| ** la                          | Performance Measure  |   |   |   | Baseline Data   | 4   | Year 1<br>2016-17<br>FTF 1, 1  | ETT 1                |  | Year 2<br>2017-18<br>FTF 2, FT   | т.                         |   | Year 3<br>2018-19<br>FTF 3, FT   | т.                         |  | Year 4<br>2019-20<br>FTF 4, FTT 4  |   |  | Year 5<br>2020-21<br>FTF-, FTT 5   |  |   |     |  |
|--------------------------------|--|---|---|---|---|---|--|----------------------|--|--|----------------------------|---|--|----------------------------|--|--|---|--|--|--|---|-----|--|
| * la                           |  | Institution                             | Measure<br>Type   | Year  | Data<br># Ratio *   | Year  | FTF 1, 1   |                      | Year   | # Ratio  | T 2                        | Year  | # Ratio  | T 3                        | Year   | # Ratio  |   | Year   | # Ratio  |  |   |     |  |
|                                |  | CSUN                                    | Program   | 2016-17   | 115/ 8  | 9 2016-17   | 115/   | 89                   | 2017-18  | 179/   | 80                         | 2018-19   | 186/   | 86                         | 2019-20  | 259/   | 87  | 2020-21  | 295/   |  |   | *** |  |
|                                |  | COC                                     | Program   | Spring  | 129<br>35/45 7  | 8 Spring  | 129<br>35/45   | 5 78                 | Spring   | 223<br>47/60   | 78                         | Spring  | 216<br>31/41   | 76                         | Spring   | 297<br>34/41   | 83  | Spring   | 337<br>35/43   | 81   |   | +   |  |
|                                | The percent of Hispanic and low-income students who participated in  |   |   | 2017  |   | 2017  |  |                      | 2018   |  |                            | 2019  |  |                            | 2020   |  |   | 2021   |  |  | 1                                       |     |  |
|                                | grant-supported services or programs who successfully completed  | GCC                                     | Program   | Spring<br>2017  | 2/2 10  | 10 Spring<br>2017   | 2/2  | 100                  | Spring<br>2018   | 6/8  | 75                         | Spring<br>2019  | 2/4  | 50                         | Spring<br>2020   | 3/3  | 100   | Spring<br>2021   | 1/1  | 100  | -                                       |     |  |
|                                | gateway courses.^^   | MC                                      | Program   | Spring  | 39/55 7   | 1 Spring  | 39/55  | 71                   | Spring   | 19/23  | 83                         | Spring  | 5/7  | 71                         | Spring   | 55/62  | 89  | Spring   | 23/30  | 77   | 1                                       | T   |  |
|                                |  | PC****                                  | Program   | 2017<br>Spring  | 7   | 2017  |  | 72                   | 2018<br>Spring   |  | 67                         | 2019<br>Spring  |  | 66                         | 2020<br>Spring   |  | 79  | 2021<br>Spring   |  | 71   |   | ╁   |  |
|                                |  |   | -   | 2016  |   | 2017  |  |                      | 2018   |  | 0,                         | 2019  |  | 00                         | 2020+  |  |   | 2021   |  |  |   |     |  |
|                                | The percent of Hispanic and low-income female students who<br>participated in grant-supported services or programs who successfully  | CSUN                                    | Program   | 2016-17   | 117/ 8  | 6 -   |  |                      |  |  |                            | -   |  |                            | 2019-20  | 111/   | 87  | 2020-21  | 105/   | 84   | 1                                       |     |  |
| 1h                             | completed gateway courses.^^   | CSUN                                    | n.  |   | 31/34 9   |   | 21/24  | 91                   | 2018   | 71/79  | 00                         | 2019  | 111/   | 96                         |  | 130/   | 97  | Spring   | 130/   |  |   | +   |  |
| ID                             |  |   | Program   | 2017  |   | 1 Spring<br>2017  |  |                      | 2018   | /1//9  | 90                         | 2019  | 116  | 90                         | Spring<br>2020   | 130/   | 97  | 2021   | 130  |  | Ť                                       |     |  |
|                                |  | COC                                     | Program   | Spring<br>2017  | 64/65 9   | 8 Spring  | 64/65  | 98                   | Spring<br>2018   | 88/90  | 98                         | Spring  | 85/85  | 100                        | Spring<br>2020   | 84/86  | 98  | Spring   | 60/63  | 95   | 1                                       |     |  |
|                                | The percent of Hispanic and low-income students who participated in  | GCC                                     | Program   | 2017  | 10/10 10  | 0 2017  | 10/10  | 100                  | 2018   | 9/10   | 90                         | 2019  | 13/15  | 87                         | 2020   | 25/28  | 89  | 2021   | 8/11   | 73   | 1                                       | Т   |  |
|                                | grant-supported services or programs in good academic standing^^   | MC                                      | Program   | 2016-17   | 22/25 8   | 8 2016-17   | 22/29  | 5 88                 | 2017-18  | 15/16  | 9.4                        | 2018-19   | 5/7  | 71                         | 2019-20  | 22/22  | 100   | 2020-21  | 18/18  | 2 100  | -                                       | +   |  |
|                                |  |   | -   |   |   |   |  |                      |  |  |                            |   |  |                            |  |  |   |  |  |  |   |     |  |
|                                |  | PC*****                                 | Program   | Spring/<br>Summer   | 114/ 9<br>123   | 3 Spring<br>2017  | 114/   | 93                   | Spring<br>2018   | 156/<br>171  | 91                         | Spring<br>2019  | 151/<br>160  | 94                         | Spring<br>2020+  | 161/<br>164  | 98  | Spring<br>2021   | 137/<br>144  | 95   | 1                                       |     |  |
|                                |  |   |   | 2017  |   |   | 123  |                      | 2010   | .,,  |                            | 2017  | 100  |                            |  |  |   |  |  |  |   |     |  |
| lЬ                             | The percent of Hispanic and low-income female students who<br>participated in grant-supported services or programs in good   | CSUN                                    | Program   | Spring<br>2017  | 2/3 6   | 7 -   |  |                      |  |  |                            | -   |  |                            | Spring<br>2020   | 50/50  | 100   | Spring<br>2021   | 45/45  | 100  |   |     |  |
| _                              | academic standing^^  |   |   |   |   | 4   |  |                      | L  |  |                            |   |  |                            |  |  |   |  |  |  | _                                       | 1   |  |
| 2a                             |  | CSUN                                    | Program   | 2017  | 17  | 2017  | 32   |                      | 2018   | 79   |                            | 2019  | 121  |                            | 2020   | 144^   |   | 2021   | 141^   |  | 1                                       |     |  |
