

Forging  
Strategic  
Alliances:

2009-2014

State Plan for Alabama  
Higher Education

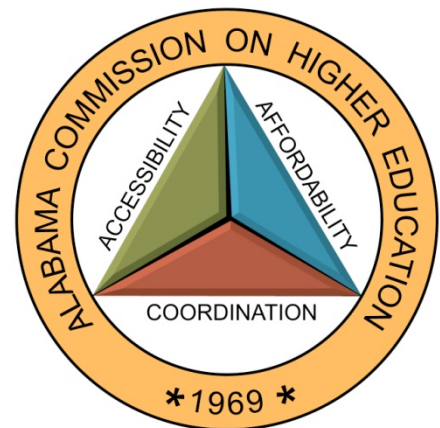


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# Forging Strategic Alliances: State Plan for Alabama Higher Education 2009 – 2014

## *Executive Summary*

### VISION

Alabama's higher education system of colleges and universities, through their varying missions, will provide access and increased educational attainment to citizens of the state using a variety of delivery systems to prepare an educated citizenry and a competitive work force for the present and the future global economy.

### PURPOSE

The purpose of this plan, *Forging Strategic Alliances*, is to set the agenda for postsecondary education for the next five years in collaboration with all interested constituencies. Research about the issues and challenges facing colleges and universities in the state was the basis for the guiding principles, priorities and goals of the state plan.

### GUIDING PRINCIPLES

1. Meeting the postsecondary educational attainment needs of the increasingly diverse citizenry of Alabama is critical to the continued social and economic development of the state. The changing demographics of the state are included as a guiding principle that affects each of the higher education priorities included in the plan in some fundamental way.
2. An equally important guiding principle for the plan is the premise that strategic alliances across education sectors and business and industry are necessary to address longstanding postsecondary educational attainment issues in the state.

### THE MISSION OF THE ALABAMA COMMISSION ON HIGHER EDUCATION

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

## Statewide SWOT Analysis

<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• Among state agencies and collaborative private/public partnerships, several activities and programs currently exist for education (PK-20).</li> <li>• Alabama colleges and universities are nationally recognized for their high quality academic programs, cutting edge research, and technology.</li> <li>• There is a growing number of STEM workforce positions resulting from new companies coming into the state as well as the expansion of existing companies, especially in the automotive and aerospace industries.</li> <li>• The Alabama Department of Postsecondary Education is actively expanding technical training programs such as AIDT for example across Alabama.</li> <li>• There is strong commitment to programs that promote college and career readiness such as the Alabama Reading Initiative, Career Technical Education, Engineering Academies, State Scholars Initiative, Dual Enrollment, Articulation General Studies Curriculum, and the Alabama Math, Science, and Technology Initiative (AMSTI), Advanced Placement, and Distance Learning.</li> <li>• There are nine regional development councils to determine workforce development training needs.</li> <li>• The state's higher education system provides access to students across the state, particularly with increased course and program offerings online.</li> <li>• Alabama's two-year and four-year institutions are relatively stable without any major issues with the regional accrediting body.</li> <li>• Alabama recently ranked in the top six states in the country in a national project to collect and monitor data on student achievement.</li> <li>• Alabama is recognized throughout the nation for its leadership role in the Southern Regional Education Board (SREB) Doctoral Scholars Program.</li> </ul>	<p><b>Opportunities</b></p> <ul style="list-style-type: none"> <li>• Provide apolitical leadership in the educational arena by forming a PK-20 to Workforce Council empowered to develop, coordinate, and advocate for educational needs/initiatives in the state.</li> <li>• Becoming economically competitive will necessitate the creation of a technically skilled workforce.</li> <li>• There is an identified need for accountability and outcomes for programs and budgets.</li> <li>• There is an identified need to address students' PK-20 preparation and performance for college and careers.</li> <li>• Promoting collaboration among colleges and universities will increase opportunities for efficiencies.</li> </ul>
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<p><b>Weaknesses</b></p> <ul style="list-style-type: none"> <li>• Academic programs at Alabama institutions of higher education are viable in terms of enrollment but the state continues a low, national ranking in students' academic success, defined as retention and graduation rates.</li> <li>• Data show that educational attainment disparities exist across racial groups.</li> <li>• Leadership, oversight, and budgeting for education are fragmented among several entities such as the Governor's office, Alabama Legislature, Alabama State Board of Education, Alabama Commission on Higher Education, and the colleges and universities</li> <li>• Weak state funding leads institutions to increase tuition in order to attract and retain qualified faculty and to attempt to maintain campus resources and programs.</li> </ul>	<p><b>Threats</b></p> <ul style="list-style-type: none"> <li>• There is a need to address PK – 20 STEM teacher/faculty shortages.</li> <li>• There is a need to understand and collaborate on the core issues that affect Alabama's education rankings.</li> <li>• Current reductions in state support for higher education due to national and state economic downturns need to be addressed.</li> <li>• Large numbers of students are not passing placement exams in English, reading, and especially mathematics.</li> <li>• There is a need to change the state culture of competition for funding between K-12 and higher education.</li> </ul>
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## Statewide Priority Areas and Goals

### **Priority 1 – Cooperate with PK-12 to increase students’ preparedness for college and career**

*Focus on academic and social transitions between high school and college will prepare students for success on the college level.*

- Goal 1 - Increase graduation rates among two-year and four-year colleges and universities so that students are prepared for continued study and/or career opportunities.
- Goal 2 - Decrease the percentage of freshman level students requiring remediation statewide.

### **Priority 2 - Establish a PK - 20 Council**

*Coordinate and advocate toward a fully integrated educational system with funding and assigned administrative responsibilities, and a commitment from the membership to sustain the work.*

- Goal 3 - Establish a PK-20 Council to coordinate and advocate toward a fully integrated educational system with funding, assigned administrative responsibilities, and a commitment from the membership to sustain the work.

### **Priority 3 - Increase graduates in Science, Technology, Engineering, and Mathematics (STEM) fields**

*Expand the capacity of science, technology, engineering, mathematics and related programs as necessary to respond to market needs and opportunities in high-demand, technology-intensive fields.*

- Goal 4 - Increase the number of students majoring in STEM fields.
- Goal 5 - Increase the number, preparation, and retention of K-12 teachers in natural sciences, mathematics, and related career technology fields.
- Goal 6 - Advance programs that strengthen preparation of both students and teachers in STEM-related fields.

### **Priority 4 - Seek necessary financial resources for education in Alabama**

*Encourage and enable postsecondary institutions to develop new revenue streams that are in keeping with their educational missions.*

- Goal 7 - Provide benchmarks for higher education costs by identifying and sharing proven methods to improve efficiency.
- Goal 8 - Expand sources of higher education revenue including the expansion of state support for higher education.

### **Priority 5 - Establish a comprehensive Workforce Development Plan for Alabama**

*Continue to work with state economic development leaders on the creation and implementation of a workforce development plan that aligns the capabilities of Alabama postsecondary education with state economic development needs.*

- Goal 9 - Supplement the development of a flexible, unified workforce education and training system that addresses occupational skills in a range of industry sectors.
- Goal 10 - Address labor market demands and/or needs.

## ***Forging Strategic Alliances***

### ***State Plan for Alabama Higher Education 2009 – 2014***

The Alabama Commission on Higher Education (ACHE) is statutorily charged with developing a long-range plan for all postsecondary education in Alabama.

“The Commission shall be responsible for statewide long-range planning for postsecondary education in Alabama. Such planning shall be the result of continuous study, analysis and evaluation. Plans will include the establishment of statewide objectives and priorities with methods and guidelines for achieving them.”

Ala. Code §16-5-6 (1975)

#### **Preface**

In the *Report of the Eighth Quadrennial Evaluation Committee* (ACHE, 2007), evaluators called for a state planning process that involves all education sectors along with business and industry. Also, the report called for a plan that would result in an agenda for addressing the social, economic, and educational challenges facing the state.

The state plan, *Forging Strategic Alliances*, provides goals and strategies for advancing Alabama higher education. As the title of the state plan suggests, the Commission used the state planning process as an opportunity to expand and strengthen strategic alliances across the state while establishing a statewide higher education policy agenda for Alabama citizens.

At the onset (March 2008) of the long-range planning process for the development of the 2009-2014 State Plan, a call went out to primary constituencies for nominations of representatives who would form an advisory group, the Statewide Planning Advisory Council (SPAC). The diverse make-up of the SPAC exemplified the idea that alliances across all education sectors and business and industry is welcomed in the state planning process for higher education.

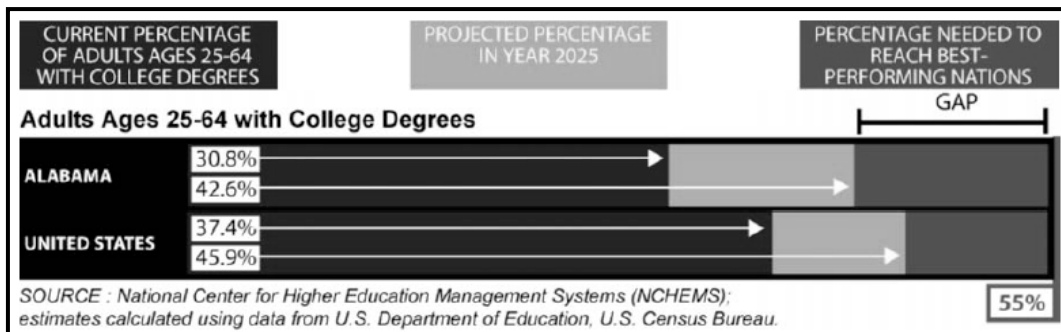
The Statewide Planning Advisory Council conducted a series of meetings around the state; reviewed federal, state, and local planning documents; heard presentations from staff of the Center for Business and Economic Research, the University of Alabama, the Center for Government, Auburn University Montgomery, and the Alabama Commission on Higher Education; analyzed trend data; presented key findings; identified challenges; deliberated, and agreed on five higher education priority areas as the foundation of the plan. For a detailed summary of the long-range planning process, go to Appendix A, p.33. Over the next five years, the performance measures will be monitored to determine progress toward achieving the goals and strategic objectives outlined in the state plan beginning with 2009 baseline data (see sample Reporting Template at Appendix, F).

## The Planning Environment

In a growing, global, knowledge-based economy, postsecondary education is a prerequisite for increased opportunity (Field, 2009). Postsecondary education is correlated with higher personal incomes, productivity, economic growth, civic participation, and quality of life. The economic benefits associated with substantially increasing the share of the population with college degrees are well documented. Investments in Alabama colleges and universities are returned many times over in contributions to the state’s economic, social, and cultural development. Postsecondary education promotes innovation and helps attract, retain, and grow business and industry (Addy, 2008; SREB, 2008). Postsecondary education yields good returns on state appropriations that are made possible through high incomes for graduates. Such investments are essential for improving Alabama citizens’ well-being as well as maintaining the state’s overall competitiveness in today’s knowledge-based global economy (Addy, 2008).

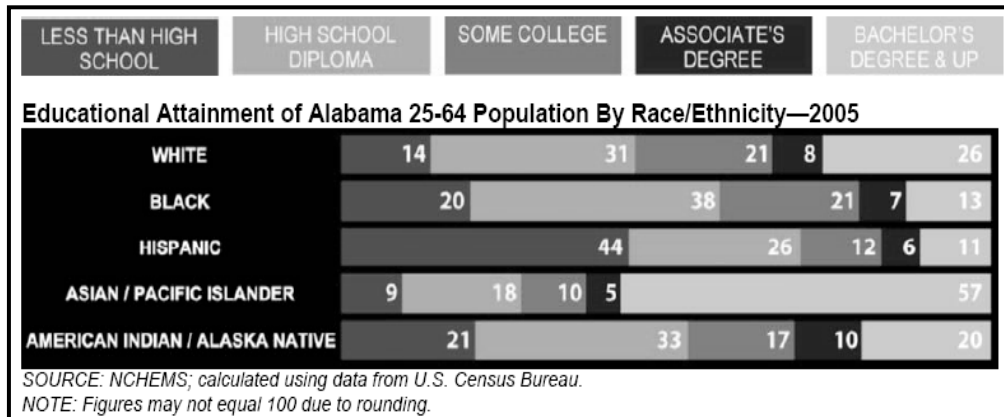
In its annual 10-year forecast, the U. S. Department of Education predicts that postsecondary enrollments will continue to rise at a steady pace.<sup>1</sup> Total enrollment in degree-granting colleges and universities will increase from 17.8 million in 2006 to 20.1 million in 2017. Women will continue to make gains relative to men. The population of 18-to-24 year olds, now at 29.8 million, will increase to 30.9 million by 2012, but then decline to 29.6 million by 2017. The annual number of public high-school graduates will increase by 8 percent 2004-2005 to 2017-2018. This national picture, however, conceals a huge amount of state-level variation (Glenn, 2008).

