



2019-2020 Annual Report



Saving Time, Money, & Credits



State of Alabama
Articulation and General Studies Committee
Statewide Transfer and Articulation Reporting System

ANNUAL REPORT 2019-2020

Prepared by Keith Sessions, Executive Director





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Questions and/or comments regarding this report should be directed to:

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334-670-3690





Message from 2019-2020 AGSC Chair

August 1, 2020

Despite the impact that the COVID-19 pandemic has had on colleges and universities in Alabama, students still transferred, took transient credit, and fulfilled their dreams of earning a certificate or degree. This is our evidence that education, in general, public colleges and universities, in particular, and the Statewide Transfer and Articulation System (STARS) remain essential to the citizens of Alabama

Saving students time, money, and credit is a guiding statement for members of the Alabama General Studies Committee (AGSC). It means that ultimately, we do not want any student to lose credits upon transfer to another institution. This past year, we began considering what the future holds for articulation in the State of Alabama and looking for opportunities to make transfer even more efficient and effective. We have an exemplary system to facilitate student transfer in our State, and it will be a difficult task to improve upon it. However, the AGSC is committed to ensuring that we protect transfer articulation and “keep up with the times” while doing it. General education courses and requirements at our public colleges and universities have been evolving for the last few years, and the AGSC is being thoughtful about how to respond to those changes so that our transfer agreements represent the 21st century education delivered by our public institutions of higher education.

In this Annual Report, you will find information about AGSC’s work this last year and its priorities for the coming year. It has been my pleasure to serve as chair, and I am deeply grateful for the members of the AGSC and especially the staff at the STARS office who support our work day-in and day-out.



Sincerely,

Angela Coleman

Angela Coleman, Ph.D.

Associate Vice-President , Institutional Effectiveness

University of South Alabama

2019-2020 Chair, Articulation and General Studies Committee

SAVING TIME, MONEY, & CREDITS



AGSC VOTING MEMBERS & ALTERNATES (2019-2020)

NOTE: Members listed below served as AGSC Members for the majority of the past year.

APPOINTING AUTHORITY	VOTING MEMBER	ALTERNATE MEMBER
Alabama A&M University	Dr. Pamela Arrington Associate Vice President for Academic Affairs	Dr. Wubishet Tadesse Professor and Chair, Department of Biological & Environmental Sciences
Alabama State University	Dr. Tanjula Petty Interim Assistant Provost of Academic Affairs	Dr. Jacqueline Trimble Professor/Chair Department of Languages & Literatures
Auburn University	Dr. Megan Good Director of Academic Assessment	Dr. Charles Israel Associate Dean for Academic Affairs
University of Alabama System	Dr. Luoheng Han Associate Provost for Academic Affairs <i>The University of Alabama</i>	Dr. Charles Nash Senior Vice Chancellor <i>University of Alabama System</i>
University of South Alabama	Dr. Angela Coleman Associate Vice President, Institutional Effectiveness	Dr. Eric Loomis Associate Dean – College of Arts & Sciences
Regional Universities	Dr. Hal Fulmer Associate Provost & Dean of Undergraduate & First Year Studies <i>Troy University</i>	Dr. Lisa Williams Associate Provost <i>Jacksonville State University</i>
Regional Universities	Dr. Kenneth Kitts President <i>University of North Alabama</i>	Dr. Tim Edwards Provost <i>University of West Alabama</i>
Alabama Community College System (2-Year Institutions)	Dr. Bruce Crawford Vice President <i>Lawson State Community College</i>	Dr. Bradley Fricks Director of Academic & Student Services <i>Alabama Community College System</i>
Alabama Community College System (2-Year Institutions)	Mr. Matt Rodgers President <i>Enterprise State Community College</i>	Dr. Annette Cederholm Vice President for Academic Affairs <i>Snead State Community College</i>
Alabama Community College System (2-Year Institutions)	Dr. David Campbell President <i>Northeast Alabama Community College</i>	Mrs. Jackie Screws President <i>Chattahoochee Valley Community College</i>
EX-OFFICIO NON-VOTING MEMBERS		
Alabama Commission on Higher Education	Dr. James E. Purcell Executive Director	Dr. Robin McGill Director of Instruction & Special Projects
AGSC Secretary	Mrs. Jacinta Whitehurst Administrative Assistant to the Executive Director <i>Alabama Commission on Higher Education</i>	
AGSC/STARS Program	Dr. Keith Sessions Executive Director	

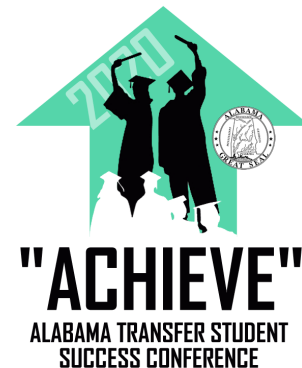


ACCOMPLISHMENTS & UPDATES 2019-2020

AGSC Priorities

- **Host the 2nd Annual ACHIEVE Transfer Student Success Conference on the campus of The University of Alabama.**

The 2nd Annual “ACHIEVE” Transfer Student Success Conference was held on March 5-6, 2020 on the campus of The University of Alabama. Based on the feedback and surveys collected during the conference, it appeared to be a success. Over 250 people attended/participated. This year’s conference offered two keynote speakers, and twenty breakout sessions. The feedback from the conference was overwhelmingly positive. 2020 Achieve Conference feedback reports and survey results can be obtained by email - Please send your request to ksessions1@troy.edu.



Due to the recent Covid-19 Virus outbreak, the plans for the 3rd Annual “ACHIEVE” Conference have yet to be finalized. It has been suggested that some type of online webinars be offered in leu of a face-to-face conference due to safety concerns (i.e., ZOOM Webinar Format). A working AGSC sub-committee has been tasked with the planning and preparation of the 2021 ACHIEVE Conference.

- **Analyze and consider possible changes and/or modifications to the existing AGSC General Studies Core (review of AREA I-V framework).**

The Alabama General Studies Committee (AGSC) Subcommittee on General Education and Mathematics Pathways was charged with developing a recommendation to the AGSC for restructuring the current STARS system of Areas I-V. The subcommittee met twice during the 2019-2020 academic year. At its last meeting, the committee determined to explore in greater depth meta-majors and guided pathways as potential models. Further, the subcommittee solicited summaries about general education reform that was occurring in Alabama higher education institutions. No recommendation has been made by the subcommittee, but it will continue its work in the 2020-2021 year.

The ACHIEVE Statewide Transfer and Student Success Conference was launched in 2019. The purpose of the annual event is to bring together key stakeholders from across the state with an interest in promoting the success of students transferring between colleges and universities in Alabama. Conference goals include a renewed commitment for transfer student success, fostering collaboration between two-year and four-year institutions; increasing completion rates; promoting training; and sharing research about student transfer data. The Vice Chair of the AGSC chairs the Planning Committee for the annual ACHIEVE Conference.



ACCOMPLISHMENTS & UPDATES 2019-2020

AGSC Priorities

(continued)

- **Continue to review AP Credit requirements and work with institutions to try to gain consensus regarding acceptable scores across the state.**

The subcommittee on AP Scores consists of the following continuing members: Timothy Edwards, Pamela Arrington, Annette Cederholm, and Charles Israel. The committee has continued its review of the materials provided by the College Board, the process of setting AP scores at institutions across the state, and discussing the possibilities for standardizing the scores. The subcommittee recommendations will be presented at the next regular meeting of the full AGSC.

