Governors State University

Self–Study

HLC 2009 GSU

Mission
Engagement and Service
Knowledge
Learning and Training
Future

Prepared for the
The Higher Learning Commission
A Commission of the
North Central Association
of Colleges and Schools

Governors State University

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GOVERNORS STATE UNIVERSITY
List of Abbreviations Used in the Self-Study and Resource Room

A

ACBSP = Association of Collegiate Business Schools and Programs
ACFE = Div. of Accounting, Finance and Management Information Systems in CBPA
ACOTE = Accrediting Council for Occupational Therapy Education
ACS = Academic Computing Services
AQIP = Academic Quality Improvement Program as defined by HLC
APO = Admissions Processing Office
APP = Academic Programs and Policies (BOT committee)
APRC = Academic Program Review Committee
APERC = Academic Program Elimination Review Committee
ARC = Academic Resource Center
ASBH = Dept. of Addictions Studies and Behavioral Health
ASSD = Access Services for Students with Disabilities
AUPHA = University Programs in Health Administration

B

BoT or BOT= Board of Trustees

C

CAA of ASHA = Council on Academic Accreditation of American Speech-Language Hearing Association
CACREP = Council for the Accreditation of Counseling and Related Educational Programs
CAHME = Commission on Accreditation of Healthcare Management Education
CAPTE = Commission on Accreditation of Physical Therapy Education
CAS = College of Arts and Sciences at GSU
CBPA = College of Business and Public Administration
CCT = Chicago Community Trust
CBD = Capital Development Board (State of Illinois)
CDIS = Dept. of Communication Disorders
CE = College of Education (also use COE)
CHHS=College of Health and Human Services
CHP = College of Health Professions (used until 2008)
CIP = Classification of Instructional Programs
CLETC = Center for Law Enforcement Technology Collaboration
COTL = Center for Online Teaching and Learning
CPA = Center for Performing Arts
CQIA = Committee on Continuous Quality Improvement and Accreditation
CSWE = Council on Social Work Education
CUEs = Credit Unit Equivalencies (for calculating faculty workloads)

D

DC = Division/Department Criteria (for retention and promotion)
DrOT = Doctor of Occupational Therapy (degree designation)
DNP = Doctor of Nursing Practice (degree designation)
DOE = Div. of Education in the College of Education
DLMD = Digital Learning and Media Design
DPS = Dept. of Public Safety
DPT = Doctor of Physical Therapy (degree designation)
DSP = Directed Self Placement

E

EM & SS = Enrollment Management and Student Services
EPC = Educational Policies Committee (of Faculty Senate)

F

FA= Fall Trimester (usually September to December)
FDC = Family Development Center
FDM = Facilities Development Management (formerly PPO)
FOC = Faculty Office Complex
FSI = Faculty Summer Institute

G

GECC = General Education Core Curriculum
GRAD = graduate student
GROWL = Governors State Regional Online Writing Center

H

HDR = Health Disparities Research (College of Health and Human Services program)
HLAD = Dept. of Health Administration
HLC = Higher Learning Commission of the North Central Association of Colleges and Schools
HR = Human Resources

I

IAI = Illinois Articulation Initiative
IAODAPCA = Illinois Alcohol & Other Drug Abuse Professional Certification Assoc., Inc.
IBGTRI = International Business & Global Trade Research Institute
IBHE = Illinois Board of Higher Education
ICCB = Illinois Community College Board
IDSS = Interdisciplinary Studies
IPPA = Institute for Public Policy & Administration
IR = Institutional Research
IRB = Institutional Review Board for Human Subject Research
ISBE = Illinois State Board of Education
IT = information technology

ITPCC = Information Technology Policy and Planning Council
ITS = Information Technology Services

L
LIBA = Division of Liberal Arts in the College of Arts and Sciences
LCC = Liason Coordinating Committee

M
MILE = Metropolitan Institute for Leadership in Education
MMPA = Div. of Mgmt, Marketing and Public Administration (in CBPA)

N
NASPAA = National Association of Schools of Public Affairs and Administration
NCA = North Central Association of Colleges and Schools (it should be referred to as HLC)
NCATE = National Council for Accreditation of Teacher Education
NLNAC = National League of Nursing Accrediting Commission
NURS = Dept. of Nursing

O
OCCT = Dept. of Occupational Therapy
OEE = Office of Economic Education
OSPR = Office of Sponsored Programs and Research
OTS = Off-Campus and Technical Services

R
RNUI = Requests for New Units of Instruction

P
P&C = Div. of Psychology and Counseling in the College of Education
PAC = Program Assessment Coordinator
PBAC = Planning and Budgeting Advisory Council
PEAQ = Program to Evaluate and Advance Quality as defined by HLC
PHYT = Dept. of Physical Therapy

S
SAAS = Student Affairs and Academic Services
SBDC = Small Business Development Center
SCH = Student Credit Hours
SCORE = Service Corps. Of Retired Executives
SCI = Division of Science in the College of Arts and Sciences
SEI = Student Evaluation of Instruction
SIDL = School of Interdisciplinary Learning
SLATE = Southland Area Theatre Ensemble
SMHEC = South Metropolitan Higher Education Consortium
SOCW = Dept. of Social Work
SXL = School of Extended Learning
S/S = Spring/Summer Trimester (Generally May to August)

U

UAC = University Assessment Committee
UCC = University Curriculum Committee
UG = undergraduate student (UNDG also used)
UL = University Library
UPC = University Personnel Committee
UPI = University Professionals of Illinois
URG = University Research Grants

W

WI = Winter Trimester (Generally January to April)

Governors State University
Web Links Cited In Self-Study

Introduction

Progress Report on Assessment 2003: www.govst.edu/provost/quality/2003_assessment_report
Enrollment Plan: www.govst.edu/pbac/enroll
Writing Center: www.govst.edu/owl/
Self-Study Website: www.govst.edu/hlc

Criterion One

Governors State University Homepage: www.govst.edu/
GSU Fact Book: www.govst.edu/ir
Consulting Report for Strategic Plan: www.govst.edu/Consult_Strat_Plan
Strategic Planning Focus Group Minutes: www.govst.edu/strat_plan/focus_group
Impact for 40th Anniversary: www.govst.edu/impact
Board of Trustees Minutes: www.govst.edu/BOT_minutes
Strategy 2015: www.govst.edu/Strategy2015
Dashboard: www.govst.edu/ir/dashboard
Office of the Provost (under Documents): www.govst.edu/provost/
CAS Mission: www.govst.edu/cas/mission
CBPA: www.govst.edu/cbpa/
COE: www.govst.edu/coe/
CHHS: www.govst.edu/chhs/
University Library: www.govst.edu/library/strat_plan
CAS Events: www.govst.edu/cas/events
GSU Organizational Chart: www.govst.edu/GSU_org_chart
Illinois General Assembly: www.ilga.gov/legislation/ilcs/ilcs.asp
Board of Trustees Proceedings: www.govst.edu/BOT/proceedings
Board of Trustees Regulations: www.govst.edu/BOT/regulations
Provost's Council Minutes: www.govst.edu/provost/council_minutes
Policy Approval Procedures: www.govst.edu/provost/policy_approval_procedures
University Curriculum Committee: www.govst.edu/ucc/
Academic Program Review Committee: www.govst.edu/aprc/
Senates' By-Laws: www.govst.edu/provost/senates_bylaws
GSU View: www.govst.edu/gsuview/
DPS Crime Report: www.govst.edu/DPS/crime_report
GSU Financial Audit: www.auditor.illinois.gov
GSU Audit Findings: www.auditor.illinois.gov/Audit-Reports/description.asp
Student Handbook: www.govst.edu/sas/student_handbook
GSU Policy Manual: www.govst.edu/policy/
GSU Catalog: www.govst.edu/catalog/
Faculty Rights/Responsibilities (under Documents): www.govst.edu/provost/
Employee Rights/Responsibilities: www.govst.edu/hr/employee_relations

Criterion Two

Policy and Budget Advisory Council: www.govst.edu/PBAC
Retention Report 2005: www.govst.edu/retention/2005_report
Information Technology Strategic Plan: www.govst.edu/PBAC/IT_strat_plan
Family Development Center: www.govst.edu/children/
Facilities Plan: www.govst.edu/PBAC/Facilities_Plan
GSU-UPI Agreement: www.govst.edu/UPI_Agreement
Academic Affairs Strategic Plan (under Documents): www.govst.edu/provost/
Retention Report 2005: www.govst.edu/retention/2005_report
Alumni Survey Results: www.govst.edu/ir
Specialized Accreditation Reports: dspace.govst.edu/handle/123456789/ 836
CAS Mission Statement: www.govst.edu/cas/mission
CBPA Mission Statement: www.govst.edu/cbpa
COE Mission Statement: www.govst.edu/coe
CHHS Mission Statement: www.govst.edu/chhs
Division of Digital Learning and Media Design: www.govst.edu/dlmd/mission
Provost/Academic Affairs Mission Statement: www.govst.edu/provost/
Student Affairs and Academic Support Mission Statement: www.govst.edu/saas/mission
University Library Mission Statement: www.govst.edu/library/strat_plan

Criterion Three

Progress Report on Assessment 2003: www.govst.edu/provost/quality/2003_assessment_report
Syllabus Format: www.govst.edu/ucc/syllabus_format
University Curriculum Committee: www.govst.edu/ucc/
Homeland Security Programs: www.illinoisideahs.org/idea/
University Policy Manual: www.govst.edu/policy/
GSU Catalog: www.govst.edu/catalog/
Assessment Model: www.govst.edu/pbac/assess_model
Program Assessment Plan Summary Template: www.govst.edu/pbac/assess_rpt_form
Dashboard: www.govst.edu/ir/dashboard
Summary Program Review Reports: dspace.govst.edu/handle/123456789/778
Fact Book: www.govst.edu/ir
GSU-UPI Agreement: www.govst.edu/UPI_Agreement
Division/Department Criteria: www.govst.edu/provost/dc
Online Teaching Certificate: www.govst.edu/elearning/certificate
Academic Affairs Strategic Plan: www.govst.edu/provost/strat_plan
Chicago Area Faculty Development Network: www.cafdn.net
University Library: www.govst.edu/library
Writing Center: www.govst.edu/owl/
Center for Online Teaching and Learning: www.govst.edu/elearning/cotl
Information Security Certificate: www.govst.edu/cas/info_security_certificate

Criterion Four

GSU Factbook: www.govst.edu/ir/fact_book
Student Research Conference: www.govst.edu/src/
IAI Website: www.ibhe.state.il.us/Academic%20Affairs/iai.htm
iTransfer: www.itransfer.org/
GSU Articulation Agreements & Course Transfer Guides: www.govst.edu/transfer_info
GSU Policy Manual: www.govst.edu/policy
Directed Self–Placement Module: www.govst.edu/sas/online_orientation
University Curriculum Committee: www.govst.edu/ucc
Academic Program Review Committee: www.govst.edu/aprc
CQIA: www.govst.edu/pbac/cqia
Schedule of Cyclical Program Reviews: www.govst.edu/provost/cyclical_program_reviews
Student Organizations: www.govst.edu/sas/student_organizations
Alumni Surveys: www.govst.edu/ir/alumni_surveys
University Library: www.govst.edu/library/
Office of Sponsored Programs and Research: www.govst.edu/ospr
GSU–UPI Agreement: www.govst.edu/UPI_Agreement
GSU Policy Manual: www.govst.edu/policy
Institutional Review Board: www.govst.edu/irb
GSU Policy Manual: www.govst.edu/policy
Academic Resource Center: www.govst.edu/arc
GSU Catalog: www.govst.edu/catalog/
GSU Student Handbook: www.govst.edu/studenthandbook
GSU Policy Manual: www.govst.edu/policy

Criterion Five

Chicago Community Trust: www.govst.edu/chicago_community_trust
MILE: www.govst.edu/coe/MILE
Education Teacher Quality Enhancement Grants: www.govst.edu/tqe/
CenterPoint: www.centerpointgsu.com/
GSU Office of Economic Education: www.govst.edu/cbpa/Economic_Education
Center for Law Enforcement Technology Collaboration (CLETC): www.govst.edu/cas/cletc/
South Metropolitan Higher Education Consortium: www.southmetroed.org/
Center for the Performing Arts: www.centertickets.net/
Nathan Manilow Sculpture Park: www.govst.edu/sculpture/

Institutional Change Request

Illinois Public Agenda: www.ibhe.org/masterPlanning/materials/070109_PublicAgenda.pdf
Illinois Virtual Campus: www.ivc.illinois.edu/
GSU Rubric for Online Courses: www.govst.edu/elearning/cotl/rubric
Progress Report on Assessment 2003: www.govst.edu/provost/quality/2003_assessment_report
Policy and Budget Advisory Council: www.govst.edu/PBAC
Center for Online Teaching and Learning: www.govst.edu/elearning/cotl

University Library: www.govst.edu/library
School of Extended Learning: www.govst.edu/sxl
eLearning Portal: www.govst.edu/elearning/

INTRODUCTION

INTRODUCTION

Governors State University celebrates its 40th year in 2009 and also welcomes the Higher Learning Commission (HLC) for its fifth comprehensive visit. As the university celebrates this anniversary, we acknowledge all those members of the campus community, past and present, who built this institution and made the dream of a university degree come true for thousands of students. Those 40 years have seen immense changes nationally, internationally, as well as at GSU, and each year has brought its own accomplishments and challenges. Today the university remains true to its most fundamental and lasting commitment, that of providing quality educational opportunities to those traditionally underserved by higher education. GSU is also committed to continuous improvement, and in October of 2008 the Board of Trustees approved the university's new strategic plan, *Strategy 2015—Inspire Hope, Realize Dreams, Strengthen Community. Strategy 2015* affirms the university's core values and proposes strategies to achieve them.

Organization of the Self-Study

This self-study begins with an introduction, is followed by six chapters (with the first five each covering one of the five criteria for accreditation and the sixth describing our institutional change request) and lastly by the appendices. Each criterion is divided into sections dealing with its core components and ends with a "Strengths, Challenges, and Continuing Institutional Actions" section. The final chapter presents the institutional change request to offer online our extant Master in Health Science in Addictions Studies, Bachelor of Science in Nursing, Master of Science in Nursing and Doctor of Nursing Practice. Seven appendices provide additional specific information on the university. In its totality, this self-study describes the manner in which the university has addressed various challenges since the previous HLC visit in 2000, describes the university as it is in 2009, identifies the challenges it faces in attaining goals of *Strategy 2015*, and explains how the university intends to respond to those challenges through collaborative strategic planning.

An Overview of Governors State University

Governors State University was authorized by the Illinois General Assembly in 1969 and admitted its first students in the fall of 1971. Located in University Park, Illinois, 35 miles south of downtown Chicago, GSU was founded in the turbulent 1960s and many of its initial features were a

response to the criticisms and recommendations then being made about American higher education. GSU on its first day:

- Was upper-division and master's level only: had no freshmen or sophomores and admitted undergraduate students who had completed at least 60 hours of credit, primarily at community colleges.

- Was competency based: the transcript was a multi-page document noting student competencies, and there were no grades.

- Had renewable six-year contracts, and no tenure.

- Hired faculty on 12-month contracts.

- Gave title of "University Professor" to all faculty, and thus, no faculty rank.

- Attempted to break down the barriers among disciplines by assigning faculty offices throughout the building without regard to college affiliation.

- Had no floor-to-ceiling walls: walls were modular so that the building could adapt to changing needs.

- Named colleges in very non-traditional fashion – Education was Human Learning and Development, Business was Business and Public Service, Arts and Science was divided into two colleges: the College of Cultural Studies and the College of Environmental and Applied Sciences.

- Adopted an academic calendar consisting of six eight-week modules with most courses taught on a trimester cycle resulting from the combining of two contiguous modules.

GSU was intended to be an experimenting university.

GSU was intended to be an experimenting university, as such it experiments with different approaches and ideas, retains the successful ones, and adopts different strategies as experience dictates. During the past 40 years, GSU has evolved into the institution you find today — a university with tenure, faculty rank, a soon-to-be-implemented semester calendar, more traditional names for its various colleges, transcripts with grades, and classrooms with floor-to-ceiling walls. The university has changed in many ways, and while it will continue to experiment and be forward looking, it will remain true to its original and most fundamental mission: to serve traditionally underserved populations of minorities, community college transfer students, and working adults.

A number of additional facts will give the reader a sense of the university today:

- Located in close proximity to multicultural communities
- The only public university in Chicago's south suburbs
- 750-acre campus with one main campus complex consisting of seven interconnected buildings and eight additional structures
- Approximately 2,600 undergraduate students and 3,000 graduate students enrolled in 22 undergraduate majors, 25 masters and three doctoral programs
- Four colleges:
  - College of Arts and Sciences
  - College of Business and Public Administration
  - College of Education
  - College of Health and Human Services
- Average age of undergraduates 33.2, average age of graduate students, 34.8
- Most students commute from within a 15 mile radius
- 139 tenured/tenure-track faculty
- 655 total university full-time staff
- Most classes held once a week after 4:30 pm
- Awarded over 40,000 degrees since inception
- Classes held at the University Park campus, at 50 off-campus locations, and online
- Total FY2009 "all-funds" operating budget of $77.5M, funded with $27.6M from state appropriations, about $30.2 M from tuition and fees, and $19.7M from other sources including grants and contracts
- 1,500-seat Performing Arts Center, Nathan Manilow Sculpture Park, Family Development Center, CenterPoint at GSU (small business development center), fully-equipped fitness center
- A very diverse student body, faculty, and staff

The graphs below contrast changes in gender and ethnicity for students, faculty, and all employees at the university for the two years 1999 and 2008 (see Figures 1 through 6 below).

Figure I-1: GSU Students by Age Category: Fall 1999 and Fall 2008

GSU Students by Age Category

	19 or Younger	20 to 24	25 to 29	30 to 39	40 or Older	Unknown
FA99	31	802	1053	1263	1649	1
FA08	28	1167	1263	1518	1662	3
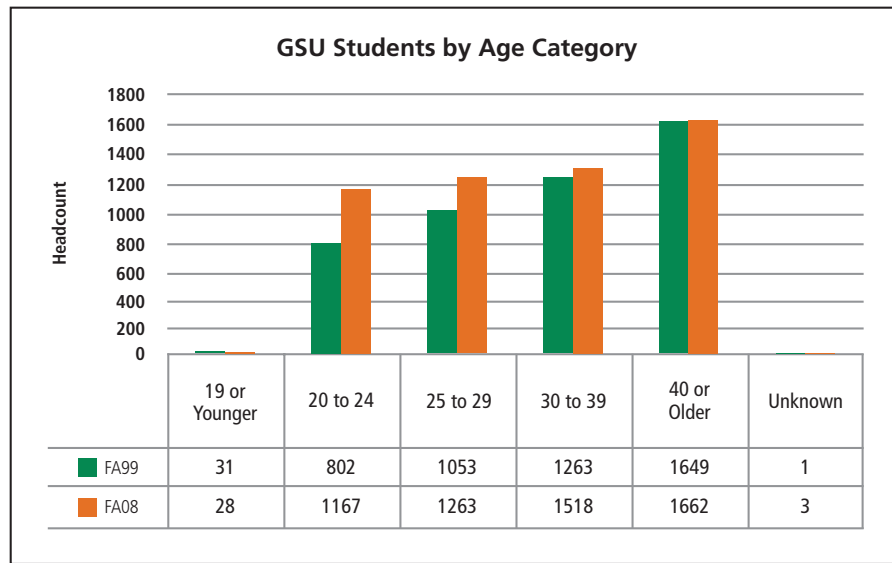
Figure I-2: GSU Students by Gender and Race/Ethnicity: Fall 1999 and Fall 2008

GSU Students by Race/Ethnicity and Gender

	Female	Male	Female	Male	Unknown
	FA99		FA08		
Caucasian	1959	943	1884	845	30
African American	1072	308	1533	393	20
Hispanic	133	60	271	94	3
Asian	52	46	88	109	2
Native American	6	3	7	4	0
Unknown	140	77	204	537	1
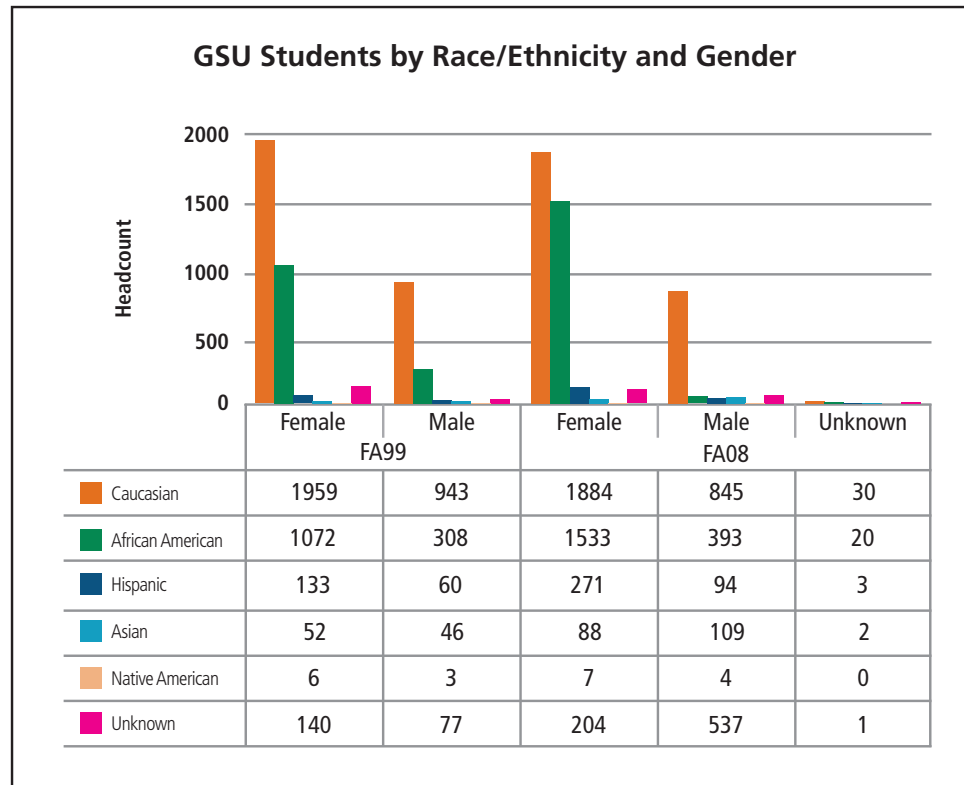
Figure I-3: GSU Employees by Gender and Category: Fall 1999

Figure I-4: GSU Employees by Gender and Category: Fall 2008

Fall 1999: GSU Employees by Gender and Category

	Exec/Adm/Mgr	Other Professional	Tenure/TT Faculty	Other Faculty	Secr/Clerical	All Other
Male	20	39	84	91	32	51
Female	20	91	73	98	139	15

Fall 2008: GSU Employees by Gender and Category

	Exec/Adm/Mgr	Other Professional	Tenure/TT Faculty	Other Faculty	Secr/Clerical	All Other
Male	14	50	72	105	15	63
Female	36	143	70	131	147	15
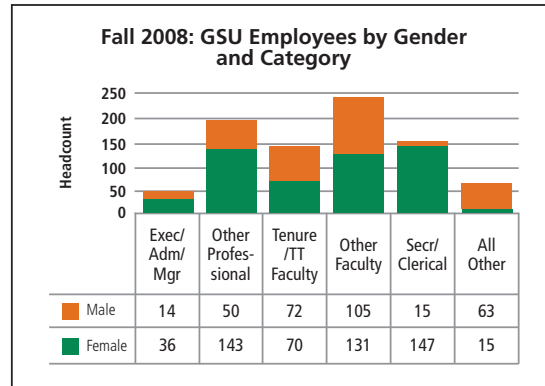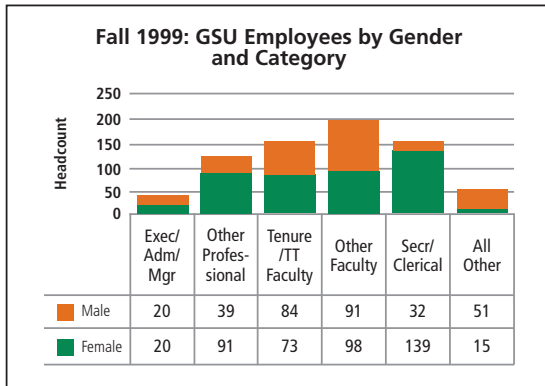
Figure I-5: GSU Employees by Race and Ethnicity: Fall 1999 and 2008

All GSU Employees by Race/Ethnicity

	American Indian	Asian/Pacific Islander	Black	Hispanic	White	Unknown
FA99 GSU Staff	3	30	199	16	502	3
FA08 GSU Staff	4	36	252	31	537	1
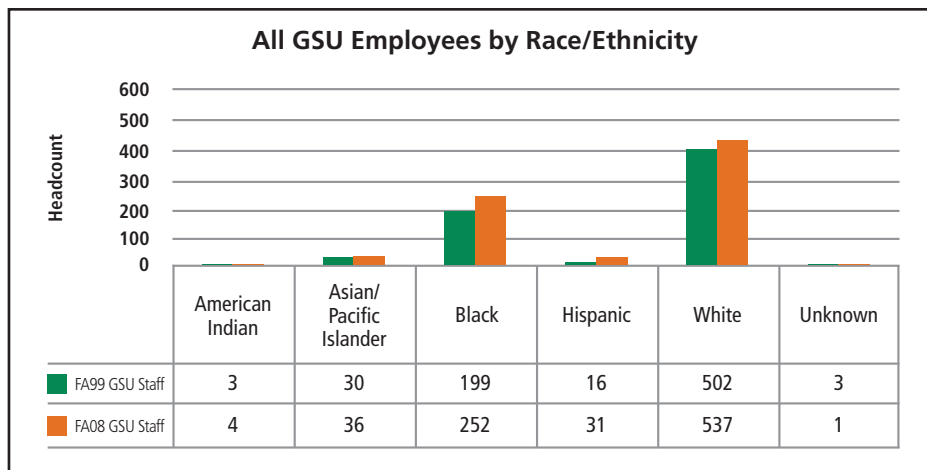
Figure I-6: GSU Faculty by Race and Ethnicity: Fall 1999 and 2008

All GSU Faculty by Race/Ethnicity

	American Indian	Asian/Pacific Islander	Black	Hispanic	White	Unknown
FA99 Faculty	2	21	58	5	257	3
FA08 Faculty	1	28	76	12	261	0
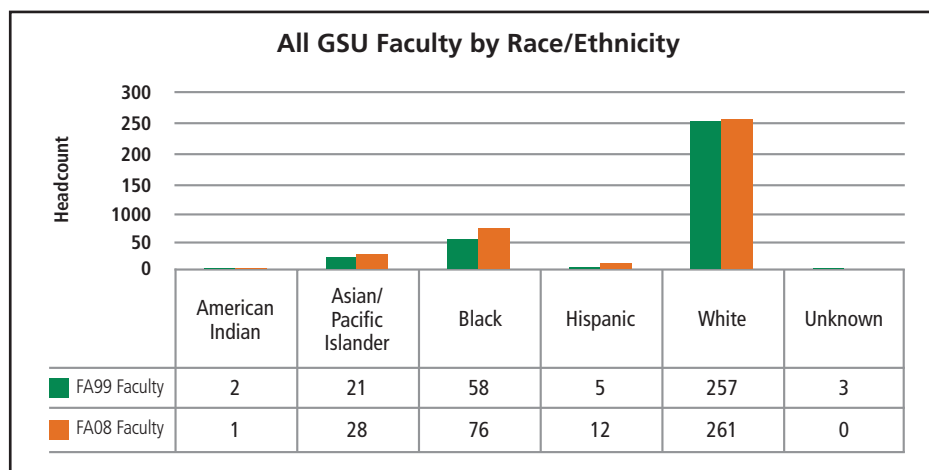
This overview provides only a partial description of the university. The following chapters will provide detailed information about the university's internal dynamics, relations with external stakeholders, governance systems, academic programs, students, faculty, staff, assessment, budgeting, and a host of other dimensions, which interact to create today's GSU. While the past and present are important, this self-study will also portray a university that is future-oriented and guided by the mission, goals and values of *Strategy 2015—Inspire Hope, Realize Dreams, Strengthen Community.*

Significant Developments Since the Last HLC Visit in 2000

What follows is a brief summary of certain changes, developments, improvements, and challenges that occurred during the past decade.

Curricular, Academic, and Organizational Changes by College

GSU recently expanded its commitment to graduate education by adding practice doctorates to its curriculum. The first of these degree programs, the Doctor of Physical Therapy, began admitting students in June 2007. Both the Commission and the Illinois Board of Higher Education (IBHE) have since authorized the Doctor of Nursing Practice (2008) and the Doctor of Occupational Therapy (2008). These programs began in fall 2008 and winter 2009, respectively. Currently there are 76 doctoral students enrolled (August 2009).

Each of the colleges has added to or modified its degree and program offerings:

College of Arts and Sciences:
- B.A. in Mathematics (2005)
- M.F.A. in Independent Film and Digital Imaging (2006)
- Interdepartmental Center, Center for Law Enforcement Technology Collaboration (2006)
- Secondary Education Sequence for Mathematics (2007)
- Movement of the School of Interdisciplinary Learning to the College of Arts and Sciences (2008)
- M.A. in Criminal Justice (2009)

College of Business and Public Administration:
- Masters of Public Administration degree reaccredited by the National Association of Schools of Public Affairs and Administration (2005)
- All business programs, undergraduate and graduate, reaccredited by the Association of Collegiate Business Schools and Programs (2005)
- Initiation of successful cohort programs in Public Administration with several police and fire departments from the surrounding communities (2005)

- Partnership with Guangdong University of Technology and admission of first Chinese M.B.A. students (2007)

- Movement toward offering numerous courses fully online (ongoing)

- Better integration of CenterPoint (small business development center) into life of college (ongoing)

College of Education:

- Accreditation of the Professional Education Unit by the National Council for Accreditation of Teacher Education (2003)

- Elimination of School Psychology sequence within the M.A. in Psychology (2003)

- Creation of the Metropolitan Institute for Leadership in Education to serve as a center of excellence for senior leaders in public education in the surrounding counties (2006)

- Addition to the Educational Administration Program of a sequence in Higher Education Administration (2006)

- Creation of Clinical sequence within the M.A. in Psychology (2007)

- Post M.A. Certificate in School Counseling (2007)

- Continuing accreditation of the Counseling Program by the Council for Accreditation of Counseling and Related Educational Programs (2007)

- Progressive expansion of cohort offerings to 17 cohorts in fall 2009

College of Health and Human Services

- Continuing accreditation of Bachelor of Science in Nursing and Master of Science in Nursing by the National League for Nursing Accrediting Commission (2003)

- Accreditation of Master of Social Work by the Council of Social Work Education (2003) and reaccredited with the Bachelor of Social Work as a combined program (2007)

- Master of Occupational Therapy reaccredited by the Accreditation Commission on Occupational Therapy Education (2003)

- Creation of Certificate in Online Teaching (2005) and several other topical certificates including the Certificate in Conductive Education, funded by the Coleman Foundation (2007)

- Master of Health Science in Communication Disorders received continuing accreditation from the Council on Academic Accreditation of the American Speech-Language-Hearing Association (2007)

- Development and offering of the university's first three doctorate degrees, the Doctor of Physical Therapy (2007), Doctor of Nursing Practice (2008), and the Doctor of Occupational Therapy (2008)

- Doctor of Physical Therapy accredited by the Commission on Accreditation in Physical Therapy Education (2007)

- Creation of the Center for Care and Study of Vulnerable Populations through receipt of the university's first National Institutes of Health (NIH) funding (2006)

- Name change from College of Health Professions (2008)

- Recertification of Bachelor of Health Administration by the Association of University Programs in Health Administration (2008)

- Continuing accreditation of Master of Health Administration by the Commission on Accreditation of Healthcare Management Education (2008)

Leadership Changes

There have been significant changes in GSU's leadership since the last HLC visit in April 2000.

- President Elaine Maimon began at GSU in July 2007.

- The position of executive vice-president originated in May 2007.

- A new provost was hired in January 2008, and following her resignation in March 2009, an interim provost is providing leadership; a national search is underway. Additional information is provided later in this chapter.

- New deans were hired in all of the academic colleges: College of Health and Human Services (May 2002); College of Arts and Sciences (July 2006); College of Business and Public Administration (July 2008); College of Education (December 2008).

- Also within academic affairs, the following changes occurred: the dean of University College became vice provost for Academic Affairs and is responsible for Information Technology Services and Digital Learning and Media Design (July 2008), as well as distance education; the department chair in Communication Disorders became assistant provost, with responsibility for curriculum and quality improvement matters, including liaison to the Illinois Board of Higher Education and the Higher Learning Commission (November 2007); the current dean of the College of Health and Human Services assumed the additional interim role of vice provost for Research and Graduate Studies (January 2009); and a faculty member in the library was named dean of the University Library (November 2004).

Other Organizational Changes

The arrival of a new president often ushers in a period of renewed energy, fresh thinking, different perspectives, and change. Such was the case with the arrival of President Maimon in July 2007. The following are some of

the more significant changes that occurred after consultation, analysis, and assessment:

- Creation of the Planning and Budget Advisory Council (PBAC) to provide guidance and leadership for planning, priority setting, and resource allocation and reallocation, co-chaired by the provost and executive vice president;

- The consolidation of Public Affairs, the GSU Center for Performing Arts, the Nathan Manilow Sculpture Park, the GSU Foundation, and the Alumni Office under the leadership of the vice president for Institutional Advancement;

- The transfer of the School of Interdisciplinary Learning (SIDL) to the College of Arts and Sciences in order to provide a more traditional academic "home" for SIDL and its B.A. in Interdisciplinary Studies;

- The consolidation of Information Technology Services with the Division of Digital Learning and Media Design. This change brought all elements of the distance learning function together with the technical services that mediate distance learning under the direction of a vice provost for Academic Affairs;

- The consolidation of all enrollment management and student-related service functions under a single primary student affairs officer reporting to the executive vice president;

- The change in name of the former College of Health Professions to the College of Health and Human Services better to reflect the mission of the college, its degree programs, and the range of its service activities;

- The elevation in status of the previously informal Graduate Council to a formal advisory body to the provost, chaired by the interim vice provost for Research and Graduate Studies.

All of these organizational changes, except for the creation of PBAC (fall 2007), occurred within the last seven months of 2008, and are indicative of the energy, fresh perspective, and philosophy of continuous improvement that came with the new president.

Facilities Enhancements

- The Campus Master Plan designated funds for eight new classrooms, rehabilitated existing classrooms and other teaching spaces, and provided various kinds of technology enhancements for classes (2002)

- Construction (2003) of Faculty Office Center (FOC) which houses 118 faculty offices, along with the president, provost, executive vice president, deans of Business and Public Administration, Education, and

Health and Human Services, three large conference rooms, president's conference room, and one "smart" classroom. Construction has begun in the basement of the FOC to provide additional instructional labs and faculty for the Nursing program.

- Construction of Family Development Center to house pre-school programs, and day-care for students and staff. The Faculty Development Center is staffed by certified teachers. (2002)

- Sustainability Plan (2006)

- Campus Master Site Plan (2008)

- After more than a decade of delays, the E and F Wings of the main building will be completely renovated to update all science, physical therapy, and occupational therapy labs as well as add classroom and office space. Work should begin in 2009 or early 2010. (Although the legislature appropriated the funds each year, the Governor did not disperse them. The Governor has just recently signed a capital bill that provides a $22.6 million budget for this project.)

- Deferred Maintenance Initiative: Numerous other facilities and deferred maintenance projects have been completed over the last two years or are currently underway to replace, upgrade, or renovate building systems and improve infrastructural deficiencies, funded through $27 million dollars obtained through the sale of revenue bonds and certificates of participation principally paid for through a dedicated student fee. Sample projects include: major electrical distribution replacement ($2.7 million), air handling units ($7.8 million), concrete repairs to main building's façade ($3.3 million), parking lots and storm water management ($2.1 million), Student Life swimming pool ($1.7 million), and campus–wide elevator rehab ($1.5 million).

- Other facility enhancements were funded by the strategic initiative fee for academic enhancement, enacted in FY03, that has been a principal source of revenue for building smart classrooms, creating online courses and course enhancements, creating community space for students, and renovating specific areas such at the Biological Field Station, the Photography Lighting Studio, and the Physiology Lab. In FY08, total revenue from this fee exceeded $ 1.2 million, and FY09 revenues generated $1.4 million.

- With funding partially derived from reallocated funds and from a National Institutes of Health grant, the College of Health and Human Services now occupies a renovated farmhouse (the Hantack House), which provides office and research space for up to ten staff members and ten graduate assistants. The space also has state of the art video conferencing facilities.

- Finally, in June 2009, the university initiated a number of energy saving and deferred maintenance projects, at the cost of $8.3 million; funded through a guaranteed energy savings contract.

The Planning and Budget Advisory Council (PBAC) — Strategic Planning

The Planning and Budget Advisory Council plays a central role in planning, setting priorities, and allocating and reallocating resources. PBAC's critical role is described at length in Criterion Two. The council was created in the fall of 2007 and is co-chaired by the provost and executive vice president. The 22 members include faculty, students and staff, as well as presidents of the faculty, student, and civil service senates. PBAC relies on the work of the following committees:

- Strategic Planning Steering Committee developed the university's mission statement and new strategic plan. This committee was disbanded once it had developed implementation strategies and monitoring tools.

- Committee on Budget and Finance recommended increasing tuition and fees for FY'09 and '10, as well as establishing a new priority-based budgeting process, which was implemented in FY09.

- Committee on Information Technology proposed a degree audit program in 2008 and recommended appropriate software for implementation. Degree audit is being implemented as the self-study is being written. The committee developed and recommended an Information Technology Strategic Plan that was adopted in 2009.

- Committee on Enrollment Management and Student Services worked with the academic and support units to develop enrollment management plans with a particular charge to increase enrollment in undergraduate programs, increase retention and graduation rates, and improve service to students. The committee has co-hosted, with the provost, several well-attended university-wide workshops that presented internal best retention practices to the faculty, student advisors and college administrators.

- Committee on Facilities worked with outside consultants to develop the Campus Master Site Plan, approved by the Board of Trustees in October 2008. Also developed (in 2009) a Facilities Plan that identified building renewal and deferred maintenance projects, in a priority order, for funding through the university's deferred maintenance initiative.

- Committee on Continuous Quality Improvement and Accreditation (CQIA) guides assessment and quality improvement efforts throughout the university in accordance with GSU's mission and strategic plan.

In addition to PBAC, the Faculty, Civil Service, and Student Senates continue to conduct their own very important business. Currently, members of the Faculty Senate and the administration are reviewing the structure and bylaws of the senate to ensure maximum coordination and efficiency among the senate, the Graduate Council, and PBAC and its committees.

The Planning and Budget Advisory Council plays a central role in planning, setting priorities, and allocating and reallocating resources.

Finances

Following the Commission's visit in April of 2000, GSU was greatly influenced by the economic downturn of the State of Illinois, particularly during fiscal years 2002, 2003, and 2004. In FY02, the university experienced a mid-year rescission of over $369,000 along with an unfunded state mandate of $656,200 to cover deficits associated primarily with health care costs. Similar mid-year rescissions occurred in FY03 ($722,000) and FY04 ($421,000), even as the state appropriation declined. In FY04, the state's universities were issued a second unfunded mandate in the form of the Illinois Veterans Grant, which continues to be an annual deduction from the university's operating budget. As a result, GSU's available state funds decreased by some $2.9 million dollars between FY02 and FY04. This resulted in staff layoffs, elimination of vacant faculty and staff positions, a reduction in graduate assistantships, and significant limitations on non-personnel services. FY09 was poised to be the first year in which appropriations would reach levels not seen since FY02, but another rescission of $710,000 occurred mid-year. Tuition and fees now account for almost 50 percent of the university's operating budget as contrasted to 25 percent at the time of the last HLC visit.

GSU has significantly increased its efforts to acquire supplemental sources of income.

- In FY06 the university received its first directed ("earmarked") appropriation in the amount of $1.3 million to initiate various centers in the colleges, and the legislature recently made those funds a continuing part of the state appropriation for the FY10 budget and, we hope, beyond.

- GSU has significantly increased its efforts to acquire supplemental sources of income through greater attention to relationship-based philanthropy; unit-level advancement activities; and increased sponsored research, grants, and contracts. In support of these efforts, an Office of Sponsored Programs and Research (OSPR) has been created and positioned in the Office of the Provost. For FY08, the university demonstrated a solid basis for such work, generating over $10 million in revenues from grants and contracts -- $7.5 million from federal, $1.6 million from state, and $1.0 million from private grants and contracts (see Figure I-7). However, it is recognized across the campus that our faculty and staff can do even better with the support of the OSPR. Also, as mentioned above, a new vice president for Institutional Advancement now leads the university in external relations. A closer analysis of these activities appears later in this self-study.

Figure I-7: GSU Grant Revenue

GSU Grant Revenue (FY06-FY08)

	FY0506	FY0607	FY0708
Other Grants	$589,346	$775,409	$1,101,993
State Grants	$1,032,106	$1,271,998	$1,579,401
Federal Grants	$5,957,412	$6.903,312	$7,521,940
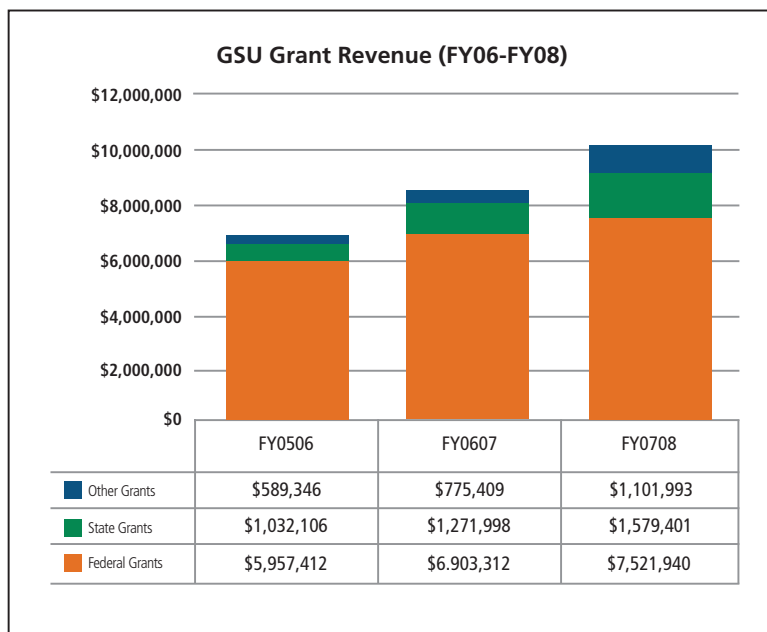
These difficult fiscal times over the past 10 years reflect the new reality in the funding of almost all public institutions, and GSU is adapting to that reality. Subsequent chapters will show how the university plans, identifies new sources of revenue, and budgets in a strategic fashion that anticipates minimal, if any, increase in state support.

Enrollment

GSU has experienced a modest increase in student credit hours (SCHs) over the past 10 years and a slight decrease in headcount. However, full-time equivalent students have increased each year since 2006, as noted in Figure I-8 below. The university is directing additional attention and resources toward accelerating those positive trends. An enrollment issues working group composed of the deans, members of the PBAC Committee on Enrollment Management and Students Services, and staff from the Enrollment Services and other administrative units had long and intensive meetings over this past summer to discuss, share perspectives, and plan strategies to improve all the many factors that lead both to new student enrollments and to retention of enrolled students. That group met with the president, provost, and executive vice president in August 2009 to report on findings and recommended actions.

Guided by *Strategy 2015*, the university seeks to increase FTE enrollments from 4475 (42,476 SCHs) in fall 2007 to 7000 (65,376 SCH) by fall 2014 (2007 to 2014 is the period specified in *Strategy 2015*). It further seeks to increase the undergraduate SCH to 60 percent of this total with focused growth of targeted graduate programs accounting for the other 40 percent of the SCH. These enrollment targets are very ambitious, and the univer-

sity is addressing the challenge in a systematic and intense fashion. Specific plans to build enrollment will be discussed in more detail later in this self–study.

Figure I–8: Full-time Equivalent Students at GSU

GSU Full-time Equivalent (FTE) Students

	Fall 1998	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Doctoral FTE	0	0	0	0	35.1	99.6
Graduate FTE	1,843	1,861	1,837	1,893	2,167	2,039
Undergraduate FTE	2,053	1,890	1,839	1,827	1,832	1,936
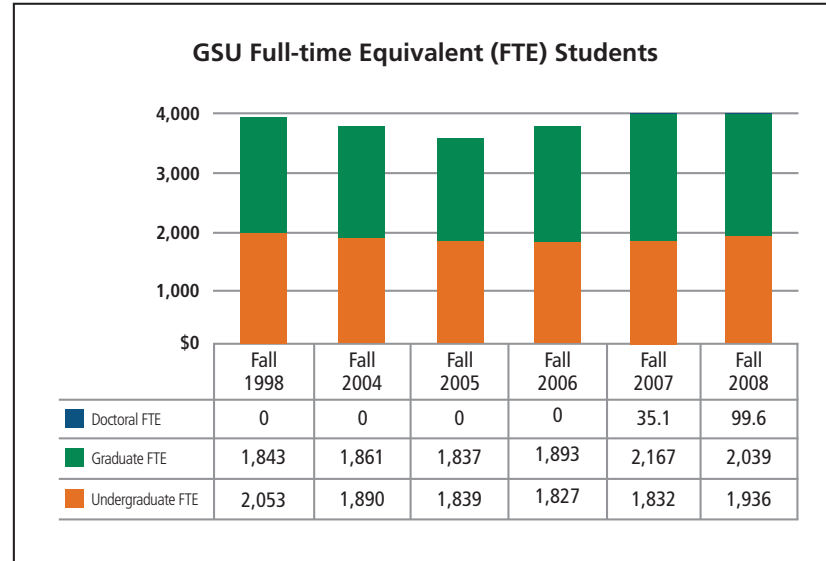
Other Matters of Note
- Creation of University Assessment Committee (1999)
- Creation of Center of Quality in Office of the Provost (2001)
- Creation of Graduate Council (2002)
- Re-engineering of admissions process which is now online and paperless (2002 and ongoing)
- Adoption of faculty rank system to encourage and reward teaching, scholarship and service (2005)
- Update of Strategic Plan (2008)
- Creation of position of Associate Director of Institutional Research (2006), which was changed to Director of Institutional Research in 2009, and
- Adoption of semester calendar plan for future implementation (2009)
- Creation of a position of Vice Provost for Research and Graduate Studies (2009)
- Development of online courses (ongoing)

GSU and the HLC

GSU has enjoyed a successful partnership with the HLC and NCA over the past 38 years. NCA granted correspondent status in 1970 and since then the university has maintained accreditation, hosting NCA for comprehensive site visits in December 1974, October 1979, March 1990, and, most recently, in April 2000. On September 15, 2000, accreditation was renewed with a progress report on the assessment of student learning due on June 30, 2003.

The university submitted its follow-up report, entitled *Assessment of Student Learning: A Progress Report*, (**www.govst.edu/provost/quality/2003_assessment_report**) on June 13, 2003, and it was accepted on September 22, 2003. In fall 2006, the HLC sent a team to GSU focused on the university's proposal to offer its first doctoral degree. The Doctor of Physical Therapy degree was approved in January 2007, and the first doctoral students were admitted to GSU in June 2007. A second focused visit occurred in spring 2008 to evaluate the proposed Doctor of Nursing Practice degree, which was approved in June 2008. An additional Evaluation Panel Review evaluated the proposed Doctor of Occupational Therapy in summer 2008, and it was approved in September 2008.

Response to HLC Concerns Raised in 2000 Visit

The comprehensive site visit of April 2000 took place only a few weeks after GSU's fourth president, Dr. Stuart I. Fagan, assumed office. The subsequent *Report of a Comprehensive Visit*, dated July 6, 2000, listed eight areas of strength for GSU as well as three challenges.

Abbreviated Statement of Strengths:

- Strategic plan with goal to integrate cultural diversity into all facets of university life
- Enthusiastic and highly diverse faculty and staff and motivated, diverse, and inclusive student body
- Funding available to address critical space needs, especially for faculty offices and classrooms
- Even with high turnover in provost's office, there is evidence of high performance and commitment among faculty and staff
- Level of scholarly and creative activity is greater than reflected in self-study
- University implemented expensive new programs in Occupational Therapy, Physical Therapy, and Management Information Systems
- Board of Trustees is enthusiastic, knowledgeable about the university and committed to its mission and welfare
- The new president demonstrates a comprehensive and focused vision that should serve the university well into the future

GSU has enjoyed a successful partnership with the HLC and NCA over the past 38 years.

These were GSUs strengths in 2000, and in their essentials, remain true today.

Below are the three challenges identified in 2000, and the university's response to them.

1) *Assessment is uneven across academic programs. There is ample evidence of program improvements that have occurred as a result of assessment activities, but not in all program areas. A newly constituted University Assessment Committee and the movement of overall responsibility for assessment to the Provost's office should lead to better monitoring and feedback regarding assessment activities across all programs.*

The University Assessment Committee (UAC) began work on this issue in AY1999-2000, with support from the president and provost. The committee's progress was clearly addressed in the progress report submitted to the NCA on June 13, 2003. Programmatic and departmental assessment plans were written, tracked, and recorded, and decisions to modify or add programs were based on the information gathered through those processes.

The UAC defined assessment at GSU as "an ongoing process aimed at understanding and improving student learning." That process involves "making [the university's] expectations [for learning] explicit and public; setting appropriate criteria and high standards for learning quality; systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and standards; and using the resulting information to document, explain and improve performance." (Approved by the UAC on October 13, 2001.)

The UAC worked aggressively on tracking and documenting the assessment of student learning from 1999 to 2006. For the majority of that period, the committee was capably led by a faculty member who contributed significantly to the 2003 progress report. That faculty member worked closely with the assistant provost/director of the Center for Quality, now dean of the College of Arts and Sciences, to ensure that the work of the UAC aligned with that of key faculty governance committees, in particular the University Curriculum Committee (UCC) and the Academic Program Review Committee (APRC). Those two Faculty Senate committees meet regularly to review requests for changes in courses, programs, and certificates, and the University Assessment Committee worked cooperatively with the UCC and APRC to ensure appropriate learning outcomes. These processes are described in greater detail in the 2003 progress report and in Criterion Three.

As the university looks to the future regarding the assessment of student learning, it will do so in the context of continuous quality improvement and building a culture of assessment throughout the university. This focus will assure that assessment occurs as an activity conducted throughout the university and not exclusively in Academic Affairs. This new focus began to emerge in AY2005-06 when the UAC expanded its scope to include assessment activities that were occurring (or needed to occur) in other operational units. The CQIA Committee now has oversight responsibility for university assessment. The discussion in Criterion Three, Student Learning and Effective Teaching, will provide detailed evidence regarding the assessment of student learning and teaching effectiveness.

