



Program Demographics
and Success Outcomes
Fall 2010-Spring 2020

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NACC Student Success, FA10-SP20

The purpose of this report is to assist the Native American Cultural Center (NACC) with their program review process by providing the demographics, persistence, graduation, and GPA of students that participated in NACC programs over the last ten years. NACC 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, 1,709 first-time, 477 transfer, and 161 graduate students have participated in at least one NACC program during their time at CSU. Two-thirds of first time students participated in one program, about 30% participated in two programs, and 5% participated in three or more. Among transfer students, about 60% participated in one program, 33% participated in two, and the remaining 8% participated in three or more. Among graduate students, 76% participated in one program, 17% participated in two, and 7% participated in three or more. NACC programs serve a larger proportion of Pell recipients and a similar proportion of first generation students compared to Native American-identified students who did not participate in NACC programming and the institution overall. NACC also tends to serve students with higher levels of academic preparation.

Student success measures (persistence/graduation rates and GPA) varied by NACC program. Undergraduate mentees and retreat participants had generally positive outcomes compared to non-participating Native American students. Outcomes were also positive for first-time students who participated in the Native Women's Circle during their first year on campus compared to other Native women. Similarly, first-time, first-year nonresident Native students who received the Native American Legacy Award had more positive outcomes compared to other nonresident NA students who did not receive the tuition discount. NACC visitors and tutoring program participants tended to be less successful in terms of persistence and graduation rates compared to CSU students overall.

Results from the two most recent National Survey for Student Engagement (NSSE) are reported for NACC participants, compared to non-NACC, Native American-identified students. While the majority of NACC respondents reported high levels of overall institutional satisfaction and quality of interaction with other students on campus, NACC respondents reported significantly lower institutional emphasis and supportive environment for diverse identities, inclusion, and equity compared to non-NACC, Native American-identified students.

Methodology

Due to the small number of participants in each program across each year, results are reported in aggregate. Full and part-time new and transfer undergraduate and graduate students are included in this report. Enrollment terms were selected to include as many students as possible and range from FA00 to SP20; the majority of NACC participants have a cohort term of FA07 or later. Nine percent of students participated in a NACC program are excluded from this analysis; these students either withdrew before the end of their first term, started at CSU prior to Fall 2000, were non-degree seeking, non-residential instruction (CSU Online students, employees, or guests), second bachelor's degree students, or professional students. Across individual programs, the number of missing students was negligible. In addition, 71 student IDs provided by NACC did not match existing student records, and are thus excluded.

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 Native American student population. For all programs except tutoring and

NACC visitors, the reference group is comprised of full-time undergraduate new or transfer students who identified as Native American during the same time period (FA00-SP20 cohorts). The reference group for tutoring and visitors includes the most recent full-time new and transfer student cohorts, as both programs are open to all students. The most recent cohort terms are displayed for comparison, depending on the outcome, and the number of terms displayed depends on the specificity of the program and the sample size needed to make an accurate comparison. For example, for visitors, second fall persistence includes all students from the FA17-FA18 cohorts, while the Native Women's Circle includes the most recent six fall and spring cohort terms. Differences between NACC students and the reference group are displayed for end of term (EOT) cumulative GPA, and percentage point (PP) differences in persistence and graduation by individual outcome and participation year.

Limitations

One of the major limitations in this report is IRP&E's inability to measure program specific student learning 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 cumulative EOT GPA) are program-level outcomes that only indirectly measure some of NACC'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.

NACC Programs

NACC provided individual student program participation by term from FA10 through SP20. Programs include: NACC visitors, First Year Mentoring Program mentees, All Nations Leadership Retreat participants, Native Women's Circle participants, and Eagle Feather Tutoring program participants. Students who received the Native American Legacy Award (NALA) were identified separately within the system of record and are included in this report; recipients are supported through the C4E program and not included in overall NACC participation rates.

Demographics

Demographics are provided for each program. Percent female (as indicated on a student's application), average high school GPA (HS GPA) or transfer GPA, 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 Native American only; 2) multi-racial Native American, meaning they identify as Native American in addition to at least one other identity; and 3) not Native American. 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 Native American 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:

- Cumulative end of term 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. Percentage point differences are displayed for each outcome by participation year.
- Results from the National Survey of Student Engagement are provided for NACC students in aggregate, compared to non-NACC, Native American-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).

NACC Visitors

The NACC requires students to check in when they visit the office by swiping their student ID. Students go through this check in process only once per day even if they make multiple visits during the same day. The scanner then records student ID, name, date and time. These data are utilized by staff to see how many visits occur daily, monthly, and cumulatively.

Demographics

A total of 1,654 individual students from cohorts FA09 through SP20 visited the NACC; the majority (73%) visited during one term; about 14% visited two terms, and the remaining 13% visited three or more terms during their undergraduate time at CSU. Table 1 displays the demographics of student visitors compared to students from the FA18-FA19 full-time new and transfer student cohorts.

Table 1. NACC Visitor Demographics, FA09-SP20 New and Transfer UG Cohorts

Population	N	Female	Pell	First Gen	NA Only	Multiracial NA	Not NA	Intl.	HS/Trns GPA	Nonres	Full-Time
Visitors	1,654	66.0%	37.5%	42.8%	8.7%	13.2%	78.1%	1.5%	3.62	28.4%	98.1%
Reference*	13,088	54.2%	12.0%	25.4%	0.6%	2.9%	96.5%	2.6%	3.57	34.9%	100.0%

*Includes FA18 and FA19 full-time new and transfer undergraduate cohorts.

Two-thirds of visitors are female, about 40% are Pell and/or first generation, and 28% are non-residents. Nearly all (98%) are full-time students. In terms of racial/ethnic makeup, about 13% of visitors identify as multiracial Native American; nearly 9% identify as Native American only, and about 78% identify as non-Native American. Among those students who identified as multiracial NA (N=218), 70% also identified as White, 39% as Hispanic/Latinx, 10% as Black, and 6% as Asian/Pacific Islander/Desi-American (APIDA). Among those who did not identify as NA (N=1,292), 47% identified as White, 27% as Hispanic/Latinx, 9% as Black, 5% as multiracial, and 7% as APIDA. In comparison to the reference group, NACC visitors have a larger proportion of females by 12 percentage points (PP), Pell recipients (25 PP), and first generation (17 PP), with a larger representation of Native-American identified students. NACC participants are less likely to be nonresidents (7 PP) and international students (1 PP), and have a slightly higher high school or transfer GPA (.05 grade points).

Table 2 displays demographics for graduate student visitors compared to other graduate students from the FA18-FA19 full-time cohorts.

Table 2. NACC Graduate Visitor Demographics, FA09-FA19 Cohorts

Population	N	Female	First Gen	NA Only	Multiracial NA	Not NA	Internatl.	Nonres	Full-Time
Visitors	102	60.8%	19.6%	12.7%	20.6%	66.7%	24.5%	61.8%	90.2%
Reference*	2027	56.0%	5.9%	0.4%	1.5%	98.1%	22.1%	63.4%	100.0%

*Includes FA18 and FA19 full-time graduate students.

Graduate student visitors are much more likely to be international students (25%) compared to undergraduate visitors (2%), and more likely to be Native American compared to undergraduates (11 PP), as well as other graduate students (31 PP). Over 60% are nonresidents and female, which is similar to other graduate students; about 90% are full-time. They are also more likely to be first gen students compared to the reference group (14 PP). Pell status is not available at the graduate level.

Undergraduate Success Outcomes

Table 3 displays persistence and graduation rates for NACC visitors by year. Results are displayed by new and transfer student status.

Table 3. Persistence and Graduation Rates by NACC Visit Year, First Time and Transfer UG Students (FA09-SP20 Cohorts)

Program Year*	Cohort App Type	2nd Fall Persistence			3rd Fall Persistence			4 Yr Graduation			6 Yr Graduation		
		Visitors	Ref**	PP Gap	Visitors	Ref	PP Gap	Visitors	Ref	PP Gap	Visitors	Ref	PP Gap
1 st Year	New (n=623)	89.6%	90.1%	-0.5	81.4%	81.4%	0.0	46.6%	48.5%	-1.9	78.0%	73.0%	5.0
	Trns (n=204)	90.7%	91.4%	-0.7	79.4%	84.8%	-5.4	55.8%	74.9%	-19.1	78.1%	80.1%	-2.0
2 nd Year	New (n=423)	-	-	-	96.0%	94.0%	2.0	50.8%	56.1%	-5.3	81.4%	84.0%	-2.6
	Trns (n=115)	-	-	-	91.3%	93.9%	-2.7	67.9%	83.7%	-15.8	87.1%	90.1%	-3.0
3 rd Year	New (n=325)	-	-	-	-	-	-	51.3%	61.1%	-9.8	85.9%	90.4%	-4.4
	Trns (n=72)	-	-	-	-	-	-	73.1%	88.7%	-15.6	86.7%	95.1%	-8.4
4 th Year +	New (n=239)	-	-	-	-	-	-	-	-	-	89.7%	93.7%	-4.0
	Trns (n=39)	-	-	-	-	-	-	-	-	-	90.9%	97.1%	-6.2

* Program year is defined by students' year at CSU in which they visited NACC. Students may be represented more than once depending on how many years they visited the Center.

