



Transfer Programming Monitoring Report

Reporting Period: July 1, 2024 through June 30, 2025 (FY25)

By: Dr. Kristin Shelby

Date: November 17, 2025

Transfer Programming Monitoring Report

Policy Linkage: [B1003](#) Transfer Programming

SCCES Alignment: Student Success; Infrastructure Effectiveness

HLC Alignment: 1A, 1B, 2B, 3C, 3D, 3E, 3G, 4A, 4B, 4C

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.

Board Expectation:

To honor these values, the Board expects Transfer Programming to produce measurable results in course success, GECC completion, transfer readiness, transfer outcomes, equity of outcomes, and fiscal/operational sustainability – evidenced through annual Monitoring Reports aligned with SCCES Key Performance Measures.

Transfer Programming Monitoring Report

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: 83.6% Math/Sci: 75.7%	HS/SS: 83.2%→80.8%→83.6% Math/Sci: 77.8%→76.5%→75.7%	HS/SS rates at/above target; Math/Sci 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 rising, signaling improved advising impact.
Transfer Rates	% completers transferring w/in 1yr; % early xfers	≥65% completers; ≥40% early xfers	Completers: 56% Early Transfers: 44%	FY23: 85/15 FY24: 78/22 FY25: 56/44	Met benchmarks each year with drastic falloff in FY25 (Was FY25 an outlier?); more consistent NSC data systematization needed.
Equity in Outcomes	Equity gaps in transfer rates (URM, Pell, First-Gen)	≤5 percentage point gap	Pell-eligible and first-generation students are largest two equity groups	FY23: URM→Pell-Elig→First-Gen 15.8%→36.1%→31.7% FY24: URM→Pell-Elig→First-Gen 14.6%→33.0%→36.5% FY25: URM→Pell-Elig→First-Gen 14.3%→33.7%→37.7%	Target strategies to support Pell-eligible and First-gen students, while also exploring opportunities to increase URM transfer rates. Further develop dashboard reports examining equity outcomes.

Transfer Programming Monitoring Report

KPM: Course Success Trend

(Chart 1: Course Success Rate in Humanities/Social Sciences vs. Math/Science)

