Jacksonville State University

FACT BOOK

2015 - 2016

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Jacksonville State University

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Welcome to JSU sign in front of Bibb Graves Hall.

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 twelve 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); William A. Meehan (1999-2015); and John M. Beehler (2015-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.

Dr. John M. Beehler, President 2015-Current

Dr. John M. Beehler became the 12th president of Jacksonville State University on July 1, 2015, after more than 20 years of higher education leadership experience.

Most recently, he served as dean of the School of Business at Robert Morris University in Pittsburgh for the past three years. Over his academic administrative career, President Beehler previously served as founding provost and vice president for academic excellence and student success at the University of North Texas at Dallas, associate provost for economic initiatives and dean of the College of Business at Northern Kentucky University, dean of the School of Business at Wichita State University,and associate dean of the College of Business Administration at the University of Texas at Arlington.

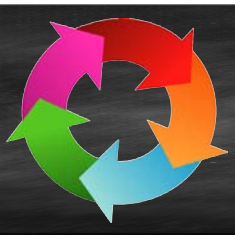
He earned a Bachelor of Science with highest distinction in the Accounting Honors Program from The Pennsylvania State University and an MBA in finance and Ph.D. in accounting and taxation from Indiana University.

A certified public accountant, President Beehler has significant experience in college and university accounting and auditing. He is a graduate of the Harvard Institutes of Higher Education Management Development Program, the American Academic Leadership Institute's Executive Leadership Academy, and the AASCU New Presidents Academy.

President Beehler is committed to academic excellence, student success, community engagement and regional stewardship. He believes that universities need to become more innovative, entrepreneurial, and globally-focused in order to effectively impact professional practice and the future economic, social and cultural growth of their communities.

President Beehler and his wife, Dr. Pamela Beehler, have been married for 38 years and are both former college athletes. He played on the Penn State baseball team, while his wife played basketball and softball for the Nittany Lions. Dr. Beehler has had a distinguished academic career in her own right and holds a Ph.D. in human performance from Indiana University, with more than 30 years of university teaching and research experience.

The couple has one daughter who graduated from the U.S. Military Academy at West Point and serves as a Captain in the U.S. Army. The Beehlers enjoy sports, especially golf, tennis, running and cycling, while also enjoying the arts and music, traveling and reading.



Continuous Improvement… Responding to Reaffirmation

As we approach the submission of the SACSCOC 5th Year Interim Report in March, 2020, now is the perfect time to reevaluate and update our PRISM and Assessment plans so that we have 3 years of substantial data and are in complete compliance in the area of Institutional Effectiveness. Over the past 5 years, 47% of Track B institutions were cited as non-compliant in Comprehensive Standard 3.3.1., which deals with Institutional Effectiveness.

The theme of the Fact Book this year relates to JSU's Continuous Improvement process, of which Institutional Effectiveness is a part. SACSCOC defines Institutional Effectiveness as the "systematic, explicit, and documented process of measuring performance against mission in all aspects of an institution…." and stresses the importance of Institutional Effectiveness as follows: "A commitment to continuous improvement is at the heart of an ongoing planning and evaluation process. It is a continuous, cyclical process that is participative, flexible, relevant, and responsive." Resource Manual, SACSCOC (Revised 2012).

In the following pages we discuss JSU's System of Continuous Improvement as well as the data and tools (including new data based on Predictive Analytics) available to units for making data-driven decisions. In addition, with our upcoming 5th Year Report submission approaching, the Office of Institutional Effectiveness will begin offering Institutional Effectiveness/PRISM Workshops to all academic and administrative departments or units on campus.

The workshops will combine the knowledge of the leadership team of the specific unit or department as the expert in the field, with the knowledge of the Coordinator of Institutional Effectiveness (IE) as a trained SACSCOC Institutional Effectiveness reviewer. In this arrangement, the IE Coordinator works with the unit or departmental planning and assessment team in order to develop operational and assessment plans and then structure them so they comply with SACSCOC requirements. Units or Departments can choose to completely re-work their plans or fine tune the ones they are currently using.

All academic and administrative units/departments will be able to begin scheduling PRISM workshops for the months of April through September 2016. If you would like to schedule a workshop, please contact Kim Presson at 256-782-8142 or kpresson@jsu.edu.

INSTITUTIONAL EFFECTIVENESS

Institutional Effectiveness is a term that is used to describe the system and processes in which JSU makes continuous improvement a priority. JSU's system of continuous improvement interrelates Strategic Planning, Institutional Research, Assessment of Student Learning, Operational Planning, and Program Review, as described in the JSU Continuous Improvement Policy.

JSU is committed to the continuous improvement process which is driven by JSU's core values and supports a mission focused on improved learning and an improved learning environment for JSU students. This system of continuous improvement provides a framework of operation that makes JSU's strengths visible, enables informed decision making, and fuels efficiency. The Mission Statement and Goals direct the Strategic Plan, departmental goals and objectives, and therefore, influence recommendations for funding, operations, and learning outcomes.

Roles and Responsibilities in Institutional Effectiveness

The components that make up the Continuous Improvement process are supported by the Office of Institutional Effectiveness and the Office of Institutional Research and Assessment within the Division for Research, Planning and Collaboration.

The Vice President for Research, Planning and Collaboration, the Director of Institutional Research and Assessment, the Coordinator of Institutional Effectiveness, and the Coordinator of Assessment have overall responsibility for supporting Institutional Effectiveness efforts on campus.

The Vice President for Research, Planning and Collaboration reports directly to the President and, along with the President, co-chair the Strategic Planning committee. The Director of Institutional Research and Assessment, the Coordinator of Institutional Effectiveness and the Coordinator of Assessment report directly to the Vice President for Research, Planning and Collaboration and each serve as staff representatives to the Institutional Effectiveness Committee.

The Director of Institutional Research and Assessment (OIRA) is primarily responsible for ensuring that institutional research and predictive analytics data are systematically collected from administrative databases and are prepared and disseminated.

The Coordinator of Institutional Effectiveness manages the PRISM and Program Review processes as well as the PRISM, Program Review, and Accreditation systems (Compliance Assist) that all departments use to document institutional effectiveness activities and progress. The Coordinator also oversees the development of the Fact Book and IR and Assessment "Quick Facts" publications, and conducts training and workshops for PRISM, Program Review, and other activities.

The Coordinator of Assessment manages JSU's assessment related data collection efforts and oversees coordination of ETS Proficiency Profile (EPP), IDEA Course Evaluations, Collegiate Learning Assessment (CLA), and the National Survey of Student Engagement (NSSE), in addition to student surveys, ensuring data is available on Tableau Server. The Coordinator of Assessment also works with departments across campus to support satisfaction and department-based alumni surveys.

Institutional Effectiveness and SACSCOC Accreditation

JSU's commitment to continuous improvement is built on a structure that is guided by the following Core Requirement and Comprehensive Standard related to the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Institutional Effectiveness standards:

<u>SACSCOC Core Requirement 2.5:</u>

The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission.

SACSCOC Comprehensive Standard 3.3.1:
The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:

3.3.1.1 Educational programs, to include student learning outcomes
3.3.1.2 Administrative support services
3.3.1.3 Academic and student support services
3.3.1.4 Research within its mission, if appropriate
3.3.1.5 Community/public service within its mission, if appropriate

Strategic Planning
The JSU Strategic Planning Committee is responsible for reviewing and updating the University Mission Statement every five years, as part of the strategic planning process. The University's most recent Strategic Plan was implemented in 2011-2016. The last review was conducted by the broad-based Strategic Planning Committee during the plan's development in 2010. This process sought input from discussion groups that read and discussed learning-centered literature and provided recommendations for what a learning-centered university would look like. JSU stakeholders and the Trustees reviewed the Strategic Plan and provided additional input and subsequently approved it in 2011.

Strategy Teams, consisting of a broad representation of JSU faculty, staff, administrators, and other stakeholders, monitor and report on the progress made for each of the nine strategies. In addition, strategy team leaders provide progress reports to the Strategic Planning Committee.

Institutional Research
JSU uses institutional research methods to systematically document various types of data including enrollment, student success outcomes including retention rates and graduation rates, etc. in order to provide valuable information for University administrators and JSU stakeholders.

The JSU Fact Book supports decision makers at all levels with institutional, admissions, enrollment, academic, faculty and staff, financial, and facilities data. This data is provided for multiple years, allowing users to conduct trend analysis.

Each term, OIRA provides Credit Hour Production Reports that are used in multiple ways, primarily to track current year enrollment and credit hour production with the previous year. This report is produced at multiple time frames for fall and spring terms, allowing administrators to identify course availability issues and faculty needs. It is also provided for all summer terms and compiled annually to provide an annual comparison of head count and credit hours, showing a this-year/last-year comparison. Credit hour data are also compiled into a 10-Year Credit Hour Report that is frequently used by department heads, deans, the Provost, and President as a factor in determining whether faculty vacancies are approved for recruitment. This report provides fall, spring, and summer credit hours for undergraduate and graduate courses, and the number of courses and sections offered by department,

college, and institution. Evidence is also shared with faculty, staff, students, and administrators via University committees to support informed decision making and recommendations.

Assessment of Student Learning

Institution-Level Assessment

Institutional Research and Assessment collects data for use across the University, including indirect, direct, applied, and program impact measures.

To support the University in using institution-level assessment results, OIRA publishes results annually to Tableau Server, a repository of visualized data reports that allows users to filter results by college, department, and degree. Survey results are provided through assessment quick facts publications that provide results in a visually pleasing format. The "Assessment Quick Facts" are distributed to all departments on campus for reference and use in PRISM reports.

Department/Program-Level Assessment

Departmental and program-level assessment is coordinated by the individual units, with support from OIRA and assigned assessment professionals within colleges. These units have access to all institutional level direct and indirect data through Tableau Server, which allows units to filter the data for college, department, and programs. Programs also develop or use nationally-normed major fields tests, licensing tests, embedded tests, rubrics, and other direct measures of student learning related to program-level student learning outcomes.

Operational Planning and Reporting

PRISM/Compliance Assist is the University's centralized database for planning and reporting. It houses the University Strategic Plan and Change Management Plan; division-, college-, and department-level operational plans; department- and program-level assessment plans, and reports. Plans are updated annually by December 15, and reports are due by October 15 each year, to give each department an opportunity to review results, discuss the implications, and determine how those results will be used to improve the department. JSU provides PRISM guidelines for units to use in developing their operational and assessment plans and reports.

Operational Planning

Operational plans support the University's Strategic Plan and typically focus on faculty and staff development, technology needs, facilities and space requirements, and management of other programmatic needs that improve efficiency, increase effectiveness, and enhance the learning environment for students. During the planning phase, all JSU units prepare or update operational plans in PRISM, which include goals and objectives. For each objective, the unit may request additional funding. By the end of January, each dean reviews the unit plans and budget requests. Dean-approved budget requests are then reviewed by Vice Presidents in February, and in March, all approved budget requests are then reviewed by the Vice Presidents collaboratively to identify priorities and determine possible sources of funding. Vice Presidents' priorities are then taken to the budget subcommittee of the Strategic Planning Committee for further review and prioritization. The Strategic Planning Committee then

approves and submits the prioritized budget requests to the long-standing University Budget Committee, which makes recommendations to the President for budgeting and funding the next fiscal year's budget.

The Operational Plan also connects all units to the University budgeting process. Departments document budget requests and budget justifications related to their operational plan goals and objectives. These requests are then collected and reviewed by administrators, who often compile related requests; for example, multiple requests for funds for improving classroom technology were compiled into one large request.

Operational Reporting

The main focus of Operational Reporting is evidence-based data-driven decision making. During the reporting phase, units update the Results and Use of Results for their unit Objective and Assessment outcomes in PRISM.

With the use of specific measurable objectives, units report the data in the Results section and then state any decisions they make based on the data they report. Decisions may range from continuing on with the objective by using the same method of measurement that is showing continuous improvement or by changing the method of measurement in order to progress toward achieving the objective.

Program Review

A Program Review cycle typically spans 18 months, beginning with orientation and training in the fall term. After training, units prepare self-studies (academic and administrative), which involve collecting data, surveys, and other important evidence supporting quality, demand, and needs of the unit.

The onsite peer review results in recommendations for improvement. Review teams typically consist of one JSU chairperson who serves the team as host and JSU expert and two external reviewers with expertise and experience related to the unit's mission. Visits include interviews with stakeholders, gathering of information not found in the self-study, and development of the report. Once recommendations are received, departments respond to the recommendations and meet with their supervisors, including the Vice President for the division. At the end of each cycle of Program Review, reports to the President summarize onsite review recommendations.

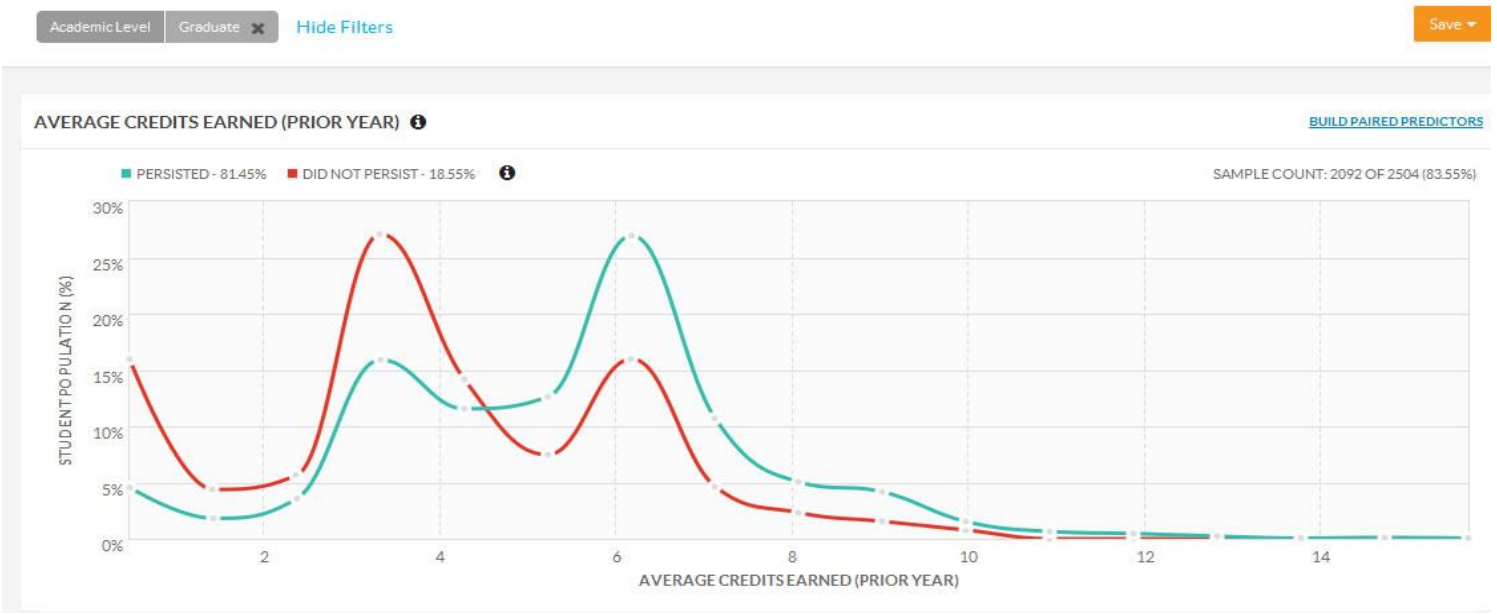
Predictive Analytics

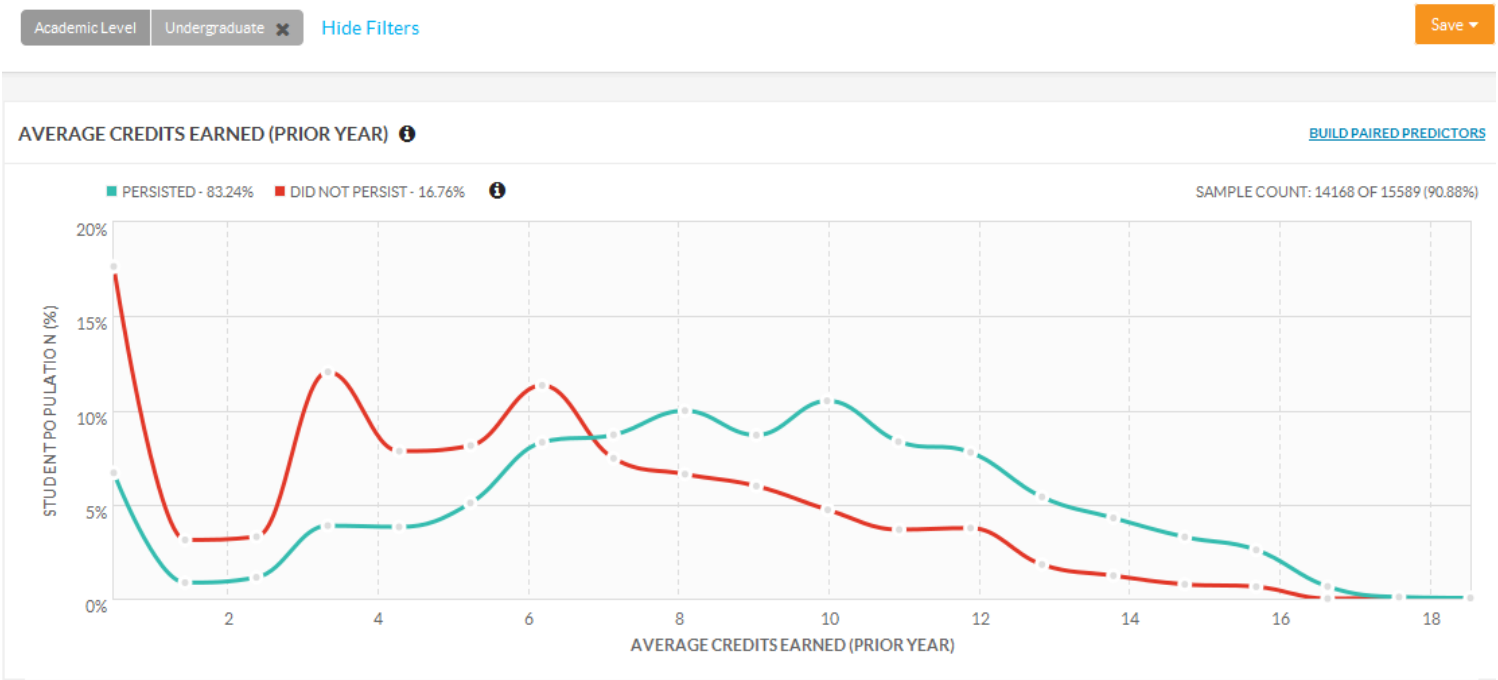
Jacksonville State University was among the early partners with Civitas Learning, joining the higher education community in the fall of 2013. As a result, JSU has been thoughtfully introducing a shift from relying solely on descriptive analytics to embracing predictive and prescriptive analytics across the institution by actively using the Civitas Learning platform and Illume® application.

Illume is a powerful application, giving JSU the ability to dive deep into our data and surface insights and unseen correlations. This level of data access provides profound context for understanding the dynamics of student characteristics, policies, and institutional initiatives on student persistence.

Continuous Improvement… Responding to Reaffirmation

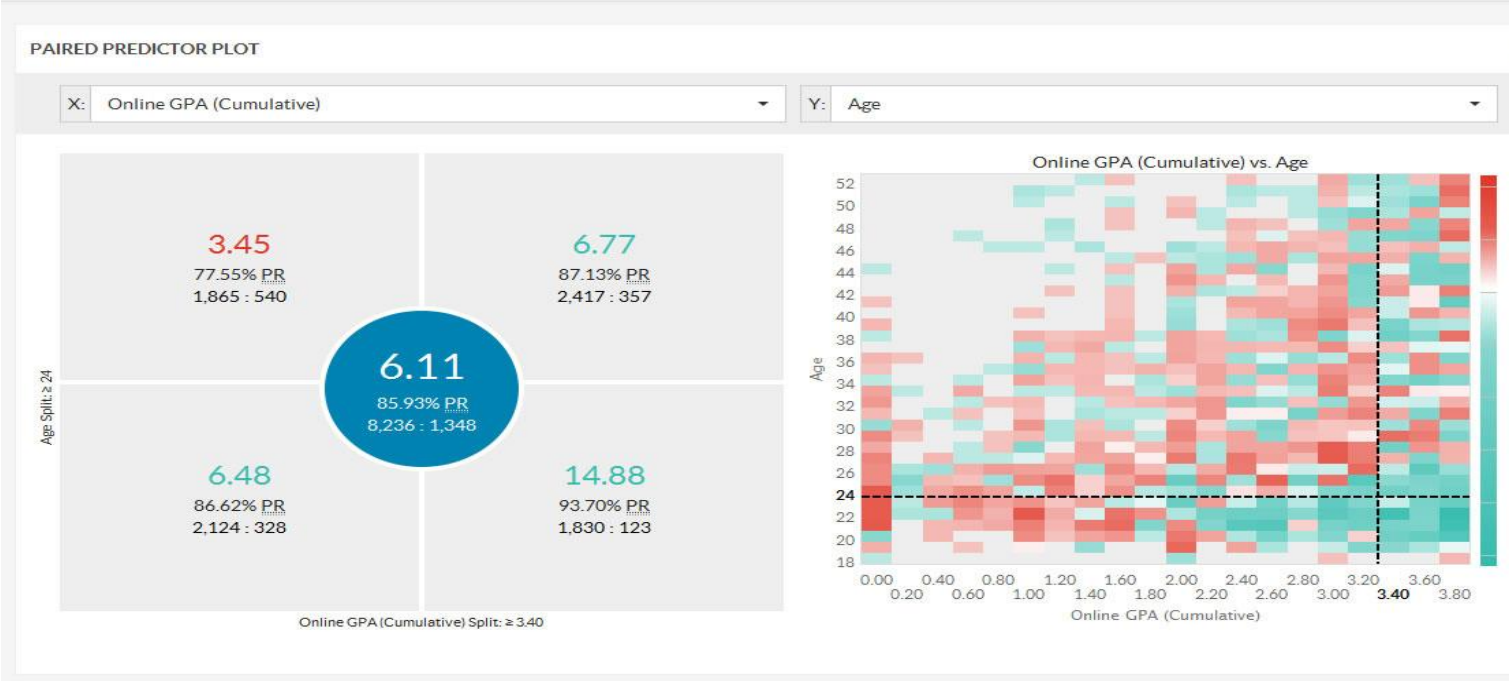
One example of an insight recently shared with the University Council is the plot of graduate student average credits earned in the previous year. It indicates that graduate students taking more than four credit hours are more likely to persist than graduate students taking three or fewer credit hours. This insight provides an opportunity for faculty and advisors to act by encouraging graduate students to take an additional course, and invest more in their commitment to graduate with a degree. As a comparison, undergraduate students taking more than six credit hours are more likely to persist than those taking six or fewer.





Continuous Improvement... Responding to Reaffirmation

Another insight impacts advising and services to nontraditional students, who represent the JSU average age of 25-years-old. In the last 10 years, JSU created opportunities for nontraditional students to attend college by offering more online courses and degrees. As a result, 46% of all JSU students are registered for at least one online course. Using Illume's paired predictor plot (shown below) on age and online GPA it was discovered that students younger than 24 with GPAs of 3.4 or higher are much more likely to persist than students older than 24 with a GPA of less than 3.4.



Although predictive analytics insights like these often lead to more questions, the benefit is that the analysis is built on many years of JSU student data that indicate student behaviors related to persistence over time. This means the analysis provides opportunities for action and decision making that can impact student persistence. It's an exciting new opportunity for decision makers on our campus.

Conclusion

Over the past several years, the Division for Research, Planning and Collaboration has developed and maintained sound and sustainable systems for collecting data, sharing results, and using results as well as developing training and workshops geared toward units and individuals in order to support Continuous Improvement and data driven decision making. As we add predictive analytics to the data and support we currently supply, we envision that the users of the data we supply will have the tools to make better decisions to affect Continuous Improvement in their areas.

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

Jacksonville State University
2011-2016 Strategic Plan

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.

Jacksonville State University
2011-2016 Strategic Plan

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.

Strategy 9
Increase research and collaboration

As a learning centered university, JSU will continue to strengthen the centralized infrastructure to support research and collaboration among faculty, staff, students and community partners. Sponsored project support is provided throughout the entire life cycle to include pre-award, award and post award activities.

Strategic Objectives:

9.1 Increase total awards.
9.2 Strengthen infrastructure to support sponsored programs.
9.3 Increase the number of faculty and staff participating in grant activities.
9.4 Strengthen capacity to implement complex, highly-visible grants.

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.

Houston Cole Library on Spring Preview Day 2015.

Board of Trustees

The Honorable
Dr. Robert Bentley
Governor of Alabama,
President, Ex officio

Mr. Jim Bennett, Chairman
District 6

Senator Vivian Davis Figures
District 1

2016
Board of Trustees
Meeting Dates

January 25
April 18
July 18
October 17

Houston Cole Library
11th Floor

Ms. Gale Saxon Main
District 2

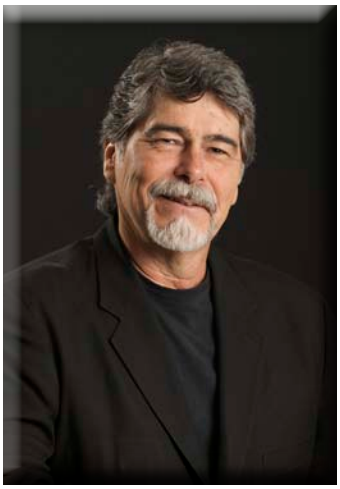
Mr. William Ronald Smith
District 3

Mr. Greg Brown
District 3

Mr. Clarence W. Daugette III
District 4

Mr. Randall Jones
District 5

Mr. Thomas W. Dedrick, Sr.
District 7



Mr. Randy Owen
At Large

Mr. Tony Ingram
Out of State, At Large

President's Cabinet

Dr. Rebecca Turner
Provost and Vice President
Academic Affairs

Mr. Vinson Houston
Vice President
Information Technology

Dr. Alicia Simmons
Vice President
Research, Planning, and Collaboration

Dr. Charles Lewis
Vice President
University Advancement

Dr. Tim King
Vice President
Student Affairs

Dr. Heidi Louisy
Executive Director
Human Resources

Mr. Don Thacker
Acting Vice President
Administrative and Business Affairs and Interim Director of Internal Audit

TBA
Vice President
Enrollment Management

Mr. Greg Seitz
Interim Director
Athletics

Mr. Don Killingsworth
Special Assistant to the President/
Director of University Relations

Judge Samuel H. Monk II
University Council

Deans and Associate Vice Presidents

Dr. J. E. Wade
Dean
Arts and Sciences

Dr. Bill Fielding
Dean
Commerce and
Business Administration

Dr. John Hammett
Dean
Education and
Professional Studies

Dr. Joe Delap
Vice Provost and
Dean
Graduate Studies

Mr. John-Bauer Graham
Dean
Library Services

Dr. Christie Shelton
Dean
Nursing

Dr. Joe Walsh
Associate Vice President
Educational Technology and Support

Mr. Joe Whitmore
Associate Vice President
Business and Auxiliary Services

Mr. Tim Garner
Executive Director
Marketing and Communications

University Administration

President's Office

President	**John M. Beehler**
Special Assistant to the President/University Relations	Don Killingsworth
Internal Audit	Don Thacker, Interim Director
University Counsel	Judge Samuel L. Monk, III
Human Resources	Heidi Louisy, Executive Director

Academic Affairs

Provost and Vice President for Academic Affairs	**Rebecca O. Turner**
Vice Provost and Dean of Graduate Studies	**Joe Delap**
Associate Dean of Graduate Studies	Jean Pugliese
International House and Programs	Chandi Khadka, Director
Continuing Education	Belinda Blackburn, Director
Military Science	LTC David Wood
JSU Gadsden	Ralph Burke, Director
Associate Vice President for Teaching, Learning and Technology	**Joe Walsh**
Faculty Commons	Gena Christopher, Director
College of Arts and Sciences	**J.E. Wade, Dean** **Lisa Williams, Associate Dean**
Academic Services	Lori Owens, Director
Art	Seth Johnson, Department Head
Biology	Timothy Lindblom, Department Head
Center for Applied Forensics	Mark Hopwood, Director
Criminal Justice	Richards Davis, Department Head
Drama	Randy Blades, Department Head
English	Robert Felgar, Department Head
English Language Institute	Nicholas Cates, Director
Environmental Policy and Information Center	Pete Conroy, Director
History, Foreign Languages and Integrated Studies	Gordon Harvey, Department Head
Honors Program	Lori Owens, Director
Emergency Management	Jeff Ryan, Department Head
Learning Services	Courtney Peppers-Owen, Director
Mathematics, Computing and Information Sciences	David Thornton, Interim Department Head
Music	Tony McCutchen, Interim Department Head
Physical and Earth Sciences	Ted Klimasewski, Interim Department Head
Political Science and Public Administration	Richards Davis, Interim Department Head
Psychology	Paige McKerchar, Department Head
Sociology and Social Work	Maureen Newton, Department Head

University Administration

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	Jennifer Swafford, Director
Small Business Development Center	Ken Grissom, Director
College of Education and Professional Studies	**John Hammett, Dean** **Tommy Turner, Associate Dean**
Clinical Experiences	Brandy Russell, Assistant Director
Communication	Kingsley Harbor, Department Head
Curriculum and Instruction	Janet Bavonese, Department Head
Educational Resources	Tommy Turner, Interim Department Head
Family and Consumer Sciences	Debra Goodwin, Department Head
Department of Kinesiology	Gina Mabrey, Interim Department Head
Instructional Services Unit	Mike Zenanko, Director
Secondary Education	Emily Sims, Department Head
Teacher Education Services	Lisa Light, Director
Applied Engineering	Terry Marbut, Department Head
TV Services	Mike Hathcock, Director
JSU In Service Center - McClellan	Eric Lee, Director
Alabama Math, Science and Technology Initiative	Kay Johnson, Assistant Director
College of Nursing	**Christie Shelton, Dean** **Elizabeth Gulledge, Associate Dean**
Clinical Services	Amber Law, Director
Graduate Program, MSN	Rebecca Peinhardt, Director
BSN Program	Windon Edge, Director
RN to BSN (STEP) Program	Phyllis Waits, Director
Student Services RN to BSN (STEP) and Graduate Program	Tammy Johnson, Director
Student Services BSN Program	Kristi Killingsworth, Director
University Library	**John-Bauer Graham, Dean**
Technical Services	Jodi Poe, Department Head
Public Services	John Upchurch, Department Head
Instructional Media Services	Tony Gravette, Director

Enrollment Management

Vice President for Enrollment Management	**Vacant**
Admissions	Andy Green, Director
Student Financial Services	Vacant, Director
Office of the Registrar	Emily White, Registrar
Academic Advisement Center	Michelle Green, Director
Academic Enhancement	Vacant, Director
Career Services	Becca Turner, Director

University Administration

Student Affairs

Vice President for Student Affairs	**Tim King**
Counseling and Disability Support Services	Julie Nix, Director
University Recreation	Mark Jones, Director
Student Life and Orientation	Terry Casey, Director
University Housing & Residence Life	Vacant, Director
Veteran's Center	Vacant, Director

Athletics

Director of Athletics	**Greg Seitz, Interim**
Associate Athletic Director/External Affairs	Ed Lett
Associate Athletic Director/Internal Affairs	Greg Bonds
Director/Sports Medicine	Chris Lacsamana
Senior AssociateAthletic Director/Media Relations	Greg Seitz
Assistant Athletic Director/Compliance	Misty Ray
Assistant A/D/Academics/Senior Women Administrator	Tracy Broom
Head Baseball Coach	Jim Case
Head Football Coach	John Grass
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	Andres Amores
Head Volleyball Coach	Terry Gamble
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

Administrative and Business Affairs

Vice President for Administrative and Business Affairs	**Don Thacker, Interim**
Associate Vice President and Auxiliary Services	Joe Whitmore
Controller	Kevin McFry
Environmental Health and Safety Officer	Jess Godbey
Physical Plant	David Thompson, Director
Procurement and Fixed Assets	Pam Findley, Director
University Police	Shawn Giddy, Chief

University Advancement

Vice President for University Advancement	**Charles Lewis**
Alumni Relations	Kaci Ogle, Director
University Development	Earl Warren, Director
Development Services	Melanie Delap, Director
Marketing and Communications	Tim Garner, Executive Director
Public Relations	Buffy Lockette, Director
Marketing Services	Mary Smith, Coordinator
Photography	Steve Latham, Director
Print Shop	Charles Torruella, Director

University Administration

Division of Information Technology

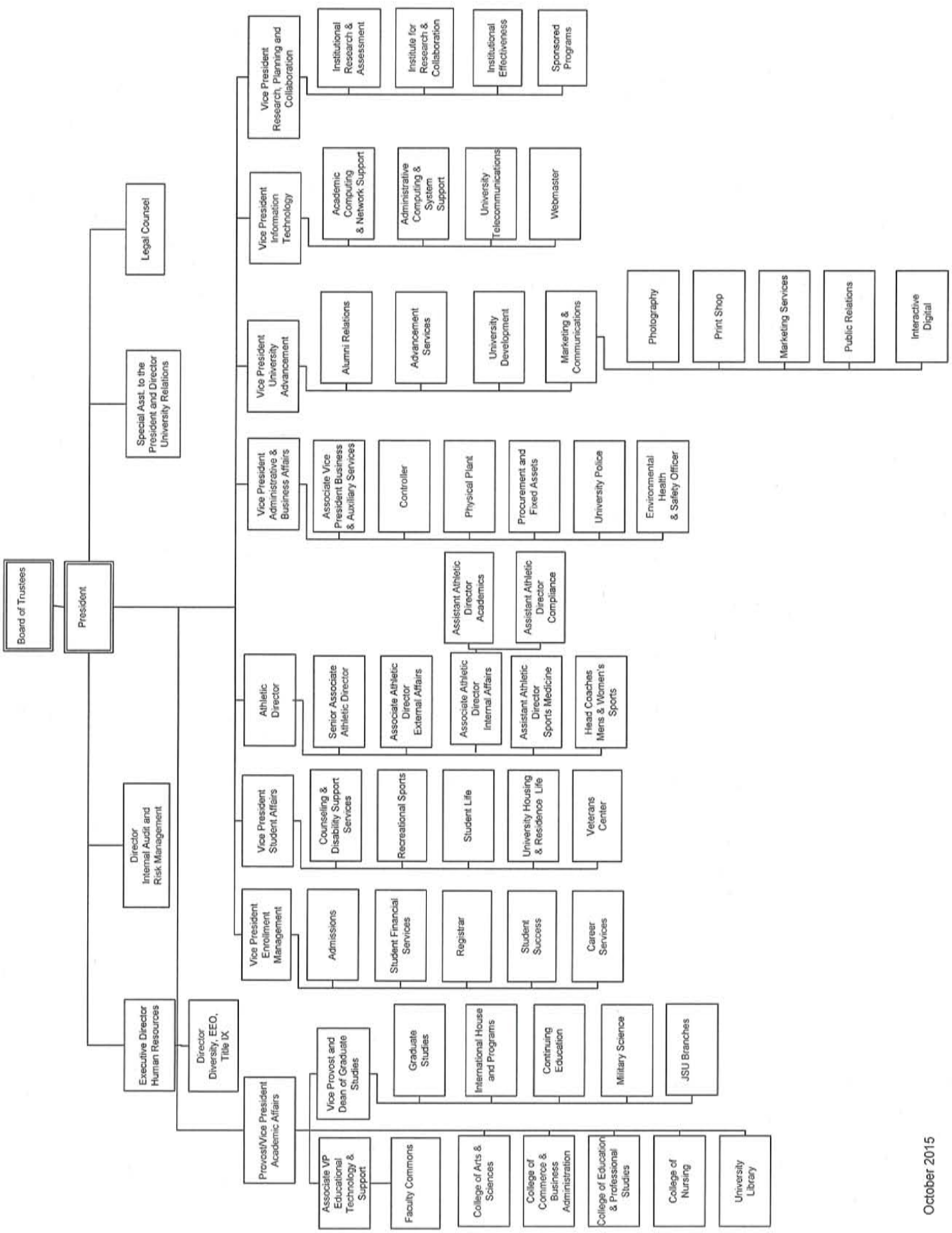
Vice President for Information Technology	**Vinson Houston**
User, Security, and System Support	Sean Ponder, Director
Administrative Computing and System Support	Alan Wallace, Director
University Telecommunications	Mark Matthews, Director

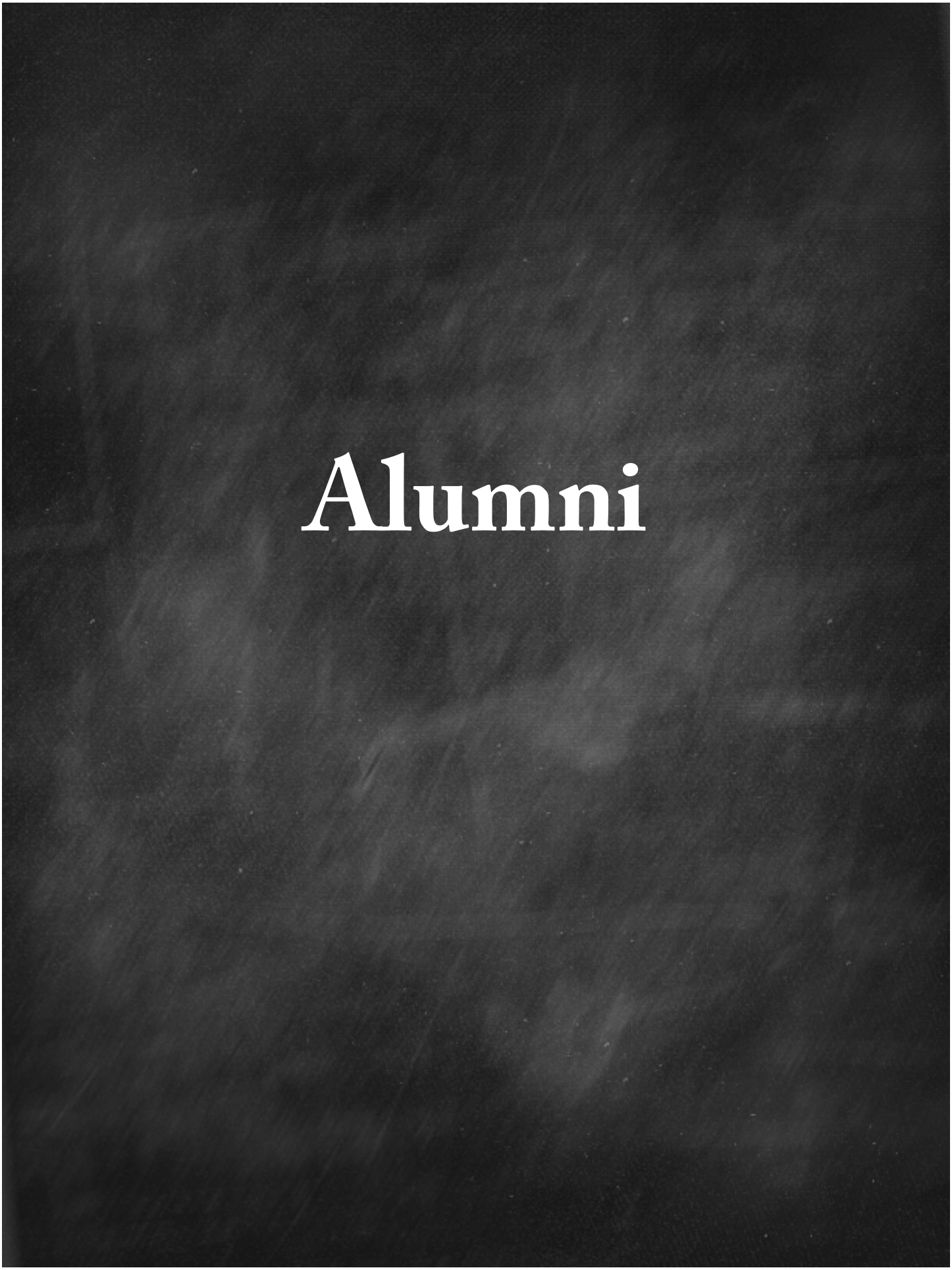
Research, Planning and Collaboration

Vice President for Research, Planning, and Collaboration	**Alicia Simmons**
Office of Instituitional Research and Assessment	John Rosier, Director
Office of Institutional Effectiveness	Kim Presson, Coordinator
Sponsored Programs	Allison Newton, Coordinator
Institute for Research and Collaboration	Lynn Garner, Project Manager
Learning Technology	Evelyn Bragg, Director

One of the signs displayed during JSU orientation.

