

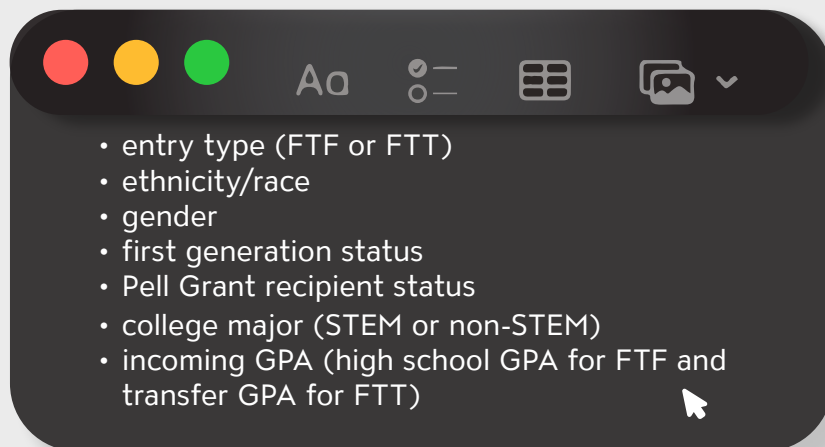
# CSUCCESS and Student Academic Outcomes



In Fall 2021, CSUN participated in the California State University Connectivity Contributing to Equity and Student Success (CSUCCESS) program which provided Apple iPads and accessories to first-time freshman (FTF) and first-time transfer (FTT) students entering that term, free of charge while enrolled students at CSUN. In this report, we examine the association between student participation in the CSUCCESS program and students' academic outcomes in their first year.

## Data

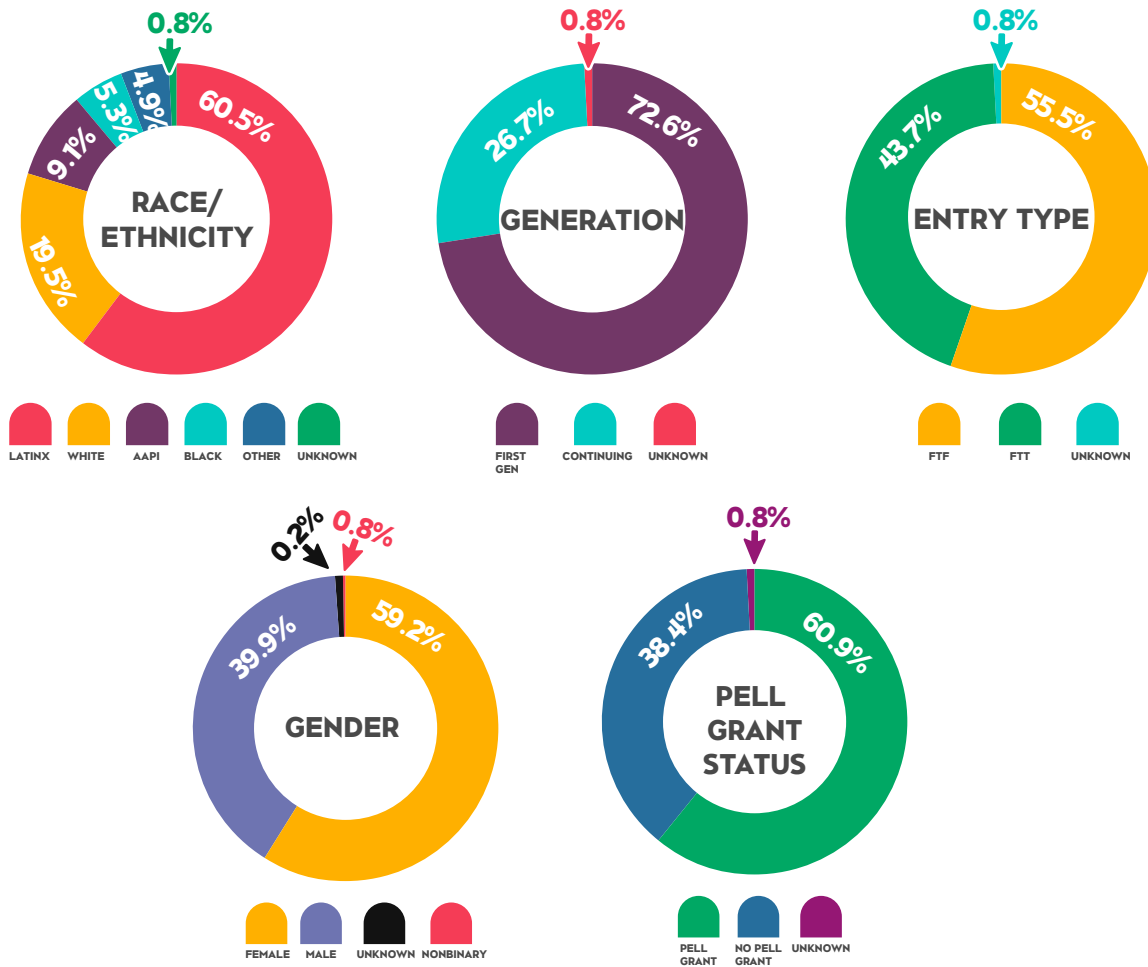
Of the FTF and FTT students who entered CSUN in Fall 2021, 5,196 students participated in the CSUCCESS program (48% participation rate). In this report, we investigate the association between participation in the CSUCCESS program and participating students' GPAs (separately for Fall 2021 and Spring 2022, and cumulative GPA for the year), statistically accounting for various student characteristics, including:



## Who Participated in CSUCCESS?

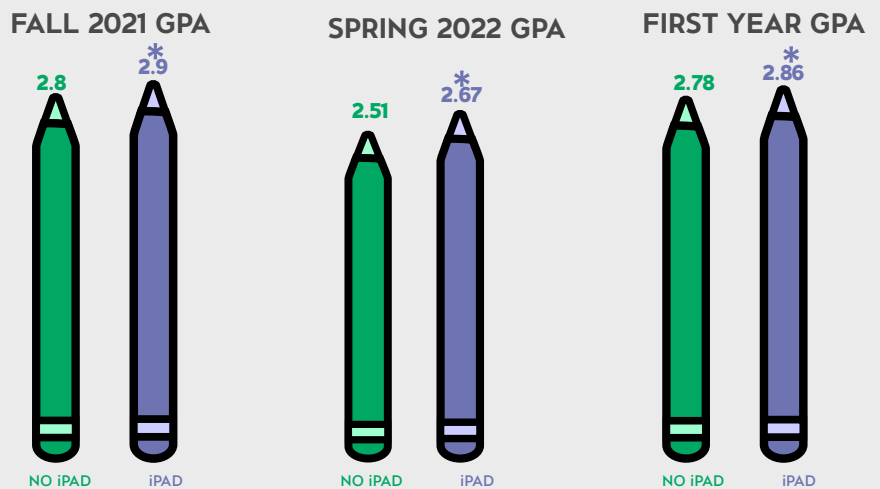
The demographics of CSUCCESS participants were similar to the overall incoming Fall 2021 cohort. Nonetheless, students in the following groups were more likely to participate in CSUCCESS than students not in that group (all statistically reliable,  $p < 0.05$ ): Black, Latinx, first generation, FTF, female, Pell Grant recipient, and STEM major. As a whole, the participation data indicate that students from historically underserved groups were more likely to participate in CSUCCESS than those from better served groups.

