V. EDUCATIONAL SUPPORT SERVICES

5.1 LIBRARY AND OTHER LEARNING RESOURCES

5.1.1 Purpose and Scope

Because adequate library and other learning resources and services are essential to teaching and learning, each institution must ensure that they are available to all faculty members and enrolled students wherever the programs or courses are located and however they are delivered.

Jacksonville State University (JSU) library services are provided from a central facility, the Houston Cole Library (HCL). The HCL houses an outstanding collection of materials, with 645,311 cataloged volumes. Subscriptions include 1,334 print titles and more than 100 databases. Many of the databases provide full-text access to over 15,000 journal titles. In addition, the Library is a "Selective Depository" of government documents and holds 32,875 audiovisual units, 1,273,105 microform units, and 1,890 maps. The Library also features a collection of "Alabamiana" located in the Alabama Gallery.

The use of familiar as well as emerging technologies has allowed the Library to support both JSU's distance education programs as well as to make available resources for research and study through the Internet. The Library employs a Distance Education/Electronic Resources Manager who is responsible for the planning, implementing, and evaluating of Library resources and services addressing the information needs of the distance learning community. In addition, the Library Instructional Services Coordinator manages the Library Instruction Program with assistance from all the subject specialist librarians.

In addition to the numerous web-based electronic database subscriptions, the Library has digitized non-book reserves facilitating web access and remote

downloading. Approximately 300 reserve documents have been made available in this way and are accessible through the Library's integrated system, Voyager.

The 2001 HCL General Satisfaction Survey revealed a mean response score of 4.31 (on a 5-point Likert Scale with 5 being optimum) to the question "How easy was the library to use today?" (This survey employed the manual *Measuring Academic Library Performance: A Practical Approach,* by Nancy Van House, 1990).

The 2002 HCL General Satisfaction Survey revealed that 83 percent of patrons rated the Library's overall ease of use as "mostly easy or very easy." Seventy-four percent of respondents to the 2000-01 Graduate Studies Completer Survey "agreed or strongly agreed" that access to Library resources and services for off-campus students is adequate. Seventy-eight percent of respondents to the Fall 2001 Faculty Survey "agreed or strongly agreed" that distance learning and students with off-campus locations have adequate access to Library resources and services.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

Each institution must develop a purpose statement for its library and other learning resource services.

The mission of HCL is to provide information services and bibliographic resources to support the scholarly and informational needs of the University community. In doing so, the Library strives to reflect the various academic curricula first, with secondary emphasis on faculty research and statewide resource sharing.

The Library serves students, faculty, administration, and staff of the University both on-, and off-campus. Resources are also available to the local community,

businesses, schools, and Alabama libraries, thereby contributing to the educational, cultural and economic well-being of the area.

Librarians work in partnership with the academic departments to enhance the learning experience outside the classroom. Library instruction, reference, database searching, circulation of books and reserve materials, interlibrary borrowing, and audiovisual services contribute directly to the faculty's pedagogic success. To strengthen its role as the academic hub of the University, the Library concentrates on being more user-friendly in terms of access to its collections and services.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

The library and other learning resources must be evaluated regularly and systematically to ensure that they are meeting the needs of their users and are supporting the programs and purpose of the institution.

The HCL Annual Report describes the status of each objective listed in the Library's Five-Year Plan, which relates directly to the Library's mission and purpose. Those objectives attained are noted and evaluated. Those in progress show the degree of completion and future plans for continuation or revision.

The University Librarian coordinates the assessment process. Assessment data are obtained in the annual Library General Satisfaction Survey conducted each spring and the Faculty Survey conducted every five years. Data are also available from the University's Graduating Senior Survey, Graduate Studies Completer Survey, Alumni Survey, and College Student Experiences Questionnaire (CSEQ). Comparative data are available from the National Center for Education Statistics and Minter Associates biennial publication of library statistics. These sources are useful for assessing the

Library within its national, regional, and statewide peer groups. Collection assessments are conducted by subject on a rotating basis and are kept in the Library.

Assessment results are analyzed and cycled into the Five-Year Plan, where needed, in the form of annual objectives. Weaknesses in the collection, as identified by the assessments, are addressed based on prioritized need and as allowed by budgetary resources.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

Learning resources and services must be adequate to support the needs of users.

All JSU departments and colleges have reported through the unit reports that both students and faculty have adequate access to primary, secondary, bibliographic, and non-print collections to support curriculum and degree programs. With respect to Library collections and databases, all departments and colleges reported satisfaction with the services provided by the Library, with the exception of Environmental Programs in the College of Arts and Sciences. The Library collection is currently being updated to adequately serve this new program.

Students responding to the 2000-01 Graduate Studies Completer Survey provided the following responses regarding library learning resources and services. As reflected in Table 5.1.1.1 on the following page, these resources and services were judged to be adequate.

Table 5.1.1.1
2000-01 Graduate Studies Completer Survey
Library Resources and Services Ratings

Item Evaluated	Percentage "agreed or strongly agreed."
Library services are satisfactory	86
Periodicals collections are adequate	79
Book collection, including reference works, is adequate	80
Library resources and services for off-campus students are adequate	74
Interlibrary loan services are adequate	62

The 2001 HCL Faculty Survey indicated that 87 percent "agreed or strongly agreed" that the Library's resources pertaining to specific fields of study were adequate to support undergraduate courses. Sixty-eight percent of the graduate faculty "agreed or strongly agreed" that the Library's resources pertaining to their field of study were adequate.

Eighty-four percent of students responding to the Spring 2002 Student Survey "agreed or strongly agreed" that the Library's resources in their major/program/discipline were adequate to support undergraduate course. Eighty-three percent of graduate students responding to the HCL 2001 Student Satisfaction Survey indicated that the Library's resources were adequate to support graduate courses in their major/program/discipline.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

Of more importance are the quality, relevance, accessibility, availability and delivery of resources and services, and their actual use by students, regardless of location. These considerations must be taken into account in evaluating the effectiveness of library and learning resource support.

Departments and colleges reported that the "quality, relevance, accessibility, availability, and delivery of resources and services, and actual use by students" are adequate. The databases are accessible through the University web site and are readily available to off-campus students. There is a high level of satisfaction with the adequacy and accessibility of the library collection shared among the colleges of JSU. One exception was the Department of Psychology whose faculty reported that access to databases by off-campus students was inadequate. However, upon further reflection, they attributed this concern to the lack of full utilization of the resources available due to the newness of the system.

The 2000-01 Graduate Studies Completer Survey indicated that 80 percent of respondents "agreed or strongly agreed" that the book collection, including reference works is adequate, while 71 percent "agreed or strongly agreed" that the periodical collections are adequate.

The Spring 2002 Student Survey indicated that the Library provides adequate support for off-campus courses, regardless of the method of instruction or delivery. Eighty-four percent indicated that distance learning and students at off-campus locations have adequate access to Library resources and services. The Graduating Senior Survey revealed that 82 percent of students that have utilized the Library were "satisfied or very satisfied" with the service provided.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

Priorities for acquiring materials and establishing services must be determined with the needs of the users in mind.

Priorities for establishing services are set in the Library's Five-Year Plan. Every resource request, which is related to an objective included in the Plan, is prioritized by the University Librarian. Priorities for acquiring materials are determined based on the needs cited in the collection assessments and as required to support new programs. Faculty and student input is an important part of this process. This process is documented in the HCL *Collection Management and Development Policy.*

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

5.1.2 Services

Each institution must ensure that all students and faculty members have access to a broad range of learning resources to support its purpose and programs at both primary and distance learning sites.

Through the use of electronic access, document delivery, and cooperative agreements with the Network of Alabama Academic Libraries (NAAL), the HCL is able to provide access on campus and at a distance. The Library is a twelve-story structure divided into eight subject area collections. Each subject floor has a reference, periodical, microfilm, and circulating collection arranged by the Library of Congress classification. Reclassification of the Dewey classified items was completed in 1999. Each floor is managed by a subject specialist librarian who is responsible for collection maintenance and development, reference, instruction, and liaison communications for the disciplines represented on that floor. The Library also houses a music lab, a "smart" classroom, and a conference center. Distance learning/remote site users have access

to all web-based services. The Library's catalog, reserved readings, individual circulation records, bibliographic databases (including proprietary full-text articles), Interlibrary Loan (ILL) requests, and book ordering request forms can be accessed from remote sites. Non-book reserve readings were placed on-line at the end of 2001. All users with Internet access can use these services from anywhere in the world. The Distance Education/Electronic Resources Manager coordinates distance education services.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

Basic library services must include an orientation program designed to teach new users how to access bibliographic information and other learning resources.

Emphasis <u>should</u> be placed on the variety of contemporary technologies used for accessing learning resources.

Orientation is coordinated by the Library Instruction Coordinator, who schedules and assigns bibliographic instruction for all English Composition 101 and 102 classes. The Library Instruction Coordinator also encourages and schedules instruction sessions for upper division classes. These classes are usually taught by subject specialist librarians who provide details about specific resources for the discipline. Library faculty are available (in person, via telecommunication, etc.) to provide instruction to JSU students and faculty at off-campus sites. In 2000-01, there were 193 library instructional sessions taught reaching 4,537 students. A virtual tour is available on the Library web site to enable users to view the Library. In addition, a virtual tutorial is available to assist users in learning how to use the Library. The Fall 2001 Faculty

Survey indicated that 91.5 percent "agreed or strongly agreed" that the Library provides

adequate opportunities for faculty and student instruction in the use of Library

resources, including on-line resources. Administrator agreement on the above

statement was 100 percent. The 2001 HCL Faculty Survey showed that 93.8 percent of

the users of the Library virtual tour (on-line) felt the instruction was "adequate/good/

excellent." The 1999-00 Graduating Senior Survey indicated that 84.3 percent of the

students were "satisfied or very satisfied" with the library. The 2000-01 Graduating

Senior Survey indicated that 86 percent "agreed or strongly agreed" that the Library's

services (e.g. orientation, bibliographic searches, catalogs and indexes) are

satisfactory.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

Libraries and learning resource centers must provide students with opportunities to learn how to access information in different formats so that they can continue life-long learning.

The HCL provides a wide range of individual and group instruction to include

electronic information retrieval via computer. In addition, Library staff offers students,

faculty, and staff individual and classroom instruction in utilization of the Library. Print

indexes, manuscript-locating aids, bibliographies, and other access tools are part of the

Library's collection and are included in the individualized teaching and group instruction

provided by the Library.

Several departments have incorporated a library orientation into their core

courses. In addition, Learning Skills (LS 104), a three-hour course offered through the

Academic Center for Excellence (ACE) program, includes a library orientation with exercises involving the utilization of Library resources.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

Librarians must work cooperatively with faculty members and other information providers in assisting students to use resource materials effectively.

Libraries and learning resource centers <u>should</u> provide point-of-use instruction, personal assistance in conducting library research, and traditional reference services.

This <u>should</u> be consistent with the goal of helping students develop information literacy – the ability to locate, evaluate, and use information to become independent life-long learners.

The Library Instruction Coordinator works with individual professors in arranging for librarians to provide instruction in effectively using the Library on-campus and/or through the Internet. Each academic department has designated a library liaison that is the main departmental contact with the Library. Subject specialists work closely with their academic departments, in some cases attending departmental meetings. The University Library Council advises the University Librarian of faculty and student concerns. The Distance Education/Electronic Resources Manager consults, advises, and assists faculty and students at each remote site. A Library Resource Center is being established at the Gadsden Center.

The HCL provides personal assistance through several services. The general reference desk located on the 2nd floor of the Library is staffed 87 hours per week, rotated among the staff librarians. Subject specialist librarians offer assistance on the eight subject floors. An Electronic Reference Desk is available at

http://www.jsu.edu/depart/library/graphic/vrd.htm or (256) 782-8034. Users may request assistance and service from any faculty librarian in person, by telephone, E-mail, fax, or on-line through the Library's web site. A relay service through the operator is available for receiving and answering calls from users with disabilities.

Faculty librarians also regularly consult and provide services outside the facility, including faculty office visits, classroom presentations and instruction, and public and civic presentations.

The 2001 HCL General Satisfaction Survey indicated that users rated the Library 4.31 (on a 1-5 Likert scale) relative to "ease of use." The 2001 HCL Faculty Survey indicates that 92 percent of faculty "agreed or strongly agreed" with the statement, "I receive appropriate staff assistance when I use the Library." The 2001 HCL Faculty Survey indicated that 76 percent rated the instruction in the use of the Library in conjunction with classroom needs as "good or excellent."

The HCL's web page is designed to teach users life-long skills in how to access information. In addition, instruction by the Library staff is designed to teach the user how to create searches and how to use catalogs and databases. The emphasis is not only on helping the user find the answer to information or research need, but understanding the logic of a search and to evaluate the results. The Library is staffed with 15 librarians and 19 support staff who are dedicated to teaching and assisting users to utilize Library resources throughout their lives.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

Adequate hours must be maintained to ensure accessibility to users.

Professional assistance <u>should</u> be available at convenient locations during library hours.

For the 2001-02 academic year, the Library was open according to the following schedule:

Fall and Spring Semesters (87 hours/week):

Monday – Thursday	7:30 am – 11:00 pm
Friday	7:30 am – 4:30 pm
Saturday	9:00 am – 5:00 pm
Sunday	3:00 pm – 11:00 pm

May and Summer Semesters (71 hours/week):

Monday – Thursday	7:30 am – 9:00 pm
Friday	7:30 am – 4:30 pm
Saturday	9:00 am – 1:00 pm
Sunday	5:00 pm – 9:00 pm

Library hours are available on the web site and by telephone. Hours are updated weekly and are accessible at any time. University holidays and amended schedules are posted on doors and at the circulation desk prior to those dates.

Library hours have been extended twice in the past 12 years to better serve users. To accommodate students enrolled in marathon sessions, the Library remained open during weekends between the May, Summer I and Summer II terms. As more of the Library's resources are available through the Internet, they become accessible around the clock, thereby reducing the demand for extensive operating hours, other than to serve as a study hall or computer lab for students.

