
ABOUT
RESULTS
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Year 1 APR AIMS2
Bridging the Gap
GOALS & OBJECTIVES
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AIMS2
Attract Inspire Mentor Support Students
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COLLEGE OF ENGINEERING AND COMPUTER SCIENCE

The Annual Performance Report (APR)

- APR team: *all of us!*
- Annual reporting/compliance requirements *(USDE + CSUN)*
- APR structure and contents = *data-driven*
- CSUN's APR background and approach: *multi-site + mixed methods*
- *Patterns from Year 1* from performance measure data
- Overall findings and recommendations *for project planning*
- *Next steps* in assessment of project objectives and performance measures

Annual performance report team

Annual performance report team

Community college project faculty and staff and IR office staff

Annual performance report team

Community college project faculty and staff and IR office staff

CSUN faculty mentors

Annual performance report team

Community college project faculty and staff and IR office staff

CSUN faculty mentors

Project PI and co-PI at CSUN and CECS office staff

Annual performance report team

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Project PI and co-PI at CSUN and CECS office staff

CSUN project evaluation team members

Annual performance report team

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CSUN IR office staff

Annual performance reporting

Annual performance reporting

Federal agency compliance
U.S. Department of Education requires submission of a report (ED 524B) with a project status update

Oct. 1 - Sept. 30

Annual performance reporting

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Local project support
APR framework informs decision making and project improvement in implementation (formative) and outcomes (summative)

Did the program succeed? If so, what program components were most effective?

APR report structure

APR report structure

SECTION A -
Performance Objectives
Information and
Related Performance
Measures Data

APR report structure

SECTION A -
Performance Objectives Information and Related Performance Measures Data

SECTION B -
Budget Information

APR report structure

SECTION A -
Performance Objectives Information and Related Performance Measures Data

SECTION B -
Budget Information

APR report structure

SECTION A -
Performance Objectives Information and Related Performance Measures Data

SECTION B -
Budget Information

- *Project objective*
- *Performance measure*
- *Performance measure data*
- *Explanation of progress*
  - *Evaluation data sources and methods*
  - *Description of findings*
  - *Description of project activities*
  - *Plans to use performance measure data*

Data presentation

Data presentation

Baseline data + actual performance measure data

Data presentation

Baseline data + actual performance measure data

Frequency data on project performance measures: percents and counts

Data presentation

Baseline data + actual performance measure data

Frequency data on project performance measures: percents and counts

Organized by project objective!


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Project objectives

Objective 1. Improve **transfer** of Hispanic and low-income students in engineering and computer science fields to baccalaureate-granting institutions.

Objective 2. Improve **academic achievement** of Hispanic and low-income students in engineering and computer science fields.

Objective 3. Enhance **faculty and peer environments** for Hispanic and low-income students in engineering and computer science fields.

Objective 4. Improve **career preparation** of Hispanic and low-income students in engineering and computer science fields.

Objective 5. Develop **research skills** of Hispanic and low-income students in engineering and computer science fields.

Objective 6. Increase **baccalaureate degree completion** of Hispanic and low-income students in engineering and computer science fields.

Objectives = focus

1. Transfer success
2. Academic achievement
3. Faculty and peer interaction
4. Career preparation
5. Research skills development
6. Baccalaureate degree completion

Performance measures = progress

Performance measure 1a. *The percent of Hispanic and low-income students who participated in grant-supported services or programs who successfully completed gateway courses.*
Performance measure 1b. *The percent of Hispanic and low-income students who participated in grant-supported services or programs in good academic standing.*
Outcome measure 1c. *Improvements in student success (non-cognitive) skills.*
Performance measure 2a. *The number of Hispanic and low-income students participating in grant-funded student support programs or services.*
Outcome measure 2b. *Improvements in self-reports of quality, quantity, and effects of student-faculty and peer-peer interaction.*
Performance measure 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.*
Performance measure 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.*
Outcome measure 4a. *Gains on measures of self-perceptions, attitudes, and skills related to career.*
Outcome measure 5a. *Gains on measures of self-perceptions, attitudes, and skills related to research from URSSA survey and interviews*
Performance measure 6a. *The percentage of Hispanic and low-income students transferring successfully to a four-year institution from a two-year institution and retained in a STEM field major.*
Performance measure 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.*
Performance measure 6c. *The percent of Hispanic and low-income students who participated in grant-supported services or programs and completed a degree or credential.*

Essence of performance measures

Performance measure 1a. *% proejct participants who successfully completed gateway courses*
Performance measure 1b. *% project participants in good academic standing*
Outcome measure 1c. *Improvements in student success (non-cognitive) skills*

Performance measure 2a. *# project participants*
Outcome measure 2b. *Improvements in self-reports of quality, quantity, and effects of student-faculty and peer-peer interaction*

Performance measure 3a. *% change of FT enrollment of Hispanic and low-income students in STEM degree fields*
Performance measure 3b. *% Hispanic and low-income, first-time STEM degree field students retained year to year*

Outcome measure 4a. *Gains on measures of self-perceptions, attitudes, and skills related to career*

Outcome measure 5a. *Gains on measures of self-perceptions, attitudes, and skills related to research*

Performance measure 6a. *% Hispanic and low-income transfer students retained in a STEM degree field*
Performance measure 6b. *% Hispanic and low-income STEM field transfer students on track to complete a STEM field degree within three years*
Performance measure 6c. *% project participants who complete a degree*

Essence of performance measures

1. Transfer success
2. Academic achievement
3. Faculty and peer interaction
4. Career preparation
5. Research skills development
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Connections

Connections

Objective

Connections

Objective

Performance measure

Connections

Objective	Performance measure
1. Transfer success	

Connections

Objective	Performance measure
1. Transfer success	
2. Academic achievement	

Connections

Objective	Performance measure
1. Transfer success	
2. Academic achievement	
3. Faculty and peer interaction	

Connections

Objective	Performance measure
1. Transfer success	
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Connections

Objective	Performance measure
1. Transfer success	***Performance measure 1a.*** *% project participants who successfully completed gateway courses* ***Performance measure 1b.*** *% project participants in good academic standing* ***Outcome measure 1c.*** *Improvements in student success (non-cognitive) skills*
2. Academic achievement	***Perforamance measure 2a.*** *# project participants* ***Outcome measure 2b.*** *Improvements in self-reports of student-faculty and peer-peer interaction*
3. Faculty and peer interaction	***Performance measure 3a.*** *% change of FT enrollment of Hispanic and low-income students in STEM* ***Performance measure 3b.*** *% Hispanic and low-income, first-time STEM degree field students retained*
4. Career preparation	***Outcome measure 4a.*** *Gains on measures of self-perceptions, attitudes, and skills related to career*
5. Research skills development	***Outcome measure 5a.*** *Gains on measures of self-perceptions, attitudes, and skills related to research*
6. Baccalaureate degree completion	***Performance measure 6a.*** *% Hispanic and low-income transfer students retained in a STEM degree field* ***Performance measure 6b.*** *% Hispanic and low-income STEM field transfer students on track to complete a degree* ***Performance measure 6c.*** *% project participants who complete a degree*

Performance measures by institutions

Performance measures by institutions

Community colleges (5) CSUN (12)

Performance measures by institutions

Community colleges (5) CSUN (12)

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Performance measure 3a. *% change of FT enrollment of Hispanic and low-income students in STEM*
Performance measure 3b. *% Hispanic and low-income, first-time STEM degree field students retained*

Outcome measures 4a/5a relate to current CC students who participate in summer research!

Performance measures 6a/6b relate to CC studets who transfer to CSUN!

Outcome measure 1c. *Improvements in student success (non-cognitive) skills*
Outcome measure 2b. *Improvements in self-reports of student-faculty and peer-peer interaction*
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Evaluation approach

Evaluation approach

Social and behavioral science research framework

Applied educational evaluation approach

Mixed-methods design

Evaluation approach

Social and behavioral science research framework → ***A systematic, rigorous, empirical investigation of human social life***

Applied educational evaluation approach

Mixed-methods design

Evaluation approach

Social and behavioral science research framework → ***A systematic, rigorous, empirical investigation of human social life***

Applied educational evaluation approach → ***Adaption of social and behavioral science research standards to improve educational practice***

Mixed-methods design

Evaluation approach

Social and behavioral science research framework → ***A systematic, rigorous, empirical investigation of human social life***

Applied educational evaluation approach → ***Adaption of social and behavioral science research standards to improve educational practice***

Mixed-methods design → ***Quasi-experimental and observational design elements with quantitative and qualitative data collection and analysis methods***

Mixed methods design

Mixed methods design

Quasi-experimental design (QED)
and observational design

Mixed methods design

Quasi-experimental design (QED)
and observational design

Case study design

QED and observational design

Observational design

Examine effects of the intervention by observing students who participated in AIMS2 activities during the year.

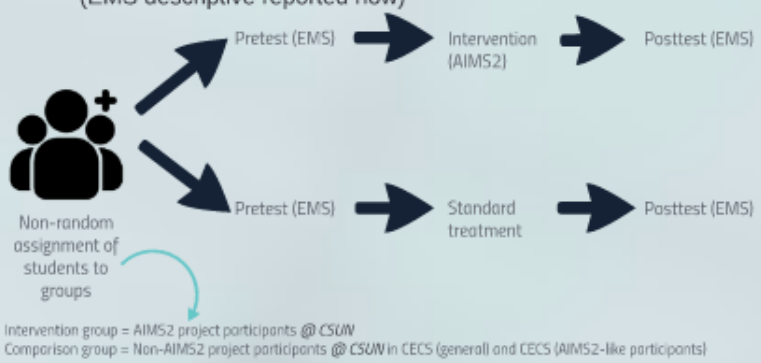
Assessment of project performance measures using institutional (IR) data, project (participant) data, and survey (EMS and URSSA) data

Competitive Preference Priority (2) USDE HSI-STEM = Moderate evidence of effectiveness

Test students prior to and after participation AND compare to a test of non-participants across multiple sites directly related to target population!

QED w/ EMS = to be reported later

(EMS descriptive reported now)



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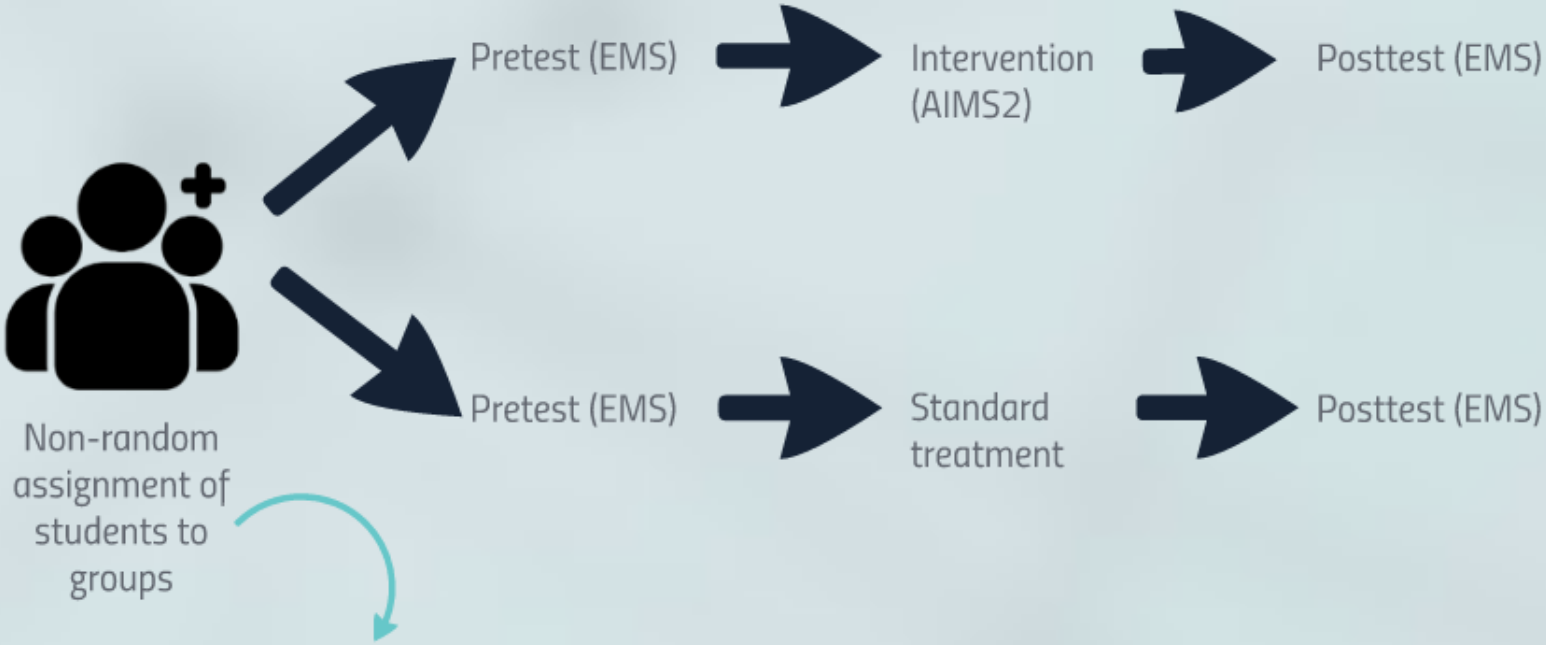

Intervention group = AIMS2 project participants *@ CSUN*
Comparison group = Non-AIMS2 project participants *@ CSUN* in CECS (general) and CECS (AIMS2-like participants)

QED and observational design

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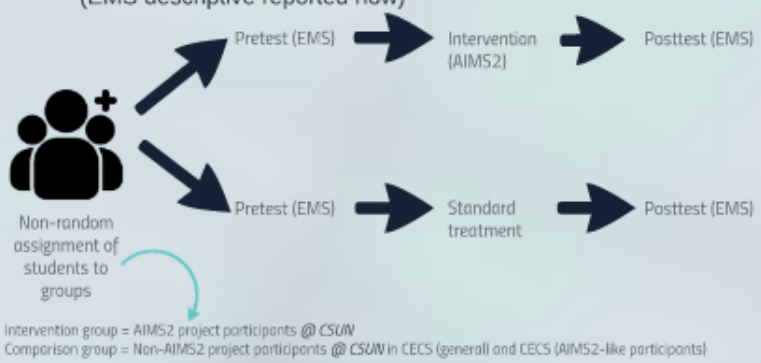

Case study design

Using focus group (textual) data, explore patterns in:

Student-faculty and peer-peer interaction (outcome measure 2b)

Career preparation (outcome measure 4a)

Research skills development (outcome measure 5a)

Data sources and research methods

Data sources and research methods

AIMS2 student participants at College of the Canyons, Glendale Community College, Moorpark College, Pierce College with project entry in Spring/Summer/Fall 2017 and at CSUN with project entry in Spring 2017 (F-1) or Summer 2017 (T-1)

AIMS2 and non-AIMS2 student participants from summer faculty research (Summer 2017)

Data sources and research methods

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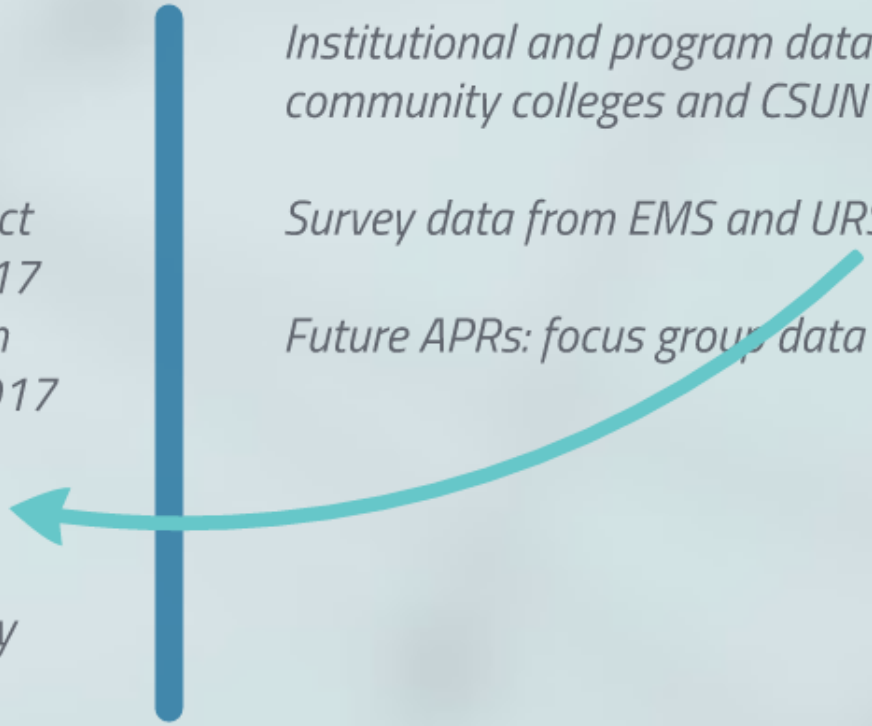

Institutional and program data from community colleges and CSUN

Survey data from EMS and URSSA

Future APRs: focus group data

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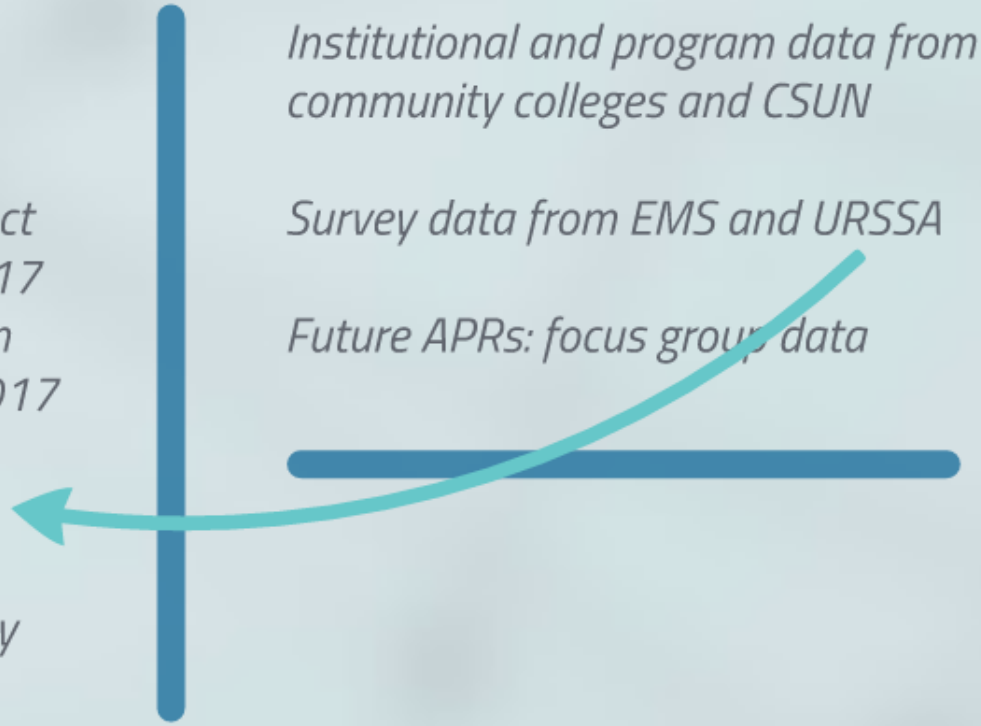

