



Transfer Programming Monitoring Report

Reporting Period: November 2024 - October 2025

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Transfer Programming Monitoring Report

Policy Reference: [B1003](#) Transfer Programming

Policy Restatement & Values

Transfer programming is central to the College's mission of expanding opportunity, advancing equity, and strengthening the region's social and economic vitality. These programs provide students with affordable pathways to further their education, prepare them with foundational skills for long-term success, and connect the College to the broader higher education ecosystem.

The Board recognizes that:

- Students value accessible transfer opportunities that expand their choices and help them achieve their long-term educational and career goals.
- The community values equitable outcomes that strengthen social and economic mobility for all residents.
- Education partners value alignment of curriculum and advising that creates a seamless pathway from high school through higher education completion, supporting students in achieving their educational and career goals.
- Employers value graduates who demonstrate communication, critical thinking, problem-solving, and adaptability – skills developed through general education and transfer coursework.

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Key Performance Measures – Evidence of Results

KPM	Indicator(s)	Target / Benchmark	Current Result (FY25)	3-Year Trend	Interpretation
Course Success	Success rate in Humanities/Social Sciences and Math/Science	≥80% HS/SS; ≥78% Math/Sci.	HS/SS: 77% Math/Sci: 74%	HS/SS: 83%→81%→77% Math/Sci: 78%→ 76%→ 74%	HS/SS rates at/near target; Math/Science persistently below.
Transfer Readiness	Completion of GECC prior to transfer	≥55% complete	127 GECC completions in AY24 (largest in 5 years)	AY22: 120 AY23: 93 AY24: 127	GECC completions increasing; signals positive impact of advising on student completion
Transfer Rates	% completers transferring w/in 1yr; % early xfers	≥65% completers; ≥40% early xfers	AY25 Completers: 62.4% Early Transfers: 37.6%	FY22: 58/35 FY23: 60/36 FY24: 63/38	Upward trend, but just shy of benchmarks; Better utilization of NSC data systematization needed for AY26.
Equity in Outcomes	Equity gaps in transfer rates (URM, Pell, First-gen)	≤5 pp gap	Data not fully captured in FY25 report	Gap data incomplete; requires dashboard build-out	Equity outcomes insufficiently tracked; priority improvement for AY26.

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KPM Chart 1: Course Success Trend

KPI Indicator: Success rate in Humanities/Social Sciences (H/SS) and Math/Science (Math/Sci) with benchmark of $\geq 80\%$ for H/SS and $\geq 78\%$ for Math/Sci

