The Illinois Articulation Initiative Annual Report*

*This report was previously titled “The iTransfer Annual Report”. Changes to the report title and content provides a more holistic overview as IAI encompasses the iTransfer.org site, GECC and Major Panels, and the iManage course submission & review system. This reporting approach provides a broader scope of IAI in terms of usage, membership, function, and its role in state policies on transfer.

July 2018 - June 2019
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Staff General Information:
ISU Moulton Hall
Campus Box 2202
Normal, IL 61790-2202
Website: iTransfer.org
Email: itransfer@itransfer.org
Phone: 309-438-8640

IAI Team:
Malinda Aiello Director of the Illinois Articulation Initiative
Krista Jackson iTransfer Coordinator
Richard Stillwell iTransfer / iManage IT & Web Administrator
Rob Dwyer Technology / Programming Consultant
Overview

The Illinois Articulation Initiative (IAI) is a statewide transfer agreement, which is transferable among more than 100 participating private and public colleges and universities in Illinois. All colleges and universities participating in IAI agree to accept a “package” of IAI general education core curriculum (IAI GECC) courses in lieu of their own comparable lower-division general education requirements. The IAI GECC package consists of 37 – 41 semester credit hours in communications, humanities and fine arts, social and behavioral sciences, life and physical sciences, and mathematics. May 2019 marked the end of the twenty-first year of implementation of the IAI and the GECC package.

The Initiative also includes major recommendations for the first two years of college in several popular majors. Faculty panels, which have expertise in the major field of study, created these recommendations. IAI major recommendations work best for students who have chosen their majors and are going to eventually transfer, but are undecided on the college or university that will grant their baccalaureate degree.

The Illinois Articulation Initiative was formalized by the passage of the IAI Act in January 2017 (PA 099-0636) and continues to be an important statewide system for encouraging transferability among postsecondary institutions in the State of Illinois. IAI also played a significant role in Illinois rising from third to first in the nation for full-time community college students completing bachelor’s degrees at four-year universities, as reported by the National Student Clearinghouse Research Center.

The Illinois Articulation Initiative encompasses the GECC package, course transfer policies, GECC and Major faculty panels, the iTransfer.org website and portal, as well as the iManage course submission and review system. All components of the IAI are intertwined and do not operate independently.

This annual report summarizes the past fiscal year’s activities and achievements as well as the Initiative’s goals and challenges for the upcoming fiscal year.

Statewide Transfer Policy & the Illinois Articulation Initiative

The 2017 IAI Act codifies the Initiative by requiring: all Illinois public community colleges and universities to participate in IAI; all public institutions shall maintain a complete GECC package; all courses approved for IAI GECC codes must be accepted for transfer as fulfilling parts of the GECC package; and, students completing the full GECC package must not be required to take additional lower-division general education courses and must be able to transfer seamlessly. An amendment to the Act was also passed to address degree program advising at public colleges and universities in order to improve articulation and reduce excess academic credit hours.

Senate Joint Resolution 22, the IAI Efficiency Course Transfer Act, was passed in 2018 and directs the IBHE and ICCB to identify any shortcomings in attaining the goals of the IAI Act. It also requires all 2- and 4-year public institutions to: review the transfer credits of all incoming transfer students to find any instances where courses are not deemed transferable with full credit, including prerequisites; ensure GECC curricula align with IAI course descriptors; accept with full credit toward a degree courses taken in GECC; and, not require transfer students to retake GECC courses required as prerequisites. The Resolution also requires IBHE and ICCB to inform high school counselors about IAI, the GECC package, and statewide transfer policies.

In January 2019, the Illinois Community College Board officially launched the GECC Credential. This credential may be awarded to a student upon completion of 37-41 credit hours across five academic disciplines which satisfy the General Education Core Curriculum of the Illinois Articulation Initiative.
The Illinois Articulation Initiative, either currently or in the future, also plays a role in several statewide mandates and initiatives:

- IBHE / ICCB 2019 Transfer Compact Project
- Reverse transfer
- Articulation of military credit
- Increased number of articulation agreements between 2- and 4-year IL institutions of higher education
- MyCreditsTransfer
- Dual credit courses
- The Illinois Completion Agenda: 60 x 25 Goal
- Placement practices using multiple measures
- Corequisite remediation
- Transitional Math & English Language Arts high school courses
- College credit for Advanced Placement exams
- Quasi state common course numbering system
- SJR 41: Alternative Remedial Coursework Study and Plan Act
- SJR 22: IAI Efficiency Course Transfer Act

As an example, specific IAI GECC Mathematics course descriptors were identified as the key courses for which the state’s new Transitional Math high school courses should align in order to prepare high school seniors to place into and successfully pass these gateway credit-bearing college courses. Once the transitional courses were fully designed, state leaders shifted their focus to modeling IAI policies and procedures when creating the new statewide Portability Panels for review and approval of the transitional courses. IAI provided a means of establishing the panel structure, roles, policies, processes, informational website, and their new course review system, called the iPlacement system, which was designed, created, and tested over the course of several months by IAI staff and programmers. IAI is also playing a major role in the 2019 statewide transfer compact project led by the Illinois Board of Higher Education and the Illinois Community College Board. This work will examine the state’s current practices, policies, and success, particularly as it relates to IAI, in order to identify opportunities to improve and recommit to the state’s most successful transfer practices.

Populations Served by IAI, iTransfer, & iManage

The Illinois Articulation Initiative encompasses the GECC package, course transfer policies, GECC and Major faculty panels, the iTransfer.org website and portal, as well as the iManage course submission and review system. While the components do not operate independently, each one may serve distinct groups depending upon intended use.

The iTransfer.org website provides transfer-related information to current and prospective students in Illinois higher education, parents of students, college advisors, high school guidance counselors, and the public at large. The site also serves as a portal to access the iManage system, MyCreditsTransfer tool, state policies, etc. and is used in this capacity by: college and university faculty and advisors, academic and student service officers, education administrators, registrars, and admissions staff; transfer coordinators; state education agency staff and Board members; legislators; and, a variety of other key stakeholders.

