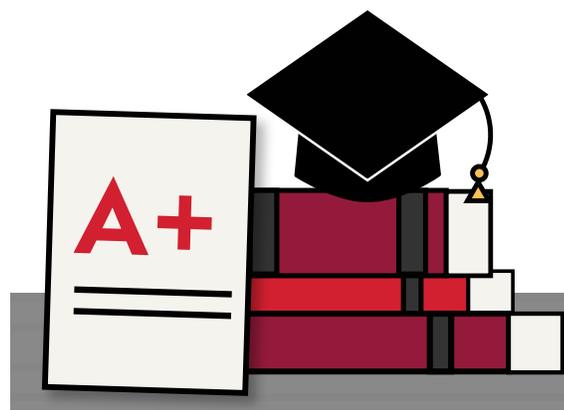


Reverse Equity Gaps at CSUN: Implications for Academic Outcomes among Black and Latinx Students

An equity gap refers to the differences in academic performance between groups, typically between traditionally underserved students and better served students. They are commonly (and historically) referred to as “achievement gaps.”

A **reverse equity gap** (REG) refers to the differences in academic performance between traditionally underserved students and better served students, where traditionally underserved students perform better.

Building on the work of previous Data Champions and IR Faculty Scholars, this report examined REGs among Black/African American and Latinx first-time freshmen (FTF). Specifically, we examined: **first-term and first-year GPAs, second-year retention, and graduation rates.**



Major Findings

Black and Latinx students showed a decrease in their first-term and first-year GPA as compared with their incoming (HS) GPA, but students who experienced an REG demonstrated a smaller decrease.

Black students enrolled in a class with an REG were **1.6x** more likely to return for a second year than Black students who did not experience an REG.

Latinx students enrolled in a class with an REG were **1.3x** more likely to return for a second year than Latinx students who did not experience an REG.

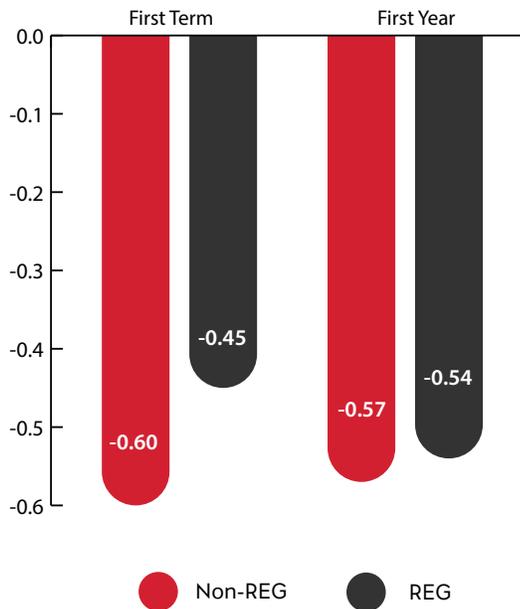
The more REGs that Black and Latinx students experienced during their first year at CSUN, the increased likelihood of their graduation.

First-Term and First-Year GPA

We investigated potential changes in GPA from high school to students' first term and first year at CSUN, grouped by whether or not they took a class in their first year where an REG was present.

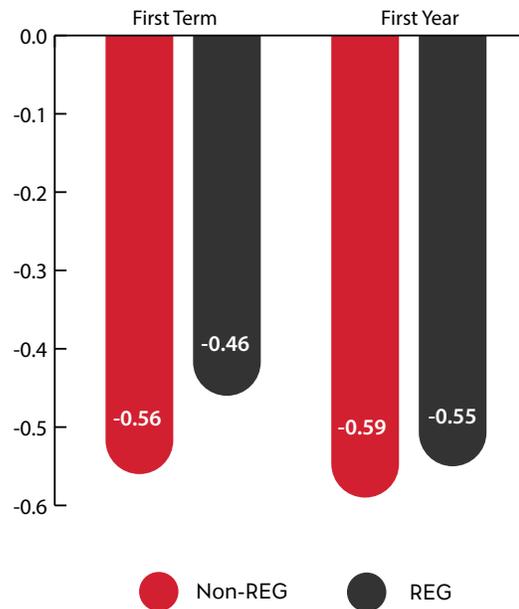
On average, *all* students showed decreased GPAs from high school to their first term and first year at CSUN.

Black/African American Students



Black/African American students demonstrated a **smaller decrease in GPA in their first-term*** when taking an REG at CSUN.

Latinx Students



Latinx students demonstrated a **smaller decrease in GPA in their first-term* and first-year*** when taking an REG at CSUN.

