Year 3 APR report structure

Among sections of the report, the following are in focus:
   Section 1. Executive Summary
   Section 2. Accreditation
   Section 3. Activities, Focus Areas, and Outcomes
   Section 4. Project Status, including Budget Narrative
   Section 5. Institutionalization
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Section 3. Activities, Focus Areas, and Outcomes

Academic Quality + Student Services

Institutional (not project) measures

Enrollment, completion rate of 'minority' (USDE term) students + retention rate and average GPA of all students
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Section 3. Activities, Focus Areas, and Outcomes

Academic Quality + Student Services

Institutional (not project) measures

Enrollment, completion rate of 'minority' (USDE term) students + retention rate and average GPA of all students

Section 4. Project Status, including Budget Narrative

Continued use of project measures set by USDE/project from Year 1 onward

Standard USDE objectives by performance measures with performance measure data and narrative explanation of progress!
EMS, URSSA, and institutional data
EMS, URSSA, and institutional data

CSUN EMS = Engineering Majors Survey

Online pretest survey administration in Spring/Summer 2017 (F-1), Fall 2017 (T-1, F-2, T-2), Spring 2018 (comparison group), Fall 2018 (F-3/T-3) + Spring 2019 posttest with F-1/2/3 + T-1/2/3 and comparison group. More on results in Dr. Preeta Saxena's presentation next!

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URSSA = Undergraduate Research Student Self-Assessment

*Online survey administration Summer 2017, AY 2017-18, Summer 2018, AY 2018-19, and Summer 2019 with community college and CSUN participants who served as research assistants with CSUN faculty mentors, for a total of 107 survey respondents*

URSSA attribution: Development and testing of URSSA at the University of Colorado-Boulder has been supported by the National Science Foundation through its Divisions of Chemistry and Undergraduate Education, the Biological Sciences Directorate, and the Office of Multidisciplinary Affairs, under grant #CHE-0548488.
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Presenting APR data for Year 3

Section 3: institutional measures

1

2

Section 4: project performance measures
The "Big Picture" for Year 3

Summary-Level Performance Measure Data
The "Big Picture": Section 3 Institutional Measures

Focus Area –
Academic Quality Outcomes

*Has the enrollment of minority students increased?*

Overall, no, the total headcount has decreased slightly from 26,805 in Fall 2015 (goal) to 26,317 in Fall 2019. However, the total number has increased slightly from 26,314 (Fall 2018) to 26,317 (Fall 2019).
The "Big Picture": Section 3 Institutional Measures

Focus Area –
Academic Quality Outcomes

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Overall, no, the total headcount has decreased slightly from 26,805 in Fall 2015 (goal) to 26,317 in Fall 2019. However, the total number has increased slightly from 26,314 (Fall 2018) to 26,317 (Fall 2019).

Has the completion rate of minority students increased?
Yes, the 6-year graduation rate has increased from 51.8% (Fall 2010-16) to 52.6% (Fall 2011-17) to 54.1% (Fall 2012-18) and 59.3% (Fall 2013-19).
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Focus Area – Student Support Services Outcomes

Has the institution’s retention rate improved? Yes, the 1-Year continuation rate has increased from the goal of 81.0% (Fall 2015 to 16) to the current year’s 84% (Fall 2018 to 19) and remained stable from last year’s 84.2% (Fall 2017 to 18).
The "Big Picture": Section 3 Institutional Measures

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Has the average GPA of students improved?
Yes, a slight, steady improvement from the goal of 2.8678 (Fall 2015) to last year’s 2.8846 (Fall 2017) and the current year’s 2.9077 (Fall 2018).
Section 4: project performance measures
Section 4: project performance measures

Performance measure 1a. % project participants who successfully completed gateway courses
Performance measure 1b. % project participants in good academic standing

Performance measure 2a. # project participants

Performance measure 3a. % change of FT enrollment of Hispanic and low-income students in STEM
Performance measure 3b. % Hispanic and low-income, first-time STEM degree field students retained
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**CCs and CSUN**

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CSUN only
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IR data

