



APACC Programs and Demographics

This report shows demographic information, average cumulative GPAs, and persistence outcomes for participants in 6 Asian/Pacific American Cultural Center (APACC) programs. These programs include the PALS (Participation, Awareness, Learning, Sharing) and Explore community mentoring programs, the peer mentoring program (Mentors and Mentees below), the All Nations Leadership Retreat (ANLR), and student staff positions at APACC. APACC participants are compared against the total population of CSU undergraduate students who identify as Asian or Hawaiian/Pacific Islander during this time period – this comparison group includes multiracial students. For the purpose of this report, students are included as an APACC participant if they are enrolled at both census and end of term for the term they participated in an APACC program.

Key Findings

- APACC programs serve a higher percentage of first-generation students and Pell Grant recipients compared to the broader CSU student population who identify as Asian or Hawaiian/Pacific Islander. APACC participants are more likely to participate in the Key program than the general comparison population.
- APACC participants have a higher average index score than Asian or Hawaiian/Pacific Islander students at CSU as a whole.
- 444 unique students participated in APACC from fall 2006 to fall 2017. There were 4,680 unique CSU undergraduate students who identified as Asian or Hawaiian/Pacific Islander during this time. APACC served 9.5% of this broader population of students through the 6 programs considered in this report.
- Persistence rates and average cumulative GPAs for APACC students are generally higher than the broader CSU comparison group, with a few exceptions (see tables 4 and 5 below).

Demographics

Table 1 reports headcounts by APACC program across each fall term between 2006 and 2017. Please note that this is not a unique headcount for APACC programs because students can be duplicated across programs and/or terms.

Table 1. Counts by APACC Program

	PALS	Explore	Staff Mentor	Mentee	ANLR	
FA06	14					
FA07	22					
FA08	20					
FA09	19					
FA10	20		6	7	12	14
FA11	18		9	6	14	15
FA12	25		10	4	14	42
FA13	12	12	8	4	14	31
FA14	15	8	9	5	33	24
FA15	17	9	10	6	12	40
FA16	16	6	9	5	28	33
FA17	8	3	8			21



The PALS program has served students every fall term since fall 2006 and the ANLR program (retreat) has served the most students during this time frame overall.

Table 2 reports several demographic measures for APACC program participants, by program, as compared to all undergraduate students at CSU who identify as Asian or Hawaiian/Pacific Islander in this time frame. Please note that these program headcounts are unique by program.

Table 2. Key Demographics by APACC Program

APACC Program	Headcount	First-Generation (%)	Female (%)	Non-Resident (%)	Pell (%)	Key (%)	Average Index
PALS	158	39.2%	76.6%	29.1%	30.4%	27.2%	116.8
Explore	30	48.3%	70.0%	30.0%	44.8%	33.3%	113.0
Staff	47	34.0%	85.1%	19.1%	38.3%	25.5%	117.9
Mentor	37	32.4%	64.9%	18.9%	24.3%	21.6%	115.9
Mentee	120	40.0%	67.5%	39.2%	31.7%	20.8%	116.4
ANLR	181	42.9%	65.2%	43.1%	47.4%	23.2%	113.9
Unique APACC	444	38.9%	68.5%	38.7%	35.2%	21.6%	115.7
Comparison Group	4680	30.9%	56.2%	35.9%	22.4%	9.1%	113.6

All APACC programs have a higher percentage of first-generation college students compared to the university-wide comparison group. Nearly half of the participants in the Explore program are first-generation students—this percentage is the highest proportion of first-generation students of all APACC programs. Similar to the patterns for first-generation students, all APACC programs have a higher percentage of female students compared to the comparison group. Nearly 9 out of 10 students who are APACC staff members are females and nearly 8 out of 10 PALS participants are females.

The percentage of APACC participants who are non-residents varies by program, with Mentees and ANLR participants having the highest percentage of non-residents (39.2% and 43.1%, respectively). Both of these programs have a higher percentage of non-residents than the comparison group and all other APACC programs have a lower percentage of non-residents than the comparison group. Student staff members and Mentors have the lowest percentage of non-resident student participants.

