U.S. Department of Education/Developing Hispanic-Serving Institutions Program—Title V California State University, Northridge/College of Engineering and Computer Science Annual Performance Report (ED 524B)--YEAR 4 (December 2015) Summary Sheet/Quantitative Performance Measures

				Baseline and Target Data			Actual Perfor				ce Data 2014-1:	
		CC	Measure			Target	- Project Target				Actual	
	ect Performance Measure	Campus		Year	Data	Increase		Ratio	%	#	Ratio	
a	After two years, increase by 15 the number of Hispanic and low-inco- students who transfer from College of the Canyons and Glendale Cor- College to CSUN in STEM fields over the 2010-11 baseline number		Project	2010-11	21	15	36			86		
2a	Increase by 15 the number of STEM courses that articulate over the 2 baseline number	2010-11	Project	2010-11	77	15	92			93		
2b	Increase by 15 the number of articulation agreements over the 2010-1 number	1 baseline	Project	2010-11	77	15	92			93		
Ba	Increase by two the number of counselors at College of the Canyons and Glendale Community College who participate in STEM professional development workshops over the 2010-11 baseline number	COC	Project	2010-11	0	2	2			2		
a	Increase by two the number of counselors at College of the Canyons and Glendale Community College who participate in STEM professional development workshops over the 2010-11 baseline number	GCC	Project	2010-11	0	2	2			4		
b	Increase by four the number of College of the Canyons and Glendale Community College advising/counseling sessions with students in STEM fields over the 2010-11 baseline number	COC	Project	Fall 2013	1	4*8	17			20		
3b	Increase by four the number of College of the Canyons and Glendale Community College advising/counseling sessions with students in STEM fields over the 2010-11 baseline number	GCC	Project	Fall 2013	7	4*15	67			58		
4a	Increase by 75 percent the College of the Canyons and Glendale Community College students who participate in tutoring sessions in STEM classes and who participate in STEM academic workshops over the 2010-11 baseline rate	COC	Project	Fall 2013	3/8 or 38%	75%		3/4	75		4/4	100
4a	Increase by 75 percent the College of the Canyons and Glendale Community College students who participate in tutoring sessions in STEM classes and who participate in STEM academic workshops over the 2010-11 baseline rate	GCC	Project	Fall 2013	0/15 or 0%	75%		6/11	55		4/11	36
4b	Increase by 25 percent the College of the Canyons and Glendale Community College students who enroll in online courses at any college or university over the 2010-11 baseline rate	COC	Project	Fall 2013	0/8 or 0%	75%		1/8	12.5		0/8	0
4b	Increase by 25 percent the College of the Canyons and Glendale Community College students who enroll in online courses at any college or university over the 2010-11 baseline rate	GCC	Project	Fall 2013	0/15 or 0%	75%		1/11	9		0/11	0
5a	Increase by 90 percent the frequency of College of the Canyons and Glendale Community College student-faculty interactions over the 2010-11 baseline rate	COC	Project	Fall 2013	0/8 or 0%	90%		1/4	25		4/4	100
5a	Increase by 90 percent the frequency of College of the Canyons and Glendale Community College student-faculty interactions over the 2010-11 baseline rate	GCC	Project	Fall 2013	2/15 or 13%	90%		2/11	18		3/11	27
6a	Increase by 15 the number of College of the Canyons and Glendale Community College students who participate in peer-peer tutoring sessions over the 2010-11 baseline number	COC	Project	Fall 2013	0	15	4			4		
6a	Increase by 15 the number of College of the Canyons and Glendale Community College students who participate in peer-peer tutoring sessions over the 2010-11 baseline number	GCC	Project	Fall 2013	0	15	11			2		
6b	Increase by 15 the number of College of the Canyons and Glendale Community College students who are peer mentored by CSUN students over the 2010-11 baseline number	COC	Project	Fall 2013	0	15	4			0		
6b	Increase by 15 the number of College of the Canyons and Glendale Community College students who are peer mentored by CSUN students over the 2010-11 baseline number	GCC	Project	Fall 2013	0	15	11			0		
7a	After two years, increase from 26 % to 30 % the number of Hispanic income students who complete baccalaureate degrees in STEM fields 2010-11 baseline number		Project	2010-11	18/68 or 26.5%	4%		21/68	30.9		72/ 197	36.5
8a	Increase by one the number of academic advisors at CSUN in STEM the 2010-11 baseline number	fields over	Project	2010-11	3	1	4			4		
8b	Increase by two the number of advising/counseling sessions with CSU students in STEM fields over the 2010-11 baseline number	JN	Project	Fall 2013	5	2*9	23			21		
9a	Increase by 75 percent the CSUN students who participate in tutoring in STEM classes (identified as barriers) over the 2010-11 baseline rat	e	Project	Fall 2013	5/9 or 56%	75%		9/9	100		5/9	56
9b	Increase by 75 percent the CSUN students who participate in STEM a workshops over the 2010-11 baseline rate		Project	Fall 2013	3/9 or 33%	75%		5/9	56		2/9	22
9c 10a	Increase by 75 percent the students who participate in supplemental lasessions with CSUN faculty over the 2010-11 baseline rate Increase by 50 percent CSUN students who participate in research-rel		Project Project	Fall 2013 Fall 2013	3/9 or 33% 4/9 or	75%		6/9	56 67		4/9	44
11a	activities with faculty in STEM fields Increase by 90 percent the frequency of student-faculty interactions of 2010 LL becaling title.	ver the	Project	Fall 2013	36	90%		68/68	100		194/	285
12a	2010-11 baseline rate Increase by 30 percent the number of CSUN students who participate cohort model over the 2010-11 baseline number	in a	Project	Fall 2013	9	30%		9/9	100		9/9	100
12b	Increase by 30 percent the number of CSUN students who participate peer tutoring sessions over the 2010-11 baseline number	in peer-	Project	Fall 2013	5	30%		7/9	78		5/9	56
12c	Increase by 30 percent the number of CSUN students who participate mentoring over the 2010-11 baseline number	in peer	Project	Fall 2013	7	30%		9/9	100		3/9	33