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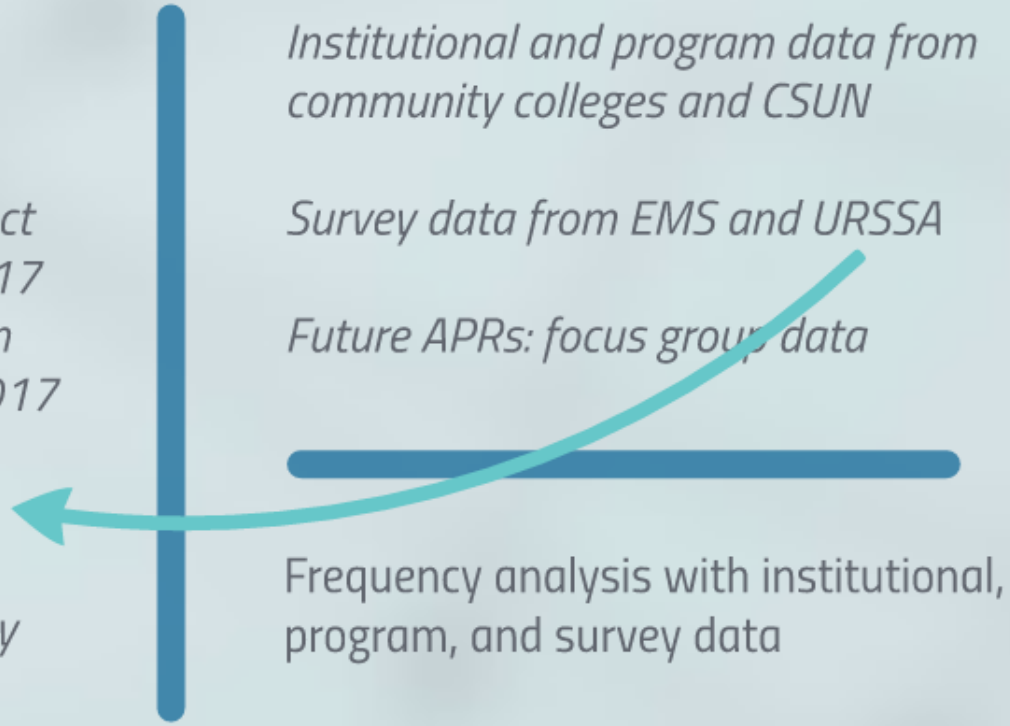

Institutional and program data from community colleges and CSUN

Survey data from EMS and URSSA

Future APRs: focus group data

Frequency analysis with institutional, program, and survey data

EMS and URSSA data collection

EMS and URSSA data collection

EMS = Engineering Majors Survey

Online pretest survey administration in late Spring/Summer 2017 (F-1) and Fall 2017 (T-1, F-2, T-2) with Year 1 APR survey results including F-1 + T-1 respondents (n=19)

PEPS (in EMS) attribution: Brunhaver, S., Matusovich, H., Sheppard, S., & Streveler, R. (2016). 2016 Professional Engineering Pathways Survey. Available by request.

EMS and URSSA data collection

EMS = Engineering Majors Survey

Online pretest survey administration in late Spring/Summer 2017 (F-1) and Fall 2017 (T-1, F-2, T-2) with Year 1 APR survey results including F-1 + T-1 respondents (n=19)

URSSA = Undergraduate Research Student Self-Assessment

Online survey administrtion in Summer 2017 with community college and CSUN participants who served as research assistants with CSUN faculty mentors, for a total of 14 survey respondents

URSSA attribution: Development and testing of URSSA at the University of Colorado-Boulder has been supported by the National Science Foundation through its Divisions of Chemistry and Undergraduate Education, the Biological Sciences Directorate, and the Office of Multidisciplinary Affairs, under grant #CHE-0548488.

Links: EMS and APR assessment

Links: EMS and APR assessment

AIMS2 Objective

Links: EMS and APR assessment

AIMS2 Objective

AIMS2 Measure

Links: EMS and APR assessment

AIMS2 Objective	AIMS2 Measure	*EMS Survey Items*

Links: EMS and APR assessment

AIMS2 Objective	AIMS2 Measure	*EMS Survey Items*
Objective 1: Improve the academic achievement of Hispanic and low-income students in engineering and computer science fields.	**Outcome Measure 1c (1.3):** Improvements in student success	• *Engineering task self-efficacy (confidence)*

Links: EMS and APR assessment

AIMS2 Objective	AIMS2 Measure	*EMS Survey Items*
Objective 1: Improve the academic achievement of Hispanic and low-income students in engineering and computer science fields.	**Outcome Measure 1c (1.3):** Improvements in student success	• *Engineering task self-efficacy (confidence)*
Objective 2: Enhance faculty and peer environments for Hispanic and low-income students in engineering and computer science	**Outcome Measure *2b* (*2.2*):** *Improvements in self-reports of quality, quantity, and effects of student-faculty and peer-peer interaction*	• *Peer and faculty interactions (frequency)*

Links: EMS and APR assessment

AIMS2 Objective	AIMS2 Measure	*EMS Survey Items*
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Objective 2: Enhance faculty and peer environments for Hispanic and low-income students in engineering and computer science	**Outcome Measure *2b* (*2.2*):** *Improvements in self-reports of quality, quantity, and effects of student-faculty and peer-peer interaction*	• *Peer and faculty interactions (frequency)*
Objective 4: Improve career preparation of Hispanic and low-income students in engineering and computer science fields.	**Outcome Measure *4a* (*4.1*):** *Gains on measures of self-perceptions, attitudes, and skills related to career*	• *Career plans/goals-innovative work (importance)* • *Career job targets (likelihood)* • *Job/graduate school likelihood* • *Career preparedness-PEPS-career preparation* • *Career preparedness-PEPS-career success*

URSSA and APR reporting

URSSA and APR reporting

AIMS2 Objective

URSSA and APR reporting

AIMS2 Objective

AIMS2 Measure

URSSA and APR reporting

AIMS2 Objective	AIMS2 Measure	*URSSA Survey Items*

URSSA and APR reporting

AIMS2 Objective	AIMS2 Measure	*URSSA Survey Items*
Objective 1: Improve the academic achievement of Hispanic and low-income students in engineering and computer science fields.	**Outcome Measure 1c (1.3):** Improvements in student success	• *On average, how many hours per week did you spend talking with your most recent faculty research mentor?* • *Work more closely with a particular faculty member.* • *Ease in working with a faculty research mentor.* • *Support and guidance from my faculty research mentor.* • *Support and guidance from other research group members.*

URSSA and APR reporting

AIMS2 Objective	AIMS2 Measure	*URSSA Survey Items*
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Objective 4: Improve career preparation of Hispanic and low-income students in engineering and computer science fields.	**Outcome Measure *4a* (*4.1*):** *Gains on measures of self-perceptions, attitudes, and skills related to career*	• *Doing research confirmed my interest in my field of study.* • *My resume has been enhanced by my research experience.* • *My research experience has prepared me for graduate school.* • *My research experience has prepared me for a job.*

URSSA and APR reporting

AIMS2 Objective	AIMS2 Measure	*URSSA Survey Items*
Objective 1: Improve the academic achievement of Hispanic and low-income students in engineering and computer science fields.	**Outcome Measure 1c (1.3):** Improvements in student success	• *On average, how many hours per week did you spend talking with your most recent faculty research mentor?* • *Work more closely with a particular faculty member.* • *Ease in working with a faculty research mentor.* • *Support and guidance from my faculty research mentor.* • *Support and guidance from other research group members.*
Objective 4: Improve career preparation of Hispanic and low-income students in engineering and computer science fields.	**Outcome Measure *4a* (*4.1*):** *Gains on measures of self-perceptions, attitudes, and skills related to career*	• *Doing research confirmed my interest in my field of study.* • *My resume has been enhanced by my research experience.* • *My research experience has prepared me for graduate school.* • *My research experience has prepared me for a job.*
Objective 5: Develop research skills of Hispanic and low-income students in engineering and computer science fields.	***Outcome measure 5a.*** *Gains on measures of self-perceptions, attitudes, and skills related to research*	• *Confidence in my ability to do research.* • *Understanding what everyday research work is like.* • *Engage in real-world science research.* • *Feel like a scientist.*


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Presenting performance measure data

Presenting performance measure data

Performance measure 1a. *% project participants who successfully completed gateway courses*
Performance measure 1b. *% project participants in good academic standing*

Performance measure 2a. *# project participants*

Performance measure 3a. *% change of FT enrollment of Hispanic and low-income students in STEM*
Performance measure 3b. *% Hispanic and low-income, first-time STEM degree field students retained*

Presenting performance measure data

CCs and CSUN

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Performance measure 2a. *# project participants*

Performance measure 3a. *% change of FT enrollment of Hispanic and low-income students in STEM*
Performance measure 3b. *% Hispanic and low-income, first-time STEM degree field students retained*

Performance measure 6a. *% Hispanic and low-income transfer students retained in a STEM degree field*
Performance measure 6b. *% Hispanic and low-income STEM field transfer students on track to complete a degree*
Performance measure 6c. *% project participants who complete a degree* **CSUN only**

Presenting performance measure data

CCs and CSUN

Performance measure 1a. *% project participants who successfully completed gateway courses*
Performance measure 1b. *% project participants in good academic standing*

Performance measure 2a. *# project participants*

IR data

Performance measure 3a. *% change of FT enrollment of Hispanic and low-income students in STEM*
Performance measure 3b. *% Hispanic and low-income, first-time STEM degree field students retained*

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Presenting performance measure data

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Outcome measure 1c. *Improvements in student success (non-cognitive) skills*
Outcome measure 2b. *Improvements in self-reports of student-faculty and peer-peer interaction*
Outcome measure 4a. *Gains on measures of self-perceptions, attitudes, and skills related to career*
Outcome measure 5a. *Gains on measures of self-perceptions, attitudes, and skills related to research*

Presenting performance measure data

CCs and CSUN

Performance measure 1a. *% project participants who successfully completed gateway courses*
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Performance measure 3a. *% change of FT enrollment of Hispanic and low-income students in STEM*
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Outcome measure 1c. *Improvements in student success (non-cognitive) skills*
Outcome measure 2b. *Improvements in self-reports of student-faculty and peer-peer interaction*
Outcome measure 4a. *Gains on measures of self-perceptions, attitudes, and skills related to career*
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EMS and URSSA survey data

Presenting performance measure data

CCs and CSUN

Performance measure 1a. *% project participants who successfully completed gateway courses*
Performance measure 1b. *% project participants in good academic standing*

Performance measure 2a. *# project participants*

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Performance measure 6c. *% project participants who complete a degree* **CSUN only**

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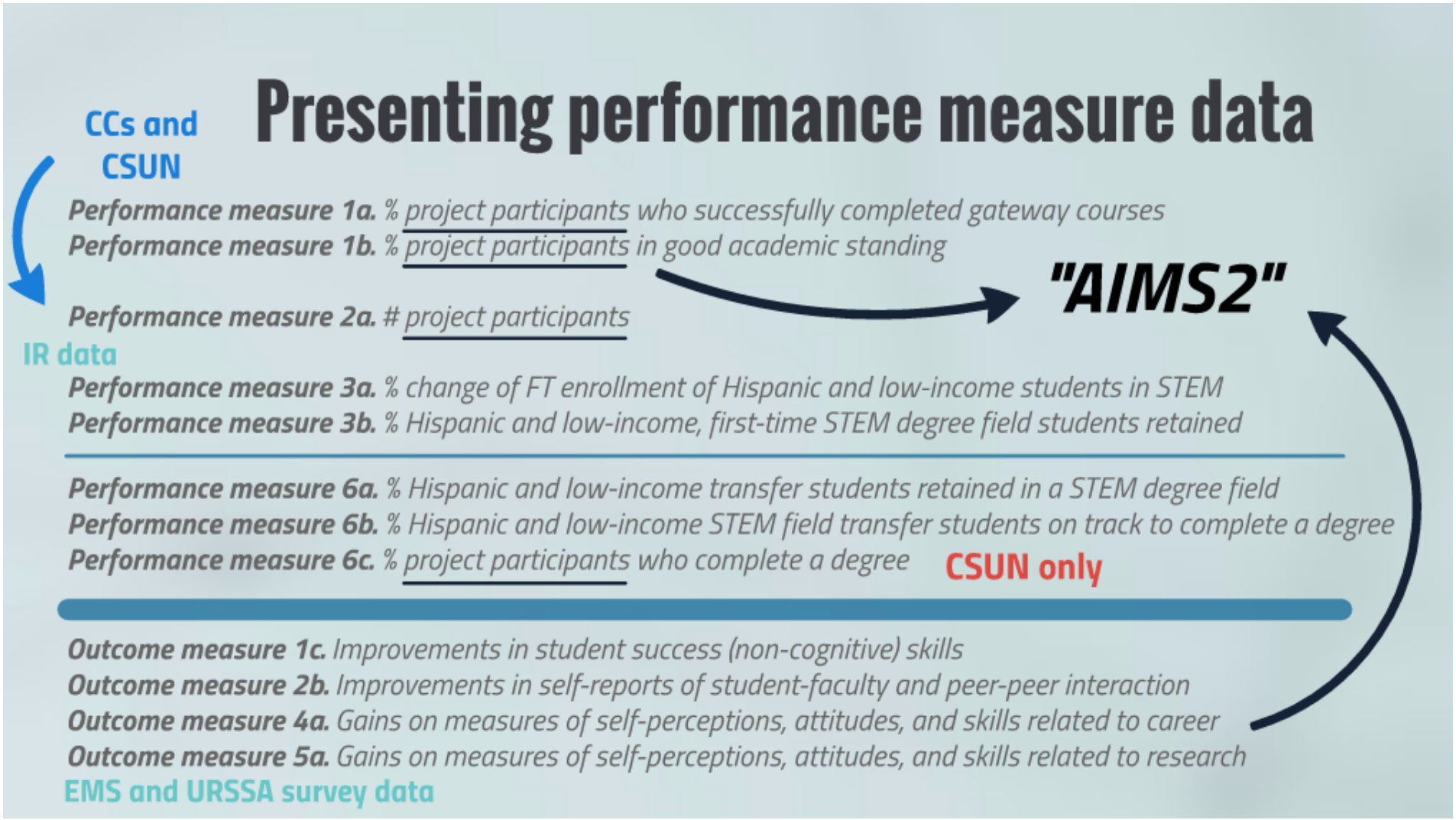
EMS and URSSA survey data

Presenting performance measure data



The "Big Picture"

Summary-Level Performance Measure Data

The "Big Picture": Standardized Measures

The "Big Picture": Standardized Measures

1a. AIMS2 students' gateway course success: ***71%-100%***

The "Big Picture": Standardized Measures

1a. AIMS2 students' gateway course success: ***71%-100%***

1b. AIMS2 students in good academic standing: ***88%-100%***

The "Big Picture": Standardized Measures

1a. AIMS2 students' gateway course success: ***71%-100%***

1b. AIMS2 students in good academic standing: ***88%-100%***

2a. Number of AIMS2 students:
Range of 10-123 with 256 total

The "Big Picture": Standardized Measures

1a. AIMS2 students' gateway course success: ***71%-100%***

1b. AIMS2 students in good academic standing: ***88%-100%***

2a. Number of AIMS2 students:
Range of10-123 with 256 total

3a. FT student enrollment in STEM:
CCs =1558
CSUN =1679

The "Big Picture": Standardized Measures

1a. AIMS2 students' gateway course success: ***71%-100%***

1b. AIMS2 students in good academic standing: ***88%-100%***

2a. Number of AIMS2 students:
Range of10-123 with 256 total

3a. FT student enrollment in STEM:
CCs =1558
CSUN =1679

3b. First-time student retention in STEM: ***55%-90%***

The "Big Picture": Standardized Measures

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1b. AIMS2 students in good academic standing: ***88%-100%***

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CSUN =1679

3b. First-time student retention in STEM: ***55%-90%***

6a. Transfer student retention in STEM @ CSUN:
Increase from 90% to 93%

The "Big Picture": Standardized Measures

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2a. Number of AIMS2 students:
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3a. FT student enrollment in STEM:
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3b. First-time student retention in STEM: ***55%-90%***

6a. Transfer student retention in STEM @ CSUN:
Increase from 90% to 93%

6b. Transfer students on track to graduate in STEM @ CSUN:
Increase from 35% to 36%

The "Big Picture": Standardized Measures

1a. AIMS2 students' gateway course success: ***71%-100%***

1b. AIMS2 students in good academic standing: ***88%-100%***

2a. Number of AIMS2 students: ***Range of10-123 with 256 total***

3a. FT student enrollment in STEM:
CCs =1558
CSUN =1679

3b. First-time student retention in STEM: ***55%-90%***

6a. Transfer student retention in STEM @ CSUN: ***Increase from 90% to 93%***

6b. Transfer students on track to graduate in STEM @ CSUN: ***Increase from 35% to 36%***

6c. AIMS2 students' degree completion: ***Stay tuned for data in a future report!***

"Big Picture": student success skills development (1c)

A greater percentage of EMS respondents reported feeling very or extremely confident in ***designing a new product or project to meet specified requirements*** *and* ***troubleshooting a failure of a technical component or system!***

But a lower percentage of EMS respondents reported feeling the same about ***developing and integrateing component sub-systems to build a complete system or product.***

"Big Picture": student-faculty and peer-peer interaction (2b)

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Student-faculty interaction

URSSA survey respondents reported strong satisfaction with research interaction with faculty

