



Alabama
Transfers



ANNUAL REPORT

Prepared by
Keith Sessions

Reporting Period:
July 2025 - June 2026

DRAFT

Alabama Articulation & General Studies Committee



2025
2026

www.alabamatransfers.com



STATE OF ALABAMA

Articulation & General Studies Committee Alabama Transfers

Prepared by Keith Sessions, Executive Director

2024-2025 ANNUAL REPORT



MESSAGE FROM THE CHAIR

Working Together with Transfer Students in Mind

It has been a privilege to serve as Chair of the Alabama Articulation and General Studies Committee (AGSC) this past year. I am grateful for the opportunity to work alongside dedicated colleagues from across Alabama who share a commitment to improving student success through stronger transfer pathways and quality general education.

This year, AGSC made meaningful progress on several important initiatives. The 8th ACHIEVE Conference successfully transitioned to a virtual format, engaging 497 participants from across the state. The General Education Subcommittee continued its work toward a common statewide general education framework, while the AP/CLEP Credit Subcommittee advanced efforts to align credit recommendations and provide students with greater consistency in recognizing prior learning. We also continued the Alabama Transfers–EdVisorly pilot project, exploring innovative ways to support students as they transfer from community colleges to four-year institutions.

As more students pursue higher education through nontraditional pathways, clear and reliable transfer information has never been more important.

By strengthening transfer processes and promoting transparency, we help students save time and money, avoid unnecessary coursework, and confidently achieve their educational goals.

I am sincerely thankful to the AGSC members for their collaboration, dedication, and thoughtful leadership throughout the year. I also extend my appreciation to Keith Sessions and Shannon Nichols for their continued guidance and support. It has been an honor to serve alongside such an outstanding group, and I look forward to seeing AGSC continue to make a lasting impact on students across Alabama.

Catherine Wehlburg



CATHERINE WEHLBURG, PH.D.

President, Athens State University

2025-2026 AGSC MEMBERS & ALTERNATES



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

✓ ALABAMA A&M UNIVERSITY

- **Dr. Douglas LaVergne** - Associate Vice President for Academic Affairs
- **Dr. Wubishet Tadessee** - Professor & Chair, Department of Natural Resources & Environmental Sciences

✓ ALABAMA STATE UNIVERSITY

- **Dr. Albert Russell** - Assistant Provost for Academic Affairs
- **Dr. Seela Aladuwa** - Professor in Advancement Studies

✓ AUBURN UNIVERSITY

- **Dr. Charles Bringardner** - Associate Provost for Academic Affairs
- **Dr. Charles Israel** - Associate Dean for Academic Affairs

✓ UNIVERSITY OF SOUTH ALABAMA

- **Dr. Julie Estis** - Associate Vice President for Institutional Effectiveness
- **Dr. Eric Loomis** - Associate Dean, College of Arts & Sciences

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

- **Dr. Rhonda Gaede**; UAH - Associate Provost
- **Dr. Tonjanita Johnson**; UA SYSTEM OFFICE - Sr. Vice Chancellor for Academic & Student Affairs

✓✓ REGIONAL UNIVERSITIES - Representing ATHENS, JSU, TROY, MONTEVALLO, UNA, & UWA

- **Dr. Fred Figliano**; TROY - Dean of the College of Education
- **Dr. Catherine Wehlburg** (AGSC CHAIR); ATHENS - President
- **Dr. Amy Jones**; UWA - Provost
- **Dr. Kristen Gilbert**; UM - Associate Provost and SACSCOC Liaison

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

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

X NON-VOTING MEMBERS

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

EXECUTIVE DIRECTOR'S REPORT

ACCOMPLISHMENTS AND UPDATES FROM THE ALABAMA TRANSFERS OFFICE



KEY PRIORITIES FOR 2025-2026 FOR ALABAMA TRANSFERS STAFF:

- *Successfully host the virtual ACHIEVE Conference.*
- *Advance the Alabama Transfers–EdVisorly AI pilot project.*
- *Enhance the Alabama Transfers website and student experience.*
- *Review statewide general education course offerings.*
- *Expand promotion and awareness of Alabama Transfers.*

Over the past year, AGSC made significant progress toward each of these priorities through collaboration, innovation, and a continued focus on improving transfer student success across Alabama. These efforts reflect the committee's commitment to strengthening statewide partnerships while providing students with clearer pathways to degree completion.

One of the year's most notable accomplishments was the successful hosting of the 8th ACHIEVE Conference in a fully virtual format. The conference attracted 497 participants from across the state, expanding access and engagement while providing valuable professional development and opportunities for collaboration among transfer professionals, faculty, advisors, and administrators. The success of the virtual conference demonstrated AGSC's ability to adapt while continuing to deliver meaningful programming.

AGSC also continued to advance the Alabama Transfers–EdVisorly AI pilot project, working closely with the EdVisorly team to explore innovative technology designed to improve the transfer experience for Alabama students.

(Continued on next page)



EXECUTIVE DIRECTOR'S REPORT

CONTINUED



Regular updates were shared with the committee throughout the year as the project moved through its initial implementation phase. At the same time, the Alabama Transfers website continued to evolve through ongoing enhancements that improved functionality, expanded available resources, and created a more user-friendly experience for students, advisors, and institutional partners. While we are off to a good start, much more has to be done over the next two years.

The committee also began reviewing potential changes to statewide general education offerings by gathering information from Alabama's public two-year and four-year institutions. This work, combined with the efforts of the General Education and AP/CLEP Credit Subcommittees, has laid the groundwork for greater consistency, transparency, and student success. In addition, Alabama Transfers continued to expand its statewide marketing and outreach efforts through presentations, promotional campaigns, campus partnerships, and increased distribution of transfer resources, helping more students and educators become aware of the valuable services available to support successful transfer pathways.

While important progress has been made, these priorities represent ongoing efforts that will continue to guide AGSC's work in the years ahead. By building upon this year's accomplishments, the committee remains well positioned to further strengthen transfer opportunities and improve educational outcomes for students across Alabama.



KEITH SESSIONS, ED.D.

*Executive Director
Alabama Transfers*

Keith Sessions





STATUS REPORT

THE YEAR IN REVIEW

AGSC Priority 1: Update 2025-2026

Continue the General Education subcommittee's work to refine the mission of general education in Alabama, enhance the AGSC general education framework, and address issues with literature and history sequencing requirements in Areas II and IV.