- **Investigate current STARS System Usage and performance metrics.**

At its meeting in June 2019, the AGSC expressed an interest in expanding indicators for measuring the success of the STARS Transfer System. To date, metrics have focused on downloads of official and unofficial versions of the STARS Transfer Guides, where each download is understood to represent a student's intent to transfer. Dr. Robin McGill, Director of Instruction and Special Projects at ACHE, agreed to lead a subcommittee to consider potential metrics, and the following metrics were suggested by the group:

- > Number of students transferring between Alabama's public institutions, disaggregated by institution
- > Number of credits earned by transfer students prior to transfer
- > Number of credits awarded to transfer students by receiving institution
- > Of those credits awarded by receiving institution, number of credits applied to general education requirements
- > Of those credits awarded by receiving institution, number of credits applied to program requirements
- > Of those credits awarded by receiving institution, number of credits applied to electives
- > Number of credits "lost" in transfer (difference between credits earned prior to transfer and credits awarded)

For transfer students completing degrees, number of credits earned beyond requirements for degree completion (excess credits), factoring out students with double majors, significant credit from Advanced Placement or dual enrollment, or other special cases.

After discussions with ACHE's Research Services, it was determined that ACHE already produces an annual report on number of student transfers, disaggregated by institution. It was also determined that ACHE's Student Database does not have sufficient data fields related to the awarding and applicability of academic credit to provide any meaningful information related to the other proposed metrics. Improving the data on credits earned and awarded would require updates to the student data files that institutions provide to ACHE on an annual basis.



ACCOMPLISHMENTS & UPDATES 2019-2020

STARS Priorities

- **Revise, improve, and update current AGSC/STARS Website.**

Over the past 12 months a great deal of work has gone into the revision and updating of the current AGSC/STARS Website. The new website is approximately 60-70% complete. In addition to re-thinking and re-designing the website. We hope to have the new site up by the end of 2020.



The plan is to give the program a name that better describes what we actually do to assist transfer students across the state. The new logo is designed to give the feeling of pathways that intersect and movement along those pathways. The program and new website will feature the logo above – “ALABAMA TRANSFERS–Powered by AGSC/STARS.” We will still encourage all transfer students to GET THE GUIDE. More information regarding the re-branding plan and effort is provided in this report in APPENDIX B.

The new website site will be focus on our primary end-user group–TRANSFER STUDENTS. We will also have other content and interactive areas on the site that focus on our other end-user groups– COUNSELORS/ ADISORS, and ADMINISTRATORS. As we build out the new site, we continue to work to maintain and update the existing site (www.gettheguide.net) so that students are still able to access and print personalized STARS Transfer Guides. More information regarding the current website re-design is provided in APPENDIX C.

- **Continue to develop and create various AGSC/STARS training videos.**

We currently provide the following training videos on our YouTube page:

- 1) AGSC/STARS Points of Contact– Summer Update
- 2) AGSC/STARS Course Approval Process
- 3) AGSC/STARS Area I & II Committee Video
- 4) AGSC/STARS Area III Committee Video
- 5) AGSC /STARS Area IV Committee Video

As we are work on the new site, part of the re-design will include new training videos that are both informative and interactive. In addition to the ones listed above, our plan is to provide new training videos for new AGSC members, using STARS Usage Reports, administrators, counselors, advisors, and recruiters.



ACCOMPLISHMENTS & UPDATES 2019-2020

STARS Office Priorities

(continued)

- **Work with institutions that have institution only templates to improve advising and communication regarding transfer into these specialized programs.**

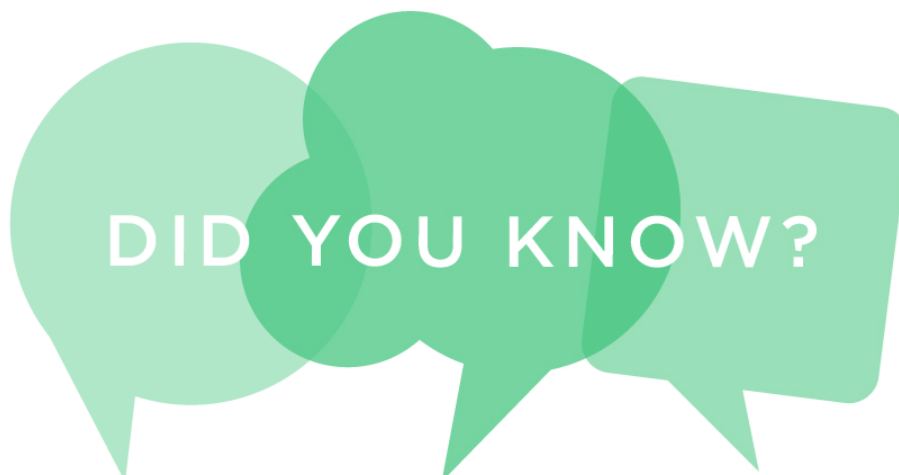
When students browse STARS transfer Guides, it appears that all degree programs can be completed within two years of transferring to the four-year institution if the student follows the Guide. While this may be the case, it is unlikely for some professional programs that lead to licensure. Specifically, when degree programs have disciplinary accreditors, they must follow particular curriculum models which often require course sequencing that make it impossible for a student to graduate in two years upon transfer. An example from Auburn University is Professional Flight. Students must have many hours flying planes through courses that build on one another. If students complete their Associate Degree and then transfer in, they will still need to complete the scaffolded curriculum to meet FAA regulations and program requirements.

Often, these specialized programs are institution-only (e.g., Professional Flight), but not always. As a first step to addressing this issue, we have added an explanatory note to relevant Guides strongly encouraging students to discuss the program of interest with someone at the four-year institution. We are hopeful this knowledge is useful when creating possible meta-majors; that is, perhaps these programs “stand alone” drawing attention to the fact that they cannot be completed in two years post-transfer.



DID YOU KNOW?

- The STARS Office maintains over **155 different program templates** (these templates become the transfer guides that protect thousands of transfer students each year).
- The STARS Office maintains over **1,840 courses** in the course database. Of those, **1,377 courses have been approved** for statewide transfer by the AGSC. (The STARS Office works to keep current syllabi for each approved course on file and makes them available through the STARS website).
- The STARS Office works with approximately **268 two-year and four-year faculty members** who volunteer to serve on more than **20 separate discipline committees**.
- The STARS Office works directly with over **75 two-year and four-year points of contact** to maintain STARS and implement AGSC policy throughout the state.
- The STARS Office maintains over **500 html web pages** on the official STARS website. In addition there are hundreds of pdf documents accessible through the website. All coordination and maintenance of the STARS Website is accomplished by a full-time **staff of two**.
- If you add up all the years of service by the current STARS staff, you have over **85 years of experience** working with the state articulation program.
- Over **1,481,385 MILLION Transfer Guides have been obtained** through the STARS Website since Fall of 1998.
- Since 2009, the amount of money that the STARS Transfer Guide System has saved students and their parents is conservatively estimated to be **OVER 1.1 BILLION DOLLARS**. (See next page)





SAVING TAXPAYER DOLLAR\$. . .