"Big Picture": student-faculty and peer-peer interaction (2b)

Student-faculty interaction

URSSA survey respondents reported strong satisfaction with research interaction with faculty

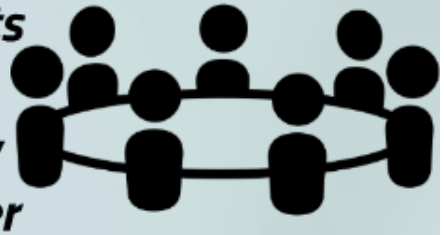
"Big Picture": student-faculty and peer-peer interaction (2b)

Student-faculty interaction

URSSA survey respondents reported strong satisfaction with research interaction with faculty

Peer-peer interaction

EMS survey respondents reported strong interaction with faculty and peers--but a greater percentage shared strong interaction with peers than faculty on the same activities--course topics and career-related questions



"Big Picture": career preparation (4a) and research skills development (5a)

"Big Picture": career preparation (4a) and research skills development (5a)

Career preparation

Overall high percentage of EMS survey respondents reporting work will involve engineering and graduate school--with a greater percentange reporting importance of innovative or entrepreneurial activities and career gains from research with faculty (URSSA)

"Big Picture": career preparation (4a) and research skills development (5a)

Career preparation

Overall high percentage of EMS survey respondents reporting work will involve engineering and graduate school--with a greater percentange reporting importance of innovative or entrepreneurial activities and career gains from research with faculty (URSSA)

"Big Picture": career preparation (4a) and research skills development (5a)

Career preparation

Overall high percentage of EMS survey respondents reporting work will involve engineering and graduate school--with a greater percentange reporting importance of innovative or entrepreneurial activities and career gains from research with faculty (URSSA)

Research skills development

URSSA survey respondents reported strong gains in reserch confidence, indentity as researchers, and experiences as researchers from research work with faculty

Performance Measure Data in Detail

Performance measures

Performance measure 1a. *successful gateway course completion (AIMS2 students)*
Performance measure 1b. *good academic standing (AIMS2 students)*
Outcome measure 1c. *Improvements in student success skills (AIMS2 students)*

Performance measure 2a. *# project participants (AIMS2 students)*
Outcome measure 2b. *Improvements in student-faculty and peer-peer interaction (AIMS2 students)*

Performance measure 3a. *FT student enrollment in STEM (all Hispanic and low-income students)*
Performance measure 3b. *First-time STEM degree field student retention (all Hispanic and low-income students)*

Outcome measure 4a. *Gains skills related to career (AIMS2 students)*

Outcome measure 5a. *Gains skills related to research (AIMS2 students)*

Performance measure 6a. *transfer student retention in STEM (all Hispanic and low-income students)*
Performance measure 6b. *transfer students on track to complete a STEM field degree within three years (all Hispanic and low-income students)*
Performance measure 6c. *degree completion (AIMS2 students)*

Academic achievement (1a): gateway course success for AIMS2 students

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% project participants who successfully completed gateway courses

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Fall 2016 (CSUN) OR Spring 2017 (CCs) successful gateway course completion matched to project participants (baseline data) and Spring 2017 (CSUN) successful gateway course completion matched to project participants (growth data)

Academic achievement (1a): gateway course success for AIMS2 students

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@ College of the Canyons: 78% (35/45)

BIOSCI, CMPNET, MATH, PHYSIC

Academic achievement (1a): gateway course success for AIMS2 students

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@ College of the Canyons: 78% (35/45)

@ Glendale Community College: 100% (2/2)

BIOSCI, CMPNET, MATH, PHYSIC

CS/IS, Engineering , Math , Physics

Academic achievement (1a): gateway course success for AIMS2 students

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@ Glendale Community College: 100% (2/2)	*CS/IS, Engineering , Math , Physics*
@ Moorpark College: 71% (39/55)	*ENGR, PHYS, MATH, CHEM*

Academic achievement (1a): gateway course success for AIMS2 students

% project participants who successfully completed gateway courses

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@ Moorpark College: 71% (39/55)	*ENGR, PHYS, MATH, CHEM*
@ Pierce College: 79%	*CoSci, Math, Physics*

Academic achievement (1a): gateway course success for AIMS2 students

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@ Moorpark College: 71% (39/55)	*ENGR, PHYS, MATH, CHEM*
@ Pierce College: 79%	*CoSci, Math, Physics*
@ CSUN: 89% (115/129)	***A, B, C-, or Credit** in COMP 110, CIT 160, ME 209, MSE 227, MATH 150A/L, AM 316, CE 340, ME 370, MSE 304, ECE 340/L, ECE 350, ECE 320/L, MSE 362, MSE 402, COMP 333, COMP 322/L, COMP 380/L, CIT 270/L, CIT 360 + CE 240, ECE 240*

Academic achievement (1b): AIMS2 students in good academic standing

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% project participants in good academic standing

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Fall 2016 (CSUN) academic good standing matched to project participants (baseline data: CSUN) and Spring 2017 (CCs) academic good standing matched to project participants (baseline data: CCs)/growth data: CSUN)

Academic achievement (1b): AIMS2 students in good academic standing

% project participants in good academic standing

Fall 2016 (CSUN) academic good standing matched to project participants (baseline data: CSUN) and Spring 2017 (CCs) academic good standing matched to project participants (baseline data: CCs)/growth data: CSUN)

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Fall 2016 (CSUN) academic good standing matched to project participants (baseline data: CSUN) and Spring 2017 (CCs) academic good standing matched to project participants (baseline data: CCs)/growth data: CSUN)

@ College of the Canyons: 98% (64/65)

term cumulative COC GPA of 2.0 or higher

Academic achievement (1b): AIMS2 students in good academic standing

% project participants in good academic standing

Fall 2016 (CSUN) academic good standing matched to project participants (baseline data: CSUN) and Spring 2017 (CCs) academic good standing matched to project participants (baseline data: CCs)/growth data: CSUN)

@ College of the Canyons: 98% (64/65)

@ Glendale Community College: 100% (10/10)

term cumulative COC GPA of 2.0 or higher

term: absence of probation = cum GPA < 2.0 and/or at least 50% of units NP, Inc. or With.

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@ Moorpark College: 88% (22/25)

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good academic standing

Academic achievement (1b): AIMS2 students in good academic standing

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@ College of the Canyons: 98% (64/65)

@ Glendale Community College: 100% (10/10)

@ Moorpark College: 88% (22/25)

@ Pierce College: 93% (114/123)

term cumulative COC GPA of 2.0 or higher

term: absence of probation = cum GPA < 2.0 and/or at least 50% of units NP, Inc. or With.

good academic standing

cumulative GPA of 2.0 or above

Academic achievement (1b): AIMS2 students in good academic standing

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@ Pierce College: 93% (114/123)

@ CSUN: 91% (31/34)

term cumulative COC GPA of 2.0 or higher

term: absence of probation = cum GPA < 2.0 and/or at least 50% of units NP, Inc. or With.

good academic standing

cumulative GPA of 2.0 or above

cumulative total GPA + CSUN GPA of 2.0 or higher

Academic achievement (1c): AIMS2 student success skills develoment

Academic achievement (1c): AIMS2 student success skills develoment

Improvements in student success (non-cognitive) skills among project participants

Academic achievement (1c): AIMS2 student success skills develoment

Improvements in student success (non-cognitive) skills among project participants

EMS Survey Items

Academic achievement (1c): AIMS2 student success skills develoment

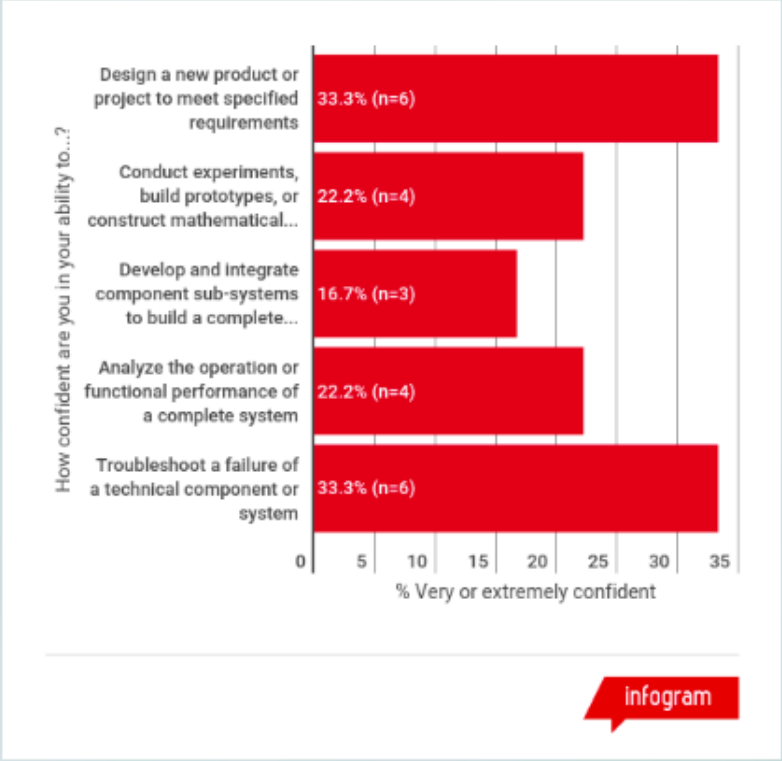
Improvements in student success (non-cognitive) skills among project participants

EMS Survey Items *Engineering task self-efficacy*

Academic achievement (1c): AIMS2 student success skills develoment

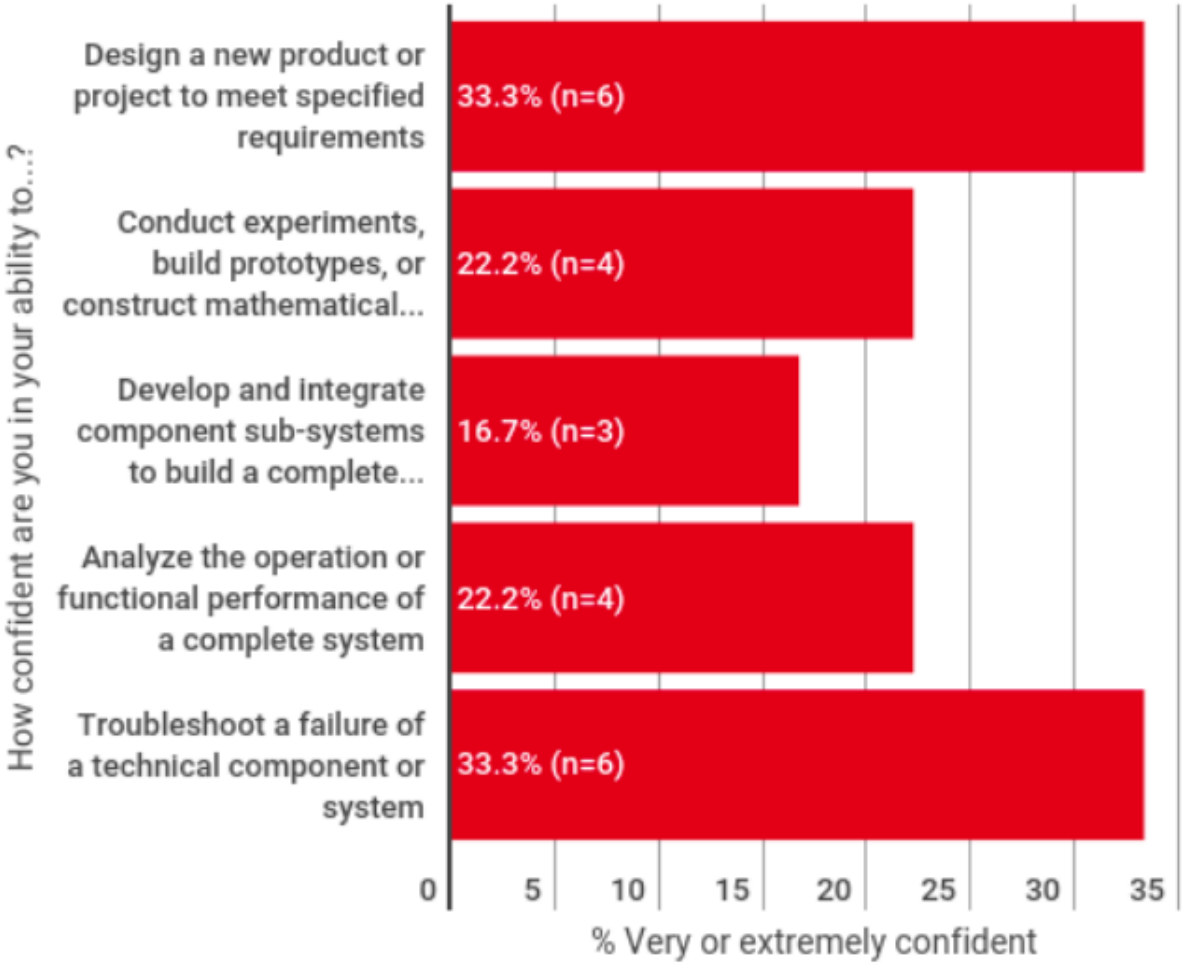
Improvements in student success (non-cognitive) skills among project participants

EMS Survey Items *Engineering task self-efficacy*



Conduct experiments, build prototypes, or construct mathematical models to develop or evaluate a design

Develop and integrate component sub-systems to build a complete system or product



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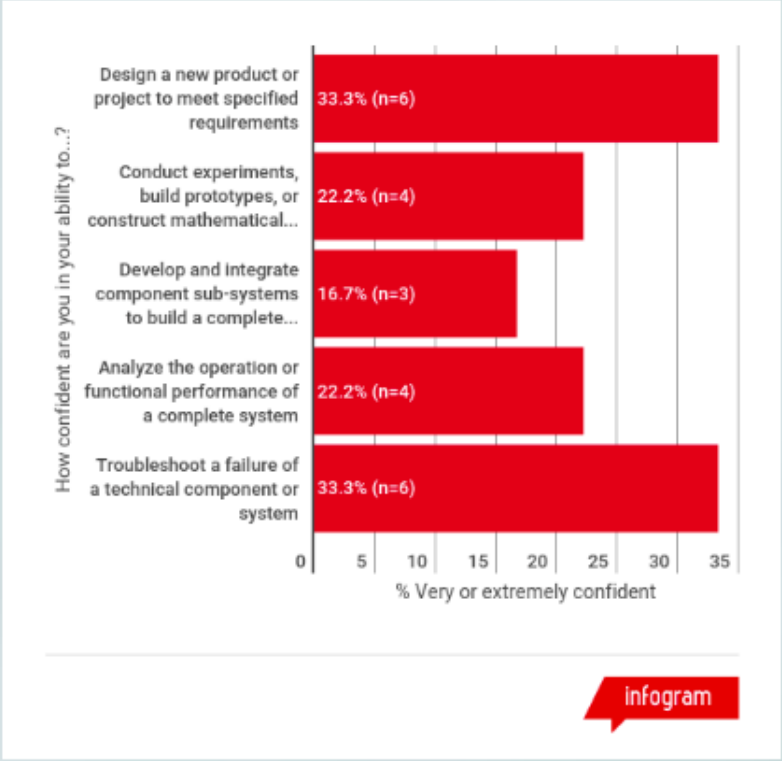
Improvements in student success (non-cognitive) skills among project participants

EMS Survey Items *Engineering task self-efficacy*



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Project participants (2a): Number of AIMS2 students

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Headcount of project participants

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Headcount of project participants

Spring 2017 (CSUN/FTF-1 and CCs) and Summer 2017 (CSUN/FTT-1) program data (baseline data)

Project participants (2a): Number of AIMS2 students

Headcount of project participants

Spring 2017 (CSUN/FTF-1 and CCs) and Summer 2017 (CSUN/FTT-1) program data (baseline data)

@ College of the Canyons: 65 (vs. Year 1 IPR: 23)

Project participants (2a): Number of AIMS2 students

Headcount of project participants

Spring 2017 (CSUN/FTF-1 and CCs) and Summer 2017 (CSUN/FTT-1) program data (baseline data)

@ College of the Canyons: 65 (vs. Year 1 IPR: 23)

@ Glendale Community College: 10 (vs. Year 1 IPR: 10)

Project participants (2a): Number of AIMS2 students

Headcount of project participants

Spring 2017 (CSUN/FTF-1 and CCs) and Summer 2017 (CSUN/FTT-1) program data (baseline data)

@ College of the Canyons: 65 (vs. Year 1 IPR: 23)

@ Glendale Community College: 10 (vs. Year 1 IPR: 10)

@ Moorpark College: 25 (vs. Year 1 IPR: 25

Project participants (2a): Number of AIMS2 students

Headcount of project participants

Spring 2017 (CSUN/FTF-1 and CCs) and Summer 2017 (CSUN/FTT-1) program data (baseline data)

@ College of the Canyons: 65 (vs. Year 1 IPR: 23)

@ Glendale Community College: 10 (vs. Year 1 IPR: 10)

@ Moorpark College: 25 (vs. Year 1 IPR: 25

@ Pierce College: 123 (vs. Year 1 IPR: 230)

Project participants (2a): Number of AIMS2 students

Headcount of project participants

Spring 2017 (CSUN/FTF-1 and CCs) and Summer 2017 (CSUN/FTT-1) program data (baseline data)

@ College of the Canyons: 65 (vs. Year 1 IPR: 23)

@ Glendale Community College: 10 (vs. Year 1 IPR: 10)

@ Moorpark College: 25 (vs. Year 1 IPR: 25

@ Pierce College: 123 (vs. Year 1 IPR: 230)

@ CSUN: 33 (FTF-1: 13, FTT-1: 20) vs. Year 1 IPR: 17

In-depth: CSUN cohort participants

Sex	x	%
Male	24	72.7
Female	9	27.3
Other	0	0
TOTAL	33	100

infogram

Pell Grant Recipient	x	%
Yes	27	81.8
No	3	9.1
Subsidized Loan	2	6.1
Other	1	3
TOTAL	33	100

infogram

Racial/Ethnic Identification	x	%
American Indian or Alaska Native	0	0
Asian or Asian American	6	18.2
Black or African American	3	9.1
Hispanic or Latino/a	18	54.5
Native Hawaiian or Pacific Islander	0	0
White	4	12.1
Not Specific	0	0
Other	2	6.1
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Project participants (2b): AIMS2 student-faculty and peer-peer interaction

