



# Year 3 APR report structure

Among sections of the report, the following are in focus:

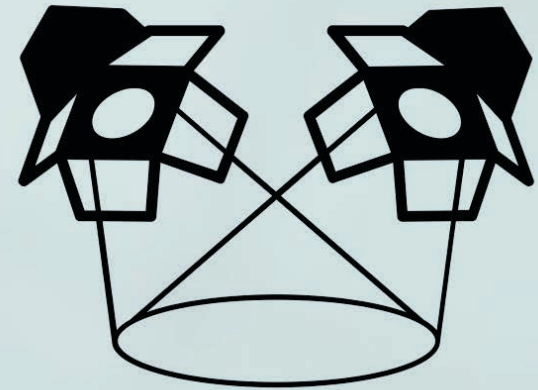
Section 1. Executive Summary

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

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## Section 4. Project Status, including Budget Narrative

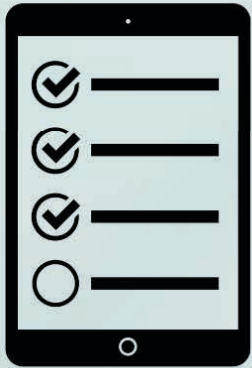
*Continued use of project measures set by USDE/project from Year 1 onward*

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





# EMS, URSSA, and institutional data



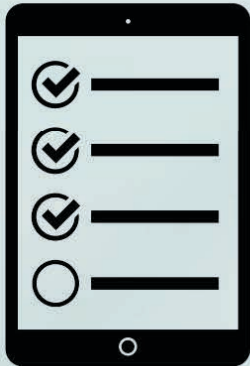
# EMS, URSSA, and institutional data

## 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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***Pretest + posttest responses!***

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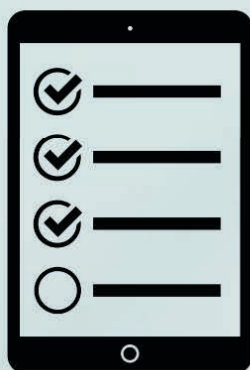
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URSSA = Undergraduate Research Student Self-Assessment

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

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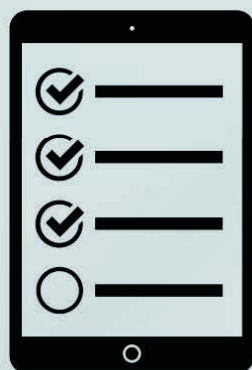
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# EMS, URSSA, and institutional data

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

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***One-shot post-test responses!***

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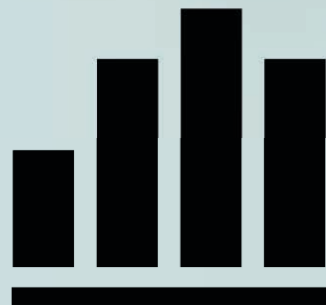


# Presenting APR data for Year 3

*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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*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

## Focus Area – Academic Quality Outcomes

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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**

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**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



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CCs and  
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EMS and URSSA survey data

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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.  
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# The "Big Picture": Section 4 Project Performance Measures

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



# The "Big Picture": Section 4 Project Performance Measures

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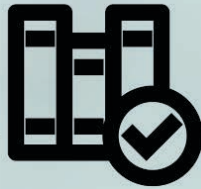
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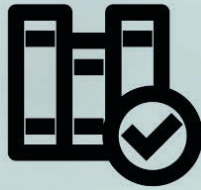


**6a. Transfer student retention in STEM @ CSUN: Increase from 93% to 97% (Yr1-Yr3)**



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**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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**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)**



**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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*Actual: **76% (31/41)** ↓*

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

*Actual: **50% (2/4)** ↓*

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

*% project participants who successfully completed gateway courses*

*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.*

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

Actual: **76% (31/41)** ↓

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Actual: **50% (2/4)** ↓

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

Actual: **71% (5/7)** —

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

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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

*% project participants who successfully completed gateway courses*

*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.*

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

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%** ↓

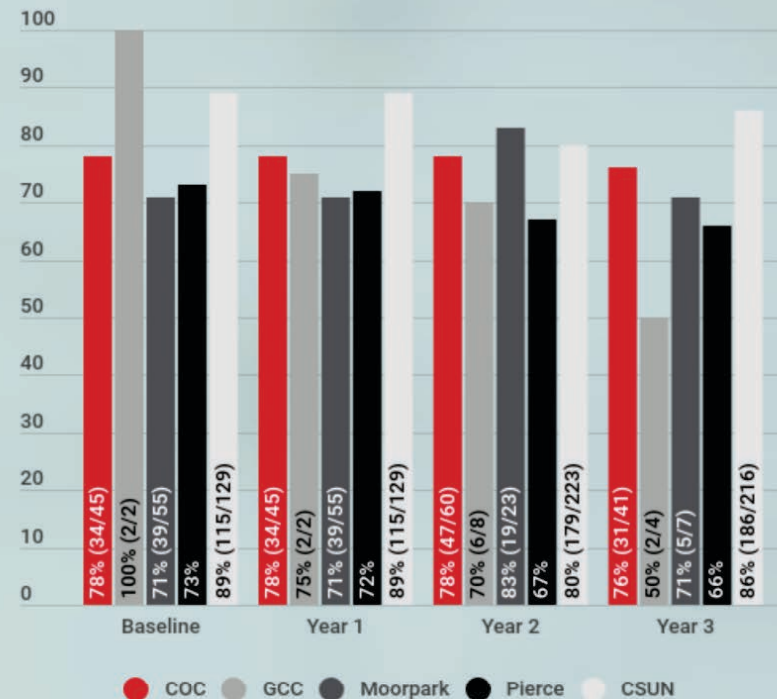
@ CSUN: Baseline: 89% (115/129)

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**

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*% project participants in good academic standing*

# 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*

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# 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)** ↓*

