2020 Annual Report

Alabama Commission on Higher Education
100 N. Union Street
Montgomery, AL 36104
ache.edu

October 2019 - September 2020
Mission Statement

The Alabama Commission on Higher Education, a statewide 12-member lay board appointed by the Governor, Lieutenant Governor and Speaker of the House and confirmed by the Senate, is the state agency responsible for the overall statewide planning and coordination of higher education in Alabama, the administration of various student aid programs and the performance of designated regulatory functions. The Commission seeks to provide reasonable access to quality collegiate and university education for the citizens of Alabama. In meeting this commitment, the Commission facilitates informed decision making and policy formulation regarding wise stewardship of resources in response to the needs of students and the goals of institutions. The agency also provides a state-level framework for institutions to respond cooperatively and individually to the needs of the citizens of the state.
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Community Colleges

Bevill State Community College
Bishop State Community College
Calhoun Community College
Central Alabama Community College
Chattahoochee Valley Community College
Coastal Alabama Community College
Drake State Community and Technical College
Enterprise State Community College
Gadsden State Community College
Jefferson State Community College
Lawson State Community College
Lurleen B. Wallace Community College
Marion Military Institute
Northeast Alabama Community College
Northwest-Shoals Community College
Shelton State Community College
Snead State Community College
Southern Union State Community College
Trenholm State Community College
Wallace Community College (Dothan)
Wallace State Community College (Hanceville)
Wallace State Community College (Selma)

Technical Colleges

Ingram State Technical College
Reid State Technical College
Alabama Four-Year Public Institutions

Alabama A&M University
Alabama State University
Athens State University
Auburn University
Auburn University at Montgomery
Jacksonville State University
Troy University

University of Alabama
University of Alabama at Birmingham
University of Alabama in Huntsville
University of Montevallo
University of North Alabama
University of South Alabama
University of West Alabama
Commissioners

Charles Sanders
Chairman
At-Large

Karen Calametti, MD
1st District

Norman Crow
7th District

Miranda Bouldin Frost
5th District

Timothy Gyan
6th District

Charles Buntin
2nd District
At the September 11, 2020 ACHE board meeting, Commissioner Charles Buntin was elected to serve as chairman beginning October 1 and Commissioner Miranda Bouldin Frost was elected vice chair.

Two new commissioners began their appointment terms on September 1.
Executive Director’s Message

What a difference a few short months can make in all of our lives. The COVID-19 pandemic that forced the closing of college campuses and created a quick transition to online academic courses during the spring term continues to compel institutions to make major adjustments in how they operate 2020 fall semester and beyond. The health and safety of students and employees is paramount, but all decisions have long-term budget implications.

I am reminded of a Robert Burns’ quote, “The best-laid plans of mice and men often go awry.” Even in times of difficulty, progress can be made. A key element to success is to resist the desire to retreat into survival mode. Higher education institutions will need to focus on student retention and graduation, as well as being responsive to the needs of the state. I am impressed with the campus leadership in addressing the multiple issues that were created due to the coronavirus pandemic.

Despite the changing work environment, the Commission staff have pressed ahead with securing grant funding for workforce development, addressing the achievement gaps for low-income and minority students and assisting campuses in responding to COVID-19 concerns.

Chairman’s Message

Midway through the spring semester schools were forced to transition to online instructional delivery. Many students and faculty members quickly entered a new frontier through this method of teaching and learning.

Alabama’s higher education institutions remained steadfast in their goal of student success. Although May did not look like a typical graduation month of in-person ceremonies, degrees were awarded and summer online classes began on schedule.

The Commission has played a vital role in coordinating higher education amidst this ever-changing climate. A COVID-19 information web portal on the Commission’s home page has provided individual institution’s coronavirus policies and local, state and federal material related to the pandemic.

The statutory responsibilities of the Commission have been ongoing through the approval process of new academic programs, off-campus offerings of public two- and four-year institutions, the maintenance of the Alabama Statewide Student Database and the submission of the Consolidated Budget Recommendation to the Legislature.

Completing my second term as chairman, I want to acknowledge the many successes within higher education and look forward with anticipation to the continual training and preparation of students who will be entering a competitive global marketplace.

