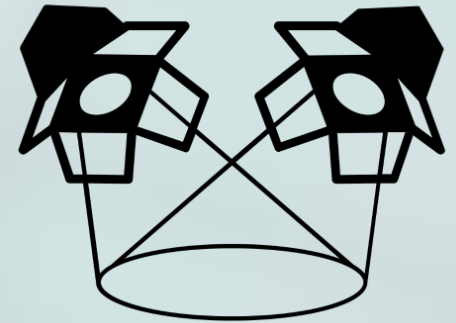




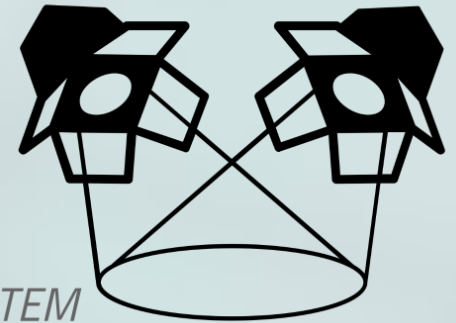
Year 3 APR report structure



Year 3 APR report structure

Standard USDE objectives by performance measures with performance measure data and narrative explanation of progress!

- *Gateway course success*
- *Good academic standing*
- *# Project participants*
- *% change of FT enrollment of Hispanic and low-income students in STEM*
- *% Hispanic and low-income, first-time STEM degree field students retained*
- *% Hispanic and low-income transfer students retained in a STEM degree field*
- *% Hispanic and low-income STEM field transfer students on track to complete a degree*
- *% project participants who complete a degree*





Data sources: Institutional and survey data

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Institutional + program data on participants, enrollment, success, completion!

*Institutional and program data from CSUN, College of the Canyons, Glendale Community College, Pierce College, and Moorpark College to support evidence-based assessment of standard USDE metrics and performance measures (**Section 4. Project Status, including Budget Narrative**)*

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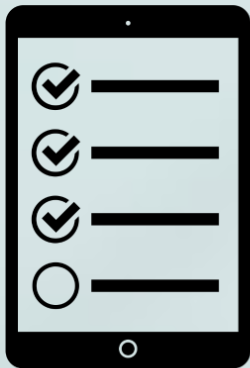
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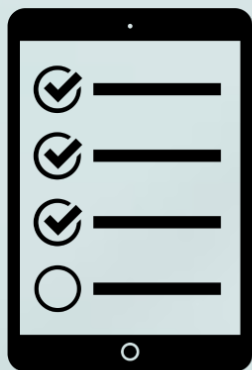
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URSSA = Undergraduate Research Student Self-Assessment

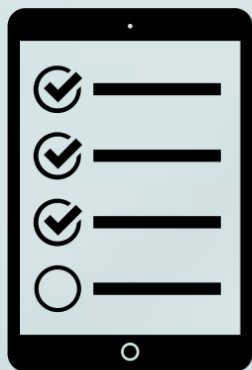
*Online survey administration Summer 2017, AY 2017-18, Summer 2018, AY 2018-19, and Summer 2019 with community college and CSUN participants who served as research assistants with CSUN faculty mentors, for a total of **107** survey respondents*

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.

Data sources: Institutional and survey data

Institutional + program data on participants, enrollment, success, completion!

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One-shot post-test responses!



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

CCs and
CSUN



Section 4: project performance measures

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CCs and
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CCs and CSUN

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CCs and
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CCs and
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Outcome measure 1c. Improvements in student success (non-cognitive) skills (EMS)

Outcome measure 2b. Improvements in self-reports of student-faculty and peer-peer interaction (EMS/URSSA)

Outcome measure 4a. Gains on measures of self-perceptions, attitudes, and skills related to career (EMS)

Outcome measure 5a. Gains on measures of self-perceptions, attitudes, and skills related to research (URSSA)

Section 4: project performance measures

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EMS and URSSA survey data

Section 4: project performance measures

CCs and
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EMS and URSSA survey data

"AIMS2"

The "Big Picture": Section 4 Project Performance Measures

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*1a. AIMS2 students'
gateway course
success: 50%-86% (vs.
71%-100% baseline)*



The "Big Picture": Section 4 Project Performance Measures

1a. AIMS2 students' gateway course success: 50%-86% (vs. 71%-100% baseline)



1b. AIMS2 students in good academic standing: 71%-100% (vs. 88%-100% baseline)



The "Big Picture": Section 4 Project Performance Measures

1a. AIMS2 students' gateway course success: 50%-86% (vs. 71%-100% baseline)



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2a. Number of AIMS2 students: Range of 7-160 with a total of 388 (vs. 366 Yr2)



The "Big Picture": Section 4 Project Performance Measures

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2a. Number of AIMS2 students: Range of 7-160 with a total of 388 (vs. 366 Yr2)



3a. FT student enrollment in STEM:
CCs = 2,101 (vs. 1,499 baseline)
CSUN = 4,032 (vs. 3,663 baseline)

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3a. FT student enrollment in STEM: CCs = 2,101 (vs. 1,499 baseline) CSUN = 4,032 (vs. 3,663 baseline)

3b. First-time student retention in STEM: 59%-93% (vs. 65%-80% baseline)



The "Big Picture": Section 4 Project Performance Measures

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6a. Transfer student retention in STEM @ CSUN: Increase from 93% to 97% (Yr1-Yr3)



The "Big Picture": Section 4 Project Performance Measures

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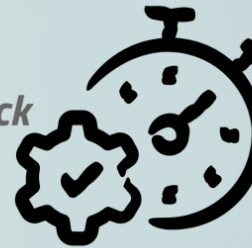
3b. First-time student retention in STEM: 59%-93% (vs. 65%-80% baseline)



6a. Transfer student retention in STEM @ CSUN: Increase from 93% to 97% (Yr1-Yr3)



6b. Transfer students on track to graduate in STEM @ CSUN: Increase from 36% to 40% (Yr1-Yr3)



The "Big Picture": Section 4 Project Performance Measures

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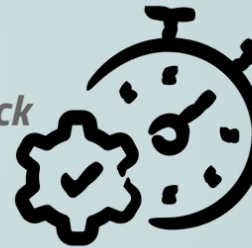
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6b. Transfer students on track to graduate in STEM @ CSUN: Increase from 36% to 40% (Yr1-Yr3)



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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Fall 2016/Spring 2017/Summer 2017 successful gateway course completion matched to project participants (baseline data) and Fall 2018/Spring 2019/Summer 2019 successful gateway course completion matched to project participants (growth data). Academic terms and gateway courses vary by site.