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EMS and URSSA survey data
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CCs = 2,101 (vs. 1,499 baseline)
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6c. AIMS2 students' degree completion: 20 student participants graduated!
Section 4 in Detail:
Performance Measure Data
Academic achievement (1a): gateway course success for AIMS2 students
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% project participants who successfully completed gateway courses
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@ College of the Canyons: Baseline: 78% (35/45) Actual: 76% (31/41) ↓
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@ Pierce College: Baseline 73%  
   Actual: 66% ↓
# Academic achievement (1a): gateway course success for AIMS2 students

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<table>
<thead>
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</tr>
<tr>
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% project participants who successfully completed gateway courses

Longitudinal trend data from project years 1-3
Academic achievement (1b): AIMS2 students in good academic standing
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Spring 2017 (baseline data) academic good standing matched to project participants and Spring 2019 academic good standing matched to project participants (growth data). Academic terms and academic good standing definition vary by site.
Academic achievement (1b): AIMS2 students in good academic standing

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Actual: **100% (85/85)** ↑
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@ College of the Canyons: Baseline 98% (64/65)  
Actual: 100% (85/85) ↑

@ Glendale Community College: Baseline 100% (10/10)  
Actual: 87% (13/15) ↓
Academic achievement (1b): AIMS2 students in good academic standing

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Actual: 100% (85/85) ↑
Actual: 87% (13/15) ↓
Actual: 71% (5/7) ↓
Academic achievement (1b): AIMS2 students in good academic standing

% project participants in good academic standing

Spring 2017 (baseline data) academic good standing matched to project participants and Spring 2019 academic good standing matched to project participants (growth data). Academic terms and academic good standing definition vary by site.

@ College of the Canyons: Baseline 98% (64/65)

Actual: 100% (85/85) ↑

@ Glendale Community College: Baseline 100% (10/10)

Actual: 87% (13/15) ↓

@ Moorpark College: Baseline 88% (22/25)

Actual: 71% (5/7) ↓

@ Pierce College: Baseline 93% (114/123)

Actual: 94% (151/160) ↑
Academic achievement (1b): AIMS2 students in good academic standing

% project participants in good academic standing

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   Actual: 71% (5/7) ↓

@ Pierce College: Baseline 93% (114/123)
   Actual: 94% (151/160) ↑

@ CSUN: Baseline 91% (31/34)
   Actual: 96% (111/116) ↑
Academic achievement (1b): AIMS2 students in good academic standing

% project participants in good academic standing

Longitudinal trend data from project years 1-3
Project participants (2a): Number of AIMS2 students
Project participants (2a): Number of AIMS2 students

Headcount of project participants
Project participants (2a): Number of AIMS2 students

Headcount of project participants

Spring 2017-Summer 2019 program data: CSUN/FTF 1-3 + FTT 1-3 and CCs (growth) +
Spring 2017 -Summer 2017 program data: CSUN/FTF 1 + FTT 1 and CCs (baseline)
Project participants (2a): Number of AIMS2 students

Headcount of project participants

Spring 2017-Summer 2019 program data: CSUN/FTF 1-3 + FTT 1-3 and CCs (growth) + Spring 2017 -Summer 2017 program data: CSUN/FTF 1 + FTT 1 and CCs (baseline)

@ College of the Canyons: **85** (vs. Year 1 APR. 65) **31% ↑**
Project participants (2a): Number of AIMS2 students

Headcount of project participants

Spring 2017-Summer 2019 program data: CSUN/FTF 1-3 + FTT 1-3 and CCs (growth) +
Spring 2017 - Summer 2017 program data: CSUN/FTF 1 + FTT 1 and CCs (baseline)

@ College of the Canyons: 85 (vs. Year 1 APR: 65) 31% ↑

@ Glendale Community College: 15 (vs. Year 1 APR: 10) 50% ↑
Project participants (2a): Number of AIMS2 students

Headcount of project participants

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@ College of the Canyons: 85 (vs. Year 1 APR: 65) 31% ↑
@ Glendale Community College: 15 (vs. Year 1 APR: 10) 50% ↑
@ Moorpark College: 7 (vs. Year 1 APR: 25) 72% ↓
Project participants (2a): Number of AIMS2 students