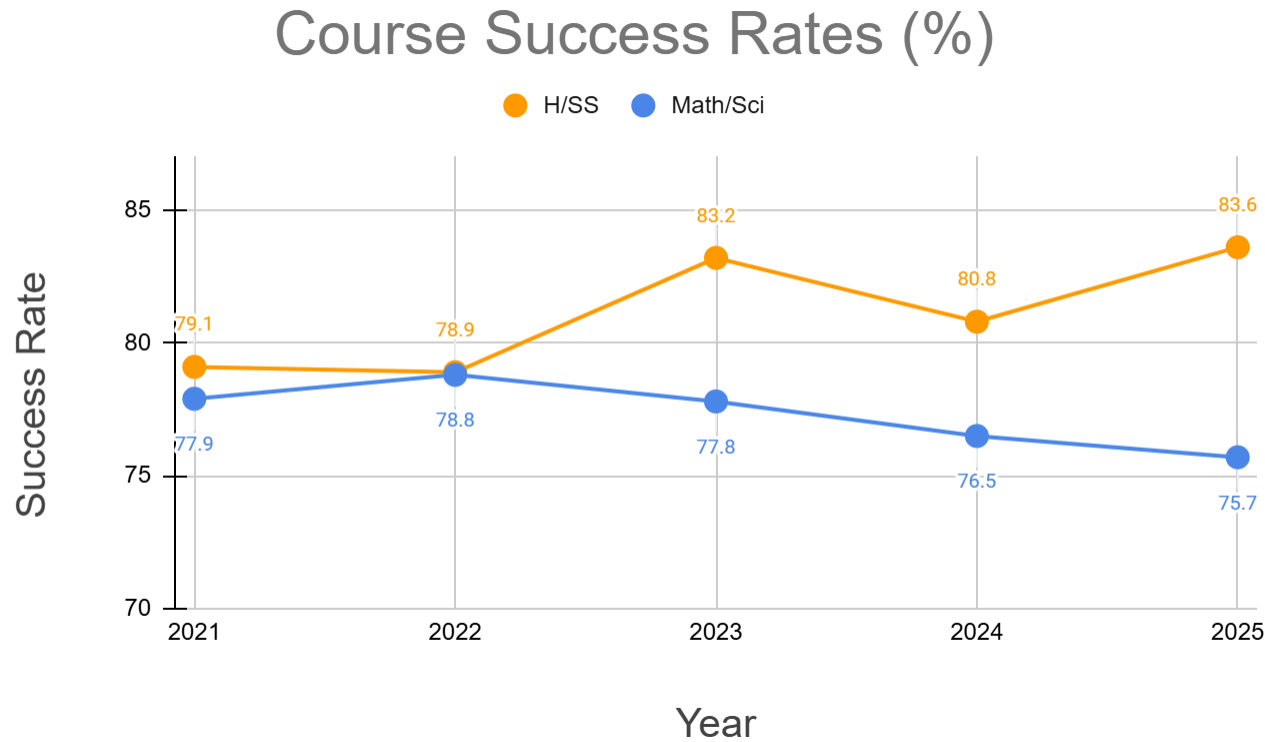


Chart 1 – Course Success Rate Trend

Outcome & Interpretation: In FY25, Humanities/Social Sciences success rates were 83.6%, which is above the College's 80% benchmark, and consistent with performance levels in prior years. Math/Science success rates in FY25 were 75.7%, below the 78% benchmark and continuing a multi-year pattern of underperformance relative to target. This gap indicates a need for continued academic support in gateway math and science courses, including targeted corequisite support in math and instructional interventions with students earlier in the process.

Transfer Programming Monitoring Report

KPM: Transfer Readiness Trend

(Chart 2: GECC Completions Prior to Transfer)

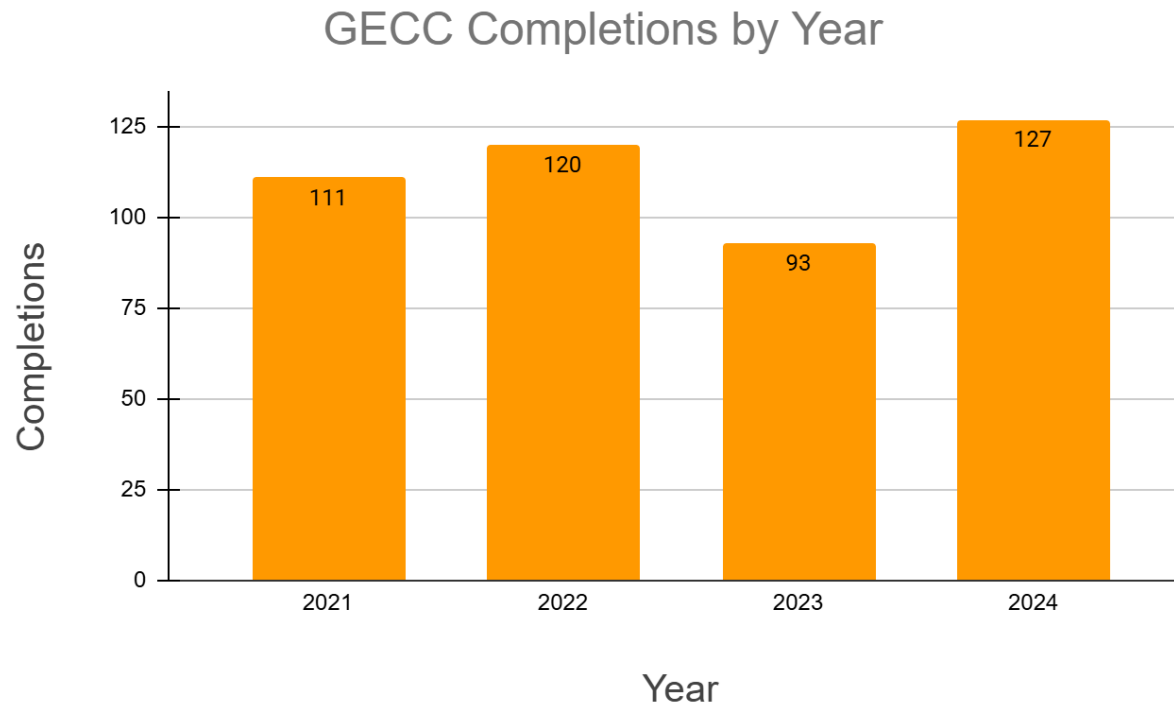


Chart 2 – Transfer Readiness Trend

Outcome & Interpretation: GECC completion before transfer rose from 93 in AY23 to 127 in AY24; the highest increase in the last five years. This increase suggests stronger advising around transfer milestones and clearer pathways to completion. Continued emphasis on getting students “GECC-complete” prior to transfer is expected to improve both junior-level standing and time-to-degree after transfer.