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@ College of the Canyons: Baseline: 78% (35/45)



*Actual: **76% (31/41)** ↓*

Academic achievement (1a): gateway course success for AIMS2 students

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@ Glendale Community College: Baseline: 100% (2/2)

*Actual: **50% (2/4)** ↓*

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@ Glendale Community College: Baseline: 100% (2/2)

Actual: **50% (2/4)** ↓

@ Moorpark College: Baseline 71% (39/55)

Actual: **71% (5/7)** —

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Actual: **50% (2/4)** ↓

@ Moorpark College: Baseline 71% (39/55)

Actual: **71% (5/7)** —

@ Pierce College: Baseline 73%

Actual: **66%** ↓

Academic achievement (1a): gateway course success for AIMS2 students

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Actual: **76% (31/41)** ↓

@ Glendale Community College: Baseline: 100% (2/2)

Actual: **50% (2/4)** ↓

@ Moorpark College: Baseline 71% (39/55)

Actual: **71% (5/7)** —

@ Pierce College: Baseline 73%

Actual: **66%** ↓

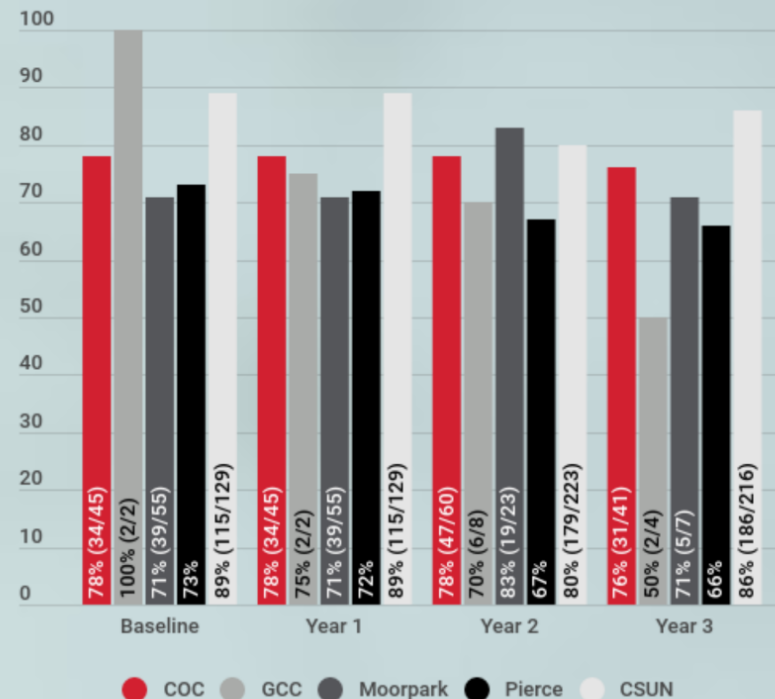
@ CSUN: Baseline: 89% (115/129)

Actual: **86% (186/216)** ↓

Academic achievement (1a): gateway course success for AIMS2 students

% project participants who successfully completed gateway courses

Longitudinal trend data from project years 1-3



Made with **infogram**

Academic achievement (1b): AIMS2 students in good academic standing

Academic achievement (1b): AIMS2 students in good academic standing

% project participants in good academic standing

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

% 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.



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)** ↑*



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)** ↓*

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)** ↓*

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% project participants in good academic standing

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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)** ↓*

@ 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

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)** ↓*

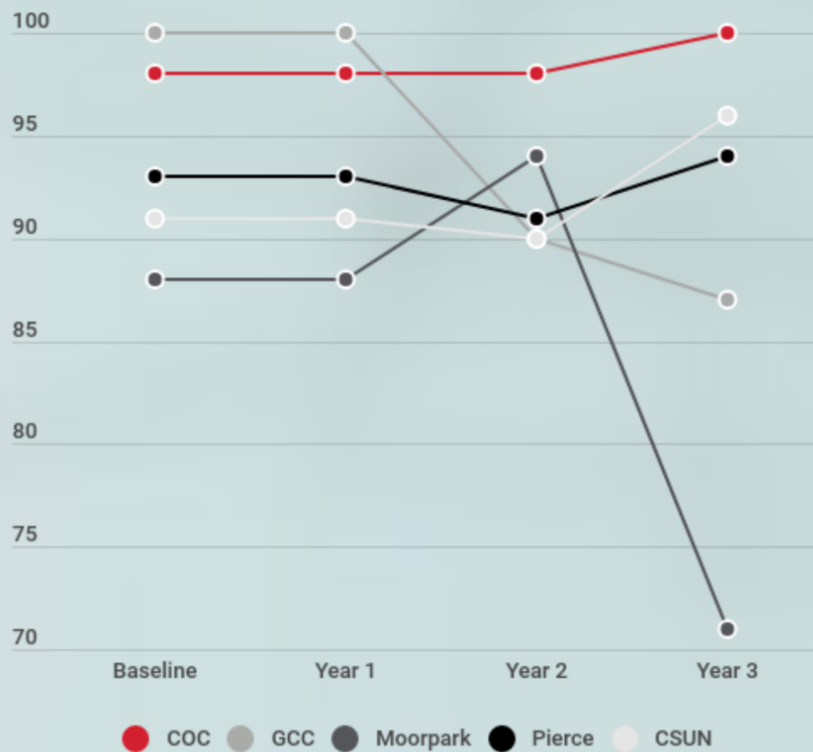
@ Pierce College: Baseline 93% (114/123)

*Actual: **94% (151/160)** ↑*

@ CSUN: Baseline 91% (31/34)

*Actual: **96% (111/116)** ↑*

Academic achievement (1b): AIMS2 students in good academic standing



Made with **infogram**

% 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

*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%** ↓*



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

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%** ↓*

*@ 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)*

*@ 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%** ↑*

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

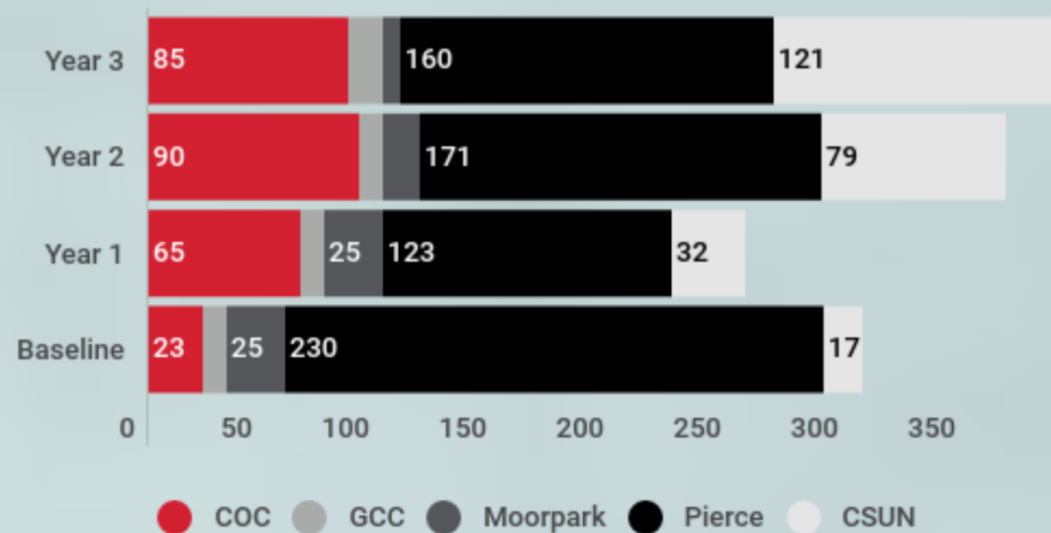
***A total of 388 project
participants in Year 3 vs. 366
in Year 2 (and 255 in Year 1)!***



