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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**)*

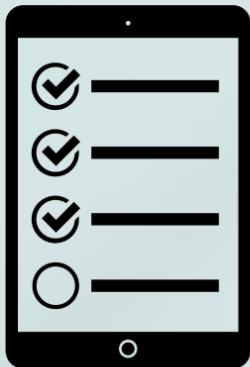
New this year! AIMS2-FT2STEM supplemental award program data (participant headcount)

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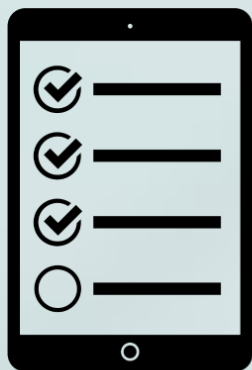


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URSSA = Undergraduate Research Student Self-Assessment

Online survey administration Summer 2017, AY 2017-18, Summer 2018, AY 2018-19, Summer 2019, AY 2019-20, and Summer 2020 (virtual) with community college and CSUN participants who served as research assistants with CSUN faculty mentors, for a total of 117 respondents.

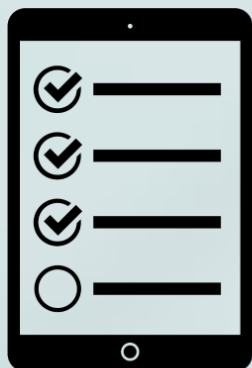
URSSA attribution: Development and testing of URSSA at the University of Colorado-Boulder has been supported by the National Science Foundation through its Divisions of Chemistry and Undergraduate Education, the Biological Sciences Directorate, and the Office of Multidisciplinary Affairs, under grant #CHE-0548488.

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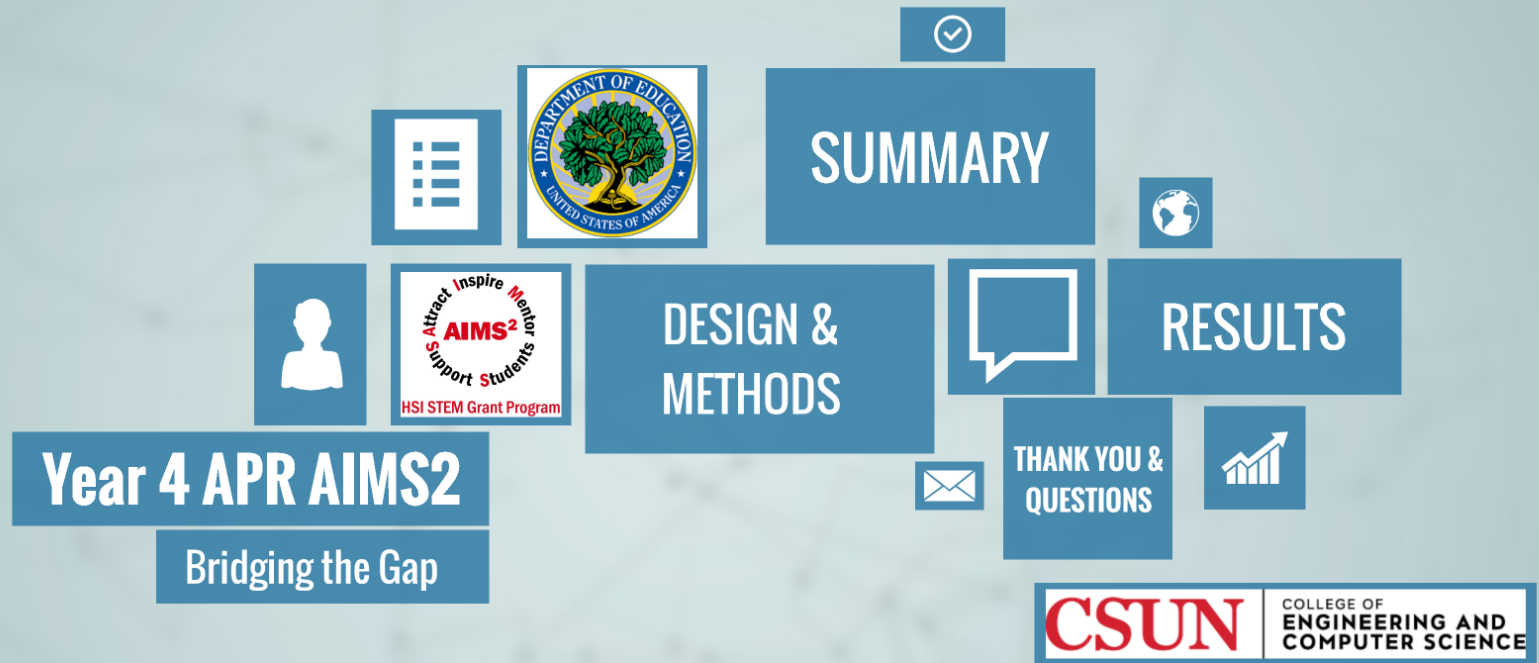
One-shot post-test responses!

A note on data sources for the Year 4 APR

Year 4 APR data includes **Spring 2020, Summer 2020, and/or Fall 2020**, all terms impacted by the global pandemic and shaped by virtual learning, remote work, social distancing, changes to family life, effects on personal health, etc.

A **pandemic effect** can be seen in ***slight declines*** on select performance measures, both with AIMS2 studnets participants across sites and with students at CSUN. Examples include enrollment, success, research participation and research skills development.





Overview: 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 (inc. AIMS2-FT2STEM)

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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Performance measure 6a. % Hispanic and low-income transfer students retained in a STEM degree field

Performance measure 6b. % Hispanic and low-income STEM field transfer students on track to complete a degree

Performance measure 6c. % project participants who complete a degree

CCs and
CSUN



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

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

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

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CCs and CSUN



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URSSA survey data overall and by gender and race/ethnicity

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CCs and
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"AIMS2"

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

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



*Actual: **83% (34/41)** ↑*

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

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

Actual: **89% (55/62)** ↑

@ Pierce College: Baseline 73%

Actual: **79%** ↑

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

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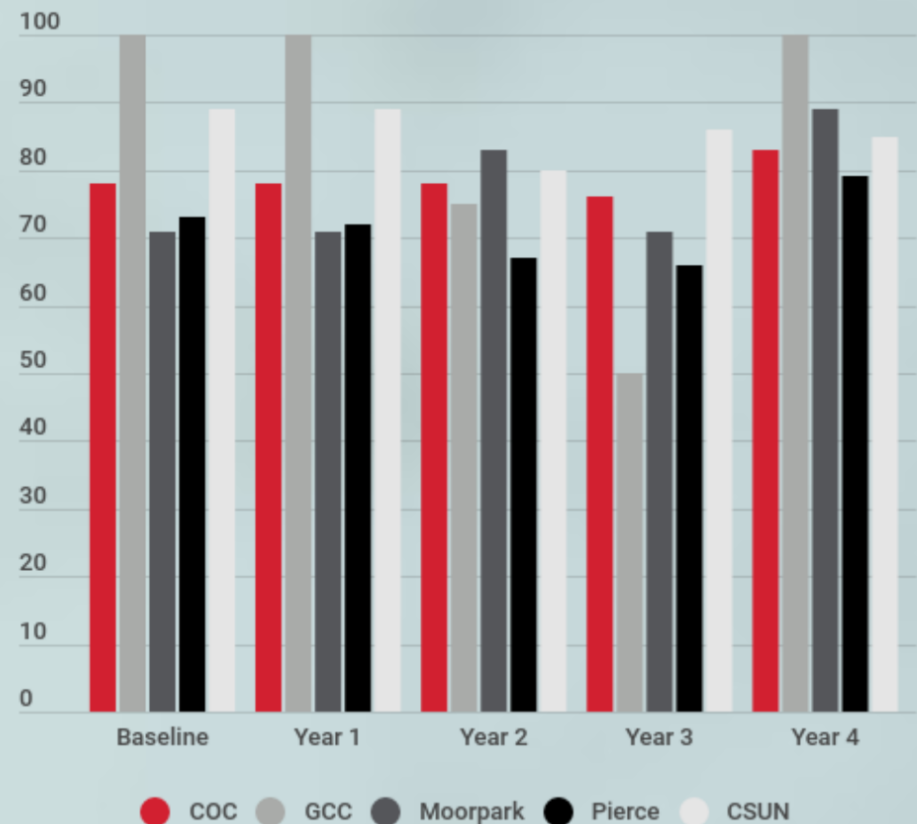
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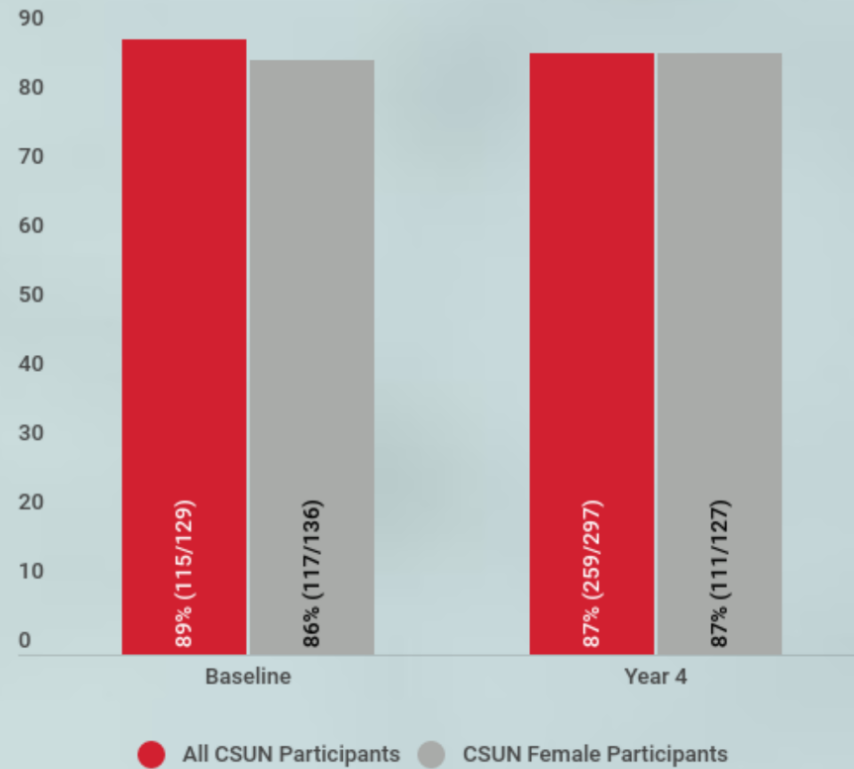
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% project participants who successfully completed gateway courses

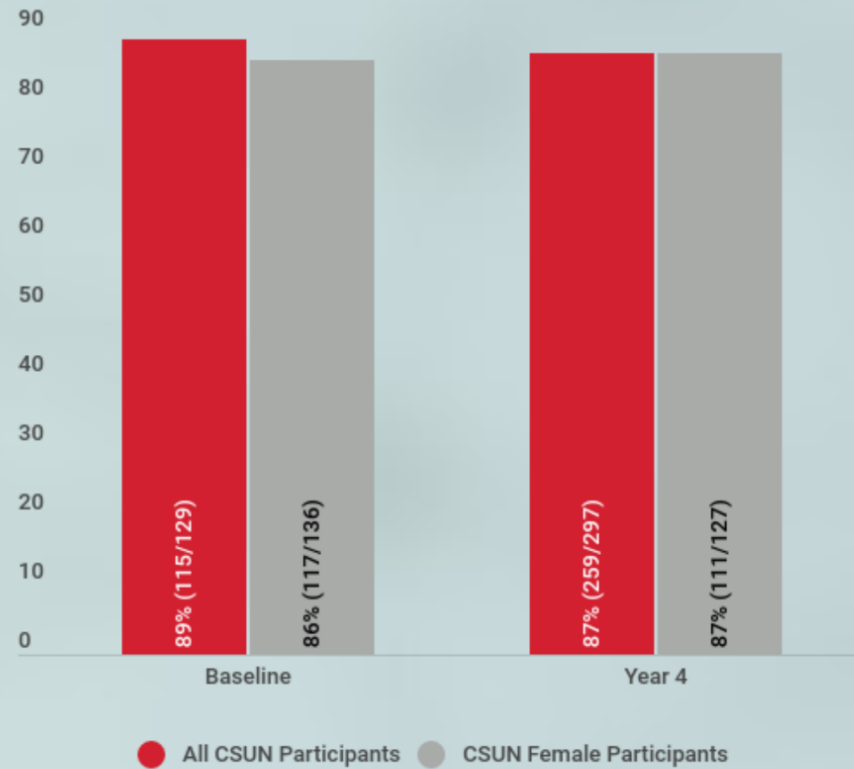
Longitudinal trend data from project years 1-4



Academic achievement (1a1): gateway course success for CSUN AIMS2 female students

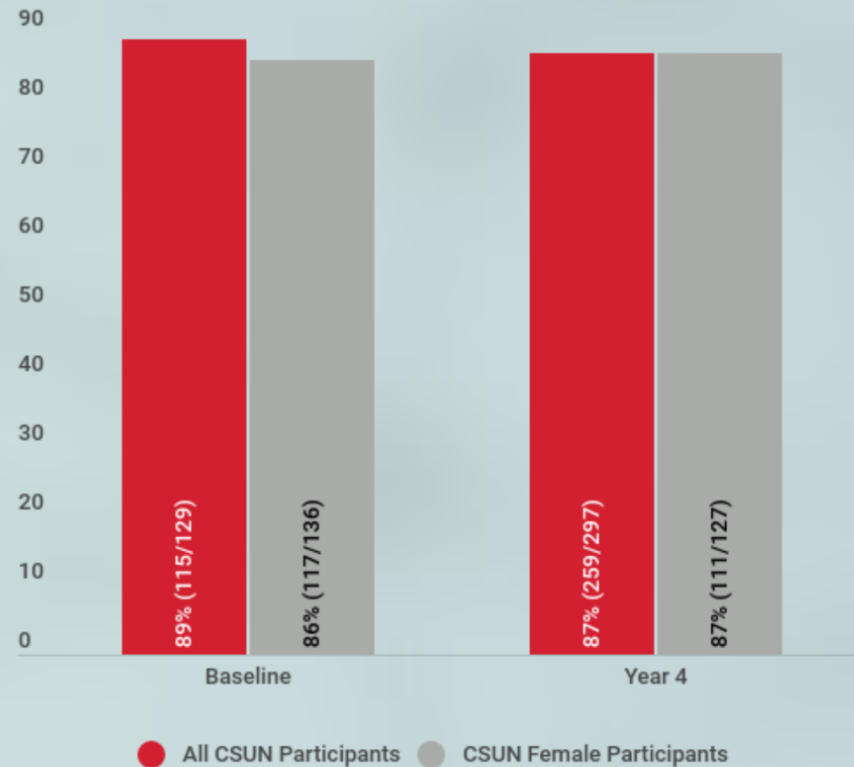


Academic achievement (1a1): gateway course success for CSUN AIMS2 female students



% female project participants who successfully completed gateway courses

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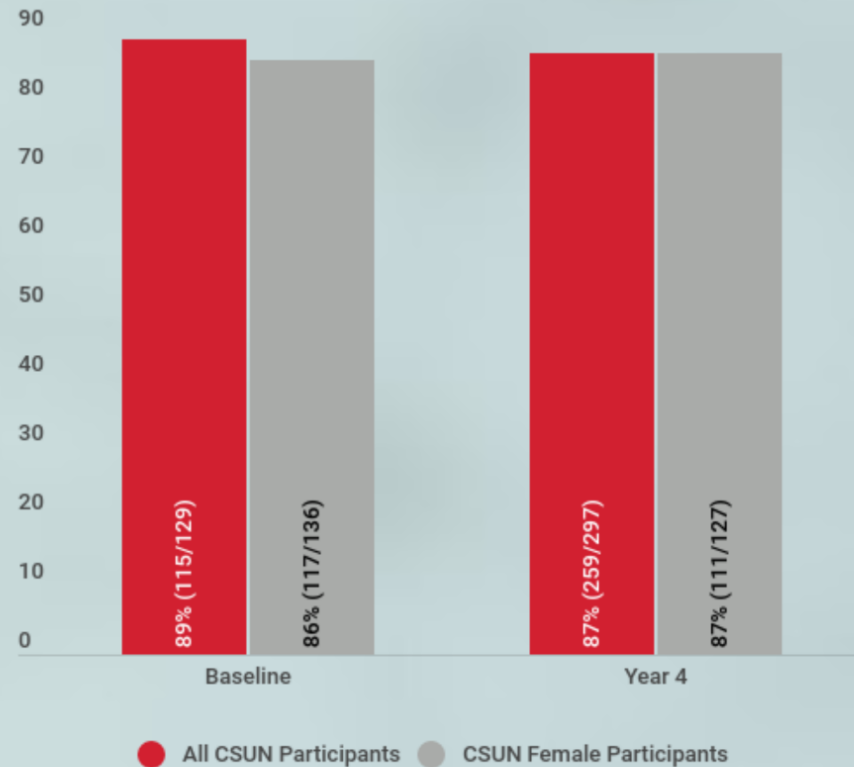


*% **female** project participants who successfully completed gateway courses*

*@ CSUN Year 4: Actual All: **87% (259/297)***

*Actual Female: **87% (111/127)***

Academic achievement (1a1): gateway course success for CSUN AIMS2 female students

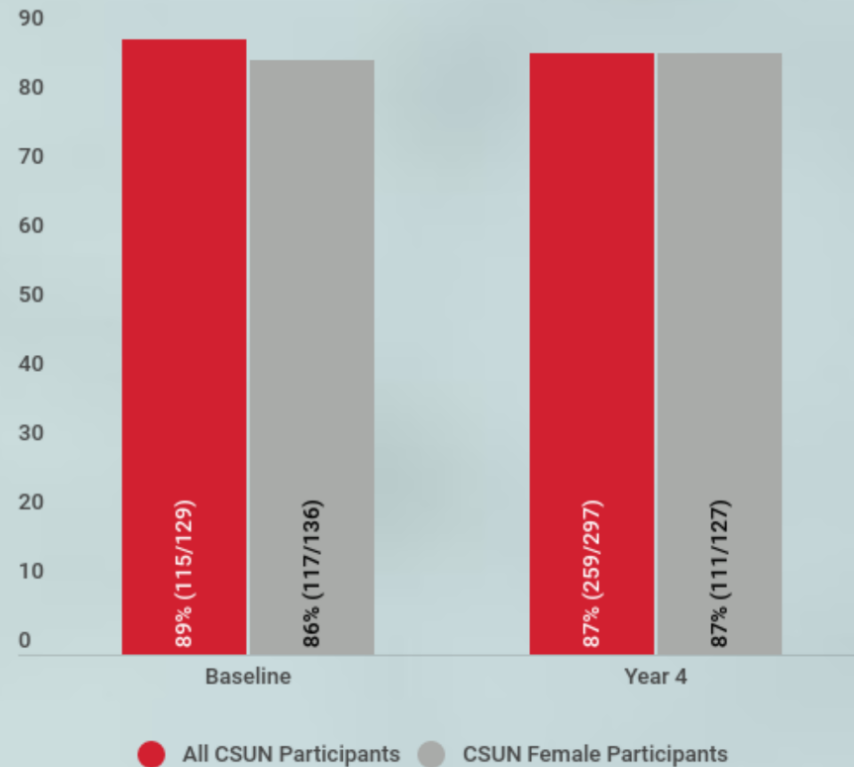


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Academic achievement (1a1): gateway course success for CSUN AIMS2 female students



