

Faculty Senate

**April 16, 2015
1:00 to 3:00 p.m.
Hall of Honors**

Minutes

Senators in Attendance:

X	Y. Brown (CAS)		D. Hechenberger (AL/COE)	X	V. Person (COE)
X	D. Cortese (CAS)*	X	S. Ji (CBPA)	X	Z. Ramamonjiarivelo (CHHS)
X	N. Ermasova (CBPA)*	X	E. Johnson (CAS)*	X	X. She (COE)
X	E. Essex (CHHS)		S. Lopez (COE)	X	A. Tamulis (CAS)*
	L. Falconnier (CHHS)		K. Marrar (CAS)	X	C. Tymkow (AL/CHHS)
X	S. Gandy (COE)*	X	E. Mengova (CBPA)		S. Wadhwa (CHHS)
X	X. Gao (CBPA)	X	K. Morris (AL/CAS)	X	R. Washington (CHHS)*
	L. Geller (UL)*	X	R. Muhammad (AL/CAS)*	X	B. Winicki (COE)*
X	D. Golland (CAS)*	X	B. Parin (AL/CAS)*		

* = Faculty Senate Executive Committee

Guests: D. Bordelon, C. Sexton, R. Sinclair, N.R. Hill, L. Morrow Reutten, C. Rock

1. *Call to Order and Agenda*

The meeting was called to order, with quorum, at 1:05 p.m. by Faculty Senate President Muhammad. There were no additions to the agenda. Golland made the motion to approve the agenda; Cortese seconded. The agenda was approved by unanimous voice vote.

2. *Administration Updates*

Provost Bordelon began her report with information about *student applications and enrollment*. With regard to *freshmen* applications for the Fall 2015 semester, she stated that there have been 691 applications (vs. 501 at this time last year) and 262 have been

admitted (vs. 231 last year). Of the 262 admissions, 78 are direct admits (i.e., no Early Start required), 132 required Early Start in both English and math, 35 require Early Start in math only, and 17 require Early Start in English only. Of the 691 applications, 204 have been denied and 184 are incomplete. There have been 37 student acceptances, with 30 having submitted enrollment deposits; 15 freshmen have also submitted housing deposits.

With regard to *transfer and graduate program students*, Provost Bordelon reported the following numbers for the Summer 2015 term. For undergraduate transfer students, there have been 360 applications, with 214 accepted. There have been 581 graduate (i.e., masters level) applications, with 238 accepted. For doctoral programs, there have been 98 applications and 58 have been accepted. She reported the following for the Fall 2015 semester. For undergraduate transfer students, there have been 795 applications, with 404 accepted. There have been 782 graduate (i.e., master's level) applications, with 113 accepted. For doctoral programs, there have been 67 applications and 9 have been accepted.

Provost Bordelon responded to a question about how many GSU undergraduate program graduates are entering GSU graduate programs by discussing the draft report, "*Graduate Student Pipeline*" by Institutional Research and Effectiveness Director Krcatovich. The report provides data on how many and percentage of graduate students who are GSU BA/BS degree holders, although their undergraduate programs are not included. Discussion included that it would be useful to have number of years since BS/BA degree. A senator cautioned against too heavy reliance on this type of numerical data in evaluating quality of programs. There was also a discussion of concerns regarding the lack of diversity in some graduate programs. Finally, a senator mentioned the possibility of producing a glut of master's degree holders in the area.

Provost Bordelon continued her report with information about *classroom space*. She stated that the plan is to have classrooms formerly occupied by the PT and the OT programs renovated in time for the Fall 2015 semester. They would be able to seat 40 to 48 students. In addition, the MAC lab classroom on the third floor, D wing, may also be renovated in order to accommodate large classes. A senator asked about funding for these renovations. Provost Bordelon noted that GSU had been asking for funding from the state for a long time, but she is not optimistic about getting funds from the state, given the budget situation. Bond offerings can not be used for funding classrooms because they are not considered revenue producing. She stated that one possibility, although not the best option, is use of mobile classrooms. Senators noted that the classrooms in The Cube and in Prairie Place seem to be underutilized.

