LS-LAMP SENIOR ALLIANCE IMPLEMENTATION PROPOSAL

Process Objectives are really implementation strategies

They are called Process Objectives because their continued implementation is an objective in itself for institutionalization.

University: Southern University and A&M College, Baton Rouge (SUBR)

2014-15

Process objective 1. To expand and reinforce systemic mentoring, including research participation and guidance to graduate school

Sub-objective 1.1 To expand financial support to students

ACTION STEPS	SPECIFIC PROPOSAL DETAILS
1.1.1 Form partnerships for scholarships and fellowships and other external funding for students	- recruit TOPS scholars in STEM fields - write to University administration for continuation of supplemental support ($15,000) - write to the Alumni Association for supplemental support - explore getting support from local industries (DOW, EXXON-Mobil, etc.)
Increase the number of students	Award 10-20 additional scholarships
Increase the amount of support for students	- Review "total support" for each scholar and increase funding when warranted. TOPS, Federal Student Financial Aid, Dept. Fellowships, etc. are sources to utilize. In addition, research the internet/other sources for organizational/foundation funding to meet the financial needs of the students

		1.1.2 Obtain funding from industry, governmental agencies, private sources and university		Internship positions, seriously sought, basically guarantee the attainment of this objective for all Scholars in junior or seniors years and most scholars in the sophomore year. See LS-LAMP web site for a dynamic listing of opportunities, including CIC, Federal Labs, etc. A least one proposal will be written to sources supporting mentoring/undergraduate research. -encourage a minimum of 50 students to secure summer research positions at national, university and industry research laboratories - strongly encourage each scholar to apply to no less than three (3) organizations for summer research opportunities; each scholar will submit a list of the applications submitted and update the assigned mentor on the status of applications.

	1.1.3 Explore opportunities and disseminate information on relevant opportunities to interested parties		- campus LAMP brochures to be given out when we meet with industry, other colleges, students - will widely disseminate LAMP brochure - email information on LAMP to dept. heads and students - increased web presence on campus web site as well campus LAMP website - contributions to the web site and the brochures will be made by each department through the dept. coordinators -dissemination LAMP literature through the Office of Admissions during high school visits and through representatives attending regional and local high school career fairs
	1.1.4 Explore LS-LAMP travel/research grants		Encourage students to use funds: at least five (5) applications -departmental mentoring coordinators to advertise widely the availability of funds -informational flyers to be posted throughout the STEM departments
Sub-objective 1.2 To enhance communication skills			
	1.2.1 Offer technical writing courses, interactive web sites, multi-media resources and referral to English		Identify "technical writing" components to STEM curricula, in addition to the required English courses. See to it that STEM scholars take technical writing, and more (i.e., speech). - guide students to the World Lecture Hall web site. Self-directed learning has to start! - require scholars to document their efforts in monthly or bimonthly reports (portfolio)
	1.2.2 Make oral presentations and/or written reports, including technical aspects		Oral communications are a component of many of the science and environmental courses. - make two (2) or more scholars present at the LAMP conference -require each junior/senior scholar to make at least two presentations (oral or poster) per year - require each scholar to submit an end of semester report
	1.2.3 Provide tutoring in editorial revision processes		-minimum of three written assignments per year, will engage the scholars in this process

		1.2.4 Send students to scientific conferences		- all LAMP funded scholars will be required to attend the statewide LAMP conference and/or SUBR LAMP symposium (dept. coordinators to ensure participation) - strongly encourage students to attend local, regional, and national conferences (i.e. National Society of Black Engineers (NSBE), American Chemical Society (ACS), National Conference of Black Physics Students (NCBPS), NAFEO High Tech Expo, American Physical Society (APS), National Organizatin for the Professional Advancement of Black Chemists (NOBCChE), DOE/EPSCoR-LS LAMP SEM Research Conference, etc.) - encourage the students to document the activities of the conference
		1.2.5 Provide forum for students to practice communication skills (seminars, conferences, workshops, lecture, etc.)		-hold a weekly or monthly seminar for the LAMP scholars - 3 to 5 special lectures per semester (Fall and Spring) by scientists/engineers from government/industry (i.e. NIST, Lawrence Livermore National Laboratory, Lucent Technologies, Michigan Technological University, etc.) -strongly encourage scholars to attend special workshops/seminars on the Law of Performance, the Scientific Method, Thought-Emotion-Action-Management (TEAM), time management, ethics in science, career goal development, graduate school attendance, etc.
Sub-objective 1.3 To provide comprehensive, scientific advisement				
		1.3.1 Identify STEM assistant coordinators in various departments		One instructor is assigned to the LAMP grant per department/division of STEM
		1.3.2 Recruit mentors in all STEM disciplines		- guide mentoring coordinators and chairs to assign every STEM student to a mentor
		1.3.3 Make frequent, documented contact with students		Advisor/Mentors meet with LAMP STEM scholars to negotiate a meeting every two weeks or once a month (document the meeting and make entries in the student portfolio regarding his/her participation, activities and progress)

