
SUMMARY
DESIGN & METHODS
RESULTS
GOALS & OBJECTIVES
THANK YOU & QUESTIONS
Year 5 APR AIMS2
Bridging the Gap
Attract Inspire Mentor Support Students
AIMS2
HSI STEM Grant Program
DEPARTMENT OF EDUCATION
UNITED STATES OF AMERICA
CSUN
COLLEGE OF ENGINEERING AND COMPUTER SCIENCE

Year 5 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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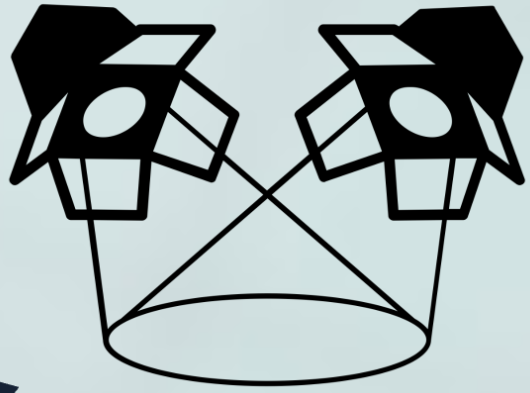

Section 3. Activities, Focus Areas, and Outcomes

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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Data sources: Institutional and survey data

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

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

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

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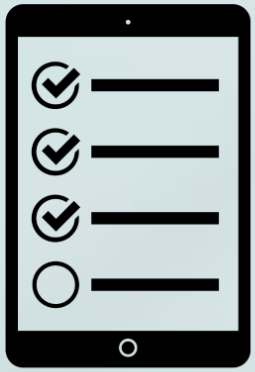

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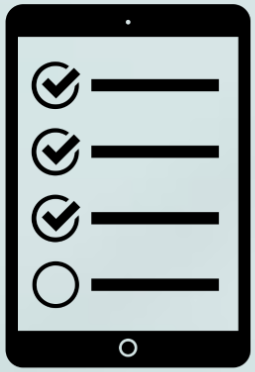

URSSA = Undergraduate Research Student Self-Assessment

*Online survey administration Summer 2017, AY 2017-18, Summer 2018, AY 2018-19, Summer 2019, AY 2019-20, Summer 2020 (virtual), and **AY 2020-21 (virtual)** with community college and CSUN participants who served as research assistants with CSUN faculty mentors, for a total of **130** 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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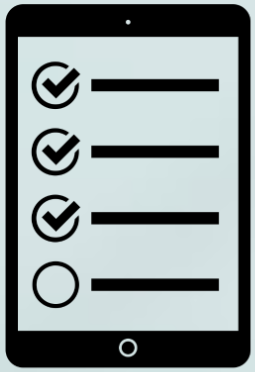
One-shot post-test responses!



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A note on data sources for the Year 5 APR

Year 5 APR data includes **Spring 2020, Summer 2020, Fall 2020, Spring 2021, Summer 2021, and Fall 2021,** all terms impacted by the COVID-19 pandemic and shaped by virtual learning, remote work, 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 students participants across sites and with students at CSUN. Examples include enrollment, success, research participation and research skills development.


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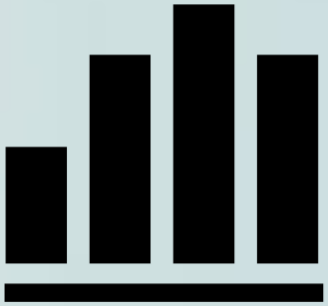
Presenting APR data for Year 4

Section 3: institutional measures at CSUN



Section 4: project performance measures at CCs and CSUN

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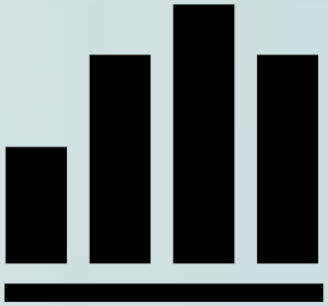

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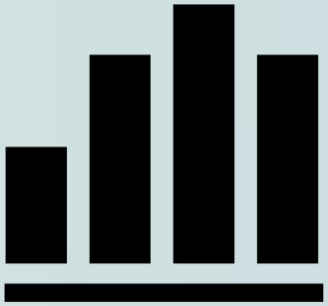
IN-DEPTH: explore institutional patterns
by gender with a focus on female students



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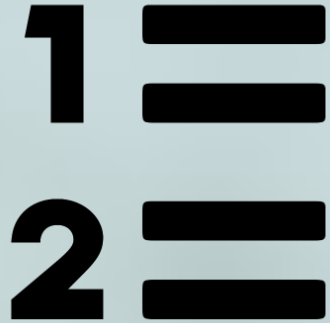

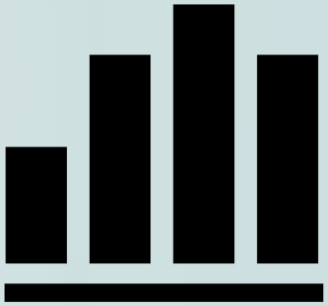

Section 4: project performance measures at CCs and CSUN

IN-DEPTH: examine patterns in research participant experiences
and attitudes by gender, focusing on female students

The "Big Picture" for Year 5

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 26,137 in Fall 2021. However, the total number had 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 51.8% (Fall 2010-16) to 52.6% (Fall 2011-17) to 54.1% (Fall 2012-18) and 59.3% (Fall 2013-19) to 64.0% (Fall 2014-20) to 67.7% (Fall 2015-21)

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Focus Area – Student Support Services Outcomes

Has the institution's retention rate improved?

Yes, significantly! The 1-year continuation rate has increased from the goal of 81.0% (Fall 2015-16) to the current year's 85.3% (Fall 2020-21) and remained stable from the previous years 84.2% (Fall 2017-18), 84% (Fall 2018 -19), and 87.8% (Fall 2019-20).

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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 2.9367 (Fall 2019) and the current year's 3.021 (Fall 2020).

Section 3 Institutional Measures: Patterns for Female Students at CSUN

Focus Area –
Academic Quality Outcomes

*Has the enrollment of 'minority' **female** students increased?* **Yes, overall, the total headcount for female students has increased from 14,554 in Fall 2015 (goal) to 14,679 in Fall 2021. Compared to the overall rate for all students (-2.5% in Fall 2021), the rate for female students is greater (+0.9% in Fall 2021).**

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 71.9% (Fall 2015-21), which is greater in comparison to the rate for all students, 67.7% (Fall 2015-21).

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

Yes, substantially! The 1-year continuation rate has increased from the goal of 82.7% (Fall 2015 to 16) to the current year's 86.3% (Fall 2020 to 21), which is greater than the overall continuation rate for all students, 85.3% (Fall 2020 to 21).

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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 3.0757 (Fall 2020), which is greater in comparison to the average GPA for all students, 3.021 (Fall 2020).

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*

Section 4: project performance measures

CCs and CSUN

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Performance measure 6a. *% Hispanic and low-income transfer students retained in a STEM degree field*
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Performance measure 6c. *% project participants who complete a degree*

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CSUN only

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"

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The "Big Picture": Section 4 Project Performance Measures

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

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1a. AIMS2 students' gateway course success: ***71%-100%***
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1b. AIMS2 students in good academic standing: ***73%-100%***
(vs. 88%-100% baseline)

The "Big Picture": Section 4 Project Performance Measures

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

1b. AIMS2 students in good academic standing: ***73%-100%***
(vs. 88%-100% baseline)

2a. Number of AIMS2 students:
Range of 11-144
with a total of 377
(vs. 444 Yr4)
Again: AIMS2-FT2STEM!

The "Big Picture": Section 4 Project Performance Measures

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(vs. 71-%100% baseline)

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(vs. 444 Yr4)
Again: AIMS2-FT2STEM!

3a. FT student enrollment in STEM:
CCs = 1,780 (vs. 1,499 baseline)
CSUN = 4,272 (vs. 3,663 baseline)

The "Big Picture": Section 4 Project Performance Measures

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

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2a. Number of AIMS2 students:
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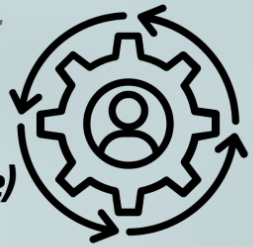
with a total of 377
(vs. 444 Yr4)
Again: AIMS2-FT2STEM!

3a. FT student enrollment in STEM:
CCs = 1,780 (vs. 1,499 baseline)
CSUN = 4,272 (vs. 3,663 baseline)

3b. First-time student retention in STEM:
47%-95%
(vs. 65%-80% baseline)



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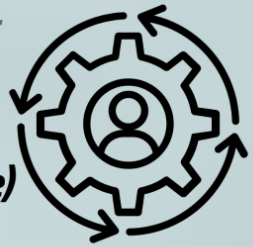
(vs. 71-%100% baseline)

1b. AIMS2 students in good academic standing: ***73%-100%***
(vs. 88%-100% baseline)

2a. Number of AIMS2 students:
Range of 11-144
with a total of 377
(vs. 444 Yr4)
Again: AIMS2-FT2STEM!

3a. FT student enrollment in STEM:
CCs = 1,780 (vs. 1,499 baseline)
CSUN = 4,272 (vs. 3,663 baseline)

3b. First-time student retention in STEM:
47%-95%
(vs. 65%-80% baseline)



6a. Transfer student retention in STEM @ CSUN:
Increase from 93%
to 97% (Yr1-Yr5)

The "Big Picture": Section 4 Project Performance Measures

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

1b. AIMS2 students in good academic standing: ***73%-100%***
(vs. 88%-100% baseline)

2a. Number of AIMS2 students:
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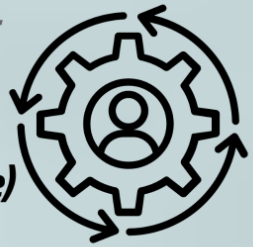

6a. Transfer student retention in STEM @ CSUN:
Increase from 93%
to 97% (Yr1-Yr5)

6b. Transfer students on track to graduate in STEM @ CSUN:
Increase from 36%
to 53% (Yr1-Yr5)

The "Big Picture": Section 4 Project Performance Measures

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

1b. AIMS2 students in good academic standing: ***73%-100% (vs. 88%-100% baseline)***

2a. Number of AIMS2 students: ***Range of 11-144 with a total of 377 (vs. 444 Yr4) Again: AIMS2-FT2STEM!***

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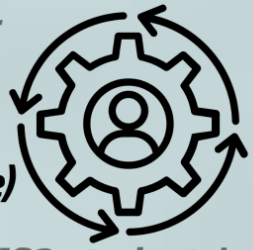

6a. Transfer student retention in STEM @ CSUN: ***Increase from 93% to 97% (Yr1-Yr5)***

6b. Transfer students on track to graduate in STEM @ CSUN: ***Increase from 36% to 53% (Yr1-Yr5)***

6c. AIMS2 students' degree completion: ***22 student participants graduated (this project year) with 59 total graduates (all five project years)!***

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

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Fall 2016/Spring 2017/Summer 2017 successful gateway course completion matched to project participants (baseline data) and Fall 2020/Spring 2021/Summer 2021 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: ***81% (35/43)*** ↑

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 2020/Spring 2021/Summer 2021 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:* ***81% (35/43)*** ↑
@ Glendale Community College: Baseline: 100% (2/2)	*Actual:* ***100% (1/1)*** --

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

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Fall 2016/Spring 2017/Summer 2017 successful gateway course completion matched to project participants (baseline data) and Fall 2020/Spring 2021/Summer 2021 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:* ***81% (35/43)***	↑
@ Glendale Community College: Baseline: 100% (2/2)	*Actual:* ***100% (1/1)***	--
@ Moorpark College: Baseline 71% (39/55)	*Actual:* ***77% (23/30)***	↑

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

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@ Moorpark College: Baseline 71% (39/55)	*Actual:* ***77% (23/30)***	↑
@ Pierce College: Baseline 73%	*Actual:* ***71%***	

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

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@ Pierce College: Baseline 73%	*Actual:* ***71%***
@ CSUN: Baseline: 89% (115/129)	*Actual:* ***88% (295/337)*** ↓

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 2020/Spring 2021/Summer 2021 successful gateway course completion matched to project participants (growth data). Academic terms and gateway courses vary by site.

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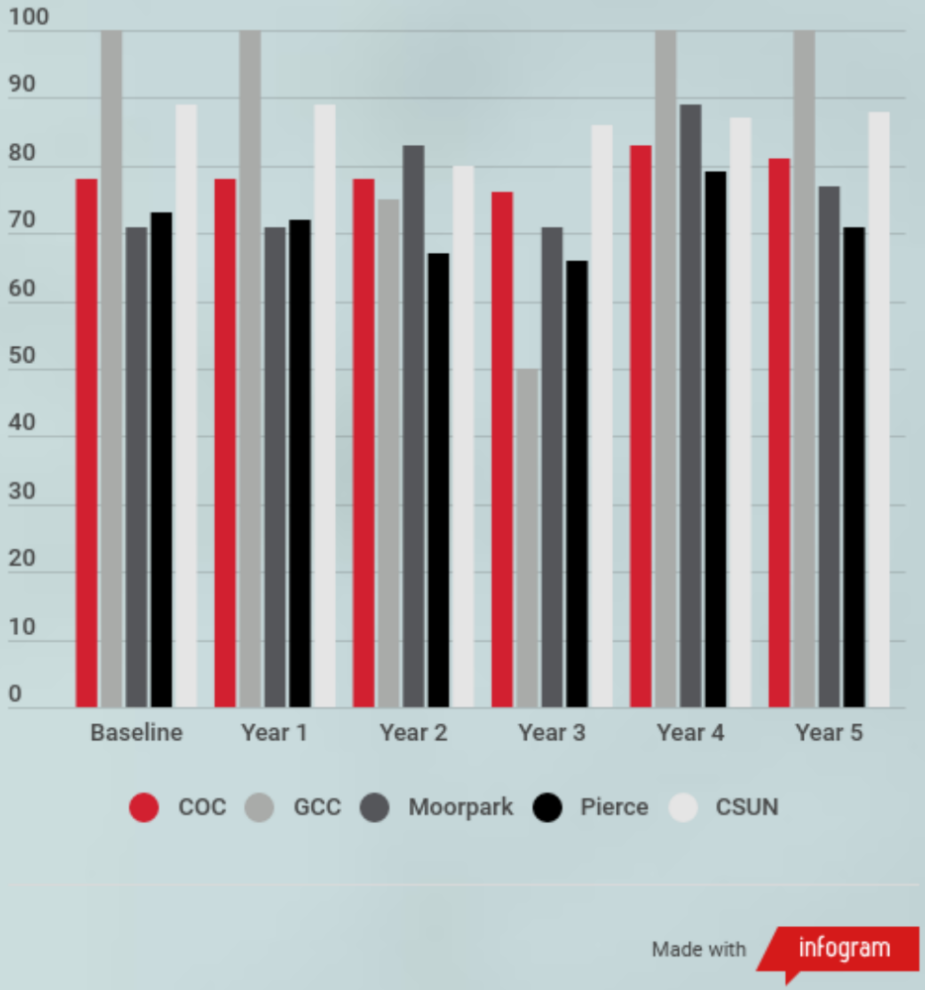
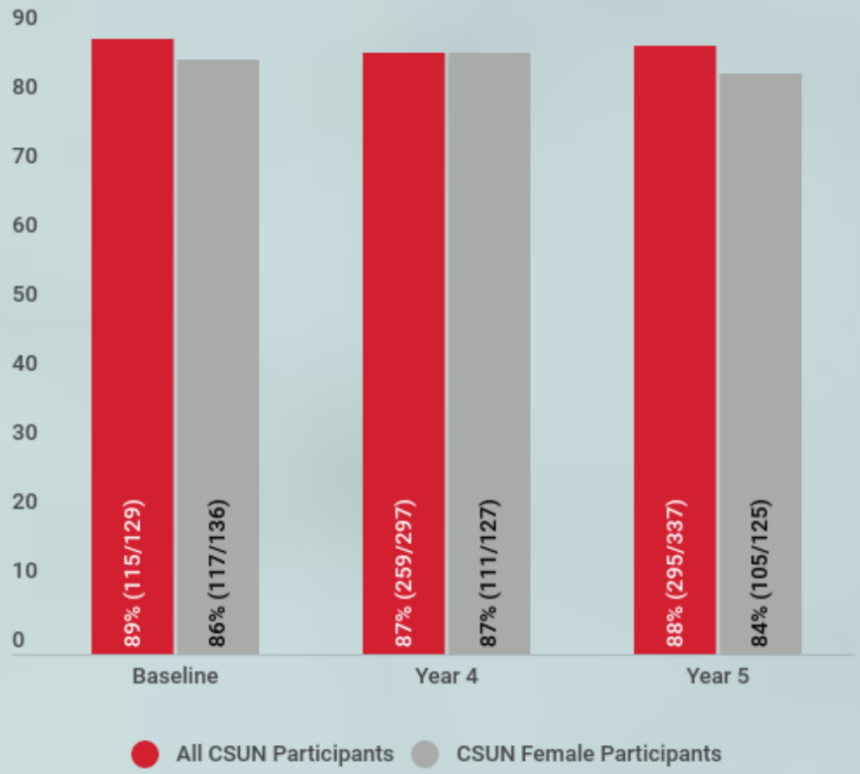
Academic achievement (1a): gateway course success for AIMS2 students

% project participants who successfully completed gateway courses

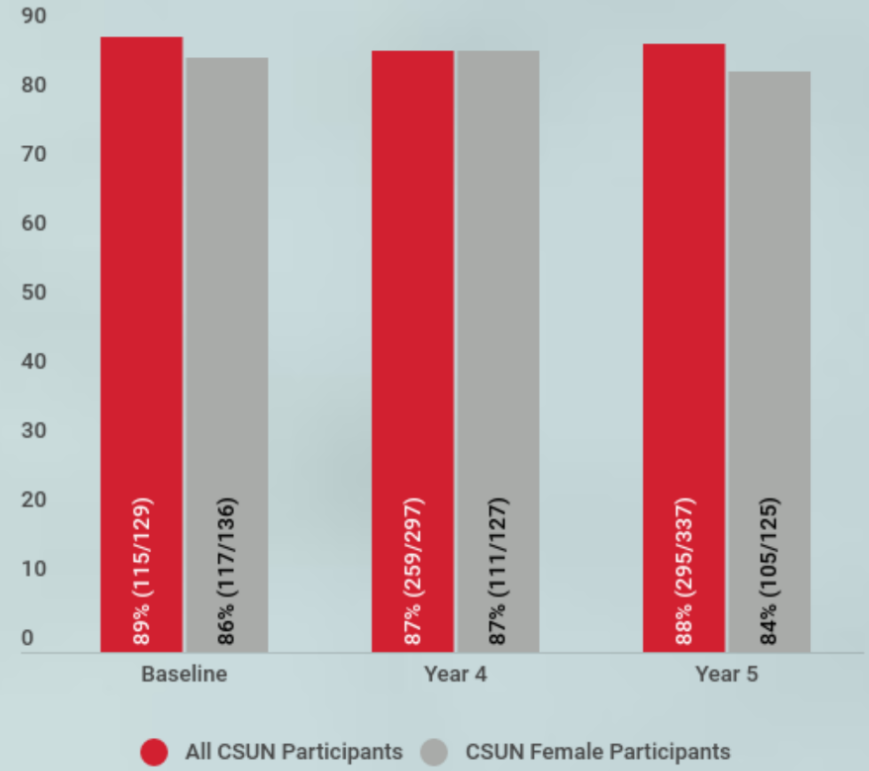
Longitudinal trend data from project years 1-5



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

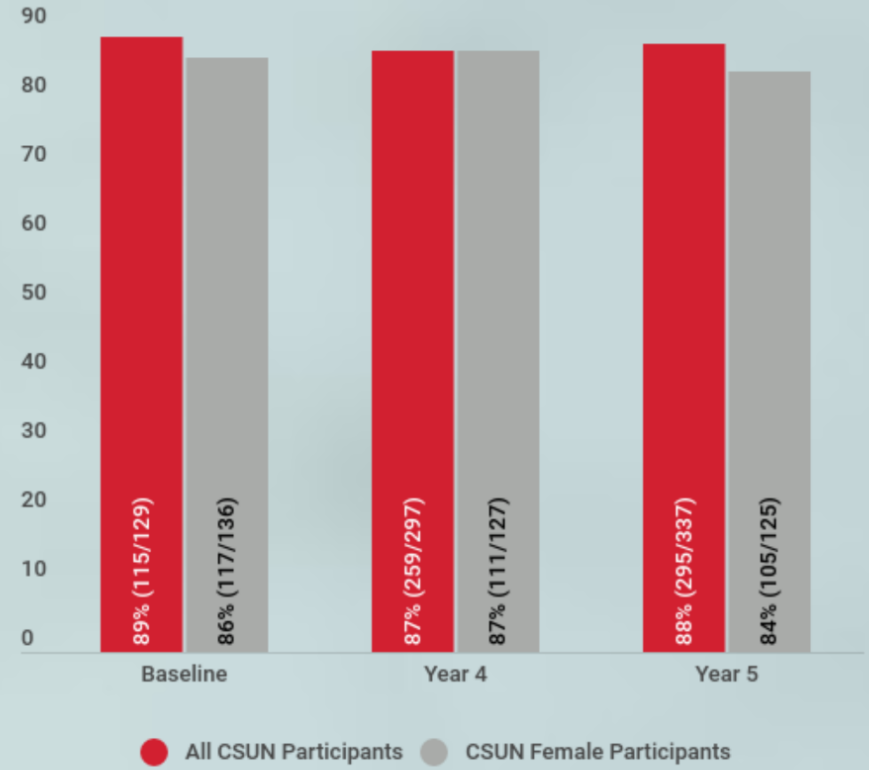


Academic achievement (1a1): gateway course success for CSUN AIMS2 female students



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

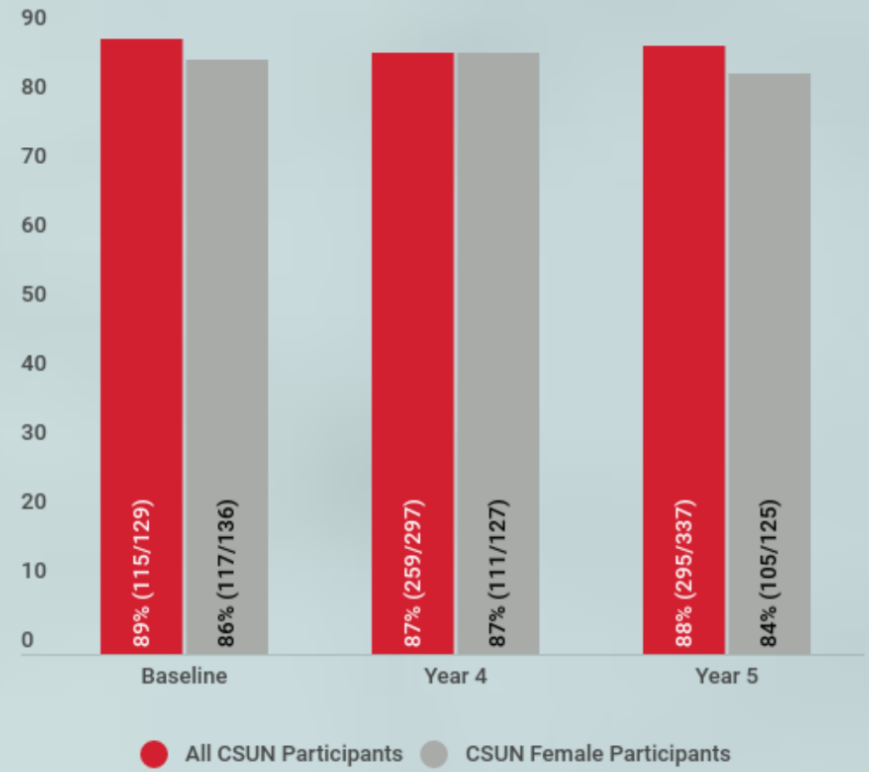
Academic achievement (1a1): gateway course success for CSUN AIMS2 female students



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

*@ CSUN Year 5: Actual All: **88% (295/337)***
*Actual Female: **84% (105/125)***

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



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

*@ CSUN Year 5: Actual All: **88% (295/337)** ↓*
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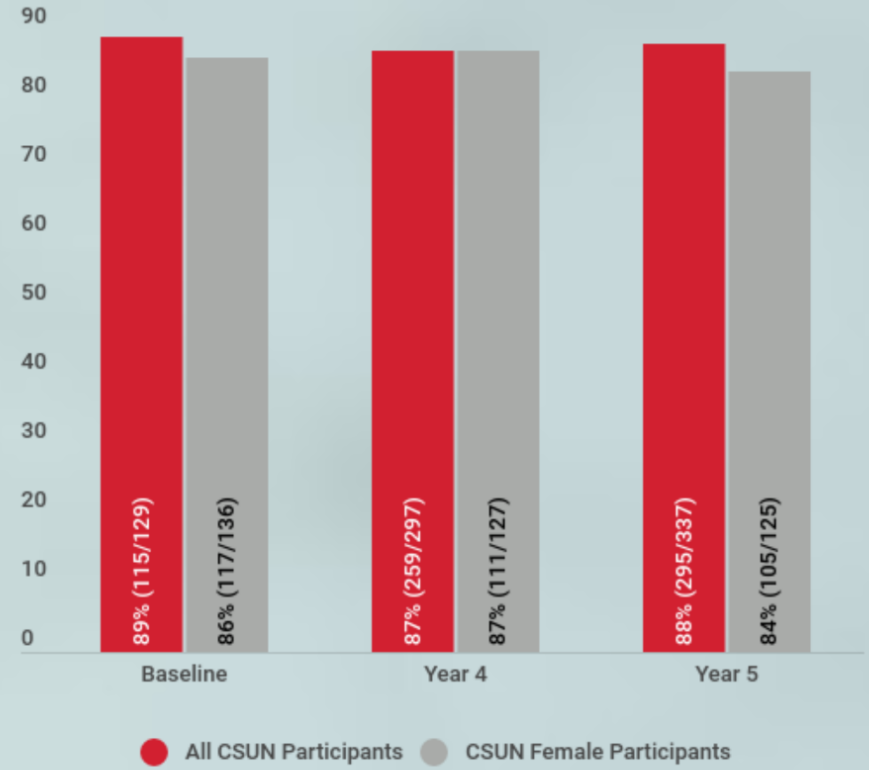
Academic achievement (1a1): gateway course success for CSUN AIMS2 female students



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

*@ CSUN Year 5: Actual All: **88% (295/337)** ↓*
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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

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Spring 2017 (baseline data) academic good standing matched to project participants and Spring 2021 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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Spring 2017 (baseline data) academic good standing matched to project participants and Spring 2021 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: ***95% (60/63)***

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 2021 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:* ***95% (60/63)***
@ Glendale Community College: Baseline 100% (10/10)	*Actual:* ***73% (8/11)*** ↓

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 2021 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:* ***95% (60/63)***
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@ Moorpark College: Baseline 88% (22/25)	*Actual:* ***100% (18/18)*** ↑

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

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

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@ CSUN: Baseline 91% (31/34)	*Actual:* ***99% (130/131)*** ↑

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

% project participants in good academic standing

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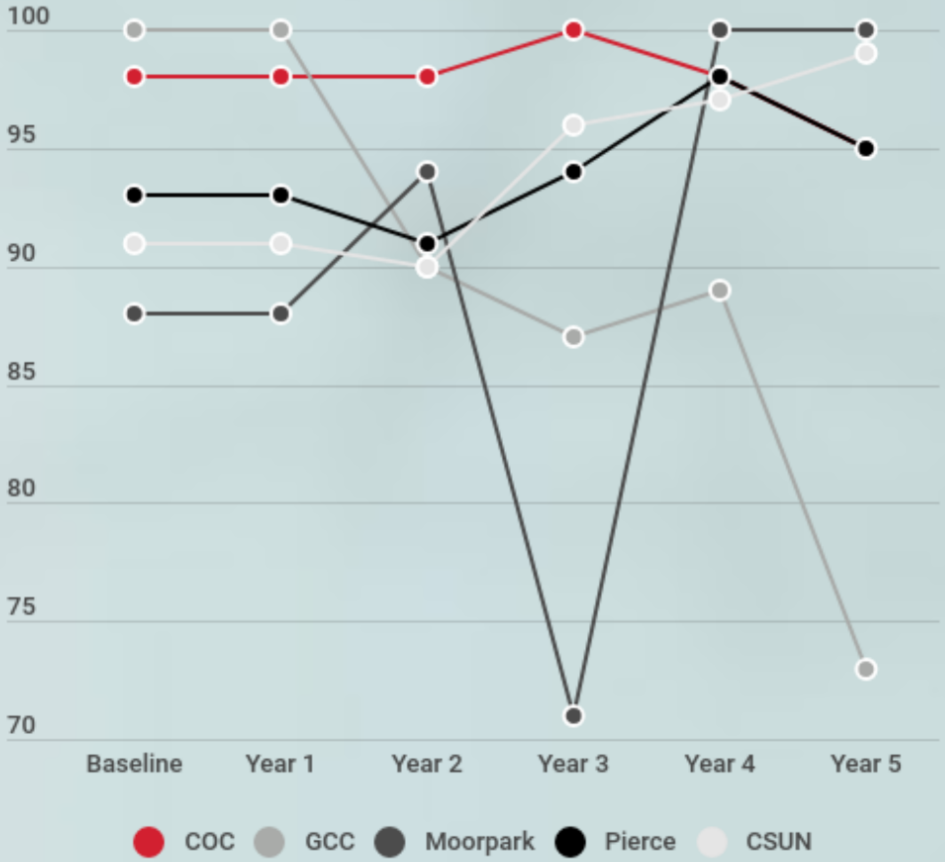
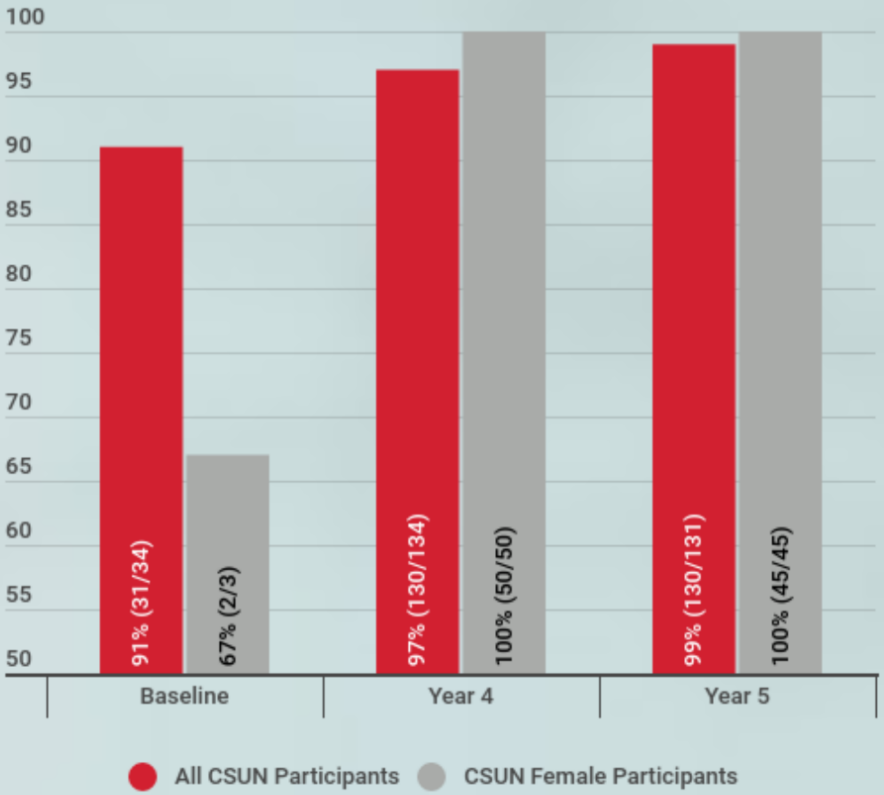
@ CSUN: Baseline 91% (31/34)	*Actual:* ***99% (130/131)*** ↑



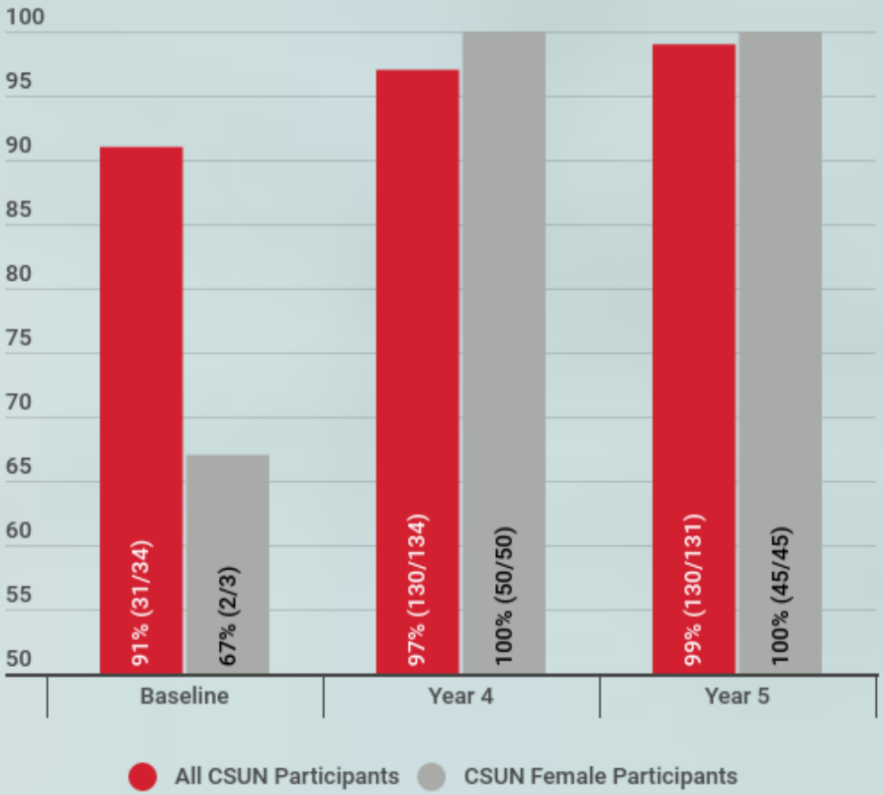
Academic achievement (1b): AIMS2 students in good academic standing

% project participants in good academic standing

Longitudinal trend data from project years 1-5

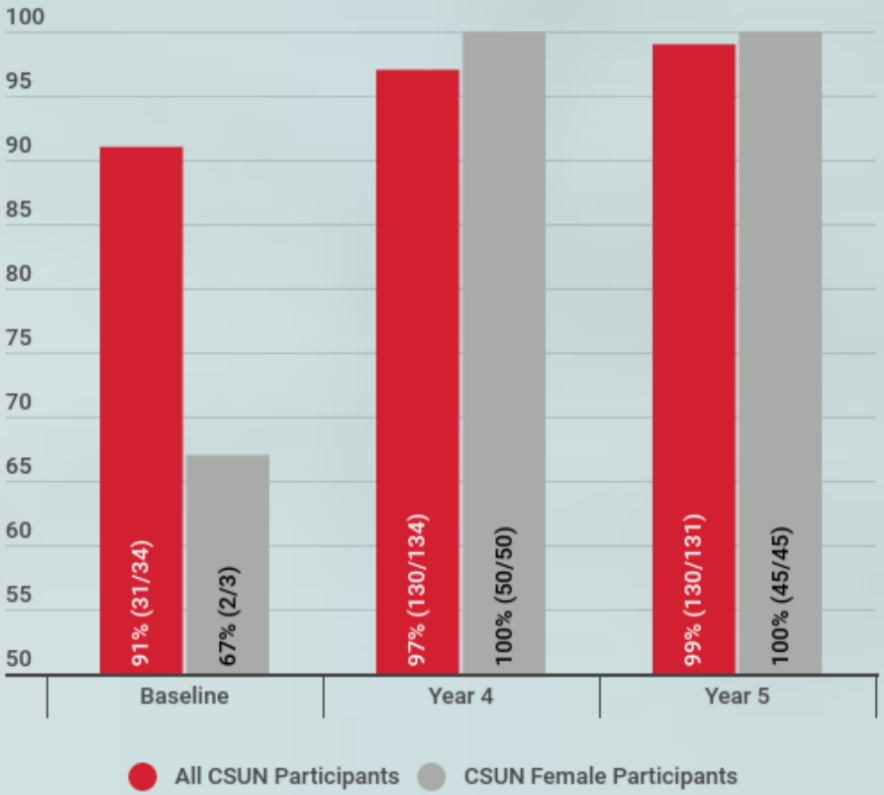


Academic achievement (1b1): CSUN AIMS2 female students in good academic standing



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

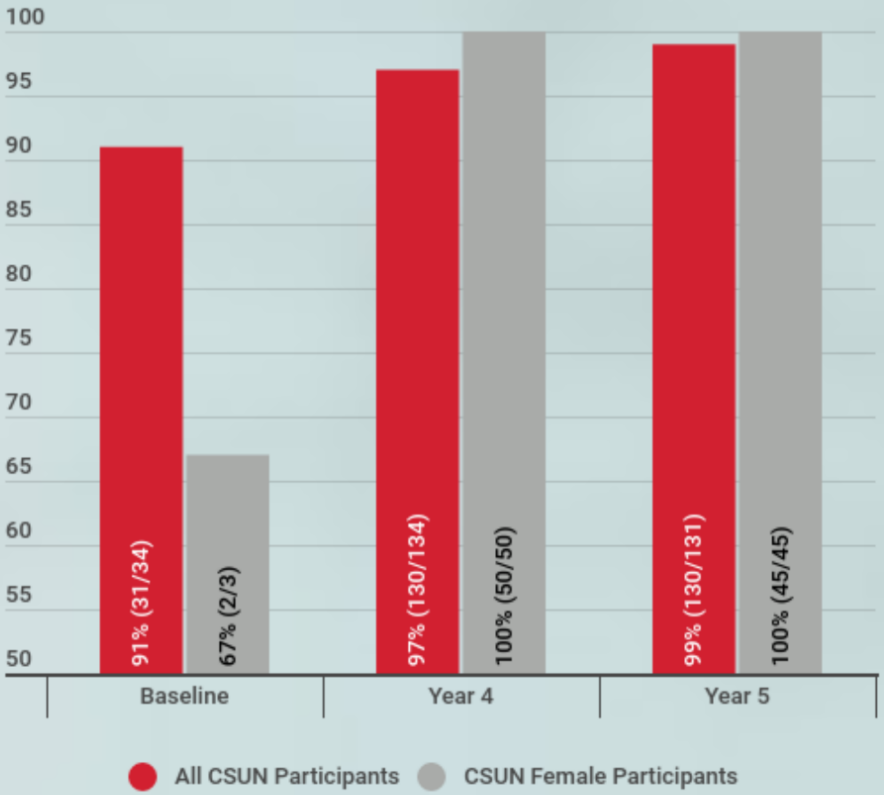
*% **female** project participants in good academic standing*



