Program Logic Model : Louis Stokes Alliance for Minority Participation

Program Goals: The goals of NSF's Louis Stokes Alliances for Minority Participation (LSAMP) program are (1) to strengthen the pathway in the production of highly competitive STEM students, both undergraduate and graduate, and, (2) to increase the number of STEM degrees from students from historically underrepresented minority populations including , African-Americans, Hispanic-Americans, Alaskan Natives, American Indians, Native Hawaiians, and Pacific Islanders. With funding from the federal program, alliances of educational institutions design, implement, and study comprehensive recruitment and retention interventions to address the program's goals.

ASSUMPTIONS

•NSF has a vital role in funding research that will lead to innovative and effective developments in STEM education and workforce development for underrepresented minorities.

•There is a need for research targeting issues related to improving the participation and success of underrepresented minorities in postsecondary STEM education.

•Quality research will lead directly to the development of effective practices, programs and policies to increase success of individuals from underrepresented minority groups in STEM postsecondary education and careers.

Situation/ Problem	Inputs	Activities	Short term Outcomes	Outcome/ Indicators	Long term Outcomes
• Low participation and success of under-represented minorities in STEM disciplines and careers; • Need for highly qualified and diverse STEM workforce; • Inadequate research basis for developing and utilizing evidence-based practices and models related to STEM education.	• NSF awards; • NSF staff; • U. S. academic institutions, faculty and researchers; • Federal, state, local governments, school districts; private sector • International research institutions and researchers	• Recruitment/Retention interventions: pre-college outreach, bridge programs; research experiences, mentoring, •Alliance governance to improve policies/procedures conducive to supportive climates for sustained URM matriculation in STEM disciplines • Research to Increase understanding of issues affecting differential learning and participation rates of students from underrepresented minorities in STEM; • Promote improved STEM preparation and advancement of URMs;	• Number of community college transfers to baccalaureate-degree STEM programs; • Number and quality of STEM BS/BA degrees awarded to URMs • Number of STEM graduates who enter or complete STEM Masters and/or doctoral programs • Number of STEM graduates who enter the STEM workforce	• Increases the percentage and number of URM students enrolled in STEM courses • Increased percentage and number of URM community college transfer student into undergraduate STEM majors • Increased retention rates at critical junctures for URM STEM students • Increased percentage and number of URM STEM graduates who enter or complete STEM Masters or Doctoral degree programs •Number of URMs who enter STEM workforce	•Increased participation and advancement of underrepresented minorities in Postsecondary STEM education and the STEM Workforce •Strengthened educational knowledge base of research on STEM education of underrepresented groups.