	1.3.4 Enlist academic advisors for all STEM students (special attention to course sequencing and graduation requirements) (See the 10 advisement/mentoring items of Timbuktu Academy as applied by LAMP)		- Through department chairs and mentoring coordinators see to it that every STEM major has an academic advisor who maintains a portfolio on his/her advisees/mentees. Include freshmen/sophomore in this assignment, whenever their intended major is a STEM field. - academic advisor for our LAMP students is their advisor/mentor (pre-requisite for STEM majors)
	1.3.5 Provide training/workshops on advisement and related topics		- provide mentoring/advisement packet to faculty members at the beginning of each semester, update as necessary - offer a workshop on mentoring/advisement per semester - see to it that proper mentoring/advisement is recognized in writing (A survey instrument, designed properly, could help in the assessment.)
	1.3.6 Share current resources on advisement specific to STEM disciplines (current literature)		Encourage faculty development through the use of information on Student Learning Inventory. The Timbuktu Academy offers a road-map for systemic mentoring at its web site (www.[phys.subr.edu/timbuktu.htm, See under Virtual Mentoring Institute)
	1.3.7 Secure support of upper level administrators to ensure quality and accountability in advisement of students in STEM (+) disciplines		- continually inform upper administration about LAMP - orally and in writing - request a full time secretary to help with recruitment, mentoring documents, placement in 4-year colleges or in graduate school, collection on information from departments/units, MARS Data entry, etc. and serving as a permanent (always present) contact for Scholars.
Sub-objective 1.4 To encourage use of tutors to coach academic excellence			

	1.4.1 Use LAMP students as tutors		Encourage all scholars to tutor and to document their efforts (for inclusion in their portfolios, to mentioned in recommendations later). Tutoring heightens the tutor's resolve to study regularly, serves as a practice for oral communication (see the Power Law at the web site of the Timbuktu Academy), and instills a sense of responsibility and of contribution, etc. The annual report will reflect how many scholars tutored in academic year. - strongly encourage any STEM student with a GPA of 2.7 - 3.0 who receives LAMP funds to attend tutoring sessions; require any STEM student with a GPA of 3.4 and above to provide tutorial services
	1.4.2 Assign students to study groups, possibly under a peer tutor or instructor		- survey departments to know the current status. Encourage LAMP scholars to show the way. Study groups also heighten students resolve to be responsible learners & promote interpersonal skills (needed in graduate school, in research laboratories, and everywhere else we know). - promote the formation of 2-3 student groups for each STEM discipline
	1.4.3 Give group assignments		- Campus coordinator to assign projects to groups (at least three (3) times per semester)
	1.4.4 Assign peer mentors/"Big Brothers/Sisters"		Please see 1.4.2. If 1.4.2 is properly implemented, it makes up for this one. (The redundancy or overlap is by design).
	1.4.5 Require students to sign up for one hour problem-solving session		- review curricula and arrange for scholars to develop problem solving skills. Have at least one seminar presentation made to the scholars on the Problem Solving Paradigm or a similar proposition. Recitation courses are problem-solving sessions.
	1.4.6 Provide literature, software, etc. to support tutoring activities		Will acquire and provide materials to campuses and students. Campus Technology Fees programs have the funds to provide needed software products. Request same in writing. The LS-LAMP Office also has limited resources for acquiring selected software products. - two technical information sessions will be held each semester on the use of technology in learning (i.e. MathLab)

