1. Your Contact Information

Please supply contact information for the principal investigator (PI) (for lead institutions)/institution leader* (for partner institutions) and the person completing the survey (if different). Additional contacts can be entered under 1.3 below.

*The institution leader is the individual at the partner institution responsible for the completion/submission of the annual survey. This person is usually not the president of the institution, but rather the person who will be overseeing the completion of the survey at the partner institution.

NOTES: Please provide the name and contact information for one primary contact (in addition to the PI/institution leader, if different) under 1.2 Person Completing the Survey. This is the person we will contact initially with any questions about the data and is referred to as the "respondent."

If there are any other persons you would like to add as points of contact, please enter their names and e-mail addresses under 1.3 Additional Contacts. Additional rows may be added as needed. We strongly suggest that you include someone from your institution's Institutional Research (IR) office (or its equivalent) as an additional contact. Please note that any persons listed will be copied on correspondence regarding this STEP award.

If other individuals are involved in the process but should not be copied on correspondence, we suggest that you maintain their information in your internal records—you could use the Your Contact Information section in the **Notes** tab.

Each institution will receive one institution ID and password, which will be shared by everyone at that institution involved in responding to the survey. Please communicate any password changes with all parties at your institution involved in the data entry process.

1.1 Principal Investigator (PI)/Institution Leader

First Name: _____ M. I.: _____

Last Name: _____ Phone: _____ - _____ - _____

Title: _____ Phone ext.: _____
(Miss/Ms./Mr./Dr./etc.)

Institution Address 1: _____ Fax: _____ _____ _____

Institution Address 2: _____

City: _____

State: _____

ZIP Code: _____

E-mail Address: _____

STEP Project Web Site Address: _____

1.2 Person Completing Survey (if different)

First Name: _____ M. I.: _____

Last Name: _____ Phone: _____ - _____ - _____

Title: _____ Phone ext.: _____
(Miss/Ms./Mr./Dr./etc.)

E-mail Address: _____ Fax: _____ _____ _____

1.3 Additional Contacts

First Name	Last Name	E-mail Address

2. Institution Definitions (2009–10)

Please answer the following questions for the reporting period July 1, 2009–June 30, 2010 (these will be your baseline data).

NOTES: If your institution's criteria for determining majors are discipline-specific, please include all relevant information in your response to question 2.7: "'What are your institution's requirements for selecting a major?"
If your institution's criteria for determining majors have changed, please answer 'Yes' to the subquestion: "Have these criteria changed since last year?" NSF staff will consider this when analyzing trend data.
It does not matter if the year a student declares his or her major varies by discipline. NSF is most concerned with consistency within each institution from year to year. You may include all relevant information in your response to question 2.7: "What are your institution's requirements for selecting a major?"
There is no word limit for the narrative questions. You may increase the row height/add additional rows to capture your entire response for this spreadsheet.

Reporting period: July 1, 2009–June 30, 2010

2.1 What cutoff date does your institution use to determine total undergraduate enrollment?
(month / day / year, e.g., September / 15 / 2009)

[   ] / [   ] / [   ]

2.2 Why is this date used?

[   ]

2.3 Total undergraduate enrollment (according to the cutoff date indicated in your answer to question 2.1 above):

Please include all students (e.g., non-resident international students, part-time students).

[   ]

2.4 How does your institution define a full-time equivalent (FTE) undergraduate student?

2.5 How does your institution calculate undergraduate FTE enrollment?

2.6

Total undergraduate FTE enrollment (according to the cutoff date indicated in your answer to question 2.1 above):

Please include all students (e.g., non-resident international students, part-time students).

2.7 What are your institution's requirements for selecting a major?

2. Institution Definitions (2010–11)

Please answer the following questions for the reporting period July 1, 2010–June 30, 2011.

NOTES: If your institution's criteria for determining majors are discipline-specific, please include all relevant information in your response to question 2.7: "'What are your institution's requirements for selecting a major?"
If your institution's criteria for determining majors have changed, please answer 'Yes' to the subquestion: "Have these criteria changed since last year?" NSF staff will consider this when analyzing trend data.
It does not matter if the year a student declares his or her major varies by discipline. NSF is most concerned with consistency within each institution from year to year. You may include all relevant information in your response to question 2.7: "What are your institution's requirements for selecting a major?"
There is no word limit for the narrative questions. You may increase the row height/add additional rows to capture your entire response for this spreadsheet.

Reporting period: July 1, 2010–June 30, 2011

2.1 What cutoff date does your institution use to determine total undergraduate enrollment?
(month / day / year, e.g., September / 15 / 2010)

[   ] / [   ] / [   ]

2.2 Why is this date used?

Have the criteria for setting this date
changed since last year? (Y/N) [ ]

2.3 Total undergraduate enrollment (according to the cutoff date indicated in your answer to question 2.1 above):

Please include all students (e.g., non-resident international students, part-time students).

[   ]

2.4 How does your institution define a full-time equivalent (FTE) undergraduate student?

Has this definition changed
since last year? (Y/N)

2.5 How does your institution calculate undergraduate FTE enrollment?

Has this formula changed
since last year? (Y/N)

2.6

Total undergraduate FTE enrollment (according to the cutoff date indicated in your answer to question 2.1 above):

Please include all students (e.g., non-resident international students, part-time students).

2.7 What are your institution's requirements for selecting a major?

Have these criteria changed
since last year? (Y/N)

3.1 Student Demographics – STEM Disciplines Offered (2009–10)

Please answer the following question for the reporting period July 1, 2009–June 30, 2010 (these will be your baseline data).

Please indicate the STEM disciplines in which your institution offers majors/degrees.

A list of STEM discipline classifications is available in the **Crosswalk** tab.

Reporting period: July 1, 2009–June 30, 2010	
Agricultural Science	
Biological Sciences	
Chemistry	
Computer Science	
Engineering	
Environmental Science	
Geosciences	
Mathematics	
Physics/Astronomy	
Psychology	

3.1 Student Demographics – STEM Disciplines Offered (2010–11)

Please answer the following question for the reporting period July 1, 2010–June 30, 2011 (these will be your baseline data).

Please indicate the STEM disciplines in which your institution offers majors/degrees.

A list of STEM discipline classifications is available in the **Crosswalk** tab.

Reporting period: July 1, 2010–June 30, 2011	
Agricultural Science	
Biological Sciences	
Chemistry	
Computer Science	
Engineering	
Environmental Science	
Geosciences	
Mathematics	
Physics/Astronomy	
Psychology	

NSF Science, Technology, Engineering, and Mathematics (STEM) Classification of Instructional Programs (CIP) Crosswalk

The NSF CIP Code Crosswalk for STEM disciplines is provided below. These classifications are intended to be guidelines, not firm definitions, as to what should be reported under a particular discipline. Institutions are ultimately responsible for deciding how to classify fields based on the departmental structure within the institution. Likewise, institutions should decide how best to classify multidisciplinary fields. Each student should be reported under only one discipline. Most importantly, institutions should report consistently from year to year.