|                                |  | COC                                     | Program   | 2017  | 23  | Spring  | 65   |                      | Spring   | 90   |                            |   | 85   |                            |  | 86   |   | Spring   | 63   |  | Ţ                                       | T   |  |
|                                |  | GCC                                     | Program   | 2017  | 10  | 2017  | 10   |                      | 2018<br>2018   | 10   |                            | 2019<br>2019  | 15   |                            | 2020<br>2020   | 28   |   | 2021   | 11   |  | 1                                       | +   |  |
|                                | The number of Hispanic and low-income students participating in<br>grant-funded student support programs or services   |   | -   |   |   |   |  |                      |  |  |                            |   |  |                            |  |  |   |  |  |  |   | 1   |  |
|                                | - Arm Longian  | MC                                      | Program   | Spring<br>2017  | 25  | Spring<br>2017  | 25   |                      | Spring<br>2018   | 16   |                            | Spring<br>2019  | 7  |                            | Spring<br>2020   | 22   |   | Spring<br>2021   | 18   |  | 1                                       | 1   |  |
|                                |  | PC*****                                 | Program   | Spring  | 230   | Spring  | 123  |                      | Spring   | 171  |                            | Spring  | 160  |                            | Spring   | 164  |   | Spring   | 144  |  | Ţ                                       | T   |  |
|                                |  |   |   | 2017  |   | 2017  |  |                      | 2018   |  |                            | 2019  |  |                            | 2020   |  |   | 2021   |  |  |   | 1   |  |
| 2al                            | The number of Hispanic and low-income female students  | CSUN                                    | Program   | 2017  | 9   | 2017  | 9  |                      | 2018   | 20   |                            | 2019  | 35   |                            | 2020   | 50   |   |  |  |  | 1                                       |     |  |
|                                | participating in grant-funded student support programs or services^^   |   |   |   |   |   |  |                      |  |  |                            |   |  |                            |  |  |   |  |  |  |   |     |  |
| 3a                             |  | CSUN***                                 | Program   | 2015-16   | 3663  | 2016-17   | 3691   | 1%                   | 2017-18  | 3405   | -7%                        | 2018-19   | 4032   | 10%                        | 2019-20  | 4160   | 14%   | 2020-21  | 4272   | 17%  | 1                                       | T   |  |
|                                |  | COC****                                 | Program   | 2015-16   | 248   | 2016-17   | 279  | 13%                  | 2017-18  | 314  | 27%                        | 2018-19   | 793  | 18%                        | 2019-20  | 365  | 47%   | 2020-21  | 447  | 80%  |   | +   |  |
|                                | The percentage change, over the five-year grant period, of the number  |   |   |   |   |   |  |                      |  |  |                            |   |  |                            |  |  |   |  |  |  | 1                                       |     |  |
|                                | of Hispanic and low-income, full-time STEM field degree-seeking  | GCC                                     | Program   | 2015-16 3   | 336   | 2016-17   | 373  | 11%                  | 2017-18  | 419  | 25%                        | 2018-19   | 419  | 25%                        | 2019-20  | 383  | 14%   | 2020-21  | 273  | -19%   | 1                                       |     |  |
|                                | undergraduate students enrolled  | MC                                      | Program   | 2015-16   | 351   | 2016-17   | 379  | 8%                   | 2017-18  | 340  | -3%                        | 2018-19   | 321  | -9%                        | 2019-20  | 167  | -52%  | 2020-21  | 222  | -37%   | 1                                       | t   |  |
|                                |  | PC*****                                 |   | 2015-16   |   | 2016-17   | 620  | -8%                  | 2017-18  | 660  | 17%                        | 2018-19   | 1069   | 89%                        | 2019-20  | 565  | 0%  | 2020-21  | 838  | 49%  |   | +   |  |
|                                |  | *                                       | -   |   |   | 2010-17   | 320  | *0.79                | 2017-18  | 000  | 1776                       | 2018-19   | 1008   | 07/0                       |  |  |   |  |  |  | î                                       |     |  |
|                                |  | CSUN                                    | Program   | 2015-16 1   |   |   |  |                      |  |  |                            |   |  |                            | 2019-20  |  | 9%  |  |  |  |   |     |  |
| 3al                            | The percentage change, over the five-year grant period, of the number  |   |   |   | 1223  | -   |  |                      |  |  |                            |   |  |                            |  | 1332   | 970   | 2020-21  | 1301   | 6%   | 1                                       |     |  |
|                                | The percentage change, over the five-year grant period, of the number<br>of Hispanic and low-income, full-time STEM field degree-seeking<br>female undergraduate students enrolled.  |   |   |   |   | -   |  |                      | -  |  |                            |   |  |                            |  |  |   |  |  |  | 1                                       |     |  |
|                                | of Hispanic and low-income, full-time STEM field degree-seeking  | CSUN                                    | Program   | 2014-15/  | 553/ 8  |   | 494/   | 90                   | 2016-17/   | 771/<br>831  | 93                         | 2017-18/  | 740/<br>800  | 93                         | 2018-19/   | 754/   | 92  | 2019-20/   | 607/   | 6%<br>95   | 1                                       |     |  |
|                                | of Hispanic and low-income, full-time STEM field degree-seeking female undergraduate students enrolled.  | CSUN<br>COC****                         |   | 2014-15/<br>2015-16<br>2014-15/   | 553/ 8<br>689<br>150/ 7   | 2016-17   | 551<br>183/  | 90                   | 2017-18<br>2016-17/  | 831<br>212/  | 93<br>76                   | 2018-19<br>2017-18/   | 800<br>236/  | 93<br>75                   | 2018-19/<br>2019-20<br>2018-19/  | 754/<br>816<br>293/  |   | 2019-20/<br>2020-21<br>2019-20/  | 607/<br>642<br>328/  |  | 1                                       |     |  |
