

# Through the Gate Replication Study:

Mapping the Transfer Landscape for the  
Chabot-Las Positas Community College  
District

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# Executive Summary

In 2016, the Research and Planning Group for California Community Colleges (RP Group) launched a transfer study called “*Through the Gate*” to take a fresh look at addressing our state’s transfer challenges. Doing so required **recognizing transfer as a journey that a diverse and varied group of students undertake**. When taking a more nuanced look at this population, a **“transfer continuum” emerged, revealing students at different points along a transfer path**. By using this approach, we can better understand students’ dynamic experience and identify points of intervention that can help propel them further along the transfer continuum and through to a university. Undoubtedly, students at various junctures encounter particular barriers and require tailored supports.

In winter 2020, the Chabot-Las Positas Community College District (CLPCCD) partnered with the RP Group to replicate the quantitative analyses conducted in the original systemwide *Through the Gate* transfer study using extant student data from Chabot College and Las Positas College. The RP Group created student transfer profiles to describe the student transfer landscape at the district level and at both colleges in the district (Chabot and Las Positas) to inform CLPCCD’s local planning related to grants and educational master planning focused on transfer success.

This report focuses on **“high-leverage” students—individuals who have completed all or most of their transfer requirements, but who do not make it “through the gate” to a university to identify strategies for increasing transfer**. Zeroing in on these students will provide information on: (1) how many students stop short of the transfer gate; (2) who they are; and (3) what we can glean about opportunities to increase their transfer success.

Between summer 2014 and spring 2020, there were 23,943 students enrolled at either Chabot College ( $n = 14,441$ ) or Las Positas College ( $n = 9,502$ )<sup>1</sup> who demonstrated behavioral intent to transfer as defined by completing at least 12 transferable units within six-years. Completion outcomes for these students were tracked through spring 2020 and then the students were grouped into the five different transfer categories based on where they were at on the transfer continuum.



<sup>1</sup> Students who attended both colleges are identified with the college where they completed the greatest number of units. In the event of a tie in the number of completed units, they are identified with the college they first attended.

Based on this sample of students:

- 46% had transferred to a university within six years (transfer achievers; compared to 30% in the RP Group’s statewide study)
- 14% were near- or at-the-gate to transfer (compared to 15% statewide)
- 9% were demonstrating momentum towards transfer (compared to 10% statewide)
- 31% were exploring transfer (compared to 45% statewide)

Subsequent analyses focused on the 14,364 “high-leverage” students (8,452 at Chabot and 5,912 at Las Positas) who had made significant progress towards transfer between summer 2014 and spring 2020. For transfer achievers and students at the gate, we specifically explored the impact of the Associate Degree for Transfer (AD-T). For students near the gate, we investigated the impact of math and English requirements. This analysis reveals important information about the experience of these different groups of transfer-bound students, points to key progress barriers, and surfaces some unexpected successes.

## How Many High-Leverage Students within CLPCCD Achieve Transfer?

Among the key population of students who are far advanced along the transfer continuum, some good news emerges. When looking at the success of this CLPCCD sample of high-leverage students, we find that **over three-quarters of students achieve transfer (77%)** compared to 67% statewide. In other words, most students who become transfer ready or prepared or earn an AD-T *do* transfer. However, despite this positive news, **23% did not transfer** (compared to 33% statewide), which means that **3,281 students attending CLPCCD schools over a recent six-year period who demonstrated the determination and academic ability to transfer did not make it through the transfer gate**. A few notable observations when examining race/ethnicity across the high-leverage student populations:

- Proportionally, Las Positas has a slightly greater proportion of transfer achievers (4% points greater) than Chabot, with Chabot having a greater proportion of students who are near the gate (3% points greater).
- Districtwide, Asian-American students (83%), African-American students (81%), and students of two or more races (80%) were the racial/ethnic groups most likely to transfer if they at least made it near the gate (vs. 77% overall), while Native American and Alaska Native students (62%), students of unknown race (62%), and Hispanic/Latina/o/x (hereinafter referred to as Latinx) students (74%) were least likely to do so.
- Districtwide, Filipino (16%), Native American/Alaska Native (15%) students, and students of unknown race/ethnicity (15%) were more likely than students from other racial/ethnic groups to be at the gate (vs. 12% overall).

- Districtwide, students of unknown race/ethnicity (24%) and Native American/Alaska Native students (24%) were most likely to be near the gate (vs. 11% overall).

When we further disaggregate the high-leverage student population, examining the role of gender and race/ethnicity, notable differences emerge that can help college leaders in their planning efforts to improve transfer rates.

## What Can We Learn From Transfer Achievers?

When looking at the paths transfer achievers take, a substantial majority of these students transferred without earning a CCC degree or certificate (55%), indicating a potential opportunity to help these students secure a credential that signals their readiness for higher education and employment prior to transfer. Males (62%) were more likely than females (49%) to transfer without any degree or certificate. There were few notable differences observed between the two colleges, however, when we examine the role of race/ethnicity, the following differences were found:

- Among students who transferred, Asian-American students (64%) were most likely to transfer without a degree or certificate (vs. 55% overall), though at Las Positas, African-American students (66%) were most likely to do so, followed by Asian-American students (63% vs. 57% at Las Positas overall).
- Latinx students (21%) were the most likely group to earn an AD-T prior to transferring (vs. 15% among all students who transferred). The same pattern was found not only at both colleges but within the RP Group's systemwide study (19% compared to 14% overall).

## What Can We Learn From Students At the Transfer Gate?

In the CLPCCD cohort, **1,685 students (12%) stopped at the transfer gate, despite accomplishing transfer-ready status or securing an AD-T** -- a significant number of students who, in a recent five-year period, likely could have made the transition to a university to earn their bachelor's degree. The vast majority (85%) of students who remain at the transfer gate became **eligible for transfer by achieving transfer-ready status, rather than completing an AD-T** (15%). However, the AD-T completion rate of students at the gate was higher at Chabot (18%) than Las Positas (10%). This result begs the question: *What opportunities exist to get students on an established AD-T path, as appropriate to their major?*

The story for the 1,100 students who reached the transfer gate but did not transfer to a university, stopped attending their community college, *and* did not earn an AD-T is more discouraging. Not only did these students stop short of transferring, **many left without a college credential**. Specifically, when looking at transfer-ready students who exited the system, 37% of students exited without a degree or certificate.

Districtwide, when we examine the role of race/ethnicity in AD-T completion among students at the transfer gate, the following notable differences were found:

- Pacific Islander (25%) and African-American (24%) students at the gate were more likely than students from other racial/ethnic groups to have earned an AD-T (vs. 15% overall).
- Students of unknown race/ethnicity (95%) and White students (89%) at the gate were most likely to be transfer-ready without earning an AD-T (vs. 85% overall).

## What Can We Learn From CLPCCD Students Near the Transfer Gate?

In the CLPCCD cohort, 1,596 students (11%) were near the transfer gate. These students show momentum toward transfer, but have not yet met critical academic milestones required to achieve this goal. When looking at what happens to students who are near the transfer gate over time, we again see that many of these students leave the district without tangible evidence of their achievements. While 34% of students exited with a degree or certificate, **745 (47%), of the students who are near the gate left the district without earning a credential** and 19% were still enrolled in the district.

Further analyses provide insights into what is holding these students back and what opportunities exist to support them. **Slightly more than a third (36%) of students who were near the transfer gate were missing both transfer-level math and English.** Only a small percentage (14%) of students near the transfer gate were only missing transfer-level English. However, 50% of students near the transfer gate were only missing transfer-level math – even larger than the 42% in the RP Group systemwide study.<sup>2</sup>

Districtwide, when we examine the role of gender in completion of transfer-level English and math among students near the gate:

- Male students were more likely than female students be missing both math and English (43% and 30%, respectively); while female students were more likely than male students to be missing only math (59% and 41%, respectively).

Districtwide, when we examine the role of race/ethnicity in completion of transfer-level English and math among students near the gate:

- White (42%) and Asian-American (40%) students were more likely than students from other races to be missing both math and English (vs. 36% overall).
- Pacific Islander (60%), Latinx (60%), and African-American (55%) students were most likely to be missing only math (vs. 50% overall).

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<sup>2</sup> Transfer-level English flags were constructed differently for this study as compared to the statewide study based on local definitions for the flag to yield more precise information about students' transfer-level English completion at the district.

- Asian-American (30%) and Filipino (25%) students were more likely to be missing only English (vs. 14% overall).

## Opportunities for CLPCCD

The majority of students within CLPCCD who become transfer ready or prepared do wind up transferring. However, nearly a quarter of seemingly transfer-motivated students are not being supported in ways that facilitate them crossing this threshold. As CLPCCD moves forward, the following key findings warrant further exploration and action:

- Asian-American and African-American students as well as students of two or more races were more likely than students from other racial/ethnic groups to achieve transfer. In general, where relatively high transfer successes are found (within and across colleges), identify potential practices that may be contributing to those outcomes to adapt elsewhere.
- Half of students who were near-the-gate were missing transfer-level math, with the likelihood higher among females and students who exited without any credentials. With the implementation of AB 705, there may be increased opportunities for students to complete transfer-level English and math requirements sooner; therefore, it will be important to track what impact the removal of barriers to access has on students' progression to completion and identify the necessary supports they need to complete these courses and progress to completion.
- At-the-gate students were more likely to be transfer-ready (without an AD-T) than to have earned an AD-T. However, the majority of AD-T earners at CLPCCD eventually transfer. For students who are at or near the gate, auditing their coursework to determine if they are eligible for a degree and/or identify specific courses they may be missing that is preventing them from transferring could proactively boost their completion rates to a level that is comparable to that of students who earned an AD-T.

The population in this report's sample displayed the determination and academic ability to transfer, yet many did not achieve this critical milestone. The more we can understand about the experiences of students as they navigate their transfer pathways, the better policies and practices can be tailored to maximize the likelihood of these students' ultimate success.

# Introduction

Educators, policymakers, funders, and advocates across California are working to increase baccalaureate completion for low-income learners and students historically underrepresented in higher education—helping students secure a path toward social and financial advancement, diversifying our workforce, and strengthening our state’s economic wellbeing. The improvement of transfer from our community colleges to university offers one critical, cost-effective lever for advancing these outcomes.

Many students enter the California Community Colleges (CCC) system hoping to transfer to the university, and policies and practices are taking root in California to make a dent in stubbornly low transfer rates through more streamlined paths between our postsecondary segments. The transfer goals outlined in the California Community Colleges Chancellor’s Office (CCCCO) [\*Vision for Success\*](#), the guided pathways movement taking place across the state, and the establishment and expansion of the Associate Degree for Transfer (AD-T) are all working to strengthen transfer outcomes. Yet, what more can be done? What else do we need to learn about transfer-bound students in order to meaningfully improve their chances of transfer success and baccalaureate degree completion, at scale?

In 2016, the Research and Planning Group for California Community Colleges (RP Group) launched a two-part transfer study called “Through the Gate” to take a fresh look at addressing some of these fundamental questions. This research aimed to identify strategies for increasing transfer among “high-leverage” learners in CCC - individuals who have completed all or most of their transfer requirements, but who do not make it “through the gate” to a university. In 2020, Chabot-Las Positas Community College District (CLPCCD) partnered with the RP Group to conduct a replication of the original Through the Gate study with students in their district. This study’s purpose is to determine which of the patterns seen statewide also appeared in their district and what unique patterns emerge specific to the district overall as well as at the two individual colleges, Chabot and Las Positas.

