Welcome to AIMS²(HSI-STEM Grant) Meeting # 44
Orange Grove Bistro
12 PM – 3:30 PM, June 9, 2016
AGENDA

- Luncheon
- Welcome and Introductions – External Advisory Committee
- Overview of grant
  - Program News and Year 5 Activities – Ramesh
- Project Evaluation and Progress to date – Nathan
- Project Activities/Academic Progress of Cohorts
  - Glendale Community College – Jan Swinton, Scott Rubke, and Richard Cortes
  - College of the Canyons – David Martinez and Eric Lara
  - CSUN – Bob Ryan
- Feedback and Discussion - External Advisory Committee
- Adjourn
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External Advisory Committee

- Ms. Rupa Dachere, Codechix
- Ms. Roslyn Soto, JPL
- Dr. Vaughn Cable, JPL
- Mr. Luis Carbajo, IEEE LA Council Vice Chair
- Ms. Linda Friedman, Northrop Grumman, Woodland Hills
- Mr. Neal Gaborno, Raytheon
- Mr. Bill James, Avery James Inc.,
- Prof. Miguel Macias, Emeritus faculty CSUN
- Mr. Tony Magee, PWR
- Mr. Michael Medina, Hill International, San Diego
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Meeting Calendar for Fall 2016

- Aug 18, 2016*
- Sep 14, 2016**
- Oct 13, 2016*
- Nov 10, 2016*
- Dec 08, 2016*

*Monthly meetings above are scheduled from 2 PM – 4 PM in JD 1568.

** Annual Research Symposium at the University Union: 4 PM – 8 PM
The AIMS² Project Team
Attract, Inspire, Mentor, and Support Students

Faculty and Staff from the College of the Canyons, Glendale CC, & the College of Engineering and Computer Science, CSUN
• Cohort based model
• Collaboration between CSUN and CCC’s
• High Transfer Achievement
• GPA, Persistence, and Graduation
• Served over 200 transfer students (approximately 67% Latino/a).

For more information
Visit www.ecs.csun.edu/aims2
CAHSI SUMMIT – SAN JUAN, PR
Dear Colleague,

On behalf of the White House Initiative on Educational Excellence for Hispanics (Initiative), thank you for answering the call for Bright Spots in Hispanic Education.

I am pleased to notify you that the Bright Spot nomination you submitted has been accepted for recognition through the Initiative’s Anniversary Year of Action. Your Bright Spot will be publicly recognized on Tuesday, September 15, 2015 and will be included in the Initiative’s first-ever National Bright Spots in Hispanic Education online catalogue. We will be in touch by the end of this week with amplification tools and resources, but please hold off in publicly announcing the acceptance of your Bright Spot (i.e., emails, press, social media) until we provide additional guidance.

Congratulations and thank you for your leadership, dedication and steadfast commitment to the Hispanic community. I look forward to celebrating the tremendous progress Hispanic students have made in education over the last 25 years and recognize the leaders, parents and educators who have supported them along the way.

Thank you,

/s/

Alejandra Ceja
Executive Director
White House Initiative on Educational Excellence for Hispanics
AIMS² Featured on White House Google Hangout – March 16, 2016

https://www.youtube.com/watch?v=afImTdQ3DOk

A Conversation on STEM Education with Bright Spots Across the Country

CSUN
Attract. Inspire. Mentor. Support Students

CSU Northridge, CA
http://www.ecs.csun.edu/aims2

06/09/16
• AIMS(HSI-STEM Grant) Meeting # 44
Goals and Objectives

- To increase the number of Hispanic and low-income students who successfully transfer from Glendale Community College (GCC), and College of the Canyons (COC) to California State University, Northridge, to pursue majors in Engineering and/or Computer Science.

- To increase the number of Hispanic and low-income students who join CSUN as upper division transfer students and graduate with degrees from one of the undergraduate programs in the College of Engineering and Computer Science.

