CSUDH
Equity Progress Report

Presented to the Academic Senate
March 10, 2012
Equity Gaps Dashboard

Access, Equity, and Opportunity

A rigorous education culminating in a valued Baccalaureate degree can lead to a lifetime of increased access and opportunity. Because the diversity of the CSU student body mirrors that of the State of California, we play a critical role in serving individuals and communities that have been historically underserved. This dashboard is meant to help you engage in productive, action-oriented discussions with all stakeholders that hold a vested interest in the success of our students.

As you review the contents of this report, consider asking yourself...

What does the equity gap look like on my campus?

Which early academic behaviors help most with closing the gap?

Do students achieve junior status at equitable rates?

Once students achieve junior status, do they graduate at equitable rates?

Which courses have the largest GPA Equity gaps?

Are there overlooked equity gaps?
CSUDH 2019 First-Year Cohort

- URM: 86%
- Pell: 75%
- CSUDH: 70%
- 16%
- 5%
CSUDH is on track to close its URM gap, and the power to exceed the Pell forecast is within reach. CSUDH can make substantial progress toward attaining and sustaining its equity goals by ensuring it provides targeted support and interventions for students who have historically been the most underserved.

**CSU Dominguez Hills URM Gap Forecast**

If current trends persist, and if no significant changes are made in the next four years, our model predicts that CSUDH will be **within reach of closing its 2025 URM gap**.

However, CSUDH will need to ensure that all 1,049 URM students in the 2019 cohort who are already on track to graduate within 6 years successfully do so.

**CSU Dominguez Hills Pell Gap Forecast**

Similarly, if no significant changes are made in the next four years, our model predicts that CSUDH's 2025 Pell gap will be approximately **8 percentage points**.

To eliminate this gap, CSUDH will need to graduate an additional **145 Pell students** beyond the 903 Pell students in the 2019 cohort who are already on track to graduate within 6 years.
CSU DOMINGUEZ HILLS EQUITY PROGRESS REPORT

If current trends persist, our model predicts that in 2025, CSU Dominguez Hills will have an 8 percentage point Pell gap.

CSU Dominguez Hills can close this gap by supporting an additional 145 Pell students to graduate by 2025.
Increase Persistence
of currently enrolled Pell students:
+197 Pell graduates
This may decrease the Pell gap by up to 11 percentage points

Reduce Time-to-Degree
for currently enrolled Pell students:
+69 Pell graduates
This may decrease the Pell gap by up to 4 percentage points

Increase Re-enrollment
of Pell students who have stopped out:
+24 Pell graduates
This may decrease the Pell gap by up to 1 percentage point
1. Leverage disaggregated student data to bolster efforts to close equity gaps for the 2019 cohort of first-time students. Campus plans should:

- Identify who will contact students who left the university in good academic standing among the 450 URM students and 379 Pell recipients who have already stopped out, as well as those who may leave the university in the next two years.
- Outline a timeline for these efforts and describe the tactics that will be utilized to facilitate and track students’ re-enrollment.
- Establish expectations for how faculty, staff, and administrators will focus on improving outcomes for the 1,615 URM students and 1,432 Pell recipients from the 2019 cohort who are currently enrolled.
- Delineate strategies for reducing time-to-degree among the 81 URM students and 69 Pell recipients in the 2019 cohort currently predicted to graduate in 6-7 years.
2. Redouble efforts to promote continuous enrollment and reduce time-to-degree among URM and Pell students in the 2019 cohort.

- Promote and facilitate summer school and intersession enrollment for URM and Pell students in the 2019 cohort.

- Bolster support for URM and Pell students from the 2019 cohort who have struggled academically in the online learning environment.

- Focus on quality advisement to facilitate timely completion of degree requirements in the remaining terms.
3. Collect qualitative data to better understand why URM students and Pell grant recipients stop out.

- Conduct focus groups, exit interviews, and surveys with URM and Pell students who have left the university, especially those from the 2019 cohort.

- Provide opportunities for interdepartmental dialogue among faculty, academic and career advisers, financial aid officers, mental health counselors, residential life officials, coaches, basic needs coordinators, and others working directly with students who are unable to maintain continuous enrollment.