Transfer Programming
Board Monitoring Report
October 2024

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Executive Summary for Transfer Programming

As identified in the College purpose statement (B1000), transfer programming is an essential service that prepares students for the first two years of a baccalaureate education.

According to the Board's Transfer Programming Strategic Outcomes policy (B1003), the transfer programming holds the following *values* for students:

1. receive value by engaging in the College's transfer courses and degrees designed to prepare them for the first two years of a baccalaureate education.
2. benefit when upper division colleges and universities accept transfer courses and degrees as elective credit.
3. receive greater value when upper division colleges and universities accept completed courses and degrees as major-specific credit.
4. receive the greatest benefit when SCC courses and degrees align with the major requirements found at upper division colleges and universities through clearly defined articulation agreements, which clarify the transfer pathway, reduce time spent obtaining advanced degrees, and potentially limit student loan debt.

To achieve these benefits, the Board directs the President to establish, deliver, and continuously improve transfer courses, programs, and agreements. This report provides updates on the College's Transfer Programming and how it aligns with the Board Strategic Outcomes using the Key Performance Indicators (KPIs) in the Shawnee Community College Effectiveness System (SCCES).

Policy Value 1: Transfer Degrees

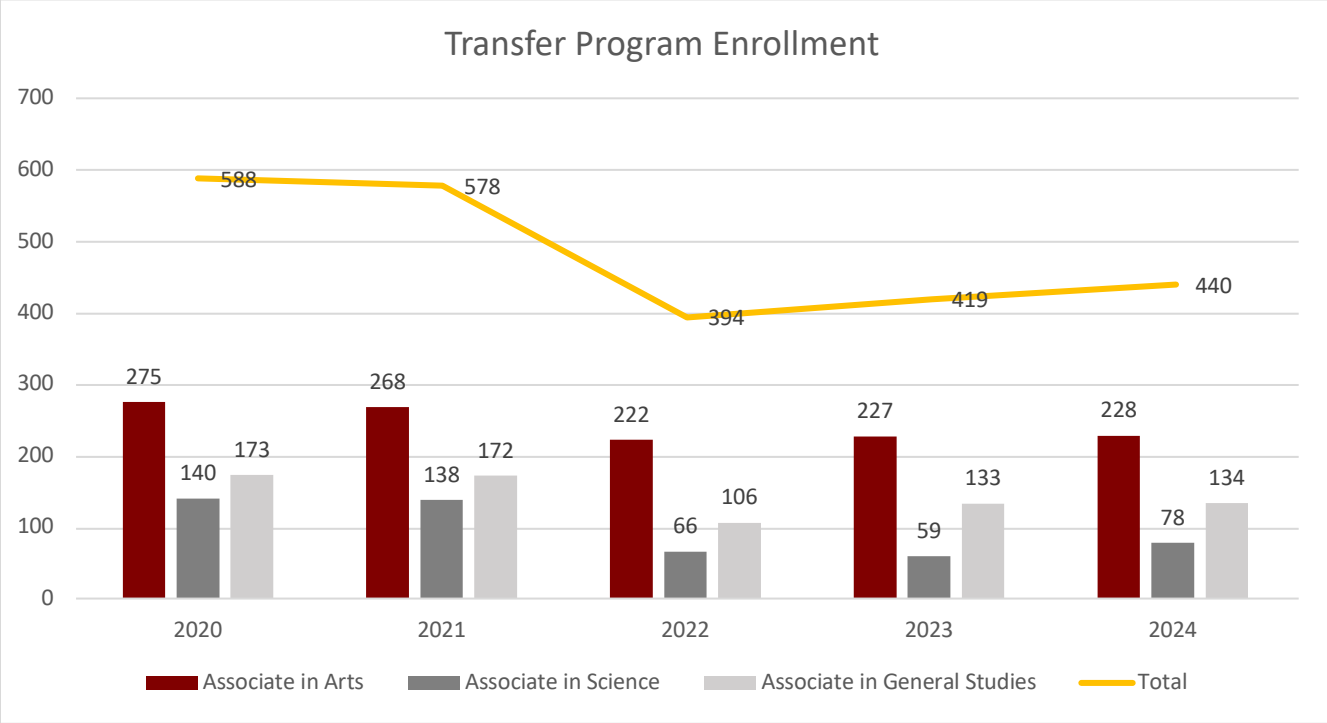
Key Performance Area: Student Interest

Table 1: Transfer Degrees Offered

Transfer Degree Program	Student Interest
Associate of Arts (AA)	For liberal arts majors such as, but not limited to, English, History, Psychology; Most awarded degree among community colleges across the state
Associate of Science (AS)	For students pursuing STEM majors such as, but not limited to, Engineering, Computer Science, Chemistry, Mathematics
Associate of General Studies (AGS)	For students unsure about transferring; Allows freedom and flexibility to explore both transferable and non-transferable courses; Can cause a hardship if a student transfers and has taken too many non-transferable courses. To ensure students stay on track, they are advised into the AA or AS degrees.

Key Performance Area: Enrollment

Graph 1: Transfer Program Enrollment *(ICCB Annual Enrollment Data Report, 10/2024)*



Key Performance Areas: Academic Progress and Completion

Tables 2 and 3 show the retention and persistence of all students, full- and part-time, who were enrolled in a transfer degree program. Percentages tend to be mostly consistent across years.

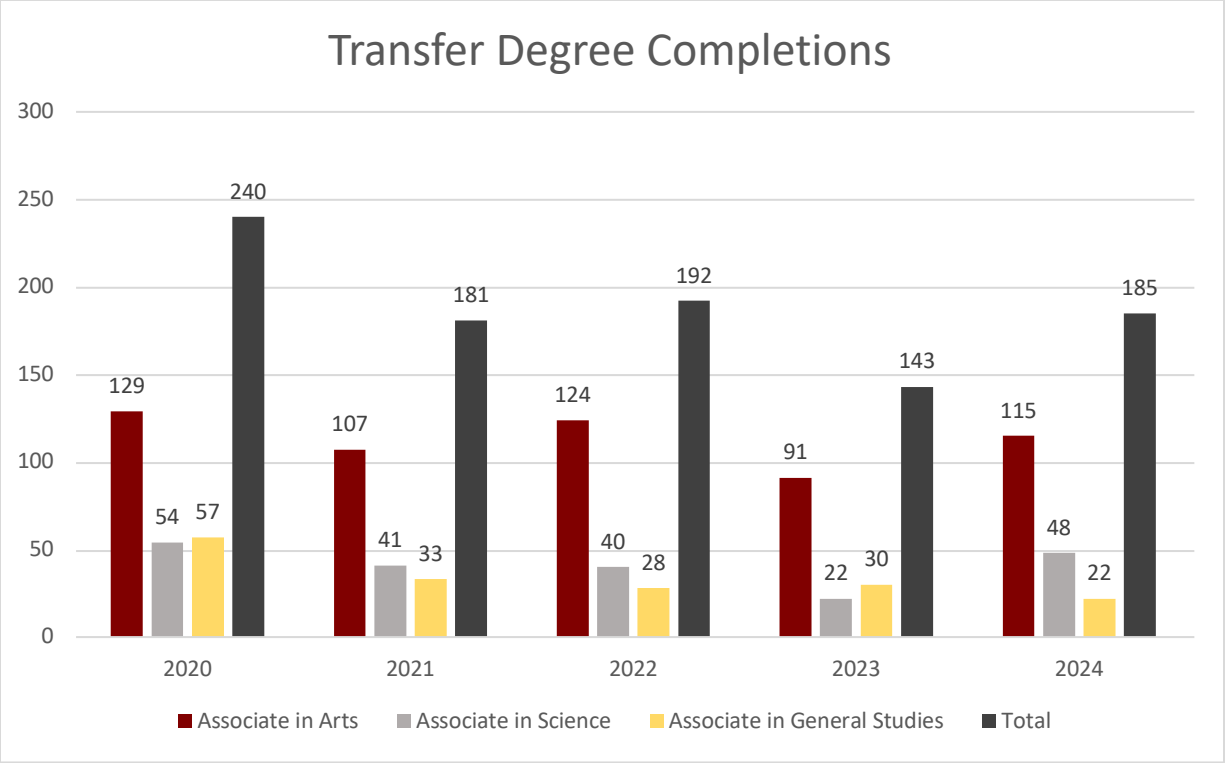
Table 2: Retention in Transfer Degree Programs (Fall to Spring) *(Source: SCC CROA Dashboard, 10/2024)*

