Louis Stokes Alliances for Minority Participation (LSAMP)

Purpose

The Louis Stokes Alliances for Minority Participation (LSAMP) Program was initiated by NSF in 1990 to develop comprehensive strategies that strengthen the preparation and increase the number of minority students who successfully complete baccalaureates in science, technology, engineering, and mathematics (STEM) fields.

Program Information

- Initial six projects funded in FY 90
- 27 active projects in FY 01
- broad geographic distribution of projects
- award size depends on number of students, range from $300K to $700K per year for up to five years and option to renew subject to favorable review
- annual program and project evaluations
- FY 02 Program Budget $27.97M

Measurable Goals

- increase the number of minority student baccalaureates in STEM fields
- strengthen the preparation of minority students in STEM fields

Strategies

- establish alliances among academic institutions, government agencies and laboratories, industry and professional organizations
- promote comprehensive approaches
  - student enrichment
    mentoring, research experiences, skill development, personal career counseling, graduate school planning
  - academic enrichment
    improved curriculum, effective pedagogy
  - direct student support
    research stipends, enrichment activities, team building activities
  - attention to critical transitions
    H.S. to college, 2 year college to 4 year college, college to work, college to graduate school

Contact Information

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Outcome Scorecard

Aggregated Data from LSAMP Program

- In ten year span 1991-2001, LSAMP projects produced over 174,000 minority baccalaureates in STEM fields.

- Projects increase production over time: initial six projects were producing less than 4,000 minority baccalaureates prior to NSF support, today over 7,000 minority graduates per year
- LSAMP institutions have over 200,000 students enrolled each year in SMET fields each year.
- LSAMP institutions are now producing over 21,000 minority graduates per year.

Sample Outcomes at Individual Projects

- In the Philadelphia LSAMP, the LSAMP STEM minority students are being retained at 80%, non-AMP at 48%. Over five-year period AMP retention/ graduation rate was 74%, non-AMP 40%.
- The Western Alliance to Expand Student Opportunities was producing 702 African American, Native American, and Hispanic STEM baccalaureates in 1996. Over the next four years this LSAMP experienced a 75% increase to 1,230 baccalaureates from these underrepresented groups.
- The Xavier LSAMP has achieved achievement and retention success with less prepared students. About 600 students participated in the project over a five -year period, having a grade point average above "B".
- Students at Morgan State and Hampton University in the Washington-Baltimore-Hampton Roads LSAMP achieved an increase in success rate of students taking reformed calculus from 50% to 77%.
- Data collected from the Texas LSAMP program showed student participation in LSAMP activities statistically significantly correlated with better student performance in retention, core freshman engineering course GPA, and overall GPA, despite various risk factors. Furthermore, the greater the number of activities, the stronger the student performance.
- The first year GPA for majority students vs. minority students has been 2.53 Vs 2.35 in the California State LSAMP. Since the LSAMP began, the first year GPA of LSAMP students has been a cumulative 2.83 for last six years.
- The number of minority students graduating with STEM degrees has increased from 458 in 1998-1999 to 630 in the first year of the Houston LSAMP.
- Over the last five years, baccalaureate degree production at Louisiana LSAMP institutions has been at least double the rate of the pre-LSAMP years and continues to double that of the non-LSAMP institutions.
- The number of BS STEM degrees granted to minority students has almost tripled from the baseline year of 242 in 1991 to 624 in 2000 in the Mississippi LSAMP.
- In the South Carolina LSAMP, the percentage of underrepresented students entering graduate school in STEM has increased by 40%.