

The AP & CLEP Credit Subcommittee met via Zoom on March 9th, 2026. It discussed the following agenda items:

1. Statewide AP Credit Spreadsheet

The subcommittee began by sharing observations derived from the AP Credit Spreadsheet created by Alabama Transfers staff members. Observations included:

- Regional institutions tend to have lower AP score requirements.
- Art, History, and Chemistry tend to have the highest AP score requirements state-wide.
- Institutions differ regarding how much credit they grant with a score of “3”. It was observed that the University of Alabama generally offers some way to get at least one course credit in major areas with a score “3”.
- The subcommittee noted that some empirical studies of AP outcomes have found that credit-granting policies are the main driver of improved graduation outcomes for AP students, with credit for a single AP exam leading to a 1-2 percentage point increase in the likelihood of receiving a bachelor’s degree within four years. Other factors such as success in subject performance and overall score are less predictive of four-year graduation. Finding ways to provide at least some credit for an AP score of ‘3’, as UA is close to doing, may allow most of the benefit of AP programs to be realized by students.

2. Course Grade by Prerequisite Dashboard

The subcommittee viewed an example dashboard created at the University of South Alabama which shows aggregate and average course grades for a given course by course prerequisite (AP, IB, CLEP, Transfer Credit, course taken at South Alabama, etc.) for courses that allow AP or CLEP to fulfill prerequisites for the course.

- For most courses at South Alabama with an AP- or CLEP-prerequisite, students meeting a prerequisite with an AP score out-perform all other students in the successor course, including for courses accepting an AP score of “3” (e.g., Calculus II, Business Calculus, second semester General Biology, second semester English Composition, etc.).

3. AP Transfer Challenges

The subcommittee discussed the specific case of transfer students who have met a prerequisite requirement for a course with an AP score of “3” or “4” at an institution, successfully completed the successor course at that institution, and then transferred to another institution that does not accept the original AP score for the prerequisite.

- There was general agreement among subcommittee members that students in this situation should not be asked to take the prerequisite course at their new institution, but there is no state-wide policy requiring this. Some subcommittee members reported that their institutions require students in this situation to take the prerequisite course.

4. Possible Recommendations

The subcommittee briefly discussed some possible recommendations, including:

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- i. Tracking secondary credit outcomes by monitoring student performance in successor courses at more institutions.
- ii. Encouraging institutions to offer some college credit with an AP score of “3”, even if it is only a single course.
- iii. Considering a statewide policy on transfer students who pass a successor course at a prior institution with a lower AP score than that accepted by the receiving institution.