Update provided by Dr. McGill

Between March and May 2026, the AGSC General Education Subcommittee met virtually three times to reexamine the rationale behind Alabama's statewide general education framework, focusing heavily on the long-standing literature/history sequence requirement across Areas II and IV. The subcommittee was composed of nine institution representatives, including several non-AGSC members who direct their institution's general education efforts, along with representatives from ACCS, ACHE, and Alabama Transfers. Across all three meetings, a consensus emerged around balancing statewide consistency for transfer students against institutional flexibility to tailor general education to local missions.

The group began in March by reviewing documents related to the establishment of the statewide general studies curriculum (Areas I-IV), along with examples of general education rationales that institutions have produced for accreditation purposes. The subcommittee came to consensus that the disciplinary area structure should be maintained, but that the naming should change to highlight the discipline(s) first, with the area numbers second (e.g., "Humanities and Fine Arts [Area II]"). It is hoped that this change will make it easier for students and advisors to understand the area requirements. In April, the subcommittee dug into the historical rationale behind the literature/history sequence requirement, tracing it to an early recommendation to "give Alabama students a clearer understanding of context and the sequential flow of history and literature." Members discussed how this sequence requirement can create transfer barriers, particularly for community college and adult students, and a straw poll showed majority support for removing it, though members wanted to consult their campus stakeholders before making a formal recommendation to the AGSC.



The group also opened a related discussion on 90-hour bachelor's degrees and potential implications for the statewide general studies curriculum. By May, the subcommittee had come to a consensus that the statewide general studies curriculum should remain focused on inter-institutional credit acceptance rather than mandating a uniform statewide curriculum, and members reviewed a preliminary draft of a rationale statement.

The discussions with the General Education Subcommittee over the course of the Spring 2026 resulted in the following recommendations:

RECOMMENDED NEXT STEPS

- Bring forward a formal recommendation to the AGSC to rename the general studies curricular Areas I–IV so that the disciplinary focus is first, followed by the area number in parentheses, e.g., "Humanities and Fine Arts (Area II)."
- Continue to convene the General Education Subcommittee for the 2026-27 year, with a goal of producing formal recommendations for (i) a rationale statement for the statewide general studies curriculum and (ii) an approach to resolving the issues with the history/literature sequence requirement.
- Propose that the AGSC convene a separate subcommittee to consider articulation agreements (Alabama Transfers Guides) and issues with Area V courses.
- Gather broad stakeholder input on a draft rationale for the general studies curriculum and the implications of eliminating the sequence requirement.





STATUS REPORT THE YEAR IN REVIEW

AGSC Priority 2: Update 2025-2026

Host the 8th Annual ACHIEVE Conference in a virtual/online format.



Update provided by Dr. Keith Sessions

The 2026 ACHIEVE Transfer Student Success Conference marked another milestone in Alabama's ongoing commitment to improving transfer student success. Hosted virtually by Alabama Transfers on March 3–5, 2026, the conference brought together higher education leaders, faculty, advisors, registrars, student services professionals, and policymakers from across the state to explore innovative strategies for strengthening transfer pathways and increasing college completion. This year's conference theme emphasized innovation, collaboration, and celebration as the foundation for advancing transfer student success throughout Alabama.

The decision to offer the conference at no cost and in a virtual format resulted in record-breaking participation, with 497 individuals registering for the event—nearly doubling the previous attendance record of 265 participants. Across the three-day conference, attendees logged into 1,268 individual session participations, demonstrating strong statewide engagement and a continued demand for professional development focused on student transfer and articulation. Conference sessions remained available for on-demand viewing following the event, extending the conference's impact well beyond the scheduled dates.

The conference featured nine presentations covering a broad range of timely topics affecting transfer students and institutions across Alabama. Highlights included keynote presentations from national higher education leaders, discussions on the Alabama Transfers–EdVisorly AI Pilot Project, innovative scheduling strategies,



the future of transfer in Alabama, statewide transfer data, updates to the Alabama Transfers website, and the Phi Theta Kappa Direct Admission initiative. These sessions encouraged collaboration among institutions while providing practical strategies that participants can implement to improve transfer student outcomes.

In addition to achieving record participation, the 2026 conference demonstrated significant fiscal efficiency. The virtual conference was conducted at a fraction of the cost of previous in-person events while continuing to provide high-quality programming and statewide accessibility. The reduced operating expenses allowed Alabama Transfers to maximize available resources while ensuring that institutions of all sizes could participate without travel or registration barriers.

Overall, the 2026 ACHIEVE Conference successfully advanced the mission of Alabama Transfers by fostering collaboration, sharing innovative practices, and strengthening partnerships among Alabama's two-year and four-year institutions. The record attendance, outstanding participant engagement, and positive feedback reinforce the conference's growing role as Alabama's premier professional development event dedicated to transfer student success and increasing college completion across the state.

RECOMMENDED NEXT STEPS:

Begin the planning process for the next ACHIEVE ONLINE conference or speaker series to be held in the Spring of 2027.





STATUS REPORT

THE YEAR IN REVIEW

AGSC Priority 3: Update 2025-2026

Support institutions in adopting an AP score of 3 for all courses granting credit, including sharing College Board recommendations, institutional experiences with score changes, and methods for collecting data to support score recommendations for specific courses and programs.

Update provided by Dr. Eric Loomis



The 2025–26 AP Credit Sub-Committee met twice during the academic year to review Advanced Placement (AP) credit policies across Alabama and explore ways to encourage colleges and universities to award college credit for AP exam scores of 3. The committee revisited recommendations made by the 2020–21 AP Credit Sub-Committee, which called for all public institutions in Alabama to adopt a minimum AP score of 3 for awarding credit. Although Alabama community colleges have already implemented this recommendation, many four-year universities continue to require higher AP scores for credit in several subject areas.

A major focus of the committee's work was examining research on the effectiveness of AP credit. Members discussed concerns raised by faculty who believe that a score of 3 may not always demonstrate the same level of mastery as completing the equivalent college course. To address these concerns, the committee reviewed both College Board studies and more recent independent research. While earlier studies were criticized for not controlling for factors such as socioeconomic status and prior academic achievement, newer research still indicates that students who take AP exams and receive college credit are more likely to enroll in college, persist, and complete bachelor's degrees, although the degree of improvement these studies found is smaller than that identified by the College Board. Moreover, these benefits typically accrue only to students who receive at least some college credit for their AP score. The committee made note of the fact that participating in an AP program appears to contribute positively to student outcomes only if college credit is awarded.

