



# Year 4 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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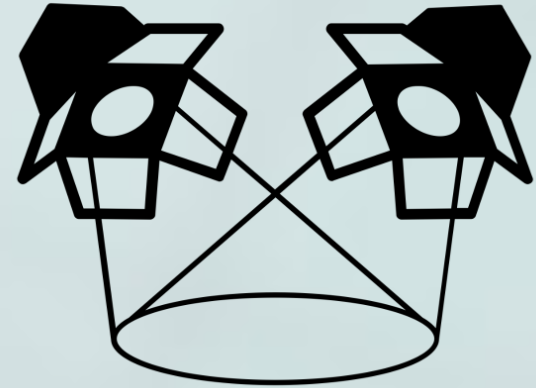
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## Section 3. Activities, Focus Areas, and Outcomes

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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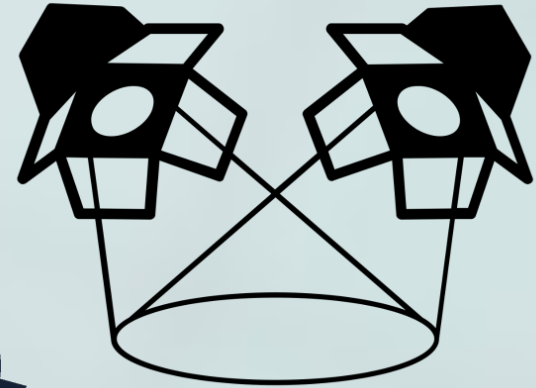
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## Section 3. Activities, Focus Areas, and Outcomes

Academic Quality + Student Services

### ***Institutional* (not project) measures**

*Enrollment, completion rate of 'minority' (USDE term) students + retention rate and average GPA of all students*

## 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!*



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*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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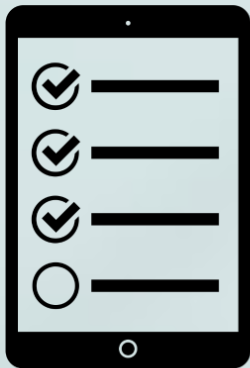


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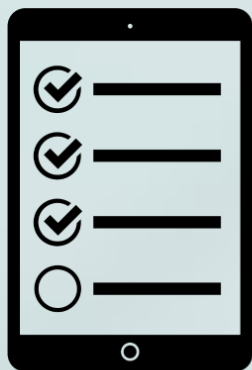


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URSSA = Undergraduate Research Student Self-Assessment

*Online survey administration Summer 2017, AY 2017-18, Summer 2018, AY 2018-19, 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.*

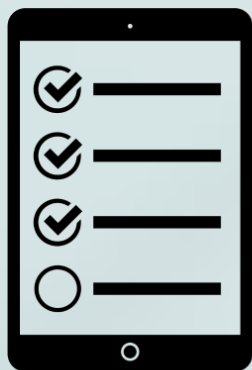
URSSA attribution: Development and testing of URSSA at the University of Colorado-Boulder has been supported by the National Science Foundation through its Divisions of Chemistry and Undergraduate Education, the Biological Sciences Directorate, and the Office of Multidisciplinary Affairs, under grant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

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



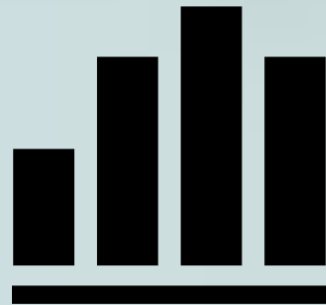
# Presenting APR data for Year 4

## *Section 3: institutional measures*

IN-DEPTH: explore institutional patterns  
by gender with a focus on female students

**1** 

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## *Section 4: project performance measures*

IN-DEPTH: examine patterns in research participant  
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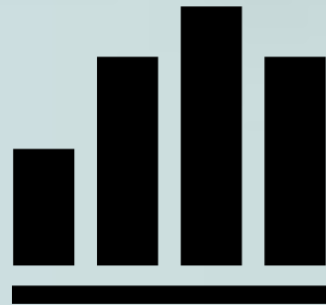
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# The "Big Picture" for Year 4

*Summary-Level Performance Measure Data*

# The "Big Picture": Section 3 Institutional Measures at CSUN

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 26,345 in Fall 2020. However, the total number has increased slightly from 26,314 (Fall 2018) to 26,317 (Fall 2019) and 26,345 (Fall 2020).**



# The "Big Picture": Section 3 Institutional Measures at CSUN

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*Has the completion rate of minority students increased?*

**Yes, substantially! The 6-year graduation rate has increased from 57.6% (Fall 2010-16) to 58.7% (Fall 2011-17) to 61.7% (Fall 2012-18) and 62.6% (Fall 2013-19) to 64.0% (Fall 2014-20)**

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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 87.8% (Fall 2019 to 20) and remained stable from two year's ago 84.2% (Fall 2017 to 18) and last year's 84% (Fall 2018 to 19).**

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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 two year's ago 2.8846 (Fall 2017), last year's 2.9077 (Fall 2018) and the current year's 2.9367 (Fall 2019).**

# Section 3 Institutional Measures: Patterns for Female Students at CSUN

Focus Area –

## Academic Quality Outcomes

*Has the enrollment of minority **female** students increased?* Overall, the total headcount for

**female students has increased from 14,554 in Fall 2015 (goal) to 14,882 in Fall 2020.**

**Compared to the overall rate for all students (-2% in Fall 2020), the rate for female students is greater (+2% in Fall 2020).**

# Section 3 Institutional Measures: Patterns for Female Students at CSUN

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## Academic Quality Outcomes

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**Compared to the overall rate for all students (-2% in Fall 2020), the rate for female students is greater (+2% in Fall 2020).**

*Has the completion rate of minority **female** students increased?*

**Yes, the 6-year graduation rate has increased from 62.5% (Fall 2010-16) to 68.6% (Fall 2014-20), which is greater in comparison to the rate for all students, 64.0% (Fall 2014-20).**

# Section 3 Institutional Measures: Patterns for Female Students at CSUN

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*Has the completion rate of minority **female** students increased?*

Yes, the 6-year graduation rate has increased from 62.5% (Fall 2010-16) to 68.6% (Fall 2014-20), which is greater in comparison to the rate for all students, 64.0% (Fall 2014-20).

## Focus Area –

### Student Support Services Outcomes

Has the institution's retention rate for **female** students improved?

Yes, the 1-Year continuation rate has increased from the goal of 82.7% (Fall 2015 to 16) to the current year's 90.0% (Fall 2019 to 20), which is greater than the overall continuation rate for all students, 87.8 (Fall 2019 to 20).

# Section 3 Institutional Measures: Patterns for Female Students at CSUN

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*Has the average GPA of **female** students improved?*

**Yes, a slight, steady improvement from the goal of 2.9255 (Fall 2015) to the current year's 2.9951 (Fall 2019), which is greater in comparison to the average GPA for all students, 2.9367 (Fall 2019).**

# **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 (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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**Outcome measure 1c.** Improvements in student success (non-cognitive) skills (URSSA)

**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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URSSA survey data overall and by gender and race/ethnicity

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**"AIMS2"**

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

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



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**1b. AIMS2 students in  
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**1a. AIMS2 students' gateway course success: 79%-100% (vs. 71%-100% baseline)**



**1b. AIMS2 students in good academic standing: 89%-100% (vs. 88%-100% baseline)**



**2a. Number of AIMS2 students: Range of 22-164 with a total of 444 (vs. 388 Yr3)  
New: AIMS2-FT2STEM!**



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

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**3a. FT student enrollment in STEM:**

**CCs = 1,482 (vs. 1,499 baseline)**

**CSUN = 4,160 (vs. 3,663 baseline)**



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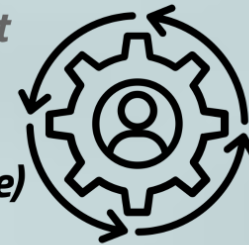
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**3b. First-time student retention in STEM:**  
**48%-100% (vs. 65%-80% baseline)**



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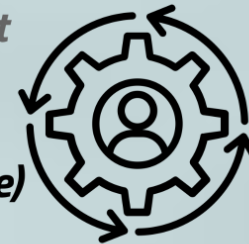
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**6a. Transfer student retention in STEM @ CSUN: Increase from 93% to 97% (Yr1-Yr4)**



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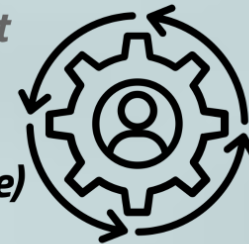
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**6b. Transfer students on track to graduate in STEM @ CSUN: Increase from 36% to 50% (Yr1-Yr4)**



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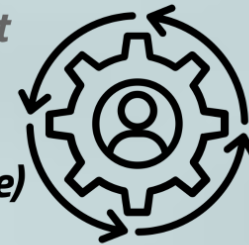
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**6a. Transfer student retention in STEM @ CSUN: Increase from 93% to 97% (Yr1-Yr4)**



**6b. Transfer students on track to graduate in STEM @ CSUN: Increase from 36% to 50% (Yr1-Yr4)**



**6c. AIMS2 students' degree completion: 15 student participants graduated!**



# **Section 4 in Detail: Performance Measure Data**

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

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

*% project participants who successfully completed gateway courses*

# 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 2019/Spring 2020/Summer 2020 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: **83% (34/41)** ↑*

# 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)** ↑*

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

*Actual: **94% (16/17)** ↑*

# 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 2019/Spring 2020/Summer 2020 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: **83% (34/41)** ↑

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

Actual: **94% (16/17)** ↑

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

Actual: **89% (55/62)** ↑

# 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 2019/Spring 2020/Summer 2020 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: **83% (34/41)** ↑

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

Actual: **94% (16/17)** ↑

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

Actual: **89% (55/62)** ↑

@ Pierce College: Baseline 73%

Actual: **79%** ↑

# 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 2019/Spring 2020/Summer 2020 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: **83% (34/41)** ↑

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

Actual: **94% (16/17)** ↑

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

Actual: **89% (55/62)** ↑

@ Pierce College: Baseline 73%

Actual: **79%** ↑

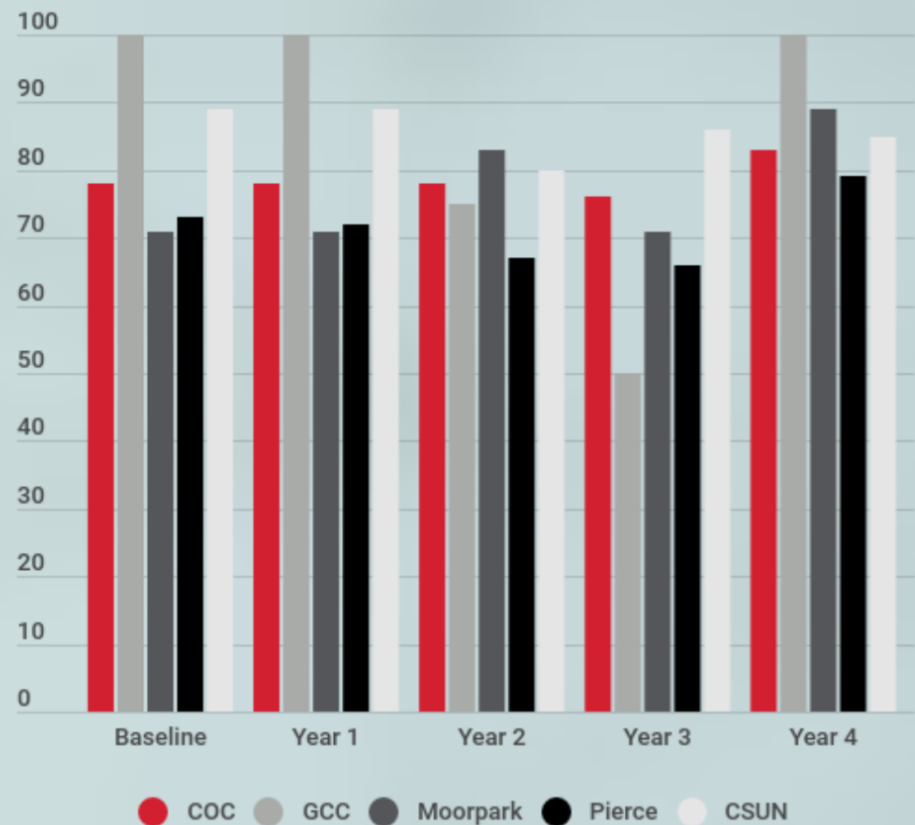
@ CSUN: Baseline: 89% (115/129)

Actual: **87% (259/297)** ↓

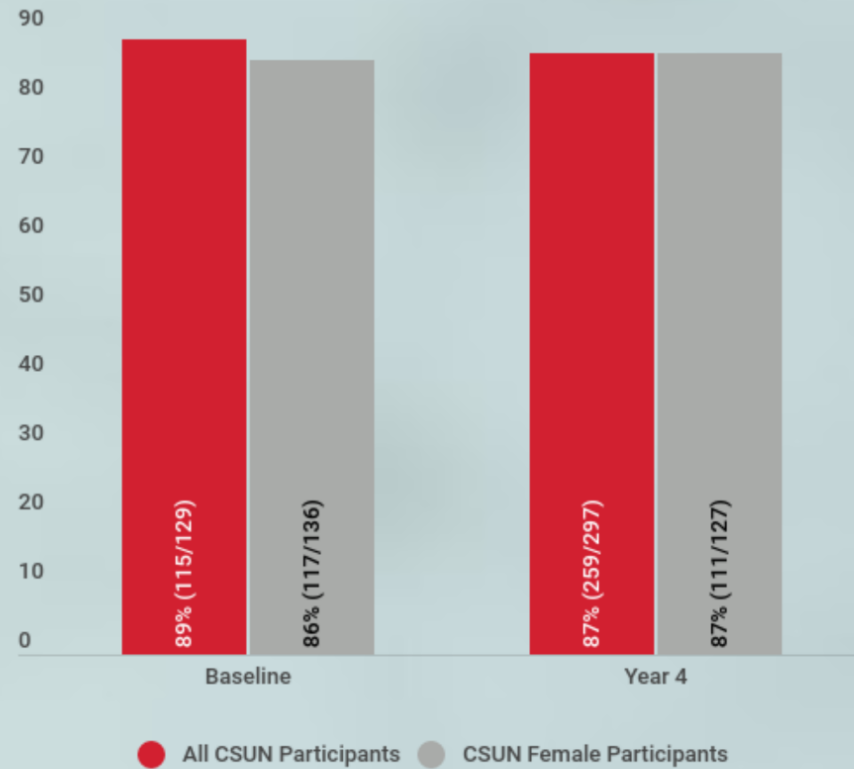
# Academic achievement (1a): gateway course success for AIMS2 students

