



ALLIANCE FOR MINORITY PARTICIPATION 

## **ANAMP OPERATIONS MANUAL**

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ANAMP Operations Manual  
(Revised 5-2020)

## **INTRODUCTION**

With the new NSF award, the name All Nations Louis Stokes Alliance for Minority Participation program has changed to ***Louis Stokes STEM Pathways and Research Alliance: All Nations AMP***. The AMP Operations Manual (AOM) is a resource to assist our partner institutions and their designated liaisons. The manual is intended as a guide to help the liaison perform duties efficiently and effectively within the ANAMP program.

As you go through the AOM, we would appreciate your comments or suggestions that may improve this manual and make it a more useful tool. This document is meant to make your job, as a liaison, easier.

For further information about the AOM, or any of the information contained within, contact ANAMP Program Co-Director, Zetra Wheeler, [zetra\\_wheeler@skc.edu](mailto:zetra_wheeler@skc.edu) or 406- 275-4998.

## **ANAMP MISSION STATEMENT**

The mission of the Louis Stokes STEM Pathways and Research Alliance: All Nations AMP is to increase the number of American Indians and other underrepresented minorities receiving a baccalaureate degree in Science, Technology, Engineering, and Mathematics (STEM) disciplines. In support of this mission, ANAMP pursues the following goals:

- 1) Double the number of individual student retention and progression to baccalaureate degrees for NA & other URM students. From a baseline of 291 to 582.
- 2) Double the successful transfer of NA & other URM students in our alliance from 2-year to 4-year institutions in STEM programs and achieve a BS degree. From a baseline of 6 to 12.
- 3) Quadruple the number of NA & other URM students who participate in undergraduate international research experiences. From a baseline of 10 to 40.
- 4) Triple the number of NA & other URM students who enroll in STEM graduate programs. From a baseline of 20 to 60.

## **ADMINISTRATION**

The National Science Foundation (NSF) is the funding agency. Salish Kootenai College (SKC), located in Pablo, Montana, is the lead institution and houses the ANAMP main office. The program director will be the main point of contact for partner institutions and any outside organization or institution. The ANAMP principal investigator is responsible for the overall program including budgets, projects, and staff.

Steve Dupuis - AMP Program Director/Co-PI  
Zetra Wheeler - AMP Program Co-Director  
Michael O'Rourke - AMP Program Manager  
Chuck Harris - Data Analyst

## **LIAISON**

The partner institution liaison is responsible for overseeing the implementation of ANAMP activities at their institution. Duties include:

1. **Promoting ANAMP at their institution and recruiting students into the AMP Scholars program. AMP Scholars receive a stipend and are eligible to participate in additional STEM-related opportunities.** Eligible applicants can apply here: <https://anlsamp.submittable.com/submit>.

AMP Scholars must meet the following criteria:

- Enrolled in a STEM major based on NSF approved CIP codes ([http://new.anamp.org/wp-content/uploads/2018/11/CIP\\_STEM\\_-Crosswalk.pdf](http://new.anamp.org/wp-content/uploads/2018/11/CIP_STEM_-Crosswalk.pdf)). Applications are subject to final approval by the ANAMP main office.
- Must be an underrepresented minority student. When reporting race and ethnicity use the following table:

**Black or African American:** A person having origins in any of the black racial groups of Africa

**American Indian or Alaska Native:** A person having origins in any of the original peoples of North and South America (including Central America) and who maintains tribal affiliation or community attachment

**Asian:** A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent; for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Samoa, Thailand, and Vietnam

**Native Hawaiian or Other Pacific Islander:** A person having origins in any of the original peoples of Hawaii, Guam, or other Pacific islands

**White:** A person having origins in any of the original peoples of Europe, the Middle East, or North Africa

**Hispanic or Latino:** A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race

- Must maintain a cumulative GPA of at least 2.5

For a cumulative GPA of 2.5 up to a 3.0 = **\$1,200** per student per academic year (\$400 per quarter/\$600 per semester).

For a cumulative GPA of 3.0 up to a 3.5 = **\$2,400** per student per academic year (\$600 per quarter/\$1200 per semester).

For a cumulative GPA of 3.5 and above = **\$3,600** per student per academic year (\$1200 per quarter/\$1800 per semester).

For AMP Scholars with part-time loads (4 credits up to 11), stipend amounts will be half, or \$600/yr for 2-5 - 3.0 GPA; \$1,200/yr for 3.0 - 3.5; and \$1,800 for 3.5+.

**Requirements for accepting a Non-Stem or a 2-year STEM student as an AMP Scholar:**

If the student is an AMP Scholar and currently in an Associate degree program, ANAMP can provide funding if the student is on a pathway to bridge into an approved STEM BS degree program. The student needs to meet the following criteria:

- Submit a degree plan with a timeline for completion of the Associate's degree.
- For completion of the Associate's degree send in an expected date to graduate with your Associates.
- We will need the STEM BS program, with the name of the institution you plan to bridge to when finished with your Associate's degree.
- Provide the CIP code of the STEM program.
- Expected date of graduation for your BS Degree.
- The reason for your current Non-STEM or 2-year STEM educational track.
- Why are you not in a 4-year STEM program or bridging to a 4-year STEM program?