The iManage course submission and review system primarily serves institutional submitters and contacts, GECC and major panel members, IBHE and ICCB staff panel managers, and IAI staff members.
IAI FY2019 SUMMARY

IAI Staffing Updates

Up until June 2018, IAI was primarily staffed by two full time positions (i.e., the iTransfer Coordinator and the IAI Facilitator). When the facilitator position was vacated due to a planned retirement, ISU administration decided to reorganize the staffing and management structure of IAI, thus creating the new position of Director of the IAI Unit. This director position would eliminate the need for the ISU Registrar, Jess Ray, to oversee the staff and daily operations of IAI, as this person will be completely dedicated to the management of all IAI components and staff. This position is also intended to reduce the workload of IBHE and ICCB staff who serve as GECC and Major panel managers.

Malinda Aiello, who formerly served as Associate Director for Academic Affairs at the Illinois Board of Higher Education and has worked with IAI staff as a panel manager since 2010, was selected and hired to serve as the newly created statewide Director of IAI. She began her new position on June 16, 2019. In addition to her new job duties, Malinda will serve as temporary panel manager on behalf of IBHE and will provide training to new panel managers at both IBHE and ICCB over the summer and fall '19 months. One of Malinda’s primary goals is to increase awareness of IAI, one of the state’s most successful and widely used transfer tools, amongst key stakeholders at the education boards, including the Illinois State Board of Education, staff at participating and non-participating Illinois colleges and universities, high school guidance counselors and students, as well as Illinois legislators.

iTransfer.org Website

The Illinois Articulation Initiative and the iTransfer.org website continues to serve as the state’s primary transfer information system. The goal of the iTransfer website is to be a portal for students in order to make informed decisions about transferring within Illinois. The site provides vital information regarding state transfer policies as well as the details of the statewide IAI general education program (GECC) and IAI major recommendations to these students in order to help them determine their path, start a plan, and get the most out of the higher education institutions they choose to attend.

The website represents the efforts of more than 1,000 faculty and staff members working across the State. This also includes the Illinois Board of Higher Education, the Illinois Community College Board, and the Transfer Coordinators of Illinois Colleges and Universities, all of whom participated in the development of the Illinois Articulation Initiative curriculum guidelines in 1993.

The iTransfer.org site provides accurate transfer information and serves as an important resource for students, advisors, and faculty. It houses a database of specific institutional courses that meet the initiative’s requirements, manages and organizes course information, and provides web-based training for institutional faculty and staff.

The IAI team uses a continuous improvement process to monitor new initiatives in transfer, as well as maintain and further enhance the iTransfer website as new technologies become available. This approach allows the site to remain an up-to-date and important tool for transfer information within the state.

Between July 1, 2018, and June 30, 2019, the site processed 103,749 visits to the site with 65,058 being unique visitors. There were 454,854 total pageviews with 309,118 of those being unique pageviews for an average of 4.38 pages viewed per visit. The primary audience the site is serving are the more than 48,000 students who transfer to a new or different Illinois institution each year. (See Report Appendix, Google Analytic Reports at the end of the tables for a more complete breakdown.)

Although usage of the site remains high overall, there has been a consistent decrease in the number of visitors over the last several years. Staff have been dedicated to maintaining and continuously improving the site which resulted in a complete redesign of the website about three years ago in order to better meet current needs and standards. New
features of the redesigned site include: being mobile friendly; incorporating student-focused navigation and landing pages utilizing non-layman terminology that is easily understood by students and parents; and, limiting content to be more relevant, streamlined, and useful for transfer students, faculty members, and advisors. IAI staff have been reviewing data and analytics to determine which factors may be causing these decreases and how they may be addressed.

Potential impacts or reasons for why iTransfer.org usage has declined include: a great decline in hack attacks due to the addition of enhanced security mechanisms to the website; a discovered flaw within the system in which the search function is not working; students are now able to access the MyCreditsTransfer (MCT) tool more directly as iTransfer previously served as the primary avenue to access this tool; and, a recent discovery that the mobile site is not showing the student tab giving the impression that the website is intended more for administrators. Finally, the establishment of MCT’s TransferReady website also creates competition for iTransfer.org as this website in some ways creates a duplication of relevant Illinois transfer information.

MyCreditsTransfer is a strong partner program to the Illinois Articulation Initiative and iTransfer.org that provides details of course-to-course articulation between subscribing institutions. Usage statistics of the iTransfer website should not be compared to those of the MCT tool as the website focuses on the programmatic details of the IAI, such as the courses that will transfer as a package to meet general education requirements. Whereas, many MCT/Transferology users are focused on determining how earned college credit fulfill degree requirements that go beyond the IAI agreement.

In addition to transfer students and their families, iTransfer serves the faculty and staff of the institutions within the state. Of those institutions, 86 institutions participated in the IAI this year as full participants and 25 as receiving-only institutions for a total of 111 participating institutions in FY2019. (See the Report Appendix, Table 1, for a complete list of participating institutions grouped according to participation status.)

iManage Course Submission & Review System

The IAI GECC and Major faculty panels serve as the foundation for the iManage system. Participating institutions submit courses to specific panels and the panels then review those courses each spring and fall to determine alignment to the panel’s course descriptors and approval criteria. One of the valuable by-products of the IAI panel structure is that it provides faculty members from different sectors a conduit to have meaningful conversations about curriculum and trends in various disciplines. This helps to overcome misperceptions that sometimes develop between faculties from different sectors.

The iManage system relies on the iTransfer database to store all panel decisions as well as course approval status and dates for all participating institutions. Currently, the website’s database houses a total of 6,818 active GECC courses and 2,351 active Major courses, for a grand total of 9,169 active courses in IAI for FY2019. (See Report Appendix, Table 3, for the course population statistics related to the IAI GECC and Baccalaureate Majors courses for all current and future dates).

