



# APACC Student Success, FA10-FA19

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The purpose of this report is to assist the Asian Pacific American Cultural Center (APACC) with their program review process by providing the demographics, persistence, graduation, and GPA of students that participated in APACC programs over the last ten years. APACC program participants' responses from the National Survey of Student Engagement (NSSE) are also provided in aggregate as indirect measures of student success.

## Executive Summary

Since FA10, a total of 330 first-time and 105 transfer students have participated in at least one APACC program during their time at CSU. First time students participate in an average of two different programs, and participate for an average of three terms. Transfer students participate in an average of one program for about two terms.

In general, APACC programs serve a larger proportion of Pell recipients and first generation students compared to Asian Pacific Islander or Desi-American (APIDA)-identified students who did not participate in APACC programming. Thus, APACC plays an important role on campus in serving populations that are a priority for institutional-level student success goals. Collectively, APACC participants earn a higher term GPA, persist at slightly higher rates, and graduate at a similar rate compared to non-APACC, APIDA-identified students. Program participants also tend to have a higher level of pre-college academic preparation, which is strongly associated with success outcomes.

At the individual program level, programs with large enough transfer student headcounts show very positive success outcomes. Transfer students who participated as mentees and at the fall retreat exhibited strong outcomes across persistence and graduation compared to APIDA-identified, non-APACC transfer students.

Results from the two most recent National Survey for Student Engagement (NSSE) are reported for APACC participants, compared to non-APACC, APIDA-identified students. APACC respondents reported significantly lower institutional emphasis and supportive environment for diverse identities, inclusion, and equity compared to non-APACC, APIDA-identified students. APACC students were also less likely to report feeling a sense of belonging on campus. Conversely, first year APACC respondents were more likely to report that their CSU experience increased their ability to work effectively with others, solve complex real-world problems, and be an informed and active citizen.

## Methodology

Due to the small number of participants in each program across each year, results are reported in aggregate. Only those students who are part of a full-time new or transfer undergraduate student cohort (fall, spring, or summer) are included in this report. Cohorts were selected to include as many students as possible, and ranges from FA06 to FA18. Eleven students who participated in an APACC program, but were not part of a cohort, are excluded from this analysis. These students were either post-bachelors, part-time, online, or withdrew before the end of their first term. In addition, four students participated in APACC programming as graduate students, but are not included due to the small headcount.

Reference levels are provided not as statistical comparisons, but rather to give a general sense if the outcomes are higher or lower than the overall Asian, Pacific Islander, Desi-American (APIDA) student population. The

reference group is comprised of full-time undergraduate new or transfer students who identified as Asian or Hawaiian/Pacific Islander during the same time period (FA06-FA18 cohorts). The most recent three years are displayed for comparison, depending on the outcome. For example, second fall persistence includes students from the FA16-FA18 cohorts. Differences between APACC students and the reference group are displayed for both term GPA and persistence and graduation. The weighted average percentage point difference for persistence and graduation is displayed to account for headcount differences by participation year.

## Limitations

APACC programs utilize a number of research-based high impact practices to augment student success, such as first year mentoring programs, on-campus employment opportunities, and service learning. One of the major limitations in this report is IRP&E's inability to measure student-learning outcomes and some meaningful program-level outcomes due to the nature of data available within CSU's system of record. The student success outcomes included in this report (persistence, graduation, and term GPA) are program-level outcomes that only indirectly measure some of APACC's program goals. In addition, headcounts are often too low to interpret meaningful differences in GPA, persistence, and graduation rates, particularly for transfer students, and outcomes are not reported for headcounts less than 10. Thus, the success outcomes should be interpreted with caution.

## APACC Programs

APACC provided individual student program participation by term from FA10 through FA19. Programs include: APACC student staff, first year mentors and mentees, First Year Mentoring Program mentees, retreat participants, PALS mentors, and Explore mentors.

## Demographics

Demographics are provided for each program. Percent female (as indicated on a student's application), average CCHE Index (a measure of high school academic preparation and strong predictor of college academic success), percent nonresident, percent Pell recipient, percent first generation, and percent international are included. Racial/ethnic identity is categorized by 1) the percentage of students who identify as APIDA only; 2) multi-racial/APIDA, meaning they identify as APIDA in addition to at least one other identity; and 3) not APIDA. Due to federal reporting standards, students who participated in APACC programs but are not classified as APIDA are often international students from Asian countries (but not always). Rather than identifying race/ethnicity using federal reporting guidelines, which forces students into a single category, students in this report are represented across all self-reported identities. For instance, a student that identifies as Black and Asian is multi-racial according to federal guidelines, and in this report is identified as both.

## Student Success Outcomes

Success of program participants is measured across the following metrics:

- GPA is provided by program participation term.
- Persistence and graduation rates are calculated from each year that a student participates in a program. Rates are always presented separately for first-time and transfer students and rates are not provided if the number of participants is less than 10. Rates are summarized by taking the average percentage point (PP) differences between program participants and the reference level across cohorts.
- Results from the National Survey of Student Engagement are provided for APACC students in aggregate, compared to non-APACC, APIDA-identified students who completed the survey in the same year. Results

from the most recent two NSSE surveys are displayed, Spring 2016 and Spring 2019. Items aligning with program objectives are reported by class level (first year and senior).

## APACC Student Staff

APACC student staff are hired for a variety of positions to coordinate programs, market the center through social media, and serve as an information resource for the Center.

### Demographics

Among students in the FA06 through FA18 cohorts, 60 were employed at APACC for an average of two terms. Only four students worked at APACC their first year; the remainder began working at APACC in their second year or beyond. Table 1 displays student staff demographics.

Table 1. APACC Student Staff Demographics, FA06-FA18 FT Cohorts

Population	N	Female	Pell	First Gen	APIDA Only	Multiracial APIDA	Not APIDA	Internatl.	Avg. Index	Nonres
APACC Staff	60	88.3%	43.3%	33.3%	60.0%	31.7%	8.3%	3.3%	117	28.3%
Reference Group*	1049	54.6%	22.4%	25.7%	57.2%	42.6%	-	18.4%	115	45.0%

\*Includes SP16, FA16, SP17, FA17, SP18, and FA18 APIDA-identified undergraduate students.