Project participants (2a): Number of AIMS2 students

Headcount of project participants

Longitudinal trend data from project years 1-3



Made with **infogram**

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

	Year 1	Year 2	Year 3
Sex	% (n)	% (n)	% (n)
Male	72.7 (24)	73.4 (58)	71.1 (86)
Female	27.3 (9)	25.3 (20)	28.9 (35)
Other	0 (0)	1.3 (1)	0 (0)
TOTAL	100 (33)	100 (79)	100 (121)

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

	Year 1	Year 2	Year 3
Racial/Ethnic Identification	% (n)	% (n)	% (n)
American Indian or Alaska Native	0 (0)	0 (0)	0 (0)
Asian or Asian American	18.2 (6)	10.1 (8)	9.1 (11)
Black or African American	9.1 (3)	6.3 (5)	5 (6)
Hispanic or Latinx	54.5 (18)	63.3 (50)	69.4 (84)
Armenian	0 (0)	1.3 (1)	0.8 (1)
White	12.1 (4)	11.4 (9)	9.9 (12)
Not Specified	0 (0)	6.3 (5)	2.5 (3)
Other	6.1 (2)	1.3 (1)	3.3 (4)
TOTAL	100	100 (79)	100 (121)

	Year 1	Year 2	Year 3
Pell Grant Recipient	% (n)	% (n)	% (n)
Yes	81.8 (27)	82.3 (65)	47 (57)
No	9.1 (3)	7.6 (6)	49.6 (60)
Subsidized Loan	6.1 (2)	5.1 (4)	3.4 (4)
Other	3 (1)	5.1 (4)	0 (0)
TOTAL	100 (33)	100 (79)	100 (121)

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

Made with 

3 +

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F-1/F-2/F-3 +
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Made with

infogram

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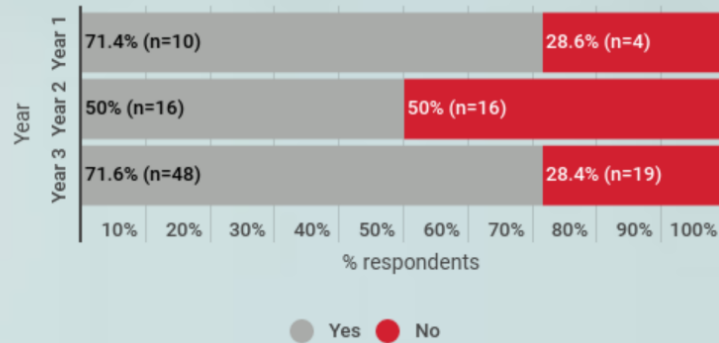
**CSUN Cohorts
F-1/F-2/F-3 +
T-1/T-2/T-3**

Made with  infogram

Research interaction with faculty (URSSA) (2b)

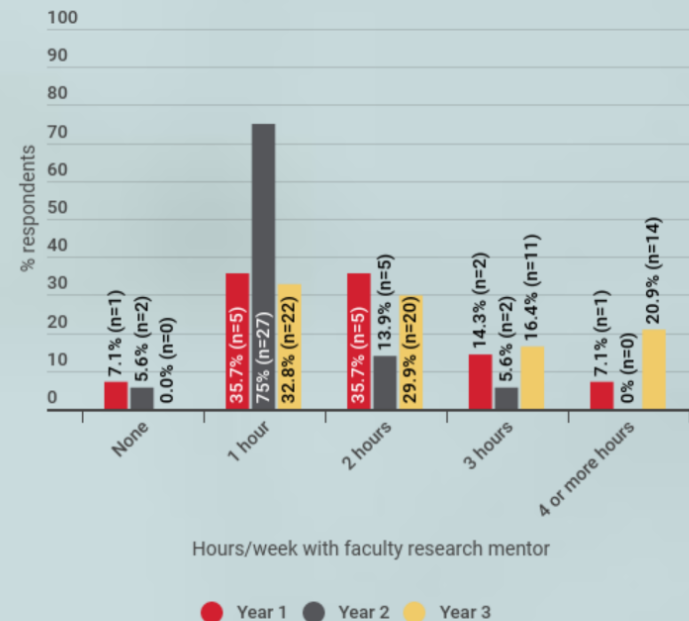
Community College and CSUN Research Participants

