



APPENDICES

APPENDIX A

Status of Academic Degrees

College of Arts and Sciences (CAS)

CAS Bachelor's Degrees

<i>Degrees offered in 2000</i>	<i>Status 2008</i>	<i>Comments</i>
B.A. in Art	Continued	B.F.A. to replace.
B.S. in Biology	Teacher Certification also available	
B.S. in Chemistry	Teacher Certification also available	
B.A. in Communications	Concentration areas include: <i>Advertising and Public Relations</i> <i>Digital Film-Making</i> <i>Journalism</i> <i>Multimedia Communications</i> <i>Speech Communications</i>	
B.S. in Computer Science	Continued	
B.A. in Criminal Justice	Concentration areas include: <i>Corrections & Punishment</i> <i>Law Enforcement & Security</i> <i>Restorative & Community Justice</i>	
B.A. in English	Teacher Certification also available	
B.A. in Integrative Studies	Admission Suspended	Elimination pending.
B.A. in Mathematics	Teacher Certification also available	
B.A. in Social Sciences	Continued	

CAS Master's Degrees

<i>Degrees offered in 2000</i>	<i>Status 2008</i>	<i>Comments</i>
M.A. in Art	Continued	
M.S. in Environmental Biology	Continued	
M.S. in Analytical Chemistry	Continued	
M.A. in Communications and Training	Continued	
M.S. in Computer Science	Continued	
M.A. in English	Continued	
M.S. in Political and Justice Studies	Continued	
M.F.A. in Independent Film and Imaging		

CAS Certificate Programs

<i>Degrees Offered in 2000</i>	<i>Status 2008</i>	<i>Comments</i>
none	Information Security	Bachelors level
	Biology Education	Masters level
	Chemistry Education	Masters level
	English Education	Masters level
	Information Security	Masters level
<i>Degrees offered in 2000</i>	<i>Status 2008</i>	<i>Comments</i>
Board of Governors		
B.A.	B.A. in Interdisciplinary Studies	Relocated to CAS in July of 2008

College of Business and Public Administration (CPBA)

CBPA Bachelor's Degrees

<i>Degrees offered in 2000</i>	<i>Status 2008</i>	<i>Comments</i>
B.A. in Accounting	B.S. in Accounting	
B.A. in Business and Administration	Continued; Concentrations include: <i>Finance</i> <i>Human Resource Management</i> <i>International Business Management</i> <i>Management Information Systems</i> <i>Marketing</i> <i>Operations Managements</i> <i>Public Administration</i> (administration suspended)	
B.A. in Business and Technology	B.A. in Business and Applied Science	
B.S. in Management Information Systems	Admissions suspended; Concentrations include: <i>Inclusive Information Systems</i> <i>Information Security</i> <i>Internet Commerce</i> <i>Network Management</i>	Admission of new students suspended in June of 2008 due to continuing enrollment declines

CBPA Master's Degrees

<i>Degrees offered in 2000</i>	<i>Status 2008</i>	<i>Comments</i>
M.S. in Accounting	Continued	
M.B.A.	Continued	
M.S. in Management Information Systems	Continued	
M.P.A.	Continued	

CBPA Certificates

<i>Offered in 2000</i>	<i>Status 2008</i>	<i>Comments</i>
	Accounting for Managers	Masters level
	Business Management	Masters level
	Leadership and Organizational Development	Masters level
	Public Management	Masters level
	Strategic Human Resource Management	Masters level

College of Education (COE)

COE Bachelor's Degrees

<i>Degrees offered in 2000</i>	<i>Status 2008</i>	<i>Comments</i>
B.A. in Early Childhood Education	Continued	
B.A. in Elementary Education	Continued	
B.A. in Psychology	Continued; Pre-clinical concentration available	

COE Master's Degrees

<i>Degrees offered in 2000</i>	<i>Status 2008</i>	<i>Comments</i>
M.A. in Counseling	Continued	
M.A. in Early Childhood Education	Continued	
M.A. in Education	Continued	
M.A. in Educational Administration	Endorsements available in General Administration and Chief School Business Official	
M.A. in Multicategorical Special Education	Continued	
M.A. in Psychology	Continued for Theoretical Sequence; School Psychology Sequence eliminated; Clinical Psychology sequence added.	The sequence in School Psychology was eliminated in 2004 due to budgetary and accreditation concerns.
M.A. in Reading (new)	Continued	