Organizational Chart





Alumni

Alumni Association Leadership

National Officers:

PRESIDENT

DARREN DOUTHITT (‘88/’97/’00)
Anniston, AL
douthittd@anniston.k12.al.us

VICE PRESIDENT

ANDREA MERCER CLAYTON (‘83/’86)
Cartersville, GA
aclayton30120@yahoo.com

TREASURER

CHRIS REYNOLDS (‘85)
Gadsden, AL
creynolds63@bellsouth.net

EXECUTIVE DIRECTOR

KACI OGLE (‘94/’05)
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ASSISTANT ALUMNI DIRECTOR

ALAN RENFROE (‘88/’07)
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RECORDING SECRETARY

NANCY TURNER
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LARRY ABRAMS (‘72/’74)
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Term Exp. 12/31/2016

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Term Exp. 12/31/2016

SHELLI BOYLES (‘10)
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Term Exp. 12/31/2016

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Term Exp. 12/31/2016

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Term Exp. 12/31/2017

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Term Exp. 12/31/2017

JOSEPH WILSON (‘09)
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Term Exp. 12/31/2017

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TENNESSEE (MIDDLE AREA)
PHIL GOODMAN (‘08)
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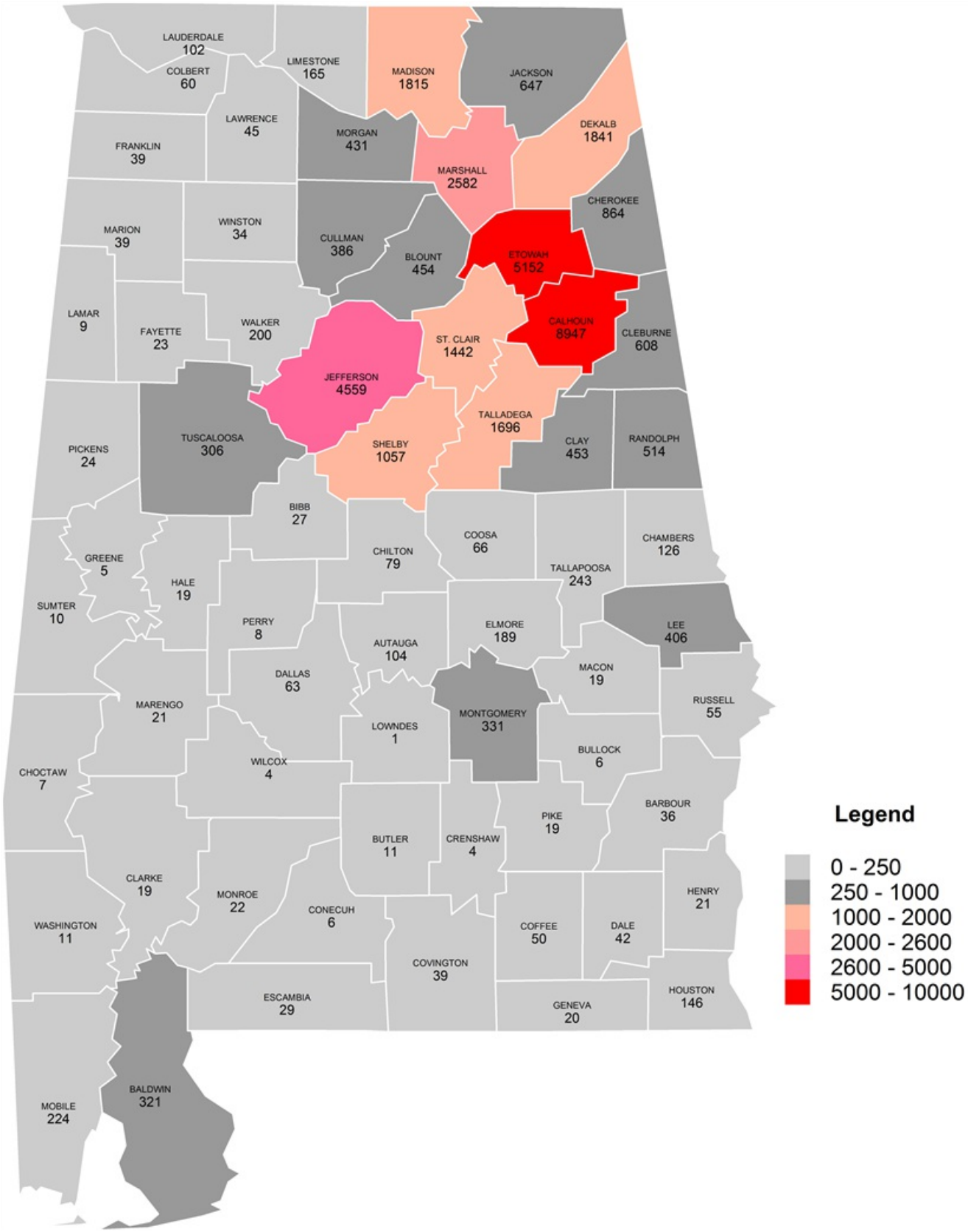
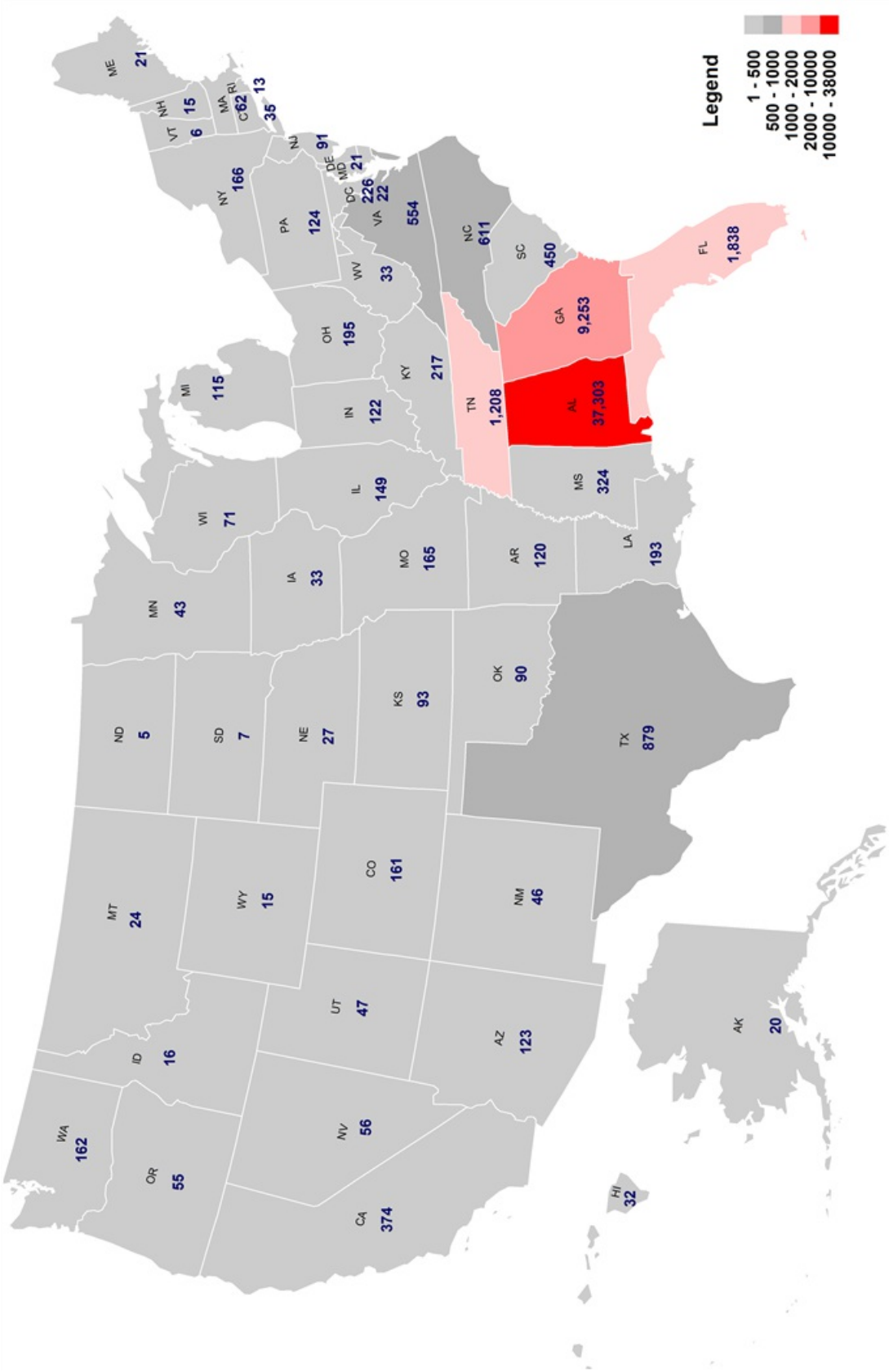
Alabama Alumni by County



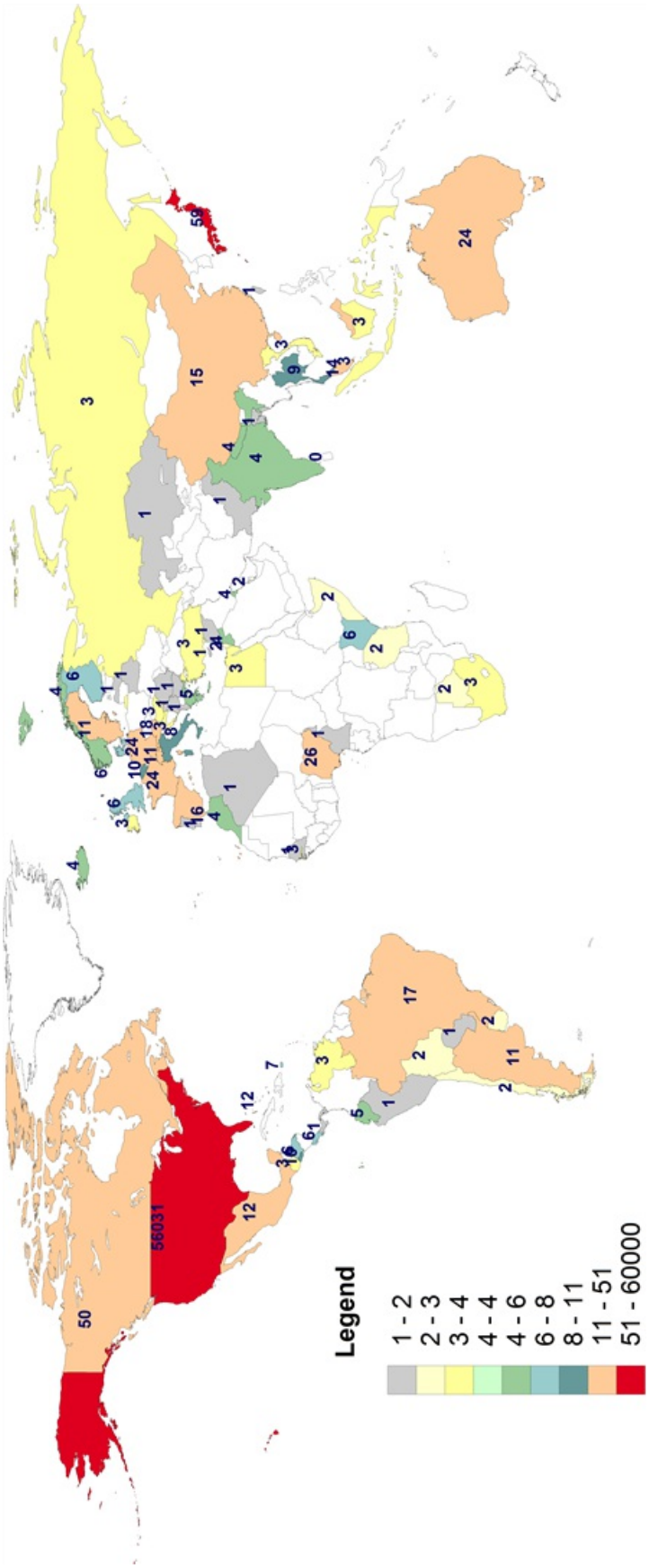
All Alumni by State



Alumni by State

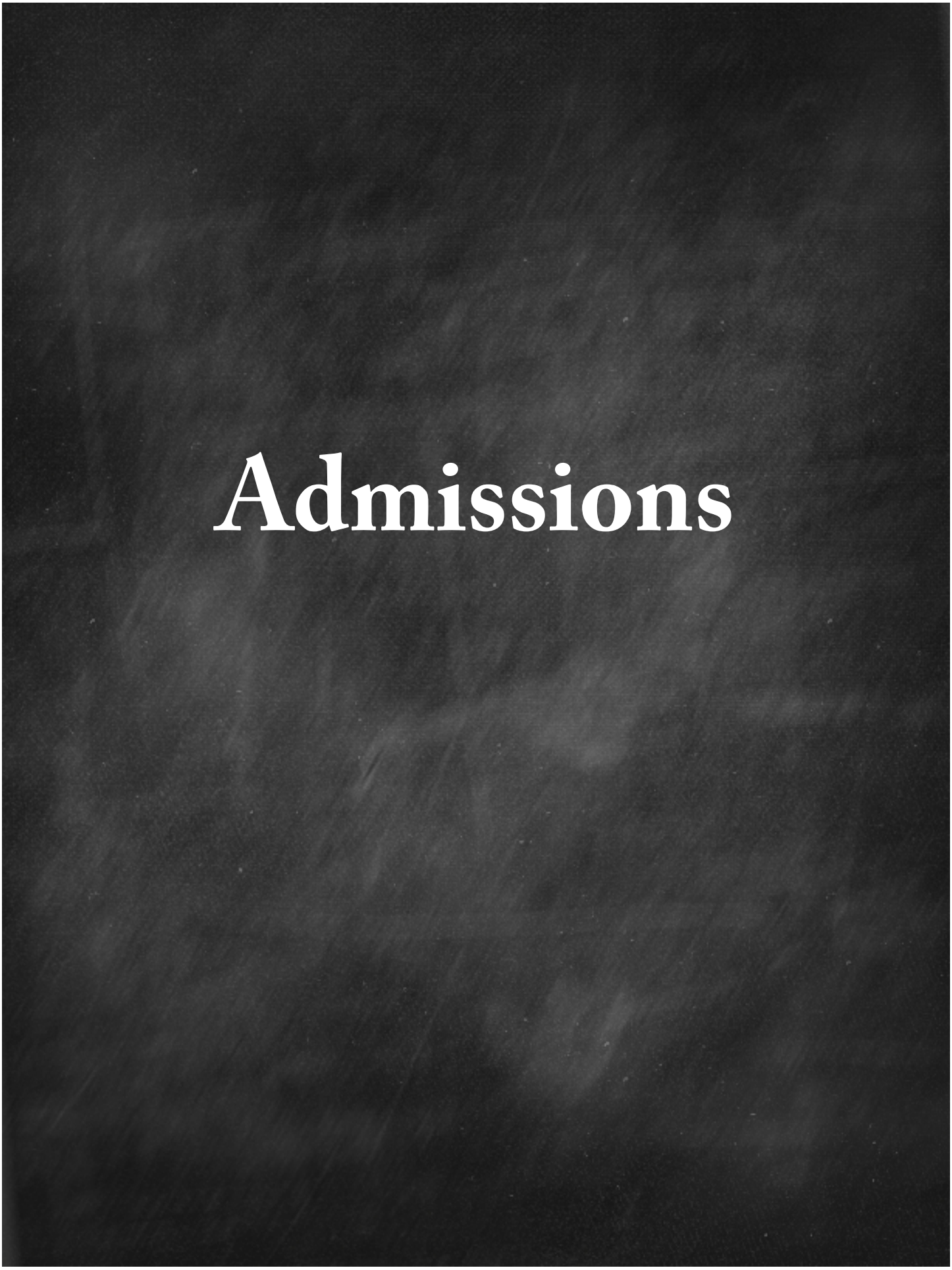
State	
AK	20
AL	37,303
AR	120
AZ	123
CA	374
CO	161
CT	35
DC	22
DE	21
FL	1,838
GA	9,253
HI	32
IA	33
ID	16
IL	149
IN	122
KS	93
KY	217
LA	193
MA	62
MD	226
ME	21
MI	115
MN	43
MO	165
MS	324
MT	24
NC	611
ND	5
NE	27
NH	15
NJ	91
NM	46
NV	56
NY	166
OH	195
OK	90
OR	55
PA	124
RI	13
SC	450
SD	7
TN	1,208
TX	879
UT	47
VA	554
VT	6
WA	162
WI	71
WV	33
WY	15
Grand Total	56,031

Alumni by Country



Abu Dhabi	1
Africa	1
Albania	1
Algeria	1
American Somoa	1
Argentina	11
Australia	24
Austria	18
Bahamas	12
Bahrain	2
Bangladesh	1
Belarus	1
Belgium	10
Bermuda	5
Bolivia	2
Bosnia & Herzogovenia	1
Botswana	2
Brazil	17
British Columbia	1
Bulgaria	1
Cameroon	1
Canada	50
Chile	2
China	15
Colombia	4
Costa Rica	6
Croatia	3
Cyprus	1
Denmark	6
Ecuador	5
Egypt	3
El Salvador	10
England	17
Finland	6
France	24
Gambia	3
Germany	24
Great Brittain	1
Greece	5
Guam	7
Guatemala	3
Holland	1
Honduras	6
Hungary	3
Iceland	4
India	4
Indonesia	3
Ireland	3
Israel	2
Italy	8
Japan	59
Jordan	4
Kazakhstan	1
Kenya	6
Korea	6
Kuwait	4
Latvia	1
Malaysia	14
Mexico	12
Montenegro	2
Morocco	4
Nepal	4
Nigeria	26
Norway	4
Pakistan	1
Panama	1
Paraguay	1
Peru	1
Portugal	1
Puerto Rico	7
Republic of Congo	1
Romania	1
Russia	3
Saudia Arabia	4
Scotland	4
Senegal	1
Serbia	1
Singapore	3
Somalia	2
South Africa	3
Spain	16
Sri Lanka	0
Sweden	11
Switzerland	11
Syria	1
Taiwan	1
Tanzania	2
Thailand	9
The Netherlands	13
Turkey	3
United Kingdom	6
United States	56,031
Uruguay	2
Venezuela	3
Vietnam	3
Virgin Islands	5
West Africa	2
West Indies (Jamaica)	3
Yugoslavia	2
Grand Total	56,649

Keynote speaker, Ruben Puentedura, at 2015 Core Academy.



Admissions

In-State Annual Tuition, Room and Board 2005-2015

Description	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Undergraduate Tuition	4,040*	5,070**	5,070**	5,700**	6,240**	6,780**	7,650**	7,950**	8,790****	8,790****	9,300****
Graduate Tuition	5,400***	5,400***	5,400***	6,000***	6,576***	7,152***	8,064***	8,376***	8,676****	8,676****	9,204****
Estimated on Campus Room & Board	3,538	3,764	3,764	4,215	5,254	6,162	6,328	6,608	6,985	6,985	7,128

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	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
English	20.5	19.9	19.4	19.5	19.5	20.1	21.9	22.3	22.9	23.1	23.3	24.1
Math	19.2	18.8	18.3	18.6	18.5	18.9	20.3	20.6	21.1	21.1	20.9	21.3
Reading	20.8	20.3	20.0	20.2	20.1	20.6	22.5	23.1	23.7	24.0	24.3	24.9
Science	20.2	20.1	19.7	19.6	19.6	20.3	21.6	21.9	22.3	22.7	22.8	23.1
Composite	20.3	20.0	19.5	19.6	19.5	19.8	21.4	21.8	22.3	22.5	22.6	23.1
Number of Students	885	932	942	1105	1119	1079	1136	1262	1200	1034	1083	955

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 1986-2015

	Student Type											
	Freshman				Transfer				Total			
Year	Applied	Accepted	Enrolled	% Enrolled	Applied	Accepted	Enrolled	% Enrolled	Applied	Accepted	Enrolled	% Enrolled
2015	3,092	2,059	1,049	51	1,180	875	516	59	4,272	2,934	1,565	53
2014	2,969	2,472	1,185	48	1,275	1,001	661	66	4,244	3,473	1,846	53
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

First-Time Freshmen Fall 2015

First-Time Freshmen by Major (Fall 2015)

Applied Electronic Engineering	18
Applied Manufacturing Engineer	10
Art	16
Biology	76
Business Marketing Education	7
Chemistry	12
Collaborative Ed Elementary	2
Collaborative Ed Secondary	1
Collaborative Educ K-6, 6-12	10
Communication	33
Computer Information Systems	19
Computer Science	37
Criminal Justice	55
Drama	10
Early Childhood Education	41
Emergency Management	5
English	18
Exercise Science/Wellness	31
Family and Consumer Sciences	13
Foreign Language	3
Geography	2
History	22
Liberal Studies	1
Manufacturing Systems Tech	1
Mathematics	8
Music	51
Not Applicable	8
Nursing_Undecided	146
Occupation Safety & Hlth Mgmt	3
Physical Education	8
Political Science	12
Psychology	36
Recreation Leadership	1
Social Work	18
Sociology	1
Technology	1
Undecided	211
Undecided-Management	102
Grand Total	**1,049**

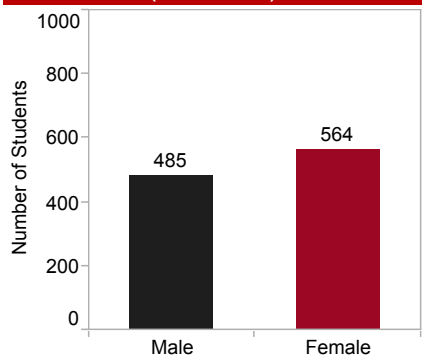
First-Time Freshmen by Gender, Age, and College (Fall 2015)

		College of Arts & Sciences	College of Commerce & Business Admin.	College of Education & Prof St	College of Nursing	Non Applicable	Grand Total
Male	Under 18	8	1	1		1	**11**
	18 - 19	163	56	98	30	100	**447**
	20 - 21	5	1	4	1	3	**14**
	22 - 24		1			1	**2**
	25 - 29	2	2	2			**6**
	30 - 34	2	1				**3**
	35 - 39			1			**1**
	40 - 49		1				**1**
	Total	**180**	**63**	**106**	**31**	**105**	**485**
Female	Under 18	7	2	2	3	2	**16**
	18 - 19	162	35	126	109	93	**525**
	20 - 21	7	1	1	2	1	**12**
	22 - 24	2					**2**
	25 - 29	2					**2**
	30 - 34	2	1		1		**4**
	35 - 39	1				1	**2**
	40 - 49			1			**1**
	Total	**183**	**39**	**130**	**115**	**97**	**564**
Grand Total		**363**	**102**	**236**	**146**	**202**	**1,049**

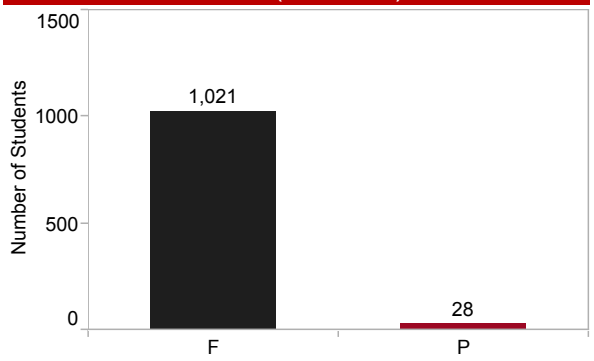
First-Time Freshmen by Gender, Ethnicity, and College (Fall 2015)

		College of Arts & Sciences	College of Commerce & Business Admin.	College of Education & Prof St	College of Nursing	Non Applicable	Grand Total
Male	Am. Ind. or Alask. Ntv	1			1		**2**
	Asian or Asian Am	4	1			2	**7**
	Black/African Am	29	13	24	2	13	**81**
	Hispanic/Latino	6	2		1	3	**12**
	White	133	46	79	24	82	**364**
	Other	4	1	2	2	1	**10**
	Not Reported	3		1	1	4	**9**
	Total	**180**	**63**	**106**	**31**	**105**	**485**
Female	Am. Ind. or Alask. Ntv				1	2	**3**
	Asian or Asian Am	7	3	1	2	1	**14**
	Black/African Am	28	4	25	27	17	**101**
	Hispanic/Latino	4			1	1	**6**
	Ntv Hawaiian/Pcfc Isl.					1	**1**
	White	138	29	102	79	68	**416**
	Other	5	3	2	4	5	**19**
	Not Reported	1			1	2	**4**
	Total	**183**	**39**	**130**	**115**	**97**	**564**
Grand Total		**363**	**102**	**236**	**146**	**202**	**1,049**

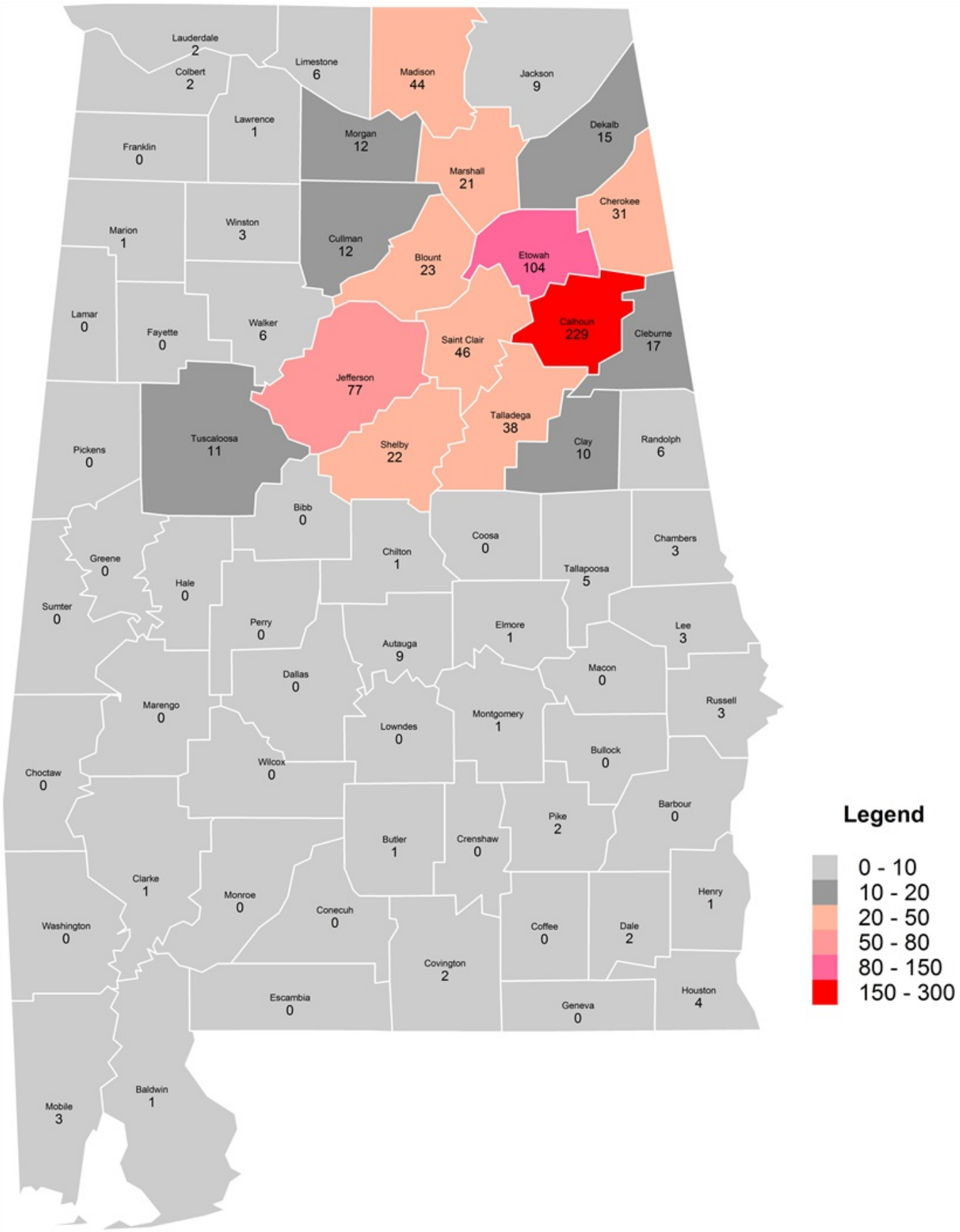
First-Time Freshmen by Gender (Fall 2015)



First-Time Freshmen by Full-Time/Part-Time Status (Fall 2015)



Fall 2015 First-Time Freshmen of Alabama High Schools by County



First-Time Freshmen from all Alabama High Schools
Fall Semesters 2009 - 2015

County	High School	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Autauga	Autauga Academy	0	0	0	0	1	0	0
	Autaugaville High School	0	0	1	0	1	0	0
	East Memorial Christian	0	2	0	0	0	0	0
	Marbury	1	1	0	0	2	2	1
	Prattville High	2	6	2	0	1	6	8
	Total	**3**	**9**	**3**	**0**	**5**	**8**	**9**
Baldwin	Baldwin County	0	0	0	1	0	0	0
	Daphne High School	1	1	1	0	4	1	1
	Fairhope	0	0	1	0	0	0	0
	Foley	0	0	0	0	0	0	0
	Gulf Shores High School	2	0	0	1	0	0	0
	Robertsdale	0	1	2	1	0	1	0
	Total	**3**	**2**	**4**	**3**	**4**	**2**	**1**
Barbour	Barbour County	0	0	0	0	0	0	0
	Eufaula	2	4	2	0	0	0	0
	The Lakeside School	0	0	0	0	0	0	0
	Total	**2**	**4**	**2**	**0**	**0**	**0**	**0**
Bibb	Bibb County	2	0	0	0	0	0	0
	Total	**2**	**0**	**0**	**0**	**0**	**0**	**0**
Blount	Appalachian	5	3	1	2	3	2	1
	Cleveland	2	3	5	7	6	3	1
	Hayden	0	1	1	3	3	4	5
	JB Pennington High School	1	2	1	3	1	4	1
	Locust Fork	1	0	6	3	3	5	2
	Oneonta	3	9	12	9	13	13	10
	Susan Moore	0	5	3	7	1	3	3
	Total	**12**	**23**	**29**	**34**	**30**	**34**	**23**
Bullock	Bullock County	0	1	0	0	0	0	0
	Union Springs	0	0	0	0	0	0	0
	Total	**0**	**1**	**0**	**0**	**0**	**0**	**0**
Butler	Georgiana	0	0	1	0	0	1	1
	Greenville	0	4	1	0	0	0	0
	Total	**0**	**4**	**2**	**0**	**0**	**1**	**1**
Calhoun	Alexandria	20	17	21	23	26	16	22
	Anniston	8	7	17	7	4	6	9
	Anniston Christian	0	1	2	1	0	0	0
	Cornerstone Christian	1	1	1	0	0	0	0
	Donoho	2	2	1	2	3	1	1
	Faith Christian	1	4	6	4	3	11	6
	Harvest Homeschool	0	0	0	0	0	1	1
	Jacksonville	34	33	32	27	25	30	28
	Jacksonville Christian Academy	0	2	1	4	2	7	5
	Ohatchee	7	11	8	10	10	10	6
	Oxford	63	59	69	56	38	48	59
	Oxford Christian School	0	3	6	6	2	0	
	Piedmont	17	10	11	19	19	8	10
	Pleasant Valley	23	23	22	16	18	20	22
	Sacred Heart Catholic	6	6	2	3	4	1	18
	Saks	14	11	19	20	13	12	0
	Sharp-Dean School	0	0	0	0	0	0	1
	Trinity Christian	1	0	0	1	0	0	0
	Vineyard Christian	0	0	0	0	0	0	0
	Walter Wellborn	9	13	13	9	13	6	4
	Weaver	18	14	18	18	18	15	18
	White Plains	18	19	15	21	14	21	19
	Total	**242**	**236**	**264**	**247**	**212**	**213**	**229**
Chambers	Beulah High School	0	0	3	1	3	0	0
	Chambers Academy	0	0	0	0	0	0	0
	Lafayette	6	1	3	0	0	0	0
	Lanett	3	0	1	0	0	2	2
	Springwood	0	0	1	1	1	0	0
	Valley	4	0	1	1	0	1	1
	Total	**13**	**1**	**9**	**3**	**4**	**3**	**3**
Cherokee	Cedar Bluff	10	3	3	2	4	6	2
	Cherokee Co	6	17	15	15	13	12	13
	Gaylesville	2	0	0	1	3	1	0

First-Time Freshmen from all Alabama High Schools
Fall Semesters 2009 - 2015

County	High School	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Cherokee	Sand Rock	3	9	9	8	10	10	7
	Spring Garden	4	6	6	8	10	8	9
	Total	**25**	**35**	**33**	**34**	**40**	**37**	**31**
Chilton	Chilton Co	1	4	4	0	3	0	0
	Isabella	0	0	0	0	0	0	0
	Jemison	1	2	4	2	1	1	0
	Maplesville	0	0	1	0	0	1	1
	Thorsby	0	3	0	0	0	1	0
	Verbena	0	0	0	0	1	0	0
	Total	**2**	**9**	**9**	**2**	**5**	**3**	**1**
Choctaw	Choctaw County	1	1	2	0	0	0	0
	Total	**1**	**1**	**2**	**0**	**0**	**0**	**0**
Clarke	Coffeeville	0	0	2	0	0	0	0
	Jackson	0	0	0	0	1	0	1
	Thomasville	0	0	0	0	0	0	0
	Total	**0**	**0**	**2**	**0**	**1**	**0**	**1**
Clay	Bibb Graves	0	0	0	0	0	0	0
	Central High School of Clay County	0	0	0	0	0	6	9
	Clay County	1	1	2	7	3	1	0
	Lineville	3	3	5	3	0	0	1
	Mellow Valley Christian	0	0	0	0	0	0	0
	Total	**4**	**4**	**7**	**10**	**3**	**7**	**10**
Cleburne	Cleburne Co	11	15	19	23	9	6	11
	Ranburne	10	6	9	4	4	7	6
	Total	**21**	**21**	**28**	**27**	**13**	**13**	**17**
Coffee	Cherokee Voc	0	0	1	0	0	0	0
	Elba	0	2	0	0	0	0	0
	Enterprise	1	0	1	2	0	2	0
	New Brockton	1	0	0	0	0	0	0
	Zion Chapel Pub	0	1	0	0	0	0	0
	Total	**2**	**3**	**2**	**2**	**0**	**2**	**0**
Colbert	Colbert Co	1	0	1	0	0	1	2
	Deshler	0	0	0	4	0	0	0
	Muscle Shoals	1	0	2	0	1	1	0
	Sheffield	1	1	0	0	1	0	0
	Total	**3**	**1**	**3**	**4**	**2**	**2**	**2**
Conecuh	Hillcrest High School	2	1	8	1	0	0	0
	Sparta Academy	0	0	1	0	0	0	0
	Total	**2**	**1**	**9**	**1**	**0**	**0**	**0**
Coosa	Coosa Co Central	4	1	1	0	0	0	0
	Total	**4**	**1**	**1**	**0**	**0**	**0**	**0**
Covington	Andalusia	1	0	0	0	0	0	2
	Florala	0	0	0	0	0	0	0
	Red Level	0	0	0	0	0	0	0
	Total	**1**	**0**	**0**	**0**	**0**	**0**	**2**
Crenshaw	Brantley	0	0	0	0	0	0	0
	Highland Home	0	1	0	0	0	0	0
	Luverne	1	0	0	0	0	0	0
	Total	**1**	**1**	**0**	**0**	**0**	**0**	**0**
Cullman	Cold Springs	1	0	0	0	0	2	0
	Cullman	1	1	4	5	4	3	4
	Fairview	0	0	2	2	2	2	1
	Good Hope	0	0	0	0	0	2	3
	Hanceville	1	1	3	0	1	0	0
	Holly Pond	5	1	0	1	0	0	2
	Saint Bernard	0	1	0	0	2	0	0
	Vinemont	0	0	1	1	0	0	0
	West Point	0	0	1	1	0	1	2
	Total	**8**	**4**	**11**	**10**	**9**	**10**	**12**
Dale	Ariton	0	0	0	0	0	0	0
	Carroll	1	0	0	0	0	0	1
	Dale County	0	1	0	0	0	0	0
	Daleville	2	0	0	0	0	2	1
	Total	**3**	**1**	**0**	**0**	**0**	**2**	**2**
Dallas	Central Christian	0	0	0	0	0	0	0
	Dallas Co	0	0	0	0	0	0	0