Provost Bordelon then reported on *faculty searches*. The Unit A faculty searches in CAS are near completion. Some of the faculty searches in CHHS are still ongoing. In COE, there is a search for Division of Education Chair and for a Unit A faculty member for the Superintendent and Higher Education Concentrations in the Ed.D. in Interdisciplinary Leadership program. All faculty searches in CBPA have been completed. There was a question regarding how faculty search committees are formed. Provost Bordelon stated

that HR does not form committees and that HR works with the committees to develop the criteria for the positions. A senator noted that, in some cases, the criteria have been written prior to the committee's first meeting. Provost Bordelon stated that committee members should discuss this with chairs and deans. There was another question about the existence of a document outlining faculty search processes. Provost Bordelon stated that she will bring this question to the Dean's Council. Additional discussion focused on the composition of faculty search committees and selection of faculty search committee chairs.

Provost Bordelon concluded her report on the *budget* and items being brought to the *Board of Trustees on May 8*. She stated that President Maimon presented to the Illinois House Appropriations Committee this morning. She noted that there has been no further information since the possibility of a 31% cut was mentioned. The Board of Trustees will meet on May 8. Included in the agenda are approval of new programs, IBHE program reviews, the expiration of the lease on the Naperville site (which will require a teach out plan for undergraduate psychology students), and the planned move of Public Administration from CBPA to CAS, Division of Humanities and Social Sciences. In response to a question, Provost Bordelon stated that she had not yet received a report on the SEI survey.

Associate Provost Sexton provided an update on the *digital catalog*. The "handoff" from the vendor will occur soon; after that, GSU has ten days to review it to make sure it is what is needed. She stated that she is trying to keep up with the changes coming from UCC so that the digital catalog will include all changes. Assoc. Provost Sexton stated that the Degree Programs and Certificates webpage now includes links to *minors* available in each college. In response to a question about Junior Seminars, she stated that she is in the process of getting a list of which programs have completed UCC submissions for Junior Seminars and which have not yet done so. In response to another question, Assoc. Provost Sexton stated that the time for UCC reviews varied by type of submission. Changes in individual courses and catalog copy do not take long; new programs, on the other hand, take a great deal of time.

3. *Library Jam/One Book, One University*

University Library Dean Lydia Morrow Ruetten announced times and dates for the Library Jam events. They will be April 27 to 30 (Monday through Thursday) and will be open until 10:30 p.m. this year. Thursday, &:30 to 9:00 will be Breakfast with the President. She invited faculty members to volunteer. With regard to the One Book, One University event, this year's book is *Start Something That Matters* by Blake Mycoskie

4. *GSU Intensive English Program*

IEP Director Nell Rose Hill was invited by Faculty Senate President Muhammad to describe the program. Ms. Hill stated that the GSU IEP is now in its second term. There are currently nine students from three countries (Vietnam, China, and India) and three faculty members (two adjuncts and one lecturer). The program follows national guidelines for intensive English programs. In response to a question about where the program is housed, Ms. Hill stated that it is in Extended Learning because the program

has non-credit bearing courses. In response to a question about how the non-credit bearing nature of the program affects students' visa status, Ms. Hill said that she has met with State Department representatives, and they have only one concern: Will the person be studying, and will they be returning to their home country? There is no financial aide provided to students in the program. Ms. Hill stated that the benefits to GSU include service to students and recruitment of students for degree programs. There was a discussion of the need for faculty committees have some oversight to ensure quality of the program. Ms. Hill concluded her report by described the rigorous attendance policy and monitoring component of the GSU IEP. She noted that the students' I 20 visas can be revoked at any time if there is a problem.

(Provost Bordelon, Assoc. Provost Sexton, Dean Morrow Reutten, and Ms. Hill left the meeting at 2:25 p.m.)

5. *State Universities Annuitants Association (SUAA)*

Colleen Rock and other colleagues from SUAA encouraged senators and other faculty members to join SUAA. They stated that this organization is not only focused on retirees. It also fights for employees' rights regarding benefits. For example, there is a proposal to eliminate the 50% tuition reduction for employees and their children. They noted that there will be more attacks on current employees of SURS than on the retirees. Membership application forms were distributed.

6. *March 2015 Faculty Senate Minutes*

Senator Tymkow offered an edit on page 2, and Senator Johnson requested the addition of a sentence in the section on faculty searches. Golland made the motion to approve the minutes with these changes; Tamulis seconded. The minutes were approved with all except one abstention voting "yes."