Fall Cohort	Retention-Fall to Spring	Completed Fall
2020	72%	5%
2021	67%	5%
2022	70%	4%

Table 3: Persistence in Transfer Degree Programs (Fall to Fall) *(Source: SCC CROA Dashboard, 10/2024)*

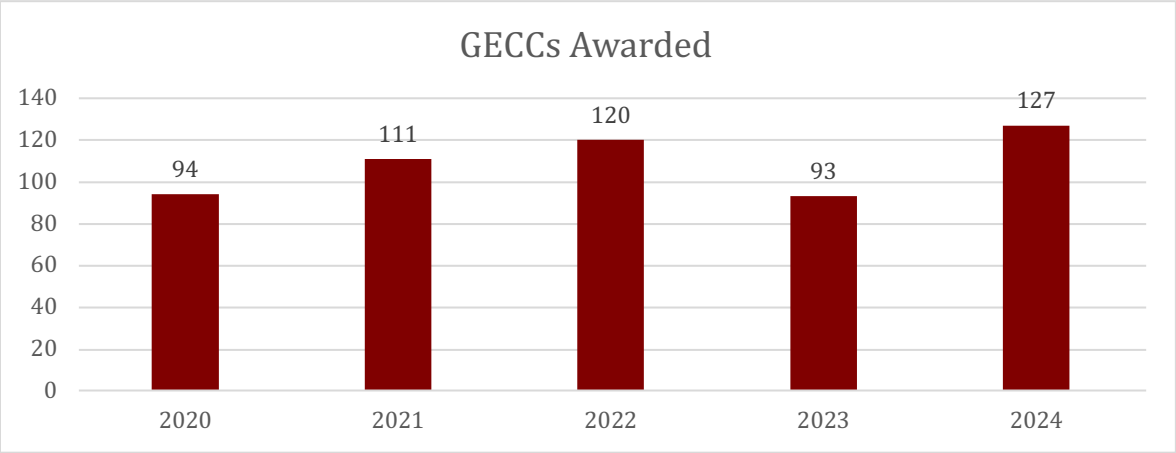
Fall Cohort	Persistence- Fall to Fall	Completed Fall/Spring/Summer
2020	42%	28%
2021	42%	18%
2022	43%	22%

Graph 2: Transfer Program Completions (*Source: ICCB Annual Completions Report*)



One of the AY24 goals in the 2023 Transfer Programming Monitoring report was to increase the number of GECCs awarded to students (Graph 3) (G2.O2.SC). In AY24, SCC saw the largest number of GECC completions.

Graph 3: GECCs Awarded at SCC by Academic Year *(ICCB Annual Completions Data Report, 10/2024)*



Policy Value 2: Courses and Degrees Accepted as Elective Credit

Key Performance Area: Student Interest

Table 4: Transfer Courses and Certificate

Illinois Articulation Initiative (IAI)	Statewide transfer agreement with more than 100 participating colleges and universities across Illinois; Ensures included courses will count towards required electives in their baccalaureate degree at any public Illinois institution (G1.O1)
General Education Core Certificate (GECC)	SCC's IAI general education package; 37-41 courses (Table 3), which equal approximately half of the credit hours required for an AA or AS; includes all university core courses students need before taking major-specific courses

