



California State University, Long Beach
Institutional Research and Assessment

The Persistent Achievement Gap: When and Why Underrepresented Minorities Fall Behind

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Why the Concern?

- We should want equal outcomes as well as equal access for all students
- The specter of “performance-based” funding has drawn attention to public university graduation rates
- The availability of online tools makes IPEDS data readily available
- The CSU Chancellor’s Office says so!



The Chancellor's Office Graduation Initiative

- Participation by all campuses is mandated
- Referred to at CSULB as the Highly Valued Degree Initiative (HVDI)
- Systemwide goals:
 - Raise freshmen 6-year graduation rates eight percent by 2016
 - Cut in half the existing gaps in degree attainment by under-represented minority (URM) students



The Chancellor's Office Graduation Initiative: Charge to the Campuses

- Requires campuses “to address graduation rates with a fresh perspective and a fresh commitment to achieving results and meeting our goals.”
- Campuses are being asked “to establish graduation targets comparable to the top quartile of national averages of similar institutions, and to close the URM achievement gap through a series of carefully planned activities.”



HVDI Cohorts

(Defined by Chancellor's Office)

- Under Represented Minorities (URM)
 - African Americans
 - Latinos/Latinas
 - Native American/Alaskan Natives
 - Two or more races with one of the above
- Non-Under Represented Minorities (Non-URM)
 - Whites/Caucasians
 - Asians/Pacific Islanders
 - Two or more consisting of combination of the above
- Excluded
 - Unknown or “decline to state”
 - Nonresident aliens



CSULB HVDI Graduation Rate Goals

- 58% for freshman (+12% from the baseline used by the Chancellor's Office; +4% from current rates)
- 54% for low income and underrepresented minority freshman (+14% from CO baseline; +8% from current rates)
- 77% for transfers (+8% from CO baseline; +8% from current rates)
- 77% for low income and underrepresented minority transfers, (+8% increase from CO baseline; +8% from current rates)



CSULB Past & Current Student Success Initiatives

- *Graduation Greenlight* programs that help students remain on track to meet all graduation requirements
- Strengthened mandatory advising programs starting with orientation
- Faculty mentoring programs in sciences and other fields
- Increased use of online instruction
- Learning communities such as *Beach Beginnings*, *Student Access to Science*, *Learning Alliance*
- Pre-baccalaureate support such as *Beach Learning Community*



CSULB Past & Current Student Success Initiatives (continued)

- African American and Latino support projects (*SAAB* and *Mi Casa Mi Universidad*)
- Curriculum innovations in math pre-baccalaureate and graduation writing instruction
- Innovative use of technology such as “smart classrooms and self-service degree audits
- Intensified and careful planning for student course needs, linked to budget allocation
- Streamlining of high-unit majors
- College based projects to support students with deans’ leadership



Highly Valued Degree Initiative Structure

- Five task forces comprised of faculty, staff, and students have been formed
 - Curriculum Pathways
 - Support Services
 - Advising
 - Faculty Development
 - Research & Evaluation



History of CSULB Freshmen Admissions

- CSULB declared “impacted” in fall 2002
- More restrictive admissions criteria established for non-local applicants
- Four admissions tiers established:
 - Local area (CSU minimum criteria)
 - Extended local area (slightly elevated criteria)
 - Substantially higher admissions criteria:
 - Remainder of CA applicants
 - Nonresidents (international & out-of-state)



History of CSULB Freshmen Admissions

- Fall 2001 (year before impaction)
 - 22,203 applications
 - 16,555 admitted (74.6%)
 - 4,517 enrolled
 - 27.3% of admits
 - 20.3% of applicants



History of CSULB Freshmen Admissions

- Fall 2002 (1st year of impaction)
 - 24,883 applications
 - 11,514 admitted (46.3%)
 - 3,040 enrolled
 - 26.4% of admits
 - 12.2% of applicants



Change in Freshmen Admissions Policy – Fall 2013

- Definition of local applicant redefined
- Second admissions tier eliminated
- Local applicants no longer admitted at CSU minimum criteria
- Admissions criteria for non-local students somewhat relaxed



Providing Useful Data Analyses

- Essential to provide interactive ability to be able to stratify data by:
 - Eligibility Index
 - “Pre-selected” NURM/URM cohorts
 - Gender
 - Remedial Need
 - Pell status
 - Admission tier
 - College, department, and program



