

National Science Foundation

Louis Stokes

Alliances for Minority Participation

Celebrating Achievement Through Performance Indicators



2005

The National Science Foundation

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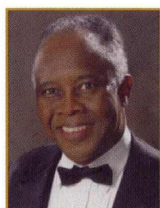
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President Bush Appoints Arden Bement as NSF Director



Dr. Arden L. Bement, Jr.

Arlington, Va.—President Bush on November 24, 2004, officially appointed Dr. Arden L. Bement, Jr., as the 12th Director of the National Science Foundation (NSF), the independent federal agency that supports fundamental research and education across nearly all fields of science and engineering. Bement has been NSF's Acting Director since Feb. 22, 2004. During the time he was acting NSF Director, he also held the position of Director of the National Institute of Standards and Technology (NIST) within the U.S. Department of Commerce. He was appointed NIST Director in 2001. President Bush nominated Bement in September, 2004, to become the NSF Director. The Senate confirmed Bement on November 20th. As NSF Director, Bement's term is for six years. His appointment coincides with his resignation as Director of NIST. Bement's career spans nearly 40 years in industry, government and academia. He served on the National Science Board (NSB), the 24-member policy

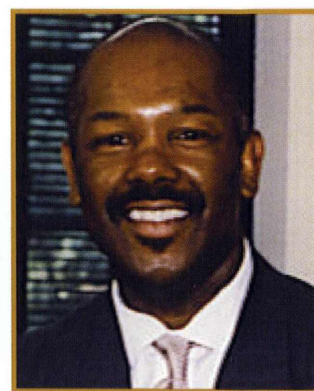
body for NSF and Advisor to the President and Congress on science and engineering issues, from 1989-95. As NSF Director, Bement will now serve as an ex officio member of the NSB.

"NSF will invest \$396.5 million in a range of programs with proven track records. Several highly successful programs for broadening participation—the Louis Stokes Alliances for Minority Participation (LSAMP), the Alliances for Graduate Education and the Professoriate (AGEP), the Centers for Research Excellence in Science and Technology (CREST), Robert Noyce Scholarship program, STEM Talent Expansion Program and EPSCoR—just to name a few, are secured in this request. Each of these serves as a model for integrating educational and research resources to improve recruitment and retention in science and engineering to all sectors of our diverse population."

Arden L. Bement

Donald Thompson Appointed Acting Assistant Director for EHR

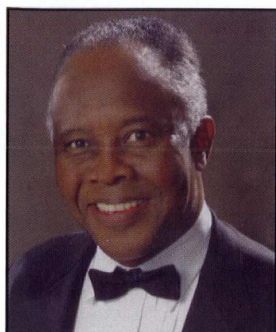
Arlington, Va. – Dr. Arden Bement, Director of the National Science Foundation (NSF) has appointed Dr. Donald E. Thompson as Acting Assistant Director for Education and Human Resources. The Assistant Director provides leadership and direction to the National Science Foundation aimed at improving education in science, technology, engineering and mathematics (STEM). Thompson has been serving as NSF's Deputy Assistant Director for Education and Human Resources since 2003, where he was responsible for providing leadership and direction to the staff and activities of the directorate. Prior to this position, he served as Director of the Division of Human Resource Development, the focal point for NSF's agency-wide commitment to enhancing the quality and excellence of (STEM) education and research through broadening participation by underrepresented groups and institutions. Thompson's career spans nearly 30 years in education and government service in positions ranging from a faculty member to a vice president in academe and a director of a division to an acting assistant director of a directorate in government. He came to NSF from Western Michigan University, where he was serving as Vice President for Research and Dean of the Graduate College.



Dr. Donald E. Thompson

LSAMP: Over 90% Student Satisfaction

Dr. A. James Hicks, Ph. D.
LSAMP Program Director



Dr. A. James Hicks

The third and final year of the three-year external evaluation of the LSAMP Program by the Urban Institute (UI) concluded in an exciting and monumental manner! A team of nationally recognized professionals, led by Drs. Beatriz Chu Clewell and Lisa Tsui at the UI, conducted a detailed and thorough evaluation of the LSAMP Program. The evaluation included site visits, interviews and surveys with a goal to learn about graduates' experiences after completing the program. Other features of the evaluation included whether LSAMP graduates matriculated through graduate school or immediately joined the STEM workforce. The authors reported, that "*over 90% (LSAMP students) said they had either recommended or would recommend LSAMP to others.*" You are strongly encouraged to read the executive summary of the evaluation results on pages 4-5 in this edition of the AMP Magazine. The full report is in final preparation for release to the NSF. The Urban Institute is a nonprofit, nonpartisan policy research and educational organization that examines the social, economic and governance problems facing the nation.

Last year, we reported that creating opportunities through broadening participation continues as a focal point of LSAMP. All projects, again, are emphasizing quality performances from college through post-baccalaureate engagement for all participants. Last year, we also incorrectly reported surpassing 25,000 graduates for LSAMP. However, a corrected tally, mainly by one alliance, brings the national total to approximately 23,000 baccalaureate recipients in 2004. A table showing the current total, by discipline, exceeding 24,000 is on page 3.

Your review of the Urban Institute's performance review provides additional evidence that LSAMP activities are making important differences for the nation and the larger world. The Bridge to the Doctorate Initiative (BD) is yet another testimony to the success of LSAMP. Currently, 322 BD graduate students are matriculating at top universities in America with an additional 200 scheduled to enroll in the Fall of 2005. Indeed, you are invited to stay tuned and await future editions of this magazine for reports on the Bridge to the Doctorate.

Recently, during the budget testimony on Capitol Hill before the House Science Committee, NSF Director Ardent Bement made the following statement: "**NSF will invest \$396.5 million in a range of programs with proven track records. Several highly successful programs for broadening participation—the Louis Stokes Alliances for Minority Participation (LSAMP), Alliances for Graduate Education and the Professoriate (AGEP), the Centers for Research Excellence in Science and Technology (CREST), Robert Noyce Scholarship Program, STEM Talent Expansion Program and EPSCoR, just to name a few, are secured in the request. Each of these serves as a model for integrating education and research resources to improve recruitment in science and engineering to all sectors of our diverse population.**"

A hardy welcome is extended to three new alliance projects in the LSAMP portfolio: Michigan, the Peach State and Wisconsin. These alliances are scheduled to initiate strategic activities in the fall, for broadening participation in STEM disciplines.

Research involvement by LSAMP students and other academic activities, coupled with a bevy of individual project performance successes and the Urban Institute evaluation, highlighted in this publication gives us reason to celebrate the achievements of LSAMP!

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UREP/STEM, Bachelor's Degrees Report
Disciplines by Race/Ethnicity
Academic Year 2003-2004/ Reporting Year 2004

Discipline	African American	Hispanic or Latino ¹	Native American	Native Hawaiian or Other Pacific Islander	Minority ²	Total
Agricultural Science	273	363	85	26	13	760
Chemistry	512	541	37	20	5	1115
Computer Science	2746	1778	220	236	51	5031
Engineering	2889	4006	426	244	33	7598
Environmental Science	80	178	54	7	0	319
Geosciences	38	107	20	1	1	167
Life/Biological Sciences	3154	3764	401	230	30	7579
Mathematics	582	510	62	45	6	1205
Physics/Astronomy	115	251	25	10	1	402
Total	10389	11498	1330	819	140	24176

1 The Native American category includes American Indians and Alaskan Natives.

2 The Minority category comprises individuals reporting a) two or more race/ethnicity categories and b) one or more of the reported categories includes: American Indian, Alaskan Native, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander.

UREP/STEM, Bachelor's Degrees Report
Gender by Race/Ethnicity
Academic Year 2003-2004/ Reporting Year 2004

Gender	African American	Hispanic or Latino ¹	Native American	Native Hawaiian or Other Pacific Islander	Minority ²	Total
Male	4793	6467	771	467	74	12572
Female	5336	4920	553	351	66	11226
Not Reported or Unknown	260	111	6	1	0	378
Total	10389	11498	1330	819	140	24176

1 The Native American category includes American Indians and Alaskan Natives.

2 The Minority Category comprises individuals reporting a) two or more race/ethnicity categories and b) one or more of the reported categories includes: American Indian, Alaskan Native, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander.

Where Are They Now? 5-10 Years After LSAMP

The Paths of LSAMP Graduates After Earning a Bachelor's Degree in STEM

by Nicole Deterding, The Urban Institute¹

About the Evaluation

The information presented in this article was collected during a multi-year evaluation of the Louis Stokes Alliances for Minority Participation Program (LSAMP) conducted by the Urban Institute¹. As part of this evaluation, in 2002 the team conducted a retrospective survey of LSAMP participants who graduated with a bachelor's degree in a science, technology, engineering and mathematics (STEM) field between 1992 and 1997. The goal of the survey was to learn about graduates' experiences after completing the program, including whether they enrolled in graduate school and whether they joined the STEM workforce.

Survey results indicate that LSAMP graduates enroll and complete graduate school at higher rates than the national average, and are members of the STEM workforce at similar rates as national comparison groups². Here are some highlights from our findings.

Undergraduate GPA

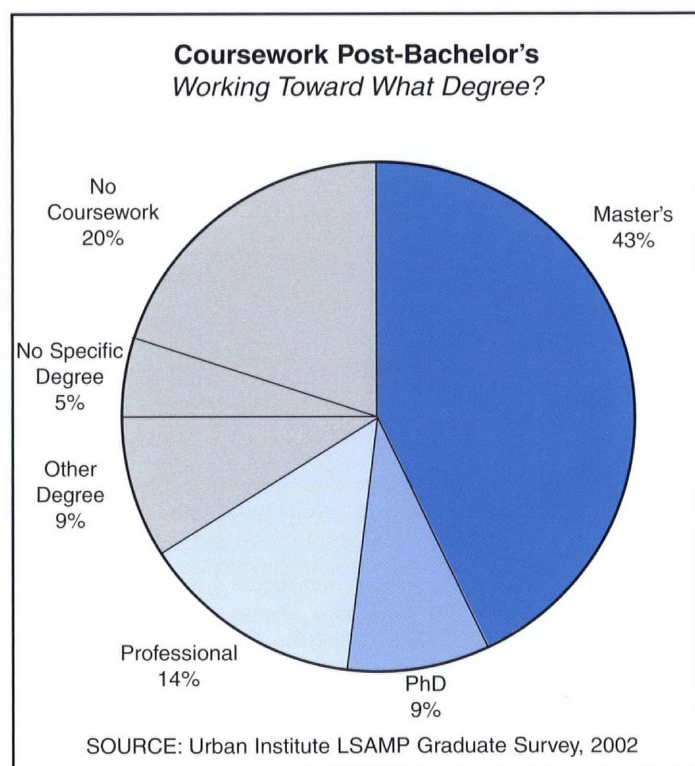
In preparation for their future studies and careers, LSAMP participants achieved success in their undergraduate coursework. Slightly more than half of program graduates earned a high undergraduate GPA (3.25 or above). Only a small percentage (approximately 10%) graduated with a GPA lower than 2.75. Importantly, there was no meaningful difference between the final GPAs of men and women who participated in the program.

Post-Bachelor's Coursework

The vast majority of LSAMP graduates sought additional education after LSAMP. Nearly 80 percent of LSAMP graduates reported having taken coursework since receiving their bachelor's degree. Only a small percentage of program graduates (5%) pursued coursework toward no specific degree or certificate, while most reported working towards a graduate degree.

Enrollment in Graduate School

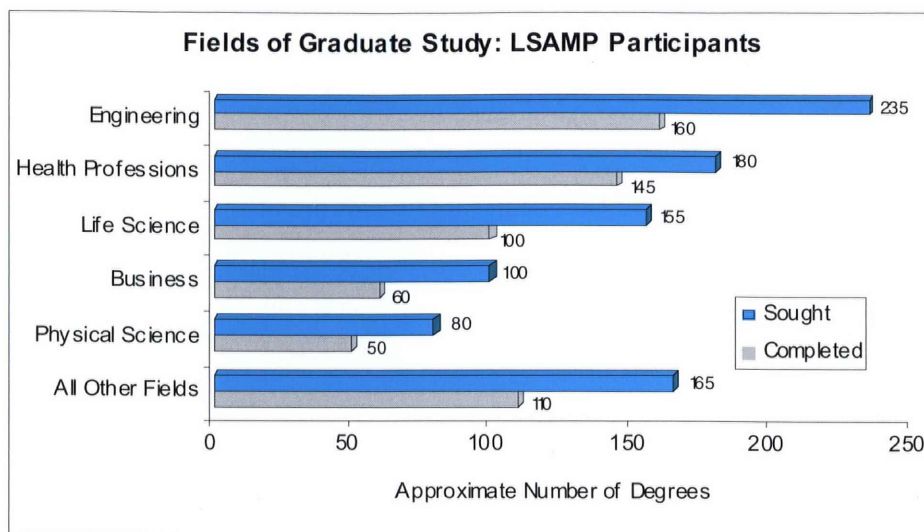
At the time of the survey, two-thirds of LSAMP graduates had enrolled in graduate school—working towards a Master's, PhD, or Professional degree. The majority of these were studying in STEM fields (58%). In terms of broad field of study, engineering was most common, making up one-quarter of graduate degrees pursued. Other popular fields were the health professions, life sciences, business, and physical sciences.



¹The Urban Institute is a nonprofit, nonpartisan policy research and educational organization that examines the social, economic, and governance problems facing the nation. Web site, <http://www.urban.org>. The National Science Foundation funded this Urban Institute study under contract REC-9912176. Any opinions, conclusions, or recommendations expressed in this material are those of the authors and do not necessarily reflect the views of the United States Government.

²The UI Evaluation team was: Dr. Beatriz Chu Clewell, Dr. Lisa Tsui, Clemencia Cosentino de Cohen, Laurie Forcier, Nicole Young, Ella Gao and Nicole Deterding.

³The final count of eligible returned surveys was 830, representing a response rate of 60.2%. For analysis, data was weighted to represent the full 1992-1997 LSAMP graduate population.



STEM Graduate Degrees

One of the goals of the LSAMP program is to encourage students to pursue advanced degrees in STEM fields. At the time of the survey, 40% of all LSAMP participants had worked towards or completed a graduate degree in a STEM field. One in four LSAMP graduates had completed a STEM graduate degree during this time—between 5 and 7 years since undergraduate graduation for the majority of survey respondents. These numbers are expected to rise in the future, as the majority of those who had not completed the highest degree they sought reported that they continued to work towards this goal.

STEM Workforce Participation

Finally, we were interested in employment of LSAMP participants, as a major goal of the program is to ultimately diversify the STEM workforce. To that end, did program graduates end up in jobs in STEM? Indeed, nearly half of LSAMP program graduates who held a job were working in STEM fields at the time of the survey. They worked as engineers, computer and math scientists, life scientists, and physical scientists. An additional 15% of former LSAMP students used their STEM backgrounds while working in the health professions. In total, those working in either STEM or medicine represented the majority of LSAMP graduates.

Satisfaction with LSAMP

Another important indicator of LSAMP's success is its participants' satisfaction, and here again, the program receives high marks. Nearly 70% of graduates reported that LSAMP was "extremely" or "very helpful" to them in earning a bachelor's degree in STEM. Half expressed LSAMP's positive impact on their decision to attend graduate school. Finally, over 90% reported that they either had recommended or would recommend LSAMP to others.

The data reported here indicate that participation in the LSAMP program has a positive influence on undergraduate students. This influence is seen in terms of academic achievement (undergraduate GPAs), enrollment in graduate school, completion of advanced degrees in STEM, and participation in the STEM workforce, and is also supported by students' overall satisfaction with the LSAMP experience.

Three New Awardees Join LSAMP Efforts

Three new LSAMP awardees, two in the north and one in the south, join in efforts to increase minority participation. They are as follows:

Michigan Louis Stokes Alliance for Minority Participation (MI-LSAMP) - The University of Michigan, Western Michigan University, Michigan State University and Wayne State University will establish the MI-LSAMP in order to significantly increase the quantity and improve the quality of students earning science, technology, engineering and mathematics (STEM) baccalaureate degrees from our institutions, and increase the number of under-represented minority (URM) students interested in, academically qualified for and matriculated into graduate study programs. The MI-LSAMP partners are recognized as “flagship” institutions in the State of Michigan and represent the diversity of public Doctoral Research Extensive institutions in the nation. The mission of the MI-LSAMP not only supports the National Science Foundation’s strategic goal to help create “a diverse, competitive and globally-engaged U.S. workforce of scientists, engineers, technologists and well-prepared citizens,” it supports goals set forth by the Michigan’s “Cherry Commission on Higher Education and Economic Growth”. The MI-LSAMP will expand outreach to the pre-college community, increase the persistence of STEM majors, increase faculty involvement in mentoring URM students, promote collaboration among faculty at Michigan institutions of higher education and increase the diversity of our communities and workforce.

