

2015-16 Black/African American Cultural Center Programming

The purpose of this report is to provide student demographics and success outcomes for students who participate in Black/African American Cultural Center (BAACC) programs compared to similar students who do not participate in the programs. A similar [report](#) was completed for the 2014-15 BAACC programs.

In summary, this report found that the 2015-16 BAACC programs serve a diverse group of students and have positive results across the outcomes used for this report.

2015-16 BAACC Programs

Table 1, below, displays the student headcounts and demographics for the five BAACC programs included in this report.

Table 1.

BACC 2015-16 Program Participation						
Program	Target Population	Headcount	First Generation (%)	Female (%)	Average Index	
Rites of Passage	First-Year	53	58.5%	77.4%	109.3	
Leadership Development Institute	Second-Year	14	78.6%	78.6%	107.2	
L.E.A.D Conference	Second-Year	55	73.1%	71.2%	108.5	
Donald W. Wilson Professional Mentoring	Juniors and Seniors	16	31.3%	68.8%	103.9	
John Mosely Leadership	Athletes	18	11.1%	38.9%	102.6	

Program participation in 2015-16 ranges from 14 to 55 students and serves 138 distinct students, which is about 27% of the 513 Black/African American undergraduates in FA15. First generation students are overrepresented in three of the five BAACC programs compared to the CSU overall (about 53% of Black/African American UG in FA15 are first generation) and in all of the BAACC programs the average CCH index is lower than the university average (115). Female participation is very high in all programs other than the John Mosely Leadership program.

There are several data definitions that are consistently applied throughout the report. The comparison groups exclude any students who participate in any of the BAACC programs included in this report. Additionally, for the purpose of this report Black/African American status is defined from the admissions application regardless of other ethnicities.

The proceeding sections of the report (organized by student level) compare the demographics and outcomes for each program to a group of similar students in 2015-16 as well as the prior year's results. The representation of first generation students and index is included because prior work has shown that these attributes have strong negative (first generation) and positive (index) associations with the student success outcomes used in this report.

First-Year Programs

The Rites of Passage program is the only BAACC program aimed at first-year students included in this report. Outcomes include cumulative GPA and credits at the end of the first spring semester (SP16) as well as freshman retention (persistence to FA16).

Rites of Passage

The Rites of Passage program is designed to improve the academic performance and retention rate of African American first-year and transfer students. In 2015-16 only two of the participants are transfer students. Components of this program include peer mentoring, a fall retreat for incoming first-year students, seminars/community building forums, community service involvement and leadership development. Table 2 compares the demographics and academics of Rites of Passage Program participants to other Black/African American new freshmen in FA15 (who did not participate in BAACC programming).

Table 2.

2015-16 Rites of Passage Program Participants' First-Year Performance and Demographics						
	Headcount	Average Index	First Generation (%)	Average GPA ²	Average Completed Credits ³	Freshman Retention ⁴
Participants	53	109.3	58.5%	3.00	28.25	85.5%
Comparison Group ¹	119	110.2	52.9%	2.71	27.21	79.8%

¹FA15 Black/African American freshmen who did not participate in any BAACC programs in the 2015-16 academic year

²Cumulative GPA at the end of the SP16 semester

³Total completed credits at the end of the SP16 semester

⁴Percent of students retained or graduated at census of FA16 (second-fall persistence)

Rites of Passage program participants have a slightly lower average index (109.3 compared to 110.2) and a larger representation of first generation students (58.5% compared to 56.7%) compared to other African American first-year students. Program participants have a higher first year GPA (.29 grade points) and slightly higher average completed credits (1.05 credits) compared to similar students who are not in any BAACC programming. Additionally, program participants have a retention rate that is 5.6 percentage points higher than the comparison group.

These results are similar to last year's report (FA14 participants had a lower average index and greater representation of first generation students as well as higher levels of the outcomes compared to similar students). However, program participants in FA15 have a higher average index and smaller representation of first generation students compared to program participants in FA14. The first-year cumulative GPA and credits for FA15 participants are also higher than the FA14 participants.

