

Reverse Equity Gaps at CSUN



BACKGROUND

- An Equity Gap refers to the differences in academic performance between groups, typically between better-served students and under-represented students. They are commonly (and historically) referred to as “achievement gaps.”
- A Reverse Equity Gap refers to the differences in academic performance between better-served students and under-represented students where under-represented students perform better.
- Building on the work of a previous IR Data Champions, we examined reverse equity gaps (REGs) between under-represented minority (URM) undergraduate students (Latinx and African American) and Non-URM (White and Asian American) undergraduate students from 2011-2019.

Reverse Equity Gaps Overall

The data in general suggest an increase over time in reverse equity gaps (REGs). Even when removing ethnic studies courses, which previous IR Data Champions found to be influential in REGs, the College of Humanities is an annual leader of producing REGs. A noteworthy finding is the 2018-2019 drop, which decreases to levels not seen since 2011. It is currently unclear why such a drop exists, and future research will continue to further investigate this finding.

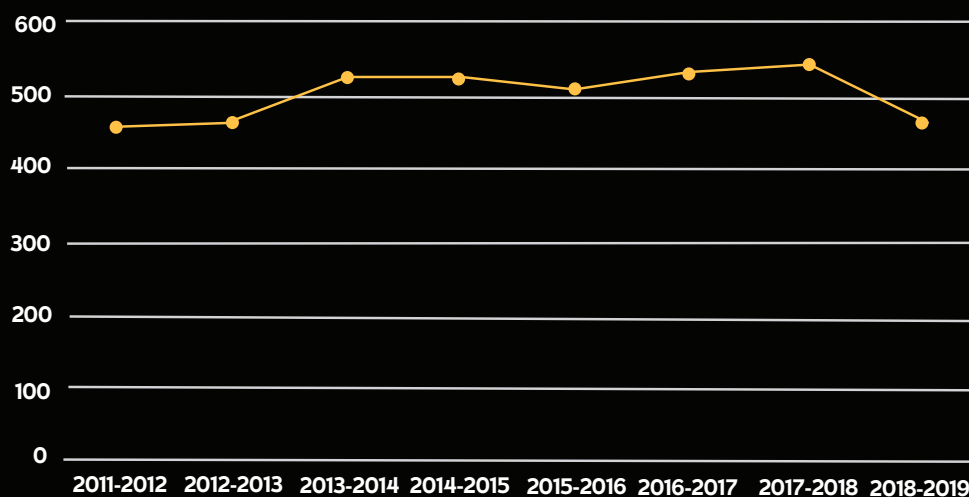


Figure 1. *Total REGs across all academic years for all students.*

College	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	Total
College of Arts, Media, and Communication	81	53	61	81	81	83	75	73	588
College of Business and Economics	48	60	50	65	47	56	56	53	435
College of Engineering and Computer Science	33	36	59	71	63	61	79	54	456
College of Health and Human Development	55	63	64	60	71	83	74	74	544
College of Humanities	112	102	144	109	107	90	94	87	845
College of Science and Mathematics	59	49	69	75	62	79	69	52	514
College of Social and Behavioral Sciences	65	83	59	52	67	65	83	62	536

Table 1. *Total REGs by college across all academic years.*

Notes

- The data presented here reflects CSUN's Office of Institutional Research equity gap data submitted to the Chancellor's Office for their CSU Student Success Dashboards.
- Only courses with 20 or more students were included.
- Courses with REGs were defined as those which URM students achieved higher than non-URM students based on GPA.
- The range of reverse equity gaps found were from .01 to 3.44; however, only courses with reverse equity gaps higher than .20 were included.
- Excluded courses: UNIV 100 and Ethnic Studies courses
- Definition of Ethnic Studies courses = courses in the following departments: Africana Studies (College of Social & Behavioral Sciences), American Indian Studies (College of Humanities), Asian American Studies (College of Humanities), Central American Studies (College of Humanities), & Chicano/Chicana Studies (College of Humanities)

Reverse Equity Gaps for Freshmen & Sophomore Level Classes

The overall REG data demonstrates a large amount of REGs at CSUN. However, a class-level analysis reveals that lower-level courses (i.e., those taken by Freshmen and Sophomores) account for a small portion of the overall REGs. Furthermore, REGs at the lower-level have been steadily declining over the past few years. The College of Humanities is a driving force of REGs, accounting for nearly half of the REGs in lower level classes annually.

