

SUMMARY

University of Alabama System (UAS) institutions are frequently ranked among institutions that confer the most degrees to minority students (see *Top 100 Degree Producers* by [Diverse Issues in Higher Education](#)). However, the recent report [Segregation Forever by The Education Trust](#), which features a cover and quote attributed to Vivian Malone Jones, one of the first two Black students to enroll at the University of Alabama in 1963, gave UA and UAH an “F” on Black student access. A grade of “F” was given to most institutions in states with larger Black populations. One of the reasons institutions fail to attract a diverse student body lies in the highly unequal K-12 feeder system. There is a negative correlation between the share of Black students and the percentage of students meeting the state’s proficiency standards in Mathematics and Language Arts.

Enrollment

According to Integrated Postsecondary Education Data System (IPEDS), enrollment at UAS institutions increased from 55,284 in 2010 to 70,049 in 2018. While the actual number of White students increased during this period, the share of White students went down from 74% to 70%. The number of African American students increased from 8,430 to 9,779. At the same time, the share of these students, which was 15% in 2010, declined to 14% in 2018. There was an increase in the percentage of Hispanic students (from 2% in 2010 to 4% in 2018) and of students of two or more races (from 1% to 3%).

Degrees Conferred

As overall enrollment has increased, so has the number of degrees conferred at UAS institutions. The number of degrees increased from 11,852 in 2010-2011 to 16,666 in 2018-2019. Although the number of degrees awarded to White students went from 9,107 to 11,853, the System saw the share of degrees conferred to White students decrease from 77% to 71%, with the share of degrees awarded to African American students remaining about the same (between 12% and 13%). During this same

time, the share of degrees conferred to Hispanic students increased from 2% to 4%; and the share of degrees conferred to students of two or more races changed from 0.2% to 2.6%.

Graduation Rates

Six-year graduation rates¹ have been improving over the years with a 58% graduation rate for the 2005 fall cohort of first-time freshmen and a 68% graduation rate for the 2012 fall cohort of first-time freshmen, yet a gap in the graduation rates between White students and African-American students persists. The six-year graduation rate was 70% for White students in the 2012 cohort and 55% for African-American students in the same cohort. Graduation rates are especially low for African-American males (46% for the 2012 cohort). Overall, female students graduate at higher rates than males.

Faculty Employment & Rank

Of 4,275 full-time faculty employed at UAS institutions in 2018, 73% (3,106) were White, 13% (550) Asian, 6% (264) Black or African American, 5% (196) Nonresident alien, and 3% (119) Hispanic or Latino. The other racial/ethnic groups represent less than 1% of faculty. A comparison of the racial profile of UAS faculty and that of U.S. doctoral degree recipients ([The Survey of Earned Doctorates](#)) is used for benchmarking. Comparing the current UAS racial/ethnic demographics of faculty with those of doctoral degree recipients being produced by accredited U.S. institutions offers insight into the System’s position in terms of employing those who are earning academic credentials that are generally associated with being a faculty member at a research institution. Currently, the share of White faculty at UAS (73%) is greater than the share of White students among recent doctorate recipients in the U.S. (51.8% in 2017-2018). The share of Black or African American faculty in UAS institutions (6.2%) is close to the share of Black or African-American doctoral degree recipients in the U.S., which is 5.5%. The share of Asian faculty is significantly lower in UAS than in the population of doctoral degree recipients.

¹ Because six-year graduation rates are available six years after students entered their program, they are not available for current entering student population. For example, six-year graduation rates for fall 2012 cohort are available in fall of 2018.

ents—12.9% in UAS and 26.8% among doctoral degree recipients. Additionally, Hispanic or Latino faculty are less represented in the UAS system, than among U.S. doctoral degree recipients (2.8% in UAS system and 6.5% among doctoral degree recipients). The share of faculty at the rank of professor is lower among Black faculty than among White faculty. There is also a gender gap in the share of professors across the UAS where fewer females achieve the rank of professor.

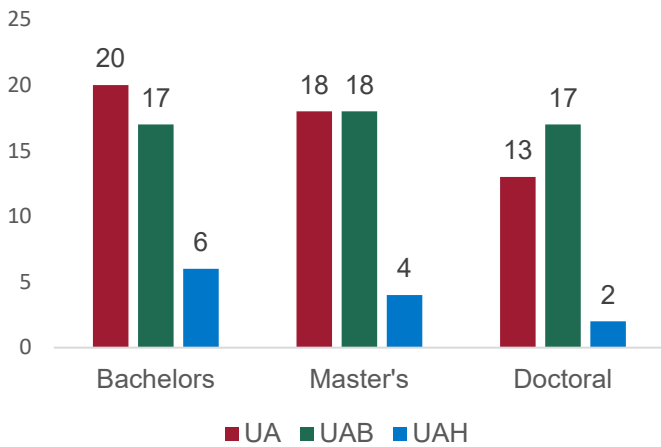
A more detailed description of these findings is provided below. Data used in this brief can be also explored using the dashboards at the following links:

- [Diverse Top 100 Degree Producers Rankings](#)
- [High schools included in the data for the scatterplots](#)
- [Enrollment by Gender, Ethnicity, Level, and Status—Full or Part-Time](#)
- [Degrees Awarded by Gender, Ethnicity, and Level](#)
- [Six-Year Graduation Rates by Gender and Ethnicity](#)
- [Full Time Faculty Headcount by Tenure Status, Rank, Gender, and Ethnicity](#)

