DRAFT 3/25/15 11:15 AM

Table XX: Project Goals, Objectives, Activities, and Outcomes

Goal 1: Enhance STEM Teacher /Curriculum Training and Student Support across the Institution			
Objectives	**Activities**	**Outcomes**	**Metrics**
1.1 Review student performance, pilot projects, and evidence to inform implementation strategy	• Conduct and map assessments of student readiness in Math and English • Crosswalk pilot project evaluations to inform course development and professional development	• Improved SLOs use of data for analysis and driving program development and implementation plans	• Assessment of SLOs
1.2 Improve Math and Science ~~English~~ gateway courses (curricula)	• Leverage "Math Jam" pilot program as model to support student readiness and placement in requisite math and science courses • ~~Develop new "English Jam" course to support student readiness and placement in requisite courses~~ • Develop new Chemistry Jam and Physics Jam.	• More Hispanic students prepared for college-level Math and Science ~~English~~ courses • Increase in Hispanic students placed in requisite Math and ~~English~~ Science courses in second semester • More Hispanic students persisting in Math and Science ~~English~~ required for major selection, graduation, and transfer (and workforce)	• __% increase in Hispanic students in requisite Math and ~~English courses~~ (LIST COURSES) *Look at historical information – determine baseline information.* • __% increase in year-to-year persistence rate for Hispanic students • __% increase in number of Hispanic students entering STEM programs
1.3 Enhance STEM teacher effectiveness (pedagogy)	• Develop curricula and training for workshop on evidence-based, hands-on, experiential learning pedagogies • Engage STEM faculty as cohorts training to upgrade their strategies for working with Hispanic and underserved students – professional development activities to engage faculty • On Course Training – involve both instustructional and non-instructional faculty • Develop a reading apprentice ship program	• STEM teachers are better prepared to engage Hispanic (and other) students • STEM faculty improve crossover between relevant Math and English core competencies and applicable STEM courses	• __% increase in teachers involved in core gateway and targeted STEM programs • __% increase in teacher confidence (survey)
1.4 Strengthen core student support services aimed at	• Finalize analysis required to determine need for enhanced admission, financial aid, and counseling services	• Develop and implement strategic plan for rapid enhancement of Hispanic student support services	• Tailored student support services in place to serve majority of students targeted by project

DRAFT 3/25/15 11:15 AM

Hispanic students in STEM programs			
~~1.5 Upgrade select STEM classrooms and laboratories~~	• ~~INSERT ASSOCIATED ACTIVITIES~~ • ~~New building – and materials/supplies~~		

Goal 2: Increase Success of Hispanic Students in Gateway Math and Science ~~English~~ and STEM Programs			
Objectives	**Activities**	**Outcomes**	**Metrics**
2.1 Increase enrollment and success of Hispanic students	• Provide proactive student support (financial advising, counseling, etc.) • Special Orientation for STEMS programs • Professional Mentor Panel	• Students successfully navigate the complexities of the educational system • Students seek counseling services	• % Increased number of students applying for FA • pre-post test
2.2 Increase number of Hispanic students entering STEM majors	• Provide programs for Hispanic and underserved students that support STEM career/transfer pathways.	• Understanding of general education and major requirements	• I% of students participate in internships • Pre-post tests
2.3 Increase rates of retention and matriculation among Hispanic students	• Assist Hispanic students to levels needed for degree and certificate completion • Tutors in HSs to help Latinos best prepare for assessment tests. • Develop internships within STEM fields	• Tracking of students – how many came in and out – persistent retention– tracking through completion • Increased assessment scores leading to high placement in select courses.	• __% of Hispanic students in revised Math and English classes will receive tailored student support services
2.4 Supply instructional materials to students	• Provide students with: o Laptops o Tablets o software	Students have appropriate materials to participate in cutting edge STEM coursework	• Number of students appropriately using instructional material
2.5 Increase graduation rates and transfer for Hispanic students	• Provide compressive counseling and assistive services • Specialized tutoring for STEM courses	• Student ambassador program/peer mentors Properly using instructional material and being able to access supportive services	• Number of students actually graduate – *look at baseline data*

Goal 3: Optimize the Pathways to STEM Certificates and Degrees			
Objectives	**Activities**	**Outcomes**	**Metrics**
3.1 Strengthen pathways from high school to LPC	• Develop stronger linkages to high school STEM programs – developing and	• Stronger working relationships between LPC and feeder high schools	• __% increase Hispanic and underserved students enrolling at LPC

DRAFT 3/25/15 11:15 AM

	creating a direct pipeline to STEM programs • Strengthen outreach and early enrollment to high school students • Form cohorts of students in Math and science ~~and English Jam~~ courses • Include Middle College students	• Increased recognition of LPC as resource for STEM education, transfer, and workforce training •	• __% increase Hispanic students taking Math and English Jam • __% increase Hispanic students taking Math and English Jam
3.2 Formalize pathways to STEM degrees for underserved students - help students through the general education courses at LPC through transfer	• Develop stronger linkages between general education and STEM courses/programs • Curriculum alignment with the High School. • INSERT SOMETHING ABOUT ARTICULATION WORK (CURRICULUM SIDE, NOT PROGRAMS)	• Underserved students placing in requisite Math and English courses (degree-leading)	• Number of students enrolled • Number of students completed
3.3 Support students with comprehensive counseling and student services	• Develop and sustain cohorts of Hispanic students • Dedicated STEMS Counselor • Dedicated Instructional Faculty Member • Link courses – Student Success Course (PSCN 30) w/appropriate Instructional courses • Identify Pre-requisites for higher level STEM courses • Identify courses where Latinos are least and most successful. • Linking courses to tutorial center • Develop a Student Success workshop series to highlight pre-pre professional STEM careers • Explore the development of a STEMS conference in partnership with community, industry and other education institutions. • Students to receive an Early Alert report	• All students to have a SEP • Seamless transitions to transfer • AS, AST, ADT and/or transfer preparation/requirements • Every student to complete the three core components •	• Percentage of students in good standing • % of students with an SEP

DRAFT 3/25/15 11:15 AM

Goal 4: Partnership with the TriValley Educational Collaborative and Other Regional Partners			
Objectives	**Activities**	**Outcomes**	**Metrics**
4.1 Partner with high schools to implement program to achieve STEM-student college readiness.	• Establish MESA like STEM programs at local high schools to prepare students (50 students per year ?) • Provide concurrent or dual enrollment classes for 25 Hispanic and low-income high school students	Students enroll in LPC STEM program after high school.	Number of students that participate in the HS program that do enroll at LPS after HS.
4.2 Develop a pipeline of Hispanic high school students to focus on STEM	• Provide outreach to high school teachers, staff, students (and their families) marketing LPC's STEM programs (50 families?)	Increase the number of Latino students that enroll in LPC STEM Programs	% of increase of Latino students in LPC STEM courses
4.3 Secure industry and workforce development partners	• Liaison for project seeking partners from Hispanic serving industry partners • Partner directly with the Alameda County Workforce Investment Board • Outreach to and consultation with the OneStop clients	Develop internships/career pathways for STEM students	% of students successfully completing an internship program.