I am pleased to present the Alabama Commission on Higher Education Annual Report for 2019-20. The information in this report affirms the Commission’s commitment to accessibility and coordination of Alabama’s public two- and four-year institutions.
In 2019-20, the Commission approved 43 new programs of study, up slightly from the prior year’s total of 37, but not as high as 2017-18, when the Commission approved 62 new programs of study. The greatest number of new programs (14) came at the master’s level, which is consistent with figures from last year.

The top five areas in which new programs were approved appear below. These areas have remained fairly consistent over the last three years, except for Computer and Information Sciences, which dropped out of the top five and was replaced by Mechanic and Repair Technologies. Also, while Health Professions remains in the top five, the number of new programs has decreased. Prior years saw 11 and 16 new Health Professions programs, respectively.

<table>
<thead>
<tr>
<th>Top Five Areas for New Programs in 2019-20</th>
<th># Progs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business, Management, Marketing and Related</td>
<td>7</td>
</tr>
<tr>
<td>Health Professions and Related Clinical Sciences</td>
<td>6</td>
</tr>
<tr>
<td>Engineering</td>
<td>5</td>
</tr>
<tr>
<td>Education</td>
<td>4</td>
</tr>
<tr>
<td>Mechanic and Repair Technologies</td>
<td>3</td>
</tr>
</tbody>
</table>

In June 2020, the Commission approved two innovative programs at the University of Alabama at Birmingham (UAB): the MA in Interdisciplinary Graduate Studies (MAIGS) and the MS in Interdisciplinary Graduate Studies (MSIGS). Both programs are structured to stack two existing graduate certificate programs with a capstone course (30-33 credit hours total). The stackable format is designed for working professionals to gain diverse competencies that fit the demands of their contemporary career paths. UAB has been leading discussions with the Alabama Council of Graduate Deans (ACGD) around establishing a consortial agreement with other graduate institutions so that certificates earned at different institutions could be stacked into a single master’s degree.
New Non-Degree Certificates

Between December 2019 and September 2020, Alabama’s two- and four-year public institutions developed 98 new non-degree certificates, including 43 short-term certificates at the community and technical college level. The number and levels of certificates are similar to those developed in the prior year.

<table>
<thead>
<tr>
<th>New Certificates</th>
<th># Certs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two-year</td>
<td>43</td>
</tr>
<tr>
<td>Four-year Undergraduate</td>
<td>20</td>
</tr>
<tr>
<td>Four-year Graduate</td>
<td>35</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>98</strong></td>
</tr>
</tbody>
</table>

The top five areas in which new certificates have been developed in 2019-20 overlap with the top five areas for new degree programs, specifically in the areas of Business, Health Professions, and Engineering. In addition, the top five certificate areas include Engineering Technology and English/Writing.

Post-Implementation Reporting

When a new academic program is approved by the Commission, it is accompanied by a number of conditions that must be met within the post-implementation period, including average graduates per year (matching the state mandated viability minimums by program level), average new enrollments per year to sustain graduates, submission of a report on employment/education outcomes of graduates, and submission of an assessment of the program. Over the past year, the Commission has begun to add post-implementation conditions for percentage of graduates earning professional licensure (only in fields where this applies), as well as maintenance of viability for existing academic programs (only when the new program is developed out of an existing course of study). Within the last few years, the Commission has shifted to approving a seven-year post-implementation period for new academic programs, which can accommodate any delays in implementation and allow the program to complete several cycles of graduates.

Between December 2019 and September 2020, a total of 52 programs submitted post-implementation reports or deletion requests. Of these, 37 programs (71%) met all post-implementation conditions. Nine programs (17%) did not meet post-implementation conditions and were granted post-implementation extensions by the Commission. This is on par with last year’s figures, where 18% of programs were granted extensions.

<table>
<thead>
<tr>
<th>Program Report Status</th>
<th>2019-20</th>
<th>2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Met</td>
<td>37</td>
<td>14</td>
</tr>
<tr>
<td>Not met--Extension</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>Deletions</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>52</strong></td>
<td><strong>32</strong></td>
</tr>
</tbody>
</table>

In March 2020, the Commission approved an institutional role change for Athens State University (ATSU) to include master’s-level degrees. ATSU intends to develop master’s programs in response to employer and student demand, with a focus on strategic need for North Alabama. Since 2016, ATSU has successfully implemented three master’s-level programs: MS in Global Logistics & Supply Chain Management; MA in Religious Studies; and MEd in Career and Technical Education. At its recent September 2020 meeting, the Commission approved a fourth master’s program for ATSU: MS in Strategic Leadership and Business Analytics.

