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2013 Fact Book

fast forward
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JSU's QEP

Fast Forward: Using 21st Century Tools to Promote Critical Thinking

Jacksonville State University

FACT BOOK
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Two former members of Congress, Sue Kelly R-New York and Earl Hutto D-Florida, spoke to an audience of students, faculty and staff during the annual Constitution Day activities on the JSU campus.

History of Jacksonville State University

Jacksonville State University is a public, comprehensive university serving northeast Alabama by extending knowledge, skills, and resources to the community and the global market through classroom lecture and distance education, research, and service. The campus land inventory consists of 79 buildings across 464 acres in Jacksonville, Alabama, as well as off-site locations in Anniston, Gadsden, and Fort Payne, Alabama. Through its programs of teaching, research, and service, Jacksonville State University has served the region and state for over 125 years.

From modest beginnings, Jacksonville State University has evolved into the educational center of northeast Alabama. The Alabama Legislature, in the 1882-83 session, created a state normal school when Governor Edward O'Neal signed into law a bill creating the school on February 22, 1883. Jacksonville State Normal School acquired the facilities and equipment of Calhoun College, consisting of twelve acres of land and a two-story brick building. The Board of Directors elected James C. Ryals, Jr. as the first president. The school opened with three instructors: W. J. Borden, mathematics; Eliza A. Bowen, English; and Ida J. Woodward, primary department.

As stipulated in the establishing act, the Normal School conducted a preparatory school for children of the town and surrounding areas. At the end of the first year, on August 15, 1884, William Mark Haymes, President of the Board of Directors, reported that funds totaling $4,751.25 had been received, including $2,500 from the state; that 25 students were enrolled in the Normal School; and that 222 were in the preparatory school.

The Normal School remained in operation until 1930 when it became Jacksonville State Teachers College, reflecting an increasingly higher education role for the Institution. Five years later, the College earned regional accreditation from the Southern Association of Colleges and Schools. In 1957, the name again changed to Jacksonville State College when the first graduate program - the master's degree in elementary education - was created.

On August 2, 1966, the State Board of Education was authorized to elevate the College to university status. On August 17, 1967, the Legislature established an independent Board of Trustees for the University and divested jurisdiction from the State Board of Education. Most recently, the Alabama Commission on Higher Education, during the June 2010 meeting, approved Jacksonville State University to offer a Doctor of Science in Emergency Management degree, beginning Fall 2011.

The Southern Association of Colleges and Schools Commission on Colleges, at its December 2010 Board of Trustees meeting, awarded Jacksonville State University membership at Level V to offer a Doctor of Science in Emergency Management.

Jacksonville State University has been served by eleven presidents: James G. Ryals, Jr. (1883-85); J. Harris Chappel (1885-86); Carlton Bartlett Gibson (1886-92); J. B. Jarrett (1892-93); Jacob Forney, IV (1893-99); Clarence William Daugette (1899-1942); Houston Cole (1942-71); Ernest Stone (1971-81); Theron E. Montgomery (1981-86); Harold J. McGee (1986-99); and William A. Meehan (1999-present).

Reference:
   Sawyer, Effie White (1983). The First Hundred Years, The History of Jacksonville State University, 1883-1983. Jacksonville, Alabama: Centennial Committee, Jacksonville State University.

William A. Meehan, President, 1999 - Current

William A. Meehan has a long-term association with Jacksonville State University that began when he enrolled as a first-time freshman in 1968. He completed his Bachelor of Science in biology in 1972 and began a career in education that same year. He earned his Master's of Science degree in biology at Jacksonville State University in December 1976 and returned in January 1977 to serve as an instructor in the Department of Biology. He completed a Doctorate of Education in the field of higher education administration from the University of Alabama.

Prior to becoming president, Dr. Meehan served in numerous administrative and teaching positions at the University. Among these are Coordinator of Medical Technology Program, Director of Academic Advisement, Assistant Vice President for Academic Affairs, Associate Vice President for Academic and Student Affairs, Acting Vice President for Academic Affairs, and Acting Vice President for Institutional Advancement. He assumed the helm as president on July 1, 1999.

Dr. Meehan's expansive vision for JSU includes looking to the future while drawing on the strengths of the past. A top goal is knocking down the walls of the ivory tower through such innovations as distance education. Through the use of the Internet, the University is able to make a college education more accessible to those who work, or for other reasons are not able to reside on or near the main campus. Under Meehan's leadership, JSU is working to extend classrooms and remove barriers to a college degree.

President Meehan affirms that JSU has a bright future, one that depends in large part on gaining more cooperation among the institutions of higher education, such as the state's community colleges. Meehan wants to turn JSU into a campus in which education can be seen as a seamless process flowing from kindergarten through graduate school.

Overseeing the development of the University's first strategic plan, Dr. Meehan says that JSU will more accurately accomplish the institution's mission, through integrating traditional academic programs with career oriented programs for students. His vision for the future is based on the philosophy that education spurs economic development.

Dr. Meehan has been and continues to be very active in numerous civic organizations. He has been an executive committee member of the Board of Directors of the United Way of East Central Alabama and is active in the area Chambers of Commerce of both Calhoun and Etowah Counties. He is a member of the First Baptist Church of Jacksonville, Alabama, and is married to the former Elizabeth Stevens. Together they are the parents of twin boys, Drew and Will, and a daughter, Carol Grace.

Reference:
   Sawyer, Effie White (1983). The First Hundred Years, The History of Jacksonville State University, 1883-1983. Jacksonville, Alabama: Centennial Committee, Jacksonville State University.

Southern Association of Colleges and Schools Commission on Colleges
2014 Reaffirmation: A Ten-Year Event

Dr. Louise Clark, Chair
SACSCOC Reaffirmation Committee

On a ten-year cycle, all universities and colleges accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) are required to undergo a reaffirmation of their accreditation. SACSCOC is a regional accrediting body that accredits schools located in the 11 southern states to include: Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, South Carolina, North Carolina, Tennessee, Texas, and Virginia, as well as Latin America and other international sites approved by the Commission on Colleges. The reaffirmation requires institutions to respond via a Compliance Certification Report as to how they comply with "The Principles of Accreditation: Foundations for Quality Enhancement." The Principles to which institutions respond include Core Requirements, Comprehensive Standards, and Federal Requirements; nearly 100 requirements/standards must be reviewed and reported on in the Compliance Certification Report. A second component of the reaffirmation process involves the institution's development of a Quality Enhancement Plan (QEP), in which the institution identifies a topic that will contribute to institutional improvement relative to student learning.

Planning for SACSCOC reaffirmation typically begins around three years prior to the actual date when the reaffirmation On-Site Committee will come to campus to conduct their review. In fall 2011, President William Meehan selected Dr. Louise Clark and Dr. Alicia Simmons to head up the endeavor. Soon after their appointments, Dr. Clark and Dr. Simmons identified individuals on campus to serve on the SACSCOC Reaffirmation Committee. This group included all members of the President's Council, in addition to others who could provide support for the process. Meetings were held periodically where discussions took place relative to the plan for compiling the Compliance Certification Report and the QEP. A separate QEP Committee was appointed as well. The QEP Committee will continue to develop the topic and prepare a QEP Report for submission to the On-Site Committee in February 2014.

Drs. Clark and Simmons divided the standards to be addressed in the Report between the two of them, based on their areas of expertise. Dr. Clark accepted the responsibility for gathering data/information for those standards more "academic- and student-related," while Dr. Simmons selected those standards more in line with her expertise to include "governance" and "institutional effectiveness." More specifically, the topics in the Report include the following:

Core Requirements (all required for reaffirmation)

2.1	Degree-granting Authority
2.2	Governing Board
2.3	Chief Executive Officer
2.4	Institutional Mission
2.5	Institutional Effectiveness
2.6	Continuous Operation
2.7.1	Program Length
2.7.2	Program Content
2.7.3	General Education

2.7.4	Coursework for Degrees
2.8	Faculty
2.9	Learning Resources and Services
2.10	Student Support Services
2.11.1	Financial Resources
2.11.2	Physical Resources
2.12	Quality Enhancement Plan

Comprehensive Standards (with multiple sub-parts)

3.1.1	Institutional Mission
3.2.1	Governance and Administration: CEO evaluation/selection
3.2.2.1	Governance and Administration: Governing Board Control: Mission
3.2.2.2	Governance and Administration: Governing Board Control: Fiscal Stability
3.2.2.3	Governance and Administration: Governing Board Control: Institutional Policy
3.2.3	Governance and Administration: Board conflict of interest
3.2.4	Governance and Administration: External influence
3.2.5	Governance and Administration: Board dismissal
3.2.6	Governance and Administration: Board/administration distinction
3.2.7	Governance and Administration: Organizational structure
3.2.8	Governance and Administration: Qualified administrative/academic officers
3.2.9	Personnel Appointment
3.2.10	Governance and Administration: Administrative staff evaluations
3.2.11	Governance and Administration: Control of intercollegiate athletics
3.2.12	Governance and Administration: Fund-raising activities
3.2.13	Governance and Administration: Institution-related foundations
3.2.14	Governance and Administration: Intellectual property rights
3.3.1	Institutional Effectiveness
3.3.1.1	Institutional Effectiveness: Educational Programs
3.3.1.2	Institutional Effectiveness: Administrative Support Services
3.3.1.3	Institutional Effectiveness: Educational Support Services
3.3.1.4	Institutional Effectiveness: Research
3.3.1.5	Institutional Effectiveness: Community/Public Service
3.3.2	Quality Enhancement Plan
3.4.1	Educational Programs: All: Academic Program Approval
3.4.2	Educational Programs: All: Continuing Education/Service Programs
3.4.3	Educational Programs: All: Admission Policies
3.4.4	Educational Programs: All: Acceptance of Academic Credit
3.4.5	Educational Programs: All: Academic Policies
3.4.6	Educational Programs: All: Practices for awarding credit
3.4.7	Educational Programs: All: Consortial relationships/contractual agreements
3.4.8	Educational Programs: All: Noncredit to credit
3.4.9	Educational Programs: All: Academic support services
3.4.10	Educational Programs:All: Responsibility for Curriculum
3.4.11	Educational Programs: All:Academic program coordination
3.4.12	Educational Programs: All: Technology Use
3.5.1	General Education Competencies
3.5.2	Educational Programs: Undergraduate:Institutional credits for a degree
3.5.3	Educational Programs: Undergraduate: Undergraduate Requirements
3.5.4	Educational Programs: Undergraduate:Terminal degrees of faculty
3.6.1	Educational Programs: Graduate/Post-Baccalaureate:Post-baccalaureate program rigor
3.6.2	Educational Programs: Graduate/Post-Baccalaureate:Graduate curriculum
3.6.3	Institutional Credits for a Graduate Degree

3.6.4	Educational Programs: Graduate/Post-Baccalaureate:Post-baccalaureate requirements
3.7.1	Faculty: Faculty competence
3.7.2	Faculty: Faculty Evaluation
3.7.3	Faculty: Faculty development
3.7.4	Faculty: Academic freedom
3.7.5	Faculty: Faculty role in governance
3.8.1	Library and Other Learning Resources: Learning/information resources
3.8.2	Library and Other Learning Resources: Instruction of library use
3.8.3	Library and Other Learning Resources: Qualified staff
3.9.1	Student Affairs and Services: Student rights
3.9.2	Student Affairs and Services: Student records
3.9.3	Student Affairs and Services: Qualified staff
3.10.1	Financial Resources: Financial stability
3.10.2	Financial Resources: Financial aid audits
3.10.3	Financial Resources: Control of finances
3.10.4	Financial Resources: Control of sponsored research/external funds
3.11.1	Physical Resources: Control of physical resources
3.11.2	Physical Resources: Institutional environment
3.11.3	Physical Resources: Physical facilities
3.12	Substantive change
3.13.1	Policy Compliance: Accrediting Decisions of Other Agencies
3.13.2	Policy Compliance: Collaborative Academic Arrangements: Policy and Procedures
3.13.3	Policy Compliance: Complaint Procedures Against the Commission or Its Accredited Institutions
3.13.4.a	Policy Compliance: Reaffirmation of Accreditation and Subsequent Reports
3.13.4.b	Policy Compliance: Reaffirmation of Accreditation and Subsequent Reports
3.13.5.a	Policy Compliance: Separate Accreditation for Units of a Member Institution
3.13.5.b	Policy Compliance: Separate Accreditation for Units of a Member Institution
3.14.1	Representation of status with the Commission: Publication of accreditation status

Federal Requirements

4.1	Student achievement
4.2	Program curriculum
4.3	Publication of policies
4.4	Program length
4.5	Student complaints
4.6	Recruitment materials
4.7	Title IV program responsibilities
4.8.1	Verification of Student Identity in Distance or Correspondence Education
4.8.2	Written Procedure for Distance and Correspondence Education Student's Privacy
4.8.3	Written Procedure for Projected Additional Student Charges
4.9	Definition of Credit Hours

In August 2011, at the President's Annual Faculty and Staff Convocation, the JSU population was made aware of the upcoming SACSCOC review, to include asking for proposals to be submitted by individuals or groups on a topic for the QEP. Also, the timeline for the completion of the Compliance Certification Report and the other activities involved in the accreditation process was discussed with all JSU personnel as to their possible involvement. Proposals for the QEP were to be submitted no later than March 2012. Dr. Clark and Dr. Simmons announced that they would be in touch with those personnel who would be able to provide input and feedback as they worked to draft their respective sections of the Report.

The twelve month period beginning September 2012 and culminating in September 2013 was an extremely busy time while folks collected information and wrote sections of the Compliance Certification Report. The personnel in the Office of Planning and Research (OPR) played a pivotal role in the success of the process. The Report was prepared utilizing Compliance Assist, an electronic software tool; and the Faculty Rosters were prepared utilizing Digital Measures, an electronic database for faculty to input their teaching and research information. These electronic means of preparation would not have been possible without the expertise and diligence of the OPR staff.

During this twelve month period, many iterations of the draft report were written and edited. Primarily, the acquiring of the information for the "academic-" and "student-related" sections was the responsibility of the associate deans for each college. Information for other sections came from the administrators and staff in their respective units.

After a week of intensive review where Drs. Clark and Simmons met daily with the editor, Ms. Lisa Williams, Associate Dean of Arts and Sciences, Provost and SACSCOC liaison, Dr. Rebecca Turner, Assistant Provost and Graduate Dean, Dr. Joe Delap, and OPR staff member, Ms. Kim Presson, Coordinator of Institutional Effectiveness, the Report was finalized. Also, as a part of the review process, President Meehan reviewed every section of the Report and provided comments. His thoughtful suggestions and recommended changes provided very valuable feedback as the group worked toward completing the final document. At the completion of this review, the Report was finalized and submitted to the SACSCOC office in Atlanta, GA slightly ahead of the September 10th deadline.

After receiving and carefully reviewing the document, members appointed to serve on the SACSCOC Off-Site Committee convened in Atlanta in early November 2013 to discuss their assessment of the various standards included in the Report. Through this review, members of the Off-Site Committee assess each standard in order to determine if it appears that JSU is in compliance with each one. If deemed out-of-compliance, the Off-Site Committee Report will include this indication. In mid-December 2013, JSU will receive the Off-Site Committee's evaluation of JSU's Report. If the University is deemed out-of-compliance on any standards, it will have the opportunity to respond through a Focused Report to the Commission on Colleges, prior to the SACSCOC On-Site Committee visit scheduled for April 8-10, 2014.

The SACSCOC On-Site Committee will arrive on campus on April 8, 2014. The Committee will meet with faculty, students, and administrators to review and evaluate JSU's QEP. The secondary focus will be on clearing up any issues that might still be unresolved from the Off-Site Committee review. In addition, the On-Site Committee must review faculty credentials and each of the seven Federal Requirements in order to confirm compliance. At the conclusion of the review, the On-Site Committee will hold an exit interview with President Meehan and his staff and any other individuals he chooses to invite. The On-Site Committee chair will report to this group the findings of the Committee. "Recommendations" will be presented for any non-compliance issues that have been identified, both with regard to the Principles' requirements as well as any identified shortcomings of the QEP. JSU must address any "recommendations" presented by the Committee in a follow-up report to the Commission on Colleges. All non-compliance issues must be brought into compliance by the institution prior to reaffirmation.

Shortly after the On-Site Committee departs campus and finalizes their written Report, the Chair will submit the report to Dr. Meehan. The institution will review the Report contents for accuracy and respond to the Committee Chair with any clarifications/corrections that need to be made. The report will then be reviewed by a SACSCOC Compliance & Reports Committee at the annual SACSCOC meeting in December 2014. The announcement as to JSU's reaffirmation will be made at the Board of Trustees meeting which will be held as the last event of the annual meeting.

Southern Association of Colleges and Schools Commission on Colleges Mission and Purpose

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) is the regional accrediting body for Jacksonville State University (JSU). JSU prepared and submitted a compliance report for SACSCOC in preparation for the 2014 onsite peer review.

SACSCOC defines its mission as:

> *The Southern Association of Colleges and Schools Commission on Colleges is the regional body for the accreditation of degree-granting higher education institutions in the Southern states. The Commission's mission is the enhancement of educational quality throughout the region and the improvement of the effectiveness of institutions by ensuring that they meet standards established by the higher education community that address the needs of society and students. It serves as the common denominator of shared values and practices among the diverse institutions in Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia, Latin America, and other international sites approved by the Commission on Colleges that award associate, baccalaureate, master's, or doctoral degrees. The Commission also accepts applications from other international institutions of higher education.*

Accreditation by SACS Commission on Colleges signifies that the institution (1) has a mission appropriate to higher education, (2) has resources, programs, and services sufficient to accomplish and sustain that mission, and (3) maintains clearly specified educational objectives that are consistent with its mission and appropriate to the degrees it offers, and that indicate whether it is successful in achieving its stated objectives (SACSCOC, 2012 p. 1).

Southern Association of Colleges and Schools (2012). Principles of Accreditation: Foundations for Quality Enhancement. Southern Association of Colleges and Schools Commission on Colleges: Atlanta, GA. p. 1.

SACSCOC describes accreditation as (SACSCOC, 2012 p. 3):
- Participation in the accreditation process is voluntary and is an earned and renewable status.
- Member institutions develop, amend, and approve accreditation requirements.
- The process of accreditation is representative, responsive, and appropriate to the types of institutions accredited.
- Accreditation is a form of self-regulation.
- Accreditation requires institutional commitment and engagement.
- Accreditation is based upon a peer review process.
- Accreditation requires an institutional commitment to student learning and achievement.
- Accreditation acknowledges an institution's prerogative to articulate its mission, including a religious mission, within the recognized context of higher education and its responsibility to show that it is accomplishing its mission.
- Accreditation requires institutional commitment to the concept of quality enhancement through continuous assessment and improvement.
- Accreditation expects an institution to develop a balanced governing structure designed to promote institutional integrity, autonomy, and flexibility of operation.
- Accreditation expects an institution to ensure that its programs are complemented by support structures and resources that allow for the total growth and development of its students.

Southern Association of Colleges and Schools (2012). Principles of Accreditation: Foundations for Quality Enhancement. Southern Association of Colleges and Schools Commission on Colleges: Atlanta, GA. p. 3.

Southern Association of Colleges and Schools Commission on Colleges Reaffirmation Process

As part of the reaffirmation process, JSU will provide two separate documents.

1. Compliance Certification (Due September 10, 2013)

The Compliance Certification, submitted approximately fifteen months in advance of an institution's scheduled reaffirmation, is a document completed by the institution that demonstrates its judgment of the extent of its compliance with each of the Core Requirements, Comprehensive Standards, and Federal Requirements. Signatures by the institution's chief executive officer and accreditation liaison are required to certify compliance. By signing the document, the individuals certify that the process of institutional self-assessment has been thorough, honest, and forthright, and that the information contained in the document is truthful, accurate, and complete (SACSCOC, 2012, p. 7).

2. Quality Enhancement Plan (Due Mid-February 2014)

The Quality Enhancement Plan (QEP), submitted four to six weeks in advance of the on-site review by the Commission, is a document developed by the institution that (1) includes a process identifying key issues emerging from institutional assessment, (2) focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission of the institution, (3) demonstrates institutional capability for the initiation, implementation, and completion of the QEP, (4) includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP, and (5) identifies goals and a plan to assess their achievement. The QEP should be focused and succinct (no more than seventy-five pages of narrative text and no more than twenty-five pages of supporting documentation or charts, graphs, and tables) (SACSCOC, 2012, p. 7-8).

The reaffirmation process includes three reviews.

1. The Off-Site Review (November 5-8, 2013)

The Off-Site Reaffirmation Committee, composed of a chair and normally eight to ten evaluators, meets in Atlanta, Georgia, and reviews Compliance Certifications of a group of institutions to determine whether each institution is in compliance with all Core Requirements (except Core Requirement 2.12), Comprehensive Standards (except Comprehensive Standard 3.3.2), and Federal Requirements. The group of institutions evaluated, called a cluster, consists of no more than three institutions similar in governance and degrees offered. At the conclusion of the review, the Off-Site Reaffirmation Committee will prepare a separate report for each institution, recording and explaining its decisions regarding compliance. The report is forwarded to the respective institution's On-Site Reaffirmation Committee which makes its final determination on compliance (SACSCOC, 2012, p.8).

2. The On-Site Review (April 8-10, 2014)

Following review by the Off-Site Reaffirmation Committee, an On-Site Reaffirmation Committee will conduct a focused evaluation at the campus to finalize issues of compliance with the Core

Requirements, Comprehensive Standards, and Federal Requirements; provide consultation regarding the issues addressed in the QEP; and evaluate the acceptability of the QEP. At the conclusion of its visit, the On-Site Committee will finalize the Report of the Reaffirmation Committee, a written report of its findings noting areas of non-compliance, including the acceptability of the QEP. The Report of the Reaffirmation Committee, along with the institution's response to areas of non-compliance, will be forwarded to the Commission's Board of Trustees for review and action on reaffirmation (SACSCOC, 2012, p. 8).

3. Review by the Commission's Board of Trustees (December 5-9, 2014)

The Committees on Compliance and Reports (C & R), standing committees of the Board, review reports prepared by evaluation committees and the institutional responses to those reports. A C & R Committee's recommendation regarding an institution's reaffirmation of accreditation is forwarded to the Executive Council for review. The Executive Council recommends action to the full Board of Trustees which makes the final decision on reaffirmation and any monitoring activities that it may require of an institution. The full Board convenes twice a year (SACSCOC, 2012, p. 8-9).

Southern Association of Colleges and Schools (2012). Principles of Accreditation: Foundations for Quality Enhancement. Southern Association of Colleges and Schools Commission on Colleges: Atlanta, GA. p. 7-9.

Students meet in a group study room at the Houston Cole Library.

Fast Forward: Using 21st Century Tools to Promote Critical Thinking

fast forward

JACKSONVILLE STATE UNIVERSITY
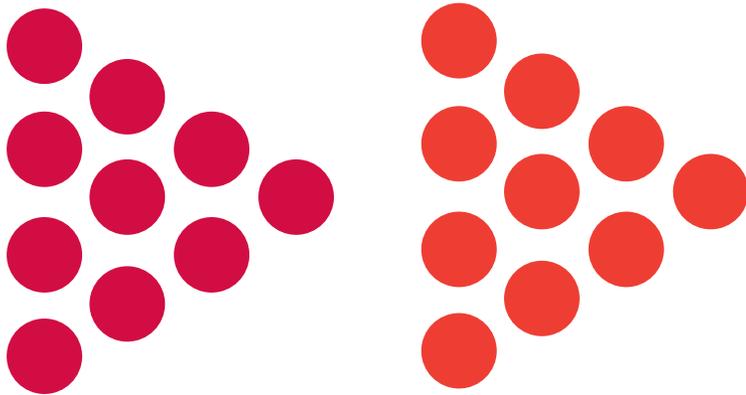
On February 14, 2014, JSU will submit a proposal for its Quality Enhancement Plan (QEP) as part of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) accreditation reaffirmation process. This proposal, written by a committee of faculty, staff, and students, is titled "Fast Forward: Using 21st Century Skills to Promote Critical Thinking," a name which expresses the most important aspects of the study: a desire to increase our students' recognition of their own critical thinking skills and to improve upon their ability to think critically, and the use of innovative technologies in order to encourage higher-order thinking. The QEP includes four key components: a 1-to-1 iPad Initiative, the creation of a Faculty Commons, a Faculty Mentor Training program, and the development and inclusion of Critical Thinking Methodologies into key freshman courses. Each is a response to the University's Strategic Plan, recent assessments provided through the Office of Planning and Research (OPR), and current University initiatives.

The ability to think critically is paramount to our students' success at the University and in their future careers. Today's student can access the answer to any question in mere seconds. Whether through a smartphone, tablet, laptop, or desktop computer, the Internet provides unlimited information. As teachers, we are no longer the purveyors of all knowledge. However, as the world enters the halls and classrooms of our Universities via technology, it is imperative for students and faculty alike to be able to judge the reliability and integrity of the information we are receiving. It is through the development of critical thinking skills that we are able to do so. Stephen Brookfield (2012) asserts that students who think critically "are much better placed to take informed actions." Brookfield continues: "critical thinking skills are necessary for well-educated citizens and a key-capacity for successful employees." Fitzgerald and Baird (2011) propose that teaching critical thinking is the most important job of today's teachers (cited in Weimer, 2013, p.229). Critical thinking is required for four of the six stages of Bloom's Taxonomy and is one of the key elements in the Framework for 21st Century Learning. FOX News, on December 2, 2013, reported that the Common Core Standards Set adopted by P-12 systems across the United States requires teachers to focus on critical thinking. Yet, in recent assessments provided through JSU's Office of Planning and Research, our students report a weakness in this area. We must graduate students who know they are prepared to make sound decisions based upon their ability to think critically.

The influx of information and improved technology impact the students whom we teach and the ways that we teach them. Many of our students

are coming to us from P-12 technology initiatives. It is our University's choice to respond to the call for improved educational technologies through a 1-to-1 iPad initiative. Beginning in the Fall 2015 semester, each first-time freshman will enter the University with an iPad. The emergence of mobile or hand-held devices (iPod, iPad, smartphone) offers opportunities for learners to access information anywhere, anytime and to connect with global learning communities at their fingertips. Moreover, mobile devices enable social interactivity and connectivity and offer a "unique scaffolding that can be customized to the individual's path of investigation" (cited in Peter, 2009, p. 117); they can further enhance social and emotional presence (Engel & Green, 2011) and lead to a sense of ambient co-presence, the sense of continuous availability (Chayko, 2008), which is very important for students' learning. Due to the popularity of the iPad and its availability to adapt with various learning systems and environments, a number of schools and universities around the world are embracing the iPad into their classrooms.

The digital age has created new relationships and ways of interaction between learners, teachers, and learning materials; thus, innovative technologies need to be adopted to promote students' digital literacy and digital citizenship (Chou, Block, & Jesness, 2012). Moreover, it is essential for teachers to be comfortable with technology, able to apply it with appropriate teaching pedagogy, and able to intervene with active and authentic learning tasks in the traditional or virtual classroom. Through the development of the Faculty Commons, JSU's Center for Excellence in Teaching and Learning, and the Faculty Mentoring Program that is part of our QEP, faculty members will be given the time and materials necessary to prepare for our iPad initiative. The courses taught by our Faculty Mentors will be the basis for our study.

The quality of our QEP will be assessed using the following Student Learning Outcomes (SLO) and Faculty Learning Outcomes (FLO):

SLO 1: JSU first-time freshmen will increase and demonstrate critical thinking skills.

SLO 2: JSU first-time freshmen will demonstrate increased technology skills.

FLO 1: JSU faculty mentors will demonstrate increased use of technology in the classroom.

FLO 2: JSU faculty mentors will develop and use new critical thinking teaching methodologies in courses.

These learning outcomes will be assessed through a number of nationally-normed standardized assessments through the Office of Planning and Research. Also, as a result of the Faculty Mentoring Program, faculty will develop learner-centered courses that use innovative technologies to promote critical thinking in their classes, and they will develop effective tools for the assessment of these pedagogical practices and of their students' learning.

At Cornell University in 1964, Jean Piaget, noted theorist on cognitive development, stated, "The principle goal of education is to create men [and women] who are capable of doing new things, not simply of repeating what other generations have done—[scholars] who are creative, inventive, and discover-

ers. The second goal of education is to form minds which can be critical, can verify, and not accept everything they are offered." On the other hand, Anthony Chivetta, while he was a high school student in Missouri, had this to say: "The need to know the capital of Florida died when my phone learned the answer. Rather, the students of tomorrow need to be able to think creatively: they will need to learn on their own, adapt to new challenges and innovate on-the-fly" (cited in Rhine, 2012). When noted

scholars and teenage minds agree, it is time to accept our changing world. Our University embraces its long history of leading the way in education. For this reason, we will not look back and rely upon pedagogies that were effective in the past. Instead, our Quality Enhancement Plan for reaffirmation of SACSCOC accreditation is a testament to JSU's desire to continue to move forward…Fast Forward.

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Jacksonville State University SACSCOC
Reaffirmation Committees and Committee Members

Executive Committee

Dr. William A. Meehan	President
Dr. Rebecca Turner	Provost and Vice President for Academic and Student Affairs (SACSCOC Liaison)
Dr. Louise Clark	Associate Dean, College of Commerce and Business Administration (SACSCOC Chair)
Dr. Alicia Simmons	Executive Director of Planning and Research (SACSCOC Co-Chair)
Dr. Charles Lewis	Vice President for University Advancement
Ms. Allyson Barker	Acting Vice President for Administrative and Business Affairs
Mr. Vinson Houston	Vice President for Information Technology

Reaffirmation Committee

Provides assistance for report sections as indicated:

Dr. Louise Clark	Chair
Dr. Alicia Simmons	Co-Chair
Dr. William A. Meehan	Governance/Trustees
Dr. Rebecca Turner	General Education
Ms. Allyson Barker	Finance
Mr. Vinson Houston	Technology
Dr. Charles Lewis	Foundation
Dr. Tim King	Student Support Services/Student Complaints
Dr. Joe Delap	Academic Support Services
Dr. Earl Wade	College of Arts and Sciences Compliance
Dr. Bill Fielding	College of Commerce and Business Administration Compliance
Dr. John Hammett	College of Education and Professional Studies Compliance
Dr. Christie Shelton	College of Nursing and Health Sciences Compliance
Dr. Jean Pugliese	Graduate Studies
Ms. Lisa Williams	Academic Programs/Faculty in Arts and Sciences
Dr. Jordan Barkley	Academic Programs/Faculty in Education and Professional Studies
Dr. Christie Shelton	Academic Programs/Faculty in Nursing and Health Sciences
Mr. John Graham	Library
Dr. Benji Blair	Faculty Senate Issues
Mr. Jason Sumner	Student Government Association Issues

Jacksonville State University SACSCOC
Reaffirmation Committees and Committee Members

Faculty Compliance Committee

Arts and Sciences Department Heads	Arts and Sciences
Dr. Jordan Barkley	Education and Professional Studies
Dr. Louise Clark	Committee Chair
Dr. Richard Cobb	Commerce and Business Administration
All Education Department Heads	Education and Professional Studies
All Nursing Department Heads	Nursing and Health Sciences
Mr. John Rosier	Planning and Research
Dr. Bill Scroggins	Commerce and Business Administration
Dr. Christie Shelton	Nursing and Health Sciences
Dr. David Thornton	Digital Measures Contact
Ms. Lisa Williams	Arts and Sciences

QEP Committee

Ms. Belinda Blackburn	Continuing Education
Dr. Benjamin Blair	Biology
Ms. Cindy Camp	Disability Support Services
Mr. Mark Camp	Co-Chair, Office of Distance Education
Dr. Jan Case	Math and Computer Science
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Dr. Alicia Simmons	Planning and Research
Ms. Carey Smouse	Distance Education
Dr. Monica Trifas	Math and Computer Science
Dr. Hungwie Tseng	Instructional Designer, Distance Education
Ms. Becca Turner	Career Services
Dr. Laura Walker	Nursing and Health Sciences
Dr. Jeff Zanzig	Accounting

Jacksonville State University 2011-2016 Strategic Plan

Strategy 1 - Employ new methodologies and technologies in the classroom

JSU faculty are aware of the changing characteristics and behaviors of students as they relate to learning. The faculty change teaching styles as needed to better match students' learning styles. An attitude of achieving excellence in teaching currently exists among faculty at JSU. Couple that with the increased allocation of resources to attract quality students, and JSU can and will achieve a competitive advantage redefining and improving the classroom.

Strategic Objectives:

    1.1 Create, furnish, equip, and staff a Teaching and Learning Center (TLC).
    1.2 Create, furnish, equip, and staff a multimedia center.
    1.3 Update and expand classroom technology.
    1.4 Update and expand faculty technology.
    1.5 Increase number of instructional design personnel.
    1.6 Implement student portable computing program.

Strategy 2 - Expand quality online programs and services

Online programs provide the freedom that students need to work, care for families and engage in course work at times and locations convenient for them. Furthermore, quality online programs are in demand. Relationships with faculty, Blackboard and other service providers ensure that JSU carries the best in technology training and student learning assessment. Additionally, regional accrediting bodies, including the Southern Association on Colleges and Schools Commission on Colleges (SACSCOC), require that online students receive comparable services to those available to traditional students.

Strategic Objectives:

    2.1 Expand the number of online programs.
    2.2 Develop new unique online programs that have universal appeal.
    2.3 Develop a centralized process for establishing programs online.
    2.4 Increase the number of instructional designers.
    2.5 Raise adjunct faculty salaries to attract new qualified online instructors.
    2.6 Create a certification program for online instructors.
    2.7 Implement new technologies online and in the classroom.

Strategy 3 - Improve the campus experience

An emphasis on campus amenities that support the college experience continues to be an important draw for the student seeking a traditional campus experience. This strategy focuses on continued improvement of the JSU residential campus in an effort to attract and retain highly prepared students.

Strategic Objectives:
- 3.1 Develop a marketing plan for JSU events.
- 3.2 Increase campus outreach to the local community.
- 3.3 Invest in a firm to conduct a market study for constructing a Student Commons Building.
- 3.4 Re-establish and complete Paul Carpenter Village for all recognized JSU national Greek organizations.

Strategy 4 - Increase collaboration to better serve undergraduate students

The "Y" generation sees education as a commodity, so if they do not receive the service they expect, they go to another provider. At JSU, our student services personnel are committed to providing the best service possible. In fact, the National Survey on Student Engagement finds that JSU students often rank JSU's support environment higher that the average of peer institutions.

Strategic Objectives:
- 4.1 Develop and maintain a virtual one stop shop.
- 4.2 Implement a customer service training campaign.
- 4.3 Establish a Professional Development Center for JSU employees.

Strategy 5 - Ensure student job readiness

JSU will gain competitive advantage when university graduates are productive members of society who are self-sufficient, giving more to their community than they receive. JSU has made strides in developing quality, productive citizens. Moreover, quality undergraduates and graduates are in demand and a skilled, trained work force is a requirement of employers; healthy relationships with faculty, staff, employers and our workforce, ensure that JSU promotes collaboration among colleges and support services campus-wide. Through interactions with JSU services, departmental staff and faculty, students will learn about social, intellectual, cultural and physical development lifestyle choices.

Strategic Objectives:
- 5.1 Institute a university-wide Job Readiness Survey and Employer Survey, by major, to recent graduates and their employers.
- 5.2 Increase student awareness and understanding of professionalism in the workforce.
- 5.3 Increase service learning opportunities with a component of common student learning themes and outcomes.
- 5.4 Ensure all undecided undergraduate students (freshmen and transferring) receive career assessment as a pre-requisite for advisement.

Strategy 6 - Recruit and retain qualified undergraduate students

Understanding that students are choosing an institute of higher learning based on the institution's curriculum, services, and cost-effectiveness, we are beginning to develop relationships with qualified prospective students based on these advantages we currently hold over our competitors. Understanding that recruiting qualified students is the antecedent of retaining qualified students, we recognize the need to increase efforts by employing various approaches.

Strategic Objectives:
- 6.1 Better track students through the academic progression.
- 6.2 Implement the Strategic Enrollment Management Plan to increase recruitment and retention of qualified students.

Strategy 7 - Recruit and retain graduate students and streamline the graduate admissions process

Graduate students are primarily choosing institutions and programs on the basis of convenience and career enhancement. Convenience considerations include clarity and ease of the admission process, curricular requirements for an advanced degree, the availability of hybrid or blended, and online instructional formats. The commitment of the institution to accreditation of graduate programs, and the acquisition and maintenance of those accreditations assure rigorous program quality that meets the expectations of the marketplace and results in the recruitment of qualified students.

Strategic Objectives:
- 7.1 Ensure all graduate degree programs establish and adhere to application/admission deadlines.
- 7.2 Identify graduate programs where impediments to admission/retention exist due to unnecessary or redundant curricular requirements, and improve.
- 7.3 Develop a marketing plan to improve visibility of online and traditional graduate programs through more effective use of program websites and the online version of the graduate bulletin.

Strategy 8 - Increase international engagement for the University community

JSU seeks to increase the number of international students, foster curricular innovations and expand international collaboration. JSU is well positioned to build on current efforts to attract international students, provide English language support, expand study abroad opportunities for JSU students and faculty, and increase cultural exchange for the JSU community and its international partners.

Strategic Objectives:
- 8.1 Increase number of international students.
- 8.2 Foster curricular innovations that increase access to language and culture.
- 8.3 Expand international collaboration and cross-cultural opportunities.
- 8.4 Strengthen university infrastructure to support international students.

Jacksonville State University
Mission - Vision - Goals - Core Values

Mission Statement

Jacksonville State University provides distinctive educational, cultural and social experiences for a diverse student population. As a learning centered university, Jacksonville State University strives to challenge students academically in a responsive environment, meeting students' educational, career and personal goals. As an academic institution, Jacksonville State University seeks to produce broadly educated graduates prepared for global engagement. As a public, comprehensive university, Jacksonville State University promotes excellence in scholarly and service activities consistent with its academic and professional strengths.

Vision Statement

Jacksonville State University strives for continuous improvement as a learning centered community committed to developing the ability to think critically, solve problems creatively and collaboratively, and communicate effectively.

University Goals

1. Educate students to be productive, responsible citizens and effective leaders.
2. Advance student learning through academic excellence.
3. Increase student and faculty participation in research and service activities.
4. Create a diverse learning community that facilitates academic and professional excellence.
5. Effectively use technology to support learning, research, information management and evidence based decision-making.
6. Continuously improve administrative processes and services.
7. Enhance revenue growth and financial planning to ensure adequate fiscal resources for the University.

Core Values

1. Quality teaching to enhance student learning and leadership skills for employment, citizenship, and life-long development.
2. Academic as well as overall excellence in all aspects of university life.
3. The ethical, social, intellectual, cultural and physical development of students, faculty, and staff.
4. The support of intellectual and academic freedom, dialogue and the free exchange of ideas.
5. Building effective relationships and communication paths among departments, faculty, staff, students, and alumni.
6. Maintaining diversity in faculty, staff, and student body.
7. Enhanced efforts to accommodate students' understanding and needs regarding University policies and practices.
8. Enhanced use of and access to current technology.
9. Continuous improvement of a learning centered environment.