**The reference group includes all new and transfer students from the most recent two cohorts, depending on the outcome. For example, 2nd fall persistence includes students with cohort terms FA17 to FA18, while 6 year graduation includes cohort terms FA12-FA13.

First-time, first year student visitors tend to persist to second and third fall at a similar rate compared to the reference group; with a slightly lower proportion graduating in 4 years (2 PP) and a higher 6-year graduation rate (5 PP). First year transfer student visitors have a similar second fall persistence rate, and lower 3rd fall and 4- and 6-year graduation rates. The difference in 4-year graduation rates is particularly large (19 PP).

First-time second year visitors persist to third fall at a slightly higher rate (2 PP), and graduate within 4 and 6 years at lower rates (5 PP, 3 PP). Second year transfer visitors persist at a slightly lower rate (3 PP), graduate within 4 years at a much lower rate (16 PP), and within 6 years at a lower rate (3 PP).

First-time third year visitors graduate at a lower rate within 4 (10 PP) and 6 years (4 PP), as do third year transfer students (16 PP, 8 PP). Fourth year new and transfer visitors also have lower 6-year graduation rates (4 PP and 6 PP, respectively).

Table 4 displays cumulative average GPA at the end of each term that a student visited NACC.

Table 4. Cumulative GPA by NACC Visit Term, First Time and Transfer UG Cohorts (FA09-SP20 Cohorts)

Visit Term	Cohort Application Type	Visitor EOT GPA	Reference EOT GPA	Diff (NACC-Reference)
First Fall	New (n=459)	2.83	2.98	-0.15
	Transfer (n=136)	2.83	2.93	-0.10
First Spring	New (n=312)	2.92	3.06	-0.15
	Transfer (n=124)	2.90	3.03	-0.12
Second Fall	New (307)	2.94	3.03	-0.09
	Transfer (n=87)	2.84	3.01	-0.17
Second Spring	New (n=227)	2.93	3.06	-0.13
	Transfer (n=72)	2.83	3.05	-0.22
Third Fall	New (n=223)	2.93	3.07	-0.15
	Transfer (n=53)	2.88	3.01	-0.13
Third Spring	New (n=197)	2.97	3.10	-0.13
	Transfer (n=45)	2.91	2.99	-0.08
Fourth Fall	New (n=174)	3.04	3.11	-0.07
	Transfer (n=31)	2.73	2.88	-0.15
Fourth Spring	New (n=146)	3.00	3.11	-0.11
	Transfer (n=23)	2.74	2.86	-0.11

*Includes FA17 and FA18 full-time new and transfer undergraduate students.

Overall, both new and transfer student visitors have a lower end-of-term (EOT) cumulative GPA compared to the reference group across all terms.

Graduate Success Outcomes

Table 5 displays persistence and graduation outcomes for graduate student visitors, compared to full-time graduate students in the two most recent fall cohorts, depending on the outcome.

Table 5. Persistence and Graduation Rates by NACC Visit Year, Graduate Students (FA09-FA18 Cohorts)

Program Year*	2nd Fall Persistence			3rd Fall Persistence			4 Yr Graduation			6 Yr Graduation		
	Visitors	Ref**	PP Gap	Visitors	Ref	PP Gap	Visitors	Ref	PP Gap	Visitors	Ref	PP Gap
1st Year (N=66)	96.7%	93.4%	3.3	90.3%	90.5%	-0.2	85.7%	78.2%	7.5	80.0%	83.9%	-3.9
2nd Year (N=39)	-	-		100.0%	96.4%	3.6	80.8%	83.7%	-2.9	85.0%	89.1%	-4.1
3rd Year (N=17)	-	-		-	-		69.2%	85.6%	-16.4	90.9%	90.9%	0.0
4th Year+ (N=6)	-	-		-	-		-	-		-	92.8%	-

* Program year is defined by students' year at CSU in which they visited NACC. Students may be represented more than once depending on how many years they visited the Center.

**The reference group includes graduate students from the two most recent two fall cohorts, depending on the outcome. For example, 2nd fall persistence includes students with cohort terms FA17 to FA18, while 6 year graduation includes cohort terms FA12-FA13.

First year NACC graduate student visitors persist to second fall at a higher rate (3 PP) and third fall at a similar rate compared to the reference group; they graduate within 4 years at a higher rate (8PP) and within 6 years at a lower rate (4 PP). Second year graduate visitors persist to third fall at a higher rate (4 PP), and graduate within 4 and 6 years at a lower rate (3 PP, 4 PP). Third year visitors graduate within 4 years at a much lower rate (16 PP) but graduate within 6 years at the same rate.

Table 6 displays cumulative end of term GPA by visit term among graduate visitors compared to full-time graduate students in the two most recent cohorts, depending on the outcome.

Table 6. Cumulative EOT GPA by NACC Visit Term, Graduate Students (FA09-FA19 Cohorts)

	Visit Term	Visitor EOT GPA	Reference EOT GPA*	Diff (NACC-Reference)
First Year	First Fall (N=53)	3.66	3.72	-0.06
	First Spring (N=40)	3.73	3.75	-0.02
Second Year	Second Fall (N=24)	3.62	3.77	-0.15
	Second Spring (N=29)	3.63	3.78	-0.14
Third Year	Third Fall (N=13)	3.57	3.76	-0.19
	Third Spring (N=10)	3.58	3.77	-0.19
Fourth Year	Fourth Fall (N=4)	-	-	-
	Fourth Spring (N=6)	-	-	-

*Includes full-time graduate students from the two most recent fall cohorts, depending on the outcome.

Graduate visitors tend to have a lower average GPA compared to the reference group across fall and spring terms. Due to low numbers among fourth year visitors, GPA is not reported.

North Star Mentoring Program Mentees

The North Star Mentoring Program is a vital program aimed to increase the retention of self-identified Native American students. The program matches incoming freshman, transfer and graduate students with upper-class student mentors. Mentors serve as an invaluable resource during students’ transition to college life. Mentors receive training from the CSU Counseling Center and are eligible to enroll in PY486 Mentoring Seminar, which was developed specifically for this program. Retaining academic success and healthy peer relationships is a program priority.

Demographics

A total of 580 undergraduate students from the FA07-SP20 cohorts participated in the mentoring program as mentees. Almost all mentees participated for a full academic year (92%) and during their first year at CSU. Table 7 displays the demographics for undergraduate program mentees.

Table 7. UG Mentee Demographics, FA07-SP20 Cohorts

Population	N	Female	Pell	First Gen	NA Only	Multiracial NA	Not NA	Intl.	HS/Trns GPA	Nonres	Full-Time
Mentees	580	58.4%	37.6%	42.9%	31.0%	65.9%	3.1%	0.0%	3.51	36.2%	97.8%
Reference*	405	54.1%	35.8%	41.2%	16.9%	83.1%	-	3.1%	3.55	31.6%	100.0%

*Includes full-time NA-identified undergraduate students from the FA17 and FA18 new and transfer cohorts.

Mentees have a slightly larger proportion of females (4 PP), a similar proportion of Pell recipients and first gen students (43%), and slightly more nonresidents (36%; 4 PP). They are much more likely to identify as Native American-only (14 PP), and less likely to identify as multiracial Native American (17 PP) compared to the reference group; no mentees were international. Mentees have a slightly lower average high school or transfer GPA. Table 8 displays graduate student mentee demographics.

Table 8. GR Mentee Demographics, FA10-FA19 Cohorts

Population	N	Female	First Gen	NA Only	Multiracial NA	Not NA	Intl.	Nonres	Full-Time
Mentees	75	65.3%	21.3%	22.7%	74.7%	2.7%	0.0%	49.3%	90.7%
Reference*	73	64.4%	20.5%	15.9%	84.1%	-	5.5%	49.3%	100.0%

*Includes full-time NA-identified graduate students from the four most recent cohort terms.