In 2007, only 30.8% of adults 25 – 64 in Alabama had college degrees, compared to 37.4% nationally (Addy, 2008).



<sup>1</sup> The department’s enrollment forecasts are based on demographic data and projections of future unemployment rates and per-capita income (Glenn, 2008).

By race, there are significant differences in the percent of adults in the state ages 25–64 with college degrees (Addy, 2008).



In the national report, *Knocking at the Door*, the Western Interstate Commission for Higher Education reported that after 2008, the number of high school graduates nationwide will begin a slow decline until 2015, especially in the South. Also, more than half (54%)<sup>2</sup> of the public school children in the South come from low-income families (SCUP, 2008, SEF, 2007), which is significant. According to the Society for College and University Planning (SCUP) Annual Trends in Higher Education 2008 Report, income disparities are increasingly recognized as the most significant barrier to access and graduation for all students.

Of those who graduate from high-school, data show the chances to succeed in college are more modest: less than 60 percent of students entering four-year institutions earn bachelor's degrees within six years, and barely one-fourth of community college students complete their program within three years (Goldrick-Rab & Roksa, 2008). The College Board analysis of more than 1.1 million students found that first-generation students were less likely than their peers to finish college. The study found that the graduation gap also existed across all levels of high-school preparation. One in three college freshmen needs remedial courses in math, reading, or writing.

At least two higher education groups have expanded their accountability efforts by posting accountability data online for students and parents. The National Association of State Universities and Land-Grant Colleges and the American Association of State Colleges and Universities have partnered to form the Voluntary System of Accountability Program(VSA). The VSA is designed to improve public understanding of how public colleges and universities operate. The VSA communicates information on the undergraduate student experience through a common web reporting template, the College Portrait. The College Portrait provides transparency about the characteristics of institutions and students, cost of attendance, student engagement with the learning process, and core educational outcomes. Some Alabama colleges

<sup>2</sup> During the 2006-2007 school year, 54 percent of students in 15 Southern states qualified for free or reduced lunches.

and universities are participating in this Voluntary Student Accountability program<sup>3</sup>. The State Higher Education Executive Officers (SHEEO) has urged the National Student Clearinghouse to use its data base to improve the understanding of graduation rates for students who begin enrollment full-time and then transfer to other institutions (Lingenfelter, 2008). In Alabama, the Articulation and General Studies Program (AGSC/STARS) has engaged in study to evaluate the success of community college students who transfer to state universities. Colleges are now mining their data to predict when students are at risk of failing, which helps the colleges reach out to these students in a more timely fashion to retain them (Rampell, 2008).

According to the National Governors Association and the National Association of State Budget Officers, 42 states were forced to reduce enacted budgets in fiscal year 2009. Nationally, this is an expected trend. Alabama higher education faces grave challenges because of unpredictable state operating budget support. In the national *Measuring Up 2008* report card, Alabama was rated a grade of F for affordability (National Center for Public Policy, 2008). The report notes that Alabama is similar to other states in that higher education has become less affordable for students and their families. The report found that poor and working-class families must devote 51% of their income, even after aid, to pay for costs at public four-year colleges. Financial aid to low-income students is low. For every dollar in Pell Grant aid to students, Alabama spends only five cents. Beginning in 2009, the Pell Grants will be made a federal entitlement program and the maximum Pell Grant award will be increased. These changes will make federal financial aid more reliable for students and their families (Field, 2009 Feb.).

In summary, the national and regional planning environment revealed several trends unique to Alabama. Alabama has a lower percentage of adults aged 25-64 with college degrees as compared to national and regional data. Within this population of adults with college degrees, there are disparities across racial groups and income levels. This is significant, especially in reference to disparities across income levels since more than half (54%) of the public school children in the South come from low-income families. Income disparities are increasingly recognized as the most significant barrier to earning a college degree. The Western Interstate Commission for Higher Education reported that after 2008, the number of high school graduates in the South will begin a slow decline until 2015. Moreover, the Southern Education Foundation (SEF) reported in 2008 that Alabama's highest ranking education and economic problem is high school dropouts, which is 41.4%. According to the Southern Regional Education Board (SREB), Alabama's high school graduates enroll in four-year colleges and universities at a higher rate than other U.S. graduates, but less than half (47%) of these students graduate within six years. Given the downturns in the state's economy, tuition levels at public colleges and universities have become increasingly expensive.

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<sup>3</sup> Alabama A&M University, Auburn University, Jacksonville State University, Troy University, The University of Alabama, The University of Alabama at Birmingham, The University of Alabama in Huntsville, and the University of Montevallo.

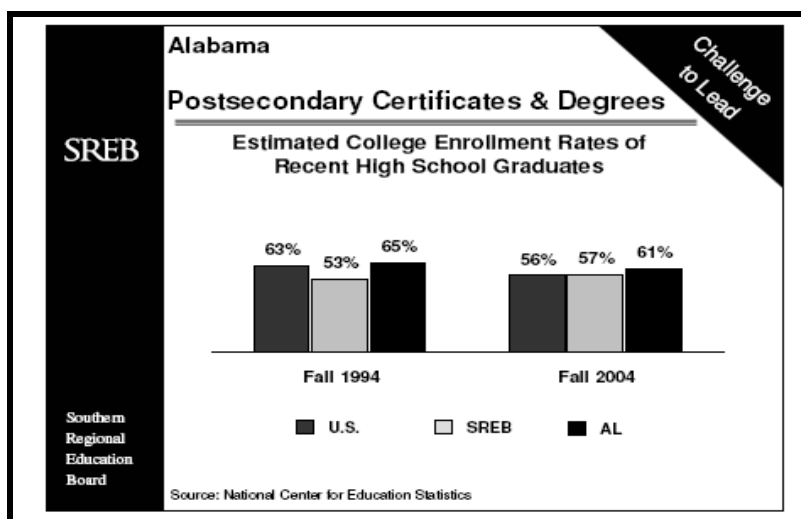
## Priorities for Education in Alabama

### Priority 1: Cooperate with PK-12 to Increase Students' Preparedness for College and Career

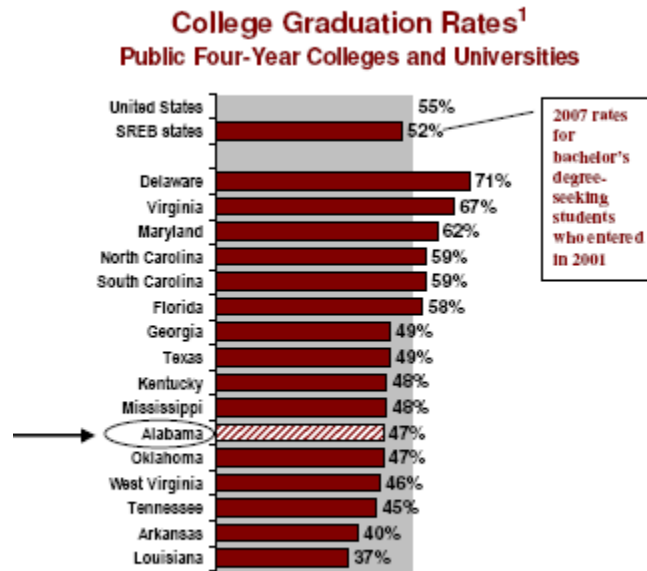
According to studies on persistence and success in postsecondary education commissioned by the Center for American Progress (CAP), the primary finding was that America's higher education system has a student readiness problem. Students are not ready for college, colleges are not ready for students, and public policy, long focused on making college more affordable, is not yet ready to take on the complex challenge of ensuring people successfully complete college degrees and transition into rewarding careers, as opposed to just getting into colleges and universities (Soares & Mazzeo, 2008).

If these challenges are to be met, then Alabama colleges and universities must promote access to higher education opportunities with an emphasis on academic and social supports designed to facilitate increased success in postsecondary educational attainment. Access to higher education should not just mean getting into a college or university, it also should mean having strong support after enrollment, so that students can acquire the skills they need to be successful and graduate writes Hrabowski (2007). It is important for colleges and universities to promote success, not simply access.

Alabama's colleges and universities are nationally recognized for their high quality academic programs, cutting edge research, and technology. The challenge is for more students to graduate from Alabama's colleges and universities. According to the Southern Regional Education Board (SREB), Alabama's high school graduates enroll in four-year colleges and universities at a higher rate than other U.S. graduates, but less than half (47%) of these students graduate within six years.



According to the Center for American Progress the following factors contribute to low graduation rates: the lack of college preparation, the lack of an agenda at the federal, state, and local levels for improving degree completion in postsecondary education, and rising tuition costs (Soares, 2008).



<sup>1</sup> Those who graduated within 150 percent of normal program time, usually six years.

Source: Table 40, SREB State Data Exchange and National Center for Education Statistics.

Students should begin college prepared and once enrolled they should have the supports and financial resources necessary to be successful. In fall 2008, of a total enrollment of 233,393, 9% (21,374) were enrolled in remedial classes. Focusing on academic and social transitions between high school and college will prepare students for success on the college level.

***Goal 1 – Cooperate with PK-12 to increase graduation rates among two-year and four-year colleges and universities***

Performance Measures<sup>4</sup>:

1. 3-year graduation rate
2. 6-year graduation rate

Strategic Objective:

1. Prepare students for college; once enrolled provide necessary resources.
  - Ask colleges and universities to establish realistic goals for increased student graduation rates (2009)(ACHE, Colleges and Universities)
  - Prepare more teachers for middle grades and high schools. (Annually)(Colleges of Education)
  - Continue to implement documented best practices that increase college and university retention and graduation rates. (Annually)(Colleges and Universities)

***Goal 2 - Decrease the percentage of students requiring remediation statewide.***

Performance Measure:

1. Percentage of students requiring remediation

Strategic Objective:

1. Focus on academic and social transitions between high school and college.
  - Continue cooperative ventures with K-12 designed to strengthen preparation and professional development opportunities of K-12 teachers and counselors that ensure high school curricula alignment with college and career readiness standards. (Annually) (K-12, Colleges and Universities)
  - Disseminate information on best practices evolving from the many cooperative ventures with K-12, colleges and universities, and business and industry aimed at increasing students' preparedness for college and careers. (Biannually) (ACHE)
  - Continue sharing data on number of students requiring remediation with K-12, colleges, and universities. (Annually) (ACHE)

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<sup>4</sup> Performance measures provide a means to assess progress. At least one measurable performance indicator was identified for each of the five priority areas. Over the next five years, the performance measures will be monitored to determine progress toward achieving the goals and strategic objectives outlined in the state plan.

## **Priority 2: Establish a Pre-K to 20 Council**

Our nation's ability to meet the daunting array of challenges of this time depends on ensuring that our young people can successfully navigate from pre-kindergarten through graduate school and on to professional success (PK-20). The PK-20 education pipeline starts with the ABCs and so must America's education policy (UNCF, 2008). At the other end of the pipeline, colleges and universities are being asked to assume a greater role in improving the education of Americans by focusing their efforts on classrooms, instruction, better measurements of learning, and new methods to finance institutions (Basken, 2008).

Businesses and industries in Alabama also have vested and vital interests in the further development and improvement of education at all levels in order to strengthen the work force available to them and to improve profit margins. Businesses and industries in Alabama and businesses and industries seeking to initiate or expand their interests in Alabama will benefit from a workforce that is the product of an improved and better connected PK-20 (preschool through terminal degree) movement.

According to the Southern Education Foundation, Alabama had a high school dropout rate of 41.4% or higher in 2007. This means that roughly 4 out of every 10 of Alabama's 9th grade students who should have received regular high school diplomas in 2006 did not graduate.

