Nonresident	0	0	0	0	0	0	0	0	0	0
Hispanic/Latino	0	2	0	3	2	0	0	1	0	0
American Indian or Alaska Native	0	0	0	1	0	0	0	1	0	0
Asian	2	2	0	3	0	0	0	0	0	0
Black or African American	7	15	6	26	2	3	1	12	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	0	0	0
White	14	34	12	26	10	5	3	12	0	0
Two or more races	1	1	1	0	0	0	0	1	0	0
Race and ethnicity unknown	4	9	9	21	1	1	5	3	0	0
Total	28	63	28	80	15	9	9	30	0	0
Administration and Staff	Service Occupations		Sales and Related Occupations		Office and Administrative Support		Natural Resources, Construction, and Maintenance		Production, Transportation, and Material	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
Nonresident	0	0	0	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	4	0	0	1	0
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	1	1	0	0	0
Black or African American	8	0	0	0	1	37	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	0	0	0
White	5	5	0	3	3	32	1	0	3	1
Two or more races	0	0	0	0	0	1	1	0	0	0
Race and ethnicity unknown	7	3	0	1	1	25	1	0	14	0
Total	20	8	0	4	5	100	4	0	18	1
Total Full-Time	48	71	28	84	20	109	13	30	18	1

Source: Office of Institutional Research & Effectiveness

Administration & Staff Characteristics

Part-Time Employees

Administration and Staff	Library/Student/Academic Affairs/Education Services		Management Occupations		Business and Financial Operations		Computer/Engineering/Science Occupations	
Part-Time	Men	Women	Men	Women	Men	Women	Men	Women
Nonresident	0	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0
Black or African American	0	1	1	0	0	0	0	1
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	1
White	1	3	0	5	2	5	1	0
Two or more races	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	1	0	3	2	3	0	0
Total	1	5	1	8	4	8	1	2
Administration and Staff	Community/Social Service/ Legal/Arts/Design/Entertainment/ Sports and Media Occupations		Service Occupations		Sales and Related Occupations		Office and Administrative Support Occupations	
Part-Time	Men	Women	Men	Women	Men	Women	Men	Women
Nonresident	0	0	0	0		0	0	0
Hispanic/Latino	0	0	0	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	0
White	0	1	0	0	0		0	0
Two or more races	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	1	0	0	0	0	0	3
Total	0	2	0	0	0	0	0	3
Total Part-Time	1	7	1	8	4	8	1	5