% female project participants who successfully completed gateway courses

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Actual Female: **87% (111/127)** ↑

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

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% project participants in good academic standing

Spring 2017 (baseline data) academic good standing matched to project participants and Spring 2020 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

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@ College of the Canyons: Baseline 98% (64/65)

*Actual: **98% (84/86)** —*



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

% project participants in good academic standing

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@ College of the Canyons: Baseline 98% (64/65)

*Actual: **98% (84/86)** —*

@ Glendale Community College: Baseline 100% (10/10)

*Actual: **89% (25/28)** ↓*

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

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@ Glendale Community College: Baseline 100% (10/10)

*Actual: **89% (25/28)** ↓*

@ Moorpark College: Baseline 88% (22/25)

*Actual: **100% (22/22)** ↑*

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

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@ Glendale Community College: Baseline 100% (10/10)

*Actual: **89% (25/28)** ↓*

@ Moorpark College: Baseline 88% (22/25)

*Actual: **100% (22/22)** ↑*

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

*Actual: **98% (161/164)** ↑*

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

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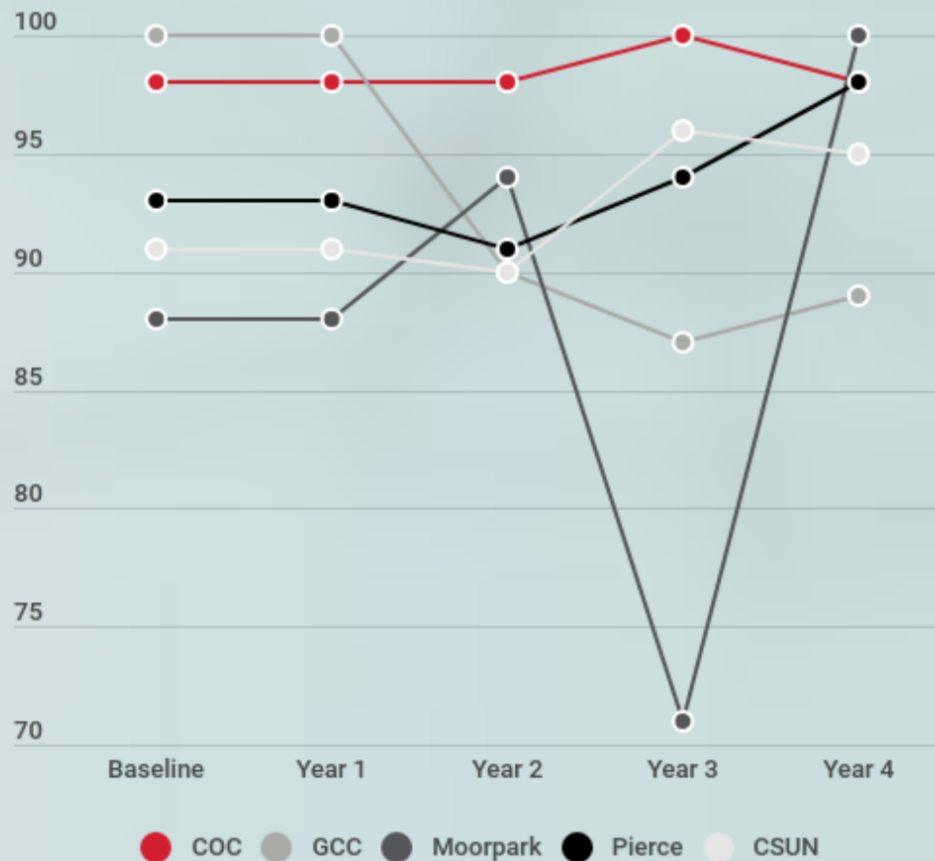
@ Pierce College: Baseline 93% (114/123)

*Actual: **98% (161/164)** ↑*

@ CSUN: Baseline 91% (31/34)

*Actual: **97% (130/134)** ↑*

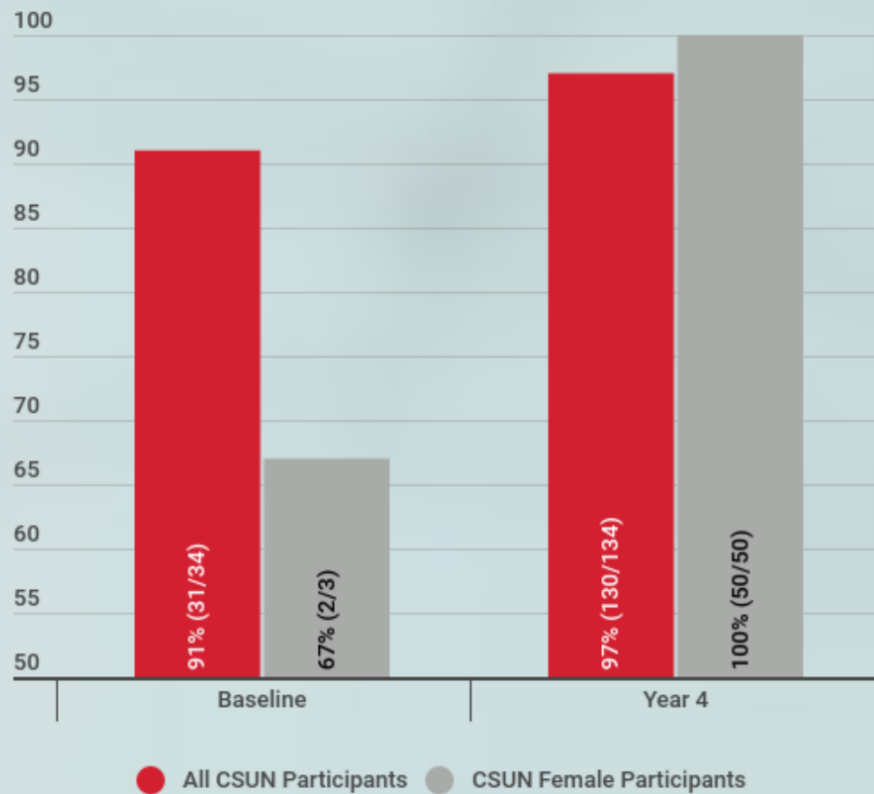
Academic achievement (1b): AIMS2 students in good academic standing



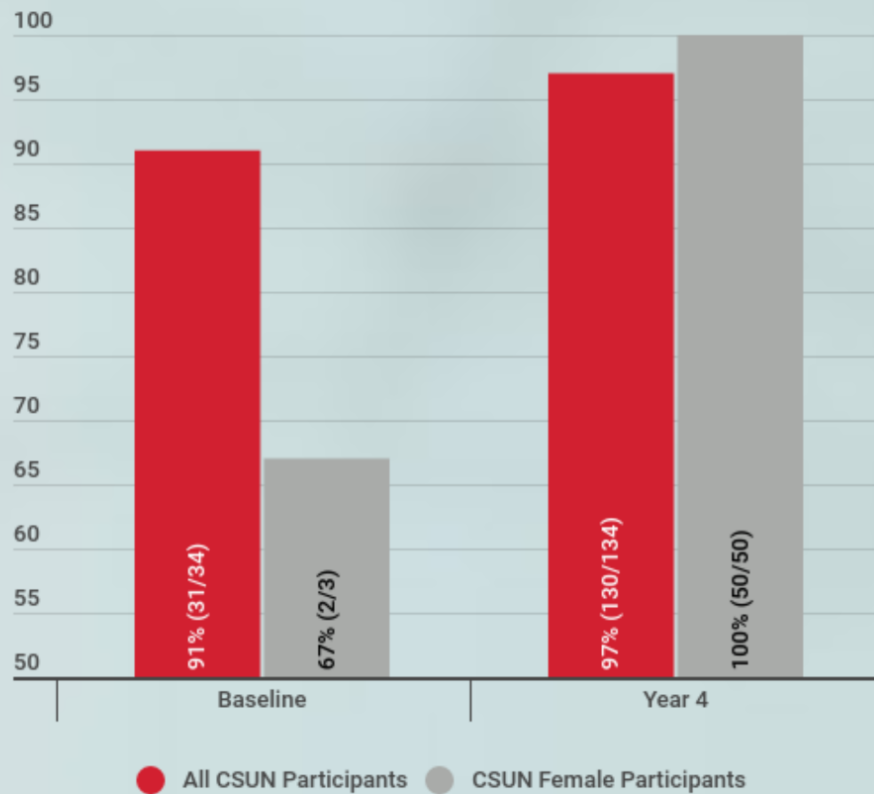
% project participants in good academic standing

Longitudinal trend data from project years 1-4

Academic achievement (1b1): CSUN AIMS2 female students in good academic standing

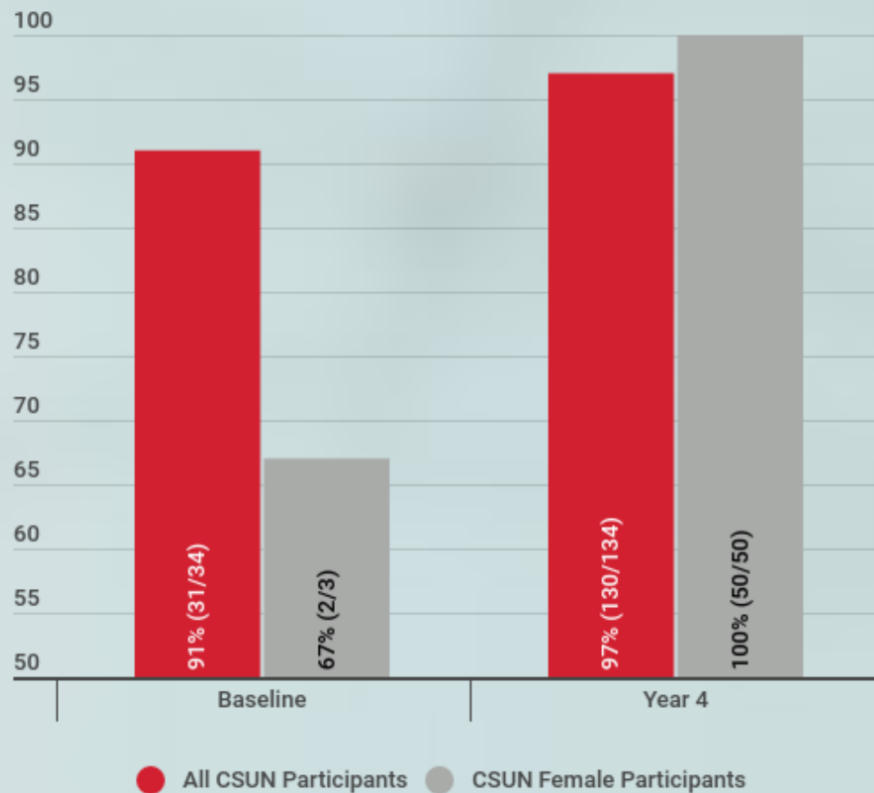


Academic achievement (1b1): CSUN AIMS2 female students in good academic standing



*% **female** project participants in good academic standing*

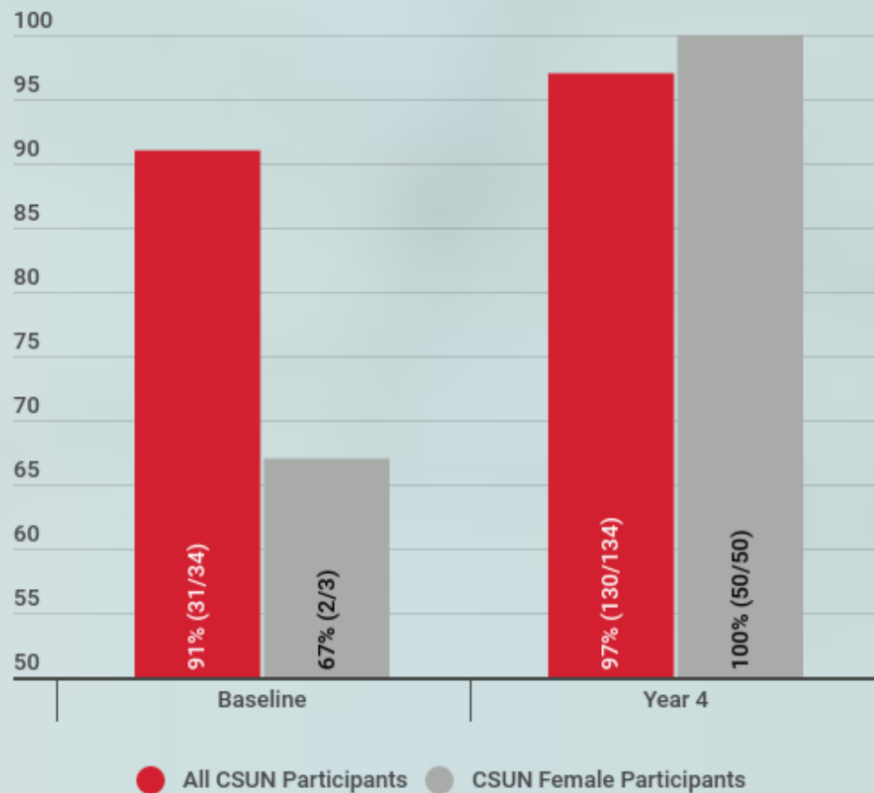
Academic achievement (1b1): CSUN AIMS2 female students in good academic standing



@ CSUN Year 4: Actual All: **97% (130/134)**
Actual Female: **100% (50/50)**

% *female* project participants in good
academic standing

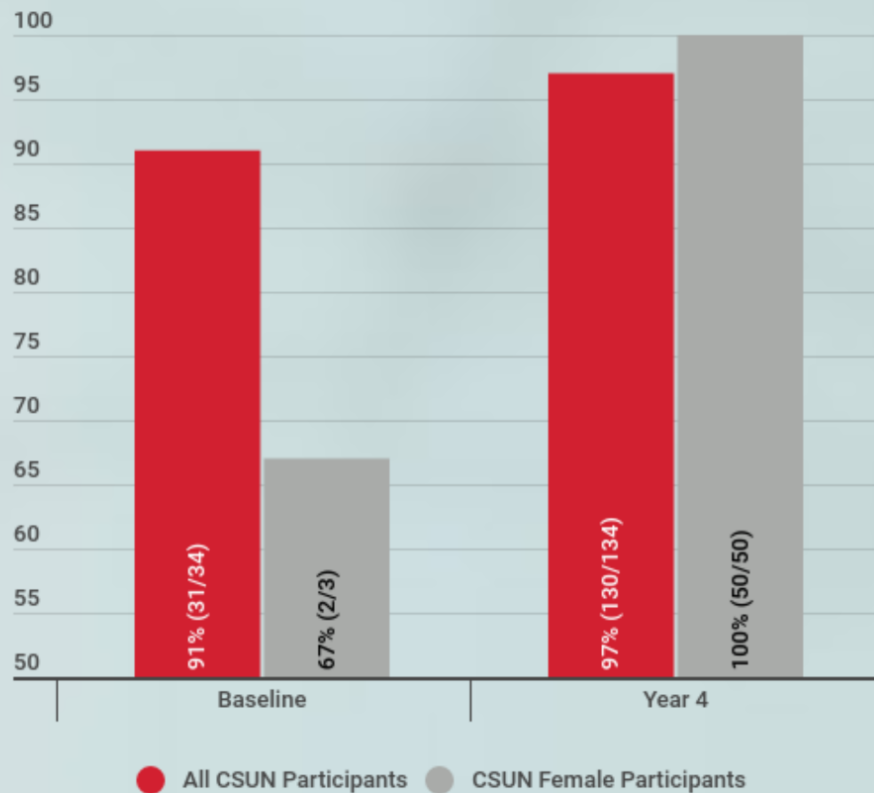
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Actual Female: **100% (50/50)** ↑

% *female* project participants in good
academic standing

Academic achievement (1b1): CSUN AIMS2 female students in good academic standing



@ CSUN Year 4: Actual All: **97% (130/134)** ↑
Actual Female: **100% (50/50)** ↑

% *female* project participants in good
academic standing

Project participants (2a): Number of AIMS2 students



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Headcount of project participants



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*Spring 2017-Summer 2020 program data: CSUN/FTF 1-4 + FTT 1-4 and CCs (growth) +
Spring 2017-Summer 2017 program data: CSUN/FTF 1 + FTT 1 and CCs (baseline)*



Project participants (2a): Number of AIMS2 students

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*@ College of the Canyons: **86** (vs. Year 1 APR: 65)* ↑



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*@ College of the Canyons: **86** (vs. Year 1 APR: 65) ↑*

*@ Glendale Community College: **28** (vs. Year 1 APR: 10) ↑*



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@ College of the Canyons: **86** (vs. Year 1 APR: 65) ↑

@ Glendale Community College: **28** (vs. Year 1 APR: 10) ↑

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@ College of the Canyons: **86** (vs. Year 1 APR: 65) ↑

@ Glendale Community College: **28** (vs. Year 1 APR: 10) ↑

@ Moorpark College: **22** (vs. Year 1 APR: 25) ↓

@ Pierce College: **164** (vs. Year 1 APR: 123) ↑

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@ Moorpark College: **22** (vs. Year 1 APR: 25) ↓

@ Pierce College: **164** (vs. Year 1 APR: 123) ↑

@ CSUN: **144** (vs. Year 1 APR: 32) ↑

Project participants (2a): Number of AIMS2 students

Headcount of project participants

*Spring 2017-Summer 2020 program data: CSUN/FTF 1-4 + FTT 1-4 and CCs (growth) +
Spring 2017-Summer 2017 program data: CSUN/FTF 1 + FTT 1 and CCs (baseline)*



@ College of the Canyons: **86** (vs. Year 1 APR: 65) ↑

@ Glendale Community College: **28** (vs. Year 1 APR: 10) ↑

@ Moorpark College: **22** (vs. Year 1 APR: 25) ↓

@ Pierce College: **164** (vs. Year 1 APR: 123) ↑

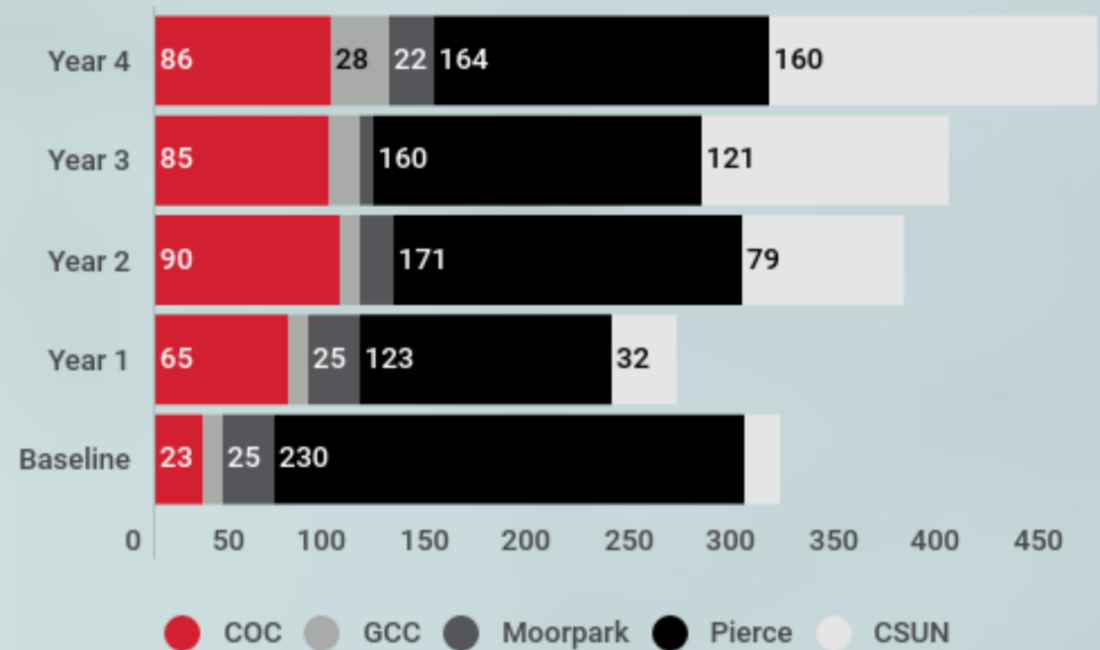
@ CSUN: **144** (vs. Year 1 APR: 32) ↑

A total of 444 project participants in Year 4 vs. 388 in Year 3 (and 366 in Year 2, 255 in Year 1)! This year's total headcount includes CSUN AIMS2-FT2STEM supplemental award program participants (n= 10)!

