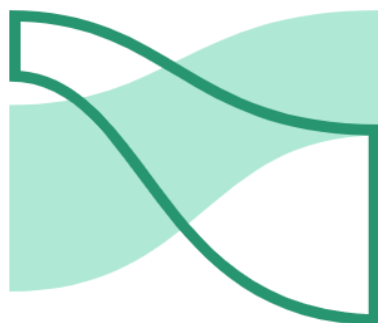
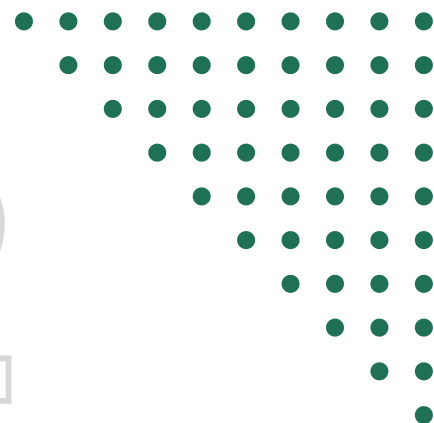


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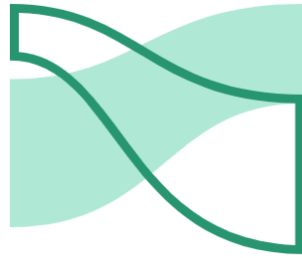
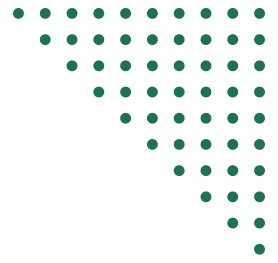
Alabama Transfers

Powered by AGSC/STARS



AGSC&STARS

Saving Time, Money, & Credits



Alabama
Transfers

Powered by AGSC/STARS

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

Prepared by Keith Sessions, Executive Director

2021-2022 ANNUAL REPORT



AGSC&STARS

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

Alabama Transfers - Powered by AGSC/STARS
c/o Keith Sessions
ksessions1@troy.edu
334-670-3690

Message from the Chair

Writing this chairperson letter for the 2021-2022 Articulation and General Studies Committee (AGSC) report is one of my last official duties as Chairperson of the AGSC. I want to thank my AGSC colleagues for the opportunity to serve as Chairperson. I have learned so much about articulation and transfer student success that occurs at our state colleges and universities. As I pass the baton, I look forward to continuing to advocate for scaling up these transfer student success practices. Since 1994, the legislative establishment of the Articulation and General Studies Committee, the overarching goal of AGSC&STARS remains a more perfect and seamless transition from Alabama two-year community colleges to Alabama four-year colleges and universities, saving Alabama community college students credit, time, and money. Over the past year, the AGSC Committee members' work has resulted in many advances that will save Alabama community college students credit, time, and money.

The AGSC continues to analyze and consider changes to the General Studies Core and Pre-professional Curriculum. I would like to thank the faculty disciplinary committees for their continuous work in approving courses in articulation. After many meetings and discussions, the AGSC subcommittee, MATH Pathways, in consultation with the AGSC math disciplinary committee and with input from college and university faculty survey results collected by the Alabama Commission on Higher Education staff about math topics needed for non-STEM majors as opposed to specific courses, the AGSC voted to update the General Education curriculum for Math and Science, expanding potential general education offerings in mathematical sciences to include statistics coursework.

The ACHIEVE sub-committee of the AGSC has already begun planning the AGSC annual transfer student success conference. In its fifth year, the annual ACHIEVE Conference is scheduled for March 1 – 2, 2023. This year's in-person conference will be hosted by Athens State University and Calhoun Community College. After the last two virtual conferences due to the COVID-19 safety precautions, AGSC is excited to sponsor this in-person conference. The 2023 conference theme is "Reconnecting: Creating the Future of Transfer Student Success." Mark your calendars and save the date!

The STARS Team of AGSC& STARS has been diligently working to launch the AGSC&STARS new website and rebranding, "Alabama Transfers—Powered by AGSC/STARS." You will read more details about all of these and other accomplishments in the 2021-2022 Annual Report.

Sincerely,

Pamela G. Arrington, Ph.D.

Pamela G. Arrington, P.h.D.

Associate Vice President for Academic Affairs & Undergraduate Studies

Alabama A&M University

2021-2022 Chair, Articulation and General Studies Committee



AGSC VOTING MEMBERS & ALTERNATES (2021-2022)

NOTE: The members listed below served as AGSC Members/Alternates for the majority of the past year.

☑ ALABAMA A&M UNIVERSITY

- Dr. Pamela Arrington (AGSC CHAIR) - Associate Vice President for Academic Affairs
- Dr. Wubishet Tadessee - Professor & Chair, Department of Biological & Environmental Sciences

☑ ALABAMA STATE UNIVERSITY

- Dr. Tanjula Petty - Assistant Provost for Student Success & Special Initiatives
- Dr. Kathaleen Amende - Dean of Liberal Arts & Social Sciences

☑ AUBURN UNIVERSITY

- Dr. Norman Godwin - Associate Provost for Academic Effectiveness
- Dr. Charles Israel - Associate Dean for Academic Affairs

☑ UNIVERSITY OF SOUTH ALABAMA

- Dr. Angela Coleman - Associate Vice President, Institutional Effectiveness
- Dr. Eric Loomis - Associate Dean, College of Arts & Sciences

☑ UNIVERSITY OF ALABAMA SYSTEM - Representing UA, UAB, & UAH

- Dr. Eva Lewis; UAB - Vice Provost for Institutional Effectiveness & Academic Planning
- Dr. Tonjanita Johnson; UA SYSTEM OFFICE - Sr. Vice Chancellor for Academic & Student Affairs

☑☑ REGIONAL UNIVERSITIES - Representing Athens, JSU, TROY, MONTEVALLO, UNA, & UWA

- Dr. Hal Fulmer; TROY - Associate Provost and Dean of Undergraduate and First Year Studies
- Dr. Philip Way; ATHENS - President
- Dr. Tim Edwards; UWA - Provost
- Dr. Lisa Williams; JSU - Associate Provost

☑☑☑ ALABAMA COMMUNITY COLLEGE SYSTEM - Representing all ACCS Institutions

- Dr. Bruce Crawford (AGSC VICE CHAIR); Lawson State CC - Vice President for Instructional Services
- Mary Beth Lancaster; Coastal Alabama CC - Dean of Instruction
- Dr. David Campbell; Northeast Alabama CC - President
- Dr. Bradley Fricks; Alabama Community College System - Director of Academic & Student Services
- Leslie Reeder; Wallace CC Dothan - Dean of Instruction
- Jackie Screws; Chattahoochee Valley CC - President

.....

