

Alabama

Alabama Commission on Higher Education
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- 1) Does the state have an identifiable “P-16” effort visible? Who is in charge of this effort?
Currently there is no formal structure in place.
 - a) Does the agency include a utility or function on its website designed explicitly to help potential students locate an appropriate college or university to attend?
Yes; the link titled “Students and Parents”:
<http://www.ache.state.al.us/Students&Parents/CollegeSelect/Index.htm>
This link provides other links as resources for students and parents.
- 2) Is a mandated or recommended college preparatory curriculum in place in the state’s public high schools?
There is no mandated college preparatory curriculum. Students who plan to attend college are encouraged to take the curriculum leading to a diploma with “advanced endorsement”.
- 3) Has the state articulated a set of explicit competencies or skills that define what it means to be “college ready?”
No, the state does not have a set of explicit competencies or skills that define “college ready”.
- 4) Are systematic programs in place in the state that encourage students to accelerate progress by taking college-level courses while still enrolled in high school?
Yes...through dual enrollment.
- 5) Is there a statewide policy present that governs placement into college-level courses or remedial courses? Is a standard set of placement tests recommended or required? If yes, are common cut scores for placement decisions in place or do institutions get to set their own?
There are no statewide policies that govern placement. These policies are under the jurisdiction of the Boards of Trustees of the various universities/colleges.
- 6) Is there a visible statewide transfer and articulation policy? Does this cover all institutions or only public institutions? What are the specifics of this policy?

Yes, there is a visible statewide transfer and articulation policy. Only public institutions are provided for in the policy. Please see the website: <http://stars.troy.edu/> Alabama Articulation and General Studies Committee (AGSC)/Statewide Transfer and Articulation Reporting System (STARS).

- a) Is the transfer/articulation policy accompanied by a statewide transferable general education requirement? Does this name actual courses and/or credits? Are specific competencies identified that the student should meet through this coursework? Is testing used to guarantee student competency for progress or transfer?

Yes, the transfer/articulation policy includes a statewide transferable general education requirement. This policy names actual courses and/or credits. There are no specific competencies identified and no testing is used to guarantee competency for progress or transfer.

- b) More specifically, does an AA or AS degree from a community college in the state meet general education requirements at public four-year institutions? What mechanisms are in place to make sure this actually happens?

Only the general education requirements specified by the AGSC are guaranteed for transfer. This happens via agreement between the student and school of choice.

- c) Does credit from transfer courses meet specific course requirements at the transfer institution (e.g. American History counts for American History) or do just the credits transfer to count against the total needed for graduation?

AGSC course requirements meet general education requirements at the transfer institution.

- 7) Are there statewide test-out or competency-based provisions that will allow a student to accelerate progress toward a degree?

There are no statewide test-out or competency-based provisions.

- 8) Does the state have an easily-accessible state-supported alternative institution that allows students to complete their degrees more quickly or conveniently than through attendance at a traditional public institution?

Electronic delivery of coursework is available throughout the state by the majority of institutions.

- a) Does the state have an accessible central bank or catalog of on-line courses contributed by many institutions that enable students to do “one-stop shopping” for electronic courses?

No, the state does not have a central bank or catalog of on-line courses.

- 9) Does the state provide incentives to institutions for improvements in degree production or graduation rates? For minimizing the number of students graduating with excessive numbers of credits (e.g. more than 120 SCH)?

No. The state does not provide incentives to institutions for improvements in degree production or graduate rates, nor for minimizing the number of students graduating with excessive numbers of credits.

10) Does the state provide incentives for students who successfully complete their degrees (e.g. tuition rebates or cash bonuses)? For students who complete their programs without amassing additional credits (e.g. within 120 SCH)? Are there financial disincentives for students to take more than the number of credits needed to graduate (e.g. full or out-of-state tuition)?

No, the state does not provide incentives for students who successfully complete their degrees, or for completing degree without taking additional credits, nor are there financial disincentives for students taking more than the number of credits needed to graduate.