Research demonstrates that the transition from high school to college often results in a re-adjustment period whereby students dip in academic and psychosocial adjustment. Our investigation reveals a similar trend.

However, REG courses seem to **buffer** against this decline. Black/African American and Latinx students demonstrate a smaller decrease in GPA when they experience an REG course in their first term and first year.

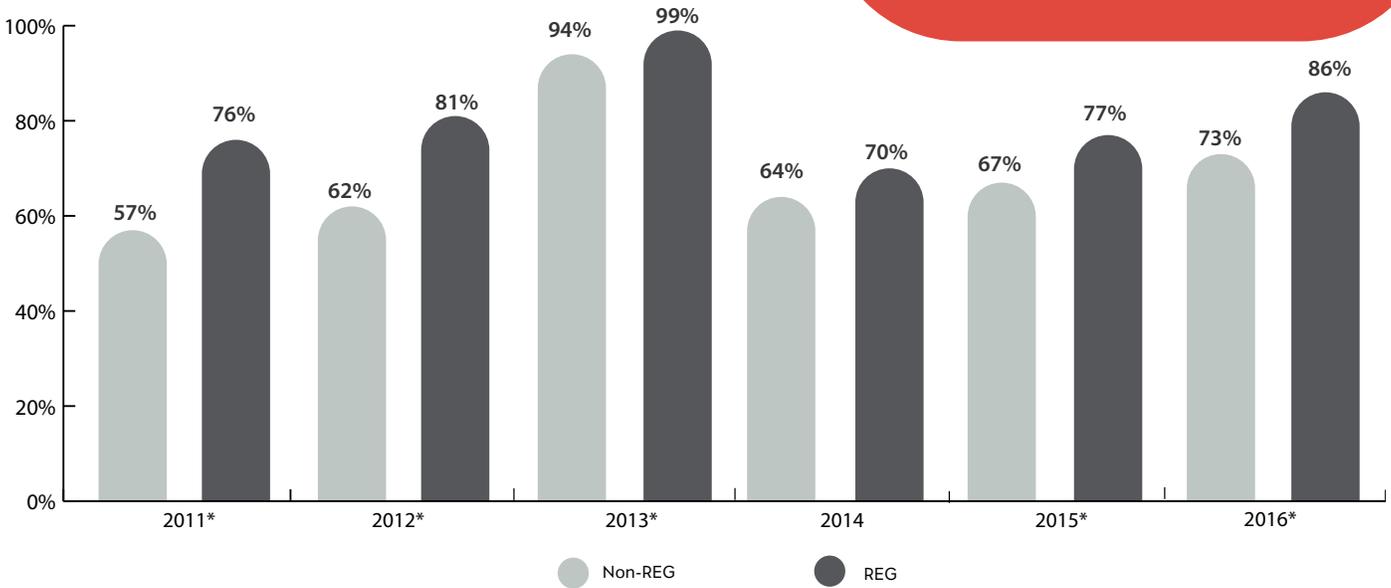


* $p < .05$: 95% confidence in a true group difference.

Second-Year Retention

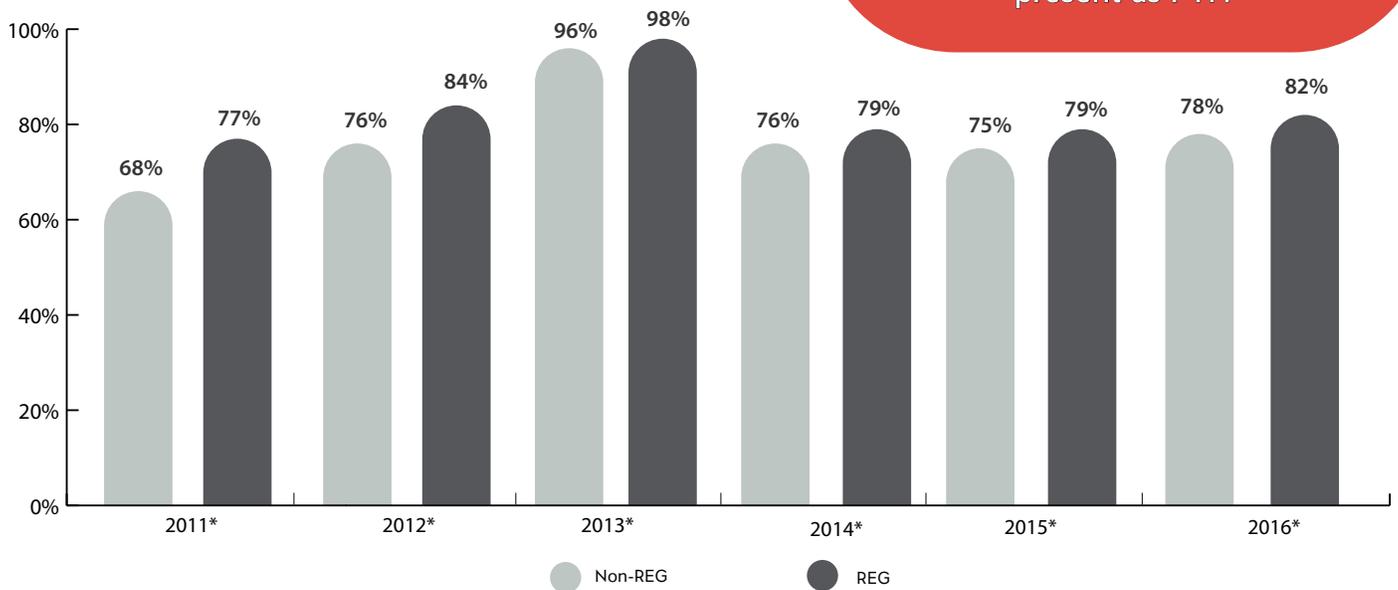
Black/African American freshmen are **1.6x likely*** to return for their second year at CSUN when they take at least one course where an REG is present as FTF.

