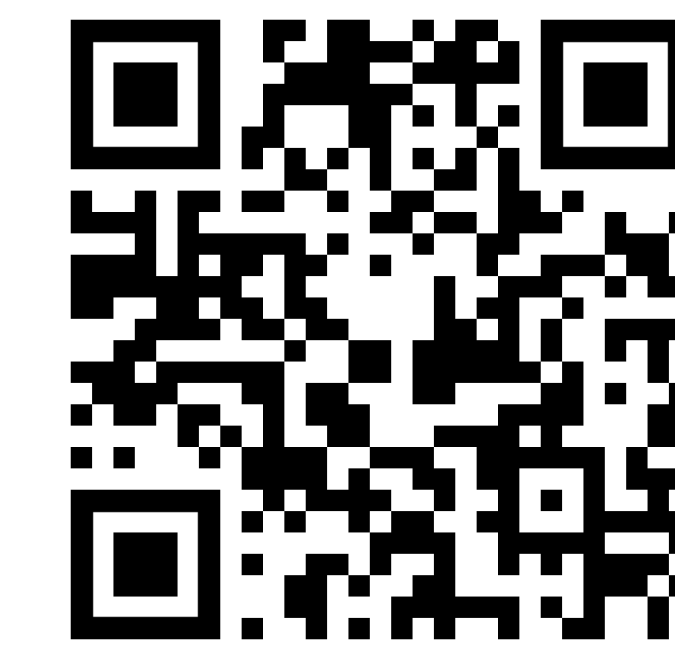


Fight the Power: Policy as Public Enemy # 1

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Data Fellows Team: DSA – Black Student Underenrollment



Scan the QR code on your mobile device to access more information on the Data Fellows program.

1. Open your camera app on your mobile device.
2. Hold your device over the QR code so that it is clearly visible.
3. Open the website when it pops up on your screen.

Research Questions

We wanted to know why Black/African American students who were accepted into CSULB did not enroll. Due to the difficulty of locating these students, we identified factors we thought might influence the decision-making of these students, such as **local high school attendance, generational status, program choice**, etc. We knew that these factors would be different for first-year students vs. transfer students, so we decided to focus on first year students. Our guiding research questions were: **What are the characteristics of first-time, first-year Black/African American students who are choosing not to enroll at CSULB? How do Black students who did not enroll compare to Black students who did enroll?**

Introduction

The underenrollment of Black/African American students at California State University, Long Beach (CSULB) led to the initiation of a targeted project that aimed to investigate the root causes and develop strategies to improve their enrollment rates. Based on recommendations from the 2015 Lumina Foundation study, the project aligned with Beach 2030's priority of building an equitable and empowering culture. The original team included Dr. Rebecca Bustamante, Dr. Stephen Glass, Terri Armstrong, and Jeremy Scruggs.

Dr. Bustamante, Dr. Coyne, and Jeremy Scruggs eventually moved on from the Data Fellows team to focus on other university projects. We appreciate their valuable contributions during their tenure on the team. Wendy Muzien, Dr. Jolan Smith, Robert Moushon, and Jordyn Helaire subsequently joined the team to continue addressing the underenrollment of Black/African American undergraduate students at CSULB. The team worked closely with various Black student organizations to ensure student needs were considered in the proposed solutions.

The original foci for this project included the following key points:

- Addressing the low enrollment percentages of Black/African American students in 2019 and 2020, and emphasizing the need for focused efforts to improve their representation at CSULB.
- Identifying potential solutions, such as offering financial aid packages simultaneously with admission letters, providing fully funded scholarships, creating pathways to undergraduate research programs, and launching a summer bridge program.
- Analyzing various data sets, including demographic, academic, and entry data, to better understand the factors contributing to the underenrollment of Black students at CSULB and inform targeted strategies for improvement.