First-Time Freshmen from all Alabama High Schools
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County	High School	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Dallas	John T Morgan Academy	1	0	0	0	0	0	0
	Selma High	0	0	0	0	0	0	0
	Southside High	0	1	0	0	0	0	0
	Total	**1**	**1**	**0**	**0**	**0**	**0**	**0**
Dekalb	Collinsville	2	0	1	0	1	1	1
	Crossville	0	1	1	0	2	3	0
	Ft Payne	7	9	13	5	7	6	6
	Fyffe	1	5	1	1	3	2	1
	Geraldine	0	1	5	2	0	0	1
	Ider	1	3	0	4	1	1	2
	Plainview	0	4	0	6	0	2	2
	Sylvania	0	2	2	0	2	0	0
	Valley Head	0	1	0	0	1	1	2
	Total	**11**	**26**	**23**	**18**	**17**	**16**	**15**
Elmore	Champman Christian Aca	0	1	0	0	0	0	0
	Edgewood Academy	0	0	0	1	0	1	0
	Elmore County	0	0	2	1	0	2	0
	Holtville	0	1	0	0	0	0	0
	Stanhope-Elmore	0	1	0	0	2	0	1
	Tallassee	0	2	2	0	1	0	0
	Victory Baptist	0	0	0	0	0	0	0
	Wetumpka	1	1	4	2	2	0	0
	Total	**1**	**6**	**8**	**4**	**5**	**3**	**1**
Escambia	Escambia Co	0	0	0	1	0	0	0
	Flomaton	0	0	0	1	0	0	0
	TR Miller	0	0	0	2	0	0	0
	W S Neal	0	0	1	1	0	0	0
	Total	**0**	**0**	**1**	**5**	**0**	**0**	**0**
Etowah	Carver	0	0	0	1	0	0	0
	Coosa Christian	4	2	1	3	4	4	1
	Emma Sansom	0	0	0	0	0	1	0
	Etowah	4	7	12	1	6	5	6
	Gadsden	23	19	16	24	19	31	16
	Gaston	3	6	5	1	7	6	5
	Glencoe	7	10	4	11	14	15	10
	Grace Bible Church Sc	0	0	0	0	0	0	0
	Hokes Bluff	10	6	15	12	20	17	19
	Litchfield	0	1	0	0	0	1	0
	Sardis	3	2	6	11	4	9	6
	Southside	14	17	19	28	23	29	26
	West End	1	0	2	2	2	0	1
	Westbrook Christian	3	2	7	6	10	10	14
	Total	**72**	**72**	**87**	**100**	**109**	**128**	**104**
Fayette	Fayette County	0	0	0	0	0	1	0
	Hubbertville	0	0	0	1	0	0	0
	Total	**0**	**0**	**0**	**1**	**0**	**1**	**0**
Franklin	Red Bay	0	0	0	0	0	0	0
	Russellville	0	0	1	0	0	0	0
	Total	**0**	**0**	**1**	**0**	**0**	**0**	**0**
Geneva	Geneva	0	0	0	0	0	0	0
	Slocomb	0	0	0	0	1	1	0
	W Blocton	1	1	0	0	0	0	0
	Total	**1**	**1**	**0**	**0**	**1**	**1**	**0**
Greene	Greene County	0	0	0	0	0	1	0
	Samson	0	0	0	1	0	0	0
	Warrior Academy	0	1	0	0	0	0	0
	Total	**0**	**1**	**0**	**1**	**0**	**1**	**0**
Hale	Greensboro East	2	1	1	1	0	0	0
	Greensboro West	0	0	1	0	0	0	0
	Hale Co	0	1	0	0	0	0	0
	Sunshine	0	1	0	0	0	0	0
	Total	**2**	**3**	**2**	**1**	**0**	**0**	**0**
Henry	Abbeville	0	0	0	0	0	0	1
	Total	**0**	**0**	**0**	**0**	**0**	**0**	**1**
Houston	Cottonwood	0	1	0	0	0	0	0
	Dothan	1	1	0	0	0	1	3

First-Time Freshmen from all Alabama High Schools
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County	High School	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Houston	Houston County	1	0	0	0	0	0	0
	Northside Methodist Aca	0	0	0	1	0	0	0
	Northview High School	1	0	0	1	0	0	1
	Rehobeth High School	0	0	0	0	2	0	0
	Total	**3**	**2**	**0**	**2**	**2**	**1**	**4**
Jackson	N Sand Mountain	1	0	4	2	3	3	0
	North Jackson	1	0	3	4	3	2	1
	Pisgah	0	2	2	1	0	1	1
	Scottsboro	6	3	2	1	5	3	2
	Section	0	0	0	1	1	0	5
	Skyline	0	0	0	0	0	1	0
	Three Springs	0	0	0	0	0	0	0
	Woodville	0	0	0	0	0	1	0
	Total	**8**	**5**	**11**	**9**	**12**	**11**	**9**
Jefferson	Ala Sch Of Fine Arts	0	0	1	0	0	0	0
	Bessemer	0	1	1	1	0	2	1
	Bessemer Academy	2	0	2	0	0	0	2
	Bethel Christian	0	0	0	0	0	0	0
	Brairwood Christian	0	0	0	0	1	0	1
	Brentwood Christian	0	1	1	0	0	0	0
	Central Pk Christian	4	1	0	0	0	0	0
	Clay Chalkville	8	4	8	16	5	8	7
	Corner	1	0	2	2	9	3	0
	E B Erwin	11	6	13	1	3	3	2
	Ensley	0	0	0	0	0	0	0
	Fairfield	7	5	3	6	0	5	0
	Fultondale	1	1	1	3	0	1	0
	G W Carver	3	5	0	3	0	1	0
	Gardendale	2	2	2	3	2	4	2
	Graywood Christian	0	0	0	0	0	0	0
	Hayes High	0	0	0	0	0	0	0
	Heritage Academy	0	0	0	0	0	0	0
	Hewitt Trussville	6	4	6	6	4	8	3
	Holy Family	0	1	0	1	0	0	0
	Homewood	6	6	6	4	6	1	0
	Hoover	4	7	5	8	6	4	6
	Hueytown	7	4	5	1	5	4	4
	Huffman	17	17	18	3	5	3	2
	J Carroll	2	2	8	1	1	0	1
	Jefferson Christian	0	0	0	1	1	0	0
	Jefferson Co Lb	1	3	0	0	0	0	0
	Jess Lanier	1	1	1	0	0	0	0
	Leeds	7	5	3	3	0	6	8
	McAdory	3	3	10	4	4	4	4
	Midfield	3	1	3	3	0	2	0
	Minor	17	8	18	9	5	3	0
	Mortimer Jordan	2	3	4	2	0	1	3
	Mountain View Baptist School	0	0	0	0	0	0	1
	Mtn Brook	0	0	0	1	0	0	0
	Oak Grove	4	0	1	2	1	3	1
	Oak Mountain	3	1	2	2	5	3	1
	P D Jackson-Olin	6	10	10	2	2	0	3
	Parker	10	2	0	4	2	0	1
	Parkway Christian Aca	0	0	2	1	1	0	0
	Phillips	0	1	0	0	0	0	0
	Pinson Valley	9	8	6	7	3	4	1
	Pleasant Grove	13	4	4	4	5	3	2
	Ramsay	3	8	9	18	1	3	2
	Restoration Academy	1	0	0	0	0	0	0
	Shades Mtn Christian	2	0	1	0	0	0	0
	Shades Valley	3	5	7	4	4	5	4
	Spain Park	3	4	8	2	2	4	5
	Tarrant	7	2	0	0	2	1	3
	Valleydale Academy	0	0	1	0	0	0	0
	Vestavia Hills	4	5	2	2	8	4	2
	Victory Christian	0	0	0	0	0	0	0

First-Time Freshmen from all Alabama High Schools
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County	High School	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Jefferson	Warrior	0	0	0	0	0	0	0
	Wenonah	1	8	9	5	1	0	5
	West End	0	0	0	0	0	0	0
	Woodlawn	1	0	2	6	0	0	0
	Total	**185**	**149**	**185**	**141**	**94**	**93**	**77**
Lamar	South Lamar High Sch	0	1	0	0	0	0	0
	Sulligent	0	0	0	1	0	0	0
	Total	**0**	**1**	**0**	**1**	**0**	**0**	**0**
Lauderdale	Bradshaw	0	0	0	0	0	0	0
	Brooks	0	0	0	0	2	0	0
	Central	1	2	2	0	0	0	1
	Coffee	0	0	0	0	0	0	0
	Florence	2	2	1	0	0	1	1
	Lauderdale County	0	0	0	0	1	0	0
	Lexington	0	0	2	2	1	0	0
	Mars Hill Bible Sch	0	0	0	1	0	0	0
	Rogers	0	1	2	0	0	0	0
	Shoals Christian	0	0	0	1	0	0	0
	Wilson High School	1	0	0	0	0	0	0
	Total	**4**	**5**	**7**	**4**	**4**	**1**	**2**
Lawrence	Hatton	1	0	0	0	0	0	0
	Hazelwood	0	0	0	0	0	0	0
	Lawrence Co	0	2	1	2	0	1	1
	Total	**1**	**2**	**1**	**2**	**0**	**1**	**1**
Lee	Auburn	2	8	2	2	2	0	0
	Beauregard	0	1	3	1	1	1	0
	Beulah	0	0	1	0	1	0	0
	Glenwood High	0	1	0	3	1	0	0
	Loachapoka	0	1	0	0	0	1	0
	Opelika	1	2	2	1	0	0	3
	Smiths Station	1	5	3	3	3	2	0
	Total	**4**	**18**	**11**	**10**	**8**	**4**	**3**
Limestone	Ardmore	0	0	1	0	0	0	2
	Athens	0	3	1	0	4	0	2
	Clements	0	0	0	0	0	0	0
	East Limestone	1	2	5	0	2	1	1
	Elkmont	0	1	0	2	0	0	1
	Tanner	0	2	0	0	0	0	0
	West Limestone	0	0	0	0	0	1	0
	Total	**1**	**8**	**7**	**2**	**6**	**2**	**6**
Lowndes	Central	0	0	0	0	0	0	0
	Total	**0**	**0**	**0**	**0**	**0**	**0**	**0**
Macon	Booker T Washington	2	0	0	0	0	0	0
	Notasulga High School	1	0	0	0	0	0	0
	Total	**3**	**0**	**0**	**0**	**0**	**0**	**0**
Madison	Bob Jones	3	9	2	5	10	6	3
	Buckhorn	4	2	7	16	7	2	2
	Columbia High School	1	4	1	8	0	2	1
	Covenant Christian	0	0	0	1	0	0	1
	Faith Covenant Aca	0	1	2	0	0	0	0
	Grissom	2	3	1	7	9	5	12
	Hazel Green	1	11	8	14	5	7	4
	Huntsville	3	4	2	3	5	5	4
	J O Johnson	2	1	4	2	0	0	1
	Lee	6	6	1	3	2	1	1
	Madison Academy	0	1	0	0	1	2	0
	Madison County	1	2	5	4	1	0	5
	New Century Tech	0	2	0	0	3	3	1
	New Hope	0	0	0	1	0	1	0
	Oakwood Advent Aca	0	0	0	0	0	0	1
	Randolph	0	0	0	0	0	0	1
	S R Butler	0	0	0	1	0	0	0
	Sparkman	6	4	12	14	11	19	7
	Westminster Christ	0	0	0	2	0	1	0
	Total	**29**	**50**	**45**	**81**	**54**	**54**	**44**
Marengo	Demopolis	0	0	5	1	6	0	0

First-Time Freshmen from all Alabama High Schools
Fall Semesters 2009 - 2015

County	High School	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Marengo	John Essess School	0	1	0	0	0	0	0
	Linden	0	1	0	0	0	0	0
	Marengo County	0	0	1	0	0	0	0
	Sweet Water	1	1	0	0	0	0	0
	Total	**1**	**3**	**6**	**1**	**6**	**0**	**0**
Marion	Brilliant	0	0	0	0	0	0	0
	Hamilton	0	0	0	1	0	0	0
	Winfield	0	0	2	2	0	0	1
	Total	**0**	**0**	**2**	**3**	**0**	**0**	**1**
Marshall	Albertville	6	12	13	7	9	17	4
	Arab	6	17	8	11	2	19	3
	Asbury HS	0	2	1	1	0	2	1
	Boaz	3	11	0	4	5	1	2
	Brindlee Mountain HS	2	0	9	5	1	1	0
	Douglas	1	4	3	2	5	2	2
	Guntersville	5	7	3	6	4	17	7
	K D Smith Dar	1	2	1	1	2	0	2
	Total	**24**	**55**	**38**	**37**	**28**	**59**	**21**
Mobile	Al Sch Math Science	0	1	2	0	1	0	1
	Alma Bryant	0	0	0	1	0	0	0
	Baker	0	2	1	2	0	0	2
	Ben C Rain	2	0	0	0	0	0	0
	Blount High	0	0	0	0	0	0	0
	Cintronelle	0	0	0	0	0	0	0
	Davidson	0	0	0	0	0	0	0
	John L Leflore	0	0	0	0	0	0	0
	Mary G Montgomery	0	0	1	0	0	0	0
	McGill-Toolen	0	0	0	0	0	1	0
	Mobile Christian Sch	0	0	1	0	0	0	0
	Murphy	1	2	2	1	1	1	0
	Satsuma	0	1	1	0	0	0	0
	Shaw High	0	0	0	0	0	0	0
	Theodore	2	0	1	0	0	0	0
	Vigor	0	0	0	0	0	0	0
	Williamson	0	0	2	0	1	0	0
	Total	**5**	**6**	**11**	**4**	**3**	**2**	**3**
Monroe	Excel	0	0	0	0	0	0	0
	Frisco City	0	0	0	0	0	0	0
	Monroe County	0	0	1	0	0	0	0
	Total	**0**	**0**	**1**	**0**	**0**	**0**	**0**
Montgomery	Alabama Christian	1	1	0	2	0	1	0
	Btw Magnet HS	0	1	0	0	0	1	0
	Carver High	0	0	0	0	1	0	0
	Jefferson Davis	1	1	2	2	2	2	0
	Macon East Aca	0	0	0	0	0	0	0
	Montgomery Aca	1	0	0	0	0	0	0
	Montgomery Catholic	0	0	0	5	0	0	0
	Robert E Lee	0	3	0	2	0	1	1
	Sidney Lanier	1	0	3	0	1	0	0
	St. James School	0	1	0	0	0	0	0
	St. Jude	0	2	0	1	0	0	0
	St. Judge	0	0	0	0	0	0	0
	Trinity Presbyterian	0	0	0	0	0	0	0
	Total	**4**	**9**	**5**	**12**	**4**	**5**	**1**
Morgan	A P Brewer	0	0	1	3	0	4	4
	Austin	1	4	4	0	3	2	2
	Danville	0	0	0	1	0	0	0
	Decatur	4	0	2	2	3	1	2
	E Lawrence	0	1	4	0	1	1	1
	Hartselle	0	1	0	8	1	5	3
	Heritage Christian	0	0	1	0	0	0	0
	Priceville	0	2	0	0	1	0	0
	Way Home Christian Academy	0	0	0	0	0	1	0
	West Morgan	2	0	0	1	1	0	0
	Total	**7**	**8**	**12**	**15**	**10**	**14**	**12**
Perry	Francis Marion	1	0	0	0	1	0	0

First-Time Freshmen from all Alabama High Schools
Fall Semesters 2009 - 2015

County	High School	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Perry	**Total**	**1**	**0**	**0**	**0**	**1**	**0**	**0**
Pickens	Aliceville	3	0	0	1	1	1	0
	Gordo	0	1	1	0	0	0	0
	Pickens County	1	0	0	1	0	1	0
	Total	**4**	**1**	**1**	**2**	**1**	**2**	**0**
Pike	Goshen	0	0	0	0	0	0	0
	Henderson	2	0	1	0	0	0	2
	Pike County	0	0	0	0	0	0	0
	Total	**2**	**0**	**1**	**0**	**0**	**0**	**2**
Randolph	Handley	2	3	6	6	1	3	3
	Randolph Co	1	2	1	0	0	1	1
	Wadley	1	1	0	1	0	0	0
	Woodland	3	4	7	1	0	2	2
	Total	**7**	**10**	**14**	**8**	**1**	**6**	**6**
Russell	Central	3	4	3	1	2	1	3
	Russell County	0	2	1	0	0	4	0
	Total	**3**	**6**	**4**	**1**	**2**	**5**	**3**
Saint Clair	Ashville	6	12	10	9	11	9	4
	Calvary Christian Aca	0	0	0	0	0	0	0
	Crossroads Christian	1	0	0	0	0	0	0
	Moody	5	5	3	5	6	11	9
	Pell City	10	8	17	11	8	15	11
	Ragland	5	0	2	0	3	1	2
	Springville	7	8	4	5	4	7	7
	St. Clair Co	3	3	9	16	3	8	9
	Victory Christian	3	3	2	9	5	7	4
	Total	**40**	**39**	**47**	**55**	**40**	**58**	**46**
Shelby	Calera	1	1	4	7	0	1	1
	Chelsea	1	1	4	2	3	4	3
	Coosa Valley Aca	0	2	2	2	0	1	5
	Cornerstone Christian	0	0	0	0	2	0	0
	Evangel Christian School	0	0	0	0	0	1	0
	Hope Christian	2	0	0	0	2	0	0
	Kingwood Christian	0	1	2	0	1	0	0
	Montevallo	0	2	2	2	2	0	0
	Pelham	3	3	3	4	5	6	7
	Shelby Aca	1	0	0	0	0	0	0
	Shelby County	1	2	3	10	0	1	0
	Thompson	4	3	7	4	8	5	5
	Vincent	0	2	1	2	2	2	1
	Total	**13**	**17**	**28**	**33**	**25**	**21**	**22**
Sumter	Livingston	0	0	0	0	0	0	0
	Sumter County	0	2	1	1	0	0	0
	Total	**0**	**2**	**1**	**1**	**0**	**0**	**0**
Talladega	Ala Inst/Df & Blind	3	0	1	1	0	0	1
	B B Comer Mem	1	1	2	8	3	0	1
	Childersburg	6	6	9	1	2	2	4
	Fayetteville	0	0	1	0	1	4	0
	Lincoln	19	11	14	14	9	8	9
	Munford	8	10	9	10	8	13	15
	Sylacauga	3	6	9	6	4	7	3
	Talladega	14	11	21	6	2	0	3
	Talladega Central	2	2	1	2	3	0	1
	Talladega County Training	0	1	0	0	0	8	0
	Winterboro	2	2	4	1	1	0	1
	Total	**58**	**50**	**71**	**49**	**33**	**42**	**38**
Tallapoosa	B Russell	12	1	2	1	1	4	4
	Dadeville	1	1	0	1	0	0	0
	Horeshoe Bend	0	1	1	0	0	1	0
	Lyman Ward Military Aca	0	0	1	0	0	0	1
	Reeltown	0	2	2	0	2	0	0
	Total	**13**	**5**	**6**	**2**	**3**	**5**	**5**
Tuscaloosa	American Christian	0	2	0	0	0	0	0
	Brookwood	2	3	1	1	0	1	1
	Central High East	0	0	0	0	0	0	0
	Central High West	0	0	0	0	0	0	0

First-Time Freshmen from all Alabama High Schools
Fall Semesters 2009 - 2015

County	High School	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Tuscaloosa	Hillcrest	2	2	1	0	0	2	5
	Holt	0	0	2	0	0	0	0
	Northridge	2	3	2	0	0	0	3
	Paul W Bryant	0	0	0	2	0	0	0
	The Capitol School	0	0	0	2	0	0	0
	Tuscaloosa Aca	0	1	0	0	0	0	0
	Tuscaloosa Co	2	0	0	1	0	0	2
	Total	**8**	**11**	**6**	**6**	**0**	**3**	**11**
Walker	Carbon Hill	0	2	0	1	0	2	0
	Cordova	1	3	1	0	0	1	1
	Curry	1	0	1	0	1	1	0
	Dora	0	0	1	1	0	0	0
	Jericho Way Christian	0	0	0	0	0	0	0
	Oakman	0	0	2	0	0	0	0
	Parrish	1	0	0	0	0	0	0
	Sumitan Christian	0	1	0	1	0	0	0
	Walker	0	0	2	0	1	0	5
	Total	**3**	**6**	**7**	**3**	**2**	**4**	**6**
Washington	Fruitdale	0	0	0	0	0	0	0
	Leroy	1	0	0	0	0	0	0
	McIntosh	0	0	0	0	3	0	0
	Total	**1**	**0**	**0**	**0**	**3**	**0**	**0**
Wilcox	Wilcox County	2	0	1	0	0	0	0
	Total	**2**	**0**	**1**	**0**	**0**	**0**	**0**
Winston	Addison	0	1	0	0	0	0	0
	Haleyville	1	0	0	0	1	0	2
	Lynn	0	0	0	0	1	0	0
	Meek	1	1	1	1	1	2	1
	Winston County	0	0	0	0	0	2	0
	Total	**2**	**2**	**1**	**1**	**3**	**4**	**3**
GED		13	19	22	11	13	11	5
	Total	**13**	**19**	**22**	**11**	**13**	**11**	**5**
Home Schooled		1	3	5	6	9	6	6
	Total	**1**	**3**	**5**	**6**	**9**	**6**	**6**
Unknown		7	12	8	16	12	16	14
	Total	**7**	**12**	**8**	**16**	**12**	**16**	**14**
Out Of State		321	273	277	278	279	240	219
	Total	**321**	**273**	**277**	**278**	**279**	**240**	**219**
International		29	20	27	26	37	25	12
	Total	**29**	**20**	**27**	**26**	**37**	**25**	**12**
Current Alabama Residents Graduating From Out Of State High Schools		3	3	3	3	3	3	2
	Total	**3**	**3**	**3**	**3**	**3**	**3**	**2**
Grand Total		**1,252**	**1,272**	**1,414**	**1,332**	**1,158**	**1,185**	**1,049**

A JSU flag flown at a recent football game.

First-Time Freshmen Receiving Scholarships Fall 2015

First-Time Freshmen by Scholarship (Fall 2015)

Fund Title	M	F	Grand Total
Elite Honors Tuition	2	6	**8**
Elite Tuition	15	17	**32**
Faculty Tuition	114	104	**218**
Gamecock Tuition	53	54	**107**
Gem of the Hills Tuition	37	59	**96**
Grand Total	**221**	**240**	**461**

First-Time Freshmen Receiving Scholarships by Major (Fall 2015)

Undecided	96
Nursing_Undecided	69
Biology	38
Undecided-Management	37
Music	25
Psychology	20
Computer Science	19
Criminal Justice	15
Early Childhood Elementary Ed	13
Applied Electronic Engineering	12
Communication	12
Exercise Science/Wellness	11
Computer Information Systems	10
Chemistry	8
English	8
History	8
Social Work	8
Applied Manufacturing Engineer	7
Art	6
Business Marketing Education	6
Family and Consumer Sciences	6
Mathematics	6
Political Science	5
Collaborative Educ K-6, 6-12	4
Drama	2
Foreign Language	2
Collaborative Ed Secondary	1
Emergency Management	1
Geography	1
Liberal Studies	1
Occupation Safety & Hlth Mgmt	1
Physical Education	1
Recreation Leadership	1
Technology	1
Grand Total	**461**

First-Time Freshmen Receiving Scholarships by State and County (Fall 2015)

State	County	Male	Female	Grand Total
Alabama	Autauga	5	2	**7**
	Baldwin (AL)		1	**1**
	Blount	5	6	**11**
	Calhoun (AL)	52	63	**115**
	Cherokee (AL)	9	11	**20**
	Chilton	1		**1**
	Clay (AL)	1	4	**5**
	Cleburne	6	5	**11**
	Colbert	1	1	**2**
	Cullman	3	4	**7**
	Dekalb (AL)	5	7	**12**
	Etowah	29	25	**54**
	Houston (AL)	2	1	**3**
	Jackson (AL)	2	6	**8**
	Jefferson (AL)	12	7	**19**
	Lauderdale		1	**1**
	Lee (AL)	1	2	**3**
	Limestone	2	1	**3**
	Madison (AL)	7	10	**17**
	Marion (AL)	1		**1**
	Marshall	6	10	**16**
	Mobile	1		**1**
	Montgomery (AL)		1	**1**
	Morgan (AL)	3	4	**7**
	Randolph (AL)	1	2	**3**
	Russell	2	1	**3**
	Saint Clair	13	13	**26**
	Shelby	4	4	**8**
	Talladega	10	7	**17**
	Walker (AL)	3	2	**5**
	Winston		2	**2**
	Unknown	18	19	**37**
	Clarke (AL)		1	**1**
	Dale		1	**1**
	Tallapoosa	2	3	**5**
	Tuscaloosa	1		**1**
Florida	Walton		1	**1**
Georgia	Bartow		2	**2**
	Carroll	1	2	**3**
	Coweta	1	1	**2**
	Douglas	1		**1**
	Floyd	6	3	**9**
	Polk	2		**2**
	Unknown		2	**2**
	Paulding	1	2	**3**
	Walker (GA)	1		**1**
Grand Total		**221**	**240**	**461**

First-Time Freshmen Receiving Scholarships by Gender, Age and College (Fall 2015)

		Arts & Sciences	Business	Education & Prof Studies	Non Applicable	College of Nursing	Grand Total
Male	Under 18	3		1	1		**5**
	18 - 19	77	21	51	49	17	**215**
	20+	1					**1**
	Total	**81**	**21**	**52**	**50**	**17**	**221**
Female	Under 18	4	1	1		1	**7**
	18 - 19	77	15	54	35	51	**232**
	20+			1			**1**
	Total	**81**	**16**	**56**	**35**	**52**	**240**
Grand Total		**162**	**37**	**108**	**85**	**69**	**461**

First-Time Transfer Students Fall 2015

First-TimeTransfer by Major (Fall 2015)

Accounting	5
Applied Electronic Engineering	3
Applied Manufacturing Engineer	3
Art	8
Biology	22
Chemistry	4
Collaborative Educ K-6, 6-12	6
Communication	13
Computer Information Systems	10
Computer Science	16
Criminal Justice	22
Early Childhood Elementary Ed	40
Emergency Management	17
English	6
Exercise Science/Wellness	19
Family and Consumer Sciences	15
Finance	1
History	16
Industrial Leadership	3
Liberal Studies	8
Management	1
Manufacturing Systems Tech	1
Marketing	1
Mathematics	8
Music	7
Nursing	81
Nursing_Undecided	51
Occupation Safety & Hlth Mgmt	4
Physical Education	7
Political Science	6
Psychology	12
Recreation Leadership	3
Social Work	24
Sociology	2
Spanish	1
Undecided	20
Undecided-Management	50
Grand Total	**516**

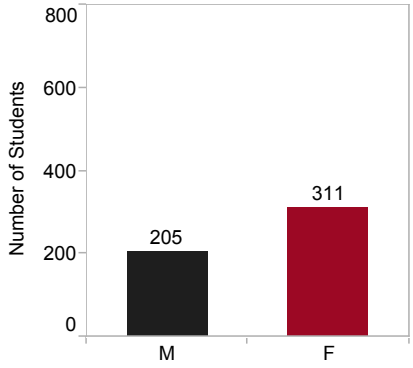
First-Time Transfer by Gender, Age and College (Fall 2015)

		College of Arts & Sciences	College of Business	College of Education & Prof St	Non Applicable	College of Nursing	Grand Total
M	18 - 19	8	2	7	4	3	**24**
	20 - 21	34	14	35	3	6	**92**
	22 - 24	16	6	14	2	1	**39**
	25 - 29	7	2	6		8	**23**
	30 - 34	3		4		2	**9**
	35 - 39	1	1	3		2	**7**
	40 - 49	3	1	3		2	**9**
	50 - 64	2					**2**
	Total	**74**	**26**	**72**	**9**	**24**	**205**
F	18 - 19	5	6	7	1	6	**25**
	20 - 21	36	12	43		24	**115**
	22 - 24	14	5	14		16	**49**
	25 - 29	10	4	6		20	**40**
	30 - 34	8	1	4		16	**29**
	35 - 39	5	1	4		12	**22**
	40 - 49	7	1	3		12	**23**
	50 - 64	2	2			2	**6**
	65+	1		1			**2**
	Total	**88**	**32**	**82**	**1**	**108**	**311**
Grand Total		**162**	**58**	**154**	**10**	**132**	**516**

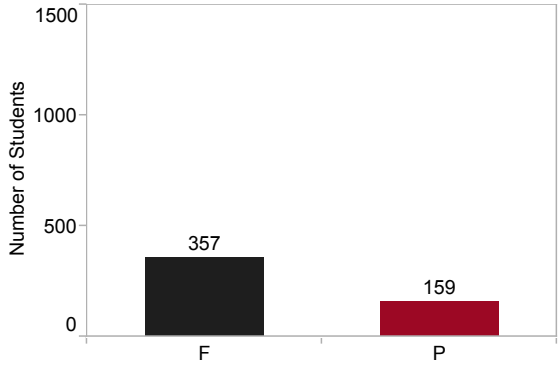
First-Time Transfer by Gender, Ethnicity and College (Fall 2015)

		College of Arts & Sciences	College of Business	College of Education & Prof St	Non Applicable	College of Nursing	Grand Total
M	Asian or Asian Am					1	**1**
	Black/African Am	19	7	12	2	2	**42**
	Hispanic/Latino		2		1	1	**4**
	White	53	17	54	6	18	**148**
	Not Reported	2		6		2	**10**
	Total	**74**	**26**	**72**	**9**	**24**	**205**
F	Am. Ind. or Alask. Ntv	2		2		2	**6**
	Asian or Asian Am					2	**2**
	Black/African Am	15	4	10		23	**52**
	Hispanic/Latino		1	1			**2**
	Other		1				**1**
	White	66	25	67	1	79	**238**
	Not Reported	5	1	2		2	**10**
	Total	**88**	**32**	**82**	**1**	**108**	**311**
Grand Total		**162**	**58**	**154**	**10**	**132**	**516**

First-Time Transfer by Gender (Fall 2015)



First-Time Transfer by Full-Time/Part-Time Status (Fall 2015)



First-Time Transfer Students From All Colleges and Universities Fall 2015

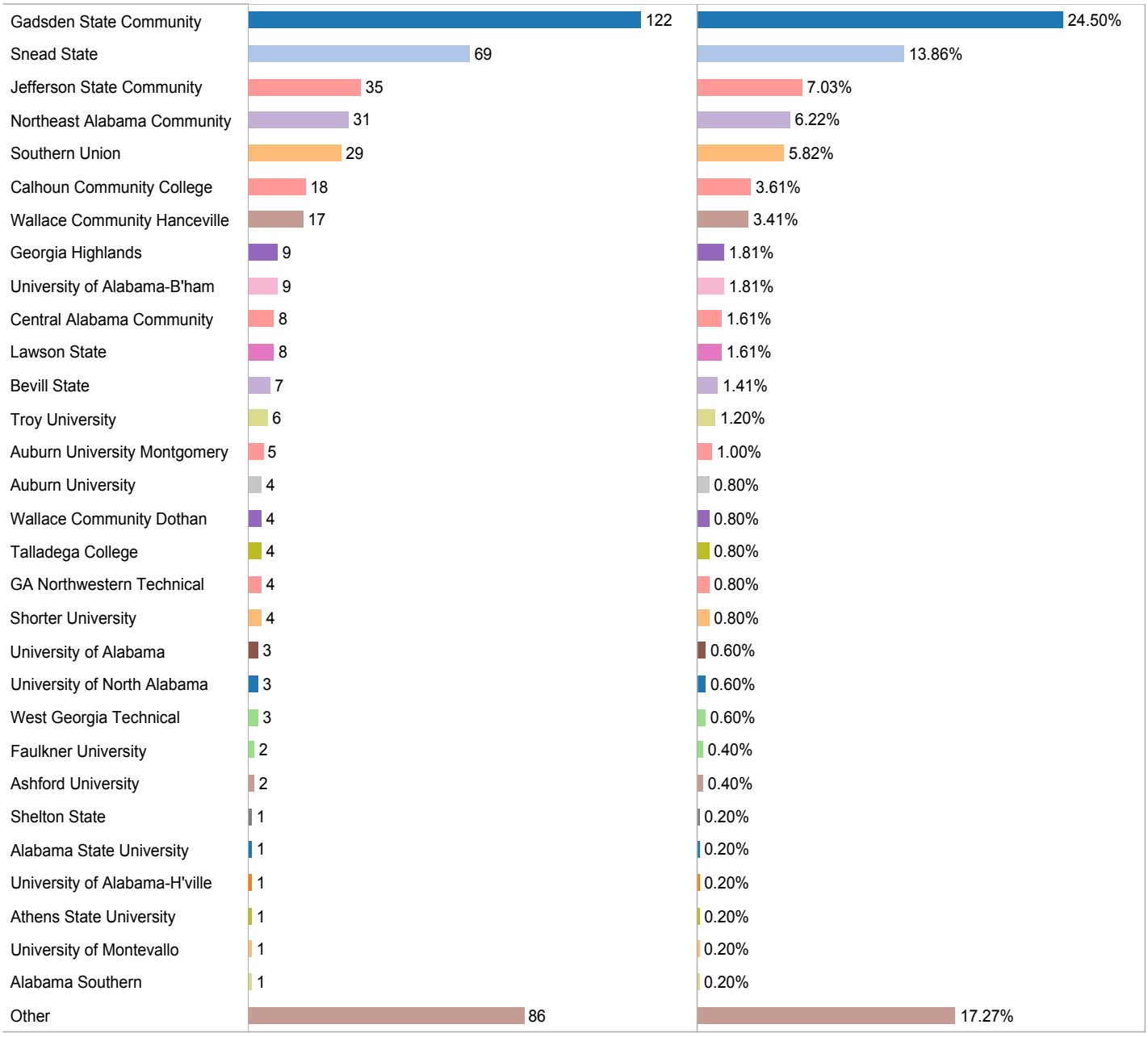
Top Ten Alabama 2 Year College First-Time Transfers to JSU (Fall 2015)

Gadsden State Community	122
Snead State	69
Jefferson State Community	35
Northeast Alabama Community	31
Southern Union	29
Calhoun Community College	18
Wallace Community Hanceville	17
Central Alabama Community	8
Lawson State	8
Bevill State	7

Top Ten Alabama 4 Year College First-Time Transfers to JSU (Fall 2015)

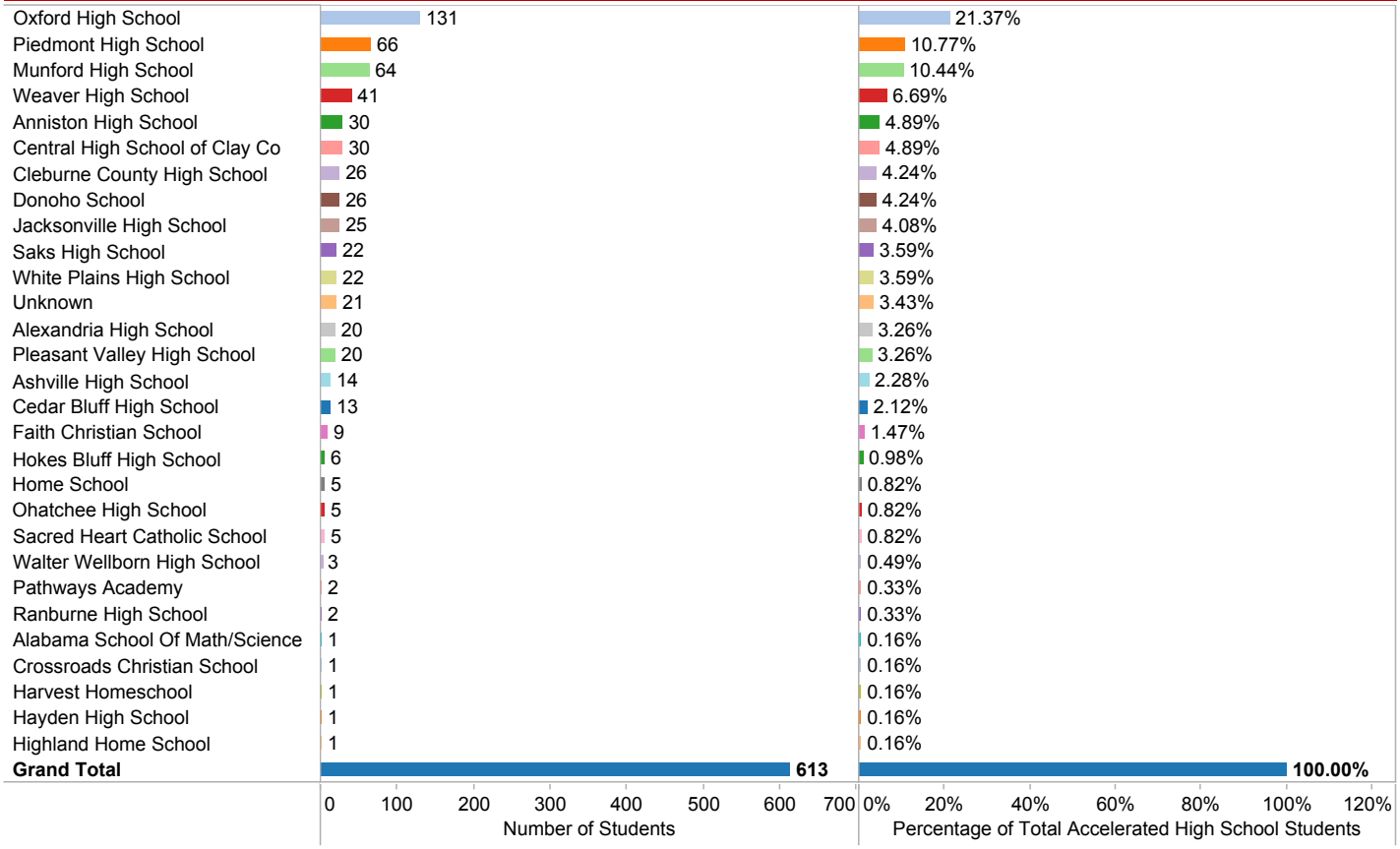
University of Alabama-B'ham	9
Troy University	6
Auburn University Montgomery	5
Talladega College	4
Auburn University	4
University of North Alabama	3
University of Alabama	3
Samford University	3
Alabama A&M University	3
Faulkner University	2

First-Time Transfer Students from All Colleges and Universities (Fall 2015)



Accelerated High School Students Fall 2015

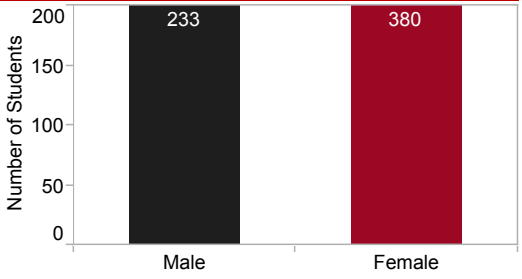
Accelerated High School Students from Participating Alabama High Schools (Fall 2015)



Accelerated High School Students by Gender and Ethnicity (Fall 2015)

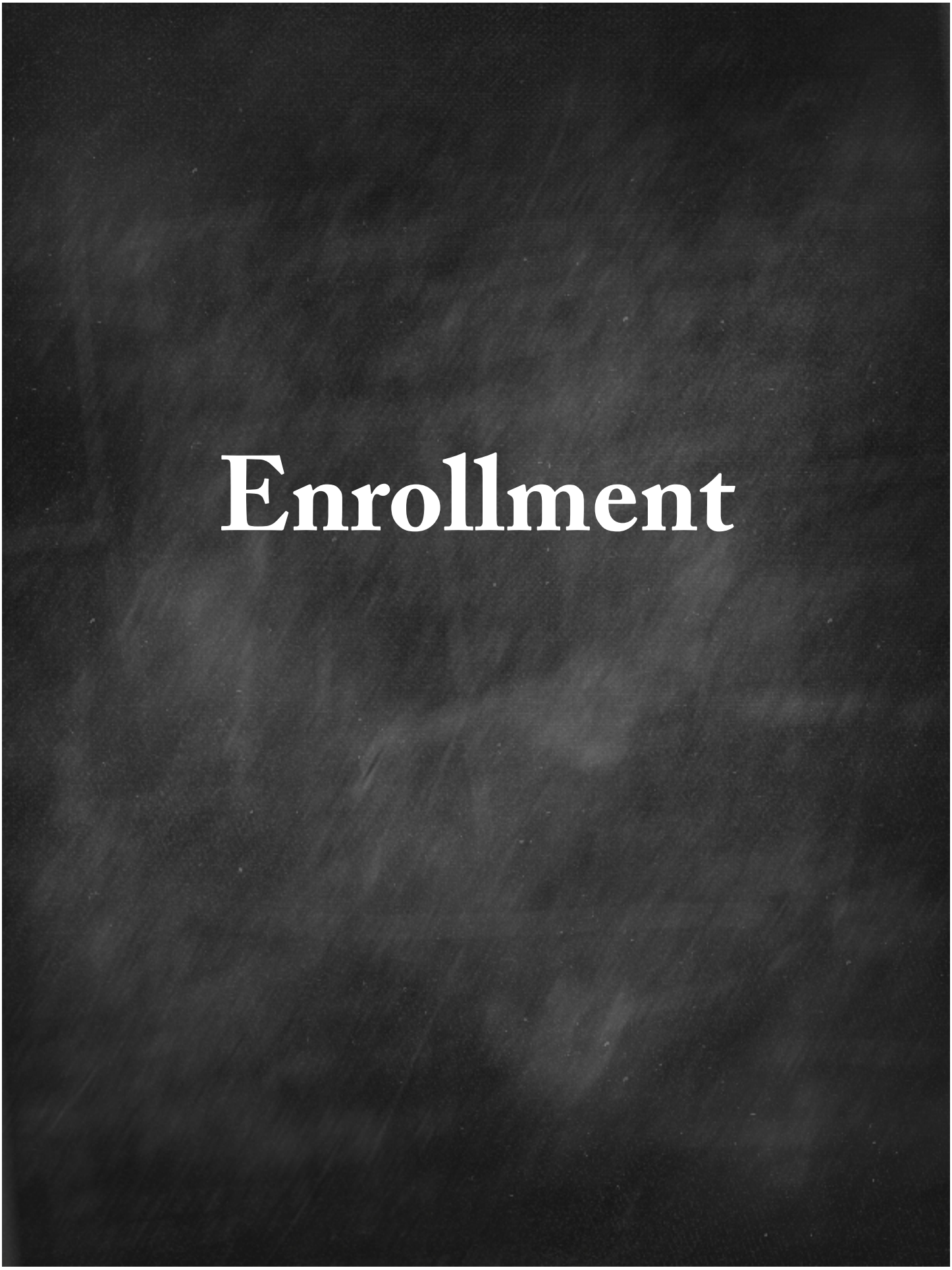
	Male	Female	Grand Total
Am. Ind. or Alask. Ntv	2	2	**4**
Asian or Asian Am	5	4	**9**
Black/African Am	31	63	**94**
Hispanic/Latino	1	2	**3**
White	182	295	**477**
Not Reported	11	13	**24**
Other	1	1	**2**
Grand Total	**233**	**380**	**613**

Accelerated High School Students by Gender (Fall 2015)



University and Trustee Circle street sign.

