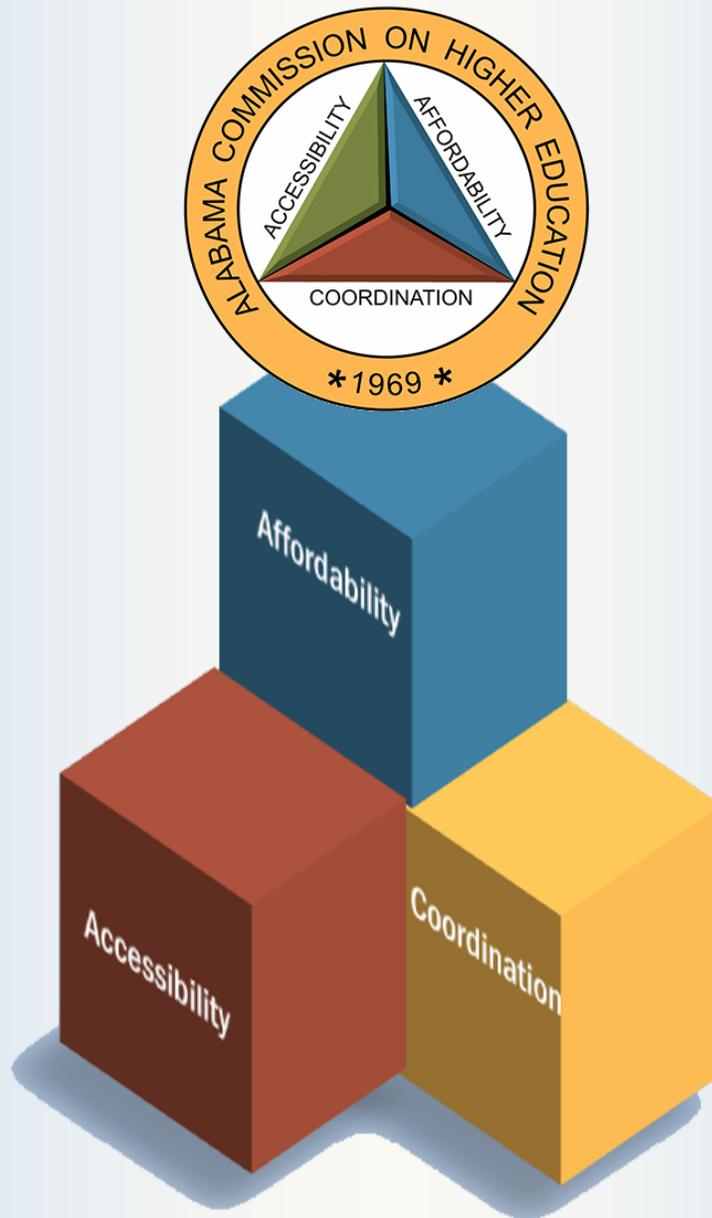


2014-2015 Annual Report



Alabama Commission On Higher Education

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.

Note: The planning/coordination/designated regulatory functions of the Commission are limited to public sector institutions.

Alabama Commission on Higher Education

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Montgomery, AL 36104
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www.ache.alabama.gov



@ACHE_Research

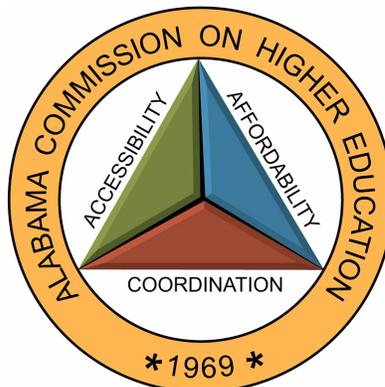
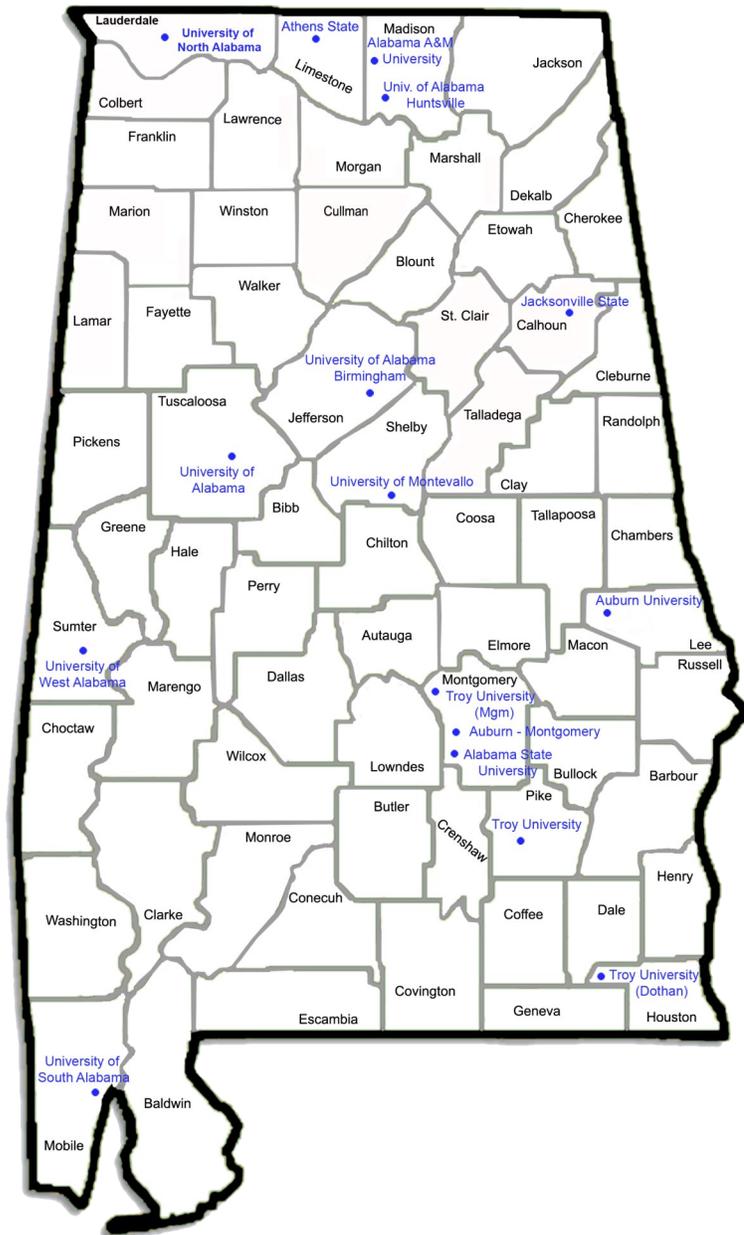


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Alabama Four-Year Public Institutions



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

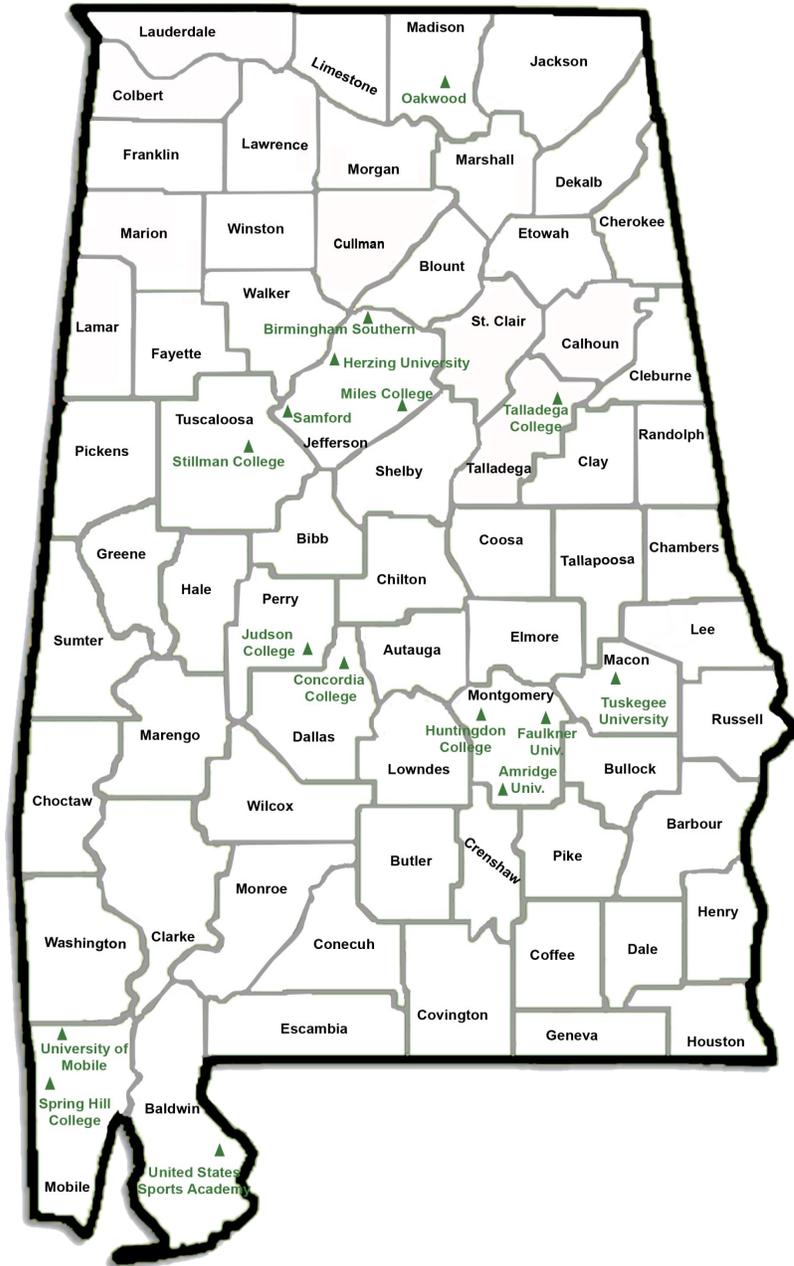
University of Montevallo

University of North Alabama

University of South Alabama

University of West Alabama

Alabama Non-Profit Independent Institutions



Amridge University

Birmingham-Southern College

Concordia College

Faulkner University

Herzing University

Huntingdon College

Judson College

Miles College

Oakwood University

Samford University

Spring Hill College

Stillman College

Talladega College

Tuskegee University

United States Sports Academy

University of Mobile

Message from the Chairman

I am pleased to present the Alabama Commission on Higher Education (ACHE) annual report for 2014-2015. The front cover on this publication reflects the connective mission of ACHE through affordability, accessibility, and coordination of higher education in Alabama.

Legislative action in 1969 created the Commission to oversee statewide planning and coordination of higher education in Alabama. During my term as chairman, the Commission released the status report of the *State Plan for Alabama Higher Education Forging Strategic Alliances: 2009-2014*: <http://www.ache.alabama.gov/Content/SPAC/Forging-Strategic-Alliances-2-19-10.pdf>.

The main purpose of the five-year plan was to bring together diverse groups to recognize the need for an educational system that works in line with the fundamental needs of its students, thus ensuring a trained and educated workforce. Since its development, it is obvious that the participants created a needed blueprint of Alabama's educational process identifying benchmarks and addressing the future needs supporting business and educational interests.

The Commission's statutory responsibilities that were met during the past fiscal year included the approval of new academic programs, off-campus offerings of public two- and four-year institutions and the submission of the Consolidated Budget Recommendation to the Governor and the Legislature on behalf of the public higher education institutions.

Having served on the Commission since 2006, I have seen many changes in higher education through the delivery of services and student support. Distance learning is a major component in the delivery of educational programs. Alabama is moving towards membership in the National Council for State Authorization Reciprocity Agreement (SARA) to ensure high standards of delivery methods for Alabama residents choosing to take online courses outside of Alabama.

Through all of the efforts by the Commission and committed leadership, Alabama institutions will continue to help to prepare graduates well into the workforce of the future.



Andrew G. Linn, Jr.

