

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 5 (December 2016)
 Summary Sheet/Quantitative Performance Measures
 COHORT 4 (Cohort Formation: Spring 2014)

Project Performance Measure	CC Campus	Measure Type	Baseline and Target Data				Actual Performance Data			
			Baseline Year	Measure Data	Target Increase	Project #	Target %	2015-16 #	Actual %	
1a After two years, increase by 15 the number of Hispanic and low-income students who transfer from College of the Canyons and Glendale Community College to CSUN in STEM fields over the 2010-11 baseline number		Project	2010-11	21	15	36		47		
2a Increase by 15 the number of STEM courses that articulate over the 2010-11 baseline number		Project	2010-11	77	15	92		92		
2b Increase by 15 the number of articulation agreements over the 2010-11 baseline number		Project	2010-11	77	15	92		92		
3a 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		
3a 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		2		
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	COC	Project	Spring 2014	1	4*8	13		13		
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	Spring 2014	7	4*15	113		257		
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	Spring 2014	3/8 or 38%	75%	3/3	100	3/3	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	Spring 2014	4/15 or 27%	75%	8/15	53	11/15	73	
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	Spring 2014	0/8 or 0%	75%	1/3	33	2/3	66	
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	Spring 2014	0/15 or 0%	75%	4/15	27	5/15	33	
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	Spring 2014	0/8 or 0%	90%	3/3	100	3/3	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	Spring 2014	1/15 or 7%	90%	3/15	20	5/15	33	
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	Spring 2014	0	15	3		3		
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	Spring 2014	3	15	15		5		
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	Spring 2014	0	15	3		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	Spring 2014	0	15	15		0		
7a After two years, increase from 26 % to 30 % the number of Hispanic and low-income students who complete baccalaureate degrees in STEM fields over the 2010-11 baseline number		Project	2010-11	18/68 or 26.5%	4%	21/68	30.9	49/156	31.4	
8a Increase by one the number of academic advisors at CSUN in STEM fields over the 2010-11 baseline number		Project	2010-11	3	1	4		4		
8b Increase by two the number of advising/counseling sessions with CSUN students in STEM fields over the 2010-11 baseline number		Project	Spring 2014	23	2*25	73		12		
9a Increase by 75 percent the CSUN students who participate in tutoring sessions in STEM classes (identified as barriers) over the 2010-11 baseline rate		Project	Spring 2014	10/25 or 40%	75%	18/25	72	2/25	8	
9b Increase by 75 percent the CSUN students who participate in STEM academic workshops over the 2010-11 baseline rate		Project	Spring 2014	5/25 or 20%	75%	9/25	36	2/25	8	
9c Increase by 75 percent the students who participate in supplemental labs sessions with CSUN faculty over the 2010-11 baseline rate		Project	Spring 2014	3/28 or 11%	75%	5/25	20	2/25	8	
10a Increase by 50 percent CSUN students who participate in research-related activities with faculty in STEM fields		Project	Spring 2014	2/25 or 8%	50%	3/25	12	5/25	20	
11a Increase by 90 percent the frequency of student-faculty interactions over the 2010-11 baseline rate		Project	Spring 2014	116	90%	220/220	100	139/220	63	
12a Increase by 30 percent the number of CSUN students who participate in a cohort model over the 2010-11 baseline number		Project	Spring 2014	0	30%	1/25	4	25/25	100	
12b Increase by 30 percent the number of CSUN students who participate in peer-peer tutoring sessions over the 2010-11 baseline number		Project	Spring 2014	13	30%	17/25	68	2/25	8	
12c Increase by 30 percent the number of CSUN students who participate in peer mentoring over the 2010-11 baseline number		Project	Spring 2014	6	30%	8/25	32	3/25	12	

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

Note: Baseline data updated to reflect non-matriculated students (8a-12c)

Note: There may be discrepancies in the baseline, target, and actual performance measure data given incomplete data

*GCC numbers reported cannot be disaggregated per cohort and are combined for the two cohorts of students enrolled in 2015-16