AIMS²(HSI-STEM Grant) Meeting # 22
December 12, 2013

CSUN SHINE

JD 1568
2 PM – 4PM
Dec 12, 2013

•AIMS² Cohort: Photo Courtesy Armando

AGENDA

- Information Items
- Project Evaluation and APR – Nathan
- Spring 2014 Cohort Recruitment Update – Nagwa, and Tesha
- Project Activities Update
  - SAMPE Presentations – Behzad
  - Visit to Emelita Elementary School – Bruno
  - Canoga Park Elementary and Middle School Robotics Program – Craig and Ramesh
- Status and Academic Progress of Students in the Cohorts
  - Glendale Community College – Richard, Jan, and Scott
  - College of the Canyons – David and Carlo
  - CSUN – Nagwa , Tesha, Faculty Mentors and Chairs
- New Business

Meeting Calendar for Spring 14

- February 13th, 2014
- March 6th, 2014
- April 17th, 2014
- May 15th, 2014

* All meetings are scheduled from 2 PM – 4 PM in JD 1568.

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Overview

- Evaluation team

- Evaluation framework

- Overall approach and findings

- Trends in quantitative measures

- Patterns emerging from qualitative measures

- Focus areas and recommendations

- Next steps

- Welcome new members of the team
  – Jade, Sarah, Christopher
- Thank you for collaborative efforts of the evaluation and assessment team
  – Ramesh, Nagwa, Tesha, Donna (CSUN)
  – Susan, David, Daylene (COC)
  – Miriam, Richard (GCC)
  – Co-PIs and faculty mentors (CSUN, COC, GCC)

Evaluation Framework

- Project objectives guided the evaluation as an embedded mixed methods case study design

- Overall evaluation goal was to assess project performance measures with baseline and actual performance data at each campus

Data Collection and Analysis

- Data sources
  - AIMS^2 students, faculty, staff and institutional data
- Data collection procedures
  - Journal guides, surveys, and interviews
- Data analysis procedures
  - Frequency analysis and thematic data analysis

The Big Picture: Objectives and Measures

- 12 objectives shape 35 performance measures
  - 35 performance measures guide assessment tasks
    - Measure types: project (4), non-cohort (3), cohort (28)
  - 28 quantitative, 7 qualitative measures shape data
    - Quantitative measures
      - Transfer, completion, articulation, advisors, advising sessions, online courses, tutoring, mentoring, supplemental lab, student-faculty interaction, research participation, cohort participation
    - Qualitative measures
      - Effects of interaction: student-faculty, peer-peer, faculty research

The Big Picture: Measures

- 35 performance measures guide assessment
  - 4 project measures assessed across campuses
    - Transfer, articulation, completion
  - 3 non-cohort measures campus--not cohort--specific
    - Counselor STEM PD, academic advisors
  - 28 cohort measures relate directly to cohorts
    - Advising, tutoring, online courses, student-faculty interaction, peer tutoring, peer mentoring, academic workshops, supplemental labs, faculty research, cohorts

The Big Picture: Cohorts

- A cohort model required a unique approach
  - With the formation of the second cohort, we needed to assess cohort measures by cohort
    - Baseline data and actual performance data collected by cohort, analyzed by cohort, assessed by cohort targets
  - This approach applied the 28 cohort measures to each cohort for the performance period
    - Cohort data reported across 28 cohort measures resulted in 56 discrete (quantitative and qualitative) data points

The Big Picture: Measures with Cohorts

Quantitative Measures

- Advising sessions (6)
- Peer/tutoring sessions (12)
- Online course enrollment (4)
- Student-faculty interaction (6)
- Peer mentoring (6)
- Academic workshops (2)
- Supplemental lab (2)
- Faculty research interaction (2)
- Cohort participation (2)

Qualitative Measures

- Quality of student-faculty interaction at GCC/COC (4) and CSUN (2)
- Quality of peer-peer interaction at GCC/COC (4) and CSUN (2)
- Effects of student participation in faculty research at CSUN (2)