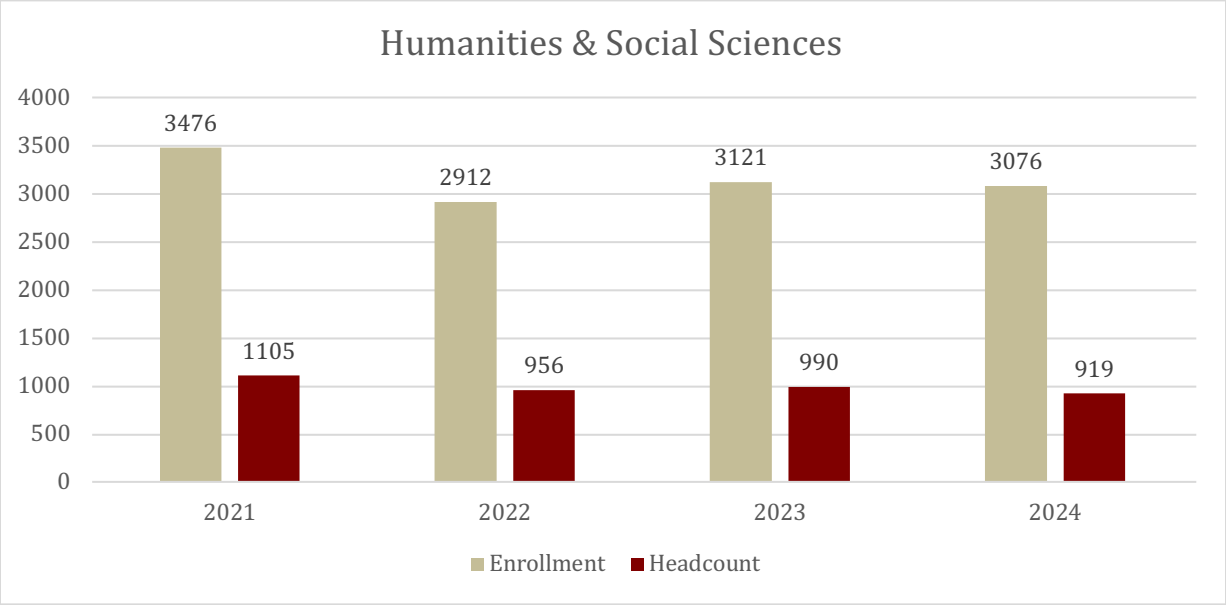
Table 5: SCC IAI-approved courses on General Education Core Certificate (GECC)

IAI General Education Discipline Area	Number of IAI-approved Courses at SCC	Minimum IAI Credit Hours required for an AA/AS Degree
Communication	3	9 AA, AS
Humanities/Fine Arts	23	9 AA, 6 AS
Social Sciences	20	9 AA, 6 AS
Mathematics	10	3 AA, 6 AS
Sciences	13	7-8 AA, 10 AS
Total	69	64 AA, AS