✗ NON-VOTING MEMBERS

- Dr. James Purcell; ACHE - Executive Director
- Dr. Robin McGill; ACHE - Deputy Director for Academic Affairs
- Jacinta Whitehurst; ACHE (AGSC Secretary) - Administrative Assistant to the Executive Director
- Dr. Keith Sessions; AGSC/STARS - Executive Director
- General Paul Hankins; AAICU - President

Status Report: The Year in Review



AGSC - Priority 1

Improve math pathways and opportunities for both transfer and native students in Alabama



In Fall 2020, a sub-committee of AGSC members began to explore math pathways in the core curriculum. The group evaluated other states and noted that there was a need to continue exploration with more content experts. In Spring 2021, the MATH PATHWAYS sub-committee was created with 2-year and 4-year representatives who met bi-weekly throughout the spring semester. The group made two decisions. First, that the Finite Mathematics course was a sound option for many non-STEM majors, but many students do not know what the course is about from the name. A subset of the committee worked with Dr. Bradley Fricks (ACCS) to create a marketing campaign for this course. This effort is ongoing. The second decision of the group was to model the approach Arkansas took and survey degree programs in Alabama to inquire about the math topics needed for their majors as opposed to the specific courses. This survey was developed and was sent out in fall of 2021. The goal was to take the results and brainstorm new course offerings that best suit the different needs of majors. Gary Martin (AU) and Jim Gleason (UA) led the survey effort. The group concluded that statistics courses and a change in focus with less about computational skills were needed. The group brought forth a recommendation to revise the language in Area III to be more inclusive of a broader idea of Mathematical Science rather than Mathematics. The final recommendations were presented by the Math Pathways Sub-Committee and approved by the AGSC at their winter meeting held on January 20, 2022. (See [Appendix B - Math Pathways Recommended Changes](#)). In summary the actions taken did two things:

1. Updated the AREA III "General Education Mathematical Sciences Guidelines" to allow for other types of mathematical and/or statistical reasoning courses.
2. Updated the "Specific Guidelines and Criteria" for mathematical science courses submitted to the AREA III Academic Committee for review in the future. This recommendation shifted from listing appropriate course numbers and titles for transfer and places the focus on designated "learning outcomes" achieved through mathematical and/or statistical reasoning courses.

The AGSC is now accepting new math course proposals that would fall under these new math pathway requirements and guidelines.

Sub-committee Chairperson: Keith Sessions, AGSC/STARS

AGSC - Priority 2

Conduct more research on best practices for re-design and improving the current general studies core model - AREAS I-V



The work over the past year has been focused on the following:

1. Exploring if and how other states have implemented the meta-major concepts for general education requirements, and how Alabama might group current transfer guides similarly.
2. Further exploration regarding state-wide approaches to the incorporation of learning outcomes, while also ensuring broad exposure to core disciplines within the general education curriculum.
3. The Business subcommittee requested copies of the statewide guides for Business degree majors to discuss potential modifications for learning outcomes and/or meta-majors. A report on that work is not yet complete.
4. Discussions of the exploratory and historical findings took place between the Chair, the AGSC, and ACHE leadership that led to the development of a survey, which was sent recently to Alabama Chief Academic Officers. The survey intends to create a current inventory of general studies curricular structures across the state.
5. Goals for the coming year are to reconvene the subcommittee, review survey results and other state models, and identify innovative, but practical, approaches to general studies redesign for the state.

Sub-committee Chairperson: Eva Lewis, UAB

AGSC - Priority 3

Host the 4th Annual ACHIEVE Transfer Student Success Conference



Since its inception in 2019, the AGSC&STARS has demonstrated its commitment to furthering transfer student success for all Alabama transfer students by planning and hosting the annual Achieve Transfer Student Success Conference. This convening is the only such event within the State of Alabama that brings together faculty, staff, and administrators from two- and four-year institutions and state offices to share knowledge and best practices about how best to support Alabama's transfer students.

The inaugural convening took place at Lawson State Community College in March 2019, followed by one last in-person conference at the University of Alabama in March 2020. Both the 2021 and 2022 convenings occurred virtually, facilitated by UA's College of Continuing Studies Conference Services division.

The 4th annual conference took place on March 2nd & 3rd, 2022, and saw a record registration of 370 attendees. This year's event featured keynote addresses from Dr. Martha Kanter, CEO of College Promise and former Under Secretary of Education, Dr. Nia Haydel of Complete College America, Dr. Heather Adams of the Aspen Institute, and Dr. Jim Purcell, Executive Director of ACHE. The 2022 convening's theme was "The Path Forward: What's Next for Transfer in Alabama?"

Conference feedback was once again overwhelmingly positive, and a summary report is available upon request. The 5th annual Achieve Conference will return to an in-person format and will take place at Athens State University on March 1st and 2nd, 2023. Athens State University and Calhoun Community College will be the institutional hosts for next year's convening. "SAVE-THE-DATE" and "REGISTRATION INFORMATION" will be sent out in early fall 2022 for the 5th Annual ACHIEVE Transfer Student Success Conference.

To help us better manage future conferences, we have purchased a license for WHOVA Event Planning Software/Application that will greatly improve the overall management of future ACHIEVE Conferences. This software package will provide us with a dedicated online registration platform, access to a conference app that all attendees will use before, during, and after the conference to stay informed, various survey and feedback features, speaker spotlights, and many other conference tools.

