

U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

**STUDENT SUPPORT SERVICES PROGRAM
CFDA # 84.042A
PR/Award # P042A100972**

OMB No. 1840-0117, Expiration Date: 08/12/2012
Closing Date: DEC 14, 2009

Table of Contents

Forms

| | |
|----------------------------------------------------------|-----|
| 1. Application for Federal Assistance (SF-424) | e1 |
| 2. Standard Budget Sheet (ED 524) | e5 |
| 3. SF 424B - Assurances Non-Construction Programs | e7 |
| 4. Disclosure of Lobbying Activities | e9 |
| 5. ED 80-0013 Certification | e10 |
| 6. 427 GEPA | e11 |
| GEPA statement | e13 |
| 7. Dept of Education Supplemental Information for SF-424 | e15 |

Narratives

| | |
|--------------------------------------------------------------------------|-----|
| 1. Project Narrative - (Abstract - upload 1 page abstract...) | e16 |
| Lane Abstract | e17 |
| 2. Project Narrative - (Table of Contents...) | e18 |
| LaneSTEM TOC | e19 |
| 3. Project Narrative - (Project Narrative Selection Criteria...) | e21 |
| LaneSTEM project Narrative | e22 |
| 4. Project Narrative - (Project Narrative-SSS Program Profile...) | e85 |
| SSS Profile | e86 |
| 5. Project Narrative - (Part IV - Student Support Program Assurances...) | e91 |
| Assurances | e92 |

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

| | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| Application for Federal Assistance SF-424 | | Version 02 | |
| * 1. Type of Submission <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application | | * 2. Type of Application: * If Revision, select appropriate letter(s): <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation * Other (Specify) <input type="checkbox"/> Revision | |
| * 3. Date Received: 12/12/2009 | | 4. Applicant Identifier: | |
| 5a. Federal Entity Identifier: | | * 5b. Federal Award Identifier: NA | |
| State Use Only: | | | |
| 6. Date Received by State: | | 7. State Application Identifier: | |
| 8. APPLICANT INFORMATION: | | | |
| * a. Legal Name: Lane Community College | | | |
| * b. Employer/Taxpayer Identification Number (EIN/TIN): 930546223 | | * c. Organizational DUNS: 048980288 | |
| d. Address: | | | |
| * Street1: | | 4000 E. 30th Ave. | |
| Street2: | | | |
| * City: | | Eugene | |
| County: | | Lane | |
| State: | | OR | |
| Province: | | | |
| * Country: | | USA | |
| * Zip / Postal Code: | | 97405 | |
| e. Organizational Unit: | | | |
| Department Name: | | Division Name: | |
| Counseling and Advising | | Academic and Student Affairs | |
| f. Name and contact information of person to be contacted on matters involving this application: | | | |
| Prefix: | | Ms. | * First Name: Mara |
| Middle Name: | | | |

* Last Name: Fields

Suffix:

Title: Grant Coordinator

Organizational Affiliation:

Lane Community College

* Telephone Number: (541)463-5828

Fax Number: (541)463-4170

* Email: FIELDSTM@LANECC.EDU

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.042A

CFDA Title:

STUDENT SUPPORT SERVICES PROGRAM

*** 12. Funding Opportunity Number:**

ED-GRANTS-102209-001

Title:

Office of Postsecondary Education: Student Support Services (SSS) Program

13. Competition Identification Number:

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Lane County

*** 15. Descriptive Title of Applicant's Project:**

LaneSTEM SSS program

Attach supporting documents as specified in agency instructions.

Attachment:

Title :

File :

Attachment:

Title :

File :

Attachment:

Title :

File :

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant: OR-004

* b. Program/Project: OR-004

Attach an additional list of Program/Project Congressional Districts if needed.

Attachment:

Title :

File :

17. Proposed Project:

* a. Start Date: 9/1/2010

* b. End Date: 9/1/2015

18. Estimated Funding (\$):

| | |
|--------------|-----------|
| a. Federal | \$ 219650 |
| b. Applicant | \$ |
| c. State | \$ |
| d. Local | \$ |
| e. Other | \$ |
| f. Program | \$ 0 |
| Income | |
| g. TOTAL | \$ 219650 |

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .

☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.

☒ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)**

☐ Yes ☒ No

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

IXI ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: Ms. * First Name: Sonya
Middle Name:
* Last Name: Christian
Suffix:

Title: Vice President Academic a

* Telephone Number: (541)463-5302 Fax Number: (541)463-4170

* Email: CHRISTIANS@LANECC.EDU

* Signature of Authorized Representative: * Date Signed:

Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
Lane Community College

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

| Budget Categories | Project Year 1(a) | Project Year 2 (b) | Project Year 3 (c) | Project Year 4 (d) | Project Year 5 (e) | Total (f) |
|--------------------------------------|-------------------|-----------------------|-----------------------|-----------------------|-----------------------|------------|
| 1. Personnel | \$ 132,884 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 132,884 |
| 2. Fringe Benefits | \$ 64,303 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 64,303 |
| 3. Travel | \$ 2,203 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 2,203 |
| 4. Equipment | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |
| 5. Supplies | \$ 3,990 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 3,990 |
| 6. Contractual | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |
| 7. Construction | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |
| 8. Other | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |
| 9. Total Direct Costs (lines 1-8) | \$ 203,380 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 203,380 |
| 10. Indirect Costs* | \$ 16,270 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 16,270 |
| 11. Training Stipends | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |
| 12. Total Costs (lines 9-11) | \$ 219,650 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 219,650 |

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2007 To: 6/30/2012 (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☒ Other (please specify): Dept Health and Human Services The Indirect Cost Rate is 42.8%

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? or, ☒ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8%

**U.S. DEPARTMENT OF EDUCATION****BUDGET INFORMATION****NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
Lane Community College

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION B - BUDGET SUMMARY**NON-FEDERAL FUNDS**

| Budget Categories | Project Year 1(a) | Project Year 2 (b) | Project Year 3 (c) | Project Year 4 (d) | Project Year 5 (e) | Total (f) |
|--------------------------------------|-------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------|
| 1. Personnel | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |
| 2. Fringe Benefits | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |
| 3. Travel | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |
| 4. Equipment | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |
| 5. Supplies | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |
| 6. Contractual | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |
| 7. Construction | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |
| 8. Other | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |
| 9. Total Direct Costs (lines 1-8) | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |
| 10. Indirect Costs | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |
| 11. Training Stipends | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |
| 12. Total Costs (lines 9- 11) | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. "4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. "1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. "794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. "276a to 276a-7), the Copeland Act (40 U.S.C. '276c and 18 U.S.C. "874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. " 327-333), regarding labor standards for federally assisted construction sub-agreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. "1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. "7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. "1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance

of 1975, as amended (42 U.S.C. " 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) " 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. " 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. ' 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. "1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. '470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. "469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. "2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. "4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

| |
|----------------------------------------------------------------------|
| Signature of Authorized Certifying Representative: |
| Name of Authorized Certifying Representative: Sonya Christian |
| Title: Vice President Academic Student Affairs |
| Date Submitted: 11/30/2009 |

Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

| | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Type of Federal Action: <input type="checkbox"/> Contract <input checked="" type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance | 2. Status of Federal Action: <input checked="" type="checkbox"/> Bid/Offer/Application <input type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award | 3. Report Type: <input checked="" type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change For Material Change only: Year: 0Quarter: 0 Date of Last Report: |
| 4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: Lane Community College Address: 4000 East 30th Ave City: Eugene State: OR Zip Code + 4: 97405-0640 Congressional District, if known: 04 | 5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime: Name: Address: City: State: Zip Code + 4: - Congressional District, if known: | |
| 6. Federal Department/Agency: Department of Education | 7. Federal Program Name/Description: TRIO Support Student Services Program CFDA Number, if applicable: 84.042A | |
| 8. Federal Action Number, if known: | 9. Award Amount, if known: \$0 | |
| 10. a. Name of Lobbying Registrant (if individual, last name, first name, MI): NONE Address: City: State: Zip Code + 4: - | b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI): NONE Address: City: State: Zip Code + 4: - | |
| 11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. | Name: Sonya Christian Title: Vice President Academic Student Affairs Applicant: Lane Community College Date: 11/30/2009 | |
| Federal Use Only: | | Authorized for Local Reproduction Standard Form LLL (Rev. 7-97) |

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements.

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal Loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance.

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee or any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

APPLICANT'S ORGANIZATION

Lane Community College

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Ms. First Name: Sonya Middle Name:

Last Name: Christian Suffix:

Title: Vice President Academic Student Affairs

Signature:

Date:

11/30/2009

ED 80-0013

03/04

Section 427 of GEPA

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P. L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

Applicants should use this section to address the GEPA provision.

Attachment:

Title : GEPA statement

File : [GEPA statement.doc](#)

Compliance with General Education Provisions Act (GEPA), Section 427.

