Board Monitoring Report

Transfer Programming

January 2022

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Introduction to SCC Monitoring Reports

The SCC Board of Trustees, through the Strategic Outcomes policy on College Purpose (B1000), has identified eight critical services:

- Transfer Programming (B1003)
- Professional Programming (B1004)
- Continuing Education Programming (B1005)
- Workforce Training (B1006)
- Community Education Programming (B1007)
- College Readiness Programming (B1008)
- Adult Education Programming (B1009)
- Student Services (B1010)

In addition, the Board believes accreditation and diversity are essential elements needed to support the achievement of those services (B1002). As such, the Board has identified Strategic Outcome policies for Accreditation & Certification (B1011) and Diversity, Equity, and Inclusion (B1012).

To provide an effective and consistent assessment framework for the Board to evaluate the College's progress, the Board will regularly inspect (B4003), through President provided monitoring reports, College performance using the Shawnee College Effectiveness System (SCCES). Specific monitoring measures and indicators of performance are suggested in each Strategic Outcomes policy and aligned to Strategic Plan strategies.

In accordance with the Board policy on Monitoring College Effectiveness (B1002), monitoring reports will assist the Board with guiding the President on decisions related to the Strategic Plan for prioritizing improvement initiatives and allocating resources. Monitoring reports will include, at minimum:

- An explicit alignment with the College's Strategic Plan strategies
- An in-depth analysis of the aligned key performance indicators in SCCES
- Relevant strengths and areas for improvement informed by the analysis
- Specific, measurable actions and recommendations for continuous improvement anchored in a realistic timeframe

Further, through the Governance & Bylaws policies, the Board has identified key areas integral to the success of the Strategic Outcome policies for which monitoring reports are required (B4003). These areas include:

- Finance & Budget (Quarterly)
- Investment (Quarterly)
- Foundation (Quarterly)
- Facilities (Quarterly)
- Information Technology (Quarterly)
- Human Resources (Quarterly)
- Risk Management (Quarterly)
- Student Academic Assessment (Annual)

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), students 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. Students benefit when upper division colleges and universities accept transfer courses and degrees as elective credit. Students receive greater value when upper division colleges and universities accept completed courses and degrees as major-specific credit. Moreover, students 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).

Some areas of focus for 2021-2022 include:

- Signed Saluki Step Ahead agreement with SIU in September 2021. Saluki Step Ahead allows students to apply to SIU early and secure a predetermined track in one of six online bachelor's degree programs. (G1.O1.SA)
- Signed articulation agreements for ADN-BSN programs with SIUC and SIUE in March 2022, and added agreements with McKendree and Murray State in September 2022. An ADN-BSN articulation agreement with SEMO is in the beginning stages. Upon agreement with SEMO, SCC will then have ADN-BSN articulation agreements with all of our regional university partners. (G1.O1.SB)
- SCC met with representatives from SIUC, SEMO, and Murray State in fall 2021 to discuss ongoing articulation. (G1.O1.SC)
- In November 2022, developed an articulation agreement tracking sheet and processes for reviewing articulation agreements with our university partners. Approved articulation agreements are housed in the College's Etrieve system and posted on the College's transfer page on the website. (G1.O1.SC)

- Continued improvement on the College's articulation "landing page." (G1.O1.SD)
- In summer 2022, a team of staff along with two faculty members attended a Guided Pathways Summer Institute hosted by the Community College Research Center (CCRC) through Columbia University. This training laid the foundation for SCC to begin implementation of becoming a Guided Pathways community college. (G2.O1.SA)
- Made awarding the General Education Core Certificate (GECC) possible in Colleague at the time of completion rather than waiting for program completion. This will help us identify how long it takes students to complete the IAI GECC Core. (G2.O2.SC)
- Created an ICCB Program Review page under the Student Assessment section of the College's website. The program review page now includes the 5-year ICCB Program Review Schedule with corresponding SCC programs that are under review each year, past ICCB Program Reviews including feedback received from ICCB, and the ICCB Program Review Manual. Additionally, the Dean of Transfer & Adult Ed Programs developed an annual program review timeline, which is also housed on the program review site. Additionally, the Dean of Transfer & Adult Ed Programs, in collaboration with Institutional Effectiveness and the SAAT, added guided comments to assist faculty in the completion of ICCB Program Review. Institutional Effectiveness, with feedback from the SAAT and various Teams and Councils, has created visuals for how the ICCB 5-year Program Review process informs CQI development and the assessment process. (G4.O2.SC)