COE Certificates

<i>Offered in 2000</i>	<i>Status 2008</i>	<i>Comments</i>
None	Alternative Teacher Certification	Master's level
	Early Childhood Education for Currently Certified Teachers	Master's level
	Reading Specialist	Master's level
	Reading Teacher Endorsement	Master's level
	Supervisory Endorsement in Reading	Master's level

College of Health and Human Services (CHHS)

CHHS Bachelors Degrees

<i>Degrees offered in 2000</i>	<i>Status 2008</i>	<i>Comments</i>
<i>College of Health Professions</i>	<i>College of Health and Human Services</i>	
Bachelor of Health Science in Communication Disorders	Continued	
Bachelor of Health Administration	Continued	
Bachelor of Science in Nursing	Continued	Name changed to BSN in 2006
Bachelor of Social Work	Continued	

CHHS Masters Degrees

<i>Degrees offered in 2000</i>	<i>Status 2008</i>	<i>Comments</i>
M.H.S. in Addictions Studies	Continued	
M.H.S. in Communication Disorders	Continued	
Master of Health Administration	Continued	
Master of Science in Nursing	Continued	Name changed to MSN in 2006
Master of Occupational Therapy	Continued	
Master in Physical Therapy	Moved to Doctoral level	
Master of Social Work	Continued	

CHHS Doctoral Degrees

<i>Degrees offered in 2000</i>	<i>Status 2008</i>	<i>Comments</i>
	Doctor of Physical Therapy	First class of students, June 2007
	Doctor of Nursing Practice	First class of students, Sept. 2008
	Doctor of Occupational Therapy	Approval Pending. First class of students, projected, Jan. 2009

CHHS Certificates

None	Conductive Education for Physical Therapy and Occupational Therapy	Bachelor's and Master's level
	Long-Term Care Administration	Bachelor's and Master's level
	Substance Abuse Intervention in Health Care	Bachelor's level
	Addictions Screening, Assessment, and Referral	Master's level
	Health Care Informatics	Master's level
	Health Services Research	Master's level
	Nurse Educator	Master's level
	Online Teaching	Master's level
	Substance Abuse Intervention in Healthcare	Master's level

APPENDIX B

History of GSU and NCA/HLC

<i>Date</i>	<i>Activity</i>	<i>Outcome</i>
1968	Illinois Board of Higher Education recommends establishing GSU	Authorized by legislation signed in 1969
1970	Granted Correspondent Status by NCA	
September 1971	First students admitted	Interim campus established
July 1973	Candidate for Accreditation	
1973	Moved to current 760 acre campus	
December 1974	NCA site visit	Accreditation for bachelor's and master's degrees for 5 years
1975, 1976, 1977	Progress reports submitted to NCA annually	Ongoing accreditation
1979	Comprehensive review	
October, 1979	NCA site visit	Full, 10 year accreditation; focused visit required regarding the mission statement and direction of the University
March 1984	Focused visit	Continued Accreditation; eleven specific items were adequately addressed
March 12-13, 1990	Comprehensive review and site visit	Full accreditation; focused visit req.
April 26-27, 1993	Focused visit to review mission statement and determine adequacy of equipment budget	Comments from visit: transportation for students taking night classes, ability to develop languages other than English and implement a student outcomes assessment plan.
1998-2000	Comprehensive review	Self-study to NCA February 2000
April 17-19, 2000	NCA site visit	September 15, 2000 full accreditation; progress report on assessment due 6/30/03; next comprehensive review 2009-10
June 13, 2003	Progress report on assessment filed	Report accepted September 22, 2003
Fall 2006	Focused visit for Doctor of Physical Therapy degree	Approval for degree granted January 2007
Spring 2008	Focused visit for Doctor of Nursing Practice degree	Approval for degree granted June 2008
Summer 2008	Evaluation Panel Review of Doctor of Occupational Therapy	Approval for degree granted September 2008
2007-2009	Comprehensive review	Site visit by HLC Fall 2009

APPENDIX C

HLC 2009: GSU Time Line

April 2007

- Meetings of administrators to determine structure and recruit committee leaders, ongoing since receipt of the HLC's letter to President Fagan on October 20, 2006 notifying him of the comprehensive visit in AY2009-2010.
- HLC Annual Meeting attended by 16 faculty and administrators from GSU with financial support from the Provost's office. A panel presentation entitled, "Online Orientation and Directed Self-Placement: Strategies for Placement and Retention" was made by Eric Martin, Kelly McCarthy, and Becky Nugent.