![JSU]

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Vice Provost and Dean
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Library Services

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Associate Dean
Arts and Sciences

Dr. Louise Clark
Associate Dean
Commerce and
Business Administration

Dr. Jean Pugliese
Associate Dean
Graduate Studies

Dr. Jordan Barkley
Associate Dean
Education and
Professional Studies

Jacksonville State University Administration

President's Office

President   William A. Meehan

Government Relations and Affirmative Action   Don Killingsworth, Director
Internal Audit and External Funds Compliance   Tony Bennett, Director
Planning and Research   Alicia Simmons, Executive Director
University Counsel   Sam Monk

Athletics

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Associate Athletic Director/External Affairs   Ed Lett
Associate Athletic Director/Internal Affairs   Greg Bonds
Associate Athletic Director/Sports Medicine   James Skidmore
Associate Athletic Director/Media Relations   Greg Seitz
Assistant Athletic Director/Compliance   Misty Cassell
Sr. Women Admin/Coord. of NCAA Academic Enhancement   Tracy Broom
Head Baseball Coach   Jim Case
Head Football Coach   Bill Clark
Head Men's Basketball Coach   James Green
Head Women's Basketball Coach   Rick Pietri
Head Softball Coach   Jana McGinnis
Head Women's & Men's Track/Cross Country Coach   Steve Ray
Head Men's and Women's Tennis Coach   Steve Bailey
Head Volleyball Coach   Joseph Goodson
Head Men's & Women's Golf Coach   James Hobbs
Rifle Team Coach   Ron Frost
Head Soccer Coach   Neil Macdonald
Strength and Conditioning Coach   Scott Austin

Division of Information Technology

Vice President for Information Technology   Vinson Houston

Academic Computing and Network Support   Sean Ponder, Director
Administrative Computing and System Support   Alan Wallace, Director
University Telecommunications   Mark Matthews, Director

Academic and Student Affairs

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Vice Provost and Dean of Graduate Studies   Joe Delap

Academic Advisement Center   Michelle Green, Director
International House and Programs   John J. Ketterer, Director
JSU Gadsden   Ralph Burke, Director
Military Science   Major Paul Thiessen
Office of the Registrar   Emily White, Registrar
Academic Enhancement   Janet Moore, Director

Jacksonville State University Administration

Associate Vice President for Enrollment Management and Student Affairs

Tim King

- Career Services — Becca Turner, Director
- Counseling and Disability Support Services — Julie Nix, Director
- Enrollment Management — Andy Green, Director
- Student Financial Services — Vickie Adams, Director
- Recreational Sports — Mark Jones, Director
- Student Life and Orientation — Terry Casey, Director
- University Housing & Residence Life — Kevin Hoult, Director
- University Police — Shawn Giddy, Chief

Associate Vice President for Educational Technology and Support

Joe Walsh

University Library Services — **John-Bauer Graham, Dean**
- Technical Services — Jodi Poe, Department Head
- Public Services — Vacant, Department Head
- Instructional Media Services — Tony Gravette, Director

College of Arts and Sciences — **J.E. Wade, Dean**
Lisa Williams, Associate Dean

- Academic Services — Ruth Porter, Director
- Art — Ted Klimasewski, Acting Department Head
- Biology — Benji Blair, Acting Department Head
- Criminal Justice — Richards Davis, Department Head
- Drama — Randy Blades, Department Head
- English — Robert Felgar, Department Head
- English Language Institute — Bill Denni, Director
- Environmental Policy and Information Center — Pete Conroy, Director
- History and Foreign Languages — Gordon Harvey, Department Head
- Honors Program — Steve Whitton, Director
- Emergency Management — Jeff Ryan, Department Head
- Learning Services — Courtney Peppers-Owen, Director
- Mathematics, Computing and Information Sciences — Donnie Ford, Department Head
- Music — Legare McIntosh, Department Head
- Physical and Earth Sciences — Ted Klimasewski, Acting Department Head
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- Sociology and Social Work — Maureen Newton, Department Head

College of Commerce and Business Administration — **William Fielding, Dean**
Louise J. Clark, Associate Dean

- Finance, Economics and Accounting — William Scroggins, Department Head
- Management and Marketing — Richard Cobb, Department Head
- Center for Economic Development & Business Research — Robbie Medders, Acting Director

Jacksonville State University Administration

College of Education and Professional Studies　　　**John Hammett, Dean**
Jordan Barkley, Associate Dean

Clinical Experiences	Ronda Ray, Coordinator
Communication	Kingsley Harbor, Department Head
Curriculum and Instruction	Janet Bavonese, Acting Department Head
Educational Resources	Tommy Turner, Department Head
Family and Consumer Sciences	Debra Goodwin, Department Head
Health, P.E. and Recreation	Gina Mabry, Acting Department Head
Instructional Services Unit	Mike Zenanko, Director
Secondary Education	Denise DeVito, Department Head
Teacher Education Services	Kelly Ryan, Director
Technology and Engineering	Terry Marbut, Department Head
TV Services	Mike Hathcock, Director
JSU In Service Center - McClellan	Kelly Ryan, Director
Alabama Math, Science and Technology	Tanya Barnes, Project Administrator
In-Service Education Center	Vacant, Assistant Director

College of Graduate Studies and Continuing Education　　**Joe Delap, Dean**
Jean Pugliese, Associate Dean

Continuing Education	Belinda Blackburn, Director

College of Nursing and Health Sciences　　　**Christie Shelton, Dean**
Vacant, Associate Dean

Graduate Program, MSN	Rebecca Peinhardt, Director
BSN Program	Elizabeth Gulledge, Director
RN to BSN (STEP) Program	Phyllis Waits, Director
Student Services RN to BSN (STEP) Program	Tammy Johnson, Director
Student Services BSN Program	David Hofland, Director

Administrative and Business Affairs

Vice President for Administrative and Business Affairs　　　**Allyson Barker, Acting**

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Environmental Health and Safety Officer	Jess Godbey
Human Resources	Rosalynn Martin, Director
Physical Plant	Vacant, Director
Purchasing	Pam Findley, Director
Institutional Support Services	Joe Whitmore, Director

University Advancement

Vice President for University Advancement　　　**Charles Lewis**

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University Development	Earl Warren, Director
Development Services	Melanie Delap, Director
Marketing and Communications	Tim Garner, Executive Director
Public Relations	Patty Hobbs, Director
Marketing Services	Mary Smith, Coordinator
Photography	Steve Latham, Director
Print Shop	Charles Torruella, Director

Standing Committees

COMMITTEE	CHAIRPERSON	EXTENSION
Athletic Council	Maureen Newton	5337
Budget Committee	Bill Fielding	5508
Compliance Committee for Athletics	Warren Koegel	5368
Distance Education Advisory Council	Donnie Ford	5242
Diversity and Employment Equity	LaJoyce Debro	5036
Enrollment Management	Andy Green	5363
Institutional Effectiveness	Lisa Williams	5225
Institutional Review Board	Glaucio Scremin	5517
Service	Teresa Reed	5456
Safety and Environmental Health	Mark Hearn	5756
Scholarship/Financial Aid	Vickie Adams	5006
Strategic Planning	Alicia Simmons	8145
Undergraduate Admission Appeals	Andy Green	5363
University Support Services for Athletes	Joe Delap	8186

Bibb Graves Hall, JSU's main administration building, during the Christmas Lighting Ceremony hosted by JSU President Wiliam A. Meehan.

Organizational Chart

Jacksonville State University Organizational Chart

Board of Trustees

President

- Director Internal Audit
- Director Government Relations
- University Counsel
- Executive Director Planning and Research
  - Institutional Research & Assessment
  - Institute for Research & Collaboration
- Vice President Information Technology
  - Academic Computing & Network Support
  - Administrative Computing & System Support
  - University Telecommunications
  - Webmaster
- Vice President University Advancement
  - Alumni Relations
  - Advancement Services
  - University Development
  - Marketing & Communications
    - Photography
    - Print Shop
    - Marketing Services
    - Public Relations
    - Web Graphic Designer
- Vice President Administrative & Business Affairs
  - Controller
  - Environmental Health & Safety Officer
  - Human Resources
  - Physical Plant
  - Purchasing
  - Institutional Support Services
- Athletic Director
  - Senior Associate Athletic Director
  - Sports Information Specialist
  - Associate Athletic Director Internal Affairs
    - Advisement Enhancement
    - Compliance
    - Athletic Advisement
  - Associate Athletic Director Sports Medicine
    - Strength/Conditioning
    - Head Athletic Trainer
    - Cheerleading
  - Associate Athletic Director External Affairs
    - Marketing/Broadcasting
    - Special Projects/Tickets
    - Head Coaches Mens & Women's Sports
    - SWA
    - Athletic Facilities/Operations
- Provost/Vice President Academic & Student Affairs
  - Associate VP Educational Technology & Support
  - Associate VP Enrollment Mgt/Student Affairs
  - Vice Provost and Dean of Graduate Studies
    - Academic Advisement
    - JSU Gadsden
    - JSU McClellan
    - Military Science
    - Tutoring Services
    - International House & Programs
    - Academic Enhancement
    - Continuing Education
    - Graduate Studies
  - Admissions
  - Career Services
  - Counseling & Disability Support Services
  - Student Financial Services
  - Recreational Sports
  - Registrar
  - Student Life
  - University Housing & Residence Life
  - University Police
  - College of Arts & Sciences
  - College of Commerce & Business Administration
  - College of Education & Professional Studies
  - College of Nursing
  - University Library

October 2013

Alumni

JSU
Alumni Association Leadership

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Alabama Alumni by County

LAUDERDALE 96					
COLBERT 63	LIMESTONE 162	MADISON 1868	JACKSON 669		
FRANKLIN 41	LAWRENCE 48	MORGAN 439		DEKALB 1529	
MARION 44	WINSTON 46	CULLMAN 392	MARSHALL 2689	CHEROKEE 942	
LAMAR 9	WALKER 212	BLOUNT 474	ETOWAH 5430		CLEBURNE 627
FAYETTE 28			CALHOUN 9554		
PICKENS 26	TUSCALOOSA 313	JEFFERSON 4657	ST. CLAIR 1439	TALLADEGA 1762	CLAY 493
	BIBB 26	SHELBY 1035			RANDOLPH 568
GREENE 4	CHILTON 88	COOSA 73		CHAMBERS 137	
SUMTER 8	HALE 13	PERRY 6		TALLAPOOSA 265	LEE 390
	DALLAS 59	AUTAUGA 97	ELMORE 198	MACON 21	
MARENGO 20		LOWNDES 1	MONTGOMERY 348	BULLOCK 5	RUSSELL 51
CHOCTAW 9	WILCOX 3			BARBOUR 38	
CLARKE 18	MONROE 22	BUTLER 15	CRENSHAW 4	PIKE 29	HENRY 17
WASHINGTON 12		CONECUH 7	COFFEE 43	DALE 44	
MOBILE 228	ESCAMBIA 29	COVINGTON 36	GENEVA 10	HOUSTON 145	
	BALDWIN 309				

Legend

0 - 250	
250 - 1000	
1000 - 2000	
2000 - 2600	
2600 - 5000	
5000 - 10000	

All Alumni by State

Legend

| | 1 - 500 |
| 500 - 1000 |
| 1000 - 2000 |
| 2000 - 10000 |
| 10000 - 38000 |

Alumni by State	
State	
AK	27
AL	35,447
AR	129
AZ	119
CA	343
CO	141
CT	37
DC	22
DE	17
FL	1,674
GA	8,948
HI	29
IA	32
ID	16
IL	146
IN	111
KS	71
KY	207
LA	173
MA	65
MD	227
ME	19
MI	119
MN	39
MO	160
MS	305
MT	21
NC	578
ND	4
NE	23
NH	14
NJ	89
NM	35
NV	50
NY	167
OH	182
OK	88
OR	52
PA	118
RI	12
SC	443
SD	6
TN	1,155
TX	832
UT	45
VA	550
VT	5
WA	147
WI	60
WV	34
WY	8
Grand Total	53,341

Alumni by Country
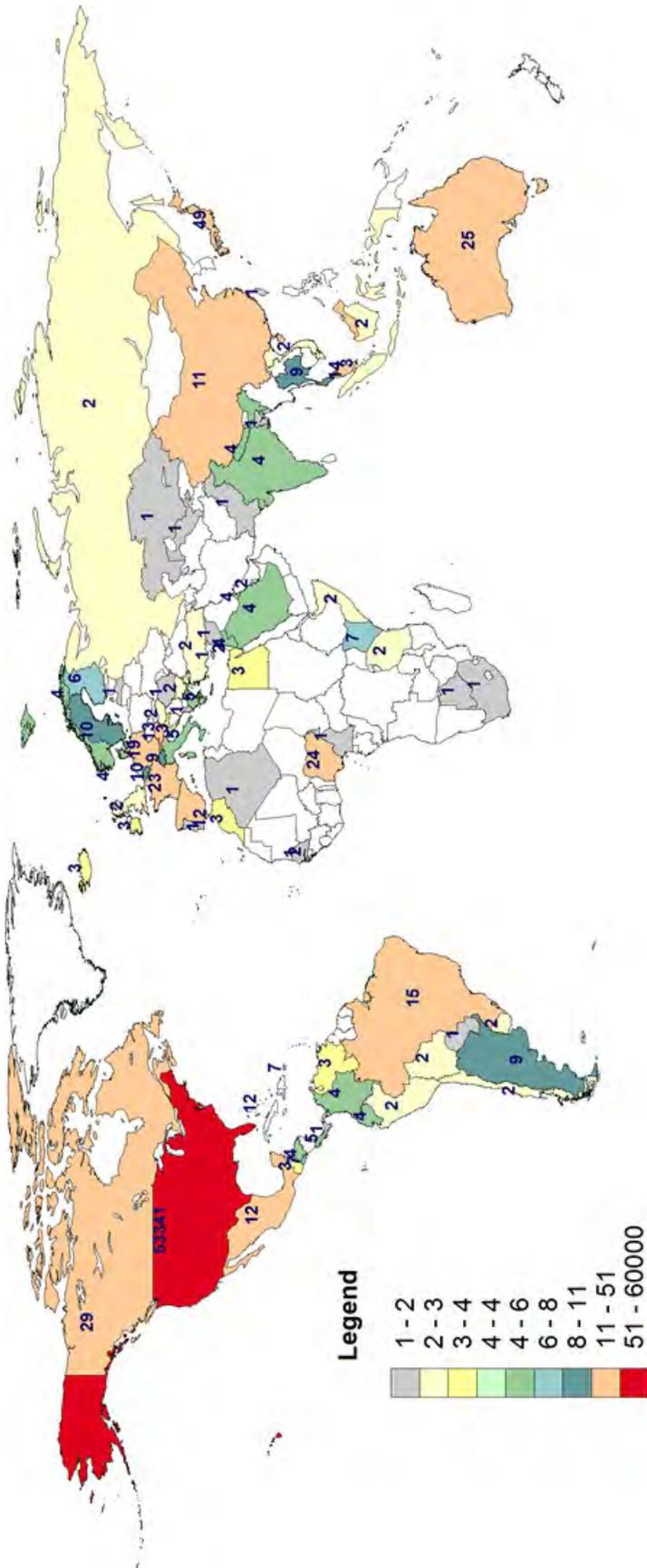
Country		Country	
Abu Dhabi	1	Kuwait	4
Africa	1	Latvia	1
Albania	1	Malaysia	14
Algeria	1	Mexico	12
American Samoa	1	Montenegro	2
Argentina	9	Morocco	3
Australia	25	Nepal	4
Austria	13	Nigeria	24
Bahamas	12	Norway	4
Bahrain	2	Pakistan	1
Bangladesh	1	Panama	1
Belgium	10	Paraguay	1
Bermuda	5	Peru	2
Bolivia	2	Portugal	1
Bosnia & Herzegovina	1	Puerto Rico	7
Botswana	1	Republic of the Congo	1
Brazil	15	Romania	1
Bulgaria	2	Russia	2
Cameroon	1	Saudi Arabia	4
Canada	29	Scotland	4
Chile	2	Senegal	1
China	11	Singapore	3
Colombia	4	Somalia	2
Costa Rica	5	South Africa	1
Croatia	3	Spain	12
Cyprus	1	Sweden	10
Denmark	4	Switzerland	9
Ecuador	4	Syria	1
Egypt	3	Taiwan	1
El Salvador	7	Tanzania	2
England	16	Thailand	9
Finland	6	The Netherlands	13
France	23	Turkey	2
Gambia	2	United Kingdom	2
Germany	19	United States	53,341
Great Britian	1	Uruguay	2
Greece	5	Uzbekistan	1
Guam	5	Venezuela	3
Guatemala	3	Vietnam	2
Honduras	4	Virgin Islands	4
Hungary	2	W. Indies	2
Iceland	3	West Africa	2
India	4	Yugoslavia	2
Indonesia	2	**Grand Total**	53,869
Ireland	3		
Israel	2		
Italy	5		
Japan	49		
Jordan	4		
Kazakhstan	1		
Kenya	7		
Korea	6		

Legend
1 - 2
2 - 3
3 - 4
4 - 4
4 - 6
6 - 8
8 - 11
11 - 51
51 - 60000

Admissions

In-State Annual Tuition, Room and Board 2003-2013

Description	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Undergraduate Tuition	3,540	4,040	4,040*	5,070**	5,070**	5,700**	6,240**	6,780**	7,650**	7,950**	8,790****
Graduate Tuition	3,540	4,040	5,400***	5,400***	5,400***	6,000***	6,576***	7,152***	8,064***	8,376***	8,676****
Estimated on Campus Room & ..	3,304	3,312	3,538	3,764	3,764	4,215	5,254	6,162	6,328	6,608	6,985

Source: Office of Student Financial Services   * Based on 24-32 Hours   ** Based on 30 Hours   *** Based on 24 Hours   **** Tuition includes $150 fee per semester

Average ACT Scores of JSU Full-Time First-Time Freshmen Fall Terms

Description	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
English	19.9	20.5	19.9	19.4	19.5	19.5	20.1	21.9	22.3	22.9	23.1
Math	18.9	19.2	18.8	18.3	18.6	18.5	18.9	20.3	20.6	21.1	21.1
Reading	20.4	20.8	20.3	20.0	20.2	20.1	20.6	22.5	23.1	23.7	24.0
Science	20.0	20.2	20.1	19.7	19.6	19.6	20.3	21.6	21.9	22.3	22.7
Composite	19.9	20.3	20.0	19.5	19.6	19.5	19.8	21.4	21.8	22.3	22.5
Number of Students	847	885	932	942	1105	1119	1079	1136	1262	1200	1034

Source: The ACT Class Profile Report (2000 - 2004)
        DSFUIIE Fall Post Registration Reports (2005 - 2006)
        AS_Student_Enrollment_Summary (2007 - 2013)

Office of Admissions Final Fall Figures 1985-2013

	Freshman				Transfer				Total			
Year	Applied	Accepted	Enrolled	% Enrolled	Applied	Accepted	Enrolled	% Enrolled	Applied	Accepted	Enrolled	% Enrolled
2013	3,083	2,570	1,158	45	1,374	1,106	634	57	4,457	3,676	1,792	49
2012	3,161	2,602	1,332	51	1,411	1,127	669	59	4,572	3,731	2,001	54
2011	3,400	2,844	1,414	50	1,419	1,164	771	66	4,819	4,008	2,185	55
2010	2,794	2,346	1,272	54	1,387	1,125	741	66	4,181	3,471	2,013	58
2009	2,919	2,559	1,252	49	1,218	1,017	671	66	4,137	3,576	1,923	54
2008	3,455	2,965	1,299	44	1,439	1,137	714	63	4,894	4,102	2,013	49
2007	3,299	2,853	1,302	46	1,239	1,208	680	56	4,538	4,061	1,982	49
2006	2,799	2,428	1,144	47	1,208	1,191	717	60	4,007	3,619	1,861	51
2005	2,839	2,499	1,151	46	1,162	1,151	726	63	4,001	3,650	1,877	51
2004	2,419	2,130	1,057	50	1,156	1,138	711	62	3,575	3,268	1,768	54
2003	2,454	2,188	1,078	49	1,155	1,138	750	66	3,607	3,326	1,828	55
2002	2,600	2,306	1,094	47	1,092	1,080	750	69	3,692	3,386	1,844	54
2001	2,300	2,009	1,077	54	1,076	1,059	764	72	3,376	3,068	1,841	60
2000	2,029	1,814	1,001	55	952	941	708	75	2,981	2,755	1,709	62
1999	2,037	1,812	1,076	59	1,046	1,044	755	72	3,083	2,856	1,831	64
1998	1,879	1,606	847	53	1,150	1,143	777	68	3,029	2,749	1,624	59
1997	1,858	1,618	907	56	1,095	1,087	747	69	2,953	2,705	1,654	61
1996	1,813	1,622	952	59	981	974	717	74	2,794	2,596	1,669	64
1995	1,762	1,592	933	59	984	977	721	74	2,746	2,569	1,654	64
1994	1,644	1,484	876	59	982	972	705	73	2,626	2,456	1,581	64
1993	1,621	1,413	887	63	945	935	665	71	2,566	2,348	1,552	66
1992	1,867	1,691	1,102	65	926	916	691	75	2,793	2,607	1,793	69
1991	1,850	1,650	1,101	67	879	869	649	75	2,729	2,519	1,750	69
1990	2,094	2,094	1,286	61	974	974	670	69	3,068	3,068	1,956	64
1989	2,242	2,242	1,426	64	1,067	1,067	717	67	3,309	3,309	2,143	65
1988	2,011	2,011	1,489	74	994	994	703	71	3,005	3,005	2,192	73
1987	1,542	1,542	1,116	72	852	852	680	80	2,394	2,394	1,796	75
1986	1,617	1,617	1,166	72	903	903	691	77	2,520	2,520	1,857	74
1985	1,553	1,553	1,155	74	832	832	671	81	2,385	2,385	1,826	77

First-Time Freshmen Fall 2013

JSU

First-Time Freshmen by Major (Fall 2013)

Major	
Applied Electronic Engineering	2
Art	20
Biology	111
Business Marketing Education	35
Chemistry	11
Collaborative Ed Elementary	1
Collaborative Ed Secondary	4
Communication	34
Computer Information Systems	14
Computer Science	31
Criminal Justice	53
Drama	5
Early Childhood Education	7
Electronics Technology	5
Elementary Education	32
Emergency Management	6
English	16
Exercise Science/Wellness	39
Family and Consumer Sciences	5
Foreign Language	1
General Science	1
History	25
Liberal Studies	1
Manufacturing Systems Tech	2
Mathematics	14
Music	80
Occupation Safety & Hlth Tech	4
Physical Education	11
Political Science	18
Pre-Business	65
Pre-Engineering	29
Pre-Nursing	141
Psychology	40
Social Work	11
Sociology	2
Spanish	1
Technology	1
Not Applicable	6
Undecided	274
Grand Total	**1,158**

First-Time Freshmen by Gender, Age, and College (Fall 2013)

		Arts & Sciences	Business	Education & Prof. Studies	Nursing	Undecided	Grand Total
Male	Under 18	12	1	3	1	3	**20**
	18 - 19	203	32	144	23	112	**514**
	20 - 21	2		4	1	4	**11**
	22 - 24	1	2			1	**4**
	25 - 29	3	2	1			**6**
	30 - 34	2		3			**5**
	35 - 39	1					**1**
	Total	**224**	**37**	**155**	**25**	**120**	**561**
Female	Under 18	12	1	7	8	9	**37**
	18 - 19	181	26	125	106	107	**545**
	20 - 21	3		1			**4**
	22 - 24	1			1		**2**
	25 - 29			2	1	2	**5**
	30 - 34		1				**1**
	35 - 39	1					**1**
	40 - 49	1		1			**2**
	Total	**199**	**28**	**136**	**116**	**118**	**597**
Grand Total		**423**	**65**	**291**	**141**	**238**	**1,158**

First-Time Freshmen by Gender, Ethnicity, and College (Fall 2013)

		Arts & Sciences	Business	Education & Prof. Studies	Nursing	Undecided	Grand Total
Male	Am. Ind. or Alask. Ntv	2		1		1	**4**
	Asian or Asian Am	2	2	1		3	**8**
	Black/African Am	61	9	46	3	19	**138**
	Hispanic/Latino	7	2	2	1		**12**
	White	148	17	103	21	94	**383**
	Other	4	1	2		2	**9**
	Not Reported		6			1	**7**
	Total	**224**	**37**	**155**	**25**	**120**	**561**
Female	Am. Ind. or Alask. Ntv			2		2	**4**
	Asian or Asian Am	8	1		1		**10**
	Black/African Am	44	8	21	25	19	**117**
	Hispanic/Latino	2		1		1	**4**
	White	141	19	108	89	90	**447**
	Other	3		4	1	4	**12**
	Not Reported	1				2	**3**
	Total	**199**	**28**	**136**	**116**	**118**	**597**
Grand Total		**423**	**65**	**291**	**141**	**238**	**1,158**

First-Time Freshmen by Gender (Fall 2013)

Male: 561
Female: 597
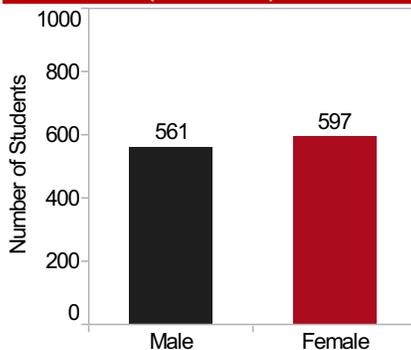
First-Time Freshmen by Full-Time/Part-Time Status (Fall 2013)

Full-Time: 1,142
Part-Time: 16
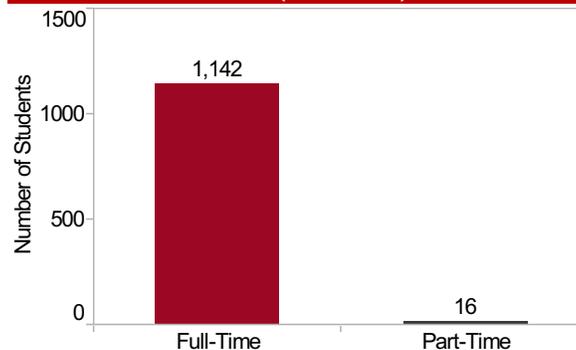
Fall 2013 First-Time Freshmen of Alabama High Schools by County

Lauderdale 4
Colbert 2
Limestone 6
Madison 54
Jackson 12
Lawrence 0
Morgan 10
Dekalb 17
Franklin 0
Marshall 28
Cherokee 40
Marion 0
Winston 3
Cullman 9
Blount 30
Etowah 110
Lamar 0
Fayette 0
Walker 2
Saint Clair 40
Calhoun 210
Cleburne 13
Jefferson 94
Talladega 33
Pickens 1
Tuscaloosa 1
Shelby 23
Clay 3
Randolph 1
Bibb 0
Coosa 0
Chambers 4
Greene 0
Chilton 5
Tallapoosa 3
Sumter 0
Hale 0
Perry 1
Elmore 5
Lee 8
Autauga 5
Macon 0
Dallas 0
Russell 2
Marengo 6
Lowndes 0
Montgomery 4
Barbour 0
Wilcox 0
Bullock 0
Choctaw 0
Pike 0
Clarke 1
Butler 0
Crenshaw 0
Henry 0
Monroe 0
Conecuh 0
Washington 3
Coffee 0
Dale 0
Covington 0
Houston 2
Escambia 0
Geneva 1
Mobile 3
Baldwin 4

Legend

	0 - 10
	10 - 20
	20 - 50
	50 - 80
	80 - 150
	150 - 300

JSU

County	High School	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Autauga	Autauga Academy	0	0	0	0	0	1
	Autaugaville High School	0	0	0	1	0	1
	East Memorial Christian	0	0	2	0	0	0
	Marbury	1	1	1	0	0	2
	Prattville High	3	2	6	2	0	1
	Total	**4**	**3**	**9**	**3**	**0**	**5**
Baldwin	Baldwin County	1	0	0	0	1	0
	Daphne High School	0	1	1	1	0	4
	Fairhope	1	0	0	1	0	0
	Foley	2	0	0	0	0	0
	Gulf Shores High School	0	2	0	0	1	0
	Robertsdale	0	0	1	2	1	0
	Total	**4**	**3**	**2**	**4**	**3**	**4**
Barbour	Barbour County	1	0	0	0	0	0
	Eufaula	0	2	4	2	0	0
	The Lakeside School	0	0	0	0	0	0
	Total	**1**	**2**	**4**	**2**	**0**	**0**
Bibb	Bibb County	2	2	0	0	0	0
	Total	**2**	**2**	**0**	**0**	**0**	**0**
Blount	Appalachian	3	5	3	1	2	3
	Cleveland	0	2	3	5	7	6
	Hayden	0	0	1	1	3	3
	JB Pennington High School	0	1	2	1	3	1
	Locust Fork	1	1	0	6	3	3
	Oneonta	5	3	9	12	9	13
	Susan Moore	0	0	5	3	7	1
	Total	**9**	**12**	**23**	**29**	**34**	**30**
Bullock	Bullock County	0	0	1	0	0	0
	Union Springs	0	0	0	0	0	0
	Total	**0**	**0**	**1**	**0**	**0**	**0**
Butler	Georgiana	0	0	0	1	0	0
	Greenville	1	0	4	1	0	0
	Total	**1**	**0**	**4**	**2**	**0**	**0**
Calhoun	Alexandria	20	20	17	21	23	26
	Anniston	12	8	7	17	7	4
	Anniston Christian	2	0	1	2	1	0
	Cornerstone Christian	2	1	1	1	0	0
	Donoho	1	2	2	1	2	3
	Faith Christian	2	1	4	6	4	3
	Jacksonville	34	34	33	32	27	25
	Jacksonville Christian Academy	5	0	2	1	4	2
	Ohatchee	12	7	11	8	10	10
	Oxford	44	63	59	69	56	38
	Oxford Christian School	2	0	3	6	6	2
	Piedmont	15	17	10	11	19	19
	Pleasant Valley	12	23	23	22	16	18
	Sacred Heart Cath	1	6	6	2	3	4
	Saks	28	14	11	19	20	13
	Trinity Christian	3	1	0	0	1	0
	Vineyard Christian	1	0	0	0	0	0
	W Wellborn	18	9	13	13	9	13
	Weaver	15	18	14	18	18	18
	White Plains	12	18	19	15	21	14
	Total	**241**	**242**	**236**	**264**	**247**	**212**
Chambers	Beulah High School	0	0	0	3	1	3
	Chambers Academy	1	0	0	0	0	0
	Lafayette	2	6	1	3	0	0
	Lanett	3	3	0	1	0	0
	Springwood	0	0	0	1	1	1
	Valley	3	4	0	1	1	0
	Total	**9**	**13**	**1**	**9**	**3**	**4**

First-Time Freshmen from all Alabama High Schools
Fall Semesters 2008 - 2013

County	High School	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Cherokee	Cedar Bluff	3	10	3	3	2	4
	Cherokee Co	17	6	17	15	15	13
	Gaylesville	2	2	0	0	1	3
	Sand Rock	5	3	9	9	8	10
	Spring Garden	2	4	6	6	8	10
	Total	**29**	**25**	**35**	**33**	**34**	**40**
Chilton	Chilton Co	2	1	4	4	0	3
	Isabella	0	0	0	0	0	0
	Jemison	1	1	2	4	2	1
	Maplesville	1	0	0	1	0	0
	Thorsby	0	0	3	0	0	0
	Verbena	0	0	0	0	0	1
	Total	**4**	**2**	**9**	**9**	**2**	**5**
Choctaw	Choctaw County	1	1	1	2	0	0
	Total	**1**	**1**	**1**	**2**	**0**	**0**
Clarke	Coffeeville	0	0	0	2	0	0
	Jackson	0	0	0	0	0	1
	Thomasville	1	0	0	0	0	0
	Total	**1**	**0**	**0**	**2**	**0**	**1**
Clay	Bibb Graves	0	0	0	0	0	0
	Clay County	2	1	1	2	7	3
	Lineville	1	3	3	5	3	0
	Mellow Valley Christian	0	0	0	0	0	0
	Total	**3**	**4**	**4**	**7**	**10**	**3**
Cleburne	Cleburne Co	19	11	15	19	23	9
	Ranburne	5	10	6	9	4	4
	Total	**24**	**21**	**21**	**28**	**27**	**13**
Coffee	Cherokee Voc	0	0	0	1	0	0
	Elba	0	0	2	0	0	0
	Enterprise	1	1	0	1	2	0
	New Brockton	0	1	0	0	0	0
	Zion Chapel Pub	1	0	1	0	0	0
	Total	**2**	**2**	**3**	**2**	**2**	**0**
Colbert	Colbert Co	0	1	0	1	0	0
	Deshler	0	0	0	0	4	0
	Muscle Shoals	1	1	0	2	0	1
	Sheffield	0	1	1	0	0	1
	Total	**1**	**3**	**1**	**3**	**4**	**2**
Conecuh	Hillcrest High School	0	2	1	8	1	0
	Sparta Academy	0	0	0	1	0	0
	Total	**0**	**2**	**1**	**9**	**1**	**0**
Coosa	Coosa Co Central	1	4	1	1	0	0
	Total	**1**	**4**	**1**	**1**	**0**	**0**
Covington	Andalusia	0	1	0	0	0	0
	Florala	0	0	0	0	0	0
	Red Level	0	0	0	0	0	0
	Total	**0**	**1**	**0**	**0**	**0**	**0**
Crenshaw	Brantley	0	0	0	0	0	0
	Highland Home	1	0	1	0	0	0
	Luverne	0	1	0	0	0	0
	Total	**1**	**1**	**1**	**0**	**0**	**0**
Cullman	Cold Springs	0	1	0	0	0	0
	Cullman	4	1	1	4	5	4
	Fairview	0	0	0	2	2	2
	Good Hope	1	0	0	0	0	0
	Hanceville	0	1	1	3	0	1
	Holly Pond	2	5	1	0	1	0
	Saint Bernard	0	0	1	0	0	2
	Vinemont	0	0	0	1	1	0
	West Point	0	0	0	1	1	0
	Total	**7**	**8**	**4**	**11**	**10**	**9**

County	High School	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
		First-Time Freshmen from all Alabama High Schools					
		Fall Semesters 2008 - 2013					
Dale	Ariton	0	0	0	0	0	0
	Carroll	1	1	0	0	0	0
	Dale County	0	0	1	0	0	0
	Daleville	0	2	0	0	0	0
	Total	**1**	**3**	**1**	**0**	**0**	**0**
Dallas	Central Christian	0	0	0	0	0	0
	Dallas Co	0	0	0	0	0	0
	John T Morgan Academy	0	1	0	0	0	0
	Selma High	0	0	0	0	0	0
	Southside High	0	0	1	0	0	0
	Total	**0**	**1**	**1**	**0**	**0**	**0**
Dekalb	Collinsville	0	2	0	1	0	1
	Crossville	0	0	1	1	0	2
	Ft Payne	8	7	9	13	5	7
	Fyffe	1	1	5	1	1	3
	Geraldine	0	0	1	5	2	0
	Ider	1	1	3	0	4	1
	Plainview	2	0	4	0	6	0
	Sylvania	0	0	2	2	0	2
	Valley Head	0	0	1	0	0	1
	Total	**12**	**11**	**26**	**23**	**18**	**17**
Elmore	Champman Christian Aca	0	0	1	0	0	0
	Edgewood Academy	0	0	0	0	1	0
	Elmore County	0	0	0	2	1	0
	Holtville	0	0	1	0	0	0
	Stanhope-Elmore	3	0	1	0	0	2
	Tallassee	1	0	2	2	0	1
	Victory Baptist	0	0	0	0	0	0
	Wetumpka	1	1	1	4	2	2
	Total	**5**	**1**	**6**	**8**	**4**	**5**
Escambia	Escambia Co	0	0	0	0	1	0
	Flomaton	0	0	0	0	1	0
	TR Miller	0	0	0	0	2	0
	W S Neal	0	0	0	1	1	0
	Total	**0**	**0**	**0**	**1**	**5**	**0**
Etowah	Carver	0	0	0	0	1	0
	Coosa Christian	2	4	2	1	3	4
	Emma Sansom	0	0	0	0	0	0
	Etowah	8	4	7	12	1	6
	Gadsden	15	23	19	16	24	19
	Gaston	0	3	6	5	1	7
	Glencoe	18	7	10	4	11	14
	Grace Bible Church Sc	1	0	0	0	0	0
	Hokes Bluff	15	10	6	15	12	20
	Litchfield	0	0	1	0	0	0
	Sardis	2	3	2	6	11	4
	Southside	12	14	17	19	28	23
	West End	4	1	0	2	2	2
	Westbrook Christian	2	3	2	7	6	10
	Total	**79**	**72**	**72**	**87**	**100**	**109**
Fayette	Fayette County	0	0	0	0	0	0
	Hubbertville	0	0	0	0	1	0
	Total	**0**	**0**	**0**	**0**	**1**	**0**
Franklin	Red Bay	0	0	0	0	0	0
	Russellville	0	0	0	1	0	0
	Total	**0**	**0**	**0**	**1**	**0**	**0**
Geneva	Geneva	0	0	0	0	0	0
	Slocomb	0	0	0	0	0	1
	W Blocton	0	1	1	0	0	0
	Total	**0**	**1**	**1**	**0**	**0**	**1**
Greene	Greene County	0	0	0	0	0	0

First-Time Freshmen from all Alabama High Schools
Fall Semesters 2008 - 2013

County	High School	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Greene	Samson	0	0	0	0	1	0
	Warrior Academy	0	0	1	0	0	0
	Total	**0**	**0**	**1**	**0**	**1**	**0**
Hale	Greensboro East	0	2	1	1	1	0
	Greensboro West	0	0	0	1	0	0
	Hale Co	0	0	1	0	0	0
	Sunshine	0	0	1	0	0	0
	Total	**0**	**2**	**3**	**2**	**1**	**0**
Henry	Abbeville	0	0	0	0	0	0
	Total	**0**	**0**	**0**	**0**	**0**	**0**
Houston	Cottonwood	0	0	1	0	0	0
	Dothan	0	1	1	0	0	0
	Houston County	0	1	0	0	0	0
	Northside Methodist Aca	0	0	0	0	1	0
	Northview High School	0	1	0	0	1	0
	Rehobeth High School	0	0	0	0	0	2
	Total	**0**	**3**	**2**	**0**	**2**	**2**
Jackson	N Sand Mountain	0	1	0	4	2	3
	North Jackson	3	1	0	3	4	3
	Pisgah	0	0	2	2	1	0
	Scottsboro	3	6	3	2	1	5
	Section	0	0	0	0	1	1
	Skyline	0	0	0	0	0	0
	Three Springs	0	0	0	0	0	0
	Woodville	0	0	0	0	0	0
	Total	**6**	**8**	**5**	**11**	**9**	**12**
Jefferson	Ala Sch Of Fine Arts	1	0	0	1	0	0
	Bessemer	1	0	1	1	1	0
	Bessemer Academy	2	2	0	2	0	0
	Bethel Christian	0	0	0	0	0	0
	Brairwood Christian	0	0	0	0	0	1
	Brentwood Christian	1	0	1	1	0	0
	Central Pk Christian	2	4	1	0	0	0
	Clay Chalkville	7	8	4	8	16	5
	Corner	1	1	0	2	2	9
	E B Erwin	17	11	6	13	1	3
	Ensley	0	0	0	0	0	0
	Fairfield	18	7	5	3	6	0
	Fultondale	1	1	1	1	3	0
	G W Carver	5	3	5	0	3	0
	Gardendale	2	2	2	2	3	2
	Graywood Christian	0	0	0	0	0	0
	Hayes High	2	0	0	0	0	0
	Heritage Academy	0	0	0	0	0	0
	Hewitt Trussville	9	6	4	6	6	4
	Holy Family	1	0	1	0	1	0
	Homewood	4	6	6	6	4	6
	Hoover	15	4	7	5	8	6
	Hueytown	2	7	4	5	1	5
	Huffman	19	17	17	18	3	5
	J Carroll	1	2	2	8	1	1
	Jefferson Christian	6	0	0	0	1	1
	Jefferson Co Lb	0	1	3	0	0	0
	Jess Lanier	4	1	1	1	0	0
	Leeds	4	7	5	3	3	0
	McAdory	5	3	3	10	4	4
	Midfield	3	3	1	3	3	0
	Minor	9	17	8	18	9	5
	Mortimer Jordan	0	2	3	4	2	0
	Mtn Brook	0	0	0	0	1	0
	Oak Grove	4	4	0	1	2	1