Headcount of project participants

Spring 2017-Summer 2019 program data: CSUN/FTF 1-3 + FTT 1-3 and CCs (growth) + Spring 2017-Summer 2017 program data: CSUN/FTF 1 + FTT 1 and CCs (baseline)

@ College of the Canyons: 85 (vs. Year 1 APR: 65) 31% ↑
@ Glendale Community College: 15 (vs. Year 1 APR: 10) 50% ↑
@ Moorpark College: 7 (vs. Year 1 APR: 25) 72% ↓
@ Pierce College: 160 (vs. Year 1 APR: 123) 30% ↑
Project participants (2a): Number of AIMS2 students

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@ Moorpark College: 7 (vs. Year 1 APR: 25) 72% ↓
@ Pierce College: 160 (vs. Year 1 APR: 123) 30% ↑
@ CSUN: 121 (vs. Year 1 APR: 32) 278% ↑
Project participants (2a): Number of AIMS2 students

Headcount of project participants

Spring 2017-Summer 2019 program data: CSUN/FTF 1-3 + FTT 1-3 and CCs (growth) + Spring 2017-Summer 2017 program data: CSUN/FTF 1 + FTT 1 and CCs (baseline)

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@ Pierce College: 160 (vs. Year 1 APR: 123) 30% ↑

@ CSUN: 121 (vs. Year 1 APR: 32) 278% ↑

A total of 388 project participants in Year 3 vs. 366 in Year 2 (and 255 in Year 1)
Project participants (2a): Number of AIMS2 students

*Headcount of project participants*

*Longitudinal trend data from project years 1-3*

Note: Baseline data reflect initial cohort in Spring 2017 and vary across project sites; please see summary sheets for more details.
In-depth: CSUN cohort participants for Cohorts F-1/F-2/F-3 + T-1/T-2/T-3

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sex</strong></td>
<td>% (n)</td>
<td>% (n)</td>
<td>% (n)</td>
</tr>
<tr>
<td>Male</td>
<td>72.7 (24)</td>
<td>73.4 (58)</td>
<td>71.1 (86)</td>
</tr>
<tr>
<td>Female</td>
<td>27.3 (9 )</td>
<td>25.3 (20)</td>
<td>28.9 (35)</td>
</tr>
<tr>
<td>Other</td>
<td>0 (0)</td>
<td>1.3 (1)</td>
<td>0 (0)</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>100 (33)</td>
<td>100 (79)</td>
<td>100 (121)</td>
</tr>
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</table>

| **CSUN Cohorts F-1/F-2/F-3 + T-1/T-2/T-3** |

<table>
<thead>
<tr>
<th>Racial/Ethnic Identification</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>0 (0)</td>
<td>0 (0)</td>
<td>0 (0)</td>
</tr>
<tr>
<td>Asian or Asian American</td>
<td>18.2 (6 )</td>
<td>10.1 (8 )</td>
<td>9.1 (11 )</td>
</tr>
<tr>
<td>Black or African American</td>
<td>9.1 (3 )</td>
<td>6.3 (5 )</td>
<td>5.6 (6 )</td>
</tr>
<tr>
<td>Hispanic or Latina</td>
<td>54.5 (18)</td>
<td>63.3 (50)</td>
<td>69.4 (84)</td>
</tr>
<tr>
<td>Armenian</td>
<td>0 (0)</td>
<td>1.3 (1)</td>
<td>0.8 (1)</td>
</tr>
<tr>
<td>White</td>
<td>12.1 (4 )</td>
<td>11.4 (9 )</td>
<td>9.9 (12 )</td>
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<tr>
<td>Not Specified</td>
<td>0 (0)</td>
<td>6.3 (5 )</td>
<td>2.5 (3 )</td>
</tr>
<tr>
<td>Other</td>
<td>6.1 (2 )</td>
<td>1.3 (1)</td>
<td>3.3 (4 )</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>100</td>
<td>100 (79)</td>
<td>100 (121)</td>
</tr>
</tbody>
</table>

