

PROFILES ENCOURAGE
2001 ANNUAL REPORT



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On the Cover:

Cyenthia Bishundeo, 13, is an artist and aspiring computer engineer who makes her own CDs of American Indian music in her spare time. Cyenthia was a winner in NACME's 2001 "Math Is Power" Essay Contest.

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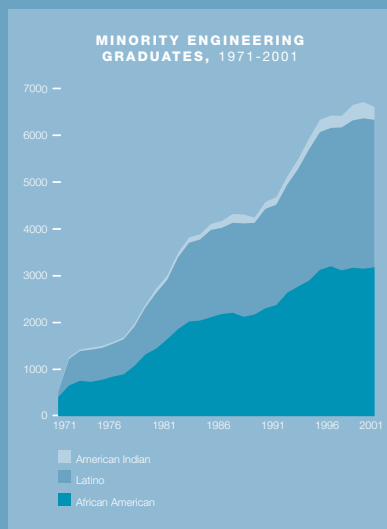


A Profile of NACME

OUR MISSION is to provide leadership and support for the national effort to increase the representation of successful African American, American Indian and Latino women and men in engineering and technology, math- and science-based careers.

OUR PURPOSES Our goal is diversity with equity; our metric is parity in the workforce; and our methodology is the formation of partnerships with those corporations, educational institutions, foundations, nonprofit agencies and governmental bodies that share a commitment to these aims. NACME and its partners work along the continuum from middle school through higher education into the workplace to provide guidance and scholarship support, and to foster research-based changes in policies and practices that ensure equal opportunities for the preparation and participation of all Americans in science, engineering and technology.

OUR BELIEFS We believe in the concept of the "learning organization," a community in which each member is encouraged and assisted to grow and develop. We believe that we must work not only to continuously improve our skills and capabilities for performing our individual responsibilities increasingly well, but also to strive to be cooperative and effective team members who are committed collectively to the fulfillment of NACME's mission and purposes.



A Joint Message from the PRESIDENT and the CHAIRMAN

The year 2001 was a challenge both to the nation and to NACME. During our fiscal year, which ended August 31, the United States suffered through an awful economic downturn and unemployment numbers we hadn't seen in a long time. After years of double-digit growth, NACME's revenue was flat. It was a discouraging time. Then came September 11. The attacks on the World Trade Center and the Pentagon were attacks on our national psyche. They sent communities, corporations and philanthropic contributions reeling. Where there had been cause for discouragement, there was now an urgent call to action: a resolve to be more diligent about the business of preparing a skilled technology workforce to address our economic and national security needs. At NACME, our business is focusing on the future. It is on encouraging children to reach high and on supporting the hundreds

of NACME Scholars who depend on us. Instead of being distracted by the stresses, we focus on our mission and those we serve. Looking at them, we are encouraged. As you read the profiles in this report, you will be too. There are hard working, ambitious, determined young people from every background in every urban, suburban and rural community in this country. If we as a nation prepare and support them, they will contribute greatly to global progress and to our national well-being. We at NACME are encouraged by the thousands of children who visit our web sites to discuss math, learn about engineering, and share their ideas. We're encouraged by the middle school students who compete in our contests, the high school seniors who participate in our alternative assessment process to become NACME Scholars, and by our scholarship students who excel as interns at our donor companies.

We're encouraged as we survey the accomplishments of our alumni — successful engineers, educators, physicians, business and organizational leaders — who prove that our faith in them was well placed. We're encouraged by those who believe in excellence with equity and who stand with us to advocate new education policies, when presented with evidence that the old ones are not making enough of a difference. There are ample reasons for encouragement. Our nation's future is bright. NACME is proud to play a small part in helping to make it so for all citizens. Thank you for your dedicated support.

Nicholas M. Donofrio
Senior Vice President
Technology and Manufacturing
IBM Corporation

John Brooks Slaughter, PhD
President and CEO
NACME, Inc.

HIGHLIGHTS 2000-2001

SCHOLARSHIP PROGRAMS

- Nearly 700 students were supported through the NACME Scholars Program, which offers financial aid, professional development training, and valuable work experience through internships with donor companies. Retention among NACME Scholars remains near 90 percent — more than double the national minority rate, and 20 points above the nonminority rate. The average GPA is 3.0, also above the national norm.
- During visits to high schools in seven underserved communities, we introduced engineering to more than 400 high school students, assessed their potential and linked them to universities participating in our Engineering Vanguard Program.
- The Alfred P. Sloan Foundation selected NACME to manage its Minority Ph.D. Program.