Commissioners



Andrew G. Linn, Jr.
Chairman

*President & CEO, Southland
International Trucks, Inc.
Sixth Congressional District*



Larry J. Hughes
Vice Chairman

*President,
Ichtus CONsulting, Inc.
Third Congressional District*



Charles Ball

*Executive Director,
Regional Planning Commission
of Greater Birmingham
At-Large Member*



Karen Calametti, MD

*President of
Children's Medical Group
First Congressional District*



Darius Foster

*Director of
Corporate Solutions
Seventh Congressional District*



William R. Jones, Jr.

*Governmental Relations Officer
Retired
At-Large Member*

Commissioners



Patricia W. McGriff

*Retired
Educator*

Fourth Congressional District



William E. Powell, III

*Executive Vice President,
Alabama Cattlemen's Assn.*

Second Congressional District



Stan R. Pylant

*President and General Manager
WHNT-TV*

At-Large Member



Sydney G. Raine

*President,
Mobile Works, Inc.*

At-Large Member



Charles E. Sanders, Jr.

*Attorney,
Maddox, Thornley and Sanders*

At-Large Member



Missy Ming Smith

*Retired
Director of Information*

Fifth Congressional District

Executive Director's Report

The 2015 calendar year was a turning point for the Commission on Higher Education and higher education overall. Challenged by shrinking state budgets, projected efforts to minimize the state's General Fund shortfall, rising tuition, and questions of need that downgrade the value of higher education have all taken their toll. State efforts to maximize workforce development, in lieu of expanding research and development, is proving to be a challenge at all levels of education in attempting to balance services and in the strengthening of Alabama's economy.

The end of 2014 brought to closure the five-year education plan: *Forging Strategic Alliances 2009-2014*. The concept of a blueprint, a strategic plan, for the advancement of higher education across the state did not result in a movement of mutual support.

Yet, the end of the five-year effort may prove to be a "watershed moment" in education for Alabama. Too often the state's educational efforts have been advanced or eroded by special interest groups, political posturing, premature reaction to anecdotal highlights, and funding concerns. The projected movement to be created by the strategic plan and its aftermath did little for Alabama or to improve core areas of concern. However, the plan did identify benchmarks in key areas of need, and proved to be a catalyst for change advancing business and industry's new formed interest and leadership.

The benchmarks identified in priority areas like STEM completions and remedial needs will benefit the state across the board. In identifying key levels of success (STEM) and need (remedial training), the state can now set realistic quantitative and qualitative objectives that can be measured, evaluated, and applied as the results are produced. The formation of a new plan (2016-2021) based upon reliable benchmarks will allow limited state financial



Gregory G. Fitch

resources and time to be better spent. The new plan being formulated will embrace key goals with selected objectives to support those goals.

Once again, the Commission will call upon the expertise of educators, business/industry representatives, foundation members, legislators, and others to help in projecting Alabama's educational future and developing a new strategic plan. The recent Quadrennial Review, which is a statutory required evaluation conducted by non-state experts, highlights ACHE's success in operation and service, but recommends that ACHE move further in developing state educational policy. The new state plan, coupled with our data gathering effort, should provide the reliable and certifiable information that may be used to advance policies at all levels.

ACHE remains a fiscal conservator for over 25 agency and organizations placed in the Commission's budget by the Legislature. The Legislature's dependence upon ACHE during these challenging financial times is a positive reflection on the service, oversight, and reliability of ACHE as a state partner.

Executive Director's Report

The student data system continues to grow in number, as well as requests for reports by outside groups working on educational and economic issues. ACHE continues to see interest in its website and data with approximately 40,000 hits and material downloads a month. As the coordinator for all federal educational reporting (IPEDS), the growing interest in outside the state student data (National Clearinghouse), and movement towards a national educational reciprocity program, data has become a key to our services.

In the 2015 legislative session, an ACT (law) was passed allowing Alabama to participate in State Authorization Reciprocity Agreements (SARA) in membership as part of a national council. Participation allows Alabama's colleges and universities to offer courses/programs through distance education outside the state at a reduced cost to the institution. The same opportunity is

provided through membership for non-Alabama institutions to operate here. During 2015, 289 institutions offered thousands of courses/programs to Alabama residents through non-resident degree offerings. ACHE has been designated the "Portal" for SARA and anticipates operating in 2016 under the agreement and law.

Membership in the Commission's ranks has changed dramatically over the year. Due to delayed appointments, terms ending, and a state set "aging out" requirement, the Commission saw five new members confirmed and/or appointed. The appointments bring a new dynamic and expertise to the Commission that will help advance the development of the next strategic state plan.

In all, 2015 was a year of challenge and change. However, the foundation has been laid and 2016 should be a year of continued change and forward movement.

Research Services

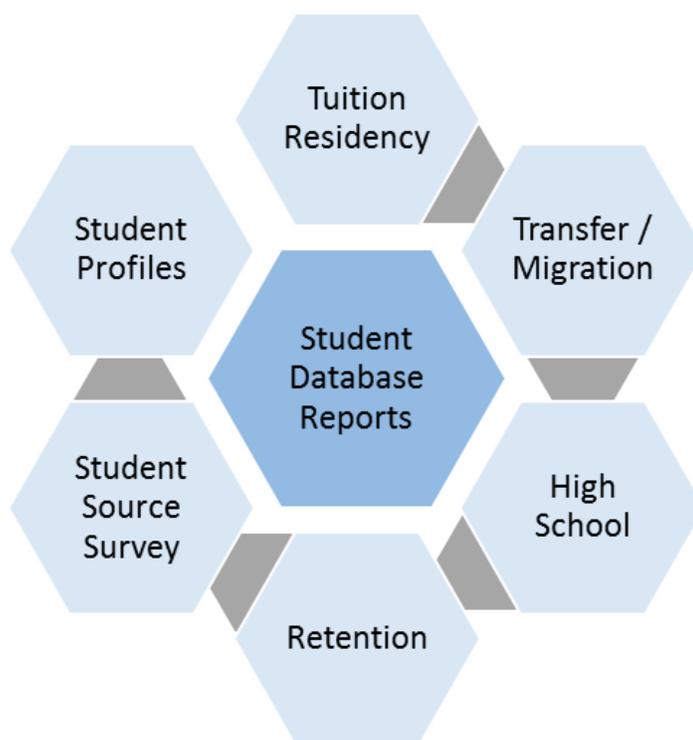
Mrs. Diane Sherman
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State University and College Electronic Student Unit Record System (Alabama Statewide Student Database)

In 1996, the Alabama Legislature amended the Commission's statute to require the Commission to obtain specific information from each two- and four-year public institution of higher education so as to establish a student unit record data system (Act 1996, No. 96-509, p. 647). The Alabama Statewide Student Database contains a combined total of over nine and a half million student records submitted during the past 17 years from public institutions and over 103,000 student records submitted from Alabama Independent Colleges.

From this data, the Commission produces multiple reports. The following Student Database reports may be viewed on the ACHE website at: <http://www.ache.alabama.gov/StudentDB>.

Research Services



Tuition Residency Report

Provides summary information on the types of tuition paid by students.

Transfer/Migration Report

Identifies the number of students who have transferred to and from Alabama public institutions.

High School Report

Identifies the number of high school graduates who enrolled in Alabama public institutions of higher education in fall semester 2014. The report also provides the number of students who took remedial math and/or remedial English courses. Two other versions of this report indicate the number of students from each high school who enrolled in each Alabama college or university.

Retention Report

Tracks first-time degree-seeking freshmen students for enrollment and completions.

Student Source Survey Reports

These are a series of enrollment reports created based on the state, county and country of origin of the student at the time they initially enroll at an institution. Subtotals are provided for each two- and four-year public institution with categories for undergraduate, first-time freshmen, transfer students, and graduate students.

Reports are created using fall semester enrollment data and are used extensively to determine ratio of in-state and out-of-state students for recruiting and planning purposes. Statewide summary reports also are created each year to provide annual comparisons across the various categories.

Research Services

Institutional Student Profiles Fall 2014

www.ache.alabama.gov/Profiles

The web version provides links to the original sourcing reports and includes links to maps that offer added visual interpretation of this data. In 2014, the Commission published the 10th graphic summary of demographic information about the student populations of Alabama's public two- and four-year institutions. This document represents data from the 16th year of data collection and includes historical summaries of enrollment over these years.

The Fall 2014 Student Profiles included data from six private institutions: Faulkner University, Huntingdon College, Judson College, Spring Hill College, University of Mobile and U.S. Sports Academy. The inclusion of this data provides a more comprehensive look at the overall picture of higher education in Alabama. *The Fall*

2014 Student Profiles included the Top 10 Areas of all Degrees Conferred from 2006-2014. Business and industry constituents are especially interested in these types of data regarding potential workforce in the state. The *Profiles* also included historical reports regarding remediation, college enrollment, race/ethnicity, and gender.

The source of information released in this report, *Institutional Student Profiles Fall 2014*, was the Alabama Statewide Student Database and all data included was published previously by the Commission in other formats: the Tuition Eligibility Report, the Retention Report, the Transfer/Migration Report, the Student Source Survey Reports, the Institutional Summary Reports and the Completions Summary Reports.

The graphic features a dark red banner at the top with the text "INSTITUTIONAL STUDENT PROFILES FALL 2014" in white. To the left of the banner is a blue starburst containing the text "Over 9 Million Records". Below the banner is the logo of the Alabama Commission on Higher Education, which is a circular emblem with a yellow border. Inside the circle, there is a green triangle with the word "ACCESSIBILITY" written vertically on its left side, a blue triangle with "AFFORDABILITY" on its right side, and a red triangle with "COORDINATION" at its base. The text "ALABAMA COMMISSION ON HIGHER EDUCATION" is written around the inner edge of the circle, and "* 1969 *" is at the bottom. Below the logo, the text "Alabama Commission on Higher Education" and "Source: Alabama Statewide Student Database" is displayed in bold. At the bottom of the graphic, there are two blue links: "Profiles" and "County Maps".