Source: Office of Institutional Research & Effectiveness

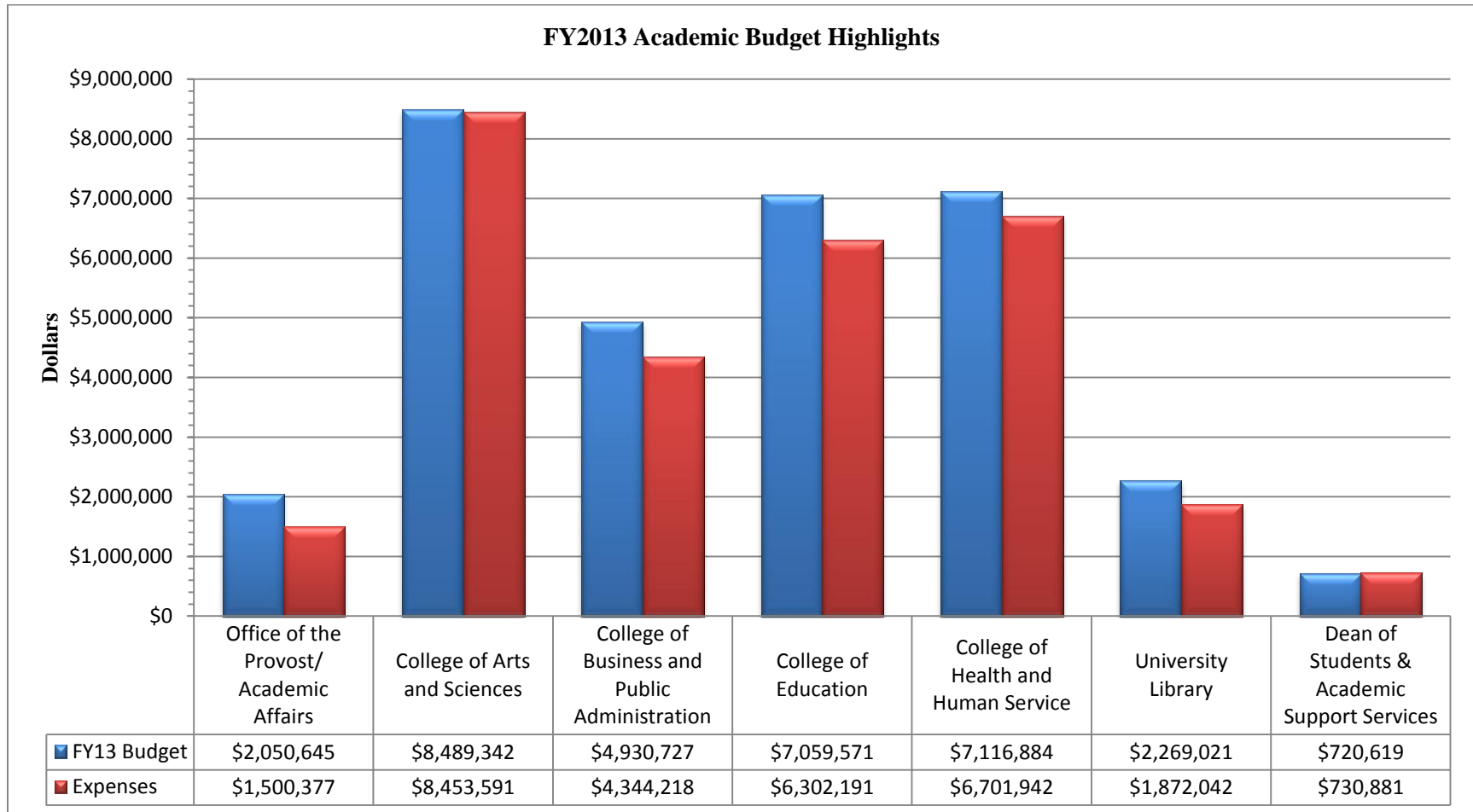
Finances

Financial Statement

Fiscal Year 2013 Financial Statement			
Operating Revenues	Total	Operating Expenses	Total
Tuition and Fees	\$31,420,401	Salaries and Benefits	\$81,351,000
Federal Grants/Contracts	\$8,072,663	Scholarships and Awards	\$4,265,000
States Grants/ Contracts	\$769,682	Capital Expenditures	\$1,391,000
Other Grants/Contracts	\$272,228	Services Supplies and Other	\$14,684,000
Auxiliary Enterprises	\$1,273,713	Deprecation	\$3,616,000
Other Sources	\$1,630,708		
Non-operating Revenues		Non-operating Expenses	
State Appropriations	\$24,650,500		
Gifts	--	Interest	\$(1,120,064)
Investment Income	\$38,000,000	Other	\$12,371
Other Sources			
Other Revenues			
Capital Appropriations	\$13,648,789		
Additions to Endowment	--		

Source: Office of Budget & Planning

Academic Budget Highlights



Source: Office of Budget & Planning

GSU Tuition & Fees

Full-time AY 13-14 Tuition and Fees	In-State	Out-of State
Full-time Undergraduate (12 credit hours/term):		
Tuition Rate for New Students starting in AY1314	\$6,120	\$12,240
Required Fees (Extended Learning Fee not included)	\$1,442	\$1,442
Full-time Masters Student (9 credit hours/term):		
Master of Occupational Therapy	\$6,966	\$13,932
All other Master's programs	\$5,022	\$10,044
Required Fees (Extended Learning Fee not Included)	\$1,015	\$1,015
Full-time Doctoral Student (6 credit hours/term):		
Doctor of Nursing Practice	\$7,560	\$10,800
Doctorate in Counselor Education and Supervision	\$4,524	\$9,048
Doctorate in Occupational Therapy	\$7,560	\$10,800
Doctorate in Physical Therapy	\$5,808	\$10,800
Doctorate in Interdisciplinary Leadership	\$4,524	\$9,048
Required Fees (Extended Learning Fee not Included)	\$721	\$721
Charge per Credit Hour:		
Undergraduate	\$255	\$510
Masters (Varies by Program Major)	\$279 - \$387	\$558 - \$774
Doctoral (Varies by Program Major)	\$377 - \$630	\$754 - \$900