As specified by Board Policy *B1003 Transfer Programming*, the following SCCES areas of performance have been identified:

- Student Interest
- Enrollment
- Academic Success
- Transfer Readiness
- Completion

The policy value in this Strategic Outcome Policy is, "Students 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." In order to assess this value, the College analyzed the following performance areas in SCCES.

Performance Area: Student Interest

% of majors AND students with a transfer plan of study

At this time, SCC has three transferable programs (AA, AS, AGS). However, these programs are not broken out into individual, structured transfer plans of study. Chart 1 below reflects the number of structured and unstructured transfer pathways the college has and the number of workforce programs identified as high, medium, and low demand. Similarly, student headcount is also shown in these categories, as of FA21 (Chart 2). The graphs show that most of our programs and students are in unstructured transfer programs; thus, we have begun the process of developing Guided Pathways. (G2.O1.SA)

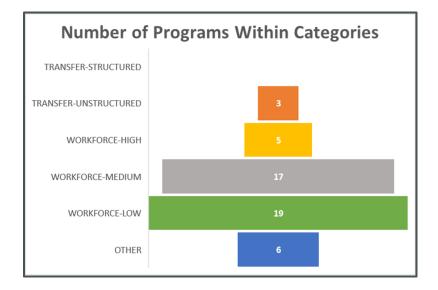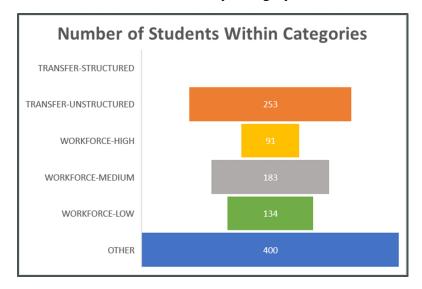Chart 1. Number of Programs by Category

Chart 2. Fall 2021 Enrollment by Category

Number of Students Within Categories

Category	Number
TRANSFER-STRUCTURED	
TRANSFER-UNSTRUCTURED	253
WORKFORCE-HIGH	91
WORKFORCE-MEDIUM	183
WORKFORCE-LOW	134
OTHER	400

Articulation Agreements

SCC has 80 approved articulation agreements with transfer institutions (SIUC 72, McKendree 6, SIUE 1, Murray State 1), with others pending (SEMO 4 and SIUC 5). As part of ensuring student interest and offering value to students in transfer education, SCC will articulate baccalaureate and career/technical programs with regional universities. With this goal in mind, the College has worked diligently with university partners over the past year to develop new articulation agreements and update existing agreements to create seamless transfer opportunities for students (G1.O1).

Saluki Step Ahead

In September 2021, the College signed an intergovernmental agreement with SIU to participate in the Saluki Step Ahead Program which allows students to apply to SIU early, secure a predetermined degree track, and complete a bachelor's degree online. Pathways identified for the Saluki Step Ahead program include Accounting, Business Management, Criminal Justice, Health Care Management, Nursing, and Psychology. (G1.O1.SA)

Illinois Articulation Initiative (IAI)

As part of this value added, SCC is a member of the Illinois Articulation Initiative. The Illinois Articulation Initiative (IAI) is a statewide transfer agreement, which identifies courses and then provides guarantee transfer among more than 100 participating colleges and universities in Illinois. While IAI can benefit both workforce and transfer students, IAI works best for students who already know they want to transfer. It can be of particular benefit to students if they are unsure about where they want to transfer, as their transfer-level IAI classes will carry with them and be counted toward their baccalaureate degree, providing yet another avenue for seamless transfer opportunities for students. (G1.O1)