All APACC programs have a higher percentage of Pell students than the comparison group. The ANLR program has the highest percentage of Pell participants of all APACC programs and the Mentor program has the lowest percentage of Pell participants.

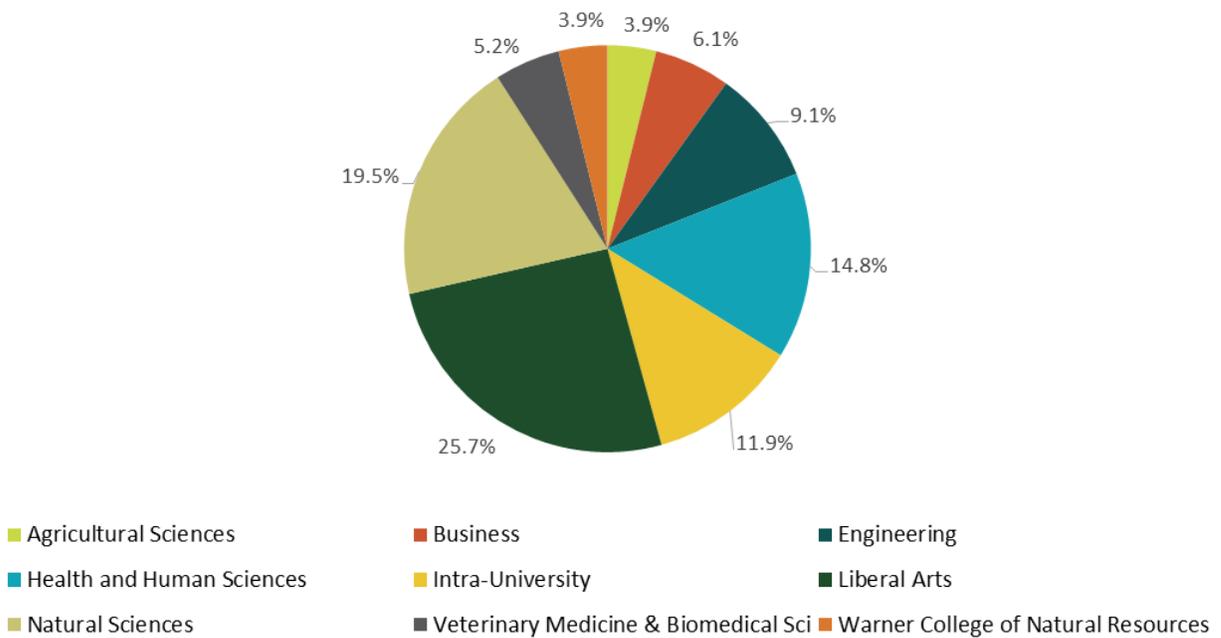
All APACC programs have a higher percentage of Key students than the comparison group. A third of students who participate in Explore are Key students. APACC participants generally have a higher average index score than the comparison group – Explore and ANLR participants have similar average index scores to the comparison group.



Table 3 shows the distribution of APACC students by college affiliation. Please note that students are duplicated in this table if they participated in an APACC program across more than one term. Because students often change their major throughout their time in college, this pie chart accounts for those changes and reports students' college affiliation in any term that they participated in APACC.

Table 3. College Distribution among APACC Participants

College Representation Among APACC Participants



A quarter of APACC participants are from the college of Liberal Arts and nearly a fifth are from the college of Natural Sciences. Students from Health and Human Sciences and Intra-University majors represent about a quarter of APACC students. The distribution of APACC participants across colleges is similar to the university-wide college distribution with a higher representation of students from Intra-University, Liberal Arts, and Natural Sciences among APACC participants.



