Jacksonville State University enjoyed its second highest enrollment this fall, with 9,351 students. With 3,360 students taking at least one distance education course, JSU saw a 4% increase in this category.

As JSU looks to Fall 2010 enrollment, the JSU Enrollment Management Committee is looking to capitalize on strategies that focus on increased enrollment in the areas of distance education, Atlanta region, 2-year college transfer students, and accelerated high school students.

Dr. Tim King, Associate VP for Enrollment Management and Student Affairs suggests, “Enrollment Management is a shared responsibility for the entire JSU community, and through our commitment to the goals specified in the Strategic Enrollment Management Plan, JSU will achieve enrollment objectives.”

As we look forward to the coming year, we will have to continue to work together to move the university forward.

This is what we can do:
- Continue to develop new online programs to serve the varied needs of our students.
- Continue targeted marketing and recruiting for distance learning students and two-year college transfer students.
- Involve alumni in recruiting in targeted geographical areas.
- Aggressively recruit, retain and provide services for international students.
- Develop virtual services for online and nontraditional students.
- Update student activities and recreational facilities for traditional students.
- Provide more scholarships and waivers to attract students most likely to succeed.
- Apply distance learning technologies to attract accelerated high school students.
- Attract more federal grants and contracts.

Looking Back on 2008-2009

JSU accomplished much in response to the University’s Strategic Plan in 2008-2009. Below are just some of the many efforts made to continuously improve our University.

- Expanded the tuition remission policy.
- Created partnerships with universities in China that will result in enriching learning opportunities for students here and abroad.
- Increased the total number of accredited academic programs to 38 with the new Department of Communication accreditation.
- Cycle 3 program review participants completed program review. They are: Development Services, Alumni Relations, Recreational Sports, University Housing and Residence Life, Department of Technology and Engineering, JSU Gadsden and the Office of Distance Education.
- The Athletic Department was recertified by the NCAA.
- The College of Nursing increased Fall credit hours by more than 2000 compared with Fall 2004. That’s more than 130 students. The Departments of English, Math and Emergency Management all increased credit hours by more than 1000 in the same timeframe.
- Set up a new centralized Advising Center in the TMB. This does not replace faculty advising… but will provide extended hours for students who do not have a major, or who are at-risk of not succeeding.
- Expanded the Honor’s Program to admit its first group of residential honors students this fall 2009.
- Renovation of Mason Hall, and the building of our new student housing and stadium expansion.
- Implemented the transportation system, Gamecock Express.
- Implemented food service renovations through our contract with Sodexo.
- Ended a successful capital campaign.
- Acquired the beautiful Victoria Inn in Anniston.

Congratulations on a great year!
The following article was written by Jacksonville State University graduate, Falynn Cartmill, who completed her Master’s in Mathematics at JSU in August 2009. Her Master’s thesis, focused on first-time freshmen undergraduate retention, is summarized below. Ms. Cartmill’s faculty advisor was Dr. Jan Case and she was a graduate assistant in the Office of Institutional Research and Assessment during the summer 2009. She is currently continuing her education at the University of Alabama at Birmingham, where she is pursuing her Ph.D.

The goal of this research is to determine if the first-time freshman 1-year retention rate at Jacksonville State University is dependent on any of the factors measured by two surveys: the National Survey of Student Engagement (NSSE) and JSU’s New Student Survey. These factors are divided into two categories: Academic and Non-Academic. Academic factors include attributes such as course selection, faculty interaction, advisement procedures, technology accessibility, and academic preparedness. The non academic variables are those resulting from a student’s background and from the institution’s administrative ability like financial aid, parental support, and social acceptance. To perform this analysis, a statistical software program, SPSS, was used. Using cross tabulation methods with a Chi Square test, it can be determined if there is any dependence between two qualitative factors. Once dependence is identified, a model can be developed to predict which students are most likely to remain at Jacksonville State University.

The non-academic factors that were tested against retention consisted of social involvement with the university, sources of financial aid, and dynamics of background. The table below lists the factors that yielded statistically significant dependence on freshman retention.