May 2007

- Dr. Peggy Woodard named Interim Provost.
- Interim Provost convened meetings of participants from the previous NCA site visit team in AY99-00 to determine an appropriate structure for the upcoming visit.

June-July 2007

- Continued meetings of Interim Provost and participants from previous NCA visit to consider participation in the HLC Assessment Institute. This group also reviewed the self-study completed in April 2000 to better inform the next steps in the process.

August 2007

- Co-chairs for Self-study committee are selected, Drs. Eric Martin and Ann Vendrely.
- Discussion of possibly pursuing a thematic approach toward self-study.
- University President, Dr. Elaine P. Maimon introduces Planning and Budgeting Advisory Council (PBAC) structure and recruits volunteers.

September 2007

- Need for committee to address university-wide accreditation issues identified; discussions begin leading to the eventual creation of Committee for Quality Improvement and Accreditation (CQIA) of PBAC.
- Further consideration of thematic approach to self-study leads to decision to follow criterion-based approach.

October 2007

- Co-chairs meet regularly with the Interim Provost to plan the structure and personnel on the key committees.

November 2007

- Interim Provost assigns Dr. Sandra Mayfield, Assistant Provost to coordinate HLC efforts.
- Co-chairs of HLC committee meet once or twice a month with Assistant Provost throughout the process.
- Recruitment of key committee members.
- PBAC and all subcommittees begin work.

February 2008

- Self-Study Executive committee begins meeting twice a month.
- Self-Study Steering committee begins meeting twice a month.

March 2008

- New Provost, Dr. Jane Rhoades Hudak begins.
- PBAC-CQIA holds first meeting.

April 2008

- First university-wide meeting to present the self-study process to the community and recruit members for the subcommittees (123 participants)
- Five subcommittees, based on the five criteria, are formed to report to the steering and executive committees.
- HLC Annual Meeting with a team of 22 GSU students, faculty, and administrators attending.

May 2008

- Templates established for data collection and editing by the Steering and Executive Committees.
- Committees continue to meet.
- Training sessions for the criterion subcommittees started.

June 2008

- Training sessions for the criterion subcommittees continue.
- Committees continue to meet.
- Co-chairs begin work on introductory chapter of self-study.

July 2008

- Training session video and audio tapes are available on the website.
- Subcommittees begin collect of data.
- Executive Committee continues meeting.
- Co-chairs write and introductory chapter for the self-study.

August 2008

- Draft of introductory chapter presented to Dean's Council and Provost for feedback and revision.
- Introductory chapter draft and sample table of contents are submitted to HLC Liaison, Dr. Robert Appleson in preparation for his campus visit.

September 2008

- Co-chairs offer HLC updates at college-wide meetings.
- Executive committee reviews findings from subcommittees through weekly meetings.
- Subcommittees collect data from all units.
- Focus groups occur for data collection.
- Regular updates to Board of Trustees.
- Consultation at GSU with HLC Liaison, (9/25) with participation from administrators, committee members, faculty and students.

October 2008 to February 2009

- Executive committee reviews findings from subcommittees through weekly meetings.
- Subcommittees collect data from all units.
- Focus groups occur for data collection.
- Co-chairs and executive committee combine information into a working document.
- Regular updates to Board of Trustees.
- Second university-wide meeting (November with 54 participants)
- Writing group established, first meeting in January
- HLC site visit team assigned and confirmed (February)

March 2009

- Final focus groups are conducted.
- Subcommittees wrap up data collection.
- Third university-wide meeting.

April 2009

- Subcommittees for the five criteria submit final reports to the Executive committee.

June/July 2009

- Executive Committee HLC2009 edits the final draft of the self-study.
- Provost and Assistant Provost review the final draft of self-study.

