



# 2013

## Focused Visit Report and Institutional Snapshot

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

**Governors State University, Focused Visit, April 15-16, 2013**  
**Materials Set 1—Focused Visit Report and Appendices**

**1. Document I—Focused Visit Report**

**Introduction**

**Summary of GSU's recent interactions with the Higher Learning Commission**

In its letter of June 23, 2010, the North Central Association of Colleges and Schools' Higher Learning Commission (HLC) granted re-accreditation to GSU and approval of the EdD in Counselor Education and Supervision. Subsequent to that action, GSU has made several additional proposals to HLC.

- 1) GSU responded to a call from HLC about online programs and reported a number of additional GSU degree programs that students could complete, taking 50% or more of their courses online.
- 2) GSU initiated a substantive change proposal to offer an additional doctoral program, an EdD in Interdisciplinary Leadership; approved by HLC on August 29, 2012.
- 3) GSU initiated a substantive change request to offer the Educational Specialist degree level for its proposed (and IBHE/ISBE-approved) School Psychology MA/EdS program; approved by HLC on January 14, 2013.
- 4) GSU, which has served only upper division undergraduate and graduate students during its 44 year history, initiated a substantive change proposal to serve a new population of students, accepting first-year undergraduates in 2014.

In short, GSU is an institution in a rapid growth mode determined to more fully achieve its mission as a public, regional, comprehensive university.

After the re-accreditation self-study and visit of 2009/10, HLC also took the following actions.

- 1) HLC mandated a focused visit during 2012/13, now scheduled for April 15-16, 2013, described as following: "A visit focused on assessment and institutional effectiveness including attention to general education and to comparative outcomes for students in online programs."

- 2) GSU submitted a request to HLC to participate in the Assessment Academy, in part to address HLC's requested attention to assessment, especially of general education. GSU began participating in the Assessment Academy in November 2010 and, according to HLC mentors, has made good progress towards fulfilling its assessment project.
- 3) HLC agreed in August 2012 with GSU's January 2012 proposal to add the substantive change request to begin serving lower division students to the focused visit of April 2013.
- 4) HLC affirmed on September 25, 2012 that GSU will follow the standard pathway towards reaccreditation.

### **Purpose of this focused visit report**

Governors State University submits this focused visit report for the following purposes:

- 1) To demonstrate GSU's commitment to systematic use of evidence to drive decision-making and to sustain continuous quality improvement
- 2) To demonstrate GSU's comprehensive, evidence-based, state-of-the-art approach to develop General Education outcomes, curriculum, co-curriculum, and assessment of student learning outcomes
- 3) To demonstrate GSU's efforts to improve student performance in undergraduate student (upper division) writing, GSU's Assessment Academy project
- 4) To demonstrate GSU's systematic implementation of quality control and assessment of student learning outcomes for online or hybrid courses and programs

Since the visiting team came to GSU in 2009 and submitted their report in 2010, GSU has made substantial progress in the areas of concern that have led to the focused visit. In addition, GSU has demonstrated its thorough, evidence-based, integrated approach to planning and implementing a lower division and new General Education program. While currently not at the level of its aspirations, GSU will demonstrate through this report that it is an evidence-based institution of higher education focused on learning from its experience and dedicated to continuous quality improvement.

## **Organization of the focused visit report**

The organization of this focused visit report will reflect the main purposes of the study. After an introduction to the Institutional History and Context (1.a), focusing primarily on new developments from the time of the last visit, and a summary of GSU's response to the focused visit on institutional effectiveness (1.b), there will be four additional sections of evidence (1.c.i-iv). GSU's strategic plan, Strategy 2015, will provide the organizing framework to demonstrate GSU's commitment to systematic, evidence-based decision-making and continuous quality improvement. GSU's Institutional Effectiveness Committee has contributed most of the work of this section (1.c.i). In the second section (1.c.ii), we will refer primarily to the work of the General Education Task Force and in the third section (1.c.iii) to the work of the Committee for Assessment of Student Learning Outcomes (CASLO). The primary organizers have moved beyond the members of the group to engage an ever widening circle of stakeholders in planning, implementation, and improvement. The fourth section relates to the quality controls within the colleges and in university-wide curricular processes for online education (1.c.iv). Throughout the document there are extracts from larger documents that, when essential, will also be included in the Appendix. For the ease of use of the visiting team, GSU has compiled this set of documents on a USB flash drive. There are also links to publicly shared and internal documents. These documents will be placed in a physical evidence room for the visiting team's inspection.

Reflective of GSU's commitment to continuous quality improvement, GSU will note areas of needed improvement throughout the focused visit report. Similar to other learning organizations, GSU has never fully arrived at its goals of excellence; we are always on the path to greater levels of achievement. As this report demonstrates, while GSU identifies areas of needed improvement, it also has increased its commitment and refined its organization to address areas of needed systemic improvement.

### **1.a. Brief description of institutional history and context**

#### History Before 2009/10 Reaccreditation Process

The history of GSU from its 1969 founding during the innovative 1960's through the first decade of the millennium is summarized in its 2009 Self-Study (Available in the HLC onsite visit Resource Room. Item 1, Provost's Page, Self-Study Report, pp. 1-34). For this focused visit, relatively close to the last full reaccreditation visit, repeating this history would be of limited value. Instead, we will extract some of the elements related to the current focused visit while

concentrating on several significant new developments that are rapidly changing the institutional context.

It is worth recalling that GSU was founded as an innovative public university – initially a “university without walls” – to serve as a comprehensive regional institution for students within a large geographical and population area extending from the south side of Chicago to southern and southwestern suburbs and a large rural area that also contains some smaller cities such as Kankakee. Following an experimental trend of the 1960’s and 1970’s, there was an initial decision that GSU would accept only upper-division juniors and seniors as well as master’s-level students. This history remained with the university throughout most of the last reaccreditation period, although by the end of this time there was substantial institutional change on the horizon. In 2007/08 GSU implemented its first doctoral program in physical therapy, planned several professional doctoral programs which began in 2008-2013, and unveiled its comprehensive strategic plan for university development, Strategy 2015: Inspire Hope, Realize Dreams, Strengthen Community. (Appendix A, Item 1)

#### After 2009/10 Reaccreditation Review: GSU’s Rapid Renaissance

##### *A Rapid Renaissance to Fulfill the Mission*

Immediately following the 2009/10 Self-Study GSU administrators and faculty continued to address the university’s challenges to serve highly diverse communities within its service area, determining that there would need to be much swifter change to fulfill the university’s mission. In order to do this effectively, GSU is undertaking a series of innovative, bold steps, leading to a “rapid renaissance” of the university. GSU was growing, but as noted by the visiting reaccreditation team, not nearly as rapidly as planned. Thus, GSU, using Strategy 2015 as its guide, began systematically expanding its programs, services, and connections with the communities to achieve rapid, needed expansion. GSU has taken steps to provide a much fuller array of academic programs to fulfill its role as a regional, comprehensive four-year university. Even more significantly, GSU developed a research-based analysis that determined the need to add residential life and a full four-year undergraduate program, making the campus more accessible to students who want a quality, public, four-year university option within the region where they live and work.

During this rapid renaissance, GSU will transition, from 2010 to 2014, into a full-service, four-year undergraduate institution while beginning a residential student community. At the same time, GSU’s approach to serving undergraduates has been and will continue to be inclusive, focusing on serving the often overlooked transfer student. While planning to add lower division

curriculum and students, during this post-reaccreditation period GSU also has made significant progress towards its goal of providing national leadership in the successful transfer of community college students to a four-year institution. During this brief period since 2010, GSU has formed the Chicagoland Alliance for Degree Completion, launched its signature Dual Degree Program eventually signing agreements with ten community college partners, and gained a \$875,000, three-year Kresge Foundation educational program grant to support this innovative, well-researched, and evidence-based approach to successful transfer. GSU has gained national recognition not only through the Kresge Foundation but also through the Undersecretary of Education, Dr. Martha Kanter, featuring this program as an “island of excellence.” ([http://www.govst.edu/AboutGSU/t\\_AboutGSU.aspx?id=191&terms=martha%20kanter](http://www.govst.edu/AboutGSU/t_AboutGSU.aspx?id=191&terms=martha%20kanter))

GSU continues to expand its graduate programs, adding several new post-Masters programs including an EdD in Counselor Education and Supervision; EdD in Interdisciplinary Leadership; and an MA/EdS in School Psychology.

GSU has looked for means to extend its range of graduate disciplines during a time when graduate programs in education and business, two of GSU’s largest areas of graduate study, have been declining nationally. GSU is rapidly adapting to changes in the educational marketplace through multiple strategies: quality initiatives (e.g., seeking AACSB accreditation); changing modalities to suit current and potential students (e.g., new online master’s and doctoral programs); expanding concentrations in existing programs (e.g., a new MSN concentration, Family Nurse Practitioner); and investing in completely new programs (e.g., a BS in Information Technology).

All changes have been carefully attuned to the goals of Strategy 2015, using evidence-based decision-making to establish priorities, and to design, implement, and assess programs. For example, analysis of Kiplinger revealed that GSU offered too few undergraduate majors compared to peer institutions among “Kiplinger’s List of Best Values in Public Colleges” and even compared to smaller private universities within GSU’s service area. This analysis indicated that while GSU should continue to grow its graduate programs, it must expand even more rapidly its undergraduate offerings in order to meet the needs of the region.

The development of an Academic Master Plan (described in 1.c.i below), led by a new provost who joined GSU in 2010, was a critical step. Responding to the need for additional undergraduate and graduate programs, GSU has developed or has already implemented curriculum for 27 new undergraduate and graduate programs, summarized in Table 1.

TABLE 1

New Programs at GSU: 2010 – 2013

PROGRAM	DEGREE	STATUS	START DATE
Accounting	Accelerated BS-MS Degree	IBHE Approved	AY12-13
Anthropology- Sociology	B.A.	IBHE Approved	AY12-13
Minors in each field	Minor: Anthropology Minor: Sociology	GSU Review Pending	Projected AY2013-14
Business Management	BA Minor: Management	GSU Review Pending	Projected AY13-14
Community Health	BHS	IBHE Approved	AY10-11
Economics	BA and BS	IBHE Approved	Projected AY13-14
Entrepreneurship	B.A.	IBHE Approved;	AY12-13
Minors	Entrepreneur Accounting	GSU Approved	AY12-13
History	BA	GSU Review Pending	Projected AY13-14
Information Technology	BS	IBHE Approved	AY12-13
Media Studies	BA	GSU Review Pending	Projected AY13-14
Political Science	BA	IBHE Pending	Projected AY13-14
Psychology Minors	BA Minors -Industrial/ Organizational Psychology; -Forensic Psychology	GSU Approved  GSU Approved	AY12-13  AY12-13
Theater and Performance Studies	Minor without Major	IBHE Pending	Projected AY13-14
Addictions Studies	MHS, New Track Option: Addiction Counseling	IBHE Approved	AY11-12
Criminal Justice	MA	IBHE Approved	AY11-12
Education	MAT, Urban Teacher Education	IBHE/ISBE Approved	AY11-12
Family Nurse Practitioner	MSN	New MSN Option; NLNAC Approved	AY11-12
Mathematics	MS	IBHE Approved	AY12-13

PROGRAM	DEGREE	STATUS	START DATE
School Psychology	MA	IBHE/ISBE Approved	Projected AY13-14
School Social Work	MSW	New MSW Option; ISBE Approved	AY11-12
Educational Specialist for School Psychology	EdS	IBHE/ISBE Approved HLC Approved	Projected AY13-14
Counselor Education and Supervision	EdD	IBHE/ISBE/HLC Approved	AY10-11
Interdisciplinary Leadership	EdD	IBHE/HLC Approved Superintendent Track Pending ISBE Approval Online Degree	Higher Education and Not-for-profit Tracks, Spring 2013; Superintendent and Public Safety Tracks, Projected Fall 2013

As part of these efforts to grow the curriculum, GSU is working to revive its performing arts academic programming, including some majors that were ended nearly 20 years previously. The already implemented MFA in Independent Film and Digital Imaging has led the way, and now GSU is planning a new BA in Media Studies as well as a Theatre and Performance Studies minor, soon to be followed by a major in the same program. To address perceptions of disconnection of GSU's professional "houses" from its academic programs, GSU created a new division of Communication, Visual, and Performing Arts within the College of Arts and Sciences. The Center for Performing Arts as well as existing television and film staff from Digital Learning and Media Design were assigned to the new division, strengthening the integration of these production units into the core academic mission of the university.

GSU leadership realized that to offer the full array of academic programs typical of a regional, comprehensive university, the university would need to serve a new group critical to its mission: lower division students. Forty-five years into its history, GSU will accept its first freshmen in 2014. During this rapid renaissance, GSU's Board of Trustees also endorsed a plan to build the University's first phase of student housing. The university will break ground for its first student residence hall, serving 300 students, in spring 2013 with a completion date of mid-summer 2014. The original decision to build residence halls was based only on upper division and graduate student demand. With the addition of lower division students, the decision to build 300 units moved from a low risk to very low risk endeavor.

Thus, beginning in the fall of 2015, GSU will have a full set of undergraduate students from the freshman to the sophomore year, a national model to serve transfer students, a more complete set of academic programs, a larger set of relevant and accessible master's degree offerings, a limited set of professional doctorates, and a learning community to serve students at all these levels. GSU's rapid renaissance will move the institution much closer to fulfillment of its role as the only regional, comprehensive university serving a large area of Illinois.

### *Resources for Expansion*

Another major event that has occurred during the rapid renaissance of 2010-2014 is the long-delayed renovation of GSU's science wing, which began in 2011. The first phase will be completed in early summer of 2013, and the second phase should be complete in time for spring semester 2014. As plans for a first-year class were under discussion, GSU quickly determined how lower division students could be served through a combination of wet labs and cyber labs, and there is much enthusiasm (and even competition) to teach this new group of students. GSU continues to press for its next major academic building, a Multi-Use Classroom Building, and it recently added a new Library to its capital plan request. In 2011, GSU also added two temporary classroom buildings to accommodate class scheduling needs during renovation, facilities that will remain available as the campus continues to grow. The university continues to make regular infrastructure improvements that have led to a rapid renaissance of the campus physical plant. For example, for the first time in its history, GSU now has abundant and clearly marked signage both outdoors and inside for students and visitors to locate buildings and rooms. There is now a Welcome Center at the main entrance to serve students and visitors. The Hall of Governors has become a more inviting space with both computer stations and comfortable furniture, encouraging students to linger on campus. Just off the Hall of Governors, Engbretson Hall will be renovated this year, adding even more new life to this central point on campus. A significant percentage of re-roofing has been completed and GSU continues to increase resources to address deferred maintenance.

State funding, and most particularly pension underfunding, continue to be a threat to public universities in Illinois. As in many other states, there is an increasing shift away from taxpayer funding for higher education. Yet with judicious management during this rapid renaissance period, GSU's financial position has continued to improve. While GSU's net state appropriations declined by 11% (from \$27.7 million in FY 2007 to \$24.7 million in FY 2013), the university's net operating revenues are projected to increase by 23% over the same period (from \$40.6 million in FY 2007 to approximately \$52.0 million in FY 2013). This positive change over the past five years is primarily a result of GSU's increases in tuition and fees in combination with enrollment growth and does not include increases in grants and contracts.

## *Enrollment*

GSU has made several other major changes to make the university more attractive to a wider range of students. Beginning in 2010/11 the university transformed its 40-year-old trimester system into a traditional two-semester plus summer session model. The change in the academic calendar has allowed GSU to attract college students looking for transferable summer classes that coincide with their schools' summer schedules while still meeting the needs of working professionals (for example, public school teachers seeking summer classes with a later start date). GSU now has a twelve-week summer term, two shorter six-week terms, and courses aimed at different professional groups that overlap these terms. GSU also piloted a small but successful winter intersession in 2012/13 which it plans to expand in 2013/14 and beyond. Although GSU found that other campuses making a major calendar change have lost enrollment, (<http://www.daytondailynews.com/news/news/local/college-enrollment-drops-with-switch-to-semesters/nSFBG/>), GSU was still able to continue to grow, albeit more slowly than it wished, during the transition from trimester to semester. The complete picture of university enrollment and demographics are provided in Appendix B (University Snapshot).

The addition of several new programs increased enrollment, but not quite as planned due to the fall of enrollment in undergraduate and graduate fields of Education. Similar to many other states, Illinois has changed the qualifying examination for candidates in teacher education, leading to a large reduction in the number of students eligible to pursue undergraduate degrees. GSU's Dean and its Division Chair of Education have been state leaders in addressing this sudden change, which has disproportionately affected minority candidates' ability to pursue teaching. At the same time, the great majority of colleges of education in the United States, like GSU, have experienced a severe downturn in enrollment, particularly in graduate school enrollment. The nation-wide crisis in state funding has led to reduction in hiring and even layoffs of teachers as well as lack of school district support of continuing professional credentialing of teachers. At GSU, the decline in teacher education enrollment has been partially offset by vigorous growth in undergraduate and graduate Psychology. Strong growth in the College of Health and Human Services, continuing at over 10% per year, has meant that CHHS has surpassed the enrollment numbers of the College of Education and contributed to GSU's net positive growth in student credit hours. GSU also has been successful in reducing the number of students enrolled in a small number of units ("very part-time" students) as well as non-degree seeking undergraduate and graduate students, encouraging students to commit to complete their degrees in a timelier manner. The percentage of full-time, undergraduate students has grown substantially, and the percentage of undergraduates, once only 40%, is now

approximately 58%. GSU is increasingly shifting its schedule to accommodate full-time undergraduate students who seek day-time classes.

As a result of these shifts in student population and enrollment patterns during the past five years, GSU grew substantially the number of undergraduate degrees awarded, fell significantly in master’s degrees earned, and conferred its first doctoral degrees.

<b>Table 3: Degrees Awarded by Academic Year</b>					
	<b>FY2007</b>	<b>FY2008</b>	<b>FY2009</b>	<b>FY2010</b>	<b>FY2011</b>
	<b>Degrees</b>	<b>Degrees</b>	<b>Degrees</b>	<b>Degrees</b>	<b>Degrees</b>
<b><i>Undergraduate</i></b>	776	768	858	923	958
<b><i>Masters</i></b>	834	1000	848	865	665
<b><i>Doctoral</i></b>			20	44	41

GSU’s success in growing new academic programs can be measured, in part, by the headcount in new programs. Here are some highlights (with approximate numbers as of January 29, 2013, since students regularly add or change majors or programs):

- The BHS in Community Health, begun in Fall 2010, has 112 majors in Spring 2013
- The BS in Information Technology, started in Fall 2012, already has 13 majors
- The Criminal Justice MA, started in Fall 2011, has 67 students in Spring 2013
- The EdD in Counselor Education and Supervision, started in Fall 2010, has 17 students
- The EdD in Interdisciplinary Leadership, begun in Spring 2013, has 12 students with a large prospect list for Fall 2013

*Faculty and Staff*

During this rapid renaissance period, GSU has experienced considerable faculty and staff turnover that has allowed us to recruit a significant number of energetic, creative, and productive faculty and staff excited about building new programs and helping GSU to transition rapidly to become a higher education leader of the 21st century. The State of Illinois’s continuing uncertainty about changes to pension policies and benefits as well as GSU’s specific

age as a university has contributed to this turnover. For example, at the end of June, 2012, approximately 60 faculty and staff retired, about 50% above the normal rate of retirement.

For programs with a large number of long-time tenured faculty, the retirement turnover has been quite notable. In many areas, retirement has created the possibility of replacing a single faculty member with more than one position or has allowed units to absorb budget reductions forced by diminished state support. In other areas, especially in Business programs where national salary levels have increased at an above average rate, there has not been much opportunity to experience salary savings. While GSU has lost a great deal of knowledge and expertise as well as some long-standing community connections, the generational turnover also has allowed the university to adjust its resource use to adapt rapidly to change. Specific “salary lines” aren’t reserved for replacement; each area of the university prioritizes its needs and presents hiring plans through the Planning and Budget Advisory Council, which in turn makes recommendations to the president about hiring priorities.

Transitions among GSU’s administrative staff have included both replacements for vacated positions as well as the addition of new positions. Within Academic Affairs, GSU hired a new Provost in 2010. The deans of the College of Education and the College of Business and Public Administration have been in place for multiple years, while the Dean of the College of Arts and Sciences and the Dean of the College of Health and Human Services were recruited since the last reaccreditation visit. In 2012, we also successfully recruited an experienced and creative Dean of Students. Other transitions in Academic Affairs include the promotion of a director to a new Assistant Dean of Students position (2011) to enhance student engagement activities; an interim leader for the Library, since the former library leader retired in 2011, and a current search for a permanent dean; a new Associate Provost for faculty affairs (2012), replacing the retired Associate Provost; and an Assistant Provost promoted to Associate Provost for curriculum (2012). GSU has a newly created Director of Academic Engagement (2012) who also assumed responsibility for coordination of articulation and is currently searching for an Executive Director of Continuing Education and Learning Partnerships (2012/13). All these transitions are leading to a strong, high-performing team within Academic Affairs and Student Affairs that is preparing for the transition to lower division and residential students while strengthening our community connections.

Other major administrative transitions include the appointment of a half-time President’s Special Assistant for Community College Relations in 2010, essential to building GSU’s distinctive Dual Degree Program. This critical investment paid off for the university, as GSU was able to secure a Kresge Foundation Grant to support the innovative partnerships fostered by the president’s and provost’s offices. GSU also created another new position in 2011, a Vice

President of Enrollment Management and Marketing, to address the need to improve enrollment growth and student satisfaction identified through the 2009/10 self-study and reaccreditation process. Also, as the Executive Vice President began to lead the Colleague implementation and to oversee two major building projects, a new Vice President of Administration and Finance was appointed in 2011. GSU changed direction in governmental relations in 2012 from using a lobbying firm to hiring a highly experienced Director of Governmental and Community Relations. After assessment of its progress in fundraising, GSU also in 2012 made a change in leadership in Institutional Advancement and replaced its outgoing Director of Public Relations with an Associate Vice President for Marketing and Communication. These moves, influenced by institutional assessment, have repositioned GSU as a more successful organization with increased capacity to lead its renaissance.

### *Summary of Institutional History and Context*

In short, since the development of Strategy 2015 and especially with the impetus of the last reaccreditation self-study, visit, and action, GSU is an organization determined to evolve quickly to fulfill its mission as a regional, comprehensive university. The university has engaged in ongoing strategic planning and continuous quality improvement towards a rapid renaissance of GSU. The university has the leadership and resources to achieve this rapid renaissance as well as widespread internal and external support. While far from perfect and still engaged in significant ongoing improvements, GSU has re-emerged as an innovative and experimental organization willing to embrace the future of higher education, and willing to lead in timely response to our rapidly changing environment.

### **Section 1.b. Institution's response to the concerns raised by the Commission**

HLC's action letter of June 2010 mandated a focused visit: "A visit focused on assessment and institutional effectiveness including attention to general education and to comparative outcomes for students in online programs." GSU will provide a succinct response here, and then in Section 1.c. of this report will provide the fuller evidence that the university has addressed the issues raised in the action letter.

### *General Education and Assessment*

GSU has made significant progress in addressing concerns about its assessment of general education. While engaging in HLC's Assessment Academy to begin to assess its current general education requirement, the university is simultaneously designing a four-year general education program to ensure that each undergraduate, whether a beginning first-year or a

transfer student, will be able to experience at least five high impact practices within their programs. This new curricular design specifies:

- comprehensive general education learning outcomes
- a systematic process to evaluate individual student attainment of these outcomes
- required examination of data for ongoing program improvement

After the 2009/10 reaccreditation process, many GSU constituents understood that the university's assessment processes needed immediate attention. GSU disbanded its university-wide Committee for Quality Improvement and Assessment. In its new form, the role was divided into two separate groups. One arm was the Committee on the Assessment of Student Learning Outcomes (CASLO), and the other was the Institutional Effectiveness Committee (IEC), charged with all other aspects of quality improvement (charges to the committees, Appendix, Items 2 & 3). CASLO completed GSU's successful application to HLC's Assessment Academy in 2010 while the Institutional Effectiveness Committee began its work by evaluating GSU's strategic plan, Strategy 2015. IEC also became the lead committee for preparing the documents for the 2013 HLC Focused Visit.