IAI programming staff have been in the process of re-writing the entire iManage system using Object-Oriented Programming (OOP). This modern coding methodology includes the use of data models and data repositories. This is the same method the programmers used to create the iPlacement system for the Transitional Math and English Language Arts statewide portability panels. Much of the code created in iPlacement can be reused with modifications to the iManage system. Staff have started leveraging this code to enhance the iManage system as well as a newer file data repository. Because this modern code is much easier to maintain and update than existing platforms, the programmers are working to have a completely OOP-supported backend and will then update the user interface using a modern responsive front-end component library, such as Bootstrap, in order to enhance the user experience.
Panel and Institutional Approval Ratios

As IAI staff continue to work on various training initiatives, staff have determined that tracking the approval ratios of the IAI panels and institutions submitting courses for the IAI panel review process could be helpful in identifying panels that may need to clarify their course approval criteria and/or particular institutions that could benefit from targeted course submission training.

For FY19, the overall IAI faculty-panel approval ratio for all panels is 69.0%. The general education panels averaged 65.4% across all six panels for the year. The major panels averaged 72.5% across all fifteen major panels that received submitted courses for the year. The average approval ratio for the sixty-nine institutions that submitted to the IAI panels this fiscal year was 67.0%.

By comparison, the FY18 overall course approval ratios were 69.0% for all IAI faculty panels. The general education panels’ course approval ratio was 68.6%, the major panels’ course approval ratio was 69.5%, and the institutional average approval ratio was 69.0%. This comparison demonstrates that IAI staff efforts to increase communications and training for institutional staff and panel members continues to make a positive impact in improving these measures.

See Report Appendix, Tables 5 through 7, for Approval Ratio Reports.

IAI Staff Accomplishments

In FY 2019, the following goals, projects, and activities were completed. Many of these projects and activities continue into FY 2020.

- Monitored and maintained iTransfer business continuation activities to include existing systems and function and revised as necessary.
- Conducted an internal review and found that the work flow and goals of the Initiative necessitated a restructuring of the IAI and iTransfer team. This restructuring would allow the IAI team to be better positioned to work within the state to facilitate transfer initiatives including but not limited to the Illinois Articulation Initiative and the many other initiatives at the Board and legislative levels. Therefore, the position of the IAI Statewide Director was created and the position was filled be a highly qualified candidate with extensive experience across the many constituents that the IAI serves.
- Edited and “fine-tuned” systems, including marketing activities effectively meeting client needs. To this end, the team worked to improve performance and user satisfaction.
  - This included adding monitoring and tracking to user logins and other parts of the iManage system. This was done to reduce user interface issues and improve performance of the iManage and course review processes.
  - A variety of additional information and resources were added to the main site to enhance user satisfaction and drive traffic to important transfer resources.
- Installed, developed, enhanced, and implemented new software and applications to facilitate database and web application design.
  - The unit continues to utilize OU Campus for main site updates, including enhancements to site design, updates, and new content.
  - The unit moved the email systems to Office 365. This allowed iTransfer to upgrade and modernize email functionality.
  - The unit completed a variety of programming and report projects in a timely manner that arose via functionality issues in iManage, need by the Boards and IAI constituents, as well as other site driven issues.
• Reviewed current software on the market to ensure iTransfer is utilizing technologies appropriate for the best functionality. The unit continues to use Zoom web conferencing for remote web meeting capabilities for the IAI faculty panel process. This program has been very well reviewed and received by IAI's faculty and staff serving on the panels.

• The restructuring of the internal server technology resources for iTransfer.org, which was completed in FY 2018, has allowed quick recovery and switching to additional resources when necessary. It has proven itself in making the iTransfer.org database and site structure more sustainable and secure. It has also provided the program a significant layer or redundancy for business continuation purposes. Illinois State University resources continue to support this process.

• Continued to upload courses into the course review system for panel review at spring and fall session meetings.
  o This included monitoring the electronic processes involved in submission and via iManage.

• Attended and assisted with facilitation of all IAI GECC and Major Panel meetings in the fall and spring sessions.

• Created and posted summaries for all meetings iTransfer staff attended. Staff also assisted the Boards as requested with posting agendas and summaries of other IAI-related meetings.

• Assisted participating institutions with staff and faculty member training, as well as technical directions and implementation.

• Worked to implement recommendations from the Boards and the Steering Panel for IAI and iTransfer.

• Continued to develop and implement the IAI/iTransfer marketing plan. With the new IAI Director in place, these activities will evolve to meet the changing needs of the program and state as new transfer enterprises and efforts develop.

• Continued efforts in technology research, development, and the implementation plan.
  o The team continued to work to enhance and utilize iTransfer.org as a portal for transfer within the state.

• Met frequently with constituents to discuss projects, marketing opportunities and looked at refining site aspects to increase satisfaction with site functionality.

• Prepared the annual report and identified specific goals for the coming year.

• Continued to provide support to the IBHE and ICCB staff as necessary. Provided assistance in conducting phone and in-person programmatic meetings and provided Board staff training as necessary.

• Reviewed and revised, as needed, the iTransfer operations manual and Business Continuation Plan.

• Reviewed Google analytics, site navigation, and user feedback to improve functionality and design of the site. This was of importance in the site content restructure and redesign.

• Continued a variety of activities related to site and server structure for enhanced business continuation purposes. These included, but were not limited to:
  o Set up of appropriate software and server technologies
  o Bolstering server security from external attacks.