# 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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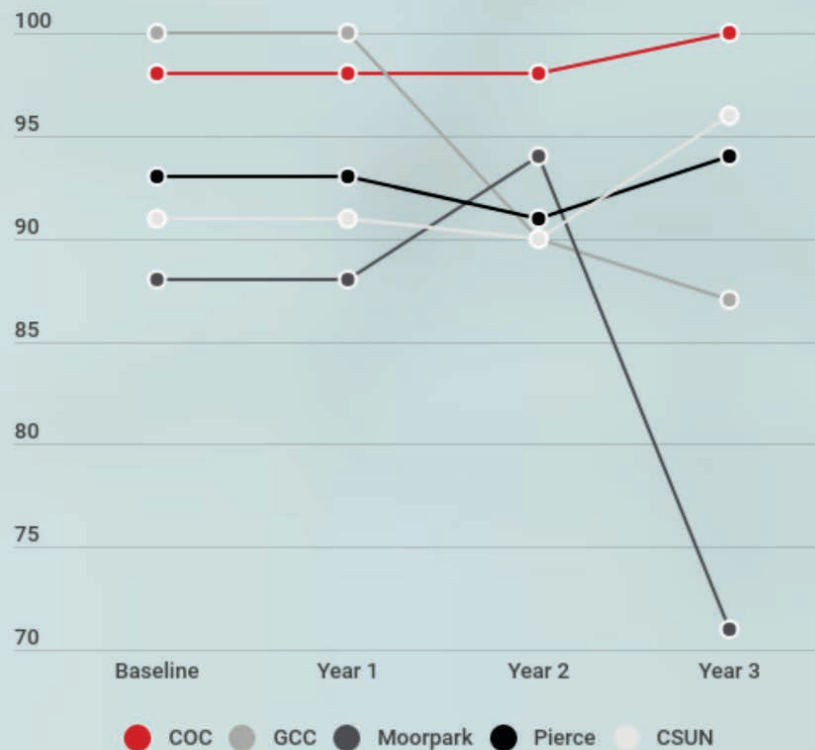
*Actual: **94% (151/160)** ↑*

*@ 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)*



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



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*@ Moorpark College: **7** (vs. Year 1 APR: 25) **72%** ↓*



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



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

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



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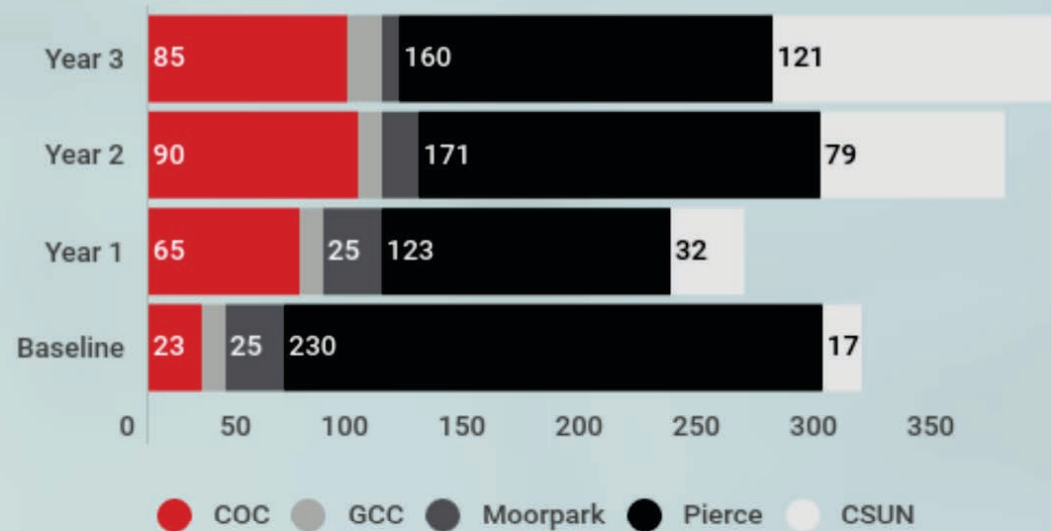
***A total of 388 project  
participants in Year 3 vs. 366  
in Year 2 (and 255 in Year 1)!***



# 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  infogram

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

Made with

**infogram**

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

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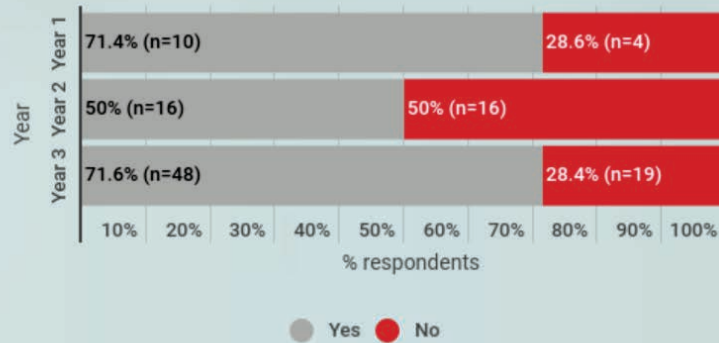
**CSUN Cohorts  
F-1/F-2/F-3 +  
T-1/T-2/T-3**

Made with  infogram

# Research interaction with faculty (URSSA) (2b)

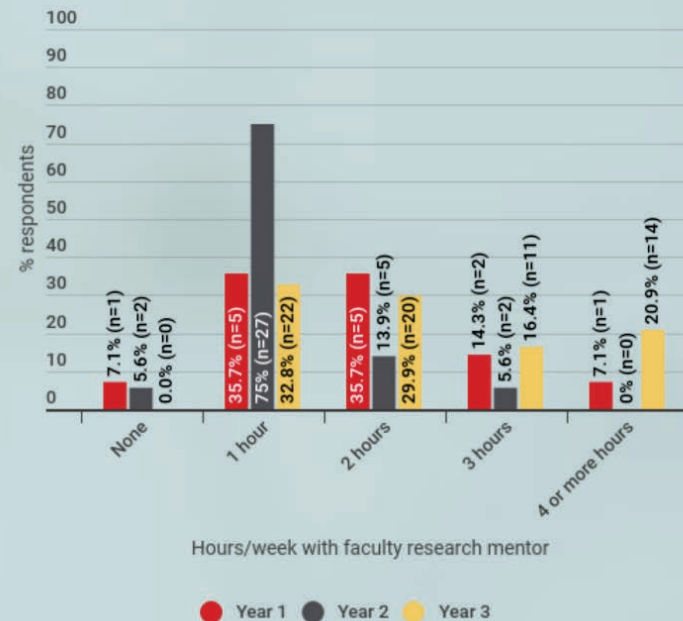
## Community College and CSUN Research Participants