First-Time Freshmen from all Alabama High Schools
Fall Semesters 2008 - 2013

County	High School	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Jefferson	Oak Mountain	2	3	1	2	2	5
	P D Jackson-Olin	4	6	10	10	2	2
	Parker	7	10	2	0	4	2
	Parkway Christian Aca	2	0	0	2	1	1
	Phillips	1	0	1	0	0	0
	Pinson Valley	5	9	8	6	7	3
	Pleasant Grove	4	13	4	4	4	5
	Ramsay	1	3	8	9	18	1
	Restoration Academy	2	1	0	0	0	0
	Shades Mtn Christian	0	2	0	1	0	0
	Shades Valley	7	3	5	7	4	4
	Spain Park	4	3	4	8	2	2
	Tarrant	1	7	2	0	0	2
	Valleydale Academy	1	0	0	1	0	0
	Vestavia Hills	4	4	5	2	2	8
	Victory Christian	1	0	0	0	0	0
	Warrior	0	0	0	0	0	0
	Wenonah	6	1	8	9	5	1
	West End	2	0	0	0	0	0
	Woodlawn	1	1	0	2	6	0
	Total	**201**	**185**	**149**	**185**	**141**	**94**
Lamar	South Lamar High Sch	0	0	1	0	0	0
	Sulligent	0	0	0	0	1	0
	Total	**0**	**0**	**1**	**0**	**1**	**0**
Lauderdale	Bradshaw	0	0	0	0	0	0
	Brooks	1	0	0	0	0	2
	Central	2	1	2	2	0	0
	Coffee	0	0	0	0	0	0
	Florence	2	2	2	1	0	0
	Lauderdale County	0	0	0	0	0	1
	Lexington	0	0	0	2	2	1
	Mars Hill Bible Sch	0	0	0	0	1	0
	Rogers	0	0	1	2	0	0
	Shoals Christian	0	0	0	0	1	0
	Wilson High School	0	1	0	0	0	0
	Total	**5**	**4**	**5**	**7**	**4**	**4**
Lawrence	Hatton	0	1	0	0	0	0
	Hazelwood	1	0	0	0	0	0
	Lawrence Co	1	0	2	1	2	0
	Total	**2**	**1**	**2**	**1**	**2**	**0**
Lee	Auburn	5	2	8	2	2	2
	Beauregard	7	0	1	3	1	1
	Beulah	0	0	0	1	0	1
	Glenwood High	0	0	1	0	3	1
	Loachapoka	2	0	1	0	0	0
	Opelika	9	1	2	2	1	0
	Smiths Station	1	1	5	3	3	3
	Total	**24**	**4**	**18**	**11**	**10**	**8**
Limestone	Ardmore	0	0	0	1	0	0
	Athens	2	0	3	1	0	4
	Clements	0	0	0	0	0	0
	East Limestone	1	1	2	5	0	2
	Elkmont	1	0	1	0	2	0
	Tanner	3	0	2	0	0	0
	West Limestone	0	0	0	0	0	0
	Total	**7**	**1**	**8**	**7**	**2**	**6**
Lowndes	Central	0	0	0	0	0	0
	Total	**0**	**0**	**0**	**0**	**0**	**0**
Macon	Booker T Washington	3	2	0	0	0	0
	Notasulga High School	0	1	0	0	0	0
	Total	**3**	**3**	**0**	**0**	**0**	**0**

First-Time Freshmen from all Alabama High Schools
Fall Semesters 2008 - 2013

County	High School	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Madison	Bob Jones	7	3	9	2	5	10
	Buckhorn	3	4	2	7	16	7
	Columbia High School	0	1	4	1	8	0
	Covenant Christian	0	0	0	0	1	0
	Faith Covenant Aca	1	0	1	2	0	0
	Grissom	2	2	3	1	7	9
	Hazel Green	4	1	11	8	14	5
	Huntsville	2	3	4	2	3	5
	J O Johnson	3	2	1	4	2	0
	Lee	0	6	6	1	3	2
	Madison Academy	2	0	1	0	0	1
	Madison County	2	1	2	5	4	1
	New Century Tech	0	0	2	0	0	3
	New Hope	0	0	0	0	1	0
	Oakwood Advent Aca	0	0	0	0	0	0
	Randolph	0	0	0	0	0	0
	S R Butler	1	0	0	0	1	0
	Sparkman	1	6	4	12	14	11
	Westminster Christ	0	0	0	0	2	0
	Total	**28**	**29**	**50**	**45**	**81**	**54**
Marengo	Demopolis	0	0	0	5	1	6
	John Essess School	0	0	1	0	0	0
	Linden	0	0	1	0	0	0
	Marengo County	0	0	0	1	0	0
	Sweet Water	0	1	1	0	0	0
	Total	**0**	**1**	**3**	**6**	**1**	**6**
Marion	Brilliant	0	0	0	0	0	0
	Hamilton	0	0	0	0	1	0
	Winfield	0	0	0	2	2	0
	Total	**0**	**0**	**0**	**2**	**3**	**0**
Marshall	Albertville	3	6	12	13	7	9
	Arab	5	6	17	8	11	2
	Asbury HS	0	0	2	1	1	0
	Boaz	4	3	11	0	4	5
	Brindlee Mountain HS	0	2	0	9	5	1
	Douglas	2	1	4	3	2	5
	Guntersville	2	5	7	3	6	4
	K D Smith Dar	0	1	2	1	1	2
	Total	**16**	**24**	**55**	**38**	**37**	**28**
Mobile	Al Sch Math Science	0	0	1	2	0	1
	Alma Bryant	0	0	0	0	1	0
	Baker	0	0	2	1	2	0
	Ben C Rain	0	2	0	0	0	0
	Blount High	0	0	0	0	0	0
	Cintronelle	0	0	0	0	0	0
	Davidson	0	0	0	0	0	0
	John L Leflore	1	0	0	0	0	0
	Mary G Montgomery	0	0	0	1	0	0
	McGill-Toolen	0	0	0	0	0	0
	Mobile Christian Sch	0	0	0	1	0	0
	Murphy	4	1	2	2	1	1
	Satsuma	1	0	1	1	0	0
	Shaw High	0	0	0	0	0	0
	Theodore	0	2	0	1	0	0
	Vigor	1	0	0	0	0	0
	Williamson	0	0	0	2	0	1
	Total	**7**	**5**	**6**	**11**	**4**	**3**
Monroe	Excel	0	0	0	0	0	0
	Frisco City	0	0	0	0	0	0
	Monroe County	0	0	0	1	0	0
	Total	**0**	**0**	**0**	**1**	**0**	**0**

First-Time Freshmen from all Alabama High Schools
Fall Semesters 2008 - 2013

County	High School	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Montgomery	Alabama Christian	0	1	1	0	2	0
	Btw Magnet HS	0	0	1	0	0	0
	Carver High	0	0	0	0	0	1
	Jefferson Davis	1	1	1	2	2	2
	Macon East Aca	0	0	0	0	0	0
	Montgomery Aca	0	1	0	0	0	0
	Montgomery Catholic	0	0	0	0	5	0
	Robert E Lee	8	0	3	0	2	0
	Sidney Lanier	3	1	0	3	0	1
	St. James School	0	0	1	0	0	0
	St. Jude	0	0	2	0	1	0
	St. Judge	1	0	0	0	0	0
	Trinity Presbyterian	0	0	0	0	0	0
	Total	**13**	**4**	**9**	**5**	**12**	**4**
Morgan	A P Brewer	0	0	0	1	3	0
	Austin	5	1	4	4	0	3
	Danville	1	0	0	0	1	0
	Decatur	1	4	0	2	2	3
	E Lawrence	1	0	1	4	0	1
	Hartselle	3	0	1	0	8	1
	Heritage Christian	0	0	0	1	0	0
	Priceville	0	0	2	0	0	1
	West Morgan	0	2	0	0	1	1
	Total	**11**	**7**	**8**	**12**	**15**	**10**
Perry	Francis Marion	1	1	0	0	0	1
	Total	**1**	**1**	**0**	**0**	**0**	**1**
Pickens	Aliceville	3	3	0	0	1	1
	Gordo	1	0	1	1	0	0
	Pickens County	3	1	0	0	1	0
	Total	**7**	**4**	**1**	**1**	**2**	**1**
Pike	Goshen	1	0	0	0	0	0
	Henderson	1	2	0	1	0	0
	Pike County	0	0	0	0	0	0
	Total	**2**	**2**	**0**	**1**	**0**	**0**
Randolph	Handley	0	2	3	6	6	1
	Randolph Co	1	1	2	1	0	0
	Wadley	0	1	1	0	1	0
	Woodland	3	3	4	7	1	0
	Total	**4**	**7**	**10**	**14**	**8**	**1**
Russell	Central	2	3	4	3	1	2
	Russell County	0	0	2	1	0	0
	Total	**2**	**3**	**6**	**4**	**1**	**2**
Saint Clair	Ashville	1	6	12	10	9	11
	Calvary Christian Aca	0	0	0	0	0	0
	Crossroads Christian	0	1	0	0	0	0
	Moody	8	5	5	3	5	6
	Pell City	5	10	8	17	11	8
	Ragland	2	5	0	2	0	3
	Springville	7	7	8	4	5	4
	St. Clair Co	3	3	3	9	16	3
	Victory Christian	1	3	3	2	9	5
	Total	**27**	**40**	**39**	**47**	**55**	**40**
Shelby	Calera	5	1	1	4	7	0
	Chelsea	1	1	1	4	2	3
	Coosa Valley Aca	1	0	2	2	2	0
	Cornerstone Christian	0	0	0	0	0	2
	Hope Christian	2	2	0	0	0	2
	Kingwood Christian	0	0	1	2	0	1
	Montevallo	1	0	2	2	2	2
	Pelham	4	3	3	3	4	5
	Shelby Aca	0	1	0	0	0	0

First-Time Freshmen from all Alabama High Schools
Fall Semesters 2008 - 2013

County	High School	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Shelby	Shelby County	1	1	2	3	10	0
	Thompson	0	4	3	7	4	8
	Vincent	2	0	2	1	2	2
	Total	**17**	**13**	**17**	**28**	**33**	**25**
Sumter	Livingston	2	0	0	0	0	0
	Sumter County	3	0	2	1	1	0
	Total	**5**	**0**	**2**	**1**	**1**	**0**
Talladega	Ala Inst/Df & Blind	0	3	0	1	1	0
	B B Comer Mem	3	1	1	2	8	3
	Childersburg	5	6	6	9	1	2
	Fayetteville	0	0	0	1	0	1
	Lincoln	15	19	11	14	14	9
	Munford	8	8	10	9	10	8
	Sylacauga	4	3	6	9	6	4
	Talladega	13	14	11	21	6	2
	Talladega Central	3	2	2	1	2	3
	Talladega County Training	1	0	1	0	0	0
	Winterboro	2	2	2	4	1	1
	Total	**54**	**58**	**50**	**71**	**49**	**33**
Tallapoosa	B Russell	2	12	1	2	1	1
	Dadeville	1	1	1	0	1	0
	Horeshoe Bend	0	0	1	1	0	0
	Lyman Ward Military Aca	1	0	0	1	0	0
	Reeltown	0	0	2	2	0	2
	Total	**4**	**13**	**5**	**6**	**2**	**3**
Tuscaloosa	American Christian	0	0	2	0	0	0
	Brookwood	0	2	3	1	1	0
	Central High East	0	0	0	0	0	0
	Central High West	0	0	0	0	0	0
	Hillcrest	0	2	2	1	0	0
	Holt	0	0	0	2	0	0
	Northridge	0	2	3	2	0	0
	Paul W Bryant	0	0	0	0	2	0
	The Capitol School	0	0	0	0	2	0
	Tuscaloosa Aca	0	0	1	0	0	0
	Tuscaloosa Co	0	2	0	0	1	0
	Total	**0**	**8**	**11**	**6**	**6**	**0**
Walker	Carbon Hill	0	0	2	0	1	0
	Cordova	1	1	3	1	0	0
	Curry	0	1	0	1	0	1
	Dora	0	0	0	1	1	0
	Jericho Way Christian	0	0	0	0	0	0
	Oakman	0	0	0	2	0	0
	Parrish	0	1	0	0	0	0
	Sumitan Christian	2	0	1	0	1	0
	Walker	0	0	0	2	0	1
	Total	**3**	**3**	**6**	**7**	**3**	**2**
Washington	Fruitdale	0	0	0	0	0	0
	Leroy	0	1	0	0	0	0
	McIntosh	0	0	0	0	0	3
	Total	**0**	**1**	**0**	**0**	**0**	**3**
Wilcox	Wilcox County	1	2	0	1	0	0
	Total	**1**	**2**	**0**	**1**	**0**	**0**
Winston	Addison	0	0	1	0	0	0
	Haleyville	0	1	0	0	0	1
	Lynn	0	0	0	0	0	1
	Meek	0	1	1	1	1	1
	Winston County	1	0	0	0	0	0
	Total	**1**	**2**	**2**	**1**	**1**	**3**
GED		25	13	19	22	11	13
	Total	**25**	**13**	**19**	**22**	**11**	**13**

First-Time Freshmen from all Alabama High Schools
Fall Semesters 2008 - 2013

County	High School	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Home Schooled		14	1	3	5	6	9
	Total	14	1	3	5	6	9
Unknown		1	7	12	8	16	12
	Total	1	7	12	8	16	12
Out Of State		333	321	273	277	278	279
	Total	333	321	273	277	278	279
International		24	29	20	27	26	37
	Total	24	29	20	27	26	37
Current Alabama Residents Graduating From Out Of State High Schools		9	3	3	3	3	3
	Total	9	3	3	3	3	3
Grand Total		1,299	1,252	1,272	1,414	1,332	1,158

Each Fall the incoming freshman class attends the Freshman Convocation to kick off their freshman year. Here, students at the covocation pose with JSU Mascot, Cocky.

First-Time Freshmen Receiving Scholarships Fall 2013

First-Time Freshmen by Scholarship (Fall 2013)

Scholarship	Male	Female	Grand Total
Elite Honors Tuition	5	3	8
Elite Tuition	20	11	31
Faculty Tuition	123	119	242
Gamecock Tuition	48	51	99
Gem of the Hills Tuition	37	49	86
Grand Total	**233**	**233**	**466**

First-Time Freshmen Receiving Scholarships by Major (Fall 2013)

Major	Grand Total
Undecided	123
Pre-Nursing	58
Biology	45
Music	29
Pre-Business	25
Computer Science	17
Elementary Education	17
Business Marketing Education	16
History	15
Pre-Engineering	14
Psychology	14
Criminal Justice	13
Communication	11
Mathematics	11
Exercise Science/Wellness	9
Computer Information Systems	8
English	7
Political Science	7
Art	6
Chemistry	5
Electronics Technology	4
Social Work	3
Early Childhood Elementary Ed	2
Occupation Safety & Hlth Tech	2
Collaborative Ed Secondary	1
Drama	1
Foreign Language	1
Manufacturing Systems Tech	1
Physical Education	1
Grand Total	**466**

First-Time Freshmen Receiving Scholarships by State and County (Fall 2013)

State	County	Male	Female	Grand Total
Alabama	Autauga	1	1	2
	Baldwin (AL)	1	2	3
	Blount	9	13	22
	Calhoun (AL)	52	56	108
	Cherokee (AL)	12	9	21
	Chilton	2		2
	Clay (AL)	1		1
	Cleburne	4	4	8
	Cullman	1	5	6
	Dekalb (AL)	8	11	19
	Elmore	2		2
	Etowah	30	34	64
	Houston (AL)	1		1
	Jackson (AL)	4	1	5
	Jefferson (AL)	12	6	18
	Lauderdale	1	1	2
	Lee (AL)	4	3	7
	Limestone	2	1	3
	Madison (AL)	17	14	31
	Marshall	9	14	23
	Mobile	1		1
	Montgomery (AL)	1		1
	Morgan (AL)	1	5	6
	Saint Clair	8	9	17
	Shelby	8	3	11
	Talladega	12	12	24
	Winston		2	2
	Unknown	12	11	23
	Clarke (AL)	1		1
	Marengo		5	5
Georgia	Bartow	2	1	3
	Chattooga	3	1	4
	Coweta	2	1	3
	Douglas	2	3	5
	Floyd	3	4	7
	Unknown	2		2
	Haralson	1	1	2
	Paulding	1		1
Grand Total		**233**	**233**	**466**

First-Time Freshmen Receiving Scholarships by Gender, Age and College (Fall 2013)

		Arts & Sciences	Business	Education & Prof. Studies	Nursing	Undecided	Grand Total
Male	Under 18	4			1		5
	18 - 19	81	12	61	9	64	227
	20+			1			1
	Total	**85**	**12**	**62**	**10**	**64**	**233**
Female	Under 18	2	1	4	1	2	10
	18 - 19	74	12	52	47	38	223
	Total	**76**	**13**	**56**	**48**	**40**	**233**
Grand Total		**161**	**25**	**118**	**58**	**104**	**466**

First-Time Transfer Students Fall 2013

First-Time Transfer by Major (Fall 2013)

Major	
Applied Manufacturing Engineer	2
Art	6
Biology	36
Business Marketing Education	7
Chemistry	3
Collaborative Ed Elementary	8
Collaborative Ed Secondary	3
Communication	6
Computer Information Systems	4
Computer Science	14
Criminal Justice	37
Drama	1
Early Childhood Elementary Ed	26
Electronics Technology	2
Elementary Ed Collaborative	2
Elementary Education	21
Emergency Management	24
English	13
Exercise Science/Wellness	17
Family and Consumer Sciences	15
Foreign Language	1
General Science	1
History	16
Liberal Studies	5
Mathematics	10
Music	3
Nursing	98
Occupation Safety & Hlth Tech	3
Physical Education	11
Political Science	5
Pre-Business	79
Pre-Engineering	5
Pre-Nursing	65
Psychology	19
Recreation Leadership	4
Social Work	29
Sociology	1
Technology	2
Undecided	30
Grand Total	**634**

First-Time Transfer by Gender, Age and College (Fall 2013)

		Arts & Sciences	Business	Education & Prof. Studies	Nursing	Undecided	Grand Total
Male	18 - 19	6	4	8		4	22
	20 - 21	37	12	28	3	3	83
	22 - 24	17	8	19	4	2	50
	25 - 29	9	4	6	3	2	24
	30 - 34	1	4	2	5		12
	35 - 39	5	1	1	2	1	10
	40 - 49	1					1
	50 - 64				1		1
	Total	**76**	**33**	**64**	**18**	**12**	**203**
Female	18 - 19	16	3	5	17	5	46
	20 - 21	45	23	67	25	1	161
	22 - 24	14	3	23	19	1	60
	25 - 29	12	5	7	30	1	55
	30 - 34	6	6	9	13	1	35
	35 - 39	6	3	7	17		33
	40 - 49	8	3	2	18		31
	50 - 64	3		1	6		10
	Total	**110**	**46**	**121**	**145**	**9**	**431**
Grand Total		**186**	**79**	**185**	**163**	**21**	**634**

First-Time Transfer by Gender, Ethnicity and College (Fall 2013)

		Arts & Sciences	Business	Education & Prof. Studies	Nursing	Undecided	Grand Total
Male	Am. Ind. or Alask. Ntv			1			1
	Black/African Am	13	5	17	3	4	42
	Hispanic/Latino	1					1
	Other	1					1
	White	58	25	45	15	8	151
	Not Reported	3	3	1			7
	Total	**76**	**33**	**64**	**18**	**12**	**203**
Female	Am. Ind. or Alask. Ntv	2	1	2	2		7
	Asian or Asian Am				1		1
	Black/African Am	25	15	23	43	2	108
	Hispanic/Latino	1					1
	Other	1			1		2
	White	75	27	92	97	6	297
	Not Reported	6	3	4	1	1	15
	Total	**110**	**46**	**121**	**145**	**9**	**431**
Grand Total		**186**	**79**	**185**	**163**	**21**	**634**

First-Time Transfer by Gender (Fall 2013)

Male: 203; Female: 431

First-Time Transfer by Full-Time/Part-Time Status (Fall 2013)

Full-Time: 409; Part-Time: 225
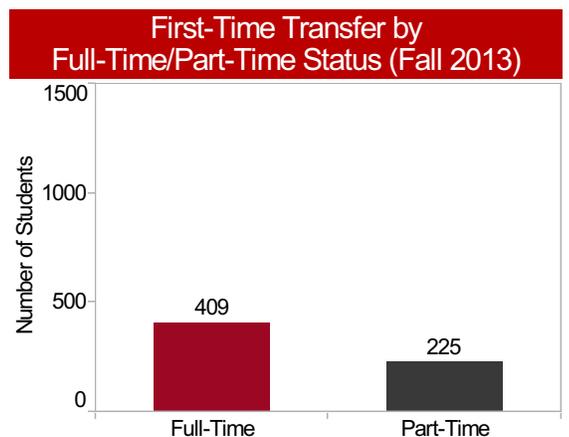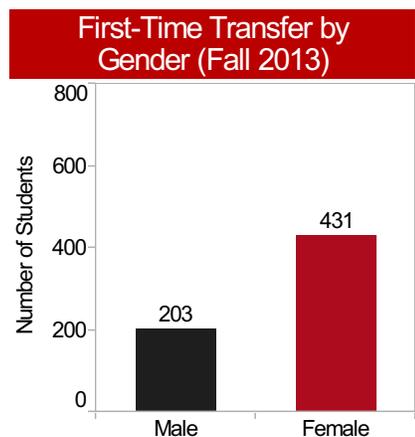
First-Time Transfer Students From All Colleges and Universities Fall 2013

Top Ten Alabama 2 Year College First-Time Transfers to JSU (Fall 2013)	
Gadsden State Community	182
Snead State	55
Northeast Alabama Community	33
Jefferson State	29
Southern Union	27
Central Alabama	24
Wallace Community Hanceville	20
Calhoun Community College	15
Lawson State	12
Wallace Community Dothan	11

Top Ten Alabama 4 Year College First-Time Transfers to JSU (Fall 2013)	
Troy University	15
Faulkner University	6
University of Alabama-B'ham	5
Talladega College	4
University of Alabama	4
Auburn University	3
University of Alabama-H'ville	3
University of Montevallo	3
University of North Alabama	3
University of West Alabama	3

First-Time Transfer Students from All Colleges and Universities (Fall 2013)

College/University	Count	Percent
Gadsden State Community	182	29.45%
Snead State	55	8.90%
Northeast Alabama Community	33	5.34%
Jefferson State	29	4.69%
Southern Union	27	4.37%
Central Alabama	24	3.88%
Wallace Community Hanceville	20	3.24%
Calhoun Community College	15	2.43%
Troy University	15	2.43%
Lawson State	12	1.94%
Wallace Community Dothan	11	1.78%
Bevill State	10	1.62%
Shelton State	7	1.13%
Faulkner University	6	0.97%
Georgia Highlands	5	0.81%
University of Alabama-B'ham	5	0.81%
Talladega College	4	0.65%
University of Alabama	4	0.65%
Auburn University	3	0.49%
Faulkner State	3	0.49%
GA Northwestern Technical	3	0.49%
Shorter University	3	0.49%
University of Alabama-H'ville	3	0.49%
University of Montevallo	3	0.49%
University of North Alabama	3	0.49%
University of West Alabama	3	0.49%
Wallace Community Selma	3	0.49%
West Georgia Technical	3	0.49%
Alabama Southern	2	0.32%
Alabama State University	2	0.32%
Ashford University	2	0.32%
Athens State University	2	0.32%
Auburn University Montgomery	2	0.32%
Austin Peay State University	2	0.32%
Bishop State	2	0.32%
Other	110	17.80%

Accelerated High School Students Fall 2013

Accelerated High School Students from Participating Alabama High Schools (Fall 2013)

School	Number of Students	Percentage
Oxford	112	53.59%
Jacksonville	23	11.00%
Donoho School	16	7.66%
Weaver	11	5.26%
Saks High School	10	4.78%
Pleasant Valley	9	4.31%
Alexandria High School	8	3.83%
Anniston High School	8	3.83%
Sacred Heart Catholic School	8	3.83%
Unknown	2	0.96%
Home School	1	0.48%
White Plains	1	0.48%
Grand Total	**209**	**100.00%**

Accelerated High School Students by Gender and Ethnicity (Fall 2013)

	Male	Female	Grand Total
Asian or Asian Am		4	4
Black/African Am	6	16	22
Hispanic/Latino	1	2	3
White	74	102	176
Not Reported	1	2	3
Other	1		1
Grand Total	**83**	**126**	**209**

Accelerated High School Students by Gender (Fall 2013)

Male: 83
Female: 126
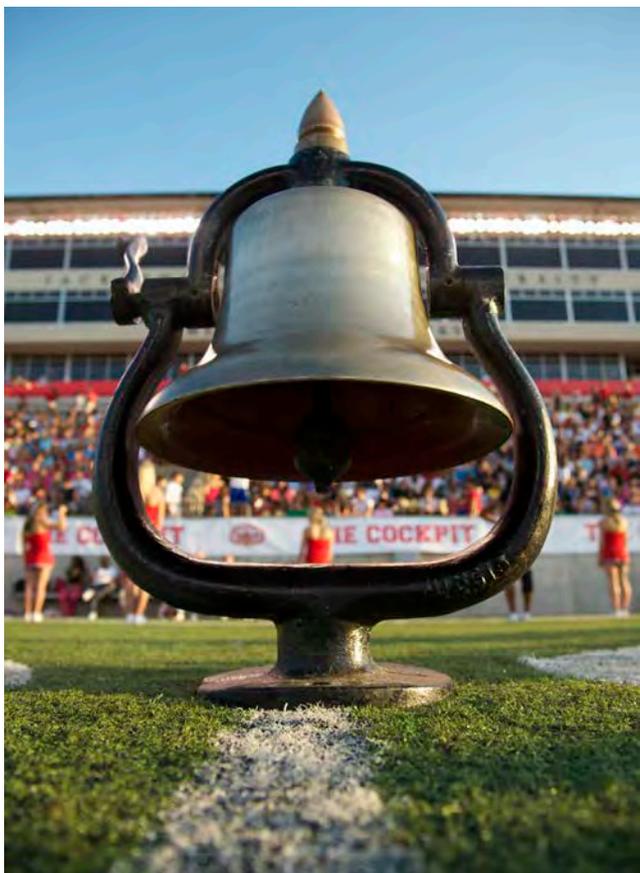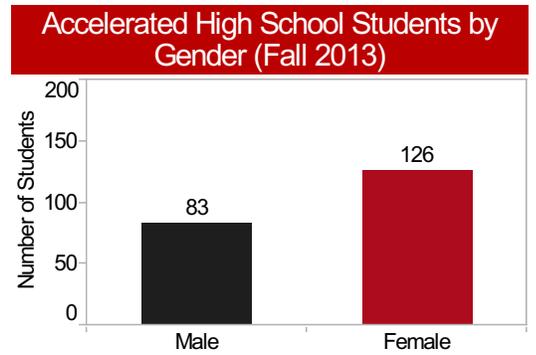
At the beginning of each fall semester this bell is rung during the Freshman Convocation to signal the beginning of a new academic year.

Dr. Mark David Milliron, Co-Founder & Chief Learning Officer at Civitas Learning, was the Keynote Speaker at the 2013 CORE Academy. He is an award-winning leader, author, speaker, and consultant as a champion of education.

Enrollment

Student Enrollment by Year

Year	Headcount	FTE	% of Total Headcount
2000	8,002	7,578	94.7%
2001	8,478	8,088	95.4%
2002	8,930	8,674	97.1%
2003	9,031	8,866	98.2%
2004	8,930	8,750	98.0%
2005	9,110	8,766	96.2%
2006	8,957	8,619	96.2%
2007	9,077	8,589	94.6%
2008	9,481	8,935	94.2%
2009	9,351	8,831	94.4%
2010	9,504	9,062	95.3%
2011	9,490	9,013	95.0%
2012	9,161	8,778	96.0%
2013	8,693	8,418	96.8%

FTE based on 12 undergraduate hours and 9 graduate hours.

Student Enrollment by Year
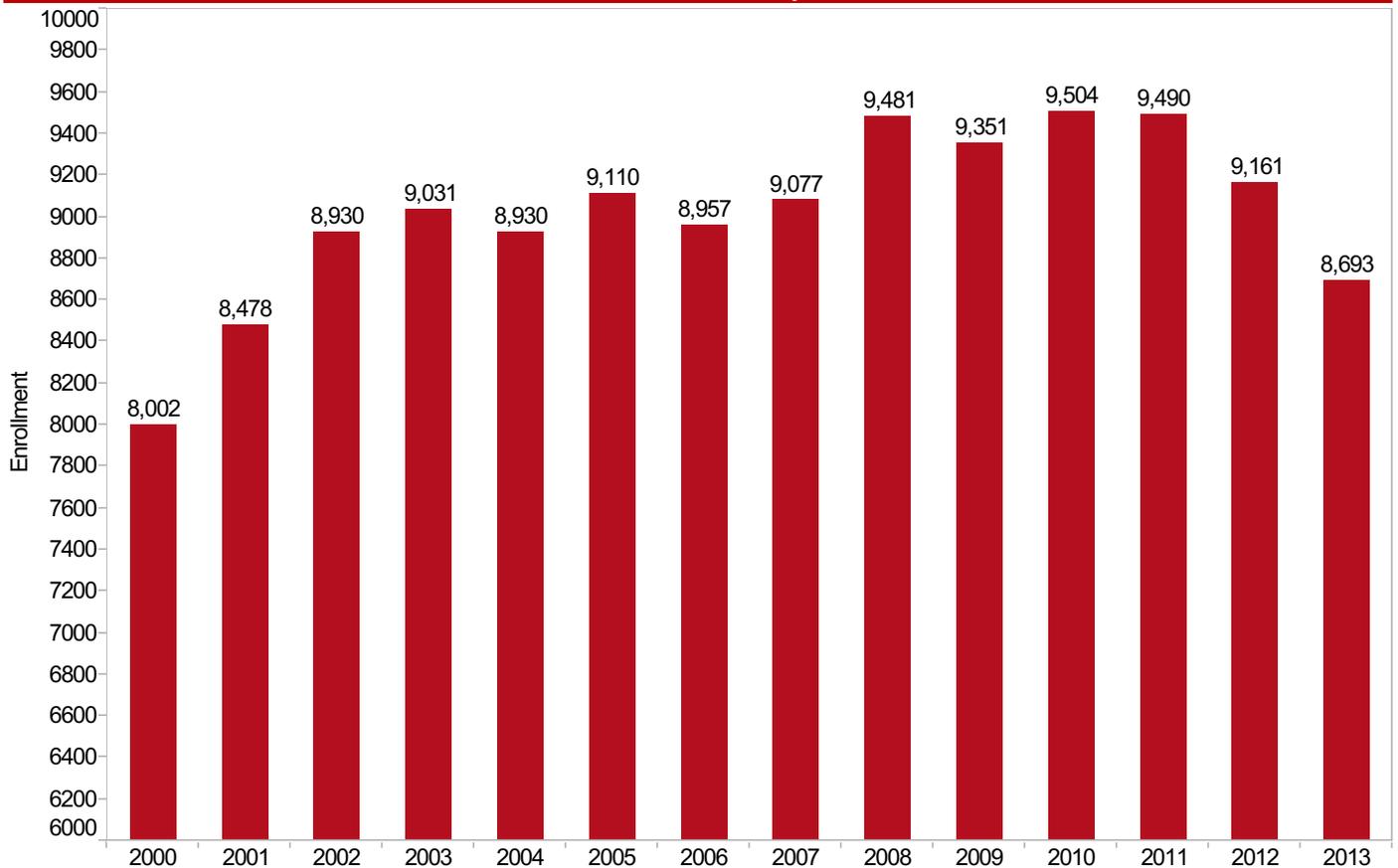
Full-Time vs. Part-Time Enrollment by Year

Year	Full-Time	FT%	Part-Time	PT%	Headcount
2000	5,553	69%	2,449	31%	8,002
2001	5,823	69%	2,655	31%	8,478
2002	6,213	70%	2,717	30%	8,930
2003	6,255	69%	2,776	31%	9,031
2004	6,202	69%	2,728	31%	8,930
2005	6,237	68%	2,873	32%	9,110
2006	6,154	69%	2,803	31%	8,957
2007	6,111	67%	2,966	33%	9,077
2008	6,307	67%	3,174	33%	9,481
2009	6,251	67%	3,100	33%	9,351
2010	6,418	68%	3,086	32%	9,504
2011	6,423	68%	3,067	32%	9,490
2012	6,257	68%	2,904	32%	9,161
2013	5,982	69%	2,711	31%	8,693

Full-Time status based on 12+ hours for undergraduate students and 9+ hours for graduate students

Full-Time vs. Part-Time Enrollment (Fall 2013)
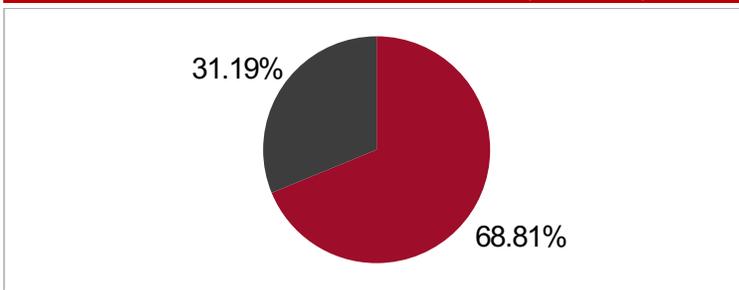
Full-Time/Part-Time Status
- Full-Time
- Part-Time

31.19%
68.81%

Undergraduate vs. Graduate Enrollment by Year

Year	Undergraduate	UG%	Graduate	GR%	Headcount
2000	6,648	83%	1,354	17%	8,002
2001	7,009	83%	1,469	17%	8,478
2002	7,323	82%	1,607	18%	8,930
2003	7,289	81%	1,742	19%	9,031
2004	7,138	80%	1,792	20%	8,930
2005	7,285	80%	1,825	20%	9,110
2006	7,311	82%	1,646	18%	8,957
2007	7,485	82%	1,592	18%	9,077
2008	7,918	84%	1,563	16%	9,481
2009	7,884	84%	1,467	16%	9,351
2010	8,100	85%	1,404	15%	9,504
2011	8,199	86%	1,291	14%	9,490
2012	7,991	87%	1,170	13%	9,161
2013	7,588	87%	1,105	13%	8,693

Undergraduate vs. Graduate Enrollment (Fall 2013)
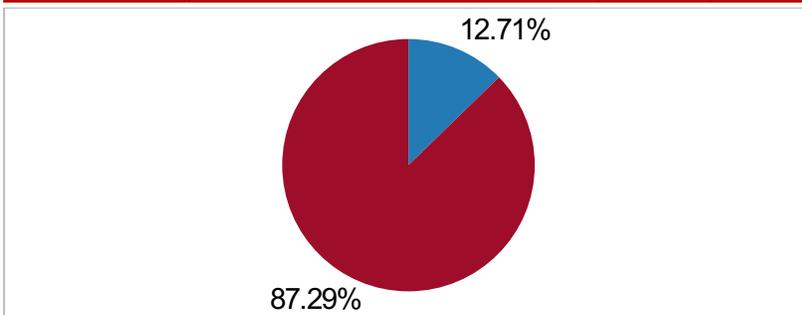
Level (group)
- Graduate
- Undergraduate

12.71%
87.29%

JSU
All JSU Students Fall 2013

All JSU Students by Major (Fall 2013)

Major	Count
Applied Electronic Engineering	23
Applied Manufact. Engineering	36
Accounting	84
Art	162
Biology	504
Business Administration	59
Business Marketing Education	63
Chemistry	61
Collaborative Ed Elementary	160
Collaborative Ed Secondary	65
Communication	264
Community Health Nursing	47
Computer Information Systems	91
Computer Integrated Mfg Sys	1
Computer Science	137
Counselor Education	79
Criminal Justice	493
Drama	51
Early Childhood Education	292
Economics	12
Education	70
Educational Leadership	2
Electronics Technology	17
Elementary Education	125
Emergency Management	295
English	161
English Language Arts	21
Exercise Science/Wellness	336
Family and Consumer Sciences	211
Finance	29
Foreign Language	9
General Science	10
Geographic Information Systems	3
Geography	27
Health Education	1
History	206
Industrial Leadership	9
Instructional Leadership	78
Liberal Studies	129
Library Media	17
Management	101
Manufacturing Systems Tech	27
Marketing	36
Mathematics	116
Music	253
Nursing	547
Nursing Education	1
Occupation Safety & Hlth Tech	48
Physical Education	161
Political Science	93
Pre-Business	591
Pre-Engineering	79
Pre-Nursing	488
Psychology	243
Public Administration	50
Reading Specialist	3
Recreation Leadership	39
Social Science	15
Social Work	240
Sociology	34
Spanish	10
Sport Management	26
Systems & Software	23
Technology	23
Visual Comm Graphic Design	9
Transient	32
Not Applicable	429
Undecided	536
Grand Total	**8,693**

All JSU Students by Gender, Age and College (Fall 2013)

		Arts & Sciences	Business	Education & Prof. Studies	Nursing	Undecided	Grand Total
Male	Under 18	13	1	3	1	82	**100**
	18 - 19	360	92	265	40	188	**945**
	20 - 21	361	143	266	24	46	**840**
	22 - 24	345	146	248	26	14	**779**
	25 - 29	198	52	133	16	12	**411**
	30 - 34	83	24	83	16	3	**209**
	35 - 39	57	20	50	7	7	**141**
	40 - 49	71	9	40	17	4	**141**
	50 - 64	34	6	13	2	3	**58**
	65 +	4	1			3	**8**
	Total	**1,526**	**494**	**1,101**	**149**	**362**	**3,632**
Female	Under 18	13	1	7	8	131	**160**
	18 - 19	379	71	299	233	207	**1,189**
	20 - 21	416	124	429	198	18	**1,185**
	22 - 24	342	81	345	106	17	**891**
	25 - 29	168	58	204	112	22	**564**
	30 - 34	92	31	124	81	21	**349**
	35 - 39	68	23	93	72	13	**269**
	40 - 49	100	25	109	95	18	**347**
	50 - 64	32	4	30	29	9	**104**
	65 +			1		2	**3**
	Total	**1,610**	**418**	**1,641**	**934**	**458**	**5,061**
Grand Total		**3,136**	**912**	**2,742**	**1,083**	**820**	**8,693**

All JSU Students by Gender, Ethnicity and College (Fall 2013)

		Arts & Sciences	Business	Education & Prof. Studies	Nursing	Undecided	Grand Total
Male	Am. Ind. or Alask. Ntv	9	3	8		1	**21**
	Asian or Asian Am	16	6	6	4	4	**36**
	Black/African Am	350	122	315	21	66	**874**
	Hispanic/Latino	32	13	8	3	3	**59**
	White	1,000	319	741	117	279	**2,456**
	Other	10	7	10	1	3	**31**
	Not Reported	109	24	13	3	6	**155**
	Total	**1,526**	**494**	**1,101**	**149**	**362**	**3,632**
Female	Am. Ind. or Alask. Ntv	8	2	7	6	4	**27**
	Asian or Asian Am	26	9	4	8	8	**55**
	Black/African Am	488	113	412	280	77	**1,370**
	Hispanic/Latino	26	7	16	7	8	**64**
	Ntv Hawaiian/Pcfc Isl.	4	1	1		1	**7**
	White	993	266	1,165	613	343	**3,380**
	Other	19	2	16	8	5	**50**
	Not Reported	46	18	20	12	12	**108**
	Total	**1,610**	**418**	**1,641**	**934**	**458**	**5,061**
Grand Total		**3,136**	**912**	**2,742**	**1,083**	**820**	**8,693**

All JSU Students by Gender (Fall 2013)

Male: 3,632
Female: 5,061

All JSU Students by Full-Time/Part-Time Status (Fall 2013)

