

Jacksonville State University

Fall 2014 Fact Book



Becoming a Solution . . . Together



Jacksonville State University

FACT BOOK 2014 - 2015

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Division of Research, Planning, and Collaboration Jacksonville State University

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Jacksonville State University welcome sign in front of Bibb Graves Hall.

History of Jacksonville State University



Jacksonville State University is a public, comprehensive university serving northeast Alabama by extending knowledge, skills, and resources to the community and the global market through classroom lecture and distance education, research, and service. The campus land inventory consists of 79 buildings across 464 acres in Jacksonville, Alabama, as well as off-site locations in Anniston, Gadsden, and Fort Payne, Alabama. Through its programs of teaching, research, and service, Jacksonville State University has served the region and state for over 125 years.

From modest beginnings, Jacksonville State University has evolved into the educational center of northeast Alabama. The Alabama Legislature, in the 1882-83 session, created a state normal school when Governor Edward O'Neal signed into law a bill creating the school on February 22, 1883. Jacksonville State Normal School acquired the facilities and equipment of Calhoun

College, consisting of twelve acres of land and a two-story brick building. The Board of Directors elected James C. Ryals, Jr. as the first president. The school opened with three instructors: W. J. Borden, mathematics; Eliza A. Bowen, English; and Ida J. Woodward, primary department.

As stipulated in the establishing act, the Normal School conducted a preparatory school for children of the town and surrounding areas. At the end of the first year, on August 15, 1884, William Mark Haymes, President of the Board of Directors, reported that funds totaling \$4,751.25 had been received, including \$2,500 from the state; that 25 students were enrolled in the Normal School; and that 222 were in the preparatory school.

The Normal School remained in operation until 1930 when it became Jacksonville State Teachers College, reflecting an increasingly higher education role for the Institution. Five years later, the College earned regional accreditation from the Southern Association of Colleges and Schools. In 1957, the name again changed to Jacksonville State College when the first graduate program - the master's degree in elementary education - was created.

On August 2, 1966, the State Board of Education was authorized to elevate the College to university status. On August 17, 1967, the Legislature established an independent Board of Trustees for the University and divested jurisdiction from the State Board of Education. Most recently, the Alabama Commission on Higher Education, during the June 2010 meeting, approved Jacksonville State University to offer a Doctor of Science in Emergency Management degree, beginning Fall 2011.

The Southern Association of Colleges and Schools Commission on Colleges, at its December 2010 Board of Trustees meeting, awarded Jacksonville State University membership at Level V to offer a Doctor of Science in Emergency Management.

Jacksonville State University has been served by eleven presidents: James G. Ryals, Jr. (1883-85); J. Harris Chappel (1885-86); Carlton Bartlett Gibson (1886-92); J. B. Jarrett (1892-93); Jacob Forney, IV (1893-99); Clarence William Daugette (1899-1942); Houston Cole (1942-71); Ernest Stone (1971-81); Theron E. Montgomery (1981-86); Harold J. McGee (1986-99); and William A. Meehan (1999-present).

Reference:

Sawyer, Effie White (1983). *The First Hundred Years, The History of Jacksonville State University, 1883-1983*. Jacksonville, Alabama: Centennial Committee, Jacksonville State University.

William A. Meehan, President, 1999 - Current



Congratulations to Dr. William A. Meehan, President of Jacksonville State University since 1999, on his announced retirement in June 2015.

Dr. William A. Meehan's long-term association with Jacksonville State University began when he enrolled as a first-time freshman in 1968. He completed his Bachelor of Science in biology in 1972 and began a career in education that same year. He earned his Master's of Science degree in biology at Jacksonville State University in December 1976 and returned in January 1977 to serve as an instructor in the Department of Biology. He completed a Doctorate of Education in the field of higher education administration from the University of Alabama.

Prior to becoming president, Dr. Meehan served in numerous administrative and teaching positions at the University. Among these are Coordinator of Medical Technology Program, Director of Academic Advisement, Assistant Vice President for Academic Affairs, Associate Vice President

for Academic and Student Affairs, Acting Vice President for Academic Affairs, and Acting Vice President for Institutional Advancement. He assumed the helm as president on July 1, 1999. Dr. Meehan's expansive vision for JSU includes looking to the future while drawing on the strengths of the past. A top goal is knocking down the walls of the ivory tower through such innovations as distance education. Through the use of the Internet, the University is able to make a college education more accessible to those who work, or for other reasons are not able to reside on or near the main campus. Under Meehan's leadership, JSU is working to extend classrooms and remove barriers to a college degree.

President Meehan affirms that JSU has a bright future, one that depends in large part on gaining more cooperation among the institutions of higher education, such as the state's community colleges. Meehan wants to turn JSU into a campus in which education can be seen as a seamless process flowing from kindergarten through graduate school.

Overseeing the development of the University's first strategic plan, Dr. Meehan says that JSU will more accurately accomplish the institution's mission, through integrating traditional academic programs with career oriented programs for students. His vision for the future is based on the philosophy that education spurs economic development.

Dr. Meehan has been and continues to be very active in numerous civic organizations. He has been an executive committee member of the Board of Directors of the United Way of East Central Alabama and is active in the area Chambers of Commerce of both Calhoun and Etowah Counties. He is a member of the First Baptist Church of Jacksonville, Alabama, and is married to the former Elizabeth Stevens. Together they are the parents of twin boys, Drew and Will, and a daughter, Carol Grace.

Reference:

Sawyer, Effie White (1983). *The First Hundred Years, The History of Jacksonville State University, 1883-1983*. Jacksonville, Alabama: Centennial Committee, Jacksonville State University.

Southern Association of Colleges and Schools Commission on Colleges: The Downhill Slope and the Uphill Climb



**Dr. Louise Clark, Chair
SACSCOC Reaffirmation Committee**

An in-depth process, which began more than three years ago, culminated this past April when JSU “enjoyed” a visit from the Southern Association of Colleges and Schools Commission on Colleges’ (SACSCOC) reaffirmation team. Prior to arriving on campus, team members received and reviewed the institution’s Compliance Certification Report and other supporting documents provided by JSU. Over a three-day period on campus, the team of 12 individuals interviewed JSU faculty, staff, and students as a continuation of the review of the University’s compliance with the approximate 100 Core Requirements, Comprehensive Standards, and Federal Requirements which are mandated as a part of the SACSCOC reaffirmation process. Among the many facets of the review, particular interest was focused on how well the University measured up to the requirements pertaining to JSU’s processes for assessing student learning outcomes and other non-student related goals as well as the number and qualifications of our faculty.

The end result of the review was very positive in that the team found only two standards on which additional information was requested. JSU provided its final report on these two standards to SACSCOC in early September 2014. The final result of the review was relayed to President Meehan at the Annual Meeting of SACSCOC in Nashville, Tennessee on December 8, 2014. The University was

reaffirmed with no additional reporting required. This result will take us through the next ten-year cycle, when the next review will take place. However, the University will continue to provide the necessary interim reports to SACSCOC’s as required by the Commission.

With the reaffirmation process now virtually behind us; i. e., the “downhill slope,” JSU is now in the full swing of making the “uphill climb”; i.e., the implementation of FAST FORWARD, the University’s Quality Enhancement Plan (QEP).

In addition to the compliance certification piece of the SACSCOC review, the process also calls for the development of a Quality Enhancement Plan, a component of the review introduced by the Commission beginning with the 2003-2004 review.

The guidelines for preparing the QEP require that it is broad-based and addresses an issue pertaining to student learning and that it emerges from a study of institutional assessment data. JSU’s QEP: FAST FORWARD: Using 21st Century Tools to Promote Critical Thinking, was developed by a committee of faculty, staff, and students and basically grew from the notion that student engagement is the key element in future student success.

JSU’s QEP addresses methodologies to engage students in the learning process and focuses particularly on critical thinking skills and preparing faculty to become “learner-centered teachers.” The JSU QEP consists of four components: a One-to-One iPad Initiative for freshmen beginning in Fall 2015, the creation of a Faculty Commons, a Faculty Mentoring Program to provide professional development for General Education teachers, and the inclusion of learner-centered methodologies across the campus.

JSU’s QEP report was submitted to the reaffirmation review team prior to coming to campus. The team spent the majority of their three-day visit on campus interviewing faculty, staff, and students to determine the role they played in the development of the QEP as well as their understanding and support of the QEP topic. The team did not request additional information on the QEP; therefore, there will be no additional reporting until the plan has been in effect for five years. After five years of implementing and working the plan, the institution must provide to SACSCOC an update on the process and success of the QEP. At that time, the University may then consider alternations to the Plan as deemed advantageous for the future.

This endeavor involved the dedication and many hours of hard work of many individuals across campus. The support we received to accomplish this arduous task is acknowledged and appreciated.



Becoming a Solution . . . Together

Institute for Research and Collaboration

What would you change if you were given the chance? Think about the way you and Jacksonville State University can make a difference...together. This is the world of Jacksonville State University's Institute for Research and Collaboration (IRC). At the IRC, everything we do revolves around making the world a better place by bringing together the brightest and boldest minds in the academic, scientific, and professional arenas. Someone finds a problem; we help them find a solution. Or someone seeks a solution to a problem we don't have yet—even better. Innovation, research, and ideas nurtured in the spirit of collaboration, then brought to life in the world. We are agents of change, lovers of knowledge, and champions for wisdom. We are passionate about making the world a better place. So let us continue to become a solution...together. And let us look forward to what tomorrow brings.

Structure

As part of a learning-centered university, the IRC resides in the Division of Research, Planning, and Collaboration and provides centralized infrastructure to support research and collaboration among faculty, staff, students, and community partners. Sponsored project support is provided throughout the lifecycle to include pre-award, award, and post-award activities. Pre-award activities include marketing, identifying research opportunities, proposal development, and budget development support. Award and post-award activities include project management, administrative support, inventory management, timekeeping support, project evaluation, and reporting assistance. IRC team members ensure that internal and external standards for performance are achieved.

The Institute's knowledgeable team members offer extensive experience in grants and contracts management to new and experienced JSU researchers. Vice President of Research, Planning, and Collaboration and IRC Executive Director, Dr. Alicia Simmons, brings more than 27 years experience to the IRC. Dr. Simmons provided management, conference, and research support to numerous federal clients in Washington, DC. She directed more than \$3 million in federal contracts annually managing contracts for the Administration on Children, Youth, and Families; Centers for Disease Control and Prevention; and the Environmental Protection Agency. Dr. Simmons managed the grant review process for the Administration on Children, Youth, and Families in the U.S. Department of Health and Human Services for eight years providing technical assistance to applicants; coordination of expert reviewers; receipt; documentation of reviews; and facilitation of the awards process. She also worked with the U.S. Small Business Administration, the U.S. Department of Housing and Urban Development, as well as the National Institutes of Health, and the Health Resources and Services Administration with the U.S. Department of Health and Human Services.



Other IRC team members Allison L. Newton, Coordinator of Proposal Development, provides pre-award guidance to faculty and staff; Robin Yarbrough, Restricted Funds Manager, guides faculty through the financial award responsibilities; Lynn Garner, Project Manager, provides post-award assistance; and Don Thacker, Interim Director for Internal and External Compliance, provides audit expertise. These individuals bring a total of more than 75 years of grant, management, and finance experience to the IRC. The team expertly guide faculty through the project life cycle ensuring that JSU's funders receive the highest standard for well thought out plans, deliverables, project evaluation, and reports. Additional Institute staff members provide project evaluation, data management, and analyses support.

The Institute is served by an Advisory Board comprised of members from various departments and colleges from JSU. The roles and responsibilities of the members are to serve as ambassadors for the IRC and collaborate with team members to develop strategies for the success of the Institute.

Professional Development

The IRC offers three levels of professional development for faculty and staff:

Level I: Proposal Development 101—Designed for faculty and staff who are either new to Proposal Development and/or the external funding policies and procedures at JSU. Faculty and staff are given a thorough overview of the functions within the IRC highlighting the pre-award, award, and post-award phases of an externally funded grant proposal. The JSU Proposal Development Guidebook, which provides information regarding various internal/external processes involved in externally funded grant development, is distributed to participants. The objective is for attendees to have a clear understanding of the services and support offered by the IRC. Attendees offered the following comments after participating in Level 1 professional development sessions:

“The presenters explained the processes of writing and working on a grant proposal very thoroughly and were very knowledgeable in their respective areas.”

“Kudos for making sure faculty knows we can come to you for help. This open-door policy makes the process much less intimidating.”

“Loved the informal, welcoming approach and the vibrant personalities—can't wait to work with them!”

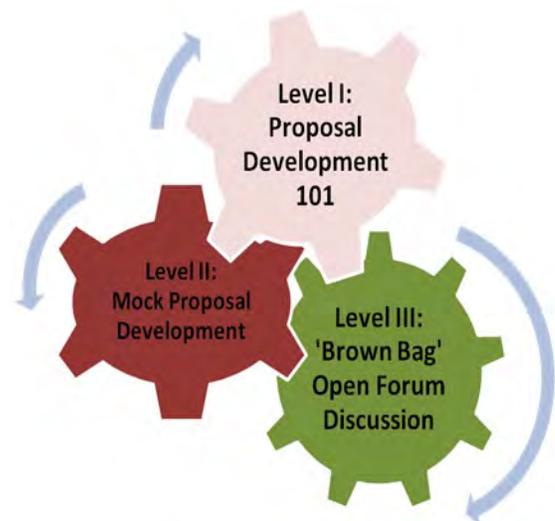
Level II: Mock Proposal Development—Designed for faculty and staff who are interested in developing externally funded proposals and working collaboratively in teams on proposals. The IRC team guides participants through all phases (pre-award, award, and post-award) of the grant process. Participants receive a ‘hands-on’ overview of how to develop a response to a Request for Proposal (RFP) and the necessary steps to complete the submission process as JSU. Attendees also receive instruction in the award and post-award grant processes to include IRB, budget assignment and development, reporting, and forms. The objective is that participants will be able to successfully begin developing a proposal utilizing the resources available within the IRC. After attending Level II

professional development sessions, participants shared the following comments:

“It’s important to be aware of all the various documents that need to be created as part of the proposal writing/submission. We had an excellent discussion/interaction with the presenters. I am very comfortable working with them during the proposal writing/award/post-award processes.”

“Excellent session! We were able to participate in the discussion and learn from each other.”

Level II: ‘Brown Bag’ Discussion/Networking Sessions— Designed for faculty and staff who are either currently involved in or are interested in developing externally funded proposals and who want to work collaboratively in teams on proposals. Originally this professional development was designed as a Panel Discussion, but after feedback from attendees, the open discussion/networking format was implemented. Attendees have a chance to explore potential interdisciplinary collaboration on externally funded grant opportunities at the federal, state, regional and/or local level. Participants also discuss current research projects and network in research interest groups. This informal setting facilitates the open discussion of ideas and possibilities for future collaborative, interdisciplinary research projects. The objective is to keep the lines of communication about research opportunities open and engaged among departments, faculty, and staff. Attendees to the ‘Brown Bag’ discussions offered the following comments about the sessions:



“Thank you for providing a forum that allows faculty from all across campus time to get together with colleagues and discuss our research and hear about ‘What’s Happening’ on campus.”

“Collaboration is the key to successful proposals and these sessions allow us to explore relationships that might otherwise never happen.”



Becoming a Solution . . . Together

Research Centers

As part of a learning-centered university, the goal of the IRC at JSU is to provide sponsored programs and project management services to JSU's faculty, staff, and students engaged in grant and contract endeavors. With 12 research centers, the IRC supports engaged participants with pre-award, award, and post-award activities resulting in increased collaboration among faculty and staff, success in proposal funding, and compliance with funder requirements. Funders tend to reward collaborative and innovative ideas that are well thought-out, articulated, and with strong evidence to suggest successful outcomes are likely.

Research centers are extensions of the IRC that promote interdisciplinary collaboration around research priorities, while leveraging, marketing, and positioning the university to bring in additional grants and contracts that will ultimately support faculty and student research. Each center has a director with expertise in the research priority. The research center directors coordinate with the IRC to recruit faculty and advisory councils, to manage the overall effort of proposal development, and provide expertise in writing, marketing, and implementation of research projects. In addition to the research center director, research centers are made up of interdisciplinary faculty and staff. Another way that the IRC supports the Centers is by facilitating the Strategic Planning process. Each Center is charged with developing a 5-year Strategic Plan that focuses on their respective strengths to actualize the mission, vision, and goals of the Center.

The Centers are actively engaged in activities that provide opportunities for faculty, staff, and students to engage in distinctive and interdisciplinary research projects.





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Collaborative Regional Education (CORE)

Center for Collaborative Regional Education (CORE)—Dr. Rebecca Turner and Dr. Alicia Simmons, Co-Directors—CORE’s vision is to transform K-12 and higher education so students are increasingly engaged, instructors are increasingly innovative, and educational institutions are increasingly supportive of system-wide change and community-wide partnership building. The mission of the center is to fuel transformation in K-12 and higher education classrooms through professional development, project-/challenge-based learning, technology, classroom support, change management and partnership building, evaluation and research, dual enrollment, and innovative teacher preparation.

Jacksonville State University’s Collaborative Regional Education (CORE) model is expanding project-based learning and technology in rural classrooms to improve the college and career readiness of students. The project provides professional development to teachers through intensive quarterly workshops and a 3-day conference, CORE Academy. In addition, the project provides teacher and classroom technology, classroom support, change management support, partnership-building, and dual enrollment scholarships to sustain change on multiple levels.

Investing in Innovation (i3) Validation Grant

In January 2014, JSU was awarded the highly competitive Investing in Innovation (i3) grant from the U.S. Department of Education. Providing \$11.67 million over five years, the grant provides 10 full-time staff members assigned to departments across campus, extra compensation for CORE faculty content experts, part-time employment for 12 educational technology assistants, 1,500 dual enrollment scholarships, technology for participating treatment classrooms, and funding for professional development and assessment.

With a primary goal of improving college and work readiness among 8th-12th grade students in high need and rural schools, CORE: 1) Establishes and expands partnerships with schools, private sector and community-based partners; 2) Expands use of technology in CORE classrooms; 3) Expands use of project-based learning in CORE classrooms through intensive professional development; 4) Increases classroom support for teachers through electronic ecosystem, mentoring, and online communities; 5) Prepares CORE students for college and work by providing dual enrollment, advising services, and implementing formative assessment strategies; and 6) Supports change management with monitoring, planning, and implementing strategies to mitigate resistance to change. It is estimated that 58,800 students will be involved in this study, including students in schools associated with regional university CORE incubators nation wide. The randomized controlled trial and evaluation plan for the local study involving 48 teachers from local school systems is underway now. A national study, involving seven regional universities and approximately 80 teachers, will begin in fall 2016.

Partners include the American Association for State Colleges and Universities, the Alabama State Department of Education, the School Superintendents of Alabama, Council for Aid to Education, Pivot Point, and 18 school systems representing almost 10% of all PK-12 students in Alabama.

State, Community, and Corporate Awards

As a result of the i3 grant, the AT&T Foundation awarded JSU \$350,000 to support implementation of the CORE model. These funds have been used to support technology for CORE faculty subject matter experts and the CORE Academy, a three-day conference held every June to share classroom ideas, methods, and strategies. In addition, the Calhoun County Community Foundation provided JSU with \$7,500 to support bringing nationally known experts as keynote speakers for the CORE Academy. Additionally, the Alabama Commission on Higher Education (ACHE) funded JSU's CORE initiative with \$32,000 that will provide CORE Academy scholarships and ongoing support to teachers in eight additional Alabama counties, expanding the number of Alabama school systems working with CORE to 26.



Sponsorships

The CORE Academy and CORE Workshops also provide opportunities for corporate sponsorships. Past sponsors have included Apple, Dell, National Repository of Online Courses (NROC), BlackBoard, Curriculum Associates, Education Elements, LoudCloud, Council for Aid to Education, ClassWorks, Howard Technology Solutions, and Xirrus.

Fast Forward

Fast Forward is JSU's Quality Enhancement Plan submission for the SACSCOC visit that occurred in April 2014. Also branching from JSU's Red Balloon Initiative, Fast Forward First in the World (FITW) grant is based on the CORE model for higher education, which includes integrating technology in classrooms and providing faculty with professional development that prepares them for using technology as a tool that supports individualized learning. Since JSU began its learning centered initiative in 2010, technology in the classroom has been available, including wireless networks, wall monitors, and Apple TVs. This project will expand supports to classroom technology to support largely low-income and rural first-time freshmen to use iPads in the classroom. In addition, the project staff will assist faculty in making plans for curriculum development, and also improve learning environments that allow students to be creative and collaborative, use technology to support learning, and develop 21st century skills that prepare students for future careers.

The U.S. Department of Education (USDOE) awarded The First in the World Grant Program, "Demonstrating the Collaborative Regional Education (CORE) Comprehensive Model for Higher Education: Improving Access and Success Among Low-Income and Rural Students" \$3.3 million to integrate technology in classrooms and provide faculty with professional development that prepares them for using technology as a tool that supports individualized learning.



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In addition, the First in the World grant supports collaboration with Civitas Learning to better understand retention and sectors of students who are successful through predictive analytics. In addition, building on the CORE Scholars/Dual Enrollment program, JSU will also improve access to college by implementing a What Works Clearinghouse (WWC) reviewed strategy to increase low-income, mostly rural students' perspectives about college affordability by providing online videos, cost calculators and application forms with instructions.

Learning Intensive Communities (LinCs)

The Learning Intensive Communities model (LinCs) was developed to increase student academic engagement by creating various learning communities across campus, which will help JSU students be more successful academically. The research on college student success suggests that students who are more engaged are more successful. By focusing on increasing opportunities for academic engagement outside of the classroom, LinCs will increase the opportunities for students to stay in college and be more academically successful overall.

The LinCs model was funded by the U.S. Department of Education, Strengthening Institutions Program (SIP) for \$2.2 million over four years. The grant was submitted as part of JSU's Strengthening Institutions Program. The acronym LinCs from the title of the grant stands for and represents the purpose of the grant. Through the Academic Center for Excellence (ACE) the grant funding will be used to establish various types of learning communities across campus, including walk-in tutoring for courses such as math, biology, chemistry, and physics. The grant allows the creation of a research and writing laboratory, resulting in an increase of both the number of ACE student tutors and the number of courses supported by the Supplemental Instruction (SI) program. The funding will also support the creation of a new retention specialist position.

Center for Information Security Assurance (CISA)

Center for Information Security Assurance (CISA)—Dr. Guillermo Francia, Director—CISA is dedicated to advancing the existing Science, Technology, Engineering, and Math (STEM) knowledge areas. The Center provides an avenue for research and education in Computer and Network Security, Digital Forensics, Cryptography, Risk Assessment and Mitigation, Disaster Recovery and Management, Security Regulations and Compliance, and Information Security Management.

Center for Applied Forensics (CFAF)

Center for Applied Forensics (CFAF)—Dr. Richards Davis, Director—CFAF focuses on providing education, technical expertise, and investigative services in the field of applied forensics to rural Northeast Alabama. The Center brings skills and tools to law enforcement and undergraduate students. Additionally, the Center provides continuing education to law enforcement agencies, particularly those in rural underserved areas, in proper evidence documentation and collection. Emerging trends in forensic science are also shared through the Center.



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Center for Disaster Preparedness and Community Resilience (CDC)

Center for Disaster Preparedness and Community Resilience (CDC)—Dr. Jane Kushma, Director—The vision of the CDC is to harness the collaborative power and collective wisdom of our interdisciplinary team to produce high-quality research and policy analyses that advance the state of theory and practice disaster management and resilience. The JSU CDC is dedicated to:

- Supporting and engaging in innovative, interdisciplinary research and applications for understanding and improving disaster and community resilience.
- Exploring collaborations with other research centers in pursuit of a more resilient nation.
- Proposing policy initiatives and implementation strategies to promote disaster and community resilience.
- Educating the next generation of scholars, policy experts, and advocates.
- Disseminating information, research and policy positions.
- Engaging important stakeholders to promote resilience in their organizations and communities.
- Providing leadership and support to local, state, and regional organizations, such as the East Alabama Emergency Management Coalition, to help transform resilience concepts into practice and promote disaster resilient communities.

“The Institute for Research and Collaboration at JSU has provided much needed support to faculty and staff in the acquisition and administration of projects and programs funded from external sources. From proposal development to project management to regulatory compliance and more, Institute personnel have helped to demystify the sometimes intricate processes associated with these activities. In addition, the Institute has established the critical infrastructure needed to enhance our ability to collaborate effectively across the university, learn from each other, successfully compete for external funding, and implement meaningful projects. The technical assistance and support we have received has been invaluable to our professional development and program success.”

- Dr. Jane Kushma, CDC Director; Associate Professor/Doctoral Program Director, Department of Emergency Management

Center for Mountain Longleaf Pine Ecosystems (CMPLE)

Center for Mountain Longleaf Pine Ecosystems (CMPLE)—Dr. Robert Carter, Director—The CMPLE provides an avenue for research and education in the distinctive longleaf pine ecosystem of Northeastern Alabama and Northwestern Georgia. Research and educational activities include plant and animal identification, interpretation and understanding of native plant and animal communities, basic botanical, zoological, and ecological studies, and herbarium curation. The vision of the Center is to explore, document, and conserve the biodiversity of the distinctive longleaf pine ecosystems of Northeastern Alabama and neighboring regions through student-led research and educational outreach.

Current projects include analyzing the population status of grassland-dependent bird species and Neotropical migratory birds in the Talladega National Forest; a forest inventory, conservation biology and mapping partnership with the USDA, Forest Service that provides an applied science working environment for students; and a breeding bird assessment on Choccolocco and Hillabee Creeks in Alabama.

Center for Behavioral Studies (CBS)

Center for Behavioral Studies (CBS)—Dr. Paige McKerchar, Director—As a leader in behavioral research, applied behavior analysis services, and student practicum training, the Center for Behavioral Studies (CBS) aims to enrich the lives of all Alabamians through the provision of scientifically validated approaches and initiatives. The mission of the CBS is to support faculty research addressing issues of global importance, while concurrently training JSU students and providing the community with applied behavior analysis services.

“The IRC workshops facilitate an innovative process in which individual faculty members share their research interests, grants are discussed with the group, and faculty network to develop a team to being the grant proposal process. Within an hour of the workshop beginning, the IRC staff accomplishes both interdisciplinary networking among faculty and the outlining of a grant proposal for individual teams. From that stage, the IRC staff provides the space and guidance to fully develop a grant proposal for submission. The process, in interacting with faculty across departments and envisioning a project to design and implement for a grant, fosters a spirited academic camaraderie. Overall, through the IRC, I have been able to develop scholarly networks with faculty on campus and participate in developing grant proposals aimed to instill learning, promote multicultural awareness, and identify resolutions to community-based issues.”
- Dr. Erin Rider, Assistant Professor of Sociology

Center for Tick-Borne Disease Ecology

Center for Tick-Borne Disease Ecology—Dr. Robert Carter, Director—The Center provides an avenue for research and education in multidisciplinary areas of tick behavior, ecology, host range effects, microbiology and molecular technique development. Additionally, the Center facilitates collaboration and partnerships within Jacksonville State University and across the Southeastern region.

Center for Best Practices in Teaching and Learning (CBPTL)

Center for Best Practices in Teaching and Learning (CBPTL)—Kim Helms, Director—Housed within the College of Nursing, the CBPTL is to foster a learner-centered community. Best practices in teaching, learning, and evaluation are considered to be a vital component of the mission of the CBPTL and act as the underpinning for program improvement and success. The research team of the CBPTL embraces androgogical teaching/learning principles. These theories are reflected in the implementation of an innovative orientation program for novice educators and the development of lifelong learning opportunities for experienced faculty members. Creative teaching/learning strategies are explored and incorporated in the traditional, hybrid, and online learning environments to facilitate knowledge, skills, and abilities.



Becoming a Solution . . . Together

“The staff of the IRC has helped the College of Nursing (CON) bring a vision to fruition. It was the desire of administration and faculty at the CON to establish a Center for Best Practices in Teaching and Learning (CBPTL). The staff of the IRC had the knowledge, skills, and abilities to help us realize this vision, create a strategic plan, and have the CBPTL recognized by the Alabama Commission on Higher Education. This collaborative relationship has been quite beneficial to the CON, and we are excited that it will continue!”
- Dr. Christie Shelton, Dean of the College of Nursing

“Our collaboration with the IRC this past year has contributed to our growth tremendously. For the College of Nursing, we have been a part of more grant opportunities that could potentially propel our college to the next level. Additionally, the Center for Best Practices in Teaching and Learning now provides more opportunities for faculty development as well as improving student learning outcomes. I know that we would not be progressing forward without the IRC guiding us through these opportunities.” - Dr. Betsy Gullledge, Associate Dean of the College of Nursing

Under the auspices of the CBPTL, the following projects have been developed and/or delivered:

- Student Involvement Committee established
- CBPTL chartered and approved through ACHE in 2014
- Professional development sessions focused on diversity and inclusion delivered to faculty and staff
- Development of a strategic plan in collaboration with the Institute for Research and Collaboration
- Lunch and learn sessions for students by subject matter experts
- Appointment of a simulation coordinator
- Customer service training for 5th semester students
- Delivery of administrative brown bag blogs to students by administrators and invited guests

Students in the Community Health course partnered with the Calhoun County Health Department, University of Alabama at Birmingham, and Centers for Disease Control to assist in data collection for a research study to examine health effects of polychlorinated biphenyl exposure. The participants were in a previous research study conducted several years ago to also examine such health effects.

The Calhoun County Medical Reserve Corps is housed within the College of Nursing. The purpose of the corps is to strengthen public health, improve emergency response capabilities and build community resiliency. Dr. Phyllis Waits has applied for various funding opportunities and received the following: \$25,000 from the Alabama Department of Public Health and \$3,500 from the National Association of City and County Health Officials.

College of Nursing

The College of Nursing (CON) at JSU is accredited by the Commission on Collegiate Nursing Education (CCNE) and is approved by the Alabama Board of Nursing. Over the 2013-2014 academic year, JSU's CON reported a passage rate on the National Council Licensure Examination (NCLEX) exam of 85.6%, which surpassed the average 83% pass rate for first-time test takers in the United States between April and June 2013. Also, a vigorous marketing campaign was launched. Various ads were placed in the Alabama Nurse, B-Metro, Facebook, Military Connection, Lippincott, and Gem of the Hills. One measure of the campaign's success is the fact that the second largest cohort in the history of the STEP program was admitted in Fall 2014.

The auditorium in the CON was renovated after receiving a donation from DentaQuest Healthcare Delivery, Mr. Jeff Parker, CEO. Ms. Lela Sarrell provided funding to support conversion of the outdated auditorium to a 21st century learning center named in honor of Ms. Sarrell, now called the Lela Sarrell Learning Center. Upgrades included new seating, Apple TVs, projectors, podium, document camera, iPads for faculty, and a rear screen for faculty.



Program Changes

The Alabama Commission on Higher Education (ACHE) approved changes to the MSN program, effective March 2014. Two new degree options are now available: MSN in Community Health with a concentration in Emergency Management and MSN in Community Health with a concentration in Nursing Education. Additionally, a new certificate option was approved: Certificate in Emergency Preparedness Nursing Coordinator.

Center for Economic Development (CED)

Center for Economic Development (CED)—Dr. William Fielding, Acting Director—The CED concentrates on providing specialized assistance to business and government. Examples of services provided include economic impact studies, marketing surveys, employee attitude assessment, training, and personnel and pay plan development. In addition to the Center's consultants, the faculty is involved in providing expertise to area businesses and governments. The Center publishes a bi-monthly newsletter, JSU Economic Update, which provides data on the economy of northeast Alabama.



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Alabama Conference for Inventors

The CED coordinated and hosted the 12th Biennial Conference for Inventors on February 20, 2014 at JSU's Houston Cole Library which drew over 30 participants. Inventors from three states convened to learn about making their ideas and inventions more successful from speakers with a wealth of knowledge in the field. Topics discussed were: What Patents Are Not, Plus Alternatives to Protecting Your Idea, Invention Funding Alternatives, Invention Scams, Patent Filing Considerations from a Patent Attorney's Perspective, and The Alabama Launchpad Program. Keynote speakers for the conference were Mr. Robert Porter, Inventor IDEAMAGIK and Vvego International; Mr. Josh Watkins, Attorney/Angel Network Member; Ms. Cindy Liebes, Director, Federal Trade Commission (Southeast Division); Mr. Jeff Veal, Patent Attorney, Veal Intellectual Property, LLC; Mr. Andrew Wohrley, Research Librarian, Auburn University and Mr. Greg Sheek, Director, Alabama Launchpad. The conference is sponsored every other year by the JSU Center for Economic Development.

Calhoun County Economic Forum

The CED co-sponsored the Calhoun County Economic Forum held on March 5, 2014. Each year, the Chamber and Jacksonville State University host an economic update for the year ahead with reports from our county, state, region, and nation.

Northeast Economic Activity Zone Exposition

CED personnel concluded a comprehensive update study of the four-county area comprised of Marshall, DeKalb, Etowah, and Cherokee Counties. Findings of the analysis were presented at an economic exposition on May 23, 2014 at the Cherokee County Chamber of Commerce/ Gadsden State Cherokee Campus. Speakers for the event included: Dr. William Meehan, President, JSU; Ms. Jennifer Swafford, Program Coordinator, JSU CED; Ms. Thereasa Hulkan, Executive Director, Cherokee County Chamber of Commerce; Dr. William Fielding, Dean, JSU CCBA, The Honorable Phil Williams; Alabama Senate District 10; Ms. Beverly Zendt, Director of Planning, Top of Alabama Regional Council of Governments; Ms. Heather New, President, The Chamber, Gadsden/Etowah County; Ms. Luanne Hayes, Director, Cherokee County Industrial Development Authority; Mr. Jimmy Durham, DeKalb County Economic Development Authority; Mr. Mike McCain; Executive Director, Gadsden-Etowah County Industrial Development Authority; Mr. Matt Arnold, President & CEO, Marshall County Economic Development Council; Dr. Mark Hearn, Professor of Marketing, JSU CCBA; Dr. Richard Cobb, Department Head, Management & Marketing; Dr. Cynthia McCarty, Professor of Economics, JSU CCBA; Ms. Lesley McClure, Vice President & Regional Executive, Birmingham Branch of the Federal Reserve Bank of Atlanta.

CED Projects In Process and/or Completed in FY2013-14:

- City of Pell City—Personnel Analysis
- The Anniston Star—City of Anniston Resident Survey on City's Educational System
- City of Lincoln—Personnel & Payroll Analysis
- AOD Federal Credit Union—Member Survey



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- City of Jacksonville—Personnel Analysis
- Lanett City Schools—Public Perception Survey
- The Chamber Gadsden/Etowah County—Economic Impact of Seven Day Liquor Sales
- City of Jacksonville/Shelco Foundries—Economic Impact Study
- DeKalb County—Compensation Study
- City of Sylacauga—Potential Economic Impact of the Cabela's King Kat Fishing Tournament
- Calhoun County Chamber of Commerce—Retail Tourism Research
- City of Anniston—Economic Impact of the Extension of the Coldwater Mountain Bike Trail
- City of Anniston—Economic Impact of the Completion of the Chief Ladiga Bike Trail System
- City of Anniston—Economic Impact of an Annual Multi-Day Biking Stage Race
- Cherokee County, Alabama—Economic Impact of the Completion of US Highway 411 Between Slackland & Leesburg
- Randolph County Equine Center—Business Development Feasibility Study
- Marshall County Personnel Board—Compensation & Personnel Analysis
- The Anniston Star—Readership Survey for The Daily Home

Institute for Emergency Preparedness (IEP)

Institute for Emergency Preparedness (IEP)—Dr. Jeff Ryan, Director—The IEP is an institution that provides students with research and internship opportunities in the field of emergency management. The IEP offers students undergraduate and graduate degrees in emergency management, which prepare students for employment in an important and rapidly growing career field. The Institute for Emergency Preparedness was founded in 1999 to assist the surrounding community with preparations for the Chemical Stockpile Emergency Preparedness Program (CSEPP). In the fall of 2011, JSU welcomed its first doctoral program, the Doctor of Science (DSc) in Emergency Management. As one of the few emergency management doctoral programs in the nation, the DSc is offered completely online, allowing the program to recruit students both nationally and internationally.

IEP harnesses the collective knowledge, skills and abilities of the faculty and staff of the Department of Emergency Management at JSU. Through its proven emergency management professionals, IEP seeks to enhance education, training and preparedness programs at all levels of government. The Department of Emergency Management and IEP continue to provide a leadership role in emergency management education and serve the region through contractual emergency planning services and community and scholarly activities.

“Submitting a grant proposal is a daunting task and the Institute for Research and Collaboration (IRC) has been instrumental in assisting JSU faculty members to develop and submit research proposals. Before coming to JSU, I worked at a major research university where the sponsored program office would only assist in submitting the final proposal. At JSU, I get help from the IRC in every step of the proposal process. We work as a team to develop and submit proposals, which makes my job as a researcher easier.” - Dr. Tanveer Islam, Assistant Professor, Emergency Preparedness



Becoming a Solution . . . Together

Environmental Policy and Information Center (EPIC)

Environmental Policy and Information Center (EPIC)—Pete Conroy, Director—The mission of EPIC is to work closely with organizations, government, business, and the public to guide and provide sound programs and policies that encourage economic development through sustainable practices, the protection of natural, recreational and cultural resource. The department has a particular emphasis toward the creation of jobs and education for all people. EPIC strives to implement environmental, cultural, and heritage-based protection that fosters both economic development and growth.

“We believe our economy will strengthen through the promotion of smart growth and other positive forces, like environmental protection, tourism and sustainability. Our work has led to the federal designations of places like the Little River Canyon National Preserve, the Dugger Mountain Wilderness, and the Mountain Longleaf National Wildlife Refuge.” - Pete Conroy, EPIC Director

Research Center for Veteran Student Support Services (RCVSSS)

Research Center for Veteran Student Support Services (RCVSSS)—Allison L. Newton, Director—The vision of the Research Center for Veteran Support Services (RCVSS) is to conduct research that will inform decisions to provide comprehensive support services for Veteran students. The RCVSS will maximize the knowledge, skills, and expertise of the interdisciplinary center members. Jacksonville State University strives to provide high-quality education while eliminating the barriers of time and distance. The Center will identify and facilitate the implementation of programs and processes that will enhance both the educational benefits and personal experiences of Veteran students attending JSU.

The mission is to provide an avenue for research and education in the areas of transition and support services. The RCVSS aims to facilitate broad reaching partnerships and collaborations within Jacksonville State University and across the Southeastern region. The RCVSS will serve as a model for regional centers and will represent one of the few places where a holistic approach is used to support and study the needs of Veteran students.

Other Awards

In 2013-14, Jacksonville State University increased funding awards by 515% compared to the previous year. With perennial awards from the State of Alabama for Alabama Math, Science, and Technology Initiative (AMSTI) and other In-Service Center awards, plus grant awards from the Alabama Commission on Higher Education for Impact SEED, JSU increased awards primarily through new federal grants from the U.S. Department of Education. By developing new models based on current research in the field, innovation and collaboration were the consistent themes among the significant awards that JSU can now boast.



AMSTI

The Alabama Math, Science, and Technology Initiative (AMSTI), is the Alabama Department of Education's campaign to improve math and science teaching statewide.

The program provides three basic services: professional development, equipment and materials, and on-site support. Schools become official AMSTI Schools by sending all of their math and science teachers, and administrators to two-week Summer Institutes for two summers. At these Institutes, teachers receive grade- and subject-specific professional development that is highly applicable to their own classrooms.

The Jacksonville State University AMSTI provides teachers with essentially all of the equipment, supplies, and resources needed to effectively engage students with hands-on, inquiry-based learning. The resources arrive packaged in customized "kits" ready for immediate use. Also provided is extensive, on-site support and mentoring by trained specialists.

The AMSTI Lead Teacher Enhancement Project implemented at JSU has been very successful and has produced great results. AMSTI has received grants from the Alabama Commission on Higher Education (ACHE) each year since 2010. The amounts have ranged from \$300,000 (Jan 2010) to \$35,000 to be awarded in January 2015.