Project participants (2a): Number of AIMS2 students

Headcount of project participants

Longitudinal trend data from project years 1-4



Note: Baseline data reflect initial cohort in Spring 2017 and and vary across project sites, please see summary sheets for more details.

In-depth: CSUN cohort participants by gender, race/ethnicity, and Pell grant status for Cohorts F-1/F-2/F-3/F-4 + T-1/T-2/ T-3/T-4

Note: Demographic figures exclude AIMS2-FT2STEM project participants

	Year 1	Year 2	Year 3	Year 4
Sex	% (n)	% (n)	% (n)	% (n)
Male	72.7 (24)	73.4 (58)	71.1 (86)	62.7 (84)
Female	27.3 (9)	25.3 (20)	28.9 (35)	37.3 (50)
Other	0 (0)	1.3 (1)	0 (0)	0 (0)
TOTAL	100 (33)	100 (79)	100 (121)	100 (134)

**CSUN Cohorts
F-1/F-2/F-3/F-4+
T-1/T-2/T-3/T-4**

	Year 1	Year 2	Year 3	Year 4
Racial/Ethnic Identification	% (n)	% (n)	% (n)	% (n)
American Indian or Alaska Native	0 (0)	0 (0)	0 (0)	0 (0)
Asian or Asian American	18.2 (6)	10.1 (8)	9.1 (11)	10.4 (14)
Black or African American	9.1 (3)	6.3 (5)	5 (6)	3 (4)
Hispanic or Latinx	54.5 (18)	63.3 (50)	69.4 (84)	72.4 (97)
Armenian	0 (0)	1.3 (1)	0.8 (1)	0 (0)
White	12.1 (4)	11.4 (9)	9.9 (12)	9.7 (13)
Not Specified	0 (0)	6.3 (5)	2.5 (3)	2.2 (3)
Other	6.1 (2)	1.3 (1)	3.3 (4)	2.2 (3)
TOTAL	100	100 (79)	100 (121)	100 (134)

	Year 1	Year 2	Year 3	Year 4
Pell Grant Recipient	% (n)	% (n)	% (n)	% (n)
Yes	81.8 (27)	82.3 (65)	47 (57)	88.1 (118)
No	9.1 (3)	7.6 (6)	49.6 (60)	11.9 (16)
Subsidized Loan	6.1 (2)	5.1 (4)	3.4 (4)	--
Other	3 (1)	5.1 (4)	0 (0)	0 (0)
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CSU
F-1/
T-1/

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In-depth: CSUN cohort participants by gender, race/ethnicity, and Pell grant status for Cohorts F-1/F-2/F-3/F-4 + T-1/T-2/ T-3/T-4

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F-1/F-2/F-3/F-4+
T-1/T-2/T-3/T-4**

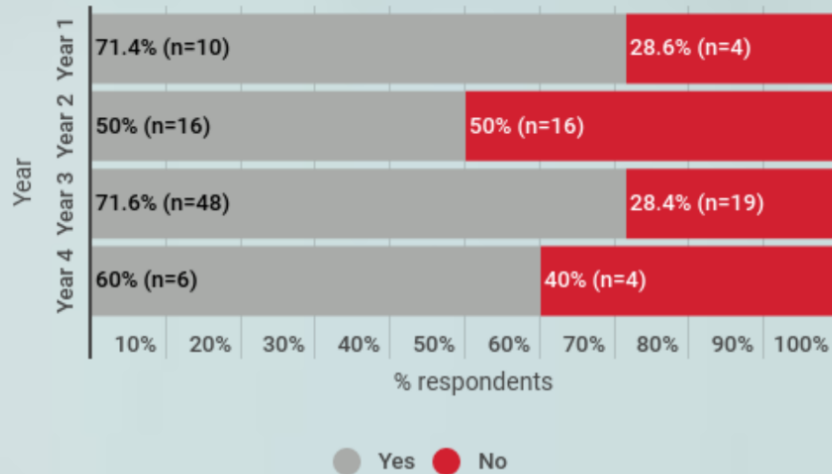
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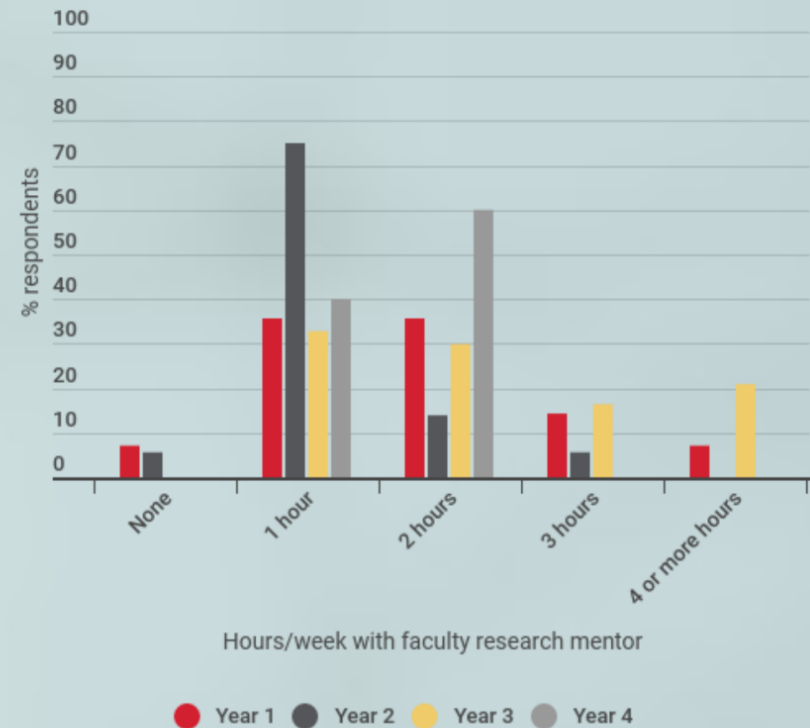
Research interaction with faculty (URSSA) (2b)

Community College and CSUN Research Participants

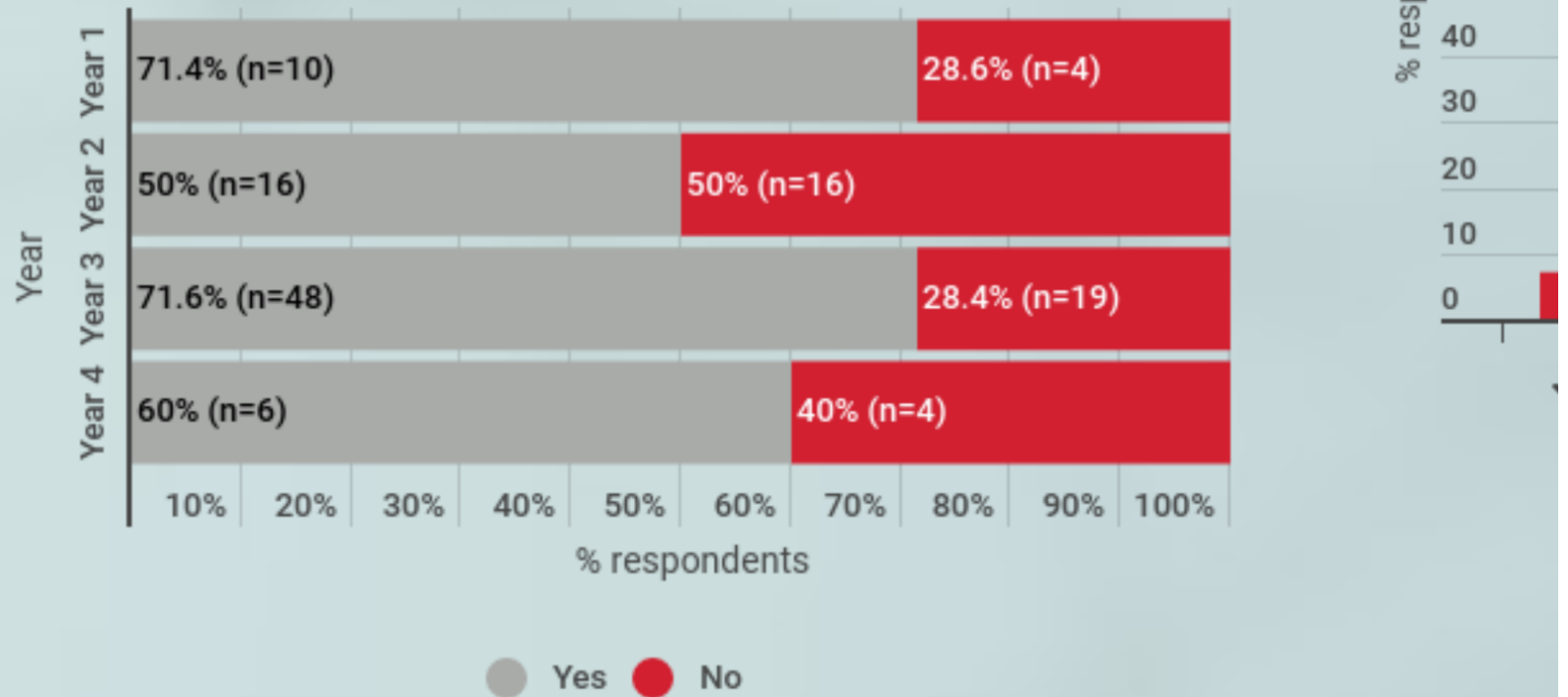
I WANTED TO DO RESEARCH TO: work more closely with a particular faculty member.



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



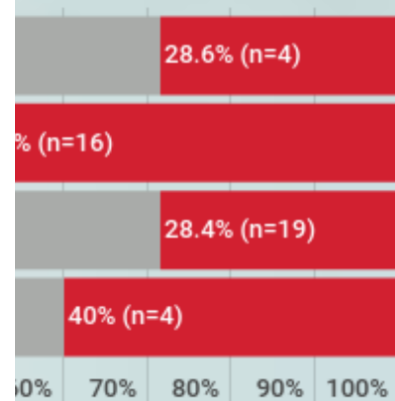
I WANTED TO DO RESEARCH TO: work more closely with a particular faculty member.



CSA) (2b)

Research Participants

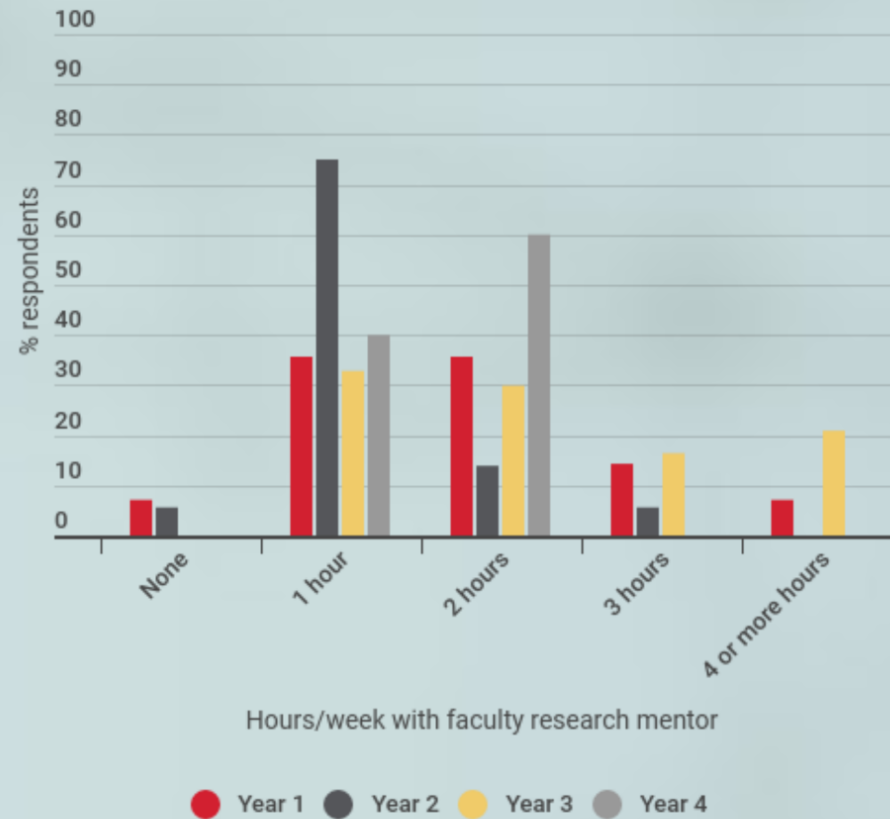
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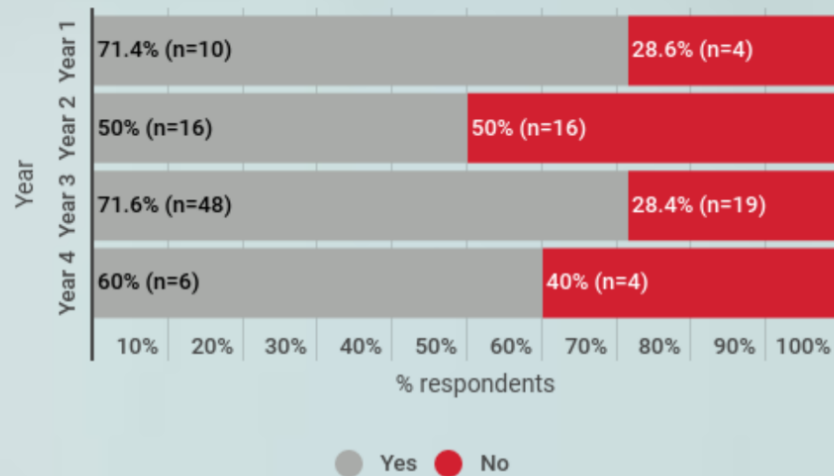
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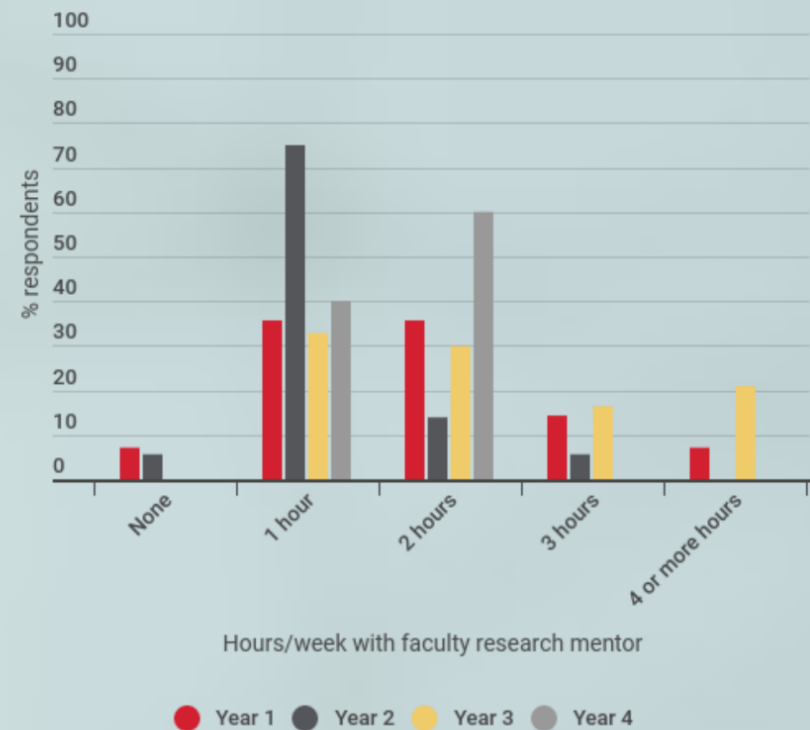
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Community College and CSUN Research Participants

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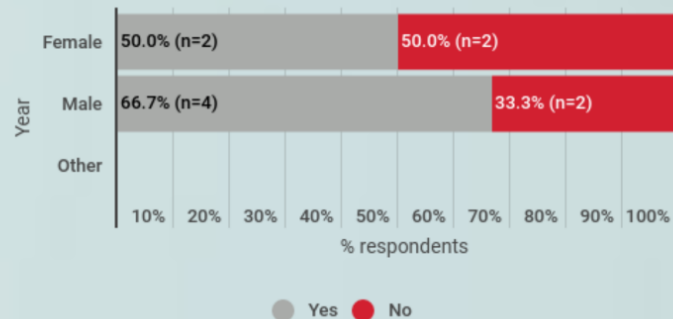
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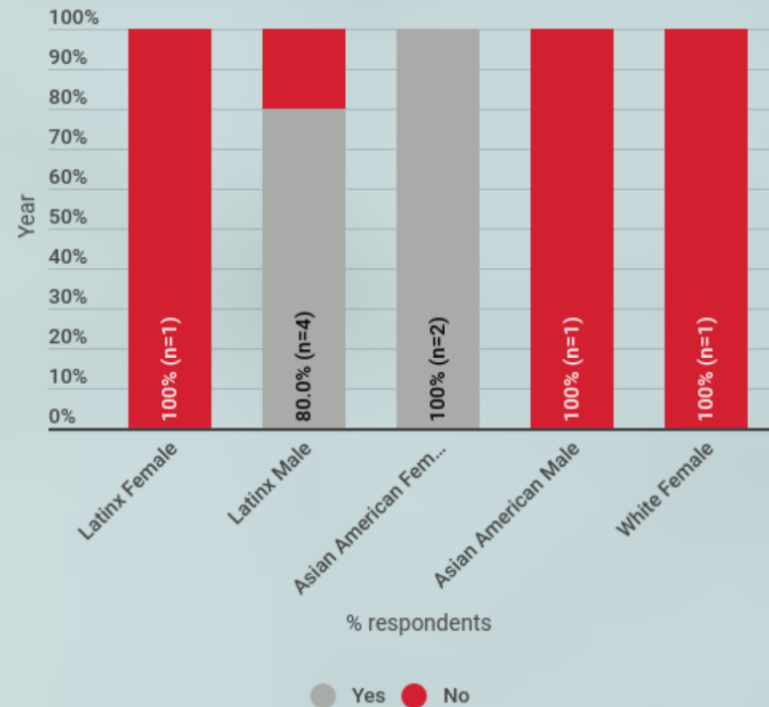
Research interaction with faculty by race/ ethnicity and gender in 2019-20 (URSSA) (2b)

Community College and CSUN Research Participants

I WANTED TO DO RESEARCH TO: work more closely with a particular faculty member by GENDER (Year 4).