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



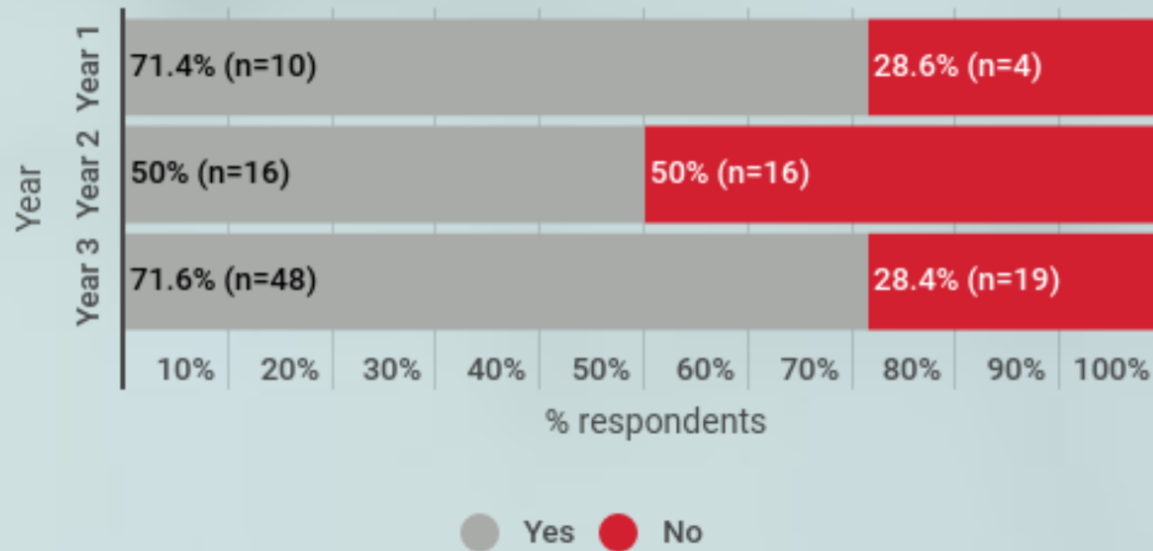
Made with infogram

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



Made with infogram

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

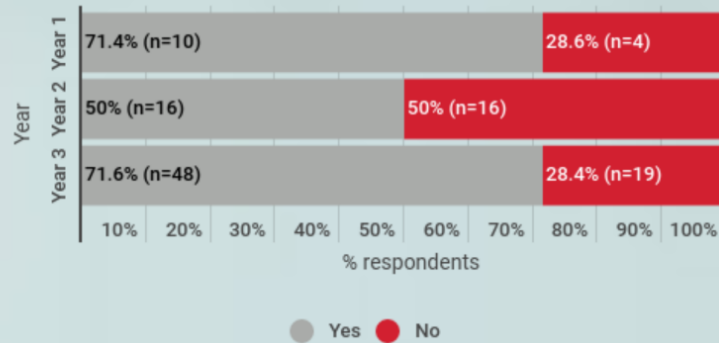


Made with infogram

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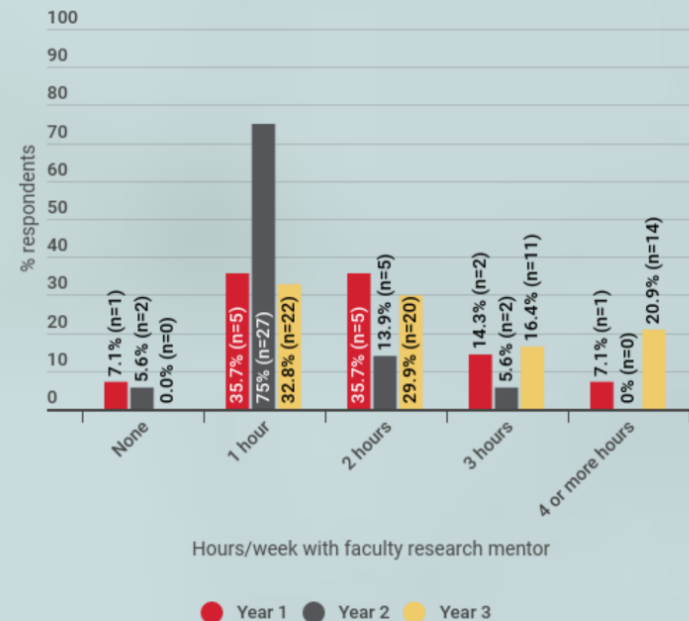
Community College and CSUN Research Participants

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Made with infogram

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Made with infogram

SA) (2b)

Research Participants

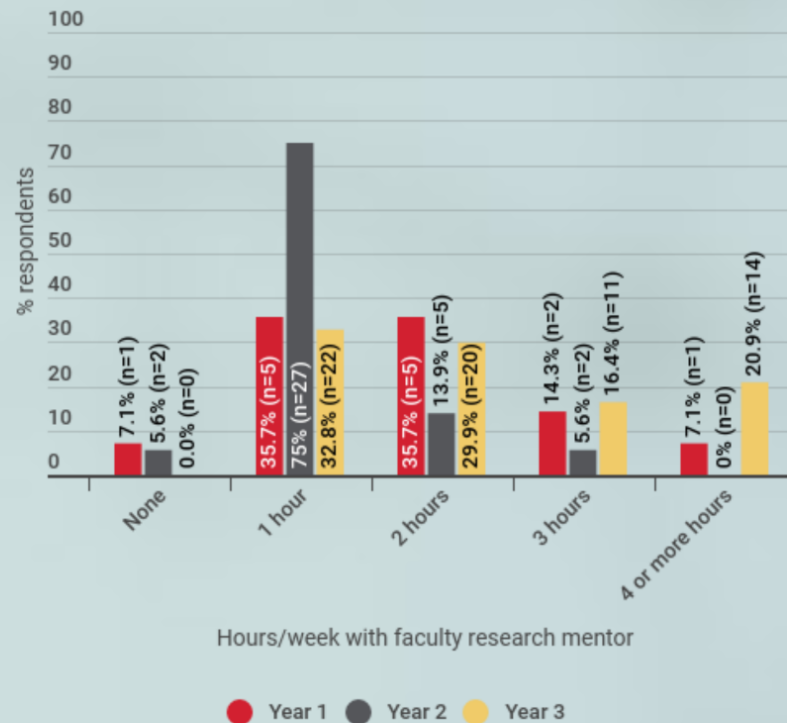
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S

Made with infogram

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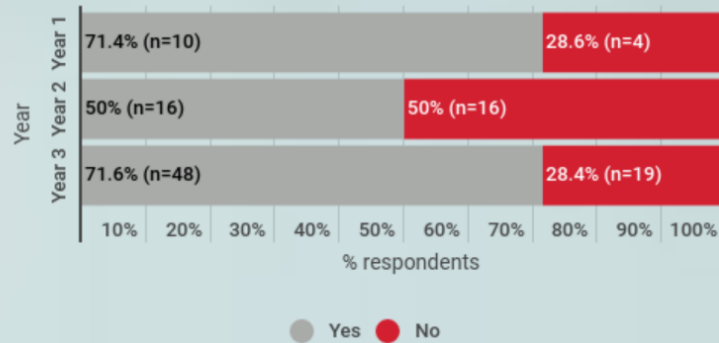


Made with infogram

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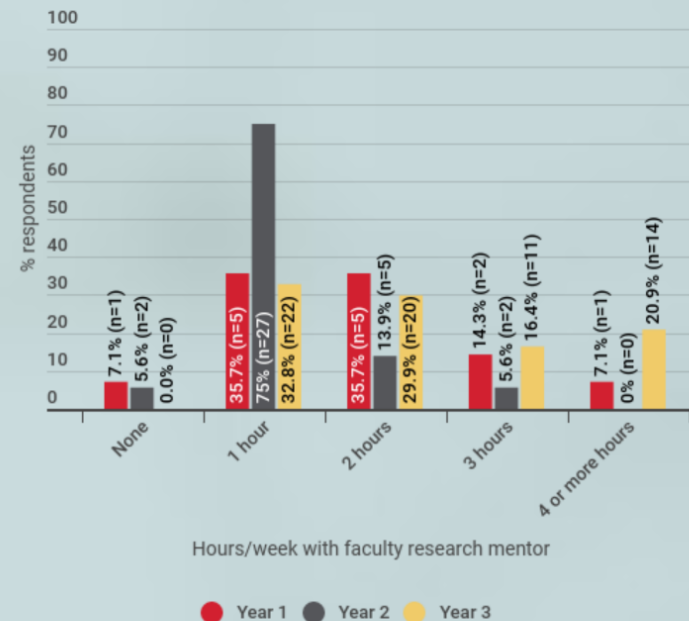
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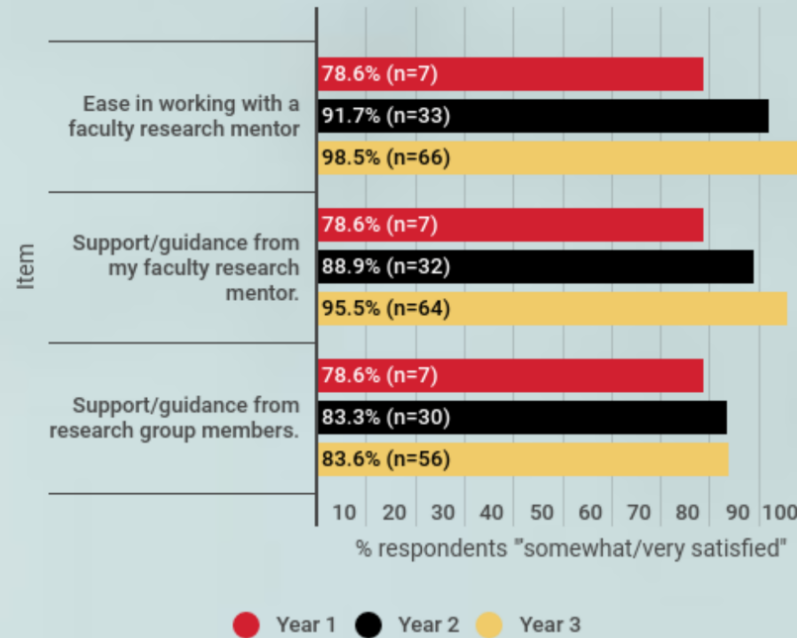
Made with infogram