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



Made with infogram

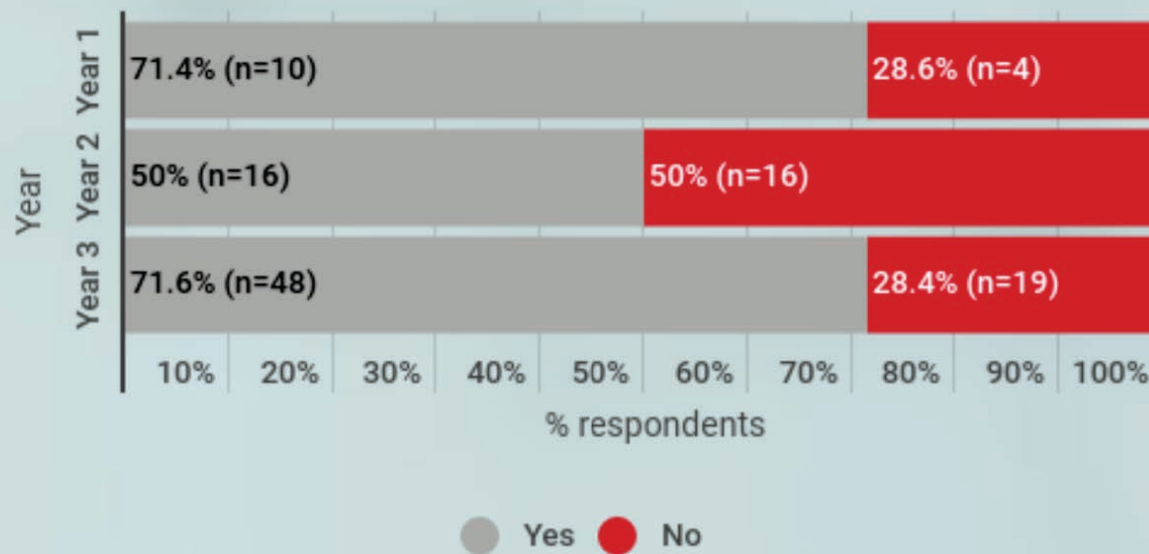
On average, how many hours per week did you spend talking with your most recent faculty research mentor?



Made with infogram



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

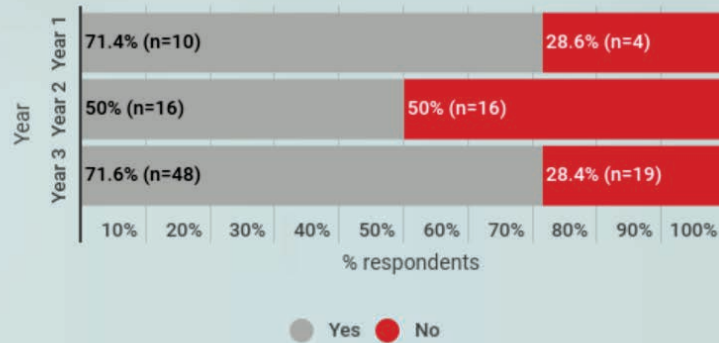


Made with **infogram**

# Research interaction with faculty (URSSA) (2b)

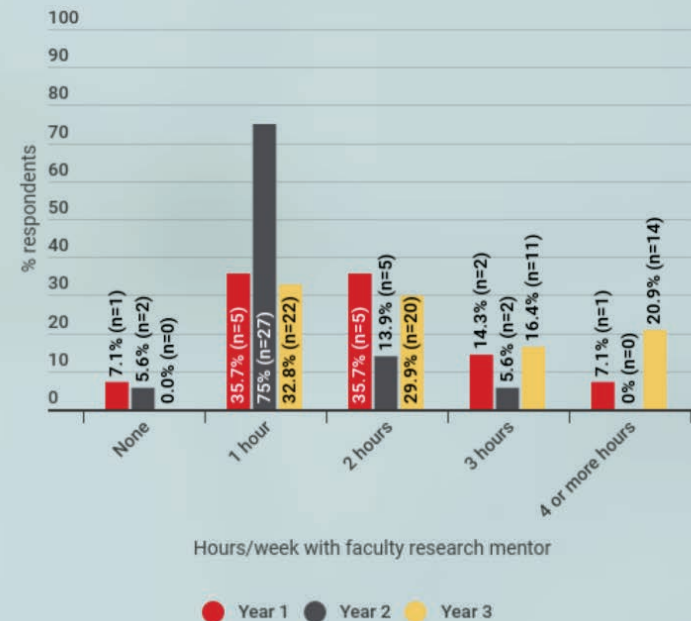
## Community College and CSUN Research Participants

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



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

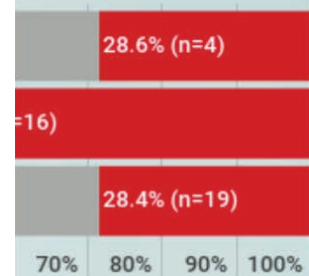


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# SA) (2b)