The Lead Teacher Enhancement Project format has been so successful in developing lead teachers at schools that it is now used as the basis for writing a grant from the Math/Science Partnership (MSP). Through the Lead Teacher Enhancement Project, AMSTI has provided professional learning utilizing formative assessment and math strategies developed by the Ongoing Project Assessment (OGAP) from Vermont for math content sessions. The goal of the MSP grant is to use the lead teachers (who participated in the Lead Teacher Enhancement Project), to be the experts at their schools to ensure implementation of OGAP strategies. The design of the AMSTI Lead Teacher Enhancement Project is the basis of the Math/Science Partnership follow-up and support for teachers.

The Math/Science Partnership grant was funded in part by the work performed through the AMSTI Lead Teacher Enhancement Project. This grant will allow 300 teachers to attend OGAP professional development. It will also provide an opportunity for 60 teachers to participate in robotics professional learning each year. In summer of 2015, proportional reasoning sessions will be added to the professional learning choices.

All of this has been made possible by funding through ACHE and The Mathematics/Science Partnership Grants (MSP). The dates of the awards and amounts are listed below.

- January 2014 \$90,000 ACHE
- January 2015 \$35,000 ACHE
- October 2013 \$235,936 MSP
- October 2014 \$253,144 MSP



Becoming a Solution . . . Together

During the summer of 2014, over 300 teachers participated in professional learning funded by these grants. Topics included additive, multiplicative, and fractional reasoning, VEX robotics, and VEX IQ robotics.

AMSTI receives annual state funding as well. For FY14, AMSTI state funding was \$1,765,000 and FY15 is \$1,805,000.

State funding is used to fund staff salaries and benefits, a two-week AMSTI summer training, math and science kits, as well as teacher stipends for attending summer training. The state funds also provide the staff with professional learning opportunities, AMSTI kits and materials for kit refurbishment, and facilities and operating expenses.

Conclusion

The greatest resources a university has are its faculty, staff and students...and JSU's IRC ensures that these resources are focused on solutions to problems. Whether problems impact the foothills of the Appalachians in Northeast Alabama, the state, country, or entire world, the IRC team facilitates interdisciplinary collaboration, partnerships and the connection of our resources to those who need them the most. JSU is committed to collaboration with faculty, staff, student, and community stakeholders. The University is committed to serving a diverse student population as well as having a presence in the local community. Many faculty/staff are involved in cross-disciplinary research projects where the students are involved through graduate research programs. JSU is a learning-centered university based on the principles of shared leadership, collaborations, and innovation.



Spring photo of Bibb Graves.



Jacksonville State University 2011-2016 Strategic Plan

Strategy 1

Employ new methodologies and technologies in the classroom

JSU faculty are aware of the changing characteristics and behaviors of students as they relate to learning. The faculty change teaching styles as needed to better match students' learning styles. An attitude of achieving excellence in teaching currently exists among faculty at JSU. Couple that with the increased allocation of resources to attract quality students, and JSU can and will achieve a competitive advantage redefining and improving the classroom.

Strategic Objectives:

- 1.1 Create, furnish, equip, and staff a Teaching and Learning Center (TLC).
- 1.2 Create, furnish, equip, and staff a multimedia center.
- 1.3 Update and expand classroom technology.
- 1.4 Update and expand faculty technology.
- 1.5 Increase number of instructional design personnel.
- 1.6 Implement student portable computing program.

Strategy 2

Expand quality online programs and services

Online programs provide the freedom that students need to work, care for families and engage in course work at times and locations convenient for them. Furthermore, quality online programs are in demand. Relationships with faculty, Blackboard and other service providers ensure that JSU carries the best in technology training and student learning assessment. Additionally, regional accrediting bodies, including the Southern Association on Colleges and Schools Commission on Colleges (SACSCOC), require that online students receive comparable services to those available to traditional students.

Strategic Objectives:

- 2.1 Expand the number of online programs.
- 2.2 Develop new unique online programs that have universal appeal.
- 2.3 Develop a centralized process for establishing programs online.
- 2.4 Increase the number of instructional designers.
- 2.5 Raise adjunct faculty salaries to attract new qualified online instructors.
- 2.6 Create a certification program for online instructors.
- 2.7 Implement new technologies online and in the classroom.

Strategy 3

Improve the campus experience

An emphasis on campus amenities that support the college experience continues to be an important draw for the student seeking a traditional campus experience. This strategy focuses on continued improvement of the JSU residential campus in an effort to attract and retain highly prepared students.

Strategic Objectives:

- 3.1 Develop a marketing plan for JSU events.
- 3.2 Increase campus outreach to the local community.
- 3.3 Invest in a firm to conduct a market study for constructing a Student Commons Building.
- 3.4 Re-establish and complete Paul Carpenter Village for all recognized JSU national Greek organizations.



Jacksonville State University

2011-2016 Strategic Plan

Strategy 4

Increase collaboration to better serve undergraduate students

The “Y” generation sees education as a commodity, so if they do not receive the service they expect, they go to another provider. At JSU, our student services personnel are committed to providing the best service possible. In fact, the National Survey on Student Engagement finds that JSU students often rank JSU’s support environment higher than the average of peer institutions.

Strategic Objectives:

- 4.1 Develop and maintain a virtual one stop shop.
- 4.2 Implement a customer service training campaign.
- 4.3 Establish a Professional Development Center for JSU employees.

Strategy 5

Ensure student job readiness

JSU will gain competitive advantage when university graduates are productive members of society who are self-sufficient, giving more to their community than they receive. JSU has made strides in developing quality, productive citizens. Moreover, quality undergraduates and graduates are in demand and a skilled, trained work force is a requirement of employers; healthy relationships with faculty, staff, employers and our workforce, ensure that JSU promotes collaboration among colleges and support services campus-wide. Through interactions with JSU services, departmental staff and faculty, students will learn about social, intellectual, cultural and physical development lifestyle choices.

Strategic Objectives:

- 5.1 Institute a university-wide Job Readiness Survey and Employer Survey, by major, to recent graduates and their employers.
- 5.2 Increase student awareness and understanding of professionalism in the workforce.
- 5.3 Increase service learning opportunities with a component of common student learning themes and outcomes.
- 5.4 Ensure all undecided undergraduate students (freshmen and transferring) receive career assessment as a pre-requisite for advisement.

Strategy 6

Recruit and retain qualified undergraduate students

Understanding that students are choosing an institute of higher learning based on the institution’s curriculum, services, and cost-effectiveness, we are beginning to develop relationships with qualified prospective students based on these advantages we currently hold over our competitors. Understanding that recruiting qualified students is the antecedent of retaining qualified students, we recognize the need to increase efforts by employing various approaches.

Strategic Objectives:

- 6.1 Better track students through the academic progression.
- 6.2 Implement the Strategic Enrollment Management Plan to increase recruitment and retention of qualified students.



Jacksonville State University

2011-2016 Strategic Plan

Strategy 7

Recruit and retain graduate students and streamline the graduate admissions process

Graduate students are primarily choosing institutions and programs on the basis of convenience and career enhancement. Convenience considerations include clarity and ease of the admission process, curricular requirements for an advanced degree, the availability of hybrid or blended, and online instructional formats. The commitment of the institution to accreditation of graduate programs, and the acquisition and maintenance of those accreditations assure rigorous program quality that meets the expectations of the marketplace and results in the recruitment of qualified students.

Strategic Objectives:

- 7.1 Ensure all graduate degree programs establish and adhere to application/admission deadlines.
- 7.2 Identify graduate programs where impediments to admission/retention exist due to unnecessary or redundant curricular requirements, and improve.
- 7.3 Develop a marketing plan to improve visibility of online and traditional graduate programs through more effective use of program websites and the online version of the graduate bulletin.

Strategy 8

Increase international engagement for the University community

JSU seeks to increase the number of international students, foster curricular innovations and expand international collaboration. JSU is well positioned to build on current efforts to attract international students, provide English language support, expand study abroad opportunities for JSU students and faculty, and increase cultural exchange for the JSU community and its international partners.

Strategic Objectives:

- 8.1 Increase number of international students.
- 8.2 Foster curricular innovations that increase access to language and culture.
- 8.3 Expand international collaboration and cross-cultural opportunities.
- 8.4 Strengthen university infrastructure to support international students.

Strategy 9

Increase research and collaboration

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

Strategic Objectives:

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

Jacksonville State University

Mission - Vision - Goals - Core Values

Mission Statement

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

Vision Statement

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

University Goals

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

Core Values

1. Quality teaching to enhance student learning and leadership skills for employment, citizenship, and life-long development.
2. Academic as well as overall excellence in all aspects of university life.
3. The ethical, social, intellectual, cultural and physical development of students, faculty, and staff.
4. The support of intellectual and academic freedom, dialogue and the free exchange of ideas.
5. Building effective relationships and communication paths among departments, faculty, staff, students, and alumni.
6. Maintaining diversity in faculty, staff, and student body.
7. Enhanced efforts to accommodate students' understanding and needs regarding University policies and practices.
8. Enhanced use of and access to current technology.
9. Continuous improvement of a learning centered environment.

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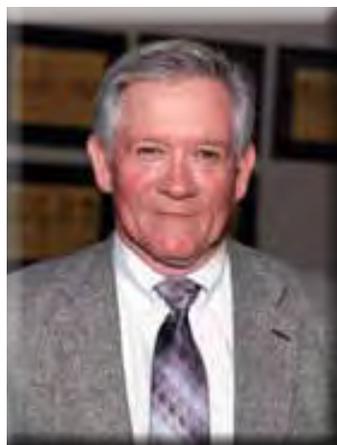
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Assistant Athletic Director/Compliance
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Head Football Coach
Head Men's Basketball Coach
Head Women's Basketball Coach
Head Softball Coach
Head Women's & Men's Track/Cross Country Coach
Head Men's and Women's Tennis Coach
Head Volleyball Coach
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Rifle Team Coach
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 Maureen Newton, Department Head

William Fielding, Dean

Louise J. Clark, Associate Dean

William Scroggins, Department Head
 Richard Cobb, Department Head
 William Fielding, Interim Director
 William Fielding, Interim Director

University Administration

College of Education and Professional Studies

Clinical Experiences
 Communication
 Curriculum and Instruction
 Educational Resources
 Family and Consumer Sciences
 Health, P.E. and Recreation
 Instructional Services Unit
 Secondary Education
 Teacher Education Services
 Technology and Engineering
 TV Services
 JSU In Service Center - McClellan
 Alabama Math, Science and Technology Initiative

John Hammett, Dean Tommy Turner, Associate Dean

Lisa Light, Director
 Kingsley Harbor, Department Head
 Janet Bavonese, Interim Department Head
 Tommy Turner, Department Head
 Debra Goodwin, Department Head
 Gina Mabry, Interim Department Head
 Mike Zenanko, Director
 Emily Sims, Interim Department Head
 Kelly Ryan, Director
 Terry Marbut, Department Head
 Mike Hathcock, Director
 Kelly Ryan, Director
 Tanya Barnes, Project Administrator

College of Graduate Studies

Joe Delap, Dean Jean Pugliese, Associate Dean

College of Nursing

Clinical Services
 Graduate Program, MSN
 BSN Program
 RN to BSN (STEP) Program
 Student Services RN to BSN (STEP) Program
 Student Services BSN Program

Christie Shelton, Dean Elizabeth Gulledge, Associate Dean

Amber Law, Director
 Rebecca Peinhardt, Director
 Windon Edge, Director
 Phyllis Waits, Director
 Tammy Johnson, Director
 Kristi Killingsworth, Director

Administrative and Business Affairs

Vice President for Administrative and Business Affairs

Controller
 Environmental Health and Safety Officer
 Human Resources
 Physical Plant
 Procurement and Fixed Assets
 Institutional Support Services

Allyson Barker

Allyson Barker
 Jess Godbey
 Vacant, Director
 David Thompson, Director
 Pam Findley, Director
 Joe Whitmore, Director

University Advancement

Vice President for University Advancement

Alumni Relations
 University Development
 Development Services
 Marketing and Communications
 Public Relations
 Marketing Services
 Photography
 Print Shop
 Career Services

Charles Lewis

Kaci Ogle, Director
 Earl Warren, Director
 Melanie Delap, Director
 Tim Garner, Executive Director
 Buffy Lockette, Director
 Mary Smith, Coordinator
 Steve Latham, Director
 Charles Torruella, Director
 Becca Turner, Director

University Administration

Research, Planning, and Collaboration

Vice President for Research, Planning, and Collaboration

Institutional Research and Assessment
 Institutional Effectiveness
 Sponsored Programs
 Innovative Projects

Alicia Simmons

John Rosier, Director
 Kim Presson, Coordinator
 Allison Newton, Coordinator
 Lynn Garner, Project Manager

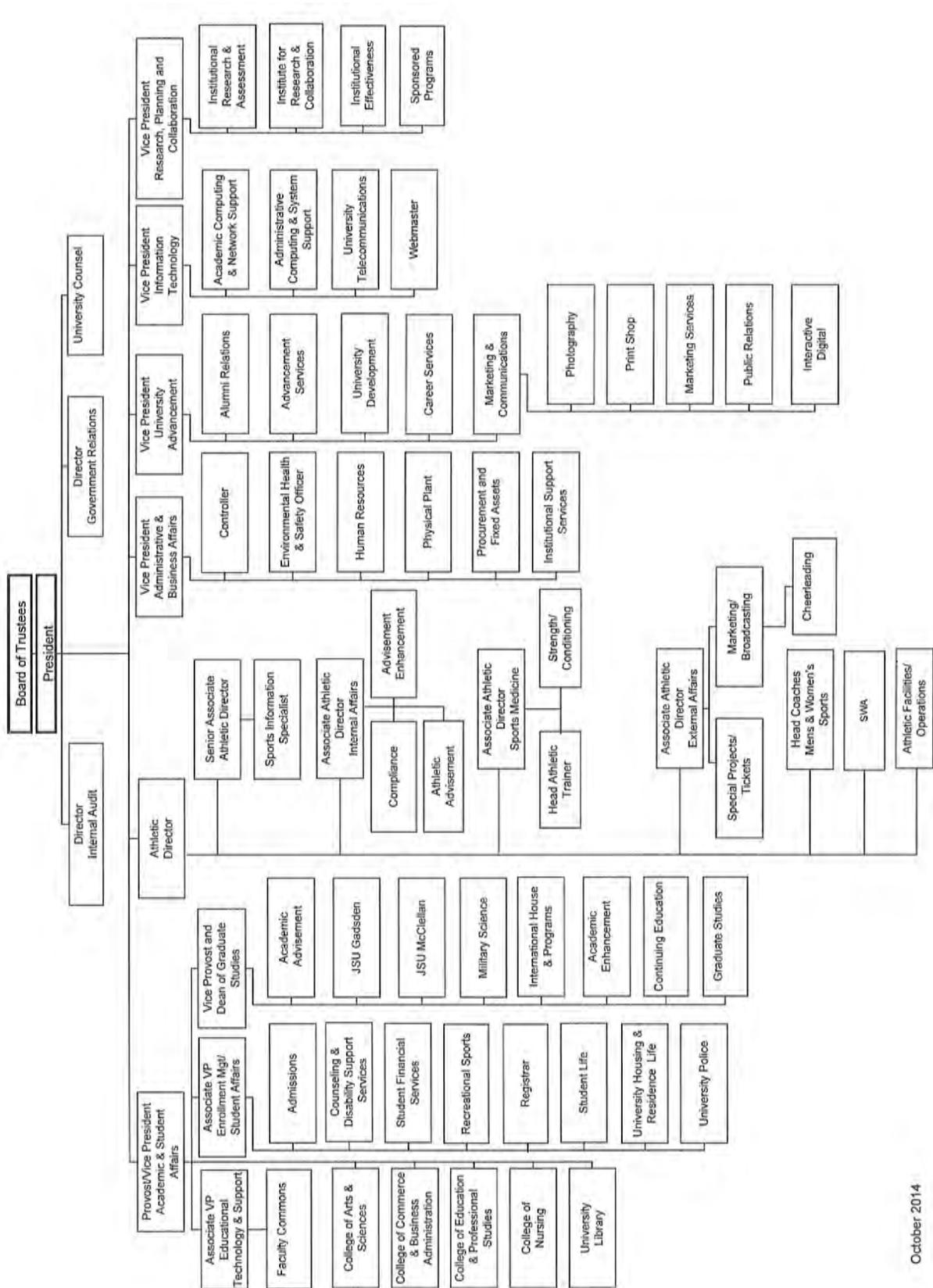
Standing Committees

COMMITTEE	CHAIRPERSON	EXTENSION
Athletic Council	Maureen Newton	5337
Budget Committee	Bill Fielding	5508
Compliance Committee for Athletics	Greg Seitz	5279
Distance Education Advisory Council	Joe Walsh	5616
Diversity and Employment Equity	LaJoyce Debro	5036
Enrollment Management	Andy Green	5363
Institutional Effectiveness	Lisa Williams	5225
Institutional Review Board	Elizabeth Gullledge	8129
Service	Gina Mabrey	8059
Safety and Environmental Health	Mark Hearn	5756
Scholarship/Financial Aid	Vickie Adams	5006
Strategic Planning	Alicia Simmons	8145
Undergraduate Admission Appeals	Andy Green	5363
University Support Services for Athletes	Joe Delap	8186



A campus aerial view at night.

Organizational Chart



October 2014

Alumni





Alumni Association Leadership

National Officers:

PRESIDENT

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

EXECUTIVE DIRECTOR

KACI OGLE ('94/'05)
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VICE PRESIDENT

ANDREA MERCER CLAYTON ('83/'86)
Cartersville, GA
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ASSISTANT ALUMNI DIRECTOR

ALAN RENFROE ('88/'07)
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PAST PRESIDENT

DAVID HAMMETT ('73/'84/'94)
Jacksonville, AL
dhammett4255@yahoo.com

RECORDING SECRETARY

NANCY TURNER
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nturner@jsu.edu

TREASURER

CHRIS REYNOLDS ('85)
Gadsden, AL
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Members-At-Large:

LARRY ABRAMS ('72/'74)
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Term Exp. 12/31/2016

VALENCIA CANTRELL ('09)
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Term Exp. 12/31/2014

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Term Exp. 12/31/2014

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Term Exp. 12/31/2016

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Chapters:

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BLOUNT COUNTY

JOE BRINDLEY ('64)
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FLORIDA (NE AREA)

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GOLD (YOUNG ALUMNI)

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GREATER CHATTANOOGA AREA

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GREY ECHELON

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MOBILE BAY AREA

CHRISTAL PRATER ('08)
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N. CAROLINA (CENTRAL AREA)

TULL WIGLEY ('94)
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N. TEXAS AREA

MICHAEL MERRIWEATHER ('05)
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ROTC ALUMNI

CHUCK BUXTON ('91)
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SAA CLUB

CRYSTAL SHARP
csharp1@jsu.edu

ST. CLAIR COUNTY AREA

BRITTNEY RASHLEIGH ('07)
Ashville, AL
brashleighdz@hotmail.com

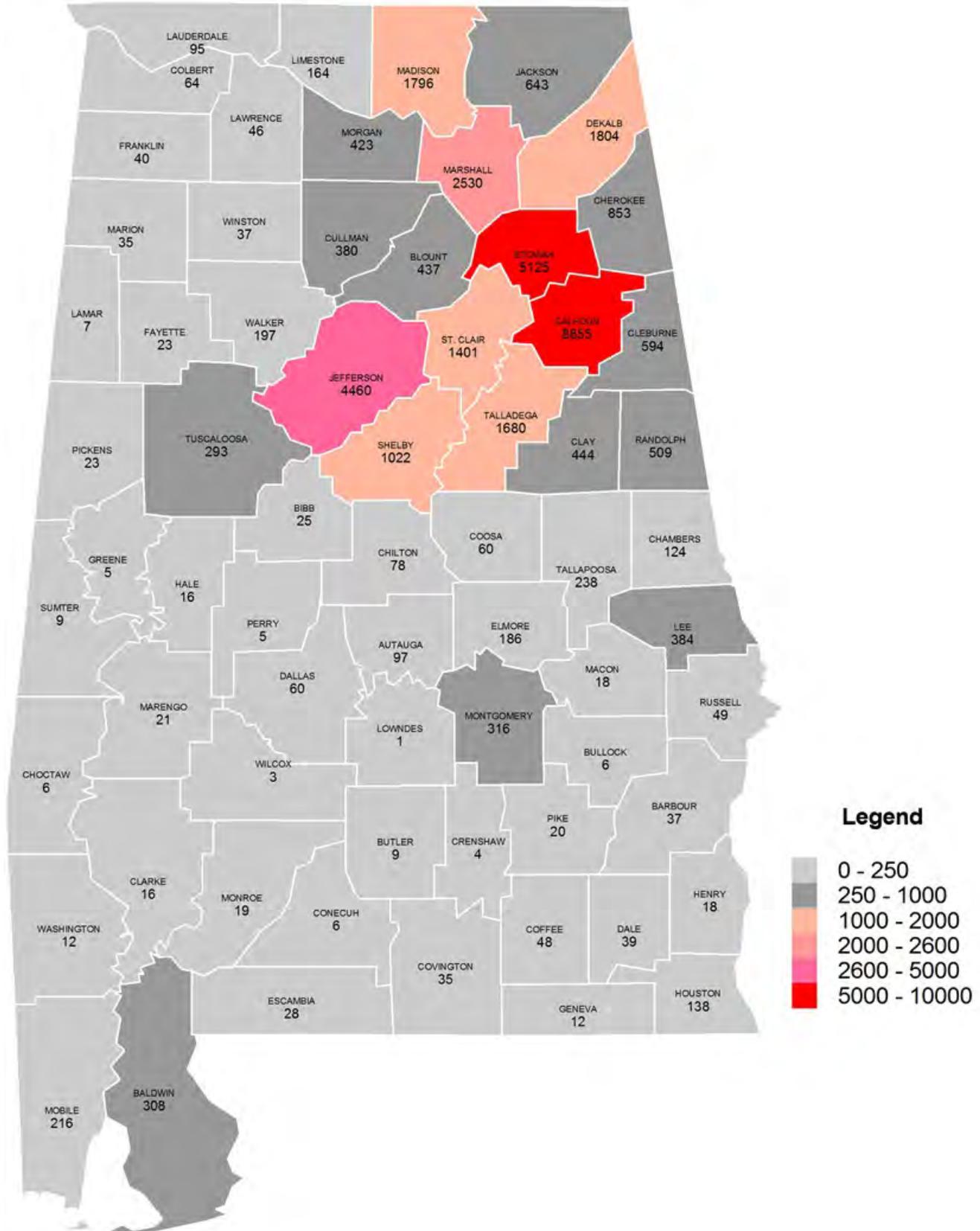
TENNESSEE (MIDDLE AREA)

PHIL GOODMAN ('08)
Nashville, TN
philipgoodman84@gmail.com

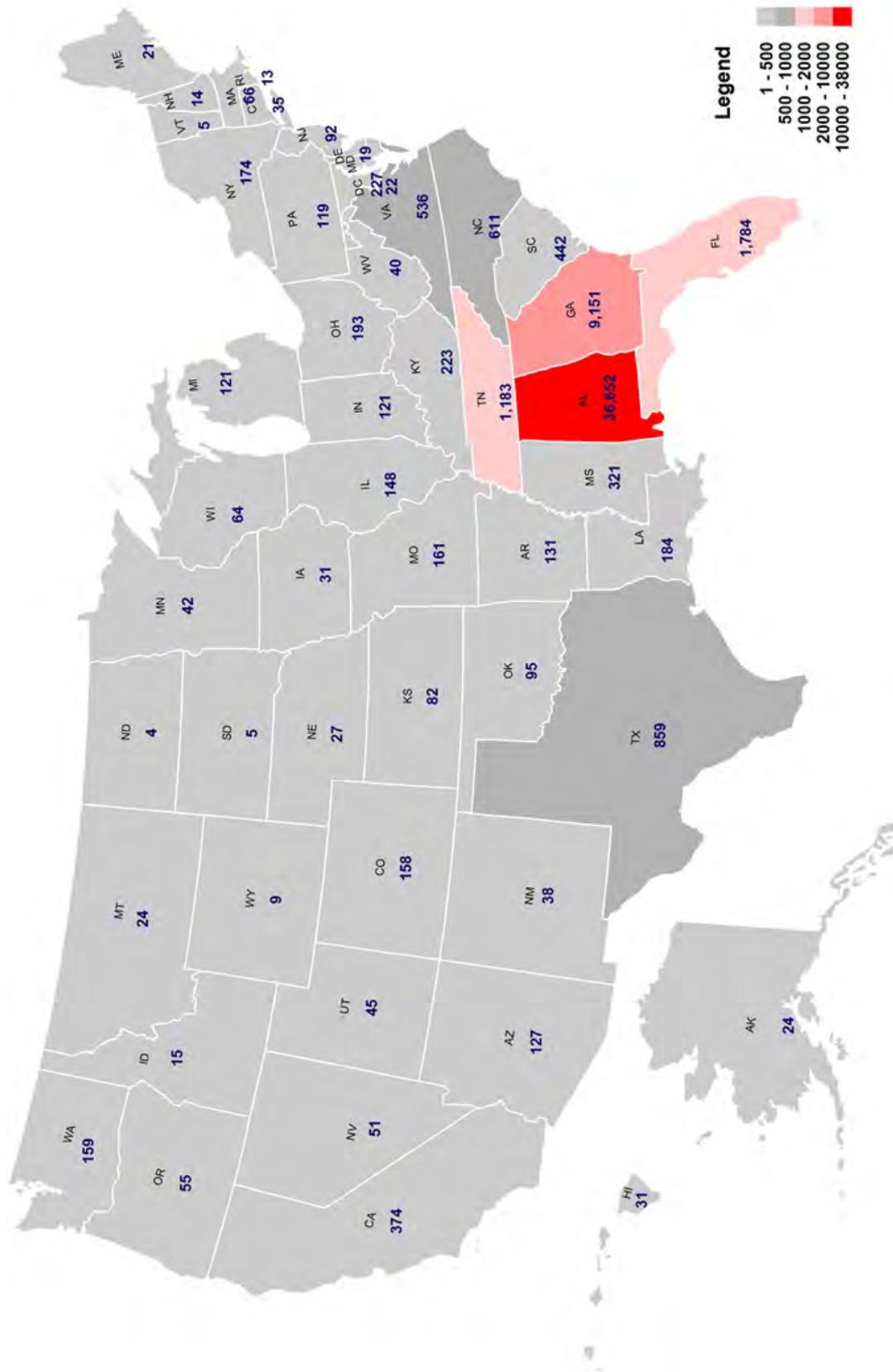
WEST ALABAMA AREA

CHARLES PONDER
Tuscaloosa, AL
charles@gamedaytents.com

Alabama Alumni by County



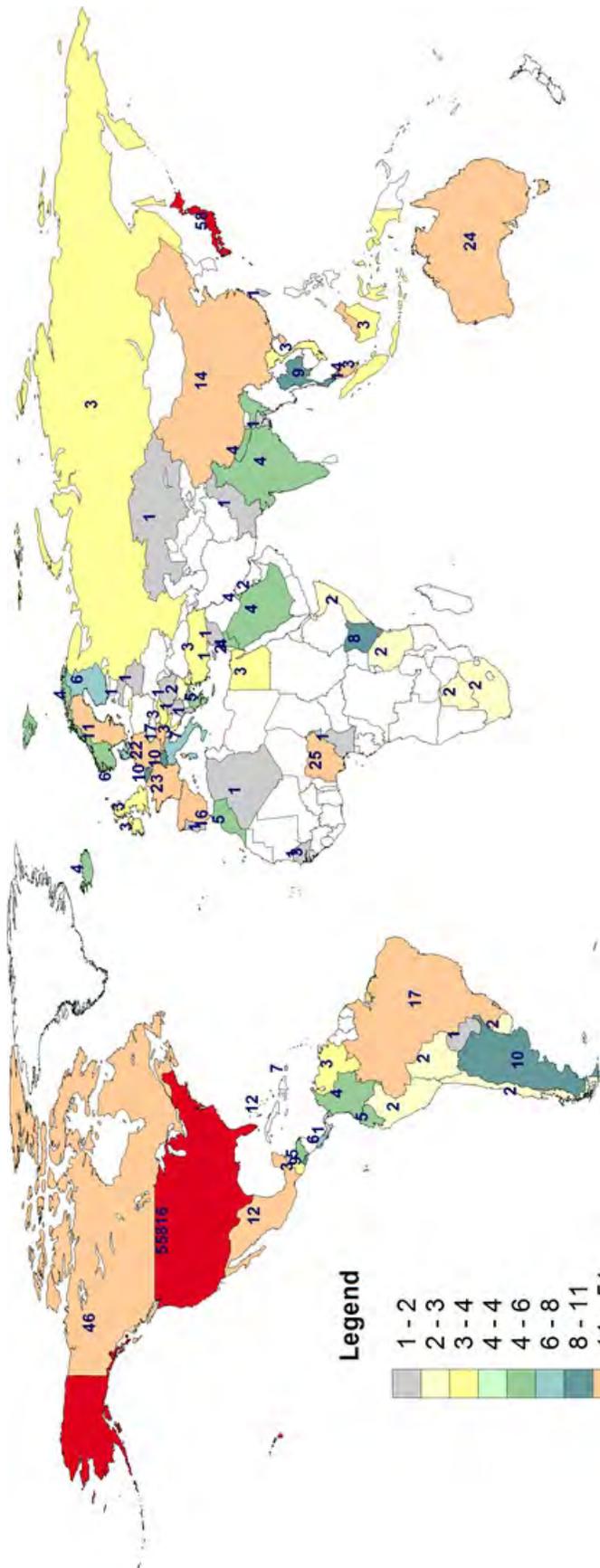
All Alumni by State



Alumni by State

State	Alumni Count
AK	24
AL	36,652
AR	131
AZ	127
CA	374
CO	158
CT	35
DC	22
DE	19
FL	1,784
GA	9,151
HI	31
IA	31
ID	15
IL	148
IN	121
KS	82
KY	223
LA	184
MA	66
MD	227
ME	21
MI	121
MN	42
MO	161
MS	321
MT	24
NC	611
ND	4
NE	27
NH	14
NJ	92
NM	38
NV	51
NY	174
OH	193
OK	95
OR	55
PA	119
RI	13
SC	442
SD	5
TN	1,183
TX	859
UT	45
VA	536
VT	5
WA	159
WI	64
WV	40
WY	9
Grand Total	55,128

Alumni by Country



Legend



Abu Dhabi	1	Latvia	1
Africa	1	Malaysia	14
Albania	1	Mexico	12
Algeria	1	Montenegro	3
American Samoa	1	Morocco	5
Argentina	10	Nepal	4
Australia	24	Nigeria	25
Austria	17	Norway	4
Bahamas	12	Pakistan	1
Bahrain	2	Panama	1
Bangladesh	1	Paraguay	1
Belarus	1	Peru	2
Belgium	10	Portugal	1
Bermuda	5	Puerto Rico	7
Bolivia	2	Republic of the Congo	1
Bosnia & Herzegovina	1	Romania	1
Botswana	2	Russia	3
Brazil	17	Saudi Arabia	4
British Columbia	1	Scotland	4
Bulgaria	2	Senegal	1
Cameroon	1	Serbia	1
Canada	46	Singapore	3
Chile	2	Somalia	2
China	14	South Africa	2
Colombia	4	Spain	16
Costa Rica	6	Sweden	11
Croatia	3	Switzerland	10
Cyprus	1	Syria	1
Denmark	6	Taiwan	1
Ecuador	5	Tanzania	2
Egypt	3	Thailand	9
El Salvador	9	The Netherlands	14
England	18	Turkey	3
Finland	6	United Kingdom	3
France	23	United States	55,816
Gambia	3	Uruguay	2
Germany	22	Venezuela	3
Greece	5	Vietnam	3
Guam	7	Virgin Islands	5
Guatemala	3	W. Indies	3
Honduras	5	West Africa	2
Hungary	3	Yugoslavia	2
Iceland	4	Grand Total	56,420
India	4		
Indonesia	3		
Ireland	3		
Israel	2		
Italy	7		
Japan	58		
Jordan	4		
Kazakhstan	1		
Kenya	8		
Korea	6		
Kuwait	4		

Admissions



In-State Annual Tuition, Room and Board 2004-2014

Description	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Undergraduate Tuition	4,040	4,040*	5,070**	5,070**	5,700**	6,240**	6,780**	7,650**	7,950**	8,790****	8,790****
Graduate Tuition	4,040	5,400***	5,400***	5,400***	6,000***	6,576***	7,152***	8,064***	8,376***	8,676****	8,676****
Estimated on Campus Room & Board	3,312	3,538	3,764	3,764	4,215	5,254	6,162	6,328	6,608	6,985	6,985

Source: Office of Student Financial Services * Based on 24-32 Hours ** Based on 30 Hours *** Based on 24 Hours **** Tuition includes \$150 fee per semester

Average ACT Scores of JSU Full-Time First-Time Freshmen Fall Terms

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

Source: The ACT Class Profile Report (2000 - 2004)
 DSFUJIE Fall Post Registration Reports (2005 - 2006)
 AS_Student_Enrollment_Summary (2007 - 2013)

Office of Admissions Final Fall Figures 1986-2014

Year	Freshman				Student Type Transfer				Total			
	Applied	Accepted	Enrolled	% Enrolled	Applied	Accepted	Enrolled	% Enrolled	Applied	Accepted	Enrolled	% Enrolled
	2014	2,969	2,472	1,185	48	1,275	1,001	661	66	4,244	3,473	1,846
2013	3,083	2,570	1,158	45	1,374	1,106	634	57	4,457	3,676	1,792	49
2012	3,161	2,602	1,332	51	1,411	1,127	669	59	4,572	3,731	2,001	54
2011	3,400	2,844	1,414	50	1,419	1,164	771	66	4,819	4,008	2,185	55
2010	2,794	2,346	1,272	54	1,387	1,125	741	66	4,181	3,471	2,013	58
2009	2,919	2,559	1,252	49	1,218	1,017	671	66	4,137	3,576	1,923	54
2008	3,455	2,965	1,299	44	1,439	1,137	714	63	4,894	4,102	2,013	49
2007	3,299	2,853	1,302	46	1,239	1,208	680	56	4,538	4,061	1,982	49
2006	2,799	2,428	1,144	47	1,208	1,191	717	60	4,007	3,619	1,861	51
2005	2,839	2,499	1,151	46	1,162	1,151	726	63	4,001	3,650	1,877	51
2004	2,419	2,130	1,057	50	1,156	1,138	711	62	3,575	3,268	1,768	54
2003	2,454	2,188	1,078	49	1,155	1,138	750	66	3,607	3,326	1,828	55
2002	2,600	2,306	1,094	47	1,092	1,080	750	69	3,692	3,386	1,844	54
2001	2,300	2,009	1,077	54	1,076	1,059	764	72	3,376	3,068	1,841	60
2000	2,029	1,814	1,001	55	952	941	708	75	2,981	2,755	1,709	62
1999	2,037	1,812	1,076	59	1,046	1,044	755	72	3,083	2,856	1,831	64
1998	1,879	1,606	847	53	1,150	1,143	777	68	3,029	2,749	1,624	59
1997	1,858	1,618	907	56	1,095	1,087	747	69	2,953	2,705	1,654	61
1996	1,813	1,622	952	59	981	974	717	74	2,794	2,596	1,669	64
1995	1,762	1,592	933	59	984	977	721	74	2,746	2,569	1,654	64
1994	1,644	1,484	876	59	982	972	705	73	2,626	2,456	1,581	64
1993	1,621	1,413	887	63	945	935	665	71	2,566	2,348	1,552	66
1992	1,867	1,691	1,102	65	926	916	691	75	2,793	2,607	1,793	69
1991	1,850	1,650	1,101	67	879	869	649	75	2,729	2,519	1,750	69
1990	2,094	2,094	1,286	61	974	974	670	69	3,068	3,068	1,956	64
1989	2,242	2,242	1,426	64	1,067	1,067	717	67	3,309	3,309	2,143	65
1988	2,011	2,011	1,489	74	994	994	703	71	3,005	3,005	2,192	73
1987	1,542	1,542	1,116	72	852	852	680	80	2,394	2,394	1,796	75
1986	1,617	1,617	1,166	72	903	903	691	77	2,520	2,520	1,857	74

First-Time Freshmen Fall 2014

First-Time Freshmen by Major (Fall 2014)

Applied Electronic Engineering	12
Applied Manufacturing Engineer	8
Art	24
Biology	73
Business Marketing Education	40
Chemistry	16
Collaborative Ed Elementary	6
Collaborative Ed Secondary	6
Communication	41
Computer Information Systems	8
Computer Science	54
Criminal Justice	79
Drama	11
Early Childhood Education	6
Elementary Education	31
Emergency Management	9
English	22
Exercise Science/Wellness	34
Family and Consumer Sciences	12
Foreign Language	3
Geography	1
History	27
Liberal Studies	3
Manufacturing Systems Tech	1
Mathematics	11
Music	65
Occupation Safety & Hlth Tech	2
Physical Education	6
Political Science	17
Pre-Engineering	1
Psychology	42
Social Work	19
Sociology	3
Technology	2
Not Applicable	9
Undecided	273
Nursing_Undecided	131
Occupation Safety & Hlth Mgmt	5
Undecided-Management	72
Grand Total	1,185

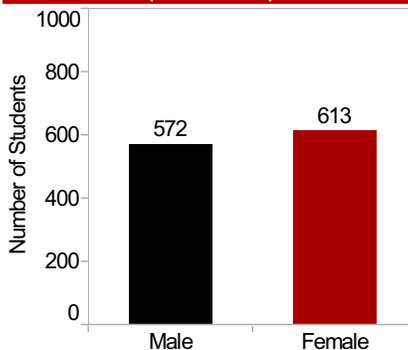
First-Time Freshmen by Gender, Age, and College (Fall 2014)

		Arts & Sciences	Business	Education & Prof Studies	Nursing	Undecided	Grand Total
Male	Under 18	9	1	3		3	16
	18 - 19	226	44	121	22	111	524
	20 - 21	7	1	1		6	15
	22 - 24	3					3
	25 - 29	3	1	1	1	1	7
	30 - 34		2				2
	35 - 39	2		1			3
40 - 49	1		1			2	
Total		251	49	128	23	121	572
Female	Under 18	10		4	1	4	19
	18 - 19	173	20	151	106	130	580
	20 - 21	1	2			2	5
	22 - 24	1	1				2
	25 - 29	1					1
	35 - 39				1		1
	40 - 49	5					5
Total		191	23	155	108	136	613
Grand Total		442	72	283	131	257	1,185

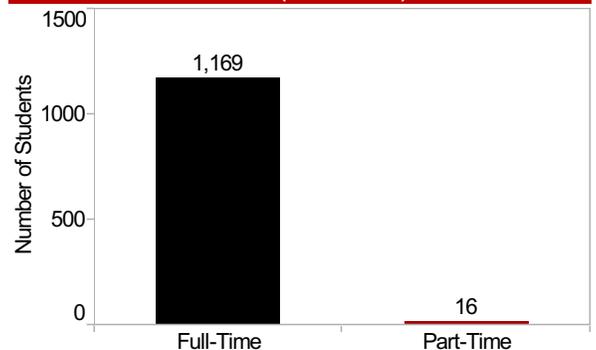
First-Time Freshmen by Gender, Ethnicity, and College (Fall 2014)

		Arts & Sciences	Business	Education & Prof Studies	Nursing	Undecided	Grand Total	
Male	Am. Ind. or Alask. Ntv	5					5	
	Asian or Asian Am	2	1			1	4	
	Black/African Am	47	13	31	3	19	113	
	Hispanic/Latino	7	2	4		2	15	
	Ntv Hawaiian/Pcfc Isl.	1					1	
	White	183	33	88	20	97	421	
	Other	4		3			7	
	Not Reported	2		2			6	
	Total		251	49	128	23	121	572
	Female	Am. Ind. or Alask. Ntv	2	1	2	1	1	7
Asian or Asian Am			2	1		3	6	
Black/African Am		50	4	23	27	20	124	
Hispanic/Latino		4	1	2		3	10	
White		131	13	125	75	102	446	
Other		4	2	1	5	3	15	
Not Reported				1		4	5	
Total		191	23	155	108	136	613	
Grand Total		442	72	283	131	257	1,185	

