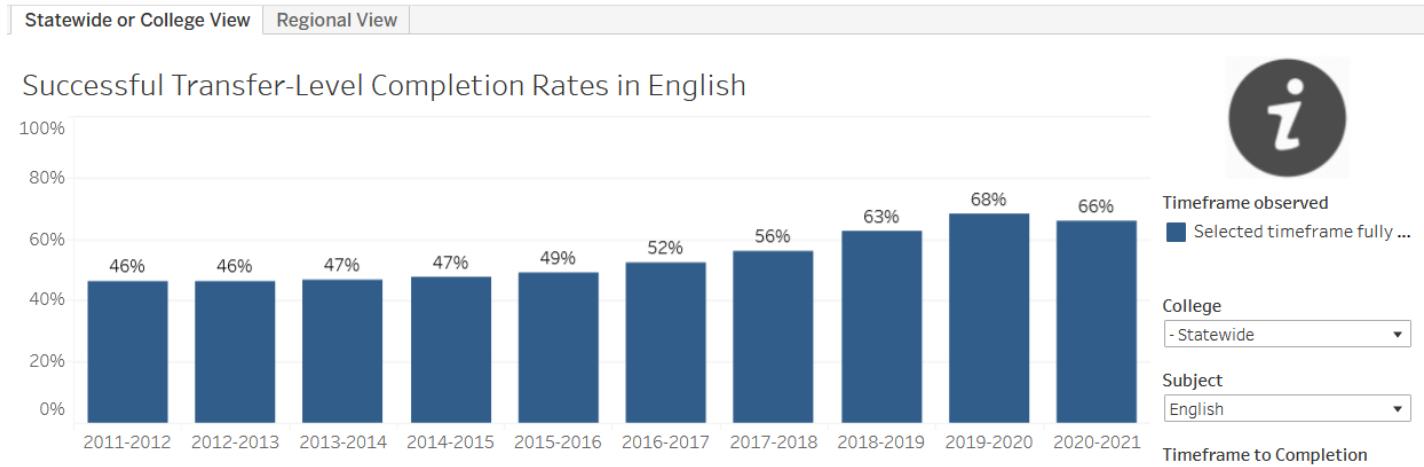


Transfer-Level Gateway Completion Dashboard, Fall 2022 Updates

Fall 2022 Update | www.rpgroup.org

The California Community Colleges Chancellor's Office released the [Transfer-Level Gateway Completion Dashboard](#) in 2020 to track changes in the completion of transfer-level English, math, and ESL spanning the past 10 years and recently updated it in September 2022 to include the fall 2020 cohort tracked through summer 2021.

The dashboard provides multiple views: a statewide or college view, and a regional view. The statewide or college view allows users to view transfer-level completions (percent) and completion rates (counts) across the state by individual college (see Figure 1).



Additional disaggregation options by various demographics are available, including high school grade point average, ethnicity, age, corequisite support, Disabled Students Programs and Services (DSPS), Extended Opportunities and Services (EOPS), foster youth, and Puente among others. When data disaggregation is selected, the dashboard displays the presence or absence of disproportionate impacts (DI) for the selected subgroup. Student groups who significantly perform below the average rate of all other groups are identified as DI using the Percentage Point Gap (PPG) method (see Figure 2).

English Transfer-Level Completion Rates: Disaggregated (PPG-1 methodology)