*% project participants who successfully completed gateway courses*

*Longitudinal trend data from project years 1-4*

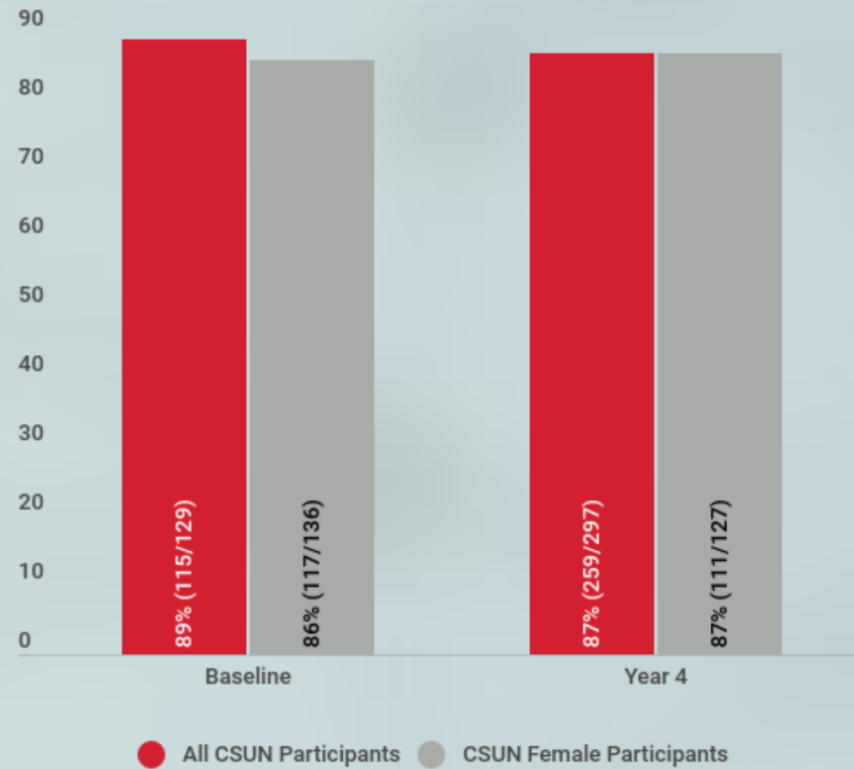


# Academic achievement (1a1): gateway course success for CSUN AIMS2 female students



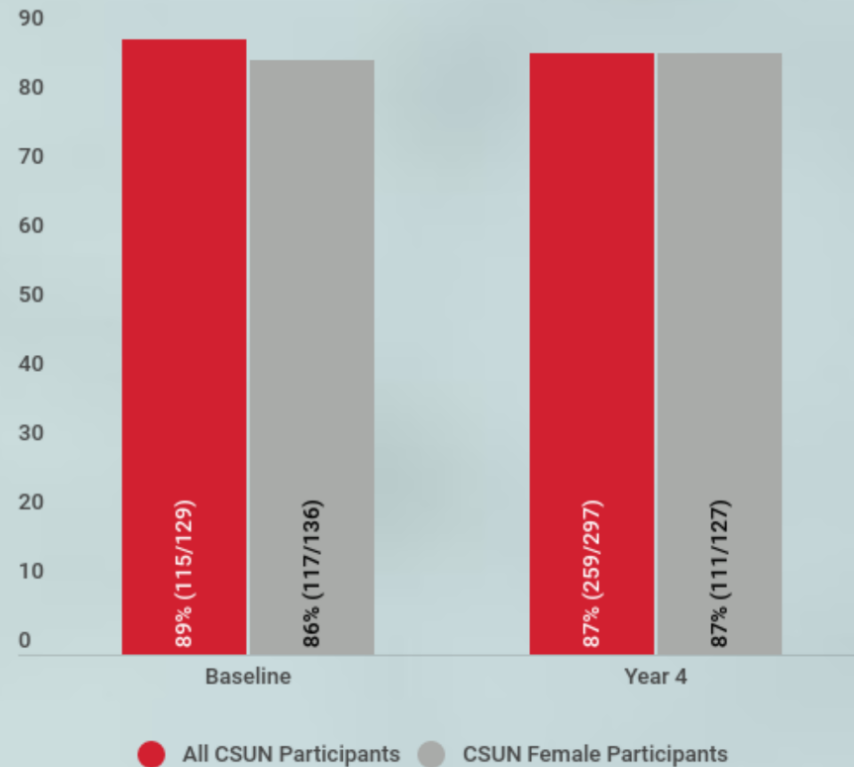


# Academic achievement (1a1): gateway course success for CSUN AIMS2 female students



*% female project participants who successfully completed gateway courses*

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

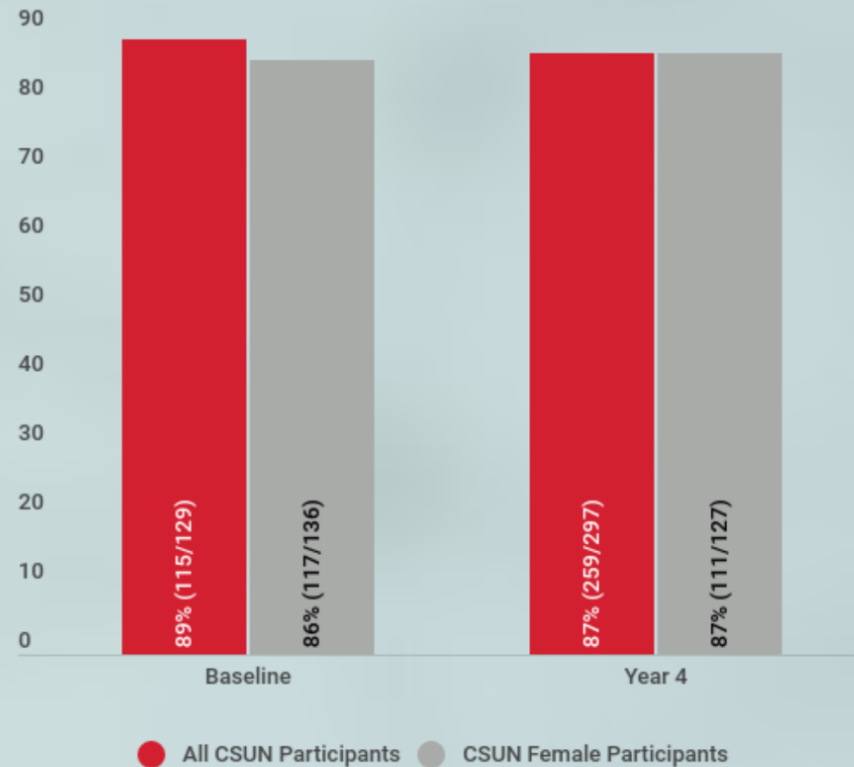


*% female project participants who successfully completed gateway courses*

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

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

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

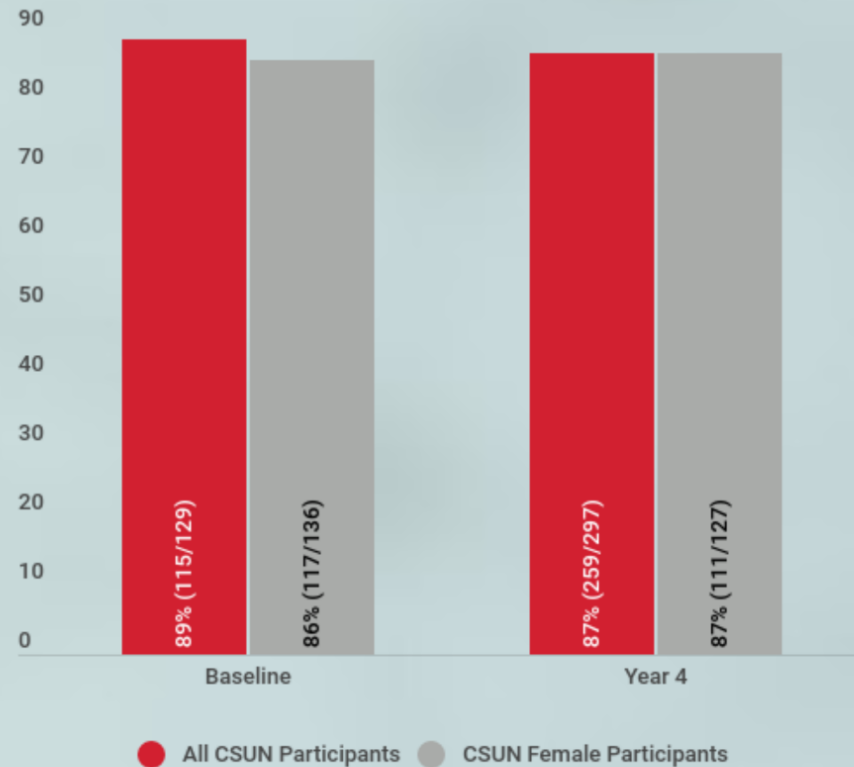


*% female project participants who successfully completed gateway courses*

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

Actual Female: **87% (111/127) ↑**

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



*% female project participants who successfully completed gateway courses*

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

Actual Female: **87% (111/127)** ↑

# **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

*% 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

*% 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

*% 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.*

*@ 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*

*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.*

*@ 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

*% 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.*

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

*Actual: **98% (84/86)** —*

*@ 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

*% 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.*

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

*Actual: **98% (84/86)** —*

*@ 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

*% 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.*

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

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*Actual: **89% (25/28)** ↓*

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

*Actual: **100% (22/22)** ↑*

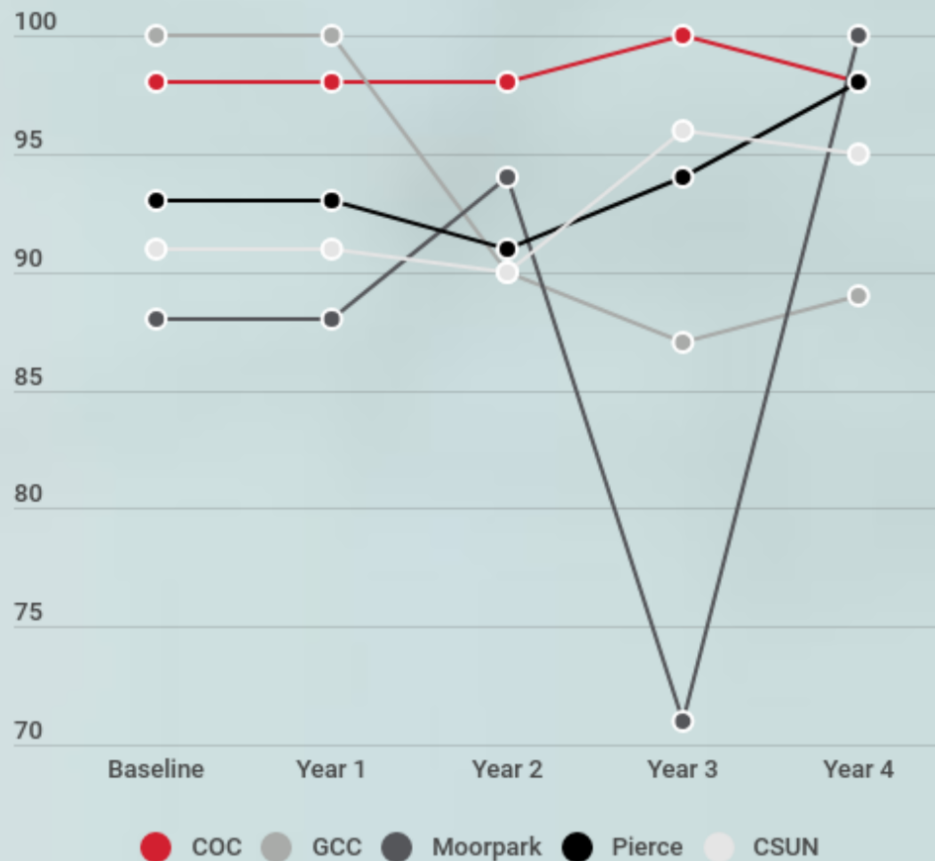
*@ Pierce College: Baseline 93% (114/123)*

*Actual: **98% (161/164)** ↑*

*@ CSUN: Baseline 91% (31/34)*

*Actual: **97% (130/134)** ↑*

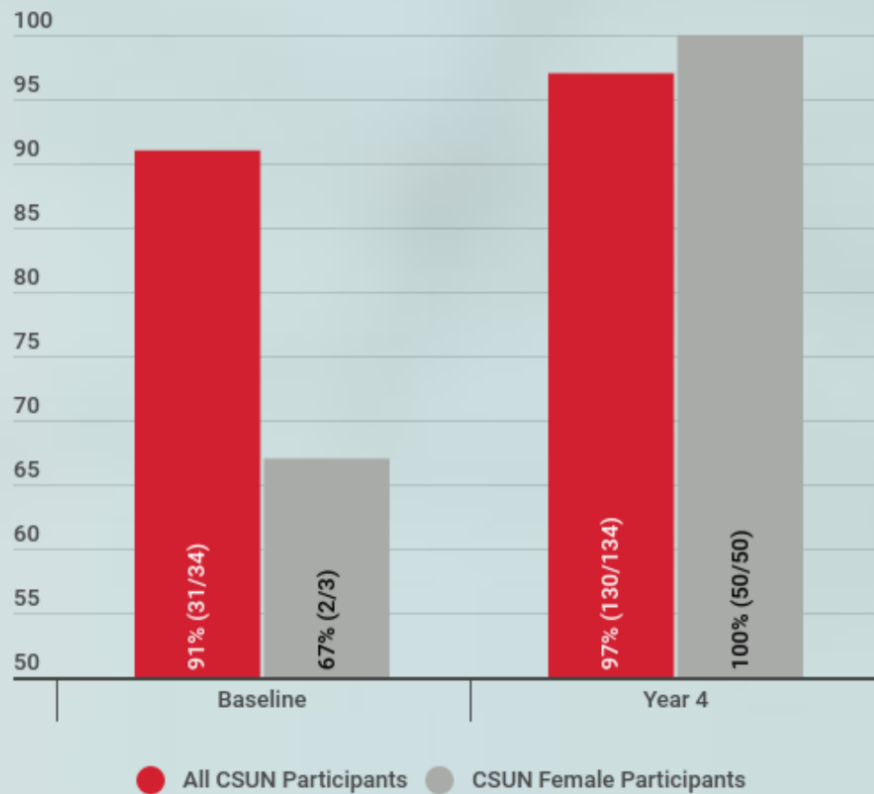
# Academic achievement (1b): AIMS2 students in good academic standing



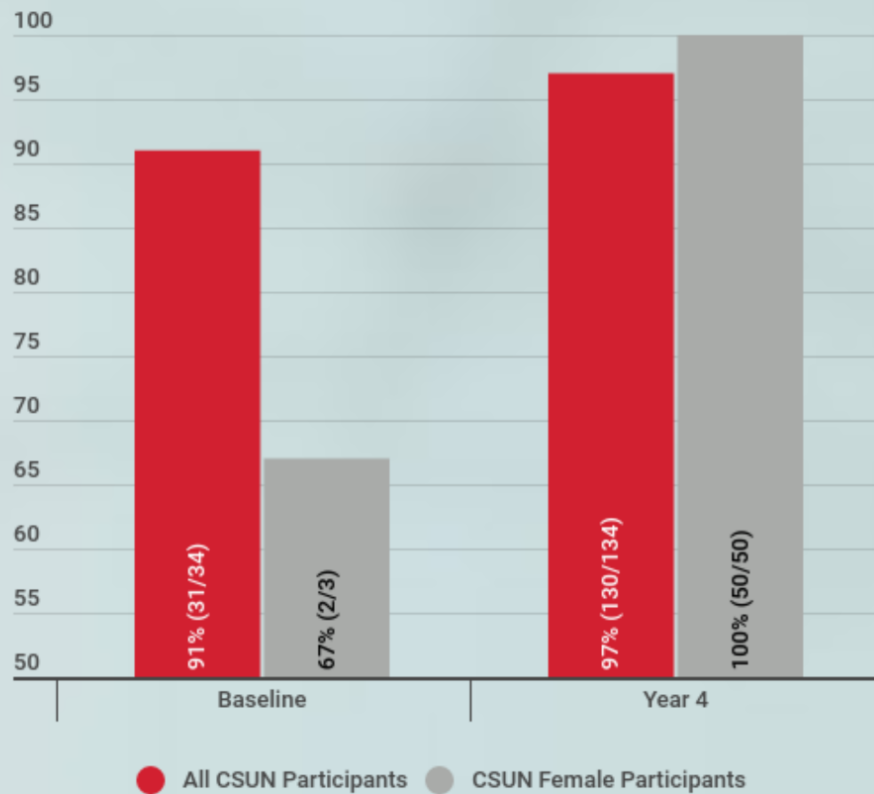
*% project participants in good academic standing*

*Longitudinal trend data from project years 1-4*

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



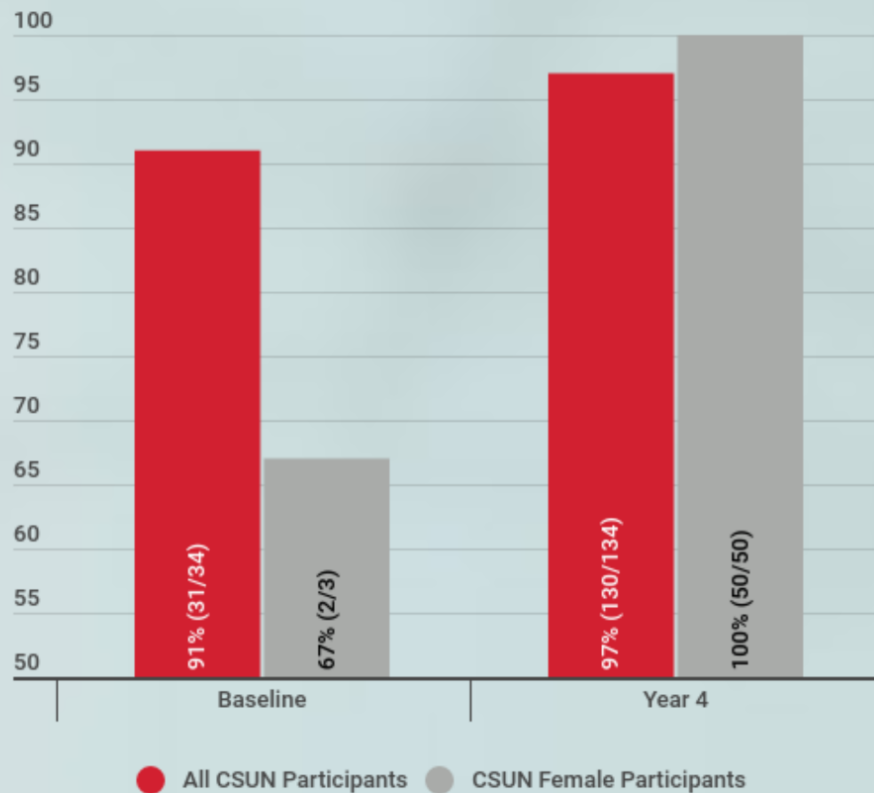
# Academic achievement (1b1): CSUN AIMS2 female students in good academic standing



*% project participants in good academic standing*



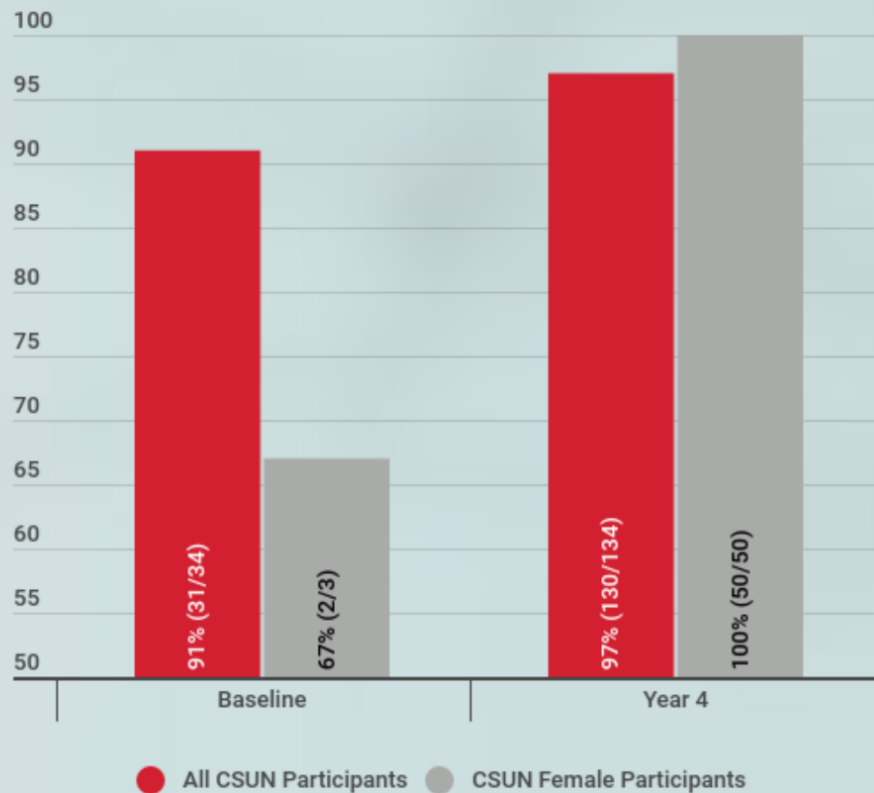
# Academic achievement (1b1): CSUN AIMS2 female students in good academic standing



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

*% project participants in good  
academic standing*

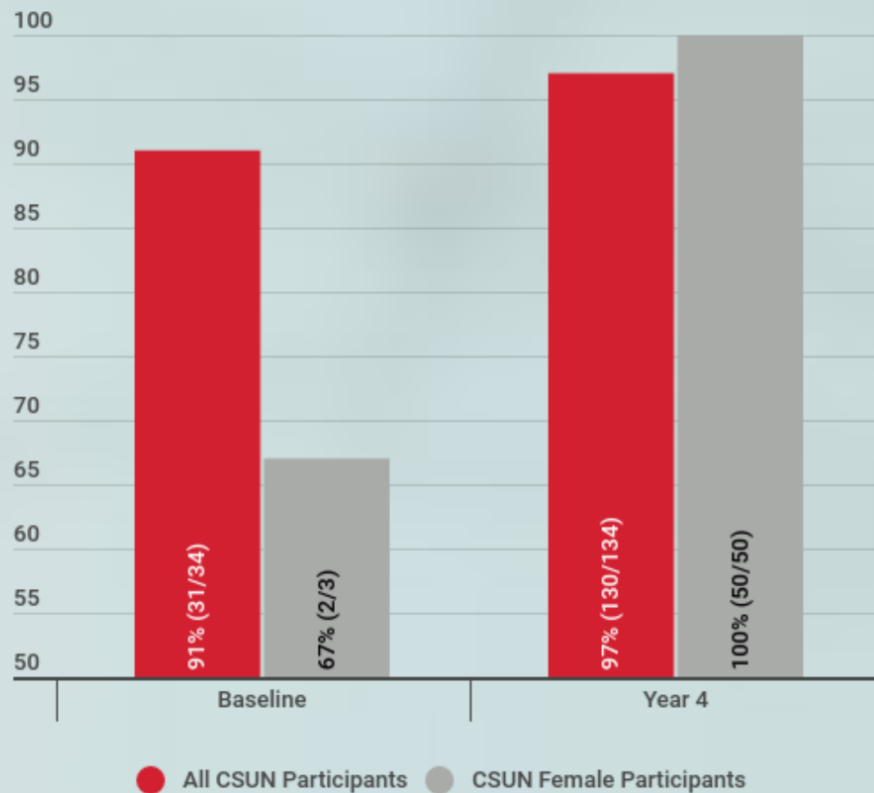
# Academic achievement (1b1): CSUN AIMS2 female students in good academic standing



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

*% project participants in good  
academic standing*

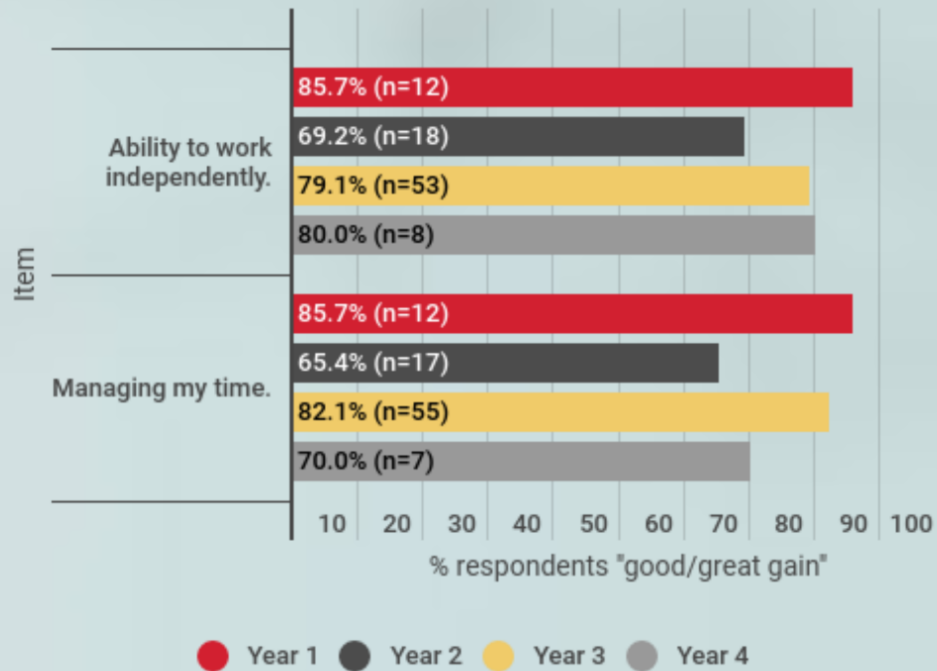
# Academic achievement (1b1): CSUN AIMS2 female students in good academic standing



*% project participants in good  
academic standing*

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

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



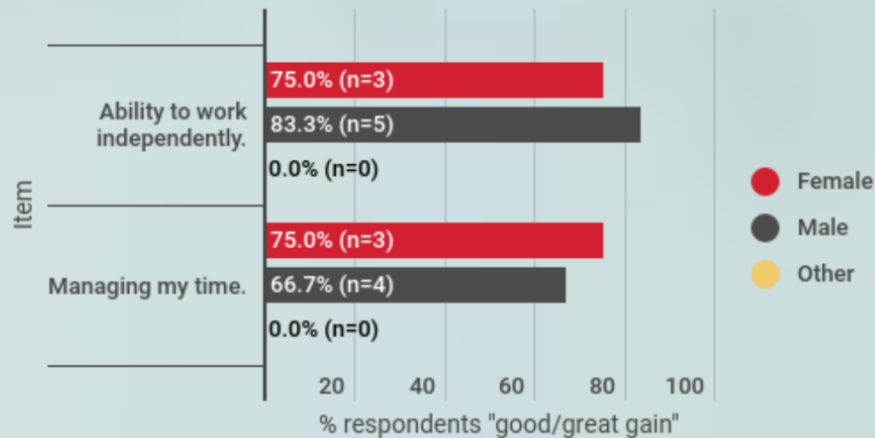
# Student success skills (URSSA) (1c)

Community College and CSUN Research  
Participants

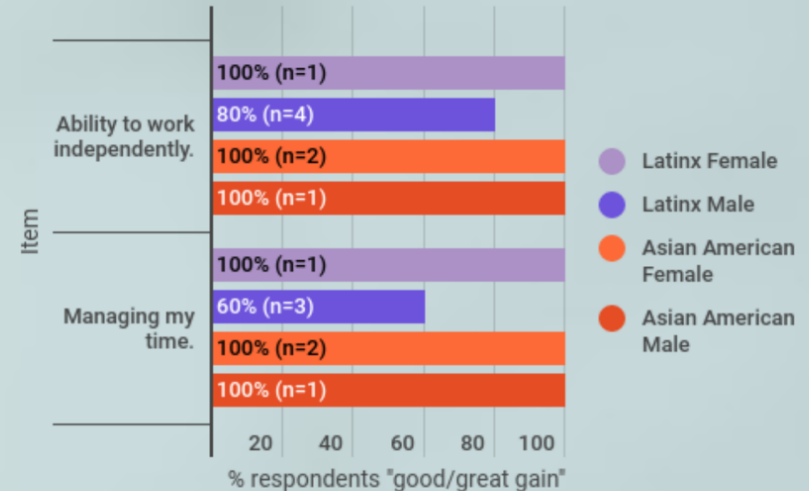
# Student success skills by race/ethnicity and gender in 2019-20 (URSSA) (1c)

## Community College and CSUN Research Participants

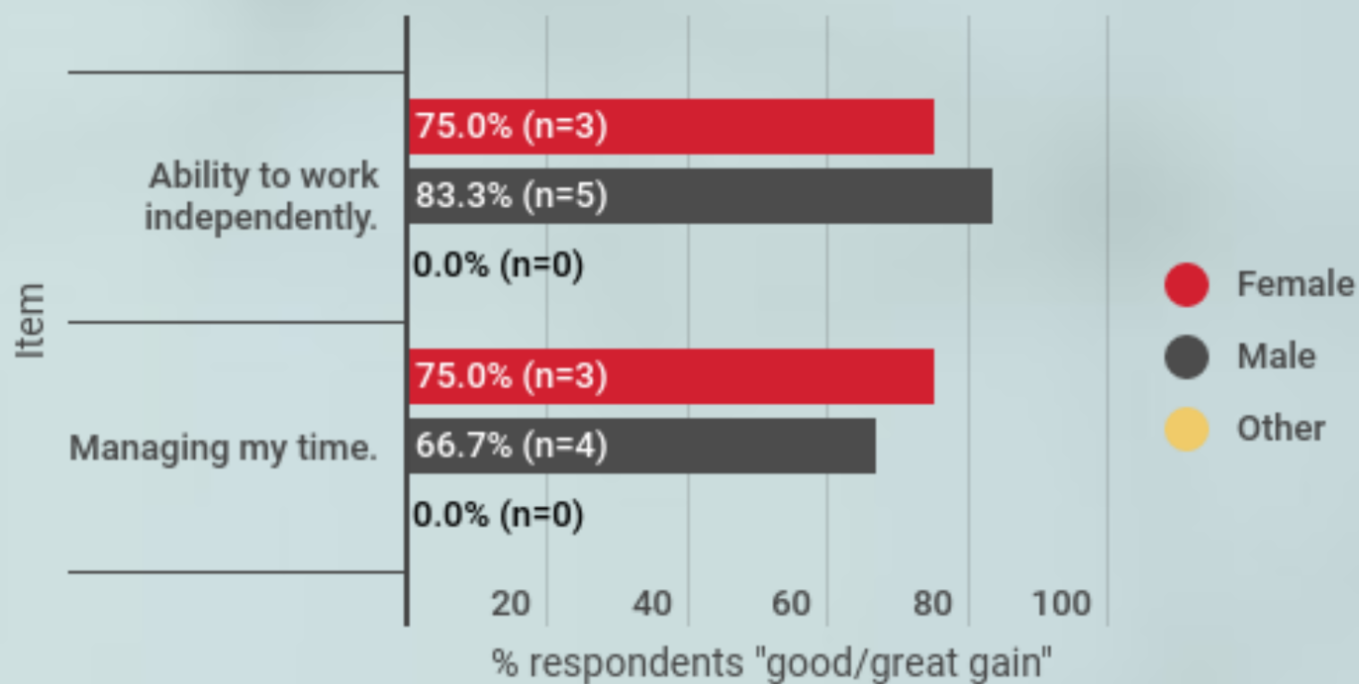
How much did you GAIN in the following areas as a results of your most recent research experience by gender (year 4)?