CASLO began its work in the HLC Assessment Academy to improve GSU's assessment of student learning outcomes, most particularly its neglected general education program. When GSU was accepted into HLC's Assessment Academy, CASLO members became the university's primary representatives to the Academy. The group selected writing as its pilot project as a first step towards developing a sustainable process to assess general education outcomes. After its initial work in the Academy, CASLO decided to focus on GSU undergraduate students' writing quality at the time of graduation. CASLO began gathering writing samples and working with writing rubrics to identify ways to assess GSU's current GE outcome, effective undergraduate writing. The ultimate purpose of this ongoing project is to make evidence-based decisions for improving the writing outcomes of GSU undergraduates. The Committee continues its efforts to use the data to improve writing within each major's writing-intensive courses while providing faculty with increased knowledge and skills to help students improve. For example, the College of Business and Public Administration has done its first analysis of senior capstone papers to determine how well students are writing as they leave their program. In Section 1.c.iii there is a table of their preliminary results. CASLO also has begun to work with assessment rubrics for other learning outcomes, focusing on general education outcomes for undergraduates.

Through discussions about undergraduate learning outcomes and GSU's critical role in general education, even as a transfer-only institution, it became apparent that GSU needed to update

its minimally stated general education outcomes, which focused only on course distribution requirements required by the Illinois Articulation Initiative as well as writing, and basic technological competency. (Appendix A, Item 4 is GSU's current GE outcomes statement). The Faculty Senate determined a need to develop updated undergraduate learning outcomes and subsequent curriculum revisions. CASLO worked productively with a General Education Task Force created by the Faculty Senate to draft new General Education outcomes, currently under review by the Senate. The GE Task Force program model was approved by Senate in January 2013. (Appendix A, Item 5) GSU will address this major development more thoroughly in its separate substantive change request to add lower division students, but it is worth emphasizing here three primary points.

- GSU faculty have designed a new common set of general education outcomes.
- These outcomes and assessment tools have been informed by national best practices (e.g., AAC&U's High Impact Practices and Value Rubrics as well as Lumina Foundation work) as well as state and regional expectations (the Illinois Articulation Initiative and the SMHEC work described in Section 1.c.iii).
- GSU has moved from discussion of one general education outcome, writing, to beginning the design of a comprehensive system of general education assessment and improvement through required e-portfolios. When lower division students arrive in 2014, GSU will have this comprehensive system in place and will be ready to engage in ongoing cycles of assessment and improvement of general education.

### *Institutional Effectiveness*

GSU also has made considerable progress in demonstrating institutional effectiveness. Several key university projects have begun with focused internal and external research followed by a widely shared draft plan, leading to well-conceived, well-organized, and effective implementation efforts. GSU has completed a mid-term analysis of Strategy 2015 and has identified areas where it could continue to improve as well as areas where additional assessment is needed. The university hired a new Director of Institutional Research and Effectiveness and changed the reporting line from the Budget Office to the Provost's Office, emphasizing the need for comprehensive assessment of student learning. Each college now has an assessment coordinator who works closely with the Director of Institutional Research and Effectiveness to ensure that a comprehensive cycle of assessment and improvement continues.

Additionally, student satisfaction surveys are conducted more regularly, and with greater consistency, to track results over time. These surveys have informed many of GSU's improvement efforts. While the bulk of Section 1.c. addresses Institutional Effectiveness in detail, this section of the focused visit report will provide a brief outline of major institutional accomplishments in improving GSU's structures and uses of data to ensure institutional effectiveness.

### *Effective Project Management*

All GSU's recent major transformations have begun with a strong research basis, have developed significant milestones towards achievement, and have linked budget to planning.

- GSU's implementation of a new Enterprise Resource Planning System, Colleague, was informed by detailed analysis of university need. University-wide teams formed and worked with a shared project calendar. Use of software consultants was carefully managed to ensure a financially responsible implementation, but additional resources were available to achieve critical deadlines. Each module was put into test mode before going live. There was an active communication plan and coordinated training. Although there were some unexpected problems in the transition of data from one system to the next, implementation was timely and within budget. Users were rarely placed in a position where they could not find needed information.
- GSU's move to develop a more comprehensive set of academic programs began with a white paper exploring GSU's role as a "regional, comprehensive university." An Academic Master Plan Committee was formed which conducted a gap analysis, a Strengths/Weakness/Opportunities/Threats (SWOT) analysis, consultation with internal and external groups, and regional market analysis to develop a new master plan. The plan identified needed resources and the Planning and Budget Advisory Council recommended a budget approach that the president approved. Nearly one-third of the planned increases in majors and minors, graduate programs, new certificates, options, or concentrations have been put into place. The Academic Master Plan is assessed through regular committee meetings and adjusted at least once per semester.
- With a strong research basis, GSU's approach to developing a state of the art transfer student program shifted from a "dual admissions" to a "dual degree" approach. This research formed the basis of GSU's eventual partnership with ten community college partners (including the Chicago Community Colleges system, counted as one partner). GSU developed a successful \$875,000 grant proposal to the Kresge Foundation to support evidence-based, yet innovative pilot projects to foster transfer as well as

associate and bachelor's degree completion. GSU evaluates all aspects of its program, often in collaboration with its community college partners, and has made a number of adjustments based on student input, whether of DDP students or of their peer mentors.

- GSU began its exploration of adding lower division with a white paper informed by Illinois's recent *High School to College Success Report* and examination of other "senior institutions" that were planning to add lower division or recently had done so. Each aspect of lower division planning, including a four-year General Education curriculum design, is informed by national best practices. For example, AAC&U's president, Carol Geary Schneider, led a workshop on campus that incorporated that organization's work on High Impact Practices and VALUE rubrics to assess general education, informing a General Education Task Force that has conducted extensive research on the first-year seminar to the senior capstone. John N. Gardner and Betsy Barefoot led another workshop on the first-year experience. The Faculty Senate thoroughly researched best practices in admissions and awarding pre-college credit before approving its admissions documents. GSU's lower division steering committee is coordinating the master calendar for implementation. While the lower division project will not receive separate funding by the State of Illinois, GSU had to present a budget to the Illinois Board of Higher Education, and is using that budget to allocate resources towards implementation.
- GSU's plans for student residence halls also have a strong research basis. Quantitative data (with more than 900 students responding) and qualitative data (student focus groups) were collected, confirming the demand for housing as well as informing project design. Valid external financial analysis is essential for this revenue bond funded project, and GSU presented a strong case for funding, including a bond rating that was adjusted slightly upward from its previous analysis. GSU hired a new Director of Auxiliary Services who collaborates closely with the Dean of Students and their respective teams while planning a living-learning community.

There are many additional examples in Section 1.c., where evidence of GSU's effective project management is provided. In sum, GSU's rapid renaissance has required a series of major projects. Each of these projects began with excellent research and expert analysis. GSU provides ongoing oversight to ensure that project goals are met. Each project has clear timelines and a budget plan. Each is regularly assessed, and changes are made as needed to accomplish university goals.

### *Effective Attainment of University Goals*

The Institutional Effectiveness Committee (IEC) was charged in 2011/12 to conduct a mid-term assessment of Strategy 2015 along with annual updates as GSU approaches the end of this planning period. (Appendix A, Item 6) An initial analysis, presented to the Board of Trustees, indicated that GSU is largely on track with its goals, but still could improve its comprehensive system of developing action plans, assessing results, and ensuring that the university community learns from assessments and implements needed improvements.

In terms of student learning, GSU has begun to develop more systematic approaches through coordination of college assessment directors and regular, standardized ways of assessing student, alumni, and employer satisfaction. Still, after the IEC completes the collection and publication of evidence for the focused visit, it must give renewed attention to a shared, well-communicated, and effective system of evaluation of university performance.

One such comprehensive system of institutional effectiveness is coming from Illinois's new Performance Based Funding Approach in which a small but increasing percentage of public higher education funding will be tied to universities' demonstrated evidence of achieving statewide goals. Since GSU remains a unique institution in Illinois, not currently serving lower division students, many of the measures of success will not be directly comparable to those of other Illinois public universities for several more years. At the same time, GSU's President, Executive Vice President, and Director of Institutional Research and Effectiveness are all involved in statewide efforts to develop and adopt common Illinois measures. Once these are fully utilized and refined, the Institutional Effectiveness Committee will work with the Director of IR&E to assess GSU's performance and coordinate plans to improve GSU's performance.

### *Effective Online Education*

HLC has requested GSU to address "comparative outcomes for online students." Our response is twofold. First, since GSU often offers courses or programs only in an online format, it is not always possible to directly compare GSU student performance in an online section of a course to an in-class section of the same course. At the same time, given national data about high drop-out rates and lower student performance in online courses, GSU can demonstrate that students who enter an online experience at GSU do almost as well as students taking in-class courses both in terms of course completion and in terms of course grades. Second, GSU can rightly claim that its results relative to many other institutions are based, in part, on the quality controls implemented before an online course or program can be offered as well as faculty's shared sense of responsibility for online curriculum.

With a new integrated database in place, GSU recently was able to conduct a study of student grades, withdrawals and incompletes, comparing online vs. a classroom environment (Table 5, below). In the college with the least enrollment in online courses during this period, the College of Health and Human Services, students were almost as likely to earn an A, B, or C grade in online courses as compared to the classroom and actually were less likely to withdraw or request an incomplete.

**Table 5: Student Performance in Online vs. Classroom Environment, 2011/12**

College	Course Type	Enrollment	A, B, C		D		F		W		I	
			Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
CAS	Online	1639	1,335	81.45%	45	2.70%	155	9.50%	122	7.40%	1	0.10%
	Traditional	1368	1,211	88.52%	31	2.30%	76	5.60%	57	4.20%	1	0.10%
CBPA	Online	1345	1,027	76.36%	49	3.60%	148	11.00%	165	12.30%	1	0.10%
	Traditional	1918	1,717	89.52%	56	2.90%	65	3.40%	94	4.90%		0.00%
CE	Online	884	730	82.58%	39	4.40%	72	8.10%	66	7.50%		0.00%
	Traditional	619	546	88.21%	16	2.60%	31	5.00%	31	5.00%		0.00%
CHHS	Online	367	319	86.92%	8	2.20%	20	5.40%	23	6.30%		0.00%
	Traditional	296	255	86.15%	7	2.40%	13	4.40%	20	6.80%	1	0.30%
Grand Total		8436	7,140	84.64%	251	3.00%	580	6.90%	578	6.90%	4	0.00%

Those colleges with larger online enrollment did not do quite as well. Their percentage of students enrolled in online courses that did not do well academically, withdrew, or requested an incomplete ranged from 18.42% to 24.64% compared to a range of 10.48% to 11.79% for classroom courses. GSU is investigating this significant difference. One reason may be found in the transition from WebCT to BlackBoard which took place in fall 2012. There were new log-on instructions as well as new browser interface protocols, and many students did not receive or retain the instructions sent to them, causing some delay in course information, which led some students (according to helpdesk data) to drop courses or fall behind. Student reactions to this transition were analyzed and by the second semester the number of helpdesk calls reduced fivefold. Other issues being investigated are the age of the materials in some classes, staff support for online instruction, as well as the differences among faculty teaching the courses. For example, GSU online support staff regularly report to a college dean when students complain about lack of contact and/or interactivity in online courses. In reviewing Division and Department Criteria, GSU also is developing protocols to have peer, chair, and dean "visits" to online courses to increase evaluation of online teaching. While the student success rate in online courses at GSU is far from the large drop-out rates being reported nationally, the university seeks to continue to reduce these performance gaps.

One means of continuing improvement is through improved design and pedagogy. GSU was a leader in previous distance education modalities, such as telecourses, VHS, and CD-ROM based courses, and has adapted well to the online course environment. The university has a unit of several staff members, the Center for Online Teaching and Learning (COTL), which a faculty member directs. The purpose of COTL is to assist faculty members and students in the certificate program with effective design of hybrid and online courses as well as to support faculty design of effective online courses. Previous to the last reaccreditation self-study and visit, GSU primarily offered training through a five-course, fifteen-unit Certificate of Online Teaching and Learning. When the Nursing program began to design its online RN to BSN program, for example, the full-time faculty designing the program enrolled in the complete certificate program and worked collaboratively to design the program. Because of the need for faster training, during the past two years the Center for Online Teaching and Learning, while still offering the full certificate program, designed a one-semester, condensed version of the content to assist more faculty as they began to design online programs. For example, faculty in the College of Business and Public Administration who designed the new MBA online concentration in Supply Chain Management all took this course together. They also formed teams so that no one individual "owned" a course and to ensure that common design standards were uniformly implemented. A similar approach has been used to design new graduate online programs in Early Childhood Education and in Reading.

GSU's high standards for quality design of courses, has likely led to the much lower drop-out rate and higher academic performance rate for its online courses than is typical for online programs nationally. And, as mentioned just above, now GSU's peer review of instruction will fully include hybrid and online courses.

In sum, GSU believes that it has made significant progress in meeting the major concerns expressed from the last focused visit and now will provide more detailed evidence to demonstrate our efforts.

### **Section 1.c. GSU: an evidence-based learning organization**

In 2007, when President Elaine P. Maimon came to GSU, internal constituencies and community partners began a new round of strategic planning. In 2008, a revised mission statement and Strategy 2015 emerged from these efforts and have guided the major decisions of the university. Out of these discussions two major shared governance groups emerged.

The Committee for Quality Improvement and Assessment (CQIA) initially was charged to monitor the strategic plan. CQIA created an institutional dashboard and regularly monitored key achievements towards the six institutional goals outlined in Strategy 2015. However, CQIA was having some difficulty in simultaneously addressing quality improvement throughout the university and devoting sufficient time to focus on assessment of student learning outcomes.

- In 2010, following a recommendation of CQIA, GSU's new provost formed the ***Committee for Assessment of Student Learning Outcomes (CASLO)***.
- An ***Institutional Effectiveness Committee (IEC)*** reporting to the Provost and the Executive Vice President then was formed in the second half of 2011. The IEC, with a membership of faculty, staff, administrators, and students reflective of GSU, is charged with continuous quality improvement.

The IEC completed this systematic review of GSU's fulfillment of Strategy 2015 and regularly recommends to President Maimon and her Cabinet actions that would lead to timelier and more effective achievement of GSU's goals and objectives. As further evidence of institutional effectiveness, GSU submits this detailed analysis of each of the Strategic Goals of Strategy 2015, providing documentation of how GSU uses assessment for ongoing quality improvement.

The IEC also is charged to review Strategy 2015 and make appropriate adjustments to the goals, objectives, and strategies outlined in the plan. To achieve their charge, the IEC conducted a mid-course evaluation of Strategy 2015, separating goals, objectives, strategies, and specific

steps or sub-strategies to achieve the goal. The discussion below is a reflection of the newly reorganized plan:

**Institutional Goal 1 (Academic Excellence): Provide distinctive academic programs that effectively prepare students to become leaders and productive citizens in the global community.** There were initially two primary objectives under this Goal; with the re-outlining of the plan *five objectives, some with additional sub objectives, were developed*. Since several of these objectives address other Sections of this focused visit report, only some of the objectives will be discussed in this section to demonstrate GSU's systematic, evidence-based approach to quality improvement.

**1.1: Increase the number of programs that are nationally recognized for providing a demonstrably excellent education to a diverse population (Added: 1.1.1: Develop and implement an Academic Master Plan).** An initial framework was set through a report from the provost to the Board of Trustees (Appendix A, Item 7). This report reviewed GSU's Carnegie Classification as a master's comprehensive university and demonstrated the university's anomalous position in terms of undergraduate to graduate enrollment and composition of liberal arts and professional programs. With that assessed reality, GSU was hard pressed to identify any peer institutions. There was a growing recognition of the need to increase GSU's effort to fulfill its role as a regional, master's, comprehensive, public university. Following this report, an Academic Master Plan Committee (AMPC) was created, composed of the provost (chair), elected members from the four colleges, and provost's appointees. The AMPC conducted a gap analysis using "Kiplinger's Best Values in Public Higher Education," selecting campuses of the size that GSU aspires to reach by 2017. Twenty-five degree programs were found that are commonly provided at these aspirational campuses. AMPC also collected data on private universities within GSU's region, determining whether GSU could fill a gap or whether an additional degree program really was needed in the area. (Appendix A, Item 8) AMPC also conducted a Strengths-Weaknesses-Opportunities-Threats (SWOT) analysis both to prioritize among the possible new programs and to identify existing strengths on which to build.

During spring 2011, AMPC adopted an Academic Master Plan through 2016/17 identifying over 60 new degree programs, minors, and concentrations in existing programs, certificates, or revisions of current programs. (Appendix A, Item 9)

Sixty new programs may appear to be an extraordinary number, but given GSU's age and size, the number of degree programs was clearly not meeting regional demands, nor would potential first-year students find the range of programs they would want as they considered GSU. The Academic Master Plan includes dates for planning and implementation, projected faculty and

other needs, and projected enrollment in each program. AMPC continues to meet regularly to review the plan and the resources needed to successfully move forward as well as to respond to new opportunities. The Planning and Budgetary Advisory Committee proposed a strategy to the President that included accessing reserve funds for one-year of faculty growth, followed by permanent commitment of budget from enrollment increases; several programs have begun with these “seed funds.” The Academic Master Plan is feasible because GSU, like all Illinois regional publics, manages its own tuition revenues (the income fund). Even when appropriated funds are reduced, GSU is able to invest and manage tuition funds in the context of its mission and strategic plan.

Of the 60+ programs on the list, three programs already were in the planning stages when the Academic Master Planning began and have been implemented as well as a dozen other new programs that came for the AMP process. Three additional programs have been fully approved and will begin in fall 2013, two programs are at IBHE for review, and an additional number are finishing review stages at GSU before going to GSU’s Board of Trustees. Thus, GSU is on target to develop a full range of new programs that meet the region’s evolving needs.

**1.1.2. Continue to seek and attain specialized accreditation for all programs where available and appropriate** grew from the need to raise GSU’s academic reputation identified through the strategic planning process. GSU’s institutional commitment, fully supported by the Board of Trustees, is to achieve the highest level of accreditation available. Since the adoption of Strategy 2015, as examples GSU has four new national accreditations for academic and non-credit programs:

- Commission on Accreditation of Physical Therapy Education (Doctorate in Physical Therapy)
- National League for Nursing Accreditation Commission (Family Nurse Practitioner concentration)
- Council for Accreditation of Counseling & Related Programs (Ed.D. in Counselor Education and Supervision)
- National Association for the Education of Young Children (Family Development Center)

Additional accreditation progress:

- GSU is currently accredited by the ACBSP. However, we are seeking to achieve the higher rigor of AACSB standards. AACSB has given a favorable review of the Standards Alignment Plan of GSU's business programs and an excellent progress report by its mentor in January 2013.
- GSU has pre-application approval from the Masters in Psychology and Counseling Accreditation Council to pursue accreditation.
- The Doctorate of Nursing Practice plans to pursue NLNAC accreditation once doctoral level accreditation standards are adopted (likely in 2013).
- The Art (BFA/MA) and Independent Film and Digital Imaging (MFA) degree programs are planning for accreditation through National Association of Schools of Art and Design.
- Computer Science and the new Information Technology program are considering Accreditation Board for Engineering and Technology accreditation.

The Provost's Office regularly reports accreditation status to the Board of Trustees. (Appendix A, Item 10)

**1.1.3. Enhance and maintain high quality graduate and undergraduate programs.** GSU determined that it could not be fully successful in its mission if its constituents did not identify the institution as an accessible but high value alternative. To fulfill this action plan, several graduate programs reviewed evidence of student success and refined admission standards (MBA, MHA, MPA, MOT). For example, in May 2010 the accrediting body of the Occupational Therapy program, ACOTE (Accreditation Council for Occupational Therapy Education) cited the program for not having a 70% or higher pass rate on the national certification exam on the first attempt over the three most recent calendar years. By fall of 2010, Occupational Therapy developed an MOT Predictive Model that identified students as "at risk" for not passing the national exam on their first attempt. Based on the MOT Predictive Model, the program made changes in its Admission Criteria resulting in an increase in the target GRE scores among new students. It will be 2014 before the program has three-year data to assess the success of the changes made based on the Model and the change in Admission Criteria but the data to date indicate a positive trend in the first-time pass rate. GSU continues to conduct rigorous program reviews, "flagging" programs that fail to sustain adequate enrollment or evidence of academic success. Flagged programs must develop an improvement plan and those that fail to meet the improvement plan have been subject to interventions, including faculty development to increase enrollment through quality online programming. GSU also reports flagged programs to its Board of Trustees and to the Illinois Board of Higher Education. During the 2010-2013

period, flagging of two programs with rapidly declining enrollment, the MA in Reading and the MA in Early Childhood Education, led to a decision to create online programs to make the degree more accessible to wider audiences.

**1.2 Increase and refine the assessment of student learning to enhance program quality and curriculum development.** This section of the plan will be addressed primarily in Sections 2-3 of this focused visit report.

**1.3 Become a model for an effective, integrative approach to undergraduate education.** GSU's unique enrollment status places us in a position to be particularly aware of the continuing U.S. lack of success in transitioning students from community college to a four-year degree. Even as GSU plans to admit lower division students, the university still sees the need to develop national models for successful associate and bachelor's completion for students who begin at community colleges. We will set an example for serving both entering first year students and community college transfer students.

At the time of the last self-study visit, GSU was working with the concept of "dual admissions." Through extensive consultation with community college partners, through GSU's hiring of a Special Assistant to the President for Community College Relations, and through extensive research on what works to support transfer students, GSU has developed a model Dual Degree Program, which is receiving national recognition. The Dual Degree Program provides well-researched incentives and support for community college students seeking to transfer to a four-year university and complete their bachelor's in a timely manner. The attached bibliography and materials on the Dual Degree Program (Appendix A, Item 11) demonstrate GSU's commitment to evidence-based decision-making. An \$875,000 three-year grant from the Kresge Foundation to support three innovative means to increase transfer (university advisors on-site at community college partners, intersegmental peer advising, and an advanced certificate in transfer student services) also has affirmed GSU's evidence-based approach. External evaluators and doctoral students have indicated interest in researching the effectiveness of the Dual Degree program. These studies will provide ongoing evidence to assess the program. The research basis used in the Dual Degree program's conceptualization has become a model for GSU, influencing the approach to General Education curriculum and first-year planning.

**Objective 1.4 GSU will enrich the student experience at GSU. Action Plan 1.4.1: GSU will Develop and implement plans that address the needs of residential students.** These objectives and the action plans are derived both from student satisfaction surveys and from

national data that demonstrate the increased success of more engaged students and residential students.

