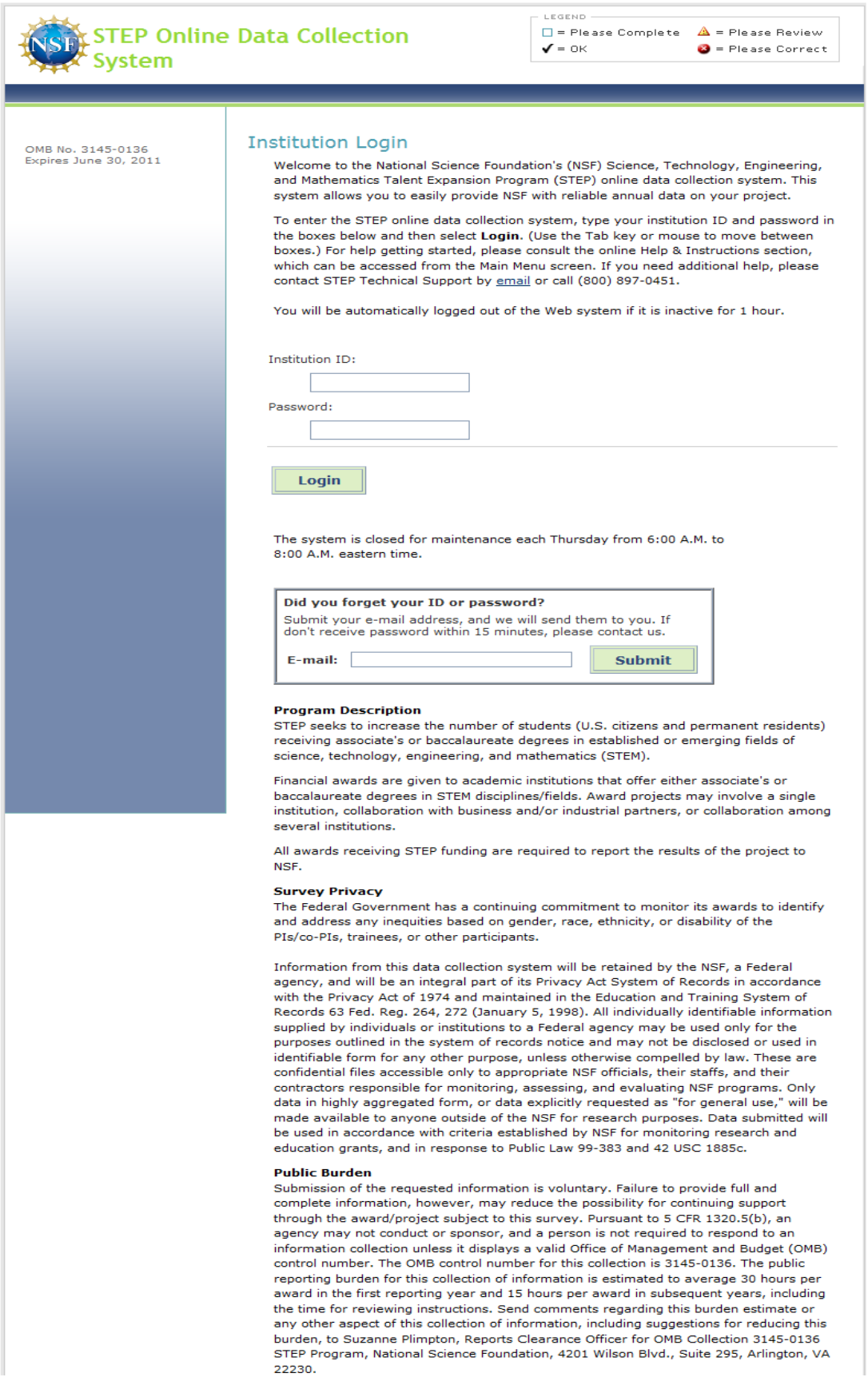
APPENDIX A1

STEP Monitoring System Screenshots: 2-Year Institutions



STEP Online Data Collection System

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OMB No. 3145-0136
Expires June 30, 2011

Institution Login

Welcome to the National Science Foundation's (NSF) Science, Technology, Engineering, and Mathematics Talent Expansion Program (STEP) online data collection system. This system allows you to easily provide NSF with reliable annual data on your project.

To enter the STEP online data collection system, type your institution ID and password in the boxes below and then select **Login**. (Use the Tab key or mouse to move between boxes.) For help getting started, please consult the online Help & Instructions section, which can be accessed from the Main Menu screen. If you need additional help, please contact STEP Technical Support by email or call (800) 897-0451.

You will be automatically logged out of the Web system if it is inactive for 1 hour.

Institution ID:

Password:

Login

The system is closed for maintenance each Thursday from 6:00 A.M. to 8:00 A.M. eastern time.

Did you forget your ID or password?
Submit your e-mail address, and we will send them to you. If don't receive password within 15 minutes, please contact us.

E-mail: Submit

Program Description
STEP seeks to increase the number of students (U.S. citizens and permanent residents) receiving associate's or baccalaureate degrees in established or emerging fields of science, technology, engineering, and mathematics (STEM).

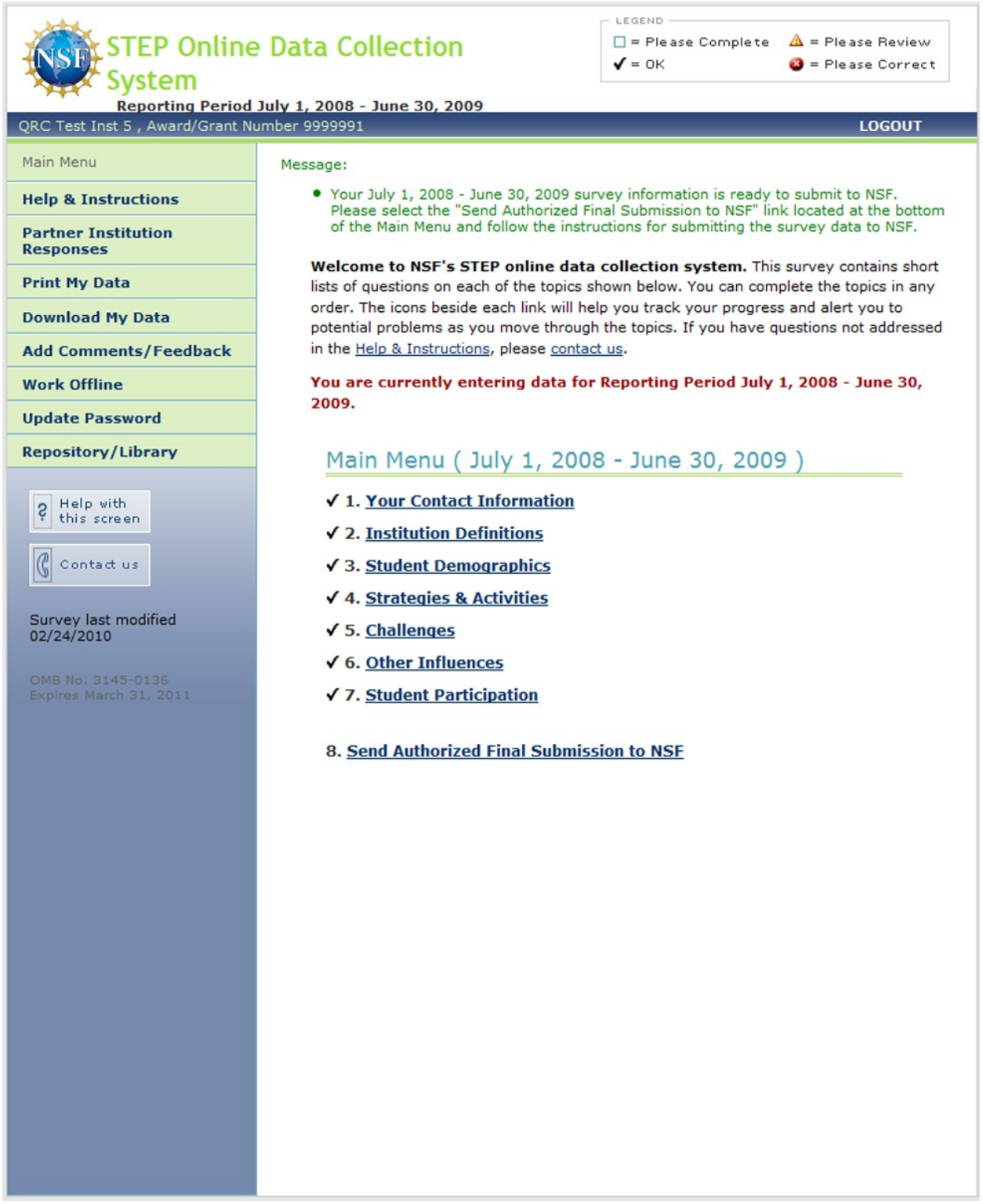
Financial awards are given to academic institutions that offer either associate's or baccalaureate degrees in STEM disciplines/fields. Award projects may involve a single institution, collaboration with business and/or industrial partners, or collaboration among several institutions.

All awards receiving STEP funding are required to report the results of the project to NSF.

Survey Privacy
The Federal Government has a continuing commitment to monitor its awards to identify and address any inequities based on gender, race, ethnicity, or disability of the PIs/co-PIs, trainees, or other participants.

Information from this data collection system will be retained by the NSF, a Federal agency, and will be an integral part of its Privacy Act System of Records in accordance with the Privacy Act of 1974 and maintained in the Education and Training System of Records 63 Fed. Reg. 264, 272 (January 5, 1998). All individually identifiable information supplied by individuals or institutions to a Federal agency may be used only for the purposes outlined in the system of records notice and may not be disclosed or used in identifiable form for any other purpose, unless otherwise compelled by law. These are confidential files accessible only to appropriate NSF officials, their staffs, and their contractors responsible for monitoring, assessing, and evaluating NSF programs. Only data in highly aggregated form, or data explicitly requested as "for general use," will be made available to anyone outside of the NSF for research purposes. Data submitted will be used in accordance with criteria established by NSF for monitoring research and education grants, and in response to Public Law 99-383 and 42 USC 1885c.

