JACKSONVILLE STATE UNIVERSITY

General Education Competencies 2008-2013

JSU's General Education Competencies

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

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

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

Upon graduation, All JSU undergraduate students will be able to:

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

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

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

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

University Goals

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

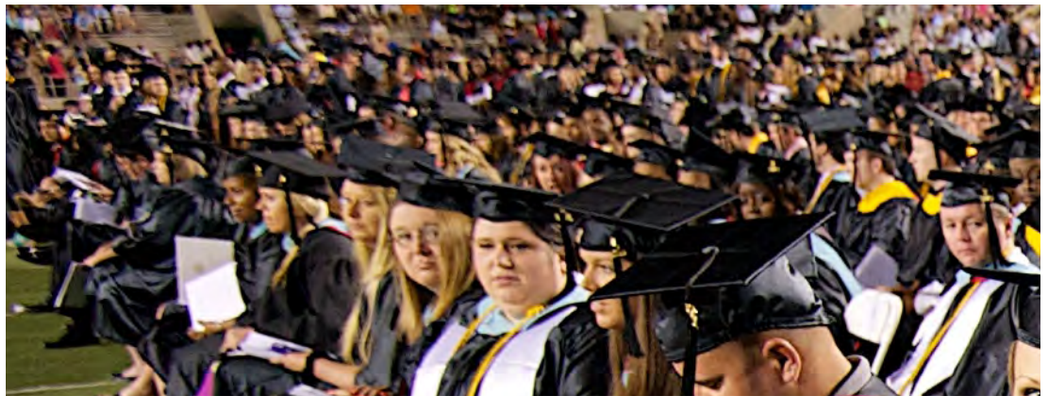
University Strategies

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

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

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

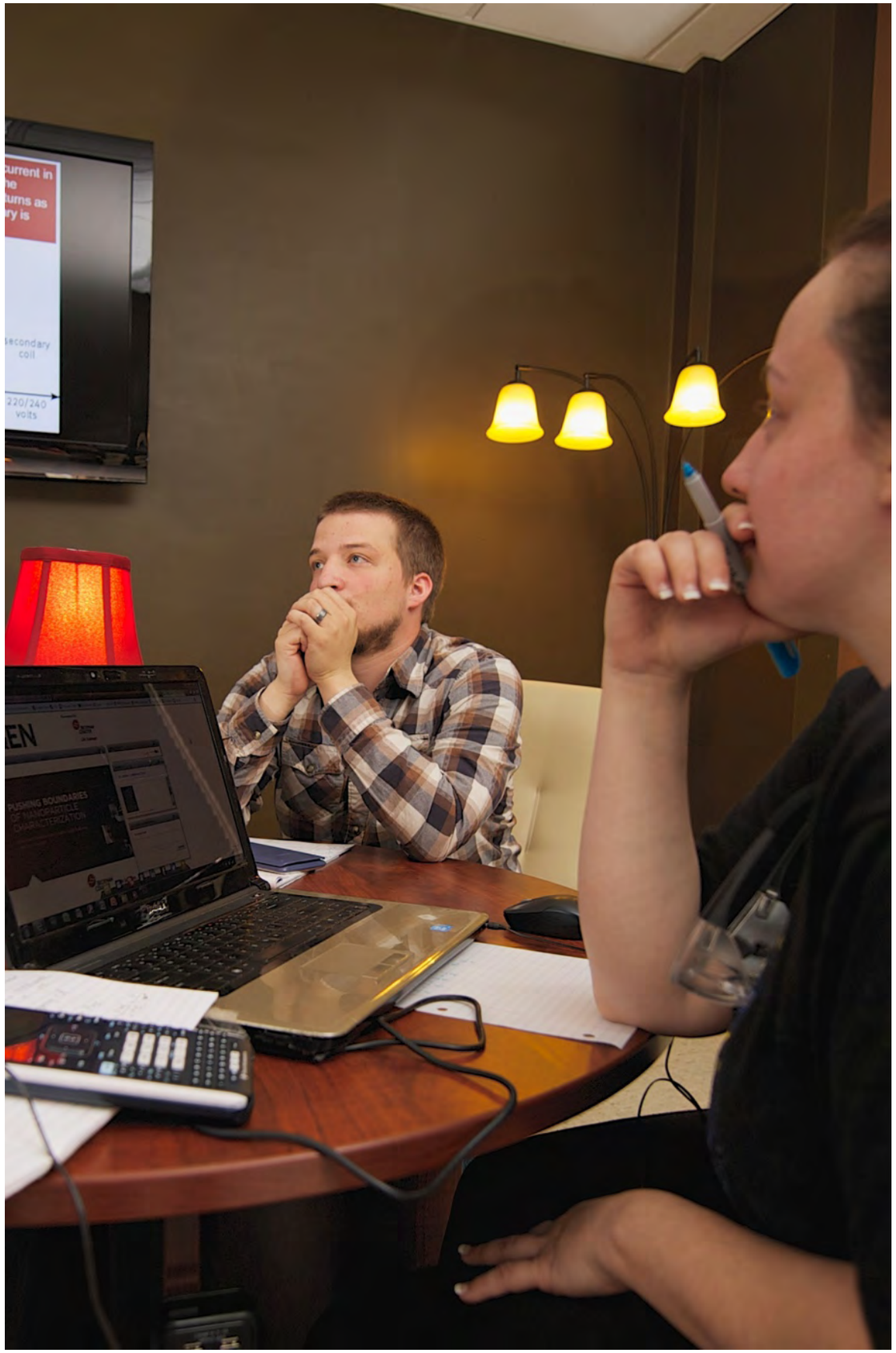
Jacksonville State University will promote a learning environment with relevant programs of study supported by current technologies, opportunities for experiential learning, and flexibility in the learning process. Faculty will use various methods of teaching to meet different learning styles, and will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



