Fifth Year Interim Report

Name of Institution:
The University of Alabama

Address of the Institution:
Office of the President
University of Alabama
Box 870100
203 Rose Administration
Tuscaloosa, AL 35487-0100

Name, title, contact numbers of person(s) preparing the report:
Dr. Bob Smallwood
SACS Liaison
Assistant to the Provost for Assessment
1-205-348 6984

Mr. Lorne Kuffel
Executive Director of Institutional Research & Assessment
1-205-348 7200

The Fifth-Year Interim Report:

Part I: Signatures Attesting to Integrity

Part II: Abbreviated Institutional Summary Form Prepared for Commission Reviews

Part III: Fifth Year Compliance Certification

Part IV: Additional Report (not applicable)

Part V: Impact Report of the Quality Enhancement Plan
Part I: Signatures Attesting to Integrity

(Applicable to all institutions).

By signing below, we attest to the following:

That The University of Alabama has conducted an honest assessment of compliance and has provided complete and accurate disclosure of timely information regarding compliance with the identified Core Requirements, Comprehensive Standards, and Federal Requirements of the Commission on Colleges.

Date of Submission: March 24, 2011

Accreditation Liaison

Name of Accreditation Liaison: Dr. Bob Smallwood, Assistant to the Provost for Assessment

Chief Executive Officer

Name of Chief Executive Officer: Dr. Robert E. Witt, President
Part II: The Abbreviated “Institutional Summary Form Prepared for Commission Reviews”

History and Characteristics

The University of Alabama, the State of Alabama's oldest public university, is a senior comprehensive doctoral-level institution. The University was established by constitutional provision under statutory mandates and authorizations (1818 to 1820). Since enrolling the first students in 1831, The University of Alabama has been committed to supporting the aspirations of its students as outlined in the Historical Timeline.

The primary geographical service area is the State of Alabama as indicated by the mission statement: to advance the intellectual and social condition of the people of the State through quality programs of teaching, research, and service. Of the 30,232 students enrolled at The University of Alabama, 67% are from Alabama, 31% are from other states, and 3% are from other countries. The University of Alabama is one of the top five public flagship universities in the nation in the enrollment of African American students. In fall 2010, 12% of students were African American, 2% were Hispanic American, and 1% were Asian-American. Undergraduates comprise 82%, graduate students 16%, and Advanced Professional (Law and Medicine) 2% of the student body. The undergraduate and graduate admission policies are selective. For fall, 2010 The University of Alabama received more than 20,000 applications and enrolled 5,563 freshmen; 25% of those had a high school GPA of 4.0 or higher and 44% graduated in the top 10% percent of their high school class. The average ACT score of the freshman class was 25.

Since assuming the presidency in March 2003, Dr. Robert E. Witt has led the University through an ambitious plan for academic growth and achievement. Early in his presidency, Dr. Witt set a goal of increasing enrollment from 20,333 in fall 2003 to 28,000 by fall 2013. The University of Alabama reached that enrollment goal in 2009, four years early, while also improving the quality of students who were admitted. Enrollment increases have been supported by an aggressive construction program with 41 new
buildings being opened under his tenure. To accommodate the need for additional space, the recent purchase of Bryce Hospital property added 168 acres to the existing 830-acre campus. During an economic downtime when many colleges and universities have either reduced or frozen positions, The University of Alabama has added 268 new faculty and 852 new staff positions and faculty and staff members have received merit raises six of the last eight years. Since reaffirmation in 2005-06 the University has been able to allocate $96.2 million for compensation improvement and $12.9 million in new faculty positions despite a reduction in the legislative appropriations of over $62 million.

**List of Degrees**

All degrees programs currently offered, and the majors or concentrations within those degree programs, are presented in the University of Alabama Degree Program Inventory, the official list of degree programs approved by the Alabama Commission on Higher Education.

**Locations and Distance Education**

1. **New off-campus sites** established since the 2005 reaffirmation where a student can be awarded a degree, certificate or diploma at the site or where a student can obtain 50% or more of credits toward the educational program:

   - University of Alabama Huntsville, Al
   - University of North Alabama, Florence, Al
   - Escola Pan Americana Da Bahia, Salvador, Brazil

2. **All Locations** (country, state, city) where course work toward a degree or certificate can be obtained primarily through traditional classroom instruction, indicating at each site whether a partial or complete degree is offered, and for each degree whether a student can obtain 50% of credits toward any of the degree programs
<table>
<thead>
<tr>
<th>Location</th>
<th>Country</th>
<th>City</th>
<th>State</th>
<th>Degree Program</th>
<th>Partial or Complete</th>
<th>50%+</th>
</tr>
</thead>
<tbody>
<tr>
<td>UA Gadsden Ctr</td>
<td>USA</td>
<td>Gadsden</td>
<td>Al</td>
<td>EdD Educ Adm</td>
<td>Complete</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>EdD Higher Educ Adm</td>
<td>Complete</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>EdD-Instr Leadership</td>
<td>Complete</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>EdS-Educ Leadership</td>
<td>Complete</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>EdS-Elem Educ</td>
<td>Complete</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>EdS-Sec Ed (Curr, Tchg)</td>
<td>Complete</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>MA-Elem Educ</td>
<td>Complete</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>MA-Educ Leadership</td>
<td>Complete</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>MA-Higher Ed Admin</td>
<td>Complete</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>MA-Sec Ed (Curr, Tchg)</td>
<td>Complete</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>MA-Spec Ed (6-12)</td>
<td>Complete</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>MA-Spec Ed (K-6)</td>
<td>Complete</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>MA-Management</td>
<td>Complete</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>MLIS-Lib &amp; Info Sci</td>
<td>Complete</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>MSW-Social Work</td>
<td>Partial</td>
<td>Yes</td>
</tr>
<tr>
<td>UA-Huntsville</td>
<td>USA</td>
<td>Huntsville</td>
<td>Al</td>
<td>MBA Bus Adm (Exec)</td>
<td>Complete</td>
<td>Yes</td>
</tr>
<tr>
<td>Univ North Al</td>
<td>USA</td>
<td>Florence</td>
<td>Al</td>
<td>EdD Instr Leadership</td>
<td>Complete</td>
<td>Yes</td>
</tr>
<tr>
<td>Samford Univ</td>
<td>USA</td>
<td>Birmingham</td>
<td>Al</td>
<td>MLIS- Libr &amp; Info Sci</td>
<td>Partial</td>
<td>Yes</td>
</tr>
<tr>
<td>Am School of Asuncion</td>
<td>Paraguay</td>
<td>Asuncion</td>
<td></td>
<td>MA-Elem Educ</td>
<td>Complete</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>MA-Sec Educ</td>
<td>Complete</td>
<td>Yes</td>
</tr>
<tr>
<td>Colegio Nueva Granada</td>
<td>Columbia</td>
<td>Bogota</td>
<td></td>
<td>MA-Elem Educ</td>
<td>Complete</td>
<td>Yes</td>
</tr>
<tr>
<td>Colegio Nueva Granada</td>
<td>Columbia</td>
<td>Bogota</td>
<td></td>
<td>MA-Sec Educ</td>
<td>Complete</td>
<td>Yes</td>
</tr>
<tr>
<td>Escola Pan Americana Da Bahia</td>
<td>Brazil</td>
<td>Salvador</td>
<td></td>
<td>MA-Elem Educ</td>
<td>Complete</td>
<td>Yes</td>
</tr>
<tr>
<td>Escola Pan Americana Da Bahia</td>
<td>Brazil</td>
<td>Salvador</td>
<td></td>
<td>MA-Sec Educ</td>
<td>Complete</td>
<td>Yes</td>
</tr>
</tbody>
</table>
### 3. Degree or Certificate Programs Currently Delivered Online or Primarily Through Electronic Means

Students enrolled in these degree programs reside primarily in the state of Alabama.

<table>
<thead>
<tr>
<th>Department/Area/Program</th>
<th>Degree</th>
<th>Originally Approved</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Aerospace Engineering</td>
<td>MSAE</td>
<td>1993</td>
</tr>
<tr>
<td>2. Health Studies</td>
<td>MA</td>
<td>1996</td>
</tr>
<tr>
<td>5. Mechanical Engineering</td>
<td>BSME</td>
<td>1999</td>
</tr>
<tr>
<td>6. Nursing</td>
<td>MSN</td>
<td>1999</td>
</tr>
<tr>
<td>7. Consumer Sciences</td>
<td>BSHES</td>
<td>1999</td>
</tr>
<tr>
<td>8. Human Environmental Science (Human Nutrition)</td>
<td>MSHES</td>
<td>1999</td>
</tr>
<tr>
<td>9. Human Environmental Sciences (general)</td>
<td>MSHES</td>
<td>2001</td>
</tr>
<tr>
<td>10. Human Environmental Sciences (general)</td>
<td>BSHES</td>
<td>2002</td>
</tr>
<tr>
<td>11. Restaurant &amp; Hospitality Management</td>
<td>BSHES</td>
<td>2002</td>
</tr>
<tr>
<td>13. General Business</td>
<td>BSCBA</td>
<td>2005</td>
</tr>
<tr>
<td>14. Library and Information Studies</td>
<td>MLIS</td>
<td>2005</td>
</tr>
<tr>
<td>15. Human Environmental Science (Consumer Sciences)</td>
<td>MSHES</td>
<td>2005</td>
</tr>
<tr>
<td>16. Human Development &amp; Family Studies (Child Development Practitioners Option)</td>
<td>BSHES</td>
<td>2005</td>
</tr>
<tr>
<td>17. Human Development &amp; Family Studies (Early Child Development Option)</td>
<td>BSHES</td>
<td>2005</td>
</tr>
<tr>
<td>18. Operations Management</td>
<td>MS</td>
<td>2005</td>
</tr>
<tr>
<td>22. Nursing</td>
<td>DNP</td>
<td>2008</td>
</tr>
<tr>
<td>23. Food &amp; Nutrition</td>
<td>BSHES</td>
<td>2009</td>
</tr>
<tr>
<td>24. Secondary Education: P-12 Reading Specialist</td>
<td>MA</td>
<td>2009</td>
</tr>
<tr>
<td>25. Environmental Health &amp; Safety Management</td>
<td>GRAD CERTIFICATE</td>
<td>2010</td>
</tr>
<tr>
<td>27. Tax Law</td>
<td>GRAD CERTIFICATE</td>
<td>2010</td>
</tr>
<tr>
<td>28. Educational Psychology</td>
<td>MA</td>
<td>2010</td>
</tr>
</tbody>
</table>
2.8 Number of Fulltime Faculty

2.8 The number of full-time faculty members is adequate to support the mission of the institution and to ensure the quality and integrity of its academic programs.

Judgment of Compliance

In Compliance

Narrative of Compliance

The mission of The University of Alabama is as follows: "To advance the intellectual and social condition of the people of the State through quality programs of teaching, research, and service."

The number of full-time faculty (Table 1) is adequate to accomplish its mission. We have defined adequacy of faculty resources as a sufficient number of faculty and the availability of sufficient faculty time to ensure the quality and integrity of its academic programs and to support and advance research and service.

<table>
<thead>
<tr>
<th>Table 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Full-time Faculty from Fall 2006 to Fall 2010</td>
</tr>
<tr>
<td>2006</td>
</tr>
<tr>
<td>Full-time Faculty</td>
</tr>
</tbody>
</table>

The faculty workload policy in the Faculty Handbook recognizes that quality instruction is the primary goal of the University. All faculty members are expected to teach. During the pre-tenure period, teaching and research are considered co-equal with service enhancing an already strong portfolio of teaching and research. Most faculty are assigned time that ranges from 25% to 75% for research based on their record of scholarly productivity. As resources are available, faculty may be assigned a semester or semesters to pursue a specific research agenda, again, based on scholarly accomplishments. But, faculty members are rarely employed for the purpose of just conducting research.
The University has a sabbatical leave program that provides an opportunity for professional growth, development, and renewal. Faculty can apply for sabbaticals every 6 years. The number of faculty on sabbatical leave in a given year is around 40.

In 2005-06, UA began a multiyear plan for adding new faculty positions in strategic areas. Approximately $13 million was budgeted for new faculty positions for the first five-year period. On January 5, 2006, the Provost issued the first call for proposals for new faculty positions. Deans were asked to make a case for new faculty positions and to involve the faculty and the department chairs in the process. Deans were asked to address the following points in their proposals:

- A. Provide enrollment trends (number of majors, number of student credit hours, and number of degrees granted by level and discipline or department) for the last five years. Indicate realistic enrollment goals that can be achieved in the next five years, highlighting the areas where your college can grow and areas where enrollment will be limited.
- B. Indicate changes (recent or planned) in your curriculum that could impact student enrollment either positively or negatively.
- C. Provide research/scholarship trends by department for the last five years and measurable research goals that can be achieved within five years by department. Highlight peaks of excellence for the college and identify areas where significant gains can be made.
- D. Indicate the priority for new faculty position(s) and explain the impact that the position(s) will have on teaching and research.

Each year since 2006, deans have been provided the opportunity to make additional requests. While the points requested in the initial letter have remained constant, additional information has been requested in subsequent years. For example, in the letter on January 11, 2007, the Provost added the requirement that the proposals address the progress that the deans and department heads had made insuring that the teaching load of the current faculty is appropriate and that the faculty time reassigned to research is commensurate with research accomplishments. Then, in 2009, the Provost asked for information relative to the percentage of the salary budget by department that is spent on teaching, research, and administration.
While accomplishments in teaching and research have been the drivers for the allocation of new positions, the Provost solicited proposals for a cluster hire that could be justified on the basis of existing research strength and productivity across the departments and colleges. The Provost and the Vice President for Research designated material science as the first area for a cluster hire, based exclusively on research productivity across departments and colleges in this area.

**Adequate Number of Faculty to Support Teaching**

The number of full-time faculty members and the percentage of courses taught by full-time faculty members on campus, off campus, and online affirm that the number of full-time faculty at UA is adequate to ensure the quality and integrity of its academic programs.

The following college-level table provides a summary of the number of full full-time faculty whose instructional responsibilities are on campus, off campus, or online. A more detailed and comprehensive [Department Level Full-time Faculty Summary](#) has been provided, permitting one to examine how the number of full-time faculty are assigned within and between departments in the colleges.
### Table 2
Number of Full-time Faculty in Academic Colleges Teaching On-Campus, Off-campus, and Online Courses In Academic Year 2009-2010 (Fall & Spring terms)

<table>
<thead>
<tr>
<th>College or School</th>
<th>Total*</th>
<th>On-Campus</th>
<th>Off Campus</th>
<th>Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts &amp; Sciences</td>
<td>514</td>
<td>491</td>
<td>5</td>
<td>27</td>
</tr>
<tr>
<td>Commerce &amp; Business Administration</td>
<td>102</td>
<td>99</td>
<td>10</td>
<td>23</td>
</tr>
<tr>
<td>Community Health Sciences</td>
<td>43</td>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication &amp; Information Sciences</td>
<td>61</td>
<td>60</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Education</td>
<td>98</td>
<td>91</td>
<td>28</td>
<td>18</td>
</tr>
<tr>
<td>Engineering</td>
<td>114</td>
<td>111</td>
<td></td>
<td>14</td>
</tr>
<tr>
<td>Human Environmental Science</td>
<td>61</td>
<td>55</td>
<td></td>
<td>26</td>
</tr>
<tr>
<td>Law</td>
<td>36</td>
<td>36</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>University Libraries</td>
<td>41</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nursing</td>
<td>36</td>
<td>27</td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>Social Work</td>
<td>25</td>
<td>24</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1131</strong></td>
<td><strong>1003</strong></td>
<td><strong>54</strong></td>
<td><strong>140</strong></td>
</tr>
</tbody>
</table>

*Note: A given full-time faculty member may teach on-campus, off-campus, and/or online so the sum of on-campus, off-campus, and online full-time faculty will not equal the reported Total Number of Full-time Faculty within the college.

A potentially more informative analysis to affirm adequacy of full-time faculty to ensure quality and integrity of academic programs would be to report the percentages of courses within each department and college taught by full-time faculty. A detailed Department-by-Department Summary of the Percentage of Courses Taught by Full-time Faculty has been provided but the Table 3 below provides a summary of this analysis at the college level:

### Table 3
Percentage of On-Campus, Off-campus, and Online Courses Taught by Full-time Faculty in Academic Colleges In Academic Year 2009-2010 (Fall & Spring Terms)

<table>
<thead>
<tr>
<th>College or School</th>
<th>On-Campus</th>
<th>Off Campus</th>
<th>Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts &amp; Sciences</td>
<td>73%</td>
<td>72%</td>
<td>61%</td>
</tr>
<tr>
<td>Commerce &amp; Business Administration</td>
<td>69%</td>
<td>86%</td>
<td>93%</td>
</tr>
<tr>
<td>Community Health Sciences</td>
<td>72%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication &amp; Information Sciences</td>
<td>72%</td>
<td>29%</td>
<td>57%</td>
</tr>
<tr>
<td>Education</td>
<td>62%</td>
<td>85%</td>
<td>94%</td>
</tr>
<tr>
<td>Engineering</td>
<td>93%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Human Environmental Science</td>
<td>69%</td>
<td></td>
<td>70%</td>
</tr>
</tbody>
</table>
In general, it seems reasonable to conclude that at least seventy percent of the classes offered by The University of Alabama, whether they are on-campus, off-campus, or online offerings, are taught by full-time faculty, and this is much more than adequate to ensure that program quality and integrity is ensured.

**Adequate Number of Faculty to Support and Advance Research**

The comprehensive summary table below details the tremendous institution-wide success the The University of Alabama has experienced in obtaining research-related grants and contracts over the past five years. Comparable tables disaggregated to the college level appear as Faculty Grants & Contracts Reports.

<table>
<thead>
<tr>
<th>Table 4</th>
<th>Five Year Summary of Grants &amp; Contracts</th>
<th>Productivity by Full-time UA Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2006</td>
<td>2007</td>
</tr>
<tr>
<td>Number of Grant Submitters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Grant Submissions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Awardees</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Awards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Awards (in thousands)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Awards (in thousands)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public Service/Awards ( in thousands)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note: Prior to 2007, continuing awards were counted as annual submissions; these totals would not be comparable to the others.*

Another major indication of research productivity is the number of journal articles, books, and book chapters the UA faculty have written. The summary table below details the total number of journal publications, books, and book chapters by UA faculty the past four years. Comparable tables disaggregated to the college level appear as Faculty Publication Reports.

2.8 Number of Fulltime Faculty
Table 5
Five Year Summary of Publications by Full-time UA Faculty

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Journal Articles</td>
<td>971</td>
<td>813</td>
<td>805</td>
<td>1042</td>
<td>1083</td>
</tr>
<tr>
<td>Number of Books</td>
<td>85</td>
<td>74</td>
<td>68</td>
<td>97</td>
<td>73</td>
</tr>
<tr>
<td>Number of Book Chapters</td>
<td>72</td>
<td>133</td>
<td>132</td>
<td>160</td>
<td>117</td>
</tr>
</tbody>
</table>

These research productivity accomplishments affirm that adequate numbers of full-time faculty exist to address and advance the research component of our institutional mission.

Adequate Number of Faculty to Support and Advance Service

One of the primary ways that full-time faculty document both on-campus and off-campus service activities each year is through the use of UA’s Faculty Activity Reporting (FAR) System. Some examples of on-campus service activities include faculty governance participation activities, participation on faculty committees, peer mentoring activities, recruiting efforts, serving as an advisor for a student organization, or even participating in an academic program in-residence. Examples of off-campus service activities range from service to professional organizations or leadership positions in professional organizations to outreach activities related to faculty expertise. The Faculty Service Reports provide disaggregated, department-level counts of the number of on-campus and off-campus service activities for the 2009-10 academic year. These reports serve as a clear indication of the depth and breadth of service commitments by our full-time faculty. The table below presents an institutional summary of service activities by UA full-time faculty over the past three years. From 2008 through 2010, our on-campus service increased by 22% and off-campus service by 65%.
### Table 6
Three Year Institutional Summary of Full-time Faculty Service

<table>
<thead>
<tr>
<th></th>
<th>On-Campus Service</th>
<th>Off-Campus Service</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Activities</td>
<td>% Change</td>
</tr>
<tr>
<td>2007-08</td>
<td>4157</td>
<td></td>
</tr>
<tr>
<td>2008-09</td>
<td>4600</td>
<td>+10.6%</td>
</tr>
<tr>
<td>2009-10</td>
<td>5135</td>
<td>+11.6%</td>
</tr>
</tbody>
</table>

**Increases in Full-time Faculty**

Given the economic challenges in recent years, it is a noteworthy accomplishment to report that The University of Alabama has continued to grow its full-time faculty to keep pace with the significant enrollment gains the university has enjoyed. Since reaffirmation in 2005-06 the University has been able to allocate $96.2 million for compensation improvement and $12.9 million in new faculty positions despite a reduction in the legislative appropriations of over $62 million.
2.10 Student Support Services

2.10 Student Support Services The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.

Judgment of Compliance

In Compliance

Narrative of Compliance

I. Overview

The University of Alabama has a noteworthy tradition of providing student support programs, services, and activities consistent with its mission of *advancing the intellectual and social condition of the citizens of the State of Alabama through quality programs of teaching, research, and service.* The Divisions of Student Affairs, Community Affairs, Financial Affairs, University Advancement, Research, and Academic Affairs work in concert to provide coordinated student support services.

Many of the University's programs and services satisfy the needs of the general student population, while others specifically benefit sub-groups of students such as first generation, transfer, special needs, honors, distance education, graduate, international, and student athletes. All activities are grounded in the institution's core values outlined in the Capstone Creed adopted by students in 2000 which includes the pursuit of knowledge; acting with fairness, honesty, and respect; fostering individual and civic responsibility; and striving for excellence.

Programs and services to students undergo assessment on a regular basis to ensure their alignment with the University's mission and goals, as well as their effectiveness in meeting the needs of students. Because the University's student support programming is designed to address the needs of all types of students, it is an integral part of all divisions of the University.
This compliance narrative specifies the organizational structure of programs and services and includes descriptions of major student support programs, services, and activities. These descriptions identify program linkages across the institution and their effectiveness in contributing to student learning and development, as evidenced by their most recent assessment report.

II. Organizational Structure and Institutional Context

Consistent with its mission, The University of Alabama provides appropriate support services established for the specific purpose of enhancing the overall success of students. The underlying premise of support service is based on the belief that learning is not linear, and that learning is enhanced by providing students with formally structured support services that broaden dimensions of learning. During the 2005-2006 academic year, UA made the intentional decision to align the institution's Student Affairs functions and services under the purview of Academic Affairs. This new organizational structure was designed to ensure that programs and services are supportive of the academic mission of the institution and recognize the value of co-curricular and student services in enriching the student experience. The organizational structure assists in providing a supportive learning environment to all students that encourages them to maximize their learning through the development of the skills necessary to reach their educational and personal goals.

The University of Alabama embraces a collaborative approach to student learning and student success. This collaboration includes students, parents/guardians, and members of all sectors of the University community. Appropriate support services at The University of Alabama transcend divisional lines where all University divisions work to provide support services that accentuate student intellectual and social experiences and work collaboratively to ensure that students make a successful transition into the University and progress to graduation satisfactorily.