|                                | of Hispanic and low-income, full-time STEM field degree-seeking female_undergraduate students enrolled.  The percentage of Hispanic and low-income, first-time STEM field  | COC****                                 | Program   | 2014-15/<br>2015-16<br>2014-15/<br>2015-16  | 553/ 8<br>689<br>150/ 7<br>211  | 2016-17<br>2 2015-16/<br>2016-17  | 551<br>183/<br>248   | 74                   | 2017-18<br>2016-17/<br>2017-18   | 831<br>212/<br>279   | 76                         | 2018-19<br>2017-18/<br>2018-19  | 800<br>236/<br>314   | 75                         | 2018-19/<br>2019-20<br>2018-19/<br>2019-20   | 754/<br>816<br>293/<br>293   | 92  | 2019-20/<br>2020-21<br>2019-20/<br>2020-21   | 607/<br>642<br>328/<br>365   | 95   | 1                                       |     |  |
|                                | of Hispanic and low-income, fintl-time STEM field degree-seeking finale_undergraduate students enrolled.  The percentage of Hispanic and low-income, first-time STEM field degree-seeking undergraduate students who were in their first year of protecting their protection of their first year.  | GCC****                                 | Program<br>Program  | 2014-15/<br>2015-16<br>2014-15/<br>2015-16<br>2014-15/<br>2015-16   | 553/ 8<br>689<br>150/ 7<br>211<br>194/ 6<br>300   | 2016-17<br>2 2015-16/<br>2016-17<br>5 2015-16/<br>2016-17   | 551<br>183/<br>248<br>197/<br>359                                    |                      | 2017-18<br>2016-17/<br>2017-18<br>2016-17/<br>2017-18  | 831<br>212/<br>279<br>220/<br>385  |                            | 2018-19<br>2017-18/<br>2018-19<br>2017-18/<br>2018-19   | 800<br>236/<br>314<br>250/<br>424  | 75<br>59                   | 2018-19/<br>2019-20<br>2018-19/<br>2019-20<br>2018-19/<br>2019-20  | 754/<br>816<br>293/<br>293<br>215/<br>330  | 92<br>100<br>65   | 2019-20/<br>2020-21<br>2019-20/<br>2020-21<br>2019-20/<br>2020-21  | 607/<br>642<br>328/<br>365<br>179/<br>262  | 95 90 68   | 1                                       |     |  |
|                                | of Hispanic and low-income, full-time STEM field degree-seeking  female undergraduate students enrolled.  The percentage of Hispanic and low-income, first-time STEM field degree-seeking undergraduate students who were in their first year of   | GCC****                                 | Program<br>Program  | 2014-15/<br>2015-16<br>2014-15/<br>2015-16<br>2014-15/<br>2015-16<br>2014-15/   | 553/ 8<br>689<br>150/ 7<br>211<br>194/ 6<br>300<br>75/ 7  | 2016-17<br>2 2015-16/<br>2016-17<br>5 2015-16/<br>2016-17<br>5 2015-16/                                       | 551<br>183/<br>248<br>197/<br>359<br>65/                             | 74                   | 2017-18<br>2016-17/<br>2017-18<br>2016-17/<br>2017-18<br>2016-17/  | 831<br>212/<br>279<br>220/<br>385<br>64/                                     | 76                         | 2018-19<br>2017-18/<br>2018-19<br>2017-18/<br>2018-19<br>2017-18/   | 800<br>236/<br>314<br>250/   | 75                         | 2018-19/<br>2019-20<br>2018-19/<br>2019-20<br>2018-19/<br>2019-20<br>2018-19/  | 754/<br>816<br>293/<br>293<br>215/<br>330<br>56/   | 92  | 2019-20/<br>2020-21<br>2019-20/<br>2020-21<br>2019-20/<br>2020-21<br>2019-20/  | 607/<br>642<br>328/<br>365<br>179/<br>262<br>93/   | 95   | 1                                       |     |  |
|                                | of Hispanic and low-income, fintl-time STEM field degree-seeking finale_undergraduate students enrolled.  The percentage of Hispanic and low-income, first-time STEM field degree-seeking undergraduate students who were in their first year of protecting their protection of their first year.  | GCC<br>MC                               | Program<br>Program  | 2014-15/<br>2015-16<br>2014-15/<br>2015-16<br>2014-15/<br>2015-16<br>2014-15/<br>2015-16  | 553/ 8<br>689<br>150/ 7<br>211<br>194/ 6<br>300   | 2016-17<br>2 2015-16/<br>2016-17<br>5 2015-16/<br>2016-17<br>5 2015-16/<br>2016-17                            | 551<br>183/<br>248<br>197/<br>359                                    | 74<br>55<br>76       | 2017-18<br>2016-17/<br>2017-18<br>2016-17/<br>2017-18  | 831<br>212/<br>279<br>220/<br>385  | 76                         | 2018-19<br>2017-18/<br>2018-19<br>2017-18/<br>2018-19   | 800<br>236/<br>314<br>250/<br>424<br>77/   | 75<br>59                   | 2018-19/<br>2019-20<br>2018-19/<br>2019-20<br>2018-19/<br>2019-20  | 754/<br>816<br>293/<br>293<br>215/<br>330  | 92<br>100<br>65   | 2019-20/<br>2020-21<br>2019-20/<br>2020-21<br>2019-20/<br>2020-21  | 607/<br>642<br>328/<br>365<br>179/<br>262  | 95 90 68 61  | †<br>↓                                  |     |  |
| 3b                             | of Hospatic and low-income, find-time STEM field degree-seeking<br>finale, undergraduate valuets enrolled.  The percentage of Hospatic and low-income, first-time STEM field<br>degree-seeking undergraduate students who were in their first year of<br>postsecondary enrollment in the previous year add are enrolled in the<br>current year who remain in a STEM field degree-credental program.  | GCC MC PC*****                          | Program Program Program Program                                 | 2014-15/<br>2015-16<br>2014-15/<br>2015-16<br>2014-15/<br>2015-16<br>2014-15/<br>2015-16<br>2014-15/<br>2015-16   | 553/ 8<br>689<br>150/ 7<br>211<br>194/ 6<br>300<br>75/ 7<br>100<br>371/ 7<br>489                                  | 2016-17<br>2 2015-16/<br>2016-17<br>5 2015-16/<br>2016-17<br>5 2015-16/<br>2016-17<br>6 2015-16/<br>2016-17   | 551<br>183/<br>248<br>197/<br>359<br>65/<br>86                       | 74<br>55<br>76       | 2017-18<br>2016-17/<br>2017-18<br>2016-17/<br>2017-18<br>2016-17/<br>2017-18                                   | 831<br>212/<br>279<br>220/<br>385<br>64/<br>91                               | 76<br>57<br>70             | 2018-19<br>2017-18/<br>2018-19<br>2017-18/<br>2018-19<br>2017-18/<br>2018-19                                    | 800<br>236/<br>314<br>250/<br>424<br>77/<br>95   | 75<br>59<br>81             | 2018-19/<br>2019-20<br>2018-19/<br>2019-20<br>2018-19/<br>2019-20<br>2018-19/<br>2019-20<br>2018-19/<br>2019-20  | 754/<br>816<br>293/<br>293<br>215/<br>330<br>56/<br>117<br>490/<br>681   | 92<br>100<br>65<br>48   | 2019-20/<br>2020-21<br>2019-20/<br>2020-21<br>2019-20/<br>2020-21<br>2019-20/<br>2020-21<br>2019-20/<br>2020-21  | 607/<br>642<br>328/<br>365<br>179/<br>262<br>93/<br>152<br>210/  | 95<br>90<br>68<br>61<br>47                           | 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1   |     |  |