Graduate mentees look very similar compared to the reference group overall, with similar proportions of females (65%), first gen (21%), and nonresidents (50%). They are more likely to be Native American-only (7 PP)

and less likely to be multiracial Native American (9 PP) compared to the reference group, with a small proportion (3%) who do not identify as Native American.

Undergraduate Success Outcomes

Table 9 displays persistence and graduation rates for undergraduate program mentees.

Table 9. Persistence and Graduation Rates by Mentee Participation Year, First Time and Transfer Students (FA07-SP19 Cohorts)

Program Year*	Cohort App Type	2nd Fall Persistence			3rd Fall Persistence			4 Yr Graduation			6 Yr Graduation		
		Mentees	Ref*	PP Gap	Mentees	Ref	PP Gap	Mentees	Ref	PP Gap	Mentees	Ref	PP Gap
1st Year	New (n=372)	86.1%	86.3%	-0.1	76.6%	78.4%	-1.8	36.8%	33.8%	3.0	65.8%	59.5%	6.3
	Trns (n=141)	88.1%	93.8%	-5.7	80.4%	77.0%	3.4	58.9%	56.1%	2.8	73.0%	61.2%	11.7

*Program year refers to the year in which students participated in the mentoring program.

*The reference group includes Native American-identified students from the four most recent fall and spring cohorts, depending on the outcome. For example, 2nd fall persistence includes students with cohort terms SP17 through FA18, while 6 year graduation includes cohort terms SP11 through FA13.

First-time student mentees persisted to their second and third fall at similar rates, with a slightly larger proportion who graduate within 4 (3 PP) and 6 years (6 PP) compared to the reference group. While transfer mentees persisted to their second fall at a lower rate (5 PP), they persisted to third fall at a higher rate (3 PP), with a slightly larger 4-year graduation rate (3 PP) and a much larger proportion who graduate within 6 years (12 PP).

Table 10 displays average cumulative GPA at the end of participants’ first fall and spring, compared to other Native-American identified undergraduates.

Table 10. EOT GPA by Mentee Year, FA07-SP20 Cohorts

Retreat Term	Cohort Application Type	Mentee EOT GPA	Reference EOT GPA	Diff (NACC-Reference)
First Fall	New (n=398)	2.78	2.77	0.01
	Transfer (n=119)	2.77	2.77	-0.01
First Spring	New (372)	2.85	2.90	-0.05
	Transfer (n=141)	2.75	2.85	-0.10

*Includes full-time NA-identified undergraduate students from the three most recent new and transfer cohort years.

Both new and students who participated in the program had a similar fall GPA compared to other new, NA-identified non-participants; mentee GPA was lower during their first spring term for both new (.05 grade points) and transfer students (.10 grade points).

Graduate Success Outcomes

Table 11 displays persistence and graduation outcomes for graduate student mentees. Like undergraduate students, they participate during their first year on campus, and 96% participate for the entire year.

Table 11. GR Persistence and Graduation Rates by Mentee Participation Year (FA10-FA18 Cohorts)

Program Year	2nd Fall Persistence			3rd Fall Persistence			4 Yr Graduation			6 Yr Graduation		
	Mentees	Ref*	PP Gap	Mentees	Ref	PP Gap	Mentees	Ref	PP Gap	Mentees	Ref	PP Gap
First Year (N=70)	98.3%	92.5%	5.9	92.5%	89.3%	3.2	70.6%	81.8%	-11.2	75.0%	87.0%	-12.0

*The reference group includes Native American-identified students from the four most recent fall and spring cohorts, depending on the outcome. For example, 2nd fall persistence includes students with cohort terms SP17 through FA18, while 6 year graduation includes cohort terms SP11 through FA13.

Graduate mentees persist to their second and third fall at higher rates compared to the reference group (6 PP and 3 PP, respectively), but graduate at lower rates within 4 (11 PP) and 6 years (12 PP).

Table 12 displays mentee end of term cumulative GPA compared to other Native American identified graduate students from the FA18-FA19 cohorts.

Table 12. EOT Cumulative GPA by Mentee Year, FA10-FA19 Graduate Cohorts

	Mentee Term	Mentee EOT GPA	Reference EOT GPA	Diff (NACC-Reference)
First Year	First Fall (N=70)	3.72	3.67	0.05
	First Spring (N=70)	3.73	3.72	0.01

*Includes full-time NA-identified graduate students from the two most recent fall cohort terms.

Mentees have a slightly higher first fall end of term GPA (.05 grade points), and a similar first spring GPA (3.73) compared to the reference group.

All Nations Leadership Retreat

The All Nations Leadership Retreat was established to enhance leadership skills, communication, responsibility, diversity awareness, outreach, cultural awareness, and networking among staff, faculty, students, and student organizations. The retreat is typically held off campus in Estes Park, Colorado and is a collaborative effort with the Asian/Pacific American Cultural Center. Agenda topics include ice breakers, problem solving and team building activities, multiple programs related to the Social Identity model, and workshops around identity and student activism.

Demographics

A total of 155 undergraduate students from cohorts FA07-FA19 have participated in the retreat. The majority participate once (77%). Table 13 displays demographics for retreat participants compared to Native American-identified students from the two most recent full-time fall cohorts (FA18-FA19).

Table 13. UG Retreat Participant Demographics, FA07-FA19 New and Transfer Cohorts

Population	N	Female	Pell	First Gen	NA Only	Multiracial NA	Not NA	Intl.	HS/Trans GPA	Nonres	Full-Time
Retreat	155	71.0%	45.2%	43.9%	23.2%	25.8%	51.0%	8.4%	3.68	49.0%	98.1%
Reference*	453	56.5%	14.3%	39.7%	16.9%	83.1%	-	0.7%	3.60	36.6%	100%

*Includes full-time NA-identified undergraduate students from the FA18 and FA19 new and transfer cohorts.

Retreat participants are much more likely to be female (15 PP), nonresidents (12 PP), and Pell recipients (31 PP) compared to the reference group. Participants also have a higher average HS or transfer GPA (0.1 grade points). They also have a slightly higher representation of first generation students (4 PP). In terms of race/ethnicity, about half identify as Native American; the remaining identify as APIDA (19%), international (9%), Hispanic/Latinx (7%), non-Native American multi-racial (7%), White (5%), and Black (3.5%). Among retreat participants who identify as multiracial Native American (N=39), 62% also identify as white, 28% as Hispanic/Latinx, 21% as Black, and 11% as APIDA.

Success Outcomes

Table 14 displays persistence and graduation rates for retreat participants compared to Native American students from the four most recent fall and spring cohort terms (SP17-FA18). Rates will be volatile due to small headcounts, and should be interpreted with caution.

Table 14. Persistence and Graduation Rates by NACC Retreat Participation Year, First Time and Transfer Students (FA07-FA18 FT Cohorts)

Program Year*	Cohort App Type	2nd Fall Persistence			3rd Fall Persistence			4 Yr Graduation			6 Yr Graduation		
		Retreat	Ref**	PP Gap	Retreat	Ref	PP Gap	Retreat	Ref	PP Gap	Retreat	Ref	PP Gap
1st Year	New (n=60)	87.8%	86.3%	1.5	81.4%	78.4%	3.0	36.4%	33.8%	2.6	55.0%	59.5%	-4.5
	Trns (n=24)	91.7%	93.8%	-2.1	95.7%	77.0%	18.6	75.0%	56.1%	18.9	92.9%	61.2%	31.6
2nd Year	New (n=36)	-	-	-	97.0%	96.6%	0.4	46.4%	41.5%	4.9	75.0%	73.7%	1.3
	Trns (n=15)	-	-	-	100.0%	86.8%	13.2	81.8%	68.8%	13.1	90.9%	77.9%	13.0
3rd Year	New (n=27)	-	-	-	-	-	-	38.5%	46.6%	-8.1	81.8%	84.4%	-2.6
	Trns (n=4)	-	-	-	-	-	-	-	78.0%	-	-	89.6%	-
4th Year +	New (n=25)	-	-	-	-	-	-	-	-	-	100.0%	87.6%	12.4
	Trns (n=1)	-	-	-	-	-	-	-	-	-	-	94.9%	-

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

**The reference group includes Native American-identified students from the 4 most cohort terms, depending on the outcome. For example, 2nd fall persistence includes students with cohort terms SP17 to FA18, while 6 year graduation includes cohort terms SP12-FA13.