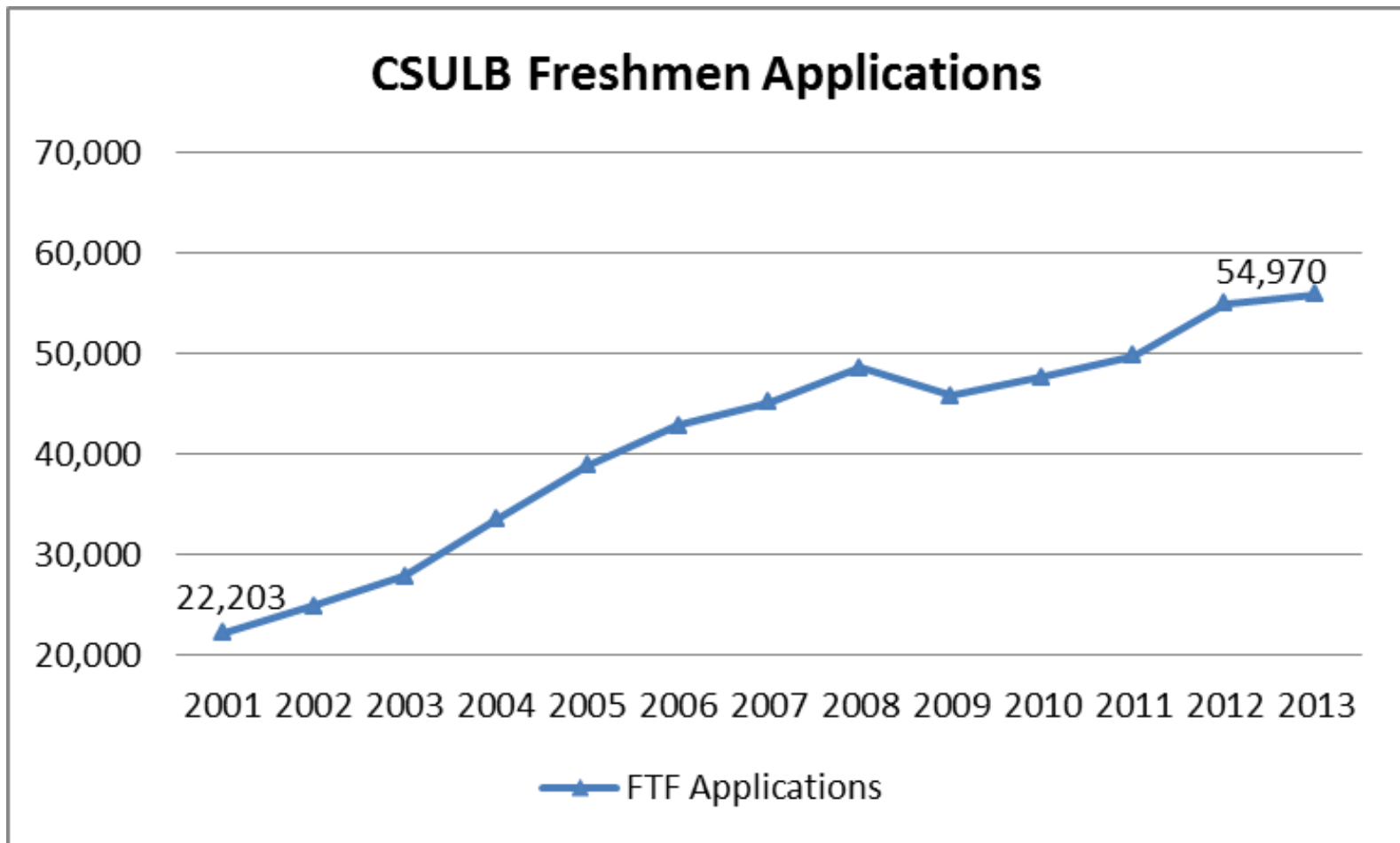
Providing Useful Data Analyses

- Cognos Business Intelligence
- CSU Chancellor's Office mandated files
- Recreate NURM/URM categories for historical data
- Demonstrate the utility in several venues
- Widely discuss results to dispel myths

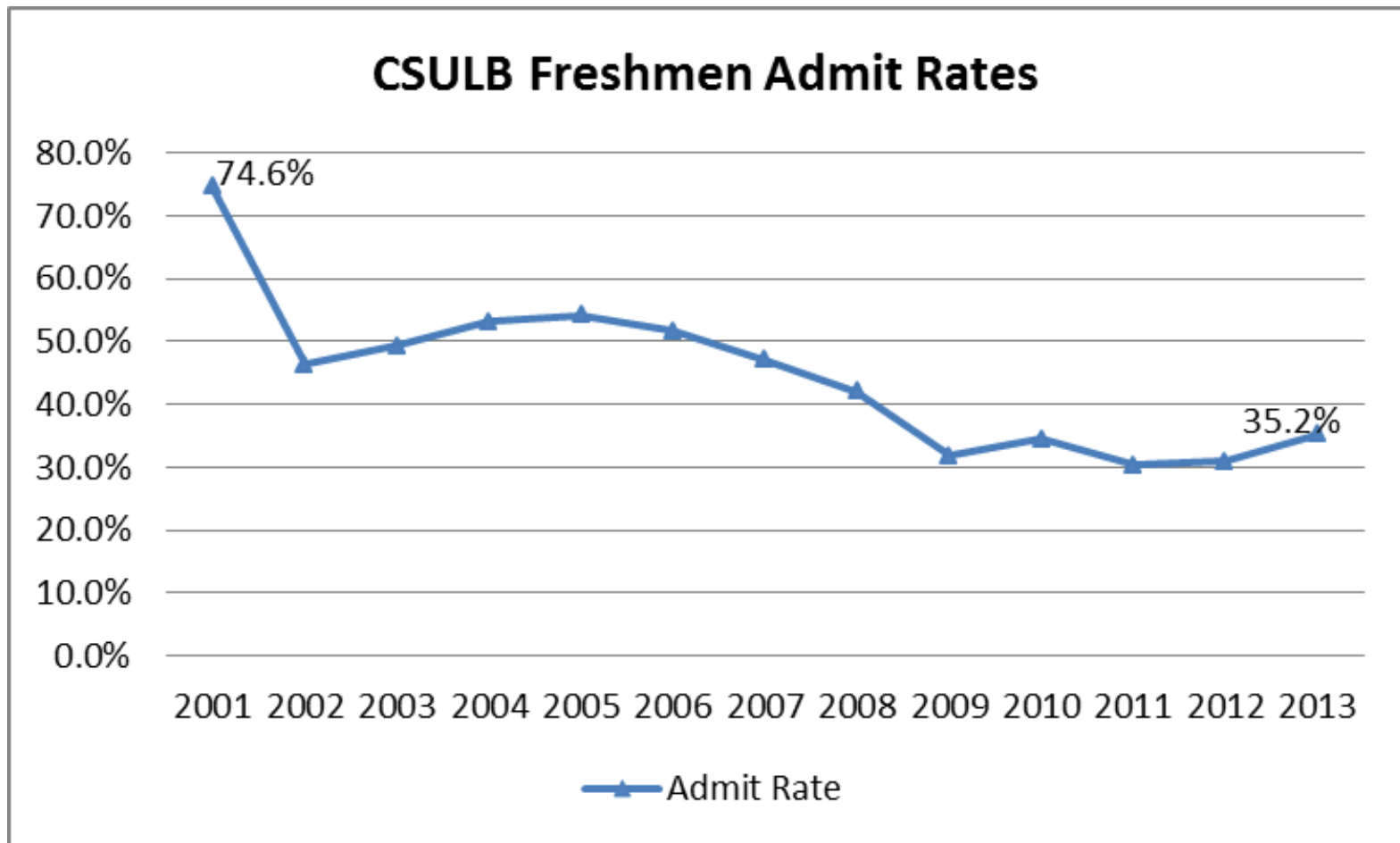
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Increasing Demand (+ 152%)