Institutional Role Change: Athens State University
On January 1, 2016, the State of Alabama officially became a member of the National Council of State Authorization Reciprocity Agreements (NC-SARA), an organization that maintains national standards for interstate offering of postsecondary distance education courses and programs. Alabama’s membership in NC-SARA was officially renewed for two years on October 21, 2019.

Alabama has 23 universities and 16 community college participants: 28 public institutions, 10 private non-profit and one private for-profit. Stillman College and Northwest-Shoals Community College are the two most recent members.

NC-SARA member institutions are able to seek authorization from each state, resulting in thousands of dollars being saved in licensing fees. The Southern Regional Education Board estimates that membership saves Alabama’s institutions $1,789,600 annually.

ACHE will continue serving as the state portal entity to administer and manage Alabama’s NC-SARA institutions for a second five-year term.

Out-of-state postsecondary institutions that offer college level programs in Alabama are identified as “Non-Resident Institutions” (NRI). These institutions must be licensed or exempt from licensing by the Division of Private School Licensure at the Alabama Community College System (ACCS). Licensing is based in part on ACHE programmatic approval or exemption from ACHE review. Alabama is the only state where jurisdiction over NRI licensure and programmatic review is administered by two separate state agencies.

NRIs that do not qualify for exemption must have full ACHE programmatic review. There are two such NRIs as of September 1, 2020; 120 other NRIs have been exempted from ACHE review. In coordination with ACCS Division of Public School Licensure, the institution exemption or review occurs every two years.

For a current list of NRIs with ACHE programmatic review approval or exemption, contact NRI@ache.edu. The ACHE NRI review process, including the relevant regulatory portion of the Alabama Code, is available at https://ache.edu/ACHE_Reports/Forms/NRI/Prog_Review_Procedures.pdf.

Information on Alabama NRI licensing is available at https://www.accs.edu/about-accs/private-school-licensure/.
Network of Alabama Academic Libraries
NAAL

The Network of Alabama Academic Libraries (NAAL) is a consortium of 28 public and private four-year institutions and the Alabama Commission on Higher Education. The consortium was established in 1984 to eliminate scholarly resource disparities between schools offering graduate education. It has since broadened its mission to coordinate academic library resource sharing and to enhance the education and research missions for all of Alabama higher education.

Group database licensing and price negotiation is the primary service NAAL provides. As the primary contact for price negotiations with 32 vendors, NAAL is able to make databases, e-books and e-journals available to member institutions at discounted rates. With subscriptions totaling over $9,000,000, the savings in FY 2019-20 were $823,863. Compared with NAAL’s entire budget of $303,428, the return on investment for this service is almost three to one.

NAAL facilitates the sharing of library materials between members through the UPS CampusShip program – a cost savings of hard-copy items between members. NAAL’s cost of approximately $55,000 in FY 2019-20 represents a 9.48% savings over interlibrary loan shipping costs.

NAAL supports a number of projects across the state that expand access to resources for learning such as AlabamaMosaic, a digital repository for highlighting the history and culture of the state. AlabamaMosaic currently indexes 481 distinct collections from 52 institutions and organizations. During the last year, approximately 67,000 digital objects were added, bringing the total number of items to over 396,000. New partners include Project Say Something, The Shoals Black History Collection and the Heart of Dixie Railroad Museum.

NAAL provides a low-cost distributed digital preservation solution, Alabama Digital Preservation Network (ADPNet). By replicating digital content on seven preservation nodes around the state, ADPNet can protect against data loss in the event of a natural disaster, equipment failure or human error. For added security and stability, the network runs on the award-winning LOCKSS open-source software and currently has 33-35 terabytes in preserved content per node. Louisiana State University has joined the network as the first out-of-state member. ADPNet is serving as a model and technical resource for a similar statewide collaborative initiative in Michigan and has an ongoing collaboration with the MetaArchive Cooperation.

