Through the Gate:

Getting Local: Using the Through the Gate Transfer Study Methodology to Support Guided Pathways and Equity Planning at Your College

RP 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
College Futures Foundation
www.collegefutures.org

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…

• Recognize the existence of a student population who are completing all or most of their transfer requirements, but not advancing to the university.
• Learn what factors influence whether students transfer or stop at or near the transfer gate, and how these factors differ by region and student sub-group.
• Understand what colleges can do to identify these students on their own campus and how to support their transfer journey.
• Know next steps in this research that will inform practitioners and policymakers on how to address practices and policies hindering students’ transition to a university.
Today’s Presentation Outline

• Through the Gate Study Recap
• Examining Factors Determining whether Students Achieve Transfer or Get Stuck At or Near the Gate
• Getting Better Directions: Phase II
  – Transfer Decision-Making Framework
Through the Gate
Transfer Study
A Fresh Take on the Transfer Challenge
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
A Fresh Take on the Transfer Continuum

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

Transfer Explorers
Show behavioral intent to transfer by completing 12 - 44 transferable units within 6 years of first-time enrollment; 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

Momentum Students
Demonstrate momentum toward a transfer goal by achieving 45 - 59 transferable units, and maintaining a 2.0 GPA; have not yet transferred
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)
Phase I Key Findings

Transfer Achievers
- Majority transferred without a degree or certificate (68.5%, \( n=399,635 \))
- 75% of African American students who completed transfer requirements achieve transfer

Students At the Gate
- Over half of transfer-ready students left without a degree or credential
- Latino students most likely to earn an AD-T but halt their transfer journey

Students Near the Gate
- 92% needed to complete transfer math requirements
- Nearly half exited the system without a degree or credential
- Time is the enemy; students who did not transfer within a year of becoming transfer-ready were less likely to transition to university
Group Discussion

• How can the transfer continuum at your college help inform your:
  – Vision for Success Goals (local goal setting)?
  – Guided Pathways development?
  – Student Equity and Achievement planning?
Examining Factors Determining Whether Students Achieve Transfer or Get Stuck At or Near the Gate
Purpose

Further understand the connection between student and college factors and the odds of remaining near or at the gate rather than achieving transfer.
Methodology: Multinomial Logistic Regression

Predictor Variables

Student Factors

Demographic: Race/ethnicity [White]
Female
Age

Special Populations: Veteran
EOP&S
DSPS
Limited English Proficiency (LEP)
First Generation

Academic: Educational goal of transfer
Cumulative GPA
AA/AS Degree Attainment

Region: Region [San Diego]

College Factors

Admissions rate at CSU campuses
# of AD-Ts offered per CCC
FTES
Higher education density
Miles to the nearest CSU/UC

Outcome Variable

At the Gate
Transferred
Near the Gate
## Shared Factors for Near and At the Gate

<table>
<thead>
<tr>
<th>Demographic</th>
<th>Special Populations</th>
<th>Academic</th>
<th>Region</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATG/NTG</td>
<td>(Higher Age) Hispanic/Latino</td>
<td>Any Disability First Generation Limited English Proficiency EOPS</td>
<td>Central Valley</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Transfer Education Goal AA/AS Attainment</td>
<td></td>
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</tbody>
</table>

| ATG               | Asian                                             |                                    |                       |
| NTG               | Native American                                   |                                    | Inland Empire SF Bay Area |
Factors for Transfer Achievers

Characteristics of students more likely to transfer than to be At or Near the Gate:

- Higher GPAs (near the gate)
- Females (at the gate)
- Veterans
- African Americans
Key Takeaways

• Difficult to truly nail down which students (based on quantitative data) are truly transfer-seeking

• Challenges current assumptions about which student groups are more likely to transfer, and where our intervention points are located along their transfer path

• Need to learn from students themselves about what impacts their transfer progress and how to improve their success
## Transfer Decision-Making Framework

<table>
<thead>
<tr>
<th>Student Factors</th>
<th>College Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic (e.g., GPA, transfer units completed)</td>
<td>Transfer Support (e.g., robustness of Transfer Center)</td>
</tr>
<tr>
<td>Demographics (e.g., gender, race/ethnicity)</td>
<td>Culture (e.g., intersegmental alignment, messaging)</td>
</tr>
<tr>
<td>Psychological (e.g., confidence, fear of unknown)</td>
<td>Policy (e.g., # of AD-Ts available)</td>
</tr>
<tr>
<td>Sociocultural (e.g., family expectations)</td>
<td>Regional (e.g., proximity to university, population density)</td>
</tr>
<tr>
<td>Financial (e.g., college affordability)</td>
<td></td>
</tr>
</tbody>
</table>
Group Discussion

• What about this framework resonates with you?
• What, if any, factors/concepts are missing/unclear/unnecessary?
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 Methodology

• Study Sample:
  – 31 CCCs with statewide regional representation
  – Near and At the Gate students still enrolled and exited
• Online Student Survey:
  – Exploration of obstacles that prevented or dissuaded students from transferring, and the supports that could bring them back onto the transfer path
• Telephone Interviews:
  – In-depth look at students’ non-transfer stories – what barriers emerged and how they faced them, what drove their decision-making at various exit points
In the Meantime, Colleges Can…

• Figure out who these students are at your college
  – Identify how many students are at or near the gate
  – Analyze to see if certain student groups are more likely to be at or near the gate

• Reach out to these students to explore barriers and identify needs

• Develop plans to help address emerging barriers and needs
Through the Gate Transfer Study

Overview
Resources for Students
Resources for Educators
Participating Colleges
Project Team and Advisors

THROUGH THE GATE
theRPgroup

Timeline: 2016-2019

Research aimed at identifying strategies for increasing transfer among “high-leverage learners” in California Community Colleges — individuals who have completed all or most of their transfer requirements, but who do not make it “through the gate” to a university.

View this short video to hear more about the project’s purpose and goals.

Read the Through the Gate Transfer Study Project Description to learn more about the research purpose and approach.
Tell us your story!

Is your campus using Through the Gate to improve transfer outcomes? Send an email to Darla M. Cooper, EdD or Alyssa Nguyen, MA.

Resources for Educators

Resources for Educators

Reports and Briefs

Tools

- Identifying High-Leverage Transfer Students on Your Campus, Through the Gate Transfer Study Methodology, March 2019
  Tool 1
  Guide for adapting the study’s methodology on your campus; includes data sources and elements, instructions on file preparation, and steps for generating the study population

- Determining Students’ Transfer Odds on Your Campus, Through the Gate Transfer Study Methodology, March 2019
  Tool 2
  Guide for adapting study’s statistical model for identifying students’ transfer odds on your campus, including data sources and instructions for implementing and interpreting the model.

Infographics and Posters

Articles
Questions?
For more information on the Through the Gate Study

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