## READER’S GUIDE

This technical report provides detailed results designed to (1) develop a quantitative profile of students at CLPCCD’s two colleges who are near or at but do not go through the transfer gate, and (2) begin to identify opportunities for increasing transfer success. Readers will first find a context-setting section that explores why transfer is important to our students and our state and how this study uniquely contribute to our understanding of the transfer landscape. We conclude with a discussion of the implications of these results. We anticipate that educators, executives, and district-level leaders in CLPCCD; intersegmental groups; and advocates, funders, and researchers can all glean insights from this report that can be used to inform equity-focused transfer initiatives and guided pathways efforts in the district.



# Research Methodology

There are many different ways we can define the “problem” of increasing transfer success, which can in turn dictate the questions we ask, the solutions we pursue, and the actions we take. Adapting the CCCCO’s definition to identify a “transfer cohort,” (CCCCO, n.d.) based on course-taking behaviors such as completion of 12 transferable units, this study takes a more nuanced look at this population, to identify a “transfer continuum,” revealing students at different points along a transfer path: transfer explorers, momentum students, students near the gate, students at the gate, and transfer achievers who make it through the gate to university (see Figure 1). By using this approach, we can better understand students’ dynamic experience and identify points of intervention that can help propel them further along the continuum.

Figure 1. Transfer Continuum



To conduct this research, we obtained student-level transcript data for 94,883 CLPCCD students who were enrolled between 2014-15 and 2019-20 (see Appendix A for a detailed description of the main sample). In order to concentrate our sample on students who demonstrated the intent to transfer, we only included students who had completed at least 12 transferable units within a six-year timeframe to help ensure that these students had sufficient time to have completed transfer requirements. We then grouped the resulting sample of 23,943 (14,441 at Chabot and 9,502 at Las Positas)<sup>3</sup> into five different transfer continuum stages (see Table 1). The largest group (46%) consisted of Transfer Achievers, higher than the 30% of Transfer Achievers in the RP Group’s statewide study.

*Table 1. Student Progression Through the Transfer Continuum*

Description	District		Chabot		Las Positas		Statewide	
	%	#	%	#	%	#	%	#
<b>Transfer Achievers:</b> Students who made it through the gate by transferring to any university, with or without a degree	46.3%	11,083	44.1%	6,371	49.6%	4,712	29.7%	583,074
<b>Students at the Gate:</b> Transfer-ready students who completed 60± transferable units (including transfer-level English and math) and/or an AD-T, but had not yet transferred	7.0%	1,685	7.1%	1,022	7.0%	663	6.9%	135,557
<b>Students Near the Gate:</b> Transfer-prepared students who completed 60± transferable units, but who were missing transfer-level English and/or math and had not yet transferred	6.7%	1,596	7.3%	1,059	5.7%	537	8.0%	156,999
<b>Momentum Students:</b> Individuals who demonstrated momentum toward a transfer goal by completing 45 to 59 transferable units and maintaining a 2.0 GPA	9.2%	2,198	9.5%	1,373	8.7%	825	9.9%	194,639
<b>Transfer Explorers:</b> Students on our continuum who were the furthest away from transfer, having completed between 12 and 44 transferable units after at least six years of enrollment	30.8%	7,381	32.0%	4,616	29.1%	2,765	45.5%	893,663
<b>Total</b>	100.0%	23,943	100%	14,441	100%	9,502	100.0%	1,963,932

Note: Percentages may not total 100% due to rounding.

<sup>3</sup> Students who attended both colleges are identified with the college where they completed the greatest number of units. In the event of a tie in the number of completed units, they are identified with the college they first attended.

# Mapping the Transfer Landscape for Chabot-Las Positas Community College District

The following section maps the opportunity for improving transfer for a sample of 14,364 students (8,452 at Chabot and 5,912 at Las Positas) referred to as ‘high-leverage’ students who have made significant progress towards transfer, based on analyses of the data on three groups of students: students near the gate, students at the gate, and transfer achievers. We begin with a discussion of the general state of transfer for students on this end of the transfer continuum. We then look at what we can specifically learn about each unique group. For **transfer achievers**, we specifically look at the impact of the AD-T on their transfer success. For **high-leverage students who have not made it through the transfer gate**, we particularly examine which college credentials these students achieve in their journey up to this point. When looking at **high-leverage learners who are near the gate**, we specifically examine the impact of transfer-level English and math requirements on their progress. We conclude by comparing these different groups of high-leverage students, specifically looking at the role of gender, race/ethnicity, and the intersection between the two.<sup>4</sup>

## How Many High-Leverage Students Achieve Transfer?

First, let us specifically look at the sample of 14,364 high-leverage students who were enrolled between summer 2014 and spring 2020. Of these students, as can be seen in Table 2, over three-quarters were transfer achievers (77%), while only 12% were at the gate (transfer ready) and 11% were near the gate, but did not reach key milestones (transfer prepared). In comparison, the RP Group systemwide study found that 67% were transfer achievers, 16% were at the gate, and 18% were near the gate.

Table 2. Progression Through the Last Stages of the Transfer Continuum

College	Near the Gate		At the Gate		Transfer Achievers		Total
	%	#	%	#	%	#	#
Chabot College	12.5%	1,059	12.1%	1,022	75.4%	6,371	8,452
Las Positas College	9.1%	537	11.2%	663	79.7%	4,712	5,912
CLPCCD Districtwide	11.1%	1,596	11.7%	1,685	77.2%	11,083	14,364
CCC Statewide	17.9%	156,999	15.5%	135,557	66.6%	583,074	875,630

Note: Percentages may not total 100% due to rounding.

<sup>4</sup> Note: While data for students of unknown gender and race/ethnicity are given in tables, given its limited usefulness/actionability, differences between students of unknown gender or race/ethnicity compared to other groups are not pulled out as noteworthy in the body of the text. Further, findings are only flagged when n>10.

Good news emerges in that the majority of students who show behavioral intent to transfer, did in fact transfer. Still, 23% of these students did not make the transition to a university after having been enrolled in the district for at least six years. **To transform this loss into an opportunity to significantly increase CLPCCD’s transfer rates and make a meaningful impact on the lives of thousands of students, it is essential to examine who these students are and what barriers kept them from transferring.**

## How Does Time Impact Transfer Progress?

While this research looked at the most advanced milestone students achieved during the study period—whether it was getting near, at, or through the transfer gate—we also observed how different cohorts of students progressed through the latter stages of our transfer continuum. The data were striking: **once students got near the transfer gate, 28% stopped advancing along their transfer path** (see Table 3), never reaching the gate (at the gate) or going through the gate (transfer achiever) (see Appendix A for methodology details for the Near-the-Gate progression sample).

*Table 3. Near the Gate Student Progression Through the Last Stages of the Transfer Continuum, By Cohort Year - District*

First Term in District	Stopped Near the Gate		Stopped At the Gate		Transfer Achievers		Total Who Arrived Near the Gate	
	%	#	%	#	%	#	#	
2010-11	16.2%	148	17.1%	156	66.7%	608	912	
2011-12	13.2%	136	16.0%	165	70.7%	728	1,029	
2012-13	9.8%	132	16.1%	216	74.1%	994	1,342	
2013-14	9.4%	131	15.3%	213	75.3%	1,046	1,390	
2014-15	8.8%	119	18.0%	244	73.3%	996	1,359	
2015-16	8.4%	121	18.9%	273	72.7%	1,048	1,442	
2016-17	9.3%	114	21.0%	257	69.6%	850	1,221	
2017-18	6.9%	60	24.9%	217	68.2%	593	870	
2018-19	4.8%	14	27.7%	81	67.5%	197	292	
<b>Total</b>	<b>9.9%</b>	<b>975</b>	<b>18.5%</b>	<b>1,822</b>	<b>71.6%</b>	<b>7,060</b>	<b>9,857</b>	

Notes: The total number of transfer students in this table does not match the total number of students in other tables describing Transfer Achievers because in this table, we look at Near the Gate students who are progressing toward transfer rather than all transfer students. Further, the proportion of transfer achievers is lower in most recent years as these students have had less time to do so. Percentages may not total 100% due to rounding.

When examining how much time it takes students who are near the gate to make it to transfer, data show that among those within CLPCCD who do ultimately transfer (see Table 4):

- Nearly three-quarters (73%) of students who made it through the gate, transferred within one year, while another 15% did so within two years.

*Table 4. Time for Near the Gate Students to Become Transfer Achievers By Cohort Year – District*

Time for Near the Gate Students to Achieve Transfer															
First Arrived Near the Gate	Less than One Year		One Year		Two Years		Three Years		Four Years		Five Years		Six or More Years		Total Who Transferred
	%	#	%	#	%	#	%	#	%	#	%	#	%	#	#
<b>2010-11</b>	23.6%	49	31.7%	66	6.3%	13	7.2%	15	8.2%	17	5.8%	12	17.3%	36	208
<b>2011-12</b>	26.7%	70	26.0%	68	15.6%	41	12.6%	33	7.3%	19	4.2%	11	7.6%	20	262
<b>2012-13</b>	23.4%	89	22.3%	85	22.0%	84	14.7%	56	6.3%	24	5.5%	21	5.8%	22	381
<b>2013-14</b>	23.4%	159	36.0%	245	20.3%	138	9.7%	66	5.6%	38	2.5%	17	2.5%	17	680
<b>2014-15</b>	33.5%	398	40.4%	480	12.7%	151	6.8%	81	3.0%	36	2.8%	33	0.8%	9	1,188
<b>2015-16</b>	36.0%	452	40.6%	510	14.0%	176	5.3%	66	3.3%	41	0.9%	11			1,256
<b>2016-17</b>	38.2%	518	40.5%	550	14.9%	202	5.0%	68	1.4%	19					1,357
<b>2017-18</b>	39.2%	528	43.6%	587	13.4%	180	3.8%	51							1,346
<b>Total (2010-11 to 2017-18)</b>	33.9%	2,263	38.8%	2,591	14.7%	985	6.5%	436	2.9%	194	1.6%	105	1.6%	104	6,678

Notes: Spring transfers are identified as those enrolled at a university between January through May. Fall transfers are identified as those enrolled at a university between May to December. Transfer numbers are less than the progression tables due to missing enrollment data. Percentages may not total 100% due to rounding.

Further, it is important to recognize that once students arrive near the gate, they have already earned at least 60 transferable units and have maintained at least a 2.0 GPA. The only academic requirements these students are missing are completion of both transfer-level math and English, and therefore, each cohort was technically afforded sufficient time to complete this final transfer requirement.

## What Can We Learn from Transfer Achievers?

To further our understanding of why high-leverage students *are not* transferring, we first examined how students *are* transferring. Who are these transfer achievers, and what routes do they take to transfer? In this section, we examine three different pathways to transfer from a CCC: (1) earning an Associate Degree for Transfer (AD-T), (2) earning an Associate of Arts or Associate of Science degree (AA/AS), or (3) completing transfer requirements without earning a degree or certificate<sup>5</sup>—and explore which student groups are most likely to travel these paths.