- To develop a model, seamless and sustainable transfer program to assist Hispanic and low-income students to successfully transfer from GCC and COC to California State University, Northridge where they will complete their studies in Engineering and/or Computer Science.
Since January 2012 we have served a total of over 200 students in three cohorts (approximately 67% Latino/a). This includes first-time transfer students at CSUN, and students who transferred from our partner institutions at GCC, and COC.
<table>
<thead>
<tr>
<th>Year</th>
<th>Proposed</th>
<th>Awarded</th>
<th>Difference</th>
<th>% Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>$1,096,856</td>
<td>$1,096,856</td>
<td>$0</td>
<td></td>
</tr>
<tr>
<td>Year 2</td>
<td>$1,140,998</td>
<td>$1,134,630</td>
<td>($6,368)</td>
<td>-0.56%</td>
</tr>
<tr>
<td>Year 3</td>
<td>$1,132,511</td>
<td>$1,128,888</td>
<td>($3,623)</td>
<td>-0.32%</td>
</tr>
<tr>
<td>Year 4</td>
<td>$1,129,743</td>
<td>$1,075,169</td>
<td>($54,574)</td>
<td>-4.83%</td>
</tr>
<tr>
<td>Year 5</td>
<td>$1,062,659</td>
<td>$1,003,681</td>
<td>($58,978)</td>
<td>-5.55%</td>
</tr>
<tr>
<td>To Date</td>
<td>$5,562,767</td>
<td>$5,439,224</td>
<td>($123,543)</td>
<td>-2.22%</td>
</tr>
<tr>
<td>Description</td>
<td>Amount</td>
<td>Percentage</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------------</td>
<td>---------------</td>
<td>------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Budget Expended to Date</td>
<td>$4,371,185</td>
<td>80.36%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Budget Available</td>
<td>$1,068,039</td>
<td>19.64%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Allocated</td>
<td>$5,439,224</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Projected Expenditure by Category

<table>
<thead>
<tr>
<th></th>
<th>Cost</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSUN Faculty</td>
<td>$260,640</td>
<td>24.38%</td>
</tr>
<tr>
<td>CSUN Students</td>
<td>$354,000</td>
<td>33.11%</td>
</tr>
<tr>
<td>CSUN Staff</td>
<td>$46,200</td>
<td>4.32%</td>
</tr>
<tr>
<td>CSUN Grant Budget Specialist</td>
<td>$36,109</td>
<td>3.38%</td>
</tr>
<tr>
<td>CSUN Benefit Costs</td>
<td>$172,129</td>
<td>16.10%</td>
</tr>
<tr>
<td>GCC</td>
<td>$75,000</td>
<td>7.02%</td>
</tr>
<tr>
<td>COC</td>
<td>$125,000</td>
<td>11.69%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$1,069,078</strong></td>
<td><strong>100.00%</strong></td>
</tr>
</tbody>
</table>
Projected Expenses by Category - 2016-2017

- CSUN Faculty: 25%
- CSUN Students: 33%
- CSUN Benefit Costs: 16%
- CSUN Staff: 4%
- CSUN Grant Budget Specialist: 3%
- GCC: 7%
- COC: 12%
### Projected Expenditures by Semester: 2016-17

<table>
<thead>
<tr>
<th>Semester</th>
<th>Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2016</td>
<td>$179,001</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>$442,219</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>$213,376</td>
</tr>
<tr>
<td>Summer 2017</td>
<td>$182,042</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>$52,440</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$1,069,078</strong></td>
</tr>
</tbody>
</table>

**Projected Expenditures by Semester: 2016-17**

- **Fall 2016**: 41% ($442,219)
- **Summer 2016**: 17% ($179,001)
- **Spring 2017**: 20% ($213,376)
- **Summer 2017**: 17% ($182,042)
- **Fall 2017**: 5% ($52,440)
AIMS² Program: Implementation Challenges

- CSUN cohort peer mentoring of GCC/COC cohort fell below targets
- Challenges with cross campus collaborative effort
  - Scheduling
  - Asynchronous nature of process
  - Lack of a dedicated physical space for AIMS² on host campus
- Looking ahead: CHRONOS
HSI STEM and Articulation

Pre-Application Workshop
Hispanic-Serving Institutions Division
Fiscal Year 2016 Grant Competition

- Application available: March 4, 2016
- Applications due: May 31, 2016
- Individual Development grants only
- Estimated available funds: $91,773,000
- Estimated average size of awards: $775,000 (per year)
- Estimated number of awards: 109
Review and Evaluation Categories

- Quality of Project Design (30 points)
- Quality of Project Services (20 points)
- Significance (20 points)
- Quality of Management Plan (10 points)
- Quality of Project Evaluation (20 points)
Priorities

Absolute Priority 1

An application that proposes to develop or enhance tutoring, counseling, and student service programs designed to improve academic success, including innovative and customized instruction courses (which may include remedial education and English language instruction) designed to help retain students and move the students rapidly into core courses and through program completion.
Absolute Priority 2

An application that proposes activities to increase the number of Hispanic and other low-income students attaining degrees in the STEM fields and proposes to develop model transfer and articulation agreements between two-year HSIs and four-year institutions in STEM fields.
Competitive Preference Priority 2

- Applications supported by evidence of effectiveness that meets the conditions set out in the definition of “moderate evidence of effectiveness.”