Source: GSU 2013-14 Catalog

Financial Aid

Total Number of Financial Aid Recipients: 3,611
Percent of All Enrolled Students in AY 12-13 (N =7,221): 50.01%

<u>AY 12-13 Financial Aid Information</u>	<u>Awards</u>	<u>Amount</u>
Federal:		
Pell Grant	1854	\$6,269,499
Supplemental Education Grant	209	\$129,781
Perkins Loans	148	\$293,990
Direct Loans	4051	\$42,173,383
Post 9/11 GI Bill	100	\$441,489
State:		
Monetary Award Program (MAP)	1154	\$2,369,889
Illinois Veterans Grant (IVG)	189	\$737,218
Illinois National Guard (ING)	16	\$47,461
Minority Teachers of IL	7	\$35,000
Institutional:		
Scholarships	31	\$203,969
Academic Talent Waivers	23	\$98,533
Staff Tuition and Fee Waivers	150	\$430,838
Graduate Assistants	94	\$648,297
Total Number of Financial Aid Awards	8,026	\$53,879,347

Source: Office of Financial Aid

The Economic Impact of Governors State University

Selected Degree Recipients and Distance from GSU

Degree Awarded	GSU Alumni Through Summer 2013: Distance Between Most Recent Known Home Address and GSU						
	Less than 10 Miles	10-20 Miles	20-30 Miles	30-40 Miles	More than 40 Miles	No Known Address	Grand Total
Bachelor of Arts	4,245	6,862	3,867	989	4,228	832	21,023
Bachelor of Fine Arts	3	4	2	-	-	-	9
Bachelor of Health Administration	139	224	117	39	66	6	591
Bachelor of Health Science	165	341	235	91	232	43	1,107
Bachelor of Science	528	856	511	104	302	51	2,352
Bachelor of Science in Nursing	94	116	80	23	66	13	392
Bachelor of Social Work	111	176	124	17	52	14	494
Master of Arts	2,633	4,481	3,601	1,008	2,915	869	15,507
Master of Arts in Teaching	7	4	1	-	-	-	12
Master of Business Administration	383	402	240	88	341	74	1,528
Master of Fine Arts	11	15	10	4	3	-	43
Master of Health Administration	102	130	79	38	130	12	491
Master of Health Science	325	554	454	176	514	132	2,155
Master of Occupational Therapy	34	95	38	16	42	-	225
Master of Physical Therapy	19	34	44	16	35	2	150
Master of Public Administration	184	244	137	50	156	15	786
Master of Science	381	356	278	116	525	36	1,692
Master of Science in Nursing	67	87	48	15	35	11	263
Master of Social Work	118	111	106	16	33	3	387
Doctor of Education	1	1	1	-	-	-	3
Doctor of Nursing Practice	12	8	6	-	1	-	27
Doctor of Occupational Therapy	4	3	1	1	-	-	9
Doctor of Physical Therapy	20	40	24	9	20	1	114
Grand Total	9,586	15,144	10,004	2,816	9,696	2,114	49,360

Source: Office of Institutional Research & Effectiveness

Contract Amounts by Distance of Contractor Address

Annual Contracts FY1213						
Distances are distances vendors' businesses are from GSU						
	Less than 10 miles	10 to 20 miles	20 to 30 miles	30 to 40 miles	More than 40 miles	Grand Total
Number of Contracts	636	416	362	339	2,823	4,576
Total of Contracts	\$2,280,229	\$17,463,419	\$6,231,594	\$1,479,812	\$10,914,263	\$38,369,317

Annual Salaries Paid by GSU to Employees by Distance of Employee Address from GSU