As a comprehensive community college, Lane strives to meet the needs of persons with varying backgrounds, resources, interests, abilities, and career goals through its open-door policy. In recognition of individual differences, the college provides a variety of high-quality, responsive programs and services for the needs of individuals.

Lane is committed to a policy of equal opportunity to all qualified applicants for admission and to all students without regard to race, color, sex, age, disability, religion, national origin, or political affiliation or belief. All the programs, activities, rights, and privileges generally afforded or made available to students are provided on a non-discrimination basis. As an example of ensuring equal access, the college's thorough, rigorous affirmative action hiring process and policy use a system of checks and balances to ensure that all qualified, eligible applicants advance to the appropriate rounds as employees are hired.

The college also recognizes the needs of the members of groups who have traditionally been underrepresented, such as members of racial or ethnic minority groups, women, and those with disabilities. The Financial Aid Office and the Lane Community College Foundation offers assistance and emergency loans to socioeconomically disadvantaged individuals. The college provides a wide range of appropriate, universal access through strategically located ramps, elevators, automatic doors, assistive technology, and accessible classrooms. The college's Disability Resources Department provides resources, education, consultation, universal design coaching, assistive technology support, and academic accommodations to create access to the campus and learning environments for students, staff, faculty, and community members.

The college also has outreach and opportunity programs, such as the Rites of Passage, for students of color, a five-week summer program focusing on their cultural history, literature,

folklore, and traditions. These programs are based in an academic framework that promotes positive self-image and self-esteem. The college's English as a Second Language (ESL) program also provides students from different language backgrounds access to the world of higher education at Lane.

The college's mission is to transform lives through learning—this mission is reflected in the ways the college serves its diverse populations, including those from traditionally underrepresented groups.

**SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS**

1. Project Director:

Prefix: * First Name: Middle Name: * Last Name: Suffix:
Ms. Mary Parthemer

Address:

* Street1: 4000 East 30th Ave.
Street2:
* City: Eugene
County: Lane
* State: OR * Zip / Postal Code: 97405 * Country: USA

* Phone Number (give area code) Fax Number (give area code)
(541)463-3133 (541)463-4731

Email Address:

PARTHEMER@LANECC.EDU

2. Applicant Experience

Novice Applicant ☐ Yes ☒ No ☐ Not applicable

3. Human Subjects Research

Are any research activities involving human subjects planned at any time during the proposed project period?

☐ Yes ☒ No

Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #:

☐ No Provide Assurance #, if available:

Please attach an explanation Narrative:

Attachment:

Title :

File :

Project Narrative

Abstract - upload 1 page abstract

Attachment 1:

Title: **Lane Abstract** Pages: **1** Uploaded File: **Abstract.doc**

ABSTRACT

Lane Community College's SSS-STEM based program (LaneSTEM) will serve 120 students with majors in the STEM disciplines who meet the eligibility requirements of the TRIO program. The program is based loosely on Lane's current SSS program which has twelve years of exceptional success improving participants' graduation/ transfer and persistence rates and good academic standing. The LaneSTEM program includes specialized tutoring, advising and career development opportunities geared specifically to students in the STEM disciplines, and makes use of technologies such as on-line tutoring and electronic social networking. The program will have a persistence rate of 60 %, good academic standing rate of 65%, a graduation rate of %15 and graduation / transfer rate of 8%.

LaneSTEM's program director and advisor will work together to provide a variety of services to support Lane's low-income, first-generation and/or disabled STEM students, including workshops, individual academic advising, and a required course for all participants which covers financial aid counseling, issues regarding transferring to a four-year college, financial and economic literacy and other aspects of student success. Participants will have opportunities to explore career options through mentoring, job-shadowing and attendance at professional conferences and associations. LaneSTEM also provides vital social networking for this higher-risk population which has been shown to improve persistence, and hence graduation rates. Networking will happen in LaneSTEM specific tutoring sessions, the central office, workshops, through the mandatory LaneSTEM course, and also through an electronic medium on the *MyLane* electronic student portal. The program is well supported within the institutional framework, and the administration has committed significant services and resources to ensure a successful program like the regular SSS program at Lane.

Project Narrative

Table of Contents

Attachment 1:

Title: **LaneSTEM TOC** Pages: **2** Uploaded File: **LaneSTEM TOC.doc**

TABLE OF CONTENTS

| | |
|-------------------------------------------------------------------------------------------------------|-----------|
| NEED FOR THE PROJECT..... | 1 |
| HIGH NUMBER AND PERCENTAGE OF ELIGIBLE STUDENTS..... | 2 |
| <i>Table 1: Degree/ transfer seeking students 2008-09 & percentage of Eligible students</i> | <i>2</i> |
| <i>Table 2: Increase in percentage of Eligible students: 2005-2009.....</i> | <i>3</i> |
| ELIGIBLE STUDENTS EXPERIENCE ACADEMIC AND OTHER PROBLEMS | 3 |
| <i>Figure 1: Academic and Other Problems Encountered by Eligible Students</i> | <i>4</i> |
| ELIGIBLE STUDENTS COMPARED TO AN APPROPRIATE GROUP | 10 |
| <i>Table 3: Persistence Rates Compared: Eligible, Non-eligible, Active.....</i> | <i>11</i> |
| <i>Table 4: Earned any award OR transferred to a 4-year institution</i> | <i>12</i> |
| <i>Table 5: Cumulative GPA 08-09.....</i> | <i>12</i> |
| OBJECTIVES | 13 |
| PERSISTENCE/RETENTION OBJECTIVE..... | 14 |
| GOOD ACADEMIC STANDING OBJECTIVE..... | 15 |
| GRADUATION/ TRANSFER OBJECTIVE..... | 16 |
| PLAN OF OPERATION..... | 17 |
| <i>Table 6: Implementation Plan</i> | <i>18</i> |
| PLAN TO INFORM THE INSTITUTIONAL COMMUNITY | 21 |
| PLAN TO IDENTIFY, SELECT AND RETAIN PARTICIPANTS WITH ACADEMIC NEED..... | 22 |
| ASSESSMENT OF PARTICIPANTS’ NEEDS | 26 |
| <i>Figure 2: Assessment of Goals, Academic Needs and Other Barriers to Success</i> | <i>28</i> |
| PLAN FOR MONITORING PARTICIPANTS’ PROGRESS FOR SATISFACTORY ACADEMIC PROGRESS.... | 28 |
| PROVISION OF REQUIRED AND PERMISSIBLE SERVICES..... | 29 |
| <i>Figure 3: Required and Permissible Services and Activities.....</i> | <i>29</i> |
| PLAN TO ENSURE PROPER AND EFFICIENT ADMINISTRATION OF THE PROJECT | 36 |
| <i>Table 7: Proposed Staffing Pattern for SSS at Lane.....</i> | <i>37</i> |
| PLAN FOR COORDINATION WITH OTHER PROGRAMS FOR DISADVANTAGED STUDENTS. | 39 |
| INSTITUTIONAL COMMITMENT..... | 40 |
| COMMITTED FACILITIES, EQUIPMENT, SUPPLIES, AND PERSONNEL | 40 |
| <i>Figure 4: Resources committed to supplementing and enhancing services and activities.....</i> | <i>40</i> |
| ADMINISTRATIVE AND ACADEMIC POLICIES..... | 43 |
| ADMINISTRATIVE POLICIES..... | 43 |
| <i>Figure 5: Academic Warning and Probation Actions</i> | <i>43</i> |
| <i>Figure 6: Academic Warning and Probation Actions</i> | <i>43</i> |
| ACADEMIC POLICIES | 45 |
| COMMITMENT TO MINIMIZE THE DEPENDENCE ON STUDENT LOANS..... | 48 |
| SUPPORT OF THE ADMISSIONS, STUDENT AID, REGISTRAR, AND DATA COMPONENTS | 49 |
| ENROLLMENT SERVICES | 50 |
| <i>Figure 7: Enrollment Services Support</i> | <i>50</i> |
| FINANCIAL AID DEPARTMENT | 50 |

| | |
|-----------------------------------------------------------------------------------------|-----------|
| <i>Figure 8: Financial Aid Support</i> | 50 |
| DATA COLLECTION AND ANALYSIS OFFICE..... | 50 |
| <i>Figure 9: IRAP Support</i> | 51 |
| QUALITY OF PERSONNEL | 51 |
| QUALIFICATIONS REQUIRED OF THE DIRECTOR | 51 |
| <i>Figure 10: Director Qualifications and Experience</i> | 51 |
| QUALIFICATIONS REQUIRED OF OTHER PERSONNEL | 52 |
| <i>Figure 11: Advisor Qualifications and Experience</i> | 52 |
| <i>Figure 12: Tutor Coordinator Qualifications and Experience</i> | 52 |
| <i>Figure 13: Administrative Support Specialist Qualifications and Experience</i> | 53 |
| <i>Figure 14: Tutor Qualifications and Experience</i> | 53 |
| PLAN FOR EMPLOYING PERSONNEL SUCCESSFUL OVERCOMING BARRIERS SIMILAR | 54 |
| BUDGET NARRATIVE | 56 |
| EXTENT TO WHICH THE BUDGET IS REASONABLE, COST-EFFECTIVE, AND ADEQUATE..... | 56 |
| <i>Table 8: Personnel</i> | 56 |
| <i>Table 9: Benefits</i> | 57 |
| <i>Table 10: Travel</i> | 57 |
| <i>Table 11: Supplies</i> | 58 |
| EVALUATION PLAN | 58 |
| METHODS OF EVALUATION INCLUDING QUALITATIVE AND QUANTITATIVE | 58 |
| <i>Figure 15: Evaluation Methods</i> | 59 |
| <i>Figure 16: Evaluation Measures</i> | 60 |
| SPECIFIC AND MEASURABLE METHODS | 60 |
| <i>Figure 17: Outcome Measures and Indicators</i> | 60 |
| HOW RESULTS OF EVALUATION WILL BE USED TO MAKE PROGRAMMATIC CHANGES | 61 |
| REFERENCES | 63 |