Public Burden
Submission of the requested information is voluntary. Failure to provide full and complete information, however, may reduce the possibility for continuing support through the award/project subject to this survey. Pursuant to 5 CFR 1320.5(b), an agency may not conduct or sponsor, and a person is not required to respond to an information collection unless it displays a valid Office of Management and Budget (OMB) control number. The OMB control number for this collection is 3145-0136. The public reporting burden for this collection of information is estimated to average 30 hours per award in the first reporting year and 15 hours per award in subsequent years, including the time for reviewing instructions. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to Suzanne Plimpton, Reports Clearance Officer for OMB Collection 3145-0136 STEP Program, National Science Foundation, 4201 Wilson Blvd., Suite 295, Arlington, VA 22230.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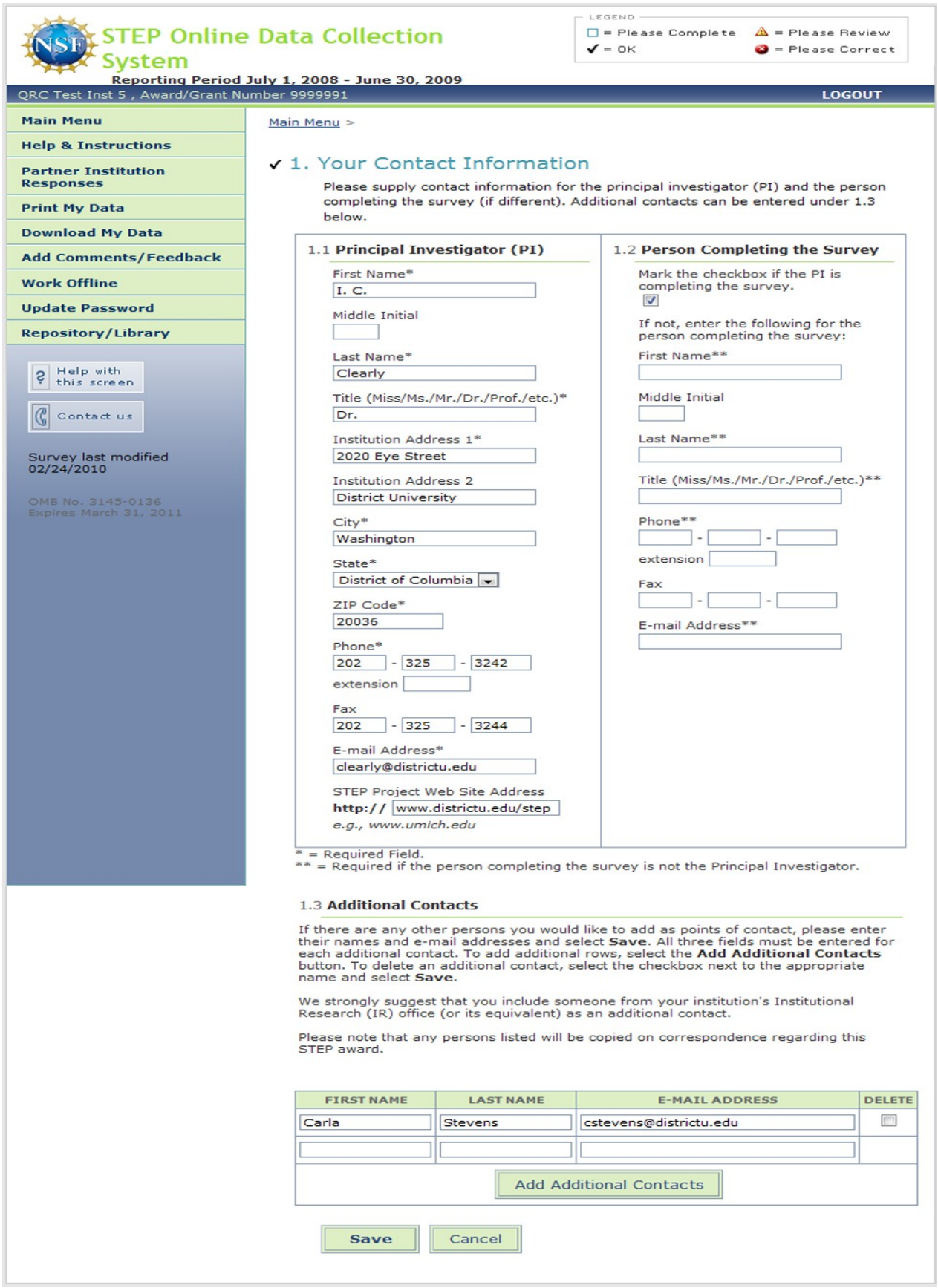
OMB No. 3145-0136
Expires March 31, 2011
Message:
Your July 1, 2008 - June 30, 2009 survey information is ready to submit to NSF. Please select the "Send Authorized Final Submission to NSF" link located at the bottom of the Main Menu and follow the instructions for submitting the survey data to NSF.
Welcome to NSF's STEP online data collection system. This survey contains short lists of questions on each of the topics shown below. You can complete the topics in any order. The icons beside each link will help you track your progress and alert you to potential problems as you move through the topics. If you have questions not addressed in the Help & Instructions, please contact us.
You are currently entering data for Reporting Period July 1, 2008 - June 30, 2009.
Main Menu (July 1, 2008 - June 30, 2009)
✓ 1. Your Contact Information
✓ 2. Institution Definitions
✓ 3. Student Demographics
✓ 4. Strategies & Activities
✓ 5. Challenges
✓ 6. Other Influences
✓ 7. Student Participation
8. Send Authorized Final Submission to NSF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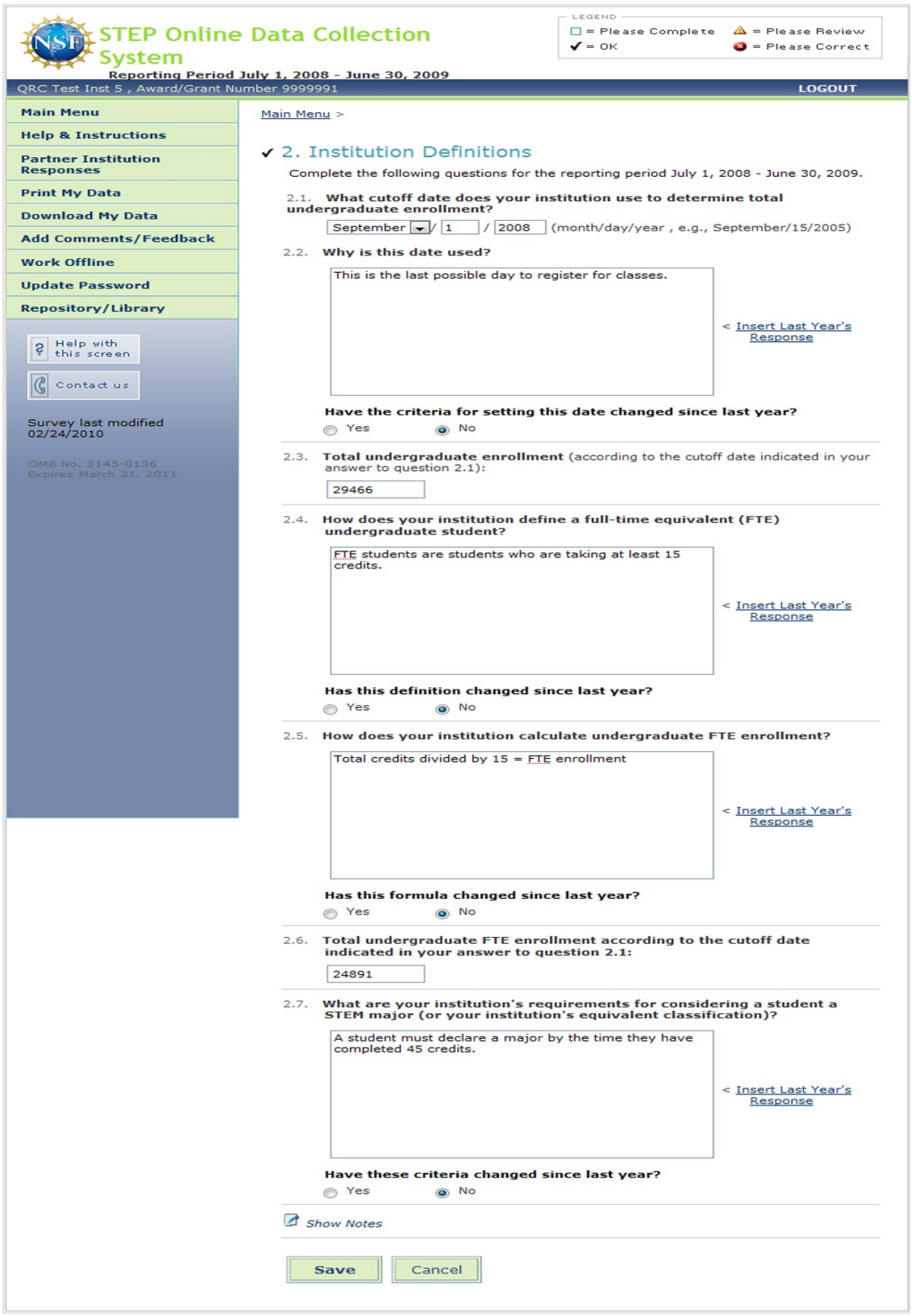
Main Menu >
✔ 1. Your Contact Information
Please supply contact information for the principal investigator (PI) and the person completing the survey (if different). Additional contacts can be entered under 1.3 below.
1.1 Principal Investigator (PI)
First Name* I. C.
Middle Initial
Last Name* Clearly
Title (Miss/Ms./Mr./Dr./Prof./etc.)* Dr.
Institution Address 1* 2020 Eye Street
Institution Address 2 District University
City* Washington
State* District of Columbia
ZIP Code* 20036
Phone* 202 - 325 - 3242
extension
Fax 202 - 325 - 3244
E-mail Address* clearly@districtu.edu
STEP Project Web Site Address
http:// www.districtu.edu/step
e.g., www.umich.edu
1.2 Person Completing the Survey
Mark the checkbox if the PI is completing the survey.
If not, enter the following for the person completing the survey:
First Name**
Middle Initial
Last Name**
Title (Miss/Ms./Mr./Dr./Prof./etc.)**
Phone** - -
extension
Fax - -
E-mail Address**
* = Required Field.
** = Required if the person completing the survey is not the Principal Investigator.
1.3 Additional Contacts
If there are any other persons you would like to add as points of contact, please enter their names and e-mail addresses and select Save. All three fields must be entered for each additional contact. To add additional rows, select the Add Additional Contacts button. To delete an additional contact, select the checkbox next to the appropriate name and select Save.
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.
FIRST NAME
LAST NAME
E-MAIL ADDRESS
DELETE
Carla
Stevens
cstevens@districtu.edu
Add Additional Contacts
Save
Cancel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✔ 2. Institution Definitions
Complete the following questions for the reporting period July 1, 2008 - June 30, 2009.
2.1. What cutoff date does your institution use to determine total undergraduate enrollment?
September / 1 / 2008 (month/day/year , e.g., September/15/2005)
2.2. Why is this date used?
This is the last possible day to register for classes.
< Insert Last Year's Response
Have the criteria for setting this date changed since last year?
Yes No
2.3. Total undergraduate enrollment (according to the cutoff date indicated in your answer to question 2.1):
29466
2.4. How does your institution define a full-time equivalent (FTE) undergraduate student?
FTE students are students who are taking at least 15 credits.
< Insert Last Year's Response
Has this definition changed since last year?
Yes No
2.5. How does your institution calculate undergraduate FTE enrollment?
Total credits divided by 15 = FTE enrollment
< Insert Last Year's Response
Has this formula changed since last year?
Yes No
2.6. Total undergraduate FTE enrollment according to the cutoff date indicated in your answer to question 2.1:
24891
2.7. What are your institution's requirements for considering a student a STEM major (or your institution's equivalent classification)?
A student must declare a major by the time they have completed 45 credits.
< Insert Last Year's Response
Have these criteria changed since last year?
Yes No
Show Notes
Save
Cancel