See Report Appendix, Table 2, for IAI Staff Productivity Measures.
IAI Goals for FY20

- Continue to support and enhance the iTransfer and IAI mission of transfer and articulation for the State of Illinois as directed by IBHE and ICCB
- Create and launch an institutional status and information dashboard within the iManage system
- Wrap up the GECC / full-participant audit and begin the ongoing review course audit. Work with all non-compliant schools to rectify identified issues
- Review all auto-generated system emails (membership, meeting reminders, courses, etc.) and send schedule to identify potential improvements
- Create a timeline of all IAI-related activities and duties, including intensity level markers, in order to develop a more efficient and strategic work-flow throughout the year
- Assist IBHE with addressing university membership & attendance issues
- Use Panel & Institutional Approval Rate Reports to identify institutions that need submitter training and panels that need to better clarify requirements / descriptors
- Work with partner agencies, institutions, and other key stakeholders to identify marketing, branding, outreach and awareness opportunities
- Review site and system data and analytics to determine potential issues and solutions to increase usage
- Other items and services as requested by the Boards

Future Challenges

In order to maintain all services and functions of the Illinois Articulation Initiative at an optimal level, stable funding on an annual basis is required. Budget cuts at a programmatic level, as well as at the institutional level, can negatively impact the semi-annual faculty panel and course review process. This was made clear when the budget impasse a few years ago, which caused faculty and staff layoffs at several IAI-participating institutions as well as severe restrictions on travel, impacted the ability for the full IAI panels to meet in person. Budget reductions were subsequently navigated by reducing the number of in-person faculty meetings for the Major panels, therefore requiring panel managers to hold meetings via conference calls. Given the complex nature of discussing courses submitted to the panels for approval review, this meeting mode proved to be challenging, ineffective, and not nearly as productive as in-person meetings. Upon further review, it appears that the course approval rates by Major panels actually decreased when meetings were changed to conference calls. In summary, stable funding for IAI as well as all participating institutions is critical.
Narrative 1:

A Brief History of the Illinois Articulation Initiative

In January 1993, the Illinois Board of Higher Education (IBHE), the Illinois Community College Board (ICCB), and transfer coordinators from Illinois colleges and universities jointly launched the Illinois Articulation Initiative (IAI) to ease the transfer of students among Illinois public and independent, associate and baccalaureate degree-granting institutions. The IAI grew out of the IBHE’s 1990 undergraduate education policies on transfer and articulation. The IAI was originally developed in three phases. Phase I focused on developing a general education package, the General Education Core Curriculum (GECC), which was implemented in the summer of 1998. Phase II expanded the project to create models for easing transfer into baccalaureate major programs. Twenty-five Major/Discipline Advisory Panels have participated in identifying lower division coursework that prepares students for studies in baccalaureate majors. Phase III instituted the process of regular ongoing reviews of courses. This process was designed to ensure that the panels’ recommendations continue to be relevant and accurate, and that courses previously approved by the panel still align with the panel’s current criteria and course descriptions.

Significant changes have been made over the years to expand the scope of IAI to include acceptance of the major recommendations by public universities. Past attempts at gaining acceptance of the recommendations had failed to produce agreement due to many curricular concerns. The chief problems stemmed from the differences between institutions about what constitutes the appropriate courses to be offered at the freshman/sophomore level for many majors. There have also been concerns that variation in mission across four-year institutions, heavy course requirements in many majors, and the requirements of specialized accreditation in some fields would be compromised as a result of the acceptance of these course recommendations.

In the fall of 2010, the public universities were asked to accept the Major Panel course recommendations through three rounds and be added to a list of receiving institutions that have agreed to the recommendations. If there was a curricular issue that did not allow them to do so, they were to provide feedback to IBHE or ICCB IAI staff to suggest revisions of the courses or their approval criteria that would allow the institution to accept the major recommendations. Staff worked to combine the feedback received through all three rounds and provided the information to the panels to facilitate modifications. Each Major Panel iTransfer webpage now indicates the current major course recommendations, as well as specific GECC courses relevant to the major, and a list of all institutions that agreed to those recommendations. The supporting memos and acceptance lists are available on the IAI website at http://www.itransfer.org/iai/container.aspx?section=faculty&subsection=other&topic=iaidoc.

Through the IAI, Illinois has developed one of the most comprehensive course approval and quality assurance processes in the nation, assuring that all approved courses are comparable and meet the high standards established by faculty panels. With approximately 9,200 active courses already approved in IAI, the GECC and Major panels typically receive 800 – 1,000 submitted courses each year for approval review from over 110 participating public and private institutions which provides clear indicators of how robust and valued IAI is by institutions and students. Over the years, the faculty panels have researched curricula, course requirements, accreditation requirements, and differences between institutions’ policies. A valuable by-product of this structure is that faculty from different sectors can have meaningful dialogue about curricula and trends in various disciplines.
Table 1:

**IAI: Illinois Participating Colleges and Universities (As of June 30, 2019)**

All IBHE-approved Illinois associate and baccalaureate degree-granting institutions which hold regional accreditation from an accrediting authority recognized by the U.S. Department of Education or the Council on Higher Education are eligible to participate in the Illinois Articulation Initiative. Institutions may participate in the Illinois transferable General Education Core Curriculum agreement and/or in one or more of the several Baccalaureate Majors' agreements, with the level of participation in Baccalaureate Majors' agreements depending upon whether or not the institution offers a program in the specific major. Currently there are 111 schools participating in IAI (the General Education Core Curriculum and/or the Illinois Baccalaureate Majors' Curricula).

**Full-Participating Schools:** There are 86 schools recognized by IAI currently as full-participation schools. These institutions must always maintain a complete GECC package which entails offering an adequate number of IAI GECC approved courses in the six core disciplines (Communications, Mathematics, Life Science, Physical Science, Humanities and Fine Arts, and Social and Behavioral Sciences).