Since 2009, the amount of money that the STARS Transfer Guide System has **SAVED** students and their parents (by simply preventing them from taking a course at a two-year college that would not transfer and then having to retake a course at their four-year institution to make up for the lost credit hours) is conservatively estimated to be **OVER ONE BILLION**



DOLLARS. **NOTE:** This estimate only includes the average cost of tuition and books. It does not include other expenses related to attending college (i.e., cost of living, additional student fees, and loss of job opportunities due to delay in graduation.) It does not include lost wages due to delays in graduation caused by lost credit.



AGSC&STARS

Alabama Articulation & General Studies Committee
Statewide Transfer & Articulation Reporting System



Year	Community College Resident Median Undergraduate Annual Tuition and Required Fees *	Community College Resident Undergraduate Average Cost for 3 SH Course and Required Fees	Estimate Cost of Books for the 3 SH Course **	Total Number of STARS Guides for Current Year (Official and Unofficial)	Savings Cost of one Course if the STARS Guide Saved a Student from Taking one additional 3 SH Course
2010-2011	\$3,270	\$327	\$75	86,102	\$34,613,004
2011-2012	\$3,968	\$397	\$80	78,978	\$37,656,710
2012-2013	\$4,110	\$411	\$85	73,524	\$36,467,904
2013-2014	\$4,185	\$419	\$90	86,542	\$44,006,607
2014-2015	\$4,260	\$426	\$95	84,350	\$43,946,350
2015-2016	\$4,320	\$432	\$100	82,599	\$43,942,668
2016-2017	\$4,380	\$438	\$105	76,064	\$41,302,752
2017-2018	\$4,440	\$444	\$105	70,764	\$38,849,436
2018-2019	\$4,740	\$474	\$105	64,745	\$37,487,355
2019-2020	\$4,800	\$480	\$110	60,757	\$35,846,630
			Totals	764,425	\$394,119,416

Year	Four-Year University Resident Median Undergraduate Annual Tuition and Required Fees *	Four-Year University Resident Undergraduate Average Cost for 3 SH Course and Required Fees	Estimate Cost of Books for the 3 SH Course **	Total Number of STARS Guides for Current Year (Official and Unofficial)	Savings Cost of one Course if the STARS Guide Saved a Student from Taking one additional 3 SH Course
2010-2011	\$7,136	\$714	\$75	86,102	\$67,900,037
2011-2012	\$7,865	\$787	\$80	78,978	\$68,434,437
2012-2013	\$8,275	\$828	\$85	73,524	\$67,090,650
2013-2014	\$8,770	\$877	\$90	86,542	\$83,686,114
2014-2015	\$9,088	\$909	\$95	84,350	\$84,670,530
2015-2016	\$9,358	\$936	\$100	82,599	\$85,556,044
2016-2017	\$9,741	\$974	\$105	76,064	\$82,080,662
2017-2018	\$10,325	\$1,033	\$105	70,764	\$80,494,050
2018-2019	\$10,707	\$1,071	\$105	64,745	\$76,120,697
2019-2020	\$10,885	\$1,089	\$110	60,757	\$72,817,265
			Totals	638,923	\$768,850,486

\$1,162,969,902

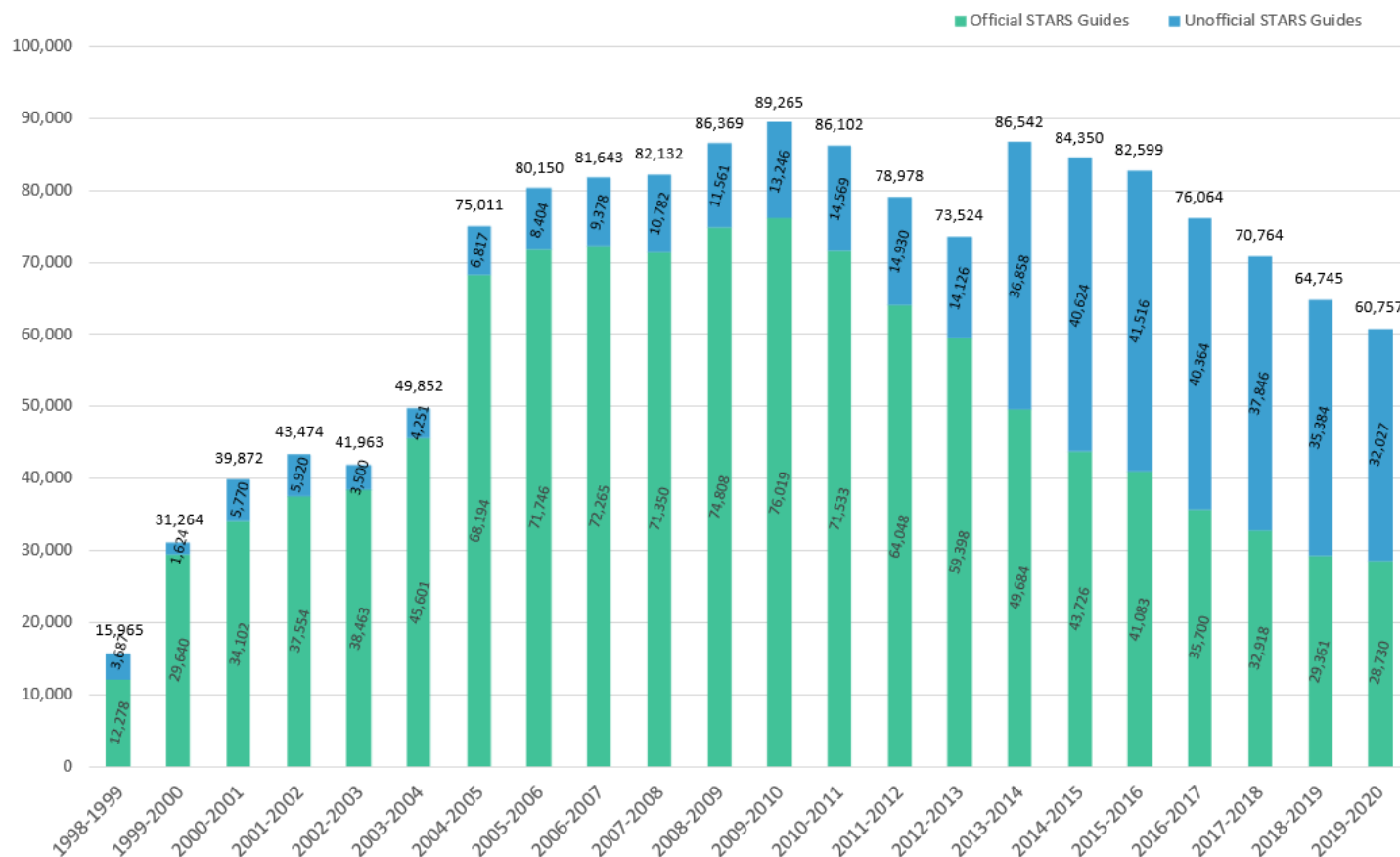
* Tuition amounts are based on undergraduate load of 30 semester hours. Other specific surcharges and fees may be required for certain programs. This data is from ACHE's website located at http://ache.edu/ACHE_Reports/Reports/Fees/2YR_%20Res_NonRes_TF.pdf and http://ache.edu/ACHE_Reports/Reports/Fees/4YR_UG_Grad_10YR_Hist.pdf

** Book costs estimated based off an article by Student PIRGS (Public Interest Research Groups) dated February 3, 2016. The article can be found at <http://www.studentpirgs.org/news/sp/student-group-releases-new-report-textbook-prices>.