### What Transfer Pathways Did Students Take Through the Gate?

Of the CLPCCD students who made it through the transfer gate to any university—CSU, UC, private, or out-of-state—we found that:

- A majority of transfer achievers (55%) transferred to a university without a degree or certificate, lower than the 69% found in the RP Group’s systemwide study.
- Among transfer achievers, only 15% earned an AD-T prior to transferring, while 28% earned an associate degree (non-AD-T) prior to transferring.

### GENDER DIFFERENCES

Disaggregating the data by gender (Table 5) reveals that male students (62%) and students of unknown gender (61%) within CLPCCD were more likely to transfer without a credential than female students (49%). Female students (33%) were more likely to have earned an AA/AS degree prior to transferring than male students (23%) and students of unknown gender (16%).

*Table 5. Distribution of Transfer Achievers, by Credential Earned and Gender, 2014-15 to 2019-20 - District*

Gender	AD-T		AA/AS		Certificate		No Degree or Certificate		Total
	%	#	%	#	%	#	%	#	#
<b>Female</b>	15.2%	914	32.8%	1,972	2.7%	163	49.3%	2,962	6,011
<b>Male</b>	13.8%	693	22.7%	1,134	1.8%	88	61.7%	3,090	5,005
<b>Unknown</b>	20.9%	14	16.4%	11	1.5%	1	61.2%	41	67
<b>Total</b>	14.6%	1,621	28.1%	3,117	2.3%	252	55.0%	6,093	11,083

Note: Percentages may not total 100% due to rounding.

<sup>5</sup> We also display the proportion of students who earn a certificate, though certificates do not represent a clear path to transfer.

## RACE/ETHNICITY DIFFERENCES

When examining the data by race/ethnicity (see Table 6), we find that compared to other racial/ethnic groups, across CLPCCD, results paralleled what the RP Group found in the systemwide study:

- Asian-American students (64%) and Native American/Alaska Native students (62%) were most likely to transfer without a degree or certificate (vs. 55% overall).
- Hispanic/Latina/o/x (hereinafter referred to as Latinx) students (21%) were the most likely group to earn an AD-T prior to transferring (vs. 15% overall).

*Table 6. Distribution of Transfer Achievers by Credential Earned at CCC and Race/Ethnicity, 2014-2020 - District*

Race/Ethnicity	AD-T		AA/AS		Certificate		No Degree or Certificate		Total
	%	#	%	#	%	#	%	#	#
<b>African American</b>	10.3%	95	29.1%	268	3.1%	29	57.5%	530	922
<b>Asian American</b>	12.2%	238	21.7%	422	2.1%	40	64.1%	1,249	1,949
<b>Filipino</b>	15.6%	125	28.6%	229	2.4%	19	53.4%	428	801
<b>Latinx</b>	20.9%	659	29.7%	940	2.6%	81	46.8%	1,480	3,160
<b>Native American/ Alaska Native</b>	0.0%	0	33.3%	7	4.8%	1	61.9%	13	21
<b>Pacific Islander</b>	16.9%	22	30.8%	40	2.3%	3	50.0%	65	130
<b>Two or More Races</b>	13.2%	114	26.3%	227	2.1%	18	58.4%	504	863
<b>Unknown</b>	13.9%	11	27.8%	22	3.8%	3	54.4%	43	79
<b>White</b>	11.3%	357	30.5%	962	1.8%	58	56.4%	1,781	3,158
<b>Total</b>	14.6%	1,621	28.1%	3,117	2.3%	252	55.0%	6,093	11,083

Note: Percentages may not total 100% due to rounding.

## DIFFERENCES BY GENDER AND RACE/ETHNICITY

When examining students who made it through the transfer gate by gender and race/ethnicity, some notable differences emerge (see Table 7).

Of students across CLPCCD who transferred without a degree or certificate:

- Asian-American male and female students were most likely to transfer without a credential compared to students from other ethnic backgrounds<sup>6</sup> (69% and 59%, respectively compared to an overall average among males and females of 62% and 49%, respectively).

When looking at transfer achievers who completed a non-ADT associate degree:

- While across all male students, 17% of those who transferred earned an AA/AS, Pacific Islander male students were most likely to earn an AA/AS (25%).
- While across all female students, 24% of those who transferred earned an AA/AS, Native American and Pacific Islander female students were most likely to earn an AA/AS (33% and 31%, respectively).

When looking at transfer achievers who completed an AD-T:

- Latinx and Filipino male students were more likely than students from other racial/ethnic backgrounds to earn their AD-T prior to transferring (19% compared to 14% overall).
- Among female students, Latinx and Pacific Islander students were more likely than students from other racial/ethnic backgrounds to earn their AD-T prior to transferring (22% and 23%, respectively compared to 15% overall).

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<sup>6</sup> 71% of Native American/Alaska Native males transferred without a credential, though this represents only 5 of 7 students.



Table 7. Distribution of Transfer Achievers across Credential Earned by Gender and Race/Ethnicity, 2014-2020 - District

Gender and Race/Ethnicity	AD-T		AA/AS		Certificate		No Degree or Certificate		Total
	%	#	%	#	%	#	%	#	#
<b>Male</b>									
African American	9.8%	33	21.7%	73	2.1%	7	66.5%	224	337
Asian American	11.5%	114	17.6%	175	1.8%	18	69.1%	687	994
Filipino	17.1%	66	21.7%	84	1.3%	5	59.9%	232	387
Latinx	19.1%	246	25.4%	326	2.0%	26	53.5%	687	1,285
Native American/ Alaska Native	0.0%	0	14.3%	1	14.3%	1	71.4%	5	7
Pacific Islander	8.2%	4	28.6%	14	4.1%	2	59.2%	29	49
Two or More Races	13.8%	55	19.3%	77	2.0%	8	64.8%	258	398
Unknown	12.5%	4	18.8%	6	3.1%	1	65.6%	21	32
White	11.3%	171	24.9%	378	1.3%	20	62.5%	947	1,516
<b>Total Male</b>	<b>13.8%</b>	<b>693</b>	<b>22.7%</b>	<b>1,134</b>	<b>1.8%</b>	<b>88</b>	<b>61.7%</b>	<b>3,090</b>	<b>5,005</b>
<b>Female</b>									
African American	10.7%	62	33.3%	194	3.6%	21	52.4%	305	582
Asian American	13.1%	123	26.1%	246	2.3%	22	58.5%	551	942
Filipino	13.9%	57	35.0%	143	3.4%	14	47.7%	195	409
Latinx	21.9%	408	32.8%	611	3.0%	55	42.3%	786	1,860
Native American/ Alaska Native	0.0%	0	42.9%	6	0.0%	0	57.1%	8	14
Pacific Islander	22.5%	18	32.5%	26	1.3%	1	43.8%	35	80
Two or More Races	12.6%	58	32.5%	150	2.2%	10	52.8%	244	462
Unknown	15.6%	7	33.3%	15	4.4%	2	46.7%	21	45
White	11.2%	181	35.9%	581	2.4%	38	50.5%	817	1,617
<b>Total Female</b>	<b>15.2%</b>	<b>914</b>	<b>32.8%</b>	<b>1,972</b>	<b>2.7%</b>	<b>163</b>	<b>49.3%</b>	<b>2,962</b>	<b>6,011</b>

Note: Percentages may not total 100% due to rounding.

## How Has the AD-T Increased Transfer?

In 2010, the California Legislature passed SB 1440 (Padilla), a Senate Bill that authorized California community colleges to create associate degrees for transfer that would guarantee students admission into the CSU system.<sup>7</sup> As such, we further explored the impact of the AD-T on transfer by looking at the outcomes for students who earned this degree. As noted above, the CCC system began implementing the AD-T in the 2011-2012 academic year. The data show that between 2014 and 2020, **87% of all AD-T earners at CLPCCD had transferred to a baccalaureate institution, including 85% of AD-T earners at Chabot, and 89% of AD-T earners at Las Positas.** Further, as displayed in Table 8, AD-Ts represent 28% (34% since 2014-15) of the awards across CLPCCD to date, though they have been steadily increasing over time.

Table 8. AD-T Earners by Year Conferred

Date Conferred	District			Chabot			Las Positas		
	AD-T	Other Award	% ADTs	AD-T	Other Award	% ADTs	AD-T	Other Award	% ADTs
<i>Prior to 2014</i>	60	2,440	2.4%	51	1,513	3.3%	9	927	1.0%
<b>2014-15</b>	219	1,138	16.1%	164	677	19.5%	55	461	10.7%
<b>2015-16</b>	373	981	27.5%	229	523	30.5%	144	458	23.9%
<b>2016-17</b>	526	1,158	31.2%	287	694	29.3%	239	464	34.0%
<b>2017-18</b>	675	1,138	37.2%	368	705	34.3%	307	433	41.5%
<b>2018-19</b>	759	1,168	39.4%	426	720	37.2%	333	448	42.6%
<b>2019-20</b>	892	1,181	43.0%	467	722	39.3%	425	459	48.1%
<b>Total (2014-15 to 2019-20)</b>	3,444	6,764	33.7%	1,941	4,041	32.4%	1,503	2,723	35.6%
<b>Total all years</b>	3,504	9,204	27.6%	1,992	5,554	26.4%	1,512	3,650	29.3%

Notes: The district first started awarding ADTs in 2012-2013. Percentages may not total 100% due to rounding.

<sup>7</sup> [https://www.ccccurriculum.net/associate-degrees-for-transfer/#:~:text=In%202010%20the%20California%20Legislature,admission%20into%20the%20CSU%20system.&text=Collectively%2C%20these%20degrees%20are%20known,Degrees%20for%20Transfer%20\(ADTs\)](https://www.ccccurriculum.net/associate-degrees-for-transfer/#:~:text=In%202010%20the%20California%20Legislature,admission%20into%20the%20CSU%20system.&text=Collectively%2C%20these%20degrees%20are%20known,Degrees%20for%20Transfer%20(ADTs))

## IMPACT OF DEGREE MAJOR

We further explored if major played a role in the likelihood of transfer among AD-T earners, and found variable transfer rates by degree major (see Table 9). Across CLPCCD:

- A third (33%) of all AD-T earners who transferred majored in Business and Management while one in five (20%) majored in Psychology.
- The AD-T major with the highest transfer rate was Biological Sciences (97.4%).<sup>8</sup>
- The AD-T majors with the lowest transfer rate were Foreign Language (78%) and Fine and Applied Arts (79%).<sup>9</sup>

*Table 9. AD-T Earners by Major and Transfer Status, Distributed by Total Number of Degrees Awarded, 2014-2020 – District*

Degree Major	Transferred		Did Not Transfer		Total
	%	#	%	#	#
Biological Sciences	97.4%	38	2.6%	1	39
Business and Management	86.6%	1,071	13.4%	166	1,237
Education	75.0%	3	25.0%	1	4
Family and Consumer Sciences	79.2%	76	20.8%	20	96
Fine and Applied Arts	78.8%	67	21.2%	18	85
Foreign Language	76.0%	19	24.0%	6	25
Health	95.1%	77	4.9%	4	81
Humanities (Letters)	84.2%	223	15.8%	42	265
Interdisciplinary Studies	100.0%	3	0.0%	0	3
Mathematics	93.0%	120	7.0%	9	129
Media and Communications	82.6%	19	17.4%	4	23
Psychology	88.0%	645	12.0%	88	733
Public and Protective Services	84.8%	295	15.2%	53	348
Social Sciences	87.3%	565	12.7%	82	647
<b>Total</b>	<b>86.7%</b>	<b>3,221</b>	<b>13.3%</b>	<b>494</b>	<b>3,715</b>

Note: Percentages may not total 100% due to rounding.