III. Advisement and Enrollment Management

A. Orientation

Undergraduate orientation programs at The University of Alabama are primarily designed to meet the needs of entering freshmen. Orientation programs are also tailored to meet unique needs of other students
including transfer students, graduate students, international students, online and off-campus students, and students at the UA's School Of Law. All orientation sessions are structured to help students navigate their new learning environment by assisting them in the acquisition and integration of knowledge about programs, services, and resources.

UA's collaborative approach to student learning and student success extends to the families of our students in the transition to college. Parent Orientation Programs provide parents and guardians an overview of the campus resources and support services available to themselves and their sons and daughters. A Sibling Orientation program was designed to allow high school aged family members of students an opportunity to get to know UA, the place where their brother or sister will be living and learning during the next few years.

The most recent assessment reports for the Office of Orientation, Office of Parent Programs, and Office of Graduate Support Services provide information related to the quality of the orientation experiences. Results from the Bama Bound New Student Orientation Report indicate that 93% of students reported their questions were answered regarding academic advising, and 70% indicated they knew which office to go to in the future for academic advising. Over 98% of students responded positively to the general helpfulness of Orientation staff and 90%+ of parents indicated their questions and concerns about their student attending UA were addressed during Parent Orientation. Over 90% of the parents also indicated they knew how to reach the Office of Parent Programs should they have questions or concerns. As reported in the 2009 Parent Orientation Report, 97% of parents indicated they learned about the challenges their student may experience at UA and resources to assist them and 95% indicated they learned strategies to support their student's success and transition to UA as a result of attending Parent Orientation. Over 84% of students attending Graduate Student Orientation indicated in the 2009 Graduate Student Orientation Report, that after attending the New Graduate Student Orientation, they were better prepared to start their graduate program at The University of Alabama, and 96% indicated they were more aware of resources available to them as graduate students.
B. Advising

Academic advising is provided to all students by professional advisors and faculty members within academic departments or colleges. Each academic division employs professional advising staff. Most colleges assign a faculty advisor to students to provide program-specific advising and career mentoring. In the 2008 Advising Survey, 61% of students reported seeing a faculty advisor, 15% a professional advisor, and 14% indicated seeing both types of advisors. Students also reported a high level of satisfaction (over 80% very satisfied or satisfied); 70% reported preparing for their advising appointment by drafting a course schedule. The level of student satisfaction with advising has remained constant from 2004 to 2008.

Each academic division has a representative who meets with a central group to coordinate advising efforts throughout the campus. The UA Academic Advising Association encourages all advisors to engage in ongoing professional development and networking. Through participation in National Academic Advising Association (NACADA) regional and national meetings, UA academic advisors are informed and make use of best practices from across the nation.

Degree Works, a web-based academic planning tool, was implemented for all undergraduate programs in May 2009, and is currently being implemented for graduate programs. Degree Works includes a degree planner, degree audit, GPA calculator, and a "what if" option for students to determine courses that would be required if they changed majors. The University launched a "Finish in Four" campaign along with Degree Works to encourage students to utilize planning to complete their undergraduate degree in four years. Degree Works is intended to augment personalized academic advising and mentoring—not replace it.

A recent Degree Works Survey, completed by 2,476 students, indicated that undergraduate students are using the web-based application. The majority of undergraduates who responded used Degree Works to prepare for advising and registration (86% of freshmen, 91% of sophomores, 87% of juniors, and 81% of seniors), while student educational plans had been created by over 30% of undergraduates. The "what if" option had been used by over 50% of respondents, and the GPA calculator had been used by over 50% of sophomores, juniors, and seniors.
Students in programs delivered online and at off-campus sites have access to *Degree Works* and online surveys. The College of Continuing Studies (CCS) works with each academic unit with online programs to assure that new students are assigned an academic advisor. Approximately four weeks prior to registration opening each semester, CCS staff email all students enrolled in off-campus and online programs to remind them to contact their advisors. Advisors provide assistance to online students through telephone discussions and emails. Some advisors use web conferencing software to facilitate advising.

Each degree program at the off-campus Gadsden Center designates an academic advisor for students. Information sessions and academic advising sessions are held regularly so that students get face-to-face advising. Students are able to access videoconferencing systems to arrange "virtual meetings." Gadsden staff members facilitate conference calls and other appointments for students to talk with advisors and faculty on campus. Faculty members who teach at Gadsden provide face-to-face academic advising during office hours scheduled prior to their classes. Students in other off-campus locations are advised by faculty members who travel to the location to teach and by email and phone calls to on-campus advisors.

### C. Registration

The Office of the University Registrar consistently works behind the scenes to provide student record information (degree audits, transcripts, etc.), enrollment and degree verification, up-to-date catalog and timetable information (including classroom scheduling), enrollment services (including web enrollment), determination of residency for tuition purposes, and academic eligibility determination for UA student athletes. It ensures that student records are maintained in compliance with the *Family Educational Rights and Privacy Act (FERPA)* and that electronic access to record information is secure and efficient.

The Office of the University Registrar also provides academic and administrative infrastructure necessary for continued service to students and the campus community with the emphasis on emerging technologies, collaborative efforts, integrated services, and efficient communication processes. Policies, programs, and services are designed to allow students the opportunity to develop independence; conduct a realistic self-appraisal; clarify how their personal, work, and lifestyle values affect their decision making for academic success and progress; and provide assistance in helping students meet their personal and educational goals.
Results from the most recent University Registrar Satisfaction Survey Report indicate that student satisfaction was positive, with 63% of students indicating that information provided to them was reliable, 64% indicating staff were knowledgeable, and 65% of students indicating staff were professional, while 50% of respondents indicated that they were satisfied with the Transcript and Verification ordering and delivery process.

D. Financial Aid

As a state university, UA strives to maintain affordable tuition rates. The Office of Student Financial Aid provides comprehensive information and services to students regarding opportunities to finance the cost of education at UA. Responsible for administering student aid from federal, state, institutional, and private funding sources, the Office plays a critical role in making sure that students, whether on-campus, off-campus, or online, have access to the financial assistance they need to help them enter and complete their college studies. Two examples of programs designed to assist students include Veterans Services and Student Employment Services.

(1) Veterans Services: Financial Aid staff assist veterans with the process of obtaining educational funding through the U.S. Department of Veterans Affairs (VA). The University of Alabama has 732 students receiving VA funding through seven chapter benefit programs. While UA does not determine eligibility for assistance, staff members do ensure that eligibility criteria is completed, certified, and filed with the VA. VA federal benefits represent $2.2 million in student funding and the University matches eligible programs with $187,000 annually through the Yellow Ribbon Program.

(2) Student Employment Services: Financial Aid staff members assist students in pursuing student employment opportunities through the Federal Work Study and the Job Location and Development (JLD) program. The Federal Work Study program provides on-campus or community-based part-time employment for currently enrolled students. Community-based positions are paid positions with community service agencies (predominately the United Way), and tutoring opportunities for children in the city and
county school systems. The JLD program employed 978 students in the previous academic year constituting $8,421,764.00 in earnings as reported on the 2009-2010 Fiscal Operations Report and Application to Participate (FISAP).

The Office of Student Financial Aid staff members participate in a variety of outreach activities with partners in various units, organizations, and institutions, both on and off campus, by providing information to students about funding their education. For example, coordinated efforts with the UA Capstone International Center to adjust the cost of attendance allow international students participating in programs to maximize their funding for the term. Or, current students benefit from Financial Aid Awareness Month where events on campus are designed to increase student awareness and knowledge of information and financial aid availability. Policies, procedures, and services offered through The Office of Student Financial Aid are designed to provide students with practical competencies in pursuing their academic and career goals, require students to communicate effectively, and assist them in developing skills to manage their personal affairs.

IV. Academic Support and Enhancement

The University community is united in its focus on ensuring students have a successful academic career from entrance to degree completion.

A. The Center for Teaching and Learning

The Center for Teaching and Learning (CTL), an academic support unit within the Division of Academic Affairs, provides comprehensive services online and on campus. The CTL provides individualized tutoring, supplemental instruction, study skills workshops, and review and help sessions in a variety of courses. The CTL extends its reach through several web-based resources and services to serve students online.

The CTL makes exam review resources such as the LSAT, MCAT, GRE, and MAT available to students to assist them in pursuing their personal and educational goals. It offers the Learning and Study Strategies Inventory (LASSI), a self-assessment designed to help students understand their motivation, time
management skills, and attitudes toward learning, which helps the student determine appropriate educational goals.

The CTL provides academic support programs (e.g., TRIO programs) to first-generation college students with limited incomes and/or disabilities. The Office of Student Financial Aid works collaboratively with the program in determining a student's eligibility and offers continued support providing financial aid updates. Students who are admitted into UA's Crimson EDGE program participate in a study skills course (NEW 222) and transition course (BCE101) designed to help them make a successful transition to the university.

The mission of the Center for Teaching and Learning is to have a positive effect on the teaching and learning process through the design and delivery of academic support services. Central to that mission, CTL staff members have fostered collaborative relationships among faculty, academic departments, and numerous Student Affairs units. These collaborations extend tutoring service and help session support to the Gorgas Library, the Chemistry department and the College of Arts and Sciences Mathematics Technology Learning Center.

Academic support services help students succeed in courses, improve study techniques, improve reading proficiencies, and prepare for professional and graduate school entrance examinations. Taken together, programs and services provided by the CTL play an integral role in the University's plan for academic excellence by advancing students' ability to engage in realistic self-appraisal, enhancing self-esteem as a student, and building self-concept and confidence as they manage their academic environment and develop practical competence.

The most recent CTL Annual Report provides information about services, program use, outreach, the Crimson EDGE pilot program, and the Student Support Services program. Supplemental instruction and tutorial service demands have continued to increase, and retention and graduation rates for participants in the Trio programs have exceeded previous years' rates. Additional assessment reports provide information on the use of tutorials (Tutorial Usage Analysis), characteristics of support service users (Tutorial User
Characteristics Report), and the academic performance of students who used tutorial services (Tutorial User Academic Performance Report).

B. University Libraries

University Libraries maintain an ongoing effort to assist the academic success of students, as one of the primary purposes of a research library is to support the intellectual and cultural life of the institution. The UA University Libraries accomplishes this by providing strong research collections in digital and print formats, a robust instructional program that is both in-person and virtual, and technology that allows students access to resources in formats that enhance accessibility, as well as academic software and digital media production tools. Through the use of online orientations and in-person instruction for diverse groups, the Libraries are increasingly responsive to its clientele.

The University of Alabama maintains five state-of-the art libraries. The University Libraries provide space for collaborative and independent study in its five branches as well as structured tutoring sessions staffed by the Center for Teaching and Learning in The Gorgas Library. Late night hours in two branches, and 24/5 access in one branch, allow students ample opportunity to access resources. Each library serves a unique purpose. The Amelia Gayle Gorgas Library, located on the central campus quadrangle, has holdings for humanities, social sciences, and government information. The Gorgas Library also houses offices for central library administrative functions. Additional UA libraries are the Angelo Bruno Business Library, the McLure Education Library, the Sara and Eric Rodgers Library for Science and Engineering, and the William Stanley Hoole Special Collections Library. The Bounds Law Library is housed in the School of Law and maintains virtual links with other UA libraries. Most of UA's digital collections can be accessed from any computer.

Virtual links exist with the Alabama Virtual Library and research libraries at other colleges and universities. The Libraries provide online access to large parts of our rare and unique special collections through our digital library program. Rare and unique special collections can be searched and browsed through Acumen (software, developed locally expressly for this purpose). The collections are also indexed in Google, while Interlibrary Loan programs including RapidILL provide a seamless delivery of journal
articles not owned by the libraries within 24 hours of the request being placed. Notification that an article is available is delivered by e-mail and the article is immediately available online via the ILLiad system. Delivery of articles frequently takes place within hours of the request being submitted. Of the nearly 3,300 ILL requests submitted through RapidILL in 2010, 95% were filled within an average of 14.1 hours. Regional and statewide agreements provide quick and easy access to other formats of materials which the library may not own.

Outreach initiatives support collaboration among UA schools, colleges, and many student support service units including support and resources for distance learning students who have the ability to access resources at the UA Library and have access to a UA Library staff member who serves as a primary contact for distance learners and is available for presentations and "virtual" demonstrations for specific course or program needs. The Library Instruction Program offers instructional programs to support student learning through face-to-face instruction, individual reference appointments, and a variety of online formats. Online formats include 163 Subject Guides, which were accessed a total of 9,691 times from August to December 2009 and 83,023 times during the 2010 calendar year. Ask-a-Librarian provides means to submit questions online 24/7 and to search an FAQ for commonly asked questions. Texting, e-mail, and Twitter are also available for updates and questions.

A total of 501 personal and Macintosh computers are available in the libraries for student use. These computers can be used for locating materials within the libraries, using databases and other electronic resources, or for the productivity/academic software available. The libraries provide desktop and laptop computers for student use. During 2010, laptops circulated 44,210 times. The Sanford Media Center, located on the 2nd floor of Gorgas Library, provides UA students with a leading-edge facility for digital media production. It provides a collaborative and interdisciplinary learning environment for all students. Video cameras; digital SLR cameras and lens; audio kits; scanners; design, creation, and production software tools are all available to students to encourage and support a high level of creative and productive output, with service demands increasing over the last five fiscal years from 9,174 students in 2006 to 14,905 students in 2010.
C. Office of Information Technology

The Office of Information Technology facilitates research, enhances instruction, and supports administrative operations by providing quality services and resources to students, faculty, and staff with the goal of enriching educational experiences that promote student success and faculty excellence through technology. Programs and services are designed to be user centered and include the IT Service Desk, which provides a single point of contact for all IT issues and resources. Services for students include virus removal, operating system repairs, general software troubleshooting, and internet services, which include access to wireless networks and ResNet. ResNet is a service available to students living in most of the residence halls. It provides high-speed Internet access through the campus network. This allows each person in the room to have his or her own Internet connection.

All University of Alabama students have access to eLearning (Black Board Vista), a course management system, which is used extensively to provide on-line courses as well as to provide web-enhanced materials for on-campus and off-campus courses, contains built-in tools designed to share files, assist students in submitting class work (assignments, discussions, and exams), and provides a platform to increase student interaction and collaboration and fosters the development of interpersonal communication skills with students and faculty. The most recent assessment report for The Office of Information Technology indicates that 62% of respondents are self-taught users of the eLearning; access to course materials, the convenience of 24-hour, 7-day-a-week access, and communication tools were selected as the features students liked most about the system.

The Office of Information Technology provides support for the University's 224 media-enabled classrooms (up from 21 classrooms in 2004), which includes consultation, design, installation, operation, and maintenance of these learning spaces. The classrooms are designed to provide faculty with the support and technology to assist with classroom instruction. In addition to services provided on the Tuscaloosa campus, the Office of Information Technology, IT Service Desk provides technical support for distance education faculty, staff, and students and is available to distance students via telephone or email. Issues such as access to myBama, email, computing security, and software assistance are managed for students by the IT Service Desk.
D. Office of Disability Services

The University of Alabama is committed to making its academic programs and other services accessible to qualified students with disabilities. It is a goal of The University of Alabama to provide students who have disabilities equal opportunities to develop and demonstrate their academic skills, while maintaining the academic integrity of University programs. The Office of Disability Services (ODS) serves as the central contact point for students with disabilities. The goal of ODS is to provide a physically and educationally accessible University environment that ensures that an individual is viewed on the basis of ability, not disability. ODS works individually with students, and collaboratively with the University community, to determine appropriate and reasonable academic accommodations and ensure that students' academic performance is evaluated apart from the limiting effects of disability.

Adaptive technology labs are located at the ODS office, Bruno Business Library, Gorgas Library, Graves Hall, Rodgers Library for Science and Engineering, Morgan Hall, Nott Hall, and the Seebeck Computer Center. These labs are wheelchair accessible and contain adaptive equipment such as screen readers, magnifiers, voice synthesizers, voice-to-text software, and text-to-voice software. A variety of double and single rooms provided in residence halls and on-campus apartments are equipped for students with hearing, vision, or mobility impairments.

Based on a review of each student's needs, certain accommodations may be recommended by ODS for students, depending on the individual class requirements. These may include reduced-distraction testing environments, orally administered tests, use of tape recorders, use of note-takers, and use of books on tape. The Office of Disability Services provides support to distance students who require accommodation. Students can arrange appointments through telephone and send necessary documentation electronically or through the mail. Services provided to distance students include sign language interpreter at an off-campus location and captioned video content for a hearing impaired student; extended time for proctored exams; and textbooks in electronic format for students with certain learning disorders.

Giving students the opportunity to demonstrate whether they know and can apply course content fosters the development of intellectual growth, provides a greater independence through the accommodations that
enhance appropriate self-reliant behaviors, and allows students with disabilities the chance to provide an accurate picture of their knowledge with realistic self-appraisal without concern to how a disability may interfere with the evaluation process.

The most recent ODS assessment report (ODS Services 2003-2011) provides information about services and program use. The results indicate that the staff in the office has seen a 133% increase in fully registered students since 2003, a 60% increase in provisional students since 2006, and a 36% increase in total registered students since 2006.

E. The Graduate School

The Graduate School provides leadership, coordination, and administrative structure to support all graduate programs at the University. It is responsible for implementation of Graduate School policy to assure compliance with standards, quality, and integrity among all of the graduate programs. The Graduate School also provides a variety of innovative support services designed for graduate student success.

The Office of Graduate Student Services is housed in the Dean of Students Office and works closely with the Graduate School to assist graduate students with orientation and to provide complementary and collaborative support services and programs to enhance the experience of graduate students during their time on campus.

The Graduate School's Workshop for New Graduate Teaching Assistants has provided specialized training for Graduate Teaching Assistants (GTAs) in a two-day, required format since 1987. More than 225 new GTAs each year participate in sessions on various aspects of college teaching, are videotaped while teaching, and receive written and verbal analyses of their teaching strengths and weaknesses—all before entering a classroom at the University for the first time. Results from the most recent assessment of the Workshop for New Graduate Teaching Assistants indicate that of the 121 survey respondents, 59% of the students who participated rated the overall experience "Excellent," and another 38% rated it "Satisfactory."
There is Web-based assistance in course registration and numerous online resources for graduate students, including detailed information on financial aid, assistantships, and fellowships. Also online are a number of publications, including a *Student Guide to Preparing Theses and Dissertations*. The *Electronic Theses & Dissertations* website provides detailed information and demonstration videos to help students reduce the time spent preparing their manuscripts and then having the Graduate School complete its review. The time taken to record, review, and approve a thesis or dissertation at the University has improved from an average of 3-6 weeks with paper manuscripts to an average of 7-14 days with electronically submitted manuscripts, which became required in fall 2009. The *Graduate Assistant Guide* and each form that graduate students need to complete from first matriculation to commencement can also be found on the Graduate School website.

During the 2008-2009 academic year, the Graduate School began discussions to improve the experience and support for graduate students who have children. These discussions led to the Graduate School's creating the Graduate Parent Support Program (GPS) in 2009. The GPS is the only such program in the United States, and the UA Graduate School was the one graduate school selected to receive a support grant from the Council of Graduate Schools. From the same grant the Graduate School received support for the Tide Together mentoring program, which pairs each graduate student in the program with both a faculty and peer mentor. The Graduate School actively partners with academic departments to help graduate students develop their research careers and create strong, marketable Curriculum Vitae. Adequate funding to support thesis, dissertation, and related research and additional funding to present research results at national and international professional conferences are requisite cornerstones in this effort. In fall 2006, the Graduate School examined and revised the existing *Research and Travel Grant Program* to collaborate more actively with individual departments in jointly funding thesis, dissertation, and creative activity research projects. Using a combination of funding from Graduate School application fees and a one-to-one matching of funds from departments, the operative paradigm was changed from supporting a handful of students each year to funding every student that departments were also willing to support, without any limits on the number of meetings per year. Requests for funding proposals (RFPs) are now circulated three times per year, and all applications received are reviewed and funded as well. As a result, both total funding
and the number of students served have grown each year. Funding in the last four years has grown nearly five-fold. This growth is shown in the table entitled, UA Graduate School Research and Travel Grants Program. Approximately 50 students of the grant recipients each year receive additional International Enrichment funding of $600 above the normal research and meeting support to take advantage of an international paper presentation to broaden their intellectual experience while abroad.

F. The Honors College

The University Honors College exemplifies the student-centered atmosphere of The University of Alabama and provides a small-college feel within the context of a larger university setting. The Honors College exists to empower its students to achieve to their greatest potential and to receive recognition and reward for their achievements. The four pillars of the Honors College—innovative scholarship, civic engagement and leadership development, cultural interaction, and advanced research—provide a comprehensive and holistic experience for our students.

In addition to the honors courses available from the University's 13 colleges and schools, students can choose from more than 50 small seminars offered from the Honors College. These courses are designed to provide opportunities for students and teachers to interact frequently, to engage students in meaningful discourse, and to reflect the high level of student ability.

Freshman and current University of Alabama undergraduates have the option to enter the University Honors College. Admission to the Honors College requires a 28 ACT or 1250 SAT. Current UA students with a 3.3 GPA or transfer students will be accepted into the University Honors Program. Current UA students with a 3.3 GPA or transfer students with a 3.3 GPA will be accepted into the International Honors Program (IHP), which is designed to help students gain an understanding of the international dimensions of their chosen field of study. Students participating in the International Honors Program take more foreign language courses and have multiple opportunities to interact with international students and faculty at UA.

Taken together, the programs and services of the Honors College promote students' intellectual growth, effective communication skills, independence, ability to clarify values, ability to collaborate successfully
with others, appreciation of diversity, leadership development, social responsibility, and development of satisfying and productive lifestyles.

G. Housing and Residential Communities

The living-learning experience at The University of Alabama capitalizes on the residential character of the campus and serves as an important part of the University's academic support system. A hallmark of the student's experience, Housing and Residential Communities, affords each resident with a supportive and learning-centered environment.

Housing and Residential Communities is dedicated to providing a comfortable, secure, and supportive community designed to contribute to the personal and academic success of each residential student. In partnership with UA's colleges and schools, living and learning communities have been designed to foster an environment in which students can succeed, explore ideas, and pursue academic inquiry. Designed to meet the unique needs of a diverse student population, living-learning opportunities are available through the Colleges of Arts & Sciences, Communication & Information Sciences, Human Environmental Sciences, Nursing, Commerce & Business Administration, Engineering, and Honors. There are also living options designed to help students gain an understanding of civic engagement, self-governance, leadership, and global perspectives in the Mallet Assembly, Rotary House, and The International Living-Learning Community.

Program offerings through the Residence Hall Association, National Residence Hall Honorary, and Housing and Residential Communities, are designed to develop students' abilities to effectively communicate, realistically appraise themselves, become independent, assume social responsibility, enjoy a satisfying and productive lifestyle, and appreciate and respect the depth of diversity on campus.

In 2007, Housing and Residential Communities added a staff member to provide support, information and resources for Off-Campus Housing. Resources available to students include a monthly newsletter to assist students with staying connected and informing them of programs and services, links to search engines to help students locate housing, information about the landlord/tenant relationship, and safe living.
The most recent assessment reports for Housing and Residential Communities provide information about program effectiveness (Housing and Residential Communities 2010 Overall Program Effectiveness). Longitudinal data indicate that the overall program effectiveness is at its highest level ever and is significantly better than in 2005, 2006, 2007, 2008, and 2009. Data indicate that the factors Facilities and Room/Floor Environment continue to be significantly better than in 2005, 2006, 2007, 2008, and 2009, while data related to students’ overall learning experience shows statistically significant improvement over 2009. Recent reports also provide information on student retention (Freshman Cohort Report) and added services such as room selection (Room Selection 2009 Report) and move-in (Move-in 2009 Project Report).

