

ADDRESSING RACIAL INEQUALITY: THE IMPACT OF COVID

Spring 2022 President's Cabinet Retreat Data Handout



Course Outcomes

Between SU16-Fall19 Black students experienced a -9.8% equity gap. That gap decreased to 8.7% since SP20. While the Gap for Latinx students grew from 7.1% to 8.9% Similar to the campus-wide rates, Black and Latinx students had the highest success rates in Hybrid and Async online courses.

Source: Mesa Course Outcomes Dashboard



Campus Climate

2020 and 2021 Black **Graduating** students reported experiencing the lowest levels of Validation/Affirmation and Care/Value after having reported among the highest levels in the previous years.

Source: Mesa Grad Survey-Campus Climate



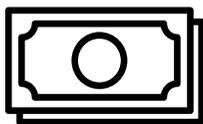
Momentum

Black and Latinx students have seen the largest gains in transfer level math and english completion.

[Source: Transfer-Level Gateway Completion](#)

Equity gaps in these courses have increase during COVID. The equity gap in MATH for Black students went from 10.3 (before SP20) to 14.3 (since SP20) and from 8.2% to 11.2% in English for Latinx students.

Source: Mesa Course Outcomes Dashboard



Basic Needs

In Spring 21, over half of graduates reported at least 1 basic needs insecurity and 80% reported at least 1 mental health challenge. 1 in 4 graduates used the Stand and over 40% indicated they had never heard of it. The most common strategy to overcome these challenges was "Relying on Friends and family."

[Source: Graduate Survey](#)



Completion & Transfer

Black and Latinx students continue to be underrepresented in our graduating cohorts.

[Source: Mesa Awards Dashboard](#)

5% of Black students complete an award within 3 years.

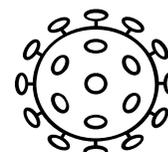
[Source: Student Success Metric Dashboard](#)

Black transfer applicants continue to have 10% lower accept. rate to UC than their White peers.

[Source: UC InfoCenter](#)

Fall 2020 saw an increase in rep. among Black and Latinx students accepted to SDSU from Mesa.

[Source: SDSU Tableau Dashboard](#)



COVID-19 and School

For all ethnic groups, Family/Personal Reasons and Employment Commitments were the top 2 reasons students indicated they withdrew from classes. Additional online courses and more weekend/evening courses were the top 2 retention reasons reported by all groups.

Source: [Withdrawal Dashboard](#)