### Significant Non-Academic Factors on 1-Yr Retention

<table>
<thead>
<tr>
<th>OBSERVATION</th>
<th>X²</th>
<th>df</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reliance on other Non-Federal Loans</td>
<td>7.411</td>
<td>2</td>
<td>0.025</td>
</tr>
<tr>
<td>Reliance on Other Government Aid</td>
<td>6.113</td>
<td>2</td>
<td>0.047</td>
</tr>
<tr>
<td>Reliance on Work-Study Program</td>
<td>5.121</td>
<td>2</td>
<td>0.077</td>
</tr>
<tr>
<td>Unable to find employment</td>
<td>7.899</td>
<td>2</td>
<td>0.019</td>
</tr>
<tr>
<td>Contact with JSU representative</td>
<td>5.217</td>
<td>2</td>
<td>0.074</td>
</tr>
<tr>
<td>Maintain full-time job</td>
<td>7.142</td>
<td>2</td>
<td>0.067</td>
</tr>
<tr>
<td>Tutored other students</td>
<td>8.442</td>
<td>2</td>
<td>0.038</td>
</tr>
<tr>
<td>Enhanced spirituality</td>
<td>6.245</td>
<td>2</td>
<td>0.100</td>
</tr>
<tr>
<td>Anticipated popularity with others</td>
<td>8.918</td>
<td>2</td>
<td>0.063</td>
</tr>
</tbody>
</table>

The academic factors that were analyzed from the surveys were faculty interaction, cost, educational objectives, and motivation for attendance. The following table lists the academic factors which yielded statistically significant dependence on freshman retention.

### Significant Academic Factors on 1-Yr Retention

<table>
<thead>
<tr>
<th>OBSERVATION</th>
<th>X²</th>
<th>df</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Challenging classroom experience</td>
<td>9.852</td>
<td>4</td>
<td>0.043</td>
</tr>
<tr>
<td>Discussions with Faculty outside of class</td>
<td>6.567</td>
<td>3</td>
<td>0.087</td>
</tr>
<tr>
<td>Additional research projects with Faculty member</td>
<td>7.999</td>
<td>3</td>
<td>0.046</td>
</tr>
<tr>
<td>Use of technology</td>
<td>8.138</td>
<td>3</td>
<td>0.043</td>
</tr>
<tr>
<td>Overall Educational Experience</td>
<td>9.547</td>
<td>3</td>
<td>0.023</td>
</tr>
<tr>
<td>Likeliness to choose JSU as a freshman</td>
<td>17.732</td>
<td>3</td>
<td>0.000</td>
</tr>
<tr>
<td>Accessibility to a computer at home</td>
<td>4.26</td>
<td>1</td>
<td>0.039</td>
</tr>
</tbody>
</table>

Another remarkable aspect revealed from this study is the factors which had no dependence upon freshman retention. Scholarship awards, enrollment costs, and brochure media are factors which did not affect a student’s decision to continue his or her education.

The following table lists the factors which yielded no statistically significant dependence on freshman retention.

### Non-Significant Factors on 1-YR Retention

<table>
<thead>
<tr>
<th>OBSERVATION</th>
<th>X²</th>
<th>df</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty scholarships</td>
<td>2.812</td>
<td>2</td>
<td>0.245</td>
</tr>
<tr>
<td>Leadership scholarships</td>
<td>1.826</td>
<td>2</td>
<td>0.401</td>
</tr>
<tr>
<td>Athletic scholarships</td>
<td>0.355</td>
<td>2</td>
<td>0.837</td>
</tr>
<tr>
<td>Other scholarships</td>
<td>0.723</td>
<td>2</td>
<td>0.697</td>
</tr>
<tr>
<td>Cost</td>
<td>1.314</td>
<td>2</td>
<td>0.519</td>
</tr>
<tr>
<td>JSU brochure /pamphlet</td>
<td>0.005</td>
<td>1</td>
<td>0.945</td>
</tr>
</tbody>
</table>

Upon completion of this study, it can be ascertained that Jacksonville State University’s retention rate is influenced in the same way early theorists predicted. The data collected from the 109 students sampled revealed that social acceptance, financial aid, and faculty interaction are the main factors that affect freshman retention according to the students’ responses to the National Survey of Student Engagement (NSSE) and the Jacksonville State University New Student Survey (NSS). It is hoped that this investigation will be used to increase Jacksonville State University’s retention rate by modifying the university’s approach to admissions and addressing new students’ concerns and expectations.
Program Review Cycle 3 Participants Recognized

JSU programs completing the Cycle 3 Program Review were recognized on July 13, 2009 at the Board of Trustees meeting.

Dr. William Meehan, President, Mr. Jim Bennett, Board of Trustees Chair, and Dr. Alicia Simmons, Director, Office of Institutional Research and Assessment, presented plaques to the honorees: Development Services, Alumni Relations, Recreational Sports, University Housing and Residence Life, Department of Technology and Engineering, JSU Gadsden and the Office of Distance Education.

