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Deborah L Gochenaur* (gochenaurd@etown.edu), Mathematical and Computer Sciences Department, Elizabethtown College, One Alpha Drive, Elizabethtown, PA 17022. *African Americans and STEM: An Examination of One Intervention Program.*

As the United States science, technology, engineering, and mathematics (STEM) workforce continues to grow faster than the overall workforce, the need for college-trained STEM workers continues to rise. Numerous intervention programs, geared towards increasing the number of underrepresented minorities in STEM, were developed to increase undergraduate retention and attainment rates, graduate degree attainment rates, and the rate at which students are entering the STEM workforce. As millions of dollars continue to pour into these programs, evaluation of their effectiveness at increasing the numbers of African Americans in STEM needs to be addressed. An evaluation model that uses qualitative analysis to build upon a quantitative analysis base utilizing logistic regression will be explored. The primary question addressed is whether this intervention program located in an HBCU increases the number, with respect to historical departmental and institutional numbers, of underrepresented minorities that complete their undergraduate STEM studies and continue on to STEM graduate study and then employment in the STEM workforce. (Received September 19, 2007)