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

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

*@ CSUN Year 5: Actual All: **99% (130/131)***
*Actual Female: **100% (45/45)***



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

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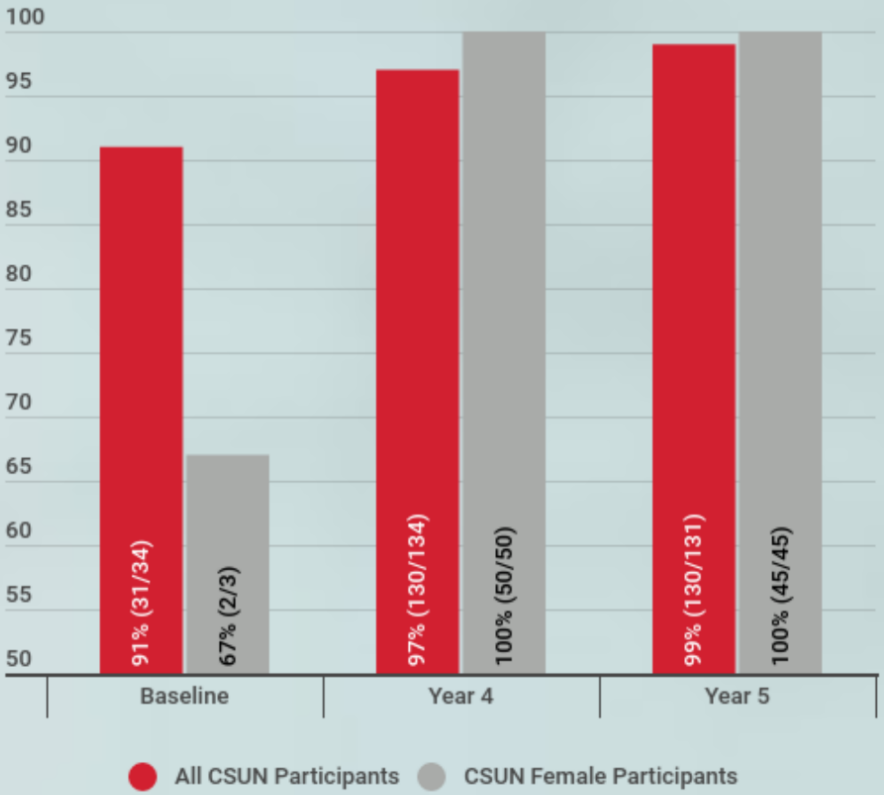
*Actual Female: **100% (45/45)** ↑*



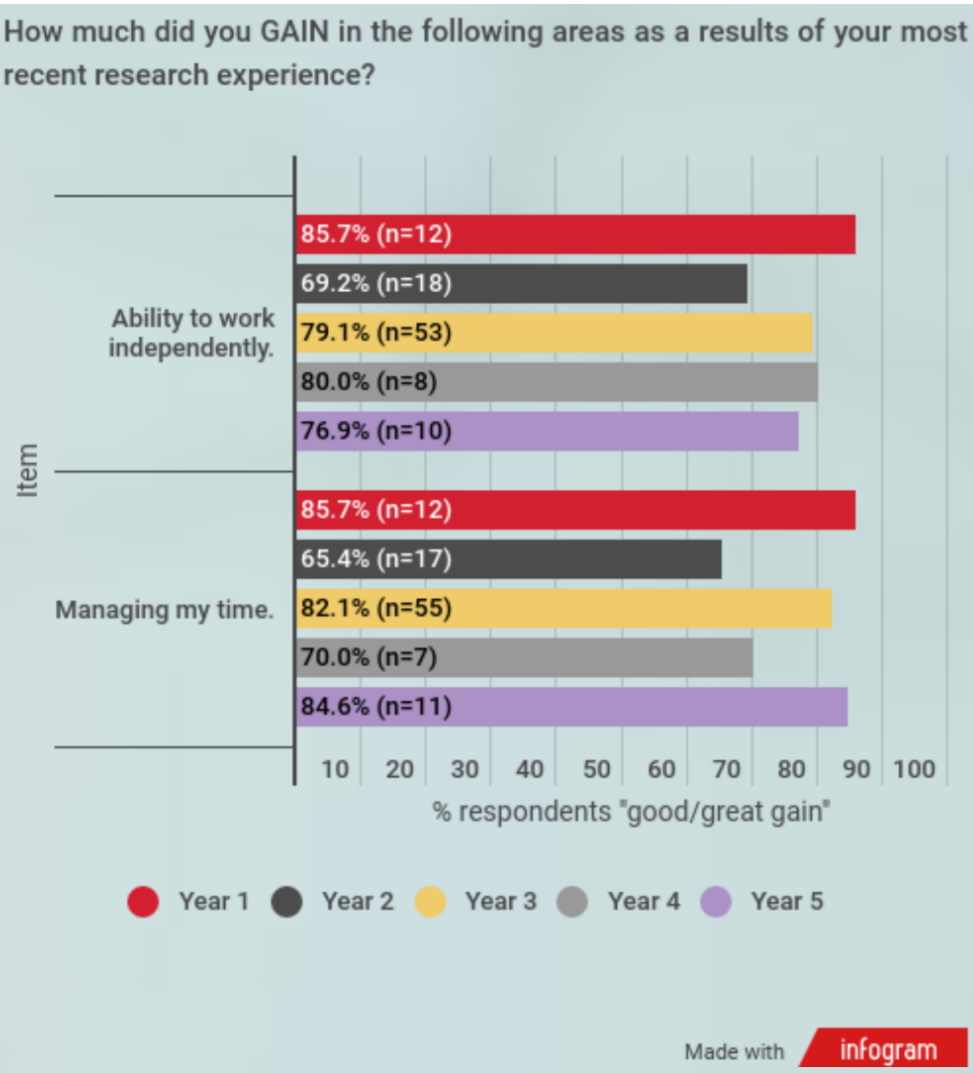
Academic achievement (1b1): CSUN AIMS2 female students in good academic standing

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

*@ CSUN Year 5: Actual All: **99% (130/131)** ↑*
*Actual Female: **100% (45/45)** ↑*

Student success skills (URSSA) (1c)

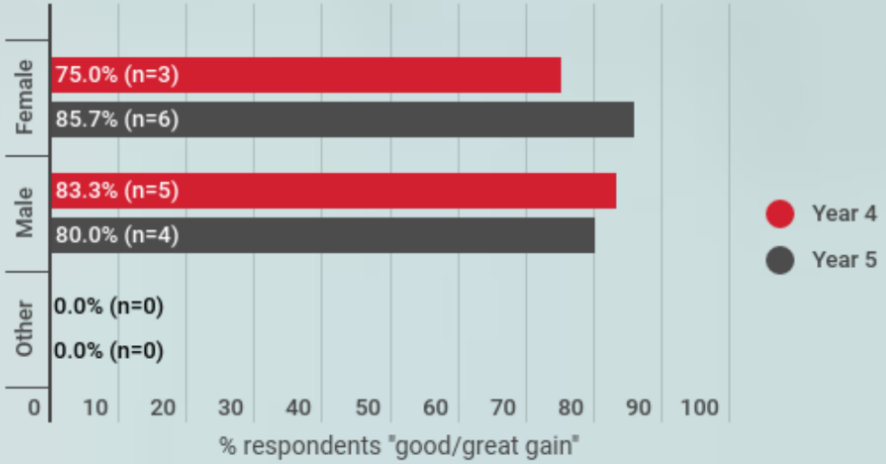
Community College and CSUN Research Participants



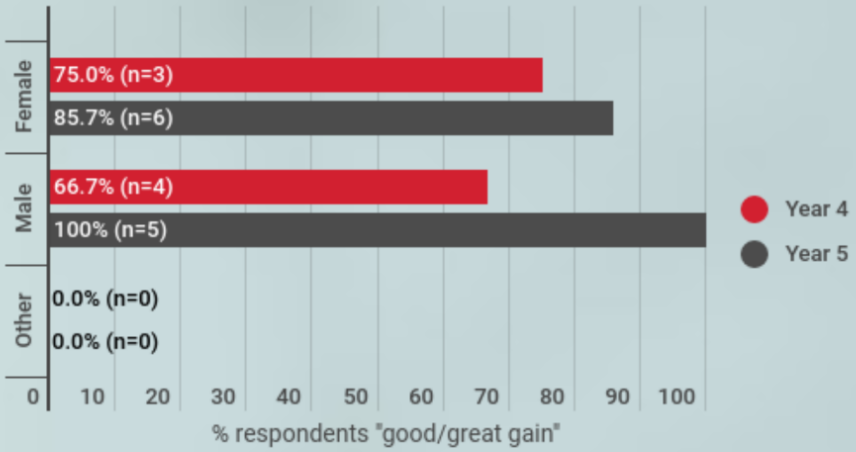
Student success skills by gender in 2020-21 (URSSA) (1c)

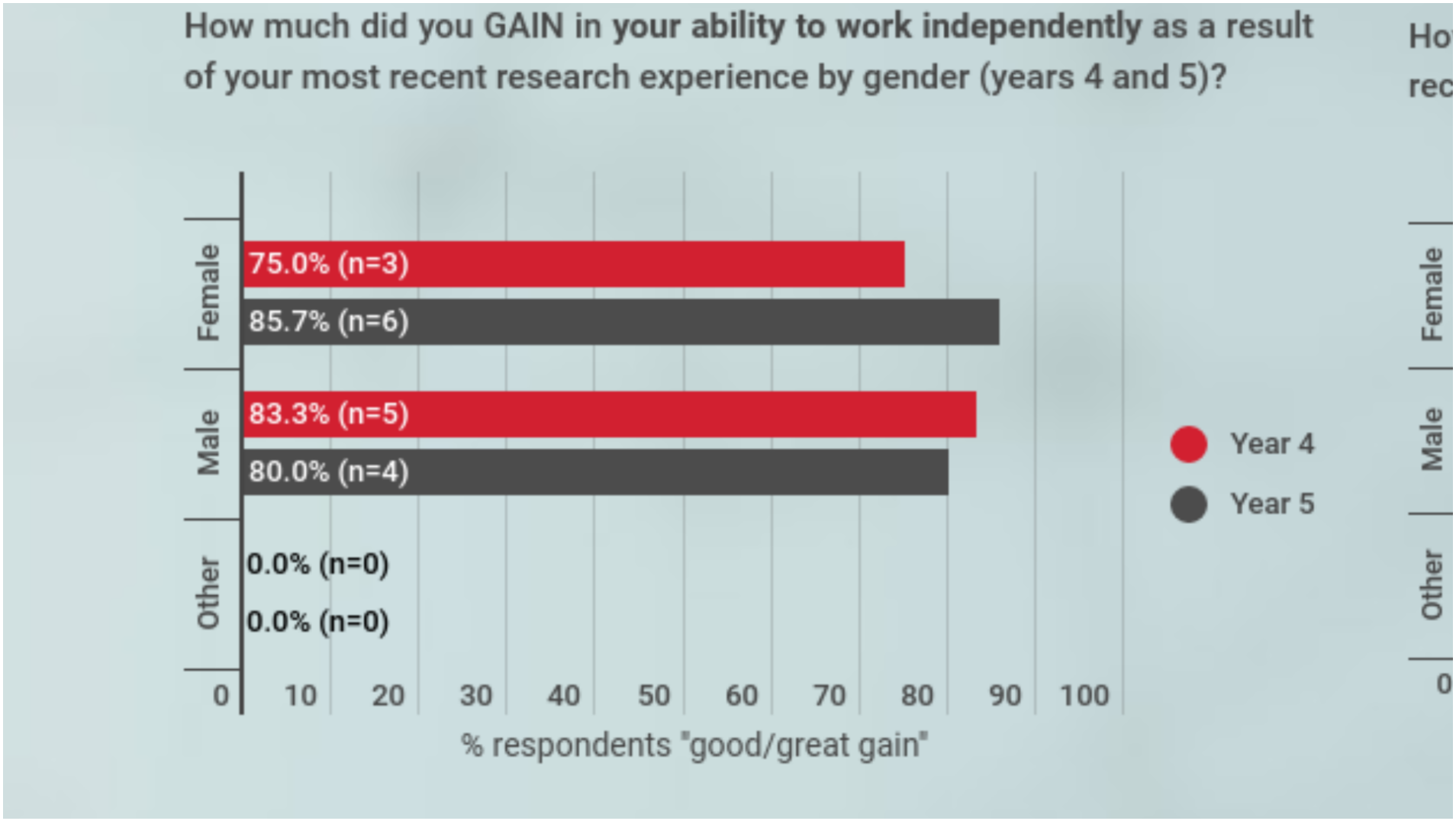
Community College and CSUN Research Participants

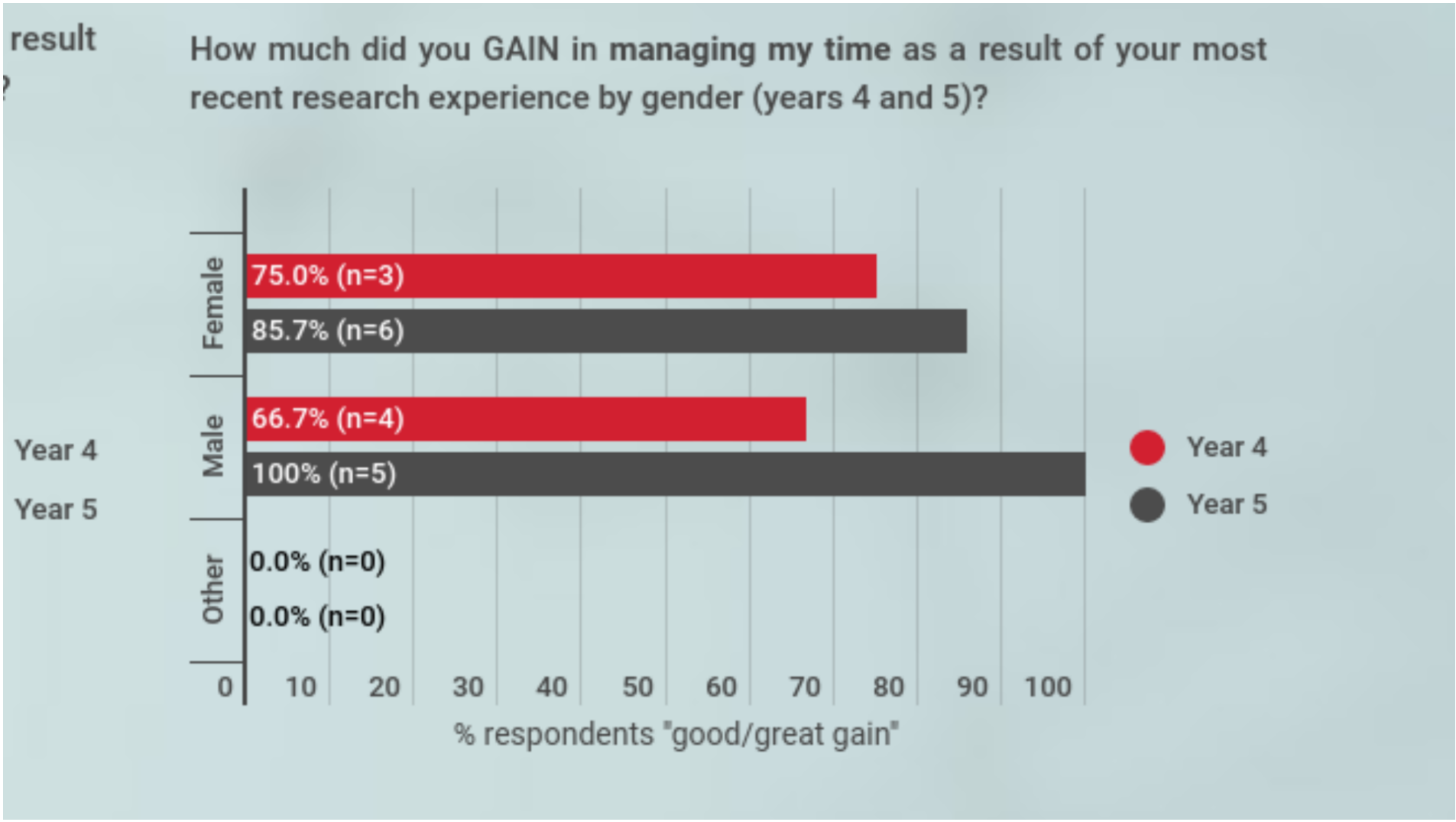
How much did you GAIN in **your ability to work independently** as a result of your most recent research experience by gender (years 4 and 5)?



How much did you GAIN in **managing my time** as a result of your most recent research experience by gender (years 4 and 5)?



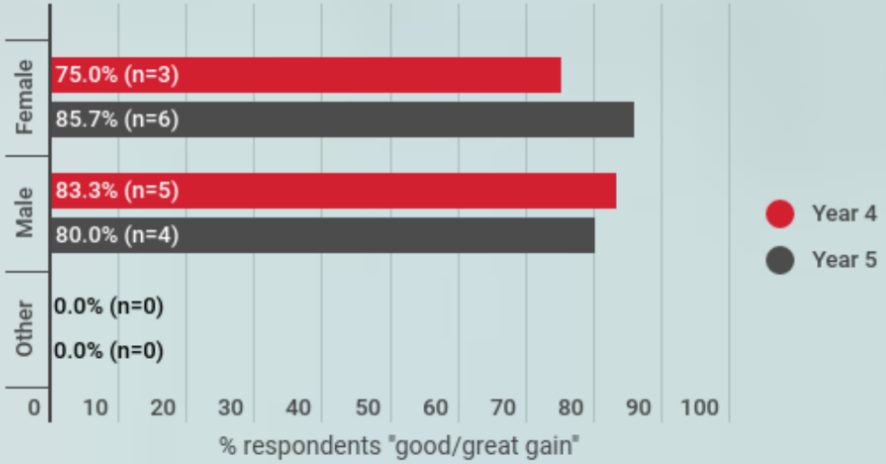

How much did you GAIN in your ability to work independently as a result of your most recent research experience by gender (years 4 and 5)?
Female
75.0% (n=3)
85.7% (n=6)
Male
83.3% (n=5)
80.0% (n=4)
Other
0.0% (n=0)
0.0% (n=0)
Year 4
Year 5
0
10
20
30
40
50
60
70
80
90
100
% respondents "good/great gain"


result
?
How much did you GAIN in managing my time as a result of your most recent research experience by gender (years 4 and 5)?
Female
Male
Other
75.0% (n=3)
85.7% (n=6)
66.7% (n=4)
100% (n=5)
0.0% (n=0)
0.0% (n=0)
Year 4
Year 5
0
10
20
30
40
50
60
70
80
90
100
% respondents "good/great gain"

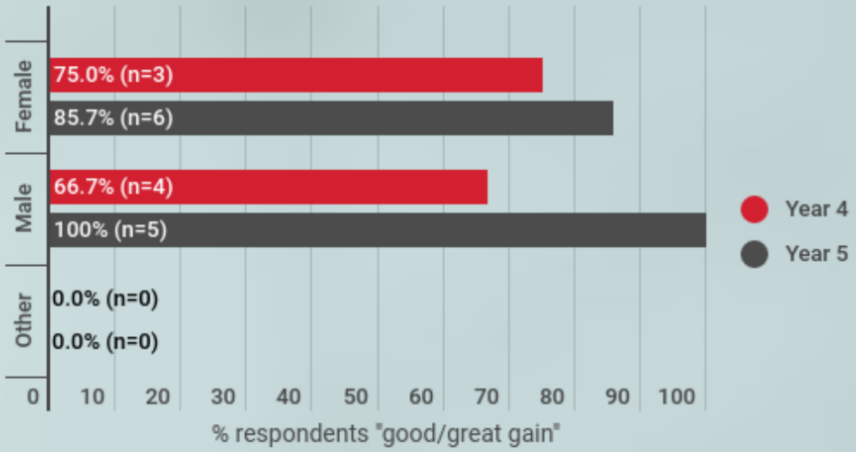
Student success skills by gender in 2020-21 (URSSA) (1c)

Community College and CSUN Research Participants

How much did you GAIN in **your ability to work independently** as a result of your most recent research experience by gender (years 4 and 5)?



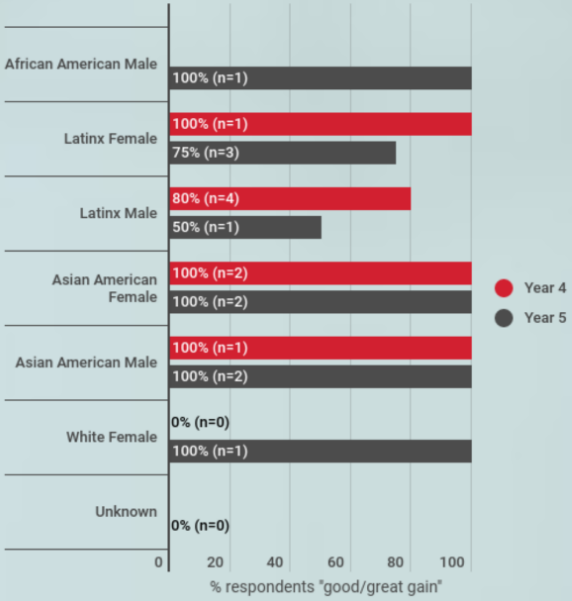
How much did you GAIN in **managing my time** as a result of your most recent research experience by gender (years 4 and 5)?



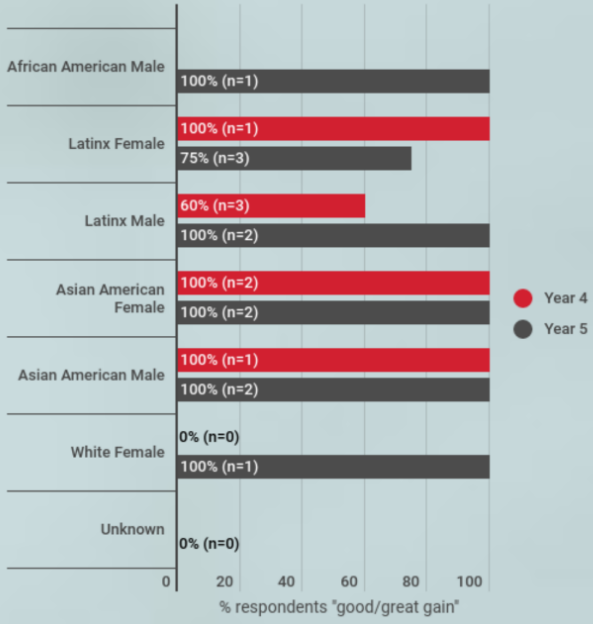
Student success skills by race/ethnicity in 2020-21 (URSSA) (1c)

Community College and CSUN Research Participants

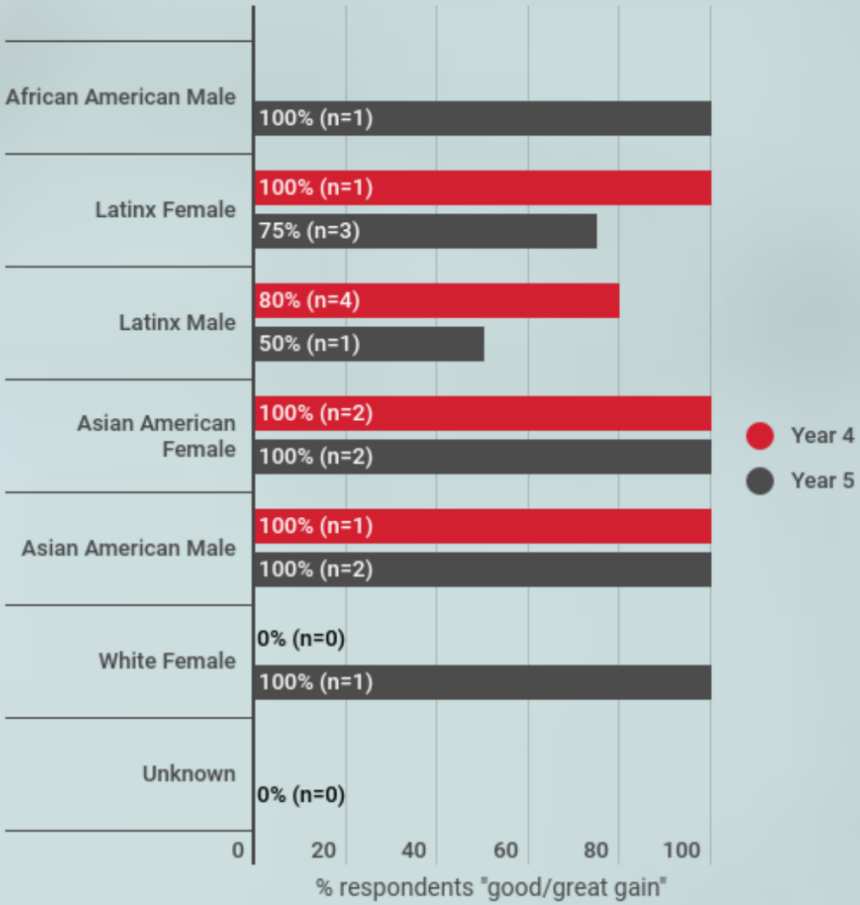
How much did you GAIN in **your ability to work independently** as a results of your most recent research experience by gender and race (years 4 and 5)?



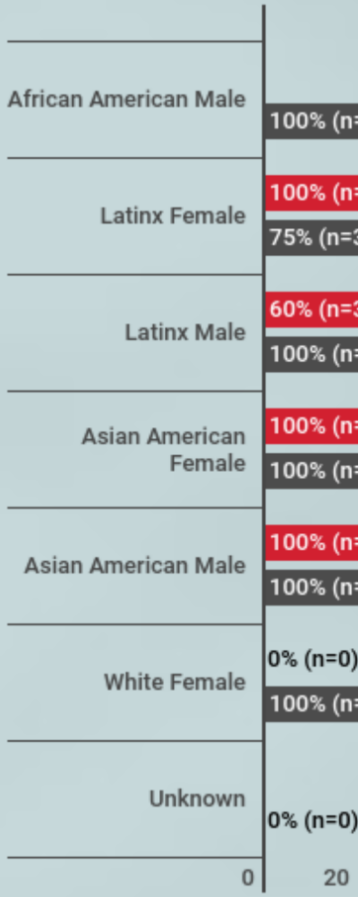
How much did you GAIN in **managing my time** as a result of your most recent research experience by gender and race (years 4 and 5)?



How much did you GAIN in **your ability to work independently** as a results of your most recent research experience by gender and race (years 4 and 5)?

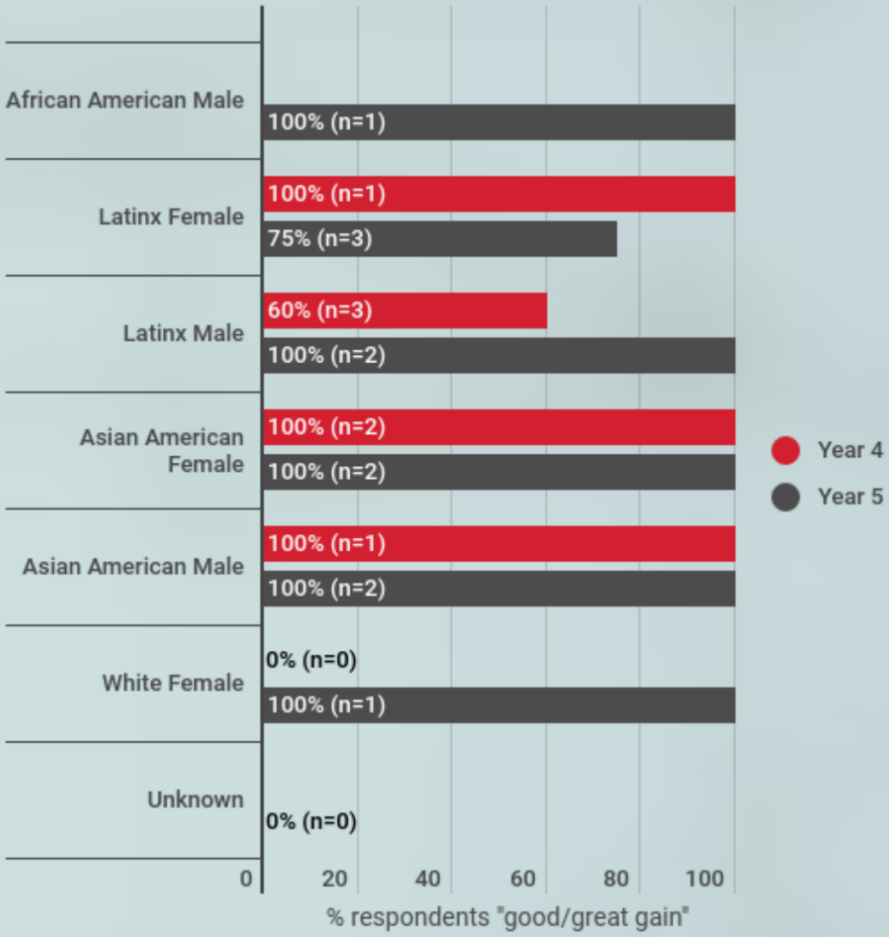


How much did you GAIN in r
recent research experience b



o work independently as a
erience by gender and race

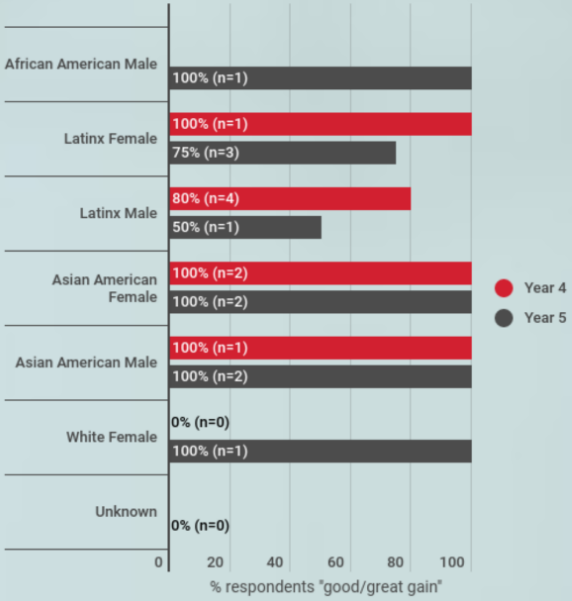
How much did you GAIN in **managing my time** as a result of your most recent research experience by gender and race (years 4 and 5)?



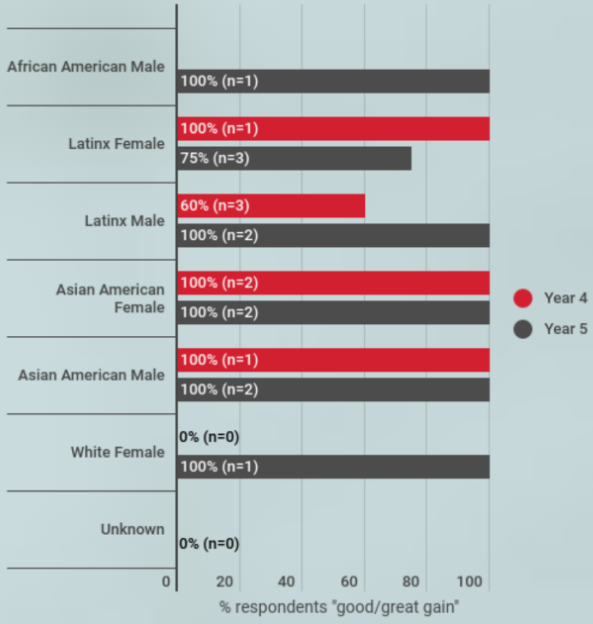
Student success skills by race/ethnicity in 2020-21 (URSSA) (1c)

Community College and CSUN Research Participants

How much did you GAIN in **your ability to work independently** as a results of your most recent research experience by gender and race (years 4 and 5)?



How much did you GAIN in **managing my time** as a result of your most recent research experience by gender and race (years 4 and 5)?



Project participants (2a): Number of AIMS2 students

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Headcount of project participants

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Headcount of project participants

Spring 2017-Summer 2020 program data: CSUN/FTF 1-4 + FTT 1-5 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: ***63*** *(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 1-5 and CCs (growth) + Spring 2017-Summer 2017 program data: CSUN/FTF 1 + FTT 1 and CCs (baseline)

@ College of the Canyons: ***63*** *(vs. Year 1 APR: 65)*

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@ College of the Canyons: ***63*** *(vs. Year 1 APR: 65)*

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@ Pierce College: ***144*** *(vs. Year 1 APR: 123)* ↑

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Project participants (2a): Number of AIMS2 students

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A total of 377 project participants in Year 5 vs. 444 in Year 4 (and 388 in Year 3, 366 in Year 2, 255 in Year 1)!

Project participants (2a): Number of AIMS2 students

Headcount of project participants

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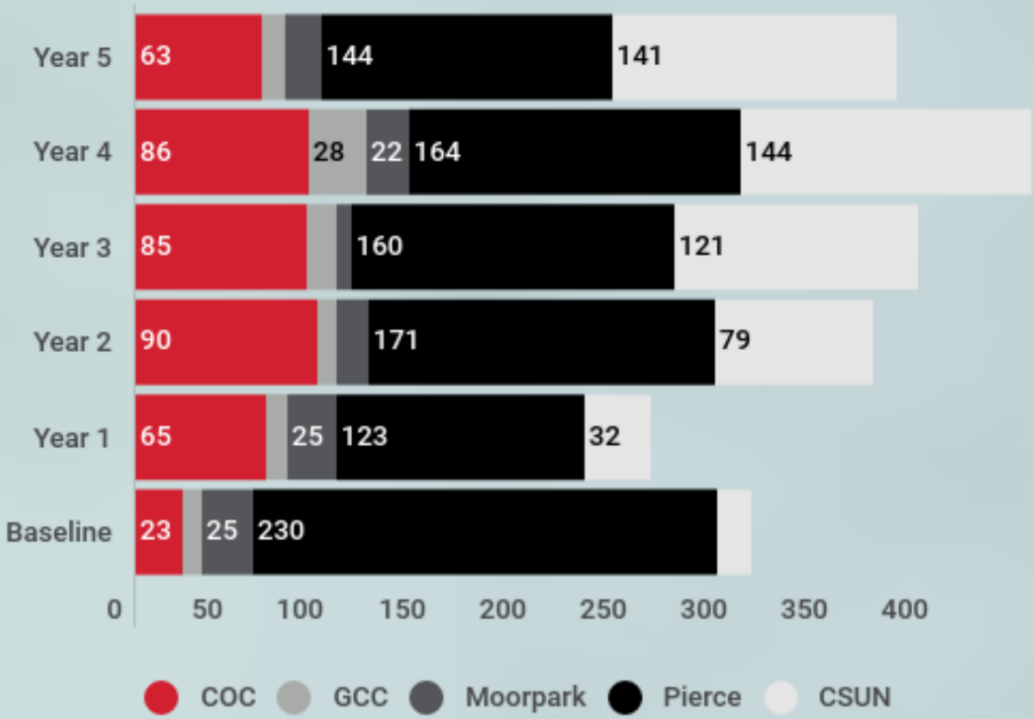
A total of 377 project participants in Year 5 vs. 444 in Year 4 (and 388 in Year 3, 366 in Year 2, 255 in Year 1)!

Project participants (2a): Number of AIMS2 students

Headcount of project participants

Longitudinal trend data from project years 1-5

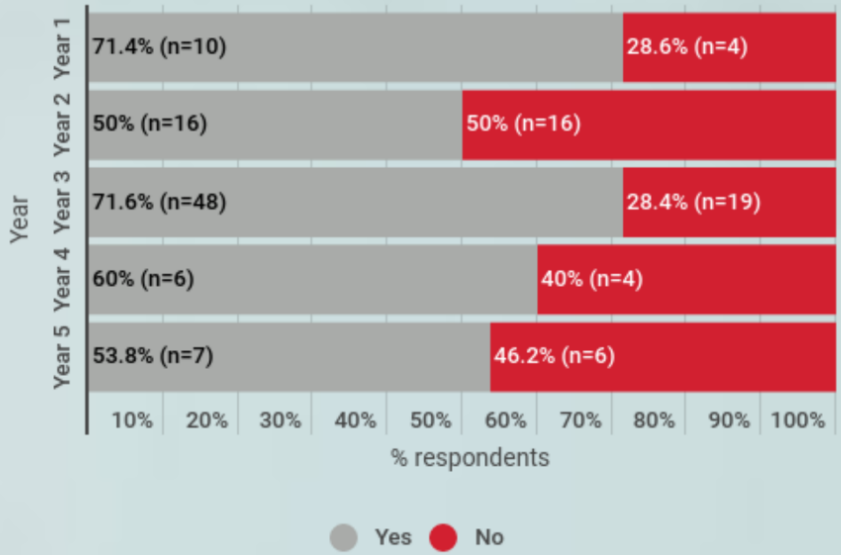


Note: Baseline data reflect initial cohort in Spring 2017 and and vary across project sites, please see summary sheets for more details.

