



# LSAMP

Over the past eleven years the Louis Stokes Alliance for Minority Participation (LSAMP) has had substantial success in working with academic alliances to increase the number of minority students graduating with baccalaureate degrees in the STEM areas.

Chart #1 indicates that STEM minority BS degree production in LSAMP which has grown to more than 22,000 graduates in 2002. (The graduation total for the past ten years is more than 200

## The Louis Stokes Alliances for Minority Participation Program

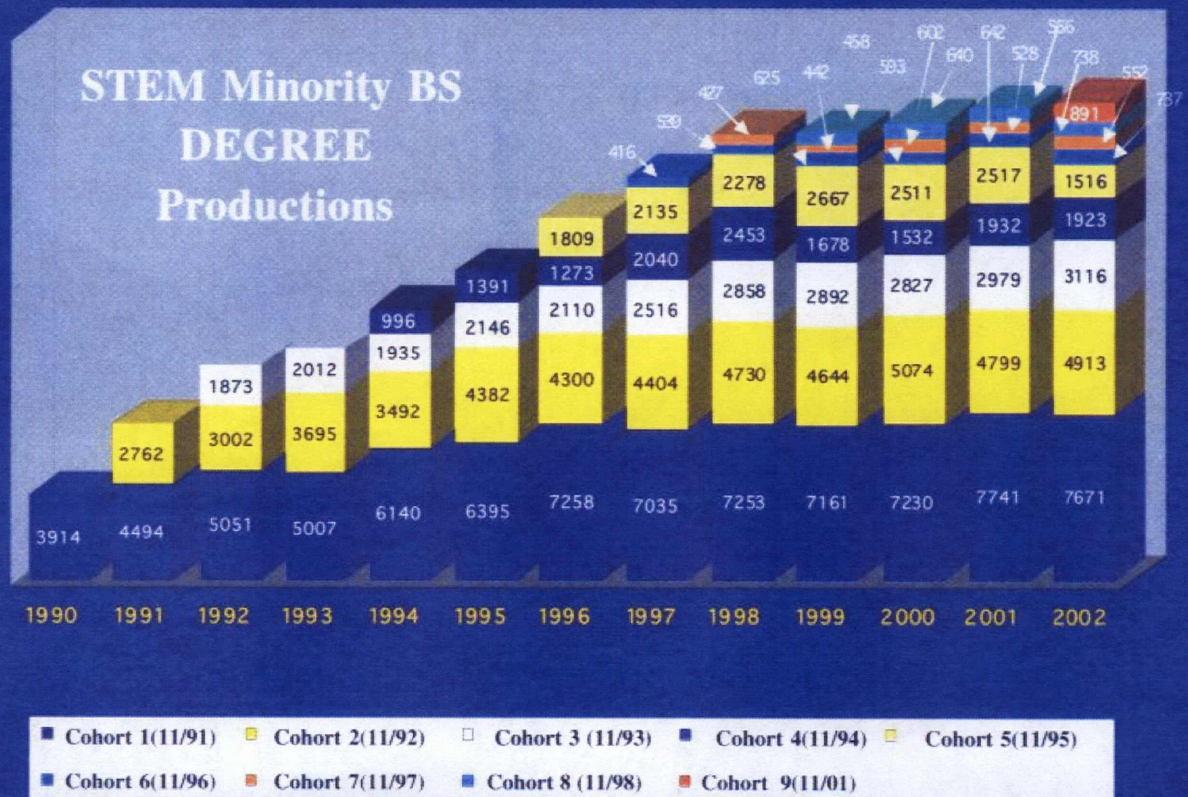


Chart 1

Chart #2 notes that STEM enrollment for individuals from ethnic and minority groups is nearly 200,000.