Full-Time: 5,982
Part-Time: 2,711
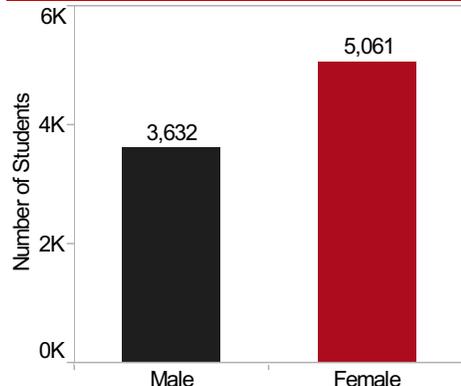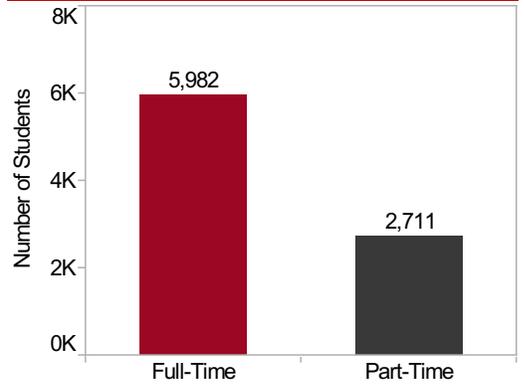
Enrollment by College and Classification (Fall 2013)

	Arts & Sciences		Business		Education & Prof. Studies		Nursing		Undecided		Grand Total
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	
Freshman	794	69	161	23	516	49	235	21	366	280	2,514
Sophomore	511	109	170	32	404	79	119	61	73	12	1,570
Junior	471	123	175	47	412	80	122	127	8	2	1,567
Senior	462	235	158	87	426	199	194	155	2	19	1,937
Graduate	70	259	8	51	118	459	6	43		58	1,072
Doctoral	1	32									33
Grand Total	2,309	827	672	240	1,876	866	676	407	449	371	8,693

Enrollment by Ethnicity and Year

Ethnic Group	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
American Indian/Alaskan Native	64	57	58	62	64	55	49	48	59	60	49	44	48
Asian/Pacific Islander	109	187	92	90	85	118	114	112	111	91	76	78	91
Black, Non-Hispanic	1,728	1,858	1,895	1,948	2,047	2,083	2,302	2,536	2,674	2,710	2,687	2,512	2,244
Hispanic	66	77	95	84	98	97	93	108	127	155	130	136	123
Native Hawaiian or Other Pacific Islander										5	11	7	7
Not Reported	210	253	225	275	335	400	630	393	299	265	279	242	263
Other	0	0	111	90	69	67	64	98	88	102	69	83	81
White, Non-Hispanic	6,161	6,498	6,555	6,381	6,412	6,137	5,825	6,186	5,993	6,116	6,189	6,059	5,836
Grand Total	8,338	8,930	9,031	8,930	9,110	8,957	9,077	9,481	9,351	9,504	9,490	9,161	8,693

Enrollment by Ethnicity and Level (Fall 2013)

	Undergraduate		Graduate		Doctoral		Grand Total	
	Students	Percentage	Students	Percentage	Students	Percentage	Students	Percentage
Am. Ind. or Alask. Ntv	42	0.55%	6	0.56%			48	0.55%
Asian or Asian Am	69	0.91%	21	1.96%	1	3.03%	91	1.05%
Black/African Am	1,973	26.00%	269	25.09%	2	6.06%	2,244	25.81%
Hispanic/Latino	115	1.52%	8	0.75%			123	1.41%
Ntv Hawaiian/Pcfc Isl.	5	0.07%	2	0.19%			7	0.08%
White	5,074	66.87%	733	68.38%	29	87.88%	5,836	67.13%
Not Reported	232	3.06%	30	2.80%	1	3.03%	263	3.03%
Other	78	1.03%	3	0.28%			81	0.93%
Grand Total	7,588	100.00%	1,072	100.00%	33	100.00%	8,693	100.00%

Enrollment by Classification (Fall 2013)

	Students	Percentage
Lower Division	4,084	46.98%
Upper Division	3,504	40.31%
Graduate	1,072	12.33%
Doctoral	33	0.38%
Grand Total	8,693	100.00%

Enrollment by Gender (Fall 2013)

	Students	Percentage
Male	3,632	41.78%
Female	5,061	58.22%
Grand Total	8,693	100.00%

Distribution by Age of Students Fall 2013

Age Distribution by Full-Time/Part-Time Status and Year

Status	Age Group	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Full-Time	Under 18	2	27	7	9	7	42	34	43	32	39	63
	18-19	1,468	1,669	1,540	1,625	42	2,110	2,053	2,080	2,217	2,214	2,036
	20-21	1,830	1,711	1,794	1,733	2,020	1,761	1,837	1,828	1,743	1,707	1,803
	22-24	1,436	1,375	1,511	1,458	1,667	1,275	1,259	1,298	1,301	1,242	1,141
	25-29	745	654	659	638	1,257	573	522	604	544	490	425
	30-34	353	353	328	297	542	249	251	254	251	208	192
	35-39	171	171	161	182	251	143	126	131	144	160	147
	40-49	191	183	178	158	146	110	121	129	151	154	142
	50-64	59	59	59	52	126	42	46	49	39	42	30
	65 + over	0	0	0	2	52	2	2	2	1	1	3
	Unknown	0	0	0	0	1	0	0	0	0	0	0
	Total	**6,255**	**6,202**	**6,237**	**6,154**	**6,111**	**6,307**	**6,251**	**6,418**	**6,423**	**6,257**	**5,982**
Part-Time	Under 18	85	151	171	199	100	283	258	251	257	187	197
	18-19	75	59	75	113	140	100	98	79	102	105	98
	20-21	141	164	110	139	85	205	232	232	231	225	222
	22-24	483	458	455	454	191	544	523	506	553	533	529
	25-29	640	603	653	582	493	670	688	674	639	574	550
	30-34	453	473	449	399	617	451	405	410	377	401	366
	35-39	310	290	352	309	440	331	318	334	332	303	263
	40-49	437	377	425	433	334	399	390	417	400	409	346
	50-64	148	150	178	172	394	182	182	178	167	159	132
	65 + over	4	3	5	3	166	5	6	5	9	8	8
	Unknown	0	0	0	0	6	4	0	0	0	0	0
	Total	**2,776**	**2,728**	**2,873**	**2,803**	**2,966**	**3,174**	**3,100**	**3,086**	**3,067**	**2,904**	**2,711**
Grand Total		**9,031**	**8,930**	**9,110**	**8,957**	**9,077**	**9,481**	**9,351**	**9,504**	**9,490**	**9,161**	**8,693**

Average Age by Level and Year

Year	Undergraduate	Graduate	Overall
2001	23.2	32.6	24.9
2002	23.4	32.7	25.1
2003	23.8	33.2	25.7
2004	23.7	33.1	25.5
2005	23.8	33.6	25.8
2006	23.7	33.8	25.6
2007	23.3	33.6	25.1
2008	23.3	33.2	24.9
2009	23.3	33.1	24.9
2010	23.5	33.2	24.9
2011	23.5	33.1	24.7
2012	23.5	33.6	24.8
2013	23.2	33.5	24.5

Student Origin by Alabama Counties Fall 2002 through 2013

Enrollment by Alabama County & Year												
County	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Autauga	4	7	7	9	7	6	9	11	16	20	20	23
Baldwin	26	26	16	20	20	33	26	15	18	18	22	27
Barbour	8	11	11	11	11	9	11	10	16	13	11	10
Bibb	2	0	4	3	3	2	2	5	5	4	2	3
Blount	128	117	80	115	83	70	74	69	100	100	108	122
Bullock	1	0	0	2	1	4	1	1	3	1	0	1
Butler	5	6	4	4	6	6	5	4	7	9	4	5
Calhoun	2,477	2,627	2,635	2,458	3,192	3,042	2,938	2,850	2,798	2,711	2,538	2,058
Chambers	18	27	22	29	24	31	40	46	33	34	31	32
Cherokee	234	235	193	217	234	186	182	199	191	176	185	183
Chilton	14	12	16	21	23	16	17	15	24	23	15	18
Choctaw	10	4	1	1	2	1	2	4	2	5	3	3
Clarke	2	4	2	1	2	2	2	0	2	5	2	7
Clay	87	97	95	84	69	77	80	83	80	77	67	53
Cleburne	173	160	154	167	148	144	156	167	153	166	159	124
Coffee	8	7	4	8	6	8	8	7	11	8	10	9
Colbert	8	10	9	9	10	12	13	11	9	13	6	9
Conecuh	1	1	2	0	0	1	4	3	3	12	9	5
Coosa	12	18	15	18	8	12	9	14	11	10	9	4
Covington	5	6	1	3	5	6	4	4	4	2	2	3
Crenshaw	2	2	1	1	0	2	1	0	1	1	1	1
Cullman	31	35	36	46	40	46	48	41	48	61	45	41
Dale	9	9	8	7	7	9	10	10	6	8	11	6
Dallas	11	12	11	13	12	13	12	10	14	16	17	7
DeKalb	320	364	335	335	223	216	199	205	219	241	225	215
Elmore	14	22	21	24	22	19	14	13	13	19	23	27
Escambia	4	4	4	8	11	6	8	8	5	5	7	3
Etowah	1,066	1,039	1,048	1,021	907	846	853	866	893	893	851	750
Fayette	2	2	1	0	2	1	1	1	2	4	2	4
Franklin	6	5	4	6	6	7	6	5	4	2	0	0
Geneva	5	5	4	3	3	2	3	2	1	4	4	8
Greene	8	6	5	8	4	9	4	3	5	5	3	2
Hale	5	7	10	7	5	6	4	3	7	5	7	6
Henry	0	1	1	2	2	7	5	3	4	6	3	1
Houston	19	18	17	17	10	12	17	27	27	22	22	25
Jackson	103	122	102	106	71	56	52	62	56	48	43	63
Jefferson	518	513	527	560	518	639	704	782	819	814	775	577
Lamar	2	2	1	0	0	0	0	0	1	1	4	2
Lauderdale	15	14	16	19	14	18	16	20	23	29	18	18
Lawrence	8	10	12	13	8	7	7	8	8	8	10	7
Lee	51	47	49	60	44	51	75	64	81	71	72	65
Limestone	15	26	18	26	23	19	20	19	22	30	31	31
Lowndes	1	1	0	1	1	1	2	1	1	1	1	1
Macon	9	7	5	9	4	9	9	9	9	6	5	3
Madison	144	143	156	169	133	141	127	132	159	176	211	217
Marengo	3	5	5	4	1	1	3	3	7	8	4	14
Marion	6	7	7	7	8	7	3	1	4	5	6	5
Marshall	348	321	311	260	207	215	211	208	266	282	282	247
Mobile	38	44	41	41	42	45	40	41	39	46	33	33

Enrollment by Alabama County & Year

County	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Monroe	8	4	3	2	3	5	4	1	3	2	2	0
Montgomery	37	45	48	48	22	39	47	40	47	48	42	37
Morgan	40	56	35	41	39	36	40	35	52	44	45	45
Perry	0	0	1	1	1	2	6	2	1	3	8	9
Pickens	5	11	7	11	11	14	14	18	17	11	12	8
Pike	2	1	2	2	5	3	4	5	4	7	7	4
Randolph	86	109	89	123	108	91	75	82	88	93	77	66
Russell	11	11	13	17	10	10	7	7	15	18	9	10
Shelby	67	89	94	118	93	106	106	98	267	124	136	132
St. Clair	208	231	222	236	243	227	249	256	115	282	246	218
Sumter	1	2	1	5	4	4	9	9	8	4	3	3
Talladega	439	409	375	392	360	380	396	432	437	442	427	358
Tallapoosa	50	45	45	49	27	20	28	42	37	40	28	25
Tuscaloosa	49	39	31	33	25	29	24	31	51	50	45	28
Walker	16	17	14	11	9	16	14	22	19	34	24	20
Washington	3	5	1	1	0	0	1	2	2	0	1	1
Wilcox	2	2	2	6	3	2	3	5	3	3	2	3
Winston	5	3	3	6	4	5	6	6	9	7	3	5
Unknown	222	2	325	297	58	94	352	169	180	183	333	913
Out-of-State	1,481	1,558	1,363	1,529	1,517	1,669	1,812	1,790	1,701	1,650	1,576	1,526
International	212	224	229	229	233	247	247	234	218	221	216	204
Grand Total	**8,930**	**9,031**	**8,930**	**9,110**	**8,957**	**9,077**	**9,481**	**9,351**	**9,504**	**9,490**	**9,161**	**8,693**

New graduates look at their diplomas after receiving them during their graduation ceremony.

Fall 2013 Enrollment by Alabama County

Lauderdale
18

Colbert
9

Limestone
31

Madison
217

Jackson
63

Lawrence
7

Morgan
45

Dekalb
215

Franklin
0

Marshall
247

Cherokee
183

Marion
5

Winston
5

Cullman
41

Blount
122

Etowah
750

Lamar
2

Fayette
4

Walker
20

Saint Clair
218

Calhoun
2058

Cleburne
124

Jefferson
579

Talladega
358

Clay
53

Randolph
66

Pickens
8

Tuscaloosa
28

Shelby
132

Bibb
3

Coosa
4

Chambers
32

Greene
2

Hale
6

Chilton
18

Tallapoosa
25

Sumter
3

Perry
9

Elmore
27

Lee
65

Dallas
7

Autauga
23

Macon
3

Russell
10

Marengo
14

Lowndes
1

Montgomery
37

Choctaw
3

Wilcox
3

Bullock
1

Pike
4

Barbour
10

Clarke
7

Monroe
0

Butler
5

Crenshaw
1

Henry
1

Washington
1

Conecuh
5

Coffee
9

Dale
6

Covington
3

Houston
25

Escambia
3

Geneva
8

Mobile
33

Baldwin
27

Legend

- 0 - 50
- 50 - 100
- 100 - 150
- 150 - 500
- 500 - 1000
- 1000 - 4000

Fall 2013 Enrollment by Georgia County

Legend
- 0 - 1
- 1 - 2
- 2 - 5
- 5 - 12
- 12 - 56
- 56 - 200

JSU

Enrollment by State & Year

State	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Alabama	7,338	7,352	7,207	7,158	7,250	7,335	7,582	7,619	7,292	6,867
Alaska	1	2	1	1	4	6	3	4	3	2
Arizona	2	3	6	3	5	3	2	1	3	4
Arkansas	2	1	6	4	3	3	1	4	2	3
California	21	24	22	21	27	26	23	22	21	17
Colorado	5	9	7	8	10	12	8	6	6	8
Connecticut	6	6	4	6	7	8	3	4	3	4
Delaware	2	1	1	1	2	0	1	4	2	1
District of Columbia	1	1	1	4	2	1	0	0	1	0
Florida	49	60	60	64	79	75	80	84	80	74
Georgia	1,017	1,127	1,105	1,226	1,323	1,275	1,212	1,174	1,141	1,126
Hawaii	0	1	1	2	2	0	0	0	0	0
Idaho	2	2	2	3	2	0	0	2	1	1
Illinois	22	21	27	18	21	28	24	18	20	21
Indiana	4	8	12	9	6	8	12	9	7	3
Iowa	2	2	2	3	3	3	1	2	1	1
Kansas	7	4	5	6	6	5	3	3	0	4
Kentucky	5	5	5	6	5	5	8	9	15	14
Louisiana	6	6	2	8	19	21	17	12	14	6
Maine	0	0	0	1	0	1	1	0	1	1
Maryland	9	7	13	18	13	11	11	14	14	15
Massachusetts	8	6	6	7	7	5	8	6	6	0
Michigan	5	10	8	6	9	8	11	10	10	4
Minnesota	5	5	2	2	4	3	5	2	3	3
Mississippi	14	15	18	24	26	21	29	30	26	27
Missouri	7	7	6	9	9	12	8	10	11	8
Montana	4	4	3	2	1	2	1	2	0	0
Nebraska	0	0	0	2	2	2	4	3	1	2
Nevada	2	2	4	5	7	6	8	8	7	4
New Hampshire	1	1	1	0	3	1	0	1	0	0
New Jersey	5	5	3	9	4	5	5	7	6	4
New Mexico	1	6	5	4	2	1	1	2	1	0
New York	13	16	19	14	18	14	11	13	9	11
North Carolina	13	18	16	17	19	17	22	15	12	20
North Dakota	0	0	0	1	1	1	1	0	1	1
Ohio	13	14	18	19	18	17	16	16	15	10
Oklahoma	2	3	4	4	1	2	3	0	1	1
Oregon	3	2	2	2	3	4	3	2	1	1
Pennsylvania	9	10	12	9	6	8	8	7	5	6
Rhode Island	2	1	1	1	1	0	2	1	1	2
South Carolina	8	8	9	9	13	14	13	11	15	19
South Dakota	3	1	0	1	1	0	0	1	1	1
Tennessee	26	31	20	21	30	33	29	37	34	31
Texas	25	28	25	30	37	50	43	39	32	31
Utah	0	3	1	2	3	3	5	4	1	0
Vermont	0	0	0	1	0	0	0	1	2	1
Virginia	10	17	26	27	30	35	29	19	23	20
Washington	12	15	8	8	4	8	13	12	9	6
West Virginia	1	2	2	3	5	3	2	1	1	1
Wisconsin	8	8	7	7	8	2	3	2	4	5

Enrollment by State & Year

State	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Wyoming	0	1	1	2	1	0	0	0	1	0
Unknown	0	0	8	12	172	14	11	16	79	98
International	229	229	233	247	247	234	218	221	216	204
Grand Total	**8,930**	**9,110**	**8,957**	**9,077**	**9,481**	**9,351**	**9,504**	**9,490**	**9,161**	**8,693**

Students exit Merrill Hall, home of JSU's College of Commerce and Business Administration.

Fall 2013 Enrollment in Southeastern U.S. Region

Legend: Students Per Zip Code

- ☐ 0 - 1
- ☐ 1 - 24
- ■ 24 - 2000
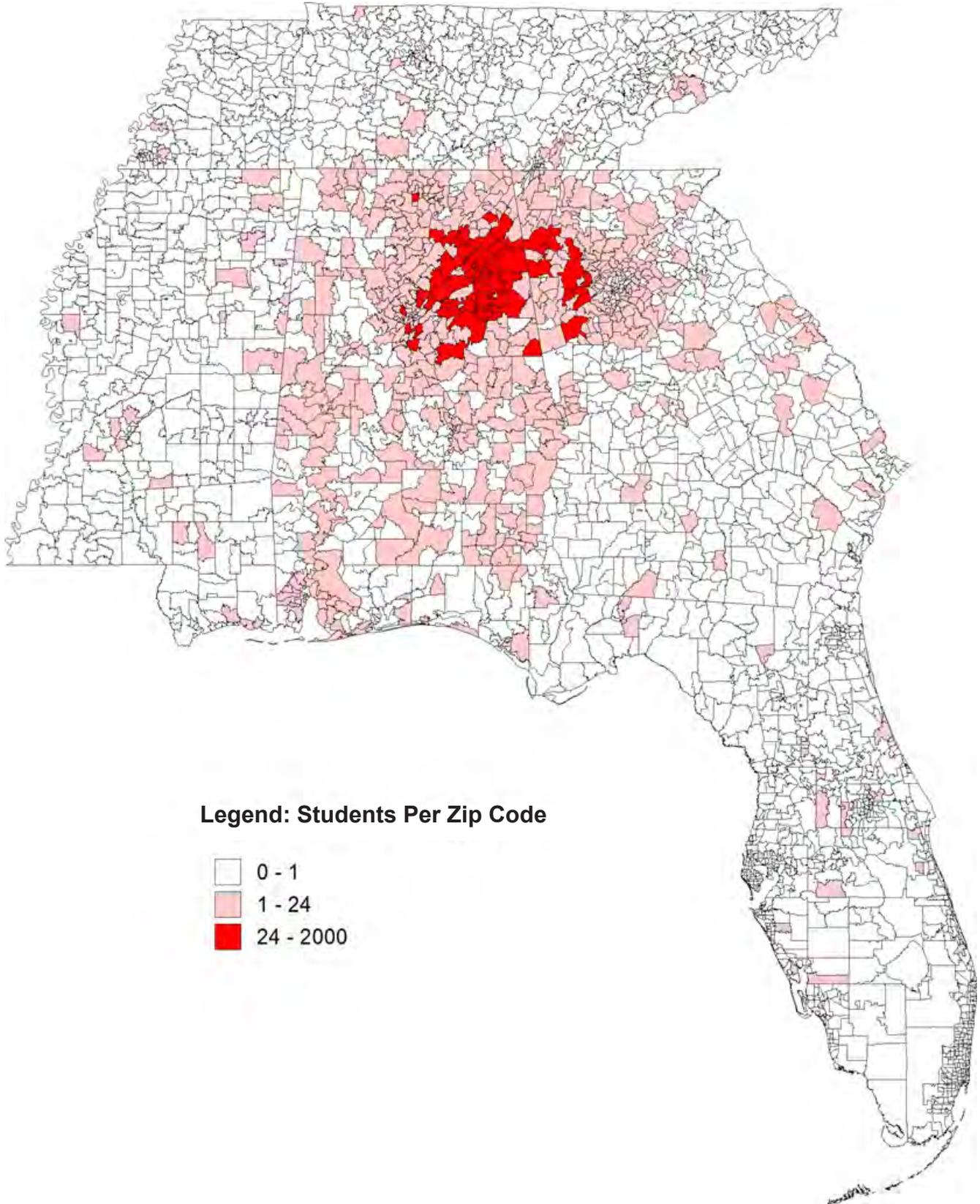
Fall 2013 Enrollment in the United States
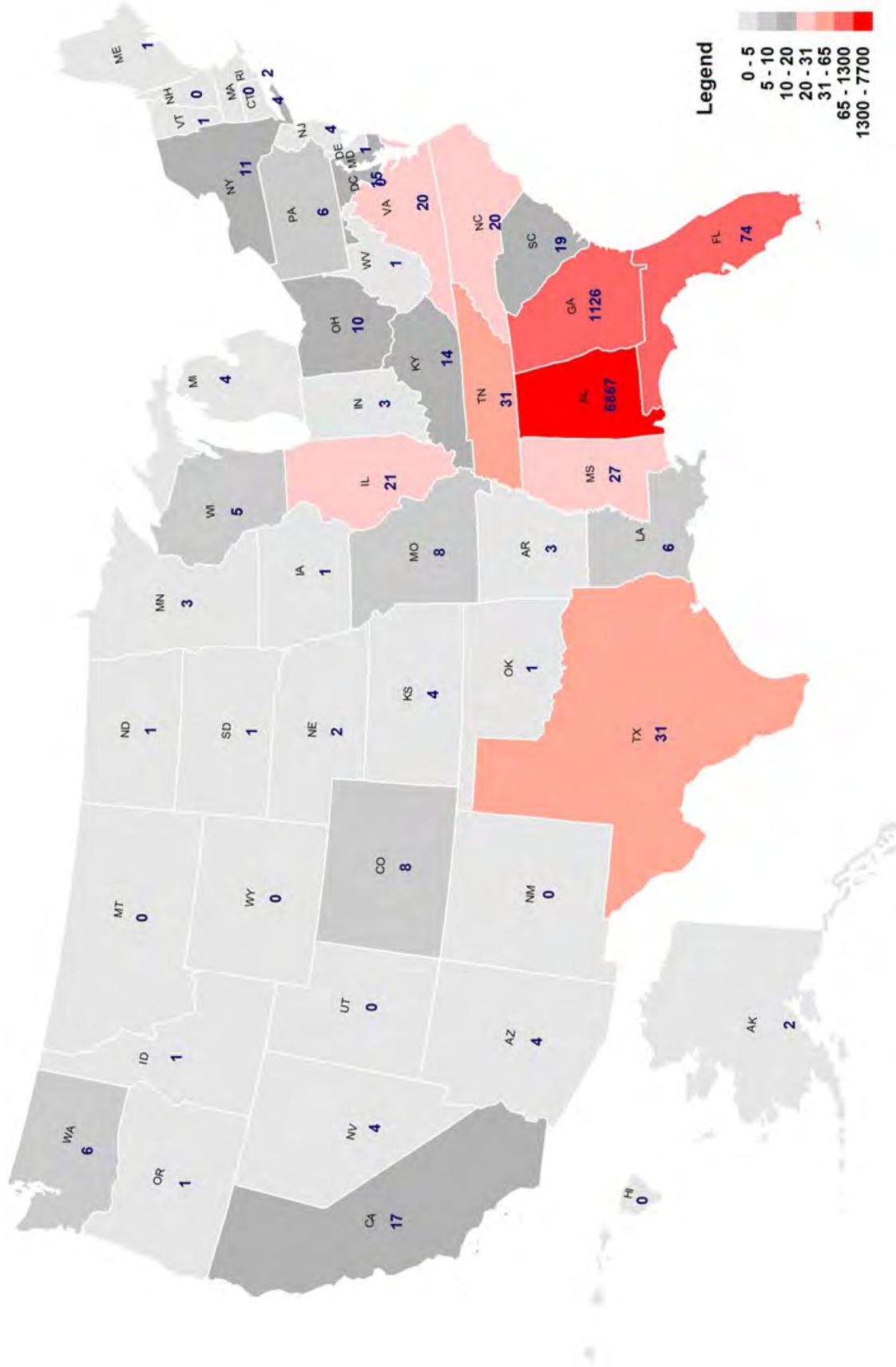
Legend

- 0 - 5
- 5 - 10
- 10 - 20
- 20 - 31
- 31 - 65
- 65 - 1300
- 1300 - 7700

ME 1
NH 0
VT 1
MA 0
RI 2
CT 4
NJ 4
DE 1
MD 1
DC 65
NY 11
PA 6
VA 20
WV 1
NC 20
SC 19
OH 10
KY 14
GA 1126
FL 74
MI 4
IN 3
TN 31
AL 6667
IL 21
MS 27
WI 5
LA 6
MO 8
AR 3
IA 1
MN 3
OK 1
TX 31
KS 4
ND 1
SD 1
NE 2
CO 8
NM 0
MT 0
WY 0
AK 2
UT 0
AZ 4
ID 1
WA 6
NV 4
OR 1
HI 0
CA 17

Undergraduate Enrollment by Gender, Full-Time/Part-Time Status and Year

Year	Full-Time		Part-Time		Grand Total
	Male	Female	Male	Female	
1986	2,231	2,539	690	758	6,218
1987	2,216	2,620	645	664	6,145
1988	2,467	2,894	616	702	6,679
1989	2,701	3,122	676	773	7,272
1990	2,780	3,208	702	731	7,421
1991	2,796	3,186	630	634	7,246
1992	2,665	3,132	660	649	7,106
1993	2,390	2,770	769	706	6,635
1994	2,360	2,845	678	675	6,558
1995	2,325	2,872	704	665	6,566
1996	2,334	2,954	620	640	6,548
1997	2,260	2,896	661	660	6,477
1998	2,272	2,897	695	694	6,558
1999	2,387	2,994	578	801	6,760
2000	2,301	2,927	650	770	6,648
2001	2,319	3,142	637	911	7,009
2002	2,506	3,265	582	970	7,323
2003	2,463	3,308	590	928	7,289
2004	2,397	3,303	582	856	7,138
2005	2,537	3,276	595	877	7,285
2006	2,507	3,282	610	912	7,311
2007	2,498	3,321	633	1,033	7,485
2008	2,665	3,334	726	1,193	7,918
2009	2,578	3,379	747	1,180	7,884
2010	2,707	3,433	774	1,186	8,100
2011	2,648	3,528	769	1,254	8,199
2012	2,594	3,450	725	1,222	7,991
2013	2,522	3,257	685	1,124	7,588

Undergraduate Enrollment by College and Ethnicity (Fall 2013)

	Arts & Sciences		Business		Education & Prof. Studies		Nursing		Undecided		Grand Total
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	
Am. Ind. or Alask. Ntv	15	1	5		8	4	4	2	3		42
Asian or Asian Am	24	6	8	2	3	4	6	4	6	6	69
Black/African Am	613	140	175	52	460	117	178	102	90	46	1,973
Hispanic/Latino	44	11	14	4	17	4	8	2	6	5	115
Ntv Hawaiian/Pcfc Isl.	2		1			1				1	5
White	1,387	363	423	124	1,228	269	461	244	329	246	5,074
Not Reported	125	14	30	7	19	7	5	9	8	8	232
Other	28	1	8		23	1	8	1	7	1	78
Grand Total	2,238	536	664	189	1,758	407	670	364	449	313	7,588

Graduate Enrollment by Gender, Full-Time/Part-Time Status and Year

Year	Full-Time		Part-Time		Grand Total
	Male	Female	Male	Female	
1986	72	51	244	397	**764**
1987	84	55	279	424	**842**
1988	83	82	259	408	**832**
1989	86	101	298	503	**988**
1990	101	77	338	511	**1,027**
1991	109	105	297	483	**994**
1992	96	116	245	459	**916**
1993	106	112	250	403	**871**
1994	102	134	261	498	**995**
1995	150	181	293	507	**1,131**
1996	136	180	334	490	**1,140**
1997	138	198	315	491	**1,142**
1998	120	206	306	548	**1,180**
1999	123	236	331	598	**1,288**
2000	98	227	350	679	**1,354**
2001	122	240	316	791	**1,469**
2002	154	288	383	782	**1,607**
2003	172	312	412	846	**1,742**
2004	184	318	406	884	**1,792**
2005	134	290	483	918	**1,825**
2006	108	257	453	828	**1,646**
2007	83	209	463	837	**1,592**
2008	98	210	489	766	**1,563**
2009	102	192	412	761	**1,467**
2010	106	172	410	716	**1,404**
2011	83	164	386	658	**1,291**
2012	62	151	367	590	**1,170**
2013	80	123	345	557	**1,105**

Graduate Enrollment by College and Ethnicity (Fall 2013)

	Arts & Sciences		Business		Education & Prof. Studies		Nursing		Undecided	Grand Total
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Part-Time	
Am. Ind. or Alask. Ntv		1			1	2			2	**6**
Asian or Asian Am	4	8		5		3		2		**22**
Black/African Am	23	62	3	5	29	121	3	18	7	**271**
Hispanic/Latino	1	2		2	2	1				**8**
Ntv Hawaiian/Pcfc Isl.		2								**2**
White	43	200	4	34	84	325	3	22	47	**762**
Not Reported		16		5	2	5		1	2	**31**
Other			1			2				**3**
Grand Total	**71**	**291**	**8**	**51**	**118**	**459**	**6**	**43**	**58**	**1,105**

JSU
Undergraduate Students Fall 2013

Undergraduate Students by Major (Fall 2013)

Accounting	84
Applied Electronic Engineering	23
Applied Manufact. Engineering	36
Art	162
Biology	467
Business Marketing Education	63
Chemistry	61
Collaborative Ed Elementary	130
Collaborative Ed Secondary	30
Communication	264
Computer Information Systems	91
Computer Integrated Mfg Sys	1
Computer Science	137
Criminal Justice	462
Drama	51
Early Childhood Education	268
Economics	12
Electronics Technology	17
Elementary Education	71
Emergency Management	184
English	142
English Language Arts	1
Exercise Science/Wellness	336
Family and Consumer Scienc..	205
Finance	29
Foreign Language	9
General Science	2
Geography	27
Health Education	1
History	180
Industrial Leadership	9
Liberal Studies	91
Management	101
Manufacturing Systems Tech	11
Marketing	36
Mathematics	102
Music	239
Nursing	546
Occupation Safety & Hlth Tech	48
Physical Education	95
Political Science	93
Pre-Business	591
Pre-Engineering	79
Pre-Nursing	488
Psychology	227
Recreation Leadership	39
Social Science	1
Social Work	240
Sociology	34
Spanish	10
Technology	23
Not Applicable	371
Transient	32
Undecided	536
Grand Total	**7,588**

Undergraduate Students by Gender, Age and College (Fall 2013)

		Arts & Sciences	Business	Education & Prof. Studies	Nursing	Undecided	Grand Total
Male	Under 18	13	1	3	1	82	**100**
	18 - 19	360	92	265	40	188	**945**
	20 - 21	361	143	266	24	46	**840**
	22 - 24	316	140	230	25	14	**725**
	25 - 29	143	41	80	15	10	**289**
	30 - 34	57	20	23	16	2	**118**
	35 - 39	36	17	19	7	5	**84**
	40 - 49	36	4	15	15	2	**72**
	50 - 64	19	3	3	2	2	**29**
	65 +	1	1			3	**5**
	Total	**1,342**	**462**	**904**	**145**	**354**	**3,207**
Female	Under 18	13	1	7	8	131	**160**
	18 - 19	379	71	299	233	207	**1,189**
	20 - 21	413	124	428	198	18	**1,181**
	22 - 24	298	72	289	105	15	**779**
	25 - 29	116	48	91	105	15	**375**
	30 - 34	67	28	46	76	11	**228**
	35 - 39	47	21	40	62	7	**177**
	40 - 49	74	22	48	77	3	**224**
	50 - 64	25	4	13	25		**67**
	65 +					1	**1**
	Total	**1,432**	**391**	**1,261**	**889**	**408**	**4,381**
Grand Total		**2,774**	**853**	**2,165**	**1,034**	**762**	**7,588**

Undergraduate Students by Gender, Ethnicity and College (Fall 2013)

		Arts & Sciences	Business	Education & Prof. Studies	Nursing	Undecided	Grand Total
Male	Am. Ind. or Alask. Ntv	9	3	6		1	**19**
	Asian or Asian Am	11	5	5	3	4	**28**
	Black/African Am	320	119	267	21	64	**791**
	Hispanic/Latino	29	13	8	3	3	**56**
	White	864	292	599	114	274	**2,143**
	Not Reported	99	23	9	3	5	**139**
	Other	10	7	10	1	3	**31**
	Total	**1,342**	**462**	**904**	**145**	**354**	**3,207**
Female	Am. Ind. or Alask. Ntv	7	2	6	6	2	**23**
	Asian or Asian Am	19	5	2	7	8	**41**
	Black/African Am	433	108	310	259	72	**1,182**
	Hispanic/Latino	26	5	13	7	8	**59**
	Ntv Hawaiian/Pcfc Isl.	2	1	1		1	**5**
	White	886	255	898	591	301	**2,931**
	Not Reported	40	14	17	11	11	**93**
	Other	19	1	14	8	5	**47**
	Total	**1,432**	**391**	**1,261**	**889**	**408**	**4,381**
Grand Total		**2,774**	**853**	**2,165**	**1,034**	**762**	**7,588**

Undergraduate Students by Gender (Fall 2013)

Male: 3,207; Female: 4,381

Undergraduate Students by Full-Time/Part-Time Status (Fall 2013)

Full-Time: 5,779; Part-Time: 1,809
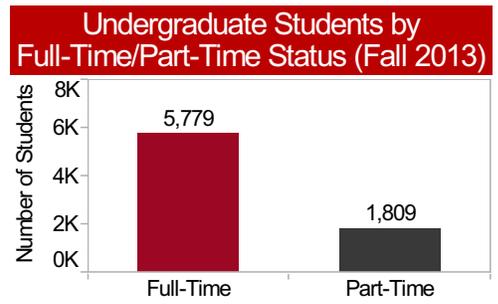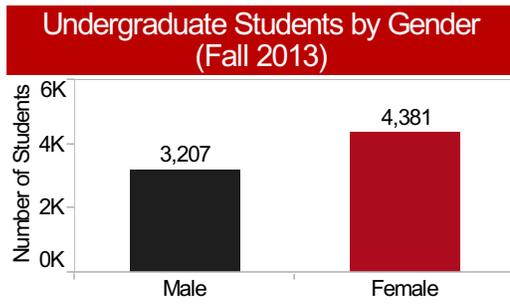
JSU
Graduate Students Fall 2013

Graduate Students by Major (Fall 2013)

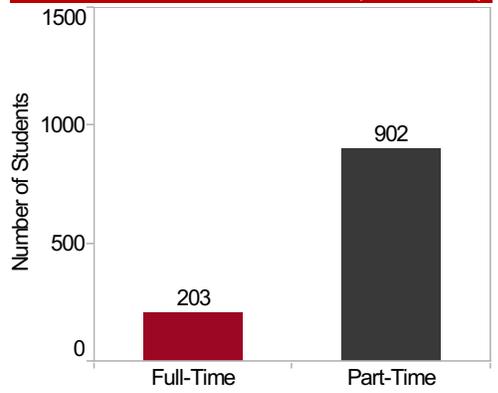| Major	
Biology	37
Business Administration	59
Collaborative Ed Elementary	30
Collaborative Ed Secondary	35
Community Health Nursing	47
Counselor Education	79
Criminal Justice	31
Early Childhood Education	24
Education	70
Educational Leadership	2
Elementary Education	54
Emergency Management	111
English	19
English Language Arts	20
Family and Consumer Sciences	6
General Science	8
Geographic Information Systems	3
History	26
Instructional Leadership	78
Liberal Studies	38
Library Media	17
Manufacturing Systems Tech	16
Mathematics	14
Music	14
Nursing	1
Physical Education	66
Psychology	16
Public Administration	50
Reading Specialist	3
Social Science	14
Sport Management	26
Systems & Software	23
Nursing Education	1
Visual Comm Graphic Design	9
Not Applicable	58
Grand Total	**1,105**

Graduate Students by Gender, Age and College (Fall 2013)

		Arts & Sciences	Business	Education & Prof. Studies	Nursing	Undecided	Grand Total
Male	22 - 24	29	6	18	1		**54**
	25 - 29	55	11	53	1	2	**122**
	30 - 34	26	4	60		1	**91**
	35 - 39	21	3	31		2	**57**
	40 - 49	35	5	25	2	2	**69**
	50 - 64	15	3	10		1	**29**
	65 +	3					**3**
	Total	**184**	**32**	**197**	**4**	**8**	**425**
Female	20 - 21	3		1			**4**
	22 - 24	44	9	56	1	2	**112**
	25 - 29	52	10	113	7	7	**189**
	30 - 34	25	3	78	5	10	**121**
	35 - 39	21	2	53	10	6	**92**
	40 - 49	26	3	61	18	15	**123**
	50 - 64	7		17	4	9	**37**
	65 +			1		1	**2**
	Total	**178**	**27**	**380**	**45**	**50**	**680**
Grand Total		**362**	**59**	**577**	**49**	**58**	**1,105**

Graduate Students by Gender, Ethnicity and College (Fall 2013)

		Arts & Sciences	Business	Education & Prof. Studies	Nursing	Undecided	Grand Total
Male	Am. Ind. or Alask. Ntv			2			**2**
	Asian or Asian Am	5	1	1	1		**8**
	Black/African Am	30	3	48		2	**83**
	Hispanic/Latino	3					**3**
	White	136	27	142	3	5	**313**
	Not Reported	10	1	4		1	**16**
	Total	**184**	**32**	**197**	**4**	**8**	**425**
Female	Am. Ind. or Alask. Ntv	1		1		2	**4**
	Asian or Asian Am	7	4	2	1		**14**
	Black/African Am	55	5	102	21	5	**188**
	Hispanic/Latino		2	3			**5**
	Ntv Hawaiian/Pcfc Isl.	2					**2**
	White	107	11	267	22	42	**449**
	Not Reported	6	4	3	1	1	**15**
	Other		1	2			**3**
	Total	**178**	**27**	**380**	**45**	**50**	**680**
Grand Total		**362**	**59**	**577**	**49**	**58**	**1,105**

Graduate Students by Gender (Fall 2013)

Male: 425
Female: 680

Graduate Students by Full-Time/Part-Time Status (Fall 2013)
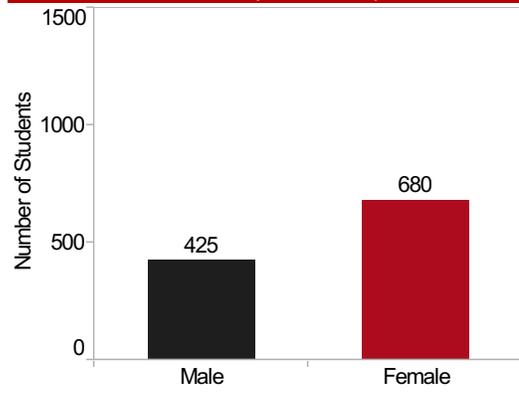
Full-Time: 203
Part-Time: 902