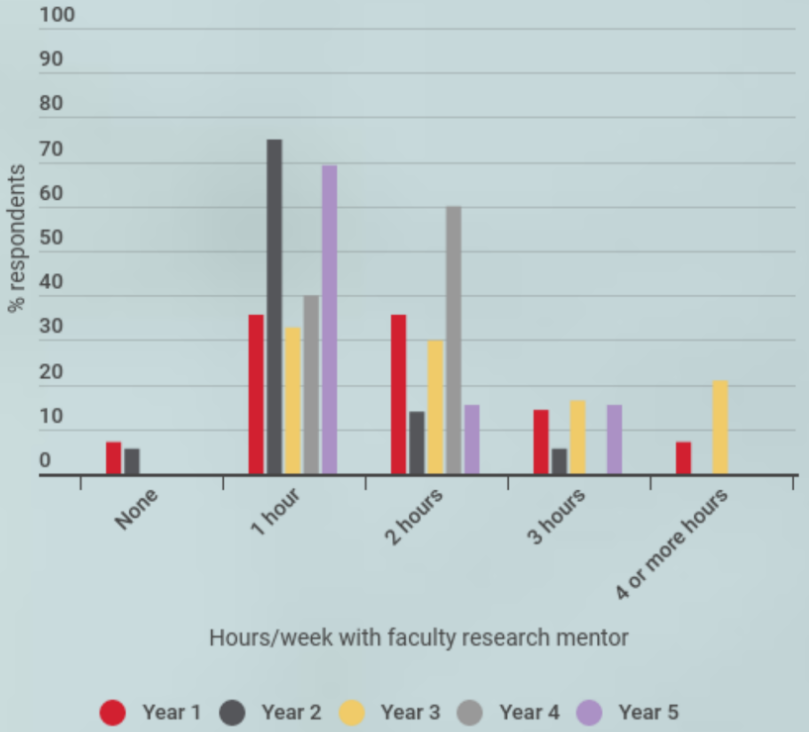
Research interaction with faculty (URSSA) (2b)

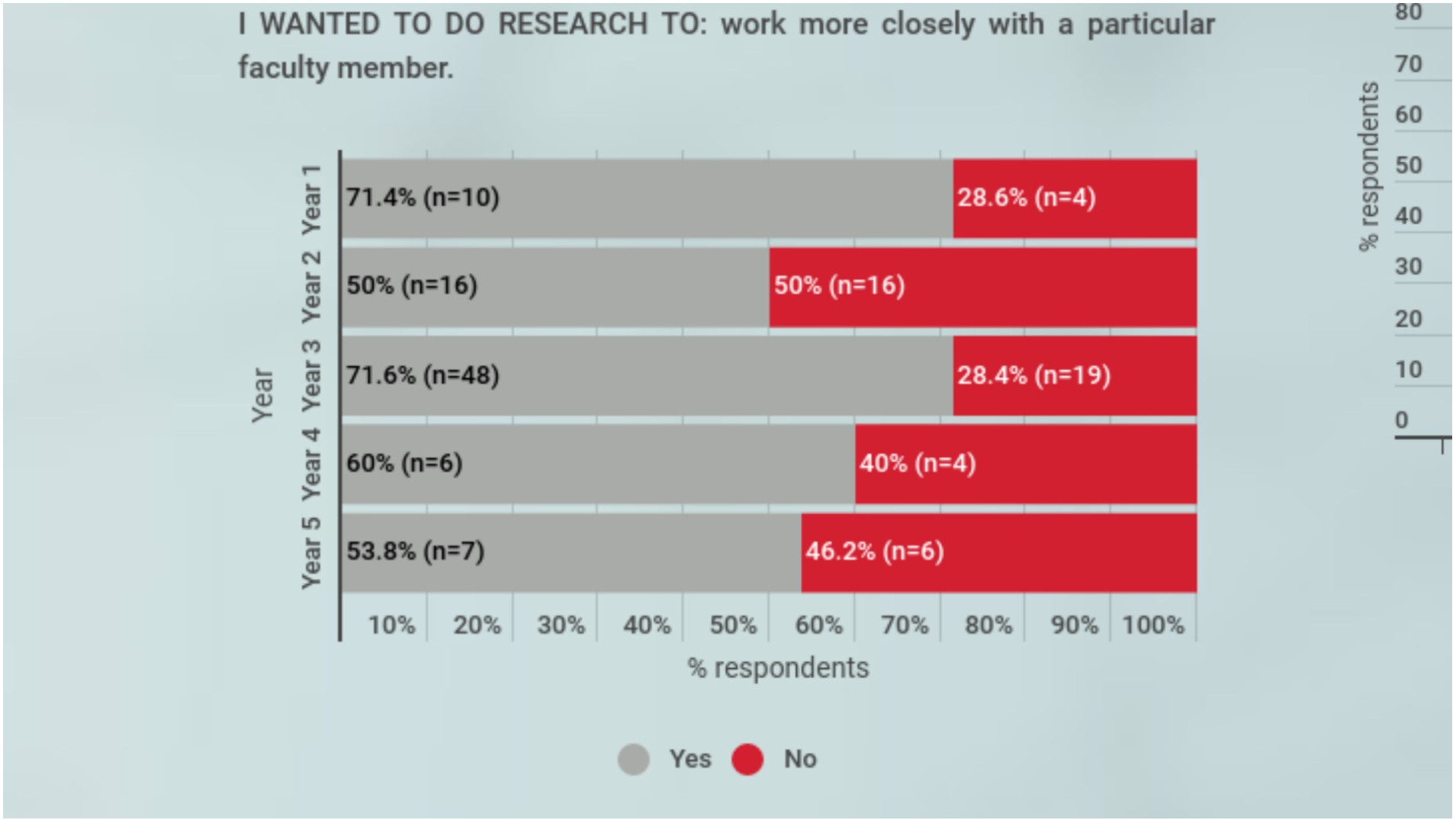
Community College and CSUN Research Participants

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?

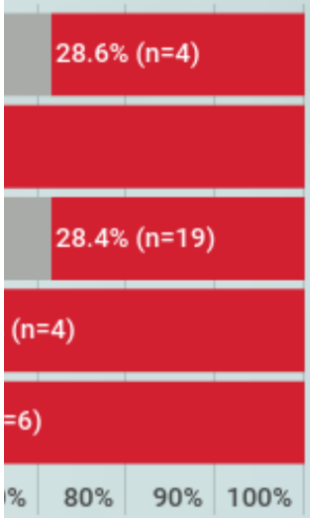



I WANTED TO DO RESEARCH TO: work more closely with a particular faculty member.
Year
Year 1
Year 2
Year 3
Year 4
Year 5
71.4% (n=10)
28.6% (n=4)
50% (n=16)
50% (n=16)
71.6% (n=48)
28.4% (n=19)
60% (n=6)
40% (n=4)
53.8% (n=7)
46.2% (n=6)
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
% respondents
Yes
No
% respondents
80
70
60
50
40
30
20
10
0

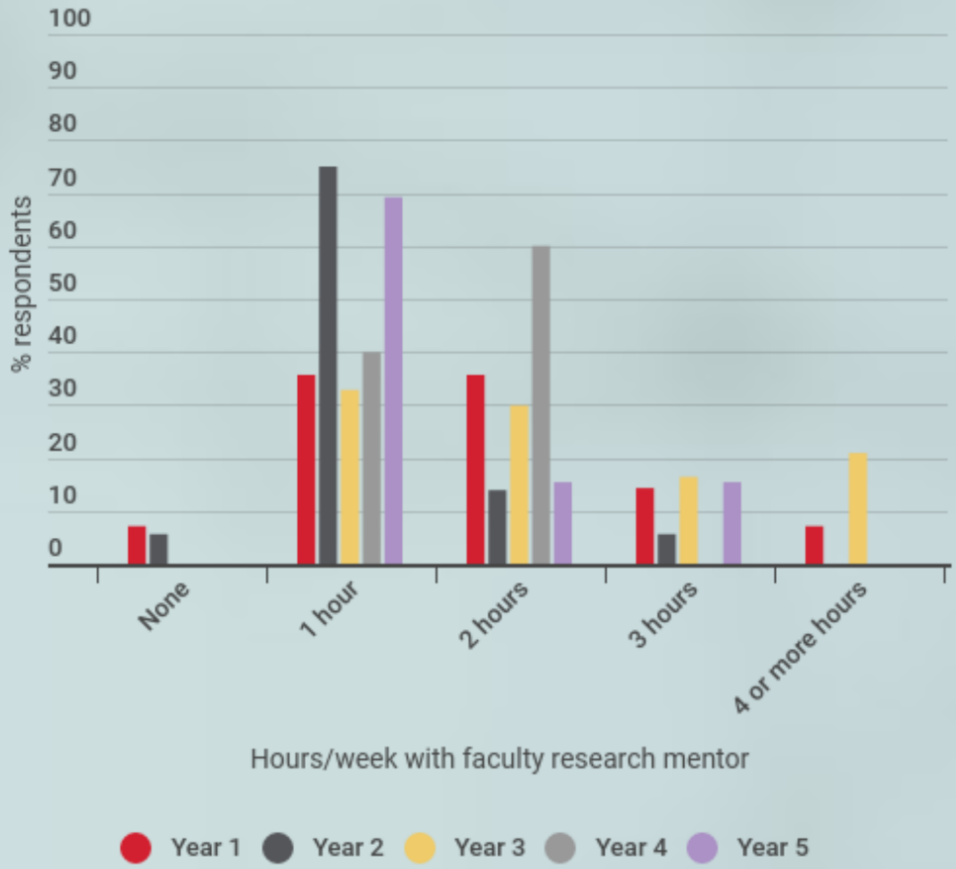
A) (2b)

search Participants

osely with a particular



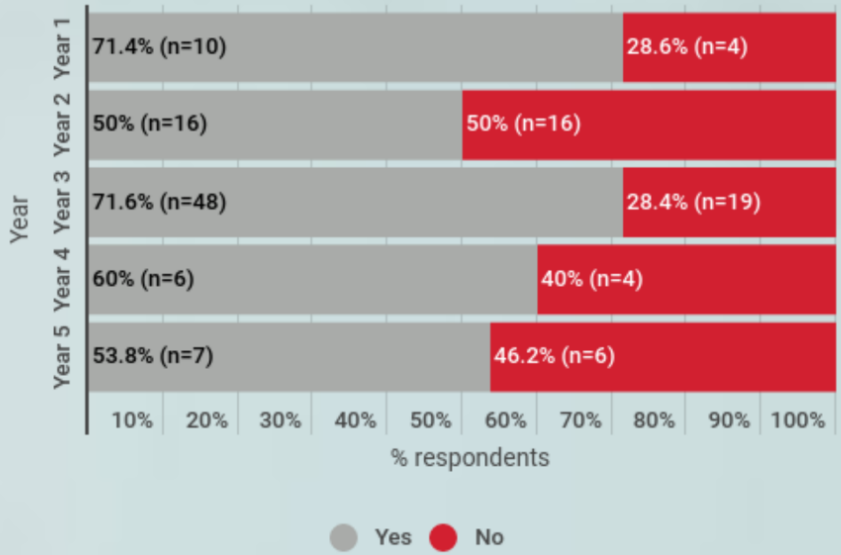
On average, how many hours per week did you spend talking with your most recent faculty research mentor?



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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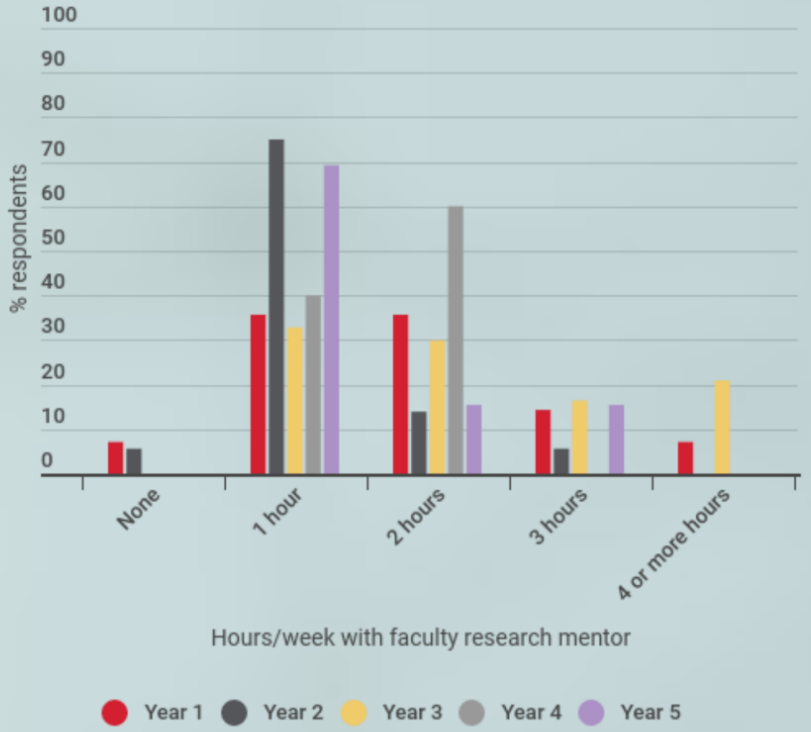
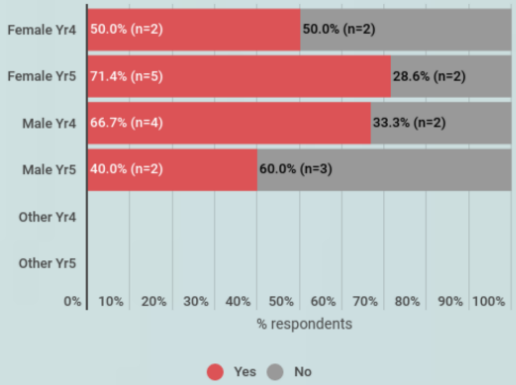


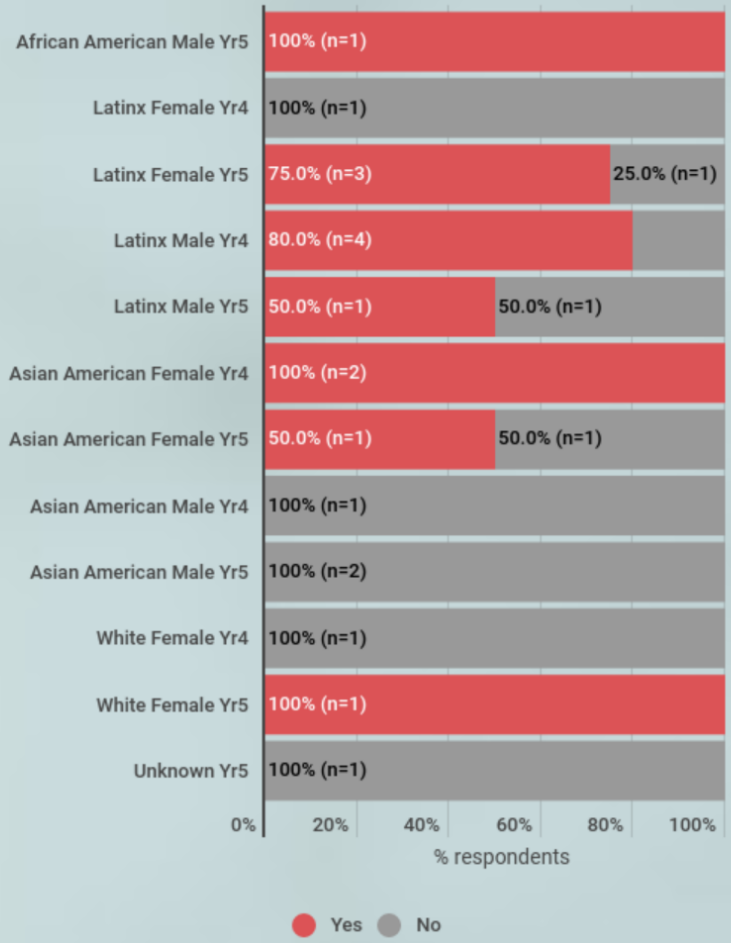
Research interaction with faculty by race/ethnicity and gender in 2020-21 (URSSA) (2b)

Community College and CSUN Research Participants

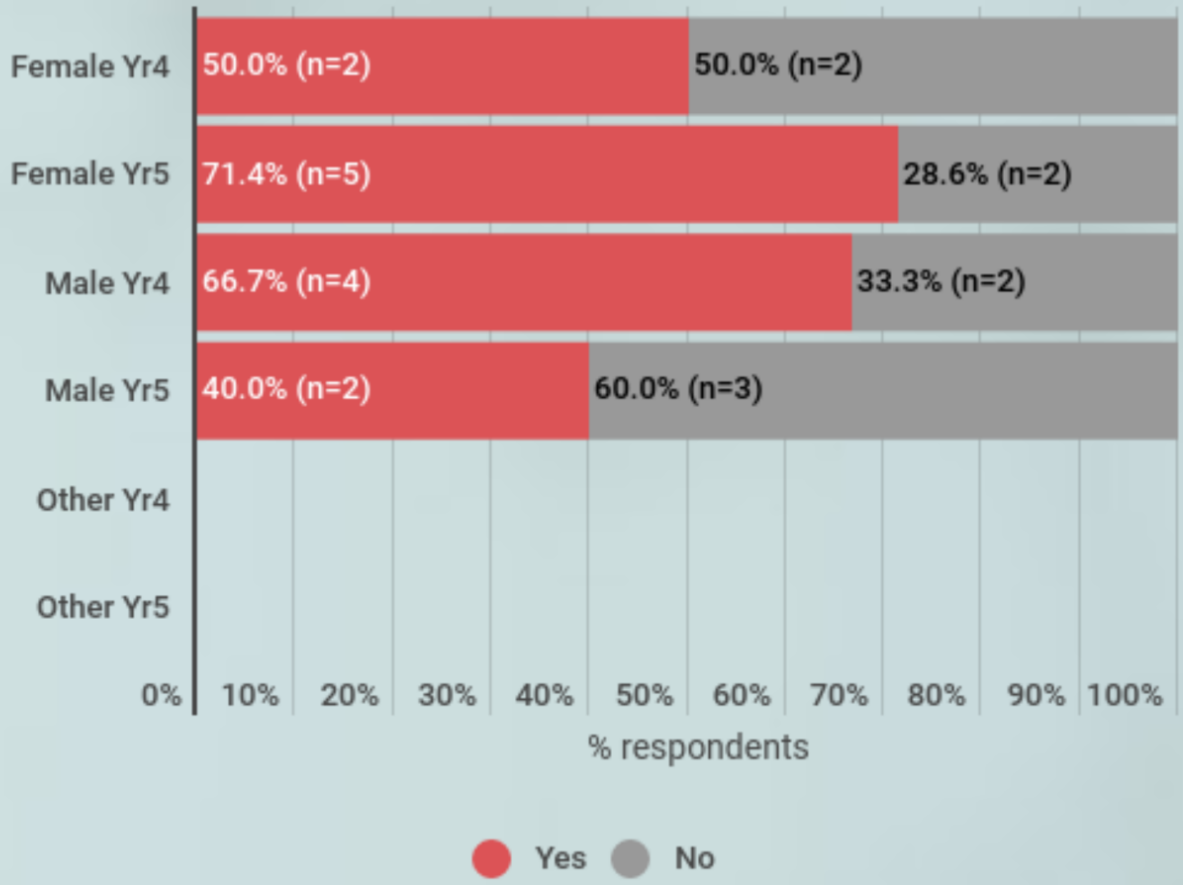
I WANTED TO DO RESEARCH TO: work more closely with a particular faculty member by GENDER (Years 4 and 5).



I WANTED TO DO RESEARCH TO: work more closely with a particular faculty member by RACE/ETHNICITY and GENDER (Years 4 and 5).



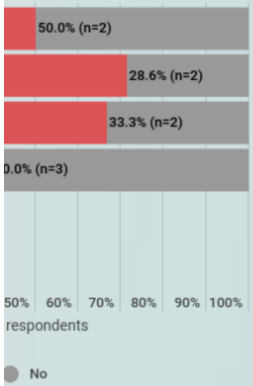
I WANTED TO DO RESEARCH TO: work more closely with a particular faculty member by GENDER (Years 4 and 5).



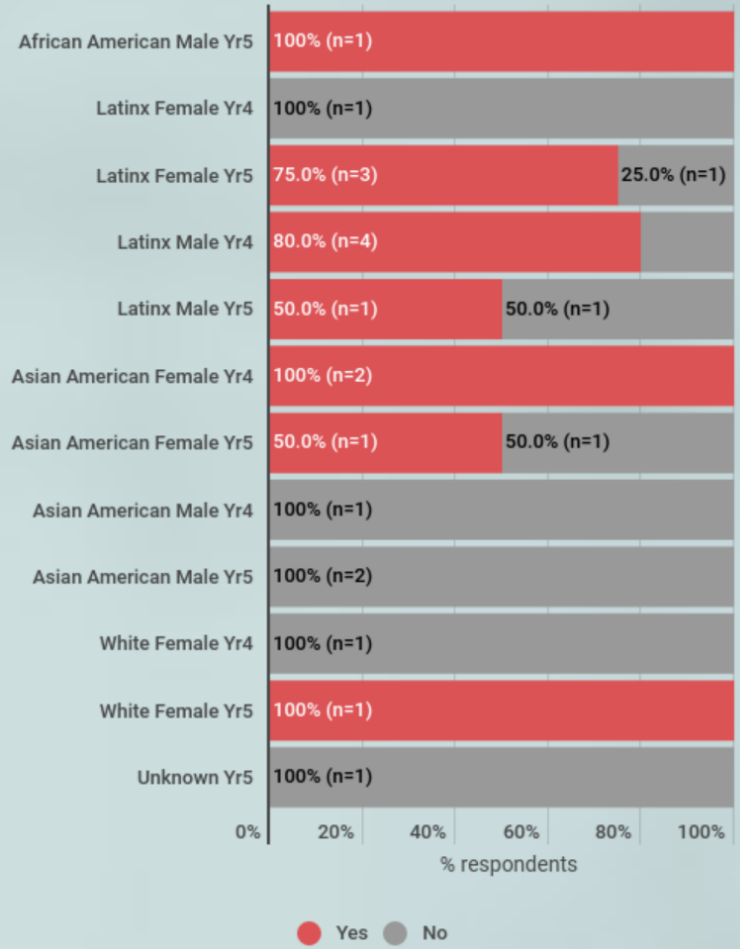
nteraction
y by race/
nd gender in
RSSA) (2b)

UN Research Participants

ork more closely with a particular
and 5).



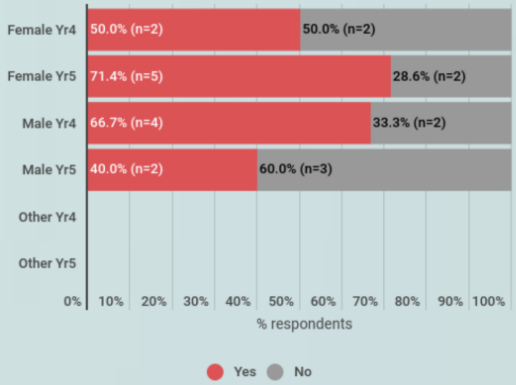
I WANTED TO DO RESEARCH TO: work more closely with a particular faculty member by RACE/ETHNICITY and GENDER (Years 4 and 5).



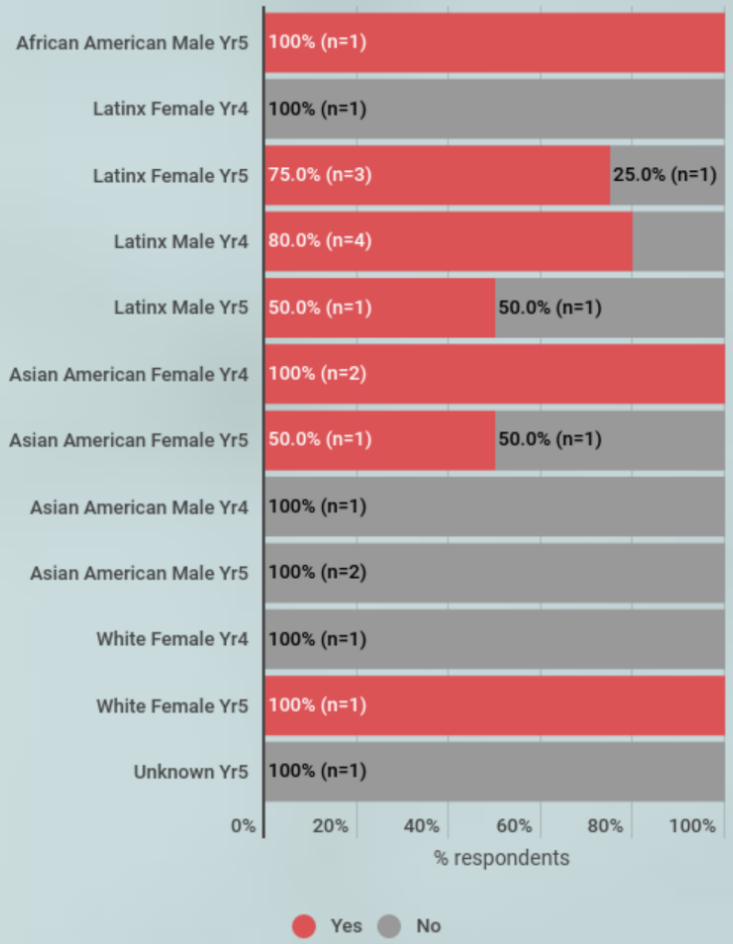
Research interaction with faculty by race/ethnicity and gender in 2020-21 (URSSA) (2b)

Community College and CSUN Research Participants

I WANTED TO DO RESEARCH TO: work more closely with a particular faculty member by GENDER (Years 4 and 5).



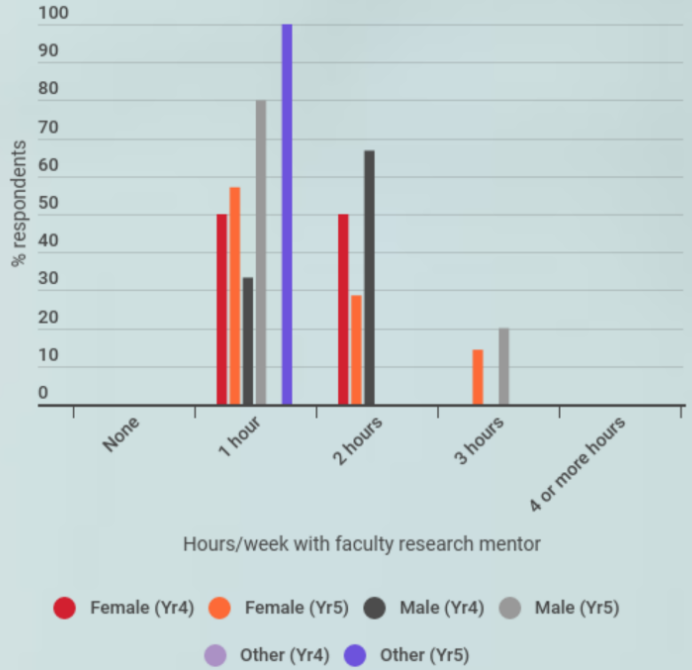
I WANTED TO DO RESEARCH TO: work more closely with a particular faculty member by RACE/ETHNICITY and GENDER (Years 4 and 5).



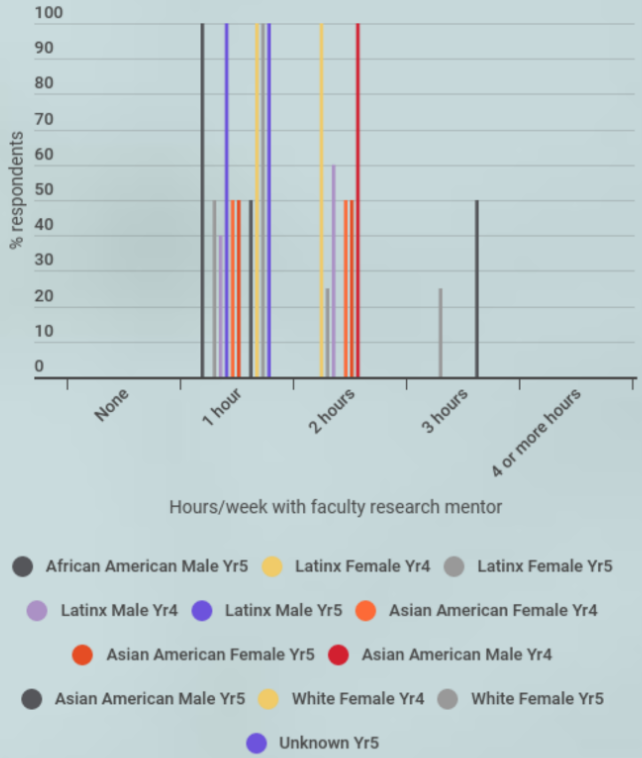
Research interaction with faculty by race/ethnicity and gender in 2020-21 (URSSA) (2b)

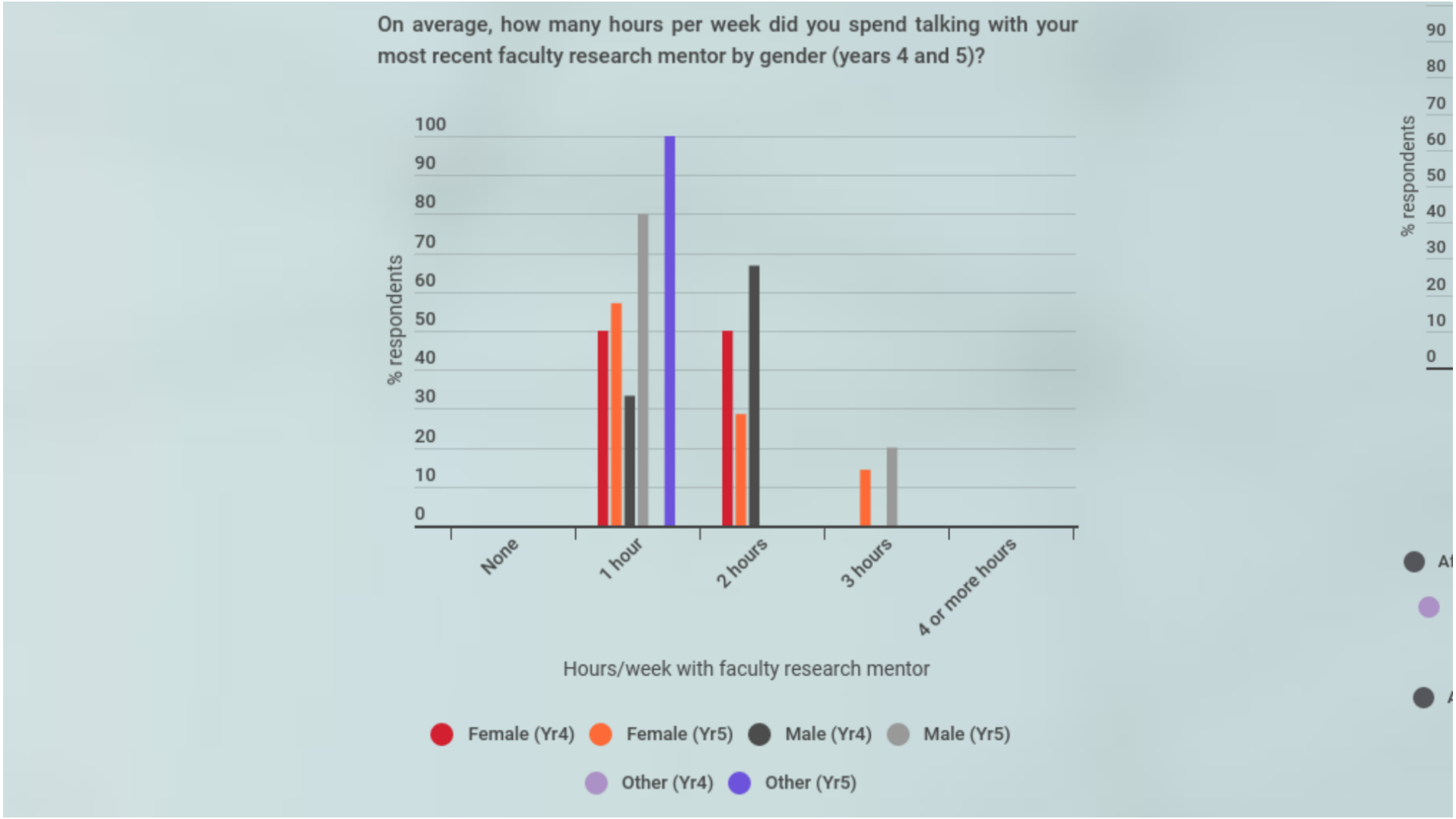
Community College and CSUN Research Participants

On average, how many hours per week did you spend talking with your most recent faculty research mentor by gender (years 4 and 5)?



On average, how many hours per week did you spend talking with your most recent faculty research mentor by gender and race (years 4 and 5)?




On average, how many hours per week did you spend talking with your most recent faculty research mentor by gender (years 4 and 5)?
% respondents
100
90
80
70
60
50
40
30
20
10
0
None
1 hour
2 hours
3 hours
4 or more hours
Hours/week with faculty research mentor
Female (Yr4)
Female (Yr5)
Male (Yr4)
Male (Yr5)
Other (Yr4)
Other (Yr5)

(ORSSA) (2b)

cipants

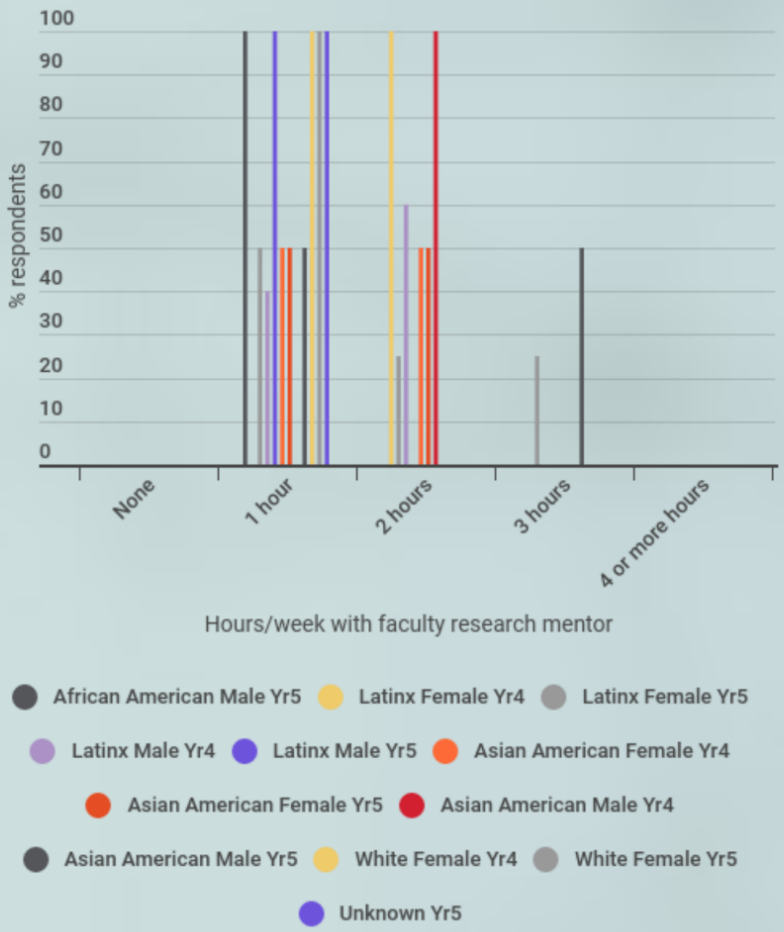
alking with your
nd 5)?

4 or more hours

r

Male (Yr5)

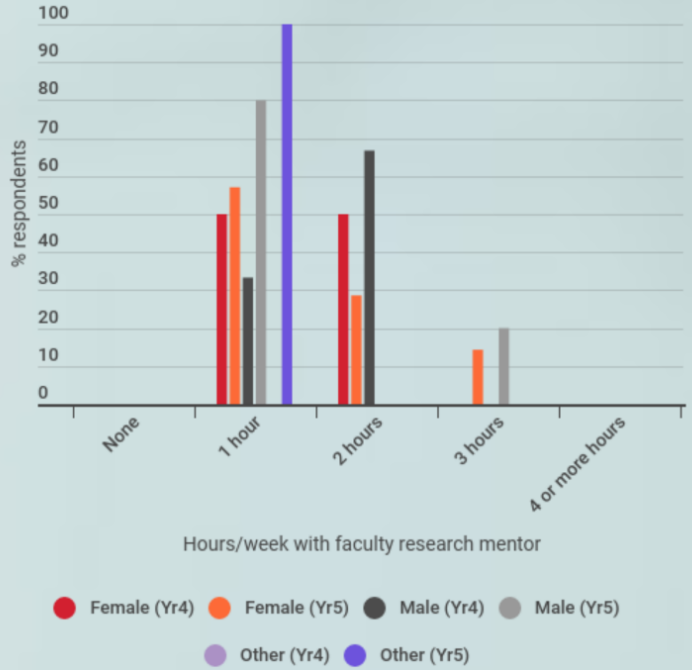
On average, how many hours per week did you spend talking with your most recent faculty research mentor by gender and race (years 4 and 5)?



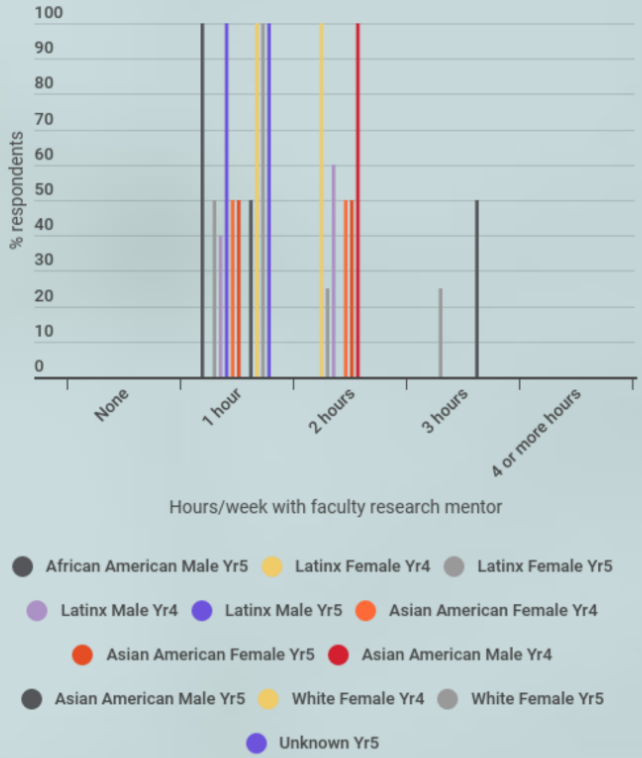
Research interaction with faculty by race/ethnicity and gender in 2020-21 (URSSA) (2b)

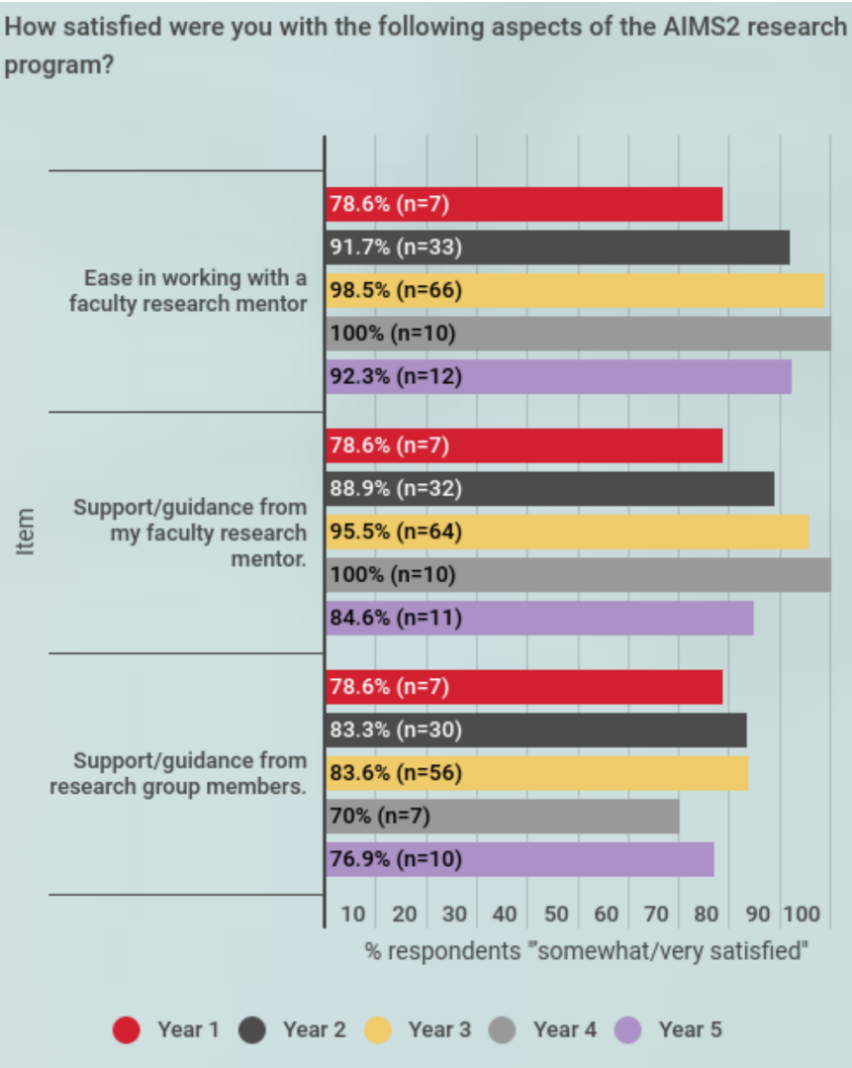
Community College and CSUN Research Participants

On average, how many hours per week did you spend talking with your most recent faculty research mentor by gender (years 4 and 5)?