Methods

We conducted exploratory quantitative research involving student applicant data from 2015 to 2022. Using data supplied by CSULB's IR&A team, we evaluated trends in students identifying as Black or African American on their application in relation to:

- Enrollment Yield
- College Applied To
- Generational Status
- Locality
- Biological Sex

Results

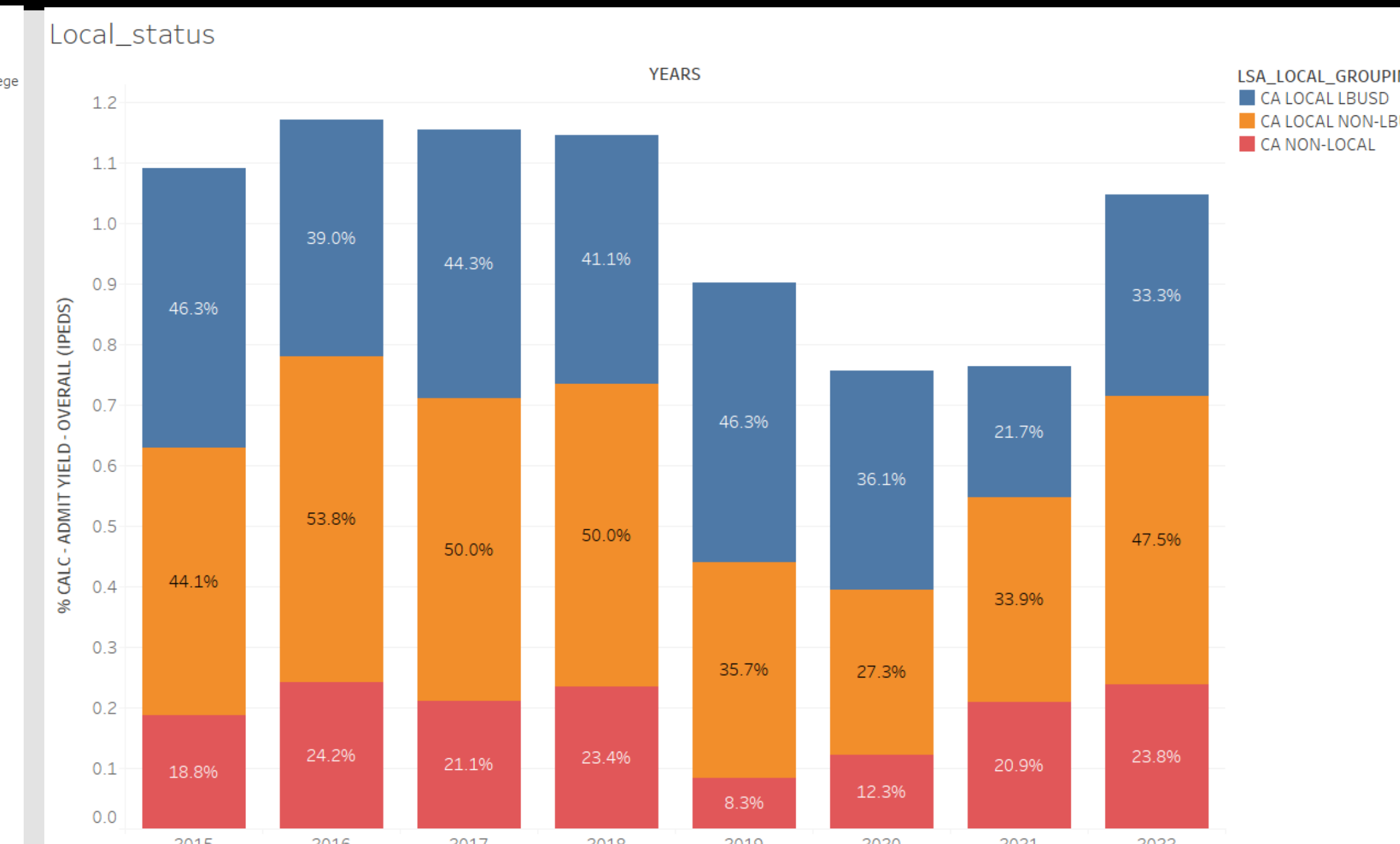
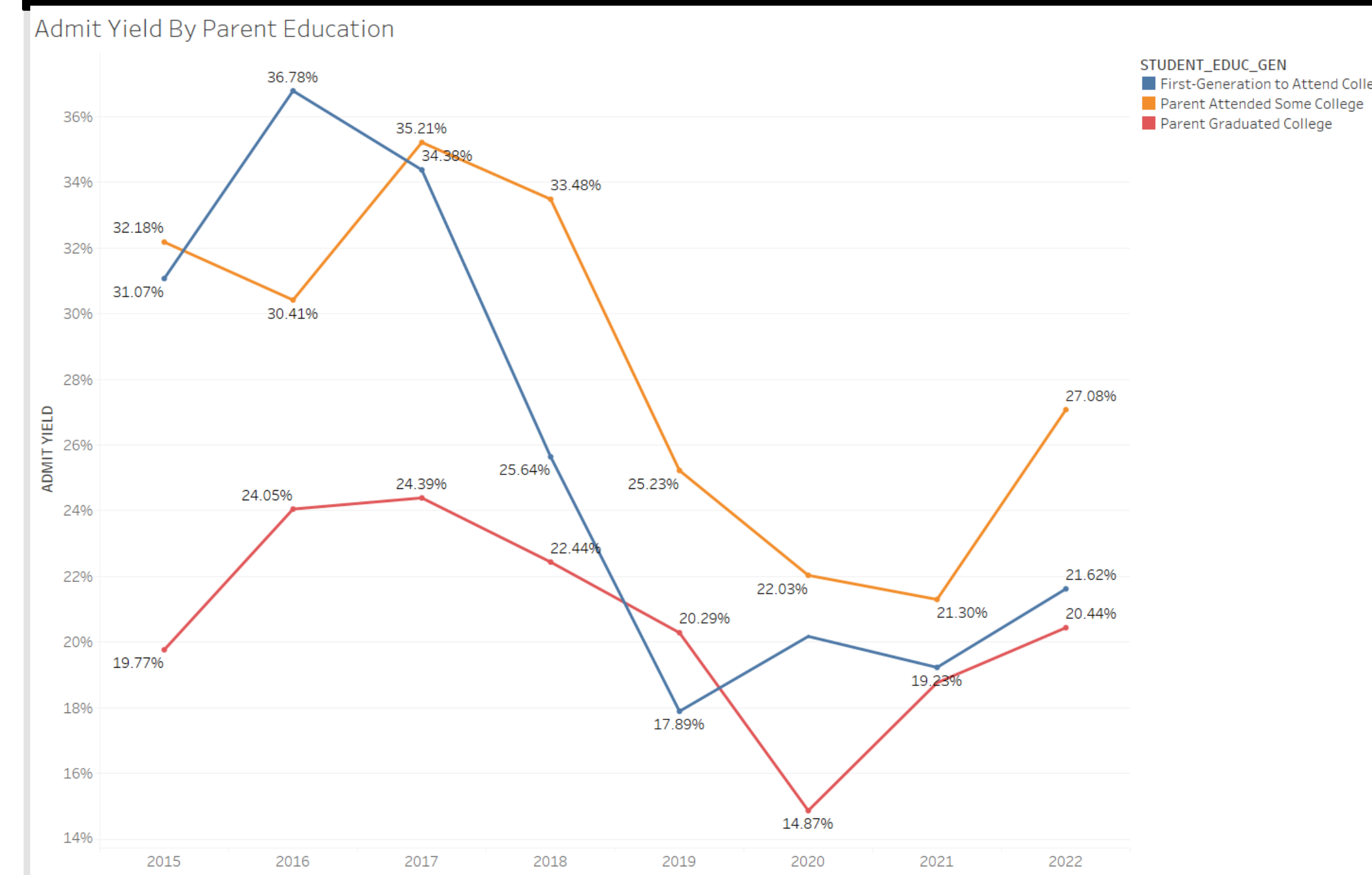


Table 1
Discrepancy in admit yield of Black/African American applicants by generational status, 2015-2022.