Students changing classes at Merrill Hall.



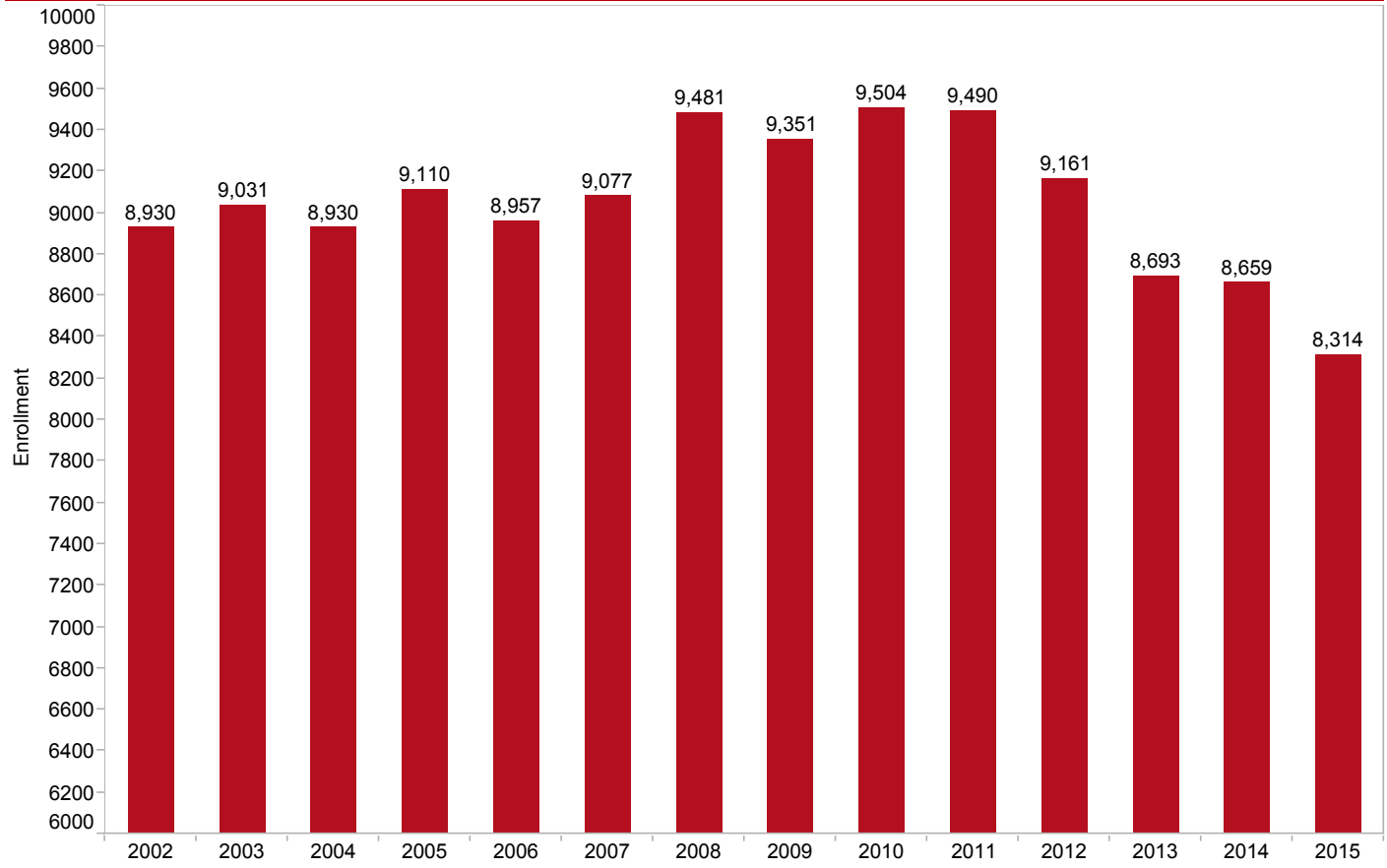
Enrollment

Student Enrollment by Year

Year	Headcount	FTE	% of Total Headcount
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%
2014	8,659	8,311	96.0%
2015	8,314	7,884	95.0%

FTE based on 12 undergraduate hours and 9 graduate hours.

Student Enrollment by Year

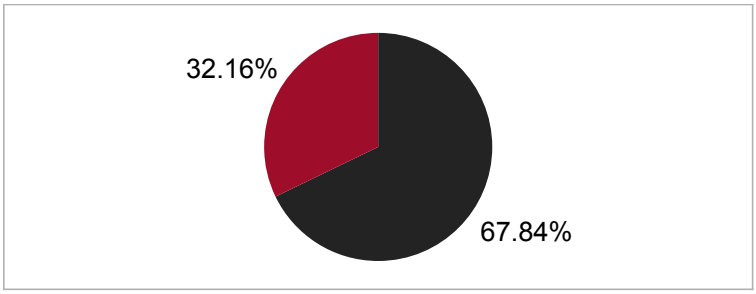


Full-Time vs. Part-Time Enrollment by Year

Year	Full-Time	FT%	Part-Time	PT%	Headcount
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
2014	5,936	69%	2,723	31%	8,659
2015	5,640	68%	2,674	32%	8,314

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

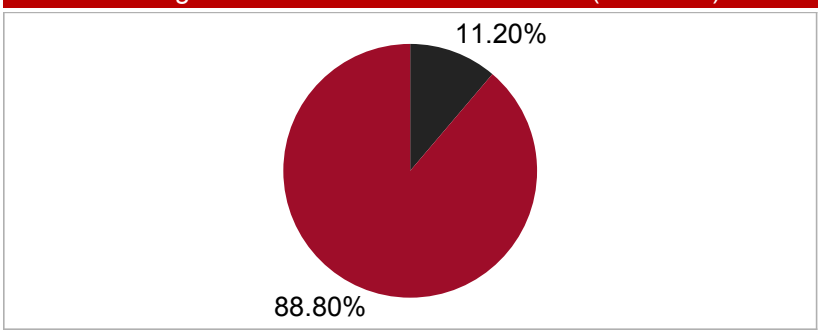
Full-Time vs. Part-Time Enrollment (Fall 2015)



Undergraduate vs. Graduate Enrollment by Year

Year	Undergraduate	UG%	Graduate	GR%	Headcount
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
2014	7,647	88%	1,012	12%	8,659
2015	7,383	89%	931	11%	8,314

Undergraduate vs. Graduate Enrollment (Fall 2015)



All JSU Students Fall 2015

All JSU Students by Major (Fall 2015)

Applied Electronic Engineering	67
Applied Manufact. Engineering	69
Accounting	108
Art	146
Biology	419
Business Administration	60
Business Economics	2
Business Marketing Education	19
Chemistry	62
Collaborative Ed Elementary	44
Collaborative Ed Secondary	14
Collaborative Educ K-6, 6-12	87
Communication	271
Community Health Nursing	47
Computer Information Systems	95
Computer Science	163
Counselor Education	88
Criminal Justice	401
Drama	39
Early Childhood Education	391
Economics	13
Education	34
Electronics Technology	2
Elementary Education	55
Emergency Management	235
Emer Preparedness Nursing Coord.	1
English	167
English Language Arts	15
Exercise Science/Wellness	282
Family and Consumer Sciences	206
Finance	55
Foreign Language	18
General Science	6
Geography	38
History	194
Industrial Leadership	11
Instructional Leadership	84
Liberal Studies	154
Library Media	22
Management	141
Manufacturing Systems Tech	17
Marketing	59
Mathematics	93
Music	240
Nursing	465
Nursing Education/Educator	5
Nursing-Undecided	402
Occupation Safety & Hlth Mgmt	56
Occupation Safety & Hlth Tech	13
Physical Education	112
Political Science	81
Psychology	230
Public Administration	56
Reading Specialist	2
Recreation Leadership	35
Social Science	9
Social Work	232
Sociology	31
Spanish	4
Sport Management	56
Systems & Software	11
Technology	9
Transient	25
Undecided-Management	573
Visual Communication & Design	9
Not Applicable	773
Undecided	391
Grand Total	**8,314**

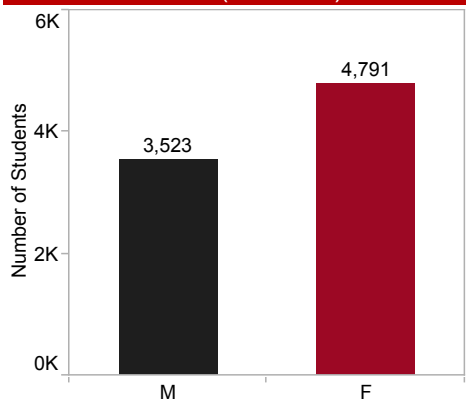
All JSU Students by Gender, Age and College (Fall 2015)

		College of Arts & Sciences	College of Business	College of Education & Prof St	Undecided	College of Nursing	Grand Total
M	Under 18	8	1	2	218		**229**
	18 - 19	333	153	192	182	51	**911**
	20 - 21	356	170	251	39	37	**853**
	22 - 24	344	132	235	14	22	**747**
	25 - 29	168	52	101	9	21	**351**
	30 - 34	60	23	67	2	15	**167**
	35 - 39	39	10	36	1	5	**91**
	40 - 49	64	11	42	4	6	**127**
	50 - 64	25	1	10	5	1	**42**
	65+	3			1		**4**
	Unknown	1					**1**
	Total	**1,401**	**553**	**936**	**475**	**158**	**3,523**
F	Under 18	7	2	2	375	3	**389**
	18 - 19	328	99	278	174	192	**1,071**
	20 - 21	402	147	375	21	178	**1,123**
	22 - 24	329	105	361	10	99	**904**
	25 - 29	150	50	176	8	82	**466**
	30 - 34	78	17	102	10	53	**260**
	35 - 39	54	16	91	4	44	**209**
	40 - 49	83	11	96	9	90	**289**
	50 - 64	21	10	16	4	21	**72**
	65+	4		3	1		**8**
	Total	**1,456**	**457**	**1,500**	**616**	**762**	**4,791**
Grand Total		**2,857**	**1,010**	**2,436**	**1,091**	**920**	**8,314**

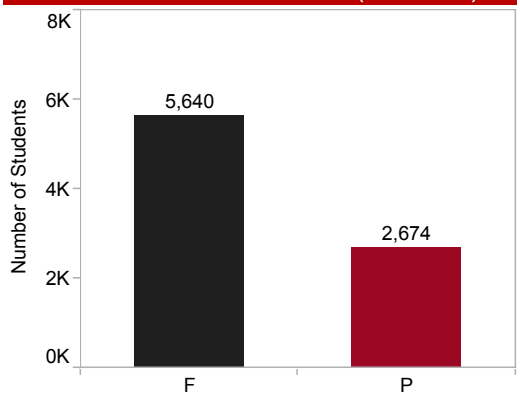
All JSU Students by Gender, Ethnicity and College (Fall 2015)

		College of Arts & Sciences	College of Business	College of Education & Prof St	Undecided	College of Nursing	Grand Total
M	Am. Ind. or Alask. Ntv	7	2	6	2	2	**19**
	Asian or Asian Am	15	12	4	11	1	**43**
	Black/African Am	307	113	234	75	16	**745**
	Hispanic/Latino	24	14	3	9	4	**54**
	Ntv Hawaiian/Pcfc Isl.	1		1	1		**3**
	White	1,001	395	657	353	127	**2,533**
	Other	12	3	7	5	3	**30**
	Not Reported	34	14	24	19	5	**96**
	Total	**1,401**	**553**	**936**	**475**	**158**	**3,523**
F	Am. Ind. or Alask. Ntv	12	2	15	6	9	**44**
	Asian or Asian Am	23	11	9	7	9	**59**
	Black/African Am	362	86	348	102	196	**1,094**
	Hispanic/Latino	24	9	11	5	8	**57**
	Ntv Hawaiian/Pcfc Isl.	1	2		1		**4**
	White	984	322	1,079	461	520	**3,366**
	Other	23	9	14	6	10	**62**
	Not Reported	27	16	24	28	10	**105**
	Total	**1,456**	**457**	**1,500**	**616**	**762**	**4,791**
Grand Total		**2,857**	**1,010**	**2,436**	**1,091**	**920**	**8,314**

All JSU Students by Gender (Fall 2015)



All JSU Students by Full-Time/Part-Time Status (Fall 2015)



Enrollment by College and Classification (Fall 2015)

	College of Arts & Sciences		College of Business		College of Education & Prof St		College of Nursing		Undecided		Grand Total
	F	P	F	P	F	P	F	P	F	P	
Freshman	668	69	221	21	411	35	200	16	293	697	**2,631**
Sophomore	456	88	177	31	365	69	103	41	54	10	**1,394**
Junior	515	87	196	34	358	71	131	61	4	5	**1,462**
Senior	491	191	197	73	451	163	168	147	2	13	**1,896**
Graduate	55	203	12	48	101	412	10	43		13	**897**
Doctoral	1	33									**34**
Grand Total	**2,186**	**671**	**803**	**207**	**1,686**	**750**	**612**	**308**	**353**	**738**	**8,314**

Enrollment by Ethnicity and Year

Ethnic Group (group)	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Am. Indian/Alaskan Native	58	62	64	55	49	48	59	60	49	44	48	61	63
Asian/Pacific Islander	92	90	85	118	114	112	111	91	76	78	91	90	102
Black/African American	1,895	1,948	2,047	2,083	2,302	2,536	2,674	2,710	2,687	2,512	2,244	2,069	1,839
Hispanic/Latino	95	84	98	97	93	108	127	155	130	136	123	130	111
Native Hawaiian/Other Pcfc Isl.								5	11	7	7	8	7
Not Reported	225	275	335	400	630	393	299	265	279	242	263	213	201
Other	111	90	69	67	64	98	88	102	69	83	81	87	92
White/Non-Hispanic	6,555	6,381	6,412	6,137	5,825	6,186	5,993	6,116	6,189	6,059	5,836	6,001	5,899
Grand Total	**9,031**	**8,930**	**9,110**	**8,957**	**9,077**	**9,481**	**9,351**	**9,504**	**9,490**	**9,161**	**8,693**	**8,659**	**8,314**

Enrollment by Ethnicity and Level (Fall 2015)

	Undergraduate		Graduate		Doctoral		Grand Total	
	Students	Percentage	Students	Percentage	Students	Percentage	Students	Percentage
Am. Ind. or Alask. Ntv	55	0.74%	8	0.89%			**63**	**0.76%**
Asian or Asian Am	85	1.15%	16	1.78%	1	2.94%	**102**	**1.23%**
Black/African Am	1,607	21.77%	230	25.64%	2	5.88%	**1,839**	**22.12%**
Hispanic/Latino	104	1.41%	7	0.78%			**111**	**1.34%**
Ntv Hawaiian/Pcfc Isl.	6	0.08%	1	0.11%			**7**	**0.08%**
White	5,258	71.22%	611	68.12%	30	88.24%	**5,899**	**70.95%**
Not Reported	177	2.40%	23	2.56%	1	2.94%	**201**	**2.42%**
Other	91	1.23%	1	0.11%			**92**	**1.11%**
Grand Total	**7,383**	**100.00%**	**897**	**100.00%**	**34**	**100.00%**	**8,314**	**100.00%**

Enrollment by Classification (Fall 2015)

	Students	Percentage
Lower Division	4,025	48.41%
Upper Division	3,358	40.39%
Graduate	897	10.79%
Doctoral	34	0.41%
Grand Total	**8,314**	**100.00%**

Enrollment by Gender (Fall 2015)

	Students	Percentage
M	3,523	42.37%
F	4,791	57.63%
Grand Total	**8,314**	**100.00%**

Distribution by Age of Students Fall 2015

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

Status	Age Group	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Full-Time	Under 18	27	7	9	7	42	34	43	32	39	63	42	31
	18-19	1,669	1,540	1,625	42	2,110	2,053	2,080	2,217	2,214	2,036	1,996	1,866
	20-21	1,711	1,794	1,733	2,020	1,761	1,837	1,828	1,743	1,707	1,803	1,913	1,802
	22-24	1,375	1,511	1,458	1,667	1,275	1,259	1,298	1,301	1,242	1,141	1,121	1,175
	25-29	654	659	638	1,257	573	522	604	544	490	425	393	362
	30-34	353	328	297	542	249	251	254	251	208	192	188	161
	35-39	171	161	182	251	143	126	131	144	160	147	125	111
	40-49	183	178	158	146	110	121	129	151	154	142	128	98
	50-64	59	59	52	126	42	46	49	39	42	30	27	29
	65 + over	0	0	2	52	2	2	2	1	1	3	3	4
	Unknown	0	0	0	1	0	0	0	0	0	0		1
	Total	**6,202**	**6,237**	**6,154**	**6,111**	**6,307**	**6,251**	**6,418**	**6,423**	**6,257**	**5,982**	**5,936**	**5,640**
Part-Time	Under 18	151	171	199	100	283	258	251	257	187	197	405	587
	18-19	59	75	113	140	100	98	79	102	105	98	94	116
	20-21	164	110	139	85	205	232	232	231	225	222	220	174
	22-24	458	455	454	191	544	523	506	553	533	529	472	476
	25-29	603	653	582	493	670	688	674	639	574	550	494	455
	30-34	473	449	399	617	451	405	410	377	401	366	330	266
	35-39	290	352	309	440	331	318	334	332	303	263	250	189
	40-49	377	425	433	334	399	390	417	400	409	346	333	284
	50-64	150	178	172	394	182	182	178	167	159	132	112	117
	65 + over	3	5	3	166	5	6	5	9	8	8	8	10
	Unknown	0	0	0	6	4	0	0	0	0	0	5	0
	Total	**2,728**	**2,873**	**2,803**	**2,966**	**3,174**	**3,100**	**3,086**	**3,067**	**2,904**	**2,711**	**2,723**	**2,674**
Grand Total		**8,930**	**9,110**	**8,957**	**9,077**	**9,481**	**9,351**	**9,504**	**9,490**	**9,161**	**8,693**	**8,659**	**8,314**

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
2014	22.9	33.3	24.1
2015	22.5	32.8	23.7

Student Origin by Alabama Counties Fall 2004 through 2015

Enrollment by Alabama County & Year

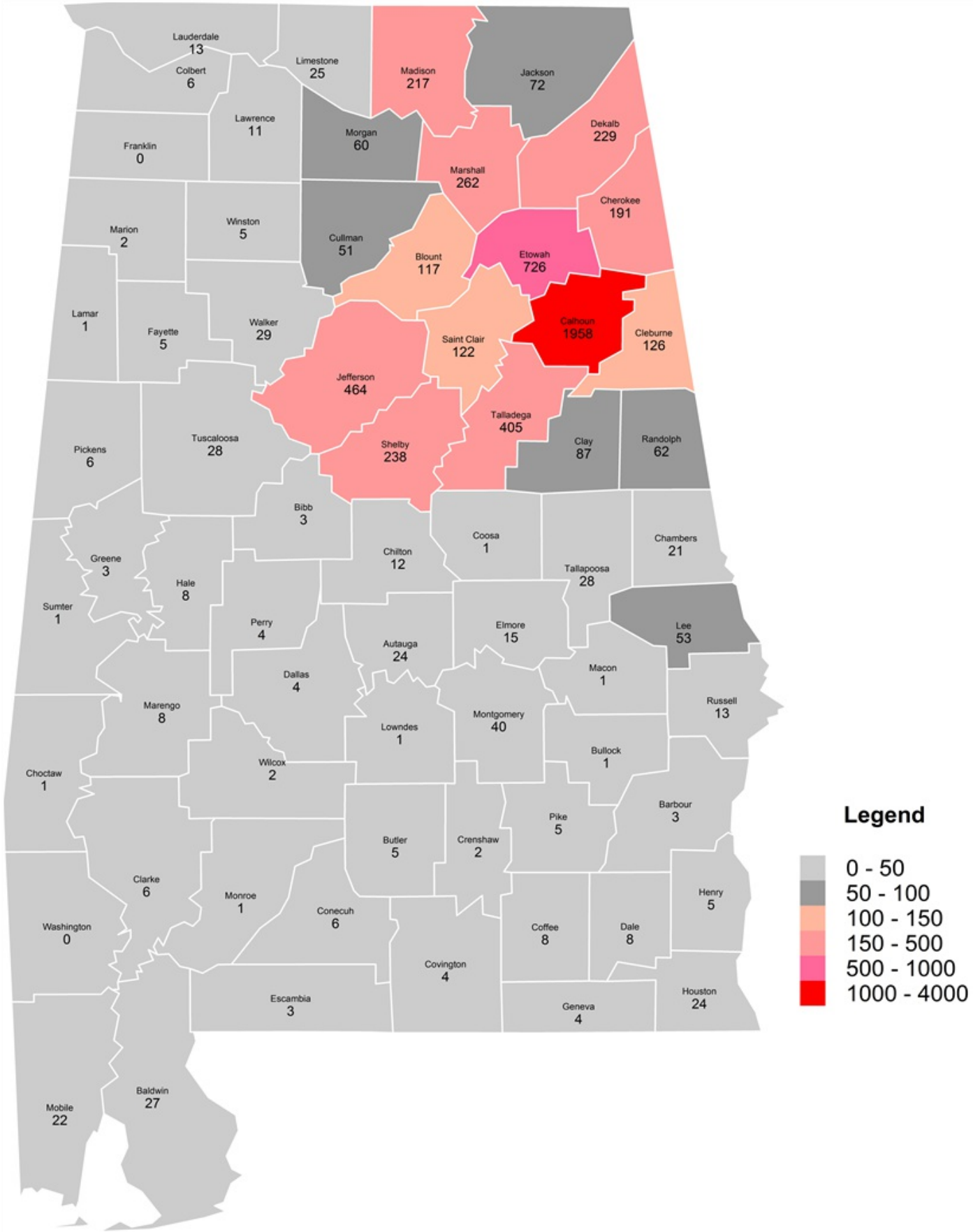
County	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Autauga	7	9	7	6	9	11	16	20	20	23	19	24
Baldwin	16	20	20	33	26	15	18	18	22	27	28	27
Barbour	11	11	11	9	11	10	16	13	11	10	7	3
Bibb	4	3	3	2	2	5	5	4	2	3	4	3
Blount	80	115	83	70	74	69	100	100	108	122	138	117
Bullock	0	2	1	4	1	1	3	1	0	1	1	1
Butler	4	4	6	6	5	4	7	9	4	5	6	5
Calhoun	2,635	2,458	3,192	3,042	2,938	2,850	2,798	2,711	2,538	2,058	1,989	1,958
Chambers	22	29	24	31	40	46	33	34	31	32	28	21
Cherokee	193	217	234	186	182	199	191	176	185	183	217	191
Chilton	16	21	23	16	17	15	24	23	15	18	18	12
Choctaw	1	1	2	1	2	4	2	5	3	3	0	1
Clarke	2	1	2	2	2	0	2	5	2	7	6	6
Clay	95	84	69	77	80	83	80	77	67	53	86	87
Cleburne	154	167	148	144	156	167	153	166	159	124	124	126
Coffee	4	8	6	8	8	7	11	8	10	9	6	8
Colbert	9	9	10	12	13	11	9	13	6	9	12	6
Conecuh	2	0	0	1	4	3	3	12	9	5	6	6
Coosa	15	18	8	12	9	14	11	10	9	4	3	1
Covington	1	3	5	6	4	4	4	2	2	3	4	4
Crenshaw	1	1	0	2	1	0	1	1	1	1	1	2
Cullman	36	46	40	46	48	41	48	61	45	41	45	51
Dale	8	7	7	9	10	10	6	8	11	6	7	8
Dallas	11	13	12	13	12	10	14	16	17	7	7	4
DeKalb	335	335	223	216	199	205	219	241	225	215	252	229
Elmore	21	24	22	19	14	13	13	19	23	27	21	15
Escambia	4	8	11	6	8	8	5	5	7	3	3	3
Etowah	1,048	1,021	907	846	853	866	893	893	851	750	786	726
Fayette	1	0	2	1	1	1	2	4	2	4	6	5
Franklin	4	6	6	7	6	5	4	2	0	0	1	0
Geneva	4	3	3	2	3	2	1	4	4	8	9	4
Greene	5	8	4	9	4	3	5	5	3	2	1	3
Hale	10	7	5	6	4	3	7	5	7	6	7	8
Henry	1	2	2	7	5	3	4	6	3	1	2	5
Houston	17	17	10	12	17	27	27	22	22	25	32	24
Jackson	102	106	71	56	52	62	56	48	43	63	67	72
Jefferson	527	560	518	639	704	782	819	814	775	577	538	464
Lamar	1	0	0	0	0	0	1	1	4	2	2	1
Lauderdale	16	19	14	18	16	20	23	29	18	18	19	13
Lawrence	12	13	8	7	7	8	8	8	10	7	9	11
Lee	49	60	44	51	75	64	81	71	72	65	55	53
Limestone	18	26	23	19	20	19	22	30	31	31	32	25
Lowndes	0	1	1	1	2	1	1	1	1	1	0	1
Macon	5	9	4	9	9	9	9	6	5	3	1	1
Madison	156	169	133	141	127	132	159	176	211	217	209	217
Marengo	5	4	1	1	3	3	7	8	4	14	11	8
Marion	7	7	8	7	3	1	4	5	6	5	5	2
Marshall	311	260	207	215	211	208	266	282	282	247	268	262
Mobile	41	41	42	45	40	41	39	46	33	33	30	22
Monroe	3	2	3	5	4	1	3	2	2	0	2	1
Montgomery	48	48	22	39	47	40	47	48	42	37	42	40
Morgan	35	41	39	36	40	35	52	44	45	45	49	60

Enrollment by Alabama County & Year

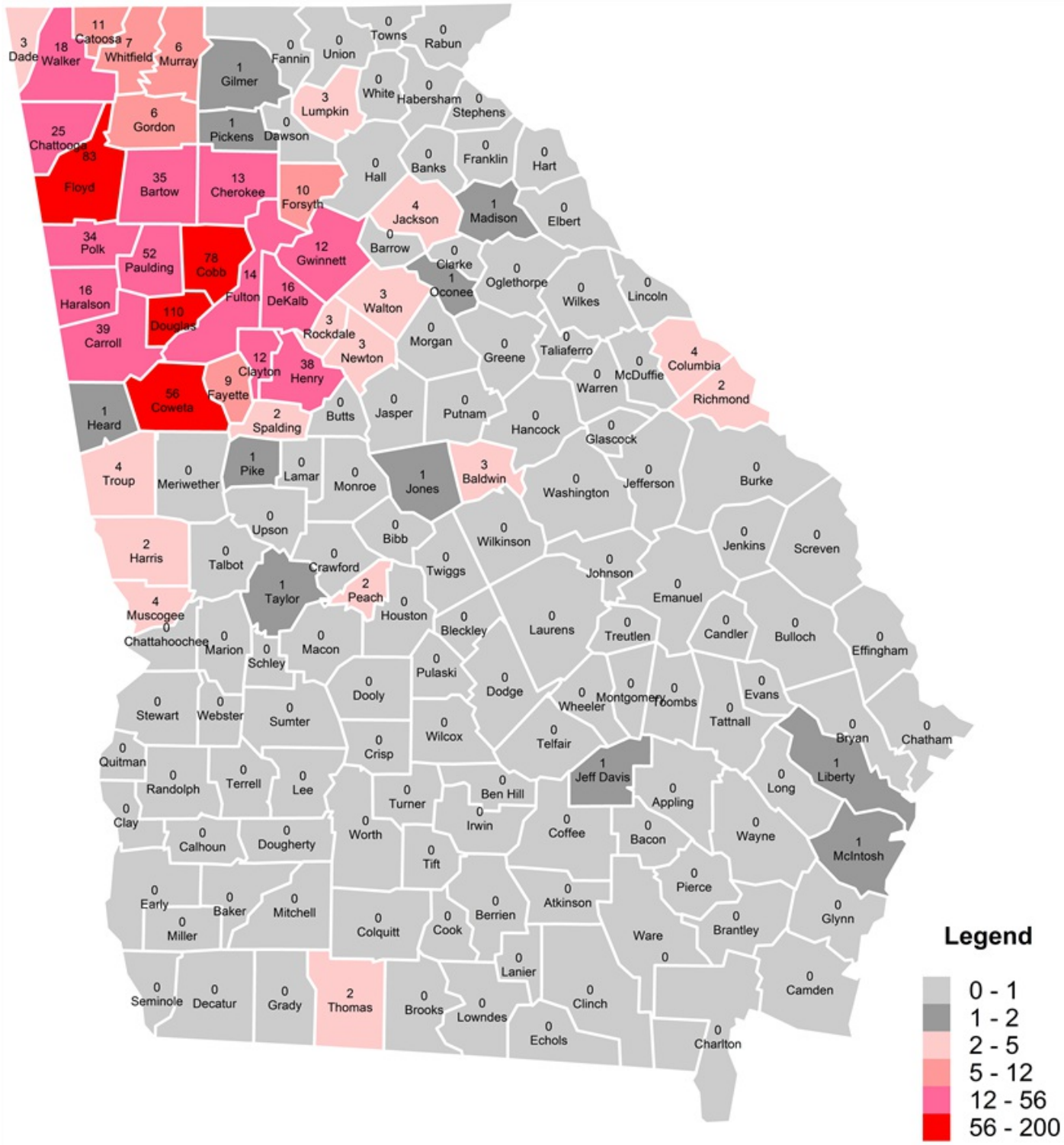
County	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Perry	1	1	1	2	6	2	1	3	8	9	6	4
Pickens	7	11	11	14	14	18	17	11	12	8	9	6
Pike	2	2	5	3	4	5	4	7	7	4	2	5
Randolph	89	123	108	91	75	82	88	93	77	66	67	62
Russell	13	17	10	10	7	7	15	18	9	10	15	13
Shelby	94	118	93	106	106	98	267	124	136	132	139	122
St. Clair	222	236	243	227	249	256	115	282	246	218	258	238
Sumter	1	5	4	4	9	9	8	4	3	3	5	1
Talladega	375	392	360	380	396	432	437	442	427	358	360	405
Tallapoosa	45	49	27	20	28	42	37	40	28	25	30	28
Tuscaloosa	31	33	25	29	24	31	51	50	45	28	28	28
Walker	14	11	9	16	14	22	19	34	24	20	25	29
Washington	1	1	0	0	1	2	2	0	1	1	0	0
Wilcox	2	6	3	2	3	5	3	3	2	3	3	2
Winston	3	6	4	5	6	6	9	7	3	5	7	5
Unknown	325	297	58	94	352	169	180	183	333	913	864	969
Out-of-State	1,363	1,529	1,517	1,669	1,812	1,790	1,701	1,650	1,576	1,526	1,422	1,278
International	229	229	233	247	247	234	218	221	216	204	198	172
Grand Total	**8,930**	**9,110**	**8,957**	**9,077**	**9,481**	**9,351**	**9,504**	**9,490**	**9,161**	**8,693**	**8,659**	**8,314**

Students participating in 2015 Freshman Convocation.

Fall 2015 Enrollment by Alabama County



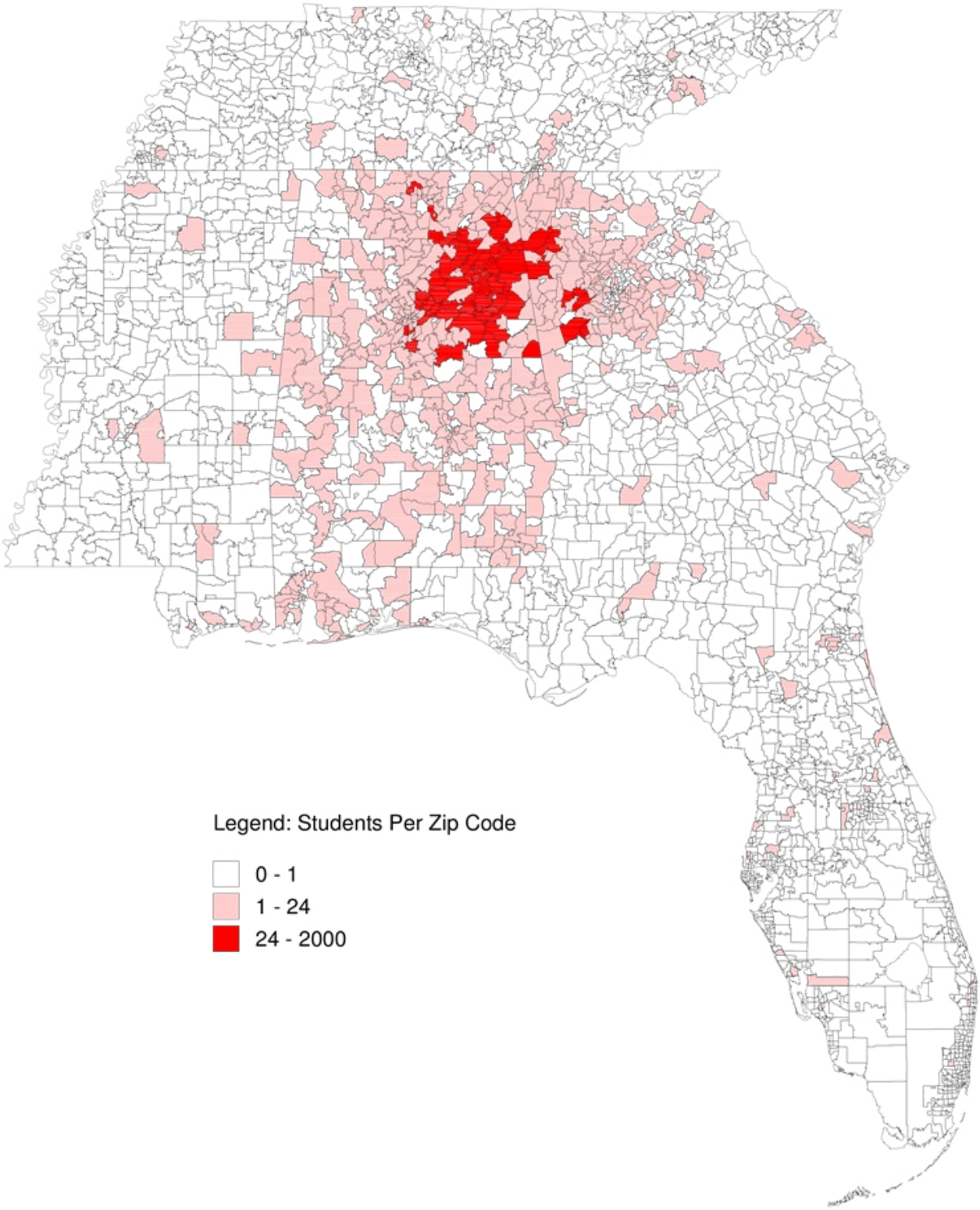
Fall 2015 Enrollment by Georgia County



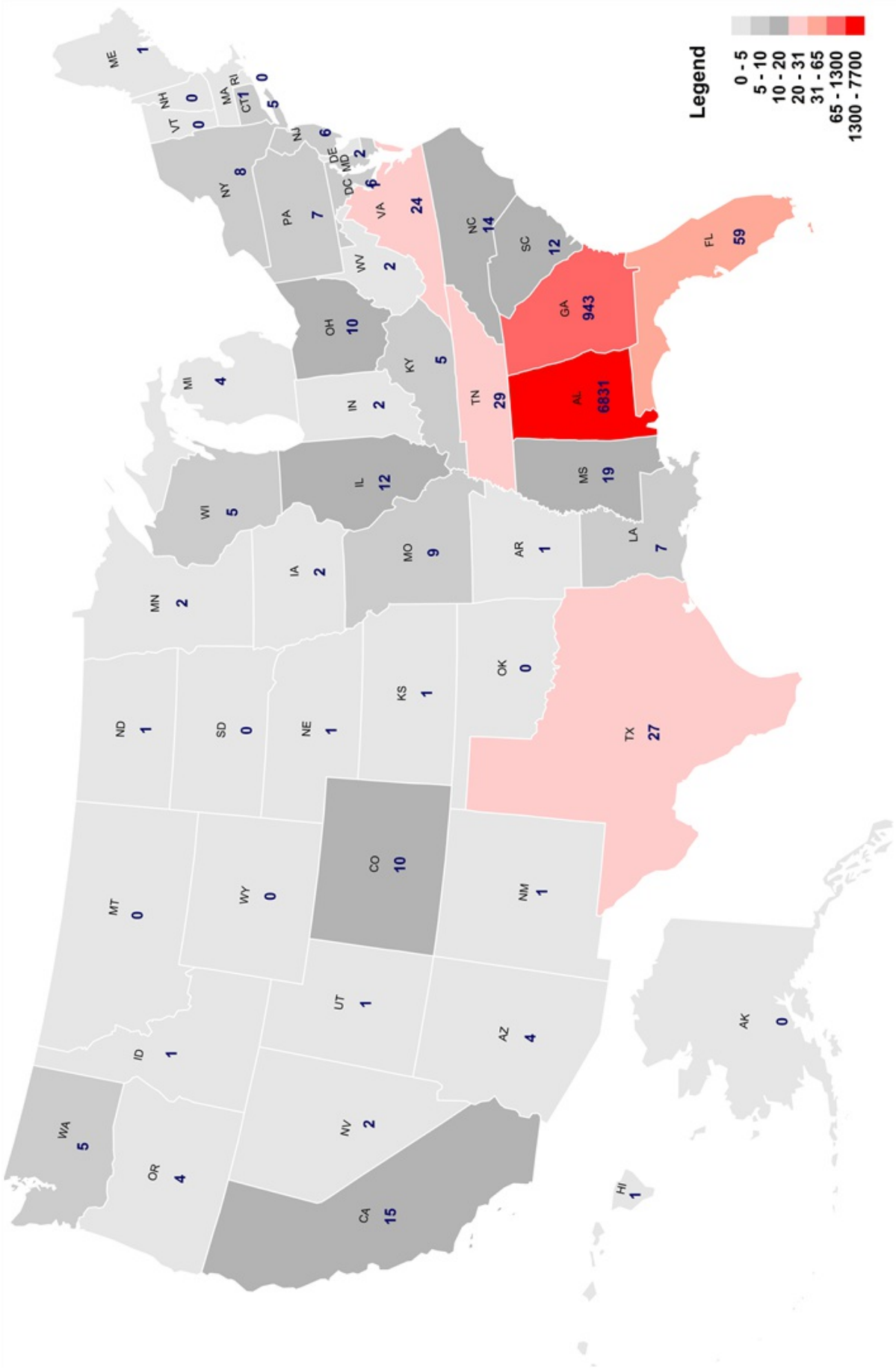
Enrollment by State & Year

State	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015*
Alabama	7,338	7,352	7,207	7,158	7,250	7,335	7,582	7,619	7,292	6,867	7,014	6,831
Alaska	1	2	1	1	4	6	3	4	3	2	0	0
Arizona	2	3	6	3	5	3	2	1	3	4	6	4
Arkansas	2	1	6	4	3	3	1	4	2	3	0	1
California	21	24	22	21	27	26	23	22	21	17	15	15
Colorado	5	9	7	8	10	12	8	6	6	8	8	10
Connecticut	6	6	4	6	7	8	3	4	3	4	7	5
Delaware	2	1	1	1	2	0	1	4	2	1	1	2
District of Columbia	1	1	1	4	2	1	0	0	1	0	0	1
Florida	49	60	60	64	79	75	80	84	80	74	65	59
Georgia	1,017	1,127	1,105	1,226	1,323	1,275	1,212	1,174	1,141	1,126	1,059	943
Hawaii	0	1	1	2	2	0	0	0	0	0	2	1
Idaho	2	2	2	3	2	0	0	2	1	1	1	1
Illinois	22	21	27	18	21	28	24	18	20	21	19	12
Indiana	4	8	12	9	6	8	12	9	7	3	5	2
Iowa	2	2	2	3	3	3	1	2	1	1	1	2
Kansas	7	4	5	6	6	5	3	3	0	4	5	1
Kentucky	5	5	5	6	5	5	8	9	15	14	9	5
Louisiana	6	6	2	8	19	21	17	12	14	6	4	7
Maine	0	0	0	1	0	1	1	0	1	1	1	1
Maryland	9	7	13	18	13	11	11	14	14	15	10	6
Massachusetts	8	6	6	7	7	5	8	6	6	0	1	1
Michigan	5	10	8	6	9	8	11	10	10	4	7	4
Minnesota	5	5	2	2	4	3	5	2	3	3	4	2
Mississippi	14	15	18	24	26	21	29	30	26	27	19	19
Missouri	7	7	6	9	9	12	8	10	11	8	7	9
Montana	4	4	3	2	1	2	1	2	0	0	0	0
Nebraska	0	0	0	2	2	2	4	3	1	2	2	1
Nevada	2	2	4	5	7	6	8	8	7	4	1	2
New Hampshire	1	1	1	0	3	1	0	1	0	0	0	0
New Jersey	5	5	3	9	4	5	5	7	6	4	7	6
New Mexico	1	6	5	4	2	1	1	2	1	0	0	1
New York	13	16	19	14	18	14	11	13	9	11	8	8
North Carolina	13	18	16	17	19	17	22	15	12	20	20	14
North Dakota	0	0	0	1	1	1	1	0	1	1	0	1
Ohio	13	14	18	19	18	17	16	16	15	10	9	10
Oklahoma	2	3	4	4	1	2	3	0	1	1	1	0
Oregon	3	2	2	2	3	4	3	2	1	1	2	4
Pennsylvania	9	10	12	9	6	8	8	7	5	6	9	7
Rhode Island	2	1	1	1	1	0	2	1	1	2	0	0
South Carolina	8	8	9	9	13	14	13	11	15	19	12	12
South Dakota	3	1	0	1	1	0	0	1	1	1	0	0
Tennessee	26	31	20	21	30	33	29	37	34	31	25	29
Texas	25	28	25	30	37	50	43	39	32	31	31	27
Utah	0	3	1	2	3	3	5	4	1	0	0	1
Vermont	0	0	0	1	0	0	0	1	2	1	0	0
Virginia	10	17	26	27	30	35	29	19	23	20	24	24
Washington	12	15	8	8	4	8	13	12	9	6	4	5
West Virginia	1	2	2	3	5	3	2	1	1	1	2	2
Wisconsin	8	8	7	7	8	2	3	2	4	5	6	5
Wyoming	0	1	1	2	1	0	0	0	1	0	0	0
Unknown	0	0	8	12	172	14	11	16	79	98	28	39
International	229	229	233	247	247	234	218	221	216	204	198	172
Grand Total	**8,930**	**9,110**	**8,957**	**9,077**	**9,481**	**9,351**	**9,504**	**9,490**	**9,161**	**8,693**	**8,659**	**8,314**