2) *The university lacks an enrollment management plan to address issues of growth versus quality, size of student body, composition of student body in terms of full-time and part-time enrollment, size of enrollment in the Board of Governors program, undergraduate versus graduate enrollment and enrollment by academic program.*

Since the last comprehensive visit, enrollment management has been an ongoing focus for the university, with special significance in this time of decreasing funding and increasing costs. Since the HLC's last site visit, GSU has experienced increased student credit hours, increased enrollment of graduate students, and increased graduation numbers at both the undergraduate and graduate levels. Shortly after the 2000 HLC visit, and the team's finding regarding enrollment management, President Fagan undertook numerous strategies to review, modify, and improve the enrollment management efforts: reorganizing the Admission, Registrar's, and Financial Aid offices; moving toward online registration; and allowing students more flexibility in registering. Students can now apply for admission online (see Figure I-9), and the documents they submit are stored electronically, dramatically improving GSU's capacity to serve students and reducing a multitude of photocopies. Once a student is admitted, virtually all registration activities take place on the web (see Figure I-10).

Once a student is admitted, virtually all registration activities take place on the web.

Figure I-9: Transition to Online Admission Applications

Admission Application by Term and Method of Submission

	FA 2007	WI 2008	SS 2008	FA 2008	WI 2009	SS 2009
Percent Online	0.0%	12.4%	34.5%	22.2%	37.6%	47.3%
Percent Paper	100.0%	87.6%	65.5%	77.8%	62.4%	52.7%
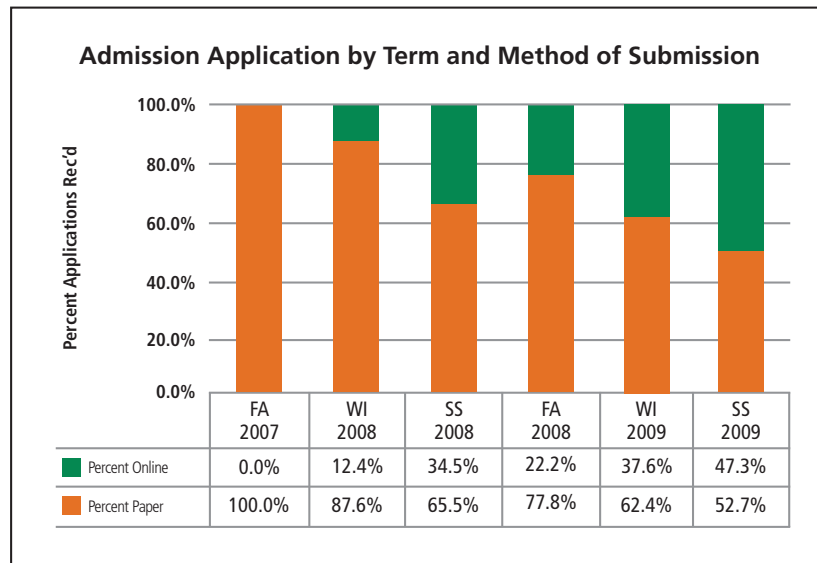
Figure I-10: Transition to Online Registration

Registation Transactions by Term and Method

Phone Web Manual
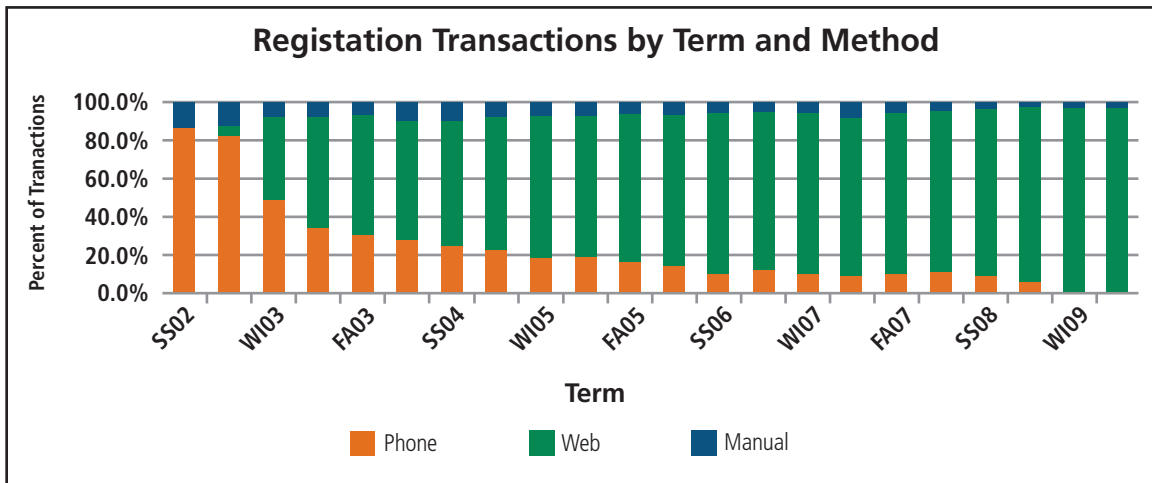
The university is now introducing an electronic degree audit system that should be available for students who apply for the winter 2010 term. Because every undergraduate student at GSU is a transfer student, the degree audit system will greatly facilitate the process for both students and staff.

Even though some of the systems have improved, the university's administrators remain concerned about the proper enrollment levels, balances between undergraduates and graduates, part-time and full–time student mix, preparation of students, and other matters which affect appropriate enrollment numbers, and composition. *Strategy*

2015 projects 60 percent undergraduate and 40 percent graduate SCH, and a 50 percent overall increase in SCH by fall 2014.

Each college, as part of its strategic planning process, is developing an enrollment plan consistent with the university's enrollment goals, and those plans will be available in the Resource Room. Additionally, as a part of the 2010 budget preparation, each dean provided information about the number of tenured/tenure-track faculty, university lecturers, and faculty adjuncts to determine how those totals would affect enrollment projections. Specific numbers of faculty in particular disciplines in each college can provide indicators of the over- or under-utilization of faculty. These data were used as part of the rationale for certain budget allocations.

The university is concerned that the state of Indiana, less than 10 miles away, allows Illinois residents to enroll in Indiana public universities and pay the same in-state tuition rates as Indiana residents. Consequently, many Illinois residents take the short drive across the border to enroll at Purdue University Calumet. Illinois has no reciprocity agreements with surrounding states, and as part of a plan to move toward greater tuition equalization with Indiana, GSU just reduced its out-of-state tuition from 300 percent of Illinois in-state tuition to 250 percent in-state tuition. The university plans to move toward greater tuition parity over the next several years.

As an additional initiative, the university is preparing to announce a very generous new tuition and scholarship program for community college students who are admitted simultaneously to GSU and their community college. The details of that plan will be available in the Resource Room.

Even in the face of enrollment challenges, it is clear that the university will maintain its commitment to quality and academic excellence. One example of the university's effort to maintain quality while increasing enrollments is the enrollment plan developed and recommended by the Enrollment Management and Student Services (EM&SS) committee of PBAC. The plan not only includes monitoring the three enrollment goals from *Strategy 2015* (50 percent increase in SCH, increase percent of SCH generated by undergraduates to 60 percent, and increase the number of dually-admitted students to 1,000), but it also includes monitoring what the committee refers to as context indicators. Examples of the context indicators related to maintaining quality include: student to faculty ratio, performance of students/alumni on external/standardized exams, and retention rates. This enrollment plan is available online at **www. govst.edu/pbac/enroll** (under the mission link).

The various graduate programs establish admissions standards appropriate for the major or discipline. Every graduate program

eligible for specialized accreditation has earned that accreditation, and the admissions standards reflect those recommended or required by the accrediting agencies. Graduate admissions standards vary from institution to institution, and those at GSU are appropriate for our particular mission. These accreditation successes are discussed more fully in Criterion Three.

Retention is a crucial factor in enrollment management. Consequently, in 2005, a newly formed Retention Committee completed a major review of enrollment trends for the academic years 1999–2004 and identified programs that had the highest and lowest dropout rates. Interviews with the programs having the highest and lowest dropout rates revealed practices that both the literature and GSU experience indicate are related to retention. This review resulted in the identification of eleven factors that significantly differentiated among the programs that were successful in retaining students from those that were not. The work of this committee is discussed further in Criterion Two.

The university is using these findings to encourage faculty and deans to improve student retention through such initiatives as program-specific orientations, early contact with prospective students, appropriate use of cohorts, and recognition ceremonies. Subsequent to the completion of the Retention Committee's work, the then-president created an Admissions Policy and Procedures Task Force that performed a comprehensive review of the policies and procedures that led to a variety of recommendations and numerous policy and procedure changes. The admissions task force later became a part of the Enrollment Management and Student Services committee.

During summer 2009, the provost and executive vice president convened a series of joint meetings with deans, student services, admissions, and public relations staff to consider ways to share ideas and work together more closely to improve both recruitment and retention. That group then met with the president in August to report on plans and activities.

3) ***The lack of stability in the Provost's office and the high level of decentralization of academic matters have hampered the development of the assessment program, the Writing Across the Curriculum Program and in general, communication across academic units.***

When Dr. Stuart Fagan began as GSU's fourth president on April 1, 2000, an era of increased stability in the administration commenced. A new provost/vice president for Academic Affairs was hired in October 2000, and served until 2007, when, upon the accession of a new president, he accepted a faculty appointment. President Maimon asked the long-serving associate provost to become acting provost until a new provost was appointed (January 2008). After serving for

Retention is a crucial factor in enrollment management.

approximately one year, that individual accepted a faculty position in the College of Arts and Sciences.

After seeking advice from the vice presidents, deans, and other faculty and staff leaders, the president appointed a senior professor to serve as interim provost, while a new search was undertaken. The interim provost had earlier served GSU, in a role similar to executive vice president, from 1973 to 1978, and then as provost from 1982 to 1992, whereupon he returned to the faculty of the College of Business and Public Administration. Except for a four-year period when he served as academic vice president at another university (1978 – 1982), the current interim provost has been a faculty member or administrator at GSU since 1971. He actually "retired" on July 1, 2009, and is now employed at GSU under the guidelines established by the Illinois State University Retirement System. He is not a candidate for the permanent position and is chairing the search currently underway for a new provost. The interim provost, with 19 years experience at the vice president level, has been able to step into the position with a great deal of support from the entire university.

In short, after the last accreditation visit, President Fagan addressed the issue of excessive "decentralization of academic matters" through strengthening and expanding the Office of the Provost, and President Maimon has continued the process of centralizing academic affairs and breaking down silos.

Today, the Office of the Provost is composed of:
- Interim provost/vice president for Academic Affairs
- Associate provost, responsible for contract and academic personnel matters
- Assistant provost, with responsibility for curriculum and quality improvement matters, including liaison to the Illinois Board of Higher Education and the Higher Learning Commission
- Vice provost for Academic Affairs, responsible for Information Technology Services, Digital Learning and Media Design, and the School of Extended Learning
- Interim vice provost for Research and Graduate Studies (also currently serves as dean of the College of Health and Human Services)
- Office administrator
- Administrative assistant

Since the last HLC visit, the provost's staff has doubled.

With regard to Writing Across the Curriculum (WAC), GSU requires writing intensive courses in every undergraduate major. In light of President

Maimon's prominent, nationally-recognized background in Writing Across the Curriculum as well as the interim provost's priorities related to writing and faculty development, WAC will receive significant attention. Moreover, important work is already underway due to the efforts of the Writing Center coordinator, who has organized a writing consortium with GSU's partner schools through the South Metropolitan Higher Education Consortium (SMHEC). This Consortium comprising thirteen partner schools, was initiated by and is now housed at GSU. Likewise, GSU's on-site Writing Center hosts a regional online writing center (**www.govst.edu/owl/**) to support GSU distance education students as well as students at other colleges, such as Prairie State College and Kankakee Community College. (Additional information about the SMHEC is available in Criterion Five and the writing center is discussed further in Criteria Three and Four.)

HLC Focused Visit, 2006

The Commission's focused visit for the DPT degree during fall 2006 raised concerns related to limited revenue streams, physical facilities, and alignment of the academic strategic plans with the university's strategic plan. Since that time, GSU has hired a new vice president for Advancement & CEO of the GSU Foundation, whose unit has been reorganized, better funded, and is making significant progress in exploring additional revenue for the university in light of declining state support. Furthermore, the president worked with the Board of Trustees to secure $23 million in revenue bonds and certificates of participation for vital deferred maintenance projects, which will be delineated later in this document. In addition, the State of Illinois has, at long last, passed a capital appropriations bill that includes $22.6 million of funding for the renovation of the E and F Wings. That renovation, which we hope will be initiated shortly, will be a most significant positive change in the physical plant. The university has addressed the need to link its strategic plan to budget priorities by means of the Planning and Budget Advisory Council (PBAC) and the many linkages among its committees. These outcomes, all of which will be discussed later in this document in relation to various HLC criteria, underscore further the commitment to high quality education and continuous improvement.

Overview of Institutional Change Request

In the spirit of continuous improvement, GSU is submitting a request to offer degrees in Addictions Studies (M.H.S.), Bachelor of Science in Nursing (B.S.N.), Master of Science in Nursing (M.S.N.), and Doctor of Nursing Practice (D.N.P.) through distance delivery (online) methods. This request builds on the history and mission of GSU and recent successes with online instruction. This request has been under consideration within the university for several years and is consistent with both the university's current mission and its continuing focus on the interests and needs of nontraditional learners.

As will be explained in the final chapter, the delivery of these degree programs will undergo a rigorous approval process that includes the University Curriculum Committee (UCC), the Academic Program Review Committee (APRC), and relevant PBAC committees.

This particular request is supported by a great deal of positive current activity in the area of online learning which, to date, encompasses numerous online and hybrid course offerings, online certificate programs, and an innovative online orientation program for new undergraduate students that began in the fall of 2003. This institutional change request will present evidence of success in these areas, strategies for assessment of and support for student learning, and plans for expanding to degree programs. The expectations for courses and degrees offered through distance delivery methods will be the same as for courses offered on campus.

Overview of the Self-Study Process

This self-study process was designed to accomplish four goals: to secure continued accreditation through the Higher Learning Commission, to enumerate a number of particular strengths, to identify challenges requiring continuing institutional actions, and to provide evidence that the university is prepared to meet those challenges.

The university began this self-evaluation by first identifying and appointing the co-chairs: the dean of the College of Arts and Sciences and a professor of Physical Therapy. Shortly thereafter, the co-chairs began regular meetings with the acting provost and the assistant provost to delineate the goals and structures that would be needed throughout the self-study process. By February 2008, the full HLC Self-Study Steering Committee of sixteen members began meeting. Eight members of the Steering Committee were designated as HLC Self-Study Executive Committee members. Throughout the self-study process, this latter group met twice per month, with the assistant provost providing a vital link with the central administration. Please see Tables I-1 and I-2 for a list of committee members and their GSU affiliations.

Table I-1: Membership of the Executive Committee

HLC Self-Study Executive Committee	GSU Affiliation
Eric Martin (co-chair)	Dean of the College of Arts and Sciences/Professor of English
Ann Vendrely (co-chair)	Professor of Physical Therapy
Beth Cada (co-chair, Criterion Five)	Department Chair of Occupational Therapy/Professor of Occupational Therapy
Diane Dates Casey (co-chair, Criterion Two)	Dean of the University Library/ Professor of Library Science
Shannon Dermer (co-chair, Criterion One)	Acting Division Chair/Associate Professor of Psychology and Counseling
Sandra Mayfield	Assistant Provost and Provost's Office Coordinator of Self-Study Process/ Professor of Communication Disorders
Margaret Neumann (co-chair, Criterion Four)	Associate Professor of Management Information Systems
Bryce Johnson	Student
Fernando Reyes	Student

Table I-2: Membership of the Steering Committee

HLC Self-Study Steering Committee	GSU Affiliation
Maribeth Kasik	Professor of Special Education
Karen Kissel	Associate Vice-President of Financial Services and Comptroller
Susan McCoy	Advisor for Interdisciplinary Studies
Diane Nadler	Library Operations Associate
Susan Rakstang	Associate Vice-President of Facilities Development Management
Winfried Rudloff	Professor of Computer Science
Linda Samson (co-chair, Criterion Three)	Dean of the College of Health and Human Services/Professor of Nursing and Health Administration
Adelle Sanders	Assistant Professor of Social Work
Jim Howley (co-chair, Criterion One)	Division Chair for Liberal Arts and Acting Director of the School of Interdisciplinary Learning

Joseph Matula (co-chair, Criterion Two)	Assistant Professor in Educational Administration
Robin Sweeney (co-chair, Criterion Three)	Coordinator, Student Disability Services
Becky Nugent (co-chair, Criterion Four)	Writing Center Coordinator
Rupert Evans (co-chair, Criterion Five)	Assistant Professor of Health Administration

The provost and twenty-two administrators, faculty members, and students attended the 2008 HLC Annual Meeting in Chicago, with seven team members participating in the PEAQ workshop. The group was inspired and returned with many new ideas for conducting the self-study process at GSU. That enthusiasm was shared with the GSU community during the first of several university-wide meetings in April of 2008, which was attended by 120 people. At that time, five subcommittees were formed to address each of the five HLC self-study criteria. Please see Table I-3 for a list of co-chairs, Criterion Subcommittee members, and their affiliations.

Table I-3: Membership of the Criterion Subcommittees

Criterion One Subcommittee: Mission and Integrity

Committee Member	GSU Affiliation
Shannon Dermer (co-chair)	Acting Division Chair/Associate Professor of Psychology and Counseling
Jim Howley (co-chair)	Division Chair for Liberal Arts and Acting Director of the School of Interdisciplinary Learning
Yevette Brown	Coordinator of Instructional Development and Assistant Professor of Television Production
Mary Carrington	Associate Professor of Biology
Carol Cortilet-Albrecht	Associate Vice President for Enrollment Management
David Curtis	Professor of Management
Vince Donahue	External Programs Manager
Joan Johns	Special Assistant to Exec. Vice President of Administration & Finance
Nancy Kaczmarczyk	External Programs Manager
Eric Nicholson	Senior Library Specialist
Gerri Outlaw	Department Chair for Social Work and Program Coordinator for the MSW program

John Simon	Assistant Professor of Management
Tony Tymkow	Acting Associate Vice President for Human Resources
Renee Zdych	External Programs Manager, School of Extended Learning

Criterion Two Subcommittee: Preparing for the Future

Committee Member	GSU Affiliation
Joseph Matula (co-chair)	Assistant Professor in Educational Administration
Diane Dates Casey (co-chair)	Dean of the University Library/ Professor of Library Science
Denise Bland	Student – Undergraduate Business Administration
Carlos Cantu	Cohort Advisor; Title V Cooperative Grant
Prisca Collins	Assistant Professor of Physical Therapy
Sharon Evans	Interim Director of Admission
David Green	Assistant Professor of Management Information Systems
Bonnie Gregg	Academic Advisor for Counseling
Jeanne Hagen	IT Technical Associate
Akkanad Isaac	Chair, Division of Management/ Administrative Sciences/ Marketing/ Public Administration Professor of Management Information Systems
Pulchratia Kinney-Smith	Human Resources Associate
Karen Kissel	Associate Vice President of Financial Services and Comptroller
Patricia Martin	University Lecturer in Nursing
Penny Perdue	Executive Assistant to President
Beth Parin	Assistant Professor of Photography and Digital Imaging
Susan Rakstang	Associate Vice President of Facilities Development and Management
Sang-o Rhee	University Professor of Health Administration
John Stoll	Vice-Provost for Academic Affairs
Veronica Williams	Director, School of Extended Learning

Lisa Hendrickson	Coordinator of Academic Advising and Student Support Services, College of Arts & Sciences
Phil Boudreau	Lecturer, College of Education

Criterion Three Subcommittee: Student Learning & Effective Teaching

Committee Member	GSU Affiliation
Linda Samson (co-chair)	Dean, College of Health and Human Services and Professor of Nursing and Health Administration
Robin Sweeney (co-chair)	Coordinator, Student Disability Services
Phyllis Anderson	Lecturer in Accounting
Anthony Andrews	Associate Professor of Economics
Lana Bilyk	Business/Admin. Associate
Phil Boudreau	Lecturer in Special Education
Nancy Burley	Coordinator, Academic and Support Services, College of Health and Human Services
Linda Buyer	Director for Institutional Research/ Professor of Psychology
Russ Carter	Chair, Department of Physical Therapy and Professor of Physical Therapy
Maribeth Kasik	Professor of Special Education
Barbara Mandel	Instructional Developer
Tiffany McClarence	Writing Tutor
Michel Nguessan	Assistant Professor of Library Science
Pat Rogala	Business Administrative Associate, Facilities Development and Management
Joanne Smith	Director/Field Experience and Continuing Education, Department of Social Work
Matt Spreadbury	Student in Chemistry
Al Tuskenis	Assistant Professor of Psychology
Eric Wignall	Coordinator of Instructional Development
Veronica Williams	Director, School of Extended Learning
Bruce Wilson	Associate Professor of Criminal Justice
Becky Wojcik	Associate Professor of Physical Therapy
Maristella Zell	Associate Professor of Social Work

Criterion Four Subcommittee: Acquisition, Discovery & Application of Knowledge

Committee Member	GSU Affiliation
Margaret Neumann (co–chair)	Associate Professor of Management Information Systems
Becky Nugent (co-chair)	Writing Center Coordinator
Paul Blobaum	Associate Professor of Library Science
Michael Carter	Student in Addictions Studies
Bruce Colon	Academic Advisor
Karen D'Arcy	Chair, Division of Science and Professor of Analytical Chemistry
Robert Druzinsky	Associate Professor of Anatomy, Physical Therapy & Occupational Therapy Programs
Chris Dyslin	Assistant Professor of Psychology and Counseling
Jan Engle	Instructional Developer
Christine Radtke	Director, Office of Advancement
Linda Samson	Dean, College of Health and Human Services and Professor of Nursing and Health Administration
Pam Stipanich	Academic Advisor, CBPA
Robin Sweeney	Coordinator, Student Disability Services
Darcie Campos	Director of Career Services
John Yunger	Professor of Biology

Criterion Five Subcommittee: Engagement & Service

Committee Member	GSU Affiliation
Beth Cada (co-chair)	Chair, Department of Occupational Therapy and Professor of Occupational Therapy
Rupert Evans (co-chair)	Assistant Professor of Health Administration
Anthony Andrews	Associate Professor of Economics
Sara Appel	Director of Student Involvement
Genny Boesen	Executive Director, SMHEC
Hillary Burkinshaw	Director, CenterPoint
Nancy Burley	Coordinator, Academic and Support Services, CHHS

Javier Chavira	Assistant Professor of Art
Sharon Evans	Interim Director of Admission
Dor Fitzgerald	Cohort Program Manager, College of Education
Phyllis Johnson	Director, Research and Evaluation
Larry Levinson	Professor of Political Science
Fernando Rayas	Student in the Bachelor of Social Work Program
Byron Waller	Associate Professor of Psychology and Counseling

In addition to committed faculty and staff, GSU is fortunate to have five HLC consultant-evaluators on campus, who are willing to assist in the self-study process. One of those consultant-evaluators served the Commission for 33 years, participating on approximately 40 teams and chairing many of them. He is now the interim provost. During May and June of 2008, two of the HLC consultant-evaluators, the associate vice president for Student Affairs & Dean of Students, and dean of the College of Health and Human Services, presented training sessions for the five subcommittees. Each training session was scheduled for two hours and was video taped for future reference.

Committee members for the subcommittees on HLC Criterion One: *Mission and Integrity* and Criterion Two: *Preparing for the Future* were both invited to the first session where the speakers reviewed the criteria, discussed appropriate evidence, and explained the site visitors' expectations. The second training session focused on Criterion Three: *Student Learning and Effective Teaching*, and the third session focused on Criterion Four: *Acquisition, Discovery and Application of Knowledge* and Criterion Five: *Engagement and Service*. A total of 74 faculty, staff, administrators, and students attended these sessions. Others have viewed the videotapes from the GSU Library or online at the university's self-study website: **www.govst.edu/hlc**.

Another of the HLC consultant-evaluators, the director of institutional research, shared examples of evidence from an institutional research perspective with the criterion subcommittees. Armed with this important information, the five subcommittees began their work of collecting evidence in support of each of the HLC criteria during summer 2008.

As the Criterion Subcommittees worked through spring-summer of 2008, the co-chairs and the Self-study Steering Committee and Executive Committee members continued to meet, and to gather materials for a consultative visit by the university's liaison from the Commission, Dr. Robert Appleson, on September 25, 2008.

Working from data gathered and analyzed by the five criterion subcommittees, a committee of four writers, including the two co-chairs, began the drafting process. As the various sections were completed, they were posted on the HLC website for comments and suggestions by the university community. During that time, spanning some three months from June through mid-August 2009, the site received some over 4,600 visitors. Numerous changes were made as a result of the very excellent feedback.

While the document was being drafted, many others were performing different tasks. Some prepared documents for the Resource Room; some made sure the various web links functioned; others designed the cover and selected photographs; some checked and cross-checked data; the public announcements were made and comments solicited; the president discussed the visit in her fall Convocation address; faculty staff and students attended one of two open meetings; and the assistant provost worked with the co-chairs to monitor the overall process. Literally scores of people were very much involved.

Summary of Strengths, Challenges, and Continuing Institutional Actions Identified in the Self-Study Process

Each chapter in the self-study concludes with areas of strength and areas requiring additional institutional actions. Listed below are the 25 strengths and 18 challenges identified in the subsequent chapters of this self-study.

Strengths Identified in the Self-Study

Criterion One
- The university's mission clearly reflects its values, goals, and aspirations and is understood and supported by both internal and external constituencies.
- College and unit level planning is congruent with and supports the university's mission.
- The university values diversity and the diverse composition of students, faculty, staff, and administrators reflects that value. Additionally, the university fosters diversity through numerous outreach and support activities both on campus and in the community.
- The university receives, allocates, and accounts for state appropriations and other resources in a prudent, systematic, and open fashion. It recognizes the changing financial environment, and is increasing efforts to supplement state funds with grants, gifts from outside donors, and student fees.
- The Board of Trustees is active, informed, knowledgeable, and involved in the life of the university.
- The university's administrative and governance bodies collaborate effectively, efficiently, and transparently in conducting the institution's affairs.

Criterion Two

- Governors State University provides abundant evidence of its prior and ongoing planning activities in support of its mission and strategic plan. The university's planning process enhances its ability to respond to future challenges and opportunities.

- The university demonstrates fiscal strength during a decade of uncertain economic conditions.

- The university has made significant progress in updating its infrastructure, particularly in the areas of facilities and information technology.

- During the past decade, GSU has enhanced its academic standards through specialized accreditations and external reviews and has reallocated resources to begin new academic programs in high-demand fields.

Criterion Three

- The university is committed to assessing effective teaching and learning and utilizes multiple internal and external processes and evaluations.

- Every program for which accreditation exists is accredited.

- The university evaluates faculty in a rigorous process specified in the Agreement with the University Professionals of Illinois (UPI).

- The university is committed to effective teaching and learning and honors that commitment in a variety of ways.

- The university provides a great deal of assistance to faculty in learning about, designing, offering, and evaluating technology-enhanced courses.

- The University Library is effective, efficient, and highly valued by faculty and students.

Criterion Four

- GSU achieves external validation of program curriculum through the use of specialized accreditation and external consultants for all degree programs.

- A system of regular academic program reviews ensures that academic programs are rigorous, current, challenging, and that they appropriately prepare students for entry into their careers or for graduate studies.

- GSU demonstrates integrity in scholarship and research through appropriate support programs, policies, and monitoring practices.

- The number of faculty publications and presentations has increased significantly over the past three years.

- GSU is developing as a leader in the areas of undergraduate course transfer and articulation agreements to serve nontraditional learners who have completed coursework at other colleges or universities.

Criterion Five
- The university's mission, values, and goals that constitute *Strategy 2015* clearly show the university's commitment to engage with and serve its external constituencies.
- The university's capacity to fulfill its commitments is manifest in the multiple interactions and services it has provided and plans to provide in the future.
- The commitment to external constituencies permeates the university in both academic and non–academic units.
- The university has shown regional leadership in organizing various individuals and groups to address issues of mutual concern.

Challenges and Continuing Institutional Actions Identified in the Self-Study

Criterion One
- *Participation of External Stakeholders in Planning:* The university will take steps to increase the involvement of external constituents as we move toward the future; efforts should be made to include additional participants among key constituencies such as community college representatives, employers, and alumni.
- *Expanding the Scope of Diversity:* The university will seek additional ways to capitalize upon its location to improve upon its current success.
- *Clarifying Governance Roles and Responsibilities:* As GSU moves forward with the priorities set forth in *Strategy 2015* as well with those in the unit–level strategic plans, the university will ensure adequate coordination and collaboration between PBAC and the university's historical governance structures.
- *Working with a Full Complement of Trustees:* The university will take appropriate actions to encourage the Governor to make appoint-ments and reappointments to complete the roster of seven appointed trustees.

Criterion Two
- *Enrollment Management and Student Retention: Strategy 2015* sets ambitious student credit hour targets, which will require creative, systematic, and sustained actions.
- *Increased Attention to Student Support Areas:* The university has identified three areas that are key to its enrollment and retention goals: student advising, career services counseling, and financial aid. The university must address these challenges through careful study, planning, and resource allocation.

- *Course Scheduling:* The university should carefully study the best days and times for serving the greatest number of students; these results may vary among colleges and programs and between undergraduate and graduate students.

- *University Website:* The current website is not user-friendly, portrays information in different formats, has few controlling protocols and standards, and requires immediate attention.

Criterion Three

- *Attention to Assessment:* The university relies extensively on program reviews and accreditation processes to validate the effectiveness of student learning. Faculty committees, division/department chairs, deans, and the provost should improve processes to review findings and recommendations and assure they are acted upon.

- *Planning for Enrollment Growth:* As the university implements plans for enrollment growth, it must continue efforts to examine how that growth will affect class size, scheduling, and facilities management.

- *Academic Advising:* The university should continue to improve academic advising including such steps as regular meetings of all advisors and enhanced training and cross training.

Criterion Four

- *Endowment for GSU Promise:* The GSU Promise is an innovative and excellent means of providing assistance to capable students with need. The university should continue its efforts to raise funds for this endowment, even in these challenging times.

- *Faculty Scholarship and Research:* The university should attempt to increase support for faculty scholarship and research.

- *Writing and Mathematics:* Faculty remain concerned about student preparation in writing and mathematics, and the provost has appointed a committee to study the matter and make recommendations. That work should be completed in a thorough and timely fashion.

- *University Honors Program:* The University Honors Program should be strengthened, made more interdisciplinary, and become better connected to honors programs at partner community colleges.

Criterion Five

- *Alumni Database:* The university should continue its efforts to obtain more accurate information about alumni and their employers.

- *External Advisory Boards:* The colleges should sustain their current initiatives to engage with their specific constituencies through external advisory boards.

- *Outreach Planning:* The university must be strategic and carefully balance its outreach activities: testing everything we do according to our mission, and making sure that we deliver on our promises.

Toward HLC 2009

As this introductory chapter reveals, and as the remainder of this self-study will verify, Governors State University is a university that continues to practice continuous improvement as it celebrates its 40th year. The university looks forward to a future in which it continues to achieve its mission and ideals. We are proud of our university, our students, and the communities that we have served capably since 1969. We are also proud of this self-study, which tells the story of our university, not only by recognizing its strengths and accomplishments, but also by acknowledging that significant challenges remain. We are prepared to learn; we are driven by innovation; and we are committed to continuous improvement.

Again, welcome to Governors State University!

CRITERION ONE

CRITERION ONE: MISSION AND INTEGRITY

*The organization operates with integrity to ensure the fulfillment
of its mission through structures and processes that involve the board,
administration, faculty, staff, and students.*

Commitment to Mission

The university's mission, in concert with its core values and institutional goals, as reflected in *Strategy 2015*, articulates the university's purpose and effectively communicates that purpose to both its internal and external stakeholders. These documents are readily available at GSU homepage, **www.govst.edu/,** under the "About GSU" link.

This chapter will, among other things, review and explain the process whereby the university carefully reviewed and then modified its mission statement. Even though the specific words and format of the mission statement have changed, the current statement retains the essence of the university's prior and continuing mission to emphasize exceptional and accessible education, diversity, and service to the region. The prior mission statement can be found in the 2007-2008 GSU *Fact Book* (p. 5) at **www.govst.edu/ir**.

Specifically, this chapter will:

- Present the university's mission documents and show how they reflect the university's commitments;

- Explain the process by which *Strategy 2015* was developed and approved;

- Show the university's commitment, both in word and action, to diversity;

- Explain the involvement of the Board of Trustees, administrators, faculty, staff, and students in the collaborative processes that enable the university to fulfill its mission; and

- Demonstrate how the university upholds and protects its integrity.

Core Components 1a and 1c

1a. The organization's mission documents are clear and articulate publicly the organization's commitments.

1c. Understanding of and support for the mission pervade the institution.

Core components 1a and 1c are closely related and are addressed together to better reflect the understanding and support of the mission statement and *Strategy 2015*, as they were developed and presented to the university community and the public. Various paragraphs will indicate their particular relationship to either component 1a or 1c with an orange highlight.

On October 17, 2008, the GSU Board of Trustees unanimously adopted *Strategy 2015*, which includes the mission of the university, its core values, and six institutional goals. These read as follows:

Mission

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.

Core Values

- Provide Opportunity and Access
- Serve as an Economic Catalyst
- Prepare Stewards of our Future
- Demonstrate Inclusiveness and Diversity
- Promote Quality of Life

Institutional Goals

- Academic Excellence
- High Quality Faculty and Staff
- Continuous Process Improvement
- Visibility, Outreach, and Economic Catalyst
- Social, Ethical, and Environmental Responsibility
- Financial Growth and Sustainability

Strategy 2015, when read in its totality, clearly states the university's mission, goals, aspirations, and commitments through the year 2015 and beyond. (1a)

Development of *Strategy 2015*

The Board of Trustees' adoption of *Strategy 2015* in October 2008 marked the conclusion of a comprehensive and highly participatory strategic planning process which began a year earlier on November 16, 2007 with a kick-off workshop facilitated by Dr. Kathleen A. Paris of the University of Wisconsin. Workshop participants included all members of the Board of Trustees; GSU's executive administration; the deans; the presidents of the Faculty, Civil Service, and Student Senates; members of the (then) recently established Planning and Budget Advisory Council's (PBAC) Strategic Planning Steering Committee; and various other staff members. In all, more than thirty people participated in the event. During this daylong event, four primary and ten subsidiary themes emerged. These themes, which can be found in Dr. Paris's report from December 2007 (**www.govst.edu/ Consult_Strat_Plan**), were consistent with the new president's vision for GSU and were woven into the fabric of *Strategy 2015*.

Following this kick-off workshop, the PBAC Strategic Planning Steering Committee arranged sixteen focus group sessions that were facilitated by the chairperson of the Division of Liberal Arts. These sessions ran from January through April of 2008, and participants included GSU faculty, staff, students, and alumni, as well as community leadership, particularly from local community colleges.

These focus groups provided evidence that each group understands the mission of the university. All of the groups were candid and made suggestions for areas of improvement that helped inform the strategic planning process. To ensure that the minutes were accurate, they were sent to the focus groups for approval before they were shared with the Strategic Planning Steering Committee. The opening question in all of the focus group sessions was simply: "What is GSU's mission?" Students generally responded that GSU provides a quality education which is affordable and which offers scheduling convenience for nontraditional students. Likewise, students appreciate the university's small class sizes and being treated with respect, whatever their educational background or ability. (1a, 1c)

For students and faculty members alike, the themes of serving nontraditional students, providing affordable and accessible education, and small class sizes were consistent among groups and matched the written mission statement of the institution. Likewise, personnel from local community colleges that have articulation agreements with GSU identified the mission with comments such as: unique as upper-level institution, low costs, day and evening classes, welcoming to minorities, articulation with community colleges, and master's and applied doctorates. These comments can be reviewed at **www.govst.edu/strat_plan/focus_group** . (1c)

Another indicator that the mission statement is understood is the writing contest which was held throughout 2009 as part of GSU's 40th Anniversary celebration. Students, faculty, staff, and others shared the impact of GSU on their lives, reflecting directly that the mission of the university has improved and changed the lives of stakeholders. These entries have been collected into a bound volume entitled *Impact* which is available at **www.govst.edu/impact** . (1c)

Other ways in which the university has communicated its mission statement include placing the statement:

- Under the "About GSU" link on the GSU homepage;
- In prominent locations throughout the main building;
- As the standardized desktop configuration on computers in the University Library as well as on many office computers;
- On many syllabi as well as when students log into the online course shells; and

Students appreciate the university's small class sizes and being treated with respect, whatever their educational background or ability.

- In various printed documents distributed by the Office of Public Affairs. (1c)

During the same time as the focus groups were meeting, the Strategic Planning Steering Committee:

- completed an environmental scan to include local enrollment trends, employment data, regional growth, and competition from other colleges and universities;
- established and maintained open lines of communication with PBAC's other committees (the Budget and Finance Committee, Facilities Committee, Information Technology Committee, and the Enrollment Management/Student Services Committee) that also worked with the Strategic Planning Committee in the development of *Strategy 2015*;
- took initial steps to begin drafting the university's new strategic plan as information from other committees and individuals emerged.

A first draft of the plan became available for public comment in May 2008. This version of the plan featured a shortened mission statement (as compared to the then current statement), a proposed set of core values, a listing of the president's seven imperatives which she had enumerated at her installation, and six newly stated institutional goals that were supported by the values and imperatives. Each of these goals was then followed by a listing of specific objectives/strategies to guide future decisions.

This draft plan then became the focus of a widely promoted and highly successful feedback process which took place both on campus and online from May 9 through May 14, 2008. The draft strategic plan was enlarged into poster-sized segments which were then displayed throughout a large room on campus. Stakeholders then reviewed the displays, asked questions of Strategic Planning Steering Committee members who were stationed around the room, and also left written comments on the posters themselves by means of Post-It® notes. A similar format was made available for online feedback. During the feedback period, 160 stakeholders participated on campus, and an additional 35 participated online. The Strategic Planning Steering Committee considered all feedback and made numerous changes as a result. (1c)

Following the feedback process in May 2008, the Strategic Planning Steering Committee updated the Board of Trustees on the progress of the strategic plan at the Board's meeting on June 13, 2008. A second complete draft of the plan—newly entitled *Strategy 2015: Inspire Hope, Realize Dreams, Strengthen Community*—was made available on August 14, 2008, and this draft was included on the agenda for the Board of Trustees retreat ten days later on August 24-26, 2008. Minutes from the BoT meeting are available at **www.govst.edu/BOT_minutes** . (1c)

The new draft of the plan featured a revised mission statement to provide even more clarity regarding the type of education GSU students would receive, as well as a more succinct statement of the university's role in the community. Likewise, the core values were written with more clarity than previously, as were the six institutional goals. In the revised plan, the goals were:

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

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

3. **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.

4. **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.

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

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

The August 14, 2008 draft of *Strategy 2015* was well-received by the Board of Trustees during its retreat and, indeed, this draft was later adopted at the October 17, 2008 meeting of the board. Again, *Strategy 2015* is available at **www.govst.edu/strategy2015** . (1a, 1c) To ensure continued attention to the goals and subgoals of *Strategy 2015*, the university has since created a dashboard. The dashboard displays in easily comprehensible form the key indicators of progress and success toward the goals of the strategic plan. This dashboard is available online at **www.govst.edu/ir/dashboard.**

Unit Level Strategic Planning
Since October 2008, each of the colleges and individual units has developed or updated mission statements, strategic plans, goals, objectives, and implementation timetables to be congruent with those of the university. This process began immediately after the Board of Trustees adopted *Strategy 2015*, and college and unit mission statements and strategic plans are now prominently displayed on the GSU website. Representative links are included below in Table 1-1.

Table 1-1
Links to Sample Unit-Level Mission Statements and Strategic Plans

Office of the Provost	www.govst.edu/provost/ (under Documents link)
College of Arts and Sciences	www.govst.edu/cas/mission
College of Business and Public Administration	www.govst.edu/cbpa/
College of Education	www.govst.edu/coe/
College of Health and Human Services	www.govst.edu/chhs/
University Library	www.govst.edu/library/strat_plan

Table 1-1 provides further evidence and insight regarding the ways in which GSU's internal constituencies have used the university's mission as the basis for their unit-level planning and priority setting activities. Such congruency, when coupled with the work of specific groups such as PBAC and its various committees represents an important way in which GSU's mission pervades the organization. While the mission has always played a prominent role at GSU—an observation supported by the focus group comments referenced above—the university continues to make efforts to ensure its mission is well-known and understood, both internally and to its external audiences. (1a, 1c)

Core Component 1b

> *1b. In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.*

Commitment to Diversity

When GSU opened its doors in 1971, it proclaimed its "responsibility to serve the educational needs of low- and middle-income and minority students." Today, GSU's historical commitment to diversity has produced one of the nation's most racially and ethnically mixed campuses.

More than 45 percent of GSU's student population comes from a racial or ethnic minority (42.7 percent) or are non-resident aliens (4 percent), and 71 percent are women. Forty-two percent of all degrees conferred in FY08 were earned by minorities, and graduation rates at GSU for African American and Hispanic students are higher than for their counterparts across the

nation, in Illinois, and elsewhere in the Chicago area. GSU has more than 315 students from other countries, including India, China, Pakistan, Nigeria, Estonia, Latvia, Poland, Vietnam, Japan, Egypt, and Argentina. According to *U.S. News and World Report*, the university's diversity index (.60) places it as the second most diverse master's granting public university in the Midwest.

GSU's full-time faculty is 31 percent minority, higher than the national average for American universities, and 53 percent are women. The percentage of African American faculty members (23 percent) is nearly four times the national average. Of 473 full- and part-time administrative and staff employees, 42 percent are members of minorities and 65 percent are women. The percentages of minorities and women among the students, faculty and staff are described more extensively in the introduction.

Beyond these data, the current mission statement reflects a commitment to diversity that extends across the GSU campus and into satellite programs and the greater community. The university says, in the mission statement's concluding sentence, "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."

GSU's long record of bridging society's differences is likely to continue well into the future. *Strategy 2015* lists inclusiveness and diversity among the institution's core values: "At GSU, we embrace diversity among students, staff and faculty as well as members of the broader community, and we encourage acceptance of wide-ranging perspectives."

Elsewhere in *Strategy 2015*, this commitment is reaffirmed as follows:

- **Institutional Goal 1**, on Academic Excellence, calls on the university to: "increase the number of programs that are nationally recognized for providing a demonstrably excellent education to a diverse population."

- **Institutional Goal 2**, on the subject of High Quality Faculty and Staff, says students should have: "access to a highly qualified, motivated, and diverse faculty and staff."

- **Institutional Goal 3**, on Continuous Process Improvement, states that GSU should: "Continue to build on past successes the university has made regarding diversity, which already exceed national averages in most areas."

- **Institutional Goal 5**, on Social, Ethical, and Environmental Responsibility, calls on the university to: "Increase outreach into the poorest areas of our region and increase service to those who are traditionally underserved by higher education."

The importance of diversity has been underscored by the president's formation of the Diversity Council whose mission is "…dedicated to promoting a climate of respect and opportunity for all students, faculty, staff, and com-

Graduation rates at GSU for African American and Hispanic students are higher than for their counterparts across the nation, in Illinois, and elsewhere in the Chicago area.

munity members." As an advisory body, this council suggests ways to incorporate civic engagement and inclusion in both curricular and co-curricular initiatives; it explores best practices related to diversity in higher education; and it will develop and maintain a calendar of events to celebrate diversity. Such commitment to diversity can also be found in the various academic units at GSU, both in mission and vision statements, and in practice on campus and in the community.

Within Academic Affairs, the mission statement for the Office of the Provost states, "The Provost provides leadership for academic programs and research, assuring quality, accessibility, and cultural diversity in support of *Strategy 2015*." The four colleges then support this mission through their respective mission statements and the related actions and activities.

For example, the commitment to cultural diversity has long existed in the College of Arts and Sciences (CAS), which references both diversity and global awareness in its mission statement and strategic plan (**www.govst. edu/cas/mission**). Ongoing CAS activities which serve the broader university include events for Black History Month and Women's History Month, lectures from prominent minority and women leaders as part of the CAS Distinguished Lecture Series, art exhibits and student film productions which focus on other cultures and civil rights issues, and various grants—including two from the National Science Foundation which are designed to broaden the participation of minorities and women in science and computer science fields. A complete listing of these events and activities is available on the CAS website at **www.govst.edu/cas/events**.

In similar fashion, the College of Business and Public Administration (CBPA) has long held and recently reaffirmed its commitment to diversity at every level—among students, among faculty and staff, and among ideologies and ideas. The recently revised CBPA mission statement and strategic plan can be found at **www.govst.edu/cbpa/**. The college's mission also includes statements that reflect the college's long held values, which focus on communication, respect, and inclusiveness. A specific objective in the college's new strategic plan commits CBPA to: "Incorporate ethics and social justice concepts into the curriculum," which it will implement through a combination of required courses and content topic areas within existing courses. It is important to note as well CBPA's five-year exchange agreement with Guangdong University of Technology in southeastern China as evidence of its commitment to globalization.

The faculty and staff of the College of Health and Human Services (CHHS) adopted a statement that the college's mission "is to provide accessible and quality health and human services professions education; foster a commitment to lifelong learning, scholarship, professional ethics, diversity and social justice; and infuse its programs into community partnerships for the health and well–being and economic development of the region." A

CHHS taskforce has identified the ways in which diversity is infused in the curriculum, and all seven departments in the college readily identified courses that focused on issues of diversity.

The College of Education (COE) included a vision statement on teacher preparation, and the importance of diversity, among the documents submitted to the Illinois State Board of Education in 2006. According to the statement, "The faculty, staff and administration are committed to employing sound performance processes to enhance unit programs, including integration of appropriate technologies, and fostering an understanding and appreciation of the significance of human diversity (e.g., ethnic, socioeconomic, age, gender, sexual orientation, ability, learning style, etc.) in order to help all children learn." This commitment is integrated into the syllabi, course assignments, and assessments used to document student performance. COE faculty are also involved in publications, presentations, and seminars focusing on diversity issues such as strategies for English language learners, culturally responsive pedagogy, and multicultural counseling strategies.

External to the university, GSU also fosters diversity through a number of outreach programs that target problems and needs in neighboring communities. These include:

- U.S. Department of Education Teacher Quality Enhancement grants, administered through the College of Arts and Sciences, which are designed to augment teacher preparation and skills, and to recruit and retain under-represented and disadvantaged teacher candidates and train them to be high quality professionals. Under this program, the university partners with three area school districts with predominantly minority populations.

- The South Suburban Consortium for "Grow Your Own Illinois", administered through the College of Education, is designed to create a cadre of teachers for school districts that are considered difficult to staff. The program provides forgivable loans to cover tuition, fees, and books. To make the program a success, GSU has worked closely with Prairie State College, the Consortium for Educational Change, and six local school districts in high-minority areas.

- Project Hope, administered through the Office of Student Life, provides academic support and enhancement and cultural enrichment activities to Latino students attending area middle and high schools. GSU partners with two nearby grade school districts and three high school districts to improve the academic skills of students in the program.

- Arts in Education, administered through GSU's Center for Performing Arts, provides an opportunity for school children in the area, many from low-income communities, to attend live theater, music, dance or other forms of performance art. For many, it is their first time on a college campus. This year, GSU has adopted schools in Ford Heights, a predominantly African American community that

GSU also fosters diversity through a number of outreach programs that target problems and needs in neighboring communities.

is one of the nation's poorest. Many of these students see their first live theater performance at GSU, engage in follow-up activities, and receive t-shirts asserting that they are "100% College Bound".

- Health Disparities Research Program, administered through the College of Health and Human Services, studies disparities—especially those involving minorities or the poor—within the health delivery system in communities served by GSU. Community partners include area hospitals and social service agencies.

- Restorative justice initiatives in the south suburban area, administered by the College of Arts and Sciences, are designed to reduce violence and conflict at south suburban high schools and to divert at-risk young people from the criminal justice system by placing GSU students in local schools to work on restorative justice programs with administrators and students. GSU students have participated in more than 200 victim-offender conferences in the schools, and school officials have expressed satisfaction with the outcome of intervention efforts.

GSU sponsors student organizations promoting cultural awareness and offices providing services to minorities and students from other countries. Organizations include the Association of Latin American Students, Black Student Union, and Hispanic Reading and Writing Group. GSU has a chapter of Brother 2 Brother, a national group that promotes mentoring of minority students. Campus offices providing services include the Office of International Services and the Latino Center for Excellence, which offers tutoring, peer and faculty mentoring, educational seminars, and access to computers. *GSU View*, the university's online newsletter—an information source which is distributed twice weekly to all faculty, staff, retirees, and students—regularly carries announcements about activities sponsored by these organizations and university offices.

The university offers a full calendar of events showing the contributions of those racial and ethnic groups that comprise GSU's diverse on-campus community. In 2008, for example, diversity events included:

- A regional celebration of Dr. Martin Luther King's birthday
- International Education Week in November

(Activities included presentations by international students about their home countries, games and demonstrations, music, and information about teaching opportunities in other countries.)

- Black History Month in February

(Activities included a read-in, talent show, jazz performance and other music, and a competition on African American awareness.)

- Latino Heritage Month in September and October

(This period included an art exhibition, Latin American food, music, films, dance, and public square discussions.)

- A Day of the Dead observance, sponsored by the Center for Latino Excellence

- A Taste of BSU, sponsored by the Black Student Union

- A Latino Film Festival, featuring movies from a number of Spanish-speaking countries

- A Cinco de Mayo celebration, sponsored by the Association of Latin American Students

- A Father's Day cookout, co-sponsored by the Black Student Union

- A Diversity Dinner, hosted by President Maimon

(This annual dinner is part of a regional initiative to bring persons of differing backgrounds together to share a meal and discuss actions to bring the community closer together.)

In short, *diversity* at GSU is more than a buzzword. It has been an important part of the university's foundation and strength since its earliest days. In the years to come, GSU will continue to build on that foundation by actively promoting the campus as a location for regional events and for support of other groups without adequate facilities of their own. The university will use technology to become a public square, serving the surrounding region. Internally, we will continue to develop and implement plans for increasing diversity among those hired and retained by the university, as well as increase student diversity in ways that reflect the populations of our surrounding communities.

Core component 1d

> 1d. *The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.*

The administrative organization includes the Board of Trustees, three vice presidents, five deans, academic division and department chairpersons, and several associate or assistant vice presidents who perform a variety of administrative tasks. (See the organizational chart at **www.govst.edu/GSU_org_chart.**) Additionally, senates exist for faculty, students, and civil service employees, and these senates include various committees that contribute to the deliberative processes. The faculty and civil service personnel are organized under a total of six collective bargaining agreements. The system through which the university defines and achieves its mission is embedded in the Planning Budget Advisory Council and its committees, as well as in the array of different senates, offices, other committees, and collective bargaining units that have long played a role in governance at GSU.

Diversity at GSU is more than a buzzword.

GSU Board of Trustees

The GSU Board of Trustees (BoT) is composed of eight individuals: seven members appointed by the Illinois Governor and confirmed by the Illinois Senate, plus one member who is a current GSU student, serves for one year, and is selected by the students in a campus-wide election. Each BoT member serves a six-year term and may be reappointed. With the exception of personnel matters, the student trustee participates fully in BoT decisions. A member of the GSU staff is designated as the ex-officio treasurer.

The BoT has the authority to exercise all the "rights, powers and duties" necessary for the operation of the university. These include employment decisions, income management, disbursement of funds, management of contracts and agreements, and title to lands. (110 ILCS 670/15-45 available at: **www.ilga.gov/legislation/ilcs/ilcs.asp**).