JSU
Distance Education Students Fall 2013

All Distance Education Students by Major (Fall 2013)

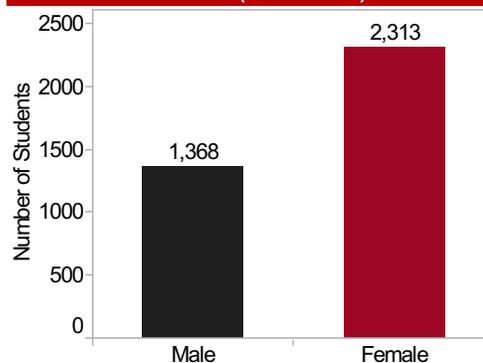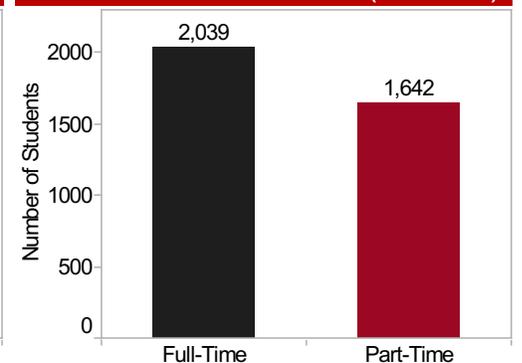| Major	Count
Accounting	53
Applied Electronic Engineering	5
Applied Manufacturing Engineer	11
Art	41
Biology	93
Business Administration	59
Business Marketing Education	12
Chemistry	13
Collaborative Ed Elementary	58
Collaborative Ed Secondary	46
Communication	50
Community Health Nursing	47
Computer Information Systems	33
Computer Science	35
Counselor Education	47
Criminal Justice	218
Drama	8
Early Childhood Education	107
Economics	8
Education	69
Educational Leadership	2
Electronics Technology	4
Elementary Education	74
Emergency Management	291
English	43
English Language Arts	18
Exercise Science/Wellness	154
Family and Consumer Sciences	153
Finance	19
Foreign Language	3
General Science	5
Geographic Information Systems	3
Geography	10
Health Education	1
History	51
Industrial Leadership	5
Instructional Leadership	75
Liberal Studies	83
Library Media	17
Management	75
Manufacturing Systems Tech	18
Marketing	11
Mathematics	29
Music	52
Nursing	301
Nursing Education	1
Occupation Safety & Hlth Tech	17
Physical Education	105
Political Science	26
Pre-Business	229
Pre-Engineering	13
Pre-Nursing	220
Psychology	93
Public Administration	40
Reading Specialist	3
Recreation Leadership	32
Social Science	12
Social Work	116
Sociology	21
Spanish	2
Sport Management	26
Systems & Software	22
Technology	12
Not Applicable	58
Transient	11
Undecided	112
Grand Total	**3,681**

All Distance Education Students by Gender, Age and College (Fall 2013)

		Arts & Sciences	Business	Education & Prof. Studies	Nursing	Undecided	Grand Total
Male	Under 18	3				1	**4**
	18 - 19	49	14	36	13	29	**141**
	20 - 21	118	47	101	4	13	**283**
	22 - 24	126	83	102	8	3	**322**
	25 - 29	91	30	80	12	5	**218**
	30 - 34	48	20	67	15	2	**152**
	35 - 39	34	14	43	3	5	**99**
	40 - 49	52	8	29	11		**100**
	50 - 64	30	4	10	2	1	**47**
	65+	1				1	**2**
	Total	**552**	**220**	**468**	**68**	**60**	**1,368**
Female	Under 18	2				2	**4**
	18 - 19	48	11	59	63	31	**212**
	20 - 21	136	50	177	57	11	**431**
	22 - 24	148	58	155	47	10	**418**
	25 - 29	103	51	151	86	11	**402**
	30 - 34	64	25	100	68	16	**273**
	35 - 39	52	17	66	62	7	**204**
	40 - 49	77	20	81	89	13	**280**
	50 - 64	25	2	24	29	8	**88**
	74			1			**1**
	Total	**655**	**234**	**814**	**501**	**109**	**2,313**
Grand Total		**1,207**	**454**	**1,282**	**569**	**169**	**3,681**

All Distance Education Students by Gender, Ethnicity and College (Fall 2013)

		Arts & Sciences	Business	Education & Prof. Studies	Nursing	Undecided	Grand Total
Male	Am. Ind./Alask. Ntv.	3	3	4			**10**
	Asian or Asian Am.	9	3	1	2	2	**17**
	Black/African Am.	123	40	134	10	18	**325**
	Hispanic/Latino	10	5	2	2		**19**
	White	392	156	313	51	37	**949**
	Not Reported	13	10	9	3	3	**38**
	Other	2	3	5			**10**
	Total	**552**	**220**	**468**	**68**	**60**	**1,368**
Fema..	Am. Ind./Alask. Ntv.	6	1	2	3	2	**14**
	Asian or Asian Am.	5	7	4	5		**21**
	Black/African Am.	200	55	232	162	18	**667**
	Hispanic/Latino	11	4	7	1	1	**24**
	Ntv. Hawaiian/Pcf. Isl.	1	1			1	**3**
	White	414	154	555	318	84	**1,525**
	Not Reported	17	10	9	10	3	**49**
	Other	1	2	5	2		**10**
	Total	**655**	**234**	**814**	**501**	**109**	**2,313**
Grand Total		**1,207**	**454**	**1,282**	**569**	**169**	**3,681**

All Distance Education Students by Gender (Fall 2013)

Male: 1,368
Female: 2,313

All Distance Education Students by Full-Time/Part-Time Status (Fall 2013)

Full-Time: 2,039
Part-Time: 1,642

All Distance Education Students by Classification (Fall 2013)

	Percentage	Students
Freshman	10.84%	399
Sophomore	18.09%	666
Junior	21.41%	788
Senior	25.05%	922
Graduate	23.72%	873
Doctoral	0.90%	33
Grand Total	**100.00%**	**3,681**

Online Students by Classification (Fall 2013)

	Percentage	Students
Freshman	10.86%	399
Sophomore	18.13%	666
Junior	21.45%	788
Senior	25.10%	922
Graduate	23.57%	866
Doctoral	0.90%	33
Grand Total	**100.00%**	**3,674**

Distance Learning Enrollment by Format and Year

Year	Online Format	DL Format
2003	1,351	
2004	1,610	
2005	1,733	2,441
2006	2,253	2,385
2007	2,776	2,889
2008	3,000	3,234
2009	3,278	3,334
2010	3,551	3,613
2011	3,689	3,717
2012	3,829	3,837
2013	3,674	3,681

Students walk to class on a beautiful fall day.

Fall 2013 Distance Education Enrollment

Legend
- 0 - 1
- 1 - 2
- 2 - 4
- 4 - 6
- 6 - 10
- 10 - 20
- 20 - 50
- 50 - 360
- 360 - 3500

ME 0
NH 0
VT 0
MA 0
RI 1
CT 0
NJ 4
NY 8
PA 6
DE 1
MD 1
DC
VA 7
WV 1
NC 15
SC 16
GA 12
FL 413
MI 2
OH 8
IN 2
KY 9
TN 18
AL 2965
MS 22
WI 3
IL 9
MO 7
AR 3
LA 5
IA 1
MN 2
KS 2
OK 1
TX 23
ND 1
SD 1
NE 2
CO 6
NM 0
MT 0
WY 0
AZ 3
AK 2
ID 1
UT 0
NV 3
WA 5
OR 0
CA 15
HI 0

46
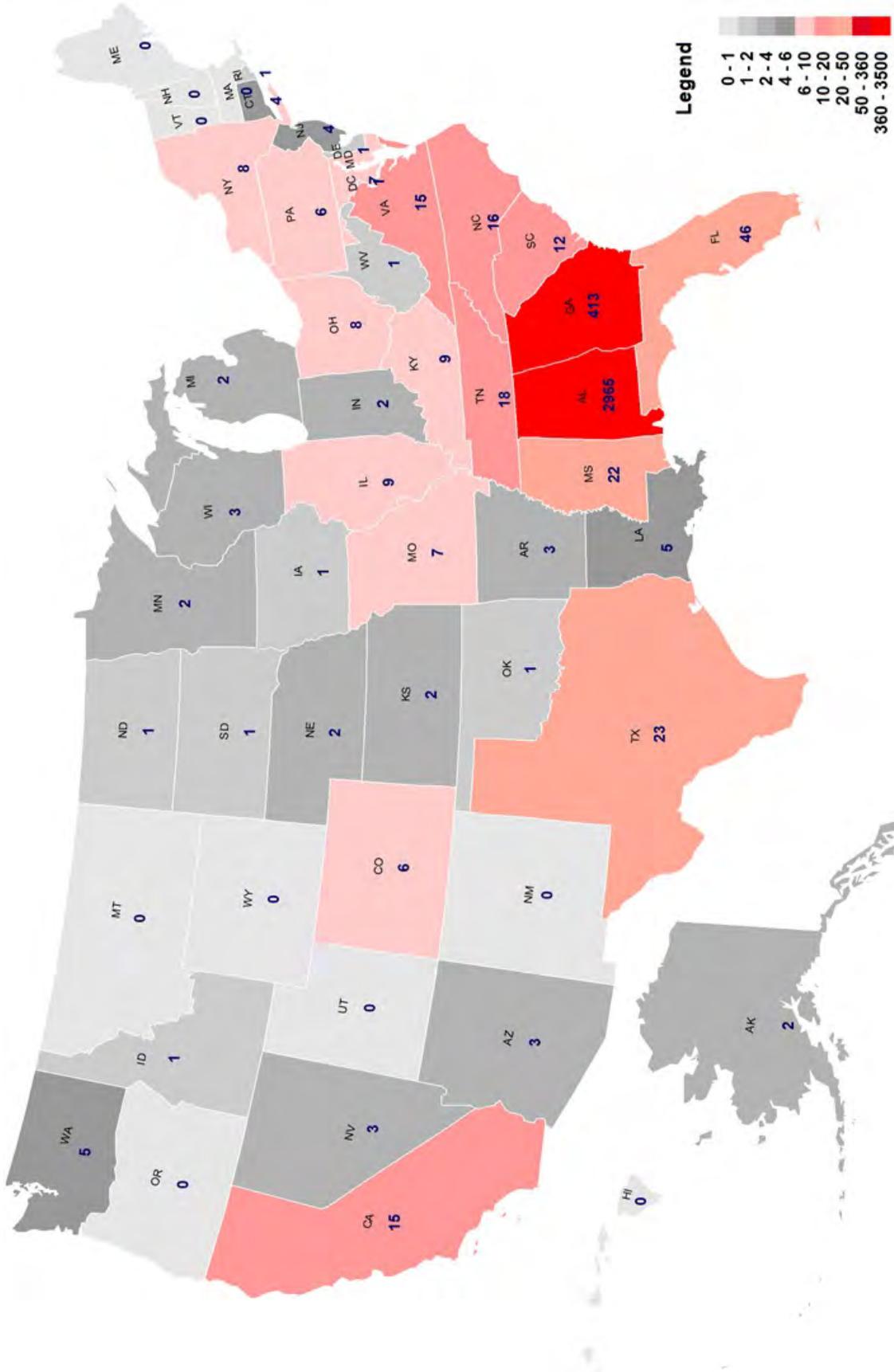
Online Distance Education Students Fall 2013

Online Students by Major (Fall 2013)

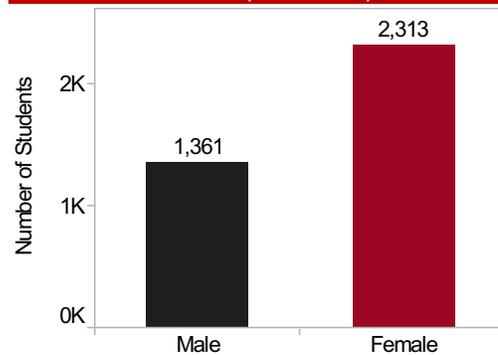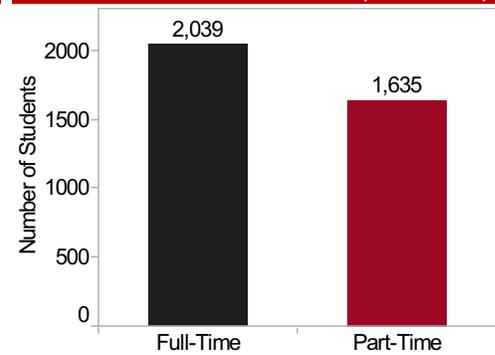| Major	Count
Accounting	53
Applied Electronic Engineering	5
Applied Manufacturing Engineer	11
Art	41
Biology	93
Business Administration	59
Business Marketing Education	12
Chemistry	13
Collaborative Ed Elementary	58
Collaborative Ed Secondary	46
Communication	50
Community Health Nursing	47
Computer Information Systems	33
Computer Science	35
Counselor Education	47
Criminal Justice	218
Drama	8
Early Childhood Education	107
Economics	8
Education	69
Educational Leadership	2
Electronics Technology	4
Elementary Education	74
Emergency Management	291
English Language Arts	61
Exercise Science/Wellness	154
Family and Consumer Sciences	153
Finance	19
Foreign Language	3
General Science	5
Geographic Information Systems	3
Geography	10
Health Education	1
History	51
Industrial Leadership	5
Instructional Leadership	72
Liberal Studies	83
Library Media	17
Management	75
Manufacturing Systems Tech	18
Marketing	11
Mathematics	29
Music	52
Nursing	301
Nursing Education	1
Occupation Safety & Hlth Tech	17
Physical Education	105
Political Science	26
Pre-Business	229
Pre-Engineering	13
Pre-Nursing	220
Psychology	93
Public Administration	40
Reading Specialist	3
Recreation Leadership	32
Social Science	12
Social Work	116
Sociology	21
Spanish	2
Sport Management	26
Systems & Software	18
Technology	12
Not Applicable	58
Transient	11
Undecided	112
Grand Total	**3,674**

Online Students by Gender, Age and College (Fall 2013)

		Arts & Sciences	Business	Educ & Prof. Studies	Nursing	Undecided	Grand Total
Male	Under 18	3				1	4
	18 - 19	49	14	36	13	29	141
	20 - 21	118	47	101	4	13	283
	22 - 24	125	83	102	8	3	321
	25 - 29	89	30	79	12	5	215
	30 - 34	48	20	67	15	2	152
	35 - 39	34	14	43	3	5	99
	40 - 49	52	8	27	11		98
	50 - 64	29	4	10	2	1	46
	65+	1				1	2
	Total	**548**	**220**	**465**	**68**	**60**	**1,361**
Female	Under 18	2				2	4
	18 - 19	48	11	59	63	31	212
	20 - 21	136	50	177	57	11	431
	22 - 24	148	58	155	47	10	418
	25 - 29	103	51	151	86	11	402
	30 - 34	64	25	100	68	16	273
	35 - 39	52	17	66	62	7	204
	40 - 49	77	20	81	89	13	280
	50 - 64	25	2	24	29	8	88
	74		1				1
	Total	**655**	**234**	**814**	**501**	**109**	**2,313**
Grand Total		**1,203**	**454**	**1,279**	**569**	**169**	**3,674**

Online Students by Gender, Ethnicity and College (Fall 2013)

		Arts & Sciences	Business	Educ & Prof. Studies	Nursing	Undecided	Grand Total
Male	Am. Ind./Alask. Ntv.	3	3	4			10
	Asian or Asian Am.	9	3	1	2	2	17
	Black/African Am.	123	40	133	10	18	324
	Hispanic/Latino	10	5	2	2		19
	White	389	156	311	51	37	944
	Not Reported	12	10	9	3	3	37
	Other	2	3	5			10
	Total	**548**	**220**	**465**	**68**	**60**	**1,361**
Female	Am. Ind./Alask. Ntv.	6	1	2	3	2	14
	Asian or Asian Am.	5	7	4	5		21
	Black/African Am.	200	55	232	162	18	667
	Hispanic/Latino	11	4	7	1	1	24
	Ntv. Hawaiian/Pcf..	1	1			1	3
	White	414	154	555	318	84	1,525
	Not Reported	17	10	9	10	3	49
	Other	1	2	5	2		10
	Total	**655**	**234**	**814**	**501**	**109**	**2,313**
Grand Total		**1,203**	**454**	**1,279**	**569**	**169**	**3,674**

Online Students by Gender (Fall 2013)

Bar chart — Male: 1,361; Female: 2,313

Online Students by Full-Time/Part-Time Status (Fall 2013)

Bar chart — Full-Time: 2,039; Part-Time: 1,635

JSU
International Students Fall 2013

International Students by Major (Fall 2013)

Major	
Accounting	1
Applied Electronic Engineering	1
Applied Manufact. Engineering	2
Art	4
Biology	17
Business Administration	9
Business Marketing Education	2
Chemistry	2
Communication	1
Community Health Nursing	3
Computer Information Systems	4
Computer Science	7
Criminal Justice	1
Drama	1
Early Childhood Education	3
Economics	1
Education	1
Emergency Management	4
English	5
Exercise Science/Wellness	4
Finance	2
History	2
Industrial Leadership	1
Liberal Studies	8
Management	3
Manufacturing Systems Tech	2
Marketing	2
Mathematics	1
Music	2
Nursing	13
Physical Education	1
Political Science	4
Pre-Business	38
Pre-Nursing	9
Psychology	2
Public Administration	1
Sport Management	2
Systems & Software	4
Technology	1
Visual Comm Graphic Design	1
Not Applicable	16
Undecided	16
Grand Total	**204**

International Students by Gender, Age and College (Fall 2013)

		Arts & Sciences	Business	Education & Prof. Studies	Nursing	Undecided	Grand Total
Male	Under 18	2				2	**4**
	18 - 19	4	9	5		5	**23**
	20 - 21	7	5	3		3	**18**
	22 - 24	8	12	2		1	**23**
	25 - 29	8	4	2	1	1	**16**
	30 - 34	1	2	4			**7**
	35 - 39	3			2		**5**
	40 - 49	2			2		**4**
	Total	**35**	**32**	**16**	**5**	**12**	**100**
Female	Under 18			1		5	**6**
	18 - 19	5	3	2	1	10	**21**
	20 - 21	8	5	3	3	1	**20**
	22 - 24	12	7	1	2		**22**
	25 - 29	4	6	1	5		**16**
	30 - 34		1	1	2		**4**
	35 - 39	2	1		4	1	**8**
	40 - 49	2	1	1	3		**7**
	Total	**33**	**24**	**10**	**20**	**17**	**104**
Grand Total		**68**	**56**	**26**	**25**	**29**	**204**

International Students by Gender, Ethnicity and College (Fall 2013)

		Arts & Sciences	Business	Education & Prof. Studies	Nursing	Undecided	Grand Total
Male	Asian or Asian Am	9	2		1	4	**16**
	Black/African Am	7	5	3	3	1	**19**
	Hispanic/Latino	4	6	1	1		**12**
	White	8	9	10		4	**31**
	Other		2	1			**3**
	Not Reported	7	8	1		3	**19**
	Total	**35**	**32**	**16**	**5**	**12**	**100**
Female	Asian or Asian Am	11	5	1	4	2	**23**
	Black/African Am	8	5	1	13	1	**28**
	Hispanic/Latino		2	1	2	1	**6**
	White	8	5	7	1	8	**29**
	Other	1	1				**2**
	Not Reported	5	6			5	**16**
	Total	**33**	**24**	**10**	**20**	**17**	**104**
Grand Total		**68**	**56**	**26**	**25**	**29**	**204**

International Students by Gender (Fall 2013)

Male: 100, Female: 104

International Students by Full-Time/Part-Time Status (Fall 2013)

Full-Time: 143, Part-Time: 61

International Student Enrollment by Country and Year

Country	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Albania	3	2	3	2	0	0	0	0	0	0	0	0
Algeria	0	0	0	1	1	1	1	1	1	1	1	1
Antigua	0	0	0	0	0	0	0	0	0	0	0	1
Argentina	7	8	8	5	5	4	3	7	8	6	8	7
Australia	5	6	5	8	5	6	2	2	1	3	5	4
Austria	0	1	0	0	0	0	0	1	1	1	1	1
Azerbaijan	1	1	1	1	1	1	0	0	0	0	0	0
Bahamas	9	7	7	7	5	3	2	1	2	4	3	3
Bangladesh	4	4	2	3	1	0	0	1	1	1	1	0
Barbados	1	0	0	0	0	0	0	0	0	0	0	0
Belarus	0	1	2	2	2	2	4	5	3	2	2	4
Belgium	1	0	0	0	0	0	0	0	0	0	0	0
Belize	0	0	0	0	0	0	0	0	0	0	0	0
Benin	0	0	0	0	2	2	1	2	1	1	1	0
Bolivia	1	1	1	2	1	0	0	0	1	0	1	0
Bosnia-Herzg	1	1	1	1	0	0	0	0	0	0	0	0
Botswana	1	1	1	1	0	0	0	0	0	0	0	0
Brazil	8	10	7	10	7	12	14	12	15	14	12	7
British Dependency	2	1	1	3	3	2	2	1	1	1	0	2
Bulgaria	0	0	0	1	1	2	2	1	1	0	0	0
Burkina Faso	0	0	0	0	0	0	1	0	0	0	0	0
Cambodia	0	0	0	0	0	0	0	0	0	0	0	1
Cameroon	0	2	1	1	2	1	5	2	3	3	5	1
Canada	9	14	14	16	14	17	15	11	13	14	12	13
Chile	0	0	0	0	0	0	0	0	0	0	0	0
China	4	3	2	1	3	9	7	16	10	12	17	17
Colombia	9	9	9	9	9	8	6	6	2	5	3	6
Congo	4	4	3	5	5	2	2	1	1	2	2	2
Croatia	2	2	2	0	0	1	1	1	1	0	0	0
Cuba	0	0	0	0	0	0	0	0	0	0	0	0
Czech Republic	1	0	1	1	1	0	1	0	0	0	0	0
Denmark	0	0	0	0	0	0	0	0	0	1	0	0
Dominican Republic	0	1	1	2	1	1	1	1	1	1	0	0
Ecuador	4	3	2	2	3	3	4	2	2	1	1	2
Egypt	1	2	0	1	1	1	1	1	1	1	0	0
El Salvador	1	3	3	3	3	3	5	4	6	6	4	4
Equatorial Guin	0	0	0	0	0	0	0	0	0	2	1	1
Ethiopia	0	2	3	3	1	1	1	2	3	4	2	1
Finland	1	1	0	1	1	0	0	0	0	0	0	0
France	0	0	0	1	0	2	1	0	0	1	1	0
Gambia	3	2	2	2	1	1	1	1	1	1	1	0
Georgia	0	1	1	1	0	0	2	2	2	3	3	2
Germany	4	3	4	3	2	2	3	2	2	3	4	6
Ghana	1	0	0	0	0	0	0	1	1	0	1	1
Greece	0	0	0	0	0	0	0	0	0	1	1	1
Guatemala	1	1	1	1	2	2	2	1	1	3	2	4
Guinea	0	0	0	0	0	0	0	0	0	0	0	0
Guyana	0	0	0	0	0	0	1	1	1	1	1	0
Haiti	0	0	0	1	0	0	0	1	1	4	2	3
Honduras	0	0	0	0	1	3	2	4	5	2	3	2
Hong Kong	2	2	1	1	1	1	1	0	1	1	1	0
Hungary	1	1	1	0	0	0	1	0	0	0	0	0
Iceland	0	1	0	0	0	0	0	0	0	0	0	0
India	6	7	9	4	8	7	7	5	5	4	2	3
Indonesia	1	0	1	2	3	4	1	1	0	0	0	0
Iran	2	2	0	0	1	0	1	0	0	0	0	0
Ireland	2	2	2	2	1	0	0	0	0	0	0	0
Israel	1	1	1	0	2	2	1	1	0	0	1	1
Italy	1	1	0	1	1	1	1	1	0	0	0	0

International Student Enrollment by Country and Year

Country	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Ivory Coast	0	0	0	0	0	0	1	2	1	0	3	0
Jamaica	3	2	6	3	3	6	6	5	3	4	5	5
Japan	6	7	8	21	31	33	29	27	16	7	4	1
Jordan	2	3	4	1	2	3	2	2	1	0	0	1
Kenya	3	6	10	10	10	10	8	16	17	14	19	9
Korea	3	4	5	4	3	3	2	2	2	1	1	4
Kuwait	0	0	0	0	0	0	0	1	1	1	1	2
Latvia	0	0	0	0	1	0	0	0	0	0	0	0
Lebanon	0	0	0	0	0	0	0	0	0	0	0	0
Liberia	0	0	0	1	1	1	0	0	0	0	0	0
Libya	0	0	0	0	0	0	0	0	0	0	1	1
Malawi	1	1	1	1	0	0	0	0	0	0	0	0
Malaysia	0	1	0	0	0	0	0	0	0	0	0	0
Mali	1	0	1	1	0	0	0	0	0	1	1	1
Mauritius	1	1	1	0	0	0	0	0	0	0	0	0
Mexico	5	3	4	4	7	7	6	7	6	10	8	10
Mongolia	1	0	0	0	0	0	0	0	0	0	0	0
Montenegro	0	0	1	2	2	2	3	2	0	2	2	0
Morocco	1	3	3	3	3	1	2	1	3	2	3	2
Mozambique	2	2	0	0	0	0	0	0	0	0	0	0
Nepal	12	8	6	9	11	4	3	6	6	7	5	4
Netherlands	1	0	1	0	1	1	1	0	0	2	1	1
New Zealand	0	0	0	0	0	0	0	1	2	1	1	1
Nicaragua	0	1	2	4	3	3	4	3	2	0	0	0
Niger	0	0	0	0	0	1	1	1	1	1	1	0
Nigeria	10	16	19	14	14	12	14	9	7	8	8	9
Norway	0	0	0	0	0	1	1	2	2	3	3	3
Pakistan	5	4	2	1	1	2	2	2	2	0	2	1
Panama	0	0	0	0	1	2	1	1	1	1	2	1
Paraguay	1	1	0	0	0	0	0	0	0	0	0	0
Peru	0	0	0	0	0	1	1	1	2	1	0	0
Philippines	1	2	2	1	2	3	1	0	2	3	3	4
Poland	0	1	1	1	1	1	0	0	0	0	0	0
Romania	1	2	4	3	3	5	6	2	2	1	1	0
Russia	2	1	1	1	1	3	3	1	1	1	1	0
Saudi Arabia	3	4	4	1	2	1	0	1	2	4	3	7
Senegal	2	1	1	1	1	1	1	1	0	0	0	1
Serbia	0	0	0	0	0	0	0	1	1	1	2	1
Sierra Leone	1	1	0	0	0	0	1	1	0	2	0	0
Singapore	3	1	1	0	0	0	0	1	1	1	1	0
South Africa	1	1	1	1	1	1	1	0	1	3	2	1
Soviet Union	0	1	1	1	0	0	0	0	0	0	0	0
Spain	2	2	3	2	2	0	0	0	1	1	0	1
Sri Lanka	1	1	2	0	0	0	0	0	0	0	0	0
Sudan	0	0	0	0	0	1	0	0	0	0	0	0
Sweden	1	0	0	1	1	0	0	1	2	2	2	0
Switzerland	2	1	1	0	0	0	0	0	0	0	0	0
Syria	0	0	0	0	0	1	0	0	0	0	0	0
Taiwan	0	0	0	1	0	1	1	1	0	0	0	0
Tajikistan	1	1	1	1	0	0	1	0	0	0	0	0
Tanzania	0	0	0	1	3	3	4	2	1	1	0	2
Thailand	0	2	1	0	1	1	1	1	3	3	2	0
Togo	0	0	0	0	1	2	6	6	3	2	2	5
Trinidad	1	0	1	2	0	2	1	0	1	1	0	0
Tunisia	0	1	1	0	0	0	0	0	0	0	0	0
Turkey	3	4	4	1	1	2	1	0	1	1	1	1
Turkmenistan	0	0	0	0	0	0	0	1	1	1	2	4
Uganda	0	0	0	0	0	0	0	0	0	1	1	0
Ukraine	3	1	2	1	1	1	2	1	2	1	2	3

International Student Enrollment by Country and Year

Country	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
United Arab Emirates	0	0	0	0	0	0	0	0	0	0	0	0
United Kingdom	6	4	3	4	4	7	10	10	10	9	9	12
Unknown	0	0	0	0	0	0	1	0	0	0	0	1
Uzbekistan	0	0	0	0	0	0	2	2	1	1	1	0
Venezuela	4	5	5	4	3	1	1	0	1	0	0	0
Vietnam	2	2	3	2	2	5	6	6	3	3	4	2
Yemen	0	1	1	0	0	0	0	0	0	0	0	0
Yugoslavia	2	2	2	3	2	1	0	0	0	0	0	0
Zaire	0	0	0	0	0	0	0	0	0	0	0	1
Zambia	7	5	6	6	6	3	3	2	2	1	1	1
Zimbabwe	0	0	0	0	0	1	1	2	2	1	0	0
Grand Total	**212**	**224**	**229**	**229**	**233**	**247**	**247**	**236**	**218**	**221**	**216**	**204**

Prospective students and their parents attend Preview Day.

Fall 2013 Enrollment by Country

Legend

- 1 - 2
- 2 - 3
- 3 - 4
- 4 - 4
- 4 - 6
- 6 - 8
- 8 - 11
- 11 - 35
- 35 - 9300

Students attend a Career Fair in Merrill Hall.

Academics

Degrees Offered: Academic Year 2013 - 2014
Classification and Instructional Program (CIP) Codes and Accreditations

Division	Unit	Degrees Approved to Award	CIP	Accrediting Agency	Concentrations	Accredited Through
Jacksonville State University		Bachelors		SACS		2014
		Masters		SACS		2014
		Doctor of Science		SACS		2014
		Ed. Specialist		SACS		2014
College of Arts and Sciences	Art	B.F.A., B.A.	50.0701	NASAD	Ceramics	2016
					Drawing	2016
					Graphic Design	2016
					Painting	2016
					Photography	2016
					Printmaking	2016
		M.F.A.	50.0401		Visual Communication and Design	0
	Biology	B.S., B.A., M.S.	26.0101		Cellular & Molecular Biology	0
					Ecology/Environmental Biology	0
					General Biology	0
					Marine Biology	0
					Naturalist Biology	0
					Organismal Biology	0
					Pre-Health Professional Biology	0
	Chemistry	B.S.	40.0501		Biochemistry	0
					Environmental	0
					General Chemistry	0
					Professional	0
	Computer Information Systems	B.S.	11.0501	CAC of ABET	General	2016
					Information Assurance	2016
					Web Development	2016
	Computer Science	B.S.	11.0701	CAC of ABET	Game Development	2016
					General	2016
					Information Assurance	2016
	Criminal Justice	B.S., M.S.	43.0104		Corrections	0
					Forensic Investigations	0
					Law Enforcement	0
	Drama	B.A.	50.0501	NAST	Design/Technical	2014
					Performance	2014
	Emergency Management	B.S., M.S., D.Sc.	44.9999			0
	English	B.A., M.A.	23.0101			0
	Foreign Languages	B.A.	16.0101		French	0
					Spanish	0
	Geography	B.S.	45.0701			0
	History	B.A., M.A.	54.0101			0
	Liberal Studies	B.A., M.A.	24.0101			0
	Mathematics	B.S., M.S.	27.0101		Applied	0
					General	0

JSU

Degrees Offered: Academic Year 2013 - 2014
Classification and Instructional Program (CIP) Codes and Accreditations

Division	Unit	Degrees Approved to Award	CIP	Accrediting Agency	Concentrations	Accredited Through
College of Arts and Sciences	Mathematics	B.S., M.S.	27.0101		Theoretical	0
	Music	B.A., M.A.	50.0901	NASM	General Music	2019
					Music Education	2019
	Political Science	B.A.	45.1001			0
	Psychology	B.S.	42.0101			
		M.S.	42.0101	ABAI		2018
	Public Administration	M.P.A.	44.0401	NASPAA	Administrative Management	2020
					Criminal Justice	2020
					Education	2020
					Emergency Management	2020
					Environmental Science Management	2020
					Geographical Information Systems	2020
					Political Science	2020
	Social Work	B.S.W.	44.0701	CSWE		2020
	Sociology	B.S., B.A.	45.1101			0
	Computer Systems and Software Desi..	M.S.	11.0101			0
College of Education and Professional Studies	Applied Electronics Engineering	B.S.	15.0303	ATMAE		2018
	Applied Manufacturing Engineering	B.S.	15.0613	ATMAE	Design and Automation	2018
					Manufacturing Management	2018
	Communication	B.A.	09.0701	ACEJMC	Broadcasting	2014
					Print Journalism	2014
					Public Relations	2014
	Counselor Education	M.S., Ed.S	13.1101	CACREP	Community Agency Counseling	2018
					School Counseling	2018
				NCATE	School Counseling	2013
	Early Childhood Education	B.S. Ed., M.S.ED	13.1210	NCATE	General	2013
					Special Education	2013
	Education, General	Ed.S.	13.0101	NCATE	Physical Education	2013
	Elementary Education	B.S. Ed., M.S.ED	13.1202	NCATE		2013
	Exercise Science & Wellness	B.S.	13.1307			
	Family & Consumer Sciences	B.S.	19.0101	AAFCS	Child Development	2023
					Human Science	2023
					Merchandising	2023
					Restaurant & Food Service Mangement	2023
				ACEND	Dietetics	2022
	Industrial Leadership	B.S.	15.9999	ATMAE		2018
	Instructional Leadership	M.S. Ed., Ed.S	13.0401	NCATE		2013
	Library Media	M.S. Ed., Ed.S	13.0501	NCATE		2013
	Manufacturing Systems Technology	M.S.	15.9999	ATMAE		2018
	Occupational Safety & Health	B.S.	15.0701	ATMAE		2018
	Physical Education	B.S. Ed., M.S.ED	13.1314	NCATE	P-12 Teacher Education	2013
		M.S.ED	13.1314		Human Performance	

Degrees Offered: Academic Year 2013 - 2014
Classification and Instructional Program (CIP) Codes and Accreditations

Division	Unit	Degrees Approved to Award	CIP	Accrediting Agency	Concentrations	Accredited Through
College of Education and Professional Studies	Physical Education	M.S.ED	13.1314		Nutrition	
	Reading Specialist	M.S.	13.1315	NCATE		2013
	Recreational Leadership	B.S.	31.0101			
	Secondary Education	B.S. Ed., M.S.ED	13.1205	NCATE	Biology	2013
					Business/Marketing Education	2013
					English Language Arts	2013
					Family & Consumer Sciences	2013
					General Science	2013
					History	2013
					Mathematics	2013
					Social Science	2013
					Spanish	2013
	Special Education	B.S. Ed., M.S.ED	13.1001	NCATE	Collaborative Elementary	2013
					Collaborative Secondary	2013
	Sport Management	M.S.	31.0504	NCATE		2013
College of Commerce & Business Administration	Accounting	B.S.	52.0301	AACSB		2018
	Business Administration	M.B.A.	52.0201	AACSB	Accounting	2018
					General	2018
	Economics	B.S., B.A.	45.0601	AACSB	General	2018
					International Business	2018
	Finance	B.S.	52.0801	AACSB		2018
	Management	B.S.	52.0201	AACSB	Human Resource Management	2018
					Information Management/E-Commerce	2018
	Marketing	B.S.	52.1401	AACSB		2018
College of Nursing	Nursing	B.S.N.	51.3801	CCNE		2015
		M.S.N.	51.3811	CCNE		2015

Accrediting Agencies

AACSB International - The Association to Advance Collegiate Schools of Business
AAFCS - American Association of Family and Consumer Sciences
ABAI - Association for Behavior Analysis International
ACEJMC - Accrediting Council on Education in Journalism and Mass Communication
ACEND - Accreditation Council for Education in Nutrition and Dietetics
ATMAE - Association for Technology, Management and Applied Engineering
CAC of ABET - Computing Accreditation Commission of Accreditation Board of Engineering and Technology
CACREP - Council for Accreditation of Counseling and Related Educational Programs
CCNE - Commission on Collegiate Nursing Education
CSWE - Council on Social Work Education
NASAD - National Association of Schools of Art and Design
NASM - National Association of Schools of Music
NASPAA - National Association of Public Affairs and Administration
NAST - National Association of Schools of Theatre
NCATE - National Council for Accreditation of Teacher Education
SACSCOC - Southern Association of Colleges and Schools Commission on Colleges

All JSU Students by Program and Degree (Fall 2013)

Program	Degree	% of Total	Students
Accounting	Bachelor of Science	0.81%	84
Applied Electronic Engineering	Bachelor of Science	0.26%	23
Applied Manufact. Engineering	Bachelor of Science	0.39%	36
Art	Bachelor of Arts	1.58%	136
	Bachelor of Fine Arts	0.24%	26
Biology	Bachelor of Science in Education	0.20%	20
	Bachelor of Arts	0.13%	13
	Bachelor of Science	4.72%	389
	Master of Science	0.28%	29
	Master of Science in Education	0.03%	4
	Pre-Program UG	0.52%	45
	Pre-Program GR	0.04%	4
Business Administration	Master of Business Admin	0.63%	59
Business Marketing Education	Bachelor of Science in Education	0.01%	1
	Pre-Program UG	0.87%	62
Chemistry	Bachelor of Science	0.70%	61
Collaborative Ed Elementary	Bachelor of Science in Education	0.78%	78
	Master of Science in Education	0.23%	28
	Pre-Program UG	0.60%	52
	Pre-Program GR	0.01%	1
	Preparatory GR	0.00%	1
Collaborative Ed Secondary	Bachelor of Science in Education	0.15%	14
	Master of Science in Education	0.19%	25
	Pre-Program UG	0.20%	16
	Pre-Program GR	0.07%	7
	Preparatory GR	0.02%	3
Communication	Bachelor of Arts	3.00%	264
Community Health Nursing	Master of Science in Nursing	0.46%	47
Computer Information Systems	Bachelor of Science	1.06%	91
Computer Integrated Mfg Sys	Bachelor of Science	0.01%	1
Computer Science	Bachelor of Science	1.71%	137
Counselor Education	Educational Specialist	0.09%	12
	Master of Science	0.52%	66
	Pre-Program GR	0.01%	1

All JSU Students by Program and Degree (Fall 2013)

Program	Degree	% of Total	Students
Criminal Justice	Bachelor of Science	5.24%	462
	Master of Science	0.30%	31
Drama	Bachelor of Arts	0.54%	51
Early Childhood Education	Bachelor of Science in Education	1.27%	123
	Master of Science in Education	0.17%	19
	Pre-Program UG	1.75%	145
	Pre-Program GR	0.04%	4
	Preparatory GR	0.01%	1
Economics	Bachelor of Arts	0.03%	3
	Bachelor of Science	0.08%	9
Education	Educational Specialist	0.60%	70
Educational Leadership	Master of Science in Education	0.02%	2
Electronics Technology	Bachelor of Science	0.21%	17
Elementary Education	Bachelor of Science in Education	0.05%	5
	Master of Science in Education	0.36%	44
	Pre-Program UG	0.87%	66
	Pre-Program GR	0.05%	6
	Preparatory GR	0.03%	4
Emergency Management	Bachelor of Science	2.06%	184
	Certificate	0.14%	11
	Master of Science	0.78%	67
	Doctor of Science	0.35%	33
English	Bachelor of Science in Education	0.32%	32
	Bachelor of Arts	0.67%	59
	Master of Arts	0.14%	19
	Pre-Program UG	0.60%	51
English Language Arts	Bachelor of Science in Education	0.01%	1
	Master of Science in Education	0.11%	13
	Pre-Program GR	0.06%	7
Exercise Science/Wellness	Bachelor of Science	1.65%	148
	Pre-Program UG	2.27%	188
Family and Consumer Sciences	Bachelor of Science in Education	0.07%	7
	Bachelor of Science	1.90%	184
	Master of Science in Education	0.03%	3

All JSU Students by Program and Degree (Fall 2013)

Program	Degree	% of Total	Students
Family and Consumer Sciences	Pre-Program UG	0.17%	14
	Preparatory GR	0.04%	3
Finance	Bachelor of Science	0.28%	29
Foreign Language	Bachelor of Arts	0.10%	9
General Science	Bachelor of Science in Education	0.01%	1
	Master of Science in Education	0.05%	6
	Pre-Program UG	0.01%	1
	Pre-Program GR	0.02%	2
Geographic Information Systems	Certificate	0.03%	3
Geography	Bachelor of Science	0.29%	27
Health Education	Pre-Program UG	0.01%	1
History	Bachelor of Science in Education	0.48%	48
	Bachelor of Arts	0.65%	57
	Master of Arts	0.14%	16
	Master of Science in Education	0.06%	7
	Pre-Program UG	0.90%	75
	Pre-Program GR	0.02%	2
	Preparatory GR	0.01%	1
Industrial Leadership	Bachelor of Science	0.09%	9
Instructional Leadership	Educational Specialist	0.03%	7
	Master of Science in Education	0.69%	71
Liberal Studies	Bachelor of Arts	0.93%	91
	Master of Arts	0.32%	37
	Master of Science	0.01%	1
Library Media	Master of Science in Education	0.14%	17
Management	Bachelor of Science	0.99%	101
Manufacturing Systems Tech	Bachelor of Science	0.12%	11
	Master of Science	0.13%	16
Marketing	Bachelor of Science	0.35%	36
Mathematics	Bachelor of Science in Education	0.25%	25
	Bachelor of Science	0.44%	38
	Master of Science	0.03%	3
	Master of Science in Education	0.08%	9
	Pre-Program UG	0.48%	39

All JSU Students by Program and Degree (Fall 2013)

Program	Degree	% of Total	Students
Mathematics	Pre-Program GR	0.02%	1
	Preparatory GR	0.01%	1
Music	Bachelor of Arts	1.06%	98
	Master of Arts	0.11%	13
	Pre-Program UG	1.77%	141
	Pre-Program GR	0.01%	1
Nursing	Bachelor of Science in Nursing	6.48%	546
	Master of Science in Nursing	0.01%	1
Nursing Education	Certificate	0.01%	1
Occupation Safety & Hlth Tech	Bachelor of Science	0.51%	48
Physical Education	Bachelor of Science in Education	0.20%	22
	Educational Specialist	0.01%	1
	Master of Science in Education	0.66%	61
	Pre-Program UG	0.88%	73
	Pre-Program GR	0.02%	3
	Preparatory GR	0.01%	1
Political Science	Bachelor of Arts	1.10%	93
Pre-Business	Bachelor of Science	6.98%	591
Pre-Engineering	Pre-Program UG	1.03%	79
Pre-Nursing	Bachelor of Science in Nursing	6.25%	488
Psychology	Bachelor of Science	2.69%	227
	Master of Science	0.17%	16
Public Administration	Master of Public Adm	0.46%	50
Reading Specialist	Master of Science in Education	0.02%	3
Recreation Leadership	Bachelor of Science	0.40%	39
Social Science	Master of Science in Education	0.06%	8
	Pre-Program UG	0.01%	1
	Pre-Program GR	0.04%	6
Social Work	Bachelor of Social Work	2.60%	240
Sociology	Bachelor of Arts	0.03%	3
	Bachelor of Science	0.34%	31
Spanish	Bachelor of Science in Education	0.04%	4
	Pre-Program UG	0.06%	6
Sport Management	Master of Science	0.28%	26

All JSU Students by Program and Degree (Fall 2013)

Program	Degree	% of Total	Students
Systems & Software	Master of Science	0.22%	23
Technology	Bachelor of Science	0.25%	23
Visual Comm Graphic Design	Master of Fine Arts	0.08%	9
Transient	Non Applicable	0.35%	32
Not Applicable	Bachelor of Science	0.01%	2
	Non Applicable	5.96%	427
Undecided	Bachelor of Science	6.27%	470
	Pre-Program UG	0.92%	66
Grand Total		**100.00%**	**8,693**

A beautiful view of the campus as seen from Chimney Peak.