Alabama Virtual Library

The Alabama Virtual Library (AVL) is a state-supported entity that provides informational and educational resources to all of Alabama’s lifelong learners. Through its online resources, all citizens have access to thousands of magazine and journal articles, as well as hundreds of e-books. ACHE appoints three members to the AVL Council, who serve along with representatives from the Alabama State Department of Education, Alabama Community College System, the Alabama Public Library Service and the Alabama Supercomputer Authority.

Due to school closings during the pandemic, the AVL was able to quickly assist educators and students to virtual learning while adding 31 additional online resources. These resources included material from elementary through higher education.

Open Educational Resources

ACHE continues to partner with the Alabama Community College System on a grant program to provide Open Educational Resources (OER) to students. The funds are used to support specialized projects and customized workshops at public institutions choosing to adopt or create OERs that are applicable to specific academic courses. In 2019, ACHE awarded $11,000 in proposal grants to three institutions.
Southern Regional Education Board Programs (SREB)

Academic Common Market

The Academic Common Market (ACM) is a tuition-savings program for college students in the SREB’s 16-member states who want to pursue degrees not offered by institutions in their home state. Through this program students can enroll in out-of-state institutions that offer their degree program and pay the in-state tuition rate. During academic year 2019-20, the ACM included 2,240 degree programs across the SREB states, with 166 institutions participating and 2,276 students approved for tuition savings.

In Alabama, 181 degree programs are included at the following levels:

Alabama ACM Programs by Degree Levels

<table>
<thead>
<tr>
<th>State of Residence</th>
<th>Students Attending Alabama IHE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Georgia</td>
<td>89</td>
</tr>
<tr>
<td>Kentucky</td>
<td>52</td>
</tr>
<tr>
<td>Mississippi</td>
<td>26</td>
</tr>
<tr>
<td>Louisiana</td>
<td>26</td>
</tr>
<tr>
<td>Tennessee</td>
<td>21</td>
</tr>
<tr>
<td>Other SREB States</td>
<td>21</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>235</strong></td>
</tr>
</tbody>
</table>

For academic year 2019-20, 235 out-of-state residents enrolled at Alabama institutions through the ACM. 109 Alabama residents were certified to enroll in degree programs at out-of-state institutions through the ACM.

Doctoral Scholars Program

Since 1993, the SREB State Doctoral Scholars Program has supported minority students to help them earn a Ph.D. and begin a career at a college or university to diversify campus faculties. Students receive financial support and current and former scholarship recipients are invited to participate in the Annual Institute on Teaching and Mentoring, a four-day professional development conference that has become the largest gathering of minority doctoral scholars in the country.

The information below reflects Ph.D. Scholars who have been funded by the state and/or by individual institutions.

<table>
<thead>
<tr>
<th>Outcomes Since Beginning of Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Alabama scholars since 1993: 189</td>
</tr>
<tr>
<td>• Graduates since 1993: 137</td>
</tr>
<tr>
<td>• Graduates employed in higher education: 80%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Current Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Alabama scholars funded in 2018-19: 14</td>
</tr>
<tr>
<td>• 2019 Institute participants from Alabama: 52</td>
</tr>
</tbody>
</table>
Instructional Finance and Facilities

Consolidated Budget Recommendation


The Commission receives, evaluates, and coordinates budget requests for the public institutions of higher education in Alabama. A single consolidated budget report containing budget recommendations for separate appropriations to each of the institutions is presented annually to the Governor and Legislature. The recommendation by the Commission is based on, but not limited to, assessment of institutional requests, funding needs derived from standard techniques of objective measurement and need, and unit cost figures calculated through the use of comparative, verified data supplied by the institutions. The Consolidated Budget Recommendation also includes the Commission’s recommendation for a variety of statewide programs and activities.