| 3b                             | of Hupanic and low-income, find-time STEM field degree-seeking<br>Finale, undergraduate students enrolled to<br>flower for the permitting of Hupanic and low-income, first-time STEM field<br>degree-seeking undergraduate students students which in his first syear of<br>postsecondary carellment in the previous year and are enrolled in the<br>current year who remain in a STEM field degree-orderinal program<br>The permitting of Hupanic and low-income, first-time STEM field<br>degree-resching frequency and the<br>degree-resching frequency and low-income, first-time STEM field<br>degree-resching frequen          | GCC MC PC****** ** CSUN                 | Program Program Program Program                                 | 2014-15/<br>2015-16<br>2014-15/<br>2015-16<br>2014-15/<br>2015-16<br>2014-15/<br>2015-16  | 553/ 8<br>689<br>150/ 7<br>211<br>194/ 6<br>300<br>75/ 7<br>100   | 2016-17<br>2 2015-16/<br>2016-17<br>5 2015-16/<br>2016-17<br>5 2015-16/<br>2016-17<br>6 2015-16/<br>2016-17   | 551<br>183/<br>248<br>197/<br>359<br>65/<br>86<br>226/               | 74<br>55<br>76       | 2017-18<br>2016-17/<br>2017-18<br>2016-17/<br>2017-18<br>2016-17/<br>2017-18<br>2016-17/                       | 831<br>212/<br>279<br>220/<br>385<br>64/<br>91<br>198/                       | 76<br>57<br>70             | 2018-19<br>2017-18/<br>2018-19<br>2017-18/<br>2018-19<br>2017-18/<br>2018-19<br>2017-18/                        | 800<br>236/<br>314<br>250/<br>424<br>77/<br>95<br>286/                                     | 75<br>59<br>81             | 2018-19/<br>2019-20<br>2018-19/<br>2019-20<br>2018-19/<br>2019-20<br>2018-19/<br>2019-20<br>2018-19/   | 754/<br>816<br>293/<br>293<br>215/<br>330<br>56/<br>117<br>490/  | 92<br>100<br>65<br>48   | 2019-20/<br>2020-21<br>2019-20/<br>2020-21<br>2019-20/<br>2020-21<br>2019-20/<br>2020-21<br>2019-20/   | 607/<br>642<br>328/<br>365<br>179/<br>262<br>93/<br>152  | 95 90 68 61  | 1<br>1                                  |     |  |
| 3b                             | of Hispanic and low-income, field-time STEM field degree-seeking framele undergraduate students enrolled.  The percentage of Hispanic and low-income, first-time STEM field degree-seeking undergraduate in the previous who were and there first year the current year who remain in a STEM field degree-conducting undergraduate in the previous who was the current year who remain in a STEM field degree-conducting framele undergraduate students who were in their first degree-conducting framele undergraduate students who were in their first year of postsoarday resulting the same their first year of postsoarday combilment in the previous year and are  | GCC MC PC****** ** CSUN                 | Program Program Program Program                                 | 2014-15/<br>2015-16<br>2014-15/<br>2015-16<br>2014-15/<br>2015-16<br>2014-15/<br>2015-16<br>2014-15/<br>2015-16<br>2014-15/                                 | 553/ 8<br>689<br>150/ 7<br>211<br>194/ 6<br>300<br>75/ 7<br>100<br>371/ 7<br>489<br>73/ 4                         | 2016-17<br>2 2015-16/<br>2016-17<br>5 2015-16/<br>2016-17<br>5 2015-16/<br>2016-17<br>6 2015-16/<br>2016-17   | 551<br>183/<br>248<br>197/<br>359<br>65/<br>86<br>226/               | 74<br>55<br>76       | 2017-18<br>2016-17/<br>2017-18<br>2016-17/<br>2017-18<br>2016-17/<br>2017-18<br>2016-17/                       | 831<br>212/<br>279<br>220/<br>385<br>64/<br>91<br>198/                       | 76<br>57<br>70             | 2018-19<br>2017-18/<br>2018-19<br>2017-18/<br>2018-19<br>2017-18/<br>2018-19<br>2017-18/                        | 800<br>236/<br>314<br>250/<br>424<br>77/<br>95<br>286/                                     | 75<br>59<br>81             | 2018-19/<br>2019-20<br>2018-19/<br>2019-20<br>2018-19/<br>2019-20<br>2018-19/<br>2019-20<br>2018-19/<br>2019-20<br>2018-19/                                    | 754/<br>816<br>293/<br>293<br>215/<br>330<br>56/<br>117<br>490/<br>681   | 92<br>100<br>65<br>48   | 2019-20/<br>2020-21<br>2019-20/<br>2020-21<br>2019-20/<br>2020-21<br>2019-20/<br>2020-21<br>2019-20/<br>2020-21<br>2019-20/<br>2020-21   | 607/<br>642<br>328/<br>365<br>179/<br>262<br>93/<br>152<br>210/<br>447<br>127/   | 95<br>90<br>68<br>61<br>47                           | 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1   |     |  |
| 3b<br>1                        | of Hispanic and low-income, find-time STEM field degree-seeking finale, undergraduate valuets enrolled.  The percentage of Hispanic and low-income, first-time STEM field degree-seeking undergraduate students who were in their first year of postscooding-uncellment in the previous year and are enrolled in the current year who remain in a STEM field degree-rectionating people.  The percentage of Hispanic and low-income, first-time STEM field degree-seeking firmal_undegraduate students who were in their first year of postscooling-remained under the reviews year and are sandted in the current condition of the conference of the students   | GCC MC PC*****  CSUN                    | Program Program Program Program Program                         | 2014-15/<br>2015-16<br>2014-15/<br>2015-16<br>2014-15/<br>2015-16<br>2014-15/<br>2015-16<br>2014-15/<br>2015-16<br>2014-15/<br>2015-16                      | 553/ 8<br>689<br>150/ 7<br>211<br>194/ 6<br>300<br>75/ 7<br>100<br>371/ 7<br>489<br>73/ 4                         | 2016-17<br>2 2015-16/<br>2016-17<br>5 2015-16/<br>2016-17<br>5 2015-16/<br>2016-17<br>6 2015-16/<br>2016-17   | 551<br>183/<br>248<br>197/<br>359<br>65/<br>86<br>226/<br>349        | 74<br>55<br>76       | 2017-18<br>2016-17/<br>2017-18<br>2016-17/<br>2017-18<br>2016-17/<br>2017-18<br>2016-17/<br>2017-18            | 831<br>212/<br>279<br>220/<br>385<br>64/<br>91<br>198/<br>320                | 76<br>57<br>70<br>62       | 2018-19<br>2017-18/<br>2018-19<br>2017-18/<br>2018-19<br>2017-18/<br>2018-19<br>2017-18/<br>2018-19             | 800<br>236/<br>314<br>250/<br>424<br>77/<br>95<br>286/<br>401                              | 75<br>59<br>81<br>71       | 2018-19/<br>2019-20<br>2018-19/<br>2019-20<br>2018-19/<br>2019-20<br>2018-19/<br>2019-20<br>2018-19/<br>2019-20  | 754/<br>816<br>293/<br>293<br>215/<br>330<br>356/<br>117<br>490/<br>681<br>171/<br>185   | 92<br>100<br>65<br>48   | 2019-20/<br>2020-21<br>2019-20/<br>2020-21<br>2019-20/<br>2020-21<br>2019-20/<br>2020-21<br>2019-20/<br>2020-21<br>2019-20/<br>2020-21   | 607/<br>642<br>328/<br>365<br>179/<br>262<br>93/<br>152<br>210/<br>447<br>127/<br>141  | 95<br>90<br>68<br>61<br>47                           | 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1   |     |  |
| 3b<br>3b<br>1                  | of Hispanic and low-income, field-time STEM field degree-seeking<br>Emale, undergraduate students certified from the first first STEM field<br>degree-seeking and Hispanic and low-income, first-time STEM field<br>degree-seeking undergraduate students when the first type of<br>postseonolarly emailment in the previous year and are emaled in the<br>current year who remain in a STEM field degree-redential program<br>The percentage of Hispanic and low-income, first-time STEM field<br>degree-seeking finale_undergraduate students who were use their first<br>year of postsconday resultiments in the service year and are<br>provided in the current year who remain in a STEM field<br>the percentage of Hispanic and low-income, first-time STEM field<br>degree-seeking finale_undergraduate students who were in their first<br>year of postsconday resultiments in the very year and<br>provided in the current year who remain in a STEM field<br>The resecution of Hispanic can be seen to the control of the secondary                            | GCC MC PC****** ** CSUN                 | Program Program Program Program                                 | 2014-15/<br>2015-16<br>2014-15/<br>2015-16<br>2014-15/<br>2015-16<br>2014-15/<br>2015-16<br>2014-15/<br>2015-16<br>2014-15/<br>2015-16                      | 553/ 8<br>689<br>150/ 7<br>211<br>194/ 6<br>300<br>75/ 7<br>100<br>371/ 7<br>489<br>73/ 4<br>150                  | 2016-17<br>2 2015-16/<br>2016-17<br>5 2015-16/<br>2016-17<br>5 2015-16/<br>2016-17<br>6 2015-16/<br>2016-17   | 551<br>183/<br>248<br>197/<br>359<br>65/<br>86<br>226/<br>349        | 74<br>55<br>76<br>65 | 2017-18<br>2016-17/<br>2017-18<br>2016-17/<br>2017-18<br>2016-17/<br>2017-18<br>2016-17/                       | 831<br>212/<br>279<br>220/<br>385<br>64/<br>91<br>198/<br>320                | 76<br>57<br>70             | 2018-19<br>2017-18/<br>2018-19<br>2017-18/<br>2018-19<br>2017-18/<br>2018-19<br>2017-18/                        | 800<br>236/<br>314<br>250/<br>424<br>77/<br>95<br>286/<br>401                              | 75<br>59<br>81             | 2018-19/<br>2019-20<br>2018-19/<br>2019-20<br>2018-19/<br>2019-20<br>2018-19/<br>2019-20<br>2018-19/<br>2019-20<br>2018-19/                                    | 754/<br>816<br>293/<br>293<br>215/<br>330<br>56/<br>117<br>490/<br>681<br>171/<br>185  | 92<br>100<br>65<br>48   | 2019-20/<br>2020-21<br>2019-20/<br>2020-21<br>2019-20/<br>2020-21<br>2019-20/<br>2020-21<br>2019-20/<br>2020-21<br>2019-20/<br>2020-21   | 607/<br>642<br>328/<br>365<br>179/<br>262<br>93/<br>152<br>210/<br>447<br>127/<br>141  | 95<br>90<br>68<br>61<br>47<br>90                     | 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1   |     |  |