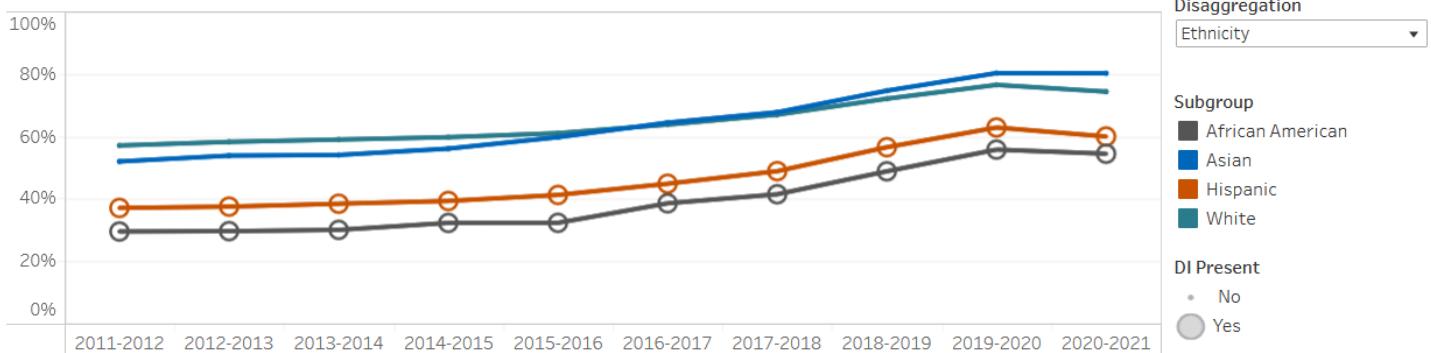


Figure 2. Sample Display of Disaggregated Data and Disproportionate Impact

The regional view displays transfer-level completions and completion rates with peers across a region or with individual colleges within the state that may be a more appropriate for comparison (see Figure 3). Data disaggregation is also available within the regional view.

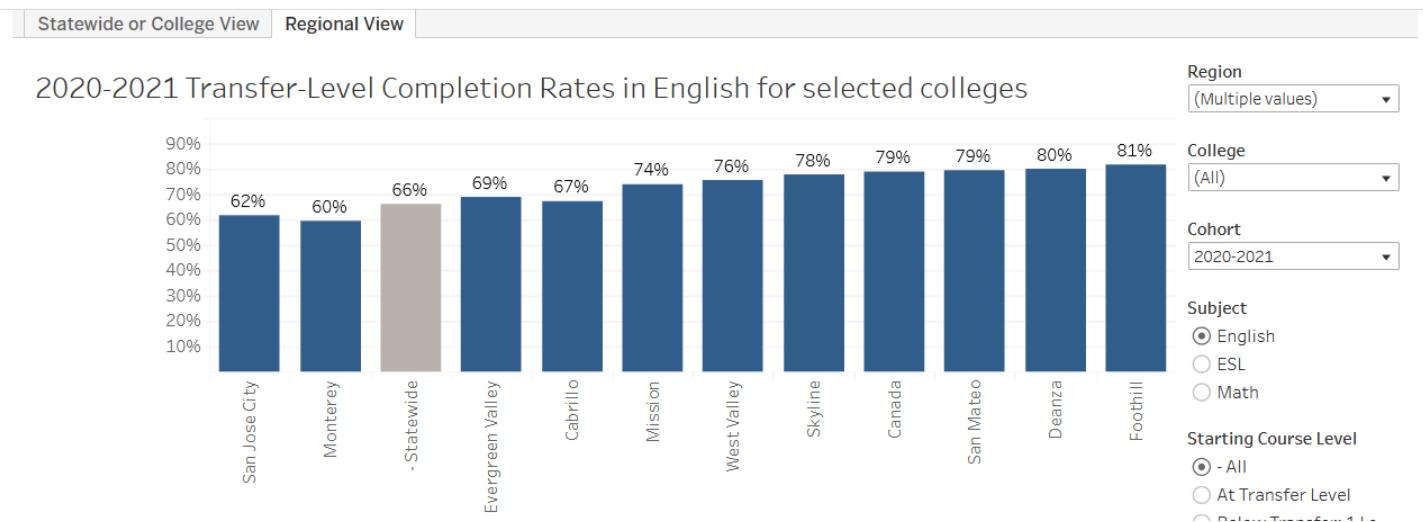


Figure 3. Sample Regional View

Equity gaps are also displayed within the regional view to provide comparisons to peer colleges that may experience lower rates of disproportionate impacts for particular student groups (see Figure 4).

2020-2021 Equity Gaps in English (PPG-1 methodology)