The Fall 2001 Faculty Survey showed that 90.9 percent of the faculty felt the Library's weekday hours were "adequate/good/excellent." The Library's weekend hours

were rated "adequate/good/excellent" by 81 percent of the faculty. In the Fall 2001

Administrators Survey, 81 percent of those responding believed that the schedule of

hours for the Library is adequate for the needs of the University, while the Spring 2002

Student Survey showed 86 percent in agreement with the adequacy of Library hours.

The 2000-01 Graduate Studies Completer Survey indicated that 81 percent "agreed or

strongly agreed" that the hours of service are adequate for student needs.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

Library collections must be cataloged and organized in an orderly, easily accessible arrangement following national bibliographical standards and conventions.

The Library catalogs books, periodicals, electronic resources, microforms, music

scores, audiovisual materials, and government documents using the Library of

Congress (LC) Classification System. The last of the items classified in the Dewey

Classification System were converted to LC in 1999. The periodicals, microforms,

reference, and circulation collections are separated into distinct locations on each

subject floor with the materials shelved by LC call number. Excluding the 8th floor which

houses administrative offices, the collection runs from the 2nd floor to the 10th floor in LC

alphabetical order with the exception of Z (bibliography and library science) on the 2nd

floor, GV (sports and recreation) on the 5th floor, and K (law) on the 10th floor. There is

a floor directory/reference map located on each floor and in each of the Library's three

elevators.

The 2001 HCL General Satisfaction Survey indicates that 83 percent of respondents rated the Library's ease of use as "mostly or very easy."

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

Students and faculty must be provided convenient, effective access to library resources needed in their programs.

All JSU departments and colleges have reported through the unit reports that both students and faculty have adequate access to primary, secondary, bibliographic, and non-print collections to support curriculum and degree programs. Remote access to electronic resources is available twenty-four hours, seven days a week.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

Convenient, effective access to electronic bibliographic databases, whether on-site or remote, must be provided when necessary to support the academic programs.

All subscription electronic databases are readily accessible on the Library web site. Many additional databases provided through the Alabama Virtual Library are also available to the JSU community through the Library's web site. A remote authentication program, EZ Proxy, has been installed on a Library server in order to provide easy access to restricted (licensed for use by JSU students and personnel) databases from home computers or distance locations.

The HCL's 2000-01 Faculty Survey revealed that 73 percent of faculty found on-line bibliographic resources to be "good or excellent." The 2000-01 Graduate Studies

Completer Survey revealed that 74 percent of graduate students "agreed or strongly

agreed" that access to Library resources and services for off-campus students is

adequate. The Fall 2000-01 Faculty Survey revealed that 82 percent "agreed or

strongly agreed" that, "the Library provides access to an adequate number of

professional journals in my teaching field and areas of scholarly interest." The Fall 2001

Student Survey indicated that 84 percent "agreed or strongly agreed" that "Distance

Learning and students at off-campus locations have adequate access to library

resources and services."

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

Libraries and other learning resource centers must have adequate physical facilities to house, service and make library collections easily available; modern equipment in good condition for using print and non-print materials; provision for interlibrary loan services designed to ensure timely delivery of materials; and an efficient and appropriate circulation system.

Libraries should provide electronic access to materials available within their own system and electronic bibliographic access to materials available elsewhere.

At present the Library has adequate facilities on campus to house and maintain

the Library's collections. Microform readers/printers, audiovisual hardware, computer

work stations, photocopiers, and networked laser printers are available. Interlibrary loan

(ILL) services are deemed adequate with a request return of 24 hours or sooner for in-

state materials. ILL requests can be submitted by phone, printed form, or electronically

through E-mail or WorldCat. Requests are processed promptly. The Library utilizes the

Voyager Integrated Library System, which includes a circulation module. Electronic

reserve items are made available through the Docutek ERes System, which is

integrated into the Voyager system. The System also accommodates the generation of specialized information management reports. The circulation system was first automated through the NOTIS ILS in 1990.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

5.1.3 Library Collections

Institutions must provide access to essential references and specialized program resources for each instructional location.

Faculty and students on campus have ready access to the Library's holdings and to a variety of electronic databases. Remote sites are required to have a Library Resource Center that supplies at least a ready reference collection and Internet access. Through the Library's web site, currently enrolled students may link to the entire Library catalog or any of the 124 other electronic databases—93 of which have full-text capability—to which the Library subscribes. A Library web page "Essential References," http://www.jsu.edu/depart/library/graphic/essref.htm, lists and links full-text ready reference sources on the web for use by students and faculty at any location. Any specialized program resources along with the URL must be identified in individual course syllabi. The Distance Education/Electronic Resources Librarian and subject specialist librarians coordinate these listings with individual faculty.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

Access to the library collection must be sufficient to support the educational, research, and public service programs of the institution.

The Library is open 87 hours per week during the fall and spring semesters and 71 hours per week during May and summer semesters, providing ample access to the Library collection. All stacks are open; that is, patrons may browse the shelves at any time. The one exception is the Alabama Gallery, a comprehensive collection that is secured; however, patrons may request entry during posted hours and may browse through this collection as well. According to the HCL Policy Manual (Section VI), undergraduate students may check out up to 25 books for a two-week period and graduate students may check out up to 50 books for one month; students may renew books up to three times without staff intervention. Faculty may check out books for an entire academic year. In addition, the Library's web site provides around-the-clock on-line access to its catalog and other electronic databases.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

The collections of print and non-print materials must be well organized.

All print and non-print materials are cataloged and shelved according to the Library of Congress Classification system. Patrons may easily access the Library's web-based catalog by using available computers to locate materials.

In the 2001 HCL Faculty Survey, respondents from all departments regard the collections of print and non-print materials well organized and adequate.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

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Institutions offering graduate work must provide library resources substantially beyond those required for baccalaureate programs.

The HCL *Collection Management and Development Policy* (<http://www.jsu.edu/depart/library/graphic/cmd.pdf>) recommends goal levels for each of the collection's subject areas—roughly corresponding to academic departments. The goal levels depend on the level of course offerings and degree programs in each area— that is, collections which support graduate programs have a higher goal level (3c collection depth rating) than those which support only undergraduate programs (3a or 3b collection depth rating). A subject specialist librarian assesses each subject's collection approximately every five years. The most recent assessments indicated that some collections' ratings do not meet collection goal levels. Many of these ratings should be substantially improved when new assessments are completed, since the majority of the electronic databases have been added during the past five years. Collections that had a less-than-ideal rating because of a lack of journal holdings have benefited from recent database subscriptions. Graduate students and faculty who need very specialized texts or journals for research make use of ILL services.

In most cases, teaching faculty and researchers are very satisfied with the collection pertaining to their specific discipline. Several programs, such as music, have earned national accreditation even though their collections have not yet been assessed at ideal levels. However, in the case of some programs and concentrations—such as emergency management, environmental science, and geographic information systems—which have only recently been instituted, Library personnel are working

diligently with the appropriate academic units to build these collections. Other units are

seeking national accreditation for certain programs—for instance, public

administration—and are also working with their subject librarians to strengthen their

collection.

Subject librarians continue to work with faculty in all departments to improve

each collection by allocating resources to areas of greatest need. On rare occasions,

one-time funds are committed to expand the Library collection to support a new

program; this was the case with the newly approved master's degree in Systems and

Software Design. However, the acquisition of new collections that brought the number

over and above the requirements for the graduate program was completed in the

summer of 2001.

The 2000-01 Graduate Studies Completer Survey revealed that 80 percent of

graduate students "agreed or strongly agreed" that the book collection, including

reference works, is adequate.

Conclusion: The committee finds that Jacksonville State University is not in
compliance.

Recommendation: The committee recommends that the University demonstrate that
library resources for graduate programs are substantially beyond those required for
baccalaureate programs.

Suggestion: None

**Librarians, teaching faculty and researchers must share in the development of
collections, and the institution must establish policies defining their involvement.**

The HCL *Policy Manual* and *Collection Management and Development Policy*

(<http://www.jsu.edu/depart/library/graphic/policies.htm>), along with the *Faculty*

Handbook, define the faculty's and researchers' roles in collection development. The

Head of Library Services instituted a formal Departmental Liaison system in 1998, whereby one faculty member in each department is designated the Library Liaison. Each department's Library Liaison receives bibliographies and reviews from their subject librarian, surveys the faculty, and forwards faculty requests and recommendations to the subject librarian. Individual faculty members may also submit requests to their subject librarian or directly to the Acquisitions Librarian. Subject specialist librarians, through their written collection assessments, point out areas of weakness in the collection and strive, with faculty input, to purchase materials to strengthen those areas.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

Each library or learning resource center must have a policy governing resource material selection and elimination, and <u>should</u> have a procedure providing for the preservation, replacement, or removal of deteriorating materials in the collection.

The HCL *Collection Management and Development Policy* (p.12) considers the following criteria for selection: Scope; Content; Authority; Currency; Reliability; Comparison with similar resources; Special features/problems; Technical support; and Cost. The following criteria (p.14) govern elimination of resources: missing materials; physical condition; obsolescence of information; multiple copies; later editions; government document *Instructions to Depositories*; and superseded works.

The *Collection Management and Development Policy* outlines criteria for selection, elimination, preservation, replacement, and removal of resource material. Procedures for preservation fall into two categories: mending/repair and binding.

Books for mending/repair, identified at the circulation desk or by stack personnel, are checked out to "Mending," and are sent to Technical Services where repairs are done. Periodical binding is picked up by the subject librarians and routed to the Serials Department, where they are picked up by the bindery. Single pieces are either identified for binding in Acquisitions when they arrive, and are included in the next bindery shipment, or else referred by Circulation or Mending as pieces that must be rebound. They, too, are checked out to "Bindery" and included in the next shipment. Replacement and/or removal criteria are covered in each subject section of the *Collection Management and Development Policy.*

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

5.1.4 Information Technology

Institutions <u>should</u> supplement their traditional library with access to electronic information.

Where appropriate, institutions <u>should</u> use technology to expand access to information for users at remote sites, such as extension centers, branch campuses, laboratories, clinical sites or students' homes.

The institution must provide evidence that it is incorporating technological advances into its library and other learning resource operations.

Over the past five years, the Library has migrated from a mainframe-based integrated catalog/circulation/acquisitions/serials/cataloging system to a web-based system employing an internal network server. The ILL system developed from a FAX copying to a workstation-based Internet transmission. An image-based reserve reading system was purchased, whereby reserve materials can be scanned and placed on a

dedicated server for access through the Internet. Over 100 bibliographic databases, most providing full-text articles, are accessible from the Library web site. Equipment for an interactive lab for web-based instruction has been acquired and installed.

Users at remote sites have access to all the aforementioned web-based services. The Library's catalog, individual circulation records, bibliographic databases, including proprietary full-text articles, ILL requests, and book ordering request forms can be accessed from remote sites. Reserve readings have been on-line since the end of 2001. All remote users with Internet access can use these services from anywhere in the world.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

5.1.5 Cooperative Agreements

Cooperative agreements with other libraries and agencies <u>should</u> be considered to enhance the resources and services available to an institution's students and faculty members.

However, these agreements must not be used by institutions to avoid the responsibility for providing adequate and readily accessible library resources and services.

The HCL participates in NAAL that promotes resource sharing among academic libraries supporting graduate programs in Alabama. The Network provides free priority interlibrary loans, supports collection sharing, supports consortia pricing for database subscriptions, and shares training programs for library personnel. The Network has been instrumental in providing reasonable-cost access to bibliographic databases and

fast, efficient interlibrary loan service and has been used to enhance, rather than avoid, providing services.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

Cooperative agreements must be formalized and regularly evaluated.

An advisory council consisting of participating library personnel evaluates the activities of NAAL annually. Each year the council revises the agreement and budget.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

5.1.6 Staff

Libraries and other learning resources must be adequately staffed by professionals who hold graduate degrees in library science or in related fields such as learning resources or information technology.

All of JSU's librarians hold graduate degrees in library science or library and information science from institutions accredited by the American Library Association (ALA). Several also hold additional master's degrees in other disciplines, and one holds a PhD in the subject specialty. The names of JSU's 15 librarians, along with degree information, are listed in the instructional roster. Credentials, including official transcripts, are required before hiring and are kept on file in the office of the Vice President for Academic and Student Affairs (VPASA).

In 1998, the ratio of librarians to total student FTE (12-month enrollment) was 1:376. A comparison with 11 peer institutions in the Southeast (all designated as

Master's—Comprehensive--Universities and Colleges I with enrollment in the range of ±20% that of JSU's) shows a range between 1:368 at the University of West Florida and 1:742 at Norfolk State University, with an average of 1:509. Indeed, out of the 12 institutions considered, JSU had the second-lowest faculty-to-student ratio (see Table 5.1.6.1). In addition, over 91 percent of the faculty responding to the Fall 2001 Faculty Survey indicated that they "agreed or strongly agreed" that they "receive appropriate staff assistance" when using the Library, and the 2001 HCL General Satisfaction Survey indicates that the average rate of satisfaction among students, faculty, and staff combined was 4.18 on a 5-point scale ranging from 1 (not at all satisfied) to 5 (very satisfied). The above statistics indicate that the Library has adequate professional staff to meet the requirements of the students and faculty of the University. Table 5.1.6.1 provides data with other comparable institutions.

Table 5.1.6.1
Librarian-to-Student Ratios

INSTITUTION	LIBRARIANS per TOTAL FTE 12-MONTH ENROLLMENT
University of West Florida	1:368
Jacksonville State University	**1:376**
State University of West Georgia	1:483
McNeese State University	1:510
Morehead University	1:519
Nicholls State University	1:535
Troy State University	1:537
Jackson State University	1:551
Northwestern State University of La.	1:552
Murray State University	1:657
Grambling State University	1:693
Norfolk State University	1:742
AVERAGE	**1:543**

Ratios derived from data obtained from *Academic Library Peer Comparison Tool* <http://nces.ed.gov/surveys/libraries/academicpeer/index.asp

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

In exceptional cases, outstanding professional experience and demonstrated competence may substitute for this academic preparation; however, in such cases, the institution must justify the exceptions on an individual basis. Because professional or technical training in specialized areas is increasingly important in meeting user needs, professionals with specialized non-library degrees may be employed, where appropriate, to supervise these areas.

