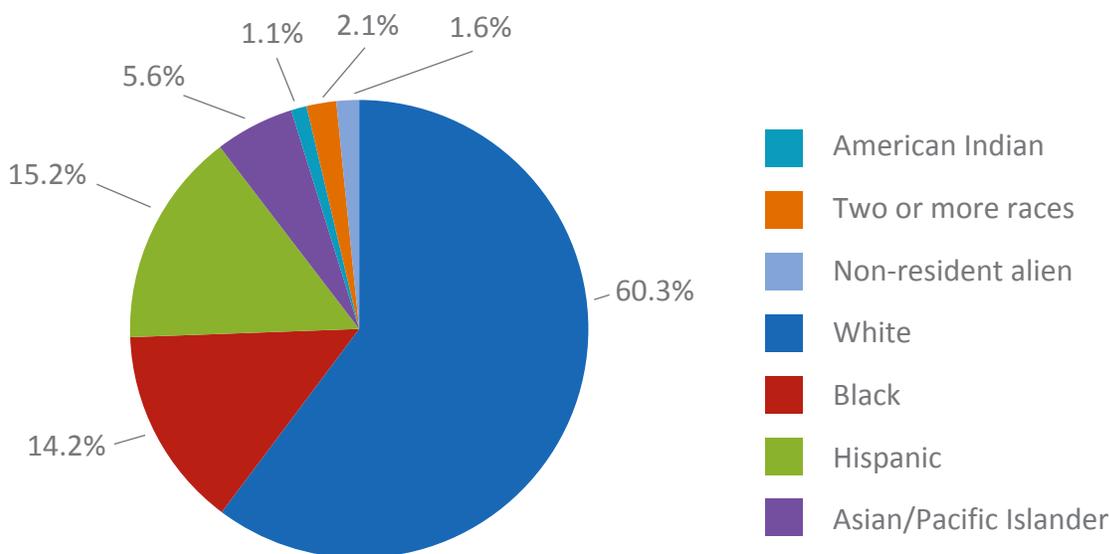


Minority students in STEM

Diverse pathways in STEM programs for minority students are necessary to increase degree completion.

Certificates and associate degrees awarded in STEM: 2013-14



Source: Digest of Education Statistics, “Number and percent distribution of science, technology, engineering and mathematics (STEM) degrees/certificates conferred by postsecondary institutions, by race/ethnicity, level of degree/certificate, and sex of student: 2008-09 through 2013-14 (Table 318.45),” U.S. Department of Education, National Center for Education Statistics.



Association of Public and Land-Grant Universities, “Diverse Pathways to STEM Degree Completion,” September 2016.

Credentials awarded to minority students in science, technology, engineering and math (STEM) lag behind STEM credentials awarded to white students, when compared to enrollment rates at community colleges. In 2013-14, about 60 percent of the sub-baccalaureate STEM credentials were awarded to whites, followed by 15.2 percent to Hispanics, 14.2 percent to blacks and about 5.6 percent to Asian/Pacific Islander students. During the same period, white students represented about 49 percent of for-credit enrollment at community colleges, compared to 22 percent of students who were Hispanic, 14 percent of African-Americans, 6 percent of Asian/Pacific Islanders and one percent of American Indians.

When analyzing the data further for bachelor’s degrees awarded in STEM by gender, the attainment gaps are more stark. About 11.4 percent of STEM bachelor’s credentials received by males were awarded to Asians, 8.8 percent to Hispanics and 5.8 percent to blacks — compared to 65.3 percent awarded to whites. Diverse pathways are necessary in order to increase STEM degree completion among minority male students. A [new report](#) published by the Association of Public and Land-Grant Universities illustrates a few diverse pathways partnerships and strategies for community colleges and four-year universities in STEM programs, especially for underrepresented minority male students.

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