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



Made with infogram

How satisfied were you with the following aspects of the AIMS2 research program?



Made with **infogram**

Satisfaction with research interaction with faculty (URSSA) (2b)

Community College and CSUN
Research Participants

STEM enrollment (3a): FT student enrollment in STEM fields

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

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

*2018-19 Actual: **293 (+18%)***



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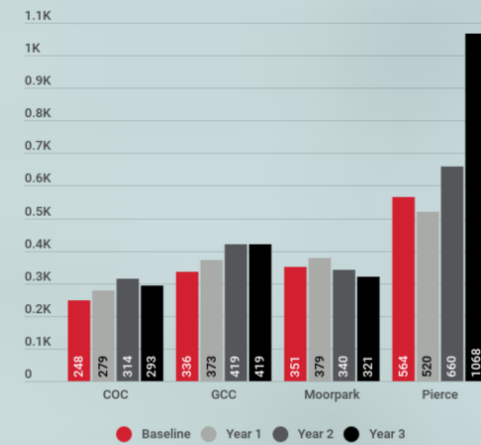
@ CSUN: 2015-16 Baseline: 3,663

*2018-19 Actual: **4,032 (+10%)***

STEM enrollment (3a): FT student enrollment in STEM fields

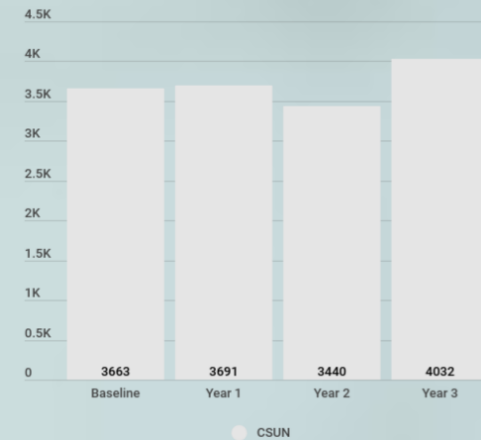
% change of FT enrollment of Hispanic and low-income students in STEM

Longitudinal trend data from project years 1-3



COC, GCC,
Moorpark,
Pierce

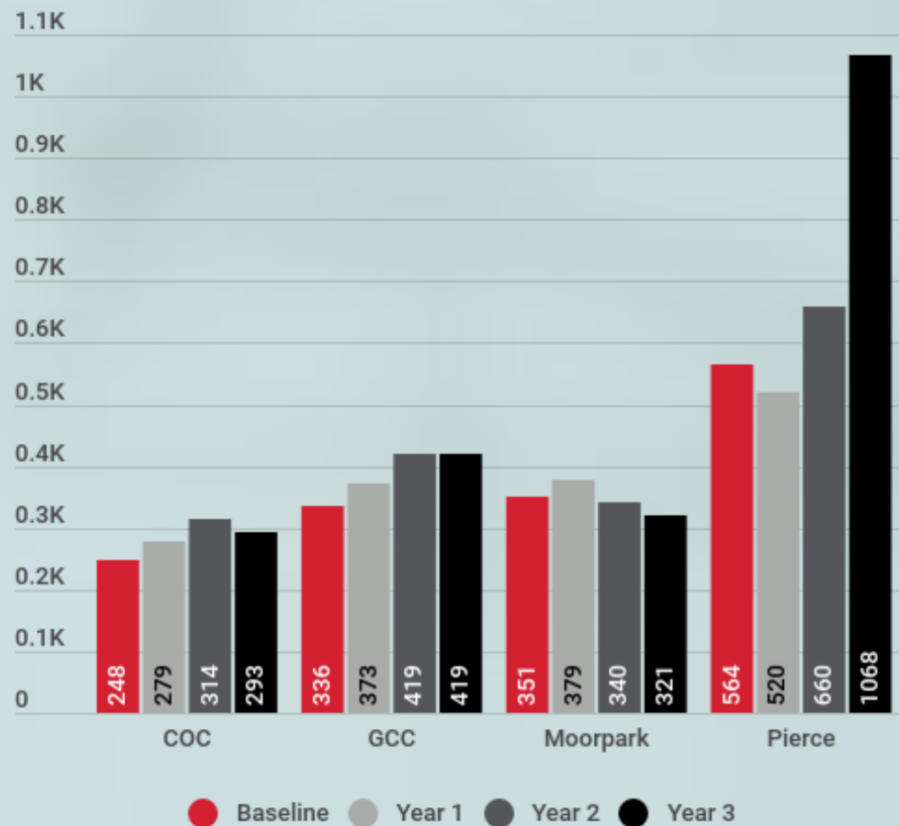
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CSUN