Note: Shaded rows indicate that actual performance measure data met or exceeded project targets for the cohort during the performance period

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				Baseline and Target Data				tual Per	2014-15		
			Measure				 Project Target 			Actual	
	ect Performance Measure	Campus	Type	Year	Data	Increase		Ratio %		Ratio	9
a	After two years, increase by 15 the number of Hispanic and low-incor students who transfer from College of the Canyons and Glendale Com College to CSUN in STEM fields over the 2010-11 baseline number		Project	2010-11	21	15	36		86		
a	Increase by 15 the number of STEM courses that articulate over the 20 baseline number	010-11	Project	2010-11	77	15	92		93		
b	Increase by 15 the number of articulation agreements over the 2010-1 number $$		Project	2010-11	77	15	92		93		
a	Increase by two the number of counselors at College of the Canyons and Glendale Community College who participate in STEM professional development workshops over the 2010-11 baseline number	COC	Project	2010-11	0	2	2		2		
a	Increase by two the number of counselors at College of the Canyons and Glendale Community College who participate in STEM professional development workshops over the 2010-11 baseline number	GCC	Project	2010-11	0	2	2		4		
b	Increase by four the number of College of the Canyons and Glendale Community College advising/counseling sessions with students in STEM fields over the 2010-11 baseline number	COC	Project	Fall 2014	1	4*8	13		12		
b	Increase by four the number of College of the Canyons and Glendale Community College advising/counseling sessions with students in	GCC	Project	Fall 2014	7	4*15	67		133		
la	Community College students who participate in tutoring sessions in STEM classes and who participate in STEM academic workshops	COC	Project	Fall 2014	3/8 or 38%	75%		2/3 6	7	3/3	10
a	over the 2010-11 baseline rate Increase by 75 percent the College of the Canyons and Glendale Community College students who participate in tutoring sessions in STEM classes and who participate in STEM academic workshops over the 2010-11 baseline rate	GCC	Project	Fall 2014	4/15 or 27%	75%		7/13 54	1	11/13	8
b		COC	Project	Fall 2014	0/8 or 0%	75%		1/8 12	.5	0/8	
b		GCC	Project	Fall 2014	0/15 or 0%	75%		1/13 8		2/13	
a		COC	Project	Fall 2014	0/8 or 0%	90%		1/3 3:	3	3/3	1
a	Increase by 90 percent the frequency of College of the Canyons and Glendale Community College student-faculty interactions over the	GCC	Project	Fall 2014	1/15 or 7%	90%		2/13 1:	5	5/13	3
a	2010-11 baseline rate Increase by 15 the number of College of the Canyons and Glendale Community College students who participate in peer-peer tutoring sessions over the 2010-11 baseline number	COC	Project	Fall 2014	0	15	3		3		
a		GCC	Project	Fall 2014	3	15	13		9		
b		COC	Project	Fall 2014	0	15	3		0		
b		GCC	Project	Fall 2014	0	15	13		0		
a	After two years, increase from 26% to 30% the number of Hispanic a income students who complete baccalaureate degrees in STEM fields $2010-11$ baseline number		Project	2010-11	18/68 or 26.5%	4%		21/ 30 68	.9	72/ 197	3
a	Increase by one the number of academic advisors at CSUN in STEM the 2010-11 baseline number $$			2010-11	3	1	4		4		
b	Increase by two the number of advising/counseling sessions with CSU students in STEM fields over the 2010-11 baseline number		Project	Fall 2014	26	2*28 75%	82	11/20 7	99		
a b	Increase by 75 percent the CSUN students who participate in tutoring in STEM classes (identified as barriers) over the 2010-11 baseline rate Increase by 75 percent the CSUN students who participate in STEM a	e	Project Project	Fall 2014 Fall 2014	12/28 or 43% 5/28 or	75%		9/28 32		10/28	
с	workshops over the 2010-11 baseline rate Increase by 75 percent the students who participate in supplemental la		Project	Fall 2014	18% 4/28 or	75%		7/28 2:			- 2
0a	sessions with CSUN faculty over the 2010-11 baseline rate Increase by 50 percent CSUN students who participate in research-relactivities with faculty in STEM fields	ated	Project	Fall 2014	2/28 or 7%	50%		3/28 1	1	17/28	(
	Increase by 90 percent the frequency of student-faculty interactions of 2010-11 baseline rate		Project	Fall 2014	131	90%		249/ 10 249		817/ 249	
	Increase by 30 percent the number of CSUN students who participate cohort model over the 2010-11 baseline number		Project	Fall 2014	0	30%		1/28 4		28/28	
2b	Increase by 30 percent the number of CSUN students who participate peer tutoring sessions over the 2010-11 baseline number	m peer-	Project	Fall 2014	14	30%		8/28 6	+	10/28	-

Note: Shaded rows indicate that actual performance measure data met or exceeded project targets for the cohort during the performance period