## Research Participants

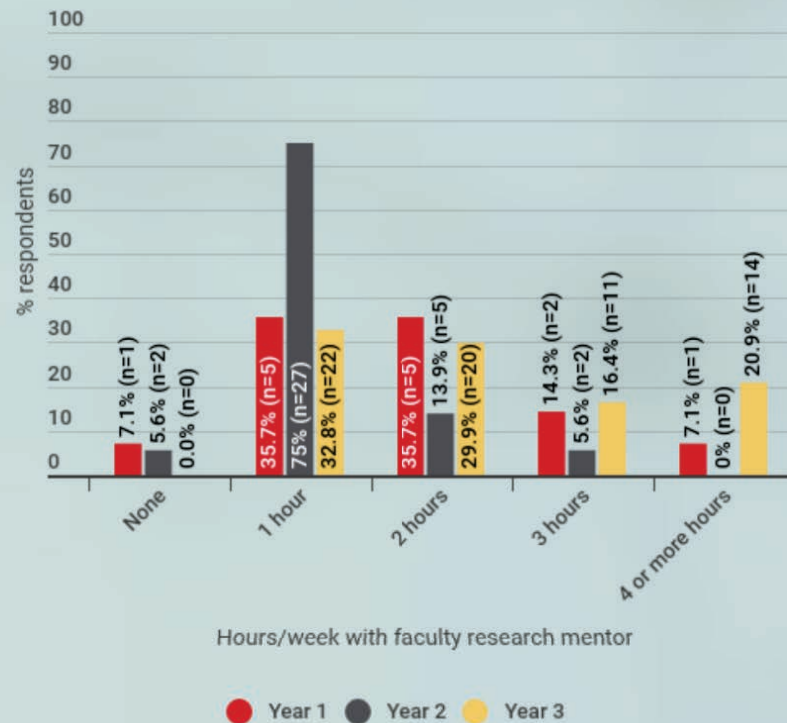
e closely with a particular



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

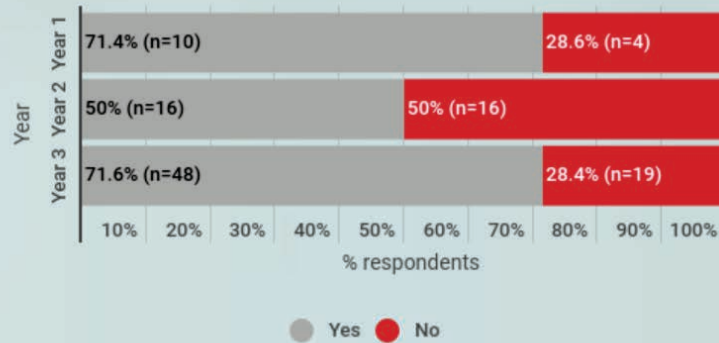


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# Research interaction with faculty (URSSA) (2b)

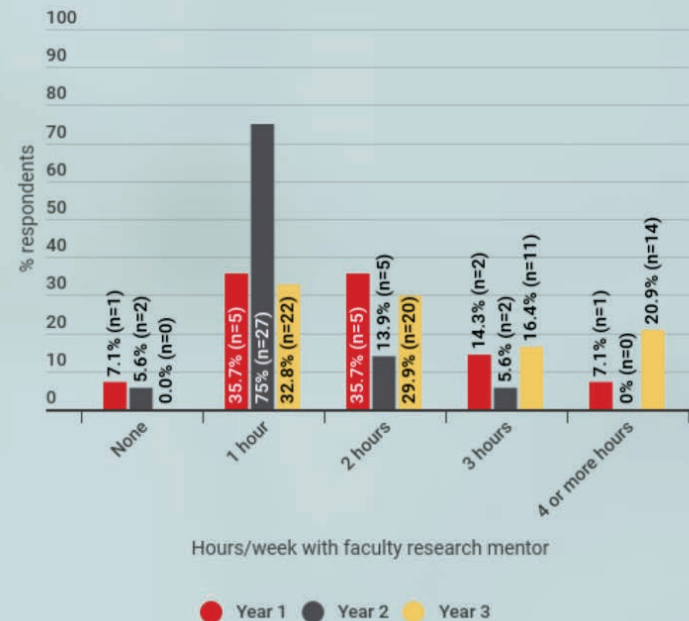
## Community College and CSUN Research Participants

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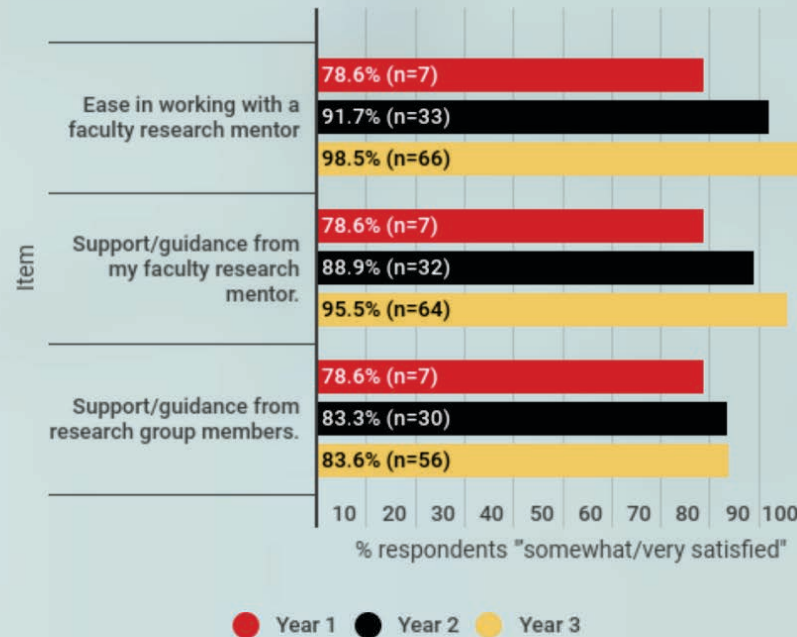
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On average, how many hours per week did you spend talking with your most recent faculty research mentor?



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



Made with 

# 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*

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

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

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



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*@ 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

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*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

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*@ Moorpark College: 2015-16 Baseline: 351*

*2018-19 Actual: **321 (-9%)***

*@ Pierce College: 2015-16 Baseline: 564*

*2018-19 Actual: **1068 (+89%)***

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

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*@ Pierce College: 2015-16 Baseline: 564*