H. UA Capstone International Center

Each of the three units, which comprise the UA Capstone International Center (the English Language Institute (ELI), Capstone International Services (CIS), and Capstone International Academic Programs (CIAP)) provides a variety of programs and services that promote the internationalization of the campus and contribute to promoting international learning and the development of global perspectives for students at UA. Interaction between domestic and international students, whether it takes place in formal classroom settings or in informal activities on campus, encourages the development of an appreciation for diversity and respect for all peoples. It develops in students regardless of their place of origin a deeper knowledge of the world, a better understanding across cultures, and the formation of lasting meaningful interpersonal relationships.

The UA Capstone International Center assists international students with admission and placement, arrival services and orientation, counseling, and intercultural, social, and educational activities as they make the transition to The University of Alabama. Equally important is the provision of study-abroad opportunities for UA students. The staff support and assist in the organization of intercultural activities and festivals to encourage social interaction among all students. International document processing and visa advisory services are offered for international students, researchers, staff, and faculty. Programs and services offered by the center are designed to promote the development of independence, personal growth, and effective communication skills; assist students in developing the ability to collaborate with a diverse group of
people; and foster a sense of social responsibility as well as an awareness and respect for other students' spiritual paths.

I. Academic Support Services for Student Athletes

From the moment a student athlete first walks onto the campus to the moment they graduate with diploma in hand, there is an exceptional array of comprehensive academic services available to them. The Center of Athletic Student Services (CASS) provides services that range from tutoring, career counseling, and advising, to the use of facilities that include study rooms, a lecture room, and two computer labs. All of these services begin with the student athletes' first visit to campus. CASS advisors set up individual appointments within the department of the student's area of study and accompany the student to the meeting.

The CASS staff work as liaisons between the Athletic Department and The University's undergraduate divisions and administrative offices to ensure that all athletes are maintaining satisfactory progress toward a degree, and monitors academic eligibility. For their first year, new student athletes are required to attend nightly study halls. After that, the attendance is based on individual needs as determined by key academic indicators. Additional resources available to student athletes include laptop computers, which are also available for check-out at the Center of Athletic Student Services, and the Life Skills Program, which was designed by the NCAA, and was developed to help college athletes bridge the gap from college life to professional life and make meaningful contributions to their communities. Services and programs offered to student athletes are designed to assist students in developing independence; assist them in clarifying their academic goals, personal values, and career goals; and foster a sense of social responsibility through participation in community service opportunities.

J. Career Center

The University of Alabama Career Center is dedicated to maximizing career development and career opportunities for both students and alumni. It provides career education programming, individual counseling, personality assessments and access to library resources on occupations, career planning, and graduate and professional schools through the Sylvester Jones Leadership and Career Resource Center.
Career Center staff assist students with self-assessment, major exploration, interview techniques, and the development of job search strategies as they pursue a successful transition to the world of work.

Understanding that career development is a lifelong process that includes self-assessment, reflecting on interests, skills, personality traits, values, the development of effective communication skills, the ability to appraise one's own skills and abilities, and work collaboratively with others who may be different from themselves, staff in the University Career Center offer students the opportunity to explore the career development and planning process through formal instruction, informal presentations, and a series of assessments and interest inventories (CareerBeam, StrenghsQuest) designed to help students clarify personal and academic goals and values.

Full-service Career Center satellite offices located in the Colleges of Commerce and Business Administration and Engineering, and the availability of "walk-in hours" in the Colleges of Communication and Information Sciences, Human Environmental Sciences, Arts and Sciences, Nursing, the School of Social Work, and Office of Disability Services, ensure that services and staff are available to students in eight additional locations across UA's campus.

The most recent assessment report (Career Center Retention Report 2008-2009 cohort) for the Career Center indicates that students who use Career Center services in their first year at the university are retained at a higher rate (10%), and have higher grade point averages than students who do not use Career Center services in their first year. University of Alabama students who participated in the 2010 NASPA Consortium Career Aspiration Study rated their academic advisor, alumni from the University of Alabama, Career Center staff, and faculty more helpful (Learning Outcomes Career Spring 2010 Consortium Help) than students rated the same staff and alumni at other institutions. Students also indicated that as a result of the career advice/counseling/information they received since enrolling at UA they are more aware of careers related to their major, feel more confident in their ability to create a resume, and indicated they feel better prepared to interview for jobs than students at other institutions. Of students who responded to the questions related to learning outcomes, 57% agreed that they are better able to articulate their life goals; 60% were better able to articulate their values, attitudes, and beliefs; 60% indicated that their critical
thinking skills have improved; and 58% indicated that their understanding of diverse perspectives has changed.

V. Student Involvement and Engagement

The University Union Ferguson Center enhances the social, cultural, and educational opportunities for students and the University community through a variety of co-curricular programming, activities, and services that complement the academic curriculum. While many of the University Union functions are designed to provide environmental support for students, faculty, and staff, The Discovery Series seeks to promote the development of interpersonal and leadership skills, foster creativity, and promote satisfying and productive lifestyles through lifelong learning opportunities for the community. The Ferguson Center serves as the hub of student activities, programs, and events on the main campus. Here, students can visit the Office of Student Involvement and Leadership and the Source to explore the more than 300 registered campus student organizations, access resources and information regarding leadership opportunities, and attend training sessions to develop their leadership skills and abilities. Involvement is an essential part of the UA experience. Getting involved in co-curricular activities allows students to learn about themselves and others while gaining valuable experience for the future. The Student Involvement Interest Inventory allows students to have one-on-one contact with staff members to explore ways for students to find their passion. In addition to advising the governance of student organizations, establishing social policies through the Source Board of Governors, and assisting in event planning for student organizations, the Office of Student Involvement and Leadership provides training and support to faculty and staff who serve students as advisors. Consistent with the University mission of service, The Community Service Center offers students the opportunity to engage in community service projects that educate, heighten students' awareness of social issues, and encourage lifelong social action. Alternative Break programs offered locally, nationally, and internationally immerse students in diverse environments and cultures, while Beat Auburn Beat Hunger, Hunger and Homelessness Week, and Ripple Effect are programs designed to involve students in issues that impact the local community and state of Alabama.
The most recent assessment reports for the University Union Ferguson Center, the Office of Student Involvement and Leadership, and the Community Service Center provide benchmarking data about involvement, learning outcomes, and information about the quality of services.

The **Office of the Dean of Students** is tasked with establishing and maintaining a supportive campus climate that advances the development of experiences that promote character development; personal, professional, and academic growth; and lifelong learning in a diverse global community. The staff members in the Dean of Students Office serve as the primary contact for students, parents, alumni, faculty, and staff in matters dealing with a student's general activities outside of the classroom. Specific student support programs and services include the following: serving as a liaison between students, parents, and faculty/administration/staff/Tuscaloosa community; supervising and administering a fair student judicial process; coordinating crisis response services for all students; and providing support, services and programming for students.

Central to maintaining a campus climate that is supportive of students is the **Office of Student Judicial Affairs**, which promotes student awareness and understanding of (student) rights and responsibilities as community members, engaging students in ethical decision-making. It upholds the academic integrity and behavioral standards of the University by adjudicating violations of the Student Code of Conduct in a fair and consistent manner, treating each student with dignity and respect. The office seeks to instill in students a sense of responsibility for their behavior both on campus and off campus.

Staff members in the **Office of Greek Affairs, Office of Graduate Student Services, Office of Parent Programs**, and **Women's Resource Center** work to ensure programs and services meet the personal, professional, and academic needs of these special populations. The **Office of the Associate Dean of Students** is responsible for The On-Call Dean Program, which has been developed to provide students and their families with support and assistance in times of trauma and distress. The On-Call Dean initiates professional and personal support for students in crisis by working with other University offices such as University Police, Public Relations, and the various colleges and schools within the University. In addition, the On-Call Dean interacts with community agencies such as local hospitals and the Tuscaloosa Police.
Department. This program is a visible illustration of the Division of Student Affairs and The University of Alabama's commitment to providing a nurturing environment for all students. This program enhances our efforts to maintain a warm and caring community.

With an increasing population of better-prepared students, UA recognized that retention of students begins with the first two weeks of campus life for all new students and, as the national literature suggests, it encompasses an engagement process. Several programs have been developed to ensure that students make a successful transition to the University and progress to graduation satisfactorily. The **Office of New Student Programs** works to impact the personal and social development of students by offering programming designed to help them gain practical and interpersonal competence negotiating campus, overcoming obstacles that hamper their achievement, and improving their ability to manage their personal affairs. The University of Alabama's Week of Welcome is a collaborative event with activities and programs designed to introduce new students to services and resources as they transition to college or the UA campus for the first time.

Additional programs and services offered by The Office of New Student Programs include the following: The First-Year Call Center (FYCC), which is designed to create a welcoming environment for first-year students by providing information regarding important upcoming events, discussing satisfaction and challenges with students in their first year, as well as answering any questions or concerns for the student. FYCC calls all students new to UA. These students include freshmen, transfer students, change of campus students, and even students returning from semester-long absences. The Tide Early Alert Program helps students be successful during their time at the University. Faculty, staff, parents, and students can access the program if they feel a student is having difficulty on campus. Tide Early Alerts is designed to identify students who have received a D or F on an assignment, test, or paper; excessive absences; or who may be exhibiting behavior that is inconsistent with being a productive or successful student. The alert system allows staff to be contacted so the student can be linked to the appropriate resources to be successful on campus. Freshman Learning Communities bring together a small group of students and one or two faculty members to explore a topic of interest to all of them. These opportunities allow students to gain practical and interpersonal competence, and work collaboratively with others, while Freshman Seminars, offered
collaboratively with UA’s Colleges and Schools Freshman Seminars at The University of Alabama, seek to engage first-year students in meaningful relationships with their peers, faculty, and/or the campus community. Seminars are designed to engage students in intellectual discourse in small classes taught by faculty who have a deep understanding of the subject matter and want to share their knowledge and passion for a topic. Freshman Seminars feature special topics that often take an interdisciplinary approach to subject material. Seminars are designed to fulfill a core curriculum requirement while enhancing students' academic and social development in addition to fostering critical thinking skills, independent research, expository writing, and, in many cases, field experience.

Support for students extends beyond the first year with the Alabama First Generation Scholars Program or Alabama First program, which provides support and information for this unique demographic. The Office of New Student Programs also works with the School of Social Work and the Office of University Advancement to offer specific support to students who are wards of the state, in foster care, or have been emancipated from their parents. Programs and services available through Undergraduate Parent Support provide advocacy for undergraduate students who have children, and are linked to Graduate Parent Support in a strong collaborative relationship. Mentoring and educational programming to African American males at the University of Alabama is offered in association with the West Alabama Chapter of 100 Black Men through Collegiate 100.

The most recent assessment reports for the Office of Student Judicial Affairs, the Office of Greek Affairs, Office of Graduate Student Services, and Office of Parent Programs, provide information about programs and services to students about involvement, learning outcomes, and information about the quality of services.

VI. Wellness

A. Counseling Center

The Counseling Center provides a variety of emotional health services to enrolled University students and their eligible spouses. Additional services include substance abuse counseling, crisis counseling, and psychiatric consultation. With a staff of professional psychologists, social workers, counselors, and
psychiatrists, the Counseling Center is able to work with students to help them address obstacles to their personal and academic success. The Counseling Center provides crisis intervention and individual and group counseling services for students on the Tuscaloosa campus. A counselor is on call 24 hours a day for emergency assistance.

Offering a variety of group programming options related to emotional health and student success, programming and outreach activities take the form of presentations, workshops, events, displays, and classroom instruction. Professional staff members cover topics such as stress management, time management, choosing a major, assertiveness training, conflict resolution, overcoming procrastination, and improving relationships. The Counseling Center also coordinates or participates in focused education or prevention campaigns with other offices, including college adjustment (September), suicide (October), alcohol and drugs (November), sexual responsibility (February), eating disorders (March), and stress management (December and April).

Counseling sessions, support groups and outreach activities are offered as a means of helping students gain greater self-awareness, interpersonal sensitivity to improve interpersonal relationships, help students clarify values, increase their independence, and manage their personal affairs to achieve personal and educational goals.

As one of only two International Association of Counseling Services Inc. (IACS) accredited college counseling centers in the state, and one of only 15 in all neighboring states, Counseling Center staff members provided 5,461 individual counseling sessions to students in 2009-2010; this represents a 6% increase over the previous year. Additional data from the most recent annual report indicate that crisis encounters increased by 8.2% during the 2009-2010 academic year and third-party consultation also rose by 8.2% in 2009-2010 to 4,412.

**B. University Recreation**

University Recreation encourages healthy interaction through active and safe lifestyle opportunities for students and the greater University community, which strengthens learning and personal growth. The
University Recreation Center facility is the center of a department that offers services such as weight training, indoor and outdoor pools, fitness classes of all varieties, intramural sports, outdoor recreation, physical rehabilitation services, and sports clubs. For students seeking a more informal athletic experience, the University Recreation Center's intramural sports program provides men's, women's, and co-ed leagues, tournaments, and events in a wide variety of team sports and activities. With a range of competitive levels, all interested students can find activities that fit their abilities. Individual students may take advantage of programs and services on the main campus, which sponsors everything from outdoor adventure trips to club sports to personal training. Activities emphasize the development of the whole student, focusing on social interaction, enhanced self-esteem, the ability to set personal goals, the ability to collaborate, student leadership, competition, instruction, health, and fitness for the University community.

The most recent assessment reports for the University Recreation Center indicate that unique student visits to the Student Recreation Center (SRC) for 2009 totaled 23,425, representing over 80% of the student body. This is an increase of 7.5% from 2008. Total visits to the SRC in 2009 were 547,509, with 496,654 (91%) of these visits from students. This is an increase of 4.94% from 2008. Aquatic Center (AC) utilization was up over 30% vs. 2008. Annual group exercise participation equaled 46,461 participants (a 44% increase over 2008-2009; most popular classes were Zumba, Indoor Cycle, and Yoga with an average of 96 classes per week offered).

The most recent retention study for the 2008 and 2009 First-Year Cohorts completed by the University Recreation Center provides data on the user characteristics and indicates that students who used the Student Recreation Center at least once in their first term were roughly 3-4% more likely to return for the spring term or the following fall term, and there is a very strong positive linear relationship between Student Recreation Center use and first-term GPA. In the spring of 2010, students were asked to participate in the NASPA Consortium Campus Recreation Impact Study developed with the National Intramural-Recreational Sports Association (NIRSA). The study collected operational, leadership, and student data. Student participants were asked about their experiences with the University Recreation Center. Responses from UA students indicate positive experiences as compared to the national averages on items associated with self-confidence, quality of life, and skills and abilities students will use after college as a result of their...
participation in University Recreation activities and programs. A snapshot of the results of the study was shared with the campus community in the Student Affairs Partner Newsletter.

C. The Student Health Center

The Student Health Center, under the leadership of the University of Alabama Medical School, is one of 175 in the United States with Accreditation by the American Association of Ambulatory Care Centers and provides evaluation, diagnosis, and treatment of acute medical conditions. Dedicated professionals provide quality healthcare to enrolled students, offering a comprehensive list of preventative and medical services. The Center's practitioners represent a multidisciplinary care team dedicated to the college-age patient made up of pediatricians, internists, obstetricians/gynecologists, psychiatrists, nurse practitioners, nurses, pharmacists, and registered dietitians, while clinics provide services beyond the usual urgent care, including allergy and immunization, treatment of ADHD, women's health, international travel medications, and dermatology services all in an effort to support the academic development of students by providing efficient access to services and care that assist in maintaining the overall health and wellbeing of the campus community.

The Student Health Center assesses service provision in various ways. Benchmarks with other student health centers in the Sunbelt Region have indicated that the University of Alabama Student Health Center is a leader in: the adoption of third-party billing to reduce out-of-pocket charges to students; the adoption of an electronic health record; access within the institution for specialty referrals; access to service through hours of operation (open 8 a.m. to 8 p.m. Monday through Thursday, 9:00 a.m. to 5:00 p.m. on Friday, and 1:00 p.m. to 4:00 p.m. on Saturday and Sunday); access to a full-service pharmacy, laboratory, and x-ray; provision of a full-service business office; and in health education and wellness outreach. The Student Health Center is among the top institutions nationally for success in immunization required for admission, with over 96% completion within the first semester of enrollment.

Patient satisfaction surveys show an overall satisfaction of 96%. The Student Health Center was awarded a Level 1 Award for Commitment to Excellence in 2007 and a Level 2 Award for Progress Toward Excellence in 2009. These Alabama Quality Awards are based upon performance criteria that include
excellence in leadership, strategic planning, attention to customers and other stakeholders, market focus, process management, and analysis of organizational structure.

In 2005, the Health Promotion and Wellness Department within the Student Health Center convened the first campus-wide strategic planning workshop to address student health from the perspective of faculty, academic advisors, and student affairs professionals. From this workshop, seven Strategic Health Teams were formed, which have served as the backbone of efforts to provide education, prevention, intervention, peer education, and internship opportunities to students. Highlights of the team efforts are below:

Alcohol and Other Drugs Team: In the fall of 2006, completion of AlcoholEdu for College™ was required for all incoming freshmen. Completion rates during the first semester have exceeded 94% each year, and focus group interviews with students in 2008 indicate that students' knowledge and awareness of blood alcohol concentration has increased and that there is a perceived need for more alcohol-free social events on campus. In response, the "Rising Tide" Student Tailgate, an alcohol free event held during home football games, has attracted 250 to 400 students per event.

The Mental Health, Depression Suicide Team: Approximately 1,000 employees have participated in Mental Health Edu™, a program to provide faculty, staff, and student employees with information and knowledge to assist students in distress. Other initiatives include the Money Matters website for students developed by the Financial Health team; "Reflections," an evidence-based program designed for sorority women to address body image issues, is sponsored by the Eating Disorders Team; and "Take the Challenge: Eat for Your Health," is an annual event sponsored by the Nutrition Team.

Programs and services are not only designed to assist students with health related issues, they are also intended to provide them with the knowledge and skills to manage their personal affairs and take an active role in advancing the health of the university community by choosing behaviors, activities, and environments that promote health and wellbeing.
VII. Business and Financial Services

A. University Police

The University acknowledges that effective learning cannot occur if the environment and surroundings are not supportive of students' academic pursuits. Located in the Division of Financial Affairs, the University of Alabama Police Department (UAPD) is committed to providing a safe and secure learning environment for students, faculty, and staff. Offering a comprehensive approach to student health and safety, the department incorporates patrol, investigation, crime prevention, security, and traffic support to provide police protection. Safety education and awareness programs and services are offered both on and off campus and focus on education, environment, and enforcement. Each year UAPD produces and distributes the Safer Living Guide as a safety resource to the campus community. The University of Alabama Police Department is accredited by the Commission on Accreditation for Law Enforcement Agencies.

B. Bama Dining

There are currently 18 campus dining locations on the main campus to serve students, faculty, and staff. Offering a variety of choices in meal plans and dining options, students can find dining that fits their individual taste, schedule, and geographic needs. Free podcasts available through iTunes offer both residents and commuters a unique and portable source of important information about smart nutrition choices, menu options, and eco-friendly tips for dining on or off campus.

C. Transportation

Transportation Services offers free, safe, and dependable transportation readily available for all students via CrimsonRide, the on-campus transit system, and supplemented by 348-RIDE, which is a free service that will transport students between locations on campus or between nearby residences and campus. Service is available when Crimson Ride buses are not operating. Students with cars can acquire parking. Transportation Services offers the Motorist Assistance Program (M.A.P.) to faculty, staff, students, and visitors in the event a member of the UA community or a visitor runs out of gas, needs a battery jump, or even needs air in their tires.
VIII. Distance Education

Although distance education students are entitled to partake of the same programs and services that are available to all students, the uniqueness of their learning approach requires offering supplemental services to maximize their learning experience. The College of Continuing Studies (CCS) serves as a clearinghouse of information and as a bridge linking distance education students to appropriate faculty and staff in key University offices.

An online orientation site for distance learners offers a variety of support services for new students and is supported by the college. The site includes information on academic support services such as academic tutoring and library information, tips for success, campus contact information, links to the academic calendar, technical support services, using eLearning, and a general FAQ section. Distance students are not required to attend a campus orientation, but it is strongly recommended that they go through the orientation sessions to assure knowledge of campus resources.

Continuing Studies student services staff members are easily accessible to all students using electronic communication or via a toll-free telephone number. The office is staffed 5 days per week, from 8:00 am until 8:00 pm, and during University holiday breaks. Upon admission, the College of Continuing Studies sends each Distance Learning student an email that gives the student specific information regarding his or her academic advisor, directions on how to access the UA student portal, information on the student identification, and instructions on how to register for a course.

Each distance degree program designates an academic advisor assigned for distance learners. CCS provides tracking information to the academic departments regarding new admissions in order to be assured that new students are assigned advisors immediately upon admission. Additionally, CCS provides technical support to academic advisors who wish to utilize resources and tools for communicating with students.

Distance learners have access to test proctoring, tutoring services, the Center for Teaching and Learning, the UA Writing Center, UA Libraries, and a dedicated technical support staff available Monday through Friday, from 8:00 am until 8:00 pm. A link to the technical support team is included in every online course.
and the services can be reached using toll-free telephone or email. Specific assistance is provided regarding links in classes, resetting passwords, and other help within the course management system.

IX. Conclusion

The comprehensive student support programs and services provided at UA have been described. Embedded within the narrative has been evidence for the effectiveness of those services and the impact they have had on student learning and student development. It is evident that UA has been successful in its collaborative, interdivisional approach to ensure a successful educational experience for students of all types.
3.2.8 Qualified Administrative & Academic Officers

3.2.8 The institution has qualified administrative and academic officers with the experience, competence, and capacity to lead the institution.

Judgment of Compliance

In Compliance

Narrative of Compliance

The University of Alabama’s administrative and academic officers provide strong leadership to this institution. The leaders of this institution have an average of 8 years experience in their current position and 31 years in higher education. All administrators and academic officers had multiple years of administrative and related experience prior to entering their current position. The excellence they have exhibited throughout their careers is seen in the multiple awards they have received. Nine of the 17 academic officers have received one or more awards for outstanding teaching; others have received awards for research, advising, professional contributions, and service; six have generated $2 million or more in grant and contract funding.

We define the administrative and academic officers as the President, his key staff members, the Executive Vice President & Provost, Vice-Presidents, and Deans. The following table describes their qualifications and experience. Links to their curricula vitae are attached to their names.