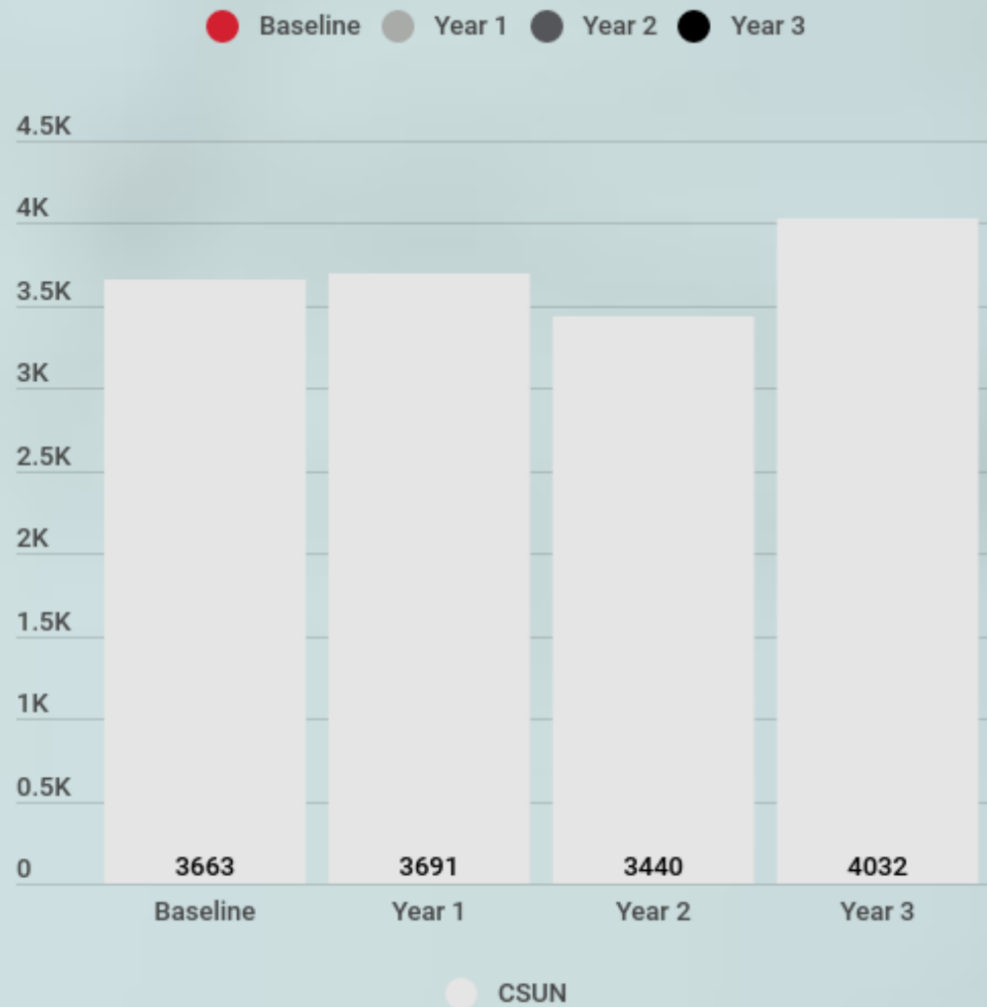
% change of FT enrollment of Hispanic and low-income students in STEM

Made with infogram



COC, GCC, Moorpark, Pierce

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



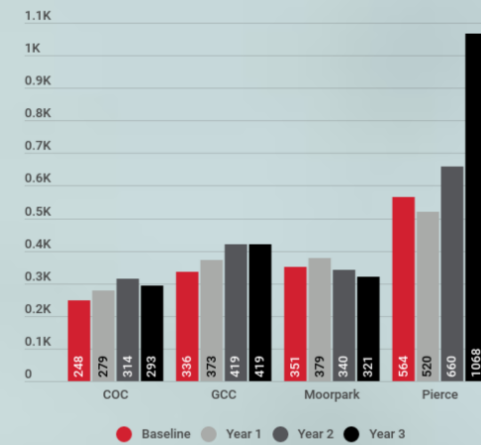
CSUN

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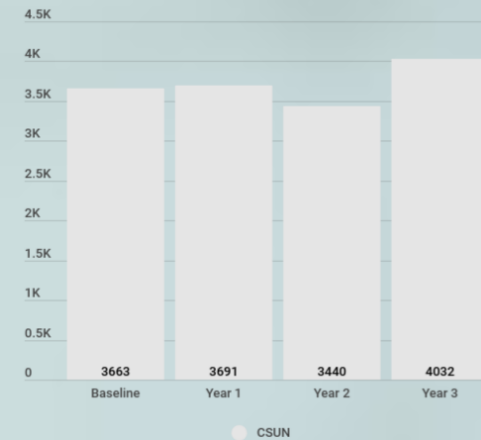
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Longitudinal trend data from project years 1-3



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



CSUN

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

Made with infogram

STEM retention (3b): first-time student retention in STEM fields

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

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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)** ↓*

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@ PC: 2014-15/2015-16 Baseline: 76% (371/489)

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*2017-18/2018-19 Actual: **71% (286/401)** ↓*

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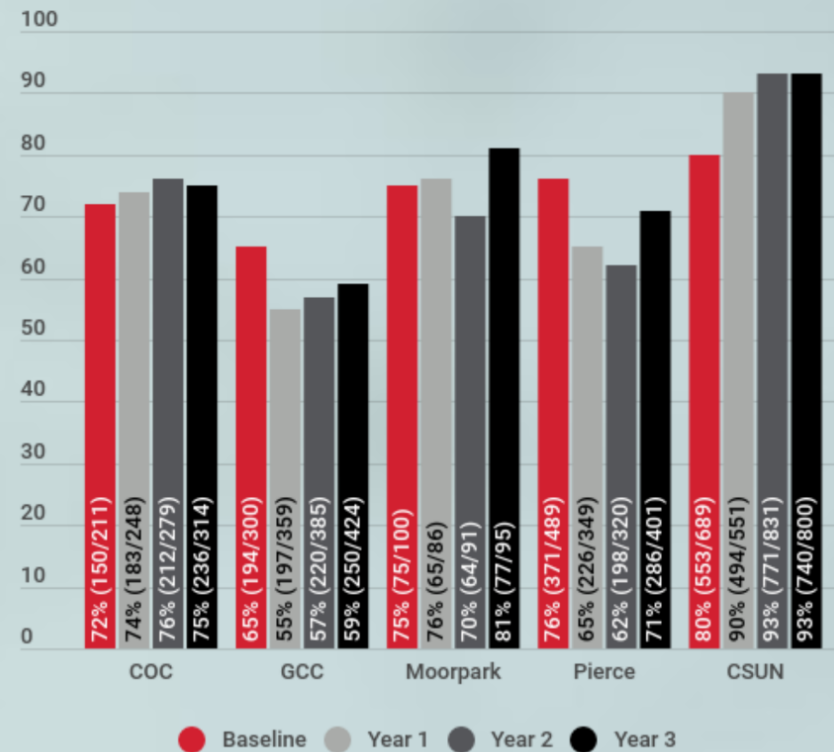
@ CSUN: 2014-15/2015-16 Baseline: 80% (553/689)