Rankings

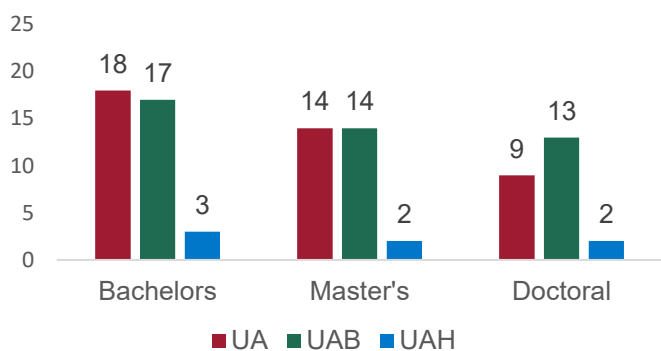
Based on the Rankings by [Diverse Issues in Higher Education](#) (2019), 115 degree programs within the University of Alabama System (UAS) were ranked among the top 100 for conferring the most degrees to minority students—51 degree programs at the University of Alabama, 52 degree programs at the University of Alabama at Birmingham, and 12 degree programs at the University of Alabama in Huntsville. There were 43 Bachelor’s, 40 Master’s, and 32 Doctoral degree programs that were included in this top 100 ranking in 2019, see **Graph 1**.

Graph 1 Number of Ranked Programs by Institution and Level



Separate rankings were provided by race: 92 UAS programs were ranked based on the number of degrees awarded to African American students, 40 programs were ranked based on the degrees for Asian Americans, 24 for Hispanics, 31 for Native Americans, 50 for two or more races, and 56 for total number of degrees awarded to minority students. **Graph 2** provides the number of programs ranked based on degrees awarded to African-American students.

Graph 2 Number of Ranked Programs by Institution and Level: Degrees Awarded to African-American Students



Institutions were also ranked for all disciplines combined, see **Table 1**.

Table 1 Diverse Degree Producers 2019, Rankings and Number of Graduates for All Disciplines

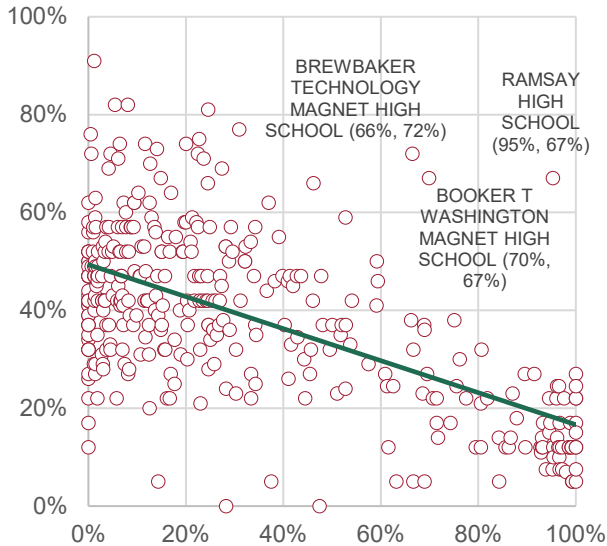
	UA		UAB		UAH	
	Rank	Grad.	Rank	Grad.	Rank	Grad.
Bachelors						
African Amer.	48	634	66	534		
Native Amer.					74	20
Two or more races	93	173				
Doctorate, Professional						
African Amer.	57	29	47	33		
Native Amer.	49	2				
Doctorate, Research/Scholarship						
African Amer.	36	25	56	22		
Asian			83	13		
Native Amer.	47	1				
Two or more races	44	8				
Total minority	78	49	88	45		
Master's						
African Amer.	87	197	49	271		
Native Amer.	79	7	66	9		
Two or more races			53	59		

Detailed information about Diverse Degree Producers rankings for UAS institutions is available at the [Dashboard on Diverse Top 100 Degree Producers](#). The results of these rankings should be considered with caution, since the number of degrees awarded to minority students can correlate with other factors, including the size of an institution, the degrees offered, and the size of the minority population in the state. In fact, based on the recent report, [Segregation Forever](#), institutions in states with larger Black populations were graded as the least accessible. The scores from this report reflect the ratio of the percentage of a racial group at an institution and the percentage of that racial group in the state’s 18- to 24-year-olds with a high school diploma and no bachelor’s degree. For example, in 2017 in Alabama, 33% of 18- to 24-year-olds with a high school diploma were Black. The percentage of Black students is 10.5% in UA and 11.4% in UAH. The score for UA is $\frac{100 \times 10.5}{33} = 32$ and the score for UAH is $\frac{100 \times 11.4}{33} = 35$. Hence, both institutions received an “F” on Black student access. Both UA and UAH received an “A” on Latino Student Access, however, because the shares of Latino students on both campuses (4.3%) exceeded the percentage of Latino students in the state (3.9%).