August 2009

- Self-study draft report presented to the Board of Trustees
- Self-study report is completed, published and presented on the GSU website.
- Third party comments are invited through advertising in local publications and the GSU website.

September 2009

- Self-study report submitted to the members of the visit team and HLC.

November 16-18, 2009

- On-site visit

APPENDIX D

Specialized Accreditation and External Consultation

The Board of Trustees of Governors State University mandated that all programs that are eligible for specialized accreditation should seek it and they have all been successfully accredited. For programs that do not have specialized accreditation available, an external consultant is hired to review the program and make recommendations. This listing is arranged by college and includes the dates of the most recent accreditation and external consultant visits. Full reports from these visits are available in the Resource Room.

College of Business and Public Administration

- All programs (Business Administration, Business and Applied Science, Accounting, Management Information Systems) in the College of Business and Public Administration have been fully accredited by the Association of Collegiate Business Schools and Programs (ACBSP) since 1995, except Management Information Systems accredited in 2000, with reaffirmation for all programs in 2005 for ten years until 2015. Note: The College is currently working toward accreditation through the Association to Advance Collegiate Schools of Business (AACSB).
- The College's graduate Public Administration program has been accredited since 1997 by the National Association of Schools of Public Affairs and Administration (NASPAA), with reaffirmation in 2005 for six years until 2011.

College of Education

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

In addition, there are specialty accreditations for each separate program:

- Early Childhood Education (MA) has been accredited since 2002 by the National Association for the Education of Young Children (NAEYC) for seven years, extended until 2011.
- Educational Administration (MA) has been accredited since 2003 by the Educational Leadership Constituent Council (ELCC) for seven years, extended until 2011.
- Elementary Education (MA) has been accredited since 2002 by the Association of Childhood Education International (ACEI) for seven years, extended until 2011.
- Multicategorical Special Education (MA) has been accredited since 2002 by the Council for Exceptional Children (CEC) for seven years, extended until 2011.
- Reading (MA) has been accredited since 2002 by the International Reading Association (IRA) for seven years, extended until 2011.
- The graduate Counseling program housed in the Division of Psychology and Counseling is also approved by the ISBE for teacher certification (next review in 2011) and has been accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) since 1991, with reaffirmation in 2007 for seven years until 2014.

College of Health and Human Services

- The graduate Addictions Studies program has been accredited since 2003 by the Illinois Alcohol and Other Drug Abuse Professional Certification Association, Inc. (IAODAPCA), with reaffirmation in 2007 for two years until 2009.
- The graduate Communication Disorders program has been accredited in Speech-Language Pathology since 1987 by the Council on Academic Accreditation of the American Speech-Language-Hearing Association (ASHA), with reaffirmation in 2007 for eight years until 2015. It is also approved by the Illinois State Board of Education (next review in 2011) and leads to eligibility for the Initial Special Certificate and the School Service Personnel Certificate endorsement as a Speech-Language Pathologist. This major also meets the academic requirements for licensure in speech-language pathology in the state of Illinois.
- The undergraduate Nursing program has been accredited since 1981 and the graduate Nursing program since 1988 by the National League for Nursing Accrediting Commission (NLNAC), with reaffirmation in 2002 for eight years until 2010.
- The graduate Occupational Therapy program has been accredited since 1998 by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), with reaffirmation in 2004 for seven years until 2011.
- The graduate Physical Therapy program has been accredited since 1998 by the Commission on Accreditation in Physical Therapy Education (CAPTE), with reaffirmation in 2002 for nine years until 2011.
- The undergraduate Health Administration program has been accredited since 1978 by the Association of University Programs in Health Administration (AUPHA), with reaffirmation in 2005 for five years until 2010; and the graduate Health Administration program has been accredited since 2004 by the Commission on Accreditation of Healthcare Management Education (CAHME), with reaffirmation in 2008 for six years until 2014.
- The undergraduate and graduate Social Work programs are both accredited by the Council on Social Work Education (CSWE), with reaffirmation in 2007 for eight years until 2015.