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Quality, quantity, and effects of student-faculty and peer-peer interaction among project participants

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Quality, quantity, and effects of student-faculty and peer-peer interaction among project participants

EMS Survey Items

- *Peer and faculty interactions*

Project participants (2b): AIMS2 student-faculty and peer-peer interaction

Quality, quantity, and effects of student-faculty and peer-peer interaction among project participants

EMS Survey Items

- *Peer and faculty interactions*

- *Discussed the following with faculty members OR students in the past year (frequency):*
  Course topics and assignments (not during class or section time)
  Your professional options with an engineering degree
  New design or business ideas

Project participants (2b): AIMS2 student-faculty and peer-peer interaction

Quality, quantity, and effects of student-faculty and peer-peer interaction among project participants

EMS Survey Items

- *Peer and faculty interactions*

- *Discussed the following with faculty members OR students in the past year (frequency):*
  Course topics and assignments (not during class or section time)
  Your professional options with an engineering degree
  New design or business ideas

URSSA Survey Items

Project participants (2b): AIMS2 student-faculty and peer-peer interaction

Quality, quantity, and effects of student-faculty and peer-peer interaction among project participants

EMS Survey Items

- *Peer and faculty interactions*

- *Discussed the following with faculty members OR students in the past year (frequency):*
  Course topics and assignments (not during class or section time)
  Your professional options with an engineering degree
  New design or business ideas

URSSA Survey Items

- *On average, how many hours per week did you spend talking with your most recent faculty research mentor?*

- *I WANTED TO DO RESEARCH TO: (select all that apply):*
  Work more closely with a particular faculty member

Project participants (2b): AIMS2 student-faculty and peer-peer interaction

Quality, quantity, and effects of student-faculty and peer-peer interaction among project participants

EMS Survey Items

- *Peer and faculty interactions*

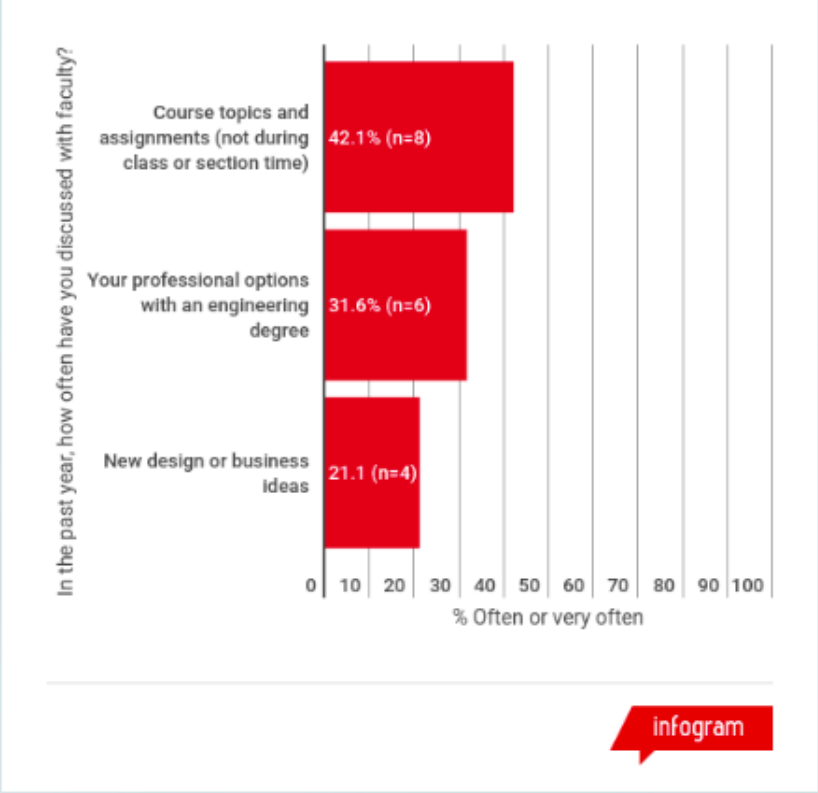
- *Discussed the following with faculty members OR students in the past year (frequency):*
  Course topics and assignments (not during class or section time)
  Your professional options with an engineering degree
  New design or business ideas

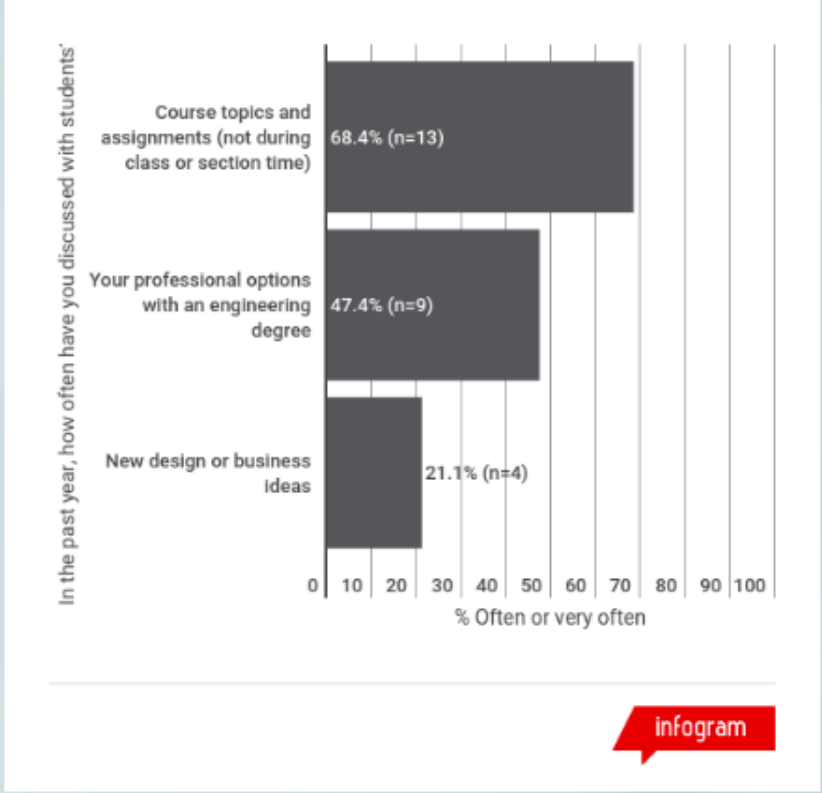
URSSA Survey Items

- *On average, how many hours per week did you spend talking with your most recent faculty research mentor?*
- *I WANTED TO DO RESEARCH TO: (select all that apply):*
  Work more closely with a particular faculty member

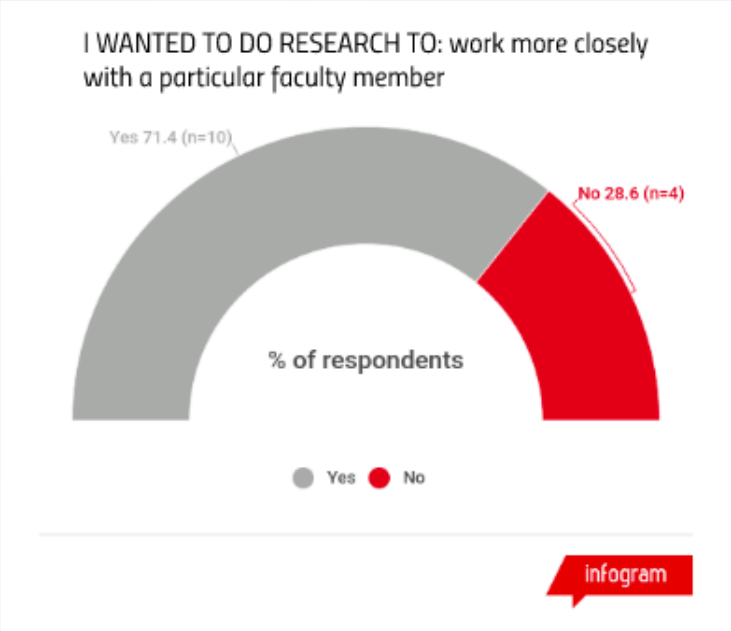
- *How satisfied were you with the following aspects of the AIMS2 research program?*
  Ease in working with a faculty research mentor.
  Support and guidance from my faculty research mentor.
  Support and guidance from other research group members.

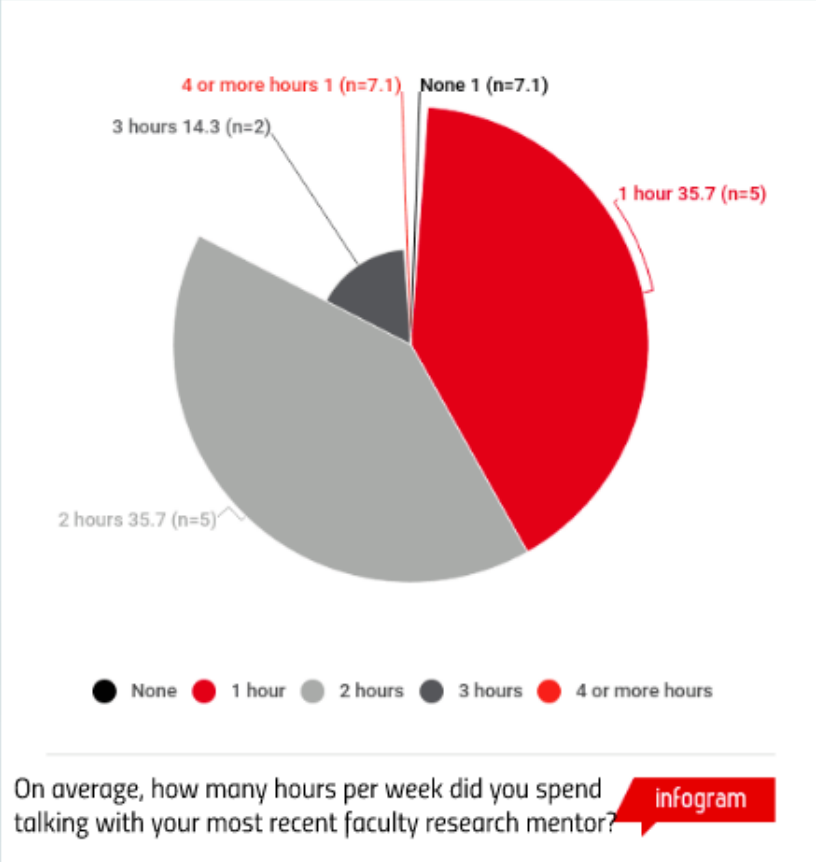
Interactions with faculty and peers (EMS)



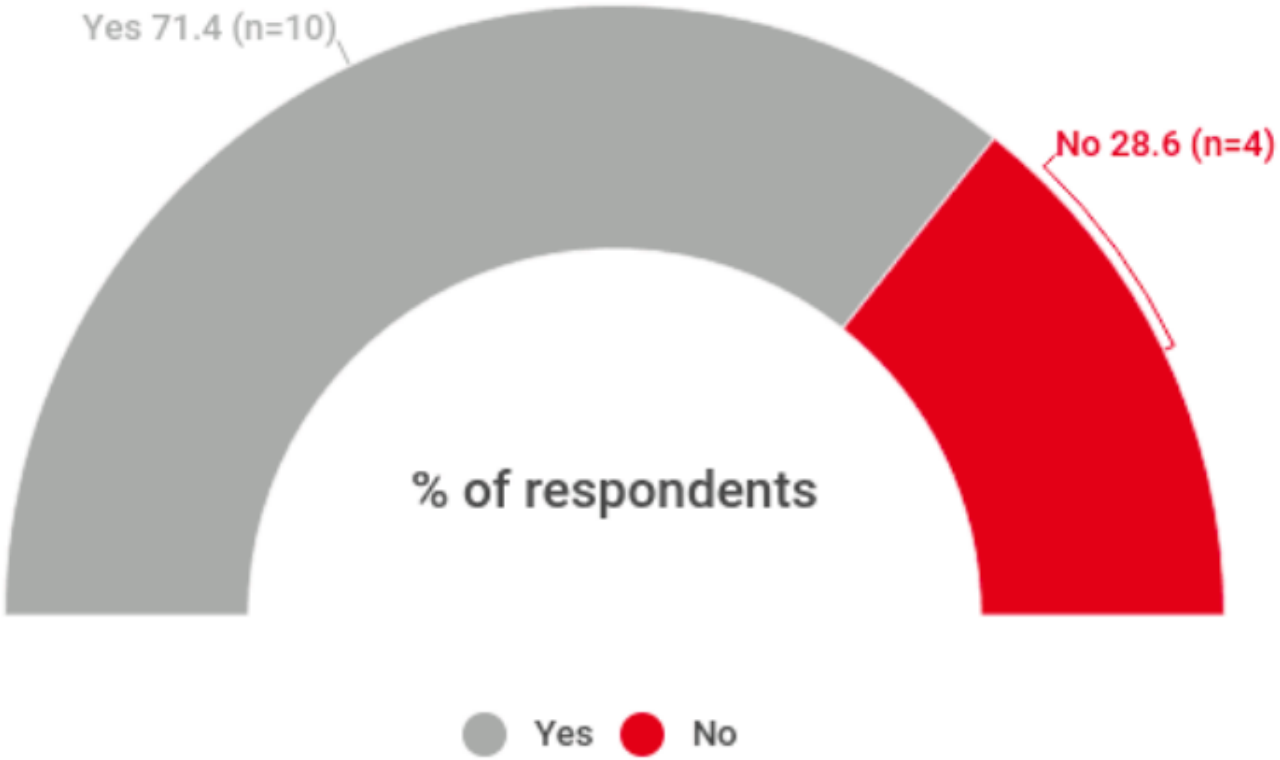


Research interaction with faculty (URSSA)

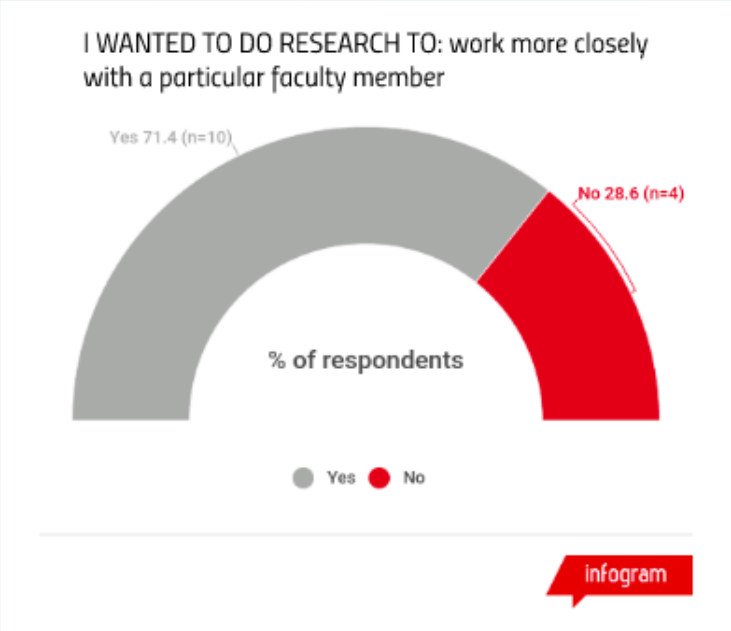


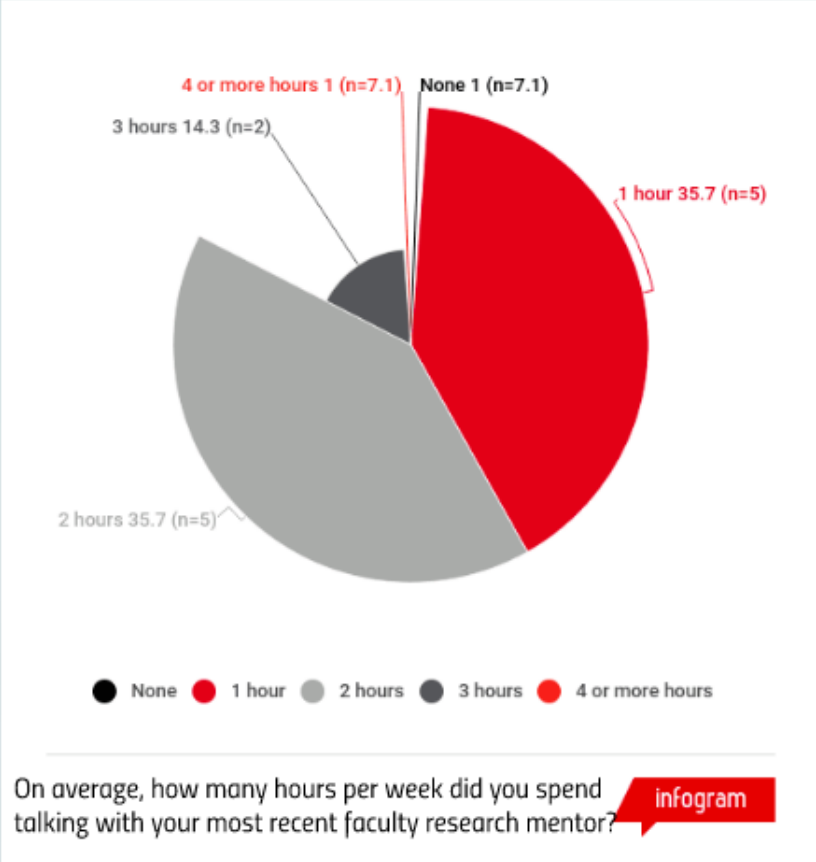


I WANTED TO DO RESEARCH TO: work more closely with a particular faculty member



Research interaction with faculty (URSSA)





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RSSA)

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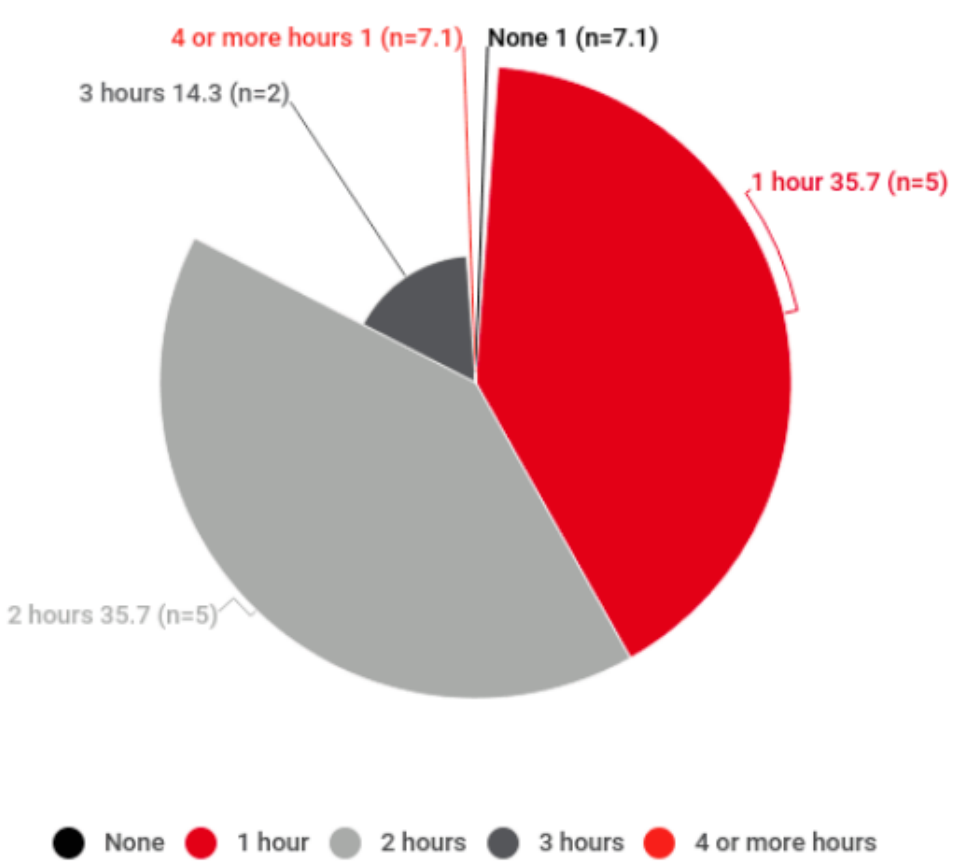
28.6 (n=4)



On average, how many hours per week did you spend talking with your most recent faculty research mentor?