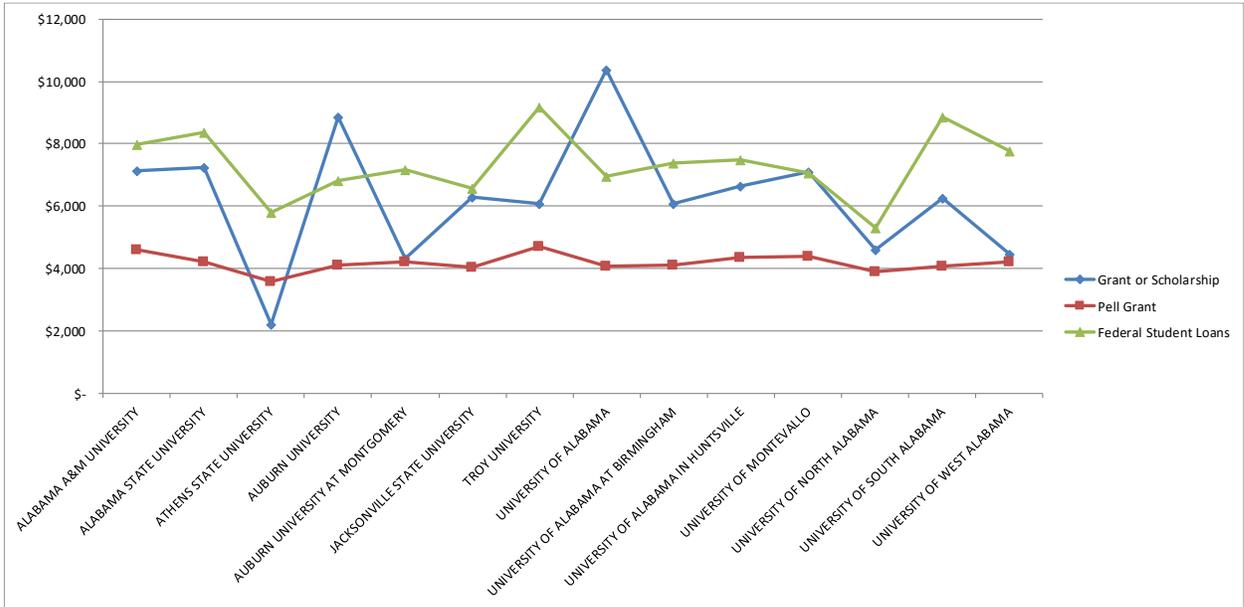
Research Services

Financial Aid Reports

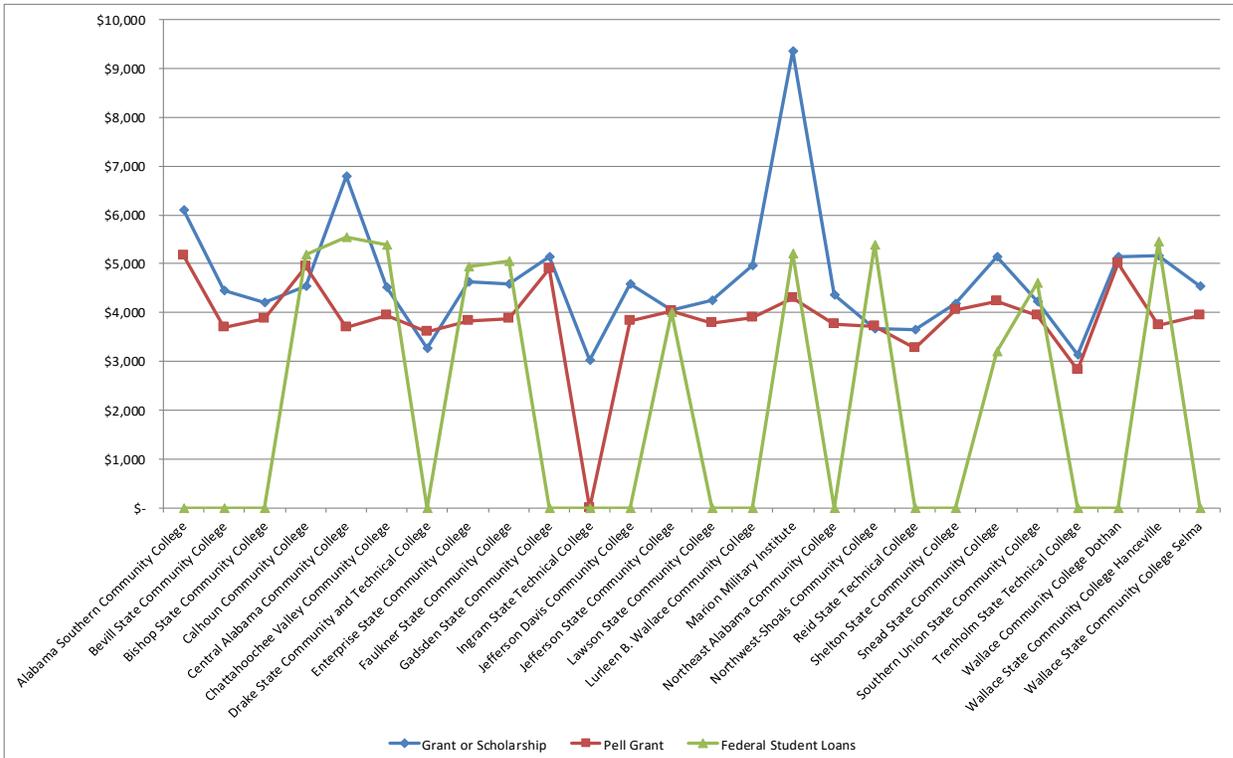
<http://www.ache.alabama.gov/Content/AgencyRpt/Reports.aspx>

The Statistical Abstract includes a new series of reports based on Integrated Postsecondary Education Data Systems (IPEDS) data. Institutions provided these data to the U.S. Department of Education on financial aid received at Alabama institutions during 2013.

**Average Amount of Aid Awarded to all Undergraduate Students Enrolled Fall 2013
at Alabama Public Four-Year Institutions**



**Average Amount of Aid Awarded to all Undergraduate Students Enrolled Fall 2013
at Alabama Public Two-Year Institutions**



Research Services

Data Collection Requirements of the Federal Government

<http://nces.ed.gov/ipeds>

IPEDS reports are submitted throughout the year to the National Center for Education Statistics (NCES) of the United States Department of Education (USDE) as required by law. The Commission has been designated as the state coordinator of IPEDS data for Alabama's public and private institutions. Under provisions of this federal mandate, the Commission reviews certain information from each institution of higher education. The scope of each report is determined by the federal government and may vary from year to year. Principal report topics include the following: institutional characteristics, human resources, student enrollment, student completions, student financial aid, graduation rates and institutional financial reports.

Statistical Abstract

<http://www.ache.alabama.gov/Content/AgencyRpt/Reports.aspx>

The Commission staff publishes various reports throughout the year, e.g. the Student Source Survey and Tuition Eligibility Report, from data made available to the State University and College Electronic Student Unit Record System (Alabama Statewide Student Database). The Statistical Abstract includes information on student enrollments and completions, faculty salaries, institutional facilities and tuition and fees for Alabama's two- and four-year institutions.

Data Collaboration throughout the State

Staff members of the Research Services unit have been involved in various activities this year that fostered data collaboration throughout the state in an effort to inform the public and improve education. They include:

- State Department of Education - followed the progress of Alabama students who have taken AP exams
- State Department of Education, Alabama Community College System, the Alabama Department of Labor, the Governor's Office, and attorneys from Balch and Bingham - grant proposal to apply for a Statewide Longitudinal Data Systems grant with the U.S. Department of Education requesting award of approximately \$3.5 million. Alabama was not awarded that grant
- Alabama Department of Labor—provided ACE workforce brochures for presentations at Alabama Workforce Councils
- Governor's Workforce Council—attended full and sub-committee meetings

Workforce Brochures

Workforce brochures for each workforce region have been reformatted. They identify top areas of enrollment and completions, by major, for each of the state's 10 workforce regions. Those brochures are available online at <http://www.ache.alabama.gov/Workforce>. A statewide brochure is also available for easy comparison to individual workforce regions.

Technology Services

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During the past year Technology Services implemented computer processing changes to improve the operation of the agency. Several upgrades and systems are now in place in addition to ongoing projects.

The ACHE website was upgraded to include mobile devices that meet Google specifications for mobile access. ACHE has continued to track interest areas and documents using “Google Analytics” that will support future enhancements to the site. Based on a year’s worth of data, the ACHE website is visited more than 30,000 times with as many as 3,000 documents downloaded each month. Other changes have made the website more user-friendly, which included dynamic institutional reports and reporting deadlines.

Two aging servers were replaced and upgraded to the latest operating system and application software. This met a challenging goal of being state-of-the-art in all areas of ACHE processing with no legacy applications. This was a difficult and time consuming task due to the software and operating system impacts on current application caused by the upgrades. This statement cannot be made by many state agencies and was acknowledged by the Alabama Secretary of Information Technology. The upgrades included meeting the latest Microsoft standards in processing, database management and security protocols. ACHE continued to streamline tasks by developing database procedures to automate numerous State Database reports. One example was the automation of 30 Student Source Survey reports.

Educational program inventory system was upgraded to include providing raw data to the institutions to facilitate their processing of program information.

The Network of Alabama Academic Libraries (NAAL) database management system was implemented. This new system provides the following:

- One-stop-shop automated database renewal/addition process, which is user-friendly
- Automated statistics of current/previous database costs, percent change and NAAL savings

Continued production of the State Fiscal Stabilization Fund reports. This is required under a grant from the federal government as part of the American Recovery and Reinvestment Act of 2009. These reports provide feedback on public high school graduates that enrolled in institutions of higher education and the progress they made within a specific time frame.

The ACHE datacenter equipment was upgraded. This included servers and the server rack, cabling and backup power to make it state-of-the-art. A centralized power shutdown was implemented that closes all applications and shuts the servers down in a fashion that preserves the systems. Also, a centralized antivirus system was implemented to ensure security updates are current on all ACHE servers and desktop computers.

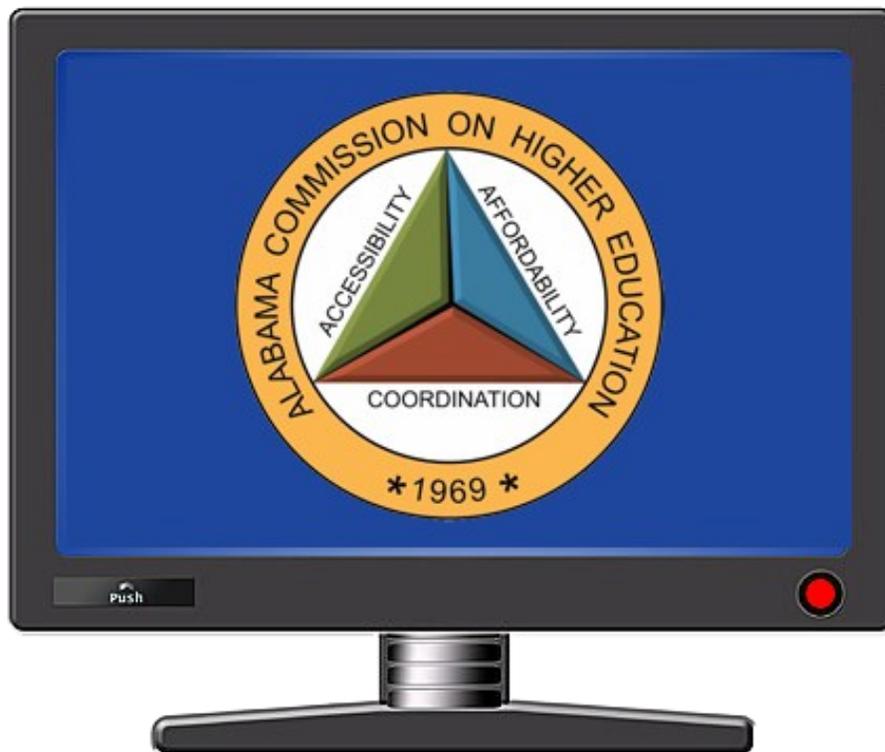
Technology Services

An improved wireless system was implemented across the agency that greatly improves Internet access off the state network. This included a new wireless display technology for presentations.

Due to the ever-changing computer environment, software and operation system upgrades have become a real challenge. Many upgrades were tested to determine their impact on current applications and implemented. This included migration to the latest server operating system

(Windows Server 2012R2), database management system (SQL 2014), program development software (Visual Studio 2013) and the latest desktop systems (Windows 10).

The ache.edu web domain was acquired and implemented, which streamlines ACHE's obtaining of educational system and software licensing rates. Also, it preserves this domain for future use at ACHE as a potential change from ache.alabama.gov.



Instructional Activities

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The Commission's instructional staff reviewed and prepared staff recommendations in support of the Commission's statutory responsibility concerning units of instruction. These activities included the review of proposed new programs and units of instruction in accordance with the Commission's policies on instructional role and program review. In addition, the staff evaluated proposed changes to existing units of instruction and maintained the Commission's Academic Program Inventory. Other instructional staff activities included reviewing new programs and post-implementation requirements, in particular program enrollments, number of graduates, program assessment of student learning outcomes, and graduates' success in attaining employment related to the program field of study.

All these Commission instructional staff activities were prepared for both the four-year universities and in working collaboratively with the staff of the Alabama Community College System regarding program review for two-year institutions.

In total for 2015, 300 instructional activities were brought forward to the Commission as Decision or Information items. During the previous 2014 and 2013 years, there were 232 and 210 such items, respectively. Additional detailed instructional information is provided on the following pages.



Dr. Leonard Lock
makes presentation at the September Commission meeting

Instructional Activities

New Academic Programs at Universities

By statute the Commission on Higher Education is given the responsibility of approving new units of instruction, including new academic programs. The Commission reviewed and approved 42 proposals for new programs, 30 at senior institutions and 12 at two-year institutions. One institution, University of Alabama in Huntsville, submitted 10 program proposals that were approved by the Commission, while five were approved for the University of North Alabama. Athens State University submitted and received Commission approval for the Master of Science in Global Logistics and Supply Chain Management and the Master of Arts in Religious Studies proposals that were outside Athens approved degree award level. The Commission required that Athens provide more frequent post-implementation data conditions for the Masters' programs. Additionally, Trenholm State Technical College requested, and the Commission approved, a change in that institution's instructional role to Trenholm State Community College. Among the most notable new programs approved this fiscal year are the Doctor of Philosophy in Educational Studies in Diverse Populations proposed by the University of Alabama at Birmingham. This program will prepare professionals who can conduct research and lead innovation that enhances educational and life outcomes for diverse populations.