Peach State Louis Stokes Alliance for Minority Participation - A collaborative effort sustained by eight universities in Georgia: the University of Georgia (in close collaboration with Bainbridge College); Clayton College; Fort Valley State University; Georgia Perimeter College; Macon State College; Savannah State University and Southern Polytechnic University, to increase the number of underrepresented minority students statewide who complete undergraduate degrees in science, technology, engineering and mathematics (STEM) fields. Georgia is experiencing explosive population growth while embracing policies that favor economic development in strategic, technology-oriented fields. There is a compelling need for college graduates with strong technical skills. There is also wide recognition that underrepresented minorities must participate significantly in meeting this need.

The primary impacts of the alliance will be to enhance the recruitment and retention of minority students and double the number of such students at participating universities overall who earn bachelor’s degrees in STEM disciplines. The University of Georgia will serve as the lead institution and fiduciary agent on behalf of the Peach State Alliance.

Wisconsin Alliance for Minority Participation (WiscAMP) - The University of Wisconsin-Madison will lead an alliance of 21 state colleges and universities that aims to increase the number of underrepresented minorities who receive bachelor’s degrees in the STEM (science, technology, engineering and math) disciplines. Alliance members include the UW System’s other four-year universities: (UW-Eau Claire; UW-Green Bay; UW-La Crosse; UW-Milwaukee; UW-Oshkosh; UW-Parkside; UW-Platteville; UW-River Falls; UW-Stevens Point; UW-Stout; UW-Superior and UW-Whitewater); Alverno College; Beloit College; Lawrence University; Marquette University; Madison Area Technical College; Milwaukee Area Technical College; Nicolet Area Technical College; and the College of the Menominee Nation. In addition to increasing the number of graduates, WiscAMP is committed to the more fundamental goal of transforming the culture of institutions to support and sustain diversity at all levels. WiscAMP will address retention and persistence of underrepresented minorities in science or engineering majors by expanding and improving on successful models already in place and fostering and sustaining an alliance among partner institutions.

LSAMP Students Receiving STEM Ph.D. Degrees 2003-2004

ALABAMA (2)

Karen Cheeseboro, Ph.D. - Chemistry, Florida A&M University
Stephanie Kine, Ph.D. - Biology, University of Missouri

CALIFORNIA (10)

Ruben Alarcon, Ph.D. - Biology, University of California, Riverside
John T. Donald, Ph.D. - Applied Mathematics, University of California Los Angeles
Javier Garay, Ph.D. - Materials Science, University of California, Davis
Anthu Huong, Ph.D. - Ecology and Evolutionary Biology, University of Washington
Kamisha Johnson-Davis, Ph.D. - Pharmacology and Toxicology, University of Utah
Jose Ospina, Ph.D. - Pharmacology and Toxicology, University of California, Irvine
Hugo B. Sanchez, Ph.D. - Biomedical Sciences, University of California, Irvine
Javier Santillan, Ph.D. - Geophysics, UC Santa Cruz
Daniel Smith, Ph.D. - Microbiology, University of California, Riverside
Jorge Torres, Ph.D. - Molecular Biology, Princeton University

FLORIDA-GEORGIA (11)

Charmane Caldwell, Ph.D. - Electrical Engineering, Florida State University
Mercedes Carbrerizo, Ph.D. - Computer Engineering, Florida International University
Elio Espino, Ph.D. - Civil Engineering, Florida International University
Javier Gonzalez, Ph.D. - Civil Engineering, Florida International University
Li Guangyi, Ph.D. - Engineering, Florida International University
Edward Lule, Ph.D. - Electrical Engineering, Florida International University
Michael Sadeghinia, Ph.D. - Civil Engineering, Florida International University
Louis Santiago, Ph.D. - Botany, University of Florida
Qiong Shen, Ph.D. - Transportation Engineering, Florida International University
Timothy Simmons, Ph.D. - Mechanical Engineering, University of Florida
Richard Zavaleta, Ph.D. - Electrical Engineering, Florida International University

COLORADO (5)

Horizon Briggs, Ph.D. - Mechanical Engineering, Colorado State University
Sara Fletcher, Ph.D. - Chemistry, University of Colorado-Boulder
Kevin McLin, Ph.D. - Atmos. and Planetary Science, University of Colorado-Boulder
Cristina Perez, Ph.D. - Mathematics, University of Colorado-Boulder
Joseph Hagerty, Ph.D. - Electrical and Computer Engineering, University of Colorado-Boulder

LOUISIANA (10)

Jeremiah Abiade, Ph.D. - Materials Science, University of Florida, Gainesville
Robert Crosby, Ph.D. - Materials Science, University of Florida, Gainesville
Angela Douglas, Ph.D. - Chemistry, Louisiana State University
Anthony Ford, Ph.D. - Computer Science Network System, Stevens Institute of Technology
Michelle Galloway, Ph.D. - Chemistry, Louisiana State University
Kimberly Hamilton, Ph.D. - Analytical Chemistry, Louisiana State University
Rolanda Johnson, Ph.D. - Analytical Chemistry, Louisiana State University
Kim Lewis, Ph.D. - Applied Physics, University of Michigan
Sandra Richardson, Ph.D. - Curriculum and Instruction Specialization in Mathematics, University of Purdue
Nadia St. Luke, Ph.D. - Chemistry, Louisiana State University

MISSOURI (2)

Ricardo Romero-Rameriz, Ph.D. - Civil Engineering, Missouri University
Leyland Gregory Young, Ph.D. - Mechanical Engineering, Missouri University

NEW MEXICO (4)

Nikki Jernigan, Ph.D. - Biomedical Sciences, University of New Mexico
Jonathan Lucero, Ph.D. - Civil Engineering, University of New Mexico
Ramona Parra, Ph.D. - Environmental Chemistry, New Mexico State University
Anibal Quintana, Ph.D. - Chemistry, New Mexico State University

NEW YORK CITY (6)

Nora Barboza, Ph.D. - Biology-Plant Sciences, The Graduate Center-Lehman College

John Hagen Brown, Ph.D. - Biology-Plant Sciences, The Graduate Center-Lehman College

Nicolas Corrasco, Ph.D. - Biochemistry, The Graduate Center-Brooklyn College

Sharon Lall, Ph.D. - Chemistry, The Graduate Center-Queens College

Michael Samms, Ph.D. - Biology, The Graduate Center-City College

Sophia Gustave Suarez, Ph.D. - Physics, The Graduate Center - Hunter College

PHILADELPHIA (4)

Alfred Haynes, Ph.D. - Medicinal Chemistry, Florida A&M University

Carmilia Jimenez-Ramirez, Ph.D. - Microbiology Temple University

Rahil Rahim, Ph.D. - Microbiology, Temple University

Wanda Lynn West, Ph.D. - Neuroscience, Temple University

PUERTO RICO (2)

Jose Gonzalez, Ph.D. - Biology, UPR-Rio Piedras

Jose Mojica Perez, Ph.D. - Biology, UPR-Rio Piedras

TENNESSEE (4)

Edward Earl Brown, Jr., Ph.D. - Electrical Engineering, Vanderbilt University

Marco A. De Jesus, Ph.D. - Chemistry, University of Tennessee, Knoxville

Tamara Rogers, Ph.D. - Electrical Engineering, Vanderbilt University

Melissa C. Smith, Ph.D. - Electrical Engineering, University of Tennessee, Knoxville

UNIVERSITY SYSTEM OF MARYLAND (12)

Sydney L. Cousin, Ph.D. - Molecular and Cellular Biology, University of Washington

Adetokunbo O. Eniola, Ph.D. - Chemical Engineering, University of Pennsylvania

Heather P. Green, Ph.D. - Biomedical Science, New York University

Dinari A. Harris, Ph.D. - Pharmacology, University of Michigan

Edward W. Horsey, Jr., Ph.D. - Biology, Carnegie Mellon University

Lekelia D. Jenkins, Ph.D. - Environmental Science, Duke University

Darniet K. Jennings, Ph.D. - Information Systems

University of Maryland, Baltimore County

Eric A. Muller, II, Ph.D. - Biochemistry, Emory University

Camelia L. Owens, Ph.D. - Chemical Engineering, University of Delaware

Rachelle Salomon, Ph.D. - Pathobiology, Brown University

Charles P. Shelton, Ph.D. - Electrical Engineering, Carnegie Mellon University

Joseph D. Towles, Ph.D. - Biomedical Engineering, Stanford University

WASHINGTON/BALTIMORE/ HAMPTON ROADS (27)

Alan Anderson, Ph.D. - Chemistry, Howard University

Wondwossen Arasho, Ph.D. - Chemistry, Howard University

Christine Barrow, Ph.D. - Biology, Howard University

Lynette Berkeley, Ph.D. - Microbiology, Howard University

Augustus Billy, Ph.D. - Biology, Howard University

Arthur Davy, Ph.D. - Civil Engineering, Morgan State University

Bassirou Ditta, Ph.D. - Mathematics, Howard University

Beverly Duncan, Ph.D. - Genetics, Howard University

Saddah Eshki, Ph.D. - Nutritional Sciences, Howard University

Ayele Gugssa, Ph.D. - Biology, Howard University

Jerry Jaboin, Ph.D. - Genetics, Howard University

Yassin Jeilani, Ph.D. - Chemistry, Howard University

Lisa Kinnard, Ph.D. - Electrical Engineering, Howard University

Yun Lui, Ph.D. - Industrial Engineering, Morgan State University

Ava P. Morrow, Ph.D. - Biology, Howard University

Oyonumo Ntekim, Ph.D. - Nutritional Sciences, Howard University

Choice Nwachuku, Ph.D. - Biology, Howard University

Kofi Nyarko, Ph.D. - Electrical Engineering, Morgan State University

Michael Perkins, Ph.D. - Biology, Howard University

Zhuanhong Qiao, Ph.D. - Chemistry, Howard University

Adrienne Raglin, Ph.D. - Electrical Engineering, Howard University

Cynthia Tucker, Ph.D. - Nutritional Sciences, Howard University

David Wang, Ph.D. - Civil Engineering, Morgan State University

James Wanga, Ph.D. - Biology, Howard University

Damian Watkins, Ph.D. - Electrical Engineering, Howard University

Tyisha Williams, Ph.D. - Genetics, Howard University

Desta Yebassa, Ph.D. - Chemistry, Howard University

Grand Total 99

Alliance Accomplishments and Highlights

Alabama

Bridge to the Doctorate Program - Alabama LSAMP implemented the second cohort of “NSF Bridge to the Doctorate (BD)” students at the University of Alabama in Huntsville. The second cohort included a total of fourteen (14): twelve (12) supported by NSF and two (2) supported by the university, as evidence of its commitment to the BD initiative. The first cohort of ten (10) students is enrolled at Auburn University; bringing the total number of BD students to 24. Many of these students have enrolled in doctoral programs in STEM disciplines.

Collaboration with AGEP - Alabama LSAMP collaborated with the Alliance for Graduate Education and the Professoriate (AGEP) during the year on two initiatives.



ALSAMP Scholars at the Seventh Annual AAGEP Graduate School Fair

The first initiative was the Alabama Graduate School Fair hosted by The University of Alabama at Birmingham. LSAMP and AGEP funds were used to support this project which brought over three hundred (300) representatives from the twelve ALSAMP partner institutions to the fair to review graduate programs at Alabama and other universities, speak with graduate program directors and establish networks with other LSAMP students. The second initiative was the Weekend Research Project with students and teachers in the Birmingham City Schools. This project involved teams of students and teachers from the Birmingham City Schools working with university faculty and graduate students on ongoing research activities.

Expansion of Summer Bridge Programs - Alabama LSAMP has expanded its successful summer bridge program to four partner institutions; Alabama A&M University, Alabama State University, Auburn University, and The University of Alabama at Birmingham. The

summer bridge program is one of the Louis Stokes Alliances for Minority Participation indicators of success. During the summer of 2004 over one hundred students participated in this program at these four LSAMP institutions.

All Nations

In the 2003-2004 year the All Nations Louis Stokes Alliance for Minority Participation (ANLSAMP) included the following new activities that greatly enhance the effectiveness of our program.

Evaluation and Dissemination. ANLSAMP staff reviewed the many projects completed by partner institutions through phase I and II and selected ten of them for further investigation. The goal was to review the activities, interview the individuals associated with the projects, and report on any successes and lessons learned. The product of these efforts would be disseminated to stakeholders and generate new ideas and collaborations amongst them. The ANLSAMP Review was compiled, edited, and published.

Engineering Collaboration at Tribal Colleges. Since October 2002, ANLSAMP has collaborated with NASA's Johnson Space Center to bring a program of engineering studies to the tribal colleges and universities (TCUs). In March 2004, eleven TCUs formed a Working Group dedicated to developing, implementing, and sustaining curricula that would permit a qualified Native American student to proceed from pre-curriculum preparation entirely through an accredited Bachelor of Science degree in engineering completely within the tribal college system. In May 2004 the Working Group formalized its relationship and intentions in a Management Plan. In July 2004 the Working Group Chair presented the program to several Washington, DC, organizations, including the White House Initiative on the Tribal Colleges and Universities (WHITCU). The group obtained funding to conduct a workshop at the National Academy of Engineering.

JSC Excess Equipment Program. A collaboration with Jerry Elliot, NASA engineer at the Johnson Space Center (JSC), has yielded the NASA equipment giveaway program. This program, which began in June 2004, gives tribal colleges precedence in receiving excess equipment from JSC. Interested Tribal Colleges can request the equipment for student use in labs and classrooms. ANLSAMP serves as the facilitator and coordinator of these requests, and seeks out alternate sources of funding for shipping costs. As of December 2004, College of Menominee Nation and Blackfeet Community College have received equipment through this program.

California

2004 UC Systemwide LSAMP undergraduate research symposium, with representation from the eight UC campus partners; excellence in faculty mentored research was recognized with Special Merit in Research awards made to sixteen students in various categories. Fifty STEM majors presented summer and academic year research to UC faculty and staff and to their peers. Special guests were from New Mexico LSAMP, AGEP, and the UCLA freshman PEERS program.

Bridge to Doctorate funding for Cohort II, hosted by UC Irvine, expanded LSAMP-supported graduate students to 22, with ten students in Cohort I at UCLA, and twelve at UCI. The BD program is a major step forward in diversifying STEM graduate programs and eventually, it is hoped, the university's faculty.

Expanded undergraduate research experiences through collaboration with two programs in particular, UC LEADS (a two-year program focused on research and graduate school preparation, supported by the university in agreement with the graduate deans), and McNair Scholars (a one-year program focused as well on research and graduate school preparation). In addition, funding from the National Laboratories expanded support to LSAMP students for summer research and professional development.

California State University

During 2003-2004, the first year of Phase III, CSU-LSAMP campuses reported engaging a total of 3,395 URM-STEM undergraduates in one or more activities supported by the project. This represents an increase of 667 students over the 2751 students reported as being served by the Alliance in 2002-2003, the ending year of Phase II.

The new emphasis in Phase III on activities designed to enhance student interest in and preparation for graduate school with the goal of improving aggregate student progression to STEM graduate programs has begun to foster development or expansion of campus activities relating to this goal. For Example, CSU Los Angeles reported that their CSU-LSAMP program focused this year on enhancing program components that will enhance the goal of increasing the number of URM students who go on to pursue advanced degrees in STEM. The success of their efforts is evidenced by the fact that 28 of the LSAMP students who graduated in 2003 were admitted to Ph.D. programs, 25 into Master's degree programs, and 3 to M.D./Ph.D. programs.

In Fall 2003, 10 former LSAMP students were admitted to the first cohort of CSU-LSAMP Bridge to the Doctorate Program at San Francisco State University.