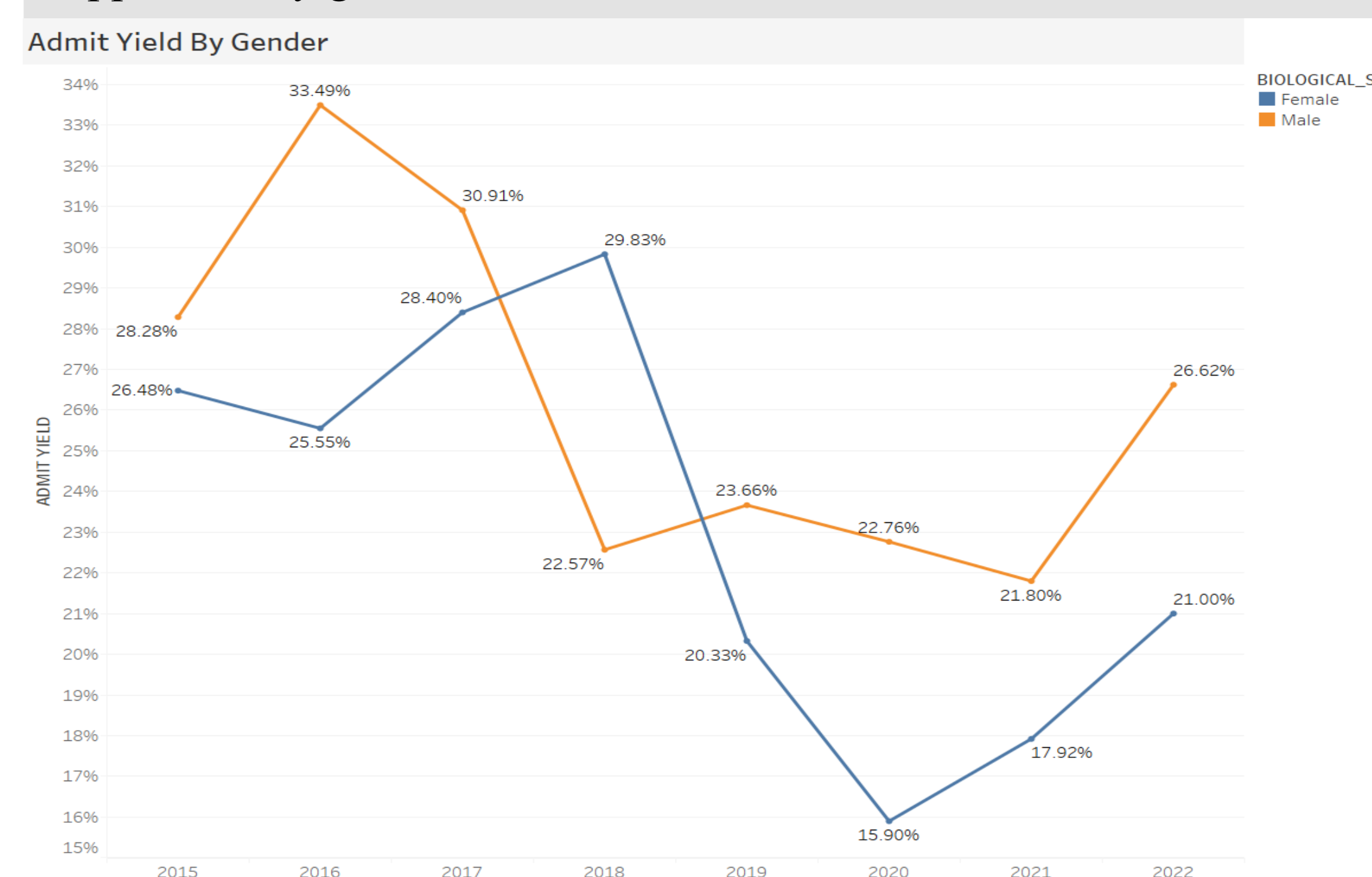


Table 3
Difference in admit yield of Black/African American applicants by biological sex, 2015-2022.