### Two-Year Public Institutions (48 schools)

- Black Hawk College
- Carl Sandburg College
- College of DuPage
- College of Lake County
- Daley College (Richard J.) (CCC)
- Danville Area Community College
- Elgin Community College
- Frontier Community College (IECC)
- Harold Washington College (CCC)
- Harper College
- Heartland Community College
- Highland Community College
- Illinois Central College
- Illinois Valley Community College
- John A. Logan College
- John Wood Community College
- Joliet Junior College
- Kankakee Community College
- Kaskaskia College
- Kennedy-King College (CCC)
- Kishwaukee College
- Lake Land College
- Lewis & Clark Community College
- Lincoln Land Community College
- Lincoln Trail College (IECC)
- Malcolm X College (CCC)
- McHenry County College
- Moraine Valley Community College
- Morton College
- Oakton Community College
- Olive-Harvey College (CCC)
- Olney Central College (IECC)
- Parkland College
- Prairie State College
- Rend Lake College
- Richland Community College
- Rock Valley College
- Sauk Valley Community College
- Shawnee Community College
- South Suburban College
- Southeastern Illinois College
- Southwestern Illinois College
- Spoon River College
- Triton College
- Truman College (Harry S) (CCC)
- Wabash Valley College (IECC)
- Waubonsee Community College
- Wilbur Wright College (CCC)

### Two-Year Independent Institutions (1 schools)

- MacCormac College

### Four-Year Public Institutions (12 schools)

- Chicago State University
- Eastern Illinois University
- Governors State University
- Illinois State University
- Northeastern Illinois University
- Northern Illinois University
- Southern Illinois University Carbondale
- Southern Illinois University Edwardsville
- University of Illinois at Chicago
- University of Illinois at Springfield
- University of Illinois at Urbana-Champaign
- Western Illinois University
IAI: Illinois Participating Colleges and Universities (Continued)

Full-Participating Schools: (Continued)

Four-Year Independent Institutions (25 schools)
- Aurora University
- Benedictine University
- Blackburn College
- Bradley University
- Concordia University Chicago
- DePaul University
- Elmhurst College
- Lewis University
- Lincoln Christian University
- Lincoln College
- Loyola University Chicago
- MacMurray College
- McKendree University

Receiving-Only Schools [R]: There are 25 schools recognized by IAI currently as receiving-only schools. Institutions choosing to participate on a receiving only basis agree to accept as meeting all lower-division general education requirements of the institution a completed GECC package from any other fully-participating institution.

Two-Year Public Institutions (0 schools)

Two-Year Independent Institutions (1 school)
- Taylor Business Institute [R]

Four-Year Public Institutions (0 schools)

Four-Year Independent Institutions (20 schools)
- Adler University [R]
- American InterContinental University [R]
- Columbia College Chicago [R]
- DeVry University – Illinois [R]
- Dominican University [R]
- East-West University [R]
- Eureka College [R]
- Illinois College [R]
- Illinois Institute of Technology [R]
- Judson University [R]
- Knox College [R]
- Lake Forest College [R]
- Lakeview College of Nursing [R]
Table 2:
IAI Staff Productivity FY19 Measures

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<th>IAI / iTransfer.org</th>
<th>FY 2018</th>
<th>FY 2019</th>
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<tr>
<td>Presentations &amp; Outreach</td>
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<td>Training Sessions</td>
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<td>40</td>
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<tr>
<td>Applications Developed</td>
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<td>5</td>
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<td>Applications Modified</td>
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<td>30</td>
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<td>Meetings attended</td>
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<td>Database updates</td>
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Table 3:
IAI Course Statistics, Courses in IAI GECC and Majors – through FY 19

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<th>Course Statistics from 01/01/1998 through 6/30/2019</th>
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<td>Total IAI Gen Ed Descriptions</td>
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<td>Total IAI Majors Descriptions</td>
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<td>Active General Major courses</td>
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<tr>
<td>Total Major courses</td>
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<tr>
<td><strong>Total Active GECC &amp; Major Courses</strong></td>
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Table 4:
Active and Approved IAI Courses by Sector

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<th>Total GECC Courses :</th>
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<td>2-Year (62):</td>
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<tr>
<td>Public (50)</td>
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<tr>
<td>Independent (12)</td>
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<td>4-Year (89):</td>
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<td>Public (17)</td>
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<td>Independent (72)</td>
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<td>Panel</td>
<td>All Courses</td>
</tr>
<tr>
<td>---------------------------------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>[GenEd] Communication Panel</td>
<td>6</td>
</tr>
<tr>
<td>[GenEd] Humanities/Fine Arts Panel</td>
<td>19</td>
</tr>
<tr>
<td>[GenEd] Life Sciences Panel</td>
<td>9</td>
</tr>
<tr>
<td>[GenEd] Mathematics Panel</td>
<td>22</td>
</tr>
<tr>
<td>[GenEd] Physical Sciences Panel</td>
<td>18</td>
</tr>
<tr>
<td>[GenEd] Social and Behavioral Sciences Panel</td>
<td>27</td>
</tr>
<tr>
<td>[Major] Agriculture Panel</td>
<td>5</td>
</tr>
<tr>
<td>[Major] Art Panel</td>
<td>0</td>
</tr>
<tr>
<td>[Major] Biology Panel</td>
<td>2</td>
</tr>
<tr>
<td>[Major] Business Panel</td>
<td>3</td>
</tr>
<tr>
<td>[Major] Chemistry Panel</td>
<td>7</td>
</tr>
<tr>
<td>[Major] Criminal Justice Panel</td>
<td>2</td>
</tr>
<tr>
<td>[Major] Computer Science Panel</td>
<td>4</td>
</tr>
<tr>
<td>[Major] Early Childhood Education Panel</td>
<td>0</td>
</tr>
<tr>
<td>[Major] Engineering Panel</td>
<td>4</td>
</tr>
<tr>
<td>[Major] Media and Communication Arts Panel</td>
<td>10</td>
</tr>
<tr>
<td>[Major] Mathematics Panel</td>
<td>3</td>
</tr>
<tr>
<td>[Major] Physics Panel</td>
<td>0</td>
</tr>
<tr>
<td>[Major] Political Science Panel</td>
<td>0</td>
</tr>
<tr>
<td>[Major] Psychology Panel</td>
<td>6</td>
</tr>
<tr>
<td>[Major] Theatre Arts Panel</td>
<td>0</td>
</tr>
</tbody>
</table>
### Table 6:

#### Course Approval Ratios - All IAI Faculty Panels

**Spring 2019**

<table>
<thead>
<tr>
<th>Panel</th>
<th>All Courses</th>
<th>Approved Courses</th>
<th>Conditionally Approved Courses</th>
<th>Approved Ratios</th>
<th>W/ Conditional Approval Ratios</th>
</tr>
</thead>
<tbody>
<tr>
<td>[GenEd] Humanities/Fine Arts Panel</td>
<td>27</td>
<td>28</td>
<td>55</td>
<td>19</td>
<td>14</td>
</tr>
<tr>
<td>[GenEd] Life Sciences Panel</td>
<td>21</td>
<td>6</td>
<td>27</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>[GenEd] Mathematics Panel</td>
<td>29</td>
<td>7</td>
<td>36</td>
<td>2b</td>
<td>6</td>
</tr>
<tr>
<td>[GenEd] Physical Sciences Panel</td>
<td>42</td>
<td>6</td>
<td>48</td>
<td>29</td>
<td>5</td>
</tr>
<tr>
<td>[GenEd] Social and Behavioral Sciences Panel</td>
<td>40</td>
<td>26</td>
<td>66</td>
<td>18</td>
<td>17</td>
</tr>
<tr>
<td>[Major] Agriculture Panel</td>
<td>19</td>
<td>1</td>
<td>20</td>
<td>12</td>
<td>0</td>
</tr>
<tr>
<td>[Major] Art Panel</td>
<td>7</td>
<td>0</td>
<td>7</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>[Major] Biology Panel</td>
<td>14</td>
<td>0</td>
<td>14</td>
<td>12</td>
<td>0</td>
</tr>
<tr>
<td>[Major] Business Panel</td>
<td>18</td>
<td>3</td>
<td>21</td>
<td>14</td>
<td>2</td>
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<td>[Major] Computer Science Panel</td>
<td>21</td>
<td>10</td>
<td>31</td>
<td>15</td>
<td>3</td>
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<tr>
<td>[Major] Criminal Justice Panel</td>
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<td>2</td>
<td>20</td>
<td>15</td>
<td>2</td>
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<tr>
<td>[Major] Computer Science Panel</td>
<td>17</td>
<td>2</td>
<td>19</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td>[Major] Early Childhood Education Panel</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>[Major] Engineering Panel</td>
<td>13</td>
<td>4</td>
<td>17</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>[Major] Media and Communication Arts Panel</td>
<td>17</td>
<td>2</td>
<td>24</td>
<td>13</td>
<td>3</td>
</tr>
<tr>
<td>[Major] Mathematics Panel</td>
<td>25</td>
<td>1</td>
<td>26</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td>[Major] Physics Panel</td>
<td>9</td>
<td>7</td>
<td>16</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>[Major] Political Science Panel</td>
<td>5</td>
<td>0</td>
<td>5</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>[Major] Psychology Panel</td>
<td>17</td>
<td>2</td>
<td>19</td>
<td>11</td>
<td>1</td>
</tr>
<tr>
<td>[Major] Theatre Arts Panel</td>
<td>12</td>
<td>1</td>
<td>13</td>
<td>10</td>
<td>1</td>
</tr>
</tbody>
</table>
Table 7:
Course Approval Ratios - All IAI Faculty Panels
FY 2019

<table>
<thead>
<tr>
<th>Panel</th>
<th>All Courses</th>
<th>Approved Courses</th>
<th>Conditionally Approved Courses</th>
<th>Approved Ratios</th>
<th>W/ Conditional Approval Ratios</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ongoing</td>
<td>New Total</td>
<td>Ongoing New Total</td>
<td>Ongoing New Total</td>
<td>Ongoing New Total</td>
</tr>
<tr>
<td>[GenEd] Communication Panel</td>
<td>38</td>
<td>20 58</td>
<td>16 8 24</td>
<td>4 4 8</td>
<td>42.11% 40.00% 41.38%</td>
</tr>
<tr>
<td>[GenEd] Humanities/Fine Arts Panel</td>
<td>46</td>
<td>46 92</td>
<td>29 25 54</td>
<td>0 1 1</td>
<td>63.04% 54.35% 58.70%</td>
</tr>
<tr>
<td>[GenEd] Life Sciences Panel</td>
<td>30</td>
<td>6 36</td>
<td>14 3 17</td>
<td>1 0 1</td>
<td>46.67% 50.00% 47.22%</td>
</tr>
<tr>
<td>[GenEd] Mathematics Panel</td>
<td>51</td>
<td>15 66</td>
<td>47 13 60</td>
<td>1 0 1</td>
<td>92.16% 86.67% 90.91%</td>
</tr>
<tr>
<td>[GenEd] Physical Sciences Panel</td>
<td>60</td>
<td>11 71</td>
<td>37 10 47</td>
<td>5 0 5</td>
<td>61.67% 90.91% 66.20%</td>
</tr>
<tr>
<td>[GenEd] Social and Behavioral Sciences Panel</td>
<td>67</td>
<td>38 105</td>
<td>31 26 57</td>
<td>4 1 5</td>
<td>46.27% 68.42% 54.29%</td>
</tr>
<tr>
<td>[Major] Agriculture Panel</td>
<td>24</td>
<td>10 34</td>
<td>15 9 24</td>
<td>0 1 1</td>
<td>62.50% 90.00% 70.59%</td>
</tr>
<tr>
<td>[Major] Art Panel</td>
<td>7</td>
<td>8 15</td>
<td>4 8 12</td>
<td>2 0 2</td>
<td>57.14% 100.00% 80.00%</td>
</tr>
<tr>
<td>[Major] Biology Panel</td>
<td>16</td>
<td>0 16</td>
<td>14 0 14</td>
<td>2 0 2</td>
<td>87.50% 0.00% 87.50%</td>
</tr>
<tr>
<td>[Major] Business Panel</td>
<td>21</td>
<td>3 24</td>
<td>14 2 16</td>
<td>1 0 1</td>
<td>66.67% 66.67% 66.67%</td>
</tr>
<tr>
<td>[Major] Chemistry Panel</td>
<td>28</td>
<td>11 39</td>
<td>17 3 20</td>
<td>0 0 0</td>
<td>60.71% 27.27% 51.28%</td>
</tr>
<tr>
<td>[Major] Criminal Justice Panel</td>
<td>20</td>
<td>3 23</td>
<td>17 2 19</td>
<td>1 0 1</td>
<td>85.00% 66.67% 82.61%</td>
</tr>
<tr>
<td>[Major] Computer Science Panel</td>
<td>21</td>
<td>5 26</td>
<td>13 4 17</td>
<td>0 0 0</td>
<td>61.90% 80.00% 65.38%</td>
</tr>
<tr>
<td>[Major] Early Childhood Education Panel</td>
<td>0</td>
<td>4 4</td>
<td>0 2 2</td>
<td>0 0 0</td>
<td>0.00% 50.00% 50.00%</td>
</tr>
<tr>
<td>[Major] Engineering Panel</td>
<td>17</td>
<td>6 23</td>
<td>10 5 15</td>
<td>0 0 0</td>
<td>58.82% 83.33% 65.22%</td>
</tr>
<tr>
<td>[Major] Media and Communication Arts Panel</td>
<td>27</td>
<td>12 39</td>
<td>19 7 26</td>
<td>2 2 4</td>
<td>70.37% 58.33% 66.67%</td>
</tr>
<tr>
<td>[Major] Mathematics Panel</td>
<td>28</td>
<td>2 30</td>
<td>13 2 15</td>
<td>3 0 3</td>
<td>46.43% 100.00% 50.00%</td>
</tr>
<tr>
<td>[Major] Physics Panel</td>
<td>9</td>
<td>9 18</td>
<td>8 7 15</td>
<td>0 0 0</td>
<td>88.89% 77.78% 83.33%</td>
</tr>
<tr>
<td>[Major] Political Science Panel</td>
<td>5</td>
<td>0 5</td>
<td>0 5</td>
<td>0 0 0</td>
<td>100.00% 0.00% 100.00%</td>
</tr>
<tr>
<td>[Major] Psychology Panel</td>
<td>23</td>
<td>2 25</td>
<td>16 1 17</td>
<td>0 0 0</td>
<td>69.57% 50.00% 68.00%</td>
</tr>
<tr>
<td>[Major] Theatre Arts Panel</td>
<td>12</td>
<td>1 13</td>
<td>10 1 11</td>
<td>0 0 0</td>
<td>83.33% 100.00% 84.62%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Ongoing</th>
<th>New Total</th>
<th>Ongoing New Total</th>
<th>Ongoing New Total</th>
<th>Ongoing New Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Courses</td>
<td>762</td>
<td>487</td>
<td>35</td>
<td>522</td>
<td>68.50% 72.5%</td>
</tr>
</tbody>
</table>