Project Narrative

Project Narrative Selection Criteria

Attachment 1:

Title: **LaneSTEM project Narrative** Pages: **63** Uploaded File: **Final Project Narrative.doc**

NEED

Lane Community College (Lane) is located in Oregon's second largest city, Eugene, and is Oregon's second largest community college with 12,817.2 FTE and 36,899 total headcount in 2008-2009. The college serves all of Lane County and has locations throughout—a 301-acre campus in southeast Eugene, centers in downtown Eugene, at Cottage Grove and Florence, Flight and Aviation facilities at the Eugene Airport, and community learning centers at seven area high schools.

The college not only serves a large geographic location, it also serves a very large number of TRIO-SSS eligible students—out of the total 12,435 students who are transfer/degree-seeking and who claimed goals of attaining a two-year degree and/ or transferring to a four-year college, 62 percent (7739) are first generation, low-income, and/or disabled. Nearly 20 percent of SSS-eligible students at Lane are in a STEM major (1411).

Lane Community College has had a successful SSS TRIO program for nearly twelve years, and is applying for the regular SSS competition again this year. But Lane's need greatly outstrips the resources available to serve our TRIO eligible students under the regular program. The sheer number of STEM students who are SSS eligible prevents Lane's regular SSS program from providing adequate services to all who need them. Furthermore, the regular program is not tailored to assist students in STEM subjects who have specialized academic needs to succeed in their disciplines (for example, STEM students need much greater support in math than the regular SSS population, both with specific math courses necessary for the major, and also with math applied to the student's specific discipline). Lane's Special Support Services program for STEM students (LaneSTEM) will increase these at-risk students' retention and graduation rates,

improve their rate of good academic standing, and help them make the transition from one level of higher education to the next.

High number and percentage of SSS STEM students at Lane

In 2009, 1411 STEM students were TRIO-SSS eligible (*Eligible*)—sixty-one percent of all STEM students at Lane. *Eligible* students are those who are degree-seeking or have transfer as their goal, attempt nine or more credits and are either: a first-generation college student, a student with disabilities, and/ or are low-income. Lane has many majors that fall under the STEM umbrella in both the academic and career-technical programs of Math, Science, Computer Information Technology and Advanced Technology. The table below displays the breakdown of eligible students.

| Table 1. Number of degree/ transfer seeking STEM students 2008-09 & percentage of <i>Eligible</i> students* | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|-------------------------|
| | Number | Percentages |
| All transfer/degree-seeking STEM students | 2328 | - |
| <i>Eligible STEM</i> students | 1411 | 61% |
| Low income* | 741 | 68 % of <i>Eligible</i> |
| First-generation | 1035 | 75 % of <i>Eligible</i> |
| Disabled** | 42 | 3 % of <i>Eligible</i> |
| Low Income and 1 st Generation | 406 | 37 % of <i>Eligible</i> |
| <i>Source: IRAP SSS eligibility among transfer/degree-seeking students for 2008-09.</i> <i>Notes: *Of total Eligible with known income level. ***Represents only those students who have registered for accommodations with the Lane Disability Services office.</i> | | |

Lane continues to experience an increased demand for its regular SSS program, and with credit enrollment up 23% from last year, the demand will only continue to grow. Between 2005 and 2009, Lane's total enrollment of transfer/degree-seeking students went from 10,788 to 12,435, a growth of 1647 students. Students eligible for the SSS-regular program enrolled at a

disproportionately large rate—an increase of 3220 students over the four years. This exponential growth of eligible students is mirrored in STEM students as well, with an increase of 736 *Eligible* students since 2005, to end with an astounding 61% of all STEM students meeting TRIO eligibility requirements (see Table 2).

| Table 2: Increases in <i>Eligible</i> students: 2005-2009 | | | | |
|------------------------------------------------------------------|--------------|--------------|--------------|--------------|
| Academic Year | 05-06 | 06-07 | 07-08 | 08-09 |
| All Transfer/Degree Seeking STEM Students | 1586 | 1607 | 1697 | 2328 |
| <i>Eligible STEM</i> students | 675 | 796 | 942 | 1411 |
| % of total STEM population | 43% | 50% | 55% | 61% |

This continuing swell of eligible students is sure to make current TRIO services insufficient to serve all disadvantaged students. In fact, the need already outstrips Lane’s regular TRIO program’s capacity to serve STEM students—from 2005 to 2008, of first-year, SSS-active students (*Active*), only 43 were STEM students, yet Lane had 433 *Eligible* STEM students over the same number of years. Only 10% of the needy population was served by the existing regular program (IRAP 2009). The need for a STEM specific SSS program at Lane is unarguable.

Eligible students experience academic and other problems

Eligible students at Lane face a significant number of academic and other problems, yet services are inadequate to effectively meet their needs. Literature and data clearly show that first generation and low-income students are at much greater risk of not persisting and graduating than other students (Engle and Tinto, 2008). First-generation/low-income students are likely to lack academic preparedness, have limited information about the college experience, lack organizational and budgeting skills, and perceive themselves as not “fitting” in the college environment (Thayer 2000). Akerheilm et al. (1998) found that low-income students who

performed in the top third on standardized tests, were five times more likely than their high-income counterparts to skip college. For those who pursue a higher education, family obligations are cited as the biggest barrier to completing a degree program (Cook and King, 2004). The challenges cited by low-income students include managing the competing demands of work, family, education, and desire for a social life; financing higher education; receiving adequate campus advising and counseling; and self-esteem issues. When a student is from both a first-generation and low-income background, the obstacles to college persistence and degree completion are complex. For students with disabilities, complex problems are compounded. Academic and other barriers identified by Lane's *Eligible* students are listed in Figure 1 below, and are described in more detail following the figure.

| Figure 1: Academic and Other Problems Encountered by <i>Eligible</i> Students | |
|--------------------------------------------------------------------------------------|-------------------------------------------------|
| Academic Problems | Other Problems |
| Lack college readiness | Limited assessment of student needs |
| Lack of early alert/academic warning system | Limited student services in the evening |
| Limited technology skills | Extended time between educational experiences |
| Lack of academic confidence | Lack of timely information |
| Lack of effective study/organizational skills | Must work while attending college |
| Lack of adequate support systems for success | Family and academic responsibilities compete |
| Lack of integrated service delivery system | Those with disabilities face special challenges |

Students lack college readiness, particularly in Math: Many *Eligible* students enter college with skills in reading, writing and mathematics that are below college level. These under-prepared students must pass developmental courses before proceeding to college level courses, adding to the overall course load and length of time to graduation. The problem is particularly acute for STEM students who need a solid base in mathematics to succeed in their majors. Over

the last four years, *Eligible* students have tested into college level math (MTH 105+) at a 7% lower rate than their *non-eligible* classmates, and only 76% of *Eligible* students attempted any math in their first or second year compared to 83% of *non-eligible* students. Students who test into developmental math courses—but do not complete their math within four years—are 17% more likely to drop-out or fail to earn an award or to transfer to a 4-year college than those who do complete their developmental math classes within the four years (IRAP 2003). Clearly, early completion is vital to student success.

Underpreparedness in math for STEM majors can extend to a student's success at a four-year college as well. According to the math department at the University of Oregon (the local college of choice for most Lane transfer students) Lane students are often unable to cope in university math classes when they do not complete sequences at Lane. For example, if transfer students do not complete a 100-level course at Lane, they face trying to get into Math095 at the University of Oregon which is over-enrolled, slowing the process for students to enter their science sequences for graduation. Also, not completing a math sequence at Lane before transfer results in a change in textbook and professor styles and rules regarding calculators which often makes transition difficult. *Eligible* STEM students need specific tutoring and counseling to help them evade these avoidable pitfalls, and lead them to success beyond the community college.