CHAPTER 1

Methodology

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



SECTION 1

GenEd Measurement

General Education Measures

Direct Measures

1. College Basic Academic Subjects Examination (C-BASE)
2. Collegiate Learning Assessment (CLA)
3. ETS Proficiency Profile (EPP)

Indirect Measures

4. National Survey of Student Engagement (NSSE)
5. Graduating Senior Survey (GSS)

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

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

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

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

CHAPTER 2

Results

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

SECTION 1

GenEd Competencies

1. Demonstrate the ability to write competently

C-BASE Writing scores for graduating seniors (spring administration).

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

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

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

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

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

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

Year	Writing clearly and effectively (item 11c.)		
	JSU	***n***	***NSSE***
2012	84%	561	78%
2010	84%	795	78%
2008	83%	470	77%
2006	81%	236	75%

2. Demonstrate knowledge of mathematical concepts

C-BASE mathematics scores for graduating seniors (spring administration).

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

C-BASE general mathematics scores for graduating seniors (spring administration).

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

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

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

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

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

3. Understand the role of American citizenship

C-BASE social studies scores for graduating seniors spring administration.

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

C-BASE history scores for graduating seniors spring administration.

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

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

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

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

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

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

Year	Developing a personal code of values or ethics NSSE 11n.			Contributing to the welfare of your community NSSE 11o.		
	JSU	***n***	***NSSE***	***JSU***	***n***	***NSSE***
2012	64%	549	63%	51%	546	51%
2010	61%	781	61%	50%	785	49%
2008	60%	464	58%	51%	466	47%
2006	57%	234	54%	45%	234	44%

4. Understand the role of science and the scientific method

C-BASE science scores for graduating seniors (spring administration).

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

C-BASE laboratory and field work scores for graduating seniors (spring administration).

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

C-BASE fundamental concepts in science scores for graduating seniors (spring administration).

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

5. Apply critical thinking and reasoning skills

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

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

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

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

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

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

ETS Proficiency Profile (Distance Education Students Only)

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

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

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

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

6. Demonstrate basic computer skills

Graduating Senior Survey: Use technology to search and retrieve information

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

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

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

Percentage of First Year Students Using Technology Often or Very Often

Year	Discuss & Complete Assignments NSSE 1l.			Communicate with Instructors NSSE 1m.			In Academic Work NSSE 10g.			Overall Use NSSE 11g.		
	JSU	***n***	***NSSE***	***JSU***	***n***	***NSSE***	***JSU***	***n***	***NSSE***	***JSU***	***n***	***NSSE***
2012	57%	415	57%	77%	416	80%	80%	386	83%	80%	382	73%
2010	52%	470	54%	73%	464	79%	81%	436	85%	76%	430	74%
2008	45%	471	51%	65%	471	75%	77%	420	84%	74%	413	73%
2006	54%	238	54%	59%	238	70%	80%	224	85%	76%	220	72%

Percentage of Senior Students Using Technology Often or Very Often

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

7. Demonstrate leadership skills

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

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

Percentage of Senior Students Demonstrating Leadership Skills Often or Very Often

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

8. Experience engaging and excellent educational experiences

First-Year NSSE Benchmark Means, Comparisons and Effect Size

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

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

Senior NSSE Benchmark Means, Comparisons and Effect Size

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

Year	Supportive campus environment		
	JSU Mean	***NSSE Mean***	***Effect Size***
2012	63.0	60.5	.12
2010	60.4	59.6	.04
2008	60.8	58.0	.15
2006	59.8	56.6	.17