Agricultural Science

01.09 Animal Sciences
01.10 Food Science and Technology
01.12 Soil Sciences
01.99 Agriculture, Agriculture Operations and Related Sciences, Other
03.0101 Natural Resources/Conservation, General
03.02 Natural Resources Management and Policy
03.03 Fishing and Fisheries Sciences and Management
03.05 Forestry
03.06 Wildlife and Wildlands Science and Management
03.99 Natural Resources and Conservation, Other

Biological Sciences

26.0403 Anatomy
26.0202 Biochemistry
26.01 Biology, General
26.1101 Biometry/Biometrics
26.1102 Biostatistics
26.1309 Epidemiology
26.0203 Biophysics
26.03 Botany/Plant Biology
26.0305 Plant Pathology/Phytopathology
26.0307 Plant Physiology
26.04 Cell/Cellular Biology and Anatomical Sciences
26.0401 Cell/Cellular Biology and Histology
26.0204 Molecular Biology
26.1301 Ecology
26.0505 Parasitology
26.0702 Entomology
26.0801 Genetics, General
26.0804 Animal Genetics
26.0805 Plant Genetics
26.1303 Evolutionary Biology
26.0806 Human/Medical Genetics
26.05 Microbiological Sciences and Immunology
26.0507 Immunology
26.0504 Virology
26.0503 Medical Microbiology and Bacteriology
19.05 Foods, Nutrition, and Related Services
30.1901 Nutritional Sciences
26.0910 Pathology/Experimental Pathology

26.1001 Pharmacology
26.1004 Toxicology
26.0707 Animal Physiology
26.0901 Physiology, General
26.09 Physiology, Pathology and Related Sciences
26.07 Zoology/Animal Biology
26.1201 Biotechnology
26.1302 Marine Biology & Biological Oceanography
26.99 Biological and Biomedical Sciences, Other
30.01 Biological and Physical Sciences
30.1001 Biopsychology
30.2401 Neuroscience

Chemistry

40.05 Chemistry
40.0507 Polymer Chemistry

Computer Science

11.01 Computer and Information Sciences, General
11.04 Information Science/Studies
11.07 Computer Science
52.1201 Management Information Systems, General
52.1301 Management Science, General

Engineering

14.02 Aerospace, Aeronautical and Astronautical Engineering
14.03 Agricultural/Biological Engineering and Bioengineering
14.05 Biomedical/Medical Engineering
03.0509 Wood Science and Wood Products/Pulp and Paper Technology
14.07 Chemical Engineering
14.32 Polymer/Plastics Engineering
04.02 Architecture
14.04 Architectural Engineering
14.08 Civil Engineering
14.0803 Structural Engineering
14.0805 Water Resources Engineering
14.14 Environmental/Environmental Health Engineering
14.09 Computer Engineering, General
14.10 Electrical, Electronics and Communications Engineering
14.12 Engineering Physics
14.13 Engineering Science
14.27 Systems Engineering
30.06 Systems Science and Theory
14.11 Engineering Mechanics
14.19 Mechanical Engineering
14.06 Ceramic Sciences and Engineering
14.18 Materials Engineering
14.20 Metallurgical Engineering
14.28 Textile Sciences and Engineering
14.31 Materials Science

40.9999 Physical Sciences, Other
14.21 Mining and Mineral Engineering
14.23 Nuclear Engineering
14.25 Petroleum Engineering
14.01 Engineering, General
14.22 Naval Architecture and Marine Engineering
14.24 Ocean Engineering
14.99 Engineering, Other

Environmental Science

03.0103 Environmental Studies
03.0104 Environmental Science

Geosciences

40.06 Geological and Earth Sciences/Geosciences
40.0601 Geology/Earth Science, General
40.0607 Oceanography, Chemical & Physical

Mathematics

27.01 Mathematics
27.03 Applied Mathematics
14.3701 Operations Research
27.99 Mathematics and Statistics, Other
30.08 Mathematics and Computer Science
27.05 Statistics
52.1304 Actuarial Science

Physics/Astronomy

40.02 Astronomy and Astrophysics
40.08 Physics
40.0807 Optics/Optical Sciences
40.0809 Acoustics

Psychology

42.01 Psychology, General
42.0701 Developmental and Child Psychology
42.0801 Experimental Psychology
42.1101 Physiological Psychology/Psychobiology
Biopsychology (see Biological Sciences above)
Neuroscience (see Biological Sciences above)
Physiology (see Biological Sciences above)

NOTE: Clinical Psychology should not be included as a STEM discipline.

Race/Ethnicity Categories

The following race/ethnicity categories are mandated by the Office of Management and Budget (OMB); definitions for each category are provided below. Please make your best attempt to match your institution's categories with those in the survey. We recommend that you maintain internal records of your methods—you could use the appropriate survey sections in the **Notes** tab. NSF is most concerned with consistency within each institution from year to year. As long as your institution reports these data in the same way each year, NSF will be able to monitor your project's progress.

Ethnicity

A classification indicating general ethnic heritage based on self-identification, as in data collected by the U.S. Census Bureau. These categories are in accordance with the Office of Management and Budget standard classification scheme presented below:

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

Not Hispanic or Latino—A person whose ethnicity is not Hispanic or Latino

Not Reported or Unknown—The data are unavailable, or the participant has indicated that he or she does not want to provide this information.

Race

A classification indicating general racial or ethnic heritage based on self-identification. Use the following descriptions as a guideline:

American Indian or Alaska Native—A person having origins in any of the original peoples of North or South America (including Central American), 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 including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam

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

Native Hawaiian or Other Pacific Islander—A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands

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

Not Reported or Unknown—The data are unavailable, or the participant has indicated that he or she does not want to provide this information.

3.2 Student Demographics – Majors (2009–10)

Please provide demographic data (ethnicity, race, and gender) for the students who have completed the requirements necessary to be officially recognized by your institution as majoring in each STEM discipline offered by your institution as of the cutoff date indicated in your answer to question 2.1 under section 2 Institution Definitions (see **Inst_09_10** tab); these will be your baseline data. Please refer to the list of STEM disciplines in the **Disciplines_09_10** tab. You will also need to submit data for all students majoring in non-STEM disciplines (combined) and for all undeclared students.

Please copy and paste the tables below for each STEM discipline offered by your institution (plus non-STEM combined and undeclared).