7. *Faculty Reports:*

Educational Policy Committee (EPC):

EPC Chair Tamulis presented proposed changes to Policies 9, 14, and 15. For *Policy 9 English Language Proficiency*, he noted that the previous undergraduate (9U) and graduate (9G) policies had been combined and that Interim Policy 73 Conditional Admission – English Language Proficiency will be eliminated. Substantively, the proposed policy allows GSU IEP completion at specified levels of proficiency to be used as an alternative to the two standardized tests' results previously included. (Faculty Senate Parliamentarian Golland noted that the motion and second for approval could be assumed because two of the four EPC members who also are senators were present at the Senate meeting.) Tymkow and Gandy each offered an edit to the proposed policy. The vote was called; the changes were approved by unanimous voice vote.

Tamulis then presented the proposed changes in *Policy 15 Freshmen Placement Policy*. (Note: the previous title of Policy 15 was Directed Self Placement Policy.)

He summarized the history of the policy and the current voluntary nature of the testing and course placements in the policy. He noted that EPC previously had resisted requests to remove the policy entirely. The placement process in the new policy will apply only to freshmen due to IAI restrictions. There was a question about the term “freshmen.” Those who object may abstain in the vote. The vote was called; there were 13 votes in favor and 3 abstentions. The policy was approved.

Tamulis presented the third proposed policy change, *Policy 14 Policy on Academic Standing*. Again, the proposed policy combines the current undergraduate (14U) and graduate (14G) policies. Substantively, the proposed policy’s timelines have been changed to accommodate the new summer term. The vote was called; the policy was approved by unanimous voice vote of 16 senators.

Academic Program Review Committee (APRC):

APRC Chair Sinclair distributed a draft report on *proposed changes to the APRC’s program reviews* (see attached). The report was written by Dr. Sinclair and had not yet been reviewed by APRC. Faculty Senate Secretary Winicki will send the report to senators, who should send comments/responses to Dr. Sinclair prior to the next Senate meeting.

Graduate Studies Council:

Senator and Graduate Council Representative Tymkow reported on a number of graduate-student networking activities, including an ice cream social fundraiser on April 30, from 12:00 to 5:00 p.m. There will be Graduate Student orientations on May 8 and in July and August. A program on “Negotiating the Job Offer” is planned for the fall. The Graduate Studies Council currently is working on revisions of Interim Policy 33 Graduate Admissions and Special Admissions and Policy 19G Graduate Readmission for eventual submission to EPC.

University Curriculum Committee (UCC):

UCC Chair Parin stated that any changes that must be in the Fall 2015 catalog must be submitted immediately. She said that UCC will hold an all day retreat on May 18 to work on submissions.

8. *Proposed General Education Council*

Faculty Senate President Muhammad and Faculty Senate Vice President Cortese led discussion of the draft resolution regarding the proposed General Education Council (see attached). Cortese is a member of the General Education Implementation Task Force. The more permanent structure of a joint Faculty Senate and Administrative Council has been proposed. Cortese noted that there is a concern about restricting administration to non-

voting status, which would be necessary if it were a standing committee of the Senate, because that would affect shared governance. The new structure must protect the voice of administration as well as of the faculty; the Council will operate on a consensus basis. It will be modeled after the Graduate Studies Council and the Honors Program. Cortese said the Council will have a "dotted line" relationship to Senate (see attached General Education Implementation Task Force document). There was a brief discussion of the role and responsibilities of the proposed Council and its director. The resolution was tabled so that input from senators can be obtained. Faculty Senate Secretary Winicki will distribute the draft resolution via email.

9. Announcements:

- (1) National Poetry Month events
- (2) PBAC hearings, May 20 and 21
- (3) GSU Commencement, May 16
- (4) 2015-16 Senate and Committee nominations due April 27

Meeting Adjourned: 3:10 p.m.

Next Meetings:

Executive Committee Meeting: May 7, 2015. 1:00-3:00 p.m., Library Conference Room
Full Senate Meeting: May 21, 1:00 to 3:00 p.m., place TBD

Respectfully submitted,

Barbara Winicki
Faculty Senate Secretary

Attachments:

- Proposed Changes to APRC Program Reviews
- Draft Resolution Regarding General Education Council
- General Education Council Proposal
- Memorandum: Graduate Student Pipeline Report

Proposed changes to APRC Program Reviews

Rationale:

The Illinois Board of Higher Education (IBHE) Act per Section 1050.50 - Review of Existing Units of Instruction, Research and Public Service states: *The Board of Higher Education is authorized to review, periodically, all existing programs of instruction, research and public service at the State universities and colleges and to advise the appropriate board of control if the contribution of each program is not educationally and economically justified* [110 ILCS 205/7].