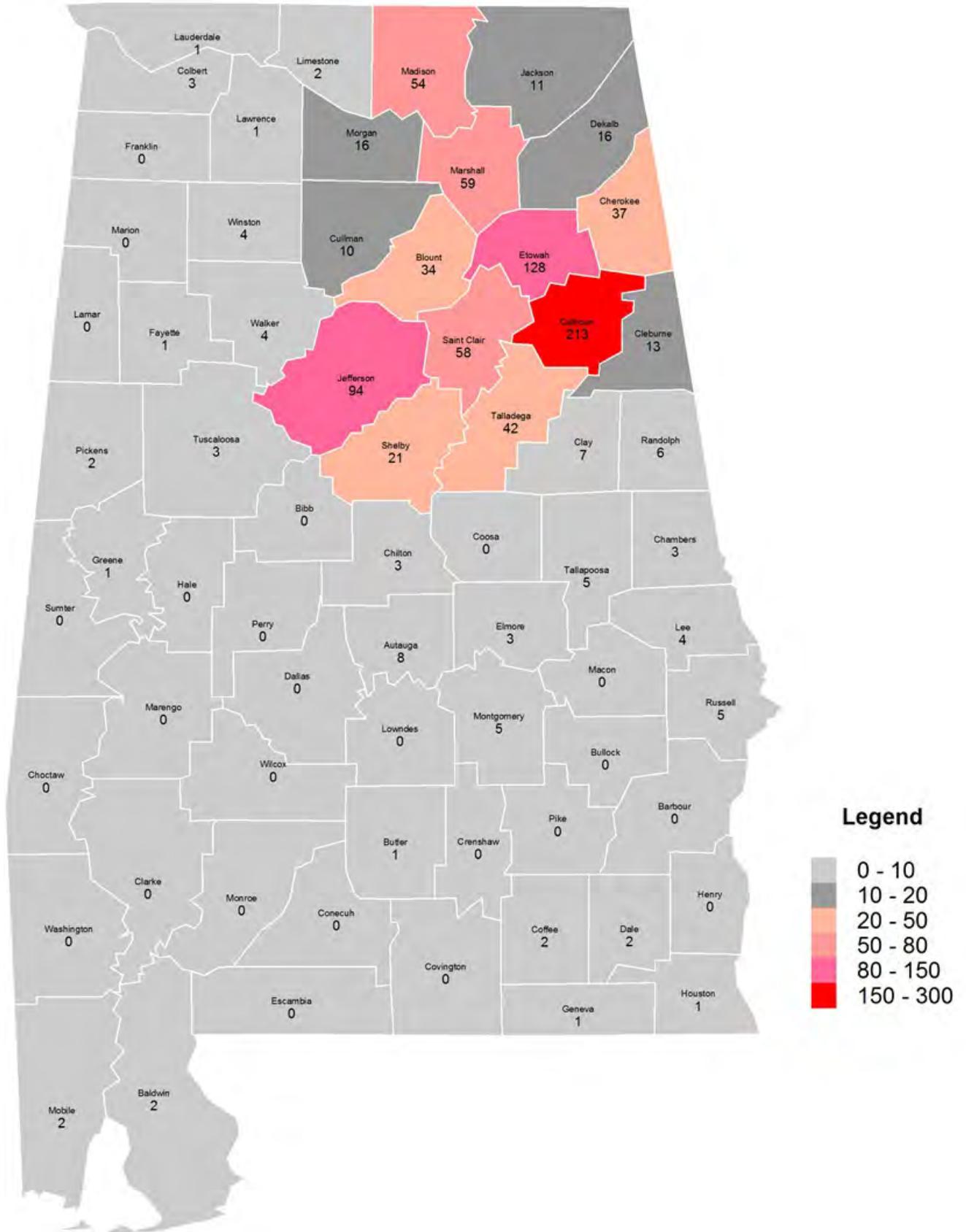
First-Time Freshmen by Gender (Fall 2014)



First-Time Freshmen by Full-Time/Part-Time Status (Fall 2014)



Fall 2014 First-Time Freshmen of Alabama High Schools by County



**First-Time Freshmen from all Alabama High Schools
Fall Semesters 2008 - 2014**

County	High School	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Autauga	Autauga Academy	0	0	0	0	0	1	0
	Autaugaville High School	0	0	0	1	0	1	0
	East Memorial Christian	0	0	2	0	0	0	0
	Marbury	1	1	1	0	0	2	2
	Prattville High	3	2	6	2	0	1	6
	Total		4	3	9	3	0	5
Baldwin	Baldwin County	1	0	0	0	1	0	0
	Daphne High School	0	1	1	1	0	4	1
	Fairhope	1	0	0	1	0	0	0
	Foley	2	0	0	0	0	0	0
	Gulf Shores High School	0	2	0	0	1	0	0
	Robertsdale	0	0	1	2	1	0	1
	Total		4	3	2	4	3	4
Barbour	Barbour County	1	0	0	0	0	0	0
	Eufaula	0	2	4	2	0	0	0
	The Lakeside School	0	0	0	0	0	0	0
	Total	1	2	4	2	0	0	0
Bibb	Bibb County	2	2	0	0	0	0	0
	Total	2	2	0	0	0	0	0
Blount	Appalachian	3	5	3	1	2	3	2
	Cleveland	0	2	3	5	7	6	3
	Hayden	0	0	1	1	3	3	4
	JB Pennington High School	0	1	2	1	3	1	4
	Locust Fork	1	1	0	6	3	3	5
	Oneonta	5	3	9	12	9	13	13
	Susan Moore	0	0	5	3	7	1	3
	Total	9	12	23	29	34	30	34
Bullock	Bullock County	0	0	1	0	0	0	0
	Union Springs	0	0	0	0	0	0	0
	Total	0	0	1	0	0	0	0
Butler	Georgiana	0	0	0	1	0	0	1
	Greenville	1	0	4	1	0	0	0
	Total	1	0	4	2	0	0	1
Calhoun	Alexandria	20	20	17	21	23	26	16
	Anniston	12	8	7	17	7	4	6
	Anniston Christian	2	0	1	2	1	0	0
	Cornerstone Christian	2	1	1	1	0	0	0
	Donoho	1	2	2	1	2	3	1
	Faith Christian	2	1	4	6	4	3	11
	Harvest Homeschool	0	0	0	0	0	0	1
	Jacksonville	34	34	33	32	27	25	30
	Jacksonville Christian Academy	5	0	2	1	4	2	7
	Ohatchee	12	7	11	8	10	10	10
	Oxford	44	63	59	69	56	38	48
	Oxford Christian School	2	0	3	6	6	2	0
	Piedmont	15	17	10	11	19	19	8
	Pleasant Valley	12	23	23	22	16	18	20
	Sacred Heart Catholic	1	6	6	2	3	4	1
	Saks	28	14	11	19	20	13	12
	Trinity Christian	3	1	0	0	1	0	0
	Vineyard Christian	1	0	0	0	0	0	0
	Walter Wellborn	18	9	13	13	9	13	6
	Weaver	15	18	14	18	18	18	15
White Plains	12	18	19	15	21	14	21	
Total	241	242	236	264	247	212	213	
Chambers	Beulah High School	0	0	0	3	1	3	0
	Chambers Academy	1	0	0	0	0	0	0
	Lafayette	2	6	1	3	0	0	0
	Lanett	3	3	0	1	0	0	2
	Springwood	0	0	0	1	1	1	0
	Valley	3	4	0	1	1	0	1
Total	9	13	1	9	3	4	3	
Cherokee	Cedar Bluff	3	10	3	3	2	4	6
	Cherokee Co	17	6	17	15	15	13	12
	Gaylesville	2	2	0	0	1	3	1
	Sand Rock	5	3	9	9	8	10	10

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Cherokee	Spring Garden	2	4	6	6	8	10	8
	Total	29	25	35	33	34	40	37
Chilton	Chilton Co	2	1	4	4	0	3	0
	Isabella	0	0	0	0	0	0	0
	Jemison	1	1	2	4	2	1	1
	Maplesville	1	0	0	1	0	0	1
	Thorsby	0	0	3	0	0	0	1
	Verbena	0	0	0	0	0	1	0
	Total	4	2	9	9	2	5	3
Choctaw	Choctaw County	1	1	1	2	0	0	0
	Total	1	1	1	2	0	0	0
Clarke	Coffeeville	0	0	0	2	0	0	0
	Jackson	0	0	0	0	0	1	0
	Thomasville	1	0	0	0	0	0	0
	Total	1	0	0	2	0	1	0
Clay	Bibb Graves	0	0	0	0	0	0	0
	Central High School of Clay County	0	0	0	0	0	0	6
	Clay County	2	1	1	2	7	3	1
	Lineville	1	3	3	5	3	0	0
	Mellow Valley Christian	0	0	0	0	0	0	0
	Total	3	4	4	7	10	3	7
Cleburne	Cleburne Co	19	11	15	19	23	9	6
	Ranburne	5	10	6	9	4	4	7
	Total	24	21	21	28	27	13	13
Coffee	Cherokee Voc	0	0	0	1	0	0	0
	Elba	0	0	2	0	0	0	0
	Enterprise	1	1	0	1	2	0	2
	New Brockton	0	1	0	0	0	0	0
	Zion Chapel Pub	1	0	1	0	0	0	0
	Total	2	2	3	2	2	0	2
Colbert	Colbert Co	0	1	0	1	0	0	1
	Deshler	0	0	0	0	4	0	0
	Muscle Shoals	1	1	0	2	0	1	1
	Sheffield	0	1	1	0	0	1	0
	Total	1	3	1	3	4	2	2
Conecuh	Hillcrest High School	0	2	1	8	1	0	0
	Sparta Academy	0	0	0	1	0	0	0
	Total	0	2	1	9	1	0	0
Coosa	Coosa Co Central	1	4	1	1	0	0	0
	Total	1	4	1	1	0	0	0
Covington	Andalusia	0	1	0	0	0	0	0
	Floralda	0	0	0	0	0	0	0
	Red Level	0	0	0	0	0	0	0
	Total	0	1	0	0	0	0	0
Crenshaw	Brantley	0	0	0	0	0	0	0
	Highland Home	1	0	1	0	0	0	0
	Luverne	0	1	0	0	0	0	0
	Total	1	1	1	0	0	0	0
Cullman	Cold Springs	0	1	0	0	0	0	2
	Cullman	4	1	1	4	5	4	3
	Fairview	0	0	0	2	2	2	2
	Good Hope	1	0	0	0	0	0	2
	Hanceville	0	1	1	3	0	1	0
	Holly Pond	2	5	1	0	1	0	0
	Saint Bernard	0	0	1	0	0	2	0
	Vinemont	0	0	0	1	1	0	0
	West Point	0	0	0	1	1	0	1
	Total	7	8	4	11	10	9	10
Dale	Ariton	0	0	0	0	0	0	0
	Carroll	1	1	0	0	0	0	0
	Dale County	0	0	1	0	0	0	0
	Daleville	0	2	0	0	0	0	2
	Total	1	3	1	0	0	0	2
Dallas	Central Christian	0	0	0	0	0	0	0
	Dallas Co	0	0	0	0	0	0	0
	John T Morgan Academy	0	1	0	0	0	0	0

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Dallas	Selma High	0	0	0	0	0	0	0
	Southside High	0	0	1	0	0	0	0
	Total	0	1	1	0	0	0	0
DeKalb	Collinsville	0	2	0	1	0	1	1
	Crossville	0	0	1	1	0	2	3
	Ft Payne	8	7	9	13	5	7	6
	Fyffe	1	1	5	1	1	3	2
	Geraldine	0	0	1	5	2	0	0
	Ider	1	1	3	0	4	1	1
	Plainview	2	0	4	0	6	0	2
	Sylvania	0	0	2	2	0	2	0
	Valley Head	0	0	1	0	0	1	1
	Total	12	11	26	23	18	17	16
Elmore	Champman Christian Aca	0	0	1	0	0	0	0
	Edgewood Academy	0	0	0	0	1	0	1
	Elmore County	0	0	0	2	1	0	2
	Holtville	0	0	1	0	0	0	0
	Stanhope-Elmore	3	0	1	0	0	2	0
	Tallassee	1	0	2	2	0	1	0
	Victory Baptist	0	0	0	0	0	0	0
	Wetumpka	1	1	1	4	2	2	0
	Total	5	1	6	8	4	5	3
Escambia	Escambia Co	0	0	0	0	1	0	0
	Flomaton	0	0	0	0	1	0	0
	TR Miller	0	0	0	0	2	0	0
	W S Neal	0	0	0	1	1	0	0
	Total	0	0	0	1	5	0	0
Etowah	Carver	0	0	0	0	1	0	0
	Coosa Christian	2	4	2	1	3	4	4
	Emma Sansom	0	0	0	0	0	0	1
	Etowah	8	4	7	12	1	6	5
	Gadsden	15	23	19	16	24	19	31
	Gaston	0	3	6	5	1	7	6
	Glencoe	18	7	10	4	11	14	15
	Grace Bible Church Sc	1	0	0	0	0	0	0
	Hokes Bluff	15	10	6	15	12	20	17
	Litchfield	0	0	1	0	0	0	1
	Sardis	2	3	2	6	11	4	9
	Southside	12	14	17	19	28	23	29
	West End	4	1	0	2	2	2	0
	Westbrook Christian	2	3	2	7	6	10	10
	Total	79	72	72	87	100	109	128
Fayette	Fayette County	0	0	0	0	0	0	1
	Hubbertville	0	0	0	0	1	0	0
	Total	0	0	0	0	1	0	1
Franklin	Red Bay	0	0	0	0	0	0	0
	Russellville	0	0	0	1	0	0	0
	Total	0	0	0	1	0	0	0
Geneva	Geneva	0	0	0	0	0	0	0
	Slocomb	0	0	0	0	0	1	1
	W Blocton	0	1	1	0	0	0	0
	Total	0	1	1	0	0	1	1
Greene	Greene County	0	0	0	0	0	0	1
	Samson	0	0	0	0	1	0	0
	Warrior Academy	0	0	1	0	0	0	0
	Total	0	0	1	0	1	0	1
Hale	Greensboro East	0	2	1	1	1	0	0
	Greensboro West	0	0	0	1	0	0	0
	Hale Co	0	0	1	0	0	0	0
	Sunshine	0	0	1	0	0	0	0
	Total	0	2	3	2	1	0	0
Henry	Abbeville	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0
Houston	Cottonwood	0	0	1	0	0	0	0
	Dothan	0	1	1	0	0	0	1
	Houston County	0	1	0	0	0	0	0

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Houston	Northside Methodist Aca	0	0	0	0	1	0	0
	Northview High School	0	1	0	0	1	0	0
	Rehobeth High School	0	0	0	0	0	2	0
	Total	0	3	2	0	2	2	1
Jackson	N Sand Mountain	0	1	0	4	2	3	3
	North Jackson	3	1	0	3	4	3	2
	Pisgah	0	0	2	2	1	0	1
	Scottsboro	3	6	3	2	1	5	3
	Section	0	0	0	0	1	1	0
	Skyline	0	0	0	0	0	0	1
	Three Springs	0	0	0	0	0	0	0
	Woodville	0	0	0	0	0	0	1
	Total	6	8	5	11	9	12	11
Jefferson	Ala Sch Of Fine Arts	1	0	0	1	0	0	0
	Bessemer	1	0	1	1	1	0	2
	Bessemer Academy	2	2	0	2	0	0	0
	Bethel Christian	0	0	0	0	0	0	0
	Brainwood Christian	0	0	0	0	0	1	0
	Brentwood Christian	1	0	1	1	0	0	0
	Central Pk Christian	2	4	1	0	0	0	0
	Clay Chalkville	7	8	4	8	16	5	8
	Corner	1	1	0	2	2	9	3
	E B Erwin	17	11	6	13	1	3	3
	Ensley	0	0	0	0	0	0	0
	Fairfield	18	7	5	3	6	0	5
	Fultondale	1	1	1	1	3	0	1
	G W Carver	5	3	5	0	3	0	1
	Gardendale	2	2	2	2	3	2	4
	Graywood Christian	0	0	0	0	0	0	0
	Hayes High	2	0	0	0	0	0	0
	Heritage Academy	0	0	0	0	0	0	0
	Hewitt Trussville	9	6	4	6	6	4	8
	Holy Family	1	0	1	0	1	0	0
	Homewood	4	6	6	6	4	6	1
	Hoover	15	4	7	5	8	6	4
	Hueytown	2	7	4	5	1	5	4
	Huffman	19	17	17	18	3	5	3
	J Carroll	1	2	2	8	1	1	0
	Jefferson Christian	6	0	0	0	1	1	0
	Jefferson Co Lb	0	1	3	0	0	0	0
	Jess Lanier	4	1	1	1	0	0	0
	Leeds	4	7	5	3	3	0	6
	McAdory	5	3	3	10	4	4	4
	Midfield	3	3	1	3	3	0	2
	Minor	9	17	8	18	9	5	3
	Mortimer Jordan	0	2	3	4	2	0	1
	Mtn Brook	0	0	0	0	1	0	0
	Oak Grove	4	4	0	1	2	1	3
	Oak Mountain	2	3	1	2	2	5	3
	P D Jackson-Olin	4	6	10	10	2	2	0
	Parker	7	10	2	0	4	2	0
	Parkway Christian Aca	2	0	0	2	1	1	0
	Phillips	1	0	1	0	0	0	0
Pinson Valley	5	9	8	6	7	3	4	
Pleasant Grove	4	13	4	4	4	5	3	
Ramsay	1	3	8	9	18	1	3	
Restoration Academy	2	1	0	0	0	0	0	
Shades Mtn Christian	0	2	0	1	0	0	0	
Shades Valley	7	3	5	7	4	4	5	
Spain Park	4	3	4	8	2	2	4	
Tarrant	1	7	2	0	0	2	1	
Valleydale Academy	1	0	0	1	0	0	0	
Vestavia Hills	4	4	5	2	2	8	4	
Victory Christian	1	0	0	0	0	0	0	
Warrior	0	0	0	0	0	0	0	
Wenonah	6	1	8	9	5	1	0	

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Jefferson	West End	2	0	0	0	0	0	0
	Woodlawn	1	1	0	2	6	0	0
	Total	201	185	149	185	141	94	93
Lamar	South Lamar High Sch	0	0	1	0	0	0	0
	Sulligent	0	0	0	0	1	0	0
	Total	0	0	1	0	1	0	0
Lauderdale	Bradshaw	0	0	0	0	0	0	0
	Brooks	1	0	0	0	0	2	0
	Central	2	1	2	2	0	0	0
	Coffee	0	0	0	0	0	0	0
	Florence	2	2	2	1	0	0	1
	Lauderdale County	0	0	0	0	0	1	0
	Lexington	0	0	0	2	2	1	0
	Mars Hill Bible Sch	0	0	0	0	1	0	0
	Rogers	0	0	1	2	0	0	0
	Shoals Christian	0	0	0	0	1	0	0
	Wilson High School	0	1	0	0	0	0	0
Total	5	4	5	7	4	4	1	
Lawrence	Hatton	0	1	0	0	0	0	0
	Hazelwood	1	0	0	0	0	0	0
	Lawrence Co	1	0	2	1	2	0	1
	Total	2	1	2	1	2	0	1
Lee	Auburn	5	2	8	2	2	2	0
	Beauregard	7	0	1	3	1	1	1
	Beulah	0	0	0	1	0	1	0
	Glenwood High	0	0	1	0	3	1	0
	Loachapoka	2	0	1	0	0	0	1
	Opelika	9	1	2	2	1	0	0
	Smiths Station	1	1	5	3	3	3	2
	Total	24	4	18	11	10	8	4
Limestone	Ardmore	0	0	0	1	0	0	0
	Athens	2	0	3	1	0	4	0
	Clements	0	0	0	0	0	0	0
	East Limestone	1	1	2	5	0	2	1
	Elkmont	1	0	1	0	2	0	0
	Tanner	3	0	2	0	0	0	0
	West Limestone	0	0	0	0	0	0	1
	Total	7	1	8	7	2	6	2
Lowndes	Central	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0
Macon	Booker T Washington	3	2	0	0	0	0	0
	Notasulga High School	0	1	0	0	0	0	0
	Total	3	3	0	0	0	0	0
Madison	Bob Jones	7	3	9	2	5	10	6
	Buckhorn	3	4	2	7	16	7	2
	Columbia High School	0	1	4	1	8	0	2
	Covenant Christian	0	0	0	0	1	0	0
	Faith Covenant Aca	1	0	1	2	0	0	0
	Grissom	2	2	3	1	7	9	5
	Hazel Green	4	1	11	8	14	5	7
	Huntsville	2	3	4	2	3	5	5
	J O Johnson	3	2	1	4	2	0	0
	Lee	0	6	6	1	3	2	1
	Madison Academy	2	0	1	0	0	1	2
	Madison County	2	1	2	5	4	1	0
	New Century Tech	0	0	2	0	0	3	3
	New Hope	0	0	0	0	1	0	1
	Oakwood Advent Aca	0	0	0	0	0	0	0
	Randolph	0	0	0	0	0	0	0
	S R Butler	1	0	0	0	1	0	0
	Sparkman	1	6	4	12	14	11	19
	Westminster Christ	0	0	0	0	2	0	1
Total	28	29	50	45	81	54	54	
Marengo	Demopolis	0	0	0	5	1	6	0
	John Essess School	0	0	1	0	0	0	0
	Linden	0	0	1	0	0	0	0

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Marengo	Marengo County	0	0	0	1	0	0	0	
	Sweet Water	0	1	1	0	0	0	0	
	Total	0	1	3	6	1	6	0	
Marion	Brilliant	0	0	0	0	0	0	0	
	Hamilton	0	0	0	0	1	0	0	
	Winfield	0	0	0	2	2	0	0	
	Total	0	0	0	2	3	0	0	
Marshall	Albertville	3	6	12	13	7	9	17	
	Arab	5	6	17	8	11	2	19	
	Asbury HS	0	0	2	1	1	0	2	
	Boaz	4	3	11	0	4	5	1	
	Brindlee Mountain HS	0	2	0	9	5	1	1	
	Douglas	2	1	4	3	2	5	2	
	Guntersville	2	5	7	3	6	4	17	
	K D Smith Dar	0	1	2	1	1	2	0	
	Total	16	24	55	38	37	28	59	
	Mobile	Al Sch Math Science	0	0	1	2	0	1	0
Alma Bryant		0	0	0	0	1	0	0	
Baker		0	0	2	1	2	0	0	
Ben C Rain		0	2	0	0	0	0	0	
Blount High		0	0	0	0	0	0	0	
Cintronelle		0	0	0	0	0	0	0	
Davidson		0	0	0	0	0	0	0	
John L Leflore		1	0	0	0	0	0	0	
Mary G Montgomery		0	0	0	1	0	0	0	
McGill-Toolen		0	0	0	0	0	0	1	
Mobile Christian Sch		0	0	0	1	0	0	0	
Murphy		4	1	2	2	1	1	1	
Satsuma		1	0	1	1	0	0	0	
Shaw High		0	0	0	0	0	0	0	
Theodore		0	2	0	1	0	0	0	
Vigor		1	0	0	0	0	0	0	
Williamson		0	0	0	2	0	1	0	
Total		7	5	6	11	4	3	2	
Monroe		Excel	0	0	0	0	0	0	0
		Frisco City	0	0	0	0	0	0	0
	Monroe County	0	0	0	1	0	0	0	
	Total	0	0	0	1	0	0	0	
Montgomery	Alabama Christian	0	1	1	0	2	0	1	
	Btw Magnet HS	0	0	1	0	0	0	1	
	Carver High	0	0	0	0	0	1	0	
	Jefferson Davis	1	1	1	2	2	2	2	
	Macon East Aca	0	0	0	0	0	0	0	
	Montgomery Aca	0	1	0	0	0	0	0	
	Montgomery Catholic	0	0	0	0	5	0	0	
	Robert E Lee	8	0	3	0	2	0	1	
	Sidney Lanier	3	1	0	3	0	1	0	
	St. James School	0	0	1	0	0	0	0	
	St. Jude	0	0	2	0	1	0	0	
	St. Judge	1	0	0	0	0	0	0	
	Trinity Presbyterian	0	0	0	0	0	0	0	
Total	13	4	9	5	12	4	5		
Morgan	A P Brewer	0	0	0	1	3	0	4	
	Austin	5	1	4	4	0	3	2	
	Danville	1	0	0	0	1	0	0	
	Decatur	1	4	0	2	2	3	1	
	E Lawrence	1	0	1	4	0	1	1	
	Hartselle	3	0	1	0	8	1	5	
	Heritage Christian	0	0	0	1	0	0	0	
	Priceville	0	0	2	0	0	1	0	
	Way Home Christian Academy	0	0	0	0	0	0	1	
	West Morgan	0	2	0	0	1	1	0	
	Total	11	7	8	12	15	10	14	
Perry	Francis Marion	1	1	0	0	0	1	0	
	Total	1	1	0	0	0	1	0	
Pickens	Aliceville	3	3	0	0	1	1	1	

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Pickens	Gordo	1	0	1	1	0	0	0
	Pickens County	3	1	0	0	1	0	1
	Total	7	4	1	1	2	1	2
Pike	Goshen	1	0	0	0	0	0	0
	Henderson	1	2	0	1	0	0	0
	Pike County	0	0	0	0	0	0	0
	Total	2	2	0	1	0	0	0
Randolph	Handley	0	2	3	6	6	1	3
	Randolph Co	1	1	2	1	0	0	1
	Wadley	0	1	1	0	1	0	0
	Woodland	3	3	4	7	1	0	2
	Total	4	7	10	14	8	1	6
Russell	Central	2	3	4	3	1	2	1
	Russell County	0	0	2	1	0	0	4
	Total	2	3	6	4	1	2	5
Saint Clair	Ashville	1	6	12	10	9	11	9
	Calvary Christian Aca	0	0	0	0	0	0	0
	Crossroads Christian	0	1	0	0	0	0	0
	Moody	8	5	5	3	5	6	11
	Pell City	5	10	8	17	11	8	15
	Ragland	2	5	0	2	0	3	1
	Springville	7	7	8	4	5	4	7
	St. Clair Co	3	3	3	9	16	3	8
	Victory Christian	1	3	3	2	9	5	7
	Total	27	40	39	47	55	40	58
Shelby	Calera	5	1	1	4	7	0	1
	Chelsea	1	1	1	4	2	3	4
	Coosa Valley Aca	1	0	2	2	2	0	1
	Cornerstone Christian	0	0	0	0	0	2	0
	Evangel Christian School	0	0	0	0	0	0	1
	Hope Christian	2	2	0	0	0	2	0
	Kingwood Christian	0	0	1	2	0	1	0
	Montevallo	1	0	2	2	2	2	0
	Pelham	4	3	3	3	4	5	6
	Shelby Aca	0	1	0	0	0	0	0
	Shelby County	1	1	2	3	10	0	1
	Thompson	0	4	3	7	4	8	5
	Vincent	2	0	2	1	2	2	2
	Total	17	13	17	28	33	25	21
Sumter	Livingston	2	0	0	0	0	0	0
	Sumter County	3	0	2	1	1	0	0
	Total	5	0	2	1	1	0	0
Talladega	Ala Inst/Df & Blind	0	3	0	1	1	0	0
	B B Comer Mem	3	1	1	2	8	3	0
	Childersburg	5	6	6	9	1	2	2
	Fayetteville	0	0	0	1	0	1	4
	Lincoln	15	19	11	14	14	9	8
	Munford	8	8	10	9	10	8	13
	Sylacauga	4	3	6	9	6	4	7
	Talladega	13	14	11	21	6	2	0
	Talladega Central	3	2	2	1	2	3	0
	Talladega County Training	1	0	1	0	0	0	8
	Winterboro	2	2	2	4	1	1	0
Total	54	58	50	71	49	33	42	
Tallapoosa	B Russell	2	12	1	2	1	1	4
	Dadeville	1	1	1	0	1	0	0
	Horeshoe Bend	0	0	1	1	0	0	1
	Lyman Ward Military Aca	1	0	0	1	0	0	0
	Reeltown	0	0	2	2	0	2	0
	Total	4	13	5	6	2	3	5
Tuscaloosa	American Christian	0	0	2	0	0	0	0
	Brookwood	0	2	3	1	1	0	1
	Central High East	0	0	0	0	0	0	0
	Central High West	0	0	0	0	0	0	0
	Hillcrest	0	2	2	1	0	0	2
	Holt	0	0	0	2	0	0	0

**First-Time Freshmen from all Alabama High Schools
Fall Semesters 2008 - 2014**

County	High School	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Tuscaloosa	Northridge	0	2	3	2	0	0	0
	Paul W Bryant	0	0	0	0	2	0	0
	The Capitol School	0	0	0	0	2	0	0
	Tuscaloosa Aca	0	0	1	0	0	0	0
	Tuscaloosa Co	0	2	0	0	1	0	0
	Total		0	8	11	6	6	0
Walker	Carbon Hill	0	0	2	0	1	0	2
	Cordova	1	1	3	1	0	0	1
	Curry	0	1	0	1	0	1	1
	Dora	0	0	0	1	1	0	0
	Jericho Way Christian	0	0	0	0	0	0	0
	Oakman	0	0	0	2	0	0	0
	Parrish	0	1	0	0	0	0	0
	Sumitan Christian	2	0	1	0	1	0	0
	Walker	0	0	0	2	0	1	0
	Total		3	3	6	7	3	2
Washington	Fruitdale	0	0	0	0	0	0	0
	Leroy	0	1	0	0	0	0	0
	McIntosh	0	0	0	0	0	3	0
	Total	0	1	0	0	0	3	0
Wilcox	Wilcox County	1	2	0	1	0	0	0
	Total	1	2	0	1	0	0	0
Winston	Addison	0	0	1	0	0	0	0
	Haleyville	0	1	0	0	0	1	0
	Lynn	0	0	0	0	0	1	0
	Meek	0	1	1	1	1	1	2
	Winston County	1	0	0	0	0	0	2
	Total	1	2	2	1	1	3	4
GED		25	13	19	22	11	13	11
	Total	25	13	19	22	11	13	11
Home Schooled		14	1	3	5	6	9	6
	Total	14	1	3	5	6	9	6
Unknown		1	7	12	8	16	12	16
	Total	1	7	12	8	16	12	16
Out Of State		333	321	273	277	278	279	240
	Total	333	321	273	277	278	279	240
International		24	29	20	27	26	37	25
	Total	24	29	20	27	26	37	25
Current Alabama Residents Graduating From Out Of State High Schools		9	3	3	3	3	3	3
	Total	9	3	3	3	3	3	3
Grand Total		1,299	1,252	1,272	1,414	1,332	1,158	1,185



Hundreds of Jacksonville State University freshmen gathered in the stadium to attend the annual Freshman Convocation event, where new students are introduced to faculty, cheerleaders, JSU's mascot Cocky, the Marching Southerners, SGA Officers, and the tradition of ringing in the new academic year.

First-Time Freshmen Receiving Scholarships Fall 2014

First-Time Freshmen by Scholarship (Fall 2014)			
FUND_TITLE	M	F	Grand Total
Elite Honors Tuition	3	5	8
Elite Tuition	27	21	48
Faculty Tuition	109	123	232
Gamecock Tuition	51	58	109
Gem of the Hills Tuition	56	66	122
Grand Total	246	273	519

First-Time Freshmen Receiving Scholarships by Major (Fall 2014)		
Undecided		140
Nursing_Undecided		47
Biology		37
Undecided-Management		36
Computer Science		28
Criminal Justice		26
Music		26
Psychology		20
Communication		15
Elementary Education		15
English		15
History		14
Art		12
Business Marketing Education		10
Political Science		9
Applied Electronic Engineering		8
Social Work		8
Chemistry		7
Exercise Science/Wellness		7
Drama		6
Mathematics		6
Family and Consumer Sciences		5
Computer Information Systems		4
Applied Manufacturing Engineer		3
Collaborative Ed Secondary		3
Early Childhood Elementary Ed		3
Collaborative Ed Elementary		2
Liberal Studies		2
Emergency Management		1
Occupation Safety & Hlth Mgmt		1
Pre-Engineering		1
Sociology		1
Technology		1
Grand Total		519

First-Time Freshmen Receiving Scholarships by State and County (Fall 2014)					
State	County	Male	Female	Grand Total	
Alabama	Autauga	3	3	6	
	Blount	9	13	22	
	Calhoun (AL)	57	62	119	
	Cherokee (AL)	11	16	27	
	Clay (AL)	4	2	6	
	Cleburne	4	2	6	
	Colbert	1		1	
	Cullman	3	2	5	
	Dekalb (AL)	7	8	15	
	Elmore		1	1	
	Etowah	42	38	80	
	Houston (AL)	1		1	
	Jackson (AL)	3	3	6	
	Jefferson (AL)	12	17	29	
	Lawrence		1	1	
	Limestone		1	1	
	Madison (AL)	3	14	17	
	Marshall	19	10	29	
	Mobile	1		1	
	Montgomery (AL)	3	2	5	
	Morgan (AL)	2	9	11	
	Randolph (AL)		3	3	
	Russell	2	1	3	
	Saint Clair	18	15	33	
	Shelby	6	5	11	
	Talladega	13	12	25	
	Walker (AL)		4	4	
Winston		1	1		
Unknown	4	7	11		
Chambers		1	1		
Tallapoosa	2	2	4		
Georgia	Bartow		4	4	
	Carroll	1	2	3	
	Chattooga	2		2	
	Coweta	2		2	
	Douglas		3	3	
	Floyd	4	5	9	
	Polk	1		1	
	Unknown		1	1	
	Gordon	1		1	
	Haralson	3		3	
Paulding	1	3	4		
Missouri	Unknown	1		1	
Grand Total		246	273	519	

First-Time Freshmen Receiving Scholarships by Gender, Age and College (Fall 2014)							
		Arts & Sciences	Business	Education & Prof Studies	Nursing	Non Applicable	Grand Total
Male	Under 18	6	1				7
	18 - 19	112	20	41	8	58	239
	Total	118	21	41	8	58	246
Female	Under 18	5		1		1	7
	18 - 19	74	15	68	39	70	266
	Total	79	15	69	39	71	273
Grand Total		197	36	110	47	129	519

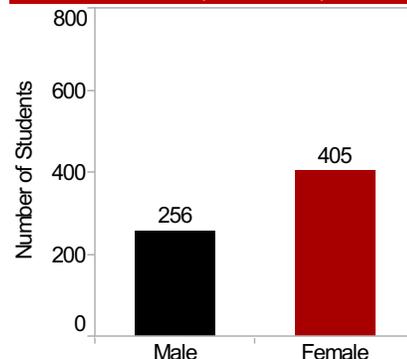
First-Time Transfer Students Fall 2014

First-Time Transfer by Major (Fall 2014)	
Accounting	3
Applied Electronic Engineering	11
Applied Manufacturing Engineer	6
Art	10
Biology	41
Business Marketing Education	6
Career Technologies	1
Chemistry	6
Collaborative Ed Elementary	1
Collaborative Ed Secondary	1
Communication	14
Computer Information Systems	13
Computer Science	17
Criminal Justice	25
Drama	2
Early Childhood Elementary Ed	34
Elementary Ed Collaborative	3
Elementary Education	5
Emergency Management	21
English	15
Exercise Science/Wellness	13
Family and Consumer Sciences	19
Foreign Language	1
History	18
Industrial Leadership	1
Liberal Studies	12
Mathematics	9
Music	8
Nursing	130
Nursing_Uncecided	58
Occupation Safety & Hlth Mgmt	1
Occupation Safety & Hlth Tech	1
Physical Education	9
Political Science	8
Psychology	18
Recreation Leadership	5
Social Work	22
Sociology	1
Spanish	2
Undecided	23
Undecided-Management	67
Grand Total	661

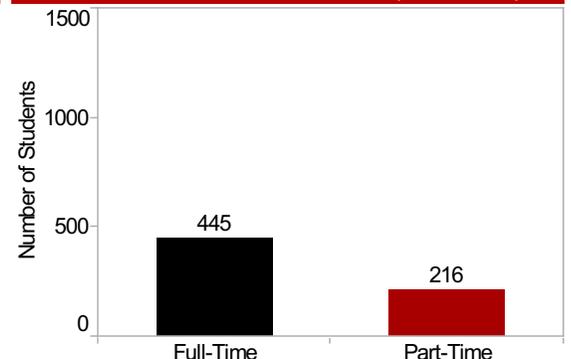
First-Time Transfer by Gender, Age and College (Fall 2014)							
		Arts & Sciences	Business	Education & Prof Studies	Nursing	Undecided	Grand Total
Male	18 - 19	9	7	10	1	4	31
	20 - 21	47	18	37	11	4	117
	22 - 24	22	8	13	4	1	48
	25 - 29	4	5	4	5		18
	30 - 34	4	2	7	4		17
	35 - 39	4	1	4	1		10
	40 - 49	5	1	3	1		10
	50 - 64	3			1		4
65+	1					1	
Total		99	42	78	28	9	256
Female	18 - 19	11	3	14	8	5	41
	20 - 21	40	16	48	26		130
	22 - 24	19	3	13	27		62
	25 - 29	12	5	16	28		61
	30 - 34	8		1	19	2	30
	35 - 39	8		4	18		30
	40 - 49	6	1	5	29		41
	50 - 64	4			5		9
65+			1			1	
Total		108	28	102	160	7	405
Grand Total		207	70	180	188	16	661

First-Time Transfer by Gender, Ethnicity and College (Fall 2014)								
		Arts & Sciences	Business	Education & Prof Studies	Nursing	Undecided	Grand Total	
Male	Am. Ind. or Alask. Ntv			2			2	
	Asian or Asian Am	4	1				5	
	Black/African Am	19	4	17	2	2	44	
	Hispanic/Latino	2					2	
	Other	1					1	
	Ntv Hawaiian/Pcfc Isl.		1				1	
	White	65	34	53	25	7	184	
	Not Reported	8	2	6	1		17	
	Total		99	42	78	28	9	256
	Female	Am. Ind. or Alask. Ntv	4		1	3		8
Asian or Asian Am					1		1	
Black/African Am		25	6	14	35	4	84	
Hispanic/Latino		2	2	1	2		5	
Other		1					1	
Ntv Hawaiian/Pcfc Isl.		1					1	
White		70	18	80	110	3	281	
Not Reported		7	2	6	9		24	
Total			108	28	102	160	7	405
Grand Total			207	70	180	188	16	661

First-Time Transfer by Gender (Fall 2014)

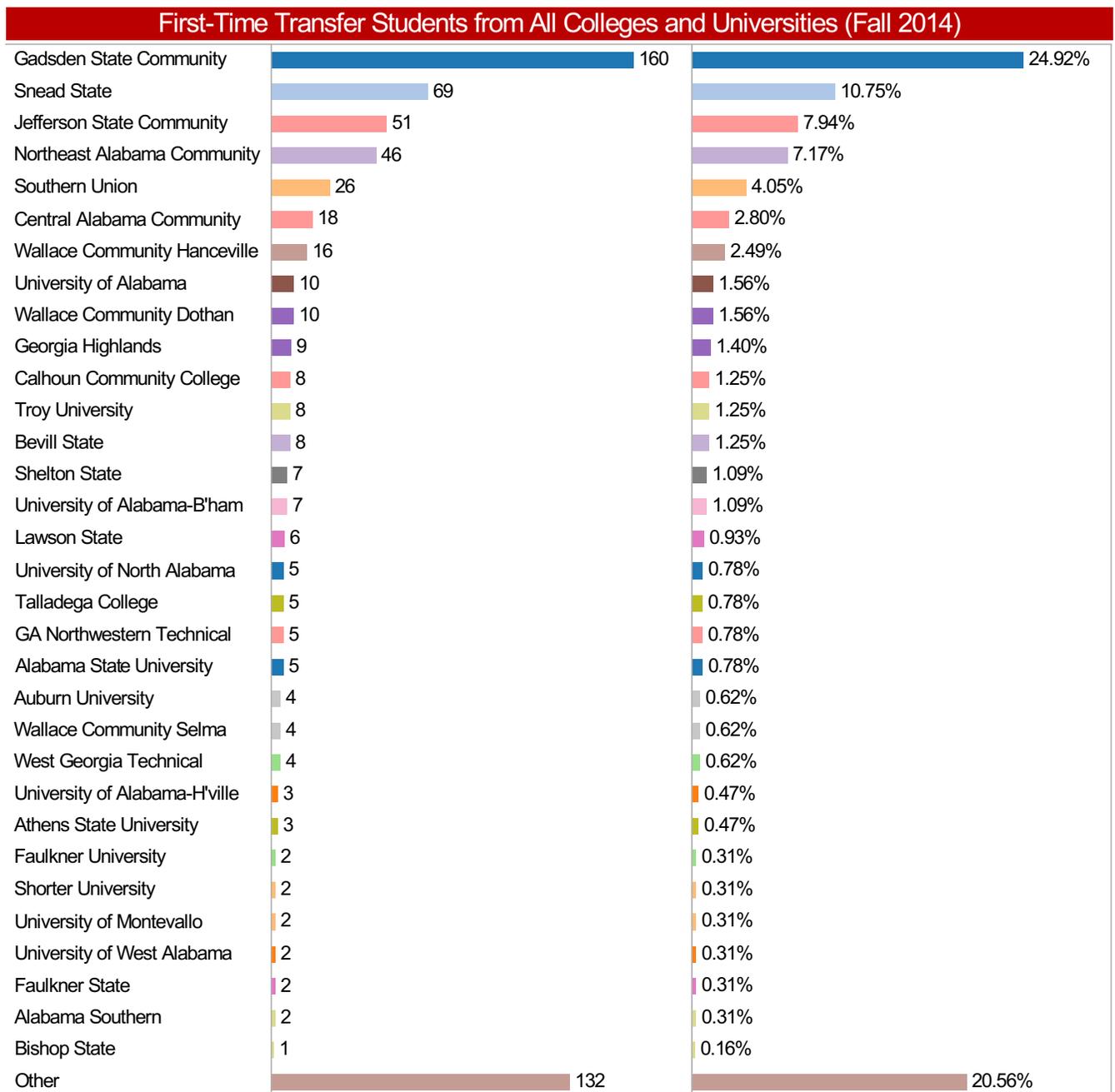


First-Time Transfer by Full-Time/Part-Time Status (Fall 2014)

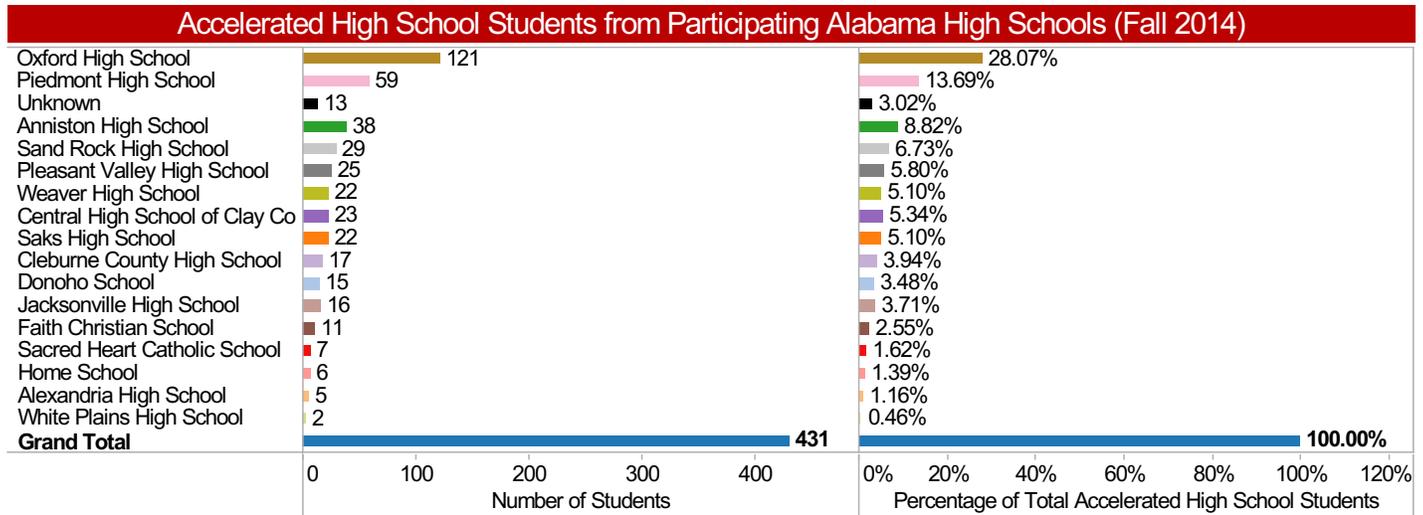


First-Time Transfer Students From All Colleges and Universities Fall 2014

Top Ten Alabama 2 Year College First-Time Transfers to JSU (Fall 2014)		Top Ten Alabama 4 Year College First-Time Transfers to JSU (Fall 2014)	
Gadsden State Community	160	University of Alabama	10
Snead State	69	Troy University	8
Jefferson State Community	51	University of Alabama-B'ham	7
Northeast Alabama Community	46	Alabama State University	5
Southern Union	26	Talladega College	5
Central Alabama Community	18	University of North Alabama	5
Wallace Community Hanceville	16	Auburn University	4
Wallace Community Dothan	10	Wallace Community Selma	4
Bevill State	8	Alabama A&M University	4
Calhoun Community College	8	University of Alabama-H'ville	3

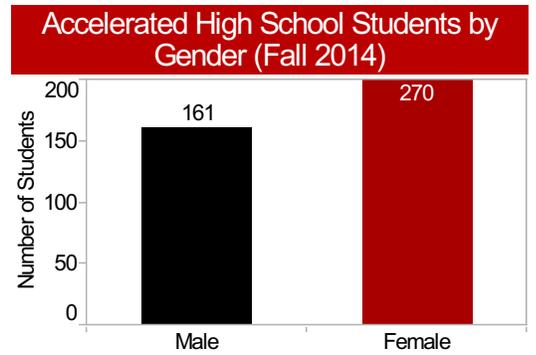


Accelerated High School Students Fall 2014



Accelerated High School Students by Gender and Ethnicity (Fall 2014)

	Male	Female	Grand Total
Am. Ind. or Alask. Ntv		1	1
Asian or Asian Am	1	3	4
Black/African Am	19	43	62
Hispanic/Latino	3	6	9
White	130	212	342
Not Reported	7	4	11
Other	1	1	2
Grand Total	161	270	431



Members of the JSU GO! Team sing, dance, and perform skits for incoming freshmen and their parents in Leone Cole Auditorium during orientation week.