The HCL does not employ librarians who do not hold an ALA-accredited MLS or MLIS degree. The Library employs an Instructional Media Specialist with a MS in Education to supervise the Audio-Visual Center, and a Data Communications Network Specialist with a BS in Computer Engineering to maintain the automated systems and services.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

The number of library support staff members must be adequate.

Qualifications or skills needed for these support positions should be defined by the institution.

The Library's support staff to student ratio and its ratio of total staff to total circulation transactions, as noted in Table 5.1.6.2, fall well within the range of the University's peer institutions, and are in fact lower than average for this group. The Fall 2001 Faculty Survey indicated that the faculty responding believe the number of staff to be excellent (20 percent), good (22 percent) or adequate (37 percent). The 2000-01 Graduate Studies Completer Survey indicated that 80 percent of graduate students agreed or strongly agreed that the Library provides adequate personnel to meet student

needs. This, in addition to the approval ratings by both students and faculty mentioned above, indicates that the Library employs adequate support staff (19) and librarians to serve the needs of the University.

The University defines the qualifications and skills required for each of the support positions in the job description, which is kept on file in the Office of Human Resources.

Table 5.1.6.2
Staff Ratios

Institution	Support Staff: FTE 12-month Enrollment	Total Staff: Total Circulation Transactions
University of West Florida	1:210	1:2271
Morehead State University	1:250	1:3078
Murray State University	1:274	1:1719
Jacksonville State University	**1:326**	**1:1696**
Grambling State University	1:382	1:1116
Nicholls State University	1:396	1:1451
State University of West Georgia	1:451	1:1951
Troy State University	1:467	1:1313
Norfolk State University	1:477	1:1358
McNeese State University	1:510	1:9700
Northwestern State University of La.	1:598	1:1401
Jackson State University	N/A	1:9740
Average	**1:394**	**1:1608**

Ratios derived from data obtained from *Academic Library Peer Comparison Tool*
<http://nces.ed.gov/surveys/libraries/academicpeer/index.asp>

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

Organizational relationships, both external and internal to the library, <u>should</u> be clearly specified.

Institutional policies concerning faculty status, salary and contractual security for library personnel must be clearly defined and made known to all personnel at the time of employment.

HCL is under the Division of Academic and Student Affairs, and the University Librarian reports to the VPASA. The Library's organizational chart describes the relationship of positions within the Library.

The job description defines the qualifications and skills required for each of the different support positions. These are on file in the Office of Human Resources.

Library faculty have the same status, salary scale, and contractual requirements as teaching faculty. Both the *Faculty Handbook* and individual contracts state this information. The University Librarian explains these policies to all candidates at the time of their interview. All newly hired faculty receive a copy of the *Faculty Handbook* at their mandatory orientation session, and the various faculty policies are explained and discussed. The department head briefs new librarians on reporting procedures and the criteria for professional effectiveness.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

5.1.7 Library/Learning Resources for Distance Learning Activities

For distance learning activities, an institution must ensure the provision of and ready access to adequate library/learning resources and services to support the courses, programs and degrees offered.

The HCL provides distance education services as a part of its regular library services. These services include access to JSU catalogs and holdings.

Electronic materials are made available through the Library web site. Access to electronic materials is available to students wherever they can access the Internet. Mail

delivery of materials in hard copy can be requested through the web site and reference

questions can be posed via E-mail. Book order requests, library instruction requests,

and interlibrary loan requests can be made via on-line forms. The JSU Library catalog,

other library catalogs, circulation information, pathfinders, subject lists of websites, and

reserve reading lists all are accessible from the web page. Equipment for an image-

based on-line reserve reading system has been installed. The system provides full-text

reserve readings on the Internet, which can be accessed by distance learners. Over

100 on-line databases, most including full-text of journal articles, are accessible from

the Library web site. A Library Resource Center at JSU-Gadsden has been established

and is primarily limited to business reference materials. The Distance

Education/Electronic Resources Manager and the JSU Gadsden Director has

established a regular visitation schedule.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

The institution must own the library/learning resources, provide access to electronic information available through existing technologies, or provide them through formal agreements.

Such agreements <u>should</u> include the use of books and other materials.

The HCL provides a document delivery service for JSU Library-owned materials

requested by off-campus students. Other services offered by the Library include:

access to electronic materials; mail delivery of materials in hard copy or via E-mail;

access to on-line book order requests, library instruction, and ILL requests; and access

to JSU and other state university library catalogs and holdings. Currently, over 100 on-

line databases, many which include full-text articles, are accessible through the Library web site. Internet access to full-text reserve resources is available.

The Fall 2001 Faculty Survey revealed that 78 percent of faculty "agreed or strongly agreed" that distance learners and students at off-campus locations have adequate access to library resources and services. The Spring 2002 Student Survey results indicated that 84 percent of students "agreed or strongly agreed" with this assessment.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

The institution must assign responsibility for providing library/learning resources and services and for ensuring continued access to them at each site.

The University employs a Distance Education/Electronic Resources Manager to aid students with questions and information on distance education services offered by the University. The Distance Education/Electronic Resources Manager also evaluates and suggests means of improving University distance learning services. Specifically, the Manager, in collaboration with the department/college, identifies programs that benefit from remote services, identifies library services appropriate to these programs, develops procedures for implementing new services, and promotes the use of remote services. The University also has a Department of Distance Education that often coordinates with Library distance learning services and activities.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

When formal agreements are established for the provision of library resources and services, they must assure access to library resources pertinent to the programs offered by the institution and include provision for services and resources which support the institution's specific programs–in the field of study and at the degree level offered.

The NAAL agreement facilitates supplemental support for all levels of students and degree programs offered at JSU. In particular, the agreement enables the Library to support upper-level undergraduate and graduate programs. The Distance Education/Electronic Resources Manager has developed a core collection for the Resource Room at the JSU-Gadsden Center.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

5.2 INSTRUCTIONAL SUPPORT

To support its curriculum, each institution must provide a variety of facilities and instructional support services (e.g., educational equipment and specialized facilities such as laboratories, audiovisual and duplicating services, and learning skills centers) which are organized and administered so as to provide easy access for faculty and student users.

They must be adequate to allow fulfillment of the institutional purpose and contribute to the effectiveness of learning.

These requirements apply to all programs wherever located or however delivered.

According to the University's mission statement, JSU "…strives to balance academic challenges with a range of support services for students' academic, career, and personal goals." The University is committed to providing appropriate instructional facilities and resources to assure that students have experience with the most recent technology.

The University provides a variety of facilities and instructional support services necessary for a quality educational experience. The University strives to ensure the adequacy of facilities, equipment, services, personnel, and fiscal support to the JSU community and specialized services and facilities to individual departments.

Several service-oriented divisions/departments serve all colleges/departments with instructional support services. These departments include the Data Systems Management Division (DSMD), additional resources located in the HCL, the Department of Distance Education, and the Print Shop.

Data Systems Management Division

The DSMD supports the University's telecommunication needs through a network infrastructure that allows the University community to communicate using voice

and electronic data. Computer labs located at strategic locations around campus provide students with computers and peripherals necessary to facilitate completion of their assignments. These labs provide students access to a web-based E-mail system that allows easy access to other students and faculty. The network provides access to resources provided by the University Library and to the Internet for research purposes. All students, full-time faculty, and staff are offered E-mail accounts free of charge to facilitate communications. The University-operated telephone switch provides the necessary telephone services to facilitate communication between students, faculty, and staff as well as with the external community. These services include voice mail and caller ID. DSMD also provides support for the Blackboard server that is used to support distance learning courses and web-enhanced courses that need on-line support.

Additional Resources Located in Houston Cole Library

Within the Library, the Audiovisual Center (AVC) supports the University's instructional curriculum requirements by maintaining, circulating, and delivering a variety of informational media and equipment. Faculty can reserve overhead projectors, VCR's, television monitors, LCD panels, slide projectors, opaque projectors, laptop computers, multimedia projectors, an Elmo visual presenter, sound systems, tape recorders, digital imaging equipment, and an assortment of software to be used with the aforementioned equipment. AVC also maintains a collection of videotapes, kits, 16mm films, filmstrips, and slides that are available for faculty use in the classroom. AVC personnel help faculty to develop presentations and provide media services, such as lamination, and production of overhead transparencies, audiotapes, videotapes, and PowerPoint computer presentations. Equipment is delivered to classrooms on-campus

and checked out to faculty for off-campus use. Additionally, the AVC provides downlink teleconferencing on the 11th floor of the Library.

A computer lab located on the 10th floor of the Library is available to students. In addition to Internet access, the computers are loaded with MS Office application software. Duplicating services in the Library include eight public-access photocopy machines, seven microfilm reader-printers, and two LaserJet networked printers. Numerous microfilm/fiche readers and computer workstations located though out the Library and are available for student use. The Library houses a smart classroom equipped with an LCD projector, instructor's control panel, and a COMWEB system attached to 25 workstations. The music listening room has audio equipment and collections to support the music curriculum.

Department of Distance Education

The Department of Distance Education provides a variety of support services and programs. Among these are videoconferencing equipment, the College-by-Cassette program, and on-line courses. The University has made a commitment to videoconferencing with workshops conducted throughout the year. JSU has equipped nine sites with videoconferencing equipment: two are located on the main campus and seven are off-campus. A Multipoint Control Unit (MCU) is used to connect the nine University-affiliated locations. Each location is considered to be a teaching site. The network makes use of dedicated T1 lines to each separate location. In addition, the system can also contact off-network sites. The system consists of VTEL Enterprise 5000 Series 232 TCD dual 32" S-Video Monitor Team Conferencing equipment. Each site has a VTEL roll-about unit consisting of the following: 35 inch monitors (2-3),

presenter camera, auxiliary camera, graphics/document stand, wireless keyboard, videocassette recorder, wireless microphone for speaker, eight push-to-talk microphones and a lavaliere microphone. Each site has a seating capacity for 25 students. The University has furnished three of the nine sites with new desks and chairs. In addition, each location has Internet access for use during lectures.

The interactive multimedia videoconferencing locations include two JSU sites, Marshall County Technical School, JSU-Gadsden, Bevill Manufacturing Technology Center, Oxford High School Media Center, Snead State Community College, Northeast Alabama Community College, and the Cherokee County Career and Technology Center. When not being used by JSU, sites may be used by school personnel to connect to other sites where ideas and information may be exchanged. Area businesses and industrial companies are also invited to participate in videoconferencing at JSU.

The College-by-Cassette initiative allows for the expansion of existing programs to meet the needs of under-represented populations. The University has made a major commitment to serving this student population through the College-by-Cassette program. Videocassette duplication facilities are located in the HCL. Videocassette editors are located in Self Hall as are stores of duplicated tapes. Two employees, under the supervision of the Director of Distance Education, are responsible for the duplication and distribution of the course materials.

The on-line initiative allows for the expansion of existing programs via the Internet. In August 2000, the University purchased the Blackboard E-learning software platform that delivers a user-friendly environment for on-line teaching and learning.

Blackboard workshops, both beginning and advanced, are conducted throughout the year by the Distance Education staff. Faculty members are able to use the Blackboard platform to create web-based and web-enhanced courses; an institutional license for Blackboard courses was purchased. In addition to the University web site <http://www.jsu.edu/depart/distance>, information on distance learning courses may be found on the Southern Regional Education Board (SREB) web site.

Print Shop

The Print Shop, a unit of the Institutional Advancement Division, aids instructional support by providing print services to include: lab manuals, textbooks, tests, surveys, questionnaires, letters, resumes, notebooks, maps, and newsletters, among others. This service is provided for all faculty, staff, students, campus clubs and organizations at JSU. The Print Shop has the capability to accept orders on-line and print directly to a Xerox 470 Digital copier. The digital copier is connected via fiber optics to the Internet.

Academic Departments

Individual academic departments also provide various types of instructional support for program delivery. Many departments provide overhead projectors, laptop computers, and LCD projectors for use in classrooms and several maintain advanced labs that are designed to meet the goals and objectives of the programs within that particular department (e.g., Nursing Arts Laboratory, Writing Lab, Instructional Services Lab, etc.).

The University strives to ensure the adequacy of facilities, equipment, services, personnel, and fiscal support. The 2000-01 Graduating Senior Survey results reflect the

following results as indicated in Table 5.2.1. Comparable results were reported by the

graduate students on the 1993-2001 Graduate Studies Completer Survey.

Table 5.2.1
2000-01 Graduating Senior Survey
Adequacy of Facilities, Equipment, Services, Personnel, and Fiscal Support

Item	Percentage Responding
Micro-computer facilities are adequate/more than adequate	85.9
Lab facilities are adequate/more than adequate	87.7
Library holdings are adequate/more than adequate for the major	92.0
Satisfied/very satisfied with availability of computers	73.3
Satisfied/very satisfied with library services	82.2
Satisfied/more than satisfied with College by Cassette	78.9
Satisfied/more than satisfied with Internet	81.2
Satisfied/more than satisfied with Video Conferencing	70.3

Of the twenty-nine academic departments responding to the question of

adequacy of their facilities and instructional support to meet the present needs of faculty

and students, 28 responded that their facilities were adequate, with two indicating that

office space was a concern, and one stated that facilities were inadequate due to

temporary displacement during building renovation.

Even though a few departments had concerns, the overwhelming majority

reported that their services and facilities were adequate. Most units offer faculty access

to secretarial support, supplies, copiers, and audiovisual equipment, either from within

the department/college or from other University units. Analysis of information provided

by the unit reports has been used to show the degree to which those reporting feel that

they have adequate instructional support and facilities. The ability of many of the

departments to maintain their national accreditation within their departments and

colleges further demonstrates the University's commitment to providing adequate facilities and instructional support.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

5.3 INFORMATION TECHNOLOGY RESOURCES AND SYSTEMS

An institution must provide evidence that it is incorporating technological advances into its operations.