On average, how many hours per week did you spend talking with your most recent faculty research mentor by gender and race (years 4 and 5)?





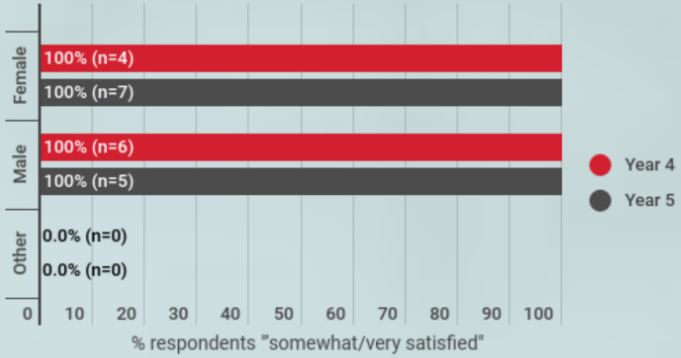
Satisfaction with research interaction with faculty (URSSA) (2b)

Community College and CSUN Research Participants

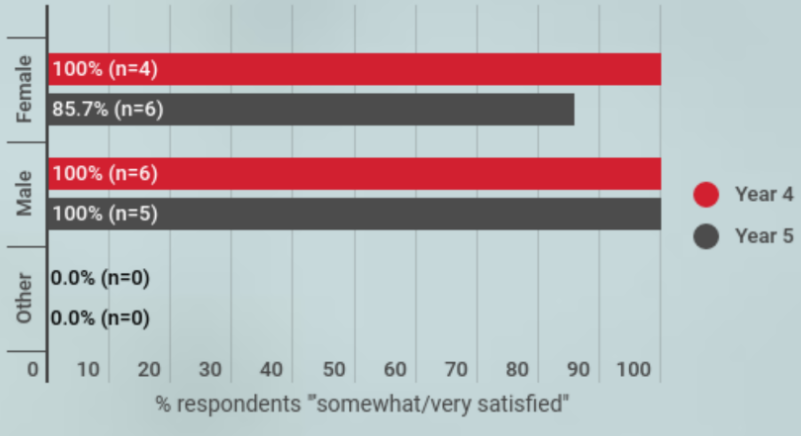
Satisfaction with research interaction with faculty by race/ethnicity and gender in 2020-21 (URSSA) (2b)

Community College and CSUN Research Participants

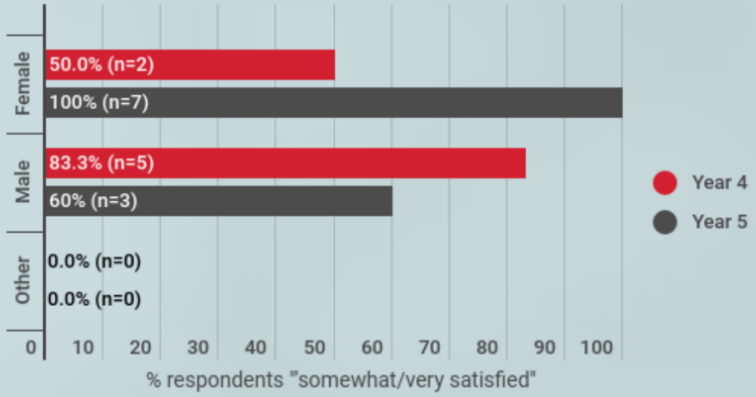
How satisfied were you with the ease in working with a faculty research mentor by gender (years 4 and 5)?

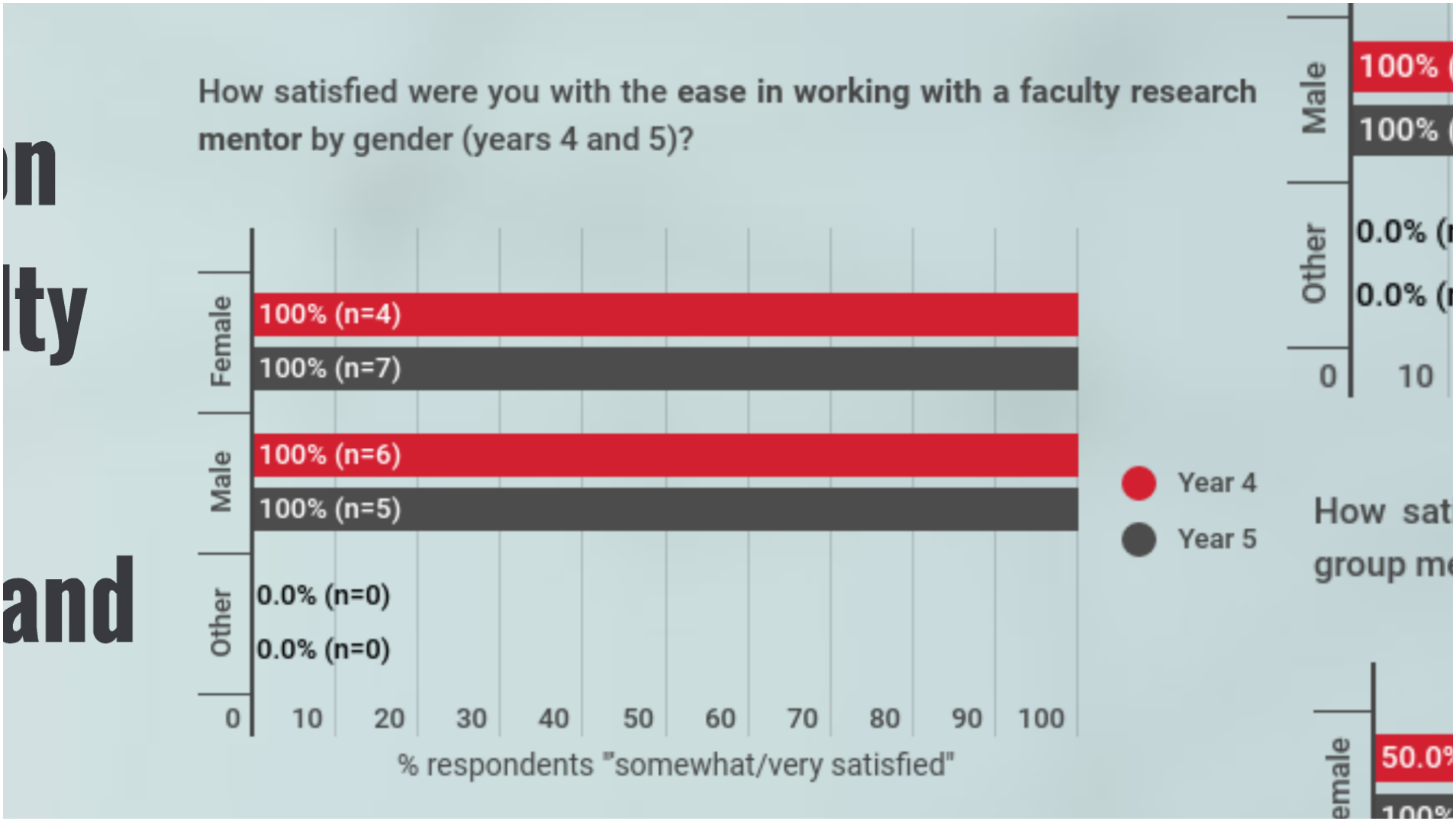


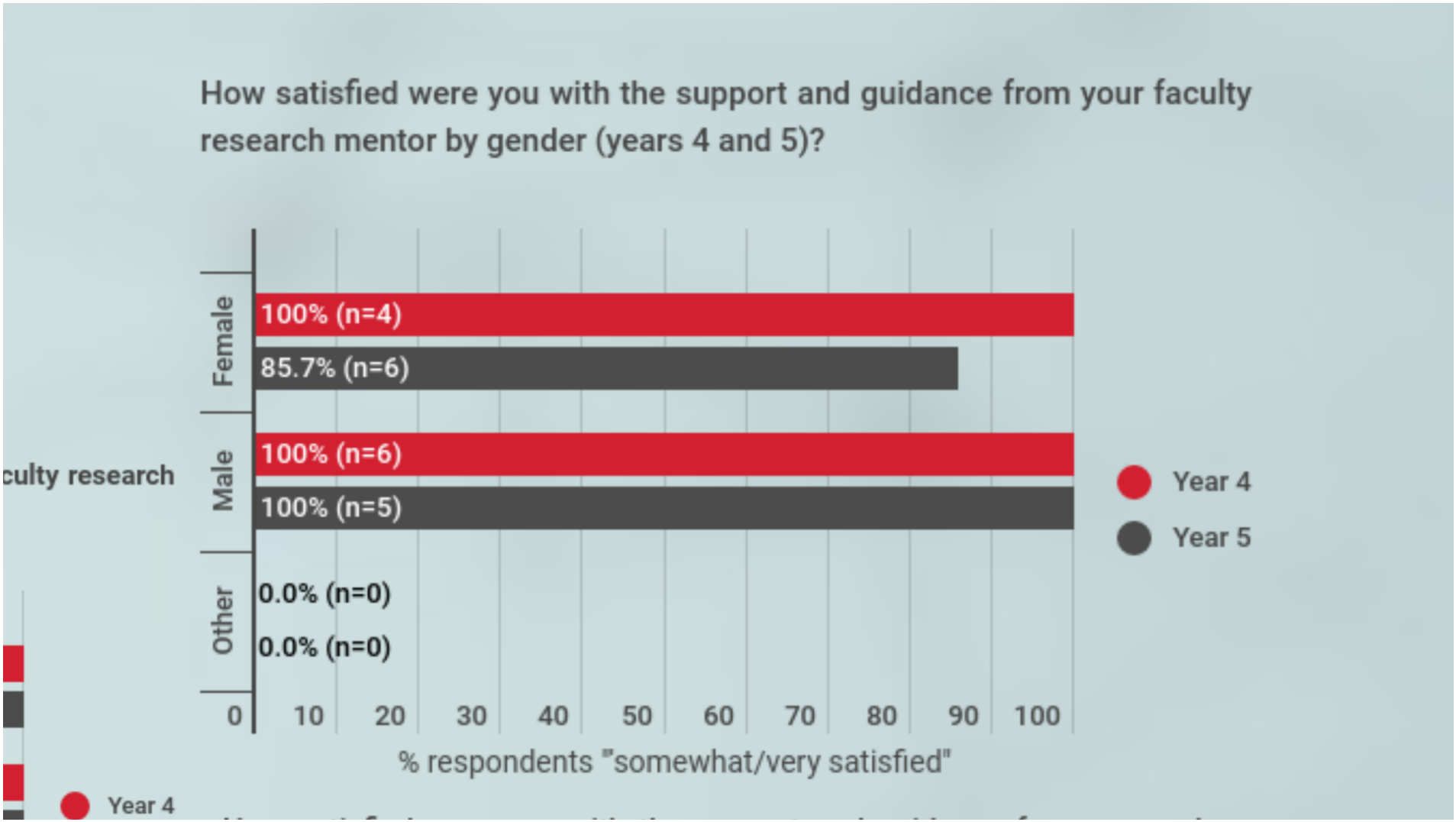
How satisfied were you with the support and guidance from your faculty research mentor by gender (years 4 and 5)?

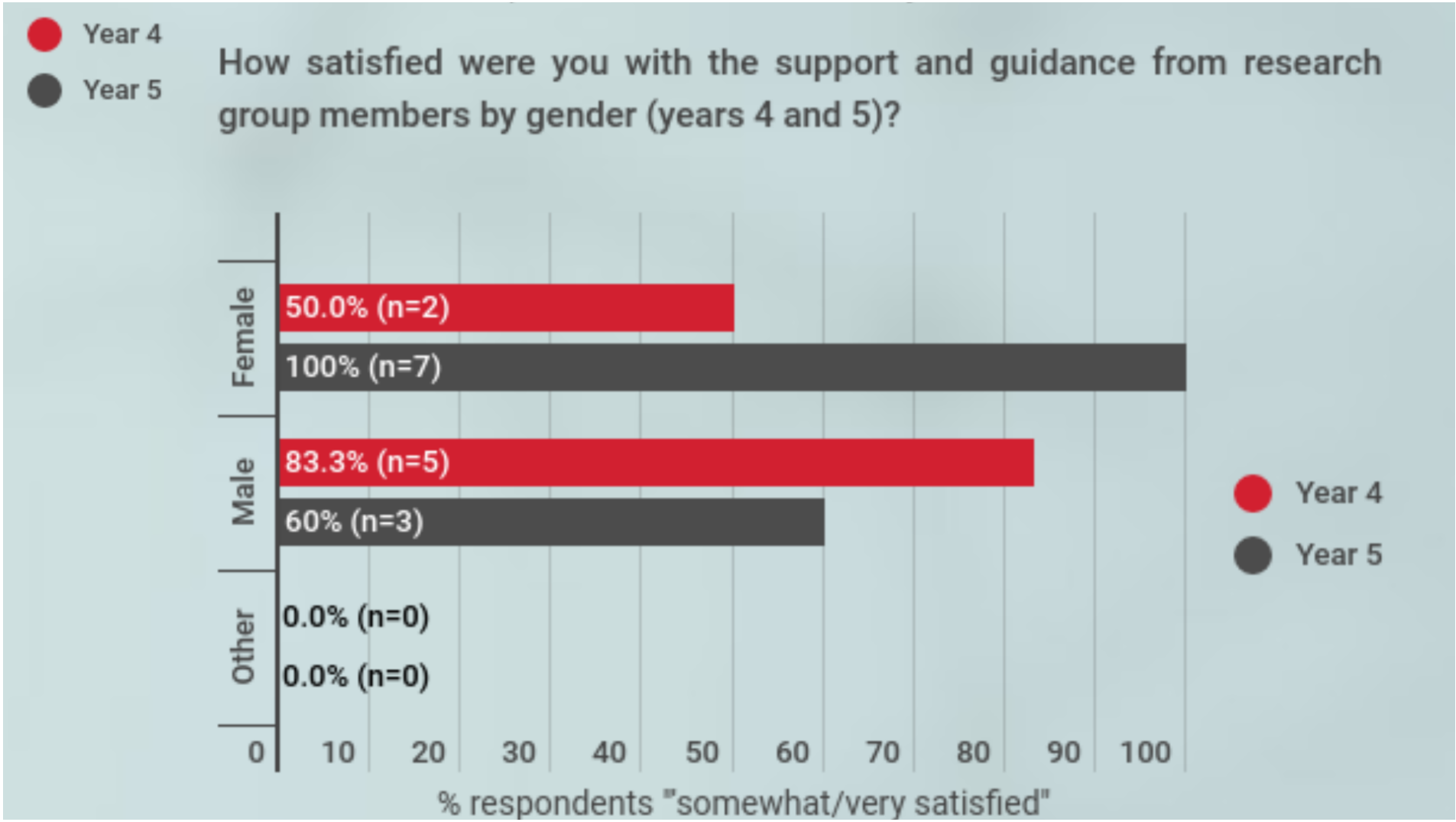


How satisfied were you with the support and guidance from research group members by gender (years 4 and 5)?




How satisfied were you with the ease in working with a faculty research mentor by gender (years 4 and 5)?
Female
100% (n=4)
100% (n=7)
Male
100% (n=6)
100% (n=5)
Other
0.0% (n=0)
0.0% (n=0)
0
10
20
30
40
50
60
70
80
90
100
% respondents "somewhat/very satisfied"
Year 4
Year 5

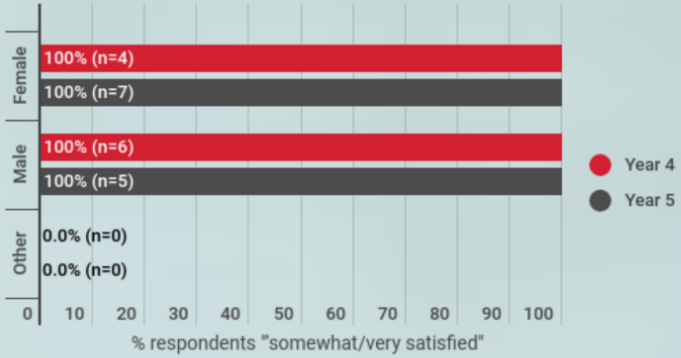

How satisfied were you with the support and guidance from your faculty research mentor by gender (years 4 and 5)?
Female
100% (n=4)
85.7% (n=6)
Male
100% (n=6)
100% (n=5)
Other
0.0% (n=0)
0.0% (n=0)
0
10
20
30
40
50
60
70
80
90
100
% respondents "somewhat/very satisfied"
Year 4
Year 5
culty research
Year 4


Year 4
Year 5
How satisfied were you with the support and guidance from research group members by gender (years 4 and 5)?
Female
50.0% (n=2)
100% (n=7)
Male
83.3% (n=5)
60% (n=3)
Other
0.0% (n=0)
0.0% (n=0)
0
10
20
30
40
50
60
70
80
90
100
% respondents "somewhat/very satisfied"
Year 4
Year 5

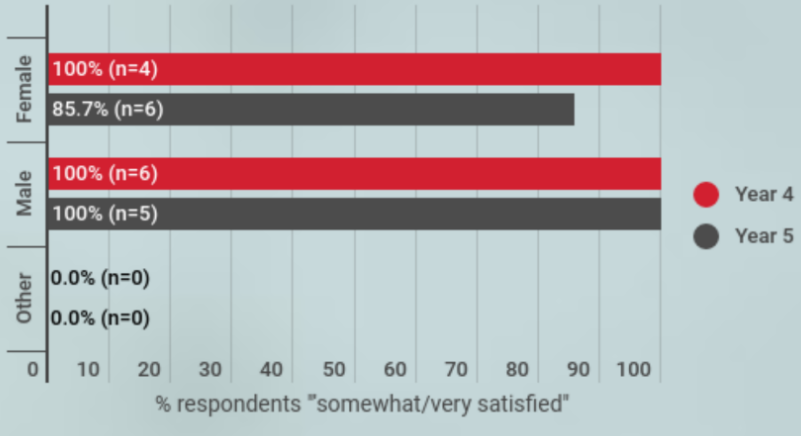
Satisfaction with research interaction with faculty by race/ ethnicity and gender in 2020-21 (URSSA) (2b)

Community College and CSUN Research Participants

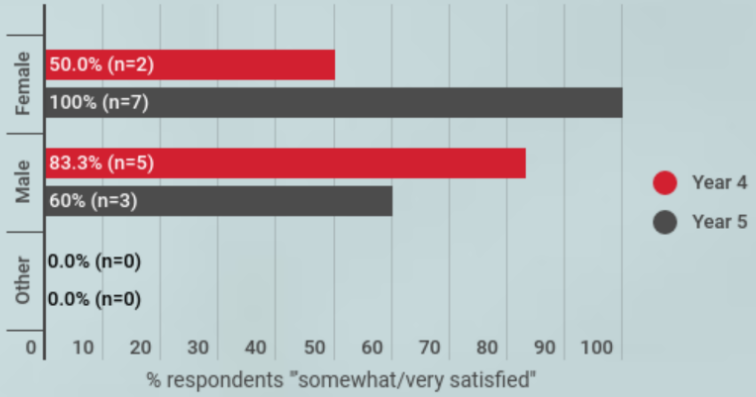
How satisfied were you with the ease in working with a faculty research mentor by gender (years 4 and 5)?



How satisfied were you with the support and guidance from your faculty research mentor by gender (years 4 and 5)?



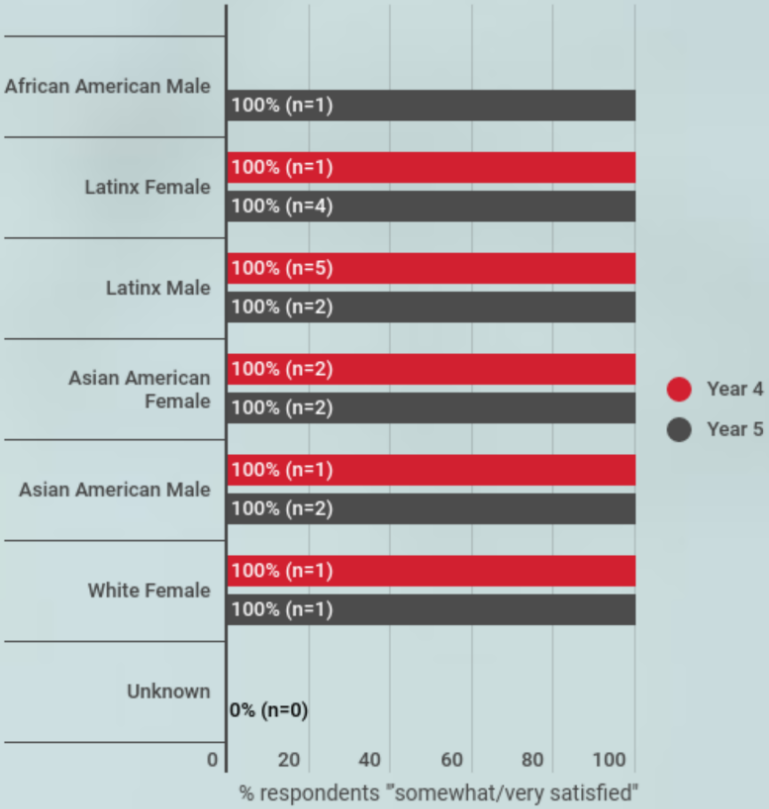
How satisfied were you with the support and guidance from research group members by gender (years 4 and 5)?



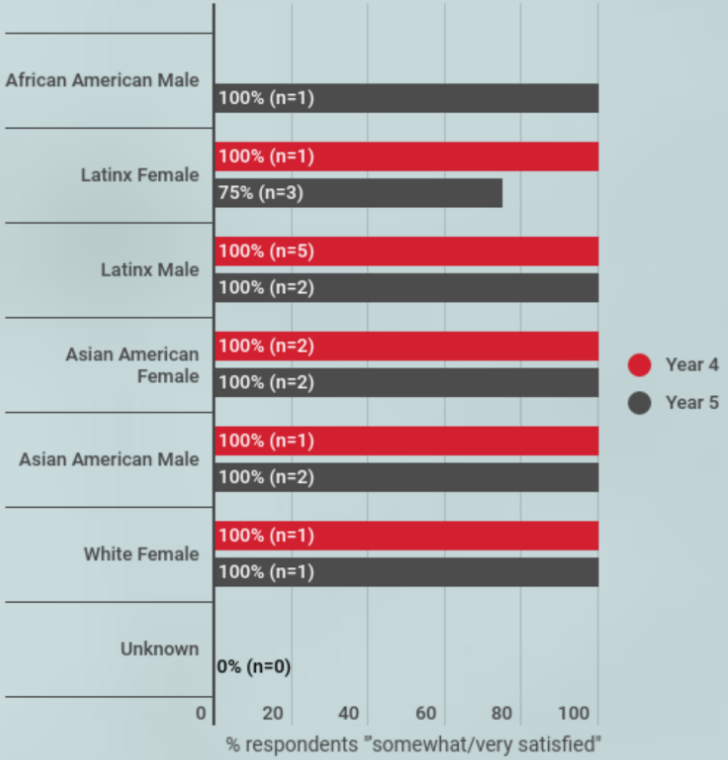
Satisfaction with research interaction with faculty by race/ ethnicity and gender in 2020-21 (URSSA) (2b)

Community College and CSUN Research Participants

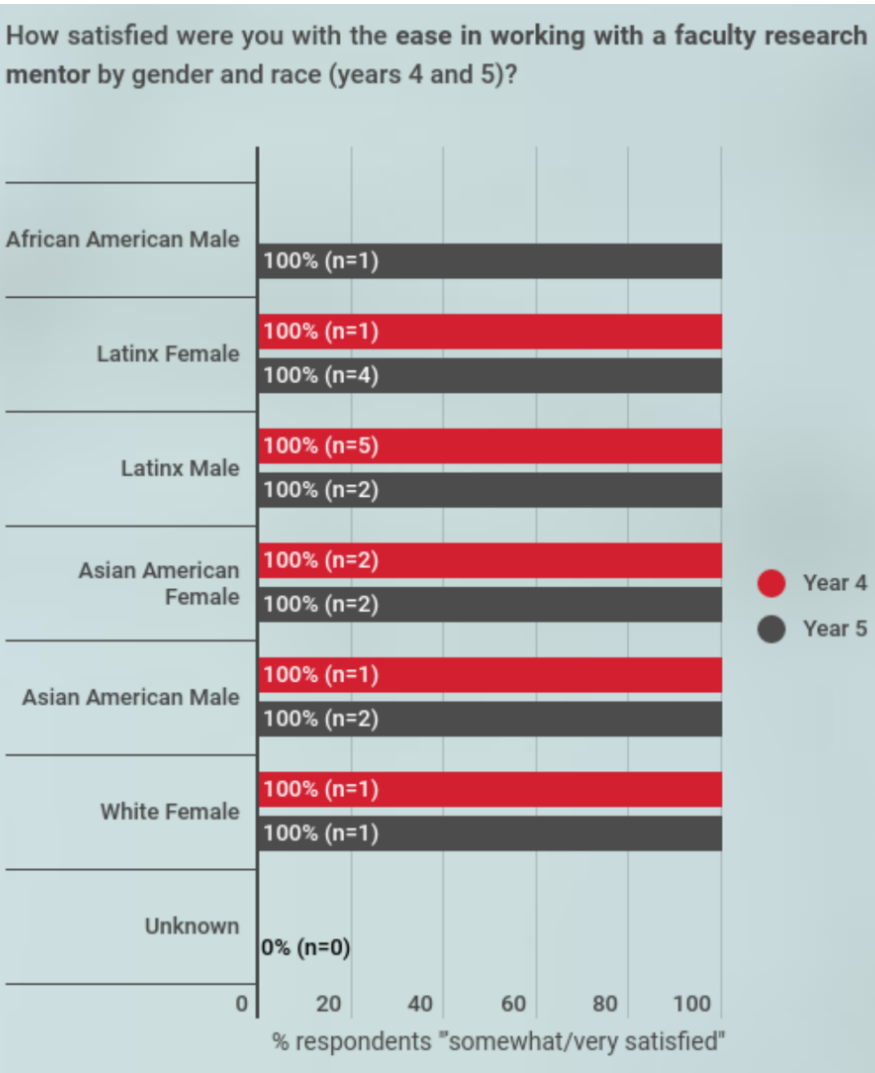
How satisfied were you with the **ease in working with a faculty research mentor** by gender and race (years 4 and 5)?

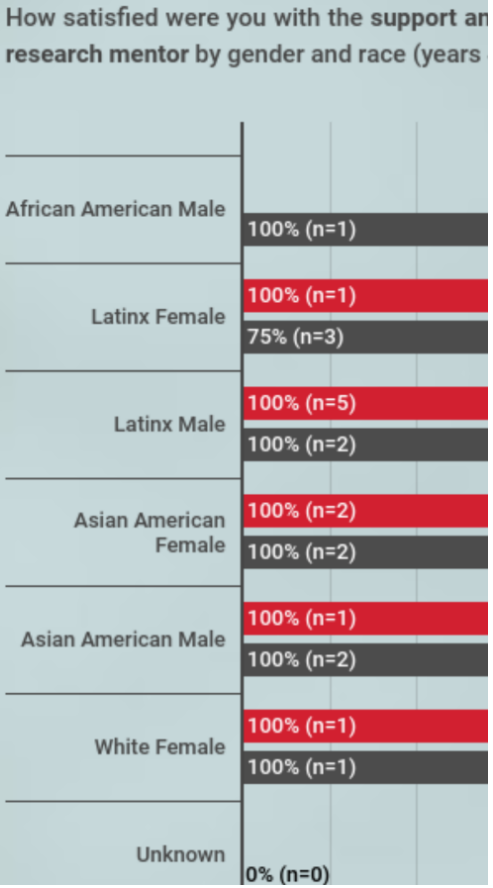


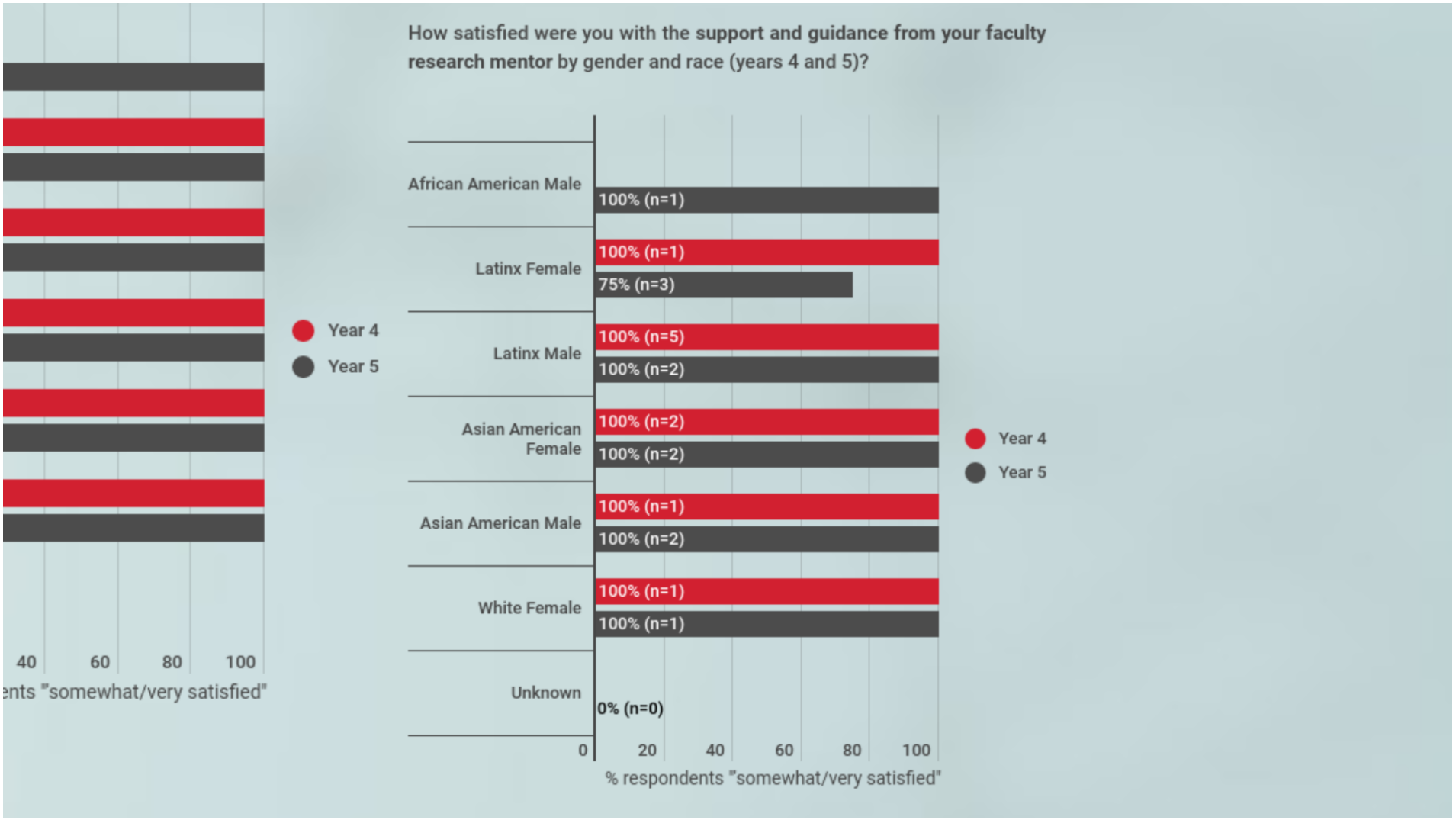
How satisfied were you with the **support and guidance from your faculty research mentor** by gender and race (years 4 and 5)?



Satisfaction with research interaction with faculty by race/ ethnicity and gender in 2020-21 (URSSA) (2b)



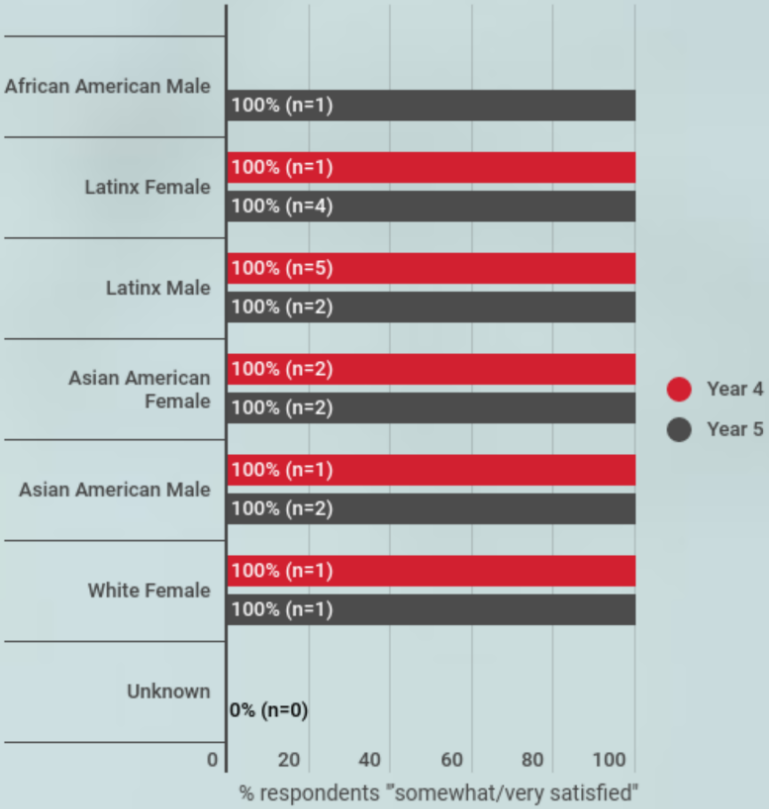



How satisfied were you with the support and guidance from your faculty research mentor by gender and race (years 4 and 5)?
African American Male
100% (n=1)
Latinx Female
100% (n=1)
75% (n=3)
Latinx Male
100% (n=5)
100% (n=2)
Asian American Female
100% (n=2)
100% (n=2)
Asian American Male
100% (n=1)
100% (n=2)
White Female
100% (n=1)
100% (n=1)
Unknown
0% (n=0)
0
20
40
60
80
100
% respondents "somewhat/very satisfied"
Year 4
Year 5
40
60
80
100
ents "somewhat/very satisfied"
Year 4
Year 5

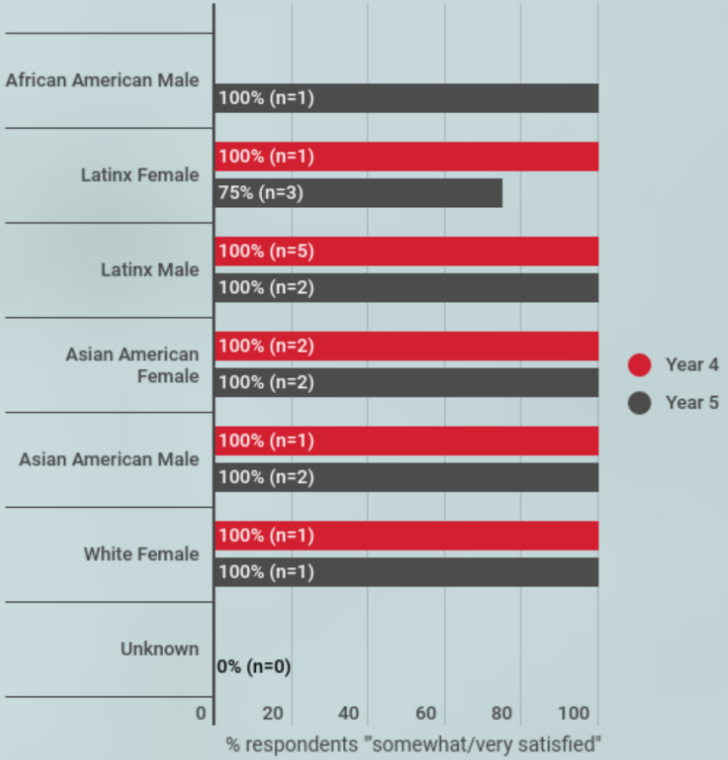
Satisfaction with research interaction with faculty by race/ ethnicity and gender in 2020-21 (URSSA) (2b)

Community College and CSUN Research Participants

How satisfied were you with the **ease in working with a faculty research mentor** by gender and race (years 4 and 5)?