Across Alabama, gains are being made in closing the achievement gap. The Alabama School Readiness Alliance is working to expand high quality PK programs that will help to close the achievement gap. The Governor's commitments to the Alabama Reading Initiative; Alabama Mathematics Science Technology Initiative (AMSTI); Alabama Connecting Classrooms, Educators, and Students Statewide (ACCESS), and an increased focus on student achievement are making a difference. According to the College Board's (2009) *Fifth Annual Advanced Placement (AP) Report to the Nation*, the Governor's commitments to these programs and other programs that focus on achievement are making a difference. *Report to the Nation* shows significant gains in Alabama's AP student performance and participation. Almost seven percent (6.8%) of Alabama's 2008 public high school class attained a score of three<sup>5</sup> or higher on an AP exam. This is 2.1 percent higher than in 2003. The state had one of the highest five-year increases in AP scores for African American and Hispanic students, 2.6 and 2.8 higher respectively than in 2003. Also, more low-income students are participating in AP classes and taking AP exams.

To maintain this momentum, it is imperative that the state establish a high-level PK-20 council. Recent Federal stimulus efforts hinge on PK-20 data effort for support. To date, Alabama is one of seven states without some type of PK-20 system. This council, comprised of leaders from all segments of education, business, and other education non-profit entities, would be charged with developing a seamless system that addresses changing demographics, focuses on college and career readiness through curriculum alignment, early college initiatives, and promotes academic and career success for all Alabama students. Across the state, there is a need for better alignment between K-12 and college and university curricula, better information for students to use in making choices, and more focus on programs serving adult learners. The future of the state is inextricably tied to the number of its citizens who complete college and

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<sup>5</sup> Three is the score predictive of college success.

career preparatory courses in middle and high school and go on immediately after high school graduation to college and or work. PK–12 and higher education must strengthen their alliances to help students (and their families) understand that postsecondary education is an attainable and financially viable goal.

***Goal 3 - Establish a PK-20 Council, to coordinate and advocate toward a fully integrated educational system with funding, assigned administrative responsibilities and commitment from the membership to sustain the work.***

Performance Measures:

- PK -20 Council.
- PK-20 Plan of Action

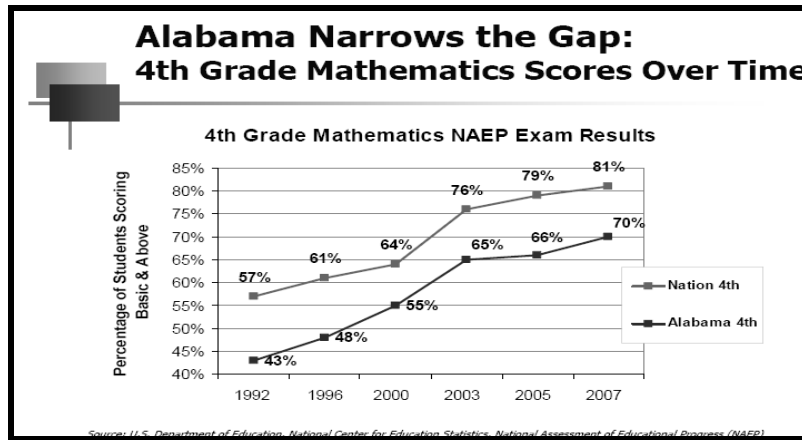
Strategic Objective:

1. Establish PK-20 Council via Executive Order, Legislation, or other means. (2010) (ACHE)
  - Secure funding via federal, state grants, etc. to support the work of the Council. (Ongoing) (ACHE)
  - Write and publish a policy setting forth parameters of Council operations and membership. (2010) (ACHE, PK-20 Council)
  - Gain a commitment from all “principal” members of the appointed council to agree to membership and attendance at meetings – no proxies. (Ongoing) (ACHE, PK-20 Council)
  - Establish and fund an administrative support arm for the Council administered by ACHE. (2010) (ACHE)
  - Maintain Council through changes in leadership. (2010)(ACHE)

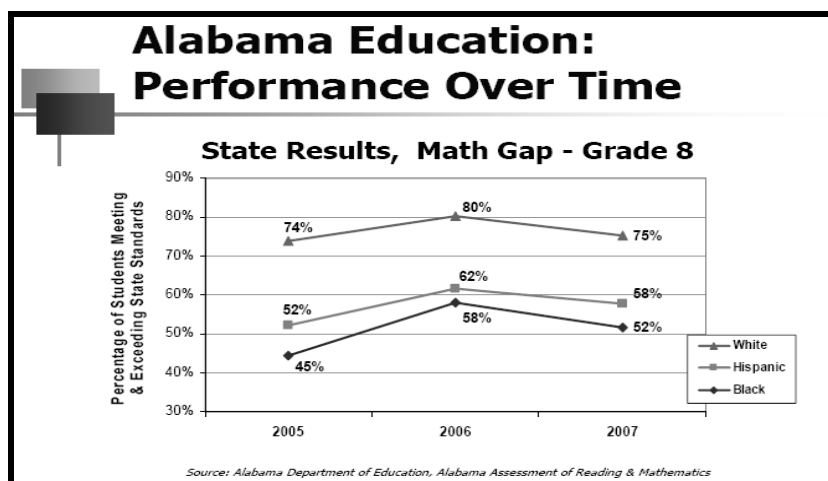
### Priority 3: Increase Graduates in Science, Technology, Engineering, and Mathematics (STEM) Fields

Overall, students' tend to have low interest in science, technology, engineering, and mathematics (STEM). In 2007, only 17 of 200 of the state's education graduates had major concentrations in math and science (Leech, 2008). This is especially true among women and minorities. Both groups are disproportionately underrepresented among STEM majors at all levels, but especially at the Ph.D. level (Hrabowski, 2007).

The Southern Education Foundation (SEF) reported that Alabama's highest ranking education and economic problem is high school dropouts.<sup>6</sup> Using 2007 data, the SEF in winter 2009, reported a high school dropout rate of 41.4% for Alabama. While the gap between state and national averages for 4<sup>th</sup> grade mathematics scores narrowed from 1992 to 2007 from 14% to 11%, disparities across racial groups continue, especially in math and reading.

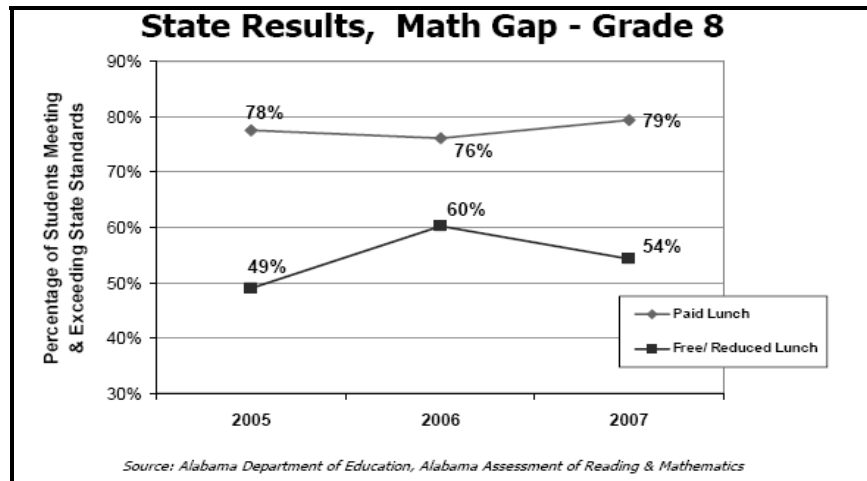


Similarly, significant gaps exist across racial groups for 8<sup>th</sup> grade students who meet and exceed state standards in math.



<sup>6</sup> Presentation, Southern Education Foundation, November 12, 2008, Birmingham, Alabama, High School Dropouts, Alabama's Number One Education and Economic Problem. The SEF updated this presentation in winter 2009 to reflect 2007 data. SEF methods of calculation were revised from the 2006 rate to more closely reflect NCLB standards for calculating high school graduation rates

Economically, differences in scores across income levels exist. For 8<sup>th</sup> graders who receive free/reduced lunch across the state, 54% meet and exceed state standards while 79% of students who do not receive free/reduced lunch met standards in 2007.



In FY2009, the Alabama Legislature appropriated \$40 million for AMSTI. Those funds provided equipment, materials, and support for all 626 AMSTI schools. These funds allowed expansion of the program to 55 new schools, and AMSTI is now in over 46.5% of the 1,350 schools in the state. The state needs to continue to expand those programs that identify talented young people, especially from underrepresented groups, and help them succeed in professional STEM careers.

***Goal 4 - Increase the number of students majoring in STEM fields.***

Performance Measures:

1. Percentage of freshmen who place in Calculus I.
2. Number and percentage of STEM majors.
3. Number and percentage of STEM graduates.

Strategic Objectives:

1. Recruit students.
  - Increase scholarship support for students majoring in STEM, including identifying external sources of support. (Colleges and Universities, Business and Industry) (Ongoing)
  - Work with two-year schools to prepare more students to transfer into four-year STEM programs. (Colleges and Universities, ACHE, AGSC-STARS) (Ongoing)
2. Enhance the preparation of entering students in STEM fields.
  - Maintain and strengthen collaborative efforts with programs such as AMSTI, A+ College Ready Program, Science in Motion, and Engineering Academies. (State Department of Education, Colleges and Universities, ACHE) (Ongoing)
  - Utilize technologies such as ACCESS to provide advanced instruction in STEM fields to underserved areas. (State Department of Education, Colleges and Universities, ACHE, Business and Industry) (Ongoing)

***Goal 5 - Increase the number, preparation, and retention of K-12 teachers in STEM-related fields.***

Performance Measures:

1. Number of new Alabama graduates certified to teach STEM-related fields.
2. Number of STEM certified teachers who maintain their certification.
3. Number and percentage of STEM-related filled K-12 positions.

Strategic Objectives:

1. Increase financial incentives for teachers in STEM fields. (State Department of Education) (Ongoing)
2. Enhance alternative pathways to certification in STEM fields.
  - Develop a mechanism to certify professionals retired from STEM fields. (State Department of Education) (2011)
3. Strengthen professional development opportunities for K-12 teachers. (Colleges and Universities)(Ongoing)
  - Develop a Master's degree option for Elementary and Middle School teachers with a focus on STEM education (State Department of Education, Colleges and Universities) (2010)
  - Strengthen programs such as Team Math and Science in Motion (State Department of Education, Higher Education) (Ongoing)

***Goal 6 - Advance programs that strengthen preparation of both students and teachers in STEM-related fields***

Performance Measure(s)

- Biannual reports on best practices, # STEM graduates, teachers
- Minutes of meetings of key players of various STEM initiatives.

Strategic Objectives:

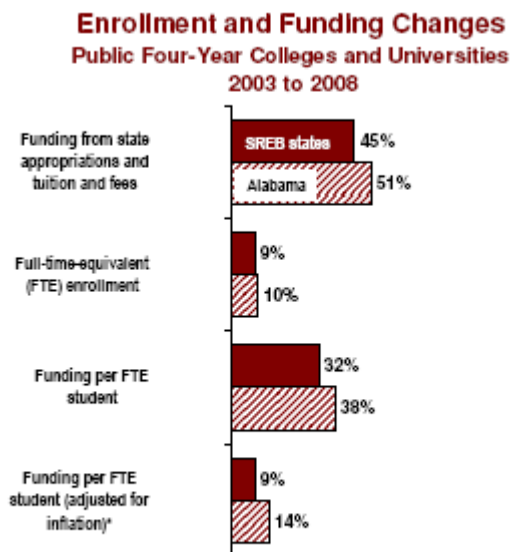
1. Create greater collaboration and coordination among various leaders in existing STEM related fields. (State Department of Education, Colleges and Universities, ACHE, Business and Industry)
  - Compile an inventory of existing best practices. (ACHE) (2010)
  - Convene the key players of various STEM initiatives. (ACHE) (2010)
2. Launch a media campaign to underscore the importance of STEM fields. (State Department of Education, Colleges and Universities, ACHE, Business and Industry) (2010)
3. Strengthen collaborative programs in research. (EPSCOR). (Colleges and Universities, ACHE) (Ongoing)
4. Maintain statewide data on numbers of STEM graduates, STEM teachers, and on various education programs designed to increase their numbers. (State Department of Education, ACHE) (Annually)

#### Priority 4: Seek Necessary Financial Resources for Postsecondary Education in Alabama

Data show that the previous level of state funding is the best predictor of support for higher education in a state, with public research universities having the least stable support, community colleges having the most stable support, and comprehensive universities falling between the two (Weerts & Ronca, 2008). The economy since 2007 has had a significant effect on state budgets and the amount of state funds appropriated for higher education.

