Brief agenda for <mark>7 Dec 2018; 2-3 pm; NHE 113</mark>
HSI STEM Steering Committee

Part A: Task groups update:
1. Subtask groups. (2-2:30)
    a. PBLC
    b. Transfer pathways
    c. Math reform
    d. Student groups & CCAEs
    e. Prof dev/training
    f. Pilot focus group

Part B: Input on latest work:
1. Analysis of 2nd and 3rd year impacts (see slides)
2. Budget update

*"Therefore, our proposal addresses **Absolute Priority 1** by involving student centered services designed to improve academic success, retain students in STEM fields, and move them efficiently through degree completion. The components also address **Absolute Priority 2**, by increasing the number of Hispanic and low-income students attaining STEM degrees, and developing model transfer and articulation agreements between two-year HSIs and HSU in STEM fields. Two of the core components also align with **Competitive Preference Priority 2**. Specifically, we show that our plans for (a) place based learning communities and (b) tutoring with retrieval practices are rooted soundly in studies meeting conditions set out in the definition of "evidence of effectiveness" (Sommo et al. 2012, Karpicke and Blunt 2011)."*

The HHMI Inclusive Excellence Grant complements HSI STEM by funding activities designed to build institutional capacity to effectively engage all students in the sciences throughout their undergraduate years, especially those who come to college via nontraditional pathways. Through this initiative, HHMI supports colleges and universities in implementing activities that will lead to deep and sustained