Fall 2015 Enrollment in Southeastern U.S. Region



Fall 2015 Enrollment in the United States



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**
2014	2,551	3,182	734	1,180	**7,647**
2015	2,422	3,039	758	1,164	**7,383**

Undergraduate Enrollment by College and Ethnicity (Fall 2015)

	College of Arts & Sciences		College of Business		College of Education & Prof St		Undecided		College of Nursing		Grand Total
	F	P	F	P	F	P	F	P	F	P	
Am. Ind. or Alask. Ntv	18	1	4		12	1	3	5	9	2	**55**
Asian or Asian Am	26	4	13	3	11	1	8	10	7	2	**85**
Black/African Am	492	105	145	46	351	104	63	112	130	59	**1,607**
Hispanic/Latino	41	4	20	1	11	1	7	7	9	3	**104**
Ntv Hawaiian/Pcfc Isl.		1	1	1	1		2				**6**
White	1,480	306	573	105	1,151	222	249	554	428	190	**5,258**
Not Reported	41	11	23	3	28	9	14	33	7	8	**177**
Other	32	3	12		20		7	4	12	1	**91**
Grand Total	**2,130**	**435**	**791**	**159**	**1,585**	**338**	**353**	**725**	**602**	**265**	**7,383**

Undergraduate Students Fall 2015

Undergraduate Students by Major (Fall 2015)

Accounting	108
Applied Electronic Engineering	67
Applied Manufact. Engineering	69
Art	146
Biology	384
Business Economics	2
Business Marketing Education	18
Chemistry	62
Collaborative Ed Elementary	35
Collaborative Ed Secondary	5
Collaborative Educ K-6, 6-12	61
Communication	271
Computer Information Systems	95
Computer Science	163
Criminal Justice	377
Drama	39
Early Childhood Education	372
Economics	13
Electronics Technology	2
Elementary Education	4
Emergency Management	149
English	157
Exercise Science/Wellness	282
Family and Consumer Sciences	200
Finance	55
Foreign Language	18
Geography	38
History	173
Industrial Leadership	11
Liberal Studies	131
Management	141
Manufacturing Systems Tech	4
Marketing	59
Mathematics	78
Music	229
Nursing	465
Occupation Safety & Hlth Tech	13
Physical Education	75
Political Science	81
Psychology	213
Recreation Leadership	35
Social Work	232
Sociology	31
Spanish	4
Technology	9
Transient	25
Nursing-Undecided	402
Occupation Safety & Hlth Mgmt	56
Undecided-Management	573
Not Applicable	760
Undecided	391
Grand Total	**7,383**

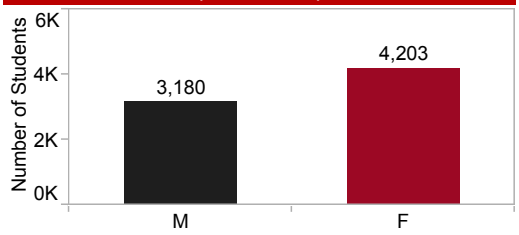
Undergraduate Students by Gender, Age and College (Fall 2015)

		College of Arts & Sciences	College of Business	College of Education & Prof St	Undecided	College of Nursing	Grand Total
M	Under 18	8	1	2	218		**229**
	18 - 19	333	153	192	182	51	**911**
	20 - 21	356	170	250	39	37	**852**
	22 - 24	317	120	205	14	22	**678**
	25 - 29	124	41	60	8	21	**254**
	30 - 34	43	15	27	2	14	**101**
	35 - 39	21	7	19	1	5	**53**
	40 - 49	42	10	18	4	5	**79**
	50 - 64	11		2	4	1	**18**
	65+	3			1		**4**
	Unknown	1					**1**
	Total	**1,259**	**517**	**775**	**473**	**156**	**3,180**
F	Under 18	7	2	2	375	3	**389**
	18 - 19	328	99	278	174	192	**1,071**
	20 - 21	399	147	375	21	178	**1,120**
	22 - 24	292	98	297	9	97	**793**
	25 - 29	110	39	70	6	75	**300**
	30 - 34	53	16	38	7	50	**164**
	35 - 39	40	13	37	3	35	**128**
	40 - 49	59	10	44	7	67	**187**
	50 - 64	14	9	5	2	14	**44**
	65+	4		2	1		**7**
	Total	**1,306**	**433**	**1,148**	**605**	**711**	**4,203**
Grand Total		**2,565**	**950**	**1,923**	**1,078**	**867**	**7,383**

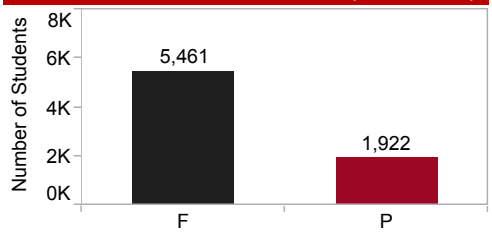
Undergraduate Students by Gender, Ethnicity and College (Fall 2015)

		College of Arts & Sciences	College of Business	College of Education & Prof St	Undecided	College of Nursing	Grand Total
M	Am. Ind. or Alask. Ntv	7	2	4	2	2	**17**
	Asian or Asian Am	13	8	4	11	1	**37**
	Black/African Am	276	108	195	75	15	**669**
	Hispanic/Latino	22	13	3	9	4	**51**
	Ntv Hawaiian/Pcfc Isl.	1		1	1		**3**
	White	899	370	541	351	126	**2,287**
	Not Reported	29	13	20	19	5	**86**
	Other	12	3	7	5	3	**30**
	Total	**1,259**	**517**	**775**	**473**	**156**	**3,180**
F	Am. Ind. or Alask. Ntv	12	2	9	6	9	**38**
	Asian or Asian Am	17	8	8	7	8	**48**
	Black/African Am	321	83	260	100	174	**938**
	Hispanic/Latino	23	8	9	5	8	**53**
	Ntv Hawaiian/Pcfc Isl.		2		1		**3**
	White	887	308	832	452	492	**2,971**
	Not Reported	23	13	17	28	10	**91**
	Other	23	9	13	6	10	**61**
	Total	**1,306**	**433**	**1,148**	**605**	**711**	**4,203**
Grand Total		**2,565**	**950**	**1,923**	**1,078**	**867**	**7,383**

Undergraduate Students by Gender (Fall 2015)



Undergraduate Students by Full-Time/Part-Time Status (Fall 2015)



Graduate Students Fall 2015

Graduate Students by Major (Fall 2015)

Biology	35
Business Administration	60
Business Marketing Education	1
Collaborative Ed Elementary	9
Collaborative Ed Secondary	9
Collaborative Educ K-6, 6-12	26
Community Health Nursing	47
Counselor Education	88
Criminal Justice	24
Early Childhood Education	19
Education	34
Elementary Education	51
Emergency Management	86
Emer Preparedness Nursing Coord.	1
English	10
English Language Arts	15
Family and Consumer Sciences	6
General Science	6
History	21
Instructional Leadership	84
Liberal Studies	23
Library Media	22
Manufacturing Systems Tech	13
Mathematics	15
Music	11
Nursing Education/Educator	5
Physical Education	37
Psychology	17
Public Administration	56
Reading Specialist	2
Social Science	9
Sport Management	56
Systems & Software	11
Visual Communication & Design	9
Not Applicable	13
Grand Total	**931**

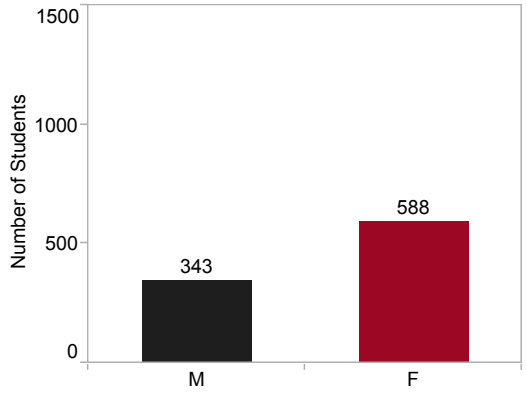
Graduate Students by Gender, Age and College (Fall 2015)

		College of Arts & Sciences	College of Business	College of Education & Prof St	Non Applicable	College of Nursing	Grand Total
M	20 - 21			1			**1**
	22 - 24	27	12	30			**69**
	25 - 29	44	11	41	1		**97**
	30 - 34	17	8	40		1	**66**
	35 - 39	18	3	17			**38**
	40 - 49	22	1	24		1	**48**
	50 - 64	14	1	8	1		**24**
	Total	**142**	**36**	**161**	**2**	**2**	**343**
F	20 - 21	3					**3**
	22 - 24	37	7	64	1	2	**111**
	25 - 29	40	11	106	2	7	**166**
	30 - 34	25	1	64	3	3	**96**
	35 - 39	14	3	54	1	9	**81**
	40 - 49	24	1	52	2	23	**102**
	50 - 64	7	1	11	2	7	**28**
	65+			1			**1**
	Total	**150**	**24**	**352**	**11**	**51**	**588**
Grand Total		**292**	**60**	**513**	**13**	**53**	**931**

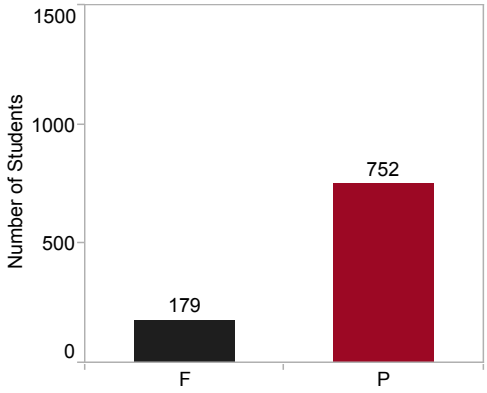
Graduate Students by Gender, Ethnicity and College (Fall 2015)

		College of Arts & Sciences	College of Business	College of Education & Prof St	Non Applicable	College of Nursing	Grand Total
M	Am. Ind. or Alask. Ntv			2			**2**
	Asian or Asian Am	2	4				**6**
	Black/African Am	31	5	39		1	**76**
	Hispanic/Latino	2	1				**3**
	White	102	25	116	2	1	**246**
	Not Reported	5	1	4			**10**
	Total	**142**	**36**	**161**	**2**	**2**	**343**
F	Am. Ind. or Alask. Ntv			6			**6**
	Asian or Asian Am	6	3	1		1	**11**
	Black/African Am	41	3	88	2	22	**156**
	Hispanic/Latino	1	1	2			**4**
	Ntv Hawaiian/Pcfc Isl.	1					**1**
	White	97	14	247	9	28	**395**
	Not Reported	4	3	7			**14**
	Other			1			**1**
	Total	**150**	**24**	**352**	**11**	**51**	**588**
Grand Total		**292**	**60**	**513**	**13**	**53**	**931**

Graduate Students by Gender (Fall 2015)



Graduate Students by Full-Time/Part-Time Status (Fall 2015)



Distance Education Students Fall 2015

All Distance Education Students by Major (Fall 2015)

Accounting	65
Applied Electronic Engineering	27
Applied Manufacturing Engineer	28
Art	39
Biology	136
Business Administration	59
Business Economics	2
Business Marketing Education	13
Chemistry	18
Collaborative Ed Elementary	10
Collaborative Ed Secondary	10
Collaborative Educ K-6, 6-12	52
Communication	106
Community Health Nursing	47
Computer Information Systems	44
Computer Science	66
Counselor Education	47
Criminal Justice	254
Drama	15
Early Childhood Education	17
Early Childhood Elementary Ed	115
Economics	7
Education	34
Electronics Technology	2
Elementary Ed Collaborative	3
Elementary Education	45
Emer Preparedness Nursing Coor	1
Emergency Management	229
English	75
English Language Arts	9
Exercise Science/Wellness	151
Family and Consumer Sciences	163
Finance	33
Foreign Language	10
General Science	4
Geography	22
History	93
Industrial Leadership	10
Instructional Leadership	80
Liberal Studies	127
Library Media	22
Management	111
Manufacturing Systems Tech	15
Marketing	37
Mathematics	29
Music	90
Not Applicable	127
Nursing	225
Nursing Education/Educator	5
Nursing_Undecided	258
Occupation Safety & Hlth Mgmt	32
Occupation Safety & Hlth Tech	6
Physical Education	65
Political Science	42
Psychology	124
Public Administration	53
Reading Specialist	2
Recreation Leadership	31
Social Science	8
Social Work	143
Sociology	24
Spanish	2
Sport Management	56
Systems & Software	11
Technology	6
Transient	9
Undecided	195
Undecided-Management	303
Grand Total	4,299

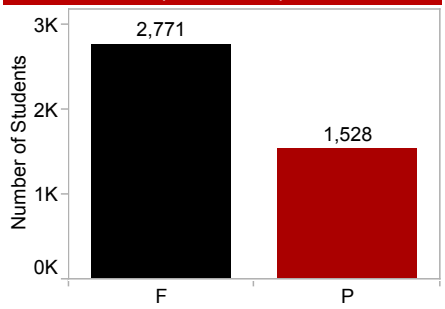
All Distance Education Students by Gender, Age and College (Fall 2015)

		College of Arts & Sci..	College of Business	College of Education ..	College of Nursing	Non Applicable	Grand Total
M	Under 18	1	1	2		39	43
	18 - 19	105	69	82	24	76	356
	20 - 21	175	88	111	6	17	397
	22 - 24	178	98	122	10	4	412
	25 - 29	95	34	61	17	5	212
	30 - 34	38	21	54	15	2	130
	35 - 39	32	8	29	4		73
	40 - 49	40	9	29	5	3	86
	50 - 64	23	1	11	2	4	41
	65+	1					1
	68	1					1
	71	1					1
	Total	690	329	501	83	150	1,753
F	Under 18	2	1		1	64	68
	18 - 19	118	41	146	101	72	478
	20 - 21	218	81	151	51	7	508
	22 - 24	183	80	182	47	5	497
	25 - 29	92	40	131	69	4	336
	30 - 34	62	14	72	41	4	193
	35 - 39	47	13	64	39	2	165
	40 - 49	67	10	64	70	2	213
	50 - 64	19	8	21	34	2	84
	65+	1		1			2
	68			1			1
	76			1			1
	Total	809	288	834	453	162	2,546
Grand Total		1,499	617	1,335	536	312	4,299

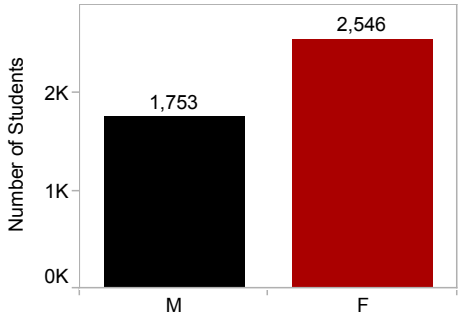
All Distance Education Students by Gender, Ethnicity and College (Fall 2015)

		College of Arts & Sciences	College of Education & Prof St	College of Business	College of Nursing	Non Applicable	Grand Total
F	Am. Ind/Alask. Ntv	6	8	1	5	1	21
	Asian or Asian Am	9	3	6	7	3	28
	Black/African Am.	211	207	54	133	25	630
	Hispanic/Latino	14	5	4	3	1	27
	Ntv Hawaiian/Pcfc..	1		2			3
	White	543	588	207	292	127	1,757
	Not Reported	3	2		1	1	7
	Other	22	21	13	12	4	72
	Hispanic/Latino			1			1
	Total	809	834	288	453	162	2,546
M	Am. Ind/Alask. Ntv	2	1	1	1		5
	Asian or Asian Am	3	2	6	1	4	16
	Black/African Am.	174	118	62	8	33	395
	Hispanic/Latino	9		11	1	1	22
	Ntv Hawaiian/Pcfc..	1	1			1	3
	White	474	365	244	68	104	1,255
	Not Reported	3	2	1		1	7
	Other	24	12	4	4	6	50
	Total	690	501	329	83	150	1,753
Grand Total		1,499	1,335	617	536	312	4,299

All Distance Education Students by Full-Time/Part-Time Status (Fall 2015)



All Distance Education Students by Gender (Fall 2015)



All Distance Education Students by Classification (Fall 2015)

	Percentage	Students
Freshman	21.66%	931
Sophomore	18.54%	797
Junior	18.10%	778
Senior	23.82%	1,024
Graduate	17.10%	735
Doctoral	0.79%	34
Grand Total	100.00%	4,299

Online Students by Classification (Fall 2015)

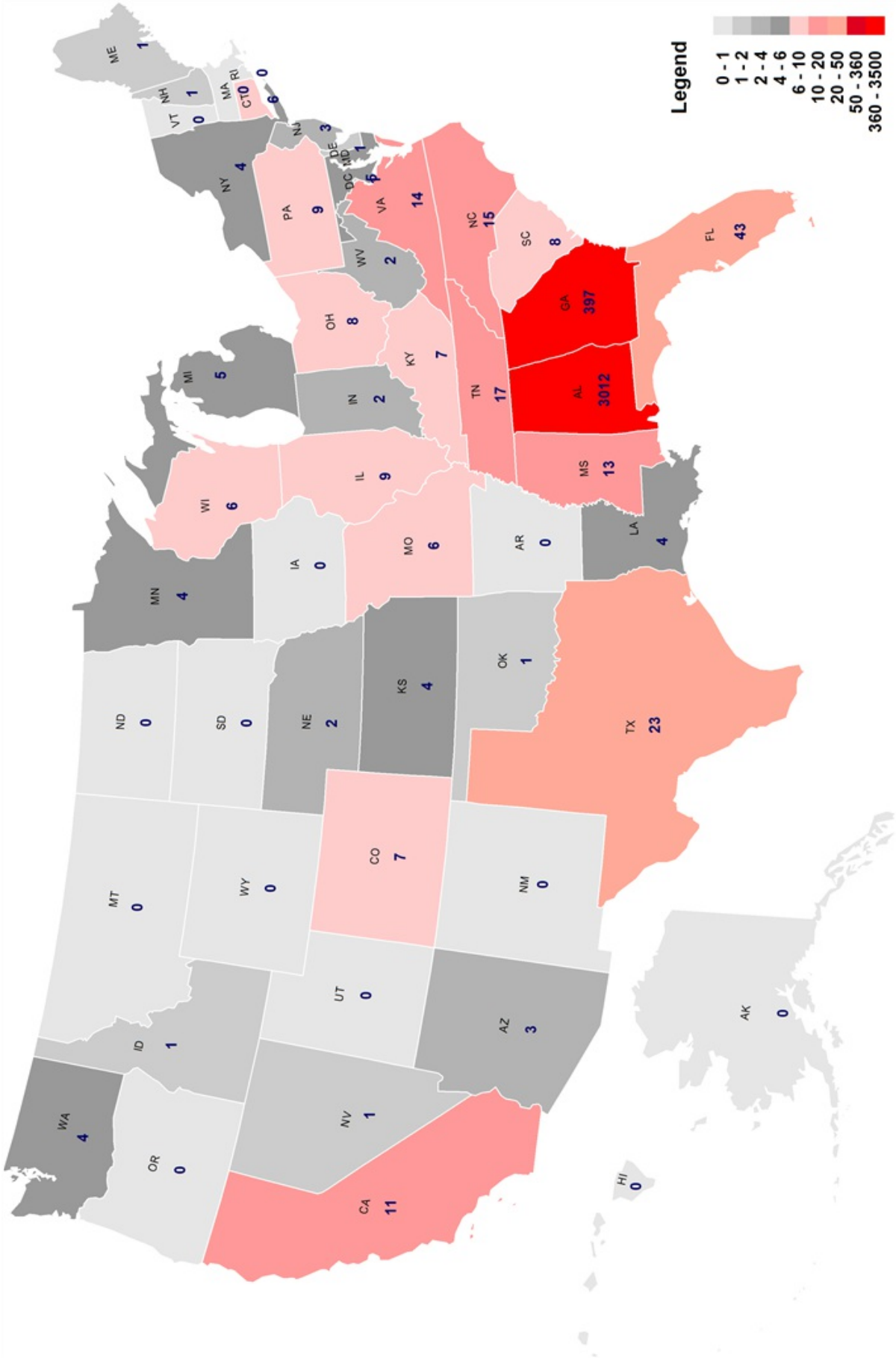
	Percentage	Student
Freshman	15.83%	567
Sophomore	18.20%	652
Junior	19.12%	685
Senior	26.16%	937
Graduate	19.74%	707
Doctoral	0.95%	34
Grand Total	100.00%	3,582

Distance Learning Enrollment by Format and Year

Year	Online Format	DL Format
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
2014	3,688	3,691
2015	3,582	4,299

Freshman students participating in the 2015-16 iPad initiative.

Fall 2015 Distance Education Enrollment



Online Distance Education Students Fall 2015

Online Students by Major (Fall 2015)

Accounting	56
Applied Electronic Engineering	21
Applied Manufacturing Engineer	24
Art	29
Biology	93
Business Administration	56
Business Marketing Education	9
Chemistry	14
Coll. Ed Elementary/Elementary Ed Coll.	12
Collaborative Ed Elementary	9
Communication	62
Community Health Nursing	47
Computer Information Systems	34
Computer Science	51
Counselor Education	47
Criminal Justice	204
Drama	14
Early Childhood Education	101
Economics	7
Education	34
Electronics Technology	2
Elementary Education	45
Emer Preparedness Nursing Coor	1
Emergency Management	227
English Language Arts	45
Exercise Science/Wellness	141
Family and Consumer Sciences	149
Finance	33
Foreign Language	6
General Science	3
Geography	14
History	57
Industrial Leadership	10
Instructional Leadership	78
Liberal Studies	118
Library Media	22
Management	111
Manufacturing Systems Tech	15
Marketing	37
Mathematics	21
Music	63
Not Applicable	115
Nursing	225
Nursing_Undecided	218
Occupation Safety & Hlth Mgmt	30
Occupation Safety & Hlth Tech	6
Physical Education	62
Political Science	26
Psychology	92
Public Administration	52
Reading Specialist	2
Recreation Leadership	31
Social Science	7
Social Work	92
Sociology	20
Sport Management	56
Systems & Software	10
Technology	6
Transient	8
Undecided	121
Undecided-Management	229
Business Economics	2
Collaborative Educ K-6, 6-12	45
Nursing Education/Educator	5
Grand Total	3,582

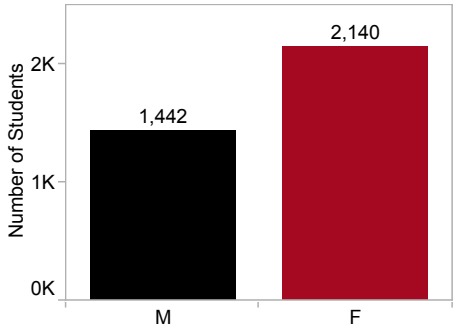
Online Students by Gender, Age and College (Fall 2015)

		College of Arts & Sciences	College of Commerce & Business Admin.	College of Education & Prof. Studies	College of Nursing	Undecided	**Grand Total**
M	Under 18	1				39	40
	18 - 19	45	38	44	17	41	185
	20 - 21	142	76	97	6	14	335
	22 - 24	162	92	106	10	2	372
	25 - 29	80	34	55	17	5	191
	30 - 34	36	20	51	15	1	123
	35 - 39	31	8	28	4		71
	40 - 49	38	9	28	5	3	83
	50 - 64	22	1	11	2	4	40
	68	1					1
	71	1					1
	Total	559	278	420	76	109	1,442
F	Under 18					62	62
	18 - 19	62	22	83	73	43	283
	20 - 21	169	77	123	50	3	422
	22 - 24	151	72	159	44	4	430
	25 - 29	82	39	120	69	3	313
	30 - 34	57	14	68	41	3	183
	35 - 39	42	12	59	39	2	154
	40 - 49	65	10	62	70	2	209
	50 - 64	17	7	20	34	2	80
	65+	1		1			2
	68			1			1
	76			1			1
	Total	646	253	697	420	124	2,140
Grand Total		1,205	531	1,117	496	233	3,582

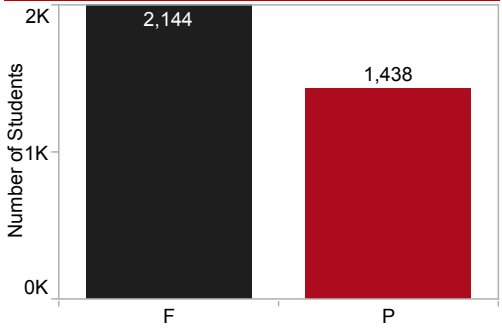
Online Students by Gender, Ethnicity and College (Fall 2015)

		College of Arts & Sciences	College of Commerce & Business Admin.	College of Education & Prof. Studies	College of Nursing	Undecided	**Grand Total**
M	Am. Ind/Alask. Ntv	2	1		1		4
	Asian or Asian Am	2	6	2	1	3	14
	Black/African Am.	143	50	100	8	30	331
	Hispanic/Latino	7	8		1	1	17
	Ntv Hawaiian/Pcfc Isl.	1		1		1	3
	White	380	208	304	61	70	1,023
	Not Reported	3	1	2			6
	Other	21	4	11	4	4	44
	Total	559	278	420	76	109	1,442
F	Am. Ind/Alask. Ntv	5	1	7	5	1	19
	Asian or Asian Am	8	6	3	6	2	25
	Black/African Am.	173	46	177	123	18	537
	Hispanic/Latino	10	4	4	3	1	22
	Ntv Hawaiian/Pcfc Isl.	1	2				3
	White	435	182	485	271	98	1,471
	Not Reported	1		2	1	1	5
	Other	13	11	19	11	3	57
	Hispanic/Latino		1				1
	Total	646	253	697	420	124	2,140
Grand Total		1,205	531	1,117	496	233	3,582

Online Students by Gender (Fall 2015)



Online Students by Full-Time/Part-Time Status (Fall 2015)



International Students Fall 2015

International Students by Major (Fall 2015)

Accounting	1
Applied Electronic Engineering	2
Applied Manufact. Engineering	1
Art	3
Biology	14
Business Administration	8
Business Marketing Education	1
Chemistry	2
Communication	8
Community Health Nursing	1
Computer Information Systems	2
Computer Science	9
Criminal Justice	2
Early Childhood Education	8
Economics	2
Emergency Management	5
English	9
Exercise Science/Wellness	4
Family and Consumer Sciences	2
Finance	4
Foreign Language	1
Geography	2
History	2
Liberal Studies	8
Management	8
Manufacturing Systems Tech	3
Marketing	1
Mathematics	2
Music	2
Nursing	5
Occupation Safety & Hlth Tech	1
Physical Education	1
Political Science	1
Psychology	1
Sport Management	2
Systems & Software	1
Transient	1
Nursing-Undecided	5
Occupation Safety & Hlth Mgmt	3
Undecided-Management	25
Not Applicable	4
Undecided	5
Grand Total	**172**

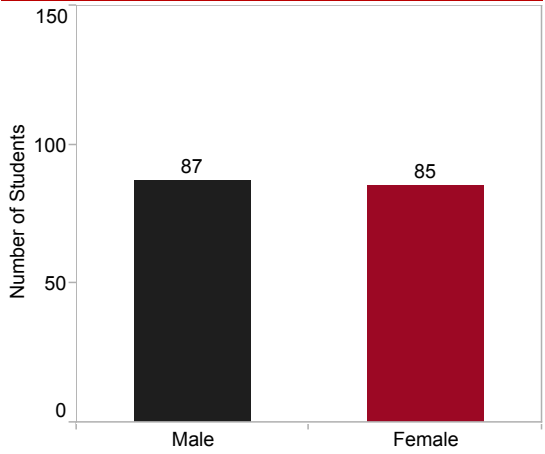
International Students by Gender, Age and College (Fall 2015)

		College of Arts & Sciences	College of Commerce & Business Admin.	College of Education & Prof St	College of Nursing	Non Applicable	Grand Total
Male	18 - 19	3	4	2		3	**12**
	20 - 21	6	12	6			**24**
	22 - 24	16	5	3		3	**27**
	25 - 29	4	7	5	1		**17**
	30 - 34	2			1		**3**
	40 - 49	3	1				**4**
	Total	**34**	**29**	**16**	**2**	**6**	**87**
Female	18 - 19	3	1	3	1	1	**9**
	20 - 21	13	10	10	1	1	**35**
	22 - 24	5	7	7			**19**
	25 - 29	4	1		3		**8**
	30 - 34	1		3	3	1	**8**
	35 - 39	1	1		1		**3**
	40 - 49	2				1	**3**
	Total	**29**	**20**	**23**	**9**	**4**	**85**
Grand Total		**63**	**49**	**39**	**11**	**10**	**172**

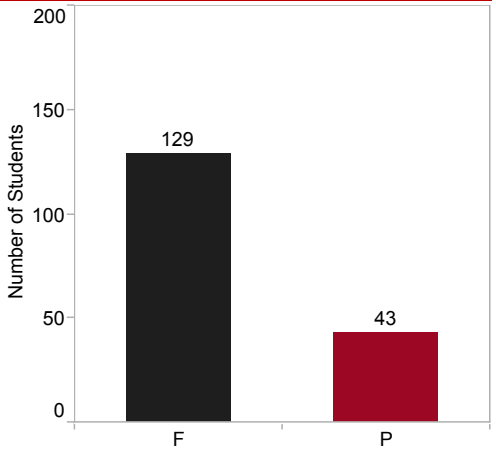
International Students by Gender, Ethnicity and College (Fall 2015)

		College of Arts & Sciences	College of Commerce & Business Admin.	College of Education & Prof St	College of Nursing	Non Applicable	Grand Total
Male	Asian or Asian Am	7	9	1		2	**19**
	Black/African Am	5	4	6	1		**16**
	Hispanic/Latino	5	4				**9**
	White	12	5	8	1	2	**28**
	Other		1				**1**
	Not Reported	4	6	1		2	**13**
	Ntv Hawaiian/Pcfc Isl.	1					**1**
	Total	**34**	**29**	**16**	**2**	**6**	**87**
Female	Asian or Asian Am	12	5	4	1		**22**
	Black/African Am	5	1	2	4	1	**13**
	Hispanic/Latino	2	2	3	2		**9**
	White	7	2	10	2	2	**23**
	Other		1				**1**
	Not Reported	3	8	4		1	**16**
	Ntv Hawaiian/Pcfc Isl.		1				**1**
	Total	**29**	**20**	**23**	**9**	**4**	**85**
Grand Total		**63**	**49**	**39**	**11**	**10**	**172**

International Students by Gender (Fall 2015)



International Students by Full-Time/Part-Time Status (Fall 2015)



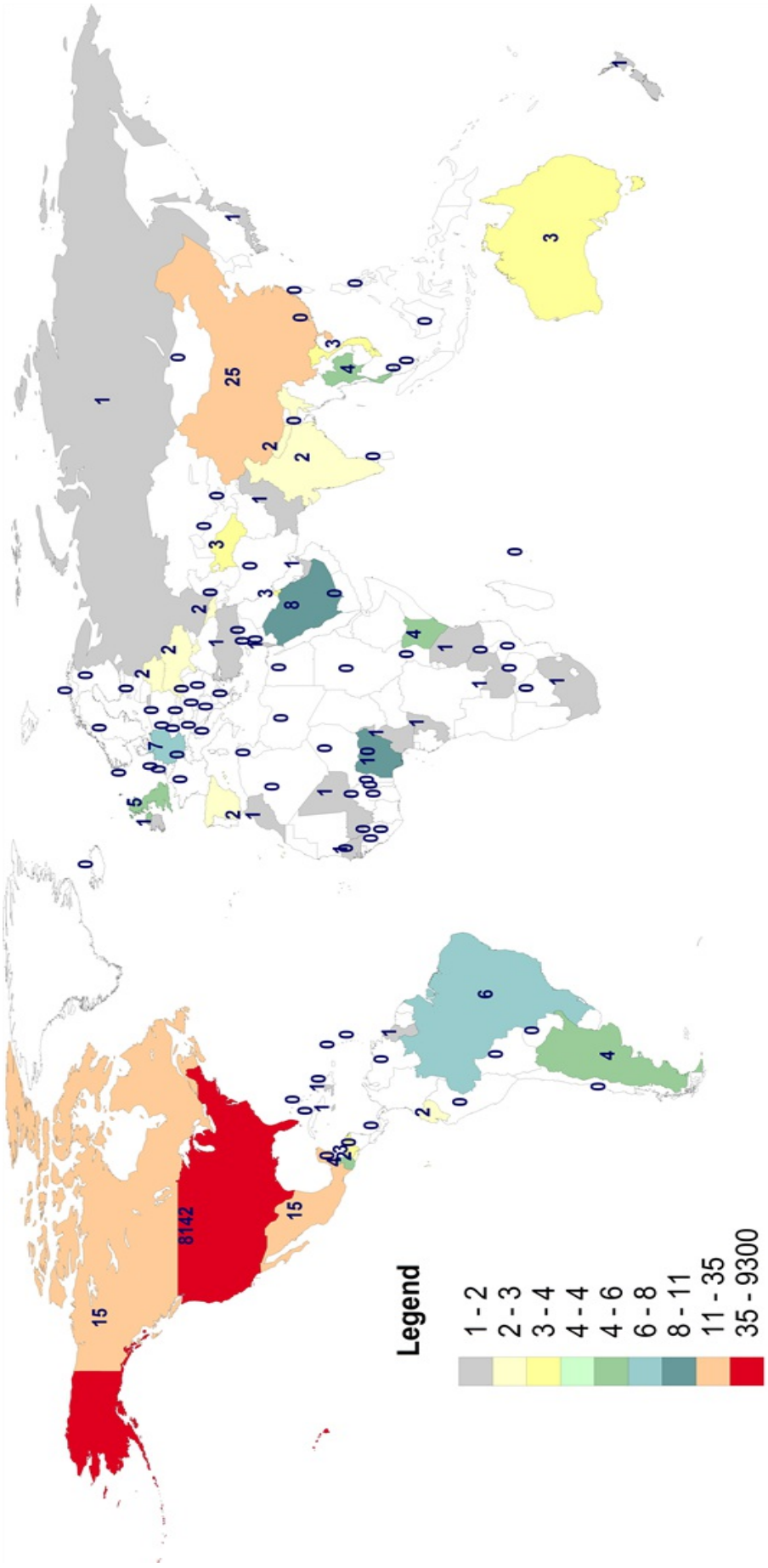
International Student Enrollment by Country and Year