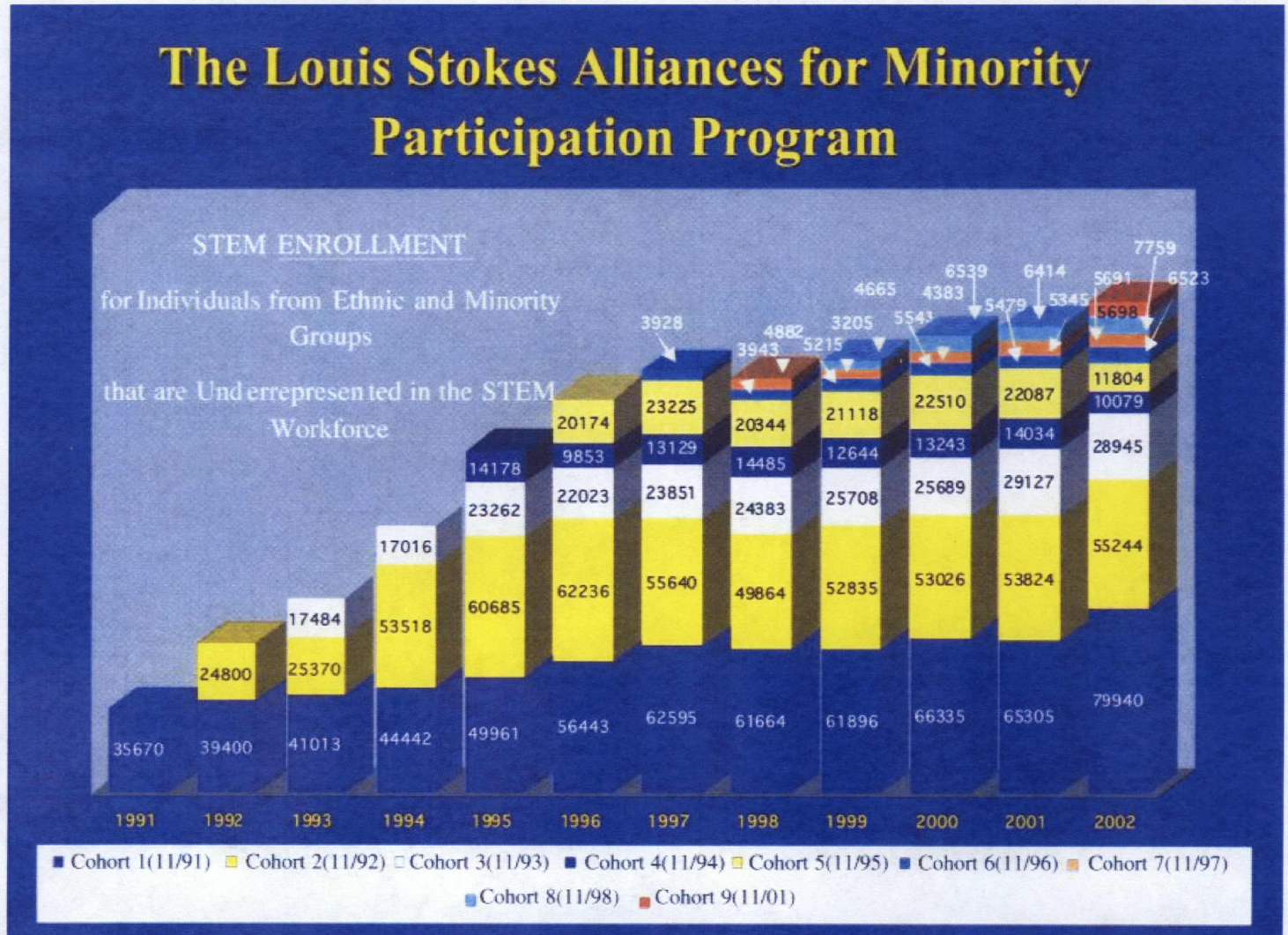


Chart 2

# National Underrepresented Minorities STEM Bachelor's Degrees Academic Year 2001-2002/Reporting Year 2002

## Discipline by Race/Ethnicity

Discipline	African American	Hispanic	Native American <sup>1</sup>	Pacific Islander	Minority <sup>2</sup>	Total
Agricultural Sciences	357	498	96	19	13	983
Chemistry	456	546	32	12	31	1,077
Computer Science	2,367	1,724	158	129	27	4,405
Engineering	2,474	3,703	309	134	35	6,655
Environmental Science	66	156	35	6	2	265
Geosciences	32	93	13	5	1	144
Life Sciences	3,053	3,461	373	181	14	7,082
Mathematics	562	487	54	15	7	1,125
Physics/Astronomy	129	179	7	5	1	321
Total	9,496	10,847	1,077	506	131	22,057