First-time students who participated in the retreat during their first year persisted to second and third fall at a slightly higher rate (2 PP, 3 PP), graduated within 4 years at a slightly higher rate (3 PP), and graduated within 6 years at a lower rate (5 PP) compared to other NA-identified first-time, first year students. Transfer students who participated during their first year had very positive outcomes, persisting to their third fall at 19 PP higher rate, graduating within 4 years at a 19 PP higher rate and within 6 years at a much higher rate (32 PP) compared to the reference group.

First-time students who participated in the retreat during their second year had a similar 3rd fall persistence rate, a higher 4-year graduation rate (5 PP), and a similar 6-year graduation rate. Transfer students persisted and graduated within 4 and 6 years at a 13 PP higher rate for each outcome compared to the reference group.

First time students who participated in the retreat during their third year had a lower 4-year graduation rate (8 PP) and 6-year year rate (3 PP); first-time students who participated during their fourth year had a higher 6-year graduation rate (12 PP).

Table 15 displays EOT cumulative GPA for new and transfer undergraduate participants compared to Native American students from the four most recent fall and spring cohort terms, depending on the outcome. Due to small headcounts, average GPA will be volatile, and should be interpreted with caution.

Table 15. EOT GPA by NACC Retreat Year, FA07-FA19 Cohorts

Retreat Term	Cohort Application Type	Retreat Participant EOT GPA	Reference EOT GPA	Diff (NACC-Reference)
First Fall	New (n=55)	2.81	2.77	0.04
	Transfer (n=18)	2.86	2.77	0.09
Second Fall	New (28)	2.98	2.88	0.09
	Transfer (n=7)	-	2.75	-
Third Fall	New (n=22)	2.97	2.82	0.15
	Transfer (n=3)	-	-	-
Fourth Fall	New (n=22)	3.17	2.96	0.22
	Transfer (n=0)	-	-	-

*Includes full-time NA-identified undergraduate students from the 4 most recent new and transfer cohort terms.

First-time retreat participants have a similar average first fall GPA, and a higher second, third, and fourth fall GPA compared to the reference group. Transfer students have a higher GPA for first fall (.1 grade points); headcounts are below 10 for the remaining terms, and therefore GPA is not displayed.

Native Women’s Circle

The Native Women’s Circle was created to enhance social, group, individual, and cultural support for the women of Native American Cultural Center. The education and cultural programs for the Native Women’s Circle are designed to reflect the importance of Native culture while encompassing the role of being a woman. Participants plan activities such as bringing guest speakers, cultural field trips, and sharing knowledge/materials about traditions, cultural practices, and current women’s issues.

Demographics

Of the 118 female-identified undergraduate students who participated in the Native Women’s Circle (NWC), two-thirds participated for one academic year, 22% participated for two years, and the remaining 13% participated for three years or more. Table 16 displays NWC demographics compared to full-time, female-identified Native American undergraduate students from cohorts SP17-FA19.

Table 16. UG Women's Circle Participant Demographics, FA07-FA19 New and Transfer Cohorts

Population	N	Female	Pell	First Gen	NA Only	Multiracial NA	Not NA	Intl.	HS/Trans GPA	Nonres	Full-Time
NWC	118	95.8%	47.5%	55.1%	31.4%	33.9%	34.7%	0.0%	3.68	37.3%	98.3%
Reference*	220	100.0%	37.7%	42.3%	13.7%	86.3%	-	0.8%	3.68	35.5%	100.0%

*Includes full-time female, NA-identified undergraduate students from the SP17 through FA19 new and transfer cohorts.

NWC participants are more likely to be Pell recipients (10 PP) and first generation (13 PP), with a larger proportion of students who identify as Native American only (18 PP) or non-Native American (35 PP) compared to the reference group. Among participants who are not Native American (N=41), half identify as Hispanic/Latinx, 9 as white, 4 as Black, 3 as multiracial, and 2 as Asian (2 did not respond). NWC participants are also much less likely to be multiracial Native American (52 PP); of those who do identify this way (N=32), 75% also identify as white, 53% as Hispanic/Latinx, 5% as Black, and 6% as APIDA. Average HS/transfer GPA is equivalent, as is the proportion of nonresidents (37%). Almost all are full-time students. Not all participants are female in the system of record (n=5); due to federal reporting standards, students may identify as female but are required to report their legal sex (male).

Of the 19 graduate students who participated the NWC, 12 participated for one academic year, 6 for two years, and 1 for three years. Table 17 displays demographics for graduate student NWC participants.

Table 17. Women's Circle Graduate Participant Demographics, FA08-FA19 Cohorts

Population	N	Female	First Gen	NA Only	Multiracial NA	Not NA	Intl.	Nonres	Full-Time
NWC	19	100.0%	31.6%	36.8%	47.4%	15.8%	0.0%	26.3%	94.7%
Reference*	47	100.0%	23.4%	15.9%	84.1%	-	12.1%	44.7%	100.0%

*Includes full-time female, NA-identified graduate students from the SP16 through FA19 cohorts.

Graduate NWC participants are more likely to be first generation (8 PP) and identify as Native American-only (21 PP) or non-Native American (16 PP). They are less likely to be nonresidents (18 PP) and multiracial Native American (37 PP). Of those students who identify as multiracial NA (N=9), 5 identify also as Hispanic/Latinx, 5 as white, and 1 as Black. Those who do not identify as Native American (N=3) identify as international or multiracial.

Undergraduate Success Outcomes

Table 18 displays persistence and graduation rates for NWC participants compared to full-time Native American female students from the four most recent fall and spring cohort terms, depending on the outcome. Rates will be volatile due to small headcounts, and should be interpreted with caution.

Table 18. UG Persistence and Graduation Rates by Women's Circle Participation Year, First Time and Transfer Students (FA07-FA18 FT Cohorts)

Program Year*	Cohort App Type	2nd Fall Persistence			3rd Fall Persistence			4 Yr Graduation			6 Yr Graduation		
		NWC	Ref**	PP Gap	NWC	Ref	PP Gap	NWC	Ref	PP Gap	NWC	Ref	PP Gap
1st Year	New (n=44)	94.3%	87.8%	6.5	81.3%	81.1%	0.1	40.9%	37.9%	3.0	73.3%	66.3%	7.0
	Trns (n=15)	78.6%	94.4%	-15.9	84.6%	81.0%	3.7	50.0%	54.7%	-4.7	100.0%	64.7%	35.3
2nd Year	New (n=29)	-	-	-	96.2%	96.1%	0.1	45.0%	46.8%	-1.8	75.0%	78.1%	-3.1
	Trns (n=11)	-	-	-	100.0%	89.5%	10.5	85.7%	69.4%	16.3	100.0%	76.2%	23.8
3rd Year	New (n=29)	-	-	-	-	-	-	45.5%	50.7%	-5.3	82.4%	88.4%	-6.1
	Trns (n=7)	-	-	-	-	-	-	-	72.7%	-	-	86.8%	-
4th Year+	New (n=22)	-	-	-	-	-	-	-	-	-	83.3%	90.9%	-7.6
	Trns (n=0)	-	-	-	-	-	-	-	-	-	-	95.8%	-

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

**The reference group includes female, Native American-identified students from 4 most recent cohort terms, depending on the outcome. For example, 2nd fall persistence includes students with cohort terms SP17 to FA18, while 6 year graduation includes cohort terms SP12-FA13.

On average, first-time students who participated in the NWC during their first year persisted to second fall at a higher rate (7 PP) and to their third fall at a similar rate, and graduated within 4 and 6 years at a higher rate as well (3 PP, 7 PP). Transfer students who participated during their first year on campus persisted to second fall at a lower rate (16 PP), persisted to third fall at a higher rate (4 PP), graduated within 4 years at a lower rate (5 PP), and all graduated within 6 years (35 PP above the reference group).

First-time students who participated during their second year had a similar third fall persistence rate, a lower 4-year graduation rate (2 PP), and a lower 6-year rate as well (3 PP). Transfer students persisted to their third fall at a higher rate (11 PP), with a higher 4-year (16 PP) and 6-year (24 PP) graduation rate. Both first-time third and fourth year participants had lower graduation rates compared to the reference group by about 5-8 PP.

Table 19 displays GPA outcomes by program participation term.