# Demographic Characteristics of CSUCCESS Participants

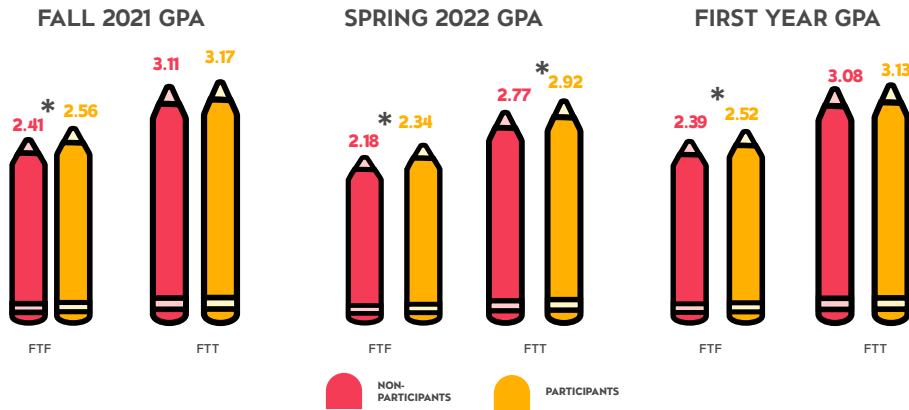


## How is CSUCCESS Participation Associated With Academic Outcomes?

Our results show that overall, CSUCCESS participation was associated with higher GPA, separately for each term of the first year, and cumulatively for the year (all statistically reliable,  $p < 0.05$ ) Note that overall differences in GPA were relatively small, with the largest difference in Spring 2022 term GPA (0.16 grade point difference).



## How Did These Findings Vary by Student Characteristics?



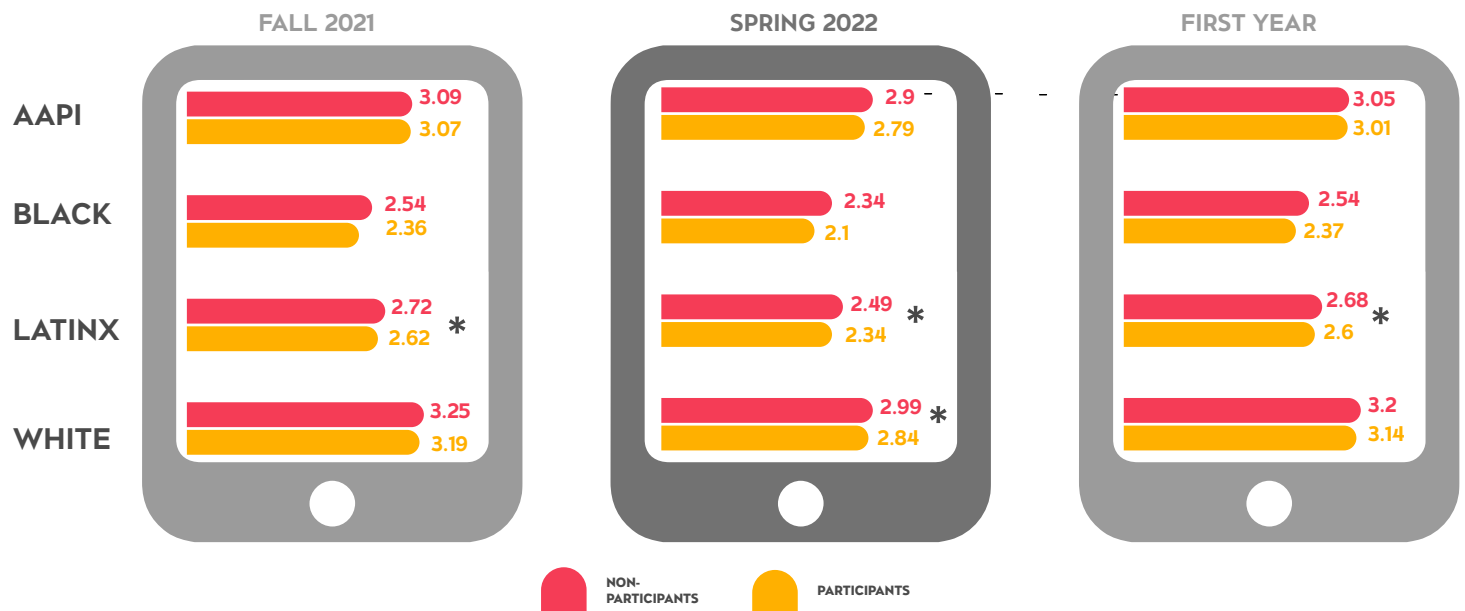
### First-Time Freshmen vs. Transfers

Among FTF, CSUCCESS participation was associated with improved academic outcomes, in both Fall 2021 and Spring 2022, as well as cumulatively for the year ( $p < .05$ ). In contrast, among FTT, CSUCCESS participation was only associated with improved GPA for the Spring 2022 term ( $p < .05$ ).

