Through the Gate:
Learning How to Increase Transfer for “High-Leverage” Students
CSSO Annual Conference
March 26, 2019

Darla Cooper, EdD
Executive Director

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 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

Study Sample

- 875,630 CCC students
- Enrolled between 2010-2011 and 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 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

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

<table>
<thead>
<tr>
<th>Predictor Variables</th>
<th>Outcome Variable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demographic: Race/ethnicity [White]</td>
<td>At the Gate</td>
</tr>
<tr>
<td></td>
<td>Transferred</td>
</tr>
<tr>
<td>Female</td>
<td>Near the Gate</td>
</tr>
<tr>
<td>Age</td>
<td></td>
</tr>
<tr>
<td>Special Populations:</td>
<td></td>
</tr>
<tr>
<td>Veteran</td>
<td></td>
</tr>
<tr>
<td>EOP&amp;S</td>
<td></td>
</tr>
<tr>
<td>DSPS</td>
<td></td>
</tr>
<tr>
<td>Limited English Proficiency (LEP)</td>
<td></td>
</tr>
<tr>
<td>First Generation</td>
<td></td>
</tr>
<tr>
<td>Academic: Educational goal of transfer</td>
<td></td>
</tr>
<tr>
<td>Cumulative GPA</td>
<td></td>
</tr>
<tr>
<td>AA/AS Degree Attainment</td>
<td></td>
</tr>
<tr>
<td>Region: Region [San Diego]</td>
<td></td>
</tr>
<tr>
<td>College Factors:</td>
<td></td>
</tr>
<tr>
<td>Admissions rate at CSU campuses</td>
<td></td>
</tr>
<tr>
<td># of AD-Ts offered per CCC</td>
<td></td>
</tr>
<tr>
<td>FTES</td>
<td></td>
</tr>
<tr>
<td>Higher education density</td>
<td></td>
</tr>
<tr>
<td>Miles to the nearest CSU/UC</td>
<td></td>
</tr>
</tbody>
</table>
Shared Factors for Near and At the Gate

Demographic
- (Higher) Age
- Hispanic

Near the Gate: Native American
At the Gate: Asian

Special Populations
- Any Disability
- First Gen
- Limited Engl Proficiency
- EOP&S

At the Gate: Inland Empire
SF Bay Area

Academic
- Transfer Educational Goal
- AA/AS Attainment

Region
- Central Valley

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 (both)
- African Americans (both)
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

Questions?
For more information on the Through the Gate Study

Project Directors:
Dr. Darla Cooper
dcooper@rpgroup.org

Dr. Kristen Fong
kfong@rpgroup.org

www.rpgroup.org/through-the-gate
#StudentsThroughtheGate

Thank you!