

ASEMS

ARIZONA'S SCIENCE, ENGINEERING,
AND MATH SCHOLARS PROGRAM



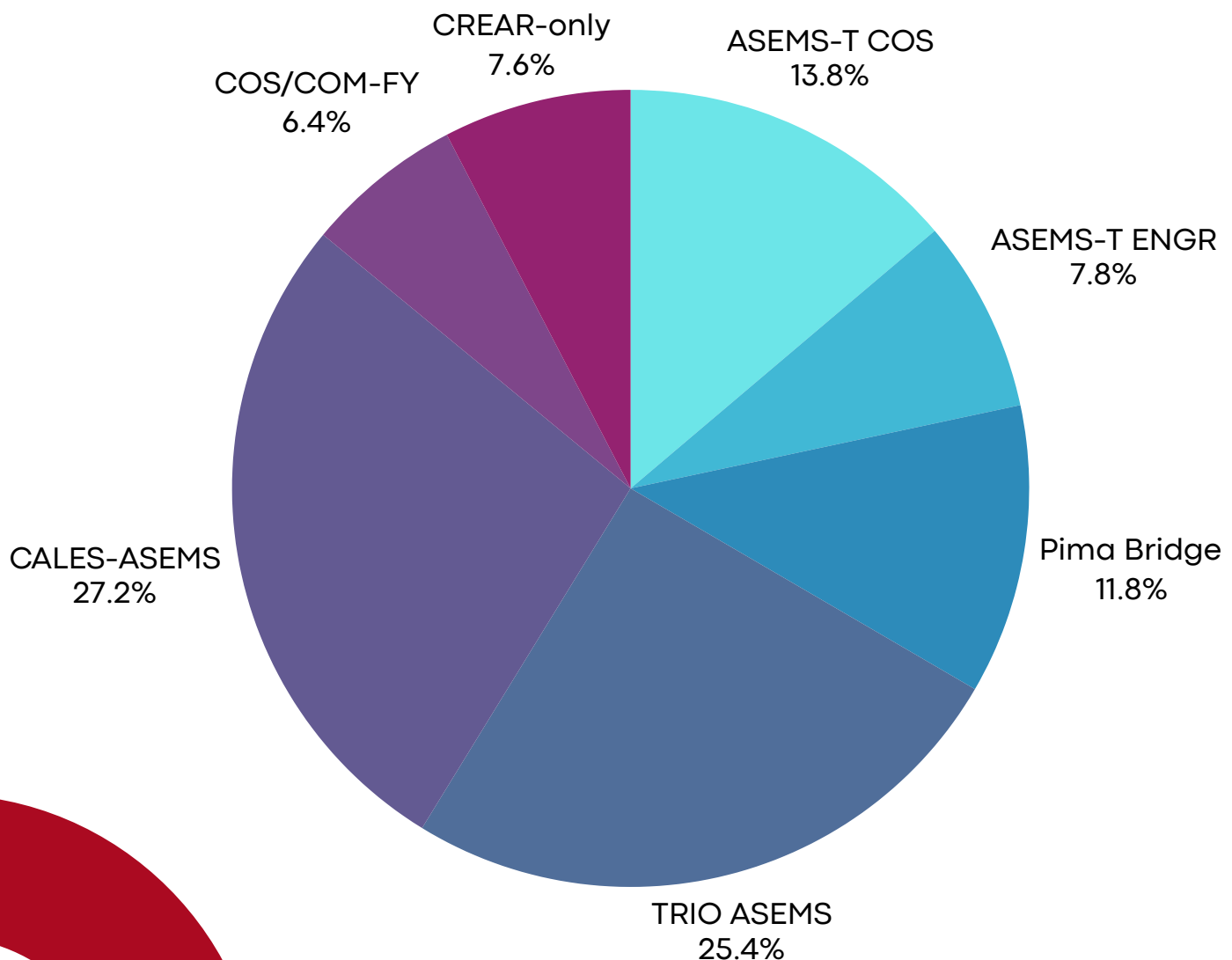
ASEMS Program 2024-2025 AY Summary

ASEMS Mission

ASEMS fosters a culture of inclusive excellence at the University of Arizona by empowering STEM students with the tools necessary to succeed while recognizing their unique backgrounds and assets.

