

Arizona's Science, Engineering & Math Scholars Program | ASEMS

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.

ASEMS serves more than 400 undergraduate students each year with most scholars identifying as low-income (76%), first-generation (69%), and Latinx (53%). ASEMS supports STEM transfer and freshman students from their start at UA and through their undergraduate journey to:

- Retain and graduate STEM students from underserved and underrepresented backgrounds
- Reinforce scholar scientist or engineer identity and sense of community
- Strengthen scholar confidence and skills required to build and sustain a professional STEM network
- Build out pathways for scholars to be competitive academically and professionally within STEM fields

ASEMS delivers a holistic suite of student services. Key program components include:



Culturally-responsive and asset-based academic and career advising and mentorship



STEM identity development and career exploration through undergraduate research and internships



Structured STEM learning community



Tailored free services
Tutoring, emergency funds, graduate school preparation, financial aid advising

ASEMS supports increased student retention, completion, STEM degree attainment, and expands pathways to STEM academic and professional fields.

Retention and STEM degree attainment:

- ASEMS freshmen are retained at 92%, compared to 82% of STEM freshmen overall¹.
- Latinx ASEMS freshmen are retained 12 percentage points above the overall UA Latinx STEM rate (92% vs. 80%)¹ with 93% persisting to their fourth year and 81% in a STEM major².

Pathways to academic and professional STEM fields:

- 95% - ASEMS students reported they are considering applying to graduate or professional school after completion of an ASEMS professionalism STEM course.
- 87% - ASEMS students indicated it was likely or extremely likely they will apply to an undergraduate research program after taking the Research Readiness course.

"ASEMS gave me the opportunity to be involved in research, allowing me to connect with faculty who offered me a work study position. There, I realized I would enjoy a career in biological research, which led me to apply and be accepted in a doctoral program." – ASEMS Graduate

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Direct questions and inquiries to [Nura Dualeh](#), Director of ASEMS.

¹ Four-Year average of freshman cohorts from 2015 to 2018; ²Fall 2015 freshman cohort