Persistence Outcomes

Table 4 shows headcounts and persistence rates by APACC program and student class level, as compared to the overall persistence rates of a broader comparison group. Please note that students are duplicated in this table if they participated in an APACC program across more than one term. Furthermore, please note that the comparison group persistence rates are calculated among the first-time, full cohorts who identified as either Asian or Hawaiian/Pacific Islander controlling for prior semester persistence. For example, the comparison group percentage in the freshman row (85.6%) refers to students who persist to their second fall term, but the second row (88.9%) refers to the percentage of students who persist to their third fall term, among students who persisted to their second fall term. In addition, if a student graduates from CSU, they are counted among those students who persisted in all persistence rates in Table 4.

Table 4. Persistence Rates by APACC Program and Class Level

	PALS		Explore		Staff		Mentor		Mentee		ANLR		Comparison Group
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	%
Freshman	63	87.3%	13	92.3%	2	100.0%	--	--	80	87.5%	57	82.5%	85.6%
Sophomore	54	90.7%	8	100.0%	13	100.0%	16	93.8%	26	88.5%	34	85.3%	88.9%
Junior	33	90.9%	4	100.0%	20	100.0%	8	100.0%	7	85.7%	39	92.3%	93.9%
Senior	45	95.6%	8	100.0%	24	100.0%	11	100.0%	11	100.0%	60	96.7%	93.9%

Freshman persistence rates for APACC participants are higher than persistence to the second fall rates among the comparison group for all programs that have information except for ANLR participants. Sophomore, junior, and senior persistence rates vary by APACC program but participants in PALS, Explore, Staff, and student mentors tend to have higher persistence rates than the comparison group (with the exception of junior PALS participants). Participants in ANLR and student mentees have lower sophomore and junior persistence rates than the comparison group but higher senior persistence rates than the comparison group.

It is important to note the headcounts of participants in all of these programs, but particularly for participants in the Explore, Staff, and Mentor columns. Smaller headcounts in APACC programs mean that percentage persistence rates are volatile since each individual participant carries more statistical weight when calculating the percentage.



Average GPA

Table 5 shows headcounts and average cumulative GPA by program and student class level, as compared to the average cumulative GPA of a broader comparison group. Please note that students are duplicated in this table if they participated in an APACC program across more than one term. The comparison group's average cumulative GPA is taken from the same comparison group as defined in the persistence measures in Table 4.

Table 5. Average Cumulative GPAs by APACC Program and Class Level

	PALS		Explore		Staff		Mentor		Mentee		ANLR		Comparison Group
	Count	GPA	Count	GPA	Count	GPA	Count	GPA	Count	GPA	Count	GPA	GPA
Freshman	64	3.15	14	3.16	2	2.55	---	---	78	2.84	66	2.83	2.91
Sophomore	55	3.19	8	3.29	15	3.15	16	3.32	25	3.28	39	2.96	2.99
Junior	37	3.18	4	3.02	24	3.22	8	3.49	7	3.29	43	3.05	3.04
Senior	47	3.30	9	3.28	26	3.30	12	3.24	11	3.58	62	3.39	3.07

APACC participants have higher average cumulative GPAs across all APACC programs than the broader CSU comparison group with a few exceptions by class level. Exceptions to this trend include the average GPA of Explore participants who are juniors, student staff members who are freshmen, Mentees who are freshmen, and ANLR participants who are freshmen and sophomores. All of these average GPAs are lower than the comparison group average GPA for the respective class levels. However, the small number of freshman staff members and junior Explore participants is likely the cause of these differences since smaller headcounts in APACC programs mean that average cumulative GPAs are volatile since each individual participant carries more statistical weight when calculating the average.

Conclusion

This report shows promising persistence and GPA outcomes for APACC participants, particularly when considering that APACC programs have a higher percentage of historically underserved students (first-generation and Pell) compared to the broader comparison group of Asian and Hawaiian/Pacific Islander students at CSU. APACC served almost 10% of Asian and Hawaiian/Pacific Islander students during the time frame considered in this report. APACC students are distributed across all colleges but Liberal Arts, Natural Sciences, and Intra-University are overrepresented among APACC students. Considering this trend, future APACC programs may consider recruiting participants from other colleges as a way to reach a broader cross-section of Asian and Hawaiian/Pacific Islander students at CSU.