NOTES: There should be no double-counting – Each student should be reported under only one discipline. Please report headcount rather than FTE. Include U.S. citizens or permanent residents only.
NSF is interested in data on all disciplines at your institution, not just those targeted by your STEP project. It is not necessary to distinguish between disciplines targeted by your STEP project and other disciplines offered as majors by your institution.
If your institution considers 'Hispanic' to be a race equivalent to White, Black, Asian, etc., please report all students classified by your institution as Hispanic under 'Hispanic or Latino, Race Not Reported or Unknown' and report all other students under the appropriate race categories under 'Not Hispanic or Latino.' Unclassified students should be reported in the 'Neither Ethnicity nor Race Reported' row rather than under 'Not Hispanic or Latino, Race Not Reported or Unknown.'
For students with multiple majors, if a student has one STEM major and one non-STEM major, we recommend counting the student as a STEM major. If a student has two STEM majors, it is up to the institution to decide under which major to record the student. Please report each student under only one major. We recommend that you maintain internal records of your methods—you could use the Student Demographics – Majors section in the **Notes** tab. NSF is most concerned with consistency within each institution from year to year.
In the case of multidisciplinary majors, each institution should decide where to classify these majors and whether/how to split them. We recommend that you maintain internal records of your methods—you could use the Student Demographics – Majors section in the **Notes** tab. NSF is most concerned with consistency within each institution from year to year.

Discipline:				
Not Hispanic or Latino students				
Race(s)	Male	Female	Gender Not Reported	Auto-Total
American Indian or Alaska Native	0	0	0	0
Asian	0	0	0	0
Black or African American	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0
White	0	0	0	0
More Than One Race Reported Count students reporting two or more race categories where at least one of the reported categories is: American Indian or Alaska Native, Black or African American, or Native Hawaiian or Other Pacific Islander.	0	0	0	0
More Than One Race Reported (Asian & White) Count students reporting both Asian and White, but no other race.	0	0	0	0
Race Not Reported or Unknown	0	0	0	0
Auto-Total Not Hispanic or Latino	0	0	0	0

Discipline:	
Hispanic or Latino students	

Race(s)	Male	Female	Gender Not Reported	Auto-Total
American Indian or Alaska Native	0	0	0	0
Asian	0	0	0	0
Black or African American	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0
White	0	0	0	0
More Than One Race Reported Count students reporting two or more race categories where at least one of the reported categories is: American Indian or Alaska Native, Black or African American, or Native Hawaiian or Other Pacific Islander.	0	0	0	0
More Than One Race Reported (Asian & White) Count students reporting both Asian and White, but no other race.	0	0	0	0
Race Not Reported or Unknown	0	0	0	0
Auto-Total Hispanic or Latino	0	0	0	0

Discipline:				
Race(s)	Male	Female	Gender Not Reported	Auto-Total
Neither Ethnicity nor Race Reported	0	0	0	0
Auto-Total (Grand Total)	0	0	0	0

3.2 Student Demographics – Majors (2010–11)

Please provide demographic data (ethnicity, race, and gender) for the students who have completed the requirements necessary to be officially recognized by your institution as majoring in each STEM discipline offered by your institution as of the cutoff date indicated in your answer to question 2.1 under section 2 Institution Definitions (see **Inst_10_11** tab). Please refer to the list of STEM disciplines in the **Disciplines_10_11** tab. You will also need to submit data for all students majoring in non-STEM disciplines (combined) and for all undeclared students.

Please copy and paste the tables below for each STEM discipline offered by your institution (plus non-STEM combined and undeclared).

NOTES: **There should be no double-counting – Each student should be reported under only one discipline. Please report headcount rather than FTE. Include U.S. citizens or permanent residents only.**
NSF is interested in data on all disciplines at your institution, not just those targeted by your STEP project. It is not necessary to distinguish between disciplines targeted by your STEP project and other disciplines offered as majors by your institution.
If your institution considers 'Hispanic' to be a race equivalent to White, Black, Asian, etc., please report all students classified by your institution as Hispanic under 'Hispanic or Latino, Race Not Reported or Unknown' and report all other students under the appropriate race categories under 'Not Hispanic or Latino.' Unclassified students should be reported in the 'Neither Ethnicity nor Race Reported' row rather than under 'Not Hispanic or Latino, Race Not Reported or Unknown.'
2-year institutions should report majors only for associate's degree candidates and/or students transferring to 4-year STEM programs. Majors should not be reported for certificate-only candidates.
For students with multiple majors, if a student has one STEM major and one non-STEM major, we recommend counting the student as a STEM major. If a student has two STEM majors, it is up to the institution to decide under which major to record the student. Please report each student under only one major. We recommend that you maintain internal records of your methods—you could use the Student Demographics – Majors section in the **Notes** tab. NSF is most concerned with consistency within each institution from year to year.
In the case of multidisciplinary majors, each institution should decide where to classify these majors and whether/how to split them. We recommend that you maintain internal records of your methods—you could use the Student Demographics – Majors section in the **Notes** tab. NSF is most concerned with consistency within each institution from year to year.

Discipline:				
Not Hispanic or Latino students				
Race(s)	Male	Female	Gender Not Reported	Auto-Total
American Indian or Alaska Native	0	0	0	0
Asian	0	0	0	0
Black or African American	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0
White	0	0	0	0
More Than One Race Reported Count students reporting two or more race categories where at least one of the reported categories is: American Indian or Alaska Native, Black or African American, or Native Hawaiian or Other Pacific Islander.	0	0	0	0
More Than One Race Reported (Asian & White) Count students reporting both Asian and White, but no other race.	0	0	0	0
Race Not Reported or Unknown	0	0	0	0
Auto-Total Not Hispanic or Latino	0	0	0	0

Discipline:	

Hispanic or Latino students				
Race(s)	Male	Female	Gender Not Reported	Auto-Total
American Indian or Alaska Native	0	0	0	0
Asian	0	0	0	0
Black or African American	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0
White	0	0	0	0
More Than One Race Reported Count students reporting two or more race categories where at least one of the reported categories is: American Indian or Alaska Native, Black or African American, or Native Hawaiian or Other Pacific Islander.	0	0	0	0
More Than One Race Reported (Asian & White) Count students reporting both Asian and White, but no other race.	0	0	0	0
Race Not Reported or Unknown	0	0	0	0
Auto-Total Hispanic or Latino	0	0	0	0

Discipline:				
Race(s)	Male	Female	Gender Not Reported	Auto-Total
Neither Ethnicity nor Race Reported	0	0	0	0
Auto-Total (Grand Total)	0	0	0	0

3.3 Student Demographics – Degrees Granted (2009–10)

Please provide demographic data (ethnicity, race, and gender) for the students granted bachelor's degrees in each STEM discipline offered by your institution during the reporting period July 1, 2009–June 30, 2010; these will be your baseline data. **(Include U.S. citizens or permanent residents only.)** Please refer to the list of STEM disciplines in the **Disciplines_09_10** tab. You will also need to submit data for the students granted associate's degrees in non-STEM disciplines (combined).