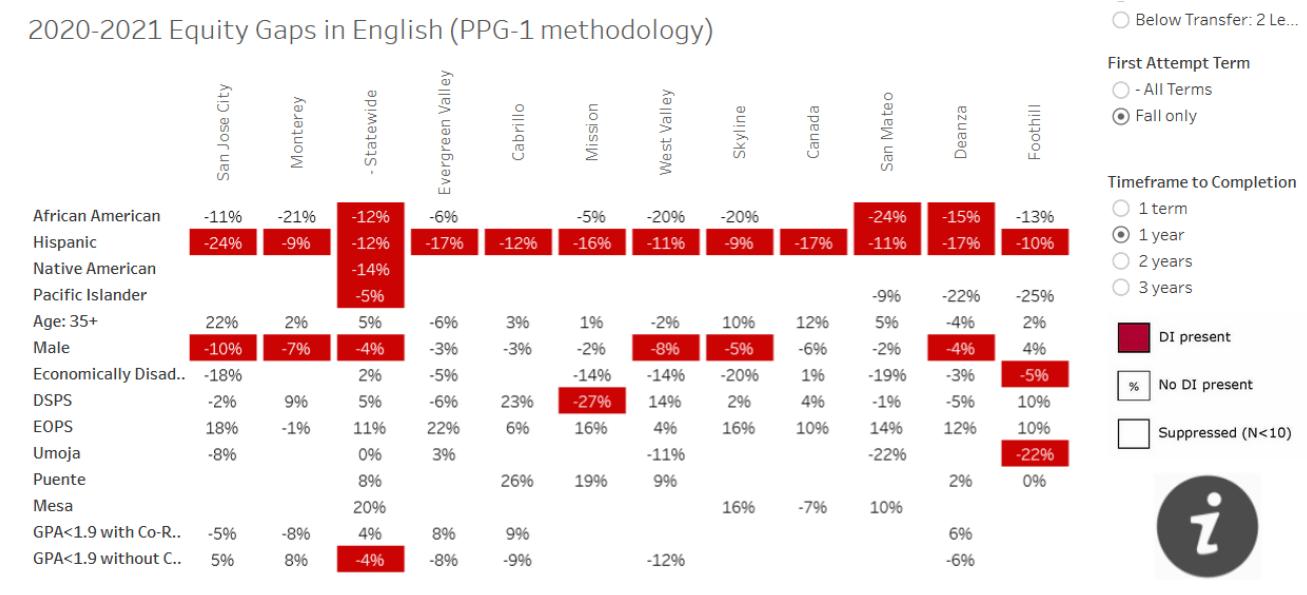


Figure 4. Sample Regional View, with Disproportionate Impacts

Further disaggregation is available to adjust the time-to-completion from one term to one year (default), two years, or three years to allow users to explore changes in completion rates based on varying timeframes. Users may also explore differences based on the starting level in which a student first enrolls in English, math, or ESL, at transfer level, one level below transfer level, two or more levels below transfer level, at transfer level, or all levels combined (default).

A newly added feature of this release allows users to explore differences in outcomes for students enrolled in corequisite support courses in the lowest high school grade point average band (based on the default placement rules) for English and math, further disaggregated by Science, Technology, Engineering and Math (STEM) math courses or Statistics, Liberal Arts Math (SLAM) math (see Figure 5).

Math Transfer-Level Completion Rates: Disaggregated (PPG-1 methodology)

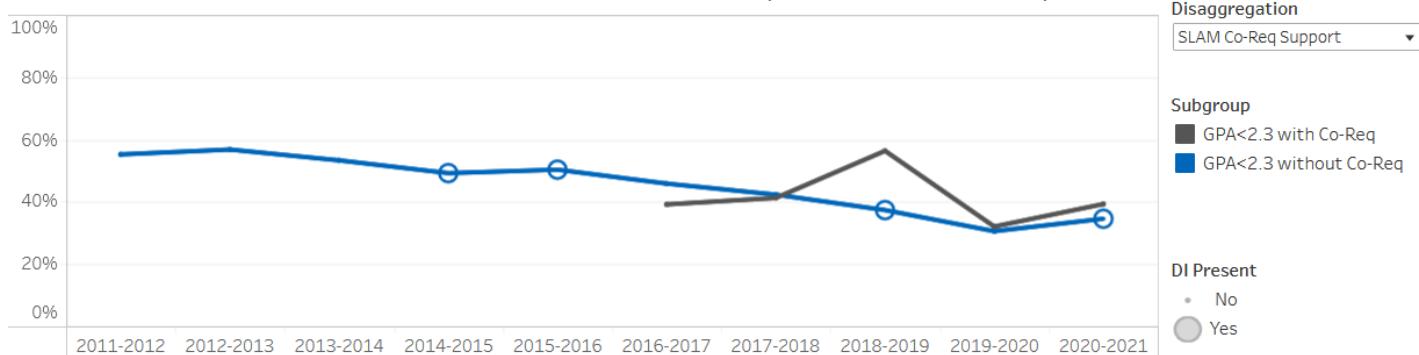


Figure 5. Sample Completion Rates with Disaggregation by Co-Requisite Support

Users can find additional information on the full methodology of the dashboard on the landing page.¹ Lastly, the current dashboard meets AB 1705 reporting requirements.

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