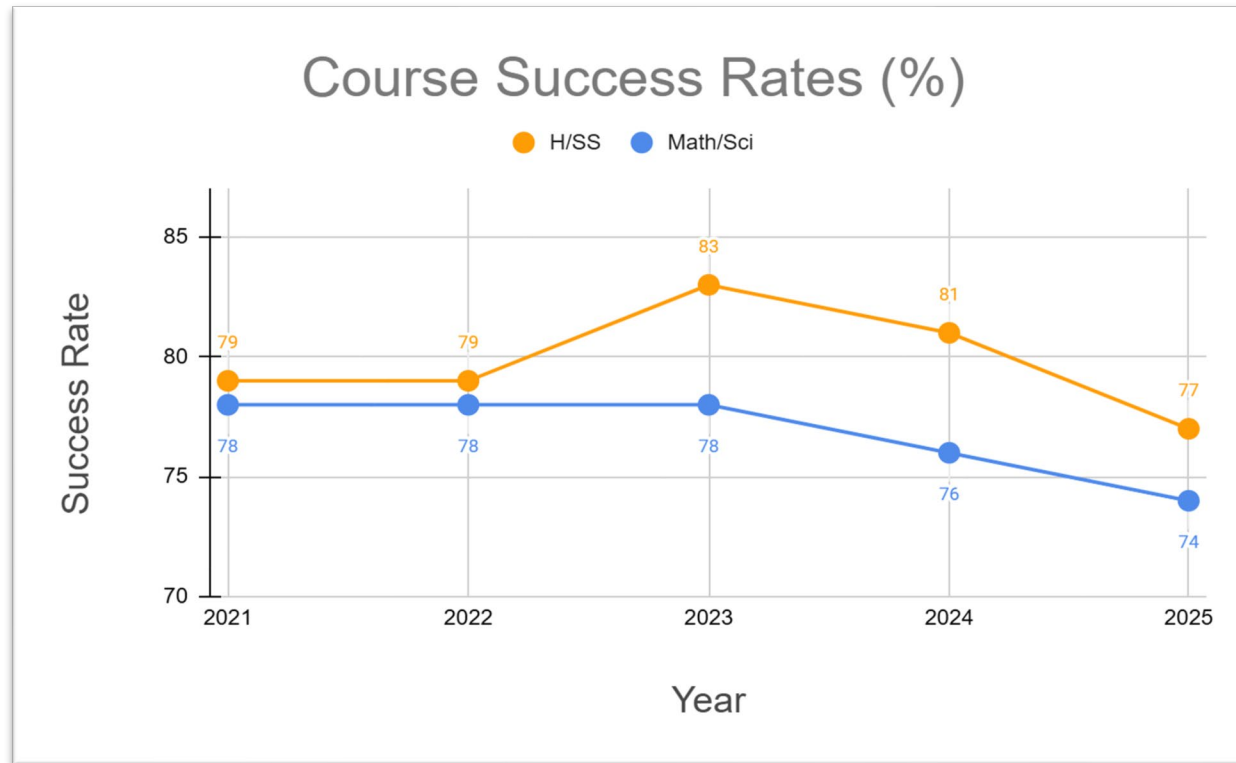


Chart 1 - Course Success Rate Trend

- H/SS fell slightly below the 78% mark for the first time in the 5-year span.
- After holding steady for 3 years, Math/Sci experienced a slight decline in AY24 and AY25. This could be due, in part, to the growing pains of corequisite implementation and multiple measures placement.
- This will be an area to monitor over the next year as the Math department undergoes the implementation of bridge coursework in an effort to increase student success.

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KPM Chart 2: Transfer Readiness Trend

KPI Indicator: Completion of General Education Core Certificate (GECC) prior to transfer with benchmark of $\geq 55\%$