In a December 2008 document IBHE outlined the requirements for a “Third Year Progress Report” and the process for the “Cyclical Review” of programs. Additionally the Higher Learning Commission (HLC) revised their accreditation criteria in 2014. In particular, *Criterion Three – Teaching and Learning: Quality, Resources, and Support* and *Criterion Four – Teaching and Learning: Evaluation and Improvement* identify the program expectations and evaluation plans each university should have in place for program review. Through HLC accreditation we are obligated to demonstrate the extent to which our institution “demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement” (Criterion Four – Pathways Criteria for Accreditation, June 2014).

Upon review of our current Program Review Processes (analyzing the Institutional Report with Program Summary Data and evaluation of Cyclical Program Reports) the current information APRC receives is not providing enough data and supporting documentation to provide the kind of program review required to address the current IBHE and HLC requirements. Additionally, the current criterion for evaluation is based on a 2 year university, now that GSU is a 4 year University these criteria must be reevaluated to determine if adjustments must be made. We must provide to IBHE on an annual basis, a summary of our evaluation efforts. In spring of 2016, in advance of a site visit, we must provide an *assurance document* to HLC that demonstrates how *Criterion Three and Criterion Four* are met at GSU. The time has come to revise our current processes and reporting requirements.

APRC Recommendations

1. Proposed Changes to Components of the *Cyclical* and *Third Year Progress Review Reports*
 - a. Current Practice
 - i. Description and assessment of any major changes in the program
 - ii. Description of major findings and recommendations, including evidence of learning outcomes and identification of opportunities for program improvement
 - iii. Description of actions taken since the last review, including instructional resources and practices and curricular changes
 - iv. Description of actions taken as a result of this review, including instructional resources and practices and curricular changes
 - b. Proposed Change to Meet IBHE and HLC Requirements
 - i. A statement of program goals and intended learning outcomes;
 - ii. Description of program assessment and frequency of assessment and any actions taken since the last review, including changes to instructional resources and practices and curricular changes (Note: Programs should also be addressing technological innovations, changes to delivery formats, use of data and/or learning management systems);
 - iii. Description of course assessments aligned to learning outcomes, data collected from those, analysis of data, and results or action taken based on analysis;
 - iv. Description of an end or near-end-of-program assessment of student learning, data collected from this, analysis of data, and results or action taken based on the analysis (Note: Per policy 72 this could be the capstone);
 - v. Description, data collected and analyzed, and results of any additional performance measures, if necessary, that reflect the uniqueness of academic programs and disciplines (NOTE: this would be optional – program may have captured everything in iii and iv);
 - vi. Analysis of Enrollment Data Table – Programs are expected to use the data to evaluate trends (NOTE: These data will be provided by IR 3-5 months prior to Report due date);

Example of Enrollment Data Table (IR will provide programs)

	AY09/10	AY10/11	AY11/12	AY12/13	AY13/14	AY14/15	6 year Avg.
Number of Enrolled Majors (Fall)							
Fall SCH							
Applicants							
Admissions							
Degrees awarded							
Average age							
GSU Costs							
Statewide average costs							

- vii. Feedback from key stakeholders (current students, alumni, employers, graduate schools, etc.) [IR will be able to provide alumni and possibly employer feedback]; and
 - viii. Summary statement of actions taken as a result of this review.
2. Proposed Changes to Timeline for Submission of Annual Review Reports
- a. Third Year Progress Report
 - i. Currently – submit by Feb 1 while in the middle of third year of enrollment
 - ii. Proposed – submit by October 1, after three full years of enrollment data are available. IR will provide data by May prior to October deadline to give Program time to complete review. APRC will review in October and request additional information if necessary to ensure completion with the Cyclical reviews.
 - b. Cyclical Reviews
 - i. Currently – submit by Feb 1
 - ii. Proposed – submit by Feb 1 but provide enrollment data (see 1.b.vi. above) to Programs by October to use in preparation of their report to the APRC.
3. Proposed Changes to Program Summary Analysis (Annual Program Review)
- a. Data Collection through Institutional Research
 - i. APRC will no longer have to create their own spreadsheet to perform this review, thus enabling the APRC to get data sooner and work on these analyses during the fall term (instead of April or May).
 - b. Process for Review and Feedback
 - i. APRC will require that programs evaluated as “marginal” or “recommended for suspension” in the annual review, based on enrollment data alone, to complete the Cyclical Program Review Report by Feb 1 at the latest. APRC will review said report with the Cyclical Reviews. This is intended to allow the committee to render more informed recommendations.
4. Certificate Review Process (Policy 58)
- a. Process for Reviewing Certificates
 - i. APRC will begin reviewing Certificates starting Fall 2015; creation of a review schedule is currently underway; It is expected that the review process will be similar to or the same as the proposed Annual and Cyclical reviews; more information to follow.