STARS TOTAL TRANSFER GUIDES OBTAINED BY YEAR SINCE 1998

This chart represents usage by end-users since the fall of 1998.



1,481,385 GUIDES OBTAINED SINCE THE FALL OF 1998

OFFICIAL GUIDES are obtained by transfer students who actually provide their name, address, phone, email, institution attending, and their major. The official guide also includes the Transfer Agreement Contract.

UNOFFICIAL GUIDES are obtained by various individuals for reference and comparison purposes only. These guides do not contain student information nor do they include the Transfer Agreement Contract.

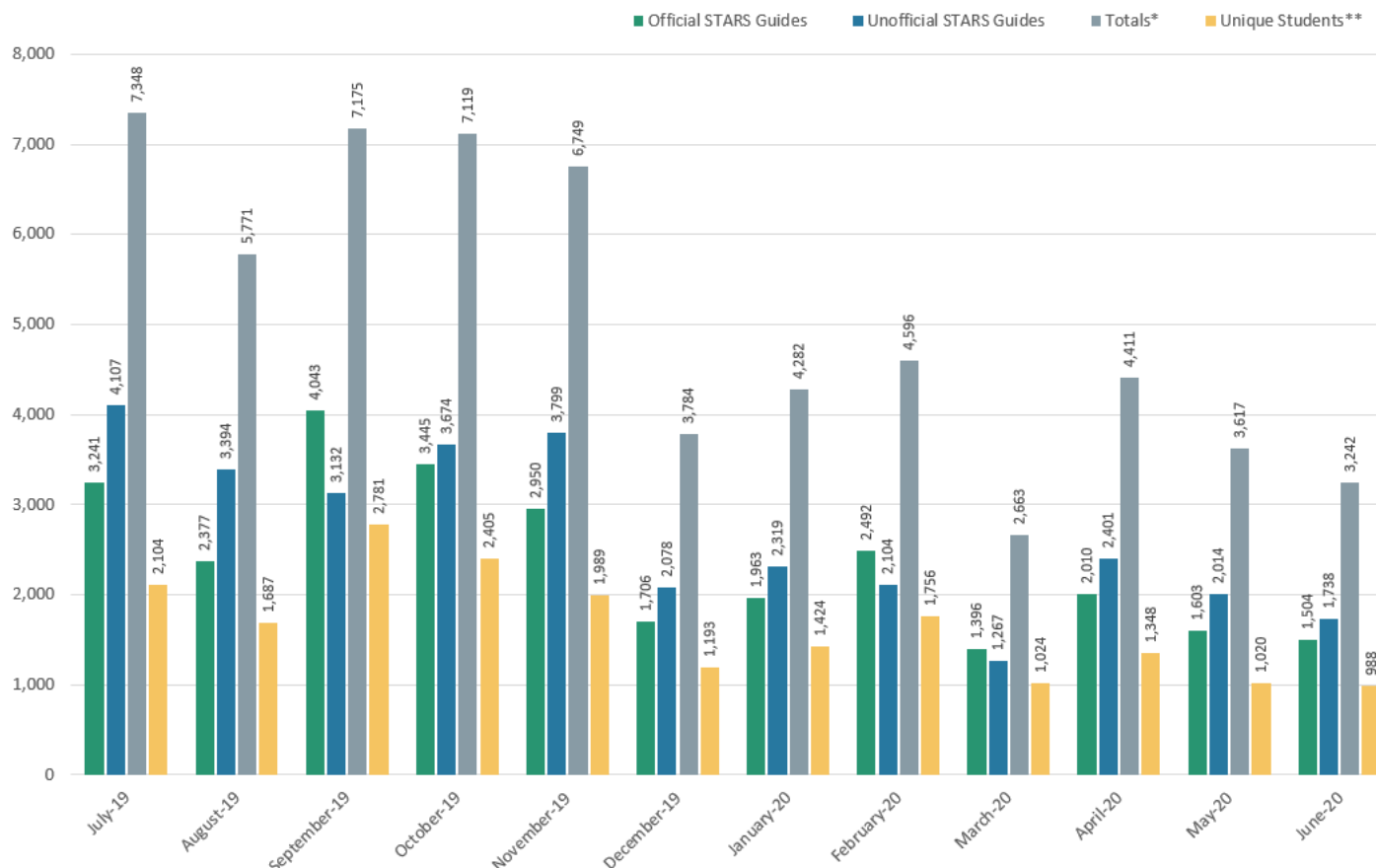
NOTE: For more detailed reports, please see the STARS website - <http://www.gettheguide.net>.

If you need a specific report for your institution, please contact Mr. Shannon Nichols at sgnichols@troy.edu



ANNUAL STARS TWO-YEAR STUDENT USAGE REPORT BY MONTH

This chart represents usage by two-year during the 2019-2020 academic year distributed by month.



OFFICIAL STARS GUIDES are obtained by transfer students who actually provide their name, address, phone, email, institution attending, and their major. The official guide also includes the Transfer Agreement Contract.

UNOFFICIAL STARS GUIDES are obtained by various individuals for reference and comparison purposes only. These guides do not contain student information nor do they include the Transfer Agreement Contract.

* **TOTALS** include the number of official guides obtained plus the number of unofficial guides obtained.

** **UNIQUE STUDENTS** – The unique student totals take into account that many students who use STARS print multiple guides. Students who print multiple guides in a given major are only counted one time. This number should provide a more accurate picture of how many individual students have printed/obtained guides.