Credit Hour Production by College & Program
Academic Years 2003 - 2013

College	Program	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
College of Arts & Science	Anthropology	1,217	777	827	720	767	901	892	1,002	856	771
	Art	4,248	4,131	4,497	4,380	4,755	5,137	5,655	5,556	5,214	5,088
	Biology	13,532	13,421	13,292	13,049	13,559	14,248	14,849	14,910	15,236	15,175
	Chemistry	3,340	3,818	3,671	3,721	3,636	3,419	3,644	3,538	3,679	4,000
	Computer Science	6,909	6,403	6,244	5,688	6,285	6,772	7,095	7,165	6,860	6,274
	Criminal Justice	10,637	10,084	11,626	11,836	10,825	9,486	10,021	7,132	6,525	6,609
	Criminal Justice (PA)	0	0	0	0	0	0	0	3,330	2,970	3,510
	Drama	3,631	2,942	2,816	3,006	3,834	3,847	3,750	3,963	3,458	2,727
	Emergency Management	2,529	3,312	4,116	4,575	5,202	5,268	4,998	4,713	4,555	4,364
	English	22,173	22,918	23,410	23,115	23,373	25,102	24,286	25,437	24,556	23,117
	Environmental Science	264	228	237	336	135	165	162	164	171	81
	French	540	708	651	627	654	888	816	810	765	744
	General Science	0	0	0	0	0	0	0	27	0	18
	Geographical Information Systems	156	138	144	150	129	78	129	57	36	24
	Geography	4,328	4,219	4,111	3,775	3,517	4,122	4,219	4,439	4,458	3,769
	Geology	1,406	1,311	1,609	1,546	1,322	1,683	1,618	1,564	1,518	1,291
	History	11,148	11,191	11,981	11,399	12,047	12,381	11,718	9,884	10,687	11,190
	Learning Services (credit towards degree)	2,182	2,147	2,270	2,407	2,146	2,029	2,498	2,378	2,381	1,663
	Learning Services (remedial)	3,401	3,182	3,396	3,767	3,447	2,211	2,540	2,179	1,931	1,540
	Mathematics	14,791	14,243	13,567	14,479	15,878	16,305	16,608	16,711	16,487	15,448
	Music	6,062	6,523	6,688	6,636	6,982	6,985	6,549	6,547	6,903	6,931
	Philosophy/Religion	90	0	0	0	0	0	0	0	0	0
	Physics	810	1,000	790	906	742	737	699	968	982	1,206
	Political Science	5,300	5,062	4,989	4,676	5,004	5,595	5,898	5,622	4,692	3,795
	Psychology	8,114	8,004	8,410	8,246	8,870	9,172	8,953	9,464	9,832	9,143
	Public Safety Telecom	1,491	1,695	1,218	1,326	1,668	1,158	864	951	780	672
	Social Work	3,984	3,837	3,501	3,669	3,501	2,838	2,958	3,672	4,089	4,382
	Sociology	5,259	4,992	4,857	4,929	4,707	4,404	4,512	4,476	3,942	3,423
	Spanish/German	2,532	2,071	1,680	2,083	2,188	2,679	2,862	3,036	2,544	2,433
	Total	**140,074**	**138,357**	**140,598**	**141,047**	**145,173**	**147,610**	**148,793**	**149,695**	**146,107**	**139,388**
College of Commerce & Business Administration	Accounting	3,646	3,197	3,425	3,037	3,270	3,525	3,195	3,582	3,141	3,060
	Business Administration	399	378	513	243	261	345	408	333	345	294
	Economics	3,924	3,840	3,507	3,213	3,285	3,213	3,249	2,781	2,967	3,210
	Finance	3,357	3,399	3,249	3,180	3,210	3,201	3,105	2,952	2,775	2,928
	Information Management/E-Commerce	474	960	855	891	816	693	765	639	657	723
	Management	4,122	3,873	3,633	3,483	2,808	3,402	3,360	3,504	3,045	2,961
	Marketing	2,883	3,057	3,363	2,724	2,352	2,604	2,430	2,286	1,848	2,157
	Pre-Business	2,554	2,697	2,603	2,250	2,384	2,256	2,469	2,619	2,922	3,024
	Statistics	1,638	1,508	1,448	1,483	1,258	1,453	1,245	1,276	1,241	1,405

Credit Hour Production by College & Program
Academic Years 2003 - 2013

College	Program	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Business Administration	Total	22,997	22,909	22,596	20,504	19,644	20,692	20,226	19,972	18,941	19,762
College of Education & Professional Studies	Career Tech Education	123	159	138	171	132	246	123	81	111	75
	Communication	2,623	2,303	2,099	2,033	2,043	2,393	2,449	2,639	2,710	2,785
	Counselor Education	2,718	2,955	2,421	2,232	1,995	1,482	1,557	1,482	1,311	1,557
	Early Childhood Education	2,166	1,758	1,719	1,374	1,383	1,497	1,302	1,233	1,281	1,200
	Education	0	0	0	0	0	1,019	3,213	3,274	3,389	3,048
	Education Administration	5,946	6,270	5,067	2,904	2,124	1,350	1,188	972	861	942
	Educational Foundation	4,443	4,882	4,723	4,174	3,021	2,700	2,410	2,208	1,764	1,637
	Educational Psychology	2,112	2,265	1,873	1,304	418	174	486	312	60	114
	Elementary Education	9,141	8,508	7,614	6,566	6,545	6,782	5,716	4,879	3,993	4,341
	Engineering	60	63	102	111	108	99	122	143	147	103
	Family Consumer Science	3,904	3,887	4,050	3,681	4,460	4,850	5,906	5,874	5,973	6,024
	Health Education	1,104	1,062	963	3	0	0	0	0	0	0
	Instructional Media	2,516	2,440	2,111	3,297	2,955	2,661	2,334	1,203	634	788
	Library Media	0	0	0	0	222	270	204	243	207	210
	Manufacturing Sys Tech	0	0	0	0	129	126	153	258	195	120
	Music Education	254	12	0	0	0	0	0	0	0	0
	Physical Education	10,177	9,026	8,852	8,739	10,163	11,098	10,876	11,520	11,630	11,728
	Reading Specialist	228	192	163	192	182	165	123	117	93	45
	Recreation Administration	1,026	927	981	1,026	1,122	1,371	1,221	1,272	1,419	1,122
	Secondary Education	2,524	2,385	2,524	3,344	3,906	2,791	2,775	3,135	2,994	2,429
	Special Education	4,685	4,321	3,503	3,912	4,041	4,208	4,011	4,092	4,317	3,234
	Technology	3,561	3,243	2,978	3,064	2,421	2,569	2,557	3,081	3,256	3,050
	Total	59,311	56,658	51,881	48,127	47,370	47,851	48,726	48,018	46,345	44,552
College of Nursing	Nursing	6,949	7,851	10,015	11,335	11,200	12,308	13,509	16,191	18,695	17,505
	Total	6,949	7,851	10,015	11,335	11,200	12,308	13,509	16,191	18,695	17,505
Military Science	Military Science	1,794	1,408	1,047	1,358	1,730	1,745	1,551	1,664	1,466	1,319
	Total	1,794	1,408	1,047	1,358	1,730	1,745	1,551	1,664	1,466	1,319
VPAA	Student Affairs	0	0	0	0	0	0	0	226	120	146
	Total	0	0	0	0	0	0	0	226	120	146
Grand Total		231,125	227,183	226,137	222,371	225,117	230,206	232,805	235,766	231,674	222,672

Credit Hour Production & Sections Taught by Full-Time/Part-Time Faculty Status (Fall 2013)

Program	Full-Time Faculty CHP	Part-Time Faculty CHP	Total CHP	Full-Time Faculty Sections	Part-Time Faculty Sections	Total Sections	Average CHP
Accounting	969	333	1,302	14	3	17	77
Anthropology	315		315	7		7	45
Art	1,125	1,257	2,382	56	22	78	31
Biology	6,058	1,173	7,231	145	37	182	40
Business Administration	195		195	4		4	49
Career/Technical Education	51	12	63	4	6	10	6
Chemistry	1,635	53	1,688	38	6	44	38
Communication	1,000	195	1,195	25	10	35	34
Computer Science	2,340	720	3,060	58	37	95	32
Counselor Education	405	138	543	16	5	21	26
Criminal Justice	1,650	2,778	4,428	32	19	51	87
Drama	1,089	36	1,125	47	1	48	23
Early Childhood Education	468	24	492	15	3	18	27
Economics	1,464		1,464	16		16	92
Education	607	634	1,241	24	29	53	23
Educational Administration	6		6	8	11	19	0
Educational Foundation	365	162	527	13	10	23	23
Educational Psychology	0		0	1	2	3	0
Elementary Education	1,130	492	1,622	20	12	32	51
Emergency Management	852	966	1,818	40	36	76	24
Engineering		52	52		2	2	26
English	9,474	1,875	11,349	131	67	198	57
Environmental Science	51		51	3		3	17
Family and Consumer Sciences	1,067	1,373	2,440	42	48	90	27
Finance	1,332		1,332	20		20	67
Foreign Language	12		12				0
French	345		345	11	4	15	23
General Business	1,470	243	1,713	10	2	12	143
Geographical Info Systems	15		15	1		1	15
Geography	1,543		1,543	32		32	48
Geology	578		578	10		10	58
Health and Physical Education	3,628	1,042	4,670	87	30	117	40
History	3,816	1,023	4,839	58	16	74	65
Information E-Commerce	309		309	3		3	103
Instructional Leadership	135	258	393	0	0	0	0
Instructional Media	138	141	279	5	4	9	31
Learning Skills	1,303	642	1,945	34	27	61	32
Library Media	48		48	4		4	12
Management	1,353		1,353	12		12	113
Manufacturing Systems Tech	60		60	4		4	15
Marketing	810		810	12		12	68
Mathematics	4,679	2,598	7,277	69	48	117	62
Military Science		722	722		18	18	40
Music	2,662	965	3,627	601	290	891	4
Nursing	6,193	312	6,505	85	25	110	59
Physics	536		536	15		15	36
Political Science	1,101	561	1,662	53	12	65	26
Psychology	2,957	1,539	4,496	48	32	80	56
Public Safety Telecommunication	123	54	177	8	7	15	12
Reading Specialist		3	3	1	6	7	0
Recreation	347		347	9		9	39
Secondary Education	537	350	887	32	12	44	20
Social Work	1,365	108	1,473	28	7	35	42
Sociology	1,500	258	1,758	22	7	29	61
Spanish	813	108	921	12	13	25	37

Credit Hour Production & Sections Taught by Full-Time/Part-Time Faculty Status (Fall 2013)

Program	Full-Time Faculty CHP	Part-Time Faculty CHP	Total CHP	Full-Time Faculty Sections	Part-Time Faculty Sections	Total Sections	Average CHP
Special Education	999	465	1,464	25	8	33	44
Statistics	612		612	8		8	77
Student Affairs	75	0	75	47	3	50	2
Technology	1,092	313	1,405	31	14	45	31
Grand Total	**74,802**	**23,978**	**98,780**	**2,156**	**951**	**3,107**	**2,334**

JSU's first home - the Calhoun College Building.

Degrees Awarded by Program Classification
(Academic Years 2004 - 2013)

CIP	Description	Level	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	5-Year Avg
09.0701	Communication	Bachelor's	36	34	38	30	30	32	45	31	40	45	39
11.0101	Computer & Information Sciences	Bachelor's	33	27	27	33	0	0	0	0	0	0	0
		Master's	11	10	8	7	2	4	0	12	10	8	7
11.0501	Computer Information Systems	Bachelor's	0	0	0	0	7	7	12	13	10	9	10
11.0701	Computer Science	Bachelor's	0	0	0	0	11	10	10	3	10	9	8
13.0101	Education, General/General Education	Education Specialist	4	1	0	0	42	0	0	0	0	0	0
13.0401	Educational Administration & Supervision	Master's	113	115	134	96	93	61	31	16	18	14	28
		Education Specialist	142	103	135	113	84	88	106	87	61	50	78
13.0501	Library Media	Master's	14	20	23	16	21	10	13	6	8	4	8
13.1001	Special Education	Bachelor's	21	24	9	12	14	10	19	15	21	11	15
		Master's	33	35	37	28	20	17	17	20	31	19	21
13.1101	Counselor Education / Community Agency Counseling	Master's	71	43	69	39	48	51	33	21	33	25	33
		Education Specialist	0	0	0	0	0	0	0	0	0	2	0
13.1202	Elementary Education	Bachelor's	161	146	148	113	90	101	113	108	92	105	104
		Master's	47	68	46	66	55	56	33	42	28	23	36
13.1205	Secondary Education	Bachelor's	68	19	75	74	3	0	0	0	0	0	0
		Master's	43	18	25	43	28	12	3	4	7	5	6
13.1210	Early Childhood Education	Bachelor's	29	25	23	22	9	19	15	9	6	1	10
		Master's	14	17	9	21	6	15	5	7	10	4	8
13.1305	English Language Arts	Master's	0	0	0	0	0	0	13	7	17	9	9
13.1307	Exercise Science & Wellness	Bachelor's	33	29	31	30	35	26	37	39	39	36	35
13.1312	Music Teacher Education	Bachelor's	0	0	0	0	0	0	0	0	0	0	0
		Master's	0	0	0	0	0	0	0	0	0	0	0
13.1314	Physical Education Teaching & Coaching	Bachelor's	35	33	22	28	18	26	34	26	33	26	29
		Master's	11	16	14	17	25	50	49	29	20	29	35
13.1315	Reading Specialist	Master's	0	17	6	4	10	8	3	7	4	3	5
15.0303	Electrical, Electronic & Comm. Eng. Tech	Bachelor's	6	6	10	6	10	3	2	6	6	16	7
15.0613	Indus./Manufacturing Tech./Technician	Bachelor's	10	10	10	7	6	8	5	3	2	7	5
15.0701	Occupational Safety & Health	Bachelor's	8	9	8	9	10	7	9	5	6	4	6
15.9999	Eng.-Related Tech./Technician, Other	Bachelor's	5	6	3	7	11	3	6	14	10	5	8
		Master's	0	0	0	0	2	2	2	9	8	3	5
16.0101	Foreign Languages & Literatures, Gen	Bachelor's	0	1	0	2	2	2	3	5	4	4	4
19.0101	Family & Consumer Sciences	Bachelor's	17	23	24	30	21	33	28	48	29	34	34
		Master's	0	0	0	0	0	0	0	2	1	1	1
23.0101	English Language & Literature	Bachelor's	14	37	13	15	31	28	22	28	31	31	28
		Master's	11	10	9	9	7	8	7	6	10	8	8
24.0101	Liberal Arts & Sciences/Liberal Studies	Bachelor's	16	19	25	25	18	29	17	10	33	54	29
		Master's	3	7	2	6	6	9	2	7	4	4	5
26.0101	Biology, General	Bachelor's	28	39	20	32	47	54	32	51	54	55	49
		Master's	5	13	4	7	11	10	15	10	14	15	13
27.0101	Mathematics	Bachelor's	4	16	3	3	14	13	11	11	14	14	13
		Master's	2	3	1	3	6	3	6	8	6	9	6
31.0101	Recreational Leadership	Bachelor's	17	18	7	16	15	10	18	9	9	12	12
	Sports Management	Certificate	0	0	0	0	0	0	0	1	9	0	2
		Master's	0	0	0	0	0	0	0	0	0	6	1
40.0101	Environmental Science	Certificate	0	0	0	0	0	0	1	0	1	2	1
40.0501	Chemistry	Bachelor's	4	4	7	7	8	10	3	9	9	7	8
42.0101	Psychology, General	Bachelor's	35	37	38	33	28	37	24	41	50	43	39
		Master's	10	12	13	6	8	7	13	13	9	7	10
43.0104	Criminal Justice	Bachelor's	91	100	102	97	73	76	72	90	67	69	75
		Master's	14	17	17	10	10	12	12	11	4	8	9
44.0401	Public Administration	Master's	31	38	41	30	0	32	31	29	35	26	31
44.0701	Social Work	Bachelor's	48	67	54	47	58	47	37	41	55	70	50

Degrees Awarded by Program Classification
(Academic Years 2004 - 2013)

CIP	Description	Level	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	5-Year Avg
44.9999	Emergency Management	Bachelor's	3	7	22	23	27	32	26	40	35	30	33
		Certificate	0	0	0	0	0	32	20	12	13	10	17
		Master's	0	13	15	26	56	32	38	36	27	39	34
45.0601	Economics	Bachelor's	9	7	11	6	8	10	9	14	10	7	10
45.0701	Geography	Bachelor's	15	10	4	17	12	7	9	12	11	13	10
45.1001	Political Science	Bachelor's	21	22	15	19	16	15	16	15	25	19	18
		Certificate	0	0	0	0	0	0	2	2	0	0	1
		Master's	0	0	0	0	0	0	0	0	0	0	0
45.1101	Sociology	Bachelor's	17	24	15	23	25	20	15	21	14	10	16
50.0501	Drama, Theater Arts	Bachelor's	9	9	7	7	9	11	12	6	13	7	10
50.0701	Art, General	Bachelor's	20	20	20	21	22	19	20	29	23	22	23
50.0901	Music, General	Bachelor's	18	20	21	20	25	20	25	21	24	21	22
		Master's	2	4	2	1	2	3	4	4	2	4	3
51.3801	Nursing (R.N. Training)	Bachelor's	83	95	124	157	150	207	198	237	277	361	256
51.3811	Commnuity Health in Nursing	Certificate	0	0	0	0	0	4	4	5	3	7	5
		Master's	9	7	10	11	15	17	16	16	19	26	19
52.0201	Business Administration & Management	Bachelor's	42	51	79	57	56	59	73	49	61	64	61
		Master's	35	18	20	29	17	17	9	23	16	31	19
52.0301	Accounting	Bachelor's	33	48	36	38	28	38	34	48	38	45	41
52.0701	E-Commerce	Bachelor's	1	8	6	0	0	0	0	0	0	0	0
52.0801	Finance	Bachelor's	38	31	31	29	24	28	28	24	17	21	24
52.1401	Marketing	Bachelor's	47	47	52	67	43	55	39	44	46	41	45
54.0101	History	Bachelor's	6	26	17	13	38	25	42	42	34	37	36
		Master's	5	5	6	10	15	11	16	15	8	10	12
Grand Total			**1,711**	**1,764**	**1,803**	**1,773**	**1,641**	**1,708**	**1,624**	**1,684**	**1,694**	**1,776**	**1,697**

Martin Hall - home of the Biology and Physical and Earth Sciences Departments.

Degrees Awarded

All Degrees Awarded by College & Level Between July 1, 2012 and June 30, 2013
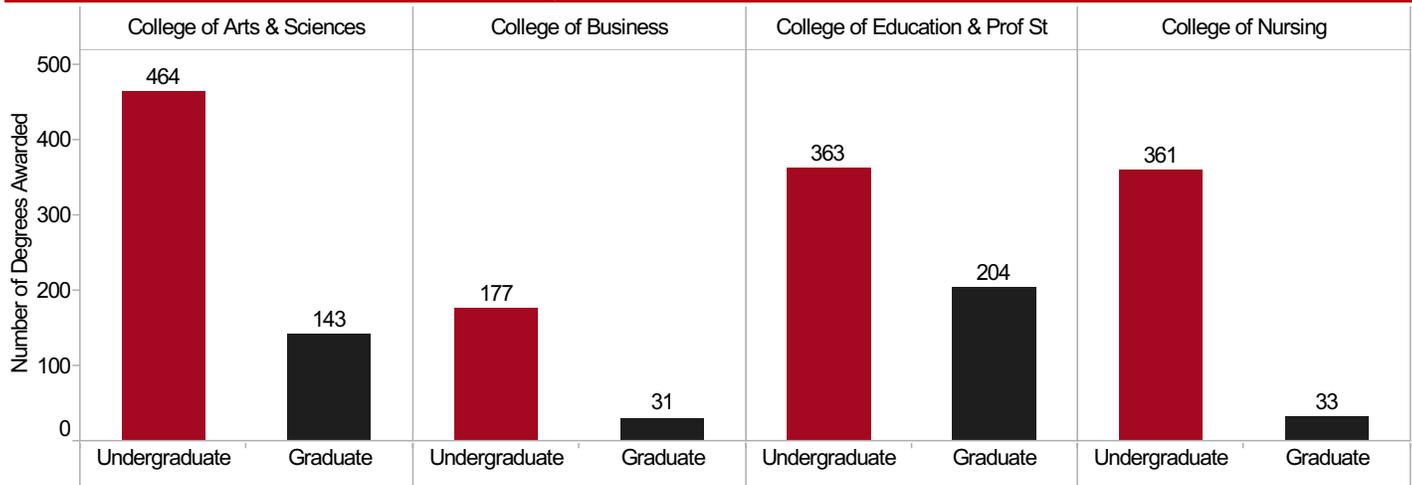
College	Undergraduate	Graduate
College of Arts & Sciences	464	143
College of Business	177	31
College of Education & Prof St	363	204
College of Nursing	361	33

All Degrees Awarded by College & Level Between July 1, 2012 and June 30, 2013

College	Undergraduate	Graduate	Grand Total
College of Arts & Sciences	464	143	607
College of Business	177	31	208
College of Education & Prof St	363	204	567
College of Nursing	361	33	394
Grand Total	**1,365**	**411**	**1,776**

All Degrees Awarded Between July 1, 2012 and June 30, 2013

Degrees Awarded	Gender	Non Resident Alien	American Indian/ Alaskan Native	Asian/ Asian American	Black/ African American	Hispanic/ Latino	White	Race/ Ethnicity Unknown	Other	Grand Total
Bachelor's Degree	Female	38	2	3	164	17	500	168	6	**898**
	Male	30	2		89	3	278	60	5	**467**
Certificates	Female			1	2		8	5		**16**
	Male						1	2		**3**
Master's Degree	Female	10			35	2	129	22	1	**199**
	Male	8	1		23		86	23		**141**
Educational Specialist	Female	1			9	1	18	3		**32**
	Male				2		16	2		**20**
Grand Total		**87**	**5**	**4**	**324**	**23**	**1,036**	**285**	**12**	**1,776**

All Degrees Awarded with Second Major Between July 1, 2012 and June 30, 2013

Degrees Awarded	Gender	Non Resident Alien	Black/ African American	White	Race/ Ethnicity Unknown	Grand Total
Bachelor's Degree	Male	1	1	11		**13**
	Female	1	1	10	3	**15**
Grand Total		**2**	**2**	**21**	**3**	**28**

Faculty and Staff

Full-Time Faculty by Position, Contract Term, & Year

Year	Position	Nine Month			Twelve Month			Grand Total
		Male	Female	Total	Male	Female	Total	
1993	Professor	18	7	25	67	12	79	104
	Associate Professor	17	18	35	7	2	9	44
	Assistant Professor	32	28	60	1	1	2	62
	Instructor	23	35	58	0	2	2	60
	Total	90	88	178	75	17	92	270
1994	Professor	23	10	33	62	9	71	104
	Associate Professor	20	18	38	4	2	6	44
	Assistant Professor	32	30	62	3	1	4	66
	Instructor	21	35	56	1	1	2	58
	Total	96	93	189	70	13	83	272
1995	Professor	18	12	30	67	10	77	107
	Associate Professor	19	13	32	0	3	3	35
	Assistant Professor	33	27	60	2	2	4	64
	Instructor	25	36	61	0	2	2	63
	Total	95	88	183	69	17	86	269
1996	Professor	22	11	33	58	8	66	99
	Associate Professor	21	13	34	1	6	7	41
	Assistant Professor	31	22	53	2	0	2	55
	Instructor	22	35	57	0	3	3	60
	Total	96	81	177	61	17	78	255
1997	Professor	21	11	32	59	6	65	97
	Associate Professor	29	16	45	1	4	5	50
	Assistant Professor	26	23	49	1	0	1	50
	Instructor	23	36	59	2	4	6	65
	Total	99	86	185	63	14	77	262
1998	Professor	21	8	29	54	5	59	88
	Associate Professor	30	16	46	0	4	4	50
	Assistant Professor	34	27	61	1	0	1	62
	Instructor	18	41	59	3	2	5	64
	Total	103	92	195	58	11	69	264
1999	Professor	28	8	36	44	7	51	87
	Associate Professor	28	17	45	1	3	4	49
	Assistant Professor	29	33	62	1	0	1	63
	Instructor	17	41	58	3	2	5	63
	Total	102	99	201	49	12	61	262
2000	Professor	24	9	33	41	8	49	82
	Associate Professor	29	17	46	3	1	4	50
	Assistant Professor	33	27	60	1	0	1	61
	Instructor	20	43	63	3	1	4	67
	Total	106	96	202	48	10	58	260
2001	Professor	25	11	36	34	6	40	76
	Associate Professor	31	20	51	4	1	5	56
	Assistant Professor	33	25	58	1	0	1	59
	Instructor	20	49	69	4	1	5	74
	Total	109	105	214	43	8	51	265
2002	Professor	26	14	40	32	5	37	77
	Associate Professor	38	22	60	4	1	5	65
	Assistant Professor	35	27	62	1	0	1	63
	Instructor	24	55	79	1	4	5	84
	Total	123	118	241	38	10	48	289
2003	Professor	31	16	47	32	5	37	84
	Associate Professor	36	19	55	2	1	3	58
	Assistant Professor	37	32	69	0	0	0	69
	Instructor	23	55	78	4	1	5	83
	Total	127	122	249	38	7	45	294
2004	Professor	32	11	43	30	4	34	77
	Associate Professor	36	18	54	2	1	3	57
	Assistant Professor	40	38	78	0	0	0	78
	Instructor	22	58	80	5	3	8	88
	Total	130	125	255	37	8	45	300
2005	Professor	36	13	49	30	3	33	82
	Associate Professor	32	23	55	1	0	1	56
	Assistant Professor	44	34	78	0	0	0	78
	Instructor	29	60	89	0	0	0	89
	Total	141	130	271	31	3	34	305
2006	Professor	40	16	56	27	6	33	89
	Associate Professor	37	22	59	0	0	0	59

		Nine Month			Twelve Month			Grand Total
Year	**Position**	**Male**	**Female**	**Total**	**Male**	**Female**	**Total**	
2006	Assistant Professor	41	35	76	1	1	2	78
	Instructor	26	63	89	3	1	4	93
	Total	**144**	**136**	**280**	**31**	**8**	**39**	**319**
2007	Professor	37	14	51	25	6	31	82
	Associate Professor	31	23	54	1	0	1	55
	Assistant Professor	50	36	86	0	0	0	86
	Instructor	28	68	96	1	1	2	98
	Total	**146**	**141**	**287**	**27**	**7**	**34**	**321**
2008	Professor	39	17	56	25	4	29	85
	Associate Professor	37	22	59	0	1	1	60
	Assistant Professor	50	34	84	0	1	1	85
	Instructor	26	65	91	1	0	1	92
	Total	**152**	**138**	**290**	**26**	**6**	**32**	**322**
2009	Professor	43	17	60	26	3	29	89
	Associate Professor	34	29	63	0	1	1	64
	Assistant Professor	47	32	79	1	1	2	81
	Instructor	23	64	87	1	0	1	88
	Total	**147**	**142**	**289**	**28**	**5**	**33**	**322**
2010	Professor	45	20	65	23	2	25	90
	Associate Professor	35	35	70	1	2	3	73
	Assistant Professor	45	29	74	1	0	1	75
	Instructor	22	65	87	1	0	1	88
	Total	**147**	**149**	**296**	**26**	**4**	**30**	**326**
2011	Professor	43	18	61	21	1	22	83
	Associate Professor	36	32	68	1	3	4	72
	Assistant Professor	49	33	82	0	0	0	82
	Instructor	24	59	83	1	0	1	84
	Total	**152**	**142**	**294**	**23**	**4**	**27**	**321**
2012	Professor	51	22	73	20	0	20	93
	Associate Professor	36	30	66	1	4	5	71
	Assistant Professor	37	27	64	0	1	1	65
	Instructor	24	65	89	1	0	1	90
	Total	**148**	**144**	**292**	**22**	**5**	**27**	**319**
2013	Professor	49	22	71	18	2	20	91
	Associate Professor	39	32	71	1	4	5	76
	Assistant Professor	32	28	60	0	0	0	60
	Instructor	26	62	88	1	2	3	91
	Total	**146**	**144**	**290**	**20**	**8**	**28**	**318**

Alabama Gallery, located in JSU's Houston Cole Library, serves researchers whose interests pertain to Alabamians and the State. The Gallery houses two collections: the Alabama Collection and the Rare Book Collection.

Employees by Full-Time/Part-Time Status, Position and Year

Status	Position	Tenure Track	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Full-Time	Faculty	Tenured	108	119	124	131	134	140	147	144	157	144	150
		On tenure track	103	94	93	96	98	90	87	94	81	86	79
		Not on tenure track	83	87	88	92	89	92	88	88	83	89	89
		Total Faculty	294	300	305	319	321	322	322	326	321	319	318
	Executive/Administrative		51	47	48	49	59	64	80	79	81	81	83
	Other Professionals		135	129	145	135	129	119	70	107	113	118	124
	Technical/Paraprofessional		63	64	58	60	74	70	60	60	63	65	71
	Clerical/Secretarial		158	153	152	148	150	145	148	151	149	142	128
	Skilled Crafts		25	25	25	25	25	25	24	25	24	25	25
	Service/maintenance		112	136	136	127	141	122	115	128	127	129	128
	Total Full-Time Employees		838	854	869	863	899	867	819	876	878	879	877
Part-Time	Faculty		139	112	129	133	135	131	141	149	163	178	170
	Executive/Administrative		1	0	0	0	2	0	1	0	0	0	0
	Other Professionals		5	4	6	6	9	8	43	11	13	13	12
	Technical/Paraprofessional		2	1	3	22	34	16	3	0	0	1	0
	Clerical/Secretarial		4	4	5	9	23	28	34	26	25	22	28
	Skilled Crafts		0	0	0	0	0	0	0	0	0	0	0
	Service/Maintenance		8	14	16	30	53	14	15	15	17	15	17
	Total Part-Time Employees		159	135	159	200	256	197	237	201	218	229	227
Grand Total			997	989	1,028	1,063	1,155	1,064	1,056	1,077	1,096	1,108	1,104

Employees by Position & Year

Position	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Faculty	433	412	434	452	456	453	463	475	484	497	488
Executive/Administrative	52	47	48	49	61	64	81	79	81	81	83
Other Professionals	140	133	151	141	138	127	113	118	126	131	136
Technical/Paraprofessi..	65	65	61	82	108	86	63	60	63	66	71
Clerical/Secretarial	162	157	157	157	173	173	182	177	174	164	156
Skilled Crafts	25	25	25	25	25	25	24	25	24	25	25
Service/maintenance	120	150	152	157	194	136	130	143	144	144	145
Grand Total	**997**	**989**	**1,028**	**1,063**	**1,155**	**1,064**	**1,056**	**1,077**	**1,096**	**1,108**	**1,104**

Full-Time Faculty by Ethnicity and Gender (Fall 2013)

Ethnicity	Male	Female	Grand Total
American Indian/Alaskan Native	2	1	3
Asian or Pacific Islander	9	5	14
Black, Non-Hispanic	8	13	21
Hispanic	1	2	3
White, Non-Hispanic	146	131	277
Grand Total	166	152	318

Full-Time Staff by Ethnicity and Gender (Fall 2013)

Ethnicity	Male	Female	Grand Total
American Indian/Alaskan Native		1	1
Asian or Pacific Islander	2	3	5
Black, Non-Hispanic	16	30	46
Hispanic	1	4	5
White, Non-Hispanic	210	292	502
Grand Total	229	330	559

All Employees by Ethnicity and Gender (Fall 2013)

Ethnicity	Female	Male	Grand Total
American Indian/Alaskan Native	4	2	6
Asian or Pacific Islander	8	12	20
Black, Non-Hispanic	50	27	77
Hispanic	8	3	11
Not Reported		1	1
Other	2		2
White, Non-Hispanic	553	434	987
Grand Total	625	479	1,104

Employee of the Month Recipients 2013

The annual staff awards banquet was held in Leone Cole Auditorium and Jack Hopper Dining Hall. Service pin recipients and the employee of the year were presented. Many of the 2013 employees of the month are pictured above.