	1.4.7 To explore and implement alternative learning and teaching strategies to affect greater STEM retention		- check with department heads on current status (in writing). The current state of affairs will be addressed in the annual report for the academic year. Corrective actions, if needed, to follow in the next year.
	☐ Clustering and scheduling night		
	☐ Group study		Scholars will continue to form study groups at the beginning of each semester, as done in the past.
	☐ Mentoring workshops		Such workshops are offered not only to scholars but also to faculty members, including those on other campuses
Sub-objective 1.5 To introduce students to research tools and methods			
	1.5.1 Introduce students to research faculty		- We will strongly encourage 30-60 students to apply for the CIC summer research internships - assign scholars to research projects and PARTICULARLY ensure that STEM Scholars apply for summer research internships (See www.ls-lamp.org for many opportunities.) -LAMP STEM scholars (sophomore and above) will be required to apply for summer research internships
	1.5.2 Make research involvement part of campus programs		See 1.5.1; require a research journal for each scholar: namely, students engaged in research have to maintain a research journal (I.e., a Lab journal for research scientists). It promotes accountability and enhances writing skills!!! (Scholars' journals should be reviewed at least once every semester.)
	1.5.3 Have students write up and publish research findings at student conferences		- we expect every LAMP scholar to have "papers" in their portfolio; their resumes should show several technical presentations! (See LAMP conferences, campus presentations, etc.) - each LAMP scholar will have a minimum of 2 papers or technical reports per year; each LAMP scholar (sphomore and above) will make 2-3 technical presentations a year
	1.5.4 Require students to write summaries of research seminars they		LAMP scholars will attend the LAMP DOE-EPSCOR conference - each one will write a 2-page single spaced report.

	1.5.5 Disseminate information on research activities		- research activities will be posted on the website within 2-3 weeks of the end of each semester, including summer
Sub-objective 1.6 To involve LS-LAMP students in hands on research			
	1.6.1 Mandate and secure student participation in research (NSF requirement)		Please refer to Summer Research placements, academic year research on campus, etc. The annual report will give the listing of scholars who conducted research in the academic year or in the summer, along with the titles of their projects., etc. Dept. coordinators to ensure student participation in the SUBR LAMP Research Symposium.
	1.6.2 Place students in summer and academic year internships		All students will be encouraged to apply. LAMP funds could be used to augment their expenses when necessary (Campus coordinator will contact LS-LAMP office if there is such a need).
Sub-objective 1.7 To strengthen students' professional skills			
	1.7.1 Encourage membership and participation in STEM discipline-specific organizations		- 70% of STEM students will have membership in student and/or local chapters of discipline specific organizations (i.e. Timbuktu Academy, American Physical Society, American Chemical Society, Institute of Electrical and Electronics Engineering, etc.) - require listing of participation by students in their resumes; to be updated and submitted every semester. - details of accomplishments to be in the annual report
	1.7.2 Involve students in professional conferences/meetings		Discipline specific conferences, LAMP/DOE-EPSCoR conference, etc. will be attended by scholars. Who attended what conferences will be provided in the annual report. l
			Will seek out conferences for student participation during the academic year
	1.7.3 Have students make research presentations (local/state/regional/national)		Please see 1.7.2, WAESO, etc. The redundancy is by design.

	1.7.4 Implement Shadow Day opportunities		- involve 60-100% of students in Shawdow Day (students will shadow research faculty, local scientists, engineers, and science policy makers
	1.7.5 Implement alumni mentoring		- seek 1 alumnus per every 4 scholars for participation in Shawdow Day and career long mentoring
Sub-objective 1.8 To build computer and technological skills			
	1.8.1 Integrate daily email utilization in campus mentoring activities		Currently being done by many coordinators, mentors, departments: to ensure that all Scholars are utilizing email communication effectively. Opportunities for Summer Internships to be partly communicated to Scholars via email. Require that every scholar submit some kind of report, three times a year, to his/her mentor (for inclusion in the portfolio.) Oh, no need to add that these reports will hone writing proficiency.
	1.8.2 Have students develop personal web pages		- We will continue to have the TNS office to assist students - hire a "savvy" student to assist others
	☐ Resume		Require an updated resume from each scholar, twice a year (Beginning of fall, and beginning of Spring--partly for the portfolio and for internship applications.). Status of implementation to be stated in the annual report.
	☐ Personal Statement		Two of the reports in 1.8.1 could be two different versions of scholars' Personal Statements (for internship or for graduate school applications.).
	1.8.3 Meet state requirement for computer literacy		All public universities/colleges require this literacy--as per a mandate of the State Board of Regents. The State of Affairs, for our campus, to be made in our annual report.
	1.8.4 Organize workshop on computer application and productivity tools, including a presentation package		- strongly encourage each STEM student to attend a minimum of one (1) workshop per semester as offered through technology office
Sub-objective 1.9 To monitor and encourage student performance			