EDUCATION PROGRAMS AND TRAINING

- With support from The WorldCom Foundation, and with the SECME and MESA USA precollege programs as program partners, NACME established the *MarcoPolo Initiative*, providing professional development for more than 1,000 K-12 teachers in predominantly minority schools across the country.
- We launched Spanish-language versions of the “Math Is Power” ads for radio and print. Interest in the campaign — which has surpassed \$180 million in donated media — reached new heights after the “Demand It” poster was featured in the summer hit movie, “The Princess Diaries.”
- Continuing our diversity interventions with the U.S. Department of Transportation and colleges like the Rensselaer Polytechnic Institute, NACME also participated on the New York City Board of Education’s Diversity Training Advisory Committee.

RESEARCH AND POLICY

- Addressing a major barrier to minority access to engineering education, NACME’s board of directors issued a resolution calling on institutions to develop admissions paradigms that better predict student success and provide greater opportunities for all students. The *FairTest* organization and schools as diverse as the University of Nebraska, Howard and Duke voiced support for NACME’s position.
- The GE Fund selected NACME to lead a research team, evaluating the impact of its nationwide “Math Excellence” program. Findings will help organizations develop and conduct programs that more effectively prepare children for careers in engineering and other quantitative disciplines.
- In October, we published “*Progress Toward Power: A Follow-up Survey of Children and Parents Attitudes About Math and Science*,” findings from a national Harris Interactive survey of more than 2,000 students and 700 parents.

INFORMATION DISSEMINATION

- *The NACME Journal* debuted in October, providing data on minority participation in engineering and technology, and highlighting programs that have been successful in promoting achievement.
- *The NACME Online Guide to Engineering* — guidemenacme.org — offered critical information on school selection and career guidance to middle and high school students.
- The NACME web site — nacme.org — continues to provide up-to-date information on NACME programs and scholars, as well as trends on campus, in Washington, and in work environments across the country that impact the vitality of the engineering enterprise.

Juan Torrico’s high school math teacher advised him to forget engineering and instead just pursue his interest in music, saying he lacked the necessary background, grades and test scores. City College of the City University of New York, however, recognized that he had other essential attributes: a good work ethic, problem solving skills, strong drive, and a deep interest. Last year, Juan earned his bachelor’s degree and completed a successful tenure as NACME’s Webmaster. He now develops and maintains web sites at Verizon. (He’s also a professional percussionist.)



RESEARCH and POLICY

Throughout our history, NACME has worked with institutions to provide access to engineering for students who might not otherwise be admitted. In doing so, we have questioned the notion of who can be an engineer and challenged the way that students are selected for admission. As we surveyed our own records of more than 10,000 scholars, we found that the average Scholastic Achievement Test score was lower than that normally required for engineering, but that most students had gone on to successful careers. The research led to NACME taking a policy stance. Last summer, our board of directors issued a resolution encouraging engineering institutions to reexamine admissions policies and practices, and embrace a more holistic approach to the selection of students for admission.

When we look beyond standardized test scores, and consider factors like math exposure, motivation, career interest and problem-solving skills, we discover people like:

JOSE ABREAU Jose became a NACME Scholar through the assessment process used in the Engineering Vanguard Program. Though his combined SAT was below 1000 and he’d only taken pre-calculus, Jose was committed to becoming an engineer. Seeing potential, we recommended him to the New Jersey Institute of Technology. Today, he is a rising senior in electrical engineering with a GPA above 3.8, on the Dean’s List, and a member of the Phi Eta Sigma Honor Society. Outside the classroom, Jose has distinguished himself as an intern at the prestigious Bell Laboratories.

KENDRICK CURRY Kendrick applied to college with great desire to be an engineer, but very low SAT scores. Prairie View A&M recognized his determination, and NACME invested in him. It paid off. He graduated *cum laude* in 1989, and in 1995, earned a Ph.D. in chemical engineering from the University of Michigan — one of only three African Americans to earn the degree that year. After a successful career at Union Carbide, Dr. Curry is now director of NASA’s Harriet R. Jenkins Predoctoral Fellowship Program at UNCF’s Special Programs Corporation.

Michael Spodofora, 14, got hooked on the notion of creating structures with his first set of building blocks. His current interest is baseball, and he recently applied his math skills to improving his game. With software won in a NACME contest, Michael measured and regulated pitching speeds, kept precise records, developed a database, analyzed his findings and discovered that players could raise their batting averages by using a 32-inch, 18-ounce aluminum bat. The future architectural engineer is considering Cooper Union or Rutgers for college.

*NACME invests in our nation's
most precious resource —*
YOUNG PEOPLE

Michael Spodofora
Ninth Grade
Mount Hebron School
Montclair, New Jersey

Tricie Joyce, 14, is a ninth grader at Baltimore's Northern High School. The artist and future computer engineer has won awards in mathematics and composition. Tricie participates in the Maryland MESA Precollege Program, where she applies her creative engineering skills to projects like building race cars powered by solar energy.