### Administrative and Academic Officers

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Years in Position</th>
<th>Years in Higher Education</th>
<th>Education Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Robert E. Witt</td>
<td>President</td>
<td>8</td>
<td>44</td>
<td>Ph.D. Business Administration, Pennsylvania State University</td>
</tr>
</tbody>
</table>

Twenty-nine years administrative experience prior to joining The University of Alabama, including
President of University of Texas, Arlington (7 years) and 22 years experience as Department Chair, Associate Dean for Academic Affairs, and Dean at University of Texas, Austin. Held funded professorships in business for 12 years and received four teaching awards while at the University of Texas, Austin. Appointed to the President’s Council of Advisors on Science and Technology by President George W. Bush.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Tenure</th>
<th>Age</th>
<th>Degree</th>
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<tbody>
<tr>
<td>Dr. Judith L. Bonner</td>
<td>Executive Vice President &amp; Provost</td>
<td>8</td>
<td>34</td>
<td>Ph.D. Nutrition Sciences, Ohio State University</td>
</tr>
</tbody>
</table>

Twenty-two years of administrative experience as Dean of the College of Human Environmental Sciences, Assistant Vice-President for Academic Affairs, and Department Head prior to current position. Received the Algenon Sydney Sullivan Award (one of five Premier Awards given by The University of Alabama) which recognizes excellence of character and service to humanity.

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<tbody>
<tr>
<td>Dr. Mark Nelson</td>
<td>Vice-President Student Affairs and Vice-Provost</td>
<td>3</td>
<td>21</td>
<td>Ph.D. Higher Education and Instructional Leadership, The University of Alabama</td>
</tr>
</tbody>
</table>

Seventeen years of academic administrative experience and student service including two years as Assistant Provost and 10 years as Assistant/Associate Dean for the College of Communication and Information Science. Received the "Outstanding Commitment to Teaching Award", the University of Alabama's highest award for teaching as well as three University awards for distinguished advising of student organizations, and two awards for teaching/faculty excellence. A leader in enhancing communication between academic and student service units as they collaboratively focus on student learning.

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<th>Name</th>
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<th>Tenure</th>
<th>Age</th>
<th>Degree</th>
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<tbody>
<tr>
<td>Dr. Pam H. Parker</td>
<td>Vice President University Advancement</td>
<td>4</td>
<td>25</td>
<td>Ph.D. Higher Education, University of Alabama</td>
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Associate Vice-President for Development for 10 years. Director of Development in Arts and Sciences for four years.

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<th>Name</th>
<th>Position</th>
<th>Tenure</th>
<th>Age</th>
<th>Degree</th>
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</thead>
<tbody>
<tr>
<td>Dr. Lynda Gilbert</td>
<td>Vice-President Financial Affairs</td>
<td>7</td>
<td>31</td>
<td>Ph.D. Educational Administration, Texas A&amp;M</td>
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</table>

Former Vice-Chancellor for Financial Affairs for The University of Alabama Systems and Vice-President for Financial Affairs at the University of Southern Mississippi and Texas Tech.

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<th>Position</th>
<th>Tenure</th>
<th>Age</th>
<th>Degree</th>
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</thead>
<tbody>
<tr>
<td>Dr. Samory Pruitt</td>
<td>Vice-President Community Affairs</td>
<td>7</td>
<td>25</td>
<td>Ph.D. Higher Education Administration, The University of Alabama</td>
</tr>
</tbody>
</table>

Eighteen years administrative experience prior to being named Vice-President. He served as Executive Assistant to the President for Corporate and Community Relations and as Director of Corporate and Foundation Relations in University Advancement. He serves on several boards of community civic organizations including Youth Emergency Services, the Black Belt Community Foundation, the Literacy Council of West Alabama, and the Tuscaloosa Public Library.

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<th>Degree</th>
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<tbody>
<tr>
<td>Dr. Joe Benson</td>
<td>Vice-President for Research and Vice Provost</td>
<td>2</td>
<td>33</td>
<td>Ph.D. Geology, University of Cincinnati</td>
</tr>
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</table>

Eighteen years administrative experience prior to being named Vice-President. Former Department Chair, Geological Sciences and Senior Associate Dean, Arts and Sciences. Principal or co-principal investigator on 19 contracts or grants totaling $3,901,487.

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<th>Name</th>
<th>Position</th>
<th>Tenure</th>
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<th>Degree</th>
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</thead>
<tbody>
<tr>
<td>Dr. Robert Olin</td>
<td>Dean, Arts and Sciences</td>
<td>11</td>
<td>41</td>
<td>Ph.D. Math Indiana University</td>
</tr>
</tbody>
</table>

Six years as department head at Virginia Tech prior to being named Dean at University of Alabama. Received the Excellence in Teaching Award at Virginia Tech and the Innovative Leadership Award from the National Center for Public Policy and Higher Education (2002). Has generated $2,115,527 in grants and


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<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Years</th>
<th>Awards/Contributions</th>
</tr>
</thead>
</table>
| Dr. J. Barry Mason       | Dean, Commerce and Business Administration | 22    | Ph.D. Business Administration The University of Alabama

Seventeen years experience as project director, executive assistant to the dean, and department head prior to deanship. Served as interim president prior to Dr. Witt joining UA. Recipient of the John F. Burnum Distinguished Faculty Award, given "for outstanding contributions and excellence in teaching, research and scholarship" and the "Outstanding Commitment to Teaching Award," The University of Alabama's highest award for teaching.

| Dr. Loy A. Singleton     | Dean, Communication and Information Sciences | 5     | Ph.D. Mass Communication Research, University of Texas, Austin

Ten years prior administrative experience. Former department chair (16 years) The University of Alabama and former graduate program director University of North Carolina, Chapel Hill (3 years). Research papers presented at Broadcast Education Association awarded first place prize two years and second place two years.

| Dr. Thad Ulzen          | Interim Dean, Community Health Sciences | 1     | M.B. Ch.B. University of Ghana Medical School. Post-Graduate Training University of Toronto; Psycho-pharmacology Fellow, Clarke Institute of Psychiatry, Toronto

Fourteen years prior administrative experience. Some positions held simultaneously. Interim Associate Dean (2 years) and Associate Dean (4 years); Department Chair (6 years) The University of Alabama. Vice Chair (4 years) and Interim Chair (3 years) East Carolina University. Former President (2007-2008) Ghana Physicians and Surgeons Foundation of North America.

| Dr. Carolyn C. Dahl     | Dean, Continuing Studies             | 10    | Ed.D. Adult Education, University of Georgia

Over 18 years administrative experience in Continuing Studies at University of Illinois at Urbana-Champaign and Eastern Michigan University, including Dean of Continuing Studies at Eastern Michigan.

| Dr. James E. McLean     | Dean, Education                      | 7     | Ph.D. Research Foundations of Education, University of Florida

Over 15 years experience as a program chair, area head, director, and assistant dean, prior to dean. Has directed, co-directed, or administered over 100 research, assessment, and evaluation projects funded for more than six million dollars. Received "Outstanding Commitment to Teaching Award," The University of Alabama's highest award for teaching.

| Dr. Charles L. Karr     | Dean, Engineering                    | 6     | Ph.D. Engineering Mechanics, The University of Alabama

Department Chair and Associate Dean for Research prior to being named Dean. Holds four patents and has authored over 70 scholarly publications. Received the Award for Teaching Excellence in The College of Continuing Studies at The University of Alabama and received several teaching and faculty awards from his home department.

| Dr. David A. Francko    | Associate Provost and Dean, Graduate School | 4     | Ph.D. Botany, Michigan State University

Served as Director of Research at Oklahoma State; Department Chair and Associate Dean at Miami University prior to coming to The University of Alabama. Has chaired the Alabama Council of Graduate Deans, a state-wide association representing 15 universities in Alabama. Has received 42 contracts or grants totaling $4,025,999.
<table>
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<tr>
<th>Name</th>
<th>Position</th>
<th>Years</th>
<th>Age</th>
<th>Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Milla D. Boschung</td>
<td>Dean, Human Environmental Sciences</td>
<td>8</td>
<td>34</td>
<td>Ph.D. Administration in Higher Education, The University of Alabama</td>
</tr>
<tr>
<td></td>
<td>Department chair (13 years) and Assistant or Associate Dean (10 years) prior to being named Dean. Received &quot;Outstanding Commitment to Teaching Award,&quot; The University of Alabama's highest award for teaching.</td>
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<td></td>
</tr>
<tr>
<td>Dr. Kenneth C. Randall</td>
<td>Dean, Law</td>
<td>18</td>
<td>28</td>
<td>J.S. D. Columbia University School of Law</td>
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<tr>
<td></td>
<td>Served as Vice-Dean of Law prior to Dean. Holds Thomas E. McMillian Professor of Law Chair (named 1992). Serves as Special Counsel to the President. Completed executive course work at Harvard Business School and Columbia Business School. Recipient of Black Law Student Association and Regional Black Law Student Association Awards</td>
<td></td>
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</tr>
<tr>
<td>Dr. Louis A. Pitschmann</td>
<td>Dean, Libraries</td>
<td>18</td>
<td>37</td>
<td>Ph.D. Germanic Language and Literature University of Chicago</td>
</tr>
<tr>
<td></td>
<td>Fourteen years experience in library administration at University of Wisconsin, Madison and Cornell University prior to joining The University of Alabama faculty. Has generated $2,413,870 in contract and grants to support library research, instruction, and service.</td>
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<tr>
<td>Dr. Sara E. Barger</td>
<td>Dean, Nursing</td>
<td>16</td>
<td>28</td>
<td>D.P.A, Health Policy and Financial Management, University of Georgia</td>
</tr>
<tr>
<td></td>
<td>Eight years experience as Department Head in Colleges of Nursing at Clemson University and Northern Illinois University. Currently serving as President, SREB Council on Collegiate Education for Nursing. Has received approximately $31,000,000 in grants and contracts for nursing training/internships.</td>
<td></td>
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<tr>
<td>Dr. Lucinda L. Roff</td>
<td>Interim Dean, Social Work</td>
<td>1</td>
<td>37</td>
<td>Ph.D. Social Work, University of Denver</td>
</tr>
<tr>
<td></td>
<td>Served as Dean of Social Work at University of Alabama prior to retiring. Returned from retirement to serve as interim dean. Received &quot;Outstanding Commitment to Teaching Award,&quot; The University of Alabama's highest award for teaching. Also received Alabama Chapter, National Association of Social Workers, Lifetime Achievement Award.</td>
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<tr>
<td>Coach Mal M. Moore</td>
<td>Athletic Director</td>
<td>12</td>
<td>31</td>
<td>M.A. Secondary Education, The University of Alabama</td>
</tr>
<tr>
<td></td>
<td>In addition to Alabama, he has coached at Montana State, Notre Dame, and the NFL’s St. Louis and Phoenix Cardinals. Was Alabama’s first offensive coordinator. He has served on the NCAA Division I Football Issues Committee, the SEC Athletic Directors Bowl Advisory Committee, and the Big Six Conferences Minority Coaches Forum.</td>
<td></td>
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</tr>
<tr>
<td>Ms. Debbie Lane</td>
<td>Director, University Relations</td>
<td>5</td>
<td>15</td>
<td>B.A. Public Relations, University of Alabama</td>
</tr>
<tr>
<td></td>
<td>Worked in the public relations field throughout the Southeast for more than three decades. President and founder of Lane’s Ink, Incorporated, a public relations and communications company. The first public relations director for the Alabama Commission on Higher Education, the coordinating board for colleges and universities in Alabama.</td>
<td></td>
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</tr>
</tbody>
</table>
3.3.1.1 Institutional Effectiveness

3.3.1 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on an analysis of the results in the following area: 3.3.1.1 Educational Programs, to include student learning outcomes.

Judgment of Compliance

In Compliance

Narrative of Compliance

Background

As a significant step in the preparation for SACS reaffirmation in 2005, The University of Alabama (UA) developed a home-grown repository for institutional effectiveness documentation that was titled the University of Alabama Online Profile System (UAOPS). Contents within this repository were used as the primary vehicle for successfully demonstrating compliance with the 3.3.1 institutional effectiveness comprehensive standard that was in place at that time. For every undergraduate and graduate degree program, student learning outcomes were developed, assessment methods were identified to measure the extent to which the outcomes were attained, results were summarized and reported, and improvement initiatives were devised based on an analysis and interpretation of assessment findings. In the years that followed the University continued to utilize UAOPS as one of three vehicles for examining and reporting student achievement of expected learning outcomes.

Seeking and attaining specialized, discipline-specific accreditation has also been a priority approach for demonstrating educational program effectiveness at UA. If a discipline-specific accreditation exists, then it has been a goal at UA for the past three decades to attain that accreditation. The Discipline Accreditation Summary Table identifies the name of the degree program accredited at UA, the name of the accrediting agency, when the respective program was last accredited, and when the next accreditation reaffirmation is scheduled. In virtually all 28+ of these specialized accreditations, student learning outcomes have been
identified, and documentation was provided illustrating how the outcomes were being assessed and what improvements were undertaken as a result of what was learned from the outcome assessments.

UA’s cyclic program review process is the third approach in place to periodically monitor educational program effectiveness. The review process calls for the academic department to conduct an extensive self study. An internal review committee and an external consultant identify strengths and potential areas for improvement, including attention to educational program outcomes and student learning outcomes. Action plans are developed by the department in collaboration with the college dean in response to recommendations that emerge from the review. A three-year follow-up report is required to monitor the success of improvement actions.

Working in concert, these three approaches have been the chief means to monitor educational program effectiveness at UA over the past decade.

**University of Alabama Online Profile System (UAOPS)**

UAOPS is an online repository of institutional effectiveness documentation. One of the major sections of UAOPS is devoted to expected outcomes in both undergraduate and graduate degree programs. This section of UAOPS is organized by college, department, and degree program.

**Navigating UAOPS**

To examine program outcomes and student learning outcomes, select one of the degree programs (e.g., Bachelor of Science) printed in red below the department name. A report containing three expected program outcomes, followed by 4-7 student learning outcomes, will be produced.

Below each of the program outcomes (e.g., Program Outcome 1 – *The program will improve and sustain a high level of recognized quality*) or student learning outcomes will be a description of the assessment methods and measures employed, findings describing the extent to which the outcome is achieved and evidence for improvement based on those assessment findings.
The default entry into UAOPS is the 2009-10 institutional effectiveness documentation. To examine previous years, scroll down to the bottom to find the archived previous years and follow the same steps to examine student learning outcomes, assessment measures, results and improvements.

One can readily browse UAOPS and identify educational program outcomes and assessment related activities at UA over the past five years.

View UAOPS Profiles

Representative Sample of Expected Educational Program Outcomes for On-Campus, Off-Campus and/or Online Educational Degree Programs

Given the changes that were introduced in 2008 concerning the Institutional Effectiveness Comprehensive Standard 3.3.1, an external consultant recommended UA revise their 2009-10 UAOPS to strengthen the body of evidence demonstrating compliance with the new 3.3.1.1 expectations. One of the major recommended changes was to adopt three program outcomes common to all degree programs. As part of the preparation for this Fifth Year Interim Report, all department chairs, program coordinators, or department assessment coordinators revised their 2009-10 UAOPS submissions to include attention to these division-wide educational program outcomes, drawing on evidence and documentation available during this time period. Because of these and other enhancements, the most recent 2009-10 UAOPS documentation best represents UA’s compliance with the revised CS 3.3.1 expectations. The following examples are representative of the variety of ways the three program outcomes were addressed within and between UA’s academic colleges and schools in undergraduate and graduate programs offered on campus, off campus and online.

<table>
<thead>
<tr>
<th>Degree Program</th>
<th>Program Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Human Environmental Sciences Department of Consumer Sciences Degree Program: Bachelors Degree On-campus and Online Degree Program</td>
<td>For Program Outcome 1 – <em>The program will improve and sustain a high level of recognized quality</em>. This Consumer Science example draws on discipline accreditation evidence to affirm recognized high quality, identifies improvement actions originating from the accreditation review and addresses similarities and comparability between on-campus and online delivery approaches.</td>
</tr>
<tr>
<td>College of Engineering</td>
<td>For Program Outcome 2 – <em>The program will build</em></td>
</tr>
<tr>
<td>Department of Civil, Construction &amp; Environmental Engineering</td>
<td>and sustain an optimal level of annual program enrollments and degree completion. This Civil Engineering program cites data on the number of program majors and degrees awarded during the past six years and concludes the program is now at or near optimal enrollment.</td>
</tr>
<tr>
<td>College of Commerce and Business Administration School of Accounting</td>
<td>For Program Outcome 3 – The program will be highly valued by its program graduates and other key constituencies it serves. This Accounting doctorate program cites evidence the program is highly valued by referencing the number of graduates continuing to publish research with members of their dissertation committee.</td>
</tr>
<tr>
<td>College of Arts &amp; Sciences Division of Natural Sciences &amp; Mathematics Department of Chemistry</td>
<td>For Program Outcome 1 - The program will improve and sustain a high level of recognized quality... This Chemistry example draws heavily from the Program Review process at UA that includes a report from an Internal Review Committee. Attention is focused on the quality of the program, the strengths of the program, the areas of opportunities for the program, and recommendations to improve the program.</td>
</tr>
<tr>
<td>College of Communication &amp; Info Science Department of Journalism</td>
<td>For Program Outcome 2 – The program will build and sustain an optimal level of annual program enrollments and degree completion. As an improvement initiative, this Journalism program introduced curricular changes to address low enrollments in photojournalism classes following a two-year analysis of enrollment patterns.</td>
</tr>
<tr>
<td>School of Social Work Degree Program: Masters in Social Work On Campus, Off-Campus &amp; Online</td>
<td>For Program Outcome 3 – The program will be highly valued by its program graduates and other key constituencies it serves. This Social Work masters program affirms being highly valued by noting that members of their advisory boards have been actively involved in recruitment and provided field practicums for their MSW students.</td>
</tr>
<tr>
<td>College of Education Department of Educational Studies in Psychology, Research Methodology and Counseling</td>
<td>For Program Outcome 1- The program will improve and sustain a high level of recognized quality... This Counselor Education masters program, as preparation for their 2011 reaccreditation site visit, advanced numerous action plans to affect improvements such as increasing recruitment of minority students, developing a supervision CD for site supervisors (training, assistance, consultation) and continued infusion of ethical/legal aspects of practice in all courses.</td>
</tr>
<tr>
<td>College of Arts and Sciences Division of Humanities and Fine Arts Department of Theatre &amp; Dance</td>
<td>For Program Outcome 2 - The program will build and sustain an optimal level of annual program enrollments and degree completions. The Bachelors degree in Dance includes evidence to demonstrate that enrollment in the program has tripled in the last five years with much of those increases coming from out-of-state students</td>
</tr>
</tbody>
</table>
College of Nursing  
Degree Program: Bachelors Degree in Nursing  
For Program Outcome 3 – *The program will be highly valued by its program graduates and other key constituencies it serves.* The undergraduate Nursing program cited results from their graduating senior survey, their alumni survey, and their employer survey to provide evidence for their conclusion that their program is highly valued by its graduates.

School of Law  
Degree Program: Juris Doctorate  
For Program Outcome 1 - *The program will improve and sustain a high level of recognized quality.* As a step toward maintaining and advancing its recognized quality by the American Bar Association the Law faculty reconsidered its use of independent studies and voted to limit students to 3 hours of independent study in their JD program.

College of Arts and Sciences  
Division of Social Sciences  
Department of Political Science  
Degree Program: BA in Political Science  
For Program Outcome 2 – *The program will build and sustain an optimal level of annual program enrollments and degree completions.* Tables and charts presented as supporting evidence in the bachelors Political Science program show strong and consistent growth over the past three years. Degrees increased from 132 in 2007-08 to 140 in 2008-09 to 156 in 2009-10.

### Representative Sample of Expected Student Learning Outcomes for On-Campus, Off-Campus and/or Online Educational Degree Programs

Most of the degree programs at UA include at least four student learning outcomes to be achieved by program graduates, but many of the programs, particularly those maintaining discipline-specific accreditation (i.e., NCATE, ABET, etc), have 10+ student learning outcomes addressing knowledge, skills and values to be attained within their disciplines. UAOPS has been made available to allow one to browse or examine in detail the student learning outcomes associated with each degree program at UA. In addition to the stated learning outcome, the methods and measures used to assess achievement of the respective outcome are identified, findings are summarized, and improvement initiatives derived from the assessment results are presented.

The following examples are representative of the wide array of student learning outcomes being advanced and assessed within the degree programs at UA, at off-campus sites, or delivered electronically:

<table>
<thead>
<tr>
<th>Degree Program</th>
<th>Student Learning Outcomes</th>
</tr>
</thead>
</table>
| College of Arts & Sciences  
Division of Natural Sciences & Mathematics | The student learning outcomes identified in the BS degree program in Physics utilizes standardized |
| Department of Physics & Astronomy  
Degree Program: BS in Physics | exams in their introductory physics classes as pre- and post-tests to assess learning gains (the Force Concept Inventory (FCI) in the first semester general physics courses and the Brief Electricity and Magnetism Assessment (BEMA) exam in the second semester general physics courses). |
| College of Human Environmental Sciences  
Department of Human Development & Family Studies  
Degree Program: Early Childhood Bachelors Degree | In this BS degree program in Early Childhood Education the results from a survey of internship supervisors revealed that the two top strengths of the interns from this program were their knowledge of the field and their ability to apply theory and knowledge to practice. |
| College of Commerce & Business Administration  
Degree Program: Undergraduate Business Degree  
On-campus and online | There is one set of student learning outcomes in the undergraduate Business degree program. Each of the five student learning outcomes addresses higher order cognitive abilities that must be applied within a business context in order to be achieved. The five outcomes include systems thinking, problem and opportunity recognition, logical reasoning and analysis, decision making and evaluation, and oral and written communication. |
| College of Engineering  
Department of Electrical & Computer Engineering  
Degree Program: BS in Electrical Engineering | The student learning outcomes in the BS degree program in Electrical Engineering are a good example of a program that chose their discipline specific accreditation standards (ABET) as the basis for the student learning outcomes expected of their graduates. Thirteen student learning outcomes are identified along with 2 -6 measures for each |
| School of Law  
Degree Program: LL.M.in Taxation  
Online | The LL.M Taxation program uses the medium of distance education to offer a program with a high level of interaction between students and professors and between the students themselves and uses other technology to make course materials related to their student learning outcomes readily available to students in a variety of formats. |
| College of Arts & Sciences  
Division of Social Sciences  
Department of History  
Degree Program: BA in History | A variety of embedded assessment methods in both lower level and upper level courses, including quiz items, in-class clicker questions, identification questions, bibliography assignments, and research papers were employed in the BA program in History to evaluate one of their SLOs (see SLO #1). |
| College of Nursing  
Degree Program: MS in Nursing  
Online Degree Program | The masters degree in Nursing includes 10 student learning outcomes that are based on the American Association of Colleges of Nursing Master’s Essentials and on related professional nursing standards. The master’s program was reviewed in fall 2010 by their discipline-specific accrediting body and successfully met all standards with no recommendations. |
| College of Communication and Information Sciences  
Department of Advertising and Public Relations  
Degree Program: BS Public Relations | In the undergraduate Public Relations degree program, students’ graphic design concept and implementation skills (SLO #2) are evaluated based |
In their last semester, students in the masters degree program in Romance Languages write essays that are not given a letter grade but are assessed by a team of faculty members using a rubric that includes such dimensions as knowledge of literary periods, movements, authors, works, theory and themes.

In the Elementary Education bachelors’ degree program, one of the SLOs (#2) calls for the student to demonstrate skills and understanding of pedagogical and content knowledge that meet the standards of the profession at the local, state and national levels.

A social work field evaluation instrument is used as one of the primary assessment instruments to monitor achievement of the student learning outcomes in the Bachelor’s of Social Work degree program. BSW performance is contrasted with established benchmarks.