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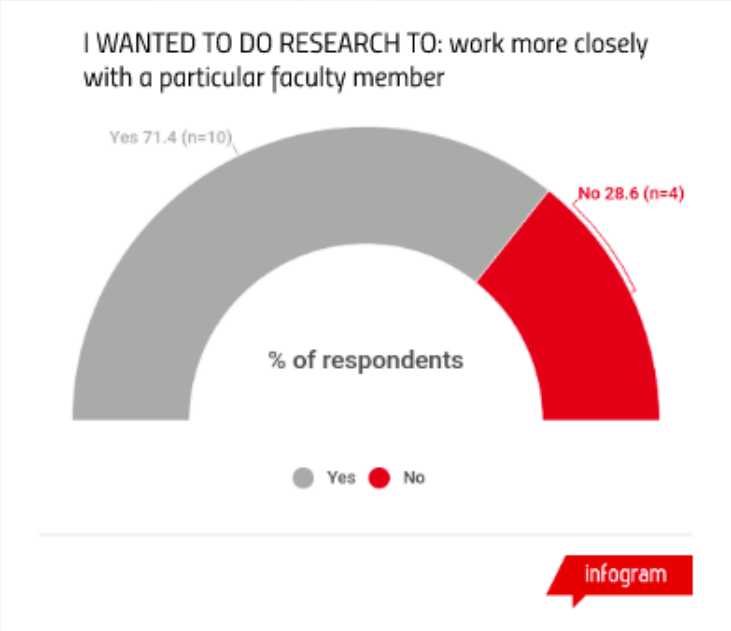
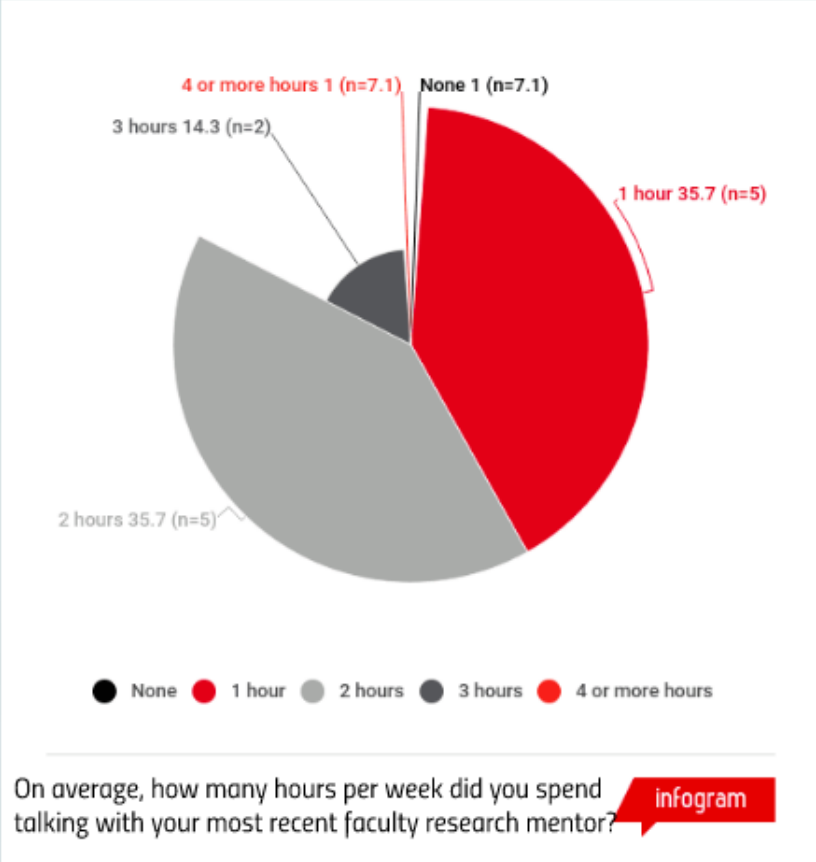
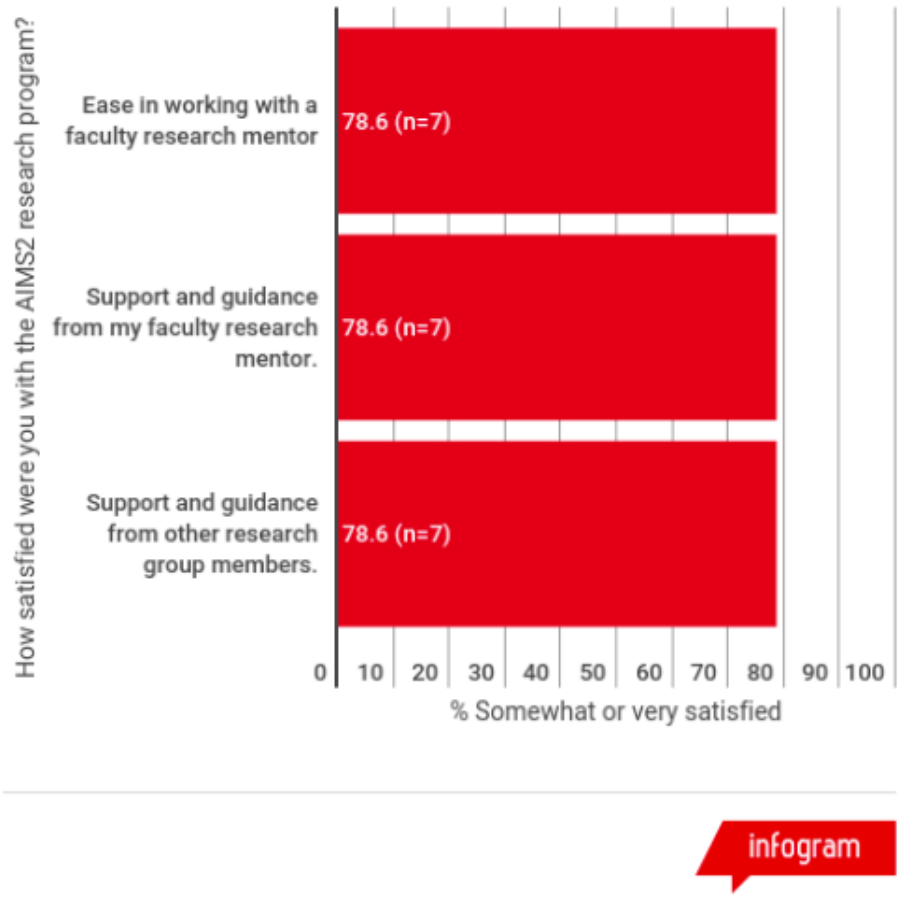
Research interaction with faculty (URSSA)







Satisfaction with research interaction with faculty (URSSA)

STEM enrollment (3a): FT student enrollment in STEM fields

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% change of FT enrollment of Hispanic and low-income students in STEM

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Fall 2015-Spring 2016 full-time students enrolled in STEM (baseline data) + Fall 2016-Spring 2017 full-time students enrolled in STEM (growth data)

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@ College of the Canyons: 2015-16 Baseline: 287

2016-17 Actual: 286 (-0.4%)

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2016-17 Actual: 373 (+11%)

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@ Glendale Community College: 2015-16 Baseline: 336	*2016-17 Actual: 373 (+11%)*
@ Moorpark College: 2015-16 Baseline: 351	*2016-17 Actual: 379 (+8%)*

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@ Pierce College: 2015-16 Baseline: 564	*2016-17 Actual: 520 (-8%)*

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@ Pierce College: 2015-16 Baseline: 564	*2016-17 Actual: 520 (-8%)*
@ CSUN: 2015-16 Baseline: 1670	*2016-17 Actual: 1679 (+0.5%)*

STEM retention (3b): first-time student retention in STEM fields

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% Hispanic and low-income, first-time STEM degree field students retained

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% Hispanic and low-income, first-time STEM degree field students retained

Fall 2014-Spring 2015 enrolled first-time, first-year in STEM and Fall 2015-Spring 2016 retained in STEM (baseline data) + Fall 2015-Spring 2016 enrolled first-time, first-year in STEM and Fall 2016-Spring 2017 retained in STEM (growth data)

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@ COC: 2014-15/2015-16 Baseline: 34% (73/213)

2015-16/2016-17 Actual: 59% (169/287)

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@ GCC: 2014-15/2015-16 Baseline: 65% (194/300) *2015-16/2016-17 Actual: 55% (197/359)*

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@ GCC: 2014-15/2015-16 Baseline: 65% (194/300)	*2015-16/2016-17 Actual: 55% (197/359)*
@ MC: 2014-15/2015-16 Baseline: 75% (75/100)	*2015-16/2016-17 Actual: 76% (65/86)*

STEM retention (3b): first-time student retention in STEM fields

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@ MC: 2014-15/2015-16 Baseline: 75% (75/100)	*2015-16/2016-17 Actual: 76% (65/86)*
@ PC: 2014-15/2015-16 Baseline: 37% (83/224)	*2015-16/2016-17 Actual: 57% (107/189)*

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@ PC: 2014-15/2015-16 Baseline: 37% (83/224)	*2015-16/2016-17 Actual: 57% (107/189)*
@ CSUN: 2014-15/2015-16 Baseline: 80% (553/689)	*2015-16/2016-17 Actual: 90% (494/551)*

Career preparation (4a): AIMS2 students' career preparation

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Project participant's attitudes and skills related to career preparation

Career preparation (4a): AIMS2 students' career preparation

Project participant's attitudes and skills related to career preparation

EMS Survey Items

Career preparation (4a): AIMS2 students' career preparation

Project participant's attitudes and skills related to career preparation

EMS Survey Items

- Job or work activities in the first five years after graduation (importance):
  - Searching out new technologies, processes, techniques, and/or product ideas
  - Generating creative ideas
  - Promoting and championing ideas to others
  - Investigating and securing resources needed to implement new ideas
  - Developing adequate plans and schedules for the implementation of new ideas
  - Selling a product or service in the marketplace

- Job or work activities in the first five years after graduation (importance):
  - Designing a new product or project to meet specified requirements
  - Conducting experiments, build prototypes, or construct mathematical models to develop or evaluate a design
  - Developing and integrating component sub-systems to build a complete system or product
  - Analyzing the operation or functional performance of a complete system
  - Troubleshooting a failure of a technical component or system

- How likely to do following in the first five year after graduation (likelihood-job target)
- How likely work will involve engineering one year after you graduate (likelihood)
- How likely to enter graduate school in the first five years after graduation (likelihood)
- Level of preparation for and success in first preferred position after graduation

Career preparation (4a): AIMS2 students' career preparation

Project participant's attitudes and skills related to career preparation

EMS Survey Items

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URSSA Survey Items

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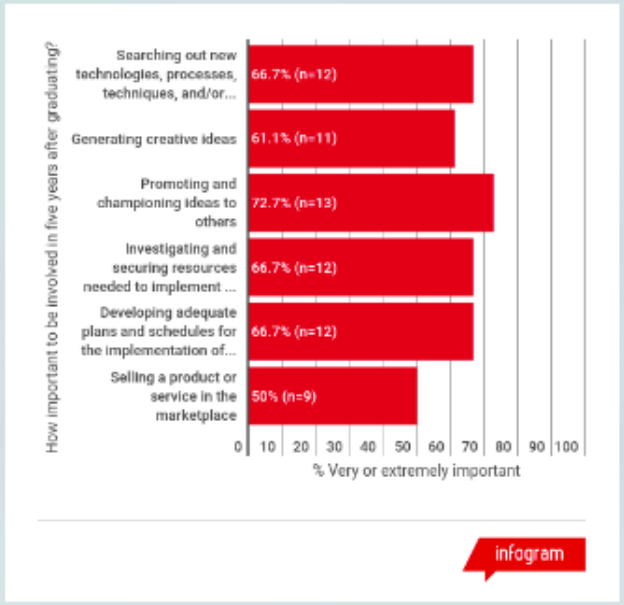
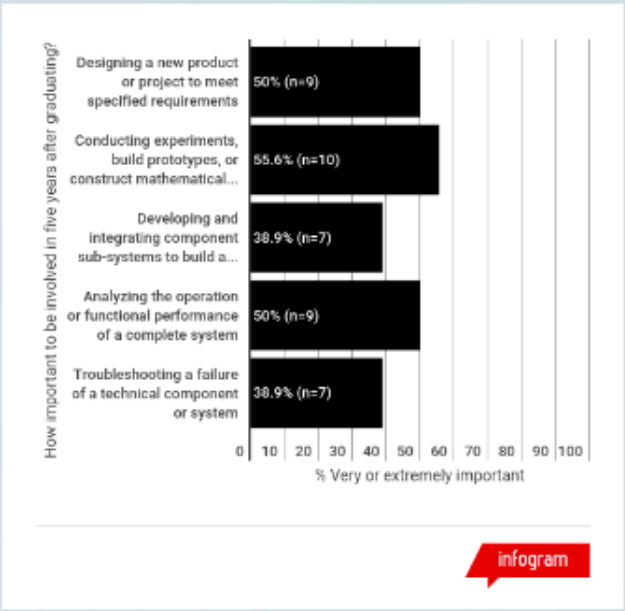
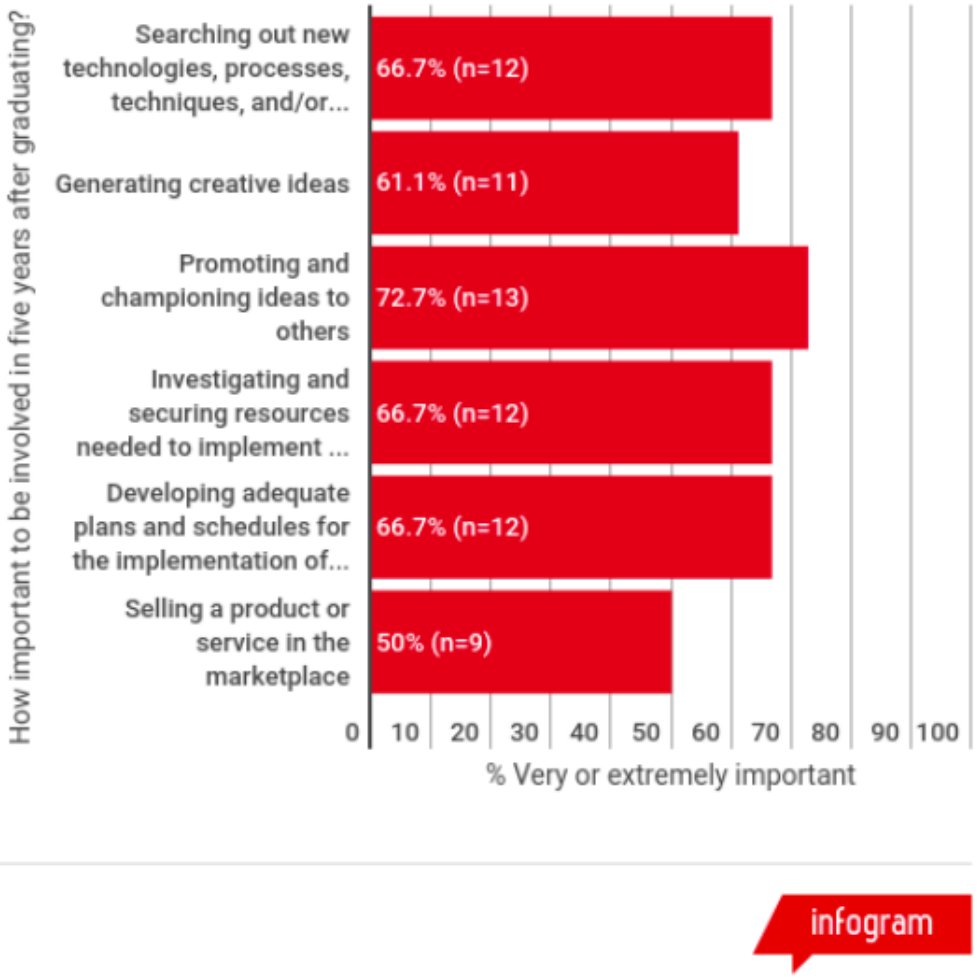
URSSA Survey Items

- *Rate how much you agree with the following statements:*
  - *Doing research confirmed my interest in my field of study.*
  - *My resume has been enhanced by my research experience.*
  - *My research experience has prepared me for graduate school.*
  - *My research experience has prepared me for a job.*