SCHOLARSHIPS

Nearly ninety cents of every dollar that NACME spends goes to student-related activities: to attract them to engineering, support them through graduation, and prepare them to compete in a tough job market or pursue advanced degrees. As the national need for a diverse workforce of men and women skilled in engineering and the sciences grows,

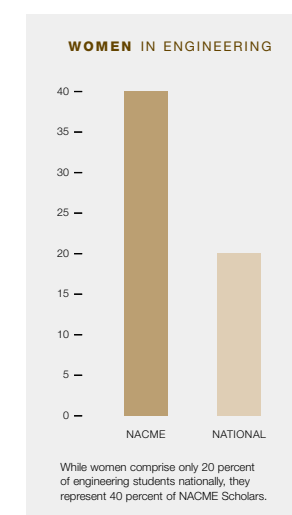
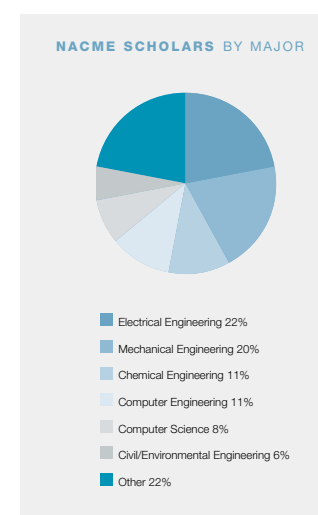
so does the need for NACME's work. Our scholarship programs have supported more than ten percent of all minority engineering graduates since 1974. We currently contribute to outstanding undergraduates like Patricia Edmonds, Sarah Locklear, and Felipe Salinas, and encourage future engineers like Michael Spodofora and Tricie Joyce to pursue their dreams.

NACME SCHOLARS EXCEL

PATRICIA EDMONDS, a 2001 NACME TechForce PreEngineering Prize winner, received a U.S. patent for her invention of a system to separate plastic from paper for recycling purposes. She is majoring in systems engineering at the University of Virginia.

SARAH R. LOCKLEAR, a senior at the University of North Carolina at Pembroke, won second place in the oral presentation competition at the 2001 American Indian Science & Engineering Society (AISES) meeting in Albuquerque. Sarah is a NACME/NASA Scholar.

FELIPE SALINAS, a NACME/NASA Scholar at the University of Texas at San Antonio, received the Award for Outstanding Student Paper at the meeting of the Texas section of the American Physical Society in October.



Mt. Hebron Middle School is a model school: a diverse faculty and student body, where everyone is focused on high achievement and every child is deemed to be “spectacular!” Students interact with professional role models, are encouraged to participate in “hands-on” activities, and challenged to apply math and science to solving life-based problem scenarios.



MATH IS POWER

For six years now, we’ve been saying “Math Is Power.” This year’s message: our kids are powerful!

Last spring, NACME sponsored a nationwide “Math Is Power” essay contest, inviting middle school students to talk about the importance of math, why they like it and what they believe mastering it will help them do in the future. We heard from many creative, eager and ambitious kids.

Here is what some of them said:

“I used math extensively in my science fair project, building a large antenna array hooked up to a simple short-wave radio receiver that allowed me to hear sounds from space. I calculated how large to make the array, and had to convert from the metric system to put it together. Math will help me work through complex formulas and equations so that I’ll be a great doctor someday.”

— Shekinah, South Korea

“Without math, you have no power. Without math there would be no modern technology, no stores or factories, and no fair deals. If idle minds knew what they were missing, they would pay more attention in class.”

— Terrence, Tennessee

“Math has taught me to think logically. When I have a word problem, I read it, sort out the facts, and do the computation to get the correct answer. I want to be a doctor, so this kind of thinking will help me treat my patients when they come to me for answers.”

— Collette, Arkansas

“Galileo said it best: Mathematics is the language with which God has written the universe.”

— Dan, California

“I have power because I have math in my life . . . I will definitely get a good job as long as I know my math. I will pass the tests needed to get into certain high schools and colleges. People will respect my academic talent when they find out how good I am in math. I can do anything in this world, because I have power!”

— Kayla, Massachusetts

Pamela Leigh Mack is chairperson of electrical engineering at Morgan State University. Winner of a 2001 NACME Alumni Achievement Award, Dr. Mack is an award-winning teacher and researcher. Under her leadership, the department has become the nation’s top producer of African American women in electrical engineering.