The BoT conducts most of its initial deliberations through five standing committees: Academic Affairs; Budget and Finance; Facilities; Human Resources; and Trusteeship, Governance, and Nominations. The committees consider action items to be discussed and acted upon by the full board. The full board and each of the five standing committees meet a minimum of five times a year, and the minutes are recorded in the Yearly Board of Trustees' Proceedings Book and posted to the website at **www.govst.edu/BOT/ proceedings**. The current members of the Board include:★

- Lorine Samuels, Chairperson
- Jack Beaupré, Vice Chairperson
- Kristi DeLaurentiis, Secretary
- Bruce Friefeld
- Lois Mayer
- Bryce Johnsen, Student Trustee

★There are currently two open seats on the BoT.

The BoT delegates authority for daily management of the university to the president, who in turn may further delegate that authority "in writing to appropriate and responsible officials of the university" (BoT Regulations: Sec. I-E available at **www.govst.edu/BOT/regulations**).

Administrative Organization

The GSU organizational chart notes the different offices and reporting lines, and there are additional administrative councils and committees that meet regularly to conduct the affairs of the institution. These exist at the vice presidential, collegial, and unit level. Three of the more important are the President's Cabinet, the Provost's Council, and the Executive Management Team.

The President's Cabinet is composed of the vice presidents (provost, executive vice president, vice president of Institutional Advancement and Governmental Relations, and the general counsel) and meets weekly to discuss university-level policy matters.

The Provost's Council is composed of the five deans; the vice, associate, and assistant provosts; and the associate vice president/dean of Student Affairs and Academic Support. The latter position reports to the executive vice president, and attends both the biweekly meetings of the Provost's Council and the weekly meetings of the Executive Management Team to ensure timely and consistent communication between academic affairs and student affairs. While the entire council meets biweekly, occasionally the four academic deans meet with the provost to consider matters that are of specific concern to them. Minutes are kept of all the meetings and can be found at **www.govst.edu/provost/council_minutes**.

The Executive Management Team convenes weekly and consists of the units reporting to the executive vice president, which include the heads of Budget and Finance, Financial Services, Facilities, Public Safety, Procurement, Human Resources, and Student Affairs and Academic Support. Minutes are recorded and retained.

GSU is relatively small, and the offices of the president, vice presidents, three of the academic deans, and the deputy vice president for Budget and Finance are located close to one another. In addition to email and telephone conversations, the various administrators frequently visit one another's offices to discuss common concerns.

Governance Organization

Faculty Senate
GSU's governance structures also include the Faculty Senate and its three standing committees: the Educational Policies Committee (EPC), University Curriculum Committee (UCC), and Academic Program Review Committee (APRC). The responsibilities of the senate and its committees are available in the **Faculty Senate Bylaws**. The senate recommends policies concerning academic programs, instruction, the granting of credit and degrees, academic standing, search and screening processes for academic and administrative employees consistent with Board of Trustees policies and regulations, faculty governance, and student life in conjunction with the Student Senate.

The Faculty Senate meets monthly, and that meeting is preceded by the monthly meeting of the Faculty Senate Executive Committee, composed of the senate officers and chairpersons of the three standing committees. The president, provost, executive vice president, and faculty union president attend the executive committee meetings to provide information and answer questions. The provost and union president usually remain for the entire

meeting. The executive committee sets the senate agenda and distributes it electronically to all faculty prior to the senate meeting. A copy of the senate's minutes from the prior month's meeting and any major policy documents under revision or deliberation are distributed electronically via campus e-mail to the entire faculty several days prior to each meeting. The meetings begin with reports from the standing committees, university president, provost, executive vice president, and union president. Each of the committees of the Faculty Senate provides critical leadership to the campus through meetings and deliberations that guide the university in virtually all academic matters.

Educational Policies Committee (EPC)
During monthly meetings, the EPC reviews and updates educational policies. The existing policies are on a cycle to be reviewed and revised every five years. The EPC considers approximately 10-12 new policy proposals each year. New policies or updated revisions of existing policies generally are suggested by individual faculty members, the Faculty Senate, the Graduate Council, or the Office of the Provost. The chair of the EPC is a member of the Faculty Senate Executive Committee and reports EPC activity at the monthly senate meetings.

Each of the committees of the Faculty Senate provides critical leadership.

The seven members of this committee represent each of the four colleges and the University Library; there are also two at-large positions. The *Policy Approval Procedure for Educational Policy* (November 2005) clearly delineates the steps involved in writing a new policy or revising an existing one. Liaisons from the Office of the Provost, the Graduate Council, and University Legal Counsel work closely with the committee to ensure that the content and language of each policy is accurate and adequately addresses the needs of the academic units. The *Policy Approval Procedure for Educational Policy* is available at **www.govst.edu/provost/policy_approval_procedures**.

*University Curriculum Committee (UCC)*The seven members of the UCC meet weekly to process all syllabi review requests. The committee may return the proposed syllabus to the originating faculty member(s) for further information or corrections, or it may approve the request and forward it to the Office of the Provost. When a request involves a substantive change in a graduate program, the request is also forwarded by the provost to the Graduate Council for a parallel review and recommendation that is shared with the UCC.

The UCC regularly reviews all new and substantially revised course syllabi against an approved syllabus template. As is explained in both Criterion Three and Four, the UCC also takes an active role in outcomes assessment by evaluating the appropriateness and rigor of the student learning outcomes required in all new and revised syllabi at GSU. Finally, the UCC plays an active role in the preparation of the *GSU Catalog*. Additional information can be found at **www.govst.edu/ucc/**.

Academic Program Review Committee (APRC)
At least every eight years, each program at the university is mandated for review by the Illinois Board of Higher Education (IBHE). In order to implement that mandate and to ensure compliance with specialized program accreditation and licensure requirements, the president proposed, and the Board of Trustees concurred, that the university develop an internal schedule of cyclical program reviews. These reviews are administered through the Office of the Provost and require each program to submit an academic program review report inclusive of assessment plans every five to six years rather than the eight years required by IBHE. Additionally, new programs must be reviewed after three years, and certain programs that have been designated for priority review (usually due to low and declining enrollment) may be reviewed even more frequently. Copies of program reviews will be available in the Resource Room.

As part of the IBHE review process, the APRC provides internal feedback before the provost sends the completed reports to the IBHE. The APRC performs a similar function for the IBHE "Requests for New Units of Instruction" or for any proposals to shift current, ongoing programs from one academic unit to another. When such a request involves a graduate program, the proposal is also forwarded by the provost to the Graduate Council for a parallel review and recommendation that is shared with the APRC.

While the APRC has long been in existence, its role changed substantially in the early part of the decade when the Board of Trustees mandated that programs be reviewed on a shorter cycle than the IBHE requirement. The BoT mandated that the review process include outside consultant-evaluators for programs where there is no specialized accreditation. In addition to participating actively in these annual review processes, the APRC also reviews new program and certificate requests with a focus on resource allocation as contrasted to a focus on curricula, which remains the purview of the University Curriculum Committee. Additional information on the APRC can be found at **www.govst.edu/aprc/**.

Graduate Council
As GSU has expanded its graduate programs in recent years, the Graduate Council that has existed since 2002 as an advisory council to the provost evolved into a more formally constituted body under the leadership of the vice provost for Research and Graduate Studies (2009). Through interlocking membership, the Graduate Council works with the Faculty Senate and its key subcommittees (the EPC, UCC, and APRC) to establish and update written policies, standards, procedures, and guidelines for graduate courses and programs. Additional discussion of the Graduate Council's role and activities occurs in both Criterion Three and Criterion Four.

Civil Service Senate
The charge of the Civil Service Senate is to recommend policies and procedures concerning civil service affairs, evaluations, salary, merit, civil service education and development, civil service governance, grievances, and

campus physical resources. The Civil Service Senate advises the administration on specific decisions which may be made under any of these policies and procedures in a manner which is set forth in the bylaws of the Civil Service Senate. This advisement is limited to those decisions not specifically covered or stipulated by a ratified civil service union agreement. The Civil Service Senate generally meets on the third Thursday of each month.

Student Senate
The Student Senate promotes the general welfare of GSU students, representing student concerns, viewpoints, and interests to the administration, staff, and faculty. Through this work, the Student Senate strives to improve the quality of academic and co-curricular experience at GSU and provides developmental opportunities for its members.

The bylaws for all three GSU senates are available at **www.govst.edu/ provost/senates_bylaw**s.

The Planning and Budget Advisory Council (PBAC)

PBAC was described in the introduction, and its prominent role in the development of *Strategy 2015* is noted earlier in this chapter. A detailed description of PBAC and its central, inclusive, and collaborative role in planning and resource allocation is provided in Criterion Two.

Core Component 1e

1e. The organization upholds and protects its integrity.

As GSU moves forward to implement *Strategy 2015*, maintaining integrity will continue to be a priority as we focus on the mission of the university and those it serves. Many polices, procedures, and structures are in place at GSU to maintain integrity and ensure the veracity of the university's message to outside constituents and the fair treatment of students and employees within the university.

Ensuring Public Trust
As a public institution, GSU is accountable to the people of Illinois. Therefore, offices throughout the university work to present clear, relevant, and factual information to the public. The integrity of GSU's message to the public is demonstrated in numerous ways including: through information provided by the Office of Public Affairs, through the fiscal reporting by the university in its many financial transactions, and by the openness in providing information about the safety of the campus.

The Office of Public Affairs assures that information prepared for both internal and external audiences is timely, accurate, and clearly presented. The office establishes and monitors standardized writing conventions for

publications such as the *GSU Catalog*, marketing pieces, feature stories, press releases, websites, campus signage, etc. As the unit most responsible for university marketing and press relations, it has a special responsibility to assure that the university's message is consistent, truthful, and portrayed with the utmost integrity. Public Affairs also produces the *GSU View*, a twice weekly email publication which includes campus news, announcements, occasional features, and a calendar of up-coming events for the campus community, retirees, and others. Current and archived additions are available at **www. govst.edu/gsuview/**.

The Office of Public Safety reports crime in accordance with the *Campus Security Act of 1990* (Clery Act). This information is posted on the Department of Public Safety's website: **www.govst.edu/DPS/crime_report**. This law requires that the following criminal acts be reported and tallied: murder, sexual assault, robbery, aggravated assault, burglary/theft, arson, motor vehicle theft, liquor law, drug abuse and weapons. The most recent report (published November 1, 2008) reported 20 thefts in 2005; 23 thefts in 2006, and 27 thefts in 2007. No other crimes occurred on campus during that time. The count includes all campus areas and all hate-crime offenses. GSU's campus is a safe and secure place to learn.

The University Safety Committee was created in 2003 and includes representatives from each college, the Department of Public Safety, and other units. The committee is currently completing the university's Emergency Plan, and was influential in developing GSU's program of signage for tornado awareness, as well as completing and distributing the Safety Booklet (available in the Resource Room). Recently, the committee has been involved in H1N1 influenza preparation. In addition, a recently formed Emergency Response Team has worked to implement an evacuation protocol and other emergency preparedness measures.

GSU uses an extensive system of financial checks and balances to ensure that all funds are used according to federal and state regulations. Internal audits provide one layer of evaluation, while annual external audits provide financial analysis and compliance with tax codes and state law. Results of these audits are posted publicly for all interested parties, and relevant websites are provided in the paragraphs that follow.

GSU employs an internal auditor to monitor financial activities on campus. To avoid a conflict of interest, the internal auditor reports directly to the president rather than to the Division of Administration and Finance. The internal auditor submits an audit plan each year to the Board of Trustees, outlining the areas that he will investigate for that year. He maintains detailed records of his findings as he verifies financial dealings across the campus. His final report is submitted to the Board of Trustees and the president with copies to the executive vice president.

GSU's campus is a safe and secure place to learn.

In addition, the Illinois Auditor General conducts annual audits at GSU through an independent auditing firm. The accountants arrive in May to begin their work and remain on campus until it is completed. Financial statements are reviewed for appropriate accounting principles and fund accounting for non-profit entities. The most recent financial audit for GSU was released on March 4, 2009 for the year ending June 30, 2008 with the auditor's opinion that, "the University's financial statements as of June 30, 2008 and for the year there ended, are fairly represented in all material aspects." The full report is available at: **www.auditor.illinois.gov**.

The Auditor General also conducts a compliance examination of the university. These reviews are extensive and have far reaching consequences. The purpose of these audits is to "inform the public, the Legislature, and State officers about the obligation, expenditure, receipt and use of agency funds, and provide State agencies with specific recommendations to help ensure compliance with State and federal statues, rules and regulations."

The same accounting firm that is selected to perform the financial audit also conducts the compliance examination. Adherence to tax codes, state rules, guidelines and mandates are reviewed, and may include such items as completion of employee time sheets, accuracy of travel vouchers, timely payment of vendor bills, and time taken to issue financial aid. The most recent compliance examination for the year ended June 30, 2008 was released on March 26, 2009 in accordance with the *Single Audit Act and OMB Circular 1-133*. The summary of findings indicated three areas of concern for this audit period and further stated that university officials agreed with the findings and were working on changes to correct the areas of concern. The full report is available at: **www.auditor.illinois.gov/Audit-Reports/ description.asp**. The most recent two years of reports have been submitted to the site visit team.

Integrity for Students, Faculty, and Staff
For faculty, staff, and students, the integrity of the university is upheld by several policies and procedures. Clear, fair, balanced grievance policies cover all faculty, staff and students. In addition to internal procedures and state of Illinois protections, the faculty and certain staff are represented by collective bargaining agreements.

Student rights and responsibilities are set forth in the *GSU Student Handbook*, which is available online at **www.govst.edu/sas/student_handbook**. The handbook outlines policies and procedures for academic regulations, accommodating religious observances, sexual harassment, drug and alcohol abuse, and smoking, among other matters. Non-academic grievances involving potential EEOC issues such as discrimination or sexual harassment are filed with the director of Human Resources. All other non-academic issues/complaints are filed in writing with the associate vice president/dean of Student Affairs and Academic Support who determines if the complaint

has substance and, if so, attempts to mediate a mutually satisfactory solution. If mediation fails, the dean will render a judgment that can be appealed by the student to the provost whose decision is final and binding.

Students have the right to request an explanation, reconsideration, and review of judgments rendered by faculty members and administrators related to academic issues such as grades or advising. The university grievance policies provide a minimum standard for all students; however, many of the accredited programs have additional policies for students' protection. Grievance polices for grades and student behaviors are clearly articulated and publicly available. Student academic grievance committees exist in each college. Additional information about the *GSU Student Handbook* is provided in Criterion Four.

Students are fully expected to understand and to adhere to the university policy on academic honesty (Policy 24 in the *Provost's Policies Manual*, **www.govst.edu/policy**). This policy also appears on the first page of the appendix to the *GSU Catalog*, which can be found at **www.govst.edu/catalog/**. In addition, many instructors make specific reference in their syllabi to the university policy on academic honesty and further specify explicit penalties for particular infractions. In particular, some instructors clearly differentiate between course work assignments intended to be group efforts and those that are strictly limited to individual effort. The university also has a license for faculty to use the TurnItIn.com assignment submission site to better detect student plagiarism. The University Library regularly conducts training sessions for faculty in the use of this highly effective tool for checking the originality of student written work.

Faculty rights and responsibilities and the collective bargaining agreement are available through the provost's website at **www.govst.edu/provost/** under the "Documents" link. The *GSU-UPI Faculty Agreement 2006-2009* includes union and management recognition; personnel policies (nondiscrimination, grievance procedures, sanctions and termination); faculty and academic support professionals' rights and responsibilities; shared rights and responsibilities; salary and compensation; and other information related to wages, hours, and terms and conditions of employment. The online faculty manual (also available on the provost's website) is a series of academic regulations, policies, procedures, guidelines, criteria for promotion and tenure, workload guidelines, and similar kinds of information.

High ethical standards are a mark of integrity, and GSU meets these standards and complies with the *State Officials and Employees Ethics Act* (5 ILCS 430). GSU faculty, staff, and administrators are required to complete annual online ethics training though the Office of the Inspector General of Illinois. The university has a 100 percent completion rate, indicating knowledge of ethics related to professional conduct, whistle-blower protection, gift giving, and penalties for various infractions.

Finally, integrity and trust are upheld further in the area of employee relations. GSU employees are provided with information about their rights and responsibilities through the Department of Human Resources. Information is available at **www.govst.edu/hr/employee_relations**.

Chapter Summary, Strengths, Challenges and Continuing Institutional Actions

Governors State University, in its 40th year, is secure in its mission and confident in its integrity. A mission is, by its very nature, aspirational, and GSU's mission, supplemented by its values and goals, reflects both what the university is and what it strives to be through continuous improvement. The mission statement was recently revised, but maintains fidelity to what GSU has always been: a university that provides quality educational opportunities to a diverse group of nontraditional learners. As indicated by evidence collected during the study of the mission statement, the mission is both understood and supported by internal and external constituencies.

The university is well organized and administered, and the collaborative governance system provides for involvement by faculty, students, and staff. It is also abundantly clear that GSU is committed to diversity and has acted on that commitment. The racial, gender, age, and international composition of our students, faculty, staff, and administration reflect the university's success in welcoming persons with a wide variety of backgrounds. Yet, while there are numerous areas that we identify as strengths, there are also challenges requiring continuing institutional actions. Some of each are noted below:

Strengths
- The university's mission clearly reflects its values, goals and aspirations and is understood and supported by both internal and external constituencies.
- College and unit level planning is congruent with and supports the university's mission.
- The university values diversity and the diverse composition of students, faculty, staff, and administrators reflects that value. Additionally, the university fosters diversity through numerous outreach and support activities both on campus and in the community.
- The university receives, allocates, and accounts for state appropriations and other resources in a prudent, systematic and open fashion. It recognizes the changing financial environment, and is increasing efforts to supplement state funds with grants, gifts from outside donors, and student fees.
- The Board of Trustees is active, informed, knowledgeable, and involved in the life of the university.

The mission statement was recently revised, but maintains fidelity to what GSU has always been: a university that provides quality educational opportunities to a diverse group of nontraditional learners.

- The university's administrative and governance bodies collaborate effectively, efficiently, and transparently in conducting the institution's affairs.

Challenges and Continuing Institutional Actions
- *Participation of External Stakeholders in Planning:* The university will take steps to increase the involvement of external constituents as we move toward the future; efforts should be made to include additional participants among key constituencies such as community college representatives, employers, and alumni.

- *Expanding the Scope of Diversity:* The university will seek additional ways to capitalize upon its location to improve upon its current success.

- *Clarifying Governance Roles and Responsibilities:* As GSU moves forward with the priorities set forth in *Strategy 2015* as well as with those in the unit-level strategic plans, the university will ensure adequate coordination and collaboration between PBAC and the university's historical governance structures.

- *Working with a Full Complement of Trustees:* The university will take appropriate actions to encourage the Governor to make appointments and reappointments to complete the roster of seven appointed trustees.

CRITERION TWO

*The organization's allocation of resources and its processes for evaluation
and planning demonstrate its capacity to fulfill its mission,
improve the quality of its education,
and respond to future challenges and opportunities.*

Celebrating the Past, Charting the Future

For Governors State University, academic year 2009-2010 has special significance. In addition to the university's continued accreditation visit by the Commission in November of 2009, GSU is also celebrating its 40th Anniversary. As with any anniversary, this occasion affords the Governors State community time to reflect on the past, even as it plans for the future. Our collective reflections during the self-study year have often centered on our history of providing high quality education through innovative delivery methods to diverse populations of nontraditional learners. While our planning for the future centers on these same priorities, it also recognizes that GSU must pursue new opportunities with increased speed and efficiency, now more than ever, if the university is to remain competitive in an uncertain economic era—an era when the need for higher education has never been greater, while its support has never been more uncertain.

This chapter examines the critical role of planning and resource allocation as Governors State University advances into the 21st Century. In so doing, particular attention will be given to:

- The role of the Planning and Budget Advisory Council (PBAC);
- The adequacy and management of fiscal resources;
- Plans for the campus and physical plant; and
- Mechanisms for continuous improvement.

As with Criterion One, this chapter concludes with a brief summary of "Strengths, Challenges, and Continuing Institutional Actions" that will assist in future decision-making.

Core Component 2a

2a. The organization realistically prepares for a future shaped by multiple societal and economic trends.

The Planning and Budget Advisory Council (PBAC)

An understanding of PBAC is central to understanding the planning and budgeting process at GSU. President Maimon introduced PBAC in the fall of 2007. The Council is composed of 21 voting members that include the student senate president, the civil service senate president, the faculty senate

An understanding of PBAC is central to understanding the planning and budgeting process at GSU.

past president, faculty, staff, and administrators from throughout the university, and it meets bi-monthly or more frequently, as required. The six PBAC committees include: Strategic Planning, Budget and Finance, Continuous Quality Improvement and Accreditation, Information Technology, Enrollment Management and Student Services, and Facilities. PBAC committee memberships, meeting schedules, and minutes are available at **www.govst.edu/PBAC**. The majority of the membership of PBAC and its committees consists of faculty or academic administrators. A figure showing PBAC's organizational structure is shown below.

Figure 2-1. The Planning and Budget Advisory Council Organizational Chart

At its inception, PBAC was charged with:
- Providing overall guidance and leadership for 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 to guide the annual resource allocation and utilization of our human, physical and information technology resources;
- Reviewing and advising the campus administration about all fees and auxiliary services charges and rates;
- Creating effective linkages and relationships among planning, priority setting, and resource allocation processes;
- Promoting transparency and accountability in priority setting and resource allocation; and
- Ensuring meaningful participation by appropriate governance groups.

In order to be an effective recommending agent, it is vital that the PBAC members make decisions that are congruent with the mission of the university and not the more localized needs of their respective units. Indeed, the president and PBAC co-chairs (the provost and executive vice president) have emphasized the need for this "broader perspective for a greater good"

In order to be an effective recommending agent, it is vital that the PBAC members make decisions that are congruent with the larger mission of the university.

mode of functioning since outlining the PBAC structure and processes in fall 2007.

The deliberations and recommendations of PBAC since its creation have resulted in numerous initiatives including:

- The development and adoption by the Board of Trustees of *Strategy 2015 (PBAC Strategic Planning Committee);*
- The development and recommendation of two university budgets (FY09 and FY10) to the university president *(PBAC Budget and Finance Committee)*;
- Recommendations on the setting of tuition and fees for FY09 and FY10 *(PBAC Budget and Finance Committee)*
- The implementation of a tuition revenue sharing plan for FY10 *(PBAC Budget and Finance Committee)*;
- The creation of long-range planning documents for information technology and facilities *(PBAC Information Technology and PBAC Facilities committees, respectively)*;
- The development of concrete steps to enhance enrollment and retention *(PBAC Enrollment Management and Student Services Committee)*; and
- Continuous improvement activities related to assessment and student learning *(PBAC Continuous Quality Improvement and Accreditation Committee)*.

The activities and accomplishments of PBAC will be discussed in more detail in this and subsequent chapters. The reader is encouraged to investigate more thoroughly the collaborative and data-driven processes that produced the accomplishments noted above. This information is available in the Resource Room and on various websites. The following are some examples of on-going planning and assessment activities related to core component 2a.

Enrollment Management
PBAC's Enrollment Management and Student Services (EM&SS) committee meets regularly to discuss and develop recommendations on enrollment and retention issues and strategies. In the summer of 2008, the EM&SS committee prepared a strategy to achieve the goals for enrollment and student credit hours identified in *Strategy 2015*. These goals state that by fall 2014, the university will increase full time equivalent (FTE) students from 4,475 in fall 2007 to 7,000. This translates into an increase in student credit hours (SCH) from 41,794 in fall 2007 to 65,376 by fall 2014. The plan also calls for increasing the number of dually admitted students to 1,000 and the percentage of undergraduates to 60 percent of the total enrollment. In December 2008, the committee submitted a draft enrollment management plan to PBAC that set annual enrollment goals for each college, so that the university could reach its *Strategy 2015* target numbers. Successful achieve-

ment of these expanded enrollment goals is both mission-driven and critical to the fiscal health of the university. With state appropriations diminishing as a revenue source, strategic enrollment management increases in importance. The decline in state support is further elaborated upon in section 2b below.

The committee also organized two retention workshops. The first workshop session was attended by 62 faculty and staff members. Opening remarks explicated the relation of the retention workshops to the findings of the 2005 Retention Committee (see core component 2c). The first workshop included presentations by GSU faculty and staff on three "best-practices" that were identified in 2005 as significant correlates of retention at GSU: required attendance at program specific orientations, use of cohorts, and student participation in program governance (**www.govst.edu/retention/2005_repo**rt). At the second workshop, attended by 60 faculty and staff members, the best practices covered included the need for early contact between each academic program and its students, proactive ("intrusive") advising, and the use of more selective admission standards than the university's minimum requirements. Participants were also given a GSU-specific Excel program called "EZ Calc (SCH estimation)," which calculates student credit hour projections and allows program directors to view the effects of changes in new admission or retention rates on the future production of student credit hours. The EZ Calc software was created by GSU's Institutional Research Department to aid the division/department chairs and deans in their efforts to meet the SCH targets delineated in *Strategy 2015*. The program is available for review in the Resource Room. A third workshop is scheduled for October 22, 2009; it will include presentations from faculty who engage their students academically outside the classroom and a presentation of the new degree audit software.

Administrators are also addressing questions of enrollment and retention through the Enrollment Issues Working Group, which began meeting in 2008. The 10-member Working Group includes the university's provost, executive vice president for Administration and Finance, the four academic deans, the library dean, and senior staff from recruitment and admissions, institutional research, and information technology. The working group seeks to:

- Critically review, assess, and understand enrollment trends;
- Provide guidance on enrollment management strategies, policies, and practices; and
- Use its influence to make informed decisions regarding enrollment.

When appropriate, the working group invites other members of the GSU community to attend and provide information. At its initial meetings, the working group addressed topics such as community college partnerships, trends in enrollment, and marketing efforts. A major focus of the group

is to identify and capitalize upon programming needs of the GSU service region, so that residents are provided with a high quality, affordable public education that effectively supports the region's growth and development.

The Enrollment Issues Working Group identified the university's website as a critical element, not only in enrollment management, but also in providing important information on a wide variety of subjects to literally thousands of individuals and constituent groups. The current website is a patchwork of different formats, with no standard rules for navigation or content. The Enrollment Issues Working Group was not the first to identify the weaknesses in the current website, but it resolved to address the problem in a systematic fashion. Improving the website is now a very high priority, and the FY10 budget allocates some $150,000 for a systematic study leading to the development of an effective website.

Figure 2-2 shows student credit hours at the time of the last HLC comprehensive visit, credit hours for fall 2008 and projected credit hours for 2014. The university now aspires, through *Strategy 2015* and the work of the aforementioned groups, to increase undergraduate enrollment to 60 percent of GSU's total enrollment by fall 2014, while deliberate growth of targeted graduate programs will account for the remaining 40 percent of total enrollment.

Figure 2-2: Enrollment and Student Credit Hour Trends
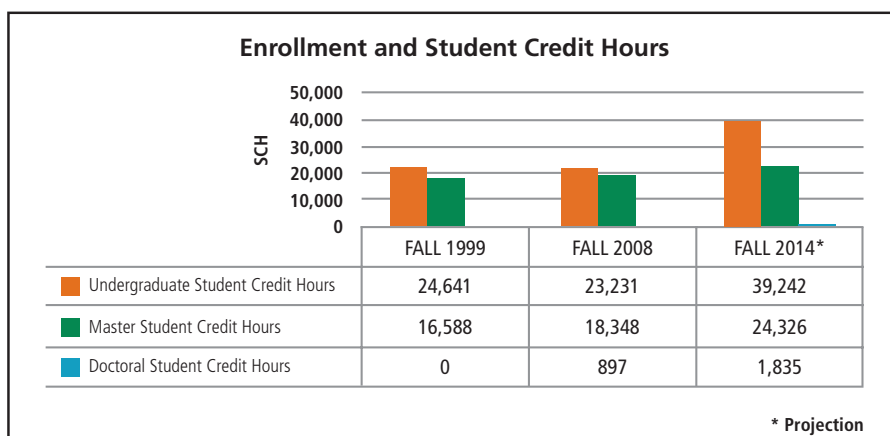
Enrollment and Student Credit Hours

	FALL 1999	FALL 2008	FALL 2014*
Undergraduate Student Credit Hours	24,641	23,231	39,242
Master Student Credit Hours	16,588	18,348	24,326
Doctoral Student Credit Hours	0	897	1,835

* Projection

Information Technology
Strategy 2015 recognizes the need for information technology that enriches academic programs and improves the university's operations, while contributing to the effective delivery of public services throughout the greater community. The strategic plan calls for appropriate technological infrastructure to support academic excellence and the environmentally responsible use of technology in the following ways:

• Institutional Goal 2 provides for the increased use of technology;

The strategic plan calls for appropriate technological infrastructure to support academic excellence and the environmentally responsible use of technology.

- Institutional Goal 3 calls for the use of technology by faculty and staff to deliver high quality instruction and services;
- Institutional Goal 4 mandates that the university use technology as a tool in its efforts to create a virtual "public square" that serves our region.

As noted in Criterion One, PBAC's Information Technology Committee has closely studied the university's information technology strengths, weaknesses, and needs since its first meeting in October 2007. In so doing, it continued the work of an earlier committee known as the Information Technology Policy and Planning Council (ITPPC). Prior to the PBAC structure, the ITPPC established IT polices where few had existed previously. It provided guidance for the development of smart classrooms and specialized computer labs (discussed in Criterion Three); and it helped develop an oversight structure for the university's website to better promote consistent branding.

Consistent with *Strategy 2015*, the PBAC-IT committee released its comprehensive Information Technology Strategic Plan in February 2009 (see **www.govst.edu/PBAC/IT_strat_plan**). Among other matters, the committee considered such things as whether GSU had adequate licenses from SPSS Inc., and whether an excess of e-mail was clogging the university's computer system, as well as the many complex issues regarding the adequacy of the university's current enterprise system. In addressing these problems, the committee set forth a number of specific priorities along with the associated costs. Following acceptance by PBAC, the university adopted the plan as its IT master plan through the 2015 fiscal year. In addition to establishing a long-term IT strategic plan, the committee also studied more immediate concerns, and identified a number of current IT issues and priorities. For example, on page 12 of its final report, the committee noted the following concerns and priorities:

- "Although there has been attention focused on the on-campus learning environment over the last six years, the campus infrastructure does not promote the type of experience that is readily available at other institutions in our region or from our peer groups."
- "State-of-the-art instructional technology is not currently available in all classrooms on campus."
- The campus does not have full wireless capabilities.
- There is no current plan "to ensure that technology stays current and meets the needs of faculty and students."
- " . . . Some software applications used in teaching are currently available only on computers in GSU labs."

To address these and other more global problems, the IT committee prioritized 21 goals according to three impact areas—(1) teaching and learn-

ing, (2) student services, and (3) university operations. The committee established grids showing the estimated cost of new IT systems and services through FY15. Items related to student learning received the highest priority ranking and were recommended for the earliest implementation (IT Strategic Plan, pp. 21-22). High priority items for the next six years include:

- Upgrading the learning management system infrastructure;
- Expanding and upgrading the availability of technology for the delivery of instruction in classrooms, labs, library, and auditorium;
- Increasing electronic communication with prospective students, alumni, and donors;
- Evaluating and planning for future enterprise resource planning (ERP) needs while continuing to support the current computer systems;
- Implementing comprehensive degree audit and transfer course articulation software and becoming a full participant in the Illinois Course Applicability System; and
- Creating and implementing a systematic plan for the upgrade and replacement of computer technology.

The study also discusses the current funding for IT projects which comes from appropriated state funds and from a student technology fee. Consequently, the FY10 budget allocates $915,000 toward implementing the recommendations of the PBAC-IT committee.

Facilities

GSU's facilities offer additional evidence of planning that has occurred over the past 10 years, with important recent contributions that were implemented through the efforts of the PBAC Facilities Committee. Examples that will be reviewed here include the *Deferred Maintenance Plan* (2006), the *Sustainability Plan* (2006), the *Campus Master Site Plan* (2008), and the *Facilities Plan* (2009). Copies of all four facility-related plans are available in the Resource Room.

Prior to these, however, came projects funded through the Illinois Capital Development Board shortly after the Commission's last visit. These include construction of GSU's Family Development Center (FDC) and the Faculty Office Center (FOC). The university opened its Family Development Center (FDC) in October 2002. The FDC provides state-licensed child care for children aged 6 weeks to 12 years, after school enrichment for children ages 5 to 12 years, and parent/child play groups. The FDC provides an important on-campus service for GSU students with children, and it is an important parenting resource for community members. The FDC also serves as a field site for university instruction by the College of Education (COE). The new dean of the COE has already begun to implement ambitious plans for

broad-based integration of the FDC into the teaching, research, and community service mission of the university as a whole. Additional information can be found at **www.govst.edu/children/**.

In August 2003, the university completed work on the Faculty Office Center (FOC) that is now home to the faculty and staff of the Colleges of Health and Human Services, Business and Public Administration, and Education, as well as the offices of the university president, the provost, executive vice president and various other administrative units. The completion of the FOC not only provided badly needed new offices for the majority of GSU faculty members, but it also enabled important renovations in the main building, primarily in the form of additional classrooms (especially "smart" and "genius" classrooms which are discussed in Criterion Three), as well as the expansion of various support offices.

> **A third capital project from earlier in the decade is the plan for the renovation of the E and F wings of the main building, intended to bring science instruction and research into the twenty-first century at GSU.**

A third capital project from earlier in the decade is the plan for the renovation of the E and F wings of the main building, intended to bring science instruction and research into the twenty-first century at GSU. In 2003, $14.6 million was appropriated for this important renovation of science labs, which are now over 35 years old. However, in that same year, the Office of the Governor froze all capital funding across the state. Each year, the originally appropriated amount has been reauthorized by the legislature. For FY09, we were even able to convince the legislature to increase the authorized amount to $22.6 million (to accommodate inflation, as well as the costs of increased programming including three practice doctorates). For FY10, the $22.6 million appropriation was passed by both houses and signed by the Governor as part of the first new capital bill for Illinois in many years. More significantly, this bill includes a dedicated revenue stream. Because the renovation of the E & F wing is "shovel-ready" and fits the state's priorities, we are cautiously optimistic that this long overdue project will soon be underway.

Even amid fiscal challenges, the university has made substantial progress in improving its facilities. The 2002 *Campus Master Plan* allocated $3,000,000 toward creating eight new classrooms and rehabilitating existing teaching and learning spaces to include significant technology enhancements. In 2006, the university adopted a *Deferred Maintenance Plan* (available in the Resource Room) to upgrade, renovate and repair infrastructure systems. Many of these systems were part of the original installation over 35 years ago, were significantly past their useful life, and could fail and disrupt the university's operations. Indeed, an underground water leak in spring 2007 forced a week-long suspension of classes. Working from a prioritized list, the university has undertaken the repair and replacement of many building systems including roofs, fire protection systems, electrical distribution and control systems, as well as a wide variety of other mechanical and structural systems. We have reconstructed two parking lots with permeable pavers and remodeled the swimming pool to be safer and more energy efficient. In addition, we are currently renovating the basement level of the Faculty Office Center to convert that space from an unfinished storage space into teaching

labs for the Master of Science in Nursing and Doctor of Nursing Practice programs. This renovation will include a technology-enhanced classroom dedicated to the nursing programs and state-of-the-art health assessment facilities for advanced practice clinical specializations. These infrastructure updates and additions have been made possible through debt financing serviced by a $16 per credit hour mandatory fee that went into effect in the fall of 2008. As a result of the establishment of this dedicated revenue stream, the university was able to sell revenue bonds (2007) and certificates of participation (2008) totaling $28,795,000 for these physical plant improvements.

The university adopted a *Sustainability Plan* in 2006. The Department of Commerce and Economic Development and Illinois Clean Energy provided grants to support the installation of a 64-panel solar thermal system that heats the water for the swimming pool and about one-third of the university's hot water. The *Sustainability Plan* inspired GSU's Office of Facilities Development and Management (FDM) to begin a rigorous protocol of practices in sustainability and conservation of natural resources.

The university now recycles such large quantities of paper, plastic, batteries and construction materials that GSU was ranked sixth in the "waste minimization" category of a national university recycling competition. The university has now switched to "green" cleaning and commodity products and, as aging equipment is retired, the university purchases items that comply with the "Green Label" testing program. Grounds crews have implemented an Integrated Pest Management system to reduce pesticide use and also to reduce CO_2 emissions from lawnmowers by decreasing turf area and increasing native plantings. In addition, GSU recently adopted best management practices for its storm water by resurfacing 220,000 square feet of parking area with permeable pavers over crushed gravel to filter out contaminants and slow the percolation of precipitation run-off into the local waterway system.

Most recently, the university has partnered with Energy Systems Group for an energy audit that has led to a commitment to implement such energy conservation measures as the replacement of two inefficient 750 horsepower boilers with 10 smaller modulating boilers that will reduce the university's carbon footprint by more than 3,000 metric tons of carbon dioxide annually, as well as the replacement of lighting fixtures and lamps throughout the university for additional savings in both energy consumption and cost.

As this work has been underway, the university has been looking toward the future. In 2008, the Board of Trustees adopted a 15-year *Master Site Plan* that proposes overall land use for the university's 750 acres, outlines new roadway entrances and routes, and supports sustainability of resources. The PBAC Facilities committee began work on the *Master Site Plan* in the fall of 2007. The plan was undertaken in partnership with JJR, a Chicago-based civil engineering and master planning firm which performed a detailed site analysis at GSU and conducted workshops with the committee, sev-

eral focus groups, and members of the Board of Trustees. In January 2008, JJR presented various site plan options to the entire GSU community for review.

Following its work on the *Master Site Plan*, the PBAC Facilities Committee began work on a five-year *Facilities Plan*. Adopted in early 2009, this plan includes a spreadsheet of repair, maintenance, and general improvements and upgrades. The plan identifies "Mission/Program-Driven" projects and "Infrastructure" projects, and both categories are further divided into sub-categories of "single phase" projects and five-year "multi-phase" projects. Mission/Program-Driven projects include improvements of instruction/student support services, development of public spaces, general university upgrades, and preservation of "heritage" buildings. Infrastructure projects include maintenance on projects and equipment that could cause disruption or degradation of services, code violations, general physical enhancements, and upgrade projects that will yield an energy payback. The complete plan can be viewed at **www.govst.edu/PBAC/Facilities_Plan** .

Other physical plant additions and improvements since the Commission's last visit include:

- Eye-catching electronic signage has been installed at both campus entrances to more easily and conspicuously promote the university and its current activities.

- The Gross Anatomy Lab, a state-of-the-art laboratory housing cadavers, computers, restrooms, and changing rooms for students studying anatomy as part of the Physical Therapy, Occupational Therapy, Biology, and Communication Disorders degree programs, has been updated.

- A former farmhouse on campus (Hantack House) has been completely renovated with partial funding from a National Institutes of Health grant, to provide the College of Health and Human Services with office and research space for up to ten staff members and ten graduate assistants. This space also includes state-of-the-art video conferencing facilities.

As the discussion of strategic planning in Criterion One and the examples of planning cited in core component 2a illustrate, GSU has been preparing for its short- and long-term future since the Commission's last comprehensive visit a decade ago. The following section will provide further evidence of planning with particular attention given to the fiscal and human resources required for planning success.

Core Component 2b

> *2b. The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.*

Planning such as that discussed above, alone cannot bring about change without appropriate monetary and human resource allocation. The fiscal resources and human capital required to implement GSU's ambitious plans serve as the focus for this section of the self-study.

Fiscal Resources

From a financial standpoint, the decade since the Commission's last comprehensive visit has been a challenging one for both the state of Illinois in general and for the university in particular, as it has been for public universities across the nation. The recession of 2002–2004 brought substantial reductions in state appropriations to GSU. To date, appropriated fund levels have not yet returned to their FY02 levels, either in "nominal" or in "real" dollars. As was mentioned in core component 2a regarding the renovation of E and F wings, capital funding by the state completely stalled for most of the decade, causing the deferred maintenance problem to grow substantially statewide. The Illinois Board of Higher Education has encouraged the state's public universities to develop new degree programs and closer partnerships with each other and with the state's community colleges but has been unable to acquire or even to recommend new funding to support those initiatives. The recession of fall 2008 is a wake-up call that economic challenges must be viewed as long-term, rather than cyclical. For GSU, with its history of experimentation, the current fiscal challenges can actually create new energy.

GSU has faced and responded to these fiscal challenges by focusing on the effective management of its resources – both on the revenue and on the expenditure side. Tuition levels have increased, and differential tuition has been adopted as a vehicle to support selected, more costly graduate programs. As indicated above, the university also developed and launched in 2007, a well-timed debt-financing program for the first time in its 40-year history to provide funds to address a substantial portion of its deferred maintenance problem and has instituted new and increased fees to support the debt service requirements of that program. The university has sought and received favorable bond ratings from Moody's Investor Services ("A3") and from Standard and Poor's ("A-"), and those ratings have been recently reaffirmed despite the continuing fiscal difficulties faced by the state. New degree programs have been developed and deployed at the undergraduate and master's levels, and GSU has launched three practice doctorates that are discussed later in this chapter. Two off-campus educational centers, the Kankakee Education Center and the Naperville Education Center, have been opened on an experimental basis, as well, to offer courses and degree programs more conveniently to students who reside at a distance from the main campus. Indeed, and in spite of the difficult economic and budgetary environment of the last 10 years, GSU is a stronger institution today than it was at the time of the Commission's last visit.

For GSU, with its history of experimentation, the current fiscal challenges can actually create new energy.

Table 2-1 below displays data on revenues, expenses, and net assets at GSU from FY02 through FY08. All of the data in Table 2-1 are drawn directly from GSU's audited financial statements or derived from data drawn directly from those statements. Most of the row labels for Table 2-1 are self-explanatory, with perhaps two exceptions:

1. In Illinois, employee benefits are by and large not budgeted to or paid by the institutions or agencies at which those employees work. Rather, funds to cover these expenses—primarily contributions to the retirement system and payments for insured health services—are appropriated to and paid by the Illinois Department of Central Management Services. These contributions are captured in our audited financial statements (and in Table 2-1) by the row labeled "Payments Made on Behalf of GSU."

2. Most capital construction and renovation is handled by the Illinois Capital Development Board (CDB). Funds for specific projects are appropriated to the CDB; construction projects are executed and managed by the CDB; and, at the end of the projects, the capital assets so constructed or renovated are then "transferred" to the agencies for which they were carried out. This is captured in our audited financial statements (and in Table 2-1) by the row labeled "Transfers from the CDB."

In order to develop a measure of the strength of the university's financial position that does not vary with the capital project work of the CDB, we have included in Table 2-1 a row of values calculated as the "Net Assets" of the institution as displayed on our financial statements.

Table 2-1: Revenues, Expenses and Net Assets: FY02 Through FY08 (in $000's)

	FY02	FY03	FY04	FY05	FY06	FY07	FY08
Net Tuition and Fees	$10,888.5	$12,361.7	$13,997.6	$15,658.9	$17,210.0	$19,930.9	$22,126.4
Grants and Contracts	$5,049.8	$5,961.6	$5,991.1	$6,754.2	$7,578.9	$8,950.7	$10,203.3
Other Operating Revenue	$9,139.2	$7,789.9	$8,460.4	$9,663.6	$8,886.1	$11,749.9	$10,902.0
Appropriations	$28,045.9	$26,350.6	$24,180.1	$24,280.1	$25,986.1	$27,673.8	$27,659.4
Rescissions	-$319.5	-$722.0	-$470.5	$0.0		$0.0	$0.0
Net Appropriations	$27,726.4	$25,628.6	$23,709.6	$24,280.1	$25,986.1	$27,673.8	$27,659.4
Payments on Behalf of GSU	$6,719.9	$6,850.7	$22,351.4	$8,350.1	$9,056.9	$9,817.5	$11,356.7
Other Non-Operating Revenue	-$140.0	-$272.7	-$265.0	-$40.0	$254.7	$667.8	$360.9
Transfers from CDB	$7,184.8	$12,710.7	$1,713.6	$629.0	$477.4	$454.3	$104.2
Total Operating Expenses	$60,347.1	$57,141.8	$73,513.7	$63,313.3	$67,516.0	$74,821.1	$81,231.8
Increase in Net Assets	$6,221.5	$13,888.7	$2,445.0	$1,982.6	$1,934.1	$4,423.8	$1,481.1
Total Net Assets at year-end	$35,556.3	$49,445.0	$51,890.0	$53,872.6	$55,806.7	$60,230.6	$61,711.7

Figure 2–3 below displays selected rows of values in Table 2-1 in a graphical format. It provides a more vivid depiction of patterns in major categories of university revenue and in adjusted net assets over the period between FY02 and FY08.

Patterns in Revenues and Net Assets: FY02 Through FY08 (in $000s)
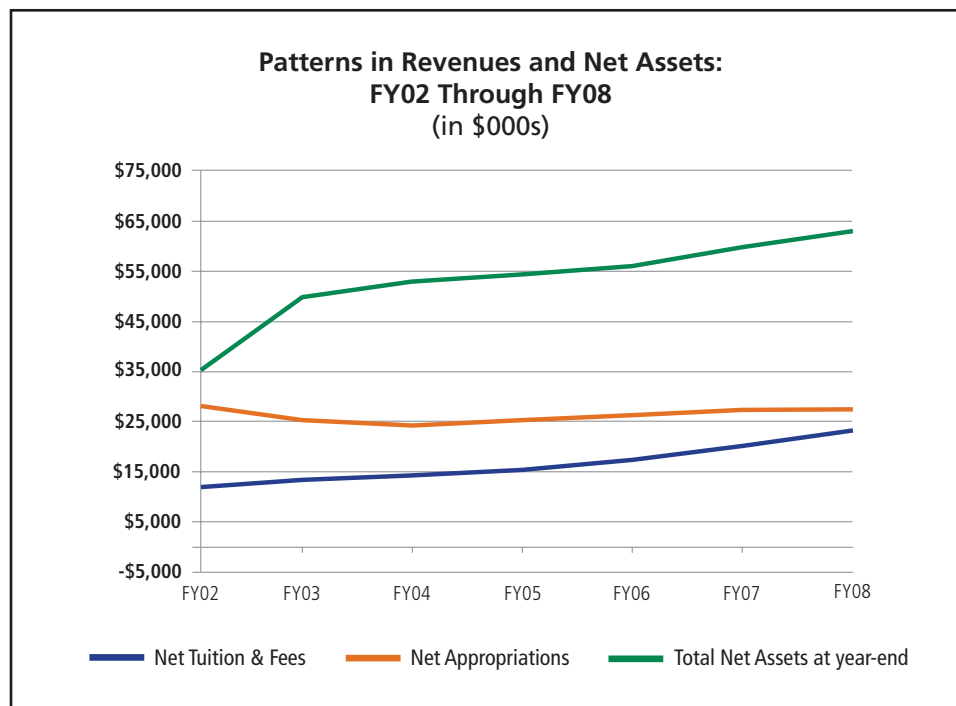
Both Table 2-1 and Figure 2-3 above demonstrate that GSU has attained a stronger financial position over the years. Net tuition/fees and grant/contract revenues each grew by just over 100 percent between FY02 and FY08. Other operating revenues grew by about 20 percent over that same period. Net state appropriations have not followed suit, and Figure 2-3 depict vividly the effects of the recession at the early part of the decade and the relatively slow pace of economic recovery by the state. Appropriations for GSU in FY08 had not quite returned to the level they had reached in FY02.
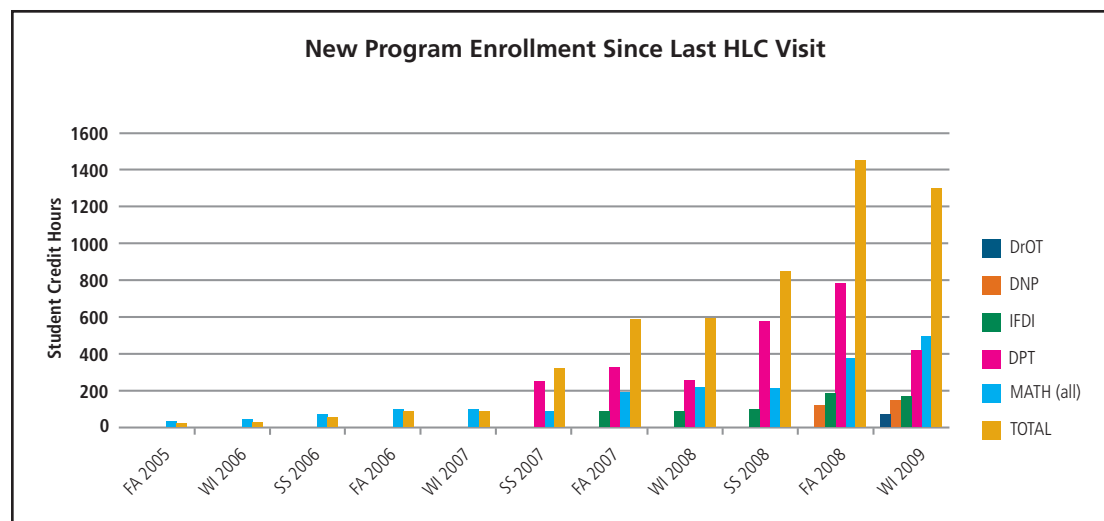
Expenditures over the same period grew by just over 33 percent. Even more importantly, the university's total net asset position has been improving over the years, representing an almost 75 percent increase during the period under review. These results reflect the significant increases in tuition and fees and grants and contracts which have been compensating for the essentially flat state appropriations during the period. In a turbulent economic decade, the university has closely managed expenses, increased the revenues under its control, reduced dependence on state appropriations, and, as a consequence, built its financial strength.

The values displayed in Table 2-1 and graphed in Figure 2-3 are clear enough in their own right, but they do not convey adequately the institutional strengths achieved during this period. Since FY02, GSU has:

1. Developed and offered six new degree programs: Three at the doctoral level in Physical Therapy (DPT), Occupational Therapy (DrOT), and Nursing Practice (DNP); one at the master's level in Independent Film and Digital Imaging (IFDI, awarded as an M.F.A.); and two at the undergraduate level in Mathematics (MATH) and in Mathematics with Secondary Education Certification. Figure 2-4 below shows the student credit hours (SCHs) generated by these new programs from the inception of each through winter 2009. Deployment of these new programs during these periods of financial austerity was made possible through strategic reallocation of human resources and the introduction of a substantially higher differential tuition rate for the three professional practice doctorates. The DPT professional practice degree directly replaces the former MPT degree and makes use of the same core faculty as the now closed master's level degree, with additions at the margin. The higher tuition rates for all three professional practice doctoral programs has made them substantively self-supporting. The M.F.A. in IFDI was initially launched with existing faculty resources, supplemented by the later addition of one new tenure-track position. The two undergraduate programs in mathematics have been staffed by the judicious use of general education lecturers and adjuncts, as well as the reallocation of one tenure-track position from chemistry to mathematics, with another tenure-track position recently approved for future hire.

In a turbulent economic decade, the university has closely managed expenses, increased the revenues under its control, reduced dependence on state appropriations, and, as a consequence, built its financial strength.