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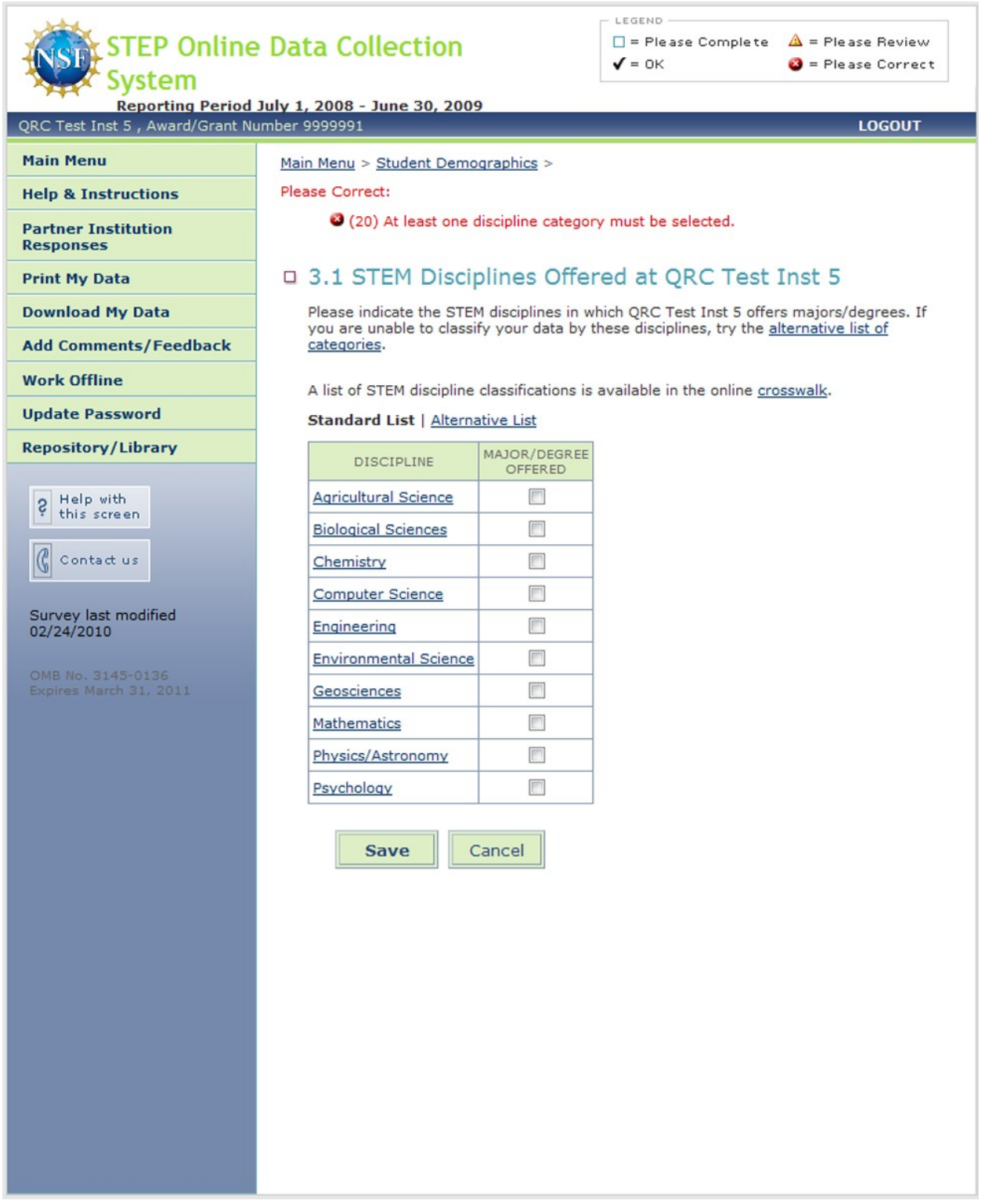
Main Menu >
3. Student Demographics
Please provide data about student demographics (race, ethnicity, and gender) for each of the STEM disciplines offered at QRC Test Inst 5 (plus non-STEM disciplines combined and undeclared). (Include U.S. citizens or permanent residents only.)
First, please tell us which STEM disciplines are offered at your institution.
✓ 3.1. STEM Disciplines Offered at QRC Test Inst 5
Engineering
Mathematics
Then, please provide demographic data for the following categories:
✓ 3.2. Majors
✓ 3.3. Degrees Granted
✓ 3.4. Transfers to 4-Year Institutions
Notes
Notes entered throughout the Student Demographics section of the survey are for majors, degrees granted, and transfers. Each category shares the same notes. Overwriting notes will overwrite notes for all categories in Student Demographics.
Show Notes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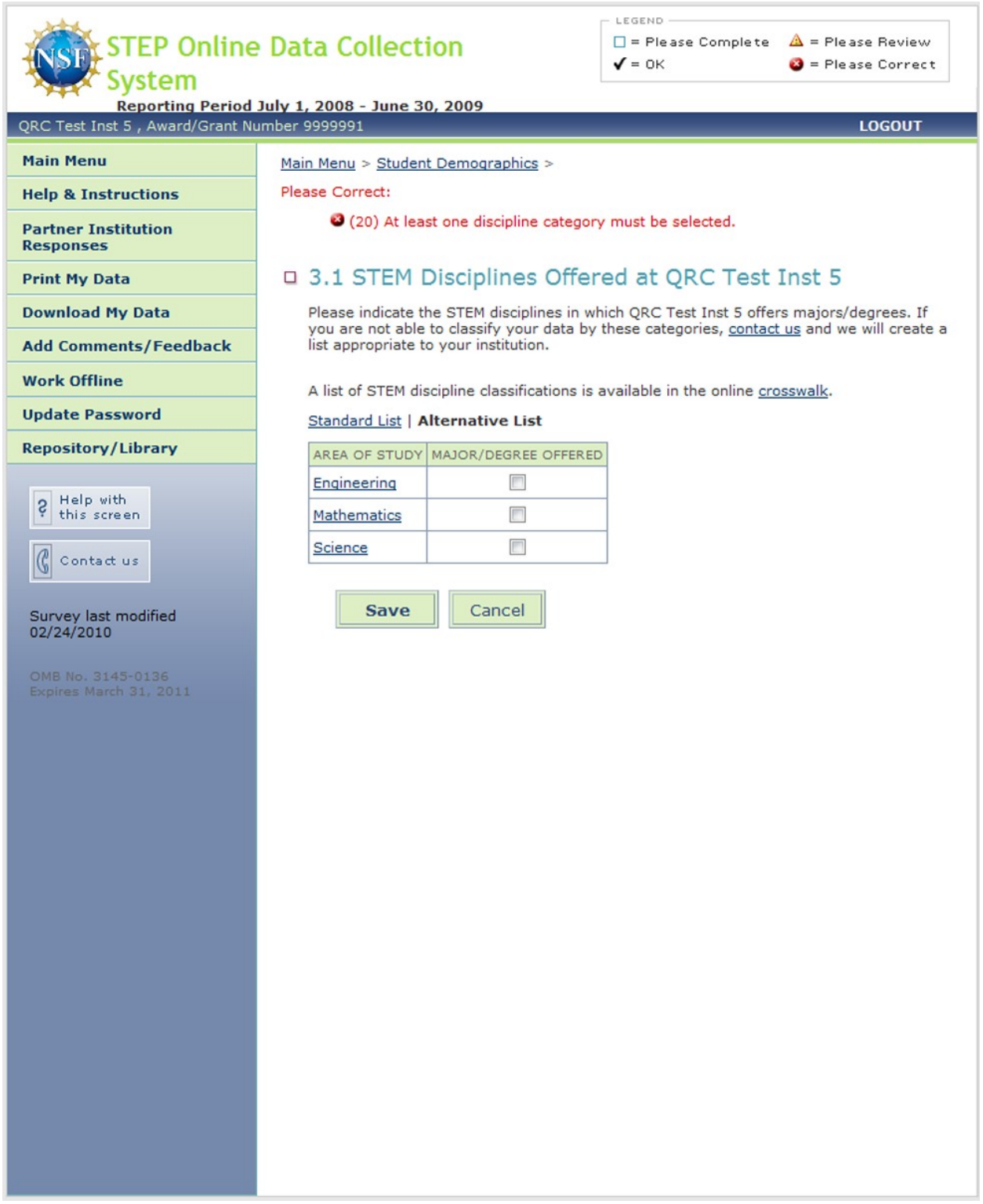
Please Correct:
(20) At least one discipline category must be selected.
3.1 STEM Disciplines Offered at QRC Test Inst 5
Please indicate the STEM disciplines in which QRC Test Inst 5 offers majors/degrees. If you are unable to classify your data by these disciplines, try the alternative list of categories.
A list of STEM discipline classifications is available in the online crosswalk.
Standard List | Alternative List
DISCIPLINE
MAJOR/DEGREE OFFERED
Agricultural Science
Biological Sciences
Chemistry
Computer Science
Engineering
Environmental Science
Geosciences
Mathematics
Physics/Astronomy
Psychology
Save