Recent downturns in the state's economy and cutbacks in state support, coupled with mandatory increases in utility costs, and health, retirement, and other fringe benefits, tuition levels at the public institutions have become increasingly expensive. After reducing the fiscal year 2009 Education Trust Fund budget by 9 percent to cope with reduced revenues, the Alabama legislature completed the 2009 regular session by appropriating nearly \$6.2 billion for education in fiscal year 2010. The increase was only possible with the allocation of \$513 million in federal recovery funds; state funds in the education budget are actually 1.6 percent less than the adjusted fiscal year 2009 amount (SREB, 2009). In July 2009, however, the fiscal year 2009 budget of \$6.2 billion was reduced an additional 2 percent to \$5.7 billion. "To put that in context, education spending by the state was \$4.2 billion in 2003 and reached a record high of \$6.7 billion in 2008" (Office of the Governor, 2009).

The SREB reported that, "in Alabama in 2008, funding from state appropriations and tuition and fees per FTE student for public four-year colleges and universities was \$14,100 -- 14 percent (\$1,800) more than in 2003 after adjusting for inflation. The regional average funding per FTE student was \$14,100 -- 9 percent (\$1,200) more than in 2003 after adjusting for inflation" (p.26).



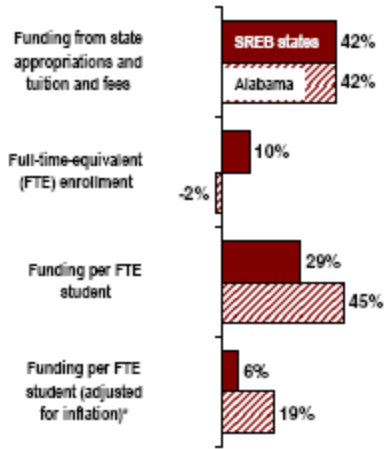
\* Based on the Common Fund Institute Higher Education Price Index (HEPI), which increased by 21 percent from 2002-03 to 2007-08.

Sources: Tables 37, 78, 79 and 80, SREB-State Data Exchange.

Minimal funding (\$10,000.00) was provided for the Alabama Teachers Recruitment Incentive Program, which is administered by the Alabama Commission on Higher Education

(SREB, 2009). Colleges and Universities had to adapt to an 11 percent proration for fiscal year 2009. It is expected that tax revenues will remain lower than expected during the first quarter of fiscal year 2010. Reductions in future fiscal years are expected. As a consequence, across the state, many colleges and universities have increased tuition and fees to compensate for the reduction in state appropriations.

**Enrollment and Funding Changes**  
**Public Two-Year Colleges**  
**2003 to 2008**



\* Based on the Common Fund Institute Higher Education Price Index (HEPI), which increased by 21 percent from 2002-03 to 2007-08.

Sources: Tables 37, 78, 79 and 80, SREB-State Data Exchange.

***Goal 7 – Provide benchmarks for higher education costs by identifying and sharing proven methods to improve efficiency.***

Performance Measures

1. Four operational task forces in the areas of technology, purchasing, energy conservation, and other strategies.
2. Four Best Practices Efficiency Awards in the areas of student success programs, global initiatives, distance learning, and academic partnerships.

Strategic Objectives

1. Identify opportunities for collaboration in areas such as information technology, purchasing, energy conservation, and other strategies to lower operational costs. (Annually) (ACHE)
  - Appoint a task force in each of the areas (technology, purchasing, and energy conservation) to discuss opportunities for collaboration.
2. Organize an academic best practices initiative to encourage colleges and universities to share their successes in retention and student affairs, recognizing that improved retention results in more tuition revenue and improved outcomes. (Biannually) (ACHE)
  - Establish a Best Practices program in the areas of student success programs, global initiatives, distance learning, and academic partnerships.
  - Determine timeline and procedures for annual submissions.
  - Form review committees to judge submissions in each area.
  - Announce winners.

***Goal 8 - Expand sources of higher education revenue including the expansion of state support for higher education.***

Performance Measures

1. # Out of State Students
2. # Entrepreneurial initiatives to support colleges and universities and economic development
3. % increase state support for higher education

Strategic Objectives:

1. Pursue entrepreneurial initiatives to support institutions and economic development.(Ongoing) (Colleges and Universities)
2. Develop a common advertising strategy, "Study in Alabama," to encourage out-of-state students and international students to pursue higher education in Alabama. Brand the opportunities of higher education study in Alabama for marketing and recruiting by colleges and universities, business, and industry. (Ongoing) (Colleges and Universities, Business and Industry, ACHE)
  - Contact the U.S. Department of Commerce and obtain guidance on and examples of similar programs in existence.
  - Contact Alabama Council of International Programs to determine what work has been accomplished on similar ideas to date.
  - Design a logo for "Study in Alabama."

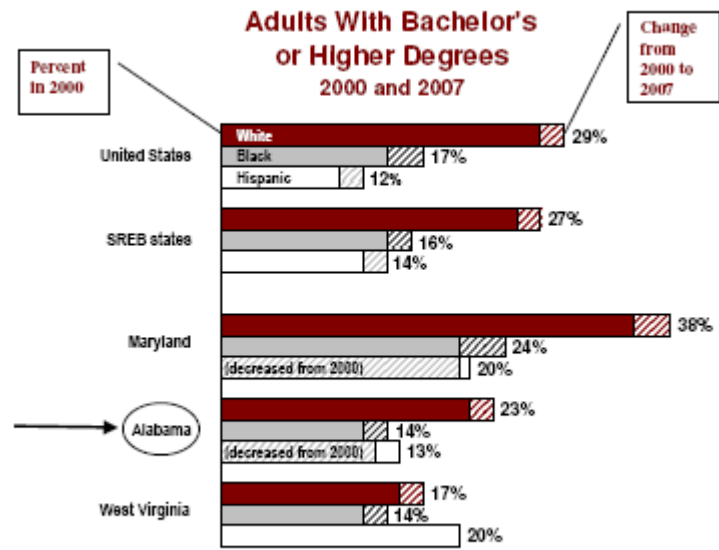
- Host and design a website.
  - Offer a link to the website to the Department of Commerce, Alabama Development Office, Chambers of Commerce, businesses, and education institutions in Alabama.
3. Collaborate to increase state support for higher education through increased funding. (Annually) (Colleges and Universities, ACHE, Legislature, Office of the Governor)

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### Priority 5: Establish a Comprehensive Workforce Development Plan for Alabama

Colleges and universities are key drivers of economic growth. Alabama expects substantial and growing enrollment demands on its postsecondary education institutions as the economy becomes increasingly dependent on a college-educated workforce. As centers of research excellence, colleges and universities across the state are economic engines for their communities and the entire state (Birmingham News, 2008). In 2008, for example, the University of Alabama at Birmingham (UAB) received a \$26.9 million grant to help researchers.

As manufacturing and Federal Base Realignment and Closures initiatives bring more global, knowledge-based jobs to the state, postsecondary education will be needed to prepare citizens for these jobs. At least one year of postsecondary education will be the future minimum requirement for most highly skilled 21<sup>st</sup> century jobs. An associate degree is the minimum requirement for 60 percent of the fastest-growing occupations; 46 percent requires a bachelor's or higher degree. For some highly specialized jobs, graduate education will be required. On average, fewer Alabama adults hold a bachelor's degree in comparison to other SREB states (See Table below).



Note: SREB states with the smallest and largest percentages of adults with bachelor's degrees are shown to put data in context.  
 Source: Table 4, U.S. Census Bureau.

The *State Report Card on Higher Education* (National Center for Public Policy, 2008) predicts that if all racial/ethnic groups had the same educational attainment and earnings as whites, total annual personal income in the state would be about \$8 billion higher. Alabama's underperformance in educating its young population could limit the state's access to a competitive workforce and weaken the state's economy. This fact negatively impacts the state's economic development opportunities with businesses and industries considering locating in the state.

Goals and strategies in the plan are designed to foster strategic alliances between businesses and industries, K-12, colleges and universities in addressing current and future global, knowledge-based jobs in areas such as energy conservation, education, robotics, health care, etc.. workforce shortages and economic development opportunities.

***Goal 9 – Supplement the development of a flexible, unified workforce development system that addresses occupational skills in a range of industry sectors.***

**Performance Measures**

1. # Dual Enrollment/Early College Enrollment programs.
2. # 2yr to 4yr college and university articulation agreements.

**Strategic Objectives:**

1. Expand existing and potential workers' opportunities to acquire and/or update their career skills through educational and training pathways that meet occupational demands. (Ongoing) (ACHE, colleges and universities)
  - Promote use of technology to communicate employment training opportunities. (Podcasts, INTERNET, phone text messages, social networking websites).
2. Expand information access to unserved and underserved populations. (Ongoing) (ACHE, colleges and universities)
  - Identify gaps with access to training, education and development.
  - Periodically engage members of unserved and underserved groups in small group sessions to get feedback on ways to more efficiently and effectively disseminate information about training, education, and development opportunities.
3. Expand use of Dual Enrollment programs to train more people for the workforce. (Ongoing, SDE, colleges and universities)
  - Increase number of high school career and technical students enrolled in community colleges.
  - Increase number of articulation agreements in technical fields between 2-yr and 4-yr colleges and universities.

***Goal 10 - Address labor market demands and/or needs.***

**Performance Measures**

1. % graduates who remain and become employed in the state
2. # graduates working in jobs for which they were trained/educated.

**Strategic Objectives:**

1. Align higher education programs with labor market information. (Ongoing) (ACHE, Colleges and Universities, Department of Industrial Relations, etc.)
  - Study the migration pattern of graduates of four-year Alabama colleges and universities.
  - Study the connection of and strengthen the ties between state workforce needs and education needs.
2. Actively engage business and industry with colleges and universities regarding workforce development needs and issues. (Ongoing) (Business and Industry, colleges and universities)
  - Strengthen partnerships with advisory groups from business and industry to support workforce development.

## Conclusion

These demographic changes present major challenges to state policy-makers as they address such issues as college costs, student academic readiness for college, and college retention and graduation rates. These issues are especially important as Alabama seeks to fill its growing technology and industry jobs as large numbers of Baby Boomers retire from the workforce. If this group decides to stay longer in the workforce because of lost retirement income heavily invested in the stock market, they will require retraining and additional education to be competitive in the global, knowledge-based economy of the future.

The state plan provides a framework for all interested stakeholders, i.e., colleges and universities, State Department of Education, business and industry, to integrate the goals and strategies into existing long-range planning cycles within the context of their individual institutional and/or organizational missions and financial resources. The plan includes performance measures, which in annual reports compiled by ACHE staff, will determine progress toward the achievement of the ten goals (see sample Reporting Template, Appendix F). In addition, the state plan provides a framework for forging strategic alliances that increase the number of Alabama citizens with postsecondary training and education necessary for the current and developing state workforce and a more engaged citizenry.

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# Appendix A

## Long-range Planning Process

At the onset (March 2008) of the long-range planning process for the development of the 2009-2014 State Plan, a call went out to primary constituent groups for nominations of representatives who would form an advisory group, the Statewide Planning Advisory Council (SPAC). The SPAC (see list of members below), was comprised of representatives from two-year and four-year colleges and universities, the K-12 community, and business and industry. The majority of those who made up the advisory group were named by members of the Council of Presidents. The diverse make-up of the SPAC exemplified the idea that cooperation across education sectors and business and industry is necessary to formulate any statewide policy agenda for Alabama higher education.