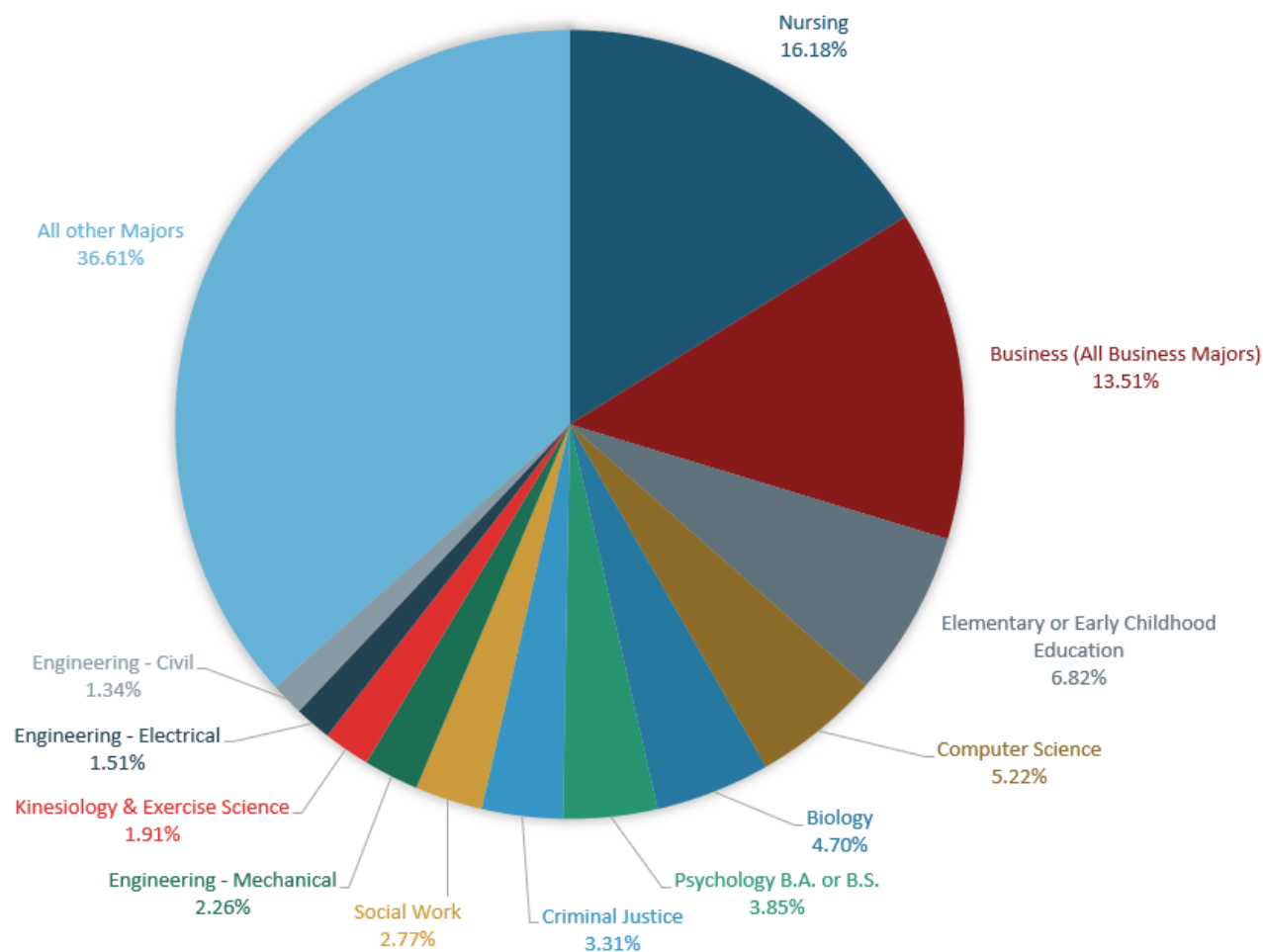
NOTE: For more detailed reports, please see the STARS website - <http://www.gettheguide.net>.

If you need a specific report for your institution, please contact Mr. Shannon Nichols at sgnichols@troy.edu



ANNUAL STARS TWO-YEAR STUDENT USAGE REPORT BY MAJOR

This chart represents usage by two-year during the 2019-2020 academic year distributed by major choice.



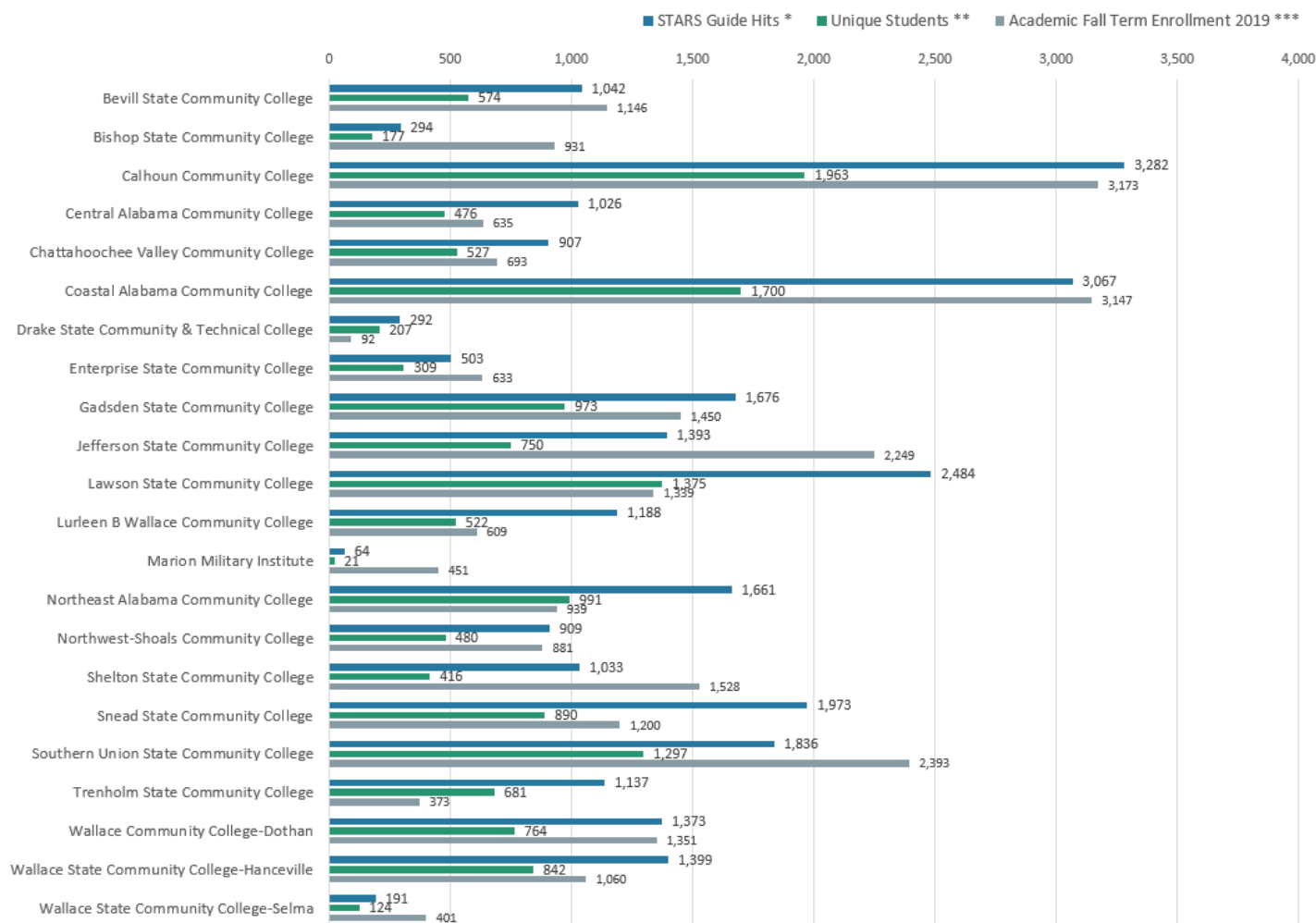
NOTE: For more detailed reports, please see the STARS website - <http://www.gettheguide.net>.

If you need a specific report for your institution, please contact Mr. Shannon Nichols at sgnichols@troy.edu



ANNUAL STARS TWO-YEAR STUDENT USAGE REPORT BY TWO-YEAR INSTITUTION

This chart represents usage by two-year students during the 2019-2020 academic year.



* **STARS GUIDE HITS** are obtained by transfer students who actually provide their name, address, phone, email, institution attending, and their major. The official guide also includes the Transfer Agreement Contract.

** **UNIQUE STUDENTS** – The unique student totals take into account that many students who use STARS print multiple guides. Students who print multiple guides in a given major are only counted one time. This number should provide a more accurate picture of how many individual students have printed/obtained guides.

*** **ACADEMIC FALL TERM ENROLLMENT** of students who were on an academic track at their community college.

NOTE: For more detailed reports, please see the STARS website - <http://www.gettheguide.net>.