Table 19. EOT Cumulative GPA by Women's Circle Participation Term, FA07-FA19 Cohorts

Retreat Term	Cohort App Type	NWC GPA	Reference GPA*	Diff (NACC-Reference)	
First Year	First Fall	New (N=47)	2.97	2.93	0.04
	Transfer (N=15)	2.87	2.84	0.03	
First Year	First Spring	New (N=44)	2.92	2.92	0.00
	Transfer (N=15)	2.84	2.82	0.02	
Second Year	Second Fall	New (N=30)	2.79	3.01	-0.23
	Transfer (N=12)	2.87	2.79	0.08	
Second Year	Second Spring	New (N=29)	2.84	3.05	-0.20
	Transfer (N=11)	2.96	2.84	0.12	
Third Year	Third Fall	New (N=29)	3.03	2.93	0.10
	Transfer (N=7)	-	2.93	-	
Third Year	Third Spring	New (N=29)	3.04	2.98	0.06
	Transfer (N=7)	-	2.88	-	
Fourth Year	Fourth Fall	New (N=22)	3.13	3.03	0.10
	Transfer (N=0)	-	3.07	-	
Fourth Year	Fourth Spring	New (N=30)	3.13	2.95	0.19
	Transfer (N=5)	-	2.82	-	

*Includes the 4 most recent full-time female NA-identified undergraduate cohorts, depending on the outcome.

First-year, first-time student participants have a similar first fall and first spring GPA; GPA is much lower among second year participants for both terms (about .20 grade points) compared to the reference group. This gap is positive among third year participants, whose third fall and third spring GPA is higher (.10, .06 respectively) in comparison to the reference group. Fourth year students earn a higher fall (.10) and spring GPA (.19).

On average, transfer students earn a higher GPA during their first and second years. Due to small headcounts, GPA is not displayed for third and fourth year participants.

Graduate Success Outcomes

Table 20 displays persistence and graduation outcomes for graduate student NWC participants compared to other graduate Native American female students. While some students participated beyond their first year, headcounts are too low to display outcomes. Rates will be volatile due to the small headcount for first year participants (N=13) and should be interpreted with caution.

Table 20. Persistence and Graduation Rates by Women's Circle Participation Year, Graduate Students (FA08-FA18 Cohorts)

Participation Year*	2nd Fall Persistence			3rd Fall Persistence			4 Yr Graduation			6 Yr Graduation		
	NWC	Ref**	PP gap	NWC	Ref	PP gap	NWC	Ref	PP gap	NWC	Ref	PP gap
First Year (n=13)	100.0%	94.3%	5.7	100.0%	88.6%	11.4	75.0%	87.0%	-12.0	75.0%	88.2%	-13.2

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

**The reference group includes female, Native American-identified graduate students from the four most recent cohorts, depending on the outcome. For example, 2nd fall persistence includes students with cohort terms SP16 through SP19, while 6 year graduation includes cohort terms SP10-FA13.

NWC participants persist at higher rates to their second (6 PP) and third fall (11 PP); however, 4- and 6-year graduation rates tend to be lower, on average (12 PP and 13 PP, respectively).

Table 21 displays end of term cumulative GPA for students' first fall and spring participation terms.

Table 21. EOT Cumulative GPA by Women's Circle Participation Term, Graduate Students (FA08-FA19 Cohorts)

Retreat Term	Women's Circle EOT	Reference EOT	Diff (NACC-Reference)
	GPA	GPA*	
First Year	3.73	3.71	0.02
First Fall (N=13)	3.73	3.71	0.02
First Spring (n=13)	3.76	3.74	0.02

*Includes SP16 through FA19 female, NA-identified full-time graduate students.

End of term cumulative GPA is similar for NWC graduate participants compared to the reference group.

Eagle Feather Tutoring Program

The Eagle Feather Tutoring Program is an established retention program. The program is free to all CSU students and designed specifically for incoming new students and transfers. The goal of the program is to increase retention and graduation rates of Native American students, as well as other CSU students, by providing skilled tutors in core subject areas such as Biology, Chemistry, Mathematics, Physics, etc.

Demographics

Of the 668 undergraduate students who participated in the tutoring program, 87% participated for one term, 10% participated for two terms, and the remaining 3% for three or more terms. Table 22 displays demographics for program participants compared the FA18-FA19 full-time new and transfer undergraduate cohorts.

Table 22. Tutoring Participant Demographics, FA07-SP20 New and Transfer Cohorts

Population	N	Female	Pell	First Gen	NA Only	Multiracial NA	Not NA	Intl.	HS/Trns GPA	Nonres	Full-Time
Tutoring	668	66.6%	34.9%	40.1%	5.8%	6.4%	87.7%	2.4%	3.60	27.7%	97.2%
Reference*	13088	54.2%	12.0%	25.4%	0.6%	2.9%	96.5%	2.6%	3.57	34.9%	100.0%

*Includes FA18 and FA19 full-time new and transfer undergraduate cohorts.

Participants are more likely to be female (12 PP), Pell recipients (23 PP), first generation (15 PP), and Colorado residents (7 PP) compared to the reference group. Participants have a similar average HS GPA (3.60), international student representation (2.5%), and are almost all full-time. They have a larger representation of Native American-identified students (9 PP); however, the vast majority of participants do not identify as Native American (88%). Of these students (N=556), 47% are White, 19% are Hispanic/Latinx, 7% are Black, 6% are APIDA, and 4% are multiracial (3% did not respond).

Undergraduate Success Outcomes

Table 23 displays persistence and graduation rates for undergraduate tutoring participants compared to full-time new and transfer students from the two most recent full-time fall cohorts, depending on the outcome.

Table 23. UG Persistence and Graduation Rates by Tutoring Participation Year, First Time and Transfer Students (FA07-SP19 Cohorts)

Program Year*	Cohort App Type	2nd Fall Persistence			3rd Fall Persistence			4 Yr Graduation			6 Yr Graduation		
		Tutoring	Ref**	PP Gap	Tutoring	Ref	PP Gap	Tutoring	Ref	PP Gap	Tutoring	Ref	PP Gap
1 st Year	New (n=273)	89.9%	90.1%	-0.2	83.4%	81.4%	2.0	47.3%	48.5%	-1.2	76.0%	73.0%	3.1
	Trns (n=101)	89.1%	91.4%	-2.3	76.7%	84.8%	-8.0	49.1%	74.9%	-25.8	73.3%	80.1%	-6.8
2 nd Year	New (n=161)	-	-	-	93.8%	94.0%	-0.3	33.0%	56.1%	-23.0	82.1%	84.0%	-1.9
	Trns (n=41)	-	-	-	90.0%	93.9%	-3.9	65.4%	83.7%	-18.3	72.7%	90.1%	-17.4
3 rd Year	New (n=73)	-	-	-	-	-	-	37.3%	61.1%	-23.8	81.3%	90.4%	-9.1
	Trns (n=15)	-	-	-	-	-	-	60.0%	88.7%	-28.7	85.7%	95.1%	-9.4
4 th Year +	New (n=35)	-	-	-	-	-	-	-	-	-	96.2%	93.7%	2.4
	Trns (n=8)	-	-	-	-	-	-	-	-	-	-	97.1%	-

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

**The reference group includes all new and transfer students from the most recent two cohorts, depending on the outcome. For example, 2nd fall persistence includes students with cohort terms FA17 to FA18, while 6 year graduation includes cohort terms FA12-FA13.

Overall, first-time students who participated in tutoring during their first year have a similar second and third fall persistence rate and 4-year graduation rate compared to the reference group. Participants' 6-year graduation rate is slightly higher (3 PP). Transfer participants have less favorable outcomes; they tend to persist at lower rates (2 PP, 8 PP), with a much lower 4 year (26 PP) graduation rate, and 6-year rate (7 PP).

First-time students who participated in tutoring during their second year have similar third fall persistence outcomes, a lower 4-year graduation rate (23 PP), and a similar 6-year graduation rate. Transfer students persisted to third fall at a lower rate (4 PP), graduated within 4 and 6 years at a lower rate (17-18 PP).

First-time students who participated during their third year have a lower 4-year (24 PP) and 6-year graduation rate (9 PP); transfer students also had a much lower 4- year rate (29 PP), and 6-year rate (9 PP). Among first-time students who participated during their fourth year, their graduation rate is about 2 PP greater than the reference group.

Table 24 displays end of term cumulative GPA by program participation term.