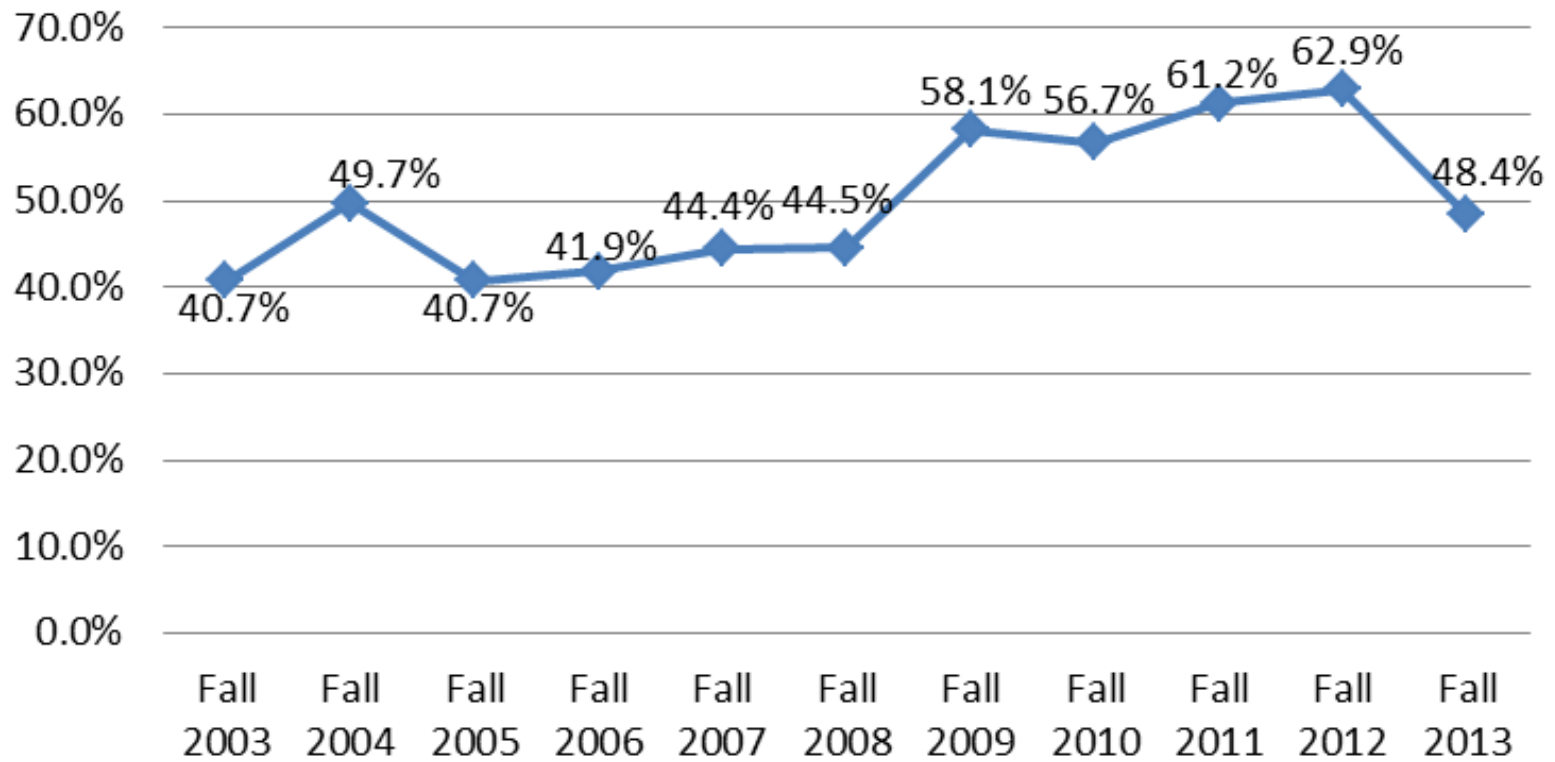


Declining Acceptances



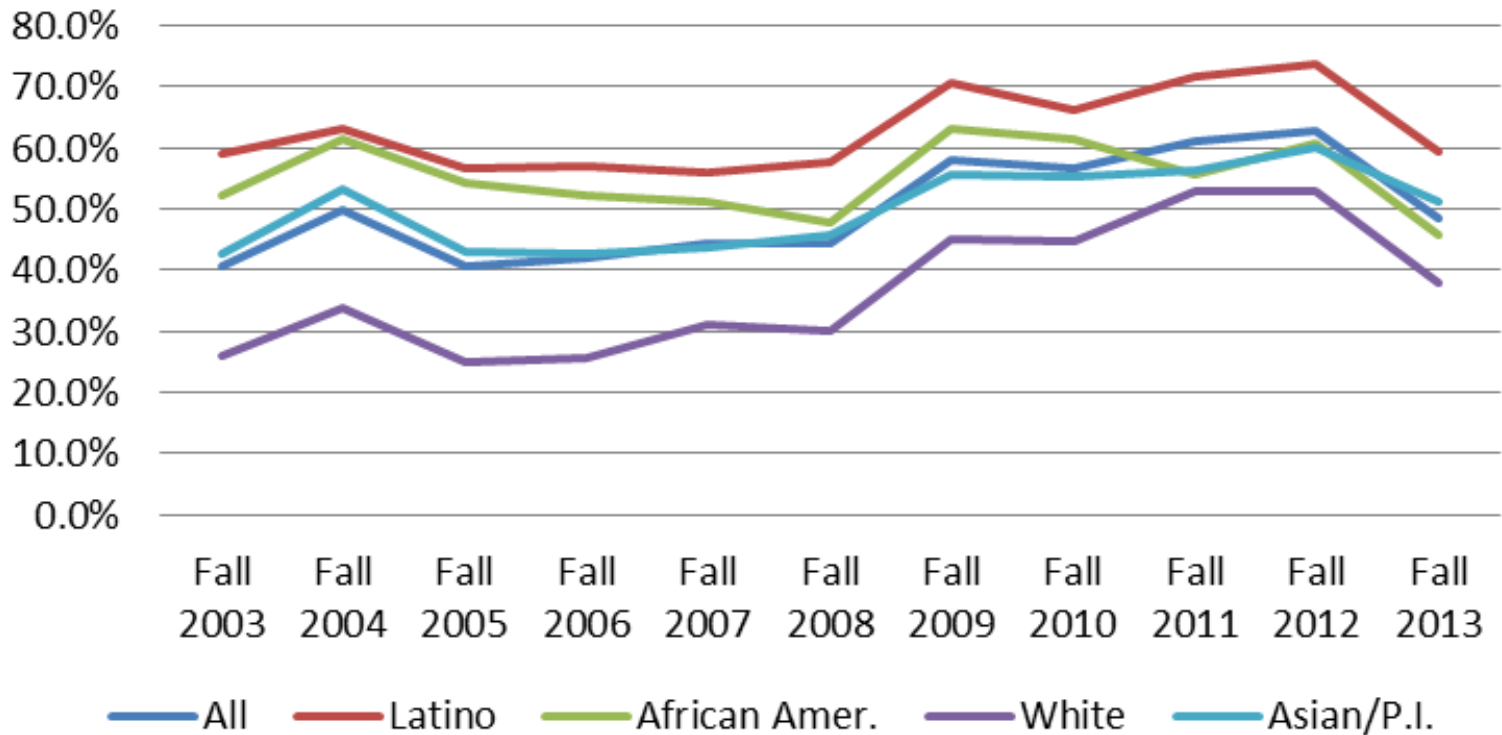
Loss of Geographic Diversity

Proportion of Local Freshmen