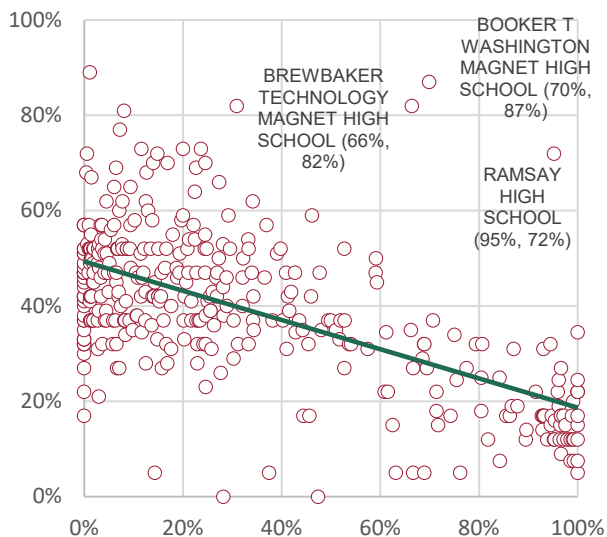
One of the challenges in attracting diverse student body lies in the highly unequal k-12 feeder system.

Merging data on demographic characteristics from [ELSI \(Elementary and Secondary Information System\)](#) and on school performance from the [U.S. Department of Education](#) illustrates a negative association between the percentage of black students and the percentage of students meeting proficiency standards in Mathematics and Language Arts, see **Graphs 3 and 4**.²

Graph 3 Percentage of Students Proficient in Math and Percentage of Black or African-American Students: Alabama Public High Schools



Graph 4 Percentage of Students Proficient in Language Arts and Percentage of Black or African American Students: Alabama Public High Schools



Three outliers on the scatterplots are Brewbaker Technology Magnet High School, Booker T. Washington Magnet High, and Ramsay High School. ([Click here](#) to review the information on all high schools included in the data for the scatterplots.) All three of these are magnet schools, which typically focus on diverse learning needs and feature a specialized curriculum, many of which place special emphasis on STEM, language or creative arts learning.

Improving the overall quality and teaching and learning approaches at elementary and high schools with large minority populations would help public institutions of higher learning attract and retain minority students.

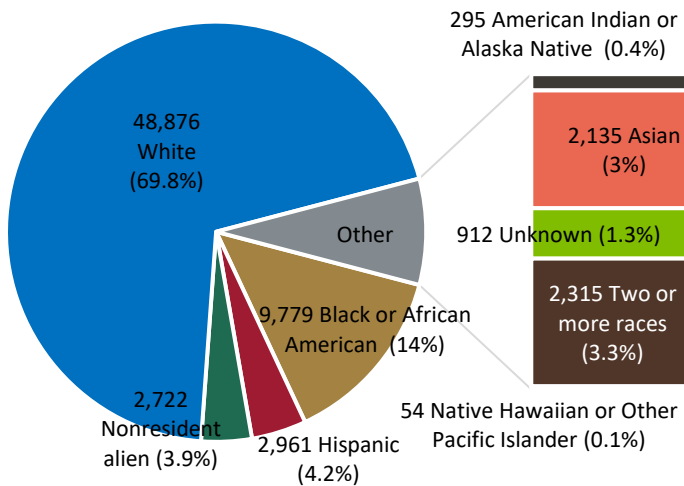
² For the purposes of scatterplots in Graphs 3 and 4, the percentage of Black or African-American students is calculated based on enrollment in 12th grade by race/ethnicity. The information about proficiency is for all students in the school. When

public data were shown in ranges to protect individual-level student data, the average of the lower band and the upper band was used. When data were shown as less than 5%, less than 10%, or less than 20%, 5% was assigned.

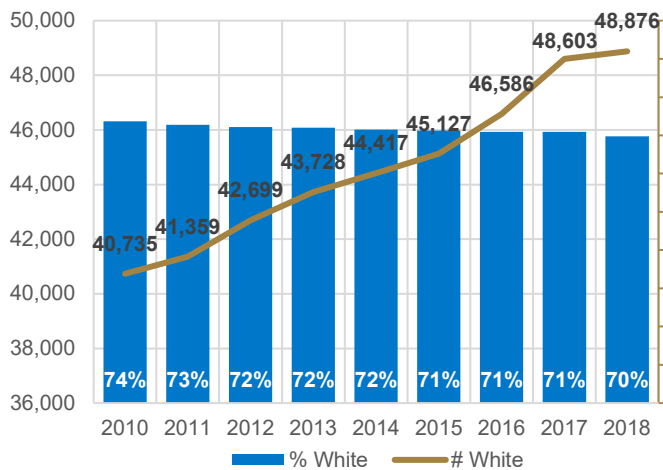
Enrollment³

In Fall of 2018, the overall enrollment at UAS institutions was 70,049. About 70% of all students were White, 14% African American, 4% Hispanic, 4% Non-resident Alien, 3% two or more races, and 3% Asian, see **Graph 5**. The remaining groups—American Indian or Alaska Native, Native Hawaiian or other Pacific Islander, and those whose race/ethnicity is unknown—constitute less than 2% of the student body.

Graph 5 Enrollment by Race/Ethnicity (Fall 2018)



Graph 6 Enrollment of White Students (2010-2018)



Of 70,049 students, 38,390 (55%) were enrolled at UA; 21,923 (31%) were enrolled at UAB; and 9,736 (14%) at UAH. The share of White students was the highest at UA (76%, 29,168 students) and the lowest at UAB (59%, 12,920 students). The share of

³ Data Source: Integrated Postsecondary Education Data System (IPEDS), Fall enrollment by race/ethnicity, gender, attendance status, and level of student.