| 3b<br>1                        | of Hispanic and low-income, field-time STEM field degree-seeking female, undergraduate students certified.  The personage of Hispanic and low-income, first-time STEM field degree-redding undergraduate students town in their first year degree-redding undergraduate students town in their first year town years and are mittel for the current year who remain in a STEM field degree-reddential program. The percentage of Hispanic and low-income, first-time STEM field degree-redding female, undergraduate students who were in their first year of postscoathy curoliment in their sixty are of postscoathy curoliments in their sixty are of postscoathy curoliments in the sixty first field undergraduate students who were in their first year of postscoathy curoliments who remain in a STEM field degree-seeking female, undergraduate students who were their first year of postscoathy resulting in the STEM field are missing the state of  | GCC  MC  PC*****  CSUN                  | Program Program Program Program Program                         | 2014-15/<br>2015-16<br>2014-15/<br>2015-16<br>2014-15/<br>2015-16<br>2014-15/<br>2015-16<br>2014-15/<br>2015-16<br>2014-15/<br>2015-16                      | 553/ 8<br>689<br>150/ 7<br>211<br>194/ 6<br>300<br>75/ 7<br>100<br>371/ 7<br>489<br>73/ 4<br>150                  | 2016-17<br>2015-16/<br>2016-17<br>5 2015-16/<br>2016-17<br>5 2015-16/<br>2016-17<br>6 2015-16/<br>2016-17     | 551<br>183/<br>248<br>197/<br>359<br>65/<br>86<br>226/<br>349        | 74<br>55<br>76<br>65 | 2017-18<br>2016-17/<br>2017-18<br>2016-17/<br>2017-18<br>2016-17/<br>2017-18<br>2016-17/<br>2017-18            | 831<br>212/<br>279<br>220/<br>385<br>64/<br>91<br>198/<br>320                | 76<br>57<br>70<br>62       | 2018-19<br>2017-18/<br>2018-19<br>2017-18/<br>2018-19<br>2017-18/<br>2018-19<br>2017-18/<br>2018-19             | 800<br>236/<br>314<br>250/<br>424<br>77/<br>95<br>286/<br>401                              | 75<br>59<br>81<br>71       | 2018-19/<br>2019-20<br>2018-19/<br>2019-20<br>2018-19/<br>2019-20<br>2018-19/<br>2019-20<br>2018-19/<br>2019-20<br>2018-19/<br>2019-20                         | 754/<br>816<br>293/<br>293<br>215/5/<br>330<br>56/<br>1177<br>490/<br>681<br>171/<br>185   | 92<br>100<br>65<br>48<br>72<br>92                                 | 2019-20/<br>2020-21<br>2019-20/<br>2020-21<br>2019-20/<br>2020-21<br>2019-20/<br>2020-21<br>2019-20/<br>2020-21<br>2019-20/<br>2020-21<br>2020-21                                  | 6077<br>642<br>328/<br>3262<br>1799<br>262<br>2100<br>447<br>127/<br>141   | 95<br>90<br>68<br>61<br>47<br>90                     | 1 1 1                                   |     |  |
| 3b<br>1<br>6a                  | of Hispanic and low-income, find-time STEM field degree-seeking<br>female, undergraduate valuetes enrolled.  The percentage of Hispanic and low-income, first-time STEM field<br>degree-seeking undergraduate students who were in their first year of<br>postsecondary corollment in the previous year and are corolled in the<br>current year who remain in a STEM field degree-redential peopera.<br>The percentage of Hispanic and low-income, first-time STEM field<br>degree-seeking of Hispanic and low-income, first-time STEM field<br>degree-seeking of Hispanic and low-income, first-time STEM field<br>year of postsecondary corollment in the previous year and are<br>candical in the current year who remain a STEM field<br>year of postsecondary corollment in the previous year and are<br>candical rise unerty serv who remain as STEM field<br>year of postsecondary corollment in the previous year and are<br>candical rise unerty serv the remain as STEM field<br>processes of the previous years and are<br>candical rise to corollary corollary corollary<br>and the previous years and the previous years and are<br>candical rise to corollary corollary<br>processes and the process of the previous years and are<br>candical rise to corollary corollary<br>processes and the process of the | GCC MC PC*****  CSUN                    | Program Program Program Program Program                         | 2014-15/<br>2015-16<br>2014-15/<br>2015-16<br>2014-15/<br>2015-16<br>2014-15/<br>2015-16<br>2014-15/<br>2015-16<br>2014-15/<br>2015-16                      | 553/ 8<br>689<br>150/ 7<br>211<br>194/ 6<br>300<br>75/ 7<br>100<br>371/ 7<br>489<br>73/ 4<br>150                  | 2016-17<br>2015-16/<br>2016-17<br>5 2015-16/<br>2016-17<br>5 2015-16/<br>2016-17<br>6 2015-16/<br>2016-17     | 551<br>183/<br>248<br>197/<br>359<br>65/<br>86<br>226/<br>349        | 74<br>55<br>76<br>65 | 2017-18<br>2016-17/<br>2017-18<br>2016-17/<br>2017-18<br>2016-17/<br>2017-18<br>2016-17/<br>2017-18            | 831<br>212/<br>279<br>220/<br>385<br>64/<br>91<br>198/<br>320                | 76<br>57<br>70<br>62       | 2018-19<br>2017-18/<br>2018-19<br>2017-18/<br>2018-19<br>2017-18/<br>2018-19<br>2017-18/<br>2018-19             | 800<br>236/<br>314<br>250/<br>424<br>77/<br>95<br>286/<br>401                              | 75<br>59<br>81<br>71       | 2018-19/<br>2019-20<br>2018-19/<br>2019-20<br>2018-19/<br>2019-20<br>2018-19/<br>2019-20<br>2018-19/<br>2019-20  | 754/<br>816<br>293/<br>293<br>215/<br>330<br>56/<br>117<br>490/<br>681<br>171/<br>185  | 92<br>100<br>65<br>48<br>72<br>92                                 | 2019-20/<br>2020-21<br>2019-20/<br>2020-21<br>2019-20/<br>2020-21<br>2019-20/<br>2020-21<br>2019-20/<br>2020-21<br>2019-20/<br>2020-21   | 607/<br>642<br>328/<br>365<br>179/<br>262<br>93/<br>152<br>210/<br>447<br>127/<br>141  | 95<br>90<br>68<br>61<br>47<br>90                     | 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1   |     |  |
