

## Mississippi

Mississippi Institutions of Higher Learning

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- 1) Does the state have an identifiable “P-16” effort visible? Who is in charge of this effort?  
**No in that the P-16 council we had is inactive. When it was active, it was the three system heads for k-12, community colleges, and the universities.**
  - 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?  
**No, there is not a website designed to help potential students locate an appropriate institution.**
- 2) Is a mandated or recommended college preparatory curriculum in place in the state’s public high schools?  
**Yes.**
- 3) Has the state articulated a set of explicit competencies or skills that define what it means to be “college ready?”  
**No.**
- 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.**
- 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?  
**Yes there is a statewide policy that governs placement and there is a standard set of tests. If a student scores 16 or less on the ACT subtests in the areas of mathematics, English, or reading, the student is required to enroll in the corresponding intermediate course.**
- 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 statewide transfer and articulation policy and it covers public institutions only. We have an articulation agreement for every program within the system. If a community college student takes the courses as listed in the agreement relative to a specific degree**

program, he or she will be able to transfer all courses into the corresponding degree program.

- 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 in that a community college student takes the courses as listed in the agreement relative to a specific degree program (which includes general education courses), he or she will be able to transfer all courses into the corresponding degree program. Actual courses and/or credits are named. There are no specific competencies identified nor is there testing 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?

Yes. There is an articulation agreement.

- 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?

Specific course requirements will transfer.

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

Yes.

- 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?

Yes.

- 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?

Yes.

- 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.