

Through the Gate:

Mapping the Transfer Landscape for California Community College Students

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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

Funder

Partner

Connector

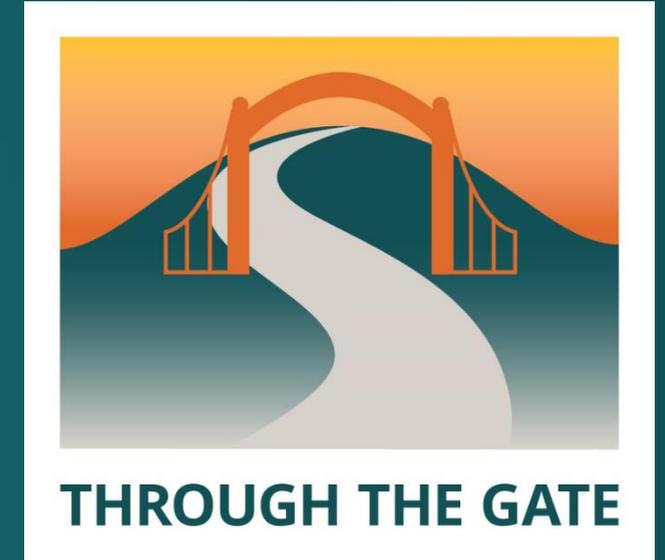
Today's Presentation Outcomes

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.

Through the Gate Transfer Study

A Fresh Take on the Transfer Challenge



What Do We Already Know About Transfer?

(Gándara, Alvarado, Driscoll, & Orfield, 2012; Handel & Williams, 2012; Hayward, 2010; Wood & Palmer, 2013; Wyner, Deane, Jenkins, & Fink; 2016)

- Which students are and aren't likely to transfer
- Some of the barriers students face in trying to transfer
- Institutional characteristics that enhance or perhaps hinder students' likelihood of transferring

What Does Research Tell Us About Improving Transfer Success?

(Hayward, 2010; Mery & Schiorring, 2008; Wyner et al., 2016)

- Increasing transfer is the responsibility of both two- and four-year institutions
- Community college characteristics and commitments:
 - Robust transfer culture and student-focused environment
 - Commitment to institution among those who work there
 - Strong high school and four-year partnerships
 - Effective use of support services

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 Findings

Phase I Research Questions

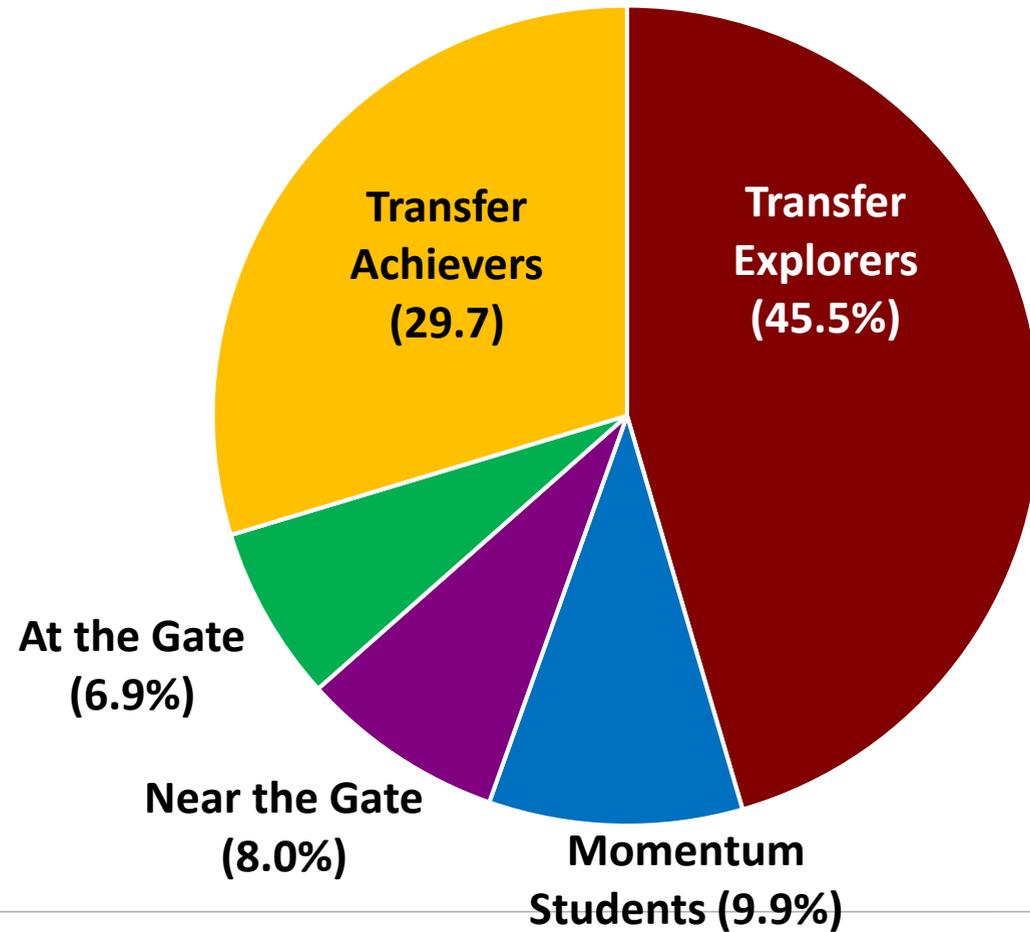
1. How many CCC students have met all or most of their transfer requirements, but have not yet transferred?
2. Who are these students and where do they reside?
3. What can we glean about possible opportunities to increase these students' transfer success?