January	Linda Adams	Secretary, Drama
February	Allison McInnis	Coordinator, University Housing & Residence Life
March	Lori McFall	Clerical Assistant, Athletics
April	Danny Whaley	Housekeeper, Building Custodial Services
May	William Allen Bonds	Groundskeeper/Tractor Operator, Physical Plant
June	Denise DaSilva	E.M. Specialist, Emergency Management
July	Calvin Bennett	Groundskeeper/Tractor Operator, Physical Plant
August	Debbie Buzan	Bookkeeper, Disability Support Services
September	Kay Griffin	Secretary, Athletics
October	Keith Shears	Production Digital Copy Binding Specialist, Print Shop
November	Tiffany Onkst	Circulation Assistant, University Library
December	Lisa Pugliese	Secretary, Sociology and Social Work

Employee of the Year 2013

Keith Shears
Production Digital Copy Binding Specialist, Print Shop

Financial

2012 - 2013 Financial Aid Offered

Financial Aid Description	Amount Offered	Percentage
Alabama State Grants & Scholarships	$144,888	0.15%
Alternative Loans	$1,372,057	1.46%
Federal Pell Grant	$15,355,393	16.32%
Federal Stafford Loans	$50,041,537	53.17%
Federal Supplemental Educational Grant	$235,325	0.25%
Federal Work Study Program	$418,922	0.45%
Other Federal Grants	$94,396	0.10%
Foundation Scholarships	$367,419	0.39%
Institutional Scholarships	$17,465,883	18.56%
Outside Scholarships	$944,248	1.00%
Logan Walker Loan	$60,874	0.06%
Alabama - 3rd Party Contracts	$2,249,214	2.39%
Federal - 3rd Party Contracts	$16,165	0.02%
Foreign - 3rd Party Contracts	$145,141	0.15%
Outside - 3rd Party Contracts	$300,110	0.32%
Veteran Affairs - 3rd Party Contracts	$3,089,275	3.28%
University Aid	$1,806,829	1.92%
Grand Total	**$94,107,677**	**100.00%**

2012 - 2013 Financial Aid Offered by Aid Type

Federal Work Study 0.45%
Scholarships 19.97%
University Aid 1.92%
Grants 16.80%
3rd Party Contracts 6.16%
Loans 54.70%
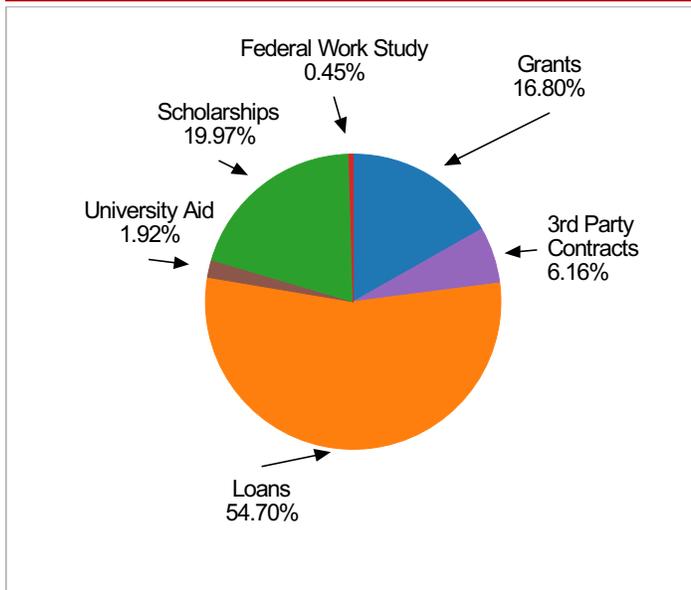
2012 - 2013 Financial Aid Offered by Source

Institution 20.93%
Other 2.91%
Foreign 0.15%
State 2.54%
Federal 73.46%
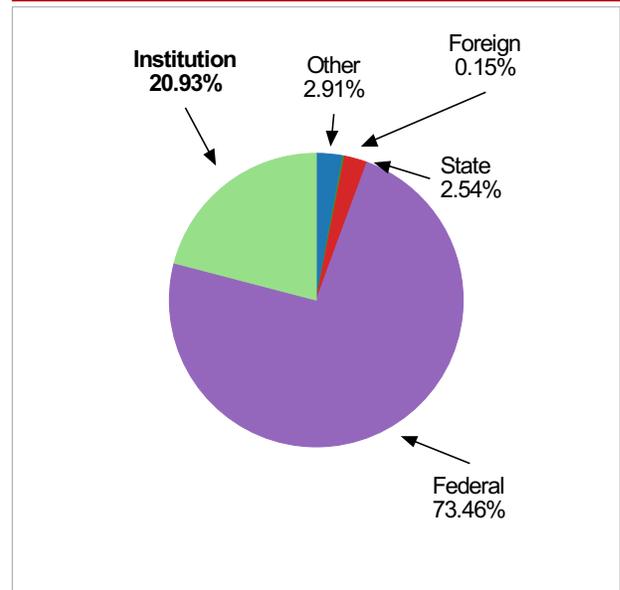
Year End Revenues and Expenditures by Source
As of September 30th
by Year

Revenues

Source	2004	2005	2006 **	2007	2008	2009	2010	2011	2012	2013
Tuition & Fees	34,318,069	31,535,662	33,020,148	34,279,929	34,483,933	39,440,143	41,658,355	44,270,600	47,305,776	46,847,062
State Appropriations	29,140,309	30,443,205	34,813,323	42,714,403	49,306,100	39,461,888	36,027,819	36,155,795	36,689,864	35,315,802
Federal Grants and Contracts	12,423,744	12,004,722	12,146,270	11,513,491	16,361,009	14,187,682	22,865,787	24,137,955	19,016,216	17,308,711
State and Local Grants & Contracts	2,972,935	4,607,857	4,140,835	4,248,147	6,140,134	9,235,242	4,416,195	3,460,532	4,033,347	2,631,087
Private	902,339	1,346,081	1,529,179	1,309,567	1,034,346	1,508,950	1,952,991	1,606,198	1,345,452	1,637,609
Endowment	99,457	143,065	65,022	68,302	97,869	43,625	51,900	47,313	41,125	35,983
Sales & Services of Educational Ac..	257,423	246,967	99,193	174,625	114,979	266,053	122,729	213,747	94,938	75,849
Auxiliary Services Income	4,053,262	4,529,717	4,761,931	5,169,946	5,237,563	5,906,028	8,729,743	11,090,451	12,298,352	12,845,071
Athletic Income	590,725	563,528	829,411	1,000,114	921,475	1,472,316	1,361,624	1,416,374	2,508,970	2,622,526
Gain on Investments	0	0	0	0	0	0	0	0	0	0
Other Sources	559,119	1,349,855	1,864,798	2,268,792	1,683,114	983,722	1,211,490	729,440	1,198,413	1,547,204
Total	85,317,382	86,770,659	93,270,110	102,747,316	115,380,522	112,505,649	118,398,633	123,128,405	124,532,453	120,866,904

Expenditures

Source	2004	2005	2006 **	2007	2008	2009	2010	2011	2012	2013
Instruction	33,146,130	35,982,151	40,223,436	42,989,300	45,035,843	44,147,408	44,283,673	42,288,362	42,965,208	42,409,762
Research	1,203,344	1,184,600	1,589,143	857,341	480,738	201,255	202,581	446,496	548,131	225,130
Public Service	2,589,752	4,109,396	3,489,654	4,291,022	4,906,019	4,094,035	3,998,833	3,234,854	2,255,958	2,721,300
Academic Support	4,979,883	5,264,844	5,754,700	5,728,803	5,763,610	5,488,371	5,335,414	5,535,126	6,018,897	5,819,636
Student Services	8,627,704	9,090,648	9,286,834	10,452,104	10,585,274	10,663,411	11,135,337	11,288,237	12,416,218	13,065,240
Institutional Support	7,087,024	9,158,604	9,432,651	9,248,346	12,864,099	13,283,067	11,345,473	16,472,063	16,214,882	16,350,117
Operation & Maintenance of Plant	6,506,961	7,748,338	7,886,400	9,770,280	9,119,296	10,082,431	10,117,865	9,382,113	8,994,289	9,679,569
Scholarships & Fellowships Awards	13,172,377	7,216,077	7,445,242	6,246,834	9,258,462	9,758,773	13,423,833	14,966,309	13,936,615	13,605,985
Depreciation	3,712,599	4,512,550	5,062,294	5,488,530	5,099,226	5,210,661	5,731,842	6,893,093	7,792,918	7,471,861
Mandatory Transfers	2,641,862	0	0	0	0	0	0	0	0	0
Non-Mandatory Transfers--Educ. A.	1,988,608	0	0	0	0	0	0	0	0	0
Loss on Investments	0	0	0	0	0	0	0	0	0	0
Other Expenditures	0	0	0	0	0	0	0	0	0	0
Loss on Disposal of Assets	0	0	0	0	0	0	0	0	0	0
Auxiliary Enterprise Expenditures	3,648,267	4,425,387	4,403,346	4,628,841	4,531,611	4,251,835	6,419,626	8,429,815	8,345,855	9,015,420
Total	89,304,511	88,692,595	94,573,700	99,701,401	107,644,178	107,181,247	111,994,477	118,936,468	119,488,971	120,364,020

Revenues & Expenditures

* Change in accounting method, Federal Direct Student Loans are no longer recorded in current funds.
** Change in account method, GASB financial reporting changes reflected in 2006.
*** Fiscal Years 2006-2011 represent audited financial records
Source: Controller's Office

Current Revenues by Source FY 2014

Revenues	FY 2014	Percentage
Tuition and Fees	$65,880,876	41.52%
State Appropriations	$35,958,784	22.66%
Federal Grants	$45,000,000	28.36%
State Grants & Contracts	$2,600,000	1.64%
Auxiliary Services Income	$6,000,000	3.78%
Other Sources	$3,237,126	2.04%
Grand Total	**$158,676,786**	**100.00%**

Current Expenditures by Source FY 2014

Type	Expenditures	FY 2014	Percentage
E & G	Instruction	$44,859,667	28.27%
	Research	$159,746	0.10%
	Public Service	$1,942,169	1.22%
	Academic Support	$6,487,539	4.09%
	Student Services	$10,930,159	6.89%
	Institutional Support	$17,478,724	11.02%
	Operation & Maintenance of P..	$9,356,239	5.90%
	Scholarships and Fellowships	$61,462,543	38.73%
	Depreciation	$0	0.00%
Auxilary	Auxiliary Enterprise	$6,000,000	3.78%
Grand Total		**$158,676,786**	**100.00%**

Current Revenues by Source FY 2014
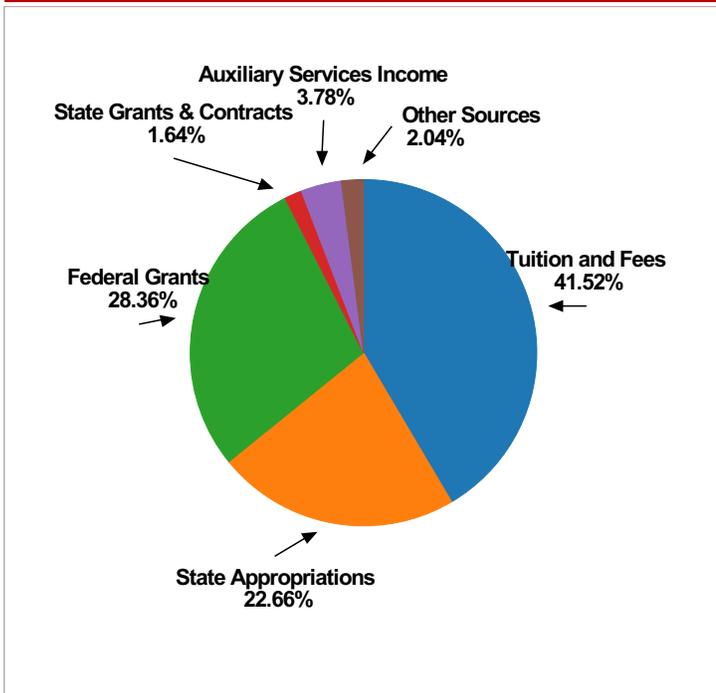
Current Expenditures by Source FY 2014

Facilities

JSU

N

11th Street

North Pelham Rd Highway 21

Highway 204

Harwell Ave

Bennett Blvd

Park Ave

Forney Ave

Russell

Church Hall

Street Ave

University Circle

Trustee Circle

Roebuck Waters Dr

Beck Cir

Fifth Street

Mountain Street

North Pelham Rd
Highway 21

Church Avenue
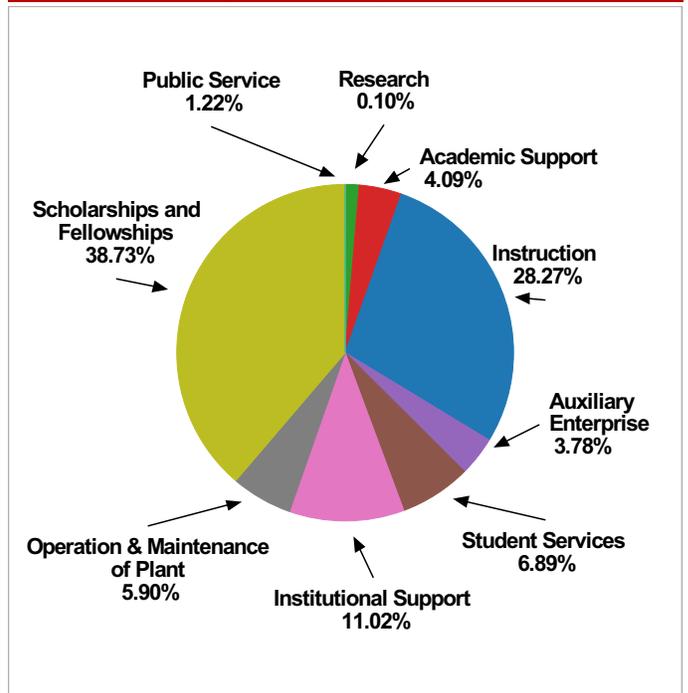
01. Alumni House
02. Amphitheater
03. Anders Hall (Round House)
04. Athletic Fieldhouse
05. Ayers Hall
06. Baptist Campus Ministry
07. Baseball Field
08. Bibb Graves Hall
09. Brewer Hall
10. Campus Inn Apts
11. Carlisle Fine Arts Facility
12. College Apts
13. Computer Center
14. Crow Hall
15. Curtiss Hall
16. Daugette Hall

17. Dillon Field
18. Dixon Hall
19. Fitzpatrick Hall
20. Gamecock Field
21. Hammond Hall
22. Honors House
23. Houston Cole Library
24. International House
25. Intramural Field/Track
26. Jack Hopper Dining Hall
      Leone Cole Auditorium
      McCluer Chapel
27. Jax Apts
28. JSU Stadium
29. Kennamer Hall
30. Ladiga Kiosk
31. Logan Hall

32. Martin Hall
33. McGee Science Center
34. Mason Hall
35. Merrill Hall
36. Pannell Hall
37. Patterson Hall
38. Paul Carpenter Village
39. Penn House Apts
40. Pete Mathews Coliseum
41. President's Home
42. Quad
43. Ramona Wood Building
44. Rock House
45. Rowe Hall
46. Salls Hall (University Police)

47. Self Hall
48. Soccer Field
49. Softball Field
50. Sparkman Hall
51. Stadium Tower
52. Stephenson Hall
53. Stone Center
54. Tennis Courts
55. Theron Montgomery Bldg
56. TMB Lawn
57. Visitor Center
58. Wallace Hall
59. Wesley Foundation
60. Williams Student Health Center

Residence Halls and Apartments

Housing Type	Name	Housing Subtype	Gender	Floorplan	Requirements	Capacity	Cost Semester	Cost Year
Residency Hall	Crow	Freshman Housing	Men's	Community Bath		185	$1,830	$3,660
	Curtiss	Sorority	Women's	Community Bath		179	$1,830	$3,660
	Daugette		Men's	Community Bath		155	$1,830	$3,660
	Dixon		Co-ed	Community Bath		193	$1,830	$3,660
	Fitzpatrick	Freshman Housing	Women's	Community Bath		227	$1,830	$3,660
	Logan		Women's	Private Bath	24+ Hours, 2.00 GPA	121	$2,105	$4,210
	Patterson		Men's	Private Bath	32+ Hours, 2.25 GPA	113	$2,105	$4,210
	Sparkman	Continuous	Co-ed	Suite		215	$2,360	$4,720
Apartment	Campus Inn	Efficiency		Does not include Laundry room	32+ Hours, 2.25 GPA	85	$1,940	$3,880
	College	One Bedroom		Does not include Laundry room	32+ Hours, 2.25 GPA	22	$2,380	$4,760
	Colonial Arms	One & Two Bedro..			32+ Hours, 2.25 GPA	24	$2,380	$4,760
	Jax	Family Housing			96+ Hours, 2.25 GPA	38	$2,380	$4,760
					Birth Certificate			
					Marriage Certificate			
	Pannell	Efficiency			32+ Hours, 2.25 GPA	79	$2,260	$4,520
	Penn House	One Bedroom		Does not include Laundry room	32+ Hours, 2.25 GPA	32	$2,380	$4,760
	Stadium Tower Concourse Unit				32+ Hours, 2.25 GPA	88	$2,380	$4,760
	Stadium Tower Efficiency				32+ Hours, 2.25 GPA	16	$2,815	$5,630
	Stadium Tower Pod Unit				32+ Hours, 2.25 GPA	285	$2,380	$4,760
Specialty Housing	International House					40	$1,360	$2,720
	Leadership House for Women					17	$2,360	$4,720
	Pi Kappa Phi Fraternity					10	$2,270	$4,540
	Sigma Phi Epsilon Fraternity					10	$2,270	$4,540

Residency Halls include the following amenities: Cable, Computer Lab, Laundry Room, High Speed Internet Connections, Telephone Line, Television Lounge

Apartments include the following amenities: Cable, Power, Water, High Speed Internet Connections

Prices are subject to change by the Jacksonville State University Board of Trustees.

Student Housing Occupancy by Year

Measure	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Beds Available	2,180	1,720	1,566	1,603	1,511	1,737	1,737	1,660	1,609	1,656	1,705	2,015	2,015	1,992	1,992
Beds Occupied	1,390	1,405	1,324	1,503	1,316	1,540	1,618	1,606	1,528	1,593	1,603	1,801	1,870	1,857	1,798
% Occupied	64	82	85	94	87	89	93	97	95	96	94	89	93	93	90

Major Academic, Administrative and Auxiliary Buildings

Building Type	Building	Year Built /Acquired	Year of Major Renovation	Square Footage
Administrative	Bibb Graves	1930	2005	57,188
	Computer Center	1965	1990	6,480
Instructional	Ayers Hall	1955	2005	95,339
	Brewer Hall	1972	1988	43,907
	Carlisle Fine Arts Building	2007		11,175
	Hammond Hall	1943	1996	13,794
	Little River Canyon	2008		21,437
	Martin Hall	1968	2002	76,135
	Mason Hall	1963	1983	56,871
	McGee Science Building	1999		38,836
	Merrill Building	1970	1987	87,874
	Ramona Wood Building	1939	2004	41,320
	Rowe Hall	1970	1983	29,414
	Self Hall	1966	1989	43,710
	Stone Center	1980	1986	73,469
	Wallace Hall	1973	1993	38,646
Athletics	Gamecock Field House	1977	2005	21,200
	Kennamer Hall	2004		31,258
	Paul Snow Stadium	1970	1987	9,677
	Pete Mathews Coliseum	1974	2000	122,052
	Rudy Abbott Field	1995	2000	1,576
	Stephenson Gym	1939	1992	47,488
	University Softball Field	1975		3,432
	University Softball Field Pressbox	2013		1,847
	Visitor's Dressing Room	1989		2,040
Residence Hall - Women	Curtiss Hall	1966	2000	45,620
	Fitzpatrick Hall	1968	1989	52,725
Residence Hall - Men	Crow Hall	1965	1989	37,889
	Daugette Hall	1930	1982	48,302
Residence Hall - COED	Dixon Hall	1966	1983	40,256
	Logan Hall	1990		31,306
	Patterson Hall	1990		39,142
	Sparkman Hall	1974	1990	81,326
Apartments	Campus Inn 1 Bedroom Apartments	1971		13,486
	Campus Inn Eff Apartments	1966		16,624
	College Apartments	1972		8,748
	Colonial Arms	1966		20,632
	International House	1964	1982	20,112
	Jax Apartments	2002		26,436
	Panhellenic House	2001		3,304
	Pannell Hall	1947	1998	44,543
	Penn House	1968	1980	13,434

Major Academic, Administrative and Auxiliary Buildings

Building Type	Building	Year Built /Acquired	Year of Major Renovation	Square Footage
Apartments	Pi Kappa Phi	2002		5,130
	Stadium Towers	2010		208,301
Maintenance	Duncan Maintenance Shop	1962	1982	7,451
	Maintenance Storage	1989		384
	Service Storage	1948		1,746
	University Services Building	1971	1990	2,306
	University Warehouse	1976		13,808
Miscellaneous	Alumni House	1839	1982	3,040
	Alumni House Meeting Room	1839	1982	1,367
	Amphitheater	1978		2,377
	Anders Hall (Round House)	1965		5,295
	Building 3170 (AMSTI)	2007		12,970
	Building 3181 (JSU McClellan)	2002		137,000
	Child Development Center	1953	2002	26,316
	Cole Center	1961	1988	25,863
	Forney Hall	1917	1984	21,006
	Hopper Cafeteria	1961	2001	26,419
	Houston Cole Library	1972	2002	171,603
	Information Center	1967		684
	Observatory	2008		108
	President's Home	1949	1982	6,292
	Rock House	1930	1980	1,239
	Salls Hall	1967	1991	22,844
	Theron Montgomery Building	1969	2000	52,141
	Williams Infirmary	1953	1980	2,772

Pulitzer Prize winning journalist Diane McWhorter visited Jacksonville State University to deliver the annual Ayers Lecture hosted by the JSU Department of Communication. Brandt Ayers is seated.

Assessment

JSU

Assessment

"Assessment is the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development."[1]
- T. J. Marchese

JSU has a comprehensive system of continuous improvement that unites institutional research, strategic planning, operational planning, program review, and assessment of student learning. All pieces fit together to inform decision-making and purposeful improvements across every level of operations.

One important piece of this large puzzle is assessment of student learning. This assessment focuses on student learning outcomes and is facilitated by university-wide, college-level, department-level and classroom-level initiatives that assess student knowledge, engagement, and success. After the goals and objectives for learning are identified and defined, a workable assessment plan is required if assessment is to succeed. A sample assessment plan shown in this section demonstrates 4 levels of measurement for an academic program. The framework and key questions that this assessment plan is based on are also available in this section.

Department heads and directors and other administrators can find additional assessment data and filter data by college, department or major on Tableau Server, JSU's Assessment System, by going to http://oira.jsu.edu:8000/. User IDs and passwords are available by calling the Office of Planning and Research 782-8144 or 782-8157.

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[1] Palomba, C. A. and Banta, T. W. "Assessment Essentials: Planning, Implementing, and Improving Assessment in Higher Education." 1999, p.4.

University Assessment System Schedule

Data Type	Filters	Source	Date Published	Users
Master Schedule Workbook				
Course Section Enrollment	College and Department	Master Schedule	Each semester and annually	VPASA, VPABA, Deans, Dept Heads
Faculty Loads	College, Department, Faculty Member	Master Schedule	Each semester and annually	VPASA, Deans, Dept Heads
Direct Assessment Outcomes				
CBASE		All seniors prior to graduation	August 1	VPASA, Deans, Dept Heads
Indirect Assessment Outcomes				
New Student Survey	College and Department	First-Time Freshmen and First-Time Transfer Students	August 1	VPASA, VPABA, VPIT, VPIA, AVPs, Deans, Directors, Dept Heads
Graduating Senior Survey	College and Department	Senior's semester of graduation	August 1	
Graduate Exit Survey	College and Major	Graduate student's semester of graduation	August 1	
Sports and Recreation Interest	College	Prospective students and new students	September 10	
NSSE	College	Freshmen and Seniors (random sample)	September 1 (even years)	
Applied Assessment Outcomes				
JSU Alumni Survey	Major	Alumni Affairs survey	August 1 (every 4 yrs)	VPASA, VPABA, VPIT, VPIA, AVPs, Deans, Directors, Dept Heads
Dept Alumni Survey	Department	per Department	per Department	per Department
Employer Survey	Department	per Department	per Department	per Department

Find and filter assessment data at http://oira.jsu.edu:8000. Contact OPR at extension 8144 for user name and password.

JSU

Assessment Plans

The sample assessment plan below demonstrates four levels of measurement for a graduate program ensuring students have the best opportunities to be successful. Level 1 refers to indirect measures of student learning that reflect student reaction or satisfaction. IDEA course evaluation items, such as "Overall, this is an excellent course," are examples of indirect measures. Level 2 is direct measurement of student knowledge, concepts or skills learned. Departments using CBASE, or MFAT are measuring at Level 2. Soon, we'll have the Collegiate Learning Assessment as a Level 2 measure. Also, if you're using a rubric to rate demonstration of concepts or skills learned, you are measuring at Level 2. Level 3 refers to application of what was learned. We often use alumni or employer surveys for Level 3. Level 3 must focus on changes in behavior or actions as a result of learning. Level 4 focuses on impact in the program or organization as a result of learning. Also known as business impact measures, your department may focus on student retention, graduation rates, or professional certifications awarded. The first two examples focus on JSU or your department as the point of impact related to student success, while the last example focuses on the profession or perhaps state-wide impact of more certified professionals. Take a look at your assessment plan and identify the levels of measurement. Also, make sure they are identified under your Student Learning Outcomes in PRISM. Contact the Office of Planning and Research at extension 8144 if you have any questions.

Sample Graduate Program Assessment Plan

Level	Student Learning Outcome	Measures	Data Collection Method	Data Sources	Timing	Responsibility
1. Indirect	New students' average rating on all items measuring satisfaction will be at least 3.5 out of 4.	Average ratings on satisfaction items	New Graduate Student Survey	Students	Beginning of first semester	Program Director
	Students will indicate satisfaction with courses by rating course excellence as at least 4 out of 5.	Item on IDEA Course Evaluation System	IDEA Course Evaluation	Students	Every semester	Faculty
	Graduating students' average rating on all items measuring satisfaction will be at least 3.5 out of 4.	Average ratings on satisfaction items	Graduate Student Exit Survey	Students	During application for graduation	Office of Graduate Studies
2. Direct	Group comparisons will indicate statistically significant differences between pre- and post-tests for graduating students.	Accuracy on pre- and post-tests	Pre-test and Post-test	Students	End of course work	Program Director
	Student responses to questions asked during Comprehensive Orals will average to at least 4 out of 5.	Average ratings on course knowledge discussion items	5-point rubric	Faculty on Orals Committee	End of course work	Faculty Chair for Orals
3. Applied	Graduates will indicate that they use or plan to use at least 85% of the knowledge and skills that they learned from the program in their work.	Report of use of knowledge and skills	Alumni Survey	Graduates	1-3 years after graduation	Program Director
	Employers will indicate that graduates use or plan to use at least 80% of the knowledge and skills taught in the program.	Report of use of knowledge and skills	Employer Survey	Employers	3 months after alumni survey	Program Director
4. Impact	At least 85% of students will be retained in the program each academic year.	Monitored retention of students through program	Retention data each semester	Institutional Research & Assessment	Annually	Faculty Member
	At least 80% of students will make satisfactory academic progress each academic year.	Monitored student progress to graduation	Student progress reports	Faculty Advisor Records	Annually	Faculty Member

JSU

Jacksonville State University
Office of Institutional Research and Assessment

Assessment Framework and Key Questions

Levels of Assessment	Key Questions Answered
Level 1 INDIRECT: Reaction, Satisfaction and Planned Action	• Was the program relevant to students? • Was the program important to students' success? • Did the program provide new information? • Do students intend to use what they learned? • Would students recommend it to others? • Is there room for improvement with facilitation, materials, and the learning environment?
Level 2 DIRECT: Learning knowledge and skills	• Do students know what they are supposed to do with what they learned? • Do students know how to apply what they learned? • Are students confident to apply what they learned? • Did students gain new knowledge, skills, change their attitude, increase awareness?
Level 3 APPLIED: Application and Implementation	• How effectively are students applying what they learned? • How frequently are they applying what they learned? • If they are applying what they learned, what is supporting them? • If they are not applying what they learned, why not?
Level 4 IMPACT: Business or Professional Impact	• So what? • To what extent does student application of what they learned improve the measures the program was intended to improve? (Retention, graduation, etc.) • How did the program impact output, quality, cost, time, customer satisfaction, employee satisfaction, work habits? • What were the consequences of students' application of knowledge and skills acquired during the program, process, intervention, change? (certification, licensure, etc.) • How do we know it was the program that improved these measures?
Level 5 ROI: Return on Investment	• Do the monetary benefits of the improvement in impact measures outweigh the cost of the program?

2012 National Survey of Student Engagement (NSSE) Results

In spring 2012, 1,499 freshmen and 1,890 seniors were invited to participate in the National Survey of Student Engagement. One-thousand-forty-eight participants (441 or 29.42% freshmen and 607 or 32.12% seniors) responded. Ninety-two percent of the freshmen respondents were traditional (less than 24 years of age) students and 47% of the seniors were traditional. Full-time students made up 97% of the freshmen respondents and 76% of the seniors. Approximately two-thirds of respondents (65% freshmen/67% seniors) were females.

NSSE compared JSU data with that of southeastern public four year schools, universities in JSU's Carnegie classification, and with all NSSE 2012 participants. Mean comparisons suggested:

JSU students (freshmen and seniors)

- Were more likely to ask questions in class or contribute to class discussions;
- Were more likely to prepare two or more drafts of a paper or assignment before turning it in;
- Were more likely to work with other students on projects during class;
- Were more likely to work harder than they thought they could to meet an instructor's standards or expectations;
- Were more likely to work with faculty members on activities other than coursework (committees, orientation, student-like activities, etc.);
- Were more likely to memorize facts, ideas or methods from courses and readings;
- Were more likely to read books (not assigned) on their own for personal enjoyment or academic enrichment;
- Were more likely to participate in activities to enhance their spirituality (worship, meditation, prayer, etc.);
- Were more likely to work for pay off campus, provide care for dependents living with them (parents, children, spouse, etc.), and commute to class (driving, walking, etc.);
- Responded more favorably that their experience at their university contributed to writing clearly and effectively; speaking clearly and effectively; using computing and information technology; and developing a deepened sense of spirituality;
- Reported higher satisfaction with the quality of academic advising than their peers at other universities.

JSU seniors

- Were more likely to use email to communicate with an instructor; to discuss grades or assignments with an instructor; to talk about career plans with a faculty or advisor; to discuss ideas from their readings or classes with faculty and others outside of class; to receive prompt written or oral feedback from faculty on their academic performance; and to have serious conversations with students of a different race or ethnicity than their own;
- Were more likely to take exams that challenged them to do their best work;
- Reported higher quality of relationships with other students, faculty members, and administrative personnel and offices;
- Were more likely to credit their collegiate environment for encouraging contact among students from different economic, social, and racial or ethnic backgrounds;
- Responded more favorably than their peers that their experience at their university contributed to voting in local, state, or national elections; learning effectively on their own; understanding themselves; and solving complex real-world problems.

JSU freshmen

- Were less likely to analyze the basic elements of an idea, experience, or theory; and synthesize and organize ideas, information, or experiences into new, more complex interpretations and relationships;
- Reported more likely to spend less than an hour to complete 3-4 homework problem sets than their peers;
- Were more likely to attend an art exhibit, play, dance, music, theater, or other performance;
- Were more likely to participate in co-curricular activities.

Department Heads, Directors and other administrators can find additional assessment data and filter data by college, department or major on Tableau Server, JSU's Assessment System, by going to http://oira.jsu.edu:8000/. User IDs and passwords are available by calling the Office of Planning and Research at (256) 782-5109.

JSU's Comprehensive System of Continuous Improvement
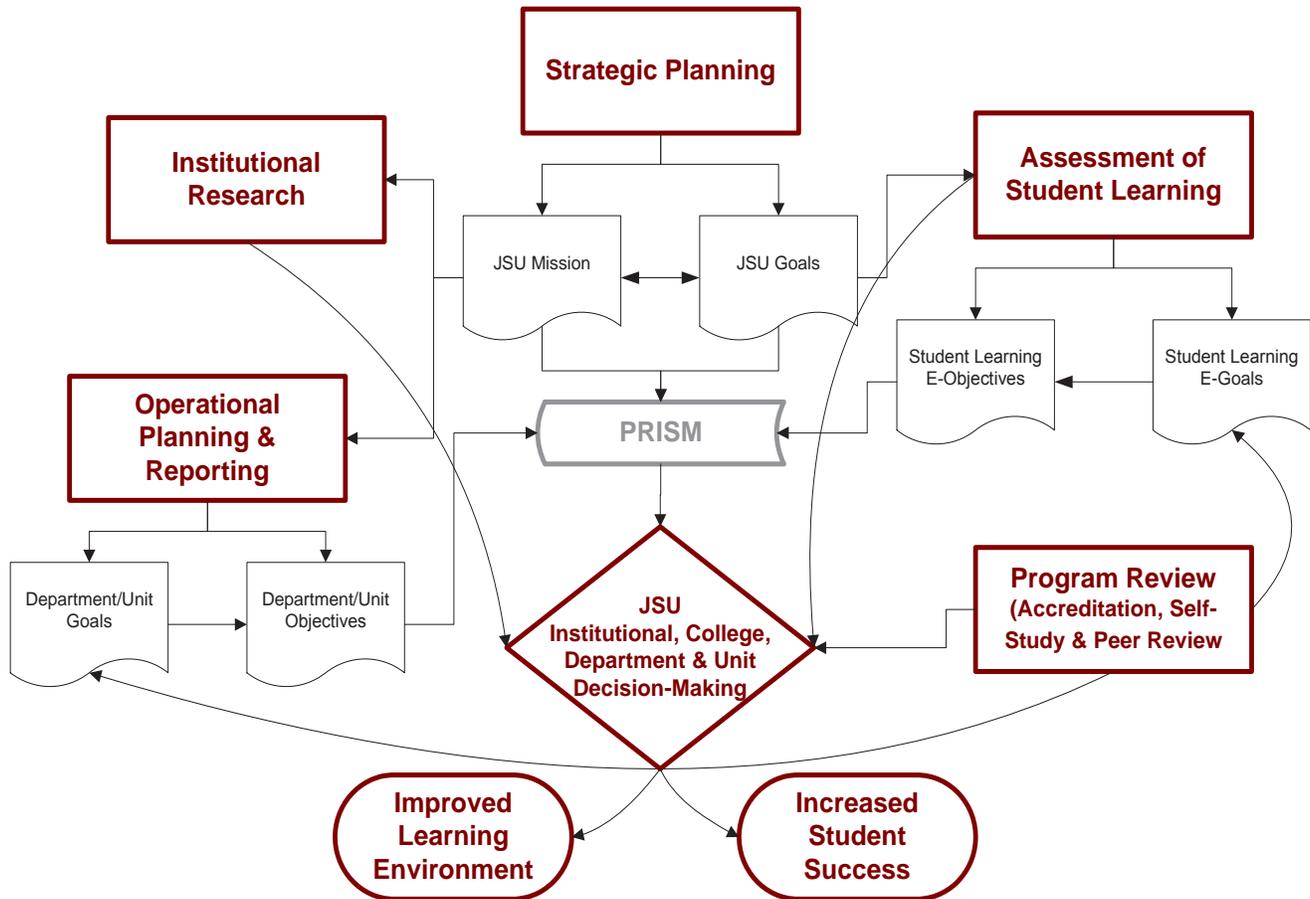
2014-2015 PRISM Planning and Reporting Schedule

Planning	
December 16, 2013	All units revise/develop and enter into Compliance Assist their 2014-2015 plans with goals, objectives, student learning outcomes, evaluation strategies and new funding requests for 2014-2015.
February 3, 2014	Deans/AVPs review, revise and approve unit plans and requests.
March 3, 2014	Vice Presidents review and approve/disapprove unit plans and budget requests.

Reporting	
October 15, 2014	All units complete 2013-2014 reporting by completing: • Results of Evaluation/Assessment • Use of Results • Status boxes for each objective

PRISM Planning and Reporting

All academic and non-academic units at Jacksonville State University are responsible for planning and reporting that lead to increased student success and an improved learning environment as required by SACSCOC Comprehensive Standard 3.3.1. This standard is based on the institutional effectiveness of every unit and department within the University, whether the unit is academic or non-academic.

Goals, objectives, student learning outcomes, results, use of results, and budget justifications and requests are documented in Compliance Assist, JSU's web-based system for planning and reporting. Every unit develops operational goals, objectives and student learning outcomes in Compliance Assist for administrative functions, professional development, strategic planning, Program Review and other functions.

Below are guidelines for Compliance Assist planning and reporting. Units should review the guidelines every year before finalizing their planning documents, which are due on December 15th, and their reporting documents, which are due on October 15th.

PRISM Planning (Due December 15th)

Mission
_____ 1. The unit's mission is clearly stated.
_____ 2. The unit's mission is consistent with the purpose of the unit.
_____ 3. The unit's mission clearly supports the University mission statement.

Goals
_____ 4. The unit's goals are clearly stated.
_____ 5. The unit's goals clearly support the unit's mission.
_____ 6. The unit's goals are related to the University's goals.

Objectives
_____ 7. The unit's objectives are clearly stated.
_____ 8. The unit's objectives are measurable.
_____ 9. The unit's objectives are meaningful in supporting continuous improvement.
_____ 10. The unit's objectives are related to the unit's goals.

Student Learning Outcomes (SLO)
_____ 11. SLOs are consistent with the unit's mission and goals.
_____ 12. SLOs are clearly stated.
_____ 13. SLOs are measurable.
_____ 14. SLOs are meaningful in supporting continuous improvement.
_____ 15. Academic units have at least 3 SLOs and non-academic units have at least 1 SLO.

Method of Measurement
_____ 16. Strategies or methods are documented for each objective/SLO.
_____ 17. Strategies or methods are appropriate for the objectives/SLOs.

_____ 18. The strategies or methods are realistic.
_____ 19. The assessment methods or tools are appropriate for the objectives/SLOs being evaluated.
_____ 20. Multiple methods of assessment are used where appropriate.
_____ 21. Baseline or comparison data are provided.
_____ 22. The methods of evaluation are consistent with best practices.

Budget Justification
_____ 23. The budget requests are realistic.
_____ 24. The budget request types are completed accurately.
_____ 25. The budget justifications are clear.
_____ 26. The budget justifications appropriately use data to support requests.

PRISM Reporting (Due October 15th)

Results for Objectives and Student Learning Outcomes
_____ 27. The academic year is noted above the information for the corresponding year.
_____ 28. Results, including data where appropriate, are clearly reported for all objectives.
_____ 29. Results, including data where appropriate, are clearly reported for all methods of assessment.
_____ 30. Well thought-out analyses of all objectives are presented.

Use of Results for Objectives and Student Learning Outcomes
_____ 31. The academic year is noted above the information for the corresponding year.
_____ 32. Actions prompted by the results are clearly described.
_____ 33. Responses indicate thoughtful use of data for improvement.

The 2012-2013 New Student Survey Results

Of the 405 new undergraduate students responding to the 2012-2013 New Student Survey, 64% were female, 36% were male. Nearly all were between 18 and 19 years of age (91%). Almost all (98%) were not married. Three percent had dependent children living with them. Fifty-four percent were first-time college students, 33% had transferred from elsewhere, and 6% were transients. Over one-half resided in residence halls during their first semester (61%), 22% lived at the home of parents or relatives, and 10% lived in a room or apartment off-campus. Most (70%) depended on their parents, relatives, or friends as the primary source of their first year educational expenses. Forty-six percent relied on Pell Grants, 48% on Federal direct loans, 42% on Faculty Scholarships, 12% on Leadership Scholarships, 7% on Athletic Scholarships, and 42% on other scholarships. Over one-quarter of the respondents were undecided about their majors (27%). Of those who had decided on a major, 14% were in Pre-Nursing, 7% in Biology, 6% in Criminal Justice, 6% in Pre-Business, 4% in Elementary Education, 3% in Art, 3% in Computer Science, 3% in Music, and 3% in Communication.

The New Student Survey was revised in summer 2012. In addition to some deletions, 3 questions on student self-efficacy and self-efficacy with technology were added.

The data were collected from fall 2012 through spring 2013.

Their College Choice
Factors that impacted their decision to attend college the most were:
- To be able to earn more money (93%)
- To learn more about things that interest them (93%)
- To gain a general education and appreciation of ideas (93%)
- To be able to get a better job (89%)
- To prepare for graduate or professional school (88%)

To obtain a bachelor's degree from JSU was the goal of the majority (80%).

More respondents indicated the following were "very important" reasons for their decision to attend JSU:
- The availability of financial aid or scholarships (72%)
- Availability of a particular program of study or major (64%)
- Cost of tuition and fees (59%)
- The location of JSU (55%)
- JSU's academic reputation (50%)
- The variety of courses offered (43%)

Over one-half learned about JSU from friends at JSU (60%), from their parents or relatives (58%), from Preview Day or campus visit (57%), and through the JSU website (55%).

Expectations
More respondents (63%) estimated that they would have a very good chance to earn a bachelor's degree at JSU. In addition, 44% expected to have a very good chance to find a good job after graduation in the field for which they studied. Seventy-three percent expected to have a good chance or a very good chance to take part in volunteer or community service work while at JSU. Fifty-nine percent thought they would have no chance of failing any courses.

Over one-half (69%) reported not working while attending JSU, 25% spent up to 20 hours a week working on a job, and 6% spent 30 hours or more a week working. A majority (82%) planned to spend 20-40 hours a week on school work, 4% planned to spend 50 hours a week, and 14% planned to spend less than 20 hours a week on school work.

Self-rating
When compared to other people their age, one-half or more rated themselves above average or in the highest 10% in the following traits:
- Drive to achieve (71%)
- Cooperativeness (67%)
- Understanding of others (56%)
- Leadership ability (55%)

- Self-confidence (intellectual) (55%)
- Emotional health (50%)

Student Self-efficacy and Self-efficacy with Technology
Nearly all respondents had access to a laptop or notebook computer (97%). A majority had access to Internet connectivity 24 hours/7 days a week (83%), and other portable devices, i.e., iPad or smart phone (78%).

Respondents agreed that (on a scale of 1 to 5, with 1=strongly disagree and 5=strongly agree):

	In General	With Technology
They can always manage to solve difficult problems if they try hard enough.	(M=4.06)	(M=3.68)
It is easy for them to stick to their aims and accomplish their goals.	(M=3.85)	(M=3.75)
They are confident that they could deal efficiently with unexpected events.	(M=3.70)	(M=3.52)
Thanks to their resourcefulness, they know how to handle unforeseen situations.	(M=3.64)	(M=3.48)
They can solve most problems if they invest the necessary effort.	(M=4.07)	(M=3.76)
They can remain calm when facing difficulties because they can rely on their coping abilities.	(M=3.65)	(M=3.58)
When they are confronted with a problem, they can usually find several solutions.	(M=3.76)	(M=3.60)
No matter what comes their way, they are usually able to handle it.	(M=3.90)	(M=3.67)
If they are in trouble, they can usually think of something to do.	(M=3.84)	-
If someone opposes them, they can find means and ways to get what they want.	(M=3.40)	-

Department Heads and Directors and other administrators can find additional assessment data and filter data by college, department or major on Tableau Server, JSU's Assessment System, by going to http://oira.jsu.edu:8000/. User IDs and passwords are available by calling the Office of Planning and Research at (256) 782-5109 or (256) 782-8144.