### Representative Sample of Evidence of Improvements Made in Educational Programs Based on Assessment Results

In the Program Outcomes section within each degree program of the 2009-10 UAOPS, each of the three outcomes included information and evidence related to the methods of assessment employed, findings describing the extent to which the outcomes were achieved and evidence for improvements based on assessment findings. In the Student Learning Outcomes section within each degree program of the 2009-10 UAOPS, outcomes, measures, results and improvements were also presented. UAOPS has been made available to allow one to examine the evidence of improvements within degree programs offered at UA.

The following 2009-10 UAOPS examples of improvements have been drawn from both the program outcome and student learning outcome sections of degree programs offered on campus, off-campus or delivered electronically.

<table>
<thead>
<tr>
<th>Degree Program</th>
<th>Evidence of Improvement</th>
</tr>
</thead>
</table>
| College of Engineering  
Department of Computer Science  
Degree Program: BS Degree | One of the significant improvements in the Department of Computer Science (See Program Outcome #1) has been to re-engineer its introductory programming sequence. The new sequence separates the concepts of programming from the fundamentals |
<table>
<thead>
<tr>
<th>Institution</th>
<th>Program/Program Highlights</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Communication and Information Sciences</td>
<td>As a result of assessing student learning of content knowledge (see SLO #1) in the undergraduate Communication Studies program, a need was determined to create two “paths” of content in the program. The first, based on COM 100 and followed now by COM 310, is the Rhetoric/Humanistic path. The second, based on COM 101 and now followed by COM 300, is the Communication/Social Science path. These two paths needed to be created in order to identify specific shared content that could be measured by embedded exam questions.</td>
</tr>
<tr>
<td>College of Arts &amp; Sciences</td>
<td>In the Ph.D. Program in Psychology, the student’s level of competence in their area of specialization (see SLO #2) is assessed utilizing a Specialized Coursework Rubric that includes four content courses from the Clinical Core and four advanced seminars from the Experimental curriculum. Points are awarded based on students’ performance in these courses. Two improvement initiatives were advanced: one to fine-tune the courses to be included in the rubric and the second to locally prepare measures of student knowledge instead of utilizing the APA Licensing Exam.</td>
</tr>
<tr>
<td>College of Commerce and Business Administration</td>
<td>One of the SLOs in the master’s degree program in Marketing (See SLO #2) requires students to demonstrate competence in the use of analytical tools that will allow them to derive meaning from marketing information. A rubric is used to assess the achievement of this outcome. One of the ways the assessment process has been improved is by incorporating inputs from 3-5 marketing research experts from industry in the evaluation process.</td>
</tr>
<tr>
<td>Law School</td>
<td>In the Foreign Educated Lawyers masters degree program, one of the program improvements was to develop an online database for graduates of the program to enable them to more efficiently communicate with the Law School and other graduates and to have a better indication of how the program benefits their careers.</td>
</tr>
<tr>
<td>College of Human Environmental Sciences</td>
<td>In the Restaurant &amp; Hospitality Management bachelor’s degree program, one of the improvements to enhance performance on the Certified Hospitality Supervisory exam was to step up the emphasis on the content of the CHS exam in three of the required courses in the major. Additional review materials were also made available to help facilitate preparation for the exam.</td>
</tr>
<tr>
<td>College of Arts &amp; Sciences</td>
<td>One of the improvements initiated in response to student feedback in the undergraduate degree program in Philosophy (see Program Outcome #3) was to eliminate the old department website, replace</td>
</tr>
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</table>
### Institutional Effectiveness Innovations Underway at UA since the 2008 Revision of CS3.3.1

Over the past five years, in addition to using UAOPS as one of the three principal vehicles for examining and reporting student achievement of expected learning outcomes, each academic department also annually addressed what were titled department unit profiles. Most often, these were departmental expected outcomes related to the UA institutional mission that stresses excellence in teaching, research and service.

If one enters UAOPS and selects the name of the academic department (e.g., American Studies) that is printed in black instead of selecting one of the degree programs offered within that department, one will see these departmental unit outcomes along with the department’s mission statement. Because of their

<table>
<thead>
<tr>
<th>College of Education</th>
<th>Degree Program: Bachelors in Special Education</th>
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</thead>
<tbody>
<tr>
<td>Department of Special Education and Multiple Abilities</td>
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<tr>
<td>From the 2008 NCATE Review of the bachelors degree in Special Education, there were eight potential areas for improvement identified. Action steps are reported addressing each of these eight areas. For example, individuals enrolled in the program must now complete a Teacher Work Sample during their coursework and internship/practicum.</td>
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<table>
<thead>
<tr>
<th>College of Nursing</th>
<th>Degree Program: Doctor of Nursing Practice (DNP) Online Only</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the Doctor of Nursing Practice degree program, a table is presented (see Table 1.b.1.a) that presents a comparison of Aggregate Outcomes with Joint DNP Program Benchmarks as evidence for improvement based on assessment findings.</td>
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</table>

<table>
<thead>
<tr>
<th>College of Arts &amp; Sciences</th>
<th>Degree Program: Ph.D. in Chemistry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Division of Natural Sciences &amp; Mathematics</td>
<td></td>
</tr>
<tr>
<td>Department of Chemistry</td>
<td></td>
</tr>
<tr>
<td>Based on recommendations from the 2006-07 Program Review, the Ph.D. Program in Chemistry proposed action plans for improvements during the 2007-2010 period (see Program Outcome #1). These action plans addressed such topics as attentiveness and responsiveness to graduate students to making permanent GTA positions that had been established on a temporary basis. Specific evidence for related improvements is presented.</td>
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</table>

<table>
<thead>
<tr>
<th>School of Social Work</th>
<th>Degree Program: Bachelors in Social Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>From 2008-2009, several changes were made in the Bachelors degree program in Social Work based on the 2005-2007 evaluation results reported in assessment data. For example, one improvement action was to arrange for the career consultant (from the UA Career Center staff) to be available weekly in the student lounge to assist students with their resumes. Additional information was also made available in the SW student newsletter about Crimson Careers, the University’s website for career information.</td>
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</tbody>
</table>
alignment to the department, college, and institutional mission statements, the unit outcomes often address research and scholarly productivity outcomes, community and civic engagement outcomes, and academic support outcomes intended to enhance student learning experiences within the department. These unit outcomes align very nicely with the new 2008 CS 3.3.1 revisions (3.3.1.2 through 3.3.1.5). In fact, this transition is formally underway in the 2010-11 academic year.

Beginning in 2009 and continuing in 2010 numerous other significant steps were advanced to build on the solid foundation of institutional effectiveness that exists at UA. The University Assessment Council coordinated the development of new guidelines for the preparation of department assessment plans. Department Assessment Coordinators were named in all 54 academic departments within UA’s Division of Academic Affairs. Workshops and seminars were conducted to sharpen the skills of those designated to coordinate assessment activities at the department and program level. Department Assessment Plans for the academic year were prepared and critiqued early in the fall semester for the purpose of providing constructive feedback prior to their implementation. UA has also committed to replacing the home grown UAOPS repository for institutional effectiveness documentation with one of the commercially available accreditation management systems and will complete that transition during the 2010-11 academic year.

Conclusion

The University of Alabama has continued to keep pace with the enhanced and heightened expectations for institutional effectiveness that have been advanced since the revision of the Principles of Accreditation in 2002, particularly the changes introduced in 3.3.1 in 2008. In the representative sample of 33 degree programs referenced in this compliance narrative, 21 have been undergraduate degree programs and 12 have been graduate degree programs. Six of the 33 programs have been ones delivered off campus and/or online. Of the 12 graduate programs, 7 have been masters degree programs and 5 have been doctorate programs. In some cases attention was directed to program outcomes; in other cases to student learning outcomes within these programs. Sometimes assessment approaches were stressed; at other times findings
were emphasized. An example of an improvement action was cited from a degree program in every academic college. New institutional effectiveness initiatives are underway in every academic department to strengthen efforts to document the expected outcomes associated with the CS 3.3.1.2 – CS 3.3.1.5 as well as this 3.3.1.1 expected outcome. The institution has identified expected outcomes in its educational programs, has assessed the extent to which it has achieved those outcomes and has provided evidence for improvement based on an analysis of the results.
3.4.3 Admissions Policies

3.4.3 The institution publishes admissions policies that are consistent with its mission.

Judgment of Compliance

In Compliance

Narrative of Compliance

The University of Alabama publishes admissions policies and procedures at the undergraduate and graduate levels and for the School of Law. The policies and procedures are consistent with the University's mission, "To advance the intellectual and social condition of the people of the State through quality programs of teaching, research, and service."

The University is the flagship public institution of higher education in the State of Alabama. We thus have selective access to our programs; not all students who meet minimum admissions criteria are admitted. As an example, the General Undergraduate Admission Requirements section and on the Steps to Admission section of the Undergraduate Admission website, there are Steps to Admission for Transfer Students, and Graduate Admissions section of the print and online Graduate Catalog (See Document Library). The Graduate Catalog and Graduate School website have information about application process. The Graduate School website has a A-Z index.

The Committee on Admissions and Recruitment, evaluates admissions criteria and policies. These evaluations are guided by the leadership of the Graduate School, who keep abreast of best practices for regional and national graduate schools. Minutes of the quarterly meetings of the Graduate Council contain summaries of each admissions policy change. Two of many such examples of Admissions and Recruitment Committee actions approved by the Council are a GRE waiver for one department and reinstating the GRE for another department. Another action is the approval of a policy of accepting for graduate admission the approved 3-Year Baccalaureate Bologna Accord Degrees. Admissions and Recruitment Committee recommendations that the Graduate Council deliberates and approves are submitted to the Provost for consideration and final approval.
The School of Law Admissions Committee meets regularly to review admissions policies and procedures. In cooperation with the admissions office and in accordance with American Bar Association standards, the Committee determines International Graduate LL.M. Program also are published on the School of Law website.
3.4.11 Qualified Academic Coordinators

3.4.11 For each major in a degree program, the institution assigns responsibility for program coordination, as well as curriculum development and review, to persons academically qualified in the field. In those degree programs for which the institution does not identify a major, the requirement applies to a curricular area or concentration.

Judgment of Compliance

In Compliance

Narrative of Compliance

The University of Alabama assigns responsibility for program coordination, as well as curriculum development and review, to persons academically qualified in the field.

The primary responsibility for the content, quality, and effectiveness of the curriculum at UA rests with the faculty. An excellent summary of how the curriculum development and review process occurs at UA is presented in the Compliance Narrative for 4.1 appearing later in this Report. It provides an overview of the curriculum approval process and describes the roles of faculty, chairs, deans, and the provost.

Most often, proposals for programs or for changes in programs must be approved by department-level faculty committees or the department faculty as a whole before being reviewed and approved by respective department chairs and deans. Program coordinators are generally responsible for leading the faculty through the process of developing and reviewing program requirements. The colleges and schools have considerable discretion in assigning additional specific duties and responsibilities to the program coordinator. In some cases, the program coordinator is responsible for actually administering the academic program on behalf of the faculty. These responsibilities might include scheduling courses, coordinating admissions and orientation activities, coordinating advising, supervising graduate teaching assistants, etc. Even with this potential variation in duties and responsibilities of the program coordinator, the fundamental
principle of faculty governance of the development of curriculum change within academic programs is preserved.

The general expectation is that program coordinators will hold the terminal degree in the field of the degree program, including off-campus and online delivery options. Where appropriate, such as in applied fields, professional experience may also be considered to strengthen the qualifications of the individual for the position, inasmuch as a combination of academic qualifications and work experience may provide greater knowledge and expertise than a terminal degree alone. At The University of Alabama, there are over 140 program coordinators, and only three of the on-campus coordinators do not hold a terminal degree, two of whom coordinate BA/BS programs and hold the master's degree in the field. The third possesses extraordinary relevant experiences qualifying him for the program coordinator position. There are also only a few program coordinators who hold the terminal degree in a closely related field. These cases will also be clearly identified and justification will be provided affirming these individuals to be exceptionally well-qualified, by virtue of their experience and professional contributions to the field in question.

Summary tables disaggregated to the college level provide pertinent information related to the Qualifications of Program Coordinators. Within each table, the degree program title and level is presented. The name of the program coordinator is provided including his highest earned degree and other appropriate graduate degrees. When appropriate, additional statements of clarification or justification are provided. Curriculum vitae for all program coordinators are linked to the program coordinator’s name should one wish to view qualifications in greater detail.

The University of Alabama also offers 36 degree programs and 3 certificates at locations off-campus and/or through electronic means. Summary tables of the Qualifications of Program Coordinators for Off-campus or Electronically Delivered Programs are organized the same as the previous college-level summary tables (e.g., Degree Name, Degree level, Coordinators Name actively linked to his CV, Highest Earned Degree and Clarification/Justification when appropriate). These off-campus and electronically delivered degree programs are coordinated by 26 faculty members, 23 of whom have terminal degrees. Only 9 of the off-
campus and/or electronically delivered programs are coordinated by a faculty member different from the individual responsible for coordinating the on-campus portion of the program.

Two other important administrative processes at UA address relevant faculty qualifications:

1. the on-line hiring system used when employing new faculty ensures that prospective faculty members’ academic qualifications meet discipline-specific standards, and
2. faculty who are employed to teach graduate-level classes must meet the criteria for graduate faculty status. Full and associate graduate faculty members are appointed for six-year renewable terms. Temporary graduate faculty status is awarded for a three-year maximum term. Graduate-level program coordinators are chosen from the eligible faculty by department heads and deans.

**Support Documentation**

Qualifications of Program Coordinators by College

- Arts & Sciences
- Commerce & Business Administration
- Communication & Information Science
- Education
- Engineering
- The Graduate School
- Human Environmental Sciences
- Law
- Nursing
- Social Work

Qualifications of Program Coordinators for Off-campus or Electronically Delivered Programs

- Commerce & Business Administration
• Communication & Information Science
• Education
• Engineering
• Human Environmental Sciences
• Law
• Nursing
• Social Work
3.11.3 Physical Facilities

3.11.3 The institution operates and maintains physical facilities, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services and mission-related activities.

Judgment of Compliance

In Compliance

Narrative of Compliance

The University of Alabama is committed to ensuring that its physical facilities are adequate to serve the needs of its educational programs, research efforts, support services, and other mission-related activities. The adequacy of the campus physical assets are assured through an integrated, yet flexible process that receives input from numerous campus stakeholders and relies on a culture of continuous assessment through established processes and allows for multiple feedback channels from across the campus community to address concerns. The University Facilities areas accept the responsibility for physical facilities by proactively addressing operation and maintenance issues and by striving to provide The University of Alabama community with an attractive, clean, comfortable, and safe environment that is well-maintained and functional.

Adequacy and Appropriateness of Physical Facilities by Program and Functional Areas

The adequacy and appropriateness of physical facilities by functional areas are assessed in two primary ways. First, the University Planning and Design and Construction Administration Departments regularly communicate with administrators, faculty, staff and other stakeholders through our campus master planning process to ensure campus growth, both in physical facilities and infrastructure, appropriately serves the needs of the institution's educational program, research enterprise, support services and other mission
related activities. This process is accomplished through regular meetings with the Campus Master Plan Committee, Faculty Senate, Staff Assembly, Student Government, senior administrators and a variety of other stakeholders to assure our annual capital development plan and our five year development plan are accurately reflecting the overall mission of the university to not only ensure that facilities are adequate but also to address deficiencies. Because planning for physical facilities is not static, Planning and Design also uses on-line surveys and web access for comments to allow constituents to have constant contact with the planning process and to promote good communication that facilitates understanding all the needs of the campus community. The campus master plan and the annual capital development plan are adjusted to reflect the feedback received.

Second, the Facilities and Grounds Departments meet with each Dean annually to discuss major renovations, mechanical and infrastructure projects, as well as improvements in landscaping. Annual meetings with over 75 Building Representatives are also held to discuss and solicit feedback regarding campus and facility policy changes, process and building improvements, and future goals. These annual meetings include team strategy sessions aimed to improve procedures needed to accomplish long range visions and campus plans. Providing experienced, professional, engineering design and guidance is our most effective tool for providing safe, competent, reliable, and efficient facilities to our stakeholders.

This process requires two-way communication. In addition to meetings set up by Facilities and Grounds, information is received from the stakeholders through the Work Order System, electronic communication, and one-on-one daily personal on-campus encounters. The continuous improvement of campus Facilities and Grounds through this process will provide optimal and long term conditions adequate and appropriate physical facilities that are conducive for successful teaching, research, and service for our stakeholders well into the future.

Third and finally, in executing campus projects, both individually and long term across the portfolio, the Construction Administration department addresses and ensures the adequacy and appropriateness of physical facilities, for both program and specific functional areas, through an integrated yet flexible process that provides user feedback and input and the utilization of comprehensive standards that are developed.
collaboratively with the appropriate stakeholders to reflect their specific needs. Not only do these processes ensure adequacy, but they also enhance the overall efficiency of all units by ensuring consistency across projects and providing economies of scale in numerous ways.

Adequacy through User feedback and expert knowledge input is systematically ensured on a project starting with the initial design programming effort. Typically, subject matter experts are retained for the programming effort to bring a current and broad perspective to the particular type of project. Current codes, accreditation standards, typical program requirements, trends, and the knowledge gained from other projects are then seamlessly integrated into the University project. The programming process also requires numerous stakeholder meetings and feedback loops so that their perspective is incorporated into the goals and basis of design.

Design reviews involving numerous stakeholders, including the academic users, are required at progressive stages for each project to gain stakeholder perspective and to make sure the design meets their programmatic goals. These comments are compiled and provided to the project designer for review and incorporation into the design. Stakeholders are also encouraged to provide relevant inspections at the appropriate times during the project.

Another way adequacy and appropriateness is ensured is through the comprehensive use of highly developed standards. These standards are developed in a collaborative manner with the primary party and others who may have relevant input, and then the standard is published for use. The standards are critically reviewed on a periodic basis for current relevance, incorporation of lessons learned, and technological or code change issues. These standards are incorporated into the Campus Master Plan.

The adequacy and appropriateness of the standards are achieved through many channels, not the least of which is the utilization of objective subject matter experts as detailed above, but primarily through a culture of continuous improvement. This process is accomplished through lesson learned reviews on projects, post occupancy inspections and reviews, continuous training (both off and on site), participation in professional organizations, attendance at trade shows and conferences, and graduate student research projects.
In general, the Construction Administration department maintains an enterprise perspective by continually updating and implementing standards and protocols necessary for our internal partner business processes and compliance requirements. Examples of these include integration of crime prevention through environmental design (CPTED) principles, evidence based design, campus emergency notification, classroom technology, risk management requirements, environmental health and safety regulations, and information technology to name just a few. This perspective is also maintained through the communication of projects to the campus community through multiple sources and channels and a mandate to over communicate.

Finally, the Construction Administration department considers functional appropriateness relative to the primary purpose of a space as a part of its facility assessments. Most facility assessments focus on conditions, such as, what is the condition of a roof or the mechanical system and what is the associated liability to address that issue. Assessing functional appropriateness goes a step further to ensure that the space is actually appropriate for its purpose. A simple example of this might be a large space that was adapted to a lecture hall. Its functional appropriateness would be measured by adequate sight lines, current technology integration, sound characteristics and properties, and maybe even the comfort of the seating.

Documented teaching and learning outcomes associated with both a supportive and a detracting physical environment are acknowledged. This environment is a paramount concern in the development and maintenance of the physical space.

Physical Facilities

Synopsis of GSF and Number of Buildings

The University of Alabama operates and maintains 279 academic, administrative, and residential buildings which include 11,177,304 gross square feet (GSF). The University will experience an increase in square footage of approximately 1,202,500 GSF when in-process construction projects are completed. In addition, in 2010, the University purchased Capstone Village, a retirement center, located on the University campus. This purchase included 14 buildings with a total of 291,828 GSF.
Land Holdings

The acquisition of the Bryce Hospital property is one of the University's most significant accomplishments in recent years. This acquisition will ensure adequate facilities to meeting our mission. This purchase from the State of Alabama Department of Mental Health (ADMH) in May 2010, for $77.8 million, added an additional 168 acres to the University's existing 830.62 acre campus. As part of the agreement with ADMH, the University has committed to spending $6.5M in building restoration efforts in the future. In connection with the purchase of the Bryce Property, the University has leased the facility back to ADMH for a period estimated to last 3 to 4 years for $1 while ADMH constructs a new adult psychiatric facility. University Planning is in the process of developing a campus master plan for this property.

In addition to the 998.62 acre campus proper, the University owns approximately 37,507 acres of land in Alabama. Most of the land was acquired through a grant in 1884 from the United States Government. Approximately 33,000 acres of these lands are considered part of the University endowed lands. The proceeds from coal and gas royalties are part of a true endowment and have been used to support academic chairs. Currently, the coal and gas royalties are committed to fund the purchase of Bryce Hospital from ADMH. The proceeds from timber sales are part of a quasi endowment and have been designated by the Board of Trustees of the University of Alabama for library support and computer upgrades. The endowment income earned on the true and quasi endowments are allocated to the library and deferred maintenance.

New Facilities

Since 2005, the University has completed several new facilities to meet the demand for its growing student population. These new facilities are delineated below by primary mission:

Instruction and Research

- Science and Engineering II
- Capstone College of Nursing
Support

- Riverside Residential Community
- Bryant Residential Community
- Lakeside Residential Community
- North Ridgecrest Residential Community
- South Ridgecrest Residential Community
- North ten Hoor Parking Deck
- South Ridgecrest Parking Deck
- Five (5) new Greek life residences
- Ancillary Services Building
- Lakeside Dining

Major Renovations and Additions

In addition to new facilities, numerous renovations and additions have also been executed to take advantage of critical adjacencies, shorten the period that campus would be disturbed by new construction, improve land use and density, expand existing infrastructure, and eliminate the deferred maintenance backlog associated with those facilities. These major renovations are delineated below by primary mission:

Instruction and Research

- Lloyd Hall
- Graves Hall
- Adams Hall
- Law School Addition

Support

- Bryant Denny North and South End Zone Expansions
• Foster Auditorium
• Coleman Coliseum
• Six (6) Greek Life residences

Deferred Maintenance

Since 2003, the University has invested over $52 million in addressing specific deferred maintenance issues including upgrading life safety systems; replacing roofs, windows, and elevators; upgrading mechanical and electrical systems; and addressing other code and modernization improvements. This investment has reset the condition of numerous buildings and components, which ensure comfort and convenience by providing systems that are more flexible and controllable than those provided previously. This greatly enhances the teaching and learning environment within existing facilities. See Facilities Update Report.

Campus Infrastructure

During this period, investments in campus infrastructure have also been made to improve access to campus, provide additional capacity for transportation systems, enhance utility system reliability and capacity, improve the efficiency of thermal energy systems, and provide additional and improved technology access and capacity through enhanced network infrastructure. This investment of over $50 million was critical to maintain convenience to the community in accessing campus and in providing a campus "backbone" that is supportive of the campus community.

Facilities Razed

The University has removed numerous buildings and structures from the campus inventory that which represented facilities which were prohibitively expensive to renovate, not appropriate for current uses, or the land was required for new, more efficient development. Forty-eight structures have been removed, which represents 447,960 square feet that had deferred maintenance liabilities of over $31 million.