Country	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014*	2015*
Albania	3	2	3	2	0	0	0	0	0	0	0	0	0	0
Algeria	0	0	0	1	1	1	1	1	1	1	1	1	0	0
Antigua	0	0	0	0	0	0	0	0	0	0	0	1	0	0
Argentina	7	8	8	5	5	4	3	7	8	6	8	7	6	4
Australia	5	6	5	8	5	6	2	2	1	3	5	4	3	0
Austria	0	1	0	0	0	0	0	1	1	1	1	1	1	3
Azerbaijan	1	1	1	1	1	1	0	0	0	0	0	0	0	0
Bahamas	9	7	7	7	5	3	2	1	2	4	3	3	1	0
Bangladesh	4	4	2	3	1	0	0	1	1	1	1	0	0	0
Barbados	1	0	0	0	0	0	0	0	0	0	0	0	0	0
Belarus	0	1	2	2	2	2	4	5	3	2	2	4	3	2
Belgium	1	0	0	0	0	0	0	0	0	0	0	0	0	0
Belize	0	0	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	0	0
Bolivia	1	1	1	2	1	0	0	0	1	0	1	0	0	0
Bosnia-Herzg	1	1	1	1	0	0	0	0	0	0	0	0	0	0
Botswana	1	1	1	1	0	0	0	0	0	0	0	0	0	0
Brazil	8	10	7	10	7	12	14	12	15	14	12	7	6	6
British Dependency	2	1	1	3	3	2	2	1	1	1	0	2	2	2
Bulgaria	0	0	0	1	1	2	2	1	1	0	0	0	0	0
Burkina Faso	0	0	0	0	0	0	1	0	0	0	0	0	0	0
Cambodia	0	0	0	0	0	0	0	0	0	0	0	1	1	1
Cameroon	0	2	1	1	2	1	5	2	3	3	5	1	1	1
Canada	9	14	14	16	14	17	15	11	13	14	12	13	17	15
Chile	0	0	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	18	25
Colombia	9	9	9	9	9	8	6	6	2	5	3	6	7	7
Congo	4	4	3	5	5	2	2	1	1	2	2	2	1	1
Croatia	2	2	2	0	0	1	1	1	1	0	0	0	0	0
Cuba	0	0	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	0	0
Denmark	0	0	0	0	0	0	0	0	0	1	0	0	0	0
Dominican Republic	0	1	1	2	1	1	1	1	1	1	0	0	0	0
Ecuador	4	3	2	2	3	3	4	2	2	1	1	2	2	1
Egypt	1	2	0	1	1	1	1	1	1	1	0	0	0	0
El Salvador	1	3	3	3	3	3	5	4	6	6	4	4	3	2
Equatorial Guin	0	0	0	0	0	0	0	0	0	2	1	1	1	0
Ethiopia	0	2	3	3	1	1	1	2	3	4	2	1	0	0
Finland	1	1	0	1	1	0	0	0	0	0	0	0	0	0
France	0	0	0	1	0	2	1	0	0	1	1	0	0	0
Gambia	3	2	2	2	1	1	1	1	1	1	1	0	0	0
Georgia	0	1	1	1	0	0	2	2	2	3	3	2	4	2
Germany	4	3	4	3	2	2	3	2	2	3	4	6	10	7
Ghana	1	0	0	0	0	0	0	1	1	0	1	1	0	0
Greece	0	0	0	0	0	0	0	0	0	1	1	1	0	0
Guatemala	1	1	1	1	2	2	2	1	1	3	2	4	5	4
Guinea	0	0	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	1	1
Haiti	0	0	0	1	0	0	0	1	1	4	2	3	2	1
Honduras	0	0	0	0	1	3	2	4	5	2	3	2	3	3
Hong Kong	2	2	1	1	1	1	1	0	1	1	1	0	0	0
Hungary	1	1	1	0	0	0	1	0	0	0	0	0	0	0
Iceland	0	1	0	0	0	0	0	0	0	0	0	0	0	0
India	6	7	9	4	8	7	7	5	5	4	2	3	3	2
Indonesia	1	0	1	2	3	4	1	1	0	0	0	0	0	0
Iran	2	2	0	0	1	0	1	0	0	0	0	0	0	0
Ireland	2	2	2	2	1	0	0	0	0	0	0	0	0	1
Israel	1	1	1	0	2	2	1	1	0	0	1	1	1	1
Italy	1	1	0	1	1	1	1	1	0	0	0	0	0	0
Ivory Coast	0	0	0	0	0	0	1	2	1	0	3	0	0	0
Jamaica	3	2	6	3	3	6	6	5	3	4	5	5	1	1
Japan	6	7	8	21	31	33	29	27	16	7	4	1	1	1
Jordan	2	3	4	1	2	3	2	2	1	0	0	1	2	2
Kenya	3	6	10	10	10	10	8	16	17	14	19	9	8	4
Korea	3	4	5	4	3	3	2	2	2	1	1	4	2	1
Kuwait	0	0	0	0	0	0	0	1	1	1	1	2	3	3
Latvia	0	0	0	0	1	0	0	0	0	0	0	0	0	0
Lebanon	0	0	0	0	0	0	0	0	0	0	0	0	0	0

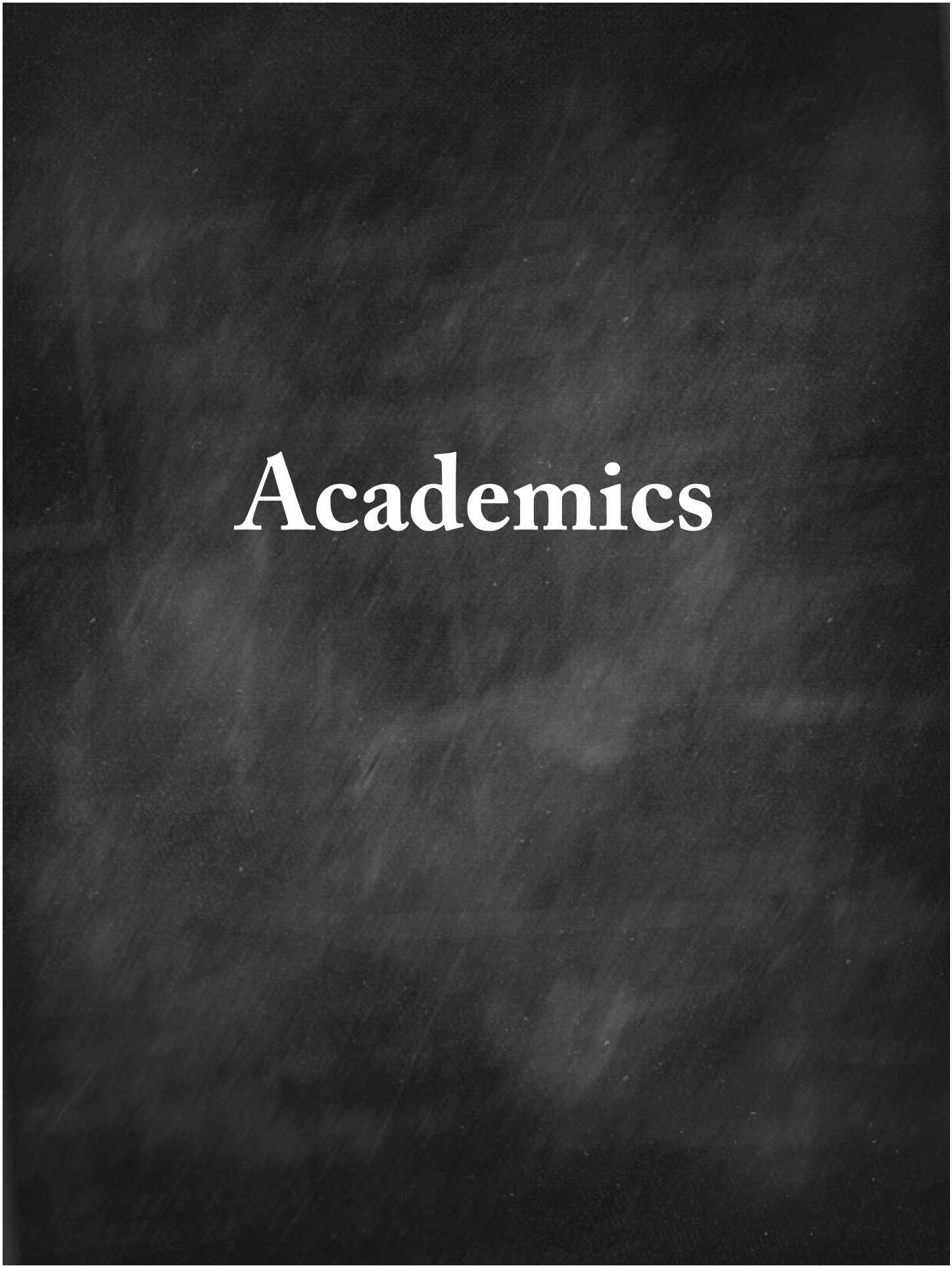
International Student Enrollment by Country and Year

Country	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014*	2015*
Liberia	0	0	0	1	1	1	0	0	0	0	0	0	0	0
Libya	0	0	0	0	0	0	0	0	0	0	1	1	0	0
Malawi	1	1	1	1	0	0	0	0	0	0	0	0	0	0
Malaysia	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Mali	1	0	1	1	0	0	0	0	0	1	1	1	1	1
Mauritius	1	1	1	0	0	0	0	0	0	0	0	0	0	0
Mexico	5	3	4	4	7	7	6	7	6	10	8	10	15	15
Mongolia	1	0	0	0	0	0	0	0	0	0	0	0	0	0
Montenegro	0	0	1	2	2	2	3	2	0	2	2	0	0	0
Morocco	1	3	3	3	3	1	2	1	3	2	3	2	2	1
Mozambique	2	2	0	0	0	0	0	0	0	0	0	0	0	0
Nepal	12	8	6	9	11	4	3	6	6	7	5	4	3	2
Netherlands	1	0	1	0	1	1	1	0	0	2	1	1	1	0
New Zealand	0	0	0	0	0	0	0	1	2	1	1	1	0	1
Nicaragua	0	1	2	4	3	3	4	3	2	0	0	0	1	0
Niger	0	0	0	0	0	1	1	1	1	1	1	0	1	0
Nigeria	10	16	19	14	14	12	14	9	7	8	8	9	13	10
Norway	0	0	0	0	0	1	1	2	2	3	3	3	1	0
Pakistan	5	4	2	1	1	2	2	2	2	0	2	1	1	1
Panama	0	0	0	0	1	2	1	1	1	1	2	1	0	0
Paraguay	1	1	0	0	0	0	0	0	0	0	0	0	0	0
Peru	0	0	0	0	0	1	1	1	2	1	0	0	0	0
Philippines	1	2	2	1	2	3	1	0	2	3	3	4	1	0
Poland	0	1	1	1	1	1	0	0	0	0	0	0	1	0
Republic of Fiji	0	0	0	0	0	0	0	0	0	0	0	0	1	2
Romania	1	2	4	3	3	5	6	2	2	1	1	0	0	0
Russia	2	1	1	1	1	3	3	1	1	1	1	0	2	1
Saudi Arabia	3	4	4	1	2	1	0	1	2	4	3	7	10	8
Senegal	2	1	1	1	1	1	1	1	0	0	0	1	1	1
Serbia	0	0	0	0	0	0	0	1	1	1	2	1	0	0
Sierra Leone	1	1	0	0	0	0	1	1	0	2	0	0	0	0
Singapore	3	1	1	0	0	0	0	1	1	1	1	0	0	0
South Africa	1	1	1	1	1	1	1	0	1	3	2	1	1	1
Soviet Union	0	1	1	1	0	0	0	0	0	0	0	0	0	0
Spain	2	2	3	2	2	0	0	0	1	1	0	1	1	2
Sri Lanka	1	1	2	0	0	0	0	0	0	0	0	0	0	0
Sudan	0	0	0	0	0	1	0	0	0	0	0	0	0	0
Sweden	1	0	0	1	1	0	0	1	2	2	2	0	0	0
Switzerland	2	1	1	0	0	0	0	0	0	0	0	0	0	0
Syria	0	0	0	0	0	1	0	0	0	0	0	0	0	0
Taiwan	0	0	0	1	0	1	1	1	0	0	0	0	0	0
Tajikistan	1	1	1	1	0	0	1	0	0	0	0	0	0	0
Tanzania	0	0	0	1	3	3	4	2	1	1	0	2	0	1
Thailand	0	2	1	0	1	1	1	1	3	3	2	0	1	4
Togo	0	0	0	0	1	2	6	6	3	2	2	5	2	0
Trinidad	1	0	1	2	0	2	1	0	1	1	0	0	0	0
Tunisia	0	1	1	0	0	0	0	0	0	0	0	0	0	0
Turkey	3	4	4	1	1	2	1	0	1	1	1	1	0	1
Turkmenistan	0	0	0	0	0	0	0	1	1	1	2	4	3	3
Uganda	0	0	0	0	0	0	0	0	0	1	1	0	0	0
Ukraine	3	1	2	1	1	1	2	1	2	1	2	3	2	2
United Arab Emirates	0	0	0	0	0	0	0	0	0	0	0	0	0	1
United Kingdom	6	4	3	4	4	7	10	10	10	9	9	12	9	5
Unknown	0	0	0	0	0	0	1	0	0	0	0	1	1	1
Uzbekistan	0	0	0	0	0	0	2	2	1	1	1	0	0	0
Venezuela	4	5	5	4	3	1	1	0	1	0	0	0	0	0
Vietnam	2	2	3	2	2	5	6	6	3	3	4	2	3	3
Yemen	0	1	1	0	0	0	0	0	0	0	0	0	0	0
Yugoslavia	2	2	2	3	2	1	0	0	0	0	0	0	0	0
Zaire	0	0	0	0	0	0	0	0	0	0	0	1	0	0
Zambia	7	5	6	6	6	3	3	2	2	1	1	1	1	1
Zimbabwe	0	0	0	0	0	1	1	2	2	1	0	0	0	0
Grand Total	**212**	**224**	**229**	**229**	**233**	**247**	**247**	**236**	**218**	**221**	**216**	**204**	**198**	**172**

Fall 2015 Enrollment by Country



Spring time at Bibb Graves Hall.



Academics

Degrees Offered: Academic Year 2014 - 2015
Classification and Instructional Program (CIP) Codes and Accreditations

Division	Unit	Degrees Approved to Award	CIP	Accrediting Agency	Concentrations	Accredited Through
Jacksonville State University		Bachelors		SACSCOC		2024
		Masters		SACSCOC		2024
		Education Specialist		SACSCOC		2024
		Doctor of Science		SACSCOC		2024
College of Arts and Sciences	Art	B.A.	50.0701	NASAD		2016
		B.F.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.A.	26.0101		General Biology	0
					Naturalist Biology	0
		B.S.	26.0101		Cellular & Molecular Biology	0
					Ecology/Environmental Biology	0
					Marine Biology	0
					Organismal Biology	0
					Pre-Health Professional Biology	0
		M.S.	26.0101			0
	Chemistry	B.S.	40.0501		Biochemistry	0
					Environmental Chemistry	0
					General Chemistry	0
					Professional Chemistry	0
	Computer Information Systems	B.S.	11.0501	CAC of ABET	General	2016

Degrees Offered: Academic Year 2014 - 2015
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	Computer Information Systems	B.S.	11.0501	CAC of ABET	Information Assurance	2016
					Web Development	2016
	Computer Science	B.S.	11.0701	CAC of ABET	Game Development	2016
					General	2016
					Information Assurance	2016
	Computer Systems and Software Design	M.S.	11.0101			0
	Criminal Justice	B.S.	43.0104		Corrections	0
					Forensic Investigations	0
					Law Enforcement	0
		M.S.	43.0104			0
	Drama	B.A.	50.0501	NAST	Design/Technical	2025
					Performance	2025
	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
	Integrated Studies	B.A., M.A.	24.0101			0
	Mathematics	B.S.	27.0101		Applied	0
					General	0
					Theoretical	0
		M.S.	27.0101			0
	Music	B.A., M.A.	50.0901	NASM	General Music	2019
					Music Education	2019

Degrees Offered: Academic Year 2014 - 2015
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	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
College of Education and Professional Studies	Applied Electronics Engineering	B.S.	15.0303	ATMAE		2018
	Applied Engineering	B.S.	15.0613	ATMAE	Design and Automation	2018
					Manufacturing Management	2018
	Communication	B.A.	09.0100	ACEJMC	Public Relations	2020
			09.0701	ACEJMC	Broadcasting	2020
					Digital Journalism	2020
	Counselor Education	M.S., Ed.S	13.1101	CACREP	Clinical Mental Health	2018
					School Counseling	2018
				NCATE	School Counseling	2020
	Curriculum and Instruction	M.S. Ed.	13.1001	NCATE	Early Childhood/Special Education	2020
		B.S. Ed.	13.1210	NCATE	Early Childhood/Elementary Education P-3/K-6	2020
		B.S. Ed., M.S. Ed.	13.1001	NCATE	Collaborative K-6/6-12	2020
	Early Childhood Education	M.S.Ed.	13.1210	NCATE	General	2020

Degrees Offered: Academic Year 2014 - 2015
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	Early Childhood Education	M.S.Ed.	13.1210	NCATE	Special Education	2020
	Education, General	Ed.S.	13.0101	NCATE	Physical Education	2020
	Elementary Education	M.S.Ed.	13.1202	NCATE		2020
	Exercise Science & Wellness	B.S.	13.1307		Human Performance	
			13.1307		Clinical	
	Family & Consumer Sciences	B.S.	19.0101	AAFCS	Child Development	2023
					Community Nutrition	2023
					Hospitality and Clulinary Management	2023
					Human Sciences	2023
					Merchandising	2023
				ACEND	Dietetics	2022
	Industrial Leadership	B.S.	15.9999	ATMAE		2018
	Instructional Leadership	M.S. Ed., Ed.S	13.0401	NCATE		2020
	Library Media	M.S. Ed., Ed.S	13.0501	NCATE		2020
	Manufacturing Systems Technology	M.S.	15.9999	ATMAE		2018
	Occupational Safety & Health Management	B.S.	15.0701	ATMAE		2018
	Physical Education	B.S. Ed., M.S. Ed.	13.1314	NCATE	P-12 Teacher Education	2020
		M.S.Ed.	13.1314		Human Performance	
					Nutrition	
	Reading Specialist	M.S.	13.1315	NCATE		2020
	Secondary Education	B.S. Ed.	13.1205	NCATE	Spanish	2020
		B.S. Ed., M.S. Ed.	13.1205	NCATE	Biology	2020
					Business/Marketing Education	2020
					English Language Arts	2020
					Family & Consumer Sciences	2020

Degrees Offered: Academic Year 2014 - 2015
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	Secondary Education	B.S. Ed., M.S. Ed.	13.1205	NCATE	History	2020
					Mathematics	2020
					Social Studies	2020
			13.1316	NCATE	General Science	2020
	Sport Management	M.S.Ed.	31.0504	NCATE		2020
	Sport Management and Recreation Studies	B.S.	31.0101		Recreational Leadership	
					Sport Management	
	Teacher Leader	Ed.S	13.0401	NCATE		2020
College of Commerce & Business Administration	Accounting	B.S.	52.0301	AACSB		2018
	Business Administration	M.B.A.	52.0101	AACSB	Accounting	2018
					General	2018
	Economics	B.A.	45.0601	AACSB		2018
		B.S.	45.0601	AACSB		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.	51.0809		Respiratory Therapy	2015
		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 2015)

Program	Degree	% of Total	Students
Accounting	Bachelor of Science	1.17%	108
Applied Electronics Engineering	Bachelor of Science	0.87%	67
Applied Engineering	Bachelor of Science	0.85%	69
Art	Bachelor of Arts	1.11%	94
	Bachelor of Fine Arts	0.57%	52
Biology	Bach of Science in Education	0.68%	59
	Bachelor of Arts	0.13%	12
	Bachelor of Science	3.90%	313
	Master of Science	0.29%	29
	Master of Science in Education	0.06%	6
Business Administration	Master of Business Admin	0.71%	60
Business Marketing Education	Bach of Science in Education	0.23%	18
	Master of Science in Education	0.00%	1
Chemistry	Bachelor of Science	0.74%	62
Collaborative Ed Elementary	Bach of Science in Education	0.37%	35
	Master of Science in Education	0.06%	9
Collaborative Ed Secondary	Bach of Science in Education	0.06%	5
	Master of Science in Education	0.07%	9
Communication	Bachelor of Arts	3.21%	271
Community Health Nursing	Master of Science in Nursing	0.45%	47
Computer Information Systems	Bachelor of Science	1.16%	95
Computer Science	Bachelor of Science	2.09%	163
Counselor Education	Educational Specialist	0.16%	21
	Master of Science	0.54%	67
Criminal Justice	Bachelor of Science	4.51%	377
	Master of Science	0.23%	24
Drama	Bachelor of Arts	0.48%	39
Early Childhood Education	Bach of Science in Education	4.35%	372
	Master of Science in Education	0.18%	19
Economics	Bachelor of Arts	0.03%	3
	Bachelor of Science	0.11%	10
Education	Educational Specialist	0.31%	34
Electronics Technology	Bachelor of Science	0.03%	2
Elementary Education	Bach of Science in Education	0.03%	4

All JSU Students by Program and Degree (Fall 2015)

Program	Degree	% of Total	Students
Elementary Education	Master of Science in Education	0.42%	51
Emergency Management	Bachelor of Science	1.71%	149
	Certificate	0.13%	14
	Master of Science	0.46%	38
	Doctor of Science	0.36%	34
English	Bach of Science in Education	0.84%	75
	Bachelor of Arts	0.98%	82
	Master of Arts	0.10%	10
English Language Arts	Master of Science in Education	0.10%	15
Exercise Science/Wellness	Bachelor of Science	3.44%	282
Family and Consumer Sciences	Bach of Science in Education	0.25%	20
	Bachelor of Science	2.00%	180
	Master of Science in Education	0.06%	6
Finance	Bachelor of Science	0.61%	55
Foreign Language	Bachelor of Arts	0.20%	18
General Science	Master of Science in Education	0.05%	6
Geography	Bachelor of Science	0.44%	38
History	Bach of Science in Education	1.33%	115
	Bachelor of Arts	0.69%	58
	Master of Arts	0.09%	9
	Master of Science in Education	0.09%	12
Industrial Leadership	Bachelor of Science	0.10%	11
Instructional Leadership	Certificate	0.12%	12
	Educational Specialist	0.07%	9
	Master of Science in Education	0.58%	63
Integrated Studies	Bachelor of Arts	1.49%	131
	Master of Arts	0.20%	23
Library Media	Master of Science in Education	0.18%	22
Management	Bachelor of Science	1.46%	141
Manufacturing Systems Tech	Bachelor of Science	0.05%	4
	Master of Science	0.09%	13
Marketing	Bachelor of Science	0.62%	59
Mathematics	Bach of Science in Education	0.60%	50
	Bachelor of Science	0.34%	28

All JSU Students by Program and Degree (Fall 2015)

Program	Degree	% of Total	Students
Mathematics	Master of Science	0.08%	7
	Master of Science in Education	0.08%	8
Music	Bachelor of Arts	2.86%	229
	Master of Arts	0.09%	11
Nursing	Bachelor of Science in Nursing	5.62%	465
Occupation Safety & Hlth Tech	Bachelor of Science	0.13%	13
Physical Education	Bach of Science in Education	0.90%	75
	Educational Specialist	0.01%	1
	Master of Science in Education	0.36%	36
Political Science	Bachelor of Arts	0.98%	81
Psychology	Bachelor of Arts	0.03%	2
	Bachelor of Science	2.56%	211
	Master of Science	0.16%	17
Public Administration	Master of Public Adm	0.56%	56
Reading Specialist	Master of Science in Education	0.01%	2
Sport Management and Recreation Studies	Bachelor of Science	0.39%	35
Social Science	Master of Science in Education	0.08%	9
Social Work	Bachelor of Social Work	2.65%	232
Sociology	Bachelor of Science	0.33%	31
Spanish	Bach of Science in Education	0.05%	4
Sport Management	Certificate	0.01%	1
	Master of Science	0.55%	55
Systems & Software	Master of Science	0.11%	11
Technology	Bachelor of Science	0.08%	9
Transient	Non Applicable	0.22%	25
Not Applicable	Non Applicable	11.28%	773
Undecided	Bach of Science in Education	0.42%	31
	Bachelor of Arts	4.95%	360
Business Economics	Bachelor of Science	0.02%	2
Collaborative Educ K-6, 6-12	Bach of Science in Education	0.74%	61
	Master of Science in Education	0.24%	26
Emer Preparedness Nursing Coord.	Certificate	0.01%	1
Nursing Education/Educator	Certificate	0.04%	4
	Master of Science in Nursing	0.00%	1

All JSU Students by Program and Degree (Fall 2015)

Program	Degree	% of Total	Students
Nursing-Undecided	Bachelor of Science in Nursing	5.36%	402
Occupation Safety & Hlth Mgmt	Bachelor of Science	0.62%	56
Undecided-Management	Bachelor of Arts	0.01%	1
	Bachelor of Science	7.28%	572
Visual Communication & Design	Master of Fine Arts	0.09%	9
Grand Total		**100.00%**	**8,314**

JSU's GO! Teams gather students on the quad for orientation.

Credit Hour Production by College & Program
Academic Years 2004 - 2015

College	Program	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
College of Arts & Science	Anthropology	777	827	720	767	901	892	1,002	856	771	624	781
	Art	4,131	4,497	4,380	4,755	5,137	5,655	5,556	5,214	5,088	5,091	4,839
	Biology	13,421	13,292	13,049	13,559	14,248	14,849	14,910	15,236	15,175	14,485	14,165
	Chemistry	3,818	3,671	3,721	3,636	3,419	3,644	3,538	3,679	4,000	3,776	3,819
	Computer Science	6,403	6,244	5,688	6,285	6,772	7,095	7,165	6,860	6,274	5,835	5,832
	Criminal Justice	10,084	11,626	11,836	10,825	9,486	10,021	7,132	6,525	6,609	5,907	5,970
	Criminal Justice (PA)	0	0	0	0	0	0	3,330	2,970	3,510	4,335	3,090
	Drama	2,942	2,816	3,006	3,834	3,847	3,750	3,963	3,458	2,727	2,229	2,747
	Emergency Management	3,312	4,116	4,575	5,202	5,268	4,998	4,713	4,555	4,364	3,882	3,773
	English	22,918	23,410	23,115	23,373	25,102	24,286	25,437	24,556	23,117	22,083	22,098
	Environmental Science	228	237	336	135	165	162	164	171	81	65	96
	French	708	651	627	654	888	816	810	765	744	687	618
	General Science	0	0	0	0	0	0	27	0	18	0	0
	Geographical Information Systems	138	144	150	129	78	129	57	36	24	33	9
	Geography	4,219	4,111	3,775	3,517	4,122	4,219	4,439	4,458	3,769	3,510	3,334
	Geology	1,311	1,609	1,546	1,322	1,683	1,618	1,564	1,518	1,291	1,262	868
	History	11,191	11,981	11,399	12,047	12,381	11,718	9,884	10,687	11,190	10,158	9,552
	Learning Services (credit towards degree)	2,147	2,270	2,407	2,146	2,029	2,498	2,378	2,381	1,663	1,501	1,466
	Learning Services (remedial)	3,182	3,396	3,767	3,447	2,211	2,540	2,179	1,931	1,540	1,159	1,038
	Mathematics	14,243	13,567	14,479	15,878	16,305	16,608	16,711	16,487	15,448	14,175	13,394
	Music	6,523	6,688	6,636	6,982	6,985	6,549	6,547	6,903	6,931	6,890	6,836
	Philosophy/Religion	0	0	0	0	0	0	0	0	0	0	0
	Physics	1,000	790	906	742	737	699	968	982	1,206	989	1,110
	Political Science	5,062	4,989	4,676	5,004	5,595	5,898	5,622	4,692	3,795	3,369	2,982
	Psychology	8,004	8,410	8,246	8,870	9,172	8,953	9,464	9,832	9,143	8,913	9,010
	Public Safety Telecom	1,695	1,218	1,326	1,668	1,158	864	951	780	672	549	483
	Social Work	3,837	3,501	3,669	3,501	2,838	2,958	3,672	4,089	4,382	3,776	3,557
	Sociology	4,992	4,857	4,929	4,707	4,404	4,512	4,476	3,942	3,423	3,837	4,056
	Spanish/German	2,071	1,680	2,083	2,188	2,679	2,862	3,036	2,544	2,433	1,908	1,851
	Total	**138,357**	**140,598**	**141,047**	**145,173**	**147,610**	**148,793**	**149,695**	**146,107**	**139,388**	**131,028**	**127,374**
College of Commerce & Business Administration	Accounting	3,197	3,425	3,037	3,270	3,525	3,195	3,582	3,141	3,060	3,300	3,702
	Business Administration	378	513	243	261	345	408	333	345	294	333	414
	Economics	3,840	3,507	3,213	3,285	3,213	3,249	2,781	2,967	3,210	3,306	3,183
	Finance	3,399	3,249	3,180	3,210	3,201	3,105	2,952	2,775	2,928	3,018	3,210
	Information Management/E-Commerce	960	855	891	816	693	765	639	657	723	687	912
	Management	3,873	3,633	3,483	2,808	3,402	3,360	3,504	3,045	2,961	3,411	3,330
	Marketing	3,057	3,363	2,724	2,352	2,604	2,430	2,286	1,848	2,157	1,839	2,409
	Pre-Business	2,697	2,603	2,250	2,384	2,256	2,469	2,619	2,922	3,024	3,594	3,414
	Statistics	1,508	1,448	1,483	1,258	1,453	1,245	1,276	1,241	1,405	1,365	1,527

Credit Hour Production by College & Program
Academic Years 2004 - 2015

College	Program	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Business Administration	**Total**	**22,909**	**22,596**	**20,504**	**19,644**	**20,692**	**20,226**	**19,972**	**18,941**	**19,762**	**20,853**	**22,101**
College of Education & Professional Studies	Career Tech Education	159	138	171	132	246	123	81	111	75	111	102
	Communication	2,303	2,099	2,033	2,043	2,393	2,449	2,639	2,710	2,785	2,930	3,070
	Counselor Education	2,955	2,421	2,232	1,995	1,482	1,557	1,482	1,311	1,557	1,464	1,545
	Early Childhood Education	1,758	1,719	1,374	1,383	1,497	1,302	1,233	1,281	1,200	1,185	1,296
	Education	0	0	0	0	1,019	3,213	3,274	3,389	3,048	2,755	2,201
	Education Administration	6,270	5,067	2,904	2,124	1,350	1,188	972	861	942	1,227	1,515
	Educational Foundation	4,882	4,723	4,174	3,021	2,700	2,410	2,208	1,764	1,637	1,554	1,164
	Educational Psychology	2,265	1,873	1,304	418	174	486	312	60	114	69	75
	Elementary Education	8,508	7,614	6,566	6,545	6,782	5,716	4,879	3,993	4,341	3,197	2,895
	Engineering	63	102	111	108	99	122	143	147	103	109	95
	Family Consumer Science	3,887	4,050	3,681	4,460	4,850	5,906	5,874	5,973	6,024	5,313	5,182
	Health Education	1,062	963	3	0	0	0	0	0	0	0	0
	Instructional Media	2,440	2,111	3,297	2,955	2,661	2,334	1,203	634	788	664	311
	Library Media	0	0	0	222	270	204	243	207	210	222	297
	Manufacturing Sys Tech	0	0	0	129	126	153	258	195	120	141	123
	Music Education	12	0	0	0	0	0	0	0	0	0	0
	Physical Education	9,026	8,852	8,739	10,163	11,098	10,876	11,520	11,630	11,728	10,709	10,110
	Reading Specialist	192	163	192	182	165	123	117	93	45	45	1,611
	Recreation Administration	927	981	1,026	1,122	1,371	1,221	1,272	1,419	1,122	1,001	821
	Secondary Education	2,385	2,524	3,344	3,906	2,791	2,775	3,135	2,994	2,429	2,334	2,556
	Special Education	4,321	3,503	3,912	4,041	4,208	4,011	4,092	4,317	3,234	3,321	2,574
	Technology	3,243	2,978	3,064	2,421	2,569	2,557	3,081	3,256	3,050	3,088	2,923
	Total	**56,658**	**51,881**	**48,127**	**47,370**	**47,851**	**48,726**	**48,018**	**46,345**	**44,552**	**41,439**	**40,466**
College of Nursing	Nursing	7,851	10,015	11,335	11,200	12,308	13,509	16,191	18,695	17,505	16,754	17,553
	Total	**7,851**	**10,015**	**11,335**	**11,200**	**12,308**	**13,509**	**16,191**	**18,695**	**17,505**	**16,754**	**17,553**
Military Science	Military Science	1,408	1,047	1,358	1,730	1,745	1,551	1,664	1,466	1,319	1,439	758
	Total	**1,408**	**1,047**	**1,358**	**1,730**	**1,745**	**1,551**	**1,664**	**1,466**	**1,319**	**1,439**	**758**
VPAA	Student Affairs	0	0	0	0	0	0	226	120	146	140	105
	Total	**0**	**0**	**0**	**0**	**0**	**0**	**226**	**120**	**146**	**140**	**105**
Grand Total		**227,183**	**226,137**	**222,371**	**225,117**	**230,206**	**232,805**	**235,766**	**231,674**	**222,672**	**211,653**	**208,357**

Credit Hour Production & Sections Offered by Full-Time/Part-Time Faculty Status (Fall 2015)

Program	Full-Time Faculty CHP	Part-Time Faculty CHP	Total CHP	Full-Time Faculty Sections	Part-Time Faculty Sections	Total Sections	Average CHP
Accounting (ACC)	1,530	24	1,554	20	1	21	74
Anthropology (AN)	308	0	308	11	0	11	28
Art (ART)	1,089	1,152	2,241	58	13	71	32
Biology (BY)	5,377	727	6,104	140	26	166	37
Business Administration (BA)	111	0	111	4	0	4	28
Career Technical Ed (CTE)	21	27	48	5	7	12	4
Chemistry (CY)	1,750	0	1,750	39	1	40	44
Communication (COM)	923	369	1,292	23	10	33	39
Computer Science (CS)	2,315	528	2,843	60	30	90	32
Counselor Education (ECG)	411	144	555	16	6	22	25
Criminal Justice (CJ)	2,070	1,461	3,531	38	16	54	65
Drama (DR)	938	144	1,082	37	3	40	27
Early Childhood (ECE)	453	135	588	10	2	12	49
Economics (EC)	1,437	0	1,437	17	3	20	72
Education (ED)	686	436	1,122	14	21	35	32
Educational Foundations (EFD)	228	171	399	10	10	20	20
Educational Psychology (EPY)	0	0	0	1	2	3	0
Elementary Education (EED)	1,305	432	1,737	24	7	31	56
Emergency Management (EM)	998	459	1,457	31	57	88	17
Engineering (EG)	0	61	61	0	2	2	31
English (EH)	9,291	1,788	11,079	131	85	216	51
Environmental Science (ESC)	42	0	42	2	0	2	21
Family & Consumer Sc (FCS)	1,265	1,249	2,514	43	59	102	25
Finance (FIN)	1,689	0	1,689	21	0	21	80
French (FH)	216	0	216	11	4	15	14
General Business (CBA)	1,830	0	1,830	14	0	14	131
Geographical Info System (GIS)	0	0	0	1	0	1	0
Geography (GY)	1,369	48	1,417	31	1	32	44
Geology (GL)	409		409	10	0	10	41
German (GN)	0	0	0	1	0	1	0
Health & PE (HPE)	2,717	1,296	4,013	82	31	113	36
History (HY)	3,747	1,452	5,199	61	29	90	58
Info Mgmt E-Commerce (IME)	273	0	273	3	0	3	91
Instructional Leadership (IL)	168	213	381	8	13	21	18
Instructional Media (EIM)	81	0	81	6	0	6	14
Learning Skills (LS)	429	303	732	20	9	29	25
Library Media (LM)	93	0	93	4	0	4	23
Management (MGT)	1,410	0	1,410	16	0	16	88
Manufacturing Sys Tech (MFG)	57	0	57	6	0	6	10
Marketing (MKT)	951	0	951	11	0	11	86
Mathematics (MS)	5,370	1,482	6,852	82	45	127	54
Military Science (MSC)	0	258	258	0	21	21	12

Credit Hour Production & Sections Offered by Full-Time/Part-Time Faculty Status (Fall 2015)

Program	Full-Time Faculty CHP	Part-Time Faculty CHP	Total CHP	Full-Time Faculty Sections	Part-Time Faculty Sections	Total Sections	Average CHP
Music (MU)	2,763	824	3,587	683	382	1,065	3
Nursing (NU)	5,454	272	5,726	83	32	115	50
Physics (PHS)	506	0	506	16	0	16	32
Political Science (PSC)	1,251	0	1,251	35	17	52	24
Psychology (PSY)	3,236	984	4,220	73	6	79	53
Public Safety Telecom (PST)	60	102	162	3	11	14	12
Reading Specialist (RDG)	297	177	474	7	8	15	32
Recreation Leadership (REC)	357	0	357	10	0	10	36
Secondary Education (ESE)	907	157	1,064	36	4	40	27
Social Work (SW)	1,762	0	1,762	33	1	34	52
Sociology (SY)	1,749	0	1,749	24	1	25	70
Spanish (SH)	822	0	822	13	6	19	43
Special Education (SPE)	741	306	1,047	32	4	36	29
Statistics (ST)	735	0	735	8	0	8	92
Student Affairs (STU)	45	9	54	53	8	61	1
Technology (TEC)	1,027	422	1,449	31	13	44	33
Grand Total	**75,069**	**17,612**	**92,681**	**2,262**	**1,007**	**3,269**	**2,220**

Graduates applauding during JSU's 2015 summer graduation.