Rob Sinclair
Academic Program Review Chair

A RESOLUTION
Regarding the Establishment of a
GENERAL EDUCATION COUNCIL

Whereas the General Education Implementation Task Force (GEITF) was charged, in part, with recommending to the University Faculty Senate a scheme for the creation of a permanent body charged with duties similar to or exceeding its own; and

Whereas the GEITF has consulted with various stakeholders in the implementation of the General Education curriculum;

Now, therefore be it Resolved that there shall be established, as a standing committee of the University Faculty Senate, a General Education Council (GEC), composed of voting faculty members and non-voting, ex-officio administrators and others; and

Be it further resolved that the charge of the GEC shall be to provide guidance and oversight to the General Education Program at Governors State University, including:

1. Policies and procedures for admissions criteria and placement into SmartStart or any successor programs;
2. Inclusion of courses in the General Education curriculum;
3. Facilitation of Illinois Articulation Initiative (IAI) course approvals;
4. Review of courses for General Education Student Learning Outcomes;
5. Assessment of General Education Student Learning Outcomes oversight;
6. Development of new faculty, especially those teaching First Year Seminar or any successor curricula;
7. Interaction with support services;
8. Facilitation of Learning Communities;
9. Organization of support and review initiatives, including but not limited to small grants and service learning projects; and
10. Coordination of General Education program assessment; and

Be it further resolved that the composition of the GEC shall be as follows:

1. One voting faculty member per college and the library, to serve staggered two-year terms, elected in the same manner and at the same time as members of the other standing committees of the faculty senate;
2. One additional voting faculty member per division within the College of Arts and Sciences, each appointed to staggered two-year terms by the respective division chair, with experience or expertise in teaching first- and second-year students;
3. One contingent faculty member with experience or expertise in teaching first- and second-year students, elected by the contingent faculty in a manner to be determined by the Provost, to serve a two-year term, without vote;
4. The Provost of the University (or designee), without vote;
5. The Dean of the College of Arts and Sciences (or designee), without vote;

6. The Chairperson of the University Curriculum Committee (or designee), without vote;
7. The Director of the University Honors Program, without vote;
8. The University IAI coordinator, without vote;
9. The first-year advisor, without vote; and
10. The President of the University Student Senate (or designee), without vote; and

Be it further resolved that the GEC shall be led and chaired by a Director of General Education, with the active assistance of an Associate Director of General Education; that each shall be elected by and from the voting members of the GEC for a two-year term; that each shall receive the equivalent of three teaching course releases (nine credits) per year for such service; that each shall meet the following qualifications unless waived annually by the Faculty Senate:

1. Tenured appointment in an academic division or academic department of the university; and
2. Elected membership in the Faculty Senate; and

That neither shall simultaneously receive course release time for program coordination or service as an officer of the faculty senate or recognized union; and

Be it further resolved that the GEC shall meet at least monthly during the Unit A contract year and report regularly to the University Faculty Senate and Office of the Provost; and

Be it further resolved that the University Faculty Senate shall adopt language forthwith revising its bylaws to reflect the establishment of the GEC as a standing committee.

Approved in Faculty Senate April 16, 2015.