Annual salaries paid by GSU to Faculty and Staff in FY1213						
Distances are based on distances faculty and staff live from GSU						
	Less than 10 miles	10 to 20 miles	20 to 30 miles	30 to 40 miles	More than 40 miles	Grand Total
Headcount	394	272	166	74	76	982
Total Salary	\$17,706,873	\$11,385,062	\$8,486,857	\$3,219,958	\$3,554,354	\$44,353,104

Source: Office of Institutional Research & Effectiveness

Library

Library Holdings and Expenditures as of June 30, 2013	
Volumes	
Total number of current print serials	181
Total number of current individual electronic serials	80
Number of serials patrons have access to	195,886
Monographs	234,465
Microform units	199
Government documents	48,252
Computer files	1,520
Manuscripts/Archives (linear ft.)	418
Audiovisual Materials	
Cartographic	2,528
Audio	956
Film/video	7,461
Other	228
Library Materials Expenditures	
Monographs	\$116,359.00
Current print serials	\$ 87,246.88
Other library materials	\$ 78.71
Electronic Materials Expenditures	
Databases and electronic serials	\$403,048.17
One-time electronic resource purchases	\$12,913.00
Collection support	\$6,490.38

Source: GSU Library

Information Technology

Information Technology Services Support Infrastructure as of June 30, 2014	
PCs and Macs on campus	1,481
Percentage of PCs	95%
Public Computers	133
Computer Labs	13
Technology Enhanced Classrooms	70
LCD Projectors	94
TV/Plasma monitors	60

Total FY14 Information Technology Services Expenditures	
Operating Budget (non-personnel)	\$959,618
Operating Budget (personnel)	\$1,935,219
Total	\$2,894,837
Expenditures by Category	
Personnel Services	66%
Contractual Services (Software Maintenance)	24%
Telecommunications (Internet & Phone lines)	5%
Equipment (Hardware)	2%
Other Operating Expenses	3%

Source: Information Technology Services

Alumni Spotlight – Mercedes Kane (MFA '09) Independent Filmmaker, Chicago, IL

A year after a devastating earthquake leveled vast sections of Haiti, Mercedes Kane (MFA '09) brought a film crew to the impoverished island nation. Kane, an independent filmmaker, wanted to show the world heartache and hope in Haiti following the January, 2010 disaster.

Kane's documentary, *Today We Saw the Face of God*, focuses on a Chicago-area group that was on a medical mission in Haiti when the earthquake struck. Kane is director and producer of the 68-minute film.

Kane knew she wanted to make a film about the earthquake and the medical mission's experiences. She was also inspired by Susan Magnuson's book, *Walking in Broken Shoes*.

Kane enlisted the help of other Chicago filmmakers, who agreed to accompany her to Haiti on the one year anniversary of the quake. Prior to the trip, she started filming interviews with members of Walsh's group. Fifteen members of the original mission made the trip back in January, 2011.

Kane and her film crew needed to bring all their equipment to the island, along with generators and backup generators to ensure they would never lose power during filming. At trip's end, Kane had 90 hours of film.

Just going to Haiti changes your life, Kane says. "We were at a clinic up in the mountains. To get there, people have to walk a long distance, and many bring their children with them. They don't have good shoes. Then, when they get there, they have to wait five or six hours to see a doctor. You think about going to the doctor here, and how it is such a big deal to wait for a half hour. The people in Haiti are so incredibly patient, and they appreciate the care they receive so much."

Kane, a producer of corporate stage and video producer at Kindle Communications in Chicago, praised Governors State's MFA program in Independent Film and Digital Imaging. "(Professors) Dan Nearing and Sang-Hoon Lee are masters of their craft. I am where I am today because of them." More information about Kane's film is available at www.todaywesawthefaceofgod.com.



Source: Alumni Relations

Student Support Services

Academic Resource Center

The Academic Resource Center provides support services to assist students in achieving their academic and career goals. Counseling, advising, tutoring, and testing services are available to all students. Various accommodations are also available, for students who have appropriate documentation, through Disability Services.

Bookstore

The Governors State University Bookstore is managed by Follett and makes textbooks available for purchase or rent, as well as GSU apparel and academic supplies.