IAI has a general education package, also known as the General Education Core Certificate (GECC). The GECC includes five sections from which students may take courses: Communications, Humanities/Fine Arts, Mathematics, Physical Sciences and Life Sciences, Social and Behavioral Sciences. To complete the fully transferable GECC, students must earn 37-41 credits across the five different sections. As SCC looks to increase the number of students who earn the GECC, Advisors will encourage and educate transfer students and their families about the value of completing the general education core and additional required IAI courses prior to transfer or graduation. (G2.O2.SC)

Currently, SCC has 87 approved IAI courses. Of these 87 approved courses, 72 are identified as general education courses and found on the GECC. These are noted in Table 1 below. A full list of general education courses and their corresponding IAI codes are provided in Appendix A.

Table 1: Breakdown of IAI courses on General Education Core Certificate (GECC)

IAI General Education Bucket	Number of IAI-approved courses	Minimum Number of Credit Hours needed for an Associate degree (AA, AS) at SCC
Communications	3	9 AA, AS
Humanities/Fine Arts	25	9 AA, 6 AS
Social Sciences	20	9 AA, 6 AS
Mathematics	9	3 AA, 6 AS
Sciences	15	7-8 AA, 10 AS
Total	72	64 AA, AS

Of these 72 courses, 8 courses have not been offered in the past 5 years; although, these courses remain active through ICCB and in the catalog. This presents a potential problem, as discrepancies exist between published information and current practices.

In the same manner, two of the IAI-approved general education courses have the same IAI code (as shown below in Appendix A). Both AST-111: Astronomy and AST-112: Astronomy: Stars, Galaxies and beyond have the same IAI code, meaning that if the student would take both classes, they would only receive credit for one course at the partner institution. This redundancy could increase the overall number of credits and time to degree for students, lessening the value of the transfer education provided.

Additionally, SCC also offers 16 major-specific IAI-approved courses, as shown below in Appendix B. By working through IAI to approve major-specific courses, SCC is able to ensure transferability and applicability at the partnering transfer institution, as credits will transfer as major-specific courses as well. As SCC looks to ensure courses transfer as major-specific, opportunity may exist to expand on IAI-approved major-specific courses.

Performance Area: Enrollment

Transfer students can be defined as those who enter SCC as either traditional-age students directly from high school, or non-traditional students of any age, for the purpose of earning two years of general education credits and other introductory credits in their field of study with the purpose of transferring to a four-year institution to complete a baccalaureate degree. Transfer students also include reverse-transfer students, or students who transfer into SCC from other two- or four-year institutions. Transfer course enrollees are students who enroll in only a few transfer courses who have no intent on seeking a degree. A typical example of a transfer course enrollee is a university student who is home over break and who enrolls in a summer or intersession course at SCC with the intent to transfer the credits back to their university. Transfer course enrollees can also be students who are concurrently enrolled at another institution and who sign up to take, perhaps, an online course with the intent of transferring the credit back to their institution.

Along with offering high-quality transfer programming, the College is intentional in other transfer resources and opportunities provided to students. As mentioned in the student interest section of the report, the College is actively revising and seeking new articulation agreements with four-year college and university partners, as well as actively submitting transfer courses to the IAI state panel for review in order to strengthen the transferability of our courses. The College also hosts campus events such as Transfer Day, where universities are invited to main campus to meet with students about the transfer process. SCC also devotes shared office space on main campus for SIUC, Murray State, and SEMO on a rotational basis so they can meet with SCC students and assist them and their transfer needs.