Figure 2-4: Student Credit Hours Generated by New Programs

New Program Enrollment Since Last HLC Visit

(Bar chart showing Student Credit Hours (y-axis, 0 to 1600) across terms FA 2005, WI 2006, SS 2006, FA 2006, WI 2007, SS 2007, FA 2007, WI 2008, SS 2008, FA 2008, WI 2009 (x-axis), with series: DrOT, DNP, IFDI, DPT, MATH (all), TOTAL)

2. Completely renovated two buildings or portions of buildings to house grant-supported faculty and staff from the College of Health and Human Services, and a teaching and research facility to house the Center for Law Enforcement Technology Collaboration. The former will assist faculty and staff with the completion of grant–supported projects. The latter links GSU faculty, staff, and students through courses, training programs, and research projects to law enforcement personnel and agencies throughout south suburban Chicago and across the nation. Certificates in Information Security and Digital Forensics are offered at this facility.

3. Issued approximately $28 million of debt between October 2007 and April 2009, to finance the deferred maintenance and infrastructure renovation projects referenced in core component 2a that will ensure continued functioning of the GSU main campus for present and future stakeholders. In this connection, GSU was able, for the first time in its 40-year history, to receive bond ratings of "A3/Stable" from Moody's Investors' Services and "A–/Stable" from Standard and Poor's during the summer of 2007. These ratings were reaffirmed by both agencies during the spring of 2008 and the spring of 2009 as indicators of ongoing financial stability.

4. Invested substantial sums in classroom renovation, computer lab upgrading, and the development of technology–enhanced classrooms (involving the expenditure of approximately $3.23 million between FY04 and FY09) and in the development of online courses and programs (over $1 million between FY04 and FY09).

5. Improved, upgraded, or expanded a variety of student service facilities and operations including the re-engineering of the undergraduate and graduate admissions processes, with heavy emphasis on web-based automation and streamlining; the deployment of special learning technology for students who are visually impaired; and the upgrading of the campus fitness center.

Overall improvements in financial strength since FY02 have helped to produce enhanced institutional strength that has, in turn, generated increased financial strength. The university is committed to carrying forward in precisely this pattern in the decade ahead. The PBAC process will ensure that open, priority-based decision-making will continue to guide GSU toward a future of service to its diverse constituencies. Two new degree programs—a B.A. in Community Health and an M.A. in Criminal Justice—were authorized by the Illinois Board of Higher Education in August of 2009. We are working aggressively on increasing the number of community college transfer students. The increased enrollment generated by these and other ventures will lead to further improvement in the institution's overall financial standing, and those increments will in turn be reinvested in the academic integrity of the university.

Human Resources

Currently, Governors State University has 920 employees, including full- and part-time faculty, administrative and professional employees, civil service staff, graduate assistants, other support staff, and temporary employees. As a result, GSU is among the one percent of employers in the Chicago Metropolitan Statistical Area that employ 500 or more individuals. Table 2-2 provides specific employment information based upon employees' occupational functions as well as employment status (full- or part-time).

GSU's faculty members are categorized into three groups, two of which are defined by the *GSU-UPI* (University Professionals of Illinois) *Faculty Agreement, 2006-2009* (**www.govst.edu/UPI_Agreement**): Unit A faculty are tenured and tenure-track faculty who typically teach 24 to 27 CUEs (credit unit equivalents) over ten months of full-time employment. Unit B lecturers, also shown below in Table 2-2, are full-time teaching faculty members who are not on tenure-track. These faculty members are employed on either one-year or multi-year contracts depending upon their status (e.g., lecturer or senior lecturer), as well as their length of service to the university. Unit B lecturers teach 30 to 33 CUEs over twelve months of full-time employment. Finally, adjunct faculty members are part-time contractual employees who are not covered in the bargaining unit unless they teach a negotiated number of courses within a specified timeframe, which enables them to "roll" into Unit B status.

Table 2-2: GSU Employment Roster

	Primary Function/occupational Category Track Track Status	Faculty Status					
		Tenured	On Tenure Track	Not on Tenure Track	Without Faculty Status	Graduate Assistants	TOTAL
Full-Time	Primarily Instruction (Lecturers)			68			68
	Instruction/Research/Public Service (Tenure/Tenure Track)	85	58				143
	Primarily Research						0
	Primarily Public Service						0
	TOTAL Full-Time FACULTY	**85**	**58**	**68**	**0**	**0**	**211**
	Executive/Admin &Professional	5			44		49
	Other Support/Service	13			153		166
	Technical and Paraprofessionals				18		18
	Clerical and Secretarial				157		157
	Skilled Crafts				21		21
	Service/Maintenance				33		33
	FULL-TIME TOTALS	**103**	**58**	**68**	**426**		**655**
Part-Time	Primary Function/occupational Category Track Track Status	Tenured	On Tenure Track	Not on Tenure Track	Without Faculty Status	Graduate Assistants	TOTAL
	Primarily Instruction (Adjuncts)			168		56	224
	Primarily Research						0
	Primarily Public Service						0
	TOTAL Part-Time FACULTY			**168**		**56**	**224**
	Executive/Admin &Professional				2		2
	Other Support/Service	1			27		28
	Technical and Paraprofessionals						0
	Clerical and Secretarial					5	5
	Skilled Crafts						0
	Service/Maintenance				6		6
	PART TIME TOTALS	**1**		**168**	**40**	**56**	**265**
	GRAND TOTAL	**104**	**58**	**236**	**466**	**56**	**920**

As Figure 2–5 (below) illustrates, faculty counts in the fall of 2000 were 145 Unit A tenured/tenure-track faculty, 47 Unit B lecturers, and 147 adjunct faculty members. Staffing increased the following year (2001) to 152 Unit A tenured/tenure-track faculty, 55 Unit B lecturers, and 165 adjuncts. Declines between the years of 2002 and 2004 can be attributed to a recession and the university's conservative hiring practices during that period. Declining enrollments in some programs also occasioned fewer Unit A and B appointments. During fall 2008, faculty employment consisted of 140 Unit A tenured/tenure-track faculty, 91 Unit B lecturers, and 139 adjunct faculty

members. One noticeable trend within these data is the increasing employment of Unit B lecturers through fall 2008. This figure increased as fewer Unit A tenure-track lines were filled due to budgetary constraints, more adjunct faculty members were rolled into the bargaining unit as Unit B lecturers, and the colleges began taking steps to reduce the university's reliance on adjunct faculty members.

Figure 2-5: Faculty Headcount from Fall 2000 through Fall 2008

Faculty Headcount Fall 2000-2008
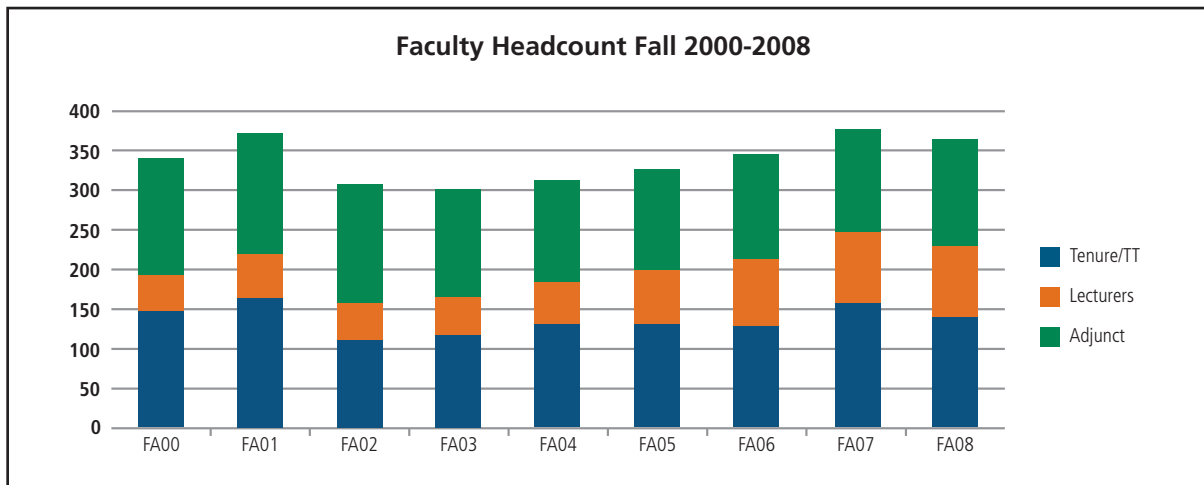
Planning in the area of human resources is accomplished in a variety of ways. Within Academic Affairs, the provost convenes a weekly meeting of the Provost's Council. Attendees include the provost, the academic deans, the dean of the University Library, the associate VP for Student Affairs/dean of Students, and staff from the Provost's Office. This group considers the needs and priorities of the academic units of the institution. Discussions of additional personnel needs occur within this group and are based upon the needs identified by divisions, departments, and other units. Each academic unit monitors student interest, enrollment potential, trends in their respective disciplines, local competition, and cost factors when formulating personnel requests. Requests for additional personnel require justification, and new lines are considered and approved through PBAC's priority-based budgeting process.

One of the major advantages of receiving an education at Governors State University is that the vast majority of tenured/tenure-track GSU faculty (over 88 percent) have terminal degrees. Another major advantage to students attending GSU is the high-level of personal attention from faculty, made possible by an unusually low student-to-faculty ratio, especially for a public institution. It is notable that GSU's undergraduate students have as much access to faculty as do graduate students, as evidenced by the almost equal graduate and undergraduate ratios shown in Figure 2-6. As was explained in the introduction to this self-study report, most students at GSU attend on a part-time basis; therefore, using full-time equivalency

to compute a student–to–faculty ratio is the best way to calculate the level of faculty coverage for the number of students and credit hours that are taught. This calculation was made by comparing the number of faculty to the number of full–time equivalent students (FTE) based on a formula in which one FTE undergraduate student equals 12 credit hours and one FTE graduate student equals 9 credit hours. As shown in Figure 2-6 below, the most currently available (fall 2008) student–to–faculty ratio is 11:1, and it has ranged between 9.7:1 and 12.2:1 in the years since fall 2000.

Figure 2-6: FTE Student–to–Faculty Ratios from Fall 2000 to Fall 2008
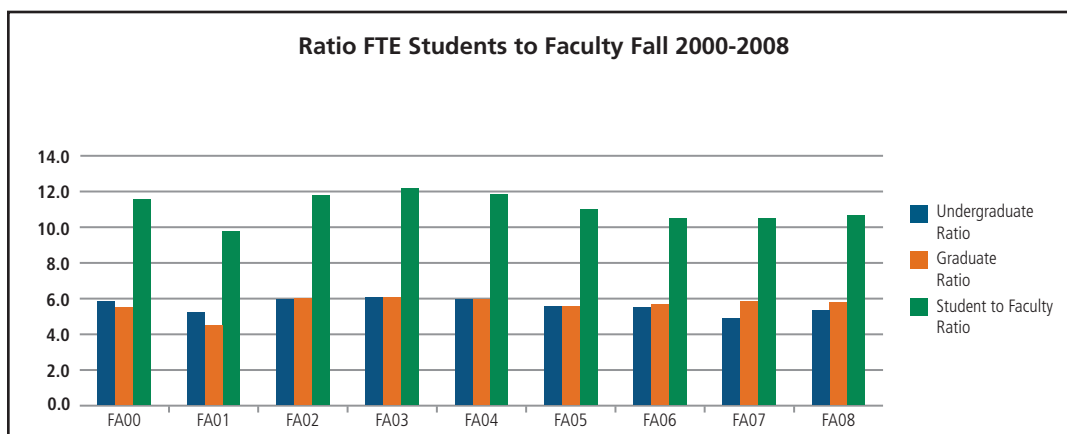
The evaluation and retention processes for GSU faculty, administrative and professional employees, and civil service staff are delineated in the *GSU-UPI Agreement*, the *GSU Board of Trustees' Regulations*, and/or the Illinois State Civil Service System. Additional information is available in the Re-source Room, and there is an extended explanation of faculty retention in core component 3b. Likewise, awards and recognitions for faculty are also explained in the *GSU-UPI Agreement*, and several of these are described in the Criterion Three and Four of this self-study.

Over the years, other staff awards, recognitions, and celebratory events have become a vital part of the GSU community. Examples include the follow-ing:

• **Dr. Gerald C. Baysore Endowed Distinguished Service Award:** This award is considered GSU's most prestigious employee recognition. It is given each year to honor the memory of Dr. Baysore, GSU's former associate vice president of Academic Affairs. Dr. Baysore's 18 years of service to GSU ended with his death in October 1988. The award is given to a GSU employee who, in the judgment of the president, embodies four qualities for which Dr. Baysore was known—absolute integrity, total competence, generous dedication, and unfailing civility. The award comes with a monetary prize.

- **Civil Service Employee of the Month/Year Program:**
  The university's Employee of the Month program honors civil service workers for outstanding performance. Nominations of employees are accepted from students, alumni, faculty, administrative, professional, and civil service employees. A committee of faculty, administrators, and staff, along with the previous month's winner, chooses the top employee. The Employee of the Month winners receive a certificate from the university president, tickets for a performance at the Center for Performing Arts, a designated parking space, a check for $150, an e-mailed announcement to the GSU community, and a photograph in the Hall of Governors. Recipients of the award are also eligible for the Employee of the Year award, presented each December at Civil Service Day. The entire campus community chooses the Employee of the Year; ballots are distributed all around GSU, and all who wish to participate have a chance to vote for GSU's top employee. The Employee of the Year receives additional prizes at Civil Service Day.

- **Stuart I. Fagan Friend of the Senate Award & the Leroy Morrison Service Recognition Awards:**
  These two service awards are also presented on Civil Service Day. The *Fagan Friend of the Senate Award* is given to a GSU employee who has demonstrated outstanding support to the Civil Service Senate. *The Leroy Morrison Service Recognition Award* goes to employees who have gone out of their way to help the Civil Service Senate or civil service employees at GSU. The Civil Service Senate's Executive Committee chooses the recipients of these two awards.

- **Annual Employee Recognition Event:**
  Each spring, the Department of Human Resources organizes the *Annual Employee Recognition Event* to recognize those faculty and staff members who have served the university for 5, 10, 15, 20, 25, 30, and 35 years. These employees are congratulated by the university president and receive thank you gifts for their years of service.

A significant process improvement in the area of human resources that has occurred since the Commission's last visit is a change in the faculty and administrative/professional employees' search process and in the civil service hiring process. In 2006, the university purchased PeopleAdmin software, a web-based applicant tracking system. This software program has three principal advantages: 1) it ensures consistent documentation and information flow through every phase of an employee search; 2) it delineates clear levels of authority and ensures that appropriate administrative approvals are received at each stage of the employee search process; and 3) it enables a clear and consistent communication flow between the university and position applicants. Previously, the hiring process at all levels was paper-intensive, which led to inefficiency and waste of time and resources. This software license was purchased when it became clear that the university's long-stand-

ing employee search process was too cumbersome and took far too long to complete, which meant that top candidates sometimes accepted positions elsewhere. Now that the university no longer accepts paper applications for employment, search committees find that the process is far more efficient and effective. Our applicant pools are well-qualified and diverse and now consistently lead to an offer of employment.

Core Component 2c

> 2c. *The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.*

The discussion of core components 2a and 2b above indicates the extent and effectiveness of current planning and preparation for the future. While the PBAC process is more collaborative, systematic, and comprehensive than the processes used prior to 2007, PBAC thrives in part because of the ground prepared by earlier planning activities. Thus, core component 2c will supplement the information already provided, and will show how current planning evolved and formed the basis for both our current activities and future initiatives.

Enrollment and Retention Study

Even before adoption of the recent enrollment targets included in *Strategy 2015*, there was recognition that enrollment increases without concurrent efforts to boost retention would result in little positive change. In 2005, members of a special Retention Committee of GSU faculty and staff members studied student dropout rates. The Retention Committee examined five years of data (fall 1999 – fall 2004) for all students who were registered at GSU in fall 1999. In particular, the committee looked at the 650 students who attended classes in the fall 1999 trimester but did not return for the winter 2000 trimester, having therefore "stopped out" during that winter 2000 term. The committee found that stopping out for a trimester was not related to the likelihood that a student would drop out altogether, but that it did have an effect on whether a student graduated within five years.

As can be seen in Figure 2-7 below, the percentage of 1999 enrollees who were "Lost" or "Inactive" was not related to whether the students stopped out in winter 2000. Although fewer of the winter 2000 "stop-outs" had graduated by fall 2004, many more were still actively enrolled. The study also found that students who were eligible for financial aid were less likely to drop out and that students who were not yet affiliated with a college were more likely to drop out.

Figure 2-7: Status of Students Enrolled in Fall 1999 Who "Stopped Out" During Winter 2000

Status of Students Enrolled in Fall 1999

	Still Enrolled	Graduated	Inactive	Lost	Unknown
WI00-Stopped Out	26.00%	36.00%	18.46%	18.62%	0.92%
WI00-Enrolled	15.21%	44.58%	18.50%	21.62%	0.08%

Status as of Fall 2004
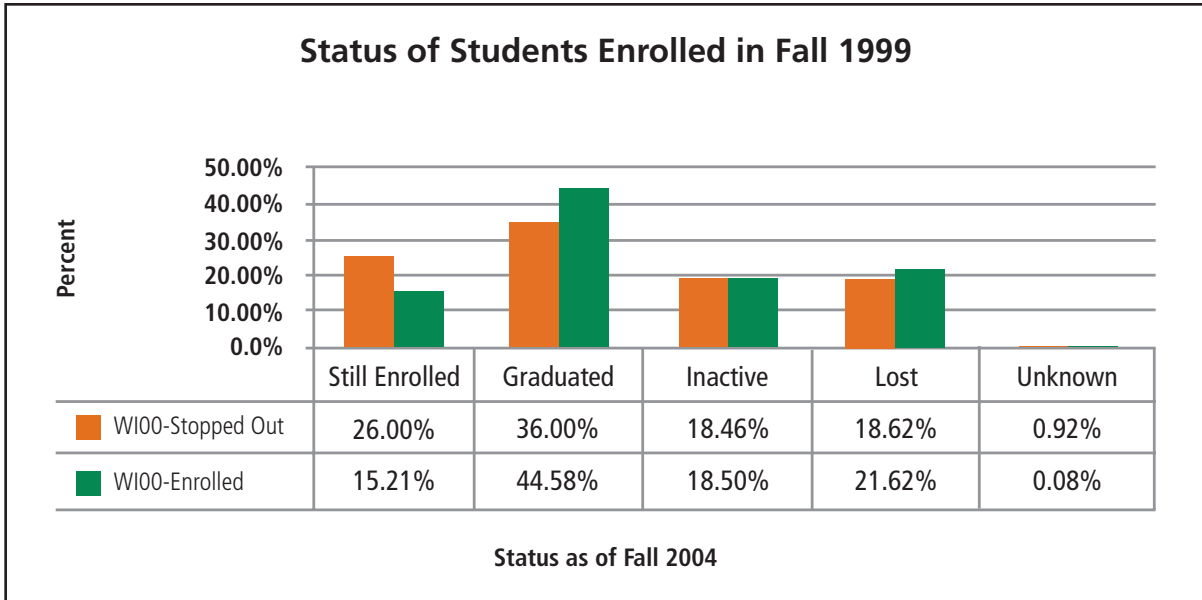
As part of the aforementioned analyses, the committee determined that some GSU programs had higher retention rates than others (ranging from 18 percent to 100 percent). To further explore factors that might be related to retention at GSU, the committee members then conducted interviews with programs that had the highest and lowest dropout rates and asked them about their practices with regard to 47 factors that the literature suggested were associated with retention. The results indicated that 11 factors significantly differentiated the high from the low dropout programs. Listed from most to least significant, these factors were:

1. Mandatory attendance at program-specific orientation;
2. Use of cohorts;
3. Student participation in program governance;
4. Student mailboxes on campus;
5. Student recognition/award ceremonies;
6. Early contact between the program and its students (before admission or in first trimester);
7. "Intrusive" advising (a term which is defined in core component 3c);
8. Academic involvement of students with faculty outside of the classroom;
9. Active student clubs/organizations;
10. Providing performance feedback outside of the classroom (e.g., comprehensive exams);

11. Admission requirements other than minimum GPA, standardized tests, admission interview, statement of intent, letters of recommendation, or prerequisites.

The committee recommended that programs wishing to increase student retention should incorporate one or more of these factors and measure the impact of the change(s) on future dropout and graduation rates. This recommendation later became a requirement of the Academic Affairs strategic plan (**www.govst.edu/provost/**, under "Documents"). The Retention Committee's report is available at **www.govst.edu/retention/2005_report**. While some of the academic programs and colleges have adopted some of these retention-related practices, many have not. The deans must continue to assess and adopt these practices in order to increase retention rates. To this end, the Enrollment Management and Student Services (EM&SS) committee of PBAC created a set of recommendations based on the findings of the 2005 Retention Report, and those recommendations can be used by deans to effectively improve retention.

Survey Activity and Resulting Data

CAEL Adult Learning Inventory (ALI)
As part of its continuing actions to better serve nontraditional learners, Governors State administered the CAEL Adult Learner Inventory (ALI) in 2002, 2005, and again in 2008. The ALI is designed to examine the priorities of adult learners using eight scales, and can help identify their concerns and satisfaction level, as well as those areas most in need of improvement. The ALI is the only nationally-normed student satisfaction survey considered appropriate for GSU. As an upper-division institution, GSU is eligible to use neither the National Survey of Student Engagement, commonly used at four-year institutions, nor the Community College Survey of Student Engagement, frequently used at two-year institutions where students begin their collegiate work.

All undergraduate students were encouraged to complete the online ALI survey. Students were sent postcards and e-mail messages to inform them of the survey, and also received e-mail reminders. In 2002, 376 undergraduates responded out of a possible 2,788 (13.5 percent). In 2005, 469 undergraduates responded out of a possible 2,632 (17.8 percent). In 2008, 448 undergraduates of a possible 2,608 (17.2 percent) participated. Unfortunately, the respondents were not representative of the undergraduate body; they were too female, too old and too Caucasian. Thus, the results suggest only starting points for the consideration of student satisfaction.

Figure 2-8 shows the performance gap for the ALI scales for 2002, 2005, and 2008. This gap is the importance score minus the satisfaction score. The larger the performance gap, the greater the discrepancy between what students expect and their level of satisfaction. In every year, the biggest gap between importance and satisfaction is for the *Life and Career Planning* scale. This can be interpreted as GSU's weakest performance area. Because

the alumni survey data also suggest concerns with Career Services, this is an area that GSU will address further. The smallest performance gap, and therefore the area of greatest satisfaction, is on the *Technology* scale.

Figure 2-8: Adult Learner Inventory (ALI) Results

Figure 2-8: Adult Learner Inventory (ALI) Results
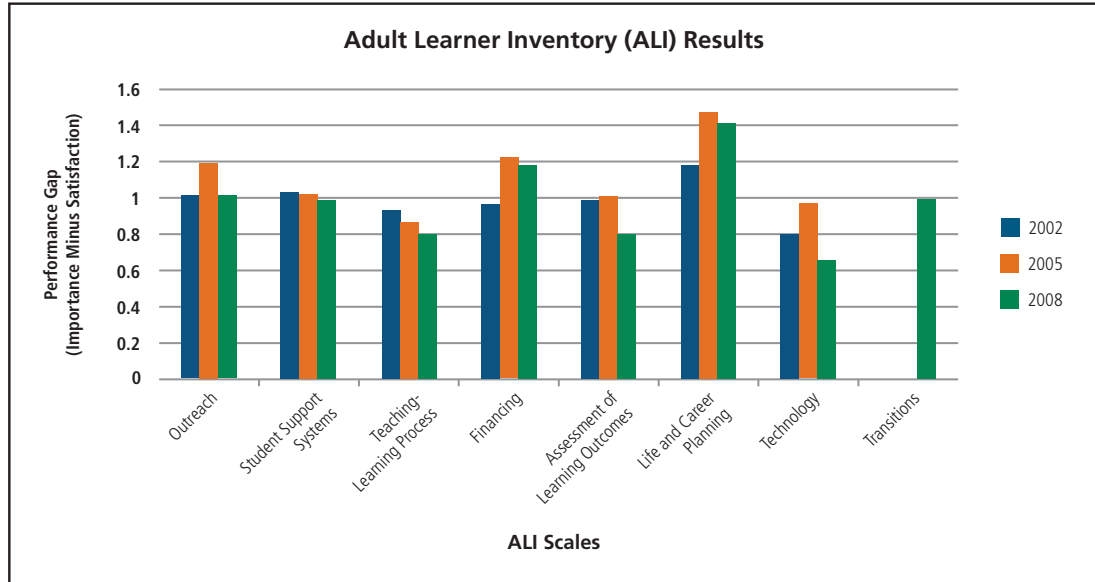
Two additional questions generated by GSU at CAEL's invitation were of particular interest: "How would you rate your overall satisfaction with this program?" and "Would you recommend this program to other nontraditional learners?" Overall, the respondents gave GSU very high marks to both questions in all three survey years.

Figure 2-9: Responses to Program Satisfaction Questions on ALI
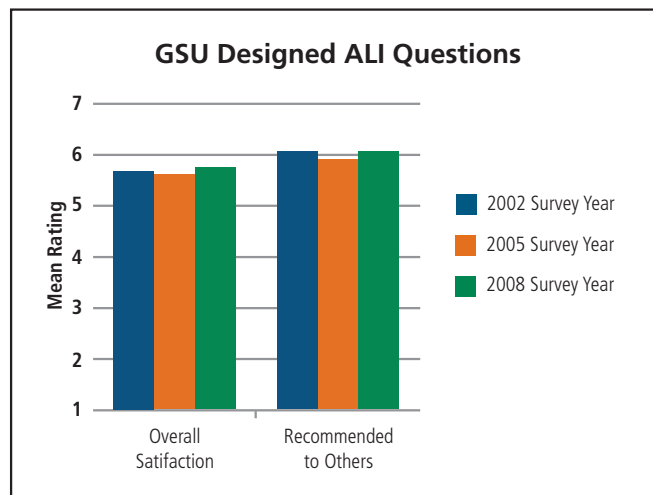
Satisfaction scale: 7=very satisfied, 6=satisfied, 5=somewhat satisfied, 4=neutral, 3=somewhat dissatisfied, 2=dissatisfied, 1=very dissatisfied

In 2008, the ALI also identified areas of strength, as well as areas that represent challenges for GSU among undergraduates. These included the following:

GSU's top five strengths, in descending order of importance, are:
1. The institution explains what is needed for me to complete my program here.
2. I received confirmation and a schedule of classes in a timely manner.
3. The registration process was clear and understandable.
4. I am able to obtain information I need by phone, fax, e-mail or online.
5. I have a clear understanding of what I'm expected to learn in my classes.

The top five challenges refer to these statements:
1. My program allows me to pace my studies to fit my life and work schedules.
2. My academic advisor is available when needed.
3. Sufficient course offerings within my program of study are available each term.
4. My academic advisor keeps my informed of important deadlines.
5. This institution provides students with the help they need to develop an education plan.

None of the challenges comes as a surprise, and addressing them is a matter of continuing concern. The quality of advising is, and has been, uneven throughout the university for many years. The College of Business and Public Administration and the College of Education have centralized undergraduate advising, while advising is more decentralized or is performed by faculty in both the College of Arts and Sciences and the College of Health and Human Services. Although a formal plan has not been announced, the provost and executive vice president will be working with the Enrollment Issues Working Group to recommend an improved advising system for the university. This plan will probably still be under consideration at the time of the site visit.

Study of Alumni

The Illinois Board of Higher Education requires surveying of undergraduate alumni on a three-year cycle: 1-year-out alumni are surveyed the first year, 5-year-out alumni are surveyed the second year, and 9-year-out alumni are surveyed in the third year. The cycle begins again in the fourth year with 1-year-out alumni. The last year in which GSU surveyed only the mandated alumni was 2007, when GSU's Office of Institutional Research polled undergraduate members of the class of 1997 nine years following graduation. Since 2007, the Office of Institutional Research has surveyed all 1-year-out and 5-year-out alumni (both graduate and undergraduate) every year. The survey respondents were representative of their graduating class with respect to gender, ethnicity, and college affiliation but were older

than the population average for their respective graduating classes. Thus, the highly favorable results that are summarized below in Table 2–3 and more fully in Appendix E should be generalized with some caution.

In 2008, the alumni surveying process saw two substantial changes. The first change was the explicit inclusion of GSU "student outcomes" questions for both bachelor's and master's level students. As appropriate for their level (graduate or undergraduate), students were asked to indicate for each outcome whether they were required to "demonstrate" that they had met it. The second change was the implementation, mentioned above, of the recommendation of the Alumni Data Task Force to survey all 1-year-out and 5-year-out alumni every year. Thus, in 2008, both graduate and undergraduate members of the graduating classes of 2002 and 2006 were surveyed even though the IBHE mandated only collection of data from undergraduate alumni from the class of 2002. The response rates were above 30 percent for the class of 2006 (undergraduate: 32 percent; master's: 30.8 percent) and above 20 percent for the class of 2002 (undergraduate: 24.3 percent; master's: 22.4 percent). (The full report of the Alumni Data Task Force is available in the Resource Room.)

Overall, alumni gave overwhelmingly positive responses to questions gauging satisfaction with GSU. Table 2–3 shows results for each of the last two survey cohort years, indicating the percentage of both baccalaureate level and master's level respondents reporting "satisfaction" with their GSU education and compares the results with the undergraduate class of 1997.

Table 2–3: Percent of Alumni Survey Respondents Indicating SATISFACTION With GSU Education

UnderGrad FY1997	UnderGrad FY2002	Undergrad FY2006	Master's FY2002	Master's FY2006	Summary Survey Items Indicating Student SATISFACTION
96.5%	98.0%	94.9%	94.2%	91.9%	Would recommend GSU to another student
92.4%	85.9%	94.6%	91.3%	94.1%	Reported a positive attitude toward GSU
90.3%	88.5%	89.0%	93.3%	84.2%	Reported that the quality of GSU education was either "Good" or "Excellent"
95.9%	89.3%	98.1%	92.6%	97.5%	Reported that their GSU degree was good preparation for subsequent education
95.3%	90.9%	90.7%	96.2%	93.5%	Reported that their GSU degree was good preparation for their present job

Members of the classes of 1997, 2002, and 2006 were also surveyed about their perceptions of thirteen specific characteristics of GSU's educational offerings: program advising, financial aid counseling, availability of necessary courses, class size, scheduling of classes, library services, student development (tutoring), accessibility for students with disabilities, student life, equipment needed for programs, quality of teaching, career counseling, and alumni relations. Among undergraduates, the results were very positive, with half or more of the characteristics receiving "good" or "excellent" responses from at least 70 percent of the undergraduate respondents. Across all three survey cohorts, the three areas receiving the least satisfactory responses were consistent: "financial aid counseling," "career counseling," and "program advising." Among the respondents, the graduate students were more critical overall, and in addition to negative responses for the same three areas of concern to undergraduates, the master's students were also consistently less positive about "equipment needed for programs," an area that is already receiving substantial ongoing and planned future upgrades, as described above and in Criterion Three.

It was gratifying to discover that both of the more recently graduated cohorts at both the graduate and undergraduate levels essentially replicated the very favorable findings from the undergraduate class of 1997. With regard to the new GSU student outcomes questions, more than 85 percent of the graduate alumni and 78 percent of the undergraduate alumni indicated that they had been required to demonstrate their competencies for all of the relevant outcomes. Such data speak to the effectiveness of the university's assessment plan as described in Criterion Three. More detailed information about the alumni survey results is available at **www.govst.edu/ir**. Additional discussion of alumni responses regarding learning outcomes is presented in Criteria Three and Four, and a full executive summary of the findings of all three survey cohort years is available in Appendix E.

Survey of Potential Community College Transfer Students
GSU and Prairie State College, the community college located closest to the university, participated in a joint survey in February 2008 designed to determine student preferences for class times. A total of 879 students who were enrolled in introductory classes at Prairie State took the survey. Forty-seven surveys were discarded because of data entry errors, so a total of 832 were analyzed. The survey indicated a clear preference for classes in the late morning and early afternoon. According to the students, the top three time preferences for classes are late morning (64.5 percent), early afternoon (57.5 percent) and early morning (41.7 percent). This is important information because the university is currently working with Prairie State and other community colleges to establish and/or renew articulation agreements and dual admission programs, so that community college transfer students have greater opportunities to pursue a baccalaureate degree.

As of the moment, the majority of classes are offered in the late afternoon or evening, and that has been the pattern for many years. We have assumed that older, working students currently attending during the existing hours generally prefer the current schedule. We are committed to testing that hypothesis through further surveying. We also acknowledge that younger students who are currently enrolled in the community colleges attend most of their classes during the morning or early afternoon and would prefer a similar schedule if they should transfer to GSU. More study is needed to determine where demand is the greatest, and those investigations are underway. Some individual programs, it should be noted, such as the Criminal Justice program and the Art program in the College of Arts and Sciences and the Business Administration program in the College of Business and Public Administration are already moving more undergraduate classes toward the daytime hours.

Other Strategies for Continuous Improvement

Specialized Accreditation

Every college in the university has multiple degree programs that are accredited by specialized accrediting bodies. Indeed, since the Commission's last comprehensive visit, GSU has achieved initial accreditation or continuing accreditation for all of its 31 programs with specialized accreditation requirements. These specialized accreditations, which will be discussed at length in the Criterion Three and Four chapters, require the development of comprehensive data and information about these majors that is detailed in specialty accreditation reports available at (**dspace.govst.edu/handle/123456789/836**) as well as in the Resource Room.

External Advisory Boards

The university, as well as all the colleges, and several departments, and other units at GSU also connect with their stakeholders and prepare for the future through advice and input from external advisory boards. Advisory board members serve as an active link between Governors State and constituents from the community, region, state, and beyond. These external boards are discussed at length in Criterion Five.

The "Why Not?" Initiative

The "Why Not?" campaign was introduced by President Maimon in 2007, providing members of the university community with a forum to ask questions and offer specific change proposals on a wide range of topics as a means of facilitating change and continuous improvement. The program, operating through an automated process, empowers students, staff, and faculty members to participate in a campus-wide initiative designed to make the university a better environment in which to get an education, to teach, and to contribute to the learning process. More than 1,400 "Why Not?" entries have been submitted since the program was established. "Why Not?" entries are screened and then directed to the appropriate faculty or

staff members for answers; persons who submit improvement ideas receive a response within 30 days; and prizes are awarded to the person with the best idea for each trimester, as well as for the year.

GSU's homepage includes a button for the "Why Not?" program. The "Why Not?" page explains the program, provides a form for asking questions, lists the contributors and winning ideas, and notes "What's in progress." "What's in progress" breaks inquiries down into thirty-three categories including academics, course selection, facilities, library, parking, student life, and others. All "Why Not?" entries and responses are posted on the website.

"Why Not?" has already led to changes and improvements at GSU. Following are some examples:

- A student who submitted the first "Why Not?" winning entry asked why the book allowance amount for students receiving financial aid was so low--$300 at the time. As a result of the student's inquiry, the book allowance was increased substantially to $700.

- Another person asked whether the TV in the fitness area could have its closed-captioning feature activated since most people listen to music through their headphones while working out, thereby enabling people to listen to music and read the news at the same time. Following this suggestion, the closed-captioning feature was activated.

- One student identified the need for a reliable means of transportation from the nearest metro (train) station to the GSU Campus. In response, the university established a free bus shuttle service between the campus and the station. A similar shuttle service was introduced between the university and a nearby apartment complex where a significant number of GSU's international students live.

- Another person asked why GSU's undergraduate students are not acknowledged for their academic achievements through the traditional Latin designations of *cum laude, magna cum laude*, and *summa cum laude*. Since this query, the *Honors Policy* has been revised, and GSU will begin using these designations—rather than the former "Honors" and "High Honors" designations—for the winter 2010 commencement.

After nearly two years, "Why Not?" has proven to be an innovative, interactive method of receiving important information on how well GSU is functioning. Questions and suggestions come from key GSU constituencies and bring about results.

Planning for Professional Practice Doctoral Programs
The university began planning for doctoral education in 2003. Several factors contributed to that planning. Although GSU continued to believe that partnering with community colleges provided a cost-effective strategy to

make baccalaureate and master's degrees accessible to those underserved by higher education, the university also recognized a need to provide programs beyond the master's level to address the growing educational needs within GSU's service area. Furthermore, changes in professional credentials for physical therapy and possibly other health disciplines would eventually make the practice doctorate a necessity. Planning and preparation for the three professional practice doctorates offered by the College of Health and Human Services in Physical Therapy (DPT), Nursing Practice (DNP), and Occupational Therapy (DrOT) required an intense, deliberative process that included faculty, department chairs, the dean, provost, and several outside consultants. After months of preparation, the programs were approved by GSU's Board of Trustees, the Illinois Board of Higher Education, and the appropriate accreditation agencies. The DPT program admitted its first class in spring 2007. The DNP program admitted its first class in fall 2008, and the first DrOT class was admitted in winter 2009.

These three professional practice doctoral programs were the first for GSU, and the Illinois Board of Higher Education (IBHE) submitted them to intense scrutiny. The IBHE insisted on careful needs analyses, assessments of the impact upon other academic programs and operations of the university, and a determination of the needs in the community in these particular health fields. For instance, the needs analysis for the Occupational Therapy doctorate (DrOT) included consultation with the Masters of Occupational Therapy Advisory Board; focus groups; critical incident interviews with employers in the region; and a review of regional, state, and national data on the occupational therapy workforce supply and demand. All elements of this needs analysis validated both interest and intent to enroll in such a program and demonstrated demand for it graduates.

In planning the Occupational Therapy doctorate, GSU's leadership considered the role the university could play in addressing the growing shortage of occupational therapy practitioners and occupational therapy faculty. Recent changes in the Accreditation Council of Occupational Therapy Education (ACOTE) had mandated that OT faculty who teach in entry-level professional programs must have a terminal degree by 2012. According to one report from the American Occupational Therapy Association, only 55 percent of occupational therapy faculty held a doctoral degree and 45 percent a master's degree. To meet the ACOTE mandate by 2012, almost half the nationwide occupational therapy faculty will need to complete a terminal degree. These data indicated that GSU had, and continues to have, the potential to make a significant contribution to the academic preparation of occupational therapy faculty in both the region and the nation.

During the preparation for the DrOT program, faculty were fully engaged in the development of the proposal and the specific courses that were approved by the University Curriculum Committee for inclusion in the *GSU 2008-2009 Catalog*. Students, alumni, and members of the Master of Occupational Therapy advisory board were consulted throughout the process

The university also recognized a need to provide programs beyond the master's level to address the growing educational needs within GSU's service area.

to assist in identifying areas of need in advanced practice. The College of Health and Human Services' Academic Program Council and the Academic Affairs Committee also contributed to the proposal. Faculty in the college attended several all-college meetings to discuss professional doctorates as an appropriate direction for program development.

The processes and procedures described above for the DrOT were essentially the same used in developing and seeking approval for the doctorates in Physical Therapy and Nursing Practice, and provide additional evidence that GSU collects data, seeks internal and external feedback, and engages in continuous self-reflection for the purposes of planning and improvement.

Core Component 2d

> 2d. All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.

Alignment of Planning Throughout the University

As described previously in Criterion One, strategic planning at GSU has included the recent re-examination, re-evaluation, and restatement of the institutional mission conducted within the structure of the PBAC processes. The ultimate development of the *Strategy 2015* document was guided by multiple inputs from every substantial constituency, both internal and external. That participation was initially expressed in focus group sessions and later from feedback sessions as the draft document was developed. Once the institutional mission was reaffirmed and the *Strategy 2015* plan approved by the GSU Board of Trustees, major units within the university, both academic and support, conducted a similar re-examination and re-evaluation of their own strategic plan, with the specific goal of achieving alignment with *Strategy 2015*. Several of these activities have been highlighted in this chapter in the areas of enrollment management, information technology, facilities planning, and others. Additional evidence of mission-driven planning, whether in the colleges, administrative units, or student service areas, is provided below and in the Resource Room. Here again, draft plans were presented for comment, critical feedback, and suggestions for improvement. The College of Business and Public Administration is illustrative of these processes.

Following approval of *Strategy 2015* by the GSU Board of Trustees, the College of Business and Public Administration constituted its Strategic Planning Committee at an all-college meeting, after which the committee prepared an initial draft of the CBPA mission statement and strategic plan for circulation and critical comment at another all-college meeting. The suggestions from faculty and staff generated a semi-final draft for further critical refinement at a third all-college meeting. This refined CBPA mission and strategic plan, carefully structured to follow closely the GSU *Strategy 2015* document, were then submitted to the Office of the Provost for final approval prior to adoption. The CBPA *Strategic Plan 2009-2015*

identifies for each goal specified in *Strategy 2015* a set of CBPA objectives to be achieved in support of that university goal. Additionally, the college developed an action plan for each objective, as well as a timeline, and an assessment tool for measuring the extent to which the objective has been achieved. It also assigned responsibility for oversight of each objective.

Each of the other colleges and other major units followed a similar process to produce a set of mission and vision statements in tight alignment with *Strategy 2015* that can be reviewed at their respective links below. Again, completed strategic plans can be viewed in the Resource Room.

- **College of Arts and Sciences**
  www.govst.edu/cas/mission

- **College of Business and Public Administration**
  www.govst.edu/cbpa/

- **College of Education**
  www.govst.edu/coe/

- **College of Health and Human Services**
  www.govst.edu/chhs/

- **Division of Digital Learning and Media Design**
  www.govst.edu/dlmd/mission

- **Office of the Provost**
  www.govst.edu/provost/
  (The Academic Affairs Strategic Plan is under the "documents" tab.)

- **Student Affairs and Academic Support**
  www.govst.edu/saas/mission

- **University Library**
  www.govst.edu/library/strat_plan

Chaper Summary, Strengths, Challenges, and Continuing Institutional Actions

Looking ahead, the university recognizes that it is particularly important in the current austere economic environment to ensure that all available re-sources at every level within every unit are focused only on those programs, activities, and infrastructure needs that are most critical to achieving the well-considered goals of *Strategy 2015* as a means of "inspiring hope, real-izing dreams, and strengthening the larger GSU Community." To this end, several strengths as well as challenges are delineated below.

Strengths

- Governors State University provides abundant evidence of its prior and ongoing planning activities in support of its mission and strategic plan. The university's planning process enhances its ability to respond to future challenges and opportunities.

- The university demonstrates fiscal strength during a decade of uncertain economic conditions.

- The university has made significant progress in updating its infrastructure, particularly in the areas of facilities and information technology.

- During the past decade, GSU has enhanced its academic standards through specialized accreditations and external reviews and has reallocated resources to begin new academic programs in high–demand fields.

Challenges and Continuing Institutional Actions

- *Enrollment Management and Student Retention: Strategy 2015* sets ambitious student credit hour targets which will require creative, systematic, and sustained actions.

- *Increased Attention to Student Support Areas:* The university has identified three areas that are key to its enrollment and retention goals: student advising, career services counseling, and financial aid. The university must address these challenges through careful study, planning, and resource allocation.

- *Course Scheduling:* The university should carefully study the best days and times for serving the greatest number of students; these results may vary among colleges and programs and between undergraduate and graduate students.

- *University Website:* The current website is not user-friendly, portrays information in different formats, has few controlling protocols and standards, and requires immediate attention.

CRITERION THREE

CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING

*The organization provides evidence of student learning
and teaching effectiveness that demonstrates
it is fulfilling its educational mission.*

Commitment to Effectiveness

This chapter examines GSU's ongoing commitment to the assessment of student learning as well as to the university's continuing support of different methods and technologies that enhance the teaching and learning environment. This work has been well-underway since the Commission's last comprehensive visit in April, 2000, and is supported anew by GSU's mission and Institutional Goal 3 in *Strategy 2015*.

Among the topics covered in this chapter are:

- The university's work on assessment since the 2003 progress report;
- Evidence that teaching is effective at GSU;
- Activities to ensure that GSU students learn in modern facilities, using modern technologies; and
- Accomplishments and future plans to ensure ongoing improvement in teaching and learning.

As with other chapters, Criterion Three will conclude with an analysis of strengths, as well as areas for improvement.

Core Component 3a

3a. The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

Assessment of Student Learning, An Overview

At Governors State University, the assessment of student learning begins when faculty members identify their programmatic purposes and expectations and then translate these intentions into program objectives. These objectives delineate the knowledge and skills that students will possess upon completion of their degree requirements. In 31 programs, this work occurs in concert with the requirements of specialized accreditors. In the remaining 19 programs faculty similarly develop program objectives based upon national trends, the needs of surrounding communities, the availability of new technologies, and other such considerations. In all programs, objectives are reviewed and updated over time based upon analyses of assessment data, faculty consensus about program gaps and shortcomings, institutional goals, and in accordance with changing accreditation requirements where appli-

cable. These analyses may occur either at times determined by specialty accrediting bodies, or according to reviews mandated either by GSU's Board of Trustees or by the Illinois Board of Higher Education. In all cases, the university is externally, as well as internally, accountable for student learning outcomes.

This process is not unique to GSU, and as the university's 2003 Progress Report on Assessment (**www.govst.edu/provost/quality/2003_ assessment_report**) acknowledged, it has not always been consistently applied or documented. Yet the fundamental questions of what do our students know, what can they do, and how can we improve our programs to position our graduates for even greater success have long been a focus of GSU's faculty. To this end, the university has taken and continues to take important steps to create a sustainable culture of assessment.

The essential building block of the university's assessment plan is the required Syllabus Format (**www.govst.edu/ucc/syllabus_format**). Adopted by the Faculty Senate in the early 1990s, the required syllabus format is much more than a simple template. The format assures that syllabi for all new and substantially revised GSU courses contain all required course information, comply with university policy, and include appropriate student learning outcomes. Specifically, item 12, labeled Expected Student Outcomes, requires that faculty delineate learning outcomes and that these outcomes are consistent with course content and evaluation methods, as specified elsewhere in the syllabi.

The University Curriculum Committee (UCC) serves as the steward of the syllabus format, and it ensures compliance by reviewing all syllabi not only to assure that the syllabus adheres to the form of presentation, but much more importantly, that it contains the specified learning outcomes. The UCC reviews outcomes in terms of the level of the course (whether undergraduate, master's level, or doctoral), the learning requirements in relation to Bloom's Taxonomy, and the appropriateness of the evaluation methods for the outcomes sought. Syllabi that fail to satisfy the committee's expectations in these areas are returned to the recommending faculty members along with feedback for improvement and resubmission. The entire process is explained on the UCC's website **www.govst.edu/ucc/.**

The syllabus format is essential to GSU's assessment activities because it provides the platform upon which program objectives are translated into expected learning outcomes and then validated by peers (UCC). Although this requirement has long been part of GSU's curriculum processes, the university was recently reminded of the value of its syllabus format when it became a founding participant in IDEA HS: Innovative Delivery of Education Alliance Homeland Security (**www.illinoisideahs.org/idea/**). This Alliance includes eight public universities in Illinois that have developed a shared curriculum for education and training in homeland security, disaster preparedness, and emergency management. In establishing its infrastructure

> **The fundamental questions of what do our students know, what can they do, and how can we improve our programs to position our graduates for even greater success have long been a focus of GSU's faculty.**

and menu of courses several years ago, the participating Alliance schools all agreed to adopt GSU's syllabus format to ensure consistent and effective standardization of course requirements across the eight campuses.

In addition to supporting GSU's assessment efforts, the syllabus format also documents accountability related to two policy requirements. GSU Policy 48, *Writing Across the Curriculum* and Policy 56, *Technology Outcomes for Students* (**www.govst.edu/policy/**) are monitored when faculty members submit syllabi and indicate that their courses are writing intensive, technology intensive, or both. In addition to completing its customary review, the UCC then also reviews the writing/technology requirements of these courses to ensure policy compliance. It should also be noted that the Graduate Council is currently discussing whether the technology outcomes should be differentiated across different degree levels or whether these outcomes represent a minimum set of competencies that should serve as baseline achievement for graduate and undergraduate programs alike.

Recently, UCC reviewed the syllabus format for possible improvement and is beginning work in collaboration with PBAC's Committee on Continuous Quality Improvement and Accreditation (CQIA) to add the requirement that learning outcomes and program objectives should be "mapped." Mapping requires that specific course requirements and outcomes are explicitly linked to program and degree requirements. Currently, while program faculty members are able to explain and document these relationships to discipline peers and UCC members, these relationships sometimes are not clear or seen as important to students. Therefore, among their current activities, UCC and CQIA are working to update the syllabus format and ensure that students and other stakeholders are easily able to ascertain the relationship between course requirements and those of the degree.

A related improvement concerns the discussion of learning outcomes in the *GSU Catalog* (**www.govst.edu/catalog/**). Although these outcomes for the baccalaureate and masters level programs have long been included in the *Catalog*, they are expressed in widely-divergent formats and until recently were unavailable for doctoral programs. More specifically, in the section of the *Catalog* that overviews the broad-based learning outcomes for graduates of GSU's baccalaureate programs, the information is presented in a narrative format (see *GSU Catalog*, p.47). However, in the section where learning outcomes for graduates of masters programs are written, the information is presented in an enumerated format (see *GSU Catalog*, p.53). This formatting discrepancy is significant because it impedes clear linkages between course, program, and university-wide learning outcomes, particularly at the undergraduate level. The CQIA is currently working to ensure consistent formatting of the outcomes in the *Catalog* and, more importantly, that the outcomes at both levels remain appropriate and relevant. The Graduate Council worked throughout spring 2009 to ensure that student learning outcomes for doctoral programs were included in the *Catalog* for AY09-11. These outcomes can be reviewed on p.58.

Regarding the Commission's conclusion in April 2000 that assessment is "uneven across academic programs" at GSU, the university has engaged this challenge in various ways over the past ten years. We have had successes, and we have encountered additional challenges, all of which reveal the maturation of GSU's assessment culture. The paragraphs that follow highlight many of these successes and challenges and, most importantly, demonstrate the institution's progress in establishing multiple systems of review and feedback for continuous improvement, as contrasted to a single set of narrowly-defined assessment procedures monitored by a single committee.

Early Assessment at GSU: 1997–2000
Like many other colleges and universities during the decade of the 1990s, GSU grappled with the assessment of student learning. It was not until the Commission's focused visit in 1997 that the university developed a coherent assessment plan and began to maintain a standing assessment committee that reported to the provost. The role of the University Assessment Committee (UAC) at that time was clearly defined and primarily assisted all academic programs in the creation of Student Outcomes Assessment Plans (SOAPs).

This same committee structure was in place at the time of the Commission's last comprehensive visit in April 2000, although the committee had done limited work between 1998 and 2000. Its work was limited significantly due to gaps in academic leadership, affecting both the "evenness" of assessment across programs and the consistency of assessment documentation.

Assessment at GSU: 2000–2006
As the university entered the new decade following the April 2000 visit, GSU placed considerable emphasis on advancing and documenting its academic quality and assessment efforts. As noted in Criterion One, GSU's pursuit of "demonstrable excellence" included the validation of all academic programs either by means of accreditation reviews or other required program reviews performed by external consultants in the cases where accreditation was not available. President Fagan recommended, and the BoT agreed, that except in special situations, programs should undergo review more frequently than is required by the Illinois Board of Higher Education (every five years as contrasted to the IBHE's stipulated eight-year timeline). Finally, this pursuit of academic quality sought to identify and correct any deficiencies in the area of student learning assessment.

