

RESISTE

# Two-year STEM Pathways & Transitions Across Minority Serving Destinations

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SAN DIEGO STATE UNIVERSITY

## INTRODUCTION

The shortage of students trained in science, technology, mathematics, and engineering (STEM) calls for an improved understanding of the critical role of the multiple student pathways across various institution types and sectors of postsecondary education, particularly for underrepresented students. Community colleges (CCs) and Minority Serving Institutions (MSIs), including Hispanic Serving Institutions (HSIs), provide several pathways and linkages to the STEM pipeline and are key access points to postsecondary education for historically underrepresented racial minorities. This study examines STEM pathways for URM students who began at CC, with an emphasis on student mobility and institutional contexts (HSIs/emerging HSIs)

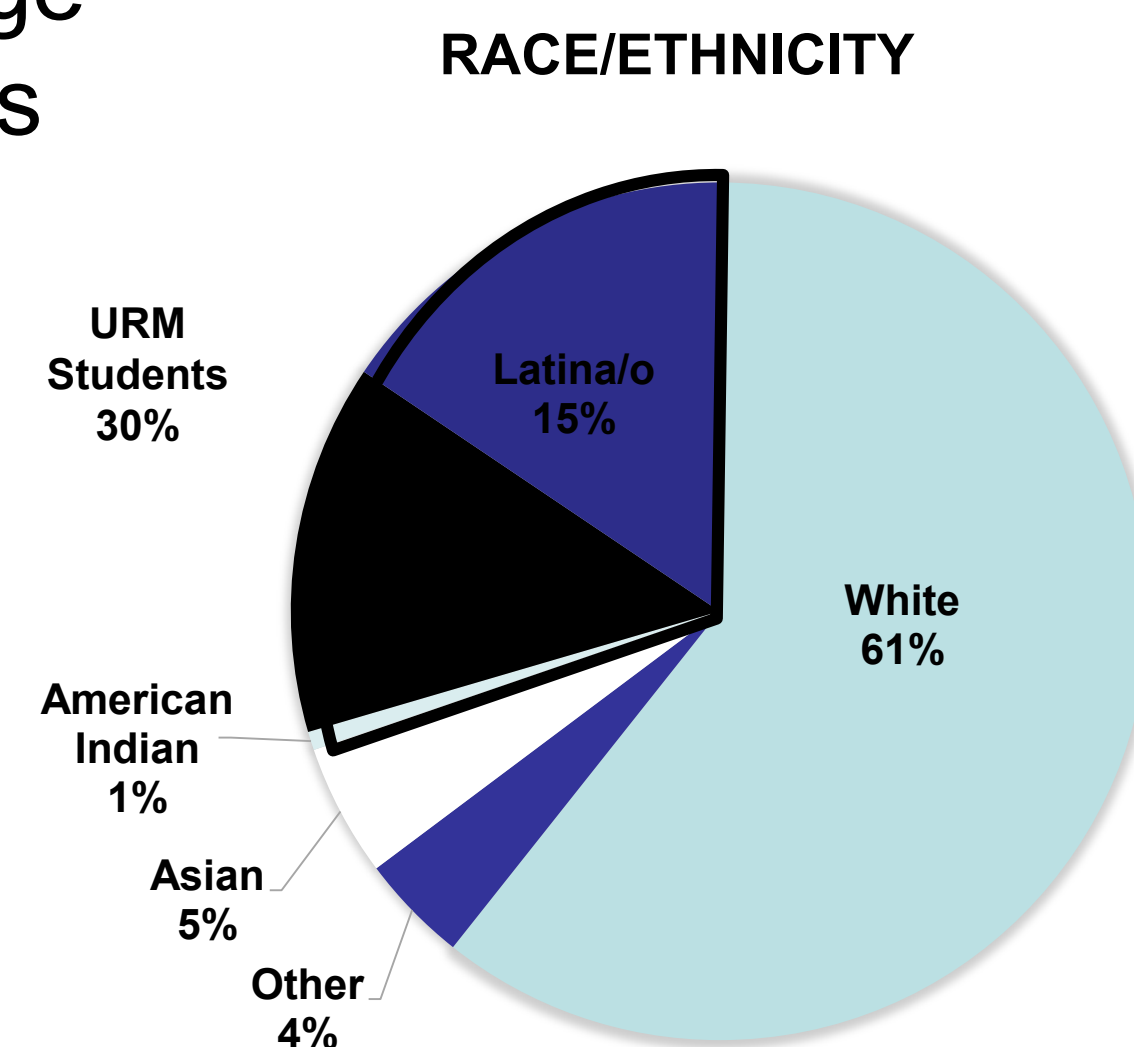
## METHODS

### National Data

- Beginning Postsecondary Students Longitudinal Study
- 43.1% begin at community college
- Limited to declared STEM majors