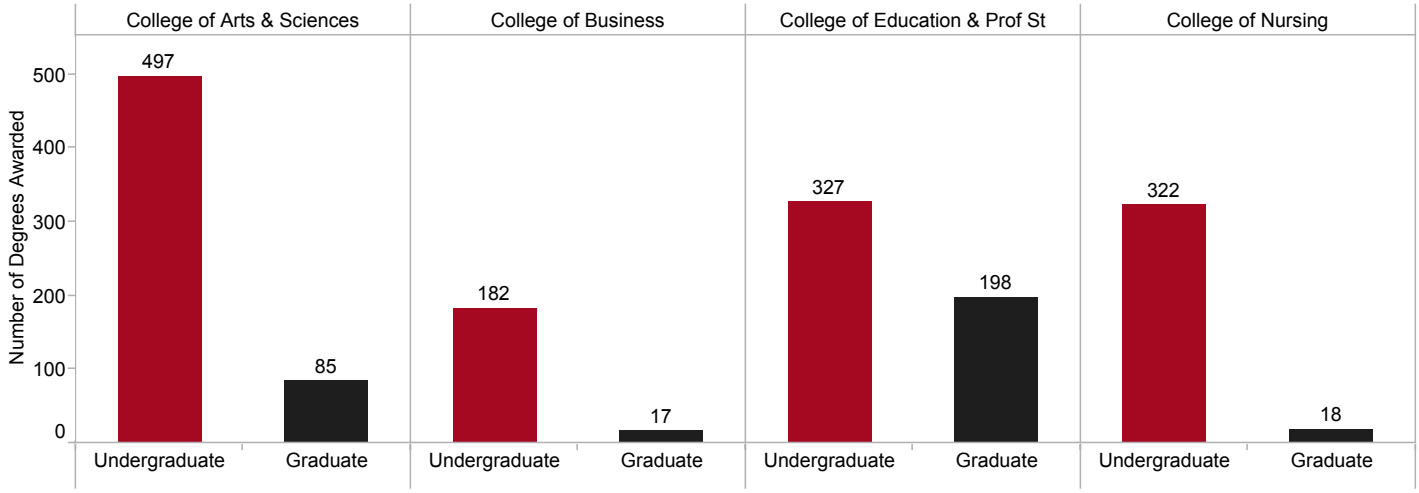
Degrees Awarded by Program Classification
(Academic Years 2004 - 2015)

CIP	Description	Level	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	5-Year Avg
9.01	Communication	Bachelor's	0	0	0	0	0	0	0	0	0	4	47	10
9.0701	Communication	Bachelor's	34	38	30	30	32	45	31	40	45	41	0	31
11.0101	Computer & Information Sciences	Bachelor's	27	27	33	0	0	0	0	0	0	0	0	0
		Master's	10	8	7	2	4	0	12	10	8	13	2	9
11.0501	Computer Information Systems	Bachelor's	0	0	0	7	7	12	13	10	9	10	11	11
11.0701	Computer Science	Bachelor's	0	0	0	11	10	10	3	10	9	8	19	10
13.0101	Education, General/General Education	Education Specialist	1	0	0	42	0	0	0	0	0	0	30	6
13.0401	Educational Administration & Supervision	Master's	115	134	96	93	61	31	16	18	14	36	33	23
		Education Specialist	103	135	113	84	88	106	87	61	50	44	0	48
13.0501	Library Media	Master's	20	23	16	21	10	13	6	8	4	11	4	7
13.1001	Special Education	Bachelor's	24	9	12	14	10	19	15	21	11	3	7	11
		Master's	35	37	28	20	17	17	20	31	19	24	13	21
13.1101	Counselor Education / Community Agency Counseling	Master's	43	69	39	48	51	33	21	33	25	17	20	23
		Education Specialist	0	0	0	0	0	0	0	0	2	3	9	3
13.1202	Elementary Education	Bachelor's	146	148	113	90	101	113	108	92	105	104	72	96
		Master's	68	46	66	55	56	33	42	28	23	28	16	27
13.1205	Secondary Education	Bachelor's	19	75	74	3	0	0	0	0	0	0	0	0
		Master's	18	25	43	28	12	3	4	7	5	0	11	5
13.121	Early Childhood Education	Bachelor's	25	23	22	9	19	15	9	6	1	0	0	3
		Master's	17	9	21	6	15	5	7	10	4	6	8	7
13.1305	English Language Arts	Master's	0	0	0	0	0	13	7	17	9	5	0	8
13.1307	Exercise Science & Wellness	Bachelor's	29	31	30	35	26	37	39	39	36	0	0	23
13.1312	Music Teacher Education	Bachelor's	0	0	0	0	0	0	0	0	0	0	0	0
		Master's	0	0	0	0	0	0	0	0	0	0	0	0
13.1314	Physical Education Teaching & Coaching	Bachelor's	33	22	28	18	26	34	26	33	26	13	9	21
		Master's	16	14	17	25	50	49	29	20	29	30	24	26
13.1315	Reading Specialist	Master's	17	6	4	10	8	3	7	4	3	1	2	3
13.1316	General Science (Secondary Education)	Master's	0	0	0	0	0	0	0	0	0	4	0	1
13.1317	Exercise Science & Wellness	Bachelor's	0	0	0	0	0	0	0	0	0	55	0	11
15.0303	Electrical, Electronic & Comm. Eng. Tech	Bachelor's	6	10	6	10	3	2	6	6	16	24	7	12
		Master's	0	0	0	0	0	0	0	0	0	4	0	1
15.0613	Indus./Manufacturing Tech./Technician	Bachelor's	10	10	7	6	8	5	3	2	7	0	0	2
15.0701	Occupational Safety & Health	Bachelor's	9	8	9	10	7	9	5	6	4	6	11	6
15.9999	Eng.-Related Tech./Technician, Other	Bachelor's	6	3	7	11	3	6	14	10	5	0	17	9
		Master's	0	0	0	2	2	2	9	8	3	0	6	5
16.0101	Foreign Languages & Literatures, Gen	Bachelor's	1	0	2	2	2	3	5	4	4	3	3	4
19.0101	Family & Consumer Sciences	Bachelor's	23	24	30	21	33	28	48	29	34	34	43	38
		Master's	0	0	0	0	0	0	2	1	1	0	3	1
23.0101	English Language & Literature	Bachelor's	37	13	15	31	28	22	28	31	31	20	38	30
		Master's	10	9	9	7	8	7	6	10	8	11	5	8
24.0101	Liberal Arts & Sciences/Liberal Studies	Bachelor's	19	25	25	18	29	17	10	33	54	41	75	43
		Master's	7	2	6	6	9	2	7	4	4	3	3	4
26.0101	Biology, General	Bachelor's	39	20	32	47	54	32	51	54	55	48	59	53
		Master's	13	4	7	11	10	15	10	14	15	15	8	12
27.0101	Mathematics	Bachelor's	16	3	3	14	13	11	11	14	14	16	10	13
		Master's	3	1	3	6	3	6	8	6	9	7	6	7
31.0101	Recreational Leadership	Bachelor's	18	7	16	15	10	18	9	9	12	10	12	10
	Sports Management	Certificate	0	0	0	0	0	0	1	9	0	0	0	2
		Master's	0	0	0	0	0	0	0	0	6	0	0	1

Degrees Awarded by Program Classification
(Academic Years 2004 - 2015)

CIP	Description	Level	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	5-Year Avg
31.0504	Sports Management	Master's	0	0	0	0	0	0	0	0	0	8	13	4
40.0101	Environmental Science	Certificate	0	0	0	0	0	1	0	1	2	0	0	1
40.0501	Chemistry	Bachelor's	4	7	7	8	10	3	9	9	7	7	17	10
42.0101	Psychology, General	Bachelor's	37	38	33	28	37	24	41	50	43	23	34	38
		Master's	12	13	6	8	7	13	13	9	7	7	7	9
43.0104	Criminal Justice	Bachelor's	100	102	97	73	76	72	90	67	69	94	80	80
		Master's	17	17	10	10	12	12	11	4	8	13	6	8
44.0401	Public Administration	Master's	38	41	30	0	32	31	29	35	26	29	13	26
44.0701	Social Work	Bachelor's	67	54	47	58	47	37	41	55	70	61	49	55
44.9999	Emergency Management	Bachelor's	7	22	23	27	32	26	40	35	30	47	29	36
		Certificate	0	0	0	0	32	20	12	13	10	2	1	8
		Master's	13	15	26	56	32	38	36	27	39	29	24	31
45.0601	Economics	Bachelor's	7	11	6	8	10	9	14	10	7	3	11	9
45.0701	Geography	Bachelor's	10	4	17	12	7	9	12	11	13	8	12	11
45.1001	Political Science	Bachelor's	22	15	19	16	15	16	15	25	19	16	10	17
		Certificate	0	0	0	0	0	2	2	0	0	1	0	1
		Master's	0	0	0	0	0	0	0	0	0	0	0	0
45.1101	Sociology	Bachelor's	24	15	23	25	20	15	21	14	10	4	6	11
50.0401	Visual Communication and Graphic Design	Master's	0	0	0	0	0	0	0	0	0	0	4	1
50.0501	Drama, Theater Arts	Bachelor's	9	7	7	9	11	12	6	13	7	12	10	10
50.0701	Art, General	Bachelor's	20	20	21	22	19	20	29	23	22	21	26	24
50.0901	Music, General	Bachelor's	20	21	20	25	20	25	21	24	21	26	23	23
		Master's	4	2	1	2	3	4	4	2	4	3	7	4
51.0001	Exercise Science & Wellness	Bachelor's	0	0	0	0	0	0	0	0	0	11	60	14
51.3801	Nursing (R.N. Training)	Bachelor's	95	124	157	150	207	198	237	277	361	337	322	307
51.3811	Commnuity Health in Nursing	Certificate	0	0	0	0	4	4	5	3	7	3	4	4
		Master's	7	10	11	15	17	16	16	19	26	15	14	18
52.0101	Business Administration & Management	Master's	0	0	0	0	0	0	0	0	0	0	0	0
52.0201	Business Administration & Management	Bachelor's	51	79	57	56	59	73	49	61	64	75	66	63
		Master's	18	20	29	17	17	9	23	16	31	10	17	19
52.0301	Accounting	Bachelor's	48	36	38	28	38	34	48	38	45	41	42	43
52.0701	E-Commerce	Bachelor's	8	6	0	0	0	0	0	0	0	0	0	0
52.0801	Finance	Bachelor's	31	31	29	24	28	28	24	17	21	16	28	21
52.1401	Marketing	Bachelor's	47	52	67	43	55	39	44	46	41	29	36	39
54.0101	History	Bachelor's	26	17	13	38	25	42	42	34	37	33	27	35
		Master's	5	6	10	15	11	16	15	8	10	13	5	10
Grand Total			**1,764**	**1,803**	**1,773**	**1,641**	**1,708**	**1,624**	**1,684**	**1,694**	**1,776**	**1,699**	**1,646**	**1,700**

All Degrees Awarded by College & Level Between July 1, 2014 and June 30, 2015



All Degrees Awarded by College & Level Between July 1, 2014 and June 30, 2015

College	Undergraduate	Graduate	Grand Total
College of Arts & Sciences	497	85	**582**
College of Business	182	17	**199**
College of Education & Prof St	327	198	**525**
College of Nursing	322	18	**340**
Grand Total	**1,328**	**318**	**1,646**

All Degrees Awarded Between July 1, 2014 and June 30, 2015

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	16	4	5	120	15	372	298	7	**837**
	Male	14	3	1	76	4	237	154	2	**491**
Certificates	Female				3		1			**4**
	Male							1		**1**
Master's Degree	Female	5	1	1	24	1	89	35	1	**157**
	Male	4			15	2	51	41		**113**
Educational Specialist	Female				9		11	3		**23**
	Male				2		4	10		**16**
MFA	Female	1					1			**2**
	Male					1	1			**2**
Grand Total		**40**	**8**	**7**	**249**	**23**	**767**	**542**	**10**	**1,646**

All Degrees Awarded with Second Major Between July 1, 2014 and June 30, 2015

Degrees Awarded	Gender	Non Resident Alien	Hispanic/ Latino	White	Race/ Ethnicity Unknown	Grand Total
Bachelor's Degree	Male	1		5	5	**11**
	Female		1	9	4	**14**
Grand Total		**1**	**1**	**14**	**9**	**25**

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

Sum of Count broken down by Term and Gender vs. Year and Position.

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

Year	Position	Nine Month			Twelve Month			Grand Total
		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
2014	Professor	51	23	74	17	2	19	93
	Associate Professor	35	30	65	2	4	6	71
	Assistant Professor	30	35	65	0	0	0	65
	Instructor	25	63	88	1	2	3	91
	Total	141	151	292	20	8	28	320
2015	Professor	51	25	76	16	1	17	93
	Associate Professor	34	26	60	1	3	4	64
	Assistant Professor	31	35	66	1	2	3	69
	Instructor	27	62	89	1	1	2	91
	Total	143	148	291	19	7	26	317

Sum of Count broken down by Term and Gender vs. Year and Position.

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

Status	Position	Tenure Track	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Full-Time	Faculty	Tenured	124	131	134	140	147	144	157	144	150	143	132
		On tenure track	93	96	98	90	87	94	81	86	79	90	96
		Not on tenure track	88	92	89	92	88	88	83	89	89	87	89
		Total Faculty	305	319	321	322	322	326	321	319	318	320	317
	Executive/Administrative		48	49	59	64	80	79	81	81	83	82	84
	Other Professionals		145	135	129	119	70	107	113	118	124	127	130
	Technical/Paraprofessional		58	60	74	70	60	60	63	65	71	73	78
	Clerical/Secretarial		152	148	150	145	148	151	149	142	128	129	126
	Skilled Crafts		25	25	25	25	24	25	24	25	25	26	25
	Service/maintenance		136	127	141	122	115	128	127	129	128	131	127
	Total Full-Time Employees		869	863	899	867	819	876	878	879	877	888	887
Part-Time	Faculty		129	133	135	131	141	149	163	178	170	147	139
	Executive/Administrative		0	0	2	0	1	0	0	0	0	0	0
	Other Professionals		6	6	9	8	43	11	13	13	12	10	13
	Technical/Paraprofessional		3	22	34	16	3	0	0	1	0	0	0
	Clerical/Secretarial		5	9	23	28	34	26	25	22	28	34	28
	Skilled Crafts		0	0	0	0	0	0	0	0	0	0	0
	Service/Maintenance		16	30	53	14	15	15	17	15	17	15	14
	Total Part-Time Employees		159	200	256	197	237	201	218	229	227	206	194
Grand Total			1,028	1,063	1,155	1,064	1,056	1,077	1,096	1,108	1,104	1,094	1,081

Employees by Position & Year

Position	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Faculty	434	452	456	453	463	475	484	497	488	467	456
Executive/Administrative	48	49	61	64	81	79	81	81	83	82	84
Other Professionals	151	141	138	127	113	118	126	131	136	137	143
Technical/Paraprofessional	61	82	108	86	63	60	63	66	71	73	78
Clerical/Secretarial	157	157	173	173	182	177	174	164	156	163	154
Skilled Crafts	25	25	25	25	24	25	24	25	25	26	25
Service/Maintenance	152	157	194	136	130	143	144	144	145	146	141
Grand Total	**1,028**	**1,063**	**1,155**	**1,064**	**1,056**	**1,077**	**1,096**	**1,108**	**1,104**	**1,094**	**1,081**

Full-Time Faculty by Ethnicity and Gender (Fall 2015)

Ethnicity	Male	Female	Grand Total
American Indian/Alaskan Native	1	1	**2**
Asian or Pacific Islander	10	5	**15**
Black, Non-Hispanic	8	15	**23**
Hispanic	2	1	**3**
White, Non-Hispanic	141	133	**274**
Grand Total	**162**	**155**	**317**

Full-Time Staff by Ethnicity and Gender (Fall 2015)

Ethnicity	Male	Female	Grand Total
American Indian/Alaskan Native		1	**1**
Asian or Pacific Islander	4	2	**6**
Black, Non-Hispanic	20	30	**50**
Hispanic	1	5	**6**
Not Reported	2	1	**3**
White, Non-Hispanic	208	296	**504**
Grand Total	**235**	**335**	**570**

All Employees by Ethnicity and Gender (Fall 2015)

Ethnicity	Female	Male	Grand Total
American Indian/Alaskan Native	2	1	**3**
Asian or Pacific Islander	8	14	**22**
Black, Non-Hispanic	56	30	**86**
Hispanic	8	3	**11**
Null & Not Reported	3	5	**8**
Other	1		**1**
White, Non-Hispanic	539	411	**950**
Grand Total	**617**	**464**	**1,081**

Employee of the Month Recipients 2015

The annual staff awards banquet was held in Leone Cole Auditorium. Service pin recipients and the employee of the year were presented.

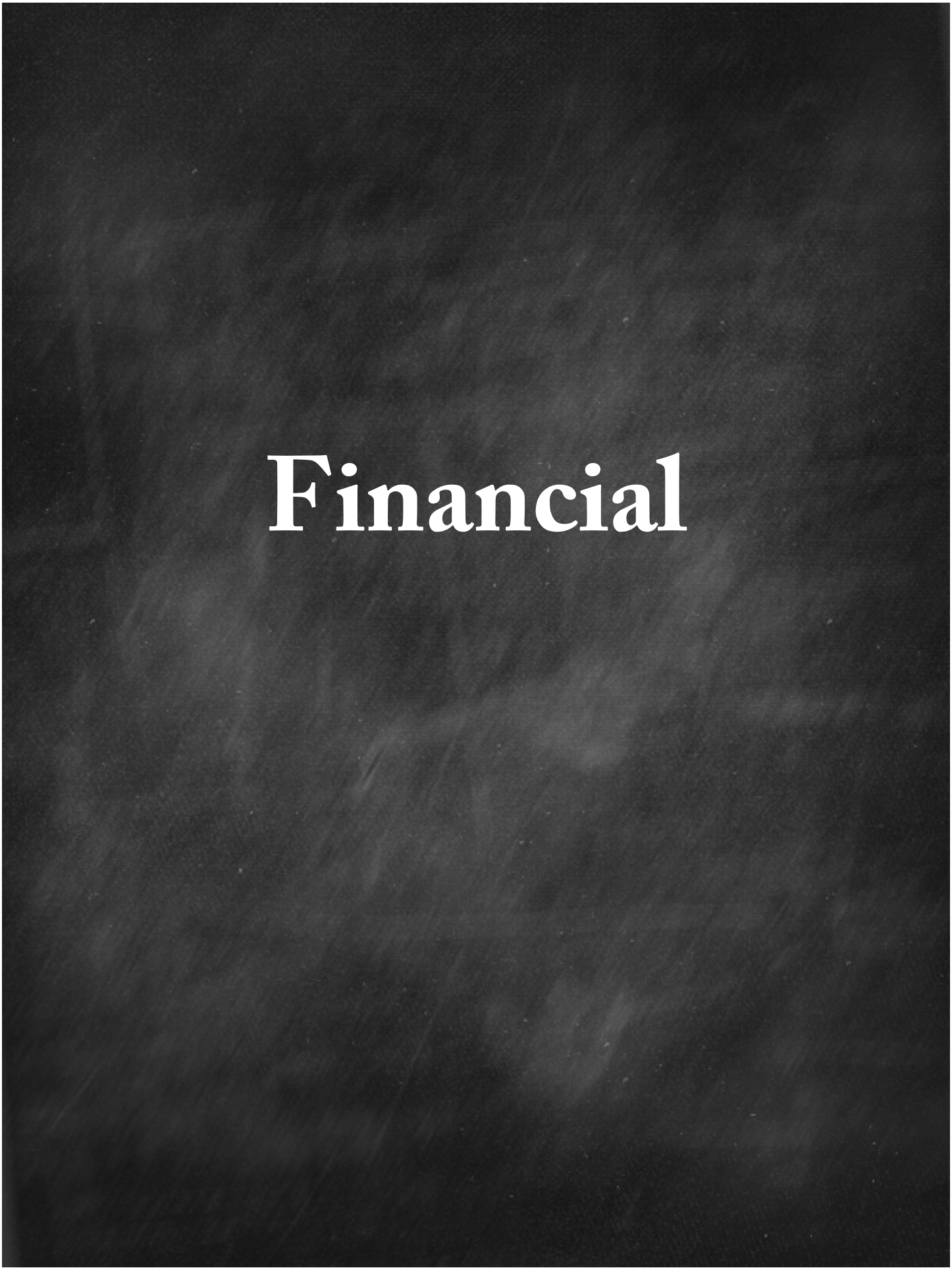
January	Brandon Maddox	Groundskeeper and Tractor Operator, Physical Plant
February	Brenda Holt	Secretary, University Development
March	Laura Pruitt	Payroll Specialist, Office of Payroll
April	Chris Casey	Learning System Manager, Office of Educational Technology
May	Morgan Christopher	Graphic Artist, Office of Marketing Services
June	Michael Sanders	IT Support Analyst, Information Technology
July	Susan Hurst	Secretary, English Department
August	Tracy Casey	Secretary, Physical and Earth Sciences Department
September	Shelley Kaler	Admissions Counselor, Admissions Office
October	Allison Newton	Coordinator of Proposal Development, Division of RPC
November	Courtney Drube	Enrollment Services Coordinator, Registrar's Office
December	Mark du Pont	Secretary II, Curriculum Instruction

Employee of the Year 2015

Michael Sanders—IT Support Analyst, Information Technology

JSU president Dr. John Beehler presents a plaque to Michael Sanders, employee of the year for 2015, during the annual staff awards luncheon.

The JSU Gamecocks clinched the OVC title with a 56-28 win over Southeast Missouri State University.

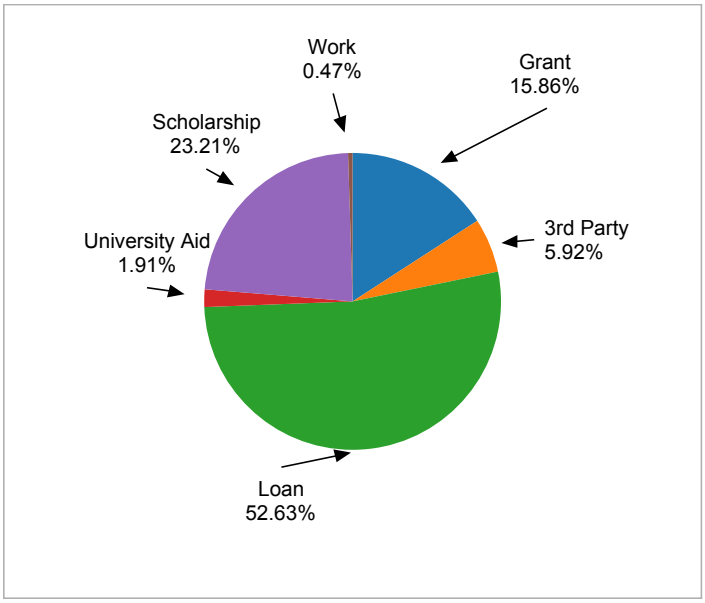


Financial

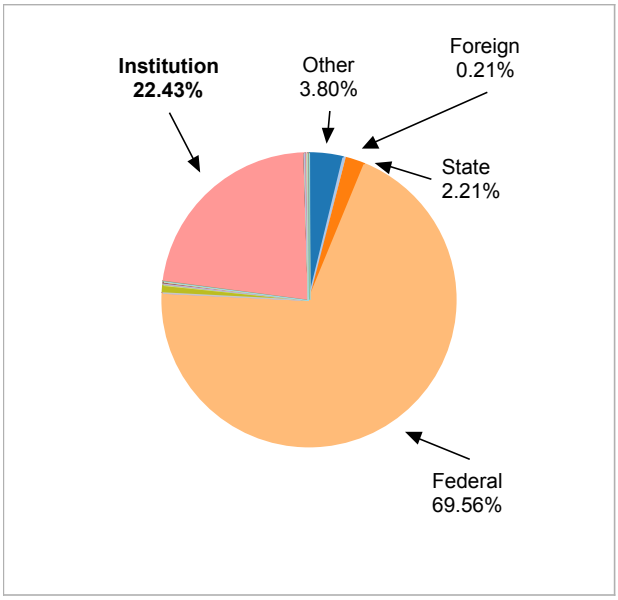
2014 - 2015 Financial Aid Offered

Financial Aid Description	Award Offer Amount	Percentage
Alabama State Grants & Scholarships	$146,399	0.16%
Alternative Loans	$2,213,748	2.47%
Federal Pell Grant	$13,930,460	15.54%
Federal Stafford Loans	$45,239,356	50.47%
Federal Supplemental Educational Grant	$218,716	0.24%
Federal Work Study Program	$426,863	0.48%
Other Federal Grants	$51,581	0.06%
Foundation Scholarships	$431,680	0.48%
Institutional Scholarships	$18,979,433	21.17%
Outside Scholarships	$898,914	1.00%
Logan Walker Loan	$34,000	0.04%
Alabama - 3rd Party Contracts	$1,866,866	2.08%
Federal - 3rd Party Contracts	$37,885	0.04%
Foreign - 3rd Party Contracts	$241,228	0.27%
Outside - 3rd Party Contracts	$201,241	0.22%
Veteran Affairs - 3rd Party Contracts	$2,993,869	3.34%
University Aid	$1,725,840	1.93%
Grand Total	**$89,638,079**	**100.00%**

2014 - 2015 Financial Aid Offered by Aid Type



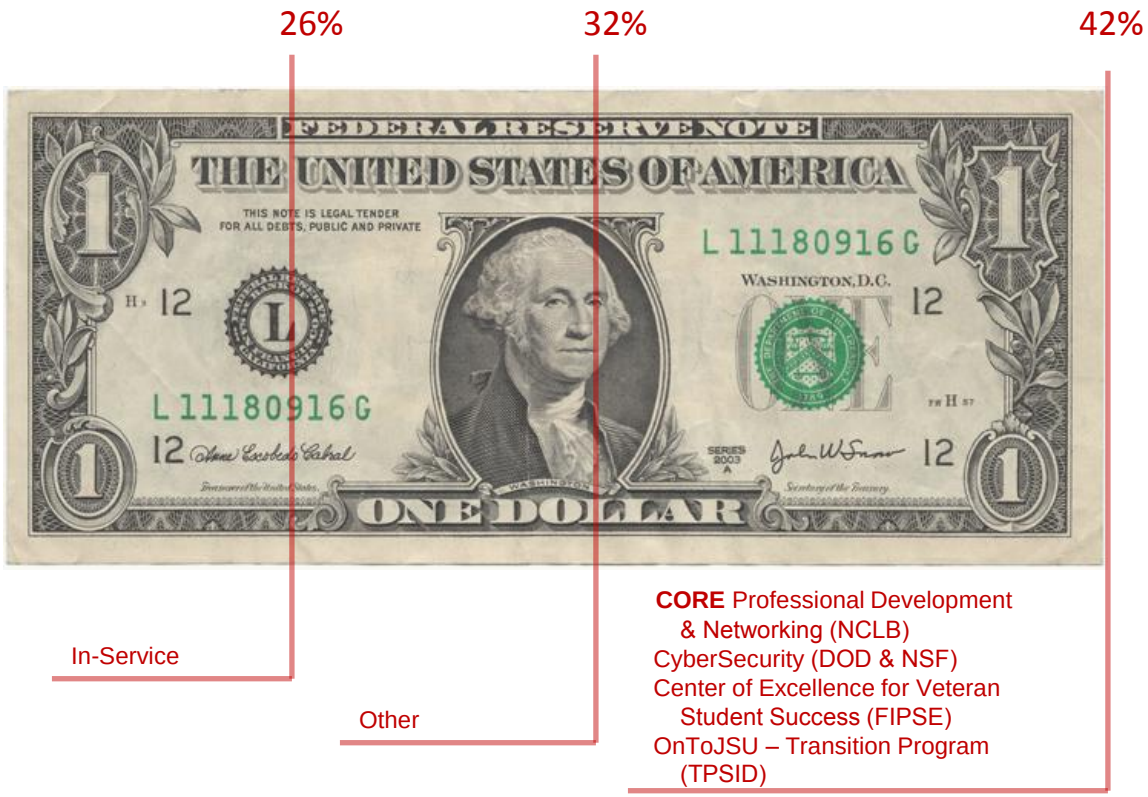
2014 - 2015 Financial Aid Offered by Source



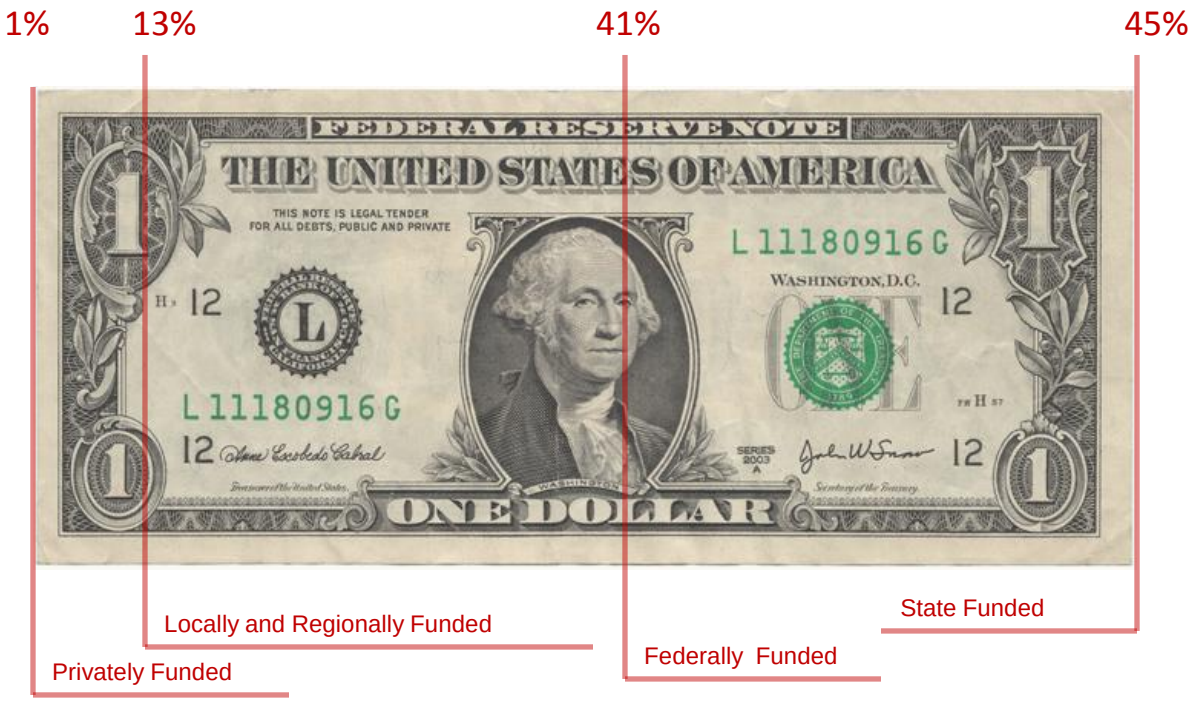
Institute for Research and Collaboration
Grant Award by Source FY14/FY15

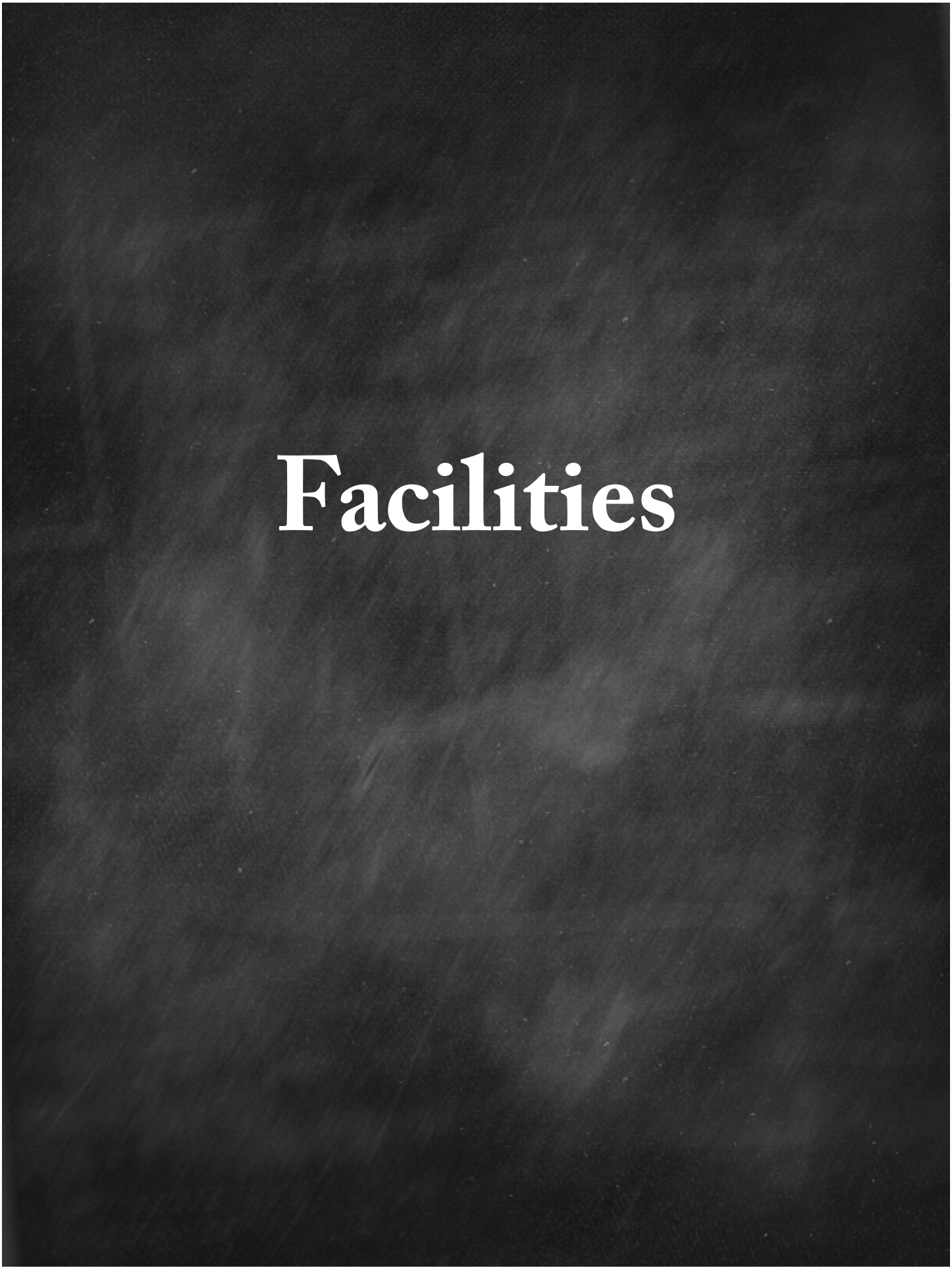
Source	2014	2015	Difference $	Difference %
Total Proposed	$15,528,759	$27,897,587	$12,368,828	80%
Total Awarded	$20,835,307	$2,893,434	($17,941,873)	-86%
University Indirect Proposed	$1,376,603	$1,665,399	$288,796	21%
Indirect Income Anticipated	$1,584,691	$209,231	($1,375,460)	-87%

2015 Sponsored Programs External Funding Allocation

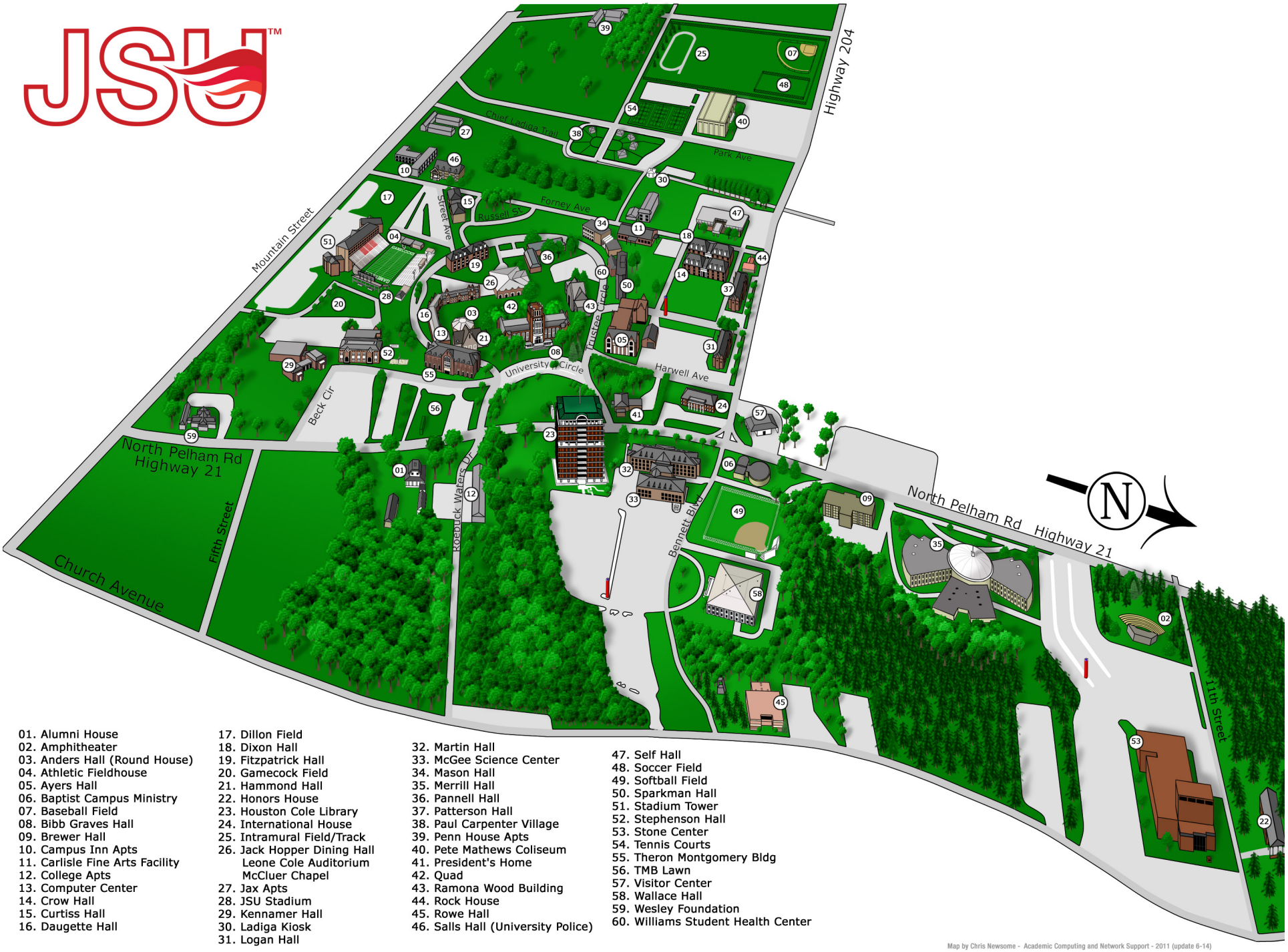


2015 Sponsored Programs External Funding Sources





Facilities



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

Map by Chris Newsome - Academic Computing and Network Support - 2011 (update 6-14)

Residence Halls and Apartments

Housing Type	Name	Housing Subtype	Gender	Floorplan	Requirements	Capacity	Cost Semester	Cost Year
Apartment	Campus Inn	Efficiency			32+ Hours	52	$1,979	$3,958
		One Bedroom			32+ Hours	34	$2,545	$5,090
	College	One Bedroom			32+ Hours	22	$2,428	$4,856
	Colonial Arms	One & Two Bedroom			32+ Hours	40	$2,428	$4,856
	Jax	One & Two Bedroom			32+ Hours	47	$2,428	$4,856
	Meehan Hall Concourse Unit				32+ Hours	88	$2,499	$4,998
	Meehan Hall Efficiency				32+ Hours	16	$2,956	$5,912
	Meehan Hall Pod Unit				32+ Hours	285	$2,499	$4,998
	Pannell	Efficiency			32+ Hours	79	$2,305	$4,610
	Penn House	One Bedroom			32+ Hours	32	$2,428	$4,856
Specialty Housing	International House					40	$1,428	$2,856
	Leadership House for Women				24+ Hours, 2.5 GPA	17	$2,478	$4,956
	Pi Kappa Phi Fraternity					10	$2,384	$4,768
Residence Hall	Crow	Freshman Housing	Men's	Community Bath		185	$1,867	$3,734
	Curtiss	Freshman Housing	Women's	Community Bath		179	$1,867	$3,734
	Daugette	Private Room	Men's	Community Bath		75	$1,867	$3,734
	Dixon	Freshman Housing	Men's	Community Bath		193	$1,867	$3,734
	Fitzpatrick	Freshman Housing	Women's	Community Bath		227	$1,867	$3,734
	Logan		Women's	Private Bath		121	$2,210	$4,420
	Patterson		Men's	Private Bath		113	$2,210	$4,420

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

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

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

Student Housing Occupancy by Year

Measure	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Beds Available	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	1,961	1,769
Beds Occupied	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	1,790	1,540
% Occupied	85	94	87	89	93	97	95	96	94	89	93	93	90	91	87

Major Academic, Administrative and Auxiliary Buildings

Building Type	Building	Year Built /Acquired	Year of Major Renovation	Square Footage
Administrative	Bibb Graves	1930	1988	57,188
	Computer Center	1965	1982	6,480
	Development House	1939	2015	2,516
Instructional	Ayers Hall	1955	2005	95,339
	Brewer Hall	1972	2007	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	Cross Country Storage	1997		319
	Gamecock Field House	1977	1980	21,200
	Home Softball Locker Room/Dugout	2013		1,559
	Kennamer Hall	2004		31,258
	Paul Snow Stadium	1970	1987	9,677
	Pete Mathews Coliseum	1974	2006	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 Softball Locker Room/Dugou	2013		567
	Visitor's Dressing Room	1989	2004	2,040
Residence Hall - Women	Curtiss Hall	1966	1987	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	2009	20,632
	International House	1964	1982	20,112

Major Academic, Administrative and Auxiliary Buildings

Building Type	Building	Year Built /Acquired	Year of Major Renovation	Square Footage
Apartments	Jax Apartments	2002		26,436
	Leadership House for Women	2001		5,130
	Pannell Hall	1947	1998	44,543
	Penn House	1968	1980	13,434
	Pi Kappa Phi	2002		5,130
	Sigma Phi Epsilon	1996	2010	5,130
	Stadium Towers	2009		208,301
Maintenance	Duncan Maintenance Shop	1962	1982	7,451
	Maintenance Storage	1989		384
	Service Storage	1948	1980	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	2013	5,295
	Building 3170 (AMSTI)	2007		12,970
	Building 3181 (JSU McClellan)	2002	2005	137,000
	Cole Center	1961	1988	25,863
	Forney Hall	1917	1984	21,006
	Honors House (Newsome House)	1974		3,504
	Hopper Cafeteria	1961	1990	26,419
	Houston Cole Library	1973	2002	171,603
	Information Center	1967		684
	Observatory	2008		108
	President's Home	1949	2000	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

Institutional Effectiveness

Institutional Effectiveness

Institutional Effectiveness is a term that is used to describe the system and processes in which JSU makes continuous improvement a priority. JSU's system of continuous improvement interrelates Strategic Planning, Institutional Research, Assessment of Student Learning, Operational Planning, and Program Review, as described in the JSU Continuous Improvement Policy.

