



White House Initiative on Educational Excellence for Hispanic Americans

The American Competitiveness Initiative: Challenges and Opportunities for Hispanic Serving Institutions

The University of Texas at El Paso

April 23-25, 2007

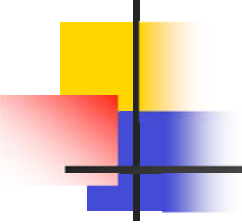
Presented by:

Gustavo Roig

Associate Dean

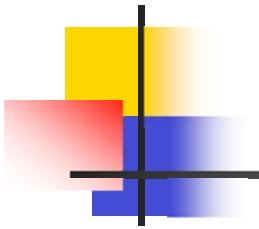
Florida International University

College of Engineering and Computing



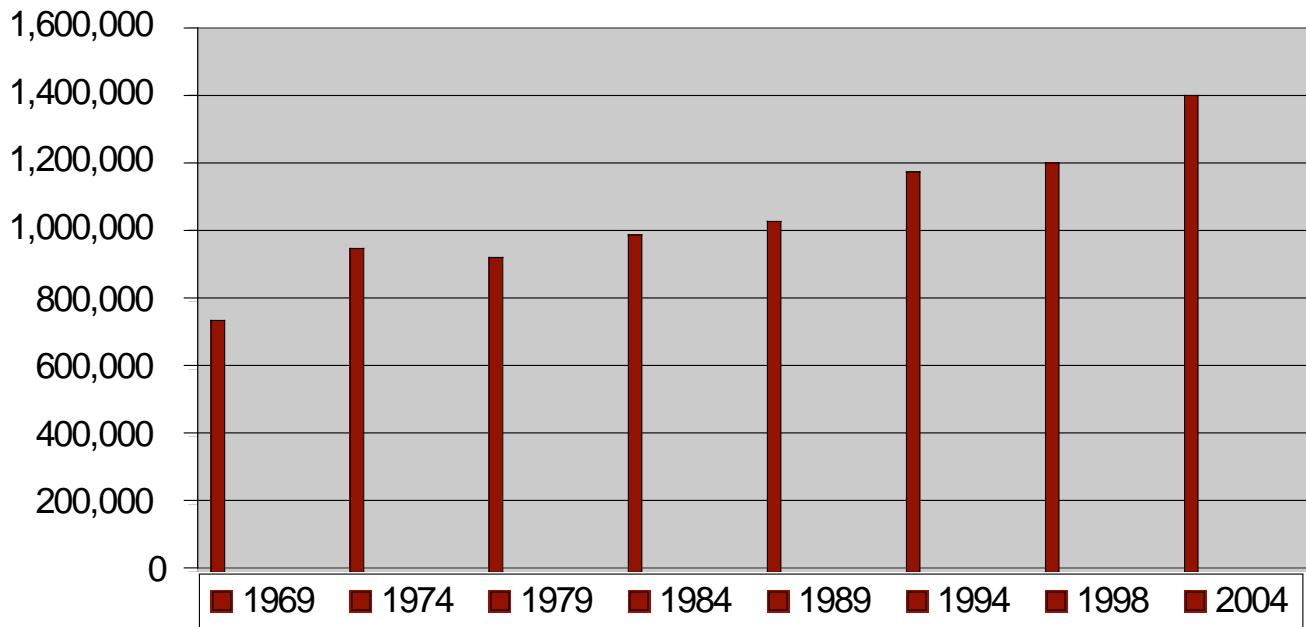
Hispanic Serving Institutions: Recruitment, Retention, and Graduation of Hispanic Students in STEM Majors



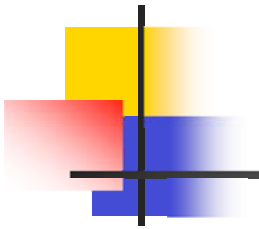


1969	734,003
1974	954,376
1979	931,340
1984	986,345
1989	1,030,171
1994	1,183,141
1998	1,199,579
2004	1,407,009

All Science and Engineering Students who graduated with a Bachelor degree in the U.S