Campus Computing

GSU integrates academic computing into student learning both in the classroom and online with open computing, including wireless access, available across the campus. Training and support for students is readily available.

Campus Safety

Governors State University provides a safe and secure environment for students, staff, and visitors. Campus safety and security is coordinated by the GSU Police, Department of Public Safety (DPS).

Career Services

Career Services offers career information and resources such as job-searching, résumé, interviewing, and networking tools—everything needed to start a career.

Source: Student Support Services

Civic Engagement

Civic Engagement & Community Service Center

The new Civic Engagement and Community Service Center houses community service programs to get involved in as well as many service-learning activities.

Phoenix Student Newspaper

GSU's student newspaper provides current up-to-date information on news students need to know.

Recreation and Fitness

GSU offers not only fitness and recreation opportunities, but also team sports, special events and classes.

School of Extended Learning

The School of Extended Learning assists life-long learners continue to learn by offering online-courses.

Shuttle Service

GSU offers shuttle bus services between the campus, the nearby Metra station, and designated destination in the surrounding municipality to students, faculty, staff and the community.

Student Accounts

Student Accounts is responsible for the dissemination of information relating to a student's financial account, including payment processing, account balance, fees, payment deadlines, and holds.

Student Enrichment Program

The Student Enrichment Program is specifically designed to support and motivate first generation, low-income and on academic probation undergraduate students to achieve academic, personal and professional success.

Student Handbook

Everyone on campus has a responsibility as we strive for academic freedom, integrity, excellence in scholarship, justice, diversity and access to education. Our Student Code and other university policies provide clear guidance on both what you can expect from GSU faculty and staff, and what they expect from you.

Source: Student Support Services

Student Life

The mission of the Student Life Unit is to support and enhance a Governors State University education through student involvement in its programs, activities, clubs/organizations and services. Throughout, the staff is committed to observing and celebrating the ethnic and cultural diversity of the GSU community.

Emphasis is placed upon disseminating material and implementing initiatives which provide opportunities and information for students to realize life-long learning skills. Wellness, fitness, recreation, leadership, volunteerism, governance, media, and ethnic cultural observances are integral parts of Student Life events.

The staff strives to enable students to empower themselves through interaction in self-initiated or planned activities with fellow students, faculty members and staff. Thus, Student Life is predicated on principles in which the campus climate respects the rights of individuals and groups, encourages student success and ensures outlets for personal and professional development.

The following services are available from Student Life through the Recreation/Fitness Center:

- Membership I.D. cards
- Welcome Center offers:
 - Information/directions
 - Student/Staff I.D. cards
 - Event tickets
 - Student lockers
 - Student Handbook/Planner
 - Student Health Insurance

Source: Student Support Services

Selected Student Organizations

- Accounting/Finance Club
- Alpha Eta Society – Gamma Psi Upsilon Chapter
- Alpha Sigma Lambda (National Adult Learners Honor Society) Illinois Counseling Association
- Alpha Upsilon Alpha (The Honor Society of the International Reading Association)
- Applied Psychology Club
- Art Forum
- Association of Latin American Students
- Association of Production and Inventory Control
- Biology Club
- Black Student Union
- Chemistry Club
- Chi Sigma Iota
- Computer Science Club
- Criminal Justice Club - Lambda Alpha Epsilon
- Delta Mu Delta
- International Student Organization
- Mu Beta Alpha
- National Student Speech, Language, and Hearing Association
- Occupational Therapy Student Association
- Phi Alpha Honor Society
- The Phoenix (Student Newspaper)
- Physical Therapy Student Association
- Pi Theta Epsilon
- Presidents Club Council
- Soccer Club
- Social Work Club
- Spanish Reading and Writing Group
- Student Education Association
- Student Senate
- Table Tennis Club
- Wellness Club

Source: Student Support Services

Student Housing



Prairie Place at Governors State University is our first on-campus residential community. The hall, opening in August 2014 is the first of a planned three-phase housing project. The first hall consists of seventy-seven (77) units, with two hundred and ninety-six beds in 4 different styles of units.