Information technology resources must support the planning function and the educational program component of the institution at appropriate levels.

Information technology resources and systems are central to university life at JSU, and central to Information technology resources and systems is the DSMD. The organization of the Division includes four major areas of support: Academic Computing and Network Support, Applications Support, Telecommunications Support, and Systems Support.

Systematic planning is supported at the unit level and the University level by information technology resources and systems that are utilized in various stages of planning. The University mainframe computer, campus data communications network, and departmental personal computers provide hardware support for the planning process. Two of the major software systems developed by this Division that support planning include the University budgeting system that allows for multiple planning budgets, and the institutional effectiveness system used in developing Five-Year Plans, annual reports, and quarterly reports.

The University provides administrators, faculty, staff, and students with numerous information technology resources to support its educational programs and is integrating new technologies on a continuing basis. DSMD has expended a significant amount of funds for projects such as: installing of a network infrastructure, upgrading of data communications network, upgrading of campus Internet connection, upgrading of the University mainframe computer system, and upgrading of the University telephone

system. The University continues to upgrade personal computers in offices and academic computer labs throughout the campus, with totals now reaching more than thirty academic computing labs and approximately 1600 computer systems. Most systems have Internet capability. The facilities are available for academic instruction in computer science, academic computing in related fields of study, administrative data processing, and for faculty and student research.

A web-based E-mail system has been implemented and is available to students without charge. An Interactive Voice Response (IVR) system has been implemented to provide the capability for students to register for classes, check grades, check account balances, and make credit card payment from any location using a touchtone telephone.

The University mainframe is being used to register and clear students for on-line registration; inputting data from semester schedules; inputting budgets, purchase orders and travel; and accessing student records for advisement purposes. Information about the University and its various programs/departments is available on the University web site. The Student Access System on the University's web site is available to students for registration; viewing schedules, grades, course offerings, and fees owed; credit card payment of tuition and fees; and accessing Degree Audit Reports (DARS). Questions and requests for information can be E-mailed to the Office of Admissions and the Financial Aid Office. The Financial Aid Office electronically processes federal aid applications. Students may submit an electronic application for admission (both graduate and undergraduate) and may pay the application fee by credit card.

According to the most recent surveys, 74 percent of administrators and 70 percent of staff, either "agreed or strongly agreed" that DSMD keeps them informed concerning resources available on the JSU computing system. Eighty-two percent of administrators and 82.4 percent of staff "agreed or strongly agreed" that JSU provides adequate computer equipment to support administrative/staff functions. In the area of providing adequate computer facilities, 70.7 percent of faculty "agreed or strongly agreed" that DSMD adequately supports classroom use of the computer, and 84.7 percent "agreed or strongly agreed" that research activities are supported. The University faculty indicate through the survey that they have sufficient access to computing resources, microcomputers, and external networks, with 84.2 percent responding "agree or strongly agree."

Videoconferencing has been introduced at the University, with nine equipped sites. Numerous academic departments have initiated a College-by-Cassette program, offering courses via videocassette. The Blackboard system has been implemented for on-line courses over the Internet and a campus-wide imaging system is now available. The use of the Blackboard E-learning software has allowed a growing number of academic departments to offer on-line courses.

State-of-the-art equipment has been installed in the Learning Resource Center, Teaching/Learning Center, Multimedia Instructional Laboratories and Smart Classroom, incorporating new technologies into the operations of the Instructional Services Unit. The Nursing Arts Lab has a virtual simulator for intravenous administration. Many instructors throughout campus are using PowerPoint to enhance their presentations. There are numerous computer labs with Internet access for student and faculty use

throughout the campus. All instructors have personal computers, desktop and/or laptop, in their offices. Fax, copying, and Scantron machines are used throughout the campus.

New technology has been incorporated in a variety of ways throughout the University's academic and support departments: digital photography equipment has been installed in the Art Department; a new scanning electron microscope is being used in the Biology Department; computer-assisted instruction is being offered in the Departments of English, Learning Skills, and Music; Geotechniques, a concentration under the Geology major, is entirely computer-based; and numerous departments are using Blackboard instruction and the Smart Classroom to enhance their programs. The History and Foreign Language Department employs a computer-based digital language lab, which records students' vocal responses and offers instructors a variety of options for supplemental language learning exercises. Monarch is being used in the Business Affairs, Comptroller, Human Resources, and Purchasing offices. EMCS-NOVAR, a computerized energy monitoring control system, is used by the Physical Plant. The University Police have acquired new digital radios and have used federal grants to provide electronic links through the County Law Enforcement Network to other law enforcement and juvenile agency records. The Nursing Clinic is using computers to maintain statistical information on patients and to share this information with the Alabama Department of Public Health. The Athletic Department, in conjunction with College Sporting News, maintains an official web site to keep the public updated on all JSU athletic events. The NCAA Compliance Assistance Software is networked with the

financial aid, registrar, and admissions offices for efficient transfer of data into the system.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

Although the diversity of educational programs and goals will be a major determining factor in the selection of information technology resources by an institution, there must be a reasonable infusion of information technology into the curricula so that students exit with the fundamental knowledge and basic ability to use these resources in everyday life and in future occupations.

Institutions must provide the means by which students may acquire basic competencies in the use of computers and related information technology resources.

A reliable data network <u>should</u> be available so that students, faculty and staff may become accustomed to electronic communication and familiar with accessing national and global information resources.

Every program requires students to use information technology resources. Most require students to take an introductory computer course that presents concepts in computer hardware and software. The course is available in traditional classroom format or by Internet. It exposes students to theory and practical application of information technology, and incorporates hands-on experiences. Additionally, students must utilize information technology resources in other courses required for completion of a degree. Students have access to E-mail accounts and the Internet to enhance their competencies in utilizing information technologies.

The 2000-01 Graduating Senior Survey results indicated that 79.3 percent of these students considered their ability to access information to be "good or excellent," while 84.3 percent rate their ability to use the computer to search and retrieve data as

"good or excellent." This same survey shows that 79.6 percent considered their basic computer skills to be "good or excellent."

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

There must be provisions for ongoing training of faculty and staff members so that they may make skillful use of appropriate application software.

These requirements apply to all programs wherever located or delivered.

The University offers training for faculty and staff in the use of information technology resources through several different avenues. The Office of Continuing Education provides an extensive selection of computing classes that are available to all faculty and staff at a discounted fee. Members of the Academic Computing and Network Support staff provide one-on-one desk-side training to faculty and staff upon request and are available to assist the Office of Human Resources in providing training to faculty and staff in the use of computer hardware software. The Department of Distance Education provides training and support to faculty in the use of Blackboard for teaching on-line courses or supplementing classroom instruction, offering training at both the basic and advanced levels. Workshops are available for training in utilizing distance education through videoconferencing. On-line workshops and individual, one-on-one training are conducted in addition to videoconferencing workshops. The Academic Center for Excellence (ACE) technologist conducts workshops for faculty and staff to provide instruction on software used at the University.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

Policies for the allocation and use of information technology resources must be clearly stated and consistent with an institution's purpose and goals.
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The *Manual of Policies and Procedures* (IV: 08:01) contains information as to the responsibilities regarding computer services at JSU. The policy establishes general guidelines and procedures for the University in the area of acquisition of equipment and software and the utilization of the computer facilities. The policy also states that the DSMD has the responsibility for extending services through a wide range of computing facilities including microcomputers, word processing equipment, a central mainframe computer system and remote terminals with access to the mainframe via communication lines. This policy is consistent with the University's mission in that it provides support services for students' to achieve their academic goals, to produce broadly-educated, skilled graduates, and to enhance scholarly and service activities. This policy is designed to allocate computing resources and prioritize use for academic purposes so that maximum utilization of resources is provided to faculty and students.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

These policies must be evaluated regularly to ensure that academic and administrative needs are adequately addressed.

The Computer Users Advisory Committee has the responsibility for providing broad-based advisory information from the University community in the form of recommendations to the Executive Director, DSMD. The Computer Policy and Coordinating Committee has the responsibility for the development of a Five-Year

Information Technology Plan for the University, the establishment of computer-related standards, the development of user procedures for obtaining computer support, planning for supercomputer usage and the prioritization of allotted time, and the selection of computer systems and languages. The President appoints the Committee, and the Executive Director of the DSMD has the responsibility for the management of centralized computing resources and for the administration of computer-related activities.

The Committee holds regularly scheduled meetings throughout the academic year with a review of computer policy completed annually. Minutes are maintained from each meeting and distributed to members of the Committee and the Executive Director of the DSMD.   The Executive Director incorporates recommendations from the Committee in the DSMD Five-Year Plan. Additionally, each year, academic units update their Five-Year Plans. These plans list the needs for additional hardware, software, and computer services. The plans are provided to the appropriate dean, the VPASA, and the President. Review of requests allows these individuals to assess the extent to which the computer needs of academic units are being met.

Since the previous Self Study in 1992, there have been three policy revisions made: in March 1997, in May 1997 and a major revision in August 2000.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

Appropriate security measures must be installed and monitored to protect the confidentiality and integrity of academic systems, administrative systems, and institutional networks.

There <u>should</u> be a clearly defined program for maintaining and replacing equipment and software so that they remain consistent with current technology.

The JSU computer network is protected from outside networks by a firewall system. All servers containing sensitive information are password-protected. Systems containing sensitive data are segregated from other systems whenever possible. Administrative records are protected at the network address level and by sign-on. Access to administrative information system resources is controlled through a log-on password that limits access only to authorized administrative applications.

Password-protected doors in the computer center building limit physical access to critical servers and other hardware. The building has only one door with public access, and an alarm system connected to the University Police Department.

Computer services personnel are assigned to update servers with the latest security upgrades. All critical data are backed up to tape on a nightly basis. These tapes are kept on a rotating cycle, with some tapes being stored at an off-site location. Hard copies of sensitive information are stored in areas with restricted access. The *Manual of Policies and Procedures* (IV:8:01) addresses security issues in Sections V, VI, and VII.E.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

5.4 STUDENT DEVELOPMENT SERVICES

5.4.1 Scope and Accountability

Student development services are essential to the achievement of the educational goals of the institution and <u>should</u> contribute to the cultural, social, moral, intellectual and physical development of students.

To ensure effectiveness, the institution must develop goals for the student services program consistent with student needs and with the purpose of the institution.

Each unit within Student Affairs has a clearly defined purpose and student-oriented goals. These goals are intended to mold and develop each student at JSU into an academically successful, responsible citizen. Within each unit, there is a myriad of student services available. These services include, but are not limited to, tutoring, medical assistance, counseling and career placement, academic advisement, financial aid, intramural competitions, public speakers to address current life issues, services for disabled students, and multicultural programs and student activities. The Office of Student Activities oversees Greek Life on campus. The Greek system consists of the Interfraternity Council, National Pan-Hellenic Council, Panhellenic Council and all member organizations.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

Appropriate student development services must be provided for distance learning programs as well as on-campus programs.

JSU has made strides in keeping pace with current technologies and offering that convenience to distance learning students. Distance learning students are able to obtain advisement, register, and make credit card payments on-line. Students are also

able to view course schedules, *Catalogue* information, student policies, University

procedures, instructor contact information, and access the main campus library through

the JSU web site.

Results from an on-line survey administered in Spring 2002 that polled distance

learning students are shown in Tables 5.4.1.1 and 5.4.1.2. These results indicate that

the majority of students reported that appropriate services are provided to them at a

distance.

Table 5.4.1.1
Evaluation of Support Units

Items Evaluated	n	Excellent %	Good %	Fair %	Poor %
Registrar (student records, transcripts, etc.)	128	29.7	51.6	14.8	3.9
Admissions	128	31.3	54.7	13.3	0.8
Advising and Registration	131	38.2	36.6	20.6	4.6
Technological equipment in labs and classrooms	82	25.6	35.4	28.0	11.0
Drop/Add Procedure	97	28.9	48.5	17.5	5.2
Distance Education Programs (On-line, videoconferencing, College-by-Cassette)	127	42.5	40.9	13.4	3.1

Table 5.4.1.2
Evaluation of Support Services

Item Evaluated	n	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %
Student has read and understands the Student Code of Conduct (found in The JSU Student Handbook).	112	38	50	4	8
University Catalog effectively communicates academic policies and procedures.	107	30	55	6	9
Students have adequate opportunities for input into policies and procedures.	99	17	61	10	12
Academic policies and procedures are applied fairly.	99	25	35	10	29
The University's mission statement, purpose statements, and goals are communicated to and understood by students.	112	24	57	9	10

Item Evaluated	n	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %
Students have an opportunity to evaluate student services.	81	21	51	19	10
Students have an opportunity to evaluate off-campus instruction, including distance education.	103	28	44	15	14
JSU students have sufficient access to computing resources, microcomputers, and external networks.	97	29	49	12	9
Academic standards for off-campus classes are the same as those for on-campus classes.	88	40	47	2	11
Academic standards for distance learning classes are the same as those for on-campus classes.	115	41	45	3	11
Distance learning technology (I.e. videoconferencing, on-line, College-by-Cassette) is an important tool in making higher education accessible in JSU's service region.	127	64	30	2	5
The University effectively supports, through policy and actions, the delivery of instruction using distance learning technology (I.e. videoconferencing, on-line, College-by-Cassette).	124	41	48	3	7
The University Bookstore provides services competently.	108	19	62	7	12
Student services for off-campus and distance learning students are adequate to meet student needs.	107	25	49	13	13
Academic advising is adequate for off-campus students.	101	28	44	15	14
The library provides adequate support for off-campus courses, regardless of the method of instruction or delivery.	83	29	57	6	8
The library provides adequate opportunities for student instruction in the use of library resources, including on-line resources.	94	29	55	7	9
Library facilities are properly equipped to utilize on-line library resources.	89	27	55	9	9
Distance Learning and students at off-campus locations have adequate access to library resources and services.	101	28	56	7	9

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

The institution must clearly designate an administrative unit responsible for planning and implementing student development services.

Appropriate policies and procedures for student development programs and services must be established.