*2018-19 Actual: **1068 (+89%)***

*@ CSUN: 2015-16 Baseline: 3,663*

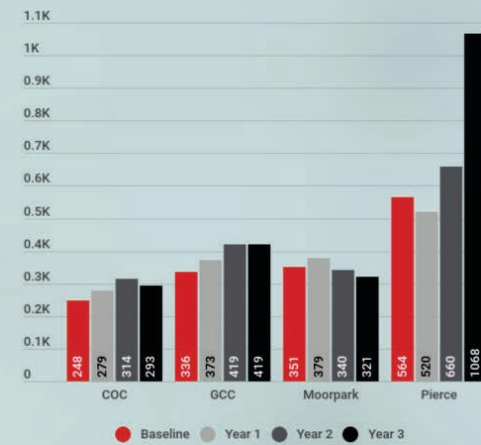
*2018-19 Actual: **4,032 (+10%)***



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

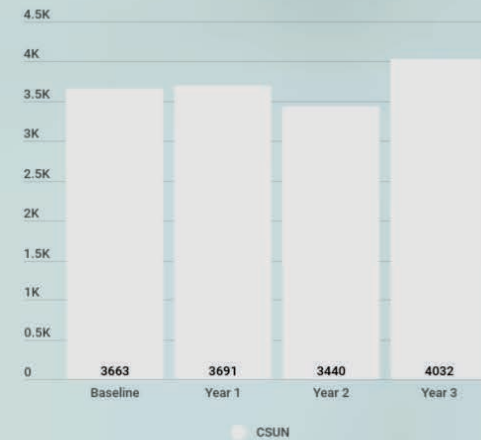
*% change of FT enrollment of Hispanic and low-income students in STEM*

*Longitudinal trend data from project years 1-3*



COC, GCC,  
Moorpark,  
Pierce

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

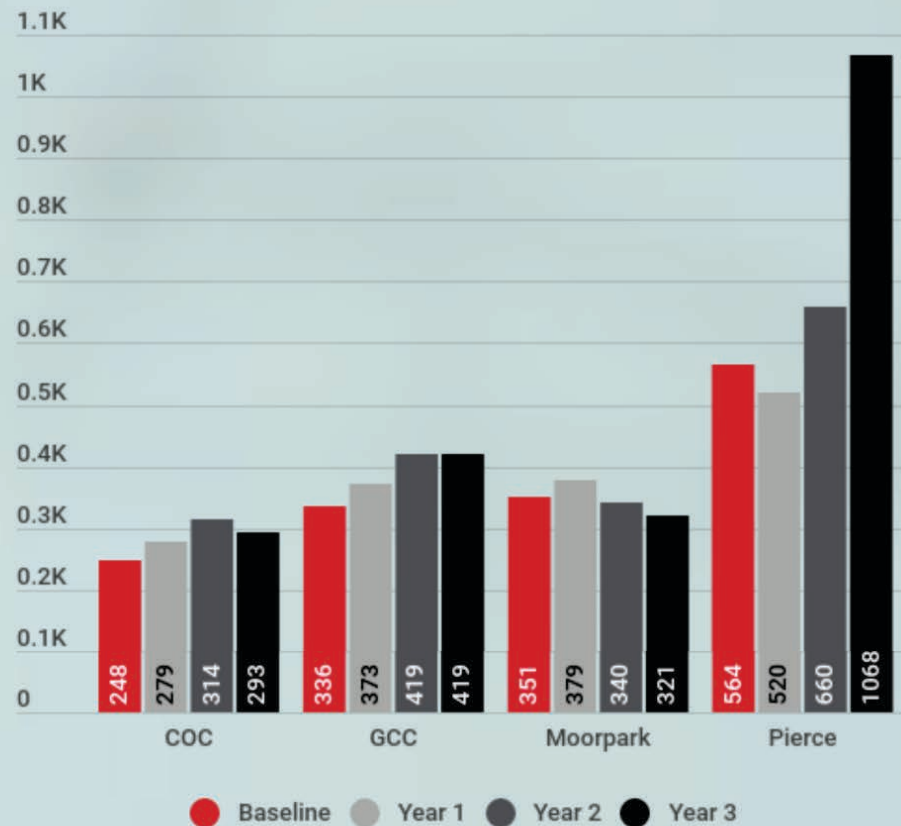


CSUN

*% change of FT  
enrollment of  
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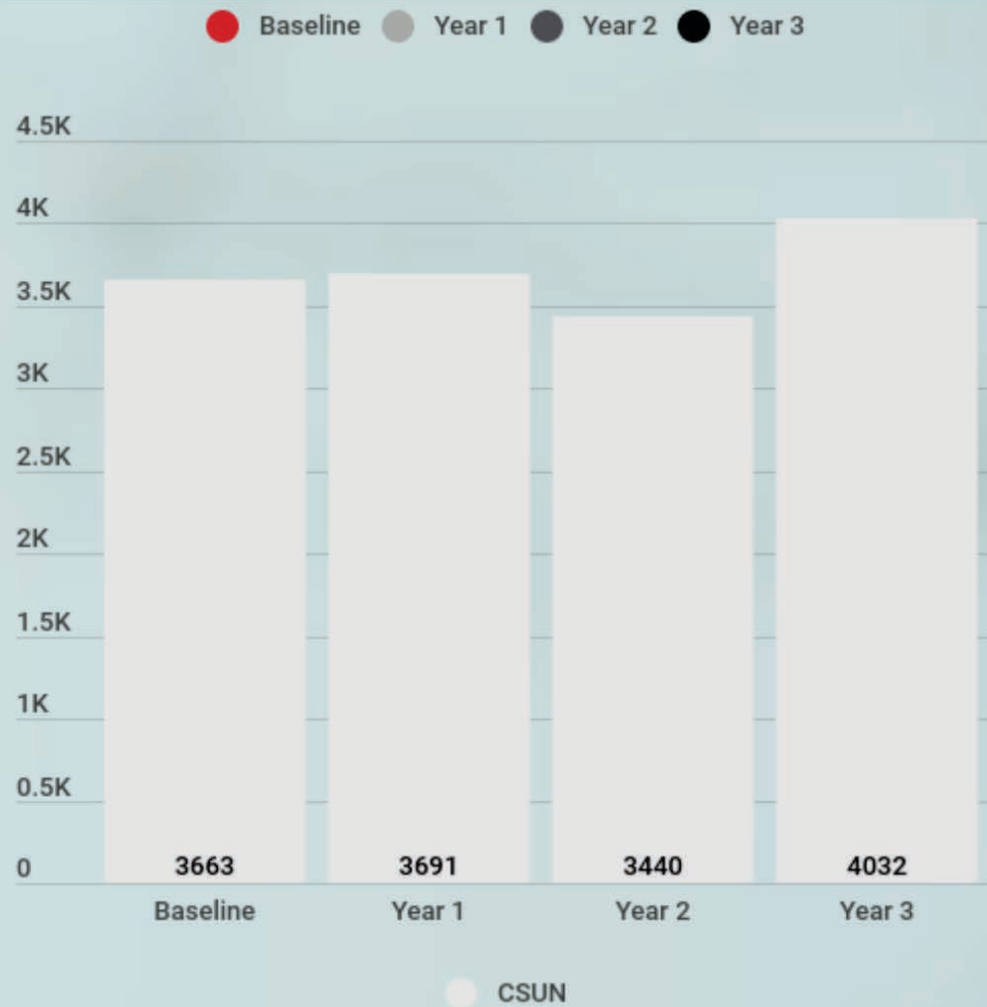
Made with **infogram**