In order to accomplish these goals, the provost in 2001 established and filled the position of assistant provost and charged this person with particular responsibilities to coordinate and work with deans, division chairs, and faculty at every level to enhance the university's assessment efforts. Specifically, the assistant provost was to originate a Center for Quality to assist those programs undergoing specialized accreditation, while also ensuring that programs without specialized accreditaton identified highly-qualified external consultants and completed self-studies of their own. In addition, the assis-

tant provost worked with the university UAC to ensure effective assessment procedures, timelines, and feedback for improvement.

The model that supported all assessment activity (**www.govst.edu/pbac/assess_model**) was developed through collaboration between the UAC and the Faculty Senate, with input from the provost. This model was approved in February 2003, and updated recently by the PBAC Continuous Quality Improvement and Accreditation Committee in conjunction with its work related to mapping objectives.

The principal activity of the UAC during the first half of this decade consisted of training and supporting the Program Assessment Coordinators (PACs), who were typically also those faculty members serving as program coordinators, as well as ensuring appropriate documentation of assessment activities through templates such as the one that can be viewed at (**www.govst.edu/pbac/assess_rpt_form**). The reader will also find sample Program Assessment Plan Summary reports and numerous other printed reports available for review in the Resource Room.

The annual assessment cycle consisted of the PACs completing the Program Assessment Plan Summary in collaboration with their program colleagues, following the annual assessment retreat. University Assessment Committee members who were assigned to particular programs met with their assigned PACs during this early fall event to review their work, ask questions, troubleshoot challenges, and ensure progress and documentation of assessment activities for the upcoming academic year. In the spring of each year, the completed assessment plan summaries for the year ending were due to the UAC for review and feedback, which was provided to the PACs at the next fall retreat. These reports were then filed in the Office of the Provost. When the cycle resumed each fall, the same members of the UAC would meet with the same PACs to review the previous year's plan and to discuss new directions for the year ahead. Throughout the year, the members of the UAC continued to meet and continued to deepen their collective understanding of assessment through attendance at assessment conferences and workshops.

This system of review and accountability had several advantages. First, it ensured that assessment activity was collaborative and continuous, rather than individual and episodic, as it had been prior to 2000. Next, it was flexible in that programs with specialized accreditation requirements for assessing student learning could draw substantially from those requirements when completing documentation for the UAC. Finally, this system enabled the Office of the Provost to document assessment activities, to ensure increased evenness in assessment, and to recognize programs for accomplishments and assessment expertise. Again, all of this information is discussed in greater detail in the *2003 Progress Report on Assessment*.

At the same time, there were significant drawbacks to this system, which were not immediately apparent. First, the time required to complete the

document of assessment activities during the annual assessment cycle was substantial. Likewise, it was difficult for UAC members themselves to maintain interest in the process when working on assessment activities outside of their own disciplines. Most members remained dedicated to the process, but they were also interested in developing less time-consuming approaches. Accordingly, the UAC began discussions in AY05–06 of ways to refine its processes and also to expand its scope to include student affairs. Unfortunately, during this same period, long-time members of the committee decided to step-down and, one year later, the then associate provost accepted another position at GSU as CAS dean. The interim replacement did not continue the UAC's previous work.

Assessment at GSU: 2006–present
From approximately 2006 to the present, GSU's assessment activities have shifted purposefully away from a university-level assessment committee to multiple activities at college and unit levels focusing on program review, accreditation self-studies, and continuous improvement initiatives. The UCC, APRC, Graduate Council, and CQIA all contribute to the success of assessing student learning at the individual program levels. As a result of this transition, accountability for the assessment of student learning is focused more specifically at the college and program levels, requiring that deans and program coordinators have more direct involvement and responsibility.

Each college now has its own means of assessment, which then interface with the following university committees as follows:

- University Curriculum Committee (UCC) reviews and recommends new/revised courses to include review and feedback on expected student learning outcomes at the course level.

- Academic Program Review Committee (APRC) reviews and recommends new/ongoing programs to include review and feedback on program assessment goals/objectives, findings over time, and curriculum updates/changes based upon analyses of assessment data.

- Graduate Council reviews and recommends new graduate program proposals to include review of assessment plans, verification of the consistency between course and program learning objectives, and evaluation of capstone requirements.

Throughout this period, the assessment of student learning in course and program areas has occurred through multiple direct and indirect measures. For example, many programs at the undergraduate level and all programs at the graduate level use capstone course experiences as a synthesizing activity to validate that program competencies have been achieved. Other measures include comprehensive examinations, standardized tests administered either through a program or by external bodies, and field/practicum examinations. Graduate programs also validate student outcomes through the candidacy process.

At the institutional level, the Office of Institutional Research continues to play a vital assessment role. Alumni surveys discussed in Criteria Two and Four of this report provide important insight into program outcomes. In addition, customary institutional measures such as graduation rates, retention rates, pass rates on standardized tests, and job placement rates are now publicly displayed for a variety of stakeholders to review. The recent development of dashboard indicators will also assist programs and the review committees in monitoring student and program performance. Samples of such indicators can be found at (**www.govst.edu/ir/dashboard**). Again, the aim is to establish a system of assessment that achieves the validation of student learning through a series of interactions at the program, college, and university levels. It should be emphasized that accreditation and external program review are central to the success of this effort, and the following pages provide a college by college summary of those accreditations and external reviews; copies of the complete reviews are available in the Resource Room.

College of Business and Public Administration
- All programs (Business Administration, Business and Applied Science, Accounting, Management Information Systems) in the College of Business and Public Administration have been fully accredited by the Association of Collegiate Business Schools and Programs (ACBSP) since 1995, except Management Information Systems accredited in 2000, with reaffirmation for all programs in 2005 for ten years until 2015. Note: The college is currently working toward accreditation through the Association to Advance Collegiate Schools of Business (AACSB).

- The college's graduate Public Administration program has been accredited since 1997 by the National Association of Schools of Public Affairs and Administration (NASPAA), with reaffirmation in 2005 for six years until 2011.

College of Education
- The College of Education offers graduate programs approved by the Illinois State Board of Education (ISBE) for teacher certification in the areas of early childhood education, administration, reading, special education, and school counseling. All programs in the Division of Education are accredited by the National Council for the Accreditation of Teacher Education (NCATE). The next review for both ISBE and NCATE will occur in 2011.

  In addition, there are specialty accreditations for each separate program:
  - Early Childhood Education (MA) has been accredited since 2002 by the National Association for the Education of Young Children (NAEYC) for seven years, extended until 2011.

The recent development of dashboard indicators will also assist programs in monitoring student and program performance.

- Educational Administration (MA) has been accredited since 2003 by the Educational Leadership Constituent Council (ELCC) for seven years, extended until 2011.

- Elementary Education (MA) has been accredited since 2002 by the Association of Childhood Education International (ACEI) for seven years, extended until 2011.

- Multicategorical Special Education (MA) has been accredited since 2002 by the Council for Exceptional Children (CEC) for seven years, extended until 2011.

- Reading (MA) has been accredited since 2002 by the International Reading Association (IRA) for seven years, extended until 2011.

- The graduate Counseling program is also approved by the ISBE for teacher certification (next review in 2011) and has been accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) since 1991, with reaffirmation in 2007 for seven years until 2014.

College of Health and Human Services
- The graduate Addictions Studies program has been accredited since 2003 by the Illinois Alcohol and Other Drug Abuse Professional Certification Association, Inc. (IAODAPCA), with reaffirmation in 2007 for two years until 2009.

- The graduate Communication Disorders program has been accredited in Speech-Language Pathology since 1987 by the Council on Academic Accreditation of the American Speech-Language-Hearing Association (ASHA), with reaffirmation in 2007 for eight years until 2015. It is also approved by the Illinois State Board of Education (next review in 2011) and leads to eligibility for the Initial Special Certificate and the School Service Personnel Certificate endorsement as a Speech-Language Pathologist. This major also meets the academic requirements for licensure in speech-language pathology in the state of Illinois.

- The undergraduate Nursing program has been accredited since 1981 and the graduate Nursing program since 1988 by the National League for Nursing Accrediting Commission (NLNAC), with reaffirmation in 2002 for eight years until 2010.

- The graduate Occupational Therapy program has been accredited since 1998 by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), with reaffirmation in 2004 for seven years until 2011.

- The graduate Physical Therapy program has been accredited since 1998 by the Commission on Accreditation in Physical Therapy Education (CAPTE), with reaffirmation in 2002 for nine years until 2011.

- The undergraduate Health Administration program has been accredited since 1978 by the Association of University Programs in Health Administration (AUPHA), with reaffirmation in 2005 for five years until 2010; and the graduate Health Administration program has been accredited since 2004 by the Commission on Accreditation of Healthcare Management Education (CAHME), with reaffirmation in 2008 for six years until 2014.

- The undergraduate and graduate Social Work programs are both accredited by the Council on Social Work Education (CSWE), with reaffirmation in 2007 for eight years until 2015.

College of Arts and Sciences

While many of the programs in the College of Arts and Sciences have no appropriate external accrediting agency to review a self-study, the college has consistently and regularly engaged external consultants well known in each program area to review the program and to make recommendations for improvements.

The college has four secondary education programs which participate jointly with the College of Education in the Professional Education Unit. These programs are Biology Teacher Education, Chemistry Teacher Education, English Teacher Education, and Math Teacher Education.

- The teacher education programs in Biology and in Chemistry are both fully accredited by NCATE until 2011 in addition to specialty accreditation in their respective fields. Both the Biology Teacher Education and the Chemistry Teacher Education programs have been accredited since 2002 by the National Science Teachers Association (NSTA) and the Illinois State Board of Education (ISBE) for seven years, with extension until 2010.

- The undergraduate English Teacher Education program is fully accredited by NCATE until 2011 and has been accredited since 2002 by the National Council of Teachers of English (NCTE) and the Illinois State Board of Education (ISBE—next review in 2011) for seven years, extended until 2010.

- As a new program, the undergraduate Math Teacher Education program will be participating in its first NCATE accreditation in 2011. The program has been recognized by the Illinois State Board of Education (2007) as well as the National Council for Teachers of Mathematics.

Table 3-1 lists those programs without specialized accreditation along with the years of the most recent program reviews. Program review materials for these programs are available in the Resource Room, and the summary program review reports which are submitted annually to the Illinois Board of Higher Education are available for review at **dspace.govst.edu/handle/123456789/778**.

Table 3-1: Review of Programs without Accreditation Associations

Program	Undergraduate	Graduate: Master's	Date of Most Recent Review	Outcome of Review
Analytical Chemistry		X	2008	Good Standing
Art	X	X	2004	Good Standing
Communication Disorders	X		2007	Good Standing
Communications	X		2004	Good Standing
Communications & Training	X		2004	Good Standing
Computer Science	X	X	2006	Good Standing
Criminal Justice	X		2009	Good Standing
English	X		2008	Good Standing
Environmental Biology	X		2008	Good Standing
Independent Film & Digital Imaging		X	IBHE Approved New-Program Start Date of Fall 2007	Good Standing
Interdisciplinary Studies	X		2005	Good Standing
Political & Justice Studies		X	2004	Good Standing
Psychology	X	X	2006	Good Standing
Social Sciences	X		2004	Good Standing

At GSU, whether academic programs have specialized accreditation or not, the purpose of the assessment of student learning is not simply to con–duct an assessment. Rather, the university seeks information to determine the effectiveness of both how well the curriculum is taught and how well the students learn. When the assessment process determines that changes should be made, then the faculty make the necessary changes, monitor the effectiveness of the changes over time, and then engage in further revisions as needed.

Summary of assessment successes and challenges since the HLC's last visit:

- All GSU programs have been validated externally, either by means of specialized accreditation or by external review for programs without accrediting associations, and this validation includes assessment of student learning and strategies for improvement.

- The university's system of assessment has matured from a monitoring committee (the UAC between the years 1997 and 2006) to a comprehensive system involving multiple committees, with each responsible for different facets of the assessment and program improvement process.

- The university clearly states its goals for assessment of student learning at the course, program, and institutional levels, and assesses those goals through multiple direct and indirect measures. Although there is variation in the numbers and types of assessments used in different academic programs as well as at the undergraduate and graduate levels, all programs work to assure a mix of direct and indirect measures of student achievement of learning outcomes.

- Because the Office of the Provost assists with the work of the UCC, APRC, Graduate Council, and CQIA, it is able to verify the kinds of activities, findings, and program improvements that occur as a result of assessment. All continue to support the university's assessment process. It is important that the findings and recommendations of program reviews, whether conducted by specialized accrediting bodies or through external consultants, are implemented. Consequently, the Office of the Provost is exploring the creation of an audit system to assure that recommended changes are made in a timely fashion.

- Another important challenge centers on the effectiveness of the *Writing Across the Curriculum* and *Technology Outcomes* polices discussed above. Even though the UCC monitors both at the course level, the university needs a broader review of these policies and their outcomes. This work is currently being discussed in CQIA, and the interim provost has become actively involved.

Although GSU, like many other institutions, initially wrestled with the mandate to assess student learning, the university continues to take strides forward and is maturing in the area of assessment. This section has provided only a snapshot of how assessment currently works on our campus. The Resource Room will contain an abundance of additional information that will document the effectiveness of our assessments efforts and the shared commitment to the success of GSU students.

Core Component 3b

3b. The organization values and supports effective teaching.

GSU's support for effective teaching is evinced in a variety of ways, beginning with the qualifications of the faculty. Over the years, many GSU faculty members have come from excellent universities to work with a unique population of students in a highly diverse and highly innovative setting. As reported in Criterion Two, 112 of GSU's 127 Unit A tenured/tenure-track faculty members (88 percent) hold terminal degrees. All tenure-track faculty members are hired as a result of national searches, which seek to identify the most academically qualified and diverse candidates who are committed to meeting the unique needs of a diverse, nontraditional student population. In addition to being content experts in their disciplines, many GSU faculty members are well-regarded scholars with active roles in professional organizations. Others are service-oriented and seek to assist local communities in addressing problems and issues. Whether individual faculty members are active scholars, active in the community, or both, all work to take their experiences into their classrooms for the benefit of GSU's students. Some faculty members include students in their scholarly and service pursuits. Recently, the university began documenting all such activities in its *Fact Book*, which can be reviewed at **www.govst.edu/ir**.

Evaluation of Teaching and Scholarship

GSU's procedure for evaluating tenure-track faculty has long been central to its success at recruiting and retaining high quality faculty. This process is delineated in the *GSU-UPI Agreement* (**www.govst.edu/UPI_Agreement**). Newly hired assistant professors undergo a six-year probationary period, with the first five years designed to provide formative feedback for advancing the faculty's performance in the areas of Teaching/Primary Duties, Research/Creative Activity, and Service. The probationary faculty member prepares an extensive portfolio documenting performance in the aforementioned areas. Depending upon the year of evaluation, this portfolio is reviewed by the following groups and individuals: the Division/Department Personnel Committee (a group of tenured peers within the faculty member's own division or department), the division/department chairperson, the dean/director of the college or unit, the University Personnel Committee (an elected group of tenured peers representative of all colleges), and the provost. If all recommendations for retention are accepted from one level to the next, then the university president, following her own review of the faculty member's retention portfolio, issues a letter of retention for the following academic year. In the sixth year, these same groups and individuals are involved in the probationary faculty member's portfolio review, and all once again recommend the award or denial of tenure. The president then makes her recommendation to the Board of Trustees, which makes the final tenure decision. Typically, promotion in rank from assistant to associate professor is linked to and coincident with the award of tenure and currently carries with it an annual salary increase of $2,400.

All tenure-track faculty members are hired as a result of national searches, which seek to identify the most academically qualified and diverse candidates who are committed to meeting the unique needs of a diverse, nontraditional student population.

During years one through five, the probationary faculty member may appeal for reconsideration, if any of the aforementioned groups or individuals recommends non-retention. Again, the procedures for such situations are fully delineated in the *Agreement*. Likewise, in the sixth/tenure year, recommendations not to award tenure may be appealed, and the final decision of whether to award tenure again rests with the Board of Trustees upon the recommendation of the president. Since the Commission's last visit in April 2000, 56 faculty members have been awarded tenure, and two have been denied tenure. It should also be noted that in five instances, a faculty member was hired as an untenured associate professor. These faculty members then follow the same procedures delineated above in terms of portfolio review, but they do so on a shorter timeline, typically two years rather than six.

The other category of full-time faculty, as explained in Criterion Two, is known as Unit B lecturers. These faculty members are not on the tenure track, so there are no contractual requirements related to scholarship and service, although most lecturers are active in these areas. Instead, lecturers are assigned more teaching responsibilities than tenured/tenure-track faculty, and their workload is distributed over twelve months rather than ten. GSU currently employs 87 Unit B faculty. Most Unit B faculty members receive contracts that are renewable annually. Following five years of positive evaluations, Unit B faculty members are eligible for two-year contracts. Unit B lectures earn the title of "senior lecturer" when the following conditions are met:

- four consecutive years of employment at GSU are completed with three of these four evaluations years rated as "highly effective," and

- for the fifth year of consecutive employment, the employee must have an evaluation rating of "highly effective."

GSU currently has 15 senior lecturers across all four colleges. If a senior lecturer is not recommended for retention during his or her fifth year, he or she has no established right of appeal. In the sixth evaluation year and beyond, he or she has one trimester following a negative evaluation to improve his or her performance for reconsideration. In the past five years, two lecturers were terminated.

It is important to delineate these procedures because they are intentionally formative for both tenure-track faculty and lecturers and provide abundant feedback and opportunities for improved performance. Over the years, this process has contributed significantly to faculty retention in support of effective teaching. A key to this success resides in the Division/Department Criteria (DCs), which apply to all tenured/tenure-track faculty members and are referenced throughout the *GSU-UPI Agreement*. The DCs delineate specific performance standards in the areas of Teaching/Primary Duties, Research/Creative Activity, and Service for all probationary years of employment and beyond. These criteria are reviewed following the ratification

These procedures are intentionally formative for both tenure-track faculty and lecturers and provide abundant feedback and opportunities for improved performance.

of each new union agreement (most recently in AY05-06), and this process begins with faculty members working on the DCs within their respective divisions or departments in consultation with administration. Recommended DCs are eventually presented to the university president, who then makes the final decision to approve or return the Division/Department criteria for further revision. The current Division/Department Criteria may be reviewed at (**www.govst.edu/provost/dc**).

Several key features of the Division/Department Criteria warrant elaboration. These include:

- Regardless of the division/department or the year of employment, all DCs focus extensively on the performance standards for Teaching/Performance of Primary Duties. Teaching abilities are documented in faculty members' portfolios through inclusion of all course syllabi, as well as any materials, presentations, examinations, and projects selected by the faculty member for inclusion. In addition, faculty members include written statements of accomplishments, self-evaluation of teaching, as well as scholarly and service activities. Likewise, summaries of all required classroom observations by faculty peers and division/department chairs are included in the portfolio.

- In all Division/Department Criteria, the area of Teaching/ Performance of Primary Duties is the primary consideration for probationary faculty members in their first year at GSU. Even though the areas of Research/Creative Activity and Service are reviewed and feedback is provided, teaching performance is the overriding focus during the probationary employee's first year and into the second year. This emphasis is to ensure a successful transition into the Governors State University classroom.

- In all Division/Department Criteria, the standards in the area of Scholarship are framed by the Boyer model which includes: Scholarship of Teaching, Learning, and Assessment; Scholarship of Integration; Scholarship of Application; Scholarship of Discovery; and Scholarship of Artistic Creativity. These scholarly and creative activities are presented as part of the portfolio process for validation by peers and further demonstrate faculty members' expertise in their fields of instruction. A noticeable pattern in the DCs is that the expectations for increasing amounts and sophistication of scholarship begin to occur in the tenure-track faculty member's second year of employment and beyond.

- Throughout the Division/Department Criteria, it is routinely recognized that scholarship informs teaching. Among other considerations, this same tenet, as explained in the introduction to this self-study, led GSU's former president to institute the faculty rank system consisting of assistant, associate, and professor ranks, rather than the previous rank of university professor, which was historically held by all faculty members at the time of their initial

Regardless of the division/department or the year of employment, all DCs focus extensively on the performance standards for Teaching/ Performance of Primary Duties.

appointments. The rank system is designed as an incentive for faculty to engage in scholarship, just as the Division/Department Criteria encourage scholarship as a means of enhancing teaching.

- Standards for internal and external service are also included in the Division/Department Criteria, and in many cases, these standards seek to bridge service activities with teaching, curriculum design, and student learning.

Student evaluations of teaching represent one source of data for faculty retention and the university's pursuit of teaching excellence. Although the shortcomings of student evaluations are well known, GSU remains committed to including this information in the evaluation of all faculty. Students anonymously complete the Student Evaluation of Instruction (SEI) form at the conclusion of each course. Approximately four weeks after the end of the term, faculty receive computer-generated results as well as the original forms with student comments. Both the summary sheets and original forms are required for inclusion in the faculty member's retention portfolio. In addition, within the Statement of Accomplishments, the faculty member is expected to comment upon the SEI scores received. The current SEI instrument, sample summary sheets, and a university-wide composite analysis are available in the Resource Room.

In the last few years, the president and provost have encouraged a careful review of syllabi and other qualitative measures as essential elements of probationary review.

When either a tenure-track faculty member or a lecturer is retained, but concerns are noted during the retention review process, the division or department chair develops an improvement plan in consultation with the faculty member.

GSU's tenured faculty members are also evaluated annually for purposes of feedback and improvement in the same areas of Teaching/Primary Duties, Research/Creative Activity, and Service. These reviews are required by the *GSU-UPI Agreement*; however, the Division/Department Criteria do not include specific standards for post-tenure review. Instead, the *Agreement* delineates only the criteria for promotion to full professor and subsequent award of Professional Advancement Increases (PAIs), which will be discussed below in terms of performance recognitions.

As stated in Criterion Two, a third faculty classification at GSU is "adjunct." Adjunct faculty are hired as needed, and each college maintains separate adjunct contract information and pay scales for its adjunct faculty. Until recently, the university was remiss in sufficiently orienting new adjuncts to GSU's mission, culture, and daily operations. Orientations were the responsibility of the individual programs, with uneven and unsatisfactory results. We now recognize that academic excellence cannot be realized unless adjunct faculty are carefully hired, oriented, mentored, and systematically

evaluated. Three times each year, at the beginning of each trimester, the university now offers comprehensive, well attended workshops for adjunct faculty members. Individual programs then work to ensure their continuing success. The interim provost has taken a particular interest in the hiring, orientation, and continuous evaluation of all adjunct faculty.

As is the case with full-time faculty members, the effectiveness of adjunct performance in the classroom is monitored by means of SEIs, review of syllabi, and classroom observations. SEI results are shared only with the college dean, the division/department chair, and the individual faculty member. This feedback, along with observations completed by full-time faculty peers or administrators, informs the unit's decision to offer the adjunct faculty member contracts in the future. Many GSU programs, over the years, have developed a reliable list of highly qualified adjunct faculty members who themselves are working professionals in educational administration, health administration, business, and criminal justice.

Whether a faculty member is tenure-track, tenured, lecturer or adjunct, the university seeks to employ and retain excellent faculty for effective classroom teaching.

Several additional activities work in support of excellent teaching. As explained in Criterion Four, GSU's tenured/tenure-track faculty are eligible for several awards and development opportunities in the form of sabbaticals, scholarship CUEs, and internal grants in support of scholarship and improved pedagogy. Tenured associate professors who have served a minimum of three years in rank are eligible to apply during their fourth year of tenure for promotion to full professor under the standards for review in the various Division/Department Criteria. Promotion to full professor currently carries with it an annual salary increase of $2,400. Following promotion to full professor, Unit A faculty may also apply for Professional Advancement Increases (PAIs) in the areas of Teaching/Primary Duties, Research/Creative Activity, or Service. The procedures and timeline for doing so are included in the *GSU-UPI Agreement*, and the standards for review are included in the various Division/Department Criteria. The review process is performed by the same faculty committees and administrators listed above for tenure and promotion. Tenured faculty members who are awarded PAIs also receive a $2,400 increase.

"Excellence Awards" are also presented annually to faculty members, including lecturers and Academic Support Professionals (ASPs), who serve typically in roles such as academic advisor or coordinator of particular student service functions. Seven faculty/staff members of the union (UPI) are appointed annually by the university president to consider nominations and to then recommend awards to the president. In addition to a public recognition of this achievement, recipients also receive a one-time monetary award, currently $750. In 2008, there were eight recipients from the College of Arts and Sciences, nine from the College of Education, three

> Whether a faculty member is tenure-track, tenured, lecturer or adjunct, the university seeks to employ and retain excellent faculty for effective classroom teaching.

from the College of Health and Human Services, one from the College of Business and Public Administration, one from Student Affairs and Academic Support, and one from the University Library. This large annual number of recipients, based on negotiation with the UPI, actually decreases the significance of the excellence awards. In current union negotiations, the university is seeking the opportunity to divide the same pool of money among fewer recipients, thereby making the awards more competitive, meaningful, and motivating.

Faculty Development

The university offers a variety of development opportunities in support of effective teaching. Among the most successful has been the Faculty Summer Institute (FSI), which was initiated in 2003, following several years in which 10 GSU faculty members (maximum) were able to attend a similar event offered at the University of Illinois in Urbana-Champaign. The focus of GSU's FSI, similar to that at the U of I, is the innovative uses of technology in the classroom; approximately 30 GSU faculty and staff participate annually. The FSI runs for two to three days, and a central part of the program is a presentation from an external keynote speaker on the uses of technology in teaching and learning. Peer sessions highlight good local uses of technology in the classroom, and other guest speakers present innovative uses of technology on other campuses. The FSI is supported by GSU's Strategic Initiative fee and is coordinated by GSU's Center for Online Teaching and Learning (COTL), which itself is discussed in greater detail later in this chapter. The FSI is also discussed in the institutional change request later in this self-study report because the knowledge gained during this workshop supports those faculty who are teaching online courses and potentially in online degree programs.

The Certificate in Online Teaching (**www.govst.edu/elearning/ certificate**) is another development opportunity offered through COTL. Originated in 2005, this certificate is a four-course, post-baccalaureate certificate designed for GSU students, faculty, community college faculty, K–12 teachers, and others who are interested in developing professional skills and knowledge in online teaching. The certificate prepares students to design, produce, evaluate, and facilitate instruction in multiple online formats. Twelve GSU faculty members and teaching staff have completed the certificate to date, and numerous others have worked closely with the COTL staff in preparing online courses. Details related to these efforts are provided in the change request for distance delivery of education that is included with this self-study report.

More recently, a Faculty Development Steering Committee began meeting under the aegis of the Office of the Provost and is guided by the strategic plan for Academic Affairs (**www.govst.edu/provost/strat_plan**). As a first step, this committee is collecting information from across the university on current and planned faculty activities to develop a calendar of events and opportunities for faculty to participate, share, and learn together. The

committee is also working on the development of faculty profiles, including research interests and outside activities in an attempt to support faculty networking and interaction. Likewise, the group is pursuing the development of a faculty portal on the GSU website that will collect in one place all of the important resources that support effective teaching. Finally, the committee has reestablished connections with the Chicago Area Faculty Development Network (CAFDN, **www.cafdn.net**) for the purpose of establishing contacts and sharing resources among member institutions. A member of the GSU Faculty Development Steering Committee was recently elected to the CAFDN Board, and this leadership role will benefit all GSU faculty members in terms of their awareness of affordable faculty development opportunities throughout Chicago.

An ongoing challenge over the past decade has been the development and sustained implementation of an orientation for new full-time faculty. Orientations for full-time faculty members were previously conducted through the Center for Quality, but these events have not been consistent. New faculty orientation is now a priority in the strategic plan for Academic Affairs. Starting last fall, under the leadership of the provost, orientations for new full-time faculty resumed. These day-long, interactive events include topics such as sponsored programs, University Library services, student services and the Writing Center, faculty governance, campus safety, eLearning, ethics training, promotion and tenure, and other faculty development opportunities.

Although the university continues to seek ways to improve teaching effectiveness, the activities and processes reviewed here are illustrative of GSU's positive efforts over the years to support effective teaching and to retain excellent teachers. Based upon best practices nationally, as well as on student and alumni feedback, we believe that we have taken important strides toward supporting faculty in all learning environments and have identified those areas in which improvement is needed.

Core Component 3c

3c. The organization creates effective learning environments.

GSU's long commitment to effective teaching is matched by its equally long commitment to maintaining conducive learning environments through small classes; updated facilities; knowledgeable and supportive advising staff; and accessibility to key university functions and services throughout the day, evening, and weekend. In addition, the university takes great pride in students' accomplishments and has various designations and recognition events to celebrate students' successes in the classroom. Each of these areas will be discussed in this section. In so doing, particular attention will be given to those recent developments responding to feedback from alumni and students.

Effective Learning Environments

Among the characteristics of the GSU educational experience most consistently appreciated by students and alumni is the university's small average class size. In fact, since its beginning 40 years ago, the university's facilities have limited class sizes simply because there are few high-capacity instructional spaces. GSU's classroom capacity is currently as follows:

- 5 classrooms that hold up to 15 students
- 17 classrooms that hold 16 to 20 students
- 23 classrooms that hold 21 to 30 students
- 13 classrooms that hold 31 to 36 students

Only five classrooms can accommodate more than 36 students, and of those, only two are designed to seat more than 50. Hence, 45 of the 63 classrooms, or 71 percent, are designed to seat fewer than 30 students.

Yet even these capacities are often not reached. In practice, only a very few survey courses ever reach room capacity, bringing typical undergraduate class size down into the range of 14 to 15 students, with graduate classes averaging even lower at 10 to 11 students. Excluding individualized instruction courses, AY07-08 class size averaged 14 students for undergraduate classes and 10 students for graduate classes. Again, recent alumni survey data reveal the students' appreciation of this learning environment, with 98 percent of the master's Alumni Class of 2002, 96 percent of the master's Class of 2006, 86 percent of the baccalaureate Class of 2002, and 92 percent of the baccalaureate Class of 2006 rating class size as either "excellent" or "good."

Obviously, small classes foster a much closer personal relationship with faculty, and enable them to devote more attention to individual student needs. However, such small classrooms are unusual for a state-supported university, and present a challenge in light of the enrollment targets set forth in *Strategy 2015*. From a pedagogic standpoint, when classes are too small, students are deprived of valuable peer interaction.

As noted earlier in this report, most students attend class after 4:30 p.m. Monday through Thursday. As a result, the university is exploring the possibility of changing this pattern, especially for undergraduates, and is motivated in part by classroom availability. Studies are currently exploring ways to: 1) increase enrollment during earlier times of the day; 2) modify courses and course scheduling so that more face-to-face courses are supplemented by online instruction requiring less time in the physical classrooms, and allowing more time for classroom "sharing," and 3) offer additional classes and new programs and certificates by means of distance delivery. Our next state capital priority, after the science renovation, which we expect to be initiated during the current academic year, is a new multi-purpose building large enough to give us greater flexibility in classroom space, as well as to

Among the characteristics of the GSU educational experience most consistently appreciated by students and alumni is the university's small average class size.

serve as a venue for commencement. However, the dismal history of state funding of capital improvements makes it an imperative that GSU simultaneously explore alternative methods of instructional delivery and alternative scheduling of courses, while preserving its long-time commitment to personal attention.

Over the past several years, the university has also begun updating classroom furniture and carpeting, along with renovating common areas to enhance its learning environment. We have funded these renovations in part through facilities fees and in part through reallocation of operating funds. Because of declining state resources throughout the decade, these updates were long overdue and have been a visible indicator to students that the university values the settings in which they learn. As part of this initiative, GSU has been replacing the former tablet-style desks with free-standing tables and chairs. In the past, students have complained that the tablet-style desks were too small for their personal comfort and did not provide enough space to spread-out materials during class. The new tables and chairs address these needs. The university began budgeting for new furniture in FY08 and did so again for FY09 and FY10. Thus far, these improvements to the traditional classrooms have been well received. To date, 25 classrooms have been updated with new carpeting and furniture for approximately $431,500. Significant classroom technology upgrades over the past decade in the form of "smart" and "genius" classrooms will be discussed below in section 3d.

Improvements to common areas in recent years include the atrium at GSU's main entrance, which now has seating and work spaces for students, as does the expansive corridor in the F-wing, which was previously used for storage. Now, rather than seeing a long row of temporary walls masking unused and broken furniture, students are provided with comfortable seating, tables, and wifi connections in a bright space conducive to learning. In addition, this area, along with most of the main building has also been re-carpeted, following the removal of the last vestiges of worn orange carpet from 30 years ago. Likewise, dozens of unused and broken wall lockers have been removed from the building to once again enhance the space and create a more hospitable learning environment. The discussion in Criterion Two presented many additional examples of improvements and physical changes throughout the university.

In addition to wireless connections now available throughout the campus, students have also been provided a cybercafé just outside the cafeteria, and there is a bank of computers outside the Registrar's Office to assist with registration processes. These upgrades and additions came at the request of GSU staff and students, and the cybercafé in particular was created in 2003 in response to a request by the Student Senate.

Additional improvements in the learning environment over the past decade include the creation of a state-of-the-art anatomy lab (discussed below in section 3d), as well as the near heroic efforts of GSU's science faculty to acquire and utilize state-of-the-art equipment in laboratories that are badly

in need of renovation (as explained in Criterion Two). Thanks to NSF funding and other grant sources and donations, students in Biology and Chemistry receive training on a Perkin-Elmer AA800 Atomic Absorption Instrument, a Bruker FT Nuclear Magnetic Resonance Instrument, and a Licor DNA Sequencer.

Academic Advising

Beyond its history of small classes and its many upgrades to the physical learning environment, over the past decade the university has continued to recognize and develop the connections between effective advising, student learning, and retention. Among its four colleges and student services, GSU now has 16 professional advisors plus an additional 54 faculty advisors in the Colleges of Arts and Sciences and Health and Human Services. The professional advisors in the College of Business and Public Administration and the College of Education, are twelve-month employees who are members of the bargaining unit with the classification of Academic Support Professionals (ASPs). It is also important to note that an advisor in the College of Education and the coordinator of academic advising in the College of Arts and Sciences have active roles in the National Academic Advising Association (NACADA), and that GSU adheres to the recommendations of that organization.

Since the Commission's last comprehensive visit, GSU advisors, administrators, and faculty have come to understand that GSU's overall retention rate at the undergraduate level (currently 73.1 percent) is due in large part to "intrusive advising." Such advising requires that the advisors initiate early and frequent contacts with students. Several advisors are working actively with the PBAC Enrollment Management and Student Services Committee to establish best practices at GSU related to "intrusive advising," examples of which include:

- Emails and telephone calls to students who have "stopped out" to discuss their situations and, if possible, assist them in returning to school;

- Emails, telephone calls, or letters to new students to arrange appointments and provide them with information; and

- Placing registration holds on students who do not meet with an advisor to develop a study plan.

While practices such as these have occurred at GSU in the past, until recently they have been neither widely utilized, nor necessarily recognized for their part in retaining students.

At the same time, advising at GSU faces several important challenges. First, while the professional advisors on campus remain in informal contact with one another regarding policy and procedure changes that affect all of them, there is no university-wide system of training and development for advisors.

Over the past decade the university has continued to recognize and develop the connections between effective advising, student learning, and retention.

A system has been discussed in the past but never actively pursued. Next, in the two colleges that rely on faculty advisors, there are frequent complaints that advisors are unavailable when students seek them. In large part, this is due to a contractual conflict whereby Unit A faculty advisors who are employed on 10-month contracts are often unavailable during the months of July and August when students seek their assistance. Nevertheless, many of these faculty advisors make themselves available one or more days each week throughout the summer. In the College of Arts and Sciences (CAS), the position of coordinator of academic advising was created in 2007, to ensure that both the students and the faculty advisors would receive timely support related to their needs. This person provides training to new faculty advisors to ensure their understanding of GSU and CAS policies, procedures, and timelines, as well as follow-up training to existing faculty advisors. Questions have been raised regarding the high student-to-advisor ratios in some programs, and solutions are being considered.

Student Engagement and Services for Students

A related challenge has been the effort to engage nontraditional, commuter students in campus affairs to better enhance learning and retention. In 2005, the position of director of student involvement and leadership was created to address this issue. The primary function of this position includes increasing the number of student organizations as a means of connecting students to campus affairs, thereby increasing retention. Since 2005, the number of student organizations has increased from 21 to 42 through these efforts. Another central function is the coordination of events such as Welcome Days (held at the beginning of each new trimester), Family Days (held each fall), the Student Involvement Fair (held twice each year), and Salute to Graduates (also held twice each year). There are also many other activities ranging from voter registration to an appreciation week for non-traditional students. All such activities and events have strengthened the connections between students and their families to the university, but making these events appeal to an older and busy commuter population presents challenges. Even so, this work has been vital to building bridges between students and the university extending beyond the classroom.

Another positive change since the Commission's last comprehensive visit is the commitment to meeting students' academic needs at days and times convenient for them. For example, advisors, along with other student affairs offices, now consistently observe evening hours. These hours are especially important during the first few weeks of each trimester in order to ensure that students begin their experiences at GSU positively. Throughout the term, services are available to students either through student-friendly hours or asynchronously through the assistance of technology. Several key examples include the following:

- In response to a survey conducted in 2003, the University Library extended its hours of operation to 79.5 hours per week as follows: from 8 a.m. to 10:30 p.m. Monday through Thursday; 8 a.m. to 5

p.m. on Friday; 8:30 a.m. to 5 p.m. on Saturday; and 1 to 5 p.m. on Sunday. What's more, students have 24-hour access to the University Library and all affiliated libraries, collections, and archives online (**www.govst.edu/library**).

- The GSU Writing Center also offers 24-hour support through the Governors State Regional Online Writing Center (**www.govst.edu/owl/**). Here students find information and strategies in support of their writing assignments and they have the option of submitting drafts of papers electronically to the Writing Center's tutors for feedback, with a response guaranteed within a 24-hour period. In addition to students at GSU, students enrolled at key partners, such as Prairie State College and Kankakee Community College, take advantage of this opportunity for feedback. Finally, in addition to the Writing Center's normal hours of operation and these online services, the Center recently partnered with the University Library so that Writing Center tutors are regularly available in the Library.

- GSU's main computer center for students is the Academic Computing Services (ACS) Lab, located on the second floor of D Wing, just above the cafeteria. All currently registered GSU students, faculty, and staff may use the ACS Lab. During the fall and winter trimesters, the lab is open from 8:30 a.m. to 10:30 p.m. Monday through Friday, 8:30 a.m. to 5:00 p.m. on Saturday, and 1:00 p.m. to 9:00 p.m. on Sunday. Members of the ACS staff provide assistance with lab procedures, Internet services, UNIX accounts, software applications, printing, and document scanning.

- Other such examples include the new student orientation for under-graduates, which can now be completed online 24-hours a day; secure access to the student portal for accessing grades, current enrollment information, and other information any time of the day or night; and students' access to the university's eLearning system (Blackboard v.8) for use at their convenience.

Again, all such services are important changes since the Commission's last comprehensive visit, and many are the result of student input through various means such as the Student Senate, open meetings with the president and provost, and feedback provided on various surveys. Several additional changes in response to students' interests have occurred in the area of awards and recognitions. These changes have also supported the creation of an effective learning environment, as well as supporting the university's retention efforts. Some are discussed here.

Student Recognition

GSU has long maintained dean's lists in each college. In order to make the Dean's List, undergraduate students must achieve a 3.7 grade point average, be admitted to a degree program, and must complete at least six hours of graded course work for the trimester. Yet in the past, the colleges have been

remiss in not always recognizing the students' accomplishments. Now, these lists are routinely shared with the local media for publication, posted on the GSU website, and included in college newsletters. Likewise, the colleges hold special recognition events, to which the students and their families are invited and honored. The Colleges of Arts and Sciences, Business and Public Administration, and Health and Human Services hold such events. Additionally, the College of Health and Human Services continues the academic tradition of holding a "pinning ceremony" in the fields of Nursing, Physical Therapy, and Occupational Therapy.

Effective with the fall 2009 term, and again in response to student input, GSU is changing its procedure for bestowing graduation honors. Previously, high-performing students were recognized with either "Honors" or "High Honors" designations. Now, students who complete at least 24 graded credit hours in GSU coursework will receive *Cum Laude* (with honors) designation for a GPA between 3.8 and 3.89, *Magna Cum Laude* (with high honors) designation for a GPA between 3.9 and 3.97, and *Summa Cum Laude* (with highest honors) designation for a GPA between 3.98 and 4.0. The appropriate designation will be included for the first time on the student's transcript and diploma. Although such designations are traditional on other campuses, this change for GSU once again illustrates the university's commitment to improving the learning experiences of GSU students, as well as celebrating their successes.

Core Component 3d

> 3d. *The organization's learning resources support student learning and effective teaching.*

Learning Resources

Since April 2000, the university has made substantial progress in ensuring adequate resources in support of effective teaching and learning. Several of these were mentioned in section 3c. above. Here, more specific evidence of this core value is provided by a detailed discussion of the University Library, the Center for Online Teaching and Learning, the construction of "smart" and "genius" classrooms, and the construction—or in one case a renovation—of other specialized lab facilities such as the Anatomy Lab, facilities for the Center for Law Enforcement Technology Collaboration, and the Biological Field Station. Additional topics covered here are the important work of the Office of Access Services for Students with Disabilities and the Counseling Center. All such examples evince the university's commitment to continuous improvement in support of effective teaching and learning.

University Library Resources
GSU's University Library (UL) maintains collections of 466,905 volumes, 51,237 current serial titles, and provides access to numerous digital resources designed to support teaching, learning, and research. Located at

the center of GSU's main building, the UL offers a wide range of services and resources, including computers, printers and copiers, wireless Internet access, and various software applications. The library wins high marks from students, faculty, and staff members, as well as from members of the outside community.

At the time of the Commission's last comprehensive visit, the University Library had approximately ten computers and no Internet access for patrons. Now, there are 54 computers in the main area of the UL, and all are linked to the Internet. In addition, the Library has laptop tables with power supply and wireless access. Students can use a number of computer databases – the UL has more than 64 electronic reference sources and aggregation services – and the Voyager online book catalog. Besides the monographic volumes (which include books and government documents), serial titles, and electronic databases, the Library also has 1,046,191 microfilm units, 4,571 e-books, and 28,715 audiovisual materials.

These changes and updates occurred not only through the vision of the dean of the University Library and her staff, but also through important input from the Library Advisory Board and information obtained through patron surveys. The University Library has conducted two user satisfaction surveys during the last ten years, in 2003 and 2005. Both surveys indicated a high degree of satisfaction with UL services. In both surveys, a number of patrons registered dissatisfaction with the book collection by pointing out that the library needs to purchase more up-to-date books. The 2003 survey also confirmed that longer hours were needed, that the UL's copying machines were unsatisfactory, and that there were not enough quiet study areas. These concerns were addressed by increasing the number of hours (as indicated above in section 3c), installing new copying machines, and designating separate areas for quiet study and group study.

The 2005 survey addressed physical plant concerns like washroom conditions and the UL's temperature. Besides concerns about the book collection, patrons also said that some online links to journal articles were limited in that they could find only abstracts, not the full articles. In 2005, the UL staff received a 93 percent approval rating, and users said that the UL staff is the library's most valuable resource. Library personnel work with students and faculty to explain how to access electronic databases and find other materials for academic and research projects. Besides presenting a series of workshops (explained in greater detail in Criterion Four), librarians also meet with students and faculty in classrooms. Librarians are assigned to specific academic units and regularly meet with students and faculty to describe UL services and how these services are best utilized.

Access Services for Students with Disabilities (ASSD)
The Office of Access Services for Students with Disabilities (ASSD), in cooperation with the University Library, installed an Adaptive Technology workstation in the library that is available to students with documented vision impairments and learning disabilities. ASSD provides training on the

workstation, which includes Kurzwell 1000 and 2000 software, an ABBYY fine reader, and a scanner at a total cost of $10,000. At that same time, equipment was purchased for an additional $9,000 that gives ASSD staff the capability of creating alternative text formats, which is a service available to both faculty and students. The ASSD office is also currently working to develop a module for faculty training that will assist faculty in identifying and appropriately referring students for disability and counseling services. The GSU team building this module consists of the director of disability services, an outreach counselor in the Academic Resource Center, and a faculty member in the Division of Psychology and Counseling. The first module is anticipated in fall 2009.

Counseling Center Training for Faculty and Staff
Related work in support of effective learning environments is occurring in the Academic Resource Center's Counseling Center. In December of 2008, the Illinois Legislature passed Public Act 095-0881: *The Campus Security Enhancement Act of 2008*. The Act specifically speaks to the need for addressing and ensuring campus safety by requiring the development of a campus violence prevention plan that includes a campus violence prevention committee and a campus threat assessment team. As part of the campus violence prevention plan, the Campus Threat Assessment Team (CTAT) will provide training for GSU faculty and staff on how and when to refer students to counseling. In addition, the professional development will educate faculty and staff about distressed or disruptive students.

Center for Online Teaching and Learning
Established in 2003, through Strategic Initiative fees, the Center for Online Teaching and Learning (COTL) (**www.govst.edu/elearning/cotl**) is dedicated to assisting faculty in developing and delivering high quality online classes and supporting students in using the learning management system. The COTL staff consists of a coordinator, two instructional developers, and a technical support specialist. Among other things, the staff has created standardized course shells of uniform quality for all GSU courses, both online and on-ground, and it invites instructors of all on-ground classes to add online elements to their courses. There is also an ongoing cycle of support courses offered by COTL staff to help instructors master the various eLearning system tools and techniques, as well as to increase the variety of learning strategies and styles used in the online courses. The GSU eLearning portal also offers students free tutorials online and a "Quick Help" function to help students deal with common online problems. If necessary, e-mail and phone support is available for specific student questions. Work is also underway to enhance the accessibility of both fully online courses and the online portions of traditional face-to-face courses for students with sensory disabilities. In addition to offering faculty workshops and one-on-one design assistance, the COTL staff hosts the annual GSU Faculty Summer Institute and coordinates the certificate for Online Teaching and Learning referenced in section 3b. All such activities ensure effective and responsible delivery of online education at GSU. Many are explained in more detail in the institutional change request submitted as part of this self-study report.

There is also an ongoing cycle of support courses offered by COTL staff to help instructors master the various eLearning system tools and techniques, as well as to increase the variety of learning strategies and styles used in the online courses.

Technology-Enhanced Classrooms

GSU's commitment to the use of technology for instruction can also be seen in classroom renovations which have resulted in creating the university's first "smart" and "genius" learning environments. The "smart" classrooms feature state-of-the-art projection capabilities that enable the instructor to display material from a CD/DVD/VCR/flash-drive or downloaded directly from the Internet. Currently there are 32 "smart" classrooms and 10 "genius" classrooms, which include student desks that are wired for laptops and an ELMO projector for the instructor's use. These classrooms are now in high demand by students and faculty members who can teach using the latest instructional technology. Wireless access is also available in these rooms. Since the Commission's last visit, the university has funded this project as follows through its Strategic Initiative Fee:

- FY2004: $219,409
- FY2005: $586,175
- FY2006: $642,193
- FY2007: $960,690
- FY2008: $219,413
- FY2009: $460,096
- FY2010: $150,000

Additional rooms will be converted in the future.

Dedicated Labs in Support of Teaching and Learning

Other indicators of GSU's continuing support for effective teaching and learning are the Gross Anatomy Lab, the new facilities for the Center for Law Enforcement Technology Collaboration, and the university's commitment to renovate the existing Environmental Field Station. The Gross Anatomy Laboratory was originally constructed in 1996 and subsequently supported the creation of graduate entry-level programs in Occupational Therapy (OT) and Physical Therapy (PT). The lab, which can accommodate up to 16 cadaver subjects in individual tanks, is used to teach gross anatomy and neuroanatomy to OT and PT students and to teach head and neck anatomy for the Communication Disorders graduate program. As part of a community partnership initiative, the lab is also used for the training of Regional Emergency Response Teams, who share the use of up to two cadavers each year for that purpose. The HVAC and temperature control systems for this lab are currently scheduled for renovation as part of the university's ongoing Deferred Maintenance Plan previously described.

The Center for Law Enforcement Technology Collaboration (CLETC) is explained in more detail in Criterion Five as an example of a successful external partnership. The curriculum focuses on two post-baccalaureate certificate programs, one in Information Security, and one in Digital Forensics (**www.govst.edu/cas/info_security_certificate**). There are also courses in the examination of physical evidence using biotechnology techniques, and

courses in forensic photography, criminal profiling, computer crime investigation, and introductory crime scene investigation. In 2008, the university completed renovations of an existing campus facility (the OTS Building) in the amount of $907,000 to create a classroom, laboratory space, a secure digital evidence storeroom, and offices which will advance the Center's teaching and learning goals. Shortly after its opening that same year, the facility served as a training site for 28 federal agents in Homeland Security.

GSU's undergraduate students in Biology and graduate students in Environmental Biology have long benefitted from a research facility located at the southern-most edge of the university's 750 acres. The 125-acre Environmental Field Station provides faculty and students opportunities to conduct research in the areas of plant ecology, small mammal predation, impacts of deer browse, and the transition of Northeast Illinois ponds from algae-dominated to rooted aquatics-dominated systems. The Field Station has hosted projects by the Illinois Department of Natural Resources and the University of Kansas. The facility itself features a 1,500-sq. ft. house, a nine acre pond, and prairie, shrub, and forest habitats along Thorn Creek. While this facility has been an asset to the science programs for many years and has been reasonably well maintained, it now requires major renovation. Aware that state capital money will not be available for the foreseeable future, the university has recently submitted a grant proposal in the amount of $9 million dollars to the National Institutes of Health to renovate and expand this facility. These monies will fund updates such as an animal research facility for the study of small wild rodents, labs for the study of environmental trace metals, and a research greenhouse. This work will benefit students and faculty as well as enable additional partnerships with local environmental groups, with other colleges and universities, and with governmental agencies. This action represents another example of the university's commitment to supporting effective teaching and learning.

Chapter Summary, Strengths, Challenges and Continuing Institutional Actions

This discussion of Criterion Three shows that Governors State University values, enhances, and assesses student learning and effective teaching. GSU has significantly improved its assessment of student learning since the last HLC visit in 2000 and the progress report on assessment in 2003. As it looks to the future, the university will continue to strengthen its assessment procedures, increase the use of technology by both faculty and students, and improve classroom facilities to enhance teaching and learning. In so doing, the university's commitment to providing adequate support to faculty and students will continue to expand.

Strengths

- The university is committed to assessing effective teaching and learning and utilizes multiple internal and external processes and evaluations.

- Every program for which accreditation exists is accredited.

- The university evaluates faculty in a rigorous process specified in the *Agreement* with the University Professionals of Illinois (UPI).

- The university is committed to effective teaching and learning and honors that commitment in a variety of ways.

- The university provides a great deal of assistance to faculty in learning about, designing, offering, and evaluating technology–enhanced courses.

- The University Library is effective, efficient, and highly valued by faculty and students.

Challenges and Continuing Institutional Actions

- *Attention to Assessment:* The university has moved to decentralize its assessment activities, and relies extensively on program reviews and accreditation processes to validate the effectiveness of student learning. Faculty committees, division/department chairs, deans and the provost should improve processes to review findings and recommendations and assure they are acted upon.

- *Planning for Enrollment Growth:* As the university implements plans for enrollment growth, it must continue efforts to examine how that growth will affect class size, scheduling, and facilities management.