How much did you GAIN in the following areas as a results of your most recent research experience by gender and race (year 4)?

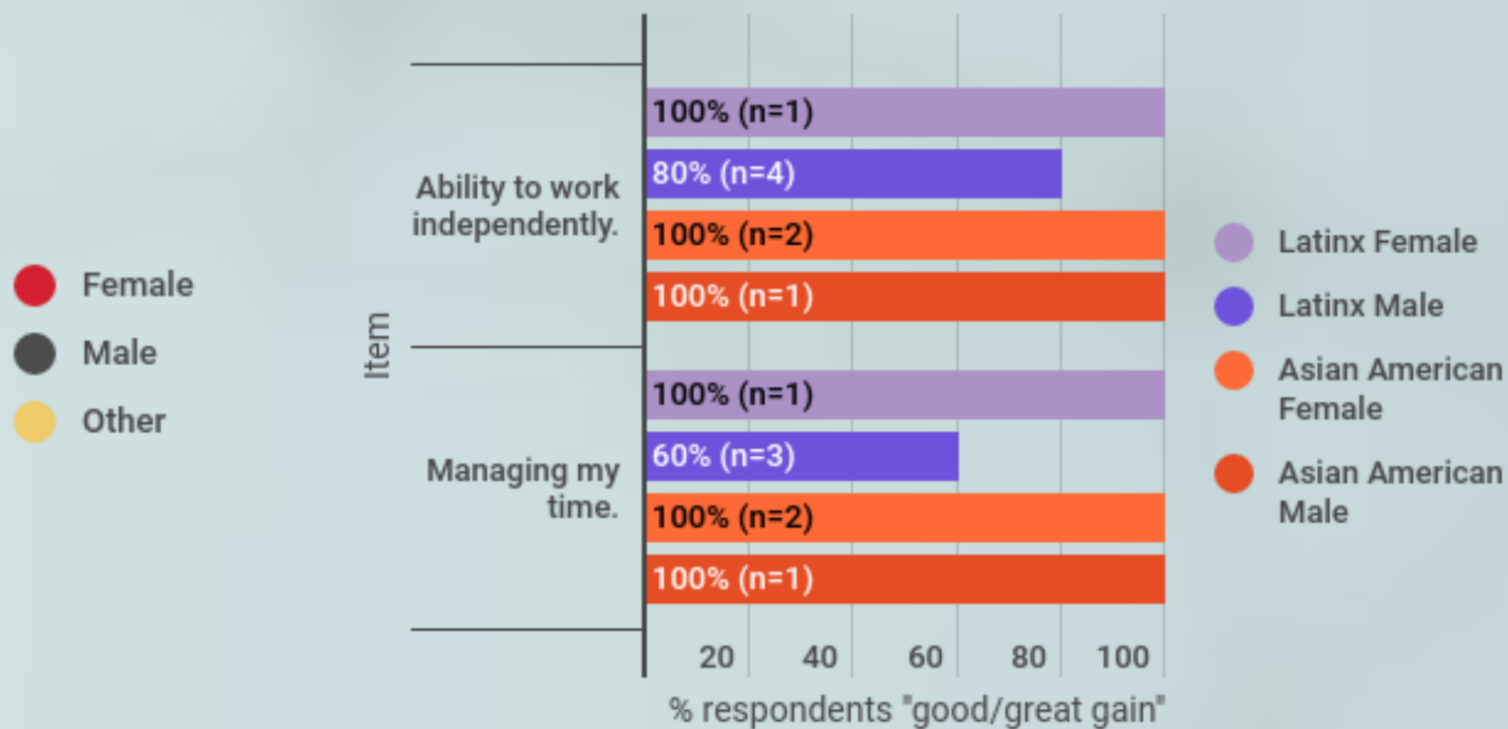


How much did you GAIN in the following areas as a results of your most recent research experience by gender (year 4)?



f your most

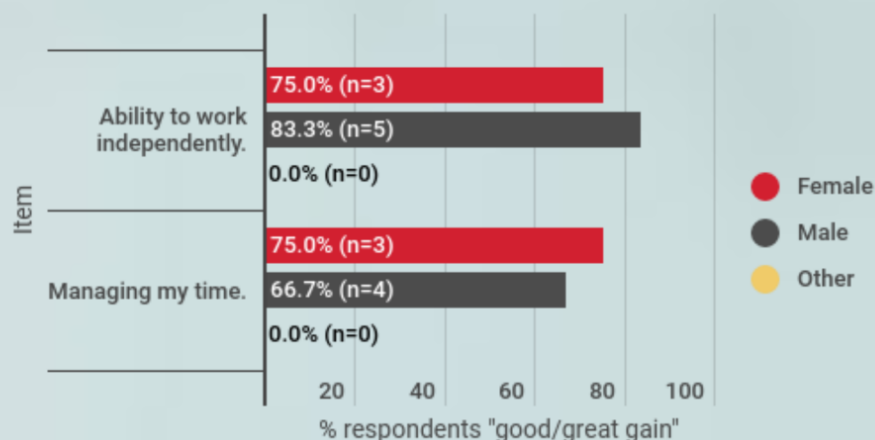
How much did you GAIN in the following areas as a results of your most recent research experience by gender and race (year 4)?



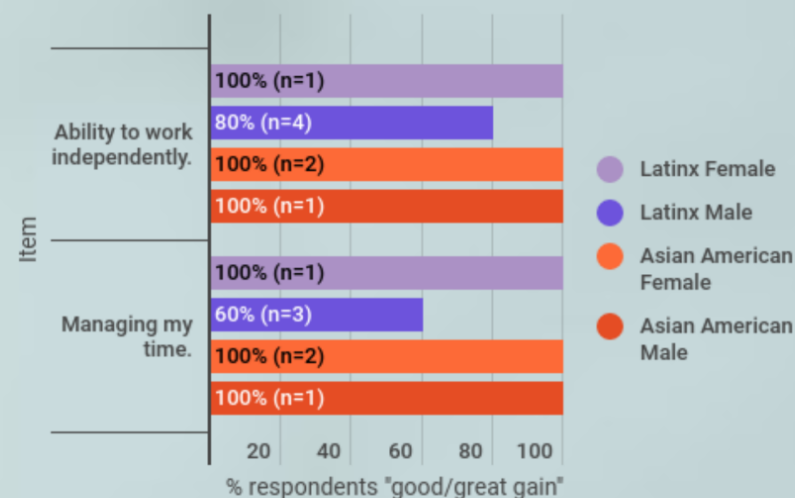
# Student success skills by race/ethnicity and gender in 2019-20 (URSSA) (1c)

## Community College and CSUN Research Participants

How much did you GAIN in the following areas as a results of your most recent research experience by gender (year 4)?



How much did you GAIN in the following areas as a results of your most recent research experience by gender and race (year 4)?





# **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 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

*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)*      ↑



# 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)      ↑*



# 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)      ↓*

# 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)      ↑

# 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)      ↑



# 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) ↑

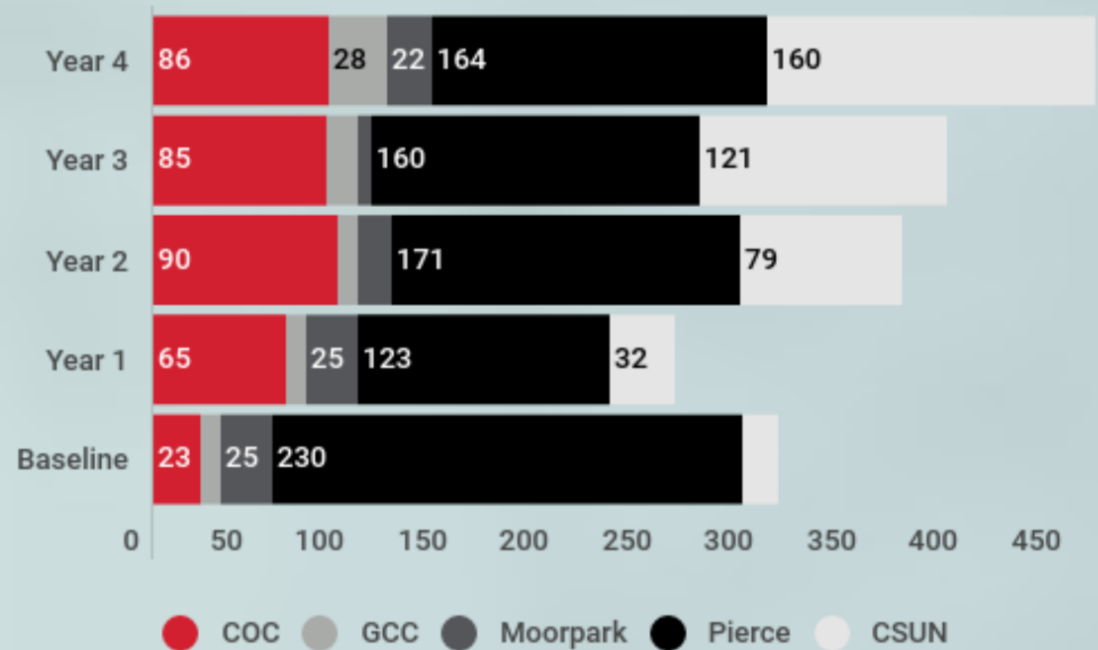
@ CSUN: **144** (vs. Year 1 APR: 32) ↑

**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)
TOTAL	100 (33)	100 (79)	100 (121)	100 (134)

	Year 1	Year 2	Year 3	Year 4
Sex	% (n)	% (n)	% (n)	% (n)
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TOTAL	100 (33)	100 (79)	100 (121)	100 (134)

**CSU**  
**F-1A**  
**T-1A**

	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)

	Year 1	Year 2	Year 3	Year 4
<b>Racial/Ethnic Identification</b>	% (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)
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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)
<b>TOTAL</b>	<b>100</b>	<b>100 (79)</b>	<b>100 (121)</b>	<b>100 (134)</b>

<b>TOTAL</b>	<b>100</b>	<b>100 (79)</b>	<b>100 (121)</b>	<b>100 (134)</b>
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
<b>Pell Grant Recipient</b>	<b>% (n)</b>	<b>% (n)</b>	<b>% (n)</b>	<b>% (n)</b>
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)
<b>TOTAL</b>	<b>100 (33)</b>	<b>100 (79)</b>	<b>100 (121)</b>	<b>100 (134)</b>

# 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

**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
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)

	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)

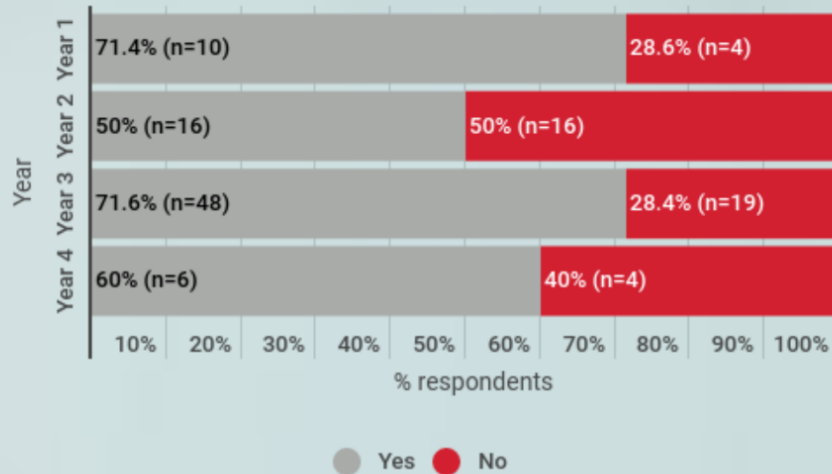
	Year 1	Year 2	Year 3	Year 4
Pell Grant Recipient	% (n)	% (n)	% (n)	% (n)
Yes	81.8 (27)	82.3 (65)	47 (57)	88.1 (118)
No	9.1 (3)	7.6 (6)	49.6 (60)	11.9 (16)
Subsidized Loan	6.1 (2)	5.1 (4)	3.4 (4)	--
Other	3 (1)	5.1 (4)	0 (0)	0 (0)
TOTAL	100 (33)	100 (79)	100 (121)	100 (134)

*Note: Demographic figures exclude AIMS2-FT2STEM project participants*

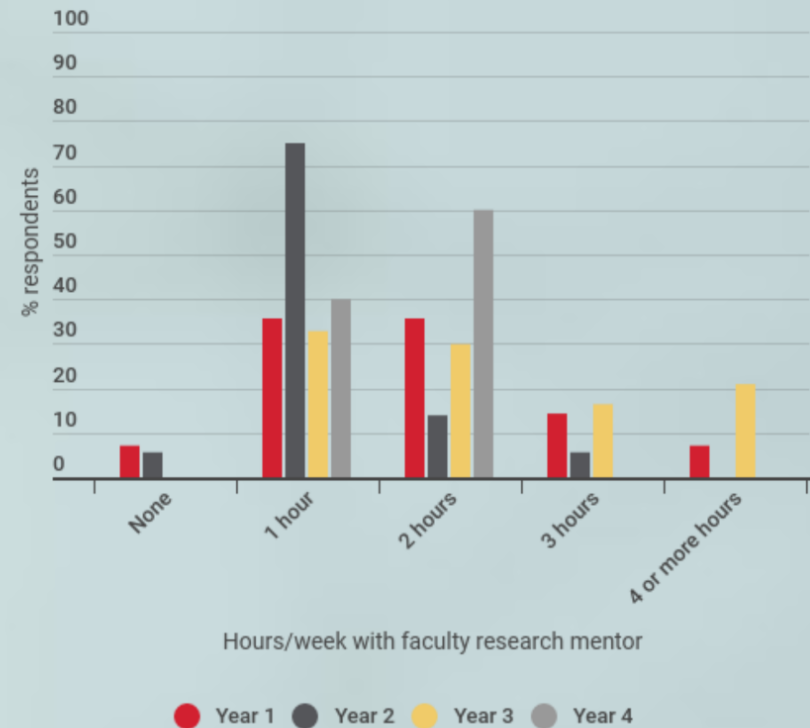
# Research interaction with faculty (URSSA) (2b)

## Community College and CSUN Research Participants

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

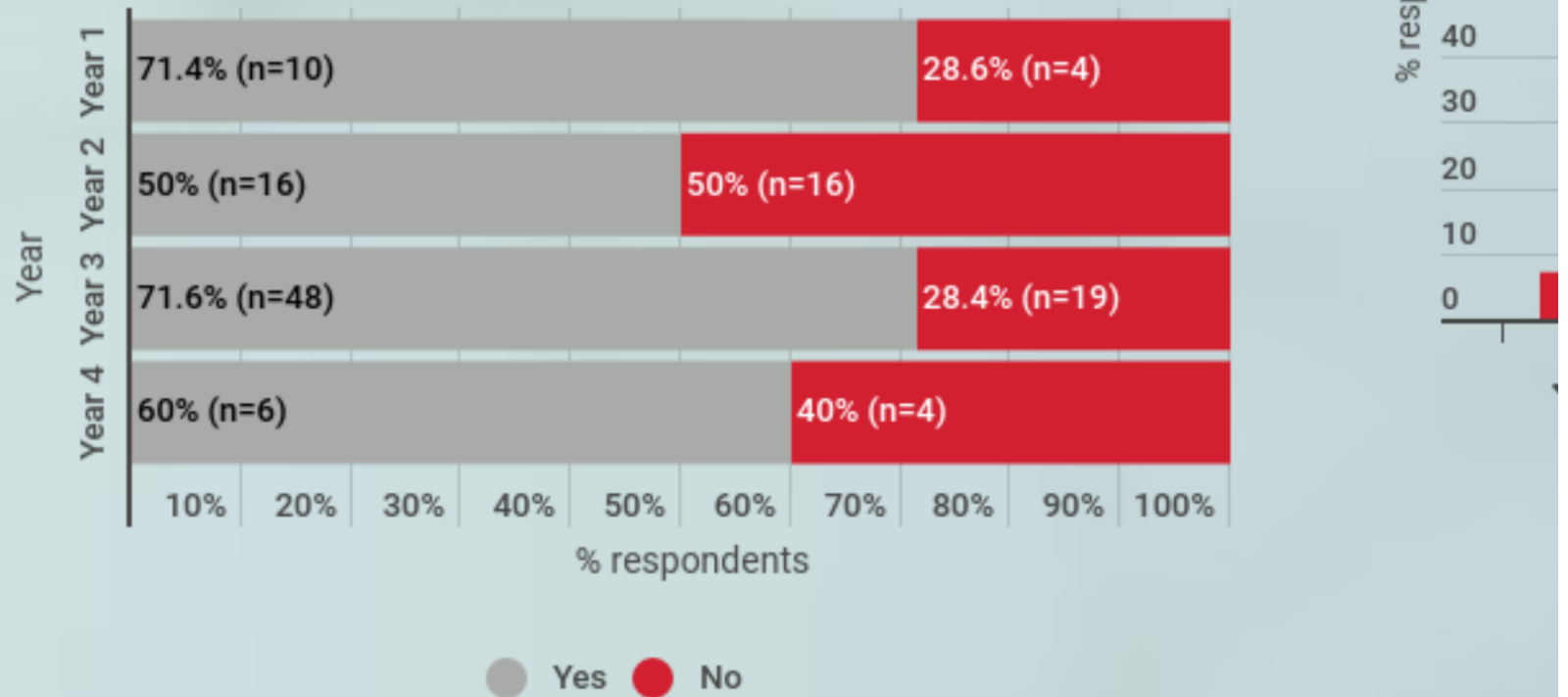


On average, how many hours per week did you spend talking with your most recent faculty research mentor?





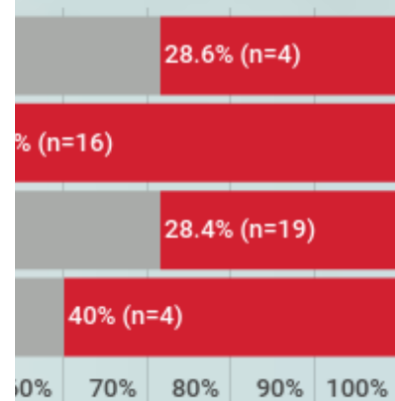
I WANTED TO DO RESEARCH TO: work more closely with a particular faculty member.



# CSA) (2b)

## Research Participants

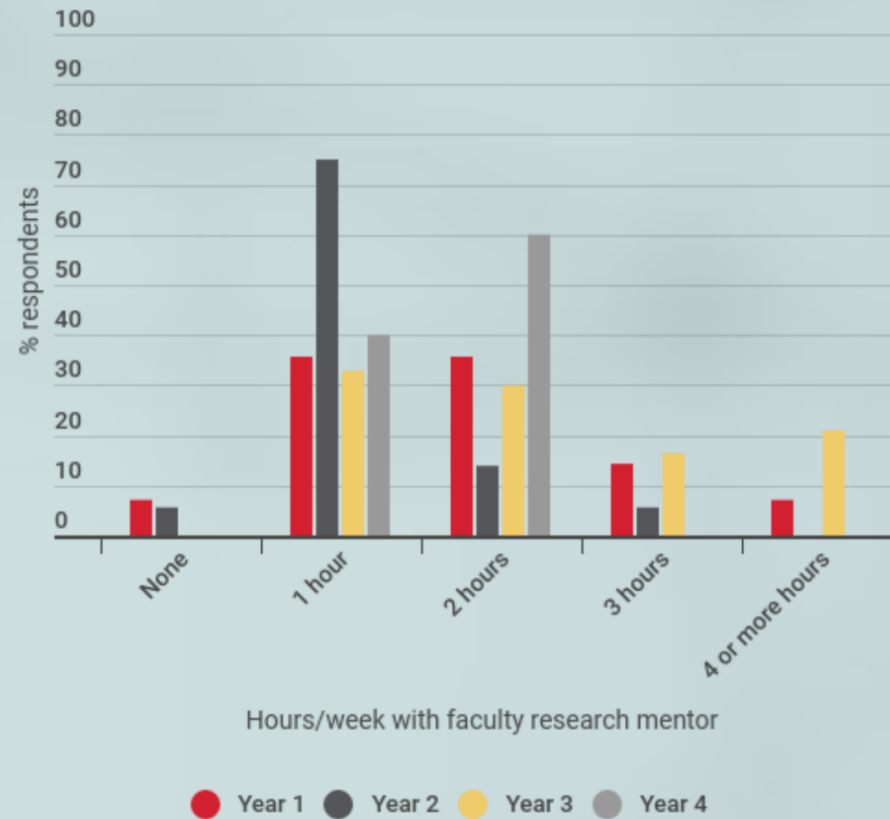
more closely with a particular



dents

o

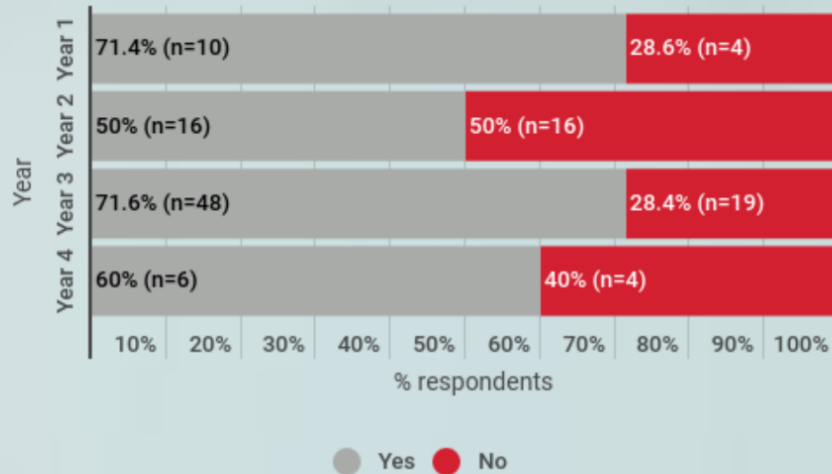
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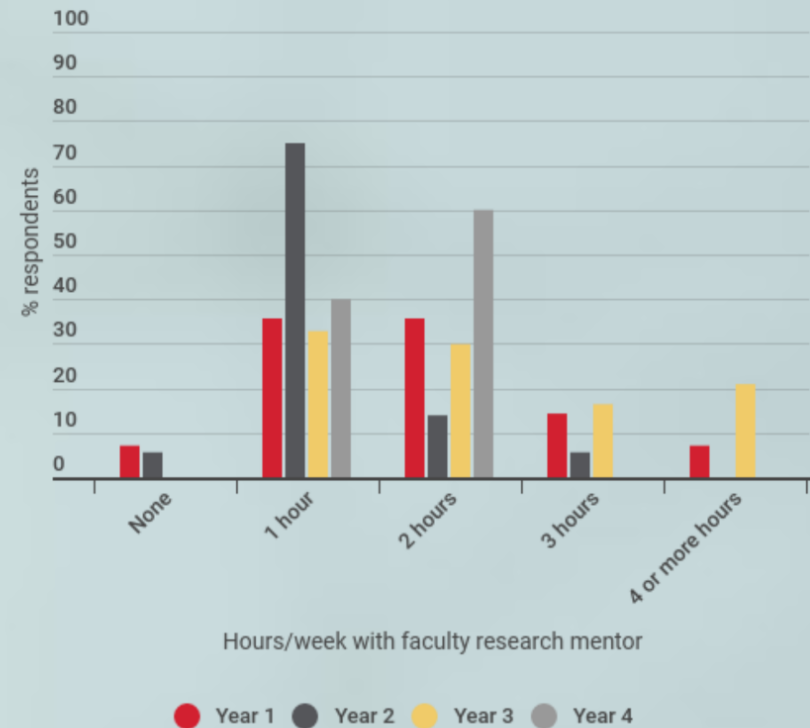
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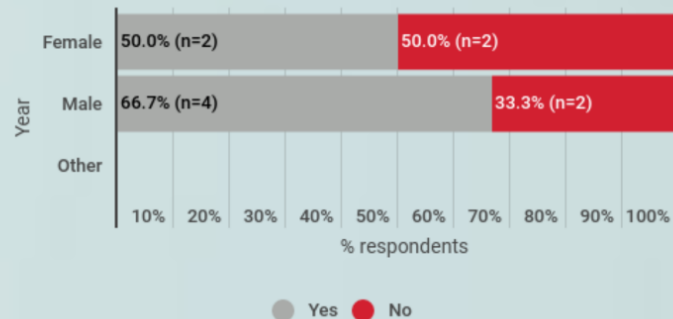
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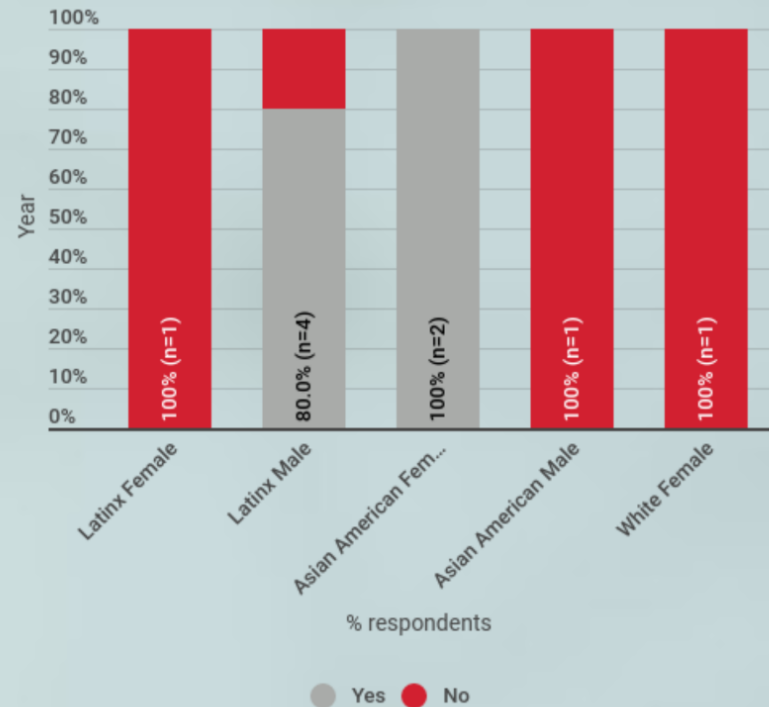
# Research interaction with faculty by race/ ethnicity and gender in 2019-20 (URSSA) (2b)