White students at UAH was 70% (6,788 students). The share of African-American students at UAB (22%, 4,795 students) was about twice the share of African-American students at UA (11%, 4,038 students) or at UAH (10%, 949 students). The share of Asian students was also greater at UAB (6%, 1,305 students), than at UA (1%, 466 students) or at UAH (4%, 364 students). The share of Hispanic students was 5% at UA and UAH (1,831 and 458 students respectively) and 3% at UAB (672 students). The percentage of Nonresident Alien students was 5% at UAB and UAH (1,049 and 449 students) and 3% at UA (1,224 students).

Over the period from 2010 to 2018, the share of White students decreased from 74% to 70%, while the enrollment headcount of White students went up from 40,735 to 48,876, see **Graph 6**.

Over the same period of time, the number of African-American students increased from 8,430 to 9,779, while the share of these students was 14% in 2018 and 15% in 2010. The percentage of Hispanic students was 2% (1,225 students) in 2010 and 4% (2,961 students) in 2018. And the share of students of two or more races went from 1% (457 students) to 3% (2,315 students)⁴. The shares of the remaining racial/ethnic groups remained approximately the same over time.

In 2018, 22% (15,666) of UAS students were enrolled part-time, with about 30% (2,945) of Black students enrolled on a part-time basis. Part-time enrollment, which equates to less than 12 credit hours for undergraduates and less than 9 credit hours for graduate students, was more prevalent at a graduate level (46%; 8,514 students) than at the undergraduate level (16%; 7,152 students). About 78% (54,535) of all UAS students were undergraduates, yet for Nonresident alien students, the share of undergraduates was only 44% (1,208 students). Approximately 56% (39,559) of UAS students were female (61% [9,450] of graduate students and 55% [30,109] of undergraduates). Female students are more likely than males to enroll part-time. The share of females enrolled part-time was 25% (9,700 students) and the share of males who were enrolled part-time was 20% (5,966 students).

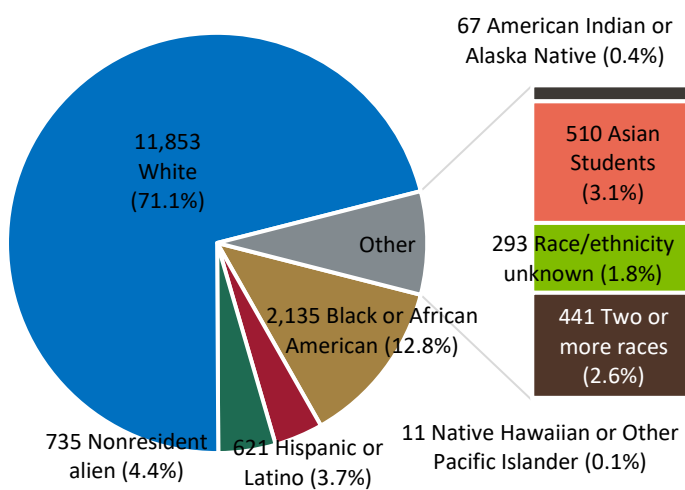
Detailed information about enrollment by race, gender, level, institution, and status—full- or part-time—is available at the [Dashboard on Enrollment](#).

⁴ This increase in the share of students of two or more races could be attributed to changes in reporting. Prior to 2008, students of two or more races were expected to select a single race/ethnicity category.

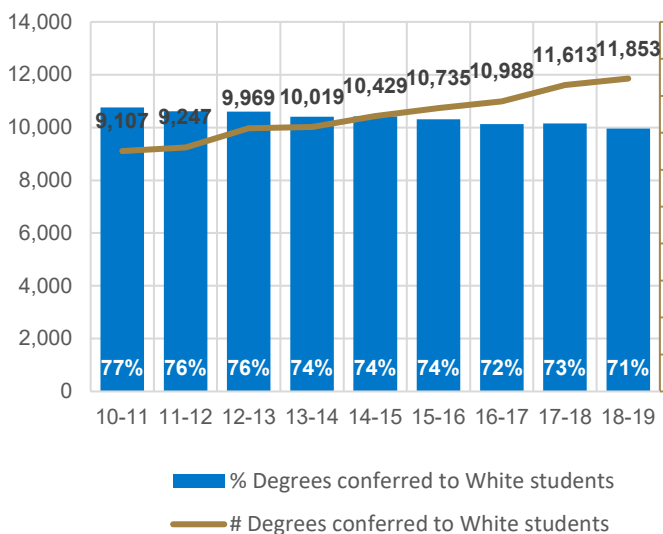
Degrees Awarded⁵

In the 2018-2019 academic year, 16,666 degrees—10,785 (65%) Bachelor’s; 4,485 (27%) Master’s; 1,053 (6%) Doctoral; and 343 (2%) certificates—were conferred at UAS institutions. About 71% (11,853) of degrees were conferred to White students, 13% (2,135 degrees) to African American, 4% (735) to Nonresident alien, 4% (621) to Hispanic, 3% (510) to Asian, and 3% (441) to students of two or more races, see **Graph 7**. Degrees to American Indian or Alaska Native, Native Hawaiian or other Pacific Islander students, and students whose race/ethnicity is unknown—constitute about 2% (371) of all degrees.

