

CSUN HSI-STEM APR: Year 4

General Patterns of Qualitative Measures: Direct Quotes

CSUN Student-Faculty Research

Student Learning	“I was able to learn the basics and apply it and put it all together.”
Career Readiness	“I figure if I put down working on a [redacted] [it] is pretty impressive.”
Validation	“So I did research there and [redacted] always say, ‘You’re a perfect student for this or this. This [internship] is looking for these kinds of qualities.’ ...hopefully this semester I’ll do more research with [redacted].”
Challenges for Students	“I didn’t have time to do any activities at the school. So the research is ten hours a week and I appreciate the offer and the opportunity. But this time, I can’t do it.”

Student-Faculty Interaction

@ COC	Each student will be scheduled for monthly one-on-one time with faculty in the engineering department to discuss their academic goals, their professional aspirations, and the barriers they may face along the way.
@ GCC	“Listening to experienced and inspiring faculty has been rewarding...I would meet with my teachers with vague and broad questions. In spite of this, they would understand my confusion and would begin providing me with the information...Every meeting has been an eye opening experience for me.”
@ CSUN: Student Contact with Faculty as Career Prep	“I always went to [redacted] for all of my questions. And I thought that was good because you have somebody that’s actually on the inside and that knows how to succeed because [redacted] has been there.”
@ CSUN: Faculty Mentoring	“I get a lot from the professors experience; whenever I had questions, I’d find their office hours and I get help from them.”
@ CSUN: Students & Faculty Navigating Academic Systems	“If I wasn’t in the AIMS program, then I probably would have floundered a little bit more since I had that support group, they were able to tell me that I needed to do. You need to study, you need to get tutoring and stuff. That helped me.”

Student-Faculty Interaction @ CSUN: Non-Cognitive Skill Building

Academic Self-Confidence	“Just knowing someone that knows that you’re able and have potential. I’m able to go above and beyond. I’m capable of doing that.”
Problem-Solving Skills	“And no matter what it was, [redacted] would always answer and if [redacted] didn’t know the answer, [redacted] would find the answer and help me find the answer.”

Peer-Peer Interaction

@ COC: Tutoring & Workshops	STEM tutoring in biology, chemistry, engineering, physics, and mathematics were provided by both faculty and student tutors
@ GCC: Mentoring	“The peer mentor would ask everyday if I knew the material and meet up to explain it further. The fact that the peer mentor would stay last at night to answer my questions was very helpful, they were always willing to help regardless of the circumstances.”
@ CSUN: Reproducing Success	“With the friend that was in my class, [redacted] would help me with the material and then after learning the material I would think that this wasn’t so bad like I can definitely do this.”
@ CSUN: Mitigate Transfer Shock	“We formed a nice group and we support each other. And we have our student group and stay in touch.”
@ CSUN: Navigating Academic Systems	“Well she was my mentor and also my tutor. I was telling her that I was having trouble buying books and stuff and she was like, ‘well you should apply here. They give you money to buy books.’”
@ CSUN: Non-Cognitive Skill Building	“I met some really nice friends and we got together to study and we’re constantly talking about either school-related things or about our own lives.”