Note: These approval ratios include courses that the panel outright approved and those that received conditional approvals. Conditionally approved courses are those that the panel has agreed the panel’s faculty co-chairs can make a final approval without the need to wait until the next semester review period. A specific deadline is set for the institution to meet any conditions set in the course decision.
Acquisition Overview

Primary Dimension: Top Channels
Conversion: Goal 1: Reached contact
Edit Channel Grouping

Top Channels

Direct: 17.8%
Organic Search: 48.4%
Referral: 33.6%
Social: 48.4%
Email: 33.6%

Users

Direct: 65,058
Organic Search: 22,609
Referral: 11,990
Social: 67
Email: 1

Conversions

Goal 1: Reached contact
Conversion Rate: 111,000,000 users

Behavior

Sessions: 103,749
Bounce Rate: 49.6%
Avg. Session Duration: 00:03:27

Goal 1: Reached contact
Conversion Rate: 0.00%
Completion: 0
Value: $0.00

To see all 5 Channels click here.
Audience Overview

Jul 1, 2018 - Jun 30, 2019

Users

- Total Users: 65,058
  - New Users: 64,388
  - Returning Users: 6,670

Sessions

- Total Sessions: 103,749
  - New Sessions: 96,914
  - Returning Sessions: 6,835

Pageviews

- Total Pageviews: 454,854
  - New Pageviews: 440,284
  - Returning Pageviews: 14,570

Avg. Session Duration

- Duration: 00:03:27

Bounce Rate

- Rate: 49.60%

Language

<table>
<thead>
<tr>
<th>Language</th>
<th>Users</th>
<th>% Users</th>
</tr>
</thead>
<tbody>
<tr>
<td>en-us</td>
<td>59,970</td>
<td>92.43%</td>
</tr>
<tr>
<td>pt-br</td>
<td>1,538</td>
<td>2.37%</td>
</tr>
<tr>
<td>en-gb</td>
<td>600</td>
<td>0.92%</td>
</tr>
<tr>
<td>zh-cn</td>
<td>497</td>
<td>0.77%</td>
</tr>
<tr>
<td>pt-pt</td>
<td>289</td>
<td>0.45%</td>
</tr>
<tr>
<td>fr</td>
<td>162</td>
<td>0.25%</td>
</tr>
<tr>
<td>en</td>
<td>131</td>
<td>0.20%</td>
</tr>
<tr>
<td>es-es</td>
<td>127</td>
<td>0.20%</td>
</tr>
<tr>
<td>ko-kr</td>
<td>116</td>
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</tr>
<tr>
<td>ko</td>
<td>103</td>
<td>0.16%</td>
</tr>
</tbody>
</table>

© 2019 Google
### Channels

**All Users**

#### Explorer

**Summary**

<table>
<thead>
<tr>
<th></th>
<th>Users</th>
<th>New Users</th>
<th>Sessions</th>
<th>Bounce Rate</th>
<th>Pages / Session</th>
<th>Avg. Session Duration</th>
<th>Reached contact (Goal 1 Conversion Rate)</th>
<th>Reached contact (Goal 1 Completions)</th>
<th>Reached contact (Goal 1 Value)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td>65,058</td>
<td>64,426</td>
<td>103,749</td>
<td>49.60%</td>
<td>4.38</td>
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<td>0.00%</td>
<td>0</td>
<td>$0.00</td>
</tr>
<tr>
<td><strong>% of Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Users</strong></td>
<td>600</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>% of Users</strong></td>
<td>100.00%</td>
<td>100.06%</td>
<td>100.00%</td>
<td></td>
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<td></td>
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<tr>
<td><strong>Sessions</strong></td>
<td>103,749</td>
<td>103,749</td>
<td>103,749</td>
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</tr>
<tr>
<td><strong>% of Sessions</strong></td>
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<td>100.0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. **Direct**