The Big Picture: Overall Findings

- Of 63 total measures, **36 measures (57%) met or exceeded project targets or demonstrated improvement in quality** for both cohorts
  - Data for the quantitative measures (n=49) reveal that 26 (or 53%) measures met or exceed project targets
  - Results for the qualitative measures (n=10) point to improvement in quality of peer-peer interaction, student-faculty interaction, research participation

General Trends in Quantitative Measures

- All 4 *project measures*—transfer (1a), course articulation (2a/b), and completion (7a) exceeded project targets in the period

- All 3 *non-cohort measures*—Counselor STEM PD (3a) at GCC/COC, academic advisors at CSUN (8a)—exceeded project targets

- 19 of 42 (45%) *cohort measures* across campuses exceeded targets in the period

Trends: Transfer and Completion

- Transfer achievement exceeded target
  - 44 new CSUN transfer students entered in 2012-13 from COC/GCC in a field housed in CECS
    - 122% increase over the project target (n=36) and a 210% increase over baseline figure (n=21) from 2010-11
- Program completion exceeded target
  - 40% (25/63) completed a degree program for the most recent period vs. 31% (21/68) project target

Trends: Strengths in Cohort Measures

- GCC/COC counselor STEM PD increased

- COC academic advising in Cohort 2 up, quality of GCC student-faculty interaction improved

- Student-faculty interaction at all three campuses dramatically increased during the period

- Academic workshops, supplemental labs, and faculty research at CSUN exceeded targets

- CSUN academic advising, peer mentoring increased

Trends: Focus Areas in Cohort Measures

- Academic advising at GCC/COC (Cohort 1) generally did not meet project targets

- Peer tutoring participation at GCC, COC, and CSUN fell *slightly* below targets in the period

- Cross-campus collaborative cohort measures
  - GCC/COC online CSUN course enrollment = low
  - CSUN cohort peer mentoring of GCC/COC cohort fell below targets for second consecutive year

Quantitative Measures: Interpretation

- Faculty work with cohort participants—advising, mentoring, supervising research—is clear strength

- Project faculty and staff efforts to develop academic workshops, events, activities pays off

- Lower peer tutoring/mentoring rates = greater percentage: Cohort 1 students ➜ senior standing

- Nearly none of GCC/COC cohort participation in CSUN online courses = no course offerings

General Patterns in Qualitative Measures

- In general, results reveal positive effects of student-faculty interaction, peer-peer interaction, and faculty research participation on student experiences and learning

- Overall, 10 of 14 (71%) qualitative measures demonstrate improvement in quality of student-faculty and peer environments on campus

CSUN Faculty Research: Student Learning

- Faculty research prepared students academically by presenting students with typical problems and solutions in the field and concepts in class
  - "I was learning techniques used in the field."
  - "Working on the [redacted] helps me to learn concepts."
  - "After participating in the research projects, I felt better about my classes; I understood the material."

CSUN Faculty Research: Career Readiness

- Research projects connected students to careers
  - "Research experience helps with career and my individual work presentations."
  - "[Redacted] has made me look differently at my self, what I can do and where I can go with what I am learning."
  - "Being able to work in a group teaches me skills for later on, like work plans…[as] part of a group."

CSUN Faculty Research and Skill Building

- Research competitions build career capital and practical skills marketable in career fields
  - "Attending a national conference gave me confidence. I felt better about myself."
  - "The [redacted] competition was really exciting. I met people in the industry…good for me and my future."
  - "I was presenting my research to other people across the country [and] accomplished something really big."

Student-Faculty Interaction at GCC

- Overall, positive interactions with GCC and CSUN faculty to "learn more about a specific topic" in the field and to facilitate a familiarity with "working environment" at CSUN
  - Guest speakers, including faculty from GCC and CSUN, attended monthly sessions and shared information on a range of STEM issues
  - Two participants from Cohort 1 and one participant from Cohort 2 participated in a CSUN internship

Student-Faculty Interaction at CSUN

- Overall, students reported meaningful, fulfilling interactions with supportive CSUN faculty
  - "My faculty mentor is very helpful…willing to listen" and "is friendly…we just talk"
  - "My faculty mentor is very helpful and is always willing to listen."
  - "[I] find the instructors very approachable" and "friendly," including times "when I have a question, they answer them and help me."