| 3b<br>3b<br>1<br>6a            | of Hospital and low-income, find-time STEM field degree-seeking formate, undergraduate students enrolled.  The permitting of Hospital and low-income, find-time STEM field degree-seeking understands students when their first year degree-seeking understands students when their first year postessonaley enrollment in the previous year and are enrolled in the current year who remain in a STEM field degree-redential program.  The permitting of Hospital and low-income, first-time STEM field degree-redential program and new control of their power of postessonaley enrollment in the previous year and are smalled in the current year who remain in a STEM field degree-redential program.  The permitting of figure in the redential program in a STEM field degree-redential program.  The previous permitting in the state of the sta   | GCC  MC  PC*****  CSUN  CSUN            | Program Program Program Program Program Program                 | 2014-15/<br>2015-16<br>2014-15/<br>2015-16<br>2014-15/<br>2015-16<br>2014-15/<br>2015-16<br>2014-15/<br>2015-16<br>2014-15/<br>2015-16                      | 553/ 8<br>689<br>150/ 7<br>211<br>194/ 6<br>300<br>75/ 7<br>100<br>371/ 7<br>489<br>73/ 4<br>150<br>331/ 9<br>367 | 2016-17 2 2015-16/ 2016-17 5 2015-16/ 2016-17 5 2015-16/ 2016-17 6 2015-16/ 2016-17 9 0 2016-17               | 551<br>183/<br>2488<br>197/<br>359<br>65/<br>86<br>226/<br>349       | 74<br>55<br>76<br>65 | 2017-18<br>2016-17/<br>2017-18<br>2016-17/<br>2017-18<br>2016-17/<br>2017-18<br>2016-17/<br>2017-18<br>2017-18 | 831<br>212/<br>279<br>220/<br>385<br>64/<br>91<br>198/<br>320                | 76<br>57<br>70<br>62       | 2018-19<br>2017-18/<br>2018-19<br>2017-18/<br>2018-19<br>2017-18/<br>2018-19<br>2017-18/<br>2018-19<br>2017-18/ | 800<br>236/<br>314<br>250/<br>424<br>77/<br>95<br>286/<br>401                              | 75<br>59<br>81<br>71       | 2018-19/<br>2019-20<br>2018-19/<br>2018-19/<br>2018-19/<br>2019-20<br>2018-19/<br>2019-20<br>2018-19/<br>2019-20<br>2018-20<br>2018-20                         | 754/<br>816<br>293/<br>293/<br>215/<br>330<br>215/<br>330<br>490/<br>490/<br>481<br>171/<br>185  | 92<br>100<br>65<br>48<br>72<br>92                                 | 2019-20/<br>2020-21<br>2019-20/<br>2020-21<br>2019-20/<br>2020-21<br>2019-20/<br>2020-21<br>2019-20/<br>2020-21<br>2019-20/<br>2020-21<br>2019-20/<br>2020-21                      | 607/<br>642<br>328/83<br>179/<br>2662<br>93/<br>1522<br>210/<br>447<br>141<br>141<br>452<br>464  | 95<br>90<br>68<br>61<br>47<br>90<br>97               | 1 |     |  |
| 3b 3b 1 6a 6a1                 | of Hispanic and low-income, find-time STEM field degree-needing.  firmle, undergraduate valuetes enrolled.  The percentage of Hispanic and low-income, first-time STEM field degree-seeking undergraduate students who were in their first year of postscoonday enrollment in the previous year adule or enrolled in the current year who remain in a STEM field degree-redential program.  The percentage of Hispanic and low-income, first-time STEM field degree-seeking flampained to the properties of the previous year and are cannot in the current year who remain in a STEM field degree-seeking flampained personal test that year of postscoondary centilemen in the previous year and are cannot in the current year who remain in a STEM field they year of postscoondary centilemen in the current year who remain a STEM field.  The percentage of Hispanic and low-income, first-time STEM field on a STEM field under the previous year and the previous year and the previous of the previo   | GCC MC PC***** CSUN CSUN CSUN           | Program Program Program Program Program Program                 | 2014-15/<br>2015-16<br>2014-15/<br>2015-16<br>2014-15/<br>2015-16<br>2014-15/<br>2015-16<br>2014-15/<br>2015-16<br>2014-15/<br>2015-16                      | 553/ 8<br>689<br>150/ 7<br>211<br>194/ 6<br>300<br>75/ 7<br>100<br>371/ 7<br>489<br>73/ 4<br>150<br>57/79 7       | 2016-17 2 2015-16/ 2016-17 5 2015-16/ 2016-17 5 2015-16/ 2016-17 6 2015-16/ 2016-17 9 0 2016-17               | 551<br>183/<br>2488<br>197/<br>359<br>65/<br>5/<br>86<br>226/<br>349 | 74<br>55<br>76<br>65 | 2017-18<br>2016-17/<br>2017-18<br>2016-17/<br>2017-18<br>2016-17/<br>2017-18<br>2016-17/<br>2017-18            | 831<br>212/<br>279<br>220/<br>385<br>64/<br>91<br>198/<br>320<br>382/<br>404 | 76<br>57<br>70<br>62       | 2018-19<br>2017-18/<br>2018-19<br>2017-18/<br>2018-19<br>2017-18/<br>2018-19<br>2017-18/<br>2018-19             | 800<br>236/<br>314<br>250/<br>424<br>424<br>77/<br>77/<br>95<br>286/<br>401<br>379/<br>390 | 75<br>59<br>81<br>71       | 2018-19/<br>2019-20<br>2018-19/<br>2019-20<br>2018-19/<br>2019-20<br>2018-19/<br>2019-20<br>2018-19/<br>2019-20<br>2018-19/<br>2019-20                         | 754/<br>816<br>293/<br>293<br>215/<br>330<br>56/<br>117<br>490/<br>681<br>171/<br>185<br>420/<br>434<br>91/98                          | 92<br>100<br>65<br>48<br>72<br>92                                 | 2019-20/<br>2020-21<br>2019-20/<br>2020-21<br>2019-20/<br>2020-21<br>2019-20/<br>2020-21<br>2019-20/<br>2020-21<br>2020-21<br>2020-21<br>2020-21                                   | 6077<br>642<br>32828<br>365<br>379<br>262<br>210<br>152<br>210<br>447<br>127/<br>141<br>452<br>464<br>93/9;  | 95<br>90<br>68<br>61<br>47<br>90                     | 1 1 1                                   |     |  |
| 3b<br>3b<br>1<br>6a<br>6al     | of Hospanic and low-income, find-time STEM field degree-socking franke undergraduate valuetes enrolled.  The percentage of Hospanic and low-income, first-time STEM field degree-socking undergraduate students who were in their first year postsocondary constluent in the previous year and are enrolled in the current year who remain in a STEM field degree-conclusing paragraph.  The percentage of Hospanic and low-income, first-time STEM field degree-conclusing family and produced to the control of the percentage of Hospanic and low-income, first-time STEM field degree-conclusing family and control of the control of the percentage of Hospanic and low-income, first-time STEM field degree-conclusing family and first-moderate in a STEM field degree-conclusion in a STEM field may be a degree-conclusion of the previous year and are canniled in the current year who remain in a STEM field units in a STEM field units and tow-income intentions in a STEM field units on a STEM field units of transferring the previous of Hospanic and low-income STEM field units of transferring control Hospanic and low-income STEM field units of transferring transferring control of Hospanic and low-income STEM field units of transferring transferring control of Hospanic and low-income STEM field days within the two years of the statement on task to complete a STEM field units of transferring transferring control of Hospanic and low-income STEM field days within the two years and the statement of the statement of transferring transferr   | GCC MC PC***** CSUN  CSUN  CSUN         | Program Program Program Program Program Program Program         | 2014-15/<br>2015-16<br>2014-15/<br>2014-15/<br>2015-16<br>2014-15/<br>2015-16<br>2014-15/<br>2015-16<br>2014-15/<br>2015-16<br>2014-15/<br>2015-16          | 553/ 8 689 8 689 8 150/ 7 211 194/ 6 300 75/ 7 100 75/ 7 100 371/ 7 489 73/ 4 150 331/ 9 57/79 7 1112/ 3 320      | 2016-17 2 2015-16/ 2016-17 5 2015-16/ 2016-17 5 2015-16/ 2016-17 6 2015-16/ 2016-17 9 0 2016-17 2 5 Fall 2014 | 551<br>183/<br>2488<br>197/<br>359<br>65/<br>86<br>226/<br>349       | 74<br>55<br>76<br>65 | 2017-18<br>2016-17/<br>2017-18<br>2016-17/<br>2017-18<br>2016-17/<br>2017-18<br>2016-17/<br>2017-18<br>2017-18 | 831<br>212/<br>279<br>220/<br>385<br>64/<br>91<br>198/<br>320                | 76<br>57<br>70<br>62       | 2018-19<br>2017-18/<br>2018-19<br>2017-18/<br>2018-19<br>2017-18/<br>2018-19<br>2017-18/<br>2018-19<br>2017-18/ | 800<br>236/<br>314<br>250/<br>424<br>77/<br>95<br>286/<br>401                              | 75<br>59<br>81<br>71       | 2018-19/<br>2019-20<br>2018-19/<br>2019-20<br>2018-19/<br>2019-20<br>2018-19/<br>2019-20<br>2018-19/<br>2019-20<br>2019-20<br>2019-20<br>2019-20               | 754/<br>816<br>293/<br>215/<br>293<br>3300<br>56/<br>117<br>490/<br>681<br>171/<br>185<br>420/<br>434<br>91/98                         | 92<br>100<br>65<br>48<br>72<br>92<br>97<br>97                     | 2019-20/<br>2020-21<br>2019-20/<br>2020-21<br>2019-20/<br>2020-21<br>2019-20/<br>2020-21<br>2019-20/<br>2020-21<br>2020-21<br>2020-21<br>2020-21<br>2020-21                        | 607/642<br>328/83<br>365 365<br>1799<br>262<br>2100<br>447<br>1277<br>1277<br>446<br>452<br>464<br>93/9'<br>2077<br>390<br>390<br>390<br>390<br>390<br>390<br>390<br>390<br>390<br>390 | 95<br>90<br>68<br>61<br>47<br>90<br>97<br>7 96       | 1 |     |  |