*2017-18/2018-19 Actual: **93% (740/800)** ↑*

STEM retention (3b): first-time student retention in STEM fields

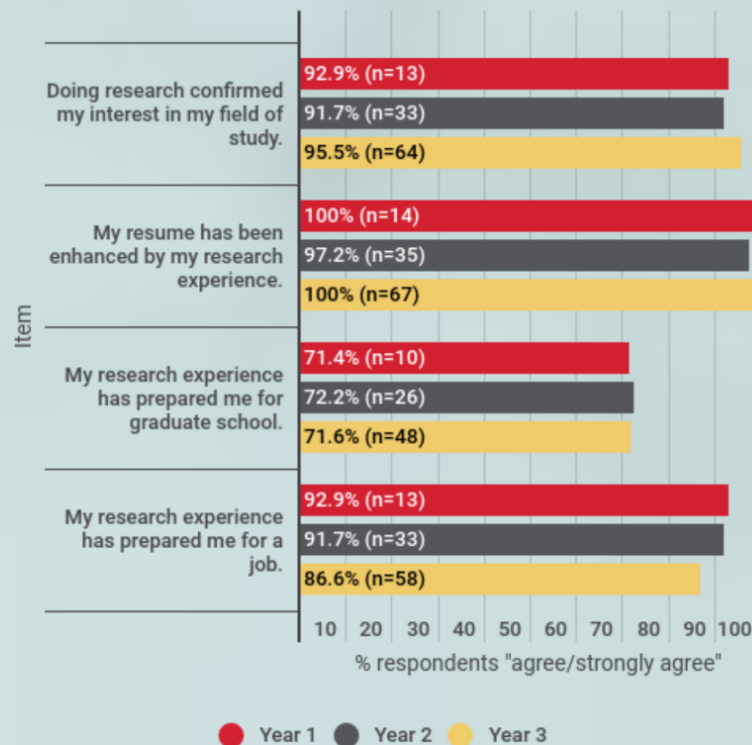
*% Hispanic and low-income, first-time
STEM degree field students retained*

Longitudinal trend data from project years 1-3



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Rate how much you agree with the following statements:



Made with **infogram**

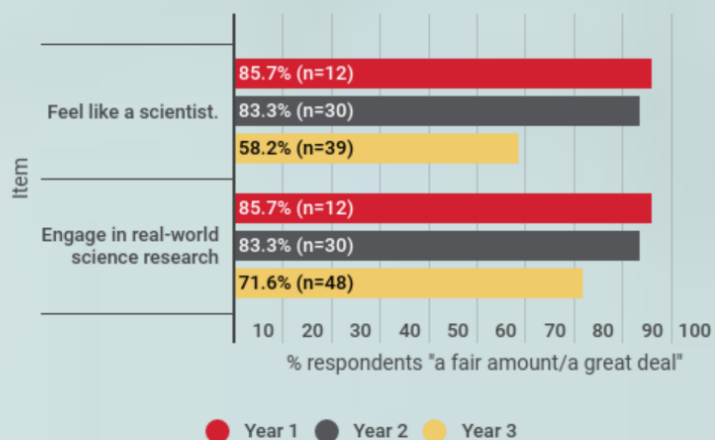
Career-related outcomes from research participation with faculty (URSSA) (4a)

Community College and CSUN Research Participants

Gains in research experience, confidence, and identity (URSSA) (5a)

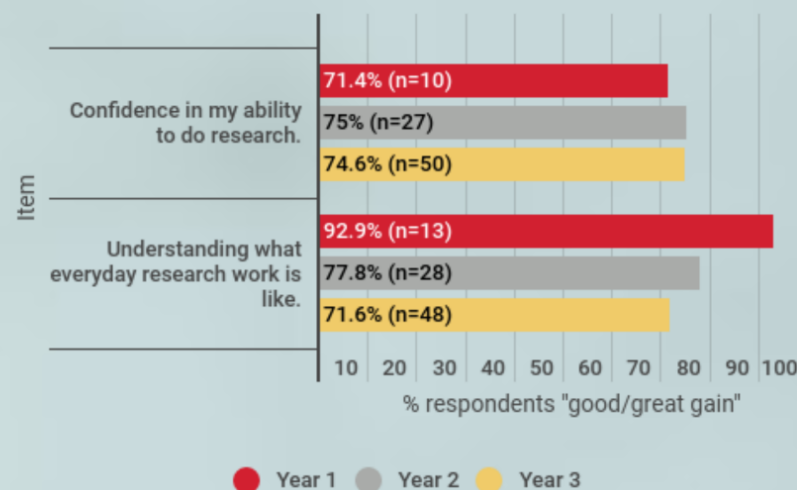
Community College and CSUN Research Participants

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



Made with infogram

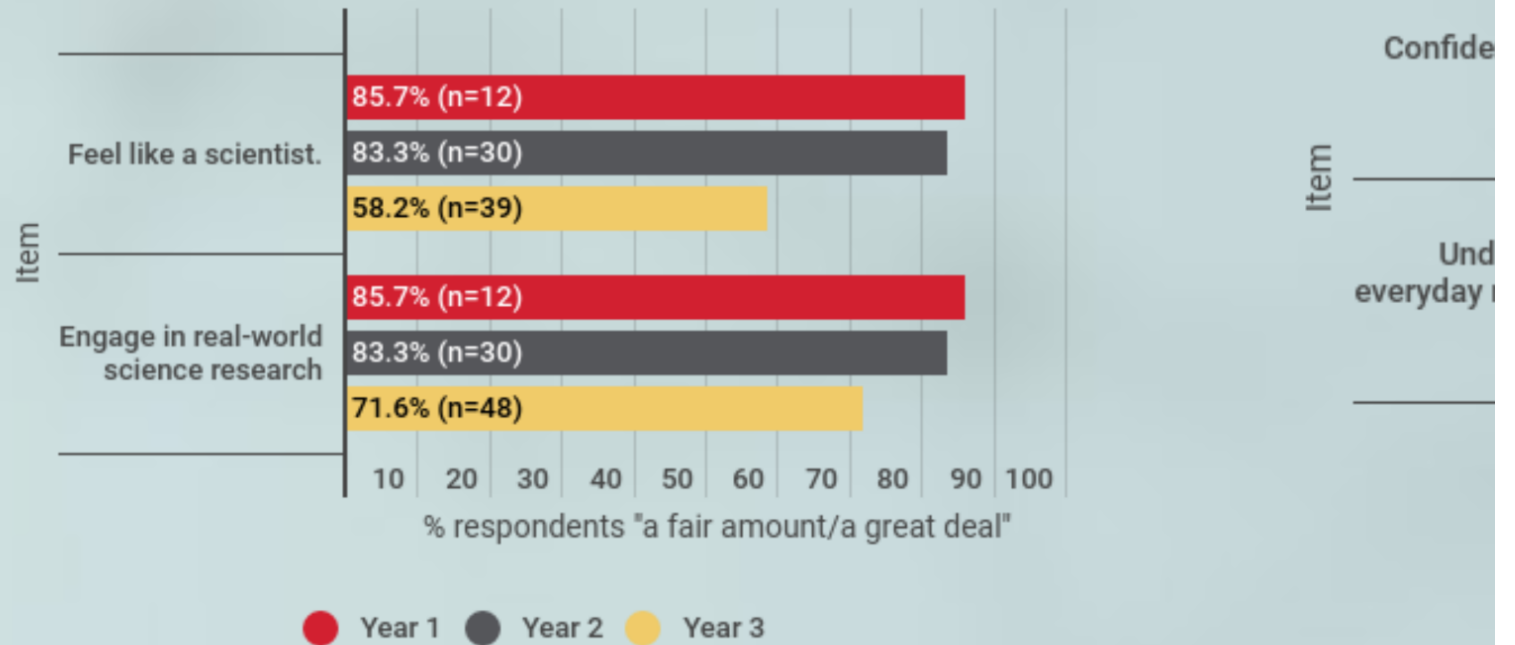
How much did you GAIN in the following areas as a results of your most recent research experience?