change in the institution's capacity for inclusion. The expectation is that through the iterative and challenging work of: (1) being simultaneously conscious and critical of current ideologies, systems, and practices that disproportionately marginalize some; and (2) acquiring and implementing new knowledge, perspectives, and competencies that lend themselves to the kind of inclusive mindsets and leadership stances that inextricably link the domains of inclusion and excellence, we will achieve transformative institutional change that improves and transforms institutional policies, infrastructure, and culture.
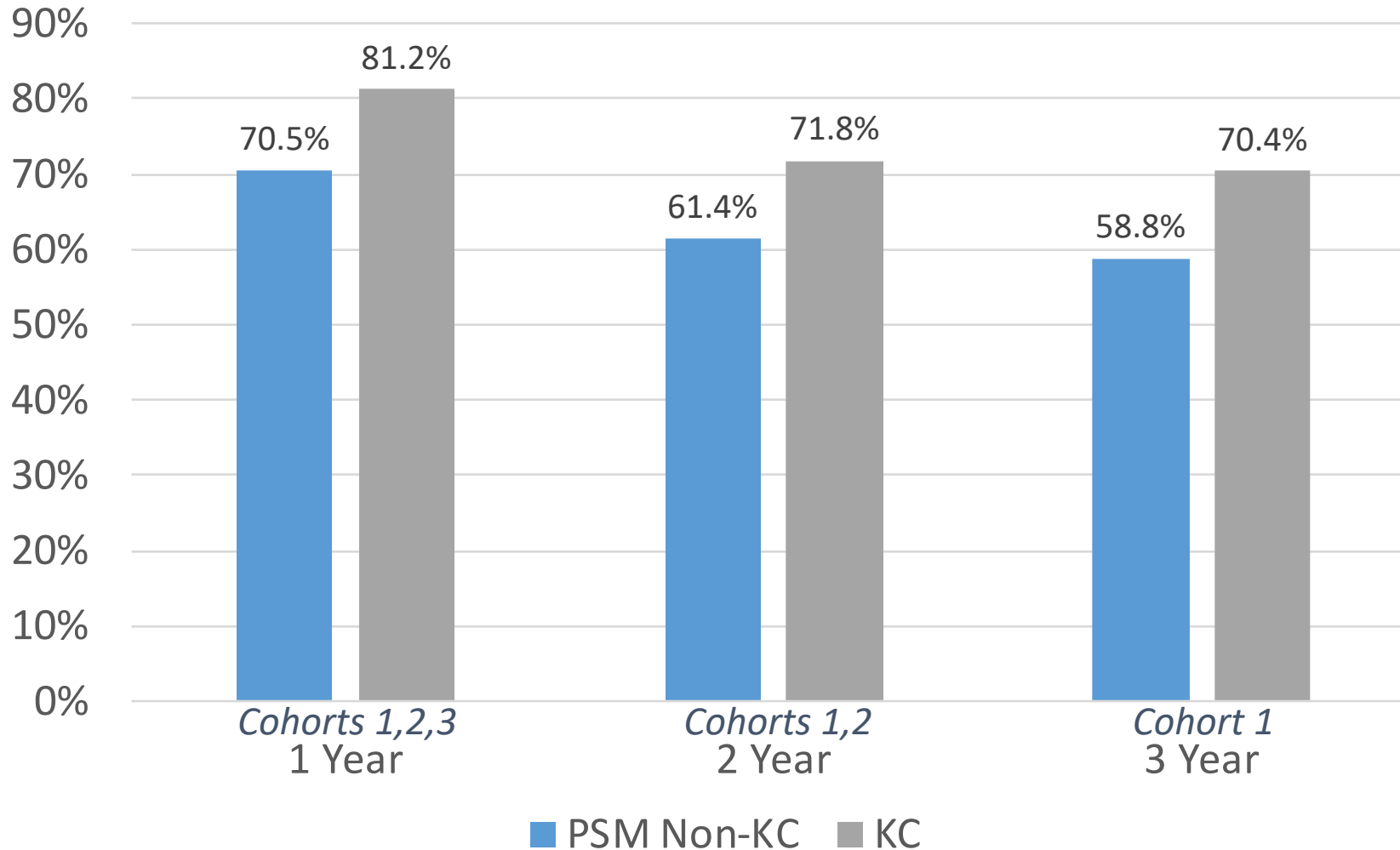
Most people use statistics as a drunkard uses lamp post, more for support than illumination.
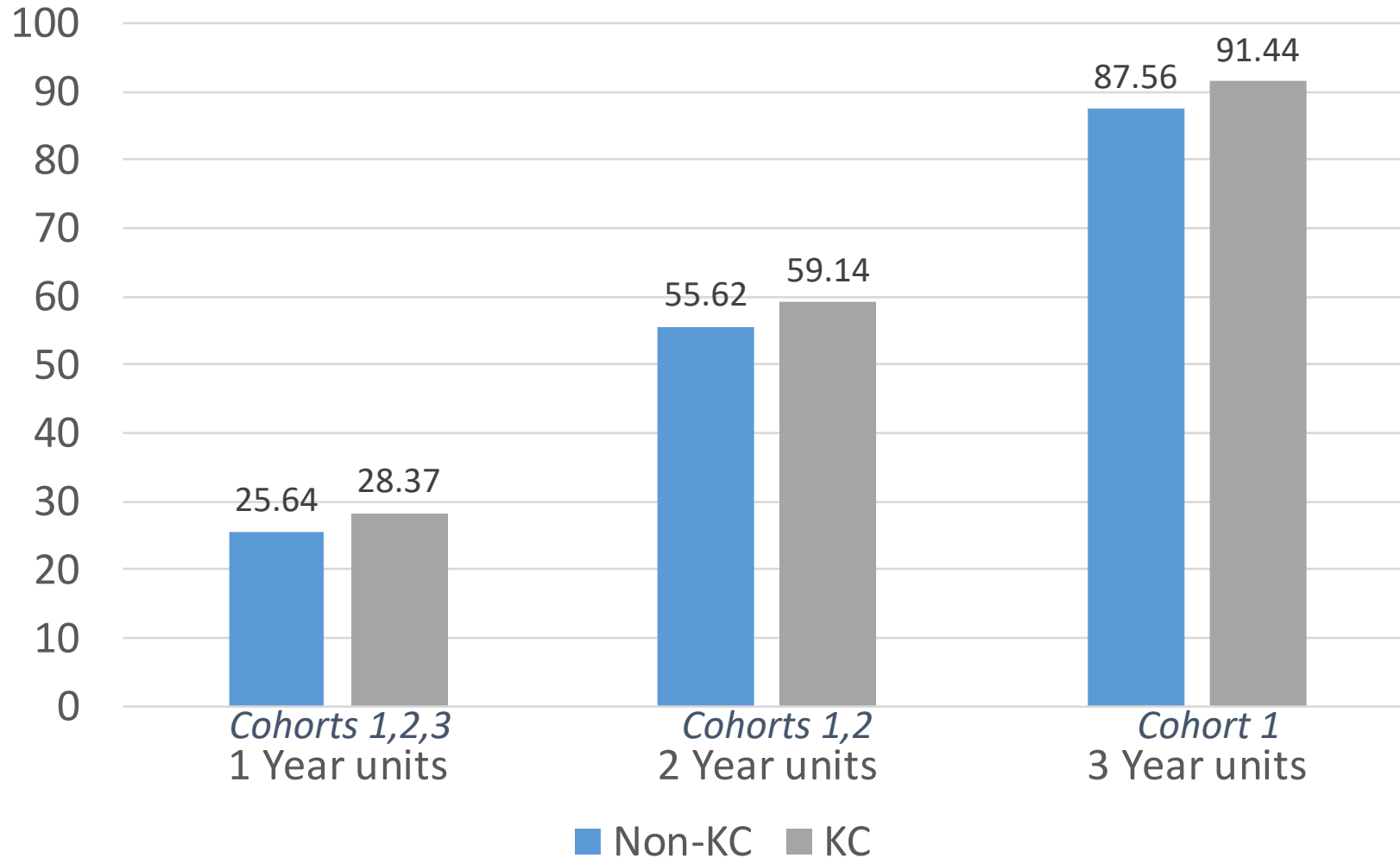
-- Mark Twain

