Through the Gate:
What Factors Increase the Likelihood Students Get Stuck At or Near the Gate?

RP Group Conference
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The RP Group
www.rpgroup.org

Mission
• Strengthen CCCs’ ability to gather, analyze, and act on information in order to enhance student equity and success

Services
• Research, evaluation, planning, professional development, and technical assistance—designed and conducted by CCC practitioners

Organization
• 501(c)3 with roots as membership organization
Vision
• More graduates for a thriving California

Mission
• Removing barriers so more low-income and underrepresented students attain bachelor’s degrees
Today’s Presentation Outcomes

Participants will...

• Learn how many students are “at” or “near” the transfer gate and how to identify these students on your campus
• Gain insights into barriers to progress and opportunities for increasing transfer
• Know the next steps in this transfer research
Presentation Outline

• Through the Gate Transfer Study Background

• Phase: Mapping the Transfer Landscape
  – Methodology
  – Findings

• Phase II: Getting Better Directions
Think-Pair-Share

Reflect on the transfer landscape at your college…

• At your college, which students are having the most difficulty transferring?

• How do you identify these students on your campus?
Through the Gate
Transfer Study
A Fresh Take on the Transfer Challenge
Why Is Transfer Important?

Economic Perspective

• Strategy for addressing expected shortfall of 1M+ college graduates in CA by 2030 (Public Policy Institute of California, 2015)

• Cost-effective way to support baccalaureate completion (theoretically)

Equity Perspective

• Opportunity for underrepresented students to gain access to university, secure a baccalaureate, increase economic and social mobility
What Do We Know about Improving Transfer Success?

• Transfer velocity – we know who makes it to transfer
• Role transfer cultures play (CC and university perspectives)
• AD-T implementation
Through the Gate Aims to...

Identify individuals who have completed all or most of their transfer requirements, but who do not make it “through the gate” to university.

Identify strategies for increasing transfer, boosting baccalaureate production, and enhancing students’ social and economic mobility—especially for underrepresented populations.
Research Approach

Phase I: Mapping the Transfer Landscape
Quantitative research to better understand the transfer landscape focusing on students who met all or most of their requirements but have not transferred.

Phase II: Getting Better Directions
Mixed-methods research to understand what factors impact these students’ journeys and how policy and practice might change to propel them through the gate.
Mapping the Transfer Landscape

Phase I Methodology & Findings
Phase I Research Questions

1. How many CCC students have met all or most of their transfer requirements, but have not yet transferred?

2. Who are these students and where do they reside?

3. What can we glean about possible opportunities to increase these students’ transfer success?
Phase I Methodology: Data

• Student-level transcript data from CCCCCO
  – Initial sample included 3.4 million students enrolled in at least one CCC during five-year period (summer 2010-spring 2015)
<table>
<thead>
<tr>
<th>Variable Name</th>
<th>CCCC MI S Data Element(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student ID</td>
<td>SB00</td>
</tr>
<tr>
<td>Gender</td>
<td>SB04</td>
</tr>
<tr>
<td>Race/Ethnicity</td>
<td>STD10</td>
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<td>Age</td>
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<td>Cumulative Earned Units</td>
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<td>Prior to College-Level</td>
<td>CB21</td>
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<tr>
<td>----------------------------</td>
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<tr>
<td>GPA</td>
<td>SB20</td>
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<tr>
<td>Transferable Units Earned</td>
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<td></td>
<td>CB05 = 'A' or 'B' (AND)</td>
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<tr>
<td>Award</td>
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<tr>
<td>Passing Transfer-level English</td>
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<td></td>
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<td>CB21 = 'Y' (AND)</td>
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<td>C CCCCO MIS Data Element(s)</td>
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<td>-----------------------------</td>
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<tr>
<td><strong>Passing Transfer-level math</strong></td>
<td>Generate Math = 1 (IF)</td>
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</tr>
<tr>
<td><strong>AD-T Completion</strong></td>
<td>Generate ADT = 1</td>
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<td>*This data element was provided by the C CCCCO, though any other data source indicating whether or not a student earned an AD-T could be used.</td>
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<tr>
<td><strong>Transfer Status</strong></td>
<td>Generate Transfer= 1</td>
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<td></td>
<td>*This data element was provided by the C CCCCO, though the National Student Clearinghouse or any other data source indicating when a student transferred could be used.</td>
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</table>
Phase I Methodology: Who is a Transfer-Bound Student?