# COC, GCC, Moorpark, Pierce

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



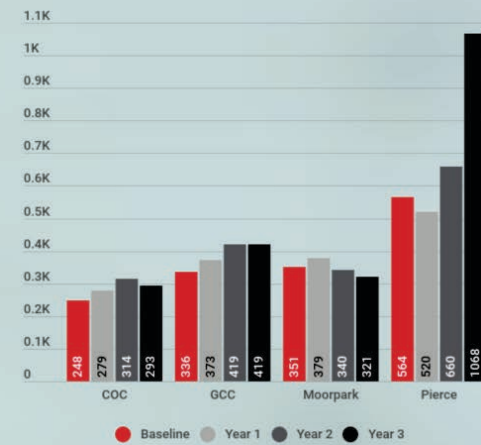
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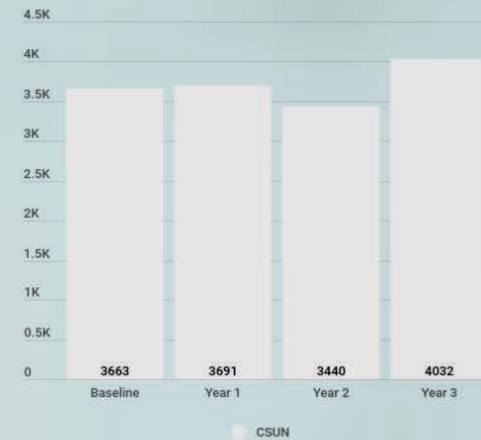
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COC, GCC,  
Moorpark,  
Pierce

*% 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*

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# **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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*2017-18/2018-19 Actual: **81% (77/95)** ↑*



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

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2017-18/2018-19 Actual: **59% (250/424)** ↓

2017-18/2018-19 Actual: **81% (77/95)** ↑

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

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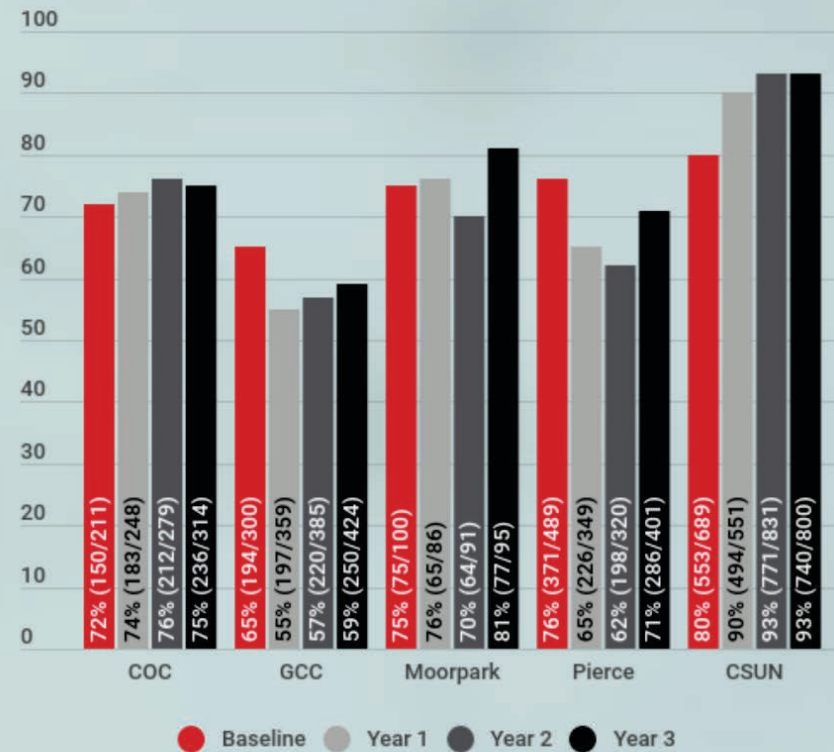
@ CSUN: 2014-15/2015-16 Baseline: 80% (553/689)

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

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

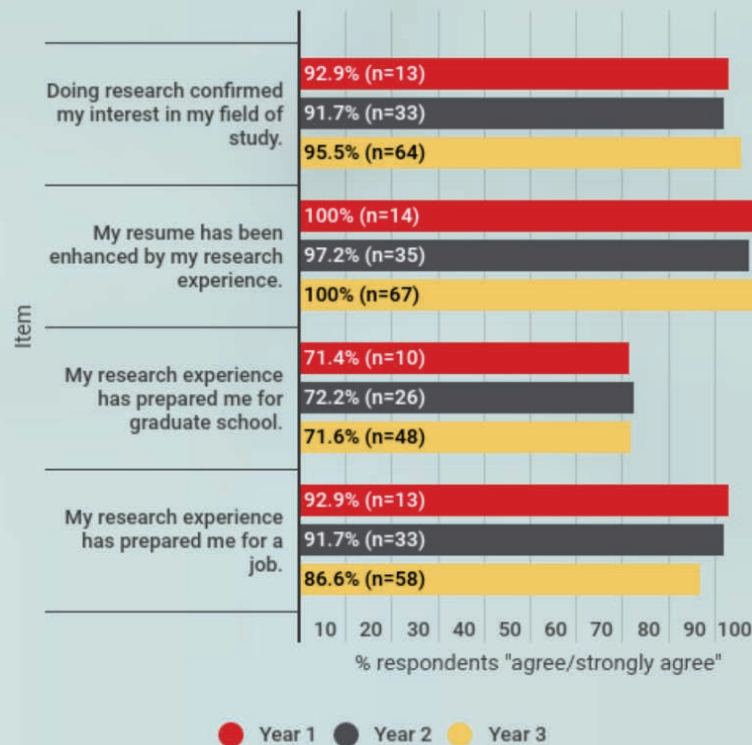
*% Hispanic and low-income, first-time  
STEM degree field students retained*