By April 2008, 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, resources, PRISM reports and any additional information.

The Department of Technology and Engineering was exempt from the onsite peer review, but all other programs invited two external reviewers and one JSU reviewer to conduct an on-site review and make recommendations for improvement. The units responded to the reviewer recommendations and forwarded their conclusions to their supervisors. A report of all recommendations was forwarded to the President and Vice Presidents, while unit incorporated results into their PRISM plans as well.

JSU programs involved in Cycle 4 Program Review are in the process of completing their onsite reviews. They include: Biology; Music; Accounting, Communication; Economics and Finance; Management and Marketing; Business Administration; Center for Economic Development; Small Business Development Center; Financial Aid; Tutoring Services; and Institutional Research & Assessment.

Cycle 5 participants completed Program Review training in September and October and will begin working on their self-studies this fall.

Cycle 5 participants are: Admissions, Houston Cole Library, Graduate Studies, Information Technology, Purchasing, Controller, Physical Plant, Institutional Development, Sociology, English and Psychology.

Training was provided by the Program Review Subcommittee of the Institutional Effectiveness Committee, including: Louise Clark, Chair of the subcommittee and Associate Dean of the College of Commerce and Business; Ms. Lisa Williams, chair of the Institutional Effectiveness Committee and Associate Dean of the College of Arts and Sciences; Dr. Sarah Latham, Dean of the College of Nursing; Ms. Judy Harrison, Assistant Director for Human Resources; Ms. Belinda Blackburn, Director of Continuing Education; Dr. Jean Pugliese, Associate Dean for the College of Graduate Studies; Dr. Maureen Newton, Professor of Social Work; Ms. Kim Presson, Secretary to the Director for Institutional Research and Assessment; Mr. John Rosier, Coordinator of Institutional Research; and Dr. Alicia Simmons, Director of Institutional Research and Assessment.

PRISM Planning and Reporting Timeline

<table>
<thead>
<tr>
<th>Planning 2010-2011</th>
<th>Reporting 2009-2010</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>December 15, 2009</strong></td>
<td>September 15, 2010</td>
</tr>
<tr>
<td>All units revise/develop and enter into PRISM their 2010-2011 plans with goals, objectives, evaluation strategies and new funding requests for 2010-2011.</td>
<td>All units complete 2009-2010 reporting by completing:</td>
</tr>
<tr>
<td><strong>February 1, 2010</strong></td>
<td>• Results of Evaluation/Assessment</td>
</tr>
<tr>
<td>Deans/AVPs review, revise and approve unit plan and requests.</td>
<td>• Use of Results</td>
</tr>
<tr>
<td><strong>March 1, 2010</strong></td>
<td>• Status boxes for each objective</td>
</tr>
<tr>
<td>Vice Presidents review and approve/disapprove unit plans and budget requests.</td>
<td>• Significant Accomplishments</td>
</tr>
<tr>
<td></td>
<td><strong>October 15, 2010</strong></td>
</tr>
<tr>
<td></td>
<td>Annual Report of Significant Accomplishments provided to the President and Vice Presidents for 2009-2010.</td>
</tr>
</tbody>
</table>
The sample assessment plan below demonstrates four levels of measurement for an academic program. **Level 1** refers to indirect measures of student learning that reflect student reaction or satisfaction. IDEA course evaluation items, like “Overall, this is an excellent course,” are examples of indirect measures. **Level 2** is direct measurement of student knowledge, concepts or skills learned. Departments using C-BASE, or MFAT are measuring at level 2. Also, if you’re using a rubric to rate demonstration of concepts or skills learned, you are measuring at level 2. **Level 3** refers to application of what was learned. We often use alumni or employer surveys for level 3. Level 3 must focus on changes in behavior or actions as a result of learning. **Level 4** focuses on impact in the program or organization as a result of learning. Also known as business impact measures, your department may focus on student retention, graduation rates, or professional certifications awarded.

Each department must have an assessment plan that is documented under your e-goals and e-objectives in PRISM. The Office of Institutional Research & Assessment can provide results on many levels and the Tableau Server Assessment System can support you in finding results for your college, department or by major. Contact OIRA at 8144 and let us help. We’ll be glad to meet with you, provide you with strategies and data, and help you improve your assessment plan and reports.