Cancel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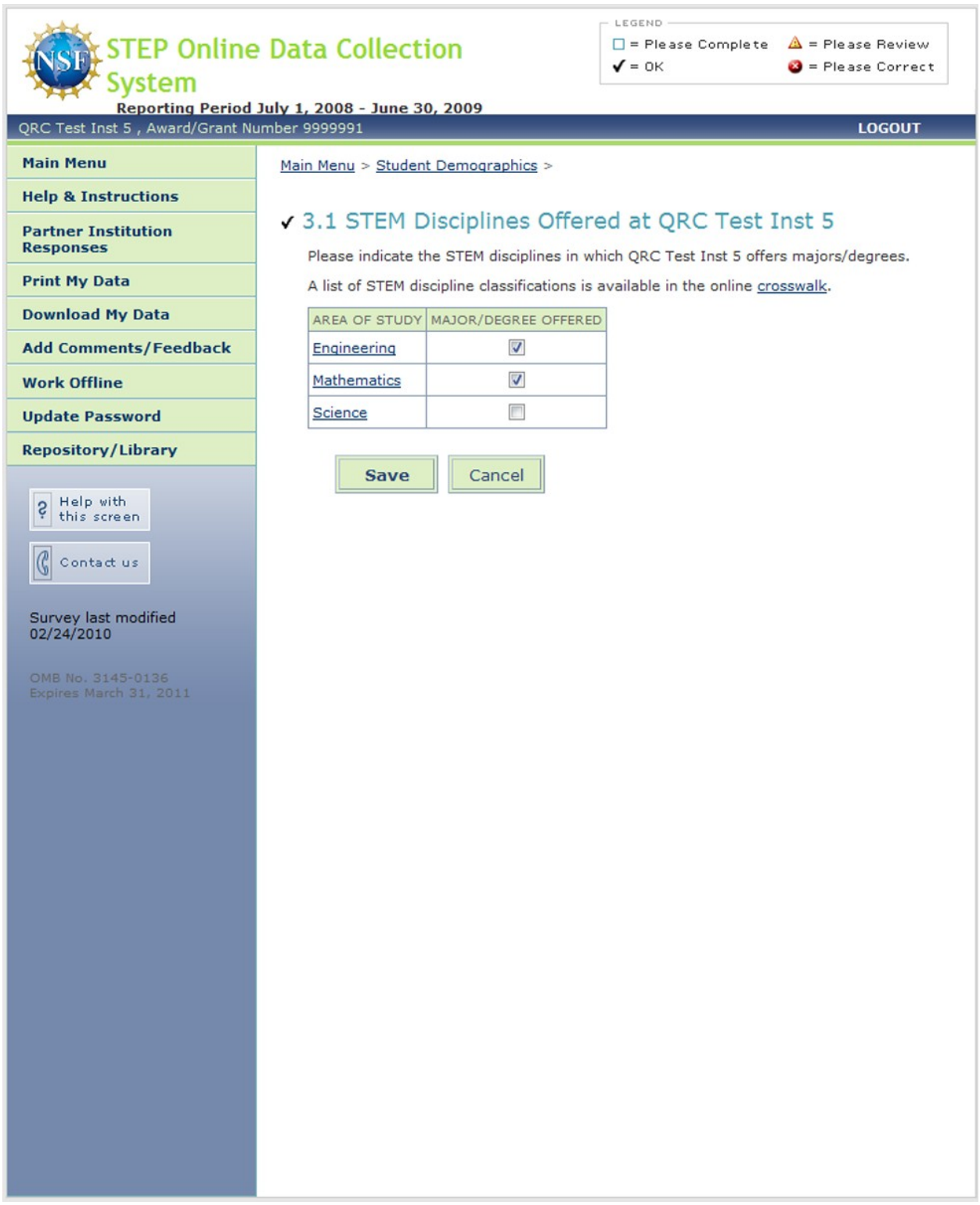
Please Correct:
(20) At least one discipline category must be selected.
3.1 STEM Disciplines Offered at QRC Test Inst 5
Please indicate the STEM disciplines in which QRC Test Inst 5 offers majors/degrees. If you are not able to classify your data by these categories, contact us and we will create a list appropriate to your institution.
A list of STEM discipline classifications is available in the online crosswalk.
Standard List | Alternative List
AREA OF STUDY
MAJOR/DEGREE OFFERED
Engineering
Mathematics
Science
Save
Cancel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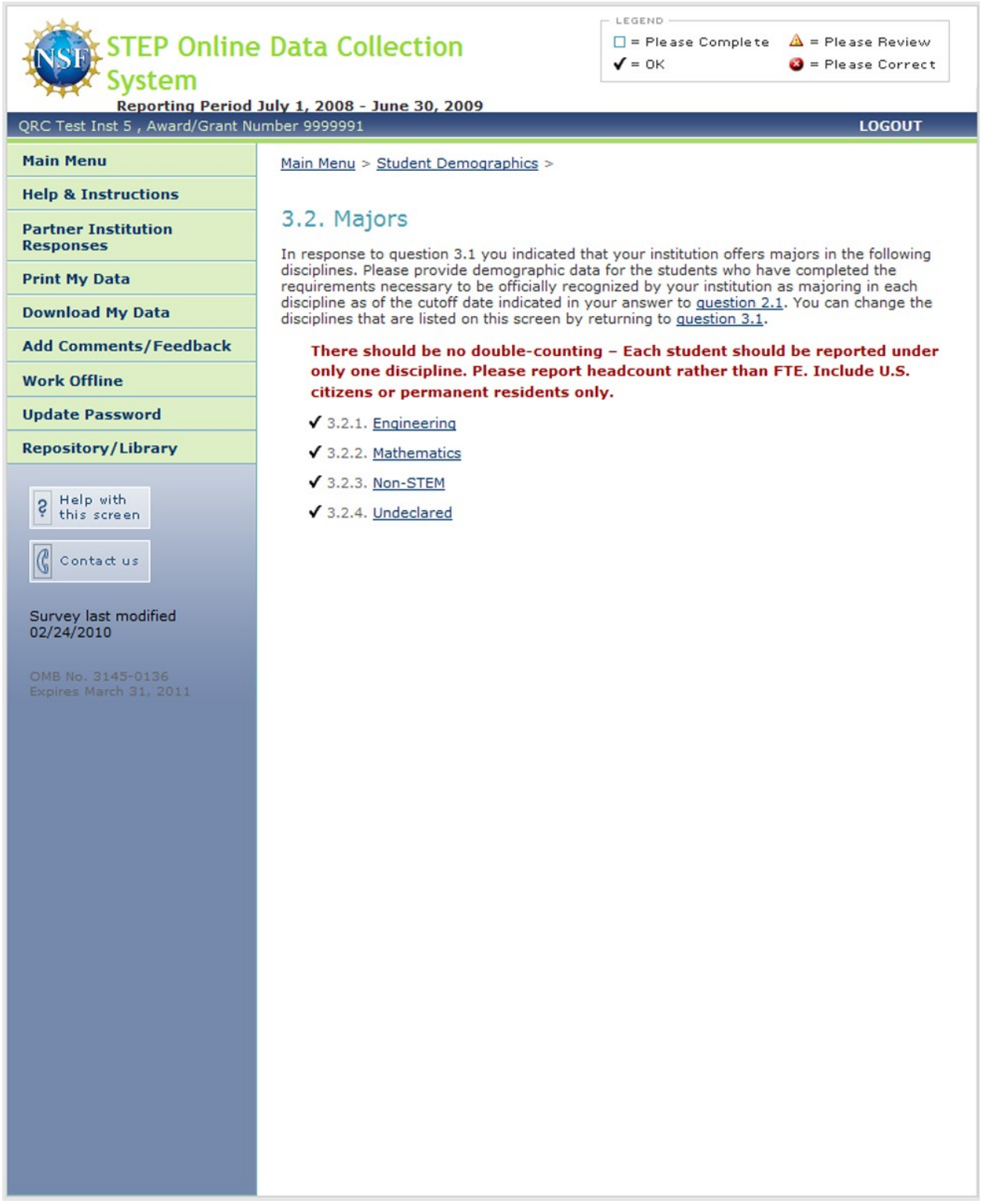
✓ 3.1 STEM Disciplines Offered at QRC Test Inst 5
Please indicate the STEM disciplines in which QRC Test Inst 5 offers majors/degrees.
A list of STEM discipline classifications is available in the online crosswalk.
AREA OF STUDY
MAJOR/DEGREE OFFERED
Engineering
Mathematics
Science
Save
Cancel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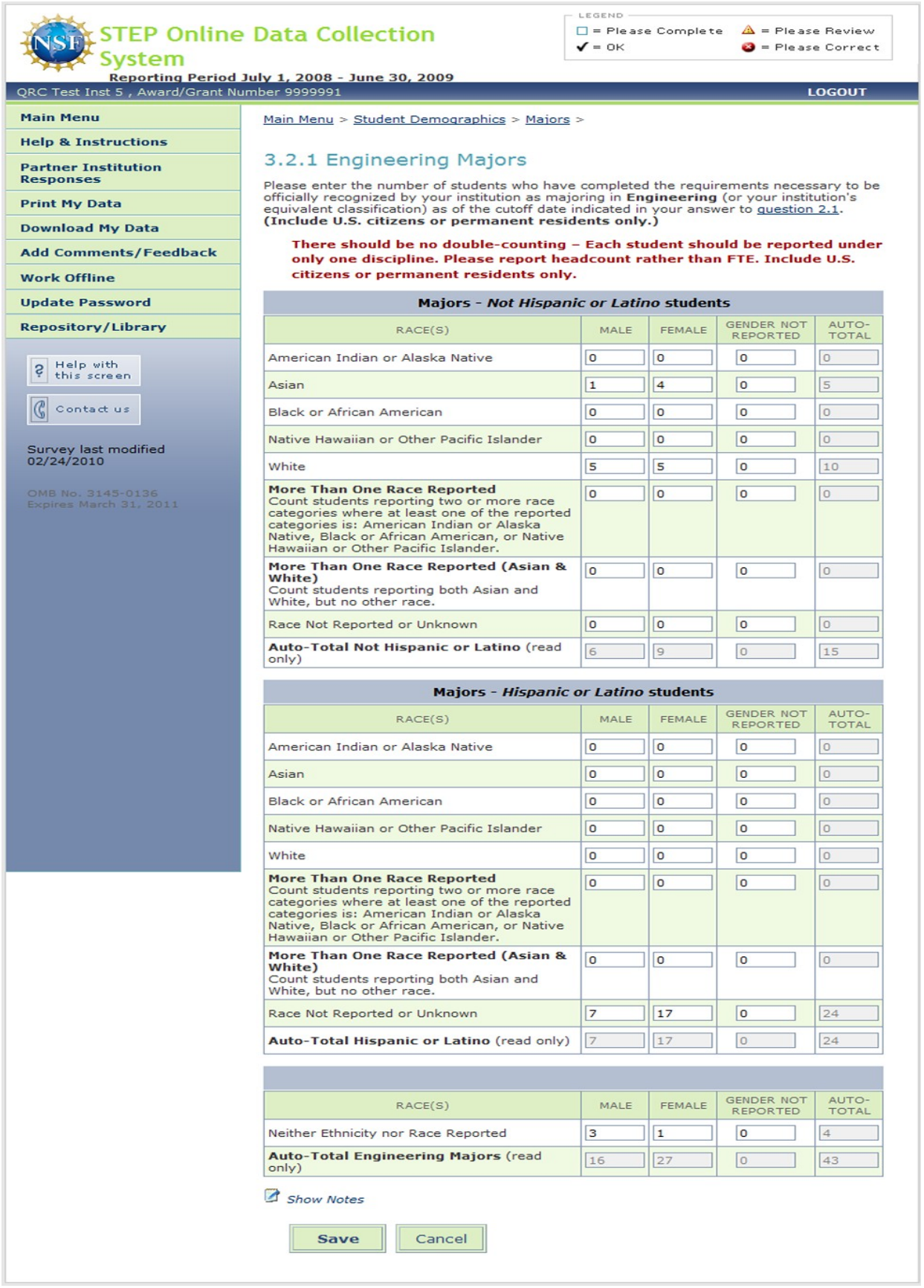
Main Menu > Student Demographics >
3.2. Majors
In response to question 3.1 you indicated that your institution offers majors in the following disciplines. Please provide demographic data for the students who have completed the requirements necessary to be officially recognized by your institution as majoring in each discipline as of the cutoff date indicated in your answer to question 2.1. You can change the disciplines that are listed on this screen by returning to question 3.1.
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.
3.2.1. Engineering
3.2.2. Mathematics
3.2.3. Non-STEM
3.2.4. Undeclared



