

2016 HSI-STEM Project Evaluation
Logic Model Development: Overall Plan
Participant Name and Institution/Department:

Problems/ Current Situation	Resources/ Inputs	Activities	Outputs	Outcomes: Short-Term	Impacts/ Outcomes: Long-Term
<i>The obstacles to student success on my campus and in my department program are...</i>	<i>We will need the following resources to support project activities/services to students...</i>	<i>To address the current situation, we will deliver the following activities/services to students ...</i>	<i>We expect the following to demonstrate evidence of service delivery/project participation...</i>	<i>We expect that program participation will lead to the following changes in students in 1-3 years....</i>	<i>We expect that program participation will lead to the following changes in students in 4-6 years....</i>
<i>Focus on Hispanic and low-income students whom you serve.</i>	<i>Think about human, financial, and material resources for activities.</i>	<i>Who: will perform activities? What: will they do? Where: will activities be?</i>	<i>How many students will be served and what will be produced from activities?</i>	<i>Describe direct benefits to students from participation in activities/services.</i>	<i>After graduation, how will project participation change students?</i>

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Logic Model Development: Mapping Project Outcomes to Performance Measures

<i>Project Outcomes: Short-Term</i>	Selected Performance Measures from 2016 HIS-STEM USDE RFP						
	Community Colleges	Community Colleges and CSUN				CSUN	
<p>1. List outcome(s) from “Outcomes: Short-Term” column in the logic model on the first page</p> <p>2. Indicate with which performance measure the outcome(s) align by marking an “X” in the column associated with the performance measure.</p>	% Hispanic and low-income, first-time STEM students in 1 st year in previous year = enrolled in 2 nd year in STEM program	% and number of Hispanic and low-income, full-time STEM students enrolled	Number of Hispanic and low-income students in project	% Hispanic and low-income students in projects who successfully completed gateway courses	% of Hispanic and low-income student transfers in STEM	% of Hispanic and low-income STEM transfer students who complete a degree in 3 years	% of Hispanic and low-income students in project who completed a degree

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Logic Model Development: Performance Measures - Operationalizing Gateway Courses

Operationalization of the Following Performance Measure: % Hispanic and low-income students in projects who successfully completed gateway courses		
Using the space to the right, please identify lower and/or upper division (if applicable) gateway courses at your institution and/or in your department/program.	STEM Gateway Courses in Your Department	Non-STEM Gateway Courses at Your Institution