Future Buildings and Infrastructure
The planning of additional facilities and renovations continues to meet the needs of the campus. To support student life, a new residence hall complex, which will initially increase bed space by 971 beds, is scheduled for completion in August 2012. This project is a continuation of the living-learning centers that support the University’s planned enrollment growth while providing a positive student experience that is also conducive to learning. The new complex will allow Residential Life to proactively manage their facility assets, to accommodate future increases in enrollment, and to provide capacity to address deferred maintenance within the existing housing inventory. For instructional purposes, major renovations and additions are scheduled for Russell and Moore Halls to bring them up to modern standards and to provide additional classroom space on campus. A new Science and Engineering building is in design to provide state of the art research and teaching facilities. Finally, six new Greek Life projects are in development to provide adequate capacity to this important residential and social program.

In addition to the planned construction and renovation of buildings, the University is in the midst of a design/build project to construct a second energy plant in the heart of the campus. Once in operation, this plant will allow a portion of the University's building inventory to operate in a more energy efficient manner, thereby reducing associated expenses. This University initiative commenced with the construction of the Shelby Energy Plant in 2009, and the University continues to develop this plant's effectiveness as it continues to expand the number of buildings that it serves.

Furthermore, the University is committed to additional infrastructure projects throughout the campus that will serve to support the growth of the campus as the University absorbs the Bryce property and expands its facilities inventory. The North Campus Substation project and East Campus Storm Water project are two prime examples of where the University is currently expending resources not just to meet the campus demands but to allow for necessary future expansion.

**Other Facilities**

The University has 43 additional facilities located off campus, including Brewer-Porch Children's Center and the Moundville State Archaeological Park. In 2008, the University completed the construction of three
additional secure dormitories to house approximately 36 emotionally disturbed children at the Brewer-Porch Children's Center. This project also encompassed the addition to an existing facility of multiple classrooms and a commercial kitchen. The University, in 2010, completed the renovation and expansion of the Jones Archaeological Museum at the Moundville State Archaeological Park. This project served to enhance the museum by modernizing and expanding the facility as well as updating the displays.

Additional projects are in the planning stages for the Moundville State Archaeological Park complex to facilitate and improve the visiting experience, such as the refurbishment of the bath house and campground parking.

Another off-campus facility, the Gadsden Center, is located in Gadsden, Alabama. The Gadsden Center serves North Alabama, Northwest Georgia, and the Tennessee Valley and extends the University's teaching, research, and service mission to those areas.

**Processes and Procedures**

The processes and procedures utilized to manage the campus asset portfolio are predicated on Board of Trustees policy, specifically Board Rule 415 described as follows:

"The purpose of this Rule is to set forth policies, practices, and associated responsibilities for the planning and management of the System's capital assets. The Rule specifically provides for:

A. Campus Master Planning
B. Systematic planning for capital projects, purchase of equipment, and real property acquisition/disposition
C. The establishment of an orderly process for the accomplishment of major capital projects
D. The selection and appointment of architects, engineers, construction managers, program managers, and other design and construction entities with primary contractual responsibilities for project delivery"
E. The delegation of responsibility for the management of existing capital assets

The process that incorporates the above requirements and which inherently addresses and ensures the adequacy of the facilities is summarized as follows:

A. A Campus Master Plan is required to be a comprehensive effort that addresses a wide variety of concerns including land use, way finding, pedestrian/vehicular circulation, utility services, landscaping, and architectural design standards to name a few. The Master Plan is required to be updated every five years or when significant changes are proposed.

B. An Annual Capital Development Plan is required to be submitted for each Fiscal Year. The Plan provides information relative to capital projects that will have action in that FY and also potential projects that could take place in the next five years. The adequacy and relevance to the campus mission are specifically and comprehensively addressed in the documentation for these projects including, but not limited to comparative space utilization and related information, potential relationships and enhancements to existing campus programs, and the financial relationships and impacts of the project.

C. A five-year deferred maintenance plan is required to identify the associated liability and funding commitments necessary to address them and maintain adequacy of the campus facilities.

All of these plans are compiled in coordination with the deans, maintenance shop managers, facilities leadership, facilities business administration, and executive administration. The campus specific entities responsible for effecting and executing these requirements, and the supplemental information and procedures they utilize, are detailed as follows. See Annual Consolidated Capital Projects and Facilities Report.

Generally, projects are identified through continuous assessments of facilities, planned renewal based on expected service life, and information provided by a partial audit of campus facilities performed by the ISES Corporation. In 2003, ISES Corporation performed a Facility Condition Analysis for over 50 percent of the University's physical facilities, including Housing. The findings of this analysis provided the University with an objective assessment of the status of its facilities and a complete list of deficiencies with
projected costs for upgrading each evaluated building. The main objectives of this study were to provide a clearer view of the adequacy of University facility assets and to prioritize capital reinvestment needs. This information has been downloaded into the University's facility management software to facilitate analysis and reporting. The data are periodically updated as assessments are performed. These updates include revisions resulting from the execution of renovation projects, and information from new assets is added.

Facilities Departments

Three departments work together and are responsible for building, renovating, and maintaining the facilities of The University of Alabama. These departments are University Planning, Construction Administration, and Facilities Operations and Maintenance. A discussion of these departments' contribution to operating and maintaining physical facilities, both on and off campus, that are adequate to serve the needs of the institution, is provided below.

University Planning

The Department of University Planning oversees the development of the Campus Master Plan, which is periodically updated as detailed above pursuant to Board of Trustees requirements. The current comprehensive Master Plan and Design Guild was completed and approved by the Board of Trustees in 2007. It has been an invaluable tool, guiding the unprecedented growth of the campus since that time. The current Campus Master Plan has received two prestigious awards since its completion: The Alabama Chapter of the American Planning Association Award for Outstanding Urban Design and the Society of Campus and University Planning Merit Award for Excellence in Planning for a District or Campus Component. University Planning has begun the 2012 Master Plan Update, which will include the newly acquired Bryce Hospital property. University Planning is also primarily responsible for ensuring that the
principles contained within the Campus Master Plan are integrated into projects and plans through comprehensive project plan reviews.

**Construction Administration**

Construction Administration is responsible for the University's capital projects and the execution of contracted renovation, deferred maintenance, or miscellaneous projects, which currently total over $300 million. The University utilizes both internal and outsourced management of these projects to create a more effective, efficient, and flexible process for project completion based on requirements and intricacies of the project and current workloads. Construction Administration oversees all aspects of the projects, including the selection of the architect/engineer for design, communication with the user and other campus stakeholders to ensure incorporation of their needs into the project, the award of construction contracts, and oversight as project manager during construction.

Additionally, specific focus is given to ensuring that the faculty and student environment is not impacted by either the physical condition of the campus or the efforts to maintain and construct the same. These efforts include scheduling construction and maintenance work during off hours and around the academic calendar, monitoring noise level standards for projects in progress, providing offsite parking for construction workers, routing pedestrian and traffic plans around the perimeter of projects, developing perimeter protection and way finding, preventing deliveries during peak times, and communicating across numerous media resources activities that will impact access.

**Facilities Operations and Maintenance**

Facilities Operations and Maintenance (FO&M), consisting of the Facilities and Grounds Departments, has the responsibility to ensure that the University's physical facilities, as well as landscape and grounds on campus, are maintained, not just adequately, but to the high standards of both The University of Alabama (UA) Campus Master Plan and the Landscape and Grounds Strategic Plan. FO&M has taken a holistic approach to accomplish this task by utilizing daily work orders, campus inspections, facilities/grounds evaluations, deferred maintenance priorities through the five-year Annual Consolidated Capital Project and
Variety of maintenance tasks and requests, such as:**

- Emergency repairs
- No-notice maintenance
- Special renovation programs
- Preventative maintenance
- Routine maintenance
- Critical repairs
- Facilities upgrades
- Ongoing maintenance

One tool used to accomplish this task is the UA Facilities Enterprise Asset Management System (EAM) called AiM. This system, which can be easily accessed by students, faculty, and staff through the UA Facilities webpage, is used to initiate daily routine maintenance work/corrective action, schedule critical preventive maintenance, and coordinate renovation and restoration of buildings and grounds maintenance work. Preventive maintenance schedules are established for all major mechanical equipment and building systems. The purpose of the preventive maintenance (PM) program is to extend the life of the University's assets and to preempt premature equipment and system failures. Proper implementation of the PM system reduces our systems/equipment failure, extends the life expectancy of the buildings and infrastructure, and maximizes the availability of FO&M to support the University's mission. The completion of PM also minimizes breakdown maintenance and repair by replacement. PM work receives the highest priority after emergency repairs when scheduling the maintenance department's trades. This work is done in a predicted and scheduled manner, resulting in a more cost-effective and efficient operation.

AiM is also used to compile reports on work assignments, maintenance trends, and cost tracking while providing critical customer service feedback to all Facilities and Grounds Department shops (Elevator, Heating/Plumbing, Custodial, Air Conditioning, Electrical, Grounds, Energy and Building Maintenance).

In addition, the Facilities and Grounds Departments benchmark their process and results against over 250 other university and college institutions nationwide. This assessment is accomplished by utilizing the largest verified facilities database in the country provided by Sightlines. This database report, called the "Return on Physical Assets" (ROPA), analyzes and covers Annual Stewardship, Asset Reinvestment, Operating Effectiveness, and Service through independent campus evaluations and inspections. Sightlines' multifaceted consulting, technological knowledge and facts-based approach leads campuses through a discovery and improvement process. This process is unmatched for evaluating, then initiating corrective
action in areas of facilities, grounds and custodial services management, campus environmental stewardship, and student residential housing issues. The University of Alabama has consistently ranked at or among the top when compared side-by-side with peer institutions that include Texas A&M University, Ohio State University, Georgia Tech and Florida State University, to name just a few. Customer feedback is also received from various other sources and is constantly assessed by the FO&M team. Assessment is done routinely through the following processes:

- The Assistant Vice President for Facilities and Grounds meets routinely with all UA Deans and various department heads for academic, business, and student affairs to discuss ongoing FO&M operations and planning.
- The Assistant Vice President for Facilities and Grounds, as well as the executive heads of his staff, are members of several campus-wide committees composed of faculty, staff, and students, allowing for direct dialog with many cross functional campus groups.
- Building liaisons have been appointed for every building on campus, and these building representatives provide direct feedback on FO&M performance.
- Customer feedback forms are available on-line via the maintenance work order system.
- E-mail communications, both of a negative and positive nature, are received and addressed in a timely manner by the appropriate FO&M staff member.

All of these types of feedback are analyzed by FO&M in an effort to modify processes and performance as required, with an overall goal of achieving continuous improvement of our facilities and grounds operations. Additionally, Sightlines offers the University, through their "Go-Green Measurement and Analysis" report, an in-depth look at our carbon emissions through a three scope view. Scope (1) covers fossil fuel consumption, Scope (2) is purchased electricity, and Scope (3) covers campus student, faculty and staff commitment to such things as commuting, reduced air travel, and wastewater stewardship. Again, the University ranked at the top of the class in efficient consumption when compared to peer output. With our expanded campus growth, Sightlines' services has provided another tool for the facilities and grounds management team to use in our continued development of campus strategies that align with our academic, research and educational programs, facilities and grounds needs, support and campus services, and
financial resources, which help achieve our mission to advance the intellectual and social condition of the people of the State through quality programs of teaching, research, and service.

Physical Space

The Office of the Provost oversees general classroom space. The Provost is responsible for determining the adequacy of space to meet the academic needs of each college and school, and for making appropriate assignment decisions. The senior facility analyst provides reports on the utilization of classrooms and class labs to the Provost to ensure efficient use of academic space.

In addition, a new department was added in 2008 named Building Information Services (BIS). This department is responsible for maintaining a comprehensive space management system that includes CAD files and detailed building and room information for the UA’s physical facilities. This valuable space information is used to track and maintain space utilization, building inventory, and produce space data reports. This information is provided to the Office of Institutional Research and other campus constituents upon request to support the teaching, research, and service of the University.

BIS employs a team of draftsmen to develop and maintain up-to-date CAD files for all UA physical facilities. Since 2008, BIS has created and/or updated the CAD files for all UA physical facilities in operation. These CAD files are used to populate our Enterprise Asset Management System (AiM) with up-to-date space data such as Net Assignable Square Footage (NASF), Gross Square Footage (GSF), and Room Type (classroom, lab, etc). The data maintained in AiM is used to produce numerous State and Federal reports related to UA physical facilities. These reports are defined below and included as fs:

- **Alabama Commission of Higher Education (ACHE) Building Inventory Report** - This report is submitted every other year. The last required submittal was November, 2009. The report includes all UA buildings, gross and net assignable square footage for each building, funding category (Education/General, Health related, Hospital, Auxiliary, or Other), ownership code, construction/renovation year, and the building condition code.
• ACHE Inventory of Space by Category (1A, 1B, 1C, 1A Hosp, 1B Hosp, 1C Hosp) - This report is submitted every other year. The last required submittal was November, 2009. The report includes net assignable square footage for all UA building rooms by room type (classroom, labs, offices, residences, etc.).

• ACHE Facilities Master Plan/Capital Project Request (1A, 1B, 1C, project descriptions) - This report is submitted annually. The last required submittal was October, 2010. This report includes capital projects planned (next year, year after, and following 5-year period) for new construction, major renovations, and deferred maintenance. The report includes details of the funding source (State of Alabama, Federal Grants, Bonds, etc.), projected gross and net assignable square footage, category of space (Education and General, Auxiliary, etc.), projected start/completion dates, and the basis or need for the project (new programs, capital renewal, safety, enhancement of existing programs, etc.). Also included in the report is a description of planned projects.

• ACHE Space Data Report (main category, medical, CEDC, and Gadsden, Alabama branch) - This report is submitted annually. The last required submittal was August, 2010. This report describes any changes in gross square footage (gsf) for all UA buildings for the reporting year. The report lists each building where changes occurred, the number of gsf included in the change, and the reason for the change (construction/renovation, demolition, audit difference due to CAD update, acquisition, etc.).

• Net Assignable Square Footage by Room Type

Along with providing accurate and up-to-date space information, BIS creates the foundational data for AiM (UA’s Enterprise Asset Management System) to operate effectively. AiM integrates property management, space utilization, and facilities work order management into one integrated system. By doing this, the University is able to better track and control maintenance expenses, maximize resource utilization, reduce equipment downtime, improve space utilization, improve service delivery, and produce reliable and accurate physical plant information upon request at an enterprise level.
Insurance of Facilities

The University insures all real and personal property based on 100% of the estimated replacement value other than those buildings either scheduled for demolition or deemed to be functionally obsolete, which are insured on an actual cash value or salvage value basis. The insured property is appraised every 3-5 years by either the State of Alabama Department of Risk Management (ALDORM) or a qualified appraisal firm engaged by ALDORM. In the years following the appraisal up until the property is reappraised, the insurable values are reviewed and adjusted annually based on construction inflation/deflation factors provided by reputable organizations such as MSB (formerly known as Marshall & Swift and Boeckh Appraisal). The University also maintains a comprehensive business interruption insurance program to cover loss of income and increased expenses resulting from damaged University property. The amount of business interruption insurance is reviewed and updated annually based on projected revenues and expenses for the coming fiscal period.
4.1 Student Achievement

4.1 A variety of indicators of student achievement are examined at UA including retention and graduation rates, failure and withdraw rates, performance on licensing and standardized examinations, job placement rates, and the frequency of research and service participation activities.

Judgment of Compliance

In Compliance

Narrative of Compliance

We will provide an overview of the variety of indicators of student achievement that we examine at UA, including retention and graduation rates, performance on licensing and standardized examinations, program review failure and withdrawal rate studies, job placement rates of our graduates, and feedback on graduating senior and alumni surveys.

I. Retention and Graduation Rates

The Office of Institutional Research and Assessment gathers and reports data regarding graduation rates for the University. Tracking graduation and retention rates for first-time full-time freshmen is a method that many institutions, including The University of Alabama, use to assess students' completion of courses as prescribed in the program of study. The graduation rate for the cohort groups that completed a program of study in four years increased from a low of 24.3% in 1989 to 37.6% in 2003. The Graduation Rate for those completing a program of study in five years was 50.5% in 1989 compared to 60.4% in 2003. Graduates who completed programs of study in six years also increased from 56.2% in 1989 to 65.9% in 2003. UA Degrees by Level and Year, 2002 - 2009, shows overall degree completions over the last several years.

A number of efforts to improve retention and further increase graduation rates have been undertaken by UA. For example, living-learning communities and freshman learning communities have been established or expanded to provide enhanced academic interaction and socialization, and to promote students' success. Freshman Compass courses are offered to facilitate students' acquisition of knowledge and skills that are
fundamental to college success. Both living-learning communities and Freshman Compass courses utilize Peer Mentors associated with the Office of Student Involvement and Leadership, who help ease the transition to campus. Finally, the Provost's office offers funding for faculty entertainment of students. The aim of this program is to help students bond and feel more connectedness to their professors and to UA, gain more interpersonal competence, and acquire more knowledge about the role of college professors.

II. Failure and Withdrawal Rate:

In 2008, failure and withdrawal rates were made an integral part of the grade analysis study portion of data generated for The University of Alabama Academic Program Review Process. This rate is a percentage of total students with a grade of D, F, W, or NC. Since the addition of the failure and withdrawal rate, seven academic departments have been reviewed. During each review, the program review data are provided to the department head, the Program Review Committee, and any outside consultants. Thus far, no recommendations in the final report or Action Plans specific to the failure and withdrawal rate have been required.

III. Performance on Licensing and Standardized examinations:

A. Law School Bar Exam:

The following shows the Bar Exam Pass rate percentages for the University of Alabama Law School from 2003 - 2009. The rate is compared to the overall rate for Alabama.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Pass Rate (%), Univ. of Alabama Law School</th>
<th>Pass Rate (%), State of Alabama</th>
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<tbody>
<tr>
<td>2003-04</td>
<td>93</td>
<td>85</td>
</tr>
<tr>
<td>2004-05</td>
<td>97</td>
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<tr>
<td>2007-08</td>
<td>99</td>
<td>88</td>
</tr>
<tr>
<td>2008-09</td>
<td>97</td>
<td>85</td>
</tr>
</tbody>
</table>

B. CPA Exam

In 2009, The University of Alabama had 247 candidates for the CPA exam. The percentage of candidates passing was as follows:
• 32.79% passed all sections
• 29.96% passed none of the sections, and
• 37.25% passed some of the sections.

C. Teacher Certification Exam

The pass rates for Praxis for 2006-07 (with 102 taking the assessment), 2007-08 (with 202 taking the assessment), and 2008-09 (with 226 taking the assessment) were all 100%.

D. Other Licensing and Certification Exams:

1. Nursing

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<th></th>
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</thead>
<tbody>
<tr>
<td># of Graduates taking NCLEX</td>
<td>121</td>
<td>132</td>
<td>143</td>
<td>149</td>
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<td># of Graduates passing NCLEX</td>
<td>115</td>
<td>127</td>
<td>140</td>
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<tr>
<td>Pass Rate</td>
<td>95%</td>
<td>96%</td>
<td>97.9%</td>
<td>96.6%</td>
</tr>
</tbody>
</table>

2. Source: Alabama Board of Nursing

3. Communicative Disorders
   - 100% of MA students receive the American Speech Language Hearing Association Certificate of Clinical Competence Certificate after clinical fellow year
   - 83% of MA graduates pass the Praxis exam on the first attempt

4. Athletic Training

Over the past 5 years, 100% of athletic training graduates who took the Board of Certification examination have been successful.

   - 6 attempted and passed in 2006
   - 16 attempted and passed in 2007
   - 19 attempted and passed in 2008
   - 10 attempted and passed in 2009
E. Collegiate Learning Assessment Exam (CLA)

The University of Alabama first participated in the CLA in the fall 2007 term. The 2007 testing consisted of a freshman cohort that would be re-tested two additional times as part of a longitudinal study, and a senior cohort that would be used for an initial cross-sectional comparison to the freshman. The cross-sectional results between the freshman cohort and seniors cohort in the fall 2007 testing showed that the "University of Alabama contributes more to the learning gains made by students than 86% of the 176 four-year undergraduates participating in the 2007-2008 CLA." That resulted in UA performing "Above Expected." For details see CLA Institutional Report, 2007-2008 (Page 3 | Full Report) and CLA Technical Appendices Report (Page 1 | Full Report). Since that initial testing, the freshman cohort was re-tested as second-semester sophomores. The scores on the second testing showed similar notable increases in learning with the value-added estimate in excess of the 75th percentile for participating schools. For details see CLA Institutional Report, 2007-2009 (Page 5 | Full Report).

IV. Job Placement Data

A. Business and Engineering

Business and Engineering provides placement statistics for the last 3 years.

B. Communication and Information Sciences

- 2009-2010 Graduates-All but one have been placed. Of 16 graduates, 13 are teaching in academic institutions; two are in the business world, and one moved abroad. There are no data available on the graduate who moved abroad.

- 2008-2009 Graduates-All have been placed. Of 12 graduates, 11 are teaching in academic institutions and 1 is in a research institute.
C. Nursing

BSN Students:

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BSN Students Graduating</td>
<td>121</td>
<td>129</td>
<td>139</td>
</tr>
<tr>
<td>*Number Who Sought Employment</td>
<td>115</td>
<td>110</td>
<td>118</td>
</tr>
<tr>
<td>Employment Rate at Graduation (%)</td>
<td>65%</td>
<td>67%</td>
<td>45%</td>
</tr>
<tr>
<td>Alumni Survey Data Employment Rate (%)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

*Some graduating students choose not to pursue employment prior to graduation due to life events such as marriage or relocation.

MSN Students:

The employment rate for MSN students is 100% for both 2006/2007 and 2007/2008.

D. Graduating Senior Survey Reports

UA’s Graduating Senior Survey asks graduates their plans following graduation. For 2009 and 2010 graduates, 21.4% had accepted a job at the time of the survey; 27.4% planned on attending a graduate or professional school; and 35.2% were still seeking employment.

V. Research and Service Participation

Because The University of Alabama has a strong commitment to research and service in the institutional mission statement, we will report the significant increases in participation rates in undergraduate and graduate research activities. We will also draw from our ServicePro data base to report on the number of service learning and volunteer civic engagement projects and activities performed by our students over the past 2-3 years.

A. Undergraduate Research and Creative Activity Conference

Participation in original research and creative activities is becoming a hallmark of the undergraduate experience at The University of Alabama. The conference was initiated in 2004 by the College of Arts and Sciences, with 64 oral and poster presentations, and has grown to include the whole campus.
More than 300 students participated in the 2010 Undergraduate Research and Creative Activity Conference. There were more than 250 participants in 2009, the previous year. Planners for the 2011 conference expect to see another increase in participation by both students and their faculty mentors.

B. Graduate Research and Travel Grant Program

The UA Graduate School actively partners with academic departments to help graduate students develop their research careers and create strong, marketable CVs upon graduation. Adequate funding to support thesis and dissertation research and additional funding to present research results at national and international professional conferences are requisite cornerstones in this effort. In fall 2006, the Graduate School revamped its existing Research and Travel Grant program to partner actively with individual departments in jointly funding thesis and dissertation research projects.