## Community College and CSUN Research Participants

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

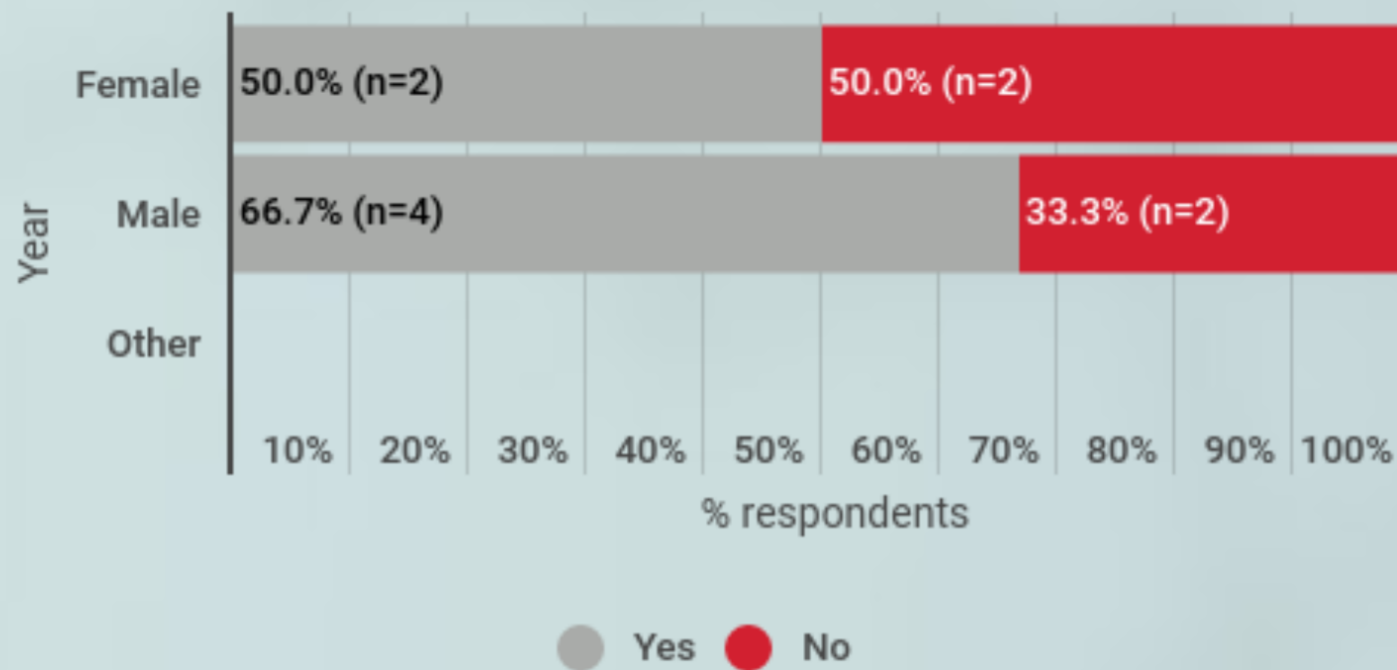


I WANTED TO DO RESEARCH TO: work more closely with a particular faculty member by RACE/ETHNICITY and GENDER (Year 4).



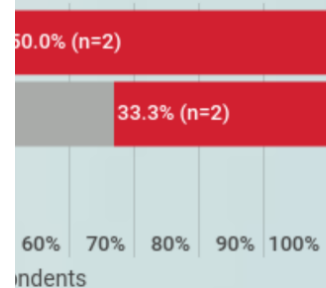
## Community College and OER Research Participants

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

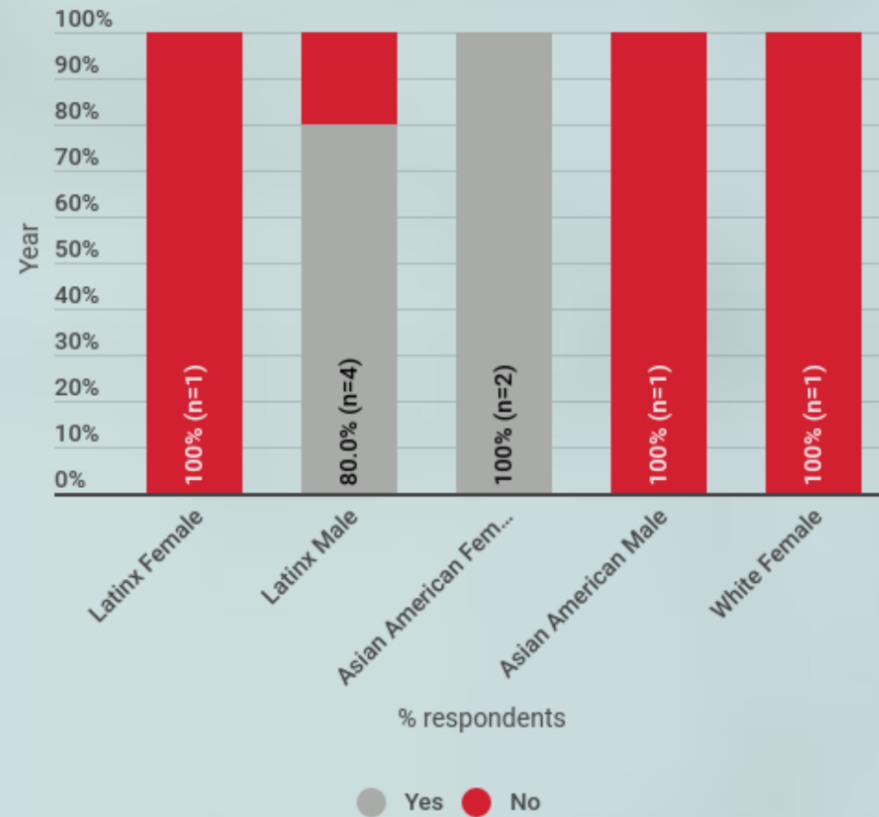


# raction y race/ gender in SA) (2b) search Participants

more closely with a particular



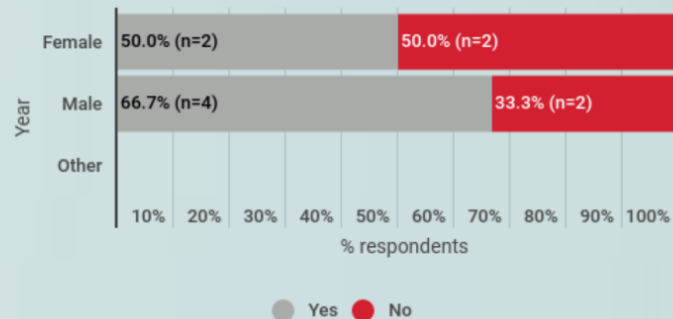
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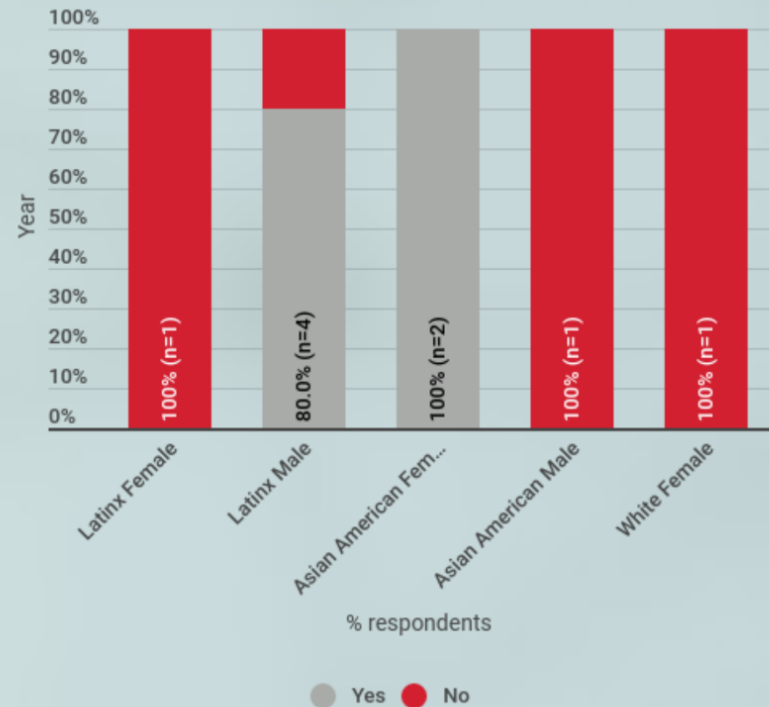
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## Community College and CSUN Research Participants

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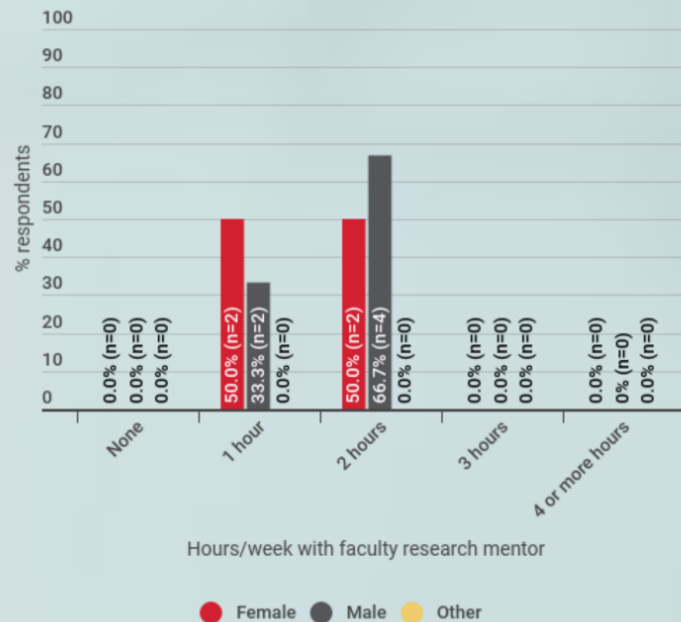
I WANTED TO DO RESEARCH TO: work more closely with a particular faculty member by RACE/ETHNICITY and GENDER (Year 4).



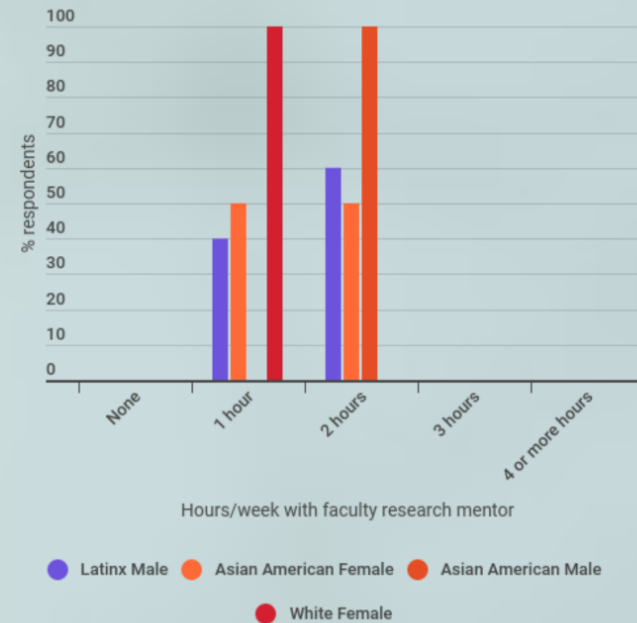
# Research interaction with faculty by race/ethnicity and gender in 2019-20 (URSSA) (2b)

## 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)?

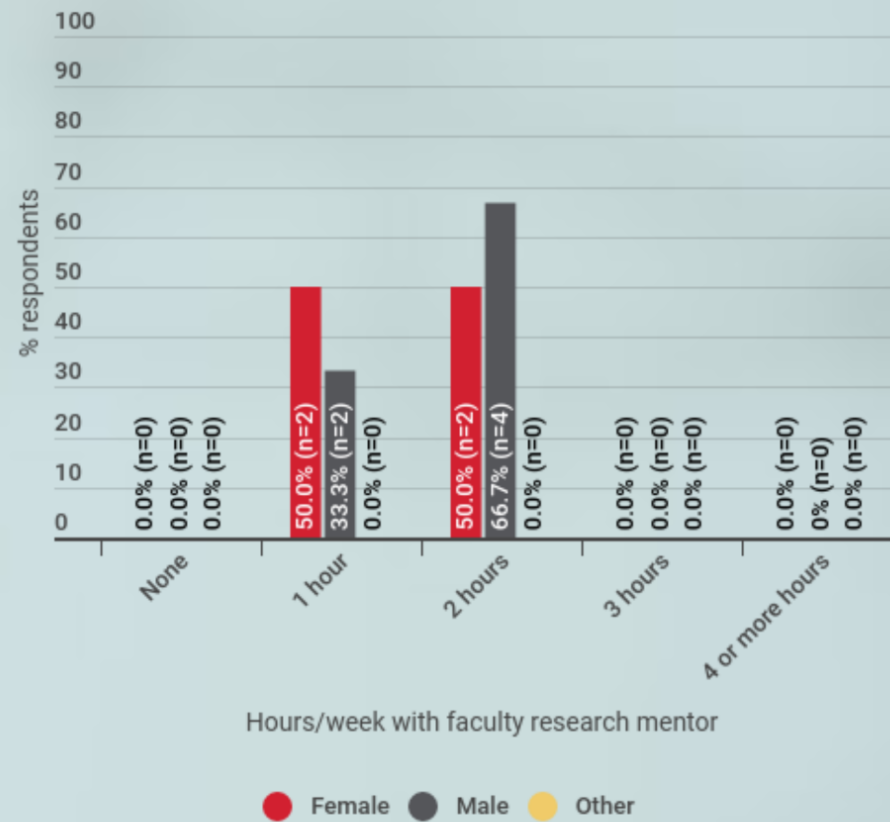


On average, how many hours per week did you spend talking with your most recent faculty research mentor by gender and race (year 4)?





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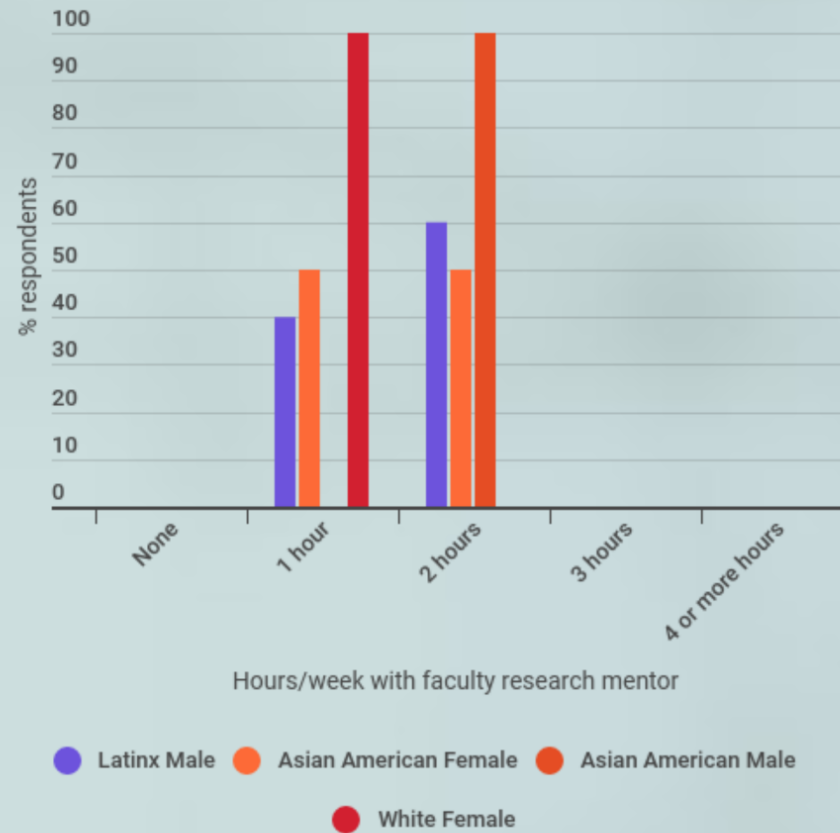


On average, how many hours per week did you spend talking with your most recent faculty research mentor by gender (year 4)?



talking with your

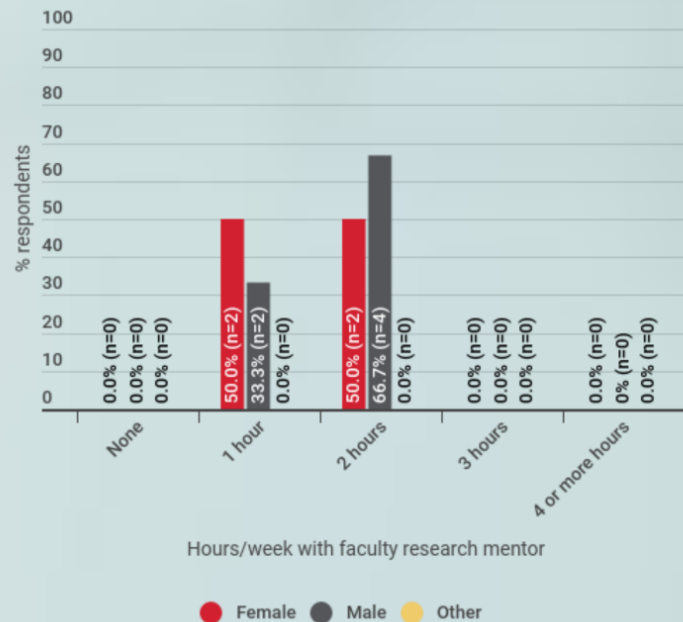
On average, how many hours per week did you spend talking with your most recent faculty research mentor by gender and race (year 4)?



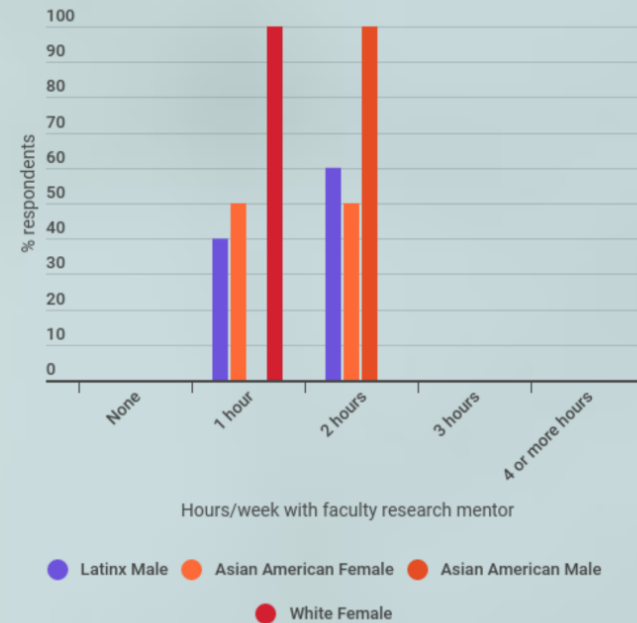
# Research interaction with faculty by race/ethnicity and gender in 2019-20 (URSSA) (2b)

## Community College and CSUN Research Participants

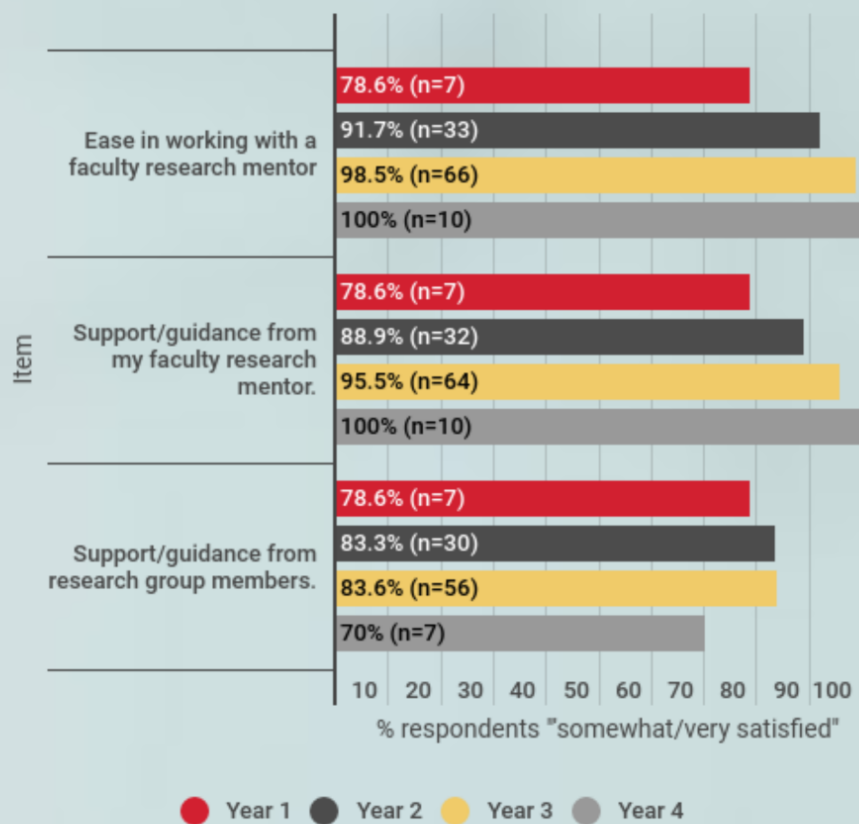
On average, how many hours per week did you spend talking with your most recent faculty research mentor by gender (year 4)?