The committee also reviewed a statewide spreadsheet comparing AP credit policies at Alabama public institutions. The comparison showed considerable variation among institutions in both minimum score requirements and the amount of credit awarded.



Regional universities generally have lower AP score requirements, while subjects such as Art, History, and Chemistry often require higher scores statewide. The University of Alabama was highlighted as an example of an institution that awards at least partial credit (e.g., for lower-level introductory courses) for many AP exams with a score of 3, allowing students to receive some academic benefit. The committee noted that policies encouraging such credit align with the empirical evidence linking credit awards to positive outcomes.

The committee also considered student performance after receiving AP credit. It reviewed a dashboard developed by the University of South Alabama that compared grades in advanced courses based on how students met prerequisite requirements. The data showed that students entering with AP credit—including those earning a score of 3—generally performed as well as or better than students who met prerequisites through traditional coursework or transfer credit. These findings provide additional evidence that students receiving AP credit are prepared for success in subsequent college courses. The committee also discussed challenges faced by transfer students. Members noted that students may receive AP credit with a score of 3 or 4 at one institution, successfully complete the next course in the sequence, and then transfer to another institution that requires a higher AP score for the prerequisite. In these cases, students may be required to repeat coursework despite already demonstrating success in more advanced classes. The committee agreed that a more consistent statewide approach would better support transfer students and reduce unnecessary barriers to degree completion.

RECOMMENDED NEXT STEPS:

- **Expand data collection** by tracking student performance in successor courses at additional institutions to better evaluate the effectiveness of AP credit.
- **Encourage institutions to award at least some college credit** for AP exam scores of 3, even if only one introductory course is awarded.
- **Develop a statewide transfer policy** to ensure students who successfully complete a successor course are not required to repeat prerequisite courses because of differences in AP score requirements between institutions.





STATUS REPORT THE YEAR IN REVIEW

AGSC Priority 4: Update 2025-2026

Align curriculum changes in elementary and early childhood education programs at four-year institutions with Alabama Transfers Guides.



Update provided by Dr. Mary Beth Lancaster

In April and September of 2025, ALSDE, ACCS, and ACHE convened faculty workshops to expand transfer opportunities for community college students entering Elementary and Early Childhood Education programs. Participants identified several existing lower-division courses that could be revised to meet Professional Studies requirements at four-year institutions, leading to planned framework updates for **PSY 210 (Human Growth and Development)**, **PSY 240 (Educational Psychology)**, **CHD 201 (Child Growth and Development Principles)**, and **CHD 210 (Educating Exceptional Children)**.

The workshops also highlighted opportunities to include a lower-division numeracy course within Educator Preparation Program requirements for Elementary, Early Childhood, and Collaborative Special Education (K-6). Specific numeracy course sequences have been approved by the Alabama State Department of Education and will be shared with AGSC once final confirmation is received. These sequences may then be reviewed for potential alignment with two-year institution curricula and evaluated for inclusion in transfer pathways for applicable four-year programs. A preliminary report published by ACHE indicates that several universities have chosen to include a lower-division numeracy course, including Auburn University, the University of Alabama, UAH, the University of South Alabama, the University of Mobile, and Faulkner University. Among these, Auburn's and Alabama's mathematics department courses appear especially promising for transfer.



While Education-prefixed courses may be more challenging to align with ACCS offerings due to curriculum and faculty credentialing requirements, collaboration from four-year institutions can help accelerate the development of transferable courses and strengthen pathways for aspiring teachers beginning at community colleges. In particular, the University of South Alabama is providing syllabus templates and technical assistance to several public and private universities, and there may be opportunities for community college faculty to collaborate with them as well.





STATUS REPORT

THE YEAR IN REVIEW

AGSC Priority 5: Update 2025-2026

Evaluate the success of the EdVisorly Pilot after its first year and, if successful, assess future phases for statewide implementation and funding needs.



Update provided by Dr. Brandi Stacy and Dr. Keith Sessions

Building on the foundation established in 2024–2025, the 2025–2026 year marked the successful deployment of Phase 1 of the Alabama Transfers and EdVisorly™ pilot program — a significant milestone in the multi-year effort to modernize the state's transfer infrastructure using AI-powered technology.

Phase 1: EddyNavigate™ Deployed Across All Pilot Institutions

Phase 1 of the pilot program — the launch of a functional EddyNavigate™ student transfer planning interface — was completed in February 2026. EddyNavigate™ is now live and accessible on the websites of all four pilot institutions: Troy University, Enterprise State Community College (ESCC), Lurleen B. Wallace Community College, and Wallace Community College – Dothan, as well as on the Alabama Transfers website itself. The tool enables students and advisors to upload an unofficial transcript and receive an immediate transfer credit evaluation from any device, including smartphones.

Year One Activities, Milestones, and Successes

The 2025–2026 year involved sustained collaboration across the Alabama Transfers office, the four pilot institutions, and the EdVisorly team. Key activities and milestones included:



- **Summer 2025:** A virtual kickoff meeting was held with representatives from all five organizations on July 23. Process interviews were subsequently conducted with each pilot institution and the Alabama Transfers office, followed by process map review sessions completed across all four institutions in October 2025.
- **Fall 2025:** EdVisorly presented EddyNavigate™ at the ACCA Conference and at an AGSC meeting, introducing the platform to a broad statewide audience of higher education administrators. A large-scale implementation meeting was held in November 2025 with representatives from all four pilot institutions — including registrars, enrollment managers, advisors, and academic affairs staff — to finalize technical configurations and branding requirements.
- **February 2026:** Phase 1 was completed and EddyNavigate™ went live across all four pilot institutions and the Alabama Transfers website. A formal product feedback session was held with Keith Sessions and Shannon Nichols to document interface improvements to address before advancing to Phases 2 and 3. EdVisorly presented a formal progress update to the AGSC on February 23.
- **March 2026:** EdVisorly participated in the 8th Annual ACHIEVE Transfer Student Success Conference, extending awareness of EddyNavigate™ to a broad statewide audience.
- **Spring 2026:** EdVisorly presented a second formal AGSC progress update on April 29. The EdVisorly Partner Success team completed in-person visits to all three participating community college campuses, with all institutional relationships reported as strong and productive.
- **June 2026:** A full product feedback session was held with Keith Sessions, Shannon Nichols, and the full EdVisorly product team. Based on this session, a comprehensive interface redesign was initiated to improve the student experience during the fall 2026 semester.

