Jacksonville State University is proud to announce the school’s highest enrollment in its 125-year history. The total headcount for the Fall 2008 semester is 9,481 students, which is 371 greater than the previous high set in Fall 2005 and 404 greater than last year’s enrollment.

The number of first-time freshmen is down slightly from last year at 1,299, but the number of first-time transfer students rose 5% to 714. A total of 3,234 students are enrolled in distance education courses, a 12% increase from last year.

The University experienced this 4.5% increase over last year’s enrollment despite a $5 million budget cut from the State of Alabama. This move forced JSU to raise tuition for the first time in several years. However, JSU’s undergraduate tuition remains below the average for four-year public institutions in Alabama.

The record enrollment exceeded the expectations of Vice President of Academic and Student Affairs, Dr. Rebecca Turner. She projected a Fall 2008 enrollment of 9,420 in an April 2007 presentation to the JSU Board of Trustees.

JSU President, Dr. William A. Meehan identified the goal of reaching an enrollment of 10,000 students by the year 2010. Fall 2008 enrollment is proof that JSU is drawing closer to achieving this goal.

**Updated University Goals**

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

Goals re-worded and approved by Strategic Planning Committee, June 2008.
Jacksonville State University knows how to use assessment data to improve student learning and the student learning environment. Gathering and documenting student outcomes has just gotten easier and more systematic. Tableau Server, just released in an upgraded version, is now available to department heads and directors seeking outcome data from student surveys and other methods of assessment for use in PRISM reports, Program Review self-studies and other continuous improvement efforts.

For many years university-wide assessment data has been gathered, analyzed, and reported in paper format to JSU departments. Efforts to make results available by college and department were always made, but efforts to provide just the unique data that departments needed to be meaningful in their plans was a daunting task.

Tableau Server provides access to results for individual items and in many cases, provides filters so users can see results by college, or department, or major. These views are in a graphic format that can be exported as a graphic file (.png) and pasted into Word, PRISM, and the Program Review Self-Study system. In addition, below the Tableau views there is a link to the assessment instrument for easy access to survey items.

Tableau Server was introduced to Vice Presidents, AVPs and Deans in January 2008. It contained administrative data, such as budgets, master schedules, and credit hour reports. Now users, including department heads and directors, can see outcomes for C-BASE, the New Student Survey, Graduating Senior Survey, the Graduate Exit Survey, the National Survey on Student Enrollment and more.

The schedule below indicates when outcome data will be published to the system. During PRISM planning, departments may want to review the assessment instruments, identify those that effectively measure objectives related to their mission and goals, and indicate the measure and/or item(s) in the strategy for assessment section of their PRISM plans.

For more information or for a demonstration of the system, please contact Tienhan Ma at 5109. See page 7 for a sample.

### University Assessment System Schedule

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

For more information or for a demonstration of the system, please contact Tienhan Ma at 5109. See page 7 for a sample.
Jacksonville State University participated in its second National Survey on Student Engagement (NSSE) in spring 2008. Improving the response rate for the online survey to 36%, the number of JSU freshmen responding more than doubled and the number of seniors almost doubled from the 2006 administration. Ninety percent of the freshmen participants were traditional students, defined as less than 24 years of age, while 42% of seniors were considered traditional. Full-time students made up 93% of the freshmen participants and 75% of the seniors. The percentage of females (65% freshmen/68% seniors) completing the survey was higher than the total percentage of female students university-wide (60%).

Comparisons were computed with southeastern public four year schools, universities in JSU’s Carnegie classification, and with all NSSE 2008 participants. Mean comparisons suggested:

- JSU students were more likely to prepare two or more drafts of a paper or assignment before turning it in;
- JSU seniors were more likely to talk about career plans with a faculty member or advisor;
- JSU seniors were more likely to receive prompt written or oral feedback from faculty on academic performance;
- JSU freshmen were more likely to work harder than they thought they could to meet an instructor’s standards or expectations;
- JSU freshmen reported they were more likely to memorize facts, ideas or methods from courses and readings; while they were less likely to analyze, synthesize and apply theories and concepts for their coursework as compared to their peers;
- JSU freshmen reported they had more homework sets that took them less than an hour to complete than their peers;
- JSU seniors reported they were more likely to take exams that challenged them to do their best work;
- JSU students were more likely to participate in activities to enhance their spirituality (worship, meditation, prayer, etc.);
- JSU seniors were more likely to examine the own strengths and weaknesses of their own views on a topic or issue;
- JSU seniors reported higher quality of relationships with other students and faculty members than their peers at other universities;
- JSU students reported higher quality of relationships with administrative personnel and offices;
- JSU students were more likely to spend more time working for pay off campus and were also more likely to spend more time caring for dependents living with them;
- JSU freshmen likely spent more time commuting to class;
- JSU seniors responded more favorably that their experience at JSU contributed to acquiring job or work-related knowledge and skills, writing clearly and effectively, speaking clearly and effectively, using computing and information technology, voting in local, state or national elections, and developing a deepened sense of spirituality;
- JSU freshmen responded more favorably than their peers that their experience at JSU contributed to their speaking clearly and effectively, voting in local, state or national elections and developing a deepened sense of spirituality; and
- JSU seniors reported a higher satisfaction with the quality of academic advising than their peers.

JSU freshmen were less likely than their peers to work on a paper or project that required integrating ideas or information from various sources. They were also less likely to work with other students on projects during class or outside of class. They were less likely to participate in community-based projects, such as service learning, as part of a regular course. JSU freshmen were less likely to use an electronic medium to discuss or complete an assignment, were less likely to use email to communicate with an instructor, and were less likely to use computers in their academic work. JSU freshmen reported that the number of assigned textbooks, books or course packs required at JSU were significantly less than their freshmen peers and that the number of problem sets assigned as homework that took more than one hour to complete were significantly less as well.

JSU students also reported that they write fewer papers totaling between 5 and 19 pages than their peers, while seniors write fewer papers or reports totaling fewer than 5 pages, and fewer papers totaling 20 pages or more than their peers at other institutions. JSU students were also less likely to participate in physical fitness activities, community service or volunteer work, and foreign language coursework. JSU students reported they were also less likely to attend campus events and activities.

NSSE results are available to directors, department heads and other administrators on Tableau Server (see page 2).

New Brand for Assessment

My Voice... My JSU will be the new brand for assessment at JSU beginning this fall. Responding to a campus-wide survey suggesting that students would benefit from being more aware of their role in voicing their recommendations, opinions, attitudes and concerns through assessment initiatives, the Office of Institutional Research and Assessment developed a public relations campaign for campus-wide use.

One of the first ways that students and faculty will see the new logo is through the implementation of the new online campus-wide course evaluation system, IDEA. E-mails inviting students to complete course evaluations will come from My Voice... My JSU. Requests for students to participate in all online surveys, such as the National Survey on Student Engagement (NSSE), the New Student Survey, Graduating Senior Survey and Graduate Student Exit Survey will be from My Voice... My JSU as well.
Is Prior Learning Assessment for JSU?

In June 2008, Dr. Carrie Elkins, Dr. Jane Kushma, and Dr. Sherri Restauri attended the National Institute on the Assessment of Experiential Learning (NIAEL) in Princeton, N.J. This trip was sponsored by the Office of Institutional Research and Assessment (OIRA).

The NIAEL conference focused on Prior Learning Assessment (PLA) in higher education, including development, evaluation, quality assurance, research, and issues and trends in PLA. PLA offers credit to adult learners for college-level learning they’ve acquired through life experiences. Dr.’s Elkins, Kushma and Restauri provided the following comments for JSU:

- PLA could be of tremendous value to our non-traditional JSU students.
- PLA has been shown to increase student enrollment and retention among non-traditional students.
- From a recruiting and marketing perspective, PLA makes good business sense for JSU.

- Data from Fall 1995 through Fall 2007 indicates a growing percentage of part-time and older JSU students.
- The evaluation of learning (not experience or work-time) is a model adopted by a number of accredited schools that have sought to offer the best possible learning experiences for their non-traditional students.
- JSU could become among the top institutions serving non-traditional students by outlining and implementing a program focused on PLA.
- The various forms of PLA, ranging from CLEP, individual-based testing out of courses beyond CLEP (the course challenge model), portfolio-based course challenge, and others are very broad, and are handled quite differently at each institution.
- While PLA could be useful in most disciplines, the creation of a representative committee to develop guidelines for implementation of PLA at JSU would be necessary, with a representative included from each academic unit, as the courses appropriate for PLA are examined by the committee.
- Discerning between prior “learning” and prior “experience” seems like a daunting task. This is an area of ongoing discussion among experts in this field.
- PLA implementation seems to be appropriate across the curriculum, based on reviews of literature and in-depth discussions with colleagues at other universities.