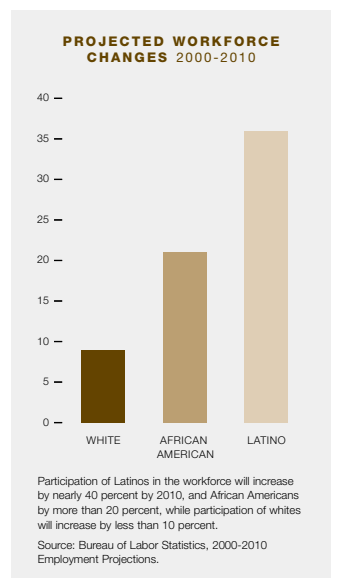


TRAINING

We’re preparing young people — particularly African Americans, American Indians and Latinos — for the engineering and technology enterprise. But is the enterprise prepared for them?

Census 2000 provided ample evidence of the dramatic growth in racial and ethnic diversity in the United States over the past ten years, and that growth will only accelerate in the coming decade. Today’s math classes, engineering schools and workplaces don’t reflect that diversity, but we’re working on it. The more that all of us — schools, institutions of higher education, government agencies and corporations — do to create welcoming, supportive, inclusive environments, the more everyone benefits.

NACME’s training programs provide students, teachers, staff and employers with the communication and adaptation skills that are so valued, yet often so lacking in organizations. Racism, sexism, xenophobia, homophobia, ageism, and discrimination against those with physical or mental handicaps — whether overt or unintended — exist. We are committed to working to eradicate these barriers in the environments where our young people learn and work.



NACME DIVERSITY INTERVENTIONS INCLUDE:

- Myers Briggs Type Indicator Workshops
- NACME Diversity Awareness Seminars
- Cultural Climate Assessments
- Effective Mentoring Workshops
- Conflict Resolution
- Marco Polo Professional Development for K-12 Educators

Michael Aldaco is president of MESA USA and director of the nation's largest precollege program for disadvantaged students, California MESA (Math, Engineering, Science Achievement). Ninety percent of the state's minority engineering baccalaureate recipients are MESA students.



PARTNERSHIPS and ALUMNI

When all is said and done, NACME's work is about young people. We work hard to cultivate their interests, develop their talent, open doors for them. We do all we can to ensure they reach their full potential. But we can't do it alone.

More than 50 middle schools and high schools, 70 engineering institutions, major research organizations, numerous media outlets, and more than 100 companies, foundations and government agencies are partners in our work.

NACME alumni — including educators like Morgan State University's Dr. Pamela Leigh Mack, University of New Mexico Regent Sandra Begay-Campbell, and NACME board member Eric A. Adolphe — offer advice and counsel, helping us expand our outreach and increase our impact.

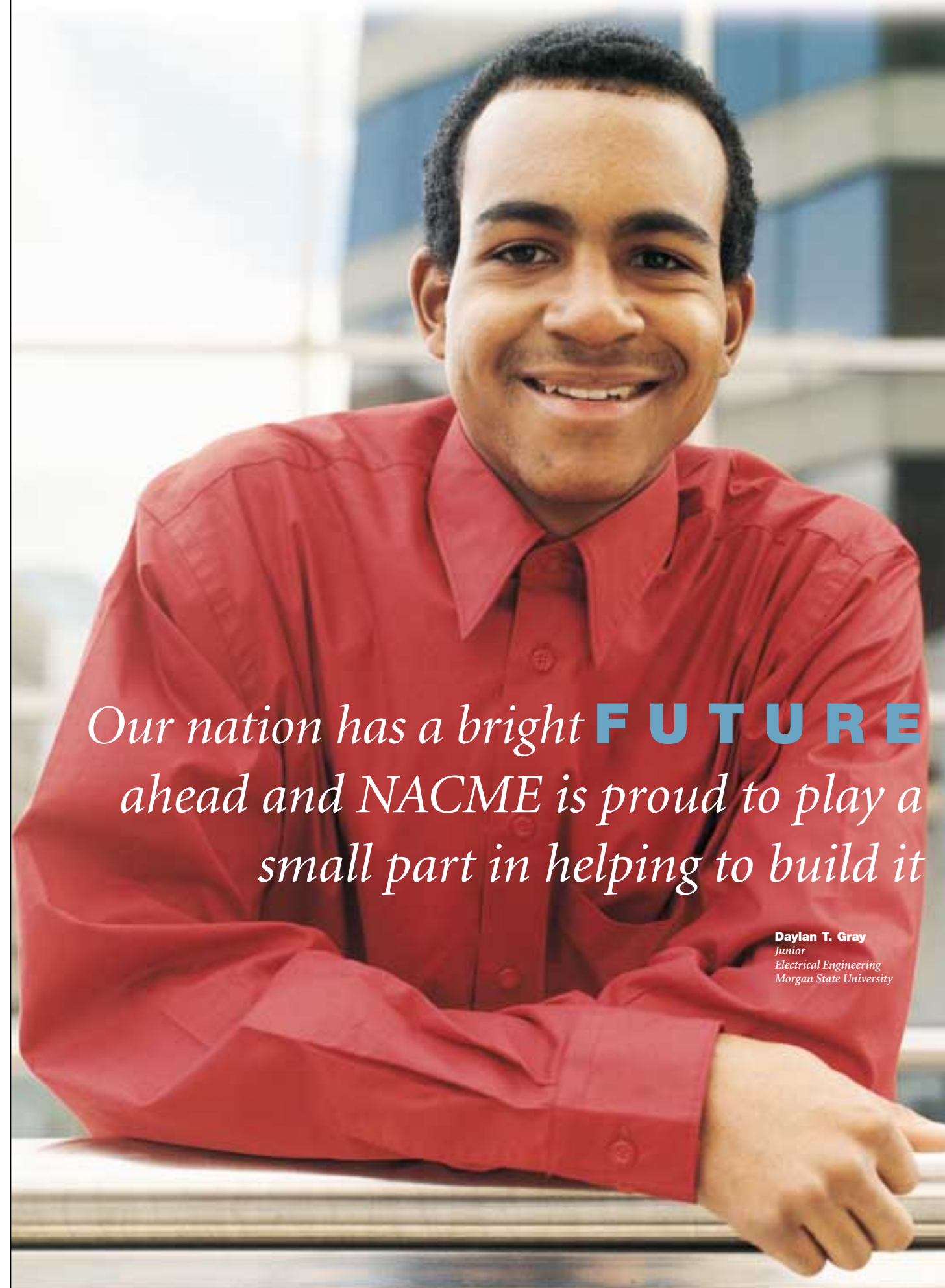
We also rely on the partnership of organizations with missions similar to ours. Together, we are stronger and more effective than any of us can be individually. Nearly 600,000 African Americans, Latinos and American Indians will graduate from high school