GSU's approach to building its first residence halls has been systematic and rigorously evidence-based. As with the Academic Master Plan, the initial work began with a needs statement and draft concept presented to the Board of Trustees. A year-long process involved an external firm that surveyed over 900 existing GSU students and over 200 community college students (although the latter could not be counted in a demand study). The firm interviewed several focus groups, including international, graduate, and undergraduate students. As with the Academic Master Plan, there were several open forums and discussions with internal and external stakeholders, including the Alumni Association, who endorsed these key changes. The firm evaluated the external availability of housing, student commuting patterns, and current student cost of housing to determine the feasibility of building an initial 250-300 beds, even before new first-year students came in 2014. Based on this report (Resource Room, Item 1) the Board of Trustees approved moving forward with a conceptual design and pricing of the housing so that the project could begin generating net positive revenue by Year 3 or 4 of the project. Naturally, GSU needed to provide rigorous evidence of this work to a bond rater (Standard & Poor's, Appendix A, Item 12) which provided external validation of GSU's outstanding management of resources, increasing its rating since the last bond issue and indicating a positive trend in contrast to the state's negative trend. This rating indicated that GSU's financial management and plan for housing was viewed much more favorably than the management of debt of the State of Illinois. Thus, for university-level decision-making involving major transitions such as student residence halls and the Academic Master Plan, it is clear that GSU has a systematic, evidenced-based approach that involves all key stakeholders including the Board of Trustees, Cabinet, faculty, staff, student, and alumni associations, informed by broad-based consultation that leads to improved implementation.

**1.4.2. Develop and implement new support programs that increase student retention while sustaining successful activities and programs already in place and Objective 1.4.3. Develop and enhance co-curricular opportunities.** These objectives arose from student input about strengths and weaknesses of GSU's current approaches to co-curricular opportunities. During a transition to appointment of a new Dean of Students, GSU developed a team approach to support services and is beginning to implement a number of program improvements.

- GSU reinstated an on-campus program for undergraduate students in fall 2012. Of the 840 new undergraduate students who enrolled in fall 2012, 730 (87%) attended on-campus orientation. A six week survey was developed to assess not only the value of the on-campus orientation, but also to assess the transition of all new undergraduate

students regardless of their participation in the orientation program. 82.5% replied that attending on-campus orientation added value to what they learned in online orientation. Other results from the survey were used to inform planning for spring 2013. The six week survey will be a new means to continue to assess and improve students' initial experiences at GSU.

- GSU refined its approach to Welcome Week, adding, among other opportunities, a "Campus Crawl" to familiarize students with the services of the university. Student comments received in evaluation exemplify GSU's comprehensive approach to seeking and evaluating student feedback as the university implements a variety of new programs.
- GSU enrolls 567 veteran students, of which 493 (87%) receive aid requiring certification. In fall 2012 GSU held a ribbon cutting for a new Veterans Resource Center and shifted to a full-time employee dedicated to providing certification services, outreach, and support programming. Assessments indicate that 63% of veterans experience quicker response than they had previously received from a GSU representative. GSU is planning a comprehensive assessment of veteran services at the completion of the first year of operations for the Veterans Resource Center.
- There has been a special effort to increase honor societies and related activities. In 2012, GSU began its chapter of Tau Sigma, the honor society for transfer students, and immediately became one of the largest chapters in the U.S., with over 300 students inducted. GSU is currently exploring a Phi Kappa Phi chapter. At the same time, the Honors Program Council has begun to plan to expand the Honors Program to lower division students.

Library's own LibQUAL+® is a service offered to the library community by the Association of Research Libraries. The suite of services solicits and tracks users' opinions of service quality. The institutional data and reports enable library staff to best meet user expectations. The data also allows peer comparison. In response to this survey it was determined that a library marketing and communication consultant would be needed to enhance the image of the library internally and externally as well as assuring that the library be positioned to support the GSU strategic goals for 2014. The marketing plan was presented in September 2012, and a team of staff were assembled to review and begin implementation of the action goals as recommended by the consultant.

GSU has made other service improvements based on assessed need. Historically, student satisfaction with financial aid refunds and subsequent access to funds to purchase books was low. In brief, students were required to present themselves to a common area at the University and wait in line to receive what was called the “book card” for use exclusively at the University bookstore. The process was cumbersome and restrictive. Negative survey data and qualitative evidence (lines, complaints) provided ample support of the need to make a change in the refund system. GSU changed the financial aid refund process. For students that are due a refund, University Financial Services begins the refund process 10 days in advance of a new semester. An e-mail notification is sent to the student’s official University email account when a direct deposit refund has been processed. Students no longer wait in line for a book card and funds can be used to purchase books at the vendor of their choosing. Additionally, in 2013 a systematic review of student financial services, including the implementation of a “One Card” system is underway and likely to further enhance the convenience of the student experience at GSU. A “One Card” will serve as an identification system as well as a financial management tool for meal purchases, financial aid refunds, copy machine use and other potential conveniences.

**Objective 1.4.4. Continue to enhance student service facilities including library, computing, academic support services, small group study areas, recreational facilities, and the bookstore and other retail options. Objective 1.4.5 Develop a new student center to incorporate the before mentioned areas when funding becomes available.** Through strategic planning, GSU sought to address weaknesses identified by student surveys as well as a review of services offered nationally and among local competitors.

- GSU already has a conceptual plan for a multi-use classroom building with an indoor/outdoor space where large gatherings such as commencement can be held. This new building also will have centralized student services. Since GSU is dependent on state construction funds for the multi-use building, the university must continue to improve the existing physical facilities of student services until construction funds are provided.
- Responding to customer satisfaction surveys, GSU has centralized more of its student services at a Welcome Center at the main entrance to the university.
- The next planned step is to make the Academic Resource Center, including the Writing Center, much more central and visible. This project likely will occur during summer 2013.
- Now that the science facilities are well under way to renovation, with final occupancy in January 2014, GSU has assessed and begun to implement next steps to best serve students.

- After significant study of various options, GSU developed a plan to relocate the bookstore, some of food services, and some of the recreational facilities to Phase 1B of the student residence hall construction.
- GSU has surveyed both students and faculty concerning its computing labs and has developed plans to improve current services. (Appendix A, Items 13-14). Information Technology Services (ITS) also developed a plan to expand the central computer labs while systematically upgrading its other classrooms to become “smart classrooms.” ITS produces an annual technology report and during the closing period at the end of the calendar year has a set list of priority projects. (Resource Room, Item 2)
- GSU carefully evaluated the cost of upgrading or expanding the existing library space to serve expanding enrollment and first-year students and determined to place on the Illinois Board of Higher Education capital plan a \$30 million request for a free-standing library building.

GSU re-evaluated and updated its Physical Master Plan in light of these needs. The capital plans have been informed by student satisfaction surveys, study of other similar universities’ facilities, and by likely GSU revenue from an increasing student population. As new services such as the Welcome Center are implemented, GSU is following up with regular surveys to determine the effectiveness of the improved facilities.

Recognizing one significant gap in student services, in early 2012, GSU commissioned a customized report on starting new health facilities on campus, specifically a health clinic that could serve GSU students as well as the surrounding communities while increasing opportunities for faculty practices and student field placements on campus. After study of the report, the president, executive vice president, and Dean of Health and Human Services began talks with a major regional health provider. This health provider conducted a thorough needs analysis, including GSU’s current population of students, and determined not to proceed. GSU is now working with another potential health care provider with a broader scope of interest in developing services on a university campus. National best practices and study of local and regional specificities have informed GSU’s strategy and will inform its implementation of health services.

**1.4.6. Develop a 5-7 year plan for intercollegiate, club, and intramural athletic programs at GSU.** Through its open forums on creating a lower division program, GSU’s administration learned that intercollegiate athletics were widely recognized as a desirable addition to the university. GSU currently has two club sports, co-ed table tennis and women’s volleyball. The former Dean of Students prepared an extensive, well-researched report on GSU’s possibilities

to expand from club to intercollegiate athletics. (Appendix A, Item 15) GSU’s president is convening a team to study this report and recommend an athletics plan.

**1.5 Lower Division: Develop and implement a plan to begin lower division at GSU in 2014.**

Since this objective relates to GSU’s substantive change request for a new population of students, it will be discussed in that document.

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

Through strategic planning, GSU recognized that although GSU had changed its 1970’s innovation of tenure-track faculty not holding rank, there were lingering perceptions that GSU needed to provide stronger evidence of faculty quality. GSU has the stated goal of hiring, retaining, and rewarding faculty and staff of exceptional quality, and the campus has had recent success in fulfilling this goal. During this period, GSU also has increased its evidence-based decision-making about faculty quality in several substantial ways.

Through its AACSB application, the College of Business and Public Administration has developed common definitions for “Academically Qualified” (AQ) and “Professionally Qualified” (PQ) faculty members and has a well-structured plan to assist faculty in meeting those goals.

Through faculty development and new hiring, GSU has demonstrated significant progress in this regard. (See Table 5, below) In 2009-10, the college did not meet standards in any discipline. In 2012-13, the college meets AQ (at least 50%) in all subjects but Marketing and Economics. The College meets the AQ + PQ (90%) standards in Economics, Finance and Management Information Systems, and is approaching the standard in Accounting and Management. The current hiring plan for 2013-14 should allow the College to meet all the standards except in Marketing.

<b>Table 5: Calculations Relative to Deployment of Qualified Faculty in CBPA</b>									
	FY	AQ/Total	(AQ+PQ)/ Total	FTE					
<b>ACCT:</b>	<b>2009-10</b>	<b>15.38%</b>	<b>69.23%</b>	7.5	<b>ECON</b>	<b>2009-10</b>	<b>16.67%</b>	<b>72.22%</b>	1.8
-	<b>2010-11</b>	<b>28.57%</b>	<b>78.80%</b>	8	-	<b>2010-11</b>	<b>0</b>	<b>80%</b>	1.8
-	<b>2011-12</b>	<b>47.06%</b>	<b>82.35%</b>	8.5	-	<b>2011-12</b>	<b>41.67%</b>	91.67%	2.4
-	<b>2012-13</b>	56.18%	<b>86.52%</b>	8.9	-	<b>2012-13</b>	<b>41.67%</b>	91.67%	2.4
-					-				
<b>FIN:</b>	<b>2009-10</b>	74.07%	<b>80%</b>	2.7	<b>MGMT</b>	<b>2009-10</b>	51.64%	<b>63.11%</b>	12.4
-	<b>2010-11</b>	80%	<b>80%</b>	2.5	-	<b>2010-11</b>	71.00%	<b>83.20%</b>	13.1
-	<b>2011-12</b>	86.96%	<b>86.96%</b>	2.3	-	<b>2011-12</b>	72.08%	<b>89.40%</b>	14.15

-	<b>2012-13</b>	86.96%	91.30%	2.3	-	<b>2012-13</b>	65.37%	<b>81.71%</b>	12.85
-					-				
<b>MIS:</b>	<b>2009-10</b>	<b>40%</b>	<b>60%</b>	5	<b>MKT</b>	<b>2009-10</b>	<b>39.39%</b>	<b>39.39%</b>	3.3
-	<b>2010-11</b>	62.50%	<b>72.90%</b>	4.8		<b>2010-11</b>	50%	<b>50%</b>	2.6
-	<b>2011-12</b>	64.52%	<b>89.25%</b>	4.65		<b>2011-12</b>	<b>41.67%</b>	<b>54.17%</b>	2.4
-	<b>2012-13</b>	58.97%	92.31%	3.9		<b>2012-13</b>	68.75%	<b>68.75%</b>	3.2

At the university level, the faculty excellence award was revised from a broad, low dollar award to a much more rigorous peer review process. Now, three awards of \$6000 are given annually. Considerable recognition is given to all areas of performance: teaching, research/creative activity, and service. It is noteworthy that two of the three most recent Faculty Excellence Awards went to Assistant Professors. The biography information for the three most recent winners is available in the HLC resource room.

GSU continues to make improvement in its faculty hiring processes, and has had a high percentage of success in hiring tenure-track faculty. Still, GSU has not been fully successful in completing searches in areas such as Accounting, Nursing, and Physician's Assistant (for faculty) or in ITS (for staff), sometimes maintaining vacancies, at other times needing several searches to yield a hire. Even when a search firm is used (which has become more difficult in Illinois due to new legislation), it is sometimes difficult for GSU to hire successfully in these highly competitive areas. In order to address the continuing challenges in attracting quality candidates in select areas, the Provost's Office has developed a detailed hiring schedule that should help to ameliorate some of the issues related to late interviewing, when top candidates already may have accepted another job. The Provost's Office works with the colleges and Human Resources to monitor progress and assist search committees to move forward.

Each department and division is currently revising its department or division criteria for retention, tenure, and promotion, using peer institution models to inform the process. Specific examples of such increased expectations include: promotion to Associate Professor with tenure now requires at least 2 (rather than 1) publications or equivalent; promotion to Professor increased from 3 to 4 research/creative activities. GSU has revised its Division/Department Criteria Guide, which is being used to develop these higher standards for implementation in 2013/14. (Appendix A, Item 16) The document also will provide greater consistency, equity, and clarity within the faculty evaluation processes. It provides standardized wording for common evaluative elements, an organizational template, shared definitions of key terms, and minimum evaluation criteria.

Since the 2009 visit, GSU has devoted considerable attention to faculty and staff development. One of the major gaps in GSU's organization was centralized responsibility for faculty development. The Faculty Senate formed a Faculty Development Steering Committee (2009/10) that made recommendations to the incoming provost after quantitative and qualitative research on faculty needs. The provost worked with the steering committee to form a Faculty Scholarship and Teaching Center (FSTC), and the steering committee has become an active advisory council for the Center. GSU also was able to hire a tenure-track Associate Professor in Instructional Technology who also will coordinate the Center; she will start in 2013. (Faculty Scholarship and Teaching Center By-Laws, Appendix A, Item 17)

In the meantime, based on the survey of needs, the FSTC advisory council co-chairs and the council members have greatly increased faculty development opportunities:

### **Faculty Scholarship and Teaching Center Development Activities/Events**

Initiating and planning events in October – 2010 through March 2011

- Appointment of two Interim co-coordinators
- Reorganization of Faculty Development Advisory Council and election of new members
- Creation of Faculty/Staff website—publicizing events as informed
- Creation and Revision of By-Laws
- Constructing an agenda for future activities

### **2011/12 Events included:**

- E-Workshop sponsored by Ball State University: "Approaches to Teaching Social Psychology"
- Faculty Development Meeting with the Chicago Area Faculty Development Network (CAFDN) featuring a live presentation "Evaluation of Faculty Teaching: What the Research Tells Us" and discussion with Raoul Arreola, author of the book "Developing a Comprehensive Faculty Evaluation System".
- Construction of Faculty Development Survey
  - Kickoff and Presentation of faculty survey results
- Focus groups to further develop high interest domains from the survey

- Brown Bag Lunch Seminar/Presentation on Teaching
- Brown Bag Lunch Seminar/Presentation on Research with Sponsored Research and the Library
- Webinar—co-sponsored with the Chicago Area Faculty Development Network. GSU managed all the technology through our BB *Collaborate* and presented on our web event for the Nursing Program
- Rapid Fire Research Event—22 professors present their current research interests and projects
- Brown Bag Lunch Seminar/Presentation on Technology with Center for Online teaching & Learning , Tools and Toys for Faculty—Technology Horizons
- Syllabus Craft Workshops
- First Annual Faculty Development Day (Panels, Special Topics, Keynote, Breakout Sessions (more than 100 attendees throughout the day including sessions and keynote)
- Strategic Planning
- Webinar “Reaching First Generation College Students”
- Webinar “The Flipped Classroom: Rethinking the Way You Teach”
- Workshop with Northwestern College on Active Learning *“Strategies to Engage Different Learners in the Classroom”*
- CAFDN Fall Kickoff—“What’s New in Faculty Development”
- Brown Bag Lunch Seminar—“Implementing Writing Across the Curriculum: A GSU Success Story”
- GSU Community Forum on Gen Ed Curriculum and best practices in undergraduate education
- Chicago Area Faculty Development Network poster session learning communities, multigenerational classroom, adjunct faculty, promoting faculty development.
- Publication of the first edition—Faculty Scholarship & Teaching Center Newsletter
- Adjunct Faculty Orientation

#### Upcoming events

- Specific Workshops on Illinois Articulation Initiative

- With CAFDN, a webinar on “Working with the Returning Adult Student”
- Workshops on Writing Across the Curriculum
- With Sponsored Research, workshops on putting together a white paper and funding opportunities
- A larger Mentorship Event to pair possible mentor with mentees

The Faculty Scholarship and Teaching Center regularly collects evaluations of each of the events for which it has responsibility. Once the new FSTC Coordinator joins the faculty, she will undertake more comprehensive assessment and work with the advisory council for continuing surveys of needs and effectiveness of programming.

Examples of other recent faculty and staff development efforts include:

- Joining the National Academic Advising Association (NACADA) and regularly bringing speakers to the advisors' meetings. Advisors now regularly participate in webinars with some attendance at regional or national meetings.
- Extending the tenure-track and full-time Lecturer new hires' orientation to 2.5 days, and assessing the feedback from each year to improve the subsequent year (2010-2013)
- Staffing the Office of Sponsored Research and Programs with a Deputy Director and a faculty Coordinator and presenting several grant workshops since its reorganization
- Conducting training through the Center for Online Teaching and Learning
- Training on Colleague and other data systems
- Continuing to support GSU participation at statewide Faculty Summer Institute
- Hosting national experts Carol Geary Schneider (President of AAC&U) and John Gardner and Betsy Barefoot (John N. Gardner Foundation for Excellence in Undergraduate Education) for campus-wide day-long programs related to developing a strong general education foundation and a strong first-year experience.
- Sending teams of faculty and administrators to the General Education and Assessment conferences of AAC&U and to the General Education and Assessment and the High Impact Practices Institute

- Joining the Civic Learning and Democratic Engagement Action Collaborative (CLDE Action Collaborative) funded by the Robert R. McCormick Foundation.
- Beginning more regular chairs meetings and sending new chairs to chair development programs
- Systematically increased advertising in order to create pools of adjuncts with terminal degrees to improve the quality and diversity of adjunct faculty.
- Increased webinars on advising, global education, assessment, and service to transfer students

The university is aware of the need to improve in several areas, including:

- Creating space for the Faculty Teaching and Scholarship Center and for the Faculty Senate office to provide readier access to staff support
- Providing a series of organized training and activities during Year 1-2 of new full-time faculty appointments to follow up on faculty orientation
- Revising and extending the orientation process for adjunct faculty

**Goal 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.**

**Objective 3.1 Review, evaluate, and refine the strategic plan on an annual basis.**

The current GSU strategic plan, Strategy 2015, was adopted by the Board of Trustees in 2008. The University Committee on Continuous Quality Improvement and Accreditation (COIA) met monthly to review assessment processes and initiatives in the academic areas. The nonacademic operations for the university each held their own process of internal evaluation. With the feedback from the 2009 HLC site visit, the reviews for continuous improvement of all university operations became centralized. The Institutional Effectiveness Committee, co-chaired by the Director of the Office of Institutional Research and Effectiveness and the Vice-President for Administration and Finance, convenes representatives from all of the university's operations, both academic and nonacademic, to report on progress toward meeting institutional, college, and program level goals. This committee is charged with reviewing the goals and benchmarks established in Strategy 2015 and using data from each area to assess the progress made toward reaching the goals and to refine or revise the strategic plan, if necessary. Strategy 2015 was revised in 2012 based upon data reviewed and analyzed by that committee.

The Board of Trustees reviewed the mid-term progress report at their annual retreat in August 2012. (Appendix A, Item 18)

**Objective 3.2 Annually assess the quality of programs and services offered by all units in the university and use the findings for continuous improvement.** In academic and non-academic areas GSU has recognized the need to improve the regularity of its assessment. One major project during this period has been the implementation of a new integrated enterprise resource planning system. Following an institution-wide assessment/RFP process, the university began work in July 2010 on a student and administrative information system conversion from Jenzabar CX to Datatel (now Ellucian) Colleague. Sixteen implementation and six support and advisory teams worked to carry out the conversion with regular assessment and analysis over the course of this continuing project. Over 100 faculty, staff, and administrators participated as members on one or more of the teams – from the high-level oversight of the project by the Executive Sponsor Team, the Project Management Team, and the Campus-Wide Advisory Group to the detailed work done by the Financial Aid, Records and Registration, and Accounts Receivable/Accounts Payable teams and others. The first implementation of the new Colleague system went live in July 2011 and the last components should go live by the end of 2013.

Post-implementation work continues as system operations are refined and additional system modules are brought online under the day-to-day coordination efforts of the Colleague Project Management Office (CPMO) working in close collaboration with the Information Technology Systems (ITS) unit. All of these ongoing activities are under the leadership of an Executive Oversight Council and the Colleague Operational Governance Group chaired by the Executive Vice-President and comprised of campus-wide operational unit leaders and others. The ongoing project work is planned in two ways:

- An ongoing post-implementation projects list is maintained and prioritized by CPMO in collaboration with ITS in order to complete the processes to bring system modules to full functionality.
- University operational units submit project requests to further develop existing live modules and functionalities. These project requests are prioritized and scheduled by CPMO and ITS under the leadership of the university's Executive Vice-President.

A number of project teams remain in place, comprised of scores of university faculty, staff, and administrators – including standing committees such as the Colleague Operational Governance Group, the Reporting Team, the Student Core Team, the Degree Audit Team, the Colleague Users Group, and others. Much of the ongoing activity is carried out by the core teams and

working groups composed of unit project teams focusing on specific system functionalities related to their special operational responsibilities. Included in Appendix 1, Item 19 is:

- Colleague Project Implementation Teams Structure
- Colleague Project Post-Implementation Teams Structure
- Implementation and Support and Advisory Teams Lists

GSU has used this data to make decisions on expanding staffing (e.g., adding an Associate Director of Financial Aid) and changing services (e.g., ending the issuance of “book cards” and instead offering earlier award of financial aid, centralizing veteran services, etc.). When hiring a new leader of data collection and analysis in 2011, GSU changed the title from “Director of Institutional Research” to “Director of Institutional Research and Effectiveness,” emphasizing quality improvement. The new director has been working with a wide variety of constituents to collect data that serves multiple purposes, increasing efficiency of operations. GSU also elevated the position that reports to the Director, hiring a very experienced senior staff analyst to increase GSU’s ability to collect and analyze data to improve institutional effectiveness.

In addition to increased program assessment, Student Affairs has developed learning outcomes consistent with national standards of practice and specifically aligned those to support achievement of the University mission and emerging general education outcomes. In support of divisional outcomes, each of the student affairs and academic support areas are currently developing specific outcomes assessments that contribute evidence based progress and improvement towards their attainment. A review of staffing patterns and gaps in services has identified opportunities to realign existing resources and staffing expertise to address improvements in student services. Already in place is a student conduct and community standards position and expansion of veteran services. Other services that are planned for expansion include Multicultural and Diversity programming, Community Service initiatives, evening and weekend programs, expansion of fitness and recreation opportunities, mental health counseling, academic tutoring services, and lower division advising.

All academic programs that have national accreditation opportunities are pursuing or have achieved national accreditation. Academic programs use the accrediting process for quality improvement. For example, Business, Nursing, and Physical Therapy all have used the accreditation visit to examine faculty sufficiency and to tailor the college and university resources to hire effectively for program growth.

In academic areas where national accreditation is not an option or where the program is still in the beginning stages of accreditation, the Deans are working with Division Chairs to collaborate with program faculty in improving internal processes for program review. Each program without a national accreditation body employs an external review. Similar to national accreditation reviews, external reviewers outline steps that programs follow to improve their programs. For example, the MFA program in Independent Film and Digital Imaging external reviewer indicated that the program needed a proper screening facility and more support for equipment, including a larger media lab. The administration has worked with the program to follow through on these recommendations. Two major renovations will include high definition projection systems and a cinema-like experience that will allow the program to host film festivals and regular film screenings. Interdisciplinary Studies made several adjustments to its program, including the addition of a mid-program seminar to link the junior and capstone courses. In addition, they created more pathways within the program to guide students towards a more cohesive learning experience.