### Statewide Planning Advisory Council Members

Dr. Pamela Arrington	Alabama Commission on Higher Education
Dr. Denver Betts	Athens State University
Dr. Judy Bonner	The University of Alabama
Dr. Glenna G. Brown	University of Alabama at Birmingham
Dr. Drew Clark	Auburn University
Mr. Ray Clenney	Alabama Dept of Economic & Community Affairs
Dr. John R. Dew	Troy University
Dr. Joan Exline	University of South Alabama
Mr. Jim Farris	University of Montevallo
Dr. Jenny Folsom	Wallace State Community College (Hanceville)
Mr. Tyler Fondren	AT&T
Dr. Linda Glaze	Auburn University
Ms. Kathleen Hall	Jefferson Davis Community College
Gen. Paul M. Hankins	Alabama Independent Colleges
Dr. Priscilla Holland	University of North Alabama
Dr. Eddie R. Johnson	Alabama Department of Education
Mr. Steve T. Marlowe	Alabama Power Company
Dr. Sue Medina	Alabama Commission on Higher Education
Ms. Susan Miller	Alabama Dept of Postsecondary Ed
Dr. Charles R Nash	The University of Alabama System
Ms. Caroline B. Novak	A+ Education Foundation
Dr. Teresa M. Orok	Alabama A&M University
Dr. Susan Price	Alabama Dept. of Postsecondary Ed
Dr. Lewis Radonovich	University of Alabama in Huntsville
Ms. Carla S. Roberson	Alabama Power Company
Mr. George Scott	Enterprise Ozark Community College
Ms. Diane Sherman	Alabama Commission on Higher Education
Dr. Alicia Simmons	Jacksonville State University
Dr. Alfred Smith	Alabama State University
Dr. Kandis Steele	Alabama Dept. of Postsecondary Ed
Dr. James Thacker	Alabama Department of Education
Dr. Ken Tucker	University of West Alabama
Dr. Steve Turkoski	Dothan Area Chamber of Commerce
Dr. Janet S. Warren	Auburn University at Montgomery

The Statewide Planning Advisory Council conducted a series of meetings around the state; reviewed federal, state, and local planning documents; heard presentations from Dr.

Samuel Addy, the Center for Business and Economic Research, the University of Alabama, the Center for Government, Auburn University Montgomery, and the Alabama Commission on Higher Education; analyzed trend data; presented key findings; identified challenges; deliberated, and agreed on five higher education priority areas as the foundation of the plan. Organizationally, the planning process was comprised of five distinct phases:

1. identify highest priorities for the higher education community;
2. conduct strengths, weaknesses, opportunities, and threats (SWOT) analyses, which validate key assets and challenges facing the state;
3. develop goals and strategies for addressing these challenges;
4. develop performance measures for implementation that link the state plan and institutional accountability; and
5. present the draft plan to varied constituents for understanding and approval.

### **Identify Highest Priorities**

Prior to an organizational meeting in May 2008, SPAC members (29) completed a research-based online survey, Shaping Higher Education Agenda Survey (see Appendix A), and ranked 20 priority items in terms of their importance to the state in general and higher education in particular (see Table 1, Survey Results). The results were used to determine the priorities that would be addressed during the long-range planning process and subsequently in the state plan for higher education.

**Table 1**

<b><u>Priorities</u></b>	<b><u>Score</u></b>	<b><u>Rank</u></b>
Shortage of graduates in the Science Technology Engineering Mathematics fields	4.38	1
Increasing students' preparedness for college generally	4.33	2
Decline in high school graduates	4.22	3
Decreasing high remediation rates	4.17	4
Skills students will need in the future, and on defining appropriate college preparation and admission standards	4.13	5
Coordinated Pk-20 system with participation from all stakeholders	3.96	6
Expansion of adult education and retraining to supplement workforce needs	3.88	7
Expansion of IT applications in instruction	3.80	8
Campus security	3.80	9
Tuition increase and other costs, such as fees and textbooks	3.79	10
Faculty/staff recruitment, salaries, benefits	3.78	11
Producing more certificates, bachelor's, graduate degrees at lower costs while improving quality	3.72	12
State supported student financial aid	3.7	13
Increase equity in higher education	3.66	14
Decline of federal and direct lending, student loans due to federal policy	3.57	15
Facilities repair/renovation or new construction	3.57	16
Achieving the "continuum of learning" from certificates through bachelors to professional and graduate degrees.	3.47	17
Common set of institutional strategies for accountability and improvement	3.46	18
Changing demographics of faculty, students, and administrative staff	3.38	19
Managing enrollments to improve student success	3.17	20

Items with closely tied rankings were grouped together. As a result of the survey rankings and SPAC discussions, five higher education priorities emerged:

1. Increase students' preparedness for college and career;
2. Establish a PK to 20 Council;
3. Increase graduates in Science, Technology, Engineering, and Mathematics (STEM) fields;
4. Seek necessary financial resources for Alabama postsecondary education; and
5. Establish a comprehensive Workforce Development Plan.

### ***Conduct Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis***

The second phase of the planning process centered on identifying in the planning environment, those strengths, weaknesses, opportunities, and threats impacting the future of higher education in the state. First, a SWOT analysis for each priority area was conducted (See Appendix B). Discussion of these analyses led to a summary state-wide SWOT Analysis. For the work of the SPAC, strengths were defined as those resources that would enable the state to achieve the identified higher education priorities. Weaknesses were defined as those entities across the state that could impede achieving the identified priorities. Opportunities were defined as resources at the state and national levels external to colleges and universities that will enable the higher education community achieve the identified priorities. Threats were defined as those entities in the external environment that would derail the achievement of the identified priorities if not accounted for in the development of goals and strategies for each priority area (Bradford and Duncan, 2000). A template comprised of focusing questions was given to the SPAC members to guide the completion of the SWOT analyses work (see Appendix B).

### ***Develop Goals and Strategies***

Goals and strategies were formulated based on the results of the SWOT analysis. The best strategic plans creatively consider a broad range of ideas and then narrow the scope to strategies that are most realistic and will provide the most progress to achieving goals. Goals, strategies and action plans for achieving goals addressing the five priorities were developed. According to the template that the SPAC used to develop goals and strategies (see Appendix B), a goal was defined as an outcome that is measurable, has an end date, and the achievement represents significant accomplishment in the priority area. Strategy was defined as a plan of action, an approach to achieving the goal, or the set of activities that must be accomplished for the state to achieve the five priorities.

Action plans with dates and responsibilities for implementation were developed by the SPAC through its subcommittees (see Appendix C for a list of the members of the five subcommittees). Each team presented goals and strategies for their selected priority area based upon the previously defended SWOT analysis. Strategies were developed to take advantage of strengths and opportunities or enablers and diminish the weaknesses and threats or obstacles. The SPAC then discussed and ranked via voting the goals and strategies.

The following is a ranking of the perceived importance of the goals.

1. To increase the number of students majoring in STEM fields	8.1	S.T.E.M.
2. To increase the number, preparation, and retention of teachers in STEM fields.	7.8	S.T.E.M.
3. Expand sources of higher education revenue.	7.8	Financial Resources
4. Address labor market demands/needs	7.8	Workforce Development
5. Increase graduation rates among two-year and four-year colleges and universities based on current institutional rates.	7.7	Students' Preparedness
6. Increase labor force participation rates	7.5	Workforce Development
7. To strengthen the infrastructure.	7.4	S.T.E.M.
8. Reduce higher education costs by identifying and sharing proven methods to improve efficiency.	7.4	Financial Resources
9. Build a flexible, unified Workforce education and training system that addresses occupational skills in a range of industry sectors and workers' stage in the labor market.	7.2	Workforce Development
10. Establish a PK-20 to Workforce Council, to coordinate & advocate toward a fully integrated educational system with funding and assigned administrative responsibilities, and a commitment from the membership to sustain the work.	7.2	Pre K to 20 Council
11. Decrease the percentage of students requiring remediation statewide.	7.1	Students' Preparedness
12. Reduce the state extent to which public and private colleges and universities must spend education funds to support worthy but non-educational purposes.	6.7	Financial Resources
13. Improve coordination between ACHE unified budget request and the Executive Budget Office's SMART planning/budgeting process.	6.4	Financial Resources
14. Increase the percentage of 9 <sup>th</sup> grade students graduating from high school.	6.3	Students' Preparedness
15. Increase diversity among faculty, administrators and students at colleges and universities based on current institutional rates.	6.1	Students' Preparedness
16. Expand 9th grade college- and career-readiness programs to all Alabama students.	5.6	Students' Preparedness

### ***Develop Performance Measures***

Each subcommittee developed performance measures for each goal adopted. Performance measures provide a means to assess progress. At least one measurable performance indicator was identified for each of the five priority areas. Over the next five years, the performance measures will be monitored to determine progress toward achieving the goals and strategic objectives outlined in the state plan.

### ***Dissemination Campaign***

A collaborative website (url), created in May 2008, [www.highered.alabama.gov/spac](http://www.highered.alabama.gov/spac), facilitated the work of the SPAC and its subcommittees in developing the framework for the state plan. Pertinent planning documents and research papers were available on the website. SPAC subcommittees were able to complete assignments online via the website. All interested constituents were able to monitor the work of the SPAC via the SPAC website as well as comment on draft documents.

Dr. Pamela G. Arrington, Director, Instruction, Planning, and Special Services, summarized key findings and challenges in quarterly reports to the Commission (see SPAC Timeline, Appendix D), and bimonthly meetings of the ACHE Instruction, Planning, and Special Services staff. From March to July 2009, she also presented the results of the long-range planning process to the Alabama Council of Graduate Deans, the Chief Academic Officers, the Alabama Association of Institutional Research, the Council of Presidents, the College of Engineering, Architecture and Physical Sciences. Feedback from all of these constituents was considered. Presidents of colleges and universities along with their SPAC designees presented information about the five priority areas and ten goals to their Boards of Trustees for their information and consideration. The Commission members in collaboration with the Council of Presidents and the Executive Director, ACHE, reviewed and ultimately approved the planning document, *Forging Strategic Alliances, State Plan for Alabama Higher Education 2009 to 2014*.

### ***Summary***

The Planning Advisory Council, a diverse group of 29 representatives from business and industry, the K-12 sector, four-year, and two-year colleges and universities came together for quarterly meetings. At its initial organizational meeting, the Council further organized into five subcommittees, one for each priority area. Subcommittees met at least three to four times prior to the remaining three quarterly meetings in order to complete the SWOT analysis, recommend goals, strategies, and performance measures for their priority area. At each quarterly meeting a spokesperson for each team would present its findings and recommendations, which were then voted on using the Innovator Technology that allowed for anonymity in the voting. Recommendations were then rank ordered according to the results of presentations and voting. After each quarterly meeting, Council members were asked to evaluate the effectiveness of the meeting by completing a five-item survey. One open-ended question on the survey provided Council members the opportunity to offer suggestions for improving the agenda and flow for the upcoming quarterly meeting. In general, across the evaluations for all four quarterly meetings, using a five-point Likert-scale with 5-excellent, 4-good, 3-acceptable, 2-fair, and 1-poor, the mean for overall meetings' effectiveness was 4.47.

## Appendix B

### Shaping Higher Education Agenda Online Survey

#### Shaping the Agenda for Alabama Higher Education: Priorities for Alabama Higher Education 2009 - 2014

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##### Overview

The following items represent potential present and future Alabama higher education priorities that could be addressed when developing the 2009 - 2014 State Plan for Alabama Higher Education. These items are the edited results of demographic trends published by the Society of College and University Planners (SCUP) and the State Higher Education Executive Officers (SHEEO).

##### Instructions

Using the following scale, indicate the level of priority that should be placed on each item when developing the plan:

- 1- Very low priority
- 2- Somewhat low priority
- 3- Medium priority
- 4- Somewhat high priority
- 5- Very high priority

- 
- 1 Shortage of graduates in the Science Technology Engineering Mathematics fields.

Very low priority	Somewhat low priority	Medium priority	Somewhat high priority	Very high priority
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- 
- 2 Skills students will need in the future, and on defining appropriate college preparation and admission standards.

Very low priority	Somewhat low priority	Medium priority	Somewhat high priority	Very high priority
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- 
- 3 A common set of institutional strategies for accountability and improvement.

Very low priority	Somewhat low priority	Medium priority	Somewhat high priority	Very high priority
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- 
- 4 Achieving the "continuum of learning" from certificates through bachelors to professional and graduate degrees.