Graph 7 Degrees by Race/Ethnicity (2018-2019)



Graph 8 Degrees Conferred to White Students (2010-2011 through 2018-2019)



Of 16,666 degrees, 9,098 (55%) were awarded at UA, 5,596 (34%) were awarded at UAB, and 1,972 (12%) at UAH. At UA 76% (6,912) of conferred degrees were at the Bachelor’s level; 19% (1,750) of degrees were at the Master’s level; and 5% of degrees (416) were at the doctoral level.⁶ At UAB 46% (2,553) of degrees were Bachelor’s; 39% (2,207) of degrees were Master’s; and 10% (565) were Doctoral. About 67% (1,320) of degrees at UAH were Bachelor’s; 27% (528) were Master’s; and 4% (72) were Doctoral.

The share of degrees awarded to White students was the highest at UA (78%, 7,070 degrees) and the lowest at UAB (62%, 3,475 degrees). The share of degrees awarded to White students at UAH was 66% (1,308 degrees). The share of degrees to African-American students was the highest at UAB (18%, 1,018 degrees) and the lowest at UAH (9%, 182 degrees). About 10% of all degrees (935 degrees) were awarded to African-American students at UA. The share of degrees conferred to Asian students was also greater at UAB (6%, 316 degrees) than at UA (1%, 122 degrees) or at UAH (4%, 72 degrees). The percentage of degrees awarded to Non-resident alien students was the highest at UAH (7%, 146 degrees), followed by UAB (5%, 288 degrees) and UA (3%, 301 degrees). About 4% of all degrees were conferred to Hispanic or Latino students at UA (355 degrees) and at UAB (216 degrees). Close to 3% (50) of degrees were conferred to Hispanic or Latino students at UAH.

Over the 2010-2011 to 2018-2019 academic year, the number of degrees awarded to White students went up from 9,107 to 11,853 but the overall share of degrees conferred to White students decreased from 77% to 71% (see **Graph 8**).

Over the same period, the number of degrees conferred to African American students went from 1,469 to 2,135, but the share of degrees conferred to these students remained about the same (12.4% in 2010-2011 and 12.8% in 2018-2019). The percentage of degrees conferred to Hispanic students was 2% (229 degrees) in 2010-2011 and 4% (621 degrees) in 2018-2019. The share of degrees conferred to students of two or more races went from .2% (26 degrees) to 2.6% (441 degrees). As noted earlier, changes in reporting might have led to the increase in the numbers for students of two or more

⁵ *Data Source:* Integrated Postsecondary Education Data System (IPEDS), Awards/degrees conferred by award level, race/ethnicity, and gender.

⁶ Undergraduate and graduate certificates are included in the total and overall constitute about 2% of all degrees.

racess. The shares of degrees conferred to the remaining racial/ethnic groups remained approximately the same over time.

Since 2010-2011, the number of degrees conferred at the Bachelor's level increased by 44% (from 7,488 in 2010-2011 to 10,785 in 2018-2019); the number of Master's degrees increased from 3,239 to 4,485 (38%); and the number of Doctoral degrees went from 970 to 1,053 (9% increase).

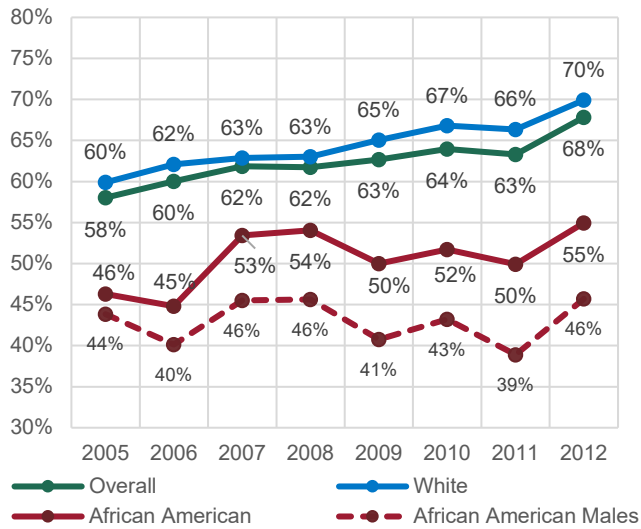
In 2018-2019, 41% of degrees (6,870) were conferred to men and 59% of degrees (9,796) were conferred to women. About 59% (5,336) of degrees at UA, 63% of degrees (3,500) at UAB and 49% of degrees (960) at UAH were conferred to females. 57% (10,785) of degrees at the Bachelor's level, 63% (4,485) of degrees at the Master's level, and 57% (1,053) of degrees at the Doctoral level were awarded to females.

Detailed information about degrees awarded by race, gender, institution, and level is available at the [Dashboard on Degrees Awarded](#).

Graduation Rates⁷

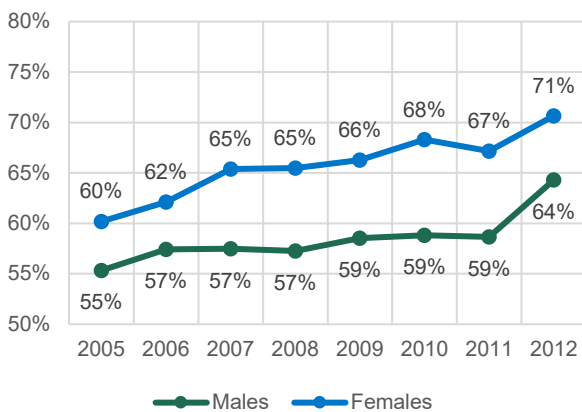
Six-year graduation rates for the University of Alabama System have been improving over the years. The overall graduation rate of first-time freshmen in UAS institutions went from 58% for the 2005 fall cohort to 68% for the 2012 fall cohort, see **Graph 9**. Yet differences in graduation rates by racial/ethnic groups persist. For example, the six-year graduation rate of White students for the 2012 fall cohort is 70% while the six-year graduation rate of African-American students from the same cohort is only 55%. Furthermore, graduation rates of African-American males are even lower (46% for the 2012 fall cohort).