GSU has also used external consultants to make recommendations on academic advising (Fall 2010). In addition, in the Fall of 2010, the National Association of Student Financial Aid Administrators (NASFAA) was commissioned to conduct a “standards of excellence review” of GSU’s Financial Aid Office operations which generated a set of thirty-three specific recommendations designed to improve the quality of service provided to students. As part of the implementation of those recommendations, the Financial Aid Office was relocated to a newly remodeled space that is visible and easily accessible. Two additional positions were created and filled, including the position of a new associate director for the office. Also, in April 2010, a consultant was hired to assess the organization, staffing, and operations of GSU’s Department of Facilities Development and Management which resulted in significant organizational and operational adjustments.

The Faculty Senate also hired an external consultant recommended by the American Association of University Professors to evaluate their organization and effectiveness as well as their relationship with the administration. In a retreat with the Board of Trustees with key administrators present the Faculty Senate shared some of the most significant findings of the assessment and made several requests of the Board and administration. Some of these requests have begun to be addressed.

**Objective 3.3 Increase and refine academic program quality, curriculum development, and revision.** Through its strategic planning and regular assessment, GSU has recognized that it cannot be fully successful in its mission as the public comprehensive university serving a large region of Illinois unless it continues to grow its reputation for academic excellence. Thus the

Board of Trustees, administration, faculty, and increasingly students are regularly involved in gathering, analyzing, and using evidence to improve program quality. In addition to the pursuit of national accreditation where possible, in the academic areas each has an identified assessment coordinator charged with collecting identified data and sharing it with program faculty to make informed curricular decisions. The assessment coordinators meet bimonthly with the goal of informing one another of their practices, learning from each other, and determining which reports are needed from institutional research to best inform college or program level practices. The creation of a systematic method of collecting, processing, and providing data to inform curricular decisions has improved the process of curriculum review. At the college level, the division chairs can now lead program faculty in discussions on curriculum using the readily available data to make informed decisions. Discussion on the extent to which programs are meeting established learning outcomes are facilitated by having this readily available data.

On a more global curricular level the university has also established a Committee on the Assessment of Student Learning Outcomes (CASLO). This committee has representation from each of the academic colleges and the library. In 2010 the committee participated in the HLC Academy, developing a project to assess the quality of student writing across campus. That committee held university wide forums to discuss the issues with faculty and support staff. They identified an established rubric from the American Association of Colleges and Universities as the tool to assess student writing in capstone courses and are using that to establish a baseline on the quality of writing across campus. That data is being used to inform assessment of writing by faculty members across campus and to inform the services offered through the university's student writing center. Section 1.c.iii discusses this more fully.

GSU also has been actively responding to data gathered in student satisfaction surveys and in course fill rates that indicates students' increasing preference for online and hybrid courses. The university is also cycling out of its old distance education courses conducted through correspondence and telecourse, but has maintained a few to serve military students (e.g., submarine staff) who may not be allowed to access online courses.

### **Objective 3.5 Continue to increase and diversify student enrollment at GSU.**

GSU continues to serve a diverse student body.

- GSU has a high percentage of minority student enrollment, over 48.5%, and 37.87% of enrollment is comprised of African-American Students.
- The African-American student population grew from 1853 students in 2007 to 2124 in 2012

These statistics may undercount GSU’s diversity as the university is increasingly serving first-generation immigrant students from the Middle East and Eastern Europe, who may not be counted as minority or international students. GSU is seeking ways to gather better information on students’ first language. This information is typically collected in first-year student surveys. We plan to implement the national survey when first-year students begin in 2014.

Data from GSU’s innovative Dual Degree Program shows high percentages of minority and low-income students (see Table 6). It also reveals a troubling trend of low male participation, similar to GSU’s overall enrollment picture, which was about 71% female in fall 2012, and just over 28% male. GSU has participated in “Brother to Brother” and developed a Latino Center for Excellence that has had focused attention on fostering enrollment and degree completion for underrepresented male students, but GSU clearly needs to do more. One current effort is to expand veteran services as GSU admits a large number of veteran students with State of Illinois tuition waivers, about 250 graduate students in fall 2011 and over 50 undergraduates.

GSU has identified a weakness in serving Latino students, a growing segment of the regional population. Through a Title V grant partnership with Morton College (a predominately Hispanic serving Institution) and hiring of a Director of Minority Student Outreach and Recruitment with a special emphasis on service to Latino communities, GSU is increasing its ability to attract and retain Latino students. As the table indicates, Latinos form 10% of the Dual Degree students, a higher percentage than in GSU’s overall Latino population which was 7.68% in fall 2012. GSU is currently evaluating this success to date, intending to reach more Latino students.

GSU also recently has conducted a systematic analysis of its waiver program, reviewing how it aligns with our social justice and diversity mission and is considering realignment of waiver programs to foster further service to first generation, poor, and underrepresented minority students. (Appendix A, Item 20)

**Table 6**

FALL 2012 Gender & Ethnicity of DDP Students by Partner Community College

Community College	Enrolled	Male	Female	Asian	Black or African American	Hispanic/Latino	White	No Response
COD	7	0	7	3	0	0	4	0

JJC	75	14	61	0	13	6	56	1
KCC	33	5	28	0	1	2	30	0
MVCC	62	11	51	1	5	10	46	1
PSC	71	14	57	2	42	8	18	1
SSC	37	2	35	0	25	3	7	2
TC	5	1	4	1	2	0	2	0
DDP Total	290	47	243	7	88	29	163	5
<i>Percent</i>		<i>16.20%</i>	<i>83.70%</i>	<i>2.41%</i>	<i>30.34%</i>	<i>10%</i>	<i>56.20%</i>	<i>1.72%</i>

**Objective 3.6 Develop and Administer regular satisfaction surveys (including, but not limited to applicants, current students, alumni, employers, and other stakeholders) and act on the findings.** Through regional and national accreditation processes, GSU has recognized its weaknesses in creating longitudinal data that can be used for multiple purposes. The Office of Institutional Research and Effectiveness is responsible for the development and administration of university surveys. In the past, the alumni survey was the only one regularly administered. Given the lack of consistent information being collected, the new director implemented several new surveys across the campus to include but not limited to: student satisfaction, new student survey, a reformatted alumni survey, employer survey, and financial aid student satisfaction survey). Additionally, there are plans to implement a faculty/staff satisfaction survey as well as several surveys to assess the new first-year class in 2014.

As previously noted, the director of the office convenes the assessment coordinators from each of the colleges bimonthly. They have provided to the office of each college goals and learning outcomes from every program within the college. They used that information to centralize the surveying of the students and to streamline the process for analysis and review. Streamlining this process is ongoing and a target area for continuous improvement efforts.

When reviewing our overall university assessment structure, we realized that many of our efforts were decentralized across the university with programs operating independently from each other. Additionally, the CASLO group has been focused mainly on the assessment academy project and general education. As a result, many of our efforts were being duplicated and we lacked a unified focus. Several of our programs which had external accreditation were excelling with regard to the assessment of student learning (e.g., education); however, the non-accredited programs were foundering. To help address this issue, a program outcomes committee was established. This group includes a member of the CASLO team, keeping the general education connection, and the director of institutional research and effectiveness which allows the group to have issues involving data demands as well as university survey

results addressed. They are learning the best practices from other departments and have begun working as a group in addressing not only their individual program's assessment needs, but the overall needs of the entire university. The group has begun to make some progress however, they still have much work to do.

As an example of institutional progress, the university deans and Faculty Senate are working with the Associate Provost, Faculty Affairs, to select a nationally normed and validated product for student course evaluation, which could provide a more systematic way of reviewing the quality of teaching.

**Goal 4: Visibility, Outreach, and Economic Catalyst: Pursue initiatives that make GSU a preferred destination in the region, which enhance collaboration between GSU and its surrounding community, that create a vibrant public dialogue, and that increase the university's effectiveness as an economic catalyst in the region.**

**Objective 4.1 Build regional community awareness of campus activities through effective outreach and communications programs.** GSU has a long history of serving the “non-traditional” college student, who now has become more of the norm: adult, working students who often seek alternative modes of course delivery. Thus GSU has often connected to a segment of its community not normally well served by the regional comprehensive university. Still, GSU has heard repeatedly through focus groups, satisfaction surveys, and community interactions that it remains “the best kept secret” in higher education in the region. For this reason, GSU's strategic planning efforts include the goal of visibility and intensifying its community collaborations. GSU has initiated and supported a wide array of community service projects that help to build and fortify connections between the university and its region. GSU was recently named to the 2012 President's Higher Education Community Service Honor Roll. The university was one of the colleges and universities recognized nationally by the Corporation for National and Community Service for exemplary, innovative, and effective community service programs. GSU was named to the President's Honor Roll for engaging students, faculty, and staff in substantial, relevant, and meaningful service to communities.

A survey of a few of the university's service project examples includes:

- GSU and the South Suburban Mayors and Managers Association (SSMMA) are helping to promote a special educational opportunity for families in the south suburban region.

Through Internet Essentials, a special program sponsored by Comcast, families are able to receive fast Internet access and a computer at greatly reduced costs.

- The GSU Biology Club annually cleans up a nearby drainage ditch which runs through the campus and impacts the local environment.
- Kids Wish Network is a shoe collection community service project by the university's Wellness Club.
- The GSU Student Senate is sponsoring the GSU Food Pantry to assist fellow students during these difficult economic times.
- The Students in Service program, in collaboration with Illinois Campus Compact (ILCC) and AmeriCorps, encourages and supports college and university students to provide valuable service in their communities. SIS members make a difference in their communities, gain valuable civic and workforce skills, and upon completion of their term of service, earn an education award of \$1175.
- Parent University classes are presented free of charge by members of the university's Division of Psychology and Counseling to parents in the community to assist them in understanding and coping with issues that impact their children and families.

The university shares its scholarship and expertise with the surrounding community in many ways that serve the region and provide superb opportunities for the university to expand its outreach and visibility:

The College of Arts and Sciences Criminal Justice Program has a long-standing relationship with several restorative justice and youth service projects in its region, and statewide, through which it provides needed expertise in curriculum development, program administration, research and evaluation, and IT applications. Initially, a 6-year Criminal Justice Program review report suggested that the GSU Criminal Justice Program expand its course offerings to include a concentration in Restorative Justice (at the time, an emerging practice and research focus in the field). The Criminal Justice Program faculty adopted this recommendation and, as a result of several years of teaching and community service work regarding restorative justice, the need for this community collaboration was identified in two ways: 1) Criminal Justice Program faculty conducted restorative justice workshops and conferences in local community settings, and the comments received on session evaluations pointed to the need for additional outreach and collaboration and, 2) the Criminal Justice Program received direct requests for assistance and collaboration from several south suburban community organizations. To date (and for the past several years) the Criminal Justice program has provided research and evaluation services (through donated faculty time and student internships), program assistance (from student

internships), and information technology assistance (free consultation regarding hardware and software). Recently, the Criminal Justice Program tabulated and analyzed program evaluation data from several community restorative justice projects to prioritize its next community collaboration steps

After a request for proposals, GSU selected Simantel, an expert in university marketing, to provide hard data about priority steps to increase GSU's visibility. (Resource Room, Item 4 is the entire study.) GSU has accomplished many of these steps, updating its logo and font, launching television, radio, social media, and billboard ads, and seeking opportunities for national as well as regional recognition. GSU has made significant strides in increasing its external media presence and proactive engagement with journalists. GSU has developed strong relationships with the local media and has leveraged the work being executed within the colleges linking university and program initiatives with national policy. For example, the *Southtown Star* recently published a piece about GSU's model Dual Degree Program linking it to President Obama's higher education goal to increase the number of college graduates nationally over the next several years. (Appendix A, Item 21) Additionally, GSU continues to build strong ties to local, city, and national journalists. GSU was recently cited in an Associated Press article about increased fall enrollment over other state universities. At the international level, GSU recently commissioned its first viewbook in Chinese to address the needs of its six partner institutions in China and continues to develop web-sites in Chinese and in Spanish that could reach potential students or families of students both inside and outside of the U.S. In the next six months GSU will embark upon a yearlong plan to further augment institutional recognition at the local, regional, and national level.

Simantel's study noticed weaknesses in GSU's online presence. The university is currently in the midst of a complete website redesign project which will focus GSU's web presence on specific external audiences, resulting in a more sophisticated platform and message for the region, the state, and nationally. Part of this large project is to move a considerable amount of internal materials from the web to the portal system provided by Colleague, sorting out what materials should be available to the public, and which materials are truly for internal audiences.

GSU also identified a weakness in its strategy of employing a lobbying firm to represent the campus in Springfield and, much less frequently, in Washington DC. After reviewing this evidence, the president hired a new Director of Governmental and Community Relations. The mission of the Office of Governmental and Community Relations is to grow outreach engagement efforts and activities with local, state and federal officials, business and community organization and to grow and expand visibility and awareness of GSU as a local and regional economic engine. University representatives communicate and meet regularly with state

officials to track progress of pertinent legislation and to lobby members of the Illinois General Assembly on behalf of GSU and public higher education in the State of Illinois. The Director of Government and Community Relations serves as the university's liaison and is affiliated with several local and regional organizations.

In order to grow visibility, the university has increased its role in hosting meetings and conferences that further enhance the quality image of the campus. GSU is increasingly perceived as adding value to the region, offering many resources to its publics—academic, business, community, and governmental. A brief review of recent campus meetings, conferences, and public performances includes:

- Gender Matters, an academic conference highlighting research on gender, women, and sexuality. Initially conceived in 2011 as a small, regional conference to bring together scholars, students, and activists, the 2012 conference received over 150 submissions from scholars representing over 100 colleges and universities from as close as Chicago and as far away as India, France, and Bangladesh.
- The Holistic Health Conference, sponsored by Student Life and the GSU Wellness Club. This conference included presentations, demonstrations, and exhibits of holistic and healthful products and services. To date, the Holistic Health Conference has been held only once at GSU (in 2012); another in planning, and feedback from the prior conference evaluation suggested that Students Services collaborate with other colleges and units in planning and marketing this event; thus, Student Services will collaborate with the College of Health and Human Service in planning for the next conference.
- The Human Trafficking: Implications for Social Work Practice conference examined the global human trafficking problem, and examined opportunities to respond and work collaboratively to end human trafficking. More than 150 students, field instructors, social workers, and members of the community attended the event. The conference was a joint effort between the Illinois Social Work Field Directors' Network and GSU's Department of Social Work. The event was held at two locations: GSU and the DePaul Center in Chicago.

The events listed above involve collaboration across the various disciplines and constituent groups at the University, and several of them include remote participation (e.g., via webinar technology).

**4.2 Increase programming and promotion to include wider community and to create a place for vibrant public dialogue. 4.3 Provide opportunities for student, faculty, and staff**

**engagement with public and private agencies and organizations.** We are linking these two objectives together because increased programming with the wider community often ties to public and private agencies and organizations. GSU has a successful history of community collaboration, but through strategic planning has recognized the need to be more systematic in developing, fostering, and assessing campus-community collaboration. Recent specific examples of university engagement with public and private audiences include:

- The GSU Intellectual Life Committee budgets \$7,000 annually to fund One Book, One University events as well as grants for faculty intellectual events. The purpose of the \$500 grants is to promote and increase awareness of the arts, humanities and other intellectual topics of universal interest. The primary audience are GSU students and are open to the entire community.
- Student Sustainability Conference, September 2012: GSU hosted students from across the Chicago Southland where they shared their ideas on how to best serve the environment at the 2012 Student Sustainability Summit. The summit was sponsored by the South Metropolitan Higher Education Consortium (SMHEC). SMHEC is made up of 12 colleges and universities in the Southland.
- Women in Political Discourse Panel Discussion, September 2012: Panel members addressed issues such as the gender gap, how women are portrayed in politics, the need for more women in politics, and the negative rhetoric some politicians are using towards or about women.
- GSU Rocks the Vote, September 2012: GSU takes its civic responsibilities seriously with the 2012 GSU Votes initiative. The GSU Student Senate sponsored voter registration drive that began September 4, and continued through September 27. The student senate took the initiative one step further by becoming Deputy Registrars so GSU would be able to service all of the voter's needs including Cook and Will counties. The voter registration drive was sponsored by the GSU Student Senate.
- Candidates Forum: Political candidates seeking state and congressional offices had an opportunity to talk to voters at candidate forums held on campus in October 2012 and February 2013. The forums were co-sponsored by GSU, the Chicago Southland Chamber of Commerce, the league of Women Voters in Homewood-Flossmoor, Dolton-Harvey-Riverdale, and the Park Forest area and Mikva Challenge.

- Presidential Inauguration and MLK Memorial, January 2013: Students on the Move—Civic Engagement Action. Thirty-eight GSU students were part of history when they attended President Barack Obama’s second inauguration students learned first-hand about civic engagement, attended the inauguration ceremony and parade, the Martin Luther King, Jr. Memorial and other historic sites. Students had a formal discussion with the Mayor of Hagerstown to discuss civic engagement and political systems. GSU students were accompanied by four faculty and staff members. Students were able to take part in a special independent student course, History 4700, involving readings, research, and a project under faculty supervision. Students will make a presentation at GSU about their experiences during Black History Month in February.
- A university Intellectual Life Grant to an adjunct faculty member and a graduate assistant resulted in “Reflections on Fatherhood,” a production of GSU’s Division of Digital Learning and Media Design, presented on WTTW-Channel 11, Chicago’s PBS affiliate, in February 2013. This program is a conversation with award-winning journalist, author and columnist John W. Fountain (*Dear Dad: Reflections on Fatherhood*, WestSide Press 2011) that explores the role of fatherhood and the impact a father’s relationship can have on the life of a child.
- GSU is one of four University participants in the Civic Reflection Fellows Leadership Program, a one-year certificate designed to develop a cohort of thoughtful, collaborative student leaders who can engage diverse groups of students and community partners in dialogues about critical issues and themes in civic life. Students work collaboratively with faculty, staff, and other students to plan and facilitate reflective discussions and to integrate these discussions among student groups and community partners. This pilot program is led by the Project on Civic Reflection, in collaboration with staff liaisons and faculty advisors from four Chicago-area campuses who provide supervision, mentoring, and support throughout the program year.

The activities of Career Services have increased significantly over the past two years adding, to the vibrancy of the GSU community:

- Addition of a new internship component to university career fairs
- Inclusion of both communication and technology to the Business Career and Internship Fair

- Addition of a networking event for employers and GSU faculty to the Health and Human Services Fair
- The first Professional Image Makeover Conference
- Award of \$28,649 for the Illinois Cooperative Work Study Program Grant (increase of \$4,329 from the previous year) to support additional student internship opportunities
- Plans include additional focus on graduate student programming in 2013

These examples demonstrate the ways in which GSU has worked across disciplines, and has engaged students, faculty, staff, and community members from both private and public entities in a wide variety of forums, workshops, conferences, art and cultural events.

With its renewed commitment to civic and community engagement, GSU established a Consortium for Civic Engagement in the spring of 2012. The purpose of the Consortium is to create an infrastructure to sustain joint university/community efforts toward the further development and enrichment of the Chicago southland community. To ensure that the Consortium's efforts address evidence-based needs, a Steering Committee was established with 29 members representing the broad range of faculty/programs and community organizations and agencies. Through the Consortium's steering committee, sixteen GSU faculty, staff, and administrators (from across the University) and thirteen community leaders (e.g. directors of Respond Now, PADS, South Suburban Family Shelter), three village managers, and a mayor explore how they can best advance the community-university partnerships that serve underserved communities. In order to bring practice to these discussions, five sub-committees have been created: (1) Special Projects - working on community needs as they arise; (2) Service Learning - preparing students for service learning projects; (3) Assessment - gathering data on both community needs and evaluating the impact of student service learning; (4) Grant Writing - providing the technical expertise to obtain grants and funding for the Consortium's projects; and (5) Communications - broadening the impact of the Consortium's educational efforts and programs by promoting these efforts within our service region. Together, these five sub-committees create a heuristic process through which the Consortium is addressing and learning from the challenges and opportunities of its service communities. Examples of activities have included a series of three educational community teach-ins addressing issues related to the fall 2012 elections, the development of a series of workshops and panels (and work on a web-site and other media vehicles) on a regional response to *Violence in America*, and the ongoing placement of students in service learning projects in the community.

GSU also is participating in the Civic Learning and Democrat Engagement initiative of AAC&U, one of several campuses selected in the Chicago area to develop regional university leadership

in civic engagement. (Appendix A, Item 2. 4 - Expand the role of GSU in the regional network supporting economic development.)

Following the theme that GSU is a “best kept secret,” the university has sought to increase its level of collaboration with regional partners and to increase visibility of its efforts. Its approaches have been selective and strategic, focusing on efforts that align with regional strengths and opportunities for success. During this period, GSU assessed its interactions with the economic development community and has strategically divided assignments among Will and Cook County economic development boards, the Chicago Southland Economic Development Corporation, and the Southland Chamber of Commerce. GSU has increased its discussions with the Village of University Park, seeking ways to expand collaborations as GSU expands to a four-year, residential campus, initiatives that University Park has endorsed publicly. Through hiring of a new Director, the Office of Government and Community Relations was able to establish a mission to grow outreach engagement efforts and activities with local, state and federal officials, businesses, and community organizations in order to grow and expand the visibility and awareness of GSU as a local and regional economic engine. Through its expanding DDP program, GSU has begun to partner with community colleges that are seeking to increase the higher education qualifications of students in advanced manufacturing, moving them from certification to AAS, to a new GSU bachelor’s degree in Business and Advanced Manufacturing Management recently approved as part of the Academic Master Plan. (Appendix A, Item 23) Recognizing GSU’s key transportation corridor location, GSU has developed a new online MBA concentration in supply chain management.

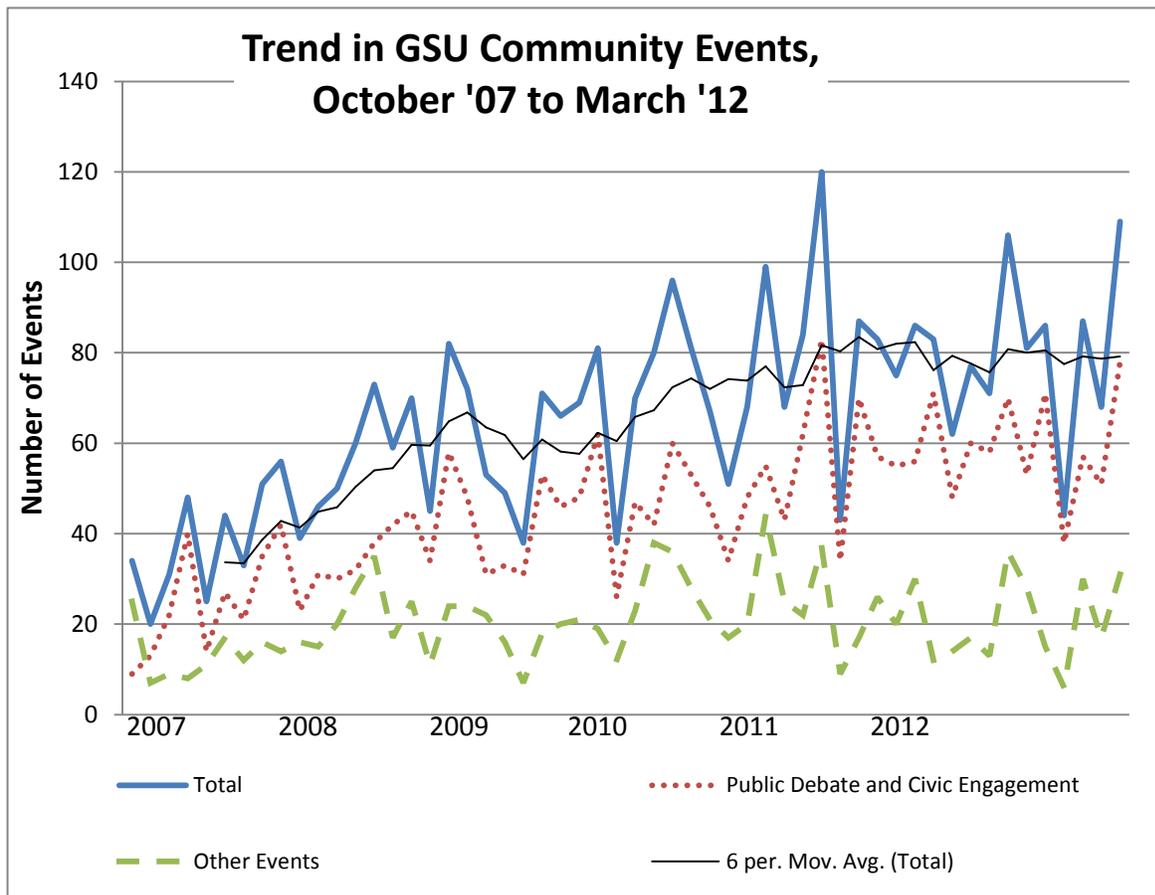
The university's professional education unit places students in over 100 schools each year for clinical and pre-clinical teaching experiences and at nearly that many school and district office sites for the preparation of school administrators. The College of Health and Human Services also partners with a wide range of organizations (approximately 800) to insure that there are adequate field placements available for students. Programs in these colleges work closely with not-for-profit and other agencies to ensure that GSU’s professional programs will meet the needs of the region. The College of Arts and Sciences works with agencies such as the Argonne National Labs, where it recently has increased the number of internships. In collaboration with community college partners, the Science Division recently implemented a new major in Information Technology, focusing on cyber security, mobile applications, and other recent trends to meet regional employer needs.