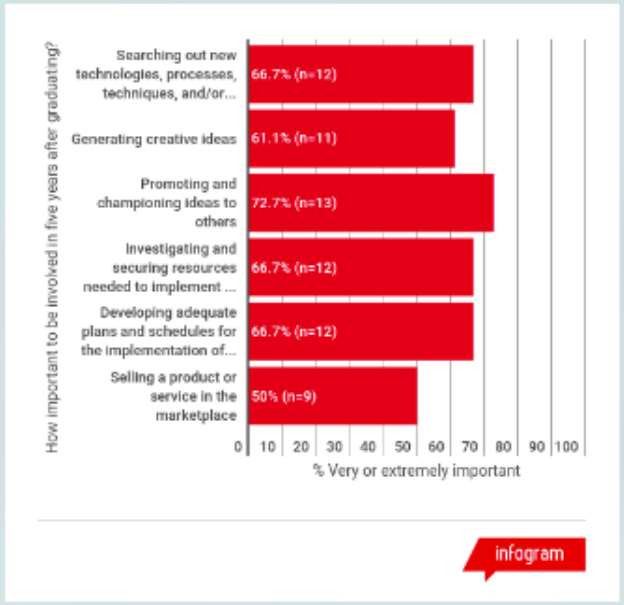
Importance of job or work activities five years after graduation (EMS)

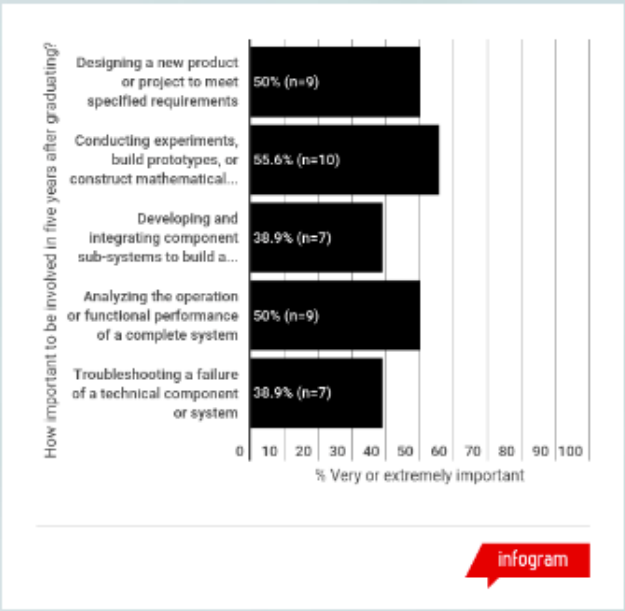




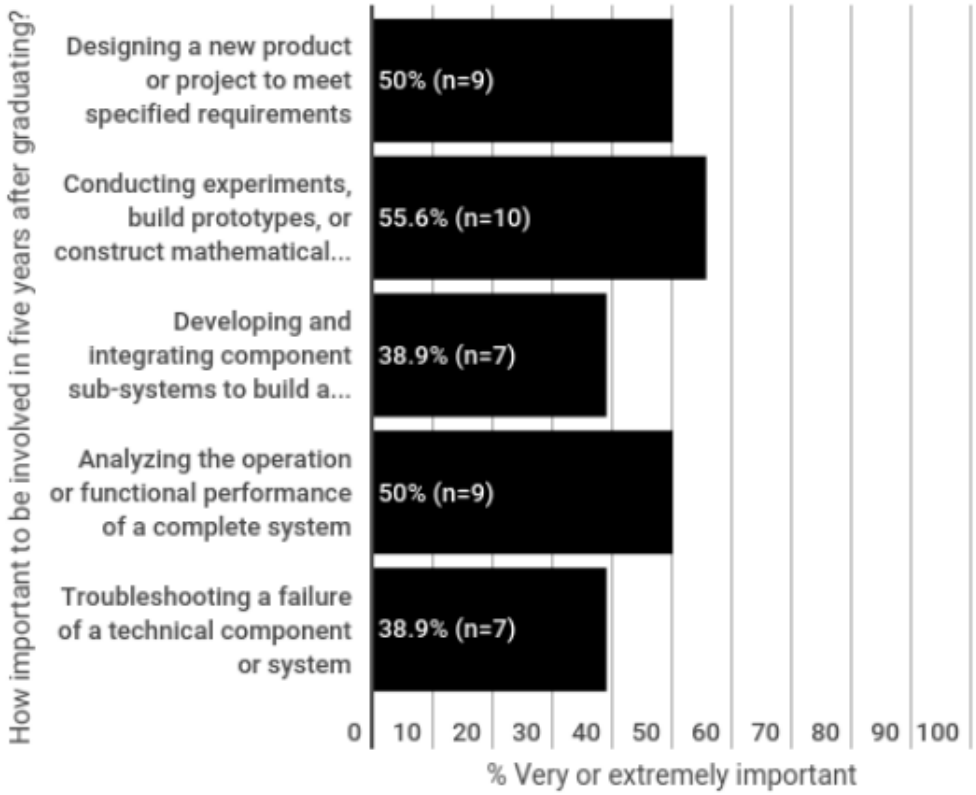

How important to be involved in five years after graduating?
Searching out new technologies, processes, techniques, and/or...
66.7% (n=12)
Generating creative ideas
61.1% (n=11)
Promoting and championing ideas to others
72.7% (n=13)
Investigating and securing resources needed to implement ...
66.7% (n=12)
Developing adequate plans and schedules for the implementation of...
66.7% (n=12)
Selling a product or service in the marketplace
50% (n=9)
0 10 20 30 40 50 60 70 80 90 100
% Very or extremely important
infogram

Importance of job or work activities five years after graduation (EMS)

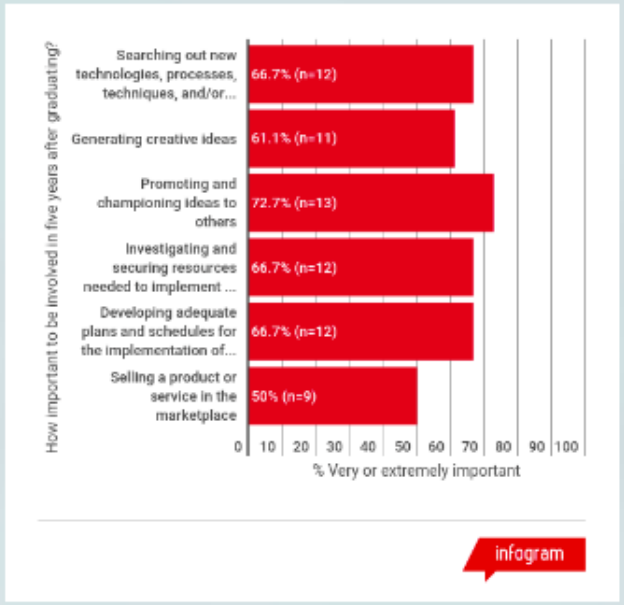


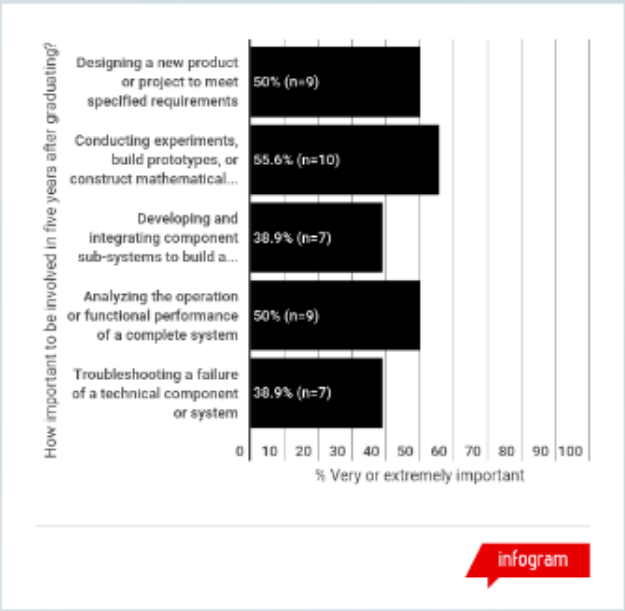



70
80
90
100
y important

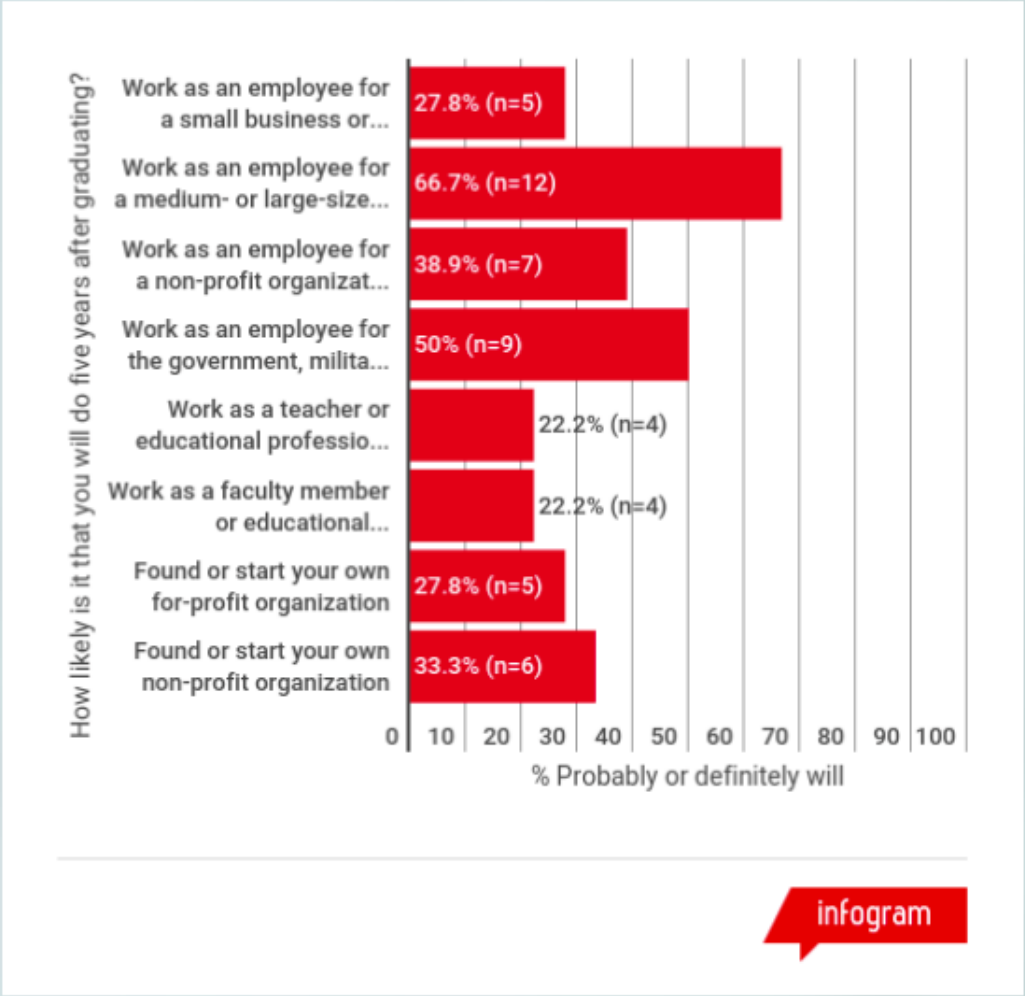

How important to be involved in five years after graduating?
Designing a new product or project to meet specified requirements
50% (n=9)
Conducting experiments, build prototypes, or construct mathematical...
55.6% (n=10)
Developing and integrating component sub-systems to build a...
38.9% (n=7)
Analyzing the operation or functional performance of a complete system
50% (n=9)
Troubleshooting a failure of a technical component or system
38.9% (n=7)
0
10
20
30
40
50
60
70
80
90
100
% Very or extremely important

Importance of job or work activities five years after graduation (EMS)

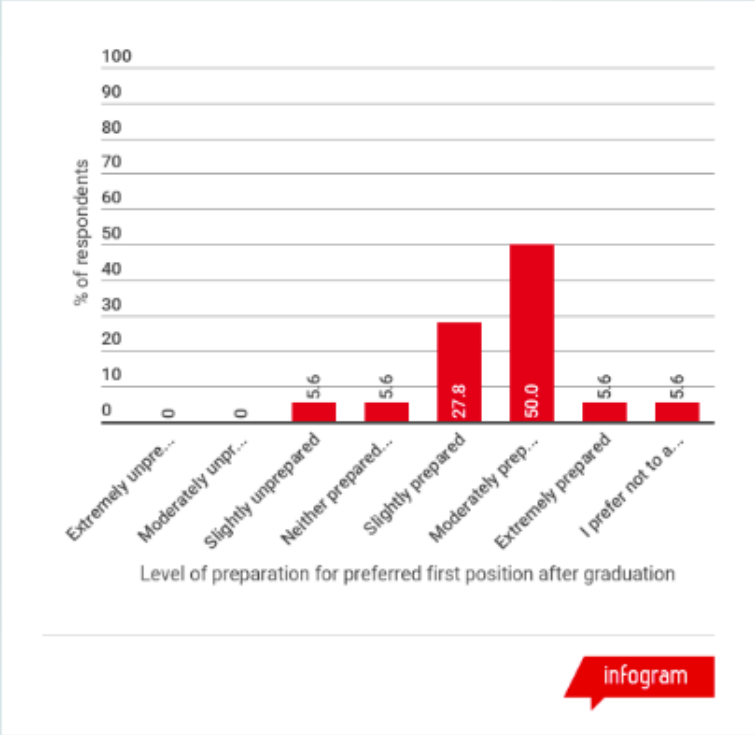


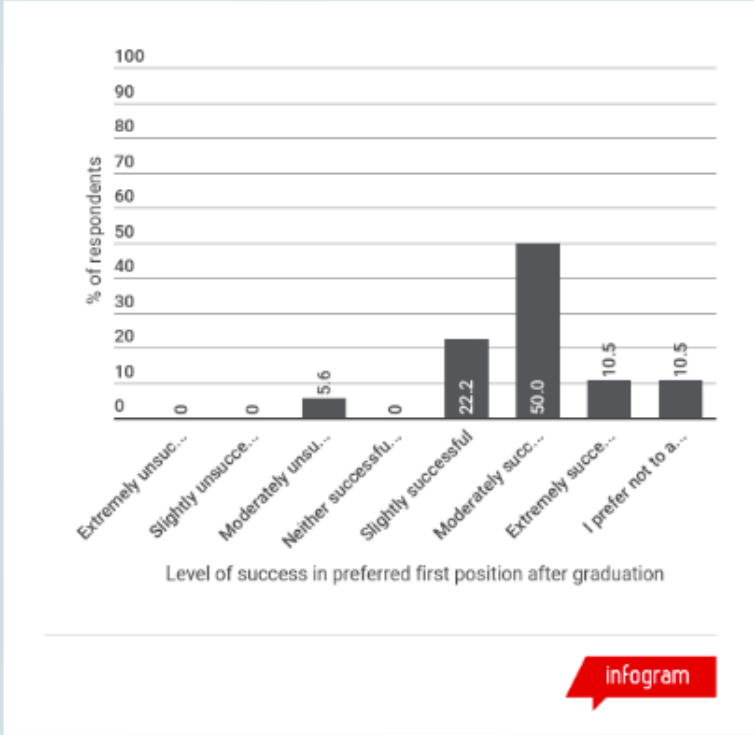


Likelihood of working in a specific sector in the first five year after graduation (EMS)



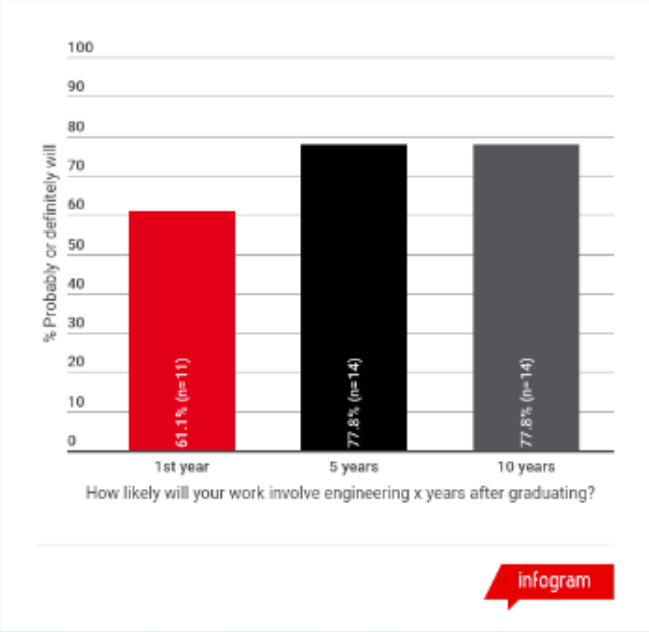
Career preparation and success (PEPS)