2. **Act as an advisor to ANAMP Scholars.**
3. **Assist in creating and placing STEM students in summer internships, four-year degree programs, and graduate degree programs.**
4. **Administer the budget at your institution such as the student stipends and the identified liaison's salary.** The ANAMP Governing Board consensus is indirect is not allowed; that as much of the funding goes towards student support as possible.

**AMP Scholar Travel Funding - we will be suspending funding for any travel requests until further notice.**

AMP Scholar travel funding will be determined per institution as follows:

- 1 – 5 Identified AMP scholars; institution will be eligible for up to \$2,500 per funding year for AMP scholar travel related expenses to STEM-focused activities
- 6 – 10 Identified AMP scholars; institution will be eligible for up to \$5,000 per funding year for AMP scholar travel related expenses to STEM-focused activities
- 11 – 20 Identified AMP scholars; institution will be eligible for up to \$10,000 per funding year for AMP scholar travel related expenses to STEM-focused activities

5. **Data Collection - The responsibility for NSF required data collection and reporting rests with the ANAMP Liaison. Support and training for this endeavor will be available through the ANAMP office. Timely completion is mandatory.**

**Quarterly Reporting** - <https://ansamp.submittable.com/submit>.

When requesting reimbursement for AMP Scholar stipends or AMP Liaison salaries, request a financial statement from your school's Financial/Budget office to submit to the ANAMP office. All expenditures expended during the quarterly period will be reimbursed at the end of each AMP scheduled reporting quarter.

**WebAMP** (end of academic year)

The deadline is set by NSF. Liaisons receive instructions via email when the system opens (typically late summer-early fall). Enrollment and degree data from the previous academic year is requested.

#### WebAMP Data Elements

1. Fall enrollment records (ALL STUDENTS – STEM and Non-STEM): CIP code, class-standing, race, gender, full-time/part-time status.
2. End of year graduation records (ALL STUDENTS – STEM and Non-STEM): CIP code, degree level, race, gender.
3. Activity information: description, summary, participation.
4. Individual information: faculty and student information sheets.
5. Other requests: optional participation in ongoing research projects.

#### Collection Process

1. Liaison receives an email notification that WebAMP is open.
2. Liaison logs into the NSF WebAMP system and updates their contact information.
3. Liaison can enter the requested data directly into WebAMP or send the raw data to the ANAMP office. If the Liaison elects to have ANAMP staff aggregate and enter the data, they need to email [chuck\\_harris@skc.edu](mailto:chuck_harris@skc.edu) and request the latest Excel template files.

6. **Work with external evaluators and researchers on projects related to the ANAMP program. This will include recruiting students to participate in projects.**

#### **AIRE**

The ANAMP International Research Expansion program matches highly qualified, highly motivated All AMP Scholars with international research experiences across the globe.

#### **RISE**

The Resilience through Intercultural Skill Enhancement is an educational component offered by ANAMP that helps students quickly recover from the difficulties they face when encountering cultural differences and change. This is accomplished through

imparting intercultural knowledge and skills shown to impact a person's ability to thrive in environments that are incongruent with their own culture. This will be the focus of a research project.

### **Research & Evaluation**

The AMP Research Project (ARP) will study the impact of RISE and focus on the following study questions and hypotheses.

**Study question 1:** How do different online delivery models of the RISE program impact intercultural competency?

Hypothesis 1: RISE participants will score significantly higher on an intercultural competency scale than a control group.

Hypothesis 2: Participants in the online Learner-Instructor model of RISE will score significantly higher on an intercultural competency scale than participants in the online Learner-Content model of RISE.

**Study question 2:** Does RISE impact Native American students' perceived ability to thrive in environments that are incongruent with their own culture?

Program evaluation is a continuous process throughout the term of the ANAMP program. An external committee evaluates program activities annually. A review of our goals and objectives allows for program improvement and will enhance capacity and productivity on a yearly basis. New techniques are implemented based on suggestions from the evaluation committee. Their findings are published in an annual report submitted to NSF, the governing board, and made available to the ANAMP partner institutions.

## **7. Developing additional activities in coordination with the ANAMP staff. For example:**

- **Organize "Open House" activities to encourage potential students to visit the campus and meet STEM faculty and students.**
- **Organize visits between partner institutions for the expressed purpose of stepping up recruiting efforts of AMP scholars into 4-year programs.**
- **Communication between Tier I and Tier II liaisons to facilitate the transfer of students into STEM BS programs.**
- **Visit local high schools on career day to promote STEM**
- **Profile students and projects where they supply stories and highlight projects for web and other promotional materials (AMP Scholar Application – see Appendix).**
- **To help publish and distribute an ANAMP quarterly newsletter to be distributed to STEM teachers, counselors, etc in the local area. The newsletter will highlight ANAMP student accomplishments.**
- **To encourage students to use the ANAMP.org web site to communicate with program faculty and staff.**

## **MEETINGS**

ANAMP will meet once a year for the purpose of program review. This meeting will provide additional direction and allow for feedback and suggestions from each partner institution. Liaisons are expected to attend. Every attempt is made to ease the burden of such meetings. For example, the meeting may coincide with AIHEC conferences where many liaisons are already gathered together. Meetings with individual partner institutions will also take place throughout the term of this program. These meetings will be for information gathering and evaluation. The outcomes of these evaluations will be used in a formative way to help improve ANAMP and in summative reports to the Governing Board, Steering Committee, External Evaluators, and NSF.