No decisions have been made to implement PLA at JSU. If you’d like to talk with others about PLA, please contact Dr. Joe Delap at 8186.

Great IDEA!

Focusing on the end result of student learning – that is what it is all about – and that is a great IDEA!! In the past, JSU required faculty to survey one course per semester, and most of the time the surveys were completed on paper with each college using their own instrument and processing their own data. With the online IDEA Student Ratings system JSU is piloting in fall 2008, JSU students will rate each course they are enrolled in by clicking a link provided to them via email. All courses will be evaluated using the same instrument and method, providing the opportunity for increased consistency and reliability.

The IDEA survey is focused on the instruction students receive. Adjusted scores are weighted to account for student work habits, motivation and class size. Prior to students receiving the IDEA online survey, faculty will determine the essential and important aspects of their courses based on 12 learning objectives. A Faculty Information Form will be emailed to each faculty member during the month of October for each of their courses, to be completed by October 31, 2008.

Students will then receive an email for each course they are registered in beginning sometime around November 10th. Faculty, along with a campus-wide publicity campaign, will encourage students to complete their evaluations. Faculty will receive emails with response rates for each of their courses and by December 5th, all student evaluations will be completed.

Reports will be available quickly, early in the spring semester. Each college has an IDEA representative who will be trained to support the administration of IDEA. These liaisons will also provide reports that will serve as a valuable tool for faculty and department heads.

For more information about IDEA, go to the IDEA Center website. It contains tips for ranking the learning objectives, using IDEA for team-taught courses, and using results. The website is: http://www.theideacenter.org.

PRISM Planning and Reporting Timeline

<table>
<thead>
<tr>
<th>Planning 2009-2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 15, 2008</td>
</tr>
<tr>
<td>February 1, 1009</td>
</tr>
<tr>
<td>March 1, 2009</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reporting 2008-2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 15, 2009</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
Jacksonville State University PRISM Planning & Reporting Guidelines

All academic and non-academic units at Jacksonville State University are responsible for the planning and reporting that lead to increased student success and an improved learning environment. Goals, objectives, strategies, budget justifications, results, use of results, and significant accomplishments are documented in PRISM, JSU’s web-based system for planning and reporting. Every unit develops operational goals and objectives in PRISM for administrative functions, professional development, strategic planning, and other functions. Unlike operational goals and objectives each unit is also responsible for developing e-goals and e-objectives that focus on student outcomes.

Below are guidelines for PRISM planning and reporting. Units should review the guidelines every year before finalizing PRISM planning due on December 15th and reporting due on September 15th.

### PRISM Planning (Due December 15th)

**Mission**

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

**Goals**

4. The unit’s goals are clearly stated.
5. The unit’s goals clearly support the unit’s mission.
6. The unit’s goals are linked to the University’s goals.
7. The unit’s E-goals are focused on student outcomes.

**Objectives**

8. The unit’s objectives are clearly stated.
9. The unit’s objectives are measurable.
10. The unit’s objectives are meaningful in supporting continuous improvement.
11. The unit’s E-objectives are focused on student outcomes.
12. Academic units have at least 3 E-objectives related to student learning outcomes OR non-academic units have at least 1 E-objective related to student outcomes.

**Strategy/Assessment/Success Criteria**

13. Strategies or criteria are documented for each objective.
14. Strategies or criteria are appropriate for the objectives.
15. The strategies or criteria are realistic.
16. The assessment methods or tools are appropriate for the objectives being evaluated.
17. Multiple methods of assessment are used where appropriate.
18. Baseline or comparison data are provided.
19. The methods of evaluation are consistent with best practices.

**Budget Justification**

20. The budget requests are realistic.
21. The budget request types are completed accurately.
22. The budget justifications are clear.
23. The budget justifications appropriately use data to support requests.