### Sample Academic Assessment Plan

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

2014 seems like a long time from now until JSU begins to prepare for its 2014 SACS reaffirmation. For several years the University’s Institutional Effectiveness Committee has been planning for SACS’ return. Below is the current timeline that is helping to ensure JSU is ready. It includes implementation of some familiar initiatives, like Program Review, updating course syllabi, and improving PRISM plans and reports. New initiatives will involve an online faculty credential system, which will allow faculty to update curriculum vitae and other pertinent information online. This information will be used for quarterly reports to the Vice President, college-level reporting, and reports specifically required in the online SACS review for compliance.

Another new initiative is the development of a QEP or Quality Enhancement Plan, which is basically a plan for a university-wide assessment effort focused on specific student-learning outcomes. Data and results gathered across the last few years will inform the topic of JSU’s QEP. Input from around campus will be sought as we build together an assessment project that will be implemented shortly after reaffirmation. A timeline for development of the JSU QEP is on the facing page.

In addition to the development of plans, JSU officials are becoming more familiar with the new SACS reaffirmation process that focuses on 12 core requirements and 10 comprehensive standards. Dr. William A. Meehan, President, is currently serving on two SACS reaffirmation teams. In addition, Dr. Louise Clark, Associate Dean of the College of Commerce and Business who currently serves as a SACS reviewer, will participate on a SACS reaffirmation team in April 2010, accompanied by Dr. Alicia Simmons, Director of Institutional Research and Assessment. Dr. Rebecca O. Turner, Vice President for Academic and Student Affairs, is JSU’s current SACS liaison and has been responsible for ensuring the university is up-to-date on correspondence, information items and reporting of substantive change to SACS.

Thanks to careful planning and the efforts of everyone on campus, JSU will be ready for SACS reaffirmation.

JSU Timeline for SACS Reaffirmation

Phase 1: Orientation to and Beginning of SACS Process
Fall 2005 – Spring 2012
- Implement Program Review
- Revise Substantive Change Policy
- Implement faculty credential management system
- Update course syllabi with a focus on student learning outcomes
- Improve quality of PRISM plans and reports
- Develop 2012 – 2017 Strategic Plan
- Develop SACS website (gather publications)
- Update PRISM view to include 3 years

Spring 2012
- Participate in orientation of Leadership Team by SACS
- Establish Compliance Certification Team
- Assign responsibilities and deadlines for Compliance Certification and publish campus wide
- Begin and continue preparation of Compliance Certification
- Develop internal website for posting Compliance Certification and supporting documents

Review and evaluate the following:
- Faculty credentials for teaching specific courses
- Board Policies and IMM’s
- Review the Catalog and Course Schedule
- Program requirements, prerequisites, publications, student records, etc.
- Other important issues which might surface in light of the new Principles

Phase 2: Integrate QEP Process
Spring - Summer 2012
- Determine the Quality Enhancement Plan (QEP) topic and focus based on institutional data
- Begin and continue research and design of QEP based on best practices and needs of JSU students; determine QEP rationale
- Identify two consultants to invite to serve on Onsite Committee

Phase 3: Finalize Compliance Certification, Website, Accompanying Materials and Submit
Fall 2012 – Spring 2013
- Finalize QEP design and major activities; initiate early stages during Fall 1013
- Finalize Compliance Certification and all supporting documents
- Finalize SACS website and post live links to all documents
- Submit Compliance Certification Report (including all appending documents and CDs for OFF Site Review Committee members)
- Review of Compliance Certification Report by Off Site Peer Review Committee
- Receive feedback/recommendations from Off Site Committee Review and begin preparation of Focused Report (only if found in non-compliance with one or more SACS Principles)
- Finalize format and design of QEP document; continue implementation

Six weeks before Onsite Team visit (July – August)
- Submit final QEP to Onsite Committee
- Work with SACS to contact Onsite Review Committee

Fall 2013
- Schedule university-wide meeting and orientation
- Host Onsite Committee
- Prepare documents
- Arrange for committee’s travel/ accommodations
- Schedule interviews
- Engage Host/Site visit committee in usual tasks
- Receive Onsite Committee report, including response to QEP

January – April 2014
- Write response to Onsite Committee
- Submit response to SACS
- Adapt QEP based on Onsite Committee feedback; prepare for full implementation of QEP
- Review reaccreditation efforts

Summer 2014
- Receive notification from SACS regarding reaccreditation
JSU QEP Timeline for SACS Reaffirmation