Table 24. EOT Cumulative GPA by Tutoring Term, FA07-SP20 New and Transfer Cohorts

	Retreat Term	Cohort App Type	Participant EOT GPA	Reference EOT GPA	Diff (NACC-Reference)
First Year	First Fall	New (n=173)	2.80	2.98	-0.18
		Transfer (n=59)	2.67	2.93	-0.26
	First Spring	New (n=113)	2.84	3.06	-0.22
		Transfer (n=51)	2.67	3.03	-0.36
Second Year	Second Fall	New (110)	2.78	3.03	-0.25
		Transfer (n=25)	2.76	3.01	-0.24
	Second Spring	New (n=57)	2.86	3.06	-0.20
		Transfer (n=12)	2.45	3.05	-0.60
Third Year	Third Fall	New (n=46)	2.78	3.07	-0.29
		Transfer (n=8)	-	3.01	-3.01
	Third Spring	New (n=25)	2.74	3.10	-0.36
		Transfer (n=10)	-	2.99	-2.99
Fourth Year	Fourth Fall	New (n=20)	2.99	3.11	-0.12
		Transfer (n=6)	-	2.88	-
	Fourth Spring	New (n=30)	3.13	3.11	0.02
		Transfer (n=5)	-	2.86	-

*Includes two most recent full-time new and transfer undergraduate cohorts, depending on the outcome.

First-time students who participated in tutoring had a lower GPA across all terms with the exception of their fourth spring. Average difference between tutoring participants and the reference group is largest for students in their third year.

Transfer student participants also had a lower GPA across all terms, ranging from one-quarter of a point for their first fall to more than half a point at their second spring. GPA beyond transfer students' first year should be interpreted with caution due to small headcounts; this is also why GPA is not reported for students in their fourth year.

While the majority of participants (about 90%) took advantage of the program only once per term or academic year, there appears to be a slight advantage for those students who participated more than once and the nearest persistence outcome. Among first-time students who participated in tutoring more than once during their first year (N=33, 12%), they persisted to second and third fall at a 1 PP higher rate (91% vs. 90%) compared to students who attended once (N=240, 88%). Similarly, first-time students who participated in tutoring more than once during their second year (N=23, 14%) persisted to third fall at a 2 PP higher rate (95% vs. 93%) compared to other second year students who attended once (N=138, 86%). Headcounts for transfer students, and for students overall beyond their second year were too small to make reasonable comparisons. Additionally, headcounts by individual term were too small to compare EOT cumulative GPA by number of tutoring sessions.

Native American Legacy Award

The Native American Legacy Award (NALA) is a tuition discount that reduces the cost of attendance for nonresident Native American students to 150% of in-state tuition. This program began in FA11 and has primarily served undergraduate students.

Demographics

Of the 198 undergraduate students who have received NALA, 20% were funded for all 4 years, 8% for 3 years, 15% for 2 years, and 40% for 1 year.

Table 25 displays demographics for NALA recipients compared to nonresident Native American students from the six most recent fall and spring full-time cohorts (SP16-FA18) in order to create a larger reference group.

Table 25. UG NALA Recipient Demographics, FA09-SP20 New and Transfer Cohorts

Population	N	Female	Pell	First Gen	NA Only	Multiracial NA	Not NA	Intl.	HS GPA	Nonres	Full-Time
NALA	198	64.1%	30.8%	32.8%	55.6%	40.4%	4.0%	0.0%	3.65	99.0%	100.0%
Reference*	228	63.2%	19.7%	29.4%	26.8%	73.2%	-	1.8%	3.63	100.0%	100.0%

*Includes nonresident, NA-identified undergraduate students from the 6 most recent cohort terms.

NALA recipients have a similar proportion of females (64%), and a larger proportion of Pell recipients (11 PP) and first gen (4 PP) students compared to the reference group. In terms of race/ethnicity breakdown, they are much more likely to be Native American only (29 PP), and much less likely to be multiracial Native American. Among those who identify as multi-racial Native American (N=80), 84% also identify as white, 16% as Hispanic/Latinx, 5% as Black, and 1% as APIDA. Eight recipients did not report Native American as an identity on their application for admission; 6 students are recorded as white, 1 as multiracial, and 1 as Hispanic/Latinx. Recipients have a slightly higher average HS GPA.

Eighty-six percent of undergraduate NALA recipients participated in at least one NACC program during their time at CSU. Table 26 displays the proportion of NALA recipients who participated in each program.

Table 26. UG NALA Recipient NACC Program Participation, New and Transfer Students (FA09-SP20 Cohorts)

Headcount	Tutoring (%)	Visitor (%)	Mentee (%)	Retreat (%)	NWC (%)*
171	16%	89%	68%	22%	27%

*Represents the proportion of female NALA recipients who participated in the Native Women's Circle.

NALA students were most likely to visit NACC (89%) and participate in the first year mentoring program (68%); among female NALA recipients, 27% participated in the Native Women's Circle. In addition, 22% of students participated in the All Nations Leadership retreat, and 16% took advantage of the Eagle Feather Tutoring Program.

Undergraduate Success Outcomes

Table 27 displays persistence and graduation outcomes by scholarship year for new and transfer recipients, compared to nonresident Native American students from the aforementioned full-time cohorts.

Table 27. Persistence and Graduation Rates by NALA Award Year, First Time and Transfer Students (FA09-FA18 FT Cohorts)

Program Year*	Cohort App Type	2nd Fall Persistence			3rd Fall Persistence			4 Yr Graduation			6 Yr Graduation		
		NALA	Ref**	PP Gap	NALA	Ref	PP Gap	NALA	Ref	PP Gap	NALA	Ref	PP Gap
1st Year	New (n=123)	82.9%	76.2%	6.7	72.4%	67.0%	5.4	26.5%	17.5%	8.9	78.6%	62.0%	16.6
	Trns (n=43)	88.6%	95.2%	-6.7	67.7%	77.3%	-9.5	40.0%	58.6%	-18.6	60.0%	59.1%	0.9
2nd Year	New (n=61)	-	-	-	91.1%	94.4%	-3.3	37.9%	30.2%	7.8	86.7%	73.3%	13.3
	Trns (n=32)	-	-	-	88.5%	91.7%	-3.2	62.5%	75.0%	-12.5	80.0%	72.2%	7.8
3rd Year	New (n=49)	-	-	-	-	-	-	35.3%	25.6%	9.7	80.0%	86.0%	-6.0
	Trns (n=14)	-	-	-	-	-	-	87.5%	84.2%	3.3	100.0%	86.7%	13.3
4th Year +	New (n=41)	-	-	-	-	-	-	-	-	-	80.0%	89.8%	-9.8
	Trns (n=9)	-	-	-	-	-	-	-	-	-	-	100.0%	-

* Participation year is defined by students' year at CSU in which they received the NALA scholarship. Students may be represented more than once depending on how many terms they received the award.

**The reference group includes nonresident, Native American-identified students from the 6 most recent cohort terms, 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.

First-time, first-year NALA recipients persisted to second fall at a higher rate (7 PP), persist to their third fall at a higher rate (5 PP), and graduate within 4 and 6 years at a higher rate (9 PP, 17 PP respectively). Transfer

students with a first-year NALA award persisted at lower rates to second and third fall (7 PP, 10 PP) and were less likely to graduate within 4 years (19 PP), but have a similar 6-year graduation rate.

First-time, second year recipients have a slightly lower third fall persistence rate (3 PP), but graduate within 4 and 6 years at higher rates (8 PP, 13 PP). Transfer second year recipients also have a lower third fall persistence rate (3 PP), a lower 4-year graduation rate (13 PP), and a higher 6-year graduation rate (8 PP).

First-time third year recipients have a higher 4-year graduation rate (10 PP), but a lower 6-year rate (6 PP); transfer students graduate within 4 years at a slightly higher rate (3 PP) and within 6 years at a higher rate (13 PP). First-time fourth year recipients have a lower 6-year graduation rate (10 PP).

Table 28 displays end of term cumulative GPA by award term.

Table 28. UG EOT Cumulative GPA by NALA Award Term, FA09-SP20 Cohorts

Retreat Term	Cohort Application Type	Scholarship Recipient EOT GPA	Reference EOT GPA	Diff (NACC-Reference)	
First Year	First Fall	New (n=136)	2.74	2.77	-0.03
		Transfer (n=32)	2.54	2.90	-0.36
	First Spring	New (n=122)	2.79	2.83	-0.04
		Transfer (n=41)	2.49	2.81	-0.32
Second Year	Second Fall	New (64)	2.79	2.80	-0.01
		Transfer (n=33)	2.57	2.84	-0.27
	Second Spring	New (n=60)	2.79	2.81	-0.03
		Transfer (n=32)	2.70	2.95	-0.25
Third Year	Third Fall	New (n=47)	2.93	2.83	0.10
		Transfer (n=17)	2.69	3.01	-0.32
	Third Spring	New (n=49)	2.89	2.81	0.08
		Transfer (n=13)	2.80	3.06	-0.26
Fourth Year	Fourth Fall	New (n=41)	2.90	2.88	0.03
		Transfer (n=8)	-	3.02	-
	Fourth Spring	New (n=36)	2.86	2.87	-0.02
		Transfer (n=8)	-	2.78	-

*Includes the 6 most recent cohort terms for full-time, non-resident Native American identified new and transfer cohorts.

