

Project Performance Measure	Institution	Measure Type	Project Baseline Data			Actual Performance Data*												% Change (1, 1-)									
			Year	#	Ratio %	Year 1 2016-17			Year 2 2017-18			Year 3 2018-19			Year 4 2019-20			Year 5 2020-21			Year 6 2021-22			Yr 6/Yr 5	Yr 6/Baseline		
						Year	#	Ratio %	Year	#	Ratio %	Year	#	Ratio %	Year	#	Ratio %	Year	#	Ratio %	Year	#	Ratio %			Year	#
1** 1a The percent of Hispanic and low-income students who participated in grant-supported services or programs who successfully completed gateway courses.**	CSUN	Program	2016-17	115/ 89	129	2016-17	115/ 89	129	2017-18	179/ 80	223	2018-19	186/ 86	216	2019-20	259/ 87	297	2020-21	295/ 88	337	2021-22	104/ 92	113	↑	↑		
	COC	Program	2017	35/45	78	2017	35/45	78	2018	47/60	78	2019	31/41	76	2020	34/41	83	2021	35/43	81	2022	27/43	63	↓	↓		
	GCC	Program	2017	2/2	100	2017	2/2	100	2018	6/8	75	2019	2/4	50	2020	3/3	100	2021	3/4	75	2022	30/33	91	↓	↓		
	MC	Program	2017	39/55	71	2017	39/55	71	2018	19/23	83	2019	5/7	71	2020	55/62	89	2021	23/30	77	2022	16/16	100	↑	↑		
2** 1a1 The percent of Hispanic and low-income female students who participated in grant-supported services or programs who successfully completed gateway courses.**	CSUN	Program	2016-17	117/ 86	136	--	--	--	--	--	2019-20	111/ 127	87	2020-21	105/ 125	84	2021-22	33/35	94	↑	↑	↑	↑				
	3** 1b The percent of Hispanic and low-income students who participated in grant-supported services or programs in good academic standing**	CSUN	Program	2017	31/34	91	2017	31/34	91	2018	71/79	90	2019	111/ 116	96	2020	130/ 134	97	2021	130/ 131	99	2022	45/45	100	↑	↑	
		COC	Program	2017	64/65	98	2017	64/65	98	2018	88/90	98	2019	85/85	100	2020	84/86	98	2021	60/63	95	2022	62/66	94	↓	↓	
		GCC	Program	2017	10/10	100	2017	10/10	100	2018	9/10	90	2019	13/15	87	2020	25/28	89	2021	8/11	73	2022	42/45	93	↑	↓	
4** 1b1 The percent of Hispanic and low-income female students who participated in grant-supported services or programs in good academic standing**	CSUN	Program	2017	2/3	67	--	--	--	--	--	2020	50/50	100	2021	45/45	100	2022	14/14	100	--	--	↑	↑				
	5 2a The number of Hispanic and low-income students participating in grant-funded student support programs or services	CSUN	Program	2017	17	2017	32	2018	79	2019	121	2020	144*	2021	141*	2022	76	↓	↑	↑	↑						
		COC	Program	2017	23	2017	65	2018	90	2019	85	2020	86	2021	63	2022	66	↑	↑	↑	↑						
		GCC	Program	2017	10	2017	10	2018	10	2019	15	2020	28	2021	11	2022	45	↑	↑	↑	↑						
6 2a1 The number of Hispanic and low-income female students participating in grant-funded student support programs or services**	MC	Program	2017	25	2017	25	2018	16	2019	7	2020	22	2021	18	2022	7	↓	↓	↓	↓							
	PC*****	Program	2017	230	2017	123	2018	171	2019	160	2020	164	2021	144	2022	149	↑	↓	↓	↓							
	7** 3a The percentage change, over the five-year grant period, of the number of Hispanic and low-income, full-time STEM field degree-seeking undergraduate students enrolled	CSUN****	Program	2015-16	3663	2016-17	3691	1%	2017-18	3405	-7%	2018-19	4032	10%	2019-20	4160	14%	2020-21	4272	17%	2021-22	4938	35%	↑	↑		
		COC****	Program	2015-16	248	2016-17	279	13%	2017-18	314	27%	2018-19	293	18%	2019-20	365	47%	2020-21	447	80%	2021-22	433	75%	↓	↑		
GCC		Program	2015-16	336	2016-17	373	11%	2017-18	419	25%	2018-19	419	25%	2019-20	383	14%	2020-21	273	-19%	2021-22	342	2%	↑	↑			
MC		Program	2015-16	351	2016-17	379	8%	2017-18	340	-3%	2018-19	321	-9%	2019-20	167	-52%	2020-21	222	-37%	2021-22	180	-49%	↓	↓			
8** 3a1 The percentage change, over the five-year grant period, of the number of Hispanic and low-income, full-time STEM field degree-seeking female undergraduate students enrolled.	PC*****	Program	2015-16	564	2016-17	520	-8%	2017-18	660	17%	2018-19	1068	89%	2019-20	565	0%	2020-21	838	49%	2021-22	703	25%	↓	↑			
	CSUN	Program	2015-16	1223	--	--	--	--	--	2019-20	1332	9%	2020-21	1301	6%	2021-22	1397	14%	↑	↑	↑						
	9 3b The percentage of Hispanic and low-income, first-time STEM field degree-seeking undergraduate students who were in their first year of postsecondary enrollment in the previous year and are enrolled in the current year who remain in a STEM field degree/credential program	CSUN	Program	2014-15/ 2015-16	553/ 689	80	2015-16/ 2016-17	494/ 551	90	2016-17/ 2017-18	771/ 831	93	2017-18/ 2018-19	740/ 800	93	2018-19/ 2019-20	754/ 816	92	2019-20/ 2020-21	607/ 642	95	2020-21/ 2021-22	298/ 525	57	↓	↓	
		COC****	Program	2014-15/ 2015-16	150/ 211	72	2015-16/ 2016-17	183/ 248	74	2016-17/ 2017-18	212/ 279	76	2017-18/ 2018-19	236/ 314	75	2018-19/ 2019-20	293/ 293	100	2019-20/ 2020-21	328/ 365	90	2020-21/ 2021-22	273/ 447	61	↓	↓	