| **CSUN Cohorts F-1/F-2/F-3 + T-1/T-2/T-3** |

<table>
<thead>
<tr>
<th>Pell Grant Recipient</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>81.8 (27)</td>
<td>82.3 (65)</td>
<td>47 (57)</td>
</tr>
<tr>
<td>No</td>
<td>9.1 (3 )</td>
<td>7.6 (6 )</td>
<td>49.6 (60)</td>
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<tr>
<td>Subsidized Loan</td>
<td>6.1 (2 )</td>
<td>5.1 (4 )</td>
<td>3.4 (4 )</td>
</tr>
<tr>
<td>Other</td>
<td>3 (1)</td>
<td>5.1 (4 )</td>
<td>0 (0)</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
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</tr>
</tbody>
</table>
### CSUN Cohorts

**F-1/F-2/F-3 + T-1/T-2/T-3**

<table>
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<td><strong>Sex</strong></td>
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<tr>
<td>Other</td>
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<td>5 (6)</td>
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<td>0 (0)</td>
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<td>0.8 (1)</td>
</tr>
<tr>
<td>White</td>
<td>12.1 (4)</td>
<td>11.4 (9)</td>
<td>9.9 (12)</td>
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<tr>
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<td>6.3 (5)</td>
<td>2.5 (3)</td>
</tr>
<tr>
<td>Other</td>
<td>6.1 (2)</td>
<td>1.3 (1)</td>
<td>3.3 (4)</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
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<td>100 (79)</td>
<td>100 (121)</td>
</tr>
<tr>
<td></td>
<td>Year 1</td>
<td>Year 2</td>
<td>Year 3</td>
</tr>
<tr>
<td>----------------------</td>
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<td>Pell Grant Recipient</td>
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<td>49.6 (60)</td>
</tr>
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<td>3.4 (4)</td>
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<tr>
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<td>3 (1)</td>
<td>5.1 (4)</td>
<td>0 (0)</td>
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In-depth: CSUN cohort participants for Cohorts F-1/F-2/F-3 + T-1/T-2/T-3

### CSUN Cohorts F-1/F-2/F-3 + T-1/T-2/T-3

#### Sex

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>72.7%</td>
<td>73.4%</td>
<td>71.1%</td>
</tr>
<tr>
<td>Female</td>
<td>27.3%</td>
<td>25.3%</td>
<td>28.9%</td>
</tr>
<tr>
<td>Other</td>
<td>0.0%</td>
<td>1.3%</td>
<td>0.0%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100(33)</td>
<td>100(79)</td>
<td>100(121)</td>
</tr>
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</table>

#### Racial/Ethnic Identification

<table>
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<tr>
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<th>Year 3</th>
</tr>
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<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>0(0)</td>
<td>0(0)</td>
<td>0(0)</td>
</tr>
<tr>
<td>Asian or Asian American</td>
<td>18.2%</td>
<td>10.1%</td>
<td>9.1%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>9.1%</td>
<td>6.3%</td>
<td>5.6%</td>
</tr>
<tr>
<td>Hispanic or Latinx</td>
<td>54.5%</td>
<td>63.3%</td>
<td>69.4%</td>
</tr>
<tr>
<td>Armenian</td>
<td>0(0)</td>
<td>1.3%(1)</td>
<td>0.8%(1)</td>
</tr>
<tr>
<td>White</td>
<td>12.1%</td>
<td>11.4%</td>
<td>9.9%</td>
</tr>
<tr>
<td>Not Specified</td>
<td>0(0)</td>
<td>6.3%(5)</td>
<td>2.5%(3)</td>
</tr>
<tr>
<td>Other</td>
<td>6.1%(2)</td>
<td>1.3%(1)</td>
<td>3.3%(4)</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100(33)</td>
<td>100(79)</td>
<td>100(121)</td>
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#### Pell Grant Recipient