Table 2
Admit yield of Black/African American applicants based on locality.

Applied Major	Applied	Admits	Enrolled	Admit Rate	Admit Yield	App Yield
CA LOCAL LBUSD Undeclared Undergraduate	18.00	18.00	6.00	100.0%	33.3%	33.3%
Pre-Psychology	12.00	10.00	3.00	83.3%	30.0%	25.0%
Pre-Biology BS	10.00	10.00	2.00	100.0%	20.0%	20.0%
Pre-Bus Management	9.00	6.00	1.00	66.7%	16.7%	11.1%
Pre-Crim/Criminal Justice	4.00	2.00	1.00	50.0%	50.0%	25.0%
Pre-Computer Science	8.00	6.00	4.00	75.0%	66.7%	50.0%
Sociology BA	1.00	1.00	0.00	100.0%	0.0%	0.0%
CA LOCAL NON-LBUSD Undeclared Undergraduate	26.00	20.00	10.00	76.9%	50.0%	38.5%
Pre-Psychology	12.00	10.00	6.00	83.3%	60.0%	50.0%
Pre-Nursing	1.00	0.00	0.00	0.0%	0.0%	0.0%
Pre-Biology BS	5.00	3.00	1.00	60.0%	33.3%	20.0%
Pre-Bus Management	7.00	7.00	3.00	100.0%	42.9%	42.9%
Pre-Crim/Criminal Justice	7.00	3.00	2.00	42.9%	66.7%	28.6%
Pre-Computer Science	9.00	8.00	3.00	88.9%	37.5%	33.3%
Sociology BA	3.00	2.00	0.00	66.7%	0.0%	0.0%

Table 4
Application and enrollment data for Black/African American students in 2022 by applied major related to locality.