<table>
<thead>
<tr>
<th>Institution</th>
<th>FY 2020-2021 Recommendation</th>
<th>FY 2020-2021 Appropriation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama A&amp;M University</td>
<td>44,641,828</td>
<td>43,524,697</td>
</tr>
<tr>
<td>Alabama State University</td>
<td>50,944,609</td>
<td>49,399,287</td>
</tr>
<tr>
<td>Athens State University</td>
<td>16,543,446</td>
<td>15,055,494</td>
</tr>
<tr>
<td>Auburn University</td>
<td>270,138,744</td>
<td>262,486,088</td>
</tr>
<tr>
<td>Auburn University Montgomery</td>
<td>26,856,850</td>
<td>26,000,183</td>
</tr>
<tr>
<td>Jacksonville State University</td>
<td>46,159,952</td>
<td>43,764,287</td>
</tr>
<tr>
<td>Troy University</td>
<td>61,557,097</td>
<td>57,907,481</td>
</tr>
<tr>
<td>University of Alabama</td>
<td>186,383,142</td>
<td>181,307,646</td>
</tr>
<tr>
<td>University of Alabama at Birmingham</td>
<td>314,449,508</td>
<td>305,877,113</td>
</tr>
<tr>
<td>University of Alabama in Huntsville</td>
<td>55,662,718</td>
<td>54,389,011</td>
</tr>
<tr>
<td>University of Montevallo</td>
<td>23,386,950</td>
<td>22,863,165</td>
</tr>
<tr>
<td>University of North Alabama</td>
<td>35,766,412</td>
<td>34,391,514</td>
</tr>
<tr>
<td>University of South Alabama</td>
<td>125,859,603</td>
<td>121,563,708</td>
</tr>
<tr>
<td>University of West Alabama</td>
<td>19,548,704</td>
<td>19,358,785</td>
</tr>
<tr>
<td>Total Senior Institutions</td>
<td>1,277,899,563</td>
<td>1,237,888,459</td>
</tr>
<tr>
<td>Two Year Institutions</td>
<td>366,257,397</td>
<td>355,734,488</td>
</tr>
<tr>
<td>Total All Institutions</td>
<td>1,644,156,960</td>
<td>1,593,622,947</td>
</tr>
</tbody>
</table>

The total amount recommended for the two- and four-year public institutions for FY 2020-21 was $1,644,156,960. The total amount recommended for all higher education by the Commission for FY 2020-21 was $1,903,123,496. This recommendation was adopted at the Commission’s December 6, 2019 meeting. The appropriation was parallel, but slightly lower than the ACHE budget recommendation.
Each public two- and four-year institution submitted a Facilities Master Plan and Capital Projects Requests to the Commission as required by statute. The Facilities Master Plan and Capital Budget Requests report for the period covering FY 2020-24 was presented at the December 6, 2019 Commission meeting. A total of $5,316,510,443 was requested by the two- and four-year public institutions to cover the projected capital projects for this five-year period. Included in the report is a summary table, showing the general obligation bonds that have been issued by the institutions. As of September 30, 2019, the institutions had $4,131,812,746 in Bonded Indebtedness and paid $304,034,029 in Debt Service on these bonds.
By legislative act, the Commission serves as the fiscal agent for the following programs. At the beginning of each state fiscal year (October 1), a Memorandum of Understanding (MOU) between the Commission and each individual organization is signed which outlines the responsibilities of both parties.

**National Computer Forensics Institute**

FY 2019-20 State Appropriation: $250,000.00

The Institute and the Office of Prosecution Services provide cybersecurity protection and awareness training to high school, college, financial, legal, government and community groups.

**Ability Sport Network**

FY 2019-20 State Appropriation: $60,000.00

The after-school disability sport programs are offered to participants from ages six to twenty one. They include wheelchair basketball, wheelchair tennis, boccia, sit volleyball, hand-cycling and other fitness activities intended to improve the health of individuals who are sedentary due to their physical limitations.

**Alabama Wing of the Civil Air Patrol**

FY 2019-20 State Appropriation: $100,000.00

Funds are used to support educational and professional development seminars. Cadet programs, emergency and aerospace services are the congressionally-chartered missions of the Civil Air Patrol.

**Alabama Established Program to Stimulate Competitive Research (EPSCoR)**

FY 2019-20 State Appropriation: $1,200,216.00

Alabama’s investment in EPSCoR is designed to attract and retain distinguished scientists and researchers to the state and to stimulate state competitiveness in medicine, biotechnology, engineering and other applied sciences.
Alabama Resource Conservation and Development Councils
FY 2019-20 State Appropriation: $2,637,744.00

Funds are used to coordinate the activities of the nine regional councils and to promote resource conservation activities in Alabama and on the national level.