All units, both apartment and suite style, will be furnished. The apartment style units will have fully-equipped kitchens. Community space will include floor lounges, a smart classroom, a laundry room, vending machines, a service desk, community kitchens and a convenience store. Cable and Internet services will be available throughout Prairie Place.

Residential living at GSU is being designed to provide purposeful activities that integrate curricular and co-curricular experiences intended to heighten the GSU student experience. Students of all class levels —first year through doctoral candidates—will be eligible to live in the hall provided they are enrolled for at least six credit hours each semester (fall and spring). Enrollment of at least 3 credit hours will be required for summer occupancy. Students will benefit from living together in an environment that promotes interaction among the different age groups and experience levels. In addition to being staffed with a Residence Hall Director (RHD), a graduate assistant and five Resident Assistants, there will be 3 faculty-in-residence members living in the Prairie Place.

For more information, contact University Housing staff at 708.235.7110, visit the Housing website at www.govst.edu/housing, or e-mail the Housing office at housing@govst.edu.

Source: Auxiliary Services and University Housing

Center for Performing Arts



Governors State University's Center for Performing Arts, "The Center," serves as a public square within Governors State University, and encourages and supports arts education, entertainment, community dialog and creative innovation for students and community members throughout the South Suburban and Chicagoland areas.

Each year, the Center for Performing Arts presents more than 50 performances offering diverse, high quality and affordable cultural and arts education experiences to more than 60,000 people. CPA offers national touring acts, Chicago-based artists and community and academic theatre. Whatever your cultural tastes, there is something for you.

GSU's state-of-the-art facility seats 1,171 patrons and is located in a vibrant and dynamic university setting that also houses an on-site Visual Arts Gallery and The Nathan Manilow Sculpture Park, offering unique opportunities for pre- and post-show activities and gatherings.

With free parking, a convenient location accessible to major highways and presentations ranging from opera to family programs, our venue has served as a vibrant cultural destination in the Southland community since 1995.

The ARTS IN EDUCATION series was created 18 years ago in response to drastic reduction in public school arts programs, particularly in economically disadvantaged neighborhoods. Its objective is to expose children in the Pre-K through 12th grade to culturally relevant and educationally enriching music, theater, and dance at affordable prices. The Center welcomes over 30,000 children, teachers, parents, and chaperons annually, offering literacy-based and/or curriculum-based (history, social sciences, and science) performances brought to life.

The performances are supplemented by study guides to help teachers to incorporate arts into school curriculum.

Source: Center for Performing Arts

Visual Arts Gallery

The Visual Arts Gallery program has a strong tradition of making connections to the academic and creative pursuits of the students and faculty of the art program, and in 2010 the first National Juried Exhibition hosted here marked a new chapter for the Visual Arts Gallery. Exhibitions such as those in the "Ways of Making" series feature professional artists and curators. The "Art on Campus" program activates walls around campus with exhibits that resonate with pertinent themes and topics of particular interest to our ever-growing audience. Receptions and events are free and open to the public.

Jeff Stevenson, Director, Visual Arts Gallery

Art for Everyone

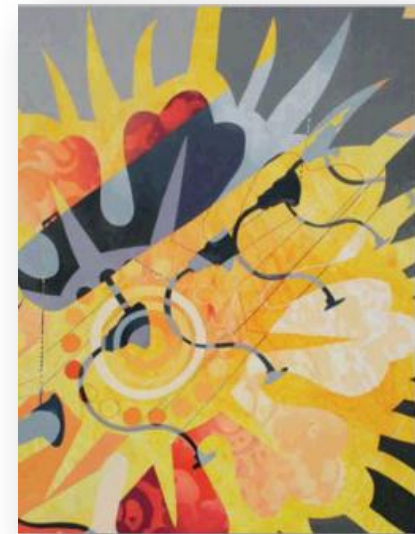
The GSU Visual Arts Gallery is committed to creating an excellent, intellectually stimulating, and visually compelling experience for the entire region through dynamic exhibitions of established, emerging, and student artists' work.



Art on Campus

The Art on Campus program is activating wall spaces on campus with student, alumni, and community artwork. Because these galleries are located in the public areas at GSU, the exhibits can be viewed any time the campus is open.