Phases 2 & 3: In Planning

With Phase 1 nearing completion, EdVisorly and Alabama Transfers have begun scoping the next phases of the pilot program:

- Phase 2 will integrate both Troy University's Bachelor Degree Plans and Alabama Transfers' Transfer Guides directly into EddyNavigate™, enabling students to view course equivalencies dynamically within the platform rather than through the current static PDF system.



- Phase 3 will add full transfer planning capabilities, including real-time "what-if" analysis and degree completion comparisons — enabling students to explore multiple transfer scenarios instantly and interactively.
- The comprehensive interface redesign currently underway will serve as the foundation for these enhancements, incorporating feedback gathered from Keith Sessions, Shannon Nichols, and stakeholders across all four pilot institutions.

Fall 2026 Student Engagement and Phase 1 Testing

- Alabama Transfers and EdVisorly are currently working on a student engagement plan for the fall 2026 semester — the first full semester with EddyNavigate™ embedded and promoted across all pilot sites. Planned outreach activities include Canvas announcements at each community college during the fall semester, counselor-led computer lab sessions, and promotional materials distributed to students who complete a credit evaluation. A targeted contact list of students who have expressed interest in transferring to Troy has also been compiled to enable direct outreach. Our goal is to test the functionality and accuracy of the transcript equivalency evaluation tool with at least 100 community college students during the fall.

RECOMMENDED NEXT STEPS:

As the pilot enters its second year, the following priorities will guide continued progress:

1. **Complete the interface redesign** currently in progress, incorporating the full body of feedback collected from Alabama Transfers and pilot institution stakeholders.
2. **Drive student adoption** in the fall 2026 semester through coordinated outreach campaigns and counselor-facilitated engagement sessions across all pilot institutions.
3. **Evaluate Year 1 pilot performance**, developing metrics and a formal assessment of platform usage, student impact, and institutional feedback to present to the AGSC.
4. **Complete Phase 2**, integrating Troy University Bachelor Degree plans and Alabama's official state transfer guides into EddyNavigate™ and delivering a more dynamic, student-centered credit evaluation experience.
5. **Develop a statewide expansion plan**, building on the pilot's lessons to chart a realistic path for extending EddyNavigate™ to Alabama's remaining community colleges and public four-year institutions.



EdVisorly + Alabama Transfers

Year One Pilot Performance Assessment

EddyNavigate™ Transfer Credit Evaluation Pilot — Troy University, Enterprise State Community College, Lurleen B. Wallace Community College & Wallace Community College Dothan

Prepared for the Prepared for, Alabama Transfers
Created by EdVisorly to support Keith Sessions, Ed.D. and Shannon Nichols's preparation for
Alabama Articulation & General Studies Committee (AGSC) meeting

August 2026













EdVisorly + Alabama Transfers — Year One Pilot Performance Assessment

Executive Summary

Year One of the Alabama Transfers — EdVisorly pilot ran from the program's virtual kickoff in July 2025 through the 2025–2026 academic year, closing out with Phase 1 Navigate live and a clear, jointly-defined plan for Fall 2026 student activation. This assessment responds to Keith Sessions' request to develop clear success metrics and complete a formal Year One assessment covering platform usage, student engagement and impact, institutional feedback, and lessons learned, ahead of the August 25, 2026 AGSC meeting.

In one year, the partnership took EddyNavigate™ from concept to a live, working transfer-credit evaluation tool embedded on the websites of all four pilot institutions — Troy University, Enterprise State Community College (ESCC), Lurleen B. Wallace Community College (LBW), and Wallace Community College Dothan — and on the Alabama Transfers website itself. Two formal progress updates were delivered directly to the AGSC (February 23 and April 29, 2026), two rounds of structured product feedback were gathered from Keith Sessions and Shannon Nichols and turned into a full interface redesign now underway, and a qualified pool of 250–300 community college students has been assembled and is ready for structured outreach as Fall 2026 begins.

Year One was, by design, a *build and deploy* year. The most important lesson learned is that Alabama Transfers and EdVisorly did not yet have a shared, live way to measure usage once EddyNavigate™ was embedded across four separate institutional websites. Section 6 of this report proposes the success-metrics framework EdVisorly recommends adopting now, so that Year Two produces the hard usage and outcome numbers this committee needs. A companion cost and statewide-scaling proposal and delivery scope and timeline are being prepared separately and will be shared ahead of the August 25 meeting.

1. Pilot Overview & Year One Timeline

Alabama Transfers and EdVisorly entered a multi-year pilot partnership in Summer 2025, deploying EddyNavigate™ — an AI-powered transfer credit evaluation tool — across a cohort of one four-year institution (Troy University) and its three primary community college feeders (ESCC, LBW, and Wallace Dothan). The tool allows a student or advisor, from any device, to upload an unofficial transcript and receive an immediate transfer-credit evaluation.

Period	Milestone
Jul 2025	Virtual kickoff meeting held with all five partner organizations; process interviews begin at each pilot institution and the Alabama Transfers office.
Oct 2025	Process-map review sessions completed across all four pilot institutions.

Page 2

**FOR THE FULL YEAR ONE PILOT PERFORMANCE
ASSESSMENT, SCAN THE QR CODE.**





ANNUAL USAGE REPORTS

>1,700,000

OVER 1.7 MILLION TRANSFER GUIDES OBTAINED

SINCE SEPTEMBER OF 1998



A seamless transfer pathway gives students confidence that every course completed brings them one step closer to graduation.