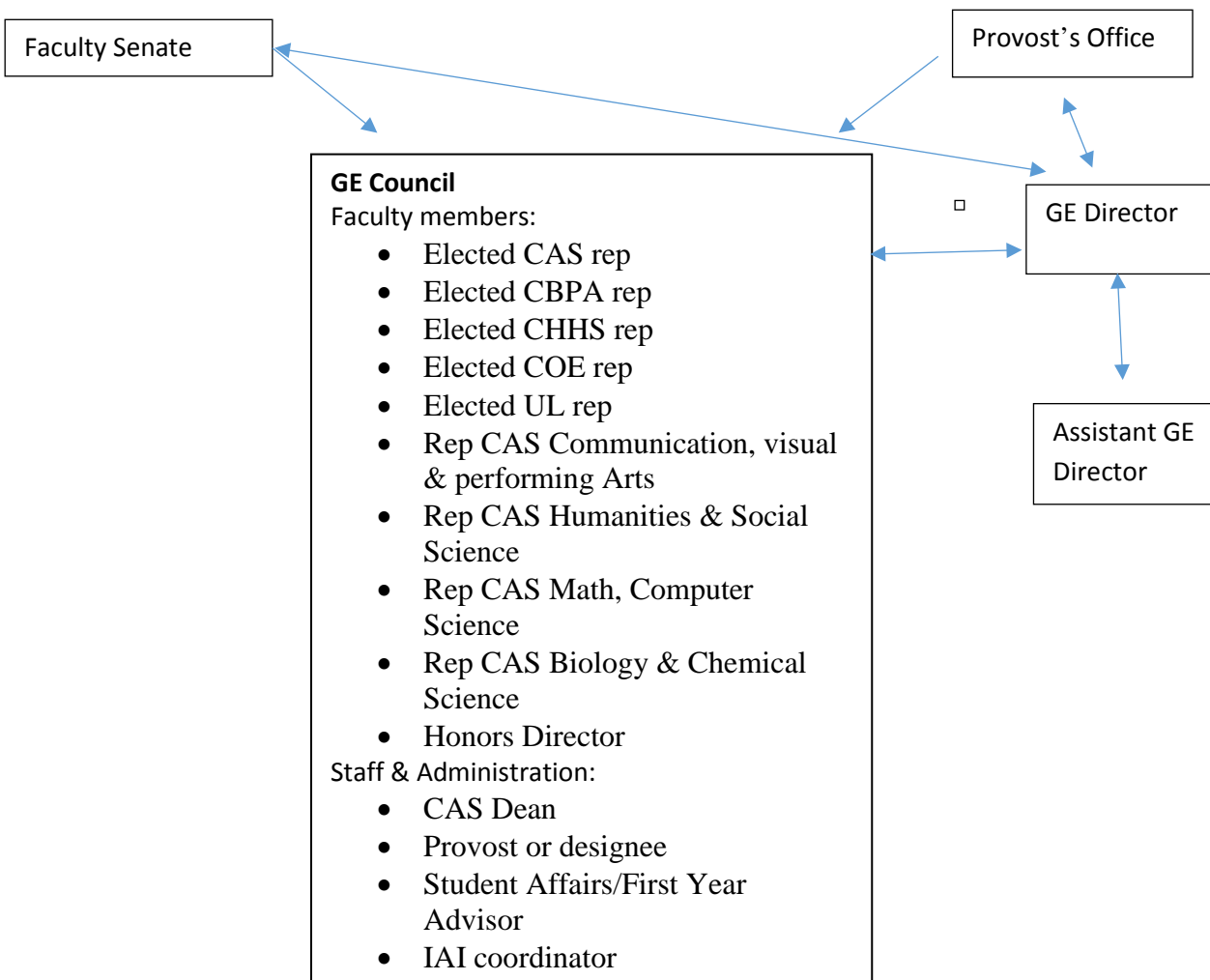
Rashidah Jaami Muhammad
President, University Faculty Senate

General Education Council Proposal

Purpose of the General Education Council: the joint council of the Faculty Senate and Provost's Office will provide guidance and oversight to the General Education (GE) program at Governors State University.

Tasks: Some areas of responsibility will include: cooperate with staff and monitor the outcomes of the Smart Start program; review requests for inclusion of courses into the GE curriculum in full cooperation with UCC and facilitate IAI course approvals; review the assessment of GE student learning outcomes (SLO); support faculty, especially those teaching First Year Seminar; coordinate with Student Success Teams; facilitate learning communities; support/review initiatives (i.e. grants, service learning in GE); coordinate GE program assessments.