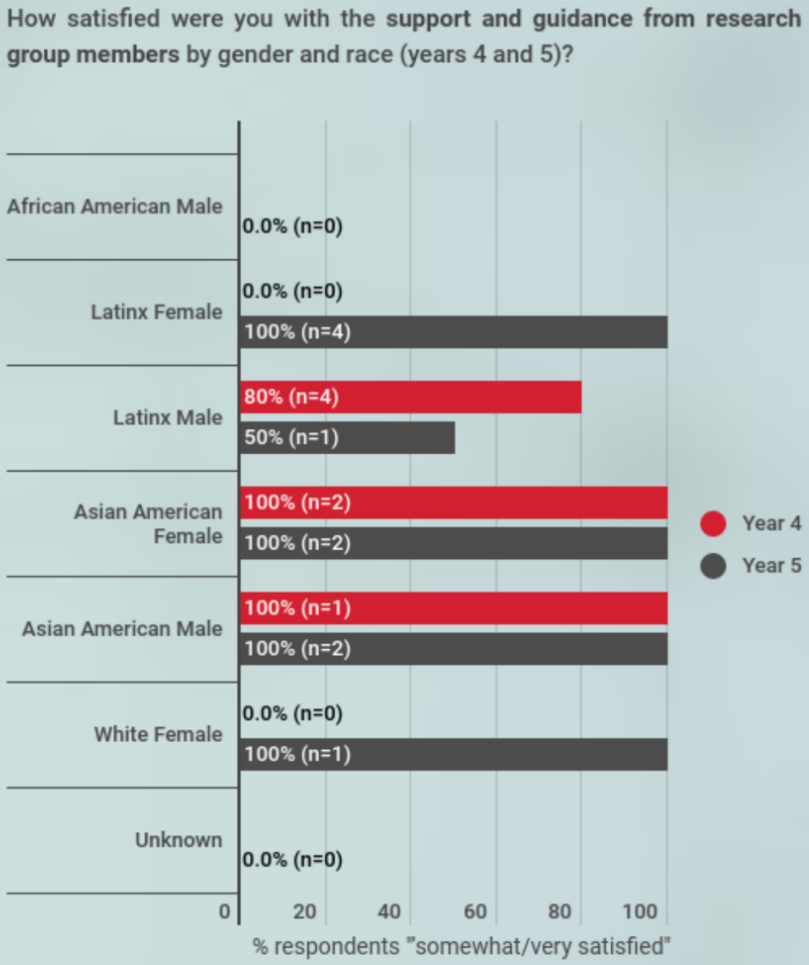


How satisfied were you with the **support and guidance from your faculty research mentor** by gender and race (years 4 and 5)?



Satisfaction with research interaction with faculty by race/ ethnicity and gender in 2020-21 (URSSA) (2b)

Community College and CSUN Research Participants



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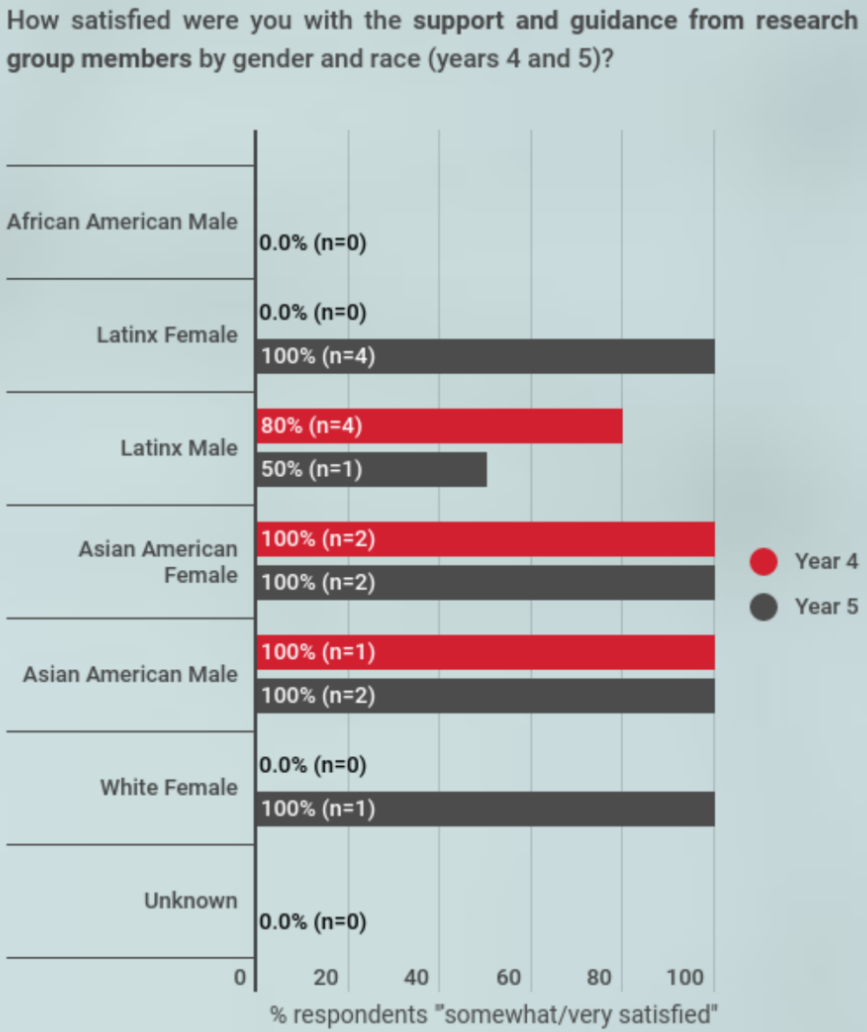
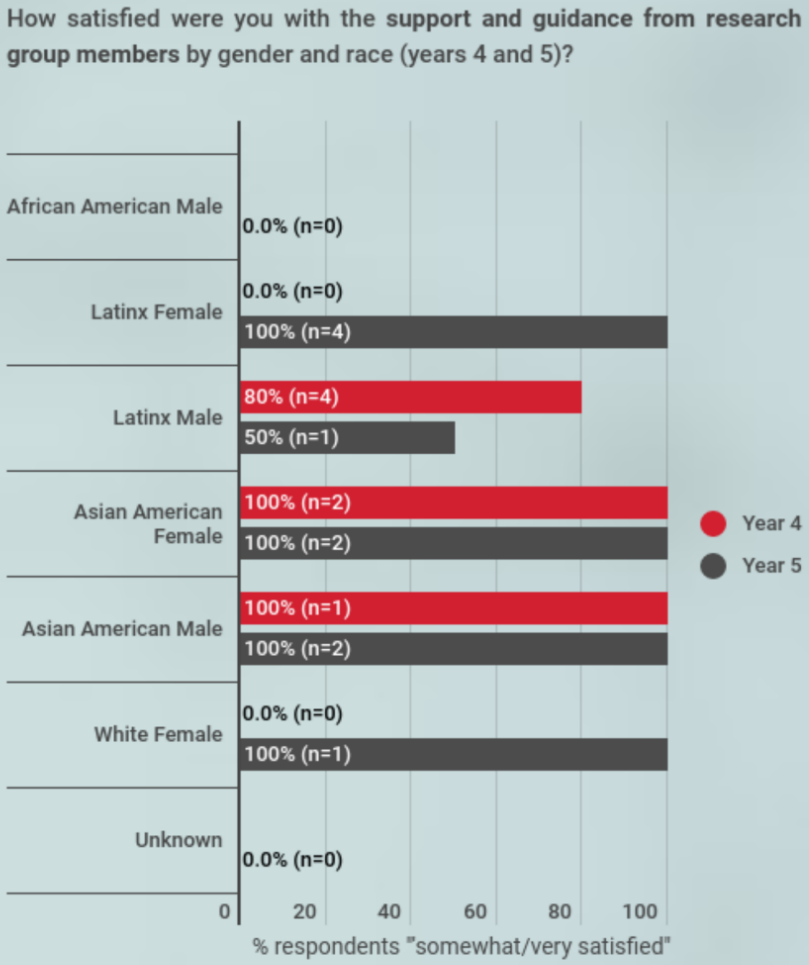
Participants



Satisfaction with research interaction with faculty by race/ ethnicity and gender in 2020-21 (URSSA) (2b)

Community College and CSUN Research Participants



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

2020-21 Actual: 447 ***(+80%)***

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

Fall 2015-Spring 2016 full-time students enrolled in STEM (baseline data) + Fall 2020-Spring 2021 full-time students enrolled in STEM (growth data)

@ College of the Canyons: 2015-16 Baseline: 248 — *2020-21 Actual: 447* ***(+80%)***

@ Glendale Community College: 2015-16 Baseline: 336 — *2020-21 Actual: 273* ***(-19%)***

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@ College of the Canyons: 2015-16 Baseline: 248	*2020-21 Actual: 447* ***(+80%)***
@ Glendale Community College: 2015-16 Baseline: 336	*2020-21 Actual: 273* ***(-19%)***
@ Moorpark College: 2015-16 Baseline: 351	*2020-21 Actual: 222* ***(-37%)***

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@ College of the Canyons: 2015-16 Baseline: 248	*2020-21 Actual: 447* ***(+80%)***
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@ Pierce College: 2015-16 Baseline: 564	*2020-21 Actual: 838* ***(+49%)***

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

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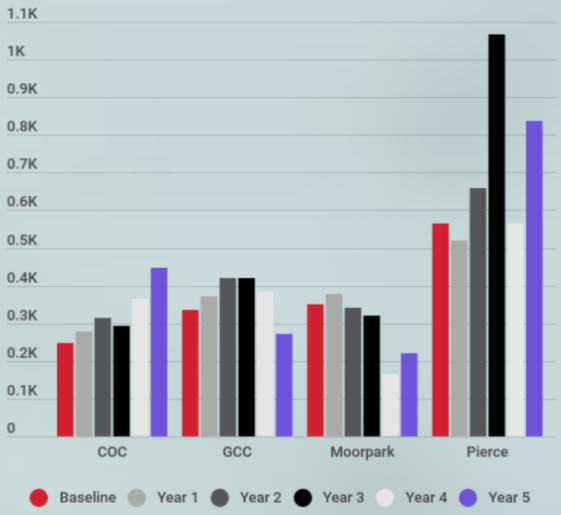
@ Pierce College: 2015-16 Baseline: 564	*2020-21 Actual: 838* ***(+49%)***
@ CSUN: 2015-16 Baseline: 3,663	*2020-21 Actual: 4,272* ***(+17%)***

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

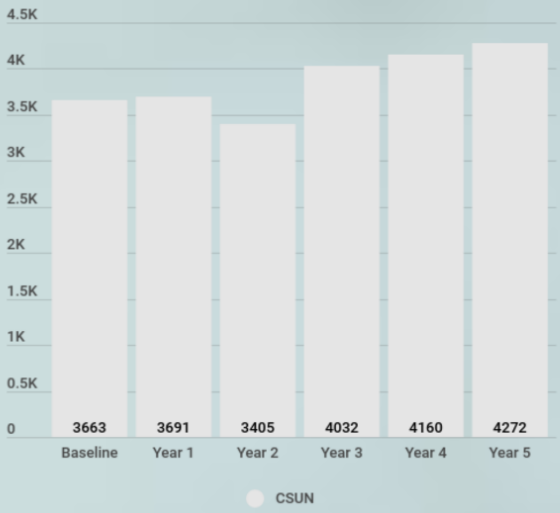
% change of FT enrollment of Hispanic and low-income students in STEM

Longitudinal trend data from project years 1-5



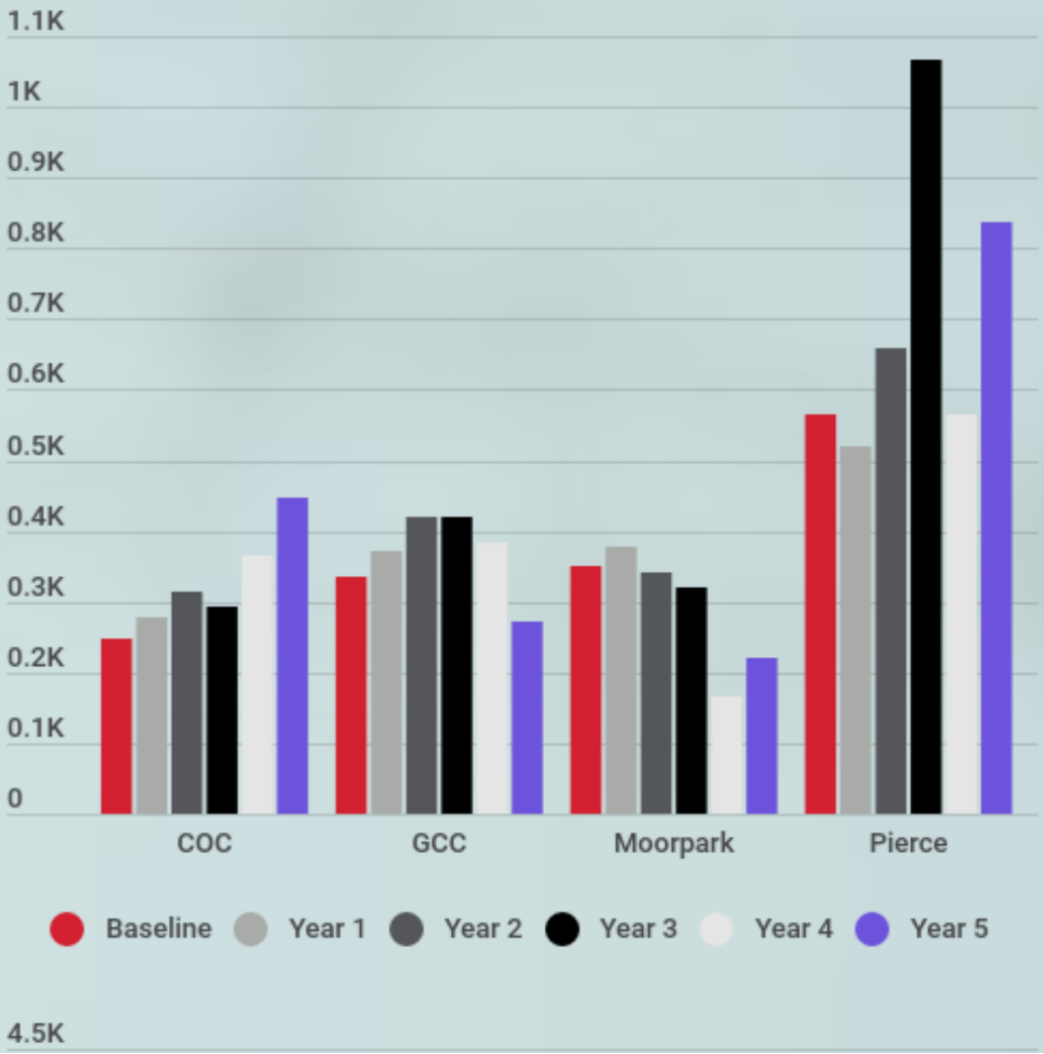
COC, GCC, Moorpark, Pierce

% 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

CSUN

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

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

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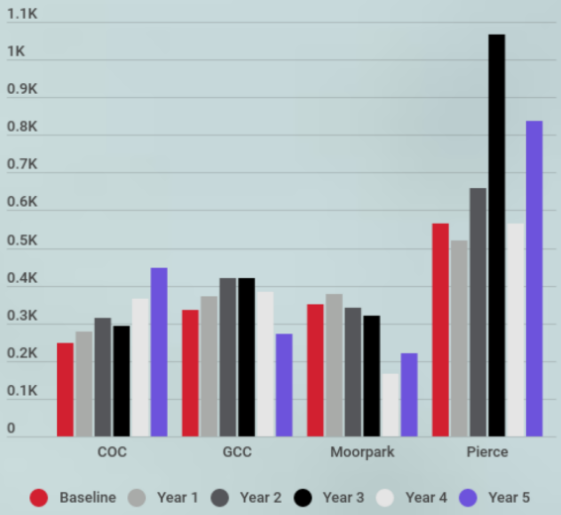

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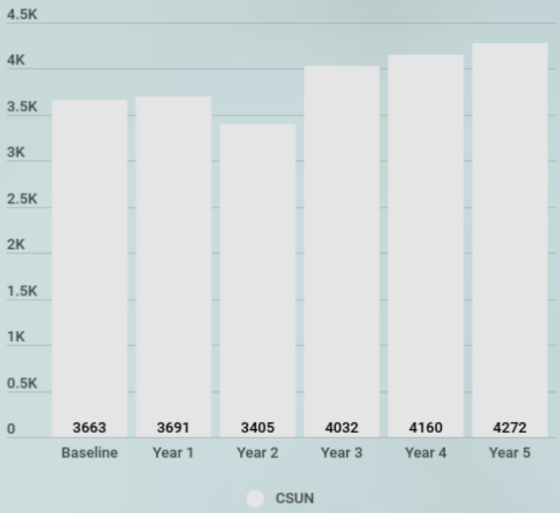
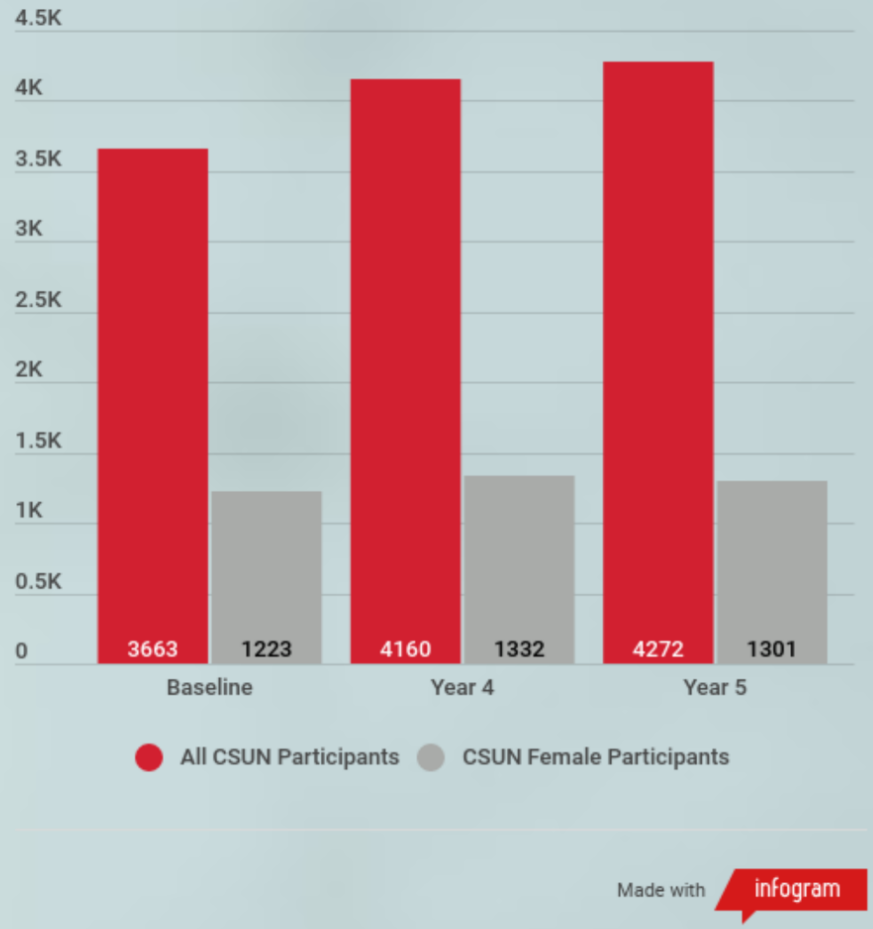
% change of FT enrollment of Hispanic and low-income students in STEM



CSUN

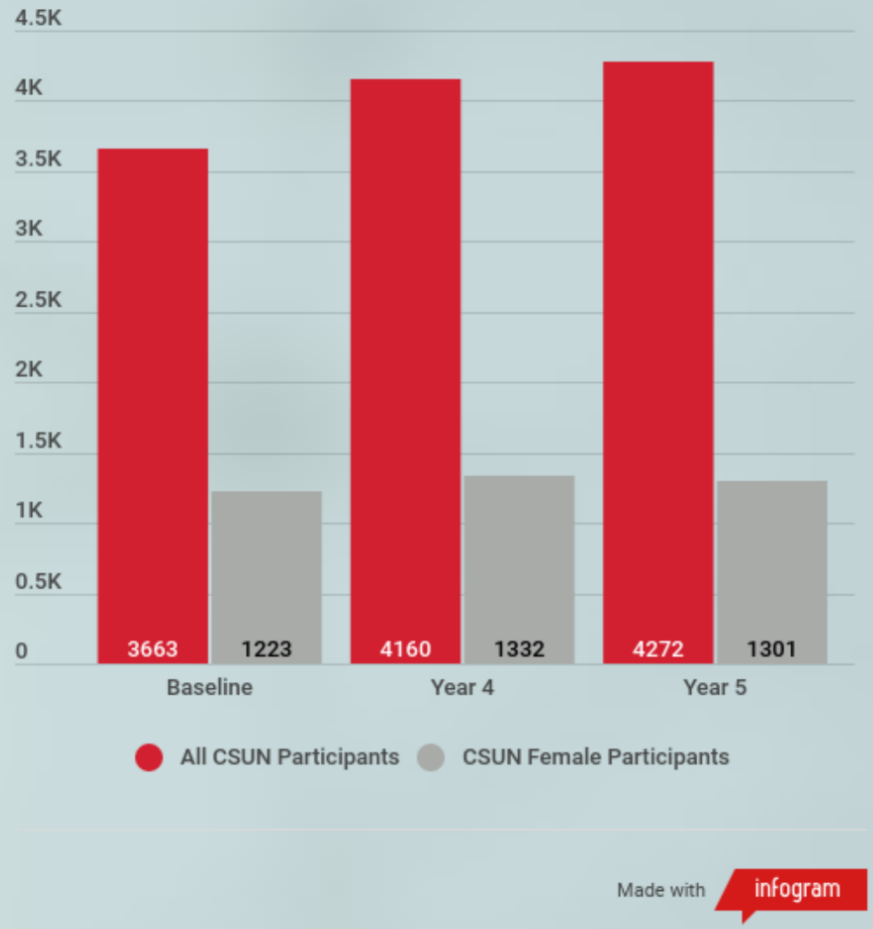
% change of FT enrollment of Hispanic and low-income students in STEM

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



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

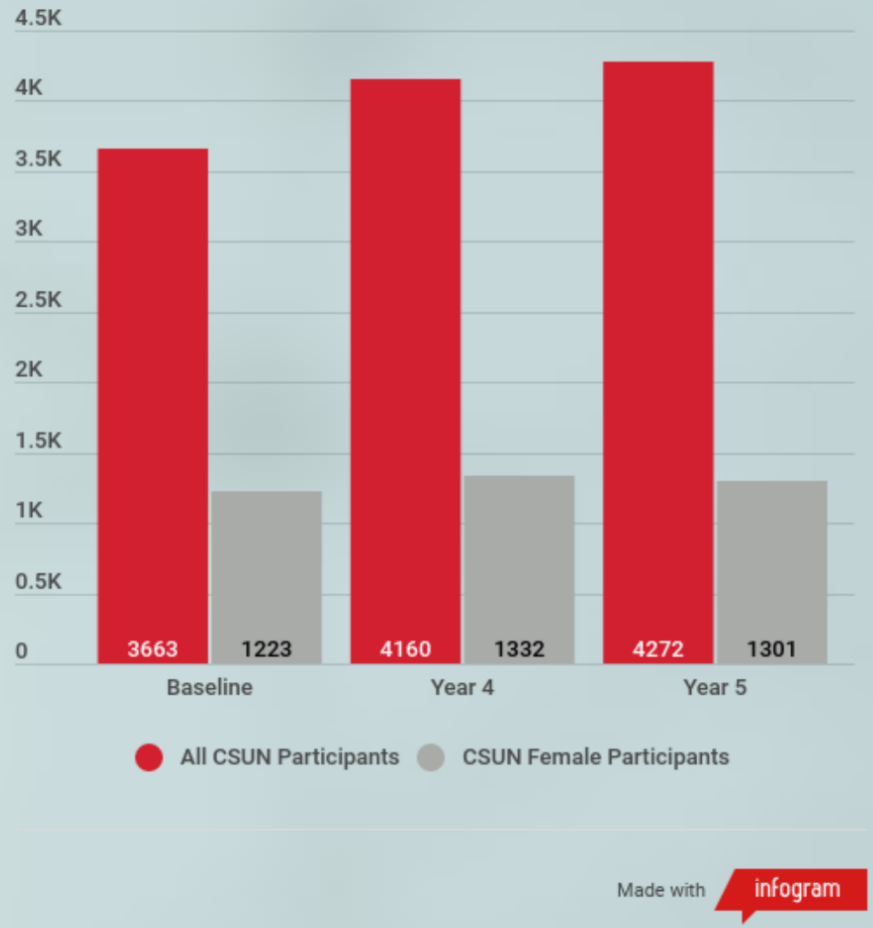
*% change of FT enrollment of Hispanic and low-income **female** students in STEM*



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 5: *Actual All:* ***4,272 (+17%)***
Actual Female: ***1,301 (+6%)***



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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STEM fields

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

2019-20/2020-21 Actual: ***90% (328/365)*** ↑

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STEM fields

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

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STEM fields

@ COC: 2014-15/2015-16 Baseline: 72% (150/211)	*2019-20/2020-21 Actual:* ***90% (328/365)*** ↑
@ GCC: 2014-15/2015-16 Baseline: 65% (194/300)	*2019-20/2020-21 Actual:* ***68% (179/262)***
@ MC: 2014-15/2015-16 Baseline: 75% (75/100)	*2019-20/2020-21 Actual:* ***61% (93/152)*** ↓

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@ MC: 2014-15/2015-16 Baseline: 75% (75/100)	*2019-20/2020-21 Actual:* ***61% (93/152)*** ↓
@ PC: 2014-15/2015-16 Baseline: 76% (371/489)	*2019-20/2020-21 Actual:* ***47% (210/447)*** ↓

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STEM fields

@ COC: 2014-15/2015-16 Baseline: 72% (150/211)	*2019-20/2020-21 Actual:* ***90% (328/365)***	↑
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@ PC: 2014-15/2015-16 Baseline: 76% (371/489)	*2019-20/2020-21 Actual:* ***47% (210/447)***	↓
@ CSUN: 2014-15/2015-16 Baseline: 80% (553/689)	*2019-20/2020-21 Actual:* ***95% (607/642)***	↑

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STEM fields

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@ MC: 2014-15/2015-16 Baseline: 75% (75/100)	*2019-20/2020-21 Actual:* ***61% (93/152)***	↓
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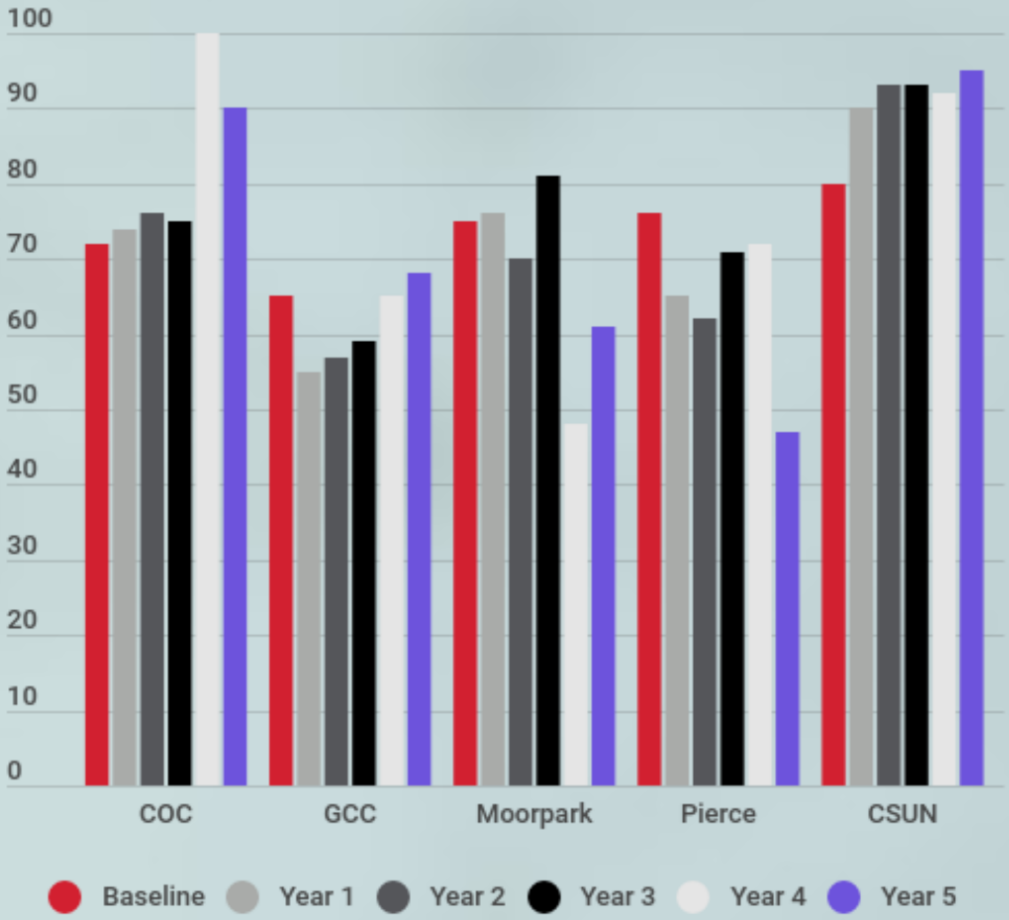
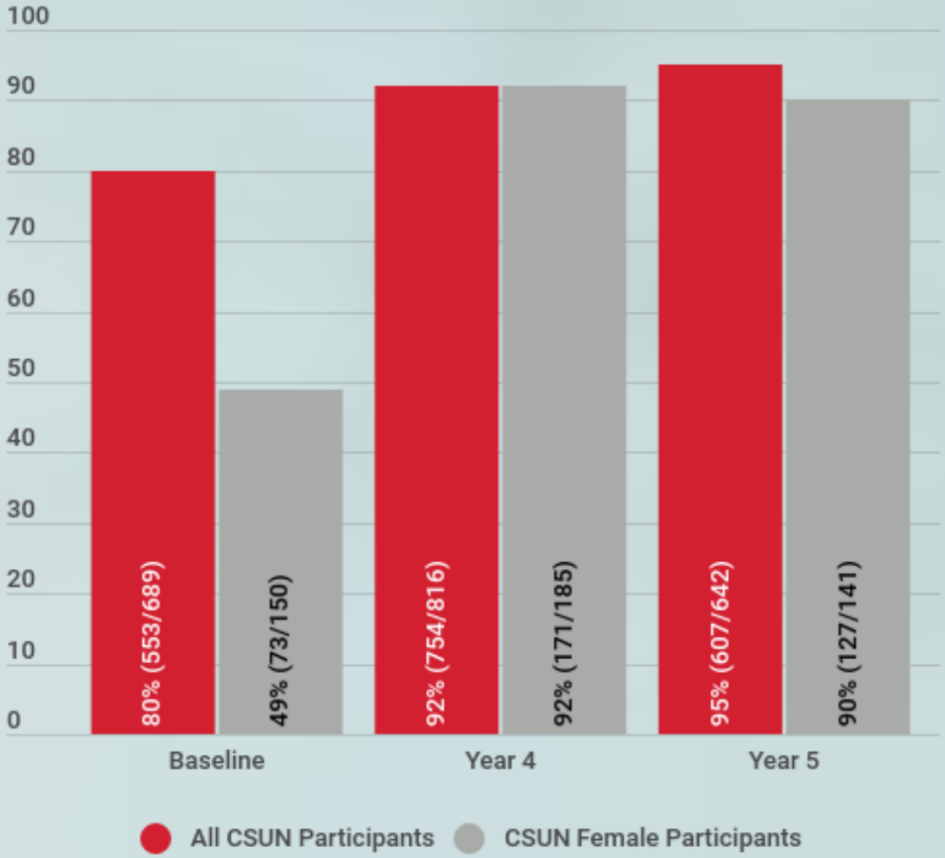
STEM retention (3b): first-time Latinx/low-income student retention in STEM fields

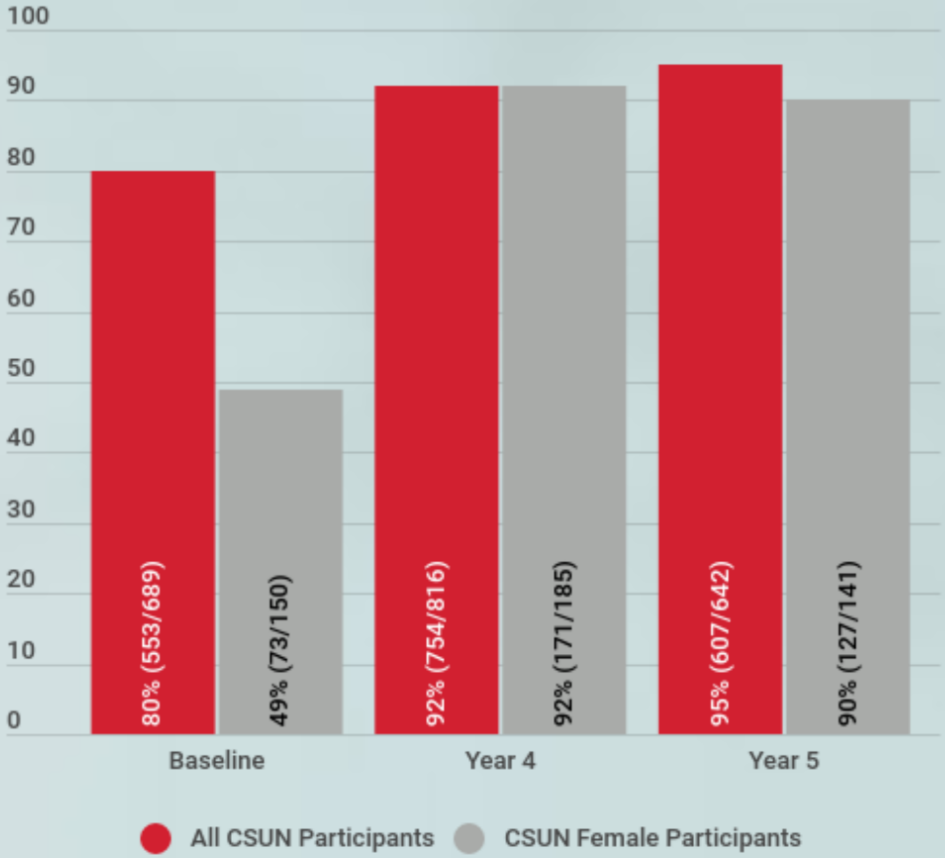
% Hispanic and low-income, first-time STEM degree field students retained

Longitudinal trend data from project years 1-5



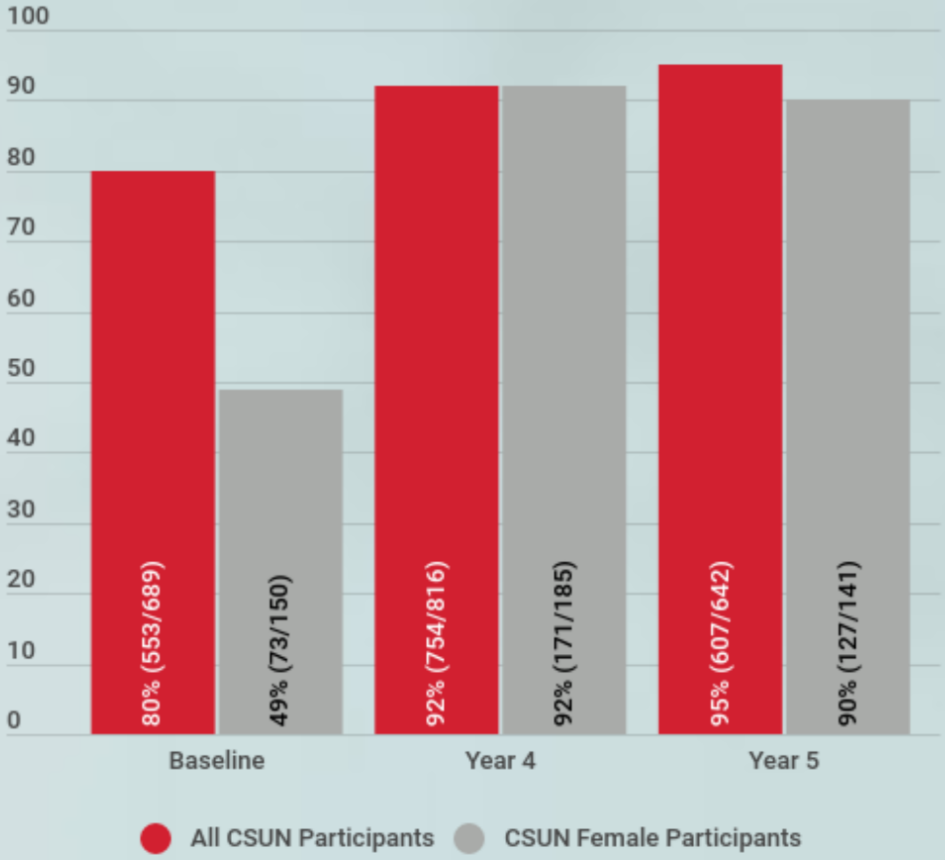


STEM retention (3b): CSUN first-time Latinx/low-income female student retention in STEM fields