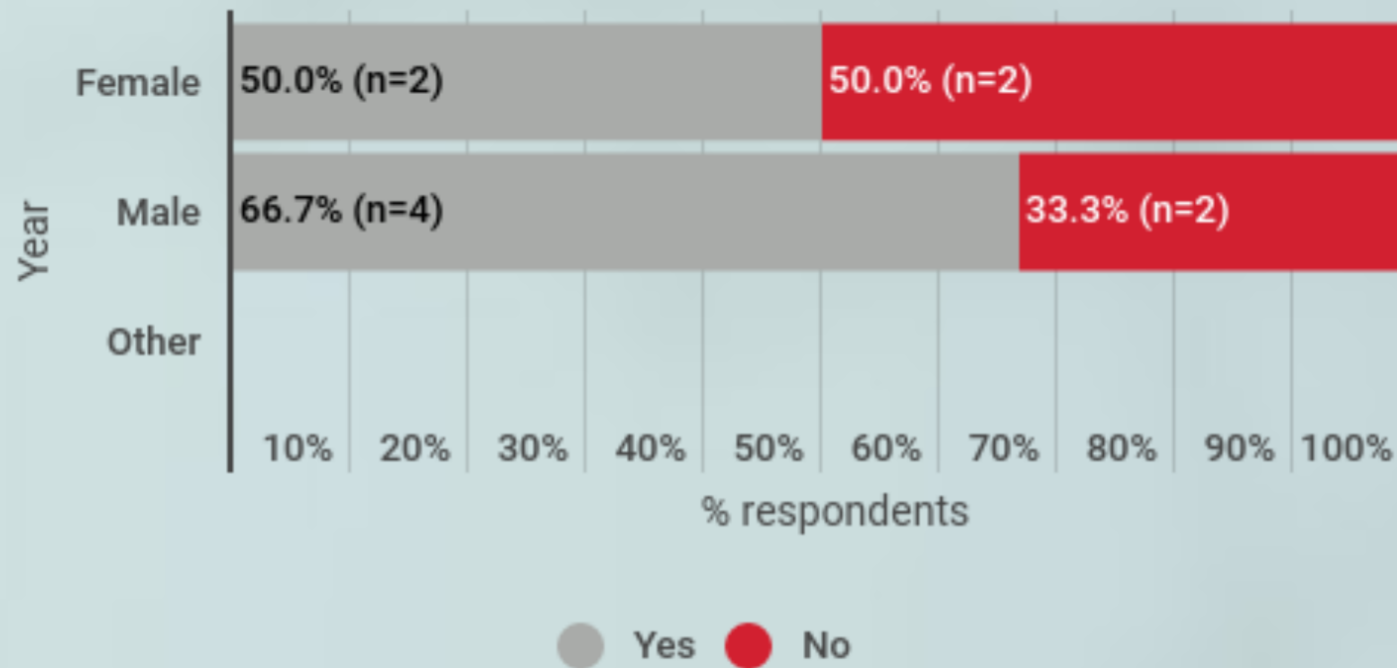


I WANTED TO DO RESEARCH TO: work more closely with a particular faculty member by RACE/ETHNICITY and GENDER (Year 4).



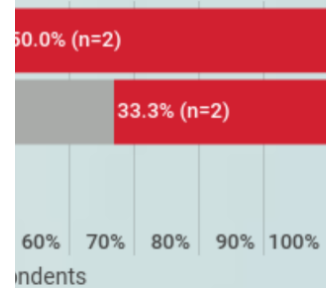
Community College and OER Research Participants

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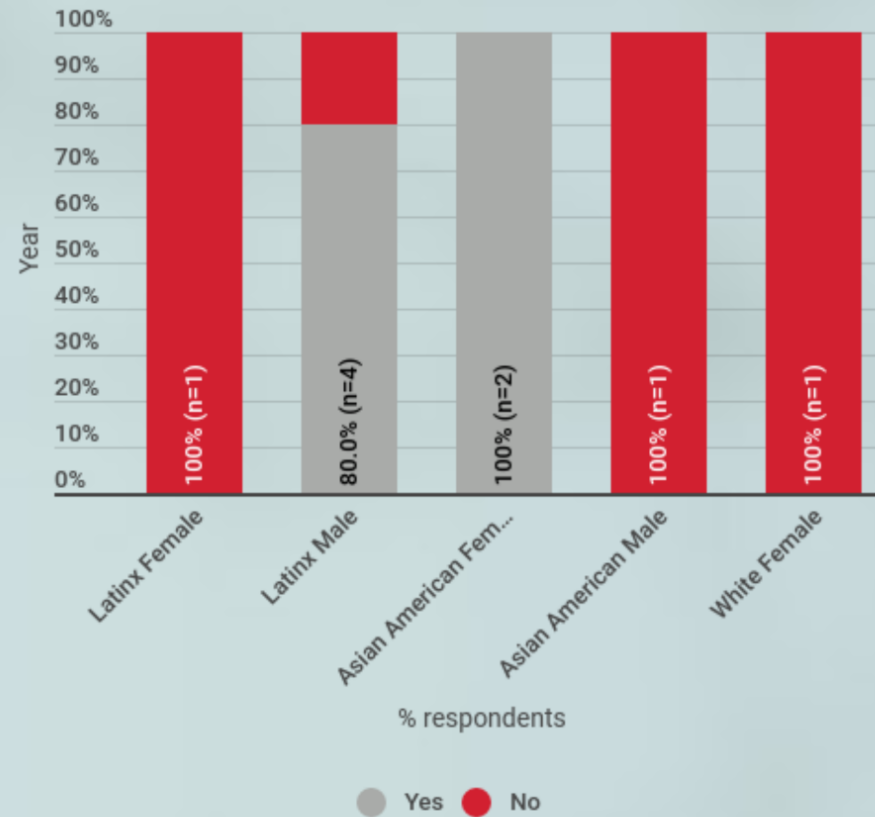


raction y race/ gender in SA) (2b) search Participants

more closely with a particular



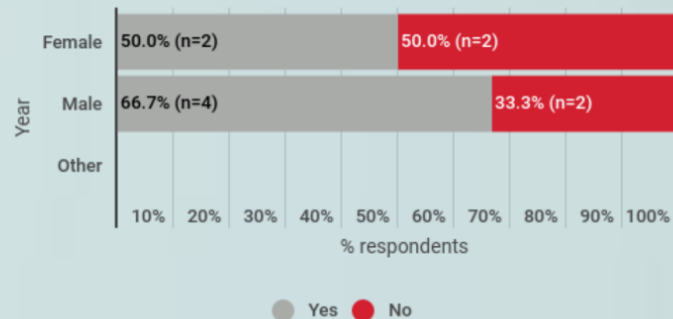
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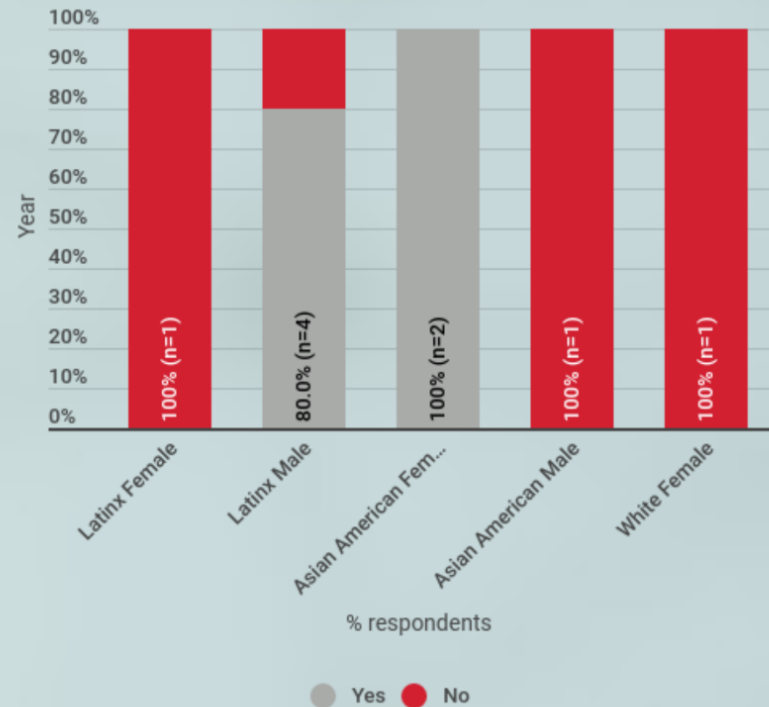
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Community College and CSUN Research Participants

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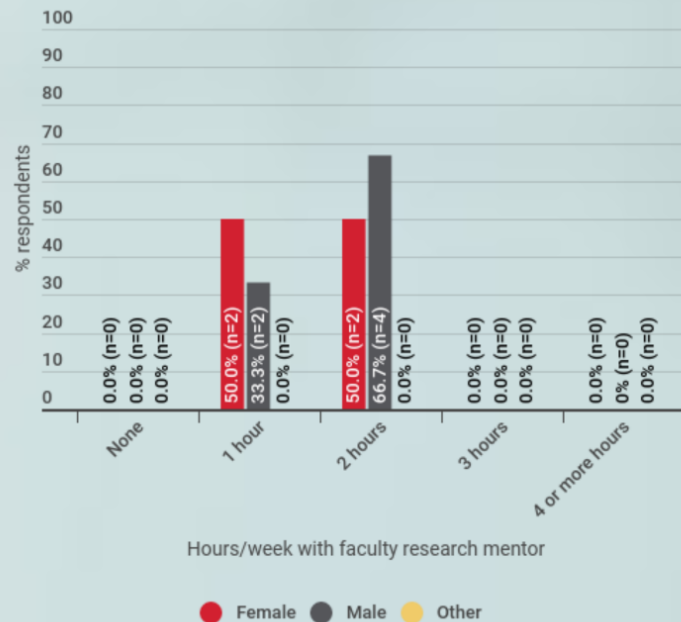
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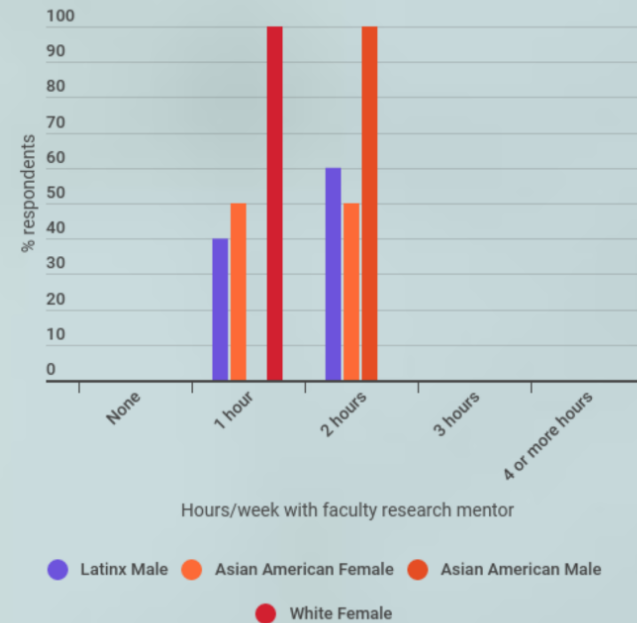
Research interaction with faculty by race/ethnicity and gender in 2019-20 (URSSA) (2b)

Community College and CSUN Research Participants

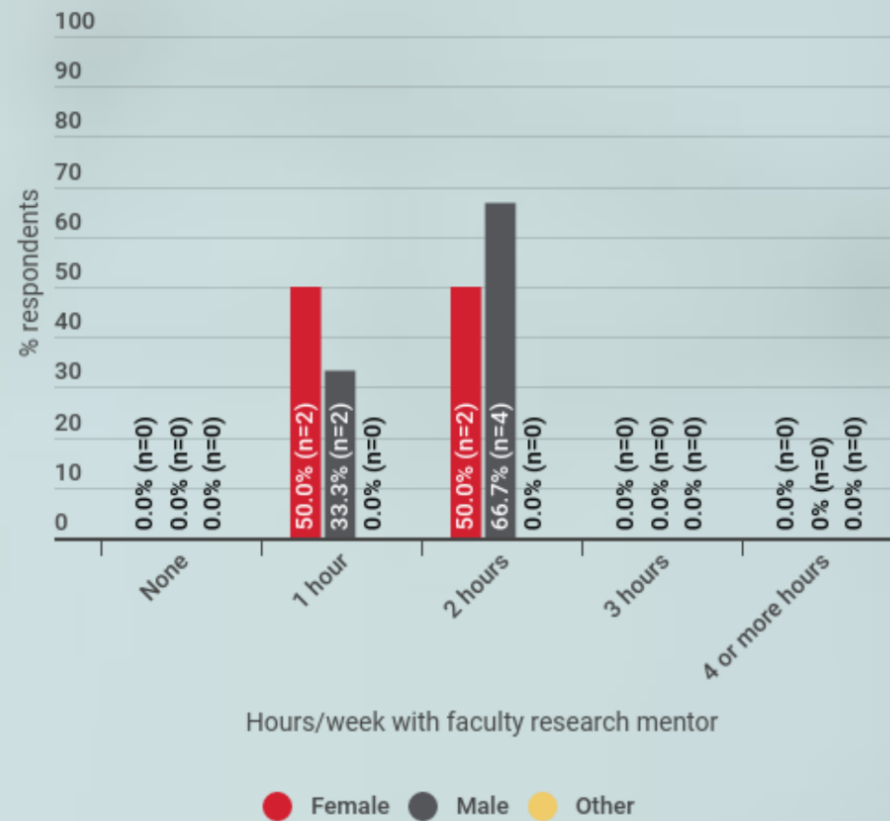
On average, how many hours per week did you spend talking with your most recent faculty research mentor by gender (year 4)?



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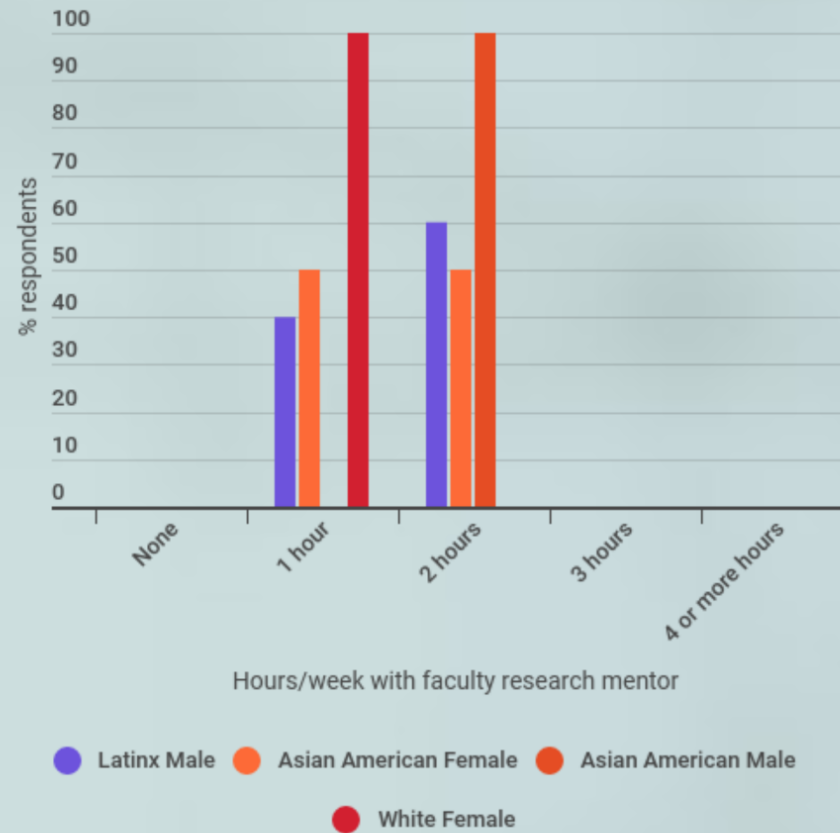


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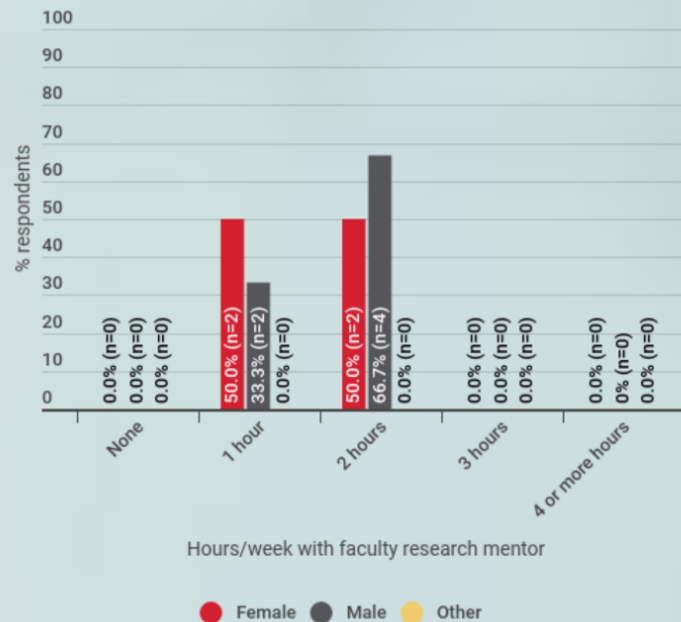
On average, how many hours per week did you spend talking with your most recent faculty research mentor by gender and race (year 4)?