Membership:



Summary of the Tasks of the GE Council:

- GE Curriculum: coordinate course requests and approvals for new GE courses with UCC
 - Assessment of GE SLO: work with GE Director to design systems for analysis of relevant SLO; cooperate with CASLO
 - Faculty development for teaching GE: work with FSTC to sponsor relevant workshops, mentoring, faculty learning communities
 - GE policies and procedures: suggest changes or updates in cooperation with EPC
 - GE Program assessment: regularly review program outcomes (APRC)
-

GE Director (up to 11 credit hours re-assigned time with possible summer compensation)

Essential Tasks:

- Vision and planning for GE program
- Coordination and communication with Office of the Provost, Faculty Senate and standing committees
- Assessment of student learning-implement plan
- Assessment of GE program-implement plan
- Smart Start & Supplemental Instruction-participate in planning and assessment of these programs
- Curriculum-plan and review GE course changes and IAI submissions
- Faculty Development-suggest appropriate activities for cohort instructors; coordinate themes and First Year Seminars
- Participate in Scholarly Activities related to GE (present at conferences, complete research projects, etc.)
- Participate in outreach activities for GE, such as orientation sessions, admitted student days, etc.
- Work closely with the GE Council and other committees to promote the GE curriculum

Qualifications: Earned tenure at GSU; a terminal degree in an academic discipline and at least 5 years teaching experience in higher education; excellent interpersonal, organizational and communication skills; previous experience with curriculum design, implementation and assessment; understanding of shared governance.

Assistant GE Director (6 credit hours re-assigned time)

- Complete projects as assigned by GE director
- Implement GE assessment plans
- Participate in outreach efforts including information for the website & catalog
- Work with residence life and Faculty in Residence to promote GE themes and student learning
- Monitor policies related to GE and work with EPC for needed changes

Qualifications: a terminal degree in an academic discipline and at least 5 years teaching experience in higher education; excellent interpersonal, organizational and communication skills; previous experience with curriculum design, implementation and assessment; understanding of shared governance.

Memorandum: Graduate Student Pipeline Report

Date: 4/14/2015

Colleagues:

The attached report, "Governors State University Graduate Student Pipeline – Fall 2014" has been designed to investigate the admission pools of our graduate programs and the entry of our undergraduate alumni into our graduate degree programs. This report is the first of many planned reports to investigate this aspect of our graduate admissions and undergraduate outcomes and if you have suggestions for future explorations or topics, please contact the Office of Institutional Research and Effectiveness (oir@govst.edu).

Methodology

Students who enrolled in the Fall 2014 term in graduate and doctoral degree programs were reviewed to determine the institution in which a bachelor's degree was earned. The enrollment, based on the university federal reporting census date, only reflects their primary academic program as determined by federal guidelines to provide an unduplicated count of students. Certificate programs at the graduate level were excluded.

For each of these students, their prior degree(s) earned were reviewed as entered into the Colleague system by the Office of Admissions. Those who earned a bachelor's degree at Governors State University are reported under "GSU Grads" and the ratio of those graduates to the overall program enrollment is reported under "% of Enrl". The final percentage of the far right at the top of each college's report is the total ratio for all students in that college and/or level. For clarity the doctoral programs are separated from the masters programs. The colors indicate where in the spectrum of programs each lies with shades of red reflecting those programs closer to 100% of enrollment coming from GSU graduates and blue reflecting the programs closer to 0% of enrollment. Overall 32.4% of all graduate students enrolled at GSU in the Fall 2014 term were alumni of GSU bachelor's degree programs.

Important Notes on the Results

There are three vital notes in interpreting this report to keep in mind. First, as noted above, certificates earned and certificate enrollments are not included. Only bachelor's degrees earned at GSU and graduate degree program enrollments are considered. That also means that a student in a doctoral program may have received a master's degree from GSU, but not a bachelor's degree, and would therefore not be counted in this pipeline report.

Second, the time between earning a bachelor's degree and enrolling in a graduate degree program was not considered. This report will include students with direct entry who graduated with a bachelor's degree and then immediately began a graduate degree program and students with a delayed entry into their graduate degree program.

Finally, the report does not address from which bachelor's program a student graduates. This will be addressed in future reporting either at the point of admission or with consultation to determine which GSU bachelor's degree programs to highlight.

Planned Future Reports

The Office of Institutional Research and Effectiveness is investigating the creation of a number of additional reports in the future. As noted before, if you have suggestions for topics please contact the Office of Institutional Research and Effectiveness at oir@govst.edu.

- A semester by semester report both historic and going forward to show annual change and historic trends in enrollments.
- A report that investigates other Illinois public, four-year universities and other universities of interest.
- A companion report to look at other institutions whose bachelor's degree alumni attend GSU as graduate students.
- A collapsed, composite report that disregards individual degree concentrations and only reports degrees.
- An outcomes report that compares academic progress and degree completion for graduate students who enter from GSU and other institutions.
- A companion report that investigates which bachelor's degrees students earn before enrolling in a graduate degree program and the length of time between earning a bachelor's degree and enrolling in a graduate degree program.