In addition to the above, GSU’s strategic planning revealed a weakness in the leveraging of physical assets, including larger lecture halls, meetings, and performing arts facilities as well as weakness in leveraging its intellectual capital to engage the community. From January 2010,

through March 2012, GSU hosted, convened, organized, and/or supported over 2,100 public events, with an average monthly total of 78 events. This represents a substantial increase in public events for the prior 27 months (October 2007 through December 2009), a time period that accounted for 1,403 events, with a monthly average of about 50-60 events. The chart below shows the monthly trend in public events held at Governors State University from October 2007 through March 2012. The overall trend in the number of such events rose steadily from late October 2007 to early 2011, when it leveled off at just fewer than 80 events per month, on average (6-month moving average). The data also shows that public debates and civic engagement-related events account for the largest number of events held at the University, while other events (including ecological awareness, arts and culture, public safety, health promotion, business-related, and veterans' affairs) have remained somewhat stable in numbers from 2008 to the present (at just over 20 events per month).

These events engage students, faculty, staff, and community members from around the region in a broad range of organized educational, prevention, enrichment, and civic engagement events. Recent successes include:

- A Chicago Community Trust award supported the “One More Night” theatrical series to bring small Chicago theaters to GSU. Data indicate a good percentage of attendees coming to GSU for the first time or attending a professional theatrical performance for the first time. The GSU Center for Performing Arts partnered with three Chicago-based theaters to present three performances, and three ancillary theatrical activities to enhance the theater-going experience for patrons, students, and community members in the Chicago Southland. The One More Night series welcomed over 1,300 patrons and:
  - 34.2% of the audiences were attending their first performance at the CPA,
  - Attendance by minority populations increase by 10% from previous years, and
  - 83.6% of those surveyed indicated that they were very satisfied with the performances. 91.7% of those surveyed indicated that they would attend a future performance.



- A regional debut of 8: the play and public discussion of California’s Proposition 8 to ban same-sex marriage (two evenings of more than 250 audience members each).
- A sold-out, overflow audience (over 1,300 attendees, an overflow audience by approximately 100) evening with esteemed poet, Nikki Giovanni.
- The first performance of the Tribune Corporation’s Chicago Live outside Chicago city limits.
- “Beyond Deployment,” a student and faculty organized all day symposium on returning veterans

These events are open to students, faculty, staff, and community members alike (including youth and children), and demonstrate that GSU uses various campus assets, such as the Center for Performing Arts, the Family Development Center, and the Nathan Manilow Sculpture Park,

to mention a few, in its community outreach and public event programming. Many of the events listed above involve collaboration across the various disciplines and constituent groups at the University, and several of them include remote participation (e.g., via webinar technology). Every one of these events has taken place without any indication of a threat to public safety, a testament to the high level of safety and security enjoyed at GSU.

**Goal 5: Social, Ethical, and Environmental Responsibility: Build an institution that is socially, ethically, and environmentally responsible.** GSU has a long history of social, ethical, and environmental responsibility, including some of the first degree programs in the U.S. that emphasize sustainability (e.g., the MS in Environmental Biology). Social justice has long been part of its mission, emphasized by service to non-traditional students as well as academic programs such as Political and Justice Studies. The HLC report provides evidence related to a number of initiatives addressing this goal. These include MILE (Metropolitan Institute for Leadership in Education), Center for Performing Arts (CPA) for underserved children, CenterPoint (currently the Illinois Small Business Development Center and Illinois International Trade Center at GSU as explained in 5.B. below), college guest speakers, participation in the ACUPCC Climate Commitment, in-progress implementation of energy-efficiency investments, environmental concerns, the “green” upgrade of parking lots, and more. Many of these initiatives have continued and grown since the last re-accreditation visit.

**Objective 5.A Increase outreach into the poorest areas of our region and increase service to those who are traditionally underserved by higher education.** GSU was founded as the only public university serving a vast region of south Chicagoland, encompassing urban, suburban, and rural areas, encompassing a microcosm of American society. Our students reflect almost all population clusters: poor neighborhoods in Chicago; the south suburbs, with Rust Belt industrial towns; very poor communities, including Ford Heights, at one time cited as the poorest suburb in the nation, and newer, more affluent communities; the smaller cities of Joliet and Kankakee; and underserved rural areas south of the GSU campus. The bachelor’s degree completion rate in this diverse service area is only 21%, which is well below the state average in Illinois, 43%. From its founding, GSU’s mission has focused on innovation in serving the underserved: low-income, first-generation college students, minorities, community college transfer students, and working adults. GSU’s student body is 48% minority and largely low-income. According to the most recent U.S. Census Data, in 2009, twenty school districts in our south suburban region exceeded the 20% poverty level. Evening and weekend classes at GSU exceed daytime classes and the average age of undergraduates is 33. The majority of our

undergraduates are transfers from community colleges although many students start at four-year colleges and transfer to GSU or stop out and return to GSU after working, raising families, or serving in the military.

GSU is participating in an Illinois state-wide initiative to recruit teacher candidates to serve some of the schools most difficult to staff. GSU's grant is called the South Suburban Consortium for Grow Your Own Illinois. The members include GSU, Prairie State College, six elementary school districts (District 201 U – Crete-Monee, Harvey SD 152, Dolton West SD 148, Patton SD 133, Prairie-Hills SD144, and Cook County SD130) and one community partner (Action Now). The candidates (college students) receive tuition stipends to attend Prairie State College and GSU to complete an undergraduate degree in education and earn their teacher certification. This is basically a "forgivable loan" program for the participating students. In return they must commit to teach up to five years in a designated "hard-to-staff" school. The program began in 2007 with 51 candidates, many already para-professionals in partner elementary school districts or parents or committed community members involved in those districts. Candidates fell into four categories: 1) those just beginning college; 2) those with some community college; 3) those almost ready to come to GSU; and 4) those with an associate's degree who started GSU classes in the fall of 2007. GSU has collaborated with Prairie State College on every aspect of this joint project since its inception. To date, some candidates have selected to drop from the program due to their inability to meet demands. Yet GSU can proudly say we are the Grow Your Own cohort in the state with the most program completers. To date we have eight graduates, all of whom are teaching. Two students graduated in December 2012, and one was offered a teaching position which she began in January 2013. GSU expects to graduate three more candidates this year. One more candidate will complete the program in 2016.

The Metropolitan Institute for Leadership in Education (MILE) provides professional development activities to superintendents, principal and educators in the Chicago Southland. Beginning in 2006, under the direction of Ms. Alicia McCray, programming to address these professional development needs began. To date MILE has provided professional development training for substitute teachers, school boards and school administrators. Additionally MILE has taken the lead in inviting nationally recognized educators for day-long professional development. These national figures include Harry Wong, Joseph Murphy, Gloria Ladson-Billings, and Daniel Goleman. Through the partnership with the Teacher Quality Partnership (TQP) grant (\$7.1 million received from the US Department of Education by GSU and is public school partners in 2010), MILE has piloted and is now implementing a Principal Evaluation Instrument in school districts across the state. This project was made possible through the collaborative work of the College of Education's Educational Administration faculty, TQP

leadership, MILE leadership, area superintendents and principals and Dr. Joseph Murphy from Vanderbilt University.

The College of Health and Human Services' research program, "Building Capacity in Health Disparities" (HDR), was funded by the National Center on Minority Health and Health Disparities (NCMHD) for a five-year period, commencing September, 2006, and ending September, 2011. This funding helped facilitate the development of a translational research model-collaborative research with the community that produced research results which have the potential to positively impact health care and reduce disparities, <http://www.govst.edu/hdr/>. The \$5 million, five-year grant provided College faculty members with an opportunity to develop community-based research projects with experienced research mentors from the University of Illinois at Chicago. An important objective of the project was to engage the community in dialogue to identify and discuss healthcare disparities caused by issues related to poverty, segregation, and access to healthcare in the southern Chicago metropolitan region. A significant activity in addressing that objective was the "Bridging the Gap: Health Disparities" summit held in 2010. The HDR project in conjunction with the College of Health and Human Services and community organizations that included Healthcare Consortium of Illinois, the Crossroads Coalition, Cook County Health and Hospitals System, sponsored this groundbreaking event.

To increase outreach to one of the area's poorest communities, GSU participated in two successive US Department of Housing and Urban Development proposals (2011 & 2012) to fund redevelopment efforts for the Village of Robbins, an initiative that has not yet been funded. This community redevelopment initiative focuses not only on job creation, but also on education and the arts as well as social services. GSU also participated in a Cook County-Foundations economic development group focused on matching Foundations to the needs of the poorest areas of Cook County, especially focused on the County outside the city of Chicago.

The Department of Labor funded a three-year project "Health Care Jobs for the Chicago Southland" in March, 2010 (\$4.99 million). The focus of the project was to increase educational and training opportunities for unemployed, underemployed, incumbent workers and the ability challenged in the region. The project was developed by Dr. Linda Samson in collaboration with representatives of the Family Development Center and seven community organizations. These organizations serve as training partners and also provide supportive services to project participants. A key element of the project is scholarship funds to support career advancement education using career ladders. Over the grant period it is anticipated that 2,000 individuals will have participated in some form of training, with 1,000 individuals employed as a result of the project.

GSU project collaborators for the DOL grant included: Southland Health Care Forum for medical assistants, phlebotomists, and nursing technician training as well as assisting in educational readiness activities and tutoring; SouthStar for transportation support and work with ability challenged individuals; CAAN Academy for LPN education; Proactive for supportive services; Robert Morris for associate degree programs in nursing, surgical technician, and pharmacy technician; GSU's College of Health and Human Services for baccalaureate and graduate health care programs; South Metropolitan Higher Education Consortium for the education of clinical nursing faculty and allied health preceptors; and, the YWCA for "soft-skills" training. To date, over 1400 have completed training and over 700 have been employed as a result of this project. The program is well-respected in the community and on track to meet project goals.

The Center for Performing Arts (CPA) offers an array of children's programs. Several area schools participate in field trips by attending these programs, where some children are introduced to the theater for the very first time. This opportunity provides an experience that creates a lifetime memory. With GSU's commitment to serve the poorest areas, the Medhurst Children's Fund has donated 5,850 tickets to the students who reside in underserved areas. Some children would never have been able to attend the specialized program. GSU is making a difference by enriching children's lives and often linking academic subjects such as U.S. history or sciences to the performances ([www.centertickets.net](http://www.centertickets.net)). The CPA's "One More Night" series, funded generously (\$50,000 per year) by the Chicago Community Trust, has focused on reaching underserved audiences with very low cost tickets, and has collected data demonstrating that a high percentage of attendees are first-time to live theater or first-time attendees at the CPA.

GSU evaluated other university performing arts centers' programming and decided to begin a lecture series, whenever possible, tied to themes of performances. Its first series, "Created Equal?," for example, featured poet Nikki Giovanni, who provided a free lecture to over 1100 attendees, generating significant new audiences. A staged reading of "8: the Play" was followed by well attended discussion sessions afterwards, with two nights drawing over 500 audience members.

Earlier in 2012, more than 200 people attended a compelling presentation, "The U.S. Healthcare System: Reflected in the Lives of Henrietta Lacks and Her Family." The event was co-sponsored by the Colleges of Education and Health and Human Services and made possible by a grant from the GSU Intellectual Life Committee.

The Nathan Manilow Sculpture Park (NMSP) is another significant asset that GSU has to offer the community and there is no charge to explore the collection. NMSP also attracts schools and

families. The park is designed to be an open invitation for all to explore and an opportunity for visitors to interact with large sculptures and for educational opportunities ([www.govst.edu/sculpture](http://www.govst.edu/sculpture) and [www.facebook.com/Nathan.manilow.sculpture.park](http://www.facebook.com/Nathan.manilow.sculpture.park)). GSU also has made significant progress in interconnecting its arts experiences. For example, the Visual Arts Gallery regularly opens during CPA performances and has thematic link-ins to some performances. The Gallery also regularly features African-American and other minority artists to draw diverse communities to the campus (<http://www.govst.edu/gallery/>). One recent example is “Art Gathering: the Collector,” featuring the Patric McCoy’s collection of works featuring the African American experience.

GSU has some outstanding successes in partnering with regional communities to serve the underserved, but also some areas of needed improvement. While these many efforts are notable, GSU recognizes the need to coordinate them and to assess their effectiveness. The Consortium for Civic Engagement and GSU’s participation in AAC&U’s Civic Learning and Democratic Engagement are twin efforts to begin to provide more coordinated campus-community efforts. In addition, a faculty member who is part of this group has been appointed to begin to develop service learning policies and procedures for the whole university in addition to those that exist program by program. With the new call for applicants to attain the Carnegie Community Engagement Classification, GSU will use the application form as an audit of its current practices and strive to begin to systematically fulfill the criteria.

**Objective 5.B Create opportunities to offer institutional expertise to help solve regional problems.** GSU regularly offers institutional expertise to help solve regional problems. One of its major attributes has been a small business development center that actively responds to evidence of performance and of community input to adjust its strategies to better serve regional need.

GSU’s CenterPoint was renamed The Illinois Small Business Development Center at GSU (the ISBC) and the Illinois International Trade Center at GSU (ITC). The ISBC and ITC, either in its current arrangement or originally as CenterPoint, has for the past 28 years provided expertise in developing, financing, growing, and sustaining small businesses in the GSU region. Through the last decade, over 5,000 Center clients have started or expanded 215 businesses and invested over \$136,000,000 in debt and equity financing in the GSU region. Most notably, ISBC clients have created or retained over 8,000 regional jobs. Over the last several years, The ISBC has taken steps to add additional free counseling services to support several areas of potential business opportunities or niche markets developing in the region.

In 2011, the ISBC received a \$100,000 (no match required) Grant from the Illinois Department of Commerce and Economic Opportunity (DCEO) to explore and establish consultative services to high growth potential businesses and startup ventures in the GSU region through a Technology, Innovation, and Entrepreneurship Services Center (TIES) that focused on clients developing patents and other forms of intellectual properties. Over the year, the Center worked with over 46 clients, resulting in the creation of eight jobs, one business expansion and about \$700,000 in debt and equity financing. To reapply for the extension of the TIES funding, a 75% cash match from the College of Business and Public Administration (CBPA) would have been required. Collaborating with DCEO on regional results, GSU decided not to renew its application for funding and existing clients were transferred to UIC, Bradley University, and SIU TIES centers. GSU views this not as a failure of TIES, but as a strategic, evidence-based decision to continue to tailor its ISBC to meet regional needs.

The ISBC and ITC staff is represented on a number of committees and boards of the GSU College of Business and Public Administration including:

- AACSB Accreditation Strategic Management Committee
- AACSB Mission Statement Review Committee (*Chair*)
- Master's in Public Administration Mission Statement Review Committee (*Chair*)
- Master's in Public Administration Advisory Board
- Center for International Business Education and Research (CIBER) Committee
- South Metropolitan Higher Education Consortium –Veterans Committee

ISBC and ITC highlights include:

- In fall 2010, ITB became one of Illinois's eight official International Trade Centers, answering President Obama's call to increase U.S. exports.
- The GSU regions' businesses involved in manufacturing, recycling and agricultural products in southern Cook County and all of Will County benefit from ITC. The ITC is strategically located between Joliet and Chicago Heights / Harvey which are North America's largest global transportation centers supporting global intermodal and supply chain management distribution of imported / exported products. After nearly two years of operation and a 2013 award of a grant from DCEO for the third year, GSU's ITC has: supported 120 clients who accounted for over \$800 million in new Illinois exports; created and retained 350 GSU region jobs; invested through debt or equity financing

over \$8,000,000 in export and expansion loans. An ITC client was named Illinois Small Business Administrations “Exporter of the Year.”

- ITC was instrumental in CBPA’s organization of GSU’s first short-term study-abroad opportunity in China, providing students an opportunity to work with regional exporters at the transportation and logistics trade show in Shanghai.
- ISBC played a critical role in the on-going development and implementation of the CBPA academic programs in entrepreneurship, by hosting the “Veterans’ Entrepreneurial Boot Camp,” recognized by the State of Illinois and GSU for innovative, best practices programs and services, and for the impact the program has on the community, region, and state.

GSU found a niche market opportunity in its Veterans Entrepreneurial Boot Camp. Nationally, 2.4 million veteran-owned businesses employ over six million Americans and generate over \$1.2 trillion in commerce, a testament to entrepreneurial success due to military service. However, over the next five years, one million service men and women will be leaving service to our country and may seek entrepreneurship as a possible option. It is estimated that about 8%-10% will locate in Illinois and need assistance with entrepreneurial skill development. Thus far, GSU has held nine free Entrepreneurial Boot Camp Workshops with over 900 total attendees. Forty region volunteer presenters/helpers over the last four years have been hosted at GSU and funded by GSU, DCEO and a Coleman Foundation of Chicago grant. The Illinois Entrepreneurship and Small Business Growth Association has recognized GSU’s Veterans Entrepreneurial Boot Camp in 2008 and 2010 for “outstanding, innovative, and best practices in the programs and services offered by member Illinois centers and the impact the program has had on the community, region, and state.” Helping those who have served is vital to the GSU region, and has been encouraged at the highest national level of government. GSU’s ISBC director has been recognized by the US Small Business Administration in 2012 as the Illinois Veterans Small Business Champion of the year for efforts in developing and continuing the Veterans Entrepreneurial Boot Camps.

Beyond its substantial small business development services, GSU has increased its sharing of expertise in partnership with its communities in a number of ways.

The Family Development Center offers several programs to help solve regional problems:

1. The Early Head Start program offers high quality early education programs to the lowest income, highest risk families in order to prepare children for school and close the

educational achievement gap. Children's scores on cognitive, social-emotional and physical development increased 8-12% between Spring 2012 and Fall 2012.

2. The GSU Family Development Center also serves children from 6 to 12 after school and during the summer months. Adventure Club is supported in part by a grant from the Illinois Department of Human Services. Eligible grant participants receive discounts based on income. Pell grant, TANF, SSI, and low income families attend camp free of charge. In an effort to assure funding sustainability and to demonstrate achievement of outcomes to the Illinois Department of Human Services (DHS), we have tracked data on school performance. Based on this preliminary data, DHS has encouraged us to expand our service area and the number of children served for the summer. Reporting on this group reflects seven students for which data were available. Five of the students stayed the same or improved in reading, spelling, social studies, language arts, mathematics and science. Student data reflects:
  - a. 14% improvement in reading;
  - b. 50% improvement in spelling;
  - c. 25% improvement in social studies;
  - d. 33% improvement in language arts;
  - e. 50% improvement in mathematics;
  - f. 40% improvement in science;
  - g. 100% of participants improved in school attendance.
3. The Family Development Center (FDC) offers Parent Connection Workshops to assist parents with parenting issues. FDC recognizes the need to host workshops to provide parents with empowering information. Parent Connection held two workshops in Fall of 2012, with an average attendance of 17. Parent University, a precursor to the current Parent Connection program, held nine workshops with an average attendance of 5.6 people. 100% of participants in these workshops indicated that they enjoyed the workshops and showed an increase in knowledge based on data from pre- and post-surveys.
4. The Family Development Center also held a Health Care Institute in response to high numbers of families that use the emergency room for routine health care. The Institute was attended by 96 families. The Health Care Institute is a research partnership with UCLA and Head Start Department of Health and Human Services. The research program will end in March 2013 with Post test data available after April 2013.

Based on feedback from the Alumni Association, President's Advisory Board, the Board of Trustees, and the Foundation Board GSU began a deliberate strategy to increase GSU's presence as a university that speaks to regional solutions. For example, in 2011, GSU hosted a major transportation conference to focus on improving intermodal connection. In 2012, the College of Business and Public Administration presented a public panel on the fiscal cliff. In 2011, GSU sponsored "Success by Dual Degrees: Meeting the President's College Completion Goals," featuring US Under Secretary of Education, Martha Kanter, as well as Anne Pramaggiore, who had just been named CEO of Com Ed, speaking about the value of a liberal education. GSU's President Maimon discussed GSU's innovative approach of its Dual Degree Program to contribute to the US college completion agenda. The College of Health and Human Services hosted a conference on health disparities and more recently a panel on US healthcare reforms. The Honors Program regularly brings in speakers who primarily address regional affairs, and GSU has continued to expand some of this work beyond the Honors Program, for example related to gun violence and peacekeeping.

**Objective 5.C Provide regional leadership and serve as a model for sustainable development, minimization of global warming emissions, and maintenance and improvement of environmental quality.** GSU proudly serves as a model for sustainable development, minimization of global warming emissions, and maintenance and improvement of environmental quality. GSU added the first wind turbine on campus September 2012 with nearly \$700,000 of grant funding. It has produced over 120,000 kWh of energy, avoiding release of nearly 130,000 pounds of CO<sub>2</sub> and offsetting approximately 30% of commercial power consumption. GSU consistently leads Illinois universities in diversion of waste via recycling (as measured through the competition, Recyclemania). Information Technology Services also implemented a power saving feature by shutting down monitors and PCs when not in use.

GSU is active in sustainability initiatives with other higher education institutions, via the South Metropolitan Higher Ed Consortium. Jack Byrne, a nationally-known speaker from Middlebury College, was brought to campus to discuss integration of sustainability into the lower-division curriculum. One of GSU's three lower division cohorts will be in sustainability but the other two, global citizenship and civic engagement, also infuse sustainability through the general education curriculum.

**Objective 5.D Develop a comprehensive, institutional action plan to achieve climate neutrality and fulfill the *American College and University Presidents Climate Commitment*.** An institutional action plan was needed to achieve climate neutrality and fulfill the American College and University Presidents Climate Commitment. GSU's Climate Action Plan was

completed in December 2010 with a base year of FY2007. The ESG performance contract was completed in November 2011, and GSU will receive annual energy savings reports documenting the savings. These projects, including the wind turbine, reduced emissions. In December 2011, GSU began to purchase electricity through a state-negotiated agreement which provides 20% renewable power; this further reduces our annual scope two emissions. Beginning in December 2012 our electricity will be 100% renewable by contract. Combined with the natural gas savings, our campus carbon footprint will be approximately 50% of the base year ([www.govst.edu/green](http://www.govst.edu/green)).