Directors in the Student Affairs report to the Associate Vice President for Student Affairs (AVPSA) who in turn reports to the Vice President for Academic and Student Affairs (VPASA). The Vice President reports directly to the President of the University. Policies and procedures are maintained by each director and are printed in a variety of University publications. The *JSU Student Handbook* is available in printed version or on-line and contains information on University policies, student rights and responsibilities, and the University Judicial System. The JSU Housing Application, available on-line and through the Office of Housing, specifies terms and conditions that students must adhere to for on-campus residence. The *University Catalogue* may be obtained either on-line or in printed version from the Registrar's Office. Admission policies, application procedures, financial policies, academic regulations, as well as general information for students, are published in the *University Catalogue*.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

Student development services should be given organizational status commensurate with other major administrative areas within the institution.

These services must be staffed by individuals who have academic preparation and experience consistent with their assignments.

Changes in the organizational structure of Student Affairs have occurred over the past decade. These changes stemmed primarily from three forces: institutional program review, the retirement of the Vice President for Student Affairs (VPSA) and the elimination of that position in 1996, and the continuing evaluation of the efficiency and effectiveness of student services. With the elimination of the VPSA position, the student affairs functions began reporting directly to the AVPSA.

Student Affairs experienced additional changes during the past decade which included: 1) the elimination of the position of Dean of Students; 2) the addition of an Office of Multicultural Services; 3) the merging of the functions of the Office of Student Development with those of the Office of the Associate Vice President for Academic Affairs (AVPAA) and the elimination of Student Development; 4) the change in the line of reporting of the Office of Admissions from the Vice President for Academic Affairs to the AVPSA (functions of the admissions and records were split, with the Registrar reporting directly to the Vice President for Academic Affairs); 5) the addition of the Office of Orientation/Advisement as outlined in a Title III five-year grant (1998-2003); and 6) the Division of Counseling and Placement Services was divided into two units: Counseling and Career Services, and Career Placement Services.

The units comprising Student Affairs today are the following:

- Admissions
- Career Placement Services
- Counseling and Career Services
- Disability Support Services
- Financial Aid

- Multicultural Services

- Recreational Sports

- Student Activities (Orientation included)

- Student Health Services

- University Housing and Residence Life

- University Police Department

Based on the hiring practices of JSU, all administrators in Student Affairs have the necessary credentials set by policies and guidelines in the Office of Human Resources. To support this statement, job descriptions, applications and resumes of these individuals are on file in the Office of Human Resources.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

In exceptional cases, outstanding professional experience and demonstrated competence may substitute for academic preparation. Exceptional cases must be justified by the institution on an individual basis.

All professional staff members in Student Affairs have appropriate credentials or equivalent work experience, technical training, minimum standards of knowledge, and appropriate skills proficiency for their assigned areas of responsibility. This is ensured through the University hiring/employment process. Only individuals meeting the prescribed job description and qualifications are considered for employment.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

Student development services and programs must be evaluated regularly.

All units in Students Affairs have in place evaluation processes to assess both personnel and programs. Prospective students are asked to complete an evaluation instrument after they attend one of the JSU Preview Days. Another example is the evaluation of the JSU Career Fairs hosted by Career Placement Services. Students and recruiters participate in this evaluation. Tutoring services are evaluated by students. Planned orientation events, such as Orientation 2001, for first-time students and transfer/non-traditional students are evaluated by prospective students and parents. Students who are placed in cooperative education positions are evaluated by their employers. Recent evaluations completed by participating employers indicate a high satisfaction rate in the performance of JSU's co-op students. In addition, recent surveys completed by the students placed in cooperative education positions indicated a high satisfaction rate in relation to co-op placement and overall co-op student experience.

Each unit also submits an Annual Report in June of each year. The Report reflects the goals and accomplishments within each unit and the correlation of such goals as they complement those set forth by the President.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

5.4.2 Resources

Human, physical, financial, and equipment resources for student development services must be adequate to support the goals of the institution.

Staff development <u>should</u> be related to the goals of the student development program and <u>should</u> be designed to enhance staff competencies and awareness of current theory and practice.

As stated in the mission, the University "strives to balance academic challenges with a range of support services for students' academic, career, and personal goals." *(2002-03 University Catalogue; 2002-03 Graduate Bulletin)*. Such supporting services are a part of the University's Student Development Services, overseen by the AVPSA.

All Student Affairs offices consist of a director and/or administrator as well as a support staff. All have space for private student conferences. All have computers and mainframe access and all are committed to the University goal of providing "the supporting services that students need to achieve a quality education experience."

All Student Affairs units have been judged as "good-to-excellent" by the majority of students, faculty, and staff according to the surveys conducted in academic year 2001-02. These results are provided in the following three tables.

Table 5.4.2.1
Student Evaluations of Academic/Institutional Support Services

Item Evaluated	Number	Excellent %	Good %	Fair %	Poor %
Registrar (student records, transcripts, etc)	1188	35.3	48.5	10.2	6.1
Admissions	1191	39.7	46.6	9.3	4.4
Advising and Registration	1185	36.0	41.0	14.9	8.1
Services for students with disabilities	634	44.0	42.3	7.9	5.8
Drop/add procedure	1093	32.8	43.7	14.0	9.5
Off-campus sites and Programs	743	21.7	47.8	21.8	8.7
Distance Education Programs (Online, videoconferencing, college by cassette)	585	24.6	50.7	17.0	7.6
Academic tutoring	756	38.0	45.1	12.3	4.6
Career Services	794	28.7	48.4	15.6	7.3
Cashier Services (Bursar's window)	1076	38.3	45.6	11.1	5.0
Publications and printing services	923	29.0	51.1	15.0	4.9
University Police	1103	27.1	42.0	18.9	12.0
University Book Store	1194	25.6	43.0	18.8	12.6
University Post Office	1060	37.0	49.2	8.2	5.6
Student Health Center	787	30.0	49.6	13.6	6.9
Counseling Center	626	31.5	50.5	12.6	5.4

Item Evaluated	Number	Excellent %	Good %	Fair %	Poor %
Wellness Center	657	30.3	51.1	13.9	4.7
Financial Aid Office	1020	36.4	41.5	12.6	9.5
University Housing	662	21.9	39.3	20.8	18.0
Intramural/Recreational Sports	700	34.1	45.3	13.0	7.6
Intercollegiate athletics	697	31.6	46.3	15.5	6.6
Multicultural Student Services (Minority Student Affairs)	503	28.8	48.9	14.3	8.0
International Student Services (International House)	482	30.5	48.8	13.3	7.5
Student Government	820	24.3	47.3	17.3	11.1
Student Activities (concerts, comedians, lectures/speakers, and other entertainment)	992	25.4	40.3	18.9	15.4
Student organizations	912	27.5	49.1	15.2	8.1
Greek student organizations	693	29.6	36.4	17.5	16.6
New Student Orientation	929	38.3	40.5	12.7	8.5

Table 5.4.2.2
Faculty Evaluations of Academic/Institutional Support Services

Item Evaluated	Number	Excellent %	Good %	Fair %	Poor %
University Police	151	31.8	53.0	11.3	4.0
Career Placement Service	89	20.2	55.1	19.1	5.6
Co-op	48	25.0	52.1	20.8	2.1
Counseling Services	75	28.0	50.7	16.0	5.3
Student Health Services	104	43.3	46.2	10.6	0.0
Financial Aid	92	32.6	51.1	14.1	2.2
University Housing	71	19.7	59.2	12.7	8.5
Recreational Sports	88	30.7	53.4	14.8	1.1
Multicultural Services	87	35.6	54.0	4.6	5.7
Disability Support Services	132	53.8	36.4	6.8	3.0
Student Activities	106	27.4	56.6	14.2	1.9
Admissions	111	41.4	45.0	11.7	1.8
Student Media	133	23.3	54.1	21.1	1.5
Student Organizations/Greek Life	80	23.8	60.9	13.8	2.5

Table 5.4.2.3
Staff Evaluations of Academic/Instructional Support Services

Item Evaluated	Number	Excellent %	Good %	Fair %	Poor %
Continuing Education	138	34.1	50.7	11.6	3.6
Off-Campus sites and classes	98	30.6	57.1	10.2	2.0
Distance Education Programs	105	34.3	53.3	9.5	2.9
Library	81	46.0	45.3	7.5	1.2
Registrar	151	39.1	45.0	12.6	3.3
Research, Grants, and Contracts	85	21.2	63.5	9.4	5.9
Academic Center for Excellence	112	43.8	44.6	9.8	1.8
Accelerated High School/Dual Enrollment	85	38.8	48.2	11.8	1.2
Comptroller's Office	171	30.4	50.9	11.1	7.6
Human Resources/Personnel	199	41.7	43.2	13.1	2.0

Item Evaluated	Number	Excellent %	Good %	Fair %	Poor %
Maintenance	115	41.0	45.1	11.3	2.6
Housekeeping	202	22.8	39.1	26.7	11.4
Purchasing	167	40.7	50.3	7.8	1.2
University Bookstore	163	19.6	57.7	18.4	4.3
University Post Office	172	26.7	58.1	12.8	2.3
Food Services	182	39.0	53.3	6.0	1.6
Payroll	197	43.7	48.2	6.6	1.5
Fiscal Support of Grants	72	27.8	59.7	8.3	4.2

Unit reports do suggest certain needs for additional personnel by most Student Affairs units, with the exception of the Office of the AVPSA, the Office of Recreational Sports, and Learning Services. All other respondents cite the need for additional personnel. Most cite proration as the reason for staffing limitations.

Physical resources have been deemed generally adequate by most Student Affairs units. Need for physical space and/or renovation have been cited by Student Health Services, Disability Support Services, and Financial Aid.

Financial resources are needed by most units, especially in the areas of staff, professional development, travel, and equipment. Only the Office of the AVPSA, the Office of Recreational Sports, and Learning Services found their financial resources to be adequate.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: The committee suggests that the needs identified in the unit reports be prioritized and that innovative solutions and additional funding sources be pursued.

5.4.3 Programs and Services

5.4.3.1   Counseling and Career Development

Each institution <u>should</u> provide personal counseling services for students, as well as a career development program.

The University provides personal counseling services for students through Counseling and Career Services. Career development is provided by Career Placement Services.

Some of the services provided by Counseling and Career Services include the following:

Academic Counseling
- Study Skills
- Test-Taking Skills
- Selecting a Major
- Time Management

Personal Counseling
- Stress Management
- Depression and Anger Control
- Test and Speech Anxiety
- Situational Problems

Group Counseling
- New Pathway - Drug & Alcohol Awareness Group
- Anger Management

Evaluation data collected from counseling sessions conducted in 2001 revealed an improvement in students' perceived well being following counseling. Prior to counseling, 33 percent rated their well being as "fair or poor." At the completion of their sessions, only 3 percent reported their well being as "fair or poor." Slightly less than two-thirds of the respondents believed counseling to be very helpful relative to their retention at the University. All students reported that they would return for counseling assistance.

Further information about all of these services and policies is readily available on the Internet at http://www.jsu.edu/depart/ace/ccs/Counseling/couseling.html.

An effective career development program <u>should</u> include career information and planning, placement services, career counseling, testing services and follow-up activities.

There <u>should</u> be clearly specified policies regarding the use of career development services by students, alumni, and employers.

The Counseling and Career Services (CCS) Department provides career development for all students at different stages in their academic careers. All students are encouraged to begin their career exploration in their freshman year; however, a student can seek guidance at any point. The goal of CCS is to make a smooth transition from college life to the world of work.

In their freshman year, students are familiarized with the CCS and shown the resources that are available to them for their career assessment. To help students become aware or reaffirm their interests, they are asked to complete a personal interests and skills assessment—the Strong Interest Inventory (Strong). An appointment is established with a counselor to evaluate the results and to discuss any student concerns. If the counselor determines that more assessment is needed or if the student desires, the Myers-Briggs Type Indicator (MBTI) and/or the ACT Discover test are administered. After another evaluation with the counselor, the student can explore the majors of interests decided upon.

As sophomores, it is recommended that students continue to explore career opportunities related to their academic areas of interest. Students should choose a major or re-evaluate their present choice. If a student is having difficulty with this decision an appointment for a counseling session can be made. To help students explore beyond the academic environment, summer employment, part-time work, and

volunteer jobs are all posted for students to choose, and the CCS helps students in the application process for these positions.

Juniors should have decided upon a major course of study, and should begin to decide upon a career path. It is recommended that students conduct information interviews with people working in the field. Counselors refer students to professors who can direct them to points of contact. Also, the students begin evaluating their post-graduate choices—graduate school or employment. If graduate school is an option, CCS provides the needed application materials.

CCS counselors provide workshops for seniors that will help them prepare for the interview process and transition into their careers. Seniors can attend workshops on employability skills and tactics for teachers. Seniors are encouraged to use the Career Placement Services.

CCS is currently in the process of creating a follow-up evaluation to help with the tracking of students who use these services. A focus of this project will evolve around the effectiveness of this program for students who come to CCS as undecided majors.

The 2000-01 Graduating Senior Survey reported a high level of satisfaction with the counseling services received.   The majority (87.5 percent) of respondents using counseling services were "satisfied or very satisfied." As noted in the Tables in Section 5.4.2 (Evaluations of Academic/Institutional Support Services), the vast majority of respondents, students (82 percent), faculty members (78 percent), administrators (90.4 percent), and staff members (91.3 percent) rated counseling services as "good or excellent." Information about these services and policies is readily available on the Internet at http://www.jsu.edu/depart/ace/ccs/Career/career.html.

Career Placement Services provide employment assistance to graduating seniors and alumni through on-campus interviews, job listing, career fairs, referrals, computer resources, corporate information and individual counseling. These services are at no cost to students and alumni.

Educational Resources:

Career Placement Services provides professional career guides for JSU students and alumni. These guides contain information on topics ranging from resume writing to salary negotiation. In addition to printed educational resources, Career Placement Services has Internet access as well.