College of Arts and Sciences

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

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

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

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

The most recent consultant visits and evaluations are summarized below:

- Art (BA and MA) by Adrian Tio in January 2004:
 - Realign BA to become a BFA
 - Improve/renovate the studios
 - Increase recruitment activities
 - Consider developing a Museum Track
- Communications (BA) by Deborah Borisoff in May 2004:
 - Develop a portfolio option for the senior seminar
 - Substantially revise the media production program
 - Develop a communications ethics course
 - Eliminate the redundancy in MCOM420 and COMS561
 - Add an Advertising course to Public Relations
 - Rename courses as suggested
- Communications and Training (MA) by Deborah Borisoff in May 2004 and Judith Hale for Human Performance and Training in February 2004:

For Communications and Training:

 - Hire additional faculty to replace retired faculty
 - Improve technology support
 - Increase recruitment activities

For Human Performance and Training:

 - Revise the program to move to the 2000 Standards
 - Improve program marketing
 - Improve customer service
- English (BA and MA) by Paul Jude Beauvais in December 2002:

For the BA:

 - Pursue through the university's internal master planning process the creation of a dedicated computer laboratory for all sections of the program's writing courses
 - Develop a Technical Writing track

For the MA:

 - Develop a Community College Teaching track. This track will serve those desiring to move from middle school/high school teaching to community college instruction.
 - Remodel the English faculty offices for faculty security and confidential student conferences
- Political and Justices Studies (MA) by Antonio Holland in February 2004:
 - Consider course revisions
 - Redesign the culminating experience courses
- Social Sciences (BA) by Antonio Holland in February 2004:
 - Develop a Teacher Education concentration

- Create a World Studies and an American Studies concentration within the major
- Develop minors in World Studies and in American Studies
- Develop a Certificate in Museum Studies

- Analytical Chemistry by Netkal Made Gowda in March 2008:
 - Renovate the laboratory facilities
 - Hire additional faculty
 - Develop an examination instrument to assess student knowledge

- Computer Science by Bob Cannon in March 2006:
 - Develop a Forensics concentration
 - Develop a project option for the culminating experience

- Biology and Environmental Biology by Brock R. McMillan in April 2008
 - Renovate the laboratory facilities
 - Update the curriculum
 - Develop a master's program in Biology

APPENDIX E

GSU Alumni Data Survey 2008 Results: Master's Alumni Class of 2006

Highlights of the Results:

- Educational Outcomes
 - 90.7% acquired a strong understanding of their major field of study
 - 87.3% acquired knowledge and skills applicable to their present career while at GSU
 - 82.4% received a well-rounded education
 - 80.9% learned to work cooperatively
- GSU's graduate-level outcomes for all students
 - All respondents agreed that stated outcomes were important (none checked "does not apply")
 - More than 85% of the FY06 master's graduates stated that they had had to demonstrate each of the seven master's level outcomes found on page 51 of the 2008–2009 *GSU Catalog*: www.govst.edu/catalog/
- Satisfaction with Governors State University
 - 96.6% of the respondents report that their present attitude toward their graduate major is positive
 - 96.5% indicated their degree prepared them for their certification/licensing exam
 - 96.0% believe that class size was just right (good or excellent)
 - 94.1% of the respondents report that their present attitude toward GSU is positive
 - 91.9% would recommend GSU to another student
 - 90.1% said they'd choose the same major again
 - 89.9% received timely feedback regarding their class performance
 - 89.1% say that instructors provided timely feedback
 - 87.4% passed their certification/licensing exam on the first attempt
 - 86.7% report that they were expected to work cooperatively with other students
 - 85.1% were satisfied with course scheduling (time of day, etc.)
 - 84.7% report that faculty were available outside of class
 - 84.2% report that the quality of instruction was either good or excellent
 - 83.2% indicated that faculty used appropriate teaching activities to help them learn
 - 82.3% report that faculty expectations for quality work were high
 - 82.2% indicate that they were encouraged to challenge ideas
 - 81.1% indicate that they were expected to be prepared for class
 - 80.9% say they'd return to GSU if they had it to do all over again
 - 22.9% earned their bachelor's degree from GSU
- Further Education
 - 97.5% said their master's degree was good preparation for their subsequent education
 - GSU was the most popular institution for continuing their education (of those who did so, 15.1% did so at GSU)
- Employment
 - 93.5% said their master's degree was good preparation for their present job