The 2012-2013 Graduating Senior Survey Results

The Graduating Senior Survey was revised in summer 2012. Three questions on student self-efficacy and self-efficacy with technology were added during that time. Of the 609 graduating seniors responding to the 2012-2013 Graduating Senior Survey, 60% were female, 40% were male. Nearly all (94%) were enrolled full-time. Seventy-seven percent were single. Sixty-two percent were from 21 to 23 years of age, 19% were 24-26, 6% were 27-30, 8% were between 31 and 40, 4% were between 41 and 50, 1% were 20 or younger, and less than 1% were 50 and older. Three-quarters were White (75.49%), 16% were Black, 3% were Hispanic, 4% were Other, less than 1% were Asian, Asian American or Pacific Islander, and less than 1%, each, were American Indian/Alaskan Native and multiracial. Thirty-five percent of the respondents were enrolled in the College of Arts and Sciences, 40% in the College of Education and Professional Studies, and 22% in the College of Commerce and Business Administration. Over one-third (39%) of the respondents planned to enroll in a graduate program.

When compared with the average person their age, a majority considered themselves above average or in the highest 10% in the following characteristics:

- Drive to achieve (75%)
- Understanding of others (69%)
- Leadership ability (66%)
- Self-confidence (intellectual) (62%)
- Academic ability (59%)

Perceptions of Their Major

- Nearly all indicated the overall quality of their major was good or excellent (97%), and the majority were satisfied or very satisfied with their overall education at JSU (88%);
- Library holdings (90%), and computer (97%) and laboratory (95%) facilities for majors were adequate or more than adequate;
- Over one-half frequently expressed ideas in writing (54%), expressed ideas orally (53%), and applied concepts learned in their major to solve actual problems (56%);
- Over three-quarters agreed or strongly agreed that:
  - fundamental theories were taught (93%)
  - department faculty were professionally competent (91%) and effective teachers (87%)
  - faculty were approachable (91%) and accessible outside of class (85%)
  - courses were intellectually stimulating (88%)
  - advisor was willing to help (87%)
  - current research methods were taught (86%)
  - at least one professor worked closely with me (86%)
  - grading procedures were fair (85%)
  - requirements were explained clearly (81%)
  - sufficient practical training was provided (79%)

Educational Outcomes

Respondents thought the following educational outcomes were important and that their JSU experiences prepared them well to perform them:

- Writing effectively (93%)
- Listening effectively (93%)
- Working in an ethical manner (93%)
- Reading comprehension (92%)
- Working cooperatively and as a team member (91%)
- Conducting work activities in an ethical manner (91%)
- Making and exercising a lifelong commitment to learning (91%)
- Using computers to search for and retrieve information (90%)
- Defining and solving problems (90%)
- Speaking effectively (89%)
- Recognizing and acting upon ethical principles (89%)
- Analyzing, synthesizing, and evaluating information (89%)
- Having tolerance for different points of view (88%)
- Thinking objectively about beliefs, attitudes and values (88%)
- Understanding the interaction of people and their environment (87%)
- Understanding and exercising one's rights, responsibilities and privileges as a citizen (86%)

- Knowing how to access the information needed in one's professional position (85%)
- Specialized occupational skills and knowledge (85%)
- Making formal presentations (84%)
- Understanding the present as it relates to historical events and processes (84%)
- Working with people from diverse ethnic and cultural backgrounds (84%)
- Using and applying basic computer skills (82%)
- Understanding and applying scientific principles and methods (80%)
- Resolving interpersonal conflict (80%)

Satisfaction with University facilities, Services, and Climate

- The majority (90%) of respondents were satisfied with class size, the testing/grading system (85%), the course content in their major (86%), availability of computers (84%), and out-of-class availability of instructors (82%).
- Most were satisfied with the attitude of non-teaching staff toward students (76%), and general registration procedures (76%).
- Respondents were satisfied or very satisfied with the services and facilities they used the most, including:
  - Houston Cole Library (90%)
  - Internet registration (81%)
  - Transcript services (80%)
  - Stephenson Gym facilities (80%)
  - Computer labs (79%)
  - Testing services (79%)
  - Bursar's Office, payments window (79%)
  - Academic advising services (79%)
  - Classroom facilities (78%) and laboratory facilities (77%)
  - Academic advising services (77%)
  - Financial Aid (73%)
  - Food Court and Cafeteria (73%)
  - Online courses through Distance Education (72%)
  - University bookstore (64%)

Student Self-efficacy and Self-efficacy with Technology

Respondents had access to a PC (66%), a laptop or notebook computer (95%), and other portable devices, such as iPad or smart phone (80%). The majority had Internet connectivity 24 hours/7 days a week (85%).

Respondents agreed that (on a scale of 1 to 5, with 1=strongly disagree and 5=strongly agree):

	In General	With Technology
They can always manage to solve difficult problems if they try hard enough.	(M=4.43)	(M=4.09)
It is easy for them to stick to their aims and accomplish their goals.	(M=4.22)	(M=4.06)
They are confident that they could deal efficiently with unexpected events.	(M=4.30)	(M=3.98)
Thanks to their resourcefulness, they know how to handle unforeseen situations.	(M=4.24)	(M=3.98)
They can solve most problems if they invest the necessary effort.	(M=4.41)	(M=4.10)
They can remain calm when facing difficulties because they can rely on their coping abilities.	(M=4.19)	(M=4.02)
When they are confronted with a problem, they can usually find several solutions.	(M=4.17)	(M=3.98)
No matter what comes their way, they are usually able to handle it.	(M=4.33)	(M=4.05)
If they are in trouble, they can usually think of something to do.	(M=4.20)	-
If someone opposes them, they can find means and ways to get what they want.	(M=3.64)	-

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JSU

The 2012-2013 Graduate Student Exit Survey Results

Of the 426 graduate students responding to the 2012-2013 Graduate Student Exit Survey, 62% were female, 38% were male. Over two-thirds (73%) were white, 21% were black, 2% were multi racial, 1% were Hispanic, and American Indian or Alaska Native, Asian or Pacific Islander, and Native Hawaiian made up 2% of the respondents. Eight percent were enrolled in Master of Arts programs, 29% in Master of Science programs, 6% in Master of Business Administration programs, 6% in the Master of Science in Nursing program, 10% in Master of Public Administration programs, 29% in Master of Science in Education programs, and 12% in Educational Specialist programs.

The survey was revised in summer 2012. Degrees and major fields of study were updated. In addition to a few deletions, 3 questions regarding Distance Education Services and Systems and online learning courses were added.

Factors that impacted respondents' decision to attend JSU the most:
- Reputation of their department (94%)
- Cost of attending JSU (93%)
- Unique features of their degree program (93%)
- JSU's reputation (89%)
- Availability of on-line courses (84%)
- JSU's convenient location (83%)

Perceptions of their degree program
- Nearly all indicated the overall quality of their program was good or excellent (94%);
- Nearly all respondents who were graduate assistants (11%) reported that they had a positive experiences as graduate assistants (93%);
- Nearly all respondents indicated that their program:
  - requirements were explained clearly (93%)
  - encouraged academic/professional interactions with other students (95%)
  - adequately prepared them for career (96%)
  - had adequate classroom facilities (96%)
  - had adequate instructional supplies and equipment (96%)
  - had adequate non-computer lab facilities (97%)
- Nearly all were satisfied with the procedures for the scheduling of comprehensive exams (94%)
- Nearly all received adequate support as a student throughout the program (92%)
- Professors were frequently available to help outside of class (73%);
- Frequently had classes that required some form of research (77%);
- Frequently used technology in the classroom (65%) (new question)
- Faculty were highly competent instructionally (94%) and professionally (95%);
- Quality of courses as preparation for employment after graduation (91%) and curricular advising (82%) were good or excellent;
- The support (95%) and professionalism (96%) of the department staff were good or excellent (new question)

When asked to reflect on the courses they took toward their degrees, nearly all indicated that:
- Courses provided an understanding of research methodology (98%), the major theories (99%), accepted professional practices (97%), necessary knowledge (98%), and necessary bibliographical skills (97%) in respondents' disciplines
- Faculty provided clear understanding of evaluation methods used in each class (97%) and of the class goals and requirements (97%), and allowed students a reasonable degree of freedom/independence in the way assignments were conducted (95%)
- The sequencing of courses was appropriate (96%)

- The course requirements for graduate students in 400G courses were meaningfully higher (96%) than those for undergraduates
- The evaluation methods, and grades awarded, properly differentiated levels of student performance (97%)

And a majority agreed or strongly agreed that:
- Courses were offered frequently and they completed their degree requirements as planned (88%)
- Academic/professional interaction with other students contributed significantly to attaining my educational goals (86%)

Perceptions of Distance Learning (new questions)

Two-thirds or more respondents were satisfied or very satisfied with distance learning services and systems:
- Blackboard online courses (80%)
- Blackboard Student Services 24/7 Support (76%)
- Blackboard Collaborate (75%)
- Blackboard IM (73%)
- Lockdown Browser (68%)
- JSU Mobile (App) (67%)
- Blackboard Mobile Learn (App) (66%)

Two-thirds or more respondents agreed or strongly agreed that:
- The instructors were effective in delivering the online learning courses (83%)
- The online learning courses that I have taken provided me with a valuable learning experience (77%)
- They would advise other students to take online learning courses (68%)
- Overall, my attitude toward online learning is positive (75%)

Perceptions of University Services

- Graduate Studies Office provided good advisement (89%), accurate information (95%) on admissions (96%) and graduation application procedures (94%), and had personnel who were courteous in responding to requests (97%).
- Houston Cole Library provided adequate services (98%), adequate Web access to Library services and resources (96%), personnel to meet the needs (98%), book and periodical collections (96%), and operating hours (92%).
- Most respondents were satisfied or very satisfied with registration process (97%), obtaining GEM account (99%), and Business Office (97%).

Department Heads and Directors and other administrators can find additional assessment data and filter data by college, department or major on Tableau Server, JSU's Assessment System, by going to http://oira.jsu.edu:8000/. User IDs and passwords are available by calling the Office of Planning and Research at (256) 782-5109 or (256) 782-8144.

JACKSONVILLE STATE UNIVERSITY

General Education Competencies 2008-2013

JULY 2013

OFFICE OF PLANNING AND RESEARCH

JSU's General Education Competencies

Jacksonville State University's General Education Competencies were developed in collaboration with the College of Arts and Sciences, the college responsible for providing JSU undergraduate students with a broad education, no matter what their major program of study. General education refers to knowledge, skills and belief systems that all graduates of a university should acquire and be able to demonstrate in their professions and communities. Knowledge includes understanding of mathematical concepts, American history, and scientific methods. All JSU graduates are also expected to be able to demonstrate writing skills, computer skills, critical thinking and reasoning skills, and leadership skills. It is also important for all JSU graduates to experience an engaging and excellent learning environment that was enriching and challenging through excellent academic courses. Students' experiences should also include active and collaborative learning, quality interaction with faculty, and a supportive campus environment.

JSU's General Education Competencies are supported by the University's Mission Statement:

Jacksonville State University provides distinctive educational, cultural and social experiences for a diverse student population. As a learning-centered university, Jacksonville State University strives to challenge students academically in a responsive environment, meeting students' educational, career and personal goals. As an academic institution, Jacksonville State University seeks to produce broadly-educated graduates that are prepared for global engagement. As a public, comprehensive university, Jacksonville State University promotes excellence in scholarly and service activities consistent with its academic and professional strengths.

UPON GRADUATION, ALL JSU UNDERGRADUATE STUDENTS WILL BE ABLE TO:

1. Demonstrate the ability to write competently
2. Demonstrate knowledge of mathematical concepts
3. Understand the role of American citizenship
4. Understand the role of science & the scientific method
5. Apply critical thinking and reasoning skills
6. Demonstrate basic computer skills
7. Demonstrate leadership skills
8. Experience engaging and excellent educational experiences
   · enriching educational experiences
   · active and collaborative learning
   · academic challenge
   · student-faculty interaction
   · supportive campus environment
   · excellent courses

JSU's Vision Statement also clearly focuses on student learning as its primary impact.

Jacksonville State University strives for continuous improvement as a learning-centered community committed to developing the ability to think critically, solve problems creatively and collaboratively, and communicate effectively.

In addition, JSU's University Goals and Strategies for implementing the University Strategic Plan support the realization of these competencies for every student.

University Goals

1. Educate students to be productive, responsible citizens and effective leaders.
2. Advance student learning through academic excellence.
3. Increase student and faculty participation in research and service activities.
4. Create a diverse learning community that facilitates academic and professional excellence.
5. Effectively use technology to support learning, research, information management and evidence based decision-making.
6. Continuously improve administrative processes and services.
7. Enhance revenue growth and financial planning to ensure adequate fiscal resources for the University.

University Strategies

1. Employ new methodologies and technologies in the classroom.
2. Expand quality online programs and services.
3. Improve the campus environment.
4. Increase collaboration to better serve undergraduate students.
5. Ensure student job readiness.
6. Recruit and retain qualified undergraduate students.
7. Recruit and retain qualified graduate students and streamline the graduate admissions process.
8. Increase international engagement for the University community.

Finally, JSU's Definition of a Learning Centered University provides laser focus as to the purpose of the University and the expectations of faculty, staff and students in creating an environment that is conducive to learning.

At Jacksonville State University we believe that students, faculty, and staff comprise a community of learners. We believe it is important for learners to take responsibility for their learning. This means presenting a willingness to learn, being proactive in the acquisition of knowledge, and behaving with integrity and honesty in the learning environment. We believe that learning takes place when learners are engaged, assumptions are challenged, expectations are shared, and relationships are built around the purpose of learning.

Jacksonville State University will promote a learning environment with relevant programs of study supported by current technologies, opportunities for experiential learning, and flexibility in the learning process. Faculty will use various methods of teaching to meet different learning styles, and will set learning outcomes that emphasize the application of knowledge, thus ensuring that graduates are prepared with the skills necessary for careers in a global marketplace.

CHAPTER 1

Methodology

JSU's General Education Competencies are systematically measured annually through direct and indirect measures. Years of results allow for comparisons between JSU's own students, while expected outcomes anticipate increased learning.
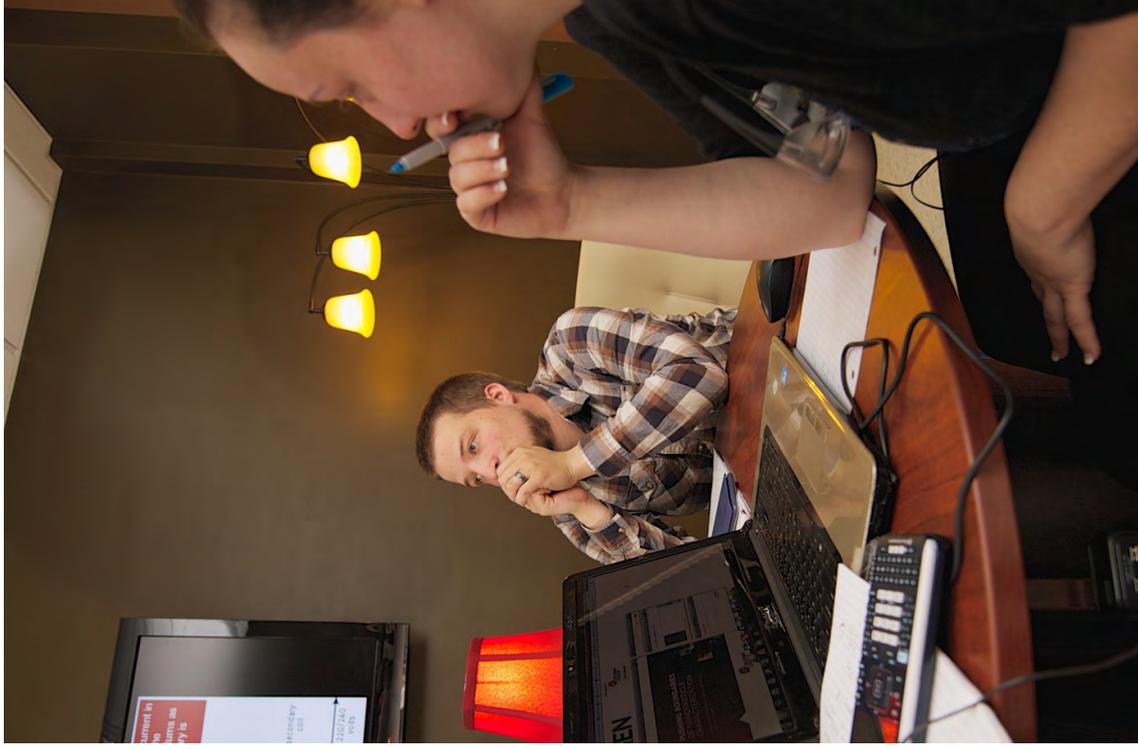
SECTION 1
GenEd Measurement

Jacksonville State University measures General Education competencies using direct and indirect measures. Most measures are nationally normed and provide comparisons with other universities using the measure. However, with most of these measures, JSU compares results with previous years, which is a better "apples to apples" comparison. This is not to say that national averages are not important, but as we expect students to perform better, we can best determine expected outcomes based on past performance.

The following table provides the General Education Competencies, the measures used, the strategy for using the results, and a summary of results found in the next section. Success of all measures is determined not by one single item or result, but by multiple measures, which provides a more reliable perspective on outcomes.

GENERAL EDUCATION MEASURES
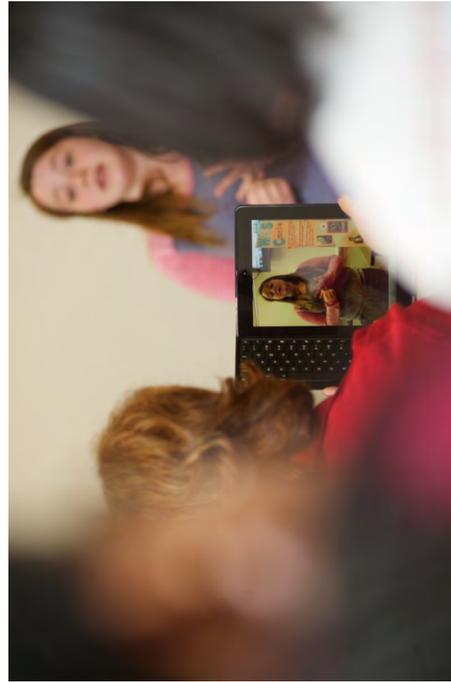
Direct Measures

1. College Basic Academic Subjects Examination (CBASE)

2. Collegiate Learning Assessment (CLA)

3. ETS Proficiency Profile (EPP)

Indirect Measures

4. National Survey of Student Engagement (NSSE)

5. Graduating Senior Survey (GSS)

GENERAL EDUCATION UNDERGRADUATE COMPETENCIES	MEASUREMENT	STRATEGY	RESULTS
Demonstrate the ability to write competently	1. CBASE writing scores for graduating seniors (spring administration) 2. CLA writing analytic scores, differences and expected scores between first-years and seniors 3. EPP writing scores (Spring 2013) for online students 4. NSSE Item 11c. Writing Clearly and effectively	Using multiple measures, compare results annually, with the expectation that student outcomes increase over time.	Although the CBASE writing score dropped slightly in 2013, the CLA writing score for seniors increased, as have senior perceptions as to how much JSU has helped students improve writing skills. This may be evidenced by the decreases in CLA freshmen writing scores.
Demonstrate knowledge of mathematical concepts	1. CBASE mathematics scores for graduating seniors (spring administration) 2. CBASE general mathematics scores for graduating seniors (spring administration) 3. NSSE item 11f. Analyzing quantitative problems	Using multiple measures, compare results annually, with the expectation that student outcomes increase over time.	All measures remain fairly stable over time.
Understand the role of American citizenship	1. CBASE social studies scores for graduating seniors (spring administration) 2. CBASE history scores for graduating seniors (spring administration) 3. NSSE Item 1k. Participated in a community-based project (ie, service learning) as part of a regular course 4. NSSE Item 6d. Examined the strengths and weaknesses of your own views on a topic or issue 5. NSSE Item 6e. Tried to better understand someone else's view by imagining how an issue looks from his/her perspective. 6. NSSE Item 11i. Voting in local, state or national elections 7. NSSE Item 11n. Developing a personal code of values and ethics 8. NSSE Item 11o. Contributing to the welfare of your community	Using multiple measures, compare results annually, with the expectation that student outcomes increase over time.	The direct measures for student knowledge in social studies and history experienced dips in 2013, while student perceptions of involvement in activities that promote citizenship remain fairly stable.
Understand the role of science and the scientific method	1. CBASE science scores for graduating seniors (spring administration) 2. CBASE lab and field work scores for graduating seniors (spring administration) 3. CBASE fundamental concepts scores for graduating seniors (spring administration)	Using multiple measures, compare results annually, with the expectation that student outcomes increase over time.	The CBASE scores related to science and the scientific method are lower in 2013 and appear to be part of a trend.
Apply critical thinking and reasoning skills	1. CBASE reasoning scores by percentage of graduating seniors with high, medium and low scores (spring administration). 2. CLA comparisons between freshmen and seniors at JSU and all schools on analytic reasoning and evaluation subscores. 3. CLA comparisons between freshmen and seniors at JSU and all schools on problem solving subscores. 4. NSSE item 11e. Thinking critically and analytically 5. NSSE item 11f. Analyzing quantitative problems 6. NSSE item 11m. Solving complex real-world problems	Using multiple measures, compare results annually, with the expectation that student outcomes increase over time.	There is a definite downward trend in CBASE scores for students scoring in the high category for interpretive reasoning, strategic reasoning and adaptive reasoning. However, CLA scores suggest slight increases among seniors on analytic reasoning and problem-solving scores. Seniors continue to perceive that JSU is impacting their critical thinking, analytical and problem-solving skills at the same or higher levels compared to all NSSE respondents.

GENERAL EDUCATION UNDERGRADUATE COMPETENCIES	MEASUREMENT	STRATEGY	RESULTS
Demonstrate basic computer skills	1. Graduating Senior Survey students believe learning basic computer skills is important and that they achieved that goal 2. NSSE Item 1l. Used an electronic medium to discuss or complete an assignment 3. NSSE Item 1m. Used e-mail to communicate with an instructor 4. NSSE Item 10g. Using computers in academic work (quite a bit/very much) 5. NSSE item 11.g Using computer and information technology (Overall)	Using multiple measures, compare results annually, with the expectation that student outcomes increase over time.	Students perceive at greater levels the importance of technology and computer skills and their use of technology, while rating their achievement lower in 2013 than in 2011 and 2012.
Demonstrate leadership skills	1. NSSE item 1j. Taught or tutored other students (often or very often) 2. NSSE item 11.d. Speaking clearly and effectively (quite a bit or very much) 3. NSSE item 11h. Working effectively with others (quite a bit or very much)	Using multiple measures, compare results annually, with the expectation that student outcomes increase over time.	The value added from attending JSU that students perceive from freshman to senior year is evident by the results, especially for working effectively with others, where 10 point differences are seen in 2012 and senior averages are consistently higher than national averages.
Experience engaging and excellent educational experiences	1. NSSE Benchmark for first-year and seniors 2. NSSE Benchmark comparisons with NSSE participants	Using multiple measures, compare results annually, with the expectation that student outcomes increase over time.	JSU continues to score below the national average for Level of Academic Challenge and Enriching Educational Experiences. JSU seniors' means are higher than the national average for Active and Collaborative Learning, Student-Faculty Interaction and Supportive Campus Environment.
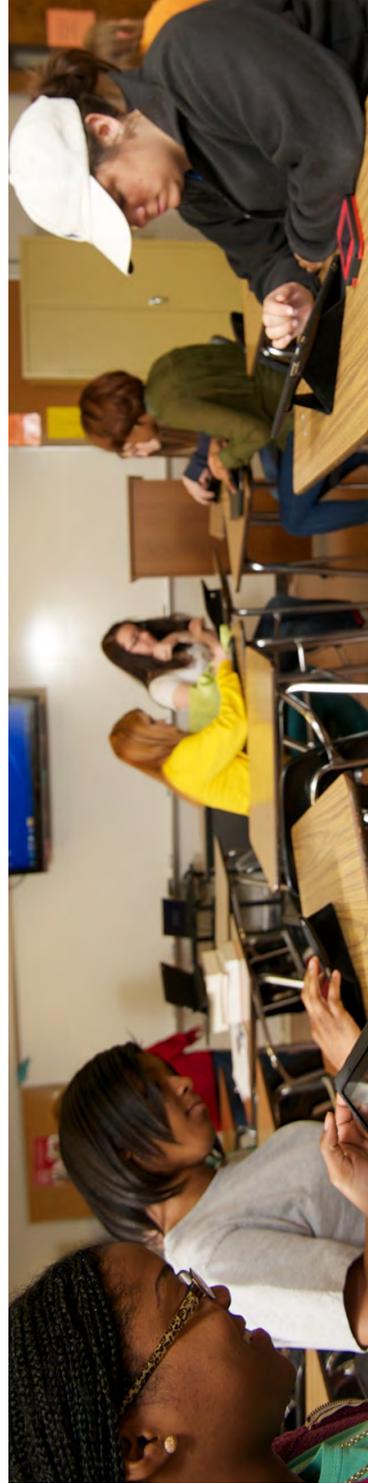
CHAPTER 2

Results

The following General Education results suggest that students require a re-focus in how we teach at Jacksonville State University. The Strategic Plan and its components were developed to address this reality by expanding methodologies and technologies in the classroom and focusing on 21st century skills, as supported by the JSU Vision Statement. Overall, the results are addressed by Jacksonville State University's focus on student learning and preparing students for careers through focus on critical thinking, problem-solving, writing, technology and collaboration skills. To further this change in focus, JSU's Quality Enhancement Plan will increase critical thinking skills among freshmen in 100 – 200 level courses through faculty professional development that leads to course redesign and implementation of a 1:1 technology initiative in the near future.

SECTION 1
GenEd Competencies

1. Demonstrate the ability to write competently

CBASE Writing scores for graduating seniors (spring administration).

Year	Writing		
Spring	JSU	n	SD
2013	271	441	49
2012	276	385	51
2011	275	367	50
2010	278	411	54
2009	286	325	55
2008	286	356	59

CLA writing analytic scores and differences between first-years and seniors

Year	First Year			Seniors			Value Added		
	Mean	n	SD	JSU	n	SD	Mean Diff	Expected Sr. Mean	Performance Level-CLA
2012–13	961	42	159	1136	48	135	175	1097	Near
2011–12	1013	48	137	1063	45	126	50	1100	Near
2010–11	1009	47	166	1111	48	115	102	NA	Near
2009–10	1074	48	126	1203	49	128	129	NA	Near

Percentage of First Year Students attributing JSU to knowledge, skills and personal development in the area of: Writing clearly and effectively (Quite a bit and very much)

Year	Writing clearly and effectively (item 11c.)		
	JSU	n	NSSE
2012	78%	384	76%
2010	78%	432	75%
2008	73%	415	74%
2006	75%	220	71%

Percentage of Seniors attributing JSU to knowledge, skills and personal development in the area of: Writing Clearly and effectively (Quite a bit and very much)

Year	Writing clearly and effectively (item 11c.)		
	JSU	n	NSSE
2012	84%	561	78%
2010	84%	795	78%
2008	83%	470	77%

2. Demonstrate knowledge of mathematical concepts

CBASE mathematics scores for graduating seniors (spring administration).

Year	Mathematics		
Spring	JSU	n	SD
2013	277	441	57
2012	277	385	58
2011	284	367	58
2010	271	411	54
2009	272	325	59
2008	273	356	66

CBASE general mathematics scores for graduating seniors (spring administration).

Year	Mathematics		
Spring	JSU	n	SD
2013	281	441	57
2012	276	385	58
2011	282	367	58
2010	288	411	57
2009	297	325	61
2008	295	356	67

Percentage of First Year Students attributing JSU to knowledge, skills and personal development in the area of: Solving quantitative problems (Quite a bit and very much)

Year	Solving quantitative problems (item 11f.)		
	JSU	n	NSSE
2012	73%	376	74%
2010	75%	429	72%
2008	71%	413	71%
2006	72%	220	66%

Percentage of Seniors attributing JSU to knowledge, skills and personal development in the area of: Solving quantitative problems (Quite a bit and very much)

Year	Solving quantitative problems (item 11f.)		
	JSU	n	NSSE
2012	78%	560	77%
2010	77%	791	76%
2008	79%	470	74%
2006	77%	236	72%

3. Understand the role of American citizenship

CBASE social studies scores for graduating seniors spring administration.

Year	Social Studies		
Spring	JSU	n	SD
2013	254	441	53
2012	268	385	59
2011	269	367	57
2010	264	411	59
2009	274	325	64
2008	273	356	64

CBASE history scores for graduating seniors spring administration.

Year	History		
Spring	JSU	n	SD
2013	277	441	53
2012	282	385	50
2011	280	367	51
2010	278	411	51
2009	286	325	56
2008	283	356	58

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4. Understand the role of science and the scientific method

CBASE science scores for graduating seniors (spring administration).

Year	Science		
Spring	JSU	n	SD
2013	257	441	64
2012	266	385	61
2011	275	367	59
2010	273	411	63
2009	283	325	64
2008	277	356	70

CBASE laboratory and field work scores for graduating seniors (spring administration).

Year	Lab & Field Work		
Spring	JSU	n	SD
2013	261	441	61
2012	269	385	60
2011	293	367	54
2010	275	411	59
2009	281	325	60
2008	281	356	65

CBASE fundamental concepts in science scores for graduating seniors (spring administration).

Year	General Concepts		
Spring	JSU	n	SD
2013	268	441	62
2012	281	385	56
2011	275	367	50
2010	288	411	59
2009	294	325	57
2008	289	356	61

Percentage of First Year Students Participating in Activities that Promote American Citizenship Often or Very Often

Year	Participate in community–based projects as part of a course NSSE 1k.			Examined your own views NSSE 6d.			Imagined an issue from another's point of view NSSE 6e.			Voting in local, state or national elections NSSE 11i.		
	JSU	n	NSSE	JSU	n	NSSE	JSU	n	NSSE	JSU	n	NSSE
2012	12%	413	16%	53%	397	54%	63%	397	63%	31%	372	26%
2010	12%	466	14%	59%	447	54%	67%	444	62%	33%	417	27%
2008	13%	469	14%	52%	443	53%	59%	446	60%	43%	404	39%
2006	8%	238	11%	56%	231	51%	66%	232	59%	28%	218	26%

Year	Developing a personal code of values or ethics NSSE 11n.			Contributing to the welfare of your community NSSE 11o.		
	JSU	n	NSSE	JSU	n	NSSE
2012	59%	470	61%	45%	372	50%
2010	59%	425	60%	45%	425	49%
2008	58%	405	59%	49%	406	48%
2006	52%	218	53%	40%	218	42%

Percentage of Senior Students Participating in Activities that Promote American Citizenship Often or Very Often

Year	Participate in community–based projects as part of a course NSSE 1k.			Examined your own views NSSE 6d.			Imagined an issue from another's point of view NSSE 6e.			Voting in local, state or national elections NSSE 11i.		
	JSU	n	NSSE	JSU	n	NSSE	JSU	n	NSSE	JSU	n	NSSE
2012	20%	581	19%	62%	576	59%	66%	582	67%	31%	550	28%
2010	23%	822	18%	60%	801	58%	64%	807	67%	39%	784	33%
2008	18%	504	19%	62%	493	56%	62%	492	64%	41%	468	33%
2006	16%	244	17%	64%	239	56%	73%	238	64%	37%	234	32%

Year	Developing a personal code of values or ethics NSSE 11n.			Contributing to the welfare of your community NSSE 11o.		
	JSU	n	NSSE	JSU	n	NSSE
2012	64%	549	63%	51%	546	51%
2010	61%	781	61%	50%	785	49%

Percentage of Senior Students attributing JSU to increasing critical thinking and reasoning skills quite a bit or very much

Year	Thinking critically and analytically NSSE 11e			Analyzing quantitative problems NSSE 11f.			Solving complex real-world problems NSSE 11m.		
	JSU	n	NSSE	JSU	n	NSSE	JSU	n	NSSE
2012	88%	561	88%	78%	560	77%	67%	551	65%
2010	88%	793	87%	77%	791	76%	64%	785	64%
2008	87%	471	87%	79%	470	74%	65%	467	61%
2006	90%	236	87%	77%	236	72%	67%	234	59%

6. Demonstrate basic computer skills

Graduating Senior Survey: Use technology to search and retrieve information

Year	Important or Very Important	Student Achievement was Good or Excellent
2012–13	97.75%	90.35%
2011–12	91.55%	97.18%
2010–11	89.98%	96.92%
2009–10	96.01%	87.46%
2008–09	94.21%	88.77%

Graduating Senior Survey: Learn basic computer skills (word processing, spreadsheets, etc.)

Year	Important or Very Important	Student Achievement was Good or Excellent
2012–13	94.86%	82.74%
2011–12	84.07%	94.17%
2010–11	87.57%	95.27%
2009–10	93.65%	82.11%

Percentage of First Year Students Using Technology Often or Very Often

Year	Discuss & Complete Assignments NSSE 1l.			Communicate with Instructors NSSE 1m.			In Academic Work NSSE 10g.			Overall Use NSSE 11g.		
	JSU	n	NSSE	JSU	n	NSSE	JSU	n	NSSE	JSU	n	NSSE
2012	57%	415	57%	77%	416	80%	80%	386	83%	80%	382	73%
2010	52%	470	54%	73%	464	79%	81%	436	85%	76%	430	74%
2008	45%	471	51%	65%	471	75%	77%	420	84%	74%	413	73%

5. Apply critical thinking and reasoning skills

CBASE reasoning scores by percentage of graduating seniors with high, medium and low scores (spring administration).

Year	Interpretive Reasoning			Strategic Reasoning			Adaptive Reasoning		
	High	Med	Low	High	Med	Low	High	Med	Low
2012–13	14%	71%	15%	7%	54%	39%	6%	44%	49%
2011–12	16%	70%	14%	9%	56%	34%	5%	49%	46%
2010–11	20%	65%	15%	7%	62%	32%	8%	55%	37%
2009–10	22%	66%	12%	12%	58%	29%	10%	45%	45%
2008–09	27%	58%	15%	14%	53%	33%	12%	43%	45%

CLA performance task comparisons between freshmen and seniors at JSU and all schools on analytic reasoning and evaluation subscores.

Year	First Year					Seniors				
	Sub Score	SD	All CLA	SD	Difference	Sub Score	SD	All CLA	SD	Difference
2012–13	2.4	0.8	2.9	0.9	-.5	3.2	1.1	3.4	0.9	-.2
2011–12	2.7	0.8	2.9	0.8	-.2	2.9	0.9	3.4	0.9	-.5
2010–11	2.4	0.9	2.8	0.9	-.4	2.9	0.8	3.4	0.9	-.5

CLA performance task comparisons between freshmen and seniors at JSU and all schools on problem solving subscores.

Year	First Year					Seniors				
	Sub Score	SD	All CLA	SD	Difference	Sub Score	SD	All CLA	SD	Difference
2012–13	2.2	0.8	2.7	.08	-.5	3.1	1.0	3.3	0.9	-.2
2011–12	2.6	0.9	2.7	0.8	-.1	2.8	0.8	3.3	0.9	-.5
2010–11	2.4	1.0	2.9	0.9	-.5	3.0	0.8	3.4	0.9	-.4

ETS Proficiency Profile (Distance Education Students Only)

	Overall Mean	Valid N	Critical Thinking	Reading
Total	440.73	177	111.06	118.57

Possible range for total score - 400 to 500
Possible range for skills and context-based sub-scores - 100 to 130
Scores of students who answered less than 75% of the exam were not included in the analysis.

Percentage of Senior Students Using Technology Often or Very Often

Year	Discuss & Complete Assignments NSSE 1i.			Communicate with Instructors NSSE 1m.			In Academic Work NSSE 10g.			Overall Use NSSE 11g.		
	JSU	n	NSSE	JSU	n	NSSE	JSU	n	NSSE	JSU	n	NSSE
2012	67%	592	64%	89%	591	87%	88%	564	87%	82%	558	79%
2010	69%	825	63%	90%	824	88%	89%	796	88%	83%	789	80%
2008	63%	507	60%	82%	506	85%	91%	479	88%	85%	472	80%
2006	63%	244	62%	69%	244	82%	88%	237	89%	86%	236	79%

7. Demonstrate leadership skills

Percentage of First Year Students Demonstrating Leadership Skills Often or Very Often

Year	Tutored or taught other students NSSE 1j.			Speaking clearly and effectively NSSE 11d.			Working effectively with others NSSE 11h.		
	JSU	n	NSSE	JSU	n	NSSE	JSU	n	NSSE
2012	16%	416	17%	73%	381	67%	71%	382	73%
2010	18%	469	16%	73%	431	67%	75%	427	74%
2008	16%	472	16%	73%	413	65%	69%	413	72%
2006	13%	238	14%	71%	220	61%	70%	220	69%

Percentage of Senior Students Demonstrating Leadership Skills Often or Very Often

Year	Tutored or taught other students NSSE 1j.			Speaking clearly and effectively NSSE 11d.			Working effectively with others NSSE 11h.		
	JSU	n	NSSE	JSU	n	NSSE	JSU	n	NSSE
2012	22%	593	22%	77%	561	74%	81%	558	79%
2010	23%	824	21%	78%	790	73%	81%	792	80%
2008	23%	506	22%	79%	469	72%	82%	469	78%
2006	23%	244	22%	73%	236	70%	83%	236	76%

8. Experience engaging and excellent educational experiences

First–Year NSSE Benchmark Means, Comparisons and Effect Size

Year	Level of academic challenge			Active and collaborative learning			Student–Faculty interaction			Enriching educational experiences		
	JSU Mean	NSSE Mean	Effect Size	JSU Mean	NSSE Mean	Effect Size	JSU Mean	NSSE Mean	Effect Size	JSU Mean	NSSE Mean	Effect Size
2012	51.0	54.5	-.26	44.6	44.2	.02	35.0	35.9	-.05	26.0	28.4	-.18
2010	52.2	54.1	-.14	44.2	43.7	.03	38.2	35.2	.16	26.6	27.9	-.09
2008	49.1	52.9	-.28	41.0	42.5	-.09	34.6	34.6	.00	25.2	27.5	-.17
2006	48.8	51.8	-.22	40.0	41.3	nr	33.6	32.1	Nr	24.5	26.7	-.18

Year	Supportive campus environment		
	JSU Mean	NSSE Mean	Effect Size
2012	59.9	63.4	-.18
2010	63.7	62.5	.06
2008	58.9	61.1	-.11
2006	61.3	59.1	.12

Senior NSSE Benchmark Means, Comparisons and Effect Size

Year	Level of academic challenge			Active and collaborative learning			Student–Faculty interaction			Enriching educational experiences		
	JSU Mean	NSSE Mean	Effect Size	JSU Mean	NSSE Mean	Effect Size	JSU Mean	NSSE Mean	Effect Size	JSU Mean	NSSE Mean	Effect Size
2012	57.3	58.4	-.07	52.5	52.2	.02	45.8	42.9	.13	35.9	40.4	-.24
2010	55.0	57.6	-.18	52.1	51.4	.04	44.1	42.4	.08	35.4	40.5	-.28
2008	53.8	56.5	-.19	50.4	50.8	-.02	44.5	42.3	.10	35.6	40.5	-.27
2006	54.5	55.8	nr	50.8	50.4	nr	43.2	41.3	nr	36.1	39.9	-.21

Year	Supportive campus environment		
	JSU Mean	NSSE Mean	Effect Size
2012	63.0	60.5	.12
2010	60.4	59.6	.04