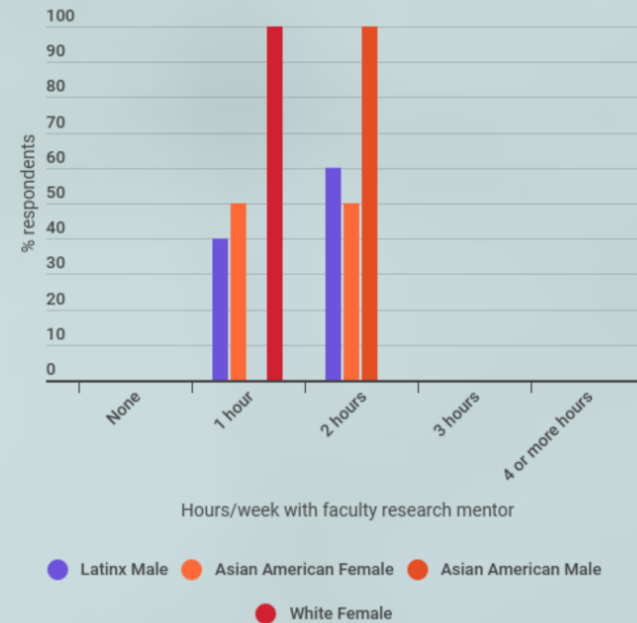
Research interaction with faculty by race/ethnicity and gender in 2019-20 (URSSA) (2b)

Community College and CSUN Research Participants

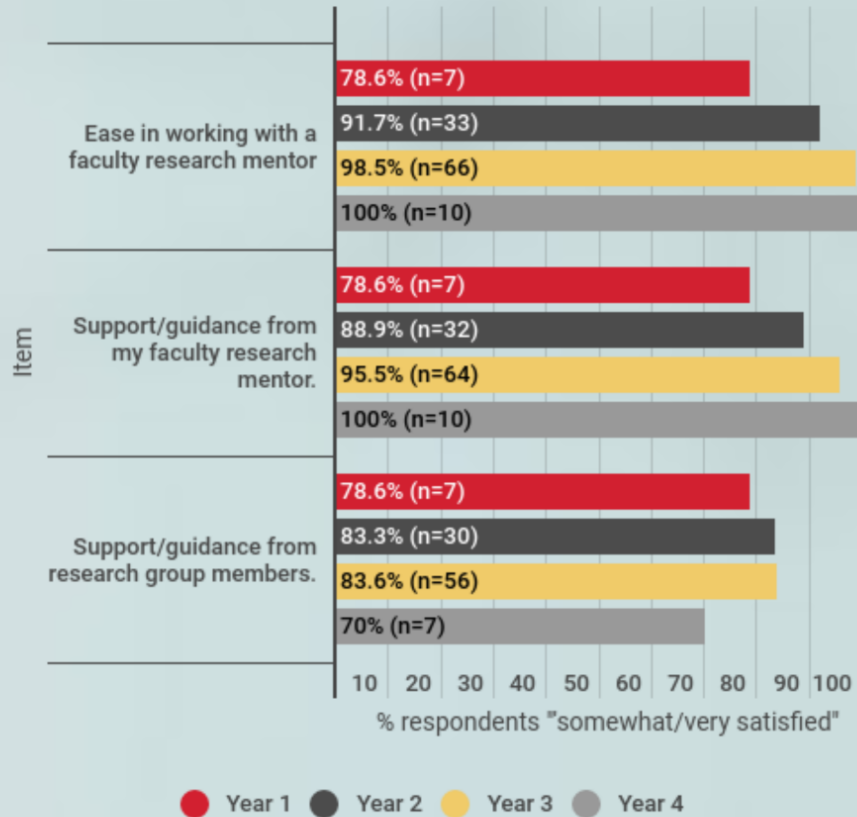
On average, how many hours per week did you spend talking with your most recent faculty research mentor by gender (year 4)?



On average, how many hours per week did you spend talking with your most recent faculty research mentor by gender and race (year 4)?



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



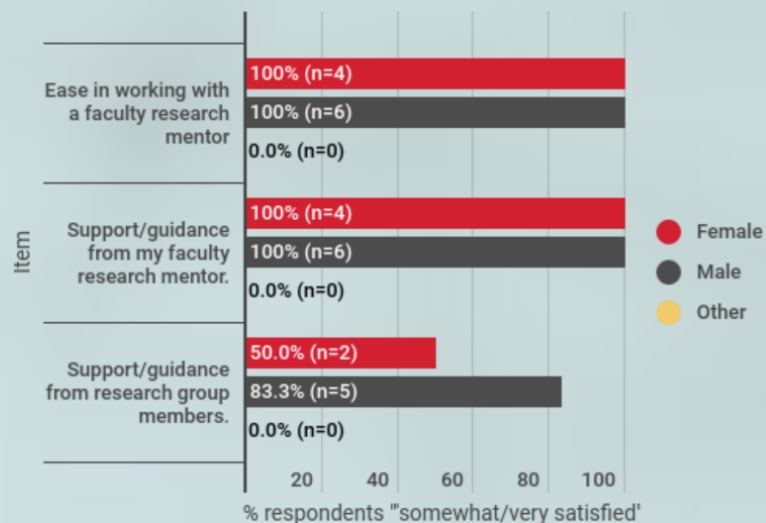
Satisfaction with research interaction with faculty (URSSA) (2b)

Community College and CSUN
Research Participants

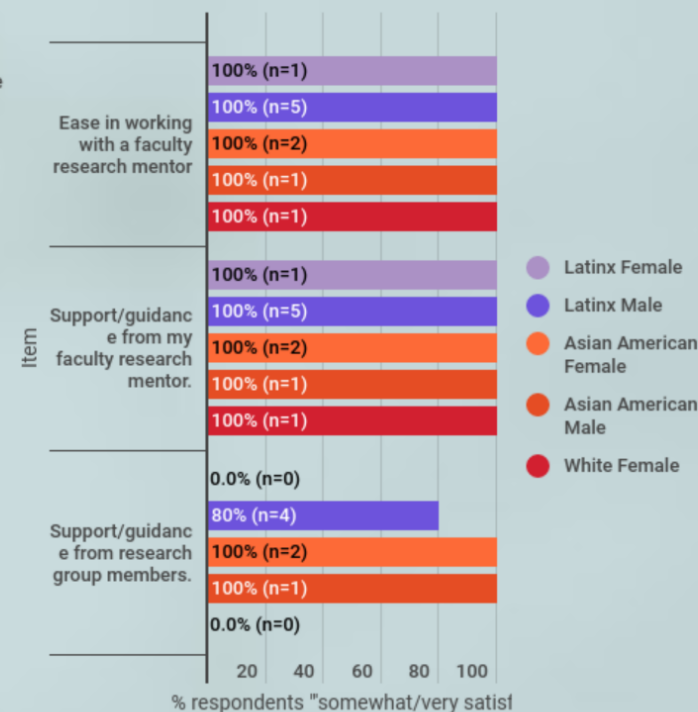
Satisfaction with research interaction with faculty by race/ethnicity and gender in 2019-20 (URSSA) (2b)

Community College and CSUN Research Participants

How satisfied were you with the following aspects of the AIMS2 research program by gender (year 4)?

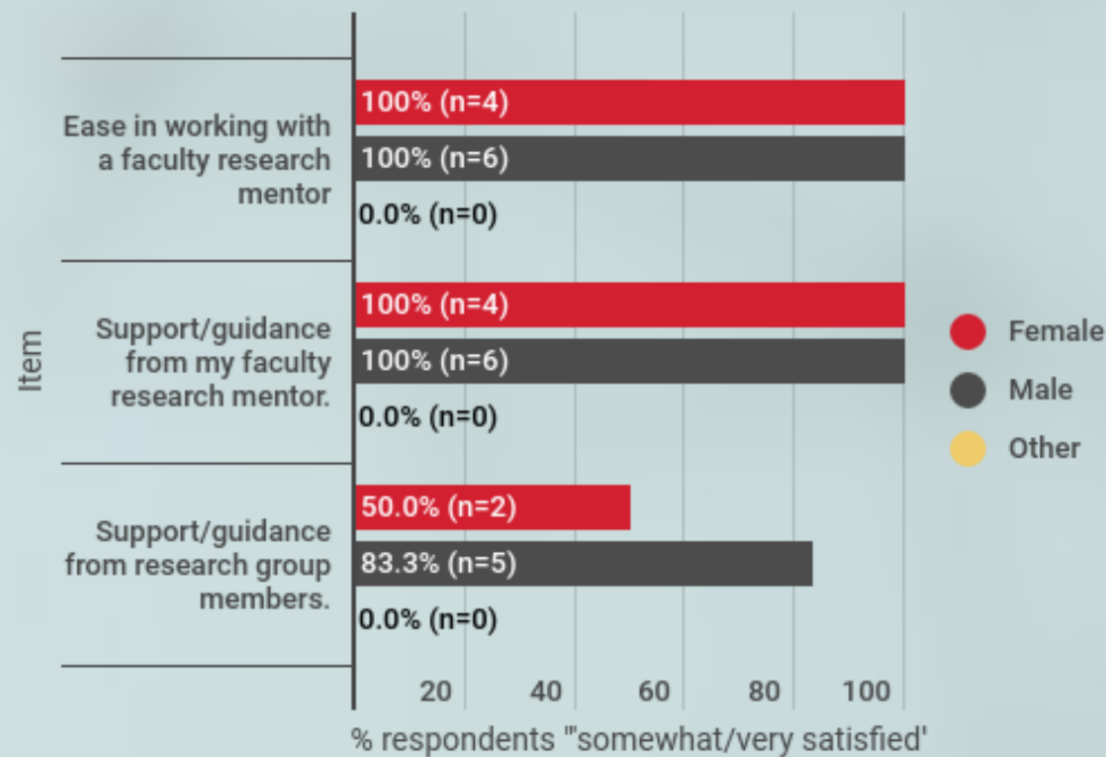


How satisfied were you with the following aspects of the AIMS2 research program by gender and race (year 4)?



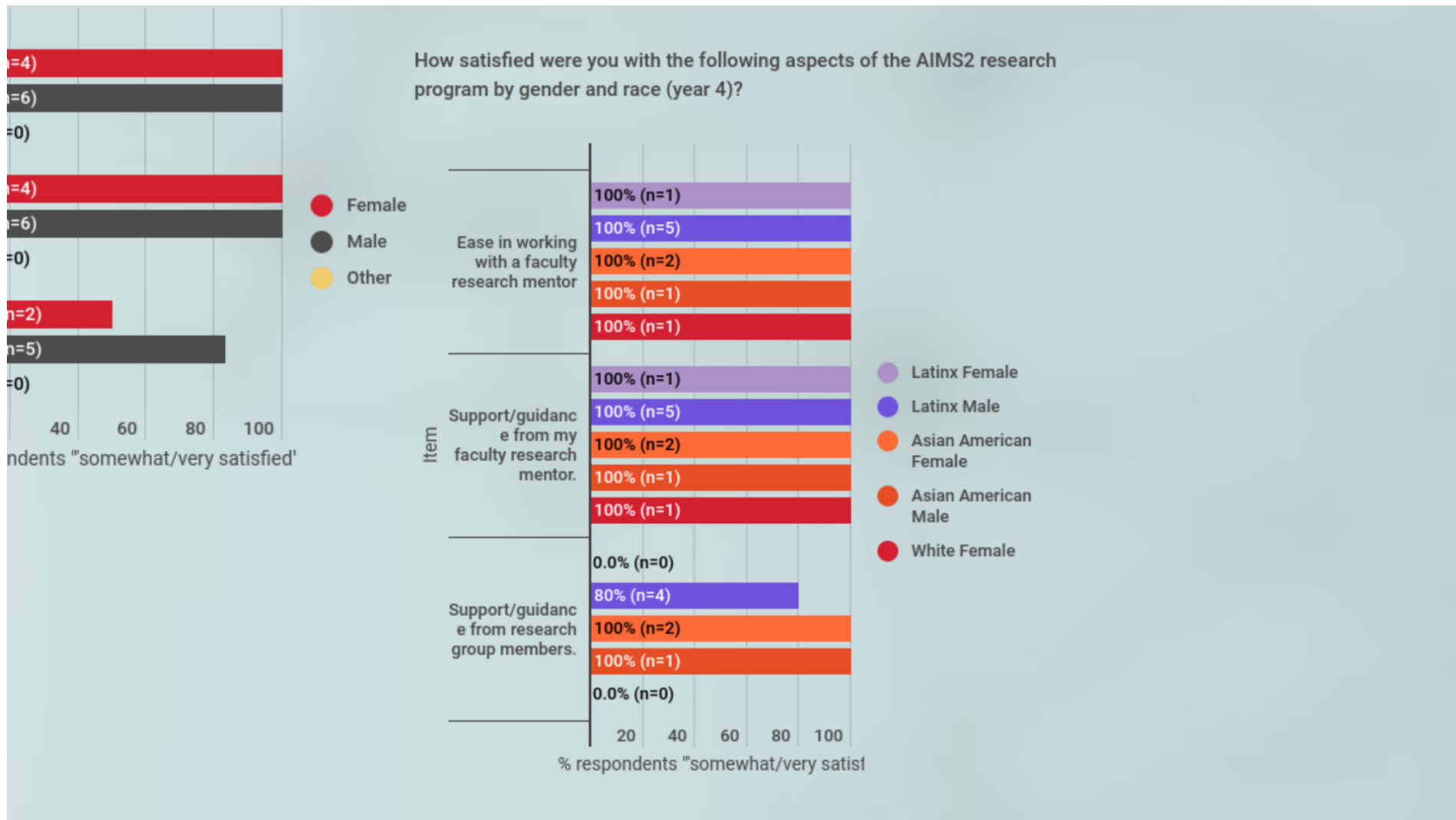
Satisfaction with research interaction with faculty by race/ ethnicity and gender in

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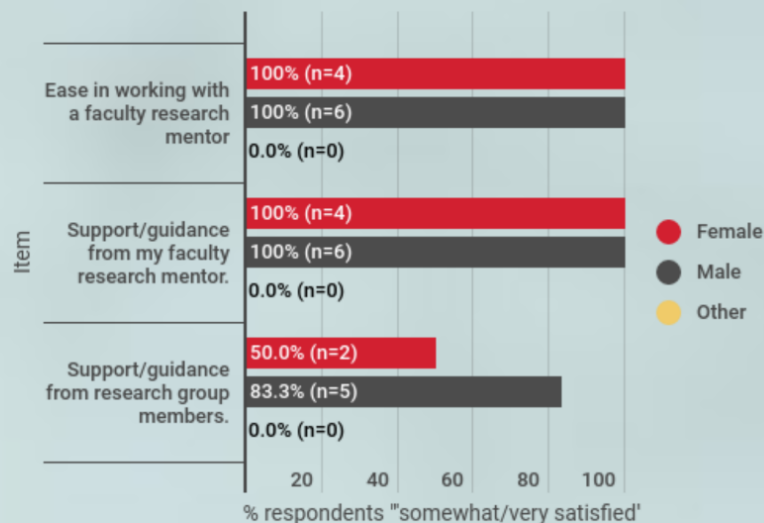




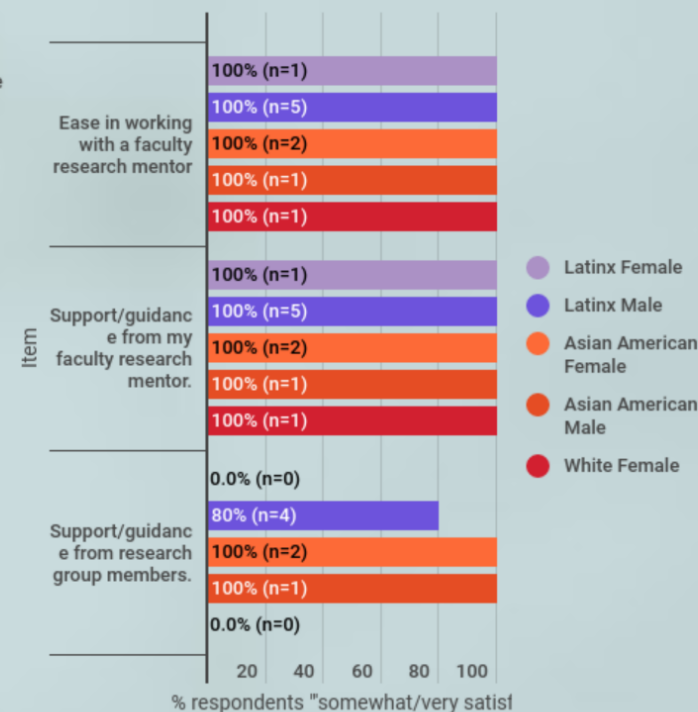
Satisfaction with research interaction with faculty by race/ethnicity and gender in 2019-20 (URSSA) (2b)

Community College and CSUN Research Participants

How satisfied were you with the following aspects of the AIMS2 research program by gender (year 4)?



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STEM enrollment (3a): FT Latinx/low-income 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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Fall 2015-Spring 2016 full-time students enrolled in STEM (baseline data) + Fall 2019-Spring 2020 full-time students enrolled in STEM (growth data)

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

*2019-20 Actual: 365 **(+47%)***



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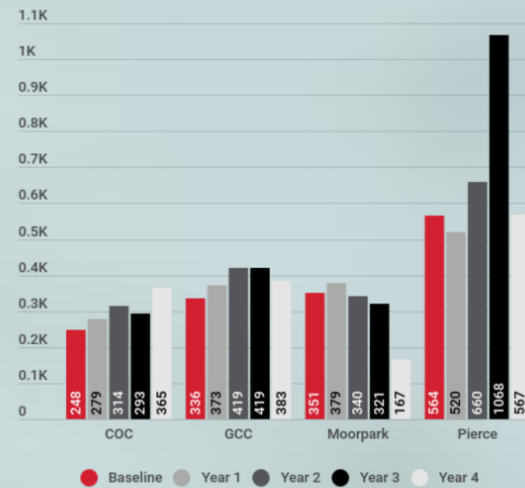
@ CSUN: 2015-16 Baseline: 3,663

*2019-20 Actual: 4,160 **(+14%)***

STEM enrollment (3a): FT Latinx/low-income student enrollment in STEM fields

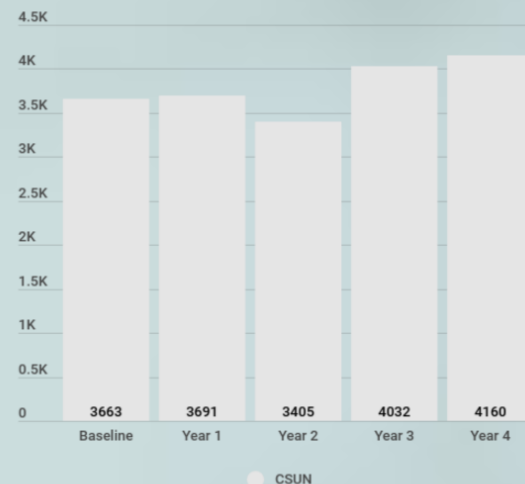
% change of FT enrollment of Hispanic and low-income students in STEM