Sub-committee Co-Chairs: Brandi Stacey, UA & Dr. Pamela Arrington, AAMU

STARS - Priorities 1,2,&3

1. Complete & launch new website
2. Complete re-branding/marketing
3. Provide training opportunities for new website features and tools



For the past two years, the STARS office has partnered with The University of Alabama's Education Policy Center to redesign the AGSC & STARS website. The new site better fills the needs of our core audiences by giving them the right information at the right time. Features of the site include but are not limited to:

- Improvements to the “get the guide” process
- Exploration options for transfer guides — search by transfer pathway, major, or by university
- The ability to request information by college or university
- A search feature for course equivalencies (course equivalency matrix)
- Interactive usage reporting and site analytics — includes a dashboard for administrators and university recruitment offices
- Streamlined workflows for counselors, administrators, and STARS staff — includes improvements to course approval process, template ratification, committee management, etc.

Please see the attached ‘Site Comparison’ (APPENDIX C) for a more detailed review of site features, both new and existing.

The anticipated launch of our new platform is Fall 2022. At this point, it will officially replace the existing STARS website, and we will begin marketing as Alabama Transfers Powered by the AGSC & STARS. Currently, we are finalizing front-end features and producing new training materials as well as marketing resources, so that we can facilitate audience-specific training/demonstrations. These are set to begin after the AGSC & STARS Summer Meeting.

We thank Dr. Stephen Katsinas and The University of Alabama Education Policy Center for the immense time, effort, and funding that has been dedicated to the reimagination of STARS, now Alabama Transfers.

Oversite responsibility: Keith Sessions, STARS

STARS Usage Reports for 2021-2022



Annual STARS Transfer Guide Requests Since Fall 1998

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



1,537,497 Transfer Guides have been obtained since Fall of 1998.

NOTES & DEFINITIONS:

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

UNOFFICIAL STARS GUIDES are obtained by various individuals (students, parents, counselors, advisors, and administrators) for reference and comparison purposes only. These guides do not contain student information nor do they include the Transfer Agreement Contract.

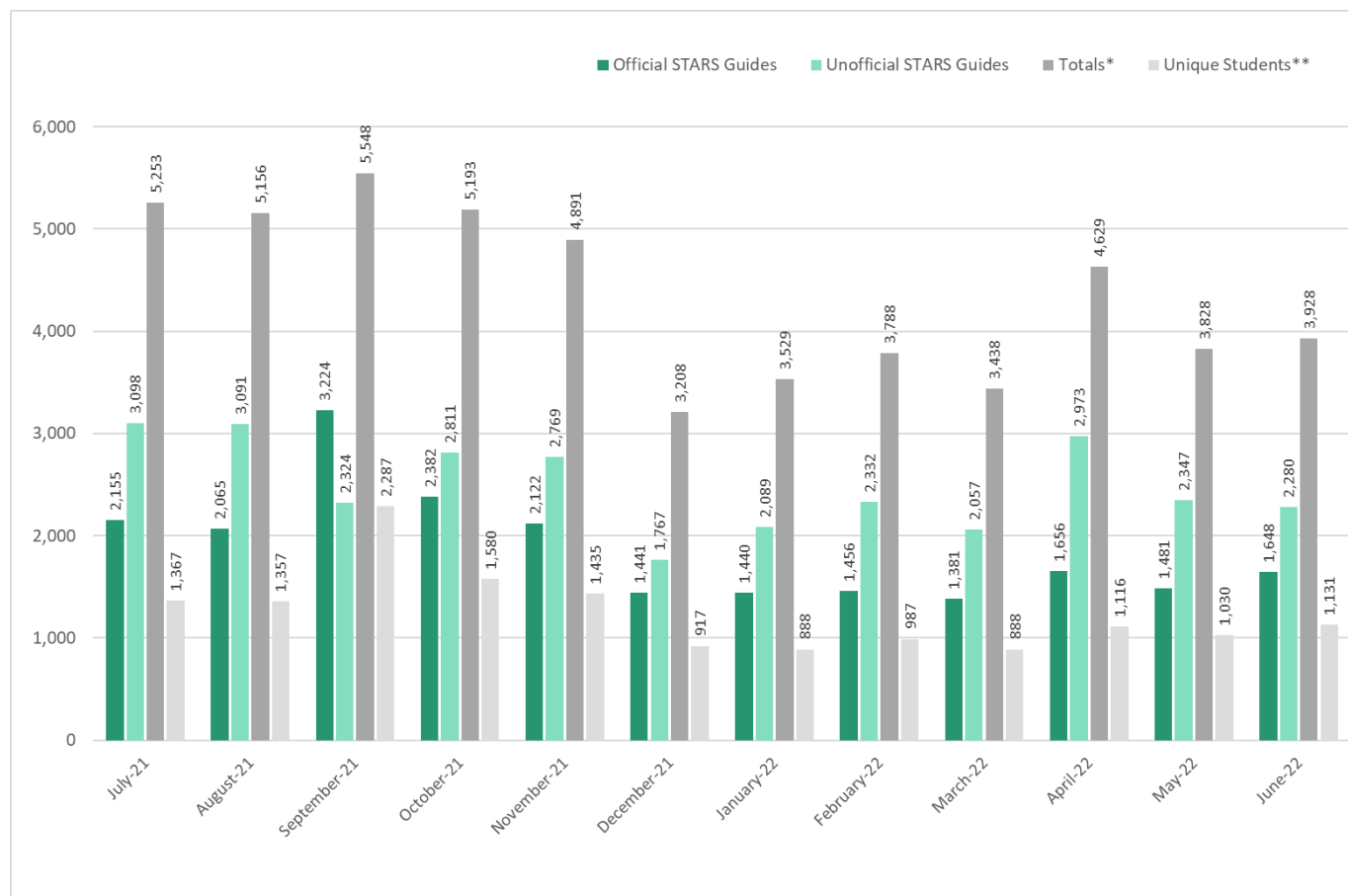
ADDITIONAL REPORTS are available on the STARS website scan code to the right. →

INSTITUTIONAL & CUSTOMIZED REPORTS are available upon request.
Please contact us at 334.670.3691.