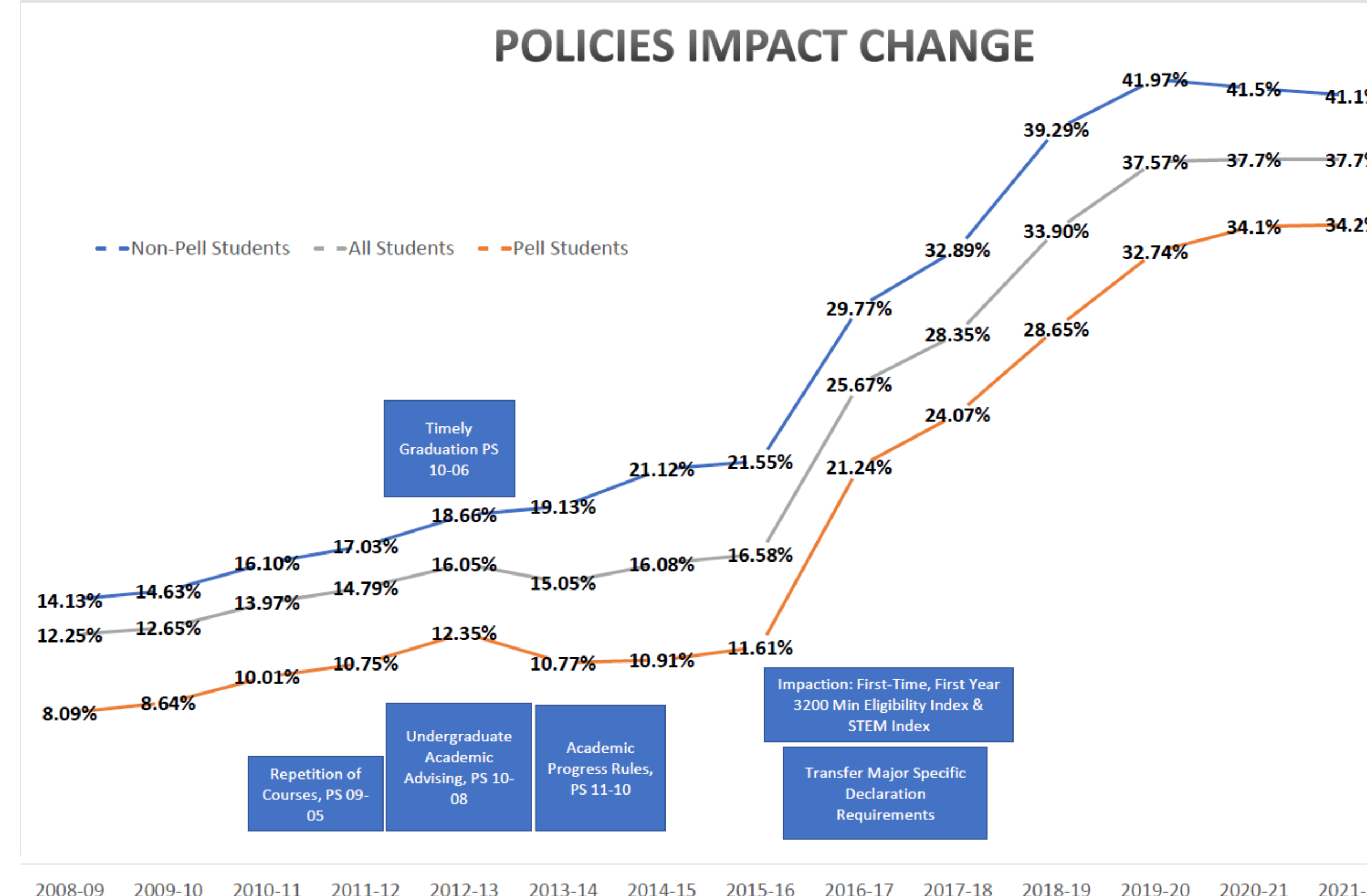


Table 5
Academic policies can impact changes in enrollment. This table highlights different CSULB policies and practices and their impact on students, for example:

- The policy establishes minimum eligibility requirements for first-time, first-year students seeking admission to impacted campuses, particularly those in high-demand majors in the STEM fields.
- First Time, First Year 3200 Min Eligibility Index policy requires first-time, first-year students to meet a minimum eligibility index of 3200 or higher, based on a combination of their high school grade point averages (GPA), and establishes higher eligibility index thresholds for students applying to STEM majors.

Conclusion / Discussion

- The Bachelor of Arts in Sociology is the only major where Black/African American applicants are admitted directly. Due to the LB College Promise policy, students are guaranteed admission to the university, but students are not guaranteed their major. If LB College Promise student applicants do not meet the admission requirements for their college of interest, they are designated UNDECLARED.
- There is a high number of Black/African American female applicants to CSULB are admitted but choose not enroll.
- Most Black/African American students come from outside the local Long Beach area.
- Most Black/African American students admitted to CSULB have parents who have either graduated from or attended some college.

Implications for Action

- Evaluate the impact state and institutional policies have on Black/African American enrollment at CSULB.
- Analyze the impact of student self-selection of ethnicity choices during the application process, including those selecting the "Two or more races" category.
- Review campus marketing materials aimed at prospective students in local schools.
- Explore expanding scholarship opportunities, especially in education, for Black/African American students.
- Align further research on the topic with the 'Build an Equitable and Empowering Culture' action plan for CSULB Beach 2030.

Next Steps / Future Directions

Next phases of this project:

- Analyze Data of Applied Black/AA Students to CSULB
- Analyze Data of Applied/Admitted/Enrolled of Black + Students (Mixed Race Identified students)
- Focus Groups with Black Admitted not enrolled students to learn why.
- Environmental Scan of CSUs with high Black student enrollment.

To continue the discussion, please follow:

