Strengthening STEM Education at Minority Serving Colleges through NSF ATE Funding

CCPI-CAST
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Welcome and Introductions

Today's Speakers

- Dr. Charlene Dukes, Co-PI CCPI-STEM Initiative, President Emerita, Prince George's Community College, Largo, MD

- Dr. Scott Alsobrooks, President, East Mississippi Community College, MS

- Dr. Elizabeth K. Hawthorne, Co-PI CCPI-STEM Initiative, PI FORCCE-ATE Project, Senior Professor Emerita, Computer Science and Cybersecurity, Union College, NJ

Today's Topics

❖ Brief Overview of the CCPI-STEM Project and ATE Mentoring Initiatives

❖ Categories of Minority Serving Intuitions (MSIs) by Ed.gov

❖ Quick Statistics about MSIs

❖ List of MSIs by Category

❖ Research Articles about MSIs

❖ Conversation about Strengthening STEM Education at MSIs

❖ Q&A with Participants

Regional Networks
Hover over each region for descriptions, click for details
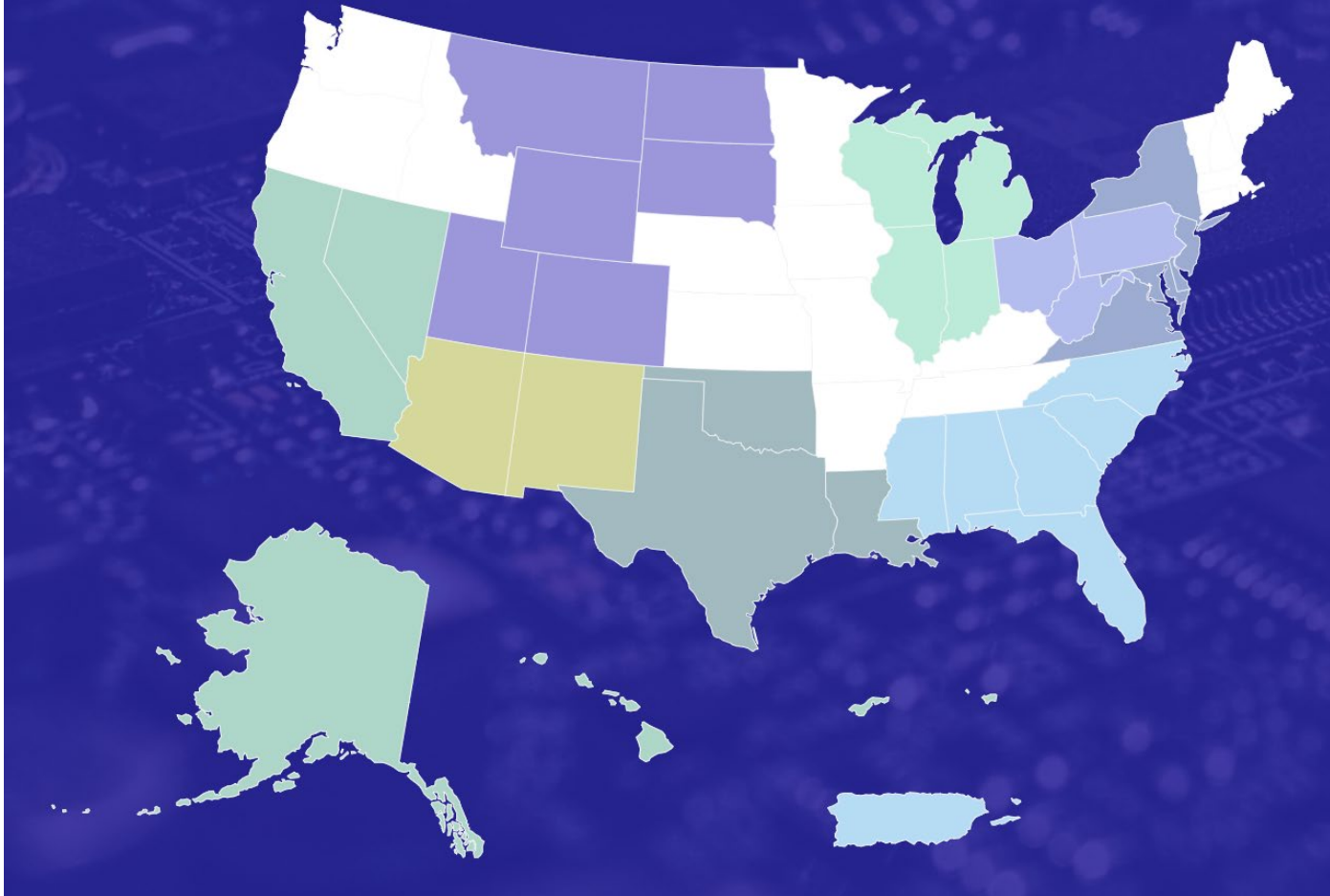
NSF ATE Mentoring Initiatives assist college teams of faculty and administrators submit competitive ATE grant proposals