this year, but fewer than 15,000 will choose to pursue engineering. Join NACME in our effort to increase those numbers. Together we can provide role models that inspire students, learning opportunities that engage them, and financial support to encourage them.

PARTNERSHIPS FORMALIZED IN 2001

- To help us reach larger numbers of students on the west coast, NACME formed a new pact with *MESA USA*, a consortium of pre-college programs in eight states that promotes high achievement in mathematics, engineering and science among educationally disadvantaged students.
- *SECME* — a strategic K-12 alliance that works to renew and strengthen the professional capacity of educators, motivate and mentor students, and empower parents so that all students can learn and achieve at higher levels — is working with us to increase the scalability of our professional development efforts with teachers.
- To expose a larger number of university students to NACME information and resources, we signed a new memorandum of understanding with *The National Society of Black Engineers*, the nation's largest student-managed organization, whose mission is to increase the number of culturally responsible engineers who excel academically, succeed professionally and positively impact the community.

Daylan T. Gray is a member of Morgan State University's class of 2004. Whether he uses his baccalaureate in electrical engineering as a springboard to graduate education, or immediately launches a corporate career, Daylan's plan is to be a leader in communications technology. He will be "in the thick of the technological age" and NACME will help put him there.



*Our nation has a bright **FUTURE** ahead and NACME is proud to play a small part in helping to build it*

Daylan T. Gray
Junior
Electrical Engineering
Morgan State University

STATEMENT OF FINANCIAL POSITION

For the year ended August 31, 2001 (with comparative data for 2000) NACME, Inc. (not-for-profit corporation)

	Total all funds	
	2001	2000
ASSETS		
Cash and cash equivalents	\$1,257,295	\$577,405
Short-term investments	4,157,697	5,562,862
Pledges receivable*	7,607,831	9,079,440
Government grants receivable	77,099	214,460
Interest and other receivables	515	4,534
Long-term investments	842,609	765,782
Leasehold improvements, office furniture and equipment**	367,942	397,093
Security deposit (rent)	48,038	48,038
Total Assets	\$14,359,026	\$16,649,614
LIABILITIES AND NET ASSETS		
<i>Liabilities:</i>		
Awards and grants payable	\$868,140	\$1,266,190
Accounts payable and accrued expenses	288,557	145,798
Due to grantor	114,446	
Deferrals ***	532,474	507,631
Deferred compensation	59,806	
Total Liabilities	\$1,863,423	\$1,919,619
<i>Net Assets:</i>		
Unrestricted	\$4,346,819	\$6,303,460
Temporarily restricted	7,365,981	7,660,753
Permanently restricted	782,803	765,782
Total Net Assets	\$12,495,603	\$14,729,995
Total Liabilities and Net Assets	\$14,359,026	\$16,649,614

STATEMENT OF ACTIVITIES

For the year ended August 31, 2001 (with comparative data for 2000) NACME, Inc. (not-for-profit corporation)