Lack of early alert/academic warning system: Early intervention with students having academic difficulties has been shown to be a powerful strategy for retention. Yet Lane has no formal system for identifying students who are faltering academically early in the term. Lane currently lacks adequate staffing to implement this type of system and to follow up with students who need additional academic assistance or other services to succeed. At present, the SSS program successfully provides this type of early intervention for SSS participants.

Limited technology skills: Many *Eligible* students lack adequate technology skills and report low confidence about developing these skills. Skills and confidence are often lacking because students have not had access to a home computer, previous educational experiences did not require or provide technology skill development, or they do not use extensive technology at their places of employment.

Lack of academic confidence: Lack of confidence decreases students' abilities to set academic and career goals, take risks in classes, start and complete assignments, connect with other students and college resources, and enroll in academically challenging courses. Many of Lane's *Eligible* students experience problems such as math and computer anxiety, work and family obligations, and financial challenges all of which negatively impact academic confidence and undermine success.

Lack of effective study and organizational skills: First-generation students often lack the study strategies and organizational skills necessary to effectively handle the extensive responsibilities and demands involved in postsecondary education. Many are returning, part-time students with families, job and life circumstances that create a myriad of challenges. Because many of the *Eligible* population have other responsibilities in addition to college, and often lack role models for balancing the multiple demands of school, work, and home, their organizational needs are more pronounced.

Lack of adequate support systems for college success: *Eligible* students entering Lane often lack information about educational goals and career opportunities. First-generation college students have limited information about the college experience and frequently are not supported to attend college (Thayer, 2000). These students often experience confusion about what type of degrees and transfer options are available. They are also less likely to encounter a welcoming

environment on campus and establish supportive relationships (Terenzini, 1996). Retention literature (Tinto, 2003) emphasizes that students persist in school by developing personal relationships with counselors/advisors, instructors and peers, and that a lack of personal connection increases the risk of failing to persist. Compounding these issues at Lane is its size and that it is a commuter school. This makes it difficult to provide the personal connection that would help students navigate college systems and move toward their academic goals.

Lack of integrated student services delivery system: Lane strives to use scarce (and becoming scarcer due to budget cuts) resources to provide a range of valuable student services to disadvantaged students. Lane has integrated enrollment and financial aid into a one-stop experience for students. Still, Lane is unable to provide a more complete integrated service delivery system that fully meets the needs and goals of the “whole” student. Missing is: 1) a customized, comprehensive plan of courses, services and other activities to help the student overcome obstacles to success; 2) a trained staff person appointed to each student to establish an ongoing, nurturing, guiding relationship, 3) careful monitoring of each student’s progress, and 4) frequent feedback and encouragement to each student about academic and career goals.

Limited assessment of student needs: The limited assessment at Lane can contribute to student failure, and especially affects *Eligible* students because of their testing lower than *non-eligible* students as discussed above. Though incoming credit students are required to take placement tests before registering for classes, mandatory placement based on those test scores is not required except for mathematics, reading and writing courses. This limits which math, reading and writing courses that they test into, but it does not prevent students from skipping these foundational classes and registering for other general education courses. For example, students who test at developmental writing levels may opt to skip the writing class into which

they tested, and instead register for a 200-level literature course. Without basic skills, the student will face daunting hurdles to succeed in that class. Without proper, individual academic advising, these students risk high failure rates. The limited assessment also fails to identify other possible barriers to *Eligible* student success such as mathematics anxiety, learning styles, work and family obligations, financial challenges, health problems, transportation problems, or lack of clarity about goals and career plans—issues that really must be addressed through counseling and advising.

Extended length of time between educational experiences: *Eligible* populations tend to be older than the general student population, with 47% over the age of 25, versus non-eligible with only 31% over 25. For students with an extended length of time between educational experiences, remembering what they learned may prove difficult. Information learned in prior educational experiences may be outdated. For those students who had learning difficulties or were not invested in their school programs, this may be compounded by a learning gap, creating a lack of academic preparation and confidence.

Lack of successful role models: Seventy-five percent of the *Eligible* population is first-generation. The family expectations for many first-generation students run counter to higher education. First-generation students lack the role-modeling and first-hand information that helps them navigate the postsecondary system, and families who do not understand the demands of college find it difficult to provide much needed support. Nearly 19% of students reported that lack of family support was a factor in their lack of success at Lane (ACT Student Opinion Survey 2006). Lack of familial support can be addressed if students have more direct contact with other first-generation students as peer-support, as well as regular access to advisors who could answer basic questions and provide emotional support.

Lack of timely information: First-generation college students often do not know where or how to access information necessary to help them successfully navigate college systems. The red tape and bureaucracy that exists can be simplified if a student knows where to get appropriate and timely information. This comes from having experience with higher education systems.

Students must work while they attend college: Many of Lane's students work full- or part-time while they attend school to support themselves and their families. Sixty percent of Lane students who responded to the ACT Student Opinion Survey reported that they were employed, with 18 % reporting they worked more than 30 hours per week. Nearly 37% of students felt that working too much probably affected their success at Lane, and 35% listed family obligations as the probable cause of poor college success (ACT Student Opinion Survey 2006). Many *Eligible* students work a great number of hours each week and are able to attend Lane only part-time. As a result, many take much longer to complete a college degree program. Many of these part-time students become frustrated and do not persist to complete their degree or transfer goals.

Family and academic responsibilities often compete: Sickles (2004) reported that first-generation students often not only lack family guidance and support, but often attendance in college is resented by family members. Additionally, because the *Eligible* population is older on average, they often have children, partners, and elderly parents who need their attention and support. This creates conflicts of values and time for which students need guidance and support.

Students with disabilities face special challenges: Students with disabilities face additional challenges to complete their education. *Eligible* students enter Lane with a range of personal difficulties that, if left unassisted, may impede accomplishing their academic goals. Twenty-four percent (24%) of students entering the SSS program in 2008-09 had a documented

disability. Of those, 45% self-reported psychiatric or emotional problems that they thought might impede their education. This may be an under-representation, due to the stigma often attached to admitting vulnerability in this area. The issues that *Eligible* students present include depression, suicidal thoughts, anxiety, substance abuse or addiction, post-traumatic stress disorder, as well as a host of life issues that create stress, such as parenting responsibilities, financial problems, relationship issues, poor self-esteem, and unwanted habits. *Eligible* students frequently have not had access to personal counseling to assist in reducing these barriers.

Students with disabilities often have the hardest time obtaining the support they need in college. These conditions are hard to describe, are easily misunderstood, and may be the subject of negative stereotyping that can prompt students to avoid asking for help. Many of these students require specific accommodations and services, assistive technology, special tutoring, and other support in order to have access and an opportunity to succeed in a postsecondary education setting.

In sum, there is a myriad of academic and other related challenges that *Eligible* students experience at Lane, and the current, regular SSS program is unable to accommodate the need of the high number of *Eligible* STEM students. In an environment of scarce state resources, Lane cannot afford to implement an integrated service delivery system to address the multiple barriers to success that the many disadvantaged *Eligible* students encounter.

***Eligible* students' academic success compared to an appropriate group**

Eligible STEM students have less academic success than *non-eligible* STEM students at Lane, and are at a disadvantage in all academic areas—retention, graduation, grade point averages, and transfer rates. In the following sections, the groups are compared by cohorts—

Eligible and *non-eligible* students are first-time, fall term freshman within a STEM discipline, and *Active* are first year TRIO active.

Retention and graduation rates: *Eligible* students do not persist at the same rate as the *non-eligible* groups. Table 3 shows persistence comparisons between *Eligible*, *non-eligible* and *Active* students. The data clearly shows that the *Eligible* STEM students who do not receive support from Lane’s current TRIO regular program persist (or graduate/ transfer by year four) at the lowest rate of all groups. Importantly, *Active* students perform better than their *non-eligible* peers despite being low-income, first generation and/ or disabled.

| Table 3: Fall-to-fall persistence rates: <i>Active</i>, <i>Eligible</i>, <i>non-eligible</i> | | | | |
|-----------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| First time, fall freshman cohorts | 1st Yr | 2nd Yr | 3rd Yr | 4th Yr |
| | 05-06 | 06-07 | 07-08 | 08-09 |
| <i>Eligible</i> (69 students) | - | 46% | 35% | 17% |
| <i>Non-eligible</i> (85 students) | - | 61% | 36% | 20% |
| <i>Active</i> (13 students) | - | 85% | 62% | 46% |
| <i>Source: IRAP: Cohort retention rates 2005-2009.</i> | | | | |

This data supports the need for successful intense first-year interventions, with 15% higher persistence rate among *non-eligible* than *Eligible* students starting into the second year, and an amazing 39% difference between *Active* and *Eligible* students. Clearly, the TRIO program at Lane serves the *Active* populations well, and a similar STEM program would do the same for 120 *Eligible* STEM students, rather than the very small group of STEM students in the regular program.