Athens State University

- MS in Global Logistics and Supply Chain Management
- MA in Religious Studies

Auburn University

- MS in Natural Resources

Auburn University at Montgomery

- MAcc (Master of Accountancy) in Accountancy
- BS in Geographic Information Systems
- MS in Geographic Information Systems
- BS in International Business

Jacksonville State University

- BS in Respiratory Therapy

University of Alabama at Birmingham

- MS in Biomedical and Health Sciences
- MS in Nuclear Medicine Technology
- BGS (Bachelor of General Studies) in General Studies
- PhD in Educational Studies In Diverse Populations

University of Alabama in Huntsville

- BS in Kinesiology
- MS in Supply Chain and Logistics Management

(continued)

- MS in Management Science - Business Analytics
- MSM (Master of Science in Management) – Human Resource Management
- MS in Space Science
- PhD in Space Science
- BA in Theatre
- MAT (Master of Arts in Teaching)
- BS in Early Childhood Education/ Early Childhood Special Education
- BA in Writing

University of North Alabama

- BS in Culinary, Nutrition and Hospitality Management
- MA in Public History
- BA/BS in Earth Systems Sustainability
- BS in Engineering Technology
- BA in Theatre

University of South Alabama

- MFA in Creative Technologies and Practice
- BS in Educational Studies
- MS in Sport Management

Instructional Activities

New Academic Programs at Two-Year Institutions

Bevill State Community College

- AAS and Certificate in Industrial Mechanics and Maintenance Technology
- AAS and Certificate in Instrumentation Technology Technician

Drake State Community & Technical College

- AAS and Certificate In Advanced Manufacturing Technology

Faulkner State Community College

- AAS in Animation, Interactive Technology, Video Graphics & Visual Effects
- AAS and Certificate in Airframe Technology
- AAS and Certificate in Avionics Technology
- AAS and Certificate in Powerplant Technology

Lawson State Community College

- AAS and Certificate in Media Production

Snead State Community College

- AAS and Certificate in Industrial Technician

Trenholm State Community College

- Change in Instructional Role Matrix

Wallace State Community College-Selma

- AAS and Certificate in Health Information Technology

Wallace State Community College-Hanceville

- AAS and Certificate in Salon and Spa Management

Distance Education Programs Implemented by Alabama Public Institutions

Commission policy states that academic programs approved by the Commission do not require additional approval to be configured and offered as distance education programs. However, institutions preparing to offer existing programs as distance education offerings must report this intent to the Commission prior to implementation. The following institutions notified the Commission of a total of four new distance education programs:

Alabama A&M University

- Instructional Leadership, MEd
- Computer Science, MS

Alabama State University

- Pre-Elementary/Elementary Education, MEd

Auburn University

- Nutrition, MS

Instructional Activities

Other Instructional Changes

The Commission reviewed and approved 45 extensions and alterations to existing programs. Twenty institutions (12 universities and eight two-year colleges) requested these changes.

Alabama A&M University

- Addition of an Option in Logistics and Supply Chain Management to the Existing MBA in Business Management Administration
- Addition of a Concentration in Animal Bio-Health Sciences to the Existing BS in Animal Bio-Health Sciences

Alabama Southern Community College

- Addition of an Option in Welding Technology to the Existing AAS in Industrial Engineering Technology

Athens State University

- Addition of an Option in Public History to the Existing BA in History
- Addition of an Option in Public History to the Existing BS in Social Science
- Addition of Options in Cellular & Developmental Biology and Ecology and Organismal Biology to the Existing BS in Biology

Auburn University

- Addition of an Option in Earth Systems Science to the Existing BS in Geology

Auburn University Montgomery

- Addition of an Option in Photography to the Existing BA in Fine Arts
- Establishment and Creation of Seven (7) Colleges and Departments
- Addition of Options in Global Economics and Political Economy to the Existing BSBA in Business Economics

Bishop State Community College

- Addition of Primary/Secondary Specialty Area Combinations to the Existing Associate in Occupational Technologies

Chattahoochee Valley Community College

- Addition of an Option in Welding to the Existing AAS in Applied Technology

Calhoun Community College

- Addition of an Option in Information Assurance/Cyber Defense to the Existing AAS in Computer Information Systems

Jacksonville State University

- Addition of Concentrations in Sport Management and Recreation Leadership to the Existing BS in Recreation

Jefferson State Community College

- Addition of an Option in Welding to the Existing Certificate in Manufacturing and Technology
- Addition on an Option in Welding to the Existing AAS in Manufacturing and Technology
- Addition of an Option in Manufacturing Systems Technology to the Existing AAS and Certificate in Manufacturing and Technology

Lawson State Community College

- Addition of Primary/Secondary Specialty Area Combinations to the Existing Associate in Occupational Technologies Program

Southern Union Community College

- Addition of an Option in Plastics Injection Molding to the Existing AAS in Industrial Maintenance Technology

Troy University

- Addition of a Concentration in Project Management to the Existing Master of Science In Management

Instructional Activities

Other Instructional Changes . . . (Continued)

Trenholm State Community College

- Addition of an Option in Refrigeration to the Existing AAT in Air Conditioning and Refrigeration
- Addition of an Option in Welding to the Existing Certificate in Manufacturing and Technology
- Addition on an Option in Welding to the Existing AAS in Manufacturing and Technology

The University of Alabama

- Addition of Tracks in Community Nutrition and Clinical Nutrition to the Existing MSHEs in Human Environmental Sciences
- Addition of a Consumer Specialization to the Existing BACom in Advertising
- Addition of Options in Nonprofit Communication Management, Sport and Entertainment Communication Management, and Technological and Digital Communication Management to the Existing BACom in Public Relations
- Addition of Concentrations in Health Professions and Health Education & Promotion to the Existing BS in General Health Studies
- Addition of a Specialization in Organizational Leadership to the Existing MA in Communication Studies
- Addition of a Specialization in Learning and Assessment to the Existing MA in Educational Psychology
- Addition of a Creative Specialization to the Existing BACom in Advertising

The University of Alabama at Birmingham

- Addition of Tracks in Health Information Credential, Healthcare Data Analytics, and Healthcare User Experience to the Existing MSHI in Health Informatics

(continued)

- Addition of a Track in Design and Commercialization to the Existing MEng in Engineering
- Addition of Concentrations in Finance, Health Services, Marketing, and Management Information Systems to the Existing MBA in Business Administration
- Addition of a Track in Lifestyle Management and Disease Prevention to the Existing MS in Nutrition Sciences

The University of Alabama in Huntsville

- Establishment of the College of Education
- Establishment of the Rise School within the College of Education

The University of North Alabama

- Addition of an Concentration in Higher Education Administration to the Existing MPrS in Professional Studies
- Addition of a Concentration in Category Management to the Existing BBA in Professional Marketing
- Addition of Concentrations in Innovative Economic Development and Human Resource Management to the Existing MBA

The University of South Alabama

- Addition of a Concentration in Performance (Percussion) to the MM in Music
- Alteration of the BA in Communications

The University of West Alabama

- Addition of a Track in Sports Communication to the Existing BA/BS in Integrated Marketing Communications
- Addition of a General Option to the BA/BS in Interdisciplinary Studies
- Addition of a Clinical Concentration to the MS in Experimental Psychology
- Addition of a Track in Community Counseling to the Existing MS in Adult and Continuing Education and Teaching Technology

Instructional Activities

Information Items

The Commission recognized 45 changes to the Commission's Academic Program Inventory. These included changes in program name, degree nomenclature, taxonomy code number, and/or program status. The Commission accepted information items concerning the implementation of 90 short certificates at two-year colleges and 27 non-degree programs at universities.

The Commission also accepted the following 30 as information items, in accordance with Commission policy.

Alabama Community College System

- Statement of Intent to Change Trenholm State Technical College from Technical College to Community College Instructional Role

Alabama State University

- Graduate School Naming
- Addition of EdS Programs in Instructional Leadership School Counseling, Library Education Media and Teacher Leadership

Auburn University at Montgomery

- Establishment of an Articulation Agreement between the University of Montevallo and AUM
- Change in the names of the School of Education to the College of Education; the Department of Accounting to the School of Accountancy; the Department of Communication and Dramatic Arts to the Department of Communication and Theatre; and the Department of Sociology to the Department of Sociology, Anthropology, and Geography
- Merging of the Department of Early Childhood, Elementary, and Reading Education and the Department of Foundations, Technology, and Secondary Education into the Department of Curriculum, Instruction and Technology

Auburn University

- Change in the Name of the Department of Geology and Geography to the Department of Geosciences
- Establishment of a University College

Jacksonville State University

- Establishment of the Research Center for Veteran Support Services
- Combining Two Degree Options into one MSE degree for both Traditional and Alternative Programs
- Implementation of a Class A Instructional Leadership Program

University of Alabama

- Establishment of the Center for Cuba Collaboration and Scholarship
- Establishment of the Alabama Center for Insurance Information and Research
- Establishment of the Institute of Business Analytics

Instructional Activities

Information Items . . . (Continued)

University of Alabama at Birmingham

- Merger of Centers in the School of Medicine
- Closure of Centers within the Collat School of Business, the College of Arts and Sciences, the School of Dentistry, the School of Medicine, and the School of Nursing
- Establishment of the Institute for Cancer Outcomes and Survivorship in the School of Medicine
- Establishment of the Institute for Financial Literacy In the Collat School of Business
- Change in the Name of the Department of Anesthesiology to the Department of Anesthesiology and Perioperative Medicine in the School of Medicine
- Establishment of the Maryann Manning Family Literacy Center
- Merger of the Comprehensive Arthritis, Musculoskeletal, & Autoimmunity Center & the Center for Metabolic Bone Disease to form the Comprehensive Arthritis, Musculoskeletal, Bone and Autoimmunity Center (CAMBAC)
- Establishment of the Division of Molecular and Translational Biomedicine in the Department of Anesthesiology at the UAB School of Medicine
- Establishment of the Olivia Turlington Miller Endowed Chair of Cancer Genetics

University of Alabama in Huntsville

- Change in the name of the Center for Information Assurance to the Center for Cybersecurity Research & Education
- Closure of Four Research Centers
- Change in the Name of the Department of Foreign Languages and Literatures to the Department of World Languages and Cultures
- Change in the Name of the Department of Art and Art History to the Department of Art, Art History and Design
- Change in the Name of the College of Liberal Arts to the College of Arts, Humanities, and Social Sciences

University of North Alabama

- Establishment of the Center for Sustainability Studies

University of South Alabama

- Change in the Name of the Department of Dramatic Arts to the Department of Theatre and Dance

Instructional Activities

Off-Campus Instruction

The Commission reviewed nine items concerning the delivery of off-campus instruction. Four of these were concerning full programs to be delivered at off-campus sites.

Alabama A&M University

- New Off-Campus Programs at Lawson State Community College
- New Exempt Off-Campus Programs at the DirecTV Huntsville Service Center

Alabama State University

- New Exempt Off-Campus Program: Bachelor of Science in Psychology at Wallace State Community College (Selma)

Central Alabama Community College

- New Exempt Off-Campus Site at Stanhope Elmore High School, Millbrook, Alabama

Faulkner State Community College

- New Off-Campus Site: Brookley Field

Jefferson State Community College

- New Off-Campus Site: Boaz High School, Boaz, Alabama

Shelton State Community College

- New Off-Campus Site: Demopolis Higher Education Center, Demopolis, Alabama

University of Alabama at Birmingham

- New Off-Campus Programs at an Approved Site: Moody Elementary School

University of South Alabama

- New Exempt Off-Campus Site at the City of Gulf Shores Cultural Center, Gulf Shores, Alabama

Instructional Activities

Programs Deleted by Public Institutions

Public institutions submitted requests to delete eight degree programs from the Academic Program Inventory.

Programs may be deleted because of enrollment or graduation rates that fall below expected levels for the program. Other reasons for deletion are because of a realignment of institutional priorities in response to budget constraints, changes in the discipline or because of accreditation requirements.