Using a combination of funding from Graduate School application fees and 1:1 matching funds from departments, the operative paradigm was changed from supporting just a handful of students each year to funding every student that departments were also willing to support, without any limits on the number of meetings per year. RFPs are now circulated three times per year, and all applications received between RFPs are reviewed and funded as well. As a result, both total funding and the number of students served have grown each year. Approximately 50 students each year also receive additional International Enrichment funding of $600 on top of meeting support to take advantage of an international paper presentation to broaden their intellectual experience while abroad.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Research/Travel Funds Awarded</th>
<th>Students Supported</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005-06</td>
<td>$74,489</td>
<td>168</td>
</tr>
<tr>
<td>2006-07</td>
<td>$123,345</td>
<td>230</td>
</tr>
<tr>
<td>2007-08</td>
<td>$216,539</td>
<td>377</td>
</tr>
<tr>
<td>2008-09</td>
<td>$294,429</td>
<td>470</td>
</tr>
<tr>
<td>2009-10</td>
<td>$357,038</td>
<td>513</td>
</tr>
<tr>
<td>2010-11 (estimated)</td>
<td>$425,000</td>
<td>630</td>
</tr>
</tbody>
</table>

C. Service Learning and Volunteer Civic Engagement Activities
UA is committed to enhancing quality of life for all Alabamians through exceptional programs of teaching, research and service. Community service and UA’s 150 service-learning courses play a fundamental role in achieving this mission. According to UA’s Center for Ethics and Social Responsibility, participation in general community service activities, by UA students between July 1, 2009 and June 30, 2010, is estimated as follows:

5,281 students engaged in academic service-learning

9,823 students engaged in other forms of community service (not included above)

4,400 students engaged in at least 20 hours of any type of community service

709,894 total community service hours were engaged in by UA students.

Over the past few years, there has been significant growth in community service and service learning projects logged into the Service Pro Database. Individual projects may involve large numbers of students. During the 2008-2009 academic year, there were 410 projects. The 2009-2010 year saw an increase to 645 projects, and the 2010-2011 academic year already has 676 projects as of March 1, 2011.
4.2 Program Curriculum

4.2 The institution's curriculum is directly related and appropriate to the purpose and goals of the institution and the diplomas, certificates, or degrees awarded.

Judgment of Compliance

In Compliance

Narrative of Compliance

The University maintains a curriculum that is directly related and appropriate to the purpose and goals of the institution and the diplomas, certificates, or degrees awarded.

The mission of The University of Alabama is as follows: "To advance the intellectual and social condition of the people of the State through quality programs of teaching, research, and service."

One of the primary ways in which the University achieves its mission is by offering 190 degree programs that are listed in The University of Alabama's current Program Inventory, as approved by the Alabama Commission on Higher Education. The University has 70 baccalaureate degree programs and 120 masters, educational specialist and doctoral degree programs.

The University of Alabama assigns the responsibility of curriculum development and review to faculty who work in collaboration with department chairs, deans and the provost. This is stated in the Faculty Handbook, specifically in a section on Curriculum Matters. It provides an overview of the curriculum approval process and describes the roles of faculty, chairs, deans and the provost as follows:

Normally, recommendations about curricular matters are initiated at the program level and are reviewed at appropriate administrative levels. Implementation of recommendations depends on the availability of resources.
The Graduate Council and the Graduate Dean evaluate proposals for new graduate degree programs and recommend whether to seek approval for such programs.

The Honors Council is responsible for establishing criteria and approving courses for inclusion in the University Honors Program. Additional responsibilities include designing and conducting an annual evaluation of the Honors Program and providing an annual report to the Office for Academic Affairs. Members of the Honors Council include the Honors Program Director who acts as Chairperson of the Council, a representative from the Admissions Office, a faculty member appointed by the Provost/Vice President for Academic Affairs from each undergraduate division, a representative from the Office for Student Affairs, and at least three students who are elected by the Honors Program Student Association from among students enrolled in the Honors Program.

At the baccalaureate level, degree programs have no fewer than 120 semester hours and are detailed in the Undergraduate Catalog. All undergraduate students must satisfy the core curriculum. Responsibility for the core curriculum rests with the Core Curriculum Oversight Committee (CCOC), which reports to the Vice President for Student Affairs and Vice Provost.

In the Undergraduate Catalog there is detailed information on Core Curriculum/General Education Requirements. The explanation for the original purpose for a core curriculum at The University of Alabama and the specific assumptions about how the Core Curriculum was developed are articulated in the Introduction to the Core Curriculum Oversight Committee Guidelines, particularly pp. 4-5. From that discussion, comes the following:

In short, the core curriculum is based upon the assumption that no one can become knowledgeable in every field, but that there are nevertheless certain skills, subjects, and methodologies that no educated person should be without. The essential skills include writing, both as an analytical tool and as a means of communication; critical reading; and the ability to perform mathematical computations beyond the level of college algebra. In the broadest sense, the essential subject matter is knowledge of one's own culture and an
awareness of other cultures. And the essential methodologies may be listed as symbolic and deductive (e.g., mathematics and symbolic logic); quantitative and inductive (e.g., physical, biological, social, and behavioral sciences); and rhetorical (e.g., ethics and aesthetics).

Early in its deliberations, the Committee considered instituting new cross-disciplinary courses like those recommended in the recent Carnegie Report. The Committee decided, however, that courses of this sort are too susceptible to changes when the faculty members who initiate them are no longer available to teach them. The Committee also considered a number of courses that might be considered as basic to a college education as those that were eventually decided upon. For example, the Committee debated the possibility of requiring courses in ethics, economics, speech, foreign cultures, and the philosophy of science and technology. The Committee concluded, however, that because of curricular constraints in the various divisions, only a small number of courses could be required of every University student, and that the divisions and departments themselves would be encouraged to require more general education courses in a manner consistent with their overall objectives. Programs that would like to require a foreign culture requirement for their own students may consider adding additional requirements or structuring the social science, humanities, and writing requirements without imposing an additional burden on the students.

As a result of the statewide agreement formulated about 15 years ago, the oversight function for the UA Core Curriculum was assumed to have been taken over by the Alabama Articulation and General Studies Committee. However, after learning that was not the case, a few years ago Vice Provost Mark Nelson decided to reactivate the CCOC with the immediate task of developing a comprehensive program for reviewing all of the courses offered in the Core Curriculum on a continuing basis.
Two years ago, the CCOC began the dual task of developing a structure for reviewing core courses and initiating a review cycle for all core courses offered by the University. The results of that work are as follows:

1. The development of specific review criteria for each of the course designations in the core curriculum, based on the guidelines for each designation provided in the original institutional purposes for them in the Core Curriculum Oversight Committee Guidelines (missing document)
   a. Freshman Composition (FC)
   b. Fine Arts (FA)
   c. Foreign Language (FL)
   d. History (HI)
   e. Humanities (HU)
   f. Literature (L)
   g. Mathematics (MA)
   h. Natural Science (N)
   i. Social and Behavioral Science (SB)
   j. Computer (C)
   k. Writing (W)

2. The development of a Five-Year Review Schedule of Core Curriculum Designated Courses

3. The development of an online program for reviewing core courses and for archiving the complete review process (accessible to accrediting agencies in UAOPS)

4. The successful completion of the first two years of course reviews (2009, Spring 2010 and Fall 2010)

The record of this work by the CCOC is provided in detailed CCOC Meeting Minutes. Sample course reviews are presented here for Anthropology 103 and Biological Sciences 493.

The primary goal of the review process is to assure that all core courses, no matter what department or program is offering them, are meeting the necessary criteria for their designation in the Core Curriculum.
However, the process also is helping identify issues in the Core Curriculum that the CCOC should address, in terms of relevance and appropriateness, as the institution undergoes growth and change. For example, the CCOC is currently discussing issues related to the Writing designation (W) in the Core Curriculum, such as class size, teaching resources, and writing pedagogy. Once the 5-year cycle has been completed, the long-term goal for the CCOC review process is to help identify common assessment measures within each core designation for departments offering such courses.

During the University's Academic Program Review process, each department under review is required to describe separately for its undergraduate and graduate programs any curriculum reviews that have occurred since the last program review. The departments include dates of reviews, reasons for reviews, results of reviews, and specific improvements made to the curriculum as a result of the reviews. An undergraduate program example can be seen in the Department of Modern Languages and Classics description of undergraduate programs' curriculum review, as part of the review of all programs in the department in 2009-2010. At the graduate level, an example can be seen in the Department of Modern Languages and Classics description of graduate programs' curriculum review, as part of the same 2009-2010 review.

The School of Law's Curriculum Committee continually reviews the curricula. Since the last ABA Site Evaluation, the Committee has proposed, and the faculty has accepted, more than 20 curriculum changes. A few examples are the addition of eight classes to the curriculum; the addition of an LL.M. program for students with law degrees from foreign institutions; the revision of prerequisites for tax classes; the addition of cross-listed classes with other departments on campus; and the addition of three hours of professional skills as a graduation requirement.

The University of Alabama has more than 20 discipline-specific accrediting agencies, a complete list of which is online under the title Accreditation, UA Programs, and which is updated regularly by the University's program review coordinator with input from each degree-granting college and school. These accreditation agencies periodically examine curriculum offerings within their respective disciplines to insure that they are directly related to the degrees being awarded.
The Graduate Catalog contains graduate policies and procedures recommended by the Graduate Council and given final approval by the Executive Vice President and Provost. The Catalog provides curricular guidelines for masters (Graduate Catalog Section 4.11.1), educational specialist (Graduate Catalog Section 4.11.2) and doctoral degrees (Graduate Catalog Section 4.11.3).

The University of Alabama's summary of Online Degree Programs Approved by SACS provides a current summary of online degree programs. When an online program is proposed, program proposers must document that curricular offerings are the same as those offered on campus. As an example, the Graduate School will not refer for committee review a proposal for a new online program unless it is as rigorous as the campus program in terms of factors such as admission requirements, required courses, and completion requirements.
4.3 Publication of Policies

4.3 The institution makes available to students and the public current academic calendars, grading policies, and refund policies.

Judgment of Compliance

In Compliance

Narrative of Compliance

The University of Alabama makes available to its students and to the public current University calendars, grading policies, and refund policies. The University provides this information in a variety of ways, including its printed catalogs, its online catalogs, its webpage, and its online Policies. The online Policies are open and freely accessible to students, employees, and the public; ease of access to policies is made possible by the inclusion of multiple search parameters. Distance learners and Gadsden site students have access to the same information about academic calendars, grading policies, and refund policies on all of the same institutional sites. In addition, links to those sites are provided on a variety of web pages developed especially for distance learners and Gadsden students. See Tuition and Financial Aid Links for Online and Off-campus Students, Academic Calendar and Billing-Related Dates for Online and Off-campus Students, and Who to Call List for Online and Off-campus Students. Academic calendars, grading policies, and refund policies are disseminated as follows.

Academic Calendars

The calendars, including key dates for fee payments, course withdrawal, and final examinations, are posted on the Office of the University Registrar webpage. An example of the calendar posting for Spring Semester 2011 is provided here as Academic Calendars. In addition, the University's Web portal system, mybama, provides daily announcements for students and faculty, including key dates on the academic calendar. Distance learners and Gadsden site students have web pages especially designed to guide them to the correct site. See Academic Calendar and Billing-Related Dates for Online and Off-campus Students.
Grading Policies

The University's grading policies are published in the Undergraduate Catalog, Graduate Catalog (see Documents Library), and the School of Law web pages. See College of Law Webpage [1] and College of Law Webpage [2].

Refund Policies for Tuition and Other Fees

- The University's refund policy with respect to tuition and other costs is given at the Division of Financial Affairs, Student Receivables web page.
- Key financial dates may be found at Important Dates.
- The general policy regarding Withdrawal from the University may be found on Division of Financial Affairs, Student Receivables web page.
- Current refund policies are also printed in the Undergraduate Catalog and Graduate Catalog.

Other Refund Policies

Various refund policies related to other costs of attendance may be found as follows:

- Dining Dollars Account - Withdrawal from the University
- Meal Plans - Withdrawal from the University
- Residence Hall Room - Withdrawal from the University
- Parking Decal - Parking Services Policy

The University ensures that its students and the public have ready access by a variety of means to current academic calendars, grading policies, and refund policies.
4.4 Program Length

4.4 Program length is appropriate for each of the institution’s educational programs.

Judgment of Compliance

In Compliance

Narrative of Compliance

The University of Alabama since 2000 has identified 120 semester hours as the minimum requirement for all undergraduate degree programs. At that time, the provost also directed the colleges, schools, and departments to evaluate all programs to determine how best to keep the total number of required undergraduate hours at or near 120, unless a professional accrediting agency required a greater number. The vast majority of programs were able to achieve the 120-hour requirement.

A few undergraduate programs exceed 120 hours because of requirements of their external accrediting agencies. For example, the B.M. degree in Music Therapy and the B.S.M.E. in Mechanical Engineering require more than 120 hours because of the requirements of their respective discipline accrediting agencies. A complete list of undergraduate programs is provided in a table of Undergraduate Programs with Required Hours.

For graduate programs, the minimum number of semester hours required varies by degree level. Masters degrees require 30 hours. Educational specialist degrees require 30 hours beyond the masters. Ed.D. and Ph.D. degrees require 72 hours beyond the baccalaureate. An example of a doctoral program requiring more than 72 hours is the Doctor of Musical Arts, which requires 46 or more hours beyond the Master of Music degree. A complete list of graduate programs is provided in a table of Graduate Programs with Required Hours.

Time limits for degrees are related to program length and are especially important at the graduate level. The Graduate Council has longstanding policies regarding time limits for graduate degrees. All requirements for the master's degree and the educational specialist degree must be completed during the six years
immediately preceding the date on which the degree is to be awarded. All requirements for the doctoral
degree must be completed within seven years following admission to the doctoral program, with the
following specific exceptions approved by the Graduate Council: psychology, modern languages and
classics, English and political science (eight years if entering the doctoral program with a baccalaureate, not
master's, degree), and eight years from the time of first registration in PhD courses for students dually
enrolled in the PhD program in political science and the JD program. Information on time limits for
graduate degrees appears in the Degree Requirements section of the Graduate Catalog and in the Graduate
School’s A-Z website index under the following headings: Time Limits, Masters; Time Limits, Educational
Specialist; and Time Limits, Doctoral.

A proposal for a new undergraduate degree program is developed by faculty within the academic discipline
guided by assistance from the program coordinator. The proposal is reviewed and approved by the
department chair. The college curriculum committee then evaluates the proposal and makes its
recommendation regarding the proposal to the college dean. Upon review by the dean of the undergraduate
college, the proposal is forwarded to the Office for Academic Affairs for evaluation and approval.
Minimum program length always is one of the factors that curriculum committees consider.

The Office for Academic Affairs receives proposals and initiates a review of the materials in collaboration
with the undergraduate college for additional information and clarification purposes.

Proposals follow the format of the Alabama Commission on Higher Education (ACHE) documents,
Notification of Intent to Submit a Proposal (NISP) for a New Program of Instruction and Proposal for a
New Baccalaureate Degree Program. Proposals for new undergraduate programs are subject to compliance
with Board of Trustees of The University of Alabama Board Manual-Rule 502-Establishing New
Programs (Rule 502).

Upon final approval by the Office for Academic Affairs, the NISP is completed, attached to the proposal,
and recommended to the Chancellor for review and recommendation to the Board of Trustees. Once
submitted to the Chancellor, the approval process moves as outlined in the Board of Trustees of The
University of Alabama’s “Board Manual-Rule 502.”
The Graduate School and Graduate Council have well-established Procedures for Approval of New Graduate Degree Programs. Once the graduate dean, college dean and provost have had initial discussions and support the development of a proposal, the Graduate School works with the department chair and graduate program director to prepare a proposal to present to the Graduate Council’s Committee on Research and New Programs. The Committee ensures that all basic requirements for University of Alabama graduate programs, including program length and time limits, are consistent with published policies for graduate programs. A program cannot be approved unless it meets guidelines for program length for the degree level being proposed.

Once the Research and New Programs Committee has completed its evaluation of the new program proposal, it recommends the proposal to the Graduate Council at one its regular meetings. When the Council approves, the graduate dean forwards the proposal to the provost for transmission to The University of Alabama's Board of Trustees and the Alabama Commission on Higher Education (ACHE). As with proposals for new undergraduate degree programs, graduate program proposals must follow the forms and procedures within the ACHE Notification of Intent to Submit a Proposal (NISP) for a New Program of Instruction.

For new graduate programs, there is an additional approval process, when compared with the process for undergraduate program approval. This process involves a required, multi-step approval by the Alabama Council of Graduate Deans (ACGD), working in concert with the ACHE. Only when the ACGD membership evaluates and approves a NISP will the proposing institution then be given the go-ahead to develop a full proposal following the format in the ACHE document titled, Proposal for a New Graduate Degree Program. The ACGD must recommend approval of the proposal for the ACHE staff then present it to the Commission for evaluation and final approval.

The University of Alabama's Academic Program Review process has been in place for more than 25 years. It has two sets of procedures: one for units without external accreditation and the other for units that do have external accreditation. Whether or not a unit has an external agency, the unit leadership must demonstrate that it meets all requirements, including program length. Program length has not been an issue...
in program reviews conducted in the last 20 years, however, because each program must have acceptable length to receive initial approval, and then each degree candidate must be verified as having met minimum hours and other requirements in order to be cleared for an undergraduate degree by the University Registrar or a graduate degree by the Graduate Registrar.
4.5 Student Complaints

4.5 The institution has adequate procedures for addressing written student complaints and is responsible for demonstrating that it follows those procedures when resolving student complaints.

Judgment of Compliance

In Compliance

Narrative of Compliance

Overview

The Dean of Students Office in the Division of Student Affairs serves as the primary contact point for students who wish to register a complaint. The students’ questions are answered and procedures are described for filing complaints, appeals or grievances. A web-based system has been created, entitled the Student Complaint and Appeals System, to streamline the process and procedure.
Student Complaint and Appeals System

The purpose of the Student Complaint and Appeals System is to assist students in submitting complaints and appeals to the appropriate area and to direct students to the most accurate information regarding their complaint or concern. By following the system, students may be directed to the appropriate office to address their concern. Students who are not sure who might be responsible for handling a particular complaint are directed to submit their concern to the Office of the Vice President for Student Affairs, at which point it will be handled internally or directed appropriately.

There are three sections to the System:

1. complaints regarding Student Affairs Units and Departments,
2. Appeals, and
3. Other Complaints, which includes the Academic Misconduct, Non-Discrimination and Anti-Harassment policies and procedures.

1. Complaints:

Once at the Web site, students are directed to select the option that best relates to their concern/complaint.
A Student then selects and clicks on one of the three headers to be directed to another series of questions. By responding to each question prompt, students are directed to the appropriate office and/or policy that can assist them in addressing their concern, appeal and/or complaint.
For students wishing to submit a complaint regarding a Student Affairs department, a form is provided. The form is then automatically submitted electronically to the Associate Dean of Students who initially reviews the submission and then directs it to the appropriate department within the Division of Student Affairs.

An individual designee has been established in each department in the Division of Student Affairs who is responsible for responding to all complaints.

2. Appeals

For many students a complaint actually involves an appeal of a university policy or procedure. There are eight areas in which students can file a formal appeal:
4.5 Student Complaints

1. Academic Appeals (Undergraduate & Graduate),
2. Academic Suspension & Probation Appeals,
3. Academic Reinstatement & Financial Aid Appeals
4. Freshman Residency Exemption,
5. Library Fines,
6. Meal Plan Exemption,
7. Parking Appeals,
8. Student Judicial Appeals.

All eight areas are listed in the appeals section of the *Student Complaints and Appeals System.*
Once a student selects and clicks on the appropriate area of appeal they are directed to the policy and procedures outlining the process a student must follow to complete the appeal process.

There are appeal policies for each of the 8 categories of appeals as referenced below:

- Academic Appeals (Undergraduate & Graduate)
- Academic Reinstatement & Financial Aid Appeals
- Academic Suspension & Probation Appeals
- Freshman Residency Exemption
- Library Fines
- Meal Plan Exemption
- Parking Appeals
- Student Judicial Appeals

3. Other

Three areas are listed in the Other section of the Student Complaints and Appeals System.
If a student selects “Other”, he is directed to the Academic Misconduct, Non-Discrimination and Anti-Harassment policies and procedures.

List of Other Policies

- Academic Misconduct
- Non-Discrimination
- Anti-Harassment

**Complaints from Online Students**

Students enrolled in online courses or off-campus courses who wish to enter a written complaint also regularly use the Student Complaint and Appeals System. In addition, sometimes a student who experiences a difficulty in an online course seeks clarification or assistance in resolving the difficulty. The sample ticket demonstrates the interaction between an online student who is experiencing problems with
their course and technical support personnel. This ticket documents the student inquiry, the recommended solution, and the notice of resolution.

**Dissemination of Policies and Procedures**

Information about complaint procedures, appeal policies and procedures and filing grievances is widely published on University Web sites and in numerous student publications. The University's online Policy webpage, online Student Handbook and the *Student Complaints and Appeals System* located on the Division of Student Affairs Web site are the main sources of information for students, parents, faculty, and staff regarding policies and procedures. These online resources are readily accessible to students, employees, and the public. Printed copies of the Student Handbook are always available in the Dean of Students Office and the Office of the Vice President of Student Affairs. The Student Handbook is also available online at the website for the Dean of Students Office. All units within the Division of Student Affairs have a link to the Complaints and Appeals System on their individual websites.

**Evidence Documenting the Resolution of Individual Complaints**

Complaints

- Example: University Recreation Officiating Complaint
- Example: 2009 Spring SGA Elections Complaint
- Example: Campus Dining Complaint

Appeals

- Example: Freshman Residency Exemption
- Example: Student Parking Appeal & Transportation Complaint
- Example: Judicial Appeal
- Example: Academic Grade Appeal

Other Complaints
• Example: Academic Misconduct

Conclusion

The University of Alabama provides appropriate methods and processes for adequately addressing students’ complaints on a wide range of issues. Students may access information about reporting grievances or making complaints through University Web sites and multiple student publications. The University makes every effort to address students’ concerns in a timely manner while ensuring due process.
4.6 Recruitment Materials

4.6 Recruitment materials and presentations accurately represent the institution’s practices and policies.

Judgment of Compliance

In Compliance

Narrative of Compliance

The University updates all recruitment materials regularly (biennially for catalogs, annually for most other printed materials, and frequently throughout each academic year for online information). The primary recruitment pieces are disseminated to prospective students by the following means: Undergraduate Admissions, Graduate Admissions, the School of Law, and the College of Continuing Studies. Described below are the most frequently used materials for these four areas and the procedures for assuring accuracy.

Undergraduate Admissions employs a wide variety of recruitment materials and presentations in print, online, and in selected other media. A few examples are given below.

The hard copy and online Undergraduate Catalog’s sections on iTour Bama video podcast for students to download to their iPods and have with them any time, including when they visit campus.

There is a Admissions Counselors and Regional Recruiters. Prospective students can browse the map or list of states to find the counselor or recruiter for the area in which they live. Alabama residents browse a detailed Alabama map and county list showing all recruiters and counselors in their specific area of the State.