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<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>81.8%</td>
<td>82.3%</td>
<td>47.5%</td>
</tr>
<tr>
<td>No</td>
<td>9.1%</td>
<td>7.6%</td>
<td>49.6%</td>
</tr>
<tr>
<td>Subsidized Loan</td>
<td>6.1%</td>
<td>5.1%</td>
<td>3.4%</td>
</tr>
<tr>
<td>Other</td>
<td>3.1%</td>
<td>5.1%</td>
<td>0.0%</td>
</tr>
<tr>
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<td>100(79)</td>
<td>100(121)</td>
</tr>
</tbody>
</table>
Research interaction with faculty (URSSA) (2b)

Community College and CSUN Research Participants

I wanted to do research to: work more closely with a particular faculty member.

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 1 (n=10)</th>
<th>Year 2 (n=16)</th>
<th>Year 3 (n=48)</th>
</tr>
</thead>
<tbody>
<tr>
<td>28.6%</td>
<td>50%</td>
<td>71.6%</td>
<td></td>
</tr>
<tr>
<td>(n=4)</td>
<td>(n=16)</td>
<td>(n=48)</td>
<td></td>
</tr>
<tr>
<td>10%</td>
<td>20%</td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td>40%</td>
<td>50%</td>
<td>60%</td>
<td></td>
</tr>
<tr>
<td>70%</td>
<td>80%</td>
<td>90%</td>
<td></td>
</tr>
<tr>
<td>100%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

% respondents

Yes  No

On average, how many hours per week did you spend talking with your most recent faculty research mentor?

Hours/week with faculty research mentor

- Year 1
- Year 2
- Year 3

Made with Infogram
I WANTED TO DO RESEARCH TO: work more closely with a particular faculty member.
Research interaction with faculty (URSSA) (2b)
Community College and CSUN Research Participants

I WANTED TO DO RESEARCH TO: work more closely with a particular faculty member.

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>71.4%</td>
<td>28.6%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(n=10)</td>
<td>(n=4)</td>
<td>(n=16)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>50%</td>
<td>50%</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(n=16)</td>
<td>(n=16)</td>
<td>(n=16)</td>
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<tr>
<td></td>
<td>71.6%</td>
<td>28.4%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(n=48)</td>
<td>(n=19)</td>
<td>(n=48)</td>
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</table>

On average, how many hours per week did you spend talking with your most recent faculty research mentor?

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<tr>
<th>Hours/week with faculty research mentor</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
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<tr>
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</tr>
<tr>
<td>2 hours</td>
</tr>
<tr>
<td>3 hours</td>
</tr>
<tr>
<td>4 or more hours</td>
</tr>
</tbody>
</table>

Made with infogram
On average, how many hours per week did you spend talking with your most recent faculty research mentor?

<table>
<thead>
<tr>
<th>Hours per Week</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
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<tr>
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<tr>
<td>1 hour</td>
<td>25.7%</td>
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<tr>
<td>2 hours</td>
<td>32.2%</td>
<td>25.7%</td>
<td>13.9%</td>
</tr>
<tr>
<td>3 hours</td>
<td>29.9%</td>
<td>14.2%</td>
<td>6.0%</td>
</tr>
<tr>
<td>4 or more</td>
<td>7.1%</td>
<td>0%</td>
<td>20.9%</td>
</tr>
</tbody>
</table>

- 70% 80% 90% 100%
Research interaction with faculty (URSSA) (2b)
Community College and CSUN Research Participants

I wanted to do research to: work more closely with a particular faculty member.

Year 1: 71.4% (n=10) 28.6% (n=4)
Year 2: 50% (n=16) 50% (n=16)
Year 3: 71.6% (n=48) 28.4% (n=19)

On average, how many hours per week did you spend talking with your most recent faculty research mentor?