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3.2.1 Engineering Majors

Please enter the number of students who have completed the requirements necessary to be officially recognized by your institution as majoring in **Engineering** (or your institution's equivalent classification) as of the cutoff date indicated in your answer to question 2.1. **(Include U.S. citizens or permanent residents only.)**

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.

Majors - *Not Hispanic or Latino* students

RACE(S)	MALE	FEMALE	GENDER NOT REPORTED	AUTO-TOTAL
American Indian or Alaska Native	0	0	0	0
Asian	1	4	0	5
Black or African American	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0
White	5	5	0	10
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 (read only)	6	9	0	15

Majors - *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	7	17	0	24
Auto-Total Hispanic or Latino (read only)	7	17	0	24

RACE(S)	MALE	FEMALE	GENDER NOT REPORTED	AUTO-TOTAL
Neither Ethnicity nor Race Reported	3	1	0	4
Auto-Total Engineering Majors (read only)	16	27	0	43

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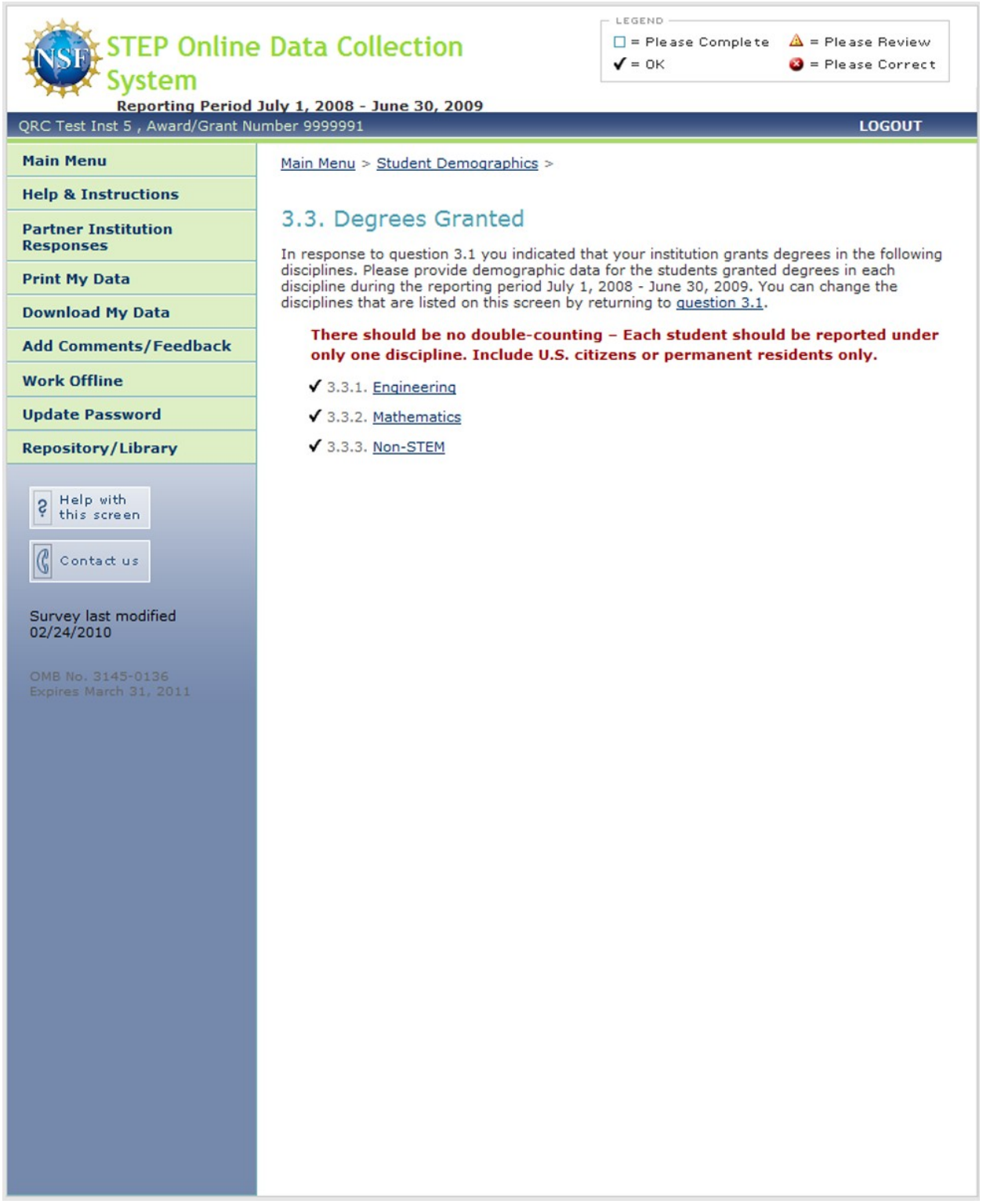
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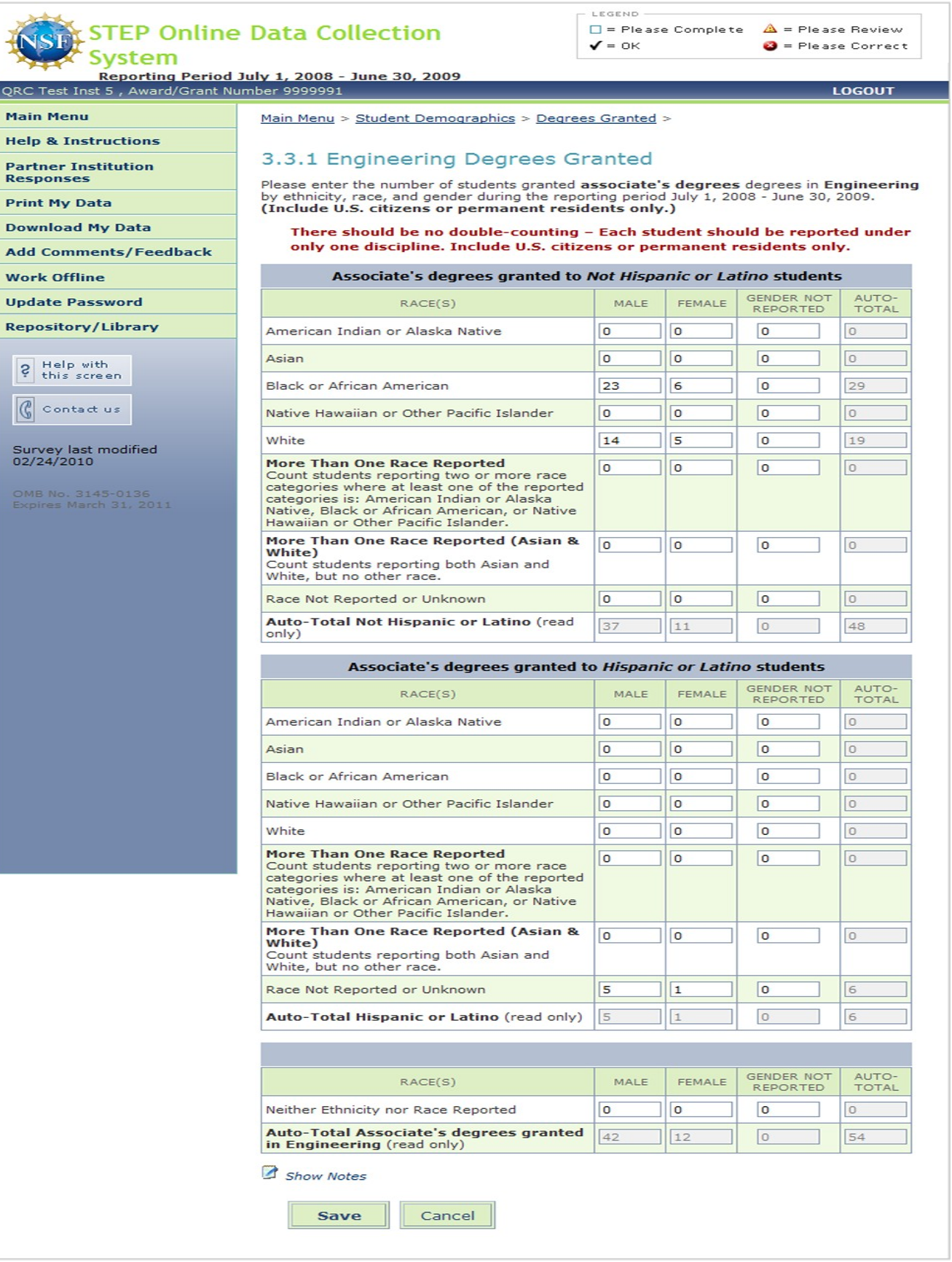
3.3. Degrees Granted
In response to question 3.1 you indicated that your institution grants degrees in the following disciplines. Please provide demographic data for the students granted degrees in each discipline during the reporting period July 1, 2008 - June 30, 2009. You can change the disciplines that are listed on this screen by returning to question 3.1.
There should be no double-counting – Each student should be reported under only one discipline. Include U.S. citizens or permanent residents only.
3.3.1. Engineering
3.3.2. Mathematics
3.3.3. Non-STEM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3.3.1 Engineering Degrees Granted
Please enter the number of students granted associate's degrees degrees in Engineering by ethnicity, race, and gender during the reporting period July 1, 2008 - June 30, 2009. (Include U.S. citizens or permanent residents only.)
There should be no double-counting – Each student should be reported under only one discipline. Include U.S. citizens or permanent residents only.
Associate's degrees granted to 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 | 23 | 6 | 0 | 29
Native Hawaiian or Other Pacific Islander | 0 | 0 | 0 | 0
White | 14 | 5 | 0 | 19
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 (read only) | 37 | 11 | 0 | 48
Associate's degrees granted to 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 | 5 | 1 | 0 | 6
Auto-Total Hispanic or Latino (read only) | 5 | 1 | 0 | 6
RACE(S) | MALE | FEMALE | GENDER NOT REPORTED | AUTO-TOTAL
Neither Ethnicity nor Race Reported | 0 | 0 | 0 | 0
Auto-Total Associate's degrees granted in Engineering (read only) | 42 | 12 | 0 | 54
Show Notes
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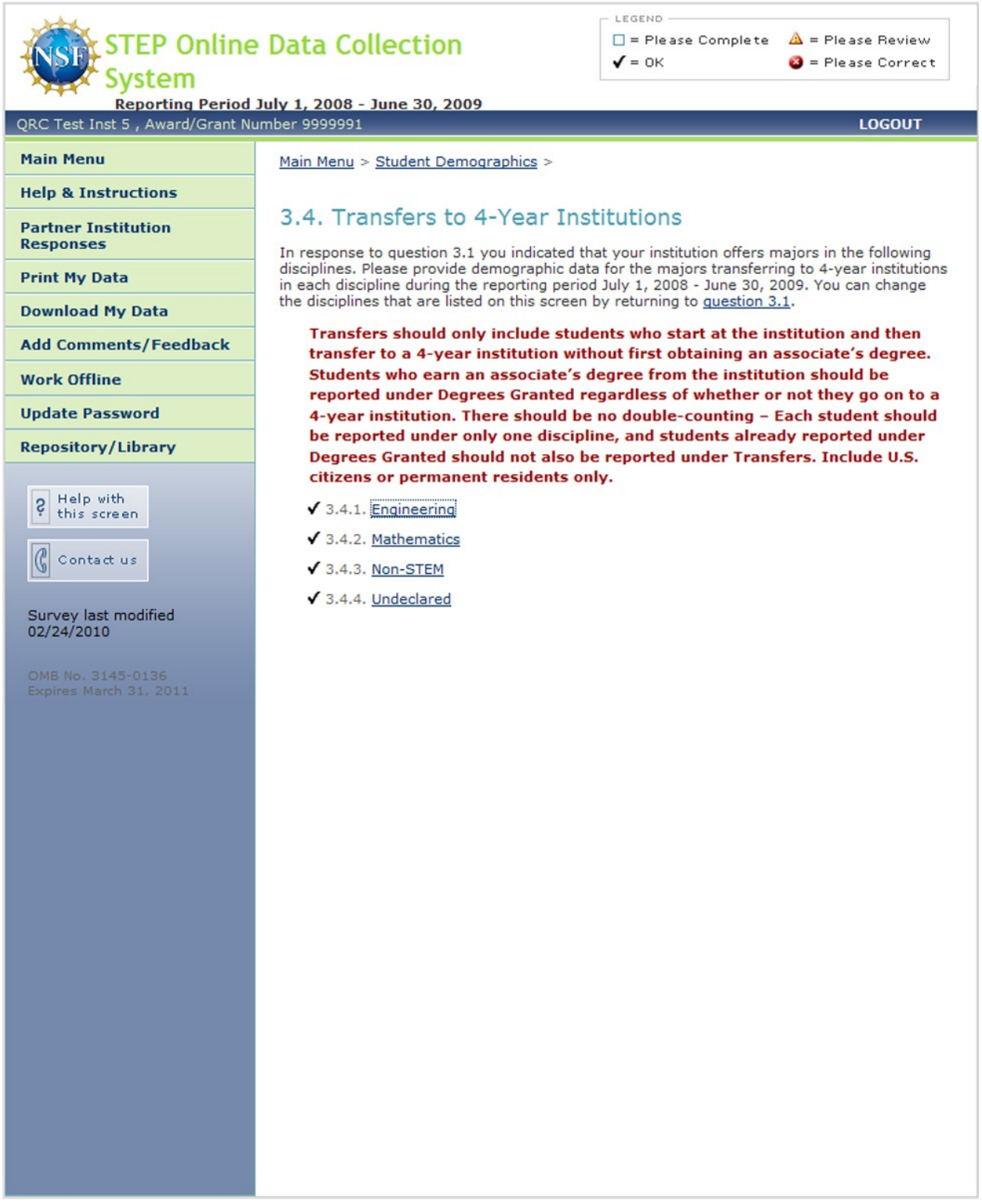
Cancel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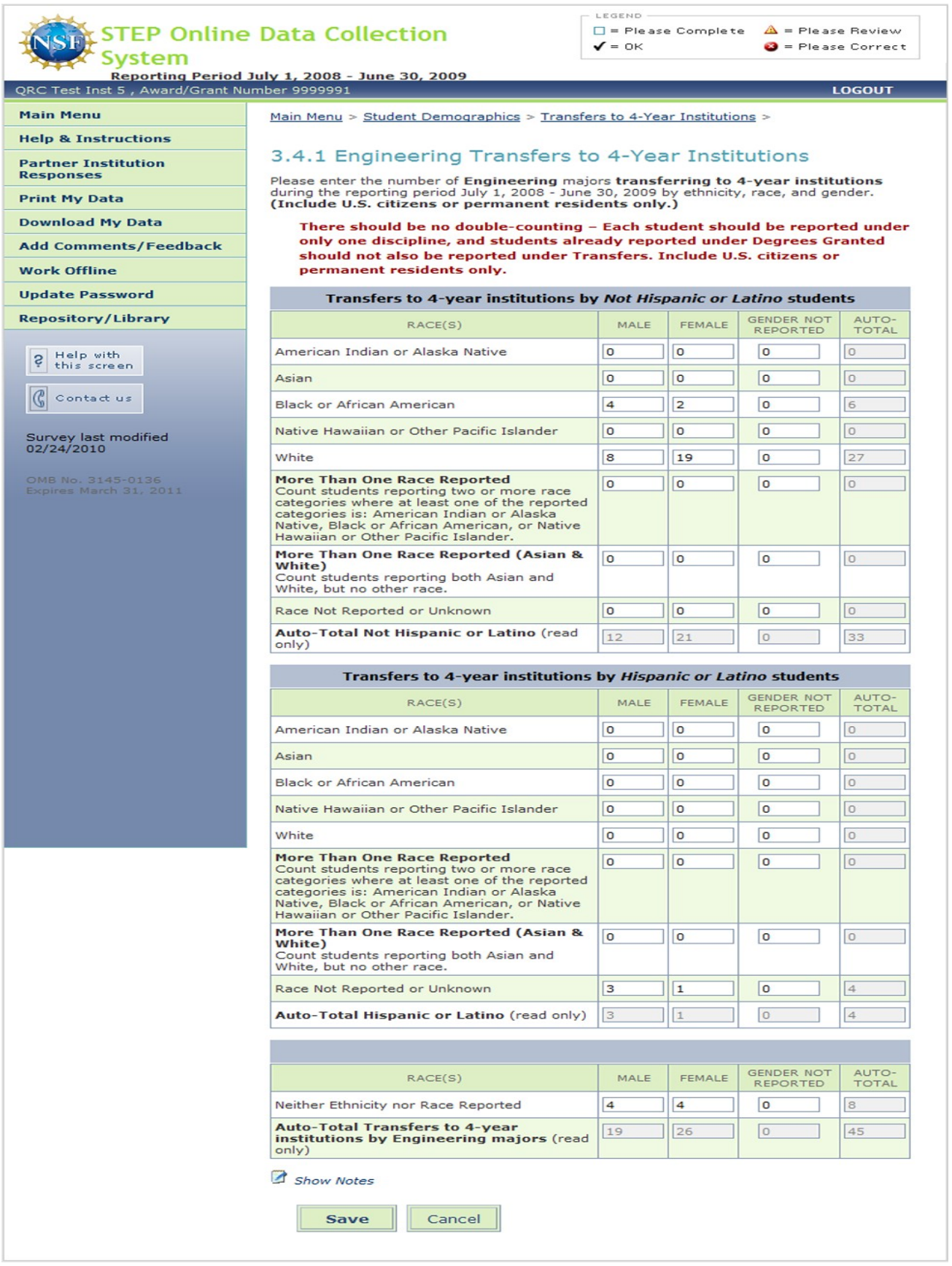
3.4. Transfers to 4-Year Institutions
In response to question 3.1 you indicated that your institution offers majors in the following disciplines. Please provide demographic data for the majors transferring to 4-year institutions in each discipline during the reporting period July 1, 2008 - June 30, 2009. You can change the disciplines that are listed on this screen by returning to question 3.1.
Transfers should only include students who start at the institution and then transfer to a 4-year institution without first obtaining an associate's degree. Students who earn an associate's degree from the institution should be reported under Degrees Granted regardless of whether or not they go on to a 4-year institution. There should be no double-counting – Each student should be reported under only one discipline, and students already reported under Degrees Granted should not also be reported under Transfers. Include U.S. citizens or permanent residents only.
✓ 3.4.1. Engineering
✓ 3.4.2. Mathematics
✓ 3.4.3. Non-STEM
✓ 3.4.4. Undeclared