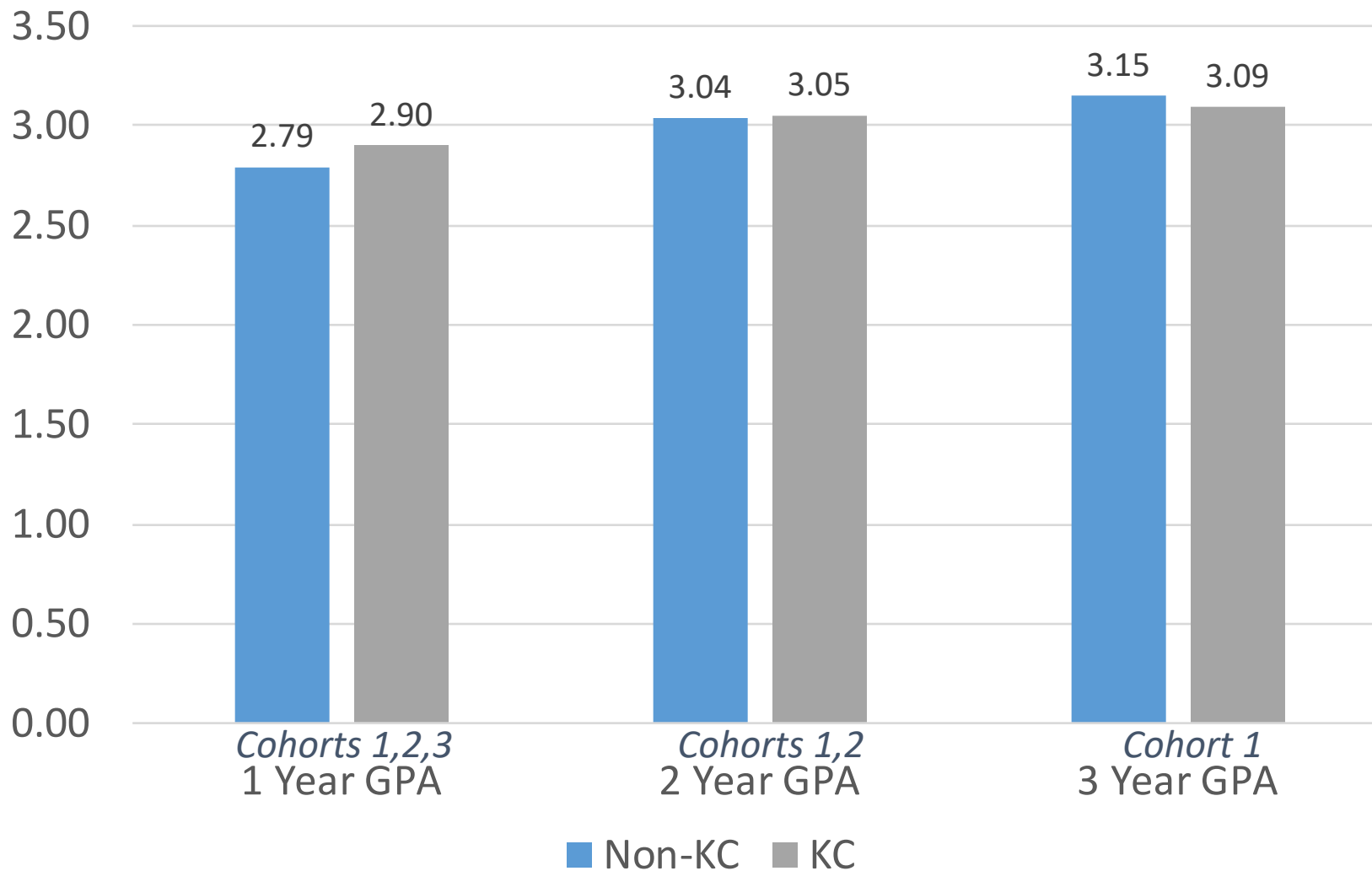HSU Retention - AY '15, '16, '17
among Propensity Matched Students