	1.9.1 Maintain a mentoring portfolio on each student (to be done by mentor)		As per the 10 steps of systemic mentoring, there is no substitute for a PORTFOLIO for a mentoring that is done responsibly and professionally (and is different from anecdotal meetings, in passing, at the beginning of semesters.) Please see previous subsections for the need for the portfolio. TO BE IMPLEMENTED AND DESCRIBED IN THE ANNUAL REPORT. Annual report will be prepared by the campus coordinator based on the two reports per semester prepared by each department coordinator.
	1.9.2 Implement scientific advisement of students		see 1.3.4 - A checklist for GRADUATION REQUIREMENT is critical. Have (serious) meetings between mentors/advisors and students. (Devote attention to transfer requirements.) Record every mentoring meeting in the PORTFOLIO, along with a listing of issues discussed. Grade reports are to be brought by students at the meeting dealing with next semester's course load.
	☐ Regularly monitor of class status (including via emails)		department coordinator additionally monitors class attendance and mid-semester grades
	☐ Conduct advisement meetings to review status (please see the 10 commandments of systemic mentoring and graduation requirements)		We have semester advisor/mentor meetings with the campus coordinator. Additionally, the campus coordinator is in contact with the mentors via email. Email communication should allow every mentor/advisor to meet his/her mentees/advisees. At a minimum, one meeting is needed to finalize the courses for the coming semester, to review the mid-term grade and take action, etc.
	1.9.3 Develop electronic tools to assist faculty		Vastly expand electronic communication with faculty, students, LAMP Office. Student Technology Fees have made this possible on public campuses. Private ones were generally ahead in this area. Annual report to elaborate of the realities of our campus.
Sub-objective 1.10 To prepare students for graduate school			
	1.10.3 Conduct GRE Workshops, courses and classes		- at least one (1) GRE workshop will be offered each semester - all 1st semester juniors and up will be required to attend

	1.10.4 Sponsor graduate school visits		Get applicable university offices to organize graduate school days. CC, departments, etc. to ensure that STEM students attend the Graduate School Days. Quantitative details to be in the report. - 50% or more of STEM junior and/or senior level students will be supported for graduate school visits
	1.10.5 Assist students with graduate school application (personal statements, recommendation letters, timely submission)		The Campus CO- Coordinators (CCC) and oand Departmental Mentoring Coordinators (DMC) will continue to implement this activity. All students will take the GRE at lest once by the end of their junior year. Dept. coordinators to ensure that they take the GRE.
	1.10.6 Promote to students the benefits of graduate education		CCC and others to hold seminars, workshops, etc on the benefits of graduate school. Department Mentoring Coordinators to ensure participation.
	1.10.7 Build collaboration with graduate schools and		Contact CIC, Leadership Alliance and individual graduate schools directly and through the LAMP Office
Process objective 2 To expand our collaboration with other systemic programs, national resources and industry			
Sub-objective 2.1 To build collaborative partnerships with systemic programs, national and industrial laboratories and resources, professional societies and private foundations			
	2.1.1 Develop process for identifying partners in collaboration with campuses		-initiate contact with campus coordinators of LAMP campuses every semester to identify collaborations - acquire at least two (2) new partners for collaboration
	2.1.2 Identify pool of potential partners at national and state levels		Dept. Mentoring Coordinators will communicate with Department heads to identify existing relations with national laboratories that could be of value to LS-LAMP.