JSU is committed to the continuous improvement process which is driven by JSU's core values and supports a mission focused on improved learning and an improved learning environment for JSU students. This system of continuous improvement provides a framework of operation that makes JSU's strengths visible, enables informed decision making, and fuels efficiency. The Mission Statement and Goals direct the Strategic Plan, departmental goals and objectives, and therefore, influence recommendations for funding, operations, and learning outcomes.

Roles and Responsibilities in Institutional Effectiveness

The components that make up the Continuous Improvement process are supported by the Office of Institutional Effectiveness and the Office of Institutional Research and Assessment within the Division for Research, Planning and Collaboration.

The Vice President for Research, Planning and Collaboration, the Director of Institutional Research and Assessment, the Coordinator of Institutional Effectiveness, and the Coordinator of Assessment have overall responsibility for supporting Institutional Effectiveness efforts on campus.

The Vice President for Research, Planning and Collaboration reports directly to the President and, along with the President, co-chair the Strategic Planning committee. The Director of Institutional Research and Assessment, the Coordinator of Institutional Effectiveness and the Coordinator of Assessment report directly to the Vice President for Research, Planning and Collaboration and each serve as staff representatives to the Institutional Effectiveness Committee.

The Director of Institutional Research and Assessment is primarily responsible for ensuring that institutional research and predictive analytics data are systematically collected from administrative databases and are prepared and disseminated.

The Coordinator of Institutional Effectiveness manages the PRISM and Program Review processes as well as the PRISM, Program Review, and Accreditation systems (Compliance Assist) that all departments use to document institutional effectiveness activities and progress. The Coordinator of Institutional Effectiveness also oversees the development of the Fact Book and IR and Assessment "Quick Facts" publications, and conducts training and workshops for PRISM, Program Review, and other activities.

The Coordinator of Assessment manages JSU's assessment related data collection efforts and oversees coordination of CBASE, IDEA, CLA, and NSSE, in addition to student surveys, ensuring data is available on Tableau Server. The Coordinator of Assessment also works with departments across campus to support satisfaction and department-based alumni surveys.

Institutional Effectiveness and SACSCOC Accreditation

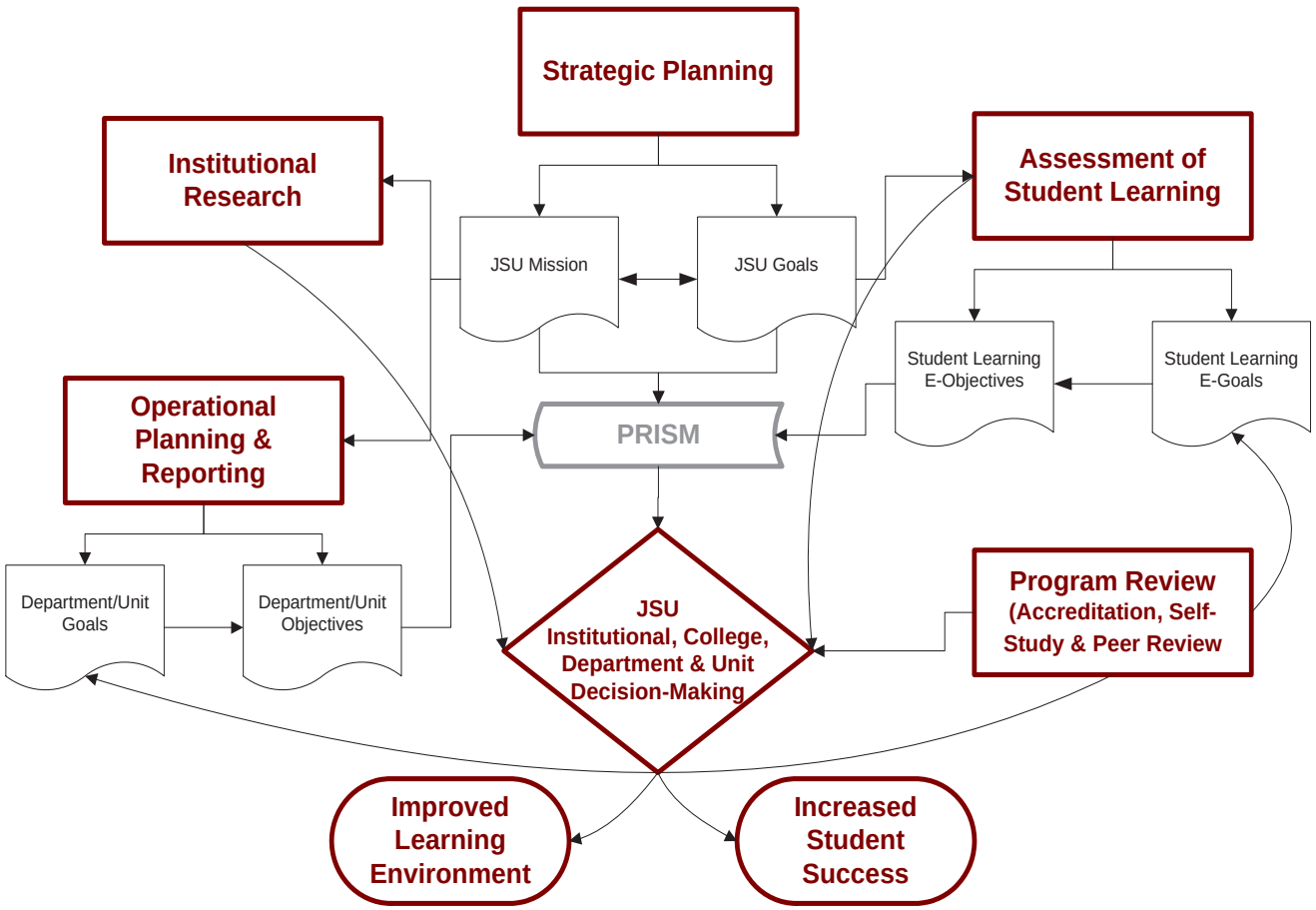
JSU's commitment to continuous improvement is built on a structure that is guided by the following Core Requirement and Comprehensive Standard related to the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Institutional Effectiveness standards:

SACSCOC Core Requirement 2.5:
The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission.

SACSCOC Comprehensive Standard 3.3.1:
The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:

3.3.1.1 Educational programs, to include student learning outcomes
3.3.1.2 Administrative support services
3.3.1.3 Academic and student support services
3.3.1.4 Research within its mission, if appropriate
3.3.1.5 Community/public service within its mission, if appropriate

JSU's Comprehensive System of Continuous Improvement



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.

PRISM Planning and Reporting and University Assessment System Schedule

Below are the schedules for PRISM planning and reporting and university wide assessment. The assessment information is located in Tableau Server and the PRISM planning and reporting are located in Compliance Assist. For login credentials and/or step by step user manuals to either system, please contact Kim Presson in the Office of Institutional Effectiveness at kpresson@jsu.edu or by calling extension 8142. Links to both systems can be found at **www.jsu.edu/ie**

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				
Collegiate Learning Assessment (CLA)		Randomly selected freshmen and seniors	September 1	VPASA, Deans
ETS Proficiency Profile (EPP)	College and Major	First time freshmen and 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

2015-2016 PRISM Planning and Reporting Schedule

Planning	
December 16, 2015	All units revise/develop and enter into Compliance Assist their 2016-2017 plans with goals, objectives, student learning outcomes, evaluation strategies and new funding requests for 2016-2017.
February 3, 2016	Deans/AVPs review, revise and approve unit plans and requests.
March 3, 2016	Vice Presidents review and approve/disapprove unit plans and budget requests.

Reporting	
October 15, 2016	All units complete 2015-2016 reporting by completing: • Results of Evaluation/Assessment • Use of Results • Status boxes for each objective

Sample 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 EPP, CLA or MFAT are measuring at Level 2. 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 the 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 Institutional Effectiveness at extension 8142 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

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?

The 2015 National Survey of Student Engagement (NSSE) Results

In spring 2015, 1186 JSU freshmen and 1857 JSU seniors were invited to participate in the National Survey of Student Engagement. Eight hundred fourteen participants (303 freshmen and 511 seniors) responded. Ninety-five percent of the freshmen respondents were traditional (less than 24 years of age) students and 57% of the seniors were traditional. Nearly all (97%) of the freshmen were full-time and 79% of the seniors. 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 2015 participants. Mean comparisons suggested:

JSU Students (Freshmen and Seniors)

- Were more likely to work with a faculty member on activities other than coursework (committees, student groups, etc.);
- Were more likely to report that their coursework emphasized memorizing course material;
- Were more likely to credit their instructors for clearly explaining course goals and requirements, providing prompt and detailed feedback on tests or completed assignments, and using examples or illustrations to explain difficult points;
- Were more likely to review their notes after class, and summarize that they learned in class or from course materials;
- Reported higher quality of relationships with faculty;
- Were more likely to work for pay off campus; provide care for dependents (parents, children, etc.);
- Were less likely to be assigned papers, reports of up to 5 pages, between 6 and 10 pages, or 11 pages or more;
- Were less likely to spend time preparing for class.

JSU Seniors

- Were more likely to include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments;
- Were more likely to talk about career plans and to discuss their academic performance with a faculty member;
- Were more likely to say that their coursework emphasized evaluating a point of view, decision, or information source;
- Were more likely to credit their instructors for providing feedback on a draft or work in progress;
- Were more likely to take courses that challenged them to do their best work; to take courses that included a community-based project (service-learning);
- Reported higher quality of relationships with academic advisors, student services staff (career services, student activities, housing, etc.), and other administrative staff and offices (registrar, financial aid, etc.);
- Were more likely to say that their college experience contributed to their knowledge, skills, and personal development in acquiring job- or work-related knowledge and skills; Developing or clarifying a personal code of values and ethics; understanding people of her backgrounds (economic, racial/ethnic, political religious, nationality, etc.); solving complex real-world problems; being an informed and active citizen;
- Were more likely to say they would attend their college again, if they could start over;
- Were less likely to come to class without completing readings or assignments; to work with other students on course projects or assignments; to give a course presentation;
- Were less likely to have discussions with people with religious beliefs other than their own;
- Were less likely to participate in an internship, co-op, field experience, student teaching, or clinical placement; hold a formal leadership role in a student organization or group; participate in a study abroad program; complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.) before graduation;

- Responded less favorably about their college's emphases on providing opportunities to be involved socially; providing support for their overall well-being; attending campus activities and events.

JSU Freshmen

- Were more likely to prepare two or more drafts of a paper or assignment before turning it in; to attend an art exhibit, play or other arts performance;
- Were more likely to credit their instructors for teaching course sessions in an organized way;
- Were more likely to have discussions with people with political views other than their own;
- Were more likely to identify key information from reading assignments;
- Responded more favorably about their college's emphases on attending campus activities and events;
- Were more likely to commute to campus (driving, walking, etc.);
- Were more likely to give high ratings for their entire educational experience at JSU (than their peers at other universities);
- Were less likely to connect their learning to societal problems or issues;
- Were less likely to participate in a study abroad program before graduation.

When it Comes to "Learning with Technology"…

- Two-thirds or more respondents reported that their use of technology contributed "quite a bit" or "very much" to their learning, studying, or completing coursework on their own (89%) or with other students (68%); their understanding of course materials and ideas (82%); and their demonstrating their understanding of course content (80%);
- One-half reported that the courses they took improved their understanding and use of technology quite a bit or very much;
- Over one-half used mobile computing (smart phones, tablets, etc.), 37% used collaborative editing software (Wikis, Google Docs, etc.), 36% used social networking (Facebook, Twitter, etc.), and 26% used electronic textbooks often or very often;
- More than 70% reported that they used technology often or very often to communicate with other students (82%) or faculty (71%);
- One-half or more reported that JSU emphasized on teaching students how to use available technologies to learn, study, or complete coursework (60%), providing technology to help students learn, study or complete coursework (59%), teaching with new, cutting-edge technologies (55%), and providing support services to assist students with their use of technology (50%).

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

The 2014-2015 New Student Survey Results

Of the 489 new undergraduate students responding to the 2014-2015 New Student Survey, 62% were female, 38% were male. Nearly all (97%) were not married. Six percent had dependent children living with them. Over one-half resided in residence halls (61%) and university-owned apartments (1%) during their first semester, 25% lived at the home of parents or relatives, and 8% lived in a room or apartment off-campus. Eighty-nine percent depended on their parents, relatives, or friends as the primary source of their first-year educational expenses. Forty-five percent relied on Pell Grants, 50% on federal direct loans, 47% on Faculty Scholarships, 14% on Leadership Scholarships, 4% on Athletic Scholarships, and 46% on other scholarships. Twelve percent of the respondents were undecided about their majors. For those who had decided on a major, the top 10 majors selected are: Nursing (14%), Criminal Justice (7%), Elementary Education (7%), Pre-Business (7%), Music Education (6%), Biology (5%), Computer Science (5%), Psychology (4%), Communication (4%), and Exercise Science and Wellness (4%).

Their College Choice

Factors that impacted their decision to attend college the most were:

- To learn more about things that interest them (95%)
- To be able to earn more money (93%)
- To gain a general education and appreciation of ideas (92%)
- To be able to get a better job (88%)
- To prepare for graduate or professional school (82%)
- To improve their reading and study skills (81%)

To obtain a bachelor's degree from JSU was the goal of the majority (87%).

More respondents indicated the following were "very important" reasons for their decision to attend JSU:

- The availability of financial aid or scholarship (75%)
- Availability of a particular program of study, or major (72%)
- Cost of tuition and fees (61%)
- The location of JSU (55%)
- JSU's academic reputation (55%)
- The variety of courses offered (45%)
- Type of community – Jacksonville (44%)

Over one-half learned about JSU from Preview Day or campus visit (60%), through the JSU Web site (59%), from their parents or relatives (56%), and from friends at JSU (55%).

Expectations

More respondents (72%) estimated that they would have a very good chance to earn a bachelor's degree at JSU. In addition, 60% expected to have a very good chance to find a good job after graduation in the field for which they studied. Seventy-seven percent expected to have a good chance or a very good chance to take part in volunteer or community service work while at JSU. Sixty-two percent thought they would have no chance of failing any courses.

Over one-half (54%) reported not working while attending JSU, 34% spent up to 20 hours a week working on a job, and 11% spent 30 hours or more per week working. A majority (81%) planned to spend 20-40 hours a week on school work, 7% planned to spend 50 hours a week and 12% 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 (75%)
- Cooperativeness (71%)
- Understanding of others (63%)
- Academic ability (62%)
- Leadership ability (62%)
- Self-confidence (intellectual) (58%)
- Competitiveness (52%)

- Emotional health (52%)

Student Self-efficacy and Self-efficacy with Technology

A majority of respondents had access to a laptop or notebook computer (94%), other portable devices, i.e., iPad or smart phone (90%), and Internet connectivity 24 hours/7 days a week (81%).

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

	In general	When it comes to technology
• They can always manage to solve difficult problems if they try hard enough.	(*M*=4.21)	(*M*=3.55)
• It is easy for them to stick to their aims and accomplish their goals.	(*M*=3.92)	(*M*=3.65)
• They are confident that they could deal efficiently with unexpected events.	(*M*=3.76)	(*M*=3.39)
• Thanks to their resourcefulness, they know how to handle unforeseen situations.	(*M*=3.60)	(*M*=3.35)
• They can solve most problems if they invest the necessary effort.	(*M*=4.09)	(*M*=3.64)
• They can remain calm when facing difficulties because they can rely on their coping abilities.	(*M*=3.72)	(*M*=3.47)
• When they are confronted with a problem, they can usually find several solutions.	(*M*=3.69)	(*M*=3.41)
• No matter what comes their way, they are usually able to handle it.	(*M*=3.86)	(*M*=3.55)
• If they are in trouble, they can usually think of something to do.	(*M*=3.78)	-
• If someone opposes them, they can find means and ways to get what they want.	(*M*=3.21)	-

The data were collected from fall 2014 through spring 2015.

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The 2014-2015 Graduating Senior Survey Results

Of the 508 graduating seniors responding to the 2014-2015 Graduating Senior Survey, 57% were female, 43% were male. Nearly all (94%) were enrolled full time. Eighty-two percent were single. Over three-quarters were White (78%), 15% were Black, 4% were Unknown or Not Reported, 2% were Hispanic/Latino, 1% were American Indian/Alaska Native, less than 1%, each, were Asian or Asian American, Native Hawaiian or Pacific Islander, and Other. Thirty-seven percent of the respondents were enrolled in the College of Arts and Sciences, 34% in the College of Education and Professional Studies, and 29% in the College of Commerce and Business Administration. Over one-third (36%) of the respondents planned to enroll in a graduate program.

When comparing themselves with the average person their age, most considered themselves above average or in the highest 10% in the following characteristics:

- Drive to achieve (73%)
- Understanding of others (69%)
- Academic ability (68%)
- Leadership ability (66%)
- Self-confidence (intellectual) (63%)

Perceptions of their Major

- Nearly all indicated the overall quality of their major was good or excellent (97%) and a majority of the respondents were satisfied or very satisfied with their overall education at JSU (88%);
- Library books and materials (97%), and computer (96%) and laboratory (94%) facilities for majors were adequate or more than adequate;
- Over one-half frequently expressed ideas in writing (54%) and applied concepts learned in their major to solve actual problems (53%), and nearly one-half expressed ideas orally (48%);
- Over three-quarters agreed or strongly agreed that:
  - fundamental theories were taught (95%)
  - department faculty were professionally competent (92%) and effective teachers (89%)
  - faculty were approachable (91%) and accessible outside of class (86%)
  - grading procedures were fair (89%)
  - courses were intellectually stimulating (89%)
  - current research methods were taught (86%)
  - my advisor was willing to help (86%)
  - at least one professor worked closely with me (84%)
  - requirements were explained clearly (83%)
  - sufficient practical training was provided (76%)

Educational Outcomes

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

- Listening effectively (93%)
- Writing effectively (92%)
- Defining and solving problems (92%)
- Conducting work activities in an ethical manner (92%)
- Reading comprehension (90%)
- Thinking objectively about beliefs, attitudes, and values (90%)
- Speaking effectively (89%)
- Working cooperatively and as a team member (89%)
- Analyzing, synthesizing, and evaluating information (89%)
- Using computers to search for and retrieve information (88%)
- Making and exercising a lifelong commitment to learning (88%)
- Having tolerance for different points of view (87%)
- Recognizing and acting upon ethical principles (87%)
- Making formal presentations (85%)
- Understanding the interaction of people and their environment (85%)
- Specialized occupational skills and knowledge (84%)
- Understanding the present as it relates to historical events and processes (83%)

- Basic computer skills (work-processing, spreadsheets, etc.) (83%)
- Knowing how to access the information needed in one's professional position (81%)
- Working with people from diverse ethnic and cultural backgrounds (81%)
- Understanding and exercising one's rights, responsibilities, and privileges as a citizen (79%)
- Understanding and applying scientific principles and methods (78%)
- Resolving interpersonal conflict (75%)

Satisfaction with University Facilities, Services, and Climate

- The majority (92%) of respondents were satisfied with class size, the testing/grading system (86%), the course content in their major (87%), availability of computers (87%), and out-of-class availability of instructors (82%).
- Most were satisfied with attitude of non-teaching staff toward students (76%), and general registration procedures (74%).
- Respondents were satisfied or very satisfied with the services and facilities they used the most, including:
  - Houston Cole Library (89%)
  - Computer labs (82%)
  - Internet registration (81%)
  - Stephenson Gym facilities (80%)
  - Financial Aid (76%)
  - Academic advising services (79%)
  - Transcript Services (80%)
  - Testing services (79%)
  - Classroom facilities (78%) and Laboratory facilities (77%)
  - Bursar's Office, payments window (76%)
  - Food Court and Cafeteria (76%)
  - Online courses through Distance Education (71%)
  - University bookstore (69%)

Student Self-efficacy and Self-efficacy with Technology

Respondents had access to a PC (62%), a laptop or notebook computer (93%), and other portable devices such as iPad or smart phone (92%). The majority had Internet connectivity 24 hours/7 days a week (88%).

Respondents agreed that

(On a scale of 1 to 5, with 1=strongly disagree and 5=strongly agree):	In general	When it comes to technology
• They can always manage to solve difficult problems if they try hard enough.	(*M*=4.30)	(*M*=3.91)
• It is easy for them to stick to their aims and accomplish their goals.	(*M*=4.11)	(*M*=3.92)
• They are confident that they could deal efficiently with unexpected events.	(*M*=4.13)	(*M*=3.83)
• Thanks to their resourcefulness, they know how to handle unforeseen situations.	(*M*=4.09)	(*M*=3.86)
• They can solve most problems if they invest the necessary effort.	(*M*=4.25)	(*M*=3.95)
• They can remain calm when facing difficulties because they can rely on their coping abilities.	(*M*=4.03)	(*M*=3.88)
• When they are confronted with a problem, they can usually find several solutions.	(*M*=4.06)	(*M*=3.86)
• No matter what comes their way, they are usually able to handle it.	(*M*=4.19)	(*M*=3.91)
• If they are in trouble, they can usually think of something to do.	(*M*=4.11)	-
• If someone opposes them, they can find means and ways to get what they want.	(*M*=3.60)	-

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The 2014-2015 Graduate Student Exit Survey Results

Of the 443 graduate students responding to the 2014-2015 Graduate Student Exit Survey, 67% were female, 33% were male. Over two-thirds (69%) were white, 28% were black, 1% were Asian or Asian American, and less than 1%, each, were Hispanic (0.78%), American Indian or Alaska Native (0.78%), and Not reported (0.78%). Seven percent were enrolled in Master of Arts programs, 26% in Master of Science programs, 5% in Master of Business Administration programs, 6% in the Master of Science in Nursing programs, 6% in Master of Public Administration programs, 38% in Master of Science in Education programs, 11% in Educational Specialist programs, 1% in Master of Fine Arts program, and 0.75% in Graduate Certificate programs.

Factors that impacted respondents' decision to attend JSU the most:

- Reputation of their department (97%)
- Unique features of their degree program (94%)
- Cost of attending JSU (93%)
- JSU's reputation (93%)
- Availability of on-line courses (91%)
- Availability of financial assistance (84%)
- JSU's convenient location (84%)
- Recommendation of a colleague or friend (81%)

Perceptions of their Degree Program

- Nearly all indicated the overall quality of their program was good or excellent (95%);
- Nearly all respondents who were graduate assistants (12%) reported that they had positive experiences as graduate assistants (98%);
- Nearly all respondents indicated that their program:
  - requirements were explained clearly (96%)
  - encouraged academic/professional interactions with other students (97%)
  - adequately prepared them for careers (98%)
  - had adequate classroom facilities (95%)
  - had adequate instructional supplies and equipment (96%)
  - had adequate non-computer lab facilities (95%)
- Nearly all were satisfied with the procedures for the scheduling of comprehensive exams (95%)
- Nearly all received adequate support as a student throughout the program (95%)
- Professors were frequently available to help outside of class (74%);
- Frequently had classes that required some form of research (81%);
- Frequently used technology in the classroom (79%)
- Faculty were highly competent instructionally (98%) and professionally (97%);
- Quality of courses as preparation for employment after graduation (94%) and curricular advising (90%) were good or excellent;
- The support (94%) and professionalism (97%) of the department staff were good or excellent.

When asked to reflect on the courses they took toward their degrees, nearly all agreed or strongly agreed that:

- Courses provided an understanding of research methodology (98%), the major theories (99%), accepted professional practices (99%), necessary knowledge (99%), and necessary bibliographical skills (98%) in respondents' disciplines.
- Faculty provided clear understanding of evaluation methods used in each class (98%) and of the class goals and requirements (98%), and allowed students a reasonable degree of freedom/independence in the way assignments were conducted (98%).
- The sequencing of courses was appropriate (97%).
- The course requirements for graduate students in 400G courses were meaningfully higher (95%) than those for undergraduates.
- The evaluation methods, and grades awarded, properly differentiated levels of student performance (98%).

And a majority agreed or strongly agreed that:

- Courses were offered frequently and they completed their degree requirements as planned (89%).
- Academic/professional interaction with other students contributed significantly to attaining my educational goals (91%).

Perceptions of Distance Learning

Nearly three-quarters or more respondents were satisfied or very satisfied with distance learning services and systems:

- Blackboard online courses (85%)
- Blackboard Mobile Learn (App) (80%)
- Blackboard Collaborate (77%)
- JSU Mobile (App) (76%)
- Lockdown Browser (76%)
- Blackboard Student Services 24/7 Support (75%)
- Blackboard IM (73%)

Eighty-seven percent of the respondents indicated taking online courses through Distance Education while working on their degrees, and three-quarters or more of them agreed or strongly agreed that:

- The online learning courses that I have taken provided me with a valuable learning experience (86%)
- The instructors were effective in delivering the online learning courses (85%)
- Overall, my attitude toward online learning is positive (83%)
- They would advise other students to take online learning courses (79%)

Perceptions of University Services

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

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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 is 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.

Upon graduation, all JSU 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 and 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

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.

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.

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. Jacksonville State University measures General Education competencies using direct and indirect measures. Most measures are nationally normed and provide comparisons with other universities using those measures. 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. Collegiate Learning Assessment (CLA)

2. ETS Proficiency Profile (EPP)

Indirect Measures

1. National Survey of Student Engagement (NSSE)

2. Graduating Senior Survey (GSS)

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 emphasis 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.

1. Demonstrate the Ability to Write Competently

EPP writing scores for first year students

First Year	Mean EPP Writing		
Year	JSU	n	EPP*
2014-2015	111.91	920	112.80

*Mean subscore of participating freshmen in Master's (comprehensive) Colleges and Universities

EPP writing scores for senior students

Senior	Mean EPP Writing		
Year	JSU	n	EPP*
2014-2015	114.14	891	114.40

*Mean subscores of participating seniors in Master's (comprehensive) Colleges and Universities.

CLA writing analytic scores and differences between first-year students and seniors.

Year	Performance Task: Writing Effectiveness				Performance Task: Writing Mechanics			
	First Year Student	n	Seniors	n	First Year Student	n	Seniors	n
2014-15	13%	86	36%	95	31%	86	63%	95

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)

First Year	Writing Clearly and Effectively (11 c.)		
Year	JSU	n	NSSE
2015	72%	228	68%
2014	70%	336	67%
2012	78%	384	76%
2010	78%	432	75%
2008	73%	415	74%

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)

Seniors	Writing Clearly and Effectively (11 c.)		
Year	JSU	n	NSSE
2015	74%	438	73%
2014	74%	722	74%
2012	84%	561	78%
2010	84%	795	78%
2008	83%	470	77%

2. Demonstrate Knowledge of Mathematical Concepts

ETS Proficiency Profile - Mathematical skill scores for first year students

First Year	Mathematical Skill Scores		
Year	JSU	n	EPP*
2014-15	110.17	920	111.80

*Mean subscore of participating freshmen in Master's (comprehensive) Colleges and Universities

ETS Proficiency Profile - Mathematical skill scores for seniors

Senior	Mathematical Skill Scores		
Year	JSU	n	EPP*
2014-15	111.57	891	113.30

*Mean subscore of participating freshmen in Master's (comprehensive) Colleges and Universities

Percentage of first year students attributing JSU to knowledge, skills and personal development in the area of: Analyzing Numerical and Statistical Information (Quite a Bit and Very Much).

First Year	Numerical and Statistical Information (NSSE 17d.)		
Year	JSU	n	NSSE
2015	62%	227	54%
2014	56%	336	54%

Percentage of seniors attributing JSU to knowledge, skills and personal development in the area of: Analyzing Numerical and Statistical Information (Quite a Bit and Very Much).

Seniors	Numerical and Statistical Information (NSSE 17d.)		
Year	JSU	n	NSSE
2015	62%	435	63%
2014	63%	716	62%

3. Understand the Role of American Citizenship

ETS Proficiency Profile - Humanities and Social Sciences Skills Scores for First Year Students

Year	Humanities			Social Sciences		
	JSU	n	EPP*	JSU	n	EPP*
2014-15	112.63	920	113.70	110.00	920	111.80

*Mean subscore of participating freshmen in Master's (comprehensive) Colleges and Universities

ETS Proficiency Profile - Humanities and Social Sciences Skills Scores for Seniors

Year	Humanities			Social Sciences		
	JSU	n	EPP*	JSU	n	EPP*
2014-15	115.11	891	115.70	113.10	891	113.90

*Mean subscore of participating seniors in Master's (comprehensive) Colleges and Universities

Percentage of seniors that answered "Often" or "Very Often" to the following questions:

Year	Examined the strengths and weaknesses of your own views on a topic or issue (NSSE 2d.)			Tried to better understand someone else's views by imagining how an issue looks from his or her perspective (NSSE 2e.)		
	JSU	n	NSSE	JSU	n	NSSE
2015	67%	479	66%	72%	481	71%
2014	68%	802	67%	72%	798	70%

Percentage of seniors that answered "Often" or "Very Often" to the following questions:

Year	Examined the strengths and weaknesses of your own views on a topic or issue (NSSE 2d.)			Tried to better understand someone else's views by imagining how an issue looks from his or her perspective (NSSE 2e.)		
	JSU	n	NSSE	JSU	n	NSSE
2015	67%	479	66%	72%	481	71%
2014	68%	802	67%	72%	798	70%

Percentage of first year students doing community service or volunteer work 1 hour or more in a typical 7 day week

Year	Perform Community Service or Volunteer Work 1 Hour or More (NSSE 15e)		
Spring	JSU	n	NSSE
2015	48%	226	43%
2014	48%	332	43%

Percentage of seniors doing community service or volunteer work 1 hour or more in a typical 7 day week

Year	Perform Community Service or Volunteer Work 1 Hour or More (NSSE 15e)		
Spring	JSU	n	NSSE
2015	52%	430	50%
2014	55%	713	51%

Percentage of first year students attributing JSU to knowledge, skills and personal development by answering "Quite a Bit" or "Very Much" to the following questions:

Year	Developing or clarifying a personal code of values and ethics (NSSE 17g)			Being an informed and active citizen (NSSE 17j)		
	JSU	n	NSSE	JSU	n	NSSE
2015	58%	228	59%	54%	228	55%
2014	56%	333	58%	54%	334	55%

Percentage of seniors attributing JSU to knowledge, skills and personal development by answering "Quite a Bit" or "Very Much" to the following questions:

Year	Developing or clarifying a personal code of values and ethics (NSSE 17g)			Being an informed and active citizen (NSSE 17j)		
	JSU	n	NSSE	JSU	n	NSSE
2015	68%	438	63%	58%	433	57%
2014	67%	720	63%	63%	713	58%

4. Understand the Role of Science and the Scientific Method

ETS Proficiency Profile - Context-based natural sciences scores for freshmen

Year	Science		
Spring	JSU	n	EPP*
2014-15	112.04	920	113.40

*Mean subscore of participating freshmen in Master's (comprehensive) Colleges and Universities

ETS Proficiency Profile - Context-based natural sciences scores for seniors

Year	Science		
Spring	JSU	n	EPP*
2014-15	114.38	891	115.40

*Mean subscore of participating seniors in Master's (comprehensive) Colleges and Universities

5. Apply Critical Thinking and Reasoning Skills

ETS Proficiency Profile - Distance Education Students Only

Year	Overall Mean	Valid N	Critical Thinking	Reading
2013-2014	439.27	195	110.84	117.40
2012-2013	440.73	177	111.06	118.57

ETS Proficiency Profile - Critical Thinking Scores for First Year Students

Year	Critical Thinking		
	JSU	n	EPP*
2014-15	108.60	920	109.70

*Mean subscore of participating freshmen in Master's (comprehensive) Colleges and Universities

ETS Proficiency Profile - Critical Thinking Scores for Seniors

Year	Critical Thinking		
	JSU	n	EPP*
2014-15	110.69	891	111.70

*Mean subscore of participating seniors in Master's (comprehensive) Colleges and Universities

Percentage of first year students and seniors who scored 4, 5, and 6 in the following CLA Performance Task on a scale of 1 - 6.

Year	Performance Task: Analysis and Problem Solving			
	First Year Student	n	Seniors	n
2014-15	13%	86	28%	95

Percentage of seniors attributing JSU to increasing critical thinking and reasoning skills by answering "Quite a Bit" or "Very Much"

Year	Thinking critically and analytically (NSSE old-11e. New-17c.)			Analyzing quantitative problems (NSSE old-11f.)			Solving complex real-world problems (NSSE old-11m. New-17i.)		
	JSU	n	NSSE	JSU	n	NSSE	JSU	n	NSSE
2015	84%	438	84%	N/A Due to Changes in NSSE			66%	438	63%
2014	84%	722	84%	N/A Due to Changes in NSSE			68%	720	63%
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%

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
2014-15	95.16%	88.49%
2013-14	95.80%	89.94%
2012-13	97.75%	90.35%
2011-12	91.55%	97.18%
2010-11	89.98%	96.92%
2009-10	96.01%	87.46%

Graduating Senior Survey: Learn Basic Computer Skills (word processing, spreadsheets, etc.)

Year	Important or Very Important	Student Achievement was Good or Excellent
2014-15	93.88%	82.69%
2013-14	96.24%	86.47%
2012-13	94.86%	82.74%
2011-12	84.07%	94.17%
2010-11	87.57%	95.27%
2009-10	93.65%	82.11%

7. Demonstrate Leadership Skills

Percentage of first year students stating that they demonstrate leaderships skills "Often" or "Very Often"

Year	Tutored or taught other students (NSSE 1j.)			Speaking clearly and effectively (NSSE old-11d. new-17b.)			Working effectively with others (NSSE old 11h. new-17f.)		
	JSU	n	NSSE	JSU	n	NSSE	JSU	n	NSSE
2015	N/A Due to Changes in NSSE			66%	228	59%	62%	226	66%
2014	N/A Due to Changes in NSSE			62%	335	58%	59%	336	65%
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 seniors stating that they demonstrate leaderships skills "Often" or "Very Often"

Year	Tutored or taught other students (NSSE 1j.)			Speaking clearly and effectively (NSSE old-11d. new-17b.)			Working effectively with others (NSSE old 11h. new-17f.)		
	JSU	n	NSSE	JSU	n	NSSE	JSU	n	NSSE
2015	N/A Due to Changes in NSSE			71%	438	70%	73%	436	73%
2014	N/A Due to Changes in NSSE			74%	718	69%	77%	717	73%
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

Academic Challenge

Year	Higher Order Learning			Reflective and Integrative Learning			Learning Strategies			Quantitative Reasoning		
	JSU Mean	NSSE Mean	Effect Size	JSU Mean	NSSE Mean	Effect Size	JSU Mean	NSSE Mean	Effect Size	JSU Mean	NSSE Mean	Effect Size
2015	40.0	39.3	0.04	35.7	36.0	-0.02	43.5	39.7	0.27	30.0	27.9	0.13
2014	38.1	39.0	-0.07	32.9	35.6	-0.22	40.8	39.5	0.09	26.2	27.4	-0.07

Learning With Peers

Year	Collaborative Learning			Discussions with Diverse Others		
	JSU Mean	NSSE Mean	Effect Size	JSU Mean	NSSE Mean	Effect Size
2015	32.8	32.4	0.02	42.4	41.1	0.08
2014	30.6	32.1	-0.10	40.2	40.9	-0.04

Experiences With Faculty

Year	Student-Faculty Interaction			Effective Teaching Practices		
	JSU Mean	NSSE Mean	Effect Size	JSU Mean	NSSE Mean	Effect Size
2015	21.6	20.7	0.06	42.5	40.1	0.17
2014	20.4	20.3	0.01	41.7	40.2	0.11

Campus Environment

Year	Quality of Interactions			Supportive Environment		
	JSU Mean	NSSE Mean	Effect Size	JSU Mean	NSSE Mean	Effect Size
2015	42.5	41.5	0.08	37.8	37.3	0.04
2014	40.8	41.5	-0.06	37.0	37.3	-0.02

Senior NSSE benchmark Means, Comparisons and Effect Size

Academic Challenge

Year	Higher Order Learning			Reflective and Integrative Learning			Learning Strategies			Quantitative Reasoning		
	JSU Mean	NSSE Mean	Effect Size	JSU Mean	NSSE Mean	Effect Size	JSU Mean	NSSE Mean	Effect Size	JSU Mean	NSSE Mean	Effect Size
2015	42.5	41.4	0.08	39.5	39.0	0.04	42.5	40.3	0.15	31.0	30.4	0.30
2014	42.8	41.2	0.11	39.6	38.9	0.05	44.2	40.3	0.26	29.2	29.9	-0.04

Learning With Peers

Year	Collaborative Learning			Discussions with Diverse Others		
	JSU Mean	NSSE Mean	Effect Size	JSU Mean	NSSE Mean	Effect Size
2015	31.3	32.9	-0.11	41.6	42.0	-0.03
2014	32.1	32.4	-0.02	42.8	41.8	0.06

Experiences With Faculty

Year	Student-Faculty Interaction			Effective Teaching Practices		
	JSU Mean	NSSE Mean	Effect Size	JSU Mean	NSSE Mean	Effect Size
2015	27.0	24.0	0.18	43.3	40.8	0.18
2014	27..4	23.7	0.22	42.7	40.9	0.13

Campus Environment

Year	Quality of Interactions			Supportive Environment		
	JSU Mean	NSSE Mean	Effect Size	JSU Mean	NSSE Mean	Effect Size
2015	44.6	42.4	0.18	33.2	33.3	-0.01
2014	43.6	42.5	0.09	33.1	33.3	-0.01