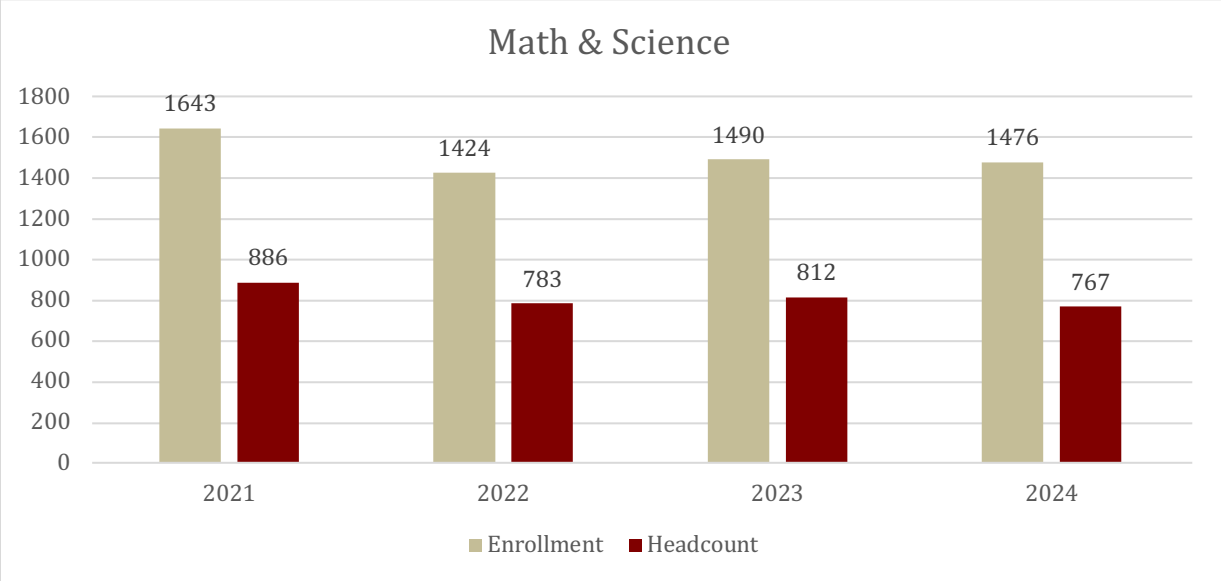
Key Performance Area: Enrollment

Tables 4 and 5 show the course enrollment (duplicated) and headcount (unduplicated) for transfer courses. The unduplicated headcount for humanities and social sciences courses has decreased since 2021 by almost 17%, and the duplicated enrollment has decreased approximately 12%. The unduplicated headcount for math and sciences courses has decreased by nearly 14%, and the enrollment has decreased by slightly over 10%.

Graph 4: SCC Humanities/Social Sciences Enrollment/Headcount *(Source: SCC CROA Dashboard)*



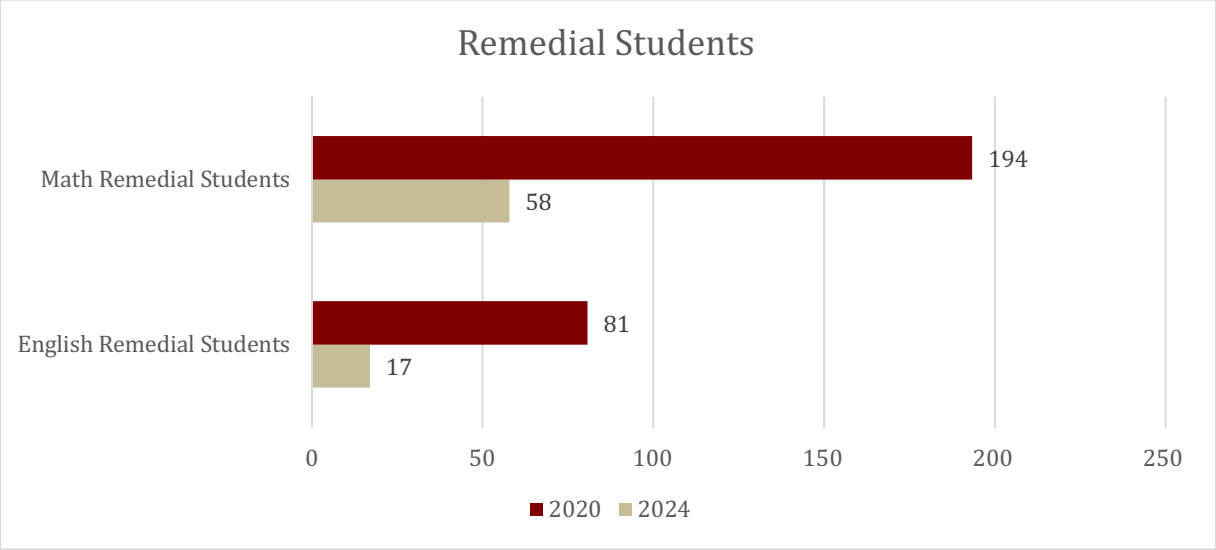
Graph 5: SCC Math/Science Enrollment/Headcount *(Source: SCC CROA Dashboard)*