- FORCCE-ATE
- Mentor-Connect
- Mentor Up
- Pathways to Innovation
- Project Vision

Minority Serving Institutions Defined by U.S. Dept. of Ed.

According to the U.S. Department of Education, "The term "minority institutions" (MIs) is defined by § 365(3) of the Higher Education Act (HEA) (20 U.S.C. § 1067k(3)).

This definition of "minority institutions" applies only to the Minority Science and Engineering Improvement Program (MSEIP) and other programs whose statutes or regulations reference the same MI definition.

The term "minority institution" means an institution of higher education whose enrollment of a single minority or a combination of minorities exceeds 50 percent of the total enrollment.

Categories of Minority Serving Institutions

According to the U.S. Department of Education (Ed.gov), there are 735 MSIs categorized as follows:

✓ Historically Black College or University (HBCU)

✓ Hispanic-Serving Institution (HSI)

✓ Tribal College or University (TCU)

✓ Alaska Native-Serving Institution or Native Hawaiian-Serving Institution (ANNHI)

✓ Predominantly Black Institution (PBI)

✓ Asian American and Native American Pacific Islander-Serving Institution (AANAPISI)

✓ Native American-serving nontribal institution (NASNTI)

Quick Stats from Center for Minority Serving Institutions

MSIs are designated based on the percentage of minoritized undergraduate students of color served by the institution. Generally, institutions are **designated** as:

✓ Predominantly Black institutions if at least **40%** of the institution's total enrollment is African American or Black

✓ Hispanic-serving institutions if at least **25%** of the institution's total enrollment is Hispanic or Latino/a

✓ Asian American, Native American, Pacific Islander-serving institutions if at least **10%** of total enrollment falls in those categories

✓ Alaskan Native and/or Native Hawaiian-serving institutions if at least **20%** of the institution's total enrollment falls in those categories

✓ Approximately **46% of all MSIs** are two-year institutions or **minority-serving community colleges** (MSCCs) (American Association of Community Colleges, 2016)

Lists of Minority Serving Institutions

Available online from

- ✓ [Office of Inclusive Excellence](#)
  - ✓ Interactive and searchable website

- ✓ Rutgers Graduate School of Education, [Center for MSIs](#)
  - ✓ PDF document

Research Articles on Minority Serving Institutions

✓ Serving Racial Minority Students in STEM at Minority-Serving Community Colleges. (2017). Office of Community College Research and Leadership (OCCRL), U. of Illinois Urbana-Champaign. PDF document

✓ Equity or Disparity: Do Performance Funding Policies Disadvantage 2-Year Minority-Serving Institutions? (2018). Community College Review. DOI: 10.1177/0091552118778776. PDF document

✓ Latino Access to Community Colleges and Hispanic-Serving Institutions: A National Study. (2010). The Journal of Hispanic Higher Education. DOI: 10.1177/1538192710391801. PDF document

✓ Meaning-Making About Becoming a Minority Serving Institution: A Case Study of Asian-American Serving Community Colleges. (2019). The Review of Higher Education. DOI: 10.1353/rhe.2019.0054. PDF document

Conversation about Strengthening STEM Education at MSIs

1. Briefly describe your college, including the mix and majority of your student population.

2. In your experience, do MSIs face greater challenges in preparing successful NSF ATE grant proposals? Why?

3. Has your college ever leveraged resources by participating or considered participating in a consortium grant with other community colleges or other types of institutions? Share one or two outcomes that made the partnership worthwhile.

Conversation about Strengthening STEM Education at MSIs

1. How important is Culturally Responsive Pedagogical Practices to historically marginalized students in STEM education?

2. How important is proactive engagement, mentoring, and intentional advising by faculty for the success of minority STEM students?

3. How important is understanding the challenges/issues and identifying strategies to alleviate barriers for underrepresented students in STEM?

Presentations Slides and Recordings

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