

# Transfer-Level Gateway Completion Dashboard: Summer 2023 Updates



California  
Community  
Colleges



Multiple Measures  
Assessment Project

TheRPGroup

AUGUST 2023

## Introduction

The [Transfer-Level Gateway Completion Dashboard](#)<sup>1</sup> provides completion rates for transfer-level English, mathematics, and credit English as a Second Language courses, starting from students' first course enrollment in the discipline (whether at or below transfer level). The RP Group's Multiple Measures Assessment Project (MMAP) team collaborates with the California Community Colleges Chancellor's Office (CCCCO) to keep this dashboard current (see sidebar). This update provides an overview of changes made to the dashboard in summer 2023 and provides clarifications on the differences between the current and the prior dashboards.

### Multiple Measures Assessment Project (MMAP) Overview

This report was produced in partnership with The RP Group's Multiple Measures Assessment Project. The RP Group launched MMAP in 2014 to help advance developmental education reform in the California Community Colleges. MMAP now supports the California Community Colleges Chancellor's Office with AB 705 and AB 1705 implementation.

Learn more about AB 705, AB 1705, and MMAP at [www.rpgroup.org/mmap](http://www.rpgroup.org/mmap).

## Update Overview

The largest difference is the separation of ESL from the English and math outcomes. The latest version of the dashboard will not include ESL course outcomes as an option. Instead, a standalone dashboard will be published later in the year. The new ESL dashboard will include additional filters and disaggregation that were not previously available.

The new version of the Transfer-Level Gateway Completion Dashboard now includes data through the 2021-2022 academic year. To keep the number of years displayed to 10, we removed the 2011-2012 cohort.

A new filter was added to the latest version to increase the accuracy of transfer-level gateway courses included in the throughput calculation. The data used to populate the

---

<sup>1</sup> <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/transfer-level-dashboard>

dashboard are provided to the MMAP team by EdResults Partnership’s Cal-PASS Plus data system. The latest file provided by Cal-PASS Plus included (for the first time) a key variable that helps identify transfer-level courses within the Chancellor’s Office Management Information System (COMIS), which is the field known as [CB05: Course Transfer Status](#).<sup>2</sup> CB05 indicates if a course transfers to the University of California (UC) and/or California State University (CSU) systems. This field is important to verify that a course is in fact transferable, and therefore, only the transfer-level English or math course is being used as the outcome in the throughput calculations.

Prior to summer 2023, the team relied upon the [CB21: Course Prior to College Level](#)<sup>3</sup> code of “Y” (not prior to college level) to identify transfer-level courses. Filtering only on CB21 = Y resulted in the inclusion of transfer-level gateway courses that were not prior to college level (i.e., degree applicable but nontransferable), but that may not be transferable. For example, intermediate algebra courses at some colleges are degree applicable, but do not meet transfer requirements. An additional example would be English Reading and Writing Skills courses, which are also degree applicable but not transferable. Using CB05 in combination with CB21 increases the accuracy of the dashboard and ensures that the courses included in the throughput calculation are in fact, transfer-level courses.

One other update made by the team is the inclusion of the First-Generation variable (following the same methodology of [SM 108](#)) for possible disaggregation. Users can apply this variable to identify disproportionate impacts for students whose parents or guardians never attended college or attained an associate degree or higher using the same methodology as SM 108.

It should be noted that each time the dashboard is updated, it includes a full update of all years in the dashboard rather than simply the addition of data from the latest year. This approach is taken as there are differences each year in the file received from EdResults based on colleges resubmitting their data from prior years to ensure they are reporting the most complete and accurate data to the Chancellor’s Office.

## Version Comparisons

The following tables provide clarification on the differences between the dashboard that displayed data through 2020-2021 (published in spring 2022) with the version that includes data through 2021-2022 (posted in August 2023).