| 3b 3b 1 6a 6b 1                | of Hospanic and low-income, find-time STEM field degree-socking.   Finale, undergraduate students enrolled.  The permitting of Hospanic and low-income, find-time STEM field degree-socking undergated students where the interfirst type of postsocondary carellment in the previous year and are enrolled in the current year who remain in a STEM field degree-conclusing inflamentary and the students of the processing of Hospanic and low-income, first time STEM field degree-conclusing families undergraduate students who were in their first year of postsocondary consilients in the previous year and are smalled in the current year who remain in a STEM field degree-conclusing families in a STEM field degree-conclusing families in a STEM field degree-conclusing to the current year who remain in a STEM field degree-conclusion in a STEM field degree-conclusion in a STEM field degree consistent in the previous year similarities in the previous permittention from a two-year institution of the power of Hispanic and low-income STEM field may be transfer students on track to complete a STEM field study with transfer students on track to committee a STEM field may be furnished to the students of track to complete a STEM field field seven with the year from final the transfer students on track to committee a STEM field of the constitution of the students of track to committee a STEM field may be furnished to the students of track to committee a STEM field may be furnished to the students of track to committee a STEM field may be furnished to the students of track to committee a STEM field may be furnished to the students of track to committee a STEM field may be furnished to the students of track to committee a STEM field may be furnished to the students of track to committee a STEM field may be furnished to the students of the students of track to committee a STEM field where we will be supported to the students of the students of the students of track to committee a STEM field may be furnished to the students of the students of th   | GCC MC PC***** CSUN  CSUN  CSUN         | Program Program Program Program Program Program Program         | 2014-15/<br>2015-16<br>2014-15/<br>2015-16<br>2014-15/<br>2015-16<br>2014-15/<br>2015-16<br>2014-15/<br>2015-16<br>2014-15/<br>2015-16                      | 553/ 8<br>689<br>150/ 7<br>211<br>194/ 6<br>300<br>75/ 7<br>100<br>371/ 7<br>489<br>73/ 4<br>150<br>57/79 7       | 2016-17 2 2015-16/ 2016-17 5 2015-16/ 2016-17 5 2015-16/ 2016-17 6 2015-16/ 2016-17 9 0 2016-17 2 5 Fall 2014 | 551<br>183/<br>2488<br>197/<br>359<br>65/<br>5/<br>86<br>226/<br>349 | 74<br>55<br>76<br>65 | 2017-18<br>2016-17/<br>2017-18<br>2016-17/<br>2017-18<br>2016-17/<br>2017-18<br>2016-17/<br>2017-18<br>2017-18 | 831<br>212/<br>279<br>220/<br>385<br>64/<br>91<br>198/<br>320<br>382/<br>404 | 76<br>57<br>70<br>62       | 2018-19<br>2017-18/<br>2018-19<br>2017-18/<br>2018-19<br>2017-18/<br>2018-19<br>2017-18/<br>2018-19<br>2017-18/ | 800<br>236/<br>314<br>250/<br>424<br>424<br>77/<br>77/<br>95<br>286/<br>401<br>379/<br>390 | 75<br>59<br>81<br>71       | 2018-19/<br>2019-20<br>2018-19/<br>2018-19/<br>2018-19/<br>2019-20<br>2018-19/<br>2019-20<br>2018-19/<br>2019-20<br>2018-20<br>2018-20                         | 754/<br>816<br>293/<br>293<br>215/<br>330<br>56/<br>117<br>490/<br>681<br>171/<br>185<br>420/<br>434<br>91/98                          | 92<br>100<br>65<br>48<br>72<br>92<br>97<br>97                     | 2019-20/<br>2020-21<br>2019-20/<br>2020-21<br>2019-20/<br>2020-21<br>2019-20/<br>2020-21<br>2019-20/<br>2020-21<br>2020-21<br>2020-21<br>2020-21                                   | 6077<br>642<br>32828<br>365<br>379<br>262<br>210<br>152<br>210<br>447<br>127/<br>141<br>452<br>464<br>93/9;  | 95<br>90<br>68<br>61<br>47<br>90<br>97<br>7 96       | 1 |     |  |
| 3b 3b 1 6a 6b 1                | of Hispanic and low-income, find-time STEM field degree-necking finale, undergraduate valuetes enrolled.  The percentage of Hispanic and low-income, first-time STEM field degree-seeking undergraduate students who were in their first year of degree-seeking undergraduate students who were in their first year of postscoondary consilienced in the previous year and are enrolled in the current year who remain in a STEM field degree-recketain personal content of the preventage of Hispanic and low-income, first-time STEM field degree-seeking finale, undergraduate students who were in their first year of postscoondary consilients in the previous year and are cannot in the first of the previous posts and are carnot from the first of the previous posts and are carnot from the first of the previous posts and are carnot from the first of the previous posts and the previous posts and are carnot from the first of the previous posts and the pre   | GCC MC PC***** CSUN CSUN CSUN CSUN CSUN | Program Program Program Program Program Program Program Program | 2014-15/<br>2015-16<br>2014-15/<br>2015-16<br>2014-15/<br>2015-16<br>2014-15/<br>2015-16<br>2014-15/<br>2015-16<br>2015-16<br>2015-16<br>2015-16<br>2015-16 | 553/ 8 689 8 689 8 150/ 7 211 194/ 6 300 75/ 7 100 75/ 7 100 371/ 7 489 73/ 4 150 331/ 9 57/79 7 1112/ 3 320      | 2016-17 2 2015-16/ 2016-17 5 2015-16/ 2016-17 5 2015-16/ 2016-17 6 2015-16/ 2016-17 9 0 2016-17 2 5 Fall 2014 | 551<br>183/<br>2488<br>197/<br>359<br>65/<br>5/<br>86<br>226/<br>349 | 74<br>55<br>76<br>65 | 2017-18 2016-17/ 2017-18 2016-17/ 2017-18 2016-17/ 2017-18 2016-17/ 2017-18                                    | 831<br>212/<br>279<br>220/<br>385<br>64/<br>91<br>198/<br>320<br>382/<br>404 | 76<br>57<br>70<br>62<br>95 | 2018-19 2017-18/ 2018-19 2017-18/ 2018-19 2017-18/ 2018-19 2017-18/ 2018-19                                     | 800<br>236/<br>314<br>250/<br>424<br>77/<br>95<br>286/<br>401<br>379/<br>390               | 75<br>59<br>81<br>71<br>97 | 2018-19/<br>2019-20<br>2018-19/<br>2019-20<br>2018-19/<br>2019-20<br>2018-19/<br>2019-20<br>2018-19/<br>2019-20<br>2018-19/<br>2019-20<br>2019-20<br>Fall 2017 | 754/<br>816<br>293/<br>293<br>215/<br>330<br>56/<br>1177<br>490/<br>681<br>171/<br>185<br>420/<br>434<br>91/98<br>203/<br>404<br>34/75 | 92<br>100<br>65<br>48<br>72<br>92<br>97<br>97<br>50<br>50         | 2019-20/<br>2020-21<br>2019-20/<br>2020-21<br>2019-20/<br>2020-21<br>2019-20/<br>2020-21<br>2019-20/<br>2020-21<br>2019-20/<br>2020-21<br>2020-21<br>2020-21<br>Fall<br>2018       | 6677<br>6422<br>3282<br>3653<br>17979<br>2072<br>2100<br>447<br>1277<br>141<br>452<br>464<br>464<br>493/9<br>2077<br>399<br>43/62  | 95<br>90<br>68<br>61<br>47<br>90<br>97<br>7 96<br>53 | 1 |     |  |