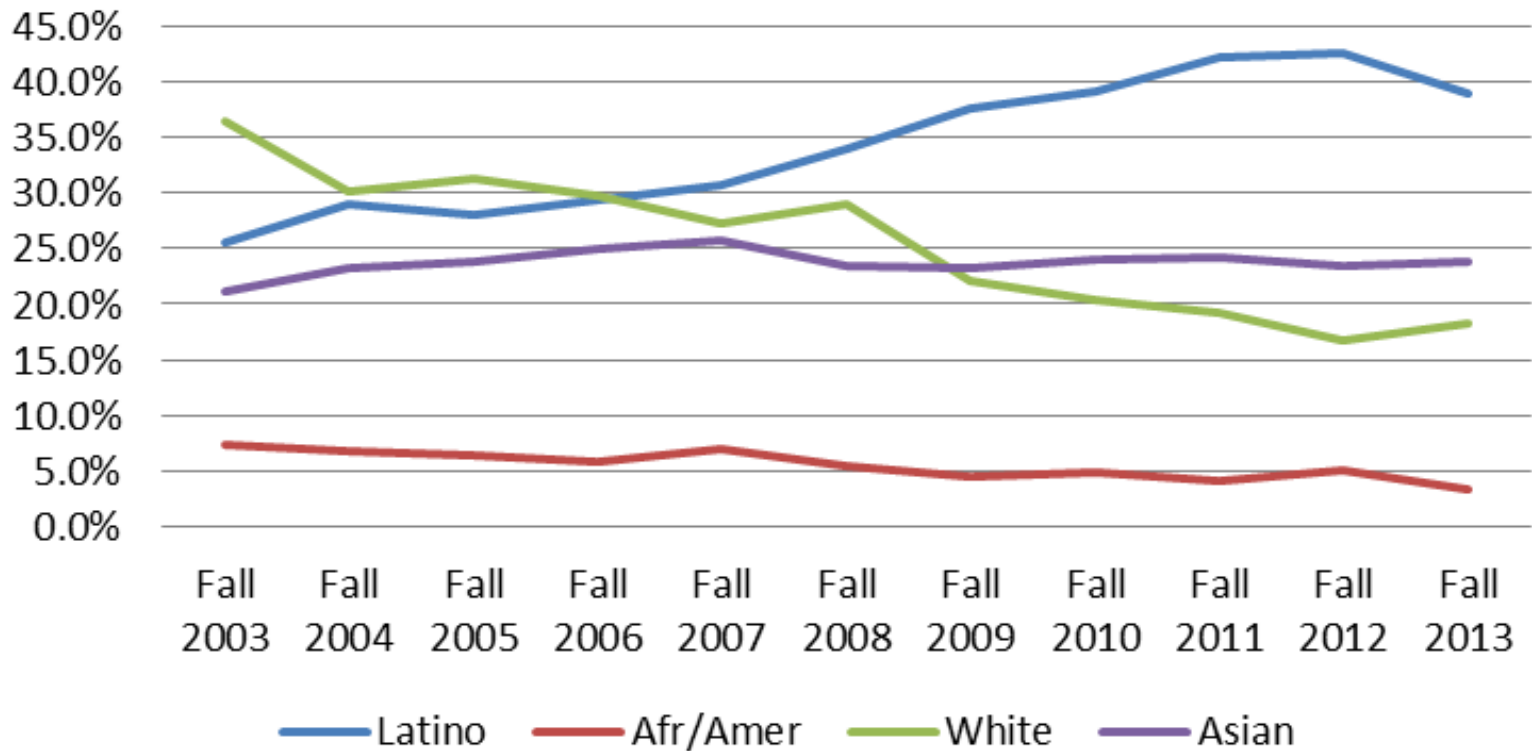
Increasingly Local for All Ethnicities

Local Freshmen by Ethnicity



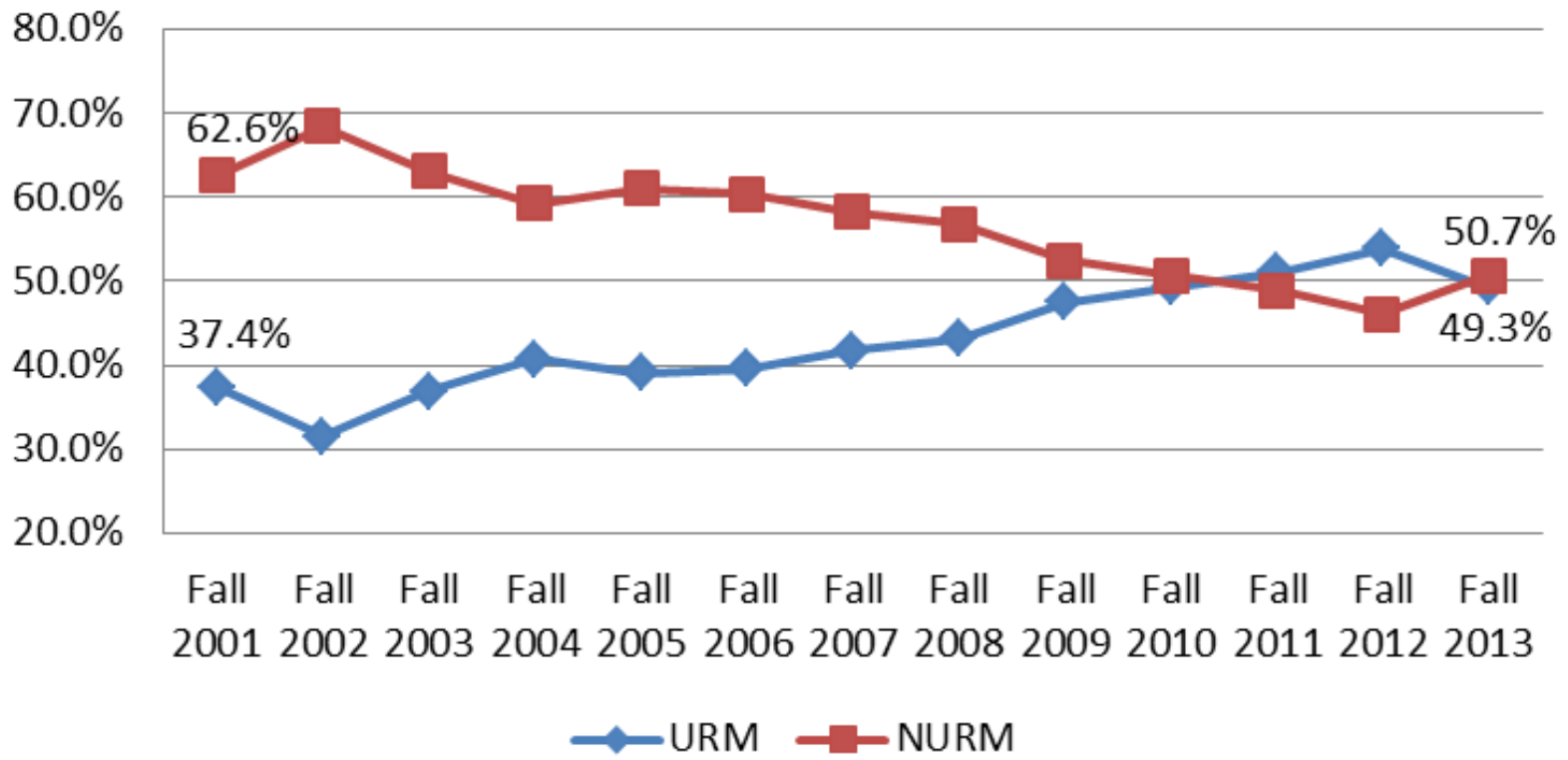
Change in Ethnic Distribution – All Freshmen