CSUN Faculty Interaction as Advising

Served as information source in advising role

– "The face-to-face meetings with my faculty mentor has been great. I get my questions answered and also get extra information that I need."

• "My interactions with faculty mentors help me to learn a lot of new stuff [and have] given me some ideas towards a career and also helped me in classes."

CSUN Faculty Interaction and Learning

Unique interaction effects on student learning

- – "The interaction with the professors help me to augment what I am learning in class. They have been great to me."

- "My interactions with faculty mentors help me to learn a lot of new stuff and they just help a lot. My participation in the [redacted] project has…helped me in classes."

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Changes: CSUN Faculty Interaction

- Student interaction with faculty appeared to be related to behavioral changes in students
    - "My faculty mentor…guides me on the right path. [Redacted] tells me exactly what I have to do."
    - "My faculty mentor changed my attitude about homework."
    - "[Redacted] gives me advice and shows me how to manage my time."

CSUN Faculty Interaction: Challenges

- Two students shared challenges with CSUN faculty mentor interaction, likely reflecting isolated events or special circumstances
  - "The advising from the faculty is not good. That's the only time I would interact with them but I get my information from other friends or my peer mentor. Don't really speak on a personal level."
  - "My faculty mentor left. They don't know me by name. I see them but they don't speak to me."

- GCC cohort participants recorded interactions with GCC and CSUN peers that facilitated "opportunities to apply science to real life."
  - Monthly meetings, leadership retreat, field trips to JPL-NASA, JBL/Harmon, Burbank Water facility
  - Internships at CSUN with CSUN faculty, students
    - Student: "less anxious to be the only person in the lab."

Peer Interaction at CSUN

- The peer environment facilitated friendships, study groups, research groups among students
  - "I met friends and we took the same classes."
  - "I now have friends I can meet…and study with."
  - "I like working with the same students in my [redacted] group and research group."

Effects of Peer Tutoring at CSUN

Peer tutors offered a learning support system

- "They helped me to study for this one class I was having problems with."

- "The peer tutors are good, they know the subject matter and help me especially before tests."

- "I meet with my peer tutor and mentor 3-4 times a week. He gave me tips on the program, classes."

- "Having had the need for a tutor…for me to find someone who knows my subject."

CSUN Peer Mentoring as Student Support

- Cohort participants found a support system in their mentors that served to guide them through their transition to CSUN, through programs
  - "My peer mentor helped me to navigate things"
  - "I like my mentor, he is a Masters' student and he knows a lot."
  - "I was glad to be working on the same team as seniors, I could see progress."

Effects of Peer Interaction at CSUN

- Mitigate student transfer experiences
  - "I still see my friends from GCC and we have some classes together."
  - "I like working with the same students in my [redacted] group and research group."
- Facilitate academic self-confidence
  - "My mentor helped me to turn into a self-starter and to ask for help."

Challenges of Peer Interaction at CSUN

- Several students seemed to avoid the key peer interaction activities of peer mentoring/tutoring

  - "We really don't use the peer tutors or mentors. We work together in groups to try to help…out."

  - "If they are in my classes and I know them from AIMS, then we might talk, but not really."

  - "They haven't changed me …I don't see them as structured interactions."

  - "I have…little to describe…I didn't meet with them."