	Total all funds	
	2001	2000
PUBLIC SUPPORT AND REVENUE		
Contributions	\$4,996,404	\$12,464,335
Contributions in-kind	3,334,531	2,746,467
Government grants	1,393,639	369,827
Interest and dividends	195,323	341,368
Other income	69,839	42,471
Total public support and revenue	\$9,989,736	\$15,964,468
EXPENSES		
<i>Program Services:</i>		
Scholarship programs	\$7,647,957	\$6,628,684
Education programs and training	1,132,398	965,256
Information dissemination	505,997	465,595
Research and Policy	261,220	282,114
Total Program Services	\$9,547,572	\$8,341,649
Development	535,611	443,142
Management and general	852,765	868,892
Total Expenses	\$10,935,948	\$9,653,683
Excess (deficiency) of operating public support and revenue over expenses	(\$946,213)	\$6,310,785
Gains (losses) on investments	(\$1,288,180)	\$505,913
Change in Net Assets	(\$2,234,393)	\$6,816,698
Net Assets at beginning of year	\$14,729,995	\$7,913,297
Net Assets at end of year	\$12,495,603	\$14,729,995

* Ten-year grant for \$10,000,000 to be paid in annual installments of \$1,000,000. Payments began in 2001.

** Leasehold improvements, office furniture and equipment, at cost, less accumulated amortization and depreciation of \$500,203 in 2001 and \$410,898 in 2000.

*** Lease commitments will be accounted for on a straightline basis in accordance with Financial Accounting Standards (SFAS) 13. The lease provides NACME with rent credits in lieu of payments in the early years of the lease. These rent credits will be reflected on the Statement of Financial Position as deferred credits. The deferred credit in 2001 was \$527,299.

These financial statements are a condensed version of the audited statements of the National Action Council for Minorities in Engineering, Inc. for the year ending August 31, 2001. NACME will be pleased to provide complete copies along with all footnotes and the unqualified report of our auditors, upon request.

You may obtain a copy of the latest annual report filed with the N.Y. State Board of Social Welfare by writing to the Secretary, State of New York, 162 Washington Avenue, Albany, New York 12231, Attention: Charitable Registration Division.

NACME SCHOLARSHIP Programs

2000-2001 Academic Year

INSTITUTION		TOTAL NACME SCHOLARS
1	California Polytechnic State University	2
2	California State University, Long Beach	6
3	California State University, Los Angeles	4
4	California State University, Sacramento	1
5	City College of The City University of New York	7
6	Clark Atlanta University	2
7	Clarkson University	8
8	Colorado School of Mines	1
9	Columbia University	2
10	Cornell University	3
11	D-Q University	2
12	Drexel University	72
13	FAMU/FSU College of Engineering	2
14	Fayetteville State University	3
15	Fiorello H. LaGuardia Community College	1
16	Gallaudet University	2
17	Georgia Institute of Technology	7
18	Howard University	3
19	Illinois Institute of Technology	4
20	Lehigh University	9
21	Louisiana State University	5
22	Manhattan College	9
23	Massachusetts Institute of Technology	3
24	Michigan State University	5
25	Morehouse College	1
26	Morgan State University	3
27	New Jersey Institute of Technology	38
28	New Mexico Highlands University	2
29	New Mexico State University	5
30	North Carolina A&T State University	16
31	North Carolina State University	22
32	Northern Arizona University	1
33	Oklahoma State University	5
34	Pennsylvania State University	4
35	Polytechnic University	10
36	Prairie View A&M University	7
37	Princeton University	1
38	Rensselaer Polytechnic Institute	17
39	Rice University	1
40	Rochester Institute of Technology	23

INSTITUTION		TOTAL NACME SCHOLARS
41	Saint Mary's University	1
42	Shaw University	1
43	Southern University & A&M College	14
44	Spelman College	3
45	Stetson University	1
46	Stevens Institute of Technology	2
47	Temple University	4
48	Tennessee State University	5
49	Texas A&M University	49
50	Tuskegee University	4
51	University of California at Berkeley	1
52	University of California, Los Angeles	2
53	University of California, San Diego	1
54	University of Central Florida	1
55	University of Colorado at Boulder	8
56	University of Florida, Gainesville	1
57	University of Houston	13
58	University of Illinois, Chicago	9
59	University of Illinois, Urbana-Champaign	2
60	University of Iowa	1
61	University of Maryland, College Park	5
62	University of Massachusetts, Amherst	3
63	University of Michigan, Ann Arbor	3
64	University of Missouri, Columbia	1
65	University of Missouri, Rolla	4
66	University of New Mexico	3
67	University of North Carolina, Pembroke	3
68	University of Puerto Rico	7
69	University of Texas, Austin	18
70	University of Texas, Dallas	1
71	University of Texas, El Paso	7
72	University of Texas, Pan American	5
73	University of Texas, San Antonio	3
74	University of Virginia	10
75	University of Washington	1
76	University of Wisconsin, Madison	2
77	Vanderbilt University	1
78	Virginia Polytechnic Institute and State University	1
79	Winston-Salem State University	1