Chart 3



## National Underrepresented Minorities STEM Bachelor's Degrees Academic Year 2001-2002/Reporting Year 2002

### Gender by Race/Ethnicity

Gender	African American	Hispanic	Native American <sup>1</sup>	Pacific Islander	Minority <sup>2</sup>	Total
Male	4,347	5,937	607	280	70	11,241
Female	5,061	4,387	460	223	58	10,169
Unknown	88	543	10	3	3	647
Total	9,496	10,847	1,077	506	131	22,057


Chart 4

# LSAMP

## Partnership Summary

Chart 5

Alliance	Majority Institutions	Historically Black Colleges & Universities	Hispanic Serving Institutions	Tribal Colleges	Community Colleges	Others	Total
Alabama	4	8	0	0	0	0	12
All Nations	20	0	0	32	0	0	52
California	8	0	0	0	0	0	8
California State	11	0	7	0	14	0	32
Colorado	8	0	0	1	4	20	33
Florida/Georgia	5	4	1	0	3	0	13
Georgia	1	6	0	0	0	0	7
Greater Philadelphia	5	3	0	0	1	0	9
Heartland	11	1	0	0	2	0	14
Houston	5	1	0	0	2	1	9
Illinois	6	1	1	0	9	0	17
Indiana	5	0	0	0	0	0	5
Louisiana	5	5	0	0	1	1	12
Mid-Eastern	2	5	0	0	0	0	7
Mississippi	5	3	0	0	0	0	8
New Mexico	1	0	5	0	15	0	21
New York	7	2	2	0	6	0	17
North Carolina	4	4	0	0	0	0	8
Northeast	5	0	0	0	0	0	5
Oklahoma	9	1	0	0	0	0	10
Pacific	3	0	0	0	0	0	3
Puerto Rico	0	0	12	0	0	0	12
South Carolina	3	6	0	0	3	0	12
SUNY	8	0	0	0	8	2	18
Tennessee	4	2	0	0	0	0	6
Texas A&M System	1	1	1	0	5	0	8
Texas System	5	0	4	0	10	0	19
Maryland	2	1	0	0	0	0	3
WBHR	0	7	0	0	0	0	7
WAESO	10	0	5	0	14	4	33
<b>Total</b>	<b>163</b>	<b>61</b>	<b>38</b>	<b>33</b>	<b>97</b>	<b>28</b>	<b>420</b>



These successes have come certainly because of the hard work of the faculty, administrators and students in the alliances and through the efforts of the staff of the National Science Foundation. (Westat Report 2000)