To further examine SCC transfer enrollment and demographics, student enrollment data over the course of three consecutive years (Table 2), disaggregated by the student demographic profiles of ethnicity (Table 3), gender (Table 4), and age (Table 5), were analyzed. Data presented in this report will serve as a baseline for future monitoring reports and will help the college better understand the student population it serves, and most importantly, identify inequities that exist in transfer programming.

The analysis revealed the following trends:

- The Associate in Arts (AA), Associate in General Studies (AGS), and Associate in Science, in this order, are the top three transfer degrees of transfer enrollees.
  - Note: Enrollment in the Associate in General Studies (AGS) degree was uncharacteristically high when compared to our peers across the state. In the past, the AGS was used as a "catch-all" degree for undecided students. The AGS is a unique degree that allows students to take a combination of transferable and non-transferrable courses. This proved to be problematic for students who decided to transfer because the AGS degree is not generally a recognized degree at many universities, thus not all of their credits transferred. SCC Advisors are now advising undecided students towards the AA/AS path and moving away from using the AGS.
- SCC was approved by ICCB to offer the General Education Core Certificate (GECC) in May 2019. The low completion numbers for 2020 was a result of students not having enough time to complete and receive credit for the general ed core.
- Transfer enrollment by ethnicity, gender, and age mirror the demographic profile of the College.
- There are a lower number of emerging majority transfer students pursuing AS degrees; which are predominately STEM fields.
- There are far fewer female transfer students enrolled in AS degrees; which are predominately STEM fields.
- Traditional age college transfer students are pursuing, in this order, AA, AGS, and AS degrees.
- Non-traditional age college transfer students enrolled in AS, which are predominately STEM fields, is not as prevalent as the AA and AGS degrees.

Table 2. SCC Transfer Enrollment

AGGREGATE ENROLLMENT	2020	2021	2022	Unduplicated Student Count
Associate of Arts	437	408	456	936
Associate of General Studies	401	377	324	757
Associate of Science	247	212	169	438
General Education Core	4	47	125	172
Transfer Course Enrollee	80	77	66	178
TOTAL DUPLICATED ENROLLMENT	1169	1121	1140	3430

Table 3. SCC Transfer Enrollment by Ethnicity

Transfer Program Enrollment by Ethnicity				
		2020	2021	2022	Unduplicated Student Count
Associate of Arts	American Indian	2	2	4	7
	Asian	2	3	2	5
	Black or African American	76	80	82	168
	Hawaiian/Pacific Islander	0	0	1	1
	Hispanic	22	16	27	43
	Two or More Races	5	4	3	7
	Unknown	12	6	9	22
	White	318	297	328	683

Associate of General Studies					
	American Indian	3	2	2	**6**
	Asian	2	2	1	**4**
	Black or African American	63	81	63	**140**
	Hawaiian/Pacific Islander	1	0	1	**2**
	Hispanic	14	12	12	**28**
	Two or More Races	1	2	0	**3**
	Unknown	7	11	8	**16**
	White	310	267	237	**558**

Associate of Science					
	American Indian		2	2	**3**
	Asian	1	1	1	**3**
	Black or African American	31	20	19	**48**
	Hispanic	7	6	7	**13**
	Two or More Races	2	1	1	**3**
	Unknown	4	3	4	**9**
	White	202	179	135	**359**

General Education Core					
	American Indian			2	**2**
	Asian		1	2	**3**
	Black or African American		8	18	**25**
	Hispanic		1	4	**4**
	Two or More Races		1		**1**
	Unknown			4	**4**
	White	4	36	95	**133**

Transfer Course Enrollee					
	American Indian	1			**1**
	Asian	2		1	**3**
	Black or African American	21	20	12	**39**
	Hispanic	1	1		**2**
	Two or More Races	1		1	**2**
	Unknown	1	1		**2**
	White	53	55	52	**129**

Table 4. SCC Transfer Enrollment by Gender.