Longitudinal trend data from project years 1-4



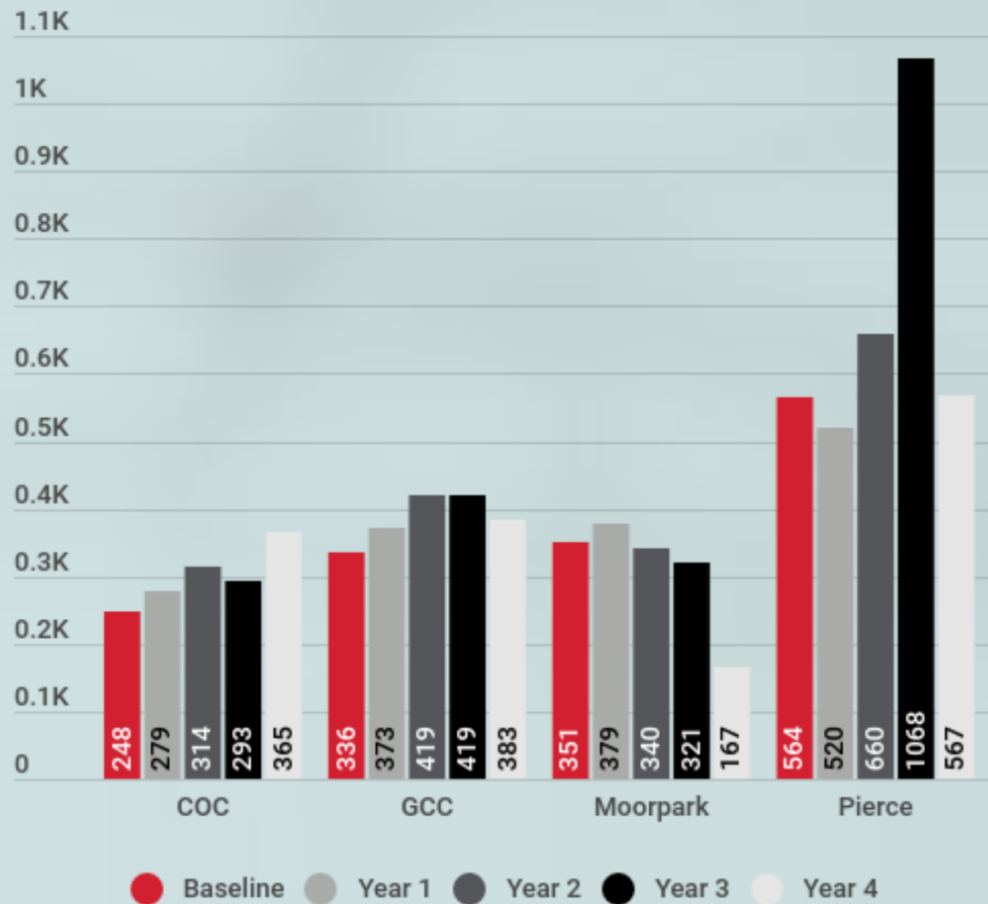
COC, GCC, Moorpark, Pierce

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



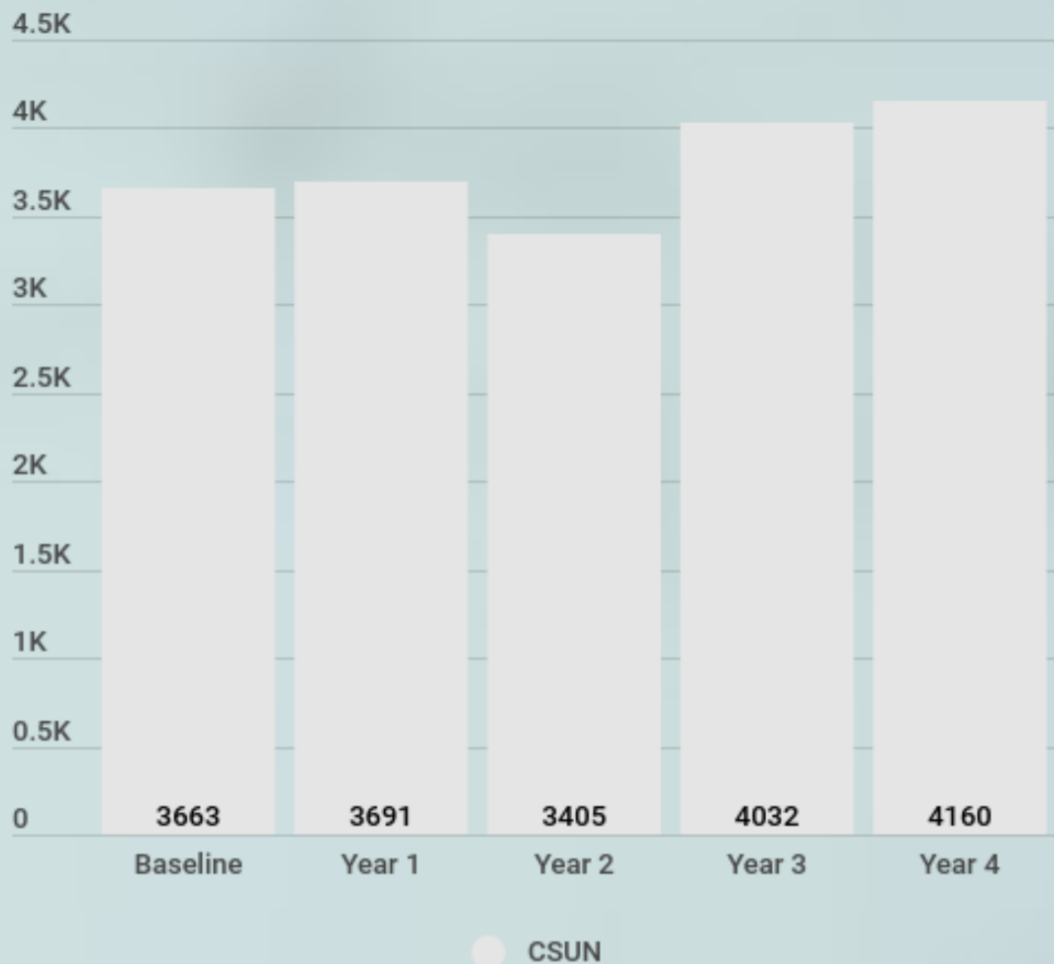
CSUN

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COC, GCC, Moorpark, Pierce

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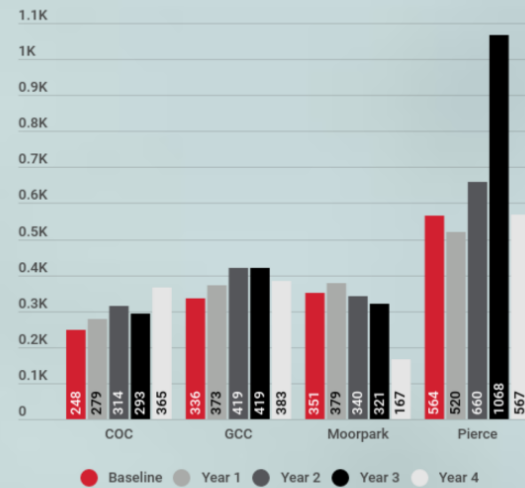
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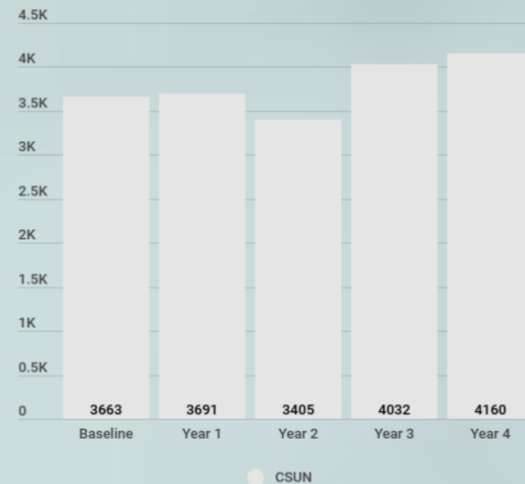
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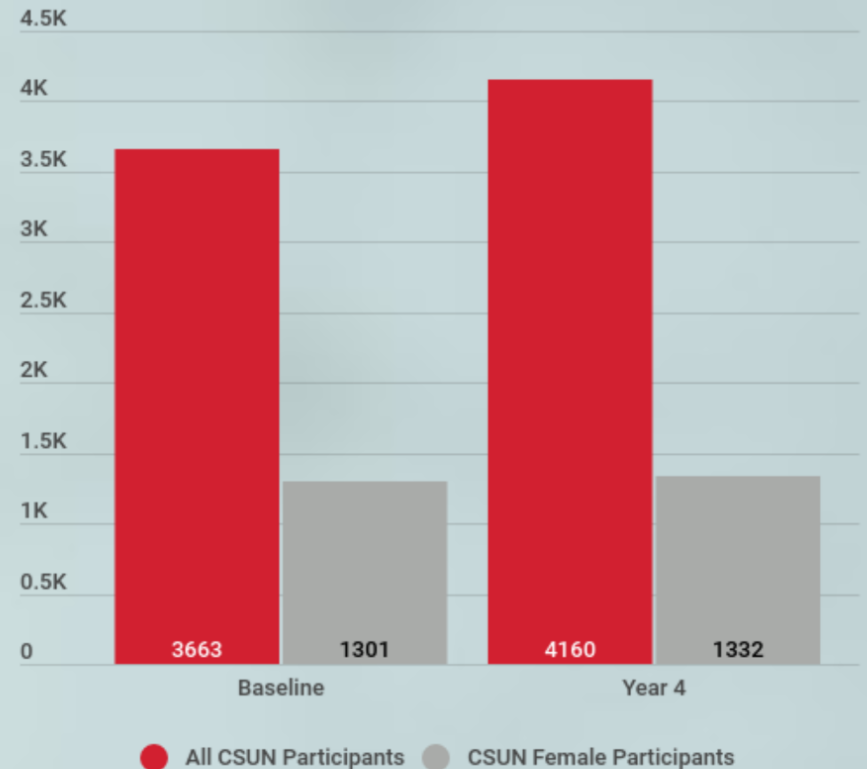
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CSUN

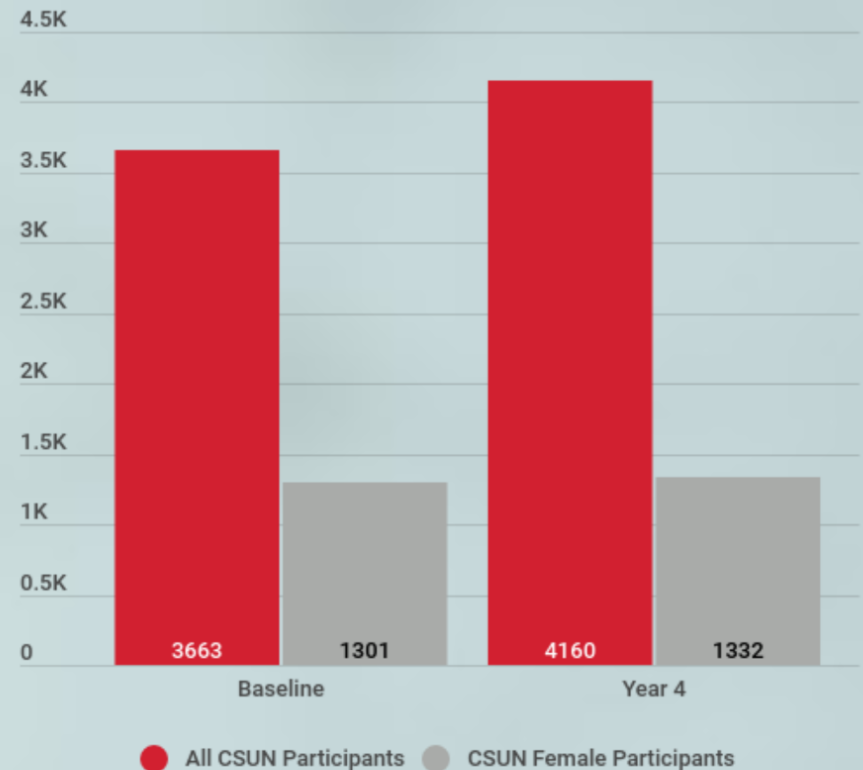
% change of FT enrollment of Hispanic and low-income students in STEM

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



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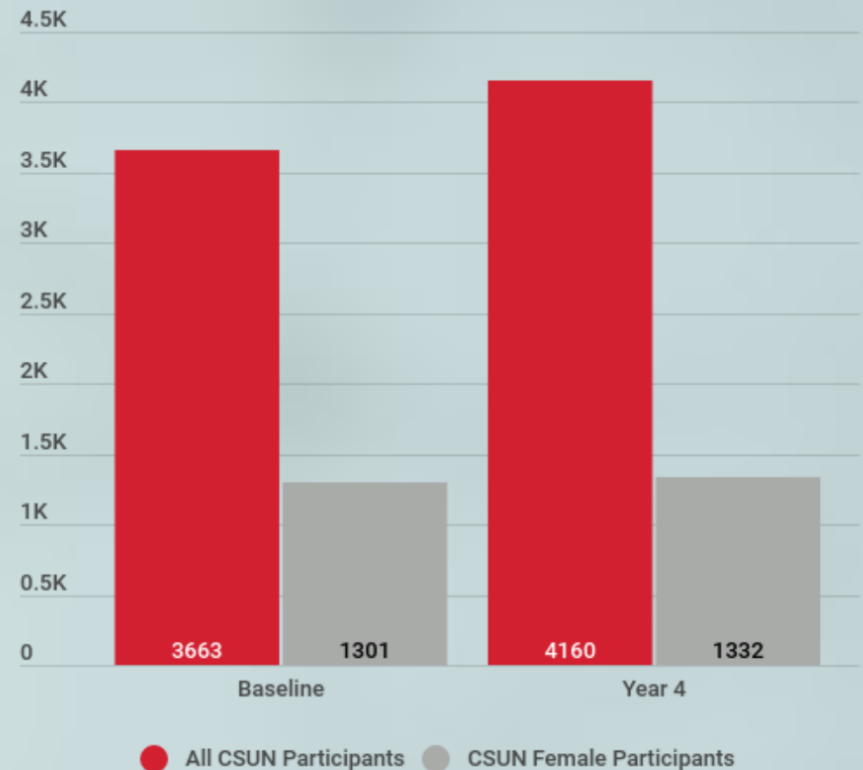
*% change of FT enrollment of Hispanic and
low-income **female** students in STEM*



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

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

@ CSUN Year 4: Actual All: **4,160 (+14%)**
Actual Female: **1,332 (+2%)**



STEM retention (3b): first-time Latinx/low-income student retention in STEM fields

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

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

*Fall 2014-Spring 2015 enrolled first-time, first-year in STEM and Fall 2015-Spring 2016 retained in STEM (baseline data) +
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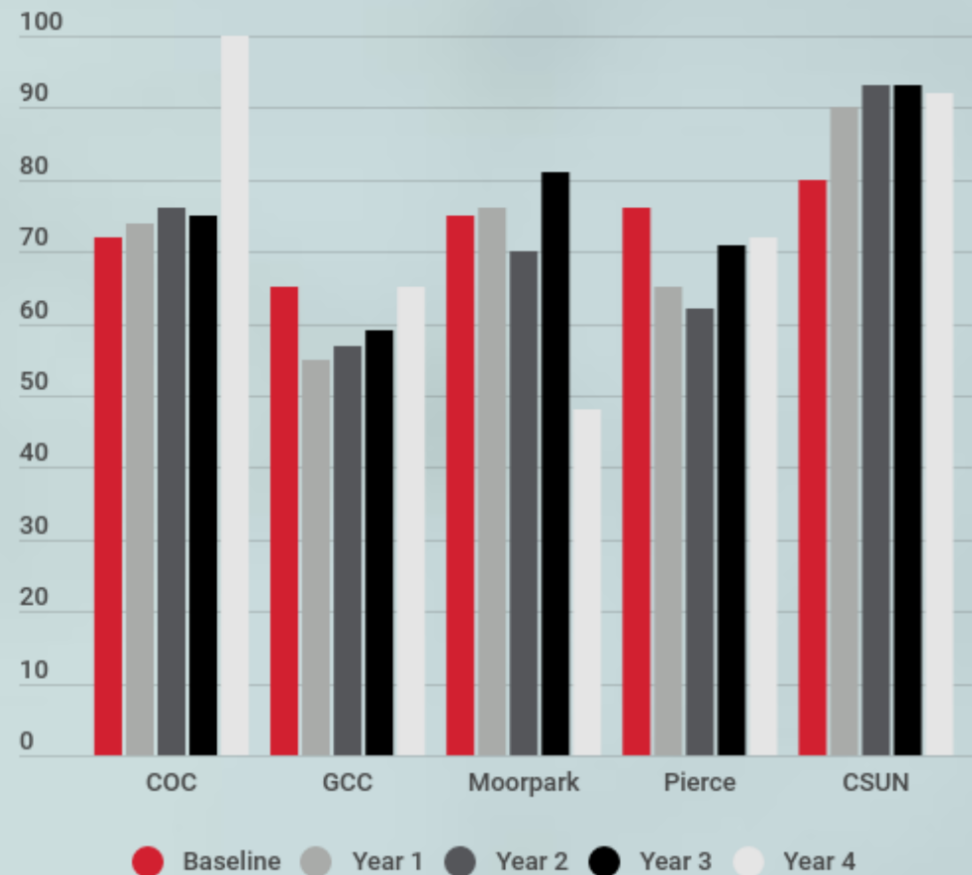
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@ CSUN: 2014-15/2015-16 Baseline: 80% (553/689)	2018-19/2019-20 Actual: 92% (754/816) ↑

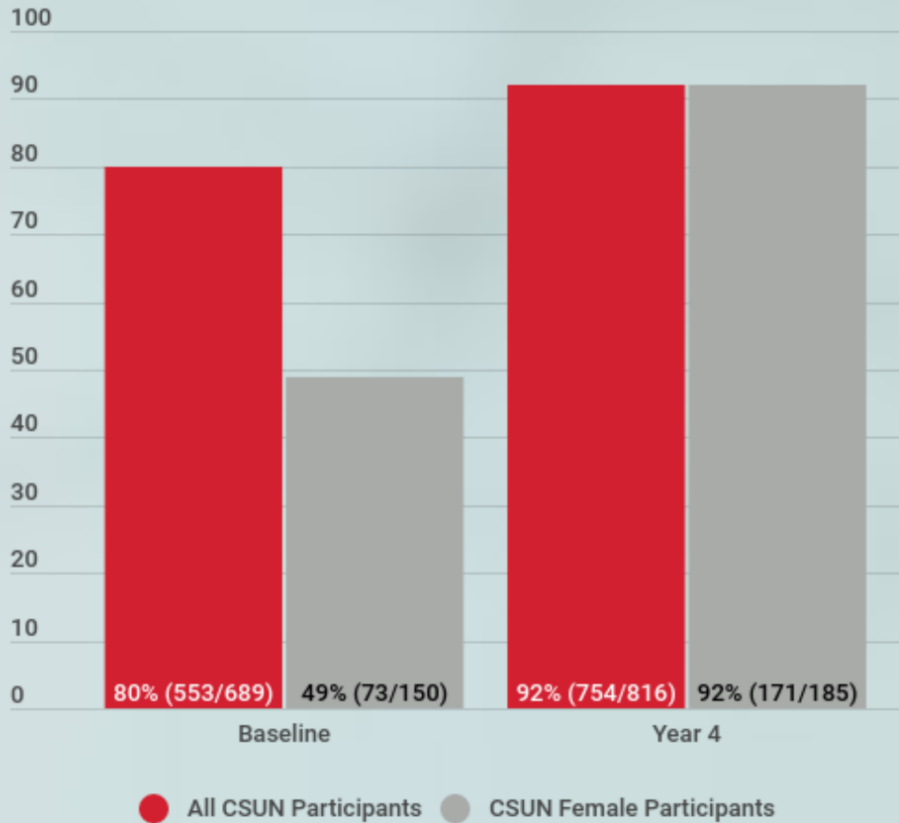
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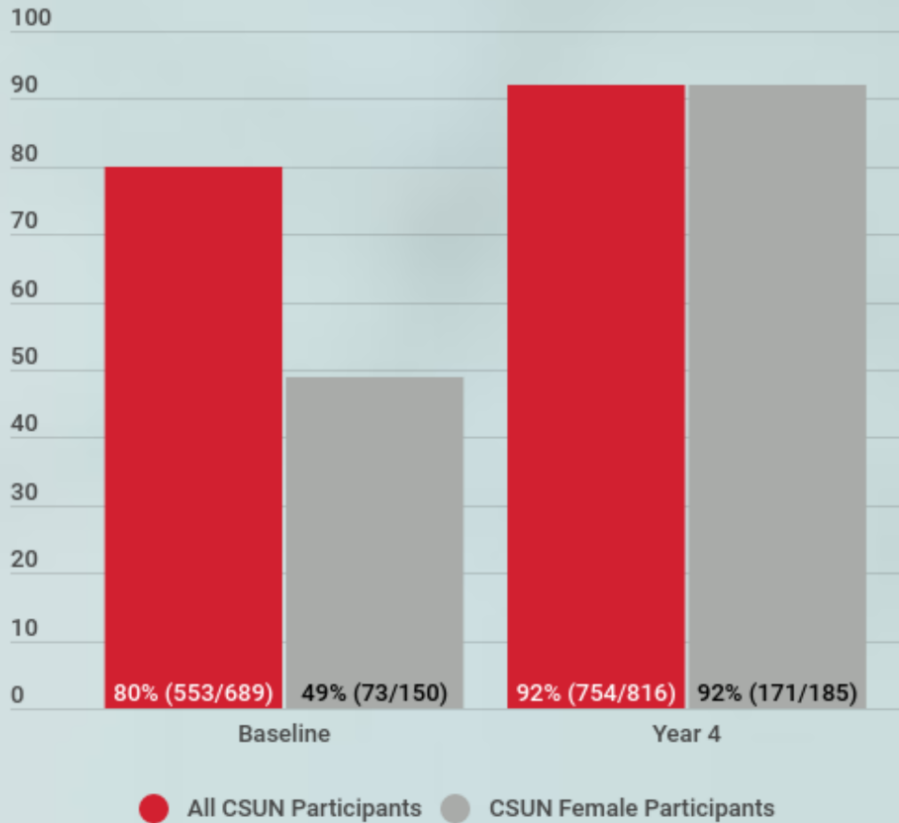
Longitudinal trend data from project years 1-4