Overall, first-time student awardees have a similar cumulative GPA compared to the reference group.

Transfer students tend to have a lower GPA each term; this difference is largest for their first fall (.36 grade points), and smallest at second spring (one-quarter of a point). Headcounts are too small to report averages for transfer students in their fourth year.

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 NACC programming prior to or during the survey administration term, are displayed in the following tables. Due to the low number of students per NACC 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-

NACC Respondent’, includes Native American-identified respondents who did not participate in any NACC programs prior to or during the survey term. Items aligning with NACC program objectives are reported.

Table 29 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. 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 29: How would you rate your quality of interactions with: (% Very Good/Excellent)

	First Year			Senior		
	Non-NACC Respondent	NACC Participant	PP Gap	Non-NACC Respondent	NACC Participant	PP Gap
Headcount	99	72		37	122	
Quality of interactions with students	50.0%	57.4%	7.4	54.5%	62.6%	8.1
Quality of interactions with student services staff	49.4%	52.2%	2.8	58.6%	45.2%	-13.4
Quality of interactions with other administrative staff and offices	43.8%	49.2%	5.4	38.7%	34.0%	-4.7

Among first year students, a larger proportion of NACC participants rated their quality of interactions with other students (7 PP), student services staff (3 PP), and other administrative staff and offices (5 PP) as very good or excellent compared to non-NACC, Native American-identified respondents.

Among senior NACC participants, a larger proportion rated their quality of interactions with students as very good or excellent (8 PP), and were less likely to rate their interactions with student services staff as very good/excellent (13 PP) or their interactions with other administrative staff and offices (5 PP).

Table 30 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 NACC tutoring, mentoring, or the retreat.

Table 30: 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-NACC Respondent	NACC Participant	PP Gap	Non-NACC Respondent	NACC Participant	PP Gap
Headcount	99	72		37	122	
Writing clearly and effectively	65.9%	63.2%	-2.7	81.2%	67.0%	-14.2
Speaking clearly and effectively	48.9%	57.4%	8.5	72.7%	68.9%	-3.8
Working effectively with others	60.9%	64.7%	3.8	75.8%	61.3%	-14.5
Developing or clarifying a personal code of values and ethics	66.7%	60.3%	-6.4	66.7%	61.0%	-5.7
Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	64.4%	67.6%	3.2	57.6%	63.8%	6.2
Solving complex real-world problems	60.9%	64.7%	3.8	75.8%	65.7%	-10.1
Being an informed and active citizen	56.3%	64.7%	8.4	65.6%	53.8%	-11.8

First-year NACC participants reported a higher level of development for all but two questions compared to non-NACC respondents, particularly in speaking clearly and effectively and being an informed and active citizen. NACC seniors were less likely to report that their CSU experience contributed to their development across the majority of indicators, with the exception of understanding people of other backgrounds.

Table 31 displays results for items related to institutional emphasis and support for students outside of the classroom.

Table 31: How much does your institution emphasize the following? (% quite a bit/very much)

	First Year			Senior		
	Non-NACC Respondent	NACC Participant	PP Gap	Non-NACC Respondent	NACC Participant	PP Gap
Headcount	99	72		37	122	
Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	60.5%	49.3%	-11.2	45.5%	51.4%	5.9
Providing support for your overall well-being (recreation, health care, counseling, etc.)	75.0%	73.1%	-1.9	72.7%	70.1%	-2.6
Providing opportunities to be involved socially	80.7%	67.2%	-13.5	81.8%	67.9%	-13.9
Attending campus activities and events	65.9%	58.2%	-7.7	63.6%	58.9%	-4.7
Attending events that address important social, economic, or political issues	50.0%	50.7%	0.7	63.6%	47.7%	-15.9
Helping you manage your non-academic responsibilities (work, family, etc.)	39.8%	53.7%	13.9	33.3%	33.6%	0.3

First-year NACC participants reported lower institutional emphasis around encouraging contact among students from different backgrounds, providing opportunities to be involved socially, and attending campus events and activities compared to non-NACC respondents. They reported similar levels of institutional support for overall well-being and attending events that address important social, economic, or political issues.

While NACC seniors reported greater institutional emphasis around encouraging contact among students from different backgrounds (6 PP), they reported lower levels of providing opportunities to be involved socially (14 PP), attending events that address important issues (16 PP), and attending campus activities and events (5 PP). They reported a similar emphasis (albeit low) for helping to manage non-academic responsibilities.

Table 32 displays results for how often students have discussions with people of a race or ethnicity other than their own.

Table 32: How often do you have discussions with: (% often or very often)

	First Year			Senior		
	Non-NACC Respondent	NACC Participant	PP gap	Non-NACC Respondent	NACC Participant	PP gap
Headcount	99	72		37	122	
People of a race or ethnicity other than your own	73.0%	81.2%	8.2	66.7%	76.6%	9.9

First-year NACC students reported greater frequency of discussions with diverse others (8 PP), as did NACC seniors (10 PP) compared to non-NACC respondents.

Table 33 displays hours per week students reported doing community service or volunteer work.

Table 33: How many hours per week do you spend doing community service or volunteer work?

	First Year			Senior		
	Non-NACC Respondent	NACC Participant	PP gap	Non-NACC Respondent	NACC Participant	PP gap
Headcount	99	72		37	122	
Avg hours per week	2.4	2.6	0.2	3.8	3.7	-0.1

NACC first year students reported volunteering an average of about 2.6 hours per week, compared to 2.4 hours among non-NACC first year respondents. NACC seniors reported a similar amount volunteer time compared to non-NACC students at about 4 hours per week.

Table 34 displays overall institutional satisfaction.

Table 34: Overall Institutional Satisfaction (% very good/excellent)

	First Year			Senior		
	Non-NACC Respondent	NACC Participant	PP gap	Non-NACC Respondent	NACC Participant	PP gap
Headcount	99	72		37	122	
How would you evaluate your entire educational experience at this institution?	86.2%	84.1%	-2.1	90.9%	84.0%	-6.9
If you could start over again, would you go to the same institution you are now attending? (Probably/definitely yes)	90.8%	88.2%	-2.6	81.8%	88.7%	6.9

First year NACC participants reported a very similar level of satisfaction around their educational experience, and likelihood of selecting CSU again compared to non-NACC respondents. Among senior NACC participants, they were less likely to report their experience as very good/excellent (7 PP), but more likely to select CSU again if they could start over (7 PP).

Table 35 displays the proportion of first year respondents who have seriously considered leaving CSU, and the reasons why among those who said yes. Headcounts are very small, and results should be interpreted with caution.

Table 35: During the current school year, have you seriously considered leaving this institution?

	First Year		
	Non-NACC Respondent	NACC Participant	PP gap
Headcount	99	72	
During the current school year, have you seriously considered leaving this institution?	20.7%	26.7%	6.0
- Academics are too difficult	0.0%	12.5%	12.5
- Academics are too easy	0.0%	0.0%	0.0
- Other academic issues (major not offered, course availability, advising, credit transfer, etc.)	0.0%	25.0%	25.0
- Financial concerns (costs or financial aid)	83.3%	25.0%	-58.3
- To change your career options (transfer to another school or program, military service, etc.)	0.0%	25.0%	25.0
- Difficulty managing demands of school and work	0.0%	25.0%	25.0
- Too much emphasis on partying	0.0%	0.0%	0.0
- Not enough opportunities to socialize and have fun	0.0%	12.5%	12.5
- Relations with faculty and staff	0.0%	0.0%	0.0
- Relations with other students	16.7%	37.5%	20.8
- Campus climate, location, or culture	0.0%	37.5%	37.5
- Unsafe or hostile environment	0.0%	0.0%	0.0
- Personal reasons (family issues, physical or mental health, homesickness, stress, etc.)	16.7%	50.0%	33.3

Nineteen NACC respondents reported that they had seriously considered leaving during their first year at CSU. Of those students, the most common reasons selected include personal reasons, campus climate, location, or culture, and relations with other students. NACC participants were much less likely than the comparison group to select financial concerns (58 PP).