~10-11% KC retention bump persists to 2nd & 3rd year

Units Earned - AY '15, '16, '17
among Propensity Matched Students
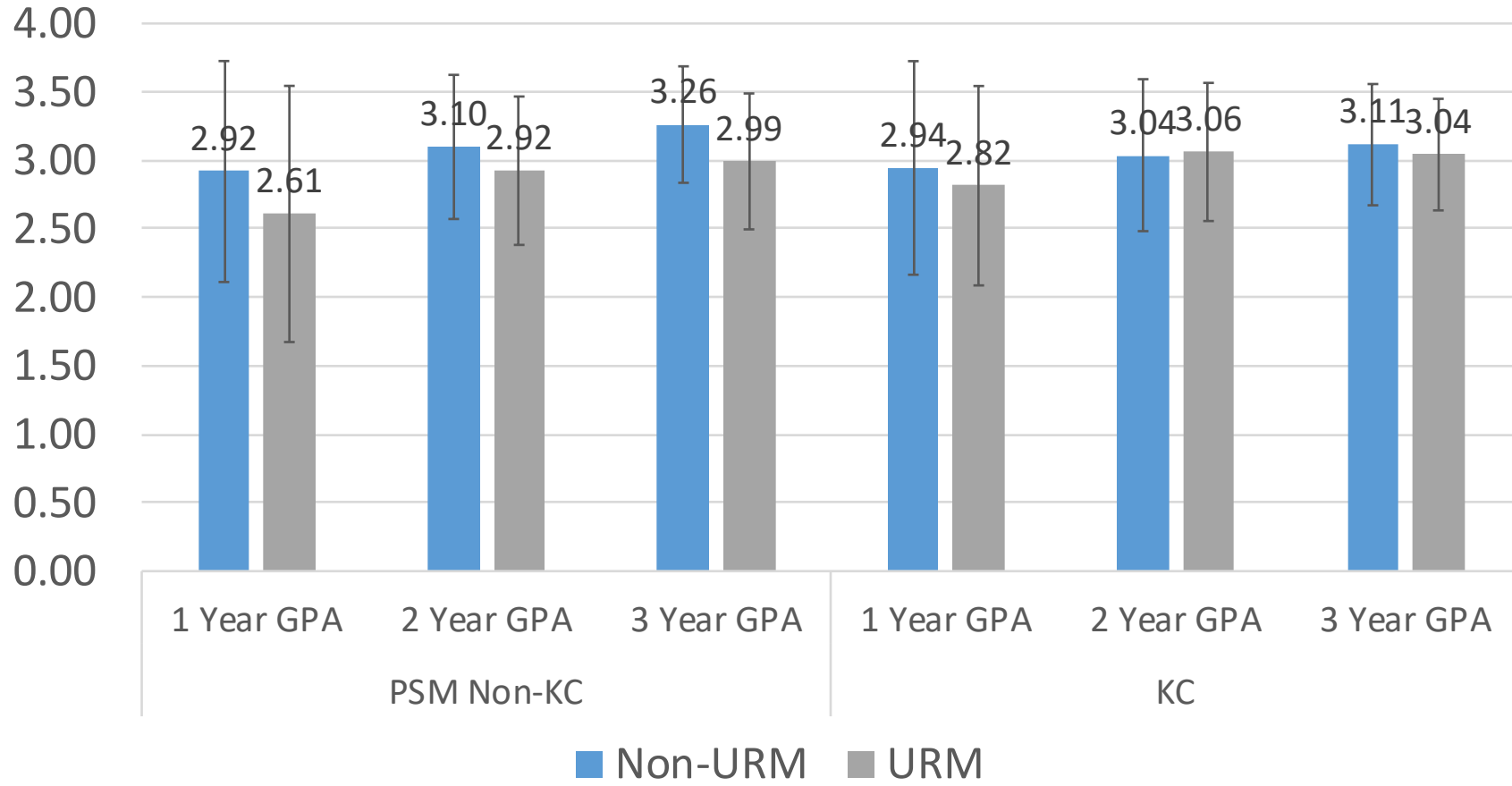
~3 unit KC bump in units persists to 2nd & 3rd year

