

U.S. Department of Education/Developing Hispanic-Serving Institutions Program
 California State University, Northridge/College of Engineering and Computer Science
 Annual Performance Report (APR)-YEAR 6 (December 2017)
 Summary Sheet/Quantitative Performance Measures
 Longitudinal Analysis of Actual Performance Measure Data
 APR YEARS 1-6/Cohorts 1-7
 ALL COHORTS

Project Performance Measure	CC Campus	Cohort 1		Cohort 2		Cohort 3		Cohort 4		Cohort 5		Cohort 6		Cohort 7
		Yr 1	Yr 2	Yr 1	Yr 2	Yr 1	Yr 2	Yr 1	Yr 2**	Yr 1	Yr 2	Yr 1	Yr 2	Yr 1
		#/Ratio %	#/Ratio %	#/Ratio %	#/Ratio %	#/Ratio %	#/Ratio %	#/Ratio %	#/Ratio %	#/Ratio %	#/Ratio %	#/Ratio %	#/Ratio %	#/Ratio %
1a	After two years, increase by 15 the number of Hispanic and low-income students who transfer from College of the Canyons and Glendale Community College to CSUN in STEM fields over the 2010-11 baseline number	65	44	44	64	64	86	86	47	47	53	47	53	53
2a	Increase by 15 the number of STEM courses that articulate over the 2010-11 baseline number	89	92	92	93	93	93	93	92	92	93	92	93	93
2b	Increase by 15 the number of articulation agreements over the 2010-11 baseline number	89	92	92	93	93	93	93	92	92	93	92	93	93
3a	Increase by two the number of counselors at College of the Canyons and Glendale Community College who participate in STEM professional development workshops over the 2010-11 baseline number	2	2	2	2	2	2	2	2	2	2	--	--	--
3a	Increase by two the number of counselors at College of the Canyons and Glendale Community College who participate in STEM professional development workshops over the 2010-11 baseline number	3	3	3	3	3	4	4	2	2	--	--	--	--
3b	Increase by four the number of College of the Canyons and Glendale Community College advising/counseling sessions with students in STEM fields over the 2010-11 baseline number	30	42	96	34	29	20	12	13	32	23	--	--	--
3b	Increase by four the number of College of the Canyons and Glendale Community College advising/counseling sessions with students in STEM fields over the 2010-11 baseline number	22	11	30	30	42	58	133	257*	257*	--	--	--	--
4a	Increase by 75 percent the College of the Canyons and Glendale Community College students who participate in tutoring sessions in STEM classes and who participate in STEM academic workshops over the 2010-11 baseline rate	9/10 90%	5/7 71%	11/15 73%	8/8 100%	8/8 100%	4/4 100%	3/3 100%	3/3 100%	15/15 100%	10/13 77%	--	--	--
4a	Increase by 75 percent the College of the Canyons and Glendale Community College students who participate in tutoring sessions in STEM classes and who participate in STEM academic workshops over the 2010-11 baseline rate	9/13 69%	3/5 60%	10/10 100%	10/10 100%	13/13 100%	4/11 36%	11/13 85%	11/15* 73%	11/15* 73%	--	--	--	--
4b	Increase by 25 percent the College of the Canyons and Glendale Community College students who enroll in online courses at any college or university over the 2010-11 baseline rate	0/10	0/10	0/15	0/8	0/8	0/8	0/8	2/3 66%	6/15 40%	8/13 62%	--	--	--
4b	Increase by 25 percent the College of the Canyons and Glendale Community College students who enroll in online courses at any college or university over the 2010-11 baseline rate	3/15 20%	1/5 20%	0/10 0%	0/10 0%	0/13 0%	0/11 0%	2/13 15%	5/15* 33%	5/15* 33%	--	--	--	--
5a	Increase by 90 percent the frequency of College of the Canyons and Glendale Community College student-faculty interactions over the 2010-11 baseline rate	10/11 91%	7/7 100%	15/15 100%	8/8 100%	8/8 100%	4/4 100%	3/3 100%	3/3 100%	7/15 47%	10/13 77%	--	--	--
5a	Increase by 90 percent the frequency of College of the Canyons and Glendale Community College student-faculty interactions over the 2010-11 baseline rate	11/11 100%	5/5 100%	9/10 90%	9/10 90%	13/13 100%	3/11 27%	5/13 38%	5/15* 33%	5/15* 33%	--	--	--	--
6a	Increase by 15 the number of College of the Canyons and Glendale Community College students who participate in peer-peer tutoring sessions over the 2010-11 baseline number	8	5	11	8	8	4	3	3	15	13	--	--	--