Directed Networking:

The staff of Career Placement Services realizes that networking in the professional arena brings results in the employment of the JSU graduates. To that end, the staff seeks opportunities to network on and off campus. For example, the Director is a member of the Calhoun County Chamber of Commerce as well as the Greater Birmingham Chamber of Commerce. Career Placement staff members also make on-site visits to other state universities and new companies, such as Honeywell Aerospace, Verizon Wireless, Jenkins Brick, and Southwire.

Growth Experiences:

Career Placement Services actively pursues opportunities to provide the JSU student with employability skills. In addition to the day-to-day individual appointments, Career Placement Services offered the following growth experiences to the JSU students:

- "Resumania"

- "Electronic Resumes"

- "How to Make it in the Corporate World"

- "Corporate Dress"

Employment Assistance:

The staff in Career Placement Services provide individual assistance to students seeking help in securing co-operative education positions as well as professional placement. Career Placement Services uses "monstertrak" as its on-line data management vehicle. Students open a file with Career Placement Services by posting their resume with monstertrak; this allows students the opportunity to have their resume referred to companies requesting their major. In addition to resume referrals, Career Placement Services offers other avenues for employment assistance including a Fall non-teaching fair, a Spring Education Fair, and a Professional Connection Interview Day. From October 2001 to May 2002, 22 companies conducted on-campus interviews with 203 students. Sixty-six school systems came on campus with 214 students receiving interviews.

During the 2001-02 academic year, 40 cooperative education placements were made, 1337 students were referred to school systems, and 643 non-teaching graduates were referred to companies. Survey results from the Graduate Studies Completer Survey report a high level of satisfaction with the Placement Office over an eight-year period (1993-2002). The table below indicates the level of satisfaction by year.

Table 5.4.3.1.1
Satisfaction with Placement Services

Year	Very satisfied %	Satisfied %	Dissatisfied %	Very Dissatisfied %
1993-94	11.3	66.2	15.5	7.0
1994-95	19.4	48.4	12.9	19.4
1995-96	25.0	59.6	11.5	3.8
1996-97	19.4	65.7	11.9	3.0
1997-98	30.3	51.5	15.2	3.0
1998-99	23.3	65.0	5.0	6.7
1999-00	18.0	65.6	11.5	4.9
2000-01	30.6	54.8	9.7	4.8
2001-02	29.4	33.3	10.3	11.1

The Graduating Senior Survey (2000-01) results indicated that the majority of respondents were "satisfied and very satisfied" with Career Planning Services (61.9 percent), Placement Services (65.1 percent), and Cooperative Education (72.7 percent). Thirty-eight percent of respondents to the 2000-01 Alumni Survey reported that they had contacted the Career Placement Office either as students or since graduation. The Career Placement Services features rated as most useful were 1) career fairs, 2) employment listings, and 3) on-campus interviews.

As part of the SACS self-study, members of the University community were asked to rate support services including Career Placement, Cooperative Education, and Counseling Services. The table below indicates the ratings of administrators, faculty and staff members.

Table 5.4.3.1.2
Academic/Institutional Support Services Student Life

Support Service	Excellent %	Good %	Fair %	Poor %
Career Placement				
Administration	18.2	24.2	54.5	3.0
Faculty	20.2	19.1	55.1	5.6
Staff	24.5	12.2	54.1	9.2

Support Service	Excellent %	Good %	Fair %	Poor %
Cooperative Education				
Administration	14.3	42.9	42.9	0.0
Faculty	25.0	20.8	52.1	2.1
Staff	21.5	12.3	55.4	10.8
Counseling Services				
Administration	45.2	9.7	45.2	0.0
Faculty	28.0	16.0	50.7	5.3
Staff	40.2	5.4	51.1	3.3

Additional information on all services provided through the Career Placement Office may be found at http://www.jsu.edu/depart/ace/cps.

5.4.3.2   Student Government, Student Activities and Publications

The institution must develop a statement of the student's role and participation in institutional decision-making.

The University has active student participation in institutional decision-making. Students are actively involved on University committees (e.g., the 1998 Presidential Search Committee and the SACS Self-Study) and serve in a variety of roles (i.e., elected office, committee chair, or member) in the Student Government Association (SGA). Students participate in University governance through the SGA by making recommendations to various offices charged with University decision-making through the AVPSA. Statements of such roles and participation are published in the *JSU Student Handbook*, Purpose Statement of the International Student Organization, and the SGA Constitution.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

The institution must have an activities program appropriate to its purpose and encompassing student interest.

Consistent with JSU's mission to be a student-centered University, a variety of student activities and programs are offered through the Office of Student Activities, Multicultural Services, International House, Recreational Sports, and departmental clubs and organizations. Among the activities/programs offered on campus are organizational fairs, Black History Month, concerts, comedians, films, International Week, team and individual sports, fraternity and sororities, and community service projects. The Office of Student Activities offers leadership-training retreats for student organizations. Students attend conferences such as YMCA Collegiate Legislature, National Association of Campus Activities, Southeastern Panhellenic Conference, and Southeastern Interfraternity Conference. The SGA allocates funds to recognized student organizations for their programming and training needs. All of these activities are based on needs identified through the SGA, committees, Student Activities Council, and housing.

Sixty-seven percent of students, 87.2 percent of university staff, 92.1 percent of university administration and 84 percent of faculty responding to the Fall 2001 Faculty Survey rated the activities offered by Student Activities as "good or excellent." The Graduate Studies Completer Survey reported that over 75 percent of the respondents were "satisfied or very satisfied" with campus sponsored social events. This pattern of satisfaction was cited for the eight years (1993-00) of data collection. The 2000-01 Graduating Senior Survey solicited satisfaction ratings on a variety of student services

by users. Approximately 70 percent of the seniors responding as users indicated they were "satisfied or very satisfied" with "JSU social activities."

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

The institution must develop policies and procedures governing the supervisory role of the institution over student activities.

The University has developed policies and procedures governing its supervising role over student activities. Policies and procedures for such organizations are reviewed annually and are made available through the *JSU Student Handbook*, the *Intramural Sports Handbook*, the SGA Constitution, student worker handbooks for various services, the *Policy and Procedures Manual*, and the *Faculty and Staff Handbooks*.

Various directors and advisors handle supervision. For example, the Director of Student Activities oversees all student activities from the SGA to campus activities and programming. There is a campus advisor for all recognized student organizations. There are directors for Multicultural Services, Recreational Sports, International House, etc. Each organization must be registered with the Office of Student Activities and each organization is a member of the SGA Organizational Council, which meets monthly.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

When student publications or other media exist, the institution must provide a clearly written statement of the institution's responsibilities regarding them.

The University has clearly written statements of the institution's responsibilities over student publications and media. These responsibilities are contained in the *Manual of Policies and Procedures* (III:05).

The weekly newspaper, *The Chanticleer*, the *Mimosa* yearbook, and WLJS - the campus radio station, <http://www.jsu.edu/depart/edprof/comm/media.html>, are supervised by a full-time professional staff member designated as Manager of Student Media. In general, the Manager oversees all day-to-day operations of the student media. Responsibilities include, but are limited to, the following:

- Overseeing publications process and radio station operations; administering all student media budgets and advertising revenues, including collections and commissions; negotiating contracts with vendors according to University policies; managing production facilities.

- Recruiting, hiring and training student editors/managers and other staff in proper techniques, ethics, business and legal practices.

- Maintaining professional standards; coordinating student media activities, policies and practices; serving as liaison for student media to the University community, the Department of Communication and the general public; serving on the Communication Board and Mimosa Advisory Committee.

There is an inherent relationship between the Department of Communication and Student Media. Faculty, students, and the Manager of Student Media interact daily in the classroom and media facilities. Student Media provides a natural forum for applying what is learned in the classroom. The sharing of knowledge, professional expertise, and advice in and outside the classroom is mutually beneficial and contributes to the

growth and development of all concerned. However, the final responsibility and

authority for Student Media rests with the Manager of Student Media and the

Department of Communication.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

5.4.3.3 Student Behavior

The institution must publish a statement of student rights and responsibilities and make it available to the campus community.

The jurisdiction of judicial bodies (administrative, faculty and student), the disciplinary responsibilities of institutional officials, and all disciplinary procedures must be clearly defined and broadly distributed.

JSU publishes a statement of student rights and responsibilities in the *JSU*

Student Handbook, the *University Catalogue*, and the *Graduate Bulletin*. The student

disciplinary procedure is clearly defined and published. The University has both the

right and obligation to set reasonable standards of conduct for students who voluntarily

and willingly choose to become members of the University community. In conjunction

with its rights to set up reasonable standards, the University also accepts the

responsibility to establish a system of judicial and disciplinary procedures to use when

University policies have been violated. In turn, the University recognizes the need to

ensure that students have the right of due process and fair and equitable procedures in

the event they are charged with a violation of University policies.

The *JSU Student Handbook* and the *University Catalogue* or the *Graduate*

Bulletin are given to all students and made available to all staff and faculty. These

publications are distributed through the campus mail center to University departments.

The *Handbook* is given to all entering students during orientation. The complete

Handbook is also available on the JSU web site and is referenced in every schedule

booklet and on the bills received by all registered students.

As stated in the *University Catalogue,*

The authority which the University exercises in charging and

disciplining students for violations of its regulations differs from the

power exercised by civil authorities in prosecuting cases of general

law. Whereas, criminal courts often seek to punish or deter

unlawful behavior, it is generally accepted that the judicial

proceedings at educational institutions are intended to impress

upon individuals their responsibilities or, in the most severe cases,

to remove by suspension or expulsion those who should not remain

in the academic community. The federal courts have called

discipline in academic settings part of the teaching/learning process

(p. 40).

University Judicial Policies are outlined in the *JSU Student Handbook.* As with

any community, the University must establish guidelines for academic honesty and

behavior that will produce the type of environment and atmosphere necessary to best

achieve its stated purposes and protect its academic integrity. These guidelines

include, but are not limited to, policies on plagiarism, falsifying class attendance, illegally

obtaining or attempting to obtain unauthorized prior knowledge of an examination or test

materials, and taking an examination in the place of another student. Behavior policies

addressed in the code of conduct policies include alcohol use, destruction of property, disorderly conduct, hazing, obscene conduct, and theft. Housing-specific rules of conduct are addressed in the "Guide to Residence Living."

Registration as a student at the University requires that students become familiar with and adhere to these published policies. Students are expected to obey the laws of the United States, the State of Alabama, the City of Jacksonville, and the rules and regulations of the University. Violations of University policies are reported to the University Judicial Coordinator, who is designated as the supervising official for the judicial system. Parents of students under 21 who violate the drug and alcohol abuse policy for the second time are notified in writing.

As part of the self-study process, University employees were asked to respond to a variety of items identified as institutional evaluation and effectiveness. The majority of respondents (administrators – 92.5 percent, staff – 82.1 percent, faculty – 83.4 percent) "agreed or strongly agreed" that "The University student conduct code is designed appropriately to maintain student discipline." Further evidence of the appropriateness of the student code of conduct was reported in the Graduating Senior Survey. The majority of respondents in 1999-00 and 2000-01 indicated they were "satisfied or very satisfied" with the student conduct rules.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

5.4.3.4 Residence Halls

If an institution has residence halls, it must develop policies and procedures governing them and must take reasonable precautions to provide a healthful, safe and secure living environment for the residents.

The JSU housing community is comprised of seven residence halls, six apartment complexes, and several houses. University Housing and Residence Life is offered within walking distance from the campus. A standard residence hall room includes two extra-long twin beds (except for Sparkman Hall), two desks, two closets, two chests of drawers, and two study lamps. Each residence hall facility has study lounges, which provides residents an opportunity for group study. Custodial service is provided to clean public areas in the residence halls Monday through Friday. Every room has free local telephone service and cable accessibility. Patterson, Logan, and Fitzpatrick, Pannell, Crow, Dixon and the Panhellenic House are wired for Internet access. Sparkman, Daugette Hall, and University apartments and houses have dial-up Internet access. In Fall 2002, Sparkman and Daugette Halls were equipped with a microfridge unit for each individual room.   University Housing housed over 1500 students in 1997, 1998, 1999 and over 1400 students in 2000 and 2001.

In Fall 2002, University Housing and Residence Life established the Freshman Initiative Residential Experience (FIRE) program, in which residents live together in a co-ed facility. This program provides an opportunity for students to receive specialized educational programming to assist them with their transition from high school to college. Classroom space is provided in the basement for educators to come discuss topics with students. In addition, recreational equipment is provided for social interaction for these students and space for tutorial sessions. Finally, upper-class educational mentors take

a class with these students to provide support and assist with study skills. Students who successfully complete the program receive priority housing for the next year, if they receive at least a 2.25 grade point average at the end of each semester.

Patterson and Logan hall are considered to be upper-class academic halls. Students who are eligible to live there must have at least a 2.25 grade point average and at least 32 semester-hours earned. Freshman faculty scholars who have an ACT score of at least 28 can also reside in these facilities and must maintain at least a 2.25 grade point average to remain in the facility.

For the past two years, University Housing and Residence Life has had two faculty-in-residence to assist students with support concerning personal issues, academics and services on campus. The faculty-in-residence program was designed for faculty/staff to act as professional mentors for students in the residence hall setting. The faculty/staff involved in this program, not only live in the facility but attend program activities, support the hall staff, and provide opportunities to provide their experience to assist students outside the classroom setting. These faculty or staff members must apply to be accepted into this program.

There are no specific residence halls assigned to athletes. Upper-class athletes are allowed to live in University apartments and houses if they have a 2.25 grade point average is maintained. Housing is available for students who are members of JSU sororities in the Panhellenic House. The Panhellenic House was established in Fall 2001. First priority is given to Panhellenic upper-classmen and former officers when considering applicants. Second, applicants of different affiliations are considered to keep a balance of different affiliations within the residence facility. Lastly, GPA and

extracurricular activities are considered to select applicants who exhibit high academic standards and leadership ability. The Panhellenic House is governed by policies and procedures developed especially for the house and provided to each resident.