Engineering ENROLLMENTS and DEGREES

FALL SEMESTER FRESHMAN ENROLLMENTS IN ENGINEERING*							
Academic Year	African Americans	Latinos	American Indians	Total Minority	Total Nonminority	Total Freshmen	Percent Minority
1973-74	1,684	525	40	2,249	48,958	51,207	4.4
1974-75	2,447	888	89	3,424	59,158	62,582	5.5
1975-76	3,840	1,384	120	5,344	69,214	74,558	7.2
1976-77	4,372	1,766	171	6,309	75,343	81,652	7.7
1977-78	4,728	2,161	244	7,133	81,123	88,256	8.1
1978-79	5,493	2,664	225	8,382	86,789	95,171	8.8
1979-80	6,339	3,136	317	9,792	93,298	103,090	9.5
1980-81	6,661	3,373	365	10,399	98,915	109,314	9.5
1981-82	7,015	3,689	412	11,116	103,085	114,201	9.7
1982-83	6,715	3,635	371	10,721	103,796	114,517	9.4
1983-84	6,342	3,885	376	10,603	98,160	108,763	9.7
1984-85	6,245	3,939	410	10,594	93,780	104,374	10.2
1985-86	6,374	3,849	365	10,588	91,697	102,285	10.4
1986-87	5,873	3,359	353	9,585	88,713	98,298	9.8
1987-88	6,145	3,826	354	10,325	84,489	94,814	10.9
1988-89	7,075	4,246	433	11,754	85,625	97,379	12.1
1989-90	7,284	4,599	424	12,307	82,484	94,791	13.0
1990-91	8,370	5,382	526	14,278	79,427	93,705	15.2
1991-92	8,305	5,266	582	14,153	78,155	92,308	15.3
1992-93	8,924	5,624	633	15,181	77,518	92,699	16.4
1993-94	8,271	5,509	607	14,387	73,743	88,130	16.3
1994-95	7,372	5,386	617	13,375	70,892	84,267	15.9
1995-96	7,890	5,610	601	14,101	71,297	85,398	16.5
1996-97	7,482	5,467	656	13,605	70,625	84,230	16.2
1997-98	7,403	5,858	668	13,929	75,043	88,972	15.7
1998-99	8,028	5,888	719	14,635	79,138	93,773	15.6
1999-00	7,989	5,808	676	14,473	79,478	93,951	15.4
2000-01	8,192	6,157	629	14,978	85,381	100,359	14.9

BACHELOR'S DEGREES GRANTED IN ENGINEERING*							
Academic Year	African Americans	Latinos	American Indians	Total Minority	Total Nonminority	Total Degrees	Percent Minority
1972-73	657	566	32	1,255	41,831	43,086	2.9
1973-74	756	636	31	1,423	39,587	41,010	3.5
1974-75	734	685	44	1,463	36,372	37,835	3.9
1975-76	777	680	41	1,498	36,111	37,609	4.0
1976-77	844	702	36	1,582	38,136	39,718	4.0
1977-78	894	748	37	1,679	44,074	45,753	3.7
1978-79	1,076	841	59	1,976	50,185	52,161	3.8
1979-80	1,320	1,003	60	2,383	55,405	57,788	4.1
1980-81	1,445	1,193	90	2,728	59,887	62,615	4.4
1981-82	1,644	1,270	91	3,005	63,647	66,652	4.5
1982-83	1,862	1,534	97	3,493	68,629	72,122	4.8
1983-84	2,022	1,683	112	3,817	72,759	76,576	5.0
1984-85	2,043	1,731	109	3,883	73,646	77,529	5.0
1985-86	2,114	1,864	129	4,107	73,708	77,815	5.3
1986-87	2,182	1,840	149	4,171	71,048	75,219	5.5
1987-88	2,211	1,920	187	4,318	66,547	70,865	6.1
1988-89	2,122	1,996	192	4,310	63,981	68,291	6.3
1989-90	2,173	1,957	112	4,242	61,209	65,451	6.5
1990-91	2,304	2,125	146	4,575	58,871	63,446	7.2
1991-92	2,374	2,144	163	4,681	58,406	63,087	7.4
1992-93	2,637	2,310	175	5,122	59,333	64,455	7.9
1993-94	2,769	2,514	207	5,490	58,887	64,408	8.5
1994-95	2,897	2,804	230	5,931	58,212	64,143	9.2
1995-96	3,125	2,943	263	6,331	58,468	64,799	9.8
1996-97	3,203	2,954	265	6,422	57,610	64,032	10.0
1997-98	3,144	3,055	247	6,446	55,927	62,373	10.3
1998-99	3,171	3,148	328	6,647	54,923	61,570	10.8
1999-00	3,150	3,213	347	6,710	56,011	62,721	10.7
2000-01	3,182	3,146	275	6,603	57,586	64,189	10.3

Source: Data collected by the Engineering Workforce Commission (EWC) under a grant from NACME. The EWC does not guarantee absolute accuracy of the numbers reported by engineering schools. Statistics for minorities, other than African Americans, are not available before 1973. Enrollment figures for 1995-96 have been restated to include the University of Florida, which reported for the first time in that year.