Please copy and paste the tables below for each STEM discipline offered by your institution (plus non-STEM combined).

NOTES: There should be no double-counting – Each student should be reported under only one discipline.
NSF is interested in data on all disciplines at your institution, not just those targeted by your STEP project. It is not necessary to distinguish between disciplines targeted by your STEP project and other disciplines offered as degrees by your institution.
If your institution considers 'Hispanic' to be a race equivalent to White, Black, Asian, etc., please report all students classified by your institution as Hispanic under 'Hispanic or Latino, Race Not Reported or Unknown' and report all other students under the appropriate race categories under 'Not Hispanic or Latino.' Unclassified students should be reported in the 'Neither Ethnicity nor Race Reported' row rather than under 'Not Hispanic or Latino, Race Not Reported or Unknown.'
For students with multiple degrees, if a student has one STEM degree and one non-STEM degree, we recommend counting the STEM degree. If a student has two STEM degrees, it is up to the institution to decide under which degree to record the student. Please report each student under only one degree. We recommend that you maintain internal records of your methods—you could use the Student Demographics – Degrees Granted section in the **Notes** tab. NSF is most concerned with consistency within each institution from year to year.
In the case of multidisciplinary degrees, each institution should decide where to classify these degrees and whether/how to split them. We recommend that you maintain internal records of your methods—you could use the Student Demographics – Degrees Granted section in the **Notes** tab. NSF is most concerned with consistency within each institution from year to year.

Discipline:				
Not Hispanic or Latino students				
Race(s)	Male	Female	Gender Not Reported	Auto-Total
American Indian or Alaska Native	0	0	0	0
Asian	0	0	0	0
Black or African American	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0
White	0	0	0	0
More Than One Race Reported Count students reporting two or more race categories where at least one of the reported categories is: American Indian or Alaska Native, Black or African American, or Native Hawaiian or Other Pacific Islander.	0	0	0	0
More Than One Race Reported (Asian & White) Count students reporting both Asian and White, but no other race.	0	0	0	0
Race Not Reported or Unknown	0	0	0	0
Auto-Total Not Hispanic or Latino	0	0	0	0

Discipline:				
Hispanic or Latino students				
Race(s)	Male	Female	Gender Not Reported	Auto-Total
American Indian or Alaska Native	0	0	0	0

	Male	Female	Gender Not Reported	Auto-Total
Asian	0	0	0	0
Black or African American	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0
White	0	0	0	0
More Than One Race Reported Count students reporting two or more race categories where at least one of the reported categories is: American Indian or Alaska Native, Black or African American, or Native Hawaiian or Other Pacific Islander.	0	0	0	0
More Than One Race Reported (Asian & White) Count students reporting both Asian and White, but no other race.	0	0	0	0
Race Not Reported or Unknown	0	0	0	0
Auto-Total Hispanic or Latino	0	0	0	0

Discipline:				
Race(s)	Male	Female	Gender Not Reported	Auto-Total
Neither Ethnicity nor Race Reported	0	0	0	0
Auto-Total (Grand Total)	0	0	0	0

3.3 Student Demographics – Degrees Granted (2010–11)

Please provide demographic data (ethnicity, race, and gender) for the students granted bachelor's degrees in each STEM discipline offered by your institution during the reporting period July 1, 2010–June 30, 2011. **(Include U.S. citizens or permanent residents only.)** Please refer to the list of STEM disciplines in the **Disciplines_10_11** tab. You will also need to submit data for the students granted associate's degrees in non-STEM disciplines (combined).

Please copy and paste the tables below for each STEM discipline offered by your institution (plus non-STEM combined).

NOTES: There should be no double-counting – Each student should be reported under only one discipline.
NSF is interested in data on all disciplines at your institution, not just those targeted by your STEP project. It is not necessary to distinguish between disciplines targeted by your STEP project and other disciplines offered as degrees by your institution.
If your institution considers 'Hispanic' to be a race equivalent to White, Black, Asian, etc., please report all students classified by your institution as Hispanic under 'Hispanic or Latino, Race Not Reported or Unknown' and report all other students under the appropriate race categories under 'Not Hispanic or Latino.' Unclassified students should be reported in the 'Neither Ethnicity nor Race Reported' row rather than under 'Not Hispanic or Latino, Race Not Reported or Unknown.'
For students with multiple degrees, if a student has one STEM degree and one non-STEM degree, we recommend counting the STEM degree. If a student has two STEM degrees, it is up to the institution to decide under which degree to record the student. Please report each student under only one degree. We recommend that you maintain internal records of your methods—you could use the Student Demographics – Degrees Granted section in the **Notes** tab. NSF is most concerned with consistency within each institution from year to year.
In the case of multidisciplinary degrees, each institution should decide where to classify these degrees and whether/how to split them. We recommend that you maintain internal records of your methods—you could use the Student Demographics – Degrees Granted section in the **Notes** tab. NSF is most concerned with consistency within each institution from year to year.

Discipline:				
Not Hispanic or Latino students				
Race(s)	Male	Female	Gender Not Reported	Auto-Total
American Indian or Alaska Native	0	0	0	0
Asian	0	0	0	0
Black or African American	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0
White	0	0	0	0
More Than One Race Reported Count students reporting two or more race categories where at least one of the reported categories is: American Indian or Alaska Native, Black or African American, or Native Hawaiian or Other Pacific Islander.	0	0	0	0
More Than One Race Reported (Asian & White) Count students reporting both Asian and White, but no other race.	0	0	0	0
Race Not Reported or Unknown	0	0	0	0
Auto-Total Not Hispanic or Latino	0	0	0	0

Discipline:				
Hispanic or Latino students				
Race(s)	Male	Female	Gender Not Reported	Auto-Total
American Indian or Alaska Native	0	0	0	0

	Male	Female	Gender Not Reported	Auto-Total
Asian	0	0	0	0
Black or African American	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0
White	0	0	0	0
More Than One Race Reported Count students reporting two or more race categories where at least one of the reported categories is: American Indian or Alaska Native, Black or African American, or Native Hawaiian or Other Pacific Islander.	0	0	0	0
More Than One Race Reported (Asian & White) Count students reporting both Asian and White, but no other race.	0	0	0	0
Race Not Reported or Unknown	0	0	0	0
Auto-Total Hispanic or Latino	0	0	0	0

	Discipline:			
Race(s)	Male	Female	Gender Not Reported	Auto-Total
Neither Ethnicity nor Race Reported	0	0	0	0
Auto-Total (Grand Total)	0	0	0	0

4. Strategies & Activities (2010–11)

Please list and briefly describe the strategies and/or activities supported under your STEP grant between July 1, 2010–June 30, 2011 to increase the number of STEM graduates. (You must enter at least one strategy/activity and may enter multiple strategies/activities. For multiple strategies/activities, please copy and paste the table below for each strategy/activity.)