Three major subgroups of prospective undergraduate students readily can access online information specific to their admissions needs. There are Steps to Admission for Transfer Students, and Graduate Admissions includes the following among its primary materials to assist with Graduate School recruitment:

1. Graduate School Prospectus (print)
2. Graduate School Viewbook (CD)
3. **Admission Policies** (online A-Z index, Graduate School)

4. **Financial Assistance Handbook** (online)

The Graduate School mails the Prospectus and Viewbook at no cost to prospective students. Graduate School staff and faculty from individual academic programs participate in a variety of recruitment events nationally and internationally. The printed materials are available to prospective students at these recruitment events. In addition, applications and the information detailed in these publications are easily accessible to prospective graduate students at the Graduate School Recruitment Events is posted at the Graduate School website at the beginning of each semester and is updated regularly.

The Graduate School hosts or co-hosts numerous recruitment events on campus, including the Graduate School Preview Day and Facebook as a way to disseminate information to prospective students. It can be concluded that due in large part to these coordinated recruitment efforts, Graduate School enrollment in Fall 2010 was at an all-time high of 4,546 students.

**Quick Facts** sheet.

Accuracy of the statistical information in the School of Law’s Viewbook and Quick Facts sheet is assured by using material submitted to the American Bar Association (ABA) as part of the ABA Annual Survey. This survey is conducted as part of the report that goes to the accreditation team making visits to law schools as part of the ABA approval process. The Law School dean signs a cover note assuring the correctness of the data submitted in the ABA Survey. When the accreditation team visits, they examine the documents from which this information is gathered. The School of Law also is required to identify the student files from which the information was gathered. The Law School Admissions Council (LSAC) also publishes much of the information submitted on the ABA Annual Survey in an independent publication. If a school published information different from the data that were submitted in the ABA Annual Survey and, thus, published by LSAC, a school could certainly be sanctioned.

The School of Law assures the accuracy of those making recruitment presentations by (1) limiting who makes those presentations and (2) allowing those making the presentations to use only those statistics that
can be defended and only information that is published. Nearly always, only the personnel in the Admissions Office, the Dean, and associate deans make presentations. The Associate Dean for Admissions, other associate deans, and the Dean have been at the Law School for at least 10 years. They are well aware that the only statistics used are those that are part of the ABA Annual Survey of Law Schools, and that the only non-statistical information is the material contained in Viewbook, the Quick Facts sheet, and the admissions and current-student portions of the website. The Admissions Office staff is cautioned to use only the same information. The Admissions Office personnel when hired were required to learn all information contained in the Viewbook, Quick Facts sheet, and admissions and current student portions of the Law School website. If the presenters intend to use information that is outside the ABA Annual Survey or outside published material, the statistics and information are produced well before the presentation and are verified for accuracy through careful documentation. The School of Law assures the accuracy of Facebook and Twitter material in the same fashion.
4.7 Title IV Program Responsibilities & Financial Aid Audits

Judgment of Compliance

3.10.3 The institution audits financial aid programs as required by federal and state regulations.

In Compliance

4.7 The institution is in compliance with its program responsibilities under Title IV of the 1998 Higher Education Amendments.

In Compliance

Narrative of Compliance

The University of Alabama audits financial aid programs as required by federal and state regulations. The scope of these audits includes all financial aid programs as required by the Code of Federal Regulations 34 CFR and all federal award programs in accordance with Office of Management and Budget Circular A-133. These audits are conducted in accordance with auditing standards generally accepted in the United States of America, Government Auditing Standards issued by the Comptroller General, and the requirements of OMB Circular A-133. Student financial aid is audited as a major program.

The University’s response to any findings is included in the A-133 reports. All findings have been satisfactorily resolved.

In 2009-2010 the U.S. Department of Education Office of Inspector General (USDOE/OIG) conducted a program review of Title IV programs administered by the University for the 2008-2009 award year.

The University’s responses and findings from the USDOE/OIG’s audit report can be found in the Final Program Review Determination Report. All findings have been satisfactorily resolved and the audit is considered closed by the U.S. Department of Education.
The University of Alabama operates under the advanced payment method for Title IV funds. The University makes disbursements to students and parents for the amounts which they are eligible to receive under the Federal Pell Grant, ACG, National SMART Grant, and FSEOG, Federal Work Study, and Perkins, and Federal Direct Loan programs. Federal funds are electronically transferred to the University.

To the University's knowledge, there have been no complaints filed with the Department of Education.

The University of Alabama’s most recent Cohort Default Rate (CDR) is 3.3%.
Part V. QEP Impact Report

Section I. Title and Brief Description of the Quality Enhancement Plan

Intent

The University of Alabama (UA) chose to focus on active and collaborative learning experiences in 2005-06 as the underlying theme for its Quality Enhancement Plan (QEP). There was evidence from a variety of sources suggesting that upper division students at UA were actively engaged in their learning and were often working collaboratively on assignments and projects with their classmates. However, there were comparable findings suggesting that the levels of active and collaborative activity fell short in freshman and sophomore-level classes, particularly large enrollment classes. UA chose to concentrate on facilitating student learning by increasing the frequency of active and collaborative activities and adopted as its formal QEP title Enhancing Active and Collaborative Learning in First Year Classes.

Implementation

The first and second year of the five-year Quality Enhancement Plan emphasized a course-redesign approach where cohort groups of faculty redesigned their courses to enhance student learning outcomes by introducing or increasing active and collaborative learning activities. Considerable attention was also devoted to identifying measurable student learning outcomes in the QEP-designated course and the use of direct and indirect assessment measures to monitor accomplishment of the stated outcomes.

During the third and fourth year of the QEP, the initiative was expanded to involve more faculty and a broader array of academic disciplines in the institutional improvement initiative. The plan was also adjusted to permit redesigned courses at the upper-division level as well as courses of moderate-size enrollments. These adjustments raised awareness that many faculty interested in participating were not well-versed in collaborative learning techniques and were often challenged to identify empirically sound assessment measures to monitor the impact of active and collaborative activities on student learning outcomes in their classes.
The fifth year of the QEP continued the emphasis on broadening faculty participation across the UA academic community in advancing active and collaborative activities in their classes, but a new focus was added to strengthen the quality and effectiveness of the efforts. QEP faculty were encouraged to develop and use rubrics as a course embedded assessment tool to assess student learning outcomes resulting from the initiation of active and collaborative classroom activities.

**Impact**

Faculty participation in the implementation of the QEP grew from a small cohort of 4-6 faculty during the first two years to 116 participating faculty in the fifth year. Evidence supported the conclusion that active and collaborative experiences increased over this five year span and student learning was correspondingly enhanced. The impact of the quality initiative culminated in a 2011 special issue of the *Journal of General Education* devoted exclusively to UA's QEP including examples of course-embedded active and collaborative learning activities and their impact on student learning.

**Section II. A Succinct List of Initial Goals and Intended Outcomes for the QEP**

In the original design of the Quality Enhancement Plan, there were seven key actions or change initiatives to affect active and collaborative learning activities in first year classes ranging from the establishment of an active and collaborative mini-grant program to the sponsorship of seminars and workshops to identify best practices in active and collaborative learning techniques. These action steps or tactical initiatives were devised to achieve three principal and overarching goals, namely:

1. Substantially increase the opportunities for student engagement in active and collaborative learning, especially in first year (lower division) courses;
2. Realize improved achievement of student learning outcomes as a function of increased engagement in active and collaborative learning; and
3. Improve student perceptions of their gains in knowledge, skills and personal development as a function of increased engagement in active and collaborative learning.
These three goals are inherently descriptive of the intended outcomes of the QEP and will serve as the focal points for various assessment findings in Section IV.

Section III. Changes Made to the QEP and the Reasons for Them

Three of the originally planned tactical initiatives to expand active and collaborative learning in first year classes included (1) formation of a QEP Implementation Team who would coordinate and support course redesigns for incorporating active and collaborative learning opportunities into first-year courses, (2) creation of an Active and Collaborative Learning Grant Program to support faculty in course redesigns involving active and collaborative learning, and (3) sponsorship of faculty development workshops and seminars on active and collaborative learning.

During the first two years, the QEP implementation Team developed a Course Redesign Framework that provided guidance for faculty in (a) defining student learning outcomes for their QEP course, (b) defining their active and collaborative learning strategy, (c) defining the direct and indirect assessment measures they intended to employ, (d) their student learning outcomes evaluation design, and (e) the framework for presenting results and planned follow-up improvement actions. The first year of the QEP was viewed as the pilot implementation year where a cohort of four faculty sought and received grant support to redesign their courses in a manner consistent with a preliminary set of course-redesign guidelines. In the second year of the QEP, there was a cohort of 6 participating faculty who redesigned their courses in a manner consistent with the finalized course redesign framework.

In 2007, with the resignation of the QEP Implementation Team Chair and a shift in administrative responsibilities of several key QEP Implementation Team members, the Provost decided to fill those QEP leadership voids with the appointment of a full-time, dedicated senior-level academic administrator, the Special Assistant to the Provost for Assessment, whose duties included providing leadership for all three of these initiatives, while also assuming the role of QEP coordinator and SACS liaison.
In Year Three (2007-08) the new QEP Coordinator recommended that the Active and Collaborative Learning Grant Guidelines be expanded to permit a larger number of faculty to participate in the process of infusing active and collaborative learning experiences in their courses. The changes in funding procedures and criteria increased participation from 6 faculty in Year Two to 25 faculty in Year Three, 71 faculty in Year Four and 116 faculty in Year Five. To accommodate this heightened level of participation the amounts of the grant awards were reduced from $5000 to $500-$1000.

Two other significant changes were introduced in Year Three that impacted the goals and intended QEP outcomes: the yoking of the Faculty Common Book Experience to the QEP and the establishment of an annual Active and Collaborative Learning Conference.

**Faculty Common Book Experience**

It is not uncommon for universities to require incoming freshmen to read a designated book to be subsequently discussed during freshman seminar classes. Less common are examples of common book experiences among faculty at colleges and universities. The University of Alabama began an annual common book experience for faculty in 2006. Over 225 faculty were given a copy of a selected book, and then the author(s) were invited to campus for a day-long discussion of the important points and issues addressed in the book. In Year Three of the QEP, the responsibility for coordinating this Faculty Common Book Experience was shifted to the Special Assistant to the Provost for Assessment, and it came to be aligned with the QEP implementation. The common book selected for the 2007-08 academic year was *Collaborative Learning Techniques: A Handbook for College Faculty* by Elizabeth Barkley, K. Patricia Cross and Claire Howell Major. This was a perfect book to introduce faculty to best practices in advancing active and collaborative learning experiences in their classes, and it served to spark the broader faculty interest in the QEP that occurred during this QEP Year Three.

The Faculty Common Book Experience in QEP Year Four was Dannelle Stevens and Antonia Levi's *Introduction to Rubrics*. It too was the right book at the right time. Faculty who had participated in the Active and Collaborative grant program the previous year and/or those who had an interest in submitting a grant proposal for the current year were anxious to learn more about the do's and don'ts of constructing
rubrics to assess student performance. This same year (2008-09) much attention at UA was also being
given to stepping up the use direct assessment measures in assessing the extent to which student learning
outcomes were being achieved in our degree programs. The number of books distributed to faculty
increased from 225 to over 450 in QEP Year Four.

The Faculty Common Book Experience in QEP Year Five was Developing Outcomes-based Assessment for
Learner-centered Education: A Faculty Introduction by Amy Driscoll and Swarup Wood. The assessment
emphasis within degree programs this 2009-10 academic year was focused on course-embedded assessment
approaches. This was the standard procedure within QEP funded courses but was coming to be the campus
standard for monitoring achievement of student learning outcomes. The distribution for this book increased
to over 950 UA faculty.

Active and Collaborative Learning Conference

In QEP Year Three through Year Five, the authors of the Faculty Common Book Experience were invited
to UA to discuss the central topics and issues in their books. In QEP Year Three it was decided to
incorporate this one-day visit by the authors into a day-long Active and Collaborative Learning Conference
during which the authors would serve as keynote speakers or workshop facilitators. An Active and
Collaborative Learning Conference Agenda often included an opening presentation by the authors followed
by concurrent sessions related to the theme of the common book. It was common to have from 100 to 150
faculty attending one or more of the sessions conducted during these conferences. In some of the sessions,
UA faculty initiatives designed to advance active and collaborative experiences were showcased.

Other Tactical Initiatives To Expand Active & Collaborative Learning

There were two other initiatives identified in the QEP that were designed to expand active and
collaborative learning experiences:

- a special session on active and collaborative learning techniques was included in UA's Graduate
  School's annual two-day Graduate Teaching Assistants (GTA) Workshop that occurs prior to the
  start of the fall semester.
a new website was created where QEP faculty posted the rubrics they used in their courses during the Spring 2009 semester to assess performance on active and collaborative assignments and activities.

It has been difficult to assess the impact of these initiatives although anecdotal evidence and survey findings would suggest that the information was perceived favorably.

There were two action steps or tactical initiatives presented in the QEP that did not materialize. The "Scholarship of Teaching Team" was not continued after QEP Year Two. Its intended role, to serve as a "bottom-up" vehicle to prompt innovations in teaching effectiveness, is still recognized at UA as an important stimulus to advance best practices in undergraduate education, but remains as an action step to be advanced. Aligned to this initiative is the proposed QEP action step to study faculty perceptions of teaching innovations and the level of faculty interest in participating in enrichment experiences addressing pedagogy as well as technology infusion in their courses. Some efforts have been made at the department and college level exploring this interest, but it has not been driven by the QEP.

Section IV. Achievement of QEP Goals and Impact on Student Learning

There is both direct and indirect evidence supporting the accomplishment of each of the three QEP Goals and the ultimate impact on student learning.

Goal 1. Substantially increase the opportunities for student engagement in active and collaborative learning, especially in first year (lower division) courses.

There are two primary sources of evidence leading one to conclude that opportunities for student engagement in active and collaborative learning have been increased at UA over the past five years of UA's Quality Enhancement Plan:

a. more UA faculty introduced active and collaborative learning activities as a result of QEP-funded courses each of the five years (see Figure 1), and
b. student responses on the National Survey of Student Engagement (NSSE) affirm that the frequency of active and collaborative learning experiences increased over the five year period of the QEP (see Figure 2).

c.

![Figure 1](image)

In Year One, there were four faculty who participated in the QEP pilot administration. In Year Two, there were six faculty who participated in the first official QEP cohort utilizing the Course Redesign Framework. By year Five there were 126 faculty members who received Active and Collaborative Learning Grants to incorporate active or collaborative learning experiences in their courses. These totals only represent a small portion of the total number of UA faculty teaching undergraduate courses each year but do affirm there were increasing numbers of active and collaborative experiences occurring during this five year QEP period.

The UA 2005 through 2010 NSSE results also suggest a pattern of increasing levels of active and collaborative learning activities. There are 7 items on the NSSE that make up the Active and Collaborative Learning NSSE Benchmark. These items ask the student how frequently they

- Ask questions in class or participate in class discussions
- Make a class presentation
- Work with other students on projects during class
• Work with classmates outside of class to prepare class assignments
• Tutor or teach other students
• Participate in a community-based project as part of a regular course
• Discuss ideas from class readings with others outside of class (students, family members, co-workers, etc.)

The Active and Collaborative Benchmark Scores for First Year Students across the five years of the QEP are presented in Figure 2.

![Figure 2](image)

**Figure 2**

**NSSE Active & Collaborative Learning Benchmark Values During QEP**

*Note: In 2009, UA did not participate in the national administration of NSSE. Instead, the NSSE was administered locally to targeted groups of UA students.*

One of the seven NSSE items within the Active and Collaborative Learning Benchmark is particularly relevant to the UA QEP Goal 1. Item 1.h asks the student how frequently they "work with other students on projects during class." Since QEP Goal 1 emphasizes substantially increasing opportunities for student engagement in active and collaborative learning, this single item may be a stronger indication of goal attainment than the overall benchmark value. The percentage of first year students who responded "often" or "very often" to this item across the five years of the QEP is presented in Figure 3.

![Figure 3](image)

**Figure 3**

**Percent of Students Reporting "Often" or "Very Often" to the NSSE Item**
Taken together these results lead one to conclude that opportunities for student engagement in active and collaboratively learning were substantially increased during the five year QEP period.

**Goal 2 Realize improved achievement of student learning outcomes as a function of increased engagement in active and collaborative learning.**

It was recognized during the development of the QEP that it would not be possible to draw empirically sound conclusions concerning overall student learning within first year classes that could be directly attributed to increases in active and collaborative learning experiences. There were too many confounding variables that impact student performance to be able to readily tease out how much of the performance variation could be attributed to active and collaborative learning experiences. While a macro-level analysis of increases in active and collaborative learning would be possible, a micro-analysis of student learning would be the more appropriate approach to demonstrating the impact of active and collaborative course experiences.

A representative sample of evidence demonstrating the achievement of student learning outcomes in QEP courses is presented below. Summaries of student learning outcomes are presented from the first official QEP cohort in 2007 and the last cohort in 2010.
## 2007 QEP Cohort (all six faculty participants)

<table>
<thead>
<tr>
<th>Course</th>
<th>Instructor</th>
<th>Results Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Department: Biological Sciences</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSC 108, Intro Biology for Non-Majors</td>
<td>Dr. Martha Powell</td>
<td>Compared to traditional presentations of this course, students in the “Studio” section reported significantly higher contributions to their</td>
</tr>
<tr>
<td></td>
<td></td>
<td>analytical skills, communication skill, research skills and teamwork.</td>
</tr>
<tr>
<td><strong>Department: History</strong></td>
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<td></td>
</tr>
<tr>
<td>HY 204, Amer Civilization Since 1865</td>
<td>Dr. Lisa Door</td>
<td>When compared to Dr. Door’s previous term’s HY 204, the QEP section was more likely to think the class improved ability to utilize in</td>
</tr>
<tr>
<td></td>
<td></td>
<td>integrate multiple kinds of sources and media as a team either somewhat or very much (78%QEP vs. 66%).</td>
</tr>
<tr>
<td><strong>Department: Physics</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PH 105, General Physics with Calculus I</td>
<td>Dr. Stanley Jones</td>
<td>Pre and post test performance on the Force Concept Inventory (tests students understanding of basic physics concepts) show a gain in the</td>
</tr>
<tr>
<td></td>
<td></td>
<td>20-30% range; viewed as not satisfactory improvement as a result of collaborative classroom efforts.</td>
</tr>
<tr>
<td><strong>Department: Anthropology</strong></td>
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<td></td>
</tr>
<tr>
<td>ANT 103, Great Discoveries in Archaeology</td>
<td>Dr. Lisa LeCount</td>
<td>Compared mean scores for aligned exam questions between 2007QEP course and 2005 non-QEP course. Very slight but positive</td>
</tr>
<tr>
<td></td>
<td></td>
<td>improvement with collaborative 2007 QEP course experiences.</td>
</tr>
<tr>
<td><strong>Department: Advertising &amp; Public Relations</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MC 101, Introduction to Mass Communication</td>
<td>Dr. Caryl Cooper</td>
<td>Aligned course embedded assessment measures with course outcomes and measured success levels on tests and exams; Established baseline</td>
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<tr>
<td></td>
<td></td>
<td>levels on an Active &amp; Collaborative Learning Survey with plan to eventually correlate survey outcomes with student success measures.</td>
</tr>
<tr>
<td><strong>Department: Mathematics</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math 100, Intermediate Algebra</td>
<td>Mr. Sam Evers</td>
<td>Employed course embedded assessment approaches to measure overall student success within a self-paced, computer based learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>environment. Course times flexible for students. Results yield &gt; 80% correct responses on aligned questions.</td>
</tr>
</tbody>
</table>

## 2010 QEP Cohort (a sample of 6 of 116 faculty participants)

<table>
<thead>
<tr>
<th>Course</th>
<th>Instructor</th>
<th>Results Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Department: English</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EN 422, Adv Studies in American Literature</td>
<td>Dr. Patti White</td>
<td>Students divided into four groups and tasked with devising an event or exercise that manifested one of the four principles of chaos theory. Each group effectively demonstrated the scientific principle, overcame</td>
</tr>
<tr>
<td></td>
<td></td>
<td>obstacles in planning and execution and generated enthusiasm and interest among the class.</td>
</tr>
<tr>
<td><strong>Department: Clothing, Textiles and Interior Design</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CTD 425 Historic Documentation / Adv Residential Design</td>
<td>Dr. Michelle Lee</td>
<td>Teams of 4 students chose a research topic to present to a class in multi-media format. A rubric was used to evaluate both individual and group performance. All teams scored &gt;75% using the rubric.</td>
</tr>
<tr>
<td><strong>Department: History</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HY 105 Western Civilization to 1648</td>
<td>Dr. David Michelson</td>
<td>Teams of 3-4 students led a discussion for 5 minutes at the beginning of class. Teams were assessed by a rubric and the use of 2 online surveys. All 23 students met student learning outcome expectations.</td>
</tr>
</tbody>
</table>

V. QEP Impact Report
Goal 3 Improve student perceptions of their gains in knowledge, skills and personal development as a function of increased engagement in active and collaborative learning.

In addition to being asked on the NSSE how frequently they were actively involved in their course experiences (i.e., asked questions, participated in class discussions, made class presentations) or how frequently they worked collaboratively with other students on assignments and activities (both inside and outside of class), students completing the NSSE were also asked to what extent the experiences they had during the academic year contributed to their knowledge, skills, personal development. It was an important correlate in the overall QEP for students to grow in their ability to work with others, to be called on more frequently during the QEP period to think critically and analytically, and/or to have more classroom experiences calling on them to analyze and problem solve.

In Figure 4 below, comparisons are made between pre-QEP levels and five year average post QEP levels of gains in knowledge, skills and abilities. Students were asked "To what extent has your experiences this year contributed to your knowledge, skills and personal development in the following areas".
Section V. Unanticipated Outcomes of the QEP

By the beginning of Year Three of the QEP the Dean, Associate Deans and Department Chairs within UA’s College of Arts and Sciences had embraced the Course Redesign Framework as a model to be employed in the design of not only all new course offerings within the college but the reshaping of existing courses. Student learning outcomes became a required element in every course syllabus. A QEP matrix is now in place that includes learning outcomes, direct and indirect assessment, results, and suggestions for improvements. In the last three years, almost 2/3 of the participating faculty have completed a full matrix of their courses. Also included in the matrix are active and collaborative activities and any assessments of them. The learner-centered model of instructional effectiveness has become the norm for all 22 academic departments within the college.

An extraordinary target of opportunity emerged during Year Four of the QEP. One of UA's distinguished faculty, Dr. Claire Major, who serves as an editor for the Journal of General Education, suggested that a special issue of the journal might be devoted to the Active and Collaborative QEP initiatives underway at UA. This Special Issue of the Journal of General Education includes reports from six of the 2009 QEP Active & Collaborative Grants and a lead article written by UA's Executive Vice President and Provost, Dr. Judy Bonner. This special issue is scheduled to appear as Volume 59, No 4 later this year.

Section VI. Continuing the QEP
The QEP has sparked an even greater enthusiasm on The University of Alabama campus to embrace the learner-centered model of instructional effectiveness that shifts the culture from one focusing on teaching to one focusing on student learning. We intend to continue to support faculty initiatives to increase active and collaborative activities in their classes and will likely expand this effort to courses offered within our graduate programs. It appears reasonable to suggest that within the very near future every course offered at UA will include assignments calling on students to actively engage their subject matter. This emphasis has also heightened our recognition of the importance of advancing innovative and empirically-sound student learning outcomes assessment measures, so it is our intent to continue to organize and present conferences and workshops designed to familiarize faculty with the newest and most effective ways of assessing and evaluating student achievement.