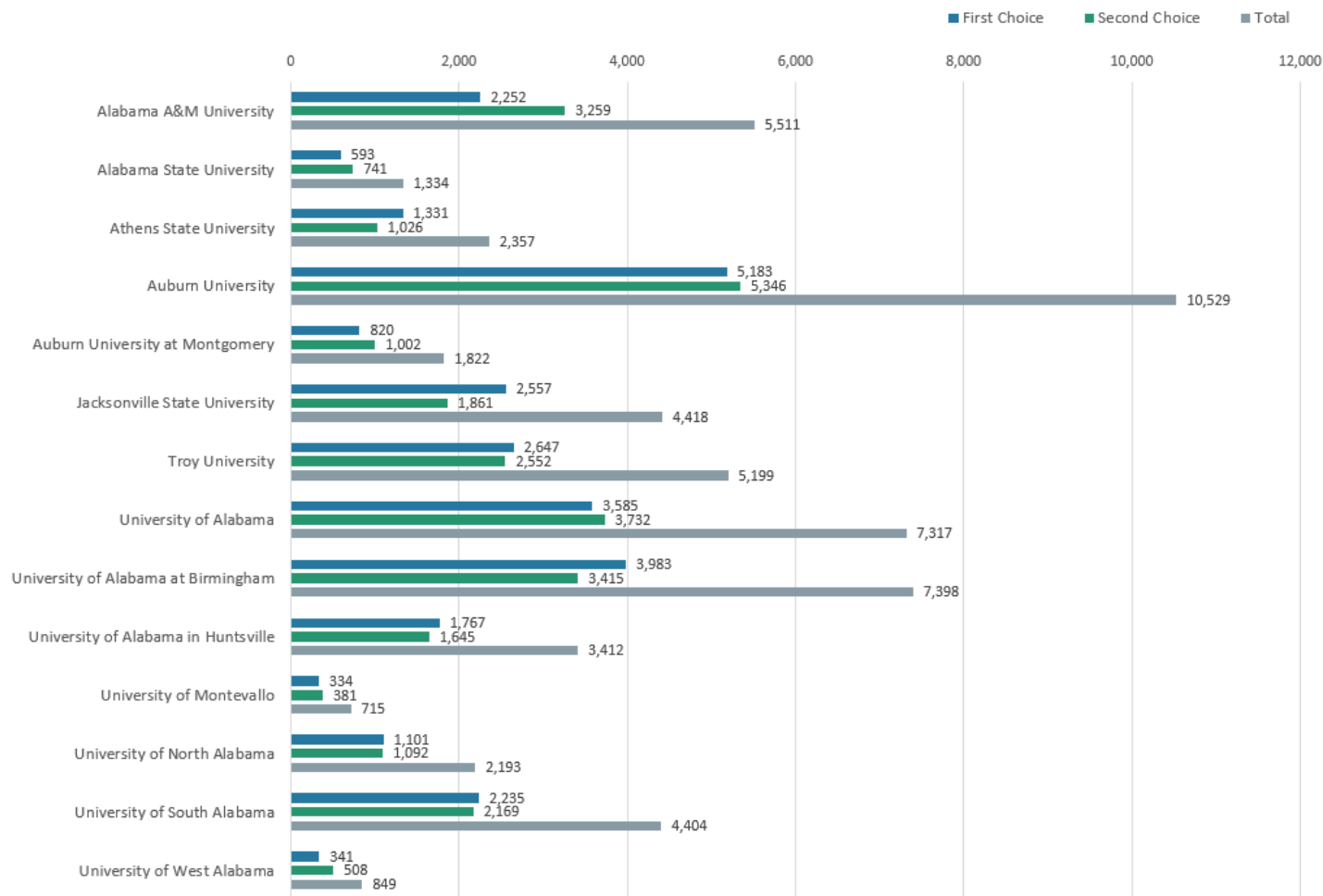
If you need a specific report for your institution, please contact Mr. Shannon Nichols at sgnichols@troy.edu



ANNUAL STARS STUDENT USAGE REPORT BY FOUR-YEAR INSTITUTIONAL CHOICE

This chart represents usage by two-year during the 2019-2020 academic year institutional choice.

NOTE: Each time a student requests a transfer guide, we ask them to tell us their first and second choices of possible transfer destinations. This report outlines these choices.



NOTE: For more detailed reports, please see the STARS website - <http://www.gettheguide.net>.

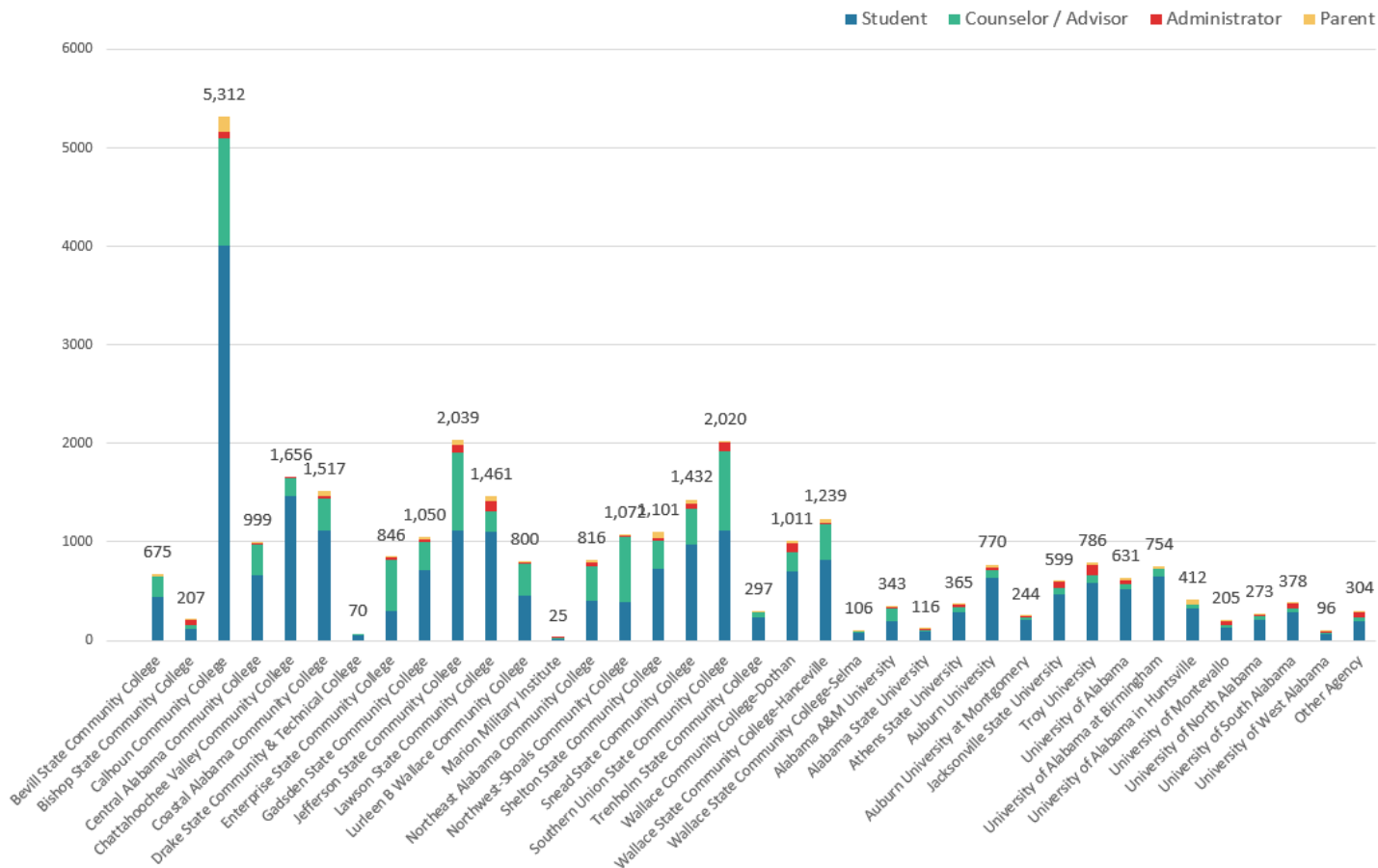
If you need a specific report for your institution, please contact Mr. Shannon Nichols at sgnichols@troy.edu



STARS UNOFFICIAL GUIDES REPORT BY USER TYPE

This chart represents unofficial guides obtained by user type during the 2019-2020 academic year .