- *Academic Advising:* The university should continue to improve academic advising including such steps as regular meetings of all advisors and enhanced training and cross training.

CRITERION FOUR

CRITERION FOUR: ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE

The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

Commitment to Lifelong Learning

As the first chapter of this self-study notes, GSU's mission, core values, and institutional goals definitively support lifelong learning and the responsible acquisition and application of knowledge. The mission also seeks to imbue students with the "…knowledge, skills, and confidence" to lead successful lives in a global society. Among the university's core values is the aspiration to "Prepare Stewards of our Future" and to "Promote Quality of Life." Likewise, an important institutional goal is to foster in graduates "Social, Ethical, and Environmental Responsibility."

During the past five years, GSU has adopted a faculty rank system with increased expectations for faculty scholarship. While teaching remains a focus for faculty activity, we have emphasized that all successful university teaching is research-based, and we have increased the expectations for publications, scholarly presentations, and applications for research grants, all directed toward fulfilling the mission of the university.

Throughout its 40-year history, GSU in its very essence, has been committed to lifelong learning that includes faculty, students of every age, and community members. This chapter provides evidence that GSU has always been and remains today dedicated to the responsible acquisition, discovery, and application of knowledge for the purpose of lifelong learning.

Among the topics covered in this chapter are the university's:

- Support for scholarship;
- Commitment to external validation of curricula;
- Provision of educational opportunities to the wider community; and
- Assurance of the ethical pursuit of knowledge and the responsible delivery of learning content.

As with previous chapters, Criterion Four will conclude with a Summary, Strengths, Challenges, and Continuing Institutional Actions.

Core Component 4a

4a. The organization demonstrates, through actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

Throughout its 40-year history, GSU in its very essence, has been committed to lifelong learning that includes faculty, students of every age, and community members.

Strategy 2015 sends a clear signal to all stakeholders that the university is committed to learning as a lifelong process. The university demonstrates its commitment to lifelong learning in myriad ways—through professional development and opportunities available to faculty, staff, and students; through lecture series and other cultural offerings; and through research programs for students and faculty members alike.

The pages that follow provide numerous examples of resource allocations and productivity measures which demonstrate the university's ongoing commitment to a life of learning. The established reporting processes for these programs require accountability for the responsible use of resources.

Learning and Development Opportunities for Faculty

Sabbaticals

Like other colleges and universities, GSU looks upon sabbatical leaves for faculty members as excellent opportunities for scholarly and professional development. Sabbaticals are to be used for acquiring new professional skills, updating existing skills, and conducting research.

Tenured faculty members are eligible for sabbaticals after five years of service at the University and are eligible for subsequent sabbatical leaves every seven years. Those wishing to take sabbaticals must submit a proposal outlining the purpose, activities, and expected outcomes of their leave. A faculty committee then reviews the proposals with final approval resting with the deans and provost. Following the completion of a sabbatical, the faculty member is required to submit a report on activities and accomplishments during the leave, focusing on the goals and objectives outlined in the proposal. These reports, permanently included in the faculty member's personnel file in the Office of the Provost, are available in the Resource Room.

Five sabbaticals were awarded in the 2008-2009 academic year. Between 2001 and 2008, 58 sabbaticals were awarded.

Scholarship CUEs

As discussed briefly in Criterion Two, the university's Credit Unit Equivalencies system (CUES) is used to determine faculty workloads, per the *GSU-UPI Agreement*. One CUE is equal to one credit hour of undergraduate instruction. Under this system, tenured and tenure-track faculty (Unit A faculty as defined in the bargaining agreement) are assigned 24 to 27 CUEs for 10 months of service to the university. This range is achieved through a combination of teaching and duties such as program coordination, advising, service activities, and scholarship.

Scholarship CUEs are assigned as provided in the *Agreement* from a pool of credit unit equivalencies equal to 1.5 times the number of tenured and tenure-track faculty in an academic unit. For example, if a college has 40 qualified faculty members, 60 Scholarship CUEs are available in that college

for the academic year. The college can then use the credit unit equivalencies as course release time so that faculty members can pursue their research. Faculty typically apply for three or four CUES per project, as that equates to release time from either an undergraduate or graduate course.

Similar to sabbatical requests, faculty members must apply for scholarship CUEs by submitting a written proposal to the academic unit, generally a college or division. A faculty committee in the academic unit then reviews the research proposal for academic soundness and makes a recommendation to the division or department chair, who subsequently recommends to the dean and provost. In AY06-07, 50 tenured or tenure-track faculty were assigned 135.5 scholarship CUEs. In AY07-08, fewer faculty (46) received more scholarship CUEs than the previous year (153). Finally, in AY08-09, 51 faculty received 170 scholarship CUEs. Faculty submit a summary of the research activities, and may apply for scholarship CUES in the subsequent year. Many faculty use the scholarship CUEs to begin a project or complete a grant application. This program provides release time from teaching duties to begin or continue the faculty member's scholarly agenda. The administration is in the process of reviewing the outcomes of scholarly CUE assignments and anticipates continuing scrutiny to ensure the intended results.

Faculty Research Grants
GSU has two internal programs that make grants to faculty and other members of the GSU community. The University Research Grant program offers grants through the Office of the Provost. These are grants that go expressly for research and assessment projects. In addition, the GSU Foundation has awarded Faculty Professional Development Grants to fund initiatives such as conducting research, purchasing software, and attending professional conferences.

Under the University Research Grant (URG) program, the Office of the Provost makes funds available to faculty, administrative and professional staff, and (depending upon fund availability) to students with a faculty sponsor. Applications are submitted each spring to the URG committee, which is made up of six faculty members from different colleges. Grants are designed to support basic and applied research with special consideration given to proposals which address assessment scholarship. For the past two years, the provost has made $27,500 available for University Research Grants. Individual grant amounts are capped at $3,500.

The GSU Alumni Association presented Faculty Professional Development Awards for many years before moving the funding responsibilities to the GSU Foundation six years ago. Besides research, these grants supported attending conferences, presenting papers, training, purchasing software, and designing research. These funds were last awarded during FY08, with 23 grants awarded with a value of approximately $1,000 each to faculty mem-

bers in all four colleges. In the last two years, GSU has conducted a strin-
gent analysis of practices within the GSU Foundation, with the intention of
building foundation resources from the exceedingly low amounts recorded
in FY07. Consequently, Faculty Professional Development awards were
not available in fiscal year FY09. As the foundation builds strength, even
in these challenging times for philanthropy, support of faculty research and
scholarship is a priority, along with expanding student scholarship awards
and building annual campaign and major gift programs.

Scholarly Production

In recent years, GSU's faculty, staff, and administrators have presented an
increasing number of peer-reviewed papers, published numerous books and
articles, and engaged in various kinds of research. Figures 4-1 and 4-2 pro-
vide additional information which has been drawn from the GSU *Fact Book*
available at **www.govst.edu/ir/fact_book**. These data are self-reported by
faculty, staff, and administrators. Figure 4-1 presents the number of publi-
cations reported by the GSU faculty, staff and administrators for the three
most recent academic years.

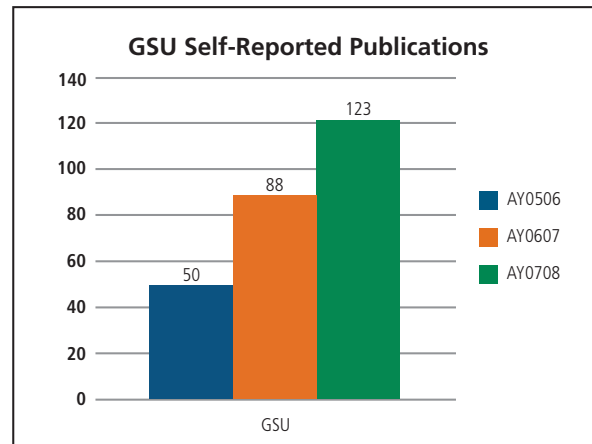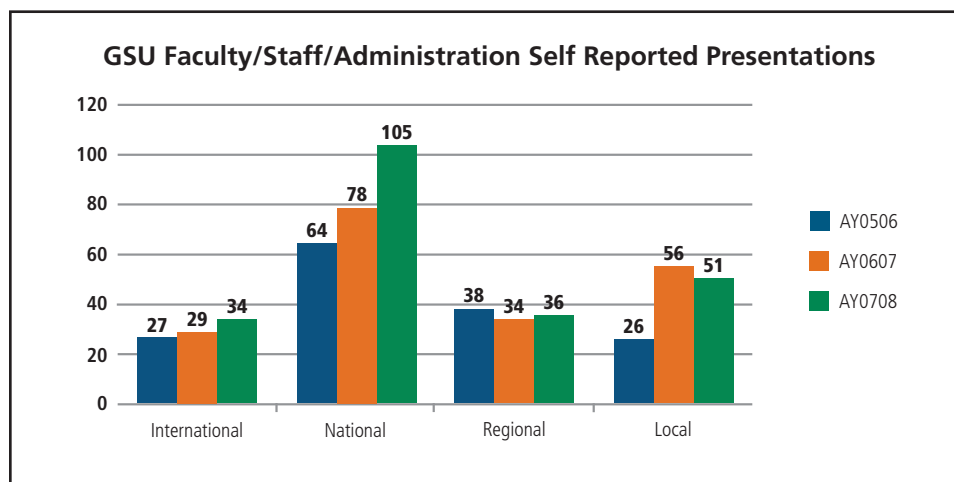**Figure 4-1 GSU Self-Reported Publications**

Figure 4-2 presents the number of presentations reported by the GSU
faculty, staff, and administrators for the three most recent academic years di-
vided by the location of the presentation as international, national, regional
or local.

Figure 4-2 GSU Faculty/Staff/Administration Self Reported Presentations

GSU Faculty/Staff/Administration Self Reported Presentations

Category	AY0506	AY0607	AY0708
International	27	29	34
National	64	78	105
Regional	38	34	36
Local	26	56	51

In addition, 50 members of the faculty, staff, and administration were recognized in 2007 for helping secure external grant funds for programs and projects at the university. Representative grant-funded items included children's programs at the Family Development Center; community health outreach programs; creation of new research centers focused on health care, crime prevention, and small business development; expansion of internship opportunities; and development of new curricula. Similar celebrations to recognize those who achieved external grant funding were held in AY2005-06. Each year the GSU Library holds a reception for faculty authors, high-lighting the current year's publications.

Learning Opportunities for the GSU Community

Intellectual Life
Formerly a subcommittee of the Graduate Council, the Intellectual Life Committee developed into a free-standing committee in 2008 to address more than just graduate students. The Committee's mission is to:

- Expand the intellectual opportunities available to the GSU community;
- Contribute to the enhancement of intellectual pursuits; and
- Increase the growth and participation in intellectual endeavors.

Last year the Office of the Provost allocated $7,500 to the committee for Intellectual Life Grants. The Committee then awarded up to $500 for ac-tivities promoting awareness of the arts, humanities, and other intellectual activities of general interest. Events considered for grants included lecture series, faculty research salons, panel discussions, film screenings, exhibits, presentations in local communities, and field trips. Fourteen grant proposals were submitted to the committee during FY09, and seven of these events received funding.

In recent years, GSU's faculty, staff, and administrators have presented an increasing number of peer-reviewed papers, published numerous books and articles, and engaged in various kinds of research.

In addition, the Intellectual Life Committee approved funding for a "One Book, One Southland" event proposed by the Center for Performing Arts (CPA). The committee and the CPA sponsored three events celebrating the classic novel *To Kill a Mockingbird*. In March, three faculty members discussed the novel's historical context and major themes of prejudice and human nature. In May, a theatrical version of the book was performed at the CPA by the Montana Repertory Theatre. Members of the cast and production team appeared at the neighboring Flossmoor Public Library to discuss how the themes of the book were translated into performance art. The "One Book, One Southland" celebration culminated with the performance of the play at the CPA. Copies of announcements, program brochures and committee meeting minutes are available in the Resource Room.

In 2009, GSU established a practice of asking its nationally recognized honorary degree recipients to present a scholarly talk on the day preceding commencement. This June, Michael Beschloss, the renowned presidential historian, spoke to a large audience of faculty, staff, students, and community members. In June 2010, Peter Shjeldahl, the art critic for the *New Yorker*, will make a similar presentation. This strategy includes honorary degree recipients as full members of GSU's scholarly community.

Tuition Waivers for GSU Staff and Family Members
As additional evidence of its commitment to lifelong learning, GSU also encourages its employees to take university classes tuition free, either on the GSU campus or elsewhere, as allowed by the state of Illinois. Under this program, employees may take up to six credit hours each term. Tuition and fees are waived for civil service employees who have completed their probationary period, as well as for faculty and administrators. Civil service employees may take classes at any state university in Illinois. Faculty and administrators may select classes only at GSU, Northern Illinois University, and Chicago State University. According to the university's Human Resources Office, between 25 and 50 staff members make use of the tuition waivers program each trimester. The admissions requirements at GSU preclude many staff members from pursuing their studies at GSU until they have completed the required number of hours at a community college; therefore, they attend another institution before taking advantage of this benefit.

Like other state universities, GSU also provides tuition benefits for the children of employees. Children of employees with more than seven years of service receive a 50 percent tuition reduction when they attend a public university in Illinois. About a dozen children of GSU employees are currently attending state universities under this program.

Scholarships and Tuition Waivers for Enrolled Students
The GSU Foundation yearly awards scholarships to degree-seeking students in good academic standing, with some 40 scholarships established over the years by contributions to the GSU's Foundation and Alumni Association.

Scholarships are considered for academically qualified deserving students who need financial help to continue their studies. Foundation scholarship amounts vary year-to-year depending on market forces and contributions to the university. For FY2009, $45,000 in scholarships was awarded to 43 recipients. In FY2008, 35 recipients received $37,544 and in FY2007, 24 recipients received $17,032. The Foundation Board is currently reviewing its practices in awarding scholarships, with a view toward increased funding for community college transfer students and for replacing trimester and annual scholarships with continuing support toward a projected graduation date.

GSU's Civil Service Senate also awards scholarships and educational assistance funds each trimester. The senate offers two awards of $500 each to a GSU civil service employee, spouse, or dependent child. The award recipient must be enrolled for six or more credit hours at a university or college. The scholarship program was established in 1984 to encourage civil service employees and their family members to further their education and to promote career advancement and self-improvement. The scholarship is underwritten through contributions to the Civil Service Senate and its fundraising activities.

Tuition waiver programs and graduate assistantships are also offered to students through their colleges. Students apply for the waivers, which pay for a student's tuition for a single trimester, up to the amount of in-state tuition rates. Criteria for the awards vary from college to college and awards are recommended by division or department heads to the dean of the college. Each college may also award up to nine graduate assistantships, which cover tuition costs (at in-state rates) and provide a monthly stipend for 15-20 hours of work per week. All four colleges experience far more demand for assistantships than they are able to award, and this program is currently being reviewed for possible expansion.

All such awards are in addition to the financial assistance offered through the Illinois Monetary Award Program (MAP) as well as through other state and federal sources including work study opportunities. In AY06-07, 49 percent of GSU students received aid totaling $29.3 million, and in AY07-08, 50 percent received aid totaling $33.6 million.

A new scholarship program under development is the GSU Promise Endowment begun in 2007. The Promise is a commitment to build a one million dollar endowment that will provide the resources to ensure debt-free degree completion for Pell eligible community college transfer students. When fully funded, GSU Promise funds will supplement other forms of financial aid to help ensure that eligible students are free of the fear of debt. The fund stands at $145,000 as of July 2009. GSU Promise awards have not yet been offered because the endowment needs to grow substantially before adequate income to support this program can be generated. In an effort to jump start this initiative, and beginning in the fall of 2010 and every year thereafter, GSU plans to use unrestricted foundation funds plus

When fully funded, GSU Promise funds will supplement other forms of financial aid to help ensure that eligible students are free of the fear of debt.

modest resources from the operating budget to offer debt-free university education to as many as 50 Pell-eligible community college transfer students, selected on the basis of need and merit.

Additional Scholarly Opportunities for GSU Students
Student fees administered through the Student Senate support the Student Conference and Travel Fund. Over the past several years, the number of students and the amount of money allocated to support students' participation in conferences and professional meetings have increased significantly. Students often present papers or research conducted in collaboration with professors.

Student Conference and Travel Fund

Fiscal Year	Budget	Number of Students
2005–2006	$22,463	19
2006–2007	19,000	34
2007–2008	59,000	58
2008–2009	21,000	36
TOTAL	**$121,463**	**147**

Among the conferences recently attended by students are:

Illinois Counseling Association
American Counseling Association
American Physical Therapy Association
United States Hispanic Leadership Institute
National Association of Black Social Workers
National Black Student Union Conference
American Occupational Therapy Association

In addition to direct financial support to GSU students, the university also provides opportunities for students to engage in scholarship. One such opportunity is the annual Student Research Conference and another is the University Honors Program. Now in its 15th year, the GSU Student Research Conference provides an opportunity for undergraduate and graduate students to present their projects in the atmosphere of a professional conference. Over the years, participants have made quality presentations, demonstrating GSU's commitment to learning that combines practical experience with contributions to knowledge. Additional information and the 2009 program are available at **www.govst.edu/src/**.

GSU also offers an Honors Program designed to enrich the completion of an undergraduate education as students prepare for the job market or graduate school. The program seeks to promote an interdisciplinary approach to learning and to provide advanced training within a student's field. Required curricular components include one course of advanced work within the student's program, approved by the instructor to be used

GSU also offers an Honors Program designed to enrich the completion of an undergraduate education as students prepare for the job market or graduate school.

as an honors credit; one advanced interdisciplinary honors seminar; and an honors thesis/project/internship, to be completed under the supervision of a faculty mentor. Participants must maintain a minimum of a 3.6 cumulative GPA for courses taken at GSU by the time of graduation. Approximately 100 students are enrolled in the program in a typical trimester. The University Honors Program has plans underway to establish partnerships with similar programs at local community colleges, encouraging students to move seamlessly from honors work in the first two years to GSU. In addition, the Campus Compact, a nation-wide program to encourage student volunteerism, is being linked closely to the Honors program.

In sum, whether through faculty or staff support, fiscal resources for students, or opportunities to learn through experience, it is clear that the university has supported its commitment to lifelong learning and the acquisition of knowledge through appropriate resource allocation, even during periods of fiscal stress.

Core Component 4b

4b. *The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.*

Perhaps more than any other criterion addressed in this self-study, the discussion of core component 4b presents unique challenges because of GSU's upper-division format. As an upper-division university, GSU does not offer the first- and second-year courses which typically offer the foundation for a general education program. Instead, the university is an undergraduate transfer institution that relies almost entirely on foundational work at the community colleges or at other higher education institutions. The national baccalaureate completion rate for community college transfer students stands at about 10 percent, and GSU aspires to become a leader in increasing that percentage. Such leadership is labor intensive, but is a part of GSU's original approach as an upper-division university and remains a clear focus for our efforts.

General Education and Articulation Agreements

The majority of undergraduate students admitted to GSU either have an associate's degree in hand at the time of admission, or they have completed a minimum of 60 credit hours from another regionally accredited institution. Only one undergraduate program at GSU—the B.A. in Interdisciplinary Studies (IDSS)—admits students with fewer than 60 credit hours. Students in IDSS may enroll with as few as 45 credit hours.

A second factor in providing general education that differentiates GSU from traditional four-year universities is the age and typical set of experiences for newly admitted undergraduate students. With an average age of

31.2 years, many newly admitted undergraduate students have attended several colleges since high school, and many have stopped out of other colleges at least once by the time they enroll. As a result, GSU faces the challenges presented by students who enroll with a wide variety of general education preparation, sometimes completed several years earlier.

In response to these challenges, Governors State has participated in the Illinois Articulation Initiative (IAI) since the IAI's implementation. The IAI, a program of the Illinois Board of Higher Education, includes 110 two- and four-year, public and independent institutions throughout Illinois. The IAI was, "built on three key concepts: first, that 'associate and baccalaureate degree-granting institutions must be equal partners' in delivering lower-division courses; second, that 'faculties must take primary responsibility for developing and maintaining program and course articulation,' and third, that 'institutions are expected to work together to assure that lower-division baccalaureate programs are comparable in scope, quality, and rigor.' Faculty panels are responsible for developing course recommendations and approving courses submitted by participating institutions." To date, over 18,000 courses have been approved for transfer, and the IAI website is visited by over 2 million people annually (**www.ibhe.state.il.us/Academic%20Affairs/iai.htm**).

The university is also a full participant in the IAI's General Education Core Curriculum (GECC) program which is the statewide transfer general education curriculum common to all IAI member schools. The GECC consists of 12 to 13 courses, totaling 37 to 41 credit hours. When successfully completed at any participating school in Illinois, these core courses will, according to the iTransfer website, "facilitate transfer to any other participating associate or bachelor degree program." GSU participates in the GECC as a "receiving" institution only. For additional information on either IAI or its GECC program, the reader may visit the iTransfer website at: **www.itransfer.org/**.

GSU has articulation agreements in place with18 institutions plus those City College of Chicago campuses most close to us. For a complete listing of GSU's current articulation agreements and course transfer guides, please see **www.govst.edu/transfer_info**. These articulation agreements are necessary but not sufficient to ensure that students will be successful in completing a bachelor's degree. Therefore, additional programs described later in core component 4d, including the University Library and Academic Resource Center, are in place to support these students.

One other evidence of GSU's efforts to address the challenges presented by GSU's upper-division status has been the development of policies to ensure that students either enter with or obtain basic competencies, with particular emphases on writing, mathematics, and the competent use of technology (policies are available at **www.govst.edu/policy**). It should be expected that these competencies would have been developed during the first two

years of college work, but student backgrounds and the wide range of ages result in uneven preparation that must be addressed. GSU Policy 48: *Writing Across the Curriculum* states that all undergraduate students at GSU must complete one writing-intensive course prior to receiving their degrees. Similarly, Policy 56: *Technology Outcomes for Students* delineates three uses of technology for which undergraduate students must show mastery in order to graduate. These include the use of technology software in the development of papers and reports, the ability to conduct research on the Internet as well as search electronic databases, and the ability to send and receive email. And finally, Policy 15: *Directed Self-Placement* states the requirements for the Directed Self-Placement (DSP) program into supplemental mathematics and/or writing courses through a student's "directed" self-assessment of his or her abilities.

The Directed Self-Placement program emerged following the Commission's last visit in April of 2000, as a replacement for more traditional placement processes in which students were tested in the areas of writing and mathematics and then placed into appropriate developmental courses and workshops. There were several difficulties with those processes at GSU. First, it was pedagogically unsound for an upper-division university to offer developmental coursework. Also, the students who were placed into supplemental courses resisted this requirement strongly. Finally, in the case of writing, the test used to place students was an indirect measure (i.e., a multiple choice grammar exam) that nearly 60 percent of all incoming students failed and which subsequently created significant tension between the university and its partner community colleges. Unwilling simply to change the test or to move to direct measures of student writing which had also presented problems in the past, the university asked whether nontraditional learners could make informed, responsible decisions relative to their learning needs in the areas of both writing and mathematics. As a result, Policy 15: *Directed Self-Placement*, mandated that all undergraduate students participate in a new online orientation to the university which included a Directed Self-Placement module available at: **www.govst.edu/sas/ online_orientation**.

This new approach received significant national attention, with faculty and staff participating in several conferences to explain the program. Recently, Directed Self-Placement processes are being reviewed and strengthened to expand involvement of faculty and advisors to ensure that students have made informed placement decisions. Thus far, this effort has resulted in increased student referrals to the Writing Center, as well as to the tutoring services for mathematics in the Academic Resource Center. Nevertheless, after nearly six years, faculty members continue to have questions about student competencies related to both writing and quantitative reasoning. The provost recently appointed a faculty and staff committee to review the Directed Self-Placement Program and to make recommendations to improve writing and quantitative competencies.

Graduate Student Learning

At the graduate level, attention has recently been directed toward policy development and revision to address the needs of students in the professional practice doctorates in the College of Health and Human Services. The Graduate Council and the Educational Policies Committee (EPC) of the Faculty Senate worked closely together in this effort. Key areas of concern include policy development for the capstone experiences, candidacy, admissions, in-progress grades, tuition for continuing registration, and transfer of credits. Work is also underway on specific policies and procedures for both graduate students and for faculty teaching graduate classes.

As explained previously in both the Criterion One and Criterion Three chapters, the University Curriculum Committee (UCC) and Academic Program Review Committee (APRC) work to ensure the effectiveness of both graduate and undergraduate programs. The UCC evaluates syllabi for all new and revised courses, paying particular attention to the stated learning outcomes in these courses. The UCC is especially mindful that these outcomes reflect appropriate cognitive levels for undergraduate courses, graduate courses, and courses at the 500 level which include both graduate and undergraduate students. Syllabi are returned when the stated learning outcomes are deemed to be at cognitive levels which are either too low or too high for the particular course. The UCC also verifies courses which are listed as either writing or technology-intensive to ensure policy compliance. Additional information is available at **www.govst.edu/ucc/**.

The Academic Program Review Committee (APRC) performs similar functions in reviewing new or significantly revised programs in terms of their viability, enrollment, cost, graduation rates, job placement potential, and other factors. The APRC performs annual status checks on all academic programs and certificates, and also performs comprehensive reviews of those programs required for review by the Illinois Board of Higher Education's cyclical program review process, which is explained in greater detail in the next section of this report. See **www.govst.edu/aprc/** for additional information. These activities, when coupled with student performance measures, such as scores on licensure exams and certification tests, suggest that GSU students are experiencing a breadth and depth of knowledge and skills acquisition. (Criterion Three dealt with these evaluations in more detail.) Moreover, recent student satisfaction surveys (discussed in core component 4c) further suggest that the university is successful in this area.

As the university looks to the future, we will continue to strive for excellence in providing a breadth of knowledge and skills. We recognize that general education is not something that is completed once and for all in the first two years of college. In fact, we follow closely national reports on embedding general knowledge and skills into academic majors. Important work in this area continues to be done by the American Association of Colleges and Universities, on whose board President Maimon has participated for two terms. The Continuous Quality Improvement and Accreditation

(CQIA) Committee of PBAC, as described in Criterion One, will continue to play an important role in this work. In support of continuous quality improvement and the university's mission, this committee will lead initiatives related to improved student learning and assessment, verification of competencies and basic skills, continued enhancement of student support services, and fulfillment of other priorities delineated in *Strategy 2015*. The CQIA will function both as a work group to identify and then fill particular gaps in areas of academic and student affairs, and it will also serve as a think-tank to assist the university in identifying new opportunities for improvement. See **www.govst.edu/pbac/cqia** for additional information about CQIA.

Core Component 4c

> 4c. *The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.*

Between 1999 and the present, a fundamental tenet of academic programming at GSU has been couched in the phrase "demonstrable excellence." The GSU faculty, working with division/department chairs and deans, develop curricula that will enrich students' knowledge and skills. This section presents some of the ways that GSU assesses the usefulness of its curricula to students. One method is that curricula are externally validated either through specialized accreditation or through external peer review. Another method of assessment and validation comes through student involvement in professional organizations and experiential learning. In addition, GSU seeks feedback from advisory boards and employers on the usefulness of its curricula to prepare students to join the workforce.

External Validation of Curricula

The need for external validation occurred when two high-profile accreditation problems occurred in 2000. The accreditation issues in the Masters in Social Work and the Masters in Health Administration degree programs took several years to resolve, and during that time, the GSU Board of Trustees directed the administration to verify that the university offered high quality academic programs. In doing so, the board mandated that if specialized accreditation existed for any of GSU's programs, the university would pursue the accreditation at the highest level possible. It further mandated that for programs for which no specialized accreditation exists, the Office of the Provost would work with the individual programs to identify external experts who would provide external validation. The implementation of these policies has resulted in strengthened academic rigor and quality across the campus.

The Illinois Board of Higher Education (IBHE) also mandates regular review of each degree program at least once every eight years for established programs, after three years for new programs, or on a "priority" basis

for programs flagged due to low enrollment or other potential problems. However, at GSU the Board of Trustees requires a more frequent review schedule for established programs, which cycles every five to six years, according to a Schedule of Cyclical Program Reviews which is maintained in the Office of the Provost. The current schedule can be found at: **www. govst.edu/provost/cyclical_program_reviews**. Some flexibility is built into the cyclical review schedule to allow programs undergoing accreditation visits near the time of an IBHE review to blend the two processes, so as to avoid unnecessary redundancy. Likewise, for programs without specialized accreditation, the review timeline can be adjusted in the event of extenuating circumstances—e.g., numerous faculty retirements in a single year—provided that the delay does not exceed the IBHE's eight-year threshold.

As part of the cyclical review process, the APRC provides internal feedback before sending these reviews forward to the IBHE. In addition, the APRC also reviews and provides critical internal feedback for "Requests for New Units of Instruction" (RNUI) and for any proposals to shift current, ongoing programs from one academic unit to another. When a RNUI involves a new graduate program, that proposal is also forwarded by the Office of the Provost to both APRC and the Graduate Council for a parallel review and recommendation. That parallel review has facilitated a close relationship between the two groups. Recent program reviews can be found in the Resource Room.

Following nearly a decade of this commitment to "demonstrable excellence," the results are impressive. All of the programs listed in Appendix D, "Specialized Accreditation and External Consultation" are fully accredited within their respective specialties by the agency listed, and the most recent self-study for each can be reviewed in the Resource Room. Likewise, information on external evaluations for non-accredited programs can be found in Appendix D as well as in the Resource Room.

The university recognizes that external validation of curricula also comes through numerous informal channels. These channels include interactions with employers and community leaders as well as through hands-on learning experiences such as those delineated below.

Student Involvement In Professional Organizations
GSU sponsors 42 student clubs and organizations (a complete listing is available at **www.govst.edu/sas/student_organizations**), and while the majority are not affiliated with particular professions or professional organizations, many enjoy an active association with a professional counterpart that provides a valuable connection for both student members and faculty sponsor/ advisors. For example, the GSU Accounting/Finance Club maintains an affiliation with the Calumet Chapter of the Institute of Management Accountants (IMA), sometimes hosting their meetings on the GSU campus. As a result of this relationship, the GSU Accounting faculty have already

begun to integrate International Financial Reporting Standards into their curriculum in anticipation of its increasing use and importance for U.S. firms.

Student Teaching, Practica, and Internships
GSU assures students that their academic preparation and course work is relevant and current through the many placements in the community used for experiential learning. These experiences come under several different names such as: student teaching, practicum, or internship, but all provide opportunities to extend the students' learning with opportunities for program leaders, faculty and administrators to interact with external practitioners within a wide-range of fields. Examples of these experiential learning experiences are presented below.

In the Early Childhood Education, Elementary Education, and Secondary Education programs, teacher candidates must successfully complete 12 to 15 weeks of full-time classroom experience planning, organizing and instructing pupils within a regular classroom of an Illinois public school. Typically, the College of Education places about 130 such student teachers per year into 45 to 50 different schools within the GSU service region, where the cooperating teachers and administrators are frequently themselves graduates of GSU programs. During the placement, each teacher candidate must also participate in on-campus seminars to "debrief" their experience by discussing problems and solutions to difficult classroom situations that have arisen.

Specialty programs in the College of Education—such as the master's programs in Reading, Multicategorical Special Education, and Educational Administration—all require students to successfully complete a practicum experience. Likewise, the Counseling program requires that students successfully complete both a practicum and a clinical internship. The practicum experience is conducted on campus in a dedicated counseling lab facility that serves about 200 clients per year. Internships are available with a variety of off-campus agencies that provide opportunities for students to perform, under supervision, many of the activities that a clinical professional counselor would be expected to perform, including individual and group counseling, as well as professional activities other than direct service.

In the College of Health and Human Services, all programs, both graduate and undergraduate, require an experiential learning component. To this end, the CHHS has developed over 400 clinical affiliation agreements. For example, the graduate Physical Therapy program requires a total of 34 weeks of full-time (40 hours/week), non-paid clinical practice conducted in five different segments that correspond to five different course registrations. Students are placed with one of over 100 participating agencies that include in- and out-patient hospitals and rehabilitation centers, skilled nursing facilities and clinics. Students are supervised on-site by licensed physical therapists and "debriefed" on campus at least once each trimester. For a capstone experience, students must prepare a case report suitable for profes-

> **GSU assures students that their academic preparation and course work is relevant and current through the many placements in the community used for experiential learning.**

sional presentation and/or publication. Both the B.A. and M.A. in Social Work require two consecutive trimesters of field practicum work at one of over 150 participating agencies between September and June of the final year, during which students spend 14 to 16 hours (or more, if required by the agency) in field service work under the supervision of a licensed Master of Social Work/Licensed Clinical Social Work field instructor. During that same time, students also meet together each week with field liaisons on campus in seminars to discuss and debrief their clinical experiences.

During the past several years, the Accounting program in the College of Business and Public Administration has worked closely with the Office of Career Services to participate in the Illinois Co-operative Work-Study Grant Program. That program provides funding to subsidize part-time employment of accounting students by local Certified Public Accounting firms that offer tax preparation services, providing students the experience of performing commercial tax preparation under the supervision of licensed certified public accountants.

Within the College of Arts and Sciences, pre-service secondary teachers also student teach, as described above. In addition, the Division of Science provides internship opportunities in all of its degrees. Recent undergraduate internships have included placements at Argonne National Laboratory and local industries. At the graduate level, the internship serves as a program elective, while the graduate program in Analytical Chemistry provides an internship as an option for fulfilling the graduate project requirement. Recent placements for the M.S. in Computer Science include AdvanSoft International, Inc., Galaxy Enterprise Solutions, and IvyTech Solutions, Inc. Within the Division of Liberal Arts, students may take internship courses as part of their undergraduate and graduate experiences. Recent internships have included organizations such as Nike, the Obama campaign, WGN-TV, NBC 5, the Chicago Housing Authority, Chicago Public Schools, and a variety of law enforcement sites.

External Advisory Boards
As will be discussed in more depth in Criterion Five, each of the four colleges either has or is working to convene external advisory boards to provide feedback about the currency and relevance of program curricula and methodology. Such boards have been identified as a priority.

Alumni and Employer Surveys
GSU's alumni and their employers serve as another mechanism for external validation and feedback for program improvement. This input was reaffirmed in November of 2006 when an Alumni Data Task Force was appointed by the provost to study and develop recommendations regarding the university's data needs from alumni and employers. Those recommendations were published and summarized in a report dated April 16, 2007, which is available in the Resource Room.

Since that time, primary responsibility for the employer survey has been transferred from Institutional Research to the Office of Advancement, due

to the difficulty of obtaining sufficient contact information from employers. The current plan is to work with Harris Connect, a company specializing in educational directories, data research and online solutions, to compile an alumni directory. The partnership with Harris Connect is expected to generate a directory that will contain more employer contact information to be used as the basis of a meaningful survey effort, and the compilation of that directory remains in progress. Meanwhile, the final draft of an employer survey instrument has been developed, but not yet administered pending receipt of the employer contact information.

The university-wide process for surveying alumni that was recommended by the Alumni Data Task Force was implemented, beginning in 2008, with surveys sent to 1-year-out and 5-year-out alumni at both the graduate and undergraduate levels. At the master's level, of 773 alumni who graduated in FY06 for whom correct address information was available, surveys were returned by 115 to yield a 22.5 percent response rate. At the bachelor's level, of 676 alumni who graduated in FY02 for whom correct address information was available, surveys were returned by 164 to yield a 24.3 percent response rate. Highlights of both the graduate and undergraduate survey results can be found in Appendix E: GSU Alumni Survey 2008 Summary and speak very favorably of students' regard for their educational experiences at GSU (see **www.govst.edu/ir/alumni_surveys** for detail).

All activities and initiatives discussed in this section demonstrate the ways in which GSU has committed itself to putting the concept of "demonstrable academic excellence" into practice. Through a combination of internal mandates related to program review and accreditation, as well as through a collection of external collaborations ranging from advisory boards to field placements, the university is committed to ensuring the relevance of its curricula and to providing opportunities for students to relate their GSU education to knowledge and skills they will need upon graduation.

Core Component 4d

> 4d. *The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.*

Governors State University provides a variety of programs, services, and support which assist faculty, students, and staff in their scholarly pursuits. This section describes a number these services and how they facilitate the acquisition, discovery and application of knowledge.

Support for Scholarship

The University Library
The University Library (UL) (discussed more fully in Criterion Three) is illustrative of a resource available to faculty, students, staff and the broader community both on campus and through the Internet. The circulation and

reference desks are open 79.5 hours per week, while electronic resources are available at all times. The UL offers access to books and other materials though an online catalog, and it subscribes to more than 64 online databases with access to full-text books, articles, and citations in a wide variety of fields. Faculty and staff in the library also offer workshops and seminars for students and faculty to address issues of copyright compliance, plagiarism, and research paper citation formats. For example, the UL encourages student responsibly through the Turnitin online database that checks students' papers for plagiarism. Additional information about the University Library is available at **www.govst.edu/library/**.

Office of Sponsored Programs and Research (OSPR)
In addition to providing the university with supplemental income through various grants and contracts, OSPR works with faculty to facilitate their own research and grant activities. OSPR provides faculty with information about grant and research opportunities and works with them in making contact with funding organizations and subsequently writing the proposals. After grants or contracts are awarded, OSPR works with the principal investigator and the Business Office to assure that the grant is administered properly. The OSPR has been responsible for increasing the access of external funding for projects at GSU with greater emphasis on faculty research. The introduction to this self-study report provided information on grant revenue between FY06 and FY08, and a summary report of FY09 grant and contract activity is provided in Appendix F: Office of Sponsored Programs and Research Status Report. The OSPR website offers grant writing information, forms, and a handbook for the principal investigator at **www.govst.edu/ospr**.

Responsibilities and Rights of Faculty
The university supports the tenets of academic freedom and academic integrity for the benefit of the entire GSU community. In the *2006-2009 GSU-UPI Agreement* between the university and the faculty bargaining unit, academic freedom is spelled out as "essential to the mission of the university and applies to teaching, research and service." Faculty members, engaged in a profession that depends on freedom for its health and integrity, have an obligation to promote conditions of unfettered inquiry. Academic freedom, the *Agreement* states, "is fundamental for the protection of the rights of the faculty members in teaching and of the students in learning (p. 5). Protections of academic freedom, along with academic responsibility, apply to all associated with GSU who exercise teaching and professional responsibilities. The *GSU-UPI Agreement* can be found at **www.govst.edu/UPI_Agreement.**

Intellectual Property Rights
Guidelines for intellectual property rights apply to all faculty, staff, students and others who engage in creative activities. Policy 20: *University Sponsored Educational Materials* was last updated in September 2004 and can be viewed at **www.govst.edu/policy**. The policy was established to support those who "… engage in creative enterprises likely to generate new ideas

and discoveries, and to share their results in creative works." The purpose of the policy is to govern "the ownership of intellectual property in order to achieve those ends in accordance with applicable university policies and the laws of the United States." This policy is monitored by the copyright administrator and an eight-member copyright committee which oversees decisions related to the policy, and periodically reviews its provisions. The policy is currently being reviewed and updated in light of several potentially patentable research projects now underway on campus.

Institutional Review Board (IRB)
IRB provides policies, procedures, and training to ensure the safety of human subjects involved in research. The IRB meets regularly to consider proposals and provides consultation to faculty and students involved in research. The IRB consists of eleven members. Similar to IRB functions across the country, all research projects which originate at GSU involving human subjects are subject to review and approval by the IRB. The IRB provides and monitors mandatory training, some of which is online, for all researchers. Forms and support materials are available on the website with links to additional information on human subject's research at **www.govst. edu/irb**.

Research Involving Animals
In addition to protections afforded to human beings, GSU also ensures responsible and ethical treatment of animals used in teaching and research. In compliance with Public Health Service regulations, the university has established an Institutional Animal Care and Use Committee (IACUC) to provide for the humane care and treatment of animals used in research projects and teaching at GSU. Additional information is available in Policy 57: *Policies and Procedures Pertaining to Research Involving the Use of Animals* which is available at **www.govst.edu/policy**.

Resources for Students

The Academic Resource Center
The Academic Resource Center (ARC) is another example of GSU's commitment to its students' success. The ARC provides various services to students to promote their academic development. The center provides advising for undeclared students, personal counseling, service for students with disabilities, tutoring, testing, and writing services to all GSU students. The full list of services of the Academic Resource Center can be viewed at **www.govst.edu/arc**. The activities of the ARC represent excellent examples of GSU's commitment to its students through progressive and professional service aimed at the students' retention and long-term success. Since the last Commission visit, ARC has increased services, particularly in counseling, tutoring, and writing assisstance. The number of students receiving counseling increased after ARC added post-doctorate interns as counselors in the program.

Between September 2007 and September 2008, students used ARC services a total of 13,309 times:

Business Tutoring	385	student appointments
Counseling	2,863	student appointments
Disability Services	1,337	student appointments
Math/Science Tutoring	519	student appointments
Writing Center	1,719	student appointments
UL Writing Center	804	student appointments
Testing Services	748	student appointments
Front Desk	4,934	student visits

ARC does not have service numbers available prior to the 2007–2008 academic year, but plans to maintain that information in the future and design future offerings to the campus community based on student participation.

The Counseling Center
The Counseling Center is staffed by experienced professionals who provide a variety of personal counseling services for GSU undergraduate and graduate students. The counselors support and adhere to the professional, ethical, and legal standards as described by the American Psychological Association, as well as other professional organizations. Their mission is to contribute to the overall quality of campus life for students, and to support their quality of life, academic success and retention.

Access Services for Students with Disabilities
The ASSD Office works closely with students and professors to accommodate documented disabilities. The goal is to coordinate services and make accommodations that allow each student to have equal access and to function as independently as possible. The number of registered students with disabilities has remained consistent in recent years. There were 154 students with disabilities in 2005-2006, 154 in 2006-2007, 151 in 2007-2008, and 146 in 2008-2009. These relatively flat numbers are due to the nature of GSU's nontraditional student population. Most students are older, and may have completed their high school education prior to the federal mandates that now identify children in need of special education services at an early age. Students with disabilities must self-identify themselves to the university in order to receive services, and some may be reluctant to do so out of fear of being stigmatized. They may also be unaware of what GSU will provide to assist them in the learning environment once they are identified. Across the nation, the fastest growing categories of disabilities among college and university students are learning disabilities, attention deficit hyperactivity disorder, and psychological disabilities. Student Affairs and Academic Services is considering steps so students with disabilities are better informed about how they can receive services.

The Writing Center

The GSU Writing Center provides individual tutoring and one-on-one assistance with research papers and other writing for classes. The Writing Center also has a desk in the University Library, where students can seek assistance related to research assignments. Students can also receive online assistance from the Writing Center by submitting a copy of papers for revision suggestions. The online service allows students to make virtual appointments and to find sources for help with research writing, as well as sources for general writing help. The Writing Center makes it clear that it is dedicated to making students better writers, not to write their papers for them. Tutors review steps in the writing process, first encouraging students to find focus for their work and then concentrating on organization, development, style, and mechanics. Students can work with tutors in all phases of the writing project, from the assignment stage through a first draft to a finished product.

Tutoring Services

Individual and small group tutoring, including online tutoring, is available for a number of mathematics, statistics, and science classes. These include math structures and concepts, college algebra, geometry, applied calculus, discrete math, statistics, foundations of biology and chemistry, analytical and organic chemistry, biochemistry, basics of information technology, and management information systems. The Academic Resource Center also offers business and computer science tutoring in a number of accounting classes, including courses on taxes, government and nonprofit accounting, microeconomics and macroeconomics, managerial economics and forecasting, and financial management. Finally, students preparing for the Illinois Teacher Certification Basic Skills Test can also take a workshop that reviews the content, problem-solving, and mathematical reasoning skills needed to help participants prepare for the math portion of the test.

Online Orientation

A major accomplishment of the ARC since the Commission's last visit was the establishment in March of 2003, of an online orientation for new undergraduate students. All degree-seeking undergraduate students are required to complete the online orientation either on a personal computer or at a campus computer station. The orientation program was developed because too few newly admitted students attended campus orientations because of work or family conflicts. Furthermore, the online orientation enabled implementation of the Directed Self-Placement program explained previously.

Between the program's starting date and the present, students have been surveyed to ensure the orientation's effectiveness. This survey consists of six questions, and responses are posted on a scale of 1 to 5, with 5 indicat-

ing "strong agreement." Between the inception of the orientation and December 2008, a total of 8,498 valid surveys were recorded. The questions and mean responses are as follows:

- The online orientation was easy to access and work through (4.2).
- The online orientation contained useful information and the site was well organized (4.2).
- Directed Self-Placement gave enough information to help assess my level in math and writing (3.8).
- Having access to online orientation at my convenience was preferable to attending a scheduled traditional orientation (4.3).
- The university tour was helpful and will assist me in the future in locating significant departments on campus (3.9).
- The online orientation staff was helpful and courteous (3.9).

Student Life

Student Life, a unit of Student Affairs and Academic Support, supports and enhances education at GSU through student involvement in its programs, activities, clubs, organizations, and services. Wellness, fitness, recreation, leadership, volunteerism, governance, media, and cultural observances are key elements of Student Life offerings. GSU offers a full range of student services and activities appropriate for a commuter campus which serves nontraditional learners. The university views all of these functions as educational and ethical obligations in support student success

Catalog and Student Handbook

The *GSU Catalog* (**www.govst.edu/catalog/**) and the *GSU Student Handbook* (**www.govst.edu/studenthandbook**) provide expectations related to academics and student conduct. Among other things, the *Student Handbook* delineates the steps for academic and non-academic grievance procedures. When students grieve, efforts are made first to achieve an informal resolution with the instructor. If the informal process is not successful, the procedure delineates next steps, rights of appeal, and timelines. Records of grievances are maintained in division/department offices, deans' offices, and/or the Office of the Provost depending upon the level of the grievance.

For a complete listing of all GSU policies which ensure academic integrity and the responsible pursuit and application of knowledge, please see the *GSU Policies Manual* at **www.govst.edu/policy**.

Chapter Summary, Strengths, Challenges and Continuing Institutional Actions

Governors State University was founded with an emphasis on lifelong learning that continues today. This discussion of Criterion Four shows that the university is dedicated to the acquisition, discovery, and application of knowledge for students, faculty, staff, administrators, and the community. This chapter has shown how, since the Commission's last visit, GSU has improved significantly in the areas of program review and accreditation, and provides evidence that the university fulfills the priorities delineated in Criterion Four in an ethical and responsible fashion.

Strengths

- GSU achieves external validation of program curriculum through the use of specialized accreditation and external consultants for all degree programs.

- A system of regular academic program reviews ensures that academic programs are rigorous, current, challenging, and appropriately prepare students for entry into their careers or for graduate studies.

- GSU demonstrates integrity in scholarship and research through appropriate support programs, policies, and monitoring practices.

- The number of faculty publications and presentations has increased significantly over the past three years.

- GSU is developing as a leader in the areas of undergraduate course transfer and articulation agreements to serve nontraditional learners who have completed a great deal of coursework at other colleges or universities.

Challenges and Continuing Institutional Actions

- *Endowment for GSU Promise:* The GSU Promise is an innovative and excellent means of providing assistance to capable students with need. The university should continue its efforts to raise funds for this endowment, even in these challenging times.

- *Faculty Scholarship and Research:* The university should attempt to increase support for faculty scholarship and research.

- *Writing and Mathematics:* Faculty remain concerned about student preparation in writing and mathematics, and the provost has appointed a committee to study the matter and make recommenda– tions. That work should be completed in a thorough and timely fashion.

- *University Honors Program:* The University Honors Program should be strengthened, made more interdisciplinary, and better connected to honors programs at partner community colleges.

CRITERION FIVE

CRITERION FIVE: ENGAGEMENT AND SERVICE

As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

Commitment to Service

Governors State University has a long record of serving varied constituencies both on and off campus. Certainly, students are GSU's most important internal constituency, and the university also provides services for faculty and staff. While those internal constituents are important, the university also interacts with and offers a wide-variety of services to its external constituents—community colleges, other colleges and universities, local businesses, elementary and high school districts, patrons of the visual and performing arts, health care agencies, municipal officials, law enforcement professionals, the U.S. military, and many more. This chapter offers examples of GSU's outreach efforts, how decisions are made to provide important constituent services, and how planning will continue to enhance the university's relationships with its many constituents in the future.

In this chapter, we will:

- Illustrate how the university's mission statement and *Strategy 2015* promote GSU's engagement and service to various constituencies;

- Demonstrate how the university is responsive to stakeholder needs;

- Demonstrate that the university has both the capacity and commitment to engage with its constituencies;

- Show how the university exercises that commitment; and

- Demonstrate how constituencies value the interactions with and services provided by the university.

A university has many constituencies, and an important one is defined by geography. Throughout this section, terms such as "Southland," "South Suburbs," and "Chicago Southland" are used frequently. There is even some debate within the Southland as to what constitutes the area. Though some even within the university might not agree, the university's primary service region encompasses an area that extends north approximately 15 miles (actually within the city limits of Chicago), east to the Indiana border (about 10 miles), south about 10 miles beyond Kankakee (35 miles) and west beyond Joliet (35 miles). GSU has affiliations and learning sites, and also provides services beyond the defined primary service region. However, most of our resources and talents are expended within the primary region. A recent proposal to the Chicago Community Trust discusses the Chicago Southland in some detail and can be found at **www.govst.edu/chicago_community_trust**.

GSU has affiliations and learning sites, and also provides services beyond the defined primary service region.

As with previous chapters, the Criterion Five concludes with a discussion of strengths, challenges, and continuing institutional actions related to this criterion.

Core Component 5a

> *5a. The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.*

Strategy 2015 clearly states Governors State University's commitment to outreach and community engagement. Goal Four states that GSU should increase its visibility, outreach and its role as an economic catalyst by:

- Increasing community service projects that build connections to the university;
- Creating and expanding collaborative relationships among constituent groups;
- Expanding GSU's role in the regional network supporting economic development;
- Bringing together education, business and government to develop a network of support services, and continuing to support the growth and retention of business in the area;
- Developing business relationships that support students and academic programs and involve students in solving real–world problems; and
- Increasing the use of campus assets such as the Center for Performing Arts, the Family Development Center and the Nathan Manilow Sculpture Park.

Goal Five calls on GSU to build an institution that is socially, ethically, and environmentally responsible by:

- Increasing outreach into the poorest areas of our region and increasing service to those who are traditionally underserved by higher education;
- Creating opportunities to offer institutional expertise to help solve regional problems; and
- Providing regional leadership and serving as a model for sustainable development, minimization of global warming emissions, and maintenance and improvement of environmental quality.

These are bold aspirations, and the university recognizes its fiscal, person-nel, and temporal limitations. GSU's record demonstrates that it has and continues to interact with a wide–variety of community individuals and groups and then plans, develops, and executes strategies and initiatives based on those interactions. President Maimon in her installation address (2007) refers to GSU as a public square, as opposed to the ivory tower sometimes

associated with universities. The campus adopted the metaphor of the public square as part of the university's mission statement, endorsing the aspiration of becoming a model 21st century university in the integration of community and campus.