STEM retention (3b): CSUN first- time Latinx/low- income female student retention in STEM fields

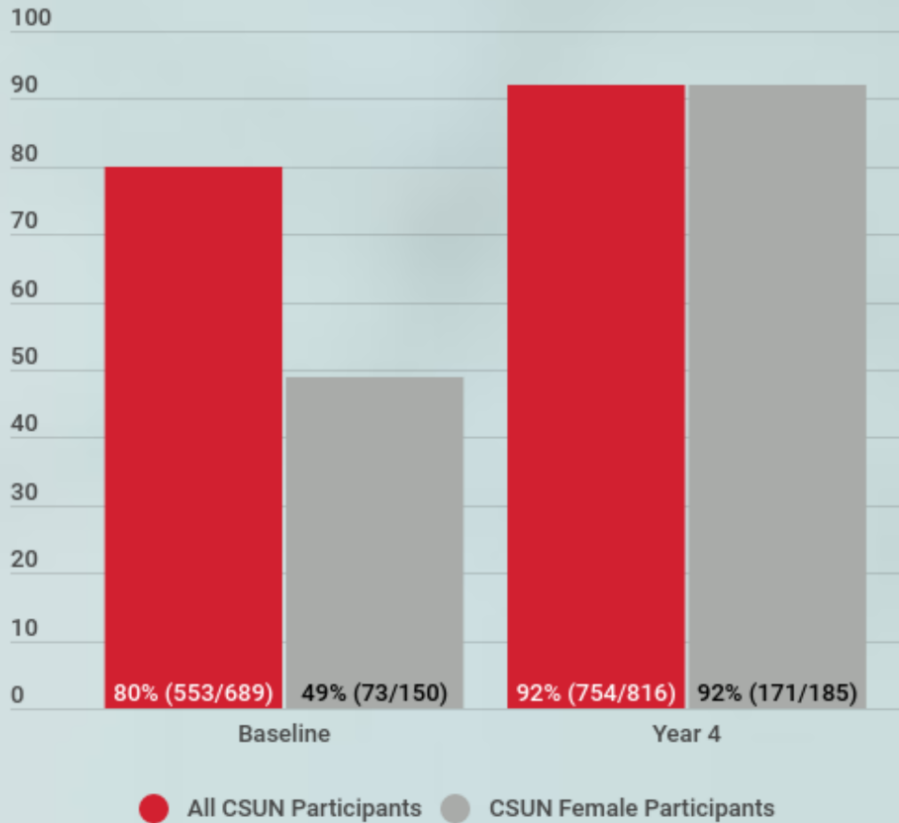


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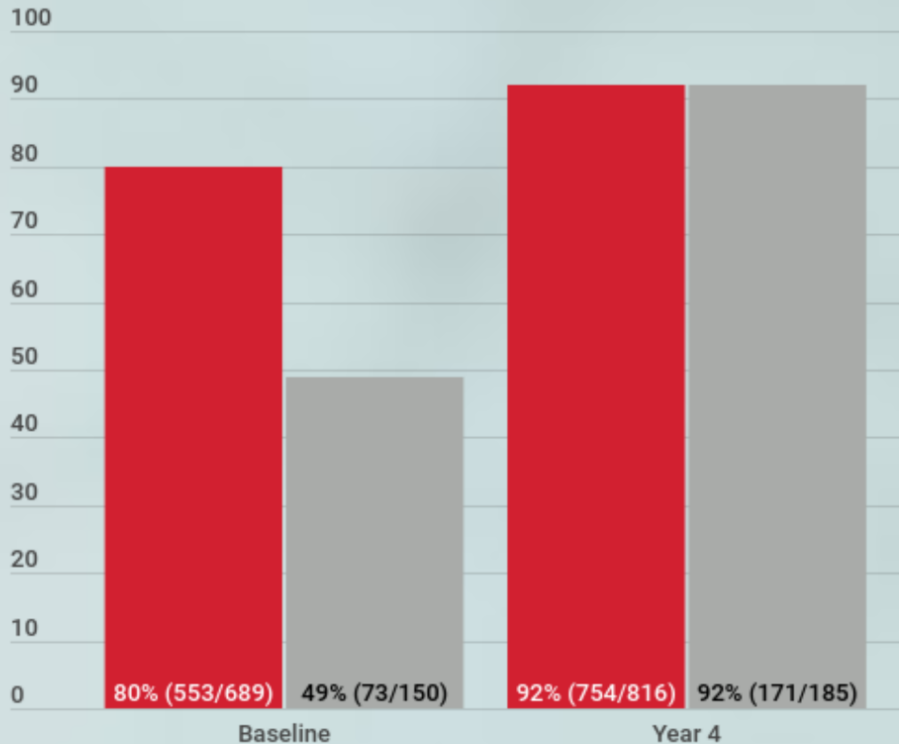
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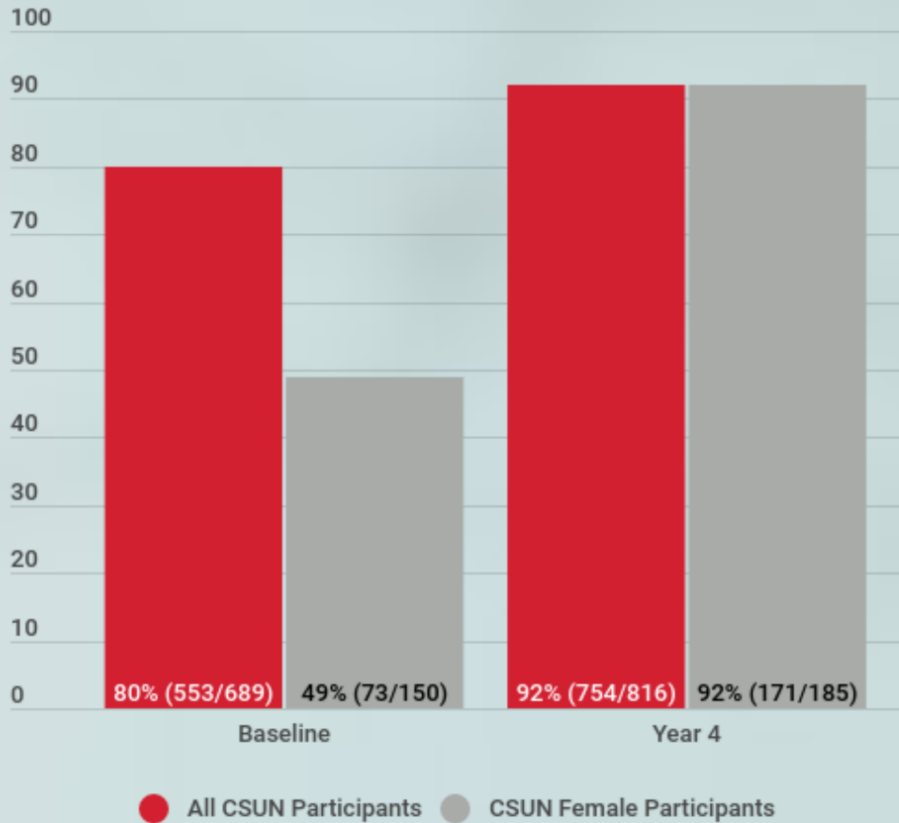


● All CSUN Participants ● CSUN Female Participants

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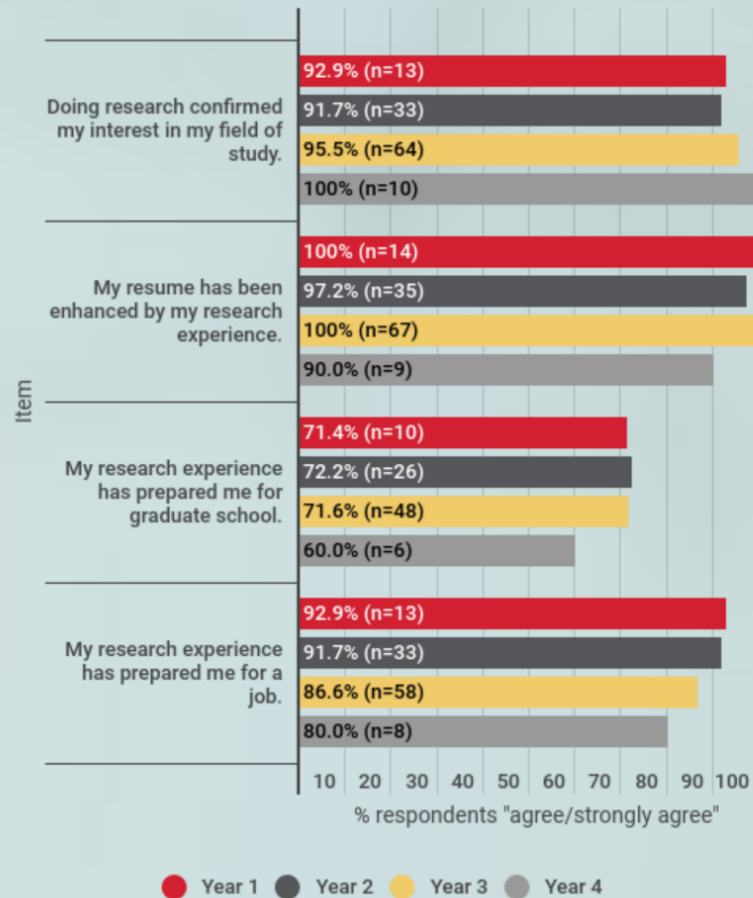
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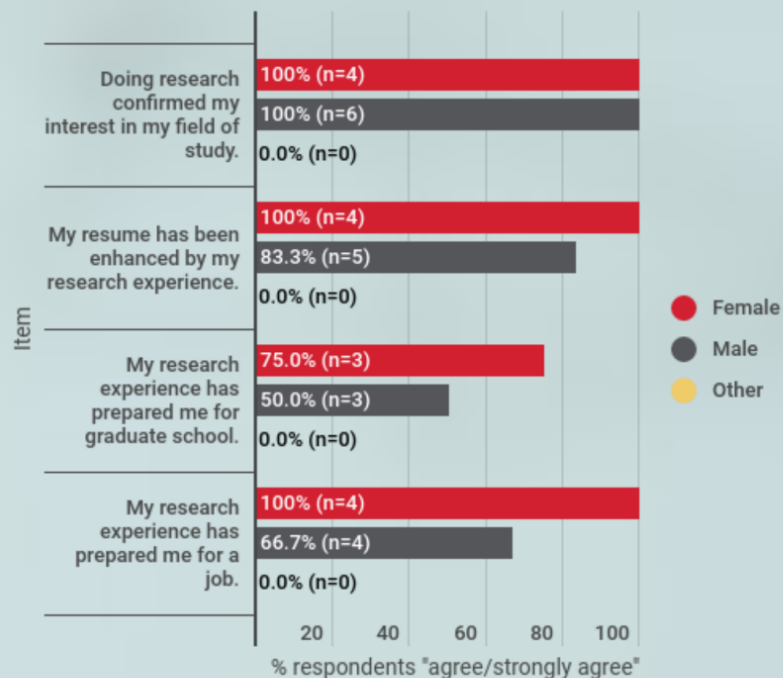
Career-related outcomes from research participation with faculty (URSSA) (4a)

Community College and CSUN Research Participants

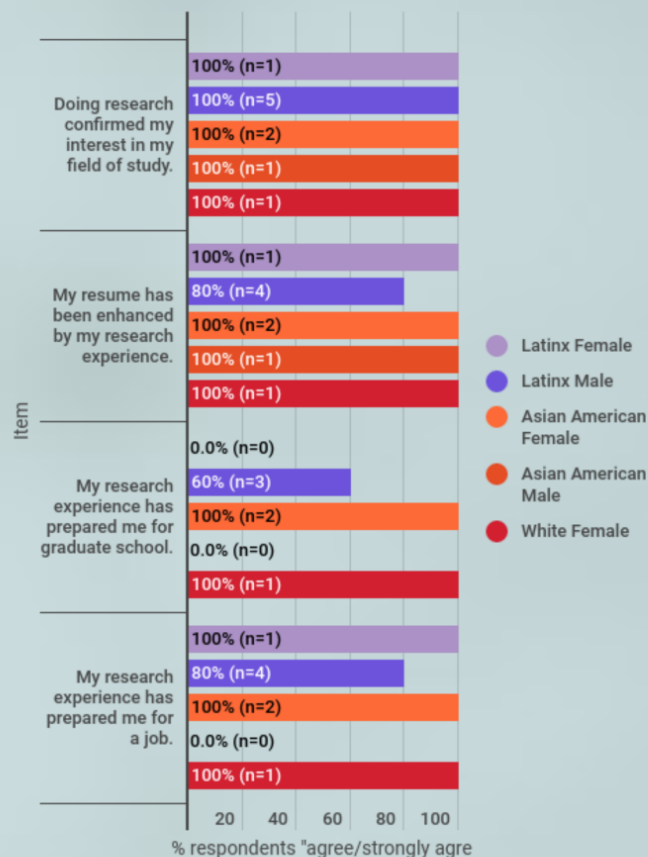
Career-related outcomes from research participation with faculty by race/ethnicity and gender (URSSA) (4a)

Community College and CSUN Research Participants

Rate how much you agree with the following statements by gender (Year 4):



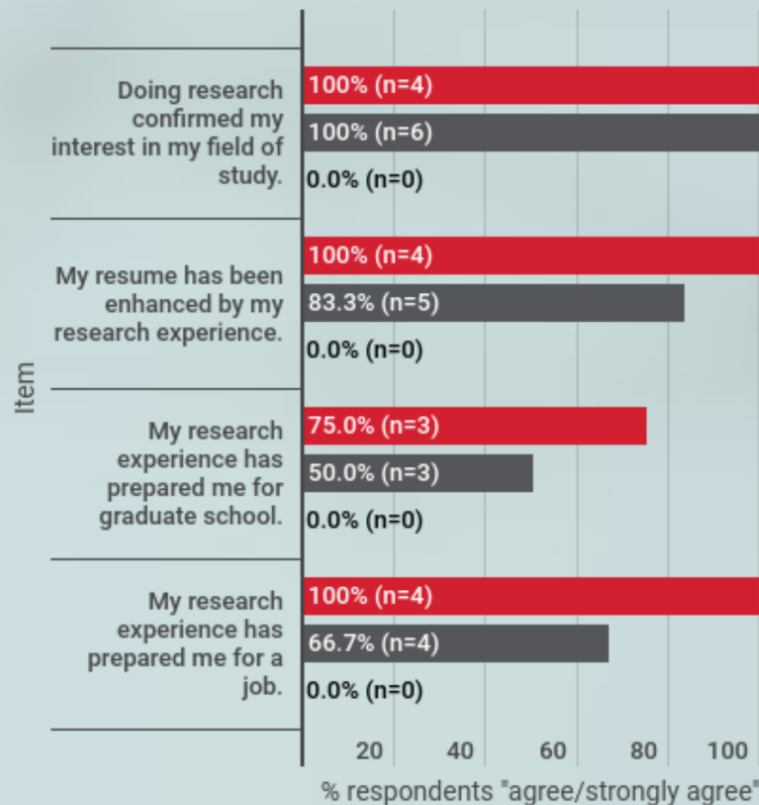
Rate how much you agree with the following statements by gender and race (Year 4):



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Community College and

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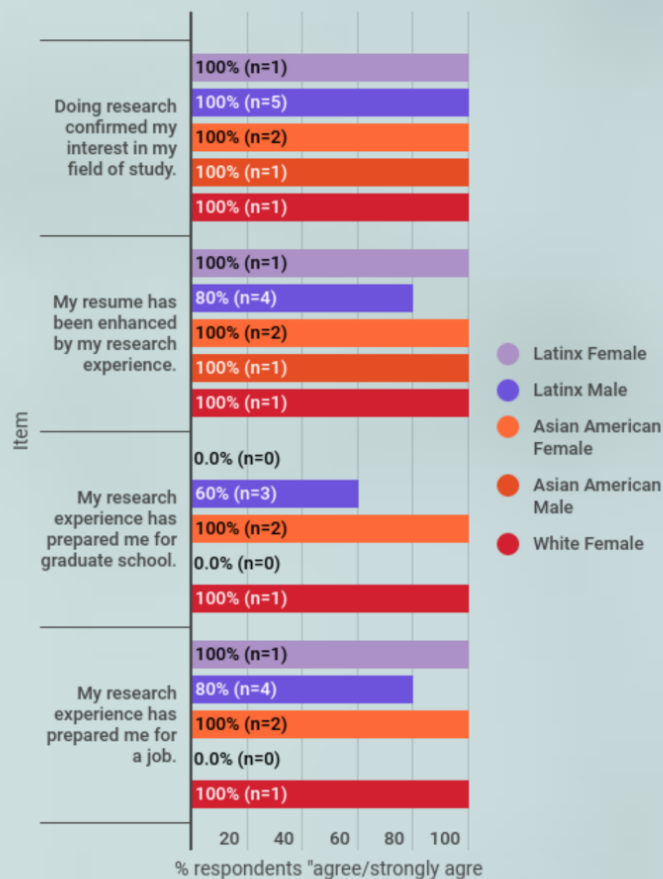
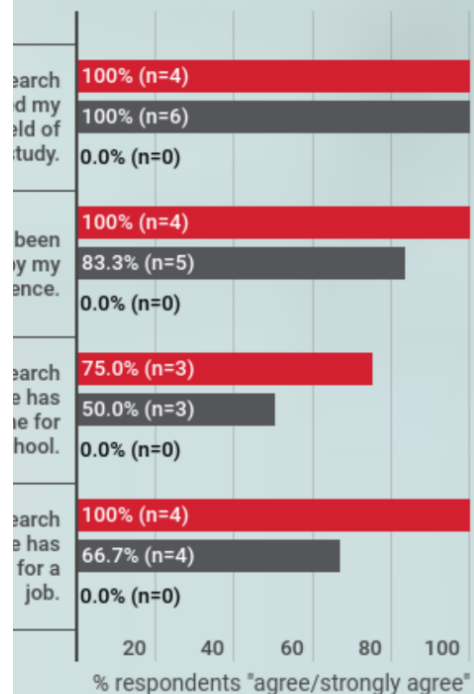