Key Performance Area: Academic Readiness

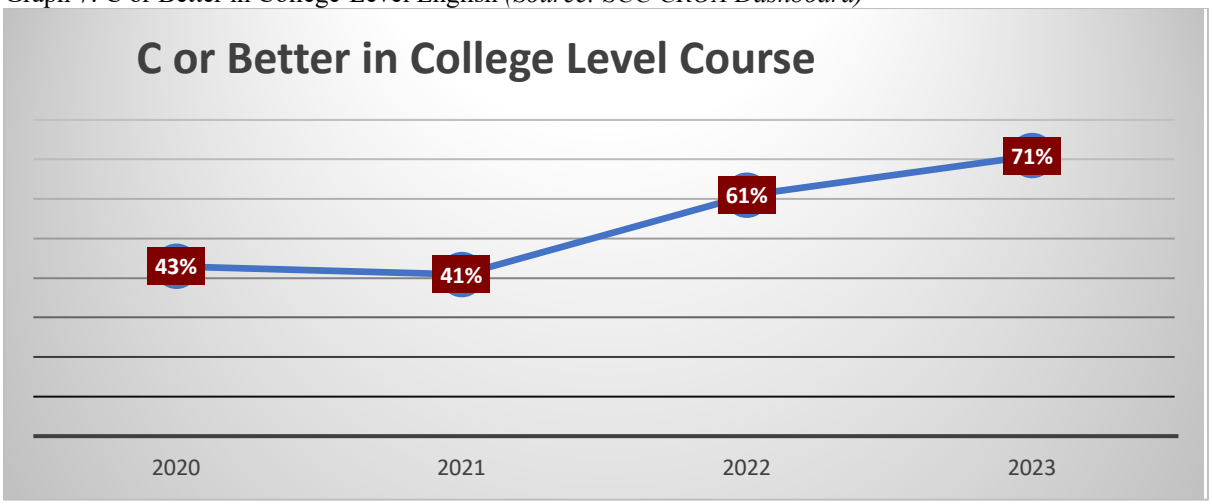
In AY23, the College implemented a Multiple Measures approach to determining college readiness. Rather than relying solely on placement test scores, other evidence-based measures such ACT/SAT scores, high school grade point averages, and performance in prior and transitional coursework are considered. This, coupled with our design of a co-requisite model for English and math where students who score below college-level can take a college-level course along with a weekly lab for additional support, has decreased the number of students who must take developmental education before they can begin in their desired program (Graph 6).

Graph 6: Number of Remedial Students by Subject *(Source: SCC CROA Dashboard)*



The English department no longer offers a pure developmental course. The options are to enter directly into college-level ENG-0111 or ENG-0111 with the co-requisite lab (ENG-0090) as a requirement. As a result, they have seen great success with the number of students who can pass the ENG-0111 (Graph 7).

Graph 7: C or Better in College-Level English *(Source: SCC CROA Dashboard)*



Because the placement test score is the only measure that can currently be implemented with high school students, all high school students take these tests for dual credit course eligibility. Therefore, placement testing is still the measure relied upon most heavily. To move away from this reliance, we are working with the high schools to study other measures, such as sophomore GPA, that could determine college-readiness. This would permit only those students who do not meet the GPA requirement to take the placement test.

Key Performance Area: Academic Success

Table 6: Humanities/Social Sciences Success Rates in Transfer Courses *(Source: SCC CROA Dashboard)*

Grades	2021	2022	2023	2024	**Duplicated Student Count**
A	1704	1475	1619	1559	**6357**
B	650	536	621	601	**2408**
C	394	287	357	323	**1361**
Lower Than C	727	614	523	593	**2457**
P	1		1		**2**
Total Students	**3476**	**2912**	**3121**	**3076**	**12585**
Total C or Better	**2749**	**2298**	**2598**	**2483**	**10128**
Success Rate	**79.09%**	**78.91%**	**83.24%**	**80.72%**	**80.48%**

Table 7: Math/Science Success Rates in Transfer Courses *(Source: SCC CROA Dashboard)*

Grades	2021	2022	2023	2024	**Duplicated Student Count**
A	583	485	542	519	**2129**
B	414	376	377	317	**1484**
C	283	245	239	269	**1036**
Lower Than C	362	316	331	347	**1356**
P	1	2	1	24	**28**
Total Students	**1643**	**1424**	**1490**	**1476**	**6033**
Total C or Better	**1281**	**1108**	**1159**	**1129**	**4677**
Success Rate	**77.97%**	**77.81%**	**77.79%**	**76.49%**	**77.52%**

Policy Value 3: Major-Specific Degrees

Key Performance Area: Student Interest

A focus on developing major-specific transfer degrees with our three top transfer institutions will kick-off this fall after the submission of the HLC Assurance Argument. Our first meeting is scheduled in November with SIUC.