Transfer Programming Monitoring Report

KPM: Transfer Rate Trend

(Chart 3: Percentage of Completers Transferring within One Year vs. “Early Transfers” who Left Before Completion)

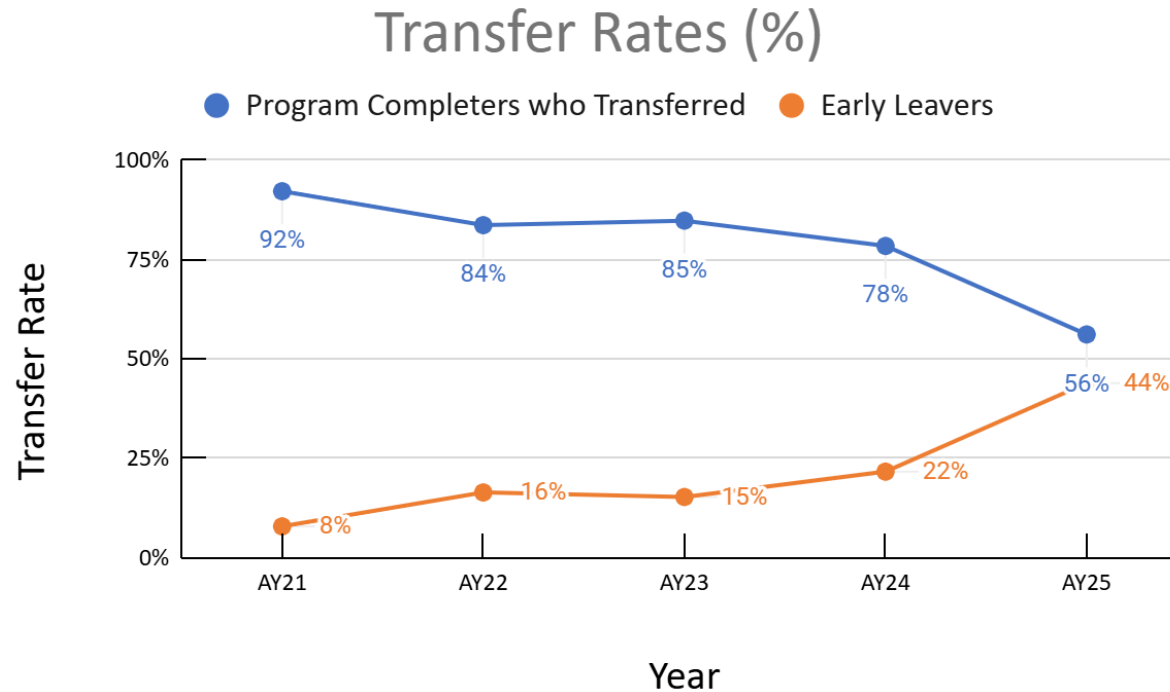


Chart 3 – Transfer Rate Trend

Outcome & Interpretation: In AY23, 85% of those who transferred within one year were program completers, and 15% of those were early leavers. AY24 saw 78% of those who transferred within one year complete programs, and 22% of those were early leavers; which is still better than the 65%/40% benchmark. In AY25, however, only 56% of those who transferred within one year were program completers, and a staggering 44% of those were early leavers. This will be important to monitor in the future to determine if AY25 was an outlier year, or if a trend is developing, and more importantly, why? Continued integration and examination of National Student Clearinghouse data will strengthen accuracy and allow for more consistent year-to-year comparisons.