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?



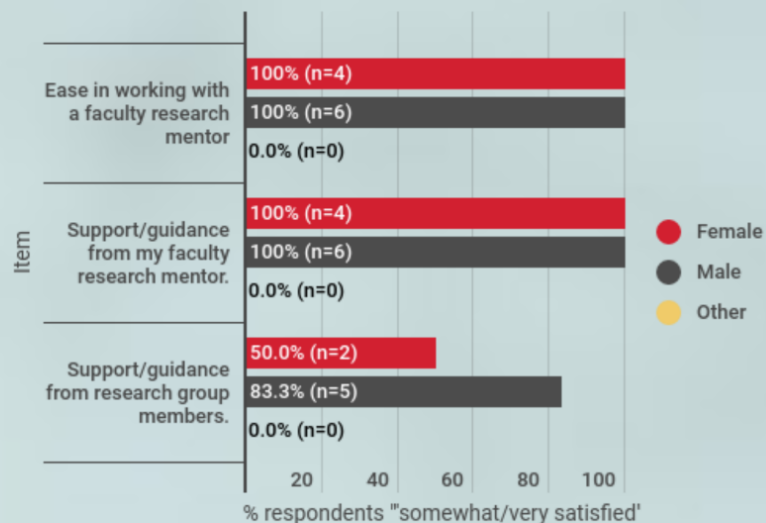
# Satisfaction with research interaction with faculty (URSSA) (2b)

Community College and CSUN  
Research Participants

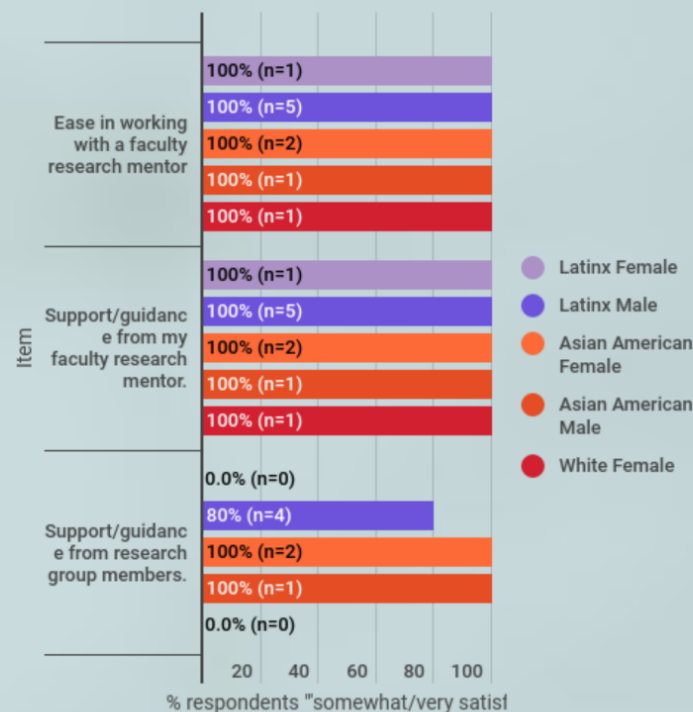
# Satisfaction with research interaction with faculty by race/ethnicity and gender in 2019-20 (URSSA) (2b)

Community College and CSUN Research Participants

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

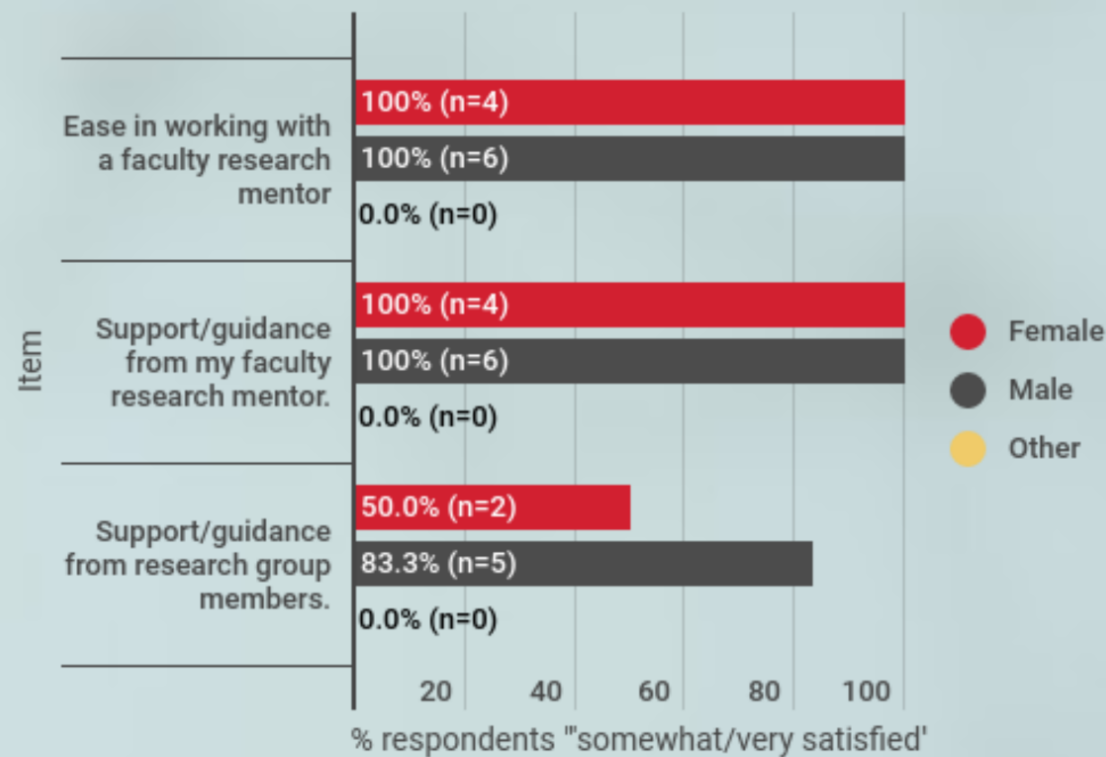


How satisfied were you with the following aspects of the AIMS2 research program by gender and race (year 4)?



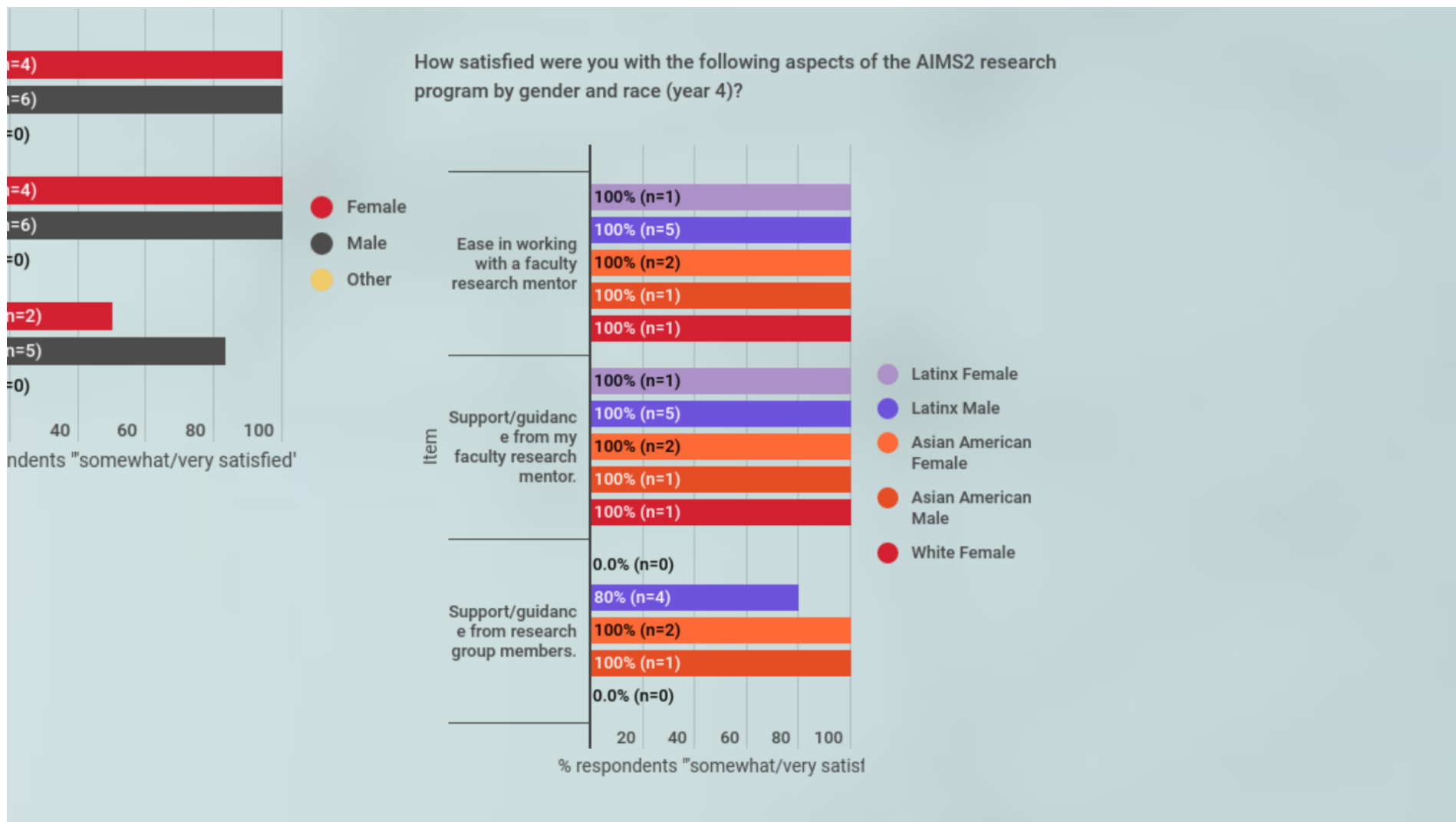
# Satisfaction with research interaction with faculty by race/ ethnicity and gender in

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/ethnicity (year 4)?

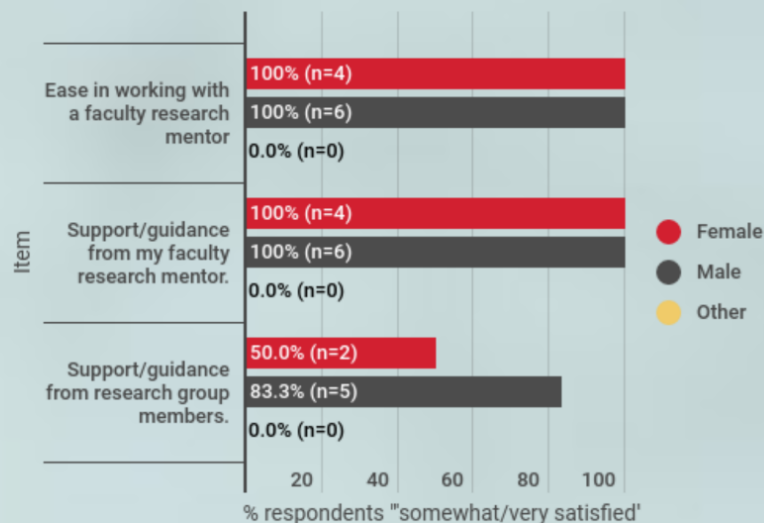




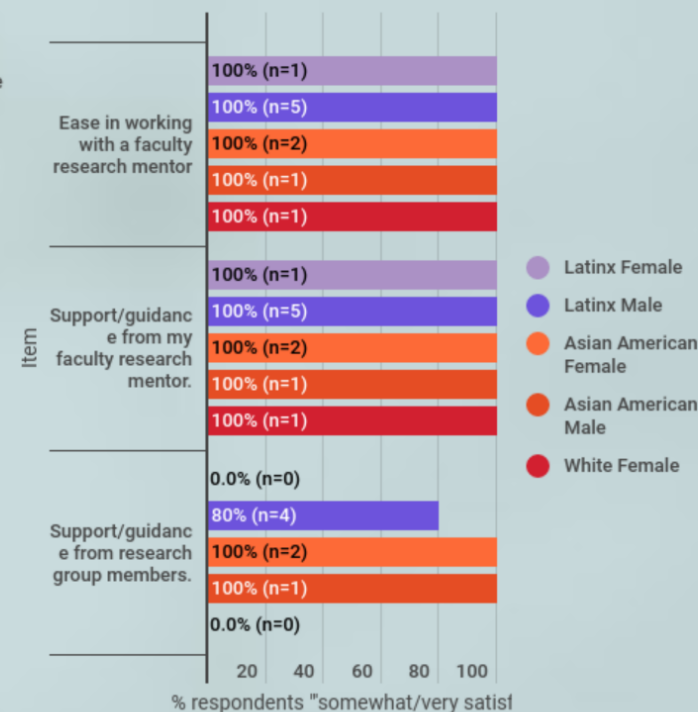
# Satisfaction with research interaction with faculty by race/ethnicity and gender in 2019-20 (URSSA) (2b)

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)?





# **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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*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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*@ Glendale Community College: 2015-16 Baseline: 336*

*2019-20 Actual: 383 **(+14%)***

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

*2019-20 Actual: 567 **(+1%)***



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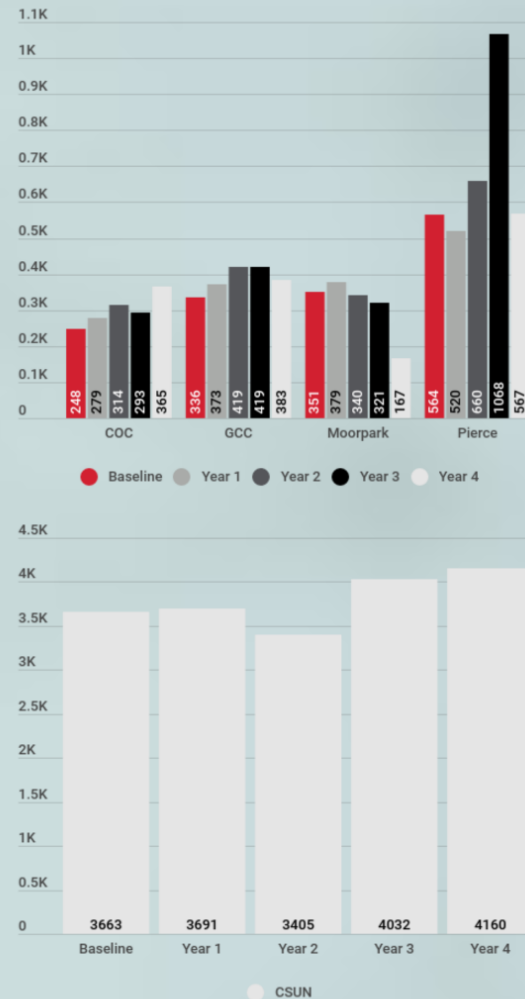
*@ CSUN: 2015-16 Baseline: 3,663*

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

# 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 1-4*

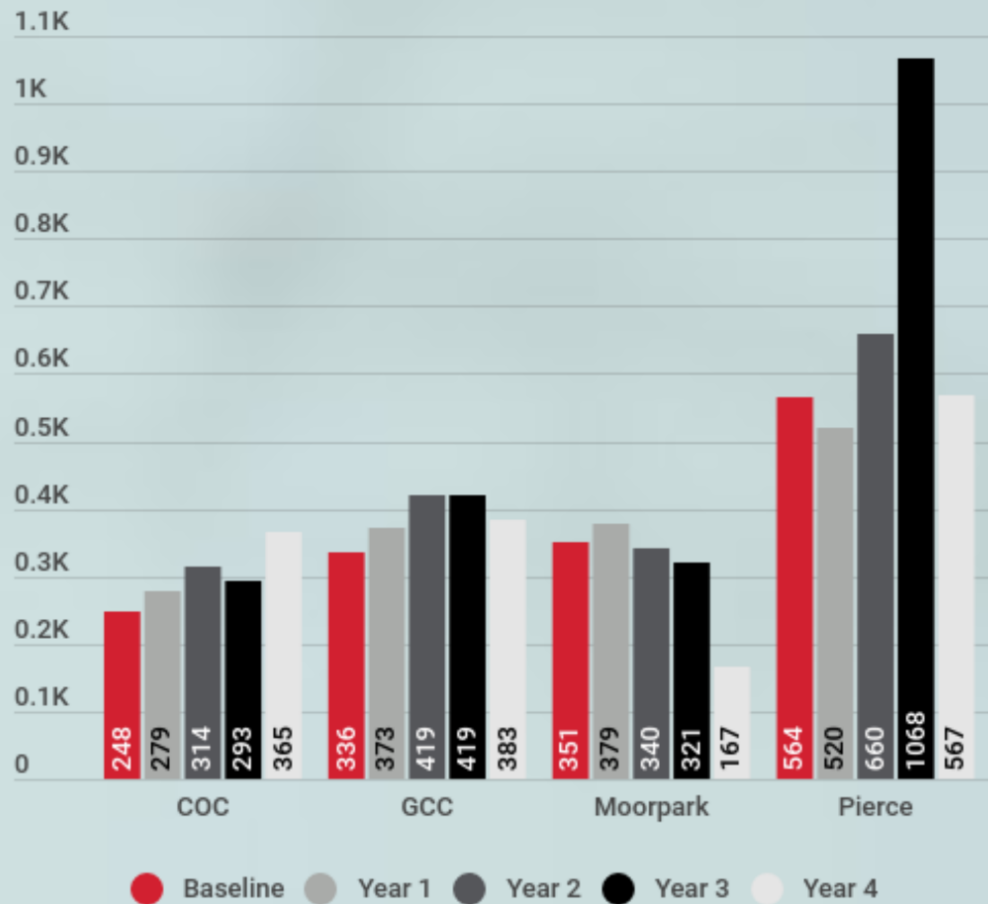


COC, GCC,  
Moorpark,  
Pierce

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

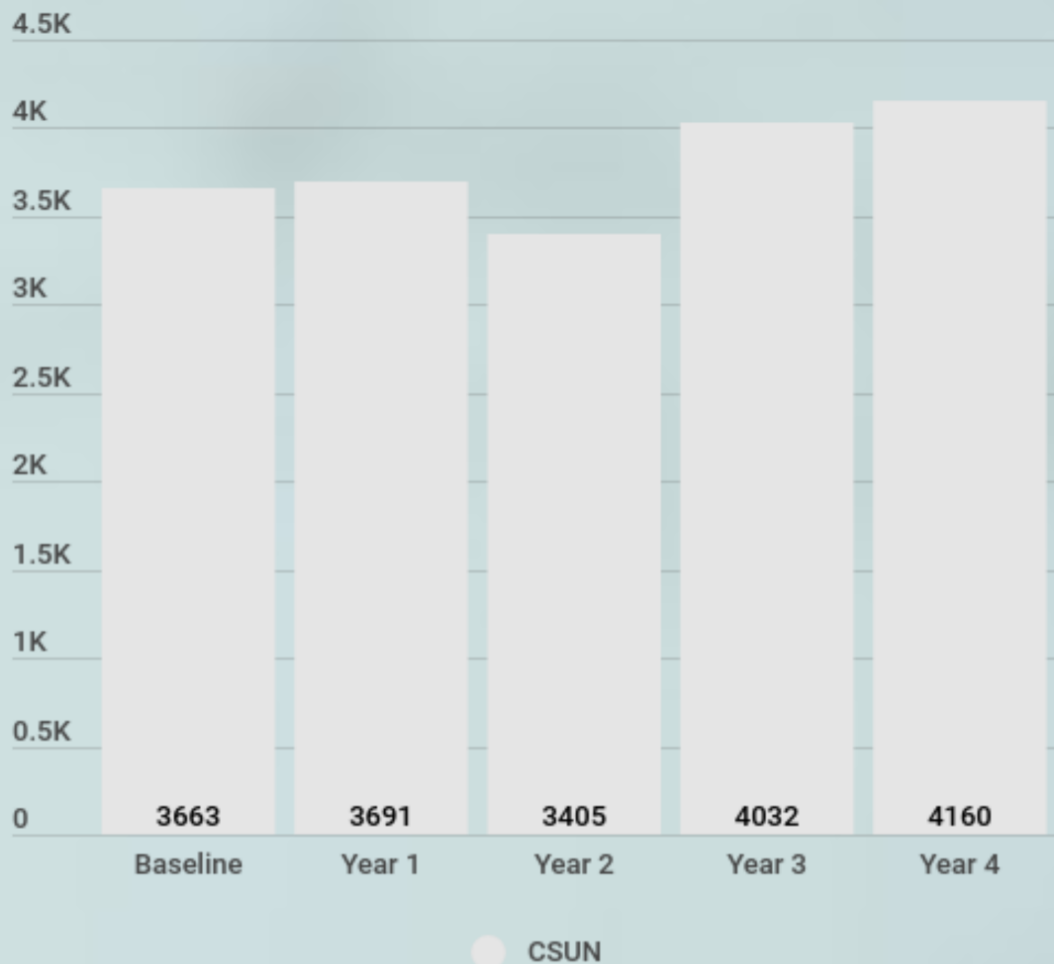
CSUN

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



# COC, GCC, Moorpark, Pierce

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



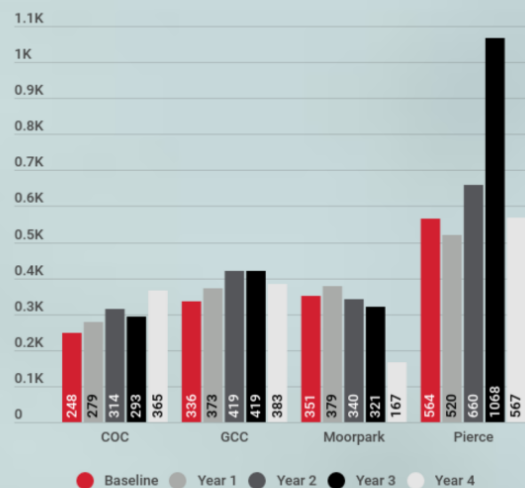
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*% change of FT enrollment of Hispanic and low-income students in STEM*