Total Transfer Program Enrollment by Gender					
		2020	2021	2022	Unduplicated Student Count
Associate of Arts	F	293	286	300	624
	M	144	122	156	312
Associate of General Studies	F	312	315	263	607
	M	89	62	61	150
Associate of Science	F	157	138	110	276
	M	90	74	59	162
General Education Core	F	4	38	90	128
	M		9	35	44
Transfer Course Enrollee	F	54	58	52	128
	M	26	19	14	50

Table 5. SCC Transfer Enrollment by Age

Total Transfer Program Enrollment by Age				
	2020	2021	2022	Unduplicated Student Count
Associate of Arts <18			3	**3**
18-20	182	177	224	**485**
21-25	177	147	165	**382**
26-30	25	31	27	**66**
31-40	27	29	25	**66**
41-50	15	17	9	**30**
51-61	9	7	2	**14**
62-65	1		1	**2**
66-67	1			**1**

Associate of General Studies					
	18-20	147	105	64	**268**
	21-25	115	120	124	**269**
	26-30	59	57	46	**123**
	31-40	41	57	54	**111**
	41-50	25	28	25	**55**
	51-61	7	8	7	**17**
	62-65	3	1	1	**4**
	66-67	1		3	**4**
	68+	3	1		**4**

Associate of Science					
	<18	1	1	1	**3**
	18-20	127	91	76	**240**
	21-25	84	87	60	**185**
	26-30	13	12	11	**27**
	31-40	9	12	14	**28**
	41-50	9	7	3	**14**
	51-61	3	2	3	**5**
	68+	1		1	**1**

General Education Core				
	18-20	3	16	44	**62**
	21-25	1	23	60	**83**
	26-30		2	9	**10**
	31-40		5	6	**11**
	41-50			5	**5**
	51-61		1	1	**2**

Transfer Course Enrollee				
	<18	2	1		**3**
	18-20	10	15	14	**37**
	21-25	20	21	23	**59**
	26-30	6	6	5	**13**
	31-40	12	6	6	**18**
	41-50	4	12	9	**17**
	51-61	6	6	5	**13**
	62-65	5	2	2	**7**
	66-67	6	1		**7**
	68+	9	7	2	**13**

Performance Area: Academic Success

Defining what academic success looks like at a community college can be extremely difficult. Students enroll for various reasons; whether it be for job skills, one or two summer classes in between university terms, or for full certificates or degrees. In this performance area, academic success will reflect the percentage of students who passed transfer courses with a grade of C or higher, along with the percentages of students who received a grade of A, B, C, or lower than a C in transfer courses (Table 6).

The analysis of the success rate data reveals the following:

- Regardless of year, the success rate remained at 77%.
- Regardless of year, more students received grades of A than any other category at 35%.
- Regardless of year, students receiving grades of B were second highest to those receiving grades of A at 26%.
- Regardless of year, students receiving grades of lower than a C, were third highest after those students receiving grades of A, and those students receiving grades of B at 23%.
- Regardless of year, students receiving grades of C finished last categorically to all other categories at 16%.
- Over the course of the last three years, approximately 23% of the students were not "successful", meaning they earned less than a C, when taking transfer courses.

The quality of SCC courses is emphasized in G4.O2.SC of the College's Strategic Plan, which aims to improve the teaching and learning process by strengthening program review processes for the academic discipline (transfer) areas. Success rates of courses are available to faculty (through their respective dean) via the College's Data Dashboard. When completing the ICCB 5-year discipline review, faculty analyze the success rates by course and disaggregate by ethnicity, gender, and age. Examining success rates of students on a semesterly basis should become common practice if faculty are not already doing so. In the future, these data will be triangulated in faculty Core Competency Assessment Forms (CCAF), program CQIs, and the Academic Discipline section of 5-year ICCB Program Review.

Credits earned by SCC transfer students can have an effect on their ability to achieve a two-, and eventually four-year baccalaureate degree. It can also serve as a measure of the College's ability to uphold its mission to provide students with high-quality transfer programming in their first two years of college that prepares them for a baccalaureate degree.