Very low priority	Somewhat low priority	Medium priority	Somewhat high priority	Very high priority
1	2	3	4	5

5 Producing more certificates, bachelor's, graduate degrees at lower costs while improving quality.

Very low priority	Somewhat low priority	Medium priority	Somewhat high priority	Very high priority
1	2	3	4	5

6 Decreasing high remediation rates.

Very low priority	Somewhat low priority	Medium priority	Somewhat high priority	Very high priority
1	2	3	4	5

7 Increasing students' preparedness for college generally.

Very low priority	Somewhat low priority	Medium priority	Somewhat high priority	Very high priority
1	2	3	4	5

8 Managing enrollments to improve student success.

Very low priority	Somewhat low priority	Medium priority	Somewhat high priority	Very high priority
1	2	3	4	5

9 The changing demographics of faculty, students, and administrative staff.

Very low priority	Somewhat low priority	Medium priority	Somewhat high priority	Very high priority
1	2	3	4	5

10 The decline of federal and direct lending, student loans due to federal policy.

Very low priority	Somewhat low priority	Medium priority	Somewhat high priority	Very high priority

1 2 3 4 5

11 Tuition increase and other costs, such as fees and textbooks.

Very low priority	Somewhat low priority	Medium priority	Somewhat high priority	Very high priority
1	2	3	4	5

12 Expansion of IT applications in instruction.

Very low priority	Somewhat low priority	Medium priority	Somewhat high priority	Very high priority
1	2	3	4	5

13 Decline in high school graduates.

Very low priority	Somewhat low priority	Medium priority	Somewhat high priority	Very high priority
1	2	3	4	5

14 Expansion of adult education and retraining to supplement workforce needs.

Very low priority	Somewhat low priority	Medium priority	Somewhat high priority	Very high priority
1	2	3	4	5

15 State supported student financial aid.

Very low priority	Somewhat low priority	Medium priority	Somewhat high priority	Very high priority
1	2	3	4	5

16 Facilities repair/renovation or new construction.

Very low priority	Somewhat low priority	Medium priority	Somewhat high priority	Very high priority
1	2	3	4	5

17 Faculty/staff recruitment, salaries, benefits.

Very low priority	Somewhat low priority	Medium priority	Somewhat high priority	Very high priority
1	2	3	4	5

18 Coordinated Pk-20 system with participation from all stakeholders.

Very low priority	Somewhat low priority	Medium priority	Somewhat high priority	Very high priority
1	2	3	4	5

19 Increase equity in higher education.

Very low priority	Somewhat low priority	Medium priority	Somewhat high priority	Very high priority
1	2	3	4	5

20 Campus security.

Very low priority	Somewhat low priority	Medium priority	Somewhat high priority	Very high priority
1	2	3	4	5

21 What, if any, additional higher education priorities should be addressed when developing the 2009 - 2014 State Plan for Alabama Higher Education, that are not recognized in the list above? For each additional priority you offer, please indicate the level of priority that should be placed on that item when developing the plan:

- 1- Very low priority
- 2- Somewhat low priority
- 3- Medium priority
- 4- Somewhat high priority
- 5- Very high priority

## APPENDIX C

<b>Statewide SWOT Analysis</b>	
<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• Among state agencies and collaborative private/public partnerships, several activities and programs currently exist for education (PK-20).</li> <li>• Alabama colleges and universities are nationally recognized for their high quality academic programs, cutting edge research, and technology.</li> <li>• There is a growing number of STEM workforce positions resulting from new companies coming into the state as well as the expansion of existing companies, especially in the automotive and aerospace industries.</li> <li>• The Alabama Department of Postsecondary Education is actively expanding technical training programs such as AIDT for example across Alabama.</li> <li>• There is strong commitment to programs that promote college and career readiness such as the Alabama Reading Initiative, Career Technical Education, Engineering Academies, State Scholars Initiative, Dual Enrollment, Articulation General Studies Curriculum, and the Alabama Math, Science, and Technology Initiative (AMSTI), Advanced Placement, and Distance Learning.</li> <li>• There are nine regional development councils to determine workforce development training needs.</li> <li>• The state’s higher education system provides access to students across the state, particularly with increased course and program offerings online.</li> <li>• Alabama’s two-year and four-year institutions are relatively stable without any major issues with the regional accrediting body.</li> <li>• Alabama recently ranked in the top six states in the country in a national project to collect and monitor data on student achievement.</li> <li>• Alabama is recognized throughout the nation for its leadership role in the Southern Regional Education Board (SREB) Doctoral Scholars Program.</li> </ul>	<p><b>Opportunities</b></p> <ul style="list-style-type: none"> <li>• Provide apolitical leadership in the educational arena by forming a PK-20 to Workforce Council empowered to develop, coordinate, and advocate for educational needs/initiatives in the state.</li> <li>• Becoming economically competitive will necessitate the creation of a technically skilled workforce.</li> <li>• There is an identified need for accountability and outcomes for programs and budgets.</li> <li>• There is an identified need to address students’ PK-20 preparation and performance for college and careers.</li> <li>• Promoting collaboration among colleges and universities will increase opportunities for efficiencies.</li> </ul>

<p><b>Weaknesses</b></p> <ul style="list-style-type: none"> <li>• Academic programs at Alabama institutions of higher education are viable in terms of enrollment but the state continues a low, national ranking in students' academic success, defined as retention and graduation rates.</li> <li>• Data show that educational attainment disparities exist across racial groups.</li> <li>• Leadership, oversight, and budgeting for education are fragmented among several entities such as the Governor's office, Alabama Legislature, Alabama State Board of Education, Alabama Commission on Higher Education, and the colleges and universities</li> <li>• Weak state funding leads institutions to increase tuition in order to attract and retain qualified faculty and to attempt to maintain campus resources and programs.</li> </ul>	<p><b>Threats</b></p> <ul style="list-style-type: none"> <li>• There is a need to address PK – 20 STEM teacher/faculty shortages.</li> <li>• There is a need to understand and collaborate on the core issues that affect Alabama's education rankings.</li> <li>• Current reductions in state support for higher education due to national and state economic downturns need to be addressed.</li> <li>• Large numbers of students are not passing placement exams in English, reading, and especially mathematics.</li> <li>• There is a need to change the state culture of competition for funding between K-12 and higher education.</li> </ul>
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**Priority 1- Cooperate with PK-12 to increase student preparedness for college and career**

<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• Dual enrollment programs in place</li> <li>• ACCESS in place</li> <li>• Commitment to increase K-20 student success; interest in K-20 collaboration/partnerships</li> <li>• Positive working relations between higher education and county and city school systems</li> <li>• High school teachers often teach as college adjuncts</li> <li>• Availability of 10 years of statewide student data on math and English remediation</li> <li>• More people attending college</li> <li>• Commitment to the value and importance of individuals</li> <li>• Stringent high school graduation requirements</li> </ul> <p><b>Weaknesses</b></p> <ul style="list-style-type: none"> <li>• Alabama continuing to be ranked low in national student success rankings</li> <li>• Lack of individualized tutorial plans</li> <li>• Lack of intrusive mentoring/tracking strategies</li> <li>• Lack of informed parental involvement</li> <li>• Lack of comprehensive career counseling</li> <li>• Large number of students not passing placement exams in English, reading, and especially math</li> <li>• Students placed in a developmental class often struggle to complete the course</li> <li>• Lack of statewide common definition of remedial courses</li> <li>• More than half of Alabama children live in low-income households</li> <li>• More students from homes where English is not the primary language</li> </ul>	<p><b>Opportunities</b></p> <ul style="list-style-type: none"> <li>• Identify and adapt best practices from other states</li> <li>• National interest in improving student success</li> <li>• Innovations in technology</li> <li>• The number of students earning high school diplomas</li> <li>• Better prepared work force</li> <li>• Early assessment opportunities so high schools can work with student deficiencies             <ul style="list-style-type: none"> <li>• Professional development opportunities with college instructors and K-12 teachers</li> </ul> </li> <li>• Closely align high school curriculum with college expectations to ensure successful transition from high school to college</li> <li>• County of origin analysis of remedial students is available and could lead to further discussions with K-12</li> <li>• More effective, information-based economy</li> </ul> <p><b>Threats</b></p> <ul style="list-style-type: none"> <li>• Lack of funding</li> <li>• Economic impact of citizens unprepared to sustain their cost of living</li> <li>• Cost of student under-preparedness</li> <li>• Rapid changes in technology. Current generation of students is more adept at technology than faculty/teachers.</li> </ul>
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## Priority 2– Establish a PK - 20 Council

<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• There are currently more than 25 educational initiatives in Alabama aimed at varied educational goals and/ or segments.</li> <li>• Over \$191M is appropriated annually for these programs by the state legislature</li> <li>• The state is continuing to produce significant growth in jobs</li> <li>• The business community demonstrates a significant interest and willingness to invest in education</li> <li>• Capacity exists within the higher education system to meet the more demanding educational requirements needed to support this job growth</li> </ul> <p><b>Weaknesses</b></p> <ul style="list-style-type: none"> <li>• Leadership, oversight, and budgeting on educational issues, interest, and programs are fragmented between the Governor, the State Legislature, the State Board of Education, the Alabama Commission on Higher Education, and the colleges and universities.</li> <li>• A coordinating body does not exist to provide a vehicle for apolitical collaboration and advocacy on educational issues between all of the stakeholders.</li> <li>• A consolidated data system does not exist that allows tracking of students from PK through college and into the workplace or that enables a decision-making body to evaluate the success or failure of currently funded educational programs</li> <li>• There is no direct formal conduit for input from the business community into the state’s educational process</li> <li>• Independent secondary education and independent higher education provide a significant portion of the state’s educational capacity but are not always a part of the statewide educational process</li> </ul>	<p><b>Opportunities</b></p> <ul style="list-style-type: none"> <li>• Provide apolitical leadership in the educational arena by forming a PK-20 to Workforce Council empowered to develop, coordinate, and advocate for educational needs/initiatives in the state.</li> <li>• View educational issues from a PK-20 to workforce perspective</li> <li>• Seek funding for a unified student data system that can track students across all grades and institutions and into the workforce and that provides the ability to evaluate the effectiveness of educational programs</li> <li>• Seek passage of legislation and policies that reduce academic, structural, financial, and informational barriers that restrict or prevent students’ successful movement through the state’s educational systems</li> <li>• Provide the ability to advocate for student incentives that produce degrees and certificates in areas of greatest need by the state (i.e. nurses, teachers, science, engineering, math, etc.)</li> </ul> <p><b>Threats</b></p> <ul style="list-style-type: none"> <li>• Inability to secure cooperation and participation of leaders versus proxies as members of the council</li> <li>• Continuation of state funded initiatives that compete annually for funding but produce minimal to no results</li> <li>• Lack of data to track students through all levels of education and into the workplace to determine success and failure points in the system</li> <li>• Lack of ability to continue to produce a trained workforce that meets the state’s employment needs</li> <li>• Lost federal dollars because of a lack of coordination of educational efforts</li> <li>• Missed opportunities to compete for private foundation grants</li> <li>• Continuation of the negative competitive environment surrounding funding.</li> <li>• Continuation of the Us versus Them, K-12 versus Higher Education, 2 year versus 4 year colleges, public versus private colleges, and urban versus rural attitudes.</li> <li>• The silo educational process which excludes others.</li> <li>• Lack of state government partnerships, e. g. Dept of Labor, Dept of Social Services, with the colleges and universities.</li> <li>• Fear of change!</li> </ul>
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**Priority 3– Increase graduates in Science, Technology, Engineering, and Mathematics (STEM) fields**