As Figure 1 shows, the trendline comparing the two versions of the dashboard – 2022 and 2023 – closely align for transfer-level English completion rates. Differences at the statewide

---

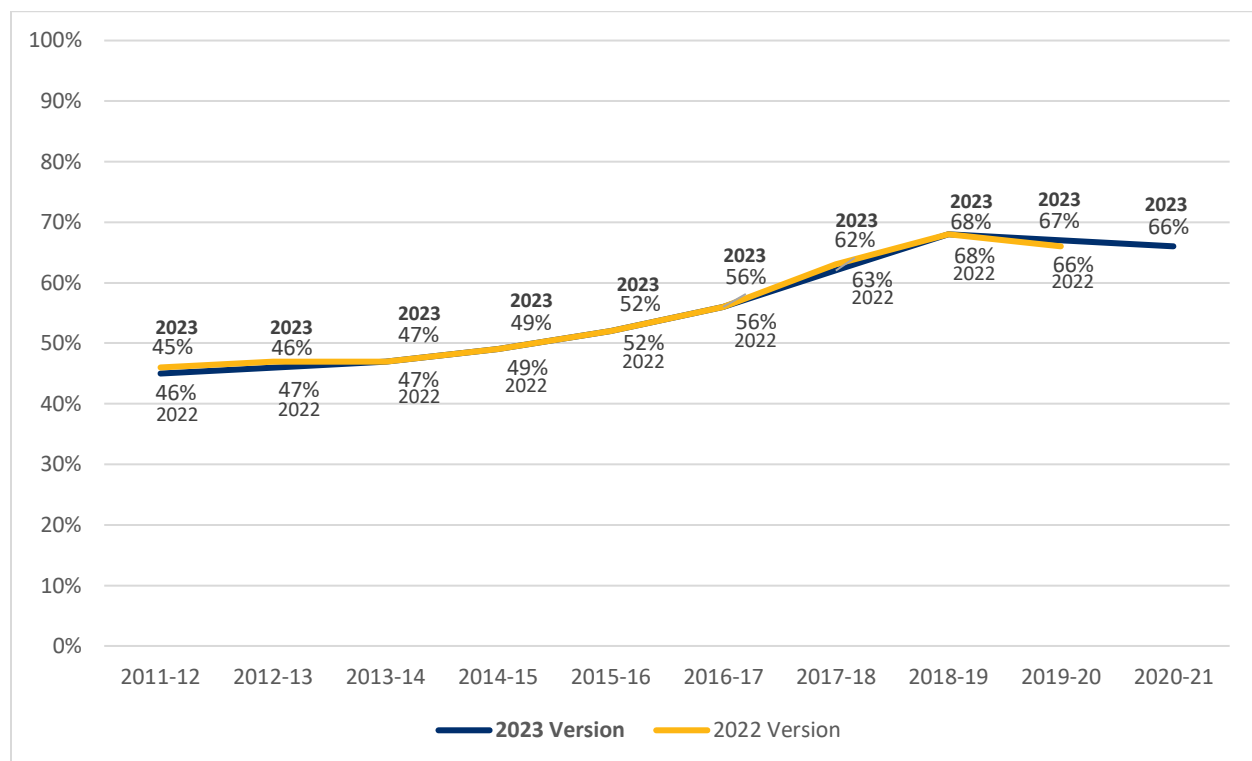
<sup>2</sup> <https://webdata.cccco.edu/ded/cb/cb05.pdf>

<sup>3</sup> <https://webdata.cccco.edu/ded/cb/cb21.pdf>

level do not vary more than one percentage point in any year. *Note that the 2022 version of the dashboard does not include the final data point stretching to 2021-2022, as that version ended with the 2020-2021 cohort, as such, is not displayed in any of the graphs that follow.*

When looking at the number of successful completions, the difference between the two versions varied from a low of 293 completions for the 2013-2014 cohort to a high of 5,909 completions for the 2020-2021 cohort. These differences represent between 0% to 0.06% of the total sample, which contained over 100,000 student records in any given cohort year.

