

Through the Gate Key Transfer Findings

Chabot-Las Positas Community College District

August 2021

Background

Purpose

To map and understand the transfer landscape at Chabot-Las Positas CCD to inform local and regional efforts to increase transfer success

Design

Replication of the RP Group's Through the Gate Phase 1 Study, mapping the transfer landscape by categorizing students into five transfer categories

Goals for Today

- Provide an overview of the RP Group's Through the Gate transfer study
- Share findings about CLPCCD's transfer student continuum
- Share key factors students say affect their transfer capacity

A Fresh Take on Transfer: RP Group's Through the Gate Study

- Determine strategies for increasing transfer, boosting baccalaureate production, and enhancing students' social and economic mobility, especially for underrepresented populations
- Identify individuals who have completed all or most of their transfer requirements, but who do not make it “through the gate” to university

Research Approach

Phase 1: 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 2: 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

Phase 3: Engaging for Action

Convenings with postsecondary leaders, educators, researchers, and advocacy groups to identify strategic opportunities to strengthen transfer success based on findings

What Is the Transfer Continuum?



Phase 1:
Mapping the Transfer
Landscape

Nearly 300K students out of the 875K
CCC students between 2010 and 2015
were stuck at the transfer gate

- >50% of these students exit without credentials
- Math is a barrier
- Time is the enemy
- Once African Americans reach key milestones, they are most likely to transfer...but too few get this far
- Latino students more likely to be At or Near the Gate than to have transferred

What Is CLPCCD's Transfer Continuum?

	2017 Statewide Study	District - Overall		Chabot		Las Positas	
	%	#	%	#	%	#	%
Transfer Explorers	46	7,381	31	4,616	32	2,765	29
Momentum	10	2,198	9	1,373	10	825	9
Near-the-Gate (NTG)	8	1,596	7	1,059	7	537	6
At-the-Gate (ATG)	7	1,685	7	1,022	7	663	7
Transfer Achievers	30	11,083	46	6,371	44	4,712	50
Total		1,963,932		23,943		14,441	
						9,502	

Note: For data tables summarizing the analyses, please see [CLPCCD Phase 1 Replication Tables](#)

CLPCCD's High-Leverage Population

	2017 Statewide Study	District - Overall		Chabot		Las Positas	
		#	%	#	%	#	%
Near-the-Gate (NTG)	16	1,596	11	1,059	9	537	13
At-the-Gate (ATG)	16	1,685	12	1,022	11	663	12
Transfer Achievers	67	11,083	77	6,371	80	4,712	75
Total	875,630	14,363		8,452		5,912	

District High-Leverage Student Patterns

Near the Gate (11%, $n = 1,596$)

- 36% of NTG students are missing both transfer-level English and math
- 14% are missing English only
- 50% are missing math only
- 81% exited the district by spring 2020
- 42% exited without a credential

At the Gate (12%, $n = 1,685$)

- Vast majority were transfer-ready (85%) vs. ADT earners (15%)
- 37% of transfer-ready students who exited left the district without a credential
- 82% of ADT earners exited the district by spring 2020

Transfer Achievers (77%, $n = 11,083$)

- The majority of students DO NOT transfer with a degree or certificate (55%)
- 15% of all transfer achievers earned an ADT

Near the Gate (11%, $n = 1,596$)

- White (42%) and Asian-American (40%) students were more likely than their peers to be missing both transfer-level English and math
- Asian American (30%) and Filipino (25%) more likely than other groups to be missing English only
- Pacific Islander (60%), Latinx (60%), and African-American (55%) students were more likely than other groups to be missing math only

At the Gate (12%, $n = 1,685$)

- Of the transfer-ready students:
 - Students of unknown race/ethnicity (95%) and White students (89%) were more likely to become transfer-ready without earning an AD-T
- Of ADT earners:
 - Pacific Islander (25%) and African-American (24%) students were more likely than students from other racial/ethnic groups to have earned an AD-T

Transfer Achievers (77%, $n = 11,083$)

- Asian American (64%) more likely than their peers to transfer without a degree or certificate
- Latinx students (regardless of gender; 21%) more likely than their peers to earn an ADT

Transfer Continuum Observations

- High leverage groups most likely transfer if they made it near the gate: Asian-American students (83%) African-American students (81%), and students of two or more races (80%) vs. 77% overall
 - In the RP Group's systemwide study, African Americans represented the largest proportion of students who achieved transfer (75% vs. 67% overall)

Transfer Continuum Observations

- Math is the biggest barrier to transfer
 - For near the gate students who were missing math, 48% exited without a degree or certificate, compared to 37% of students who were missing English only or both (45%)
 - Pacific Islander (60%), Latinx (60%), and African-American (55%) students were the most likely to be missing math only

RP Group Through the Gate Phase 2 Study Findings

Phase 2 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 close to transfer make it through the gate to university?
- What is holding back different student groups, and how can we help them continue their journey?

