This report is a summary of the membership make up of the Academic Advancement Program (AAP) at the University of California, Los Angeles (UCLA). It analyzes the grade point average (GPA) scores of AAP’s 5,084 members using the following categories: entrance status (into AAP), sex, class year, ethnicity, and major. It is produced based on a dataset containing AAP participants as recorded in the database on November 14, 2014; any participants that were added to the database after this date are not included in this analysis.

*Dataset received from Masai Minters on November 14, 2014*
Membership and GPA Scores by Entrance Status

AAP currently has 5,084 members, comprised of 3,898 (77%) students who entered AAP during their freshmen year and 1,186 (23%) transfer students who joined AAP after their freshmen year.

![Pie chart showing membership by entrance status]

Of the 5,084 AAP participants, 3,967 had GPA scores available for analysis; most of the missing GPAs were of freshmen students who have yet to report a GPA for their first quarter at UCLA. The average mean GPA for students who entered AAP as freshman is 2.99 (standard deviation = .45). Those who entered as transfers have a mean GPA of 3.18 (SD = .51). There is a .18 point difference between the two groups.
AAP has 69% (3,493) female participants and 31% (1,591) male participants.

Of the 2,727 female members who have a recorded GPA, their mean score is 3.03 (SD = .45). The 1,240 male members with recorded GPAs have a mean of 3.01 (SD = .51). There is a .02 point difference between the GPA means of both groups. Additionally, the male students have a higher standard deviation than the female students (by .06), meaning, the distribution of their GPA scores is slightly larger.
AAP is made up of 12% (616) freshmen students, 17% (873) sophomores, 29% (1,469) juniors and 42% (2,126) seniors. The larger junior and senior classes are likely indicative of the transfer students, who would have entered AAP after their freshman, possibly even sophomore, year.

With the exception of the freshman class, there is parity among the GPA mean scores of the upperclassmen. Freshmen students have a mean GPA of 2.44 while sophomores, juniors, and seniors have mean GPAs of 2.92, 2.94, and 3.12, respectively. However, these scores are inconclusive as freshmen students have yet to report GPA scores for a full academic year. This same analysis ought to be conducted at the end of the school year in order to better understand GPA scores across all four classes.
AAP members have declared majors in 189 programs across UCLA. These majors were aggregated into six fields: art (e.g., theater, music, design), business (e.g., finance, economics), humanities (e.g., history, languages, philosophy), social science (e.g., sociology, political science), STEM (e.g., mathematics, biology, engineering), and undeclared. Approximately 6% (315) of AAP’s members have yet to declare a major, 1% (71) are in the arts, 6% (280) are studying business, 25% (1,293) are in the humanities, 23% (1,162) are in the social sciences, and 39% (1,953) are in STEM fields.

Students across all fields have relatively comparable GPA mean scores. The most significant gap is between students majoring in art and those who are undeclared (.54 difference). The mean GPA scores by major discipline are as follows: art (3.31), business (3.07), humanities (3.04), social science (3.05), STEM (3.03), and undeclared (2.77). The students who have not yet declared a major have a lower mean GPA score than those who have settled in a field of study. However, without additional data, we are unable to draw explanations for this difference.
Membership and GPA Scores by Ethnicity

With regards to their ethnic identity, AAP students reported to belonging to 43 different ethnic groups. These groups are aggregated into seven groups that AAP has defined: Asian Pacific Islander (e.g., Chinese, Pakistani, Pacific Islander), Black/African American (i.e., non-Hispanic Black and African), Hispanic (i.e., Latin American/Latin@, Puerto Rican, Cuban), Native American/Alaskan Native, White (e.g., Caucasian, Middle Eastern), and Other (e.g., other and Caribbean). The membership breakdown in these groups are as follows: 21% (1,075) Asian Pacific Islander, 13% (668) Black/African American, 57% (2,888) Hispanic, <1% (38) Native American/Alaskan Native, <1% (32) Other, 6% (302) White, and 2% (81) did not report an ethnic identity.

All ethnic groups have comparable GPA mean scores hovering above 2.95 and below 3.2 with the most significant difference of .21 points found between the White and Black/African American members. The GPA mean scores by ethnic group are as follows: Asian Pacific Islander (3.12), Black/African American (2.97), Hispanic (2.98), Native American/Alaskan Native (2.99), White (3.18), and Other (3.09), and unreported (3.02).

Again, without more data and information, we are unable to draw conclusions regarding the differences in these GPA mean scores.
Cumulative GPA Scores by Individual Students

The mean cumulative GPA score is 3.03 (SD = .22) for the 3,966 AAP participants who had a reported GPA. The distribution is clustered around the mean in a manner that is relatively tight. It would take more information and further analysis to understand the factors that influence the GPA score of AAP students.

Conclusion and Next Steps

As noted throughout several sections of this memo, we are unable to draw conclusions based solely on these demographical categories and the GPA scores of AAP participants. However, through this initial analysis, we now have a better understanding the GPA scores of AAP students overall and in relation to one another. More importantly, we are able to proceed with future analyses to fill in the gaps. The author intends to run future analyses using additional variables including, but not limited to, high school GPA, standardized test scores, geographical background, socioeconomic status, parent education levels, high school honors/advance placement, membership in scholar organizations, AAP summer program participation, first-generation status, citizenship, and UCLA rank. This additional data will be critical as we move forward with researching the factors that contribute to the educational success of AAP members. A firmer grasp of these influencers and the magnitude of their effects provide empirical guidance to our policies and practices to better serve our students.