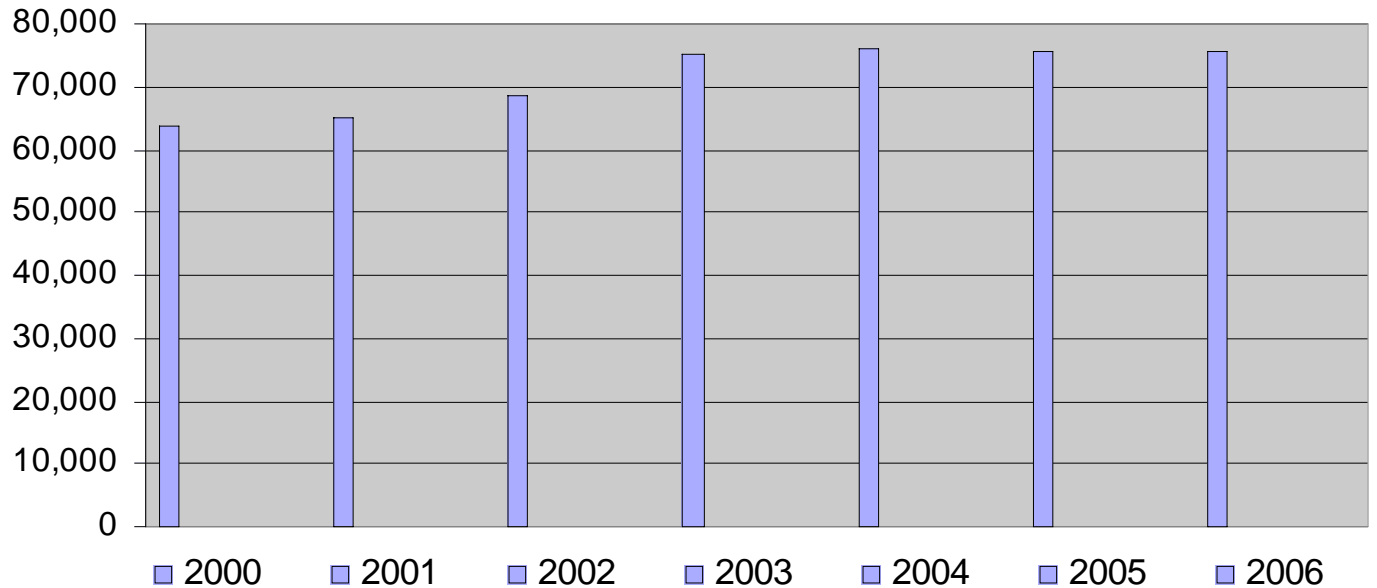


Sources: Tabulated by National Science Foundation/Division of Science Resources Statistics (NSF/SRS); data from Department of Education/National Center for Education Statistics: Integrated Postsecondary Education Data System Completions Survey and NSF/SRS:Survey of Earned Doctorates.



Engineering and Technology Degrees of students who graduated with a bachelors degree in the U.S.

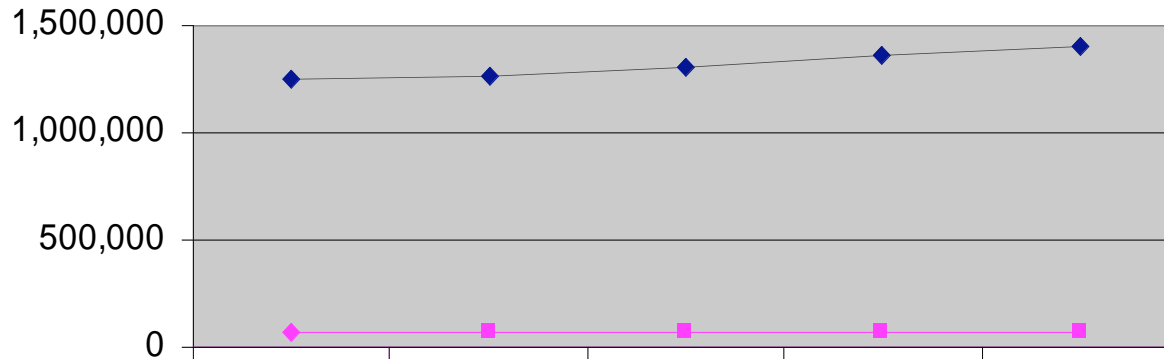
2000	63,635
2001	65,195
2002	68,648
2003	75,031
2004	76,003
2005	75,666
2006	75,766



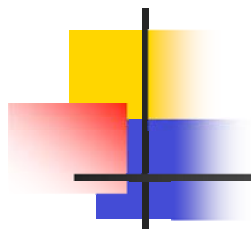
Sources: Tabulated by National Science Foundation/Division of Science Resources Statistics (NSF/SRS); data from Department of Education/National Center for Education Statistics: Integrated Postsecondary Education Data System Completions Survey and NSF/SRS:Survey of Earned Doctorates.

Source: Engineering Workforce Commission
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All degrees in Science and Engineering degrees compared.