### PRISM Reporting (Due September 15th)

**Results**

24. Results, including data where appropriate, are clearly reported for all objectives.
25. Results, including data where appropriate, are clearly reported for all methods of assessment.
26. Well thought-out analyses of all objectives are presented.

**Use of Results**

27. Actions prompted by the results are clearly described.
28. Responses indicate thoughtful use of data for improvement.

**Significant Accomplishments**

29. Significant accomplishments are clearly reported.

**Improvement Across Years**

30. A review of PRISM plans & results across 3 years clearly demonstrates progress toward improvement of the unit.

Ver1: 10/5/07
Moving to Online Assessment

In keeping with OIRA’s goal to introduce new online assessment measures, the surveys completed by new students and graduating seniors will be changing soon. From this point forward, all new students accepted to JSU will not receive a paper survey, but will be given a link to the online version of the New Student Survey in their acceptance letter. The Graduating Senior Survey (GSS) is already available online, as it has been tied in as part of the Major Field Test process. Currently, the paper version of GSS is still being accepted from some departments since the best possible way to get students to participate in the online version hasn’t been identified. Though the move has already begun to take place, it still may take a couple of semesters to switch to an exclusively online Graduating Senior Survey. We believe that there might be more than one possible way to reach the optimal number of responses.

This switch to online assessment measures is not a new concept. In fact, the Graduate Student Exit Survey was available in both online and paper forms as early as fall of 2006. In fall of 2007, the College of Graduate Studies requested all that applications for degrees be submitted online, except for those applying for a degree in nursing. Students were first provided the link for the exit survey, and then were allowed to complete their graduation application form. With this process it is possible to obtain a survey from every graduating student. However, this also means that there could be duplicate surveys from those students that applied for a degree, but didn’t graduate that semester. Despite this complication, the process seems to be an effective way to gather information from the Graduate Student Exit Survey.

In the past, the Admissions Office would include a New Student Survey form in a packet sent to all newly accepted students. The student would then complete the survey and return it to JSU, where it would be given to the Office of Institutional Research and Assessment to be entered. Once enough forms were collected, they could be scanned and analyzed. The process for Graduating Senior Surveys was similar. The surveys were distributed through the department of the student’s major or college at his or her exit interview, Major Field Test, or final student teaching gathering. Students could return the forms to their department or directly to OIRA. Just like the New Student Surveys, they would then be entered, collected, scanned, and analyzed. Though this process worked, there were improvements to be made.

Overall, the movement toward online assessment measures will provide an increase in efficiency and economy. Online surveys take less time to complete, collect, and process. They require less paperwork for both students and survey administrators. Online surveys reduce the amount of possible human error in that the surveys pass through fewer hands and do not require second-time data entry and interpretation of handwriting. Forms do not have to be scanned or stored. Though it is still necessary to wait for enough responses to assess the data, the data is available immediately and does not have to be re-entered. The shift to online surveys is just one more step toward JSU and OIRA’s goal of using technology to support institutional research and assessment.

What are E-Goals and E-Objectives?

All JSU departments are responsible for developing goals and objectives in PRISM, which make up their annual PRISM plan. In addition to operational and administrative goals and objectives, all academic and administrative units are expected to have E-Goals and E-Objectives.

E-goals and E-objectives are focused on student outcomes. Student outcomes may be direct learning outcomes (i.e., MFAT or C-BASE), indirect (i.e., student surveys like Graduating Student Survey) or applied (i.e., employer or alumni surveys). Academic units should have all three types represented in their assessment strategies. They don’t all have to be assessed every year, but all three should be considered when determining if students are learning what they are intended to learn while at JSU.

Administrative units can focus on indirect outcomes and in some cases, applied. There are also administrative metrics that can link the work of administrative units to number of scholarships awarded, dollars expended to support student services, and retention and graduation rates.

For all E-Goals and E-objectives it is important that the goals and objectives focus on the student outcome. For example, an objective may be stated, “Assess new students.” This objective is worded as an administrative task. Instead, reword it, “New students will report satisfaction with their relationships with administrative personnel and offices on the National Survey of Student Engagement as evidenced by a mean score of 4.5 or higher on a 7 point scale.” In the latter example, the focus is on the students and the data is available to Directors, Department Heads and administrative staff through Tableau Server. (see page 2).
Program Review Cycle 2 Participants Recognized

JSU programs completing the Cycle 2 Program Review were recognized on July 14, 2008, at the Board of Trustees meeting.