The following are some examples of interactions and collaborations with constituent groups: *Strategy 2015* was adopted following a year-long process involving all segments of the university community as well as leaders from local government, business, and community colleges; each college has, or is establishing, an advisory council; articulation agreements have been developed with community colleges in the region; the Office of Career Services contacts regional businesses and governments to determine their employment needs; multiple relationships exist with schools, hospitals, and law enforcement agencies; the president, vice presidents, deans, faculty, and staff hold numerous meetings with individuals and groups in the community to discuss collaborative undertakings; and numerous other examples follow in this discussion of Criterion Five.

Core component 5a briefly introduced the reader to several examples of interactions between the university and its constituencies. The discussion in core components 5b, 5c, and 5d provides many more examples in much greater detail and shows how, as a result of those interactions, GSU learns from those constituencies and analyzes its capacity to serve their needs.

Core Components 5b, 5c, and 5d

5b. *The organization has the capacity and the commitment to engage with its identified constituencies and communities.*

5c. *The organization demonstrates its responsiveness to those constituencies that depend on it for service.*

5d. *Internal and external constituencies value the services the organization provides.*

All of the core components of Criterion Five exist separately, but they are certainly closely related. This discussion of core components 5b, 5c, and 5d is properly seen as the holistic treatment of all of Criterion Five, "As called for by its mission, the organization identifies its constituencies and serves them in ways both value". Criterion Five with its four core components is treated as one to show the symbiotic relationships and to facilitate understanding and comprehension.

As an Illinois public institution of higher education, and as the only public university in Chicago's south suburbs, GSU understands its special obligation to the wider community. *Strategy 2015* and its associated goals and values recognize the special obligation in explicit fashion. The many initia-

Each college has, or is establishing, an advisory council.

tives, interactions, and joint efforts described below portray a university that is actively involved in working with a wide-variety of individuals, groups, and organizations.

Evidence of Engagement, Interaction, and Responsiveness

Alumni Relations

GSU has more than 42,000 alumni throughout the United States and around the world, and the university continues to solicit advice and input from graduates as it assesses its performance and plans for new and modified programs and services. These efforts, as previously explained in Criterion Four, are currently being reviewed and strengthened by working with Harris Connect, which will generate an improved directory of alumni and their employers for future surveying and outreach efforts. There is also recognition that the alumni association itself must evolve to better serve alumni of the 21st century. As other Illinois public universities have done, GSU plans to absorb the association into the GSU Foundation's 501 (c) 3 designation.

Currently, the Alumni Association is governed by a board of directors consisting of an elected president and vice presidents for finance, alumni clubs, membership, elections, and programs. The association has members from each of the colleges and attempts to have representative membership from many classes. The Alumni Association now charges a membership fee; however, the new plan is to consider all graduates—and all those who have attended GSU—as members of the alumni. National trends are moving away from fee-based alumni association memberships. Research has shown that fewer female and minority graduates find paid alumni membership to be appealing. The model we are working toward will be more inclusive conceptually as well as financially, with the 501 (c) 3 structure.

The association supports alumni through intellectual events and social gatherings. A wide-range of programs and services have been offered throughout the year. Recent alumni events have included a boat cruise on Lake Michigan, major league baseball games, and shows at GSU's Center for Performing Arts. Alumni are also invited to special networking events and are notified of and welcomed to the university on other occasions throughout the year.

Currently, GSU graduates can join a number of alumni clubs. Over the last 10 years, several clubs have been established with varying degrees of success. They include: Addictions Studies Club, Artforum Club, Business and Public Administration Network, Communications Disorders Club, Chemistry Club, Communications Club, Entrepreneur Network Group, Health Administration Club, School of Interdisciplinary Learning Club, Latino Club, Psychology and Counseling Club, Physical Therapy Club, Steppers and Line

Dancing Club, Travel Club, and TRIO Club. A new priority is to involve key alumni through the newly implemented college-level advisory boards.

All graduates with a valid address receive the *Alumni Connections* newsletter, published twice a year. Graduates with e-mail addresses are eligible to receive monthly e-mail blasts with information about alumni association events. While the university has attempted to strengthen bonds with alumni throughout the years, those efforts have been sporadic and uneven. The new vice president for Institutional Advancement has devoted significant time and attention to new ideas and initiatives to improve alumni relations to ensure expanded engagement with GSU alumni.

Moving forward, the goal is to engage alumni as GSU advocates who help advance the mission of the university in a variety of ways. For example, programs and activities will be designed that will focus on alumni efforts to:

- Encourage students to enroll at GSU;
- Provide mentoring for current and future students;
- Share expertise and experience that provides critical information and feedback on GSU programs and services;
- Support the university philanthropically; and
- Advocate for GSU with area legislators.

We believe that the new, inclusive approach to alumni relations will foster these goals.

College External Advisory Boards
Colleges, departments, and other units at GSU also connect with and learn from their stakeholders through external advisory boards. The four colleges are establishing or re-establishing advisory boards composed of education, healthcare, business, and community leaders. These boards are illustrative of GSU's efforts, not only to serve important internal and external constituencies, but also to learn from these groups. However, through the years, and in all the colleges and several divisions, external boards were created only to atrophy with time. There is a new commitment to and understanding of these boards and how they can benefit the university and how the university can work through them to serve the community. The members contribute their expertise and inform academic and support units about current trends in their particular areas as well as in the region and participate in other activities including program assessment, curriculum and policy development, accreditation, and strategic planning.

All seven programs in the College of Health and Human Services -- Health Administration, Occupational Therapy, Physical Therapy, Social Work, Nursing, Addictions Studies, and Communications Disorders – have advisory boards. The Nursing Department has a 32-member advisory board made up of personnel from area hospitals and other health care agencies. The

25-member advisory board for the Department of Addictions Studies and Behavioral Health has been discussing and providing valuable input on proposed changes in the program. For example, the department consulted with the advisory board over the change to a 48-hour master's program from the current 32 hours. The Department of Communication Disorders (CDIS) is reactivating its advisory board in 2009; the department will solicit opinions, information, suggestions, and questions regarding the program. The new advisory board is expected to include employers from health care settings, speech pathologists and audiologists, CDIS alumni, community college advisors, and clinical supervisors. Finally, the college itself has established a college-wide advisory board consisting of health care leaders from across the Chicago region.

The College of Education has advisory boards in Multicategorical Special Education, Early Childhood Education, Alternative Certification, Masters in Educational Administration, and Bachelors in Elementary Education. The Elementary Education advisory board is composed of superintendents, principals, and teachers who have worked with students in labs or student teaching; graduates of the program; and faculty members. Meetings of this advisory board have been useful in keeping school-based administrators and teachers up-to-date about GSU's program and in making the faculty aware of strengths and weaknesses as perceived by school personnel.
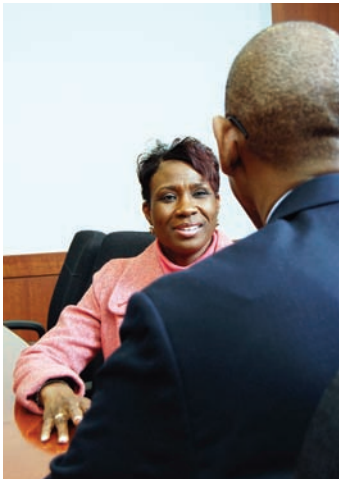
The Colleges of Arts and Sciences, Business and Public Administration, and Education have also recently re-established college-wide advisory boards. In July 2009, faculty and staff of the College of Business and Public Administration met with its college advisory board to create a vision and establish a dynamic agenda that can be implemented in the coming years, resulting in a stronger CBPA program. The four colleges have made advisory boards a priority and have recruited community leaders who know the needs of the Southland region and are prepared to add their talents and expertise as the colleges and the university carry out their respective missions. Advisory board mission/purpose statements along with membership lists for each of the colleges can be found in the Resource Room.

Metropolitan Institute for Leadership in Education
Since its establishment in 2006, the Metropolitan Institute for Leadership in Education (MILE), (**www.govst.edu/coe/MILE**) has provided services to constituencies in education fields both on and off campus. MILE was founded as a center for excellence within the College of Education (COE) and is a resource for practicing educators, faculty, and students. The unit works closely with elementary and high school districts and their administrators throughout the Southland region, and it attempts specifically to meet the needs of senior school leaders such as superintendents, principals, and school board members from 66 school districts in Cook County, as well as districts in Kankakee, Iroquois, and Will counties. The Institute is supported by a steering committee made up of 14 school superintendents from a diverse region ranging from rural areas to suburban towns, some affluent and some with high poverty levels. Moreover, MILE has collabora-

tive relationships with the Illinois Association of School Administrators, the Midwest Principals Center, and Intermediate Service Center 4, which assists schools throughout south suburban Cook County. The MILE steering committee meets three to four times annually to identify resource needs and collaboration opportunities and to respond to plans for programming, teacher preparation, and staff development needs. In addition, a faculty advisory committee, drawn primarily from the College of Education, but also including other GSU units, serves as a resource for the leaders of regional public schools.

MILE was cited in Criterion Four regarding its speaker program, which presents timely topics to educators throughout GSU's service area. In AY2006-2007, MILE offered eight leadership/professional development programs to approximately 425 people. In AY2007-2008, approximately 900 people attended 26 programs. In AY2008-2009, due to reduced funding, 16 programs were offered to approximately 600 people. Following programs, participants evaluate various features of the presentations, from the nature of the speaker and topic, to audience comments and questions, to whether the program met participants' expectations. Evaluations of programs between November 2007 and March 2009 have been collected and analyzed. On a scale of 1 to 5 (with 5 being the highest rating), evaluations show all cumulative scores to be higher than 4.6.

Other MILE community outreach programs include:

- A free Substitute Teacher Academy, which took place in the summer of 2008, following requests from school leaders to improve the pool of substitute teachers. Approximately 170 persons attended and a second session occurred in July 2009 with 52 attendees.

- One of the largest New Principal Mentoring Programs in the state of Illinois. Under Illinois law, such programs are now mandated for new principals, and GSU is one of two regional entities authorized to offer the program. MILE has also initiated a pilot New Superintendents Mentoring Program in anticipation of the state requiring such a program.

- An "August Experience," in collaboration with the COE Elementary Teacher Education Program, to help new teachers prepare their first classrooms, as well as assist new principals in opening their schools.

- A back-to-school program for parents focused on boys' behavior in schools. The program was attended by approximately 150 community members. The speaker also presented a workshop at GSU for teachers, attended by about 200 persons.

- A community-school symposium in May 2009 on how violence in the schools affects the larger community and what can be done to break the cycle of violence. The program was sponsored by MILE and GSU's Criminal Justice program and featured renowned author Alex Kotlowitz and Dr. Gary Slutkin of the Cease Fire anti-violence organization. Members of the Students Against Violence Everywhere

Under Illinois law, such programs are now mandated for new principals, and GSU is one of two regional entities authorized to offer the program.

from the Thornton Township High Schools in Harvey and from neighboring south suburban communities also attended.

As it prepares for the future, MILE will seek to expand its role in principal and superintendent mentoring. It will serve as one of two host sites in Illinois for training in the use of the Leadership Performance Planning Worksheet. This innovative instrument is currently being piloted in principal mentoring programs in nine states to facilitate meaningful dialogue between the mentor and protégé on the effectiveness of an instructional leader. This is an opportunity for GSU's College of Education to collaborate with the New York Leadership Academy and be in the forefront of innovative educational leadership preparation. MILE will also continue with its speaker series. Through collaborations with administrators of area school districts, MILE will be able to bring in educational leaders to share their expertise with local teachers, administrators, GSU students, and faculty.

Family Development Center Programs
The Family Development Center (FDC) programs model the best practices of early childhood education and draw upon the expertise of GSU faculty and staff in early childhood education, education, elementary education, communications disorders, nursing, psychology, and counseling. The FDC includes a preschool designed to increase the cognitive and social skills of children ages 3 to 5 so they are successful in school; there are currently 107 children enrolled in the program. The children of GSU students, faculty, and staff as well as children of community members are eligible to attend. Other FDC outreach programs, open to members of the community, include Stop n' Play, open play between children and their parents in the infant/toddler classroom; Library Lapsits, in which parents receive guidance on how to incorporate literacy activities for their children into daily routines; and the Birth to Three Home Visiting program, established in 1999 as part of the parental training program. The focus of the home visiting program is to work with parents, especially teenage parents and their children, to prevent school failure and child abuse. GSU partners with two area high schools and St. James Hospital in Chicago Heights on this project, which annually serves 85 children and their parents.

One Church, One Addict
This program is designed as a community intervention using the faith-based community to reduce recidivism in persons with substance abuse problems, many of whom have been incarcerated. The program has been funded for more than 10 years by the Illinois Division of Alcoholism and Substance Abuse and delivers recovery services to more than 200 clients annually. GSU serves as coordinator of the project and works with more than twenty community agencies in the region to ensure its continuation and success.

Department of Education Teacher Quality Enhancement Grants
The secondary education programs in the College of Arts and Sciences (Biology, Chemistry, English and Math teacher education) participate in two

The Family Development Center (FDC) programs model the best practices of early childhood education

Teacher Quality Enhancement grants funded through the U.S. Department of Education. These grants augment teacher preparation for CAS faculty to: assist regional high school faculty in enhancing knowledge, pedagogical skills, and technology skills; give pre-service teachers actual classroom experience and help them develop teaching skills before they begin student teaching; recruit under-represented and disadvantaged teacher candidates and train them to become high quality professionals who will teach in diverse and challenged schools; and support novice teachers with an effective induction system. Both grants partner GSU with three surrounding school districts: Bloom Township High School District 206, headquartered in Chicago Heights; Rich Township High School District 227, with schools in Park Forest, Olympia Fields and Richton Park; and Crete-Monee 201U, which includes Crete, Monee, and University Park. All are neighboring suburban areas with high minority populations. Additional information can be found at **www.govst.edu/tqe/**.

Center for Excellence in Health Professions
The Center for Excellence in Health Professions in the College of Health and Human Services fosters high quality health professions education and practitioner advancement in the Chicago Southland. Since beginning in 2004, the center has provided academic education, continuing professional education, and research collaboration across the region. The center served as an incubator for the development of several new academic programs, including the practice doctorates in physical therapy, nursing, and occupational therapy, and a variety of post-baccalaureate and post–masters certificates. The center has provided quality continuing education for health professionals, including clinical preceptors and health care practitioners, and has served as a collaborator on project evaluation for community agencies, working with community partners to conduct clinical research.

The CenterPoint for Entrepreneurs
The College of Business and Public Administration created The Center-Point for Entrepreneurs (**www.centerpointgsu.com/**) in a collaboration among GSU, the Illinois Department of Commerce and Economic Opportunity, the U.S. Small Business Administration, and the Service Corps Of Retired Executives. The CenterPoint's mission is to "develop, grow, finance and improve businesses throughout the region." Staff members counsel small business and entrepreneurial clients by delivering up-to-date counseling, training, and technical assistance in many aspects of small business management. An external advisory board composed of local bankers, politicians, clients, and economic developers provides CenterPoint guidance to ensure timely and effective operations.

Most of the services are offered at no cost to the entrepreneurial company. The program has received sponsorship for specific events and programs from regional banks, certified public accountants, municipalities, and other educational partners. The village of Tinley Park supports a counseling office in its village hall. CenterPoint offered 1,857 hours of counseling to 545 clients in 2007, and 3,255 hours of counseling to 624 clients in 2008; since

2000, the office has offered 17,575 hours of counseling to 3,574 clients. CenterPoint helped create 1,203 jobs in 2007 and 974 jobs in 2008; since 2000, it has helped create 2,963 jobs. Thus far in 2009, in response to the current global economic challenges, new clients are up 12 percent over 2008 and 25 percent over 2007.

The CenterPoint staff includes banking professionals, international business consultants, and sales and marketing personnel and has over 100 years of combined small business experience, making it the regional small business resource. In 2009, CenterPoint was named the most efficient and effective Small Business Development Center in the state by the Illinois Department of Commerce and Economic Opportunity, leading the state in total loan dollars secured for small business clients, as well as the number of jobs created over the past three years.

Office of Economic Education
Originally founded in 1978, the GSU Office of Economic Education (OEE, **www.govst.edu/cbpa/Economic_Education**) is one of eight similar centers in Illinois with the mission of increasing the amount and quality of economic education taught in grades K—12, with a particular focus on those districts and schools in the GSU regional service area. The OEE offers graduate courses specifically tailored for elementary school teachers, as well as training workshops throughout the year for K—12 teachers to include such topics as Financial Literacy, Consumer Economics, Teaching Economics in History, Teaching Economics in Children's Literature, Global Economic Issues, and running a stock market game. OEE was instrumental in creating the Illinois Association of School Economics Teachers, which sponsors two conferences a year coordinated by the GSU OEE and held at the Federal Reserve Bank of Chicago. The director of the OEE and several of its "graduates" have participated in reciprocal international study tours, traveling most recently to Eastern Europe, and in turn hosting educators from Ukraine, Russia, and South Africa, as they visited local schools, GSU classrooms, and various cultural venues in the Chicago Southland. We are working on closer coordination between the OEE and the GSU College of Education.

Center for Law Enforcement Technology Collaboration
Within the College of Arts and Sciences, the Center for Law Enforcement Technology Collaboration (CLETC) is an exciting new project that assists current students, civilians in criminal justice professions, and law enforcement professionals. CLETC targets professionals in such areas as law enforcement, private security, information security, forensic professionals and specialists, government employees, others in both the private and service sectors, as well as current students who are interested in those fields. CLETC (**www.govst.edu/cas/cletc/**) is supported by the South Suburban Association of Chiefs of Police, which has been instrumental in the creation and operation of this project. As the program is further developed, it will work with law enforcement experts and GSU faculty with expertise in computer science, criminal justice, information security, and forensic spe-

In 2009, CenterPoint was named the most efficient and effective Small Business Development Center in the state by the Illinois Department of Commerce and Economic Opportunity, leading the state in total loan dollars secured for small business clients.

cialists to deliver up-to-date information that will allow motivated students and professionals alike to learn new skills that will enhance public safety, promote careers in law enforcement and security, and pave the way to graduate school. In the spring of 2009, CLETC sponsored its own Crime Scene Investigation to showcase the work of its students—in contrast to television dramatizations of these important activities.

Chicago Community Trust

Chicago Community Trust (CCT), for nearly a century one of the Chicago area's leading philanthropic institutions, has invited GSU to help develop strategies for solving problems throughout the south suburbs. CCT began meeting with GSU's leaders in 2008, with discussions focusing on the university's potential to be a primary force for positive change in the Southland. Those discussions are continuing in 2009. CCT's programs reflect its commitment to helping in areas of basic human need, community development, education, health, and arts and culture. As the Southland's only public university, Governors State has unique capabilities for helping solve common problems throughout the area and for working to achieve goals that lead to a stronger future. GSU has decades of expertise in areas vital to the region's well-being – education, health care, business, government, public safety, the environment – and can bring critical analysis and planning to sustainable projects that improve life in the Southland. A copy of a proposal submitted to CCT to address the problems of the Chicago Southland is available in the Resource Room.

Cooperative Agreements

GSU has recently designated a director of dual admissions to begin developing dual admission agreements with several of its community college partners. As it pursues the goals of *Strategy 2015*, the university will continue to foster close relationships with the community colleges within its service area: Prairie State College in Chicago Heights, South Suburban College in South Holland, Moraine Valley Community College in Palos Heights, Kankakee Community College, Joliet Community College, the College of DuPage in Glen Ellyn, Triton College in River Forest, and campuses of the City Colleges of Chicago. The goal is to improve advising and create a smooth transition from the community colleges to GSU.

In November 2008, GSU opened its first baccalaureate completion center, located at Kankakee Community College. Baccalaureate completion centers provide potential transfer students with a special setting to learn about degree completion at GSU or according to student interest and needs, at other universities. The goal is to increase the percentage of community college students transferring to a university and completing a four-year degree. Since the KCC center opened, GSU representatives have answered questions about Associate in Applied Sciences degree completion programs, financial aid and scholarships, and requirements for transferring and completing a baccalaureate degree. The KCC Center is staffed one or two days a week by an admissions recruiter, AAS degree completion advisor, a representative from career services, or financial aid advisor. GSU plans to locate

As the Southland's only public university, Governors State has unique capabilities.

similar facilities at all south suburban community colleges, as well as at selected City Colleges of Chicago sites. In June 2009, GSU representatives began working out of an office at the College of DuPage's main campus. GSU personnel are scheduling appointments to meet with COD students regarding academic programs, transfer policies, and financial aid opportunities. In addition, recruitment events at COD are planned to promote programs at GSU's main campus. Another Baccalaureate Completion Center is expected to open during the 2009-2010 academic year at Prairie State College, pending the completion of a construction project there.

Triton College, a community college in west suburban Chicago now hosts the GSU B.A. in Criminal Justice and the B.S.W. in Social Work. By fall of 2009, the B.A. in Health Administration will also be offered there. Likewise, discussions are underway to offer the Criminal Justice program on the Daley College campus, one of the campuses of the City Colleges of Chicago. Decisions to offer full degree programs at sites away from the main campus are carefully considered and strategically reviewed. In the last two years, the university has emphasized off-site advising and bridge courses.

South Metropolitan Higher Education Consortium
Another important collaboration exists with the South Metropolitan Higher Education Consortium (SMHEC). (**www.southmetroed.org/**). GSU initiated and has been a member of this 12-member consortium since 1992. Besides GSU, other consortium members are DeVry University, Illinois Institute of Technology, Joliet Junior College, Kankakee Community College, Moraine Valley Community College, Prairie State College, Lewis University, Northwestern College, Saint Xavier University, South Suburban College, and University of St. Francis. The consortium's office is housed on GSU's campus. The consortium is funded by dues from its members, and all the schools work together on issues of common interest in the Southland. The consortium was originally one of a number of such consortia funded by the state in every section of Illinois. When state funding ended in 2004, SMHEC continued to a large extent because of GSU's leadership. In the Chicago area, none of the other higher education consortiums still exist. GSU and other consortium members engage in outreach and collaboration efforts for the greater good for the students and citizens of the region. GSU is one of the four lead institutions currently developing a proposal to the Lumina Foundation to enhance the success of the consortium's member institutions in improving student graduation rates.

SMHEC initiatives include developing strategies to alleviate the area health care worker shortage, facilitating student articulation from high school to college and from community colleges to universities, as well as recruiting and retaining underserved students. Consortium members offer shared staff and faculty development workshops, shared library services, and marketing initiatives such as the *Connect to Higher Education Series* in local newspapers. Committees, made up of administrators and academic officers from member institutions, meet regularly on varied topics such as marketing, minority outreach, sustainability, and crisis management.

Health care, particularly the shortage of nurses and other health care professionals in the Southland, has been a major concern for the consortium. In 2008, the consortium offered its first Faculty Academy for nurses in the area. The two-day event included a presentation to working nurses with master's degrees at which they learned of opportunities to serve as adjunct faculty members at south suburban colleges and universities. As a result, 35 nurses were recruited to work on a part-time basis with students as they perform nursing practica throughout the area. In 2007, the consortium completed a year-long project to construct a standard clinical affiliation agreement for use by health care providers and educational programs.

"Grow Your Own"
The South Suburban Consortium for "Grow Your Own" Illinois, designed in partnership with Prairie State College, develops teaching professionals with a commitment to teaching in targeted district schools that are difficult to staff. Usually, the candidates for this program are staff or paraprofessionals in the targeted schools, or are highly involved parents of students in those schools who are motivated to "make a difference" but who need financial assistance and academic support to become qualified teachers. In return for a five-year commitment to teach in the targeted school districts, teacher candidates receive forgivable loans to cover their tuition, fees, and books at both Prairie State College and at GSU, with additional grant funds available, as needed, to support the candidates with child care, transportation, tutoring, and advising as they complete associate and baccalaureate degrees and ultimately receive teaching certificates. Currently, there are 27 participating teacher candidates.

Navy PACE Program
GSU has been part of the Navy PACE program since 1997. PACE – which stands for Program for Afloat College Education – is directed at shipboard sailors, so they can continue their education while at sea or stationed at offshore assignments. GSU offers 10 courses on CD-ROM that can be taken while at sea and completed by independent study. Each course begins when the ship departs and ends at the conclusion of deployment.

Each year, approximately 150 Navy personnel register in GSU's PACE program. Registrations were slightly higher prior to the Navy's restructuring of the PACE program five years ago. Sailors must now pay for books, a cost that was previously paid by the Navy. Before the restructuring, about 200 Navy personnel participated in the program. Since the program started, approximately 30 Navy personnel have received GSU degrees. Most students in the national PACE program earn associate's degrees, so the overall number of baccalaureate degrees is relatively low. In addition, the tour of duty in the Navy generally does not provide enough time to complete a four-year degree.

United Way Partnership Grant
If funded, GSU would be a key partner in a proposal submitted in June 2009 by the United Way of Metropolitan Chicago, *Strengthening Capacities*

The South Suburban Consortium for "Grow Your Own" Illinois, develops well-trained teaching professionals with a commitment to teaching in targeted district schools that are difficult to staff.

– *Financial Stability*. This initiative seeks funding through the Strengthening Communities Fund under the American Recovery and Reinvestment Act. GSU would partner with the United Way and the South-Southwest Suburban Coordinating Council, a coalition of more than 30 service and faith-based agencies that are committed stakeholders in the region. Under the initiative, the United Way would provide 15 to 25 grants to agencies. In addition, area organizations would receive training and technical assistance designed to make their efforts in providing social services more effective and sustainable. This proposal calls upon GSU to provide much of the training and technical assistance. The College of Education and the College of Health and Human Services plan to collaborate on efforts to conduct training sessions that will be recorded and made available either in DVD format or online. This proposal cites the economic distress facing Southland communities. Apart from the city of Chicago, the study states, the Southland demonstrates the Chicago area's most financial distress in the aftermath of the current economic crisis and other factors facing the area.

The Midwest Principals' Center
The Midwest Principals' Center is a professional organization for principals and other educational leaders, located in Palatine, IL, but with services available to interested leaders throughout the Midwest. The center offers several main programs each year to increase awareness of significant leadership issues; recently, Governors State University hosted the Midwest Principals' Center Workshops in February and October 2008, and in April 2009. Topics covered at these workshops included: "Dealing with the Data: Using Data Effectively," "Twenty Ways to Encourage Professional Growth," and "What it takes to Successfully Lead a Diverse School Community." Through collaboration with Illinois regional offices of education, Administrators Academy Credit was available for full-day participation in any of these three workshops for attendees working in Illinois schools. The Midwest Principals' Center and its institutional partners also have an ongoing partnership with the Consortium for Educational Change and GSU's Metropolitan Institute for Leadership in Education (MILE), discussed above.

Minority Business Expo
The annual Minority Business Expo hosted at GSU brings exposure to small businesses and entrepreneurs that seldom get an opportunity to showcase their businesses to the broader public. This free-to-the-public event was developed as a means to empower small businesses and as an opportunity to network and share creative talents through cooperative ventures. In addition to live entertainment, art displays, and networking opportunities, a number of awards are given out each year, most notably one for "Business Person of the Year."

Veteran's Entrepreneurial Boot Camp
Offered through The CenterPoint for Entrepreneurs, the Veteran's Entrepreneurial Boot Camp occurs twice per year and is intended for veterans and the families of active military personnel. It is free to veterans and their families through the support of sponsors and local service providers who

give their time and expertise to offer training. The program is one full day of training, which includes nine separate sessions, plus a lunch time panel discussion with veterans who have started businesses. Topics focus on entrepreneurial and government contracting skills. After the formal program, networking opportunities are available. CenterPoint has offered three such boot camps thus far, and registrations for the most recent event exceeded 100.

Community Counseling and Tutoring Services
The College of Education's Counseling graduate degree program maintains on campus a cluster of dedicated counseling lab facilities within which it schedules supervised counseling assessment and therapy sessions for about 200 clients each year to fulfill the practicum requirement for students in marriage and family counseling and in community counseling. Throughout the year, the counseling lab assesses the needs and expectations of clients, and either provides the required counseling or refers clients to community agencies for services. In similar fashion, the M.A. in Reading program maintains its dedicated "Literacy Zone" facility on campus to provide no-cost tutoring services to 50-60 elementary and middle school students referred by their school districts, other agencies, or by parental word-of-mouth.

Web 2.0 Training for Public and Community College Libraries
Recently, the University Library has made available to local public libraries and community college libraries an eight-week online course originally developed for in-house use that provides an introduction to such Web 2.0 tools as blogging, RSS feeds, "Delicious," LibraryThing, podcasts, and wikis. This training course was introduced at the Network of Illinois Learning Resources in Community Colleges Forum at Moraine Valley Community College, and has now been shared with public libraries in Oak Lawn, Homewood, New Lenox, and Des Plaines.

The examples above provide evidence of the university's commitment and responsiveness to its constituencies. This section concludes with two prominent examples of how the university engages with the surrounding community and how the community in turn values the university for educational opportunities outside of the classroom.

The Center for Performing Arts
The Center for Performing Arts (CPA) at Governors State University (**www.centertickets.net/**) is celebrating 15 years of enhancing the cultural landscape of the Chicago Southland. The Center is the result of the vision of community leaders and philanthropists who saw a need for cultural enrichment in a community with few offerings in live theater, music, and dance. These were community leaders who understood that culture and arts could serve to inspire members of the community, educate the youth, and bring a diverse community together under one roof to share artistic experiences.

The Center's mission is to present world-class performing arts entertainment that reflects, educates, and entertains. The Center's advisory board consists of 18 community members who provide expertise, knowledge and access that help shape programming and expand fundraising. CPA programming ranges from: *The Mikado* to Broadway's *Hairspray*; from *The Kingston Trio to The Pink Floyd Experience*; and from the *New York Theater Ballet* to the *Afro-Cuban All Stars*. Families, including parents and grandparents, as well as their children, all benefit from the range of experiences offered through the Center.

In 2008, CPA was instrumental in the founding of the Southland Area Theatre Ensemble (SLATE) at Governors State. SLATE presented its first show in August 2009, Stephen Sondheim's musical "*Into the Woods*." More than 150 young people and adults auditioned for the show. The show's final ensemble of 33 was made up of persons from 16 Southland communities.

The Center offers an extensive "Arts in Education" program for students enrolled in area schools. During the 2007–2008 season, more than 40,000 children attended performances at the Center. Many are considered disadvantaged and at-risk children who experienced theater at no cost to them or their schools, as a result of a philanthropic program developed by GSU. The arts not only remove boundaries and allow students to explore the life around them, but the arts are also powerful tools in teaching basic skills—math, reading, writing, and science. Through cooperative work between the CPA and the College of Education, GSU aspires to become a leader in teaching core disciplines through the arts.

CPA activities are integrated into the very fabric of the university, as demonstrated by four recent events. In February 2009, 160 third and fourth grade students from Medgar Evers Elementary in Ford Heights, one of the poorest districts in the nation, attended a performance at the Center. As a follow-up to the performance, six GSU pre-service teachers in the undergraduate elementary education program and their instructors developed and set up hands-on science experiments in GSU's Hall of Governors. These experiments reinforced concepts presented in the *Let's Go Science* performance, e.g., matter, gravity, air pressure, centrifugal force, inertia, levers and fulcrum, and electricity.

In April 2009, audiences at GSU's Center for the Performing Arts were treated to a performance of *The Three Little Pigs* by the Pre-K class at GSU's Family Development Center. Three and four-year-olds built the scenery, designed the program, crafted the costumes, sold tickets, and served as ushers. In addition to learning about story-telling and theater, the children learned math, reading, costume design, and customer service. That same week, 1,100 middle school and high school students packed the theater for

a performance of *A Midsummer Night's Dream* by the Tony-award-winning Chicago Shakespeare Theatre, followed by a question and answer session. A subsequent Saturday evening in May brought a special performance of *To Kill a Mockingbird* to the Center. A few weeks earlier, a panel of GSU faculty members discussed the novel on which the performance was based. Actors from the play made a special appearance on the day of the performance at a local south suburban library, which had featured Harper Lee's novel as the selected book in the One Book/One Community program.

Nathan Manilow Sculpture Park

GSU's other primary artistic resource integrates art with the overall physical setting of the campus. The Nathan Manilow Sculpture Park, consisting of 26 world-class works of art, provides a backdrop that is unique among American universities. Large, soaring sculptures, like Mark DiSuvero's masterpiece *Yes! For Lady Day*, dot GSU's prairie landscape. The Sculpture Park (**www.govst.edu/sculpture/**) is lined with trails leading to vistas filled with natural beauty and challenging, thought-provoking art. Its collection is significant not only because of monumental art created by modern masters, but also because sculptures are sited in a wild, wide-open prairie.

Under the tenure of its former director and curator, who retired in 2007, the sculpture park increased the size of its collection and also grew in visibility. With the appointment of a new curator and director, the university is increasingly attempting to raise the sculpture park's profile through community outreach, especially to area schools. Local students now regularly visit the park. Within the last year, students from Park Forest grade schools toured the sculpture park, as well as high school students from Homewood-Flossmoor, Crete, and Evergreen Park. Docent-led tours are conducted throughout the year. In addition, "Two for Tuesday" lectures—including PowerPoint scripts and digital presentations—focus on sculptures in the collection and special events, such as a bike tour and overnight camping trip at the park. In July 2009, an exhibition of 11 life-sized figures by the Icelandic sculptor Steinunn Thorarinsdottir went on display at the park; GSU is one of a handful of venues in the United States where her work *Horizons* will be shown. These sculptures will be at GSU through September 2010.

The Nathan Manilow Sculpture Park also has an advisory board consisting of 14 members, most of whom are leaders in business, education, and the arts. The sculpture park board meets four times a year and reviews park activities and helps set priorities. The defined mission of the board is to assist in the preservation, promotion, and expansion of the park and its programs. The sculpture park is establishing six additional committees to deal with membership; development; tours; education and docents; nominating and governance; and conservation, exhibitions, and acquisitions.

As it looks to the future, the university will continue to promote these highly-valued artistic venues as well as work to integrate both into relevant curricula. Such efforts will increase public awareness of the university and further enhance GSU's value to the south suburbs as a whole.

Other Interactions with University Constituents
Implied above, though not mentioned explicitly, is the considerable interaction of individual faculty, deans, vice presidents, the president, and others with constituents. While all such contacts are important, the president is seen by most citizens of the region as the "face of the university." The president can, and at GSU does, play a very important role in representing the university to the outside through numerous individual and group meetings. The listing below is only a small sample of the kinds of interaction in which the president engages:

Board member, Will County Center for Economic Development
Board member, Will County Chamber of Commerce

Regularly attends meetings of:
GSU Foundation Board
Center for Performing Arts Board
South Suburban Mayors and Managers Association
The Abby Foundation
The Chicago Network (a group of highly influential women who meet to discuss matters of common interest and proposed activities for the public good)
South Metropolitan Higher Education Consortium
Chicago Southland Convention and Visitors Bureau
Chicago Southland Chamber of Commerce

Commencement addresses at:
Kankakee Community College
Prairie State College
Joliet Junior College

Meets frequently with area legislators and members of Congress, and testifies before various legislative committees.

Since arriving at GSU in 2007, President Maimon has met one-on-one with numerous area leaders in business, government, health care, education, the arts and others, often hosting them at her home in Crete, a seven minute drive from the campus.

Chapter Summary, Strengths, Challenges, and Continuing Institutional Actions

This examination of Criterion Five presents evidence that GSU's mission and goals emphasize extensive involvement and interaction with multiple constituents, and that the university has fulfilled that mission in a variety of ways. This interaction occurs at the individual, college, unit, and university levels, and the participation of hundreds of individuals and organizations is testimony to the fact that these activities are needed, valued, and appreciated.

Strengths
- The university's mission, values, and goals that constitute *Strategy 2015* clearly show the university's commitment to its external constituencies.

- The university's capacity to fulfill its commitments is manifest in the multiple interactions and services it has provided and plans to provide in the future.

- The commitment to external constituencies permeates the university in both academic and non–academic units.

- The university has shown regional leadership in organizing various individuals and groups to address issues of mutual concern.

Challenges and Continuing Institutional Actions
- *Alumni Database:* The university should continue its efforts to obtain more accurate information about alumni and their employers.

- *External Advisory Board:* The colleges should sustain their current initiatives to engage with their specific constituencies through external advisory boards.

- *Outreach Planning:* The university must be strategic and carefully balance its outreach activities testing everything we do according to our mission and making sure that we deliver on our promises.

Institutional Change Request Proposal for Limited Approval to Offer Online Degrees

INSTITUTIONAL CHANGE REQUEST
PROPOSAL FOR LIMITED APPROVAL TO
OFFER ONLINE DEGREES

Overview

Governors State University requests authorization to change the stipulations within the current Statement of Affiliation to offer online degrees in Nursing for the baccalaureate completion (RN-BSN), Master of Science in Nursing (MSN), and the Doctor of Nursing Practice (DNP), as well as in the Addiction Studies/Behavioral Health program for the Master of Health Sciences (MHS). This request is congruent with the university's mission to make higher education accessible to all, particularly those traditionally underserved by higher education. The request is also congruent with the university's focus statement that provides for education from baccalaureate through doctoral degrees, and is consistent with the university's strategic plan and the Illinois Board of Higher Education's Public Agenda for College and Career Success.

1. Change Being Proposed

State the specific change that is being proposed.

GSU requests an expansion of authorization to grant online degrees in its three nursing programs (the Baccalaureate Completion (RN-BSN) program, the Master of Science in Nursing (MSN), and the Doctor of Nursing Practice (DNP)), as well as the MHS in Addictions Studies/Behavioral Health program, effective with the fall 2010 trimester. Classes in the Nursing and Addictions Studies programs have been previously offered in online, televised, and web-enhanced distance learning formats in addition to the traditional classroom setting. This initiative has been reviewed by internal constituents including the college faculty, appropriate Faculty Senate committees and the administration and has received enthusiastic support.

State the expected outcomes of this proposed change (for example, enrollment growth, enhanced services, financial growth).

The expected outcomes and benefits from this change include the following:

- Improve GSU's ability to provide an excellent, accessible, and affordable education to a greater number of students, not only in the service area and the state, but also nationally;

- Provide a convenient mode of education to the nontraditional student who has other obligations that may preclude attending face-to-face classes (e.g. employment, family obligations);

- Increase the number of baccalaureate, master's, and doctoral health professionals in the workforce, both in the service area and the state; and

- Implement a quality online delivery of classes that is uniquely suited to the institution's mission and vision by providing educational opportunities to those traditionally underserved by higher education.

The proposed change to offer the RN to BSN, MSN, DNP, and the MHS in Addictions Studies programs as completely online degrees is not only congruent with the mission of GSU, but also with the vision for Illinois as stated in "The Illinois Public Agenda for College and Career Success" (**www.ibhe.org/masterPlanning/materials/070109_PublicAgenda.pdf**):

> *"The Public Agenda for College and Career Success is the pathway to one Illinois, where all residents have affordable access to high quality educational opportunities that prepare them for jobs of the present and the future" (Public Agenda Task Force, 2008).*
>
> 1. *Increase educational attainment to match best-performing U.S. states and world countries.*
>
> 2. *Ensure college affordability for students, families and taxpayers.*
>
> 3. *Increase the number of quality postsecondary credentials to ensure the state has an educated workforce and engaged citizenry.*
>
> 4. *Better integrate Illinois' educational research, and innovation assets to meet economic needs of the state and region.*

Providing online degree programs in Nursing and Addiction Studies will meet all four of the Illinois Public Agenda's goals as stated above. The on-line programs have the potential to extend these high quality professional degree programs to the citizens of Illinois who live beyond the 30 to 60 mile radius of GSU.

> ***Project the impact of this proposed change on the organization's current mission, the numbers and types of students to be served, and the breadth of the educational offerings.***

Governors State University has had a commitment to serve the nontraditional student since its inception in 1969. The institution has endeavored to provide an accessible, quality, and affordable education to those who face family and work demands in addition to seeking a college education. GSU has also had a rich history of offering distance learning coursework to students. As technology evolved, the university migrated from traditional correspondence courses to televised courses. Offering courses in an online format represents the logical next step in the university's commitment to provide quality education for students who either reside far from campus or require the additional flexibility offered by online courses.

For many years, the departments of Addictions Studies and Nursing have developed online courses within their curricula, while continuing to offer on-campus equivalent courses. Currently, all classes in the undergradu-

ate Nursing program are offered online or in a web–enhanced format as are several of the Addictions Studies graduate courses. Online degrees in these disciplines will reach an increased number of students who will earn post–secondary credentials to ensure an educated workforce and citizenry. The availability of quality online technology will also encourage greater cooperation among educators for integration and innovation of educational research. Moreover, the online degree offerings will enable GSU to gain an advantage in an increasingly competitive educational milieu.

The Nursing programs and the Addictions Studies program have had numerous requests from students to offer degrees online. In 2007, GSU sent a student survey to former students who had dropped out of the Nursing program one to ten years previously regarding the reasons they did not continue their program of study. Sixty–three of 115 students responded to the survey. The most frequent reason for non–completion was lack of convenience (54 percent). It is reasonable to conclude that offering an online degree will improve retention rates.

In addition to requests from adult students who work full–time and are raising families, prospective students on the national and international levels frequently request online access to these degrees. The MHS in Addiction Studies is the only such degree offered in the state of Illinois, and one of the very few degrees in this discipline offered in the United States. An online program in this discipline will therefore have far–reaching benefits.

> *Identify the Commission's policy/policies relevant to this change.*

Governors State University's request for limited authorization to offer online degrees is proposed under Policy 3.2(d)2 change in relationship with the Commission because the university is requesting a change in the stipulations within the current Affiliation Status to permit offering degree programs offered fully online.

2. **What factors led the organization to undertake the proposed change?**

> *Describe the relationship between the proposed change and ongoing planning.*

Planning for the proposed change has been ongoing and stems from the prior strategic planning begun in AY2000–2001. This planning resulted in the reaffirmation of the institutional mission to provide increased access to the underserved adult student population within the service region. The dean of the College of Business and Public Administration and a university committee sought and successfully engaged university–wide participation to develop a comprehensive document that specifically discussed increased access and delivery/outreach to underserved populations using technology–mediated methods.

The MHS in Addiction Studies is the only such degree offered in the state of Illinois, and one of the very few degrees in this discipline offered in the United States.

As part of the implementation phase, the university instituted a strategic initiative fee to generate funds to begin to develop the base for further implementation of new initiatives. As part of the plan for implementation, the Information Technology Policy and Planning Council (ITPPC) began a phased approach toward implementing complete online degree options for students. The President's Cabinet approved the expansion of the Faculty Technology Center, created in 1998, to bolster its ability to fully support and assist in the development of online programming. In fall 2003, the Faculty Technology Center was renamed the Center for Online Teaching and Learning and two additional instructional designers were hired to boost the center's ability to assist faculty members engaged in the development of online courses. Today, this group continues to provide support to faculty in the development of new courseware and conducts quality reviews of new courses.

The College of Health and Human Services subsequently developed the Certificate in Online Teaching in response to two major factors: the current and projected shortage of nurses, and the need for nurse educators—both of which required innovative strategies to improve future supply. The certificate's planning and implementation was supported by Promise of Nursing Grant funds. The objective of the certificate program in online teaching was to prepare faculty members to design, produce, and facilitate online courses in accordance with best-practice guidelines.

The certificate consists of four post–baccalaureate level courses all of which strive to demonstrate best practices in online teaching and learning. Content for all courses is evidence-based from published articles and resources from a wide-variety of academic institutions and professional organizations. Since beginning in the spring/summer trimester of 2005, the certificate program has expanded to serve students across GSU. Although not a degree program, this certificate is evidence of GSU's commitment to quality, planning, and the successful delivery of an online course sequence.

The curriculum for the Online Teaching and Learning certificate is composed of four 3-credit hour courses for a total of 12 credit hours. The courses must be taken in the following sequence, covering the material described below:

> ONTL 650 : *Introduction to Online Teaching* (Blackboard Greenhouse Exemplary Course Award Winner) – Introduces participants to the pedagogies and technologies of Online Teaching. The course uses Gamson and Chickering's "7 Principles of Effective (Undergraduate) Education" as course framework. Students are introduced to best practice standards for online teaching and learning and to a variety of technologies that can be used to effectively engage students in online learning and improve learning outcomes. In addition to becoming proficient in the use of the learning management system, students utilize blogs, wikis, and e-portfolios.

ONTL 651: *Facilitating Online Learning* – Prepares participants to employ effective facilitation strategies to engage students actively in online courses. The course uses Zane Berge's four primary role categories of online instructors (pedagogical, social, managerial, and technical) as a course framework. Each student, working individually or in a dyad, facilitates one week of instruction in the course under the active mentoring of the course instructor. The role of facilitation in achieving best practice standards is stressed.

ONTL 652 : *Designing Online Courses* – The third course in the certificate sequence prepares students to design online instruction that adheres to best-practice standards. Once again, the Chickering and Gamson framework is applied to the course design process and students complete the general design for a fully online or hybrid course and the detail design for three complete learning units within that course. Emphasis is placed on the development of clear, measurable learning objectives at both course and unit levels and the subsequent alignment of all assessments, content resources, and learning activities to the objectives. Upon completion of the course, students have the detailed design they will use to implement their capstone project in the final course of the certificate sequence.

ONTL 653 : *Developing Digital Content* – In the final course of the certificate sequence, students focus on the implementation of their course design within a learning management system in a manner that meets best practice guidelines. In addition to the learning management system tools, students also add to their technical skills as they learn to produce html pages using an html editor, sound files, multimedia presentations, and to incorporate images and graphics into course pages. Student final projects are reviewed using the Greenhouse Exemplary Course Award rubric.

The certificate has been offered for the past four years, with 129 students registering for the first course. Sixty-three percent of students completing the first course then elect to take the second. Two-thirds (43 of 65) of the students who complete the second course then go on to complete the entire certificate. Dropout rates within individual classes after the initial 100 percent refund drop period are minimal with more than 85 percent of students who are registered at that point completing the course. Of those students who do drop, many return to complete the course in a subsequent term when their schedule better supports their ability to participate actively in the class.

Students are not required to be accepted into the certificate program in order to take the first course, so many students take only the first course as an elective or for personal edification. The majority of the students who complete the program apply for the certificate after completing the first course, ONLT 650. However, most of the program dropout rate occurs af-

ter the first course. Student feedback indicates three primary reasons for the decision not to continue:

(1) Most students sign up for the first course because they want to learn more about online teaching and plan only on taking the first course;

(2) Some students decide that online teaching is not compatible with their teaching style as a result of taking the first course; and

(3) Some students find that the courses are too demanding.

It should also be noted that a number of students have suspended their work in the certificate courses while they are completing their primary degree programs and plan to return to complete the remaining courses after they complete their degrees. This certificate program offers a high degree of flexibility, so students can take the courses in a time frame that meets their individual needs. Table CR–1: Certificate in Online Teaching Enroll– ment by Trimester depicts enrollment data by course since the inception of the program.

Table CR–1: Certificate in Online Teaching Enrollment by Trimester

Trimester	ONLT650	ONTL651	ONTL652	ONTL653
SS 2005	11	6	0	0
FA 2005	14	15	6	0
WI2006	13	11	9	4
SS2006	0	0	9	9
FA 2006	13	0	0	9
WI 2007	6	10	0	0
SS 2007	10	0	7	0
FA 2007	13	7	0	6
WI 2008	5	11	8	0
SS 2008	6	5	6	9
FA 2008	15	5	3	5
WI 2009	14	9	2	3
SS 2009	9	0	9	1
Totals:	129	79	59	46

The long-standing work of the planning committees and funding for ITTPC and COTL as well as the university's recent reaffirmation of its mission and commitments as stated in *Strategy 2015* illustrate GSU's commitment to online learning. The success of the Certificate in Online Teaching and Learning combined with the requests from current and future students in Nursing and Addictions Studies are key parts of the planning that GSU has engaged in to insure the success of online degree programs.

Describe the needs analysis related to this proposed change.

A needs analysis conducted as part of the development of the plan for expansion of online programming at the university included the review of what our competitors are doing in the region. We found that most institutions within the region are expanding online and distance learning programming to serve their students. Additionally, data from the Illinois Virtual Campus (IVC) (**www.ivc.illinois.edu/**) shows that there is a significant increase in the requests they are receiving for referrals to distance learning programs for all fields of study. In order to expand service to new student populations, GSU must move forward to meet demand. The workforce is increasingly mobile and needs flexible course and degree delivery to meet its needs.

Both the Nursing and Addictions Studies departments have implemented undergraduate and graduate online or web-enhanced classes for the past several years. Student satisfaction with the offerings is evidenced by a steady increase of online students from year to year, compared with students in face-to-face classes. In the Nursing program, online courses are offered during the fall trimester (September to December) and the campus based equivalent courses are offered in the winter trimester (January to April). Interest in the sections that are offered in the online format has grown, while the number of students selecting the on campus sections has declined, such that several on campus sections have been canceled due to low enrollment. The data included in Table CR-2 below confirm the interest that students have for online course delivery.

The university's recent reaffirmation of its mission and commitments as stated in *Strategy 2015* illustrate GSU's commitment to online learning.

Table CR-2: Bachelor of Science in Nursing Data: Online vs. On Campus Enrollments

Online Classes*	Course	Number of Students	On Campus Classes*	Course	Number of Students
FA 2007	NUR304	21	WI 2007	NUR304	10
	NUR305	16		NUR305	10
	NUR320	9		**	
	NUR330	5			
FA 2008			WI 2008	NUR304	15
	NUR304	14		NUR 305	11
	NUR305	19		**	
	NUR320	5			
	NUR330	12			
			WI 2009	NUR304	12
				NUR305	13
Totals	Online	101	Totals	On Campus	71

*Online classes are scheduled every fall trimester
*Face to face (On Campus) classes are scheduled every winter trimester
**NURS 320 and 330 Not offered: no students

Since 2003, there has been an increase in enrollment for online classes for the Nursing and for the Addictions Studies and Behavioral Health depart–ments. Table CR–3 illustrates the growth occurring in the online classes for both departments.

Table CR-3: Enrollment and Credit Hour Generation by Online Courses

Year	Data	Addiction Studies/Behavioral Health	Nursing	Total
2003	Headcount	424	0	424
	Credit Hours	1147	0	1147
2004	Head count	477	6	483
	Credit Hours	1227	18	1245
2005	Head Count	576	43	619
	Credit Hours	1537	129 1	666
2006	Head Count	704	150	854
	Credit Hours	1885	450	2335
2007	Head Count	651	153	804
	Credit Hours	1788	459	2247
2008	Head Count	692	181	873
	Credit Hours	1968	543	2511
Total Head Count		3524	533	4057
Total Credit Hours		9522	1599	11151

Current projections in the College of Health and Human Services are for the numbers of students in online classes to continue to increase by at least 10 percent each year for the next five academic years. The enrollment in online classes would increase even more if online degrees were available. The current and projected enrollments indicate that the online courses are financially viable and should not require additional resources.

> *Describe the involvement of various constituencies in developing the proposed change.*

Once the university decided to move toward offering selected degrees online, several internal and external constituencies participated. Internal constituents included the faculty in the Nursing and Addictions Studies programs who had developed and implemented online courses over the past several years. The College of Health and Human Services Academic Program Council and the Academic Affairs Committee have also been engaged in the development of the proposed change. The GSU approval process included the University Curriculum Committee, the Academic Program Review Committee, and the Graduate Council. These steps are discussed more fully in section 3 below.