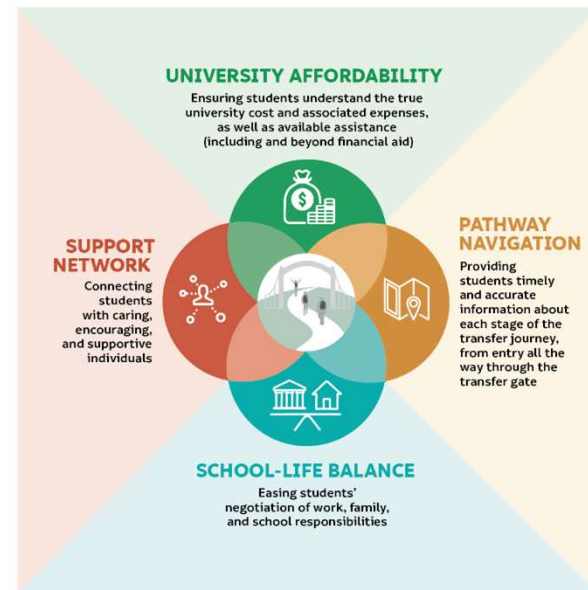
**Phase 2:
Getting Better
Directions**

Framework for Building Students' Transfer Capacity

- From surveys and interviews with over 800 students across 31 CCC:
 - Students are motivated to transfer to have a better life, for themselves and their families.
 - Students need a more holistic and integrated approach to ensure progress toward their educational goal: a bachelor's degree.
 - Community colleges can't do this work alone; intersegmental collaboration and university involvement is critical.

**Phase 2:
Getting Better
Directions**

Framework for Building Students' Transfer Capacity





Finances are the biggest hurdle students cite

Help students **understand all costs associated** with attending a university and the **full complement of financial assistance options**

One really big thing that's scaring me is the money.... I mean, it's almost unimaginable that I have to spend the amount that one would pay for a very big house in California simply on education.



Students are juggling numerous and often competing school, work, and family responsibilities

Actively recognize the complexity of students' lives in how educational services and supports are delivered (e.g., course scheduling, childcare availability, access to local/regional universities)

I have to take calculus for business.... The problem is [my college] doesn't offer [it] at night or on the weekends. It's a morning class at [the main campus].... That may work for a millennial, but not for someone with a full-time job.



Students are often missing accurate and timely information about pursuing a bachelor's degree throughout their transfer journey—from both their community colleges and prospective universities

Proactively provide **clear and accurate information about transfer processes and requirements**, strategically conveyed **across students' entire community college journey**

A lot of people are left confused in what they're doing...there's all kinds of figuring out on their own...kind of teetering on the edge of, "Am I doing this right? Am I taking the right classes?" I think the ones who have it real lucky are the ones that consistently go and ask a bunch of questions and don't stop until [they] get answers. And that kind of isn't really good.



Students say the absence of social support negatively impacts their transfer decision-making and compromises their capacity for pursuing a bachelor's degree

Intentionally connect students to a network of supporters who demonstrate an active investment in their transfer success

A lot of times, it feels like people are fighting their own battles [at my college].... It just doesn't really feel like everyone's connected... like they're fighting together. A lot of times, it feels like a lot of people are on their personal journeys by themselves.

Holistic and Integrated Approach

- Redesigns institutional infrastructures and supports, in alignment with the Guided Pathways movement and equity-focused reform efforts
- Rethinks how campuses communicate to proactively reach students at every step of their transfer journey, all the way through the gate to university
- Requires a culture where everyone on campus—across all levels and functions—actively commits to supporting students' transfer success
- Refocuses the community college role, taking the long view on preparing students for a bachelor's degree and economic mobility, not just transfer

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!