APACC student staff have a larger proportion of females, Pell recipients, and first generation compared to the reference group. APACC staff also have a smaller proportion of nonresidents and international students, as well as students who identify as multiracial APIDA. Of those students who identified as multiracial (32%, n=19), 14 students also identified as White, and three also identified as Black. Of those students who did not identify as APIDA (n=5), four identified as White, and one as Hispanic/Latino.

### Success Outcomes

On average, student staff tend to earn a higher term GPA and persist and graduate at a similar rate compared to the reference group.

Table 2 displays end of term GPA by when a student was employed by APACC. First year student GPA is not displayed, because only four students were employed during their first year at CSU. Transfer student GPA is also not displayed, as only one transfer student was employed each term.

Table 2. EOT GPA by Staff Year, FA10-FA18 FT Cohorts

	Staff Term	Cohort Application Type	Staff EOT GPA	Reference EOT GPA	Diff (APACC-Reference)
Second Year	Second Fall	New (n=21) Transfer (n=1)	3.23	2.97	0.27
	Second Spring	New (n=19) Transfer (n=1)	3.23	3.01	0.22
Third Year	Third Fall	New (n=28) Transfer (n=1)	3.20	3.01	0.20
	Third Spring	New (n=22) Transfer (n=1)	3.22	3.11	0.11
Fourth Year	Fourth Fall	New (n=28) Transfer (n=1)	3.31	3.12	0.19
	Fourth Spring	New (n=24) Transfer (n=1)	3.31	3.15	0.16

On average, APACC student staff earn a term GPA of 3.25, while the reference group earns a GPA of about 3.0-3.1. Across all terms, APACC staff GPA is approximately .25 grade points higher than the reference group. The largest positive gap exists for APACC students who are employed their second fall (.27 grade points).

Table 3 displays persistence and graduation rates for APACC student staff by the year they were employed. Students may be duplicated across years depending on the length of their employment. Persistence and graduation for first year staff and transfer students overall are not shown due to the small headcount.

Table 3. Persistence and Graduation Rates by Student Staff Year, (FA06-FA18 FTFT Cohorts)

Staff Employment Year*	Cohort Application Type	2nd Fall Persistence		3rd Fall Persistence		4 Yr Graduation		6 Yr Graduation	
		Student Staff	Reference**	Student Staff	Reference	Student Staff	Reference	Student Staff	Reference
First Year	New (n=4)	-	-	-	-	-	-	-	-
Second Year	New (n=25)	-	-	100.0%	95.5%	62.5%	56.9%	80.0%	81.7%
Third Year	New (n=21)	-	-	-	-	63.2%	61.2%	87.5%	88.9%
Fourth Year Plus	New (n=27)	-	-	-	-	-	-	100.0%	92.7%
Avg Weighted PP Difference		-		2.2		1.9		0.6	

\*Students may be represented more than once depending on how many years they were employed by APACC.

\*\*The reference group includes Asian or Hawaiian-identified students from the three most recent fall and spring cohorts, depending on the outcome. For example, 2nd fall persistence includes students with cohort terms SP16 to FA18, while 6 year graduation includes cohort terms SP11-FA13.

Among students who were employed during their second year at CSU (n=25), all persisted to their third fall, compared to about 96% of the reference group. Their four-year graduation rate is about 5 percentage points (PP) higher compared to the reference, while their six-year graduation rate is roughly the same (~80%).

Among students who were employed during their third year (n=21), 63% graduated in four years, slightly above the reference group rate (62%). Their six-year graduation rate is very similar to the reference group (~88%).

Among students who worked at APACC during their fourth year and beyond, all graduated within six years, compared to about 93% of the reference group.

## PALS Program

The PALS program paired an APACC student mentor with a kindergarten through third grade student in the Poudre School District. The program focused around Asian Pacific Islander Desi American (APIDA) culture and identity through an age-appropriate curriculum. Unfortunately, the program came to an end in 2019 when marketing efforts to reach parents from the school district changed significantly.

### Demographics

Among the 105 students who served as PALS mentors, the majority (77%) volunteered for two semesters. Table 4 displays demographics for PALS student mentors.

Table 4. PALS Student Mentor Demographics, FA06-FA18 FT Cohorts

Population	N	Female	Pell	First Gen	APIDA Only	Multiracial APIDA	Not APIDA	Internatl.	Avg. Index	Nonres
PALS Mentors	105	78.1%	32.4%	42.9%	62.9%	24.8%	12.4%	11.4%	118	29.5%
Reference Group*	1049	54.6%	22.4%	25.7%	57.2%	42.6%	-	18.4%	115	45.0%

\*Includes SP16, FA16, SP17, FA17, SP18, and FA18 APIDA-identified undergraduate students.

A total of 105 students participated in the PALS program during their time at CSU. PALS mentors have a much larger representation of females, Pell recipients, first generation, and resident students compared to the reference group. They are also more likely to be APIDA-only, less likely to be multi-racial APIDA, and international, with a higher average CCHE index. Among student staff who identified as multiracial (n=26), the majority also identified as White (n=22); students who did not identify as APIDA (n=13) identified as International (n=6), White (n=5), or Hispanic/Latinx (n=2).

### Success Outcomes

On average, PALS mentors tend to earn a higher term GPA and persist at a slightly higher rate, and graduate within 4 and 6 years at a similar rate compared to the reference group. Table 5 displays end of term GPA for each term a student served as a PALS mentor.

