Editorial

Dear Readers,

Welcome to our March edition Volume 22, Issue 1. I hope our readers and their families are staying safe and healthy.

In the first article of the publication, authors Ryan Sweeder, Merve Kursav and Sean Valles discuss the outcome of an ongoing NSF-sponsored S-STEM project designed to improve STEM retention at Lyman Briggs College. Their findings can be found in the article, "A Cohort Scholarship Program that Reduces Inequalities in STEM Retention."

The next article "Characteristics of Non-Formal K-12 Pathway Programs Aiming to Enhance Diversity in Environmental Science," details programs designed to increase diversity in STEM and how these programs could improve. This article is written by authors Lexi Caldwell, Nicolette Cagle, Ilan Bubb, Madi Evans, Savannah Horton and Jia Jiang.

The third article, written by Parvaneh Mohommadian, Parnaz Rezaie Boroon, Sophia Tang, Mahsa Pakzad and Shohreh Gojgini, discusses the impact of distance education courses on students at community colleges. Their findings can be found in the article, "Success and Retention of Community College Students in Hybrid Versus Face-to-Face Anatomy Courses."

The following article, "Applying the Performance Pyramid Model in STEM Education," is written by authors Qingxia Li, Thomas Gross and Patricia McCarroll. The article provides a demonstration of the primary materials and methods the authors used in learning communities for biology students.

The fifth article is written by authors Todd Kelley, J. Geoff Knowles, Jung Han and Andrea Nelson Trice. The article is a mixed methods study that discusses how STEM programs are implemented into K-12 schools. Their findings can be found in the article, "Integrated STEM Models of Implementation."

The next article explores "STREAM" – Science, Technology, Recreation, Engineering, Art and Math – and how this new concept improves STEM education. The report on this concept can be found in Taeho Yoh, Jun Kim, Sam Chung and Wonil Chung's article, "STREAM: A New Paradigm for STEM Education."

The final article for this publication is called "Factors Predicting Out-of-Class Participation for Underrepresented Groups in STEM." Authors Denise Simmons and Anh Chau discuss how selected engagement and demographic factors could predict undergraduate STEM student participation in activities outside the classroom.

We would like to thank our associate editor Dr. Eliza Banu, content editorial assistant Sarah Franklin, layout editorial assistant Amy Clark and format editor Wally Ridgway for their efforts throughout this publication.

If you have any comments or questions, please send them to jstemed@gmail.com. If you are interested in publishing your own research, please visit our website jstem.org for instructions.

Thank you,

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We are pleased to inform our readers that our journal satisfies the latest requirement by the National Science Foundation for Open Access publications generated from their grants.

Beginning on May 1, 2021, the publication fee will be as follows:

-$795 for the first twelve pages of the formatted manuscript [including authors biographies and pictures] and $65 for each additional page.