Academic Affairs faculty and deans are mapping select majors to SIUC in the following 15 areas: Accounting, Agriculture, Biology, Business, Chemistry, Communication Studies, Criminal Justice, English, History, Mathematics, Exercise Science, Pre-Professional, Psychology, Social Work, and Sociology (G2.O1.SA). In Summer 2024, the Dean of Transfer & Adult Education Programs and Coordinator of High School Partnerships & Pathways began a project with high schools on the development of curriculum maps that include the dual credit component for Early College students and aligned to the National Career Clusters. This has expanded to include an interactive webpage that will be presented to the College and Trustees upon completion.

Policy Value 4: Clearly Defined Articulation Agreements

Key Performance Area: Student Interest

Since the January 2024 report, SCC has increased its total approved articulation agreements with transfer institutions from 75 to 81 (SIUC 65, McKendree 6, SIUE 3, SEMO 3, Eastern Illinois 3, Murray State 1). Others are pending with SEMO (Physics), Murray (Elementary Education and Social Work), University of Tennessee-Martin, Missouri Baptist University, and Arizona State University. SCC has also formed an agreement with Grand Canyon University in the form of Educational Alliance Participant (EAP) Agreements for all programs, as well as a Concurrent Enrollment Agreement for RN to BSN students. As part of ensuring student interest and offering value to students in transfer education, SCC will continue to articulate baccalaureate and career/technical program agreements with regional universities (G1.O1).

Key Performance Area: Transfer Readiness

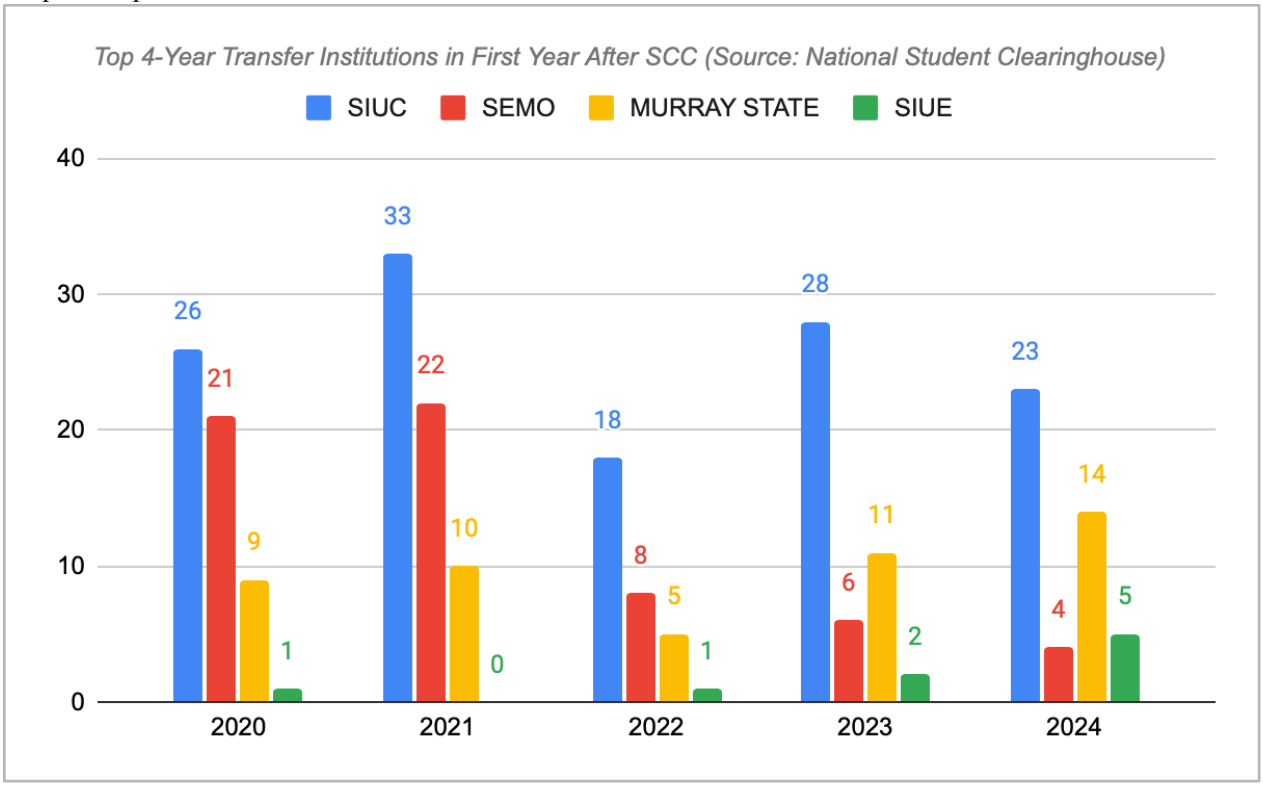
SCC now has 173 active transfer courses; up from 171 in the January 2024 report. Transfer equivalency guides from SIUC, SEMO, and Murray State were again examined to determine how many of SCC's active transfer courses matriculated to the top transfer universities; which is directly aligned with Strategic Plan G1.O1. SCC transfer courses with PCS Code 1.1 on the ICCB Course Master List were compared to transfer equivalency charts from SIUC, SEMO, and Murray State.