Dr. William Meehan, University President, Mr. Jim Bennett, Board of Trustees Chair, and Dr. Alicia Simmons, Director, Office of Institutional Research and Assessment, presented plaques to the honorees: Department of Drama, Early Childhood Education, Elementary Education, Secondary Education, Special Education, Physical Education (P-12), Educational Administration, Instructional Media, Counselor Education, Instructional Services, and the Teacher Service Center.

By June 2007, each of these departments submitted self-studies following JSU’s Program Review Self-Study format. The self-studies covered the mission and purpose of the unit, quality, demand, the resources, and any additional information that the unit wanted to provide. Since all of these programs were recently reaccredited, they were exempt from the onsite peer review.

JSU programs involved in Cycle 3 Program Review recently completed their onsite reviews. Cycle 4 participants completed Program Review training in September and will begin working on their self-studies. A complete program review schedule can be accessed on the OIRA website at the following link:

http://www.jsu.edu/depart/oira.

Members of the Program Review subcommittee who continue to guide the process are: Dr. Louise Clark, College of Commerce and Business Administration; Ms. Judy Harrison, Office of Human Resources; Dr. Jean Pugliese, College of Graduate Studies; Dr. Sarah Latham, College of Nursing; Dr. Maureen Newton, Department of Sociology and Social Work. Ex-officio members are Ms. Lisa Williams, College of Arts and Sciences, who is chair of the Institutional Effectiveness Committee; and Dr. Alicia Simmons, Office of Institutional Research and Assessment.

Sample View with Filters of JSU’s Assessment System

This is a sample view from JSU’s Assessment system. This set of items is from the Graduating Senior Survey and focuses on how seniors compare themselves to others their age on several variables. On the right, the filters for college and major allow users to choose only the subpopulation they are interested in viewing. The scale is provided under the graphic and in the comments section a link appears for the Graduating Senior Survey instrument.

Contact Tienhan Ma at 5109 for more information or for a demonstration of Tableau Server and JSU’s Assessment System.
Welcome to New OIRA Staff

Kim Presson, Secretary to the Director
Kim began working at JSU in February, 2005. She came to JSU after working at ITC^Deltacom as a Coordinator for Government and Industry Relations where monthly downloading and reporting line, cost and customer data to the FCC and State Public Service Commissions was one of her many duties. Before working at DeltaCom, she worked as an HR and Division Secretary in the Anniston Division of Alabama Gas Corporation. Since coming to JSU she has worked in the Registrar’s Office and the Child Development Center.

Kim has a Bachelor of Science Degree in Office Administration from Troy University and is a graduate of Walter Wellborn High School. She lives in Oxford with her husband Scott and daughter Samantha. She is active in Girl Scouts of North Central Alabama where she serves as a Troop Leader, Activities Coordinator, Product Sale and Cookie Manager for Oxford Troop 133 as well as Calhoun County Cookie Booth Sale Coordinator and several different GSNCA Committees. Kim is also active in the Children’s Ministry at Oxford First Baptist Church where she teaches the 4th-6th Grade G.A. Class.

John Rosier, Acting Coordinator of Institutional Research
John Rosier has a B.S. degree in Computer Information Systems and an M.S. degree in Systems and Software Design from Jacksonville State University.

John is married to Jennifer Rosier, a second grade teacher at White Plains Elementary School and has two beautiful children, Jordyn and Jackson.

John began his career at JSU in 1999 in the Department of Information Technology as a computer programmer. Over the past 10 years, he has held several positions in the Application and System Support group. During this time, he has been a part of several large projects that included Y2K, development of a mainframe test environment, and most recently was part of the Sungard Banner technical implementation team. He has extensive experience with oracle, IBM midrange and mainframe platforms and their operating systems.

John joined the office of Institutional Research and Assessment in September 2008 and is looking forward to new challenges and endeavors.

Office of Institutional Research and Assessment
Jacksonville State University
203 Bibb Graves Hall - 700 Pelham Road North
Jacksonville, AL 36265-1602