**Objective 5.E Become a model of sustainable construction and development, best land use practices, and best practices for storm water management that is consistent with the *Illinois Sustainable University Compact*.** GSU emphasizes the importance of becoming a model of sustainable construction and development, best land use practices, and best practices for storm water management. The goal is to remain consistent with the Illinois Sustainable University Compact. GSU's E/F Renovation will be the first LEED® Silver building in the south suburbs. New student residence halls are also being designed consistent with silver standards. Development of the residential village will recreate a corridor of wetlands which had been compromised by earlier campus development and agricultural use. Approximately 20% of the agricultural acreage is organically farmed. In October 2010, GSU received the Governors Sustainability Award. As the planning and building moves forward, the campus will continue to incorporate more native plants. This is already evident in GSU's landscaping around the G Wing.

## **Future**

GSU continuously strategizes for the future and ensures that an impact is made in the community. The Facilities Development and Management Department endlessly searches for alternative efficient energy options. A great example is the student residence project that will break ground in 2013 with the intent of using LEED silver standards. The reduction of GSU's footprint will always be a part of this 21st century university.

**Goal 6: Financial Growth and Sustainability: Diversify GSU's revenue streams to ensure resources that are necessary for institutional growth and fiscal sustainability.** Through the Strategy 2015 process, GSU recognized significant institutional weakness in diversity of revenue streams to meet the campus mission. The last self-study discussed several major steps that GSU took to strengthen its financial position and to create sustainable revenue to advance the university's mission: a major tuition increase; fees and bonds to address technology and infrastructure; increase in sponsored research; and beginning steps to improve advancement.

Below, GSU provides further evidence of its rigorous use of evidence to support decisions as well as its continuing assessment leading to quality improvement.

**Objective 6.1 Develop and implement effective infrastructure and strategies to advance a relationship-based philanthropy model, resulting in increased donations to the Foundation.**

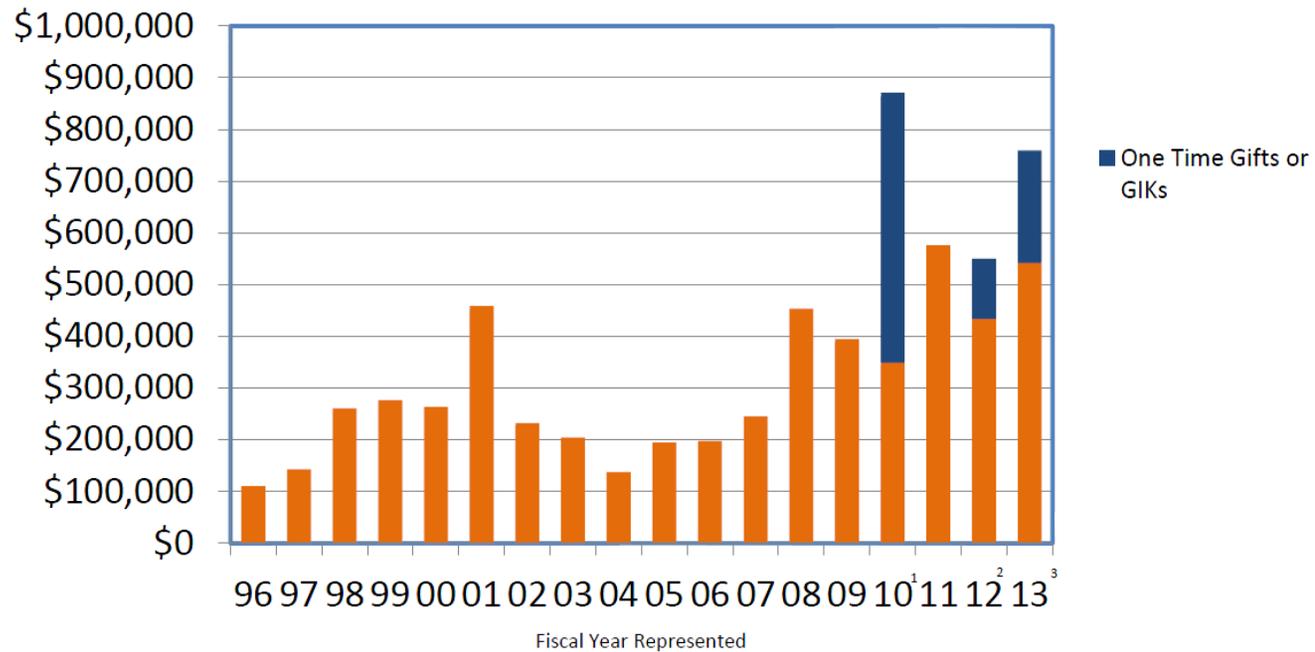
In March of 2012, Campbell and Company returned to GSU to evaluate the progress on Campbell's original Development Assessment Report recommendations made in 2008. The 2012 Development Assessment Report Executive Summary showed that GSU had made some progress towards the 2008 recommendations. GSU internal stakeholders evaluated the executive summary and formed conclusions about the Foundation and Office of Advancement:

- The number of consistent donors was too small to achieve overall goals
- Engagement of alumni (either participating in campus activities or giving donations) still needed enhancement
- The Advancement team needed additional resources in personnel, strategy, and vision
- The campus philanthropic culture among faculty and staff needed refreshing
- The number of corporate and foundation partnerships was too low for significant gain
- The Foundation Board and others were underutilized as fundraising units
- The university needed to formulate and implement planned and major gift strategies

Current status of fundraising:



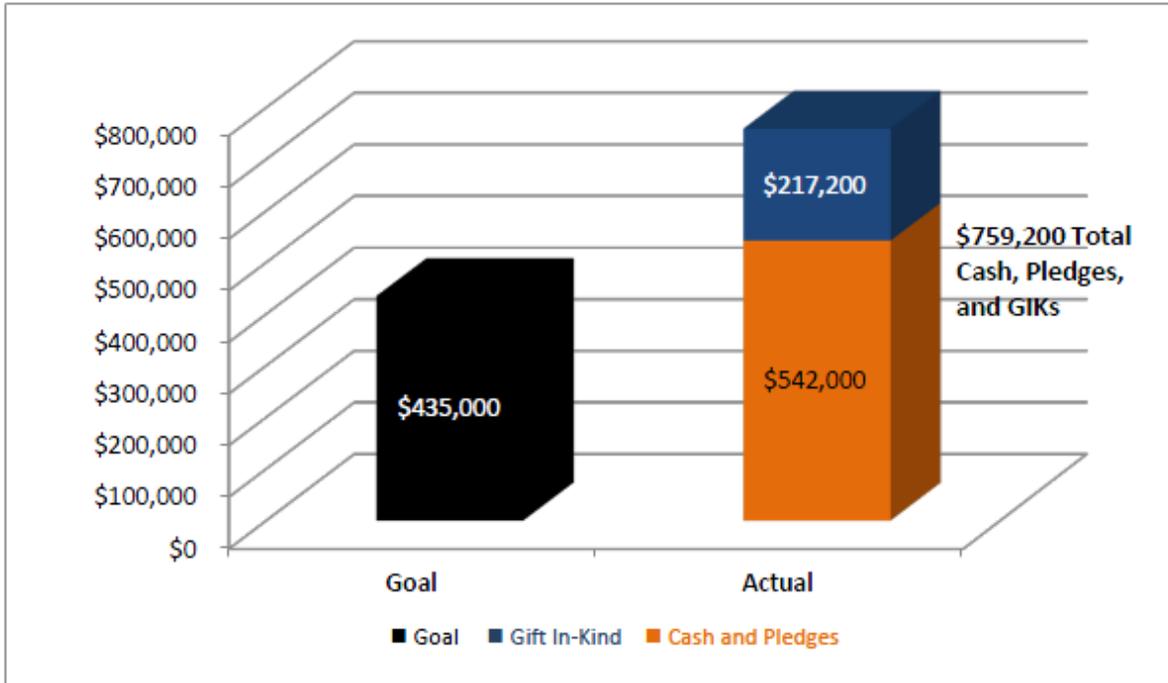
**GSU Foundation Fundraising 1996-2013**



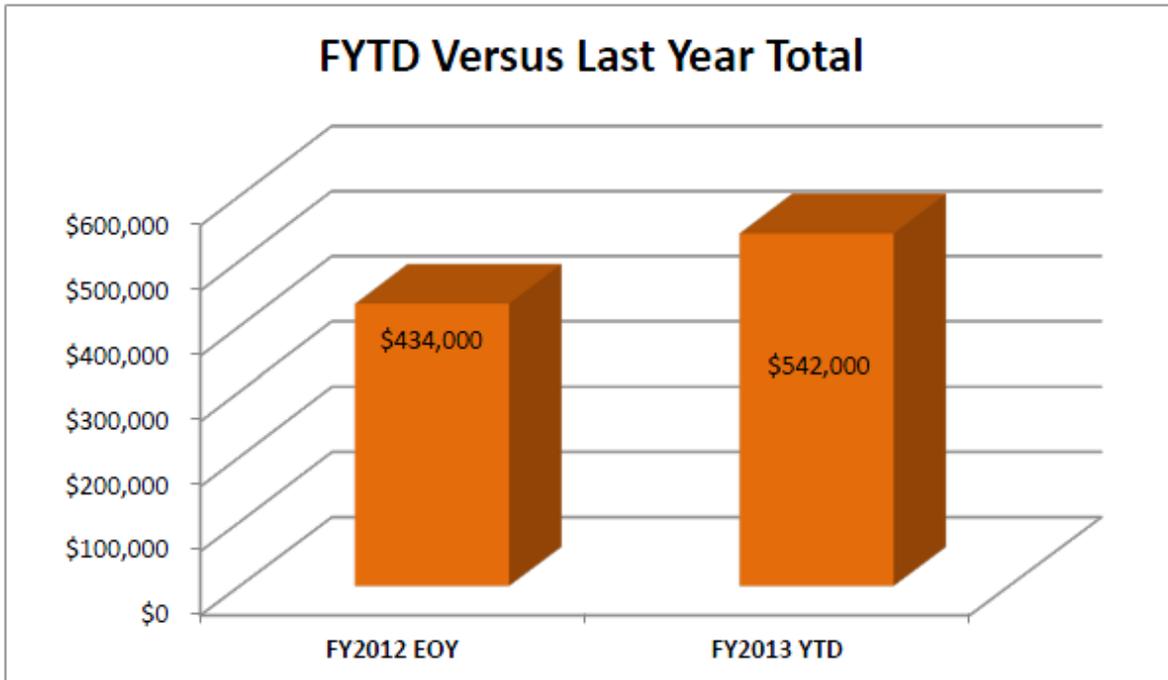
<sup>1</sup>FY10 contributions totaled \$349,093. Also received was a gift of sculpture to the NMSP valued at \$370,500 and the transfer of alumni association assets of \$151,000.  
<sup>2</sup>FY12 contributions as of 6.30.12 total \$433,945. Also received were gift in-kind donations, which included a gift of art valued at \$103,105 and other GIKs valued at \$13,124  
<sup>3</sup>FY13 contributions and pledges total \$542,000 as of 1.29.13. Also received were gift in kind donations, which includes a donation by Alvin Wagner valued at \$135,000, a NMSP donation of art valued at \$25,000, and several in-kind donations valued at \$57,200

Table 7

Progress Toward the Development Goal of 2012-13



\* Cash and pledges



\* Cash and pledges

Based on ongoing evaluation and, in part, the Campbell and Company’s report, GSU made the following changes in order to address concerns: William A. Davis was appointed Interim Chief Development Officer; the Office of Development was established, encompassing the GSU Foundation, Alumni Association, Nathan Manilow Sculpture Park, Annual Campaigns, development for the Center for Performing Arts, and corporate strategy and philanthropic initiatives across the GSU campus. In other words, GSU moved from an Advancement structure (2007-11), which included community and legislative relations, public relations, and internal and external communication, to a structure that focuses sharply on philanthropy.

Strategic objectives, strategy, and measurement for the Office of Development include:

<b><u>Objectives</u></b>	<b><u>Goals</u></b>	<b><u>Strategy</u></b>	<b><u>Measurement</u></b>
<i>Establish Strategy and Vision for Office of Development</i>	Meet Financial Goals for Foundation; Establish financial self- sufficiency for Office of Development	Market research for feasibility; Master knowledge of product; Establish GSU Brand; Construct messaging; Execute Plan	Achieving Financial Goals; Establish self-sufficiency in three years; Expand Office of Development staff, Embark on multi-year campaign
<i>Create a Culture of Philanthropy</i>	Achieve 100% of Senior Leadership participation; Re-establish 50% of giving for staff/faculty	Engrain giving in everyday operations; Speak openly and often about gifts from external stakeholders; Reinforce message and purpose; Execute plan	Achieve 100% of Senior Leadership participation; 50% staff/faculty first year; 70% second; 85% third year
<i>Board Development and Deployment</i>	Diversify Boards with talent and influence; create culture of giving and making GSU one of the top three nonprofits financial supported; inspire active engagement	Recruit appropriate board members; Enhance current board members' relationships; Make use of board members' strengths; Expose board members to general populations; Enhance their value and influence	Collect board members' give/get; results based on individual board members' strengths; board expansion (right sized);
<i>Provide Funding Opportunities Campus wide</i>	To fund Colleges, FDC, CPA, NMSP and other initiatives	Promote the GSU umbrella; Market work done in Colleges, Centers, FDC, CPA	Contributions to individual programs and initiatives

<b><u>Objectives</u></b>	<b><u>Goals</u></b>	<b><u>Strategy</u></b>	<b><u>Measurement</u></b>
<i>Enhance Giving Opportunities for Individual Donors</i>	Retention and Expansion of the number of donors from previous years; Establish more options for donors to contribute; Thank current and past donors; Move current donors along a continuum of giving (annual gifts, to special gifts, to major gift, to planned gift)	Establish Planned and Major Giving Programs; Enhance cultivation time and strategy; Minimize distractions from cultivation; Thank past and current donors; Create desirable campaigns; Engage volunteers and staff for engagement	Evaluate the number of retained givers; Evaluate the number of new and returning donors, Evaluate the dollar increase in donations
<i>Solidify Alumni Relations and Development</i>	Enhance the engagement of alumni by 20%; Enhance the donation level of alumni by percentage and dollar amount; Increase number of alums that engage in GSU programs	Highlight GSU alumni in digital format; Increase awareness of who GSU alums are; Put alumni to work in advocating for GSU; Engage current students prior to graduation; Expect more from our alums and not limit them by our expectations; Develop alumni leaders club	Compare the number of responses we receive from alumni against prior years; Compare dollars donated and average dollar donated; Development of alumni hotlist for information facilitation and deployment
<i>Participate in Strategic Planning for GSU</i>	To raise all boats within GSU; To enhance GSU's Brand and Reputation externally; To achieve the GSU Strategies already in play	Listen to internal and external stakeholders; Communicate desire outcomes; Lead by example within Office of Development	Recommendations adopted
<i>Provide Leadership for Event Based Development</i>	Enhance exposure of GSU's properties to internal and external constituents; Raise funds for various initiatives; Increase attendance of first time and returning alumni and prospects	Execute events and programing via low GSU expenditure; Have sponsorship locked in; Use 15 month calendar plan; Utilize marketing and Digital Learning	Profits in all events conducted; New and returning constituents; Leads for future cultivation
<i>Cultivate Giving for Academic Access</i>	Close out endowment for GSU Promise, provide Freshman Scholarships, and other scholarly funding	Approach corporations, individuals, and foundations that can impact low income scholars and name scholarship opportunity, etc. Provide scholarship guidelines that eases the application process	Dollars towards GSU Promise Endowment, participation level donating towards scholarships.

<b><u>Objectives</u></b>	<b><u>Goals</u></b>	<b><u>Strategy</u></b>	<b><u>Measurement</u></b>
<i>Market Naming Opportunities</i>	Corporations, foundations, individuals would name a space affiliated with GSU for the advancement of the university's mission	Enhance GSU's brand among Fortune 1000 corporations, identify family foundations, alumni, and other sources for interest	Compare dollars for naming year over year as well as quantity of naming successes
<i>Determine and Execute Strategy for Corporate and Foundation Engagement</i>	Increase partnership between Fortune 1000 corporations and GSU resulting in holistic relationships. Foster a growth in the foundation world	Network among Fortune 1000 corporations, form an executive advisory council as advocates. Investigate Foundations in which our mission fits	Dollars expanded year over year as well as quantity of corporations giving year over year
<i>Develop Office of Development Staff</i>	Ensure the appropriate staff members are working on areas of their strength and that all our needs are covered and proactive in nature. Ensure the work planned and executed is well thought out from a strategic and follow up perspective.	Hire a high quality Director of Development. Train current staff to expectations. Coach current staff as work is planned and conducted.	Financial progress year over year, Indirect cost of raising money will be healthier, above objectives will be achieved per goal, strategy, and measurement

On October 23, 2012, The Alford Group (Fundraising Consultants) spent an afternoon session with the University's campus-wide leadership team consisting of Dr. Elaine P. Maimon, President, GSU Cabinet members, deans, and division/department heads and chairs. This activity set the stage for GSU's culture of philanthropy in support of the goals in Strategy 2015. Later that evening, the Office of Development convened members from the University's Board of Trustees and college and center advisory boards, along with Deans and the President's Cabinet, to discuss opportunities for volunteers to help fulfill GSU's vision. The afternoon and evening sessions were both designed to create a framework for philanthropic practices and to increase their donor pool.

Since July 1, 2012, the Office of Development has conducted successful cultivation events, bringing new potential donors to GSU: three receptions prior to Center for Performing Arts stage shows; the Dave Drechsel Golf Outing; the Nathan Manilow Sculpture Park Carts and Cocktails, which netted dollars for the first time; and a Chicago Live! GSU Promise Reception, which netted dollars for the GSU Promise Endowment Scholarship. We highlight the monetary success of these events because in prior years, events had actually cost the university money, rather than contributing to a philanthropic revenue stream.

The Office of Development continues to enhance the internal culture of giving via the Campus Community Campaign. This year's goal (FY'13) is a participation rate of 45% of staff, improving over the FY '12 achievement. A fall campaign reached the goal of 45% of staff versus 25% for the previous year. During FY'13, staff donations increased by 38% year to date, and increased the number of internal donors by 94%. We have increased the number of total donors by 100% year to date. By FY '16, we aspire to an 85% participation rate. Currently, the senior leadership of the University and the Deans are participating at 100%, as are a number of departments.

**Objective 6.2 systematically identify objectives and activities for sustainable unit-level advancement activities.** The Deans are working with the Office of Development to build, develop, and deploy their college advisory boards. The Development Office is working with each Dean to address specific needs and to build a development committee on each board. The Alumni Director is working to solidify a college-based strategy for enhancing alumni identification and cultivation.

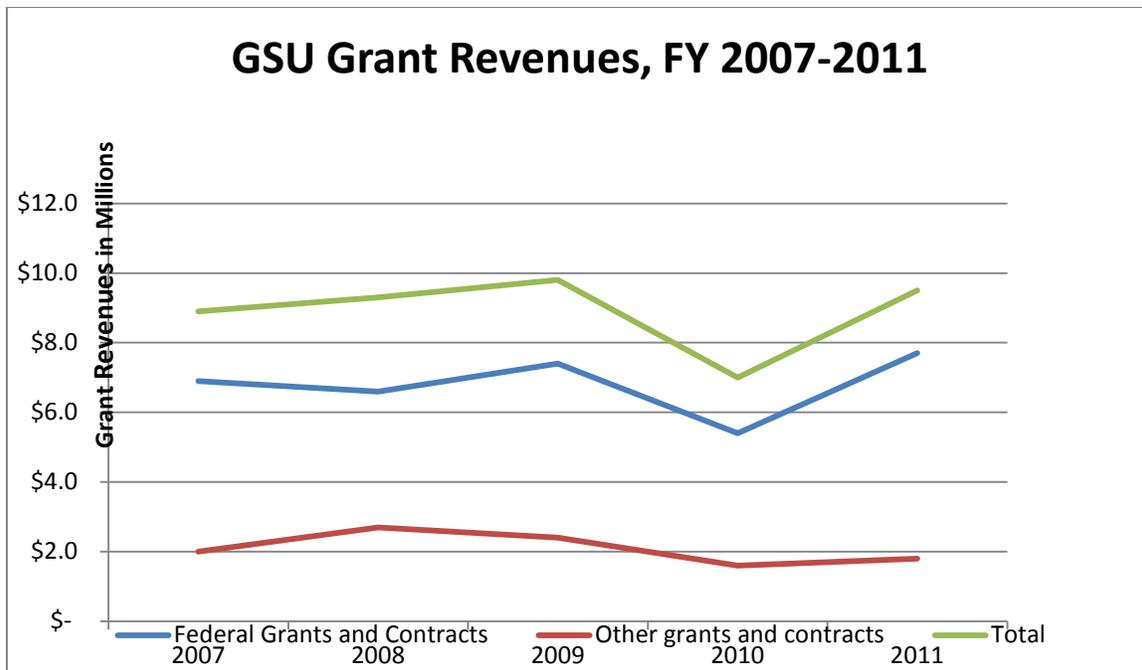
The Office of Development is working with each college to create a culture of philanthropy among their alumni, volunteer leaders, and networks. A recent success story is CN Railroad, which gave GSU's College of Business and Public Administration a gift of \$100,000 for the Supply Chain/Logistics program. This gift came to the College via an alumnus and advisory board member who is a Director at CN. The gift was the first philanthropic result of College activities including conferences on transportation and the design of a new on-line MBA focusing on supply-chain management. We aspire to use this example as an incentive for other corporate stakeholders to partner with GSU colleges.

Additionally, the library's marketing and communication consultant is working to strengthen the impact of the longstanding Friends of the Library philanthropy efforts as a means of supporting and contributing to the needs of the library. The consultant is guiding the team to be more focused upon offering programs and services that meet the needs of the GSU internal and external community while also instituting ongoing messages to support and promote these efforts.

**Objective 6.3 Establish, support, and continuously assess the university's infrastructure for increased sponsored research activities among faculty and staff members.** Since the last visit, GSU has continued to improve its evidence-based decision making to evaluate next steps in building infrastructure for increased sponsored research. Based on regular audits which showed need to improve management and accountability, GSU moved responsibility for the Office of Sponsored Programs and Research (OSPR) from an overloaded administrator to a Faculty Director. GSU invested in a full-time, experienced staff member from a major research

university to serve as Deputy Director of OSPR. This Deputy Director is in the process of putting several new policies into place, most importantly a financial conflict of interest in externally sponsored research policy and procedures for responding to allegations of research misconduct. Through audits, GSU noted a lack of timeliness in grant reporting and insufficient capacity in post-award management. The university initially hired a grants accountant, and has now hired an assistant controller who is focused on grants and will soon hire a Sponsored Programs Specialist to assist with post-award matters. GSU formed a grants management task force composed of the OSPR staff, faculty (principal investigators) and staff with grants, human resources staff, and accounting staff to identify and investigate problems relating to grant making, and engineer process improvements. To date, this task force has addressed and identified issues in the areas of allocation of recovered indirect costs, and access to human resources information for faculty and staff who hire individuals to work on grants. The task force continues to work on problem areas identified in the University's business office, primarily concerning fiscal reporting and drawing down grant funds. OSPR works collaboratively with the new Faculty Scholarship and Teaching Center to plan and present grant-related faculty workshops and professional development opportunities. In the recent past, OSPR has offered several grant writing workshops, and two new workshops are planned for spring 2013: "How to Use 'Grant Forward'" (a software program for identifying grant opportunities), and "How to Develop Your Concept Paper" (a hands-on workshop through which faculty and staff will draft and edit research and program concept papers).