<sup>8</sup> While the transfer rate for Interdisciplinary Studies majors was 100%, it represents three of three students.

<sup>9</sup> While the transfer rate for Education majors was 75%, it represents three of four students.

## What Can We Learn From Students At the Transfer Gate?

Students who are at the gate (ATG) have met the academic requirements for transfer, but have not yet transferred. They have reached this status in one of two ways: (1) earning their AD-T, or (2) being “transfer ready” by way of achieving 60 or more transferable units, completing transfer-level math and English courses, and maintaining a GPA of at least 2.0. A total of 12% of our study sample ( $n = 1,685$ ) met this status. Who are these students and what happens to them over time?

### Which Students Are At the Transfer Gate and How Did They Get There?

When we look at students who halted their educational journey at the transfer gate:

- **Only a small proportion of students at the gate earned their AD-T** (15%, compared to 20% in the RP Group’s systemwide study.
- **The vast majority of at the gate students were transfer ready** (85%) (without an AD-T) compared to 80% in the RP Group’s systemwide study.

#### GENDER DIFFERENCES

When disaggregating the data for at the gate students by gender (Table 10), we see that **similar proportions of male (14%) and female (15%) students earned their AD-T but do not transfer, with slightly higher rates for students of unknown gender (18%).**

*Table 10.* Distribution of Students At the Transfer Gate by Subgroup and Gender, 2014-2020

Gender	Transfer Ready		AD-T		Total
	%	#	%	#	#
Female	84.8%	808	15.2%	145	953
Male	85.7%	618	14.3%	103	721
Unknown	81.8%	9	18.2%	2	11
Total	85.2%	1,435	14.8%	250	1,685

Note: Percentages may not total 100% due to rounding.

#### RACE/ETHNICITY DIFFERENCES

When we disaggregated the data on at the gate students by race/ethnicity (see Table 11), it shows that compared to other groups across CLPCCD:

- **White students (89%) and students of unknown race/ethnicity (95%) were most likely to be transfer ready without earning an AD-T<sup>10</sup>** (vs. 85% overall).

<sup>10</sup> 100% of Native American/Alaska Native students were transfer-ready, but it represents five out of five students.

- **Pacific Islander and African-American students at the gate were most likely to have earned an AD-T but remain at the gate** (25% and 24%, respectively vs. 15% overall), whereas in the RP Group’s systemwide study, Latinx students at the gate were most likely to have earned an AD-T (6% among Latinx students vs. 4% overall).

*Table 11. Distribution of Students Who Are At the Transfer Gate by Subgroup and Race/Ethnicity, 2014-2020 - District*

Race/Ethnicity	Transfer Ready		AD-T		Total
	%	#	%	#	#
African American	76.3%	58	23.7%	18	76
Asian American	86.4%	209	13.6%	33	242
Filipino	84.8%	140	15.2%	25	165
Latinx	82.8%	487	17.2%	101	588
Native American/Alaska Native	100.0%	5	0.0%	0	5
Pacific Islander	75.0%	15	25.0%	5	20
Two or More Races	86.2%	100	13.8%	16	116
Unknown	94.7%	18	5.3%	1	19
White	88.8%	403	11.2%	51	454
<b>Total</b>	<b>85.2%</b>	<b>1,435</b>	<b>14.8%</b>	<b>250</b>	<b>1,685</b>

Note: Percentages may not total 100% due to rounding.

#### DIFFERENCES BY GENDER AND RACE/ETHNICITY

This next section examines students at the transfer gate broken out by race and gender (see Table 12). Given the relatively small sample sizes in some groups, it is important to take group sizes into consideration when drawing conclusions. However, data reveal that across CLPCCD:

- Among both male and female students, African Americans (22% among males and 25% among females) were most likely to earn their AD-T but not transfer relative to other racial/ethnic groups (14% among all males; 15% among all females).
- Among male students, Asian Americans (89%) were most likely to become transfer-ready but remain at the gate without a degree.<sup>11</sup> Among females, students of two or more races (91%) were most likely to become transfer-ready but remain at the gate without a degree.<sup>12</sup>

<sup>11</sup> 100% of males of unknown race/ethnicity were transfer ready, but it represents 10 of 10 males.

100% of Native American and Alaska Native males were transfer ready, but it represents 1 of 1 male.

<sup>12</sup> 100% of females of unknown race/ethnicity were transfer ready, but it represents 8 of 8 males.

100% of Native American and Alaska Native females were transfer ready, but it represents 4 of 4 males.

Table 12. Distribution of Students At the Transfer Gate by Gender and Race/Ethnicity, 2014-2020 - District

Gender and Race/Ethnicity	Transfer Ready		AD-T		Total
	%	#	%	#	#
<b>Male</b>					
African American	77.8%	21	22.2%	6	27
Asian American	88.5%	100	11.5%	13	113
Filipino	84.1%	74	15.9%	14	88
Latinx	83.1%	182	16.9%	37	219
Native American/Alaska Native	100.0%	1	0.0%	0	1
Pacific Islander	66.7%	4	33.3%	2	6
Two or More Races	79.2%	38	20.8%	10	48
Unknown	100.0%	10	0.0%	0	10
White	90.0%	188	10.0%	21	209
<b>Total Male</b>	<b>85.7%</b>	<b>618</b>	<b>14.3%</b>	<b>103</b>	<b>721</b>
<b>Female</b>					
African American	75.5%	37	24.5%	12	49
Asian	84.3%	107	15.7%	20	127
Filipino	85.3%	64	14.7%	11	75
Latinx	82.5%	302	17.5%	64	366
Native American/Alaska Native	100.0%	4	0.0%	0	4
Pacific Islander	78.6%	11	21.4%	3	14
Two or More Races	91.2%	62	8.8%	6	68
Unknown	100.0%	8	0.0%	0	8
White	88.0%	213	12.0%	29	242
<b>Total Female</b>	<b>84.8%</b>	<b>808</b>	<b>15.2%</b>	<b>145</b>	<b>953</b>

Note: Percentages may not total 100% due to rounding.

## What Happened to Students Who Stopped At the Transfer Gate?

What happens to these students who get to, but do not go through the transfer gate? Do they remain enrolled within CLPCCC or another CCC? Do transfer-ready students ultimately earn a degree or a certificate? How many of these students simply exit the system without continuing their education? To better understand what happens to CLPCCD students who reached the transfer gate, we tracked these students to see where they were along their academic pathway as of spring 2020.

### For the 250 students who earned an AD-T but had not transferred:

- 205 students exited the CLPCCD system (82%) with no further enrollment at a CCC or university.

- 45 students with an AD-T were still enrolled in the CLPCCD system in spring 2020 (18%).

Though these students earned a degree that theoretically assures transfer into the CSU system, one group ended their educational journey with their associate degree, while another group enrolled in CLPCCD after they have appeared to have already met transfer requirements— **neither group is leveraging their hard work toward a baccalaureate degree**. It is important to note that while students may have earned 60 transferable units, they may still have additional coursework to complete to fulfill specific major or general education requirements at their chosen transfer institution, which could be the reason for their continued enrollment.

The story for students who reached the transfer gate but left the community college system and did not earn an AD-T is more discouraging. Not only did these students stop short of achieving transfer, many left without a college credential. Specifically, **when looking at the 1,100 transfer-ready students who exited the system without an AD-T** (see Table 13):

- Over a third left without a credential (37%) representing 29% of the transfer-ready population overall. In the RP Group’s systemwide study, 54% of students who exited at the gate did so without a degree or certificate.
- Over half of students (59%) who exited transfer ready left with an associate degree, representing 45% of the transfer-ready population overall. In the RP Group’s systemwide study, 36% of students who exited at the gate did so with a degree.
- A small proportion exited with a certificate (3%); in the RP Group’s systemwide study, 10% of students who exited at the gate did so with a certificate.

*Table 13. Distribution of Students At the Transfer Gate by Credential Earned and Enrollment Status as of Spring 2020, 2014-2020 - District*

Enrollment Status	Transfer Ready		AD-T		Total	
	%	#	%	#	%	#
<b>Continuing</b>						
Without degree or certificate	13.1%	188	--	--	11.2%	188
With degree	9.3%	133	18.0%	45	10.6%	178
With certificate	1.0%	14	--	--	0.8%	14
<b>Total Continuing</b>	<b>23.3%</b>	<b>335</b>	<b>18.0%</b>	<b>45</b>	<b>22.6%</b>	<b>380</b>
<b>Exited</b>						
Without degree or certificate	28.7%	412	--	--	24.5%	412
With degree	45.4%	652	82.0%	205	50.9%	857
With certificate	2.5%	36	--	--	2.1%	36
<b>Total Exited</b>	<b>76.7%</b>	<b>1,100</b>	<b>82.0%</b>	<b>205</b>	<b>77.4%</b>	<b>1,305</b>
<b>Total</b>	<b>100.0%</b>	<b>1,435</b>	<b>100.0%</b>	<b>250</b>	<b>100.0%</b>	<b>1,685</b>

Note: Percentages may not total 100% due to rounding.

## What Can We Learn From Students Who Are Near the Transfer Gate?

Students who are near the transfer gate show significant progress toward transfer, but have not yet met critical milestones required to achieve this goal. These students are considered “transfer prepared,” meaning they have earned 60 or more transferable units with a 2.0 GPA, but still need to complete transfer-level math and/or English. A total of 11% in this study sample ( $n = 1,596$ ) met this definition. What can the data tell us about how completing the math and/or English coursework required for transfer may factor into their progress, and what happens to them over time?

### What Math and English Barriers Do Students Who Are Near the Transfer Gate Face?

When looking at the literature, math and English requirements have at times served as barriers to completion of a degree (e.g., Bahr, 2010; Bailey, Jeong, & Cho, 2010; Fong, Melguizo, & Prather, 2015), and thus potentially for transfer. In examining the course-taking of CLPCCD students who were near the gate:

- Over a third (36%) of CLPCCD students who were near the transfer gate were missing both transfer-level math and English (see Table 14). This proportion is lower than what was found in the original RP Group study across CCC, whereby 51% of students near the transfer gate were missing both courses.
- A small percentage (14%) of students near the gate were only missing transfer-level English, compared to 8% in the RP Group’s systemwide study.
- While in the RP Group’s statewide study, 41% of near the gate students were only missing transfer-level math, across CLPCCD, 50% of near the gate students were only missing transfer-level math.

These data show that **completion of these courses, especially math, may be preventing a significant majority of students who are near the gate from transferring.** Moreover, given that these students already earned 60 units, they are likely to continue amassing excess units as they work toward completing these math and/or English requirements, thereby elongating their time to transfer.



Table 14. Distribution of CLPCCD Students Near the Transfer Gate by Academic Transfer Requirement, by College, 2014-2020

College	Missing Both English and Math		Missing Only English		Missing Only Math		Total
	%	#	%	#	%	#	#
Chabot College	37.9%	401	14.8%	157	47.3%	501	1,059
Las Positas College	32.6%	175	11.0%	59	56.4%	303	537
<b>Total</b>	<b>36.1%</b>	<b>576</b>	<b>13.5%</b>	<b>216</b>	<b>50.4%</b>	<b>804</b>	<b>1,596</b>

Note: Percentages may not total 100% due to rounding.