Students served in 24-25

ASEMS served a total of 485 new and continuing students in academic year 24-25. This includes 448 students in all ASEMS programs (ASEMS-T College of Science, ASEMS-T Engineering, Pima UAZ STEM Bridge, TRIO ASEMS, CALES ASEMS, College of Science First Years) as well as 37 students who were in a CREAR STEM Learning Community in the Fall and assigned to an ASEMS Success Specialist, but did not move on to an ASEMS program in the Spring.

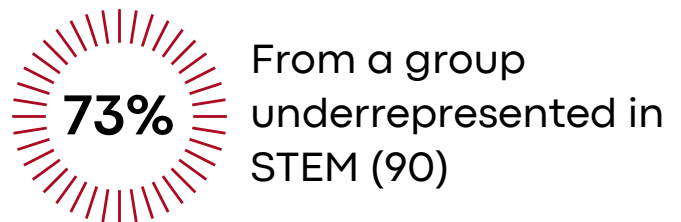
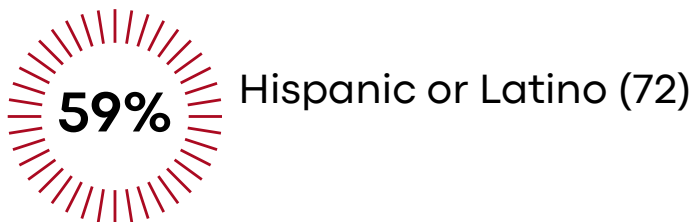
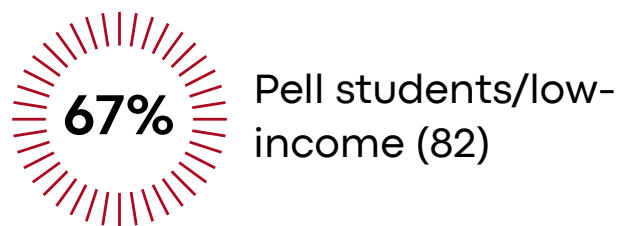
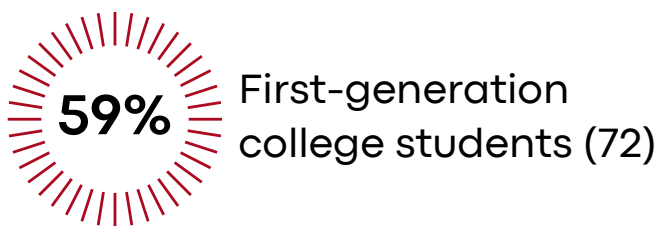


ASEMS Program

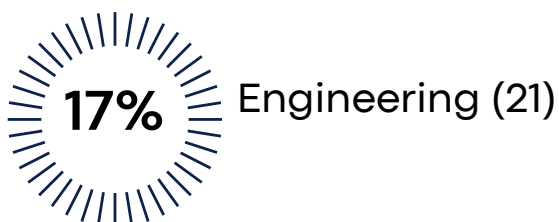
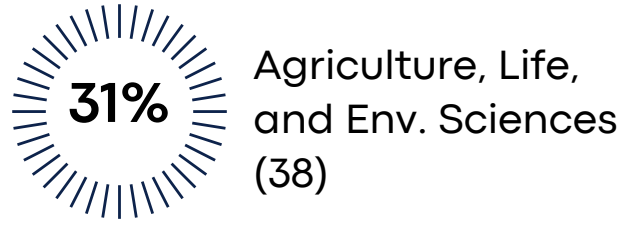
Incoming 24-25 Cohort

Demographics

In Fall 24, 123 new students joined the ASEMS Program. 74 were first-time first-year students, and 49 were community college transfer students.



Colleges Served



Fall 24 and Fall 23 Cohort Retention data

The retention numbers below are based on the Fall 2025 census date, for both ASEMS first-time, first-year (FTFY) and community college transfer (CCT) students.

1-year retention (retained to 2nd year)

Fall 24 Cohort	ASEMS FTFY Students	ASEMS CCT Students
Total Students	74	49
Retained to 2 nd year at UA	68 (92%)	43 (88%)
Retained to 2 nd year in STEM	66 (89%)	42 (86%)

2-year retention (retained to 3rd year)

Fall 23 Cohort	ASEMS FTFY Students	ASEMS CCT Students
Total Students	67	70
Retained or graduated to 2 nd year at UA	53 (79%)	56 (80%)
Retained or graduated to 2 nd year in STEM	49 (73%)	55 (79%)

First Time First Year ASEMS vs UA Retention

The retention numbers below are based on the Fall 2025 census date, for first time first year STEM students who were Pell grant recipients.