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3.4.1 Engineering Transfers to 4-Year Institutions

Please enter the number of **Engineering** majors **transferring to 4-year institutions** during the reporting period July 1, 2008 - June 30, 2009 by ethnicity, race, and gender. **(Include U.S. citizens or permanent residents only.)**

There should be no double-counting – Each student should be reported under only one discipline, and students already reported under Degrees Granted should not also be reported under Transfers. Include U.S. citizens or permanent residents only.

Transfers to 4-year institutions by *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	4	2	0	6
Native Hawaiian or Other Pacific Islander	0	0	0	0
White	8	19	0	27
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 (read only)	12	21	0	33

Transfers to 4-year institutions by *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	3	1	0	4
Auto-Total Hispanic or Latino (read only)	3	1	0	4

RACE(S)	MALE	FEMALE	GENDER NOT REPORTED	AUTO-TOTAL
Neither Ethnicity nor Race Reported	4	4	0	8
Auto-Total Transfers to 4-year institutions by Engineering majors (read only)	19	26	0	45

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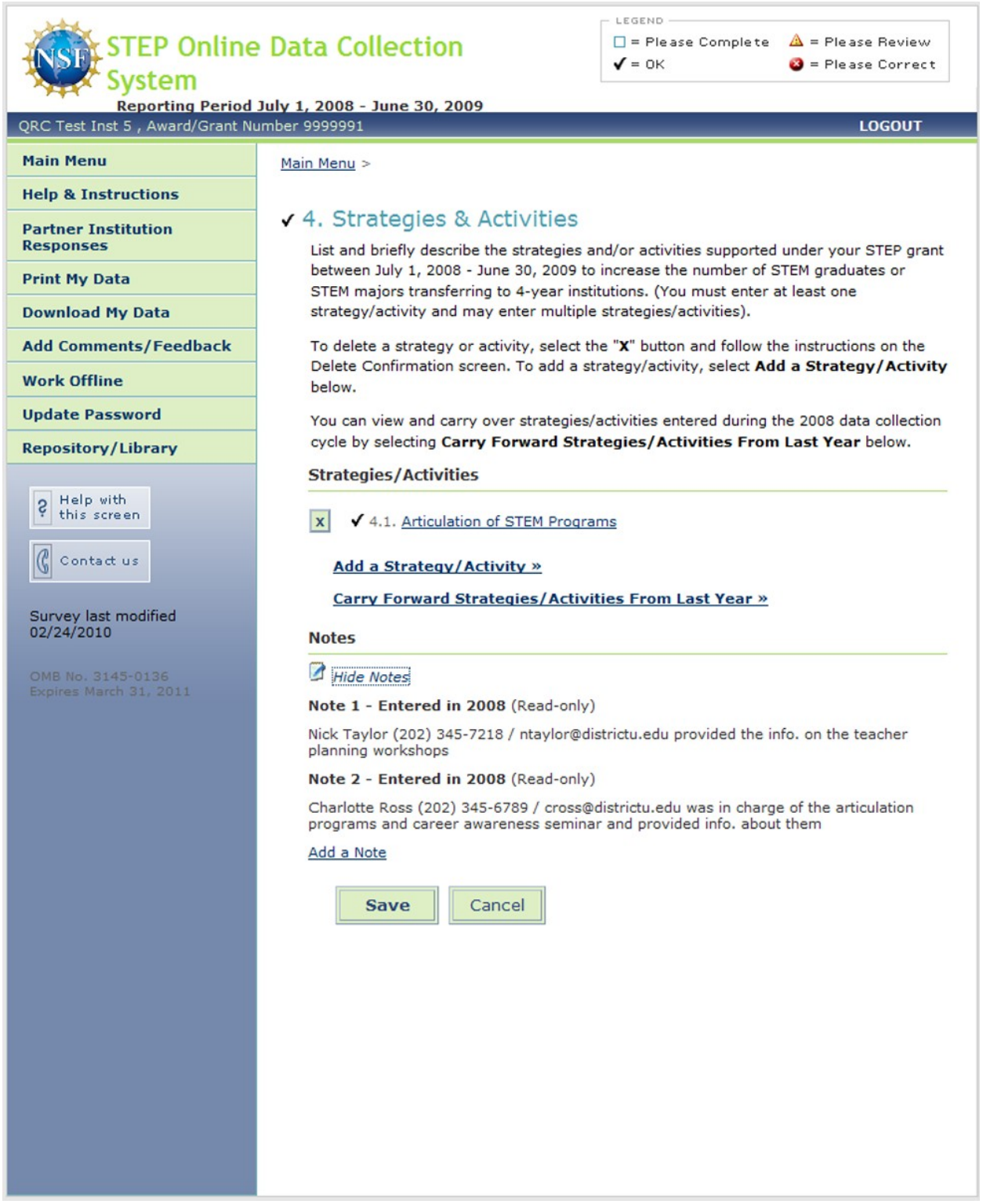
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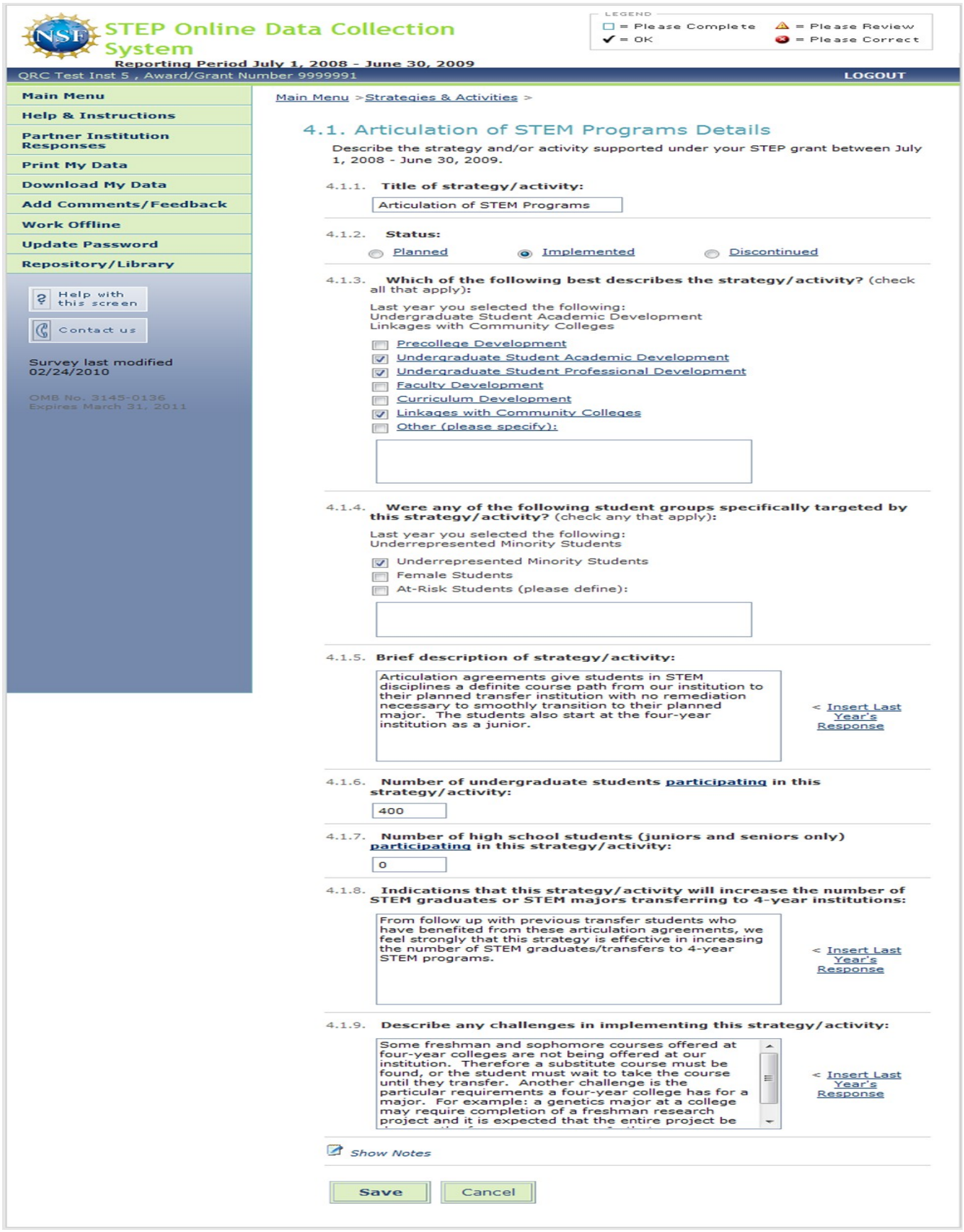
✓ 4. Strategies & Activities
List and briefly describe the strategies and/or activities supported under your STEP grant between July 1, 2008 - June 30, 2009 to increase the number of STEM graduates or STEM majors transferring to 4-year institutions. (You must enter at least one strategy/activity and may enter multiple strategies/activities).
To delete a strategy or activity, select the "X" button and follow the instructions on the Delete Confirmation screen. To add a strategy/activity, select Add a Strategy/Activity below.
You can view and carry over strategies/activities entered during the 2008 data collection cycle by selecting Carry Forward Strategies/Activities From Last Year below.
Strategies/Activities
X
✓ 4.1. Articulation of STEM Programs
Add a Strategy/Activity »
Carry Forward Strategies/Activities From Last Year »
Notes
Hide Notes
Note 1 - Entered in 2008 (Read-only)
Nick Taylor (202) 345-7218 / ntaylor@districtu.edu provided the info. on the teacher planning workshops
Note 2 - Entered in 2008 (Read-only)
Charlotte Ross (202) 345-6789 / cross@districtu.edu was in charge of the articulation programs and career awareness seminar and provided info. about them
Add a Note
Save
Cancel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Main Menu >Strategies & Activities >
4.1. Articulation of STEM Programs Details
Describe the strategy and/or activity supported under your STEP grant between July 1, 2008 - June 30, 2009.
4.1.1. Title of strategy/activity:
Articulation of STEM Programs
4.1.2. Status:
Planned
Implemented
Discontinued
4.1.3. Which of the following best describes the strategy/activity? (check all that apply):
Last year you selected the following:
Undergraduate Student Academic Development
Linkages with Community Colleges
Precollege Development
Undergraduate Student Academic Development
Undergraduate Student Professional Development
Faculty Development
Curriculum Development
Linkages with Community Colleges