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

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



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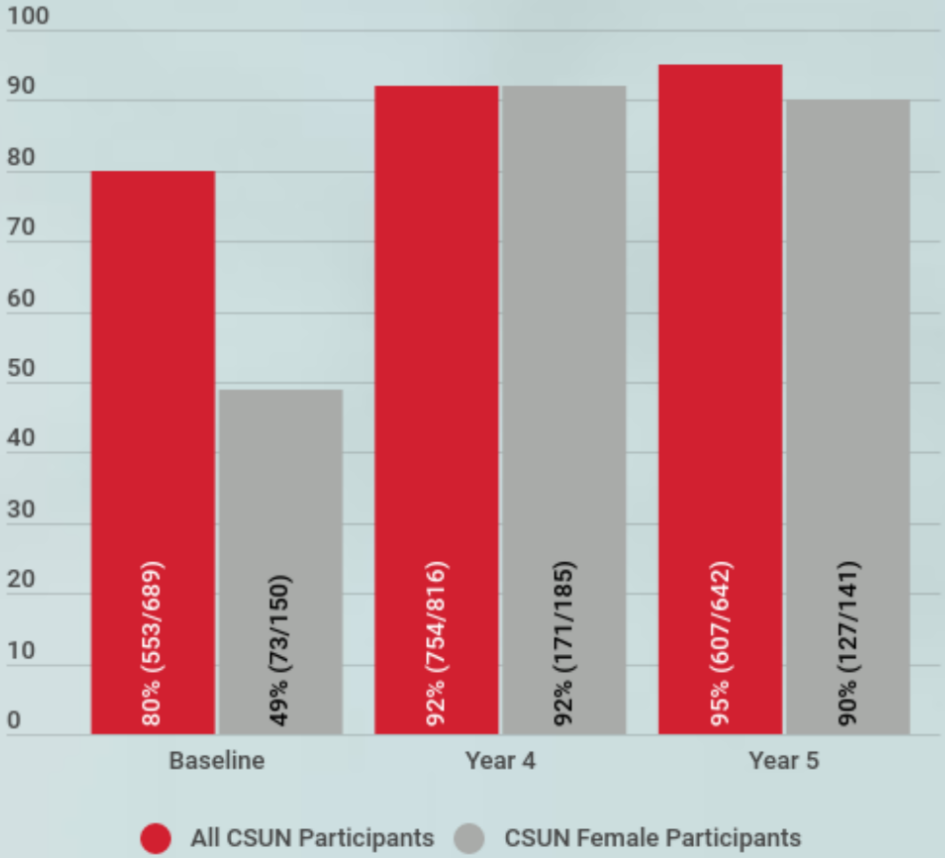
*% Hispanic and low-income **female**, first-time STEM degree field students retained*

*@ CSUN Year 5: Actual All: **95% (607/642)***
*Actual Female: **90% (127/141)***



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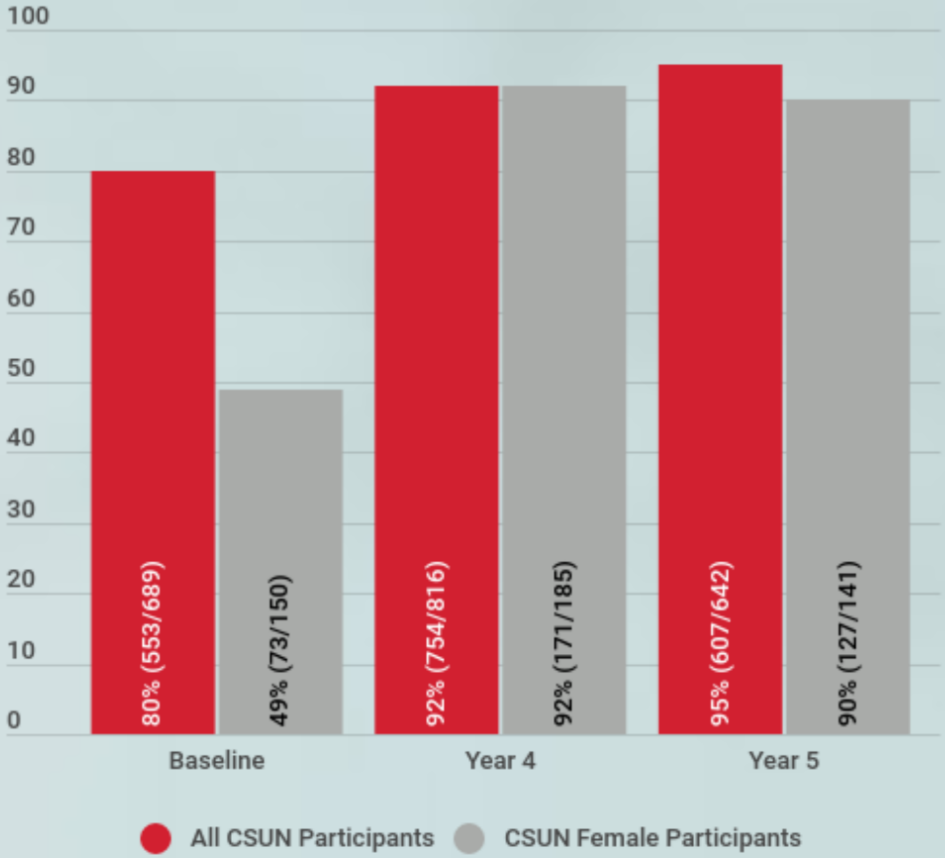

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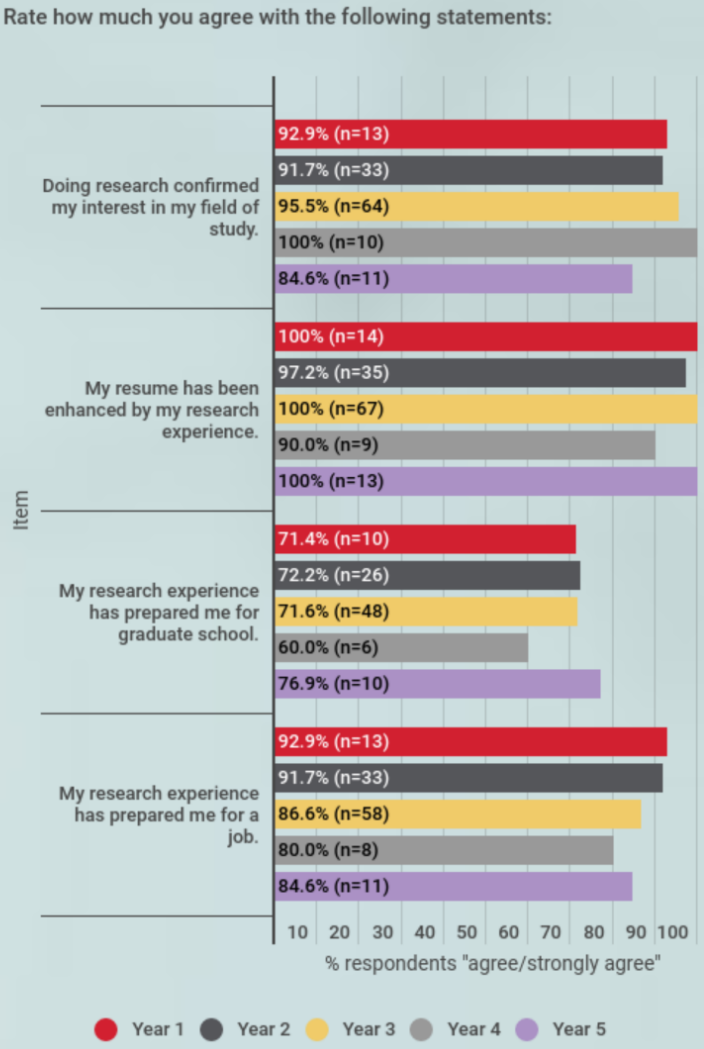


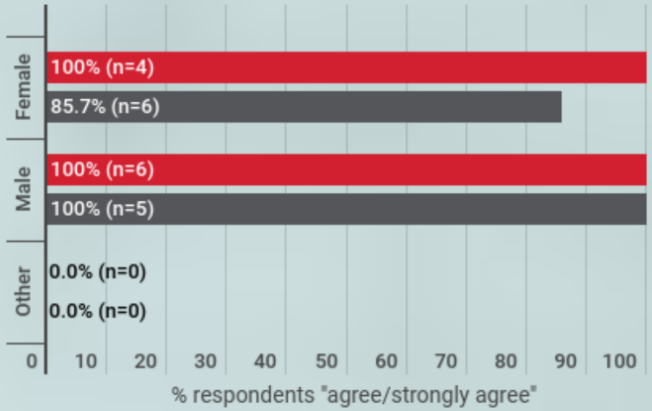
Career-related outcomes from research participation with faculty (URSSA) (4a)

Community College and CSUN Research Participants

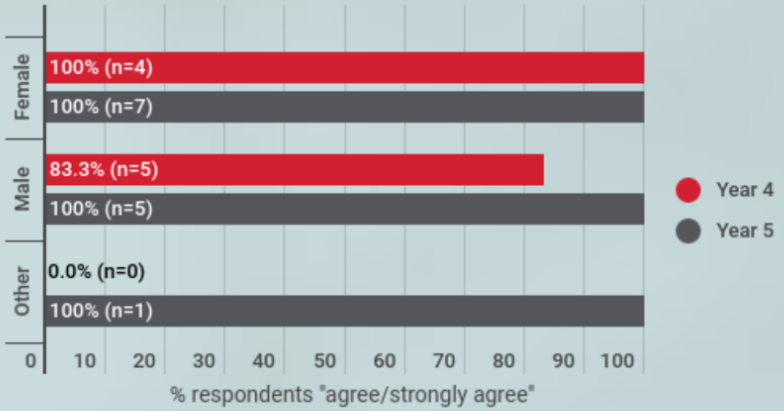
Career-related outcomes from research participation with faculty by race/ethnicity and gender (URSSA) (4a)

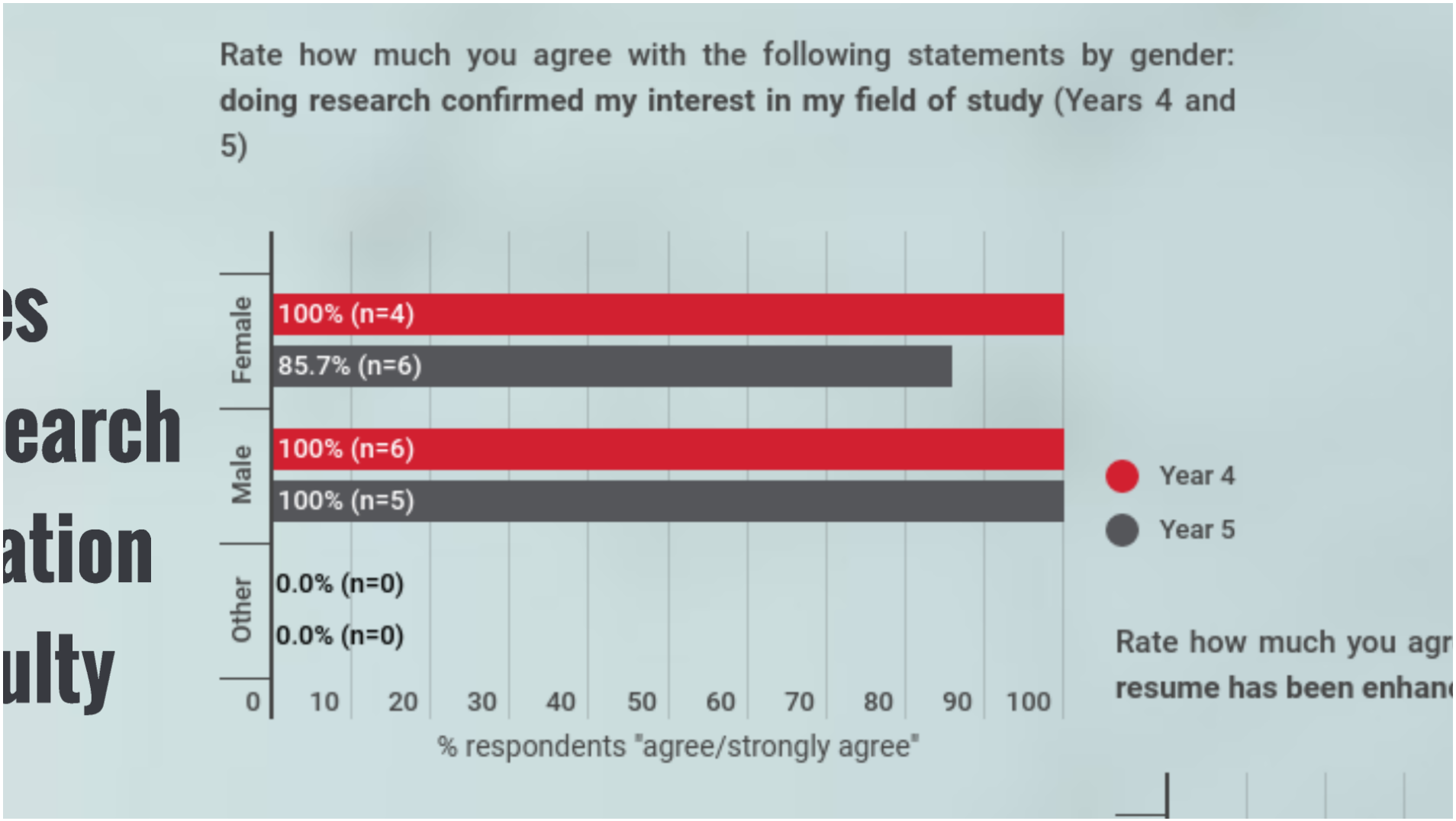
Community College and CSUN Research Participants

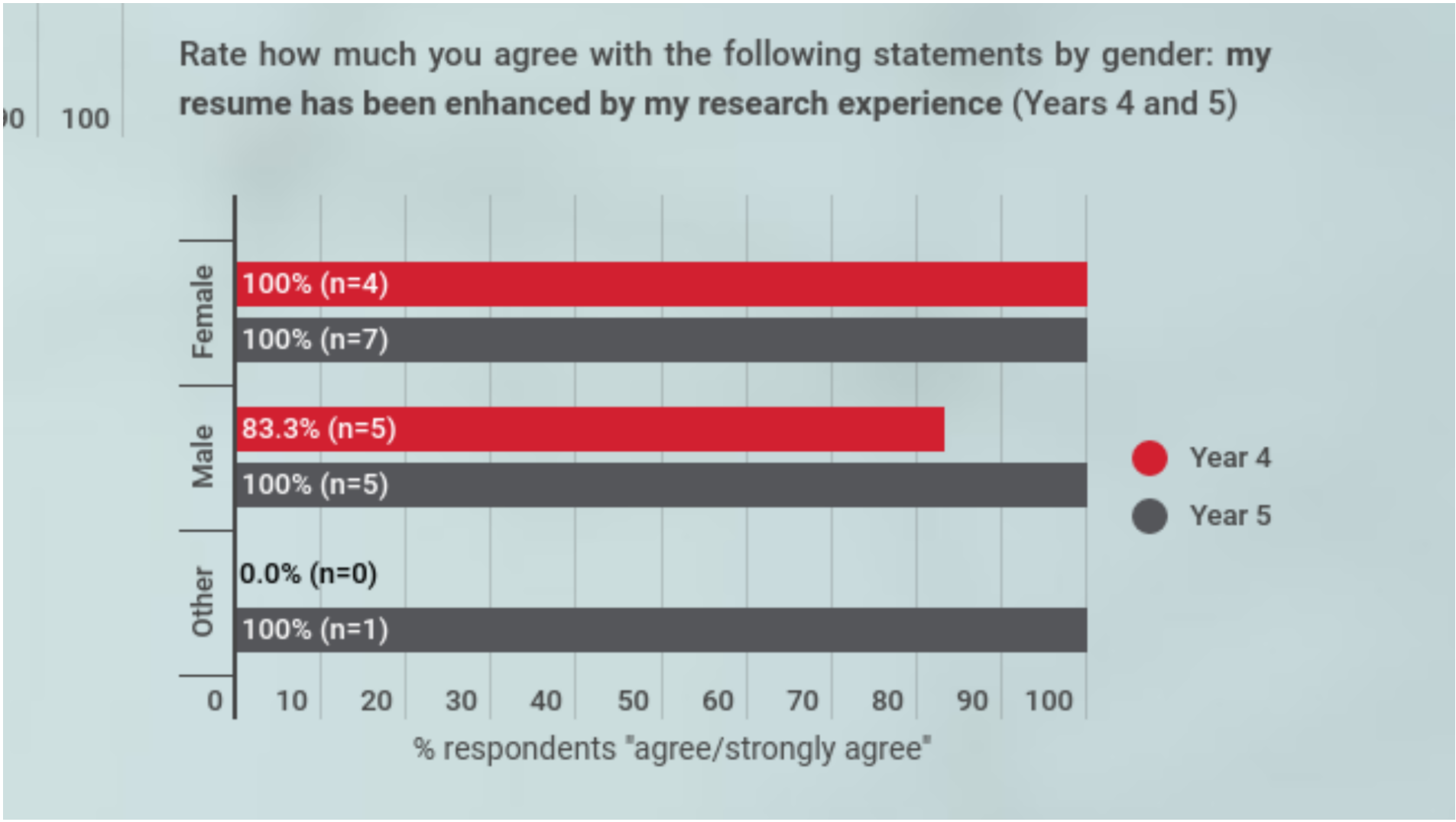
Rate how much you agree with the following statements by gender: **doing research confirmed my interest in my field of study** (Years 4 and 5)



Rate how much you agree with the following statements by gender: **my resume has been enhanced by my research experience** (Years 4 and 5)



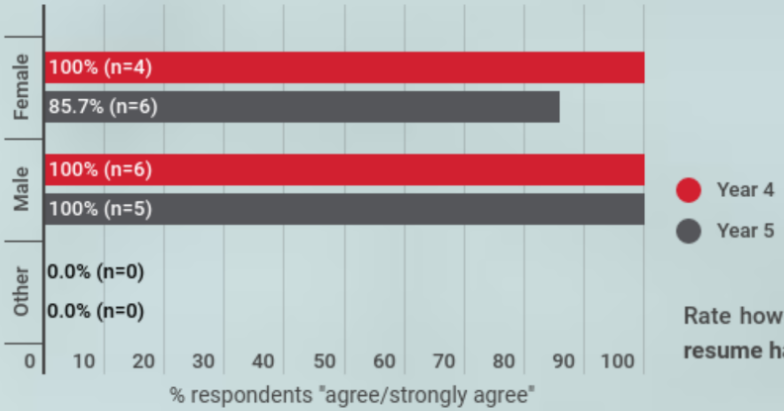

Rate how much you agree with the following statements by gender: doing research confirmed my interest in my field of study (Years 4 and 5)
Female
Male
Other
100% (n=4)
85.7% (n=6)
100% (n=6)
100% (n=5)
0.0% (n=0)
0.0% (n=0)
0
10
20
30
40
50
60
70
80
90
100
% respondents "agree/strongly agree"
Year 4
Year 5
Rate how much you agr
resume has been enhan


Rate how much you agree with the following statements by gender: my resume has been enhanced by my research experience (Years 4 and 5)
Female
Male
Other
100% (n=4)
100% (n=7)
83.3% (n=5)
100% (n=5)
0.0% (n=0)
100% (n=1)
0
10
20
30
40
50
60
70
80
90
100
% respondents "agree/strongly agree"
Year 4
Year 5

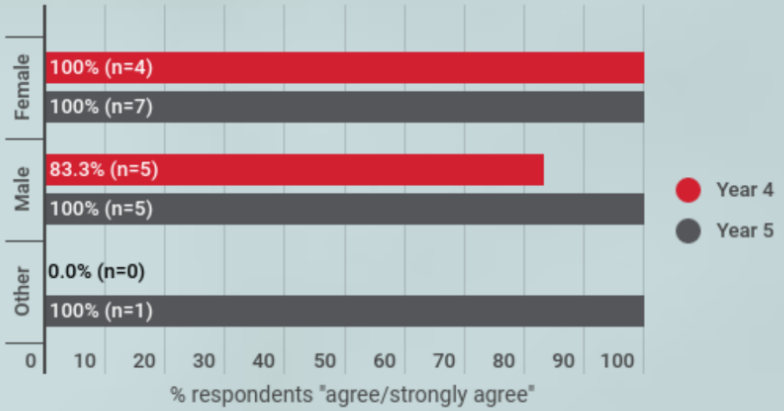
Career-related outcomes from research participation with faculty by race/ethnicity and gender (URSSA) (4a)

Community College and CSUN Research Participants

Rate how much you agree with the following statements by gender: **doing research confirmed my interest in my field of study** (Years 4 and 5)



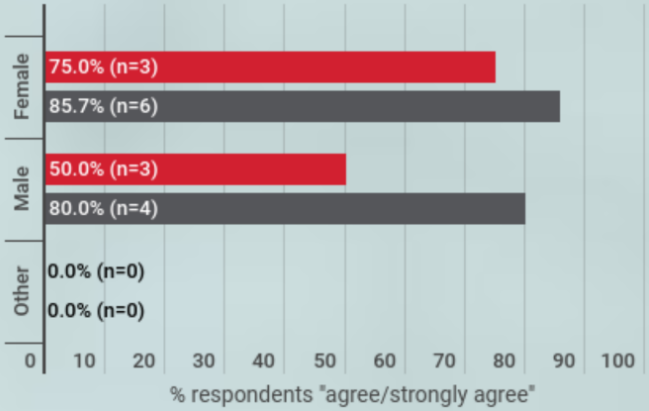
Rate how much you agree with the following statements by gender: **my resume has been enhanced by my research experience** (Years 4 and 5)



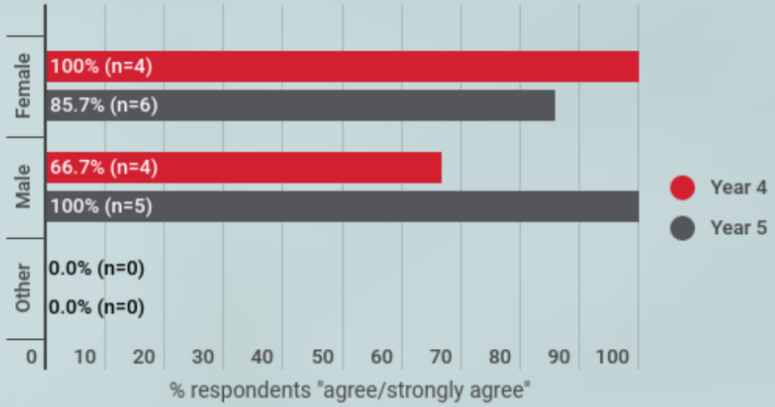
Career-related outcomes from research participation with faculty by race/ethnicity and gender (URSSA) (4a)

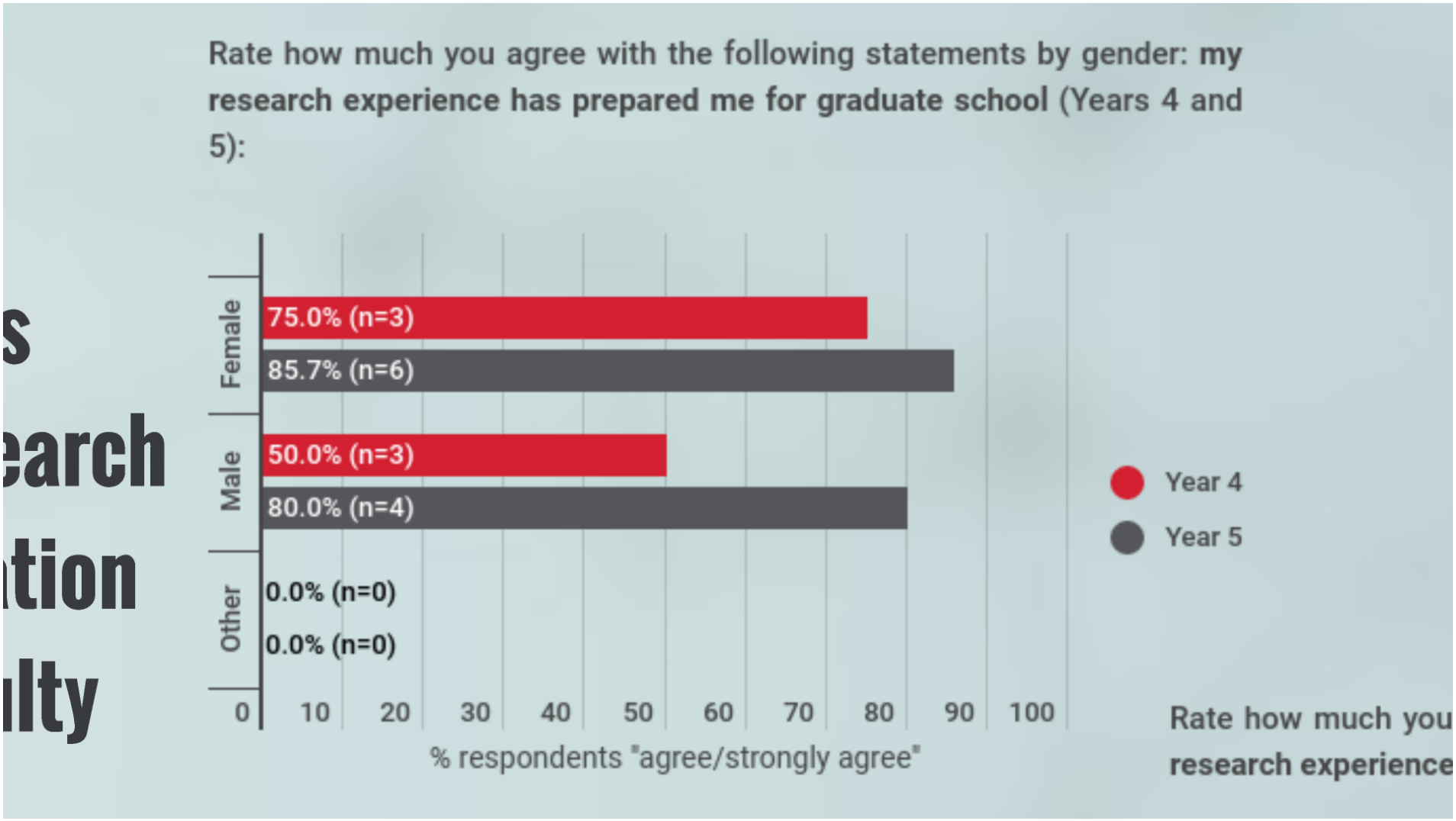
Community College and CSUN Research Participants

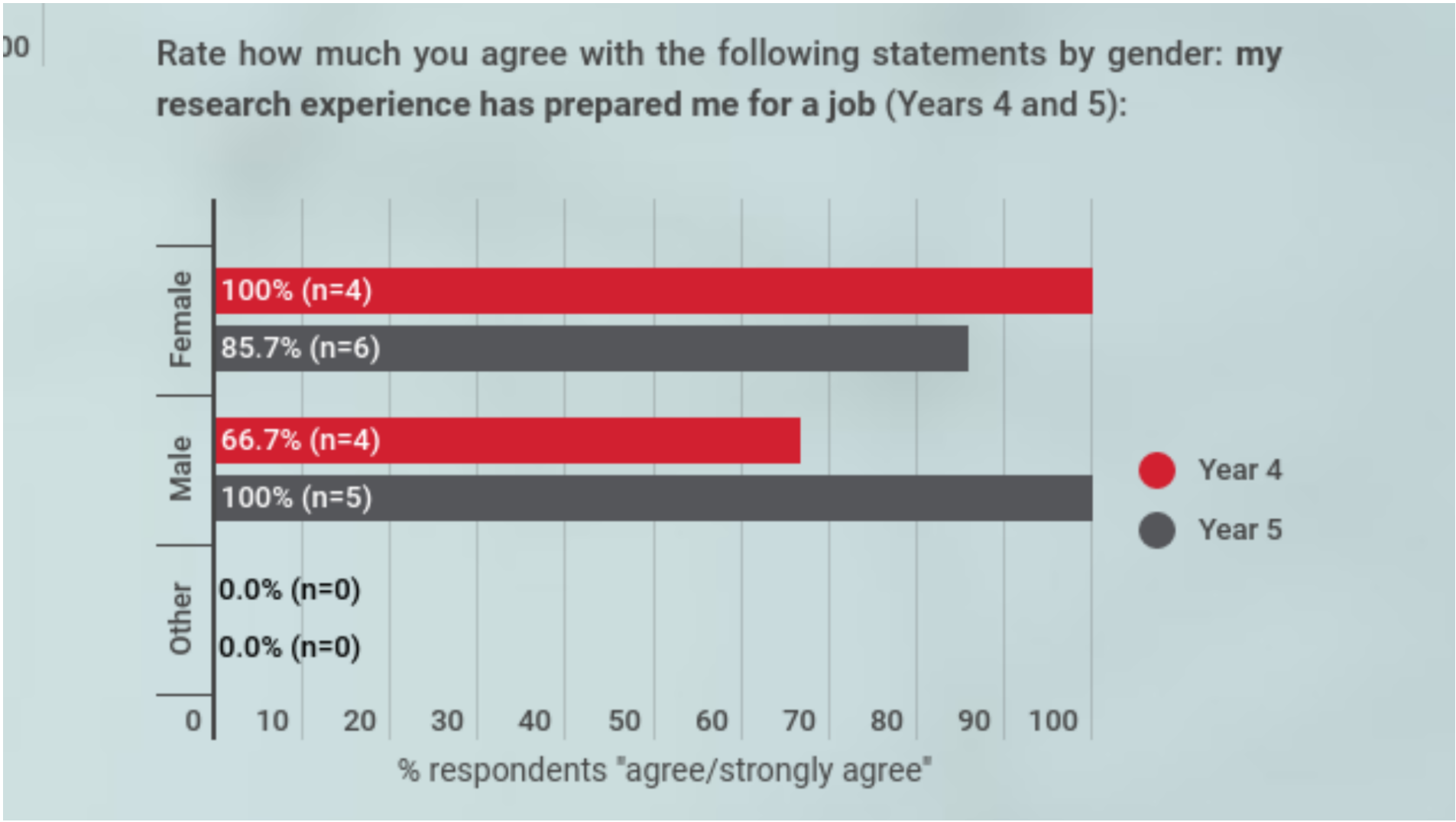
Rate how much you agree with the following statements by gender: **my research experience has prepared me for graduate school** (Years 4 and 5):



Rate how much you agree with the following statements by gender: **my research experience has prepared me for a job** (Years 4 and 5):



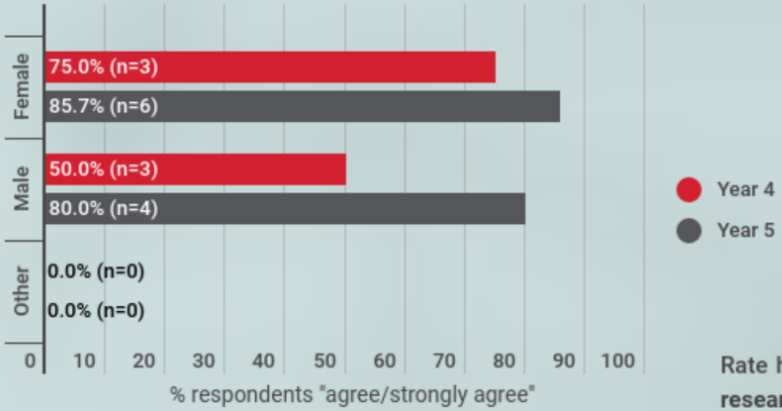

Rate how much you agree with the following statements by gender: my research experience has prepared me for graduate school (Years 4 and 5):
Female
75.0% (n=3)
85.7% (n=6)
Male
50.0% (n=3)
80.0% (n=4)
Other
0.0% (n=0)
0.0% (n=0)
0
10
20
30
40
50
60
70
80
90
100
% respondents "agree/strongly agree"
Year 4
Year 5
Rate how much you
research experience


Rate how much you agree with the following statements by gender: my research experience has prepared me for a job (Years 4 and 5):
Female
100% (n=4)
85.7% (n=6)
Male
66.7% (n=4)
100% (n=5)
Other
0.0% (n=0)
0.0% (n=0)
0
10
20
30
40
50
60
70
80
90
100
% respondents "agree/strongly agree"
Year 4
Year 5

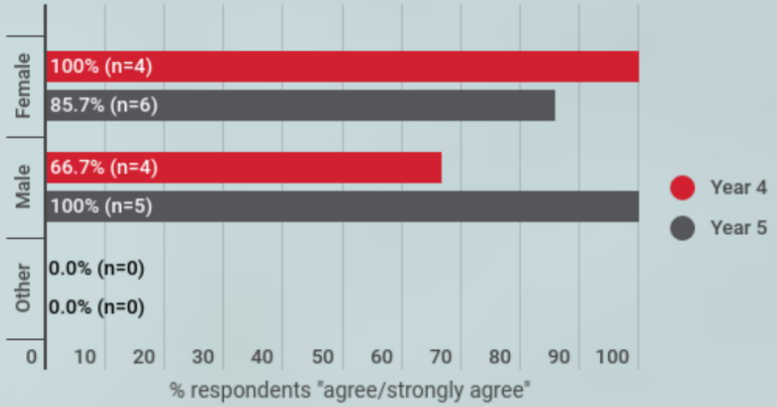
Career-related outcomes from research participation with faculty by race/ethnicity and gender (URSSA) (4a)

Community College and CSUN Research Participants

Rate how much you agree with the following statements by gender: **my research experience has prepared me for graduate school** (Years 4 and 5):



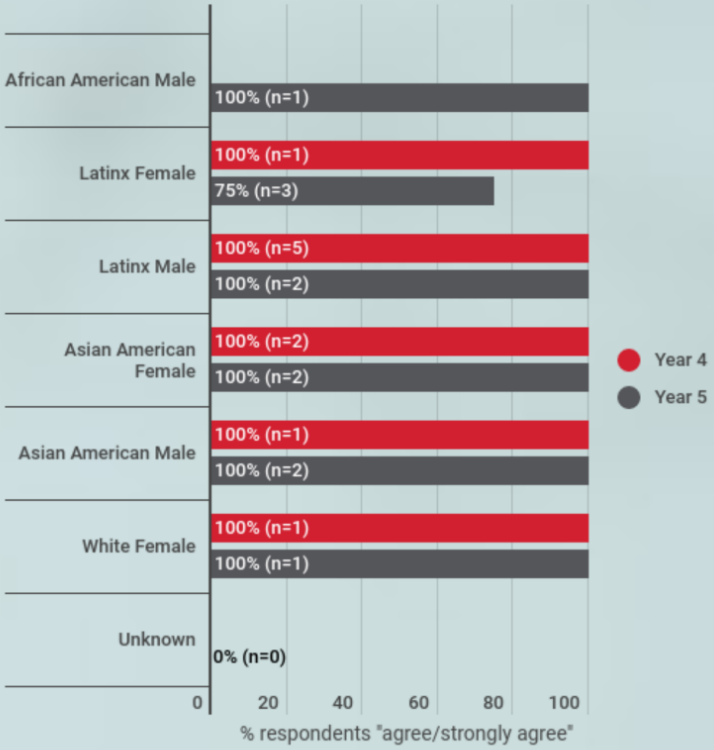
Rate how much you agree with the following statements by gender: **my research experience has prepared me for a job** (Years 4 and 5):



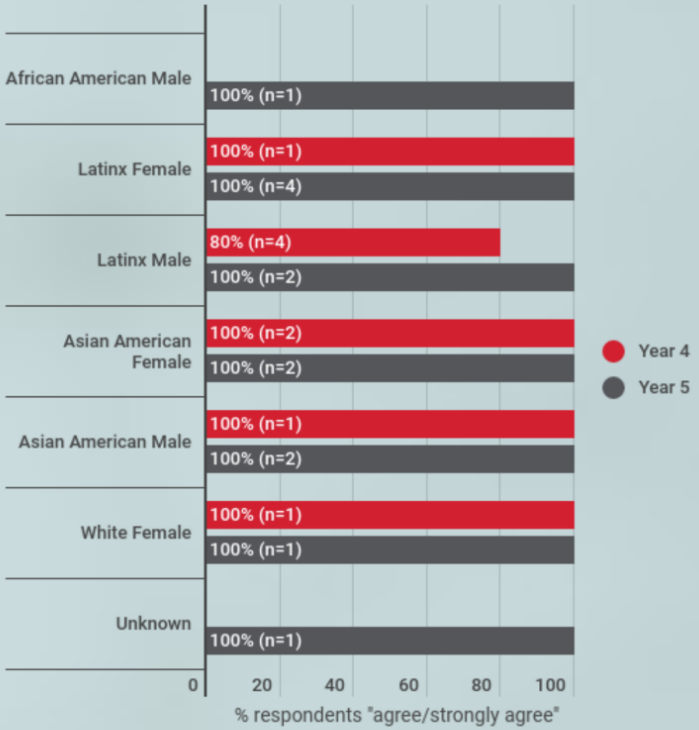
Career-related outcomes from research participation with faculty by race/ethnicity and gender (URSSA) (4a)

Community College and CSUN Research Participants

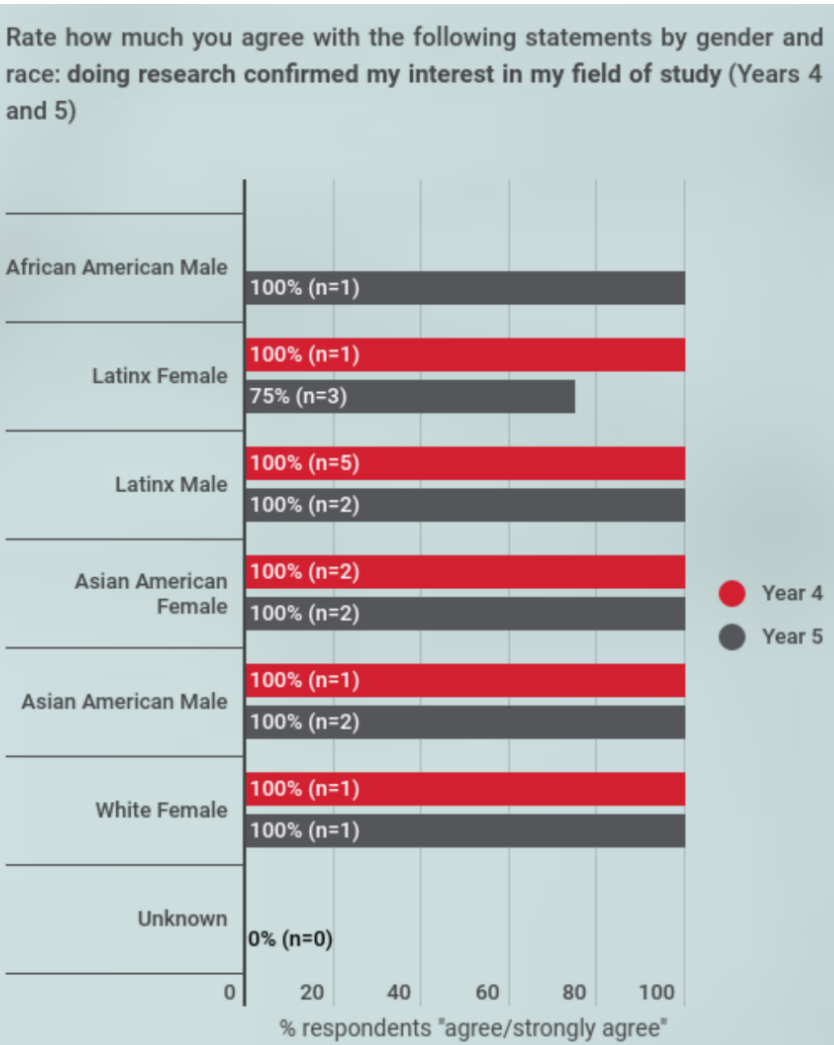
Rate how much you agree with the following statements by gender and race: **doing research confirmed my interest in my field of study** (Years 4 and 5)