Table 5. EOT GPA by PALS Participation Year, FA06-FA18 FT Cohorts

	PALS Term	Cohort Application Type	PALS Mentor EOT GPA	Reference EOT GPA	Diff (APACC-Reference)
First Year	First Fall	New (n=41)	3.30	2.85	0.44
		Transfer (n=9)	3.63	3.04	0.60
	First Spring	New (n=41)	3.22	2.93	0.29
		Transfer (n=9)	3.57	3.04	0.54
Second Year	Second Fall	New (n=33)	3.32	2.97	0.35
		Transfer (n=5)	3.58	2.95	0.64
	Second Spring	New (n=33)	3.29	3.01	0.28
		Transfer (n=5)	3.62	3.07	0.55
Third Year	Third Fall	New (n=22)	3.11	3.01	0.10
		Transfer (n=6)	2.94	3.02	-0.08
	Third Spring	New (n=22)	3.19	3.11	0.08
		Transfer (n=6)	2.95	3.04	-0.09
Fourth Year	Fourth Fall	New (n=15)	3.26	3.12	0.14
		Transfer (n=3)	3.00	3.03	-0.03
	Fourth Spring	New (n=15)	3.29	3.15	0.14
		Transfer (n=3)	3.05	2.94	0.11

Both new and transfer PALS students earned a higher GPA across terms by an average of about .30 grade points compared to the reference group. These positive differences are largest among students who participated in the program during their first or second year.

Table 6 displays persistence and graduation rates by PALS participation year. Due to small headcounts, rates are not displayed for transfer students.

Table 6. Persistence and Graduation Rates by PALS Participation Year, First Time and Transfer Students (FA06-FA18 FT Cohorts)

PALS Participation Year*	Cohort Application Type	2nd Fall Persistence		3rd Fall Persistence		4 Yr Graduation		6 Yr Graduation	
		PALS Mentor	Reference**	PALS Mentor	Reference	PALS Mentor	Reference	PALS Mentor	Reference
First Year	New (n=41)	92.7%	89.9%	84.2%	81.0%	46.9%	49.4%	79.2%	70.3%
	Transfer (n=9)								
Second Year	New (n=32)	-	-	100.0%	95.5%	56.7%	56.9%	86.4%	81.7%
	Transfer (n=5)								
Third Year	New (n=21)	-	-	-	-	61.9%	61.2%	85.7%	88.9%
	Transfer (n=6)	-	-	-	-	-	-	-	-
Fourth Year Plus	New (n=15)	-	-	-	-	-	-	100.0%	92.7%
	Transfer (n=3)	-	-	-	-	-	-	-	-
Avg Weighted PP Difference		2.8		2.8		-1.1		1.3	

\* Participation year is defined by students' year at CSU in which they participated in the APACC PALS mentoring program. Students may be represented more than once depending on how many years they participated.

\*\*The reference group includes Asian or Hawaiian-identified students from the three most recent fall and spring cohorts, depending on the outcome. For example, 2nd fall persistence includes students with cohort terms SP16 to FA18, while 6 year graduation includes cohort terms SP11-FA13.

Students who participated in PALS their first year at CSU persisted to second fall at a higher rate (3 PP) as well as their third fall (3 PP) compared to the reference group. While four-year graduation rates were similar, PALS students did graduate by their sixth year at a higher rate (9 PP).

Students who participated their second year also persisted to their third fall at a higher rate (4 PP), graduated within four years at a similar rate, and graduated within six years at a higher rate (5 PP).

Students who participated in their third year had a similar four-year graduation rate (62%), and a slightly lower 6-year graduation rate (86% vs. 89%).

All students who participated in their fourth year or beyond graduated within 6 years, compared to 93% of the reference group.

## Peer Mentors

APACC's peer mentor program is a coordinated effort through the Center to support new first year and transfer students who identify as Asian, Pacific Islander, or Desi American (APIDA). Originally a volunteer program, the option to enroll for upper division credits through Human Development and Family Studies (HDFS) developed in FA11. Students can enroll for up to three credits for a pass/fail option. Though credits are only offered in the fall semester, peer mentors are asked to continue throughout the entire year to provide continuity and support to new first year and transfer students throughout the whole year.

### Demographics

Among the 53 students who served as peer mentors, more than 90% served for two semesters. Table 7 displays student demographics.

Table 7. APACC Peer Mentor Demographics, FA06-FA18 FT Cohorts

Population	N	Female	Pell	First Gen	APIDA Only	Multiracial APIDA	Not APIDA	Internatl.	Avg. Index	Nonres
Peer Mentors	53	71.7%	24.5%	34.0%	56.6%	37.7%	5.7%	5.7%	117	30.2%
Reference Group*	1049	54.6%	22.4%	25.7%	57.2%	42.6%	-	18.4%	115	45.0%

\*Includes SP16, FA16, SP17, FA17, SP18, and FA18 APIDA-identified undergraduate students.

Peer mentors are largely female, and more likely to be Pell recipients, first generation, and residents of Colorado compared to the reference group. They have a similar representation across APIDA identities, and are less likely to be international students. Mentors’ average CCHE index is three points higher compared to the reference group. Among those students who identify as multiracial APIDA (n=20), the majority (n=17) also identify as White. Among those students who don’t identify as APIDA (n=3), two are international, and one is White.

**Success Outcomes**

The majority of peer mentors participate in the program during their second or third year at CSU. Transfer students are more likely to participate during their second year. Due to small headcounts, transfer student GPA is excluded for the third year. Overall, APACC peer mentors have a higher term GPA and persist and graduate at similar rates compared to non-APACC APIDA students.

Table 8 displays mentor GPA by each term they participated, compared to the reference group.

Table 8. EOT GPA by APACC Peer Mentor Year, FA10-FA18 Cohorts

PALS Term	Cohort Application Type	PALS Mentor EOT GPA	Reference EOT GPA	Diff (APACC-Reference)	
Second Year	Second Fall	New (n=22)	3.23	2.97	0.27
		Transfer (n=6)	3.64	2.95	0.70
	Second Spring	New (n=22)	3.14	3.01	0.13
		Transfer (n=6)	3.63	3.07	0.56
Third Year	Third Fall	New (n=17)	3.21	3.01	0.20
		Transfer (n=1)	-	-	-
	Third Spring	New (n=17)	3.23	3.11	0.12
		Transfer (n=1)	-	-	-
Fourth Year	Fourth Fall	New (n=11)	3.16	3.12	0.04
		Transfer (n=0)	-	-	-
	Fourth Spring	New (n=11)	3.16	3.15	0.02
		Transfer (n=0)	-	-	-

Overall, both new and transfer peer mentors have a higher term GPA, exceeding the comparison group by about .25 grade points.