Users: 32,581 (48.45%)

New Users: 32,343 (50.20%)

Sessions: 53,922 (51.97%)

Bounce Rate: 48.49%

Pages / Session: 4.36

Avg. Session Duration: 00:03:35

Reached contact (Goal 1 Conversion Rate): 0.00%

Reached contact (Goal 1 Completions): 0

Reached contact (Goal 1 Value): $0.00

2. **Organic Search**

Users: 22,609 (33.62%)

New Users: 21,228 (32.95%)

Sessions: 32,735 (31.55%)

Bounce Rate: 52.84%

Pages / Session: 4.34

Avg. Session Duration: 00:03:15

Reached contact (Goal 1 Conversion Rate): 0.00%

Reached contact (Goal 1 Completions): 0

Reached contact (Goal 1 Value): $0.00

3. **Referral**

Users: 11,990 (17.83%)

New Users: 10,792 (16.75%)

Sessions: 16,976 (16.36%)

Bounce Rate: 46.86%

Pages / Session: 4.56

Avg. Session Duration: 00:03:29

Reached contact (Goal 1 Conversion Rate): 0.00%

Reached contact (Goal 1 Completions): 0

Reached contact (Goal 1 Value): $0.00

4. **Social**

Users: 67 (0.10%)

New Users: 63 (0.10%)

Sessions: 112 (0.11%)

Bounce Rate: 52.68%

Pages / Session: 2.33

Avg. Session Duration: 00:01:42

Reached contact (Goal 1 Conversion Rate): 0.00%

Reached contact (Goal 1 Completions): 0

Reached contact (Goal 1 Value): $0.00

5. **Email**

Users: 1 (0.00%)

New Users: 0 (0.00%)

Sessions: 4 (0.00%)

Bounce Rate: 100.00%

Pages / Session: 1.00

Avg. Session Duration: 00:00:00

Reached contact (Goal 1 Conversion Rate): 0.00%

Reached contact (Goal 1 Completions): 0

Reached contact (Goal 1 Value): $0.00
Overview

Pageviews 454,854
Unique Pageviews 309,118
Avg. Time on Page 00:01:01
Bounce Rate 49.60%
% Exit 22.81%

Page | Pageviews | % Pageviews
--- | --- | ---
1. /default.aspx | 76,827 | 16.89%
2. /courses/worksheet.php | 25,587 | 5.63%
3. /planning/default.aspx | 20,287 | 4.46%
4. /courses/default.aspx | 20,267 | 4.46%
5. /courses/descriptors.php | 15,278 | 3.36%
6. /submitters/default.aspx | 11,185 | 2.46%
7. /aboutiai/default.aspx | 9,927 | 2.18%
8. /courses/gecc/geccpackage.php | 9,878 | 2.17%
9. /courses/participatingschools.php | 7,881 | 1.73%
10. /IAI/Manage/Course/Default.aspx | 7,460 | 1.64%
## Explorer

### Pageviews

<table>
<thead>
<tr>
<th>Page</th>
<th>Pageviews</th>
<th>Unique Pageviews</th>
<th>Avg. Time on Page</th>
<th>Entrances</th>
<th>Bounce Rate</th>
<th>% Exit</th>
<th>Page Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. /default.aspx</td>
<td>454,854</td>
<td>309,118</td>
<td>00:01:01</td>
<td>103,749</td>
<td>49.60%</td>
<td>22.81%</td>
<td>$0.05</td>
</tr>
<tr>
<td>2. /courses/worksheet.php</td>
<td>76,827</td>
<td>62,224</td>
<td>00:00:39</td>
<td>58,991</td>
<td>44.50%</td>
<td>41.22%</td>
<td>$0.04</td>
</tr>
<tr>
<td>3. /planning/default.aspx</td>
<td>25,587</td>
<td>20,167</td>
<td>00:03:01</td>
<td>7,501</td>
<td>74.59%</td>
<td>54.73%</td>
<td>&lt;$0.01</td>
</tr>
<tr>
<td>4. /courses/default.aspx</td>
<td>20,287</td>
<td>15,771</td>
<td>00:00:27</td>
<td>830</td>
<td>63.86%</td>
<td>18.35%</td>
<td>$0.01</td>
</tr>
<tr>
<td>5. /courses/descriptors.php</td>
<td>20,267</td>
<td>15,626</td>
<td>00:00:11</td>
<td>1,920</td>
<td>17.45%</td>
<td>5.39%</td>
<td>$0.02</td>
</tr>
<tr>
<td>6. /submitters/default.aspx</td>
<td>15,278</td>
<td>9,335</td>
<td>00:00:16</td>
<td>1,567</td>
<td>18.95%</td>
<td>6.75%</td>
<td>$0.02</td>
</tr>
<tr>
<td>7. /aboutai/default.aspx</td>
<td>11,185</td>
<td>7,094</td>
<td>00:00:27</td>
<td>616</td>
<td>26.79%</td>
<td>10.19%</td>
<td>$0.14</td>
</tr>
<tr>
<td>8. /courses/gecc/geccpackage.php</td>
<td>9,927</td>
<td>7,395</td>
<td>00:00:39</td>
<td>1,922</td>
<td>57.75%</td>
<td>22.57%</td>
<td>$0.02</td>
</tr>
<tr>
<td>9. /courses/participatingschools.php</td>
<td>9,878</td>
<td>6,518</td>
<td>00:00:41</td>
<td>3,202</td>
<td>35.67%</td>
<td>21.38%</td>
<td>&lt;$0.01</td>
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