Graph 9 Graduation Rates by Cohort by Ethnicity



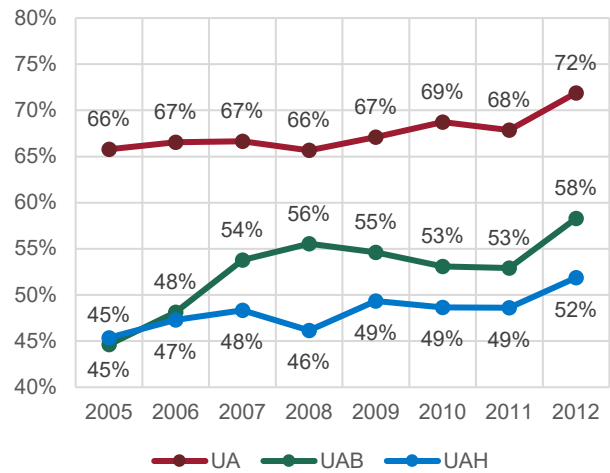
The gap in graduation rates of males and females is not unique to African-American students. Consistently over years, females are graduating at higher rates than males, see **Graph 10**. For example, the graduation rate of female students from the fall 2012 cohort was 71%, while the graduation rate of male students from the same cohort was 64%.

Graph 10 Graduation Rates by Cohort by Gender



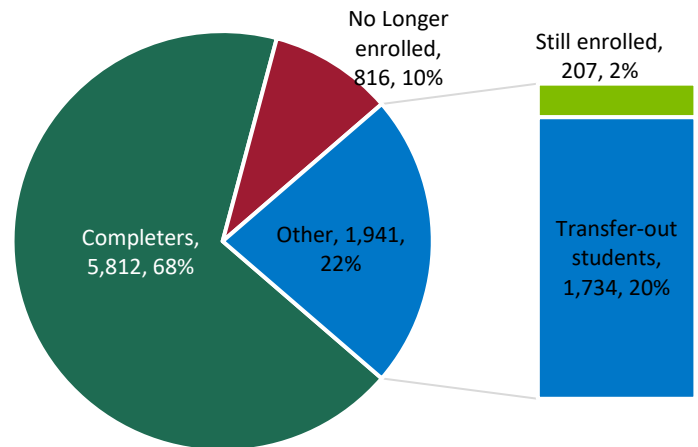
Graduation rates are generally higher at UA than at UAB or at UAH, see **Graph 11**. The six-year graduation rate was 72% for UA, 58% for UAB, and 52% for UAH 2012 first-time freshmen.

Graph 11 Graduation Rates by Cohort by Institution



Graph 12 illustrates the status of first-time freshmen who did not complete a degree at their home institution within six years. About 10% of 2012 first-time freshmen are no longer enrolled, 20% transferred out, and 2% are still enrolled.

Graph 12 Completion Status, 2012 Fall Cohort



Overall, these data show a substantial gap in graduation rates by race. African-American students graduate at lower rates. An additional analysis with control for academic performance and socio-demographic characteristics might shed light on reasons behind this gap.

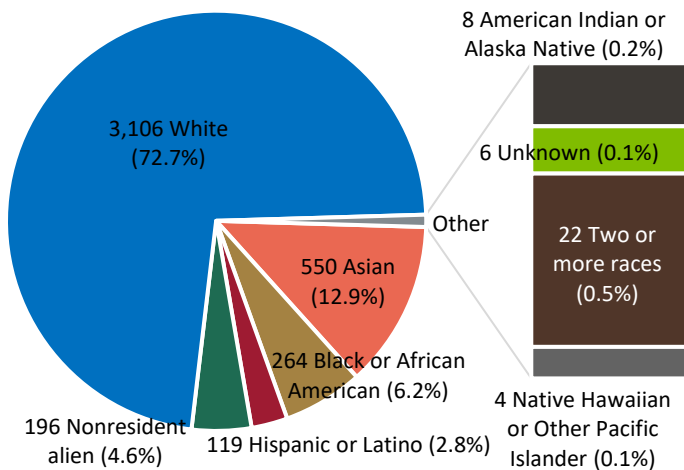
Detailed information about graduation rates by race, gender, and institution is available at the [Dashboard on Graduation Rates](#).

⁷ Data Source: Integrated Postsecondary Education Data System (IPEDS), Graduation rate data within 150 percent of normal time.

Full-time Faculty⁸

Of 4,275 full-time faculty employed at the institutions of the University of Alabama System in 2018, 73% (3,106) were White, 13% (550) Asian, 6% (264) Black or African American, 5% (196) Nonresident alien, and 3% (119) Hispanic or Latino. The other racial/ethnic groups—American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, faculty of two or more races—as well as those whose race/ethnicity was unknown, represent less than 1% of the faculty body, see **Graph 13**.