Alabama Trails Foundation
FY 2019-20 State Appropriation: $195,000.00

A statewide coordinated program is used to make major improvements on the Alabama Pinhoti Hiking Trail and to encourage Alabamians to participate in an active, healthy lifestyle through the exploration of Alabama outdoor trails.

Alabama Black Belt Adventures Association
FY 2019-20 State Appropriation: $300,000.00

Many cultural assets and natural resources of Alabama’s 23-county Black Belt region provide a variety of hands-on adventures such as farm tours, culinary trails, birding excursions, guided eco-tours, arts/crafts, camping, hunting and fishing.

Black Belt Initiative
Alabama Forestry Foundation
FY 2019-20 State Appropriation: $307,000.00

Through this initiative, the Alabama Forestry Foundation has expanded math and science programs geared toward STEM-related career opportunities in the forestry industry in the Black Belt.

Black Belt Treasures Cultural Arts Center (BBTAC)
FY 2019-20 State Appropriation: $260,000.00

Funds are used to help stimulate the economy in Alabama’s Black Belt region through the promotion of regional art and fine crafts and provides arts education to area residents.
Deferred maintenance projects on the facility are completed and staff salaries are augmented. Exhibits are on display for visitors to learn more about Alabama’s involvement in the automobile racing industry.

**Network of Alabama Academic Libraries (NAAL)**
FY 2019-20 State Appropriation: $303,428.00

NAAL supports academic resource sharing and coordinates cost-saving measures of its membership.

**Alabama Recruit and Retain Minority Teachers Pilot**
FY 2019-20 State Appropriation: $500,000.00

Athens State University and Alabama A&M University were provided funding to recruit, train and mentor minority teacher candidates.

**Best and Brightest STEM Pilot Program**
FY 2019-20 State Appropriation: $240,000.00

Repays student loan debt up to $15,000.00 over five years for individuals with STEM credentials to migrate into Marengo County or Decatur.

**Alabama Forestry Commission Education Program**
FY 2019-20 State Appropriation: $200,000.00

Information is distributed to Alabama’s forest landowners, students, government officials, volunteer fire departments and the general public about the importance of Alabama’s forests.
Alabama Agricultural Land-Grant Alliance (AALGA)

Member universities are Alabama A&M University (Winfred Thomas Agricultural Research Station), Auburn University (Alabama Agricultural Experimental Station), and Tuskegee University (George Washington Carver Agricultural Experimental Station). Agricultural research is conducted and the money is used for federal matching funds.

Alabama Humanities Foundation

Graduate level professional development is provided to fourth—twelfth grade teachers, librarians and administrators on specific subjects within the Humanities field.

Articulation and General Studies Committee/Statewide Transfer and Articulation Reporting System (AGSC/STARS)

The computer-based articulation system, known as STARS, generates an agreement between two-year college students and senior universities to accept courses from the school they are transferring from to the school they are transferring to so the student will not lose credit for courses taken.
Update On Building Human Capital
The Educational Path to Alabama’s Economic Success

Alabama Commission on Higher Education Strategic Plan (2018-2030)
(Board Approved 12/8/2017)

The plan’s 12-year period will allow for an appropriate evaluation of the strategies identified in each of the five priorities. The data that is used to evaluate each priority will establish benchmarks and provide annual progress reports.

The following information provides an update on the FY 2019-20 activities.

Priority One: Improving Access

![Bar chart showing number of Alabama college-ready high school students enrolled full-time at Alabama’s public colleges and universities.](source: Alabama Statewide Student Database)

- **Priority One: Strategy One** – Increase the number of high school students prepared for college

- **Priority One: Strategy One** – Monitor Alabama public high school graduate trends

![Bar chart showing Alabama public high school graduate trends over the last 10 years.](source: https://knocking.wiche.edu/state-profiles)

Over the last 10 years:
- The total number of graduates in Alabama has increased **19%**.
- On average, **47,093** high school students graduated between school years 2009-2010 and 2018-2019.
Priority One: Improving Access

- Priority One: Strategy One
  - Monitor the enrollment of Alabama higher education public institutions

Priority One: Strategy Two
- Monitor the number of high school graduates enrolling in Alabama public institutions

High School Graduates Enrolling in Alabama Public Institutions

Source: Alabama Statewide Student Database

Percentage of Students Who Met ACT College Readiness Benchmarks

- Science: 25% in 2018, 27% in 2019
- Reading: 36% in 2018, 36% in 2019
- Math: 23% in 2018, 23% in 2019
- English: 50% in 2018, 50% in 2019

The average scale score on ACT for Alabama was 19.1% in 2018, and 18.9% in 2019.