Athens State University

- Enterprise Resources Planning Systems, BS

Drake State Community & Technical College

- Industrial Maintenance Technology, AAS/C

Snead State Community College

- Electronic Engineering Technology, AAS

University of Alabama at Birmingham

- Health Information Management, BS
- Medical Technology, BS
- Nuclear Medicine Technology, BS
- Respiratory Therapy, BS

University of West Alabama

- Fire Science, AAS

Institutional Finance & Facilities

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Consolidated Budget Recommendation

<http://www.ache.alabama.gov/Content/Departments/InstFinance/CBR/CBR2015.pdf>

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.

The total amount recommended for the two- and four-year public institutions for FY 2015-2016 was \$1,390,024,644. The total amount recommended for all higher education by the Commission for FY 2014-2015 was \$1,535,338,227. This recommendation was adopted at the Commission's December 5, 2014 meeting.

Alabama Commission on Higher Education
Fiscal Year 2015-2016 Consolidated Budget Recommendation
Alabama Public Higher Education Institutions

INSTITUTION	2015-2016 Recommendation
Alabama A&M University	39,429,827
Alabama State University	43,974,821
Athens State University	11,910,779
Auburn University	233,693,366
Auburn University Montgomery	23,796,991
Jacksonville State University	38,014,682
Troy University	48,161,510
University of Alabama	153,534,060
University of Alabama at Birmingham	274,543,417
University of Alabama in Huntsville	46,197,097
University of Montevallo	19,111,237
University of North Alabama	27,668,839
University of South Alabama	108,594,763
University of West Alabama	14,588,890
Total Senior Institutions	1,083,220,279
Two Year Institutions	306,804,365
Total All Institutions	1,390,024,644

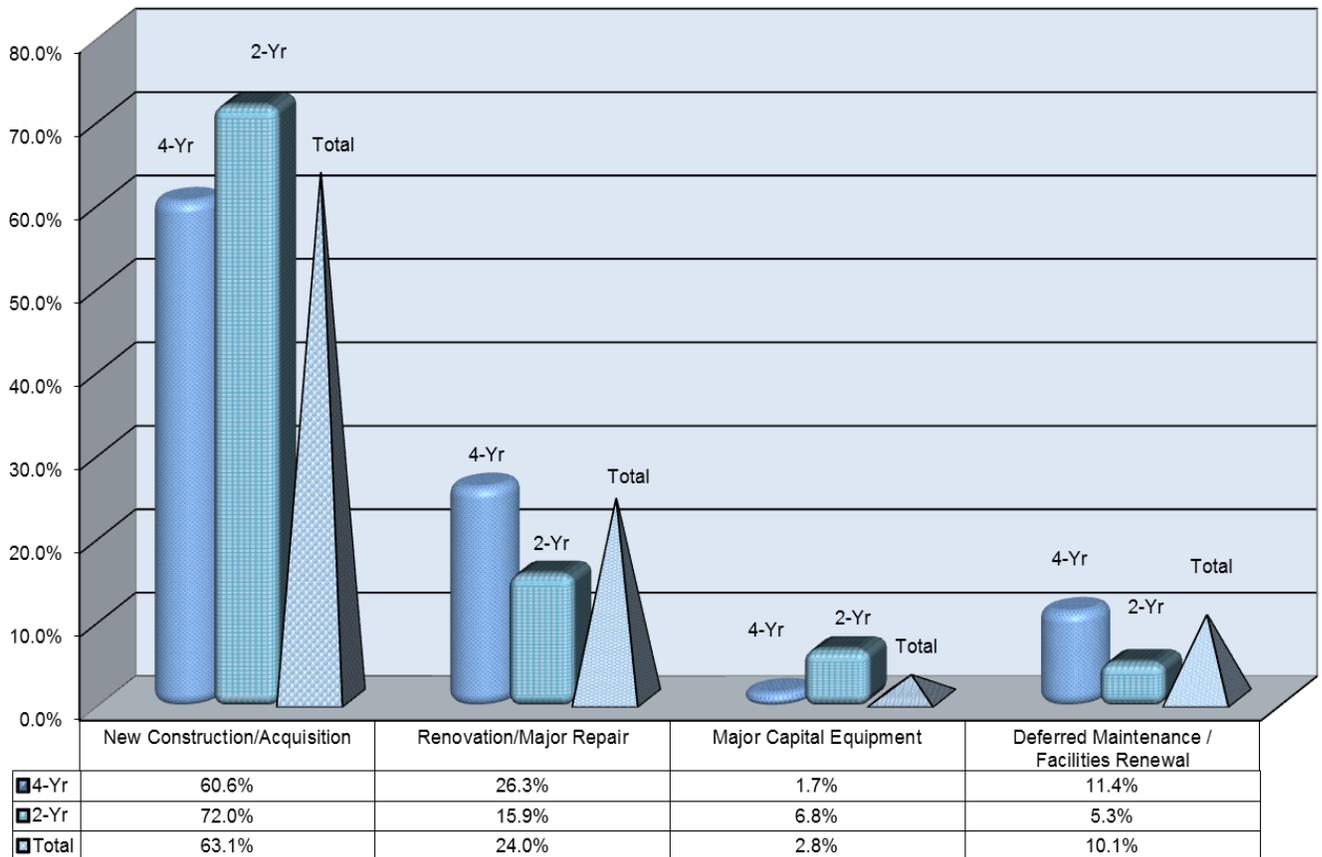
Institutional Finance & Facilities

Facilities Master Plan and Capital Projects Requests

<http://www.ache.alabama.gov/Content/Departments/InstFinance/FMP/2016-2020/FMP2016-2020.pdf>

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 2016-2020 was presented at the December 5, 2014 Commission meeting. A total of \$4,676,375,676 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, 2014, the institutions had \$3,412,104,281 in Bonded Indebtedness and paid \$327,440,600 in Debt Service on these bonds.

Total Capital Requirements by Category FY 2015-2016 — 2019-2020



Non-Resident Institutional Review

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Under provisions of Ala. Code §16-5-10 (14) (1975) no institution of postsecondary education located outside of Alabama may offer units or programs of instruction within Alabama without prior approval of the Commission. The Commission, under its rulemaking authority, establishes criteria for the approval of such institutions and programs. While the Commission has programmatic review oversight of these institutions, it does not have licensing authority. The licensure of resident or non-resident private higher education institutions in Alabama is handled through the Licensure Division of the Alabama Community College System (ACCS), formerly the Alabama Department of Post-secondary Education (ADPE). Alabama is the only state within the United States where private school licensure and programmatic review of degree granting non-resident institutions of higher education is divided between two state agencies, ACCS and the Commission. To facilitate the dual agency assignments of responsibility, a Memorandum of Agreement (MOA) between ACCS and the Commission provides for the integration of programmatic review of non-resident institutions with the licensure process. The first MOA was executed in 1985, amended in 2002, 2005, and most recently in 2015.

The Commission maintains inventories of more than 800 Non-Resident Institutions (NRI), including those with active physical sites located in Alabama, those restricting their offerings to online programs, as well as archival records of closed or inactive institutions. During 2015, 289 private, proprietary institutions licensed or exempted from licensure by the ACCS, were operating as foreign corporations or non-resident

institutions in Alabama and offering a total of 5,241 programs of study. The Commission conducted full-scale programmatic reviews in accordance with Commission Procedures and Regulations for 228 of the 289 institutions, a five percent increase over the past year. In addition to the full-scale programmatic reviews, the Commission conducted 40 desk audits and processed 21 SECRRR registrations. Of the 289 non-resident institutions operating in Alabama, 231 institutions restrict their offerings to online programs; 33 institutions have site-based operations (57 locations in 17 Alabama cities); and 25 institutions offer either a combination of online and onsite programs or restrict their activities to the recruitment of students through licensed agents in the state.

An inventory of non-resident degree and non-degree granting institutions under the jurisdiction of the Commission is available on the Commission's website at:

<http://www.ache.alabama.gov/Content/Departments/NRI/NRI-Pvt-NonDegree-Inventory.pdf>

Network of Alabama Academic Libraries (NAAL)

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NAAL is a consortium of public and private four-year schools and the Alabama Commission on Higher Education. Since it was established 30 years ago to eliminate disparities between schools offering graduate education, it has broadened its mission to coordinate academic library resource sharing to enhance education and research for all of higher education.

Database licensing, including both the licensing of e-resources and price negotiation, is the primary means by which NAAL achieves its mission. NAAL works with over 25 vendors to make 88 e-resources which includes databases, e-journals, and e-books available to the 27 members that participate in the program. By participating in group subscriptions to e-resources, the members of NAAL enjoy discounts ranging from five percent to over 50%, with an overall average being approximately 16%. This means that for all members' subscriptions worth in excess of over \$10,068,739.86, the cost avoidance is in excess of \$1,623,178.49.

Besides making more e-resources available at lower prices via group subscriptions, the Network has been able to assist its members in other ways. Some examples include obtaining discounts for existing subscribers to e-resources when forming new group subscriptions, and obtaining group discounts for members. Additionally, the Network used some of its funds to subsidize the cost of a suite of databases and online services called WorldCat Discovery for its members.

In addition, NAAL provides the same service pro bono for the Alabama Virtual Library (AVL) when renewing subscriptions to databases and permanently purchasing e-books for all of Alabama's lifelong learners. Currently, there are over 50 commercial databases and hundreds of e-books that are freely available on the AVL. The information in journals, newspapers, and books that used to only be available in libraries are now available 24 hours a day, seven days a week from home, school, and work. The AVL was an early adopter of Geo-IP authentication, so most citizens can access the e-resources by going to the AVL's URL.

Network of Alabama Academic Libraries (NAAL)

Unlike other states' virtual libraries, the AVL does not have a paid staff. Volunteers are responsible for its governance and marketing. Those volunteers are board members called the AVL Council. Higher education is well represented by the ACHE representatives on the Council; they include Mr. John-Bauer Graham of Jacksonville State University, Dr. Melvin Davis of the University of North Alabama, and Dr. Janice Franklin of Alabama State University. Due to the negotiations with the AVL vendors, no databases had to be cut during the year.

AlabamaMosaic, a digital repository for showcasing the history and culture of the state, is freely available to Alabama's archives, museums, and other cultural heritage institutions.

All that is required of them is that they own the copyright to the digital items and they agree to let students use the images for not-for-profit purposes. Currently, AlabamaMosaic indexes 255 distinct collections from 33 institutions and organizations. Within the last year, 15,000 digital objects were added, bringing the total number of objects to over 174,000. Some of the new partners include B.B. Comer Library, the city of Vina, the Northeast Alabama Community College, and the United States Sports Academy.

Besides providing a single repository for digital collections spread across the state, NAAL provides a low-cost permanent preservation service for digital content called Alabama Digital Preservation Network (ADPNet). By geographically distributing digital content on multiple servers across the state, the members of this service have access to award-winning open source software. It started out with academic libraries as members and has grown to include two public library systems in Alabama, thereby garnering world wide attention for its uniqueness among digital preservation networks.

At the close of the fiscal year, the members of NAAL voted to allow Mobile Public Library to become its newest member. As a cooperative member, they can collaborate with other members when advocating to officials, providing outreach in communities, creating continuing education opportunities for librarians and similar activities. The deans and directors of university libraries in Mobile have met with the director of the Mobile Public Library to start discussing ways they may be able to work together in the future.