NOTES: There is no word limit for the narrative questions. You may increase the row height/add additional rows to capture your entire response for this spreadsheet.

Planned: The project intends to use this strategy/activity and may be carrying out planning discussions and preparations but has not begun trials or implementation of the strategy/activity.

Implemented: The project has begun trials of the strategy/activity. The project may still be in the process of gathering information about the use of the strategy/activity in order to make modifications, or the project may have institutionalized the use of the strategy/activity.

Discontinued: The project has finished trials of the strategy/activity and will not be pursuing this strategy/activity.

Please refer to the **Strategies_Gen Categories** tab for explanations of the general categories in question 4.3 below.

Underrepresented minorities include all Hispanic and Latino, American Indian or Alaskan Native, Black or African American, Native Hawaiian or Other Pacific Islander, and More Than One Race Reported (where at least one of the reported race categories is: American Indian or Alaskan Native, Black or African American, Native Hawaiian or Other Pacific Islander).

For questions 4.6 and 4.7 below, NSF is interested in the number of students who actively participated in the STEP program as a result of or as part of each reported strategy/activity (e.g., students who participated in a STEP activity, joined the program, received a scholarship through the program, or were enrolled in a new or modified class that resulted from the program). For strategies/activities that are strictly promotional in nature (e.g., sending out brochures, visiting classrooms to talk about the program) or that involve conducting surveys, you should report 0 students unless you can determine how many students enrolled in the program or otherwise actively participated in the STEP program because of the strategies/activities. Please note that middle school students and freshman and sophomore high school students should be excluded from the high school student counts.

All students reported in section 7 Student Participation (see the **Student Participation** tab), including undergraduate students who received funding as reported in answer to question 7.2, should be accounted for in section 4 Strategies & Activities.

4.1 Title of strategy/activity:

4.2 Status: (Planned/Implemented/Discontinued)

4.3 Which of the following best describes the strategy/activity? (check all that apply):

Precollege Development

Undergraduate Student Academic Development

Undergraduate Student Professional Development

Faculty Development

Curriculum Development

Linkages with Community Colleges

Other (please specify): ☐

4.4 Were any of the following student groups specifically targeted by this strategy/activity? (check any that apply):

Underrepresented Minority Students ☐

Female Students ☐

At-Risk Students (please define): ☐

4.5 Brief description of strategy/activity:

4.6 Number of <u>undergraduate students</u> participating in this strategy/activity:
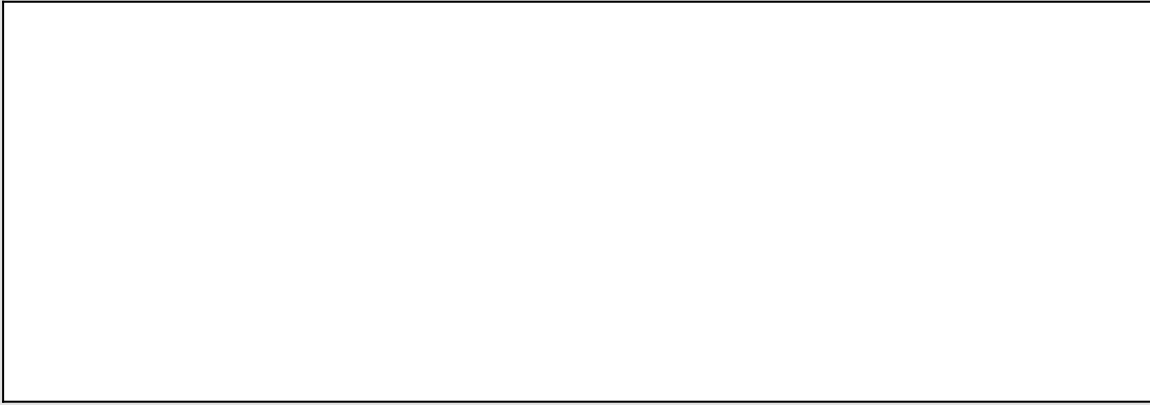**(Implemented/Discontinued strategies/activities only.)**

0

4.7 Number of <u>high school students</u> **(juniors and seniors only)** participating in this strategy/activity:
(Implemented/Discontinued strategies/activities only.)

0

4.8 Indications that this strategy/activity will increase the number of STEM graduates:
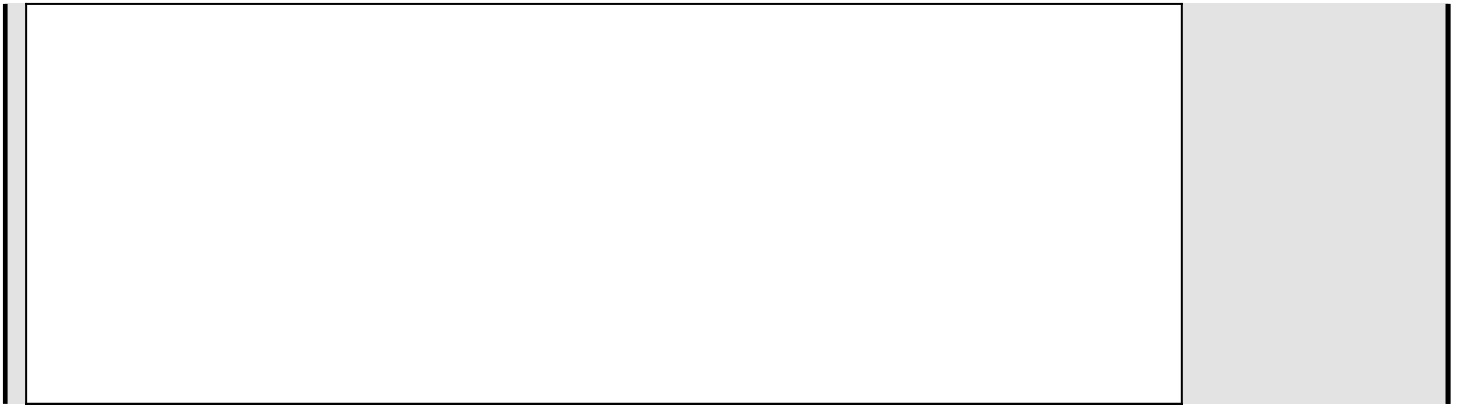
4.9 Describe any challenges in implementing this strategy/activity:

General Categories for Strategies & Activities

Precollege Development

Summer Bridge (Summer Bridge programs are typically residential in nature and often involve college courses, workshops and seminars, career counseling, and social activities.)

High School Outreach (e.g., STEP students visiting/giving presentations at high schools, STEP students tutoring high school students in STEM subjects, advertisements and recruitment efforts at college fairs, career fairs, and science fairs)

Career Awareness (e.g., STEM faculty visiting high schools to expose students to STEM professions and activities, career fairs, etc.)