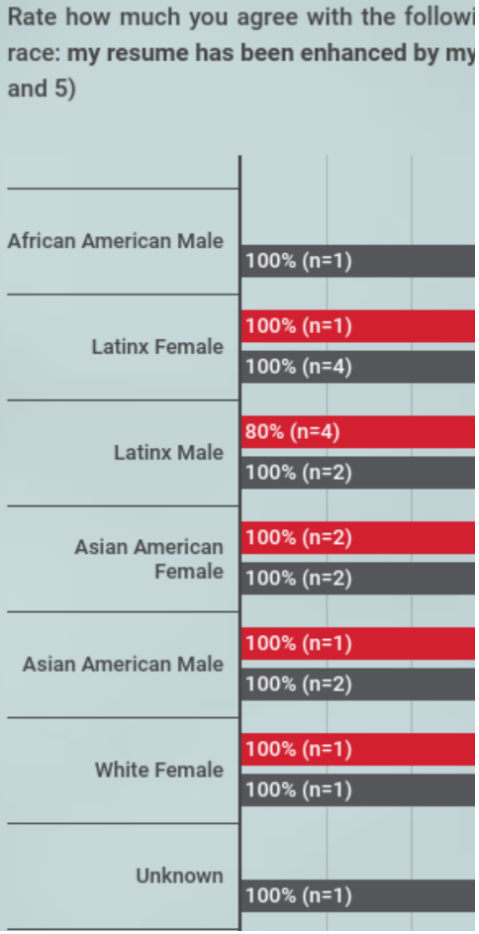


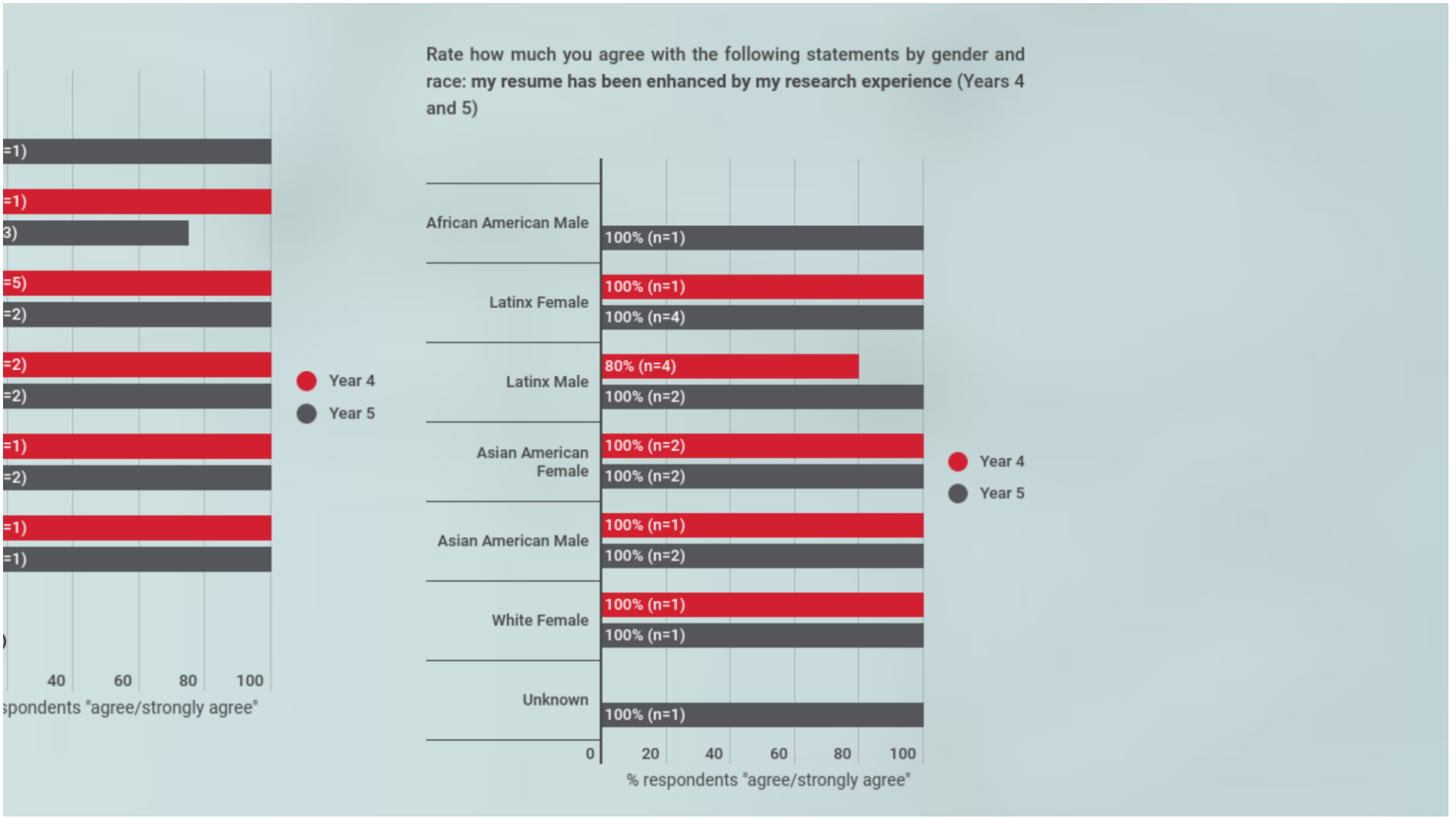
Rate how much you agree with the following statements by gender and race: **my resume has been enhanced by my research experience** (Years 4 and 5)



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



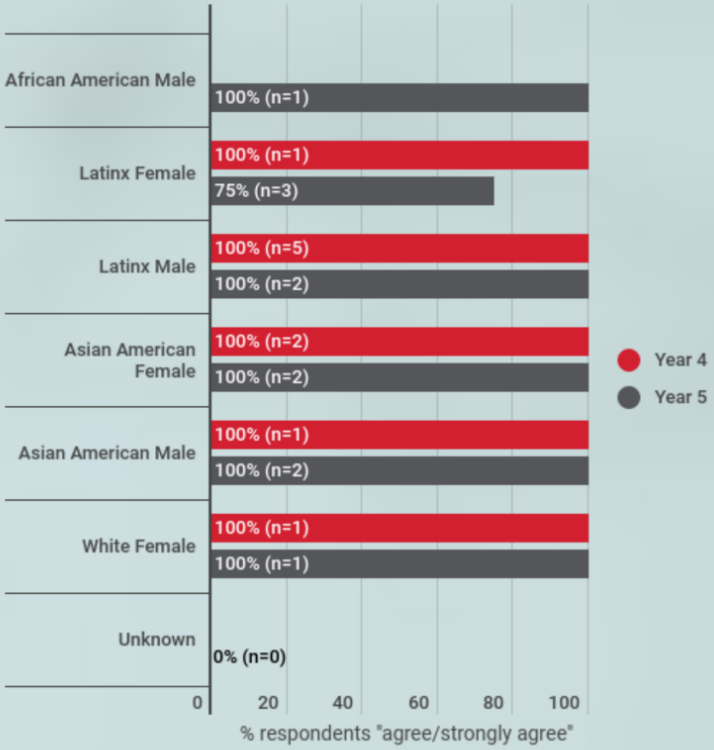



Rate how much you agree with the following statements by gender and race: my resume has been enhanced by my research experience (Years 4 and 5)
African American Male
100% (n=1)
Latinx Female
100% (n=1)
100% (n=4)
Latinx Male
80% (n=4)
100% (n=2)
Asian American Female
100% (n=2)
100% (n=2)
Asian American Male
100% (n=1)
100% (n=2)
White Female
100% (n=1)
100% (n=1)
Unknown
100% (n=1)
0
20
40
60
80
100
% respondents "agree/strongly agree"
Year 4
Year 5
40
60
80
100
Year 4
Year 5

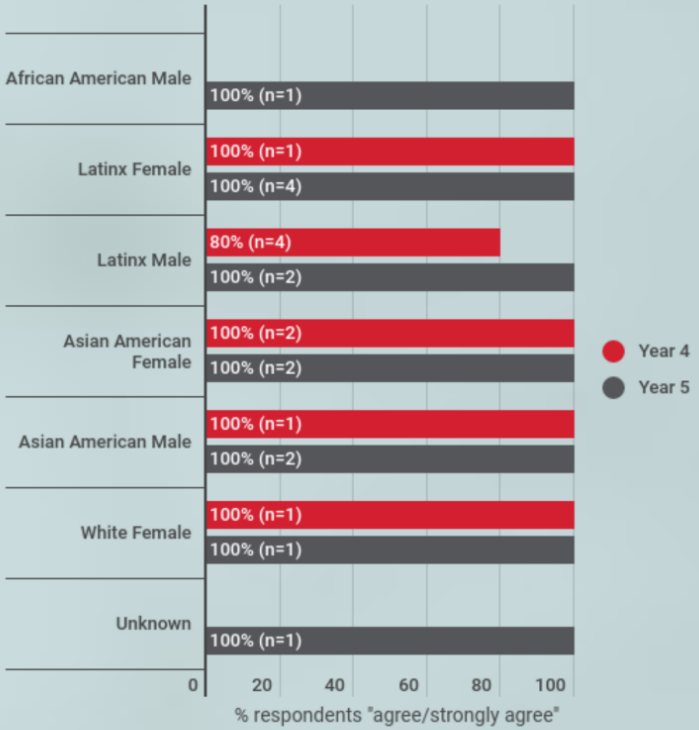
Career-related outcomes from research participation with faculty by race/ethnicity and gender (URSSA) (4a)

Community College and CSUN Research Participants

Rate how much you agree with the following statements by gender and race: **doing research confirmed my interest in my field of study** (Years 4 and 5)



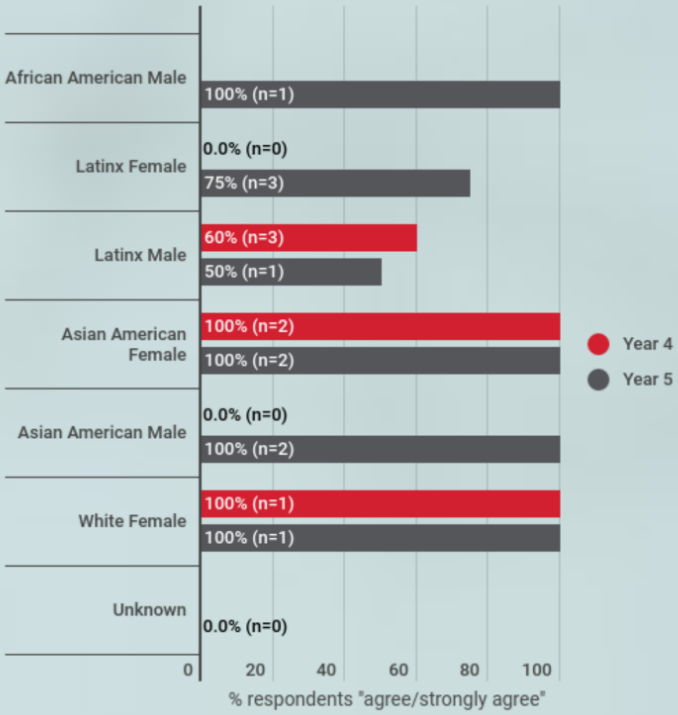
Rate how much you agree with the following statements by gender and race: **my resume has been enhanced by my research experience** (Years 4 and 5)



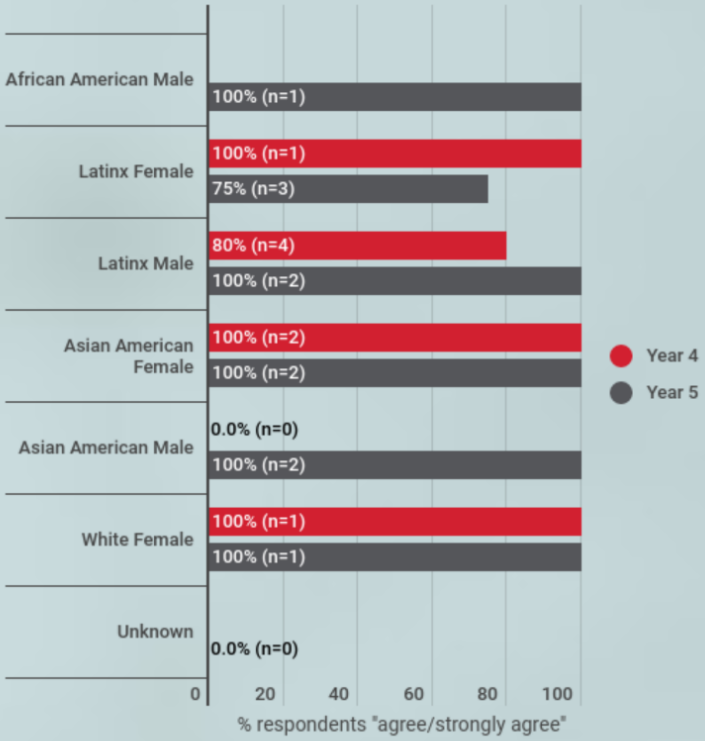
Career-related outcomes from research participation with faculty by race/ethnicity and gender (URSSA) (4a)

Community College and CSUN Research Participants

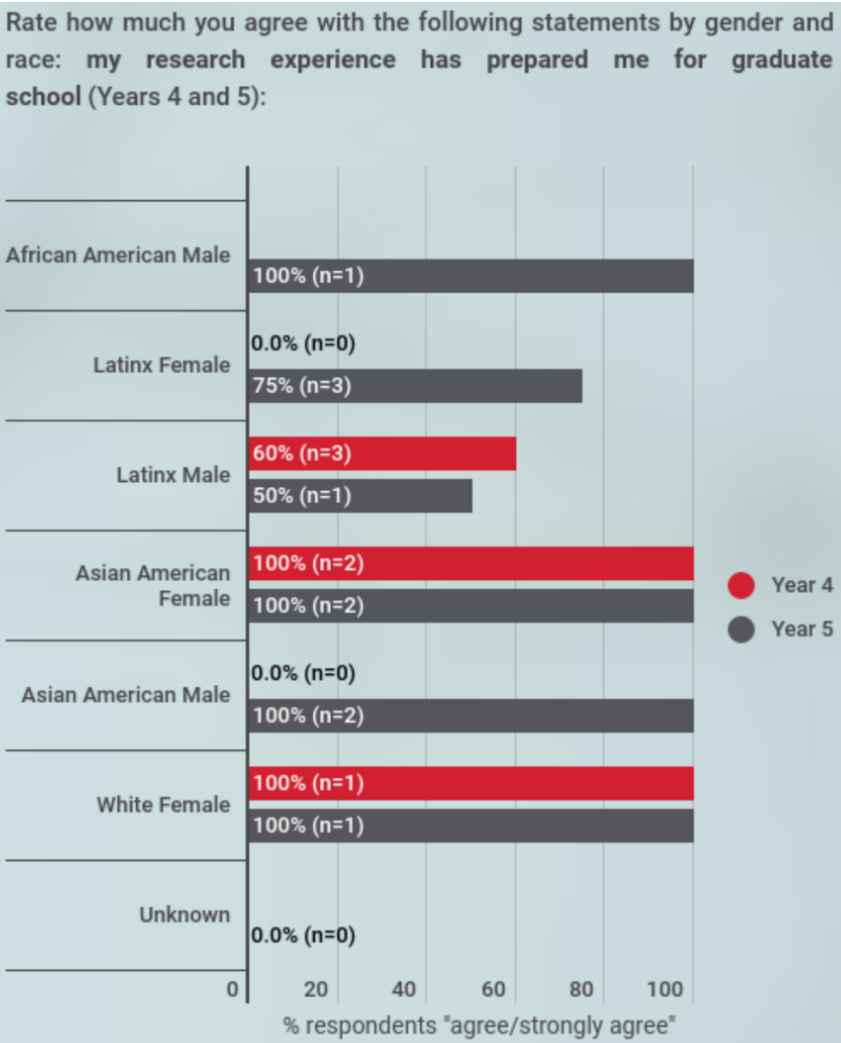
Rate how much you agree with the following statements by gender and race: **my research experience has prepared me for graduate school** (Years 4 and 5):

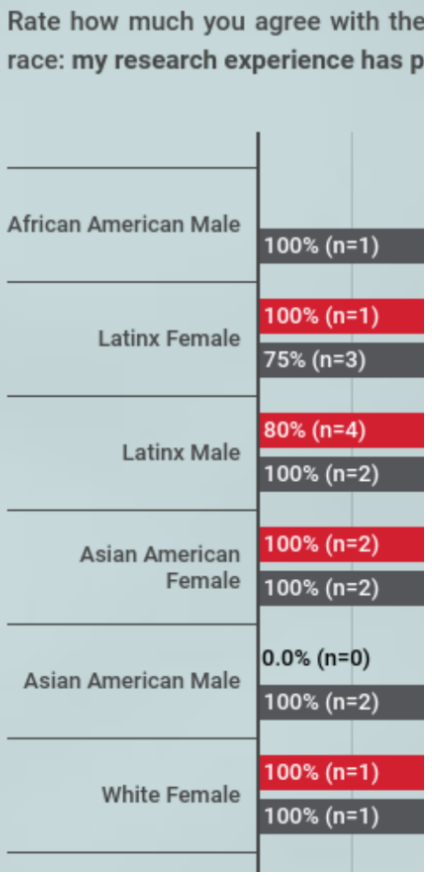


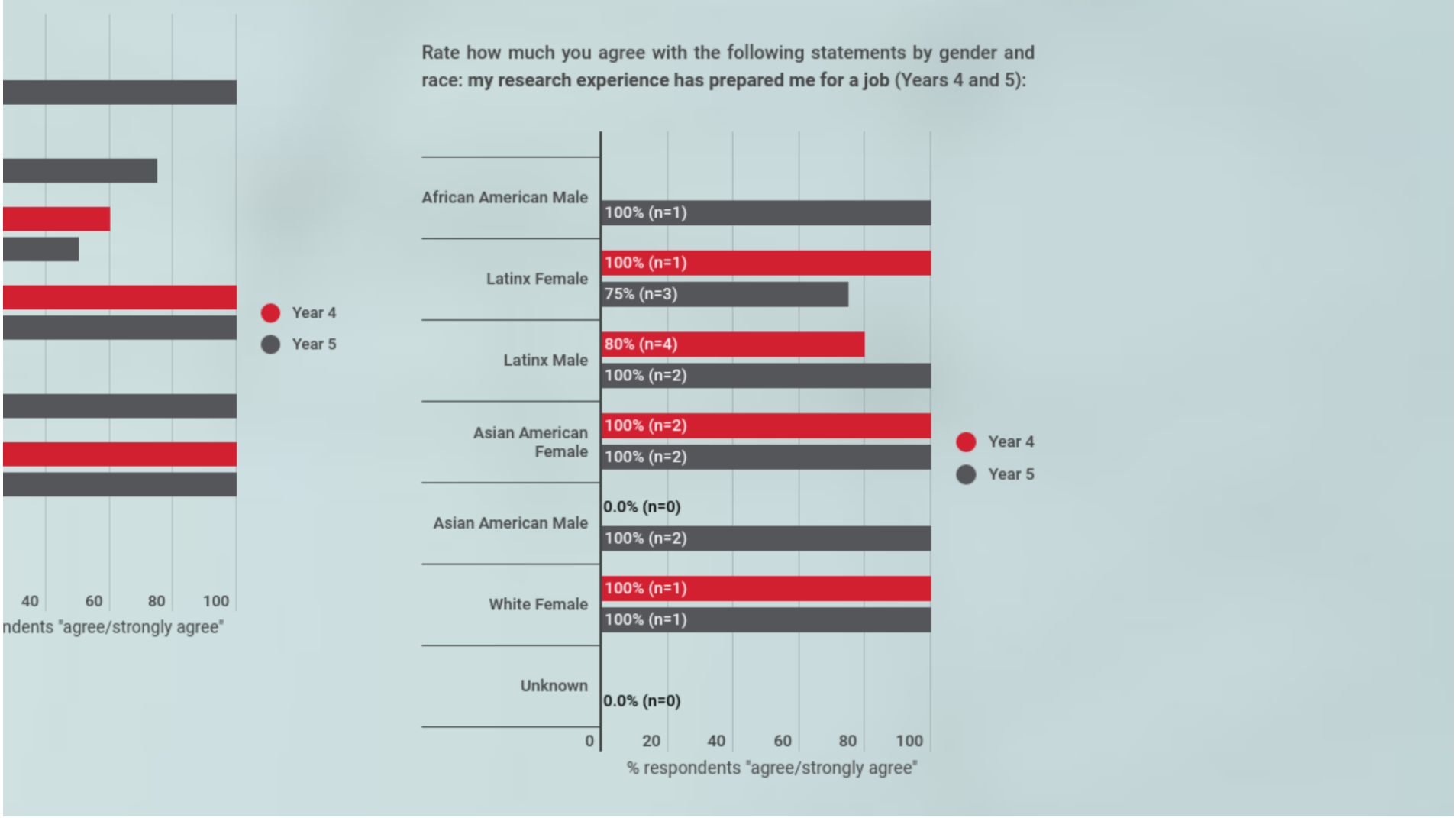
Rate how much you agree with the following statements by gender and race: **my research experience has prepared me for a job** (Years 4 and 5):



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



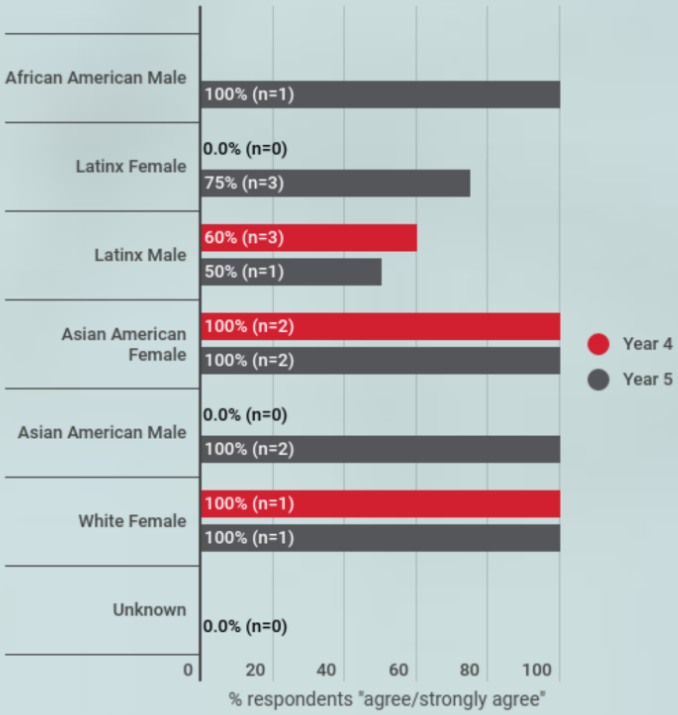



Rate how much you agree with the following statements by gender and race: my research experience has prepared me for a job (Years 4 and 5):
African American Male
100% (n=1)
Latinx Female
100% (n=1)
75% (n=3)
Latinx Male
80% (n=4)
100% (n=2)
Asian American Female
100% (n=2)
100% (n=2)
Asian American Male
0.0% (n=0)
100% (n=2)
White Female
100% (n=1)
100% (n=1)
Unknown
0.0% (n=0)
0
20
40
60
80
100
% respondents "agree/strongly agree"
Year 4
Year 5
40
60
80
100
ndents "agree/strongly agree"

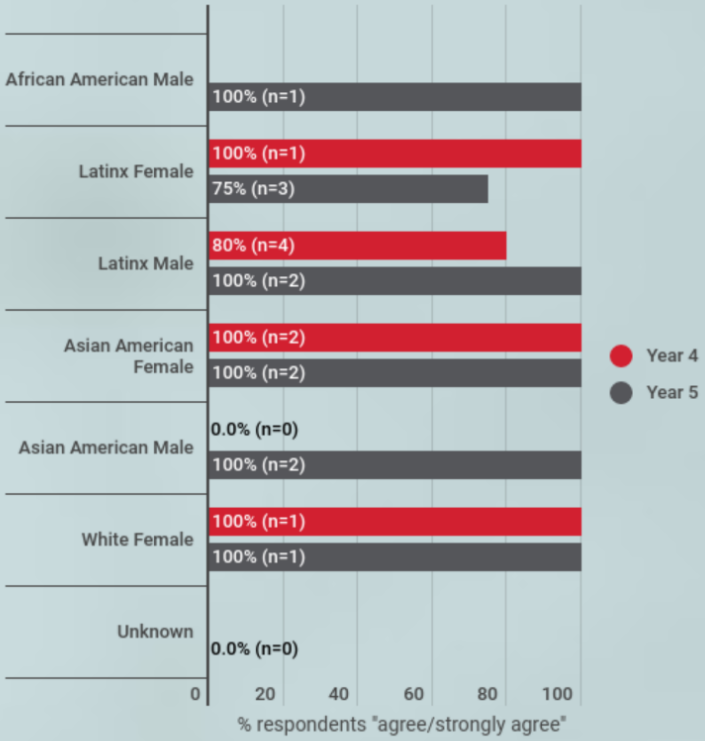
Career-related outcomes from research participation with faculty by race/ethnicity and gender (URSSA) (4a)

Community College and CSUN Research Participants

Rate how much you agree with the following statements by gender and race: **my research experience has prepared me for graduate school** (Years 4 and 5):



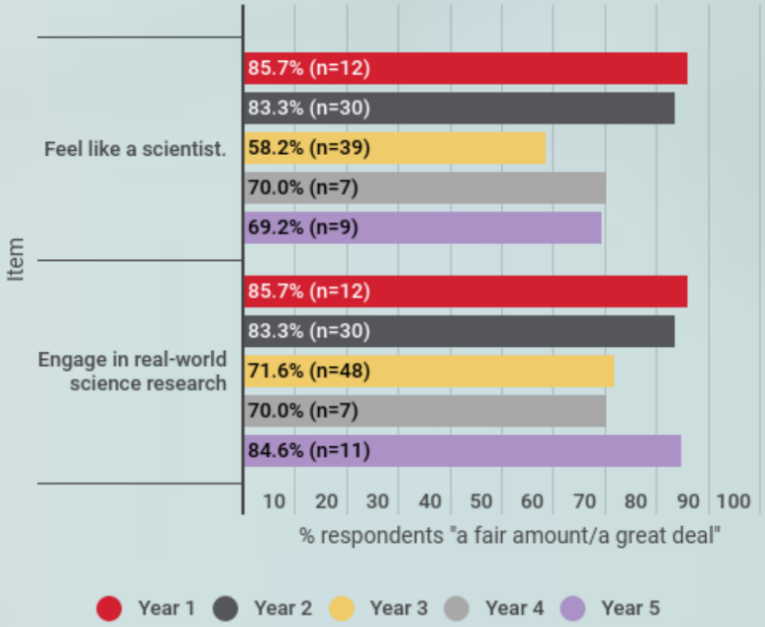
Rate how much you agree with the following statements by gender and race: **my research experience has prepared me for a job** (Years 4 and 5):



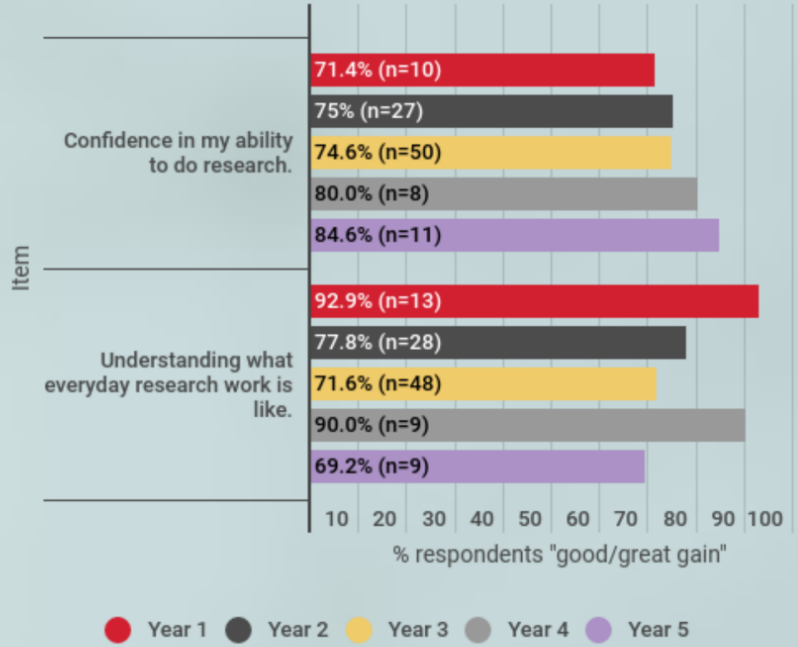
Gains in research experience, confidence, and identity (URSSA) (5a)

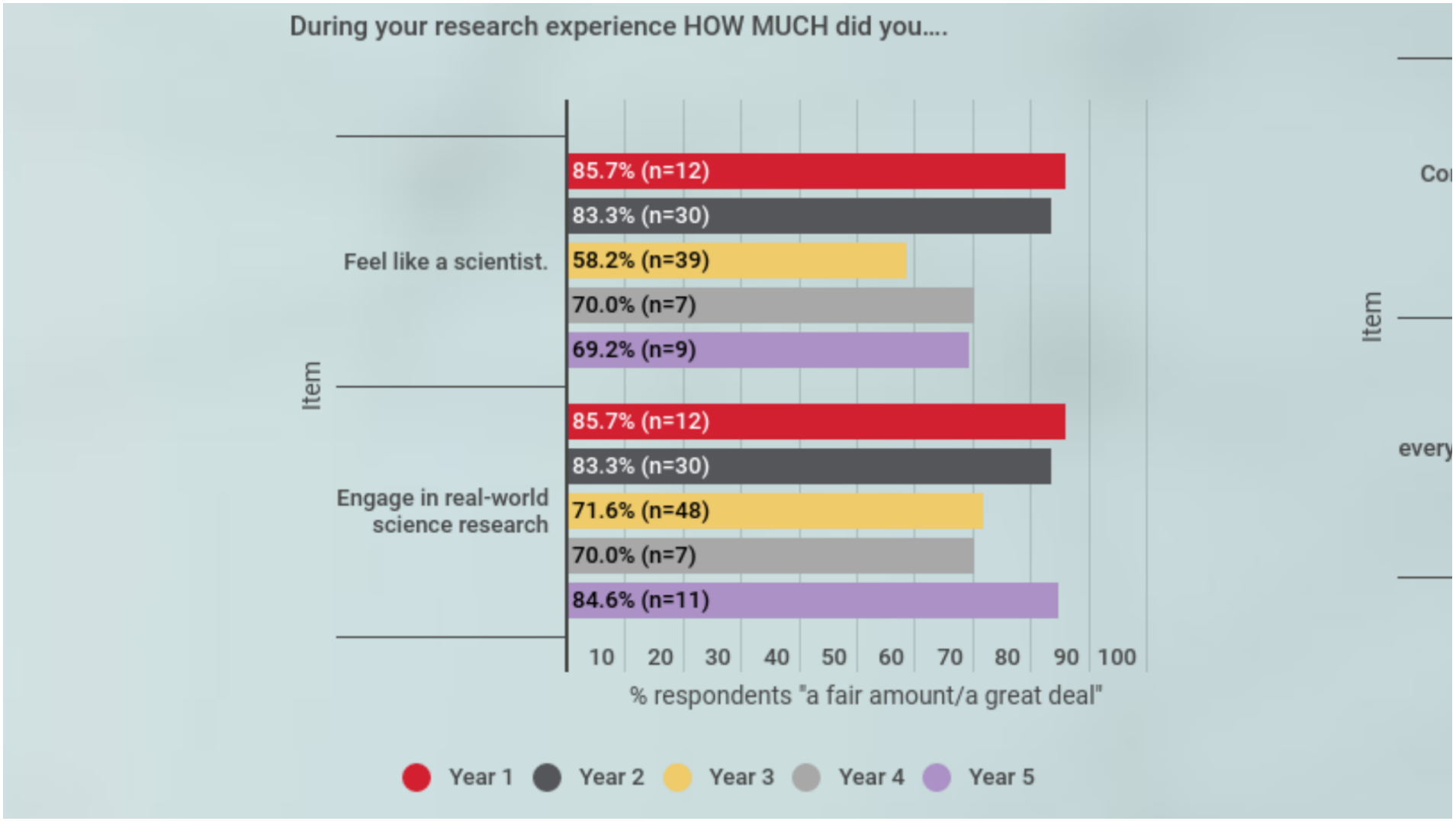
Community College and CSUN Research Participants

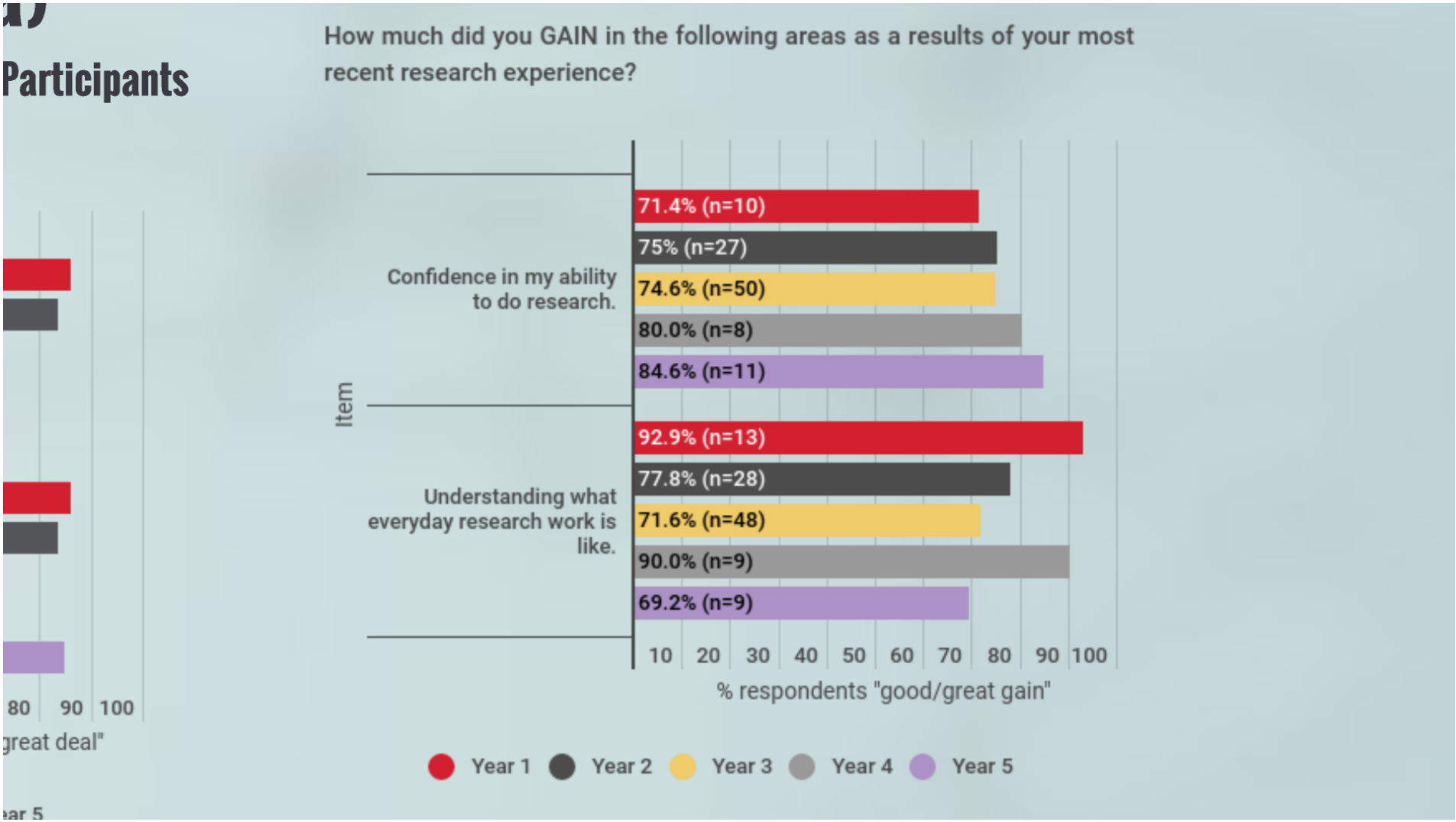
During your research experience HOW MUCH did you....