Network of Alabama Academic Libraries (NAAL)

General Members

- Alabama A&M University
- Alabama State University
- Athens State University
- Auburn University
- Auburn University at Montgomery
- Birmingham-Southern College
- Faulkner University
- Jacksonville State University
- Samford University
- Spring Hill College
- Troy University
- Tuskegee University
- University of Alabama
- University of Alabama at Birmingham
- University of Alabama in Huntsville
- University of Mobile
- University of Montevallo
- University of North Alabama
- University of South Alabama
- University of West Alabama
- U.S. Sports Academy
- Alabama Commission on Higher Education

Cooperative Members

- Air University
- Alabama Department of Archives & History
- Alabama Public Library Service
- Alabama Supreme Court State Law Library
- Birmingham Public Library
- Marine Environmental Sciences Consortium
- Mobile Public Library
- Redstone Scientific Information Center

Affiliate Institutions Program Participants

- Amridge University
- Concordia College
- Huntingdon College
- Judson College
- Miles College
- Oakwood University
- Stillman College
- Talladega College

Alabama Experimental Program to Stimulate Competitive Research (ALEPSCoR)

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The ALEPSCoR Program is dedicated to the advancement of economic development via scientific and engineering research through a collaborative effort among the state's research universities. The focus of activities is designed to attract and retain distinguished scientists and researchers for Alabama; to develop new cutting-edge technologies, companies and opportunities; and to stimulate state competitiveness in medicine, biotechnology, engineering, mathematics and other applied sciences. In FY 2014, Alabama's investment in the ALEPSCoR Program has led to over \$7.1 million in new federal awards being brought into the state and over \$16.6 million in research expenditures.

Graduate Research Scholars Program (GRSP)

In 2006, the Alabama Legislature increased the Commission's EPSCoR line item appropriation for the purpose of funding a GRSP. The goals of the GRSP are to attract high quality graduate students to Alabama's research universities; to provide vital support for students performing research in those areas targeted by the state as high priority development areas; and to increase the pool of highly trained Master's and PhD graduates available to Alabama industry. The program has implemented 10 successful rounds of competitive grant awards. Over 226 students have been supported with a state investment of nearly \$7.5 million to date with 22 new awardees beginning in August 2015.

State support has assisted students in their achievement of 129 PhD and 45 Master's degrees as of December 2015. This next generation of GRSP scholars, whose research topics range from biomedical and life sciences to nano-materials and engineering, are destined to become Alabama's industrial and academic leaders of tomorrow.

Seven GRSP brochures that chronicle accomplishments of this project to date and provide an historical reference to the ongoing work have been published and distributed to state and national audiences. The eighth will be available in December 2015. Copies are available at: <http://alepscor.org/>.



U.S. Department of Education (USDE) No Child Left Behind (NCLB) Competitive Grant Program

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The Alabama Commission on Higher Education administers the U.S. Department of Education competitive grant partnership program for higher education institutions (Title II of the Elementary and Secondary Education Act of 1965 (ESEA) as amended and enacted in 2001 as part of the No Child Left Behind Act). The Title II program is the largest federal program that supports professional development activities to improve teaching and learning. Under this program, funds are made available to State Educational Agencies (SEAs), Local Educational Agencies (LEAs), State Agencies for Higher Education (SAHEs), and Institutions of Higher Education (IHEs) to support and help shape state and local professional development activities.

Requests for Proposals are circulated to all Alabama institutions of higher education, both public and private. A peer panel of experienced Alabama university deans, public school teachers, and staff of the Alabama State Department of Education evaluate and rank all proposals. Final awards are based on the peer panel's recommendations, ACHE staff analysis, and review by commissioners appointed by the ACHE chairman.

Competitive grants were awarded in this program to 13 institutions of higher education resulting in professional development projects for an estimated 1,348 teachers, 93 administrators, and five para-professionals in 73 public school districts and 21 private schools. Nearly 1,000 of these teachers serve public school districts identified as high-need. More than 88,000 students were directly impacted by all of the participating teachers.

As required by NCLB legislation to serve high-need school districts and to assure that this program reaches all regions of the state, ACHE identified 80 districts meeting federal criteria as high-need and required all projects approved for funding to serve one or more of these school districts. All 13 funded projects met that requirement and were also able to serve other districts not identified as high-need.

In addition to federal funding, external funding was provided by the host institutions, school district partners, and others including the Montgomery Museum of Fine Art, the Alabama Shakespeare Festival, Alabama State Council on the Arts, Southeast Center for Education in the Arts, Lowder Family Foundation, Caring Foundation, USA Center for Archeological Studies, STC Carolina Biological Supply Co, and McWane Science Center among others. Projects reported that the total funding and in-kind services leveraged from all external sources was estimated at more than \$2,000,000 not including volunteer and other unspecified resources.

Additional information and directories of funded projects from 2004 to the present are available at: <http://www.ache.alabama.gov/NCLB/>.

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

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http://stars.troy.edu/reports/2014-2015_Annual_Report.pdf

The AGSC was created by the Alabama Legislature in March 1994 (Act 94-202). The primary mission was to establish a statewide freshman-and sophomore-level general studies curriculum to be taken at all public colleges and universities, and to develop and adopt a statewide articulation agreement for the freshman and sophomore years for the transfer of credit among all public institutions of higher education in Alabama. The STARS System allows public two-year students in Alabama to obtain a transfer guide/agreement for the major of their choice.

This guide/agreement, if used correctly, guides the student through their first two years of coursework and prevents loss of credit hours upon transfer to the appropriate public four-year university in Alabama.

In 2014-2015 over 84,000 official transfer guides were obtained by students and administrators through the STARS website. Since the fall of 1998, over 1.1 million transfer guides have been obtained by students and administrators through the STARS website. This program continues to save time, money, and credit for the college students of our state.



Alabama Humanities Foundation— School & University Partners for Educational Renewal (Super)

<http://www.alabamahumanities.org/programs/super-teachers/>

FY 2014-15 Appropriation: \$40,276

The 2015 SUPER Teacher Program provided intensive, graduate-level, content-based, professional development to 53 elementary, middle and high school teachers. The 2015 SUPER Teacher Program will, in turn, enrich the education of over 6,000 (6,432) Alabama students.

- **The History and Literature of World War I: F. Scott Fitzgerald and the Literature of the Great War**

January 13, 2015 Montgomery,
Department of Archives and History
(Workshop)

Lead scholar: Martin Olliff, PhD, director, The Wiregrass Archives and Associate Professor of History, Troy University Dothan
Educators discussed Camp Sheridan, other Montgomery bases, and Fitzgerald and other literati of the WWI era.

Participating teachers: seven
Students reached: 868

- **Selma and Montgomery: A Tale of Two Cities – An Examination of How The Events Changed America**

March 5-8, 2015, Montgomery, Selma, and Tuskegee, Tuskegee University

Lead Scholar: Dr. Martha Bouyer, executive director of Historic Bethel Baptist Church Foundation, and NEH Landmarks of American History and Culture Workshops Project Director

Alabama educators participated in a field study of the 50th Commemoration of the 1965 Selma to Montgomery March and the 60th Commemoration of the Montgomery Bus Boycott.

Participating teachers: 12
Students reached: 1,532

- **Language, Culture and Landscape of Peru (Language Immersion)**

June 1-4, 2015, Montevallo,
University of Montevallo

Lead scholar: Leonor Vazquez-Gonzalez, PhD, Associate Professor of Spanish, University of Montevallo
Foreign language teachers studied the history, culture, politics and current issues in Peru.

Participating teachers: 22
Students reached: 2,782

- **American Slave Narratives: Their Impact on Fiction and Film**

June 15-18, 2015, Tuscaloosa,
University of Alabama

Lead scholar: Alan Brown, PhD, Professor of Languages and Literature, University of West Alabama
Alabama educators studied the autobiographical form of the American slave narrative, and traced its evolution in American history to narrative forms in American cinema.

Participating teachers: 12
Students reached: 1,241

Alabama Agricultural Land Grant Alliance (AALGA)

<http://www.aalga.us/>

FY 2014-15 Appropriation: \$5,041,283

AALGA was formed in June of 2000 through a Memorandum of Understanding among Alabama's three land grant universities: Alabama A&M University, Auburn University and Tuskegee University.

The majority of the funds received by AALGA, through ACHE, during FY 2014-2015 were used to match federal funds made available to Alabama A&M University and Tuskegee University for approved USDA/NIFA Evans-Allen and McIntire-Stennis (Forestry) research programs. Deans of all three schools meet regularly and develop priorities for programs that utilize these funds to make them operational.

AALGA's unique programming across all three land grant universities is geared towards generating additional research interest. Through deliberate and structured collaborations they allow participating researchers to address emerging research challenges affecting the state. Faculty are encouraged to use these limited funds to attract much larger funding on a national and international scale. These projects frequently provide immediate benefit to farmers and citizens of the state, while at the same time reducing duplication in agricultural research and taking advantage of the scientific expertise of the scientists at all three universities.



Adaptive Sports Scholarships/ Ability Sports Network

<http://asn.huntingdon.edu/>

FY 2014-15 Appropriation: \$210,000

The specific activities of the Disability Sports Network (DSN) during FY 2014-2015 included 47 skill development sessions, 12 team competitions and 11 special events. These activities provided primary services to 26 youth from various schools including Park Crossing High School, Lee High School, Montgomery Catholic Preparatory School, Hooper Academy, Southlawn Middle School, Goodwyn Junior High School, Forest Avenue Academic Magnet School, Garrett Elementary School, Halcyon Elementary School, Carver High School, and Redland Elementary School.

Certified Disability Sport Specialist training sessions were held in Huntsville, Brewton, and Montgomery. These training sessions provided a pathway to certification for 50 educators, coaches, and other professionals throughout the state.

The Disability Sports Network established a research partnership with AUM. Graduate students from AUM, along with undergraduate students from Huntingdon College, performed wheelchair athlete testing using accelerometer technology to measure the energy cost of wheelchair basketball in youth with disabilities.

The 2014-2015 program year continued to expand the successes of DSN in furthering the goals for which the program was established, and with continued funding FY 2015-2016 will allow for program expansion to the Huntsville area.

Alabama Wing of the Civil Air Patrol (ALWCAP)

<http://alwg.us/pages/home.php>

FY 2014-15 Appropriation: \$75,000

Civil Air Patrol (CAP) is a benevolent, non-profit 501c3 corporation designated by the U.S. Congress under Titles 10 and 36 of the U.S. Code as the Auxiliary of the U.S. Air Force (USAF). Its three-fold charter includes Aerospace Education, Cadet Programs and Emergency Services. Although fuel and lubricants expended for actual search missions are reimbursable by the USAF, all other expenses are borne by the member or supported by donations. The following activities are some of those funded during FY 2014-2015.

- Annual 'Ironman' competition held in Chilton County, October 2014, provided meals and training materials for the cadet attendees. (Cadets are youth members ages 12-18)
- Participated in Wreaths Across America at Ft. Mitchell and in Mobile, December 13, 2014
- Cadet Conference in Hoover, March 13-15, subsidized cadet registration fees and provided training materials
- Annual Wing Conference in Hoover, March 13-15, provided multiple training workshops for all members
- Direct support of Blue Angels at Regional Air Show, Tuscaloosa, March 28-29
- Color Guard Academy conducted at Bessemer Composite Squadron in May, provided training material. Color guards are on call for military and public events. They also compete at wing, region and national competitions
- Wing Emergency Services School (WESS) at USAF Vigilant Warrior facility, consuming five weekends, provided classroom and field training materials for over 100 cadets
- Annual summer encampment conducted at Ft. McClellan, July 4-11, assisted with food and lodging for 200 cadets
- Cyber Patriot, the National Youth Cyber Education Program, acquired two laptops to enable our teams to compete. This is a national competition of over 1,000 teams sponsored by the Air Force Association
- Two \$1,500 academic scholarships (STEM) awarded
- Provided awards for all competitive events
- Provided some support for administrative cost of primary command and key directors



Alabama Resource Conservation & Development Council (ARCDC)

<http://www.aarc.net/>

FY 2014-15 Appropriation: \$1,087,744

Funds appropriated to the ARCDC assist in the coordination of the activities of Alabama's nine regional Resource Conservation and Development Councils and speak for and promote the activities of the regional councils in Alabama and on the national level. A list of all 180 projects funded in FY 2014-2015 for the nine regional councils can be found on their website.



Alabama Soil & Water Conservation Committee (ASWCC)

<http://www.swcc.state.al.us/>

FY 2014-15 Appropriation: \$1,073,376

The state allocation to the ASWCC supports conservation activities within each of the 67 Soil and Water Conservation Districts. The funds appropriated to the ASWCC helped provide the technical assistance and educational opportunities necessary to implement each districts' programs. Activities at the local level are critical in order for the districts to address the conservation goals of the state. Activities of the districts included groundwater festivals, land judging, poster and essay contests, teacher workshops, conservation tours, as well as stream cleanups and riparian restoration. Districts also continue to partner with the Alabama Clean Water Partnership to work on specific watershed projects. Each district received \$12,430 for program delivery.