Table 9 displays peer mentor persistence and graduation rates by the year they participated in the mentoring program, compared to the reference group.

Table 9. Persistence and Graduation Rates by Peer Mentor Participation Year, First Time and Transfer Students (FA06-FA18 FT Cohorts)

Mentor Year*	Cohort Application Type	2nd Fall Persistence		3rd Fall Persistence		4 Yr Graduation		6 Yr Graduation	
		Peer Mentors	Reference**	Peer Mentors	Reference	Peer Mentors	Reference	Peer Mentors	Reference
Second Year	New (n=22)	-	-	95.5%	95.5%	50.0%	56.9%	75.0%	81.7%
	Transfer (n=6)								
Third Year	New (n=17)	-	-	-	-	76.9%	61.2%	100.0%	88.9%
	Transfer (n=1)	-	-	-	-	-	-	-	-
Fourth Year Plus	New (n=11)	-	-	-	-	-	-	100.0%	92.7%
	Transfer (n=0)	-	-	-	-	-	-	-	-
Weighted Avg PP Diff: New				-0.1		1.5		0.8	

\* Participation year is defined by students' year at CSU in which they participated in the peer mentoring program. Students may be represented more than once depending on how many years they participated.

\*\*The reference group includes Asian or Hawaiian-identified students from the three most recent fall and spring cohorts, depending on the outcome. For example, 2nd fall persistence includes students with cohort terms SP16 to FA18, while 6 year graduation includes cohort terms SP11-FA13.

Among students who participated in the mentoring program during their second year, third fall persistence was nearly equal to that of the reference group (95%). These students had lower 4- and 6-year graduation rates by about 6 PP. Students who mentored during their third year had much larger graduation rates at both the 4-year (15 PP) and 6-year (11 PP) mark. All students who participated during their fourth year graduated in six years, compared to about 93% of reference group students.

## Mentees

Mentees are first year new and transfer students who identify as APIDA. Students in their second year and beyond serve as mentors to support students in their transition to CSU.

### Demographics

Among the 218 unique students who participated as mentees, 95% participated for two semesters. Table 10 displays mentee demographics.

Table 10. Mentee Demographics, FA06-FA18 FT Cohorts

Population	N	Female	Pell	First Gen	APIDA Only	Multiracial APIDA	Not APIDA	Internatl.	Avg. Index	Nonres
Mentees	218	73.4%	32.1%	34.9%	65.6%	27.1%	7.3%	13.3%	118	35.3%
Reference Group*	1049	54.6%	22.4%	25.7%	57.2%	42.6%	-	18.4%	115	45.0%

\*Includes SP16, FA16, SP17, FA17, SP18, and FA18 APIDA-identified undergraduate students.

Almost three-quarters of mentees are female, and about one-third are Pell recipients, first generation students, and nonresidents. They are more likely than the reference group to identify as APIDA-only, and less likely to identify as multiracial APIDA. Of those students who identified as multiracial APIDA (n=59), the majority also identified as White. Among those mentees who did not identify as APIDA (n=16), half were international students or chose not to identify.

### Success Outcomes

Overall, mentees who participate as first time students have similar GPA and persistence rates compared to the reference group. Transfer students have much stronger outcomes, with a higher term GPA, persistence, and graduation rates.

Table 11 displays end of term GPA for mentees’ first fall and first spring compared to the reference group.

Table 11. EOT GPA by APACC Peer Mentor Year, FA06-FA18 Cohorts

PALS Term	Cohort Application Type	Mentee EOT GPA	Reference EOT GPA	Diff (APACC-Reference)	
First Year	First Fall	New (n=163)	2.96	2.97	-0.01
		Transfer (n=48)	3.28	2.95	0.34
	First Spring	New (n=153)	3.05	3.01	0.04
		Transfer (n=53)	3.22	3.07	0.15

New mentees have a very similar GPA compared to new non-mentee first year students for both terms. Transfer student mentees have a large positive gap of about one-quarter of a point, on average.

Table 12 displays persistence and graduation rates for both new and transfer mentees compared to the reference group.

Table 12. Persistence and Graduation Rates by Mentee Participation Year, First Time and Transfer Students (FA06-FA18)

Mentee Participation Year*	Cohort Application Type	2nd Fall Persistence		3rd Fall Persistence		4 Yr Graduation		6 Yr Graduation	
		Mentees	Reference**	Mentees	Reference	Mentees	Reference	Mentees	Reference
First Year	New (n=153)	89.5%	89.9%	82.0%	81.0%	41.0%	49.4%	78.0%	70.3%
	Transfer (n=53)	96.2%	92.6%	91.3%	85.2%	85.2%	76.7%	91.7%	83.8%
Avg PP Diff: New		-0.3		1.0		-8.3		7.6	
Avg PP Diff: Transfer		3.7		6.1		8.5		7.8	

\* Participation year is defined by students’ year at CSU in which they participated in the APACC mentee. Students may be represented more than once depending on how many years they participated.

\*\*The reference group includes Asian or Hawaiian-identified students from the three most recent fall and spring cohorts, depending on the outcome. For example, 2nd fall persistence includes students with cohort terms SP16 to FA18, while 6 year graduation includes cohort terms SP11-FA13.

New first-year mentees have very similar second and third fall persistence rates compared to the reference group. Their 4-year graduation rate is about 8 PP lower; 6-year graduation is about 8 PP greater compared to reference students. Transfer mentees persist at a higher rate for both second and third fall, and have positive gaps in both 4 and 6-year graduation rates.