NOTE: Each time a person uses the unofficial guide request we ask them to identify themselves as either a student, counselor/advisor, administrator or parent.



NOTE: For more detailed reports, please see the STARS website - <http://www.gettheguide.net>.

If you need a specific report for your institution, please contact Mr. Shannon Nichols at sgnichols@troy.edu



2020-2021 AGSC/STARS Priorities and Goals

The Articulation & General Studies Committee (AGSC) will:

1. Evaluate alternative models for articulation of general education courses and make recommendations for revision to the STARS Areas I-V model, if appropriate.
2. Review and take action on the AP Credit sub-committee's final recommendation regarding the possibility of standardizing the AP test scores across the state in relation to how final grades awarded and how these grades appear on transcripts.
3. Host the 3rd Annual Achieve Conference (via an online webinar format) which brings together key stakeholders from across the state who have a sincere interest in promoting the success of students transferring between colleges and universities in Alabama.
4. Explore possible issues related to the current math requirements in the state core, generate improvement ideas, and determine one or two actionable changes related to mathematics to recommend to the AGSC.

The Statewide Transfer & Articulation Reporting System (STARS) Office will:

1. Launch new website and re-brand program to emphasize "Alabama Transfers—Powered by AGSC/STARS".
2. Create additional training videos and presentations that match the re-branding plan and provide valuable training resources for all end-users—specifically transfer students.
3. Assist and provide support to the AGSC in their work to investigate/research a possible shift from individual transfer templates/guides to meta-major templates/guides.



APPENDIX A

AGSC State Legislation—Act 94-202



AGSC/STARS LEGISLATION

Act 94-202: Section E



"The computerized advisement system for students operated by Troy State University which includes a comprehensive undergraduate program and course information for all public two-year and four-year institutions of higher education, existing on the effective date of this amendatory act, shall ensure students at each two-year institution accredited by the Southern Association's Commissions on Colleges, the opportunity to enter into a contract with a four-year institution guaranteeing the transfer of credit earned for courses taken at the two-year institution pursuant to the terms of the contract provided the student is admitted to the four-year institution. Under this contract, all agreed upon credits transferred from a two-year institution to a four-year institution shall fulfill degree requirements at the four-year institution as if they were earned at the four-year institution. Information regarding this advisement and contracting program shall be included in the official catalog of each institution of higher education. All public two-year and four-year institutions in the state accredited by the Commission on Colleges shall participate in this system.

"In addition, there is created an articulation and general studies committee which shall consist of ten members composed as follows: two representing the state's regional universities, three representing the state's two-year colleges (one of whom shall be black), one representing each of the following: Auburn University, the University of Alabama System, the University of South Alabama, Alabama State University, and Alabama A&M University. The Executive Director of the Alabama Commission on Higher Education and the Director of the computerized advising system operated by Troy State University shall serve as nonvoting members.

"Unless provided by the governing board of the respective institution, the representatives to the articulation and general studies committee shall be selected in the following manner: The presidents of the state's regional universities shall select the two representatives of these institutions on the committee. The State Board of Education shall select the representatives of the state's two-year colleges on the committee. The Chancellor of the University of Alabama System and the Presidents of Auburn University, the University of South Alabama, Alabama State University, and Alabama A&M University shall each select the representative of their institutions on the committee. It is the intent of the Legislature that women be represented on the committee. This committee, utilizing whatever resources and task forces it deems appropriate, shall develop no later than September 1, 1998, a statewide freshman and sophomore level general studies curriculum to be taken at all colleges and universities. Nothing herein shall be interpreted as restricting any institution from requiring additional general studies courses beyond the statewide general studies curriculum.

"This committee shall also develop and adopt no later than September 1, 1999, for the freshman and sophomore years, a statewide articulation agreement for the transfer of credit among all public institutions of higher education. Under this articulation agreement, all applicable credits transferred from a two-year institution to a four-year institution shall fulfill degree requirements at the four-year institution as if they were earned at the four-year institution. The committee shall further examine the need for a uniform course numbering system, course titles, and descriptions.

"A four-fifths vote of the entire voting membership of the committee shall be required for the adoption of the articulation agreement and general studies curriculum. Upon adoption of the articulation agreement and general studies curriculum, this committee shall continue its duty and authority prescribed herein. The committee shall meet at least annually, or at other times as convened by the chair. The committee shall elect annually a chair from its membership. The chair of the committee shall rotate annually between a representative of the four-year institutions and a representative of the two-year institutions.

"In case of problems in the administration or interpretation of the articulation agreement or the general studies curriculum, institutions shall present the problem to the articulation and general studies committee for resolution. A majority decision of the committee shall be final and binding.



APPENDIX B

AGSC/STARS Program Re-Branding Initiative



A new face for transfer & articulation

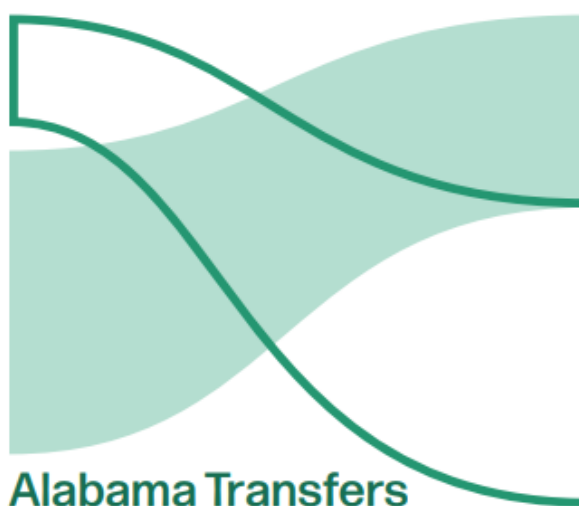
Our public-facing brand should make it clear to students what service we provide. It should sound like a public service, not a government agency or tech company. And it should be personable and memorable – a brand that advisors are eager to refer students to, which engages students with a familiar visual language.

Symbolism

Our new logo represents the transfer process, as two cohorts with separate starting points intersect and arrive at a shared destination.

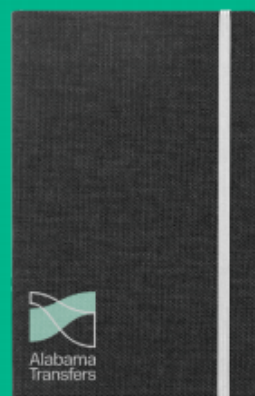
Responsiveness

We fine-tuned the logo's weight and spacing to make the same visual impact at a wide range of sizes.