Alabama Black Belt Adventures (ALBBA)

<http://www.alabamablackbeltadventures.org>

FY 2014-15 Appropriation: \$300,000

Created in 2009, ALBBA is a non-profit organization whose stated mission is, “to provide economic and ecological benefits to the region’s communities and its citizens through the collective promotion of all outdoor recreational assets and tourism opportunities.” ALBBA is a consortium of over 50 hunting and fishing lodges located in the state’s Black Belt region. In addition to promoting the Black Belt’s widely acclaimed hunting and fishing opportunities,

ALBBA also promotes other outdoor recreation opportunities including canoeing, horseback riding, hiking, and birdwatching. ALBBA works closely with numerous tourism partners representing the region’s rich cultural and heritage assets ranging from antebellum homes to sites of some of the nation’s most important civil rights events. ALBBA uses a multimedia approach of print, electronic, and educational booths at hunting and fishing expos in its promotional activities.



Black Belt Initiative — Alabama Forestry Foundation

<http://www.alaforestry.org/displaycommon.cfm?an=1&subarticlenbr=55>

FY 2014-15 Appropriation: \$192,000

The Alabama Forestry Foundation's Black Belt Initiative is a three-phase program designed to:

1. provide job opportunity awareness
2. enhance fundamental skills in math and science
3. ultimately provide a pathway for employment in the forest industry for residents of Alabama's rural communities

The Initiative is designed to have an ongoing mission beginning with:

1. Phase I - Awareness Campaign (FY 2011-2012 and forward)
2. Phase II - Rural Excellence in Math & Science Skills Program (FY 2012-2013 through FY 2014-2015)
3. Phase III - Scholarship Program (FY 2013-2014 and forward)

For a video describing the activities of the program, please see: <https://www.youtube.com/watch?v=Zr6Lk6w9Hk0>.



Black Belt Treasures Cultural Center (BBTCAC)

<http://www.blackbelttreasures.com/>

FY 2014-15 Appropriation: \$150,000

The BBTCAC is a non-profit 501c3 organization based in Camden, Alabama with the mission of economic stimulation in the Black Belt region through the sale and promotion of art and heritage crafts, as well as the provision of arts education opportunities for area residents and visitors.

The organization developed as an outgrowth of a tourism initiative launched by the Alabama Tombigbee Regional Commission. In their work to catalog assets that would be of interest to tourists throughout the region, they found a wealth of artistic talent. BBTCAC offers regional artisans a venue for marketing and selling their products to a much larger market than most have been able to reach, through an art gallery and e-commerce website. BBTCAC opened on September 30, 2005, and celebrated its 10 year anniversary on October 1, 2015.

The mission of BBTCAC is to foster, develop, and promote economic development initiatives aimed at creating jobs and increasing the income of local residents through the marketing of arts, crafts, literature, food products, and other items unique to Alabama's Black Belt and to cultivate and provide arts education in the region. With this mission in mind, BBTCAC has the following goals:

- 1) an enhanced regional economy with arts-related jobs and tourism stimulated through BBTCAC's emphases on showcasing the creative spirit and marketing the heritage arts and culture of Alabama's Black Belt
- 2) a region-wide venue for arts education revolving around the preservation of the region's heritage arts and culture, with area residents and visiting artists active in a flourishing arts environment incorporating exhibits, workshops, demonstrations, and celebrations

With education central to BBTCAC's mission and planning, 2014-2015 has seen a broad range of educational initiatives for a diverse group of constituents, such as in-school programs or after-school art classes, hands-on experiences during festivals or enrichment classes for the adult learner, enhancement workshops or business skill training for working artists, secondary learning during lectures, book club, theatrical and musical performances or a visitor to the BBTCAC Gallery.

In addition to the valuable investment of funds through the Alabama Commission on Higher Education, BBTCAC relies heavily on small grants and contributions through the BBTCAC Guild to subsidize arts education efforts and the staffing required to provide these professional arts education events and programs each year. Among those are summer art camps, after school art classes, in-school art enrichment programs, youth and adult art classes and workshops (i.e. painting, pottery, printmaking, basket weaving, chair caning, jewelry making, fused glass), and artist demonstrations of heritage arts.

In-school programs have included art enrichment week at the Camden School of Arts and Technology with focus on printmaking, clay, basket weaving and storytelling; third grade enrichment program based on the quilts of Gee's Bend incorporating math and history through printmaking and storytelling; several classes were provided for students focusing on financial literacy through painting and three dimensional arts; and a workshop for homeschool students based on regional textile arts.

Black Belt Treasures Cultural Arts Center (BBTCAC)

Numerous conversations with regional authors, in-school author programs and book club meetings were hosted by BBTCAC during the year. The BBTCAC sponsored *People and Place in History and Song*, an event featuring Dr. Wayne Flynt in lecture and Kate Campbell in song. Together they presented an overview of the social and political history of Alabama. The event was well received by high school youth at a local school and by the general public who enjoyed an evening performance. Additionally, Dr. Flynt lectured during the BBTCAC Book Club in the afternoon.

Two festivals were held this past year and were filled with activities that make learning fun and enriching. Learning to use a pottery wheel, exploring quilt patterns through print, listening to regional music, and watching an authentic soap-making demonstration, collectively offer thought-provoking history lessons relevant to the region's cultural heritage.

Ongoing efforts continue to educate people outside the Black Belt region of the rich culture and artistic talent of its people. In Fall 2014, BBTCAC hosted a Quilt Tour through the region including stops in Montgomery, Selma, Gee's Bend, Camden, and Monroeville. Tour participants were from Australia, New Zealand, Switzerland, Germany, Austria, and Venezuela. This experience validated that the demand for regional cultural heritage tourism is a viable option for economic development in partnership with education. With this in mind, BBTCAC is in the implementation stage of the Black Belt Quilt Trail which will eventually encompass sites throughout the Black Belt region. This trail will include not only tourism opportunities, but will offer opportunities for educational programs and an alternative means of teaching regional history through the arts.



Black Belt Treasures Cultural Arts Center (BBTCAC)

Additionally, BBTCAC was afforded the opportunity to provide educational learning experiences at the Governor's inaugural event, Southern Makers in Montgomery, and in the Black Belt Village at the Rick and Bubba Outdoor Expo in Birmingham. A Black Belt Artists Exhibit was featured at the Georgine Clark Alabama Artist Gallery at the Alabama State Council on the Arts. BBTCAC partnered with the Alabama Folklife Association for the Common Threads quilting program, tour, and workshop. BBTCAC partnered with Old Alabama Town to feature historic regional photographs by Edith Morgan (collection compiled by BBTCAC author).

In Spring 2015, two staff members attended New Orleans Entrepreneur Week (NOEW), an opportunity offered by Delta Regional Authority. The event was focused on entrepreneurial development as a means of creating and growing small businesses. As BBTCAC continues its work toward the formalization of a Black Belt Artisans Guild and an entrepreneurial training program (ARTrepreneur) to provide business and artistic training for artists in the Black Belt region, the knowledge and network garnered at NOEW will be beneficial.

An underlying goal of BBTCAC since its inception was the need to help dispel the negative image of the Black Belt region. While BBTCAC works toward that goal every day, a special opportunity was presented to partner with University of Alabama Press in the publication of a book about the contemporary Alabama Black Belt region.

Through photography by Robin McDonald and text by Valerie Pope Burnes, [Visions of the Black Belt](#) was released in September 2015, which showcases, preserves and educates about the rich, diverse cultural heritage of the region. The book features the architecture, land, traditions, artists, authors, musicians, and culture of this rich place known as Alabama's Black Belt.



National Computer Forensics Institute (NCFI)

<https://www.ncfi.usss.gov/ncfi/>

FY 2014-15 Appropriation: \$250,000

The NCFI was established in 2007 through a partnership initiative between the Department of Homeland Security, the United States Secret Service, the Alabama Office of Prosecution Services (OPS), the State of Alabama, and the city of Hoover.

The primary purpose is to provide state and local law enforcement officers the training necessary to conduct basic electronic crimes investigations, to respond to network intrusion incidents, and to conduct computer forensic examinations. The NCFI also provides training for judges and prosecutors in using digital evidence in court. All NCFI training courses are made available through funding from the Department of Homeland Security.

Since 2008 the NCFI has trained 4,300 state and local prosecutors, judges, and law enforcement officers from all 50 states and three territories, making an economic impact on Alabama of \$14,100,000. Included in that number is 365

Alabama law enforcement officers, judges and prosecutors, providing the state with \$2,049,000 in equipment and software. Without the NCFI, similar training would have cost Alabama \$4,596,000. The NCFI is staffed by seven full-time employees to handle the daily operations. Four of those are employees of the U.S. Secret Service, and three are State of Alabama employees funded through the OPS.

In addition to the law enforcement training, the NCFI and OPS provide cybersecurity protection and awareness training to school groups (college and high school), as well as financial, legal, government, and community groups.

The expenditures through the Alabama Commission on Higher Education cover the two full-time state employees assigned to the NCFI and logistic and operational cost of training that is not covered by the federal budget. It allows for all of the non-law enforcement training.



Special Programs Report

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SREB DOCTORAL SCHOLARS PROGRAM

During the 2014-2015 academic year, the Southern Regional Education Board's Doctoral Scholars Program celebrated its 21st anniversary. The award-winning program is designed to help prepare graduates to become successful college and university faculty members.

Tenure

According to SREB data, a major milestone is the number of tenured faculty (106) at colleges and universities. More than one-fifth of the tenured faculty are affiliated with Alabama universities.

Dr. Christopher Johnson (PhD, University of Alabama) is a tenured associate professor, chair of the economics and geography department, and associate dean for the Coggin College of Business at the University of North Florida. Dr. Johnson's research interests include the economics of poverty, income distribution and income inequalities among races.

With funding from the University of North Florida Office of Community Based Learning, Dr. Johnson and a team of students, created an organic garden at a non-profit agency, which serves the homeless and economically disadvantaged population in Jacksonville, Florida. One of his mentees is pursuing a graduate degree in economics. When asked to describe his experience with the Doctoral Scholars Program, Dr. Johnson replied, "While the financial support was indeed critical to the pursuit and completion of my doctoral degree, the mentoring efforts through the annual Institute were tremendously beneficial in helping me make the transition from graduate school to tenure-track faculty."



Dr. Christopher Johnson (R)

Special Programs Report



Dr. Maria Stoops

Dr. Maria Stoops (PhD, University of Alabama) is a tenured associate professor of French and Spanish at the University of Montevallo. She has been a presenter at conferences nationally and internationally, including Brazil, Canada, Italy, and Spain. She developed the Directed Study Abroad Program for students to study in Madrid and Paris. A native speaker of Spanish, she has near-native proficiency in English, French and Italian and advanced proficiency in Portuguese. She uses her language skills as an academic adviser for foreign language students and as an interpreter and translator intern for an agency which helps people dealing with catastrophic events, accidents, and other issues. She credits her extensive publishing record to advice she received at the Institute on Teaching and Mentoring: “Begin publishing early as an assistant professor.” As a mentor to undergraduate students, she helps them conduct research and present their findings in undergraduate research sessions. Dr. Stoops intends to publish a book about Miguel de Cervantes, the Spanish novelist who authored *Don Quixote*.

Dr. Armon Perry (PhD, University of Alabama) is a tenured associate professor in the Kent School of Social Work at the University of Louisville. His research centers on intrapersonal, interpersonal and external factors that influence men’s involvement in the lives of their children and families. The findings from one project, *African American Men’s Attitude Toward Marriage* resulted in five peer-reviewed journal articles and two book chapters.

His current research project, Promoting Paternal Participation in Healthy Start Programming, aims to provide resources to engage fathers in a Louisville, Kentucky health and wellness program which will help to promote the growth and development of mothers and children. His research has been funded by the National Center for Marriage and Family Research and the University of Louisville Office for Community Engagement.