Institutional data regarding graduation, transfer, and good standing for current, SSS-Active STEM students is limited—pools are very small (less than 20 students) so data cannot be generalized.

But looking at Lane student populations in general, we can see that first-generation, low-income and disabled students in all disciplines perform worse than SSS-active and non-SSS-eligible students.

| Table 4: Earned Any Award AND Transferred to a 4-year institution (all majors) | | | | |
|---------------------------------------------------------------------------------------|---------------------------------------|------------------------------------|---------------------------------------|---------------------------------|
| Beginning cohort, and graduation/transfer after 4 yrs. | 2004 first-time fall cohort | 2008 graduation/transfer | 2005 first-time fall cohort | 2009 graduation/transfer |
| SSS-eligible | 473 | 11 (2%) | 455 | 13 (3%) |
| non-eligible | 663 | 21 (3%) | 539 | 21 (4%) |
| SSS-active | 208 | 31 (15%) | 94 | 8 (9%) |
| <i>Source: IRAP: 2009</i> | | | | |

The low rates of award *and* transfer likely comes from the fact that community colleges frequently attract students whose intention is to complete general education courses before transferring to a four-year university. The students have no intention of earning a degree or certificate for this purpose, but rather enjoy the cheaper tuition rates and smaller class sizes for lower-division course work before entering a university to focus on their major coursework. Data on students earning a degree OR transferring shows higher rates for all groups (17%-sss-eligible, 24% non-eligible, 51% sss-active in 2008).

Grade Point Averages: Data sets for STEM students' good academic standing are too small to generalize, but data patterns for students GPA (an essential element of good standing) continues to be consistent with the persistence and graduation / transfer data above. *Eligible* STEM students have the lowest GPA of all groups. Looking at an average of STEM GPA's over the last four years, 35% of *Eligible* students received a 2.8 or below, compared to 30% for *non-eligible* and only 28% for *Active*.

| Table 5: Cumulative GPA average over last 4 years | | | |
|----------------------------------------------------------|------------------------|----------------------------|----------------------|
| GPA | <i>Eligible</i> | <i>non-eligible</i> | <i>Active</i> |
| 2.8 and below | 35% | 30% | 28% |

| | | | |
|---------------------------------------------------------------------------------|------------|------------|------------|
| 3.0 and above | 65% | 70% | 72% |
| <i>Source: IRAP Cumulative GPAs as of last term of academic year 2005-2009.</i> | | | |

Once again, *Active* students did better than un-served *Eligible* students and *non-eligible* students both, making the case that services and support supports better outcomes for students.

In sum, data makes a strong argument for both the *need* for a STEM focused SSS program at Lane, and the benefit of having such a program (currently) on the campus. Lane has both large numbers and percentages of *Eligible* STEM students on campus, and their significantly lower academic success and other problems create barriers to their persistence and accomplishing their educational goals. When comparing the *Eligible* population to both *Active* and *non-eligible* students at Lane, the data consistently shows the *Eligible* students do not persist, graduate/ transfer or maintain as high a GPA as the other groups. Conversely, students who are served by Lane's regular TRIO program outperform both *non-eligible* and *Eligible* students, showing that providing specialized SSS services is critical to these students being successful and accomplishing their educational goals. A STEM focused SSS program at Lane could greatly improve the outcomes for Lane's first-generation, low-income and/ or disabled STEM students.

OBJECTIVES

Lane's SSS Objectives are in accordance with the Government Performance and Results Act of 1993 (GPRA). These outcome objectives are results-oriented, clear, specific, measurable, and relate to achieving the SSS purpose of increasing persistence, graduation and transfer rates, for LaneSTEM participants. The LaneSTEM program will achieve the following four objectives:

1. **Persistence Rate:** 60% of all participants served by the LaneSTEM project will persist from one academic year to the beginning of the next academic year or graduate and/or transfer from a 2-year to a 4-year institution during the academic year.

2. **Good Academic Standing Rate:** 65% of all enrolled participants served by the LaneSTEM project will meet the performance level required to stay in good academic standing at the grantee institution.

3. **Graduation and Transfer Rate (2yr institutions only):**

- a. 15% of new participants served each year will graduate with an associate's degree or certificate within four (4) years.
- b. 8% of new participants served each year will transfer with an associate's degree or certificate within four (4) years.

Persistence

Addresses the Needs: A high proportion of *Eligible* students currently fail to persist from one year to the next, hence affecting graduation and transfer rates. These low persistence rates for the *Eligible* population (46% from first year to second year and 17% within four years—see Table 3) indicates a need for academic and other services to increase persistence in postsecondary education. The proposed services and activities in the Plan of Operation will address the academic and other problems of LaneSTEM participants and increase the rates of persistence to degree and transfer completion.

Ambitious: In four years, approximately 36% of SSS-eligible students persist, graduate and/or transfer (Tables 3 & 4 combined). Setting persistence rates significantly higher, to sixty percent (60%) is ambitious yet attainable, and will greatly improve student graduation/ transfer outcomes.

Attainable: This objective is attainable—current SSS active students at Lane who are in the STEM disciplines have a much higher rate of persistence—85% to year two, and 46% after four years (Table 3) than *Eligible* students in STEM disciplines who do not have the benefit of the

SSS program at Lane. These persistence numbers might suggest that the LaneSTEM program have an even *higher* persistence objective, but the population of current SSS-active STEM students is so small (19 students) that the margin of error is very high—just a couple of students doing poorly would lower the percentage 8-16 % or more. Therefore, the objective percentage is 60% to take into consideration the current data’s limitations.

Good Academic Standing

Sixty-five percent of all enrolled participants served by the LaneSTEM project will meet the performance level required to stay in good academic standing at the grantee institution. Good Standing at Lane means a GPA of 2.0 and at least 50% of credits completed each term.

Addresses the Need: As with transfer and graduation rates, the institutional data pool is too small to generalize for STEM specific students in the SSS-eligible, Active and non-eligible groups. But looking at the larger Lane populations of SSS-eligible, Active and non-eligible, one can extrapolate a reasonable objective for SSS-eligible STEM students. In 2008-09 only 45% of SSS-eligible students (any major) were in good standing. Non-eligible students were at 50% good standing rate, and SSS-active students were at 72%. This data tells us that first-generation, low-income and disabled students do not perform as well academically, both in terms of attaining a GPA higher than 2.0 and completing 50% or more of their credits attempted. Active students who benefit from the services of the TRIO program outperform all groups.

Ambitious: The goal of having 65% of LaneSTEM students remain in good academic standing is ambitious—an increase of 20% over the current 45% good standing of SSS-eligible students at Lane in all disciplines.

Attainable: The goal is attainable based on the success of current SSS students in all disciplines at Lane, who have a good standing rate of 72% in 2008-09. To reach this goal for

LaneSTEM students will require close attention to *completion*, as well as GPA. A support system that includes frequent communication between LaneSTEM students, their tutors, and their advisors will ensure that critical interventions happen in a timely way so that students are completing their coursework each term. Forums for peer discussions and sharing of information will also provide support and a sense of community that can positively impact completion rates.

Graduation and Transfer

Addresses the Need: Fifteen percent of new participants served each year will graduate with an associate's degree or certificate within four (4) years; eight percent will also transfer with an associate's degree or certificate within four (4) years. As stated above, institutional data about STEM specific SSS-eligible/ non-eligible/ active students cannot be generalized due to the extremely small number of students in the data-set (eg. none of the *Eligible* students in the 2004-08 group, and only 3% in the 2005-09 group earned an award and transferred). Therefore, objectives will be based on the regular SSS program data which includes STEM students, as well as other disciplines (see Table 4).

Ambitious: The objective of attaining 15% graduation rate is ambitious, as only 7% of *Eligible* students (all majors) earned an award in both 2008 and 2009. The goal of 8% for LaneSTEM students to transfer to a four-year institution with a degree is ambitious, as only 2% and 3% of SSS-eligible students earned any award and transferred to a four-year institution in 2008 and 2009 respectively.

Attainable: This increase to 15% for LaneSTEM participants will bring the numbers close to current SSS-active students, who earned degrees at 25% and 16% in 2008 and 2009 respectively. All of the support services—tutoring, peer discussion, and advising, job shadowing and exposure to conferences, panels of graduates, and industry shows will serve to inspire and

motivate students to obtain their degree or certificate. Those who plan on transferring to a four-year school will be encouraged to explore the value of getting a degree or certificate while preparing for transfer.