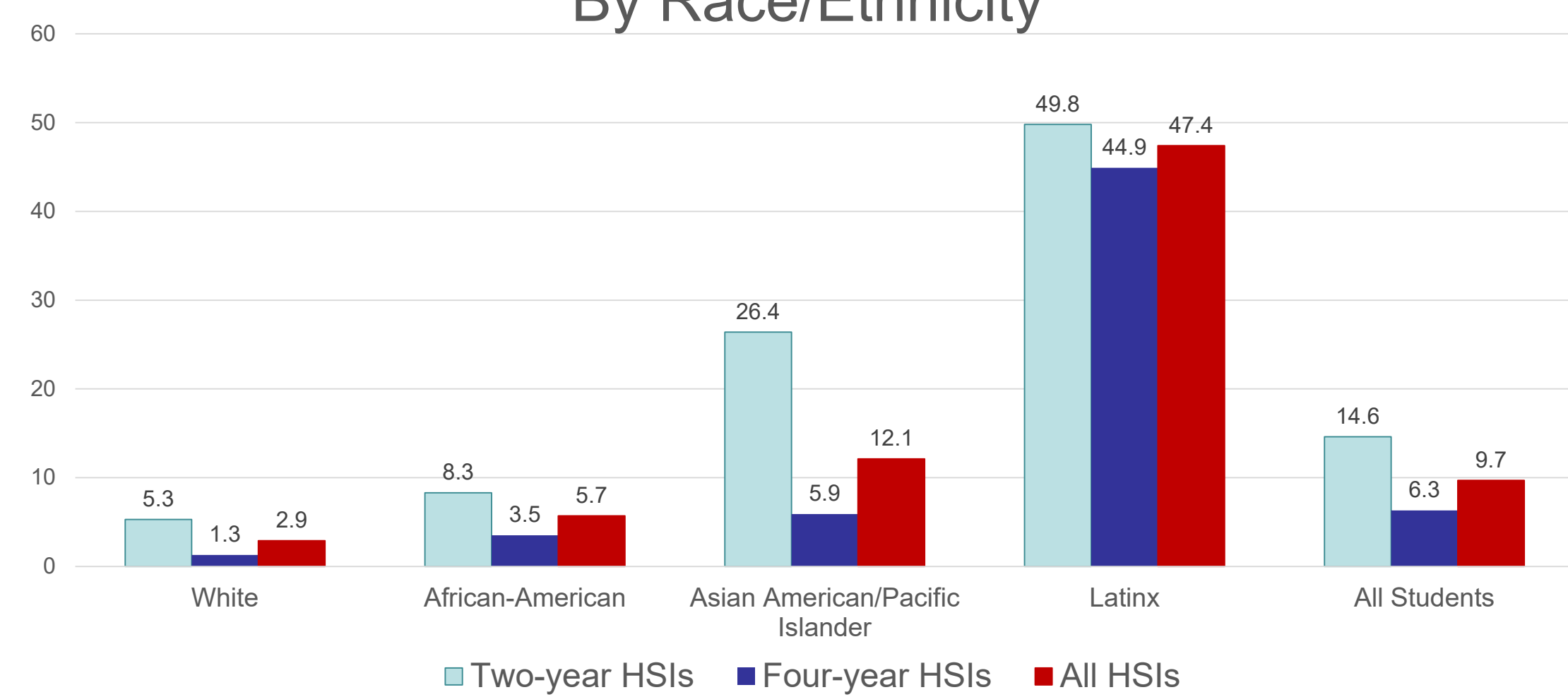
### Analyses

- STEM Entrance
- HSI vs Non-HSI STEM Profiles
- Six-year STEM Persistence



## STEM ENTRANCE

STEM Entrance: 2-Year HSIs, 4-Year HSIs By Race/Ethnicity

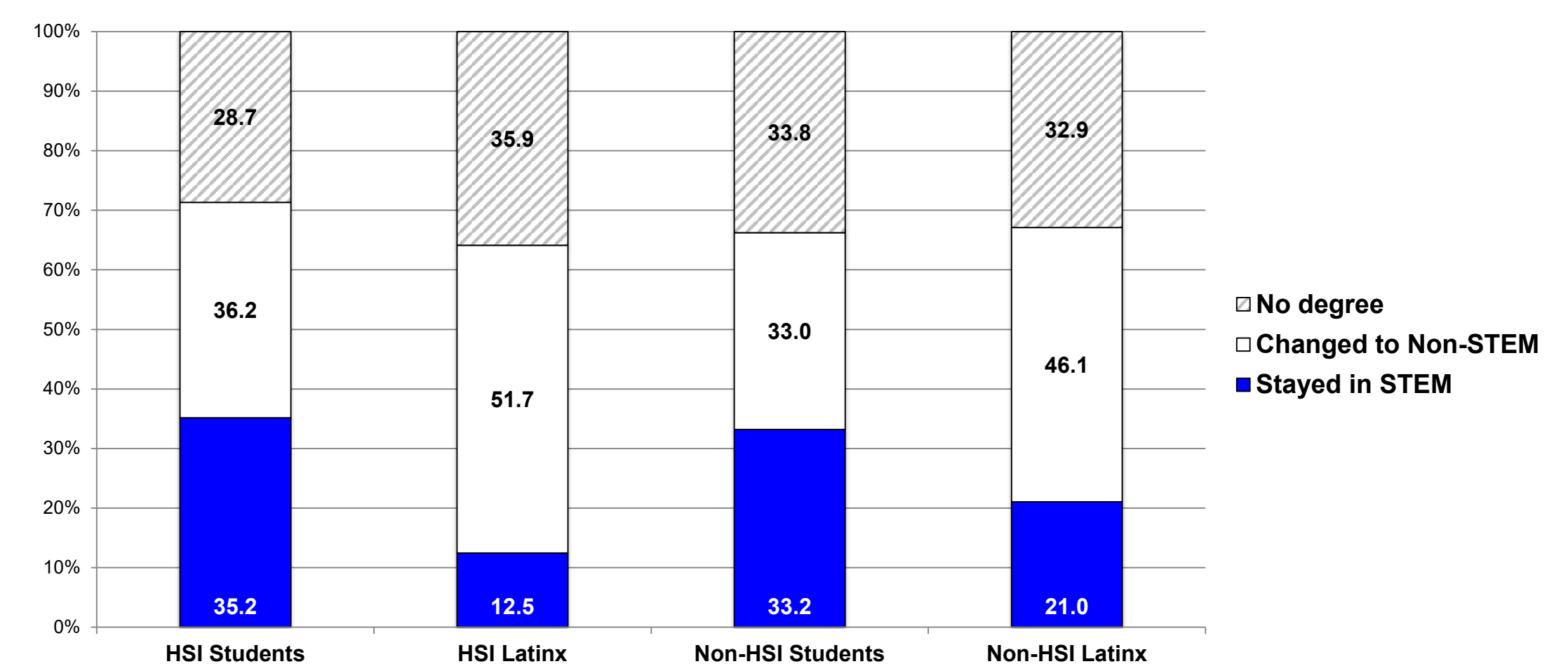


## TWO-YEAR HSI & NON-HSI PROFILES

	Two-year HSI	Two-year Non-HSI
Female	35.4	29.3
First Generation College Students	65.1	55.7
Low Income	47.6	22.6
Remedial education: Any	36.3	27.0
Remedial education: Math	30.6	20.2
Full-time Enrollment	42.1	55.9

## COMMUNITY COLLEGE STEM PERSISTENCE

6-Year STEM Persistence: HSI vs Non-HSI



## PROJECT INFORMATION

Learn more about the Research & Equity Scholarship Institute:

[res-iste.sdsu.edu](https://res-iste.sdsu.edu)

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