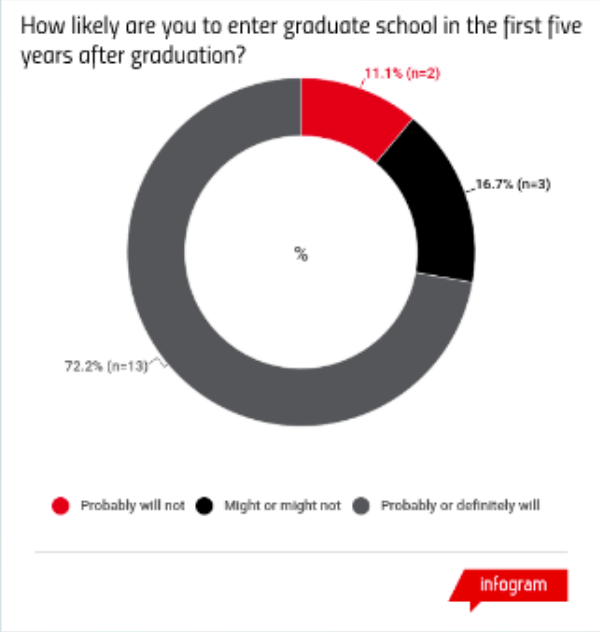


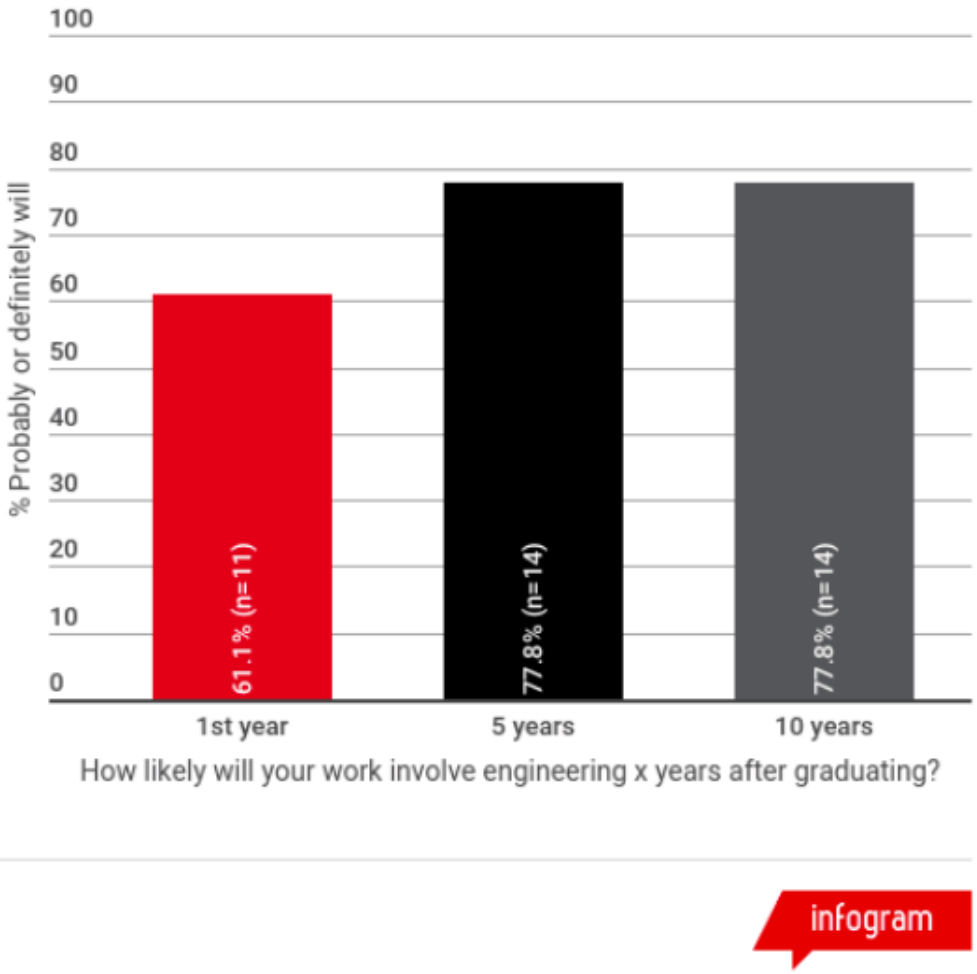


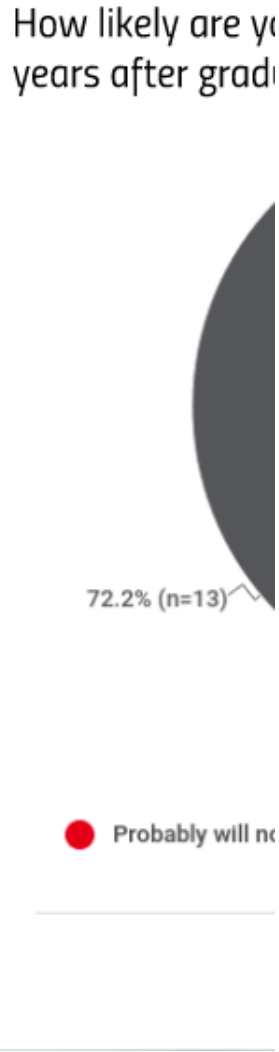
Professional Engineering Pathways Study (PEPS) survey items in CSUN's EMS

Likelihood of engineering work and graduate school (EMS)

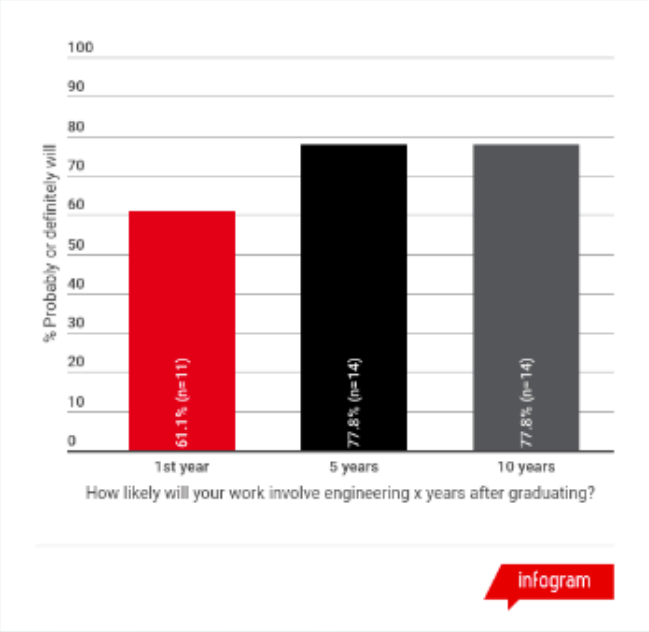


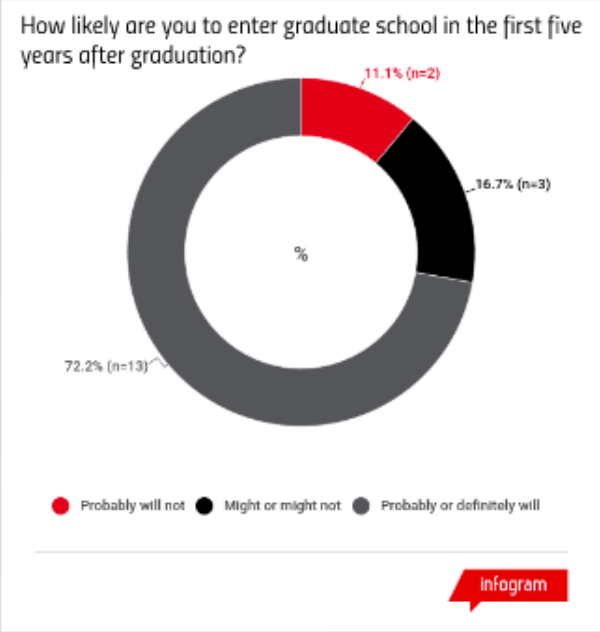


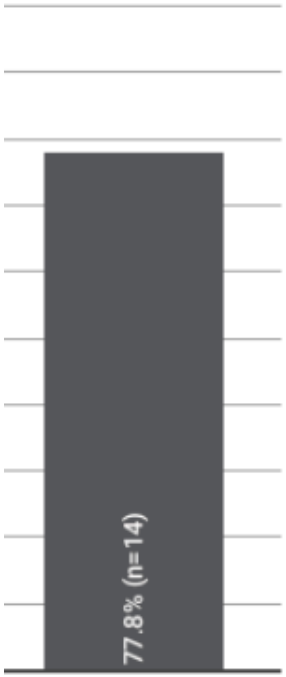

100
90
80
70
60
50
40
30
20
10
0
% Probably or definitely will
61.1% (n=11)
77.8% (n=14)
77.8% (n=14)
1st year
5 years
10 years
How likely will your work involve engineering x years after graduating?
infogram


How likely are y
years after grad
72.2% (n=13)
Probably will n

Likelihood of engineering work and graduate school (EMS)



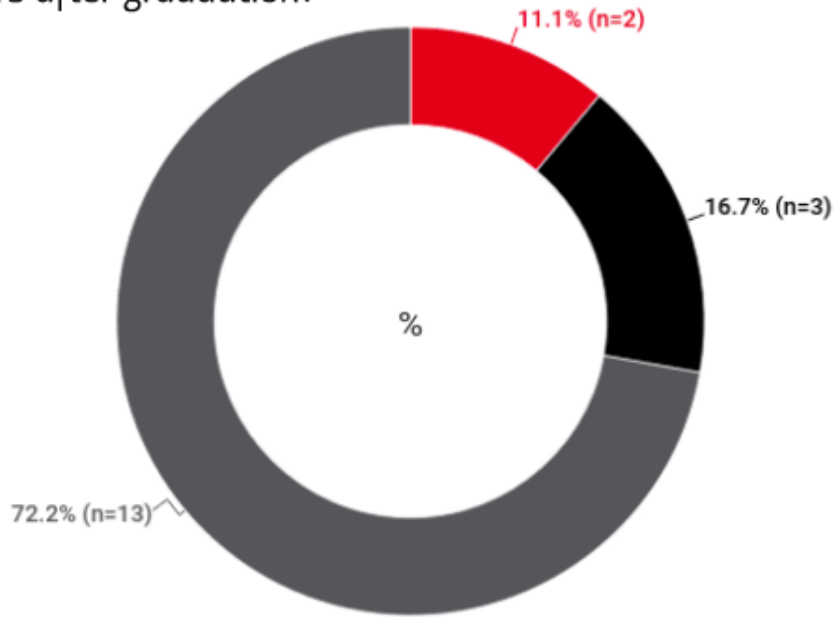




rs after graduating?

infogram

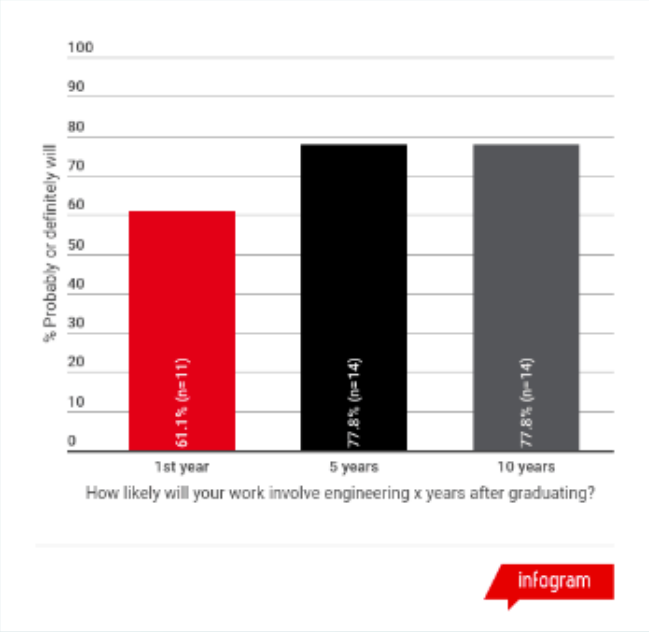
How likely are you to enter graduate school in the first five years after graduation?

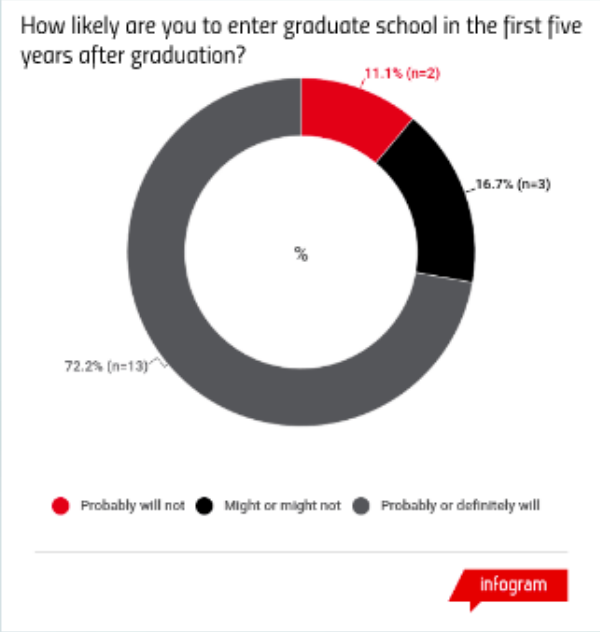


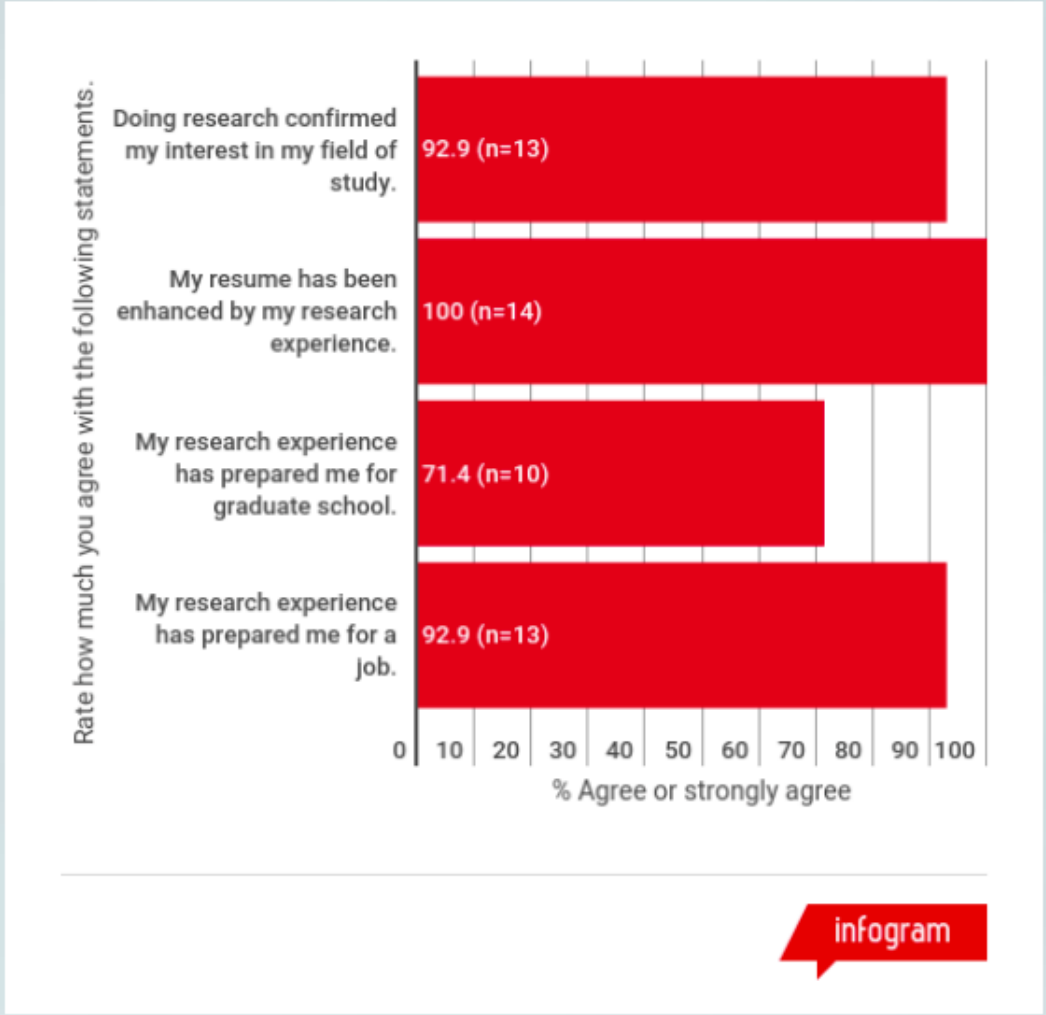
Probably will not Might or might not Probably or definitely will

infogram

Likelihood of engineering work and graduate school (EMS)







Career-related outcomes from research participation with faculty (URSSA)

Research skills (5a): AIMS2 students' research skills development

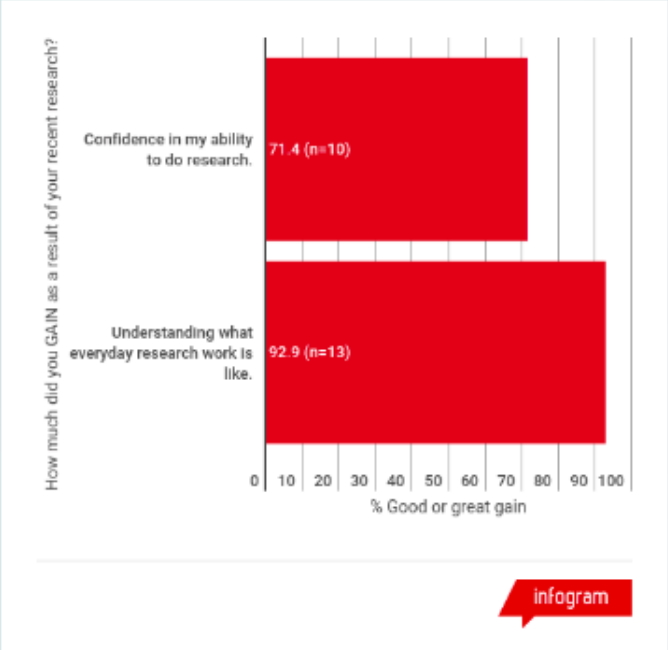
Project participant's attitudes and skills related to research skills