The LaneSTEM cohort will include subgroups of students who may not be planning to get a certificate or degree and transfer to a 4-year school. Many students in the Advanced Tech area, for example, will plan to go to work directly after completing a certificate or degree. Others may have their sights set on transfer to a 4-year school and not see any value in pursuing a degree or certificate at Lane. Through the advising component of the LaneSTEM program students will be explore the value of obtaining an award *and* transferring to a 4-year school. A student who is planning to get an award and go directly to work may see their acquired earning power as a means to transfer and pursue a 4-year degree. A transfer student may find that taking a few additional courses to complete a degree will improve their earning power while they are in a 4-year school or provide more flexibility of the choice of a transfer school. The affect of this advising may not be realized entirely through the data tracking for this goal. The Advanced Technology students, for example, may opt to attend 4-year school for career advancement once they have been working in their fields for a while.

PLAN OF OPERATION

LaneSTEM takes a distinctive approach to required services, such as incorporating contextualized learning, providing flexible, targeted tutoring with an online component, and offering specialized workshops on financial and transfer issues. LaneSTEM enhances these *required* services with unique, focused programs which will provide a broader support net for students, ultimately helping them succeed at Lane and beyond.

| Table 6: Implementation Plan | | | | | |
|----------------------------------------------------------------------------|-------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| Implementation Activities | Who | Activity | Outputs | When | Anticipated results/ Outcomes |
| Marketing | Director (D) & admin. assisnt (aa) | Create marketing and dissemination material to notify campus community of project's elements using methods described in narrative | Fliers, posters, brochures, outreach to college services | within first month of program | All eligible students will know of the LaneSTEM program and have access to the application process. |
| Recruitment and enrollment | D, aa, advisor | Identify & select project participants through recruitment material and process (use current SSS program's forms, material as template) | Clear process for intake/ assessment of recruitment questionnaires, etc. | by end of fall term 2010 | recruit at least 120 STEM students into LaneSTEM program |
| Facilities Procurement | Student Affairs, Student Service s office | Secure space for tutoring centers. Secure space for LaneSTEM office. | dialog with facilities management re: space/ on bond schedule for permanent space | within first month of program | Each discipline will have a LaneSTEM specific space for tutoring. One centrally located office will house the director, advisor and other LaneSTEM staff. |
| Coordinate with Title III for access to new student portal, MyLane. | D | Have "MyLane" director create LaneSTEM specific page only accessible by LaneSTEM participants. Create vibrant, interactive site for information dissemination, social networking, tutoring, etc. | a working, interactive webpage accessible via MyLane for LaneSTEM participants | by end of fall term 2010 | LaneSTEM students will be able to access site for info. re: required and permissible services as described in PofO. |
| Assessment Plan/ Tracking | D, aa, advisor | create database and filing system for student record keeping and tracking | organized, efficient tracking/ monitoring method | on-going as students join/ leave program | ability for LaneSTEM program to adjust to needs of students as trends emerge, modify program to ensure meeting objectives. |

| Student Services/ Activities | Who | Activity | Outputs | When | Anticipated results/ Outcomes |
|-----------------------------------------------------------------------|------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Tutoring | D, tutoring coordinator and tutors | Provide math tutoring: course specific and contextualized. provide online discipline specific tutoring | Tutoring offices secured, tutors trained for one-on-one and small group tutoring, online discussion and workgroups. | By beginning of first term of participant enrollment | Improved GPA's, retention, graduation and transfer to 4 yr. colleges. |
| Academic and career advising; mentoring and career development | D, advisor & <i>LaneSTEM</i> course, faculty, Lane's Co-Op. Ed. office | Coordinate student co-op, job-shadow, attendance at professional conventions; academic advising, individual and group. | Scheduled events with professional speakers in various professions, discipline specific workshops; connections with local/ national organizations to support STEM students, particularly women. | On-going with each year's cohort and tailored for individual students. | Stronger participant engagement with career choice, discipline, professional community. Improved GPA and understanding of course work. |
| Financial Aid Assistance | D, advisor, financial aid office, <i>LaneSTEM</i> course | Workshops and individual guidance on FAFSA and financial opportunities through grants/ scholarships, Learn and Earn, workstudy, etc. | Curriculum to use in LaneSTEM course and workshops re: financial aid processes and scholarship application with aim to reduce student loans. | By beginning of first term of participant enrollment | Participants will have less student loan burden, more time to focus on studies b/c less need to earn \$ for education/ familial support. Increased transfers to 4 year university. |

| | | | | | |
|-----------------------------------------------|----------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| Financial/ economic counseling | <i>LaneSTEM</i> course with professionals from community | Presentations/ course work on financial and economic literacy through the <i>LaneSTEM</i> mandatory class. | Curriculum to use in <i>LaneSTEM</i> course and re: economic and financial issues facing participants. Workbooks, roadmaps, handbooks, etc. | By first term of participant enrollment. | Increased retention due to participants' financial stability. Higher rates of transfer to 4 year college due to proper budgeting. |
| Transfer advising/ support | D, advisor, <i>LaneSTEM</i> course | Connections with University speakers and seminars. Connection to UofO's SSS program. Individual assistance with college applications. | Planned trips to 4 state colleges; scheduled speakers for <i>LaneSTEM</i> course and workshops; group advising sessions re: transfer preparation. | By beginning of second year of program for 1 st cohort transfers. | Improved transfer rates to 4 year institutions. |

Plan to inform the institutional community

LaneSTEM has a comprehensive promotion plan that places a high priority on informing students, faculty and staff of the eligibility requirements, goals, objectives, services, and outcomes of the SSS program. Four general strategies are employed, using both formal and informal opportunities to inform the institutional community about LaneSTEM.

- a. *Build on existing channels of communication*: Existing college publications (class schedules; catalogs; brochures) and various Lane and community media (staff and student newspapers, web) reach thousands of students, faculty, staff and community members on a frequent and ongoing basis. Lane has an excellent record of informing the college and community about the regular SSS program, including eligibility criteria, overall goals, services, activities, outcomes, milestones, events and progress by utilizing these resources—LaneSTEM expects to have the same success using the same channels. The new student web portal MyLane will be up and running next term and will be used to push out information to students, faculty and staff about the LaneSTEM program.
- b. *Specific promotional strategies* LaneSTEM will create a brochure and posts a flyer throughout the college containing information about program goals and services, eligibility criteria, and how to apply to the program. The program will also have its own website on the Lane webpages. LaneSTEM staff will publish a quarterly newsletter highlighting student success, events and activities, milestones, orientations, meetings, and other noteworthy items. Participants will be encouraged to contribute items for the newsletter. The newsletter will be distributed to participants, college staff and others connected to the program and will be accessible on the LaneSTEM website.

- c. Networking with key student affairs areas (Disability Resources, Women's Program, Student Life and Leadership, Career and Employment Services, Advising and Counseling, Testing and Assessment, Enrollment and Student Financial Services, Multicultural Center) creates opportunities to inform, update, coordinate and collaborate with the institutional community about LaneSTEM participants and program. As staff at Lane, the LaneSTEM director, advisor and other staff will serve on committees on campus with a focus on student success initiatives.
- d. LaneSTEM program promoted at new student and faculty/staff orientations. Orientations will describe and answer questions regarding LaneSTEM goals, services and eligibility requirements. Brochures and flyers will be available at these sessions.

Plan to identify, select and retain participants with academic need

The LaneSTEM program will serve at least 120 students who meet the basic criteria of first-generation, low-income, and/or disabled, and are seeking degrees or certificates in the STEM disciplines. The program will have multiple cohorts based on students' discipline/ career track. Recruitment will attempt to provide an even distribution of students in various disciplines and will include: Computer Information Technology, Math, Sciences, Engineering transfer and Career Technical students that fall within the defined STEM areas of technology literacy, hands on workshops, technological innovations, electronics, and communications.

LaneSTEM will follow the tried and true methods used by the TRIO-SSS office at Lane. The regular TRIO-SSS office has perfected the application and recruitment process over the twelve years of its existence, and LaneSTEM will use its application process and materials as templates.

Identification of eligible students: The current SSS program at Lane is extremely effective and well known, and hence has more referrals of eligible students than the program can serve. The LaneSTEM program will use the current TRIO office, as well as staff in Counseling/Advising, Disability Resources, Students First! Center, Financial Aid, Women's Program, Multicultural Center, Testing/Assessment and Career and Employment Services to distribute brochures and refer potential participants to the LaneSTEM office for application materials.

As with the regular SSS program, students will be referred to LaneSTEM by faculty and instructional departments, based on their awareness of the needs of individual students and their knowledge about the program and SSS eligibility requirements. Faculty will be encouraged to refer students out of non-declared majors who show an interest in STEM if they meet other eligibility criteria. LaneSTEM will receive community referrals from Vocational Rehabilitation counselors, transition counselors who assist students with disabilities move from the public school system to college, and from other educators and counselors who work with disadvantaged students. The plan to inform the college community and the community at large about LaneSTEM aids in this effort.