External participants included employers, deans and directors of associate degree programs in nursing, and prospective students. Employers and nursing deans and directors of community colleges had an opportunity to provide their opinions on the need for online classes at the annual Nursing Advisory Board meeting. The consensus was that online classes would offer a convenient option for their employees who desire to return to school seeking a higher degree in their profession. Nursing students were surveyed regarding their thoughts on class scheduling. A substantial number stated that they preferred the convenience of online curricula. These data are available in the Resource Room.

Similarly, faculty and staff in the Addictions Studies program have surveyed current and prospective students about their interest in a fully online degree program. Potential employers are supportive of the idea as well. Here again, relevant data in support of this request will be available in the Resource Room.

3. **What necessary approvals have to be obtained to implement the proposed change?**

   Identify the internal approvals required, and provided documentation confirming these actions.

The specific steps of the approval process include the following:

University oversight of all academic programs, including those offered by means of distance delivery methods, begins with two subcommittees of the Faculty Senate: The University Curriculum Committee (UCC) and the Academic Program Review Committee (APRC). The UCC reviews individual syllabi, both new and revised, after examination by program faculty and curriculum committees at the college level. The committee also assures that all courses in the program are described clearly and uniformly in the *GSU Catalog*. As part of its review process, the UCC also analyzes the student learning outcomes included in each syllabus.

Following its review, the UCC provides written feedback to the program faculty, with copies to the appropriate chair and college dean. The committee does not approve new courses, revised courses, or new/revised curricula until all concerns are addressed and all quality assurances are met. The committee has developed a standardized syllabus format which is designed to ensure the quality of all syllabi at the university, while still allowing for appropriate faculty autonomy. Once approved, the UCC forwards its recommendations and all materials to the Office of the Provost for final review.

The APRC performs a similar role, although the scope of its work is more broad. This committee reviews requests for new/expanded units of instruction including degree programs, certificates, and concentrations; it plays a central role in the program review process as required by the Illinois Board

of Higher Education (IBHE); and it performs an annual status review of all academic programs. Although the committee may review individual syllabi, it does not seek to approve them. Rather, the APRC looks holistically at programs and considers such things as current and future enrollments, costs, competition, the program's congruence with the university's mission, needs related to any specialized accreditations or licensure requirements, and required resources. Similar to the UCC, the APRC will not approve a request until all of its questions and concerns have been addressed. The committee then forwards its recommendations and all materials to the Office of the Provost for review and appropriate action.

In conjunction with the college-level and Faculty Senate reviews of distance learning programs/courses, the Center for Online Teaching and Learning reviews the proposal(s) for adherence to quality standards before submission to the Office of the Provost. The rubric developed for this review is based on the Commission's and the Western Interstate Commission for Higher Education (WICHE) standards for best practices in online teaching/learning. The rubric (**www.govst.edu/elearning/cotl/rubric**) provides both a guideline for development and a measurement tool for quality improvement.

> *Identify the external approval required, and provide documentation confirming these actions.*

No external approval is required. However, these new online degrees will be reported to the appropriate specialized accreditation agencies.

The NLN-AC, a national nursing accreditation body, reviews educational offerings for quality and appropriateness. The organization will review online curricula as a part of the regular reaccreditation process for the Nursing programs but no prior approval is needed. GSU's Nursing programs are in good standing with this organization.

The MHS in Addiction Studies will be reviewed by the Illinois Alcohol and Other Drug Abuse Professional Certification Association, Inc. during the next reaccreditation cycle in 2010, but no prior approval is needed for a change in the delivery method of the program.

4. **What impact might the proposed change have on challenges identified by the commission as part of or subsequent to the last comprehensive visit?**

> *Identify challenges directly related to the proposed change.*

A team of six consultant-evaluators representing The Higher Learning Commission conducted a comprehensive evaluation of GSU from April 17-19, 2000 and awarded the university continued accreditation through 2009-

2010. In its report, the team specifically commended GSU in eight strength areas ranging from the school's commitment to diversity to the administration's "comprehensive vision and focused agenda." However, the team also cited *three primary challenges* including the "uneven assessment" of student learning across academic programs; the need for an enrollment management plan; and the lack of stability in the Office of the Provost throughout the 1990s which, the team stated, hampered the development of the assessment program. These issues have been addressed in greater depth in the 2009 self-study report.

Describe how the organization has addressed the challenges.

GSU responded to all three of the challenges identified by the last site visit as delineated in the *2003 Progress Report on Assessment* (**www.govst.edu/ provost/quality/2003_assessment_report**). The Commission accepted the report in September 2003 with no further reports required.

The university has since integrated assessment of student learning into all programs and program reviews, although there is some degree of unevenness of assessment and validation in programs without external specialized accreditation. In the College of Health and Human Services, an ongoing focus on student learning and assessment is routinely validated through the process of specialized accreditation. In the case of the Department of Nursing, both baccalaureate and master's degree programs were reaccredited by the National League for Nursing Accrediting Commission in 2003 without any areas of deficiency for the maximum eight years offered. This included the areas of individual student and programmatic assessment. The Addictions Studies MHS has been continuously accredited by Illinois Alcohol and Other Drug Abuse Professional Certification Association, Inc. since 2003.

In addition to efforts fostered through accreditation and because assessment was identified as a challenge in 2000, careful attention has been directed to assuring numerous measures of assessment of student learning across the curriculum. As referenced above as well as earlier in this self-study report, the University Curriculum Committee plays an important role in this regard. Additionally, the Center for Online Teaching and Learning has been instrumental in assuring the quality of online courses and in training faculty and monitoring the quality of teaching materials.

The culture of assessment that has been created at GSU includes programmatic assessment as well as assessment of individual student learning. As explained above, programs are reviewed by the Academic Program Review Committee on a periodic basis against established benchmarks. New programs are first reviewed at three years after implementation to assure that the proposed program is developing as projected. All programs are then re-reviewed at 5-8 year cycles depending upon whether there is specialized accreditation. The campus review is submitted to the Illinois Board of Higher Education for inclusion in the regularly scheduled overall programmatic

The Center for Online Teaching and Learning has been instrumental in assuring the quality of online courses.

review. APRC makes recommendations to programs that are not achieving projected benchmarks and may flag programs for priority review.

GSU has recently developed a new integrated planning and budgeting process for the campus that is based on a shared governance model for the development of strategic priorities, with budget development based on funding of the priorities. The Planning and Budget Advisory Council (PBAC, described in detail earlier in this self-study report) addresses two of the previous concerns related to assessment of student learning and enrollment management. PBAC includes a standing committee on Continuous Quality Improvement and Accreditation to assure that assessment efforts are linked to continuous improvement campus wide. Another one of the key committees of PBAC is the Enrollment Management and Student Services group. This committee has consolidated the work that was previously done through several different campus committees. Under the leadership of these groups and the Faculty Senate (along with its committees), a comprehensive enrollment management plan has been finalized at the university-level and is currently being implemented within the colleges. Additional information about PBAC can be found at **www.govst.edu/pbac**.

It is important to note that in spite of its overall readiness as well as documented needs, GSU chose to delay its request for online degrees in the last several years because of significant budget constraints. The IBHE required that institutions submitting new programs had to fund those programs through internal redirection or other external funding sources. Following careful consideration and planning activities through the faculty governance system and PBAC over the past several years, the university now advances for the Commission's consideration its strongest programs for immediate online implementation. These degree programs are in units with strong faculty qualifications for online delivery including active scholarship and experience with online education. In addition, no new funding will be required to implement the online degrees because the courses have already been developed, and the faculty have the experience necessary to proceed.

The College of Health and Human Services has an enrollment management plan in place, identifying program capacity, marketing strategies, retention goals, and resource requirements to meet the outcomes delineated in the plan. CHHS's focus on growth in online degrees is reflected in this proposal. This work is coordinated through the College's Liaison Coordinating Committee (LCC) with membership from the Office of Admissions, Public Affairs, and the CHHS Dean's Office. LCC is advised and guided by the discussions that occur at the Academic Program Council, the regular meeting of department chairs in the college.

5. **What are the organization's plans to implement and sustain the proposed change?**

    Describe the involvement of appropriately credentialed faculty and experienced staff necessary to accomplish the proposed change.

The faculty has a wealth of experience designing, constructing, and implementing digital courses using the eLearning platform. Online or web-enhanced Nursing and Addictions Studies courses have been available online for several years. All courses are constructed within the guidelines of "Quality Matters," a quality assurance design mechanism in which faculty have been trained. Quality Matters is a set of 40 standards for measuring the quality of online and hybrid/blended/web-enhanced courses. The standards chosen for assessing course quality are based on national standards of best practice reflecting established instructional design principles. Standards were chosen based on research of current literature (Wicker, 2007). In addition, courses are reviewed by faculty and instructional designers in the Governors State University Center for Online Teaching and Learning. The review consists of comparing online courses to standards based on the aforementioned Quality Matters. Please see **www.govst.edu/elearning/cotl/rubric** for the document that is used in this effort. Depending upon the evaluation, the course is either approved to continue as created or mandated for improvement.

Faculty in the Nursing and Addiction Studies programs are thoroughly familiar with the online course standards. Appendix G lists key members of the GSU faculty and administration as well as support staff from the Center for Online Teaching and Learning who have extensive experience in creating, implementing, and evaluating online classes. Curriculum vitae for these faculty and staff members will be available in the Resource Room.

> *Describe the administrative structure necessary to support this proposed change.*

Although degree programs are housed in the respective colleges, coordination of policies that support online and graduate education occurs through the faculty governance committees and the Graduate Council with final approval resting with the provost and president.

The currently proposed online programs, RN-BSN, MSN, DNP, and MHS, are each housed in departments located within the College of Health and Human Services, and each department is an autonomous unit as defined by the specialized accrediting bodies. Within the college, there are Departments of Nursing, Addictions and Behavioral Health, Health Administration, Communication Disorders, Occupational Therapy, Physical Therapy and Social Work. The chairs of these departments work collaboratively through the college's Academic Program Council and have fostered an environment that supports rich interdisciplinary exploration and education. No administrative changes will be necessary to support the proposed online degree programs.

> *Describe how the organization will make learning resources and support services available to students.*

The standards chosen for assessing course quality are based on national standards of best practice.

GSU provides extensive support to online learners through the services of the Center for Online Teaching and Learning, the University Library, School of Extended Learning, and the Academic Resource Center. Founded in 2003, the Center for Online Teaching and Learning, as referenced above, is dedicated to assisting faculty in development and delivery of quality online classes and supports students in using the learning management system. In addition to offering faculty workshops and one-on-one design assistance, the center's staff hosts the annual GSU Faculty Summer Institute and regularly presents at regional, national, and international conferences. The center supports students in the use of course software with a free "pre-course," answering questions and providing support during the trimester. The center offers online and in-person assistance to instructors in the design, creation, and facilitation of online courses. The center also offers a certificate program in Online Teaching and Learning that is available to all students and has been completed by a number of GSU faculty and staff. All such activities work to ensure effective and responsible delivery of online education. Information about the Center for Online Teaching and Learning is available at **www.govst.edu/elearning/cotl**.

The University Library collection contains more than 466,905 titles, including 28,715 multimedia items. Over 51,237 periodical subscription titles in print and online format are available. Of the more than 466,905 books housed in the library, 4,500 titles relate to nursing and 30,000 titles relate to the health sciences. Over 64 electronic databases are licensed and published through the library's webpage for access on and off campus. Tenured and tenure-track faculty librarians and support staff provide group and one-on-one instruction on the location, evaluation, and use of resources. The university's online catalog (I-Share) enables students and faculty to search the over 16 million titles of the holdings of more than 70 academic and research libraries in Illinois, and borrow items as needed. Additional information about the resources provided by the library can be found at **www.govst.edu/library**.

The School of Extended Learning (SXL) serves as a portal for off-campus students to the university. SXL staff provide support to faculty and students taking online courses as well as to those taking correspondence courses, television courses, non-credit offerings, and short courses. They provide students with information such as course schedules, online syllabi, orientation sessions, tuition, and fees. Their website provides links to the university bookstore, the University Library, and other units on campus. Orientation sessions for adjunct faculty are offered regularly through the School of Extended Learning. More information is available at **www.govst.edu/sxl**.

Additional support services are available to all GSU students through the Academic Resource Center (ARC). These include personal counseling staff, GSU's Writing Center, Access Services for Students with Disabilities, and Career Services. All of these ARC services, as well as other student affairs units such as the Office of Financial Aid, are available in online for-

mats, thus making them accessible to students studying online. In addition to online tutoring for writing, online tutoring is also available in math, statistics, and science, thereby providing students who are attending classes at a distance with the same level of support available to those who attend on campus. The tutoring group uses live conferencing with whiteboard assistance to allow the student to ask questions, and the tutor to work sample problems and ensure consistent learning. All of these student support services and learning resources are described in greater depth in Criterion Four of the self-study report.

> *Provide financial data that document the organization's capacity to implement and sustain the proposed change.*

Through the gradual addition of online courses and careful development in just two academic disciplines of Nursing and Addictions Studies, GSU will not require any additional funding to implement these online degrees. Enrollment figures for the current online course offerings indicate that tuition revenues will support the programs. In regards to faculty time, it does not cost GSU more or place undue burden on faculty to offer the full program online while maintaining the current on-campus offerings as well.

> *Specify the timeline used to implement the proposed change.*

GSU will not require any additional funding to implement these online degrees.

The individual courses that make up these degree programs have been approved by the appropriate internal committees, approved by the provost, and are being offered to students. The degrees will officially be offered commencing in fall 2010. Curriculum plans, catalog displays, and course descriptions for all four programs will be available in the Resource Room. Access to the individual courses will be provided through the GSU website at **www.govst.edu/elearning**.

6. **What are the organization's strategies to evaluate the proposed change? Describe the measures the organization will use to document the achievement of its expected outcomes.**

There are several measures the university will use to determine the achievement of the expected outcome for the online degrees. The first measure is that each degree program will be evaluated and validated by the appropriate accrediting associations' outcome and assessment criteria. The second measure will be the graduation of new RN-BSN practitioners, MNS practitioners, qualified nursing faculty (advanced practice) and qualified MHS addictions practitioners within three years of initial student enrollment. The third measure is that enrollment will be within the range of 90–110 percent of the projected enrollment and that revenue will also fall within that confidence interval.

The following were identified as expected student success outcomes for all four of the online programs:

- It is expected that 80 percent of students admitted will complete the program of study within four calendar years. Ninety percent are expected to complete within five calendar years. A 10 percent attrition rate is projected.

- It is expected that 100 percent of those graduates seeking employment will have secured jobs using the acquired skill sets within 12 months of graduation.

Additionally, for students in the DNP program:

- It is expected that 85 percent of those students sitting for practice certification will achieve certification on the first attempt. Ninety-five percent will have passed by the second attempt.

Describe how the assessment of student learning is integrated into the assessment program.

Assessment of student learning is integral to the creation of all four online degree programs. As discussed in greater depth in the Criterion Three chapter of the self-study report, student learning will be assessed throughout the curriculum in ways that are consistent with GSU's institutional assessment program and the assessment program for the department where the program is housed.

The Department of Nursing has an evaluation whose purpose is to assess student learning outcomes. The plan is part of the self-assessment process and is reviewed and approved by the Nursing Department's accrediting agency, the National League for Nursing (NLNAC). The plan is reviewed by the Department Evaluation Committee members every quarter in light of the chosen NLN outcome objectives: critical thinking, interpersonal and communication skills, therapeutic interventions, performance on certifying examinations, and employment rates. The Committee also reviews student grades, results of the ATI Critical Thinking Tests (entrance and exit scores), the clinical site evaluations, and Educational Benchmarking Inc. (EBI) data for peer institution comparisons. The results of these data are tracked, collated for trending, reviewed for trends, and reported to the faculty curriculum committee and other internal and external administrative bodies. If results indicate change is needed, it will be implemented as recommended. This is consistent with other departments in the college that undergo assessment by accrediting agencies. Accreditation results are reported to the Continuous Quality Improvement Committee for review.

The Nursing Department utilizes a variety of course-based and norm-based assessments. One norm-based assessment is again the EBI as a method of assessing the overall program outcome achievement. Through EBI, student program satisfaction and views of achievement of stated learning outcomes are measured through the exit and alumni surveys. GSU's Nursing program is benchmarked with six peer colleges and universities chosen because they are similar in structure and curricula. Evaluations are reviewed yearly

by the Evaluation Committee to determine the areas where improvement is needed. Although they do not distinguish between online and onsite classes, the peer review is a mechanism to evaluate how the classes compare to other universities that also have online degrees.

The ATI test of critical thinking assesses how well students are able to reason and problem solve. The test is given when students enter the program and again when they exit. Results of the students in the online program and those who were attending onsite classes will be compared.

Both Nursing and Addictions Studies will monitor the Student Evaluation of Instruction (SEI) surveys given to online and on-site students. These instruments evaluate the course and the instructor. Currently, the director of Extended Learning and her staff are conducting a pilot study to determine if SEIs delivered online, instead of through the US mail, will result in greater participation from distance education students. The plan is to compare online with on-site results. This study was begun in June 2009 and should provide information about how best to elicit student feedback regarding the course and instructor.

Course syllabi are reviewed at faculty and curriculum meetings according to standards set forth by the American Association of Critical-Care Nurses "Essentials Documents for Nursing" from which the courses in all degree programs were created. Likewise, faculty in the Addictions Studies program review course syllabi in light of the Illinois Alcohol and Other Drug Abuse Professional Certification Association, Inc. standards. Faculty regularly review course objectives, assignments, and activities to determine how they relate to outcome objectives.

Program reviews are done every five to eight years. When a program review is due, data from each of the Nursing program offerings and the Addictions Studies program are reviewed and submitted to the Academic Program Review Committee (APRC) for their assessment. If questions are posed and more material is requested by the committee, this is done and re-submitted. Once approved by the APRC, the review is sent to the Office of the Provost which may request additional review through the PBAC committee for Continuous Quality Improvement and Accreditation in the event there are lingering concerns or issues.

At the university level, student data are available from the director of Institutional Research. These data will be assessed for graduation rates to determine the retention and attrition rates of the online degree offering. Attrition rates of no more than 10 percent from the online or the remaining on-site classes will be established as a standard.

Summary and Conclusion

After nine years of careful planning and financial support for online courses, GSU stands ready to offer a limited number of online degrees in fields that have outstanding faculty training and student interest. The addition of a limited number of online degrees is an additional step for the university to continue to serve the adult learners who have so often been overlooked in higher education. This is an opportunity to provide high quality instruction that creates qualified professionals to meet the health and human services needs of Illinois and beyond.

After nine years of careful planning and financial support for online courses, GSU stands ready to offer a limited number of online degrees.

APPENDICES

APPENDIX A

Status of Academic Degrees

College of Arts and Sciences (CAS)

CAS Bachelor's Degrees

Degrees offered in 2000	Status 2008	Comments
B.A. in Art	Continued	B.F.A. to replace.
B.S. in Biology	Teacher Certification also available	
B.S. in Chemistry	Teacher Certification also available	
B.A. in Communications	Concentration areas include: *Advertising and Public Relations* *Digital Film-Making* *Journalism* *Multimedia Communications* *Speech Communications*	
B.S. in Computer Science	Continued	
B.A. in Criminal Justice	Concentration areas include: *Corrections & Punishment* *Law Enforcement & Security* *Restorative & Community Justice*	
B.A. in English	Teacher Certification also available	
B.A. in Integrative Studies	Admission Suspended	Elimination pending.
B.A. in Mathematics	Teacher Certification also available	
B.A. in Social Sciences	Continued	

CAS Master's Degrees

Degrees offered in 2000	Status 2008	Comments
M.A. in Art	Continued	
M.S. in Environmental Biology	Continued	
M.S. in Analytical Chemistry	Continued	
M.A. in Communications and Training	Continued	
M.S. in Computer Science	Continued	
M.A. in English	Continued	
M.S. in Political and Justice Studies	Continued	
M.F.A. in Independent Film and Imaging		

CAS Certificate Programs

Degrees Offered in 2000	Status 2008	Comments
none	Information Security	Bachelors level
	Biology Education	Masters level
	Chemistry Education	Masters level
	English Education	Masters level
	Information Security	Masters level

Degrees offered in 2000	Status 2008	Comments
Board of Governors		
B.A.	B.A. in Interdisciplinary Studies	Relocated to CAS in July of 2008

College of Business and Public Administration (CPBA)

CBPA Bachelor's Degrees

Degrees offered in 2000	Status 2008	Comments
B.A. in Accounting	B.S. in Accounting	
B.A. in Business and Administration	Continued; Concentrations include: *Finance* *Human Resource Management* *International Business Management* *Management Information Systems* *Marketing* *Operations Managements* *Public Administration* (administration suspended)	
B.A. in Business and Technology	B.A. in Business and Applied Science	
B.S. in Management Information Systems	Admissions suspended; Concentrations include: *Inclusive Information Systems* *Information Security* *Internet Commerce* *Network Management*	Admission of new students suspended in June of 2008 due to continuing enrollment declines

CBPA Master's Degrees

Degrees offered in 2000	Status 2008	Comments
M.S. in Accounting	Continued	
M.B.A.	Continued	
M.S. in Management Information Systems	Continued	
M.P.A.	Continued	

CBPA Certificates

Offered in 2000	Status 2008	Comments
	Accounting for Managers	Masters level
	Business Management	Masters level
	Leadership and Organizational Development	Masters level
	Public Management	Masters level
	Strategic Human Resource Management	Masters level

College of Education (COE)

COE Bachelor's Degrees

Degrees offered in 2000	Status 2008	Comments
B.A. in Early Childhood Education	Continued	
B.A. in Elementary Education	Continued	
B.A. in Psychology	Continued; Pre-clinical concentration available	

COE Master's Degrees

Degrees offered in 2000	Status 2008	Comments
M.A. in Counseling	Continued	
M.A. in Early Childhood Education	Continued	
M.A. in Education	Continued	
M.A. in Educational Administration	Endorsements available in General Administration and Chief School Business Official	
M.A. in Multicategorical Special Education	Continued	
M.A. in Psychology	Continued for Theoretical Sequence; School Psychology Sequence eliminated; Clinical Psychology sequence added.	The sequence in School Psychology was eliminated in 2004 due to budgetary and accreditation concerns.
M.A. in Reading (new)	Continued	

COE Certificates

Offered in 2000	Status 2008	Comments
None	Alternative Teacher Certification	Master's level
	Early Childhood Education for Currently Certified Teachers	Master's level
	Reading Specialist	Master's level
	Reading Teacher Endorsement	Master's level
	Supervisory Endorsement in Reading	Master's level

College of Health and Human Services (CHHS)

CHHS Bachelors Degrees

Degrees offered in 2000 College of Health Professions	Status 2008 College of Health and Human Services	Comments
Bachelor of Health Science in Communication Disorders	Continued	
Bachelor of Health Administration	Continued	
Bachelor of Science in Nursing	Continued	Name changed to BSN in 2006
Bachelor of Social Work	Continued	

CHHS Masters Degrees

Degrees offered in 2000	Status 2008	Comments
M.H.S. in Addictions Studies	Continued	
M.H.S. in Communication Disorders	Continued	
Master of Health Administration	Continued	
Master of Science in Nursing	Continued	Name changed to MSN in 2006
Master of Occupational Therapy	Continued	
Master in Physical Therapy	Moved to Doctoral level	
Master of Social Work	Continued	

CHHS Doctoral Degrees

Degrees offered in 2000	Status 2008	Comments
	Doctor of Physical Therapy	First class of students, June 2007
	Doctor of Nursing Practice	First class of students, Sept. 2008
	Doctor of Occupational Therapy	Approval Pending. First class of students, projected, Jan. 2009

CHHS Certificates

None	Conductive Education for Physical Therapy and Occupational Therapy	Bachelor's and Master's level
	Long–Term Care Administration	Bachelor's and Master's level
	Substance Abuse Intervention in Health Care	Bachelor's level
	Addictions Screening, Assessment, and Referral	Master's level
	Health Care Informatics	Master's level
	Health Services Research	Master's level
	Nurse Educator	Master's level
	Online Teaching	Master's level
	Substance Abuse Intervention in Healthcare	Master's level

APPENDIX B

History of GSU and NCA/HLC

Date	Activity	Outcome
1968	Illinois Board of Higher Education recommends establishing GSU	Authorized by legislation signed in 1969
1970	Granted Correspondent Status by NCA	
September 1971	First students admitted	Interim campus established
July 1973	Candidate for Accreditation	
1973	Moved to current 760 acre campus	
December 1974	NCA site visit	Accreditation for bachelor's and master's degrees for 5 years
1975, 1976, 1977	Progress reports submitted to NCA annually	Ongoing accreditation
1979	Comprehensive review	
October, 1979	NCA site visit	Full, 10 year accreditation; focused visit required regarding the mission statement and direction of the University
March 1984	Focused visit	Continued Accreditation; eleven specific items were adequately addressed
March 12-13,1990	Comprehensive review and site visit	Full accreditation; focused visit req.
April 26-27, 1993	Focused visit to review mission statement and determine adequacy of equipment budget	Comments from visit: transportation for students taking night classes, ability to develop languages other than English and implement a student outcomes assessment plan.
1998-2000	Comprehensive review	Self-study to NCA February 2000
April 17-19, 2000	NCA site visit	September 15, 2000 full accreditation; progress report on assessment due 6/30/03; next comprehensive review 2009-10
June 13, 2003	Progress report on assessment filed	Report accepted September 22, 2003
Fall 2006	Focused visit for Doctor of Physical Therapy degree	Approval for degree granted January 2007
Spring 2008	Focused visit for Doctor of Nursing Practice degree	Approval for degree granted June 2008
Summer 2008	Evaluation Panel Review of Doctor of Occupational Therapy	Approval for degree granted September 2008
2007-2009	Comprehensive review	Site visit by HLC Fall 2009

APPENDIX C

HLC 2009: GSU Time Line

April 2007
- Meetings of administrators to determine structure and recruit committee leaders, ongoing since receipt of the HLC's letter to President Fagan on October 20, 2006 notifying him of the comprehensive visit in AY2009–2010.
- HLC Annual Meeting attended by 16 faculty and administrators from GSU with financial support from the Provost's office. A panel presentation entitled, "Online Orientation and Directed Self-Placement: Strategies for Placement and Retention" was made by Eric Martin, Kelly McCarthy, and Becky Nugent.

May 2007
- Dr. Peggy Woodard named Interim Provost.
- Interim Provost convened meetings of participants from the previous NCA site visit team in AY99–00 to determine an appropriate structure for the upcoming visit.

June-July 2007
- Continued meetings of Interim Provost and participants from previous NCA visit to consider participation in the HLC Assessment Institute. This group also reviewed the self-study completed in April 2000 to better inform the next steps in the process.

August 2007
- Co-chairs for Self-study committee are selected, Drs. Eric Martin and Ann Vendrely.
- Discussion of possibly pursuing a thematic approach toward self-study.
- University President, Dr. Elaine P. Maimon introduces Planning and Budgeting Advisory Council (PBAC) structure and recruits volunteers.

September 2007
- Need for committee to address university-wide accreditation issues identified; discussions begin leading to the eventual creation of Committee for Quality Improvement and Accreditation (CQIA) of PBAC.
- Further consideration of thematic approach to self-study leads to decision to follow criterion-based approach.

October 2007
- Co-chairs meet regularly with the Interim Provost to plan the structure and personnel on the key committees.

November 2007
- Interim Provost assigns Dr. Sandra Mayfield, Assistant Provost to coordinate HLC efforts.
- Co-chairs of HLC committee meet once or twice a month with Assistant Provost through out the process.
- Recruitment of key committee members.
- PBAC and all subcommittees begin work.

February 2008
- Self-Study Executive committee begins meeting twice a month.
- Self-Study Steering committee begins meeting twice a month.

March 2008
- New Provost, Dr. Jane Rhoades Hudak begins.
- PBAC-CQIA holds first meeting.

April 2008
- First university-wide meeting to present the self-study process to the community and recruit members for the subcommittees (123 participants)
- Five subcommittees, based on the five criteria, are formed to report to the steering and executive committees.
- HLC Annual Meeting with a team of 22 GSU students, faculty, and administrators attending.

May 2008
- Templates established for data collection and editing by the Steering and Executive Committees.
- Committees continue to meet.
- Training sessions for the criterion subcommittees started.

June 2008
- Training sessions for the criterion subcommittees continue.
- Committees continue to meet.
- Co-chairs begin work on introductory chapter of self-study.

July 2008
- Training session video and audio tapes are available on the website.
- Subcommittees begin collect of data.
- Executive Committee continues meeting.
- Co-chairs write and introductory chapter for the self-study.

August 2008
- Draft of introductory chapter presented to Dean's Council and Provost for feedback and revision.
- Introductory chapter draft and sample table of contents are submitted to HLC Liaison, Dr. Robert Appleson in preparation for his campus visit.

September 2008
- Co-chairs offer HLC updates at college-wide meetings.
- Executive committee reviews findings from subcommittees through weekly meetings.
- Subcommittees collect data from all units.
- Focus groups occur for data collection.
- Regular updates to Board of Trustees.
- Consultation at GSU with HLC Liaison, (9/25) with participation from administrators, committee members, faculty and students.

October 2008 to February 2009
- Executive committee reviews findings from subcommittees through weekly meetings.
- Subcommittees collect data from all units.
- Focus groups occur for data collection.
- Co-chairs and executive committee combine information into a working document.
- Regular updates to Board of Trustees.
- Second university-wide meeting (November with 54 participants)
- Writing group established, first meeting in January
- HLC site visit team assigned and confirmed (February)

March 2009
- Final focus groups are conducted.
- Subcommittees wrap up data collection.
- Third university-wide meeting.

April 2009
- Subcommittees for the five criteria submit final reports to the Executive committee.

June/July 2009
- Executive Committee HLC2009 edits the final draft of the self-study.
- Provost and Assistant Provost review the final draft of self-study.

August 2009
- Self-study draft report presented to the Board of Trustees
- Self-study report is completed, published and presented on the GSU website.
- Third party comments are invited through advertising in local publications and the GSU website.

September 2009
- Self-study report submitted to the members of the visit team and HLC.

November 16-18, 2009
- On-site visit

APPENDIX D

Specialized Accreditation and External Consultation

The Board of Trustees of Governors State University mandated that all programs that are eligible for specialized accreditation should seek it and they have all been successfully accredited. For programs that do not have specialized accreditation available, an external consultant is hired to review the program and make recommendations. This listing is arranged by college and includes the dates of the most recent accreditation and external consultant visits. Full reports from these visits are available in the Resource Room.

College of Business and Public Administration

- All programs (Business Administration, Business and Applied Science, Accounting, Management Information Systems) in the College of Business and Public Administration have been fully accredited by the Association of Collegiate Business Schools and Programs (ACBSP) since 1995, except Management Information Systems accredited in 2000, with reaffirmation for all programs in 2005 for ten years until 2015. Note: The College is currently working toward accreditation through the Association to Advance Collegiate Schools of Business (AACSB).

- The College's graduate Public Administration program has been accredited since 1997 by the National Association of Schools of Public Affairs and Administration (NASPAA), with reaffirmation in 2005 for six years until 2011.

College of Education

- The College of Education offers graduate programs approved by the Illinois State Board of Education (ISBE) for teacher certification in the areas of early childhood education, administration, reading, special education, and school counseling. All programs in the Division of Education are accredited by the National Council for the Accreditation of Teacher Education (NCATE). The next review for both ISBE and NCATE will occur in 2011.

In addition, there are specialty accreditations for each separate program:

- Early Childhood Education (MA) has been accredited since 2002 by the National Association for the Education of Young Children (NAEYC) for seven years, extended until 2011.
- Educational Administration (MA) has been accredited since 2003 by the Educational Leadership Constituent Council (ELCC) for seven years, extended until 2011.
- Elementary Education (MA) has been accredited since 2002 by the Association of Childhood Education International (ACEI) for seven years, extended until 2011.
- Multicategorical Special Education (MA) has been accredited since 2002 by the Council for Exceptional Children (CEC) for seven years, extended until 2011.
- Reading (MA) has been accredited since 2002 by the International Reading Association (IRA) for seven years, extended until 2011.
- The graduate Counseling program housed in the Division of Psychology and Counseling is also approved by the ISBE for teacher certification (next review in 2011) and has been accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) since 1991, with reaffirmation in 2007 for seven years until 2014.

College of Health and Human Services

- The graduate Addictions Studies program has been accredited since 2003 by the Illinois Alcohol and Other Drug Abuse Professional Certification Association, Inc. (IAODAPCA), with reaffirmation in 2007 for two years until 2009.
- The graduate Communication Disorders program has been accredited in Speech-Language Pathology since 1987 by the Council on Academic Accreditation of the American Speech-Language-Hearing Association (ASHA), with reaffirmation in 2007 for eight years until 2015. It is also approved by the Illinois State Board of Education (next review in 2011) and leads to eligibility for the Initial Special Certificate and the School Service Personnel Certificate endorsement as a Speech-Language Pathologist. This major also meets the academic requirements for licensure in speech-language pathology in the state of Illinois.
- The undergraduate Nursing program has been accredited since 1981 and the graduate Nursing program since 1988 by the National League for Nursing Accrediting Commission (NLNAC), with reaffirmation in 2002 for eight years until 2010.
- The graduate Occupational Therapy program has been accredited since 1998 by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), with reaffirmation in 2004 for seven years until 2011.
- The graduate Physical Therapy program has been accredited since 1998 by the Commission on Accreditation in Physical Therapy Education (CAPTE), with reaffirmation in 2002 for nine years until 2011.
- The undergraduate Health Administration program has been accredited since 1978 by the Association of University Programs in Health Administration (AUPHA), with reaffirmation in 2005 for five years until 2010; and the graduate Health Administration program has been accredited since 2004 by the Commission on Accreditation of Healthcare Management Education (CAHME), with reaffirmation in 2008 for six years until 2014.
- The undergraduate and graduate Social Work programs are both accredited by the Council on Social Work Education (CSWE), with reaffirmation in 2007 for eight years until 2015.

College of Arts and Sciences

While many of the programs in the College of Arts and Sciences have no appropriate external accrediting agency to review a self-study, the College has consistently and regularly engaged external consultants well known in each program area to review the program and to make recommendations for improvements.

The College has four secondary education programs which participate jointly with the College of Education in the Professional Education Unit. These programs are Biology Teacher Education, Chemistry Teacher Education, English Teacher Education, and Math Teacher Education.

- The teacher education programs in Biology and in Chemistry are both fully accredited by NCATE until 2011 in addition to specialty accreditation in their respective fields. Both the Biology Teacher Education and the Chemistry Teacher Education programs have been accredited since 2002 by the National Science Teachers Association (NSTA) and the Illinois State Board of Education (ISBE) for seven years, with extension until 2010.
- The undergraduate English Teacher Education program is fully accredited by NCATE until 2011 and has been accredited since 2002 by the National Council of Teachers of English (NCTE) and the Illinois State Board of Education (ISBE—next review in 2011) for seven years, extended until 2010.

- As a new program, the undergraduate Math Teacher Education program will be participating in its first NCATE accreditation in 2011. The program has been recognized by the Illinois State Board of Education (2007) as well as the National Council for Teachers of Mathematics.

The most recent consultant visits and evaluations are summarized below:
- Art (BA and MA) by Adrian Tio in January 2004:
  - Realign BA to become a BFA
  - Improve/renovate the studios
  - Increase recruitment activities
  - Consider developing a Museum Track

- Communications (BA) by Deborah Borisoff in May 2004:
  - Develop a portfolio option for the senior seminar
  - Substantially revise the media production program
  - Develop a communications ethics course
  - Eliminate the redundancy in MCOM420 and COMS561
  - Add an Advertising course to Public Relations
  - Rename courses as suggested

- Communications and Training (MA) by Deborah Borisoff in May 2004 and Judith Hale for Human Performance and Training in February 2004:
  For Communications and Training:
  - Hire additional faculty to replace retired faculty
  - Improve technology support
  - Increase recruitment activities
  For Human Performance and Training:
  - Revise the program to move to the 2000 Standards
  - Improve program marketing
  - Improve customer service

- English (BA and MA) by Paul Jude Beauvais in December 2002:
  For the BA:
  - Pursue through the university's internal master planning process the creation of a dedicated computer laboratory for all sections of the program's writing courses
  - Develop a Technical Writing track
  For the MA:
  - Develop a Community College Teaching track. This track will serve those desiring to move from middle school/high school teaching to community college instruction.
  - Remodel the English faculty offices for faculty security and confidential student conferences

- Political and Justices Studies (MA) by Antonio Holland in February 2004:
  - Consider course revisions
  - Redesign the culminating experience courses

- Social Sciences (BA) by Antonio Holland in February 2004:
  - Develop a Teacher Education concentration

- Create a World Studies and an American Studies concentration within the major
- Develop minors in World Studies and in American Studies
- Develop a Certificate in Museum Studies

- Analytical Chemistry by Netkal Made Gowda in March 2008:
  - Renovate the laboratory facilities
  - Hire additional faculty
  - Develop an examination instrument to assess student knowledge

- Computer Science by Bob Cannon in March 2006:
  - Develop a Forensics concentration
  - Develop a project option for the culminating experience

- Biology and Environmental Biology by Brock R. McMillan in April 2008
  - Renovate the laboratory facilities
  - Update the curriculum
  - Develop a master's program in Biology

APPENDIX E

GSU Alumni Data Survey 2008 Results: Master's Alumni Class of 2006

Highlights of the Results:

- Educational Outcomes
  - 90.7% acquired a strong understanding of their major field of study
  - 87.3% acquired knowledge and skills applicable to their present career while at GSU
  - 82.4% received a well-rounded education
  - 80.9% learned to work cooperatively

- GSU's graduate-level outcomes for all students
  - All respondents agreed that stated outcomes were important (none checked "does not apply")
  - More than 85% of the FY06 master's graduates stated that they had had to demonstrate each of the seven master's level outcomes found on page 51 of the 2008–2009 *GSU Catalog*: **www.govst.edu/catalog/**

- Satisfaction with Governors State University
  - 96.6% of the respondents report that their present attitude toward their graduate major is positive
  - 96.5% indicated their degree prepared them for their certification/licensing exam
  - 96.0% believe that class size was just right (good or excellent)
  - 94.1% of the respondents report that their present attitude toward GSU is positive
  - 91.9% would recommend GSU to another student
  - 90.1% said they'd choose the same major again
  - 89.9% received timely feedback regarding their class performance
  - 89.1% say that instructors provided timely feedback
  - 87.4% passed their certification/licensing exam on the first attempt
  - 86.7% report that they were expected to work cooperatively with other students
  - 85.1% were satisfied with course scheduling (time of day, etc.)
  - 84.7% report that faculty were available outside of class
  - 84.2% report that the quality of instruction was either good or excellent
  - 83.2% indicated that faculty used appropriate teaching activities to help them learn
  - 82.3% report that faculty expectations for quality work were high
  - 82.2% indicate that they were encouraged to challenge ideas
  - 81.1% indicate that they were expected to be prepared for class
  - 80.9% say they'd return to GSU if they had it to do all over again
  - 22.9% earned their bachelor's degree from GSU

- Further Education
  - 97.5% said their master's degree was good preparation for their subsequent education
  - GSU was the most popular institution for continuing their education (of those who did so, 15.1% did so at GSU)

- Employment
  - 93.5% said their master's degree was good preparation for their present job

- 95.1% said they were comfortable with the technology requirements of their job when they graduated
- 91.5% indicated that they are satisfied with their current job
- 82.9% report their job is related to their degree
- The two most frequent primary employers are elementary/secondary schools (48.6%) and business (11.9%)
- Median income is $55,000.
- The unemployment rate is 2.5%

GSU Alumni Data Survey 2008 Results: Master's Alumni Class of 2002

Highlights of the Results:
- Educational Outcomes
  - 92.5% acquired knowledge and skills applicable to their present career while at GSU
  - 88.1% acquired a strong understanding of their major field of study
  - 84.3% received a well-rounded education
  - 82.7% learned to work cooperatively
  - 81.3% realized that learning is a life-long process

- GSU's graduate-level outcomes for all students
  - All respondents agreed that stated outcomes were important (none checked "does not apply")
  - More than 89% of the FY02 master's graduates stated that they had had to demonstrate each of the seven master's level outcomes found on page 51 of the 2008-2009 *GSU Catalog*: **www.govst.edu/catalog**/

- Satisfaction with Governors State University
  - 92.3% indicated their degree prepared them for their certification/licensing exam
  - 98.1% believe that class size was just right (good or excellent)
  - 94.2% would recommend GSU to another student
  - 90.7% received timely feedback regarding their class performance
  - 91.3% of the respondents report that their present attitude toward GSU is positive
  - 89.1% passed their certification/licensing exam on the first attempt
  - 93.3% report that the quality of instruction was either good or excellent
  - 90.7% were satisfied with course scheduling (time of day, etc.)
  - 80.7% report that faculty were available outside of class
  - 86.2% indicated that faculty used appropriate teaching activities to help them learn
  - 82.4% indicate that they were expected to be prepared for class
  - 85.3% say they'd return to GSU if they had it to do all over again
  - 27.6% earned their bachelor's degree from GSU

- Further Education
  - 92.6% said their master's degree was good preparation for their subsequent education
  - GSU was the most popular institution for continuing their education (of those who did so, 17.9% did so at GSU)

- Employment
  - 96.2% said their master's degree was good preparation for their present job
  - 94.3% said they were comfortable with the technology requirements of their job when they graduated
  - 96.2% indicated that they are satisfied with their current job
  - 85.7% report their job is related to their degree
  - The three most frequent primary employers are elementary/secondary schools (44.4%), federal, state or local government (10.1%) and business (10.1%)
  - Median income is $65,000.
  - The unemployment rate is 0.9%

GSU Alumni Data Survey 2008 Results: Baccalaureate Alumni, Class of 2006

[Survey respondents were representative of the Class of '06 with regard to gender, ethnicity and college affiliation but were significantly older (average age 37) than the Class of '06 (average age 35). Thus, the survey results should be generalized with caution.]

Highlights of the Results:
- Educational Outcomes
  - 87.2% realized that learning is a life-long process
  - 86.8% acquired a strong understanding of their major field of study
  - 85.3% received a well-rounded education
  - 80.7% learned to work well in groups
  - 80.6% improved their ability to write clearly and effectively

- GSU Bachelor's Level Student Outcomes for All Students
  - 79.0% state that they were required to demonstrate values that enable problem solving in a complex society
  - 80.3% indicate that they were required to demonstrate skills that enable problem solving in a complex society
  - 82.1% report having to demonstrate using critical thinking to make independent judgments
  - 81.6% state that had to demonstrate creative thinking skills
  - 85.9% report having to demonstrate their understanding of theories relevant to their area of study
  - 86.7% indicate that they had to demonstrate their ability to apply the theories

- Satisfaction with Governors State University
  - 94.9% would recommend GSU to another student
  - 94.6% of the respondents report that their present attitude toward GSU is positive
  - 92.2% believe that class size was just right (good or excellent)
  - 92.0% have a positive attitude toward their undergraduate major
  - 91.8% say they'd return to GSU if they had it to do all over again
  - 89.0% report that the quality of instruction was either good or excellent
  - 87.2% report that faculty expected high quality work from them
  - 85.3% received timely feedback regarding their class performance
  - 84.0% report that library services were either good or excellent

- 83.9% indicate that faculty used appropriate teaching activities to help them learn
- 81.9% report that faculty were available outside of class
- 81.7% indicate that they were expected to be prepared for class

- Further Education
  - 48.4% have enrolled in a college or university since completing their degree one year ago
  - 98.1% said their undergraduate degree was good preparation for their subsequent education
  - GSU was the most popular institution for continuing their education (of those who did so, 60% did so at GSU)
  - More than 50% (53.6%) indicate that they are interested in returning to GSU for another degree

- Employment
  - 90.7% said their undergraduate degree was good preparation for their present job
  - 88.9% indicated that they are satisfied with their current job
  - The three most frequent primary employers are business (27.7%), elementary/secondary schools (24.1%), and higher education (7.9%)
  - Median income is $37,000.
  - The unemployment rate is 4.1%

GSU Alumni Data Survey 2008 Results: Baccalaureate Alumni Class of 2002

[Survey respondents were representative of the Class of '02 with regard to gender, ethnicity and college affiliation but were significantly older (average age 41) than the Class of '02 (average age 39). Thus, the survey results should be generalized with caution.]

Highlights of the Results:
- Educational Outcomes
  - 87.6% realized that learning is a life-long process
  - 86.6% received a well-rounded education
  - 82.7% acquired a strong understanding of their major field of study
  - 82.7% improved their ability to write clearly and effectively
  - 80.6% developed the skills to learn independently

- GSU Bachelor's Level Student Outcomes for All Students
  - 78.9% state that they were required to demonstrate values that enable problem solving in a complex society
  - 83.4% indicate that they were required to demonstrate skills that enable problem solving in a complex society
  - 82.8% report having to demonstrate using critical thinking to make independent judgments
  - 79.4% state that had to demonstrate creative thinking skills
  - 85.2% report having to demonstrate their understanding of theories relevant to their area of study
  - 81.6% indicate that they had to demonstrate their ability to apply the theories

- Satisfaction with Governors State University
  - 98.0% would recommend GSU to another student
  - 94.6% indicated that their degree prepared them for certification/licensing exams
  - 93.2% have a positive attitude toward their undergraduate major
  - 90.3% say they'd return to GSU if they had it to do all over again
  - 89.1% indicated that faculty expected high quality work from students
  - 89.7% received timely feedback regarding their class performance
  - 88.5% report that the quality of instruction was either good or excellent
  - 87.8% indicated that faculty used appropriate teaching activities to help them learn
  - 86.0% believe that class size was just right (good or excellent)
  - 85.9% of the respondents report that their present attitude toward GSU is positive
  - 83.3% indicate that they were expected to be prepared for class
  - 83.3% report that they were expected to come to class prepared
  - 81.3% report that faculty encouraged them to challenge their own ideas as well as those of others
  - 80.2% report that full-time faculty were available outside of class
  - 80.1% indicated that the classes they needed to complete their degrees were available

- Further Education
  - 49.6% have continued their education.
  - 89.3% said their undergraduate degree was good preparation for their subsequent education
  - GSU was the most popular institution for continuing their education (of those who did so, 46.6% did so at GSU)

- Employment
  - 93.5% indicated that they felt comfortable with the technology requirements of their job upon graduation
  - 90.9% said their undergraduate degree was good preparation for their present job
  - 86.7% indicated that they are satisfied with their current job
  - 82.2% have worked for two or fewer employers since graduating
  - The three most frequent primary employers are federal, state or local government (24.6%), business (20.0%), and elementary/secondary schools (14.6%)
  - Median income is $50,000.
  - The unemployment rate is 4.6%

In addition, some colleges and programs conduct their own much more program-specific surveys of alumni: For example, the College of Education Dean's Office mails surveys to alumni who have graduated one, three, and five years from the current trimester/year, and if there is no response to the first mailing, a second survey is sent.

APPENDIX F

Office of Sponsored Programs and Research (OSPR)
Status Report

Information as of August 24, 2009:

Number of Active Grants and Contracts:	63
Estimated FY09 Revenue:	$7,035,809
Number of New Grant/Contract Submissions in FY09:	66
Number Funded:	22
Anticipated Revenue from Newly funded Grants/Contracts:	$1,570,836
Number Not Funded:	21
Number Pending:	23

APPENDIX G

GSU Leaders in Online Teaching and Course Development

CHHS Administration

Dr. Linda Samson, Dean of the College of Health and Human Services has taught online classes for several years both at GSU and Clayton State University, in Georgia. She was an "early adopter" of educational technology and taught her first online course in 1997. Since that time she has developed and taught numerous online courses including most recently HLSC 840 Responsible Conduct of Research for the DNP program. She uses online and blended methods of instruction depending upon identified learner needs. Dr. Samson wrote the grant application as a part of the Johnson & Johnson Promise of Nursing project where she identified lack of faculty expertise in distance education pedagogy as one of the barriers to expanding nursing school capacity. This grant served as the seed funding for the development of the first course in the Online Teaching Certificate at GSU. The initial work from this grant validated the need to increase the ability of nursing faculty to work with students in learning formats where asynchronous learning was expected either fully for the course or in a substantial and meaningful way.

Nursing Program

Dr. Nancy MacMullen has created and taught the bridge course and the nursing research course. She has also taught web-enhanced courses in the nursing masters and practice doctorate programs for the past several years. She is currently completing the courses in the Certificate in Online Teaching and Learning.

Dr. Catherine Tymkow has taught nursing management as an online course and has taught several graduate courses in an online format.

Patricia Martin has completed the Certificate in Online Teaching, giving her extensive experience in design and technology required for quality online courses. She teaches pathophysiology and nursing management online. She is available for consultation, problem solving and peer evaluation of courses taught online by fellow faculty members.

Shirley Comer has also completed the Certificate in Online Teaching. One of her most successful efforts was in developing a fully online equivalent for the Nursing Health Assessment Course. The course involved many web/publisher resources necessary for nursing students to be able to perform a complete health history and physical. Because of her technical expertise, she is a resource for faculty who need technical assistance in implementing their online courses.

Linda McCann, nursing advisor, has completed the Certificate in Online Learning and is available as a resource for faculty. She particularly excels in course design and maintaining technical standards.

Addiction Studies/Behavioral Health Program

Dr. Gregory Blevins is a newcomer to online course development, but has been providing coursework in televised formats since 1982. As Department Chair of Addictions Studies/Behavioral Health, Dr. Blevins has been very supportive and encouraging in the development of online courses and is enrolled in the Certificate in Online Learning program.

James Golding is a full-time lecturer in the Addictions Studies program. Mr. Golding was an early participant in the conversion of those courses and in teaching the associated certificates. He offers 10 – 12 online course sections annually and serves as consultant to other faculty teaching online courses. Mr. Golding has a MHS in Addictions Studies and completed the Certificate in Online Teaching.

Drs. Cheryl Mejta, Raven James, and Jacqueline Elder are in the process of taking courses in the Certificate in Online Learning. Each of these faculty members have recently begun offering online coursework.

Faculty and staff in the Center for Online Teaching and Learning (COTL)

Eric Wignall, coordinator of the Center for Online Teaching and Learning, is also an advisor for the certificate program and assistant professor of Digital Media. Mr. Wignall is completing his Ph.D. in Communication at Purdue University after earning an M.A. in Modern Comparative History from the University of Essex, and a B.S. in History and Political Science from Indiana State University. He has been teaching with technology since beginning his career in 1988 at Valparaiso University and has presented on media and technology at a wide variety of national and international conferences.

Janet A. Engle is an instructional developer and has an M.S.Ed. in Online Teaching from California State University Hayward, a M.A. in Counseling from GSU and an M.H.S. in Addiction Studies from GSU. She has worked at GSU since 1992, initially in the Addiction Studies program as a special project manager and as adjunct faculty. For the past five years she has been a part of the Center for Online Teaching and Learning where she teaches two of the Certificate in Online Teaching courses and provides instructional support and workshops for faculty who are integrating online elements into their teaching. She has won several awards for her online courses, including: the WebCT Exemplary Course Award for ONTL650: Introduction to Online Learning in 2006 and the Blackboard Greenhouse Exemplary Course Award for ONTL650: Introduction to Online Teaching in 2007.

Barbara Mandel is an instructional developer and holds an MA in English from Notre Dame University and a Master of Arts and Liberal Studies from Valparaiso University. She has taught at GSU since 2004 and has presented at a wide variety of professional workshops and taught various online courses.