Table 8: SCC Active PCS Code 1.1 Transfer Courses to Top Transfer Universities *(Source: NSC)*

Top Transfer University	SCC Active Courses that Transfer
SIUC	152 of 173 courses transfer (87.9%)
SEMO	153 of 173 courses transfer (88.4%)

MURRAY STATE	149 of 173 courses transfer (86.1%)

Graph 8: Top 4-Year Transfer Institutions in First Year after SCC



Top transfer programs, in order, are: Nursing, Elementary Education, Psychology, Business Mgt., Biological Sciences, Accounting, and Social Work.

Key Performance Area: Student Satisfaction

Graduate Exit Survey response rates remained similar this year to those reported on the January 2024 report (36.6%), making it difficult to glean much useful information from such low responses. The following efforts are being discussed in efforts to increase the response rates:

- Increasing the frequency of reminders and follow-ups to students.
- Exploring more personalized outreach from faculty or advisors.
- Considering offering more appealing incentives for completion.
- Possibly integrating the survey as part of the graduation or transcript request process.

Actions and Recommendations

Actions Completed/Currently Implemented:

- The due date for the Transfer Programming Monitoring Report was adjusted from a "First Read" in January to October to accommodate better reflection and analysis of data over the previous academic year.
- Math faculty recommended and revised the way in which the co-requisite math courses are offered to provide students more opportunity for individualized attention. This also allows for the college-level students to move at a faster rate.
- Initial contacts have been made with SIUC and Murray State to begin designing major-specific AA and AS degrees.
- Coordinator of High School Partnerships & Pathways and IT are developing an interactive webpage that assists students and prospective students visualize their degree plan from dual credit through transfer university. Once major-specific AA and AS degrees are developed, these will be included.
- During the scheduling process this AY, we intentionally identified transfer courses for winter and summer intersession to market to current students, as well as high school and university students. These courses are in Colleague now so recruiters and advisors can plan for and around these in student schedules and program plans.
- A dual credit study was conducted with one of our high schools to determine an alternate placement measure other than placement testing.

Recommendations and Actions for Consideration:

- Develop major-specific tracks for the transfer degree pathways in Colleague so students can load sample plans into Student Planning. This will begin once the transfer degree mapping process is completed. (G2.O1.SA)
- Increase total number of students completing GECC prior to transferring to a 4-year university (i.e. educate current transfer students, degree audits, develop in the Early College/Dual Credit agreements, etc.). (G2.O2.SC)
- Increase percentage of PCS Code 1.1 courses that transfer as major-specific university courses through articulation. (G1.O1)
- Increase response rates for graduate exit and follow up surveys. (G4.O5.SB)
- Complete the dual credit placement measure study with other high schools and pilot a new dual credit placement measure. (G2.O4)
- Complete the program plan webpage and "go live".