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

	L COHORTS				61.42				61.44		G1 (5		61.46	
			Cohort 1		Cohort 2		ort 3	Cohort 4		Cohort 5		Cohort 6		Cohort 7
	66	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
Pro	CC ect Performance Measure Campus	#/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	65	44	44	64	64	86	86	47	47	53	47	53	53
	students who transfer from College of the Canyons and Glendale Community													
	College to CSUN in STEM fields over the 2010-11 baseline number													
2a	Increase by 15 the number of STEM courses that articulate over the 2010-11	89	92	92	93	93	93	93	92	92	93	92	93	93
2b	baseline number	89	92	92	93	93	93	93	92	92	93	92	93	93
20	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 COC	2	2	2	2	2	2	2	2	2	2			
	and Glendale Community College who participate in STEM													
	professional development workshops over the 2010-11 baseline													
	number													
3a	Increase by two the number of counselors at College of the Canyons GCC	3	3	3	3	3	4	4	2	2				
	and Glendale Community College who participate in STEM													
	professional development workshops over the 2010-11 baseline													
3b	number Increase by four the number of College of the Canyons and Glendale COC	30	42	96	34	29	20	12	13	32	23			
30	Community College advising/counseling sessions with students in	30	42	96	34	29	20	12	13	32	23			
	STEM fields over the 2010-11 baseline number													
3b	Increase by four the number of College of the Canyons and Glendale GCC	22	11	30	30	42	58	133	257*	257*				
	Community College advising/counseling sessions with students in													
	STEM fields over the 2010-11 baseline number													
4a	Increase by 75 percent the College of the Canyons and Glendale COC	9/10	5/7	11/15	8/8	8/8	4/4	3/3	3/3	15/15	10/13			
	Community College students who participate in tutoring sessions in	90%	71%	73%	100%	100%	100%	100%	100%	100%	77%			
	STEM classes and who participate in STEM academic workshops													
	over the 2010-11 baseline rate	0.14.0	2/5	4040	40/40	10/10	4/4.4	44/42		4 4 14 5 15				
4a	Increase by 75 percent the College of the Canyons and Glendale GCC	9/13	3/5	10/10	10/10	13/13	4/11	11/13	11/15*	11/15*				
	Community College students who participate in tutoring sessions in STEM classes and who participate in STEM academic workshops	69%	60%	100%	100%	100%	36%	85%	73%	73%				
	over the 2010-11 baseline rate													
4b	Increase by 25 percent the College of the Canyons and Glendale COC	0/10	0/10	0/15	0/8	0/8	0/8	0/8	2/3	6/15	8/13			
	Community College students who enroll in online courses at any		****						66%	40%	62%			
4b 5a	college or university over the 2010-11 baseline rate													
	Increase by 25 percent the College of the Canyons and Glendale GCC	3/15	1/5	0/10	0/10	0/13	0/11	2/13	5/15*	5/15*				
	Community College students who enroll in online courses at any	20%	20%	0%	0%	0%	0%	15%	33%	33%				
	college or university over the 2010-11 baseline rate													
	Increase by 90 percent the frequency of College of the Canyons and COC	10/11	7/7	15/15	8/8	8/8	4/4	3/3	3/3	7/15	10/13			
	Glendale Community College student-faculty interactions over the 2010-11 baseline rate	91%	100%	100%	100%	100%	100%	100%	100%	47%	77%			
5a	Increase by 90 percent the frequency of College of the Canyons and GCC	11/11	5/5	9/10	9/10	13/13	3/11	5/13	5/15*	5/15*				
Ja.	Glendale Community College student-faculty interactions over the	100%	100%	90%	90%	100%	27%	38%	33%	33%				
	2010-11 baseline rate	10070	10070	,,,,	,0,0	10070	2770	5070	3370	3370				
6a	Increase by 15 the number of College of the Canyons and Glendale COC	8	5	11	8	8	4	3	3	15	13			
	Community College students who participate in peer-peer tutoring													
	sessions over the 2010-11 baseline number													
6a	Increase by 15 the number of College of the Canyons and Glendale GCC	11	8	7	7	13	2	9	5*	5*				
	Community College students who participate in peer-peer tutoring													
6b	sessions over the 2010-11 baseline number	_		0		0		0	0	_	2			
OD	Increase by 15 the number of College of the Canyons and Glendale COC Community College students who are peer mentored by CSUN	5	0	0	0	0	0	0	0	2	2			