	2.1.3 Formalize relationships through MOUs		The Campus Coordinator (CC) to write to university officials to identify existing MOUs or similar documents who could serve LS-LAMP in its efforts.
	2.1.4 Develop strategy for promoting LAMP and attracting partners		LS-LAMP brochure will be disseminated on campus and to our prospective and existing partners (public and private sectors). We will publish releases in the Student Paper on LS-LAMP, its Scholars, conference participation, research accomplishments, etc. - promote LAMP through educational series on public access channels - distribution of LAMP flyers at annual business/industry expositions
Sub-objective 2.2 To increase outreach activities with pre-college community			
	2.2.1 Involve LAMP students in visiting high schools		CC will contact the recruitment office each semester to have LAMP scholars accompany recruiters - minimum of six (6) high school visits to be made each semester with 3-5 LAMP STEM scholars per visit - target 6 - 10 high schools
	☐ Help conduct science demonstrations		Dept. coordinators will volunteer LAMP scholars to help conduct the high school science fair at the LAMP conference
	☐ Help develop math skills		CC will communicate with the Department of Mathematics on this subject-again.
	☐ Develop critical thinking skills		Several topics of the weekly seminars will address this topics, including general communication proficiency.
	2.2.2 Serve as pre-college tutors and mentors		- We encourgage scholars to complete 15 hours per semester, each, as a pre-college tutor or mentor
	2.2.3 Mentor K-12 school teachers, assisting with math, science activities		We will work to establish some relations between K-12 science/math teachers and selected departments/units whose faculty/researchers could visit some teachers and schools. A GREAT RECRUITMENT TOOL FROM HIGH SCHOOLS!

	2.2.4 Establish effective on-line communication links with local schools, teachers, students		The CC will take an inventory of existing infrastructure to enable this activity and communicate same to departments/units to facilitate part of 2.2.3 above.
Sub-objective 2.3 To utilize vigorously the transfer articulation with the new two-year community colleges in LCTCS, functionally networked into the educational continuum and the STEM enterprise			
	2.3.1 Acquire paper copy and electronic version of the articulation agreement developed by Board of Regents		Departmental Mentoring Coodinators will be asked to report on the efforts of their units in this area. Pertinent articulation documents have been distributed and are available on the web (laregents.org).
	2.3.2 Target LAMP funded scholarships for community college graduates		- CC will continue to allot 5-10 scholarships for community college graduates transferring to SUBR STEM programs
	2.3.3 Recruit at the community colleges		- 2 recruitment trips per academic year to local community colleges
	2.3.4 Present research and programs at community colleges		- provide financial and professional support for a STEM research conference for community college students
	2.3.5 Develop collaborations with faculties at community colleges		- identify prospective transfer students and get their community college faculty mentors to initiate collaborative research with SUBR faculty - host one (1) in-service per semester for SUBR and community college STEM faculty/staff
Process objective 3 To enhance the science, mathematics, engineering and technology infrastructure of LAMP institutions in a fashion that promotes total institutionalization of the gains of LAMP			

Sub-objective 3.1 To procure vigorously financial support for enhancing institutional infrastructure			
	3.1.1 Conduct research and instructional projects		- 30% of STEM students will be involved in continual academic year research on campus and 15% with our off campus partners
	☐ Special emphasis on LEQSF		- promote grant writing by providing faculty with a list of opportunities from state and federal funding agencies
	3.1.2 Secure outside funding sources		- assist with organizing grant writing workshops - write/submit 2 proposals per academic year
	☐ Small grants (private foundations)		
	☐ State and Federal grants		We will continue to seek funding from federal souces to support the systemic mentoring activities.
	☐ Apply to supplements for existing research		Research project directors will be encouraged to apply for these supplements (NSF PI)
	3.1.3 Expand LAMP model activities to all STEM students		- request department chairs to make LAMP seminars, workshops attendance a requirement for all STEM students
	3.1.4 Student technology fee		See earlier action steps
	☐ Student computers		
	3.1.5 Establishing linkages with existing university programs and departments		- will continue to strengthen linkages with individual departments and programs for student and faculty research opportunities
	3.1.6 Increase faculty participation through:		Two faculty members from STEM who have the maximum number of undergraduate student researchers will be recognized and rewarded.