* Figures do not include the University of Puerto Rico or Polytechnic University of Puerto Rico.

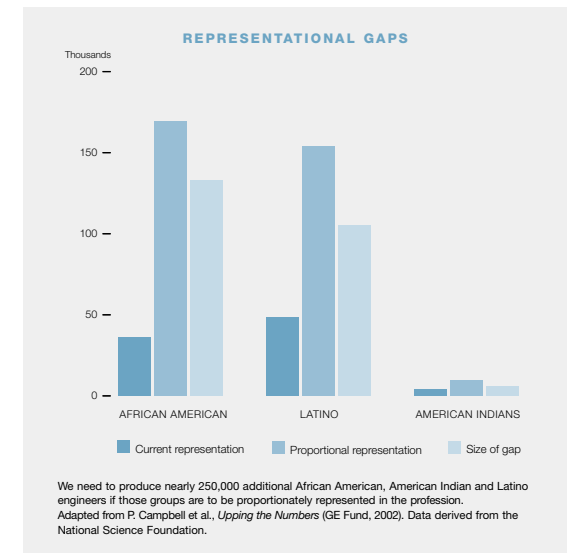
Note: Because of differences in processing of data, there may be some variation between NACME figures and EWC reports, and those from the U.S. Department of Education. For example, NACME continues to aggregate students who are foreign nationals in its figures for total students. NACME and EWC include all degrees granted from engineering schools and departments.

PUERTO RICO*			
Academic Year	Freshmen Enrollment	Total Undergrads	Total Degrees
1973-74	718	3,185	397
1974-75	862	3,200	375
1975-76	785	3,196	361
1976-77	598	3,038	377
1977-78	524	2,748	338
1978-79	634	2,681	437
1979-80	634	2,681	329
1980-81	835	2,817	320
1981-82	1,079	3,415	338
1982-83	786	3,352	349
1983-84	875	3,583	355
1984-85	875	3,583	363
1985-86	940	4,361	363
1986-87	940	4,359	516
1987-88	639	4,150	521
1988-89	630	3,889	533
1989-90	629	3,806	516
1990-91	641	3,740	540
1991-92	694	3,812	566
1992-93	728	3,855	546
1993-94	745	3,943	538
1994-95	780	4,145	606
1995-96	901	4,227	624
1996-97	1,145	4,419	1,059
1997-98	1,910	6,875	889
1998-99	1,136	6,286	930
1999-00	1,268	5,790	914
2000-01	1,414	8,034	1,006

*Note: Graduation figures for 1996-97 and subsequent enrollment and graduation statistics have been restated to include recently accredited Polytechnic University of Puerto Rico.

BACHELOR'S DEGREES IN ENGINEERING BY ETHNICITY AND GENDER*											
Academic Year	African Americans		Latinos		American Indians		Total Minority		Total		
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	
1990-91	1,521	783	1,739	386	119	27	3,379	1,196	53,565	9,881	
1991-92	1,591	783	1,780	364	131	32	3,502	1,179	53,185	9,902	
1992-93	1,808	829	1,886	424	144	31	3,838	1,284	54,153	10,302	
1993-94	1,850	919	2,036	478	169	38	4,055	1,435	53,780	10,628	
1994-95	1,880	1,017	2,260	544	184	46	4,324	1,607	53,029	11,114	
1995-96	2,024	1,101	2,335	608	211	52	4,570	1,761	53,237	11,562	
1996-97	2,123	1,080	2,332	622	198	67	4,653	1,769	52,179	11,853	
1997-98	2,111	1,033	2,406	649	199	48	4,716	1,730	50,838	11,535	
1998-99	2,062	1,109	2,420	728	244	84	4,726	1,921	49,541	12,029	
1999-00	2,037	1,113	2,458	755	260	87	4,755	1,955	49,804	12,857	
2000-01	2,084	1,098	2,441	705	204	71	4,729	1,874	51,293	12,896	

*Note: Gender unknowns have been apportioned to the male and female populations in the same ratio as that of the known population. Figures do not include the University of Puerto Rico or Polytechnic University of Puerto Rico.



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