Rate how much you agree with the following
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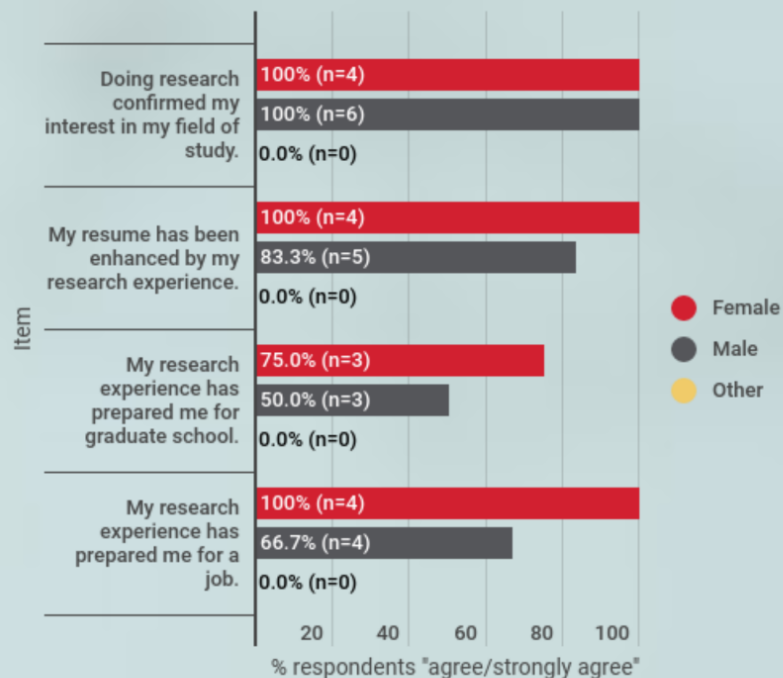
you agree with the following statements by gender



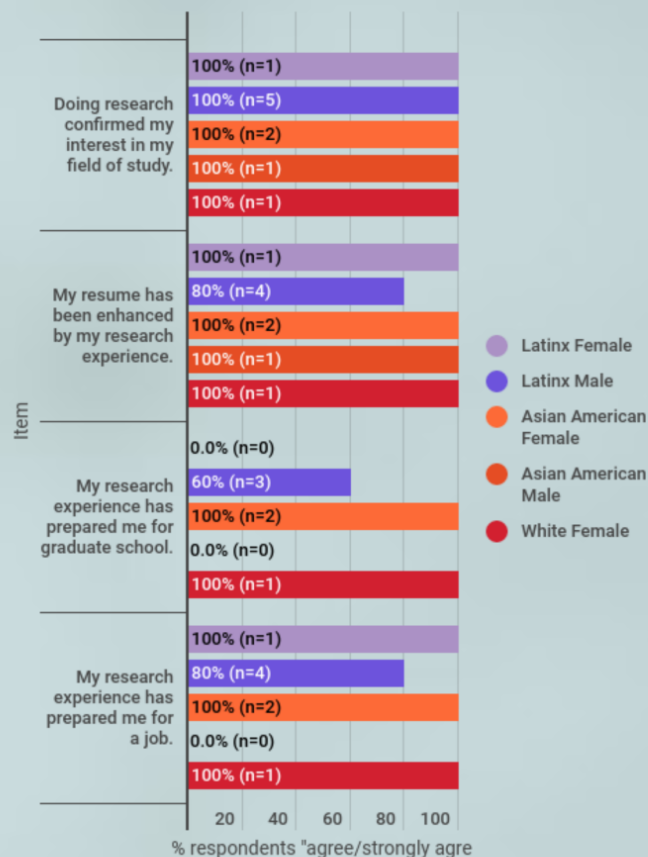
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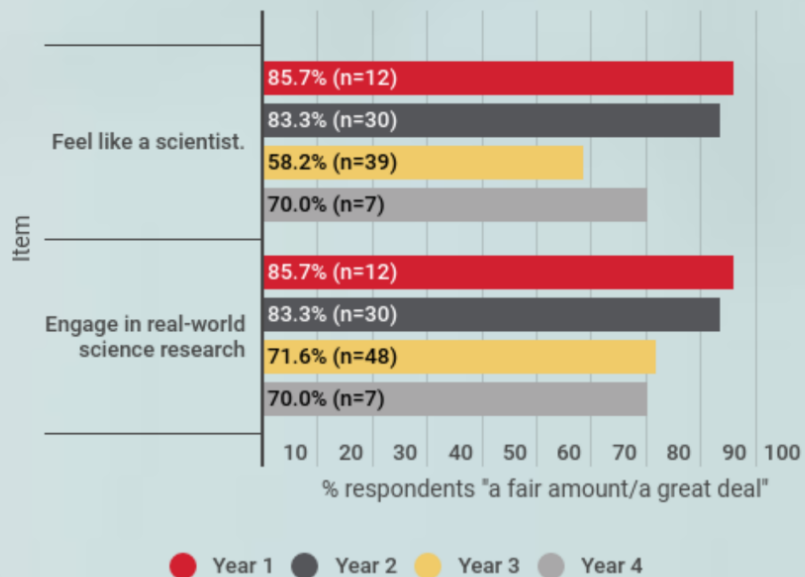
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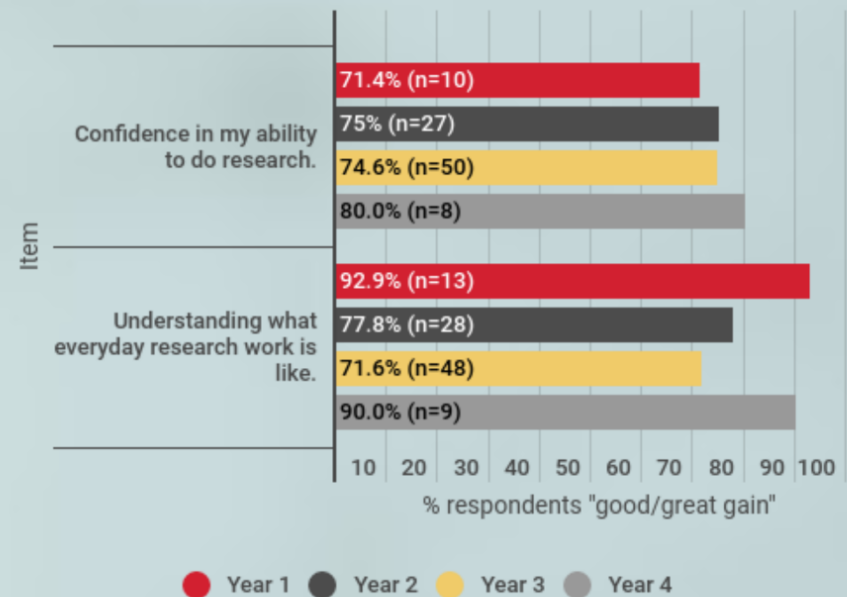
Gains in research experience, confidence, and identity (URSSA) (5a)

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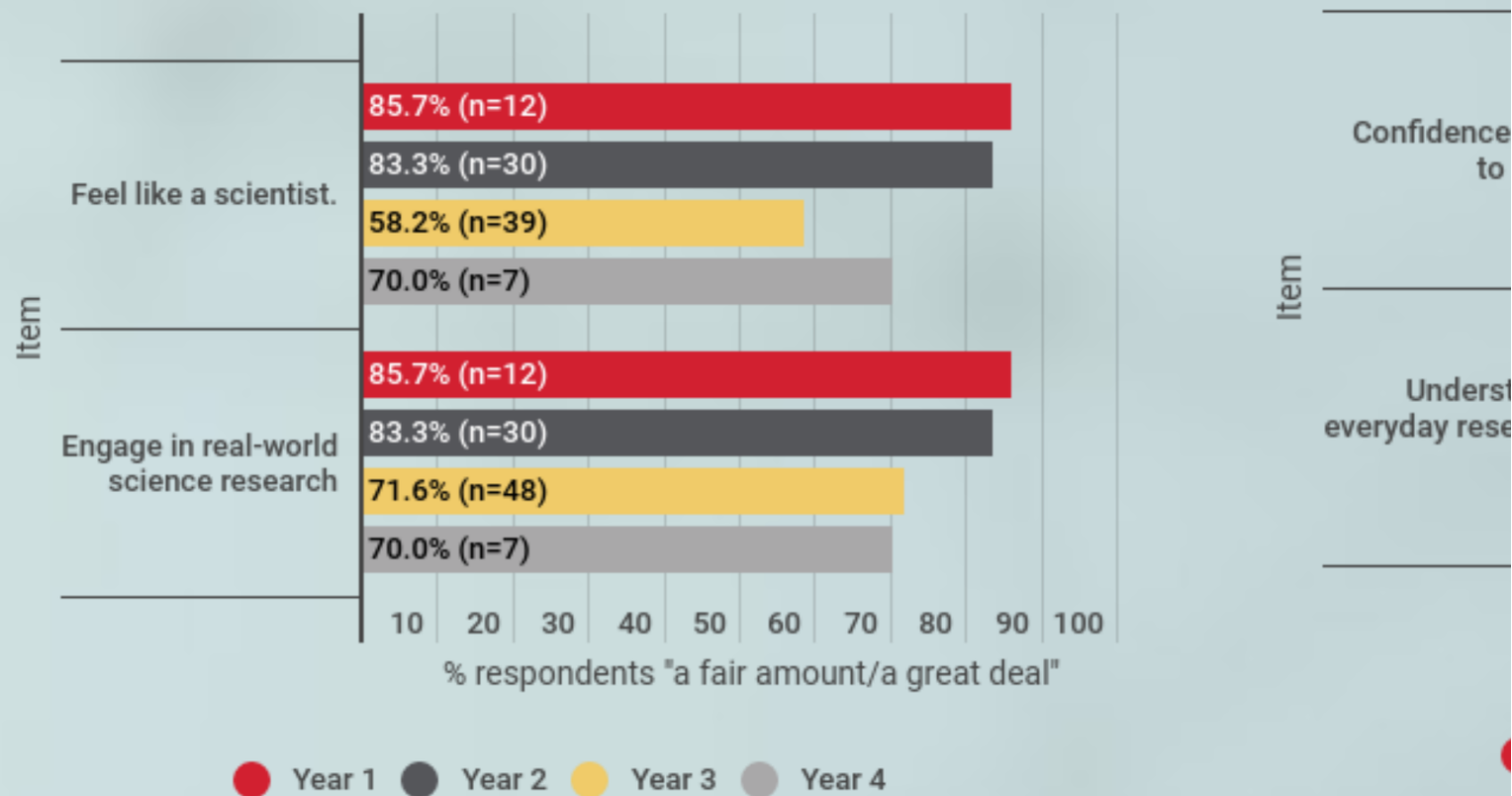
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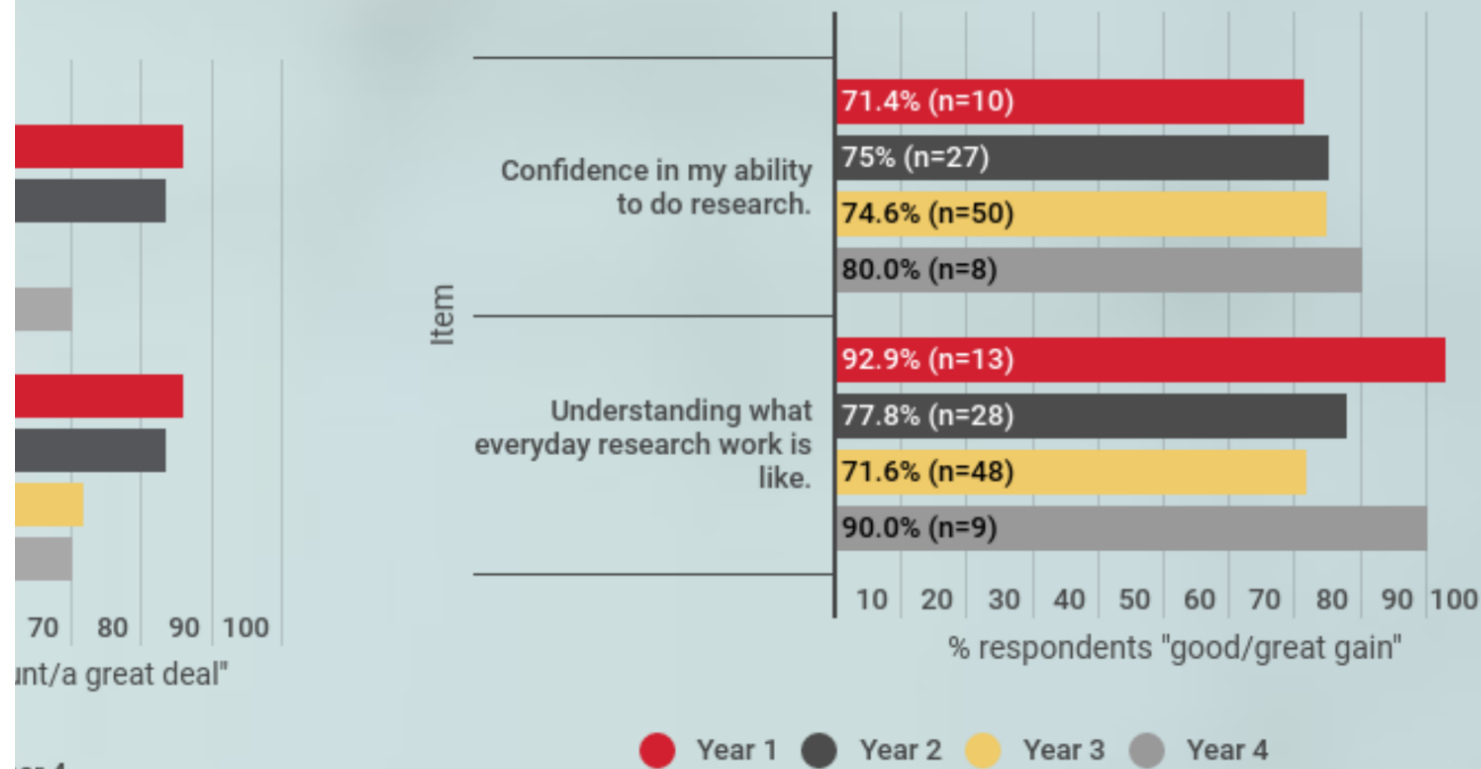


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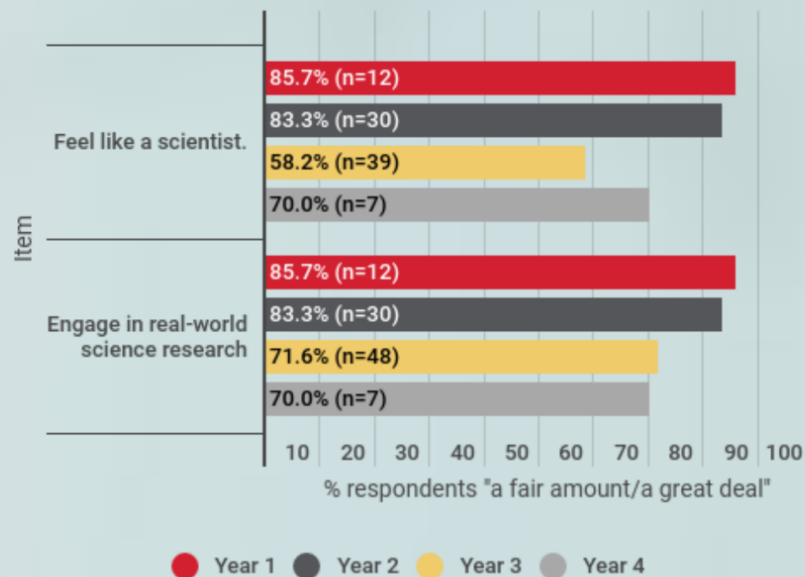
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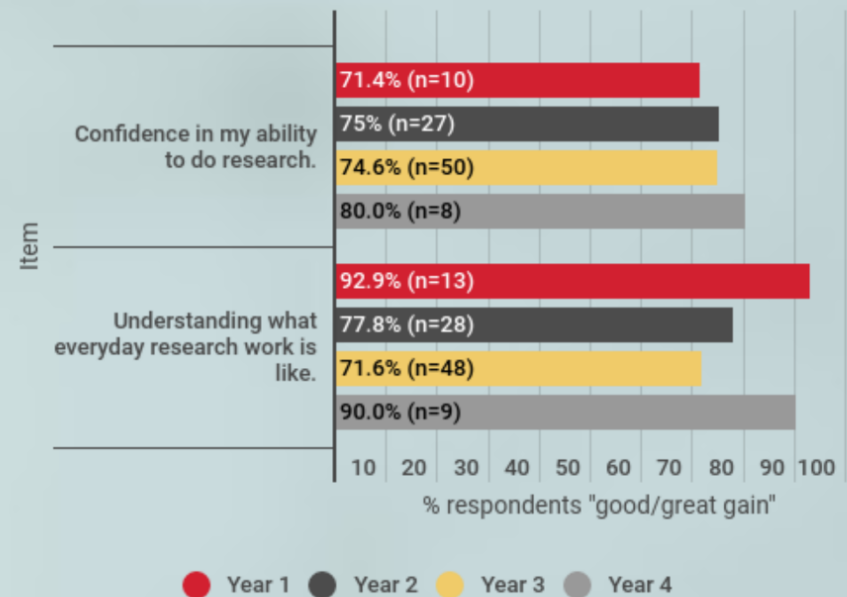
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Baseline: 15/134 (11%) in Fall 2019-Spring 2020-Summer 2020 and a total headcount of 37 graduates from Years 1-4 (36 transfer, 1 first-year)!



While not a performance measure, if only T-1 and T-2 project participants in Year 4 of the project are selected, the 3-year graduation rate (2016-17 to 2018-19 and 2017-18 to 2019-20) is 71% (10/14). Finally, the 4-year graduate rate of F-1 (2016-17 to 2019-20) is 17% (1/6).

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***Baseline: 6/50 (12%) in Fall 2019-Spring 2020-
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- ***Overall high retention of transfer student participants*** but lower rates of remaining "on track" to complete a degree within three years of transfer + ***lower rates for female transfer student participants***