Distribution of Key Ethnic Groups

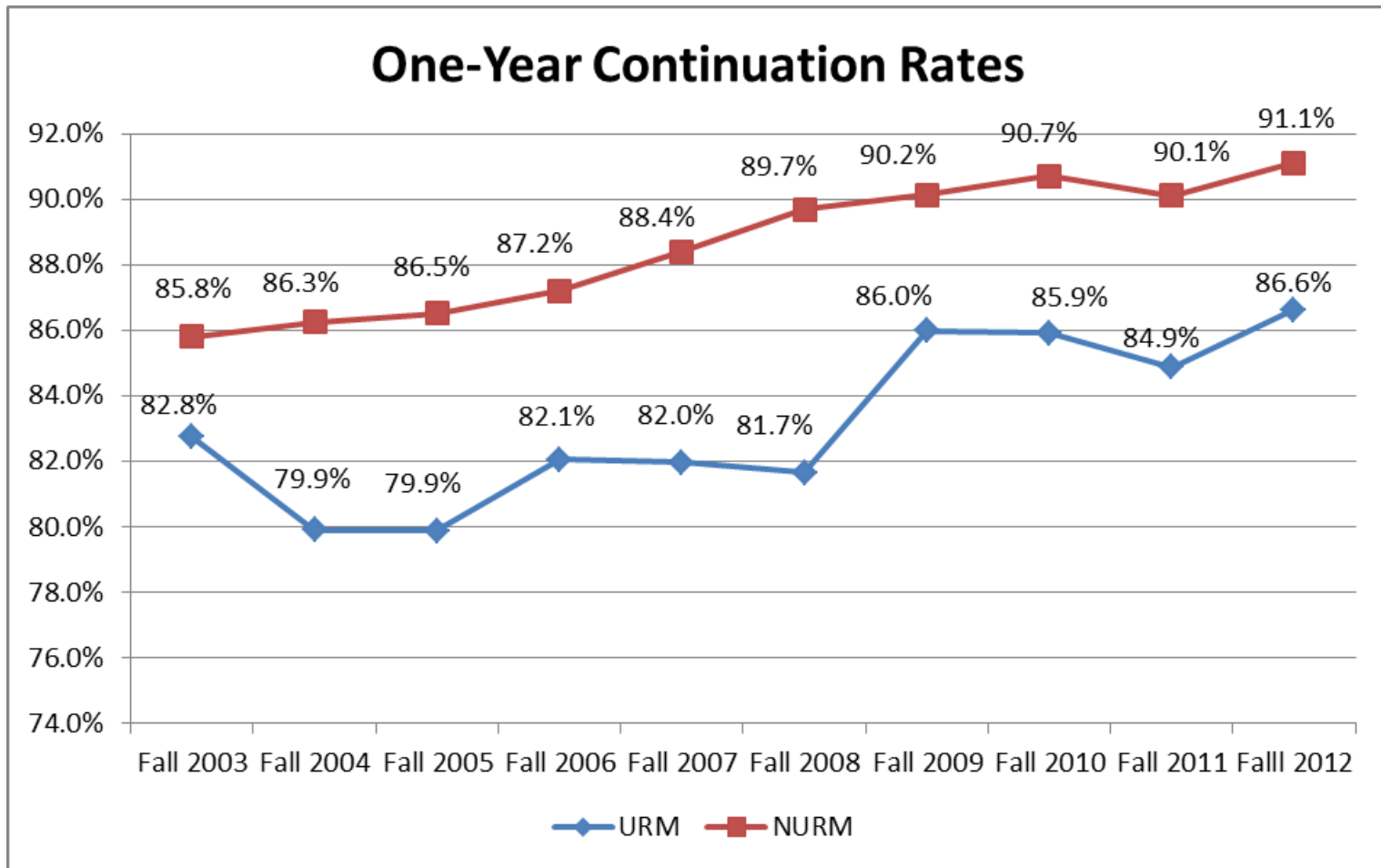


Demographic Changes

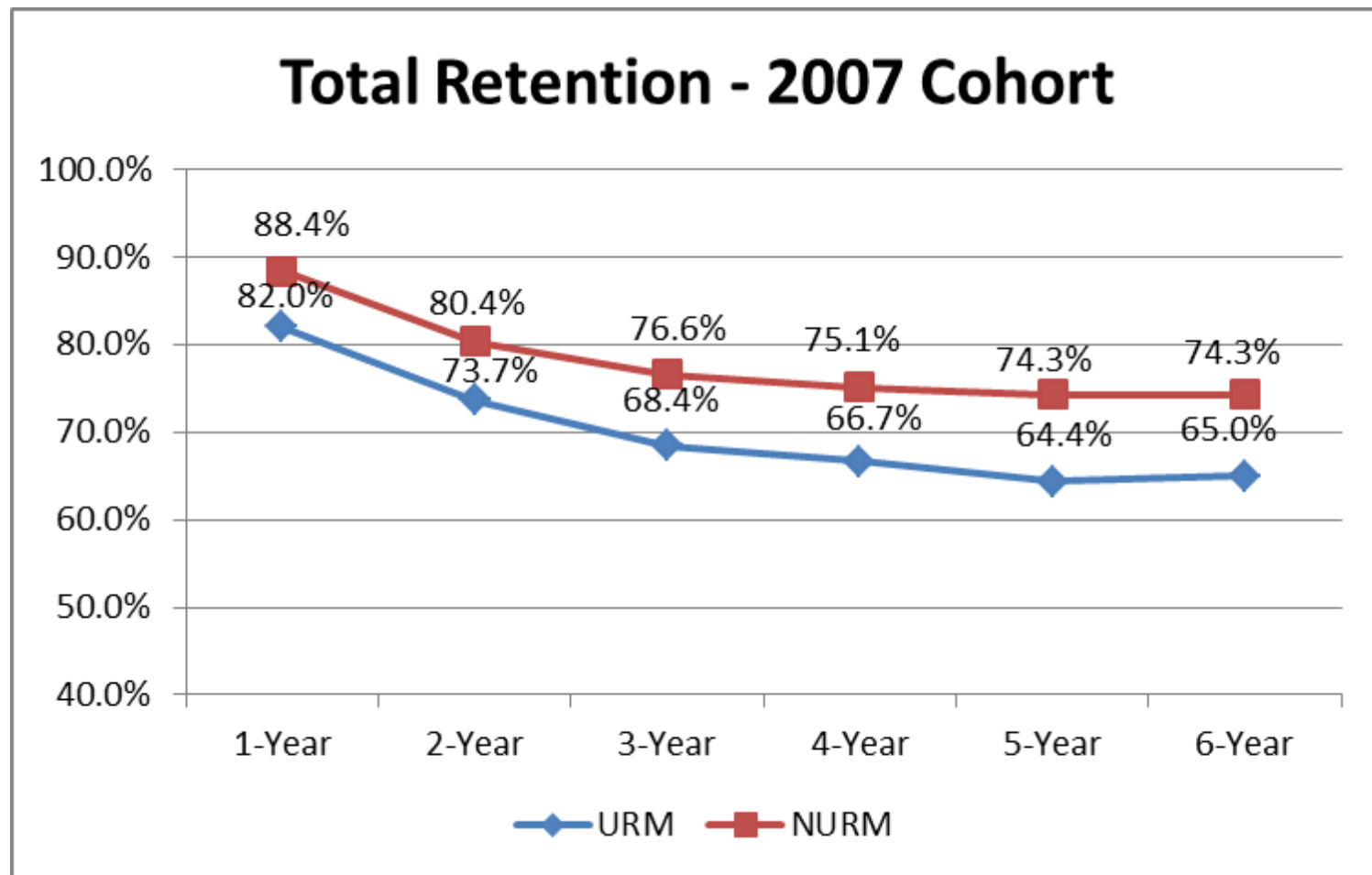
Percentage of URM/NURM Freshmen



The Gap Appears Early

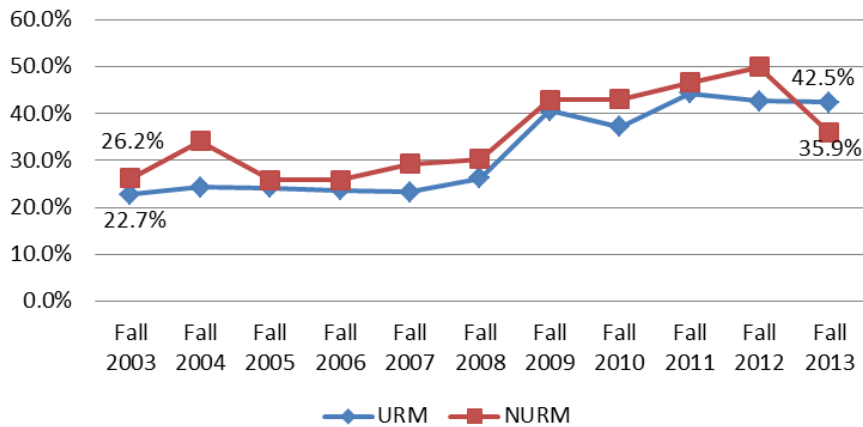


The Gap Persists

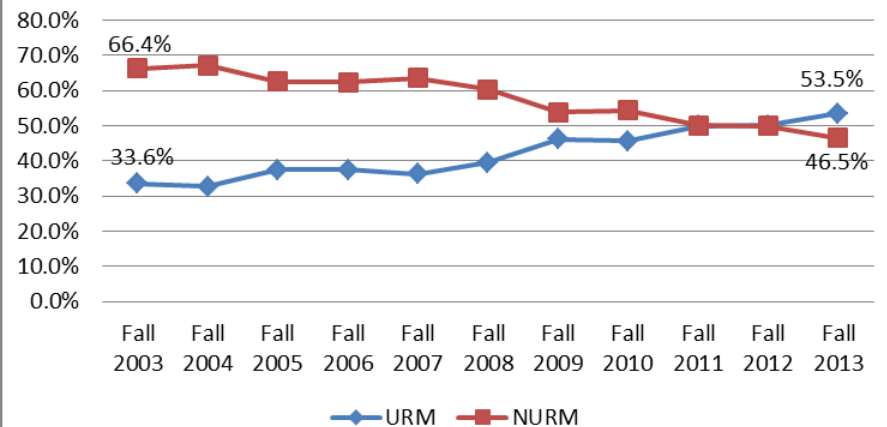


Changing Local Ethnic Representation

Percent of Ethnicity in Tier 1

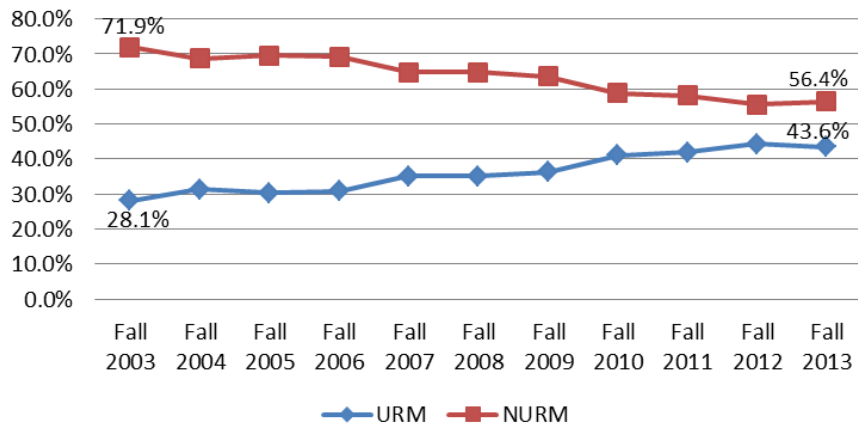