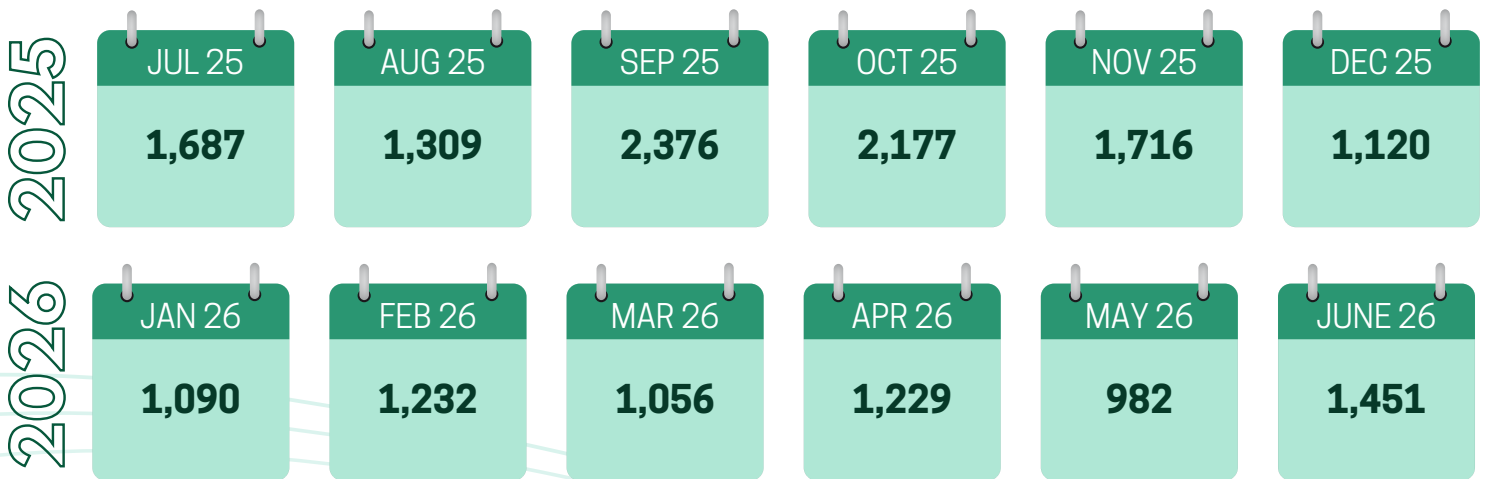


Official Transfer Guides Obtained by Month 2025-2026



Monthly Usage Numbers:

The following is a monthly breakdown of **OFFICIAL Transfer Guides** accessed through Alabama transfers from July 2025 through June 2026.



TOTAL FOR YEAR
OFFICIAL GUIDES 2025-2026

17,425

Note: Since November 17, 2022 (new site launch date) through June 30th of this year, 59,965 official guides have been obtained through the new Alabama Transfers website.



Alabama Transfers System Usage by Community College

How many community college students have obtained Official Transfer Guides during the year?

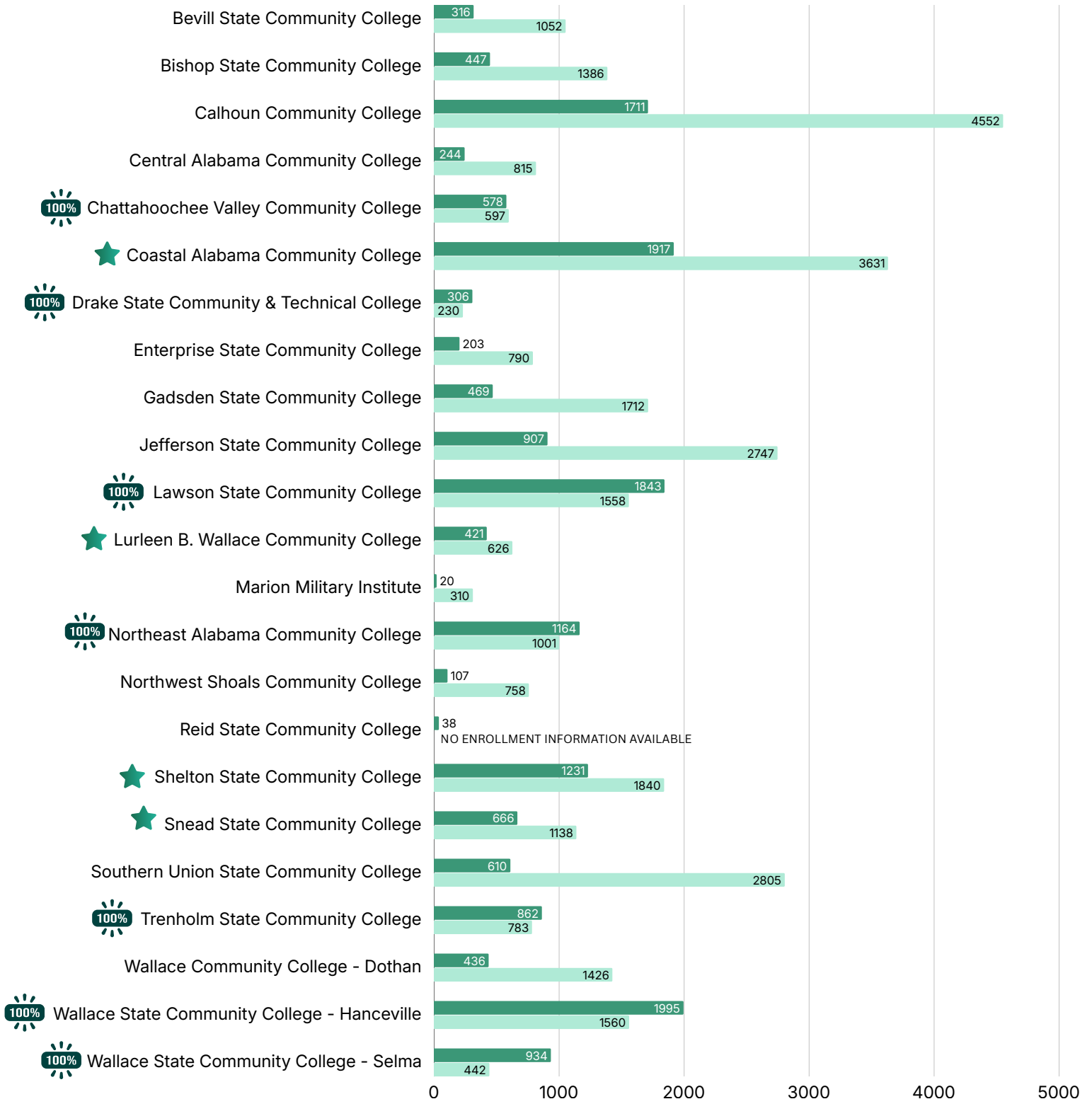
July 1, 2025 - June 30, 2026

Official Guides Obtained

FTE 2025 AA/AS Enrollment (FALL)