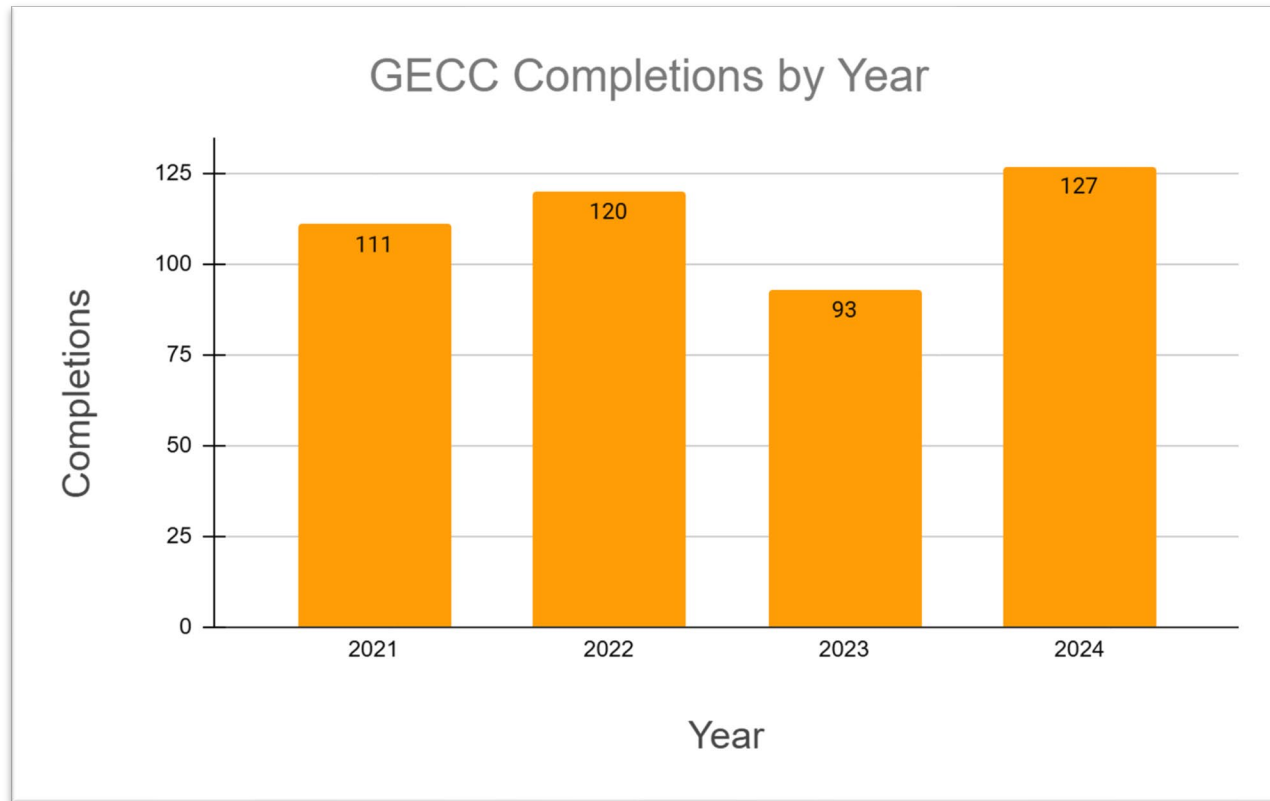


Chart 2 – Transfer Readiness Trend

- AY25 degree completion data not yet published in ICCB Data Book
- 127 GECC completions in AY24 is highest in five years
- Increase in GECC completions signal positive impact of advising on student completion
- GECC completion in comparison to the $\geq 55\%$ benchmark was not available at the time of report submission; however, an update will be provided during the November presentation.

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KPM Chart 3: Transfer Rate Trend

KPI Indicator: Percentage of students who transfer out annually.

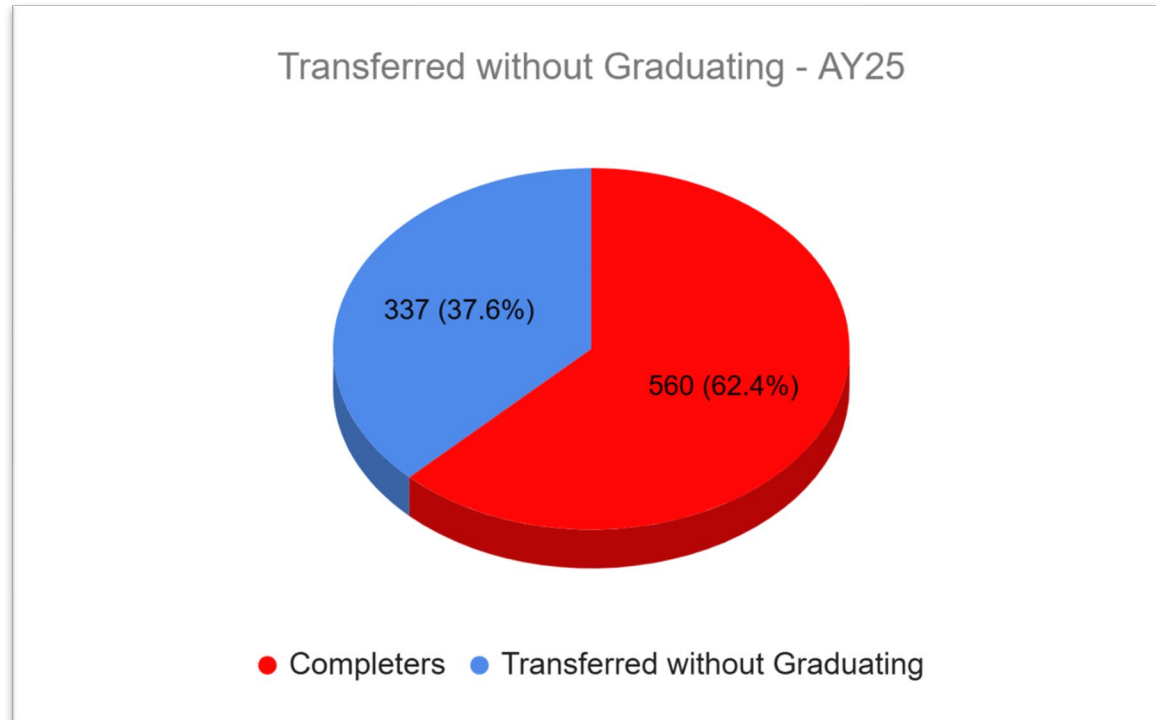


Chart 3 – Transfer Rate Trend

- In AY25, 37.6% of students transferred to another institution prior to completing their degree.
- National Student Clearinghouse data on transfer trends in relation to the number of credit hours completed was not able to be queried by the time of report submission.
- Transfer trend data related to credit hour completion will be provided at the November meeting and included in the presentation.
- Full utilization of NSC for transfer data should be an area of emphasis throughout the next year.

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KPM Chart 4: Equity Gaps Trend

KPI Indicator: We would eventually like to identify if equity gaps exist in transfer rates for the following groups: Underrepresented minority (URM), Pell status, and first-generation students.