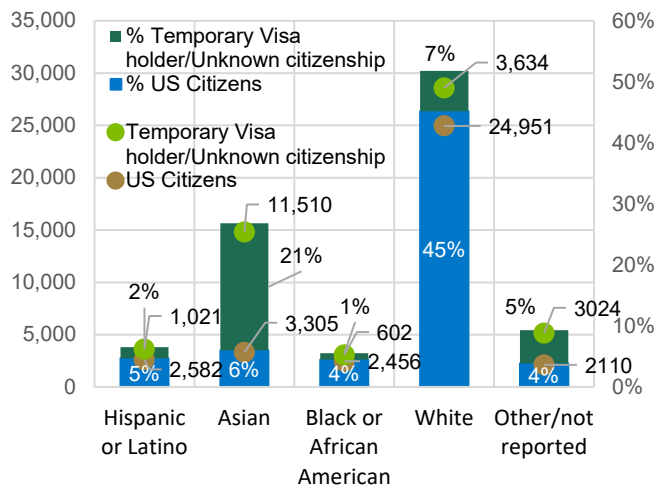
Graph 13 Full-time Faculty by Race/Ethnicity (2018)



The data from [the Survey of Earned Doctorates \(SED\)](#) show that the share of White faculty at the UAS institutions is greater than the share of research doctoral degree recipients in the U.S. In 2017-2018, 28,585 White students (24,965 US Citizens and 3,634 temporary visa holders or students whose citizenship is unknown) received doctoral degrees in the U.S., see **Graph 14**.⁹ This accounts for about 51.8% of degrees conferred in the U.S. The share of Black or African-American faculty in UAS institutions is close to the share of Black or African-American doctoral degree recipients in the U.S.—6.2% of full-time faculty in UAS and 5.5% of doctoral degree recipients in the U.S. The share of Asian faculty is significantly lower in UAS than in the population of doctoral degree recipients—12.9% in UAS and 26.8% among doctoral degree recipients. (One should note that most Asian doctoral degree recipients [11,510 of 14,815] are either temporary visa holders or have unknown citizenship status.) Hispanic or Latino faculty are less represented in the UAS System than among U.S. doctoral degree recipients (2.8% in UAS system and 6.5% among doctoral degree recipients).

⁸ *Data Source:* Integrated Postsecondary Education Data System (IPEDS), Full-time instructional staff by academic rank, faculty and tenure status.

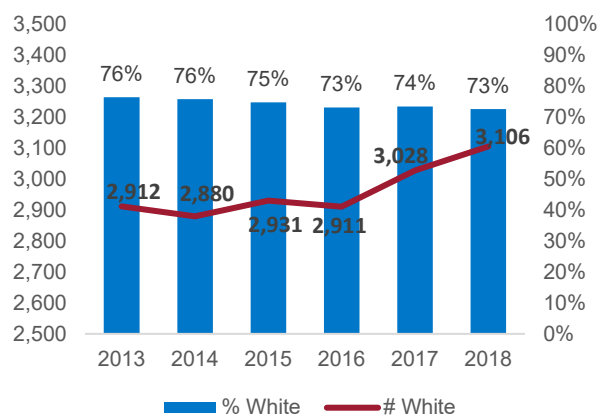
Graph 14 Doctorate recipients, by ethnicity, race, and citizenship status: 2017-2018



Most of the UA System’s full-time faculty members (2,444 or 57%) work at UAB, 35% (1,484) work at UA, and 8% (347) work at UAH. About 78% (1,158) of faculty at UA, 70% (1,703) of faculty at UAB, and 71% (245) of faculty at UAH are White; 8% (118) of faculty at UA, 15% (372) of faculty at UAB, and 17% (60) of faculty at UAH are Asian; 6% (93) of faculty at UA, 6% (154) of faculty at UAB; and 5% (17) of faculty at UAH are Black or African American.

Although the number of White full-time faculty increased from 2,912 to 3,106 from 2013 to 2018, the share of White faculty went from 76% to 73% over the same period of time, see **Graph 15**.

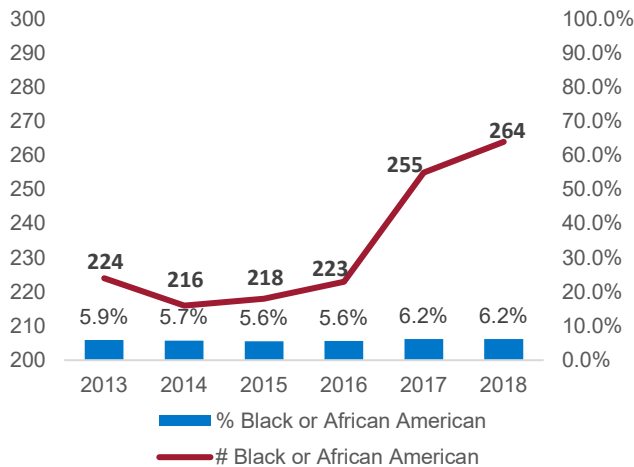
Graph 15 White full-time faculty: 2013-2018



The number of Black or African-American full-time faculty increased from 224 to 264 from 2013 to 2018, but the share of Black or African-American faculty remained about the same (5.9% in 2013 and 6.2% in 2018), see **Graph 16**.

⁹ *Data Source:* [Doctorate recipients, by ethnicity, race, and citizenship status: 2009–18](#), Survey of Earned Doctorates.

