Sexy Title:

Subtitle that Explains the Title

**Logic Model**

Statement

of Problem

Public Policy, STEM Pipeline for Underrepresented Students, K-12 Pedagogy, Student Advising

Outcomes

A change in STEM Instructor Pedagogy

* *Knowledge*
* *Skills*
* *Attitude*
* *Motivation*
* *Awareness*

*A change in Underrepresent-ed Student Academic Achievement*

* *Increase in college applications, Persistence, Retention rates*
* *Increase STEM majors*
* *Decrease time to graduate, DFW/Repeat*
* *Increase graduation rate*
* *Increase in POC Teachers*

A change in CSUF Policies

* *Priorities*
* *Values*
* *Behaviors*
* *Practices*
* *Training*
* *Procedures*

6 FT /2 P T Instructors and

6 Graduate TAs of

High DFW/Repeat

Bottleneck STEM courses

50 Hispanic and Low Income Students/ COE Future K-12 Teachers

All Physical/Social Sciences Instructors

* All CSUF Instructors
* All Future COE K-12 Teachers
* All Instructors CSU-wide
* Community College Instructors
* IHEs/K-12 School Districts

Workshops

Applied Research

Policy Change

Curriculum

Publications

Conferences

Train-the-Trainer

Short Term

Medium Term

Training/ Collaborators

Long Term

Low graduation rates in low income and Hispanic students at HSIs

Peripheral solutions (advising, supplemental instruction, decreasing class size not resolving the issue

University Instructors know their subject area, but not effective teaching methods

Elementary teachers don’t have a solid STEM foundation on which to teach their students

Outputs

Inputs