Undergraduate Student Academic Development

Scholarships/Stipends (i.e., direct financial assistance)

Tutoring (Faculty, Peer)

Peer Study Groups (These are not tied to a course/not a required part of a course.)

Skill-Building Seminars/Workshops (e.g., dealing with research skills, research presentation skills, written and oral communication skills, leadership, community building, interview and resume writing skills, graduate school admissions)

Drop In/Learning Centers (i.e., designated physical locations where students can meet and study together)

Academic Advising

Summer Academic Enrichment (e.g., students taking courses while conducting research in the summer)

Undergraduate Student Professional Development

Research Experiences

Mentorships (Faculty (e.g., faculty-mentored research), Peer, Combination, Other (e.g., industry professionals))

Conferences (At conferences students may present papers or poster sessions, attend workshops, and network with representatives from industry and graduate schools.)

Internships

Career Awareness (e.g., career fairs, guest speakers, fields trips to research sites and industry)

Faculty Development

Workshops on Teaching (Topics include cooperative learning, critical thinking skills, and hands-on instruction.)

Professional Development (e.g., faculty enrichment workshops)

Curriculum Development

Course Reform (e.g., STEM gate keeping courses, increasing the use of technology, adding supplemental instruction (e.g., small group study), emphasizing collaborative learning, integrating research)

New Course/Degree Development

Curriculum Material Sharing (across institutions)

Distance Learning Courses

Linkages with Community Colleges

Articulation Agreements

Community College Outreach/Links (e.g., using data to identify prospective STEP students from community colleges, inviting community college students to STEM and STEP events, disseminating information to community college staff members and students about STEP and transfer to 4-year institutions, supporting collaborative research projects between faculty members at community colleges and 4-year institutions)

Research for Community College Students

Bridge Programs

Other

e.g., program promotion/development: Web site, advisory boards/steering committees, conference presentations on the STEP project, publications/scholarly articles on the STEP project

5. Challenges (2010–11)

List and briefly describe any challenges involved in increasing the number of STEM graduates that are <u>not related to the strategies/activities discussed in the section 4 Strategies & Activities (see the **Strategies** tab)</u>. You may add as many challenges as you want. (For multiple challenges, please copy and paste the table below for each challenge.) Include challenges encountered during the reporting period July 1, 2010–June 30, 2011 only.

NOTES: There is no word limit for the narrative questions. You may increase the row height/add additional rows to capture your entire response for this spreadsheet.

5.1 Title of challenge:

5.2 Brief description of challenge:

6. Other Influences (2010–11)

Please describe any influences (positive or negative) beyond the scope of your STEP grant and <u>not already described in sections 4 Strategies & Activities or 5 Challenges (see the **Strategies** and **Challenges** tabs)</u> that may affect the number of STEM graduates. Include influences encountered during the reporting period July 1, 2010– June 30, 2011 only.

NOTES: There is no word limit for the narrative questions. You may increase the row height/add additional rows to capture your entire response for this spreadsheet.

Description of influences:

7. Student Participation of Project (2010–11)

Please answer the following questions for the reporting period July 1, 2010–June 30, 2011.

NOTES: For questions 7.1.a and 7.1.b NSF is looking for the unduplicated cumulative totals from all strategies/activities reported in section 4 Strategies & Activities (see the **Strategies** tab) -- i.e., the sum of the high school/undergraduate students reported in the **Strategies** tab minus any students participating in multiple strategies/activities. No "quality" distinctions should be made between the student counts reported in the **Strategies** tab and those reported in the **Student Participation** tab. The same criteria should be applied for both sections in determining the number of students actively participating. NSF is interested in the number of students who actively participated in the STEP program as a result of or as part of the reported strategies/activities (e.g., students who participated in a STEP activity, joined the program, received a scholarship through the program, or were enrolled in a new or modified class that resulted from the program). For strategies/activities that are strictly promotional in nature (e.g., sending out brochures, visiting classrooms to talk about the program) or that involve conducting surveys, you should report 0 students unless you can determine how many students enrolled in the program or otherwise actively participated in the STEP program because of the strategies/activities. Please note that middle school students and freshman and sophomore high school students should be excluded from the high school student counts.

All students reported in section 7 Student Participation, including undergraduate students who received funding as reported in answer to question 7.2, should be accounted for in section 4 Strategies & Activities (see the **Strategies** tab).

For question 7.2 NSF is not concerned with the number of scholarships, stipends, etc., granted, only the number of undergraduate students receiving funding.

There is no word limit for the narrative question. You may increase the row height/add additional rows to capture your entire response.

7.1 Since some of your activities will serve the same students multiple times, please estimate:

a. How many **distinct** undergraduate students participated in the strategies/activities carried out under your STEP grant between July 1, 2010–June 30, 2011, as described in section 4 Strategies & Activities (see **Strategies** tab)?

| 0 |

b. How many **distinct** high school students **(include juniors and seniors only)** participated in the strategies/activities carried out under your STEP grant between July 1, 2010–June 30, 2011, as described in section 4 Strategies & Activities (see **Strategies** tab)?

| 0 |

7.2 How many undergraduate students received funding of any type under your STEP grant between July 1, 2010–June 30, 2011? This would include being paid to be a tutor, being paid to be a mentor, being paid to be an intern, receiving a scholarship or stipend, or being paid to assist with STEP strategies/activities.

| 0 |

7.3 For what types of efforts were undergraduate students funded between July 1, 2010–June 30, 2011 (e.g., being paid to be a tutor, being paid to be a mentor, being paid to be an intern, receiving a scholarship or stipend, being paid to assist with STEP strategies/activities)?

Notes

NSF is most concerned with consistency within each institution from year to year. We recommend keeping internal records of your methods. You may use the space below to enter such information under the corresponding survey sections. These notes are especially helpful if/when a different person is responsible for completing the survey in subsequent years. You can record names and phone numbers/e-mail addresses for contacts from whom information was obtained as well as notes on how certain data were reported. For example, in the case of students with double majors you may decide to report them as STEM majors if at least one of their majors is in a STEM discipline. By saving this kind of information under the appropriate survey sections below, next year it will be clear how to report in a consistent fashion that will accurately show trends. (You may increase the row height/add additional rows to capture your notes for this spreadsheet.)

1. Your Contact Information
2. Institution Definitions
3. Student Demographics (General)

3.1 Student Demographics – Disciplines Offered

3.2 Student Demographics – Majors

3.3 Student Demographics – Degrees Granted

4. Strategies & Activities

5. Challenges

6. Other Influences

7. Student Participation

STEP Glossary

Discontinued

The project has finished trials of the strategy/activity and will not be pursuing this strategy/activity.