★ **TOP PERFORMER** - OVER 50% OF FTE FOR FALL SEMESTER OBTAINED OFFICIAL GUIDES

100% **ELITE PERFORMER** - OVER 100% OF FTE FOR FALL SEMESTER OBTAINED OFFICIAL GUIDES



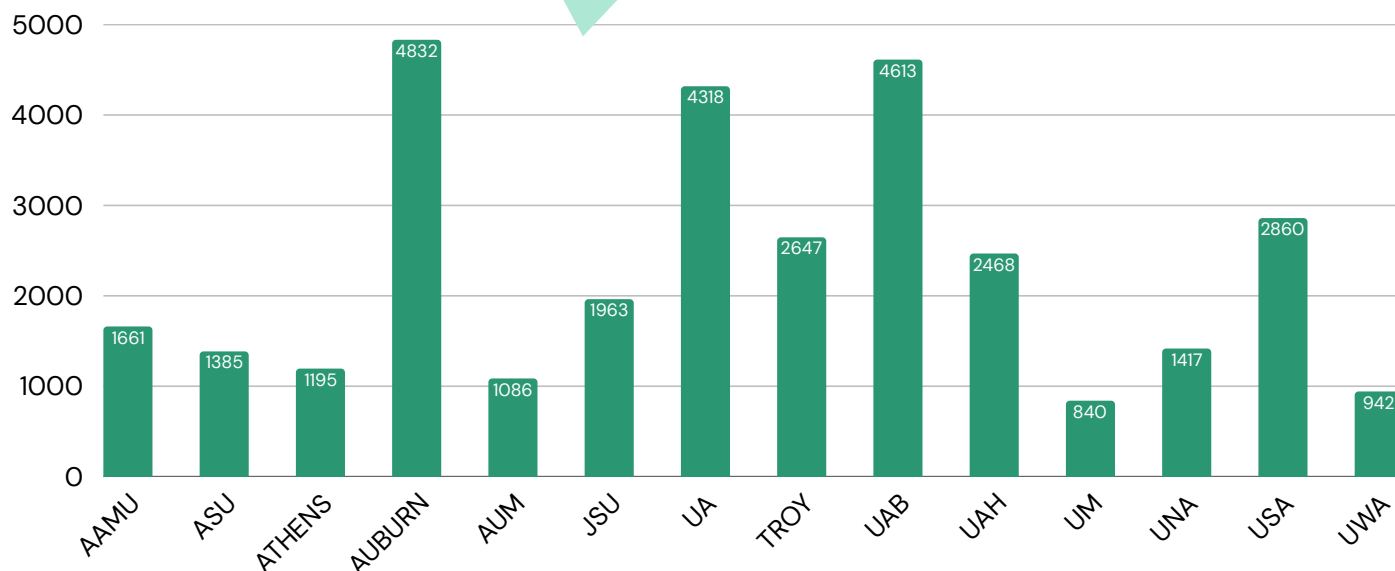
Transfer Destination Choices

Which four-year institutions receive the most interest based on Official Transfer Guide requests?



July 1, 2025 - June 30, 2026

DID YOU KNOW? The 17,425 official guides printed this year generated over 32,227 recruitment leads for the public four-year institutions in Alabama.



Through our new system, transfer students can express interest in transferring to specific four-year universities in our state. Below is the breakdown of student transfer destination interest.	Alabama Transfers Total 07/01/2025 - 06/30/2026
Alabama A&M University (information sent to CCRG@aamu.edu)	1661
Alabama State University (information sent to recruiting@alasu.edu)	1385
Athens State University (information sent to admissions@athens.edu)	1195
Auburn University (information sent to transferstudent@auburn.edu)	4832
Auburn University at Montgomery (information sent to admissions@aum.edu)	1086
Jacksonville State University (information sent to admissions@jsu.edu)	1963
The University of Alabama (information sent to transfer.admissions@ua.edu)	4318
Troy University (information sent to admit@troy.edu)	2647
University of Alabama at Birmingham (information sent to chooseuab@uab.edu)	4613
University of Alabama in Huntsville (information sent to admissions@uah.edu)	2468
University of Montevallo (information sent to admissions@montevallo.edu)	840
University of North Alabama (information sent to admissions@una.edu)	1417
University of South Alabama (information sent to transfer@southalabama.edu)	2860
University of West Alabama (information sent to admissions@uwa.edu)	942
TOTAL RECRUITMENT LEADS GENERATED (FREE TO FOUR-YEAR UNIVERSITIES)	32,227