- 95.1% said they were comfortable with the technology requirements of their job when they graduated
- 91.5% indicated that they are satisfied with their current job
- 82.9% report their job is related to their degree
- The two most frequent primary employers are elementary/secondary schools (48.6%) and business (11.9%)
- Median income is \$55,000.
- The unemployment rate is 2.5%

GSU Alumni Data Survey 2008 Results: Master's Alumni Class of 2002

Highlights of the Results:

- Educational Outcomes
 - 92.5% acquired knowledge and skills applicable to their present career while at GSU
 - 88.1% acquired a strong understanding of their major field of study
 - 84.3% received a well-rounded education
 - 82.7% learned to work cooperatively
 - 81.3% realized that learning is a life-long process
- GSU's graduate-level outcomes for all students
 - All respondents agreed that stated outcomes were important (none checked "does not apply")
 - More than 89% of the FY02 master's graduates stated that they had had to demonstrate each of the seven master's level outcomes found on page 51 of the 2008–2009 *GSU Catalog*: www.govst.edu/catalog/
- Satisfaction with Governors State University
 - 92.3% indicated their degree prepared them for their certification/licensing exam
 - 98.1% believe that class size was just right (good or excellent)
 - 94.2% would recommend GSU to another student
 - 90.7% received timely feedback regarding their class performance
 - 91.3% of the respondents report that their present attitude toward GSU is positive
 - 89.1% passed their certification/licensing exam on the first attempt
 - 93.3% report that the quality of instruction was either good or excellent
 - 90.7% were satisfied with course scheduling (time of day, etc.)
 - 80.7% report that faculty were available outside of class
 - 86.2% indicated that faculty used appropriate teaching activities to help them learn
 - 82.4% indicate that they were expected to be prepared for class
 - 85.3% say they'd return to GSU if they had it to do all over again
 - 27.6% earned their bachelor's degree from GSU
- Further Education
 - 92.6% said their master's degree was good preparation for their subsequent education
 - GSU was the most popular institution for continuing their education (of those who did so, 17.9% did so at GSU)

- Employment
 - 96.2% said their master's degree was good preparation for their present job
 - 94.3% said they were comfortable with the technology requirements of their job when they graduated
 - 96.2% indicated that they are satisfied with their current job
 - 85.7% report their job is related to their degree
 - The three most frequent primary employers are elementary/secondary schools (44.4%), federal, state or local government (10.1%) and business (10.1%)
 - Median income is \$65,000.
 - The unemployment rate is 0.9%

GSU Alumni Data Survey 2008 Results: Baccalaureate Alumni, Class of 2006

[Survey respondents were representative of the Class of '06 with regard to gender, ethnicity and college affiliation but were significantly older (average age 37) than the Class of '06 (average age 35). Thus, the survey results should be generalized with caution.]

Highlights of the Results:

- Educational Outcomes
 - 87.2% realized that learning is a life-long process
 - 86.8% acquired a strong understanding of their major field of study
 - 85.3% received a well-rounded education
 - 80.7% learned to work well in groups
 - 80.6% improved their ability to write clearly and effectively
- GSU Bachelor's Level Student Outcomes for All Students
 - 79.0% state that they were required to demonstrate values that enable problem solving in a complex society
 - 80.3% indicate that they were required to demonstrate skills that enable problem solving in a complex society
 - 82.1% report having to demonstrate using critical thinking to make independent judgments
 - 81.6% state that had to demonstrate creative thinking skills
 - 85.9% report having to demonstrate their understanding of theories relevant to their area of study
 - 86.7% indicate that they had to demonstrate their ability to apply the theories
- Satisfaction with Governors State University
 - 94.9% would recommend GSU to another student
 - 94.6% of the respondents report that their present attitude toward GSU is positive
 - 92.2% believe that class size was just right (good or excellent)
 - 92.0% have a positive attitude toward their undergraduate major
 - 91.8% say they'd return to GSU if they had it to do all over again
 - 89.0% report that the quality of instruction was either good or excellent
 - 87.2% report that faculty expected high quality work from them
 - 85.3% received timely feedback regarding their class performance
 - 84.0% report that library services were either good or excellent