### By Ethnicity/Race

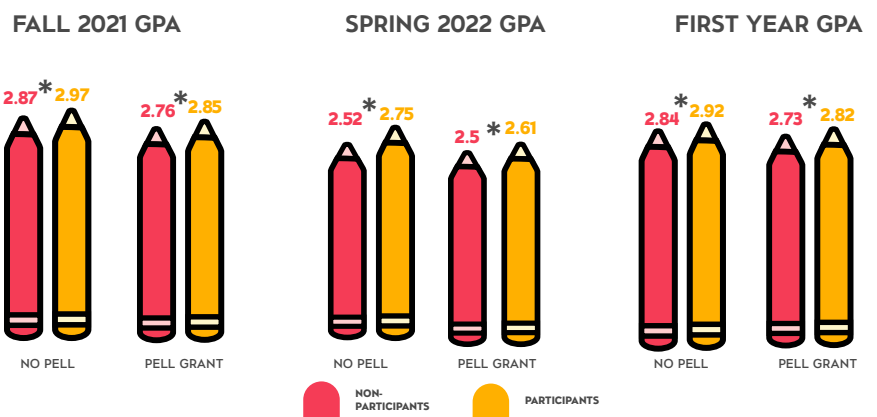
Outcomes disaggregated by race indicate that Latinx CSUCCESS participants tended to have higher GPA for both terms, and cumulatively for the year ( $ps < .05$ ). Participation among White students was associated with positive academic outcomes for Spring 2022 only ( $p < .05$ ). However, among Black and Asian American students (separately), CSUCCESS participation was not associated with increased GPA.<sup>1</sup>

### PREDICTED TERM GPA<sup>2</sup>

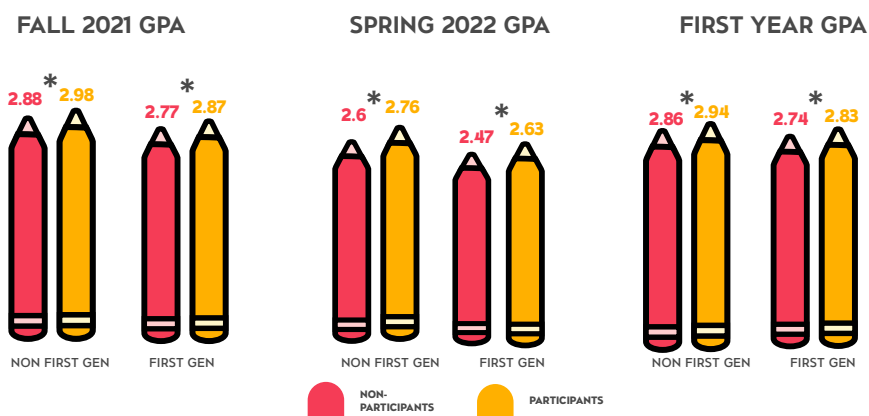


### By Pell Grant Status

Among both Pell recipients and non-recipients, CSUCCESS participation was associated with improved academic outcomes in both Fall 2021 and Spring 2022, as well as cumulatively for the year (all  $ps < .05$ ). Note that the association between CSUCCESS participation and GPA was particularly strong among non-Pell recipients in Spring 2022 (0.23 grade point difference).



1. Although the association between CSUCCESS participation and GPA was not statistically reliable for Black students, the association, as measured by the regression coefficient, was strongest for this group. Therefore, the lack of statistical reliability for this group is likely due to high variability in the group and the small number of Black participants  
 2. "Predicted term GPA" refers to the term GPA after statistically controlling for the student characteristics mentioned in page 1.



## By Parent Education

CSUCCESS participation was associated with improved academic outcomes for both first-generation and continuing generation students, in both Fall 2021 and Spring 2022 GPAs, as well as cumulatively for the year (all ps < .05).

## Takeaway

Participation in the CSUCCESS program was associated with higher GPAs in each term of the first year, and cumulatively for the year. Specifically, among Latinx students and first-time freshmen, participation in CSUCCESS was associated with improved GPAs. [Surveys of CSUCCESS participants](#) indicate that they felt that using the iPads helped improve their ability to complete assignments, take notes, access digital materials, and attend class, among other benefits. Additionally, nearly all participants also indicated that they felt supported by CSUN “a great deal” or “a lot”. This can be especially impactful, given that students from traditionally underserved groups were more likely to participate in the program. Further, since students maintain use of their iPads throughout their CSUN career, it will be important to continue to examine the impact of this program on academic outcomes in future years as well.



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