# Success for URM Engineering Students

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### Objectives
- Determine which factors contribute to the success of underrepresented minority (URM) students at a large, predominantly white university
- Determine which factors contribute to differential success among URM populations
  - African American
  - Hispanic American
  - Asian American (Trytten’s focus)
  - Native American
- Research uses qualitative and quantitative methodology to inform engineering education

### Background
- In spite of decades of research and programs, women and many racial/ethnic minority groups remain underrepresented in engineering
- Underrepresentation is a issue for the following reasons
  - Social justice
  - Ability of society to attract sufficient number of engineers
  - People with different backgrounds provide more diversity of ideas and produce better engineering
- Asian Americans are not typically studied because they are not underrepresented in engineering
- Qualitative methodologies are under-utilized in engineering

### Preliminary Results
- Each racial and ethnic group has distinct patterns of response to education context at OU
  - Result puts into question years of engineering education research that aggregates minority populations
- While our Asian American students are not underrepresented in engineering, they suffer discrimination as a minority
  - Model minority myth
  - Questions about cultural practices (e.g. dog eating)
  - Assumption that all Asians are foreign or immigrants

### Relevant References