Five of these students were entering the second year of the Master's program and five were entering the first year of graduate study. Four of the five second-year students completed Master's degree requirements in spring or summer 2004 and were admitted to Ph.D. programs for fall 2004. The fifth second-year student decided to forego completion of the Master's degree in favor of accepting admission to a Ph.D. program in Fall 2004. Hence 100% of the second-year students (5/5) applied to and were accepted to STEM Ph.D. Four of the five first-year students have continued in a second year as Bridges Scholars, and six additional former LSAMP students have been selected to join the first cohort of Bridges Scholars at SFSU. Bridge to the Doctorate activities have been expanded to include a second cohort at California State University, Los Angeles which began during the Fall of 2004.

Colorado

B.S. Degrees:

Rate of increase in degrees awarded was 83% (from 215 to 394 degrees). Considering CO-AMP's original initial baseline was 186, in the 8th year CO-AMP has increased the number of B.S. degrees awarded by 112% (186 to 394).

STEM Enrollment:

Increase in STEM enrollment of underrepresented minority students of approximately 68% (1,922 to 3,230).

Summer Programs:

During summer 2004, COAMP supported two new research programs, including one for high school students (Junior Engineering Technical Society-Uninitiates' Introduction to Engineering Summer Bridge Program) and one for STEM undergraduate students (Colorado Institute of Technology Summer Bridge Program). Building on COAMP's success and track record, Colorado State University, as a partner with CU-Denver (lead institution), has been granted the NSF Math and Science Partnership Award, where the grant will support a new summer program for students K-12.

Houston

The number one highlight was the Fourth Annual Undergraduate Research Conference of the Houston-Louis Stokes Alliance for Minority Participation which was held on October 1-3, 2004. More than 400 AMP students from twenty-two institutions, representing more than one-half of the active AMP's in the United States, participated in this conference. There were 27 Poster Presentations as well as 23 Oral Research Presentations made by students. In addition, concurrent workshops were given for students by faculty members, financial experts, and industry leaders on topics ranging from Financing Graduate School to Personal Time man-

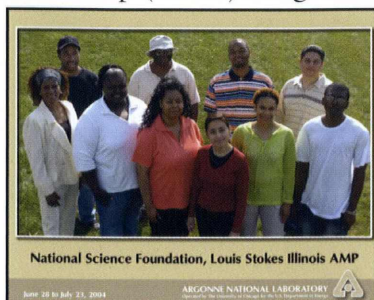
agement. Moreover, there were 21 exhibitors from graduate schools, professional schools, and professional organizations. Keynote speakers included Mr. Jaime Borrás, VP and Technology Director for Motorola, and Dr. Guadalupe Quintanilla, Assoc. Prof. at UH. The H-LSAMP scholars received seven of the twelve awards presented to outstanding student for poster and oral presentation.

The second accomplishment of the fifth year of the LSAMP is the fact that our scholars were selected for various honors and awards or have gone on to the PhD program in the STEM field. UH-Victoria Amanda Ryan, an AMP scholar, enrolled in the UHV master degree program. TSU's Aisha Hunte is one of our first scholar to be accepted to go abroad on an internship in Particle Physics from the CERN organization in Geneva, Switzerland. She was awarded a 10-week paid summer internship. At Texas State University, Lupe Delgado received a scholarship from Boeing and was also offered employment by a leading technology firm in California.

The third accomplishment of the fifth year of the LSAMP program is that the alliance has been awarded funds from NSF for a phase II of the program. In Phase II the H-LSAMP consortium will reinforce its comprehensive and effective strategy to eliminate two well-documented causes of attrition in STEM fields at the university level: financial need and academic support. We will continue to provide a challenging learning environment in which students who work hard will have every opportunity to succeed.

Illinois

Awarded a supplement by NSF to support the research experiences of 22 Illinois LSAMP participants at Argonne National Laboratory during the summer 2004. The research fellows consisted of: 4 Faculty, 9 Community College Students, and 9 Undergraduates from Alliance institutions. The 22 program participants obtained research experiences as a direct result of the interagency Cooperative Agreement between DOE and NSF. The DOE programs utilized to implement the Agreement included: The Faculty and Student Teams (FaST) Program, Community College Institute (CCI) Program, and the Student Undergraduate Laboratory Internship (SULI) Program.



Seventh Annual Illinois LSAMP Student Research Symposium was held at the Hyatt Lodge on McDonald's Campus in Oakbrook, Illinois, with over 200 students, faculty and staff participants. The conference, which included workshops, poster and oral presentations, university/college

display tables, luncheon and dinner banquets, provided participants from the Alliance institutions an opportunity to come together in camaraderie to share results of research, compare notes, relate experiences, and to develop closer relationships. Dr. Herman B. White, Jr., Physicist, Fermi National Accelerator Laboratory, gave the keynote address.

Awarded a 2004 "Bridge to the Doctorate" supplement by NSF. Southern Illinois University at Carbondale was chosen as the program site. Co-Directors are Dr. Karen Renzaglia, Director of SIUC McNair Program and Research Professor, and Ms. Patricia McNeil, Assistant Dean of Graduate School and Director of Underrepresented Fellowship Office. Twelve new SIUC graduates students were selected to participate.

Indiana

A "Mentoring Diversity" handbook was published for faculty working with minority students in research. A student handbook was also drafted. This handbook will be later published to assist student with university life and STEM career success.

Grant collaboration with the Indiana Space Grant Consortium (INSGC) resulted in an additional \$17,000 (\$3400 for each campus) for the alliance.

LSAMP Indiana alliance held its first statewide conference on the Purdue University campus. Over 75 students, faculty, administrators, and stakeholders were present. Thirteen students presented their research papers and the day ended with sessions on graduate research and alliance enrichment.

Louisiana



LS-LAMP recently held the LS-LAMP and CCZARS Louisiana Research Conference, "STEM Research and Training: From Theory to Practice" in New Orleans, Louisiana, October 31-November 1, 2004. The NASA Center for Coastal Zone Assessment and Remote Sensing (CCZARS) joined the conference as a co-spon-

sor and Southern University at New Orleans as co-host. Three hundred and ninety two participants attended the conference, of which 233 were students. One hundred and nineteen (119) presentations were made by student researchers. The University of Arkansas, Wake Forest University, and the Iowa AGEP sponsored undergraduate oral and poster competition awards.

The recruitment, retention, and curriculum development efforts of the Louisiana AMP have produced a 29% increase in minority STEM enrollment since 1995. The ratio of the number of minority STEM to non-STEM BS degree graduates from LS-LAMP campuses is twice that from non-LAMP institutions.

Mississippi

The Louis Stokes Mississippi Alliance for Minority Participation (LSMAMP) was awarded their second NSF Bridge to the Doctorate Supplemental Grant. Twelve new graduate students joined ten fellows from the first year in this exciting program.

The first annual LSMAMP Statewide Research Symposium was held with LSAMP National Director, Dr. A. James Hicks, as Key Note Speaker and over 42 oral and poster presentations. Over 150 students were in attendance.

New recruitment efforts and program restructuring resulted in an overall increase, from the previous year, in LSMAMP

Missouri

- Development of a Strategic Plan
- Development of a Desk Manual
- Closer working with Institutional research
- Proactive oversight by the Board Of Governors
- Increased degree production

New Mexico

New Mexico AMP institutions awarded 510 minority STEM degrees 2003-04, doubling its baseline of 253 in 1992-93.

New Mexico AMP has received funding for a second NSF Bridge to the Doctorate Program. New Mexico State University is the program site. The first cohort had a 100% retention rate at the end of the first year and all students are on track for completion of their M.S. degrees in 2005.

Sixty New Mexico AMP undergraduate and graduate students were supported for travel to professional conferences across the country. Most presented their research, and all had the opportunity to expand their professional and academic networks.

Mid-Eastern

MEAMP undergraduate students complete summer national and international research experiences.

MEAMP partner institutions are highly successful in obtaining external private funds to support STEM matriculation.

MEAMP partners established outreach community-based science enrichment programs that influence youth perspective of science.

North Carolina

On March 18, 2004, the University of North Carolina at Charlotte hosted the Eighth Annual NC-LSAMP Research Conference. The theme for the conference was: Phase III: Charting the Course from Undergraduate Education to the Professoriate and Careers in Science, Technology, Engineering and Mathematics". Approximately 200 students, faculty and administrators from the eight-institution Alliance attended. Seventy (70) students from Alliance institutions presented research projects in oral and poster sessions. Speakers for the Opening Session of the conference included Dr. A. James Hicks (National Program Director for the Louis Stokes Alliances for Minority Participation), Dr. Carolyn Meyers (Provost and Vice Chancellor for Academic Affairs, NC A&T SU, and project PI), Dr. Wayne Walcott (Senior Associate Provost, UNCC) and Dr. Joseph Monroe (Dean, College of Engineering, NC A&T SU).

Through an NSF-funded supplemental proposal to the existing NC-LSAMP grant provided support to a Physics professor from North Carolina A&T State University to participate in a Faculty-student (FaST) research project at Brookhaven National Laboratory in Upton, New York. The ten-week research-intensive activity focused on electron transfer between metals and molecules. At the end of the summer, the FaST team submitted an abstract, a paper and made a presentation. This project was funded in collaboration with the Department of Energy's Workforce Development for Teachers and Scientists.

The Bridge to the Doctorate program supported ten (10) first-year Masters Students for program year 2003-2004 at North Carolina A&T State University. Students received full tuition, medical insurance, transportation to national and local conferences and training, and mentoring by second year Masters students and Ph.D. candidates through collaborative meetings with the Student Transition and Retention program at North Carolina A&T State University. In addition, the Alliance received funding for Cohort 2, enrolling twelve first-year Masters Students at the University of North Carolina at Charlotte.

Northeast

The diversity of the Northeast Alliance is a challenge and richness; with this in mind our accomplishments during the past year include:

Development of the LSAMP Scholars program and initiation of similar programs on various Alliance campuses.

All Northeast Alliance institutions now have robust programs for undergraduate research.

The redesign of the Northeast LSAMP website addresses constituent needs and is an example of our collaboration and coordination.

Philadelphia

Philadelphia AMP has developed a 25 minute film to document the 10th Anniversary of The Greater Philadelphia Region Louis Stokes Alliance for Minority Participation in Phase II, Year 5. The film identifies the commitment and focus of the Alliance and the institutions that made it happen. Presidents, Co-PIs, and students contributed to the success of the 10 year voyage. The film is a synopsis of a much greater story.

This year, with considerable support of the STEM faculty, Philadelphia AMP has established a Center for Undergraduate Research Excellence (CURE). During this period students were involved in research in mechanical, chemical, and bioengineering departments, as well as chemistry, biology and physics at Drexel University. Other research sites included, the Wistar Institute at the University of Pennsylvania, Pennsylvania State University's Nanotechnology Laboratory, and the Drexel University's Medical School.

Philadelphia AMP, in collaboration with Drexel University and Rohm and Haas initiated the Rohm and Haas Minority Scholars Program in May 2003. The first cohort of the Rohm and Haas Scholars matriculate in the fall of 2004. The goal of the program at Drexel University is to increase the number of minority employee candidates graduating from Drexel University with degrees in mechanical and chemical engineering. Scholarships will be awarded to a maximum of one student per class per year. The scholarship is for a total of \$10,000 not including co-op payments, over a student's five-year college career at Drexel. Rohm and Haas will also pair each recipient with an engineering mentor, facilitate co-op placement and also assist in application for employment after graduation.

South Carolina

The Legislature of the state of South Carolina continues to show unprecedented support for SCAMP programs.

Since 1994, \$5.5 million has been appropriated in state matching funds through the SC Commission on Higher Education. The Governing Board of SCAMP selected the SC Commission on Higher Education as the 2004 recipient of the Louis Stokes Service Award.



President Andrew Hugine, Jr., SCAMP PI (right center) and the SCAMP Governing Board presented Ms. Karen Woodfaulk, (left center) representing the SC Commission on Higher Education, the Louis Stokes Service Award for unprecedented funding support.

LS-SCAMP Alliance institutions produced 76.7% of the state of South Carolina's minority STEM Bachelor of Science degrees. The growth in minority STEM degrees continues to out pace the growth in minority STEM degrees nationwide.

The South Carolina Commission on Higher Education and LS-SCAMP received funding totaling \$45K through a grant from the Department of Education. The proposal entitled: "GEAR UP/SCAMP" will pair seventh grade GEAR-UP students with SCAMP undergraduate research interns to conduct faculty mentored research at SCAMP institutions during the summer.

Tennessee

A major accomplishment for 2004 was the increase of undergraduate degrees granted to under-represented minority students in STEM majors from 362 to 383, representing a ten percent increase from our inception.

Another accomplishment was the high level of organization, enthusiasm and commitment exhibited by the institutions in the Alliance. The Alliance is now beginning to function as a team. Three alliance activities were planned and implemented for 2004. They were the Summer Bridge Program, the Summer Research Program and the Research Symposium, with 32, 6, and 83 students, respectively.

Another significant accomplishment was that a greater number of minority students are taking interest in graduate and professional schools and in professional development opportunities through on-campus research and internships.



TLSAMP First Annual Research Conference

Texas

The launch of a centrally coordinated system wide initiative for the recruitment, development and engagement of underrepresented minority STEM students into LSAMP program activities. Strategic and programmatic mechanisms have been under development throughout the year to support the initiative. One of these is the VALUE, a centrally-coordinated, system wide, online student development program delivered through WebCT, cross-campus group projects, and video conferencing, punctuated by strategic face to face meetings, national and regional conference travel, and the annual TAMUS LSAMP mini-symposium. Community development has focused upon providing Bridge to the Doctorate Students and LSAMP undergraduate students with opportunities for interaction through shared activities.

New and increased collaboration between the TAMUS LSAMP Program, the College of Science and the College of Agriculture and Life Sciences, and the College of Engineering at Texas A&M University. This collaboration produced a Pan-disciplinary, Bridge to the Doctorate Program for students of all three colleges, and inspired the inception, of a university-wide Leadership “Academy” for underrepresented minority students out of the Office for Special Programs in the Agriculture Program, of the Texas A&M University System.

Integration of the TAMUS LSAMP goals of progressing undergraduate students into graduate programs, and promoting undergraduate research across the Texas A&M University System schools. The TAMUS LSAMP has joined its Co-PIs in the TAMU Office of Graduate Studies and it’s Co-PI in TAMUS Vice Chancellor’s Office as an integral contributor to the planning and implementation of key activities in the system wide Pathways to the Doctorate initiative. Among these are the annual Pathways Student Research Symposium in which the TAMUS LSAMP Annual Mini-symposium is designed to play an important role.

University System of Maryland

USM LSAMP institutions awarded 655 bachelor’s

degrees to minority STEM students in 2003-2004.

Between 1996 and 2004, USM LSAMP institutions awarded 4,168 bachelor’s degrees to minority students in STEM fields.

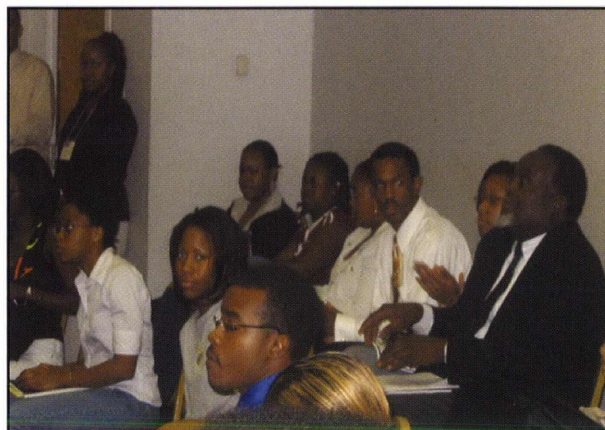
During 2003-2004, 12 program alumni earned Ph.D. degrees in STEM fields.

Washington/Baltimore/ Hampton Roads

Calculus Reform - The primary objective of the project is to offer a Harvard Calculus Reform course for students at the partner institutions using real-time interactive distance learning techniques. The project applies a mathematical approach to calculus through presentation of every topic geometrically, numerically, and algebraically, with emphasis on small-group problem solving using calculators and computers. In addition, workshops on attrition and mentoring were conducted to discuss techniques that can be used to enhance the performance of minority students in mathematics and the sciences. The following lectures were conducted during the Fall Semester, 2004: Symmetry and Integration, Number Theory, Matrix Inequalities, and Linear Algebra. Three hundred and Twenty (320) students attended the lectures.

Bridge to the Doctorate Program - In September 2004, Howard University welcomed its first class of Bridge to the Doctorate students. Thirteen students were selected, all with GPAs above 3.0. The Bridge to the Doctorate students are pursuing doctorates in chemistry, mathematics, physics, electrical engineering and various specialties of the biological sciences.