Qualitative Measures: Interpretation

- What appears to affect student learning and career development is consistent, frequent interaction with faculty mentors
  - The activities that facilitate interaction matter if meaningfully connected to coursework and career
- Peer tutors/mentors tend to enhance student academic/social experiences, support learning

Recap: Conclusions on Performance

- In general, advising, workshops, labs, and faculty research are project strengths

- Overall, student-faculty interaction tends to have the strongest effects on student experiences

- Finally, peer interaction in the form of peer mentoring and tutoring appear to have strong, positive effects on student transitions, learning

Overall Project Focus Areas

- Increase number of advising sessions with GCC/COC cohort participants = faculty mentor roles

- Consider coordinated efforts for COC/GCC students to be peer mentored by CSUN students

- Explore alternatives to online courses: webinars, talks via Collaborate, Moodle discussion forums

- Examine ways to nudge up peer tutoring

- Data collection/analysis with Cohorts 2/3
- Update program monitoring tools at CSUN
- Inferential statistical analyses to examine program participation and outcomes at CSUN
- Exploratory studies on experiences of students of color in engineering/computer science

Questions/Comments

- We *invite you* to share comments, concerns, questions about the draft APR
  – Please submit via email to Nathan by 12/17
- We welcome comments or suggestions and *thank you* for your support of the evaluation!

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November 14, 2013: Kevin Miranda and Travis Van Leeuwen presenting research on rechargeable battery materials.

November 14, 2013: Maya Saad presenting her research on polymer coatings for biomedical sensors.

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November 14, 2013: Kevin Miranda, Travis Van Leeuwen and Maya Saad with their certificates of appreciation from the ASM engineering society

November 14, 2013: Profs. Bavarian and Reiner with Kevin Miranda, Travis Van Leeuwen and Maya Saad

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Emelita Academy Charter, December 5ᵗʰ