	☐ Recognition		The University's faculty recognition and award program, including awards for mentoring, will continue to meet the needs in this item and the other two below.
	☐ Awards		
	☐ Rewards		
Sub-objective 3.2 To utilize and leverage student technology funds for LAMP infrastructure			
	3.2.1 Get complete information on campus policies and procedures relative to use of student technology funds		Campus coordinator will write a grant with computer science faculty to obtain more computers for the Learning Center
	3.2.2 Read provisions for student technology fees on each campus		We have read the proivisions several times. The CC serves on the University wide committee charged with overseeing the expenditures and operations of the program.
	3.2.3 Develop and implement strategies for utilization of fees		The dept. coordinators will request faculty members from STEM departments to submit grants for LabWorks computerized experiment stations
	3.2.4 Encourage appropriate allocation of student technology resources for LAMP purposes		- Dr. Bagayoko serves on the student technology fee committee - STF has provided and is expected to continue to provide student labor to staff the physics computer laboratory from 8:00 a.m. - 5:00 p.m. - STF also provided Blackboard and Netg access that are being intergrated in instruction and mentoring
Sub-objective 3.3 To engage actively the Campus Council in the management and support of the campus STEM program			

	3.3.1 Communicate extensively in writing and in other ways to the Campus Council relative to LAMP		Campus coordinator will provide two (2) written updates per semester to the council regarding LAMP activities, progress and challenges (based on the two reports per semester from each dept. coordinator).
	3.3.2 Hold regular and documented meetings of campus Council two or more times per semester		- campus coordinator will conduct three (3) council meetings in a year
	3.3.3 Organize site visit with LAMP staff		Site visit will be planned with the LAMP Office.
Process objective 4 To produce and disseminate new knowledge			
Sub-objective 4.1 To produce new knowledge in discipline areas by students and mentors that is published in scholarly journals			
	4.1.1 Identify faculty and students for opportunities and participation		The dept. coordinator will follow up with students and researchers regarding research publications and presentations.
	4.1.2 Maintain easy accessibility to Web resources		CC will identify two (2) LAMP scholars to create and maintain a campus LAMP web site. Schoalrs will also utilize the web site of the Timbuktu Academy. A Blackboard site has been designed for LS-LAMP as has been operational for a year.
			Will ensure proper internet connections in computer labs through written communications with the campus network
	4.1.3 Link to peer		Scholars network not only with their peers on campus but also with others who are off campus.
	4.1.4 Conduct campus level research competition and journal		Dept. coordinators will write to department chairs to request the faculty to assist students in submitting papers to technical journals.

	4.1.5 Facilitate use of LaGenius and LaSMART		Through the LAMP departmental mentoring coordinator we will encourage further use of LaGENIUS and LaSMART.
	4.1.6 Provide updated opportunities via electronic resources –		Obtain funding opportunities from the LAMP offices and others and place them on the campus LAMP web site (see 4.1.2). This activity, carried out daily at the LS-LAMP Balckboard site, will continue.
	4.1.7 Post student research products (presentations)		Will require campus LAMP webmasters to place student presentations on the site (see 4.1.2)
	4.1.8 Provide Intra Web peer mentoring educational resources		Will encourage faculty members to use Blackboard to develop and conduct tutoring sessions in collaboration with the Learning Center
	4.1.9 Update of LAMP Web site and expand capabilities		see 4.1.2
Sub-objective 4.2 To produce new knowledge in teaching, learning and mentoring that is published in scholarly journals			
	4.2.1 Devise a system for collection of scholarly work on campus		Will contact Dr Bagayoko regarding participation in educational research. Will write to campus education department to participate
	4.2.2 Facilitate pairing of pre-college/university faculty using Paeidei Model		Please see previous response relative to outreach to the pre-college community.

	4.2.3 Identify new opportunities for contributing to body of knowledge on student mentoring		Encourage faculty in Science and Math Education to collaborate with STEM departments.
	4.2.4 Explore and implement alternative learning/teaching strategies to affect greater STEM retention		An extensive Audit of Credits Taken will be performed this year; the objective is to reduce the amount of credits actually taken by students, before they graduate, in order to bring them as close to the required minima for the various degrees as possible. The Vice Chanellor for Academic Affairs will lead this effort.
	☐ Clustering and scheduling night		
	☐ Group study		
	☐ Mentoring workshops		
	☐ Cluster groups		
	☐ Host mentoring workshop		
Sub-objective 4.3 To disseminate LAMP approach and results for replication purposes			
	4.3.1 Disseminate "Best Practices" through awareness publications, including journals, we, television, radio		- We will extensively distribute information through mailings, flyers, newspapers, public access channels, etc.
	4.3.2 Systematically provide information on LAMP progress to greater community (LAMP Journal)		-this will be accomplished through the LAMP Journal and other publications; refer to 4.3.1.
Process objective 5 To manage and administer LS-LAMP, Phase III			