Second-Year Programs

The following two BAACC programs are targeted at second-year students who identify as Black or African American:

-  L.E.A.D. Conference
-  Leadership Development Institute

Outcomes for the second-year program participants and comparison group are cumulative GPA and credits at the end of the second spring semester (SP16) as well as persistence to FA16 (third-fall persistence).

L.E.A.D. Conference

The L.E.A.D. Conference is a sophomore conference hosted by the BAACC and El Centro that focuses on enhancing the academic and professional achievements of under-represented students. The purpose of this conference is to foster a strong sense of belonging and to instill confidence in future academic endeavors among participants. Table 3 compares the demographics and academics of L.E.A.D conference participants to other second year African American students (who did not participate in BAACC programming).

Table 3.

2015-16 L.E.A.D. Conference Participants' Second-Year Performance and Demographics						
	Headcount	Average Index	First Generation (%)	Average GPA ²	Average Completed Credits ³	Persistence to FA16 ⁴
Participants	55	108.5	73.1%	2.97	52.66	94.3%
Comparison Group ¹	94	108.1	54.3%	2.79	54.79	78.7%

¹FA15 African American sophomores (new freshmen in FA14) who did not participate in any BAACC programs in the 2015-16 academic year

²Cumulative GPA at the end of the SP16 semester

³Total completed credits at the end of the SP16 semester

⁴Percent of students retained or graduated at census of FA16 (third-fall persistence)

L.E.A.D Conference participants have a slightly higher average index (108.5 compared to 108.1) and a larger representation of first generation students (73.1% compared to 54.3%) compared to other second-year African American students. Program participants have a higher first year GPA (by .19 grade points), but a lower average completed credits (2.13 credit difference) compared to similar second-year students who are not in any BAACC programming. Program participants have a much higher rate of persistence to FA16 (15.6 percentage points).

The 2015-16 L.E.A.D. program participants have a lower average index and greater representation of first generation students compared to the 2014-15 participants. The 2015-16 participants also have a higher average GPA and average completed credits compared to the prior year participants.

Leadership Development Institute

The Albert C. Yates Leadership Development Institute aims to continually develop a 21st century generation of African American leaders. The goal of this program is to prepare participants to lead and confidently face the realities of economic, social, political, and cultural life upon graduation. These second-year students spend the fall working on internal leadership development, then go to high schools in the spring to put the development into action. Table 4 compares the demographics and academics of Albert C. Yates Leadership Development Institute participants to other second-year African American students (who did not participate in BAACC programming).

Table 4.

2015-16 Albert C Yates Leadership Development Institute Participants' Second-Year Performance and Demographics						
	Headcount	Average Index	First Generation (%)	Average GPA ²	Average Completed Credits ³	Persistence to FA16 ⁴
Participants	14	107.2	78.6%	3.03	57.36	100.0%
Comparison Group ¹	94	108.1	54.3%	2.79	54.79	78.7%

¹FA15 African American sophomores (new freshman in FA14) who did not participate in any BAACC programs in the 2015-16 academic year

²Cumulative GPA at the end of the SP15 semester

³Total completed credits at the end of the SP15 semester

⁴Percent of students retained or graduated at census of FA16 (third-fall persistence)

Leadership Development Institute participants have a lower average index score and greater representation of first generation students compared to other second-year Black/African American students. Program participants have a higher second year GPA (by .24 grade points), a higher average completed credits (2.6 credits), and a higher rate of persistence (21.3 percentage points) to FA16 compared to similar second-year students who are not in any BAACC programming.

The 2015-16 program participants have a lower average index and greater representation of first generation students compared to the 2014-15 participants. The 2015-16 participants have a negligibly lower GPA (3.03 compared to 3.06) and a higher average number of completed credits compared to the 2014-15 participants.

Athlete Programs

The John Mosley Leadership program serves athletes. Outcomes for the program participants and comparison group are cumulative GPA and the probation rate at the end of SP16 as well as persistence to FA16.

John Mosley Leadership Program

The John Mosley Leadership program is designed to assist student-athletes. The overall objective of the program is to reduce the percentage of academic probation rates, increase graduation rates, and expose participants to positive role models. Table 5 compares the demographics and academics of John Mosley Leadership program participants to other new freshman student-athletes (who did not participate in BAACC programming).

Table 5.