Emelita Academy Charter, December 5th

Emelita Academy Charter, December 5ᵗʰ
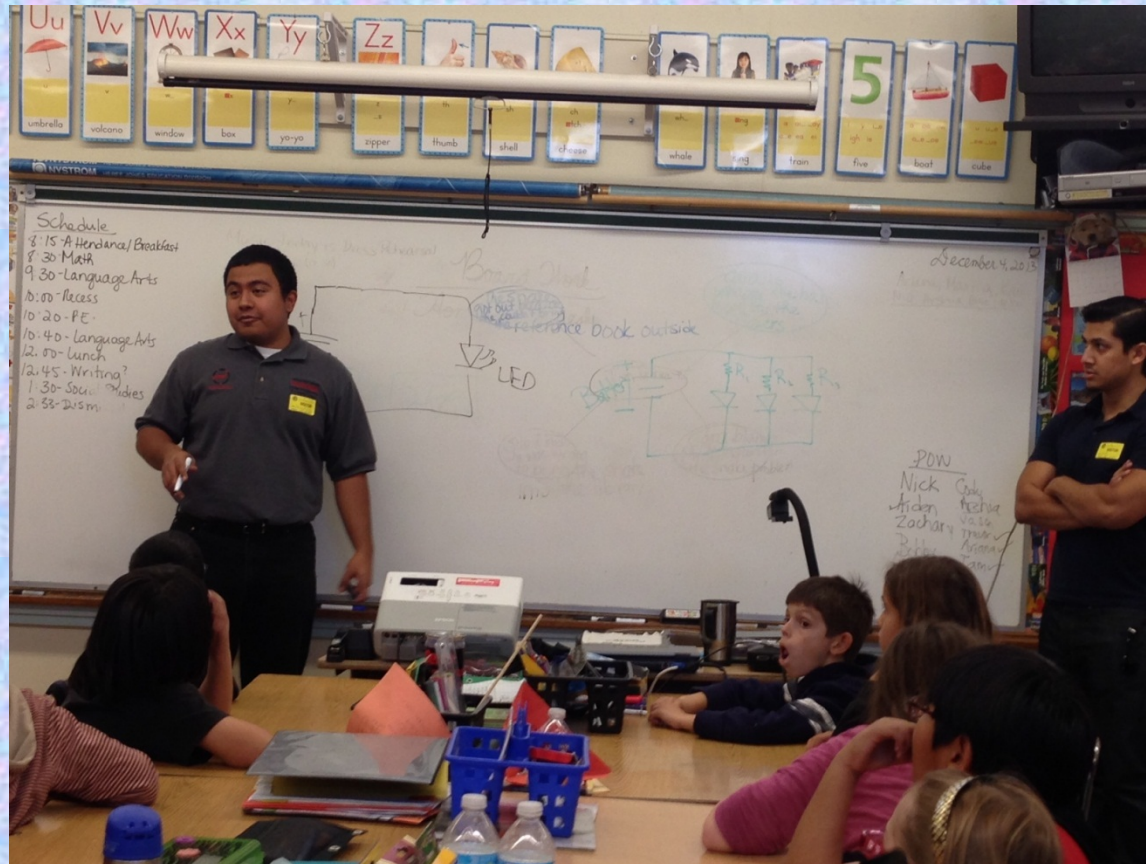
Emelita Academy Charter, December 5ᵗʰ
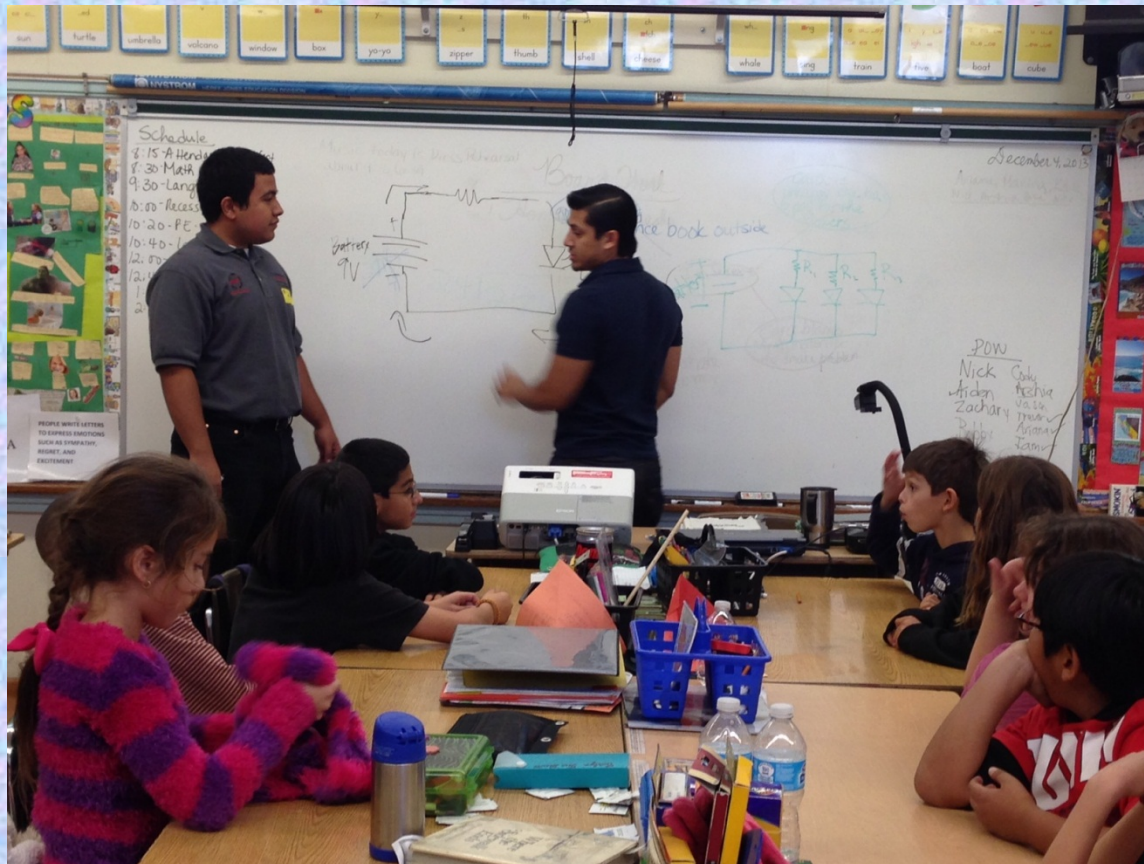
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U.S. Department of Education
**Developing Hispanic-Serving Institutions Program--Title V**
Student Achievement Data
Glendale Community College
Cohort 1--Spring 2012 Cohort