Right: "Comfort in The Little Things",
By Lauren Harlowe



Source: Visual Arts Gallery

Family Development Center



A child's early years set the stage for future learning. The programs offered at the Family Development Center (FDC) help parents and children to fill those early years with joy and wonder in a welcoming, nurturing environment.

As a part of the College of Education at Governors State University, the FDC was designed by educators to serve the educational needs of children. Our programs model the best practices in Early Childhood Education and draw extensively on the expertise of university faculty and staff in Early Childhood Education, Nursing, Communications Disorders (speech and hearing), and Psychology & Counseling Programs. University students in these programs at both the undergraduate and graduate levels are active participants in the Family Development Center's activities.

Mission

The mission of the Family Development Center, a division of Governors State University's College of Education, is to provide accessible and exceptional education for children, families and students, and to encourage life-long learning and the development of the whole child.

Programs include: Home Visiting, Child Care, Early Head Start, Pre-kindergarten (both full- and half-day) and School-age Day Camp (for more information contact the Family Development Center at: 708-235-7300).

Source: Family Development Center

Nathan Manilow Sculpture Park



Windwaves (2010), Yvonne Domenge

Governors State University's Nathan Manilow Sculpture Park presents a distinguished collection of important artworks by nationally and internationally recognized sculptors. The 29 works range across over 105 acres of prairie landscape and are accessible to the public free-of-charge from dawn until dusk, 365 days a year. Changing presentations of large-scale artworks by major contemporary sculptors are also part of the exhibition program.

Park staff members present tours, special events, and educational programming for children and adults. Groups are welcome and tours are delivered by knowledgeable docents with prior scheduling. For directions, a schedule of upcoming programs, or more information, contact park staff at 708.534.4486, visit the park website at www.govst.edu/sculpture, or email the park office at sculpture@govst.edu.



Illinois Landscape No.5 (1975), John Henry

Source: Nathan Manilow Sculpture Park

GSU Compared to Other Public Universities

Comparison of GSU to other Public Universities	FY 2011	2010-2011	FY 2011	2013-2014
	Enrollment	Degrees Conferred	Full-Time Faculty	Tuition & Fees
Chicago State University	6,882	984	326	11,126
Eastern Illinois University	11,178	2,990	617	11,144
Governors State University	5,489	1,741	212	9,386
Illinois State University	21,310	5,226	852	13,010
Northeastern Illinois University	11,580	2,066	416	11,828
Northern Illinois University	22,990	6,079	896	12,853
Southern Illinois University Carbondale	19,817	5,430	914	11,942
Southern Illinois University Edwardsville	14,235	3,034	627	9,666
University of Illinois (Chicago, Urbana, Springfield)	77,635	19,047	3,482	41,372
Western Illinois University	12,554	3,087	648	11,766
Comparison of GSU to other Public Universities	FY 09 Instructional Cost per Credit Hour			
	Upper Division	Graduate I	FY 2010 Revenues	FY 2010 Expenditures
Chicago State University	\$404.95	\$522.72	\$141,435,168.00	\$134,610,114.00
Eastern Illinois University	\$313.36	\$502.39	\$250,917,448.00	\$236,288,982.00
Governors State University	\$307.74	\$446.24	\$97,702,054.00	\$87,511,232.00
Illinois State University	\$348.25	\$527.57	\$482,055,070.00	\$442,190,509.00
Northeastern Illinois University	\$317.28	\$500.32	\$164,733,933.00	\$150,142,810.00
Northern Illinois University	\$284.35	\$593.90	\$534,540,702.00	\$502,113,951.00
Southern Illinois University Carbondale	\$323.11	\$672.85	\$734,694,576.00	\$702,427,505.00
Southern Illinois University Edwardsville	\$269.39	\$584.96	\$313,584,782.00	\$286,542,204.00
University of Illinois (Chicago, Urbana, Springfield)	\$1,067.10	\$1,702.34	\$4,604,188,629.00	\$4,250,165,839.00
Western Illinois University	\$314.43	\$509.86	\$275,771,639.00	\$260,583,553.00

Source: Institutional Research & Effectiveness

Campus Map