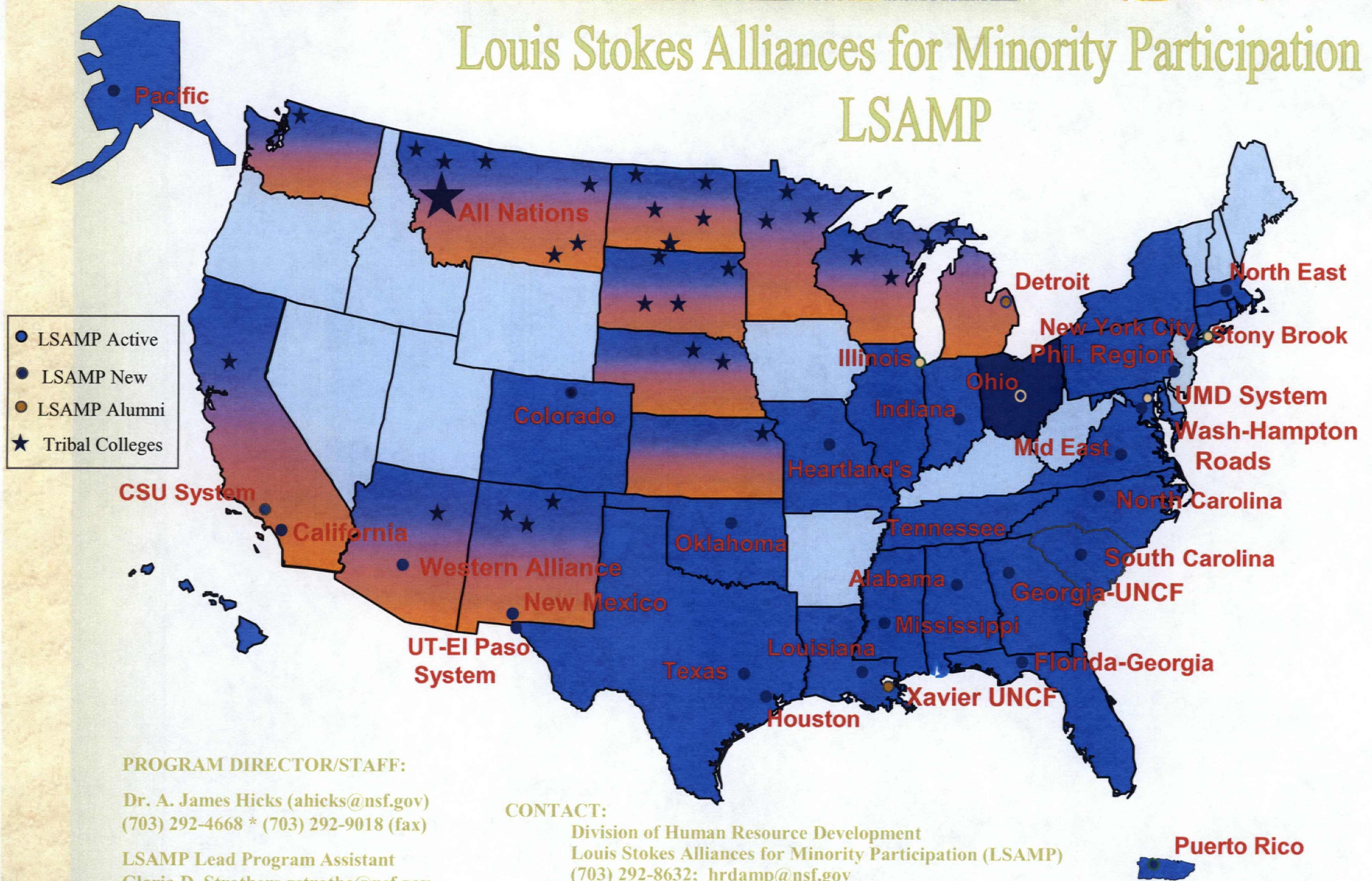
Each year we have seen the Alliance become stronger and more responsive to the needs of students. In addition, we have seen a series of strengthening activities that have made the sinew between dissimilar institutions in regional alliances bind the schools together and create a safety net that has improved the completion rate of students. Some of the activities utilized by alliances are summer research seminars, shared national laboratory experiences, and curricular enhancement, joint degree programs, statewide research meetings and productive mentoring relationships.

The Westat Study has noted the success of LSAMP. New preliminary findings of evaluations performed by the Urban Institute note the success has continued and the impact of LSAMP extends beyond the student's undergraduate career.

The Urban Institute informed me of the students who were involved in LSAMP programs during 1992-97, more than eighty percent (80%) went on to some form of graduate studies; of that 80%, sixty-percent (60%) graduated with a masters or doctoral degree. (Unknown at this time is whether those graduate degrees were in STEM areas.) Also, noted in the LSAMP 2002 annual report are 62 self-identified former LSAMP students who received their doctorates between 2001 and 2002.