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

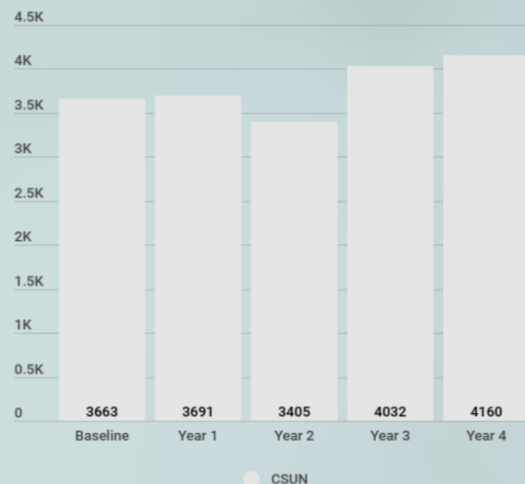
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COC, GCC,  
Moorpark,  
Pierce

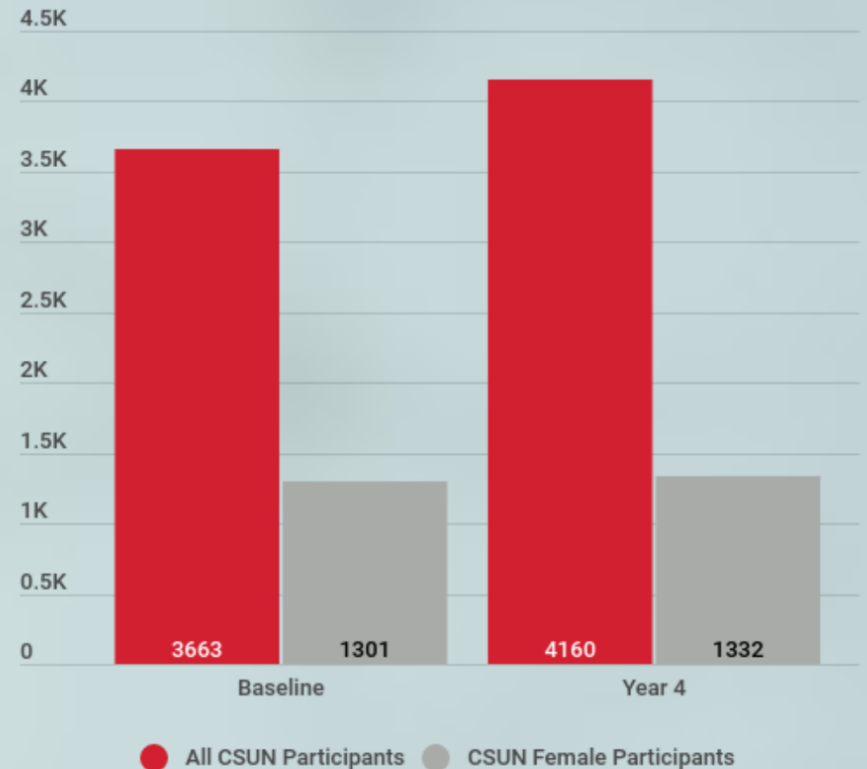
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CSUN

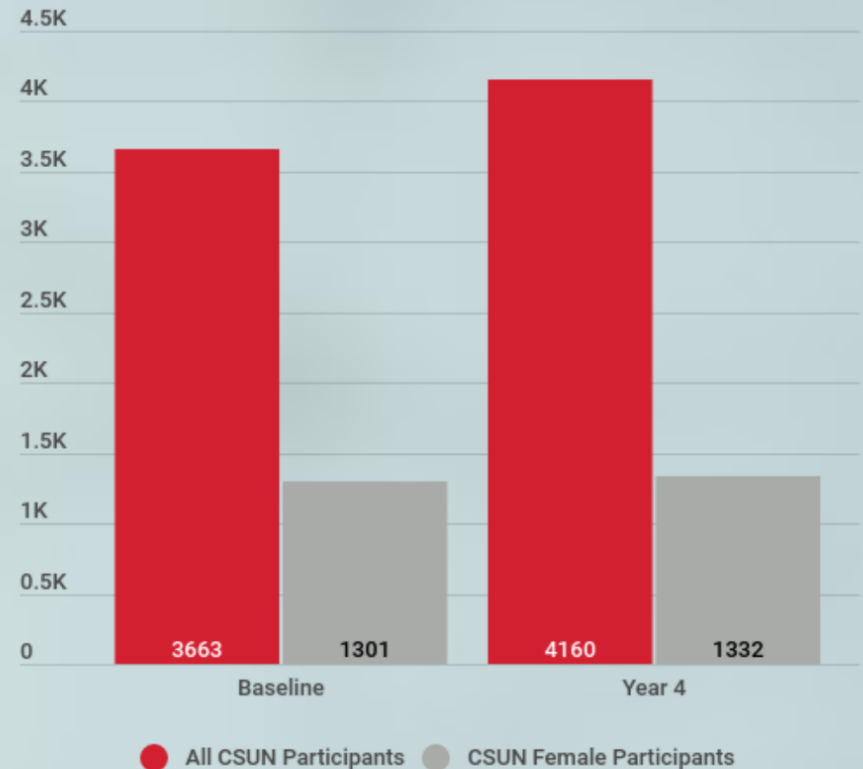
*% change of FT  
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Hispanic and  
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# STEM enrollment (3a): FT CSUN female student enrollment in STEM fields



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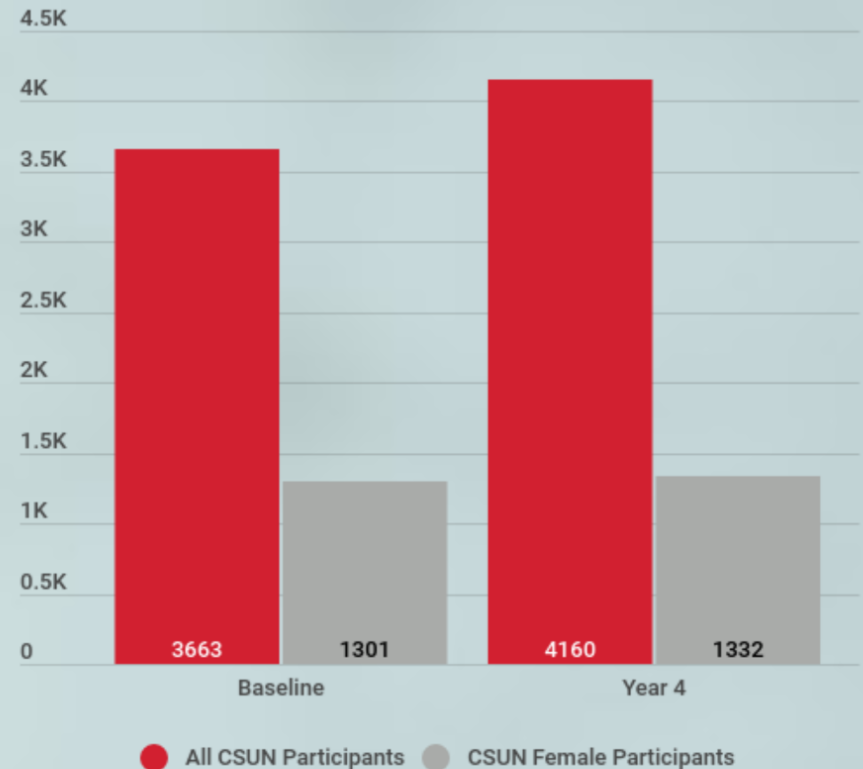
*% change of FT enrollment of Hispanic  
and low-income students in STEM*



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

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

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





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

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

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

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*@ COC: 2014-15/2015-16 Baseline: 72% (150/211)*

*2018-19/2019-20 Actual: **100% (293/293)** ↑*



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STEM fields*

*@ COC: 2014-15/2015-16 Baseline: 72% (150/211)*

*2018-19/2019-20 Actual: **100% (293/293)** ↑*

*@ GCC: 2014-15/2015-16 Baseline: 65% (194/300)*

*2018-19/2019-20 Actual: **65% (215/330)** —*

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*@ GCC: 2014-15/2015-16 Baseline: 65% (194/300)*

*@ MC: 2014-15/2015-16 Baseline: 75% (75/100)*

*2018-19/2019-20 Actual: **100% (293/293)** ↑*

*2018-19/2019-20 Actual: **65% (215/330)** —*

*2018-19/2019-20 Actual: **48% (56/117)** ↓*

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*2018-19/2019-20 Actual: **65% (215/330)** —*

*@ MC: 2014-15/2015-16 Baseline: 75% (75/100)*

*2018-19/2019-20 Actual: **48% (56/117)** ↓*

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

*2018-19/2019-20 Actual: **72% (490/681)** ↓*



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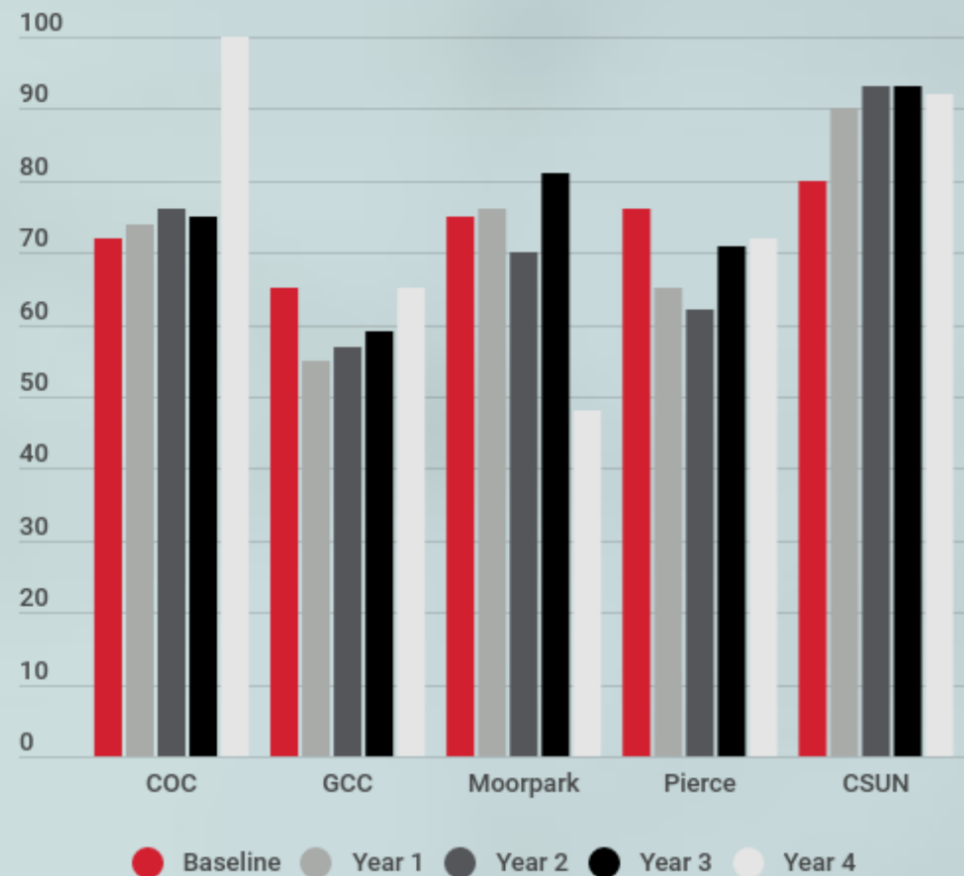
*@ CSUN: 2014-15/2015-16 Baseline: 80% (553/689)*

*2018-19/2019-20 Actual: **92% (754/816)** ↑*

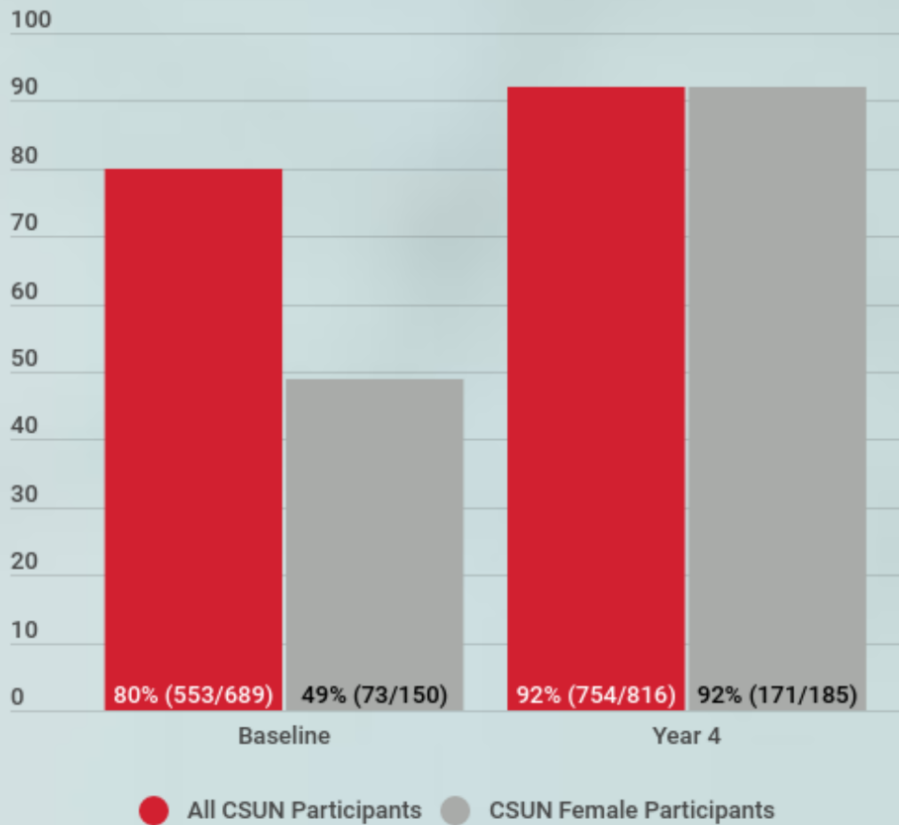
# STEM retention (3b): first-time student retention in STEM fields

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

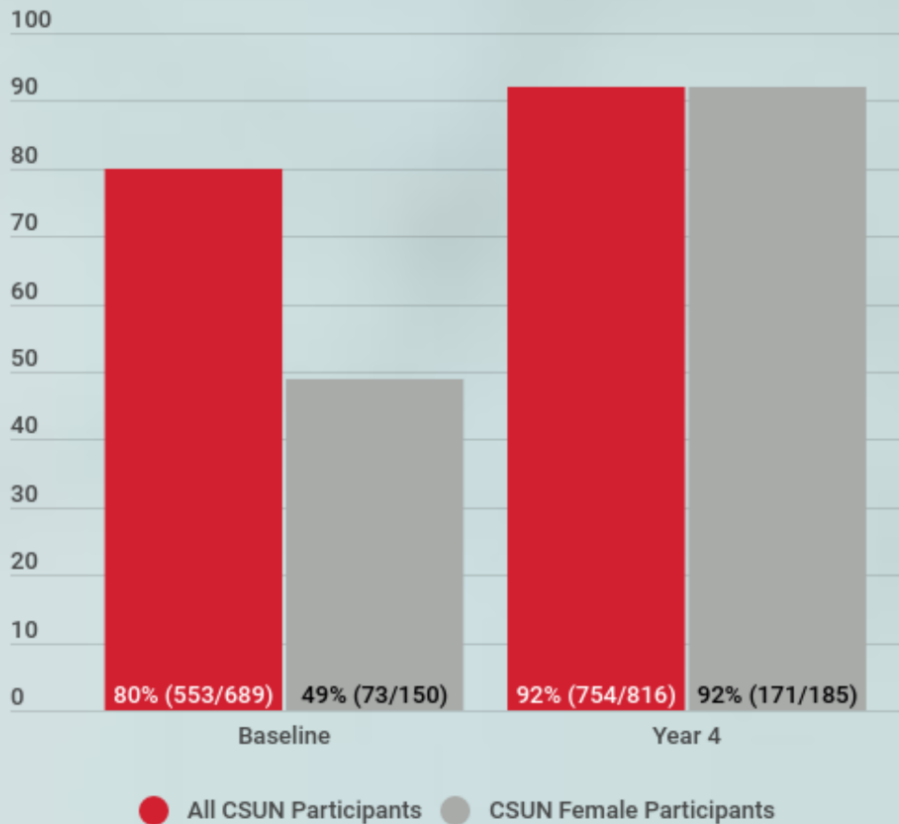
*Longitudinal trend data from project years 1-4*



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

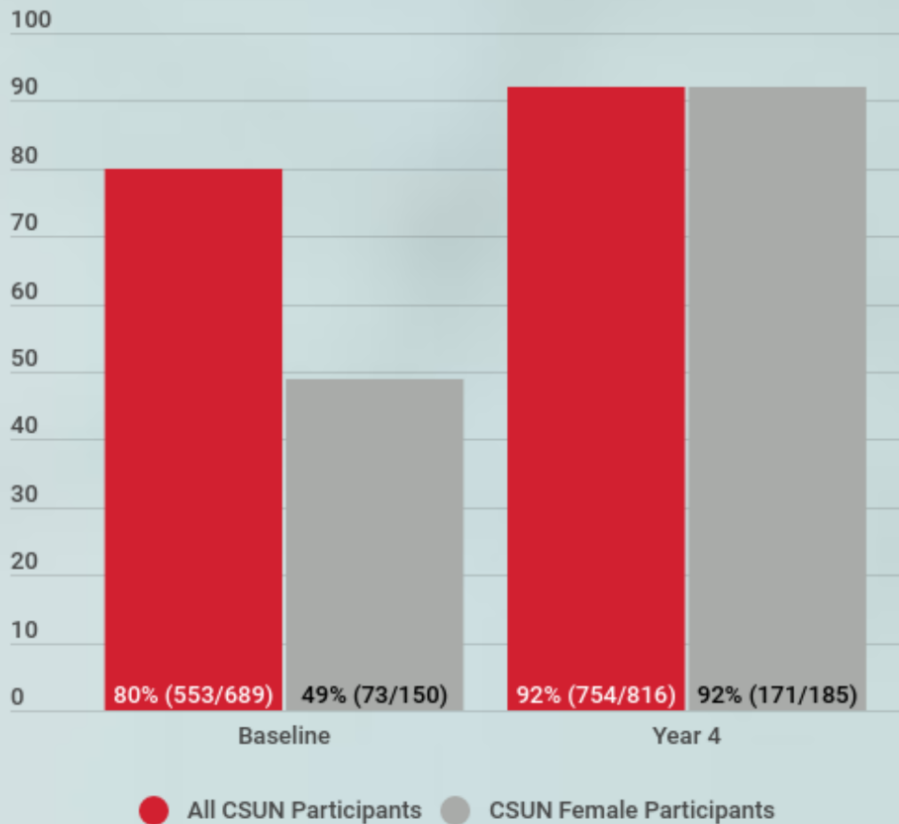


# STEM retention (3b): CSUN first- time female student retention in STEM fields



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

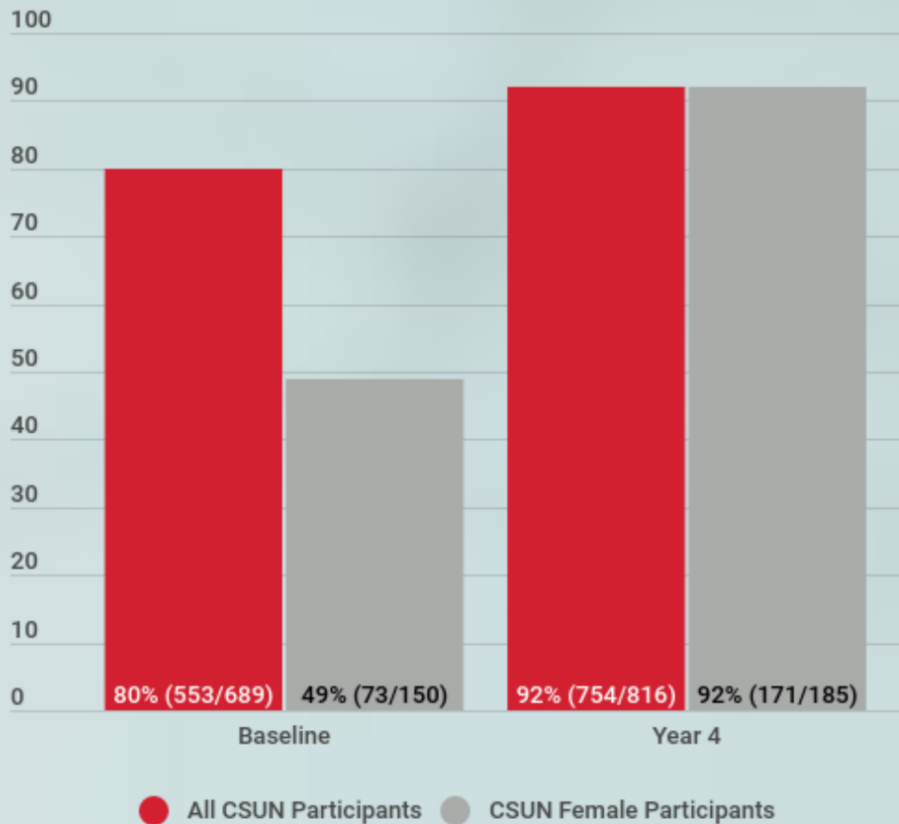
# STEM retention (3b): CSUN first-time female student retention in STEM fields