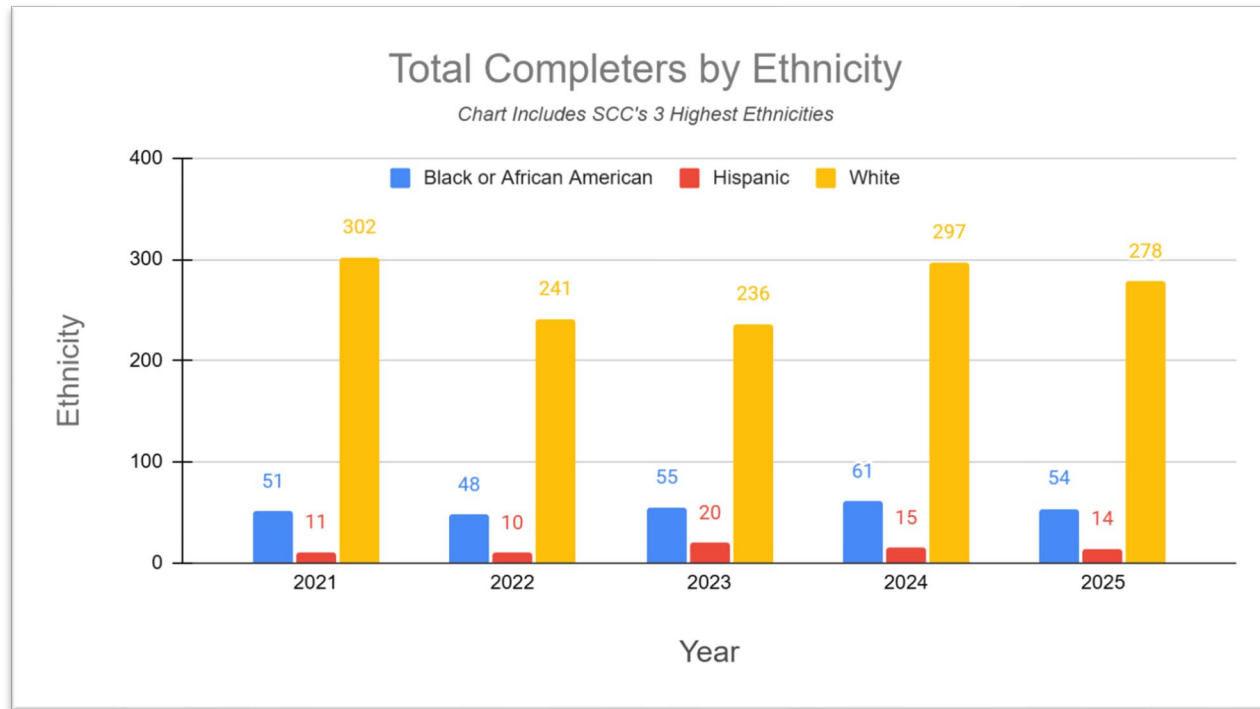


Chart 4 – Equity Gaps Trend

- The three highest ethnicities are examined in this chart and provide a baseline for degree completion over a 5-year span.
- Degree completion of Black or African American and Hispanic students have remained the most consistent of the three over the 5-year period.
- Degree completion for White students was the highest in AY21, and saw its largest increase from AY23 to AY24.
- Full utilization of NSC for transfer data should be an area of emphasis throughout the next year.
- Equity gap trends data was not able to be pulled at the time of the report submission; however, an update will be provided to the Board at the November meeting.

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Summary of Findings

Transfer programming at SCC shows progress in GECC completions and continued articulation with partner universities. Humanities/Social Sciences course success is stable near target, though Math/Science remains an area of concern. Transfer rates are improving, but benchmarks are not yet fully met. Transfer trends and equity tracking remains incomplete, requiring focused development in FY25.

Future Goals & Actions

- Monitor English and math corequisite delivery to increase student success rates.
- Implement major-specific transfer pathways to increase student completion.
- Increase advising focus on GECC completion as a transfer milestone.
- Fully integrate National Student Clearinghouse (NSC) reporting to standardize transfer rate tracking.
- Build equity dashboards to close subgroup reporting gaps.

Resource Support Needed

Several of the future goals identified will require modest new investments:

- Technology & Data Infrastructure: Expanded use of NSC reporting tools and development of data dashboards to track equity outcomes.
- Analytics & Training: Capacity building within Institutional Effectiveness to support trend analysis and equity monitoring.
- Advising Resources: Additional staff time and professional development to promote GECC completion.

These resources are essential to closing equity gaps and ensuring sustained progress toward Board Policy B1003.

Compliance Statement

The evidence presented demonstrates compliance with Policy B1003: Transfer Programming. The College is making measurable progress in GECC completions and transfer rates, though improvement is still required in Math/Science success and equity outcomes tracking.