- Filter students who demonstrated behavioral intent to transfer
  - Completion of at least 12 transferable units
  - Provided at least six years from first enrollment to transfer
Phase I Methodology: Generating Student Groups

<table>
<thead>
<tr>
<th>Group</th>
<th>Generate if...</th>
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<tbody>
<tr>
<td>Transfer Achievers</td>
<td>Transfer = 1</td>
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<tr>
<td>At the Gate</td>
<td>ADT = 1 (OR) Transferable units earned &gt;=60</td>
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<tr>
<td></td>
<td>(AND) SB20 &gt;= 2.0</td>
</tr>
<tr>
<td></td>
<td>(AND) Passing transfer-level English = 1</td>
</tr>
<tr>
<td></td>
<td>(AND) Passing transfer-level math = 1</td>
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</table>
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<table>
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<tr>
<th>Group</th>
<th>Generate if...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Near the Gate</td>
<td>Transferable units earned $\geq 60$ (AND) SB20 $\geq 2.0$ (AND) Passing transfer-level English $= 1$ (AND) Passing transfer-level math $= 0$ (OR) Passing transfer-level math $= 1$ (AND) Passing transfer-level English $= 0$ (OR) Passing transfer-level English $= 0$ (AND) Passing transfer-level math $= 0$</td>
</tr>
</tbody>
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## Phase I Methodology: Generating Student Groups

<table>
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<th>Group</th>
<th>Generate if...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Momentum</td>
<td>Transferable units earned $\geq 45$ (AND) Transferable units earned $&lt; 60$ (AND) SB20 $\geq 2.0$</td>
</tr>
<tr>
<td>Transfer Explorers</td>
<td>Transferable units earned $\geq 12$ (AND) Transferable units earned $&lt; 45$</td>
</tr>
</tbody>
</table>
A Fresh Take on the Transfer Continuum

**Transfer Achievers**
Made it through the gate by transferring to any university, with or without a degree.

**Students At the Gate**
Achieved an AD-T or completed the requirements for transfer (≥60 transferable units, 2.0 GPA, and transferable English and math); have not yet transferred.

**Students Near the Gate**
Earned ≥60 transferable units with a 2.0 GPA, but missing transferable English and/or math; have not yet transferred.

**Transfer Explorers**
Show behavioral intent to transfer by completing 12 – 44 transferable units within 6 years of first-time enrollment; have not yet transferred.

**Momentum Students**
Demonstrate momentum toward a transfer goal by achieving 45 – 59 transferable units, and maintaining a 2.0 GPA; have not yet transferred.
Nearly 2 million CCC students demonstrate behavioral intent to transfer
Study Sample

- 875,630 CCC students
- Enrolled between 2010-2011 and 2014-2015
- Outcomes through spring 2016

Three subgroups:
1. Transfer Achievers (583,074)
2. Students At the Gate (135,557)
3. Students Near the Gate (156,999)
Transfer Achievers

• Two-thirds of sample achieved transfer
• Majority transferred without a degree or certificate (68.5%, n=399,635)
Students At the Gate

- Nearly 136,000 stopped at the gate
- Over half of transfer-ready students left without a college credential
- More likely to be Latino—regardless of gender
Students Near the Gate

• Nearly 157,000 got near the gate

• 92% needed to complete math requirements in order to transfer

• Nearly half exited the system without a college credential

• Time is the enemy; students who did not transfer within a year of becoming transfer-prepared were less likely to transition to university
Role of Gender, Race/Ethnicity, and Region

- 75% of African-American students who make it near or at the gate, made it through the gate (yet most do not make it near, at, or through the gate)
- Latino male students and Native-American female students were less likely to transfer
- Latino students were also more likely to earn an AD-T, but halt their transfer journey
- Inland Empire students were least likely to make it through the transfer gate
Small Group Discussion

Why don’t students who are at or near the gate transfer?

• What are some potential barriers?
• What are some potential barriers unique to certain groups and students in particular regions?
Getting Better Directions

Phase II Research
Phase II Research Questions

- **Why** do so many students who are close to achieving their transfer goal stop short of making this transition?
- **What can we do** to help students who are at or near the gate transfer?
- **What is holding back different student groups**, and **how can we help** them continue their journey?
- **What is impacting IE and CV students’ transfer progress**, and what strategies can be pursued to increase their success?
Phase II Mixed-Methods Approach

• Analyze the role of other factors such as GPA, financial aid, and full-time enrollment in students’ pursuit of transfer
  – Further explore the interplay between race, gender, and region
• Gather information from students themselves
• Secure insights to help refine existing strategies and inform new efforts to increase transfer for students who are at or near the gate
Questions?
For more information on the Through the Gate Study

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kfong@rpgroup.org

www.rpgroup.org/through-the-gate
#StudentsThroughtheGate
Thank you!