@ CSUN Year 4: Actual All: **92% (754/816)**  
Actual Female: **92% (171/185)**

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

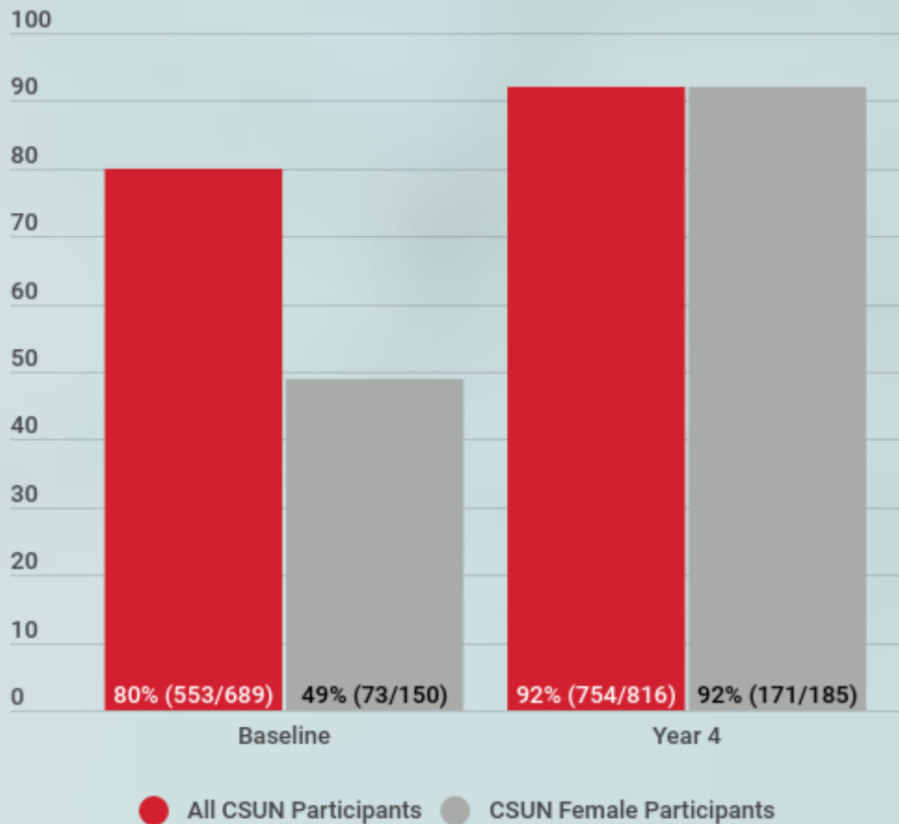
# STEM retention (3b): CSUN first- time female student retention in STEM fields



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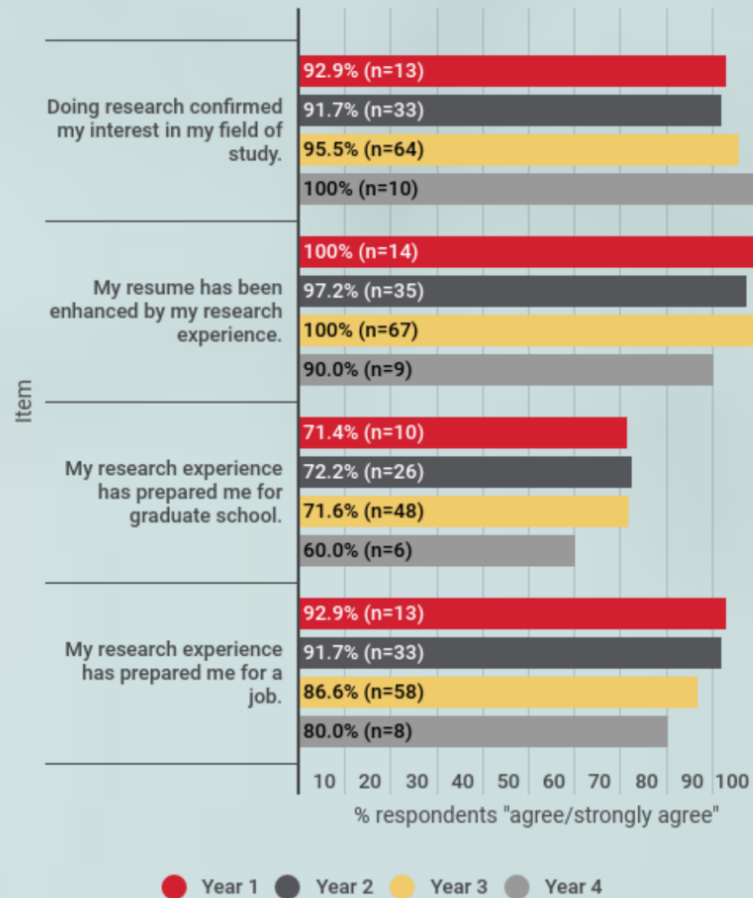
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*% Hispanic and low-income, first-time  
STEM degree field students retained*

Rate how much you agree with the following statements:



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

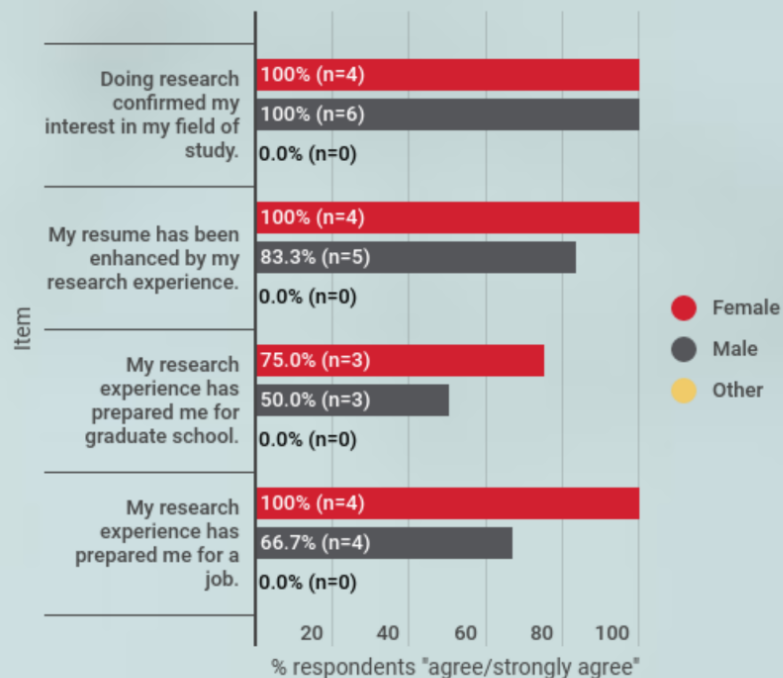
Community College and CSUN Research Participants



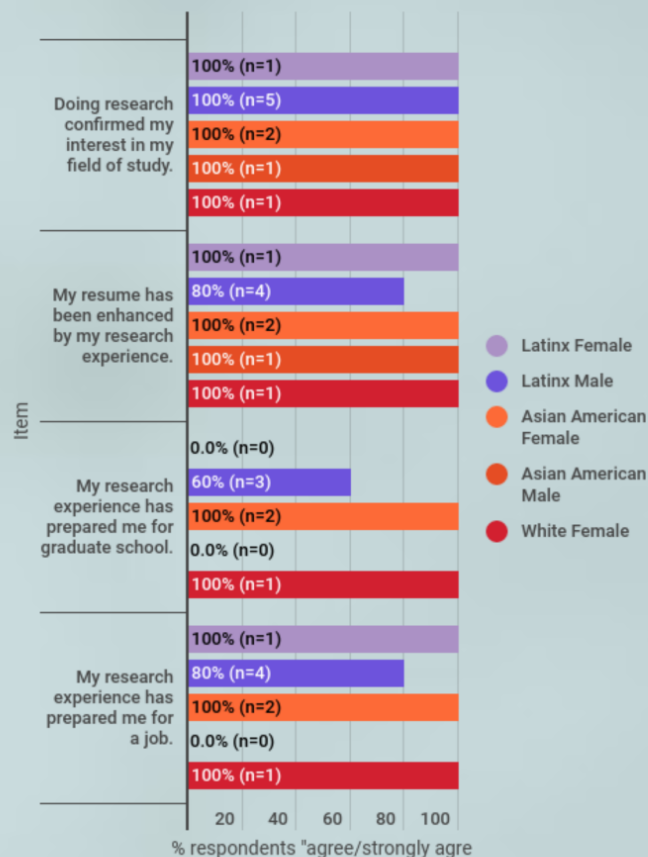
# Career-related outcomes from research participation with faculty by race/ethnicity and gender (URSSA) (4a)

Community College and CSUN Research Participants

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



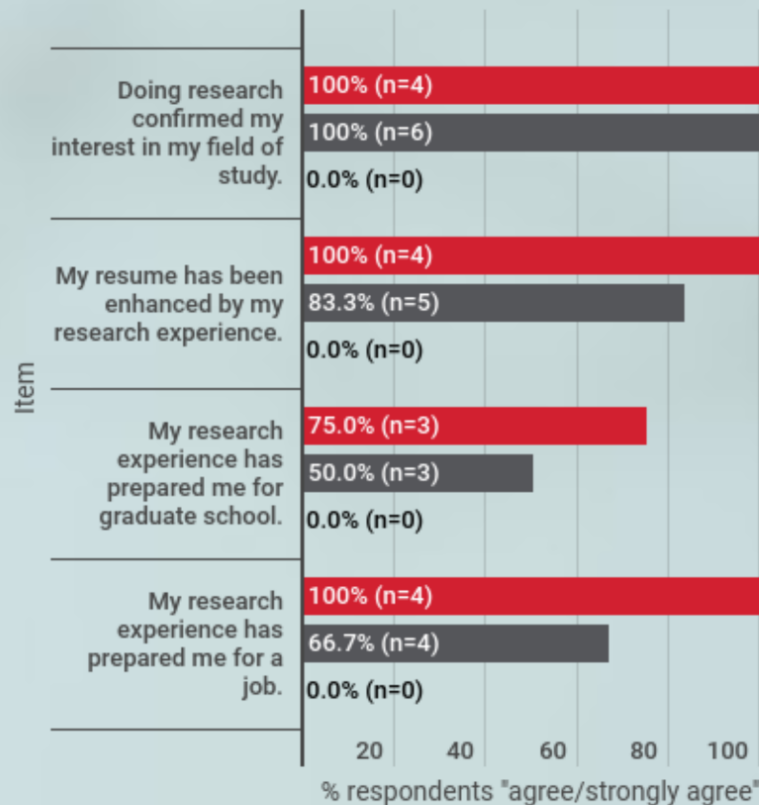
Rate how much you agree with the following statements by gender and race (Year 4):



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Community College and

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(Year 4):

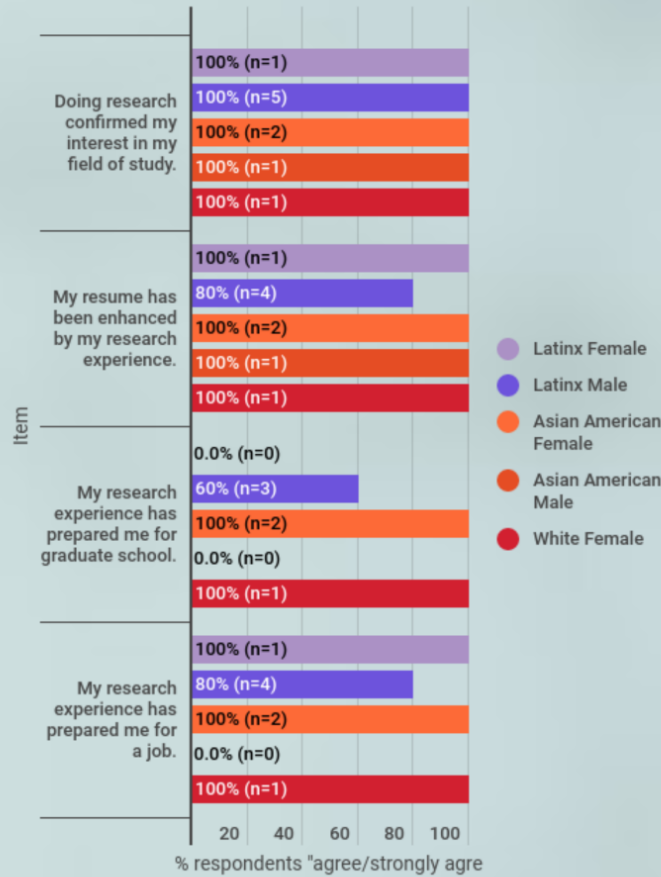
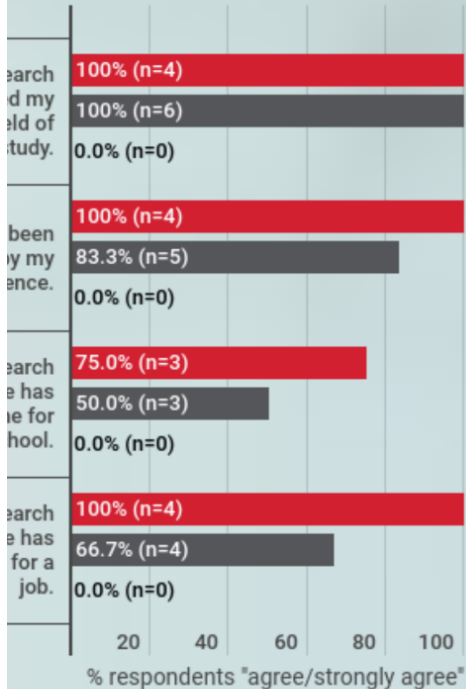


Rate how much you agree with the following  
race (Year 4):



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

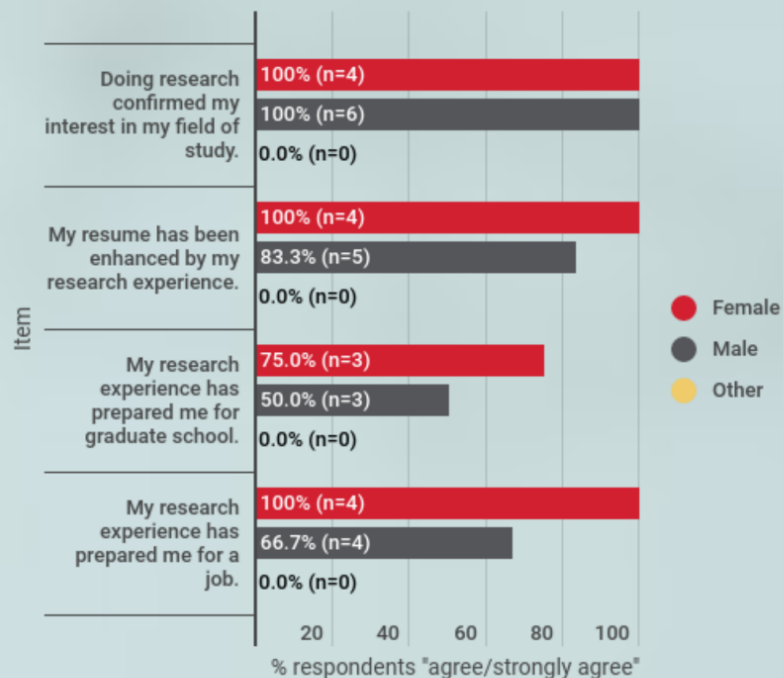
you agree with the following statements by gender



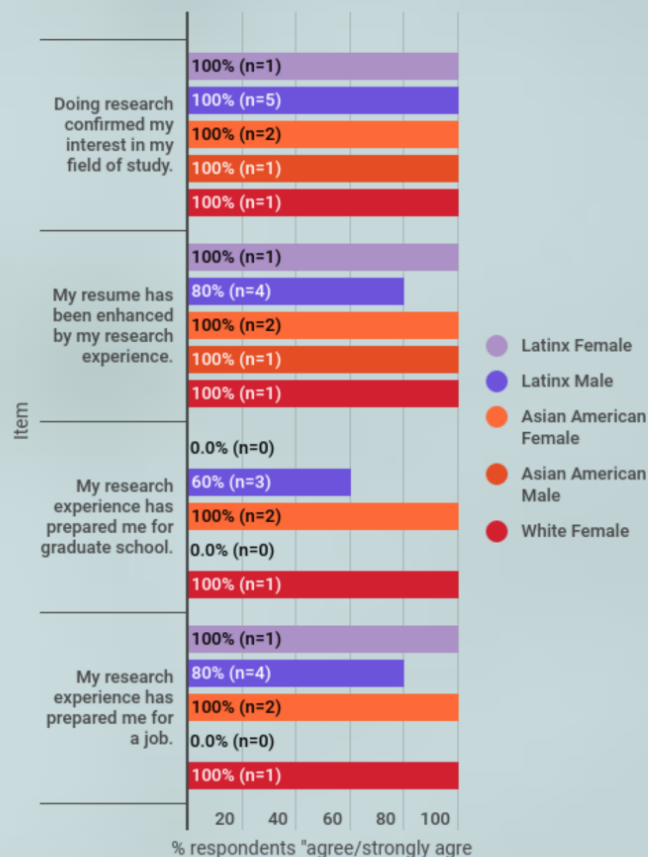
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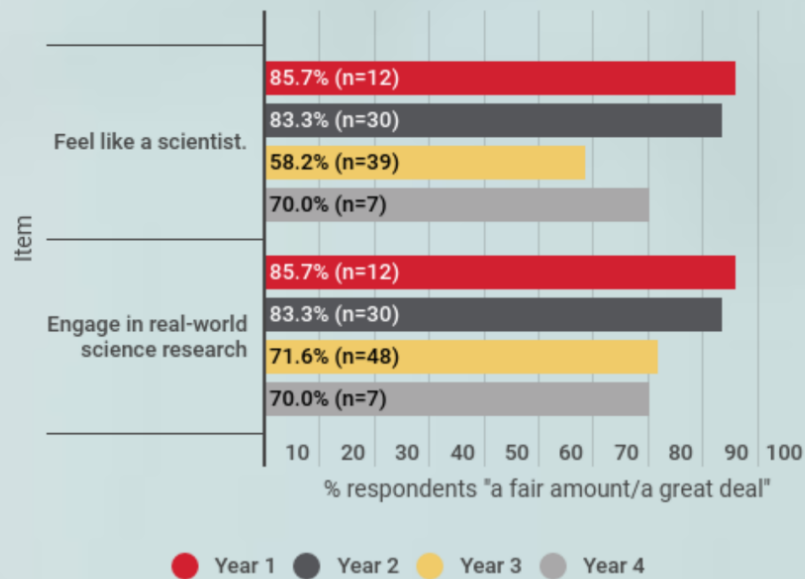
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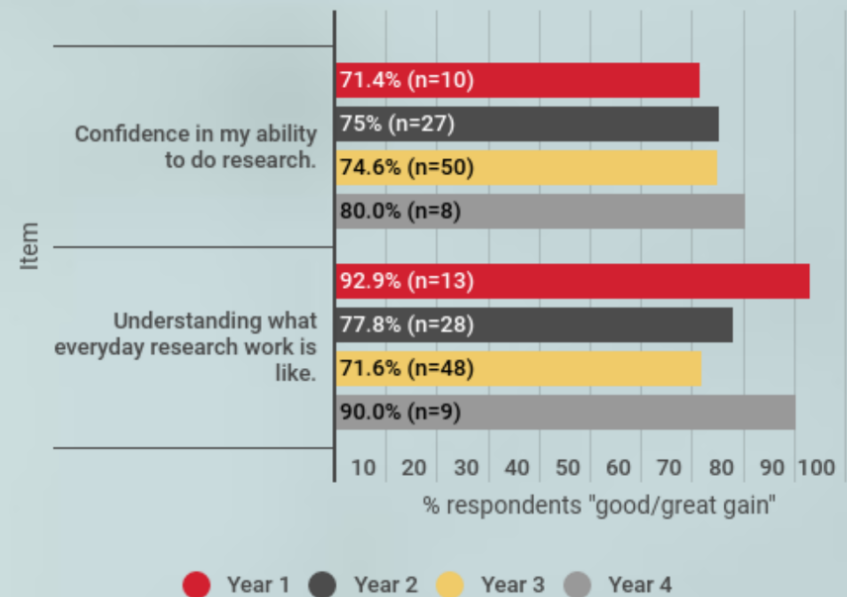
# Gains in research experience, confidence, and identity (URSSA) (5a)

## Community College and CSUN Research Participants

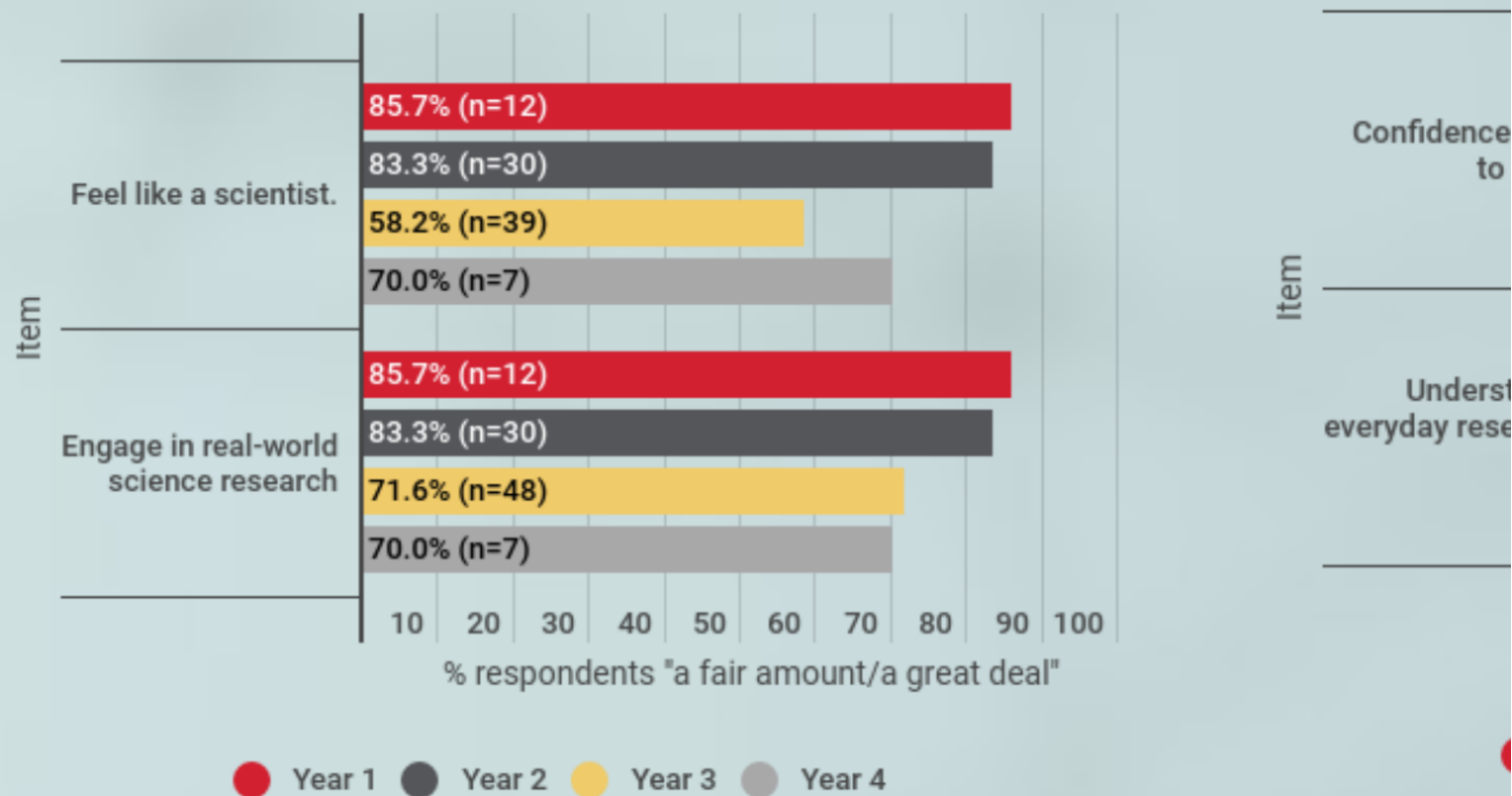
During your research experience HOW MUCH did you....