Transfer Programming Monitoring Report

KPM: Equity in Outcomes Trend

(Chart 4: Transfer Rate Differences Among Key Subgroups - Pell-Eligible, First-Generation, and (URM) Underrepresented Minority Students)

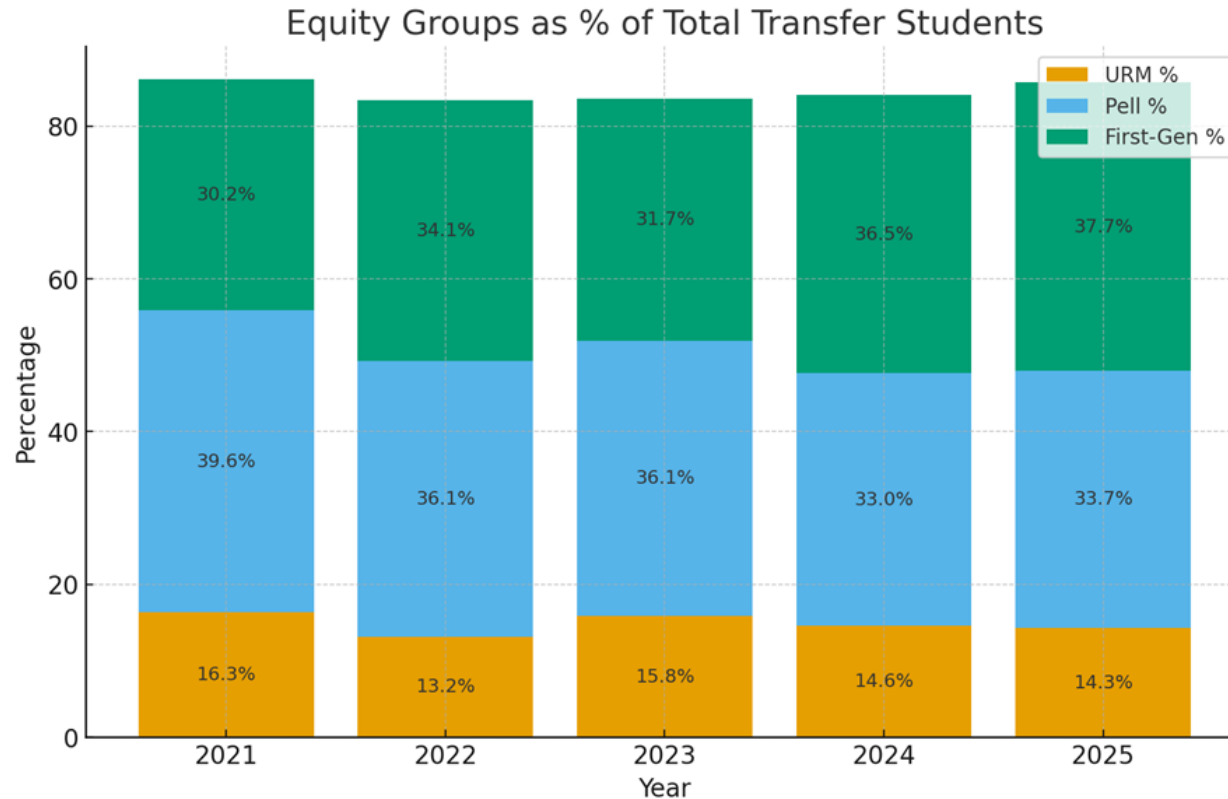


Chart 4 – Equity Gaps Trend

Outcome & Interpretation: (Note: Percentages will not total 100% because these are duplicated numbers. Students could land in multiple subgroups.) Pell-eligible and first-generation students have remained the largest two equity groups, with first-generation students showing the most dynamic growth across the years. URM representation remains steady but does not show upward momentum. The College may benefit from targeted strategies to support Pell and First-Gen students, while also exploring opportunities to increase URM transfer rates.

Transfer Programming Monitoring Report

Summary of Findings

Transfer programming at SCC shows progress in GECC completions and strong articulation with partner universities. Humanities/Social Sciences course success is stable near target, though Math/Science remains an area of concern. Transfer rates were better than benchmark until FY25. Equity tracking is an area requiring focused development in FY26.

Future Goals & Actions

- Enhance math corequisite supports to raise success rates.
- Increase advising focus on GECC completion as a transfer milestone.
- Fully integrate 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:

- Advising Resources: Additional staff time and professional development to promote GECC completion.
- 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.

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.