GSU tracks all grant applications and through the Freedom of Information Act regularly requests copies of successful applications to understand how it can improve its proposals. For example, with preferential points, GSU scored 101.17 (of a maximum 105, with grant funding cutoff at 102) in its Title IIIA proposal of 2012, but still acquired successful proposals to see how it could compete for every point. OSPR staff attended a webinar about program eligibility and program changes for the new cycle.



GSU has been very successful in increasing grant proposal activity, but could improve its tracking of grant proposals. In the past, OSPR did not regularly track, document, and report on grant writing activities at the University; thus with the exception of overall revenues and expenses from grants, GSU does not have trend data regarding grant applications submitted and outcomes (funded or not funded). The chart above suggests that grant revenues at GSU have increased slightly over the past few years. Note the slight downward trend in other grants and contracts, which primarily comprise state (non-federal) grants and contracts. At present, and into the future, OSPR will document and track several performance indicators (e.g., grant applications submitted, amounts requested, matching dollar amounts, grants awarded, trends in indirect cost recovery, grant expenditures, faculty contacts with OSPR, workshops, faculty IRB training, and more) in an ongoing effort to monitor, assess, and improve grant making at GSU.

**6.4 Pursue new financial opportunities and sources of revenue through increased contracts, grants, extramural funding, and diversified investment strategies.** As in most states, Illinois has significantly reduced its support for public institutions of higher education over the last decade. For example, GSU’s 2012/13 state appropriations, adjusted for inflation, have declined by 31% since FY 2002. At the same time, the university has been serving more students. Student credit hours generated have increased by 24.3% during the same period. Thus, GSU has been somewhat successful in addressing its loss of state revenue through enrollment growth combined with tuition and fee increases. Likewise, it has been over a decade since the state allocated capital funds of any significance for building renewal or deferred maintenance

purposes. As a consequence, the deferred maintenance backlog of the state's public institutions has been growing to alarmingly high levels. As such, identifying and securing alternative funding sources and financing opportunities have long become a strategic imperative for institutions like GSU. It was, in large part, in recognition of this stark reality that diversifying the university's fiscal resources by pursuing new financial opportunities and revenue sources was distinctively identified as one of the key goals in Strategy 2015.

The university has made significant progress in this respect over the last five years. For example, while net state appropriations declined by 11% (from \$27.7 million in FY 2007 to \$24.7 million in FY 2013), net operating revenues (otherwise referred to as the University Income Fund) are projected to have increased by 23% over the same period (from \$40.6 million in FY 2007 to about \$52.0 million in FY 2013). Increases in tuition and fees, enrollment, and grants and contracts are the primary factors contributing to this positive fiscal picture.

Another illustration of the university's financial health is the fact that the university's audited financial statements show sustained improvement in net assets. For example, in FY2011, net assets increased by \$10.2 million, representing a 62% increase over the \$6.3 million increase the university experienced during the prior year. This represents the highest annual increase in the university's net asset position and is a good measure of its financial health. Increases in tuition and fees and in enrollment are the primary factors contributing to this positive fiscal picture.

Over the last several years, the university has also successfully addressed its unsustainably huge deferred maintenance challenges through alternative funding vehicles. Roughly 85% of GSU's buildings and the associated infrastructure are about 40 years old. Almost all of the building systems (such as air handlers, elevators, electrical and water distribution systems, and other electrical and mechanical systems) in these facilities are as old as the original buildings and have not benefited from any systematic preventative maintenance or upgrade since their original installation. The average useful life of most of these systems is 20 to 25 years. As a consequence, they all have been exhibiting vivid signs of deterioration. As a matter of fact, the university had to cancel all classes for about a week in the Spring of 2007 due to significant flooding in two of its major buildings arising from sudden bursting of water pipes. Such deterioration of building systems is undoubtedly a serious threat to the continuing operations of the university.

To address this problem, the University commissioned an engineering study which identified and prioritized 22 deferred maintenance projects estimated to cost about \$22 million and, for the purpose of establishing a dedicated revenue stream that would help finance the projects

through appropriate debt-financing vehicles, established a \$16 per credit mandatory student fee, which went into effect in the Fall of 2008. By the end of FY 2012, about \$36 million worth of deferred maintenance, building renewal, and energy preservation projects were designed and completed, all financed through the sale of revenue bonds and certificates of participation and amortized through the mandatory Facility Fee. As a result of these measures, the university has been able to significantly reduce its backlog of deferred maintenance – from an estimated \$65 million in FY 2007 to about \$30 million in FY 2011. GSU also has been successful in regularly attaining infrastructure grants to improve sustainability. This is perhaps best represented in GSU’s receipt of nearly \$700,000 for the installation of a wind turbine, first operational in 2011.

Knowing that no state funding would be available, GSU developed an effective approach to revenue bonding of the university’s first housing project, value engineering the project to a level in which net revenues would be positive by the third year of operations. An external evaluation by Standard & Poor’s validated this approach, leading to a favorable bond rating and a successful sale of bonds. GSU’s governmental relations also has been successful in helping the university to secure grants for specific projects, including a \$200,000 federal grant and a \$500,000 state grant in support of the Family Development Center.

**6.5 Maintain and expand governmental relations at both the state and federal levels to enable access to and opportunities for increased funding in support of the university’s mission.** Since the comprehensive visit, GSU evaluated its results in governmental relations using a part-time lobbyist combined with the Vice President of Advancement and decided to employ a full time Director of Governmental and Community Relations. There is now much more direct accountability and communication of critical state, regional, and national issues. Major successes since the last visit include: funding for a \$22.5 million science renovation secured and construction underway, with the first phase scheduled to be completed by spring 2013; \$500,000 of state funds for the Family Development Center (FDC); and \$200,000 from federal sources (Jackson earmark) for the FDC. GSU met with Lieutenant Governor Simon to discuss the Dual Degree Program as a potential state-wide model for successful transfer and degree completion, and met with her as part of her tour of public community colleges (at Prairie State College), at a regional economic development meeting, and on campus at GSU.

Strong regional and state support, including that of local mayors and state officials, has assisted in the transformation to a full-service university. While the state of Illinois does not provide specific funds for new programs, even for new lower division offerings, GSU’s commitment to BOTH community college transfer, especially through the Dual Degree Program (DDP), and our launching of a first-year program that encompasses decades of research on student success, puts us in as favorable position as possible in Springfield. We continue to lobby for new capital

projects, specifically a multi-use classroom building and a new Library, even though these projects are not included in “Illinois Works,” the last capital bill signed by the Governor.

GSU has made a good start on meeting performance-based funding requirements and the Director of Institutional Research and Assessment has been actively engaged with the state group designing the measures. Now that the state has established guidelines for Performance Based Funding, GSU must continue to modernize our record-keeping and research capacity so that we can provide the data needed for additional funding. President Maimon, as convener of the thirteen public university presidents and chancellors, has frequent opportunities to interact with government leaders on the big issues confronting the state, including the extremely pressing issue of underfunded pensions.

As part of GSU’s commitment to civic engagement, the “GSU Votes” campaign began in the fall of 2012. The GSU student government registered 320 voters for the fall primary election. Recently, GSU held two candidate forums. Through our civic-engagement initiative, we must continue to send the message to elected officials that “GSU Votes.”

**6.6 Optimize future enrollment management strategies and adjustments to student tuition and fees to ensure an appropriate, sustainable balance with GSU’s ongoing commitments to accessibility, affordability, and academic quality.** This current Enrollment Management Committee formed in January 2012 replaces the previous committee that was part of the PBAC process. This committee consists of faculty, staff and administrators from academic and nonacademic units across the university. The charge of the Enrollment Management Committee is to discuss, develop, monitor, and evaluate all aspects relating to the recruitment, retention, graduation, and support of students at GSU. The goals of these actions are for continued strategic improvement and refinement of our enrollment management processes and as well as attaining the most appropriate undergraduate and graduate enrollment as measured in both student quality and quantity. Recommendations made by this committee are brought forward to the administration for review and action. The Provost/Vice President for Academic Affairs and the Executive Vice President/Chief of Staff serve as ex officio members. The University Enrollment Management Committee reports to the Provost/Vice President for Academic Affairs.

Some of the areas addressed during this past year include the implementation of the Wait List function in Colleague to facilitate registration for students. The committee also reviewed procedures for course cancellation due to low enrollments. Discussions took place focusing on streamlining admissions procedures and increasing awareness of applicants and determining programs of interest to applicants who initially submit incomplete information in the

admissions process. The committee is currently looking at how to use Geographic Information Systems (GIS) data to strategically identify potential markets in the Chicago Southland area. One of the faculty members from the College of Business and Public Administration trained in GIS made a presentation to the committee members in November 2012. The committee is currently putting together data points that will be used in the process. Key individuals in the various units will be trained on how to use the GIS software to help the colleges and other departments use the data for strategic planning.

GSU also continues to work to improve its recruitment office functions and has developed a more comprehensive and detailed recruitment plan. The main objective of the Recruiting Department is to support increasing student enrollment university-wide. The office recruits in high schools, community colleges, community forums, and faith-based organizations within but not limited to Cook, DuPage, Will, and Kankakee Counties. The VP of Enrollment Management and Marketing set expectations in 2012/13 to increase student population through outreach to a number of different populations.

Historically, enrollment strategies have not been based upon defined outcomes. Areas of future improvement for recruiting and enrollment management include:

- Incorporate outcomes plans into future enrollment management strategies;
- Incorporate sophisticated market analysis of enrollment opportunities for GSU;
- Develop recruitment strategies targeting first year students;
- Increase enrollment of international students;
- Develop enrollment management strategies with differential goals for colleges based on defined potential for growth.
- Increased use of waivers (e.g., university-sponsored scholarships) to attract new students

### **High School Students**

- Attend five recruitment fairs in 2012-13 (15,000 students from the Chicago area).
- Visit 65+ high school between April-November of 2012-13.
- Recruit in over 100 schools from January – May 2013.
- Conduct luncheon for high school administrators from 80 schools to kick off the First Class 2014 campaign.

- Plan a comprehensive communication strategy for student recruitment.
- Below is a draft of the new 60-day communication plan to high school students:

### **Transfer Students**

- Traditional transfer students recruited at community colleges within the Chicago area. Attends college fairs and conduct information sessions for community college students.
- Dual Degree Program (DDP) partnerships with 10 community colleges: currently, have 333 students enrolled at partner community colleges in the DDP; 74 currently enrolled FA12, SP13; of that 333, 138 have expressed interest in starting at GSU FA13 (75%). By fall of 2013 the goal is to have 400 students enrolled at partner community colleges.

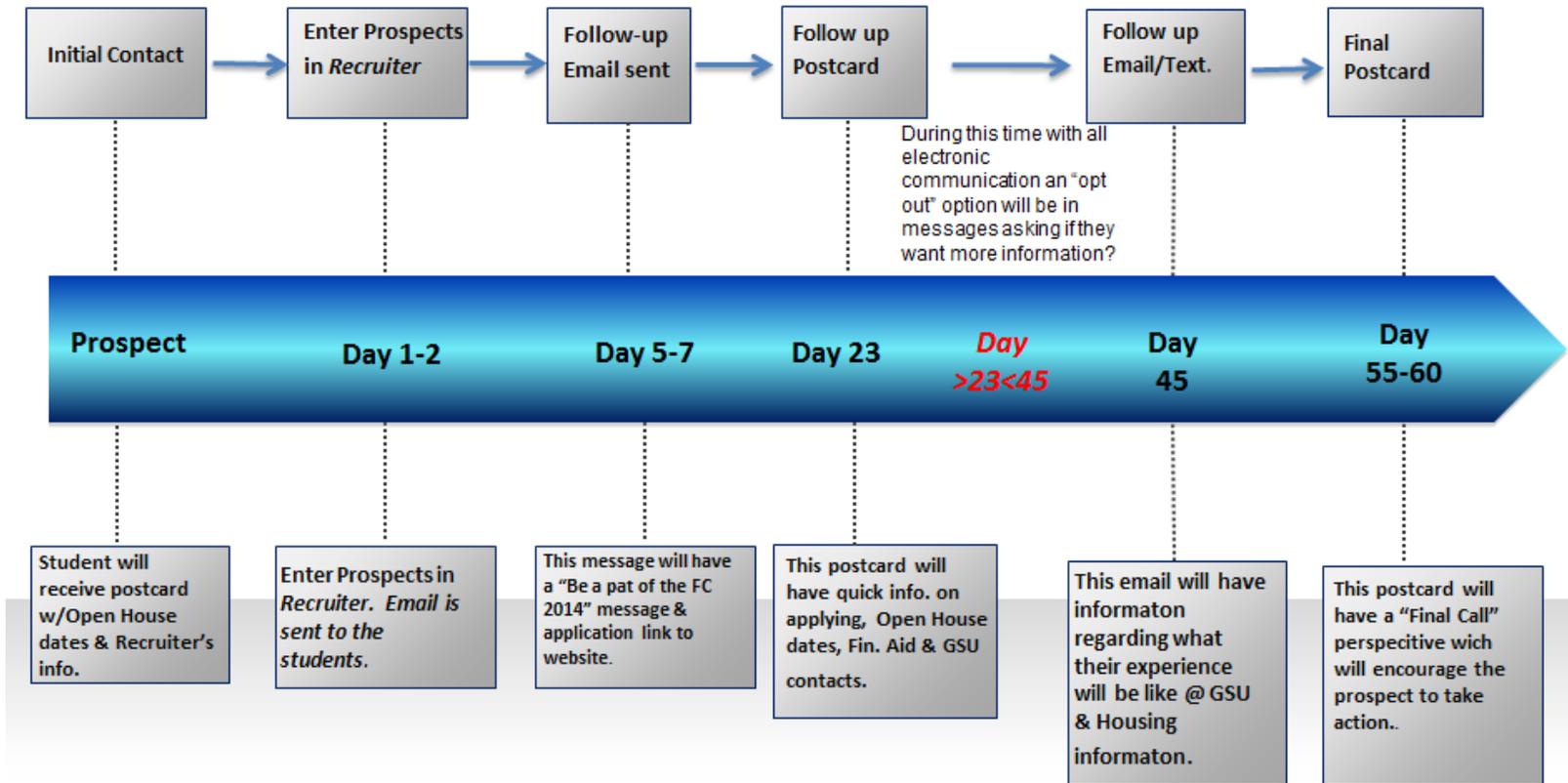
### **International Recruitment**

- Partnering with DDP to recruit from GSU partner schools.
- International recruiting trips to India and China (others planned for the future).
- Addition of the IELTS language test to meet the English language requirement.
- Addition of an ESL program.
- Attract more students by building campus residence halls.
- Growth of the number and scope of our memorandums of understanding with international colleges and universities.

### **Graduate Students**

- Attend graduate fairs in and outside of Illinois.
- Attend community organizations and faith-based fairs.

## 60 - day Recruiting Communication's Plan



This is a skeletal 60-day recruiting communication plan. This plan does not include social media communications or emails in between the effective days listed above.

## **Conclusion to Section 1 of the Report**

GSU has used its strategy plan, *Strategy 2015*, to guide a rapid renaissance of the university. Within the framework of this set of priorities, GSU has demonstrated its systematic use of evidence to drive decision-making. Projects like the Dual Degree Program, Student Residence Halls, the Academic Master Plan, Lower Division, and development of a four year General Education program are undertaken as research projects that assess local conditions, examine best practices regionally, statewide, nationally, and if appropriate, internationally. There is presentation of the evidence, discussion, refinement and improvement of the plans. All these projects have regular assessment from various constituencies, clear deadlines, and measures of success. The Board of Trustees, administration, Faculty, Student, and Civil Service Senates, community advisory groups (e.g., President's and College Advisory Committees, Alumni Association, Consortium for Civic Engagement), and the wider community all have participated. GSU continues to improve its structures for decision-making and assessment, but could continue to improve.

### **Section 1.c.ii: General Education and General Education Assessment**

The visiting team that came to GSU in 2009 expressed concerns about GSU's relative lack of General Education outcomes as well as assessment of those outcomes. As a partial response to these findings, GSU applied and was accepted by HLC to join the Assessment Academy. Progress in the Assessment Academy will be discussed in Section 1.c.iii of this report. In addition to the Assessment Academy, GSU determined in 2011 that the university would propose to IBHE and then to HLC the admission of its first lower division students in 2014. GSU's comprehensive planning process for lower division is discussed in the Substantive Change request to serve a new group of students. Here in Section 1.c.ii we will briefly discuss how GSU is incorporating all the best practices in General Education to create a model program in which clear definition, assessment, and improvement of student learning outcomes form key components of the program.

When HLC visited GSU, the university had minimally stated General Education outcomes: an upper division writing intensive course requirement; and a minimal technology requirement. In fact, as the results of GSU's re-accreditation and focused visit were discussed, there were some questions among some senior faculty about how GSU could respond to the report, "when we don't offer any general education; that's done before students transfer." Whether or not this was ever a majority opinion at GSU, the university certainly had not articulated its General Education outcomes, nor had GSU put into place a comprehensive system of assessment of GE student learning outcomes.

One of the first steps GSU took was to encourage more faculty members to join the national dialogue on general education. Members of the Committee for Assessment of Student Learning Outcomes (CASLO), who also participate in the Assessment Academy, participated in the General Education and Assessment conference of AAC&U in 2011 and then presented a poster session at the HLC annual conference in 2012. GSU applied to several AAC&U institutes and was accepted to two: General Education and Assessment; and High Impact Practices. The teams are still functioning and following up on the plans they developed during the institutes. (Appendix A, Item 24) As part of their work, the HIP Institute participants (informally, the HIPsters) conducted a comprehensive survey of High Impact Practices at GSU and found that many programs already have a substantial number of required HIPs as well as optional experiences. GSU is using this assessment to determine where to prioritize faculty development or other needed resources. (Appendix A, Item 25)

As soon as the Illinois Board of Higher Education approved the addition of lower division at GSU in December 2011, the Faculty Senate formed a General Education Task Force, the first at GSU. The university invited Dr. Carol Geary Schneider, President of the American Association of Colleges & Universities, to discuss model general education programs and their incorporation of high impact practices, particularly of civic engagement. This task force has developed an outstanding, comprehensive approach to General Education represented in the attached report. (Appendix A, Item 26) The GE Task Force plan conceives of General Education as a four-year undergraduate process incorporating high impact practices at every stage of a student's program. Some aspects of the General Education plan are more applicable to the lower division students (e.g., the Freshman Seminar and Learning Communities), but in concert with the High Impact Practices team, the GE Task Force has designed a program in which every undergraduate, first-year or transfer, will experience at least five high-impact practices. To achieve this goal, the Task Force has recommended, for example, that every undergraduate major have a required capstone course (2/3 of majors currently have a capstone). The Task Force also is recommending a junior level introduction to the major seminar that will feature writing and research methodologies in the major, providing a common experience for new and continuing students. In January 2013, the Faculty Senate endorsed this curricular model and framework.

In addition, the GE Task Force has coordinated with CASLO in several ways. First, there was collaboration on review of AAC&U's LEAP outcomes as well as the Lumina Foundation outcomes to recommend a set of learning outcomes for all undergraduates. Part of the GE Task Force work is to map all GE outcomes to specific courses within the themed cohort model. Some outcomes, such as writing, will be a required element of multiple courses and have a "scaffold" approach, with the objective of increased competencies towards more advanced

skills and knowledge. Now that the Faculty Senate approved the General Education model for GSU, faculty will develop syllabi for courses. The GE Task Force will review courses to ensure that all student learning outcomes in the GE plan are covered by the curriculum and that the GE plan provides students with opportunities to continually advance their skills.

The GE Task Force and CASLO already have begun to discuss how to systematize the collection of data about student performance in General Education and how this data can be used to assess and improve student performance. The GE Task Force has recommended an e-portfolio approach and CASLO already has begun to explore different technologies (BlackBoard, LiveText, or the Colleague system) to build student portfolios. Faculty, staff, and administration have had some highly successful examples of implementation of an e-portfolio in fields such as Education and Psychology as well as new implementation of shared assessment of student learning outcomes in fields such as Business . These early adapters' experiences have guided the discussion about the whole university's approach to a system for improving student performance: gathering data, analyzing it, and implementing improvements to foster improved student learning.

GSU faculty and administrators understand that this progress report does not demonstrate that the university has a fully functioning and integrated system of accountability for General Education outcomes—yet. At the same time, given GSU's very underdeveloped approaches to a common vocabulary, shared expectations, and a cycle of assessment and improvement of General Education at the time of the last focused visit, GSU has made extraordinary progress in articulating GE outcomes and developing a systematized approach that it will implement in 2014.

### **Section 1.c.iii: Upper Division Writing: GSU's Assessment Academy Project**

GSU has been engaging in assessment of one of the few General Education outcomes that the campus already has adopted, the writing skills of students completing the bachelor's degree. After receiving the visiting team report of 2009 and then the final HLC action letter in 2010, GSU successfully applied to the Assessment Academy. GSU then sent a team to the initial session for Academy members in November 2010. At that time, the GSU team chose undergraduate writing as the critical General Education skill that the university should assess through the Academy project. Since GSU regularly reports to HLC on this project, including conferral with mentors and feedback through the HLC Academy web-site, this brief Section of the focused visit self-study will not repeat that work. Instead, it will serve as a very brief overview of the activities of the project, and GSU's success to date towards implementing a cycle of assessment and improvement of General Education outcomes.

The Committee for the Assessment of Student Learning Outcomes (CASLO) initiated a set of campus discussions about writing in spring 2011, raising campus awareness of the assessment academy project, but more importantly, engaging faculty across the colleges in discussion of writing assessment and improvement. Informed by these discussions, CASLO decided to adopt a rubric to evaluate undergraduate writing of graduating students who attain the bachelor's degree. After reviewing several potential models, CASLO members chose the AAC&U Value Rubric, modifying it slightly to break out some of the elements within the five categories of evaluation. Committee members collected papers of graduating seniors across a range of disciplines and worked to systematize our application of the rubric, calibrating our scoring. One result of this initial pilot project was to return to the original VALUE rubric and not attempt to increase the categories of evaluation. In a second session the following semester, CASLO invited a wider circle of participants into this norming activity and evaluated over 60 papers, not only extending the conversation about writing, but establishing clearer expectations about the expected writing abilities of graduating seniors at GSU. In fall 2012, a college- and discipline-based approach was undertaken, with CASLO members taking the lead in organizing their colleagues to assess graduating senior writing against the rubric, establishing stronger shared writing outcomes among faculty within their disciplines.

Throughout the process so far, CASLO members as well as other project participants have either learned or reaffirmed that:

- Graduating seniors at GSU do not consistently write at the level which faculty have identified as minimally acceptable for a graduating senior;
- Adoption and use of outcomes rubrics requires a sustained, consistent effort among faculty within a discipline or set of disciplines;
- Most faculty lack specific training on helping students to achieve the desired level of writing skill. As one solution, GSU has put into place a pilot "fellows" program for the Faculty Center for Scholarship and Teaching, and assigned a Writing Fellow to work with faculty to develop their knowledge of improving student writing within the discipline.
- An online, systematic sampling approach towards assessment of writing and other GE outcomes is preferable to an ad hoc effort to gather writing samples each semester.
- The need to develop a new General Education program that will specify outcomes from the first to the senior year is encouraging adoption of well-articulated outcomes and systematic assessment of writing at GSU.

Even though GSU has not yet accepted its first-year students, the university is participating in an innovative regional effort to establish shared expectations about first-year college and university student writing. GSU is a long-standing member of the South Metropolitan Higher Education Consortium (SMHEC) the only public university member among five community colleges, several private universities, and one for-profit institution (DeVry), in which students often transfer from campus to campus. Among its several recent projects (sustainability, mutual assistance, reverse transfer), SMHEC members have worked with AAC&U and LiveText staff to engage in a common effort to define shared outcomes of freshman composition in the first semester. Through this process, some institutions have changed their placement tools or cutoff scores, establishing a more common practice among member institutions to place students in an appropriate course. SMHEC participants have used the AAC&U Value Rubric, with slight adaptation, to develop common methods of assessment (not grading), and have developed common beginning and ending writing assignments for the first semester of composition. GSU has taken part in these discussions, thus will begin its first-year writing program already within the context of shared regional discussion. GSU also has participated in LiveText-sponsored SMHEC efforts to develop common learning outcomes in lower division required courses for the major, for example, in Criminal Justice and in Psychology.