Annual STARS Two-Year Student Usage Report by Month

This chart represents usage by two-year students during the 2021-2022 academic year distributed by month.



NOTES & DEFINITIONS:

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

****UNIQUE STUDENTS** are counted as unique users per month. Example: A student who obtains a guide in July and again in September would be counted as a unique user for both months. While a student who obtains two or more guides in a given month is only counted once.

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

UNOFFICIAL STARS GUIDES are obtained by various individuals (students, parents, counselors, advisors, and administrators) for reference and comparison purposes only. These guides do not contain student information nor do they include the Transfer Agreement Contract.

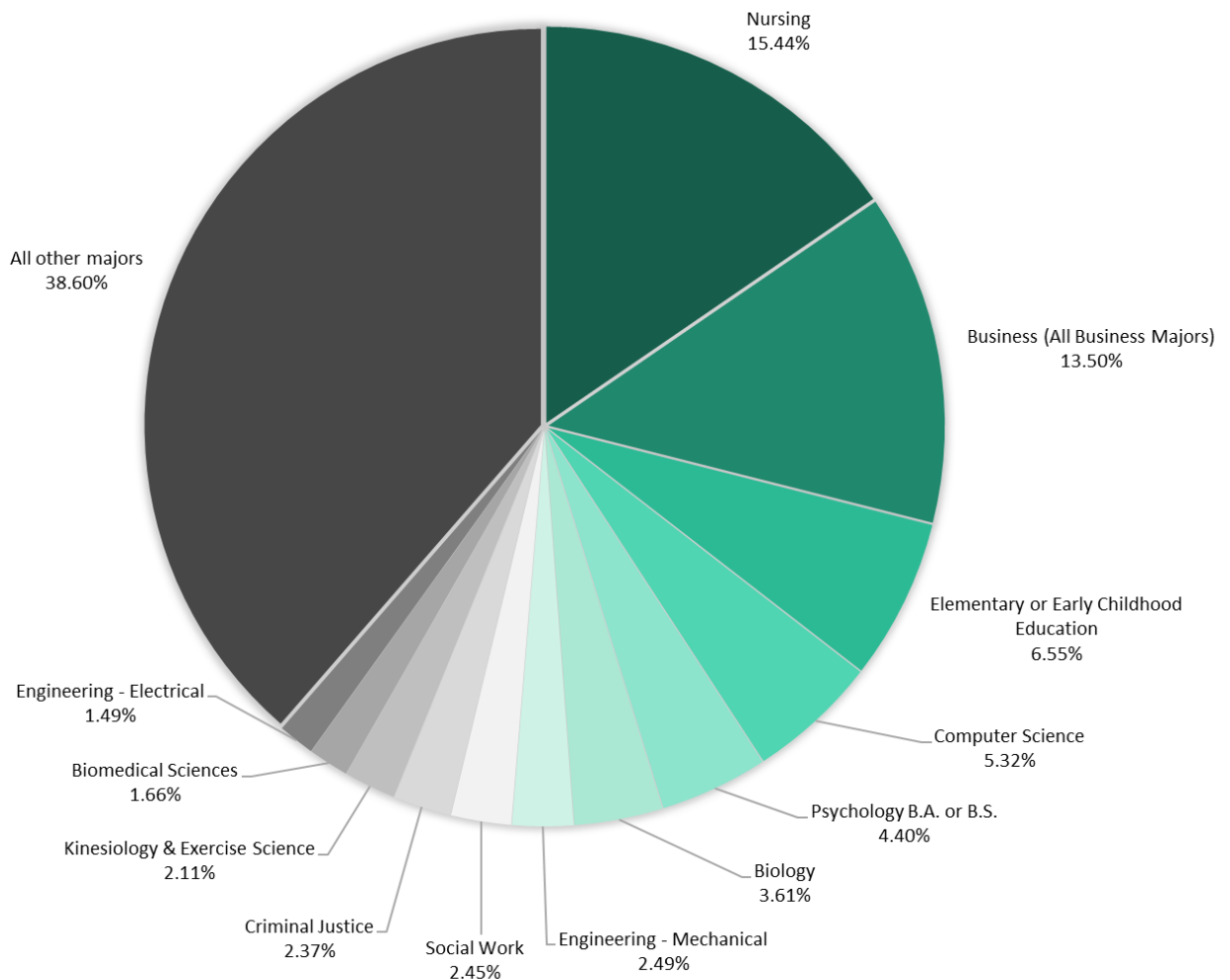
ADDITIONAL REPORTS are available on the STARS website scan code to the right.

INSTITUTIONAL & CUSTOMIZED REPORTS are available upon request.
Please contact us at 334.670.3691.



Annual STARS Two-Year Student Usage Report by Major

This chart represents usage by two-year students during the 2021-2022 academic year distributed by major choice.



NOTES & DEFINITIONS:

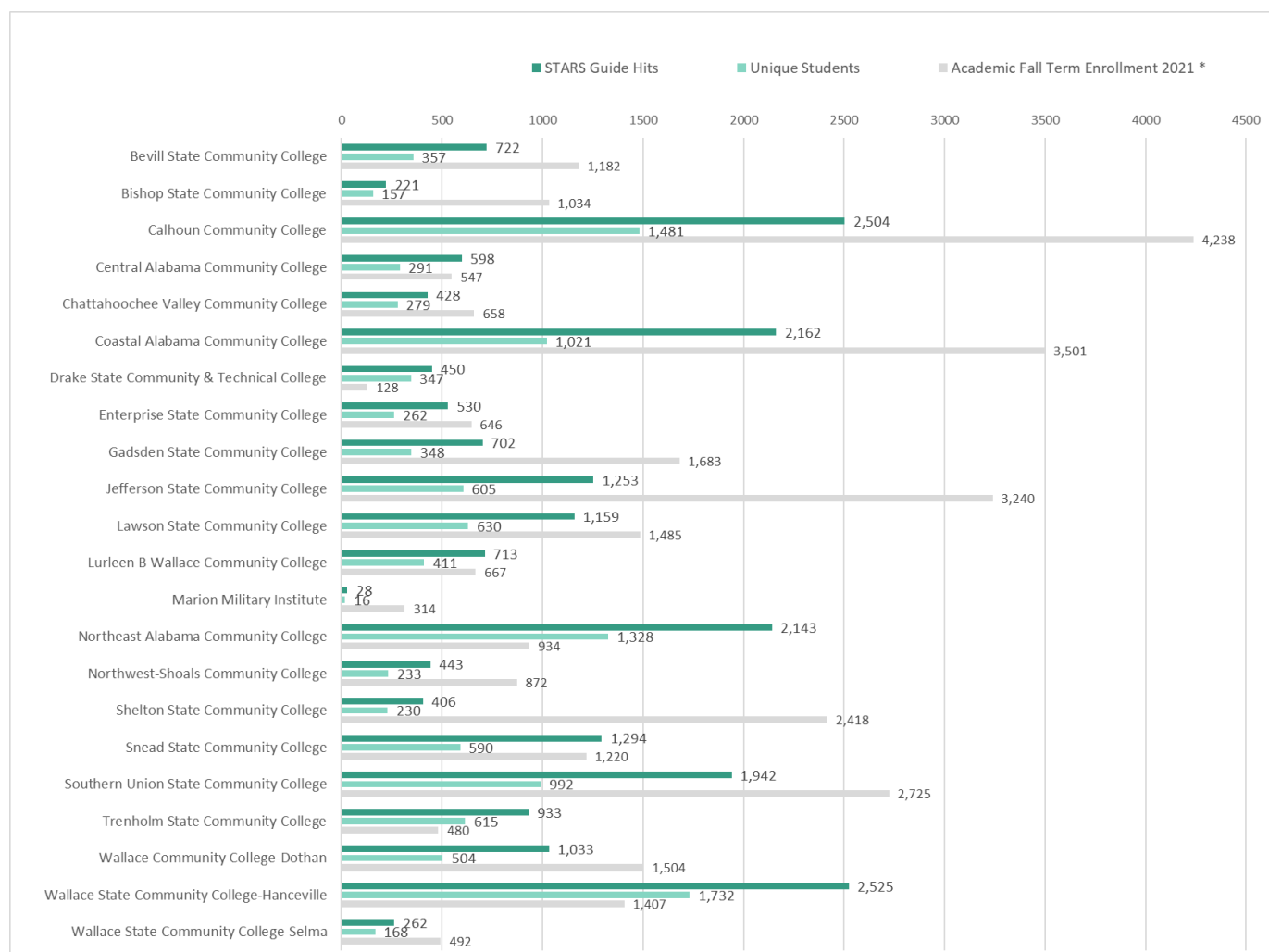
ADDITIONAL REPORTS are available on the STARS website scan code to the right. 

INSTITUTIONAL & CUSTOMIZED REPORTS are available upon request.
Please contact us at 334.670.3691.



Annual STARS Two-Year Student Usage Report by Two-Year Institution

This chart represents usage by two-year students during the 2021-2022 academic year distributed by their institution.



NOTES & DEFINITIONS:

***STARS GUIDE HITS** are numbers of guides obtained by transfer students who provide the following information: name, mailing address, phone, email address, institution attending, and major choice. The official guide also includes the Transfer Agreement Contract.

****UNIQUE STUDENTS** 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 provides a more accurate picture of how many individual students have printed/obtained guides.

*****ACADEMIC FALL TERM ENROLLMENT** is the number of students who were on an academic track at their community college to start the academic year. This does not include students who are on a technical track or certification track.

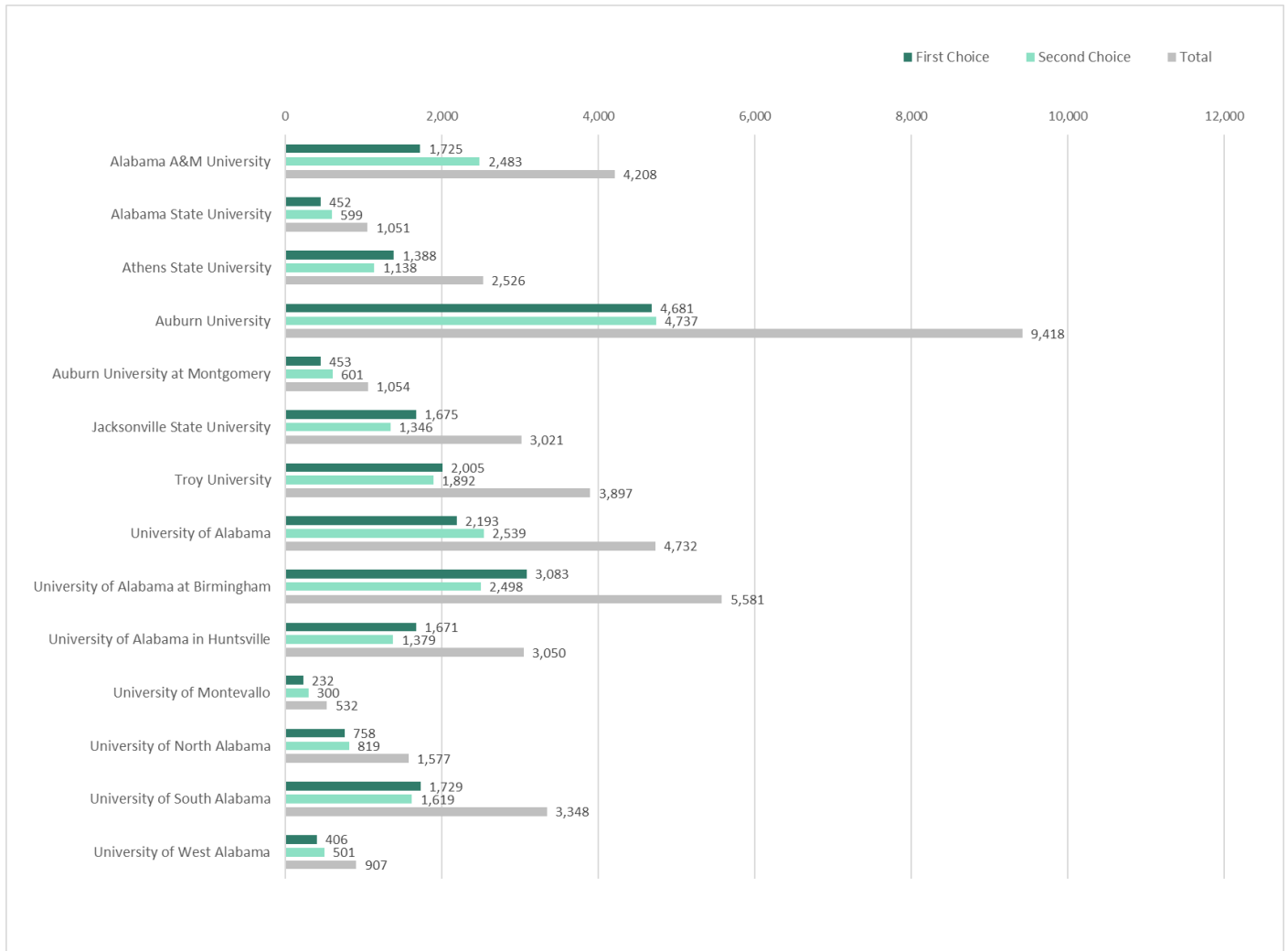
ADDITIONAL REPORTS are available on the STARS website scan code to the right.