## GENDER DIFFERENCES

When looking at these data by gender (see Table 15), across CLPCCD:

- Males near the gate were more likely than female students to be missing both math and English (43% and 30%, respectively). While female students near the gate were more likely than male students to be missing only math (59% and 41%, respectively).

Table 15. Distribution of Students Near the Transfer Gate by Academic Transfer Requirement, by Gender, 2014-2020 - District

Gender	Missing Both Math and English		Missing Only English		Missing Only Math		Total
	%	#	%	#	%	#	#
Female	30.1%	249	10.8%	89	59.1%	489	827
Male	42.7%	325	16.6%	126	40.7%	310	761
Unknown	25.0%	2	12.5%	1	62.5%	5	8
<b>Total</b>	<b>36.1%</b>	<b>576</b>	<b>13.5%</b>	<b>216</b>	<b>50.4%</b>	<b>804</b>	<b>1,596</b>

Note: Percentages may not total 100% due to rounding.

## RACE/ETHNICITY DIFFERENCES

A similar story emerges when examining these students who were missing academic transfer requirements across racial/ethnic backgrounds (see Table 16). The majority of students across CLPCCD, regardless of race/ethnicity, were missing both their math and English requirements. When we examine the role of race/ethnicity:

- White (42%) and Asian-American (40%) near the gate students were more likely than students from other races to be missing both math and English (vs. 36% overall).
- Pacific Islander (60%), Latinx (60%), and African-American (55%) students near the gate were most likely to be missing only math (vs. 50% overall).

- Asian-American (30%) and Filipino (25%) students near the gate were more likely to be missing English only (vs. 14% overall).

*Table 16. Distribution of Students Near the Transfer Gate by Academic Transfer Requirement, across Race/Ethnicity, 2014-2020 - District*

Race/Ethnicity	Missing Both English and Math		Missing Only English		Missing Only Math		Total
	%	#	%	#	%	#	#
African American	38.9%	56	6.3%	9	54.9%	79	144
Asian American	40.2%	68	29.6%	50	30.2%	51	169
Filipino	36.8%	32	25.3%	22	37.9%	33	87
Latinx	29.4%	160	10.8%	59	59.7%	325	544
Native American/Alaska Native	25.0%	2	12.5%	1	62.5%	5	8
Pacific Islander	30.0%	6	10.0%	2	60.0%	12	20
Two or More Races	33.0%	31	17.0%	16	50.0%	47	94
Unknown	38.7%	12	9.7%	3	51.6%	16	31
White	41.9%	209	10.8%	54	47.3%	236	499
<b>Total</b>	<b>36.1%</b>	<b>576</b>	<b>13.5%</b>	<b>216</b>	<b>50.4%</b>	<b>804</b>	<b>1,596</b>

Note: Percentages may not total 100% due to rounding.

## DIFFERENCES BY GENDER AND RACE/ETHNICITY

As can be seen in Table 17, while among males and females of all races, students were most likely to be missing both math and English:

- Among males, males of unknown race/ethnicity (60%) and White males (49%) near the gate were most likely to be missing both English and math (vs. 43% among males overall). Among females, African-American (39%) and Asian-American (39%) females near the gate were most likely to be missing both English and math (vs. 30% among females overall).
- Among both males and females, Asian-American (31% male, 27% female) and Filipino (23% male, 28% female) students near the gate were most likely to be only missing transfer-level English.
- Among males, Pacific Islanders and multi-racial students near the gate were most likely to be missing only transfer-level math (60% and 41%, respectively). Among females, those of unknown race/ethnicity (79%) and Latinx females (66%) near the gate were most likely to be missing transfer-level math (vs. 59% overall).<sup>13</sup>

<sup>13</sup> 80% of Native American/Alaska Native female students (4 of 5) were missing transfer-level math.

Table 14. Distribution of Students Near the Transfer Gate by Academic Transfer Requirement, by Gender and Race/Ethnicity, 2014-2020 - District

Gender and Race/Ethnicity	Missing Both English and Math		Missing Only English		Missing Only Math		Total #
	%	#	%	#	%	#	
<b>Male</b>							
African American	37.0%	20	13.0%	7	50.0%	27	54
Asian American	42.2%	38	31.1%	28	26.7%	24	90
Filipino	39.6%	19	22.9%	11	37.5%	18	48
Latinx	36.2%	83	12.7%	29	51.1%	117	229
Native American/ Alaska Native	0.0%	0	50.0%	1	50.0%	1	2
Pacific Islander	40.0%	4	0.0%	0	60.0%	6	10
Two or More Races	47.8%	22	19.6%	9	32.6%	15	46
Unknown	60.0%	9	20.0%	3	20.0%	3	15
White	48.7%	130	14.2%	38	37.1%	99	267
<b>Total Male</b>	<b>42.7%</b>	<b>325</b>	<b>16.6%</b>	<b>126</b>	<b>40.7%</b>	<b>310</b>	<b>761</b>
<b>Female</b>							
African American	39.3%	35	2.2%	2	58.4%	52	89
Asian American	39.0%	30	27.3%	21	33.8%	26	77
Filipino	33.3%	13	28.2%	11	38.5%	15	39
Latinx	24.4%	77	9.5%	30	66.0%	208	315
Native American/ Alaska Native	20.0%	1	0.0%	0	80.0%	4	5
Pacific Islander	20.0%	2	20.0%	2	60.0%	6	10
Two or More Races	19.1%	9	14.9%	7	66.0%	31	47
Unknown	21.4%	3	0.0%	0	78.6%	11	14
White	34.2%	79	6.9%	16	58.9%	136	231
<b>Total Female</b>	<b>30.1%</b>	<b>249</b>	<b>10.8%</b>	<b>89</b>	<b>59.1%</b>	<b>489</b>	<b>827</b>

Notes: The total number of students in this table does not match the total number of students in other tables describing students who are near the transfer gate because it does not include students of unknown gender. Percentages may not total 100% due to rounding.

## What Happened to CLPCCD Students Who Were Near the Transfer Gate?

What happens to students who made significant progress toward the transfer gate, but still needed to complete key math and/or English milestones? Did they remain enrolled in CLPCCD or at another CCC? Did they earn a degree or certificate along their transfer journey, or have they diverted from the transfer path, exiting with a degree or certificate to perhaps enter the workforce instead? How many of these students stopped out of the system without a degree or certificate? Of all students across CLPCCD who got near the transfer gate between fall 2014 and spring 2020:

- More than a third (34%) of near the gate students exited the system without a degree or certificate as of spring 2020 compared to 49% in the RP Group's systemwide study.
- Nearly half (47%) of near the gate students exited with a degree or certificate, compared to 31% in the RP Group's systemwide study.
- Nearly a fifth (19%) of near the gate students were still enrolled within CLPCCD and potentially continuing along their transfer path, similar to the 20% in the RP Group's systemwide study.

Though we cannot know what specific discipline or GE courses near the gate students were missing, we were able to determine whether or not they completed the transfer-level math and English required for transfer to a CSU or UC. When looking at the missing math and English requirements of students across CLPCCD who were near the transfer gate (see Table 18):

- Of the 576 near the gate students who were missing both transfer-level math and English, 33% stopped out without a degree or certificate, 45% exited with a degree or certificate, and 22% were still enrolled within CLPCCD.
- Of the 216 near the gate students who only need to complete transfer-level English, 43% stopped out without a degree or certificate, 37% exited with a degree or certificate, and 20% were still enrolled within CLPCCD.
- Of the 804 near the gate students who only need to complete transfer-level math, 32% stopped out without a degree or certificate, 48% exited with a degree or certificate, and 17% were still enrolled within CLPCCD.

Taken together, these data suggest that the **completion of transfer-level math and English requirements restricts transfer-prepared students from fully realizing their transfer goal, with students who need math being less likely to be enrolled than students who are missing English or both English and math.**

Table 18. Distribution of Students Near the Transfer Gate by Academic Transfer Requirement, Enrollment Status, and Award Status as of Spring 2020, 2014-2020

Enrollment Status	Missing Both English and Math		Missing Only English		Missing Only Math		Total	
	%	#	%	#	%	#	%	#
<b>Continuing</b>								
Without degree or certificate	13.9%	80	11.1%	24	8.8%	71	11.0%	175
With degree	3.8%	22	5.1%	11	5.8%	47	5.0%	80
With certificate	4.2%	24	3.7%	8	2.6%	21	3.3%	53
<b>Total Continuing</b>	<b>21.9%</b>	<b>126</b>	<b>19.9%</b>	<b>43</b>	<b>17.3%</b>	<b>139</b>	<b>19.3%</b>	<b>308</b>
<b>Exited</b>								
Without degree or certificate	33.0%	190	43.1%	93	32.3%	260	34.0%	543
With degree	31.6%	182	28.7%	62	43.3%	348	37.1%	592
With certificate	13.5%	78	8.3%	18	7.1%	57	9.6%	153
<b>Total Exited</b>	<b>78.1%</b>	<b>450</b>	<b>80.1%</b>	<b>173</b>	<b>82.7%</b>	<b>665</b>	<b>80.7%</b>	<b>1,288</b>
<b>Total</b>	<b>100.0%</b>	<b>576</b>	<b>100.0%</b>	<b>216</b>	<b>100.0%</b>	<b>804</b>	<b>100.0%</b>	<b>1,596</b>

Note: Percentages may not total 100% due to rounding.

## What Can We Learn From Comparing Transfer-Bound Students at Different Points along the Transfer Continuum?

Comparing transfer achievers with students who are at or near the gate offers additional insight into potential levers for strengthening transfer in CLPCCD. Looking at the data by different characteristics allows us to see which groups may be more or less likely to remain at different points along the transfer continuum compared to those who did transfer. We highlight key findings from these comparisons below.

### GENDER DIFFERENCES

Female and male students achieved transfer at identical rates (72% each). In the RP Group's systemwide study, rates were 66% for females and 67% for males (see Table 19).

Table 19. Distribution of Transfer Status by Gender, 2014-2020 - District

Gender	Near the Gate		At the Gate		Transfer Achievers		Total
	%	#	%	#	%	#	#
<b>Female</b>	10.6%	827	12.2%	953	77.2%	6,011	7,791
<b>Male</b>	11.7%	761	11.1%	721	77.2%	5,005	6,487
<b>Unknown</b>	9.3%	8	12.8%	11	77.9%	67	86
<b>Total</b>	<b>11.1%</b>	<b>1,596</b>	<b>11.7%</b>	<b>1,685</b>	<b>77.2%</b>	<b>11,083</b>	<b>14,364</b>

Note: Percentages may not total 100% due to rounding.