GPA - AY '15, '16, '17
among Propensity Matched Students
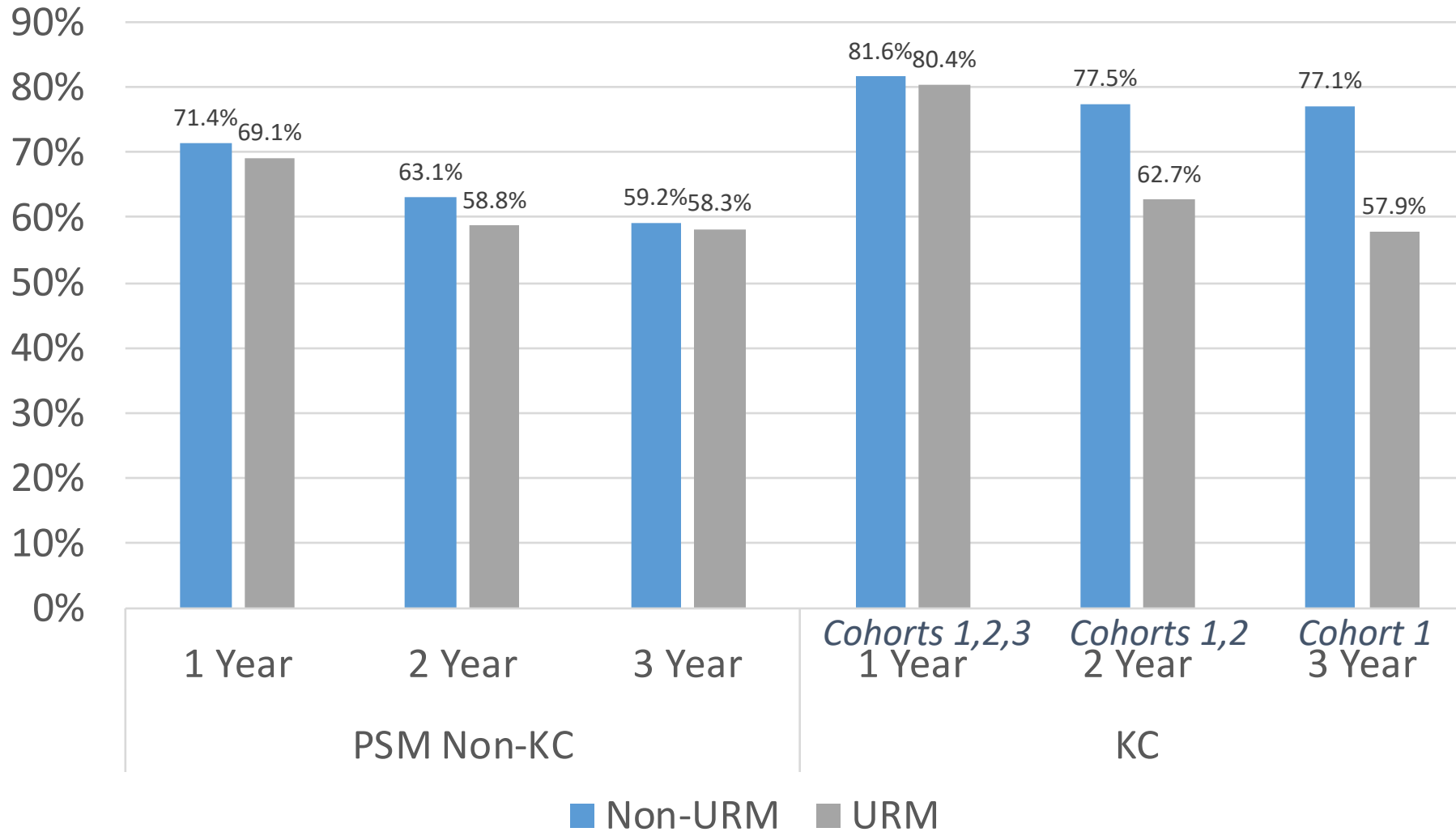
GPA differences remain
small to negligible