*Longitudinal trend data from project years 1-3*



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Rate how much you agree with the following statements:



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

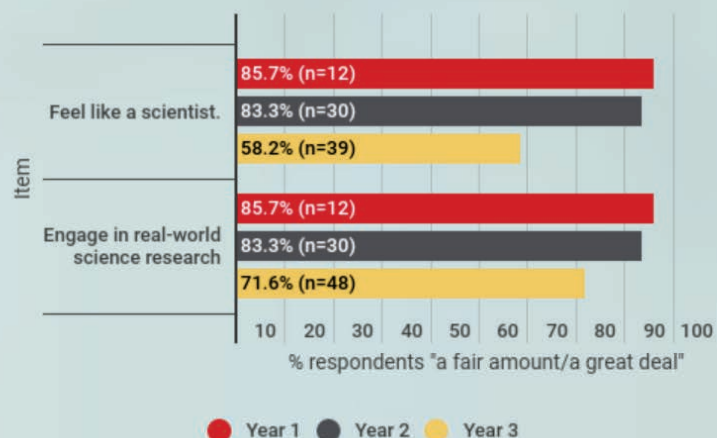
Community College and CSUN Research Participants



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

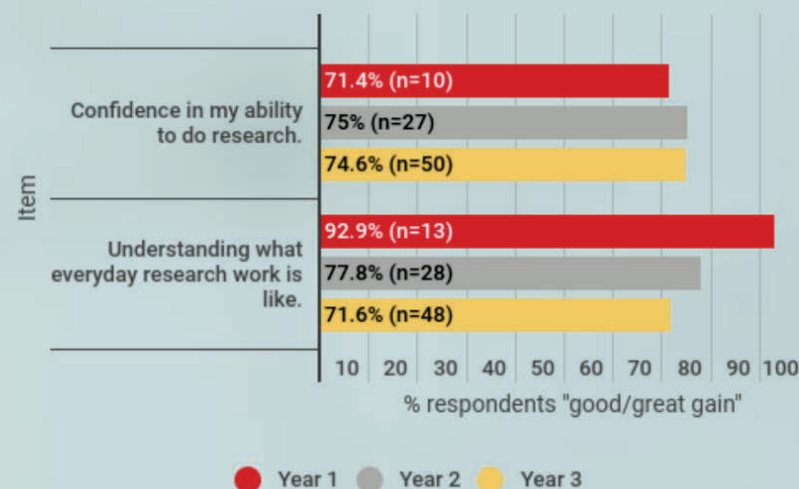
## Community College and CSUN Research Participants

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?