INSTITUTIONAL & CUSTOMIZED REPORTS are available upon request.
Please contact us at 334.670.3691.



Annual STARS Two-Year Student Usage Report by Four-Year Institutional Choice

This chart represents usage by two-year students during the 2021-2022 academic year distributed by four-year institutional choice (planned transfer destination).



NOTES & DEFINITIONS:

ADDITIONAL REPORTS are available on the STARS website scan code to the right. →

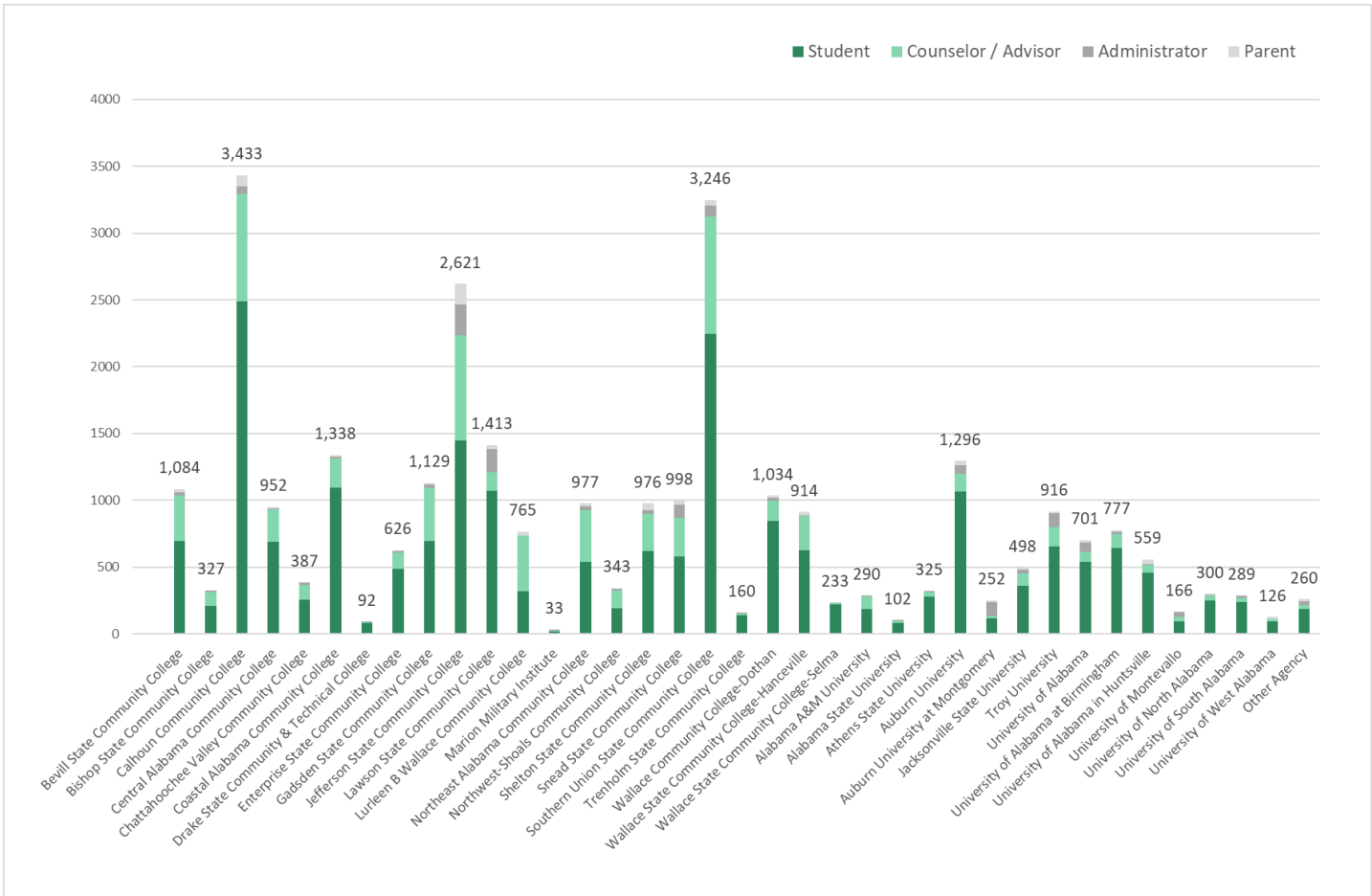
INSTITUTIONAL & CUSTOMIZED REPORTS are available upon request.
Please contact us at 334.670.3691.