1-year retention (retained to 2nd year)

Fall 24 Cohort	ASEMS FTFY	Non-ASEMS FTFY
Pell Recipient Total	52	924
Pell Recipient retained to 2 nd year at UA	48 (92%)	734 (79%)
Pell Recipient retained to 2 nd year in STEM	46 (88%)	651 (70%)

2 yr retention (retained to 3rd year)

Fall 23 Cohort	ASEMS FTFY	Non-ASEMS FTFY
Pell Recipient Total	50	828
Pell Recipient retained or graduated to 3rd year at UA	38 (76%)	543 (66%)
Pell Recipient retained or graduated to 3rd year in STEM	35 (70%)	461 (56%)

Comparison group are students who were not in ASEMS/CREAR, started in a STEM major served by ASEMS; UA-Main Campus students; are Pell Recipients.

Community College Transfers ASEMS vs UA Retention

The retention numbers below are based on the Fall 2025 census date, for community college transfer STEM students who were Pell grant recipients.

1-year retention (retained to 2nd year)

Fall 24 Cohort	ASEMS CCT	Non-ASEMS CCT
Pell Recipient Total	30	114
Pell Recipient retained to 2 nd year at UA	24 (80%)	87 (76%)
Pell Recipient retained to 2 nd year in STEM	23 (77%)	81 (71%)

2 yr retention (retained to 3rd year)

Fall 23 Cohort	ASEMS CCT	Non-ASEMS CCT
Pell Recipient Total	50	97
Pell Recipient retained or graduated to 3rd year at UA	40 (80%)	70 (72%)
Pell Recipient retained or graduated to 3rd year in STEM	40 (80%)	66 (68%)

Comparison group are students who were not in ASEMS/CREAR, started in a STEM major served by ASEMS; UA-Main Campus students; are Pell Recipients.

ASEMS Program Services and Highlights in 24-25

Undergraduate Research in the First Year

Of the 75 students from the new cohort who responded to our end of year survey, 21 reported that they took part in a paid or volunteer undergraduate research experience that year (28%). Additionally, 11 students from the new cohort joined the ASEMS STARS Program, a year-round undergraduate research program for ASEMS scholars.

Graduation and Post-Graduation

In the 24-25 academic year, ASEMS had a total of 95 graduates. 10 of these graduates continued on at the University of Arizona in a graduate or professional school program starting in Fall 2025.





Student Voices and Impact

"Being an ASEMS participant has helped me develop my skills as an undergraduate, learn how to study, and discover the many opportunities available while in college. It has also helped me find community and develop friendships with people of a similar background. It has been the best program I have joined."

First Time, First Year ASEMS scholar

"Having ASEMS as a part of my academic life has truly shaped my personal identity as an academic and STEM scientist. Were it not for this scholarship, I would still be working 12.5 hour days in the hospital, not living to my potential. Roshan has been particularly supportive and a huge advocate for me as I faced some trying and atypical circumstances as a post-traditional student."

Continuing Pima UAZ Bridge Scholar

"ASEMS has helped me in every way possible. I have grown as a scholar, scientist, networker, and person. I learned how to achieve my dream of pursuing graduate school, how to succeed in a lab, how to overcome the barriers that come with being a first-generation student, and found a community of peers with similar backgrounds as mine on campus. During a rough time in my college career where I did not feel safe on campus and my trust in the education system was broken, ASEMS remained my safe place and allowed me to be resilient."

Graduating ASEMS scholar

ASEMS Team



Jenni Batchelder, PhD.
ASEMS Director



Corrie Sommerfeld
TRIO ASEMS Director
ASEMS Assistant Director



Rell Ohlson
ASEMS Program Manager



Roshan Price
ASEMS Transfer
Specialist



Ericka Encinas
TRIO ASEMS Student
Support Coordinator



Teresa Cortez
CALES ASEMS
Program Specialist



Leah Callovini
ASEMS STARS
Program Manager



Zcheecid Aguirre
ASEMS Transfer
Specialist



Deoniso Ventura
TRIO ASEMS Student
Success Specialist



Michelle Lopez
Student Success Specialist