

## NSF HSI\* Abstracts

\*Hispanic Serving Institutes

Award Abstract #0653280

### **Pathways to STEM Bachelor's and Graduate Degrees for Hispanic Students and the Role of Hispanic-Serving Institutions**

<b>NSF Org:</b>	<a href="#">DUE</a> <a href="#">Division Of Undergraduate Education</a>
<b>Initial Amendment Date:</b>	July 16, 2007
<b>Latest Amendment Date:</b>	June 27, 2011
<b>Award Number:</b>	0653280
<b>Award Instrument:</b>	Continuing grant
<b>Program Manager:</b>	Connie K. Della-Piana DUE Division Of Undergraduate Education EHR Direct For Education and Human Resources
<b>Start Date:</b>	July 15, 2007
<b>End Date:</b>	June 30, 2012 (Estimated)
<b>Awarded Amount to Date:</b>	\$799,103.00
<b>Investigator(s):</b>	Alicia Dowd acd5439@psu.edu (Principal Investigator) Estela Bensimon (Co-Principal Investigator)

**Sponsor:** University of Southern California  
University Park  
Los Angeles, CA 90089-0001 (213)740-7762

**NSF Program(s):** STEM TALENT EXPANSN PGM (STEP)

**Program Reference Code(s):** 9178, SMET

**Program Element Code(s):** 1796

#### ABSTRACT

This is a STEP Type 2 project that is examining the role of Hispanic serving higher education institutions in the STEM field careers of students. The investigators are describing the characteristics of Hispanic students who transfer from community colleges to BA institutions using a national data set, the college financing strategies and borrowing practices for graduate education, and the characteristics of the institutions that serve the Hispanic population. The study focuses especially on the role of community colleges in diversifying the STEM college graduates. The researchers rely on a statistical analysis of large national surveys (the survey of Recent College Graduates enhanced by the Integrated Postsecondary Education Data System). The researchers use sophisticated statistical analysis methods to test hypotheses of relationships between student institution choice and later completion. Also, the researchers are conducting a qualitative study of a selected group of Hispanic institutions that are successful in producing large numbers of STEM graduates to observe features that might have been responsible for their success with that population. The merit of this study is that it addresses the issue of Hispanics in the science and technology workforce. It also has an opportunity to impact the broader community by identifying forms of support that affect the graduate school attendance of Hispanic students.

**Award Abstract #1446318**

### **Higher Innovation for Students in Hispanic Serving Institutions (HIS in HSIs)**

**NSF Org:** [DUE](#)  
[Division Of Undergraduate Education](#)

**Initial Amendment Date:** August 17, 2014

**Latest Amendment Date:** August 17, 2014

**Award Number:** 1446318

**Award Instrument:** Standard Grant

**Program Manager:** Myles G. Boylan  
DUE Division Of Undergraduate Education  
EHR Direct For Education and Human Resources

**Start Date:** September 1, 2014

**End Date:** August 31, 2016 (Estimated)

**Awarded Amount to Date:** \$49,538.00

**Investigator(s):** Tariq Khraishi khraishi@unm.edu (Principal Investigator)  
Phyllis Baca (Co-Principal Investigator)

**Sponsor:** University of New Mexico  
1700 Lomas Blvd. NE, Suite 2200  
Albuquerque, NM 87131-0001 (505)277-4186

**NSF Program(s):** S-STEM: SCHLR SCI TECH ENG&MATH,  
IUSE

**Program Reference Code(s):** 8209, 9150, 9178

**Program Element Code(s):** 1536, 1998

#### ABSTRACT

This workshop project is designed to bring together dedicated faculty members in Hispanic Serving Institutions (HSIs) from across the USA to share and acquire up-to-date knowledge in a conference format about the most effective strategies for improving retention and graduation rates of Hispanic students majoring in STEM disciplines. Attending will be faculty instructors and administrators from an equal number of 2-year and 4-year HSI institutions. The focus is on successful approaches that have worked for Hispanic students. The conference is covering emerging topics of particular interest to HSIs, including data about outcomes of new approaches that is being disseminated for the first time. The workshop will focus in particular on around high-context educational activities (e.g. internships, co-ops, and research experiences with faculty members as mentors) that students from Hispanic origins find particularly empowering and motivating.

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