## RACE/ETHNICITY DIFFERENCES

When examining proportions of students in each of the transfer groups by race/ethnicity, the data notably showed that across CLPCCD (See Table 20):

- Asian-American students represented the largest proportion of high-leverage students who achieved transfer (83% compared to 77% overall) and the lowest percentage of students who remained near the gate (7% compared to 11% overall). This result is in contrast to the RP Group’s systemwide study, which found that African-Americans represented the largest proportion of students who achieved transfer, though CLPCCD’s African-American students were the second most likely racial/ethnic group to achieve transfer (81%).
- Conversely, students of unknown race/ethnicity followed by Native American/Alaska Native students at CLPCCD were least likely to make it through the transfer gate (transferring at rates of 61% and 62%, respectively) and most likely to remain near the gate (24% for Native American/Alaska Native students and 24% for students of unknown race/ethnicity). In comparison, the RP Group’s systemwide study found that Latinx students were least likely to make it through the transfer gate (transferring at a rate of 62% compared to 67% overall).<sup>14</sup>

*Table 20. Distribution of Transfer Status by Race/Ethnicity, 2014-2020 - District*

Race/Ethnicity	Near the Gate		At the Gate		Transfer Achievers		Total
	%	#	%	#	%	#	#
<b>African American</b>	12.6%	144	6.7%	76	80.7%	922	1,142
<b>Asian American</b>	7.2%	169	10.3%	242	82.6%	1,949	2,360
<b>Filipino</b>	8.3%	87	15.7%	165	76.1%	801	1,053
<b>Latinx</b>	12.7%	544	13.7%	588	73.6%	3,160	4,292
<b>Native American/ Alaska Native</b>	23.5%	8	14.7%	5	61.8%	21	34
<b>Pacific Islander</b>	11.8%	20	11.8%	20	76.5%	130	170
<b>Two or More Races</b>	8.8%	94	10.8%	116	80.4%	863	1,073
<b>Unknown</b>	24.0%	31	14.7%	19	61.2%	79	129
<b>White</b>	12.1%	499	11.0%	454	76.8%	3,158	4,111
<b>Total</b>	11.1%	1,596	11.7%	1,685	77.1%	11,083	14,364

Note: Percentages may not total 100% due to rounding.

<sup>14</sup> While not presented here, some inter-college differences in the racial/ethnic breakdown of transfer achievers exist and are presented in the individual college sections (See Tables in the Appendix B).

## DIFFERENCES BY GENDER AND RACE/ETHNICITY

Lastly, this report looks at the distribution across the three transfer statuses by students' gender and race/ethnicity. **Overall, across CLPCCD, the data do not reveal any gender differences across race/ethnicity.** Similar to the findings above, among both males (83%) and females, (82%), Asian-American students represented the largest proportion of students who made it through the gate, while both male and female students of unknown race/ethnicity exhibited lower proportions of students who made it through the gate (see Table 21).

*Table 21. Distribution of Transfer Status by Gender and Race/Ethnicity, 2014-2020 - District*

Gender and Race/Ethnicity	Near the Gate		At the Gate		Transfer Achievers		Total
	%	#	%	#	%	#	#
<b>Male</b>							
African American	12.9%	54	6.5%	27	80.6%	337	418
Asian American	7.5%	90	9.4%	113	83.0%	994	1,197
Filipino	9.2%	48	16.8%	88	74.0%	387	523
Latinx	13.2%	229	12.6%	219	74.1%	1,285	1,733
Native American/ Alaska Native	20.0%	2	10.0%	1	70.0%	7	10
Pacific Islander	15.4%	10	9.2%	6	75.4%	49	65
Two or More Races	9.3%	46	9.8%	48	80.9%	398	492
Unknown	26.3%	15	17.5%	10	56.1%	32	57
White	13.4%	267	10.5%	209	76.1%	1,516	1,992
<b>Total Male</b>	<b>11.7%</b>	<b>761</b>	<b>11.1%</b>	<b>721</b>	<b>77.2%</b>	<b>5,005</b>	<b>6,487</b>
<b>Female</b>							
African American	12.4%	89	6.8%	49	80.8%	582	720
Asian American	6.7%	77	11.1%	127	82.2%	942	1,146
Filipino	7.5%	39	14.3%	75	78.2%	409	523
Latinx	12.4%	315	14.4%	366	73.2%	1,860	2,541
Native American/ Alaska Native	21.7%	5	17.4%	4	60.9%	14	23
Pacific Islander	9.6%	10	13.5%	14	76.9%	80	104
Two or More Races	8.1%	47	11.8%	68	80.1%	462	577
Unknown	20.9%	14	11.9%	8	67.2%	45	67
White	11.1%	231	11.6%	242	77.4%	1,617	2,090
<b>Total Female</b>	<b>10.6%</b>	<b>827</b>	<b>12.2%</b>	<b>953</b>	<b>77.2%</b>	<b>6,011</b>	<b>7,791</b>

Notes: The total number of students in each transfer status and overall in this table do not match the total number of students in other tables describing these respective groups because of 242 students designated with unknown gender. Percentages may not total 100% due to rounding.

## Limitations

One key limitation to this research is the challenge surrounding accurately identifying students who are on a transfer pathway – a common challenge in transfer research (Radwin & Horn, 2016). One way to identify students is through their stated educational goal. However, the disadvantage to this approach is the timeliness and accuracy of this information when students begin their journey at an institution. This study leverages existing definitions for identifying students who show intent to transfer, based on their enrollment history.

Related to students' enrollment history is the challenge of accurately flagging courses students have taken that fulfill specific university requirements. The study utilizes a general course attribute that simply denotes whether the course is transferable to the University of California or California State University and not whether the course meets the requirements for transfer into a specific program or major at the university. Finally, for students identified as near- or at-the-gate, university application data were not available to determine whether these students applied, but either did not get accepted to a university or got accepted and decided not to attend.

## Opportunities

The majority of students within CLPCCD who become transfer ready or prepared do wind up transferring. This finding should be celebrated. However, what cannot be overlooked is that nearly one out of every four seemingly transfer-motivated students are not receiving the support they need to cross this threshold. It is critical to better understand:

*What is uniquely holding back certain demographic student groups at the gate from making the transition to a university, despite their evident readiness for transfer?*

*How can we support these students in taking the next step in their journey to a baccalaureate degree?*

Students who are **at the transfer gate** have clearly put in the time and effort required to make it this far on the transfer path. Yet, they do not necessarily reap the reward of this persistence. In this sample of seemingly transfer-motivated CLPCCD students, **1,305 students remain at the transfer gate, despite achieving an AD-T or transfer-ready status**—a significant number of students who, in a recent five-year period, could have made the transition to a university and achieved their bachelor's degree. The vast majority (85% of CLPCCD students) at the transfer gate became **eligible for transfer by achieving transfer-ready status, rather than completing an AD-T**. We must ask:

*What more can we do to help students get on established AD-T paths, as appropriate to their major and a region?*



Further, not only did these students stop short of transferring, **a quarter left CLPCCD without a college credential.**

*How can we help these students secure a college credential that signals the hard work and preparation they have achieved to this point?*

*What information and supports do these students need to complete the transition to a university?*

Students who are **near the transfer gate** also show a dedication to transfer as shown through their completion of 60 or more transferable units and maintenance of a 2.0 GPA. At the same time, completion of the math and English coursework required for transfer, especially math, appears to impede the movement of these students to a baccalaureate institution. When looking at how these academic requirements impacted students' progress to transfer, just as was found in the original systemwide RP Group study, **math emerged as the biggest obstacle in the road.** With the implementation of Assembly Bill (AB) 705, it will be important to track how placement reforms across the district impacts transfer success. The question remains:

*Will the implementation of AB 705 reduce the proportion of near-the-gate students, thereby getting more students closer to and through the transfer gate?*

Lastly, it is important to acknowledge where students' journeys differed among demographic groups.

In general, males and females achieved transfer at similar rates. However, when it comes to obstacles in their transfer journeys, the most notable gender difference was that, among near the gate students, males were more likely to be missing both math and English, while females were more likely to be missing only math.

A larger number of differences in success of high-leverage students emerged when examining the data by race/ethnicity. Across CLPCCD, Asian-American and African-American students as well as students of two or more races represented the largest proportion of high-leverage students who achieved transfer, while students of unknown race/ethnicity and Native American/Alaska Native students were most likely to remain near the gate. However, as patterns differed somewhat by college, we encourage further exploration at the college-level to help identify and scale practices that may account for these differences.

As CLPCCD moves forward, the following key findings from this report warrant further exploration:

- Not all racial/ethnic groups achieved transfer at the same rate. Asian-American and African-American students as well as students of two or more races were more likely than students from other racial/ethnic groups to achieve transfer. Where relatively high transfer successes are found, it is important to attempt to identify potential practices

that may be contributing to those outcomes and can be adapted with other groups.

- Of the three high-leverage transfer categories, a larger proportion of race/ethnicity unknown identifications were found in the near-the-gate group relative to the at-the-gate and transfer achiever group. This finding may need to be unpacked to understand why that may be the case.
- Half of students who were near the gate were missing transfer-level math, with the likelihood being higher among females and students who exited without any credentials. With the implementation of AB 705, there may be increased opportunities for students to complete transfer-level English and math requirements sooner, therefore, it will be important to track what impact the removal of barriers to access will have on students' progression to completion. It is also critical to identify the necessary supports students need to complete their english and math requirements and make progress towards completion.
- At-the-gate students were more likely to be transfer ready (without an AD-T) than to have earned an AD-T. However, the majority of AD-T earners at CLPCCD eventually transfer. For students who are transfer ready, auditing their coursework to determine if they are eligible for a degree and/or identify the specific courses they may be missing could proactively boost their rates of completion similar to students who earned an AD-T.

Overall, we must ask:

*What can we learn from different student groups' persistence that might inform supports to other populations?*

*Conversely, what supports are required to help certain student groups overcome some of the unique barriers they face to transfer to a university?*

*How can we help students who have made significant progress toward a bachelor's degree secure the credentials that will inevitably boost their social and economic wellbeing?*

The entire population in this report's sample displayed the determination and academic ability to transfer, yet many did not achieve this critical milestone. The more that can be understood about the experiences of students as they navigate their transfer pathways, the better policies and practices can be tailored to maximize the likelihood of these students' ultimate success.

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# Appendix A: Detailed Methodology for Samples

The following provides a description of the two sample populations (Main and NTG Progression) derived in the report.

## Main Sample

The main sample for this study was created by merging together four data files provided by CLPCCD:

- Course enrollment file,
- Student file,
- Award file, and
- Transfer file from the National Student Clearinghouse.

The data provided from CLPCCD included data from summer 1994 to spring 2020 and had records for 94,883 students.

Included in the “Main Sample” are all CLPCCD students who were enrolled between summer 2014 to spring 2020 and met both of the following criteria:

1. First credit course enrollment at CLPCCD was at least six years prior to their summer 2014 to spring 2020 enrollment, and
2. Completed at least 12 transferable units in the district.

Based on these criteria, the resulting sample included 23,943 students from CLPCCD who were then mapped along the transfer continuum **based on their highest level of achievement in the transfer continuum**. For example, students identified as a transfer achiever may have met all the criteria to be flagged as at the gate (ATG) or near the gate (NTG), but if students successfully transferred within this timeframe, they are only flagged as a transfer achiever in the data file.

1. Transfer Achievers = Students who enrolled at a transfer institution after being enrolled at the district based on their National Student Clearinghouse record
2. ATG students = Students who have not transferred and have successfully completed 60+ transferable units, earned a cumulative 2.0+ GPA, and earned a C or higher in transfer-level math and English; OR earned an AD-T
3. NTG students = Students who have not transferred and have successfully completed 60+ transferable units, earned a cumulative 2.0+ GPA, but have not successfully completed both their transfer-level math and English requirements.
4. Momentum students = Students who have not transferred and have earned between 45 to 60 transferable units and earned a cumulative 2.0+ GPA
5. Explorers = Students who have not transferred and have earned between 12 to 45 transferable units

Using a recent snapshot allows the district to take immediate action and use these data to reach out to high-leverage students to offer support.