Ethnicity

A classification indicating general ethnic heritage based on self-identification, as in data collected by the U.S. Census Bureau. These categories are in accordance with the Office of Management and Budget standard classification scheme presented below:

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

Not Hispanic or Latino—A person whose ethnicity is not Hispanic or Latino

Not Reported or Unknown—The data are unavailable, or the participant has indicated that he or she does not want to provide this information.

Implemented

The project has begun trials of the strategy/activity. The project may still be in the process of gathering information about the use of the strategy/activity in order to make modifications, or the project may have institutionalized the use of the strategy/activity.

Institution Leader

The individual at the partner institution responsible for the completion/submission of the annual survey. This person is usually not the president of the institution, but rather the person who will be overseeing the completion of the survey at the partner institution.

Lead Institution

The organization that has primary responsibility for the STEP network (i.e., the institution of the principal investigator).

Partner Institutions

The other organizations in the network that are actively involved in STEP activities.

Planned

The project intends to use this strategy/activity and may be carrying out planning discussions and preparations but has not begun trials or implementation of the strategy/activity.

Principal Investigator (PI)

The individual, designated by the awardee and approved by NSF, who is responsible for the scientific or technical direction of the project. Also, the individual at the lead institution responsible for the completion/submission of the annual survey.

Race

A classification indicating general racial or ethnic heritage based on self-identification. Use the following descriptions as a guideline:

American Indian or Alaska Native—A person having origins in any of the original peoples of North or South America (including Central America), and who maintains cultural identification through 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 including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, and Vietnam.

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

Native Hawaiian or Other Pacific Islander—A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands

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

Not Reported or Unknown—The data are unavailable, or the participant has indicated that he or she does not want to provide this information.

Respondent

The person completing the survey, if different from the principal investigator/institution leader. The respondent is the person who will be contacted initially regarding any questions concerning the institution's data.

Underrepresented Minorities

Includes all Hispanic or Latino, American Indian or Alaskan Native, Black or African American, Native Hawaiian or Other Pacific Islander, and More Than One Race Reported (where at least one of the reported race categories is: American Indian or Alaskan Native, Black or African American, Native Hawaiian or Other Pacific Islander)

If you have any questions about terms not covered in the glossary, please contact STEP Technical Support at step@qrc.com or (866) 227-7127.

STEP Frequently Asked Questions (FAQs)

Q: What is the reporting period for this data collection?

A: The reporting period is July 1–June 30. In order to monitor the progress of your project, NSF is collecting baseline data for the year prior to your award as well as data for each year of your award.

If your institution's award start date is before June 30, 2010: You will report data for the current reporting period (July 1, 2010–June 30, 2011) only (contact information, institution definitions, student demographics, strategies and activities, challenges, other influences, and student participation).

If your institution's award start date is after June 30, 2010, but before June 30, 2011: You will first report data (contact information, institution definitions, and student demographics only) for the July 1, 2009–June 30, 2010, reporting period; these will be your baseline data. Once these data have been submitted to NSF, data for the current reporting period (July 1, 2010–June 30, 2011) may be submitted (contact information, institution definitions, student demographics, strategies and activities, challenges, other influences, and student participation). Both years of data are due by the deadline stated in the opening letter.

Q: If my institution is submitting data for multiple reporting periods, will I have to enter all the data multiple times?

A: The online system allows you to carry forward data from the previous reporting period (such as contact information, institution definitions, disciplines offered, strategies and activities, challenges, other influences, and student participation) in order to make the data entry process easier. You may then edit these data as needed for the period for which you are reporting.

Q: How will data entry and submission be handled for lead and partner institutions?

A: Each institution must enter and submit its own data unless an alternative arrangement between the lead and partner institutions has been made. Lead institutions are ultimately responsible for the compliance of their partner institutions. Using the Partner Institution Responses feature (see the online system's left-hand navigation options), lead institutions can monitor the progress of their partner institutions, view their data, and send them e-mail reminders through the system. Lead institutions are ultimately responsible for the compliance of their partner institutions.

Q: What if more than one person is involved in completing the survey?

A: Please provide the name and contact information of one primary contact (in addition to the principal investigator/institution leader, if different) under Person Completing the Survey in the Your Contact Information section (see the **Contact** tab). This is the person we will initially contact with any questions about the data. If other individuals are involved in the process, please enter their names and e-mail addresses under Additional Contacts. Each institution will receive one institution ID and password, which will be shared by everyone at that institution involved in responding to the survey.

Q: What is the Notes feature?

A: At the bottom of the online system's data entry screens there is a pen and paper icon with the words "Show Notes" next to it. If you select the icon/text, the words change to "Hide Notes" and the **Add a Note** link appears. If you select this link, a text box appears. You may add notes to the text box and click on **Save** to save them or **Cancel** to stop. If you select the pen and paper icon/text again, the notes disappear and the words change back to "Show Notes." Text entered in a Notes text box (as well as any data entered onscreen) is saved when you click on the screen's **Save** button. You may save as many notes as needed. Notes may be saved in a single field or in multiple fields, each of which may be edited or deleted individually. When you select "Show Notes," you may also view all notes that were entered in previous years. When using the **Print My Data** feature (see the online system's left-hand navigation options), only notes associated with the selected reporting year will be displayed.

Throughout the help material, we emphasize that NSF is most concerned with consistency within each institution from year to year, and we recommend keeping internal records of your methods. The Notes feature allows you to enter and save useful information alongside the relevant survey data so that this information will be at hand when filling out those sections and will be carried forward to next year's survey. This is especially helpful if a different person is responsible for completing the survey in a subsequent year. You can record names, phone numbers, and e-mail addresses for contacts from whom information was obtained as well as notes on how certain data were reported. For example, in the case of students with double majors you may decide to report them as science, technology, engineering, or mathematics (STEM) majors if at least one of their majors is in a STEM discipline. By saving this kind of information in the appropriate survey sections, it will be clear in future years how to report data in a consistent manner that will accurately show trends.

For this offline data collection tool, we have included a **Notes** tab for you to enter your notes for the various survey sections.

Q: How do we fill out the Student Demographics information if our institution's academic year/enrollment cutoff date differs from the requested reporting period?

A: Each student should be counted only once per reporting period. In the Student Demographics section of the survey you should report degrees granted and transfers to 4-year institutions that occurred during the specified reporting period (e.g., July 1, 2009–June 30, 2010). You should report majors as of the cutoff date that your institution uses to determine total undergraduate enrollment (as reported in the Institution Definitions section of your survey). For example, if your cutoff date is October 1, you would use the annualized enrollment data as of October 1, 2009, to report majors for the July 1, 2009–June 30, 2010, reporting period. For the July 1, 2010–June 30, 2011, reporting period, you would use the annualized enrollment data as of October 1, 2010. NSF is most interested in consistency within each institution from year to year. As long as your institution reports these data in the same way each year, NSF will be able to monitor the progress of your STEP project. Should there be any change to your institution's cutoff date in the future, you would note the change in the Institution Definitions section of your survey, and NSF would take this into consideration when analyzing trend data.