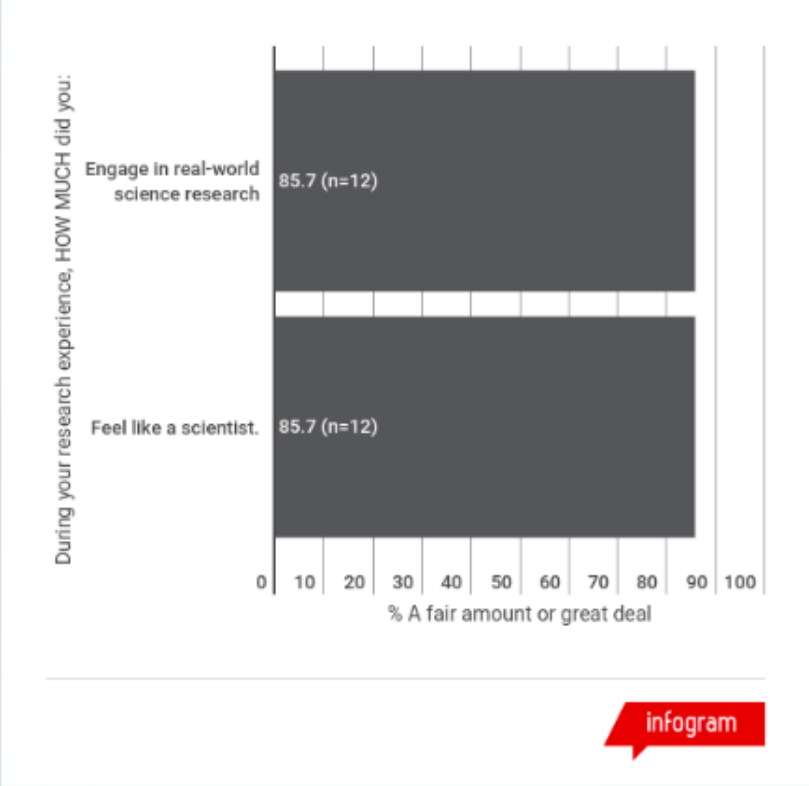
URSSA Survey Items

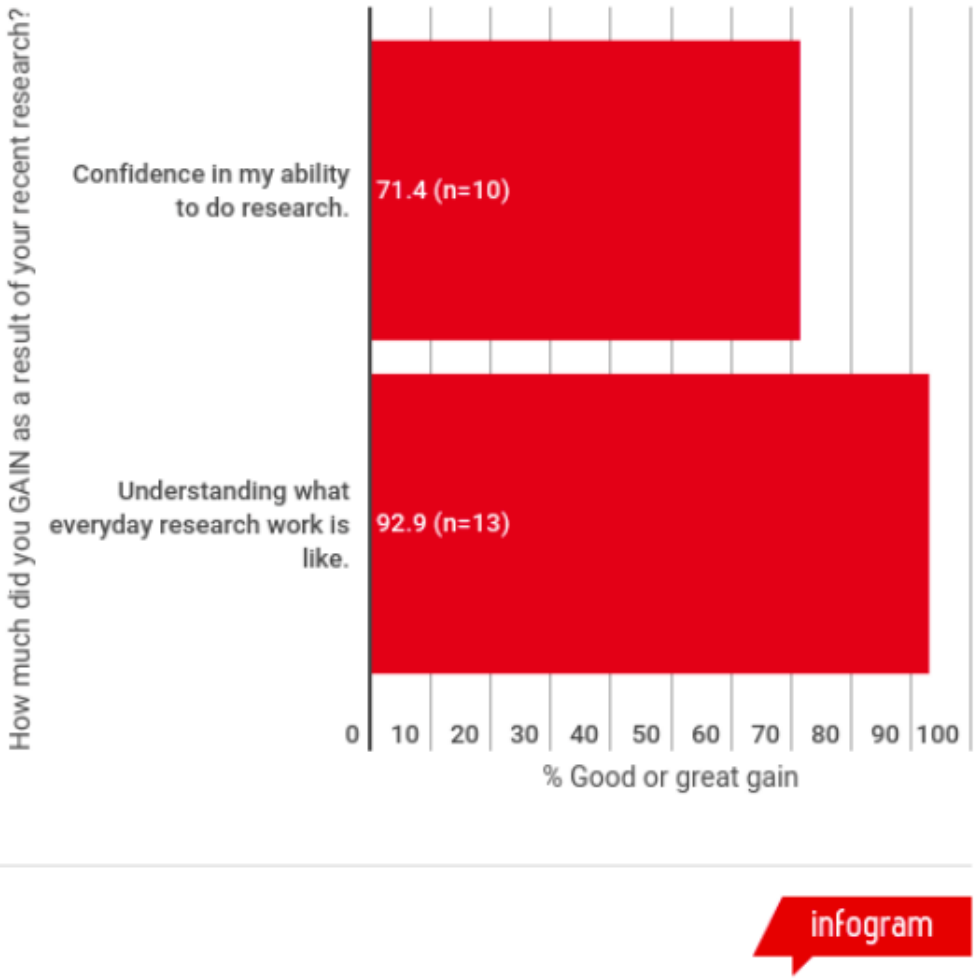
- *How much did you GAIN in the following areas as a result of your most recent research experience?*
  Confidence in my ability to do research.
  Understanding what everyday research work is like.

- *During your research experience HOW MUCH did you:*
  Engage in real-world science research
  Feel like a scientist.

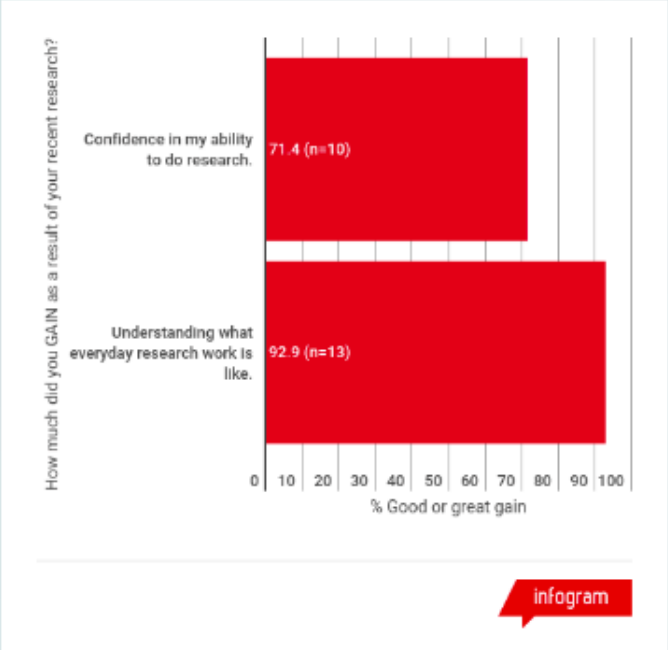
Gains in research experience, confidence, and idenity (URSSA)

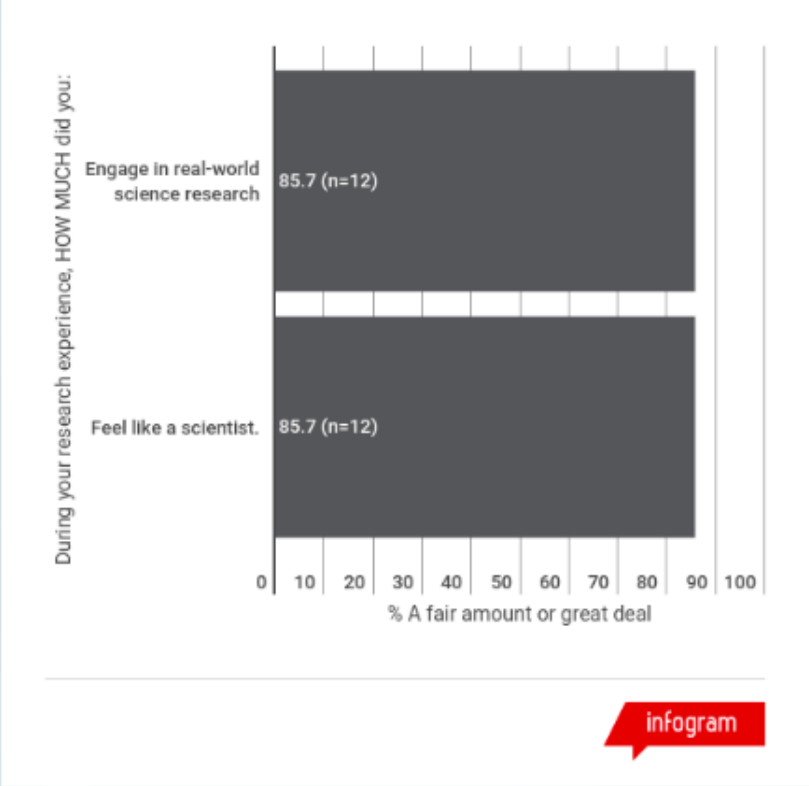


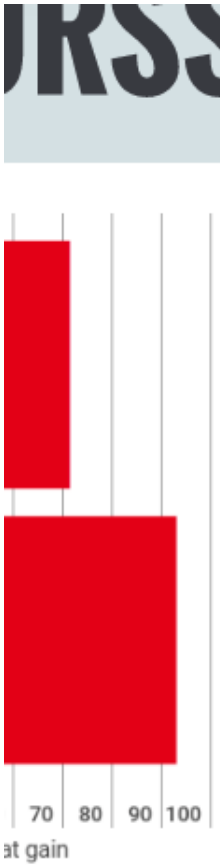


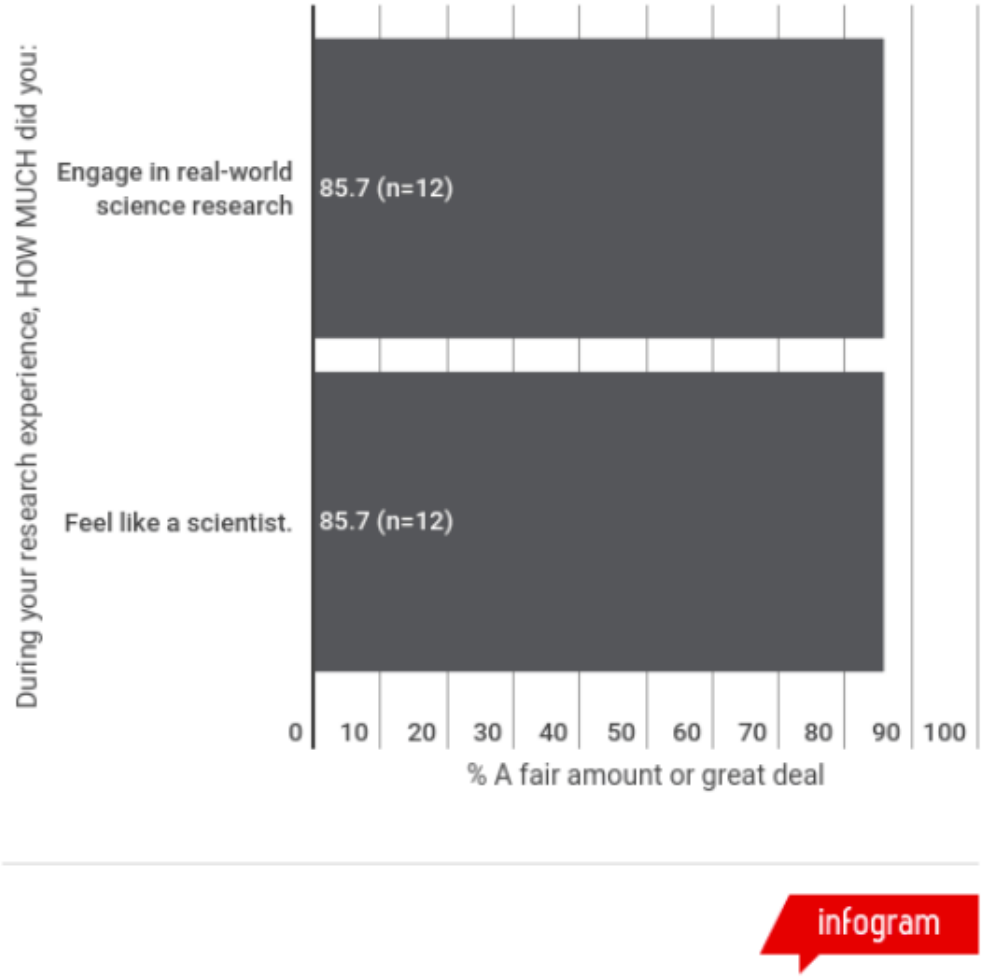

How much did you GAIN as a result of your recent research?
Confidence in my ability to do research.
71.4 (n=10)
Understanding what everyday research work is like.
92.9 (n=13)
0
10
20
30
40
50
60
70
80
90
100
% Good or great gain
infogram

Gains in research experience, confidence, and idenity (URSSA)

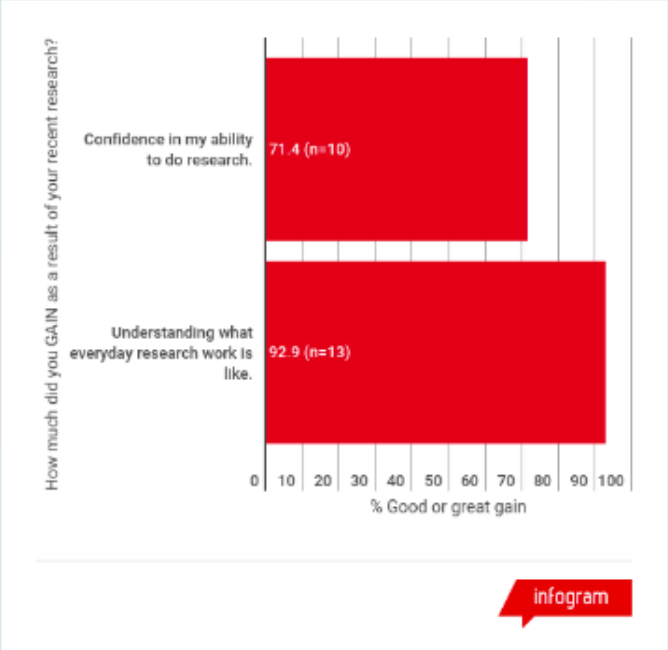


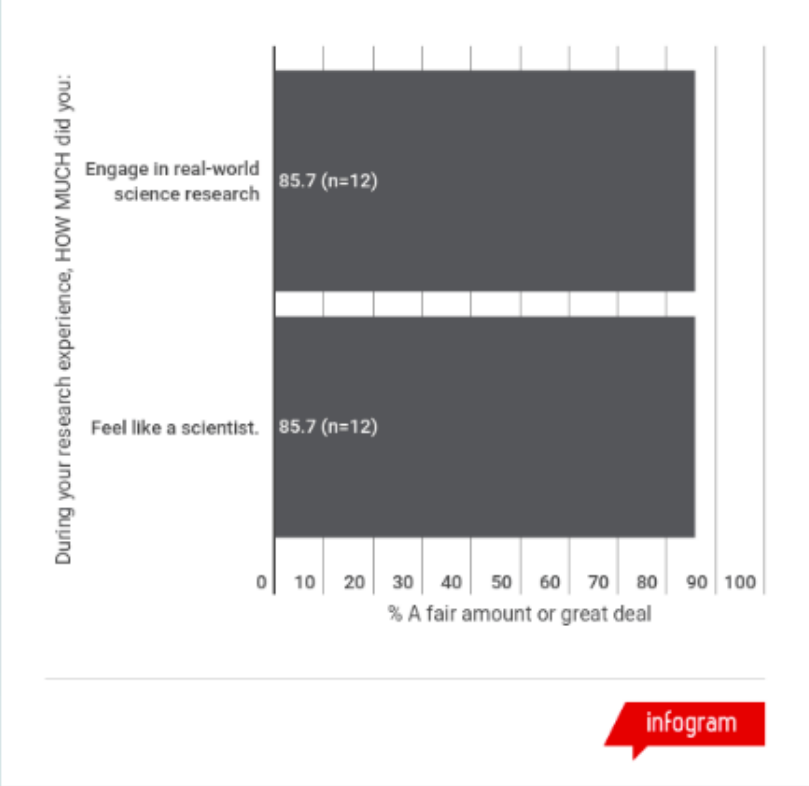



70
80
90
100
at gain
infogram


During your research experience, HOW MUCH did you:
Engage in real-world science research
85.7 (n=12)
Feel like a scientist.
85.7 (n=12)
0
10
20
30
40
50
60
70
80
90
100
% A fair amount or great deal
infogram

Gains in research experience, confidence, and idenity (URSSA)





Transfer and degree completion (6a): transfer student retention in STEM @ CSUN

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% Hispanic and low-income transfer students retained in a STEM degree field

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Fall 2015 transfer students enrolled first-time in STEM and retained (enrolled) in STEM in Spring 2016 (baseline data) + Fall 2016 transfer students enrolled first-time in STEM and retained (enrolled) in STEM in Spring 2017 (growth data)

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***Baseline: 90%** (Spring 2016: 331/Fall 2015: 367)*

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% Hispanic and low-income transfer students retained in a STEM degree field

Fall 2015 transfer students enrolled first-time in STEM and retained (enrolled) in STEM in Spring 2016 (baseline data) + Fall 2016 transfer students enrolled first-time in STEM and retained (enrolled) in STEM in Spring 2017 (growth data)

***Growth: 93%** (Spring 2017: 311/Fall 2016: 334)*

***Baseline: 90%** (Spring 2016: 331/Fall 2015: 367)*

Transfer and degree completion (6b): transfer students on track to graduate from CSUN

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% Hispanic and low-income STEM field transfer students on track to complete a degree

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Fall 2013 transfer students enrolled first time in STEM with continuous enrollment (academic term) AND 24 units per year (tracked over 3 years) (baseline data) + Fall 2014 transfer students enrolled first time in STEM with continuous enrollment (academic term) AND 24 units per year (tracked over 3 years) (growth data)

Transfer and degree completion (6b): transfer students on track to graduate from CSUN

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Baseline: 35% ***(Spring 2016: 112/Fall 2015: 320)***

Transfer and degree completion (6b): transfer students on track to graduate from CSUN

% Hispanic and low-income STEM field transfer students on track to complete a degree

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Growth: 36% ***(Spring 2017: 119/Fall 2016: 330)***

Baseline: 35% ***(Spring 2016: 112/Fall 2015: 320)***

Transfer and degree completion (6c): AIMS2 student degree completion @ CSUN

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% project participants who complete a degree

Transfer and degree completion (6c): AIMS2 student degree completion @ CSUN

% project participants who complete a degree

Fall 2016 and Spring 2017 completion of Hispanic and low-income students in CECS who completed a degree (percentage) (baseline data)

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% project participants who complete a degree

Fall 2016 and Spring 2017 completion of Hispanic and low-income students in CECS who completed a degree (percentage) (baseline data)

Stay tuned for data in a future report!


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Summary of Year 1 APR Data

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- Important career preparation experiences with faculty research and overall with student participants anticipating engineering-related work and graduate school--but lower rates of feeling prepared for career success
- Overall high retention of transfer students but lower rates of remaining "on track" to complete a degree within three years of transfer

Recommendations

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- Continue to focus on quality and frequency of interactions with student participants, including specific discussions of course-related and career-related topics + facilitate more (or more in-depth) discussions of innovative and entrepreneurial research/design ideas across sites

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- Extend research-related opportunities with CSUN faculty to as many student participants as possible--these are invaluable experiences for academic and career outcomes
- Continue to explore opportunities to retain transfer students to keep them on track toward program completion at CSUN, especially as they progress through the curriculum toward program completion


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Plans for evaluation research and reporting

- EMS posttest survey with FTF-1/2 and FTT 1/2 in + EMS pretest survey with comparison groups
- URSSA survey and interview with academic-year faculty research assistants
- Focus groups with CSUN AIMS2 and COC AIMS2 students
- Summer skills workshop focus group + questionnaore report
- 2011 award: program completion and perstience report


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Thank you!


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