<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• Strong academic programs with national accreditation at the university level in STEM fields.</li> <li>• According to the Addy Report (p .17), the state is a high degree production state and has the capacity to produce college graduates.</li> <li>• There is a strong commitment and interest in the development of higher education and K-12 partnerships demonstrated through such programs as Engineering Academies and AMSTI</li> <li>• There are collaborative partnerships in the area of research (EPSCOR).</li> <li>• The state has developed collaborative information resources such as Alabama Virtual Library and NAAL Advanced Research Database program.</li> </ul> <p><b>Weaknesses</b></p> <ul style="list-style-type: none"> <li>• Student performance on National Assessment of Educational Progress (NAEP) assessments indicates weak K-12 preparation in Math and Science.</li> <li>• There is a shortage of K-12 teachers who are secure in teaching advanced levels of STEM courses.</li> <li>• There is a lack of financial support for students who pursue these fields of studies.</li> <li>• The cost for institutions to provide programs in these technical fields is increasing.</li> <li>• There is insufficient information to the general population concerning opportunities in STEM areas.</li> </ul>	<p><b>Opportunities</b></p> <ul style="list-style-type: none"> <li>• The growing number of positions resulting from location of new companies in the state as well as the expansion of existing companies requires technical skills. In particular, there are numerous opportunities in the automotive and aerospace industries.</li> <li>• There will be an increased need for individuals with knowledge in the STEM fields who can provide instruction from K-12 through higher education.</li> <li>• The recent announcement of the use of \$11 million to expand ACCESS will increase access to technology in schools, allowing more knowledge sharing, better preparation of K-12 students in schools with more limited resources (increased access to resources at other locations), and more collaboration among institutions.</li> </ul> <p><b>Threats</b></p> <ul style="list-style-type: none"> <li>• In order to compete economically for opportunities for new industry or to retain existing industry the state must overcome both the internal and external perception that Alabama does not have the ability to provide the technical workforce.</li> <li>• There is the potential of loss of graduates to other states. According to the Addy report (p. 17), Georgia, Florida, and Tennessee fall in the quadrant of the low degree production and net importer of college degree-holders.</li> <li>• The high tech fields will require constant retraining of the workforce at all levels including existing business administrators, and there is a shortage of retraining opportunities.</li> <li>• The socio-political culture in Alabama is the “status-quo” and that needs to be overcome.</li> </ul>
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**Priority 4- Seek necessary financial resources for education in Alabama**

<b>Strengths</b>	<b>Opportunities</b>
<ul style="list-style-type: none"> <li>• Academic programs at Alabama’s institutions are viable in terms of enrollment numbers.</li> <li>• The state has several institutions with very strong academic reputations.</li> <li>• For its population, Alabama has invested in a large number of public colleges and universities, creating diverse and convenient educational opportunities.</li> <li>• Many of Alabama’s public universities enjoy warm, even fanatical, loyalty and support from their graduates and well-wishers, increasing goodwill and leading in some cases to greater financial stability.</li> <li>• The state’s higher education system provides access to students across the state, particularly with increased course and program offerings online.</li> <li>• Alabama’s two-year and four-year institutions are relatively stable without any major issues with the regional accrediting body regarding governance, financial stability, or management.</li> <li>• Tuition decisions are made at the institution level by each Board of Trustees and by the State Board of Education in the two-year sector.</li> <li>• Limited state-level bureaucracy enables each Board of Trustees to make the best tuition decisions possible in consideration of the funding requirements relative to the differing missions of each institution.</li> </ul>	<ul style="list-style-type: none"> <li>• Information technology is cheaper and more widely distributed than ever, creating an opportunity for expansion of distance education offerings that can provide access options to “place bound” students in Alabama’s rural communities and can reduce or eliminate travel costs for commuters.</li> <li>• While the number of high-school graduates in Alabama is not projected to rise over the next decade, rates of participation in higher education continue to increase, creating opportunities for increased service to the state by public colleges and universities.</li> <li>• Strong population surges in several adjacent or nearby states are taxing the educational capacity of their public colleges and universities, creating opportunities for Alabama’s public institutions to enhance revenues and increase the diversity of their educational experiences by attracting Georgians, Floridians, and Texans into their programs. This same growth creates opportunities for Alabama’s institutions to enhance revenues by providing online educational programs to students outside of Alabama.</li> <li>• The declining value of the U.S. dollar is making higher education in the United States more affordable to international students, creating an opportunity for Alabama’s public universities to compete for these enrollments by offering excellent educational value at affordable prices.</li> <li>• Students seeking the comprehensive college campus experience are likely to shift from commuter to residential status.</li> <li>• Despite fluctuations in the business cycle, powerful long-term economic and demographic forces favor development in Southern and Southwestern states, creating opportunities and demand for increased and improved public services, including higher education.</li> <li>• Opportunities exist for coordination of grant management and compliance structure among Alabama’s colleges to enhance federal and private funding.</li> <li>• Financial management and internal controls can be strengthened to promote greater efficiency and ensure compliance with laws and policies.</li> </ul>

**Weaknesses**

- Campuses have many aging building that are of architectural and/or historical significance to the state. These buildings are expensive to maintain and costly to renovate. The state does not provide adequate renovation and renewal funding to care for its architectural and historical treasures.
- The state’s education funding model continues to pit higher education and K-12 education against each other.
- In-state enrollments (FTE) in two-year institutions decreased from 1996 to 2007 and four-year institutions experienced only modest gains during that time.
- Access may exceed demand in some communities where there are strong two-year institutions and strong four-year institutions.
- State level guidance on tuition policies does not allow institutions to be responsive to market demands related to their mission.
- Decentralized governance of higher education makes coordinated action difficult and weakens control on “mission creep.”
- Alabama does not have a workable approach to formula funding for higher education.
- The funding process is not able to adequately meet the need for technically advanced equipment in the state’s workforce training venues.

**Threats**

- Rising fuel costs could negatively impact out-of-state enrollments and deter students from commuting to campuses, particularly those in rural communities who drive an hour or more to reach a campus, resulting in losses in this important funding stream.
- The slowing economy could further impact education budgets in Alabama.
- Private universities and even public universities in other states with healthier funding models in higher education will be able to pick the best faculty from Alabama’s institutions by offering significant salary increases. Alabama will lose years of investment it has made in developing this faculty who will be frustrated by not receiving raises in a time when the cost of living is being driven up by rising fuel prices. Institutions will also have to incur the expense of conducting searches to replace this faculty.
- Rising fuel costs could negatively impact the higher education workforce as employees who are unwilling to relocate closer to work and to continue commuting seek employment closer to home.
- As increases in the price of goods and services outstrip increases in funding revenues, colleges are likely to find themselves producing less with less.
- The same technology developments that are creating distance education opportunities for Alabama’s public colleges and universities are also attracting accredited for-profit providers that in many cases will have more experience and deeper pockets. Because these providers concentrate on profitable degree offerings, they could divert important enrollments and sources of tuition revenue – leading to less vital or less diversified program mixes at public universities.
- The continuing growth of lottery-funded merit- and need-based scholarships may eventually weaken the appeal of Alabama institutions to students from surrounding states.
- Cultural stereotypes that created suspicion of the “ivory tower” or of irrelevant research may persist, even in the presence of increasing demand for educational credentials, making it more difficult for public universities to develop the full range of their capacities.
- The number of high school graduates in Alabama is projected to remain flat for the next decade.

## Priority 5-Establish a comprehensive workforce development plan for Alabama

<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• The Department of Postsecondary Education is actively expanding technical training statewide (e.g. robotics, Industrial Maintenance)</li> <li>• Expanded adult education mission includes, preparation for worker/job training in addition to GED.</li> <li>• Regional approach leading to identifying and addressing occupational needs (skill sets and workforce needs)</li> <li>• AIDT (incumbent worker and pre-employment training and education)</li> <li>• Postsecondary accessibility and affordability</li> <li>• Reputation of major Research Institutions; Regional Institutions focus on community issues.</li> <li>• Career Center System</li> </ul> <p><b>Weaknesses</b></p> <ul style="list-style-type: none"> <li>• Turf protection mentality</li> <li>• Silo culture</li> <li>• Budgetary constraints and financial issues</li> <li>• Political polarization</li> <li>• System redundancy</li> <li>• Fragmentation</li> <li>• Inflexibility of curriculum development and time lag regarding implementation</li> <li>• Inadequate preparation for higher education and workforce development (e.g., high school dropout rate, higher education retention rate, etc.)</li> </ul>	<p><b>Opportunities</b></p> <ul style="list-style-type: none"> <li>• Dual enrollment</li> <li>• Redefine higher education's role in workforce development.</li> <li>• Expand articulation agreements related to workforce development through a uniform, statewide standard or model.</li> <li>• Partner with related public and private organizations to achieve a cohesive, aligned Workforce Development Plan.</li> <li>• Enhance coordination and communication with K-12 to achieve workforce development goals and increase workforce development outcomes.</li> <li>• Initiate different delivery system to respond to education and training needs of a new/different population (e.g. due to "backfill" issues).</li> <li>• Actively engage business and industry in alliance with higher education regarding workforce development needs and issues.</li> </ul> <p><b>Threats</b></p> <ul style="list-style-type: none"> <li>• Budget and financial concerns (e.g. leading to increased tuition)</li> <li>• Retention and dropout rates</li> <li>• State of economy (inflation, recession, markets, etc.)</li> <li>• State legislature funding process</li> <li>• Shifting business and industry sectors impacting workforce development needs and required skill sets</li> <li>• Limited resources (capital, human, physical)</li> </ul>
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## Sub-committee Assignment 1- SWOT Analysis

***During the months of June and July, your Sub-committee should meet and prepare for the August Statewide Planning Advisory Council meeting by:***

- Defining/ re-fining your assigned Priority
  - Incorporating other priorities, as appropriate
  - Conducting a SWOT Analysis regarding your Priority
- Note: Your SWOT Analysis should consider the State's capabilities as a whole.

### ***Objective***

- List the strengths, weaknesses, opportunities, and threats that can serve as enablers or barriers to achieving key priorities.

### ***Focusing Questions***

- ***Strengths*** –What are our strengths? What will enable us to achieve our priorities? What strengths will help us achieve our priorities?
- ***Weaknesses*** - Still considering those things internal to the organization, what are our weaknesses? What will get in the way of achieving our priorities?
- ***Opportunities*** - What are our opportunities? What in the external environment will enable us to achieve our priorities?
- ***Threats*** - What are our threats? What in the external environment will threaten us?

### ***Available Tools and Resources***

- SWOT Analysis Template
- Dr. Pamela Arrington- Pamela.Arrington@ache.alabama.gov
- Mr. Bob Ashurst- bashurst@cgov.aum.edu

**SWOT Analysis**

<i>Priority</i>		
<i>Strengths</i>	<i>Opportunities</i>	
<i>Weaknesses</i>	<i>Threats</i>	

## **Sub-committee Assignment – 2 Develop Strategies**

Develop a strategy for your priority area using the input of your team.

1. Gain agreement as a team of the definition of your area of priority.
2. Brainstorm as a team a profile of success in your priority area.  
Answer, what does success look like?
3. Identify several areas in which you think we should achieve results.
4. Set at least one, no more than three, measurable goals for your priority area. Gather information as a team to enable you to set a meaningful goal.
5. Plan strategy and actions to achieve the goal.
6. Be prepared to present your strategy to the Council at our next meeting.

A template is attached for your use.

## Goal, Strategy, Actions Planning Template

**Priority Area:**

**Profile of success:**

**Result areas?**

**Goals**

<b><u>Goal:</u></b>		
<b><u>Strategic ideas:</u></b>		
<b><u>Strategy 1:</u></b>		
<b><u>Action Step</u></b>	<b><u>Completion date</u></b>	<b><u>Responsibility</u></b>
<b><u>Strategy 2:</u></b>		
<b><u>Action Step</u></b>	<b><u>Completion date</u></b>	<b><u>Responsibility</u></b>
<b><u>Strategy 3:</u></b>		
<b><u>Action Step</u></b>	<b><u>Completion date</u></b>	<b><u>Responsibility</u></b>

## Assignment – Performance Measures

Your task is to recommend a way to measure progress on achieving the goals related to your priority. You must have at least one Performance Measure for each goal. You should limit it to not more than 3.

You want to develop a metric, an amount and decide on a time frame. Then you need to recommend how it will be measured, when and who will be responsible for measuring and reporting the information.

### Focusing Questions:

Here are some focusing questions for your group discussion:

- *How will you measure progress? What are the best indicators of progress? What measures will you use to give your best indication that you are progressing?*
- *Are there benchmark measures or national standards? What are they?*
- *How is the state doing in this area now? What is the current level of performance? What is the source of information?*
- *Is the definition of the measure clear? Unambiguous? Can we get the information we need to measure in his area?*
- *Who will gather the information? How will it be reported? How frequently?*

### Team Assignment

1. Have your team members prepare some responses to the focusing questions. Review the focusing questions with the group.
2. Discuss performance measures for each goal one at the time. Brainstorm all the ways progress could be measured to achieve each goal. List at least 15 ideas for measures for each goal.
3. Narrow the list to your best ones based on S.M.A.R.T.
4. Develop 1 – 3 performance measures for each goal.
5. Move on to the other goals and brainstorm, narrow the list and agree on 1 – 3 Performance Measures for all the goals related to your priority.
6. Submit your teams recommended Performance Measures using the format on the forms on page 16.