Aesthetic

Using only simple elements – an outline, a filled shape, and a wordmark – the logo renders just as well in monochrome as in full color, on coarse mediums as well as hi-res digital displays. The individual elements can be reused and recomposed any number of ways to form new brand expressions.





APPENDIX C

Website Re-Design Concept



Streamlining the transfer experience

The new site better fills the needs of our core audiences by giving them the right information at the right time.

RENEWED FOCUS

The current STARS website houses a wealth of information, but it presents it with little regard to whether the reader is a student, an advisor, or a committee member. All the info anyone could need is available for those who are willing to sort and filter through it – and, to be clear, it was no small feat to assemble it all in one place – but now that we’ve done so, we can step back and reevaluate the ways that different groups of users actually *use* the site.

Serving students first

The primary group that we need to serve is students. They have the least information and need the most support; advisors and committee members can be trained to use the site, but many students will simply arrive at the site with no prior knowledge, nor any clear goals for what they want to accomplish. The site should help them establish their goals and quickly identify the possible actions they can take to accomplish them.

STUDENTS
Get your transfer guide or explore pathways

COUNSELORS
Learn how to advise using transfer guides

ADMINISTRATORS
Submit your institution's courses & view usage reports

Alabama Transfers

Get the guide
Undertake your first two years of college knowing all your credits will transfer

Step 1
Select the career category that most appeals to you.

Step 2
Find a university with a relevant academic program.

Step 3
Execute a transfer guide to guarantee your credit transfer.

Agriculture, Food, & Natural Resources
7 ACADEMIC PATHWAYS

Architecture & Construction
3 ACADEMIC PATHWAYS

Arts, Audio, & Communication
6 ACADEMIC PATHWAYS

Agriculture, Food, & Natural Resources
Careers in agriculture, food, and natural resources involve working with plants, animals, and the environment. The U.S. Bureau of Labor Statistics counted about 1.4 million jobs that are assigned to this cluster.
[Read full description →](#)

SAMPLE OCCUPATIONS
 _ Farm, ranch & agricultural manager
 _ Agricultural equipment operator & technician
 _ Agricultural products grader & sorter
 _ Purchasing agent
 _ Animal caretaker
 _ Veterinarian
[View more occupations →](#)

ACADEMIC PATHWAYS
 _ Agribusiness systems
 _ Animal systems
 _ Environmental service systems
 _ Food products & processing systems
 _ Natural resources systems
 _ Plant systems
 _ Power, structural & technical systems
[Explore pathways →](#)

Students:

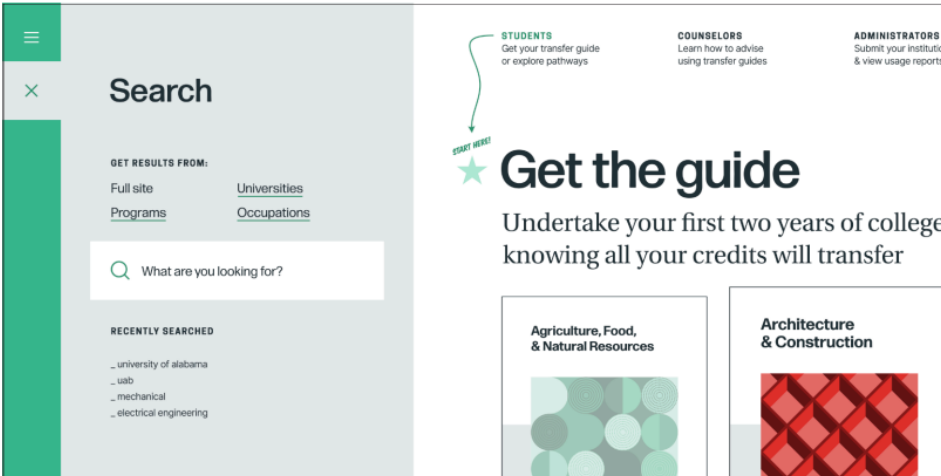
- Think about fields of study broadly, not about specific degree requirements;
- Often “shop around” for programs, universities, and fields of study;
- Lack a clear vision for their future.

We meet these needs by:

- Starting with “career clusters” and drilling down to academic pathways;
- Letting students browse pathways without needing to commit;
- Connecting academic pathways to careers.



A better experience for all



Advanced search

That will not be everyone’s preferred way to browse. Rather, it’s the best way to browse for students who don’t know what they want; others who already know what they want can use advanced search. Advisors and committee members can also use search to jump to the exact pages they need.

OPTIMIZED INFORMATION ARCHITECTURE

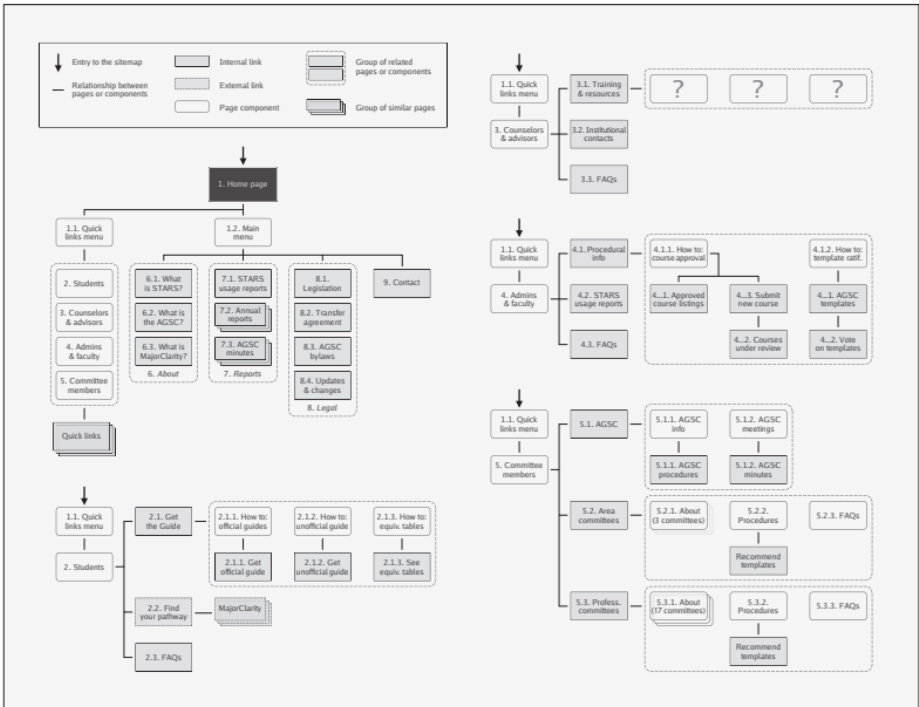
Even though advisors and committee members will have more training and better specified goals for using the site, we should still make it easy for them to use it. Thus, we’ve reorganized the site’s information architecture to support the specific tasks they undertake, instead of lumping together all the information they might need for any given task.

Advisors

For advisors, the site surfaces the training and resources they require to advise students along their transfer paths.

Admins & faculty

Administrators and faculty who are responsible for liaising between their institution and the AGSC need to understand the appropriate procedures for submitting courses and templates. They also need to be able to generate usage reports specific to their institution.





Questions and/or comments regarding this report should be directed to:



AGSC&STARS

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Statewide Transfer & Articulation Reporting System

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<http://www.gettheguide.net>