A gift of 250,000 has been designated for the WBHR-LSAMP scholarship program as a memorial to Professor Alexander B. Gardner, who served as a professor of Physics at Howard University for more than 30 years.



WBHR-LSAMP Workshop

Alabama

The Drop-In Center at Auburn University, a partner institution in Alabama LSAMP, has been moved into the new \$39 million campus science facility. The center will be housed in the Office for Diversity and Special Academic Projects in the College of Sciences and Mathematics.

Dr. Overtoun Jenda, Associate Dean and Professor of Mathematics at Auburn University and Dr. Adriel Johnson, Sr., Associate Professor, Biological Sciences at The University of Alabama in Huntsville, received the 2004 Minority Access Outstanding Mentoring Award at a special ceremony in Washington, D.C.

Dr. Adriel Johnson, Sr., Associate Professor, Biological Sciences at The University of Alabama in Huntsville, was the recipient of the Alabama LSAMP Principal Investigator of the Year Award for outstanding service to students and support of alliance activities.

Dr. Carolyn Braswell was promoted to Assistant Vice President for Equity and Diversity at The University of Alabama at Birmingham. Dr. Braswell is Project Director for ALSAMP and associate editor of the LSAMP magazine.



L to R Dr. Louis Dale, Dr. Overtoun Jenda, Ms. Andrea Mickle

All Nations

Zetra Wheeler, who has been with ANLSAMP since its inception, recently became ANLSAMP Project Director as well as the Project Director of the Indigenous Math and Science Institute (IMSI), the

organization which houses ANLSAMP. Under Wheeler's leadership, ANLSAMP has worked to refocus and rededicate the program to meeting the needs of American Indians in STEM programs. Through our evaluative efforts, ANLSAMP has identified several areas within the partnership needing renewed focus. ANLSAMP has made great strides in capacity building with our tribal college partners, but has refocused its efforts to increase student support through mentoring and research programs. Wheeler hopes that this will be an instrumental change in projecting ANLSAMP forward to meet its goals of dramatically increasing the number of American Indians achieving STEM degrees.

California

UC Irvine Chancellor Ralph J. Cicerone, California LSAMP P.I., won the Albert Einstein World Award of Science for his work on ozone depletion research. Cicerone was nominated to be the next president of the National Academy of Sciences, beginning mid-2005. Cicerone previously received the Bower Award and Prize and the Roger Revelle Medal.

UC Riverside LSAMP students Victor Vargas and Martha Salcido published an article in *Organic Letters*, Sept. 2003, with Ramel J. Rubio and faculty mentor, Dr. T. Keith Hollis. Vargas has completed a Master's of Science in chemistry and Salcido is applying to graduate programs in chemistry. As entering freshmen, both participated in the CAMP summer bridge program and were CAMP research scholars.

UC Irvine's Donald Blake, Professor of Chemistry and an LSAMP faculty mentor for many years, has been selected to receive the 2004 Charles R. Bennett Service Through Chemistry Award. Professor Blake has guided numerous CAMP student on their research in atmospheric chemistry, several of whom have co-authored a scientific paper. Professor Blake works on a variety of atmospheric chemistry projects, using gas chromatography as the main analytical tool.

California State University

In 2003-2004, the Alliance accomplished a major reor-

ganization of its programmatic and fiscal management of the project with the establishment of California State University, Sacramento as the new lead institution for Phase III.

Colorado

New MSP (Math and Science Partnership) Program: A summer program for K-12 students, to perform hands on activities, conduct research, and give presentations of their work.

New CSEM (Computer Science, Engineering and Mathematics) Undergraduate Scholarship Program. This program, funded by NSF, provides educational opportunities to low-income students, including women, underrepresented groups, and persons with disabilities.

COAMP now supports two new research programs, including one for high school students (Junior Engineering Technical Society– Uninitiates' Introduction to Engineering (JETS-UNITE) Summer Bridge Program) and one for STEM undergraduate students (Colorado Institute of Technology (CIT) Summer Bridge Program). Both programs provide students the opportunity for experience in research and presentations, while teaching them about undergraduate and graduate programs.

Houston

The University of Houston is accepting Applications for the position of Executive Director for the Houston Louis Stokes Alliance for Minority Participation. The position will develop, plan and coordinate activities for the HLSAMP.

Illinois

The 8th Annual Illinois LSAMP Student Research Symposium featuring student research presentations in Mathematics, Engineering, Science Education, and the Biological, Computer & Physical Sciences will be held Friday, March 18th & Saturday, March 19th, 2005 at the Hyatt Lodge on McDonalds Campus in Oakbrook, Illinois. Contact the office at (773) 995-3296 for information.



Keynote speaker, Dr. Herman B. White, Jr., (2nd from right), faculty and students at the 7th Annual ILSAMP Research Symposium

Indiana

LSAMP Indiana will work closely with our newly funded Midwest Crossroads Alliance for Graduate Education and the Professoriate (AGEP). This program includes Indiana University, Bloomington; IN, Northwestern University, Evanston, IL; and Purdue University, West Lafayette, IN campus. Purdue will serve as the lead institution for the Midwest Crossroads AGEP program.

University Place located on the IUPUI, Indianapolis, IN campus will host the 3rd Annual LSAMP Indiana and Midwest Crossroads AGEP Research and Enrichment Conference (RAE) on Friday, November 11 through Saturday, November 12, 2005.

Louisiana

The ninth national student research conference of LS-LAMP and co-sponsors will be held in the fall of 2005 in Baton Rouge, Louisiana. It is partly to celebrate ten years of success and to underscore the growing institutionalization. To be added to the mailing list, please e-mail candace_semien@subr.edu. For more information please visit our interactive website www.ls-lamp.org.

New Mexico

The 2005 New Mexico AMP student research conference is scheduled for October 2005. Call Karen at (505) 646-1847 or check the website (www.nmsu.edu/~nmamp) for dates and registration. Dr. Rudi Schoenmackers, co-director of New Mexico AMP, has accepted an appointment as Associate Dean in the College of Engineering and Director of the Engineering Research Center at New Mexico State University. The primary function of the ERC is to assist engineering faculty in developing research programs and capabilities consistent with University goals and policies.

North Carolina

Dr. Juliette Bell has been named the Dean of the College of Basic and Applied Sciences and the Campus PI for the NC-LSAMP program at Fayetteville State University.

Ms. Veronica Mangum has been named the NC-LSAMP Campus Coordinator at Fayetteville State University.

Dr. Sandra DeLauder has been appointed as Interim Chairperson for the Chemistry Department at North Carolina Central University.

Ohio

The first OSEA professional development workshop, "STEM Summer Bridge Programs: Best Practices in Ohio," will be held at Ohio State University on January 26, 2005.

The 2005 Ohio Student Research Forum will be held August 10-11 at the University of Akron. For more information about either event, please visit our website at www.OhioSEA.org.

Oklahoma



Earl Mitchell, OK-LSAMP Project Director, received the *Human Rights Award* from the Oklahoma Human Rights Commission for work in human relations and human rights in Oklahoma. Nominated by Oklahoma State University students, Dr. Mitchell received the

award on December 10, 2003.

Pacific

The Pacific Alliance high school outreach component creates excitement and empowerment around careers in engineering and science. The program has grown from one school and 10 students in 2002 to 31 high schools and 200 students in 2004. High school students are provided with all of the parts for a top end computer. We



show them how to build it, teach them how to use it, have them teach another student how to build a computer, complete a project using the machine, and they get to keep it if they successfully complete physics, chemistry, and trigonometry in high school. These students are now transitioning to Alliance Universities in unprecedented numbers.

The high schools provide space, internet connections, and instruction. Our industrial and philanthropic partners provide cash for the computers.

Philadelphia

Philadelphia AMP was awarded a Cohort II LSAMP Bridge to the Doctorate Supplemental grant. The New Jersey Institute of Technology was selected to host the students under this project.

Dr. Robert Langley, Professor and Chair, Chemistry, Lincoln University and Dr. Sakkar A. Eva, Associate Professor, Allied Health and Science, Cheyney University were the recipients of the 2004 Philadelphia AMP Excellence Award in Engineering and Science Education.



Puerto Rico

PR-LSAMP awarded 12 new Bridge-to-the-Doctorate fellowships at UPR-Mayaguez, for a total of 22 fellowships for graduate studies in STEM fields.

The 25th Puerto Rico Interdisciplinary Scientific Meeting (PRISM) will take place on March 12, 2005 at

UPR-Mayaguez. The plenary speaker will be Dr. Leon Lederman, the 1998 Nobel Laureate in Physics, and former Director of Fermilab. Dr Lederman is actively involved in strengthening science education in American schools. The topic of his presentation will be “Engaging Scientists in Educational Reform”.

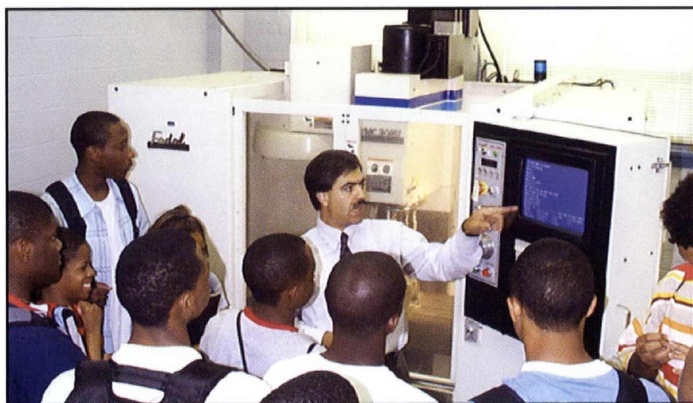
The PR-LSAMP Bridge-to-the-Doctorate Program will sponsor its First Transdisciplinary Research Conference on December 10, 2004. This year’s topic is Nanotechnology, and the plenary speaker is Dr. Gunther Oberdoster from the University of Rochester, with the topic “Engineered Nanoparticles: Can They be Harmful?”.

South Carolina

Plans for the South Carolina Alliance for Minority Participation Program’s Third Annual Undergraduate Science and Engineering Research Conference are underway. Please check our website <http://scamp.scsu.edu> for further information.

Tennessee

Our 2005 Summer Bridge Program will be held June 12 – July 1, 2005 and is being hosted by Vanderbilt University.



TLSAMP Summer Bridge Program Participants

University of Texas System

- New Principal Investigator: Benjamin Flores, Ph.D.
- New Program Coordinator: Ariana V. Arciero, B.S.
- New AMP office: Engineering 301

University System of Maryland



Dr. Camelia L. Owens has accepted an appointment as a Visiting Assistant Professor in the Department of Chemical Engineering and Biochemical Engineering at the University of Maryland, Baltimore County (UMBC). Dr. Owens was an LSAMP student at UMBC and graduated in 1999.

After earning her Ph.D. in chemical engineering at the University of Delaware in 2004, she immediately returned to her undergraduate alma mater to teach and help other LSAMP students through the STEM pipeline.

Black Enterprise magazine’s special report: Top 50 Colleges for African Americans ranks UMCP as the 20th nationwide for the best environments for black collegians.

The 2003 *Kaplan/Newsweek* How to Get Into College guide hit the newsstands featuring UMBC as one of “America’s Hot Schools.” This exclusive list of a dozen schools that are among students’ top picks is “dominated by some of the country’s top public universities,” the editors write.

Washington/ Baltimore/Hampton Roads



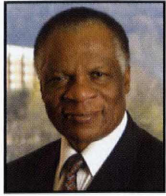
Dr. Richard A. English, the Principal Investigator of the WBHR-LSAMP Program, was named permanent Provost and Chief Academic Officer on November 24, 2004.

*Richard A. English, Ph.D.
Provost & Chief Academic Officer
Howard University*

LSAMP Award History

1991

Alabama



Dr. Louis Dale
The University of
Alabama at
Birmingham

California



Dr. Ralph J. Cicerone
University of California,
Irvine

Mississippi



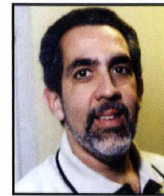
Dr. James Perkins
Jackson State University

Puerto Rico



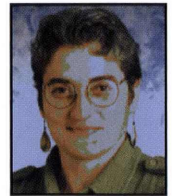
Dr. Manuel Gomez
University of Puerto Rico

WAESO



Dr. Antonio Garcia
Arizona State University

Texas



Dr. Karan Watson
Texas A&M University

1992

Florida- Georgia



Dr. Ralph W. Turner
Florida A&M
University

New York City



Dr. Nevill A. Parker
City College

North Carolina



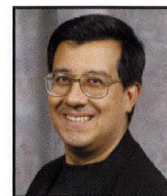
Dr. Carolyn W. Meyers
North Carolina A&T State
University

South Carolina



Dr. Andrew Hugine, Jr.
South Carolina State
University

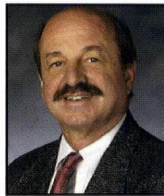
University of Texas System



Dr. Benjamin Flores
The University of Texas
at El Paso

1993

California State



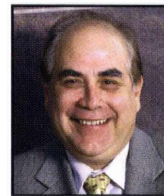
Dr. Richard Brown
California State
University,
Sacramento

Illinois



Dr. Marian Wilson-Comer
Chicago State University

New Mexico



Dr. William V. Flores
New Mexico State
University

Washington/Baltimore/ Hampton Roads



Dr. Richard A. English
Howard University

1994

All Nations



Dr. Joseph F. McDonald
Salish Kootenai College

Oklahoma State



Dr. Earl Mitchell
Oklahoma State University

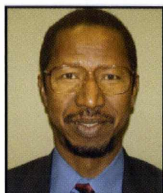
Greater Philadelphia Region



Dr. Ali Houshmand
Drexel University

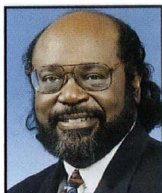
1995

Louisiana



Dr. Diola Bagayoko
Southern University
and A&M College

Missouri



Dr. Charles Sampson
University of Missouri-
Baltimore

**University System
of Maryland**



Dr. Freeman Hrabowski
University of Maryland
Baltimore County

Tennessee



Dr. James A. Hefner
Tennessee State University

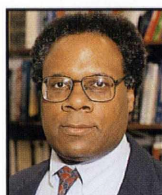
1996

Colorado



Dr. Omnia El-Hakim
Colorado State University

SUNY



Dr. David Ferguson
State University of
New York-Stony Brook

1997

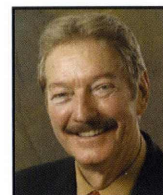
Georgia



Dr. Walter D. Broadnax
Clark Atlanta University

1998

Houston



Dr. John Bear
University of
Houston

2001

Mid-Eastern



Dr. Belinda Anderson
Virginia Union University

Northeast



Dr. John Cunningham
Northeastern University

Pacific



Dr. Herb Schroeder
University of
Alaska Anchorage

2002

Indiana



Dr. Sally K. Mason
Purdue University

2003

Ohio



Dr. Karen Halbrook
Ohio State University

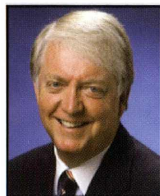
2004

Michigan



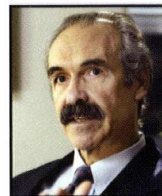
Dr. Mary Sue Coleman
University of Michigan

Peach State



Dr. Michael Adams
The University of Georgia

Wisconsin



Dr. Peter D. Spear
University of
Wisconsin-Madison



ALSAMP

Alabama Louis Stokes Alliance for Minority Participation

The Alabama Louis Stokes Alliance for Minority Participation (ALSAMP) strives through its twelve member institutions to increase the quality and quantity of underrepresented minority students completing baccalaureate degrees in science, technology, engineering and mathematics (STEM) fields. Seven of the institutions have doctoral programs in STEM fields. The interaction of ALSAMP students and faculty, and the facilities on these twelve campuses are advantageous for all. The undergraduate institutions benefit from having their students participate in research experiences with research faculty while the research institutions have the opportunity to work with, identify and recruit highly qualified minority students seeking to attend graduate school. The diversity of the Alliance: Historically Black Colleges/Universities and majority institutions, public and private institutions and research and teaching institutions boast a new era of cooperation as the Alliance seeks to maximize learning opportunities and heighten achievement for all ALSAMP students in the fulfillment of LSAMP goals.