Table 1. Distribution of Cohort 1 Group by Ethnicity, Sex, Age, and Financial Aid Status

| | Spring 2012 | | | |
| | Cohort | | Comparison* | |
	n	%	n	%
Sex				
Female	3	23.1%	8,948	55.2%
Male	10	76.9%	7,257	44.8%
Ethnicity				
African American	0	0.0%	406	2.5%
Asian American	0	0.0%	1,475	9.0%
Latino/a	7	53.8%	3,573	21.8%
White	4	30.8%	7,973	48.7%
Unknown (includes Other)	2	15.4%	2,951	18.0%
Age				
18-22	7	53.8%	7,318	48.1%
23-29	5	38.5%	4,080	26.8%
30-39	1	7.7%	2,302	15.1%
40-49	0	0.0%	1,510	9.9%
GCC Financial Aid Status				
BOG Waiver	12	92.3%	11,108	67.8%
Pell Grant	11	84.6%	6,634	40.5%
Any Financial Aid	12	92.3%		

*The comparison group is all credit students enrolled at GCC.

Table 2. Cohort 1, Mean GCC Units Completed by Term

| | Spring 2012 | | Fall 2012 | | Spring 2013 | |
	n	mean	n	mean	n	mean
Cohort 1	13	10.54	12	9.69	10	9.27
Compariso	13,902	7.75	14,017	7.72	14,030	7.92

Table 3. Cohort 1, Mean Local Term GPA by Term

| | Spring 2012 | | Fall 2012 | | Spring 2013 | |
	n	mean	n	mean	n	mean
Cohort 1	13	2.81	12	3.05	10	2.95
Compariso	14,823	2.58	14,962	2.57	15,036	2.59

Table 4. Cohort 1, Next-Term Persistence

| | Spring 2012 - Fall 2012 | | Fall 2012 - Spring 2013 | | Spring 2013 - Fall 2013 | |
	n	%	n	%	n	%
Cohort 1	12	92.3%	10	83.3%	6	60.0%
Compariso	10,486	64.0%	12,120	74.2%	10,457	62.9%

U.S. Department of Education
Developing Hispanic-Serving Institutions Program--Title V
Student Achievement Data
Glendale Community College
Cohort 2--Fall 2012 Cohort

Table 1. Distribution of Cohort 2 Group by Ethnicity, Sex, Age, and Financial Aid Status

| | Fall 2012 | | | |
| | Cohort | | Comparison* | |
	n	%	n	%
Sex				
Female	4	28.6%	8,855	54.9%
Male	10	71.4%	7,262	45.1%
Ethnicity				
African American	1	7.1%	418	2.6%
Asian American	0	0.0%	1,470	9.0%
Latino/a	1	7.1%	4,009	24.6%
White	7	50.0%	7,827	47.9%
Unknown (includes Other)	5	35.7%	2,602	15.9%
Age				
18-22	7	50.0%	8,304	54.9%
23-29	7	50.0%	3,422	22.6%
30-39	0	0.0%	2,032	13.4%
40-49	0	0.0%	1,357	9.0%
GCC Financial Aid Status				
BOG Waiver	13	92.9%	10,971	67.2%
Pell Grant	11	78.6%	6,639	40.7%
Any Financial Aid	13	92.9%		

*The comparison group is all credit students enrolled at GCC.