Enrollment

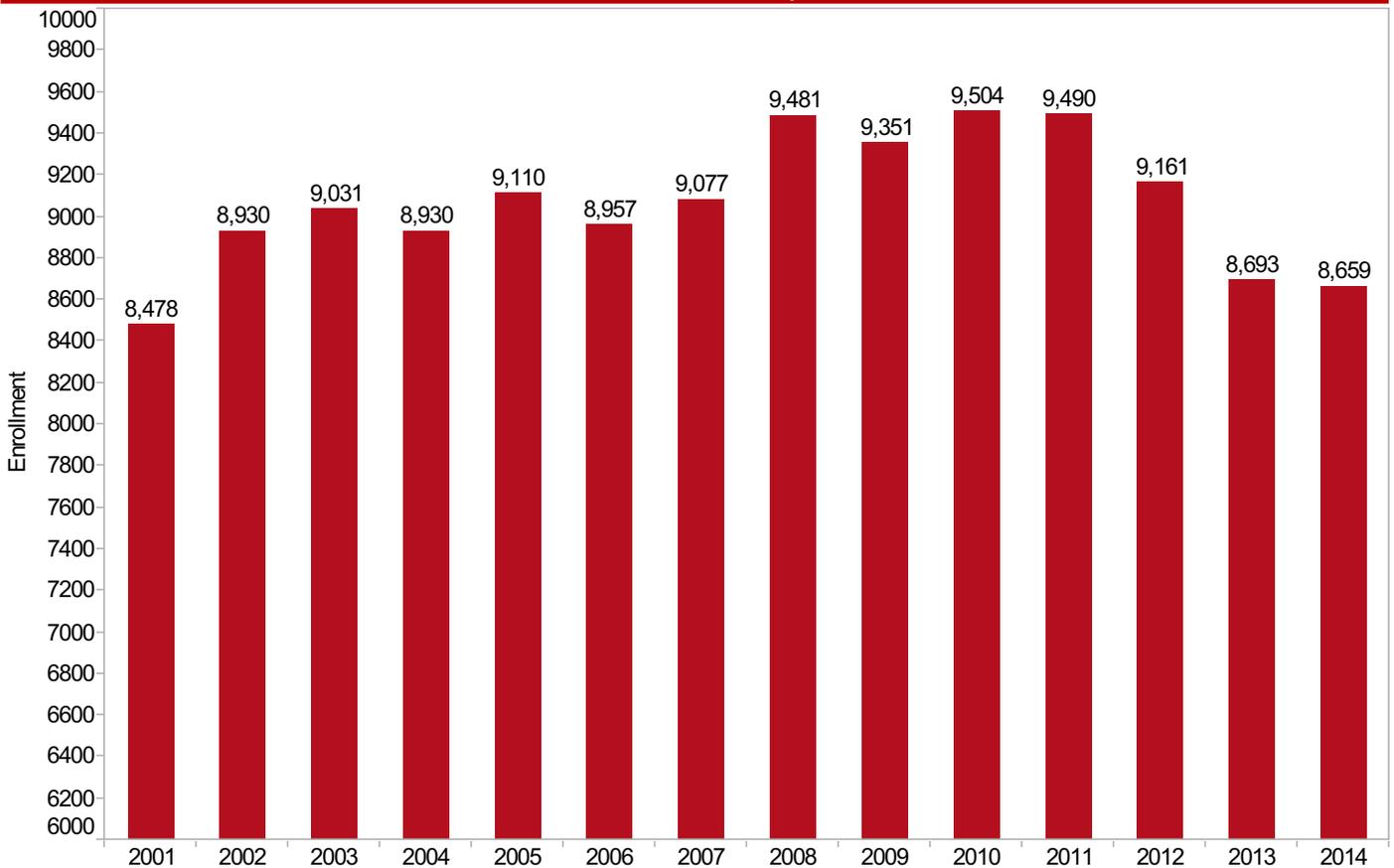


Student Enrollment by Year

Year	Headcount	FTE	% of Total Headcount
2000	8,002	7,578	94.7%
2001	8,478	8,088	95.4%
2002	8,930	8,674	97.1%
2003	9,031	8,866	98.2%
2004	8,930	8,750	98.0%
2005	9,110	8,766	96.2%
2006	8,957	8,619	96.2%
2007	9,077	8,589	94.6%
2008	9,481	8,935	94.2%
2009	9,351	8,831	94.4%
2010	9,504	9,062	95.3%
2011	9,490	9,013	95.0%
2012	9,161	8,778	96.0%
2013	8,693	8,418	96.8%
2014	8,659	8,311	96.0%

FTE based on 12 undergraduate hours and 9 graduate hours.

Student Enrollment by Year

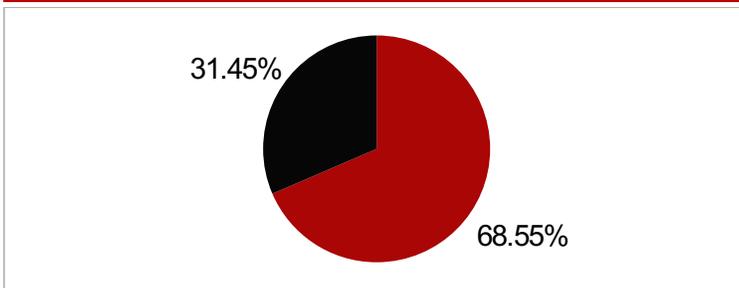


Full-Time vs. Part-Time Enrollment by Year

Year	Full-Time	FT%	Part-Time	PT%	Headcount
2001	5,823	69%	2,655	31%	8,478
2002	6,213	70%	2,717	30%	8,930
2003	6,255	69%	2,776	31%	9,031
2004	6,202	69%	2,728	31%	8,930
2005	6,237	68%	2,873	32%	9,110
2006	6,154	69%	2,803	31%	8,957
2007	6,111	67%	2,966	33%	9,077
2008	6,307	67%	3,174	33%	9,481
2009	6,251	67%	3,100	33%	9,351
2010	6,418	68%	3,086	32%	9,504
2011	6,423	68%	3,067	32%	9,490
2012	6,257	68%	2,904	32%	9,161
2013	5,982	69%	2,711	31%	8,693
2014	5,936	69%	2,723	31%	8,659

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

Full-Time vs. Part-Time Enrollment (Fall 2014)



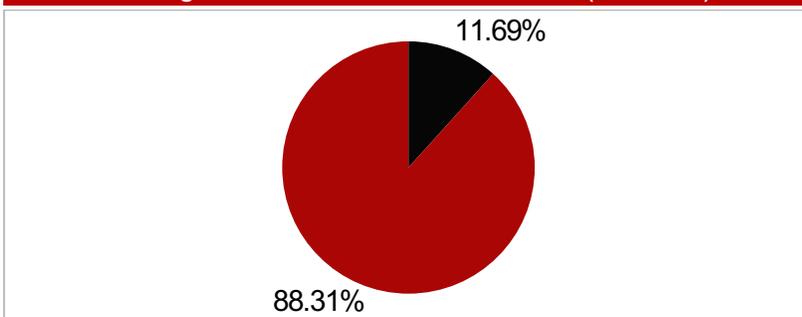
Full-Time/Part-Time Status

- Full-Time
- Part-Time

Undergraduate vs. Graduate Enrollment by Year

Year	Undergraduate	UG%	Graduate	GR%	Headcount
2000	6,648	83%	1,354	17%	8,002
2001	7,009	83%	1,469	17%	8,478
2002	7,323	82%	1,607	18%	8,930
2003	7,289	81%	1,742	19%	9,031
2004	7,138	80%	1,792	20%	8,930
2005	7,285	80%	1,825	20%	9,110
2006	7,311	82%	1,646	18%	8,957
2007	7,485	82%	1,592	18%	9,077
2008	7,918	84%	1,563	16%	9,481
2009	7,884	84%	1,467	16%	9,351
2010	8,100	85%	1,404	15%	9,504
2011	8,199	86%	1,291	14%	9,490
2012	7,991	87%	1,170	13%	9,161
2013	7,588	87%	1,105	13%	8,693
2014	7,647	88%	1,012	12%	8,659

Undergraduate vs. Graduate Enrollment (Fall 2014)



Level

- Graduate
- Undergraduate

All JSU Students Fall 2014

All JSU Students by Major (Fall 2014)

Applied Electronic Engineering	78
Applied Manufact. Engineering	61
Accounting	103
Art	173
Biology	446
Business Administration	60
Business Marketing Education	59
Career Technologies	1
Chemistry	70
Collaborative Ed Elementary	125
Collaborative Ed Secondary	54
Communication	276
Community Health Nursing	51
Computer Information Systems	88
Computer Integrated Mfg Sys	1
Computer Science	166
Counselor Education	97
Criminal Justice	438
Drama	43
Early Childhood Education	298
Economics	16
Education	51
Electronics Technology	4
Elementary Education	108
Emergency Management	269
English	183
English Language Arts	15
Exercise Science/Wellness	322
Family and Consumer Sciences	213
Finance	38
Foreign Language	11
General Science	9
Geographic Information Systems	2
Geography	36
History	210
Industrial Leadership	7
Instructional Leadership	102
Liberal Studies	180
Library Media	16
Management	106
Manufacturing Systems Tech	19
Marketing	51
Mathematics	118
Music	259
Nursing	549
Nursing Education	1
Occupation Safety & Hlth Tech	15
Physical Education	129
Political Science	95
Pre-Engineering	2
Psychology	244
Public Administration	42
Reading Specialist	2
Recreation Leadership	39
Social Science	12
Social Work	231
Sociology	26
Spanish	7
Sport Management	42
Systems & Software	14
Technology	14
Visual Comm Graphic Design	9
Transient	43
Not Applicable	599
Undecided	485
Emer Preparedness Nursing Coord.	1
Nursing-Undecided	403
Occupation Safety & Hlth Mgmt	48
Undecided-Management	574
Grand Total	8,659

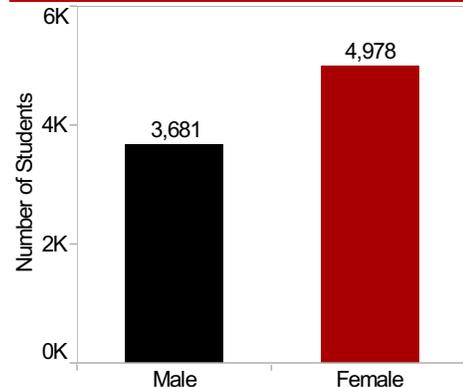
All JSU Students by Gender, Age and College (Fall 2014)

		Arts & Sciences	Business	Education & Prof Studies	Nursing	Undecided	Grand Total
Male	Under 18	9	1	3		154	167
	18 - 19	388	104	237	42	197	968
	20 - 21	359	171	260	36	44	870
	22 - 24	371	131	251	25	8	786
	25 - 29	178	61	115	18	7	379
	30 - 34	70	31	78	19	3	201
	35 - 39	58	17	45	4	2	126
	40 - 49	64	8	45	5	7	129
	50 - 64	30	2	11	2	1	46
	65+	5	1			1	7
Unknown	2					2	
Total		1,534	527	1,045	151	424	3,681
Female	Under 18	10		4	1	265	280
	18 - 19	347	70	291	193	221	1,122
	20 - 21	466	149	435	190	23	1,263
	22 - 24	285	89	323	95	15	807
	25 - 29	145	53	204	93	13	508
	30 - 34	77	27	120	78	15	317
	35 - 39	69	12	85	77	6	249
	40 - 49	97	17	112	96	10	332
	50 - 64	27	4	25	30	7	93
	65+	1		2		1	4
Unknown	3					3	
Total		1,527	421	1,601	853	576	4,978
Grand Total		3,061	948	2,646	1,004	1,000	8,659

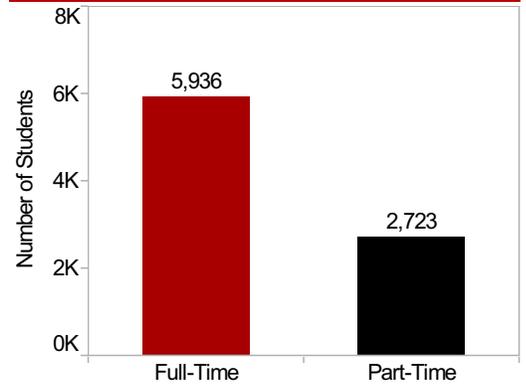
All JSU Students by Gender, Ethnicity and College (Fall 2014)

		Arts & Sciences	Business	Education & Prof Studies	Nursing	Undecided	Grand Total
Male	Am. Ind. or Alask. Ntv	12	2	8		1	23
	Asian or Asian Am	20	11	5	2	4	42
	Black/African Am	342	115	281	17	64	819
	Hispanic/Latino	30	14	9	2	9	64
	Ntv Hawaiian/Pcfc Isl.	1	1		2		4
	White	1,081	360	714	123	321	2,599
	Other	10	5	10	1	4	30
	Not Reported	38	19	18	4	21	100
	Total	1,534	527	1,045	151	424	3,681
	Female	Am. Ind. or Alask. Ntv	13	2	12	6	5
Asian or Asian Am		20	10	7	4	7	48
Black/African Am		442	93	397	221	97	1,250
Hispanic/Latino		24	10	12	7	13	66
Ntv Hawaiian/Pcfc Isl.		2	1	1			4
White		971	280	1,135	587	429	3,402
Other		23	7	12	9	6	57
Not Reported		32	18	25	19	19	113
Total	1,527	421	1,601	853	576	4,978	
Grand Total	3,061	948	2,646	1,004	1,000	8,659	

All JSU Students by Gender (Fall 2014)



All JSU Students by Full-Time/Part-Time Status (Fall 2014)



Enrollment by College and Classification (Fall 2014)

	Arts & Sciences		Business		Education & Prof Studies		Nursing		Undecided		Grand Total
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	
Freshman	757	76	153	20	473	48	189	5	356	512	2,589
Sophomore	500	96	180	43	380	76	127	63	68	8	1,541
Junior	537	110	208	39	442	88	120	130	2	4	1,680
Senior	474	194	169	76	412	170	185	132	1	24	1,837
Graduate	58	224	18	42	113	444	12	41	1	24	977
Doctoral	1	34									35
Grand Total	2,327	734	728	220	1,820	826	633	371	428	572	8,659

Enrollment by Ethnicity and Year

Ethnic Group (group)	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Am. Indian/Alaskan Native	57	58	62	64	55	49	48	59	60	49	44	48	61
Asian/Pacific Islander	187	92	90	85	118	114	112	111	91	76	78	91	90
Black/African American	1,858	1,895	1,948	2,047	2,083	2,302	2,536	2,674	2,710	2,687	2,512	2,244	2,069
Hispanic/Latino	77	95	84	98	97	93	108	127	155	130	136	123	130
Native Hawaiian/Other Pcfcl									5	11	7	7	8
Not Reported	253	225	275	335	400	630	393	299	265	279	242	263	213
Other	0	111	90	69	67	64	98	88	102	69	83	81	87
White/Non-Hispanic	6,498	6,555	6,381	6,412	6,137	5,825	6,186	5,993	6,116	6,189	6,059	5,836	6,001
Grand Total	8,930	9,031	8,930	9,110	8,957	9,077	9,481	9,351	9,504	9,490	9,161	8,693	8,659

Enrollment by Ethnicity and Level (Fall 2014)

	Undergraduate		Graduate		Doctoral		Grand Total	
	Students	Percentage	Students	Percentage	Students	Percentage	Students	Percentage
Am. Ind. or Alask. Ntv	53	0.69%	8	0.82%			61	0.70%
Asian or Asian Am	71	0.93%	18	1.84%	1	2.86%	90	1.04%
Black/African Am	1,800	23.54%	265	27.12%	4	11.43%	2,069	23.89%
Hispanic/Latino	122	1.60%	8	0.82%			130	1.50%
Ntv Hawaiian/Pcfcl	8	0.10%					8	0.09%
White	5,318	69.54%	653	66.84%	30	85.71%	6,001	69.30%
Not Reported	190	2.48%	23	2.35%			213	2.46%
Other	85	1.11%	2	0.20%			87	1.00%
Grand Total	7,647	100.00%	977	100.00%	35	100.00%	8,659	100.00%

Enrollment by Classification (Fall 2014)

	Students	Percentage
Lower Division	4,130	47.70%
Upper Division	3,517	40.62%
Graduate	977	11.28%
Doctoral	35	0.40%
Grand Total	8,659	100.00%

Enrollment by Gender (Fall 2014)

	Students	Percentage
Male	3,681	42.51%
Female	4,978	57.49%
Grand Total	8,659	100.00%

Distribution by Age of Students Fall 2014

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

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

Average Age by Level and Year

Year	Undergraduate	Graduate	Overall
2001	23.2	32.6	24.9
2002	23.4	32.7	25.1
2003	23.8	33.2	25.7
2004	23.7	33.1	25.5
2005	23.8	33.6	25.8
2006	23.7	33.8	25.6
2007	23.3	33.6	25.1
2008	23.3	33.2	24.9
2009	23.3	33.1	24.9
2010	23.5	33.2	24.9
2011	23.5	33.1	24.7
2012	23.5	33.6	24.8
2013	23.2	33.5	24.5
2014	22.9	33.3	24.1

Student Origin by Alabama Counties Fall 2003 through 2014

Enrollment by Alabama County & Year												
County	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Autauga	7	7	9	7	6	9	11	16	20	20	23	19
Baldwin	26	16	20	20	33	26	15	18	18	22	27	28
Barbour	11	11	11	11	9	11	10	16	13	11	10	7
Bibb	0	4	3	3	2	2	5	5	4	2	3	4
Blount	117	80	115	83	70	74	69	100	100	108	122	138
Bullock	0	0	2	1	4	1	1	3	1	0	1	1
Butler	6	4	4	6	6	5	4	7	9	4	5	6
Calhoun	2,627	2,635	2,458	3,192	3,042	2,938	2,850	2,798	2,711	2,538	2,058	1,989
Chambers	27	22	29	24	31	40	46	33	34	31	32	28
Cherokee	235	193	217	234	186	182	199	191	176	185	183	217
Chilton	12	16	21	23	16	17	15	24	23	15	18	18
Choctaw	4	1	1	2	1	2	4	2	5	3	3	0
Clarke	4	2	1	2	2	2	0	2	5	2	7	6
Clay	97	95	84	69	77	80	83	80	77	67	53	86
Cleburne	160	154	167	148	144	156	167	153	166	159	124	124
Coffee	7	4	8	6	8	8	7	11	8	10	9	6
Colbert	10	9	9	10	12	13	11	9	13	6	9	12
Conecuh	1	2	0	0	1	4	3	3	12	9	5	6
Coosa	18	15	18	8	12	9	14	11	10	9	4	3
Covington	6	1	3	5	6	4	4	4	2	2	3	4
Crenshaw	2	1	1	0	2	1	0	1	1	1	1	1
Cullman	35	36	46	40	46	48	41	48	61	45	41	45
Dale	9	8	7	7	9	10	10	6	8	11	6	7
Dallas	12	11	13	12	13	12	10	14	16	17	7	7
DeKalb	364	335	335	223	216	199	205	219	241	225	215	252
Elmore	22	21	24	22	19	14	13	13	19	23	27	21
Escambia	4	4	8	11	6	8	8	5	5	7	3	3
Etowah	1,039	1,048	1,021	907	846	853	866	893	893	851	750	786
Fayette	2	1	0	2	1	1	1	2	4	2	4	6
Franklin	5	4	6	6	7	6	5	4	2	0	0	1
Geneva	5	4	3	3	2	3	2	1	4	4	8	9
Greene	6	5	8	4	9	4	3	5	5	3	2	1
Hale	7	10	7	5	6	4	3	7	5	7	6	7
Henry	1	1	2	2	7	5	3	4	6	3	1	2
Houston	18	17	17	10	12	17	27	27	22	22	25	32
Jackson	122	102	106	71	56	52	62	56	48	43	63	67
Jefferson	513	527	560	518	639	704	782	819	814	775	577	538
Lamar	2	1	0	0	0	0	0	1	1	4	2	2
Lauderdale	14	16	19	14	18	16	20	23	29	18	18	19
Lawrence	10	12	13	8	7	7	8	8	8	10	7	9
Lee	47	49	60	44	51	75	64	81	71	72	65	55
Limestone	26	18	26	23	19	20	19	22	30	31	31	32
Lowndes	1	0	1	1	1	2	1	1	1	1	1	0
Macon	7	5	9	4	9	9	9	9	6	5	3	1
Madison	143	156	169	133	141	127	132	159	176	211	217	209
Marengo	5	5	4	1	1	3	3	7	8	4	14	11
Marion	7	7	7	8	7	3	1	4	5	6	5	5
Marshall	321	311	260	207	215	211	208	266	282	282	247	268
Mobile	44	41	41	42	45	40	41	39	46	33	33	30

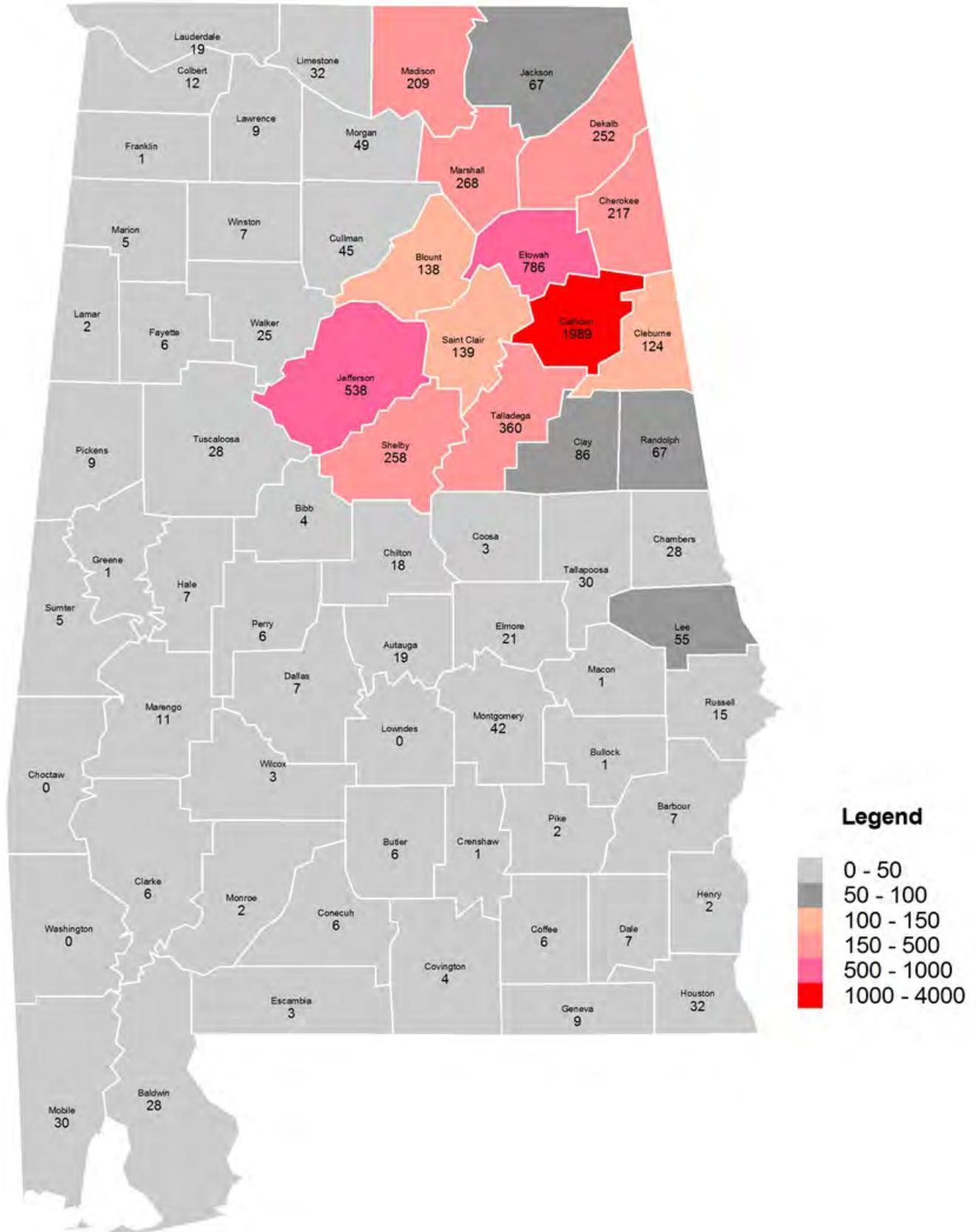
Enrollment by Alabama County & Year

County	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Monroe	4	3	2	3	5	4	1	3	2	2	0	2
Montgomery	45	48	48	22	39	47	40	47	48	42	37	42
Morgan	56	35	41	39	36	40	35	52	44	45	45	49
Perry	0	1	1	1	2	6	2	1	3	8	9	6
Pickens	11	7	11	11	14	14	18	17	11	12	8	9
Pike	1	2	2	5	3	4	5	4	7	7	4	2
Randolph	109	89	123	108	91	75	82	88	93	77	66	67
Russell	11	13	17	10	10	7	7	15	18	9	10	15
Shelby	89	94	118	93	106	106	98	267	124	136	132	139
St. Clair	231	222	236	243	227	249	256	115	282	246	218	258
Sumter	2	1	5	4	4	9	9	8	4	3	3	5
Talladega	409	375	392	360	380	396	432	437	442	427	358	360
Tallapoosa	45	45	49	27	20	28	42	37	40	28	25	30
Tuscaloosa	39	31	33	25	29	24	31	51	50	45	28	28
Walker	17	14	11	9	16	14	22	19	34	24	20	25
Washington	5	1	1	0	0	1	2	2	0	1	1	0
Wilcox	2	2	6	3	2	3	5	3	3	2	3	3
Winston	3	3	6	4	5	6	6	9	7	3	5	7
Unknown	2	325	297	58	94	352	169	180	183	333	913	864
Out-of-State	1,558	1,363	1,529	1,517	1,669	1,812	1,790	1,701	1,650	1,576	1,526	1,422
International	224	229	229	233	247	247	234	218	221	216	204	198
Grand Total	9,031	8,930	9,110	8,957	9,077	9,481	9,351	9,504	9,490	9,161	8,693	8,659

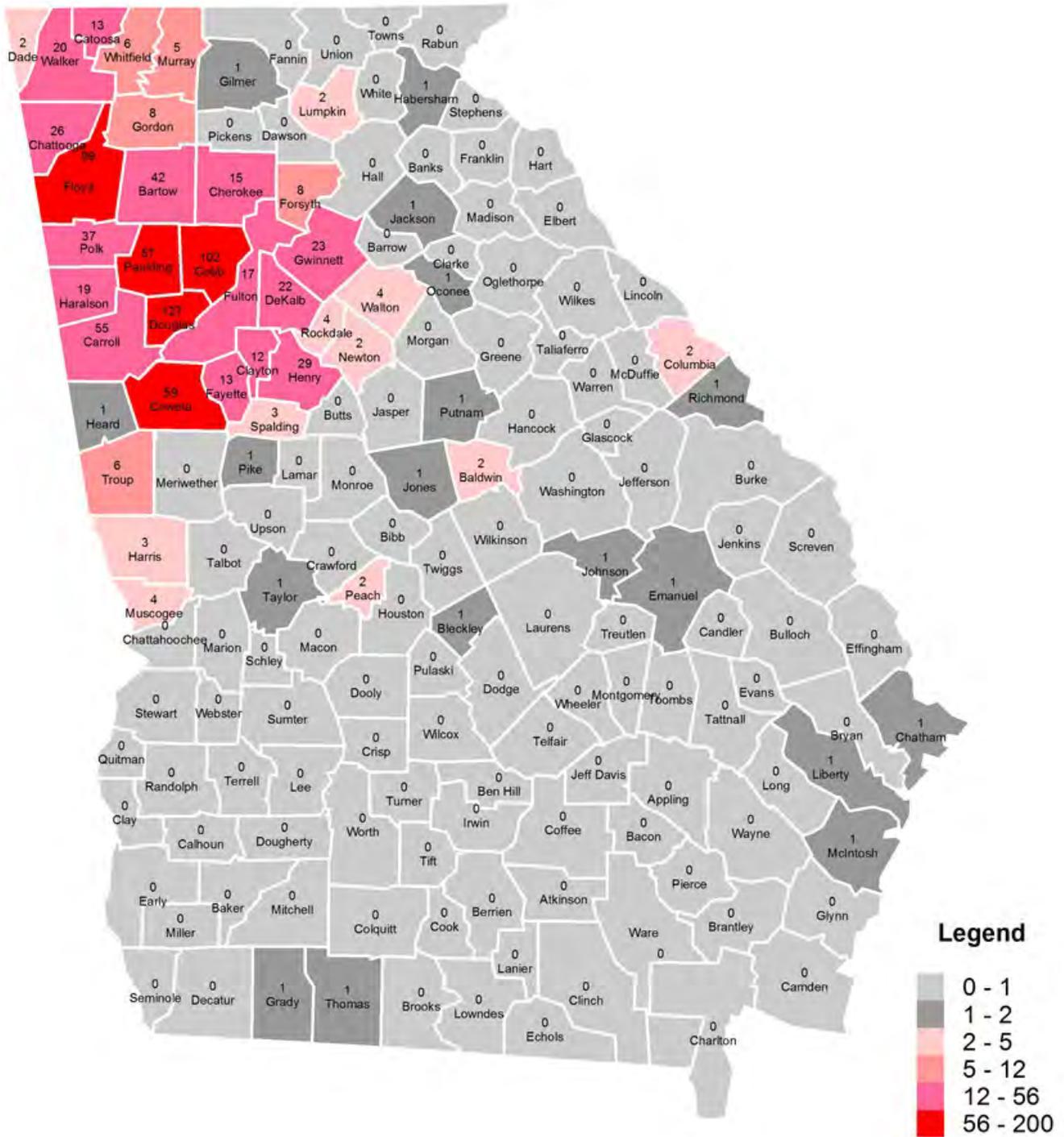


Jacksonville State University's Spring 2014 graduation ceremony.

Fall 2014 Enrollment by Alabama County



Fall 2014 Enrollment by Georgia County



Enrollment by State & Year

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

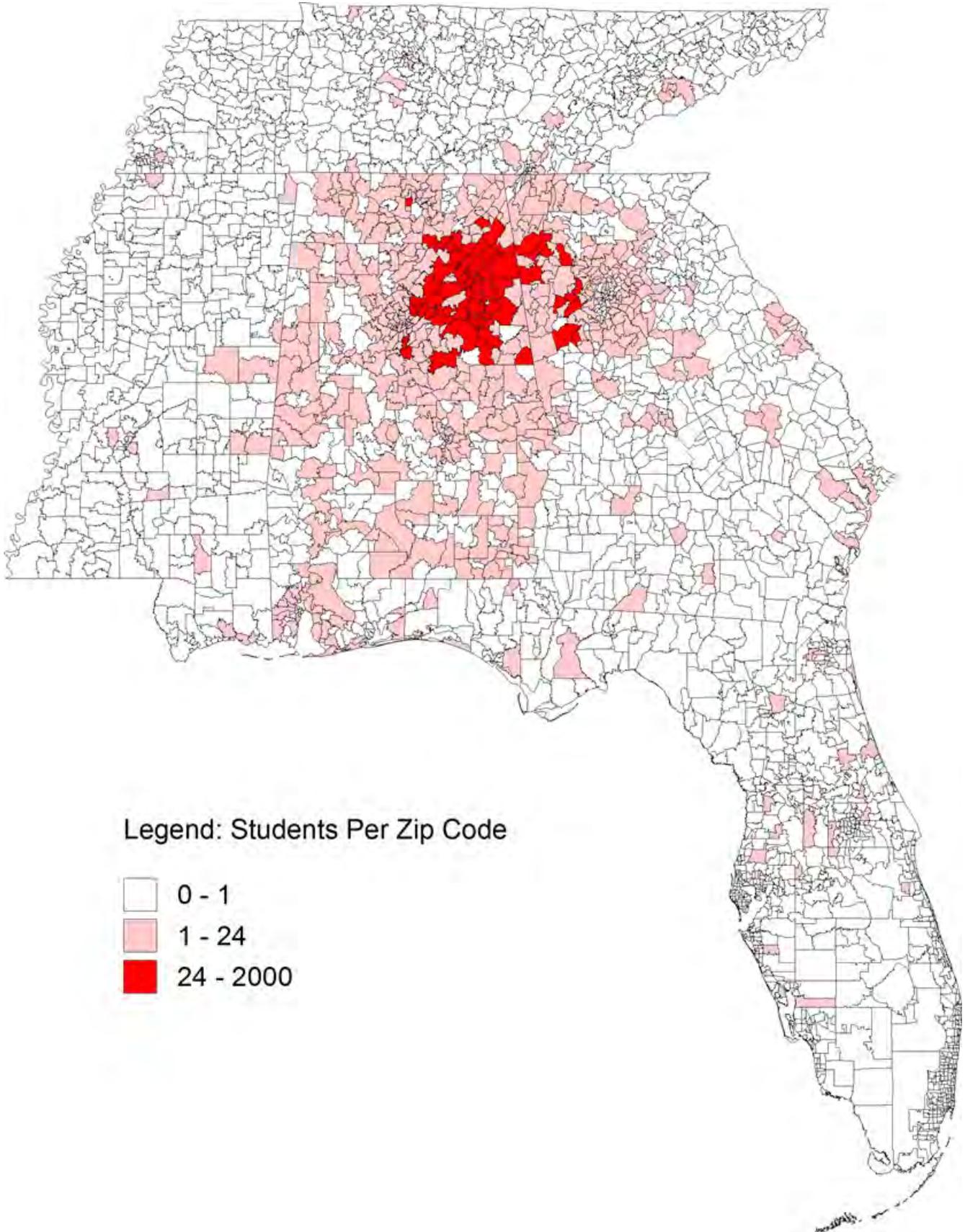
Enrollment by State & Year

State	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Grand Total	8,930	9,110	8,957	9,077	9,481	9,351	9,504	9,490	9,161	8,693	8,659



A student walks on the quad underneath the trees on a beautiful fall day.