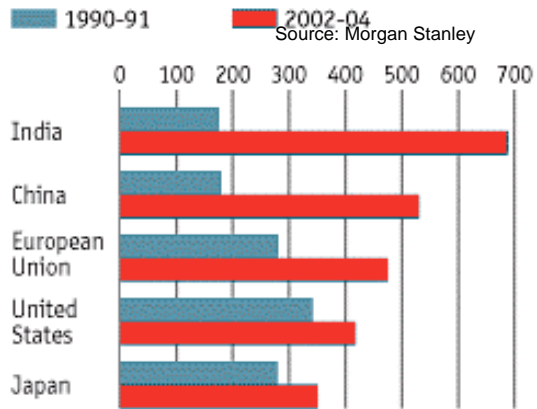


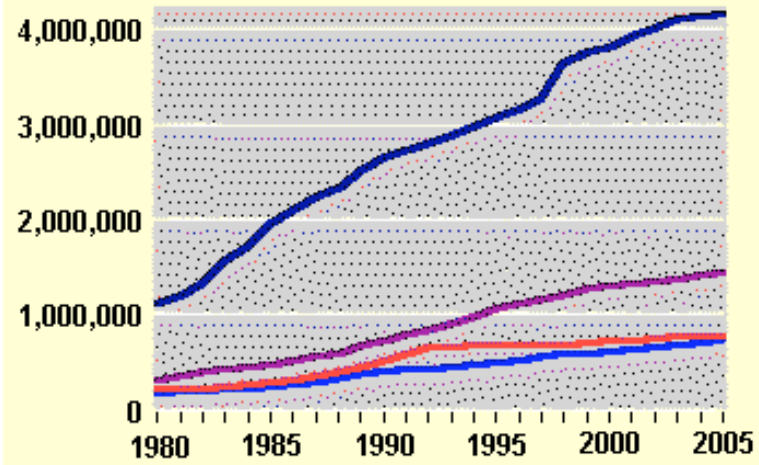
	1	2	3	4	5
◆ All Science and Engineering	1,253,121	1,257,648	1,305,730	1,359,843	1,407,009
■ Engineering	63,635	65,195	68,648	75,031	76,003



Body count

University students graduating in science and engineering, '000

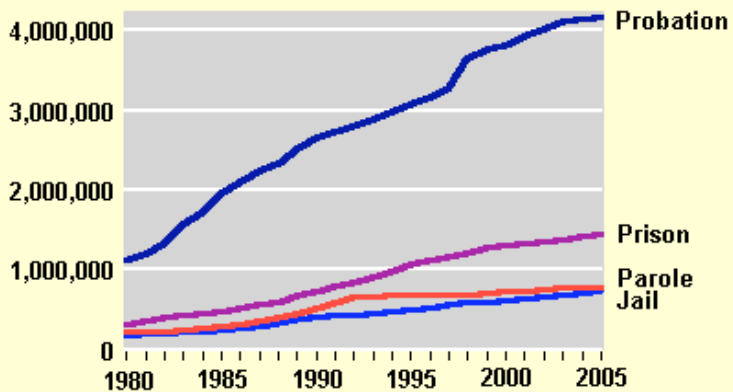




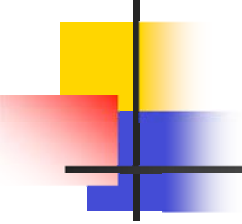
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Adult correctional populations, 1980-2005



1980	1,118,097	183,988	319,598	220,438	1,842,100
1981	1,225,934	196,785	360,029	225,539	2,008,300
1982	1,357,264	209,582	402,914	224,604	2,194,400
1983	1,582,947	223,551	423,898	246,440	2,476,800
1984	1,740,948	234,500	448,264	266,992	2,690,700
1985	1,968,712	256,615	487,593	300,203	3,013,100
1986	2,114,621	274,444	526,436	325,638	3,241,100
1987	2,247,158	295,873	562,814	355,505	3,461,400
1988	2,356,483	343,569	607,766	407,977	3,715,800
1989	2,522,125	395,553	683,367	456,803	4,057,800
1990	2,670,234	405,320	743,382	531,407	4,350,300
1991	2,728,472	426,479	792,535	590,442	4,537,900
1992	2,811,611	444,584	850,566	658,601	4,765,400
1993	2,903,061	459,804	909,381	676,100	4,948,300
1994	2,981,022	486,474	990,147	690,371	5,148,000
1995	3,077,861	507,044	1,078,542	679,421	5,342,900
1996	3,164,996	518,492	1,127,528	679,733	5,490,700
1997	3,296,513	567,079	1,176,564	694,787	5,734,900
1998	3,670,441	592,462	1,224,469	696,385	6,134,200
1999	3,779,922	605,943	1,287,172	714,457	6,340,800
2000	3,826,209	621,149	1,316,333	723,898	6,445,100
2001	3,931,731	631,240	1,330,007	732,333	6,581,700
2002	4,024,067	665,475	1,367,547	750,934	6,758,800
2003	4,120,012	691,301	1,390,279	769,925	6,924,500
2004	4,143,466	713,990	1,421,911	771,852	6,995,200
2005	4,162,536	747,529	1,446,269	784,408	7,056,000

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- NUMBERS ARE IMPORTANT
 - QUALITY EDUCATION IS CRITICAL
 - PLAN OF ACTION “WITH REACTION”



- WHAT HAVE WE DONE?

- WHAT ARE WE DOING?

- WHAT ARE WE GOING TO DO?



Priority Areas and Recommendations

- Emphasis at the Graduate Level (Ph.D.)
- Forgivable Loan for those Individuals that will Embrace the Professoriate as their Careers.
- To recognize Institutions or Clusters of Institutions that are Paving the Path for Positive and Lasting Changes for HIS.