

Dr. Sandra Arevalo, Spencer Butler, Liza Ivezaj, Dr. Jacqueline Lyon, & Dr. Sunyoung Park
CSULB College of Liberal Arts

The CLA Data Fellows project focused on identifying the factors shaping Black students' success. Our research was guided by the questions:

What factors contribute to or detract from Black students' success?

How do outcomes for Black students compare to their peers in other racial groups?

Graduation Rates
Among 2013 FTFY Black students, African Americans took longer to graduate (9.84 sem.) compared to Black Latinx (9.62 sem.) and multiracial Black students (9.66 sem.). Black students who graduated within four years were more likely to have generational experiences with college, which boosts their timely completion of their degree.

LBUSD Status
We consistently found that LBUSD status was a key factor shaping the student experience. Although just 17.38% of Black students come from LBUSD, a higher percentage of Black students come from LBUSD than other racial or ethnic groups. Black LBUSD students have lower GPAs and 4-year graduation rates. However, LBUSD graduates persist longer.

Interaction of factors
Comparing Black and other racial groups shows that the impact of negative factors is intensified for Black students, particularly LBUSD graduates and Pell-grantees.

Persistence
Despite facing academic challenges, Black LBUSD graduates have higher persistence rates. However, Black Latinx, multiracial Black, and non-US visa holders who are Black persist longer than African-Americans.