Table 6. Success Rates (C or higher) in Transfer Courses

Grades					
	2020	2021	2022	Count:	
A	1149	1084	925	3158	35.49%
B	882	742	649	2273	25.53%
C	540	496	414	1450	16.29%
Lower Than C	752	687	580	2019	22.69%
Total Students	3323	3009	2568	8900	
Total C or Better	2571	2322	1988	6881	
Success Rate	77.37%	77.17%	77.41%	77.31%	

Performance Area: Transfer Readiness

Transfer readiness can be measured by how students matriculate to upper division colleges and universities. To ensure transferability, the General Education Core Curriculum (GECC) has been built into the College's Associate of Arts (AA), Associate of Science (AS), and Associate of General Studies (AGS) degrees. The GECC is a general education package that includes five academic disciplines from which students may take courses: Communications, Humanities and Fine Arts, Mathematics, Physical Sciences and Life Sciences, Social and Behavioral Sciences. To complete the fully transferable GECC, students must earn 37-41 credits across the five different disciplines. The significance of the GECC is that all of the courses are IAI-approved and guaranteed to transfer to more than 100 participating colleges and universities in Illinois.

The Illinois Articulation Initiative (IAI) is a statewide transfer agreement, which establishes criteria for state-approved general education courses providing the guarantee of transferability across participating Illinois institutions. Currently, and as depicted in Table 1 of the student interest section, SCC has 87 IAI-approved courses. Of the 87 IAI-approved courses, 72 are identified as general education courses on the GECC (noted in Table 1 of the student interest section). A full list of general education courses and their corresponding IAI codes are provided in Appendix A.

Data for the GECC (found in Tables 2-5) reveals the following:

- SCC was approved by ICCB to offer the General Education Core Certificate (GECC) in May 2019. The low completion numbers for 2020 was a result of students not having enough time to complete and receive credit for the general ed core.
- GECC enrollment by ethnicity, gender, and age mirror the demographic profile of the College.

Performance Area: Completion

The College collects student degree completion each year for all programs and is one measure that can be used to track the number of degrees awarded annually to transfer students. Program completion has always been reported by the College and was mainly examined for the Career and Technical program completion; however, Goal 2 of College's Strategic Plan focuses on program completion for all programs, including transfer programming (G2.O3.SD). There are a number of KPIs surrounding completion. The National Student Clearinghouse (NSC) provides information regarding the universities SCC students transfer to the most, in what degree areas, and whether they successfully obtained a subsequent degree. We have obtained a premium license with NSC and will work this spring on professional development for staff on how to use these reports. In addition to NSC data, SCC will examine if program courses are credits accepted as articulated core courses or only as electives. We have developed graduate exit and follow-up surveys to obtain data, such as how prepared students feel SCC made them for university coursework, and will pilot these with SmartEvals this spring. It is the goal of the team to have these data for analysis during the 2023 calendar year, and include in next year's monitoring report. For the purposes of this report, baseline data will be provided on transfer student completion data for the AA, AS, GECC Certificate, and AGS during FY19, FY20, and FY21 (Table 7).

Table 7. Transfer Program Completion Numbers (*Source: ICCB Data Book, 2020, 2021, 2022*)

	Associate in Arts	Associate in Science	GECC Certificate	Associate in General Studies
FY21	107	41	111	33
FY20	129	54	94	57
FY19	123	64	0	31

Actions and Recommendations

Actions Completed/Currently Implemented:

- Signed Saluki Step Ahead agreement with SIU in September 2021. Saluki Step Ahead allows students to apply to SIU early and secure a predetermined track in one of six online bachelor's degree programs. (G1.O1.SA)
- Signed articulation agreements for ADN-BSN programs with SIUC and SIUE in March 2022, and added agreements with McKendree and Murray State in September 2022. An ADN-BSN articulation agreement with SEMO is in the beginning stages. Upon agreement with SEMO, SCC will then have ADN-BSN articulation agreements with all of our regional university partners. (G1.O1.SB)
- SCC met with representatives from SIUC, SEMO, and Murray State in fall 2021 to discuss ongoing articulation. (G1.O1.SC)
- Developed an articulation agreement tracking sheet and processes for reviewing articulation agreements with our university partners. Approved articulation agreements are housed in the College's Etrieve system and posted on the College's transfer page on the website. (G1.O1.SC)
- Continued improvement on the College's articulation "landing page". (G1.O1.SD)
- In summer 2022, a team of staff along with two faculty members attended a Guided Pathways Summer Institute hosted by the Community College Research Center (CCRC) through Columbia University. This training laid the foundation for SCC to begin implementation of becoming a Guided Pathways community college. (G2.O1.SA)
- Made awarding the General Education Core Certificate (GECC) possible in Colleague at the time of completion rather than waiting for program completion. This will help us identify how long it takes students to complete the IAI GECC Core. (G2.O2.SC)
- Created an ICCB Program Review page under the Student Assessment section of the College's website. The program review page now includes the 5-year ICCB Program Review Schedule with corresponding SCC programs that are under review each year, past ICCB Program Reviews including feedback received from ICCB, and the ICCB Program Review Manual. Additionally, the Dean of Transfer & Adult Ed Programs developed an annual program review timeline, which is also housed on the program review site. Additionally, the Dean of Transfer & Adult Ed Programs, in collaboration with Institutional Effectiveness and the SAAT, added guided comments to assist faculty in the completion of ICCB Program Review. Institutional Effectiveness, with feedback from the SAAT and various Teams and Councils, has created visuals for how the ICCB 5-year Program Review process informs CQI development and the assessment process. (G4.O2.SC)

Recommendations and Actions for Consideration:

- Fully utilize National Student Clearinghouse, as it provides reporting, data, and verification services on enrollment, degrees/certificates, and transfer students' persistence and completion. (G1.O1.SC)
- Identify top universities and programs to which SCC students transfer. (G1.O1.SC)
- Develop spreadsheet to track the number of SCC courses that transfer as major-specific courses versus those that transfer as general electives and collaborate with transfer partners to increase number of SCC courses transferring as major-specific. (G2.O3.SB)
- Continue pursuing articulation agreements with regional universities and create seamless transfer opportunities for students through signed intergovernmental agreements detailing articulating processes. (G1.O1.SC)
- Encourage and educate transfer students (and families) about the value of completing the GECC core prior to transferring. (G2.O2.SC)
- Develop discipline-specific SCC transfer degrees and group into meta majors, as part of Guided Pathways. (Example: AA-History, AA-English, AS-Biology, etc.) (G2.O1.SA)
- Develop tracks for the pathways in Colleague so students can load sample plans into Student Planning. (G2.O1.SA)
- Review current SCC IAI courses to ensure non-duplication of IAI Codes. (G1.O1.SD)
- Review current SCC program guides to ensure transferability of courses and overall program quality. (G4.O2.SC)
- Add "Deployment" to Board Policy B1003 Transfer Programming.

Appendix

Appendix A: Full List of General Education IAI-approved Courses

IAI Code	Course Number	Course Title	Not Taught in 5 Years
Communications			
C1900	ENG 111	English Composition I	
C1901R	ENG 112	English Composition II	
C2900	SPC 111	Speech	
Humanities/Fine Arts			
F2900	ART 114	Art Appreciation	
F2901	ART 117	Art History Survey I	Yes
F2902	ART 118	Art History Survey II	Yes
F2906D	ART 227	African American Art and Artists	Yes
F1900	MUS 115	Music Appreciation	
F1904	MUS 130	An Introduction to America's Music	
F1913	MUS 145	Rock Music Styles	
F1907	SPC 124	Theater Appreciation	
H2905	HIS 108	Twentieth Century American History	
H3900	LIT 210	Introduction to Literature	
H3903	LIT 211	Introduction to Poetry	
H3901	LIT 212	Modern Fiction	
H3902	LIT 213	Introduction to Drama	

H3912	LIT 214	English Literature	Yes
H3913	LIT 215	English Literature	Yes
H3914	LIT 216	American Literature I	
H3915	LIT 217	American Literature II	
H3906	LIT 218	World Literature	
H3910D	LIT 219	Contemporary Multicultural Literature	Yes
H3911D	LIT 220	Literature and Gender	Yes
H3910D	LIT 221	African American Literature	
H4900	PHI 215	Introduction to Philosophy	
H4906	PHI 216	Logic	
H4904	PHI 218	Introduction to Ethics and Values	
H5905	PHI 219	Religion in American Society	
Social Sciences			
S3901	ECO 211	Introduction to Macroeconomics	
S3902	ECO 212	Introduction to Microeconomics	
S5900	GOV 117	Introduction to American Government	
S2902	HIS 116	Western Civilization to 1715	
S2903	HIS 117	Western Civilization from 1715	
S2912N	HIS 121	World History Beginning to 1450	
S2913N	HIS 122	World History from 1450	

S2900	HIS 214	History of United States to 1877	
S2901	HIS 215	History of United States from 1877	
S2923D	HIS 216	African American History	
S2920N	HIS 217	History of Eastern Civilization	
S2922	HIS 220	British History Since 1688	Yes
S6900	PSY 211	Introduction to Psychology	
S8900	PSY 216	Social Psychology	
S6902	PSY 217	Developmental Psychology: Lifespan	
S6903	PSY 218	Child Psychology	
S7901	SOC 122	Introduction to Social Problems	
S7900	SOC 212	Sociology	
S7902	SOC 217	Marriage and Family	
S7903D	SOC 218	Cultural Diversity	
Math			
M1904	MAT 110	General Education Mathematics	
M1903	MAT 112	Math for Elementary Teachers II	
M1901	MAT 113	Quantitative Literacy	
M1906	MAT 119	Finite Mathematics	
M1900-1	MAT 209	Calculus I	
M1902	MAT 210	General Elementary Statistics	

M1900-2	MAT 211	Calculus II	
M1900-3	MAT 212	Calculus III	
M1900-B	MAT 215	Applied Calculus for Business and Social Science	
Science			
P1906L	AST 111	Introduction to Astronomy	
P1906L	AST 112	Astronomy: Stars, Galaxies & Beyond	
L1900L	BIO 111	Introduction to Biology	
L1904L	BIO 115	Human Biology	
L1905	BIO 211	Ecology	
LP900L	CHE 111	Inorganic, Organic, Biochemistry I	
CHM911	CHE 114	Inorganic Chemistry I	
CHM912	CHE 115	Inorganic Chemistry II	
P1907L	GEO 213	Geology	
P1908L	GEO 215	Introduction to Environmental Geology	
P1909	GRY 214	Introduction to Physical Geography	
P19000L	PHY 116	College Physics I	
P1900	PHY 120	Introduction to Real World Physics	
P2900L	PHY 216	University Physics I	

Appendix B: IAI-approved Major-specific Courses

IAI Code	Course Number	Course Title
AG905	AGR 111	Introduction to Horticulture
AG903	AGR 112	Introduction to Crop Science
AG904	AGR 113	Introduction to Soil Science
AG902	AGR 115	Introduction to Animal Science
AG901	AGR 116	Agricultural Economics
BUS903	ACC 111	Financial Accounting
BUS904	ACC 112	Managerial Accounting
CRJ912	CJ 125	Criminal Behavior
CRJ911	CJ 223	Introduction to Corrections
CRJ914	CJ 224	Juvenile Justice
ECE912	ECE 114	Human Growth and Development
ECE913	EDU 213	Education for Exceptional Children
EGR493	EGR 214	Engineering Dynamics
MTH912	MAT 213	Differential Equations
MTH911	MAT 217	Introduction to Linear Algebra
PSY905	PSY 219	Abnormal Psychology