

# Editorial

Dear Readers,

We would like to extend a warm welcome to our December edition Volume 20, Issue 2. We wish our readers a happy holidays and a happy new year in 2020.

To begin this issue, authors Angelia Gibson, Maria Siopsis, and Karen Beale discuss STEM retention using the Scots Science Scholars program in their article "Improving Persistence of STEM Majors at a Liberal Arts College: Evaluation of the Scots Science Scholars Program."

Next in the journal, author Cindy Achat-Mendes talks about the Peer Supplemental Instruction (PSI) program and the effects of the program on college students. The results of the program can be found in the article, "Learning, Leaders, and STEM Skills: Adaptation of the Supplemental Instruction Model to Improve STEM Success and Build Transferable Skills in Undergraduate Courses and Beyond."

The next article, "Process- and Product-Oriented Worked Examples and Self-Explanations to Improve Learning Performance," authors Rachel Wong, Olusola Adesope, and Kira Carbonneau write about their research using worked examples and self-explanation prompts on middle school children.

In the following article, authors Thomas Van Hoof, Stephen Walsh, Jacob Missal, and Daniel Burkey discuss the effects of an extracurricular program designed to introduce first-year undergraduate students to learning science. Find the results in their article, "Findings and Critique of an Extracurricular Program in Science of Learning to Improve Educational Outcomes for Engineering Students."

In the next article "Course Taking Patterns and Pathways Through STEM: A Case Study Using Individual-Level Institutional Data for Program Assessment," authors Mary Walczak, Kathryn Ziegler-Graham, Emily Berry Bosak, Katherine Henry, Kiegan Rice, and Marc Richards discuss students' intentions to major in STEM versus their major status throughout college.

The article "Engaging Students with Computing and Climate Change Through a Course in Scientific Computing," authors Arun Sharma, Michelle Hernandez, and Vinh Phuong write about the positive effects of course-based undergraduate research (CURE) in first-year students.

To conclude the journal, authors Jing Yan, Kejun Wen, and Lin Li talk about the effects of a summer transportation institute for African American high school students on interest in the STEM fields. Find the results in their article "Effects of Summer Transportation Institute on Minority High School Students' Perception on STEM Learning."

We would like to thank our editorial assistant Amy Clark, assistant editor Eliza Banu, webmaster Paramjit Kahai, and format editor Wally Ridgway for their outstanding help throughout the year.

If you have any comments or questions, please send them to [jstemed@gmail.com](mailto:jstemed@gmail.com). If you are interested in publishing your own research, please visit our website [jstem.org](http://jstem.org) for instructions.

Thank you,

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**Due to the increase in production costs, we will be increasing the publication charges. The new charges are \$795 for 12 pages of formatted manuscript (including the author bios and pictures) and \$65 for any additional pages. This new fee structure will be implemented for all manuscripts received on or after Feb. 1, 2020.**