Q: What if my institution's criteria for determining majors are discipline specific?

A: You may include all relevant information in your response to the question, "What are your institution's requirements for considering a student a STEM major (or your institution's equivalent classification)?" (for 2-year institutions) or "What are your institution's requirements for selecting a major?" (for 4-year institutions) (see the **Inst** tab).

Q: What happens if my institution's criteria for determining majors change?

A: Please answer "Yes" to the subquestion "Have these criteria changed since last year?" NSF staff will consider this when analyzing trend data.

Q: What if the year a student declares his or her major varies by discipline?

A: It does not matter. NSF is most concerned with consistency within each institution from year to year. You may include all relevant information in your response to the question "What are your institution's requirements for considering a student a STEM major (or your institution's equivalent classification)?" (for 2-year institutions) or "What are your institution's requirements for selecting a major?" (for 4-year institutions) (see the **Inst** tab).

Q: What if my institution does not report majors/degrees by the disciplines/categories provided?

A: A discipline crosswalk has been provided in the online system's **Help & Instructions** feature (see left-hand navigation options) and this tool's **Crosswalk** tab to offer guidance in classifying your institution's majors/degrees. Please make your best attempt to match your disciplines with those in the survey. We received feedback from several 2-year institutions indicating that they cannot match the survey's disciplines or general categories. If this is the case for your institution, please contact us. We will work with you to establish appropriate categories that will allow NSF to monitor the progress of your STEP project. Remember that NSF is most concerned with consistency within each institution from year to year, rather than comparisons among institutions. We recommend that you maintain internal records of your methods in order to help you report in the same way each year. (You may use the system's Notes feature to record such information alongside of the relevant survey data. For this tool, please use the **Notes** tab to record such information.) If you need assistance, please contact STEP Technical Support at step@qrc.com or (866) 227-7127.

Q: Will institutions have the option to determine which disciplines are STEM disciplines?

A: A discipline crosswalk has been provided to offer guidance in classifying your institution's majors/degrees; however, institutions should do what makes the most sense for them. We recommend that you maintain internal records of your methods. (You may use the online system's Notes feature to record such information alongside of the relevant survey data. For this tool, please use the **Notes** tab to record such information.) NSF is most concerned with consistency within each institution from year to year.

Q: How do I account for multidisciplinary majors/degrees?

A: Each institution should decide where to classify these majors/degrees and if/how to split them. We recommend that you maintain internal records of your methods. (You may use the online system's Notes feature to record such information alongside of the relevant survey data. For this tool, please use the **Notes** tab to record such information.) NSF is most concerned with consistency within each institution from year to year.

Q: How do I handle students with multiple majors?

A: If a student has one STEM major and one non-STEM major, we recommend counting the student as a STEM major. If a student has two STEM majors, it is up to the institution to decide under which major to record the student. Please report each student under only one major. If in the Student Demographics section students are correctly reported under only one major and only U.S. citizens and permanent residents are included, the grand total of all majors reported in the Student Demographics section should be less than or equal to the total undergraduate enrollment reported in the Institution Definitions section. We recommend that you maintain internal records of your methods. (You may use the online system's Notes feature to record such information alongside of the relevant survey data. For this tool, please use the **Notes** tab to record such information.) NSF is most concerned with consistency within each institution from year to year.

Q: How do I handle education-related STEM disciplines (e.g., science secondary education)?

A: In general, institutions should not count education degrees; however, it is the institution's decision whether to count education degrees granted by STEM departments. We recommend that you maintain internal records of your methods.   (You may use the online system's Notes feature to record such information alongside of the relevant survey data. For this tool, please use the **Notes** tab to record such information.) NSF is most concerned with consistency within each institution from year to year.

Q: My STEP project involves only biology and chemistry. Do I have to report data for the other disciplines? And how do I differentiate between disciplines targeted by my STEP project and other disciplines offered as majors/degrees by my institution?

A: NSF is interested in data on all disciplines offered as majors/degrees by your institution, not just those targeted by your STEP project. NSF requests data on all disciplines in order to provide a context in which NSF can interpret trends. It is not necessary to distinguish between disciplines targeted by your STEP project and other disciplines offered as majors/degrees by your institution.

Q: What if my institution does not collect race/ethnicity data at the same level of detail as is requested?

A: The race/ethnicity categories used in the survey are mandated by the Office of Management and Budget; definitions for each category are provided in the system (and in this tool's **Race_Ethnicity** and **Glossary** tabs). Please make your best attempt to match your institution's categories with those in the survey. We recommend that you maintain internal records of your methods. (You may use the online system's Notes feature to record such information alongside of the relevant survey data. For this tool, please use the **Notes** tab to record such information.) NSF is most concerned with consistency within each institution from year to year. As long as your institution reports these data in the same way each year, NSF will be able to monitor your project's progress. If you need assistance, please contact STEP Technical Support at step@qrc.com or (866) 227-7127.

Q: What if my institution considers "Hispanic" to be a race category?

A: Please report all students classified by your institution as Hispanic under "Hispanic or Latino, Race Not Reported or Unknown" and report all other students under the appropriate race categories under "Not Hispanic or Latino." Unclassified students should be reported in the "Neither Race nor Ethnicity Reported" row rather than under "Not Hispanic or Latino, Race Not Reported or Unknown."

Q: What if my institution does not collect information on multiple races?

A: Please enter zeros for the More Than One Race Reported categories.

Q: Is there a word limit for responses to the narrative questions?

A: No, there is not a word limit for any of the narrative questions. In the online system, you may enter as much information as you want in the appropriate text boxes. The text boxes will capture your entire response and automatically generate a vertical scrolling bar if the text extends beyond the current screen view. When answering the narrative questions in this spreadsheet, you may add/widen rows as needed to capture your entire response.

Q: What is the Repository/Library?

A: The online STEP Repository/Library allows users to view and download resource files, including files submitted by users and administrative documents created by ICF Macro (e.g., offline data collection forms). The library includes the following information for each resource: file name, size, title, description, and submitted by (institution/award name and contact person name). Contributions are strictly voluntary. Materials such as surveys/assessments, strategic evaluation matrices, and checklists are sent by system users to STEP Technical Support for uploading to the repository.

Q: How can I share best practices information?

A: Best practices information can be shared through the Repository/Library.

Q: Will I be able to get an electronic copy of my institution's data for our records?

A: Yes, the online system offers the option to print a hardcopy of your data and/or to download your data to a Microsoft Excel spreadsheet through the **Print My Data** and **Download My Data** features (see the left-hand navigation options).

If you have any questions not covered in the FAQs, please contact STEP Technical Support at step@qrc.com or (866) 227-7127.