Source: Public Affairs Research Council of Alabama (PARCA)
Priority One: Improving Access

- **Priority One: Strategy Two** – Expand the delivery of coursework online

- **Priority One: Strategy Three** – Monitor state financial aid

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| Source: Southern Regional Education Board (SREB) |
| Delivery Mode of Instruction at Alabama Public Institutions |

<table>
<thead>
<tr>
<th>Year</th>
<th>On-Campus Traditional</th>
<th>Off-Campus Traditional</th>
<th>E-Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>4,500,000</td>
<td>3,000,000</td>
<td>500,000</td>
</tr>
<tr>
<td>2016</td>
<td>4,000,000</td>
<td>2,500,000</td>
<td>400,000</td>
</tr>
<tr>
<td>2017</td>
<td>3,500,000</td>
<td>2,000,000</td>
<td>300,000</td>
</tr>
<tr>
<td>2018</td>
<td>3,000,000</td>
<td>1,500,000</td>
<td>200,000</td>
</tr>
<tr>
<td>2019</td>
<td>2,500,000</td>
<td>1,000,000</td>
<td>100,000</td>
</tr>
</tbody>
</table>
```

```
| Student Assistance Programs Administered by ACHE |

<table>
<thead>
<tr>
<th>Program</th>
<th>2019</th>
<th>2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASAP</td>
<td>4,000,294</td>
<td>4,955,503</td>
</tr>
<tr>
<td>Student Grant</td>
<td>5,397,551</td>
<td>6,506,128</td>
</tr>
<tr>
<td>National Guard</td>
<td>4,908,550</td>
<td></td>
</tr>
<tr>
<td>Police Officer’s</td>
<td>175,129</td>
<td>302,000</td>
</tr>
<tr>
<td>Fire</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AMSTEP</td>
<td>161,985</td>
<td>187,705</td>
</tr>
</tbody>
</table>
```

```
| Source: SHEF State Higher Education Finance |
| Comparing Alabama to the Nation |
| Per-Student Education Appropriations Over Time |