GPA - AY '15, '16, '17
among Propensity Matched Students

Mean value ± 1 standard deviation

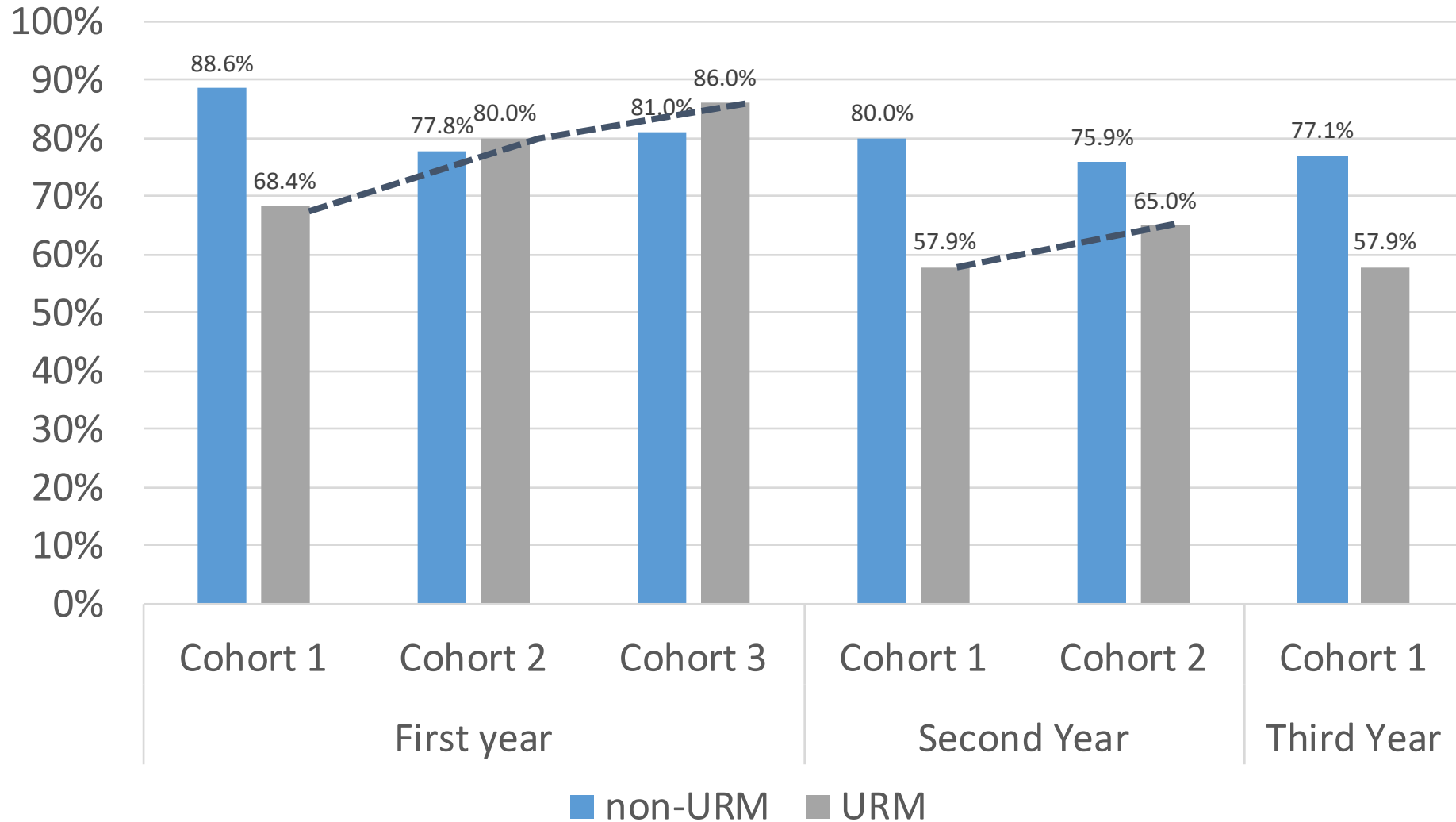Equity gap in GPA slightly narrowed in 1st year, which continues to 2nd 3rd year

HSU Retention - AY '15, '16, '17
among Propensity Matched Students

No equity gap in KC retention in 1st year, but re-emerges in 2nd and 3rd

Klamath Connection Retention - AY '15, '16, '17
from Propensity Matched Students (missing 42 KC participants)

First year
- Cohort 1: non-URM 88.6%, URM 68.4%
- Cohort 2: non-URM 77.8%, URM 80.0%
- Cohort 3: non-URM 81.0%, URM 86.0%

Second Year
- Cohort 1: non-URM 80.0%, URM 57.9%
- Cohort 2: non-URM 75.9%, URM 65.0%