Phase 1: QEP Topic Selection  
**Fall 2005 – Spring 2012**
- Collect University-wide assessment data, including C-BASE, CLA, MFTs, IDEA, NSSE, other student surveys
- Spring 2012
- January
  - Attend SACS Orientation in Atlanta
- February
  - Begin discussion of QEP
  - Begin collecting institutional data to analyze serious issues
- March
  - Publish general SACS timeline; incorporate due dates for QEP with Compliance Certification
  - Collect copies of QEPs from at least five other colleges
  - Determine “student learning” issues requiring action at JSU; engage faculty in discussion of possible topics/projects
  - Establish an organizational design for topic identification and selection
  - Establish selection process; select faculty for QEP Development Team
  - Study institutional data and survey results; schedule and conduct focus groups of students and faculty; discuss in committee and department meetings
- April
  - QEP Development Team reports; discuss possible topics with faculty
  - Narrow list of topics/projects; make plans for summer research by QEP Development Team
  - Select QEP topic/focus based on institutional data; organize for summer work by QEP Development Team

Phase 2: QEP Project Development  
**Summer 2012 – Fall 2012**
- May – June
  - Continue focused research and design of QEP; research best practices and needs of JSU students
- Late June – July
  - QEP Development Team conducts intensive three-week workshop
  - Determine QEP rationale
  - Synthesize recent research and develop possible QEP strategies
  - Establish timeline/schedule
  - Draft possible assessment measures to track changes in student learning/QEP progress

Phase 3: QEP Implementation  
**Fall 2012 – Summer 2014**
- August – December
  - Faculty Staff Meeting- QEP Development Team presents research and makes recommendation to faculty; faculty help determine two QEP consultants to invite on On-Site Committee
  - Invite guest speakers/advisors as identified by QEP Development Team (Topics: student learning, assessment, technology, support services, QEP, etc.)
  - QEP Development Team engages faculty in focused discussion to refine strategies

Phase 4: Full Implementation of QEP  
**Fall 2014 - 2019**
- Fully implement QEP
- Assess progress
- Submit QEP Impact Report (2019)

August – December
- Faculty Staff Meeting- QEP Development Team presents research and makes recommendation to faculty; faculty help determine two QEP consultants to invite on On-Site Committee
- Invite guest speakers/advisors as identified by QEP Development Team (Topics: student learning, assessment, technology, support services, QEP, etc.)
- QEP Development Team engages faculty in focused discussion to refine strategies

Beyond Boundaries Project Underway

Jacksonville State University is committed to preparing all students to meet their career goals using skills for employment, citizenship, and life-long learning. Based on the University’s vision to eliminate the barriers of time and distance to allow the JSU experience to transcend regional boundaries, Jacksonville State University is able to increasingly serve non-traditional students, who may be working, are older, and/or live in rural areas of northeast Alabama and beyond.

Through the Beyond Boundaries project, funded by the U.S. Small Business Administration, Jacksonville State University will increase the success of a large proportion of students, including at-risk and non-traditional students, who are undecided about their major, work, have families, and/or are taking distance education courses by providing a comprehensive set of resources and services available through interactive web-based technology.

Services will include on-line orientation, guided campus tours, technology proficiency testing, links to the Small Business Development Center an online MyJSU tutorial, and other career development sites, Technologies supporting these services include streaming video, animation, interactive graphics, and podcasting.

The purpose of developing a state of the art, interactive on-line system is to increase the non-traditional student participation rate in orientation and academic support services, thereby increasing retention and graduation rates. The system will also support students in making the most of on-line experiences by assessing computer skills, familiarizing students with JSU and the on-line environment, supporting time management and management of expectations particularly among first generation students. Overall, the system will support Jacksonville State University in meeting the needs of current and future professionals in northeast Alabama.

The Beyond Boundaries project is taking a collaborative approach to accomplishing its goals. The Project Management Team includes Dr. Tim King, Associate Vice President for Enrollment Management and Student Affairs; Mr. Vinson Houston, Acting Vice President for Information Technology; Mr. Tim Garner, Executive Director for Marketing and Communications; and Dr. Alicia Simmons; Director of Institutional Research and Assessment.

With an aggressive timeline, the project is accelerating migration of all JSU websites to the new Luminis content management system and will provide support to departments in developing animation, video and other media for their sites. For more information, please contact Dr. Alicia Simmons, Project Manager at 782-8145, or any member of the management team.