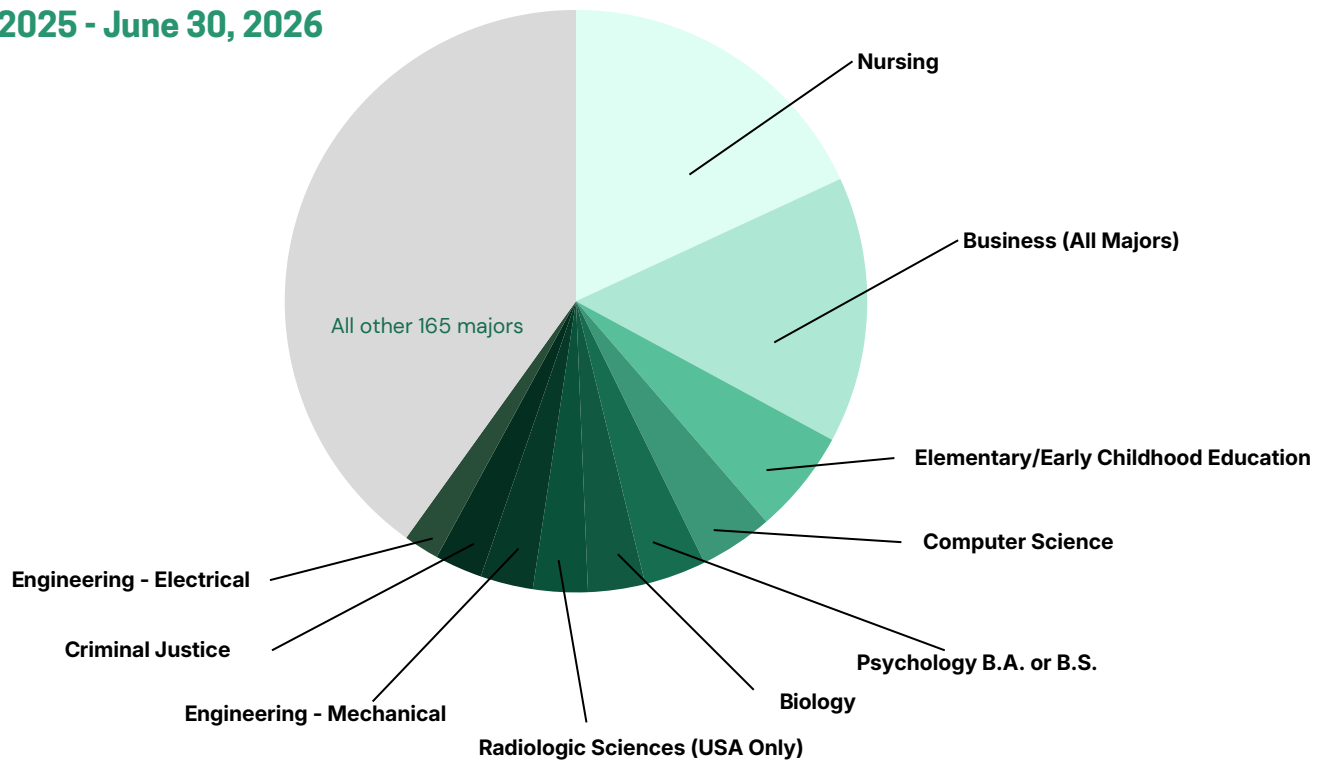


NOTE: On the old STARS system, students were limited to a first and second choice. On the new system, they can express interest in or choose as many of the schools that they might be interested in who offer their major. This student usage information is sent automatically to the four-year recruitment email provided by the university and contact between the selected university and the prospective transfer student is usually made within 24 hours. On the old STARS system receiving institutions would not be informed until the first week of each month for the prior month's usage.

Top Major Choices

Which academic majors generate the greatest interest among transfer students based on Official Transfer Guide requests?

July 1, 2025 - June 30, 2026



Top Majors Chosen by Transfer Students	Alabama Transfers Total 07/01/2025 - 06/30/2026	Percentage of Total Official Guides Obtained
Nursing	2970	17.0%
Business (All Business Majors)	2634	15.1%
Elementary or Early Childhood Education	945	5.4%
Computer Science	612	3.5%
Psychology B.A. or B.S.	557	3.2%
Biology	555	3.2%
Radiologic Sciences (USA Only)	550	3.2%
Engineering - Mechanical	507	2.9%
Criminal Justice	460	2.6%
Engineering - Electrical	411	2.4%
All other majors (includes 165 majors)	7223	41.5%

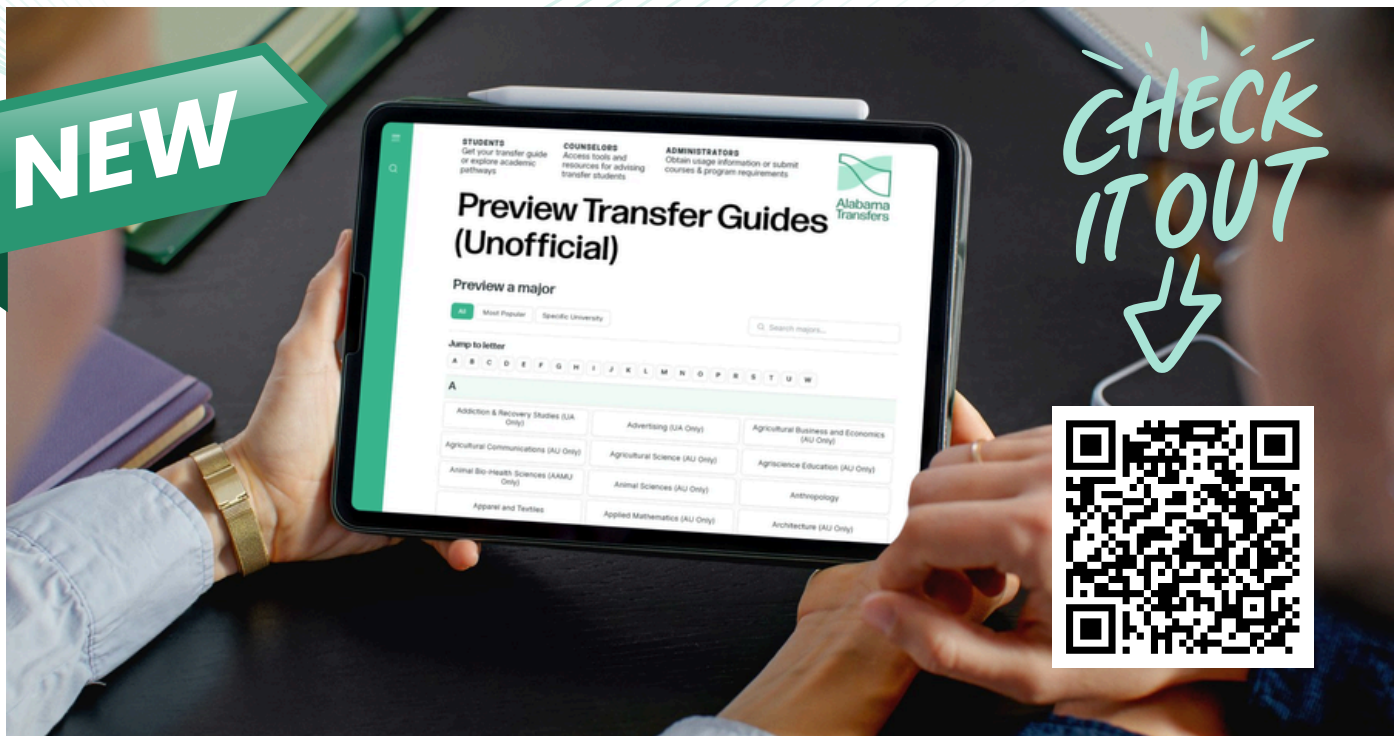
UNOFFICIAL TRANSFER GUIDES OBTAINED

ABOUT THIS IMPROVED FEATURE

The Alabama Transfers website features a Preview Transfer Guide page (formerly the Demo Guide page), allowing students, parents, advisors, counselors, and administrators to explore transfer requirements before generating an Official Transfer Guide. These preview searches are referred to as Unofficial Transfer Guides.