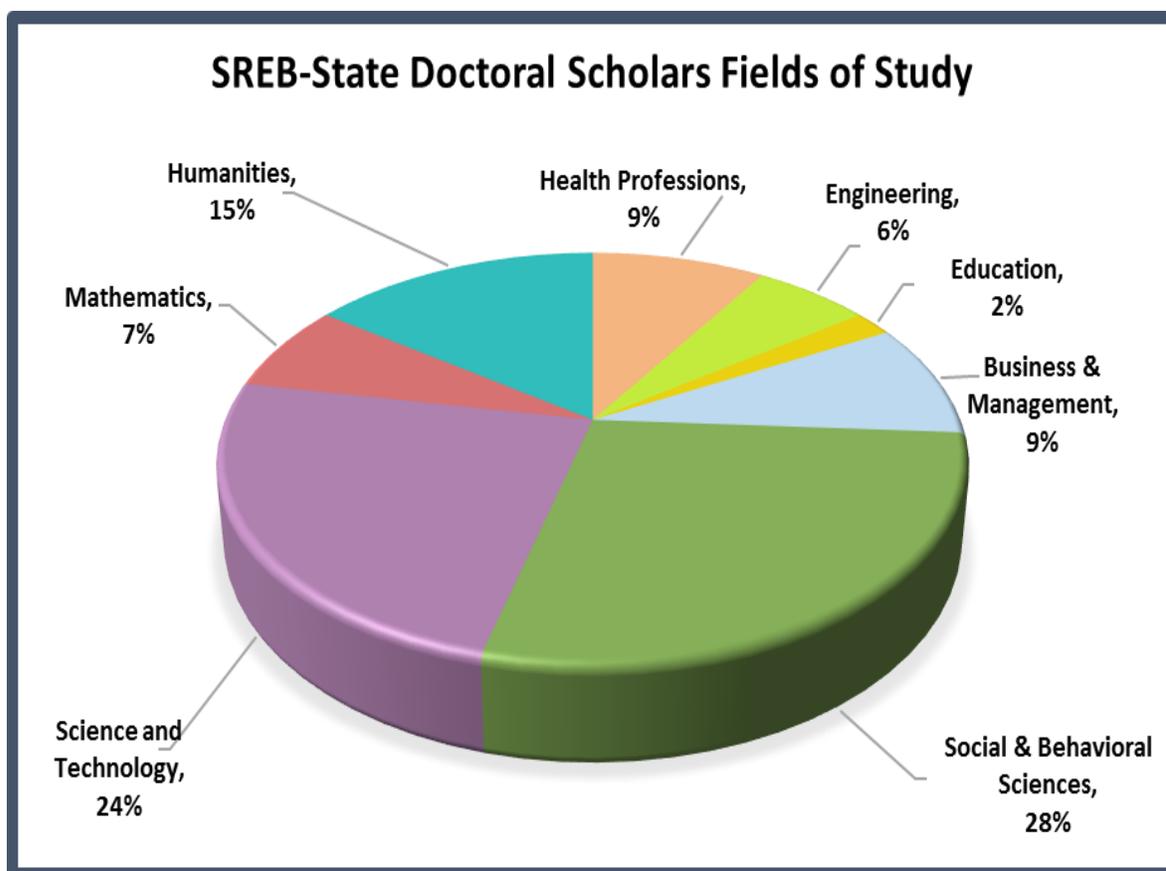
(L) Dr. Armon Perry

Special Programs Report

Alabama Student Profiles

Source: SREB

1. total graduates -112, doctoral scholars - 78 and dissertation scholars - 34
2. baccalaureate degrees from a historically black college or university -33%
3. students who enter the program at a master's degree level or above -79%
4. funded time-to-degree from program entrance averaged 1.8 years for dissertation scholars
5. funded time-to-degree from program entrance averaged 5.0 years for doctoral scholars
6. years average with master's degree—5.0 years without master's degree—5.8
7. total time-to-degree for dissertation scholars averaged 7.2 years
8. total time-to-degree for doctoral scholars averaged 7.4 years
9. average age at graduation 34.1
10. graduates employed in education -78%, employed in higher education—95%
11. employed graduates working in SREB states-78%



Special Programs Report

Electronic Campus/SECRRRA

Auburn University Montgomery online courses:

Degree Type	CIP	Degree Completion Program	Complete Program Title: Include Concentrations if Specified	Online or Blended
GR	31.0505	M.Ed.	Kinesiology	Online
GR	13.0501	M.Ed.	Instructional Technology	Online
GR	24.0101	MLA	Liberal Arts	Online
Certificate		No	Geographic Information Systems (GIS)	Online
Certificate		No	American Society & Culture	Online
GR	51.3801	BSN	Nursing	Both
GR	51.3801	MSN	Nursing	Both
GR	43.0104	MS	Criminal Justice Studies	Online
UNG	26.0101	BS	Biology	Online
GR	43.0301	MS	Homeland Security & Emergency Management	Online

Special Programs Report

Electronic Campus/SECRRRA

University of North Alabama online courses:

Course Dept.	Course No.	Course Section	CIP Code	Course Title/Delivery Format Include Course Management System if applicable	Level	Credits
CIS	644	I03		Business Proc Integration/ERP Systems	G	3
ED	675	I01		Content Literacy	G	3
EMB	606	I03		Special Topics in Business	G	3
FS	605	I01		Contemporary Topics	G	3
MG	651	I03		Special Topics - Strategic HR	G	3
MG	670	I03		Leadership and Team Building	G	3
MG	685	I03		Cases in Applied Project MG	G	3
QM	698	I03		Independent Study/Research	G	3
ED	375	I01		Content Literacy	U	3
HES	465	I01		Senior Interior Design Studio	U	3
CIS	225	I01		Intro to Oriented Programming	U	3
COM	230	I01		Foundations of Pub Relations	U	3
COM	368	I01		Editing	U	3
EN	211	I01		Survey of EN Lit	U	3
EN	221	I01		AM Lit thru Whitman	U	3
GE	300W	I01		Hi & Phil in Geography	U	3
NU	305R	I01		Online Physical Assessment	U	3
NU	305R	A		Online Physical Assessment	U	0
NU	411R	I01		Online Leadership Nursing	U	6
NU	411R	A		Online Leadership Nursing	U	0
NU	416R	I01		Quality/Safety in Prof Nursing	U	6
NU	416R	A		Quality/Safety in Prof Nursing	U	0
ES	480	I01		Earth Systems: Water & Environment	U	3
GE	413	I01		Geography of Asia	U	3
HI	456	I01		Recent United States History	U	3
SEM	405	I03		Terrorism & Terror Operations	U	3
ED	644	I01		Ethics and Education	G	3
FS	606	I01		Methods of Intervention	G	3

The Academic Common Market (ACM)

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The ACM is a tuition-savings program for college students in the 15 SREB member states who pursue degrees in fields that are not offered by their in-state institutions. Coordinated by the SREB program for 35 years, the following states participate in the ACM: Alabama, Arkansas, Georgia, Kentucky, Louisiana, Maryland, Mississippi, Oklahoma, South Carolina, Tennessee, Virginia, and West Virginia.

The ACHE staff received applications for more than 200 students at the baccalaureate level, 80 at the master's level and 10 at the doctoral level.

Requests for Out-of-State Programs

While Alabama residents have had access to more than 200 undergraduate and graduate programs, this year only nine new programs were added at the following levels:

- Five baccalaureate programs
- Four master's level programs

	STATE	UNIVERSITY	PROGRAM	DEGREE
1.	Georgia	University of Georgia	Health Promotion and Behavior	BS
2.	Tennessee	University of Tennessee	Aerospace and Defense	MBA
3.	Tennessee	Middle Tennessee State University	Professional Science (Actuarial Sciences)	MS
4.	Tennessee	University of Memphis	Anthropology (Globalization, Development, and Culture)	MA
5.	Kentucky	Eastern Kentucky University	In Fire, Arson and Explosion	BS
6.	Tennessee	University of Tennessee, Knoxville	Anthropology (Disasters, Displacement and Human Rights)	BA
7.	Mississippi	Petroleum Engineering	Mississippi State University	BS
8.	Florida	Florida State University	Business Administration (Hospitality and Tourism Management)	Online MBA
9.	Oklahoma	Oklahoma State University at Stillwater	Sports Media	BS

The Academic Common Market (ACM)

Since the ACM is an SREB reciprocal agreement program, out-of-state students also have the opportunity to request the addition of Alabama programs. This year 12 Alabama programs were added.

Requests for Alabama Programs

	STATE	UNIVERSITY	PROGRAM	DEGREE
1.	Georgia	Auburn University	Chemical Engineering (Pulp and Paper Science)	BS
2.	Georgia	Alabama State University	Chemistry (Forensic Chemistry)	BS
3.	Louisiana	University of Alabama at Birmingham	Clinical Laboratory Sciences	MS
4.	South Carolina	University of Alabama in Huntsville	Aerospace Systems Engineering	MS
5.	Maryland	Auburn University	Apparel Merchandising, Design and Production Management	BS
6.	Georgia	Troy State University	Music	BS/BA
7.	Virginia	Alabama State University	Prosthetics and Orthotics (Generalist)	MS
8.	Georgia	University of Alabama, Birmingham	Health Administration	MBA/ MS
9.	Texas	University of Alabama, Birmingham	Biomedical and Health Sciences	MS
10.	Oklahoma	University of Alabama	Book Arts	MFA
11.	Tennessee	University of Alabama, Birmingham	Health Care Organization and Policy (Public Preparedness Management)	MPH
12.	Georgia	Auburn University	Business Administration (Professional Flight Management)	BS

The Academic Common Market (ACM)

Programs Denied

When there are requests to add programs to the ACM, SREB and the Alabama universities have the opportunity to participate in the evaluation of the programs. This year assessments were provided for the following programs:

**MS in Architectural Studies
(Facilities Management) at Florida A&M:**

SREB reported that the program is no longer being considered for addition to the ACM inventory due to the lack of response from Florida A&M University.

**WVU Masters of Science in Coaching and Sports
Education:**

There is considerable overlap and duplication between the WVU program and the UA Master's in Human Performance option in the Department of Kinesiology.

**MTSU BS in Mathematics with a
Concentration in Actuarial Science:**

A student could receive a comparable degree if pursuing the actuarial science option within Auburn's Applied Mathematics program.

**BA in UT/Knoxville BA in Interdisciplinary
Studies with a Concentration in Sustainability:**

It is also possible for a student to complete an Interdisciplinary degree at Auburn with a Sustainability focus.

Student Assistance Programs

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The Alabama Commission on Higher Education administers the following student financial aid programs. The FY 2014-2015 allocations are listed for each program.

Alabama Student Assistance Program (4,112 awards totaling \$2,619,980)

The Alabama Student Assistance Program provides funds to help those students who demonstrate substantial financial need. It is the state's only need-based student aid program for residents attending postsecondary education institutions in Alabama.

Alabama Student Grant Program (5,145 awards totaling \$1,996,350)

The Alabama Student Grant Program is a tuition-equalization grant that provides financial assistance to Alabama residents enrolled in independent, non-profit Alabama colleges and universities and to students attending other legislatively identified institutions.

Washington Center Internship Program (WCIP) (Three awards totaling \$13,800)

The WCIP provides selected students from Alabama's public institutions challenging opportunities to work and learn in Washington D.C. at various federal government agencies for academic credit.

Alabama National Guard Educational Assistance Program

(363 awards totaling \$433,466)

The Alabama National Guard Educational Assistance Program is designed to help professional members of the Alabama National Guard pursue undergraduate degrees and to a limited extent, graduate degrees. Active Army and Air National Guard members may receive a maximum of \$2,000 annually.

Police Officers' and Firefighters' Survivors Educational Assistance Program

(25 awards totaling \$199,776)

The Police Officers' and Firefighters' Survivors Educational Assistance Program provides funds for tuition, fees, books, and supply expenses for undergraduate studies at Alabama public colleges and universities for dependents and spouses of police officers and firefighters killed or permanently and totally disabled in the line of duty.

Acknowledgements

The Alabama Commission on Higher Education acknowledges the ongoing support and assistance provided by the public institutions and their personnel that facilitate the coordinating efforts of our agency.



Commission Meeting, September 11, 2015