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

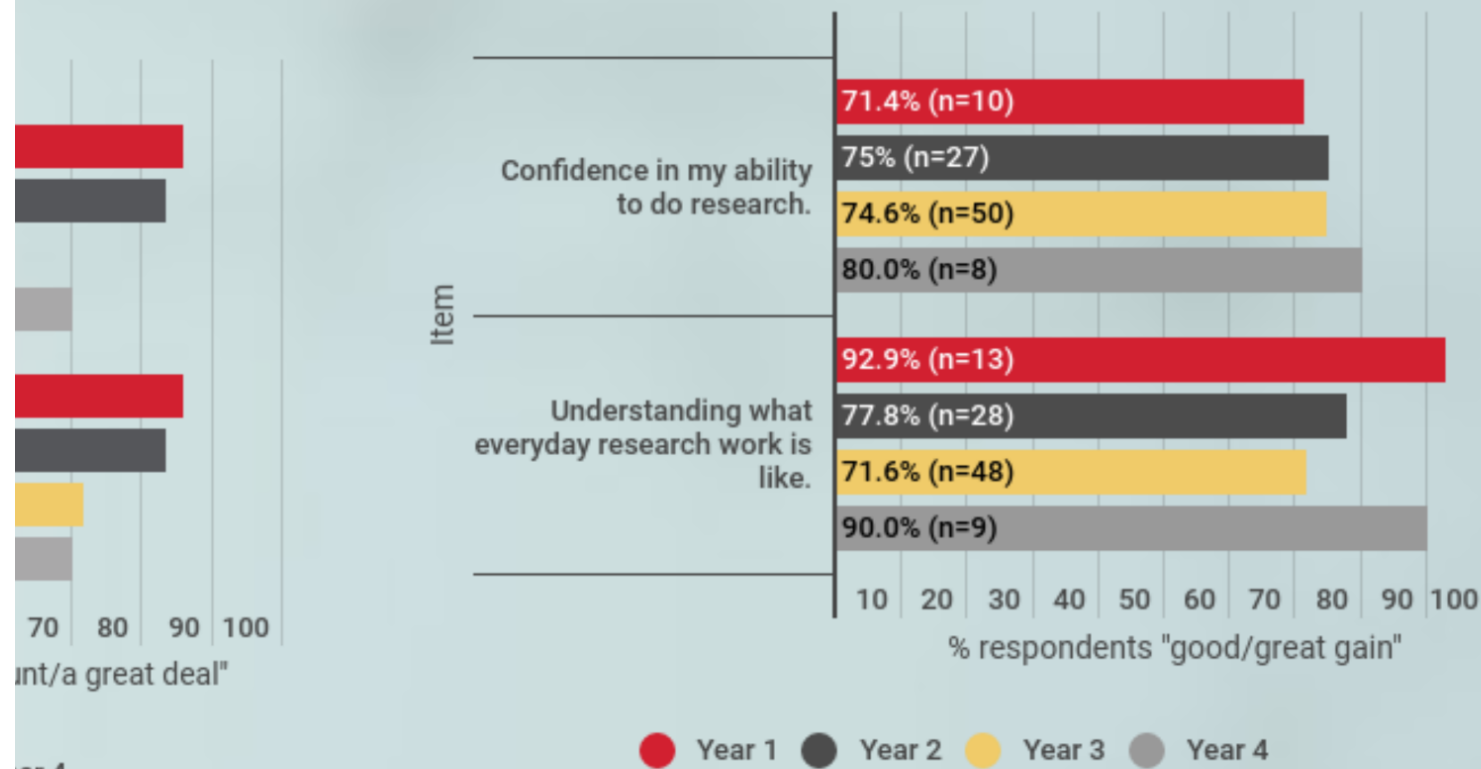


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## Participants

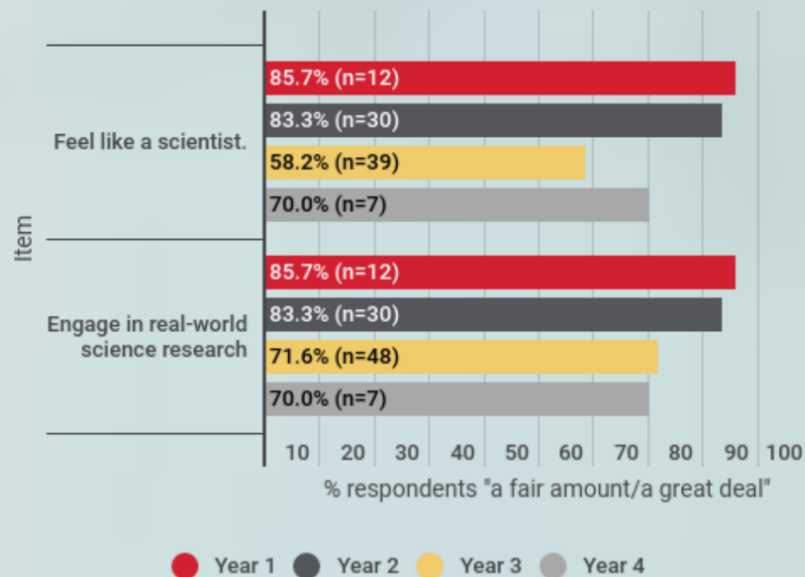
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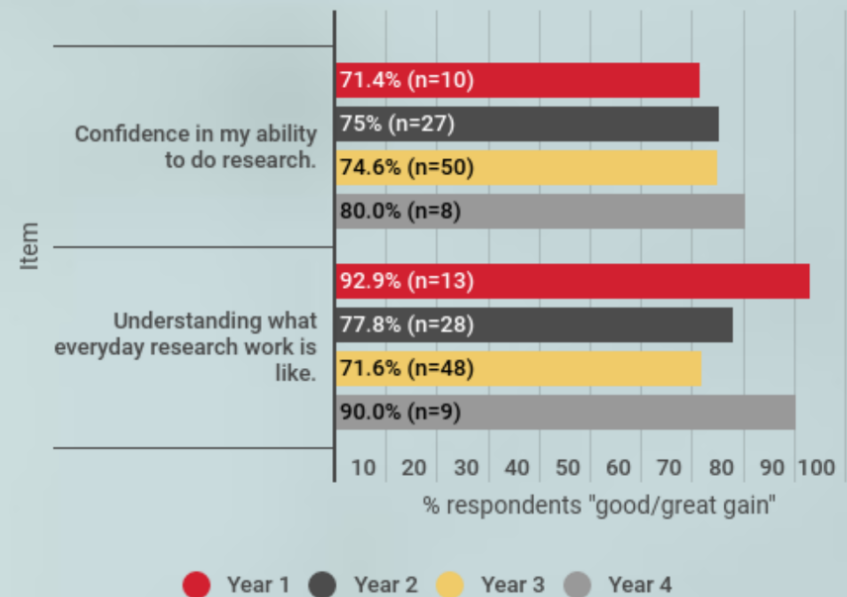
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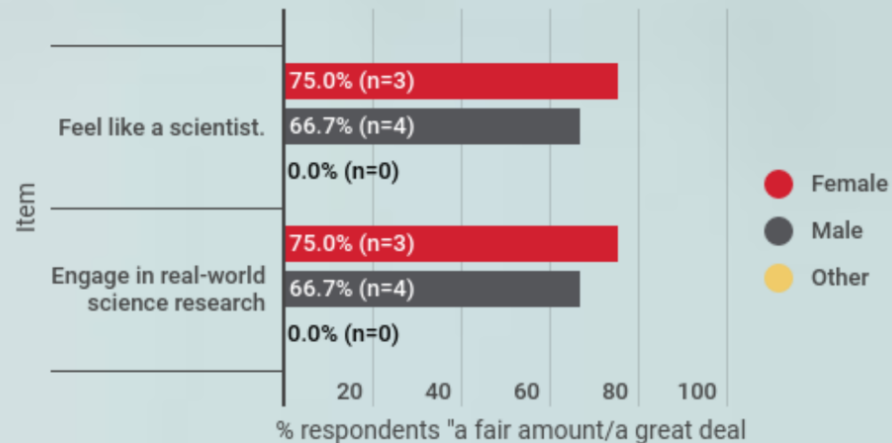




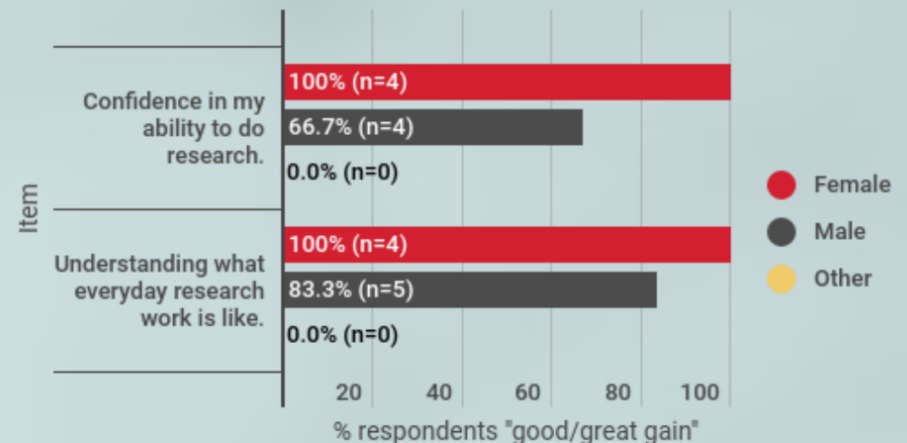
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Community College and CSUN Research Participants

During your research experience HOW MUCH did you by gender (year4)....

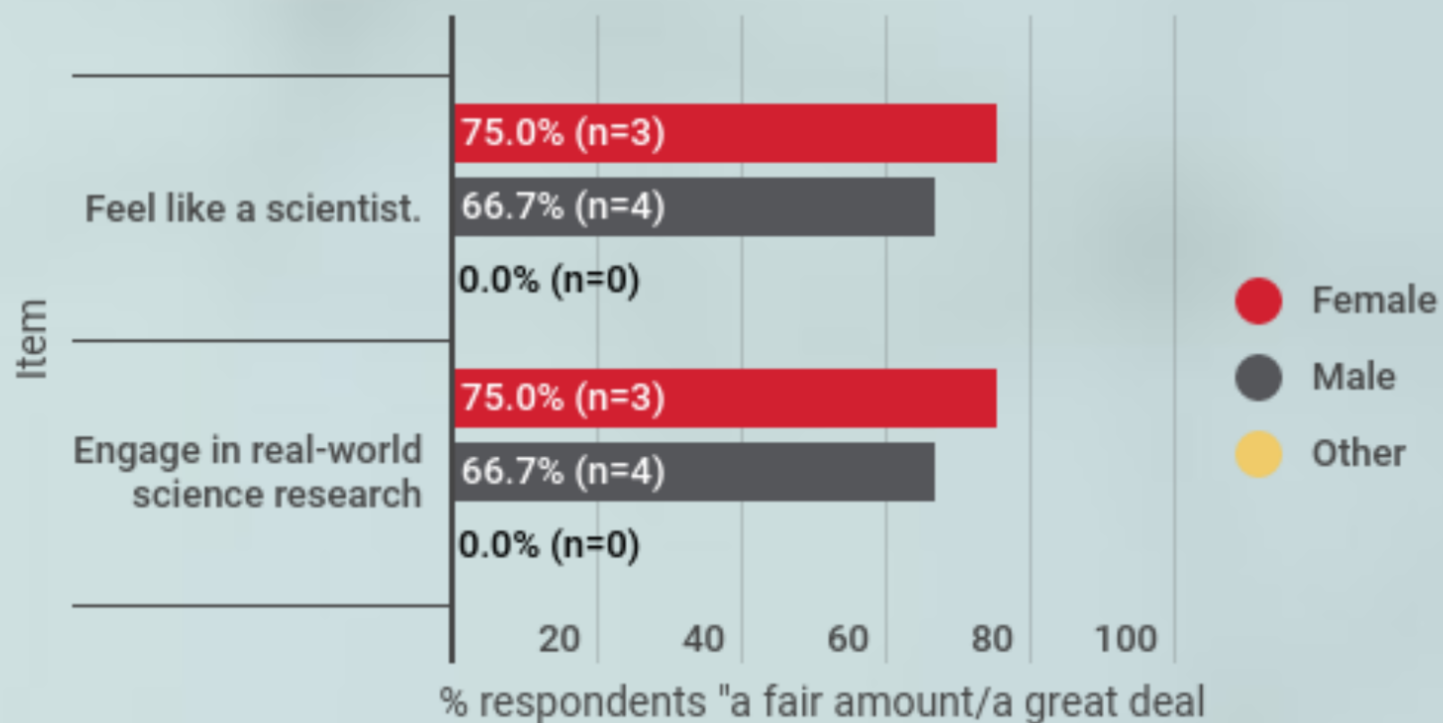


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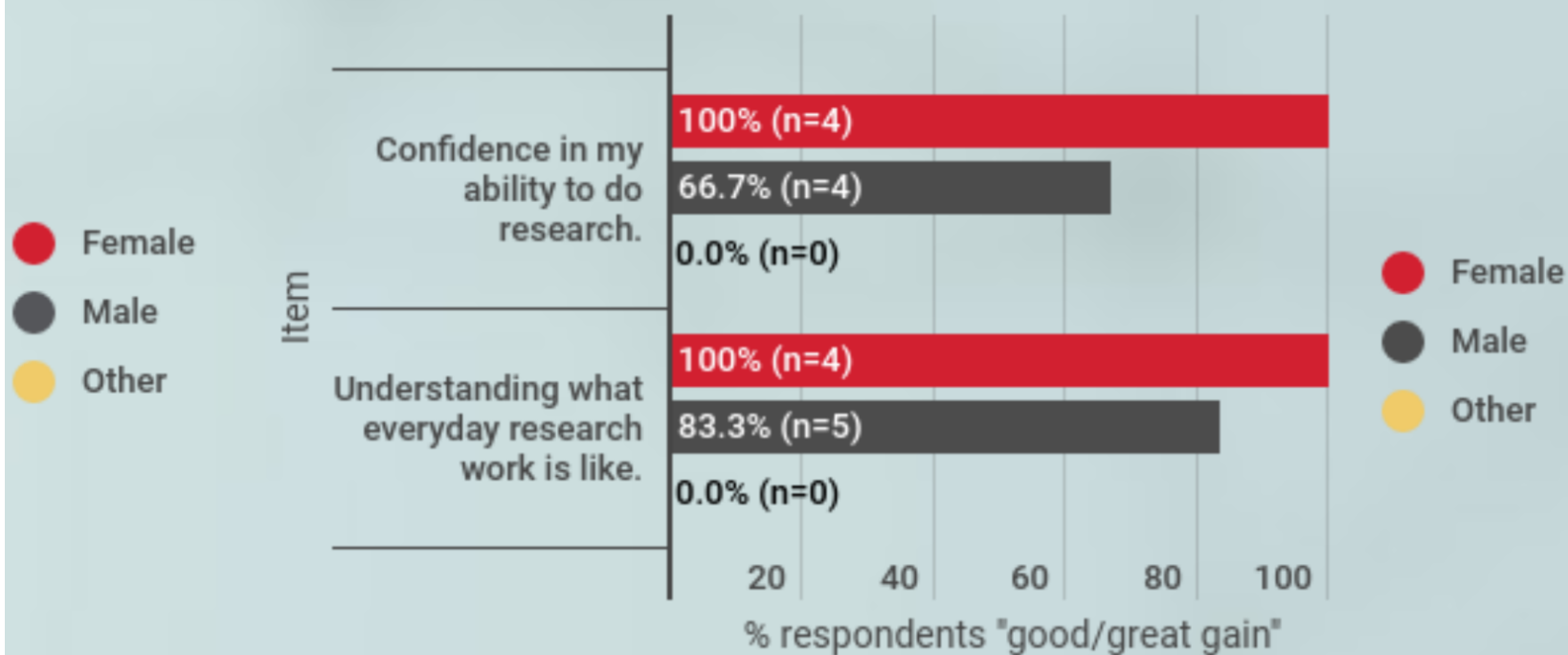
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How mu  
recent r



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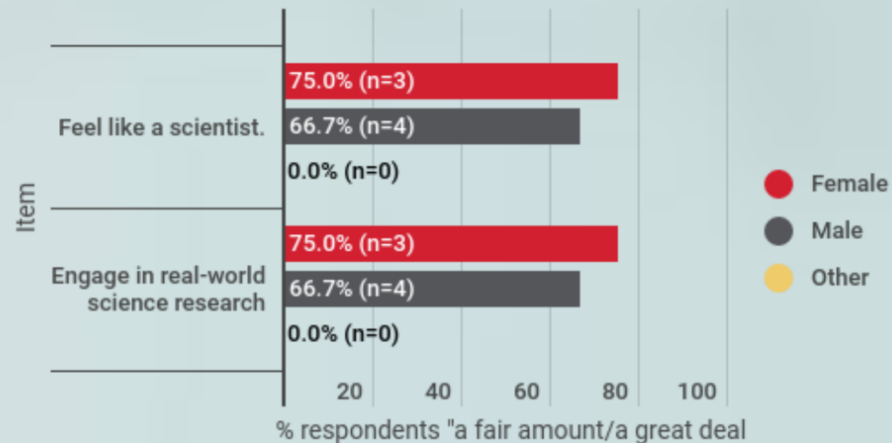
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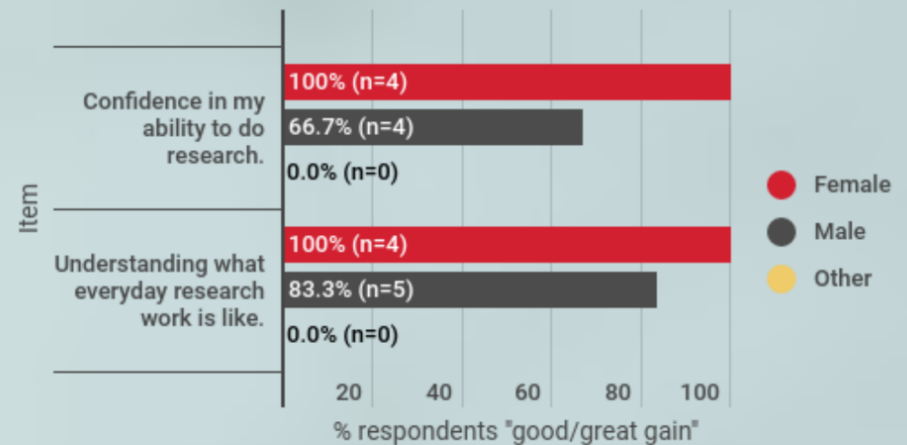
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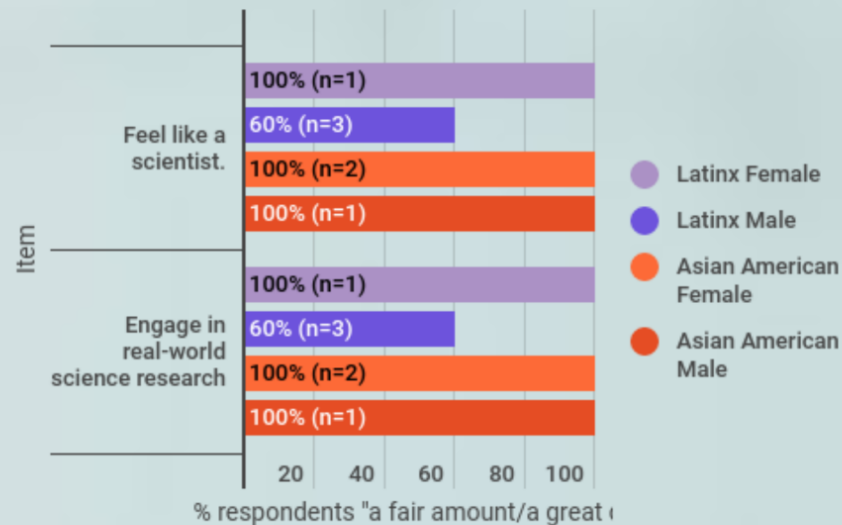
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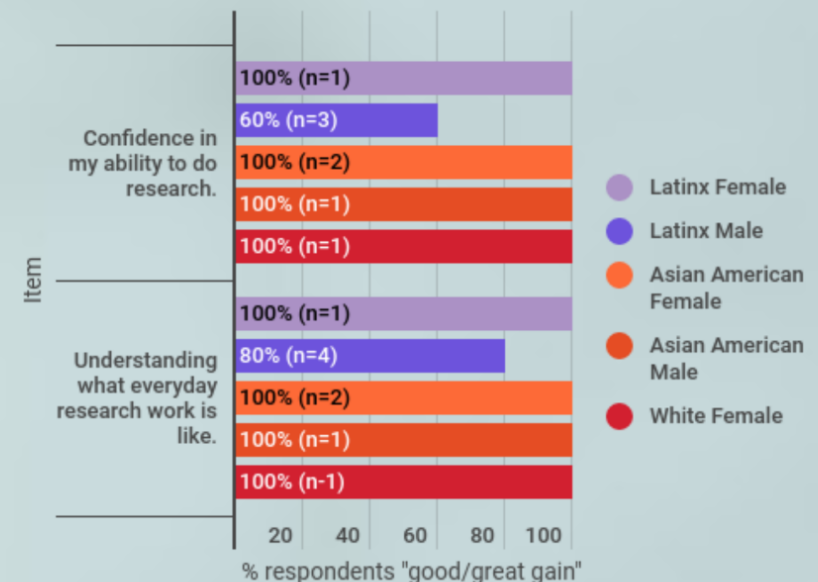
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## Community College and CSUN Research Participants

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



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



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***Baseline for all transfer students: 90%***  
***(Spring 2016: 331/Fall 2015: 367)***



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**Growth for all transfer students: 97%**  
**(Spring 2020: 420/Fall 2019: 434)**

**Baseline for all transfer students: 90%**  
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**Growth for all transfer students: 97%**  
**(Spring 2020: 420/Fall 2019: 434)**

**Baseline for all transfer students: 90%**  
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**Growth for female transfer students: 93%**  
**(Spring 2020: 91/Fall 2019: 98)**



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**Growth for female transfer students: 93%**  
**(Spring 2020: 91/Fall 2019: 98)**

**Baseline for female transfer students: 72%**  
**(Spring 2016: 57/Fall 2015: 79)**



**Transfer and degree completion (6b): all transfer students and female transfer students on track to graduate from CSUN**



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***Baseline for all transfer students: 35%***  
***(Spring 2016: 112/Fall 2013: 320)***



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***Growth for all transfer students: 50%***  
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***Growth for all transfer students: 50%***  
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***Baseline for all transfer students: 35%***  
***(Spring 2016: 112/Fall 2013: 320)***



***Baseline for female transfer students: 45%***  
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# Transfer and degree completion (6b): all transfer students and female transfer students on track to graduate from CSUN



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***Growth for female transfer students: 45%  
(Spring 2020: 34/Fall 2017: 75)***

***Baseline for female transfer students: 45%  
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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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***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).*

*(percentage) (baseline data)*

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***Baseline: 6/50 (12%) in Fall 2019-Spring 2020-  
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*Fall 2019-Spring 2020-Summer 2020 completion of Hispanic and low-income female students in degree (percentage) (baseline data)*

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