Thus, GSU has remained actively engaged in assessing and improving student writing, one of its few currently stated GE outcomes, while using the results of its individual and its consortium project to develop a systematic and sustainable approach to assessing General Education for bachelor’s students. This effort at the university level has begun to affect the colleges’ examination of effective writing. For example, the College of Business and Public Administration has begun a project to systematically analyze the writing of its graduating seniors, both for the Assessment Academy project and for its AACSB “Assurance of Learning” self-study. Here is a sample of the faculty’s work.

The College of Business and Public Administration (CBPA) assessed the writing of 50 student papers that were obtained from the Capstone course between fall 2010 and fall 2012. The papers were blindly assessed by at least two independent faculty using the AAC&U rubric. The results were as follow:

Paper Count for Undergraduate Sample

	<b>Context</b>	<b>Content</b>	<b>Genre</b>	<b>Sources</b>	<b>Syntax / Mechanics</b>
Benchmark (1)	1	3	3	16	4
Milestone (2)	14	16	18	12	15
Milestone (3)	28	25	24	1	29
Capstone (4)	7	6	4	2	1

It is important to note that the prompt for these papers was not developed thinking on the AAC&U rubric, there was no mention to the use of sources, and the exercise did not require the use of sources other than the case that generated the assignment. Some analysis of the data shows:

Percentage of Papers that Satisfy Level from Undergraduate Sample

	<b>Context</b>	<b>Content</b>	<b>Genre</b>	<b>Sources</b>	<b>Syntax / Mechanics</b>
Benchmark (1)	100%	100%	98%	62%	98%
Milestone (2)	98%	94%	92%	30%	90%
Milestone (3)	70%	62%	56%	6%	60%
Capstone (4)	14%	12%	8%	4%	2%

In the next few months CBPA faculty will meet to analyze the findings and develop some curricular changes that could help in improving students' writing abilities.

**Section 1.c.iv: GSU's Quality Assurance for Online Learning**

In reference to online learning, HLC's comments on the re-accreditation letter focused on comparative outcomes for students who take courses online as opposed to in-class learning outcomes. Before discussing this point, GSU would like to emphasize that it has several programs that are completely or almost completely offered online. For many of its online offerings, GSU cannot compare student learning or other indicators of student success (such as graduation or time to degree) because there is no comparison group of in-class vs. online sections; typically courses are taught either in one format or another. Therefore GSU would like to begin its report on online learning by discussing how the university assures quality outcomes for programs that are exclusively or primarily offered in online formats. There are several key points:

- Through its Center for Online Teaching and Learning, Digital Learning and Media Design, and college resources, GSU has high quality support for curriculum development that incorporates effective pedagogies. Courses that teach faculty how to teach online have won national awards ([http://www.govst.edu/NewsEvents/t\\_NewsEvents\\_PressReleases.aspx?id=39425&libID=44027](http://www.govst.edu/NewsEvents/t_NewsEvents_PressReleases.aspx?id=39425&libID=44027)).
- In the development of its completely online degree programs in areas such as Nursing (RN to BSN), Addiction Studies (MS), and new Concentration in Supply Chain Management (MBA), GSU's faculty have collaborated extensively to produce a shared

curriculum in which faculty take ownership for development, delivery, and evaluation of student outcomes. This co-design and often co-delivery provides some built-in quality assurance, as does peer curricular review.

- Faculty members have undertaken training in effective online pedagogy in cohorts as they are developing new fully online degree programs, demonstrating commitment to quality teaching and learning.
- All online programs are subject to either national accrediting body review or, when there is no national accrediting body, to external evaluation; increasing expectations of assessment and improvement of student learning outcomes is built into each of these reviews.

In terms of researching student learning outcomes and student success when students are completing individual online courses vs. individual in-class courses, GSU is only beginning to make significant progress. The recent implementation of Colleague made it increasingly difficult to conduct longitudinal studies of any kind, so GSU wanted to have sufficient data (at least one academic year) in its new system to assure that comparison of online vs. in-class courses would be valid. Our first analyses are presented in Section 1.b (above).

### **Conclusion**

In closing, Governors State University submitted this focused visit report for the following purposes:

- 1) To demonstrate GSU's commitment to systematic use of evidence to drive decision-making and to sustain continuous quality improvement.
- 2) To demonstrate GSU's comprehensive, evidence-based, state-of-the-art approach to develop General Education outcomes, curriculum, co-curriculum, and assessment of student learning outcomes.
- 3) To demonstrate GSU's efforts to improve student performance in upper division writing, GSU's Assessment Academy project.
- 4) To demonstrate GSU's systematic implementation of quality control and assessment of student learning outcomes for online or hybrid courses and programs.

GSU is an organization determined to evolve quickly but purposefully to realize its whole mission as a regional, comprehensive university. As shown in the pages above, the university has engaged in ongoing strategic planning and continuous quality improvement towards what we are calling a rapid renaissance. Our planning includes systematic use of evidence to drive

our considerable efforts. Assessment results, both that reflect affirmatively on our efforts and those that show a need for improvement, will be embraced as we plan for university change and growth.

GSU's state-of-the art new general education program will have learning outcomes that are based on national best practices and assessment methodologies that ensure success in writing and beyond. Students participating in traditional, online, and hybrid courses will reap the benefits of our efforts to improve and measure the quality of program offerings.

The university has the leadership and resources to achieve our ambitious goals and we are proud of the prevalent internal and external support for the actualization of our mission. We recognize that institutional imperfections require continued attention to steadfast planning and associated improvement of programs and services inside and outside of the classroom.

GSU's innovation and enthusiastic willingness to embrace the future of higher education will serve us well as we look to the future. Our intention is to exceed the benchmarks set by regional and national institutions of similar size and scope. GSU has a unique history. As a result, we have the opportunity to set the bar at the highest possible level for the benefit of students who make up our community in the decades to follow.

## GSU 2013 Snapshot (Focused Report)

### # 1 Student Demographics:

A) Undergraduate Enrollment by Class

N/A

B, C) Undergraduate/Graduate Students by Degree/Non-Degree

	Ethnic	Fall 2011			Fall 2012		
		Gender			Gender		
		Female	Male	Unknown	Female	Male	Unknown
Undergraduate Degree Seeking	American Indian	8	3		7	6	
	Asian	33	20		29	18	
	Black or African American	910	233		892	242	1
	Hawaiian/Pacific Islander	1			2		
	Hispanic	169	90	1	195	105	1
	International	7	4		9	4	1
	Two or More Races	8	8		17	11	
	Unknown	87	54	4	132	75	2
	White	852	515	2	843	520	8
Undergraduate Non-Degree/Certificate Seeking	Asian	1					
	Black or African American	13	4		10	4	1
	Hispanic	1	1				
	Unknown	2			7	4	
	White	13	16		6	12	
<b>Undergrad Grand Total</b>		<b>2105</b>	<b>948</b>	<b>7</b>	<b>2149</b>	<b>1001</b>	<b>14</b>
Graduate Degree-Seeking	American Indian	3	1		2	1	
	Asian	28	11	2	27	7	1
	Black or African American	696	160	4	722	167	7
	Hawaiian/Pacific Islander	1	2		1	4	
	Hispanic	97	41	1	82	32	
	International	43	49	2	35	40	1
	Two or More Races	22	4		19	6	
	Unknown	48	15	6	69	13	3
	White	727	284	21	695	265	13
Graduate Non-Degree/Certificate	American Indian	1					
	Asian	4			2	1	
	Black or African American	65	25	3	60	17	1
	Hawaiian/Pacific Islander	1			1		
	Hispanic	14	3		14	2	
	International					1	
	Two or More Races				5	1	
	Unknown	9	4		14	5	
	White	105	39	2	75	29	5
<b>Graduate Total</b>		<b>1864</b>	<b>638</b>	<b>41</b>	<b>1823</b>	<b>591</b>	<b>31</b>

### D) Age Ranges of Undergraduate Students-24 and under; 25+

	2011	2012
Above 25	2363	2311
Below 25	691	1022
Age Unknown	6	9

### E) Number of Students by Residency Status

Residency	2011	2012
In-State	5379	5407
Out-of-State	119	111
Out-of-Country	105	91
Grand Total	5603	5609

## # 2: Student Admissions

### A) Number of Applications, Acceptance, Matriculations

	AY 2010/2011			AY 2011/2012		
	APPL	ADM	ENROLL	APPL	ADM	ENROLL
<b>TOTAL UNIVERSITY</b>	4,985	4,060	2,838	7,058	4,244	2,434
<b>TOTAL UNDERGRADUATES</b>	2,483	2,273	1,557	3,561	2,270	1,205
<b>TOTAL GRADUATES</b>	2,502	1,787	1,281	3,355	1,854	1,154
<b>MASTERS</b>	2,142	1,712	1,217	2,907	1,785	1,099
<b>DOCTORATES</b>	360	75	64	448	69	55
<b>CERTIFICATES</b>	0	0	0	142	120	75

### B) Standardized Test Scores

## # 3: Financial Assistance

A. What percentages of your undergraduate and of your graduate students applied for any type of financial assistance?

Fall 2011	70.0%
Fall 2012	77.0%

B. How many of your undergraduate students and of your graduate/professional students received financial assistance of any type? What percentage is this of your total enrollment?

What percentages of your total enrollment received assistance in each of the following categories?

	Fall 2011		Fall 2012	
	UG	GR	UG	GR
Total Number	2480	1692	2569	1662
% Received Any Aid	81.0%	66.5%	81.2%	68.0%
Loans	74.4%	57.5%	75.9%	59.8%
Work Study	4.5%	1.0%	4.5%	3.3%
Scholarships/Grants	61.7%	21.5%	58.5%	16.5%
Merit Scholarships	1.0%	1.0%	3.0%	3.0%

### C.) Tuition Discounted Rate

Fall 2011	7.9%
Fall 2012	8.0%

**## 4: Program Productivity:**

**A) Retention**      N/A

**B) Earned graduate/professional degrees by Ethnicity**

**AY 2011-2012**

<b>Degree</b>	<b>Gender</b>	<b>American Indian</b>	<b>Asian</b>	<b>Black/ African American</b>	<b>Hawaiian/ Pacific Islander</b>	<b>Hispanic</b>	<b>International</b>	<b>Two or More Races</b>	<b>Unknown</b>	<b>White</b>	<b>Grand Total</b>
Bachelor	F		8	272		43		3	6	20	294
	M		2	75		30			5	19	172
	Unknown					1				2	3
<b>Bachelor Total</b>			10	347		74		3	11	41	466
Master	F	1	10	184	1	32	10	6	6	220	470
	M		7	49		13	13		4	94	180
	Unknown		1	1			1		3	15	21
<b>Master Total</b>		1	18	234	1	45	24	6	13	329	671
Doctorate	F		1	9		2				22	34
	M					1				6	7
<b>Doctorate Total</b>			1	9		3				28	41
<b>Grand Total</b>		1	29	590	1	122	27	17	54	823	1664

**AY 2010-2011**

<b>Credential Degree</b>	<b>Gender</b>	<b>American Indian</b>	<b>Asian</b>	<b>Black/ African American</b>	<b>Hawaiian/ Pacific</b>	<b>Hispanic</b>	<b>International</b>	<b>Two or More</b>	<b>Unknown</b>	<b>White</b>	<b>Grand Total</b>
Bachelor	Female	3	8	240	1	50		1	5	19	293
	Male	1	10	75	1	24		1	1	13	177
<b>Bachelor Total</b>		4	18	315	2	74		2	6	32	470
Masters	Female		8	219	1	57	15	5	16	274	595
	Male	2	3	56		19	44	1	10	134	269
<b>Masters Total</b>		2	11	275	1	76	59	6	26	408	864
Doctorate	Female		1	8		3		1	1	18	32
	Male		2	3				1		7	13
<b>Doctorate Total</b>			3	11		3		2	1	25	45
<b>Grand Total</b>		6	32	601	3	153	61	14	59	903	1832

C) Graduates by CIP Codes

Degree	CIP	AY 2010-2011	AY 2011-2012
Bachelor	09.0101	30	28
	11.0701	22	16
	13.1202	72	61
	13.1210	26	20
	23.0101	23	30
	24.0101	215	222
	26.0101	20	17
	27.0101	18	22
	40.0501	2	5
	42.0101	90	83
	43.0104	89	91
	44.0701	41	43
	45.0101	11	6
	50.0701	3	1
	51.0201	30	47
	51.0702	43	36
	51.2208	0	8
	51.3801	18	65
	52.0201	101	86
	52.0205	18	16
	52.0301	51	49
<b>Bachelor Total</b>		<b>923</b>	<b>952</b>
Master	09.0102	30	32
	11.0701	23	10
	13.0301	28	31
	13.0401	199	83
	13.1007	49	64
	13.1210	7	3
	13.1315	17	10
	23.0101	15	8
	26.1305	2	4
	40.0502	38	28
	42.0101	6	23
	42.2803	37	30
	43.0104	2	5
	44.0401	85	35
	44.0701	38	52
	45.1001	19	13
	50.0602	5	9
	50.0701	10	7
	51.0203	36	35
	51.0702	31	22
	51.1501	46	31
51.2306	26	20	
51.3801	18	40	
52.0201	71	41	
52.0301	19	19	
52.1201	7	6	
<b>Masters Total</b>		<b>864</b>	<b>661</b>
Doctorate	51.2306	1	6
	51.2308	33	31
	51.3818	11	4
<b>Doctorate Total</b>		<b>45</b>	<b>41</b>
<b>Total</b>		<b>1832</b>	<b>1654</b>

**D) Pass Rates of Licensure Exams**

Major	Exam	2009-2010			2010-2011			2011-2012		
		# Sat	# Passed	% Rate	# Sat	# Passed	% Rate	# Sat	# Passed	% Rate
MSW	LSW (Licensed Social Worker)									80.0%
MSW	LCSW (Licensed Clinical Social Worker)									70.0%
MHS-CDIS	Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP)	36	35	97.2%	36	34	94.4%	37	36	97.3%
MHS-CDIS	Non-Teaching Speech-Language Pathology (#154)				35	32	91.4%	57	53	93.0%
OCCT-Masters	National Board for Certification in Occupational Therapy				27	24	88.0%	19%	18%	95.0%
MSN-Nursing	ANCC (American Nurses Credentialing Center)			82.50%						
OCCT-Doctoral		2	1	50%	18	18	100.0%	29	26	89.7%

**# 5) Faculty Demographics**

**A) Faculty by Degree and Status**

Faculty by Rank	2010			2011			2012		
	Full-time	Part-time	Total	Full-time	Part-time	Total	Full-time	Part-time	Total
Professor	33	0	33	40	0	40	37	0	37
Associate Professor	53	0	53	49	0	49	55	0	55
Assistant Professor	53	0	53	56	0	56	55	0	55
Instructor	4	0	4	7	0	7	7	0	7
Lecturer	64	35	99	57	32	89	57	34	91
No Academic Rank	5	0	5	6	0	6	0	0	0
Adjunct	0	142	142	0	172	172	0	169	169
<b>Total</b>	<b>212</b>	<b>177</b>	<b>389</b>	<b>215</b>	<b>204</b>	<b>419</b>	<b>211</b>	<b>203</b>	<b>414</b>

**B) Faculty by Race, Gender, Rank, and Status**

Faculty Degrees	2010			2011			2012		
	Full-time	Part-time	Total	Full-time	Part-time	Total	Full-time	Part-time	Total
Doctorate	145	10	155	130	21	151	137	16	153
Master	46	91	137	63	98	161	50	121	171
Unknown	21	76	97	22	85	107	24	66	90
<b>Total</b>	<b>212</b>	<b>177</b>	<b>389</b>	<b>215</b>	<b>204</b>	<b>419</b>	<b>211</b>	<b>203</b>	<b>414</b>

**C) Faculty by Program CIP**

Faculty by 2-Digit CIP Core	Fall 2010	Fall 2011	Fall 2012
Biological & Physical Sciences (26,40,41)	n/a	20	18
Business (52)	n/a	43	46
Communications/Communication Technology/Fine Arts (9,10,50)	n/a	46	41
Education/Library Science (13)	n/a	97	89
Health (34,51)	n/a	75	81
Humanities/Interdisciplinary (23,24)	n/a	12	8
Mathematics/Computer Science (11,27)	n/a	15	9
Military Technology/Protective Services (29,43)	n/a	31	36
Psychology/Social Sciences & Services (42,44,45)	n/a	80	77
Unknown	n/a	0	9
<b>Total</b>	<b>n/a</b>	<b>419</b>	<b>414</b>

## # 6) Instructional Resources:

### ACS Lab

- 135 Classroom computers
- 36 Open Lab computers

### Library

- 20 Classroom computers
- 54 Open Lab computers

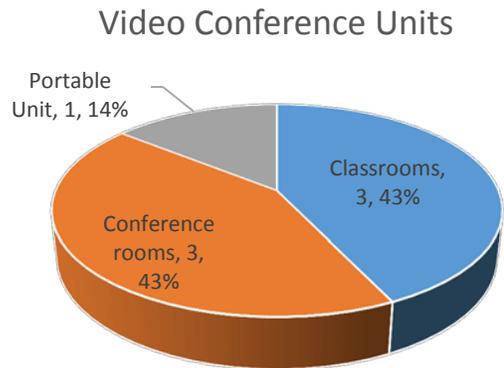
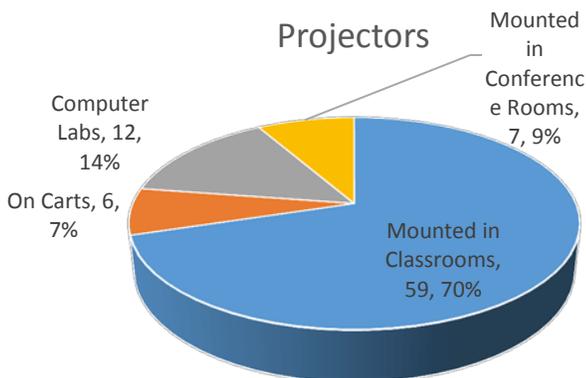
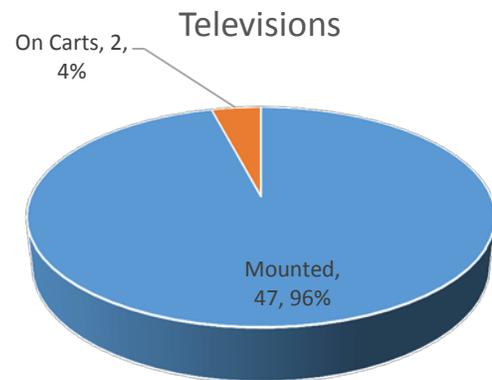
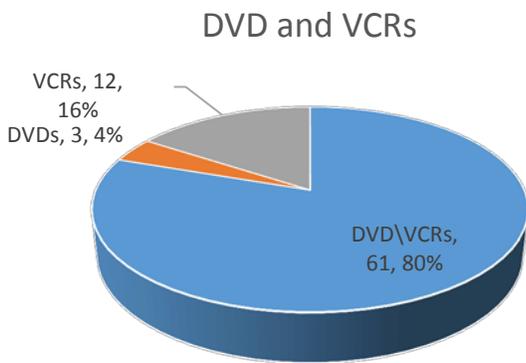
### Technology Enhanced Classrooms

- 38 classrooms with Podiums and Projectors
- 5 Computer Lab Classrooms not part of ACS Lab facility (CTI Lab, Mac Lab, Media Lab, ITS104, ITS107)

### Cyber Café Computer Stations

- 6 in Cafeteria
- 10 in Hall of Governors
- 4 in Student Service A Lounge

### Additional Classrooms with audio/visual equipment



### Campus Wireless Infrastructure

- 61 Wireless Access Points
- Coverage is roughly 75% of all classrooms and study areas

### Wireless Access Point Types



### Monitoring the Level of Technology Usage

- Classroom usage statistics are available through R25 system
- ACS Lab staff manage and monitor all technology in all student learning areas.
- The ACS Lab staffed M-F 8am until Midnight, Saturday 8-5pm and Sunday noon-5pm
- Network utilization monitored through use of several network monitoring tools
- Computer usage including hardware and software inventory tracking monitored through LANDesk system.

## # 7) Financial Resources

### From the GSU Audited Financial Statements

		FY08	FY09	FY10	FY11	FY 12-Estimated
<b>Revenues</b>	Net Tuition and Fees	\$22,126,446	\$27,263,876	\$29,882,217	\$30,499,092	\$31,544,970
	Federal Grants and Contracts	\$7,521,940	\$4,722,744	\$5,483,935	\$7,687,585	\$6,547,597
	State Grants and Contracts	\$1,579,401	\$1,391,028	\$492,229	\$942,355	\$1,326,691
	Other Grants and Contracts	\$1,101,993	\$1,090,751	\$999,798	\$876,200	\$529,154
	Sales/Services	\$7,405,774	\$6,844,693	\$6,278,087	\$6,263,669	\$6,258,494
	Auxiliaries	\$1,826,822	\$1,947,705	\$2,080,224	\$1,671,660	\$1,306,975
	Other Operating Revenue	\$1,669,450	\$1,464,086	\$1,150,338	\$1,685,746	\$2,169,074
	State Appropriations	\$27,659,400	\$27,616,290	\$28,224,400	\$26,558,000	\$26,253,400
	Payments on Behalf	\$11,355,654	\$13,094,122	\$17,363,000	\$18,832,000	\$22,668,000
	Pell Grants		\$3,221,205	\$5,593,162	\$6,519,196	\$6,606,874
Investment Income	\$802,019	\$299,097	\$54,664	\$37,665	\$27,340	
	<b>Total</b>	<b>\$83,048,899</b>	<b>\$88,955,597</b>	<b>\$97,602,054</b>	<b>\$101,573,168</b>	<b>\$105,238,569</b>
<b>Expenses</b>	Instruction	\$36,691,013	\$38,597,331	\$39,975,168	\$41,840,108	\$46,092,139
	Research	\$1,374,409	\$1,663,614	\$1,344,335	\$1,092,589	\$1,019,479
	Public Service	\$11,501,416	\$11,258,728	\$11,656,065	\$13,867,709	\$14,695,209
	Academic Support	\$2,110,258	\$2,077,361	\$2,175,037	\$2,230,926	\$2,008,781
	Student Services	\$5,842,809	\$5,641,293	\$6,411,820	\$6,224,729	\$5,877,600
	Institutional Support	\$12,653,486	\$12,793,162	\$14,136,343	\$14,978,608	\$15,789,810
	Plant Operation	\$6,767,113	\$6,213,820	\$6,969,225	\$6,991,748	\$8,096,132
	Auxiliaries	\$1,689,546	\$1,662,066	\$1,589,064	\$1,519,539	\$1,071,820
	Depreciation	\$2,601,715	\$2,689,039	\$2,921,072	\$3,165,298	\$3,577,963
	Other	\$0	\$0	\$0	\$0	\$0
	<b>Total</b>	<b>\$81,231,765</b>	<b>\$82,596,414</b>	<b>\$87,178,129</b>	<b>\$91,911,254</b>	<b>\$98,228,933</b>
<b>Difference</b>		<b>\$1,817,134</b>	<b>\$6,359,183</b>	<b>\$10,423,925</b>	<b>\$9,661,914</b>	<b>\$7,009,636</b>