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



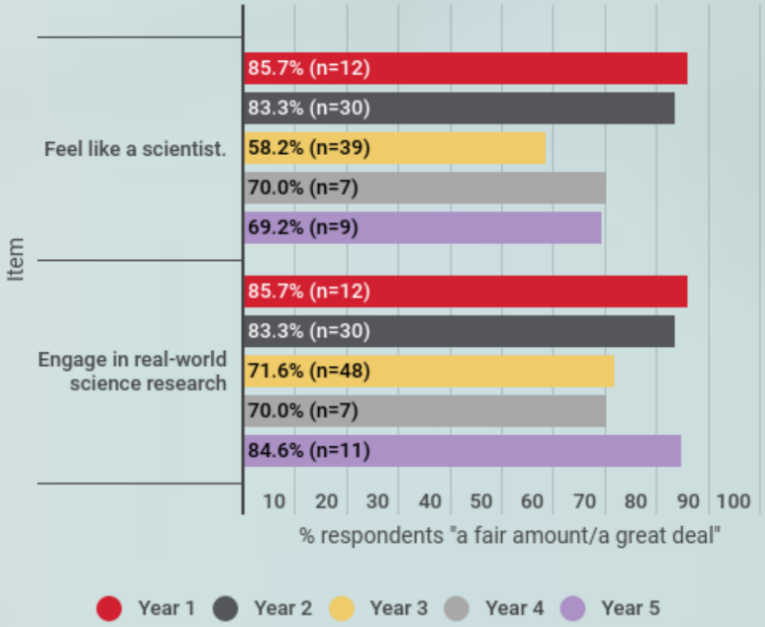

During your research experience HOW MUCH did you....
Item
Feel like a scientist.
85.7% (n=12)
83.3% (n=30)
58.2% (n=39)
70.0% (n=7)
69.2% (n=9)
Engage in real-world science research
85.7% (n=12)
83.3% (n=30)
71.6% (n=48)
70.0% (n=7)
84.6% (n=11)
10 20 30 40 50 60 70 80 90 100
% respondents "a fair amount/a great deal"
Year 1 Year 2 Year 3 Year 4 Year 5


Participants
How much did you GAIN in the following areas as a results of your most recent research experience?
Confidence in my ability to do research.
Understanding what everyday research work is like.
71.4% (n=10)
75% (n=27)
74.6% (n=50)
80.0% (n=8)
84.6% (n=11)
92.9% (n=13)
77.8% (n=28)
71.6% (n=48)
90.0% (n=9)
69.2% (n=9)
Item
10 20 30 40 50 60 70 80 90 100
% respondents "good/great gain"
Year 1 Year 2 Year 3 Year 4 Year 5
80 90 100
great deal"

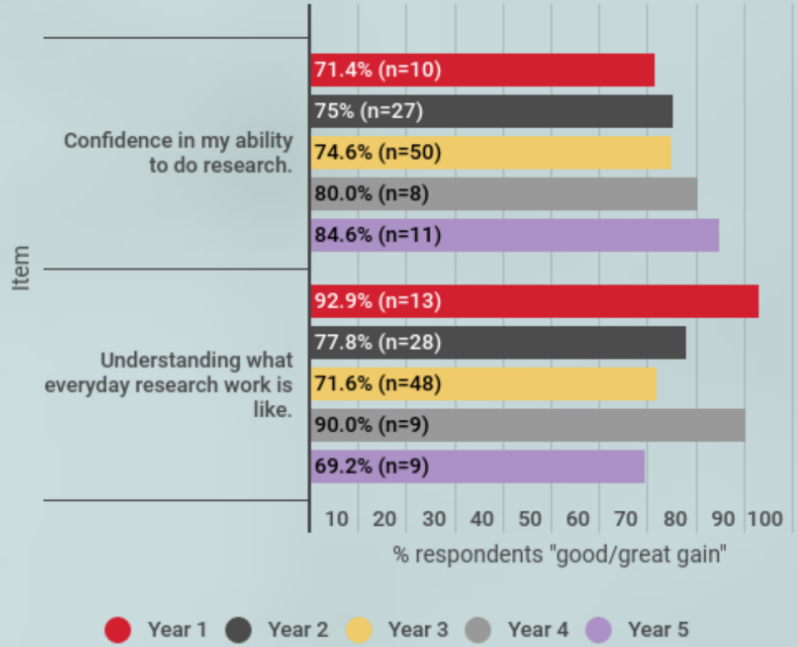
Gains in research experience, confidence, and identity (URSSA) (5a)

Community College and CSUN Research Participants

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



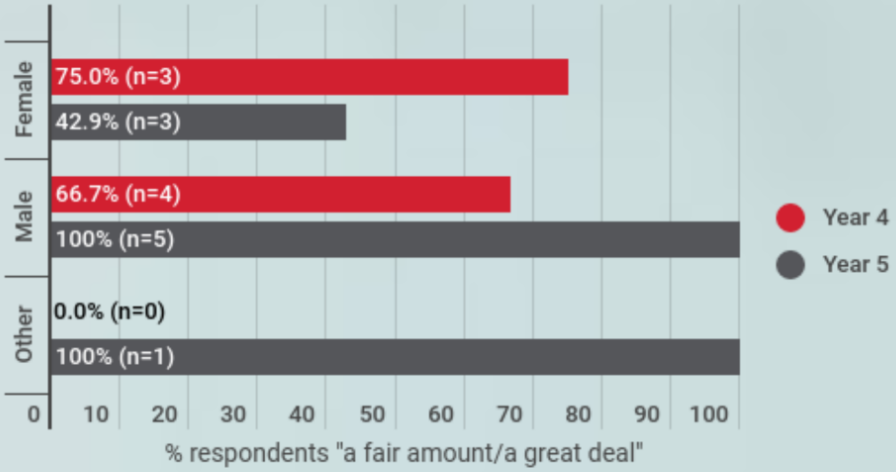
How much did you GAIN in the following areas as a results of your most recent research experience?



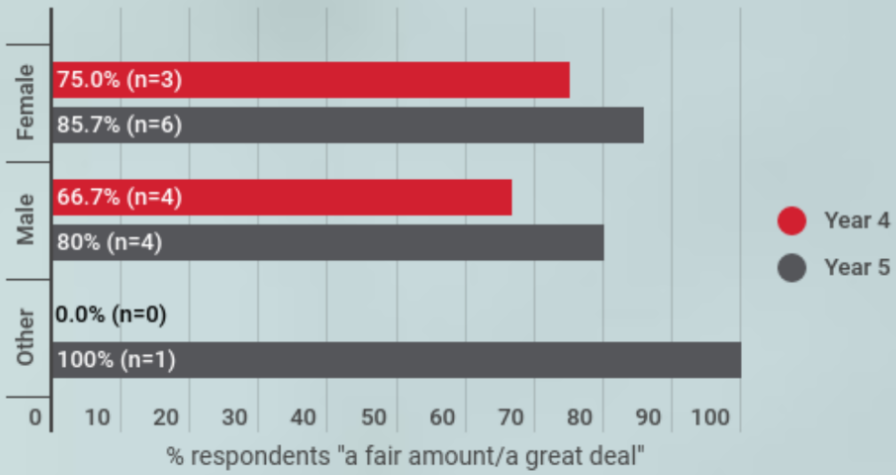
Gains in research experience, confidence, and identity by race/ethnicity and gender (URSSA) (5a)

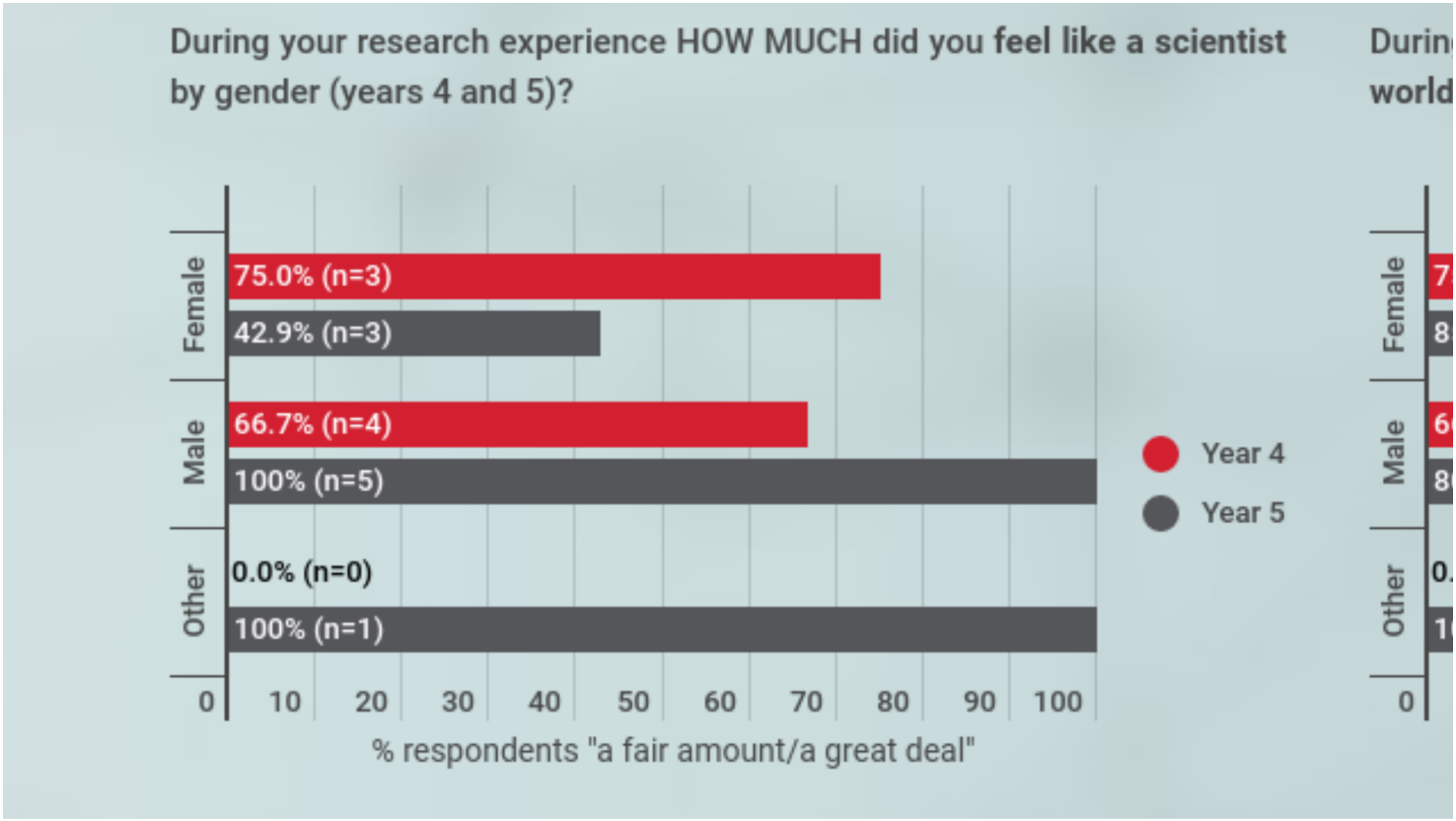
Community College and CSUN Research Participants

During your research experience HOW MUCH did you **feel like a scientist** by gender (years 4 and 5)?



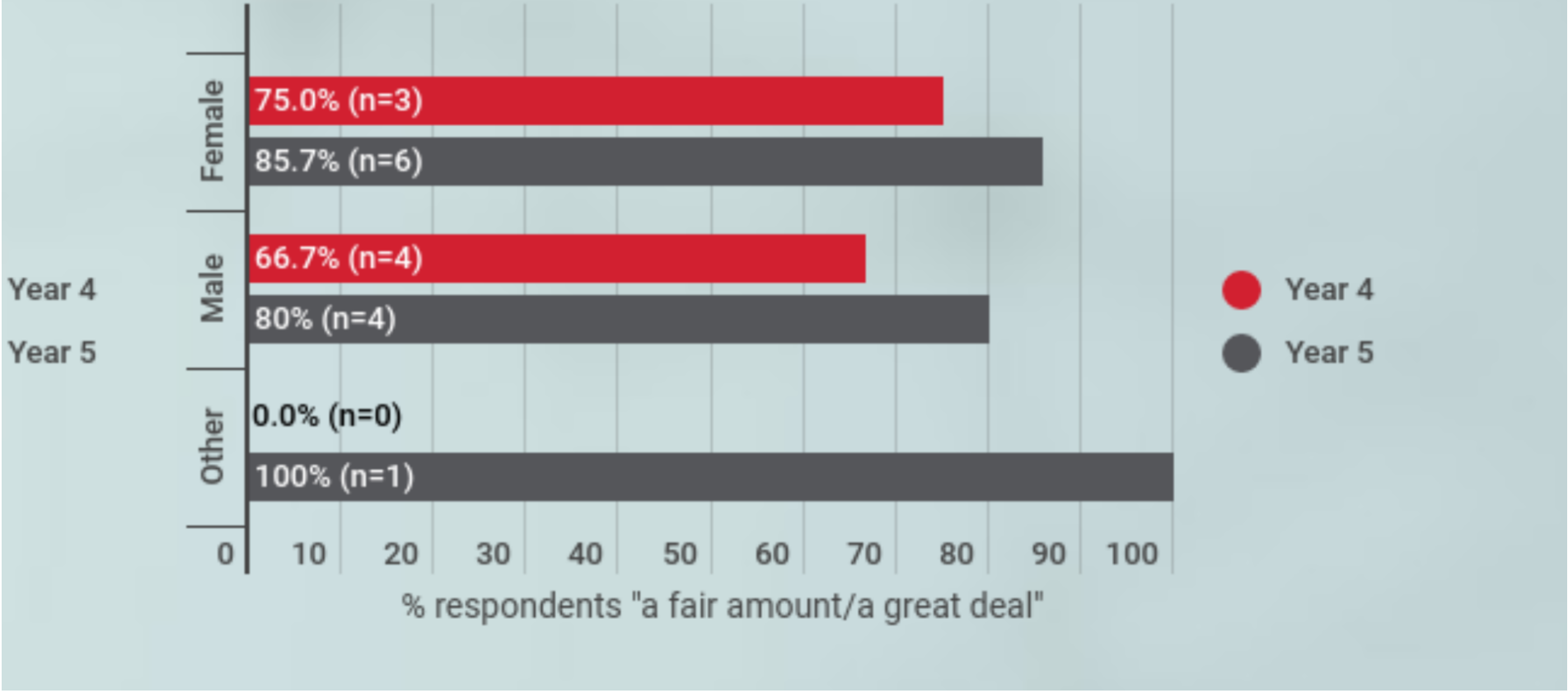
During your research experience HOW MUCH did you **engage in real-world science research** by gender (years 4 and 5)?




During your research experience HOW MUCH did you feel like a scientist by gender (years 4 and 5)?
Female
75.0% (n=3)
42.9% (n=3)
Male
66.7% (n=4)
100% (n=5)
Other
0.0% (n=0)
100% (n=1)
Year 4
Year 5
0
10
20
30
40
50
60
70
80
90
100
% respondents "a fair amount/a great deal"

entist

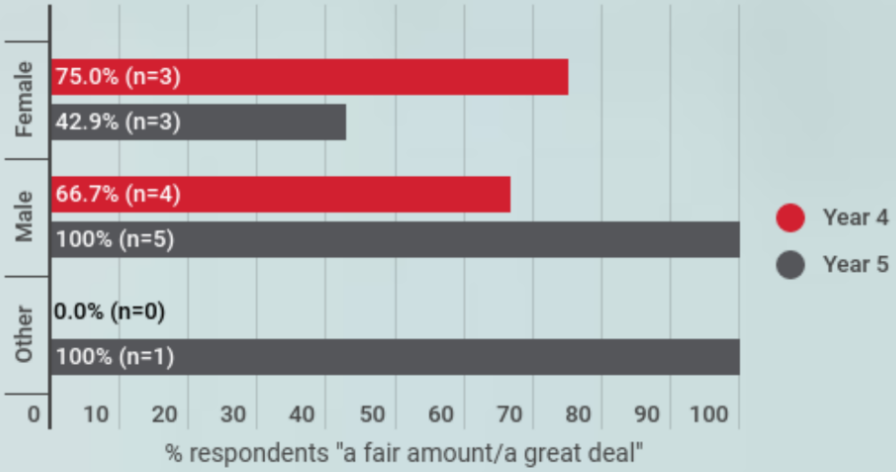
During your research experience HOW MUCH did you engage in real-world science research by gender (years 4 and 5)?



Gains in research experience, confidence, and identity by race/ethnicity and gender (URSSA) (5a)

Community College and CSUN Research Participants

During your research experience HOW MUCH did you **feel like a scientist** by gender (years 4 and 5)?



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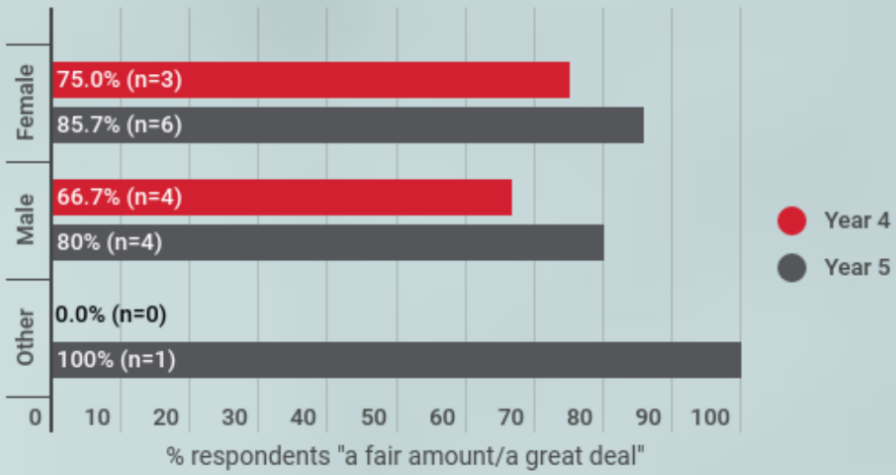
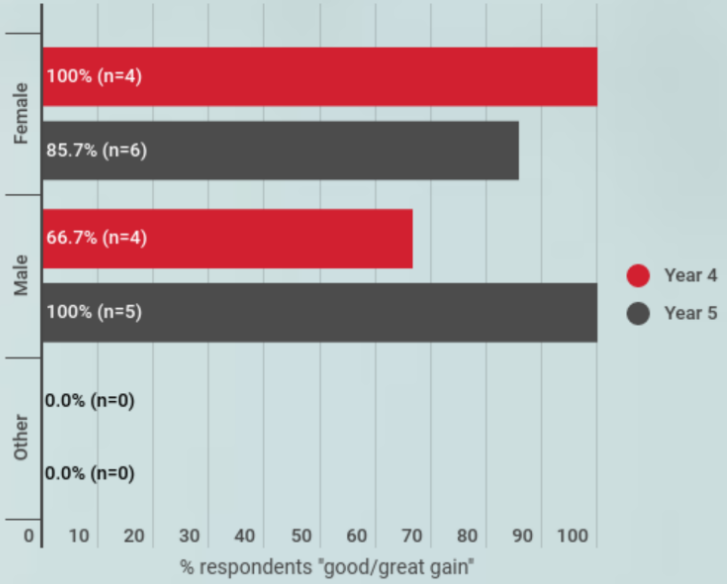


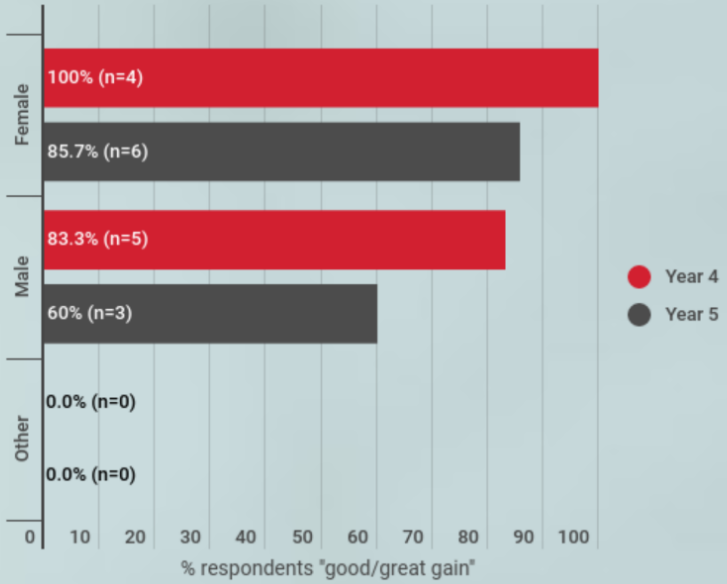
Gains in research experience, confidence, and identity by race/ethnicity and gender (URSSA) (5a)

Community College and CSUN Research Participants

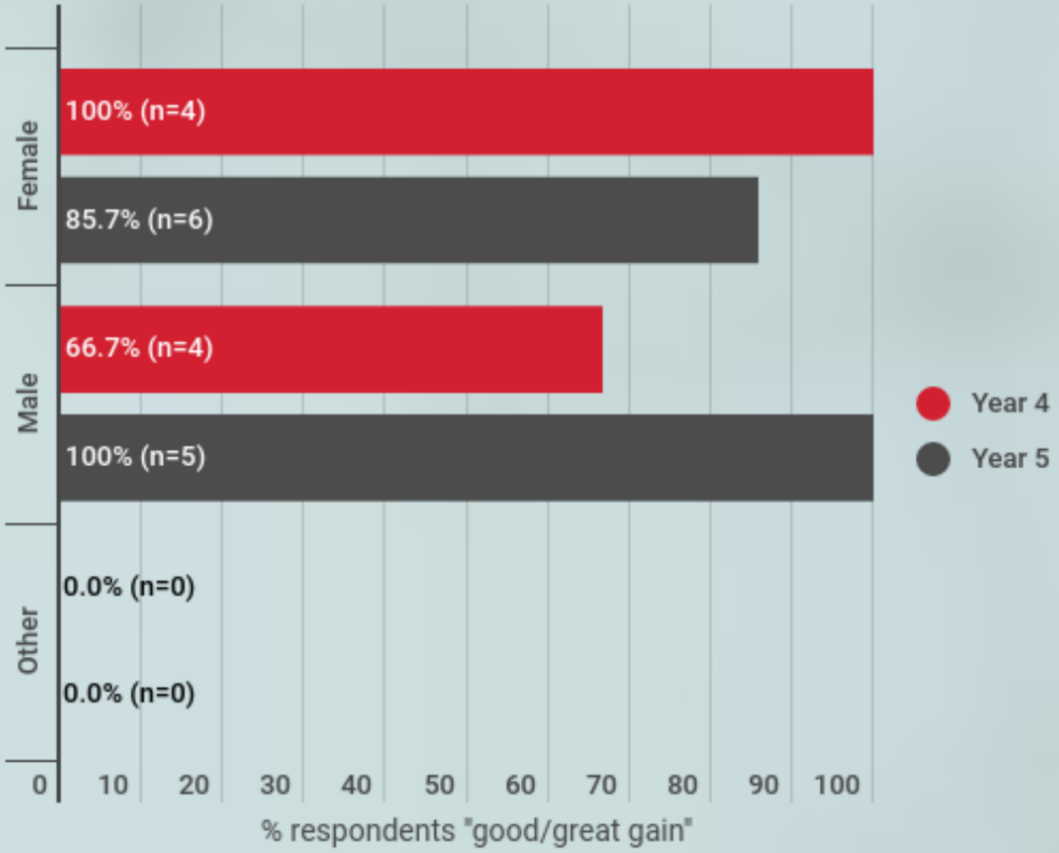
How much did you GAIN in **confidence in your ability** to do research as a result of your most recent research experience by gender (years 4 and 5)?



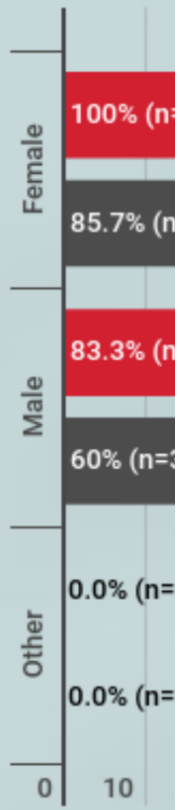
How much did you GAIN in ***understanding what everyday research work is like*** as a result of your most recent research experience by gender (years 4 and 5)?



How much did you GAIN in **confidence in your ability** to do research as a result of your most recent research experience by gender (years 4 and 5)?

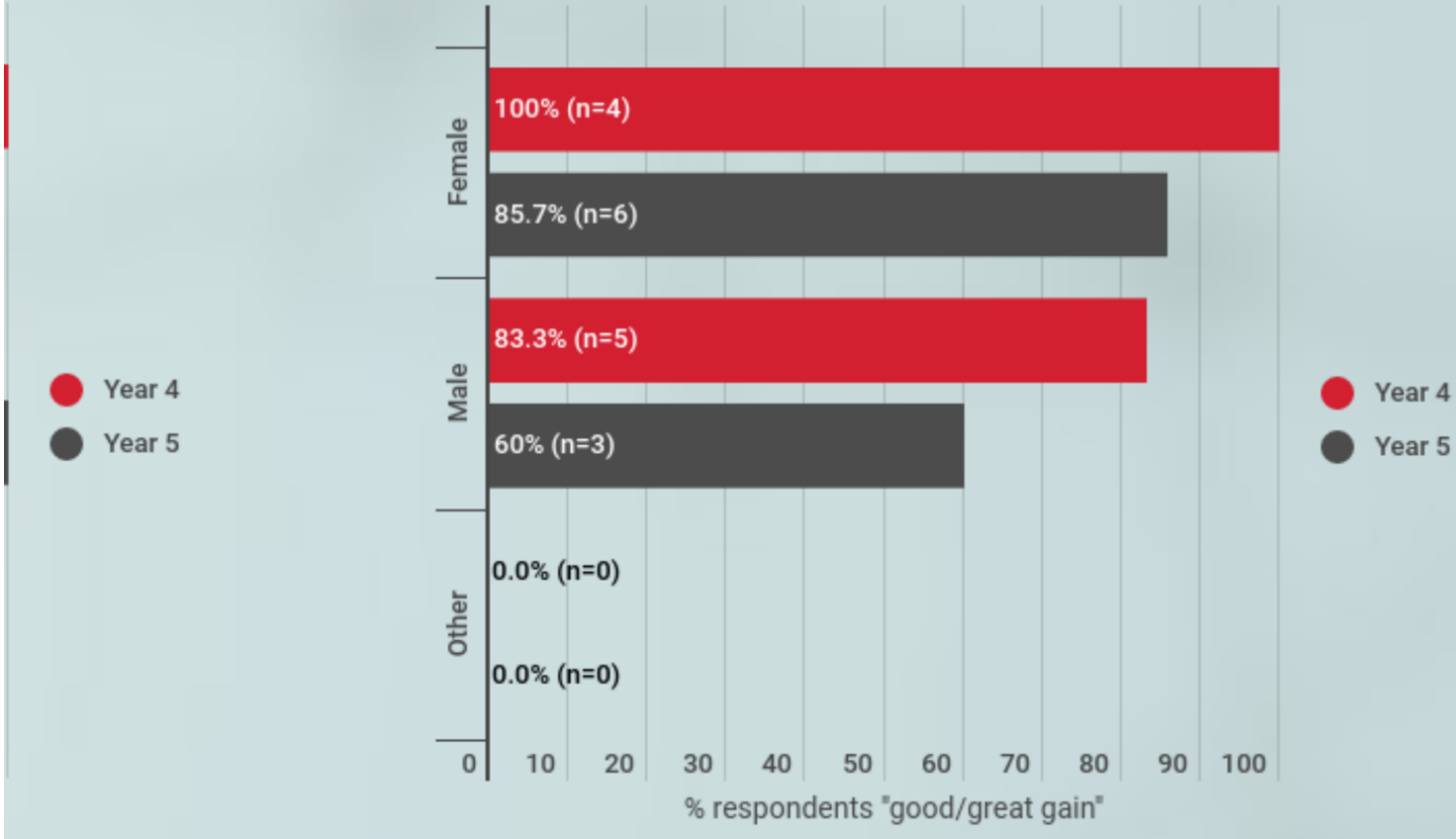


How much
like as a res
4 and 5)?



esearch as a
(years 4 and

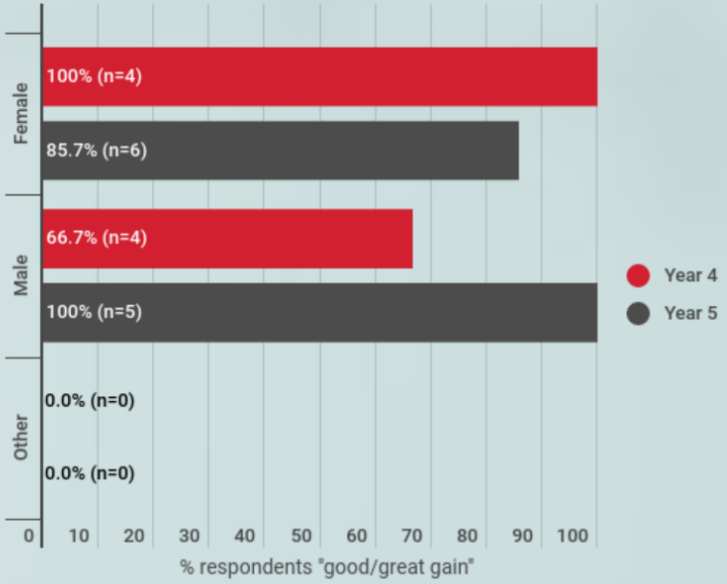
How much did you GAIN in ***understanding what everyday research work is like*** as a result of your most recent research experience by gender (years 4 and 5)?



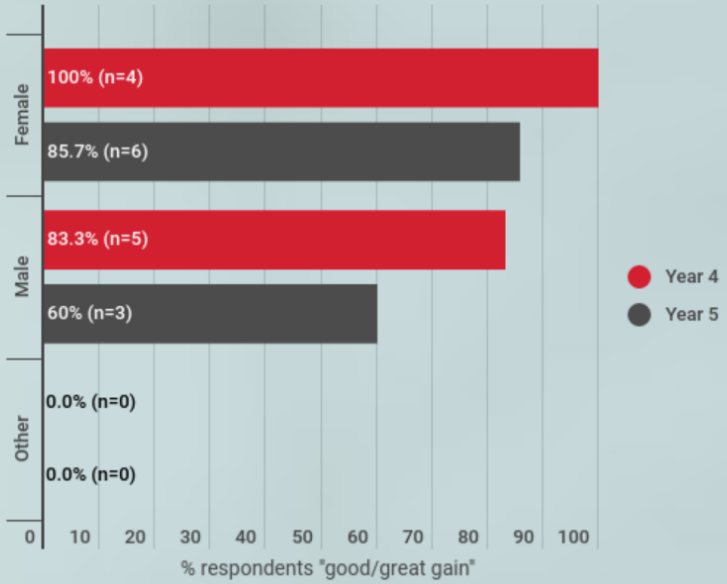
Gains in research experience, confidence, and identity by race/ethnicity and gender (URSSA) (5a)

Community College and CSUN Research Participants

How much did you GAIN in **confidence in your ability** to do research as a result of your most recent research experience by gender (years 4 and 5)?



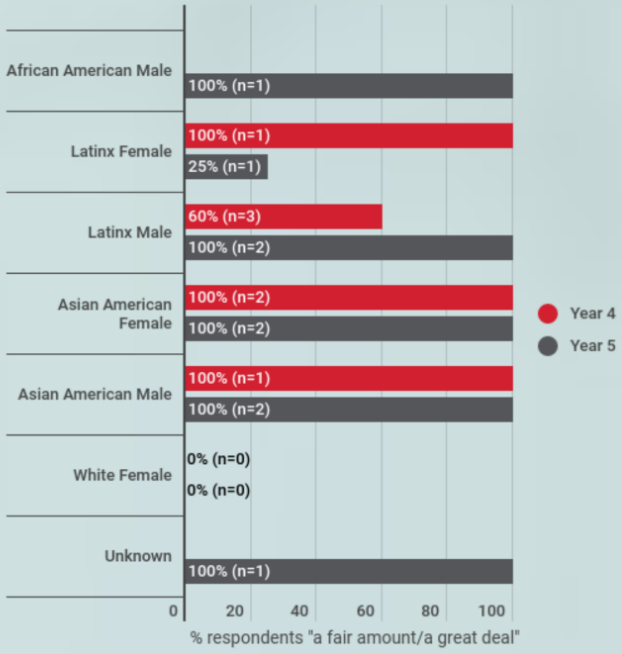
How much did you GAIN in ***understanding what everyday research work is like*** as a result of your most recent research experience by gender (years 4 and 5)?



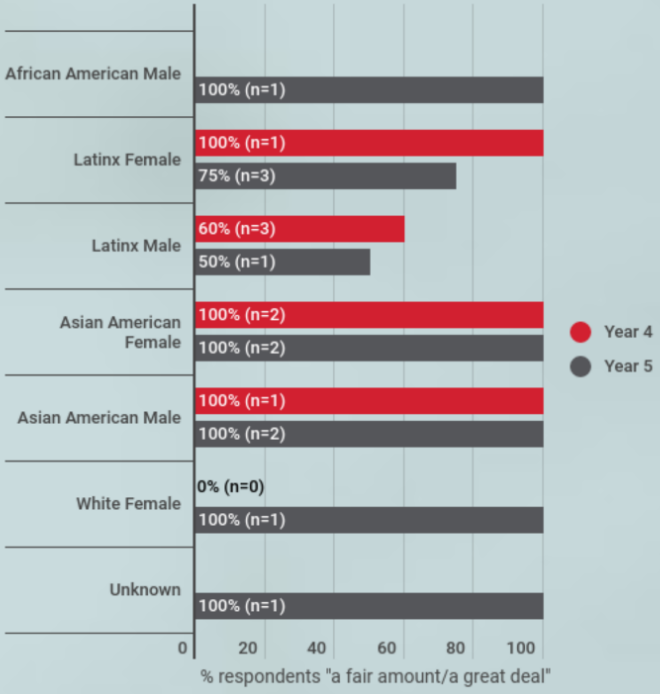
Gains in research experience, confidence, and identity by race/ethnicity and gender (URSSA) (5a)

Community College and CSUN Research Participants

During your research experience HOW MUCH did you **feel like a scientist** by gender and race (years 4 and 5)?



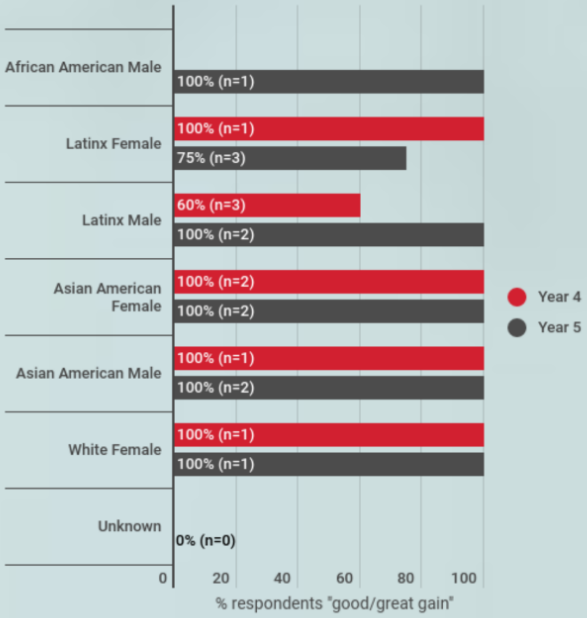
During your research experience HOW MUCH did you **engage in real-world science research** by gender and race (years 4 and 5)?



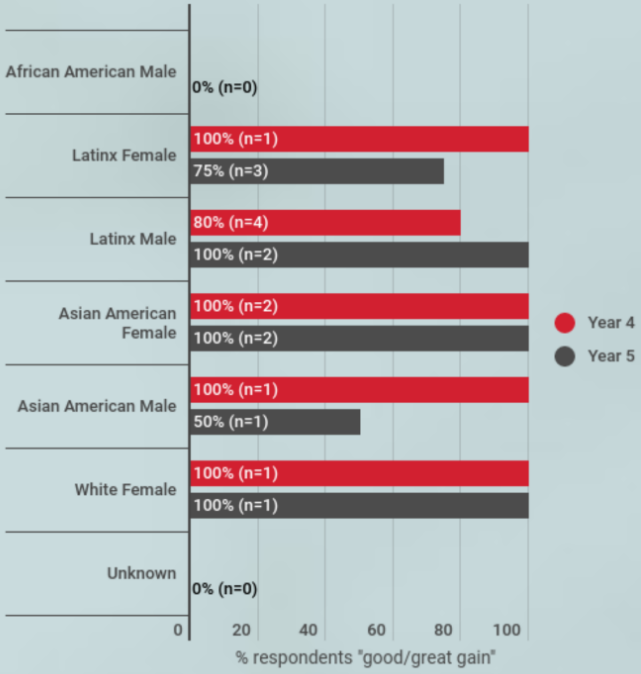
Gains in research experience, confidence, and identity by race/ethnicity and gender (URSSA) (5a)

Community College and CSUN Research Participants

How much did you GAIN in **confidence in your ability** to do research as a results of your most recent research experience by gender and race (years 4 and 5)?



How much did you GAIN in ***understanding what everyday research work is like*** as a results of your most recent research experience by gender and race (years 4 and 5)?



Transfer and degree completion (6a): overall Latinx/low-income 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*

Transfer and degree completion (6a): overall Latinx/low-income transfer student and female transfer student retention in STEM @ CSUN

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

Fall 2015 all transfer and female transfer students enrolled first-time in STEM and retained (enrolled) in STEM in Spring 2016 (baseline data) + Fall 2020 all and female transfer students enrolled first-time in STEM and retained (enrolled) in STEM in Spring 2021 (growth data)

Transfer and degree completion (6a): overall Latinx/low-income transfer student and female transfer student retention in STEM @ CSUN

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

Fall 2015 all transfer and female transfer students enrolled first-time in STEM and retained (enrolled) in STEM in Spring 2016 (baseline data) + Fall 2020 all and female transfer students enrolled first-time in STEM and retained (enrolled) in STEM in Spring 2021 (growth data)

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

Transfer and degree completion (6a): overall Latinx/low-income transfer student and female transfer student retention in STEM @ CSUN

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

Fall 2015 all transfer and female transfer students enrolled first-time in STEM and retained (enrolled) in STEM in Spring 2016 (baseline data) + Fall 2020 all and female transfer students enrolled first-time in STEM and retained (enrolled) in STEM in Spring 2021 (growth data)

Growth for all transfer students: 97%
(Spring 2021: 452/Fall 2020: 464)

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

Transfer and degree completion (6a): overall Latinx/low-income transfer student and female transfer student retention in STEM @ CSUN

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

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(Spring 2016: 57/Fall 2015: 79)

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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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*% Hispanic and low-income STEM field transfer students and **female** transfer students on track to complete a degree*

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Fall 2013 all transfer students and female transfer students enrolled first time in STEM with continuous enrollment (academic term) AND 24 units per year (tracked over 3 years) (baseline data) + Fall 2018 all transfer students and female 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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Growth for female transfer students: 69% (Spring 2021: 43/Fall 2018: 62)

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

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Baseline: 22/131 (17%) in Fall 2020-Spring 2021-Summer 2021 and a total headcount of 59 graduates from Years 1-5!

While not a performance measure, if only T-1 to T-4 project participants in Year 5 of the project are selected, the graduation rate is 48% (19/40). Finally, the graduation rate of F-1 to F-2 is 19% (3/16).

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

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Fall 2020-Spring 2021-Summer 2021 completion of Hispanic and low-income female students in CECS who completed a degree (percentage) (baseline data)

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Fall 2020-Spring 2021-Summer 2021 completion of Hispanic and low-income female students in CECS who completed a degree (percentage) (baseline data)

Baseline: 8/44 (18%) in Fall 2020-Spring 2021-Summer 2021

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SUMMARY
DESIGN & METHODS
RESULTS
GOALS & OBJECTIVES
THANK YOU & QUESTIONS
Year 5 APR AIMS2
Bridging the Gap
Attract Inspire Mentor Support Students
AIMS2
HSI STEM Grant Program
DEPARTMENT OF EDUCATION
UNITED STATES OF AMERICA
CSUN
COLLEGE OF ENGINEERING AND COMPUTER SCIENCE

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- For project performance measure data, ***rates for female CSUN project participants tended to be mixed vs. all participants and demonstrated general increases or gains in most measures vs. baseline***