Users can compare degree requirements, review course equivalencies, and evaluate transfer pathways across institutions, helping them make informed decisions before requesting an Official Transfer Guide.

The Preview Transfer Guide page has become one of the most popular resources on the Alabama Transfers website. Recent enhancements have improved navigation, functionality, and the overall user experience, making transfer planning easier and more efficient.



TOTAL FOR YEAR
UNOFFICIAL GUIDES 2025-2026

49,620

July 1, 2025 - June 30, 2026

ACCESS ONLINE USAGE REPORTS



You and your staff can now access REAL-TIME time system data through the new Alabama Transfers website. No more waiting 30 days for reports! You can now build your own report in just a few minutes.

OVERALL SYSTEM USAGE

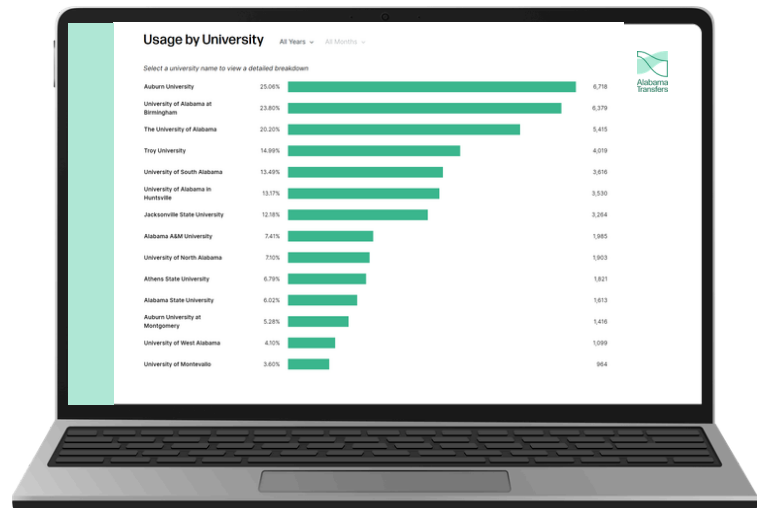
This database information IS available to the general public. No individual student data is provided.

Data sorted by following:

- Major
- University
- Community College



SCAN ME



BEST VIEWED ON DESKTOP OR TABLET

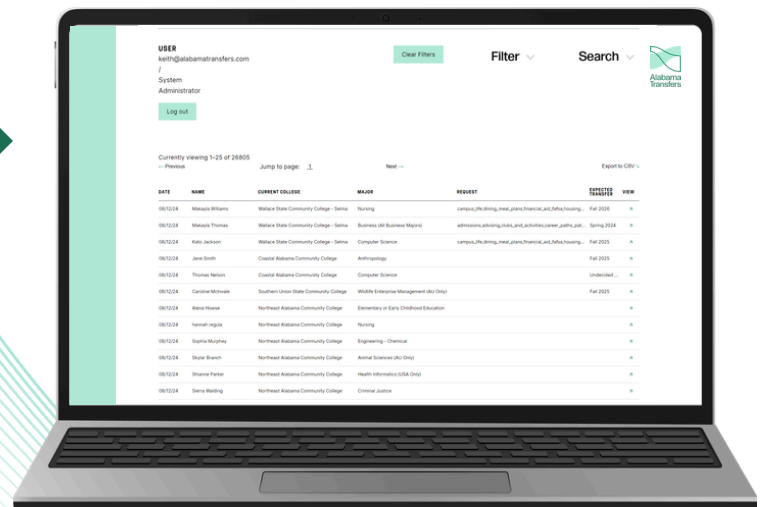
USER DATA DASHBOARD

This database information IS NOT available to the general public. Individual student data is provided. We require end-users to request a USERNAME & PASSWORD for access. Users must register with an ACCS or university email address.

Data obtained can be sorted using various filters.



SCAN ME



REPORTS CAN BE GENERATED
AND DOWNLOADED AS .CSV FILES
FOR USE WITH SPREADSHEET
SOFTWARE





WEBSITE ANALYTICS

In addition to providing transfer students with access to AGSC approved Transfer Guides, information on the Alabama Transfers website is also a valuable asset to counselors, advisors, and administrators across the state. Below are some website analytics that show other ways that end-users access and use the Alabama Transfers website.



BY THE NUMBERS

- More than **331,000** page views
- More than **95,000** new website visitors

TOP FIVE REFERRERS TO OUR SITE

Referrers	Views
 google.com	17.2k 31%
 uab.edu	5.07k 9%
 jeffersonstate.edu	2.85k 5%
 coastalalabama.edu	2.29k 4%
 auburn.edu	2.24k 4%

WHAT PEOPLE USE TO VIEW

Devices	Visitors
Laptop	44.8k 47%
Mobile	29.3k 31%
Desktop	16.4k 17%
Tablet	4.87k 5%



OUR MOST POPULAR PAGES



41%
HOME
PAGE



9%
OFFICIAL
GUIDE
REQUEST



4%
COURSE
EQUIVALENCY
PAGE



ESTABLISHING PRIORITIES FOR 2026-2027



As we look ahead to the next year of AGSC and Alabama Transfers, we have established the following priorities and goals to guide our work, strengthen our statewide transfer efforts, and improve the transfer experience for students across Alabama.

AGSC Priorities

- _____
- _____
- _____
- _____

TO BE ESTABLISHED AT SUMMER
PLANNING MEETING

Alabama Transfers Staff Priorities

- Continue improving the Alabama Transfers website and expanding its services.
- Complete Phase 1 of the EdVisorly Pilot Project, advance and evaluate Phase 2, and, if successful, begin Phase 3 planning for a statewide rollout to all Alabama public higher education institutions.
- Continue collaborate with university registrars to conduct annual reviews and updates of transfer course equivalencies.
- Continue promoting Alabama Transfers and increasing awareness of AGSC initiatives.
- Support AGSC subcommittees in advancing their ongoing priorities and projects.

ALABAMA ARTICULATION LEGISLATION

Act 94-202



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.

CONTACT US



Alabama
Transfers

Saving Time, Money, & Credits

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

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