Hours/week with faculty research mentor:
- Year 1: 7.1% (n=1), 5.6% (n=2), 0.6% (n=9)
- Year 2: 25.7% (n=5), 12.1% (n=22)
- Year 3: 25.7% (n=5), 13.9% (n=20)

Made with Infogram

80.
Satisfaction with research interaction with faculty (URSSA) (2b) Community College and CSUN Research Participants
STEM enrollment (3a): FT student enrollment in STEM fields
STEM enrollment (3a): FT student enrollment in STEM fields

% change of FT enrollment of Hispanic and low-income students in STEM
STEM enrollment (3a): FT student enrollment in STEM fields

% change of FT enrollment of Hispanic and low-income students in STEM

Fall 2015-Spring 2016 full-time students enrolled in STEM (baseline data) + Fall 2018-Spring 2019 full-time students enrolled in STEM (growth data)
STEM enrollment (3a): FT student enrollment in STEM fields

% change of FT enrollment of Hispanic and low-income students in STEM

Fall 2015-Spring 2016 full-time students enrolled in STEM (baseline data) + Fall 2018-Spring 2019 full-time students enrolled in STEM (growth data)
STEM enrollment (3a): FT student enrollment in STEM fields

% change of FT enrollment of Hispanic and low-income students in STEM

Fall 2015-Spring 2016 full-time students enrolled in STEM (baseline data) + Fall 2018-Spring 2019 full-time students enrolled in STEM (growth data)

@ College of the Canyons: 2015-16 Baseline: 248

2018-19 Actual: 293 (+18%)
STEM enrollment (3a): FT student enrollment in STEM fields

% change of FT enrollment of Hispanic and low-income students in STEM

Fall 2015-Spring 2016 full-time students enrolled in STEM (baseline data) + Fall 2018-Spring 2019 full-time students enrolled in STEM (growth data)

@ College of the Canyons: 2015-16 Baseline: 248 2018-19 Actual: 293 (+18%)

@ Glendale Community College: 2015-16 Baseline: 336 2018-19 Actual: 419 (+25%)
STEM enrollment (3a): FT student enrollment in STEM fields

% change of FT enrollment of Hispanic and low-income students in STEM

Fall 2015-Spring 2016 full-time students enrolled in STEM (baseline data) + Fall 2018-Spring 2019 full-time students enrolled in STEM (growth data)

@ College of the Canyons: 2015-16 Baseline: 248
2018-19 Actual: 293 (+18%)

@ Glendale Community College: 2015-16 Baseline: 336
2018-19 Actual: 419 (+25%)

@ Moorpark College: 2015-16 Baseline: 351
2018-19 Actual: 321 (-9%)
STEM enrollment (3a): FT student enrollment in STEM fields

% change of FT enrollment of Hispanic and low-income students in STEM

Fall 2015-Spring 2016 full-time students enrolled in STEM (baseline data) + Fall 2018-Spring 2019 full-time students enrolled in STEM (growth data)

@ College of the Canyons: 2015-16 Baseline: 248
2018-19 Actual: 293 (+18%)

@ Glendale Community College: 2015-16 Baseline: 336
2018-19 Actual: 419 (+25%)

@ Moorpark College: 2015-16 Baseline: 351
2018-19 Actual: 321 (-9%)

@ Pierce College: 2015-16 Baseline: 564
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STEM enrollment (3a): FT student enrollment in STEM fields

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Longitudinal trend data from project years 1-3

COC, GCC, Moorpark, Pierce

% change of FT enrollment of Hispanic and low-income students in STEM

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@ COC: 2014-15/2015-16 Baseline: 72% (150/211) 2017-18/2018-19 Actual: 75% (236/314) ↑
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2017-18/2018-19 Actual: 59% (250/424) ↓

@ MC: 2014-15/2015-16 Baseline: 75% (75/100)  
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@ PC: 2014-15/2015-16 Baseline: 76% (371/489) 2017-18/2018-19 Actual: 71% (286/401) ↓
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@ CSUN: 2014-15/2015-16 Baseline: 80% (553/689)  
2017-18/2018-19 Actual: 93% (740/800)  ↑
STEM retention (3b): first-time student retention in STEM fields

% Hispanic and low-income, first-time STEM degree field students retained

Longitudinal trend data from project years 1-3
Career-related outcomes from research participation with faculty (URSSA) (4a)

Community College and CSUN Research Participants
Gains in research experience, confidence, and identity (URSSA) (5a)
Community College and CSUN Research Participants

During your research experience HOW MUCH did you....