Alabama LSAMP Bridge to the Doctorate students with Dr. Overtoun Jenda, Auburn University (left) and Dr. Adriel D. Johnson, Sr., The University of Alabama in Huntsville (right)

Mission Statement

To provide academic and financial support programs designed to significantly increase the quality and quantity of underrepresented minority students completing baccalaureate degrees in science, technology, engineering and mathematics (STEM) fields.



ALSAMP Scholars discussing graduate school



ALSAMP Scholars at the Seventh Annual AAGEP Graduate School Fair

Activities, Services and Programs

- Bridge to the Doctorate Program at Auburn University and The University of Alabama in Huntsville
- Summer Bridge Program for Graduating High School Seniors
- Summer Institutes for Juniors & Seniors
- Faculty Mentored Research
- Career Fairs and Advisement
- Peer Study Groups
- Summer Research Programs
- Graduate School Preparation
- Participation in Professional Conferences and Seminars
- Peer and Faculty Mentoring

www.uab.edu/aamp

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CALIFORNIA LSAMP

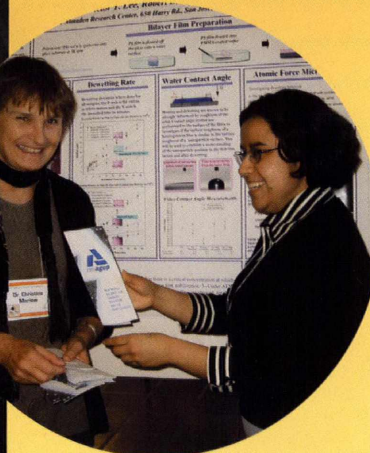
The University of California Irvine, Lead Campus

"The sense of community that CAMP fosters is one of the program's attributes that we value. For 13 years CAMP has contributed to the development of student researchers who support each other's goals for the bachelor's degree and also for graduate school as well as professional careers."

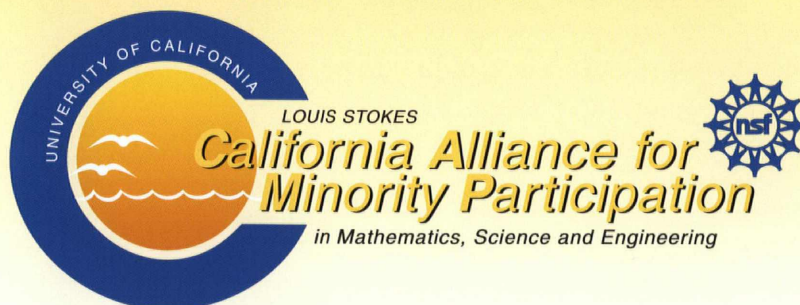
—Ralph J. Cicerone, Principal Investigator, California LSAMP



Annual Undergraduate Research Symposium convenes 100 UC STEM faculty and students from our 8 partner UC campuses. Special guests for 2004 included



New Mexico LSAMP and AGEP directors. Special Merit in Research is determined by 1) Originality; 2) Clarity and depth of understanding; 3) Likelihood of sparking further research. The undergraduate research experience provides a distinctive level of professional development that supports graduate school preparation and career pathways.



UC Irvine is proud to host the Bridge to the Doctorate, Cohort II, supporting 12 minority fellows in STEM graduate programs. UCLA is host of Cohort I.

email: camp@uci.edu • www.california-lsamp.uci.edu

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Nicolaos Alexopoulos, Dean, Henry Samueli School of Engineering, Co-P.I.

Juan Francisco Lara, Assistant Vice Chancellor, Executive Director

Marjorie DeMartino, Associate Executive Director

CALIFORNIA STATE UNIVERSITY LOUIS STOKES ALLIANCE FOR MINORITY PARTICIPATION PROGRAM



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Initiated in 1994, with support from the National Science Foundation, the California State University-Louis Stokes Alliance for Minority Participation (CSU-LSAMP) Program is a comprehensive state-wide project dedicated to increasing the number of students from underrepresented minority groups (URM) graduating from campuses of the California State University with baccalaureate degrees in science, technology, engineering, and mathematics (STEM) disciplines.

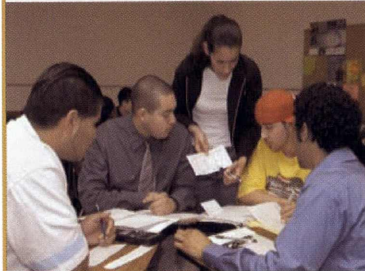
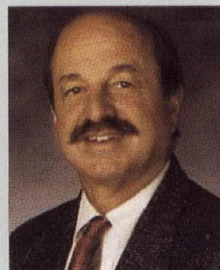


Photo courtesy of Catalina Rivas (CSUS)

The CSU-LSAMP Alliance consists of 19 campuses of the California State University (CSU), each of which is partnered with at least one California Community College (CCC). In Phase I (1994-1998) and Phase II (1998-2003), San Francisco State University served as the Alliance's lead institution. California State University, Sacramento is serving as lead institution for the Phase III project period (2003-2008).

In the first year of Phase III, CSU-LSAMP engaged 3,395 URM-STEM students in activities that sustained or further improved individual student retention and progression rates achieved during Phase I and Phase II. Since many of the strategies initiated in Phase I and Phase II for lower division students have already been institutionalized, CSU-LSAMP has introduced activities in Phase III that are designed to enhance graduate school preparedness of upper division students with the goal of improving aggregate student progression to STEM graduate programs. To broaden participation of LSAMP students in graduate study, CSU-LSAMP has also established Bridge to the Doctorate supplemental activities at San Francisco State University and California State University Los Angeles, two of the Alliance's member institutions.

CSU-LSAMP Phase III



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California State University, Sacramento



Juanita Barrena, Ph.D., Co-PI
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LOUIS STOKES COLORADO-AMP

linking diverse students to educational opportunities in science, technology, engineering, and mathematics

LS CO-AMP SERVES STUDENTS IN---

Colorado and the Four Corners Region. Our goal is to substantially increase the quantity and the quality of education for African American Hispanic, Native American, and Pacific Islander students receiving baccalaureate degrees in Science, Technology, Engineering, and Mathematics (STEM). LS CO-AMP Phase II undertakes comprehensive efforts to place emphasis in the following areas:

- Recruitment
- Summer Bridge Programs
- Leadership/Retention
- Graduation of LS CO-AMP Seniors
- K-12 Outreach
- Tracking
- Graduate School Placement
- National Conferences

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Navajo Nation – Leland Leonard
Southern Ute Tribe – LaTitia Taylor
Ute Mtn. Ute Tribe – Yolanda Rossi



Colorado State University
Outreach to K-12



Trinidad State Junior College
Undergraduate Research

*Louis Stokes Colorado Alliance for Minority Participation
Serving Colorado and the Four Corners Region*



Colorado School of Mines: Profession Development



Fort Lewis College: AISES National Conference



Dr. Omnia El-Hakim
Principal Investigator
& Director



Dr. Larry E. Penley
COAMP Governing
Board Chair

<http://lamar.colostate.edu/~coamp>





FLORIDA GEORGIA

LOUIS STOKES ALLIANCE

For Minority Participation in Science, Engineering and Mathematics

FGLSAMP is a coalition of 13 institutions committed to significantly *increase the number of undergraduate degrees awarded* in science, technology, engineering, and mathematics (STEM) areas. We have also gladly accepted the charge by the National Science Foundation (NSF) to *positively influence the number of STEM B.S. degree recipients entering STEM graduate programs*. FGLSAMP has established the *“Bridge to the Doctorate”* at *Florida State University and University of South Florida* through supplemental funding from the National Science Foundation and now supports 22 scholars pursuing STEM Ph.D. degrees.

FGLSAMP Pillars of Success

- **Structured Tutorial Programs**
- **Peer Mentoring**
- **Academic Enhancement Workshops**
- **Graduate School Preparation Seminars**
- **Partnerships with STEM Departments and Faculty**
- **Research Experiences for Undergraduate Scholars**
- **Collaboration with other STEM Organizations**

FGLSAMP Institutions

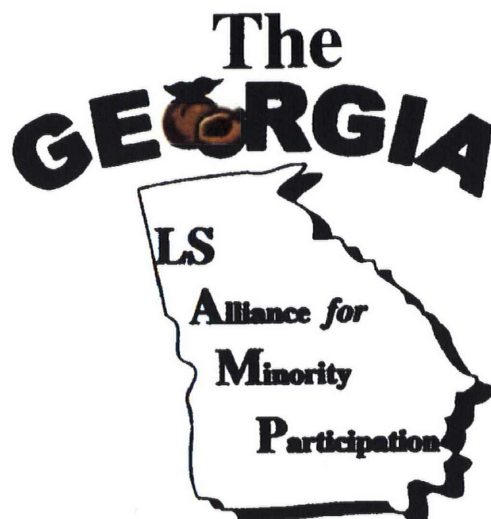
- **Albany State University**
- **Bethune-Cookman College**
- **Florida A&M University**
- **Florida International University**
- **Florida Memorial College**
- **Florida State University**
- **Miami-Dade College**
- **University of Central Florida**
- **University of Florida**
- **University of Miami**
- **University of South Florida**
- **Florida Community College**
- **Tallahassee Community College**

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FGLSAMP at a glance:

- **Undergraduate/graduate Support**
- **Summer Research Program**
- **Summer Bridge Program**



In Science, Technology, Engineering and Mathematics

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Curricular Reform
 Combined Degree Programs
 Early Identification/Recruitment
 Summer Bridge Programs
 Post-Freshman Research/Academic Support
 Research Internships
 Faculty Mentoring
 Tutorial Support
 Cooperative Study Groups

Alliance Accomplishments

This AMP continues to make significant contributions to the production of a diversified STEM workforce in the 21st century. The following are some accomplishments.

- Partner institutions are 2nd, 4th and 16th among the top 20 baccalaureate-origin institutions of Black STEM doctorate recipients for the period 1997-2001.
- One partner institution is ranked number one among non-HBCUs in awarding baccalaureate degrees to Blacks: 3rd in biology, 8th in chemistry, 9th in mathematics, and 11th in computer science.
- Three institutions are listed among the top 10 of the 50 best colleges for Blacks, including positions 1 and 2.
- This Alliance produced 506 STEM degrees.

H-LSAMP

INCREASING DIVERSITY IN SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS

H O U S T O N

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ABOUT THE ALLIANCE

The Houston Louis Stokes Alliance for Minority Participation (H-LSAMP) incorporates eight institutions of higher education: The University of Houston (lead institution), Texas Southern University, Southwest Texas State University, Rice University, University of Houston-Downtown, University of Houston-Victoria, San Jacinto College District, and Houston Community College System. H-LSAMP has also partnered with the Houston Independent School District to optimize the recruitment of qualified underrepresented students to LSAMP institutions.

To meet the growing need for scientists and engineers, H-LSAMP's goal is to double the number of underrepresented minority students earning degrees in STEM fields. They plan to achieve this through aggressive recruitment, academic enrichment, financial support, peer and faculty mentoring, and increased programs for retention. The H-LSAMP offers a variety of services for participating students. Many students benefit from the Collaborative Learning Community (CLC), which allows the students in high-risk courses to reinforce classroom learning. In addition to the CLC, the H-LSAMP offers an assortment of services including peer and faculty mentoring, research and internship opportunities, and tutoring. To maximize the benefits, H-LSAMP students likewise contribute to the program's success by tutoring, recruiting, mentoring, and serving as teaching assistants in the CLC.

ADDITIONAL INFORMATION ABOUT THE HOUSTON ALLIANCE CAN BE FOUND AT [HTTP://HLSAMP.UH.EDU](http://hlsamp.uh.edu)



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PROJECT DIRECTOR

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Kennedy-King College
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Olive-Harvey College
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Illinois Louis Stokes Alliance For Minority Participation

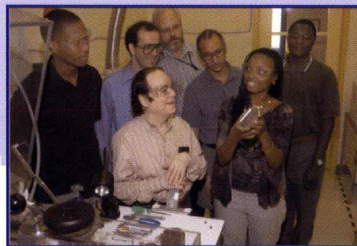


OVERVIEW

The Illinois Louis Stokes Alliance for Minority Participation (ILSAMP) is composed of eighteen



partners striving to significantly increase the number of underrepresented scholars earning degrees in science, technology, engineering and mathematics (STEM) disciplines in the state of Illinois. In support of this goal, ILSAMP has 1) provided programs



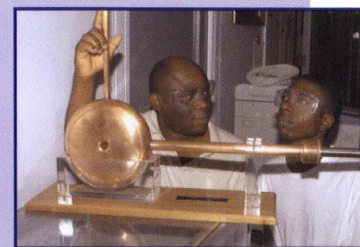
to improve STEM students academic preparation, 2) modified or reinvented gateway courses to better educate more students and, 3) provided under-represented students with more educational options to increase opportunity and enhance performance. The synergies created by these objectives play a noteworthy role in producing future research scientists and faculty to meet the needs of our country.

PROGRAMS

Illinois LSAMP provides activities that are comprehensive, multi-disciplinary, and focused on enhancing the scholarship of underrepresented students. Considerable effort is expended to address transition points in a student's academic career. The transition points include high school to college, 2-year college to 4-year college, under-graduate study to graduate study, and



academic study to careers in STEM. Other activities include: hands-on research apprenticeships, scholarship programs, science conferences, facilitated study groups, faculty mentoring, professional development activities, peer mentoring, summer bridge programs and internships.



*Made Possible with the Generous
Support of the
National Science Foundation*

LSAMP

I n d i a n a



Principal Investigator
Dr. Sally Mason,
Provost, Purdue University

The Louis Stokes Alliance for Minority Participation (LSAMP) Indiana project is a collaboration among Ball State University, Muncie; Indiana University, Bloomington; Indiana University – Purdue University, Indianapolis; Purdue Calumet University, Hammond; and Purdue University, West Lafayette. The core programs of LSAMP Indiana are used to encourage and support students to graduate in the (STEM) Science, Technology, Engineering, and Mathematics disciplines. Our Undergraduate Research program is designed to link students with faculty and peer mentors. The students work in labs and academic research settings on challenging research projects. They also participate in research seminar discussion groups where professors and graduate students discuss current research projects. Each student prepares a research presentation and is expected to be prepared to present at our annual Research and Alliance Enrichment (RAE) Conference. The conference is also used as an opportunity for faculty and staff to share best practices in mentoring and diversity training.



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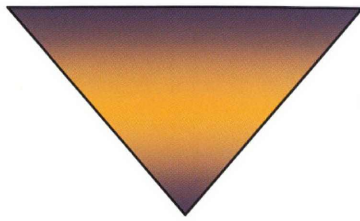
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THE NATIONAL SCIENCE FOUNDATION
NSF sponsored undergraduate component of the
Indiana Alliance to Expand Student Opportunities.



EA/EOU

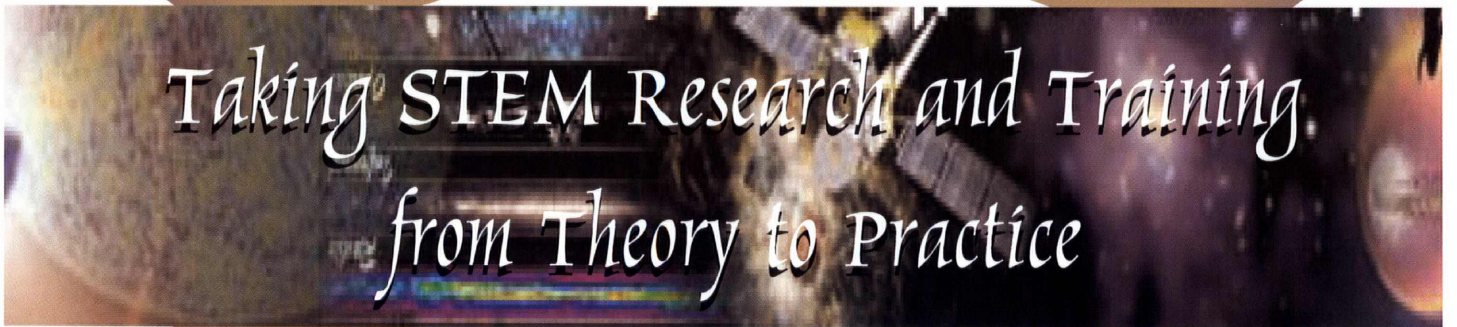


LS-LAMP

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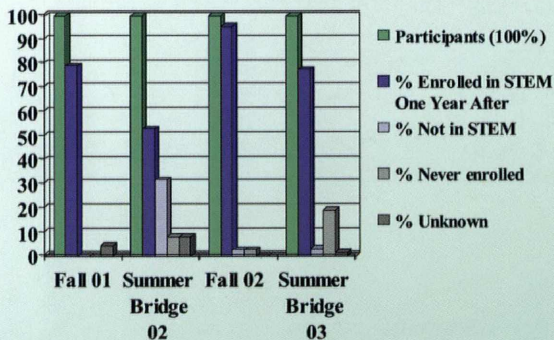
MEAMP

2004 Bridges Program

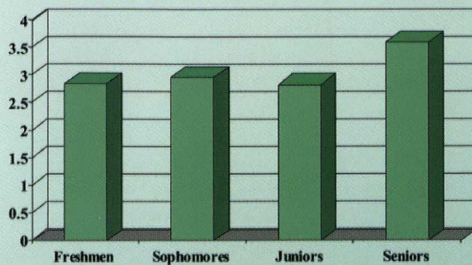
www.vuu.edu/academics/meamphome.htm



MEAMP Level 1 Student Retention by Cohort



Grade Point Averages of MEAMP Level 1 STEM Students by Level



Program Highlights

MEAMP undergraduate students complete summer national and international research experiences.