	students over the 2010-11 baseline number													
6b	Increase by 15 the number of College of the Canyons and Glendale GCC	5	2	1	1	4	0	0	0*	0*				
	Community College students who are peer mentored by CSUN													
	students over the 2010-11 baseline number													
7a	After two years, increase from 26 % to 30 % the number of Hispanic and low-	22/75	25/63	22/75	60/153	60/153	72/197	72/197	49/156	49/156	85/237	49/156	85/237	85/237
	income students who complete baccalaureate degrees in STEM fields over the	29.3%	39.7%	29.3%	39.2%	39.2%	36.5%	36.5%	31.4%	31.4%	35.9%	31.4%	35.9%	35.9%
0-	2010-11 baseline number	4	4	4	4	- 1	4	4	4	4	4	4	4	4
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	90	95	104	95	74	21	99	12	12	4/25	10/16	10/16	85/78
00	students in STEM fields over the 2010-11 baseline number	,,,	,,,		,,,						16%	63%	63%	109%
9a	Increase by 75 percent the CSUN students who participate in tutoring sessions in	23/30	21/30	21/29	10/29	7/9	5/9	10/28	2/25	1/9	0/9	4/6	1/6	10/27
		77%	70%	72%	34%	78%	56%	36%	8%	11%	0%	67%	17%	37%
	STEM classes (identified as barriers) over the 2010-11 baseline rate			12/29	6/29	6/9	2/9	10/28	2/25	4/9	1/9	1/6	1/6	9/27
9b	Increase by 75 percent the CSUN students who participate in STEM academic	15/30	11/30											
	Increase by 75 percent the CSUN students who participate in STEM academic workshops over the 2010-11 baseline rate	50%	37%	41%	21%	67%	22%	36%	2/25	2/0	11%	17%	17%	33%
	Increase by 75 percent the CSUN students who participate in STEM academic workshops over the 2010-11 baseline rate. Increase by 75 percent the students who participate in supplemental labs	50% 9/30	37% 10/30	41% 9/29	21% 1/29	67% 4/9	22% 4/9	7/28	2/25	3/9	1/9	2/6	0/6	7/27
9с	Increase by 75 percent the CSUN students who participate in STEM academic workshops over the 2010-11 baseline rate Increase by 75 percent the students who participate in supplemental labs sessions with CSUN faculty over the 2010-11 baseline rate	50% 9/30 30%	37% 10/30 33%	41% 9/29 31%	21% 1/29 3%	67% 4/9 44%	22% 4/9 44%	7/28 25%	2/25 8%		1/9 11%	2/6 33%	0/6 0%	7/27 26%
9с	Increase by 75 percent the CSUN students who participate in STEM academic workshops over the 2010-11 baseline rate. Increase by 75 percent the students who participate in supplemental labs	50% 9/30	37% 10/30	41% 9/29	21% 1/29	67% 4/9	22% 4/9	7/28	2/25	3/9 33%	1/9	2/6	0/6	7/27
9c 10a	Increase by 75 percent the CSUN students who participate in STEM academic workshops over the 2010-11 baseline rate Increase by 75 percent the students who participate in supplemental labs sessions with CSUN faculty over the 2010-11 baseline rate Increase by 50 percent CSUN students who participate in research-related	50% 9/30 30% 16/30	37% 10/30 33% 17/30	41% 9/29 31% 17/29 59%	21% 1/29 3% 9/29	67% 4/9 44% 5/9	22% 4/9 44% 4/9	7/28 25% 17/28 61% 817/249	2/25 8% 5/25	3/9 33% 4/9	1/9 11% 1/9	2/6 33% 4/6	0/6 0% 3/6	7/27 26% 13/27 48%
9c 10a 11a	Increase by 75 percent the CSUN students who participate in STEM academic workshops over the 2010-11 baseline rate. Increase by 75 percent the students who participate in supplemental labs sessions with CSUN faculty over the 2010-11 baseline rate. Increase by 50 percent CSUN students who participate in research-related activities with faculty in STEM fields Increase by 90 percent the frequency of student-faculty interactions over the 2010-11 baseline rate.	50% 9/30 30% 16/30 53% 634/84 75%	37% 10/30 33% 17/30 57% 1071/842 127%	41% 9/29 31% 17/29 59% 597/181 330%	21% 1/29 3% 9/29 31% 834/181 461%	67% 4/9 44% 5/9 56% 302/68 444%	22% 4/9 44% 4/9 44% 194/68 285%	7/28 25% 17/28 61% 817/249 328%	2/25 8% 5/25 20% 139/220 63%	3/9 33% 4/9 44% 108/80 135%	1/9 11% 1/9 11% 101/80 126%	2/6 33% 4/6 67% 111/48 231%	0/6 0% 3/6 50% 49/48 102%	7/27 26% 13/27 48% 462/306 151%