Table 2. Cohort 2, Mean GCC Units Completed by Term

| | Fall 2012 | | Spring 2013 | |
	n	mean	n	mean
Cohort 2	14	12.68	14	12.32
Compariso	14,017	7.72	14,030	7.92

Table 3.Cohort 2, Mean Local Term GPA by Term

| | Fall 2012 | | Spring 2013 | |
	n	mean	n	mean
Cohort 2	14	2.72	14	2.72
Compariso	14,962	2.57	15,036	2.59

Table 4. Cohort 2, Next-Term Persistence

| | Fall 2012 - Spring 2013 | | Spring 2013 - Fall 2013 | |
	n	%	n	%
Cohort 2	14	100.0%	12	85.7%
Compariso	12,120	74.2%	10,457	62.9%

U.S. Department of Education
Developing Hispanic-Serving Institutions Program--Title V
Student Achievement Data
Glendale Community College
Cohort 3--Spring 2013 Cohort

Table 1. Distribution of Cohort 3 Group by Ethnicity, Sex, Age, and Financial Aid Status

| | Spring 2013 | | | |
| | Cohort | | Comparison* | |
	n	%	n	%
Sex				
Female	3	42.9%	8,995	54.8%
Male	4	57.1%	7,411	45.2%
Ethnicity				
African American	1	14.3%	482	2.9%
Asian American	0	0.0%	1,506	9.1%
Latino/a	3	42.9%	4,132	24.9%
White	3	42.9%	7,937	47.8%
Unknown (includes Other)	0	0.0%	2,562	15.4%
Age				
18-22	4	57.1%	7,439	48.4%
23-29	1	14.3%	4,311	28.1%
30-39	2	28.6%	2,190	14.3%
40-49	0	0.0%	1,426	9.3%
GCC Financial Aid Status				
BOG Waiver	7	100.0%	11,736	70.6%
Pell Grant	6	85.7%	6,722	40.4%
Any Financial Aid	7	100.0%		

*The comparison group is all credit students enrolled at GCC.

Table 2. Cohort 3, Mean GCC Units Completed by Te

| | Spring 2013 | |
	n	mean
Cohort 3	7	11.36
Compariso	14,030	7.92

Table 3. Cohort 3, Mean Local Term GPA by Term

| | Spring 2013 | |
	n	mean
Cohort 3	7	3.14
Compariso	15,036	2.59

Table 4. Cohort 3, Next-Term Persistence

| | Spring 2013 - Fall 2013 | |
	n	%
Cohort 3	7	100.0%
Compariso	10,457	62.9%

U.S. Department of Education
Developing Hispanic-Serving Institutions Program--Title V
Student Achievement Data
Glendale Community College
All Cohorts

Table 9. Mean GCC Units Completed

	Spring 2012		Fall 2012		Spring 2013	
	n	mean	n	mean	n	mean
Cohort 1	13	10.54	12	9.69	10	9.27
Cohort 2			14	12.7	14	12.3
Cohort 3					7	11.4
Comparison (Cohort 1	13,902	7.75	14,017	7.72	14,030	7.92
Comparison (Cohort 2)			14,017	7.72	14,030	7.92
Comparison (Cohort 3)					14,030	7.92

Table 10. Mean GCC Term GPA

	Spring 2012		Fall 2012		Spring 2013	
	n	mean	n	mean	n	mean
Cohort 1	13	2.81	12	3.05	10	2.95
Cohort 2			14	2.7	14	2.7
Cohort 3					7	3.1
Comparison (Cohort 1	14,823	2.58	14,962	2.57	15,036	2.59
Comparison (Cohort 2)			14,962	2.57	15,036	2.59
Comparison (Cohort 3)					15,036	2.59

Table 11. Next-Term Persistence

	Spring 2012 - Fall 2012		Fall 2012 - Spring 2013		Spring 2013 - Fall 2013	
	n	%	n	%	n	%
Cohort 1	12	92.3%	10	83.3%	6	60.0%
Cohort 2			14	100.0%	12	85.7%
Cohort 3					7	100.0%
Comparison (Cohort 1	10,486	64.0%	12,120	74.2%	10,457	62.9%
Comparison (Cohort 2)			12,120	74.2%	10,457	62.9%
Comparison (Cohort 3)					10,457	62.9%

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CSUN
SHINE

Wishing all of you a great holiday season and a Happy New Year