MEAMP partner institutions highly successful in obtaining external private funds to support STEM matriculation.

MEAMP partners established outreach community-based science enrichment programs that influence youth perspective of science.

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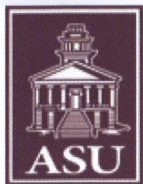
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LSMAMP

Louis Stokes Mississippi Alliance for Minority Participation

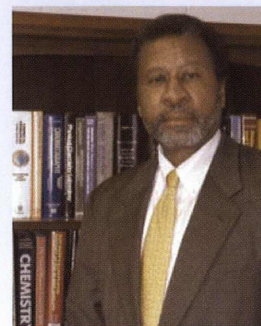


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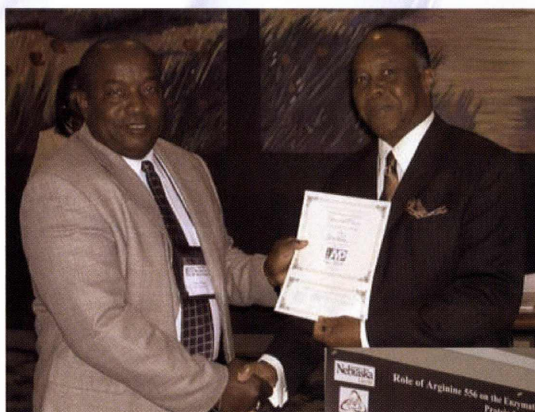
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Dr. Art Hicks, LSAMP National Director, congratulates Alcorn State University's Dr. Troy Stewart for his years of service to the LSMAMP program.

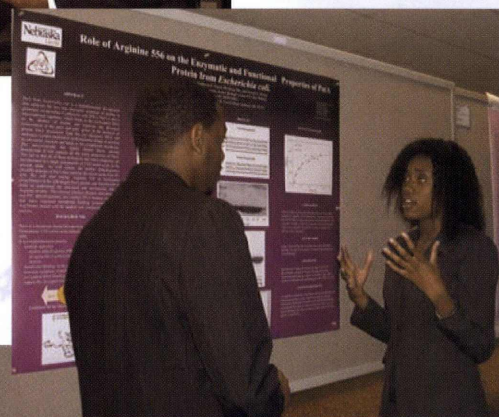
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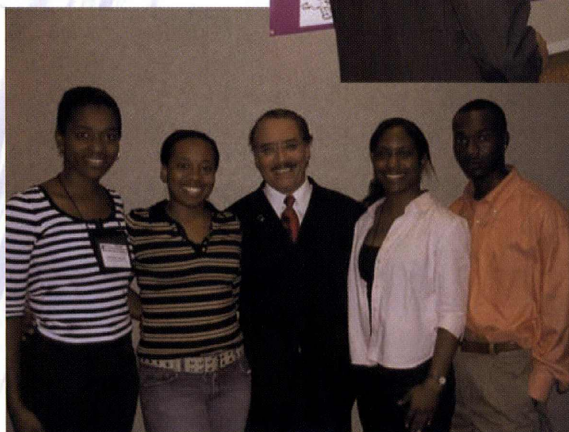
LSMAMP Student Caronda Moore gives her poster presentation to a faculty judge at the First annual LSMAMP Statewide Research Symposium held October 22-23, 2004.



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Dr. Eloy Rodriguez, The James A. Perkins Professor of Chemical Biology at Cornell University, gathers with students after his lecture at the LSMAMP Statewide Research Symposium held October 22-23, 2004.

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THE LOUIS STOKES – MISSOURI ALLIANCE FOR MINORITY PARTICIPATION (LS-MOAMP)

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[HTTP://WEB.MISSOURI.EDU/~GRADSCHL/MOAMP/INDEX.HTM](http://web.missouri.edu/~gradschl/moamp/index.htm)



WHO ARE WE?

The Louis Stokes Missouri Alliance for Minority Participation (MoAMP) program is a collaborative effort of all publicly funded universities, colleges and community colleges in Missouri to substantially increase the quality and quantity of minority students receiving baccalaureate degrees in science, technology, engineering, and mathematics (STEM); and subsequently, to increase the number of minority students pursuing graduate degrees.

WHAT ARE OUR GOALS?

We work toward two major objectives: To increase by 15 percent annually the number of minority STEM baccalaureate degree recipients and to facilitate increases in the number of minorities who earn doctorates in STEM disciplines in the state of Missouri.

This coalition is committed to improving degree production among under-represented minorities in the State of Missouri, i.e., students enrolled in regional universities in Missouri, community colleges and campuses of the University of Missouri. Innovative programs designed in coordination with the office of the President of the University of Missouri facilitate movement toward our overall goals.

FOUR TIERS TO SUCCESS: A COMPREHENSIVE PLAN FOR ACADEMIC EXCELLENCE WE SUPPORT FOUR BRIDGE PROGRAMS:

ASSOCIATE TO BACCALAUREATE

Financial, academic, and career networking support to ensure that talented minority students who enter college will continue to pursue a baccalaureate STEM degree and excel in completing their degree programs.

BACCALAUREATE TO A STEM CAREER

Internships for scholars that participate in summer or semester research internships with industry or public service partners. Professional development workshops and research experiences.

BACCALAUREATE TO GRADUATE

Financial, educational and career development supports designed to encourage talented minority students who are in baccalaureate degree programs to pursue a STEM graduate degree.

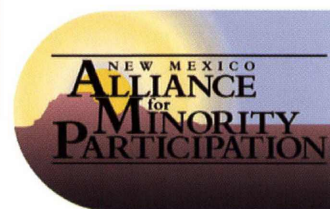
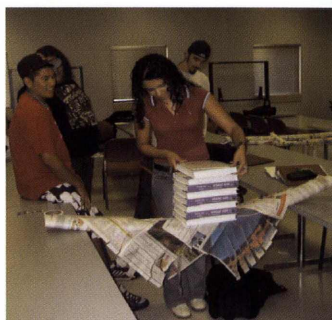
COMPLETING A DEGREE PROGRAM

Ensure that all students succeed in navigating difficult courses, completing their degree requirements and adjusting to new campus environment(s).

New Mexico AMP

SMET 101 (Intro. to Science, Math, Engineering & Technology) teaches:

- Thinking and learning skills
- Problem solving techniques
- Career exploration skills
- Collaboration and teamwork



The Undergraduate Research Assistantship helps students:

- Participate in cutting edge research projects
- Learn technical writing/presentation skills
- Present their research at professional conferences
- Prepare for graduate school or employment

The Undergraduate Student Research Conference is an opportunity for students to:

- Gain presentation experience
- Be role models for other students
- Participate in activities to plan their academic and professional careers
- Interact with and learn from professionals in their discipline

The Bridge to the Doctorate provides students with:

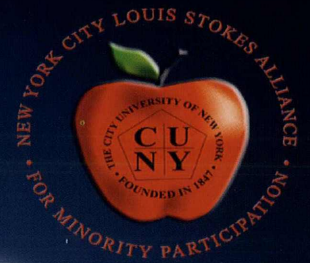
- Financial and academic support
- Faculty-mentored research activities
- STEM 501 Graduate Seminar
- Collaborative workshops with NM AGEP on topics such as writing proposals, and preparing an academic CV

New Mexico AMP University Partners:

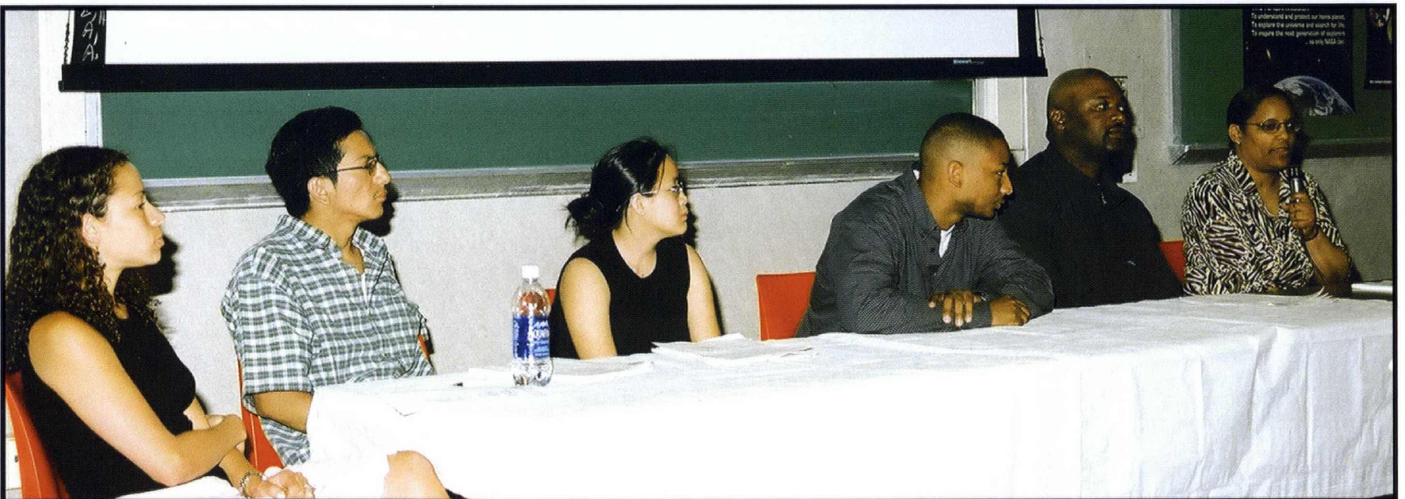
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NEW YORK CITY LOUIS STOKES ALLIANCE

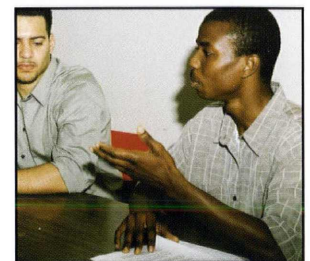


[HTTP://NYC-AMP.CUNY.EDU](http://nyc-amp.cuny.edu)



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North Carolina Louis Stokes Alliance for Minority Participation

Dr. Carolyn W. Meyers, Principal Investigator

Dr. Joseph Monroe, Co-Principal Investigator

Phase III:

The North Carolina Louis Stokes Alliance for Minority Participation (NC-LSAMP), funded by the National Science Foundation, and established in 1992, formed a partnership between eight institutions within the University of North Carolina system with the primary goal of significantly increasing the enrollment and retention of underrepresented minority students in science, technology, engineering and mathematics (STEM). Partner institutions include North Carolina A&T State University as lead campus, Fayetteville State University, North Carolina Central University, North Carolina State University, University of North Carolina at Chapel Hill, University of North Carolina at Charlotte, University of North Carolina at Pembroke and Winston-Salem State University.



During Phase III, program implementation will continue its focus on nurturing and supporting students through their undergraduate studies in STEM curriculums through the institutionalization of "best practices" learned during Phases I and II, and place new emphasis on the attainment of M.S. and Ph.D. degrees in these disciplines. Phase III priorities include expanded undergraduate laboratory research opportunities, community college recruitment and transfers, a school to college summer bridge program, science and mathematics teacher preparation for graduate students as well as preparation for graduate school through mentoring and peer group activities.

Together the Alliance institutions continue to play a significant role in producing minority research scientists and faculty to meet the needs of the country. Our partners are committed to maintaining and strengthening this successful "alliance" by embracing institutions with unique and diverse strengths and resources.



Staying the course...
While Exploring
New Frontiers
in **STEM**

Targeted Activities, Services & Programs

- Supplemental Instruction and Tutorial Services in "gatekeeper"
- Mentoring
- Peer Study Groups
- Summer Research Programs
- Faculty Mentored Research
- Summer Bridge Programs
- Industry and National Research Laboratory Internships
- Career Advisement
- Stipend Awards
- Conferences and Seminars

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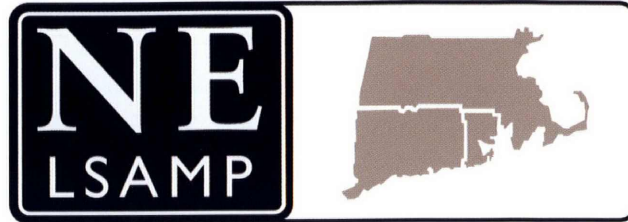
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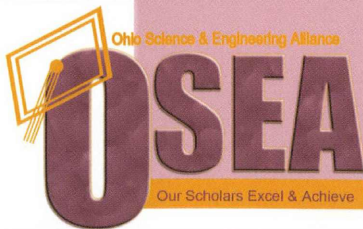
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Established in November 2003, the Ohio Science and Engineering Alliance (OSEA) supports collaborative as well as campus-based initiatives among the 15 participating public and private universities within the state. The primary goal is to improve the retention of underrepresented minority students in STEM fields and to encourage more students to pursue graduate study.

OSEA Supports collaborative as well as campus-based initiatives among the fifteen Institutions.

Collaborative initiatives include:

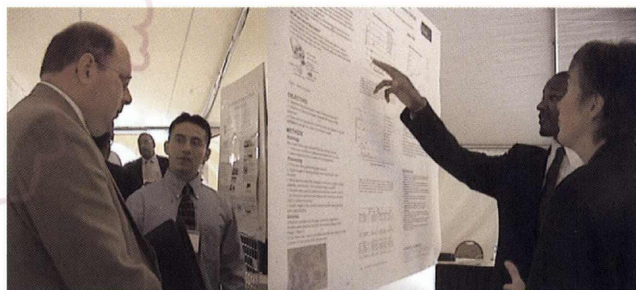
- Glenn-Stokes Research Internships
- The Ohio Student Research Forum
- Professional development workshops for faculty and staff

Seed grants support individual campus-based programs, such as:

- Summer Bridge
- Living-Learning Programs
- Supplemental Instruction
- Drop-in Centers
- Mentoring
- Tutoring

Alliance Partners

- COSI
- Ohio College Access Network
- Ohio Board of Regents
- Wright Patterson Air Force Base



One hundred forty six students, faculty, staff, and corporate representatives participated in the first Ohio Student Research Forum, which was hosted by Ohio State University in August, 2004. Students reported the results of their research during the poster session and through oral presentations. The results of the evaluation indicate that this Forum has contributed significantly to the development of a community of scholars across the state.