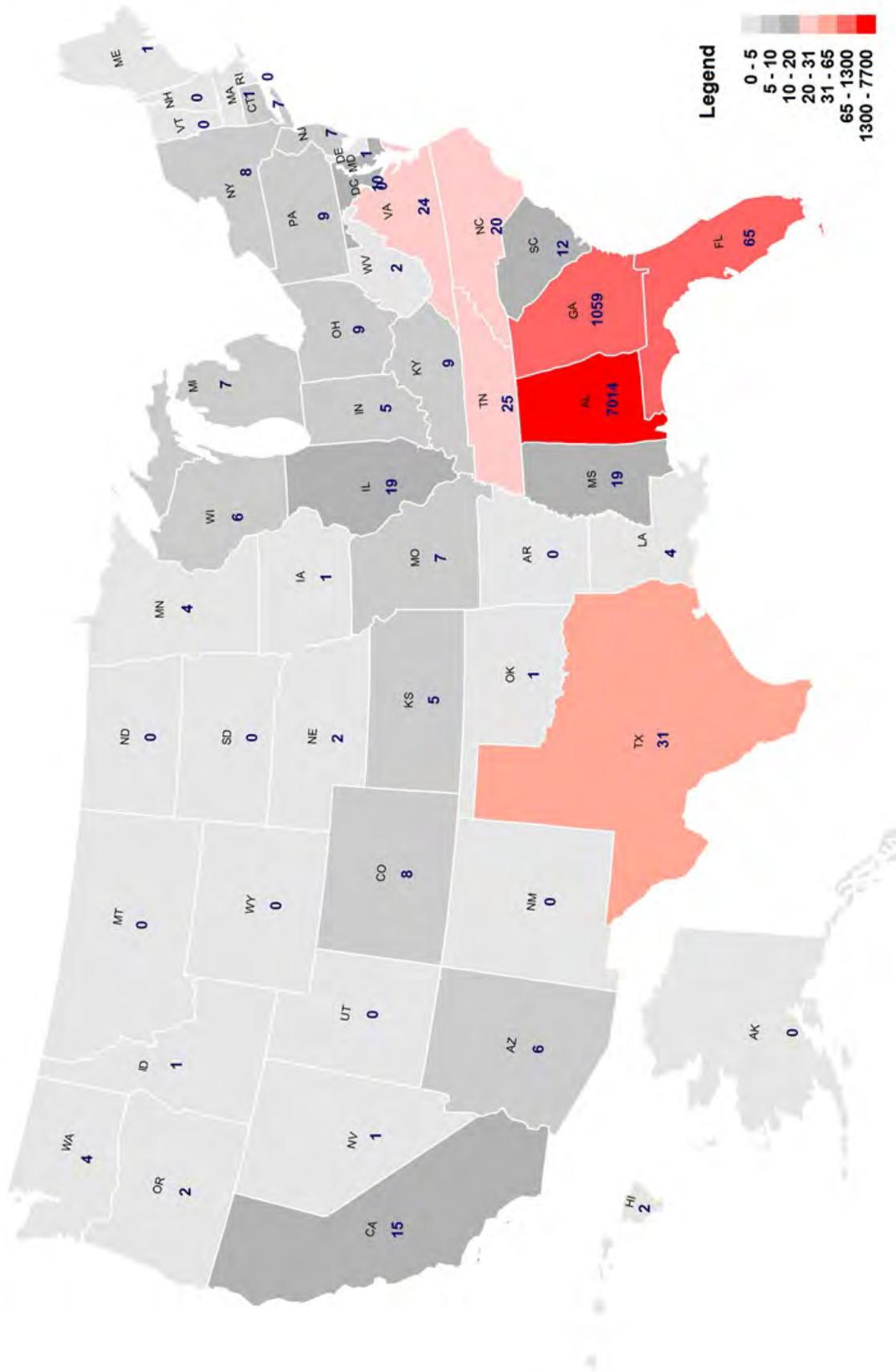
Fall 2014 Enrollment in Southeastern U.S. Region



Legend: Students Per Zip Code

- 0 - 1
- 1 - 24
- 24 - 2000

Fall 2014 Enrollment in the United States



Undergraduate Enrollment by Gender, Full-Time/Part-Time Status and Year

Year	Full-Time		Part-Time		Grand Total
	Male	Female	Male	Female	
1986	2,231	2,539	690	758	6,218
1987	2,216	2,620	645	664	6,145
1988	2,467	2,894	616	702	6,679
1989	2,701	3,122	676	773	7,272
1990	2,780	3,208	702	731	7,421
1991	2,796	3,186	630	634	7,246
1992	2,665	3,132	660	649	7,106
1993	2,390	2,770	769	706	6,635
1994	2,360	2,845	678	675	6,558
1995	2,325	2,872	704	665	6,566
1996	2,334	2,954	620	640	6,548
1997	2,260	2,896	661	660	6,477
1998	2,272	2,897	695	694	6,558
1999	2,387	2,994	578	801	6,760
2000	2,301	2,927	650	770	6,648
2001	2,319	3,142	637	911	7,009
2002	2,506	3,265	582	970	7,323
2003	2,463	3,308	590	928	7,289
2004	2,397	3,303	582	856	7,138
2005	2,537	3,276	595	877	7,285
2006	2,507	3,282	610	912	7,311
2007	2,498	3,321	633	1,033	7,485
2008	2,665	3,334	726	1,193	7,918
2009	2,578	3,379	747	1,180	7,884
2010	2,707	3,433	774	1,186	8,100
2011	2,648	3,528	769	1,254	8,199
2012	2,594	3,450	725	1,222	7,991
2013	2,522	3,257	685	1,124	7,588
2014	2,551	3,182	734	1,180	7,647

Undergraduate Enrollment by College and Ethnicity (Fall 2014)

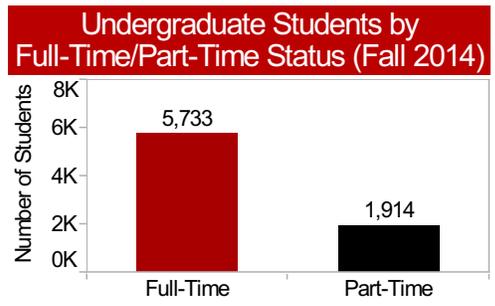
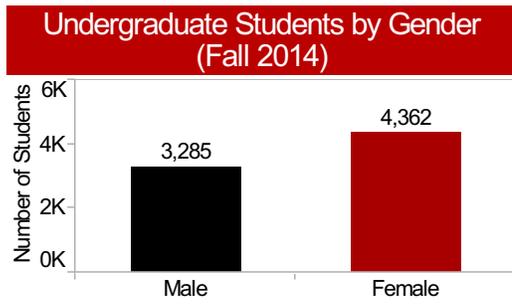
	Arts & Sciences		Business		Education & Prof Studies		Nursing		Undecided		Grand Total
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	
Am. Ind. or Alask. Ntv	18	5	3	1	13	1	5	1	3	3	53
Asian or Asian Am	27	5	13	1	6	3	2	3	7	4	71
Black/African Am	566	133	156	42	425	106	137	79	77	79	1,800
Hispanic/Latino	39	9	21	2	17	3	8	1	8	14	122
Ntv Hawaiian/Pcfc Isl.	2	1	1	1		1		2			8
White	1,545	301	478	125	1,201	257	452	228	318	413	5,318
Not Reported	41	19	29	4	25	10	7	16	8	31	190
Other	30	3	9	2	20	1	10		6	4	85
Grand Total	2,268	476	710	178	1,707	382	621	330	427	548	7,647

Undergraduate Students Fall 2014

Undergraduate Students by Major (Fall 2014)	
Accounting	103
Applied Electronic Engineering	78
Applied Manufact. Engineering	61
Art	173
Biology	421
Business Marketing Education	58
Career Technologies	1
Chemistry	70
Collaborative Ed Elementary	101
Collaborative Ed Secondary	30
Communication	276
Computer Information Systems	88
Computer Integrated Mfg Sys	1
Computer Science	166
Criminal Justice	413
Drama	43
Early Childhood Education	280
Economics	16
Electronics Technology	4
Elementary Education	56
Emergency Management	162
English	168
Exercise Science/Wellness	322
Family and Consumer Sciences	206
Finance	38
Foreign Language	11
Geography	36
History	188
Industrial Leadership	7
Liberal Studies	145
Management	106
Manufacturing Systems Tech	5
Marketing	51
Mathematics	100
Music	245
Nursing	549
Occupation Safety & Hlth Tech	15
Physical Education	85
Political Science	95
Pre-Engineering	2
Psychology	228
Recreation Leadership	39
Social Work	231
Sociology	26
Spanish	7
Technology	14
Nursing_ Undecided	403
Occupation Safety & Hlth Mgmt	48
Undecided-Management	574
Not Applicable	574
Transient	43
Undecided	485
Grand Total	7,647

Undergraduate Students by Gender, Age and College (Fall 2014)							
		Arts & Sciences	Business	Education & Prof Studies	Nursing	Undecided	Grand Total
Male	Under 18	9	1	3		154	167
	18 - 19	388	104	237	42	197	968
	20 - 21	356	170	260	36	44	866
	22 - 24	338	121	231	25	8	723
	25 - 29	134	49	69	17	5	274
	30 - 34	44	26	26	19	1	116
	35 - 39	34	17	20	4	2	77
	40 - 49	37	7	13	4	6	67
	50 - 64	14		4	1	1	20
65+	3	1			1	5	
Unknown	2					2	
Total		1,359	496	863	148	419	3,285
Female	Under 18	10		4	1	265	280
	18 - 19	347	70	291	193	221	1,122
	20 - 21	464	148	432	190	23	1,257
	22 - 24	257	82	273	93	13	718
	25 - 29	100	40	88	89	8	325
	30 - 34	57	23	45	74	12	211
	35 - 39	56	9	36	66	4	171
	40 - 49	70	16	48	77	5	216
	50 - 64	20	4	8	20	4	56
65+	1		1		1	3	
Unknown	3					3	
Total		1,385	392	1,226	803	556	4,362
Grand Total		2,744	888	2,089	951	975	7,647

Undergraduate Students by Gender, Ethnicity and College (Fall 2014)								
		Arts & Sciences	Business	Education & Prof Studies	Nursing	Undecided	Grand Total	
Male	Am. Ind. or Alask. Ntv	11	2	6		1	20	
	Asian or Asian Am	17	8	3	2	4	34	
	Black/African Am	308	110	239	17	64	738	
	Hispanic/Latino	24	14	9	2	9	58	
	Ntv Hawaiian/Pcfc Isl.	1	1		2		4	
	White	956	338	580	120	317	2,311	
	Not Reported	32	18	16	4	20	90	
	Other	10	5	10	1	4	30	
	Total		1,359	496	863	148	419	3,285
	Female	Am. Ind. or Alask. Ntv	12	2	8	6	5	33
Asian or Asian Am		15	6	6	3	7	37	
Black/African Am		391	88	292	199	92	1,062	
Hispanic/Latino		24	9	11	7	13	64	
Ntv Hawaiian/Pcfc Isl.		2	1	1			4	
White		890	265	878	560	414	3,007	
Not Reported		28	15	19	19	19	100	
Other		23	6	11	9	6	55	
Total		1,385	392	1,226	803	556	4,362	
Grand Total		2,744	888	2,089	951	975	7,647	



Graduate Students Fall 2014

Graduate Students by Major (Fall 2014)

Biology	25
Business Administration	60
Business Marketing Education	1
Collaborative Ed Elementary	24
Collaborative Ed Secondary	24
Community Health Nursing	51
Counselor Education	97
Criminal Justice	25
Early Childhood Education	18
Education	51
Elementary Education	52
Emergency Management	107
English	15
English Language Arts	15
Family and Consumer Sciences	7
General Science	9
Geographic Information Systems	2
History	22
Instructional Leadership	102
Liberal Studies	35
Library Media	16
Manufacturing Systems Tech	14
Mathematics	18
Music	14
Physical Education	44
Psychology	16
Public Administration	42
Reading Specialist	2
Social Science	12
Sport Management	42
Systems & Software	14
Nursing Education	1
Visual Comm Graphic Design	9
Emer Preparedness Nursing Coord.	1
Not Applicable	25
Grand Total	1,012

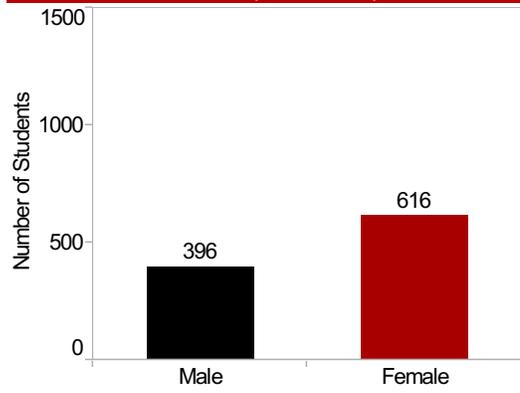
Graduate Students by Gender, Age and College (Fall 2014)

		Arts & Sciences	Business	Education & Prof Studies	Nursing	Undecided	Grand Total
Male	20 - 21	3	1				4
	22 - 24	33	10	20			63
	25 - 29	44	12	46	1	2	105
	30 - 34	26	5	52		2	85
	35 - 39	24		25			49
	40 - 49	27	1	32	1	1	62
	50 - 64	16	2	7	1		26
	65+	2					2
Total		175	31	182	3	5	396
Female	20 - 21	2	1	3			6
	22 - 24	28	7	50	2	2	89
	25 - 29	45	13	116	4	5	183
	30 - 34	20	4	75	4	3	106
	35 - 39	13	3	49	11	2	78
	40 - 49	27	1	64	19	5	116
	50 - 64	7		17	10	3	37
	65+			1			1
Total		142	29	375	50	20	616
Grand Total		317	60	557	53	25	1,012

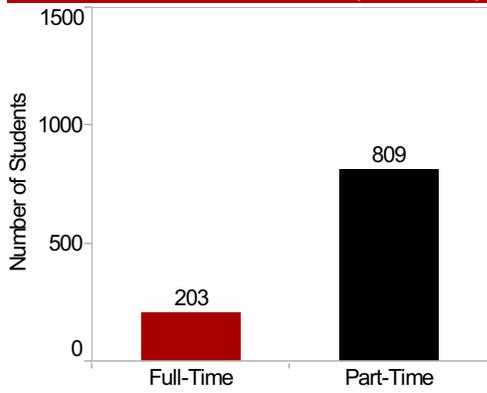
Graduate Students by Gender, Ethnicity and College (Fall 2014)

		Arts & Sciences	Business	Education & Prof Studies	Nursing	Undecided	Grand Total	
Male	Am. Ind. or Alask. Ntv		1	2			3	
	Asian or Asian Am		3	3	2		8	
	Black/African Am		34	5	42		81	
	Hispanic/Latino		6				6	
	White		125	22	134	3	4	288
	Not Reported		6	1	2		1	10
	Total		175	31	182	3	5	396
Female	Am. Ind. or Alask. Ntv		1	4			5	
	Asian or Asian Am		5	4	1	1	11	
	Black/African Am		51	5	105	22	5	188
	Hispanic/Latino			1	1		2	
	White		81	15	257	27	15	395
	Not Reported		4	3	6		13	
	Other			1	1		2	
Total		142	29	375	50	20	616	
Grand Total		317	60	557	53	25	1,012	

Graduate Students by Gender (Fall 2014)



Graduate Students by Full-Time/Part-Time Status (Fall 2014)



Distance Education Students Fall 2014

All Distance Education Students by Major (Fall 2014)

Accounting	58
Applied Electronic Engineering	23
Applied Manufacturing Engineer	28
Art	36
Biology	117
Business Administration	60
Business Marketing Education	13
Chemistry	12
Collaborative Ed Elementary	25
Collaborative Ed Secondary	31
Communication	61
Community Health Nursing	51
Computer Information Systems	27
Computer Science	39
Counselor Education	39
Criminal Justice	178
Drama	5
Early Childhood Education	19
Early Childhood Elementary Ed	70
Economics	8
Education	50
Electronics Technology	1
Elementary Ed Collaborative	19
Elementary Education	58
Emer Preparedness Nursing Coor	1
Emergency Management	261
English	57
English Language Arts	10
Exercise Science/Wellness	174
Family and Consumer Sciences	163
Finance	20
Foreign Language	2
General Science	8
Geographic Information Systems	2
Geography	13
History	58
Industrial Leadership	4
Instructional Leadership	100
Liberal Studies	124
Library Media	16
Management	87
Manufacturing Systems Tech	16
Marketing	27
Mathematics	38
Music	59
Not Applicable	125
Nursing	299
Nursing Education	1
Nursing_ Undecided	202
Occupation Safety & Hlth Mgmt	32
Occupation Safety & Hlth Tech	8
Physical Education	82
Political Science	25
Pre-Engineering	1
Psychology	87
Public Administration	34
Reading Specialist	2
Recreation Leadership	33
Social Science	10
Social Work	85
Sociology	15
Spanish	3
Sport Management	42
Systems & Software	14
Technology	6
Transient	12
Undecided	107
Undecided-Management	198
Grand Total	3,691

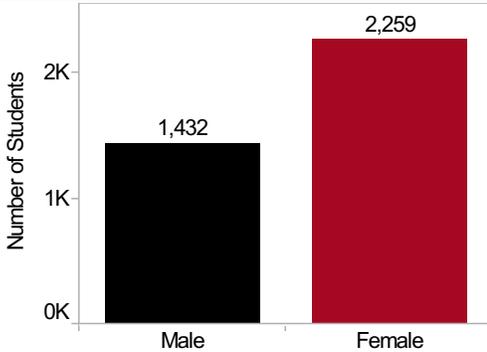
All Distance Education Students by Gender, Age and College (Fall 2014)

		Arts & Sciences	Business	Education & Prof. Studies	Nursing	Undecided	Grand Total
Male	Under 18					36	36
	18 - 19	48	10	57	10	33	158
	20 - 21	120	62	100	13	8	303
	22 - 24	153	74	118	7	2	354
	25 - 29	85	41	70	17	4	217
	30 - 34	33	26	59	18	2	138
	35 - 39	37	11	40	3		91
Female	40 - 49	42	6	37	3	2	90
	50 - 64	29	2	9	2		42
	65+	3					3
	Total	550	232	490	73	87	1,432
	Grand Total	1,157	458	1,294	554	228	3,691

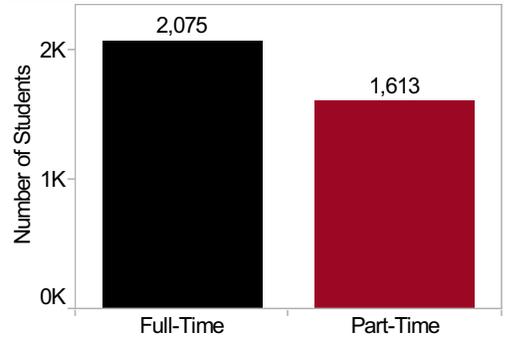
All Distance Education Students by Gender, Ethnicity and College (Fall 2014)

		Arts & Sciences	Business	Education & Prof. St.	Nursing	Undecided	Grand Total
Fema..	Am. Ind/Alask. Ntv	7	1	7	1	2	18
	Asian or Asian American	7	6	5	3	2	23
	Black/African Am.	170	53	227	148	26	624
	Hispanic/Latino	6	3	3	2	5	19
	Ntv Hawaiian/Other Pcfc Isl	1					1
	White	401	152	546	307	102	1,508
	Not Reported	1	2	1	1		5
	Other	14	9	15	19	4	61
	Total	607	226	804	481	141	2,259
	Male	Am. Ind/Alask. Ntv	1	1	2		
Asian or Asian American		8	6	4	2	1	21
Black/African Am.		134	37	124	5	17	317
Hispanic/Latino		13	6	3		1	23
Ntv Hawaiian/Other Pcfc Isl			1		2		3
White		375	172	345	61	64	1,017
Not Reported		5	2	1		1	9
Other		14	7	11	3	3	38
Total	550	232	490	73	87	1,432	
Grand Total	1,157	458	1,294	554	228	3,691	

All Distance Education Students by Gender (Fall 2014)



All Distance Education Students by Full-Time/Part-Time Status (Fall 2014)



All Distance Education Students by Classifications (Fall 2014)

	Percentage	Students
Freshman	13.49%	498
Sophomore	18.13%	669
Junior	21.76%	803
Senior	24.74%	913
Graduate	20.94%	773
Doctoral	0.95%	35
Grand Total	100.00%	3,691

Online Students by Classification (Fall 2014)

	Percentage	Students
Freshman	13.50%	498
Sophomore	18.14%	669
Junior	21.77%	803
Senior	24.76%	913
Graduate	20.88%	770
Doctoral	0.95%	35
Grand Total	100.00%	3,688

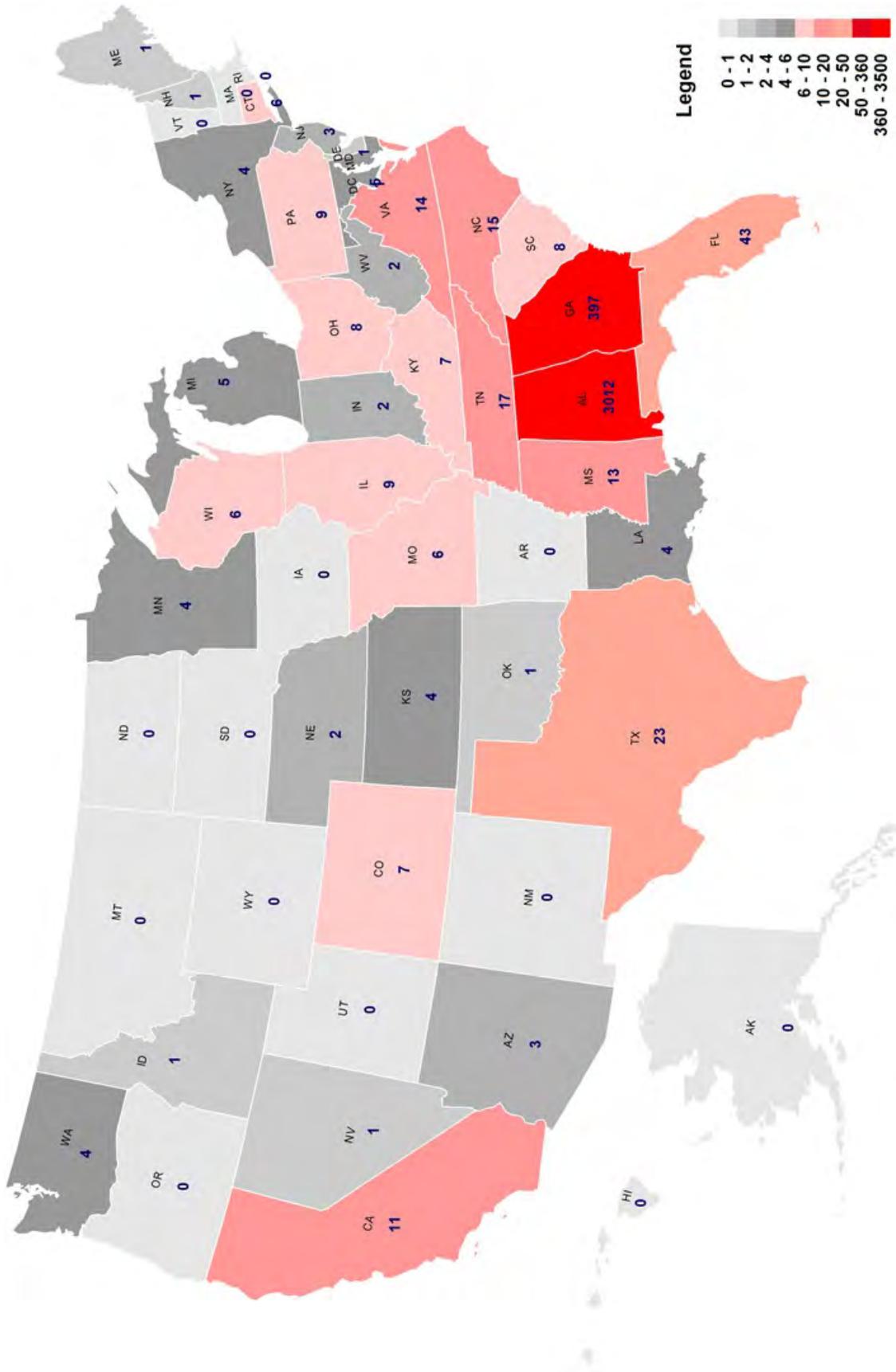
Distance Learning Enrollment by Format and Year

Year	Online Format	DL Format
2004	1,610	
2005	1,733	2,441
2006	2,253	2,385
2007	2,776	2,889
2008	3,000	3,234
2009	3,278	3,334
2010	3,551	3,613
2011	3,689	3,717
2012	3,829	3,837
2013	3,674	3,681
2014	3,688	3,691



Jacksonville State University students and faculty work and learn in state-of-the-art classrooms such as this one in Ramona Wood Hall.

Fall 2014 Distance Education Enrollment



Online Distance Education Students Fall 2014

Online Students by Major (Fall 2014)

Accounting	58
Applied Electronic Engineering	23
Applied Manufacturing Engineer	28
Art	36
Biology	117
Business Administration	60
Business Marketing Education	13
Chemistry	12
Coll. Ed Elementary/Elementary Ed Coll.	44
Collaborative Ed Elementary	31
Communication	61
Community Health Nursing	51
Computer Information Systems	27
Computer Science	39
Counselor Education	39
Criminal Justice	178
Drama	5
Early Childhood Education	89
Economics	8
Education	50
Electronics Technology	1
Elementary Education	58
Emer Preparedness Nursing Coor	1
Emergency Management	261
English Language Arts	67
Exercise Science/Wellness	174
Family and Consumer Sciences	163
Finance	20
Foreign Language	2
General Science	8
Geographic Information Systems	2
Geography	13
History	58
Industrial Leadership	4
Instructional Leadership	99
Liberal Studies	124
Library Media	16
Management	87
Manufacturing Systems Tech	16
Marketing	27
Mathematics	37
Music	59
Not Applicable	125
Nursing	299
Nursing Education	1
Nursing_ Undecided	202
Occupation Safety & Hlth Mgmt	32
Occupation Safety & Hlth Tech	8
Physical Education	82
Political Science	25
Pre-Engineering	1
Psychology	87
Public Administration	34
Reading Specialist	2
Recreation Leadership	33
Social Science	10
Social Work	85
Sociology	15
Spanish	3
Sport Management	42
Systems & Software	13
Technology	6
Transient	12
Undecided	107
Undecided-Management	198
Grand Total	3,688

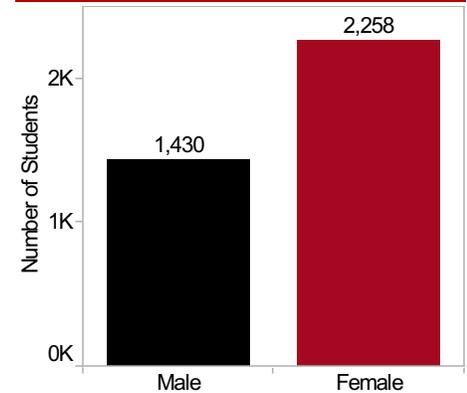
Online Students by Gender, Age and College (Fall 2014)

		Arts & Sciences	Business	Educ & Prof. Studies	Nursing	Undecided	Grand Total
Male							
Under 18						36	36
18 - 19		48	10	57	10	33	158
20 - 21		120	62	100	13	8	303
22 - 24		153	74	118	7	2	354
25 - 29		84	41	69	17	4	215
30 - 34		33	26	59	18	2	138
35 - 39		37	11	40	3		91
40 - 49		42	6	37	3	2	90
50 - 64		29	2	9	2		42
65+		3					3
Total		549	232	489	73	87	1,430
Female							
Under 18						61	61
18 - 19		63	13	69	65	41	251
20 - 21		152	67	176	51	8	454
22 - 24		119	60	164	49	9	401
25 - 29		76	43	144	67	7	337
30 - 34		50	22	92	62	6	232
35 - 39		54	7	62	68	3	194
40 - 49		66	9	76	87	2	240
50 - 64		26	5	21	32	4	88
Total		606	226	804	481	141	2,258
Grand Total		1,155	458	1,293	554	228	3,688

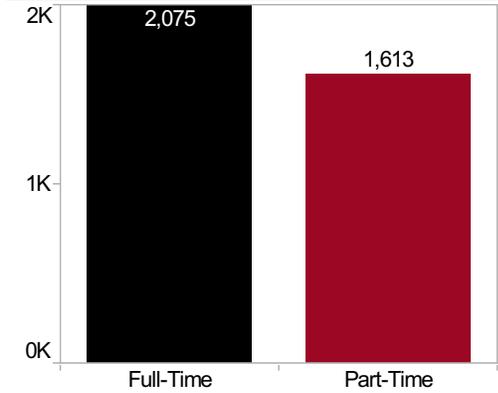
Online Students by Gender, Ethnicity and College (Fall 2014)

		Arts & Sciences	Business	Educ & Prof. Studies	Nursing	Undecided	Grand Total
Female							
Am. Ind/Alask. Ntv		7	1	7	1	2	18
Asian or Asian Am		7	6	5	3	2	23
Black/African Am.		170	53	227	148	26	624
Hispanic/Latino		6	3	3	2	5	19
Ntv Hawaiian/Pcfc Isl.		1					1
White		400	152	546	307	102	1,507
Not Reported		1	2	1	1		5
Other		14	9	15	19	4	61
Total		606	226	804	481	141	2,258
Male							
Am. Ind/Alask. Ntv		1	1	2			4
Asian or Asian Am		8	6	4	2	1	21
Black/African Am.		134	37	124	5	17	317
Hispanic/Latino		13	6	3		1	23
Ntv Hawaiian/Pcfc Isl.			1		2		3
White		374	172	344	61	64	1,015
Not Reported		5	2	1		1	9
Other		14	7	11	3	3	38
Total		549	232	489	73	87	1,430
Grand Total		1,155	458	1,293	554	228	3,688

Online Students by Gender (Fall 2014)



Online Students by Full-Time/Part-Time Status (Fall 2014)



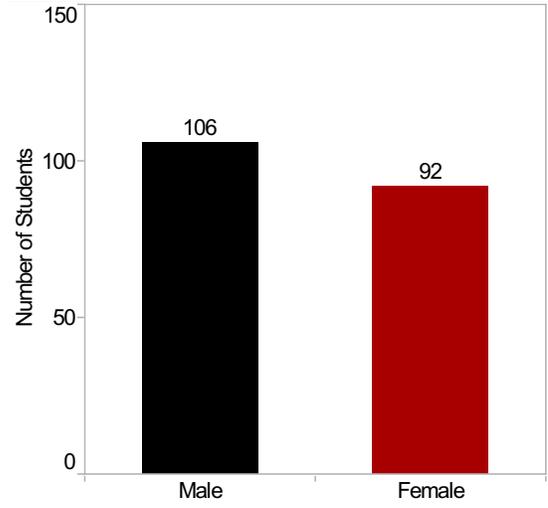
International Students Fall 2014

International Students by Major (Fall 2014)	
Accounting	2
Applied Electronic Engineering	3
Applied Manufact. Engineering	3
Art	4
Biology	14
Business Administration	11
Business Marketing Education	1
Chemistry	2
Communication	5
Community Health Nursing	2
Computer Information Systems	3
Computer Science	13
Criminal Justice	3
Drama	1
Early Childhood Education	5
Economics	2
Emergency Management	5
English	3
Exercise Science/Wellness	3
Family and Consumer Sciences	3
Finance	3
Geography	1
History	3
Liberal Studies	8
Management	4
Manufacturing Systems Tech	2
Marketing	1
Mathematics	3
Music	2
Nursing	12
Occupation Safety & Hlth Tech	1
Physical Education	1
Political Science	2
Sport Management	4
Systems & Software	3
Technology	2
Visual Comm Graphic Design	1
Nursing_ Undecided	2
Occupation Safety & Hlth Mgmt	1
Undecided-Management	30
Not Applicable	8
Undecided	16
Grand Total	198

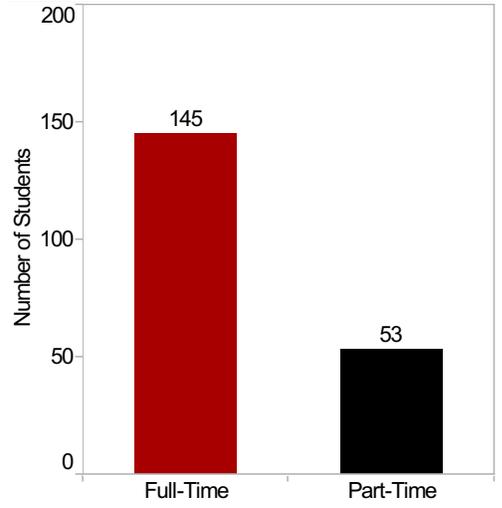
International Students by Gender, Age and College (Fall 2014)							
		Arts & Sciences	Business	Education & Prof Studies	Nursing	Undecided	Grand Total
Male	Under 18	1				2	3
	18 - 19	7	3	6		5	21
	20 - 21	13	9	7		3	32
	22 - 24	10	9	3	1		23
	25 - 29	6	7	2		1	16
	30 - 34	3	1	1	1		6
	35 - 39	1		1			2
	40 - 49			1			1
	50 - 64		1			1	2
	Total		42	30	20	3	11
Female	Under 18					1	1
	18 - 19	2	3	5		10	20
	20 - 21	8	7	6	1	1	23
	22 - 24	8	8	5			21
	25 - 29	5	3		4		12
	30 - 34			2	5		7
	35 - 39	1	2		2		5
40 - 49	1			1	1	3	
Total		25	23	18	13	13	92
Grand Total		67	53	38	16	24	198

International Students by Gender, Ethnicity and College (Fall 2014)							
		Arts & Sciences	Business	Education & Prof Studies	Nursing	Undecided	Grand Total
Male	Asian or Asian Am	12	8			2	22
	Black/African Am	6	6	6	1		19
	Hispanic/Latino	7	4	1		1	13
	White	10	4	11	2	4	31
	Other		1	1			2
	Not Reported	7	7	1		4	19
	Total		42	30	20	3	11
Female	Asian or Asian Am	8	4	3	2		17
	Black/African Am	6	2	1	10	1	20
	Hispanic/Latino	1	3	1		1	6
	White	8	4	10	1	9	32
	Other		1			1	2
	Not Reported	2	8	3		1	14
	Ntv Hawaiian/Pcfc Isl.		1				1
Total		25	23	18	13	13	92
Grand Total		67	53	38	16	24	198

International Students by Gender (Fall 2014)



International Students by Full-Time/Part-Time Status (Fall 2014)



International Student Enrollment by Country and Year

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

International Student Enrollment by Country and Year

Country	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014*
Kenya	3	6	10	10	10	10	8	16	17	14	19	9	8
Korea	3	4	5	4	3	3	2	2	2	1	1	4	2
Kuwait	0	0	0	0	0	0	0	1	1	1	1	2	3
Latvia	0	0	0	0	1	0	0	0	0	0	0	0	0
Lebanon	0	0	0	0	0	0	0	0	0	0	0	0	0
Liberia	0	0	0	1	1	1	0	0	0	0	0	0	0
Libya	0	0	0	0	0	0	0	0	0	0	1	1	0
Malawi	1	1	1	1	0	0	0	0	0	0	0	0	0
Malaysia	0	1	0	0	0	0	0	0	0	0	0	0	0
Mali	1	0	1	1	0	0	0	0	0	1	1	1	1
Mauritius	1	1	1	0	0	0	0	0	0	0	0	0	0
Mexico	5	3	4	4	7	7	6	7	6	10	8	10	15
Mongolia	1	0	0	0	0	0	0	0	0	0	0	0	0
Montenegro	0	0	1	2	2	2	3	2	0	2	2	0	0
Morocco	1	3	3	3	3	1	2	1	3	2	3	2	2
Mozambique	2	2	0	0	0	0	0	0	0	0	0	0	0
Nepal	12	8	6	9	11	4	3	6	6	7	5	4	3
Netherlands	1	0	1	0	1	1	1	0	0	2	1	1	1
New Zealand	0	0	0	0	0	0	0	1	2	1	1	1	0
Nicaragua	0	1	2	4	3	3	4	3	2	0	0	0	1
Niger	0	0	0	0	0	1	1	1	1	1	1	0	1
Nigeria	10	16	19	14	14	12	14	9	7	8	8	9	13
Norway	0	0	0	0	0	1	1	2	2	3	3	3	1
Pakistan	5	4	2	1	1	2	2	2	2	0	2	1	1
Panama	0	0	0	0	1	2	1	1	1	1	2	1	0
Paraguay	1	1	0	0	0	0	0	0	0	0	0	0	0
Peru	0	0	0	0	0	1	1	1	2	1	0	0	0
Philippines	1	2	2	1	2	3	1	0	2	3	3	4	1
Poland	0	1	1	1	1	1	0	0	0	0	0	0	1
Republic of Fiji	0	0	0	0	0	0	0	0	0	0	0	0	1
Romania	1	2	4	3	3	5	6	2	2	1	1	0	0
Russia	2	1	1	1	1	3	3	1	1	1	1	0	2
Saudi Arabia	3	4	4	1	2	1	0	1	2	4	3	7	10
Senegal	2	1	1	1	1	1	1	1	0	0	0	1	1
Serbia	0	0	0	0	0	0	0	1	1	1	2	1	0
Sierra Leone	1	1	0	0	0	0	1	1	0	2	0	0	0
Singapore	3	1	1	0	0	0	0	1	1	1	1	0	0
South Africa	1	1	1	1	1	1	1	0	1	3	2	1	1
Soviet Union	0	1	1	1	0	0	0	0	0	0	0	0	0
Spain	2	2	3	2	2	0	0	0	1	1	0	1	1
Sri Lanka	1	1	2	0	0	0	0	0	0	0	0	0	0
Sudan	0	0	0	0	0	1	0	0	0	0	0	0	0
Sweden	1	0	0	1	1	0	0	1	2	2	2	0	0
Switzerland	2	1	1	0	0	0	0	0	0	0	0	0	0
Syria	0	0	0	0	0	1	0	0	0	0	0	0	0
Taiwan	0	0	0	1	0	1	1	1	0	0	0	0	0
Tajikistan	1	1	1	1	0	0	1	0	0	0	0	0	0
Tanzania	0	0	0	1	3	3	4	2	1	1	0	2	0
Thailand	0	2	1	0	1	1	1	1	3	3	2	0	1
Togo	0	0	0	0	1	2	6	6	3	2	2	5	2
Trinidad	1	0	1	2	0	2	1	0	1	1	0	0	0
Tunisia	0	1	1	0	0	0	0	0	0	0	0	0	0
Turkey	3	4	4	1	1	2	1	0	1	1	1	1	0
Turkmenistan	0	0	0	0	0	0	0	1	1	1	2	4	3
Uganda	0	0	0	0	0	0	0	0	0	1	1	0	0
Ukraine	3	1	2	1	1	1	2	1	2	1	2	3	2
United Arab Emirates	0	0	0	0	0	0	0	0	0	0	0	0	0
United Kingdom	6	4	3	4	4	7	10	10	10	9	9	12	9
Unknown	0	0	0	0	0	0	1	0	0	0	0	1	1
Uzbekistan	0	0	0	0	0	0	2	2	1	1	1	0	0
Venezuela	4	5	5	4	3	1	1	0	1	0	0	0	0
Vietnam	2	2	3	2	2	5	6	6	3	3	4	2	3
Yemen	0	1	1	0	0	0	0	0	0	0	0	0	0

International Student Enrollment by Country and Year

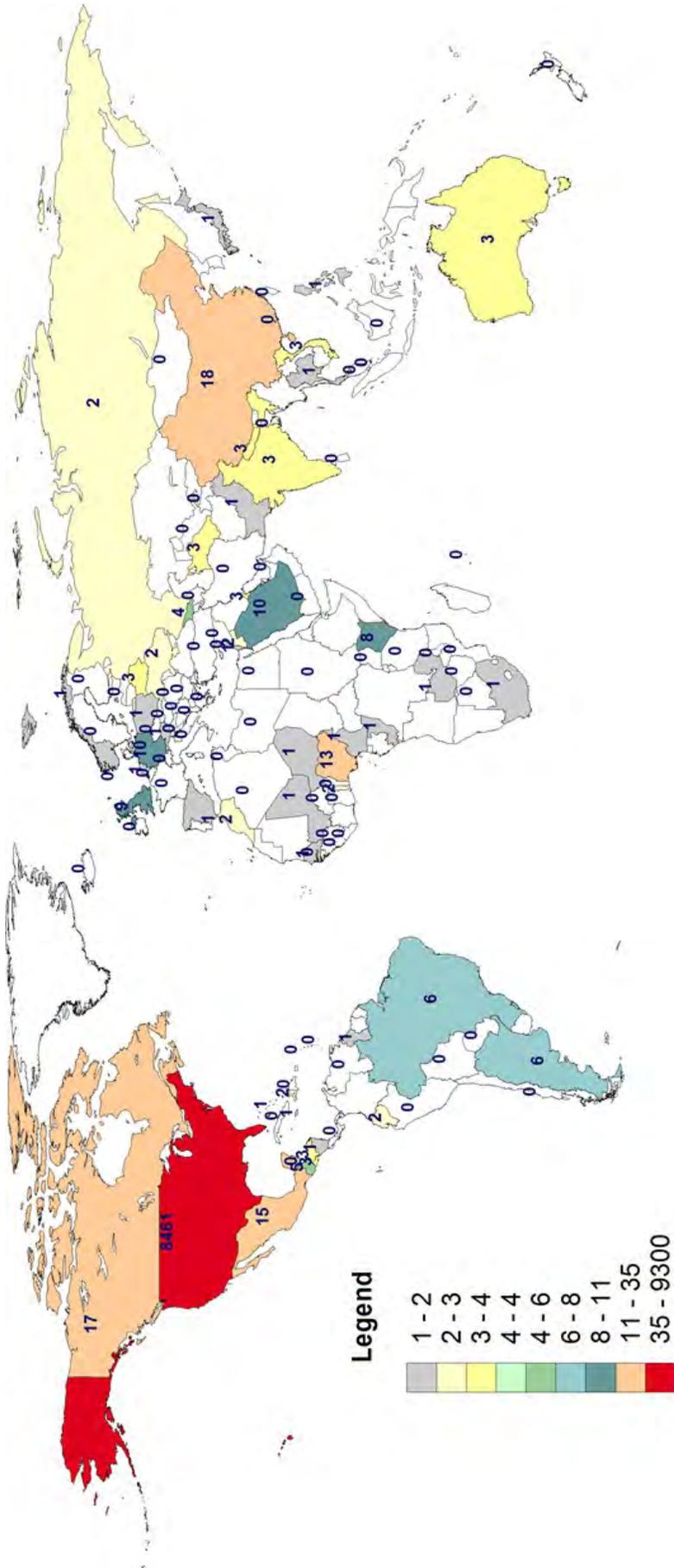
Country	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014*
Yugoslavia	2	2	2	3	2	1	0	0	0	0	0	0	0
Zaire	0	0	0	0	0	0	0	0	0	0	0	1	0
Zambia	7	5	6	6	6	3	3	2	2	1	1	1	1
Zimbabwe	0	0	0	0	0	1	1	2	2	1	0	0	0
Grand Total	212	224	229	229	233	247	247	236	218	221	216	204	198

* 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013 and 2014* broken down by Country. The view is filtered on Country, which excludes Null.