Note: For college-level analyses where there were students who swirled between the two colleges, the samples for each college do not include duplicate student counts. CLPCCD students were assigned to a college based on where they completed the most transferable units. If a student completed the same number of transferable units at each college, the student's initial enrollment was used to assign a college.

## Near-the-Gate Progression Sample

Included in the "NTG Progression Sample" are all CLPCCD students from the entire data set provided (summer 1994 to spring 2020) who met both of the following criteria:

- First term at the district was between summer 2010 to spring 2020, and
- Had achieved NTG status

Based on these criteria, 9,857 CLPCCD students were in the NTG Progression Sample.

The NTG Progression Sample provides a snapshot of what the progression to transfer looks like for first-time students who reached NTG status. The NTG Progression Sample is not restricted by when students were enrolled and captures outcomes from their first term through spring 2020. Naturally, more recent cohorts will not have had the same amount of time as older cohorts to have transferred, so only including 2014-15 and comparing their progression to a 2019-20 cohort would not provide an accurate portrayal. We therefore expanded the cohorts to include students from 2010-11.

The NTG Progression analysis then zeroed in on only NTG students who achieve transfer. The cohorts are redefined from being "first term in the district" to "first arrived NTG." This analysis shows when students first arrive at NTG status and then how long it takes them to achieve transfer after that. This analysis can help inform the district where the main intervention points should be for reaching out to NTG students in order to ensure their transfer success.

## Appendix B: Study Sample Student Characteristics and Region

B1. Distribution of Students Who Demonstrated Behavioral Intent to Transfer by Gender, 2014-2020 - *District*

Gender	Transfer Explorers		Momentum Students		Near the Gate Students		At the Gate Students		Transfer Achievers		Total
	%	#	%	#	%	#	%	#	%	#	#
Female	30.8%	3,997	9.2%	1,196	6.4%	827	7.3%	953	46.3%	6,011	12,984
Male	30.8%	3,323	9.2%	990	7.0%	761	6.7%	721	46.3%	5,005	10,800
Unknown	38.4%	61	7.5%	12	5.0%	8	6.9%	11	42.1%	67	159
<b>Total</b>	<b>30.8%</b>	<b>7,381</b>	<b>9.2%</b>	<b>2,198</b>	<b>6.7%</b>	<b>1,596</b>	<b>7.0%</b>	<b>1,685</b>	<b>46.3%</b>	<b>11,083</b>	<b>23,943</b>

B1C. Distribution of Students Who Demonstrated Behavioral Intent to Transfer by Gender, 2014-2020 - *Chabot*

Gender	Transfer Explorers		Momentum Students		Near the Gate Students		At the Gate Students		Transfer Achievers		Total
	%	#	%	#	%	#	%	#	%	#	#
Female	32.3%	2,630	9.6%	783	7.1%	579	7.3%	594	43.7%	3,566	8,152
Male	31.5%	1,954	9.3%	579	7.7%	475	6.9%	425	44.6%	2,766	6,199
Unknown	35.6%	32	12.2%	11	5.6%	5	3.3%	3	43.3%	39	90
<b>Total</b>	<b>32.0%</b>	<b>4,616</b>	<b>9.5%</b>	<b>1,373</b>	<b>7.3%</b>	<b>1,059</b>	<b>7.1%</b>	<b>1,022</b>	<b>44.1%</b>	<b>6,371</b>	<b>14,441</b>

B1LP. Distribution of Students Who Demonstrated Behavioral Intent to Transfer by Gender, 2014-2020 – *Las Positas*

Gender	Transfer Explorers		Momentum Students		Near the Gate Students		At the Gate Students		Transfer Achievers		Total
	%	#	%	#	%	#	%	#	%	#	#
Female	28.3%	1,367	8.5%	413	5.1%	248	7.4%	359	50.6%	2,445	4,832
Male	29.8%	1,369	8.9%	411	6.2%	286	6.4%	296	48.7%	2,239	4,601
Unknown	42.0%	29	1.4%	1	4.3%	3	11.6%	8	40.6%	28	69
<b>Total</b>	<b>29.1%</b>	<b>2,765</b>	<b>8.7%</b>	<b>825</b>	<b>5.7%</b>	<b>537</b>	<b>7.0%</b>	<b>663</b>	<b>49.6%</b>	<b>4,712</b>	<b>9,502</b>

## B2. Distribution of Students Who Demonstrated Behavioral Intent to Transfer by Race/Ethnicity, 2014-2020 – District

Race/Ethnicity	Transfer Explorers		Momentum Students		Near the Gate Students		At the Gate Students		Transfer Achievers		Total
	%	#	%	#	%	#	%	#	%	#	#
<b>African-American</b>	36.1%	753	9.1%	189	6.9%	144	3.6%	76	44.2%	922	2,084
<b>Asian-American</b>	20.2%	655	6.9%	222	5.2%	169	7.5%	242	60.2%	1,949	3,237
<b>Filipino</b>	26.7%	440	9.4%	155	5.3%	87	10.0%	165	48.6%	801	1,648
<b>Latinx</b>	36.3%	2,905	10.1%	805	6.8%	544	7.3%	588	39.5%	3,160	8,002
<b>Native American/ Alaska Native</b>	23.5%	12	9.8%	5	15.7%	8	9.8%	5	41.2%	21	51
<b>Pacific Islander</b>	34.5%	102	8.1%	24	6.8%	20	6.8%	20	43.9%	130	296
<b>Two or More Races</b>	29.8%	517	8.3%	143	5.4%	94	6.7%	116	49.8%	863	1,733
<b>Unknown</b>	30.2%	68	12.4%	28	13.8%	31	8.4%	19	35.1%	79	225
<b>White</b>	28.9%	1,929	9.4%	627	7.5%	499	6.8%	454	47.4%	3,158	6,667
<b>Total</b>	30.8%	7,381	9.2%	2,198	6.7%	1,596	7.0%	1,685	46.3%	11,083	23,943

## B2C. Distribution of Students Who Demonstrated Behavioral Intent to Transfer by Race/Ethnicity, 2014-2020 – Chabot

Race/Ethnicity	Transfer Explorers		Momentum Students		Near the Gate Students		At the Gate Students		Transfer Achievers		Total
	%	#	%	#	%	#	%	#	%	#	#
<b>African-American</b>	36.5%	645	9.1%	160	7.1%	125	3.8%	67	43.5%	769	1,766
<b>Asian-American</b>	20.3%	461	7.5%	169	6.0%	136	7.6%	172	58.6%	1,329	2,267
<b>Filipino</b>	26.7%	340	9.6%	122	5.7%	73	10.5%	133	47.5%	604	1,272
<b>Latinx</b>	36.5%	1,970	10.5%	565	7.5%	406	7.5%	405	38.0%	2,052	5,398
<b>Native American/ Alaska Native</b>	14.7%	5	5.9%	2	17.6%	6	8.8%	3	52.9%	18	34
<b>Pacific Islander</b>	32.7%	82	8.4%	21	6.0%	15	7.2%	18	45.8%	115	251
<b>Two or More Races</b>	32.6%	335	8.6%	88	5.7%	59	6.8%	70	46.3%	475	1,027
<b>Unknown</b>	30.3%	40	14.4%	19	14.4%	19	6.1%	8	34.8%	46	132
<b>White</b>	32.2%	738	9.9%	227	9.6%	220	6.4%	146	42.0%	963	2,294
<b>Total</b>	32.0%	4,616	9.5%	1,373	7.3%	1,059	7.1%	1,022	44.1%	6,371	14,441



B2LP. Distribution of Students Who Demonstrated Behavioral Intent to Transfer by Race/Ethnicity, 2014-2020 – Las Positas

Race/Ethnicity	Transfer Explorers		Momentum Students		Near the Gate Students		At the Gate Students		Transfer Achievers		Total
	%	#	%	#	%	#	%	#	%	#	#
<b>African-American</b>	34.0%	108	9.1%	29	6.0%	19	2.8%	9	48.1%	153	318
<b>Asian-American</b>	20.0%	194	5.5%	53	3.4%	33	7.2%	70	63.9%	620	970
<b>Filipino</b>	26.6%	100	8.8%	33	3.7%	14	8.5%	32	52.4%	197	376
<b>Latinx</b>	35.9%	935	9.2%	240	5.3%	138	7.0%	183	42.5%	1,108	2,604
<b>Native American/ Alaska Native</b>	41.2%	7	17.6%	3	11.8%	2	11.8%	2	17.6%	3	17
<b>Pacific Islander</b>	44.4%	20	6.7%	3	11.1%	5	4.4%	2	33.3%	15	45
<b>Two or More Races</b>	25.8%	182	7.8%	55	5.0%	35	6.5%	46	55.0%	388	706
<b>Unknown</b>	30.1%	28	9.7%	9	12.9%	12	11.8%	11	35.5%	33	93
<b>White</b>	27.2%	1,191	9.1%	400	6.4%	279	7.0%	308	50.2%	2,195	4,373
<b>Total</b>	29.1%	2,765	8.7%	825	5.7%	537	7.0%	663	49.6%	4,712	9,502

B3. Distribution of Students Who Demonstrated Behavioral Intent to Transfer by Gender and Race/Ethnicity, 2014-2020 - District

Gender and Race/Ethnicity	Transfer Explorers		Momentum Students		Near the Gate Students		At the Gate Students		Transfer Achievers		Total
	%	#	%	#	%	#	%	#	%	#	#
<b>Male</b>											
African American	36.3%	278	9.0%	69	7.1%	54	3.5%	27	44.1%	337	765
Asian American	19.5%	319	7.2%	117	5.5%	90	6.9%	113	60.9%	994	1,633
Filipino	28.8%	241	8.7%	73	5.7%	48	10.5%	88	46.2%	387	837
Latinx	36.7%	1,197	10.3%	335	7.0%	229	6.7%	219	39.4%	1285	3,265
Native American/ Alaska Native	27.8%	5	16.7%	3	11.1%	2	5.6%	1	38.9%	7	18
Pacific Islander	40.9%	52	7.9%	10	7.9%	10	4.7%	6	38.6%	49	127
Two or More Races	29.1%	232	9.0%	72	5.8%	46	6.0%	48	50.0%	398	796
Unknown	30.6%	30	11.2%	11	15.3%	15	10.2%	10	32.7%	32	98
White	29.7%	969	9.2%	300	8.2%	267	6.4%	209	46.5%	1516	3,261
<b>Total Male</b>	<b>30.8%</b>	<b>3,323</b>	<b>9.2%</b>	<b>990</b>	<b>7.0%</b>	<b>761</b>	<b>6.7%</b>	<b>721</b>	<b>46.3%</b>	<b>5005</b>	<b>10,800</b>
<b>Female</b>											
African American	35.9%	471	9.2%	120	6.8%	89	3.7%	49	44.4%	582	1,311
Asian American	20.9%	329	6.4%	101	4.9%	77	8.1%	127	59.8%	942	1,576
Filipino	24.8%	199	10.0%	80	4.9%	39	9.4%	75	51.0%	409	802
Latinx	35.9%	1,682	10.0%	468	6.7%	315	7.8%	366	39.7%	1860	4,691
Native American/ Alaska Native	21.9%	7	6.3%	2	15.6%	5	12.5%	4	43.8%	14	32
Pacific Islander	29.8%	50	8.3%	14	6.0%	10	8.3%	14	47.6%	80	168
Two or More Races	30.1%	279	7.7%	71	5.1%	47	7.3%	68	49.8%	462	927
Unknown	27.9%	31	11.7%	13	12.6%	14	7.2%	8	40.5%	45	111
White	28.2%	949	9.7%	327	6.9%	231	7.2%	242	48.0%	1617	3,366
<b>Total Female</b>	<b>30.8%</b>	<b>3,997</b>	<b>9.2%</b>	<b>1,196</b>	<b>6.4%</b>	<b>827</b>	<b>7.3%</b>	<b>953</b>	<b>46.3%</b>	<b>6011</b>	<b>12,984</b>