Karen A. Holbrook, PI
 President, The Ohio State University

LSAMP Pacific Alliance

Building a National Model for Excellence in Native American Higher Education Programs

University of Alaska Anchorage
 University of Alaska Fairbanks
 University of Hawai'i Manoa
 University of Washington

Pacific Alliance Strategies

High School Outreach

- **TALPA: Technology Applications & Learning for Professional Achievement**, computer building with trig, physics & chemistry

Bridge: Summer experiences for entering freshman

- **ALVA:** Internships with Calculus Prep

Undergraduate Retention

- Learning Community
- Co-enrollment
- Team building
- Group study
- Advising
- Scholarships
- Internships
- Faculty & Peer Mentoring
- Supporting community
- Professional mentoring
- Graduate student mentoring
- Research
- Hands on research
- Service learning

Graduate School and the Professoriate (in Development)

- Peer mentoring & co-enrollment
- Workshops for presentations and technical papers
- Organized study groups
- Collaborative experiences
- Faculty cross-cultural training
- Faculty mentoring
- Advising
- Internships
- National & international conferences
- Grant writing workshops
- Graduate research and undergraduate research
- Equipment funding
- Workshop for Teaching Assistant (TA) instruction

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University of Alaska Fairbanks

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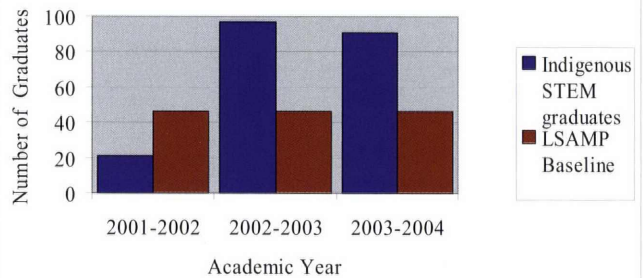
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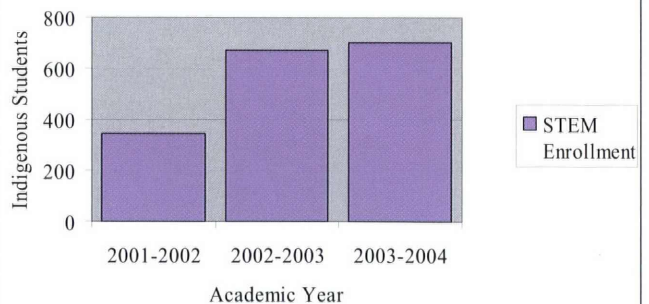
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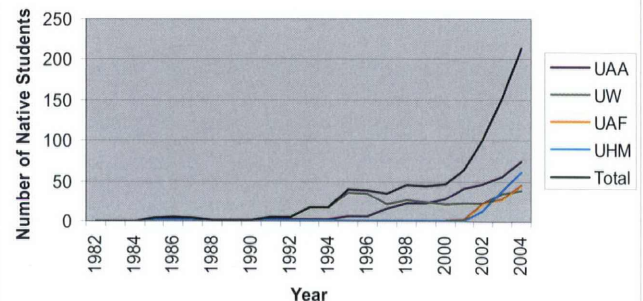
Pacific Alliance Indigenous STEM Graduation Rates Since LSAMP Inception



Indigenous STEM Enrollment



Pacific Alliance Engineering Enrollments



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A Decade of Excellence

... The Best is Yet to Come !!!

AMP Phase II

Focused on long-term or permanent ways to maintain the Phase I increase in the annual minority STEM degree production over time. Its purpose was to increase the retention and performance of students within the learning environment or classroom. Activities included curricular modifications, institutional reorganizations, and shifts in teaching practices, as well in operational practices which were supported by the colleges/universities as part of their general operating costs. In addition, retention and articulation, especially from the Community College of Philadelphia and other 2-year institutions, were emphasized.

AMP Phase I

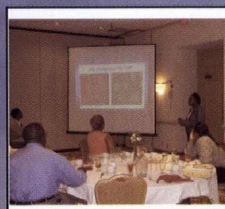
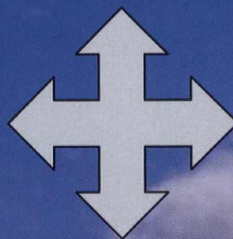
Focused on short-term or non-permanent ways to increase the annual minority degree production quickly. It setup infrastructure to monitor and manage activities that were predominately supported by AMP funds. These activities were primarily support services and resided outside of the learning environment or classroom. In addition, recruitment at the pre-college level was emphasized.

AMP Phase III

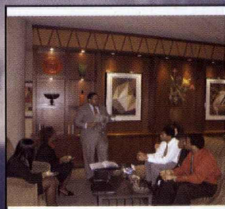
Focus is on the preparation and transition to graduate education. Primary activities include undergraduate research, and graduate school awareness and preparation.

Bridge to the Doctorate (BTD) Program

Focus is on effective strategies for recruiting, retaining, educating and graduating 22 LSAMP graduates at the Masters level in STEM disciplines. Host sites are the University of Delaware and the New Jersey Institute of Technology.



AMP student presents research to faculty.



BTD students and staff converse at NSF meeting.

Significant Accomplishments

Minority STEM B.S. Degree Production: Increased from 201 (1993) to 592 (2004).

Learning Environment Improvements: STEM curricula in Biology, Chemistry, Computer Science, Engineering and Mathematics were enhanced with undergraduate research, the infusion of technology, and/or better pedagogical instructional practices.

Graduate School Attendance and Degree Production: As of Fall 2004, 188 AMP graduates are currently enrolled in graduate school at both the masters and doctorate levels in STEM fields of study. As of June 2004, 12 AMP graduates received their Ph.D. degrees in STEM disciplines.



Erika Rivera, BTD student
Chemical Engineering



Dr. James A. Cooper, Jr.
Ph.D., Biomedical Sciences



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The Puerto Rico Louis Stokes



Alliance for Minority Participation

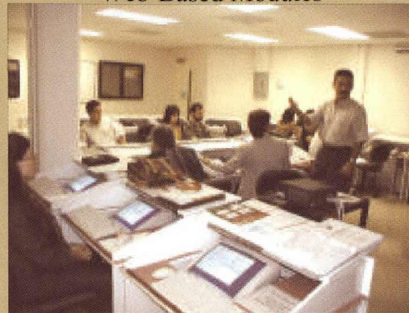
www.prlsmp.org

Sustained Research Experience

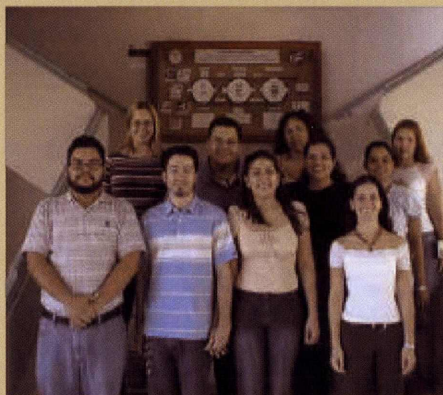


Academic
↔
Excellence

Web-Based Modules



Bridge to the Doctorate

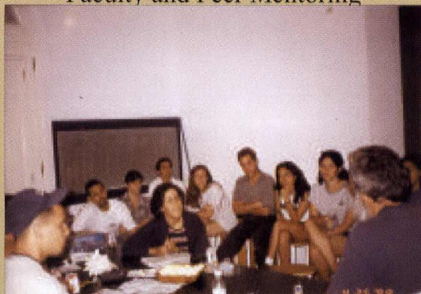


UPR-Rio Piedras



UPR-Mayaguez

Faculty and Peer Mentoring



Role
↔
Modeling

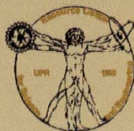
Pre-College to College



1991-2004
35,843 BS Degrees
awarded in STEM Fields

2003 Enrollment
27,068 undergraduate
students in STEM Fields

Coordinated by



UPR-Resource Center for Science and Engineering

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S C A M P



The Louis Stokes

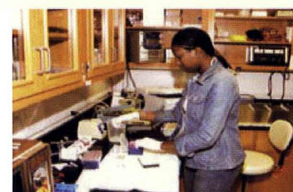
South Carolina Alliance for Minority Participation Program

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Dr. Judith D. Salley, Executive Director/Program Manager, South Carolina State University (803) 536-8509 djdsalley@scsu.edu

“Providing Challenging Opportunities to Get Exceptional” Outcomes”

The Louis Stokes-South Carolina Alliance for Minority Participation Program (LS-SCAMP) was established in 1992 in the state of South Carolina as a collaborative effort between the National Science Foundation (NSF) and eight institutions of higher education. Restructured in 2002, the new SCAMP embodies all seven of the state’s HBCUs, two major research institutions and three technical colleges. The goal of AMP is to significantly increase the number of underrepresented minorities who receive baccalaureate degrees in STEM fields. The South Carolina Alliance, through this twelve-year initiative, has seen a 57% increase in the enrollment of minority students in STEM disciplines and the minority completion rates rise over 100% from 255 to 524 degrees.



Program Impact

LS-SCAMP Programs have had a persistent effect on STEM retention and graduation rates at Alliance institutions.

- The growth in minority STEM degrees is almost 2.5 times the growth in non-minority STEM degrees..
- The growth in minority STEM degrees continues to out pace the growth in minority STEM degrees nationwide.
- The growth in minority STEM enrollment is almost 5 times the growth in non-minority STEM enrollment
- SCAMP institutions produced 76.7% of South Carolina STEM minority BS degrees (557/776).
- Post-baccalaureate studies have significantly increased .among alliance graduates.

Program Activities

The model and cornerstone of the LS-SCAMP program is the directed research component. Major Activities include:

- Undergraduate Research Internship Programs
- Graduate School Preparation Workshops
- Mentoring Programs
- Summer Bridge Programs
- Annual Science and Engineering Research Conference
- Scientific Seminar and Research Courses
- Calculus Excellence Workshops
- Scholarships

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(803) 376-5756

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Ms. Vivian Counts
(803) 738-7618

Clafin University
Dr. Shigara Sandhu
(803) 535-5244

Clemson University
Dr. Bob Snelsnire
(803) 656-5915

Voorhees College
Dr. Cassandra Smith
(803) 793-3351

College of Charleston
Dr. Dinesh Sarvate
(843) 953-5736

Morris College
Dr. Radman Ali
(803) 934-3266

South Carolina State University
Mr. Nathaniel Gant
(803) 536-8184

University of South Carolina
Dr. Mike Perkins/Dr. John Grego
(803) 777-4177/(803) 777-5110

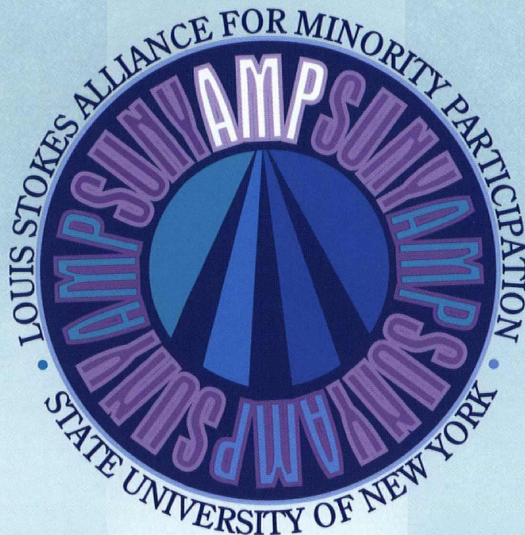
2-year

Denmark Technical College
Dr. Ambrish Lavania
(803) 793-5208

Orangeburg-Calhoun Technical College
Mr. Walt Tobin/Mr. Fred Cooper
(803) 535-1293

Midlands Technical College
Mr. Rick Bailey
(803) 738-7618

SCAMP WEB ADDRESS
<http://scamp.scsu.edu>



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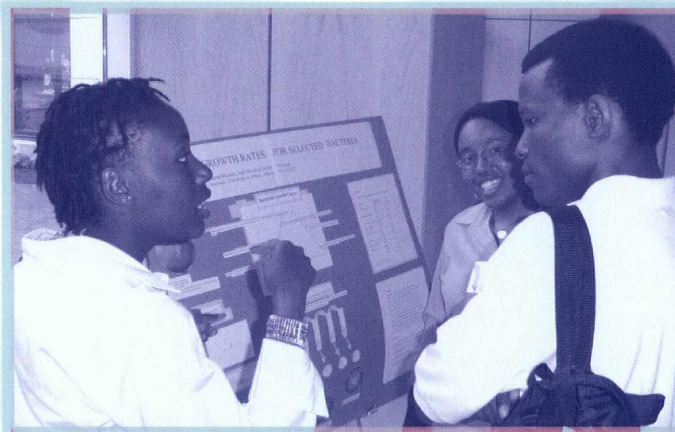
Web Site: www.stonybrook.edu/sunylsamp

How Has the SUNY LSAMP Alliance Helped Us Meet Our Goals?

The State University of New York Louis Stokes Alliance for Minority Participation (SUNY LSAMP) is a coalition of 16 institutions within the SUNY system, one of the largest public college/university systems in the nation. This coalition works in collaboration with federal, state, and local government agencies; major national laboratories; industry, private foundations; and professional and community organizations.

Services include:

- Scholarship and stipend support.
- Workshops and tutoring in science, technology, engineering, and mathematics (STEM) disciplines.
- Mentoring programs that link faculty and staff to students.



- Paid research and internship opportunities.
- Opportunities for students to attend professional conferences and present the results of their research.
- Assistance to students in preparing for and applying to graduate programs.
- Innovative enrichment courses and program models.

Benefits of the Alliance approach:

The great strides in enrollment, degree production, and systemic change could not have taken place without the strong SUNY LSAMP Alliance. It has:

- Helped to improve individual campus operations
- Shared resources to help students
- Planned key events across the Alliance
- Helped place SUNY LSAMP graduates in graduate schools
- Acted as advocate on key issues across the Alliance, the state, and the country
- Helped adapt best practices for use at other Alliance institutions
- Identified key issues for further study
- Developed new strategies and program models as a result of the Alliance-wide evaluation

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Binghamton Region ★ Cynthia Sedgwick, *Director* • (607) 777-6204 / (607) 777-4881 • csedg@binghamton.edu

University at Binghamton • Broome Community College • Tompkins Cortland Community College **Buffalo Region** ★ Drexel Gidney and John Staley, *Co-Directors* (716) 645-2774 / (716) 645-2549 • gidney@eng.buffalo.edu • jstaley@acsu.buffalo.edu • University at Buffalo • Buffalo State College

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Dutchess County Community College • Orange County Community College **Long Island Region** ★ David Ferguson and Henry Teoh, *Co-Directors*

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Farmingdale State University • Nassau County Community College • Suffolk County Community College

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OVERVIEW

Tennessee State University, LeMoyne-Owen College, Middle Tennessee State University, University of Memphis, University of Tennessee at Knoxville, and Vanderbilt University partnered to form the Tennessee Louis Stokes Alliance for Minority Participation (TLSAMP). The goal of the TLSAMP program is to increase the number of the underrepresented science, technology, engineering, and mathematics (STEM) students by at least 100% at the end of the five-year period. The objectives to support the goal of the alliance are to:

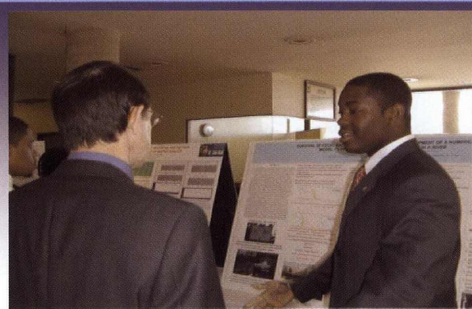
- Recruit underrepresented students to pursue science or engineering as a career.
- Improve the quality of the learning environment for underrepresented science and engineering students at all schools.
- Ensure that a larger number of undergraduate students are prepared to enter graduate programs.

ACCOMPLISHMENTS

- A major accomplishment for 2004 was the increase of undergraduate degrees granted to under-represented minority students in STEM majors from 362 to 383, representing a ten percent increase from our inception.
- Another accomplishment was the high level of organization, enthusiasm and commitment exhibited by the institutions in the Alliance. This Alliance is now beginning to function as a team. Three alliance activities were planned and implemented. They were the Summer Bridge Program, the Summer Research Program and the Research Symposium, with 326, and 83 students, respectively.
- Another significant accomplishment was that a greater number of minority students are taking interest in graduate and professional schools and in professional development opportunities through on-campus research and internships.

ANNOUNCEMENTS

- The 2nd Annual Research Symposium will be held March 17-18, 2005 at the University of Memphis.
- Our 2005 Summer Bridge Program will be held June 12 – July 1, 2005 and is being hosted by Vanderbilt University





**2004-2005
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Prairie View A&M University



*Prairie View A&M joins efforts
to boost Engineering Education*

Historically black Prairie View A&M University entered a partnership with global outsourcing giant EDS, in an effort to provide product life cycle management (PLM) technology and training to enhance engineering education at the Kwame Nkrumah University of Science and Technology, Ghana's premier engineering school.