Orientation 2014 welcomes JSU freshmen and their parents. Members of the JSU GO Team gather freshmen and their parents on the quad.

Fall 2014 Enrollment by Country



Academics



Degrees Offered: Academic Year 2013 - 2014
Classification and Instructional Program (CIP) Codes and Accreditations

Division	Unit	Degrees Approved to Award	CIP	Accrediting Agency	Concentrations	Accredited Through	
Jacksonville State University		Bachelors		SACSCOC		2024	
		Masters		SACSCOC		2024	
		Education Specialist		SACSCOC		2024	
		Doctor of Science		SACSCOC		2024	
College of Arts and Sciences	Art	B.F.A., B.A.	50.0701	NASAD	Ceramics	2016	
					Drawing	2016	
					Graphic Design	2016	
					Painting	2016	
					Photography	2016	
					Printmaking	2016	
		M.F.A.	50.0401		Visual Communication and Design	0	
	Biology	B.S., B.A., M.S.	26.0101			Cellular & Molecular Biology	0
						Ecology/Environmental Biology	0
						General Biology	0
						Marine Biology	0
						Naturalist Biology	0
						Organismal Biology	0
				Pre-Health Professional Biology	0		
Chemistry	B.S.	40.0501			Biochemistry	0	
					Environmental Chemistry	0	
					General Chemistry	0	
					Professional Chemistry	0	
Computer Information Systems	B.S.	11.0501		CAC of ABET	General	2016	
					Information Assurance	2016	
					Web Development	2016	
Computer Science	B.S.	11.0701		CAC of ABET	Game Development	2016	
					General	2016	
					Information Assurance	2016	
Computer Systems and Software Design		M.S.	11.0101			0	

Degrees Offered: Academic Year 2013 - 2014
Classification and Instructional Program (CIP) Codes and Accreditations

Division	Unit	Degrees Approved to Award	CIP	Accrediting Agency	Concentrations	Accredited Through
College of Arts and Sciences	Criminal Justice	B.S., M.S.	43.0104		Corrections	0
					Forensic Investigations	0
					Law Enforcement	0
	Drama	B.A.	50.0501	NAST	Design/Technical	2014
					Performance	2014
	Emergency Management	B.S., M.S., D.Sc.	44.9999			0
	English	B.A., M.A.	23.0101			0
	Foreign Languages	B.A.	16.0101		French	0
					Spanish	0
	Geography	B.S.	45.0701			0
	History	B.A., M.A.	54.0101			0
	Liberal Studies	B.A., M.A.	24.0101			0
	Mathematics	B.S., M.S.	27.0101		Applied	0
					General	0
					Theoretical	0
	Music	B.A., M.A.	50.0901	NASM	General Music	2019
					Music Education	2019
	Political Science	B.A.	45.1001			0
	Psychology	B.S.	42.0101			
		M.S.	42.0101	ABAI		2018
	Public Administration	M.P.A.	44.0401	NASPAA	Administrative Management	2020
Criminal Justice					2020	
Education					2020	
Emergency Management					2020	
Environmental Science Management					2020	
Geographical Information Systems					2020	
Social Work	B.S.W.	44.0701	CSWE		2020	
Sociology	B.S., B.A.	45.1101			0	

**Degrees Offered: Academic Year 2013 - 2014
Classification and Instructional Program (CIP) Codes and Accreditations**

Division	Unit	Degrees Approved to Award	CIP	Accrediting Agency	Concentrations	Accredited Through		
College of Education and Professional Studies	Applied Electronics Engineering	B.S.	15.0303	ATMAE		2018		
	Applied Manufacturing Engineering	B.S.	15.0613	ATMAE	Design and Automation	2018		
					Manufacturing Management	2018		
	Communication	B.A.	09.0100	ACEJMC	Public Relations	2020		
					09.0701	ACEJMC	Broadcasting	2020
							Digital Journalism	2020
	Counselor Education	M.S., Ed.S	13.1101	CACREP	Clinical Mental Health	2018		
					NCATE	School Counseling	2018	
						School Counseling	2020	
	Curriculum and Instruction	M.S. Ed.	13.1001	NCATE	Early Childhood/Special Education	2020		
		B.S. Ed.	13.1210	NCATE	Early Childhood/Elementary Education P-3/K-6	2020		
		B.S. Ed., M.S. Ed.	13.1001	NCATE	Collaborative K-6/6-12	2020		
	Early Childhood Education	M.S.Ed.	13.1210	NCATE	General	2020		
					Special Education	2020		
	Education, General	Ed.S.	13.0101	NCATE	Physical Education	2020		
	Elementary Education	M.S.Ed.	13.1202	NCATE		2020		
	Exercise Science & Wellness	B.S.	13.1307		Human Performance			
					Clinical			
	Family & Consumer Sciences	B.S.	19.0101	AAFCS	Child Development	2023		
					Hospitality and Culinary Management	2023		
Human Sciences					2023			
Merchandising					2023			
			ACEND	Dietetics	2022			
Industrial Leadership	B.S.	15.9999	ATMAE		2018			
Instructional Leadership	M.S. Ed., Ed.S	13.0401	NCATE		2020			
Library Media	M.S. Ed., Ed.S	13.0501	NCATE		2020			
Manufacturing Systems Technology	M.S.	15.9999	ATMAE		2018			
Occupational Safety & Health Management	B.S.	15.0701	ATMAE		2018			
Physical Education	B.S. Ed., M.S. Ed.	13.1314	NCATE	P-12 Teacher Education	2020			

Degrees Offered: Academic Year 2013 - 2014
Classification and Instructional Program (CIP) Codes and Accreditations

Division	Unit	Degrees Approved to Award	CIP	Accrediting Agency	Concentrations	Accredited Through
College of Education and Professional Studies	Physical Education	M.S.Ed.	13.1314		Human Performance	
					Nutrition	
	Reading Specialist	M.S.	13.1315	NCATE		2020
	Recreational Leadership	B.S.	31.0101			
	Secondary Education	B.S. Ed.	13.1205	NCATE	Spanish	2020
					Biology	2020
					Business/Marketing Education	2020
					English Language Arts	2020
					Family & Consumer Sciences	2020
					History	2020
					Mathematics	2020
				Social Studies	2020	
		13.1316	NCATE	General Science	2020	
Sport Management	M.S.	31.0504	NCATE		2020	
Teacher Leader	Ed.S	13.0401	NCATE		2020	
College of Commerce & Business Administration	Accounting	B.S.	52.0301	AACSB		2018
	Business Administration	M.B.A.	52.0101	AACSB		2018
					Accounting	2018
	Economics	B.S., B.A.	45.0601	AACSB	General	2018
					International Business	2018
	Finance	B.S.	52.0801	AACSB		2018
	Management	B.S.	52.0201	AACSB	Human Resource Management	2018
Information Management/E-Commerce					2018	
Marketing	B.S.	52.1401	AACSB		2018	
College of Nursing	Nursing	B.S.N.	51.3801	CCNE		2015
		M.S.N.	51.3811	CCNE		2015

Accrediting Agencies

AACSB International - The Association to Advance Collegiate Schools of Business
 AAFCS - American Association of Family and Consumer Sciences
 ABAI - Association for Behavior Analysis International
 ACEJMC - Accrediting Council on Education in Journalism and Mass Communication
 ACEND - Accreditation Council for Education in Nutrition and Dietetics
 ATMAE - Association for Technology, Management and Applied Engineering
 CAC of ABET - Computing Accreditation Commission of Accreditation Board of Engineering and Technology
 CACREP - Council for Accreditation of Counseling and Related Educational Programs

CCNE - Commission on Collegiate Nursing Education
 CSWE - Council on Social Work Education
 NASAD - National Association of Schools of Art and Design
 NASM - National Association of Schools of Music
 NASPAA - National Association of Public Affairs and Administration
 NAST - National Association of Schools of Theatre
 NCATE - National Council for Accreditation of Teacher Education
 SACSCOC - Southern Association of Colleges and Schools Commission on Colleges

All JSU Students by Program and Degree (Fall 2014)

Program	Degree	% of Total	Students
Accounting	Bachelor of Science	1.00%	103
Applied Electronic Engineering	Bachelor of Science	0.98%	78
Applied Manufact. Engineering	Bachelor of Science	0.72%	61
Art	Bachelor of Arts	1.71%	145
	Bachelor of Fine Arts	0.26%	28
Biology	Bach of Science in Education	0.69%	60
	Bachelor of Arts	0.15%	14
	Bachelor of Science	4.15%	347
	Master of Science	0.18%	20
	Master of Science in Education	0.05%	5
Business Administration	Master of Business Admin	0.67%	60
Business Marketing Education	Bach of Science in Education	0.79%	58
	Master of Science in Education	0.00%	1
Career Technologies	Bach of Science in Education	0.01%	1
Chemistry	Bachelor of Science	0.82%	70
Collaborative Ed Elementary	Bach of Science in Education	1.08%	101
	Master of Science in Education	0.20%	24
Collaborative Ed Secondary	Bach of Science in Education	0.35%	30
	Master of Science in Education	0.20%	24
Communication	Bachelor of Arts	3.17%	276
Community Health Nursing	Master of Science in Nursing	0.46%	51
Computer Information Systems	Bachelor of Science	0.99%	88
Computer Integrated Mfg Sys	Bachelor of Science	0.01%	1
Computer Science	Bachelor of Science	2.06%	166
Counselor Education	Educational Specialist	0.16%	22
	Master of Science	0.58%	75
Criminal Justice	Bachelor of Science	4.82%	413
	Master of Science	0.20%	25
Drama	Bachelor of Arts	0.48%	43
Early Childhood Education	Bach of Science in Education	3.11%	280
	Master of Science in Education	0.12%	18
Economics	Bachelor of Arts	0.03%	3
	Bachelor of Science	0.14%	13
Education	Educational Specialist	0.44%	51

All JSU Students by Program and Degree (Fall 2014)

Program	Degree	% of Total	Students
Electronics Technology	Bachelor of Science	0.05%	4
Elementary Education	Bach of Science in Education	0.74%	56
	Master of Science in Education	0.42%	52
Emergency Management	Bachelor of Science	1.81%	162
	Certificate	0.20%	22
	Master of Science	0.57%	50
	Doctor of Science	0.37%	35
English	Bach of Science in Education	1.03%	93
	Bachelor of Arts	0.87%	75
	Master of Arts	0.11%	15
English Language Arts	Master of Science in Education	0.11%	15
Exercise Science/Wellness	Bach of Science in Education	0.02%	1
	Bachelor of Arts	0.01%	1
	Bachelor of Science	3.74%	320
Family and Consumer Sciences	Bach of Science in Education	0.25%	21
	Bachelor of Science	1.92%	185
	Master of Science in Education	0.08%	7
Finance	Bachelor of Science	0.37%	38
Foreign Language	Bachelor of Arts	0.13%	11
General Science	Master of Science in Education	0.07%	9
Geographic Information Systems	Certificate	0.02%	2
Geography	Bachelor of Science	0.39%	36
History	Bach of Science in Education	1.42%	128
	Bachelor of Arts	0.71%	60
	Master of Arts	0.13%	13
	Master of Science in Education	0.07%	9
Industrial Leadership	Bachelor of Science	0.06%	7
Instructional Leadership	Educational Specialist	0.05%	9
	Master of Science in Education	0.95%	93
Liberal Studies	Bachelor of Arts	1.58%	145
	Master of Arts	0.26%	35
Library Media	Master of Science in Education	0.15%	16
Management	Bachelor of Science	1.02%	106
Manufacturing Systems Tech	Bachelor of Science	0.06%	5

All JSU Students by Program and Degree (Fall 2014)

Program	Degree	% of Total	Students
Manufacturing Systems Tech	Master of Science	0.13%	14
Marketing	Bachelor of Science	0.52%	51
Mathematics	Bach of Science in Education	0.74%	64
	Bachelor of Science	0.40%	36
	Master of Science	0.06%	5
	Master of Science in Education	0.12%	13
Music	Bach of Science in Education	0.02%	1
	Bachelor of Arts	2.93%	244
	Master of Arts	0.11%	14
Nursing	Bachelor of Science in Nursing	6.36%	549
Nursing Education	Certificate	0.01%	1
Occupation Safety & Hlth Tech	Bachelor of Science	0.16%	15
Physical Education	Bach of Science in Education	0.96%	85
	Educational Specialist	0.01%	1
	Master of Science in Education	0.43%	43
Political Science	Bachelor of Arts	1.13%	95
Pre-Engineering	Bach of Science in Education	0.02%	2
Psychology	Bachelor of Science	2.69%	228
	Master of Science	0.16%	16
Public Administration	Master of Public Adm	0.40%	42
Reading Specialist	Master of Science in Education	0.02%	2
Recreation Leadership	Bachelor of Science	0.43%	39
Social Science	Master of Science in Education	0.09%	12
Social Work	Bachelor of Social Work	2.52%	231
Sociology	Bachelor of Science	0.28%	26
Spanish	Bach of Science in Education	0.10%	7
Sport Management	Certificate	0.01%	1
	Master of Science	0.41%	41
Systems & Software	Master of Science	0.13%	14
Technology	Bachelor of Science	0.14%	14
Visual Comm Graphic Design	Master of Fine Arts	0.08%	9
Transient	Non Applicable	0.44%	43
Not Applicable	Bachelor of Science	0.00%	1
	Non Applicable	8.48%	598

All JSU Students by Program and Degree (Fall 2014)

Program	Degree	% of Total	Students
Undecided	Bach of Science in Education	0.63%	48
	Bachelor of Arts	5.84%	434
	Bachelor of Science	0.04%	3
Emer Preparedness Nursing Coord.	Certificate	0.01%	1
Nursing_Undecided	Bach of Science in Education	0.01%	1
	Bachelor of Science in Nursing	5.18%	402
Occupation Safety & Hlth Mgmt	Bachelor of Science	0.52%	48
Undecided-Management	Bachelor of Science	6.80%	574
Grand Total		100.00%	8,659



JSU's Alumni House at night.

Credit Hour Production by College & Program Academic Years 2004 - 2014

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

Credit Hour Production by College & Program Academic Years 2004 - 2014

College	Program	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
College of Commerce & Business Administration	Marketing	3,057	3,363	2,724	2,352	2,604	2,430	2,286	1,848	2,157	1,839
	Pre-Business	2,697	2,603	2,250	2,384	2,256	2,469	2,619	2,922	3,024	3,594
	Statistics	1,508	1,448	1,483	1,258	1,453	1,245	1,276	1,241	1,405	1,365
	Total	22,909	22,596	20,504	19,644	20,692	20,226	19,972	18,941	19,762	20,853
College of Education & Professional Studies	Career Tech Education	159	138	171	132	246	123	81	111	75	111
	Communication	2,303	2,099	2,033	2,043	2,393	2,449	2,639	2,710	2,785	2,930
	Counselor Education	2,955	2,421	2,232	1,995	1,482	1,557	1,482	1,311	1,557	1,464
	Early Childhood Education	1,758	1,719	1,374	1,383	1,497	1,302	1,233	1,281	1,200	1,185
	Education	0	0	0	0	1,019	3,213	3,274	3,389	3,048	2,755
	Education Administration	6,270	5,067	2,904	2,124	1,350	1,188	972	861	942	1,227
	Educational Foundation	4,882	4,723	4,174	3,021	2,700	2,410	2,208	1,764	1,637	1,554
	Educational Psychology	2,265	1,873	1,304	418	174	486	312	60	114	69
	Elementary Education	8,508	7,614	6,566	6,545	6,782	5,716	4,879	3,993	4,341	3,197
	Engineering	63	102	111	108	99	122	143	147	103	109
	Family Consumer Science	3,887	4,050	3,681	4,460	4,850	5,906	5,874	5,973	6,024	5,313
	Health Education	1,062	963	3	0	0	0	0	0	0	0
	Instructional Media	2,440	2,111	3,297	2,955	2,661	2,334	1,203	634	788	664
	Library Media	0	0	0	222	270	204	243	207	210	222
	Manufacturing Sys Tech	0	0	0	129	126	153	258	195	120	141
	Music Education	12	0	0	0	0	0	0	0	0	0
	Physical Education	9,026	8,852	8,739	10,163	11,098	10,876	11,520	11,630	11,728	10,709
	Reading Specialist	192	163	192	182	165	123	117	93	45	45
	Recreation Administration	927	981	1,026	1,122	1,371	1,221	1,272	1,419	1,122	1,001
	Secondary Education	2,385	2,524	3,344	3,906	2,791	2,775	3,135	2,994	2,429	2,334
Special Education	4,321	3,503	3,912	4,041	4,208	4,011	4,092	4,317	3,234	3,321	
Technology	3,243	2,978	3,064	2,421	2,569	2,557	3,081	3,256	3,050	3,088	
Total	56,658	51,881	48,127	47,370	47,851	48,726	48,018	46,345	44,552	41,439	
College of Nursing	Nursing	7,851	10,015	11,335	11,200	12,308	13,509	16,191	18,695	17,505	16,754
	Total	7,851	10,015	11,335	11,200	12,308	13,509	16,191	18,695	17,505	16,754
Military Science	Military Science	1,408	1,047	1,358	1,730	1,745	1,551	1,664	1,466	1,319	1,439
	Total	1,408	1,047	1,358	1,730	1,745	1,551	1,664	1,466	1,319	1,439
VPAA	Student Affairs	0	0	0	0	0	0	226	120	146	140
	Total	0	0	0	0	0	0	226	120	146	140
Grand Total		227,183	226,137	222,371	225,117	230,206	232,805	235,766	231,674	222,672	211,653

Credit Hour Production & Sections Taught by Full-Time/Part-Time Faculty Status (Fall 2014)

Program	Full-Time Faculty CHP	Part-Time Faculty CHP	Total CHP	Full-Time Faculty Sections	Part-Time Faculty Sections	Total Sections	Average CHP
Accounting (ACC)	1,611		1,611	18		18	90
Anthropology (AN)	415		415	11		11	38
Art (ART)	1,227	1,140	2,367	46	21	67	35
Biology (BY)	5,636	566	6,202	126	28	154	40
Business Administration (BA)	138		138	3		3	46
Career Technical Ed (CTE)	33	30	63	4	6	10	6
Chemistry (CY)	1,830	55	1,885	42	6	48	39
Communication (COM)	1,108	228	1,336	27	6	33	40
Computer Science (CS)	2,142	744	2,886	51	30	81	36
Counselor Education (ECG)	507	135	642	17	6	23	28
Criminal Justice (CJ)	1,758	2,331	4,089	32	22	54	76
Drama (DR)	1,343	63	1,406	49	2	51	28
Early Childhood (ECE)	588	84	672	12	3	15	45
Economics (EC)	1,491		1,491	17		17	88
Ed Administration (EAD)	560	526	1,086	19	25	44	25
Education (ED)	6		6	6	14	20	0
Educational Foundations (EFD)	333	123	456	15	8	23	20
Educational Psychology (EPY)	0		0	1	2	3	0
Elementary Education (EED)	840	228	1,068	21	8	29	37
Emergency Management (EM)	1,139	552	1,691	35	48	83	20
Engineering (EG)		42	42		2	2	21
English (EH)	9,810	1,713	11,523	135	68	203	57
Environmental Science (ESC)	57		57	6		6	10
Family & Consumer Sc (FCS)	1,111	1,363	2,474	49	48	97	26
Finance (FIN)	1,434		1,434	20		20	72
French (FH)	330	3	333	11	4	15	22
General Business (CBA)	1,368		1,368	13		13	105
Geographical Info System (GIS)	6		6	1		1	6
Geography (GY)	1,239	306	1,545	34	4	38	41
Geology (GL)	419		419	9		9	47
German (GN)	36		36	1		1	36
Health & PE (HPE)	3,321	965	4,286	86	30	116	37
History (HY)	3,465	1,275	4,740	50	21	71	67
Info Mgmt E-Commerce (IME)	435		435	4		4	109
Instructional Leadership (IL)	168	330	498				
Instructional Media (EIM)	144		144	9		9	16
Learning Skills (LS)	1,251	561	1,812	31	13	44	41
Library Media (LM)	90		90	4		4	23
Management (MGT)	1,401	126	1,527	16	1	17	90
Manufacturing Sys Tech (MFG)	63		63	4		4	16
Marketing (MKT)	990		990	11		11	90
Mathematics (MS)	4,218	2,637	6,855	63	52	115	60
Military Science (MSC)		468	468		19	19	25
Music (MU)	2,826	878	3,704	647	326	973	4
Nursing (NU)	5,719	819	6,538	78	35	113	58
Physics (PHS)	631		631	17		17	37
Political Science (PSC)	1,083	318	1,401	39	9	48	29
Psychology (PSY)	3,893	726	4,619	52	25	77	60
Public Safety Telecom (PST)	39	177	216	6	9	15	14
Reading Specialist (RDG)	374	204	578	8	10	18	32
Recreation Leadership (REC)	279	143	422	6	5	11	38
Secondary Education (ESE)	841	211	1,052	31	20	51	21
Social Work (SW)	1,578		1,578	32	4	36	44
Sociology (SY)	1,929		1,929	25	8	33	58
Spanish (SH)	843	3	846	12	7	19	45

Credit Hour Production & Sections Taught by Full-Time/Part-Time Faculty Status (Fall 2014)

Program	Full-Time Faculty CHP	Part-Time Faculty CHP	Total CHP	Full-Time Faculty Sections	Part-Time Faculty Sections	Total Sections	Average CHP
Special Education (SPE)	933	399	1,332	37	8	45	30
Statistics (ST)	704		704	9		9	78
Student Affairs (STU)	48	0	48	56	5	61	1
Technology (TEC)	1,022	322	1,344	29	11	40	34
Grand Total	76,803	20,794	97,597	2,193	979	3,172	2,332



High school students and their families tour the JSU campus on fall preview day.

**Degrees Awarded by Program Classification
(Academic Years 2004 - 2013)**

CIP	Description	Level	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	5-Year Avg
09.0100	Communication	Bachelor's	0	0	0	0	0	0	0	0	0	0	4	1
09.0701	Communication	Bachelor's	36	34	38	30	30	32	45	31	40	45	41	40
11.0101	Computer & Information Sciences	Bachelor's	33	27	27	33	0	0	0	0	0	0	0	0
		Master's	11	10	8	7	2	4	0	12	10	8	13	9
11.0501	Computer Information Systems	Bachelor's	0	0	0	0	7	7	12	13	10	9	10	11
11.0701	Computer Science	Bachelor's	0	0	0	0	11	10	10	3	10	9	8	8
13.0101	Education, General/General Education	Education Specialist	4	1	0	0	42	0	0	0	0	0	0	0
13.0401	Educational Administration & Supervision	Master's	113	115	134	96	93	61	31	16	18	14	36	23
		Education Specialist	142	103	135	113	84	88	106	87	61	50	44	70
13.0501	Library Media	Master's	14	20	23	16	21	10	13	6	8	4	11	8
13.1001	Special Education	Bachelor's	21	24	9	12	14	10	19	15	21	11	3	14
		Master's	33	35	37	28	20	17	17	20	31	19	24	22
13.1101	Counselor Education / Community Agency Counseling	Master's	71	43	69	39	48	51	33	21	33	25	17	26
		Education Specialist	0	0	0	0	0	0	0	0	0	0	2	3
13.1202	Elementary Education	Bachelor's	161	146	148	113	90	101	113	108	92	105	104	104
		Master's	47	68	46	66	55	56	33	42	28	23	28	31
13.1205	Secondary Education	Bachelor's	68	19	75	74	3	0	0	0	0	0	0	0
		Master's	43	18	25	43	28	12	3	4	7	5	0	4
13.1210	Early Childhood Education	Bachelor's	29	25	23	22	9	19	15	9	6	1	0	6
		Master's	14	17	9	21	6	15	5	7	10	4	6	6
13.1305	English Language Arts	Master's	0	0	0	0	0	0	13	7	17	9	5	10
13.1307	Exercise Science & Wellness	Bachelor's	33	29	31	30	35	26	37	39	39	36	0	30
13.1312	Music Teacher Education	Bachelor's	0	0	0	0	0	0	0	0	0	0	0	0
		Master's	0	0	0	0	0	0	0	0	0	0	0	0
13.1314	Physical Education Teaching & Coaching	Bachelor's	35	33	22	28	18	26	34	26	33	26	13	26
		Master's	11	16	14	17	25	50	49	29	20	29	30	31
13.1315	Reading Specialist	Master's	0	17	6	4	10	8	3	7	4	3	1	4
13.1316	General Science (Secondary Education)	Master's	0	0	0	0	0	0	0	0	0	0	4	1
13.1317	Exercise Science & Wellness	Bachelor's	0	0	0	0	0	0	0	0	0	0	55	11
15.0303	Electrical, Electronic & Comm. Eng. Tech	Bachelor's	6	6	10	6	10	3	2	6	6	16	24	11
		Master's	0	0	0	0	0	0	0	0	0	0	4	1
15.0613	Indus./Manufacturing Tech./Technician	Bachelor's	10	10	10	7	6	8	5	3	2	7	0	3
15.0701	Occupational Safety & Health	Bachelor's	8	9	8	9	10	7	9	5	6	4	6	6
15.9999	Eng.-Related Tech./Technician, Other	Bachelor's	5	6	3	7	11	3	6	14	10	5	0	7
		Master's	0	0	0	0	2	2	2	9	8	3	0	4
16.0101	Foreign Languages & Literatures, Gen	Bachelor's	0	1	0	2	2	2	3	5	4	4	3	4
19.0101	Family & Consumer Sciences	Bachelor's	17	23	24	30	21	33	28	48	29	34	34	35
		Master's	0	0	0	0	0	0	0	2	1	1	0	1
23.0101	English Language & Literature	Bachelor's	14	37	13	15	31	28	22	28	31	31	20	26
		Master's	11	10	9	9	7	8	7	6	10	8	11	8
24.0101	Liberal Arts & Sciences/Liberal Studies	Bachelor's	16	19	25	25	18	29	17	10	33	54	41	31
		Master's	3	7	2	6	6	9	2	7	4	4	3	4
26.0101	Biology, General	Bachelor's	28	39	20	32	47	54	32	51	54	55	48	48
		Master's	5	13	4	7	11	10	15	10	14	15	15	14
27.0101	Mathematics	Bachelor's	4	16	3	3	14	13	11	11	14	14	16	13
		Master's	2	3	1	3	6	3	6	8	6	9	7	7
31.0101	Recreational Leadership Sports Management	Bachelor's	17	18	7	16	15	10	18	9	9	12	10	12
		Certificate	0	0	0	0	0	0	0	1	9	0	0	2
		Master's	0	0	0	0	0	0	0	0	0	6	0	1
31.0504	Sports Management	Master's	0	0	0	0	0	0	0	0	0	0	8	2
40.0101	Environmental Science	Certificate	0	0	0	0	0	0	1	0	1	2	0	1
40.0501	Chemistry	Bachelor's	4	4	7	7	8	10	3	9	9	7	7	7
42.0101	Psychology, General	Bachelor's	35	37	38	33	28	37	24	41	50	43	23	36
		Master's	10	12	13	6	8	7	13	13	9	7	7	10
43.0104	Criminal Justice	Bachelor's	91	100	102	97	73	76	72	90	67	69	94	78
		Master's	14	17	17	10	10	12	12	11	4	8	13	10

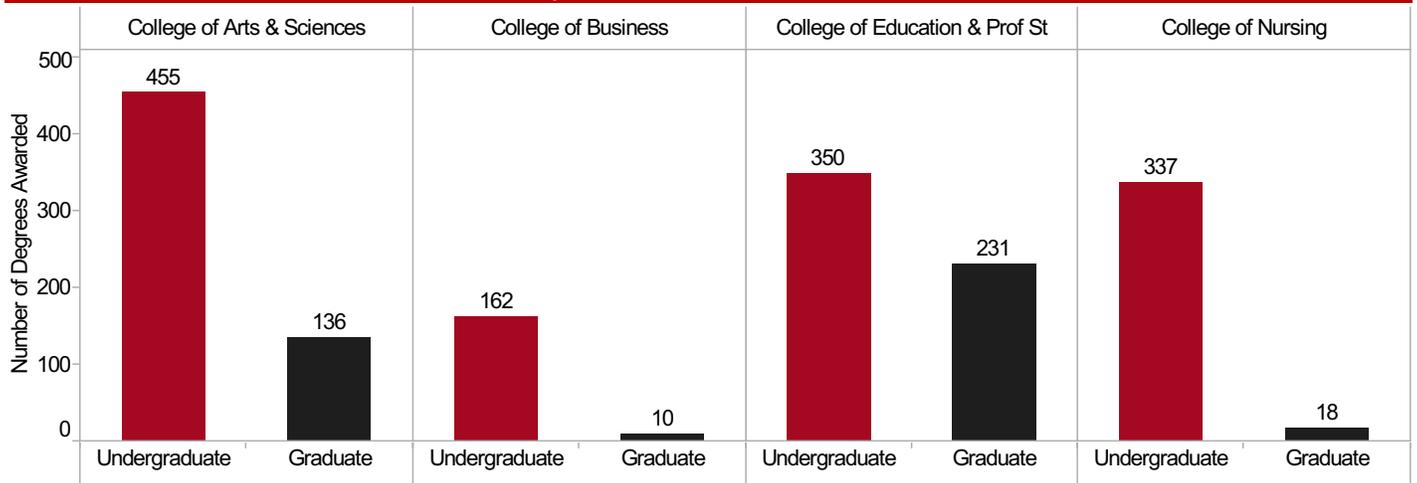
**Degrees Awarded by Program Classification
(Academic Years 2004 - 2013)**

CIP	Description	Level	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	5-Year Avg
44.0401	Public Administration	Master's	31	38	41	30	0	32	31	29	35	26	29	30
44.0701	Social Work	Bachelor's	48	67	54	47	58	47	37	41	55	70	61	53
44.9999	Emergency Management	Bachelor's	3	7	22	23	27	32	26	40	35	30	47	36
		Certificate	0	0	0	0	0	32	20	12	13	10	2	11
		Master's	0	13	15	26	56	32	38	36	27	39	29	34
45.0601	Economics	Bachelor's	9	7	11	6	8	10	9	14	10	7	3	9
45.0701	Geography	Bachelor's	15	10	4	17	12	7	9	12	11	13	8	11
45.1001	Political Science	Bachelor's	21	22	15	19	16	15	16	15	25	19	16	18
		Certificate	0	0	0	0	0	0	2	2	0	0	1	1
		Master's	0	0	0	0	0	0	0	0	0	0	0	0
45.1101	Sociology	Bachelor's	17	24	15	23	25	20	15	21	14	10	4	13
50.0501	Drama, Theater Arts	Bachelor's	9	9	7	7	9	11	12	6	13	7	12	10
50.0701	Art, General	Bachelor's	20	20	20	21	22	19	20	29	23	22	21	23
50.0901	Music, General	Bachelor's	18	20	21	20	25	20	25	21	24	21	26	23
		Master's	2	4	2	1	2	3	4	4	2	4	3	3
51.0001	Exercise Science & Wellness	Bachelor's	0	0	0	0	0	0	0	0	0	0	11	2
51.3801	Nursing (R.N. Training)	Bachelor's	83	95	124	157	150	207	198	237	277	361	337	282
51.3811	Community Health in Nursing	Certificate	0	0	0	0	0	4	4	5	3	7	3	4
		Master's	9	7	10	11	15	17	16	16	19	26	15	18
52.0101	Business Administration & Management	Master's	0	0	0	0	0	0	0	0	0	0	10	2
52.0201	Business Administration & Management	Bachelor's	42	51	79	57	56	59	73	49	61	64	75	64
		Master's	35	18	20	29	17	17	9	23	16	31	0	16
52.0301	Accounting	Bachelor's	33	48	36	38	28	38	34	48	38	45	41	41
52.0701	E-Commerce	Bachelor's	1	8	6	0	0	0	0	0	0	0	0	0
52.0801	Finance	Bachelor's	38	31	31	29	24	28	28	24	17	21	16	21
52.1401	Marketing	Bachelor's	47	47	52	67	43	55	39	44	46	41	29	40
54.0101	History	Bachelor's	6	26	17	13	38	25	42	42	34	37	33	38
		Master's	5	5	6	10	15	11	16	15	8	10	13	12
Grand Total			1,711	1,764	1,803	1,773	1,641	1,708	1,624	1,684	1,694	1,776	1,699	1,695



JSU's Burgess-Snow Field after a major snowfall in January 2014.

All Degrees Awarded by College & Level Between July 1, 2012 and June 30, 2014



All Degrees Awarded by College & Level Between July 1, 2012 and June 30, 2014

College	Undergraduate	Graduate	Grand Total
College of Arts & Sciences	455	136	591
College of Business	162	10	172
College of Education & Prof St	350	231	581
College of Nursing	337	18	355
Grand Total	1,304	395	1,699

All Degrees Awarded Between July 1, 2012 and June 30, 2014

Degrees Awarded	Gender	Non Resident Alien	American Indian/Alaskan Native	Asian/Asian American	Black/African American	Hispanic/Latino	White	Race/Ethnicity Unknown	Other	Grand Total
Bachelor's Degree	Female	29	3	4	152	7	421	256	7	879
	Male	17	5	2	80	6	233	79	3	425
Certificates	Female						2	2		4
	Male						2			2
Master's Degree	Female	9		2	32	1	128	35	1	208
	Male	6		2	9		72	44	1	134
Educational Specialist	Female	1			8		22	2		33
	Male				4		6	4		14
Grand Total		62	8	10	285	14	886	422	12	1,699

All Degrees Awarded with Second Major Between July 1, 2012 and June 30, 2014

Degrees Awarded	Gender	White	Race/Ethnicity Unknown	Other	Grand Total
Bachelor's Degree	Male	5			5
	Female	3	1	2	6
Grand Total		8	1	2	11

Faculty and Staff



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

Year	Position	Nine Month			Twelve Month			Grand Total
		Male	Female	Total	Male	Female	Total	
1993	Professor	18	7	25	67	12	79	104
	Associate Professor	17	18	35	7	2	9	44
	Assistant Professor	32	28	60	1	1	2	62
	Instructor	23	35	58	0	2	2	60
	Total	90	88	178	75	17	92	270
1994	Professor	23	10	33	62	9	71	104
	Associate Professor	20	18	38	4	2	6	44
	Assistant Professor	32	30	62	3	1	4	66
	Instructor	21	35	56	1	1	2	58
	Total	96	93	189	70	13	83	272
1995	Professor	18	12	30	67	10	77	107
	Associate Professor	19	13	32	0	3	3	35
	Assistant Professor	33	27	60	2	2	4	64
	Instructor	25	36	61	0	2	2	63
	Total	95	88	183	69	17	86	269
1996	Professor	22	11	33	58	8	66	99
	Associate Professor	21	13	34	1	6	7	41
	Assistant Professor	31	22	53	2	0	2	55
	Instructor	22	35	57	0	3	3	60
	Total	96	81	177	61	17	78	255
1997	Professor	21	11	32	59	6	65	97
	Associate Professor	29	16	45	1	4	5	50
	Assistant Professor	26	23	49	1	0	1	50
	Instructor	23	36	59	2	4	6	65
	Total	99	86	185	63	14	77	262
1998	Professor	21	8	29	54	5	59	88
	Associate Professor	30	16	46	0	4	4	50
	Assistant Professor	34	27	61	1	0	1	62
	Instructor	18	41	59	3	2	5	64
	Total	103	92	195	58	11	69	264
1999	Professor	28	8	36	44	7	51	87
	Associate Professor	28	17	45	1	3	4	49
	Assistant Professor	29	33	62	1	0	1	63
	Instructor	17	41	58	3	2	5	63
	Total	102	99	201	49	12	61	262
2000	Professor	24	9	33	41	8	49	82
	Associate Professor	29	17	46	3	1	4	50
	Assistant Professor	33	27	60	1	0	1	61
	Instructor	20	43	63	3	1	4	67
	Total	106	96	202	48	10	58	260
2001	Professor	25	11	36	34	6	40	76
	Associate Professor	31	20	51	4	1	5	56
	Assistant Professor	33	25	58	1	0	1	59
	Instructor	20	49	69	4	1	5	74
	Total	109	105	214	43	8	51	265
2002	Professor	26	14	40	32	5	37	77
	Associate Professor	38	22	60	4	1	5	65
	Assistant Professor	35	27	62	1	0	1	63
	Instructor	24	55	79	1	4	5	84
	Total	123	118	241	38	10	48	289
2003	Professor	31	16	47	32	5	37	84
	Associate Professor	36	19	55	2	1	3	58
	Assistant Professor	37	32	69	0	0	0	69
	Instructor	23	55	78	4	1	5	83
	Total	127	122	249	38	7	45	294
2004	Professor	32	11	43	30	4	34	77
	Associate Professor	36	18	54	2	1	3	57
	Assistant Professor	40	38	78	0	0	0	78
	Instructor	22	58	80	5	3	8	88
	Total	130	125	255	37	8	45	300
2005	Professor	36	13	49	30	3	33	82
	Associate Professor	32	23	55	1	0	1	56
	Assistant Professor	44	34	78	0	0	0	78
	Instructor	29	60	89	0	0	0	89
	Total	141	130	271	31	3	34	305
2006	Professor	40	16	56	27	6	33	89
	Associate Professor	37	22	59	0	0	0	59

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

Year	Position	Nine Month			Twelve Month			Grand Total
		Male	Female	Total	Male	Female	Total	
2006	Assistant Professor	41	35	76	1	1	2	78
	Instructor	26	63	89	3	1	4	93
	Total	144	136	280	31	8	39	319
2007	Professor	37	14	51	25	6	31	82
	Associate Professor	31	23	54	1	0	1	55
	Assistant Professor	50	36	86	0	0	0	86
	Instructor	28	68	96	1	1	2	98
Total	146	141	287	27	7	34	321	
2008	Professor	39	17	56	25	4	29	85
	Associate Professor	37	22	59	0	1	1	60
	Assistant Professor	50	34	84	0	1	1	85
	Instructor	26	65	91	1	0	1	92
Total	152	138	290	26	6	32	322	
2009	Professor	43	17	60	26	3	29	89
	Associate Professor	34	29	63	0	1	1	64
	Assistant Professor	47	32	79	1	1	2	81
	Instructor	23	64	87	1	0	1	88
Total	147	142	289	28	5	33	322	
2010	Professor	45	20	65	23	2	25	90
	Associate Professor	35	35	70	1	2	3	73
	Assistant Professor	45	29	74	1	0	1	75
	Instructor	22	65	87	1	0	1	88
Total	147	149	296	26	4	30	326	
2011	Professor	43	18	61	21	1	22	83
	Associate Professor	36	32	68	1	3	4	72
	Assistant Professor	49	33	82	0	0	0	82
	Instructor	24	59	83	1	0	1	84
Total	152	142	294	23	4	27	321	
2012	Professor	51	22	73	20	0	20	93
	Associate Professor	36	30	66	1	4	5	71
	Assistant Professor	37	27	64	0	1	1	65
	Instructor	24	65	89	1	0	1	90
Total	148	144	292	22	5	27	319	
2013	Professor	49	22	71	18	2	20	91
	Associate Professor	39	32	71	1	4	5	76
	Assistant Professor	32	28	60	0	0	0	60
	Instructor	26	62	88	1	2	3	91
Total	146	144	290	20	8	28	318	
2014	Professor	51	23	74	17	2	19	93
	Associate Professor	35	30	65	2	4	6	71
	Assistant Professor	30	35	65	0	0	0	65
	Instructor	25	63	88	1	2	3	91
Total	141	151	292	20	8	28	320	



The 2014 Freshman Convocation event in the stadium of Jacksonville State University.