6a	Increase by 15 the number of College of the Canyons and Glendale Community College students who participate in peer-peer tutoring sessions over the 2010-11 baseline number	11	8	7	7	13	2	9	5*	5*	--	--	--	--
6b	Increase by 15 the number of College of the Canyons and Glendale Community College students who are peer mentored by CSUN students over the 2010-11 baseline number	5	0	0	0	0	0	0	0	2	2	--	--	--
6b	Increase by 15 the number of College of the Canyons and Glendale Community College students who are peer mentored by CSUN students over the 2010-11 baseline number	5	2	1	1	4	0	0	0*	0*	--	--	--	--
7a	After two years, increase from 26 % to 30 % the number of Hispanic and low-income students who complete baccalaureate degrees in STEM fields over the 2010-11 baseline number	22/75 29.3%	25/63 39.7%	22/75 29.3%	60/153 39.2%	60/153 39.2%	72/197 36.5%	72/197 36.5%	49/156 31.4%	49/156 31.4%	85/237 35.9%	49/156 31.4%	85/237 35.9%	85/237 35.9%
8a	Increase by one the number of academic advisors at CSUN in STEM fields over the 2010-11 baseline number	4	4	4	4	4	4	4	4	4	4	4	4	4
8b	Increase by two the number of advising/counseling sessions with CSUN students in STEM fields over the 2010-11 baseline number	90	95	104	95	74	21	99	12	12	4/25 16%	10/16 63%	10/16 63%	85/78 109%
9a	Increase by 75 percent the CSUN students who participate in tutoring sessions in STEM classes (identified as barriers) over the 2010-11 baseline rate	23/30 77%	21/30 70%	21/29 72%	10/29 34%	7/9 78%	5/9 56%	10/28 36%	2/25 8%	1/9 11%	0/9 0%	4/6 67%	1/6 17%	10/27 37%
9b	Increase by 75 percent the CSUN students who participate in STEM academic workshops over the 2010-11 baseline rate	15/30 50%	11/30 37%	12/29 41%	6/29 21%	6/9 67%	2/9 22%	10/28 36%	2/25 8%	4/9 44%	1/9 11%	1/6 17%	1/6 17%	9/27 33%
9c	Increase by 75 percent the students who participate in supplemental labs sessions with CSUN faculty over the 2010-11 baseline rate	9/30 30%	10/30 33%	9/29 31%	1/29 3%	4/9 44%	4/9 44%	7/28 25%	2/25 8%	3/9 33%	1/9 11%	2/6 33%	0/6 0%	7/27 26%
10a	Increase by 50 percent CSUN students who participate in research-related activities with faculty in STEM fields	16/30 53%	17/30 57%	17/29 59%	9/29 31%	5/9 56%	4/9 44%	17/28 61%	5/25 20%	4/9 44%	1/9 11%	4/6 67%	3/6 50%	13/27 48%
11a	Increase by 90 percent the frequency of student-faculty interactions over the 2010-11 baseline rate	634/84 75%	1071/842 127%	597/181 330%	834/181 461%	302/68 444%	194/68 285%	817/249 328%	139/220 63%	108/80 135%	101/80 126%	111/48 231%	49/48 102%	462/306 151%
12a	Increase by 30 percent the number of CSUN students who participate in a cohort model over the 2010-11 baseline number	30/30 100%	29/30 97%	29/29 100%	29/29 100%	9/9 100%	9/9 100%	28/28 100%	25/25 100%	9/9 100%	9/9 100%	6/6 100%	6/6 100%	27/27 100%
12b	Increase by 30 percent the number of CSUN students who participate in peer-peer tutoring sessions over the 2010-11 baseline number	23/30 77%	21/30 70%	21/29 72%	10/29 34%	7/9 78%	5/9 56%	10/28 36%	2/25 8%	1/9 11%	0/9 0%	4/6 67%	1/6 17%	10/27 37%
12c	Increase by 30 percent the number of CSUN students who participate in peer mentoring over the 2010-11 baseline number	26/30 87%	17/30 57%	22/29 76%	22/29 76%	3/9 33%	3/9 33%	14/28 50%	3/25 12%	2/9 22%	0/9 0%	2/6 33%	1/6 17%	9/27 33%

Note: Shaded cells indicate that actual performance measure data met or exceeded project targets for the cohort during the performance period
 *GCC numbers reported cannot be disaggregated per cohort and are combined for the two cohorts of students enrolled in 2015-16
 **Cohort 4 experienced a drop in cohort membership due to dis-enrollment and graduation. This drop was greater than in previous cohorts, therefore the aforementioned students were removed from the cohort calculations and the baseline data was updated for Cohort 4, Year 2 (Performance Year 5) to reflect their removal.