- 83.9% indicate that faculty used appropriate teaching activities to help them learn
- 81.9% report that faculty were available outside of class
- 81.7% indicate that they were expected to be prepared for class
- Further Education
 - 48.4% have enrolled in a college or university since completing their degree one year ago
 - 98.1% said their undergraduate degree was good preparation for their subsequent education
 - GSU was the most popular institution for continuing their education (of those who did so, 60% did so at GSU)
 - More than 50% (53.6%) indicate that they are interested in returning to GSU for another degree
- Employment
 - 90.7% said their undergraduate degree was good preparation for their present job
 - 88.9% indicated that they are satisfied with their current job
 - The three most frequent primary employers are business (27.7%), elementary/secondary schools (24.1%), and higher education (7.9%)
 - Median income is \$37,000.
 - The unemployment rate is 4.1%

GSU Alumni Data Survey 2008 Results: Baccalaureate Alumni Class of 2002

[Survey respondents were representative of the Class of '02 with regard to gender, ethnicity and college affiliation but were significantly older (average age 41) than the Class of '02 (average age 39). Thus, the survey results should be generalized with caution.]

Highlights of the Results:

- Educational Outcomes
 - 87.6% realized that learning is a life-long process
 - 86.6% received a well-rounded education
 - 82.7% acquired a strong understanding of their major field of study
 - 82.7% improved their ability to write clearly and effectively
 - 80.6% developed the skills to learn independently
- GSU Bachelor's Level Student Outcomes for All Students
 - 78.9% state that they were required to demonstrate values that enable problem solving in a complex society
 - 83.4% indicate that they were required to demonstrate skills that enable problem solving in a complex society
 - 82.8% report having to demonstrate using critical thinking to make independent judgments
 - 79.4% state that had to demonstrate creative thinking skills
 - 85.2% report having to demonstrate their understanding of theories relevant to their area of study
 - 81.6% indicate that they had to demonstrate their ability to apply the theories

- Satisfaction with Governors State University
 - 98.0% would recommend GSU to another student
 - 94.6% indicated that their degree prepared them for certification/licensing exams
 - 93.2% have a positive attitude toward their undergraduate major
 - 90.3% say they'd return to GSU if they had it to do all over again
 - 89.1% indicated that faculty expected high quality work from students
 - 89.7% received timely feedback regarding their class performance
 - 88.5% report that the quality of instruction was either good or excellent
 - 87.8% indicated that faculty used appropriate teaching activities to help them learn
 - 86.0% believe that class size was just right (good or excellent)
 - 85.9% of the respondents report that their present attitude toward GSU is positive
 - 83.3% indicate that they were expected to be prepared for class
 - 83.3% report that they were expected to come to class prepared
 - 81.3% report that faculty encouraged them to challenge their own ideas as well as those of others
 - 80.2% report that full-time faculty were available outside of class
 - 80.1% indicated that the classes they needed to complete their degrees were available

- Further Education
 - 49.6% have continued their education.
 - 89.3% said their undergraduate degree was good preparation for their subsequent education
 - GSU was the most popular institution for continuing their education (of those who did so, 46.6% did so at GSU)

- Employment
 - 93.5% indicated that they felt comfortable with the technology requirements of their job upon graduation
 - 90.9% said their undergraduate degree was good preparation for their present job
 - 86.7% indicated that they are satisfied with their current job
 - 82.2% have worked for two or fewer employers since graduating
 - The three most frequent primary employers are federal, state or local government (24.6%), business (20.0%), and elementary/secondary schools (14.6%)
 - Median income is \$50,000.
 - The unemployment rate is 4.6%

In addition, some colleges and programs conduct their own much more program-specific surveys of alumni: For example, the College of Education Dean's Office mails surveys to alumni who have graduated one, three, and five years from the current trimester/year, and if there is no response to the first mailing, a second survey is sent.