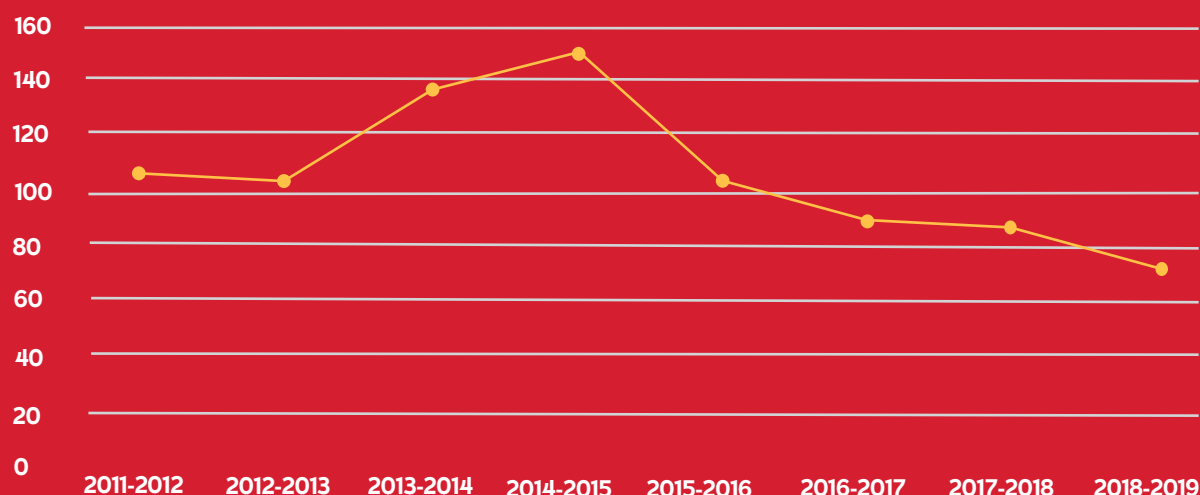


Figure 2. Total REGs across all academic years for lower-level courses.

College	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	Total
College of Arts, Media, and Communication	19	12	17	22	24	18	11	13	136
College of Business and Economics	3	6	5	4	2	4	0	4	28
College of Engineering and Computer Science	5	6	5	10	2	4	6	5	43
College of Health and Human Development	4	5	4	4	4	5	1	4	31
College of Humanities	44	40	64	65	43	26	33	27	324
College of Science and Mathematics	28	17	30	31	23	28	31	15	203
College of Social and Behavioral Sciences	4	18	9	10	8	7	7	9	72

Table 2. Total REGs by college across all academic years for lower-level courses.

Reverse Equity Gaps for Junior & Senior Level Classes

Upper-level courses (i.e., those taken by Juniors and Seniors) account for the majority of REGs at CSUN. Additionally, unlike lower-level courses, we see a general increase in REGs for upper-level courses over the years. The College of Humanities remains a leader in REGs. However, unlike lower-level courses, they do not account for the majority of REGs demonstrated in any given year. Thus, REGs are more evenly distributed between colleges at the upper-level.

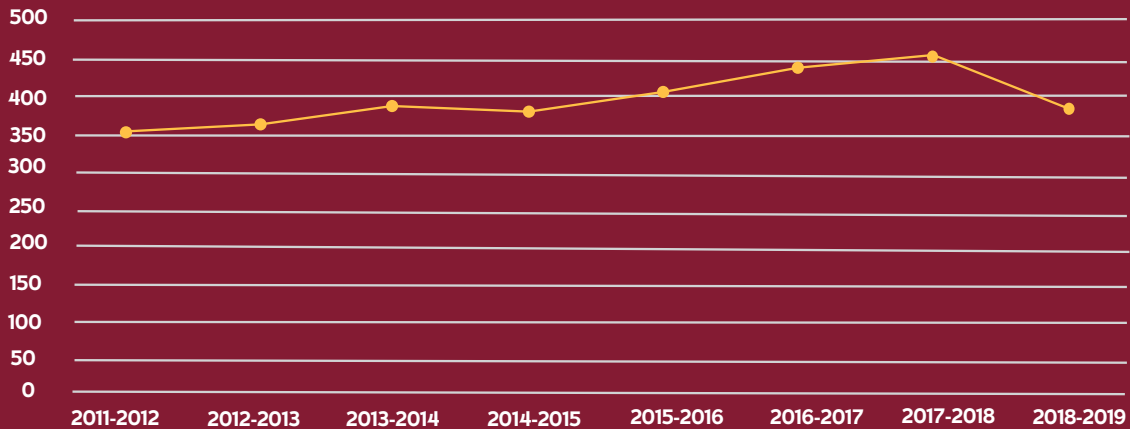


Figure 3. Total REGs across all academic years for upper-level courses.

College	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	Total
College of Arts, Media, and Communication	62	41	44	59	57	65	64	60	452
College of Business and Economics	45	54	45	61	45	52	56	49	407
College of Engineering and Computer Science	28	30	54	61	61	57	73	49	413
College of Health and Human Development	51	58	60	56	67	78	73	70	513
College of Humanities	68	62	80	44	64	64	61	60	503
College of Science and Mathematics	31	32	39	44	39	51	38	37	311
College of Social and Behavioral Sciences	61	65	50	42	59	58	76	53	464

Table 3. Total REGs by college across all academic years for upper-level courses.