GCC		Program	2014-15/ 2015-16	194/ 300	65	2015-16/ 2016-17	197/ 359	55	2016-17/ 2017-18	220/ 385	57	2017-18/ 2018-19	250/ 424	59	2018-19/ 2019-20	215/ 330	65	2019-20/ 2020-21	179/ 262	68	2020-21/ 2021-22	96/ 176	55	↓	↓		
MC		Program	2014-15/ 2015-16	75/ 100	75	2015-16/ 2016-17	65/ 86	76	2016-17/ 2017-18	64/ 91	70	2017-18/ 2018-19	77/ 95	81	2018-19/ 2019-20	56/ 117	48	2019-20/ 2020-21	93/ 152	61	2020-21/ 2021-22	61/ 75	81	↑	↑		
10 3b1 The percentage of Hispanic and low-income, first-time STEM field degree-seeking female undergraduate students who were in their first year of postsecondary enrollment in the previous year and are enrolled in the current year who remain in a STEM field degree/credential program	PC*****	Program	2014-15/ 2015-16	371/ 489	76	2015-16/ 2016-17	226/ 349	65	2016-17/ 2017-18	198/ 320	62	2017-18/ 2018-19	286/ 401	71	2018-19/ 2019-20	490/ 681	72	2019-20/ 2020-21	210/ 447	47	2020-21/ 2021-22	160/ 230	70	↑	↓		
	CSUN	Program	2014-15/ 2015-16	73/ 150	49	--	--	--	--	--	2019-20	171/ 185	92	2019-20/ 2020-21	127/ 141	90	2020-21/ 2021-22	102/ 177	58	↓	↑						
	11 6a The percentage of Hispanic and low-income students transferring successfully into a four-year institution from a two-year institution and retained in a STEM field major	CSUN	Program	2015-16	331/ 367	90	2016-17	311/ 334	93	2017-18	382/ 404	95	2018-19	379/ 390	97	2019-20	420/ 434	97	2020-21	452/ 464	97	2021-22	190/ 209	91	↓	↑	
		12 6a1 The percentage of Hispanic and low-income female students transferring successfully into a four-year institution from a two-year institution and retained in a STEM field major	CSUN	Program	2015-16	57/79	72	--	--	--	--	--	2019-20	91/98	93	2020-21	93/97	96	2021-22	55/63	87	↓	↑				
13 6b The percent of Hispanic and low-income STEM field major transfer students on track to complete a STEM field-degree within three years from their transfer date.			CSUN	Program	Fall 2013	112/ 320	35	Fall 2014	119/ 330	36	Fall 2015	143/ 367	39	Fall 2016	132/ 334	40	Fall 2017	203/ 404	50	Fall 2018	207/ 390	53	Fall 2019	155/ 311	50	↓	↑
			14 6b1 The percent of Hispanic and low-income STEM field major female transfer students on track to complete a STEM field-degree within three years from their transfer date.	CSUN	Program	Fall 2013	35/78	45	--	--	--	--	--	Fall 2017	34/75	45	Fall 2018	43/62	69	Fall 2019	26/48	54	↓	↑			
	15 6c The percent of Hispanic and low-income students who participated in grant-supported services or programs and completed a degree or credential**			CSUN	Program	--	--	--	--	--	2017-18	2/79	3	2018-19	20/ 121	17	2019-20	15/ 134	11	2020-21	22/131	17	2021-22	36/76	47	↑	↑
		16 6c1 The percent of Hispanic and low-income female students who participated in grant-supported services or programs and completed a degree or credential**		CSUN	Program	--	--	--	--	--	--	--	--	6/50	12	2020-21	8/44	18	2021-22	12/25	52	↑	↑				

Note: The baseline data for 2a is based on the Interim Performance Report (April 2017). The baseline data for the remaining objectives is based on the Year 1 APR.
 Note: For 1b in Year 3, while 121 Hispanic and low-income students were in the project during Project Year 3, 5 student graduated before Spring 2019 per IR data and are excluded from the Spring 2019 figure.
 *Each year includes different cohorts, i.e., Year 1 is FTF 1 and FTT 1, Year 2 is FTF 2 and FTT 2
 **2016-17 (Year 1) data is also the Baseline Data
 ***Actual Performance Data for objective 3a represents the percentage change
 ****COC Baseline and Year 1 data for objectives 3a and 3b have been updated after a department clean-up of program majors data for students
 *****Pierce recalculated the Baseline and Year 1 data to make sure that it trended correctly with Year 2
 *****Pierce notes a large jump between Year 1 and Year 2 data because they are looking at two more courses in Year 2
 *****For 3a, Pierce notes are large jump between Year 1 and Year 2 data because they are now able to select a major at any campus district-wide instead of just Pierce-specific majors
 *****For 3b, Pierce notes that full time students should not have been considered in this data set so they re-ran the data and provided updates here
 *****CSUN data for objective 3a updated with IR data for the full academic year
 *Spring 2020 success rates may change due to COVID and the Excused Withdrawal (EW) grading policy. An EW withdrawal due to extraordinary conditions should not affect a student's academic progress, academic probation, or ability to repeat a course.
 *Includes AIMS FT2STEM participants
 **Includes AIMS2 project participants but not AIMS FT2STEM participants