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

Status	Position	Tenure Track	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Full-Time	Faculty	Tenured	119	124	131	134	140	147	144	157	144	150	143
		On tenure track	94	93	96	98	90	87	94	81	86	79	90
		Not on tenure track	87	88	92	89	92	88	88	83	89	89	87
		Total Faculty	300	305	319	321	322	322	326	321	319	318	320
	Executive/Administrative	47	48	49	59	64	80	79	81	81	83	82	
	Other Professionals	129	145	135	129	119	70	107	113	118	124	127	
	Technical/Paraprofessional	64	58	60	74	70	60	60	63	65	71	73	
	Clerical/Secretarial	153	152	148	150	145	148	151	149	142	128	129	
	Skilled Crafts	25	25	25	25	25	24	25	24	25	25	26	
	Service/maintenance	136	136	127	141	122	115	128	127	129	128	131	
Total Full-Time Employees			854	869	863	899	867	819	876	878	879	877	888
Part-Time	Faculty		112	129	133	135	131	141	149	163	178	170	147
	Executive/Administrative		0	0	0	2	0	1	0	0	0	0	0
	Other Professionals		4	6	6	9	8	43	11	13	13	12	10
	Technical/Paraprofessional		1	3	22	34	16	3	0	0	1	0	0
	Clerical/Secretarial		4	5	9	23	28	34	26	25	22	28	34
	Skilled Crafts		0	0	0	0	0	0	0	0	0	0	0
	Service/Maintenance		14	16	30	53	14	15	15	17	15	17	15
	Total Part-Time Employees			135	159	200	256	197	237	201	218	229	227
Grand Total			989	1,028	1,063	1,155	1,064	1,056	1,077	1,096	1,108	1,104	1,094

Employees by Position & Year

Position	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Faculty	412	434	452	456	453	463	475	484	497	488	467
Executive/Administrative	47	48	49	61	64	81	79	81	81	83	82
Other Professionals	133	151	141	138	127	113	118	126	131	136	137
Technical/Paraprofessional	65	61	82	108	86	63	60	63	66	71	73
Clerical/Secretarial	157	157	157	173	173	182	177	174	164	156	163
Skilled Crafts	25	25	25	25	25	24	25	24	25	25	26
Service/maintenance	150	152	157	194	136	130	143	144	144	145	146
Grand Total	989	1,028	1,063	1,155	1,064	1,056	1,077	1,096	1,108	1,104	1,094

Full-Time Faculty by Ethnicity and Gender (Fall 2014)

Ethnicity	Male	Female	Grand Total
American Indian/Alaskan Native	1	1	2
Asian or Pacific Islander	10	6	16
Black, Non-Hispanic	8	15	23
Hispanic	1	2	3
White, Non-Hispanic	141	135	276
Grand Total	161	159	320

Full-Time Staff by Ethnicity and Gender (Fall 2014)

Ethnicity	Male	Female	Grand Total
American Indian/Alaskan Native		1	1
Asian or Pacific Islander	5	2	7
Black, Non-Hispanic	20	31	51
Hispanic		3	3
White, Non-Hispanic	208	298	506
Grand Total	233	335	568

All Employees by Ethnicity and Gender (Fall 2014)

Ethnicity (group)	Female	Male	Grand Total
American Indian/Alaskan Native	2	1	3
Asian or Pacific Islander	8	15	23
Black, Non-Hispanic	55	30	85
Hispanic	5	1	6
Null & Not Reported	1	1	2
Other	1		1
White, Non-Hispanic	556	418	974
Grand Total	628	466	1,094

Employee of the Month Recipients 2014



The annual staff awards banquet was held in Leone Cole Auditorium and Jack Hopper Dining Hall. Service pin recipients and the employee of the year were presented. Many of the 2014 employees of the month are pictured above.

January	Tammy Sallee	Secretary, Advancement Services
February	Lynda Spears	Housekeeper, Building Custodial Services
March	Sharon Barnes	Clerical Assistant, Alumni Relations
April	Lynn Garner	Project Manager, Research, Planning, and Collaboration
May	Stephanie Henry	Secretary, Academic Center for Excellence
June	Jennifer Swafford	Coordinator, Center for Economic Development
July	Linda Mize	Housekeeper, Building Custodial Services
August	Andrew Higgins	Technology Support Specialist, Information Technology
September	Dorothy Quarles	Executive Secretary, University Advancement
October	Kelly Murray	Certification Advisor, Teacher Education Services
November	Mark Steward	Mechanic-Heating and Air Conditioning, Physical Plant
December	Delores Collier	Library Technical Assistant, University Library

Employee of the Year 2014

Mark Steward, Mechanic - Heating and Air Conditioning, Physical Plant

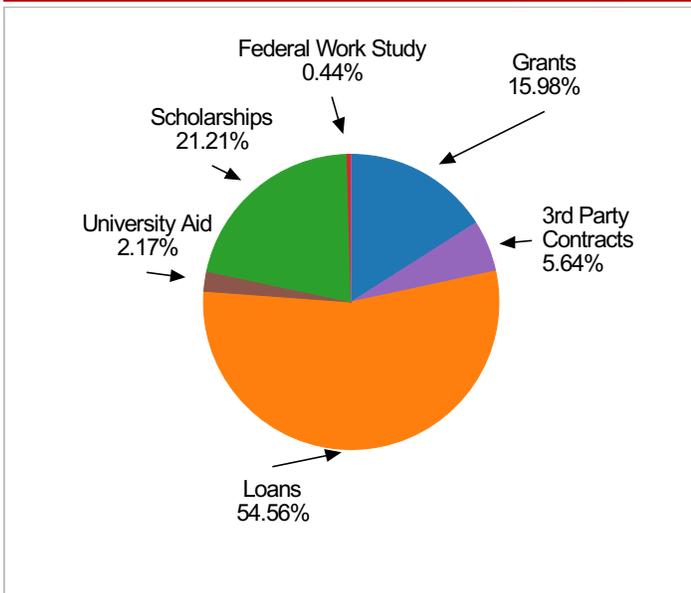
Financial



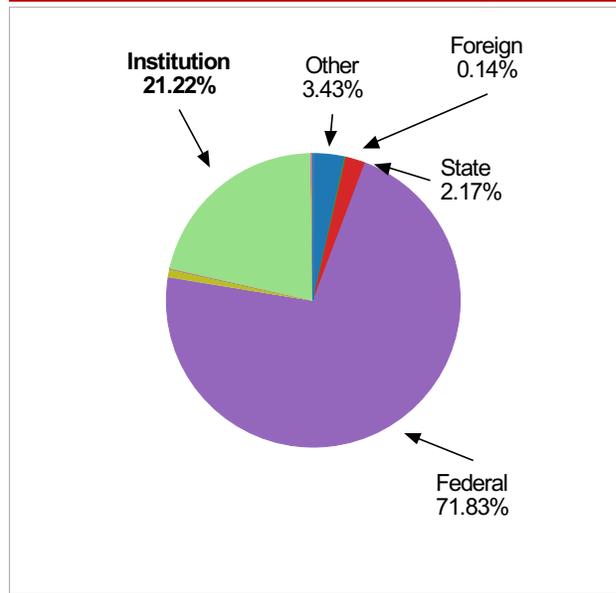
2013 - 2014 Financial Aid Offered

Financial Aid Description	Amount Offered	Percentage
Alabama State Grants & Scholarships	\$180,194	0.20%
Alternative Loans	\$1,895,820	2.07%
Federal Pell Grant	\$14,288,108	15.58%
Federal Stafford Loans	\$48,106,046	52.44%
Federal Supplemental Educational Grant	\$207,323	0.23%
Federal Work Study Program	\$405,337	0.44%
Other Federal Grants	\$56,074	0.06%
Foundation Scholarships	\$421,618	0.46%
Institutional Scholarships	\$18,017,885	19.64%
Outside Scholarships	\$946,016	1.03%
Logan Walker Loan	\$46,000	0.05%
Alabama - 3rd Party Contracts	\$1,855,541	2.02%
Federal - 3rd Party Contracts	\$9,020	0.01%
Foreign - 3rd Party Contracts	\$127,270	0.14%
Outside - 3rd Party Contracts	\$222,000	0.24%
Veteran Affairs - 3rd Party Contracts	\$2,955,643	3.22%
University Aid	\$1,990,661	2.17%
Grand Total	\$91,730,556	100.00%

2013 - 2014 Financial Aid Offered by Aid Type



2013 - 2014 Financial Aid Offered by Source



Year End Revenues and Expenditures by Source
As of September 30th
by Year

Source	2005	2006**	2007	2008	2009	2010	2011	2012	2013	2014
Revenues										
Tuition & Fees	31,535,662	33,020,148	34,279,929	34,483,933	39,440,143	41,658,355	44,270,600	47,305,776	46,847,062	46,643,641
State Appropriations	30,443,205	34,813,323	42,714,403	49,306,100	39,461,888	36,027,819	36,155,795	36,689,864	35,315,802	35,958,784
Federal Grants and Contracts	12,004,722	12,146,270	11,513,491	16,361,009	14,187,682	22,865,787	24,137,955	19,016,216	17,308,711	17,384,769
State and Local Grants & Contracts	4,607,857	4,140,835	4,248,147	6,140,134	9,235,242	4,416,195	3,460,532	4,033,347	2,631,087	4,618,782
Private	1,346,081	1,529,179	1,309,567	1,034,346	1,508,950	1,952,991	1,606,198	1,345,452	1,637,609	1,490,506
Endowment	143,065	65,022	68,302	97,869	43,625	51,900	47,313	41,125	35,983	43,321
Sales & Services of Educational Activities	246,967	99,193	174,625	114,979	266,053	122,729	213,747	94,938	75,849	84,077
Auxiliary Services Income	4,529,717	4,761,931	5,169,946	5,237,563	5,906,028	8,729,743	11,090,451	12,298,352	12,845,071	11,975,574
Athletic Income	563,528	829,411	1,000,114	921,475	1,472,316	1,361,624	1,416,374	2,508,970	2,622,526	3,467,694
Gain on Investments	0	0	0	0	0	0	0	0	0	0
Other Sources	1,349,855	1,864,798	2,268,792	1,683,114	983,722	1,211,490	729,440	1,198,413	1,547,204	1,483,203
Total	86,770,659	93,270,110	102,747,316	115,380,522	112,505,649	118,398,633	123,128,405	124,532,453	120,866,904	123,150,351
Expenditures										
Instruction	35,982,151	40,223,436	42,989,300	45,035,843	44,147,408	44,283,673	42,288,362	42,965,208	42,409,762	43,264,944
Research	1,184,600	1,589,143	857,341	480,738	201,255	202,581	446,496	548,131	225,130	1,406,306
Public Service	4,109,396	3,489,654	4,291,022	4,906,019	4,094,035	3,998,833	3,234,854	2,255,958	2,721,300	2,152,828
Academic Support	5,264,844	5,754,700	5,728,803	5,763,610	5,488,371	5,335,414	5,535,126	6,018,897	5,819,636	6,099,677
Student Services	9,090,648	9,286,834	10,452,104	10,585,274	10,663,411	11,135,337	11,288,237	12,416,218	13,065,240	13,591,203
Institutional Support	9,158,604	9,432,651	9,248,346	12,864,099	13,283,067	11,345,473	16,472,063	16,214,882	16,350,117	17,021,230
Operation & Maintenance of Plant	7,748,338	7,886,400	9,770,280	9,119,296	10,082,431	10,117,865	9,382,113	8,994,289	9,679,569	9,251,530
Scholarships & Fellowships Awards	7,216,077	7,445,242	6,246,834	9,258,462	9,758,773	13,423,833	14,966,309	13,936,615	13,605,985	12,379,103
Depreciation	4,512,550	5,062,294	5,488,530	5,099,226	5,210,661	5,731,842	6,893,093	7,792,918	7,471,861	6,758,890
Mandatory Transfers	0	0	0	0	0	0	0	0	0	0
Non-Mandatory Transfers--Educ. Activities	0	0	0	0	0	0	0	0	0	0
Loss on Investments	0	0	0	0	0	0	0	0	0	0
Other Expenditures	0	0	0	0	0	0	0	0	0	0
Loss on Disposal of Assets	0	0	0	0	0	0	0	0	0	0
Auxiliary Enterprise Expenditures	4,425,387	4,403,346	4,628,841	4,531,611	4,251,835	6,419,626	8,429,815	8,345,855	9,015,420	8,907,703
Total	88,692,595	94,573,700	99,701,401	107,644,178	107,181,247	111,994,477	118,936,468	119,488,971	120,364,020	120,833,414



Revenues & Expenditures

* Change in accounting method, Federal Direct Student Loans are no longer recorded in current funds.
 ** Change in account method, GASB financial reporting changes reflected in 2006.
 *** Fiscal Years 2006-2011 represent audited financial records
 Source: Controller's Office

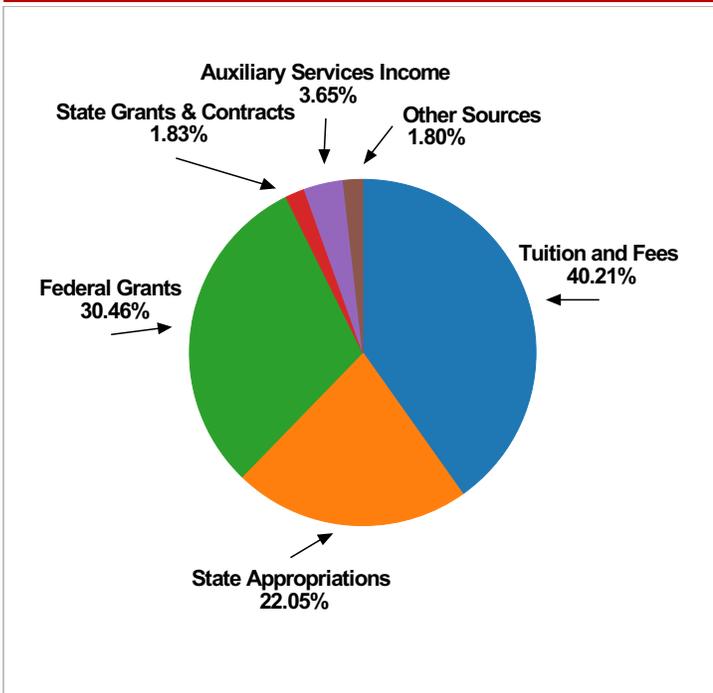
Current Revenues by Source FY 2015

Revenues	FY2015	Percent
Tuition and Fees	\$66,008,875	40.21%
State Appropriations	\$36,204,459	22.05%
Federal Grants	\$50,000,000	30.46%
State Grants & Contracts	\$3,000,000	1.83%
Auxiliary Services Income	\$6,000,000	3.65%
Other Sources	\$2,955,126	1.80%
Grand Total	\$164,168,460	100.00%

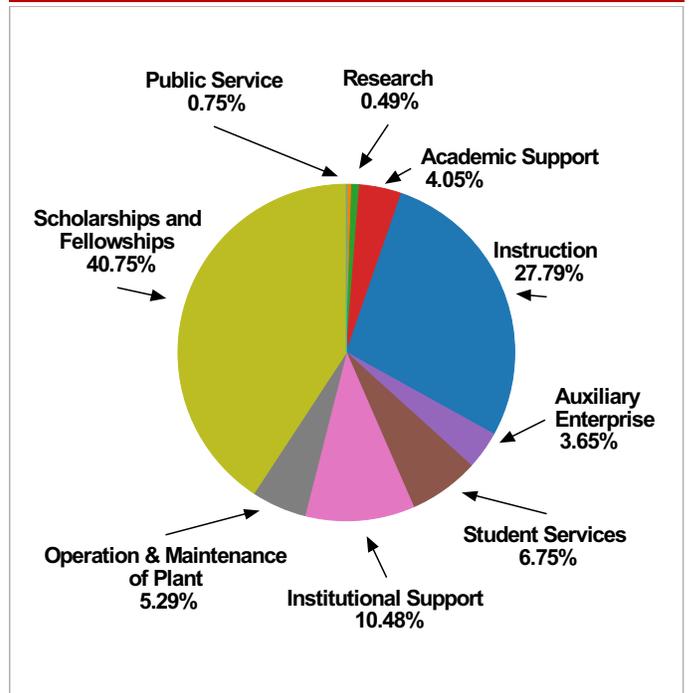
Current Expenditures by Source FY 2015

Type	Expenditures	FY 2015	Percent
E & G	Instruction	\$45,618,151	27.79%
	Research	\$799,380	0.49%
	Public Service	\$1,224,368	0.75%
	Academic Support	\$6,650,113	4.05%
	Student Services	\$11,080,385	6.75%
	Institutional Support	\$17,210,247	10.48%
	Operation & Maintenance of Plant	\$8,683,862	5.29%
	Scholarships and Fellowships	\$66,901,954	40.75%
	Depreciation	\$0	0.00%
Auxiliary	Auxiliary Enterprise	\$6,000,000	3.65%
Grand Total		\$164,168,460	100.00%

Current Revenues by Source FY 2015



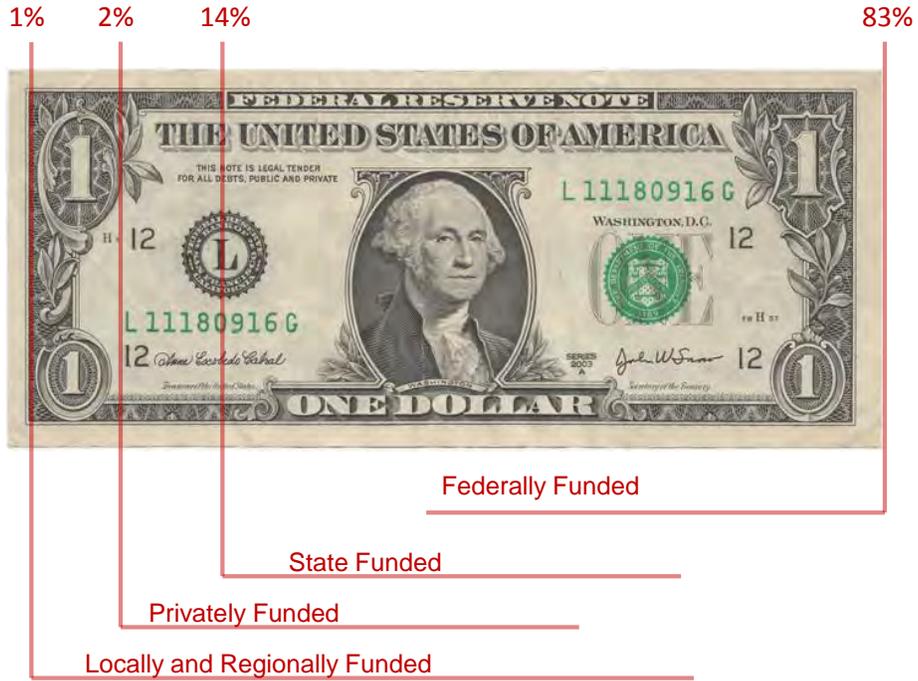
Current Expenditures by Source FY 2015



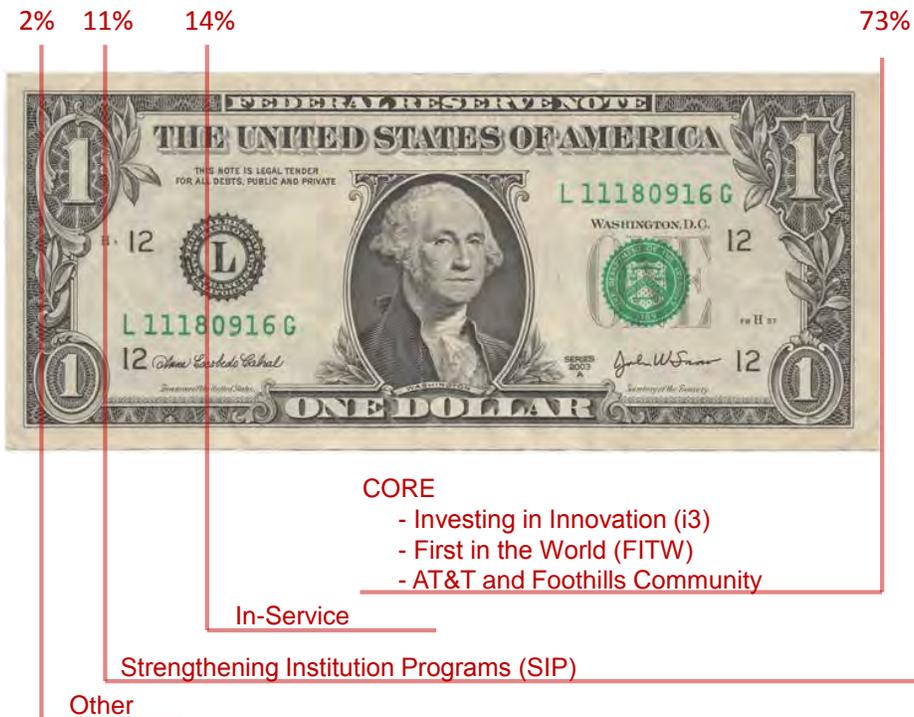
**Institute for Research and Collaboration
Grant Award by Source FY13/FY14**

Source	2013	2014	Difference (\$)	Difference (%)
Total Proposed	\$26,541,009	\$15,528,759	(\$11,012,250)	-41%
Total Awarded	\$3,754,664	\$20,835,307	\$17,080,643	455%
University Indirect Proposed	\$1,973,436	\$1,376,603	(\$596,833)	-30%
Indirect Income Anticipated	\$234,506	\$1,584,691	\$1,350,185	576%

2014 Sponsored Programs External Funding Sources



2014 Sponsored Programs External Funding Allocation





Facilities





- 01. Alumni House
- 02. Amphitheater
- 03. Anders Hall (Round House)
- 04. Athletic Fieldhouse
- 05. Ayers Hall
- 06. Baptist Campus Ministry
- 07. Baseball Field
- 08. Bibb Graves Hall
- 09. Brewer Hall
- 10. Campus Inn Apts
- 11. Carlisle Fine Arts Facility
- 12. College Apts
- 13. Computer Center
- 14. Crow Hall
- 15. Curtiss Hall
- 16. Daugette Hall
- 17. Dillon Field
- 18. Dixon Hall
- 19. Fitzpatrick Hall
- 20. Gamecock Field
- 21. Hammond Hall
- 22. Honors Hall
- 23. Houston Cole Library
- 24. International House
- 25. Intramural Field/Track
- 26. Jack Hopper Dining Hall
- 27. Jax Apts
- 28. JSU Stadium
- 29. Kenamer Hall
- 30. Ladiga Kiosk
- 31. Logan Hall
- 32. Martin Hall
- 33. McGee Science Center
- 34. Mason Hall
- 35. Merrill Hall
- 36. Pannell Hall
- 37. Patterson Hall
- 38. Paul Carpenter Village
- 39. Penn House Apts
- 40. Pete Mathews Coliseum
- 41. President's Home
- 42. Quad
- 43. Ramona Wood Building
- 44. Rock House
- 45. Rowe Hall
- 46. Salls Hall (University Police)
- 47. Self Hall
- 48. Soccer Field
- 49. Softball Field
- 50. Sparkman Hall
- 51. Stadium Tower
- 52. Stephenson Hall
- 53. Stone Center
- 54. Tennis Courts
- 55. Theron Montgomery Bldg
- 56. TMB Lawn
- 57. Visitor Center
- 58. Wallace Hall
- 59. Wesley Foundation
- 60. Williams Student Health Center

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

Residence Halls and Apartments

Housing Type	Name	Housing Subtype	Gender	Floorplan	Requirements	Capacity	Cost Semester	Cost Year
Apartment	Campus Inn	Efficiency			32+ Hours	52	\$1,940	\$3,880
		One Bedroom			32+ Hours	34	\$2,495	\$4,990
	College	One Bedroom			32+ Hours	22	\$2,380	\$4,760
	Colonial Arms	One & Two Bedroom			32+ Hours	40	\$2,380	\$4,760
	Jax	One & Two Bedroom			32+ Hours	47	\$2,380	\$4,760
	Pannell	Efficiency			32+ Hours	79	\$2,260	\$4,520
	Penn House	One Bedroom			32+ Hours	32	\$2,380	\$4,760
	Stadium Tower Concourse Unit				32+ Hours	88	\$2,380	\$4,760
	Stadium Tower Efficiency				32+ Hours	16	\$2,815	\$5,630
	Stadium Tower Pod Unit				32+ Hours	285	\$2,380	\$4,760
Specialty Housing	International House					40	\$1,360	\$2,720
	Leadership House for Women				24+ Hours, 2.5 GPA	17	\$2,360	\$4,720
	Pi Kappa Phi Fraternity					10	\$2,270	\$4,540
	Sigma Phi Epsilon Fraternity					10	\$2,270	\$4,540
Residence Hall	Crow	Freshman Housing	Men's	Community Bath		185	\$1,830	\$3,660
	Curtiss	Freshman Housing	Women's	Community Bath		179	\$1,830	\$3,660
	Daugette	Private Room	Men's	Community Bath		75	\$1,830	\$3,660
	Dixon	Freshman Housing	Men's	Community Bath		193	\$1,830	\$3,660
	Fitzpatrick	Freshman Housing	Women's	Community Bath		227	\$1,830	\$3,660
	Logan		Women's	Private Bath		121	\$2,105	\$4,210
	Patterson		Men's	Private Bath		113	\$2,105	\$4,210
	Sparkman		Co-ed	Suite		215	\$2,360	\$4,720

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

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

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

Student Housing Occupancy by Year

Measure	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Beds Available	1,720	1,566	1,603	1,511	1,737	1,737	1,660	1,609	1,656	1,705	2,015	2,015	1,992	1,992	1,961
Beds Occupied	1,405	1,324	1,503	1,316	1,540	1,618	1,606	1,528	1,593	1,603	1,801	1,870	1,857	1,798	1,790
% Occupied	82	85	94	87	89	93	97	95	96	94	89	93	93	90	91



Several of the residence halls recently underwent major renovations. The picture above shows the new lobby and common area of Crow Hall, which is one of the residence halls used to house freshman male students.

Major Academic, Administrative and Auxiliary Buildings

Building Type	Building	Year Built /Acquired	Year of Major Renovation	Square Footage
Administrative	Bibb Graves	1930	2005	57,188
	Computer Center	1965	1990	6,480
Instructional	Ayers Hall	1955	2005	95,339
	Brewer Hall	1972	1988	43,907
	Carlisle Fine Arts Building	2007		11,175
	Hammond Hall	1943	1996	13,794
	Little River Canyon	2008		21,437
	Martin Hall	1968	2002	76,135
	Mason Hall	1963	1983	56,871
	McGee Science Building	1999		38,836
	Merrill Building	1970	1987	87,874
	Ramona Wood Building	1939	2004	41,320
	Rowe Hall	1970	1983	29,414
	Self Hall	1966	1989	43,710
	Stone Center	1980	1986	73,469
	Wallace Hall	1973	1993	38,646
Athletics	Gamecock Field House	1977	2005	21,200
	Kenamer Hall	2004		31,258
	Paul Snow Stadium	1970	1987	9,677
	Pete Mathews Coliseum	1974	2000	122,052
	Rudy Abbott Field	1995	2000	1,576
	Stephenson Gym	1939	1992	47,488
	University Softball Field	1975		3,432
	University Softball Field Pressbox	2013		1,847
	Visitor's Dressing Room	1989		2,040
Residence Hall - Women	Curtiss Hall	1966	2000	45,620
	Fitzpatrick Hall	1968	1989	52,725
Residence Hall - Men	Crow Hall	1965	1989	37,889
	Daugette Hall	1930	1982	48,302
Residence Hall - COED	Dixon Hall	1966	1983	40,256
	Logan Hall	1990		31,306
	Patterson Hall	1990		39,142
	Sparkman Hall	1974	1990	81,326
Apartments	Campus Inn 1 Bedroom Apartments	1971		13,486
	Campus Inn Eff Apartments	1966		16,624
	College Apartments	1972		8,748
	Colonial Arms	1966		20,632
	International House	1964	1982	20,112
	Jax Apartments	2002		26,436
	Leadership House for Women	2001		3,304
	Pannell Hall	1947	1998	44,543
	Penn House	1968	1980	13,434

Major Academic, Administrative and Auxiliary Buildings

Building Type	Building	Year Built /Acquired	Year of Major Renovation	Square Footage
Apartments	Pi Kappa Phi	2002		5,130
	Sigma Phi Epsilon	1996		3,997
	Stadium Towers	2010		208,301
Maintenance	Duncan Maintenance Shop	1962	1982	7,451
	Maintenance Storage	1989		384
	Service Storage	1948		1,746
	University Services Building	1971	1990	2,306
	University Warehouse	1976		13,808
Miscellaneous	Alumni House	1839	1982	3,040
	Alumni House Meeting Room	1839	1982	1,367
	Amphitheater	1978		2,377
	Anders Hall (Round House)	1965		5,295
	Building 3170 (AMSTI)	2007		12,970
	Building 3181 (JSU McClellan)	2002		137,000
	Child Development Center	1953	2002	26,316
	Cole Center	1961	1988	25,863
	Forney Hall	1917	1984	21,006
	Honors House (Newsome House)	1974		3,504
	Hopper Cafeteria	1961	2001	26,419
	Houston Cole Library	1972	2002	171,603
	Information Center	1967		684
	Observatory	2008		108
	President's Home	1949		6,292
	Rock House	1930	1980	1,239
	Salls Hall	1967	1991	22,844
Theron Montgomery Building	1969	2000	52,141	
Williams Infirmary	1953	1980	2,772	



A view of the campus from Houston Cole Library.



NPR Media Correspondent, Mr. David Folkenflik, visited Jacksonville State University in March of 2014 to deliver the annual Ayers Lecture hosted by the JSU Department of Communication.

Assessment



Assessment

“Assessment is the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development.”¹

- T. J. Marchese

JSU has a comprehensive system of continuous improvement that unites institutional research, strategic planning, operational planning, program review, and assessment of student learning. All pieces fit together to inform decision-making and purposeful improvements across every level of operations.

One important piece of this large puzzle is assessment of student learning. This assessment focuses on student learning outcomes and is facilitated by university-wide, college-level, department-level and classroom-level initiatives that assess student knowledge, engagement, and success. After the goals and objectives for learning are identified and defined, a workable assessment plan is required if assessment is to succeed. A sample assessment plan shown in this section demonstrates 4 levels of measurement for an academic program. The framework and key questions that this assessment plan is based on are also available in this section.

Department heads and directors and other administrators can find additional assessment data and filter data by college, department or major on Tableau Server, JSU’s Assessment System, by going to <http://oir.jsu.edu:8000/>. User IDs and passwords are available by calling the Office of Planning and Research 782-8144 or 782-8157.

¹ Palomba, C. A. and Banta, T. W. “Assessment Essentials: Planning, Implementing, and Improving Assessment in Higher Education.” 1999, p.4.

University Assessment System Schedule

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

Find and filter assessment data at <http://oir.jsu.edu:8000>. Contact Tienhan Ma at extension 5109 for user name and password.

Assessment Plans

The sample assessment plan below demonstrates four levels of measurement for a graduate program ensuring students have the best opportunities to be successful. Level 1 refers to indirect measures of student learning that reflect student reaction or satisfaction. IDEA course evaluation items, such as “Overall, this is an excellent course,” are examples of indirect measures. Level 2 is direct measurement of student knowledge, concepts or skills learned. Departments using CBASE, or MFAT are measuring at Level 2. Soon, we’ll have the Collegiate Learning Assessment as a Level 2 measure. 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. The first two examples focus on JSU or your department as the point of impact related to student success, while the last example focuses on the profession or perhaps state-wide impact of more certified professionals. Take a look at your assessment plan and identify the levels of measurement. Also, make sure they are identified under your Student Learning Outcomes in PRISM. Contact the Office of Planning and Research at extension 8144 if you have any questions.

Sample Graduate Program Assessment Plan

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

Jacksonville State University
Office of Institutional Research and Assessment

Assessment Framework and Key Questions

Levels of Assessment	Key Questions Answered
<p>Level 1 INDIRECT: Reaction, Satisfaction and Planned Action</p>	<ul style="list-style-type: none"> • Was the program relevant to students? • Was the program important to students' success? • Did the program provide new information? • Do students intend to use what they learned? • Would students recommend it to others? • Is there room for improvement with facilitation, materials, and the learning environment?
<p>Level 2 DIRECT: Learning knowledge and skills</p>	<ul style="list-style-type: none"> • Do students know what they are supposed to do with what they learned? • Do students know how to apply what they learned? • Are students confident to apply what they learned? • Did students gain new knowledge, skills, change their attitude, increase awareness?
<p>Level 3 APPLIED: Application and Implementation</p>	<ul style="list-style-type: none"> • How effectively are students applying what they learned? • How frequently are they applying what they learned? • If they are applying what they learned, what is supporting them? • If they are not applying what they learned, why not?
<p>Level 4 IMPACT: Business or Professional Impact</p>	<ul style="list-style-type: none"> • So what? • To what extent does student application of what they learned improve the measures the program was intended to improve? (Retention, graduation, etc.) • How did the program impact output, quality, cost, time, customer satisfaction, employee satisfaction, work habits? • What were the consequences of students' application of knowledge and skills acquired during the program, process, intervention, change? (certification, licensure, etc.) • How do we know it was the program that improved these measures?
<p>Level 5 ROI: Return on Investment</p>	<ul style="list-style-type: none"> • Do the monetary benefits of the improvement in impact measures outweigh the cost of the program?

2014 National Survey of Student Engagement (NSSE) Results

In spring 2014, 1242 freshmen and 1945 seniors were invited to participate in the National Survey of Student Engagement. One thousand two hundred sixty four participants (432 or 34.78% freshmen and 832 or 42.80% seniors) responded. Ninety-five percent of the freshmen respondents were traditional (less than 24 years of age) students and 54% of the seniors were traditional. Full-time students made up 91% of the freshmen respondents and 75% of the seniors. Nearly two-thirds of respondents (52% freshmen/61% seniors) were females.

NSSE compared JSU data with that of southeastern public four year schools, universities in JSU's Carnegie classification, and with all NSSE 2014 participants. Mean comparisons suggested:

JSU students (freshmen and seniors)

- Were more likely to prepare two or more drafts of a paper or assignment before turning it in;
- Were less likely to come to class without completing readings or assignments;
- Were more likely to work with a faculty member on activities other than coursework (committees, student groups, etc.);
- Were more likely to credit their coursework which emphasized memorizing course material;
- Responded more favorably that their instructors provided prompt and detailed feedback on tests or completed assignments;
- Were more likely to review their notes after class;
- Were more likely to work for pay off campus; provide care for dependents (parents, children, etc.); and commute to campus (driving, walking, etc.).

JSU seniors

- Were more likely to ask questions or contribute to course discussions in other ways;
- Were more likely to include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments;
- Were more likely to examine the strengths and weaknesses of their own views on a topic or issue;
- Were more likely to talk about career plans with a faculty member;
- Were more likely to discuss their academic performance with a faculty member; and to discuss course topics, ideas, or concepts with a faculty member outside of class;
- Were more likely to credit their coursework which emphasized applying facts, theories, or methods to practical problems or new situations; evaluating a point of view, decision, or information source; forming a new idea of understanding from various pieces of information;

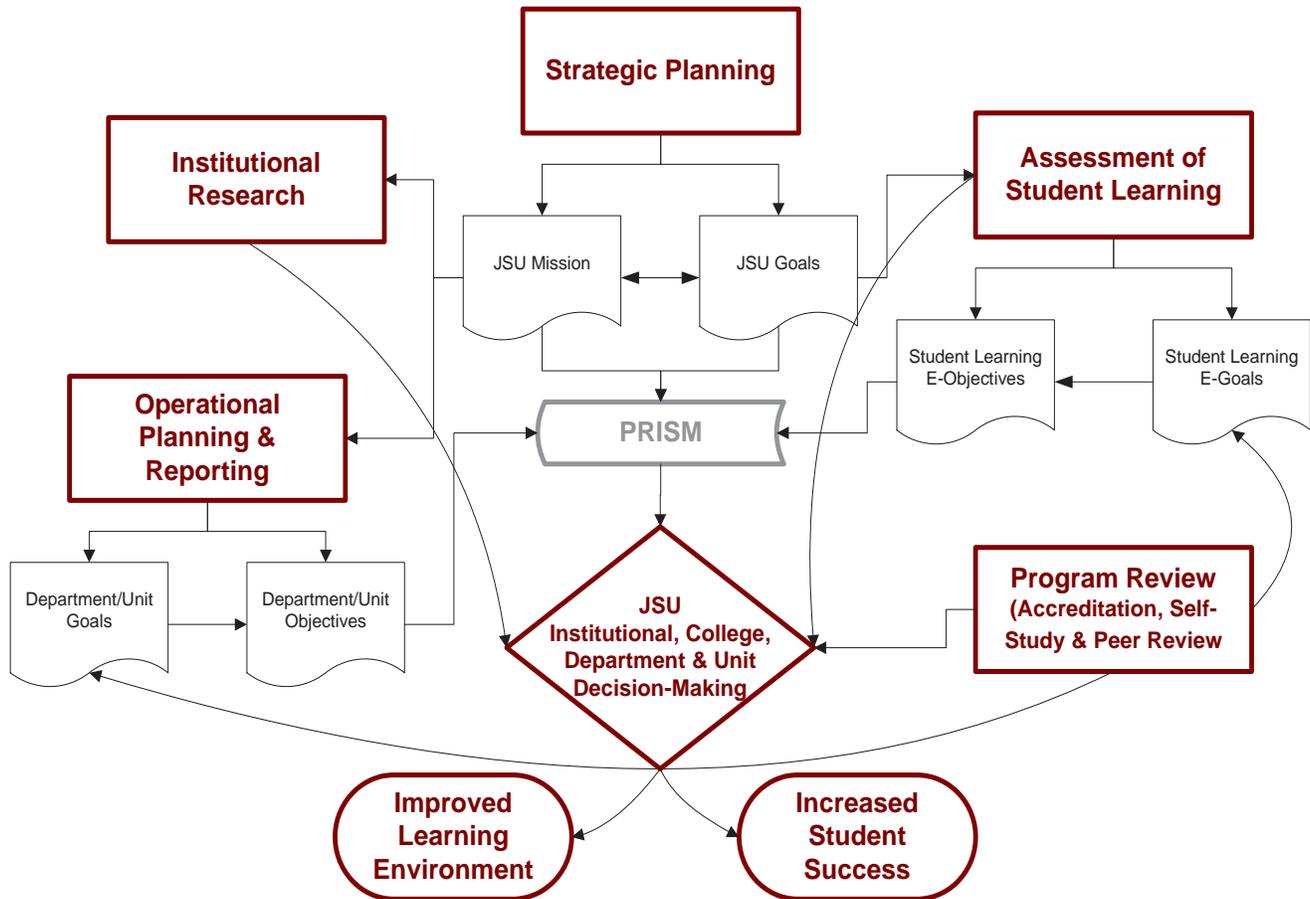
- Were more likely to credit their instructors for clearly explaining course goals and requirements; providing feedback on a draft or work in progress;
- Were more likely to have discussions with people of a race or ethnicity other than their own; with people with political views other than their own;
- Were more likely to identify key information from reading assignments; to summarize what they learned in class or from course materials;
- Were more likely to take courses that challenged them to do their best work; to take courses that included a community-based project (service-learning);
- Reported higher quality of relationships with other student, faculty, administrative advisors, student services staff (career services, student activities, housing, etc.), and other administrative staff and offices (registrar, financial aid, etc.);
- Were more likely to do community service or volunteer work;
- Responded more favorably that their experience at JSU contributed to their knowledge, skills, and personal development in speaking clearly and effectively; thinking critically and analytically; acquiring job- or work-related knowledge and skills; Developing or clarifying a personal code of values and ethics; understanding people of other backgrounds (economic, racial/ethnic, political religious, nationality, etc.); solving complex real-world problems; being an informed and active citizen;
- Were more likely to give high ratings for their entire educational experience at JSU (than their peers at other universities);
- Were less likely to complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.) before graduation;
- Responded less favorably that JSU emphasized using learning support services (tutoring services, writing center, etc.);
- Were less likely to work with other students on course projects or assignments.