B3C. Distribution of Students Who Demonstrated Behavioral Intent to Transfer by Gender and Race/Ethnicity, 2014-2020 - Chabot

Gender and Race/Ethnicity	Transfer Explorers		Momentum Students		Near the Gate Students		At the Gate Students		Transfer Achievers		Total
	%	#	%	#	%	#	%	#	%	#	#
<b>Male</b>											
African-American	37.0%	230	8.8%	55	7.7%	48	3.9%	24	42.6%	265	622
Asian-American	19.3%	218	7.5%	85	6.5%	73	6.6%	75	60.0%	677	1,128
Filipino	28.7%	182	8.8%	56	6.1%	39	11.5%	73	44.9%	285	635
Latinx	36.6%	777	10.7%	228	7.5%	160	7.2%	152	38.0%	807	2,124
Native American/ Alaska Native	27.3%	3	9.1%	1	9.1%	1	0.0%	0	54.5%	6	11
Pacific Islander	39.2%	40	8.8%	9	5.9%	6	4.9%	5	41.2%	42	102
Two or More Races	31.6%	139	8.6%	38	6.1%	27	6.4%	28	47.3%	208	440
Unknown	26.8%	15	12.5%	7	17.9%	10	7.1%	4	35.7%	20	56
White	32.4%	350	9.3%	100	10.3%	111	5.9%	64	42.2%	456	1,081
<b>Total Male</b>	<b>31.5%</b>	<b>1,954</b>	<b>9.3%</b>	<b>579</b>	<b>7.7%</b>	<b>475</b>	<b>6.9%</b>	<b>425</b>	<b>44.6%</b>	<b>2,766</b>	<b>6,199</b>
<b>Female</b>											
African-American	36.3%	413	9.2%	105	6.7%	76	3.8%	43	44.0%	501	1,138
Asian-American	21.3%	239	7.2%	81	5.4%	61	8.7%	97	57.3%	642	1,120
Filipino	25.0%	158	10.1%	64	5.4%	34	9.4%	59	50.1%	316	631
Latinx	36.3%	1,179	10.3%	335	7.6%	246	7.8%	252	38.1%	1,236	3,248
Native American/ Alaska Native	9.1%	2	4.5%	1	18.2%	4	13.6%	3	54.5%	12	22
Pacific Islander	28.2%	42	8.1%	12	6.0%	9	8.7%	13	49.0%	73	149
Two or More Races	33.0%	192	8.6%	50	5.5%	32	7.2%	42	45.6%	265	581
Unknown	32.4%	22	11.8%	8	11.8%	8	5.9%	4	38.2%	26	68
White	32.1%	383	10.6%	127	9.1%	109	6.8%	81	41.4%	495	1,195
<b>Total Female</b>	<b>32.3%</b>	<b>2,630</b>	<b>9.6%</b>	<b>783</b>	<b>7.1%</b>	<b>579</b>	<b>7.3%</b>	<b>594</b>	<b>43.7%</b>	<b>3,566</b>	<b>8,152</b>

B3LP. Distribution of Students Who Demonstrated Behavioral Intent to Transfer by Gender and Race/Ethnicity, 2014-2020 – *Las Positas*

Gender and Race/Ethnicity	Transfer Explorers		Momentum Students		Near the Gate Students		At the Gate Students		Transfer Achievers		Total
	%	#	%	#	%	#	%	#	%	#	#
<b>Male</b>											
African-American	33.6%	48	9.8%	14	4.2%	6	2.1%	3	50.3%	72	143
Asian-American	20.0%	101	6.3%	32	3.4%	17	7.5%	38	62.8%	317	505
Filipino	29.2%	59	8.4%	17	4.5%	9	7.4%	15	50.5%	102	202
Latinx	36.8%	420	9.4%	107	6.0%	69	5.9%	67	41.9%	478	1,141
Native American/ Alaska Native	28.6%	2	28.6%	2	14.3%	1	14.3%	1	14.3%	1	7
Pacific Islander	48.0%	12	4.0%	1	16.0%	4	4.0%	1	28.0%	7	25
Two or More Races	26.1%	93	9.6%	34	5.3%	19	5.6%	20	53.4%	190	356
Unknown	35.7%	15	9.5%	4	11.9%	5	14.3%	6	28.6%	12	42
White	28.4%	619	9.2%	200	7.2%	156	6.7%	145	48.6%	1,060	2,180
<b>Total Male</b>	<b>29.8%</b>	<b>1,369</b>	<b>8.9%</b>	<b>411</b>	<b>6.2%</b>	<b>286</b>	<b>6.4%</b>	<b>296</b>	<b>48.7%</b>	<b>2,239</b>	<b>4,601</b>
<b>Female</b>											
African-American	33.5%	58	8.7%	15	7.5%	13	3.5%	6	46.8%	81	173
Asian-American	19.7%	90	4.4%	20	3.5%	16	6.6%	30	65.8%	300	456
Filipino	24.0%	41	9.4%	16	2.9%	5	9.4%	16	54.4%	93	171
Latinx	34.9%	503	9.2%	133	4.8%	69	7.9%	114	43.2%	624	1,443
Native American/ Alaska Native	50.0%	5	10.0%	1	10.0%	1	10.0%	1	20.0%	2	10
Pacific Islander	42.1%	8	10.5%	2	5.3%	1	5.3%	1	36.8%	7	19
Two or More Races	25.1%	87	6.1%	21	4.3%	15	7.5%	26	56.9%	197	346
Unknown	20.9%	9	11.6%	5	14.0%	6	9.3%	4	44.2%	19	43
White	26.1%	566	9.2%	200	5.6%	122	7.4%	161	51.7%	1,122	2,171
<b>Total Female</b>	<b>28.3%</b>	<b>1,367</b>	<b>8.5%</b>	<b>413</b>	<b>5.1%</b>	<b>248</b>	<b>7.4%</b>	<b>359</b>	<b>50.6%</b>	<b>2,445</b>	<b>4,832</b>

# Appendix C: Transfer Rates for AD-T and Associate Degree Earners

## C1. Transfer Rate of Students Who Earned AD-Ts by Year - *District*

AD-T Completion Year	Transferred		Did Not Transfer		Total
	%	#	%	#	#
Prior to 2014	90.0%	54	10.0%	6	60
2014-15	87.7%	192	12.3%	27	219
2015-16	90.9%	339	9.1%	34	373
2016-17	93.0%	489	7.0%	37	526
2017-18	89.5%	604	10.5%	71	675
2018-19	86.6%	657	13.4%	102	759
2019-20	79.1%	706	20.9%	186	892
<b>Total</b>	<b>86.8%</b>	<b>3,041</b>	<b>13.2%</b>	<b>463</b>	<b>3,504</b>

## C1C. Transfer Rate of Students Who Earned AD-Ts by Year - *Chabot*

AD-T Completion Year	Transferred		Did Not Transfer		Total
	%	#	%	#	#
Prior to 2014	88.2%	45	11.8%	6	51
2014-15	87.2%	143	12.8%	21	164
2015-16	88.2%	202	11.8%	27	229
2016-17	92.3%	265	7.7%	22	287
2017-18	88.3%	325	11.7%	43	368
2018-19	86.4%	368	13.6%	58	426
2019-20	73.9%	345	26.1%	122	467
<b>Total</b>	<b>85.0%</b>	<b>1,693</b>	<b>15.0%</b>	<b>299</b>	<b>1,992</b>

## C1LP. Transfer Rate of Students Who Earned AD-Ts by Year - *Las Positas*

AD-T Completion Year	Transferred		Did Not Transfer		Total
	%	#	%	#	#
Prior to 2014	100.0%	9	0.0%	0	9
2014-15	89.1%	49	10.9%	6	55
2015-16	95.1%	137	4.9%	7	144
2016-17	93.7%	224	6.3%	15	239
2017-18	90.9%	279	9.1%	28	307
2018-19	86.8%	289	13.2%	44	333
2019-20	84.9%	361	15.1%	64	425
<b>Total</b>	<b>89.2%</b>	<b>1,348</b>	<b>10.8%</b>	<b>164</b>	<b>1,512</b>

### C2LP. Transfer Rate of Students Who Earned AA/AS Degrees by Year - *District*

AA/AS Completion Year	Transferred		Did Not Transfer		Total
	%	#	%	#	#
Prior to 2014	51.3%	1,252	48.7%	1,188	2,440
2014-15	49.5%	563	50.5%	575	1,138
2015-16	52.1%	511	47.9%	470	981
2016-17	48.5%	562	51.5%	596	1,158
2017-18	49.5%	563	50.5%	575	1,138
2018-19	46.4%	542	53.6%	626	1,168
2019-20	31.1%	367	68.9%	814	1,181
<b>Total</b>	<b>47.4%</b>	<b>4,360</b>	<b>52.6%</b>	<b>4,844</b>	<b>9,204</b>

### C2LP. Transfer Rate of Students Who Earned AA/AS Degrees by Year - *Chabot*

AA/AS Completion Year	Transferred		Did Not Transfer		Total
	%	#	%	#	#
Prior to 2014	49.6%	751	50.4%	762	1,513
2014-15	48.6%	329	51.4%	348	677
2015-16	53.2%	278	46.8%	245	523
2016-17	46.3%	321	53.7%	373	694
2017-18	49.4%	348	50.6%	357	705
2018-19	49.3%	355	50.7%	365	720
2019-20	33.8%	244	66.2%	478	722
<b>Total</b>	<b>47.3%</b>	<b>2,626</b>	<b>52.7%</b>	<b>2,928</b>	<b>5,554</b>

### C2LP. Transfer Rate of Students Who Earned AA/AS Degrees by Year – *Las Positas*

AA/AS Completion Year	Transferred		Did Not Transfer		Total
	%	#	%	#	#
Prior to 2014	54.1%	501	46.0%	426	927
2014-15	50.8%	234	49.2%	227	461
2015-16	50.9%	233	49.1%	225	458
2016-17	51.9%	241	48.1%	223	464
2017-18	49.7%	215	50.3%	218	433
2018-19	41.7%	187	58.3%	261	448
2019-20	26.8%	123	73.2%	336	459
<b>Total</b>	<b>47.5%</b>	<b>1,734</b>	<b>52.5%</b>	<b>1,916</b>	<b>3,650</b>

# The Research and Planning Group for California Community Colleges

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