Tables 36 through 39 display responses from the NSSE 2019 Inclusiveness and Engagement with Cultural Diversity module. This is a supplemental module and was first included in the Spring 2019 NSSE administration.

Table 36: How much does your institution emphasize the following: (% Quite a bit/Very much)

	First Year			Senior		
	Non-NACC Respondent	NACC Participant	PP gap	Non-NACC Respondent	NACC Participant	PP gap
Headcount	32	35		22	56	
- Demonstrating a commitment to diversity	82.8%	80.0%	-2.8	77.8%	63.3%	-14.5
- Providing students with the resources needed for success in a multicultural world	79.3%	80.0%	0.7	61.1%	61.2%	0.1
- Creating an overall sense of community among students	82.8%	86.7%	3.9	66.7%	61.2%	-5.5
- Ensuring you are not stigmatized because of identity (racial/ethnic, gender, religious, orientation, etc.)	79.3%	66.7%	-12.6	88.9%	63.3%	-25.6
- Providing information about anti-discrimination and harassment policies	82.8%	76.7%	-6.1	88.9%	65.3%	-23.6
- Taking allegations of discrimination or harassment seriously	85.7%	63.3%	-22.4	83.3%	71.4%	-11.9
- Helping students develop the skills to confront discrimination and harassment	75.9%	63.3%	-12.6	72.2%	53.1%	-19.1

First-year NACC participants reported similar levels of institutional emphasis for demonstrating a commitment to diversity (80%), providing students with resources to succeed in a multicultural world (80%), and greater emphasis around creating an overall sense of community among students (4 PP). However, participants reported lower levels of institutional emphasis for ensuring students are not stigmatized because of identity (12 PP), providing information about anti-discrimination and harassment policies (6 PP), taking allegations of discrimination or harassment seriously (22 PP), and helping students develop the skills to confront discrimination and harassment (13 PP).

Senior NACC students reported similar levels of emphasis for providing students with the resources needed for success, and lower levels for all other questions. In particular, students reported much lower levels for ensuring they are not stigmatized because of identity (26 PP), providing information about anti-discrimination and harassment policies (24 PP), and helping students develop the skills to confront discrimination and harassment (19 PP). These significantly lower ratings by NACC students may indicate a heightened awareness around equity and inclusion.

Table 37 displays responses from items that address students' sense of community.

Table 37: Sense of Community (% Agree or Strongly Agree)

	First Year			Senior		
	Non-NACC Respondent	NACC Participant	PP gap	Non-NACC Respondent	NACC Participant	PP gap
Headcount	32	35		22	56	
- I feel comfortable being myself at this institution.	93.1%	90.0%	-3.1	100.0%	85.7%	-14.3
- I feel valued by this institution.	93.1%	86.7%	-6.4	77.8%	73.5%	-4.3
- I feel like part of the community at this institution.	86.2%	82.8%	-3.4	61.1%	77.6%	16.5

While first-year NACC participants were very likely to agree that they feel comfortable being themselves at CSU, this proportion was about 3 PP less compared to non-NACC first year students. Almost 87% of NACC students reported feeling valued by their institution, compared to 93% of non-NACC students. Eighty-three percent of NACC first-year students reported feeling like a part of the community, compared to 86% of non-NACC students.

NACC seniors reported lower comfort with being themselves at CSU (86% vs. 100%) compared to non-NACC seniors, and about 4 PP lower agreement when asked about feeling valued by the institution. NACC seniors reported much higher levels of agreement with feeling like a part of the CSU community (17 PP).

Table 38 displays results for the degree to which students feel that CSU provides a supportive environment for different racial and/or ethnic identities.

Table 38: Does your institution provide a supportive environment for: (quite a bit/very much)

	First Year			Senior		
	Non-NACC Respondent	NACC Participant	PP gap	Non-NACC Respondent	NACC Participant	PP gap
Headcount	32	35		22	56	
- Racial/ethnic identity	79.3%	76.7%	-2.6	88.9%	71.4%	-17.5

Both first year and senior NACC participants were less likely to agree that CSU provides a supportive environment around racial and ethnic identity compared to non-NACC respondents. This difference was small for first year students (3 PP), and sizeable for seniors (18 PP). Similar to NACC student responses in Table 35, these significantly lower ratings may indicate a heightened awareness around equity and inclusion.

Table 39 displays results from questions that ask about students’ level of participation in diversity-related activities as well as personal reflection.

Table 39: During the current school year, about how often have you done the following? (% often/very often)

	First Year			Senior		
	Non-NACC Respondent	NACC Participant	PP gap	Non-NACC Respondent	NACC Participant	PP gap
Headcount	32	35		22	56	
- Attending events, activities, or presentations that reflect an appreciation for diverse groups of people	41.4%	46.7%	5.3	38.9%	65.3%	26.4
- Participated in the activities of centers related to specific groups (racial-ethnic, cultural, religious, gender, LGBT, etc.)	27.6%	20.0%	-7.6	33.3%	53.1%	19.8
- Participated in a diversity-related club or organization	34.5%	17.2%	-17.3	29.4%	36.7%	7.3
- Participated in a demonstration for a diversity-related cause (rally, protest, etc.)	14.3%	20.0%	5.7	16.7%	12.2%	-4.5
- Reflected on your cultural identity	65.5%	48.3%	-17.2	55.6%	57.1%	1.5

First-year NACC respondents were more likely to report attending events or activities that reflect an appreciation for diverse groups (5 PP) and participating in a demonstration for a diversity-related cause (6 PP) compared to non-NACC, Native-American identified respondents. They were less likely to participate in cultural center activities (8 PP), diversity-related clubs or organizations (17 PP), and reflect on their own cultural identity (17 PP).

Senior NACC respondents reported higher engagement across almost all items, particularly attending events and activities that reflect appreciation for diverse groups (26 PP), and participating in cultural center activities (20 PP). They were less likely to participate in a demonstration for a diversity-related cause (5 PP).

Conclusions

NACC plays an important role on campus by offering students access to education experiences that have potential to be high impact. Across all programs, NACC serves higher proportions of first generation, racially-minoritized and Pell recipient students, who are critical populations for institutional student success goals. NACC also serves graduate students across a number of programs.

The level of success of NACC program participants compared to the reference level varied considerably by program. Undergraduate students who participated in the leadership retreat and mentoring program had generally positive outcomes compared to non-participating Native American students. Transfer students who participated in the retreat had the most positive outcomes, with noticeably higher 4- and 6-year graduation rates compared to other NA transfer students who did not participate. Both new and transfer student mentees had higher 4- and 6-year graduation rates. Outcomes were also positive for first-time students who participated in the Native Women's Circle during their first year on campus compared to other first-time, first-year Native women. While not a NACC-specific program, first-time, first-year students who received the Native American Legacy Award persisted and graduated at higher rates compared to other nonresident, NA students who did not receive the tuition discount. NACC visitors and tutoring program participants tended to be less successful in terms of persistence and graduation rates compared to CSU students overall. While tutoring had the least positive outcomes compared to their reference group, it is important to note that prior academic preparation is not accounted for, nor were course-level outcomes examined, which is the goal of the program.

When examining participation by racial/ethnic identity across Native American identity, NACC serves a much larger proportion of students who do not identify as Native American compared to those who identify as Native American-only or multiracial Native American, primarily due to the tutoring program. About 10% of students served identify as Native American only, while 22% identify as multiracial Native American. Among Native American students who did not participate in NACC programming, 79% identify as multiracial Native American, and 21% as Native American only. Among NA-identified NACC participants, 32% identify as NA-only, and 69% identify as multiracial NA.

In addition to internal assessment of program learning outcomes, NSSE can serve as a supplemental tool to better understand how NACC programming impacts student learning and development. First-time students who participated in NACC programming reported a high quality of interactions with others on campus, more frequent discussions with others of a different race or ethnicity, and a fairly high level of overall institutional satisfaction. However, they also reported lower institutional emphasis for encouraging contact among students from different backgrounds, taking allegations of discrimination or harassment seriously, ensuring students are not stigmatized because of identity, and feeling less valued as a member of the CSU community. Senior NACC respondents were also generally satisfied with their overall experience, but also reported a less supportive environment for different racial/ethnic identities compared to NA-identified students who did not participate in NACC.