# Louis Stokes Alliances for Minority Participation

## LSAMP



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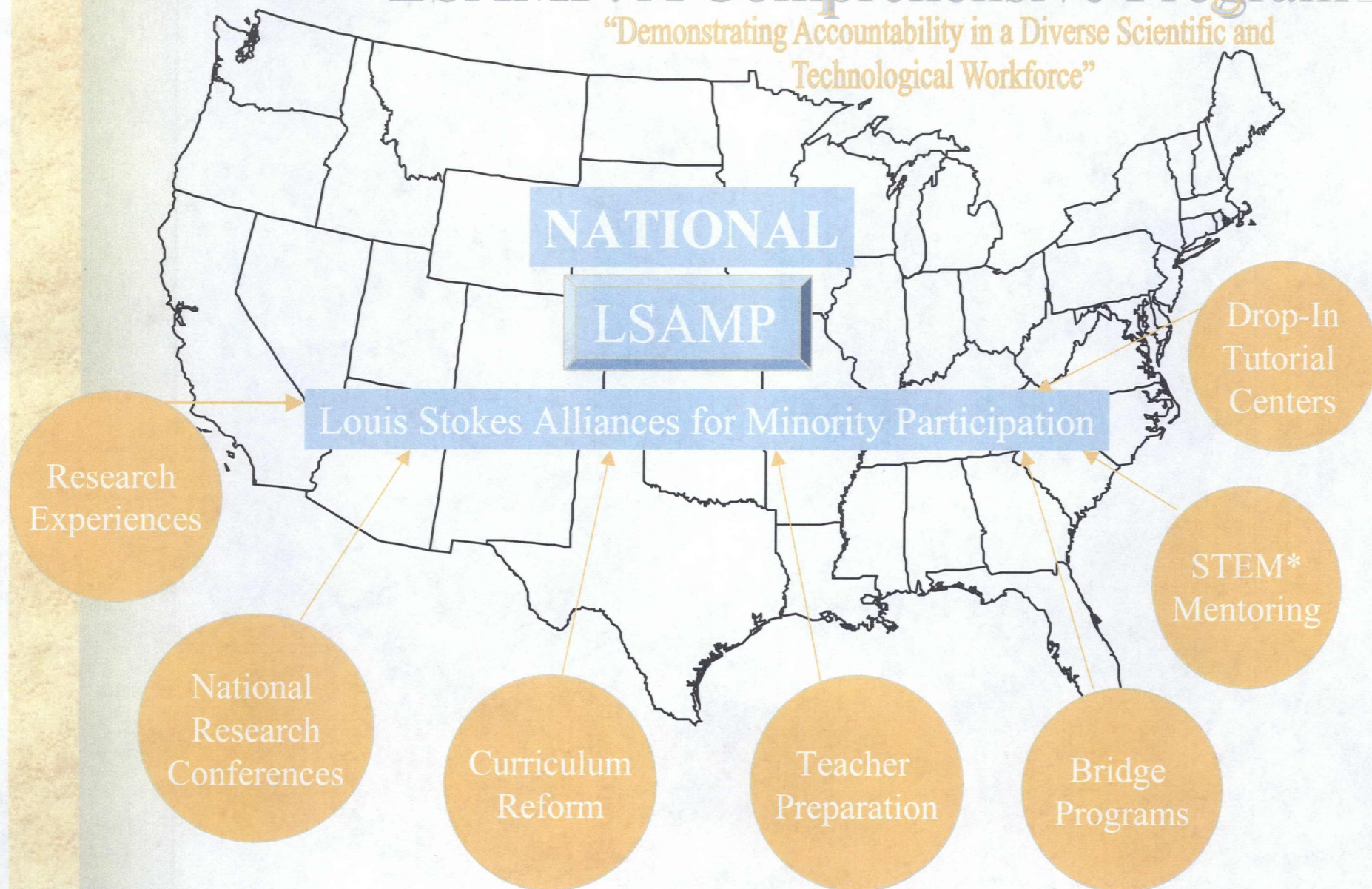
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Map 1



# LSAMP: A Comprehensive Program

“Demonstrating Accountability in a Diverse Scientific and Technological Workforce”





# Additional Support for LSAMP Projects

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- The South Carolina AMP Received direct support from the State Legislature for their AMP project (\$600,000).
- The University of California Regents recognized CAMP as one of the outstanding academic development programs “that work.”
- The CUNY System supports the New York AMP with direct funds (\$1,000,000) and matching funds (\$1,500,000).
- Hewlett-Packard donated \$500,000 to support the All Nations AMP and \$255,000 to support calculus reform.