## Explore Program Mentors

In 2013, the Explore program was created to serve participants aging out of the PALS program. This program reached out to Poudre School District for children in grades 4-8<sup>th</sup> originally, and then scaled back to 4-6<sup>th</sup> grades. The program implemented an age-appropriate curriculum focusing on identity, engagement, and role modeling. Unfortunately, the program came to an end in 2019-2020 for the same reasons PALS ended.

### Demographics

A total of 49 students served as Explore program mentors. All but one student participated in the program for one term. Table 13 displays demographics for program participants compared to the reference group.

Table 13. Explore Mentor Demographics, FA06-FA18 FT Cohorts

Population	N	Female	Pell	First Gen	APIDA Only	Multiracial APIDA	Not APIDA	Internatl.	Avg. Index	Nonres
Explore Mentors	49	63.3%	40.8%	46.9%	63.3%	30.6%	6.1%	6.1%	118	30.6%
Reference Group*	1049	54.6%	22.4%	25.7%	57.2%	42.6%	-	18.4%	115	45.0%

\*Includes SP16, FA16, SP17, FA17, SP18, and FA18 APIDA-identified undergraduate students.

Explore mentors have a larger representation of females, Pell recipients, first generation, and residents compared to the reference group. Mentors are also less likely to be international students, with a higher average CCHE index compared to reference group students. Nearly two-thirds identified as APIDA-only and 31% as multiracial APIDA. Those students who are not classified as APIDA (n=3) are all international. Nearly all mentors who identified as multiracial (n=15) also identified as White.

### Success Outcomes

Explore mentors' GPA is slightly higher than the reference group. These students persisted at a higher rate, but had a lower 4-year and similar 6-year graduation rate.

Table 14 displays end of term GPA for Explore mentors compared to the reference group. Only first year students are displayed, as they represent the majority of participants who persisted to the end of their participation year.

Table 14. EOT GPA by Explore Mentor Participation Year, FA06-FA18 Cohorts

Explore Term	Cohort Application Type	Explore EOT GPA	Reference EOT GPA	Diff (APACC-Reference)	
First Year	First Fall	New (n=43)	3.02	2.97	0.05

First year students who participated in the Explore mentor program had a very similar first term GPA compared to students in the reference group.

Table 15 displays persistence and graduation outcomes for Explore mentors compared to the reference group.

Table 15. Persistence and Graduation Rates by Explore Participation Year, First Time Students (FA06-FA18)

Explore Participation Year*	Cohort Application Type	2nd Fall Persistence		3rd Fall Persistence		4 Yr Graduation		6 Yr Graduation	
		Explore	Reference**	Explore	Reference	Explore	Reference	Explore	Reference
First Year	New (n=43)	93.0%	89.9%	86.0%	81.0%	37.5%	49.4%	70.0%	70.3%
PP Difference		3.1		5.0		-11.9		-0.3	

\* Participation year is defined by students' year at CSU in which they participated in the APACC mentee. Students may be represented more than once depending on how many years they participated.

\*\*The reference group includes Asian or Hawaiian-identified students from the three most recent fall and spring cohorts, depending on the outcome. For example, 2nd fall persistence includes students with cohort terms SP16 to FA18, while 6 year graduation includes cohort terms SP11-FA13.

Explore mentors persisted to second and third fall at higher rates compared to the reference group. Their 4-year graduation rate was significantly lower; however, 6-year graduation rates are roughly equivalent.

# All Nations Leadership Retreat Participants

The All Nations Leadership Retreat is a collaborative effort between APACC and the Native American Cultural Center (NACC) to provide a unique opportunity for students to engage in dialogue and critical thinking processes. Students learn about leadership skills, share their culture, learn about other cultures, and develop cross-cultural relationships.

## Demographics

A total of 132 students attended at least one retreat. The majority of these students attended once (84%); 16% attended twice or more. Table 16 displays demographics for all retreat participants compared to the reference group.

Table 16. APACC Retreat Participant Demographics, FA06-FA18 FT Cohorts

Population	N	Female	Pell	First Gen	APIDA Only	Multiracial APIDA	Not APIDA	Internatl.	Avg. Index	Nonres
Retreat Participants	132	64.4%	33.3%	31.8%	58.3%	24.3%	17.4%	18.2%	116	44.7%
Reference Group*	1049	54.6%	22.4%	25.7%	57.2%	42.6%	-	18.4%	115	45.0%

\*Includes SP16, FA16, SP17, FA17, SP18, and FA18 APIDA-identified undergraduate students.

Almost two-thirds of retreat participants identify as female, which is about 10 PP greater than the reference group. Retreat participants are also more likely to be Pell recipients and first generation, with a similar average CCHE index. Both groups have approximately the same proportion of international and nonresident students.

## Success Outcomes

First time students who attended the retreat participants have a slightly higher average term GPA, and persist and graduate at similar rates compared to the reference category. Transfer students had more positive outcomes across all measures.

Table 17 displays end of term GPA for first year and transfer students for each retreat term they participated.

Table 17. EOT GPA by APACC Retreat Year, FA10-FA18 Cohorts

Retreat Term	Cohort Application Type	Retreat	Reference EOT	Diff (APACC-Reference)
		Participant EOT GPA	GPA	
First Fall	New (n=53)	3.09	2.85	0.24
	Transfer (n=13)	3.17	3.04	0.14
Second Fall	New (n=24)	3.12	2.97	0.15
	Transfer (n=7)	3.30	2.95	0.36
Third Fall	New (n=22)	3.14	3.01	0.13
	Transfer (n=2)	-	-	
Fourth Fall	New (n=18)	3.18	3.12	0.06
	Transfer (n=0)	-	-	

New students who attended the retreat in their first fall had the largest positive GPA gap compared to the reference group at .24 grade points. Transfer students who participated during their first fall at CSU also had a higher GPA (.14 grade points) compared to the reference group. New students who participated during their second or third fall also had a positive GPA gap (.15 and .13, respectively). The gap for new students is smallest

among students in their fourth fall; retreat participants earned an average GPA of 3.18, compared to 3.12 for reference students. Among the 7 transfer students who participated in their second year, they earned an average term GPA of 3.30, compared to the reference group average of 2.95.