Black/African American Students



Latinx freshmen are **1.3x likely*** to return for their second year at CSUN when they take at least one course where an REG is present as FTF.

Latinx Students

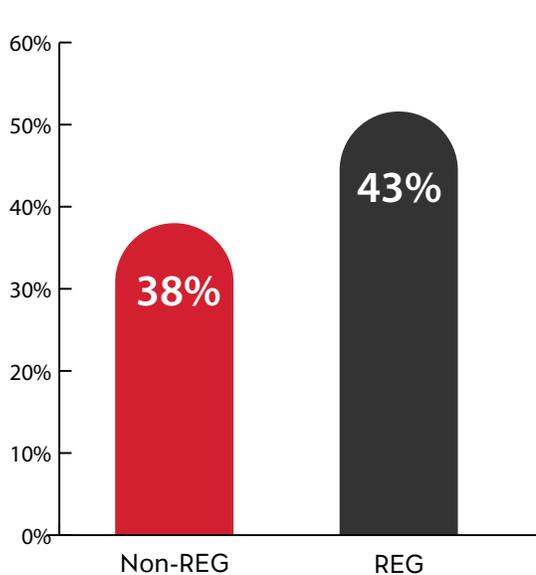


The likelihood of second-year retention also increases as freshmen experience more REGs.

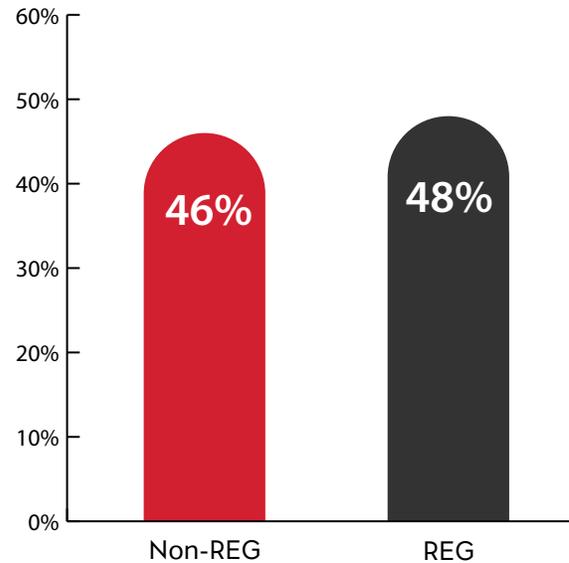
* $p < .05$: 95% confidence in a true group difference.

Implications of REGs for Graduation Outcomes

Black/African American Students



Latinx Students



Taking a single course where an REG was present was not predictive of graduating from CSUN.

The *number* of REGs experienced as FTF did significantly predict graduation: The more REGs that Black/African American and Latinx students experienced during their first year at CSUN, the increased likelihood of their graduation.*



Methodology 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 traditionally underserved students achieved higher than traditionally better served students based on GPA.

-The range of REGs found were from .01 to 3.44; however, only courses with reverse equity gaps higher than .20 were included.

-Excluded courses:

1. Courses with CS Factors at 7 or above were excluded, given that they to be activity-based courses (e.g., physical education).
2. UNIV 100 was excluded (and is traditionally excluded) from analyses due to its unique content.
3. Ethnic Studies courses were excluded from analyses as previous research demonstrates a historical trend for traditionally underserved students to perform higher than better served students.

* $p < .05$: 95% confidence in a true group difference.