

LSAMP MODEL: TEAM DISCUSSION

THREE QUESTIONS

- I. What is the LSAMP model for supporting student retention and progression?
- II. What is the LSAMP model for promoting institutional change?
- III. Next Steps?

LSAMP MODEL OF STUDENT RETENTION AND PROGRESSION (URBAN INSTITUTE REPORT)



- Based on analysis of mature LSAMP alliances by Clewall and Cosentino (2006) .
- LSAMP framework is longitudinal – builds in strategies to retain students in the STEM pipeline from initial recruitment through graduation and graduation school.
- Clewall and Cosentino found that LSAMP incorporates two key elements identified by Vincent Tinto’s model for increasing retention in higher education among first generation college students (1975).
- **ACADEMIC AND SOCIAL INTEGRATION** - The focus on academic and social integration provides activities and services that build up a set of positive interactions between a URM student and the academic and social systems of the university.
- In addition, **PROFESSIONALIZATION** - Socialization into science prepares students for the future and teaches them the skills and attitudes of their discipline, .
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LSAMP MODEL OF STUDENT RETENTION AND PROGRESSION (URBAN INSTITUTE REPORT)

The table, titled "LSAMP MODEL ELEMENTS", lists 14 activities and their alignment with three integration domains: Academic, Social, and Professionalization. Each activity is represented by a row with colored bars and checkmarks indicating alignment.

Activity	Academic Integration	Social Integration	Professionalization
Summer Bridge	✓	✓	
Peer Study Group	✓	✓	
Learning Centers	✓	✓	
Academic Advising	✓		
Summer Academic Enrichment	✓		
Tutoring	✓		
Research Experience	✓	✓	✓
Mentorships	✓	✓	✓
Conferences	✓		✓
Internships	✓	✓	✓
Career Awareness			✓
GRE Test Preparation	✓		✓
Graduate School Admissions Support			✓

- Strengthening learning communities and peer-led team learning
- Proving support and opportunities for student research experiences (research methods, hands-on experimentation, conference attendance and presentation),

LSAMP: AN APPROACH TO INSTITUTIONAL CHANGE

- OTHER ASPECTS OF THE LSAMP MODEL (BASED ON NSF SOLICITATIONS)
- QUESTIONS, THOUGHTS, ADDITIONS

LSAMP: AN APPROACH TO INSTITUTIONAL CHANGE

FROM THE NSF LSAMP SOLICITATION

- LSAMP proposals require plans that are comprehensive and longitudinal.
- Fragmented or isolated efforts provide insufficient response to the acknowledged scope and scale of the problem being addressed by the LSAMP program.
- To promote institutional commitment to under-represented minorities in STEM disciplines, the President or Provost of the lead institution should serve as the Principal Investigator.
- Specific projects depend on the character and location of the members of each alliance.

LSAMP: AN APPROACH TO INSTITUTIONAL CHANGE

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- The development of academic, curricular, and co-curricular enrichment activities to improve instruction and increase student integration and progress.
- The creation of alliances drawn from different academic institutions, government institutions, and/or other private organizations..
- Direct student support for academic year and summer enrichment activities.

LAMP: AN APPROACH TO INSTITUTIONAL CHANGE

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- Mid-level Alliances (after 5 years)
- Senior Alliances (after 10 years)

LSAMP: AN APPROACH TO INSTITUTIONAL CHANGE

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- Beginning Alliances – focus on pre-college activities and innovative activities to support retention of 1st and 2nd year students in STEM.
- Mid-level Alliances -focus on retention of 1st and 2nd early students and early intervention to retain upper level students with an emphasis on attending graduate school in STEM fields.
- Senior Alliances – measurable impact on under-represented minorities in STEM, comprehensive evaluation, and institutionalization of successful activities.

OTHER ELEMENTS OF LSAMP FUNDING

- Bridge to the Doctorate
- Connections with Community Colleges
- International Research
- Veterans
- Other

NEXT STEPS?