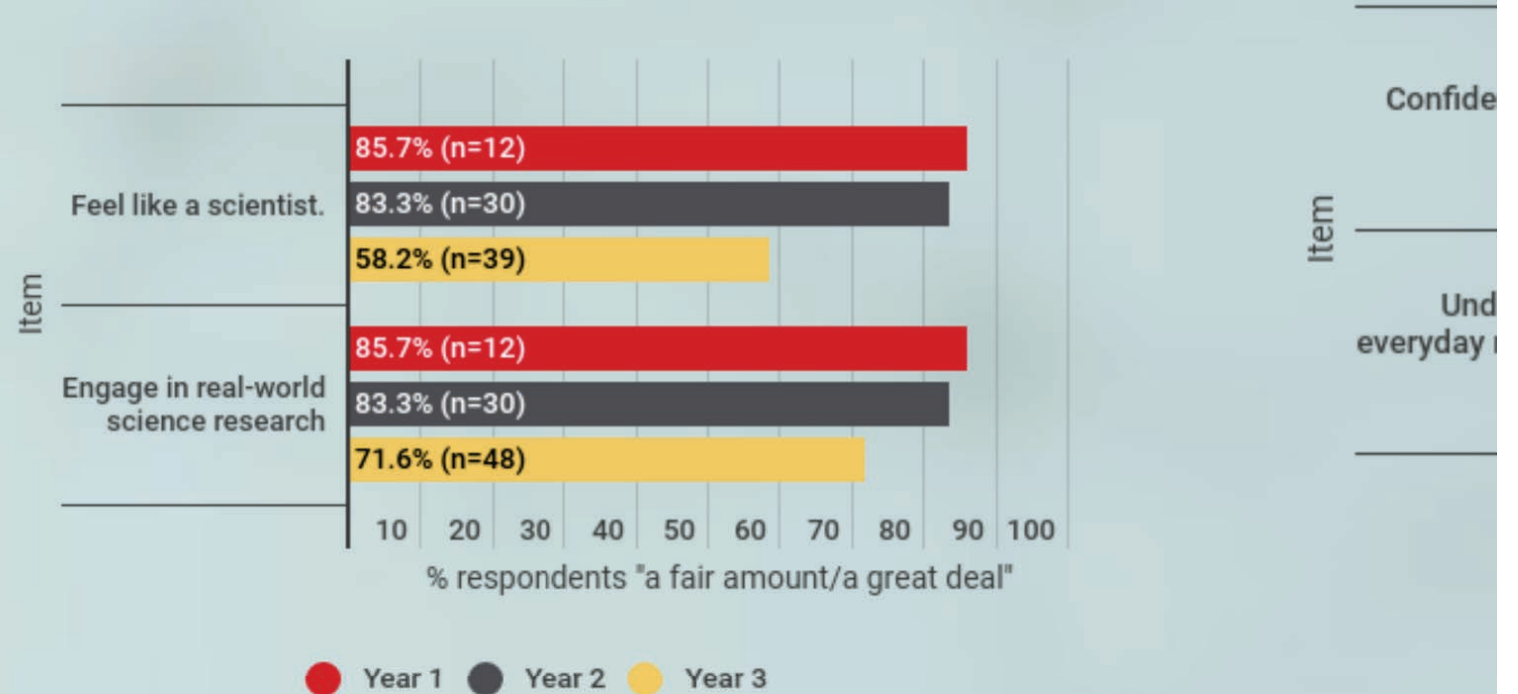


Made with infogram



## Community College and COOR Research Participants

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

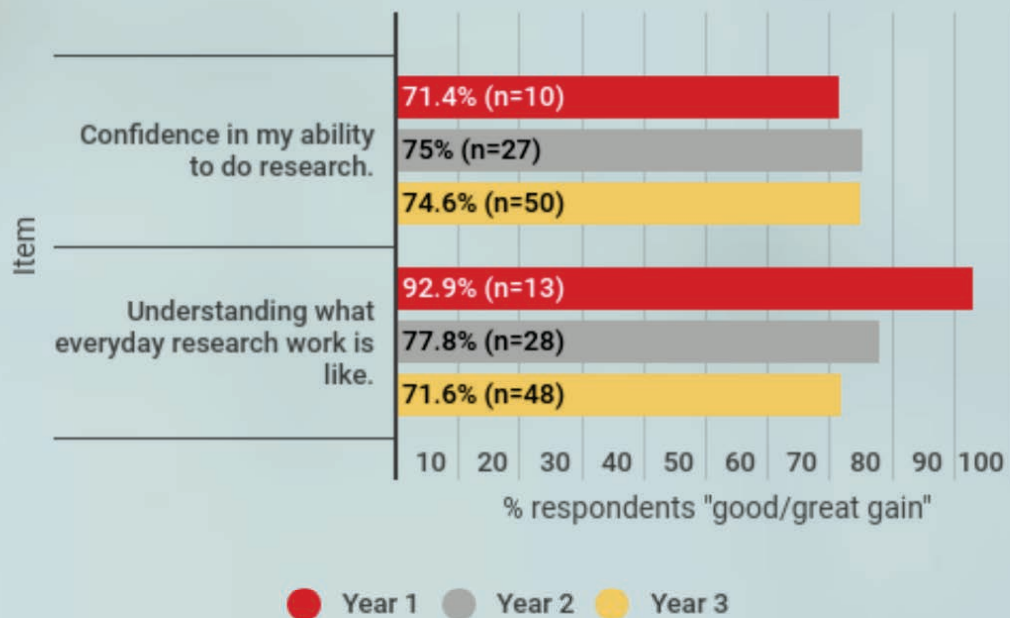


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(5a)

## Research Participants

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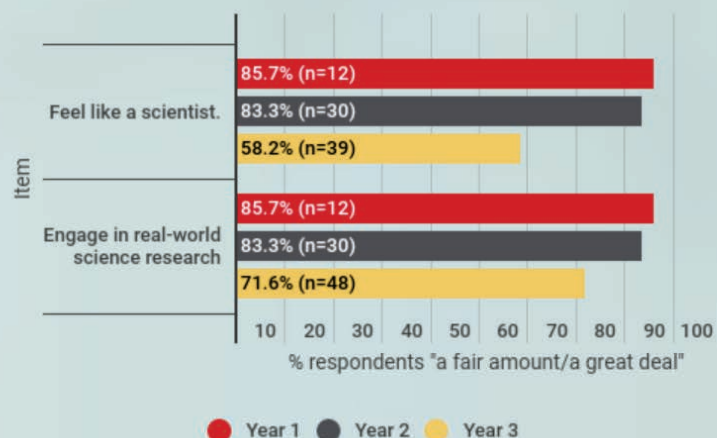
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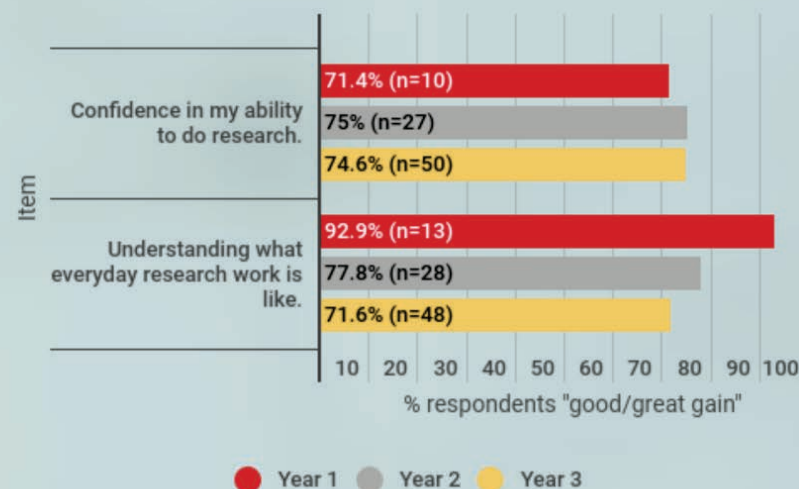
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Made with infogram

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# **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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*Fall 2015 transfer students enrolled first-time in STEM and retained (enrolled) in STEM in Spring 2016 (baseline data) +  
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***Baseline: 90% (Spring 2016: 331/Fall 2015: 367)***



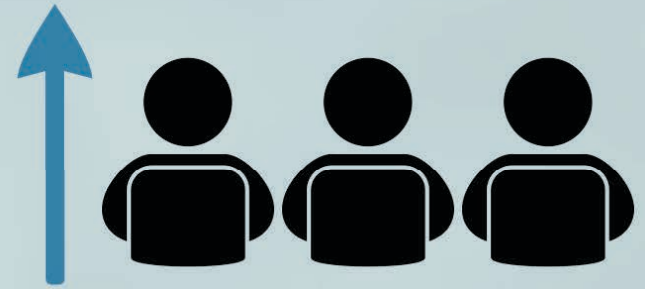
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**Growth: 97%** (Spring 2019: 379/Fall 2018: 390)

**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*





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*% 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)***



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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).*



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- Quality and frequent student-faculty and peer-peer interaction--both general and research-related contact between faculty and student participants and among student participants--across sites
- 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!**