- **Feel like a scientist**
  - Year 1: 85.7% (n=12)  
  - Year 2: 83.3% (n=30)  
  - Year 3: 58.2% (n=39)  

- **Engage in real-world science research**
  - Year 1: 85.7% (n=12)  
  - Year 2: 83.3% (n=30)  
  - Year 3: 71.6% (n=48)

How much did you GAIN in the following areas as a results of your most recent research experience?

- **Confidence in my ability to do research.**
  - Year 1: 71.4% (n=10)  
  - Year 2: 75% (n=27)  
  - Year 3: 74.6% (n=50)  

- **Understanding what everyday research work is like.**
  - Year 1: 92.9% (n=13)  
  - Year 2: 77.8% (n=28)  
  - Year 3: 71.6% (n=48)

Made with [Infogram](https://infogram.com)
Community College and CC CN Research Participants

During your research experience HOW MUCH did you...

<table>
<thead>
<tr>
<th>Item</th>
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70 80 90 100

% respondents "good/great gain"
Gains in research experience, confidence, and identity (URSSA) (5a)
Community College and CSUN Research Participants

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% respondents "a fair amount/a great deal"

% respondents "good/great gain"
Transfer and degree completion (6a): transfer student retention in STEM @ CSUN
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% Hispanic and low-income transfer students retained in a STEM degree field
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Baseline: 90% (Spring 2016: 331/Fall 2015: 367)
Transfer and degree completion (6a): transfer student retention in STEM @ CSUN

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**Growth: 97% (Spring 2019: 379/Fall 2018: 390)**

**Baseline: 90% (Spring 2016: 331/Fall 2015: 367)**
Transfer and degree completion (6b): transfer students on track to graduate from CSUN
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% Hispanic and low-income STEM field transfer students on track to complete a degree
Transfer and degree completion (6b): transfer students on track to graduate from CSUN

% Hispanic and low-income STEM field transfer students on track to complete a degree

Fall 2013 transfer students enrolled first time in STEM with continuous enrollment (academic term) AND 24 units per year (tracked over 3 years) (baseline data) + Fall 2016 transfer students enrolled first time in STEM with continuous enrollment (academic term) AND 24 units per year (tracked over 3 years) (growth data)
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Baseline: 35% (Spring 2016: 112/Fall 2013: 320)
Transfer and degree completion (6b): transfer students on track to graduate from CSUN

% Hispanic and low-income STEM field transfer students on track to complete a degree

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Growth: 40% (Spring 2018: 132/Fall 2015: 334)

Baseline: 35% (Spring 2016: 112/Fall 2013: 320)
Transfer and degree completion (6c): AIMS2 student degree completion @ CSUN
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% project participants who complete a degree
Transfer and degree completion (6c): AIMS2 student degree completion @ CSUN

% project participants who complete a degree

Fall 2018-Spring 2019-Summer 2019 completion of Hispanic and low-income students in CECS who completed a degree (percentage) (baseline data)
Transfer and degree completion (6c): AIMS2 student degree completion @ CSUN

% project participants who complete a degree

Fall 2018-Spring 2019-Summer 2019 completion of Hispanic and low-income students in CECS who completed a degree (percentage) (baseline data)

**Baseline:** 20/121 (17%) in Fall 2018-Spring 2019-Summer 2019

While not a performance measure, if only T-1 and T-2 project participants in Year 3 of the project are selected, the following outcomes data can be seen: 49% (20/41) completed a degree. What is more, the 3-year graduation rate (2016-17 to 2018-19) for T-1 is 75% (12/16).
Summary of Year 3 APR Data
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- Strong performance in gateway course completion rates and even stronger academic good standing rates among student participants--mixed growth trends across sites
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- Important identity and career preparation experiences with faculty research
- Overall high retention of transfer students but lower rates of remaining "on track" to complete a degree within three years of transfer--growth over baseline in each measure
Thank you and questions!