For each Performance Measure provide Definition, Quantity/Target, Source of Data/Information, Frequency of Measurement and Responsibility.

- **Definition** – what is the measurement unit? Be specific. It should be clear and relate directly to your goal.

Ex:

- **Quantity/Target** – identify a target. Base it on prior performance, standards or benchmarks. Back up your target with research.

Ex:

- **Source** – where and how will you get the information?

Ex:

- **Frequency** – Identify your target date for the measure.

Ex:

- **Responsibility** – identify the person or organization who will conduct the measurement.

Ex:

- **Report** – Outline how the information will be reported.

Ex:

**Team:**

**Goal:**

**Performance Measure 1**

Definition -

Quantity/Target -

Source –

Frequency/when -

Responsibility -

Report -

**Performance Measure 2**

Definition -

Quantity/Target -

Source –

Frequency/when -

Responsibility -

Report -

**Performance Measure 3**

Definition -

Quantity/Target -

Source –

Frequency/when -

Responsibility -

Report -

## APPENDIX D

### Teams and Their Priority Areas

#### Planning Teams and Priority Areas

##### Team #1

**Priority:** Increasing Students' Preparedness for College

**Team Leader(s):** Dr. Alicia Simmons

**Team Members:** Ms. Kathleen Hall      Dr. Jenny Folsom  
Dr. Alfred Smith      Dr. Eddie Johnson  
Ms. Diane Sherman

##### Team #2

**Priority:** Establish a PK - 20 Council

**Team Leader(s):** Dr. Priscilla Holland and General Paul Hankins

**Team Members:** Mr. George Scott      Dr. Kandis Steele  
Dr. Susan Price      Dr. Janet Warren  
Dr. Charles Nash      Dr. Teresa Merriweather-Orok  
Dr. James Thacker

##### Team #3

**Priority:** Increase graduates in Science, Technology,  
Engineering, Mathematics (STEM) fields

**Team Leaders(s):** Dr. Linda Glaze

**Team Members:** Dr. Glenna Brown      Dr. Sue Medina  
Dr. Lewis Radonovich      Ms. Carla Roberson  
Dr. Pamela Arrington

##### Team #4

**Priority:** Seek necessary financial resources for Alabama postsecondary education

**Team Leader(s):** Dr. John Dew and Mr. Jim Farris

**Team Members:** Dr. Judy Bonner      Dr. Joan Exline  
Dr. Drew Clark      Dr. Pamela Arrington

##### Team #5

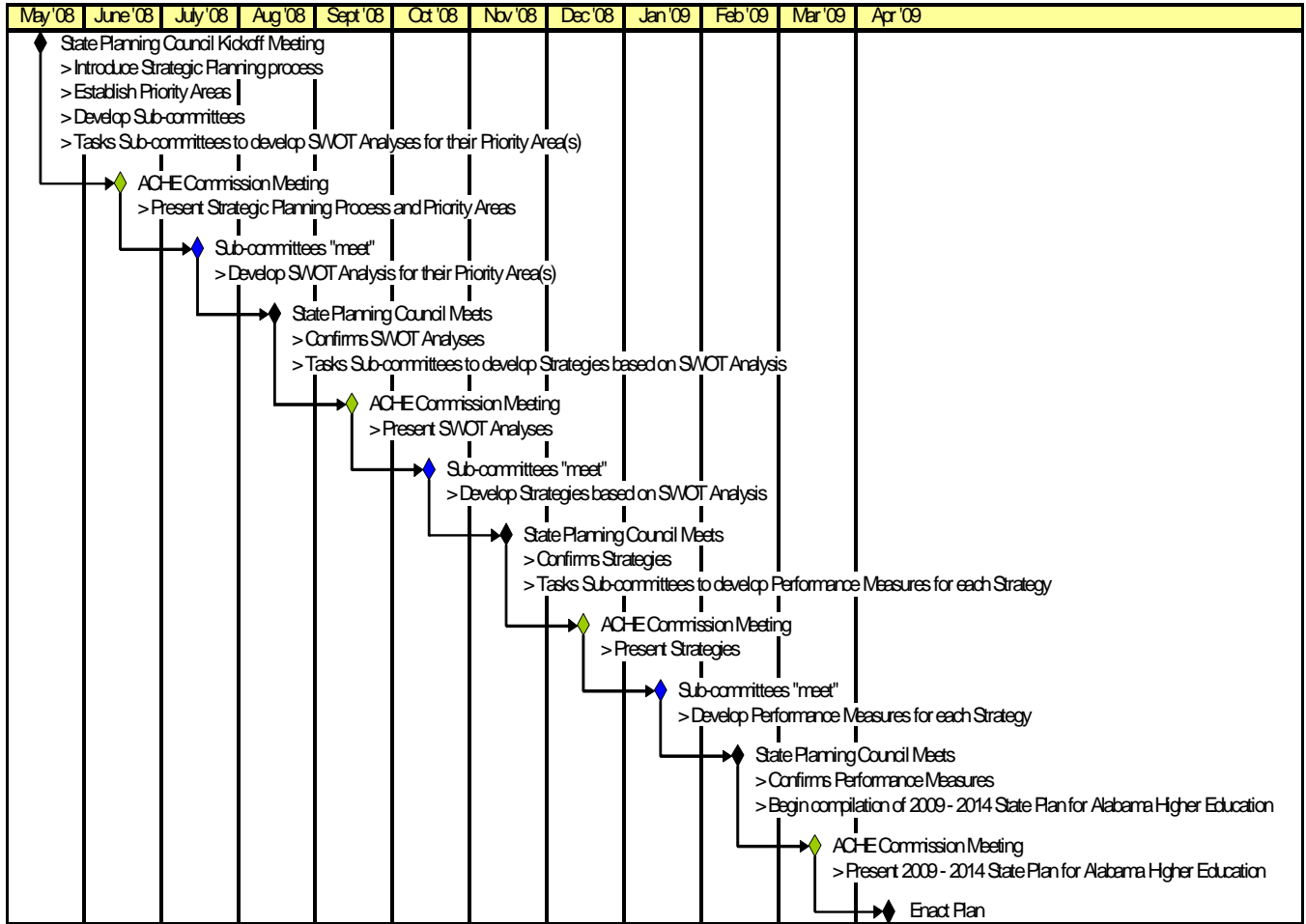
**Priority:** Establish a comprehensive Workforce Development Plan

**Team Leader(s):** Mr. Ray Clenney and Dr. Denver Betts

**Team Members:** Dr. Steve Turkoski      Dr. Ken Tucker  
Ms. Susan Miller      Mr. Steve Marlowe

# APPENDIX E

## Timeline



## APPENDIX F

### Sample Reporting Template

	2009	2010	2011	2012	2013	2014
<b>Goal 1: Increase graduation rates among 2yr &amp; 4yr colleges &amp; universities.</b>						
Report 3yr graduation rate for 2yr institutions.						
Report 6yr graduation rate for 4yr institutions.						
Report on # of new middle school & high school teachers.						
<ul style="list-style-type: none"> <li>IHEs to provide a descriptive summary of best practices in the areas of access &amp; academic success such as freshman orientation courses that resulted in documented increases in retention &amp; graduation rates.</li> </ul>						
<ul style="list-style-type: none"> <li>IHEs report their 6 yr retention &amp; graduation goals for all student groups.</li> </ul>						
<b>Goal 2: Decrease the % of students requiring remediation statewide.</b>						
Report annual percentage of students requiring remediation.						
<ul style="list-style-type: none"> <li>IHEs provide descriptive summary of cooperative ventures with K-12 designed to strengthen preparation &amp; professional development opportunities for K-12 teachers &amp; counselors that ensure high school curricula alignment with college &amp; career readiness standards.</li> </ul>						
<ul style="list-style-type: none"> <li>ACHE staff compile &amp; disseminate information on best practices evolving from the many cooperative ventures with K-12 &amp; business &amp; industry aimed at increasing students' preparedness for college &amp; career.</li> </ul>						
<b>Goal 3: Establish a PK-20 Council to coordinate &amp; advocate toward a fully integrated educational system with funding, assigned administrative responsibilities, &amp; commitment from the membership to sustain the work.</b>						
<ul style="list-style-type: none"> <li>Establish a PK-20 Council</li> </ul>						
<ul style="list-style-type: none"> <li>Conduct a SWOT assessment</li> </ul>						
<b>Goal 4: Increase # of students majoring in STEM fields.</b>						
Report the % of freshman who place in Calculus I						
Report the # and % of STEM majors						
Track the # and % of STEM graduates						
<ul style="list-style-type: none"> <li>IHEs report on scholarship support for students majoring in STEM, including identifying external sources of support.</li> </ul>						
<ul style="list-style-type: none"> <li>IHEs provide descriptive summary of work with 2yr schools to prepare more students to transfer into 4yr STEM programs.</li> </ul>						
<ul style="list-style-type: none"> <li>IHEs provide descriptive summary of collaborative activities &amp; programs for K-12 in the STEM fields supported by your college/university.</li> </ul>						
<b>Goal 5: Increase # of students majoring in STEM fields.</b>						
Track the # of new AL graduates certified to teach STEM-related fields.						
Track the # STEM certified teachers who maintain their certification.						
Track the # and % of STEM-related filled K-12 positions.						
<ul style="list-style-type: none"> <li>IHEs' CoEds report on collaborative activities with SDE to develop a mechanism to certify professionals retired from STEM fields.</li> </ul>						

<ul style="list-style-type: none"> <li>IHEs report on program proposals related to the development of Master's degree options for Elementary &amp; Middle school teachers with a focus on STEM education.</li> </ul>						
<b>Goal 6: Advance programs that strengthen preparation of both students &amp; teachers in STEM related fields.</b>						
Collect & disseminate information on STEM education programs.						
<ul style="list-style-type: none"> <li>Create greater collaboration &amp; coordination among various leaders in these existing initiatives.</li> </ul>						
<ul style="list-style-type: none"> <li>Strengthen collaborative programs in research.</li> </ul>						
<ul style="list-style-type: none"> <li>Maintain statewide data on numbers of STEM graduates, STEM teachers &amp; the effectiveness of various activities designed to increase their numbers.</li> </ul>						
<b>Goal 7: Manage higher education costs by identifying and sharing proven methods to improve efficiency.</b>						
Establish & implement task forces to discuss opportunities for efficiencies.						
Establish & implement Best Practices Efficiency Awards in student success, global initiatives, distance learning, & academic partnerships.						
<ul style="list-style-type: none"> <li>Appoint a task force in each of the areas (technology, purchasing &amp; energy conservation) to discuss opportunities for collaboration.</li> </ul>						
<ul style="list-style-type: none"> <li>Establish a Best Practices program in the areas of student success programs, global initiatives, distance learning &amp; academic partnerships.</li> </ul>						
<b>Goal 8: Expand sources of higher education revenue including the expansion of state support for higher education.</b>						
Develop and execute a "Study Alabama" program to attract students.						
Pursue entrepreneurial initiatives to support institutions & economic development.						
<ul style="list-style-type: none"> <li>IHEs report on entrepreneurial initiatives in their plan updates to the Commission.</li> </ul>						
<b>Goal 9: Supplement the development of a flexible, unified workforce education &amp; training system that addresses</b>						
Increase the # of Dual Enrollment/Early College Enrollment programs.						
Increase the # of college & university articulation agreements.						
<ul style="list-style-type: none"> <li>IHEs report on degree programs that align with community college workforce development programs.</li> </ul>						
<ul style="list-style-type: none"> <li>IHEs report on 4yr degree programs that articulate with technical certification programs.</li> </ul>						
<b>Goal 10: Address labor market demands and/or needs.</b>						
% of graduates that become employed in the state.						
<ul style="list-style-type: none"> <li>IHEs report data from alumni surveys.</li> </ul>						
<ul style="list-style-type: none"> <li>IHEs report on the # of graduates who are working in jobs for which they were trained/educated.</li> </ul>						