Tier 1 Representation

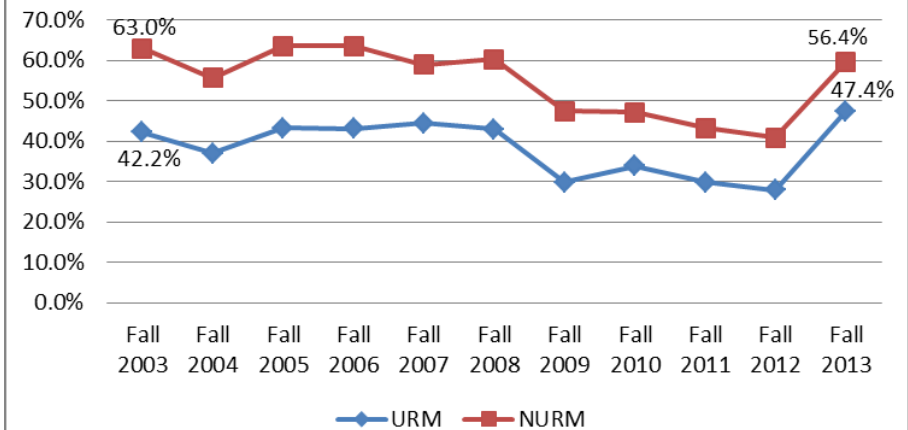


Changing Non-local Ethnic Representation

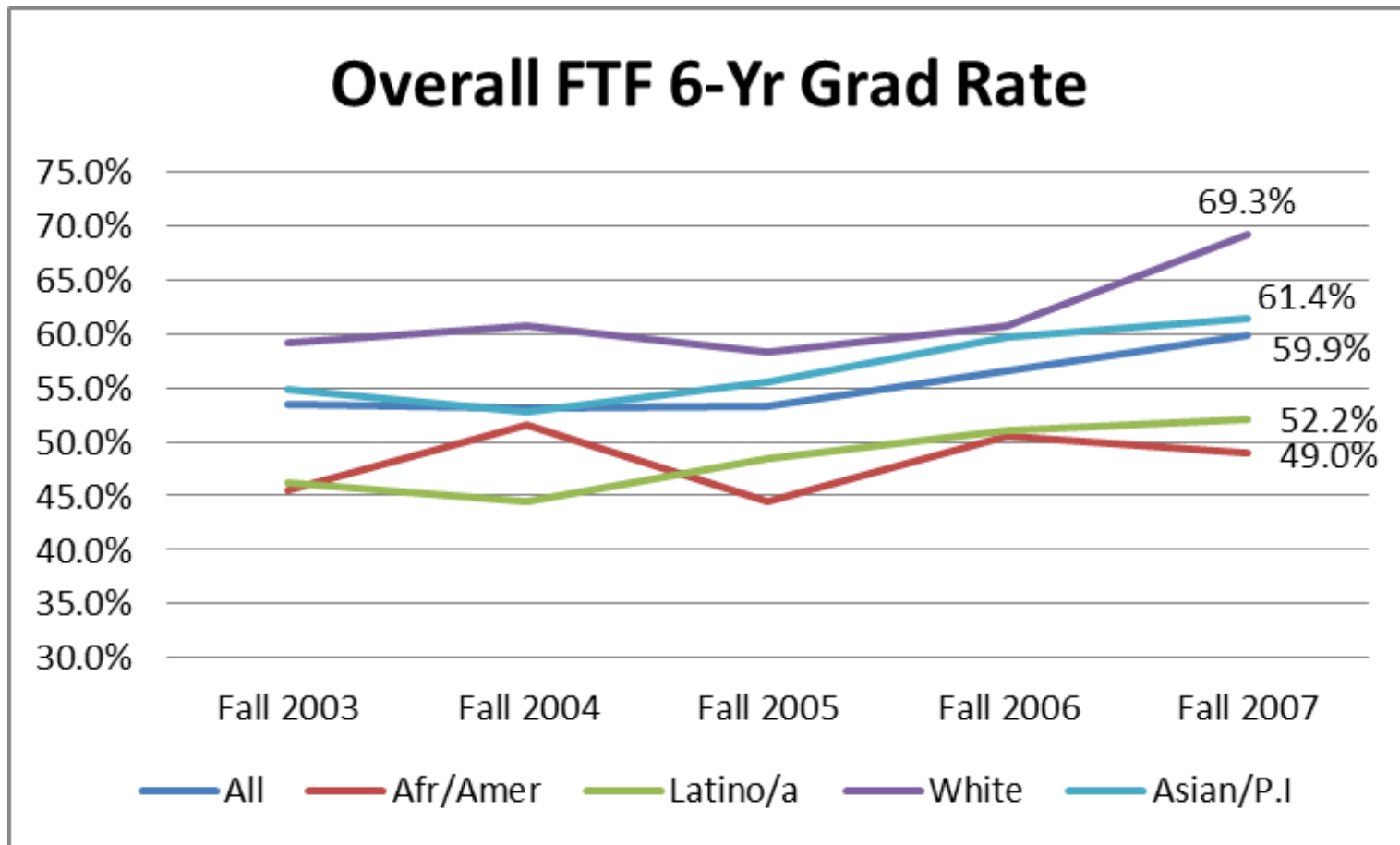
Tier 3 Representation



Percent of Ethnicity in Tier 3

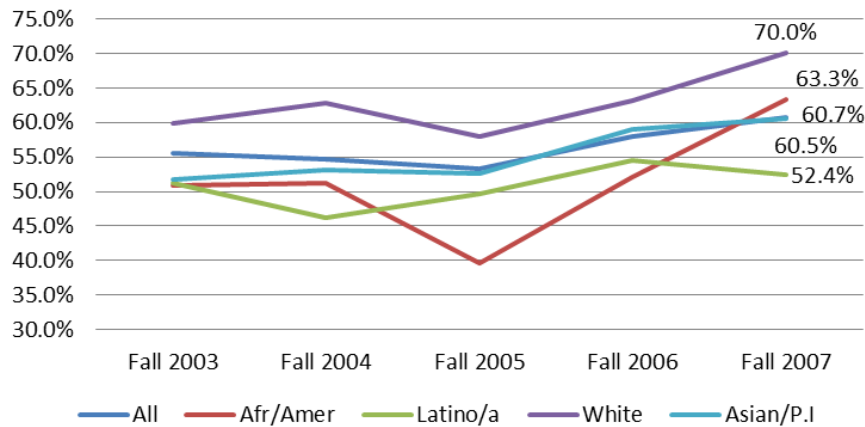


Overall FTF 6-Yr Grad Rate

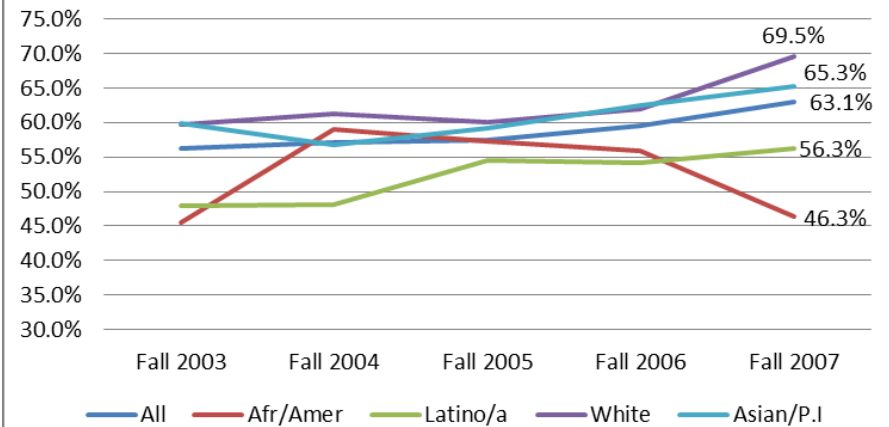


Grad Rates – Local/Non-Local

Tier 1 FTF 6-Yr Grad Rate

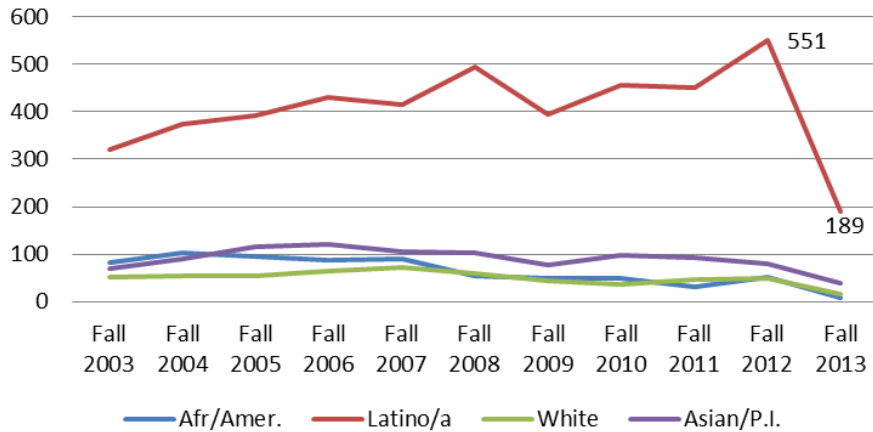