Table 18 displays persistence and graduation rates for retreat participants by participation year, compared to the reference group.

Table 18. Persistence and Graduation Rates by APACC Retreat Participation Year, First Time and Transfer Students (FA06-FA18 FT Cohorts)

Participation Year*	Cohort Application Type	2nd Fall Persistence		3rd Fall Persistence		4 Yr Graduation		6 Yr Graduation	
		Retreat Participants	Reference**	Retreat Participants	Reference	Retreat Participants	Reference	Retreat Participants	Reference
First Year	New (n=56)	91.1%	89.9%	81.8%	81.0%	45.8%	49.4%	50.0%	70.3%
	Transfer (n=20)	95.0%	92.6%	94.4%	85.2%	100.0%	76.7%	100.0%	83.8%
Second Year	New (n=23)	-	-	95.7%	95.5%	66.7%	56.9%	71.4%	81.7%
	Transfer (n=8)	-	-	100.0%	96.2%	100.0%	90.8%	100.0%	92.9%
Third Year	New (n=21)	-	-	-	-	73.7%	61.2%	93.3%	88.9%
	Transfer (n=2)	-	-	-	-	-	-	-	-
Fourth Year Plus	New (n=20)	-	-	-	-	-	-	100.0%	92.7%
	Transfer (n=0)	-	-	-	-	-	-	-	-
Weighted Avg PP Diff: New		1.2		0.3		1.0		-2.4	
Weighted Avg PP Diff: Transfer		2.4		7.1		18.0		12.6	

\* Participation year is defined by students' year at CSU in which they participated in an APACC Retreat. Students may be represented more than once depending on how many retreats they attended.

\*\*The reference group includes Asian or Hawaiian-identified students from the three most recent fall and spring cohorts, depending on the outcome. For example, 2nd fall persistence includes students with cohort terms SP16 to FA18, while 6 year graduation includes cohort terms SP11-FA13.

New students who participated in the retreat their first year persisted to second and third fall at approximately the same rate as the reference group. Their 4-year graduation rate is about 3 PP less compared to reference students (46% compared to 49%), and their 6-year graduation rate is about 20 PP lower (50% compared to 70%). Among transfer students who participated during their first year, outcomes are more favorable. On average, these students persisted to their second and third fall at a higher rate, and graduated by the end of their fourth year at CSU.

Among new students who participated in the retreat during their second year, their third fall persistence rate was about the same as the reference group. These students had a higher 4-year graduation rate by about 10 PP (67% vs. 57%), and a lower 6-year graduation rate by about 9 PP (71% compared to 82%). The transfer student persistence and graduation rates for second year participants is excluded due to low headcount.

Among new students who participated in the retreat during their third year, nearly 74% graduated by the end of their fourth year, compared to 61% of the reference group (13 PP). Their 6-year graduation rate (93%) exceeded the reference group by 4 PP (89%).

## First Year Mentoring Program

The intent of this program is to provide a platform, in coordination with the Office of Orientation and Transition Programs, for participants to gain knowledge about campus resources, connect to peers, and enable a smoother transition to CSU through a small group environment.

### Demographics

Of the 65 students who have engaged with this program, all but two participated during their first fall term, and all participants were first-time students. Table 19 displays participant demographics compared to the reference group.

Table 19. First Year Mentoring Program Demographics, FA06-FA18 FT Cohorts

Population	N	Female	Pell	First Gen	APIDA Only	Multiracial APIDA	Internatl.	Avg. Index	Nonres
Mentees	65	72.3%	41.5%	46.2%	66.1%	29.2%	4.6%	117	33.8%
Reference Group*	1049	54.6%	22.4%	25.7%	57.2%	42.6%	18.4%	115	45.0%

\*Includes SP16, FA16, SP17, FA17, SP18, and FA18 APIDA-identified undergraduate students.

Mentees have a larger representation of female, Pell recipient, first generation, and resident students compared to the reference group. Two-thirds of mentees identify as APIDA-only, while about 30% reported at least one additional identity. Of this group (n=19), 16 also identify as White, two as Hispanic/Latinx, one as Black, and one as Native American. Mentees have a slightly higher CCHE Index, and a smaller representation of International students.

### Success Outcomes

FYMP mentees have a similar term GPA, and higher second and third year persistence and 6-year graduation rates compared to the reference group. Table 20 displays end of term GPA for program participants compared to the reference group.

Table 20. EOT GPA by FYMP Term, FA06-FA18 FTFT Cohorts

	Mentee Term	Cohort Application Type	Explore EOT GPA	Reference EOT GPA	Diff (APACC-Reference)
First Year	First Fall	New (n=60)	3.00	2.97	0.03

Mentees have a very similar end of term GPA their first fall (3.00) compared to students in the reference category (2.97).

Table 21 displays persistence and graduation rates for mentees compared to reference students.

Table 21. FYMP Persistence and Graduation Rates, First Time Students (FA06-FA18 FT Cohorts)

FYMP Participation Year*	Cohort Application Type	2nd Fall Persistence		3rd Fall Persistence		4 Yr Graduation		6 Yr Graduation	
		FYMP Mentees	Reference**	FYMP Mentees	Reference	FYMP Mentees	Reference	FYMP Mentees	Reference
First Year	New (n=57)	94.7%	89.9%	86.0%	81.0%	44.7%	49.4%	75.0%	70.3%
PP Difference		4.9		5.0		-4.6		4.7	

\* Participation year is defined by students' year at CSU in which they participated in FYMP. Headcount represents the number of students who persisted to the end of the specified year.

\*\*The reference group includes Asian or Hawaiian-identified students from the three most recent fall and spring cohorts, depending on the outcome. For example, 2nd fall persistence includes students with cohort terms SP16 to FA18, while 6 year graduation includes cohort terms SP11-FA13.