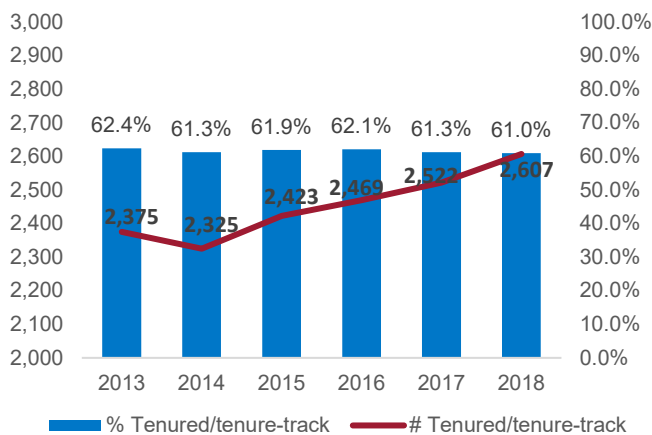
Graph 16 Black or African American full-time faculty: 2013-2018



The number of Asian faculty changed from 451 (11.8% of all full-time faculty) in 2013 to 550 (12.9%) in 2018. The number of Hispanic or Latino faculty members went from 104 (2.7% of all full-time faculty) in 2013 to 119 (2.8%) in 2018. The number of Nonresident alien faculty went from 104 (2.7%) in 2003 to 196 (4.6%) in 2018.

In terms of tenure, the number of tenured/tenure track faculty went from 2,375 in 2013 across the System to 2,607 in 2018, with the share of faculty in this group decreasing from 62.4% to 61.0%, see **Graph 17**.

Graph 17 Tenured/tenure track faculty: 2013-2018



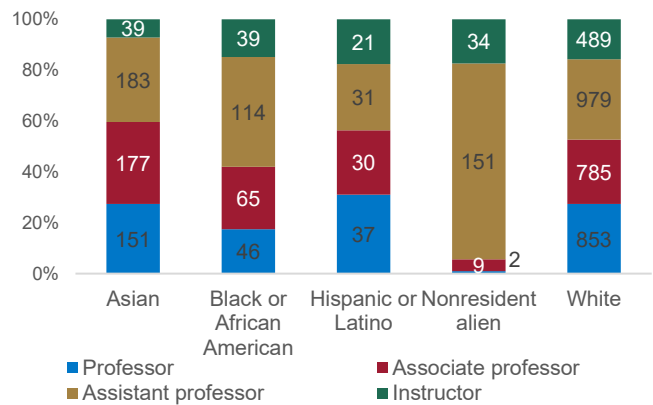
In 2018, the share of tenured/tenure-track faculty was the highest among Asian faculty (72.0% [396]), followed by Nonresident alien faculty (63.3% [124]), White (59.4% [1,845]), Black or African-American faculty (59.1% [156]), and Hispanic and Latino faculty (53.8% [64]).

In 2018, the shares of tenured/tenure-track faculty were 66.8% (992 faculty members) at UA, 56.8% (1,388) at UAB, and 65.4% (227) at UAH.

In 2018 43.0% (1,839 out of 4,275) of UAS faculty were females. The share of tenured/tenure-track faculty was 69.0% (1,681 faculty members) among males and 50.4% (926) among females.

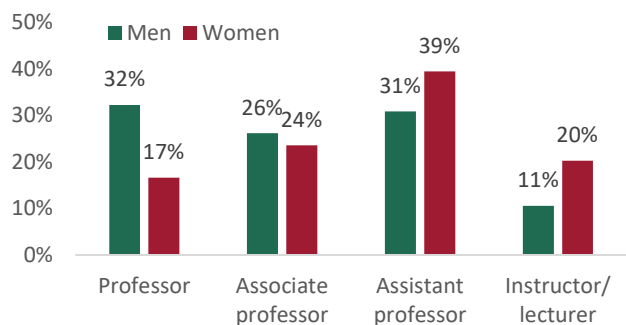
Regarding rank, as can be expected, the share of faculty with Assistant Professor rank is the highest among Nonresident alien faculty (77.0%, 151 faculty), see **Graph 18**. The share of Assistant professors is 43.2% (114) among African American, 33.3% (183) among Asian, 31.5% (979) among White, and 26.1% (31) among Hispanic or Latino faculty. On the contrary, the share of full professors, is the lowest among Nonresident alien faculty (1.0%, 2 faculty members), followed by Black or African-American faculty (17.4%, 46 faculty members), Asian and White faculty (27.5%, 151 and 853 faculty members), and Hispanic faculty (31.1%). The share of lecturers and instructors is the lowest among Asian faculty (7.1%, 39 faculty members).

Graph 18 Full-time faculty by rank by race (2008)



Graph 19 illustrates a substantial gap in the shares of professors among males (32.3%, 787 faculty members) and among females (16.6%, 306). Additional study of faculty retention and time to promotion and tenure could help better understand lower percentages of full professors among Black or African-American faculty and among females.

Graph 19 Full-time faculty by rank by gender (2008)



See the Dashboard on [Full Time Faculty Headcount by Tenure Status, Rank, Gender, and Ethnicity](#) for detailed information about degrees awarded by race, gender, institution, and level.

DATA COLLECTION, ANALYSIS & PUBLICATION

This research brief has been developed and produced by the University of Alabama System Office of Academic and Student Affairs. For more information about this report, please contact:

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