" We are grateful to EDS and Prairie View A&M for their tremendous support of our region and students. The faculty and students are highly impressed with the software's ease of use and advanced features. "

--- Dr. Abeeku Brew-Hammond
*Mechanical Engineering Department head
Kwame Nkrumah University of Science
and Technology, Ghana*



LeAnthony Holliness conducting experiments in the Undergraduate Research Chemistry Lab at Texas A&M University

Texas A&M University

Century Scholars Program

The Century Scholars Program is a successful student recruitment and retention initiative that helps Texas A&M University enroll and graduate that are underrepresented at the university.

- Provides financial aid, sponsored campus visits, and scholarship opportunities to encourage students to pursue higher education.
- The cumulative grade point average and the retention rate for Century Scholars is higher than the averages for all Texas A&M students,
- Received 2003 Retention Excellence Award (one of nine awards) by Noel Levitz, the nation's leading higher education consulting firm for recruiting and retention.
- Cited as a model race-neutral program by the U.S. Department of Education's Office for Civil Rights.

Texas Aggie Access Program

Texas Aggie Access is a living-learning community program that provides academic and enrichment support to freshmen with characteristics indicating with that they might not succeed at a large institution such as Texas A&M University.

- A higher percentage of Access participants maintained a 3.5 grade point ratio and persisted in higher education than non-participants.
- Participants also completed more semester credit hours than non-participants.



Texas A&M University Corpus Christi

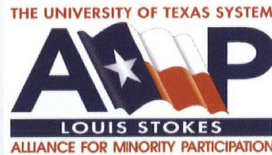
Texas A&M Corpus Christi hosted the Second Annual Pathways to the Doctorate Conference and the First Annual Mini Symposium this year.

The AMP students participated in both the conferences and interacted with many distinguished people such as Dr. Howard Adams, motivational speaker. The one-to-one interaction among LSAMP students boosted the development "Community" across universities, and among undergraduate and graduate student s and various faculty participation also resulted in increased one to one interaction among AMP students.

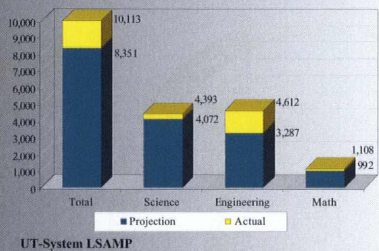


University of Texas System LSAMP

A Catalyst for Change

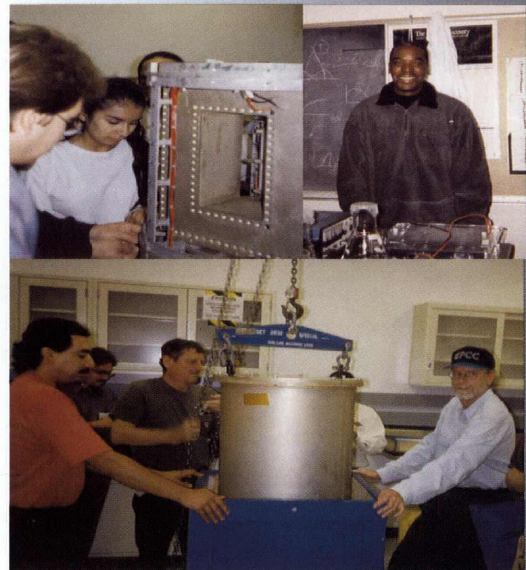


STEM Bachelor's Degrees Awarded to Underrepresented Minority Students By Academic Fields Contrasted to Expected Increases (1991-92 to 2002-2003)



The annual number of underrepresented minority graduates in the engineering disciplines has more than doubled that of the baseline year (1992-93). This is a significant increase as state and national statistics over the past several years have shown that both the enrollment and graduation of undergraduate engineering majors is declining.

The University of Texas System LSAMP has brought together the nine academic components of The University of Texas System in an effort to increase the number of underrepresented minority students enrolling in and graduating from baccalaureate programs in science, technology, engineering and mathematics (STEM). At the same time, the Alliance has sought to increase the enrollment of underrepresented minority students in STEM graduate programs at UT-System institutions. Emphasis in Phase III is on increasing graduate opportunities for underrepresented minority individuals at Alliance institutions, especially at the doctoral level.



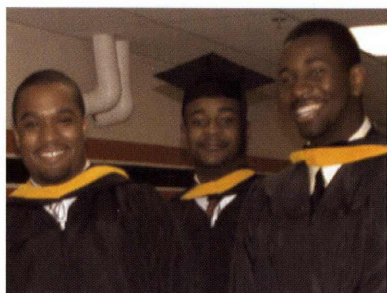
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UT System LSAMP website: <http://research.utep.edu/lisamp>

LOUIS STOKES ALLIANCE FOR MINORITY PARTICIPATION

University of Maryland, Baltimore County
 University of Maryland, College Park
 University of Maryland Eastern Shore



USM LSAMP is a comprehensive program that is designed to increase the quantity and quality of minority and other students receiving baccalaureate degrees in science, technology, engineering, and mathematics (STEM).

- Alliance institutions awarded 655 STEM baccalaureate degrees to minority students in 2003-04.
- Alliance institutions awarded 71 STEM master's degrees to minority students in 2003-04.
- Alliance institutions awarded 14 Ph.D. degrees to minority students in STEM fields in 2003-04.
- Many LSAMP students advance to top graduate schools including Johns Hopkins, Stanford, Carnegie Mellon, Princeton, and Brown.
- Summer 2004 student research placements included Lockheed Martin, Case Western Reserve, NIH, Yale, NASA, and Northrop Grumman.



Program Highlights:

- Undergraduate research
- Academic Support
- Scholarship Support
- Mentoring
- Summer Bridge
- Conference presentations
- Monitoring and Tracking
- Math Bridge
- College and lab visits
- Cultural Enrichment
- Community Service

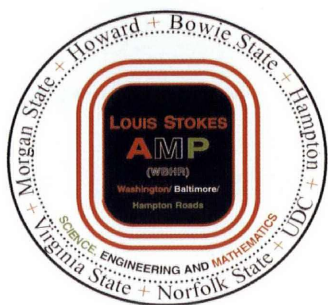


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Washington/Baltimore/Hampton Roads- Louis Stokes Alliance for Minority Participation Program (WBHR-LSAMP)

www;howard.edu/lsamp

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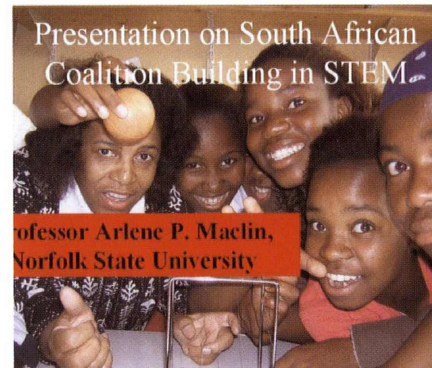
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The Washington Baltimore Hampton Roads Alliance for Minority Participation (WBHR-LSAMP) Program includes Howard University as the lead institution with Morgan State University, Bowie State University, the University of the District of Columbia, Hampton University, Norfolk State University, and Virginia State University as partners. Over the past ten years, more than 45,000 minority students have enrolled in STEM fields at this WBHR Alliance. More than 7,500 students have graduated from these institutions with B.S. degrees in STEM fields. The overall objective of this program is to ensure that the WBHR-LSAMP students are exposed to career opportunities in the science, technology, engineering and mathematics (STEM) fields. Our greatest goal is to stimulate many of these students to pursue careers at the doctorate level.

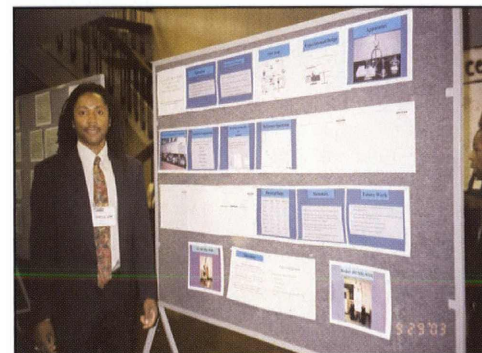
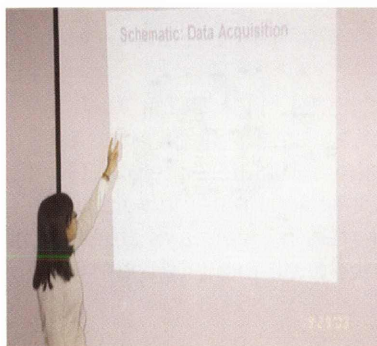
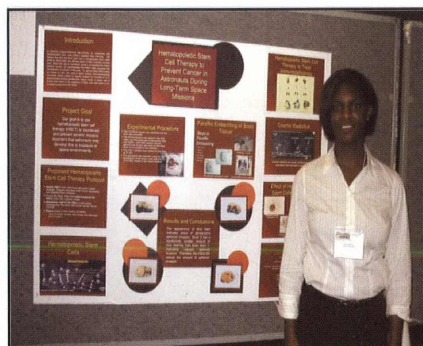
The WBHR-LSAMP program supports undergraduate research students. The overall objective of this program is to assure that the LSAMP student has well-rounded research opportunities. Students are expected to participate in research activities during the summers and the academic year at their home institutions, at other research universities and in industrial or national laboratories. The overall goal of the program is to encourage minority students to pursue doctoral degrees in STEM fields and to become involved in research careers. During the 2003-2004 academic years, among other efforts, the WBHR-LSAMP provided junior/senior level students with research opportunities during the first and second semesters and summer; conducted specialized classes through the Cisco Networking Academy; organized a special video-conferencing course for students in gatekeeping courses (biology, calculus, chemistry and physics); provided financial assistance to STEM students during the fall and spring semesters; and facilitated the transfer of community college students into STEM programs at WBHR institutions.

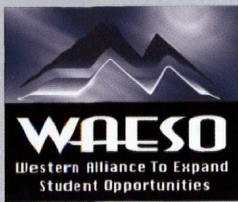
PhysMoVan South Africa Collaboration

WBHR-LSAMP participated in the PhysMoVan project. A goal of the effort is to develop a collaborative REU/RET project with South African scientists, high school science and mathematics teachers and undergraduate students with their counterparts in the US. The proposed REU/RET will identify American scientists and engineers to work on projects with their counterparts in South Africa that address some of the national research areas that have been defined by the National Research Foundation. A WBHR-LSAMP student participated in the summer project.



WBHR Supports Student Research
Students present research





WESTERN ALLIANCE TO EXPAND STUDENT OPPORTUNITIES (WAESO)

<http://www.asu.edu/WAESO> Email: waeso@asu.edu

THE NATIONAL SCIENCE FOUNDATION



NSF sponsored undergraduate component of the Western Alliance to Expand Student Opportunities

WAESO Participating Institutions

Arizona:

- Arizona State University
- Cochise College
- Maricopa Community College System
- Dine (Tsaile Campus)
- Pima Community College
- University of Arizona

New Mexico and Western Texas:

- Eastern New Mexico University
- Dine College
- New Mexico Highlands University
- New Mexico Institute of Mining and Technology
- Northern New Mexico Community College
- Santa Fe Community College
- University of New Mexico
- Western New Mexico University
- El Paso Community College

Nevada:

- Northern Nevada Community College
- University of Nevada, Las Vegas
- University of Nevada, Reno

Colorado:

- Colorado State University
- Community College of Aurora
- Mesa State College
- Pikes Peak Community College
- Pueblo Community College
- Regis University
- University of Colorado at Boulder
- Colorado State University - Pueblo

Utah:

- Brigham Young University
- Salt Lake Community College
- Southern Utah University
- University of Utah
- Utah State University
- Utah Valley State College
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The LSAMP-Western Alliance to Expand Student Opportunities (WAESO) is now engaged in Phase III of operations. After exceeding our goals of doubling the number of baccalaureate degrees per year within the STEM disciplines during each of Phases I and II, our goal for Phase III is to once again, double the number of graduates within our region. WAESO will continue to increase the quality and quantity of underrepresented minority students receiving degrees in science, technology, engineering, and mathematics throughout our region which includes institutions in Arizona, Colorado, New Mexico, western Texas, Nevada, and Utah.

LSAMP-WAESO activities in which students participated include:

- peer study groups (local and over the Internet)
- summer bridge programs
- faculty-directed undergraduate research projects
- graduate preparation institutes, mentoring, and research conference



MGE@MSA/WAESO students presenting their posters at the Annual Student Research Conference on March 29, 2004 at Arizona State University.

On March 29, 2004, WAESO, in conjunction with More Graduate Education at Mountain States Alliance (MGE@MSA), held their Annual Student Research Conference and Graduate Student Fair at Arizona State University. Undergraduate and graduate students within the STEM disciplines participated in a series of student poster presentations and exhibits especially designed to assist them in pursuing graduate studies in science, technology, engineering and mathematics.

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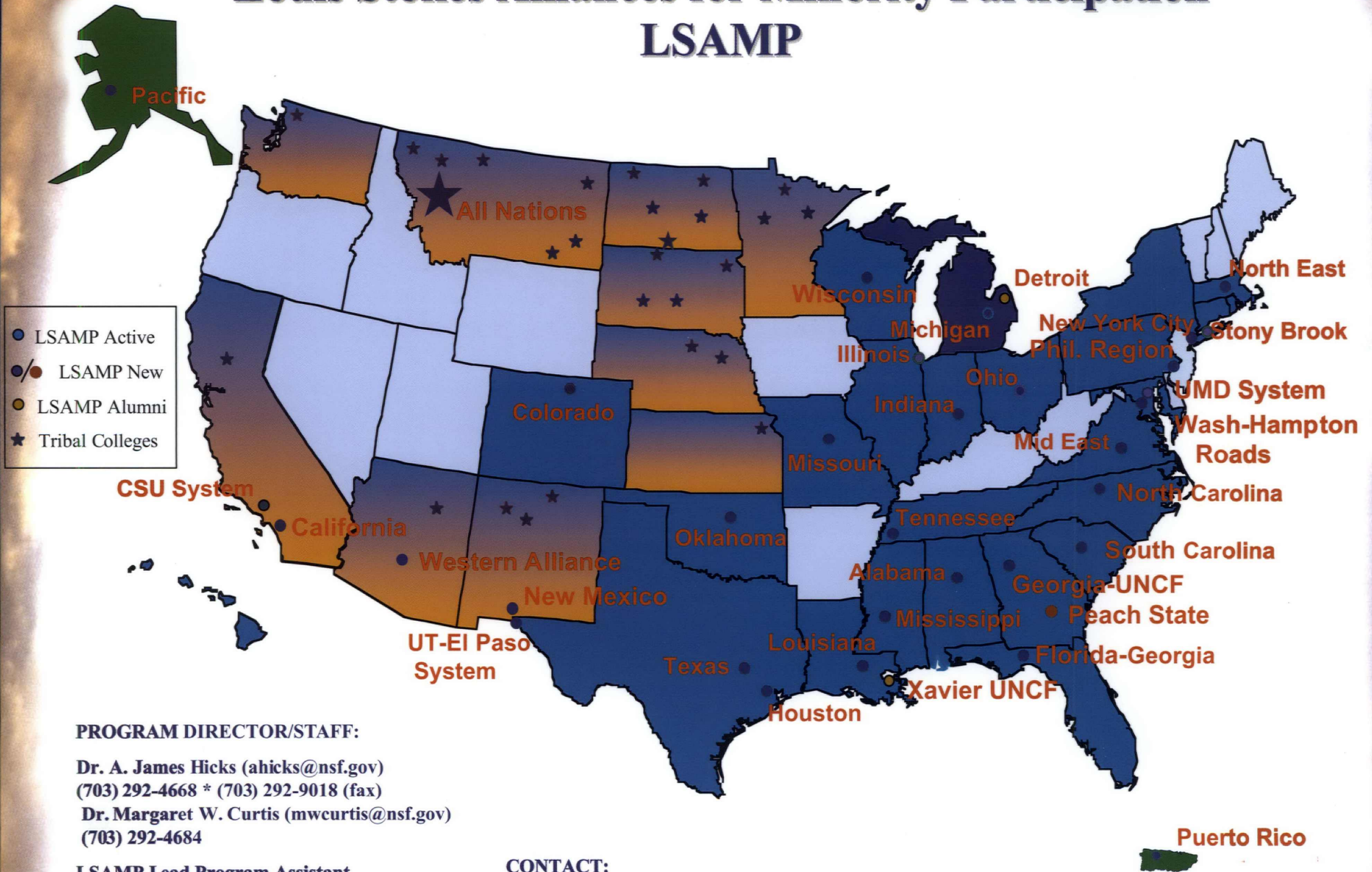
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