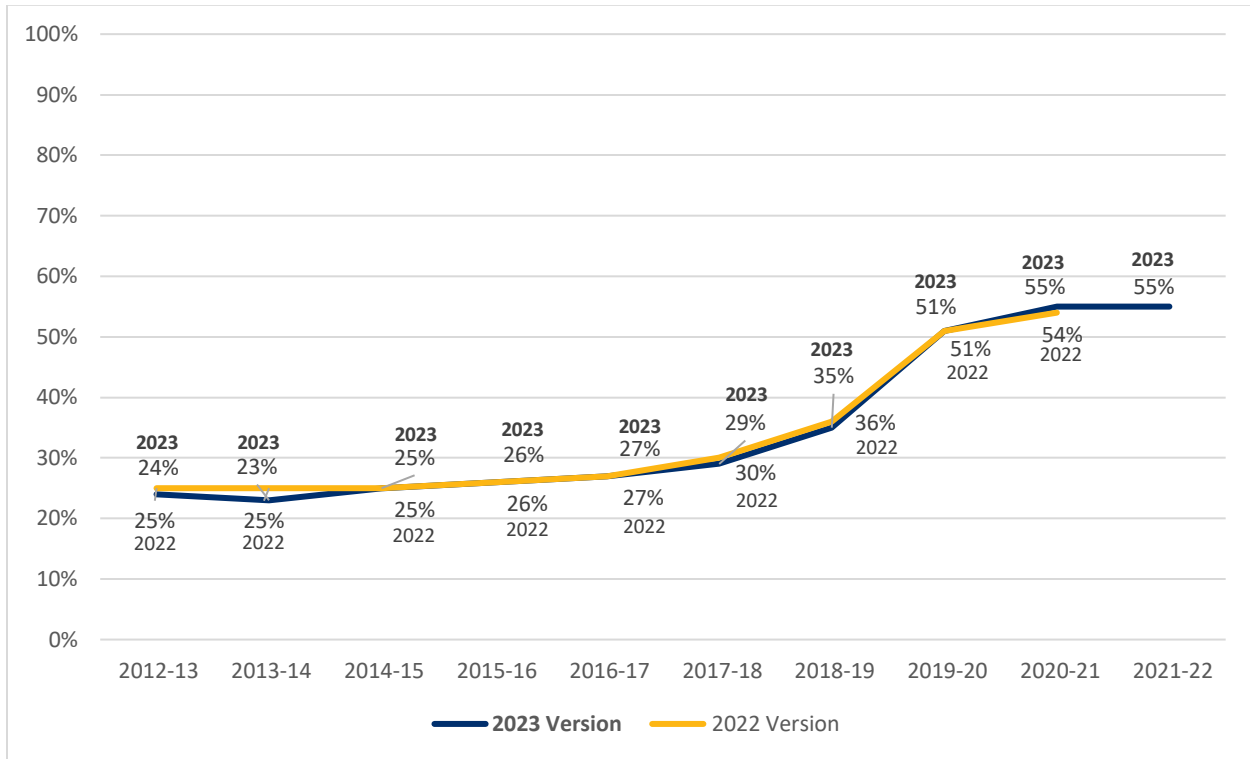
**Figure 1. Transfer-Level English Completion Rates, 2022 Dashboard Compared to 2023 Version**



Note: The data include statewide results for students enrolling in their first English course at any starting level in the fall term and tracked for one year to the completion of a transfer-level English course.

Figure 2 shows similar alignment between the two versions of the dashboard when focusing on transfer-level math completion rates. Rates vary by one percentage point or less, except for the 2013-2014 cohort, which varied by two percentage points. When looking at the differences between the two versions regarding completion counts for transfer-level math, the differences are somewhat higher than the differences in the English comparison, the differences in transfer-level math completion counts varied between a low of 1,049 in the 2018-2019 cohort to a high of 7,387 in the 2012-2013 cohort. The differences represent between 0.02% to 0.18% of the total population when considering the sample includes around 80,000 records.

**Figure 2. Transfer-Level Math Completion Rates, 2022 Dashboard Compared to 2023 Version**



Note: The data includes statewide results for students enrolling in their first Mathematics or quantitative reasoning course at any starting level in the fall term and tracked for one year to completion of a transfer-level Math course.

## Conclusion

Overall, the updated dashboard released in summer 2023 more accurately captures transfer-level courses with the addition of CB05 than prior versions of the dashboard by excluding courses that colleges may have coded as degree applicable but not transferable. This addition improves the likelihood that the English and math courses used as the outcome variable to calculate successful completion of a transfer-level course are in fact transferable courses. The differences between the two versions resulted in differences no greater than one percentage point for English outcomes and no more than two percentage points for math outcomes. In addition, the volume of completions was impacted by a difference equal to less than 1% of the total cohort in any given year. We are confident the differences in outcomes, though small, are balanced by the improved accuracy in the calculation of successful completion of transfer-level courses because it now includes only transfer-level English and math courses.