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Community College and COOR Research Participants

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

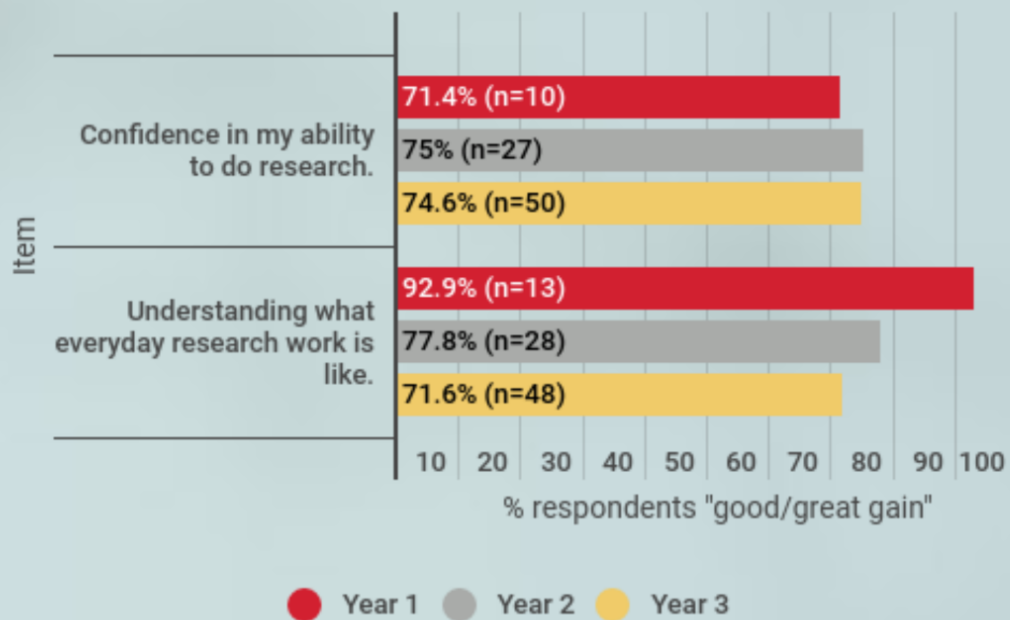


Made with **infogram**

(5a)

Research Participants

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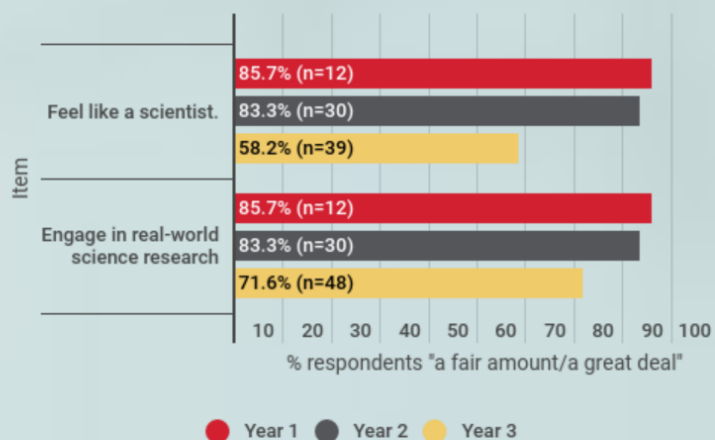
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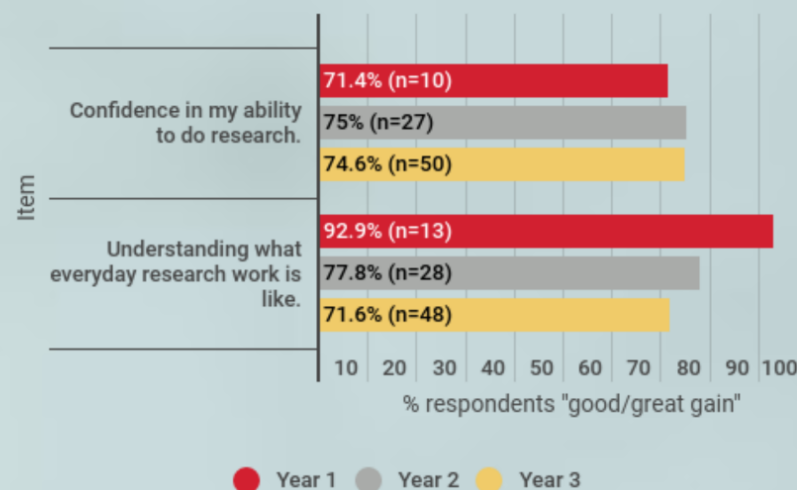
Community College and CSUN Research Participants

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Made with infogram

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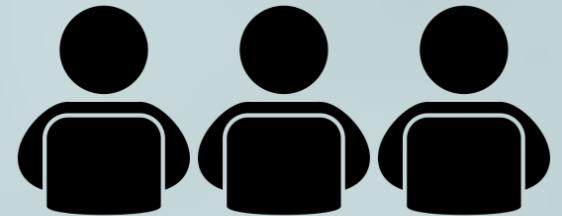
Made with infogram

Transfer and degree completion (6a): transfer student retention in STEM @ CSUN



Transfer and degree completion (6a): transfer student retention in STEM @ CSUN

% Hispanic and low-income transfer students retained in a STEM degree field



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Baseline: 90% (Spring 2016: 331/Fall 2015: 367)



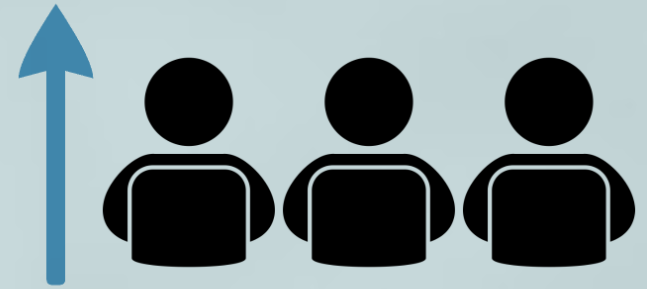
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Growth: 97% (Spring 2019: 379/Fall 2018: 390)

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)



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)

Baseline: 35% (Spring 2016: 112/Fall 2013: 320)



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

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Transfer and degree completion (6c): AIMS2 student degree completion @ CSUN



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% project participants who complete a degree



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% 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

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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).*

Fall 2018-Spring 2019-Summer 2019 completion of Hispanic and low-income students in CLEP W
(percentage) (baseline data)

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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).



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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!**