Third Year
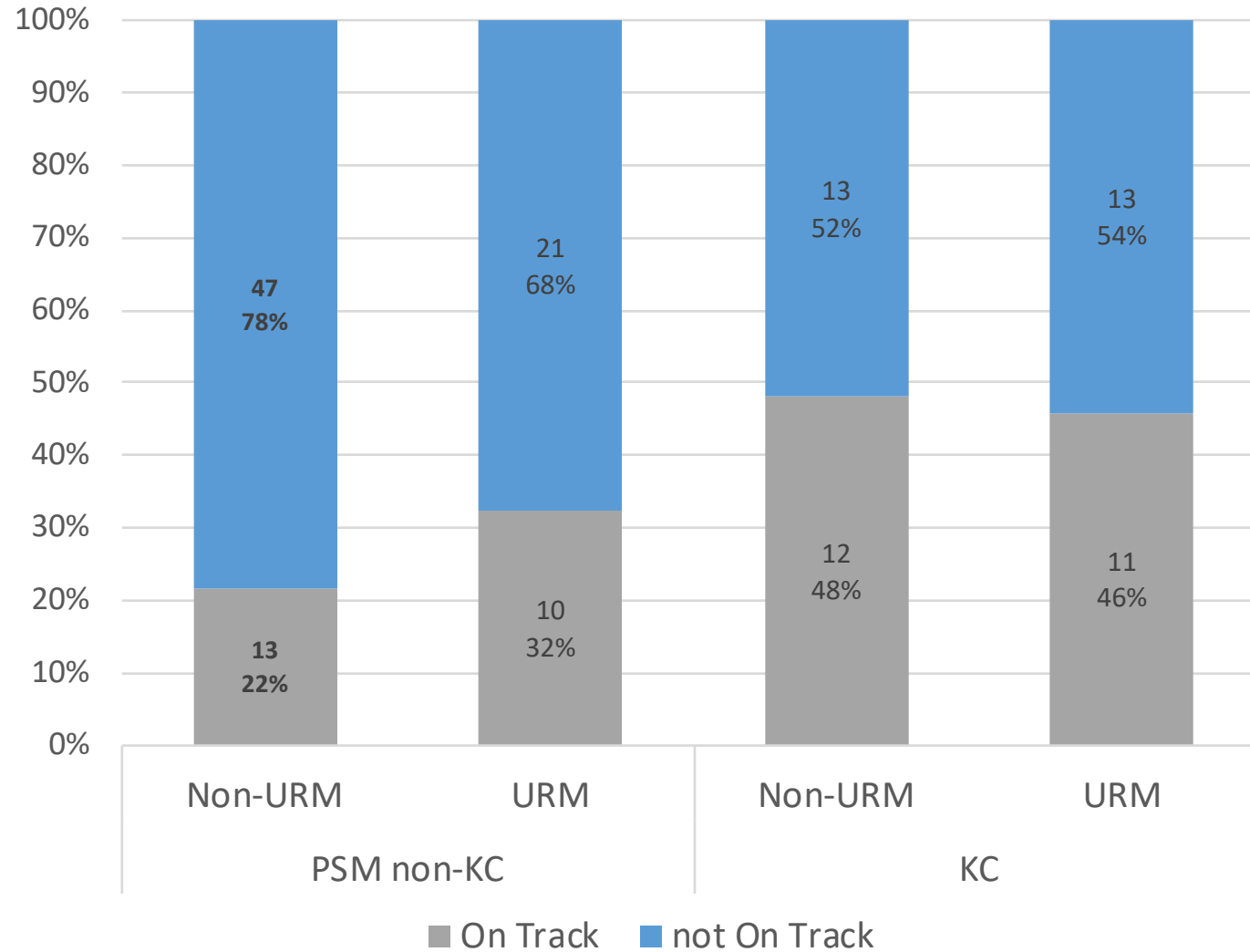- Cohort 1: non-URM 77.1%, URM 57.9%

Legend: non-URM, URM

1st cohort's (2015) equity gap was large & persisted

2nd cohort's equity gap was smaller

3rd cohort had no 1st year equity gap...future TBD

PSM KC (no ERE) from AY '15 and '16
with NO major change (initial major = final major)
"On Track" = completed selected core courses within 2 years

Milestones:
For those who stayed in first major, KC increased % who are on track (completed core science courses in first two years).