Limitations on the data in the Colleague system will delay the release of some reports as the quality of system data is reviewed and augmented where needed.

Marco Kratochovich II

Director, Institutional Research and Effectiveness

INTERNAL REPORT - CONFIDENTIAL

Governors State University Graduate Student Pipeline

Fall 2014 Enrollments

Graduate and Doctoral Enrollment (Degree-seeking only): 2,034

Students with bachelor's degrees from GSU: 658 32.4%

CAS College Degree Level Enrollment GSU Grads % of Enrl

ANCH.MS GR 17 4 23.5% 36.8%
 ART.MA GR 17 5 29.4%
 CJUS.MA GR 61 27 44.3%
 COMT.COM.MA GR 76 36 47.4%
 COMT.HPT.MA GR 22 14 63.6%
 COMT.MA GR 27 15 55.6%
 COMT.MDC.MA GR 21 11 52.4%
 CPSC.MS GR 99 13 13.1%
 ENBI.MS GR 13 6 46.2%
 ENGL.MA GR 15 6 40.0%
 IFDI.MFA GR 19 10 52.6%
 MATH.MS GR 33 10 30.3%
 POJS.MA GR 50 16 32.0%

CBPA College Degree Level Enrollment GSU Grads % of Enrl

ACCT.MS GR 43 13 30.2% 38.5%
 ACCTAPA.MS GR 1 1 100.0%
 BSAD.MBA GR 82 29 35.4%
 BSAD.SCMO.MBA GR 9 3 33.3%
 MIS.MS GR 15 4 26.7%
 PADM.MPA GR 97 45 46.4%

COE College Degree Level Enrollment GSU Grads % of Enrl

COUN.EDD DC 29 2 6.9% 12.8%
 INLD.HEAD.EDD DC 20 3 15.0%
 INLD.NPSE.EDD DC 16 2 12.5%
 INLD.PSAF.EDD DC 9 3 33.3%
 INLD.SUPT.EDD DC 4 0 0.0%
 CE COUN.CMC.MA GR 2 0 0.0% 29.2%
 COUN.CMH.MA GR 79 21 26.6%
 COUN.MA GR 1 0 0.0%
 COUN.MF.MA GR 38 7 18.4%
 COUN.SCH.MA GR 24 7 29.2%
 EDAD.ADM.MA GR 1 0 0.0%
 EDAD.HED.MA GR 12 4 33.3%
 EDAD.PRIN.MA GR 36 3 8.3%
 EDAD.SBO.MA GR 4 1 25.0%

EDEC.MA GR 9 3 33.3%
 EDUC.BESL.MA GR 17 5 29.4%
 EDUC.CI.MA GR 13 2 15.4%
 EDUC.CPE.MA GR 4 2 50.0%
 EDUC.MA GR 3 1 33.3%
 EDUC.MTE.MA GR 5 1 20.0%
 MCSE.MA GR 66 15 22.7%
 PSYC.CLN.MA GR 36 29 80.6%
 PSYC.MA GR 4 1 25.0%
 PSYC.THS.MA GR 4 2 50.0%
 READ.MA GR 20 6 30.0%
 SPSYC.EDS GR 12 3 25.0%
 UTED.MAT GR 14 5 35.7%

CHHS College Degree Level Enrollment GSU Grads % of Enrl

NURS.DNP DC 30 3 10.0% 6.6%
 OCCT.DROT DC 17 0 0.0%
 PHYT.DPT DC 93 5 5.4%
 PHYT.TDPT DC 12 2 16.7%
 CHHS ADDS.COUN.MHS GR 3 0 0.0% 37.1%
 ADDS.MHS GR 137 71 51.8%
 CDIS.MHS GR 109 52 47.7%
 HLAD.MHA GR 30 7 23.3%
 NURS.CNS.MSN GR 11 3 27.3%
 NURS.FNP.MSN GR 153 28 18.3%
 NURS.INUR.MSN GR 1 0 0.0%
 NURS.MSN GR 7 3 42.9%
 NURS.NAD.MSN GR 11 1 9.1%
 OCCT.MOT GR 74 16 21.6%
 SOCW.MSW GR 144 71 49.3%