Mentees persisted at about 5 PP higher for both second and third fall compared to the reference group. While their 4-year graduation rate was about 5 PP lower, 75% of mentees graduated by the end of their 6<sup>th</sup> year, compared to 70% of reference students (5 PP).

## NSSE Results

The National Survey of Student Engagement (NSSE) collects information from first-year and senior undergraduates across the country about their participation in programs and activities relevant to their learning and personal development. The results provide an estimate of how students spend their time, and can be used as an indirect measure of student learning and development. NSSE was most recently administered at CSU during the Spring 2016 and Spring 2019 terms. Select results for those students who completed the survey, and engaged in APACC programming prior to or during the survey administration term, are displayed in the following tables. Due to the low number of students per APACC program who completed the NSSE survey in 2016 and 2019, results from both years are combined and then displayed by student class. The reference group, ‘Non-APACC Respondent’, includes APIDA-identified respondents who did not participate in any APACC programs prior to or during the survey term. Even in aggregated form, the number of APACC respondents is still quite small, so results should be interpreted with caution. Items aligning with APACC program objectives are reported.

Table 22 displays the percent of NSSE respondents who rated their interactions with others on campus as very good or excellent, displayed by first or senior year status.

**Table 22: How would you rate your quality of interactions with: (% Very Good/Excellent)**

	First Year			Senior		
	Non-APACC Respondent	APACC Participant	PP Gap (APACC-Non-APACC)	Non-APACC Respondent	APACC Participant	PP Gap (APACC-Non-APACC)
Headcount	144	24		97	26	
Quality of interactions with students	50.8%	41.7%	-9.1	58.4%	56.5%	-1.9
Quality of interactions with student services staff	41.0%	37.5%	-3.5	39.7%	45.0%	5.3
Quality of interactions with other administrative staff and offices	33.3%	43.5%	10.1	35.4%	33.3%	-2.0

Among first year students, a lower proportion of APACC participants rated their quality of interactions with other students as very good or excellent compared to non-APACC, APIDA-identified respondents. Their rating of interactions with student services staff is slightly lower, while ratings of other administrative staff and offices is about 10 PP higher.

Among senior APACC participants, quality of interactions with students and other administrative staff is approximately the same other APIDA respondents. A larger proportion of APACC seniors rated their quality of interactions with student services staff more highly (5 PP) compared to the reference group. It is unclear how students interpret the difference between student services staff and other administrative staff, which is an important consideration when interpreting percentage point gaps.

Table 23 displays responses from the NSSE 2019 Inclusiveness and Engagement with Diversity module related to institutional emphasis around diversity and inclusion. This is a supplemental module and was first included in the Spring 2019 NSSE administration.

**Table 23: How much does your institution emphasize the following: (% Quite a bit/Very much)**

	First Year			Senior		
	Non-APACC Respondent	APACC Participant	PP Gap (APACC-Non-APACC)	Non-APACC Respondent	APACC Participant	PP Gap (APACC-Non-APACC)
Headcount	59	14		59	13	
- Demonstrating a commitment to diversity	78.4%	41.7%	-36.8	69.4%	50.0%	-19.4
- Providing students with the resources needed for success in a multicultural world	80.4%	50.0%	-30.4	58.0%	60.0%	2.0
- Creating an overall sense of community among students	74.5%	50.0%	-24.5	72.0%	60.0%	-12.0
- Ensuring you are not stigmatized because of identity (racial/ethnic, gender, religious, orientation, etc.)	84.0%	58.3%	-25.7	72.0%	60.0%	-12.0
- Providing information about anti-discrimination and harassment policies	80.4%	58.3%	-22.1	78.0%	70.0%	-8.0
- Taking allegations of discrimination or harassment seriously	80.4%	50.0%	-30.4	76.0%	70.0%	-6.0
- Helping students develop the skills to confront discrimination and harassment	78.4%	41.7%	-36.8	58.0%	30.0%	-28.0

First-year APACC participants reported much lower levels of institutional emphasis across all questions. Senior APACC students also reported lower levels compared to non-APACC respondents, although gaps were not as large compared to first year students. Seniors reported a similar level of agreement for the item ‘providing students with the resources needed for success in a multicultural world’. These significantly lower ratings by APACC students may indicate a heightened awareness around equity and inclusion.

Table 24 displays the percent of students who feel that CSU has prepared them across a range of skills. These questions might be useful as they relate to APACC employment or the retreat.

**Table 24: How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? (% Quite a bit/Very much)**

	First Year			Senior		
	Non-APACC Respondent	APACC Participant	PP Gap (APACC-Non-APACC)	Non-APACC Respondent	APACC Participant	PP Gap (APACC-Non-APACC)
Headcount	144	24		97	26	
Writing clearly and effectively	56.7%	60.9%	4.2	67.0%	47.6%	-19.4
Speaking clearly and effectively	47.5%	56.5%	9.0	71.3%	45.5%	-25.8
Working effectively with others	60.7%	79.2%	18.5	79.5%	54.5%	-25.0
Developing or clarifying a personal code of values and ethics	53.3%	50.0%	-3.3	62.5%	45.5%	-17.0
Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	58.2%	65.2%	7.0	53.4%	38.1%	-15.3
Solving complex real-world problems	55.0%	75.0%	20.0	58.0%	42.9%	-15.1
Being an informed and active citizen	45.0%	62.5%	17.5	53.4%	31.8%	-21.6

Overall, first-year APACC participants reported a higher level of development across all questions compared to non-APACC respondents, particularly in working effectively with others, solving complex real-world problems,

and being an informed and active citizen. APACC seniors were much less likely to report that their CSU experience contributed to their development across all indicators compared to non-APACC APIDA respondents.

Table 25 displays responses from items that address students’ sense of community. This series of questions was included in the NSSE 2019 Inclusiveness and Engagement with Diversity module.