Sub-objective 5.1 To promote and actively engage the Campus Council			
	5.1.1 Assess effectiveness of campus		Request the LAMP office to conduct a survey of the campus council regarding LAMP activities (once per semester)
	5.1.2 Recruit other interested members as needed		Campus coordinator will update the council on LAMP activities in writing (2 times per semester)
	5.1.3 Actively engage the CEO		Council includes CEO (see 5.1.2)
	5.1.4 Establish regular meetings and appropriate documentation		see 5.1.2
	5.1.5 Post minutes on campus web		Will post minutes on the LAMP campus web site
	5.1.6 Actively engage data collection units on campuses with counterparts at Board of Regents		At the council meetings, the campus coordinator will provide campus units (institutional research, comptroller's office) with deadlines for reporting LAMP data. - each STEM student and major undecided student are to complete an information sheet giving respective major, educational goals (i.e. graduate school, MS- Ph.D., etc.), and career goal
Sub-objective 5.2 To engage proactively the governing board			
	5.2.1 Engage governing board/campus CEO's		The campus coordinator regularly engages the CEO and others in the overall support of LS-LAMP. The quarter time release for DEM for 10 departments is one result and indication ofthese efforts.
	5.2.2 Solicit BOR help		This task is performed by the LS-LAMP State Management Office.

	5.2.3 Develop a set of actions for the governing board, specifically designed to assist in meeting LAMP goals and individual roles		- require each student who receives LAMP funds to sign an agreement outlining the general requirements for affiliation
Sub-objective 5.3 To utilize effectively findings of the external review panel			
	5.3.1 Forthrightly address external findings and recommendations		Campus coordinator will engage the council to implement the recommendations
	5.3.2 Develop creative strategies for tracking all STEM students (LAMP scholars and non-LAMP scholars) after graduation		- each STEM graduating senior will be required to complete an exit report indicating plans after graduation, permanent contact information, etc.
	☐ # in graduate school		- will continue to work with Academic Affairs and individual departments to collect and update data as an ongoing
	☐ # in STEM work force		Same as above.
Sub-objective 5.4 To utilize a valid, reliable, comprehensive evaluation to guide programmatic adjustments			
	5.4.1 To implement a system for collecting and processing of all data and information germane to a valid, reliable, comprehensive		See 5.3.2

	5.4.2 Have campuses allocate full time secretarial support to enable data collection		Assistance is currently provided.
	5.4.3 Assess quality of campus evaluation instruments		Communicate with the LAMP office regarding developing campus level evaluation at the time of proposal development.
	5.4.4 Meet all reporting requirements of NSF and BOR in a timely fashion		We regularly meet, and will continue to do so, the reproting requirements. Extensive data collection throughout the year is one activity that facilitate this task.
	5.4.5 Compile and send summary reports to funding agents on time		- data collection throughout the funding period. Reports submitted by the State Management Office.
	5.4.6 Communicate research findings to stakeholders		- research findings will be posted to the web site - distribution through mass mailing and e-mail listserve
Sub-objective 5.5 To transfer gradually LAMP responsibility to campuses (institutionalization)			
	5.5.1 Involve assistant/associate deans, senior administrators on Campus council or individual activities		- distribute minutes of the council meeting to departmental chairs, deans, and other administrators - involve STEM deans and chairs in the LAMP activities such as organization of GRE workshops, graduate school seminars, a weekly seminars, etc.
	5.5.2 Have presidents/chancellors make appointments to campus council		- see 5.5.1

	5.5.3 Involve Student Government Association in LAMP implementation and institutionalization		Meet with SGA regarding the Student Technology Fee. Take its help in the organization of LAMP activities.
Sub-objective 5.6 To ensure effective documentation, including identifiable metrics for each objective			
	5.6.1 Develop metrics for each objective		Will work with the LAMP office to develop assessment tools.
	5.6.2 Document and share with campuses		- will be posted to the web site
	5.6.3 Write a letter to upper level administration to introduce LAMP and gain their support		See items regarding the campus council.