- Worth three additional points.
College of the Canyons
Los Angeles Pierce College
California State University, Northridge
Glendale Community College
Moorpark Community College
Los Angeles Mission College
Michael D. Eisner College of Education
College of Engineering and Computer Science
College of Science and Math
Civil Engineering and Construction Management
Computer Science
Electrical and Computer Engineering
Manufacturing Systems Engineering and Management
Mechanical Engineering

Organization – Bridging the Gap: Enhancing AIMS² for Student Success
LOGIC MODEL FOR BRIDGING THE GAP: ENHANCING AIMS² FOR STUDENT SUCCESS

PROBLEMS

Current Conditions
- Students challenged to balance coursework, work, and family
- Students challenged by course management, time management
- Low math prerequisite course completion rates
- Pre-transfer students face disconnected from CSUN campus and CECS departments
- Transfer students lack connections to successful role models in business and industry

Current Practices
- Minimal student contact with faculty and between students outside of class
- Limited opportunities for students to develop meaningful relationships with faculty and peers
- Undergraduate research participation and academic support restricted to small group of students
- Few student career-related connections business and industry

RESOURCES/INPUT

Financial Support
- Student incentives to participate in research
- Faculty and staff support for project activities

Intellectual Resources
- PI/Co-Pi training and disciplinary backgrounds
- Faculty mentor research and teaching expertise
- Student backgrounds
- Tech expert training
- Advisory Board member affiliations

Physical Resources
- Print/digital books
- Interactive material
- Social media
- iPads/tablets with engineering apps
- Student academic and social space

Business Partners
- Advisory board members
- Regional employers

ACTIVITIES

Faculty Mentoring
- Faculty mentoring students by site/department
- Faculty-led student meetings, talks, workshops
- Faculty-student participation in professional events

Peer Mentoring and Tutoring
- Pre- and post-transfer peer-mentoring and tutoring
- Transfer-ready and senior-standing students mentor incoming students

Academic Support
- Programming fundamental crash course
- Calculus interactive materials/course section
- Academic advisors/tech expert workshops
- Customized workshops in math and English
- Dedicated library books
- Online video tutorials

Student Research
- Faculty summer and academic term research

Career Preparation
- Student participation in career workshops and professional associations/events
- Summer job internships

OUTPUTS

Student-Faculty Mentoring Relationships
- Increased contact between faculty and students
- Weekly meetings with faculty mentors who guide/support students
- Faculty communication via email, LMS, etc.
- Student-faculty interaction in professional settings

Transfer Student Support
- Peer mentors associated with each faculty mentor student group
- Peer tutors assigned to each site/department
- Frequent/quality social interaction in events
- Support for calculus prerequisite course completion
- Transfer video resources

Student Design Projects
- Student development of Senior Design Projects and engineering projects across sites

Career and Pre-Professional Experiences
- Career workshops
- Professional association events/activities

OUTCOMES: SHORT-TERM

Student Attitudinal and Behavioral Changes
- Enrollment, next-year retention, gateway course success, and successful transfer
- Development of academic self-confidence, self-efficacy, and validation
- Development of course success skills

Transfer Student Socialization and Transfer Shock Mitigation
- Enrollment, gateway course success, on-track completion, and actual completion
- Skills and knowledge to successfully navigate transfer process
- Calculus course success

Student Research Skills
- Development of research skills and attitudes about research in engineering and computer science

Career Placement and Development
- Successful placement and promotion in careers in local and regional engineering and computer science fields
- Network of alumni who serve as role models for the next generation of students preparing for careers in engineering and computer science

OUTCOMES: LONG-TERM

Student Transfer, Completion, and Post-Graduation Success
- Development of long-lasting, meaningful relationships with faculty and students (transitioning to colleagues) to support successful student outcomes and graduate school/early career needs
- Internalization of a suite of student success skills—cognitive and non-cognitive—that guide students into post-graduation career and/or academic activities
- Development of long-term support/value for engineering and computer science education and research

IMPACTS/OUTCOMES: LONG-TERM

Career Preparation Skills
- Development of skills and professional contacts to apply for and successfully secure entry-level employment

Assessment Data
1. Pre- and post-test survey data of engineering majors
2. Institutional data on enrollment, achievement, transfer, and completion
3. Interview data on student-faculty and peer interaction

Context (External Factors):
1. Disciplinary training/research orientation of CSUN and community college faculty
2. Institutional changes across collaborative partnership sites and CSU-HSI STEM network
3. Market specialization of local/regional businesses/nonprofit organizations

Current Assumptions:
1. Current AIMS² project model development
2. Partnership engagement and institutional interest and support
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- Welcome
- Project Assessment and Evaluation – Nathan (20 minutes)
  - HSI-STEM Validation Study Presentation
- Academic Progress of Cohorts (10 minutes)
  - Glendale Community College – Jan Swinton, Scott Rubke and Richard Cortes
  - College of the Canyons – David Martinez and Eric Lara
  - CSUN – Bob Ryan
- Review Draft Proposal for March 2016 Competition* - All (90 minutes)
- Upcoming events/Meeting Calendar
- Adjourn