Other (please specify):
4.1.4. Were any of the following student groups specifically targeted by this strategy/activity? (check any that apply):
Last year you selected the following:
Underrepresented Minority Students
Underrepresented Minority Students
Female Students
At-Risk Students (please define):
4.1.5. Brief description of strategy/activity:
Articulation agreements give students in STEM disciplines a definite course path from our institution to their planned transfer institution with no remediation necessary to smoothly transition to their planned major. The students also start at the four-year institution as a junior.
< Insert Last Year's Response
4.1.6. Number of undergraduate students participating in this strategy/activity:
400
4.1.7. Number of high school students (juniors and seniors only) participating in this strategy/activity:
0
4.1.8. Indications that this strategy/activity will increase the number of STEM graduates or STEM majors transferring to 4-year institutions:
From follow up with previous transfer students who have benefited from these articulation agreements, we feel strongly that this strategy is effective in increasing the number of STEM graduates/transfers to 4-year STEM programs.
< Insert Last Year's Response
4.1.9. Describe any challenges in implementing this strategy/activity:
Some freshman and sophomore courses offered at four-year colleges are not being offered at our institution. Therefore a substitute course must be found, or the student must wait to take the course until they transfer. Another challenge is the particular requirements a four-year college has for a major. For example: a genetics major at a college may require completion of a freshman research project and it is expected that the entire project be
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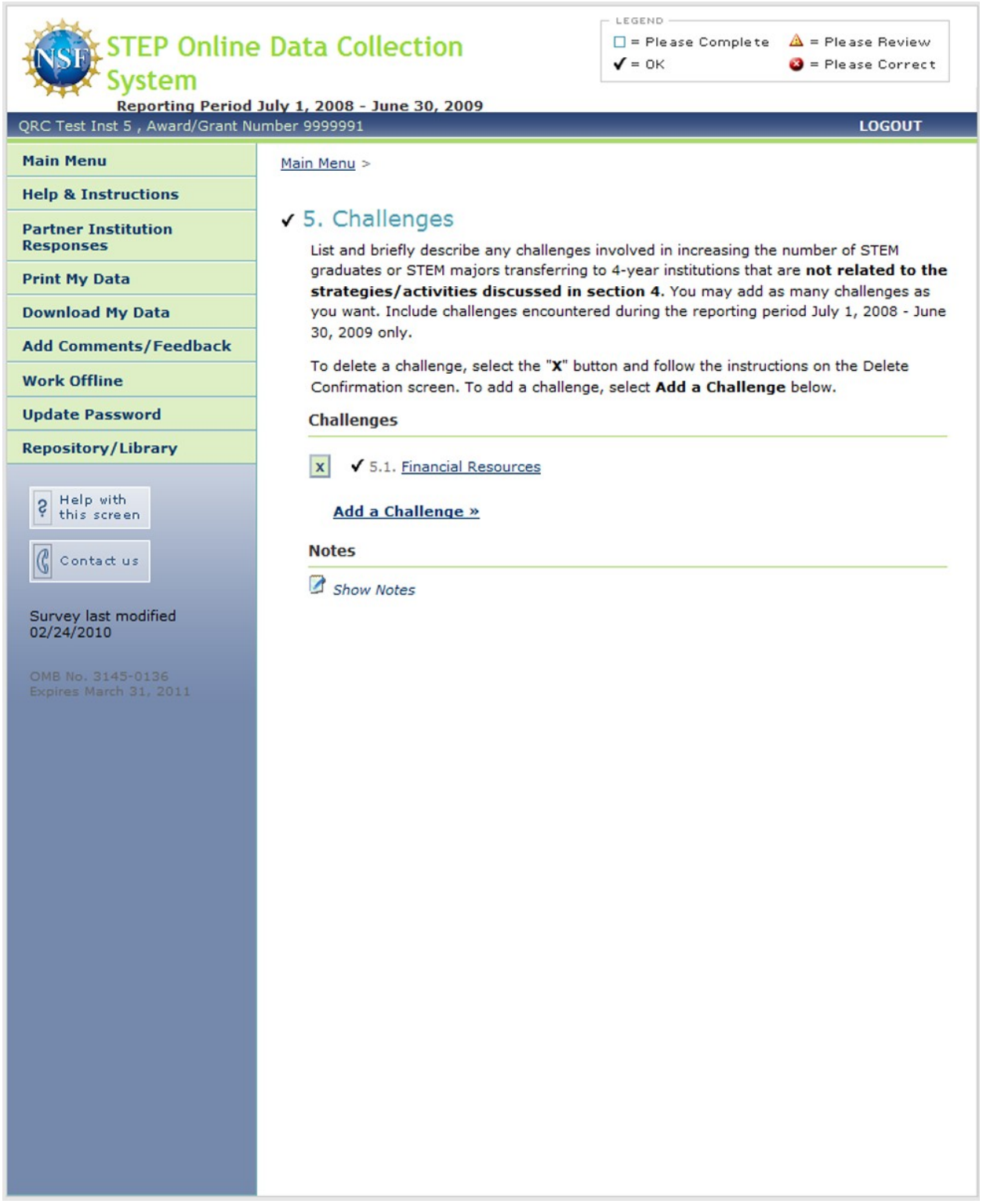
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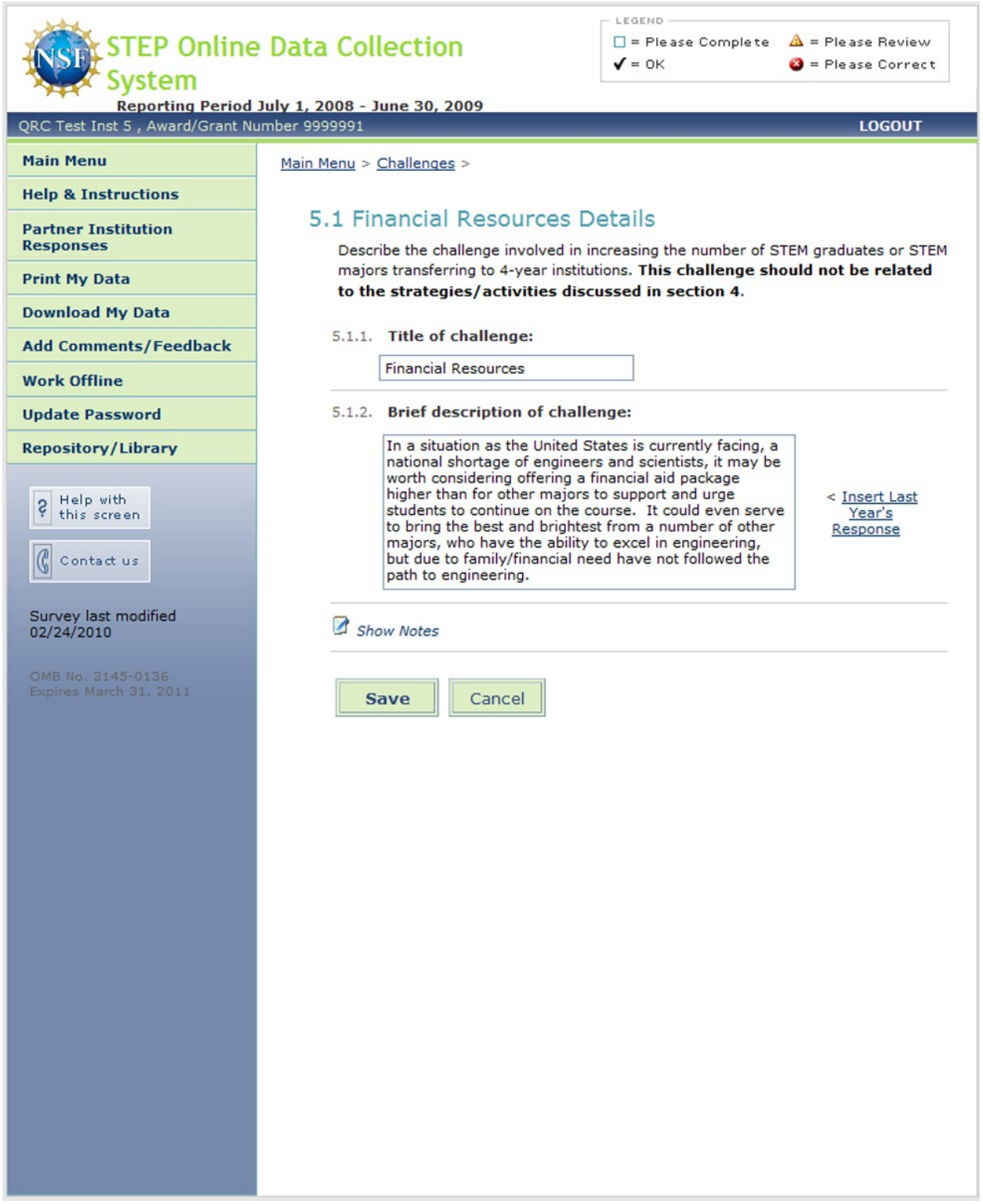
✓ 5. Challenges
List and briefly describe any challenges involved in increasing the number of STEM graduates or STEM majors transferring to 4-year institutions that are not related to the strategies/activities discussed in section 4. You may add as many challenges as you want. Include challenges encountered during the reporting period July 1, 2008 - June 30, 2009 only.
To delete a challenge, select the "X" button and follow the instructions on the Delete Confirmation screen. To add a challenge, select Add a Challenge below.
Challenges
X
✓ 5.1. Financial Resources
Add a Challenge »
Notes
Show Notes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Main Menu > Challenges >
5.1 Financial Resources Details
Describe the challenge involved in increasing the number of STEM graduates or STEM majors transferring to 4-year institutions. This challenge should not be related to the strategies/activities discussed in section 4.
5.1.1. Title of challenge:
Financial Resources
5.1.2. Brief description of challenge:
In a situation as the United States is currently facing, a national shortage of engineers and scientists, it may be worth considering offering a financial aid package higher than for other majors to support and urge students to continue on the course. It could even serve to bring the best and brightest from a number of other majors, who have the ability to excel in engineering, but due to family/financial need have not followed the path to engineering.