JSU currently has six apartment complexes to rent to University students. They are Pannell Hall, Campus Inn Apartments, Jax Apartments, Penn House Apartments, College Apartments, and Forney Apartments. The University owns and manages approximately thirteen houses that vary from cottage style to duplexes. Students must meet certain requirements and be in good academic and judicial standing with the University in order to live in one of these residences. Staff and faculty are eligible to live in these accommodations as well. Generally, the same rules and regulations apply to apartments and houses with the exception of cooking being limited in residence hall rooms.

In addition to University Housing, the International House provides housing for University students. The International House Program began in 1946 with five students from France. Today, there are 40 members of the program, 20 American students and 20 Internationals. Each international student is roomed with an American student. Regulations for International House living are provided in the *International House Policy and Procedures Handbook.*

Policies and procedures that govern University Housing are found at the Housing Department's web site: www.jsu.edu/depart/rlmn/index2.htm. University Housing and Residence Life provides a handbook entitled the *Guide to Residence Living* that provides information concerning policies in the residence halls. The "How to Get Along

with your Roommate" guide also assist students developmentally with making the adjustment to community living.

In addition, University Housing and Residence Life governance is consistent with the policies and standards of the Association of College and University Housing Officers International (ACUHO-I). Residents in University Housing facilities possess specific individual and group rights and responsibilities, which guide Housing personnel in making decisions concerning student welfare and behavior.

The safety and security information contained in the *Guide to Residence Living* states that high priority is given to the security of residents and this is the basis for policies regulating access into the residence halls. Entrance through doors marked EXIT ONLY is not permitted. The propping, or otherwise obstructing the closing, of exterior doors, is prohibited. Residence hall staff/desk assistants monitor the access to the halls and enforce the visitation policy. These individuals are in communication with the JSU Police Department for immediate response to emergencies. JSU crime statistics are reported on the JSU web site. Residence hall staff also submits violation reports to the Housing Department and JSU Police Department regarding incidents of criminal nature. This information then becomes public knowledge under the 1990 Campus Security Act.

The safety and security information includes descriptions about desk operations, emergency procedures for assault and fire/bomb threats, inclement weather procedures, fire drills, fire safety regulations, theft prevention, and victim reporting procedures. All buildings are being equipped with an audible Emergency Notification System.

As stated, the residence halls are currently governed by the policies of JSU and the Department of University Housing and Residence Life. The SGA Residence Life and Faculty Committee periodically meet with the Director of University Housing and Residence Life to discuss concerns or recommendations from residents. Future goals are to establish a Residence Hall Association/Government for the students and Advisory Council for the Director of University Housing. The Department of University Housing and Residence Life also utilizes data collected from the 1999 Housing Focus group report as a basis for information as well. Results from the study are reviewed and evaluated by the Housing team to determine if suggestions can be implemented. Periodically, the Director will have open floor forums for each residence hall facility to discuss issues of concerns. Students are randomly surveyed from each hall regarding the Residence Life staff, facilities, and services in the halls. For 2001-02, the results were as follows: from the 213 students randomly selected from different halls, only 7 percent indicated that were not satisfied with staff and services; 93 percent were satisfied with staff performance. Two areas of improvement that were indicated were: the bathroom areas for water pressure and vending needs such as selection of snack items and change machines. The Graduating Senior Survey addresses student satisfaction with the general University environment surrounding residence hall rules and safety in residence halls. The survey also addresses student satisfaction with residence halls and JSU owned apartments from users of these services. Current data from the Spring 2002 Student Survey indicated that 61.2 percent of the respondents rated University Housing as "good or excellent," 20.8 percent rated Housing as "fair." From the 2000-01 Graduating Senior Survey, for those students residing in residence

halls, 60.7 percent viewed services or activities provided by housing as "excellent or good", while 15 percent viewed services as "fair." Also, for students residing in apartments, 60.4 percent viewed services as "good or excellent" and 16.3 percent as "fair."

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

The learning environment in the residence halls must support the educational mission of the institution.

An adequate staff organization <u>should</u> be given responsibility for the administration of the residence hall system.

The staff <u>should</u> have sufficient academic training and experience to enhance the learning environment in the residence halls.

Each year there is a review of individual unit mission statements and goals to determine congruence with those of Student Affairs and the University.

The staffs of both the International House and University Housing and Residence Life enhance the learning environment in the residence halls. Residents of the International House are provided with a broad range of counseling, mentoring, and learning opportunities focused on discovery, team-building, and academic achievements. The University Housing staff enhances the learning environment by acting as peer mentors, role models, and providing programming activities that build community among the students. The staff instructs students on policies, procedures, and serves as a campus resource.

Learning activities take place in the residence halls each semester. University Housing and Residence Life uses the Wellness Model as a guide to program

development for students. With this model, the staff of each hall are required to conduct at least one program per month. During the Fall 2001 semester, a total of 57 programs were provided to campus residents. In Spring 2002, a total of 38 programs were provided. Some examples of these programs include alcohol awareness and binge drinking, crime prevention techniques, sexually transmitted disease information, and yoga exercise activities.

The staffs of both offices are well trained and have many years of housing experience. The Director of the International House Program has been a superintendent of international schools, was responsible for the successful transition of students and personnel in international settings, and also has experience as a hall director and director of International Housing at another university.

The Director of Housing and Residence Life has over 12 years of experience working in housing and served previously as an Assistant Director of Housing and Residence Life at another institution. The Director presently acts as the president/executive officer for the Alabama Association for Housing Officers. The Assistant Director has over 10 years of residence hall experience and has served in numerous housing positions, including serving as a Director of Residence Life at an institute for students ranging from age 12 to 18 years of age.

Resident assistants hired in University Housing and Residence Life must be at least of sophomore standing. They must have experience living in a residence hall. Hall directors and resident assistants are trained for several weeks on policy, procedures, mediation and conflict resolution, along with being ethical supervisors. Throughout the year, they are continually trained in residence hall procedures on a

weekly basis and, as a campus group, on a monthly basis. The hall directors report to

the Assistant Director of University Housing and Residence Life.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

5.4.3.5 Student Financial Aid

The institution <u>should</u> provide an effective program of financial aid consistent with its purpose and reflecting the needs of its students.

Effective program administration <u>should</u> include counseling students on the efficient use of their total financial resources.

There must be provision for institution-wide coordination of all financial aid awards.

All funds for financial aid programs must be audited in compliance with all federal and state requirements.

The Financial Aid Office was established in 1972 and staffed with two

employees. The office staff at present consists of eight full-time employees and one

temporary full-time employee. The employees have extensive knowledge of federal

financial aid programs, rules, and regulations. The Financial Aid Office is responsible

for awarding federal student aid and scholarships to over 75 percent of the student

body.

The Financial Aid Office distributes publications provided by the U. S.

Department of Education. The *Information Guide* produced by the Financial Aid Office

contains a message from the President, the JSU Affirmative Action Statement, and in-

depth information on all programs administered by the Financial Aid Office. A financial

aid application and all scholarship requirements are listed in the *Information Guide*. All publications follow guidelines dictated by the U. S. Department of Education.

The Financial Aid Office provides information on policies regarding all Title IV aid refunds and repayments. The U.S. Department of Education guidelines for returning federal funds when students withdraw from school are located on the JSU web site, the *Information Guide*, the class schedule, and the *University Catalog*.

The Financial Aid Office presents service out-reach programs to high schools, community, and junior colleges. Financial Aid personnel attend all Preview Days, counselor workshops, freshman orientations, and ExSEL sessions. Recruiters, peer counselors, and mentors are trained by Financial Aid Office personnel to educate prospective students about financial aid. All these efforts emphasize the importance of financial planning, budgeting, and money management.

Surveys and questionnaires are distributed to prospective students and their parents after each Preview Day and orientation session for prospective students and parents. The information gathered from these surveys enables the Financial Aid Office to directly address the concerns of the prospective students and parents.

In the 2000-01 Graduating Senior Survey, approximately 86.6 percent of the seniors were "satisfied or very satisfied" with the Financial Aid Office. The majority of administrators (76.1 percent) and faculty members (85.3 percent) completing the Fall 2001 Administrator or Faculty Survey "agreed or strongly agreed" with the following statement: "The University provides adequate scholarships and other financial support to recruit quality students." Eight years of the Graduate Studies Completer Survey

reveal an increasing level of satisfaction with the Financial Aid Office, with 90.7 percent of respondents on the 2000-01 survey indicating they were "satisfied or very satisfied."

The Financial Aid Office provides institution-wide coordination of financial aid through the University Financial Aid/Scholarship Committee. This Committee is composed of 11 University representatives, a student representative, and the Director of Financial Aid. The Committee members are appointed annually by the President. The Director of Financial Aid chairs the Committee that is charged with setting policy and criteria for financial aid/scholarships and with coordinating the scholarship and award process. The Committee conducts an annual review of the process of awarding aid to ensure maximum accessibility to students, while maintaining compliance with all pertinent regulations.

Beginning with the 2001-02 year, a book voucher system was implemented for students to purchase books. This was a much-needed service for students who had accepted their award letters and needed their books before refund checks were written. Also, the Financial Aid Office set up a computer in the office for students to complete their FAFSA directly through the Department of Education's software package with the assistance of the staff. This is a much more efficient way for students to file for financial aid. With this process, information can be collected from students to help off set delays in verification information. The Financial Aid Office, beginning with the 2003-04 year, will make available through the Internet, all financial aid forms for students to download and complete, increasing the efficiency of the office's operation.

All financial aid programs are audited by the State of Alabama Department of Examiners of Public Accounts in compliance with the federal and state requirements.

Audit reports for 1995-00 are housed in the Office of the Internal Auditor in Bibb Graves Hall.

Financial aid activity for JSU for the past five years is presented in the table on the following page:

Table 5.4.3.5.1
Financial Aid Information 1997 - 2002

Programs	1997 - 98		1998 - 99		1999 - 00		2000 - 01		2001-02	
	No. of Students	Amount	No. of Students	Amount	No. of Students	Amount	No. of Students	Amount	No. of Students	Amount
Pell Grant	2,348	$4,175,514	2,402	$4,898,170	2,348	$4,175,514	2,570	$5,249,985	2,978	$7,474,830
Supplemental Grant	300	189,245	403	309,993	300	189,245	382	246,631	883	475,000
Perkins	63	69,265	9	9,161	63	69,265	0	0	0	0
College Work Study	356	503,828	325	467,359	356	503,828	342	455,787	342	462,315
Direct	2,674	15,496,332	2,702	16,417,653	2,674	15,496,332	3,881	17,312,898	4,916	26,517,264
State Student Incentive Grant	177	110,800	165	106,700	177	110,800	205	75,800	265	89,800
University Aid	566	980,548	601	1,071,357	566	980,548	566	1,077,484	548	1,343,509
Nursing Scholarship	68	124,138	59	134,493	68	124,138	42	53,400	0	0
Logan Walker Loans	280	211,187	351	324,082	280	211,187	436	428,697	130	125,463
University Scholarships	2,470	2,426,899	2,502	2,612,321	2,470	2,426,899	2,637	2,814,547	3,020	3,527,771
Agency Scholarships	2,499	1,731,907	2,599	1,923,725	2,499	1,731,907	2,612	2,315,498	2,866	2,908,453
Technology Scholarships for Alabama Teachers	56	29,927	49	24,946	56	29,927	51	28,731	67	48,024
Total	5,635*	$26,049,590	5,670*	$28,299,960	5,635*	$26,049,590	5,877*	$30,059,458	6,227	$42,972,429

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

An institution participating in Title IV programs must comply with the regulations in the student loan programs as established under Title IV of the 1992 Higher Education Amendments. Excessive default rates in the student loan program may be cause for conducting a special evaluation.

The Financial Aid Office follows all guidelines as set forth by the Department of Education to ensure compliance with the Federal Regulations. Personnel in the Financial Aid Office counsel both students and parents regarding the rights and responsibilities of the Federal Direct Loan Program. Students have the options to receive counseling, entrance and/or exit, through group presentations, in person, or electronic means. Knowledgeable personnel are available to answer questions via office visits or telephone during regular business hours. Students who drop below half-time or withdraw are mailed exit information packets notifying them of their grace period, loan repayment options, deferment options, and telephone number of the Direct Loan Servicing Center.

Default rates on the student loan program at JSU for the years 1995-1999 are provided in Table 5.4.3.5.2 below:

Table 5.4.3.5.2
Comparison of JSU and National Student Default Rates
(in percent)

	1995	1996	1997	1998	1999
JSU Student Default Rate	9.9	9.0	8.5	8.1	8.6
National Student Loan Default Rate	10.4	9.6	8.8	6.9	5.6

The Department of Education issues default rates according to the fiscal year that the respective borrowers entered repayment. JSU default rates have declined although not as sharply as the national rate reported for the last two years.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

5.4.3.6 Health Services

An institution must provide access to an effective program of health services and education consistent with its purpose and reflecting the needs of its constituents.

The purpose of the Student Health Center (SHC) at JSU is to promote overall health and wellness throughout the campus community. Services are available to students, faculty, and staff. The services provided include primary health care, health promotion, and public health services. Minimal fees may be obtained for certain lab tests and prescription medications following an examination or treatment. The clinic is open from 8:00 a.m. to 5:30 p.m. on Mondays and Wednesdays and from 8:00 a.m. to 4:30 p.m. on Tuesdays, Thursdays, and Fridays. The attending physician is available on Mondays and Wednesdays between 1:30 p.m. and 5:30 p.m. and on Fridays from 8:00 a.m. to 12:00 p.m. Students requiring emergency attention after the clinic is closed are referred to the University Police Department for assistance. During 2001-02, the SHC provided primary health care to 4905 students, faculty, and staff. During that same period, 3155 prescriptions were dispensed.

A major strength of the SHC is a highly qualified, dedicated staff consisting of a family/general practitioner, an internist, a doctor of osteopathy, and two registered

nurses. The SHC Patient Satisfaction Survey completed by clients of the SHC gave the SHC services a rating of 100 percent in the "good or excellent" category. Respondents to the 2000-01 Graduating Student Survey indicated that 74.8 percent were "satisfied or very satisfied" with services provided by SHC.

Specific opportunities for improvement suggested by the SHC staff, in accordance with student opinion, include the following:

- Hire a full-time nurse practitioner.