A Fresh Take on the Transfer Continuum



Students on the Transfer Continuum

Nearly 2 million CCC students demonstrate behavioral intent to transfer

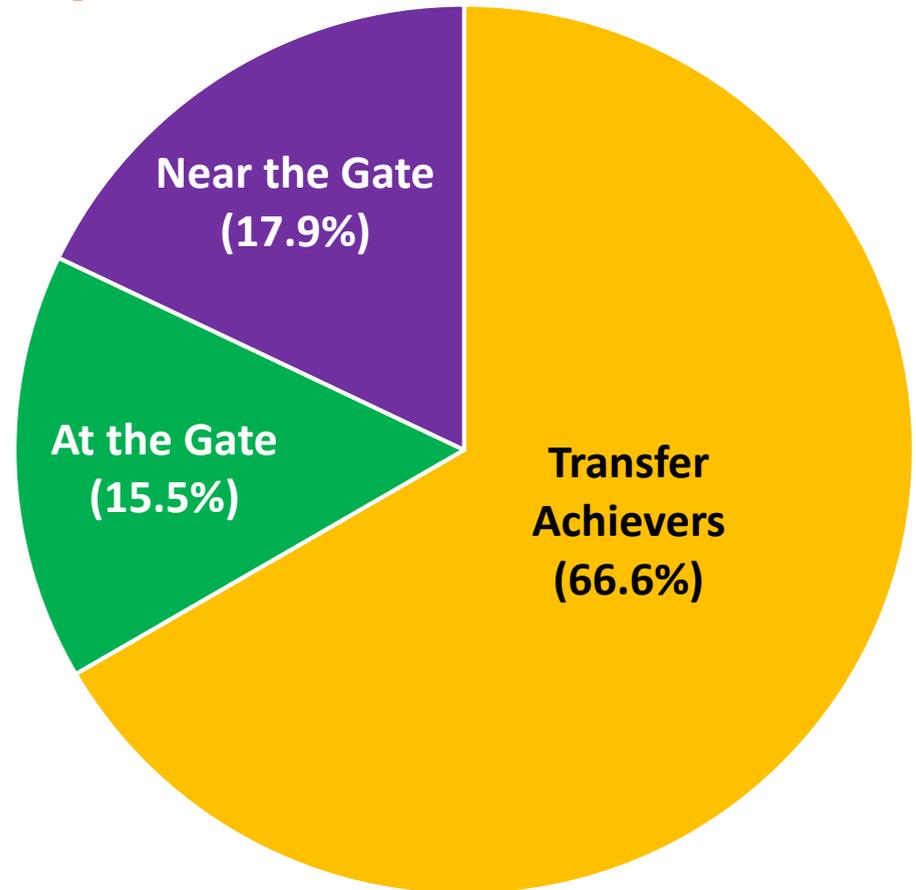


Study Sample

- 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-ready 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

Limitations In Transfer Data

1) Challenges in Establishing Which Students Intend to Transfer

- Transfer-intent through stated goals? Through academic behavior?

2) Meeting Transfer Requirements

- Minimum 2.0 GPA as threshold
- The “right” 60 transferable units
- Transfer-level math requirement being met in other disciplines

3) Data Availability

- Compared to statewide data, college-level data may be more accurate and complete since it can identify which of their courses meet which transfer requirements

Discussion

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

- What are some potential barriers that may be unique to students in your district and/or region?

What intervention points and actions to help advance more students through the transfer gate?

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

What Can Colleges Do Now?

- 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

Questions?

For more information on the Through the Gate Study

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THROUGH THE GATE

www.rpgroup.org/through-the-gate

#StudentsThroughtheGate

Thank you!