Selection of eligible participants: LaneSTEM will welcome interested potential participants to the LaneSTEM office where staff will explain the eligibility criteria. Because there will probably be more eligible applicants than available slots, participants will be selected based on the following criteria: 1) be low income, first-generation or have a documented disability (at least 80 students—two thirds—will be both first generation and low income); 2) lack college readiness in mathematics, reading or writing based on assessment scores; and/or demonstrate other academic needs; 3) seek a degree at Lane or a four-year college; 4) plan to

graduate or transfer within four years unless a disability requires part-time attendance; 5) demonstrate motivation and commitment to complete educational goals; and 6) desire to benefit from SSS participation. LaneSTEM staff will schedule a group orientation and provide an application packet to eligible applicants (and assist with completing the forms if needed). The participant will bring the completed application form to an orientation, where the goals and benefits of participating in the program will be explained. The application includes such information as first-generation status, financial status, career goals, educational goals, reasons for wanting to participate in the program, documented disabilities, and areas of academic strength and need.

Following the orientation session, LaneSTEM-eligible students will be scheduled for a 60-minute intake appointment that follows a structured interview format. Based on the results of the CSI and the interview, staff will assess academic and career goals and areas of need. The interview begins the goal-setting process for selected participants.

The director and the advisor will conduct intake interviews. Selection will be based on the applications and interviews, keeping in mind the proportions of low-income, first-generation and disabled students required by federal regulations and to provide a representative share of students from the variety of STEM disciplines. Consideration is given to ensure equitable access for adults of all cultural/ethnic backgrounds, ages, abilities, gender, sexual orientation and national origin in accordance with General Education Provisions Act (GEPA).

Students determined to be ineligible will receive a list of available Lane services. Students who are not selected, but who met eligibility requirements and expressed a desire to participate in LaneSTEM, will be placed on a waiting list and referred to other campus services.

LaneSTEM will retain students through many of the activities and services described in the services section above. Mentoring, advising, social networking in LaneSTEM class and online, and specialized tutoring will all provide the necessary support to encourage students to both stay in the program, and stay in school to reach their educational goals.

Retention of Eligible students: The plan to retain eligible participants includes the following components which address participants' needs and improve retention.

- Conduct in-depth assessments of academic needs, learning styles, and other special needs.
- Provide an integrated and intensive student service approach.
- Develop and regularly update individualized, dynamic Student Support Plans.
- Provide a “home-base” including a welcoming, safe environment (Note: space will not be available until after 2010 due to bond measure upgrades in buildings across campus. After upgrades are finished, space on campus will have expanded greatly and allow for a spacious central office with space for student networking, workshops and study.)
- Implement tutoring services, study groups, and supplemental instruction.
- Teach study, organizational and college success skills.
- Assess and intervene, early and often, to assist participants in overcoming obstacles.
- Facilitate the development of strong personal connections to LaneSTEM staff and other participants.
- Provide early and intrusive advising and academic planning.
- Provide frequent follow-up advising sessions each term.
- Closely monitor participants with academic difficulties.
- Contact instructors of participants experiencing academic difficulties to develop a plan.

- Provide a strong connection to LaneSTEM and college life through social, cultural and leadership activities and opportunities.
- Create opportunities for meeting and socializing with other participants.
- Assist with career and life planning.
- Prepare participants for successful college transfer.
- Assist with financial aid and scholarship applications.
- Facilitate college-wide commitment to student success.

Assessment of participants' need for specific services

LaneSTEM will identify and evaluate participants' goals, academic needs and other barriers by utilizing college placement tests and providing additional assessments. In accordance with GEPA, accommodations for testing are provided for students with disabilities. English Language Learners (ELL) are allowed to bring in translation dictionaries for testing. Individual test interpretation is completed for ELL students, as they may have received lower scores than ability levels. If additional in-depth testing is needed, participants are referred to supplemental Lane resources and community services.

Needs assessment begins during review of the participant's application in the intake interview. Figure 2 on the following page lists instruments and processes used to assess goals, academic needs and other barriers to success. To assure comprehensive assessments of each participant, LaneSTEM staff will work closely with staff in Assessment/Testing, Counseling, Disability Resources, and Career and Employment Services.

Goal-setting Activities—*Individualized Student Support Plan:* Each participant will develop an individualized Student Support Plan (SSP) at the time of enrollment based on college preparedness, academic/career goals, and other identified needs. The SSP will be revised at the

beginning of each subsequent academic year, and as needed throughout each year. The director and advisor will help each participant identify academic and career goals and will challenge students to set high, attainable objectives, in small, achievable steps.

The SSP will include: the participant’s present educational performance; participant’s perceived barriers, educational goals; a list of courses to meet educational goals; specific SSS objectives in support of the participant’s goals and to overcome their perceived barriers; specific LaneSTEM and other Lane services to facilitate goal attainment; projected dates for initiation of services and the anticipated duration of service; a transfer plan for those intending to pursue a baccalaureate degree; appropriate criteria and evaluation procedures to assess whether short-term objectives are being achieved; and a schedule for monitoring progress, so that adjustments in services and activities can be made as needed.

| Figure 2: Assessment of Participants’ Goals, Academic Needs and Other Barriers to Success | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Assessing Goals | Assessing Academic Needs | Assessing Other Barriers to Success |
| <ul style="list-style-type: none"> • Structured interview and review of application for career goals and awareness • Verbal assessment and review of application for educational aspirations • Assessment of “match” of career goals and educational aspirations • Completion of career interest inventory in Career and Employment Services | <ul style="list-style-type: none"> • Lane placement tests required of all entering students who registered for 6 or more credits • Verbal assessment of academic preparation during intake interview • Self-report of academic needs in interview or application • High school or previous Lane or other college transcripts • Completion of Noel- | <ul style="list-style-type: none"> • Verbal assessment of participant’s learning environment • Review of participant’s educational background via application and interview • Verbal assessment of persistence barriers in keeping the participant from completing education: medical, financial, family, work, transportation • Verbal assessment of strengths for overcoming barriers • Completion of Noel-Levitz College Student Inventory • Assessment of computer |

| | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Verbal assessment of participants' awareness of college transfer requirements and challenges | Levitz College Student Inventory, assessing study habits and academic confidence | skills <ul style="list-style-type: none"> • Assessment by Disability Resources to determine accommodations for students with disabilities • Specialized assessment for participants w/ disabilities |
|--------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Plan for monitoring participants' progress to ensure satisfactory academic progress.

The Student Support Plan (SSP) is used as the baseline to assess and monitor progress. Staff will monitor and record each participant's movement throughout the program utilizing mid-term grade reports, quarterly grade reports, progress on annual course plans, input from faculty and staff, and data gathered during advising, tutoring, or follow-up sessions. A detailed participation log will be recorded for each participant, listing all LaneSTEM services used and activities attended.

In the initial term of participation, LaneSTEM staff will conduct an "early alert" follow-up on academic progress during the fourth or fifth week of the term. Participants experiencing difficulty in this early stage of the quarter will be placed on a "close monitoring" plan, which includes more frequent contacts with LaneSTEM staff, and check-ins with instructors.

Participants struggling early in the term will be advised to adjust their course load, attend special tutoring, enroll in study skills or college success classes, be re-assessed for academic preparation, or follow other strategies to be successful. Participants beyond their first term who drop classes, receive a grade of Incomplete, D, F, No Pass, or No Credit will be placed on the early alert system as well. Participants will be closely monitored to see how the recommended strategies are working and possibly will sign a contract to help ensure academic goals are met.

Provision of Required and Permissible Services

LaneSTEM will provide academic and support services to enhance academic skills, increase retention and graduation rates with degrees or certificates, and facilitate entrance into four-year colleges for participants. LaneSTEM will lead and engage in activities to foster an institutional climate supportive of the success of LaneSTEM-eligible students. Figure 3 articulates both required and permissible services of the LaneSTEM program.

| Figure 3: Services | |
|--------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|
| Required Services | Permissible Services |
| academic tutoring | Career counseling and services including job-shadow/ cooperative learning. |
| academic advising including: course selection and application to 4 year colleges | Cultural Experiences and inspirational events with SSS-STEM focus |
| Financial aid assistance including: information re: federal programs and help completing applications. | Mentoring (peer and professional) |
| Coursework and workshops covering financial and economic literacy and financial planning | Workshops & LaneSTEM course |
| | Special focus initiatives for women in LaneSTEM |
| | Social Networking |

Academic Tutoring. LaneSTEM’s tutoring component is designed to be both flexible and targeted, ensuring access to tutors *when, where and how* they are needed.

Location and Hours: LaneSTEM will provide participants with decentralized tutoring offices across campus that are physically located in department areas. For example, biology majors will be able to go to the LaneSTEM tutoring office within the Science building and division, rather than accessing tutoring services in one centralized LaneSTEM office. Having the local department/division LaneSTEM tutoring offices for the different STEM areas allows for specialization of tutoring according to the course or discipline, and a stronger connection to a student’s chosen discipline.