- **Priority One: Strategy Three** – Alabama’s per-student education appropriations compared to the nation
```

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The Alabama Commission on Higher Education’s FAFSA Completions Portal is an online tool for the secure matching and distribution of student-level data to increase FAFSA Completions. The purpose of the portal is to provide schools with important information on student progress in completing the FAFSA application and to identify students who have not filed a FAFSA application and better target counseling, filing help and other resources. During the 2019-20 school year, more than half of Alabama high school seniors completed their FAFSA application despite schools going remote in March. This resulted in more than $66 million in Pell Grants to Alabama students.

### FAFSA Completions Portal

- **2018**: 43% Complete, 57% Not Complete
- **2019**: 45% Complete, 55% Not Complete
- **2020**: 47% Complete, 53% Not Complete

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**Priority One: Strategy Four**

- **Monitor the debt incurred for college graduates**

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**Priority One: Strategy Four**

- **Reduce the cost of attending college through Pell Grants**
Priority One: Improving Access

Public School District FAFSA Completion Rates for Alabama
2019-20 School Year

[Map showing FAFSA completion rates by district in Alabama]
Priority Two: Enhancing Student Success

Priority Two: Strategy Four – Promote the seamless transfer of students from community colleges to four-year institutions

![Graph showing number and percentage of Alabama High School graduates enrolled requiring remediation]

Source: Alabama Statewide Student Database

Alabama High School Feedback Report

Priority Two: Strategy Two – Monitor remedial education

![Bar chart showing three-year increase in student financial aid awarded]

THREE-YEAR INCREASE IN STUDENT FINANCIAL AID AWARDED

- Police Officers/Firefighters
- AMSTEP
- National Guard
- Student Grant
- Student Assistance

- 2017-18
- 2018-19
- 2019-20

- $229,042
- $175,129
- $212,593
- $104,963
- $187,705
- $3,135,758
- $3,806,876
- $5,009,570
- $4,955,503
- $6,145,655

- $5,000,000
- $4,000,000
- $3,000,000
- $2,000,000
- $1,000,000
- $0

Priority Two: Strategy Three – Monitor state grant aid per full-time equivalent undergraduate student

Number of New Students Transferring from Alabama Public Community Colleges to Universities

Fall Term

- 2017: 6,199
- 2018: 6,205
- 2019: 6,285

Source: Alabama Statewide Student Database

Transfer Migration Report
Priority Two: Enhancing Student Success

**Number of Associate Degrees Awarded via Reverse Transfer**

<table>
<thead>
<tr>
<th>Year</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019</td>
<td>364</td>
</tr>
<tr>
<td>2018</td>
<td>231</td>
</tr>
<tr>
<td>2017</td>
<td>185</td>
</tr>
</tbody>
</table>

*Source: Alabama Community College System Reverse Transfer File*

- **Priority Two: Strategy Four** — Facilitate the use of Reverse Transfer

- **Priority Two: Strategy Five** — Increase the use of dual enrollment

**Number of Dual Enrollment Credits at Alabama Public Colleges and Universities**

<table>
<thead>
<tr>
<th>Year</th>
<th>Universities</th>
<th>Community Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>116,712</td>
<td>23,441</td>
</tr>
<tr>
<td>2019</td>
<td>19,865</td>
<td>137,140</td>
</tr>
</tbody>
</table>

*Source: Southern Regional Education Board (SREB) Data Exchange Survey*
Priority Three: Enhancing STEM Programs

- Priority Three: Strategy One –
  Monitor the number of STEM students who transfer from community colleges to four-year institutions

Source: Alabama Statewide Student Database

- Priority Three: Strategy Two –
  Monitor the number of STEM enrollments

Source: Alabama Statewide Student Database

- Priority Three: Strategy Three -
  Monitor the number of STEM graduates (all degree levels)

Source: Alabama Statewide Student Database
Priority Four: Developing Alabama’s Economy and Workforce

The 2020 Alabama Commission on Higher Education Employment Outcomes Report is the first statewide study of how Alabama graduates, from certificate holders to those with doctoral degrees, are faring in the workforce. It is an indicator of how higher education is responding to the needs of the state’s business and industry communities.

More undergraduate certificate and associate degree recipients remain in the state one year following graduation than higher level degree holders.

Figure 1
Alabama Employment by Degree Level
After Five Years
for 2011, 2012, and 2013 Graduates
Alabama and Non-Alabama Residents

Source: ACHE Employment Outcomes Report (March 2020)

Priority Four Strategy One – Monitor Alabama’s employment based on degree levels

Priority Four Strategy Two – Monitor salary compensation based on degree levels

Source: ACHE Employment Outcomes Report (March 2020)
The COVID-19 pandemic has sped up the transition of the economy towards more automation and technological solutions. If Alabama is to be an active participant in today’s economy, our residents will need to align their credentials to the new realities of the workplace. Not only are people looking for an education credential for potential workers, but they want students to be able to immediately contribute to the organization’s success. The new model is for institutions, at all levels, to enhance the employment marketability of graduates by offering micro credentials that supplement the traditional degrees with specific workforce skills.

- Priority Four: Strategy Two – Monitor salary compensation based on field of study
As the state draws closer to 2025 and the goal of 500,000 additional skilled workers being added to the workforce, it is important that educational attainment goals begin prior to entering higher education. The following chart shows the total number of ninth grade enrollees in public school in 2014-15 and tracks those who went on to higher education and remained after their first year.

**Priority Four: Strategy Two –**
Monitor Alabama’s potential workforce growth based on high school students enrolling in public higher education institutions
Priority Five: Organizational Effectiveness and Efficiency

The Commission continued to fulfill statutory requirements and responsibilities during the coronavirus pandemic. The information contained in this state plan shows the increasing support for student attainment and economic commitment for Alabama. ACHE remains committed to working with all of our institutions of higher education to ensure a brighter future for all Alabamians.

Please visit our website for additional information on the duties and responsibilities of the Commission.

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