2015-16 John Mosley Leadership Program Participants' Performance and Demographics						
	Headcount	Average Index	First Generation (%)	Average GPA ²	Probation Rate ³	Persistence to FA16 ⁴
Participants	18	102.6	11.1%	2.70	11.1%	100.0%
Comparison Group ¹	65	95.9	50.8%	2.55	10.5%	90.8%

¹FA15 Black/African American athletes who did not participate in any BAACC programs in the 2015-16 academic year

²Cumulative GPA at the end of the SP16 semester

³Probation status at the end of SP16 semester

⁴Percent of students retained or graduated at census of FA16

John Mosley Leadership program participants have a higher average index score and smaller first generation representation compared to other black student-athletes. Program participants have a higher first year GPA (.15 grade points) and slightly higher probation rate (less than a percentage point difference) compared to similar student-athletes who are not in any BAACC programming. It should be noted that all of the 2015-16 participants returned for the FA16 semester (compared to about 91% of the comparison group).

The representation of first generation students and average index score is higher for John Mosley Leadership program participants in 2015-16 compared to 2014-15. The 2015-16 John Mosley Leadership program participants have a higher average GPA and lower probation rate compared to the 2014-15 program participants.

Continuing Student Programs

The Donald W. Wilson Professional Mentoring program is targeted for junior and seniors who identify as Black/African American. Outcomes for the program participants and comparison group are cumulative GPA and credits at the end of the SP16 as well as persistence to FA16.

Donald W. Wilson Professional Mentoring Program

The Donald W. Wilson Professional Mentoring program provides active learning opportunities to upper division students (juniors/seniors). The purpose of this program is to provide a mentor/protégé relationship between faculty/staff members and students by pairing students with faculty/staff members who work in a field relevant to the students' major. Table 8 compares the demographics and academics of Donald W. Wilson Professional Mentoring program participants to other junior and senior African American students (who did not participate in BAACC programming).

Table 8.

2015-16 Donald W. Wilson Professional Mentoring Program Participants' Performance and Demographics

	Headcount	Average Index	First Generation (%)	Average GPA ²	Persistence to FA16 ³
Participants	16	103.9	31.3%	3.00	100.0%
Comparison Group ¹	322	107.1	48.8%	2.82	86.3%

¹FA15 Black/African American juniors and seniors (defined by credit level) who did not participate in any BACC programs in the 2015-16 academic year

²Cumulative GPA at the end of the SP16 semester

³Percent of students retained or graduated at census of FA16

Donald W. Wilson Professional Mentoring program participants have a lower average index (3.2 index point difference) and a smaller representation of first generation students (17.5 percentage point difference) compared to other continuing African American students. Program participants have a higher cumulative GPA (.18 grade point difference) and a higher FA16 persistence rate (13.7 percentage point difference) compared to similar students who are not in any BAACC programming.

The average index and first generation representation is lower for 2015-16 program participants compared to 2014-15. The GPA across both groups is very similar (2.98 compared 3.00).

Conclusions

The 2015-16 BAACC programs serve a diverse group of student. The representation of first generation students is greater than the representation of first generation students in the comparison groups for most of the programs. The average index is also lower for program participants compared to the comparison group for all programs besides the John Mosely Leadership program. Females are over-represented among all the BAACC programs besides the John Mosely program. Compared to the demographics of the 2014-15 programs, the 2015-16 programs are typically serving lower index students (except for Rites of Passage and John Mosely). Additionally, programs intended for second-year students increased their first generation student representation in 2015-16.

The 2015-16 BAACC programs have positive results for the outcomes measured in this report. Most notably, the persistence to FA16 was considerably higher for all BAACC programs compared to similar students not in BAACC programming. Three of the five programs have 100% retention rate to FA16, which is astonishing and wouldn't necessarily be expected in future semesters. The SP16 cumulative GPA is higher for all BAACC programs compared to a similar set of students in SP16. Additionally, the spring GPA for the 2015-16 participants is higher or equivalent than the spring GPA for the 2014-15 program participants. Two (Rites of Passage and Leadership Development Institute) of the four programs that evaluate cumulative completed credits are higher than the comparison group. Across all four of these programs the cumulative credit completion of the 2015-16 program participants is higher compared to the 2014-15 program participants.