Annual STARS Unofficial Guides Report by User Type

This chart represents unofficial guides obtained by user type during the 2021-2022 academic year.

Each time an end-user uses the unofficial guide request we ask them to identify themselves as either a student, counselor/advisor, administrator or parent.



NOTES & DEFINITIONS:

ADDITIONAL REPORTS are available on the STARS website scan code to the right. 

INSTITUTIONAL & CUSTOMIZED REPORTS are available upon request.
Please contact us at 334.670.3691.





Pressing On: 2022-2023 Priorities & Goals

The Articulation & General Studies Committee (AGSC) and the Statewide Articulation Reporting System (STARS) staff will:

1. Continue the work of the General Studies Core Sub-Committee and make recommendations as needed (AGSC)
2. Host the fifth annual Achieve Transfer Student Success Conference (AGSC)
3. Re-engage with the Area Academic Committees and the Pre-professional Academic Committees (AGSC/STARS)
4. Work with the ACCS to submit and gain approval for possible mathematical sciences courses that meet the new Math Pathways guidelines and then update the transfer guides as needed (AGSC/STARS)
5. Work with the ACCS and community colleges to increase usage numbers (AGSC/STARS)
6. Complete/launch new Alabama Transfers website, provide training, and increase re-branding/marketing efforts among all constituents (STARS)
7. Work with the Alabama Association of Independent Colleges and Universities (AAICU) to provide access to their articulation agreements and course equivalency information within the set up of the Alabama Transfers website (AGSC/STARS)
8. Determine what AGSC's role should be in ensuring transferability of credit awarded for prior learning -- e.g., credit awarded for performance on AP, IB, CLEP exams (AGSC)

APPENDIX

APPENDIX A



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

Math Pathways Sub-Committee Recommendation

The following recommendation was approved by the AGSC on January 20, 2022.



RECOMMENDED CHANGES – 1-20-22 – Math Pathways Sub-Committee

General Education Mathematical Sciences Guidelines

A. Revision of material on [this page](#).

AREA III - Natural and Mathematical Sciences (11-12 SH)

Study in the natural and mathematical sciences emphasizes the scientific method and applies quantitative or inductive reasoning. Minimum requirements include at least 11 semester hours with at least 3 semester hours in mathematical sciences** and at least 8 semester hours in the natural sciences which must include laboratory experiences. Disciplines in the mathematical sciences include mathematics and statistics and courses should be broad in scope and content. Disciplines in the natural sciences include but are not limited to, astronomy, biology, chemistry, geology, and physics.

**Some mathematics courses are offered for 4 semester credit hours. This would account for the variation in hour requirements in Area III.

B. Revision of material on [this page](#). (This includes the removal of the lists of course titles.)

MATHEMATICAL SCIENCES

Specific Guidelines and Criteria for Courses Submitted to the Mathematics Committee

Specific guidelines and criteria in mathematical sciences require that courses should be broad in scope and content rather than specific to a discipline outside of the mathematical sciences (such as statistics for biology or business). The basic college-level general studies courses in mathematical sciences include Pre-Calculus Algebra, Finite Mathematics, Elementary Statistics, or similar courses; courses must have as prerequisite high school mathematics through algebra that includes linear and exponential functions, or the equivalent.

General studies courses in the mathematical sciences should include student learning outcomes that focus on mathematical and/or statistical reasoning such as:

- Students will be able to demonstrate an understanding of mathematical topics and their various representations (algebraic, graphical, verbal, and tabular).
- Students will use symbolic reasoning as a tool to de-contextualize problems, solve them, and then re-interpret the results in the original context.
- Students will evaluate and explain the results of quantitative analyses of data.
- Students will evaluate important assumptions in estimation, modeling, and data analysis.
- Students will appropriately use quantitative evidence to support an argument.

APPENDIX C

STARS vs. Alabama Transfers



STARS vs. Alabama Transfers for Students

More than a fresh coat of paint, the new Alabama Transfers system adds essential features and upgrades for students, advisors, counselors, AGSC members, and STARS staff.

Feature	STARS	Alabama Transfers	Details
Explore without commitment	×	✓	<p>Not all who wander are lost. Most students don't know exactly what they want to study, so we've designed the new site to meet them where they're at. Alabama Transfers encourages exploratory behaviors, enabling students to view and easily jump between multiple guides. By doing so, students will more thoroughly explore their options and make better, more informed decisions.</p> <p>This is in contrast to the old STARS site: even when submitting Unofficial Guides, students using STARS had to fill out a lengthy form with their personal information – and they had to redo this for each and every guide. Our surveys have shown that this hurdle discourages students from taking full advantage of our services. Who wants to fill out the same form a third, fourth, or fifth time on the mere chance of finding a more appealing major?</p>
Major guides	✓	✓	<p>In STARS, each transfer guide consisted of a single major, requiring students to sort through a list over 140 majors long. Alabama Transfers keeps this view, while adding some additional, helpful ways to browse.</p>
College-to-career pathways	×	✓	<p>While not a full-fledged career exploration tool – that will come later – Alabama Transfers takes several steps in that direction, enabling students to think not only in terms of majors, but in terms of college-to-career pathways. Our “pathway” guides cluster related majors together so that students can gradually hone in on their areas of interest, rather than shooting in the dark while selecting a major from a long list. These guides include helpful information such as sample careers and occupational outlook information so they can weigh their interests against practical realities.</p>

APPENDIX C (Continued)



STARS vs. Alabama Transfers for Students

Feature	STARS	Alabama Transfers	Details
Institution profiles	×	✓	<p>While we'd like to encourage students to think primarily about their interests and career opportunities, the reality is that there's more to the transfer decision. Each university comes with its own heritage, a unique culture and campus life, as well as a particular geography. We'd be selling students short if we didn't provide them with this information.</p> <p>Rather than linking students out to the universities' websites, as on the old STARS system, Alabama Transfers aggregates this information into institutional profiles. These profiles are connected to the majors and pathways, giving students another way to explore.</p>
University transfer requirements	×	✓	<p>Once they decide to take the next step toward transferring, students will need a place to view their chosen university's transfer requirements. Alabama Transfers maintains each institution's requirements in our main institutional database and gives students multiple ways to find and view this information.</p>
Course equivalency tables	×	✓	<p>Whereas STARS merely links to different universities' course equivalency tables, Alabama Transfers shows that information right alongside the pathway requirements. This saves students the round trip between different websites and enables us to keep the guides more up-to-date.</p>
Advanced Placement (AP) equivalencies	×	✓	<p>In addition to tracking course equivalency between two- and four-year institutions, Alabama Transfers also maintains a database of AP test equivalencies for each university.</p>

APPENDIX C (Continued)



STARS vs. Alabama Transfers for Students

Feature	STARS	Alabama Transfers	Details
Advanced search (majors, pathways & universities)	×	✓	With Alabama Transfers, students can find the needle without the haystack. If a student already has an idea of what they want to study but can't put it into words, they can find it via the Advanced Search functionality, rather than clicking through guide after guide.
Scholarship index	×	✓	Students' transfer decisions often depend upon the availability of scholarships. Alabama Transfers puts these opportunities at their fingertips, aggregating opportunities across all participating institutions.
College connection	×	✓	When students submit their transfer guides, they include some personal details including their current community college and major, as well as contact information. Alabama Transfers gives students the option to have these details forwarded to the universities of their choosing, so that the institutions can initiate contact and send additional recruiting information.
Guide versioning & redundancy	×	✓	When a student submits a guide, the new Alabama Transfers system will take a snapshot of the requirements. Each snapshot will then be accessible via a permanent link. That way, although universities' requirements will change over time, students can always refer back to the terms of their agreement at the time it was made. And all parties to the agreement – the student, the advisor, the institution, and the AGSC – will have a permanent record should any discrepancies arise.
Responsive web design	×	✓	The new Alabama Transfers site has been designed for use on all devices, from desktop PCs to laptops to tablets to smartphones.

APPENDIX C (Continued)



STARS vs. Alabama Transfers for Advisors

Feature	STARS	Alabama Transfers	Details
College-to-career pathways	×	✓	In addition to helping students navigate transfer on their own, Alabama Transfers's college-to-career pathway guides serve as an invaluable framing device for advisors to initiate conversations with students about their futures. Armed with each pathway's selling points and occupational outlook information, in addition to its academic requirements, advisors can steer students down the pathway that's truly best for them.
Intuitive dashboard	×	✓	Unlike the old STARS system, which had a wealth of tools scattered throughout various site sections, the new Alabama Transfers site includes a landing page designed specifically for advisors, from which all the tools and information they need are a single click away.
Automated submission reporting	Manual, Quarterly	Real-time & Periodically	When a student submits a transfer guide, they may choose to have their information forwarded to one or more universities. With STARS, this process was manual and performed once every quarter. With Alabama Transfers, this process will be automated and done both in real-time (a notification per submission) and periodically (e.g. once per month). This way, the site will serve as a bridge between students, advisors, and institutions.
Offline access	×	✓	Because it's being developed as a progressive web app (PWA), Alabama Transfers gives advisors the ability to access the system even when they're offline.

APPENDIX C (Continued)



STARS vs. Alabama Transfers for Administrators

Feature	STARS	Alabama Transfers	Details
Course & major template ratification	×	✓	With the old STARS site, the process to submit a new course or major was handled externally through email. Alabama Transfers closes this loop, enabling administrators to submit the forms to the same place where they retrieved them.
Real-time, granular usage reports	×	✓	On the old STARS site, usage reports are generated periodically and depict only certain data points. The usage reports generated by Alabama Transfers will be updated in real-time and will break down the data much more granularly, including new charts for the number of guides generated per student, the number of universities selected per official guide, and more.

STARS vs. Alabama Transfers for AGSC Members

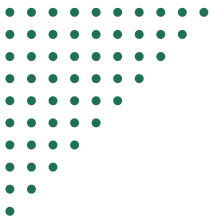
Feature	STARS	Alabama Transfers	Details
Content editing	×	✓	On the old STARS site, all content changes must go through STARS staff. With the new Alabama Transfers system, we can create site accounts with scoped editing permissions, e.g. a secretary account with access only to meeting minutes, or a committee chair account with the ability to edit a specific equivalency table.
Meeting minutes	PDFs	Integrated	The integrated meeting minutes feature of the new Alabama Transfers system makes it easy to schedule future meetings, draft the agenda and send it out for comments, and record minutes and add attachments at the actual meeting.

APPENDIX C (Continued)



STARS vs. Alabama Transfers for STARS Staff

Feature	STARS	Alabama Transfers	Details
Better content management	×	✓	On the old STARS site, information duplicated across multiple pages had to be updated multiple times, making it hard to keep all the content in sync. In the new Alabama Transfers system, nearly every piece of content on the website is editable through the content management system (CMS). Each content field can be reused on many pages.
Content delegation	×	✓	On the current STARS site, all content is maintained by STARS staff. With the new Alabama Transfers system, gone is the need for lengthy back-and-forths with stakeholders over email. While still retaining the ability to review and reject content before publication, the new Alabama Transfers system will be able to accept certain submissions directly from the relevant stakeholders. For example, advisors can submit scholarship listings; AGSC committee chairs can edit equivalency tables; meeting secretaries can edit minute meetings; and more.
Mailing lists & groups	×	✓	With the new system, we can manage newsletters, event RSVPs, surveys, etc. through the CMS.
Site analytics	×	✓	In addition to the transfer guide usage reports, the new Alabama Transfers site will keep detailed logs of web traffic, site search and navigation patterns, and more. This data will enable us to channel our efforts into the most used features. We may also use the information to facilitate improvements through A/B testing.
Test-driven development	×	✓	From security to accessibility, we ensure the new system exceeds the highest standards through test-driven development. This means that every feature and function will have a suite of automated tests that it must pass before it's deployed.
Backups & versioning	×	✓	The new system will be automatically backed up, and revisions will be stored in version control.



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



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