Tier 3 FTF 6-Yr Grad Rate

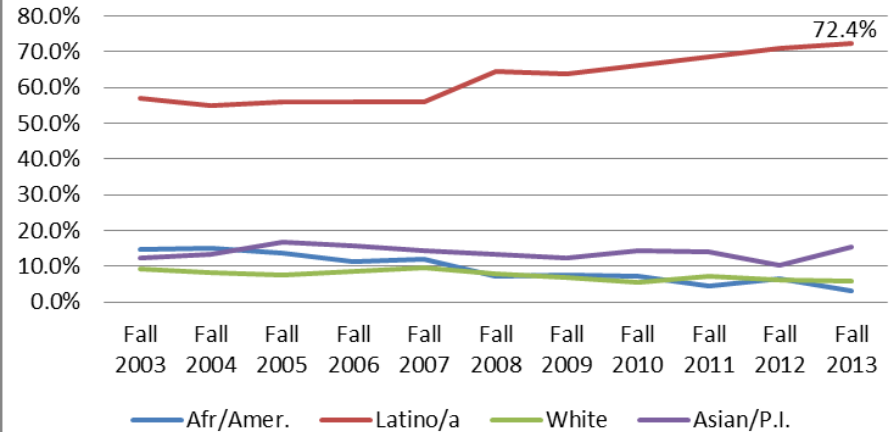


The Negative Impact of Tier 2

Numeric Distribution of Tier 2 FTF

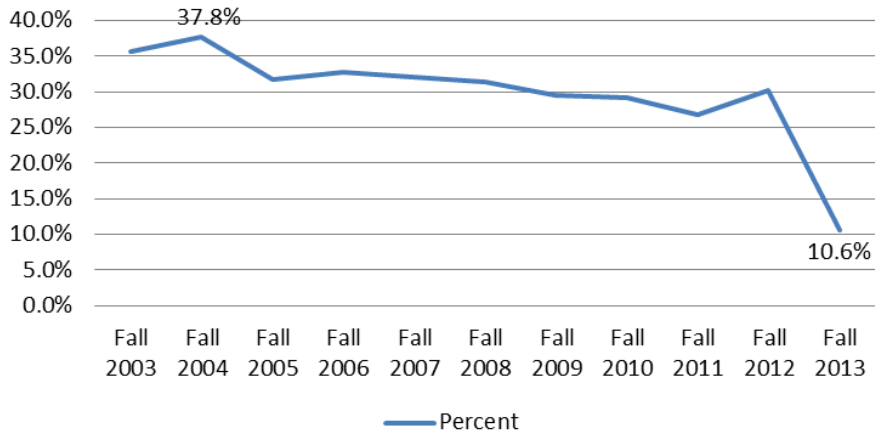


Percent Distribution of Tier 2 FTF

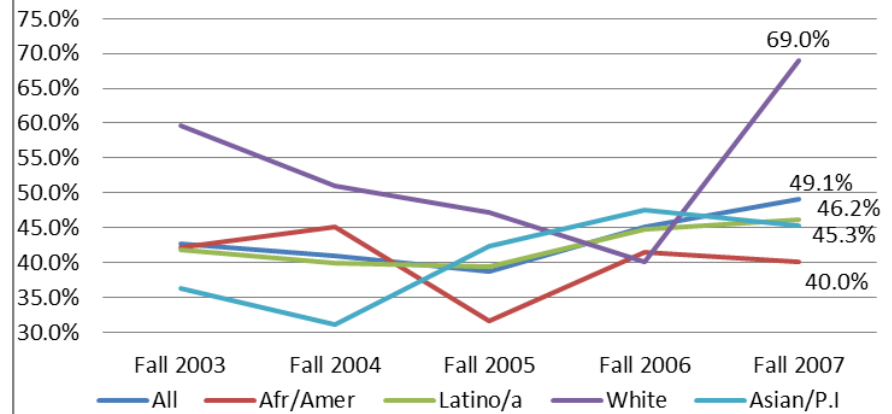


The Negative Impact of Tier 2

Percent of Total Latino FTF in Tier 2



Tier 2 FTF 6-Yr Grad Rate



Anecdotally We Believe...

- Minority students are less prepared
- More minority students require remediation
- Failure to remediate accounts for most of the early achievement gap
- Minority students take fewer units



To Learn More...

- HVDI Website:

http://www.csulb.edu/divisions/aa/planning_enrollment/student_success/

- Specific HVDI and general data available at Institutional Research & Assessment website:

www.csulb.edu/ir