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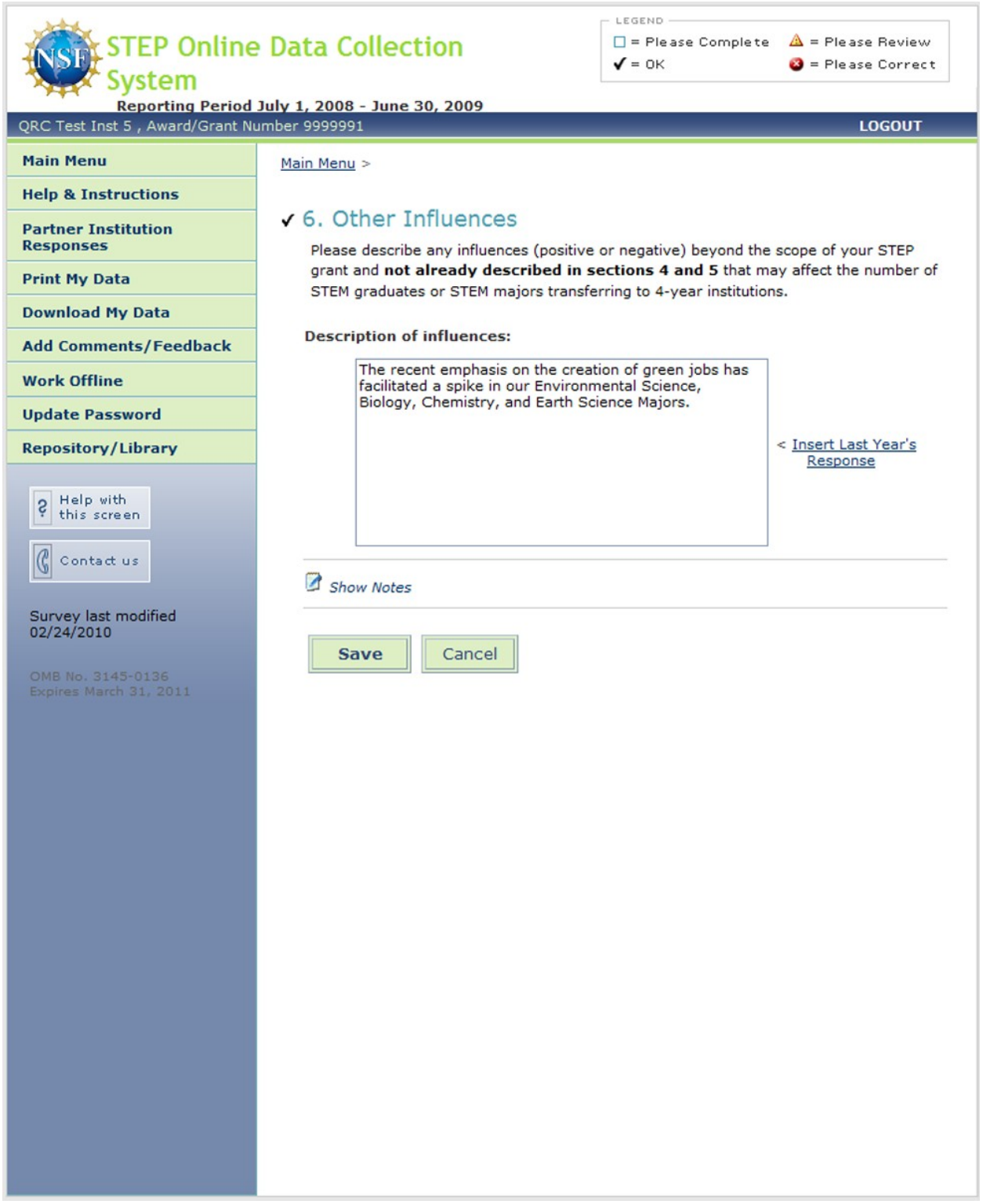
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✓ 6. Other Influences
Please describe any influences (positive or negative) beyond the scope of your STEP grant and not already described in sections 4 and 5 that may affect the number of STEM graduates or STEM majors transferring to 4-year institutions.
Description of influences:
The recent emphasis on the creation of green jobs has facilitated a spike in our Environmental Science, Biology, Chemistry, and Earth Science Majors.
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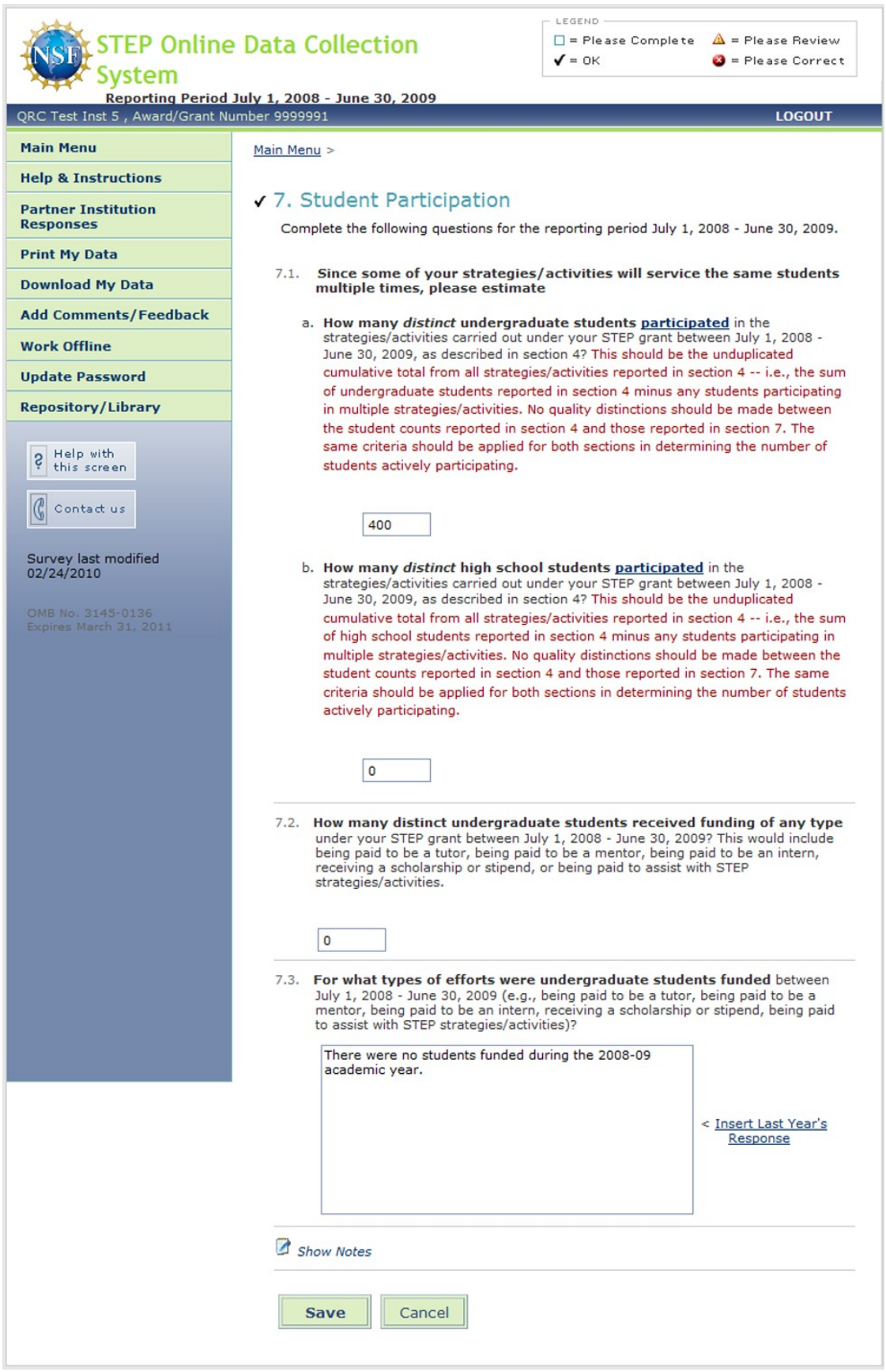
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✓ 7. Student Participation
Complete the following questions for the reporting period July 1, 2008 - June 30, 2009.
7.1. Since some of your strategies/activities will service the same students multiple times, please estimate
a. How many distinct undergraduate students participated in the strategies/activities carried out under your STEP grant between July 1, 2008 - June 30, 2009, as described in section 4? This should be the unduplicated cumulative total from all strategies/activities reported in section 4 -- i.e., the sum of undergraduate students reported in section 4 minus any students participating in multiple strategies/activities. No quality distinctions should be made between the student counts reported in section 4 and those reported in section 7. The same criteria should be applied for both sections in determining the number of students actively participating.
400
b. How many distinct high school students participated in the strategies/activities carried out under your STEP grant between July 1, 2008 - June 30, 2009, as described in section 4? This should be the unduplicated cumulative total from all strategies/activities reported in section 4 -- i.e., the sum of high school students reported in section 4 minus any students participating in multiple strategies/activities. No quality distinctions should be made between the student counts reported in section 4 and those reported in section 7. The same criteria should be applied for both sections in determining the number of students actively participating.
0
7.2. How many distinct undergraduate students received funding of any type under your STEP grant between July 1, 2008 - June 30, 2009? 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, 2008 - June 30, 2009 (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)?
There were no students funded during the 2008-09 academic year.
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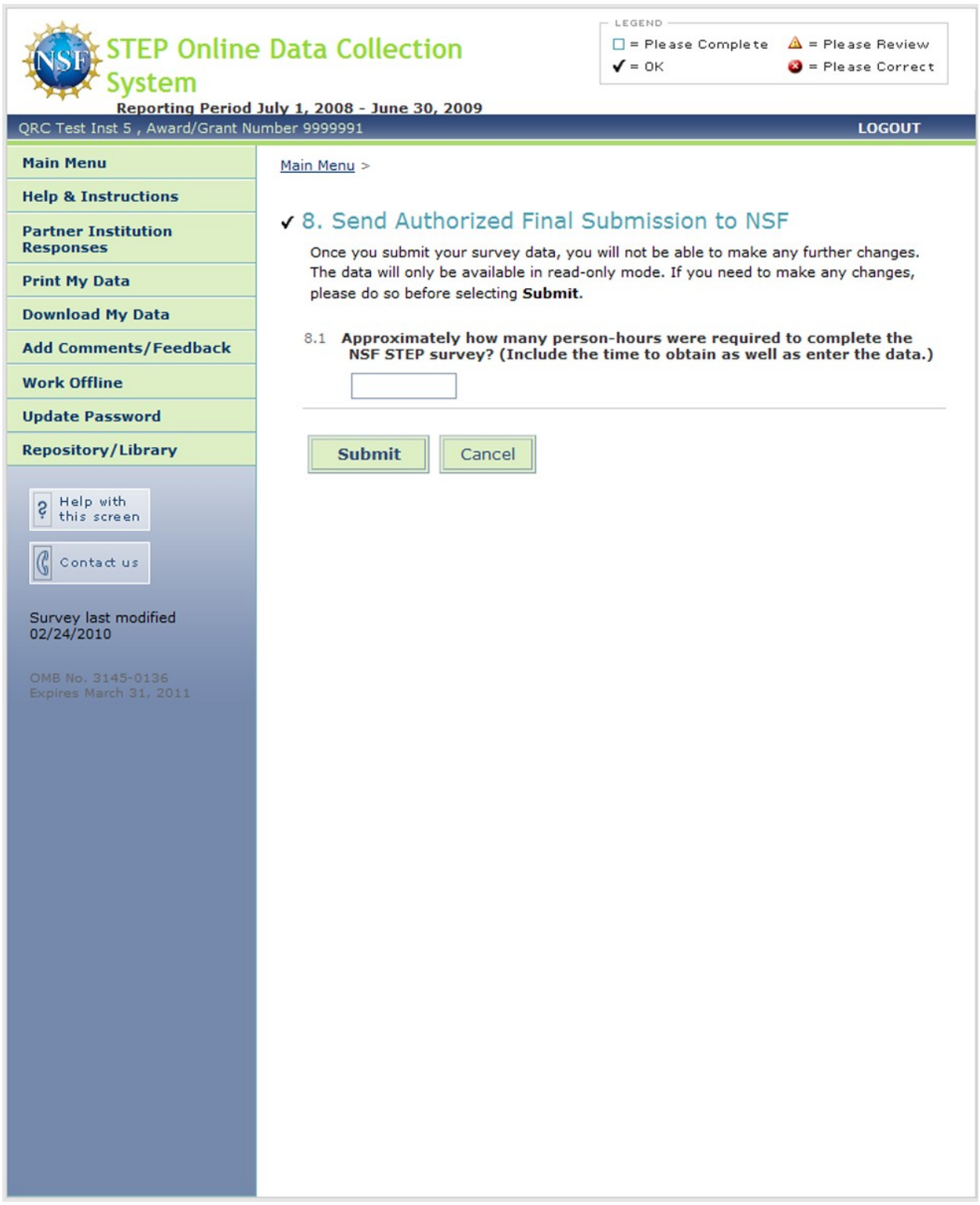
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8. Send Authorized Final Submission to NSF
Once you submit your survey data, you will not be able to make any further changes. The data will only be available in read-only mode. If you need to make any changes, please do so before selecting Submit.
8.1 Approximately how many person-hours were required to complete the NSF STEP survey? (Include the time to obtain as well as enter the data.)
Submit
Cancel