9c 10a 11a	Increase by 75 percent the CSUN students who participate in STEM academic workshops over the 2010-11 haseline rate. Increase by 75 percent the students who participate in supplemental labs sessions with CSUN faculty over the 2010-11 baseline rate. Increase by 50 percent CSUN students who participate in research-related activities with faculty in STEM fields Increase by 90 percent the frequency of student-faculty interactions over the 2010-11 baseline rate. Increase by 30 percent the number of CSUN students who participate in a cohort	50% 9/30 30% 16/30 53% 634/84 75% 30/30	37% 10/30 33% 17/30 57% 1071/842 127% 29/30	41% 9/29 31% 17/29 59% 597/181 330% 29/29	21% 1/29 3% 9/29 31% 834/181 461% 29/29	67% 4/9 44% 5/9 56% 302/68 444% 9/9	22% 4/9 44% 4/9 44% 194/68 285% 9/9	7/28 25% 17/28 61% 817/249 328% 28/28	2/25 8% 5/25 20% 139/220 63% 25/25	3/9 33% 4/9 44% 108/80 135% 9/9	1/9 11% 1/9 11% 101/80 126% 9/9	2/6 33% 4/6 67% 111/48 231% 6/6	0/6 0% 3/6 50% 49/48 102% 6/6	7/27 26% 13/27 48% 462/306 151% 27/27
9c 10a 11a 12a	Increase by 75 percent the CSUN students who participate in STEM academic workshops over the 2010-11 baseline rate Increase by 75 percent the students who participate in supplemental labs sessions with CSUN faculty over the 2010-11 baseline rate Increase by 50 percent CSUN students who participate in research-related activities with faculty in STEM fields Increase by 90 percent the frequency of student-faculty interactions over the 2010-11 baseline rate Increase by 30 percent the number of CSUN students who participate in a cohort model over the 2010-11 baseline number	50% 9/30 30% 16/30 53% 634/84 75% 30/30 100%	37% 10/30 33% 17/30 57% 1071/842 127% 29/30 97%	41% 9/29 31% 17/29 59% 597/181 330% 29/29 100%	21% 1/29 3% 9/29 31% 834/181 461% 29/29 100%	67% 4/9 44% 5/9 56% 302/68 444% 9/9 100%	22% 4/9 44% 4/9 44% 194/68 285% 9/9 100%	7/28 25% 17/28 61% 817/249 328% 28/28 100%	2/25 8% 5/25 20% 139/220 63% 25/25 100%	3/9 33% 4/9 44% 108/80 135% 9/9 100%	1/9 11% 1/9 11% 101/80 126% 9/9 100%	2/6 33% 4/6 67% 111/48 231% 6/6 100%	0/6 0% 3/6 50% 49/48 102% 6/6 100%	7/27 26% 13/27 48% 462/306 151% 27/27 100%
9b 9c 10a 11a 12a 12b	Increase by 75 percent the CSUN students who participate in STEM academic workshops over the 2010-11 baseline rate. Increase by 75 percent the students who participate in supplemental labs sessions with CSUN faculty over the 2010-11 baseline rate. Increase by 50 percent CSUN students who participate in research-related activities with faculty in STEM fields. Increase by 90 percent the frequency of student-faculty interactions over the 2010-11 baseline rate. Increase by 30 percent the number of CSUN students who participate in a cohort model over the 2010-11 baseline number. Increase by 30 percent the number of CSUN students who participate in peer-	50% 9/30 30% 16/30 53% 634/84 75% 30/30 100% 23/30	37% 10/30 33% 17/30 57% 1071/842 127% 29/30 97% 21/30	41% 9/29 31% 17/29 59% 597/181 330% 29/29 100% 21/29	21% 1/29 3% 9/29 31% 834/181 461% 29/29 100% 10/29	67% 4/9 44% 5/9 56% 302/68 444% 9/9 100% 7/9	22% 4/9 44% 4/9 44% 194/68 285% 9/9 100% 5/9	7/28 25% 17/28 61% 817/249 328% 28/28 100% 10/28	2/25 8% 5/25 20% 139/220 63% 25/25 100% 2/25	3/9 33% 4/9 44% 108/80 135% 9/9 100%	1/9 11% 1/9 11% 101/80 126% 9/9 100% 0/9	2/6 33% 4/6 67% 111/48 231% 6/6 100% 4/6	0/6 0% 3/6 50% 49/48 102% 6/6 100%	7/27 26% 13/27 48% 462/306 151% 27/27 100% 10/27
9c 10a 11a 12a 12b	Increase by 75 percent the CSUN students who participate in STEM academic workshops over the 2010-11 baseline rate Increase by 75 percent the students who participate in supplemental labs sessions with CSUN faculty over the 2010-11 baseline rate Increase by 50 percent CSUN students who participate in research-related activities with faculty in STEM fields Increase by 90 percent the frequency of student-faculty interactions over the 2010-11 baseline rate Increase by 30 percent the number of CSUN students who participate in a cohort model over the 2010-11 baseline number	50% 9/30 30% 16/30 53% 634/84 75% 30/30 100%	37% 10/30 33% 17/30 57% 1071/842 127% 29/30 97%	41% 9/29 31% 17/29 59% 597/181 330% 29/29 100%	21% 1/29 3% 9/29 31% 834/181 461% 29/29 100%	67% 4/9 44% 5/9 56% 302/68 444% 9/9 100%	22% 4/9 44% 4/9 44% 194/68 285% 9/9 100%	7/28 25% 17/28 61% 817/249 328% 28/28 100%	2/25 8% 5/25 20% 139/220 63% 25/25 100%	3/9 33% 4/9 44% 108/80 135% 9/9 100%	1/9 11% 1/9 11% 101/80 126% 9/9 100%	2/6 33% 4/6 67% 111/48 231% 6/6 100%	0/6 0% 3/6 50% 49/48 102% 6/6 100%	7/27 26% 13/27 48% 462/306 151% 27/27 100%

mentoring over the 2010-11 baseline number 87% 57% 76% 76% 33% 33% 50% 12% 22% 0% 33% 17% 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.