| 3b 3b 1 6a1 6b 6b 1            | of Hospanic and low-income, find-time STEM field degree-socking.   Finale, undergraduate students enrolled.  The permitting of Hospanic and low-income, find-time STEM field degree-socking undergated students where the interfirst type of postsocondary carellment in the previous year and are enrolled in the current year who remain in a STEM field degree-conclusing inflamentary and the students of the processing of Hospanic and low-income, first time STEM field degree-conclusing families undergraduate students who were in their first year of postsocondary consilients in the previous year and are smalled in the current year who remain in a STEM field degree-conclusing families in a STEM field degree-conclusing families in a STEM field degree-conclusing to the current year who remain in a STEM field degree-conclusion in a STEM field degree-conclusion in a STEM field degree consistent in the previous year similarities in the previous permittention from a two-year institution of the power of Hispanic and low-income STEM field may be transfer students on track to complete a STEM field study with transfer students on track to committee a STEM field may be furnished to the students of track to complete a STEM field field seven with the year from final the transfer students on track to committee a STEM field of the constitution of the students of track to committee a STEM field may be furnished to the students of track to committee a STEM field may be furnished to the students of track to committee a STEM field may be furnished to the students of track to committee a STEM field may be furnished to the students of track to committee a STEM field may be furnished to the students of track to committee a STEM field may be furnished to the students of track to committee a STEM field may be furnished to the students of the students of track to committee a STEM field where we will be supported to the students of the students of the students of track to committee a STEM field may be furnished to the students of the students of th   | GCC MC PC***** CSUN CSUN CSUN CSUN CSUN | Program Program Program Program Program Program Program         | 2014-15/<br>2015-16<br>2014-15/<br>2014-15/<br>2015-16<br>2014-15/<br>2015-16<br>2014-15/<br>2015-16<br>2014-15/<br>2015-16<br>2014-15/<br>2015-16          | 553/ 8 689 8 689 8 150/ 7 211 194/ 6 300 75/ 7 100 75/ 7 100 371/ 7 489 73/ 4 150 331/ 9 57/79 7 1112/ 3 320      | 2016-17 2 2015-16/ 2016-17 5 2015-16/ 2016-17 5 2015-16/ 2016-17 6 2015-16/ 2016-17 9 0 2016-17 2 5 Fall 2014 | 551<br>183/<br>2488<br>197/<br>359<br>65/<br>5/<br>86<br>226/<br>349 | 74<br>55<br>76<br>65 | 2017-18<br>2016-17/<br>2017-18<br>2016-17/<br>2017-18<br>2016-17/<br>2017-18<br>2016-17/<br>2017-18<br>2017-18 | 831<br>212/<br>279<br>220/<br>385<br>64/<br>91<br>198/<br>320<br>382/<br>404 | 76<br>57<br>70<br>62       | 2018-19<br>2017-18/<br>2018-19<br>2017-18/<br>2018-19<br>2017-18/<br>2018-19<br>2017-18/<br>2018-19<br>2017-18/ | 800<br>236/<br>314<br>250/<br>424<br>424<br>77/<br>77/<br>95<br>286/<br>401<br>379/<br>390 | 75<br>59<br>81<br>71       | 2018-19/<br>2019-20<br>2018-19/<br>2019-20<br>2018-19/<br>2019-20<br>2018-19/<br>2019-20<br>2018-19/<br>2019-20<br>2019-20<br>2019-20<br>2019-20               | 754/<br>816<br>293/<br>215/<br>293<br>3300<br>56/<br>117<br>490/<br>681<br>171/<br>185<br>420/<br>434<br>91/98                         | 92<br>100<br>65<br>48<br>72<br>92<br>97<br>97                     | 2019-20/<br>2020-21<br>2019-20/<br>2020-21<br>2019-20/<br>2020-21<br>2019-20/<br>2020-21<br>2019-20/<br>2020-21<br>2019-20/<br>2020-21<br>2020-21<br>2020-21<br>2020-21<br>2020-21 | 607/642<br>328/83<br>365 365<br>1799<br>262<br>2100<br>447<br>1277<br>1277<br>446<br>452<br>464<br>93/9'<br>2077<br>390<br>390<br>390<br>390<br>390<br>390<br>390<br>390<br>390<br>390 | 95<br>90<br>68<br>61<br>47<br>90<br>97<br>7 96<br>53 | 1 |     |  |
| 3b<br>3b<br>1<br>5a<br>1<br>5b | of Hospanic and low-income, find-time STEM field degree-socking.   Finale, undergraduate students enrolled.  The permitting of Hospanic and low-income, find-time STEM field degree-socking undergated students where the interfirst type of postsocondary carellment in the previous year and are enrolled in the current year who remain in a STEM field degree-cocking inguished enrolled and the current year who remain in a STEM field degree-cocking familiar degree-cocking familiar degree-socking familiar degree-socking familiar degree-socking familiar design students and low-income. Into time STEM field degree-cocking familiar design students in the previous year and are smalled in the current year who remain in a STEM field degree-cocking familiar in a STEM field degree-cocking familiar in a STEM field degree-containing successfully into a fore-year institution in a STEM field degree within the year. The percentage of Hispanic and low-income STEM field may be transfer students to track to complete a STEM field degree within the year familiar in the students of tracks to complete a STEM field degree within the year familiar transfer students on track to complete a STEM field degree within the year from their transfer students on track to complete a STEM field degree within the year from their transfer students on track to complete a STEM field degree within the year from their transfer details.   | GCC MC PC***** CSUN CSUN CSUN CSUN CSUN | Program Program Program Program Program Program Program Program | 2014-15/<br>2015-16<br>2014-15/<br>2015-16<br>2014-15/<br>2015-16<br>2014-15/<br>2015-16<br>2014-15/<br>2015-16<br>2015-16<br>2015-16<br>2015-16<br>2015-16 | 553/ 8 689 8 689 8 150/ 7 211 194/ 6 300 75/ 7 100 75/ 7 100 371/ 7 489 73/ 4 150 331/ 9 57/79 7 1112/ 3 320      | 2016-17 2 2015-16/ 2016-17 5 2015-16/ 2016-17 5 2015-16/ 2016-17 6 2015-16/ 2016-17 9 0 2016-17 2 5 Fall 2014 | 551<br>183/<br>2488<br>197/<br>359<br>65/<br>5/<br>86<br>226/<br>349 | 74<br>55<br>76<br>65 | 2017-18 2016-17/ 2017-18 2016-17/ 2017-18 2016-17/ 2017-18 2016-17/ 2017-18                                    | 831<br>212/<br>279<br>220/<br>385<br>64/<br>91<br>198/<br>320<br>382/<br>404 | 76<br>57<br>70<br>62<br>95 | 2018-19 2017-18/ 2018-19 2017-18/ 2018-19 2017-18/ 2018-19 2017-18/ 2018-19                                     | 800<br>236/<br>314<br>250/<br>424<br>777/<br>95<br>286/<br>401<br>379/<br>390              | 75<br>59<br>81<br>71<br>97 | 2018-19/<br>2019-20<br>2018-19/<br>2019-20<br>2018-19/<br>2019-20<br>2018-19/<br>2019-20<br>2018-19/<br>2019-20<br>2018-19/<br>2019-20<br>2019-20<br>Fall 2017 | 754/<br>816<br>293/<br>293<br>3300<br>56/<br>681<br>171/<br>185<br>420/<br>434<br>91/98<br>203/<br>404<br>34/75                        | 92<br>100<br>65<br>48<br>72<br>92<br>97<br>3 93<br>50<br>64<br>11 | 2019-20/<br>2020-21<br>2019-20/<br>2020-21<br>2019-20/<br>2020-21<br>2019-20/<br>2020-21<br>2019-20/<br>2020-21<br>2019-20/<br>2020-21<br>2020-21<br>2020-21<br>Fall<br>2018       | 6677<br>6422<br>3282<br>3653<br>17979<br>2072<br>2100<br>447<br>1277<br>141<br>452<br>464<br>464<br>493/9<br>2077<br>399<br>43/62  | 95 90 68 61 47 90 97 7 96 53 2 69 1 17               | 1 |     |  |