JSU freshmen

- Were more likely to give a course presentation;
- Were more likely to credit their instructors for teaching course sessions in an organized way;
- Were less likely to have discussions with people with religious beliefs other than their own;
- Were less likely to participate in a study abroad program before graduation;
- Were less likely to analyze an idea, experience, or line of reasoning in depth by examining its parts.

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JSU's Comprehensive System of Continuous Improvement



2015-2016 PRISM Planning and Reporting Schedule

Planning	
December 16, 2014	All units revise/develop and enter into Compliance Assist their 2015-2016 plans with goals, objectives, student learning outcomes, evaluation strategies and new funding requests for 2015-2016.
February 3, 2015	Deans/AVPs review, revise and approve unit plans and requests.
March 3, 2015	Vice Presidents review and approve/disapprove unit plans and budget requests.
Reporting	
October 15, 2015	All units complete 2014-2015 reporting by completing: <ul style="list-style-type: none"> • Results of Evaluation/Assessment • Use of Results • Status boxes for each objective

PRISM Planning and Reporting

All academic and non-academic units at Jacksonville State University are responsible for planning and reporting that lead to increased student success and an improved learning environment as required by SACSCOC Comprehensive Standard 3.3.1. This standard is based on the institutional effectiveness of every unit and department within the University, whether the unit is academic or non-academic.

Goals, objectives, student learning outcomes, results, use of results, and budget justifications and requests are documented in Compliance Assist, JSU's web-based system for planning and reporting. Every unit develops operational goals, objectives and student learning outcomes in Compliance Assist for administrative functions, professional development, strategic planning, Program Review and other functions.

Below are guidelines for Compliance Assist planning and reporting. Units should review the guidelines every year before finalizing their planning documents, which are due on December 15th, and their reporting documents, which are due on October 15th.

PRISM Planning (Due December 15th)

Mission

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

Goals

- 4. The unit's goals are clearly stated.
- 5. The unit's goals clearly support the unit's mission.
- 6. The unit's goals are related to the University's goals.

Objectives

- 7. The unit's objectives are clearly stated.
- 8. The unit's objectives are measurable.
- 9. The unit's objectives are meaningful in supporting continuous improvement.
- 10. The unit's objectives are related to the unit's goals.

Student Learning Outcomes (SLO)

- 11. SLOs are consistent with the unit's mission and goals.
- 12. SLOs are clearly stated.
- 13. SLOs are measurable.
- 14. SLOs are meaningful in supporting continuous improvement.
- 15. Academic units have at least 3 SLOs and non-academic units have at least 1 SLO.

Method of Measurement

- 16. Strategies or methods are documented for each objective/SLO.
- 17. Strategies or methods are appropriate for the objectives/SLOs.

- 18. The strategies or methods are realistic.
- 19. The assessment methods or tools are appropriate for the objectives/SLOs being evaluated.
- 20. Multiple methods of assessment are used where appropriate.
- 21. Baseline or comparison data are provided.
- 22. The methods of evaluation are consistent with best practices.

Budget Justification

- 23. The budget requests are realistic.
- 24. The budget request types are completed accurately.
- 25. The budget justifications are clear.
- 26. The budget justifications appropriately use data to support requests.

PRISM Reporting (Due October 15th)

Results for Objectives and Student Learning Outcomes

- 27. The academic year is noted above the information for the corresponding year.
- 28. Results, including data where appropriate, are clearly reported for all objectives.
- 29. Results, including data where appropriate, are clearly reported for all methods of assessment.
- 30. Well thought-out analyses of all objectives are presented.

Use of Results for Objectives and Student Learning Outcomes

- 31. The academic year is noted above the information for the corresponding year.
- 32. Actions prompted by the results are clearly described.
- 33. Responses indicate thoughtful use of data for improvement.

The 2013-2014 New Student Survey Results

Of the 615 new undergraduate students responding to the 2013-2014 New Student Survey, 67% were female, 33% were male. Over two-thirds were between 18 and 19 years of age (69%). The majority (88%) were not married. Ten percent had dependent children living with them. Three-quarters were first-time college students, and 25% had transferred from elsewhere. Nearly one-half resided in residence halls during their first semester (46%), 25% lived at the home of parents or relatives, and 14% lived in a room or apartment off-campus. Most (80%) depended on their parents, relatives, or friends as the primary source of their first year educational expenses. Forty-eight percent relied on Pell Grants, 51% on Federal direct loans, 33% on Faculty Scholarships, 12% on Leadership Scholarships, 6% on Athletic Scholarships, and 39% on other scholarships. Eleven percent of the respondents were undecided about their majors. Of those who had decided on a major, 17% were in Pre-Nursing, 10% in Pre-Business, 8% in Biology, 5% in Psychology, 4% in Criminal Justice, 4% in Elementary Education, 3% in Computer Science, 3% in Music Education, and 3% in Pre-Health Professional Biology.

Their College Choice

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

- To learn more about things that interests them (94%)
- To be able to earn more money (93%)
- To gain a general education and appreciation of ideas (93%)
- To prepare for graduate or professional school (89%)
- To be able to get a better job (88%)

To obtain a bachelor's degree from JSU was the goal of the majority (85%).

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

- The availability of financial aid or scholarship (73%)
- Availability of a particular program of study, or major (73%)
- Cost of tuition and fees (58%)
- The location of JSU (56%)
- JSU's academic reputation (52%)
- The variety of courses offered (42%)

Over one-half learned about JSU from friends at JSU (57%), through the JSU Web site (57%), from Preview Day or campus visit (48%), and from their parents or relatives (47%).

Expectations

More respondents (69%) estimated that they would have a very good chance to earn a bachelor's degree at JSU. In addition, 54% expected to have a very good chance to find a good job after graduation in the field for which they studied. Sixty-nine percent expected to have a good chance or a very good chance to take part in volunteer or community service work while at JSU. Fifty-nine percent thought they would have no chance of failing any courses.

Over one-half (59%) reported not working while attending JSU, 24% spent up to 20 hours a week working on a job, and 6% spent 30 hours or more a week working. A majority (81%) planned to spend 20-40 hours a week on school work, 5% planned to spend 50 hours a week and 14% planned to spend less than 20 hours a week on school work.

- Were more likely to credit their instructors for clearly explaining course goals and requirements; providing feedback on a draft or work in progress;
- Were more likely to have discussions with people of a race or ethnicity other than their own; with people with political views other than their own;
- Were more likely to identify key information from reading assignments; to summarize what they learned in class or from course materials;
- Were more likely to take courses that challenged them to do their best work; to take courses that included a community-based project (service-learning);
- Reported higher quality of relationships with other student, faculty, administrative advisors, student services staff (career services, student activities, housing, etc.), and other administrative staff and offices (registrar, financial aid, etc.);
- Were more likely to do community service or volunteer work;
- Responded more favorably that their experience at JSU contributed to their knowledge, skills, and personal development in speaking clearly and effectively; thinking critically and analytically; acquiring job- or work-related knowledge and skills; Developing or clarifying a personal code of values and ethics; understanding people of other backgrounds (economic, racial/ethnic, political religious, nationality, etc.); solving complex real-world problems; being an informed and active citizen;
- Were more likely to give high ratings for their entire educational experience at JSU (than their peers at other universities);
- Were less likely to complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.) before graduation;
- Responded less favorably that JSU emphasized using learning support services (tutoring services, writing center, etc.);
- Were less likely to work with other students on course projects or assignments.

JSU freshmen

- Were more likely to give a course presentation;
- Were more likely to credit their instructors for teaching course sessions in an organized way;
- Were less likely to have discussions with people with religious beliefs other than their own;
- Were less likely to participate in a study abroad program before graduation;
- Were less likely to analyze an idea, experience, or line of reasoning in depth by examining its parts.

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The 2013-2014 Graduating Senior Survey Results

Of the 617 graduating seniors responding to the 2013-2014 Graduating Senior Survey, 62% were female, 38% were male. Nearly all (92%) were enrolled full-time. Seventy-eight percent were single. Fifty percent were from 20 to 23 years of age, 29% were 24-26, 6% were 27-30, 8% were between 31 and 40, 5% were between 41 and 50, and 1% were older than 50. Nearly three-quarters were White (73%), 20% were Black, 1% were Hispanic, 1% were multiracial, 1% were Other, less than 1%, each, were American Indian/Alaskan Native, Asian or Asian American, Native Hawaiian or Other Pacific Islander, and not Reported. Forty-nine percent of the respondents were enrolled in the College of Arts and Sciences, 30% in the College of Education and Professional Studies, and 21% in the College of Commerce and Business Administration. Over one-third (36%) of the respondents planned to enroll in a graduate program.

When compared with the average person their age, a majority considered themselves above average or in the highest 10% in the following characteristics:

- Drive to achieve (77%)
- Understanding of others (68%)
- Leadership ability (65%)
- Self-confidence (intellectual) (63%)
- Academic ability (63%)

Perceptions of their Major

- Nearly all indicated the overall quality of their major was good or excellent (99%) and the majority were satisfied or very satisfied with their overall education at JSU (85%);
- Library books and materials (98%), and computer (97%) and laboratory (93%) facilities for majors were adequate or more than adequate;
- Over one-half frequently expressed ideas in writing (57%), expressed ideas orally (54%), and applied concepts learned in their major to solve actual problems (57%);
- A majority agreed or strongly agreed that:
 - fundamental theories were taught (94%)
 - department faculty were professionally competent (91%) and effective teachers (87%)
 - faculty were approachable (93%) and accessible outside of class (87%)
 - courses were intellectually stimulating (91%)
 - my advisor was willing to help (88%)
 - current research methods were taught (88%)
 - at least one professor worked closely with me (88%)
 - grading procedures were fair (86%)
 - requirements were explained clearly (84%)
 - sufficient practical training was provided (81%)

Educational Outcomes

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

- Writing effectively (93%)
- Listening effectively (93%)
- Reading comprehension (93%)
- Conducting work activities in an ethical manner (93%)
- Making and exercising a lifelong commitment to learning (92%)

- Defining and solving problems (92%)
- Analyzing, synthesizing, and evaluating information (91%)
- Speaking effectively (90%)
- Using computers to search for and retrieve information (90%)
- Working cooperatively and as a team member (90%)
- Thinking objectively about beliefs, attitudes, and values (90%)
- Understanding the interaction of people and their environment (90%)
- Recognizing and acting upon ethical principles (89%)
- Having tolerance for different points of view (88%)
- Specialized occupational skills and knowledge (87%)
- Understanding and exercising one's rights, responsibilities, and privileges as a citizen (86%)
- Knowing how to access the information needed in one's professional position (86%)
- Making formal presentations (85%)
- Understanding the present as it relates to historical events and processes (85%)
- Working with people from diverse ethnic and cultural backgrounds (85%)
- Using and applying basic computer skills (85%)
- Understanding and applying scientific principles and methods (81%)
- Resolving interpersonal conflict (80%)

Satisfaction with University Facilities, Services, and Climate

- The majority (91%) of respondents were satisfied with class size, the testing/grading system (84%), the course content in their major (87%), availability of computers (84%), and out-of-class availability of instructors (85%)
- Most were satisfied with attitude of non-teaching staff toward students (76%), and general registration procedures (78%).
- Respondents were satisfied or very satisfied with the services and facilities they used the most, including:
 - Houston Cole Library (89%)
 - Internet registration (82%)
 - Transcript Services (80%)
 - Computer labs (80%)
 - Stephenson Gym facilities (79%)
 - Academic advising services (78%)
 - Classroom facilities (77%) and Laboratory facilities (77%)
 - Testing services (76%)
 - Bursar's Office, payments window (76%)
 - Online courses through Distance Education (75%)
 - Financial Aid (71%)
 - Food Court and Cafeteria (71%)
 - University bookstore (66%)

Student Self-efficacy and Self-efficacy with Technology

Respondents had access to a PC (63%), a laptop or notebook computer (95%), and other portable devices such as iPad or smart phone (87%). The majority had Internet connectivity 24 hours/7 days a week (86%).

Respondents agreed that

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

	In general	With technology
• They can always manage to solve difficult problems if they try hard enough.	(M=4.39)	(M=4.07)
• It is easy for them to stick to their aims and accomplish their goals.	(M=4.21)	(M=4.07)
• They are confident that they could deal efficiently with unexpected events.	(M=4.26)	(M=4.03)
• Thanks to their resourcefulness, they know how to handle unforeseen situations.	(M=4.22)	(M=4.00)
• They can solve most problems if they invest the necessary effort.	(M=4.36)	(M=4.10)
• They can remain calm when facing difficulties because they can rely on their coping abilities.	(M=4.17)	(M=4.04)
• When they are confronted with a problem, they can usually find several solutions.	(M=4.18)	(M=4.00)
• No matter what comes their way, they are usually able to handle it.	(M=4.30)	(M=4.06)
• If they are in trouble, they can usually think of something to do.	(M=4.24)	-
• If someone opposes them, they can find means and ways to get what they want.	(M=3.75)	-

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The 2013-2014 Graduate Student Exit Survey Results

Of the 563 graduate students responding to the 2013-2014 Graduate Student Exit Survey, 62% were female, 38% were male. Three-quarters (75%) were white, 21% were black, 1%, each, were Asian or Asian American and Native Hawaiian or Other Pacific Islander. American Indian or Alaska Native, Hispanic, Multi-racial, Other, and Not reported made up 3% of the respondents. Seven percent were enrolled in Master of Arts programs, 26% in Master of Science programs, 4% in Master of Business Administration programs, 6% in the Master of Science in Nursing program, 7% in Master of Public Administration programs, 36% in Master of Science in Education programs, 13% in Educational Specialist programs, 0.5% in Doctor of Science program, and 0.4% in Master of Fine Arts program.

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

- Reputation of their department (94%)
- Unique features of their degree program (92%)
- Cost of attending JSU (91%)
- JSU's reputation (89%)
- Availability of on-line courses (87%)
- JSU's convenient location (80%)

Perceptions of their Degree Program

- Nearly all indicated the overall quality of their program was good or excellent (96%);
- Nearly all respondents who were graduate assistants (17%) reported that they had positive experiences as graduate assistants (97%);
- Nearly all respondents indicated that their program:
 - requirements were explained clearly (91%)
 - encouraged academic/professional interactions with other students (96%)
 - adequately prepared them for career (95%)
 - had adequate classroom facilities (91%)
 - had adequate instructional supplies and equipment (93%)
 - had adequate non-computer lab facilities (94%)
- Nearly all were satisfied with the procedures for the scheduling of comprehensive exams (92%)
- Nearly all received adequate support as a student throughout the program (93%)
- Professors were frequently available to help outside of class (77%);
- Frequently had classes that required some form of research (84%);
- Frequently used technology in the classroom (73%)
- Faculty were highly competent instructionally (97%) and professionally (97%);
- Quality of courses as preparation for employment after graduation (93%) and curricular advising (88%) were good or excellent;
- The support (95%) and professionalism (96%) of the department staff were good or excellent

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

- Courses provided an understanding of research methodology (98%), the major theories (99%), accepted professional practices (98%), necessary knowledge (98%), and necessary bibliographical skills (97%) in respondents' disciplines

- Faculty provided clear understanding of evaluation methods used in each class (97%) and of the class goals and requirements (97%), and allowed students a reasonable degree of freedom/independence in the way assignments were conducted (98%)
- The sequencing of courses was appropriate (96%)
- The course requirements for graduate students in 400G courses were meaningfully higher (97%) than those for undergraduates
- The evaluation methods, and grades awarded, properly differentiated levels of student performance (97%)
And a majority agreed or strongly agreed that:
- Courses were offered frequently and they completed their degree requirements as planned (88%)
- Academic/professional interaction with other students contributed significantly to attaining my educational goals (87%)

Perceptions of Distance Learning

Two-thirds or more respondents were satisfied or very satisfied with distance learning services and systems:

- Blackboard online courses (81%)
- JSU Mobile (App) (78%)
- Blackboard Mobile Learn (App) (77%)
- Blackboard Student Services 24/7 Support (77%)
- Blackboard Collaborate (76%)
- Lockdown Browser (75%)
- Blackboard IM (71%)

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

- The instructors were effective in delivering the online learning courses (84%)
- The online learning courses that I have taken provided me with a valuable learning experience (80%)
- Overall, my attitude toward online learning is positive (80%)
- They would advise other students to take online learning courses (65%)

Perceptions of University Services

- Graduate Studies Office provided good advisement (92%), accurate information (96%) on admissions (96%) and graduation application procedures (93%), and had personnel who were courteous (97%) and prompt (97%) in responding to requests.
- Houston Cole Library provided adequate services (98%), Web access to Library services and resources (97%), personnel to meet the needs (99%), book (97%) and periodical (97%) collections, and operating hours (94%).
- Most respondents were satisfied or very satisfied with registration process (97%), obtaining GEM account (98%), and Business Office (97%).

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JACKSONVILLE STATE UNIVERSITY

General Education Competencies 2008-2014



RESEARCH, PLANNING AND COLLABORATION

DECEMBER 2014

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

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

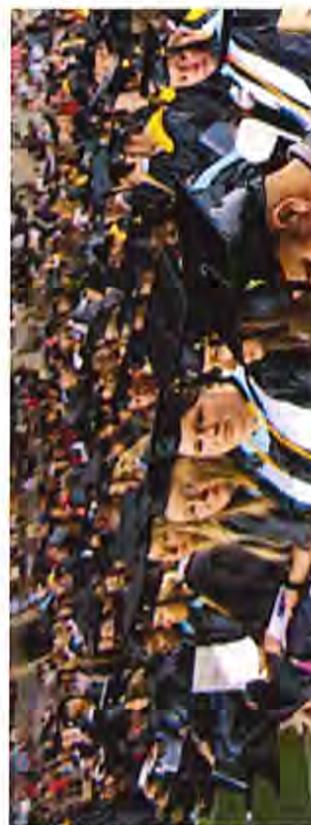
1. *Employ new methodologies and technologies in the classroom.*
2. *Expand quality online programs and services.*
3. *Improve the campus environment.*
4. *Increase collaboration to better serve undergraduate students.*

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.

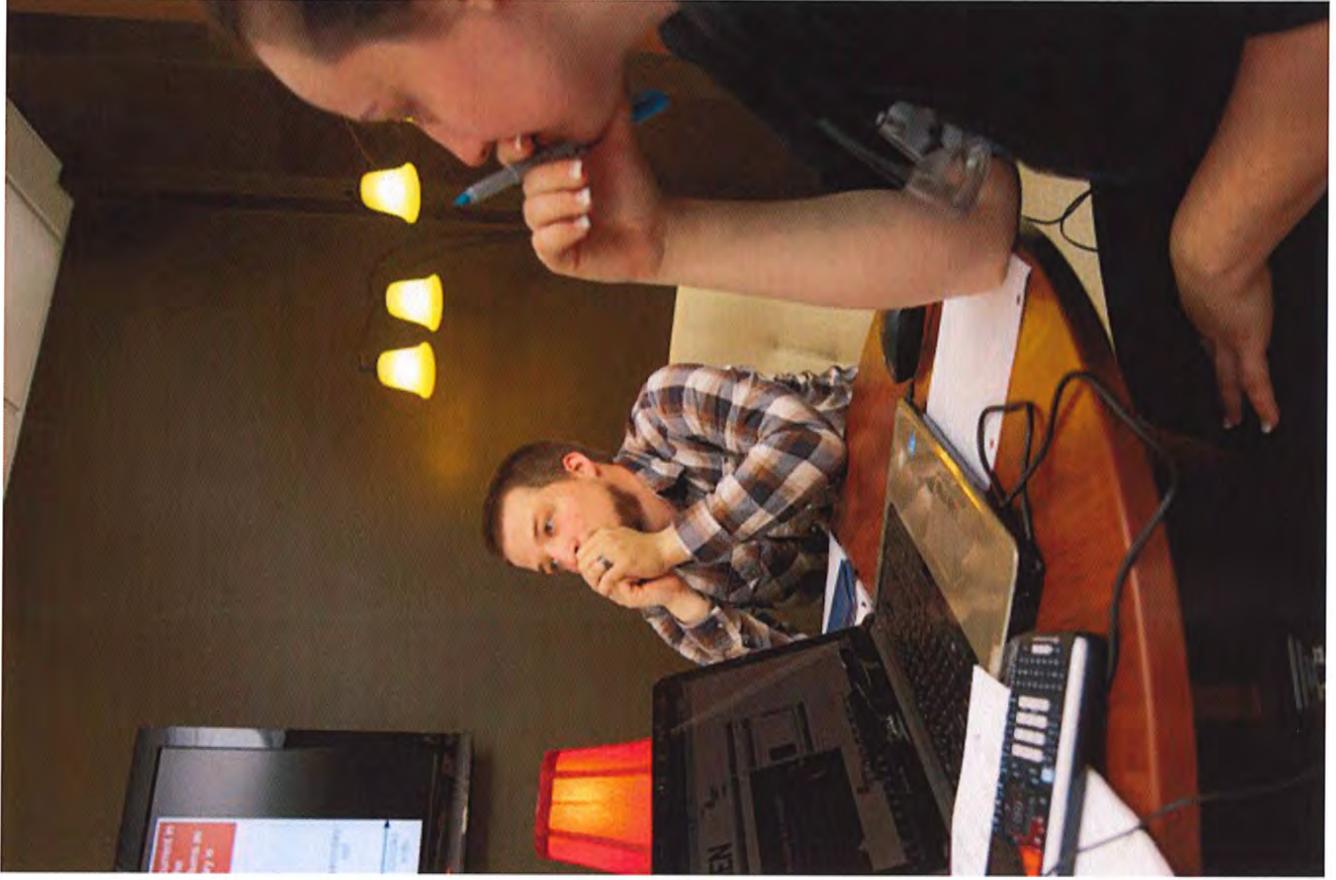
Jacksonville State University will promote a learning environment with relevant programs of study supported by current technologies, opportunities for experiential learning, and flexibility in the learning process. Faculty will use various methods of teaching to meet different learning styles, and will 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

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

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

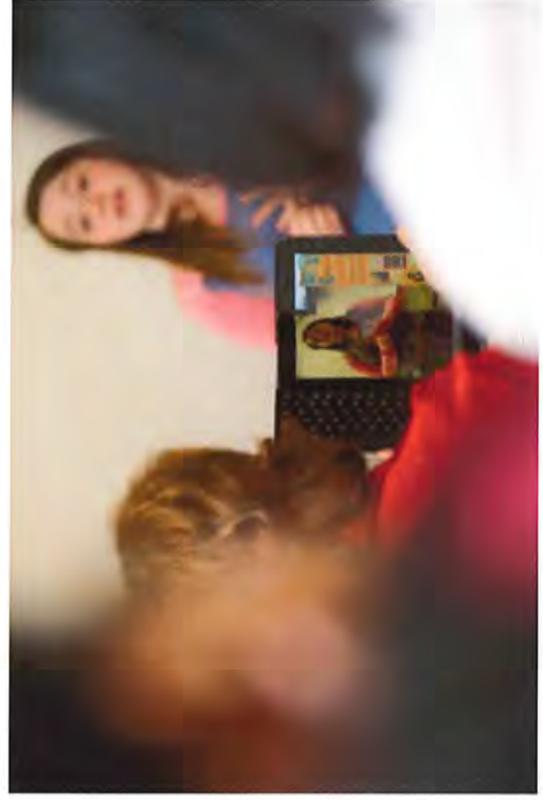
GENERAL EDUCATION MEASURES

Direct Measures

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

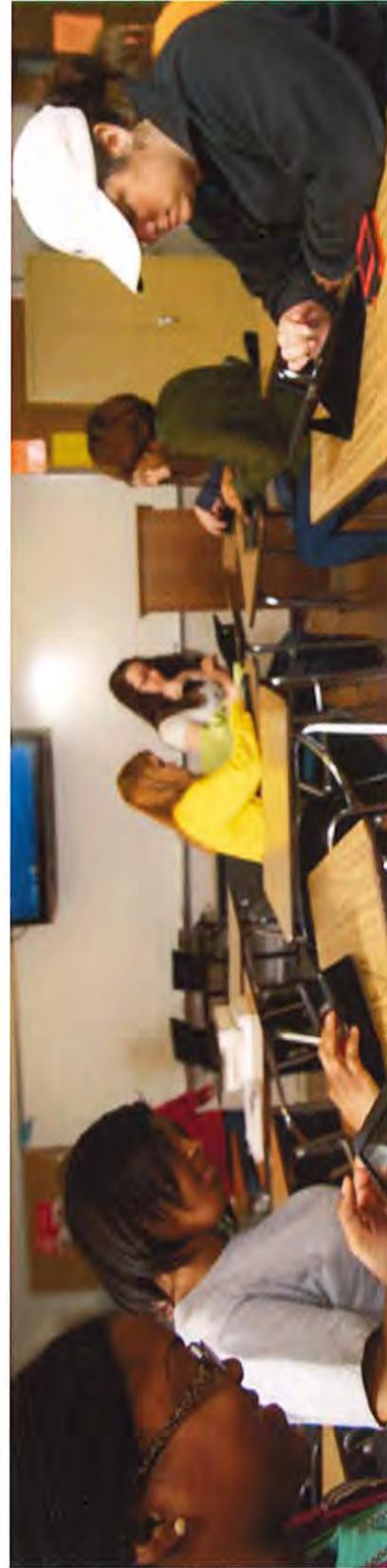
Indirect Measures

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



GENERAL EDUCATION UNDERGRADUATE COMPETENCIES	MEASUREMENT	STRATEGY	RESULTS
<p>Demonstrate the ability to write competently</p>	<ol style="list-style-type: none"> 1. C-BASE writing scores for graduating seniors (spring administration) 2. CLA writing analytic scores, differences and expected scores between first-year students and seniors 3. EPP writing scores (Spring 2013) for online students 4. NSSE item 11c. Writing Clearly and effectively 	<p>Using multiple measures, compare results annually, with the expectation that student outcomes increase over time.</p>	<p>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 freshman writing scores. General education competency measurements will be re-evaluated in 2015-2016 to reflect question and assessment changes.</p>
<p>Demonstrate knowledge of mathematical concepts</p>	<ol style="list-style-type: none"> 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 	<p>Using multiple measures, compare results annually, with the expectation that student outcomes increase over time.</p>	<p>All measures remain fairly stable over time. General education competency measurements will be re-evaluated in 2015-2016 to reflect question and assessment changes.</p>
<p>Understand the role of American citizenship</p>	<ol style="list-style-type: none"> 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 (i.e., 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 personal code of values and ethics 8. NSSE item 11o. Contributing to the welfare of your community 	<p>Using multiple measures, compare results annually, with the expectation that student outcomes increase over time.</p>	<p>The direct measures for student knowledge in social studies and history experienced an increase in 2014. Student perceptions of involvement in activities that promote citizenship were not reported due to changes in the NSSE question format. General education competency measurements will be re-evaluated in 2015-2016 to reflect question and assessment changes.</p>
<p>Understand the role of science and the scientific method</p>	<ol style="list-style-type: none"> 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) 	<p>Using multiple measures, compare results annually, with the expectation that student outcomes increase over time.</p>	<p>The C-BASE scores related to science and the scientific method are higher in 2014. General education competency measurements will be re-evaluated in 2015-2016 to reflect question and assessment changes.</p>
<p>Apply critical thinking and reasoning skills</p>	<ol style="list-style-type: none"> 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 	<p>Using multiple measures, compare results annually, with the expectation that student outcomes increase over time.</p>	<p>There were some gains made in C-BASE scores for students scoring in the high category for interpretive reasoning and strategic reasoning 2014. CLA scores were not reported due to changes in the CLA. General education competency measurements will be re-evaluated in 2015-2016 to reflect question and assessment changes.</p>

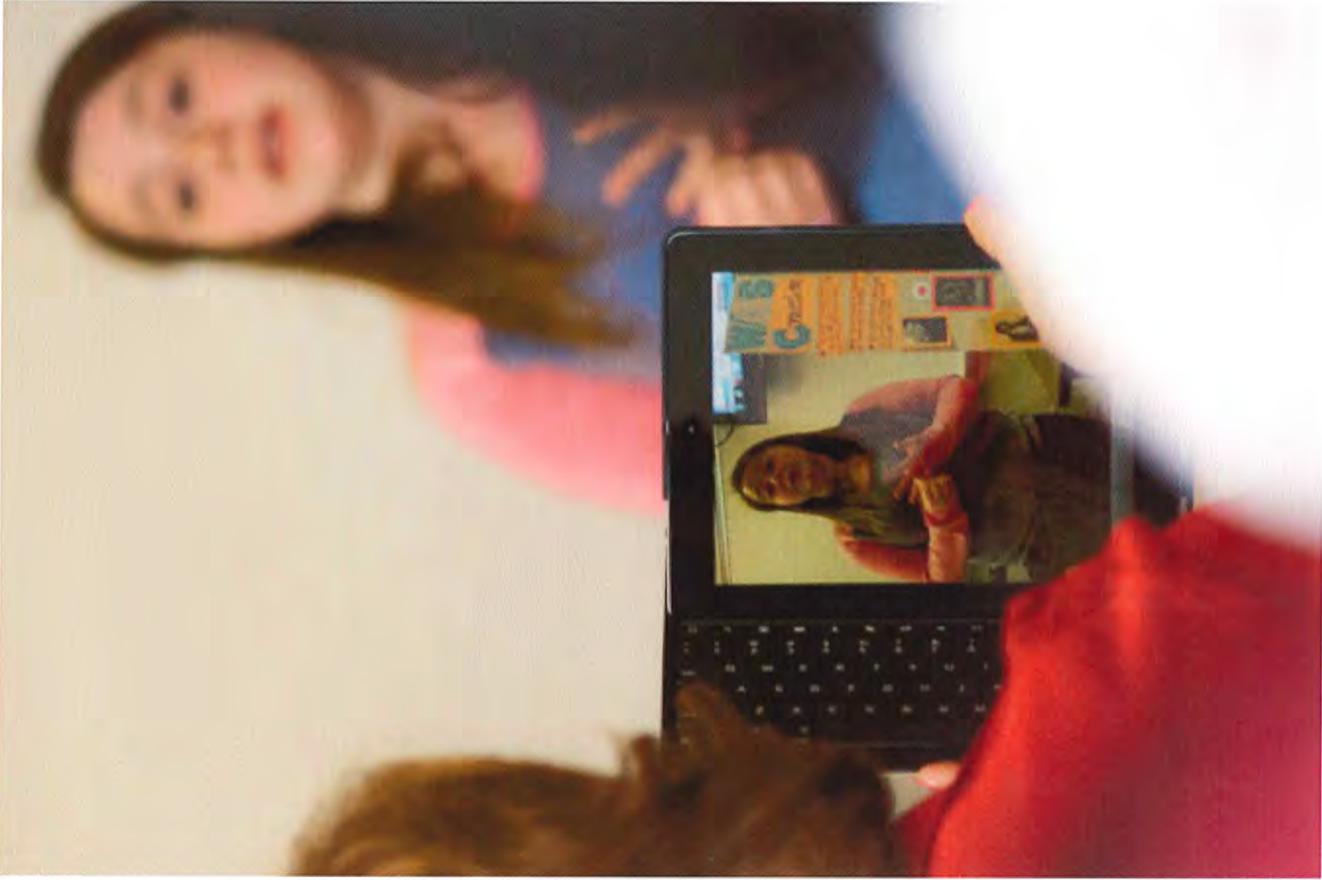
GENERAL EDUCATION UNDERGRADUATE COMPETENCIES	MEASUREMENT	STRATEGY	RESULTS
Demonstrate basic computer skills	<ol style="list-style-type: none"> 1. Graduating Senior Survey students believe learning basic computer skills is important and that they achieved that goal 2. NSSE item 1l. Used an electronic 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. General education competency measurements will be re-evaluated in 2015-2016 to reflect question and assessment changes.
Demonstrate leadership skills	<ol style="list-style-type: none"> 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 freshman to senior year is evident by the results, especially for working effectively with others, and are consistently higher than national averages. General education competency measurements will be re-evaluated in 2015-2016 to reflect question and assessment changes.
Experience engaging and excellent educational experiences	<ol style="list-style-type: none"> 1. NSSE Benchmark for first-year students and seniors 2. NSSE Benchmark comparisons with NSSE participants 	Using multiple measures, compare results annually, with the expectation that student outcomes increase over time.	General education competency measurements will be re-evaluated in 2015-2016 to reflect question and assessment changes.



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 emphasis on student learning and preparing students for careers through focus on critical thinking, problem-solving, writing, technology and collaboration skills. To further this change in focus, JSU's Quality Enhancement Plan will increase critical thinking skills among freshmen in 100 – 200 level courses through faculty professional development that leads to course redesign and implementation of a 1:1 technology initiative in the near future.



GenEd Competencies



1. Demonstrate the ability to write competently

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

Year	Writing		
	JSU	n	SD
Spring			
2014	274	322	48
2013	271	441	49
2012	276	385	51
2011	275	367	50
2010	278	411	54
2009	286	325	55

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

Year	First Year			Seniors			Value Added		
	Mean	n	SD	JSU	n	SD	Mean Diff	Expected Sr. Mean	Performance Level-CLA
2013-14	Not available due to changes in 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

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	NSSE
2014	70%	67%
2012	78%	76%
2010	78%	75%
2008	73%	74%

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

Year	Writing clearly and effectively (item 11c.)	
	JSU	NSSE
2014	74%	74%
2012	84%	78%
2010	84%	78%
2008	83%	77%

2. Demonstrate knowledge of mathematical concepts

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

Year	Mathematics		
	JSU	n	SD
Spring			
2014	282	322	57
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		
	JSU	n	SD
Spring			
2014	288	322	60
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
2014			Not available due to changes in 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
2014			Not available due to changes in 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		
	JSU	n	SD
Spring			
2014	261	322	59
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		
	JSU	n	SD
Spring			
2014	280	322	52
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	n	NSSE	n	NSSE	n	NSSE
2014									
2012	12%	413	16%	397	54%	397	63%	31%	372
2010	12%	466	14%	59%	54%	444	62%	33%	417
2008	13%	469	14%	52%	53%	443	59%	43%	404

Year	Developing a personal code of values or ethics NSSE 11n.		Contributing to the welfare of your community NSSE 11o.		
	JSU	n	NSSE	n	NSSE
2014					
2012	59%	470	61%	45%	372
2010	59%	425	60%	45%	425
2008	58%	405	59%	49%	406

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	n	NSSE	n	NSSE	n	NSSE
2014									
2012	20%	581	19%	62%	59%	582	67%	31%	550
2010	23%	822	18%	60%	58%	807	67%	39%	784
2008	18%	504	19%	62%	56%	492	64%	41%	468

Year	Developing a personal code of values or ethics NSSE 11n.		Contributing to the welfare of your community NSSE 11o.		
	JSU	n	NSSE	n	NSSE
2014					
2012	64%	549	63%	51%	546
2010	61%	781	61%	50%	785
2008	60%	464	58%	51%	466

4. Understand the role of science and the scientific method
C-BASE science scores for graduating seniors (spring administration).

Year	Science		
	JSU	n	SD
Spring			
2014	269	322	66
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		
	JSU	n	SD
Spring			
2014	270	322	62
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		
	JSU	n	SD
Spring			
2014	280	322	62
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
2013-14	21%	66%	13%	8%	58%	34%	5%	46%	49%
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 first-year students and seniors at JSU and all schools on analytic reasoning and evaluation subscores.

Year	First Year						Seniors					
	Sub Score	SD	All CLA	SD	Difference	CLA	Sub Score	SD	All CLA	SD	Difference	CLA
2013-14	Not available due to changes in CLA											
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 first-year students and seniors at JSU and all schools on problem solving subscores.

Year	First Year						Seniors					
	Sub Score	SD	All CLA	SD	Difference	CLA	Sub Score	SD	All CLA	SD	Difference	CLA
2013-14	Not available due to changes in CLA											
2012-13	2.2	0.8	2.7	0.8	-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)

Year	Overall Mean	Valid N	Critical Thinking	Reading
2013-14	439.27	195	110.84	117.40
2012-13	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
2014	84%	722	84%	Not available due to changes in NSSE			68%	720	63%
2012	88%	561	88%	78%	560	77%	67%	551	65%
2010	88%	793	87%	77%	791	76%	64%	785	64%
2008	87%	471	87%	79%	470	74%	65%	467	61%

6. Demonstrate basic computer skills

Graduating Senior Survey: Use technology to search and retrieve information

Year	Important or Very Important	Student Achievement was Good or Excellent
2013-14	95.80%	89.94%
2012-13	97.75%	90.35%
2011-12	91.55%	97.18%
2010-11	89.98%	96.92%
2009-10	96.01%	87.46%

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

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

Percentage of First Year Students Using Technology Often or Very Often

Year	Discuss & Complete Assignments NSSE 11.			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
2013	Not available due to changes in NSSE											
2012	57%	415	57%	77%	416	80%	80%	386	83%	382	73%	
2010	52%	470	54%	73%	464	79%	81%	436	85%	430	74%	
2008	45%	471	51%	65%	471	75%	77%	420	84%	413	73%	
2006	54%	238	54%	59%	238	70%	80%	224	85%	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	NSSE	JSU	NSSE	JSU	NSSE	JSU	NSSE	
2014			Not available due to changes in NSSE						
2012	67%	592	64%	591	87%	564	87%	558	
2010	69%	825	63%	824	88%	796	88%	789	
2008	63%	507	60%	506	85%	479	88%	472	
2006	63%	244	62%	244	82%	237	89%	236	

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	NSSE	JSU	NSSE	JSU	NSSE	
2014			Not available due to changes in NSSE				
2012	16%	416	17%	381	59%	336	
2010	18%	469	16%	431	75%	427	
2008	16%	472	16%	413	65%	413	
2006	13%	238	14%	220	70%	220	

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	NSSE	JSU	NSSE	JSU	NSSE	
2014			Not available due to changes in NSSE				
2012	22%	593	22%	561	77%	717	
2010	23%	824	21%	790	81%	792	
2008	23%	506	22%	469	82%	469	
2006	23%	244	22%	236	83%	236	

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
2014				Not available due to changes in NSSE								
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

Supportive campus environment

Year	JSU Mean	NSSE Mean	Effect Size
2014			
2012	Not available due to changes in NSSE		
2010	59.9	63.4	-.18
2008	63.7	62.5	.06
2006	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
2014				Not available due to changes in NSSE								
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

Supportive campus environment

Year	JSU Mean	NSSE Mean	Effect Size
2014			
2012	Not available due to changes in NSSE		
2010	63.0	60.5	.12
2008	60.4	59.6	.04
2006	60.8	58.0	.15
2006	59.8	56.6	.17



JACKSONVILLE STATE UNIVERSITY



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