APPENDIX F

Office of Sponsored Programs and Research (OSPR) Status Report

Information as of August 24, 2009:

Number of Active Grants and Contracts:	63
Estimated FY09 Revenue:	\$7,035,809
Number of New Grant/Contract Submissions in FY09:	66
Number Funded:	22
Anticipated Revenue from Newly funded Grants/Contracts:	\$1,570,836
Number Not Funded:	21
Number Pending:	23

APPENDIX G

GSU Leaders in Online Teaching and Course Development

CHHS Administration

Dr. Linda Samson, Dean of the College of Health and Human Services has taught online classes for several years both at GSU and Clayton State University, in Georgia. She was an “early adopter” of educational technology and taught her first online course in 1997. Since that time she has developed and taught numerous online courses including most recently HLSC 840 Responsible Conduct of Research for the DNP program. She uses online and blended methods of instruction depending upon identified learner needs. Dr. Samson wrote the grant application as a part of the Johnson & Johnson Promise of Nursing project where she identified lack of faculty expertise in distance education pedagogy as one of the barriers to expanding nursing school capacity. This grant served as the seed funding for the development of the first course in the Online Teaching Certificate at GSU. The initial work from this grant validated the need to increase the ability of nursing faculty to work with students in learning formats where asynchronous learning was expected either fully for the course or in a substantial and meaningful way.

Nursing Program

Dr. Nancy MacMullen has created and taught the bridge course and the nursing research course. She has also taught web-enhanced courses in the nursing masters and practice doctorate programs for the past several years. She is currently completing the courses in the Certificate in Online Teaching and Learning.

Dr. Catherine Tymkow has taught nursing management as an online course and has taught several graduate courses in an online format.

Patricia Martin has completed the Certificate in Online Teaching, giving her extensive experience in design and technology required for quality online courses. She teaches pathophysiology and nursing management online. She is available for consultation, problem solving and peer evaluation of courses taught online by fellow faculty members.

Shirley Comer has also completed the Certificate in Online Teaching. One of her most successful efforts was in developing a fully online equivalent for the Nursing Health Assessment Course. The course involved many web/publisher resources necessary for nursing students to be able to perform a complete health history and physical. Because of her technical expertise, she is a resource for faculty who need technical assistance in implementing their online courses.

Linda McCann, nursing advisor, has completed the Certificate in Online Learning and is available as a resource for faculty. She particularly excels in course design and maintaining technical standards.

Addiction Studies/Behavioral Health Program

Dr. Gregory Blevins is a newcomer to online course development, but has been providing coursework in televised formats since 1982. As Department Chair of Addictions Studies/Behavioral Health, Dr. Blevins has been very supportive and encouraging in the development of online courses and is enrolled in the Certificate in Online Learning program.

James Golding is a full-time lecturer in the Addictions Studies program. Mr. Golding was an early participant in the conversion of those courses and in teaching the associated certificates. He offers 10 – 12 online course sections annually and serves as consultant to other faculty teaching online courses. Mr. Golding has a MHS in Addictions Studies and completed the Certificate in Online Teaching.

Drs. Cheryl Mejta, Raven James, and Jacqueline Elder are in the process of taking courses in the Certificate in Online Learning. Each of these faculty members have recently begun offering online coursework.

Faculty and staff in the Center for Online Teaching and Learning (COTL)

Eric Wignall, coordinator of the Center for Online Teaching and Learning, is also an advisor for the certificate program and assistant professor of Digital Media. Mr. Wignall is completing his Ph.D. in Communication at Purdue University after earning an M.A. in Modern Comparative History from the University of Essex, and a B.S. in History and Political Science from Indiana State University. He has been teaching with technology since beginning his career in 1988 at Valparaiso University and has presented on media and technology at a wide variety of national and international conferences.

Janet A. Engle is an instructional developer and has an M.S.Ed. in Online Teaching from California State University Hayward, a M.A. in Counseling from GSU and an M.H.S. in Addiction Studies from GSU. She has worked at GSU since 1992, initially in the Addiction Studies program as a special project manager and as adjunct faculty. For the past five years she has been a part of the Center for Online Teaching and Learning where she teaches two of the Certificate in Online Teaching courses and provides instructional support and workshops for faculty who are integrating online elements into their teaching. She has won several awards for her online courses, including: the WebCT Exemplary Course Award for ONTL650: Introduction to Online Learning in 2006 and the Blackboard Greenhouse Exemplary Course Award for ONTL650: Introduction to Online Teaching in 2007.

Barbara Mandel is an instructional developer and holds an MA in English from Notre Dame University and a Master of Arts and Liberal Studies from Valparaiso University. She has taught at GSU since 2004 and has presented at a wide variety of professional workshops and taught various online courses.