- Increase physician hours.

- Hire a part-time health educator.

- Renovate building to include another triage room, larger waiting room, x-ray capabilities, and an in-house lab.

- Charge a co-pay for services and file for insurance payment for services.

The SHC provides its constituents with educational materials that are distributed for particular events and health fairs. Students are encouraged to participate in seminars and workshops that present educational health topics and preventive health information. Educational videos are available for viewing in the lobby of the SHC. During 2001-02, more than 268 students attending seminars focused on health education topics and preventative health information. This number does not reflect educational materials distributed for specific events and health fairs or the student viewings of educational videos in the SHC waiting room.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

5.4.3.7 Intramural Athletics

Intramural sports programs contribute to the personal development of students and <u>should</u> be related to the total program of the institution.

These programs <u>should</u> be directed and supervised by qualified personnel and <u>should</u> be appropriately funded.

The Recreational Sports Program was separated from the Health and Physical Education Department in 1984 and placed under Student Affairs. It is organized to serve the University community and to provide maximum utilization of facilities. In addition to indoor recreational opportunities at Stephenson Hall and Pete Mathews Coliseum, an extensive intramural sports program is also offered to provide the University community the opportunity to compete in both team and individual sports. The purpose of the Recreational Sports Program is to provide optimal opportunities for the entire University community to participate in organized activities, whether it be group or individual, increase interest in lifetime sports and maintain the wellness concept by utilizing the recreational facilities provided.

Stephenson Hall, an award-winning recreational sports facility, houses the Recreational Sports Program and is utilized by several other University departments. The program's professional staff has an average of 14 years of experience. Funding for the program is deemed to be adequate.

5.5 INTERCOLLEGIATE ATHLETICS

5.5.1 Purpose

The intercollegiate athletics program must be operated in strict adherence to a written statement of goals and objectives which has been developed by the administration, in consultation with the athletic director, with appropriate input from the faculty, and which has been given official institutional approval.

The Athletic Department's mission statement (*Athletic Department Policy and Procedure Manual,* Section 1.1*)* is, "The Athletic Department conducts itself in such a way as to be consistent with the overall goals of the University and to enhance the quality of the college experience by maintaining a standard of excellence and sportsmanship among the student-athletes." The Department's goals and objectives are derived from the mission statement, developed by senior administrators, and circulated to all staff members and student assistants for review. Comments and revisions are reviewed by the Athletic Council, which is composed of staff, administrators, students, and a faculty representative. The President approves the philosophy, mission, and objectives of the Athletic Department in the same manner as with other divisions of the University. Each student-athlete receives a copy of the *Student Athlete Handbook,* which contains the Athletic Department's philosophy, mission statement, and objectives.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

This statement must be in harmony with, and supportive of, the institutional purpose and should include explicit reference to the academic success, physical and emotional well-being, and social development of student athletes.

The mission statement of the Athletic Department is consistent with the mission statement of the University. One of the goals of the Athletic Department is to "foster a primary concern and maximize potential for the academic, physical, and emotional welfare of the student-athlete." The Department has a "CHAMPS/Life Skills Program that was created to support the student development initiatives and enhance the quality of the student-athlete experience within the University setting. Expectations of this program are: to support efforts of every student-athlete toward intellectual development and graduation; use athletics as preparation for success in life; enhance interpersonal relationships in the lives of student-athletes; promote ownership by the student-athletes of their academic, athletic, personal, and social responsibilities; and encourage the development of leadership skills.

The Athletic Department has developed and implemented a mission through input from faculty, students, and staff, with the approval of the President and the Board of Trustees. The activities of the athletic program serve the purpose of preparing students for adulthood by reinforcing the principles of competition that emphasize fair play and good sportsmanship.

By adhering to strict NCAA and conference guidelines on academic achievement and discipline, students participating in the athletic programs at JSU contribute in no small part to the mission of the University. Athletes continually have comparable or higher graduation rates than the student body at large. As per NCAA Bylaw 13.3.1.2, graduation rate reports must be provided to recruits and recruits' parents. Table 5.5.1.1 shows the graduation rates for the past six years.

Table 5.5.1.1
Graduation Rate for Students and Student Athletes
Entering as Freshmen

Report Year	Year entered as Freshmen	All Students Graduation %	Student Athlete Graduation %
2002	1995-96	41	56
2001	1994-95	28	28
2000	1993-94	27	33
1999	1992-93	32	55
1998	1991-92	29	44
1997	1990-91	29	26

Students from several nations attend JSU on athletic scholarships, adding to the cultural diversity of the institution.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

The intercollegiate athletics program must be evaluated regularly and systematically to ensure that it is an integral part of the education of athletes and is in keeping with the educational purpose of the institution.

Evaluation of the athletics program must be undertaken as part of the self-study conducted in connection with initial accreditation or reaffirmation of accreditation.

In addition to the SACS Self-Study, the Athletic Department also undergoes evaluations from the NCAA and the Atlantic Sun Conference Office. The University completed a NCAA Athletic Certification Self-Study and received unconditional certification in 2000. Representatives from the Atlantic Sun Conference Office visit the campus yearly and meet with University personnel from the Financial Aid office, the Registrar's office, the Office of Admissions, the compliance staff, as well as with head coaches, and the Athletic Director.

Student athletes provide an end-of-program evaluation of the Athletic Department through Senior Exit Interviews. One of the questions is, "Do you feel that

your participation in intercollegiate athletics helped promote your Academic Growth,

Social Growth, Physical Growth and Emotional Growth?" Data from the cumulative

response rate since JSU entered Division IAA revealed that 100 percent said "yes" to

Social and Emotional Growth while 91 percent said "yes" to Physical Growth and 73

percent answered "yes" to Academic Growth. Seventy-three percent of the respondents

described their athletic experience at JSU as "good/very good/excellent."

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

5.5.2   Administrative Oversight

The administration must control the athletics program and contribute to its direction with appropriate participation by faculty and students and oversight by the governing board.

JSU's President has responsibility for the intercollegiate athletic program that is

administered through the Athletic Director. Upon referral by the Athletic Director, the

President reviews all policy, planning, personnel, and financial decisions of the Athletic

Department. When filling new positions, personnel are interviewed and ultimately

approved by the President following the recommendation of the Athletic Director and/or

the appropriate search committee.

The faculty representative chairs the Athletic Council, which is composed of

faculty, staff, administration, and students. This standing committee is appointed

annually and makes recommendations to the President and Athletic Director in a broad

range of areas related to athletics. The faculty member represents the University to the

Atlantic Sun Conference, Ohio Valley Conference, and NCAA and is involved in a variety of decisions involving issues germane to these organizations.

The Board of Trustees has an Athletic Committee that makes recommendations to the President and Board of Trustees concerning athletic matters. It was through a recommendation from this Committee that the Board of Trustees made the decision in 1993 for the University to move its sports programs from Division II to Division IAA.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

Ultimate responsibility for that control must rest with the chief executive officer.

By virtue of the President's job description, authorized by the JSU Board of Trustees, the NCAA, and the University employment policies, the President has responsibility for all aspects of the University mission, including intercollegiate athletics.

The NCAA Constitution Article 2.1.1 states, "The institution's chief executive officer is responsible for the administration of all aspects of the athletics program, including approval of the budget and audit of all expenditures."

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

It is essential that responsibilities for the conduct of the athletics program and for its oversight be explicitly defined and clearly understood by those involved.

JSU's *Athletic Department Policy and Procedures Manual* clearly and explicitly defines the responsibilities of the Athletic Director, the associate athletic directors, and assistant athletic directors within the University's athletics program. The Department

has recently reorganized its structure. At the present time there is an Associate Athletic

Director for Internal Affairs and an Associate Athletic Director for External Affairs. There

are Assistant Athletic Directors for Compliance, Sports Information, Athletic

Development/Marketing, and Sports Injury/Trainer.

The Assistant Athletic Director for Compliance conducts monthly seminars for all

full-time athletic staff regarding compliance rules and regulations. Athletic boosters of

the University are provided with a brochure outlining significant rules and regulations.

All coaches are tested annually on NCAA rules and regulations.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

5.5.3 Financial Control

All fiscal matters pertaining to the athletics program must be controlled by the administration, with ultimate responsibility resting with the chief executive officer.

Financial planning and budgeting for athletics at JSU is consistent with the

budgeting process for the University. All fiscal matters of the Athletic Department are

accounted for through the University's financial system, which is audited annually by

The Alabama State Examiner of Public Accounts. The state examiners also perform the

NCAA audit annually. Copies of these audits are located in the Office of Internal Audit

and the Office of the President.

According to University policy, the budget unit administrator is responsible for all

budget plans and expenditures within a budget unit. University budget requests are

submitted through budget planning units to directors, department heads, vice

presidents, and the President within guidelines established for budget development by the University Budget Committee and approved by the President. The Athletic Department budget recommendations are developed by the Athletic Director and forwarded to the President for approval.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

If external units (alumni organizations or foundations) raise or expend funds for athletic purposes, all such financial activities must be approved by the administration, and all such units shall be required to submit independent audits.

An external unit, the Gamecock Club, raises funds for athletic purposes. All donations are deposited in the JSU Foundation, Inc. Expenditures from these funds are requested by the account managers and approved by the Athletic Director, the Associate Athletic Director for Internal Affairs, and the Director of the Foundation.

The JSU Foundation, Inc. undergoes an annual audit each year by an outside accounting firm. The Foundation submits General Ledger Transactions Listings for each account supporting University athletics to the University's Internal Auditor. The Internal Auditor prepares the required reports for the NCAA Annual Audit. The NCAA Annual Audit is conducted by the Office of State Examiners in conjunction with the University's annual audit.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

The administration of scholarships, grants-in-aid, loans, and student employment must be included in the institution's regular planning, budgeting, accounting, and auditing procedures.

As mandated by a former President of the University, each sport, with the exception of track, offers the maximum number of scholarships as established by the NCAA. Women's Track and Field was added in 2001, and will make gradual increments over a five-year period to obtain the maximum allowable scholarships by Fall 2005.

The University's Financial Aid Office administers all scholarships, grants-in-aid, loans, and student employment for all students including athletes. The Financial Aid Office is audited annually by the State Examiners and at random times by Federal Examiners.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

All income, from whatever source, and expenditures for the athletics program must have appropriate oversight by an office of the institution that is independent of the athletics program.

All income and expenditures, including those of athletics, are accounted for through the University's accounting and budget procedure in accordance with the *Manual of Policies and Procedures*. All University-funded expenditures of the Athletic Department use the same requisition, purchase order, receipt, pre-audit, and expenditure procedures as the other departments of the University.

The Athletic Department uses the same cash receipts policy for handling cash, making timely deposits, and reporting income received as other areas of the University.

The University's policy on handling cash is located in the *Manual of Policies and Procedures* (IV:02:02).

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

All such income and expenditures must also be appropriately audited.

The Alabama State Examiner of Public Accounts, as a part of the normal University auditing process, audits the Athletic Department annually. The Department also receives an annual Intercollegiate Athletic Audit as required by the NCAA. The Alabama State Examiner of Public Accounts performs this audit.

All funds are expended and reviewed in accordance with University policy. The Office of Purchasing reviews expenditures of the Athletic Department at the requisition/purchase order phase. The receipt of material, proper invoicing, and costing are pre-audited by Accounts Payable and the control of physical inventory subject to capitalization is monitored by the Inventory Manager.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

5.5.4 Academic Program

Institutions must have clearly stated written policies pertaining to the recruitment, admission, financial aid, and continuing eligibility of athletes and, with faculty participation, must annually monitor compliance with those policies.

All students, including student athletes, must meet the same undergraduate academic standards. Student athletes are encouraged to utilize academic support

services available at JSU. These services include the Academic Center for Excellence, the Office of Disability Support Services, academic advisement, study hall, and tutoring. Student athletes are monitored to ensure that correct coursework is taken to meet satisfactory progress requirements as outlined in the *NCAA Manual* regarding athletic eligibility.

A committee to conduct an independent written review and approval of the Athletic Department's academic support services was established by the President on September 22, 1999. Committee members represented many areas of the campus academic community and included the following positions: Associate Vice President for Academic and Student Affairs, Chair; Associate Dean of the College of Commerce and Business Administration; Department Head of Mathematical, Computing and Information Sciences; Director of Learning Services; Director of Teacher Education Services; Instructor of Education; Associate Dean of College of Arts and Sciences; Director of Multicultural Services; Associate Athletic Director for Internal Affairs; and Assistant Athletic Director for Compliance. Meetings involved discussion of current practices, review of relevant documents, and interviewing personnel and students in the Athletic Department.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

The implementation of academic, admission and financial aid policies must be the responsibility of administrators and faculty not connected with the athletics program.

The Office of Admissions is responsible for admitting all students, including athletes. The Financial Aid Office administers financial aid for all students, including athletes. Academic standards that all students must follow are found in the *University Catalogue*. If a student falls below a certain standard he or she must meet with the AVPAA to continue enrollment.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

If there are special admissions for athletes, they must be consistent with the institutional policy on special admissions for other students and be under the control of regular academic policies and procedures.

No special consideration is given to a student athlete applying for admission to JSU. All students, including student athletes, must apply and meet the minimum admission requirements published in the *University Catalogue*. Any student who is rejected for admission has the option of petitioning the Admissions Committee. The Admissions Committee reviews student petitions and grants admission or rejection on a case-by-case basis. Student athletes do not receive special consideration in this process.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

Academic policies governing maintenance of academic good standing and fulfillment of curricular requirements must be the same for athletes as for other students.

Student athletes are treated the same as any other student at JSU regarding maintenance of academic good standing and fulfillment of curricular requirements as stated in the *University Catalogue*.

Before registration, all student athletes must see their Athletic Academic Advisor. The athlete is advised of classes needed for continuing eligibility and graduation. Due to the different time demands of each sport for practice and/or competition, student-athletes are responsible for completing their class schedule. Trial schedules must be signed by the student-athlete's faculty academic advisor. The advisor is appointed by the appropriate academic department of the student's field of study.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None