**Table 25: Sense of Community (% Agree or Strongly Agree)**

	First Year			Senior		
	Non-APACC Respondent	APACC Participant	PP Gap (APACC-Non-APACC)	Non-APACC Respondent	APACC Participant	PP Gap (APACC-Non-APACC)
Headcount	59	14		59	13	
- I feel comfortable being myself at this institution.	98.0%	91.7%	-6.4	93.9%	90.0%	-3.9
- I feel valued by this institution.	94.1%	66.7%	-27.5	77.6%	70.0%	-7.6
- I feel like part of the community at this institution.	86.3%	75.0%	-11.3	77.1%	70.0%	-7.1

While first-year APACC participants were very likely to agree that they feel comfortable being themselves at CSU, this proportion was about 6 PP less compared to non-APACC first year students (92% compared to 98%). About two-thirds of APACC students reported feeling valued by their institution, compared to 94% of non-APACC students. Three-quarters of APACC first-year students reported feeling like a part of the community, compared to 86% of non-APACC students.

APACC seniors reported slightly lower levels of agreement around feeling comfortable being themselves (90% vs. 94%) at CSU compared to non-APACC seniors, and about 7-8 PP lower when asked about feeling valued by and part of the community at CSU (70% compared to 77%).

Table 26 displays results for the degree to which students feel that CSU provides a supportive environment for different racial and/or ethnic identities.

**Table 26: Does your institution provide a supportive environment for: (quite a bit/very much)**

	First Year			Senior		
	Non-APACC Respondent	APACC Participant	PP Gap (APACC-Non-APACC)	Non-APACC Respondent	APACC Participant	PP Gap (APACC-Non-APACC)
Headcount	59	14		59	13	
- Racial/ethnic identity	82.0%	66.7%	-15.3	74.0%	50.0%	-24.0

Both first year and senior APACC participants were less likely to agree that CSU provides a supportive environment around racial and ethnic identity compared to non-APACC respondents. Similar to APACC student responses in Table 23, these significantly lower ratings may indicate a heightened awareness around equity and inclusion.

Table 27 displays results for items related to institutional emphasis and support for students outside of the classroom.

**Table 27: How much does your institution emphasize the following? (quite a bit/very much)**

	First Year			Senior		
	Non-APACC Respondent	APACC Participant	PP Gap (APACC-Non-APACC)	Non-APACC Respondent	APACC Participant	PP Gap (APACC-Non-APACC)
Headcount	144	24		97	26	
Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	60.8%	50.0%	-10.8	49.4%	50.0%	0.6
Providing support for your overall well-being (recreation, health care, counseling, etc.)	70.7%	66.7%	-4.1	70.8%	71.4%	0.6
Providing opportunities to be involved socially	65.9%	75.0%	9.1	64.8%	63.6%	-1.1

First-year APACC participants reported lower institutional emphasis around encouraging contact among students from different backgrounds and providing support for overall well-being compared to non-APACC respondents. First year APACC students reported greater institutional emphasis on social opportunities compared to non-APACC respondents. APACC seniors reported very similar levels of emphasis across all three items.

Table 28 displays results for how often students have discussions with people of a race or ethnicity other than their own.

**Table 28: How often do you have discussions with: (% often or very often)**

	First Year			Senior		
	Non-APACC Respondent	APACC Participant	PP Gap (APACC-Non-APACC)	Non-APACC Respondent	APACC Participant	PP Gap (APACC-Non-APACC)
Headcount	144	24		97	26	
People of a race or ethnicity other than your own	70.0%	66.7%	-3.3	74.4%	78.3%	3.8

First-year APACC students reported a slightly lower frequency of discussions with diverse others, while APACC seniors reported a slightly higher frequency compared to non-APACC respondents.

Table 29 displays hours per week students reported doing community service or volunteer work.

**Table 29: How many hours per week do you spend doing community service or volunteer work?**

	First Year			Senior		
	Non-APACC Respondent	APACC Participant	Difference (APACC-Non-APACC)	Non-APACC Respondent	APACC Participant	Difference (APACC-Non-APACC)
Headcount	144	24		97	26	
Avg hours per week	1.8	3.4	1.6	3.7	4.0	0.3

APACC first year students reported volunteering an average of about 3.5 hours per week, compared to almost 2 hours among non-APACC first year respondents. APACC seniors reported a very similar amount of volunteer hours compared to non-APACC students.

## Conclusions

APACC plays an important role on campus by offering students access to education experiences that have potential to be high impact. Importantly, APACC serves higher proportions of first generation and Pell recipient students who are critical populations for institutional student success goals. In general, APACC program participation is associated with higher term GPA, slightly higher persistence, and similar graduation rates among first-time students. Elevated GPA could be associated with higher levels of pre-college academic preparation, as evidenced by APACC participants' higher CCHE index scores.

Among programs with a large enough transfer student headcount to calculate success outcomes, persistence and graduation rates are noticeably higher. Given these positive outcomes, APACC might consider additional outreach to APIDA-identified transfer students.

At the individual program level, transfer students who participated as mentees and at the fall retreat exhibited strong outcomes across persistence and graduation compared to APIDA-identified, non-APACC transfer students. Among first-year students, mentees graduated at a higher rate compared to the reference group.

When examining participation by racial/ethnic identity across APIDA identity, APACC serves a similar proportion of students who identify as APIDA only compared to the proportion of APIDA-identifying students who do not participate in programming. APACC serves a smaller proportion of students who identify as multiracial APIDA, and may wish to consider additional strategies to target these students.

In addition to internal assessment of program learning outcomes, NSSE can serve as a supplemental tool to better understand how APACC programming impacts student learning and development. APACC students who participated in the 2019 NSSE survey reported significantly lower institutional emphasis and less supportive environment for diverse identities, inclusion, and equity compared to non-APACC, APIDA-identified students. APACC students were also less likely to report feeling a sense of belonging on campus. Respondents with other racially minoritized identities reported similar results. Conversely, first year APACC respondents were more likely to report that their CSU experience increased their ability to work effectively with others, solve complex real-world problems, and be an informed and active citizen.