Tutoring offices will have extended hours and longer than regular time-blocks than conventional tutoring offices on campus. Hours that extend beyond the regular work day are particularly important for *Eligible* students because many juggle family and jobs as well as studies, and must have access to tutors early in the morning and later into the evening to accommodate their schedules. LaneSTEM will gather schedule information from participants at the beginning of each term, and set tutoring hours that are appropriate for each discipline's tutoring office based on participant feed-back. LaneSTEM tutoring offices will provide 30 minute blocks of time for either one-on-one or small group tutoring. The extended time blocks will allow for tutoring that more fully utilizes the Socratic Method to engage students in the learning process. The 30 minute block will also allow for greater flexibility in addressing multiple similar or contrasting problems at once, allowing students to see a larger picture.

Contextualized Tutoring: In the STEM areas, mathematics is often integrated as a tool for solving applications. Therefore, LaneSTEM provides contextualize tutoring for participants. Each STEM department will have the task of recruiting excellent tutors, and training them to tutor math in the context of their particular discipline. The contextualized tutoring will provide LaneSTEM students with meaningful assistance, specialized to the student's major of study, which in turn will improve their basic understanding and performance in their discipline-specific coursework.

Online Postings & Peer Tutoring: LaneSTEM will use Lane's electronic portal, MyLane, to provide discipline-specific peer tutoring and helpful postings to students—e.g., chemistry students will be able to access posting from tutors and a discussion group designed to help with their specific chemistry classes. Online peer tutoring provides the type of flexibility many

working students, or those with families, need to be successful in their courses. Whether it is 5 a.m. or midnight, students could access the postings.

Math Tutoring For Math Courses: According to the Association of Career and Technical Education (ACTE) brief of June 2009, the 2006 Programme for International Student Assessment (PISA) reported that math and science test scores for students in the U.S. are more closely correlated to socioeconomic status than in other countries. Institutional data at Lane shows that the majority of students entering the college place into non-transfer-level (below 100-level) math courses. Clearly, this suggests that LaneSTEM participants should also have increased access to math tutoring specifically for their math courses. These courses provide students with core knowledge and skills which are transferable to the courses in the other STEM areas. The math course tutor(s) will be available to the other LaneSTEM tutors for consultation to ensure consistent sharing of math terminology, symbolism, and concepts. Tutoring for career and technical students will be accomplished by a tutor with application knowledge of math and science in career and technical fields. The tutor coordinator will facilitate biweekly tutor meetings to ensure cohesive efforts across the STEM areas.

LaneSTEM Course. A unique design element of the LaneSTEM program is the 1 credit, discipline-specific, required “class” which all participants will take, grouped by similar career paths. The purpose of the class is three-fold. First, the class provides a weekly meeting with other participants, which will begin to provide social, peer support and create a cohesive group. Literature shows that students who connect to campus are more likely to stay and succeed. Secondly, the class supplies a regular format for student feedback, creating a two-way service between the LaneSTEM office and participants which ensures services match student need. Finally, the class provides a method for formally covering issues in the *required services*—

financial and economic literacy, help with financial aid process and application, study skills, course selection, and help applying to four year colleges. Participants will also learn the elements of good study habits, budgeting time, job search skills, resume writing, interviewing skills and employability skills. The course will effectively provide group advising and counseling on a recurring basis, to all participants. Because the class is mandatory and for credit, it will guarantee that *all* participants learn about the important elements of the program that support student success, eliminating the possibility that many students would never seek advisors' help with the wide range of issues to be addressed in the class.

Classes will be co-taught by the director and advisor, with individual topics taught by guest instructors to ensure a comprehensive coverage of the topic area. The course will cover a wide range of topics, including all the major aspects of the SSS-required services:

- 1) *Advising in course selection*: Since the classes will be set up to include only those within specific disciplines, teachers will be able to provide guidance for students' major on a regular basis.
- 2) *Financial aid counseling*: Personnel from the financial aid department on campus will help design and conduct classes on the full range of Federal student financial aid programs and benefits. Staff from Lane's Foundation will present on scholarships available through the college and the application process. Each winter the class will cover the process of filling out a Free Application For Student Aid (FAFSA), providing assistance with the sometimes daunting application.
- 3) *Transferring to four-year colleges*: Each spring the course will cover what it takes to apply to and obtain financial assistance for enrollment in a four-year college or university. This class will coordinate with other programs on campus such as college

fairs or visitation days. Visits to state university campuses located in Eugene, Corvallis and Portland will be planned each year. Trips will be coordinated with the current SSS program on campus, and with the state university's SSS-office, and with other appropriate student services functions. Participants will visit financial aid offices, admissions offices, advising services, take in a lecture or other instructional activity if possible, and visit the student center to get a taste of "university life." Lane's current SSS program and the University of Oregon's SSS programs have collaborated to develop effective transition services for Lane's SSS participants—LaneSTEM students will be included in this program. Transition services will include a jointly provided workshop on transfer issues, visits to the UO both pre- and post-admission, early advising by UO staff after Lane's SSS students have been admitted, mentoring by successfully transferred students, and assistance to help the student transition to a new staff and program. SSS program staff from Lane and UO will attend each other's special events and graduation ceremonies. Lane staff will contact transferred students after their first term at the UO to ensure a smooth transition has occurred.

- 4) *Financial and Economic Literacy*: The class will cover such topics as basic budgeting, and financial planning for college, both at Lane and for a four-year college. The director and advisor will work together to get community members in the financial area as a guest speaker.
- 5) *Aspects of Student Success*: The class will cover some basic elements of being a successful student, such as study skills, organization, and budgeting time. STEM specific elements would include a session on math for science majors and career technical students.

Advising and Support: In addition to the class described above, the LaneSTEM program will provide participants a full-time, 11-month director, and a $\frac{3}{4}$ time, 11 month advisor to meet with students one-on-one and in small groups to further support student success. The LaneSTEM advisor and director will: lead workshops on career exploration and provide connections to universities, workplaces and industry; provide direct assistance with student's "next step", whether that be transfer to a 4 year university or move into industry with a degree or certificate if they are Career/ Technical STEM students; work with STEM faculty to bring inspirational events to campus such as national figures who were in TRIO programs and student panels of successful TRIO-SSS graduates from Lane; assist students with attending professional conferences, industry shows, and engaging in supported projects or advanced opportunities such as capstone projects.

Mentoring and Career Development: LaneSTEM incorporates a unique mentoring element into the program. Rather than just matching students up with a potential peer or faculty, the program staff will design a training program for mentors to help ensure a mentoring program that is beneficial and satisfying to both parties involved. Mentors may be second year LaneSTEM or SSS students, upper-class SSS-students from the University of Oregon, faculty, staff and representatives from local industry.

LaneSTEM will provide students with a strong connection to their future career areas with the intent of creating a lasting interest and investment in their education. Job-shadowing will be available for participants, either for credit or not-for-credit. Career and Technical Education Courses all have cooperative learning classes attached. This will allow students an opportunity to work in their career of choice while still attending classes. Students have the

opportunity to job search, interview, see what a particular career is like, earn college credit and in many situations get paid.

Support for women in STEM disciplines: LaneSTEM will also provide a special focus for women in the program, as women are underrepresented in STEM disciplines. Over the last five years at Lane, *Eligible* women only made up 18% of fall first time freshman in the STEM disciplines—a mere 97 students. Math is also more of a hurdle for women in STEM, with 19% of the total number of women attempting a math class having to repeat the class, versus 12% of men.(IRAP 2009). Special focuses for women in the LaneSTEM program might include: focused networking and study groups, women mentors from the Oregon State University sorority for STEM majors Phi Sigma Rho, women mentors in technical careers, connections with national programs such as American Association of University Women, National Girls Collaborative Project, National Alliance for Partnerships in Equity, and Women in Technical Education. Women STEM-faculty at Lane and the University of Oregon can provide input and connections to the LaneSTEM program to enhance the experience for female participants. Lane also has a Women in Transition program that is a first year experience for women students and provides career exploration that exposes women to STEM careers. This program can provide support and referral for women students to LaneSTEM.

Social Networking: The tutoring offices and centralized LaneSTEM office will provide space for participants to meet and get to know one another and provide peer support. Workshops and the mandatory class will also provide networking and the creation of a cohesive group. LaneSTEM will provide an electronic, social networking device through the MyLane portal online.

Plan for proper and efficient administration

To ensure proper and efficient administration of the project, LaneSTEM will be well incorporated into Lane's organizational structure (just as the current SSS program is), have sufficient time commitments from project staff, and will be well managed—both financially and with student records and personnel.

Organizational placement of the program: The LaneSTEM program will be located organizationally within the Student Affairs Division, which has the primary responsibility for developing, implementing and evaluating retention efforts at Lane. The LaneSTEM director will report to the Executive Dean of Student Affairs, who oversees all Student Affairs departments including Enrollment and Student Financial Services, Counseling and Advising services, Career and Employment services, Assessment and Testing, the Women's Program, Multicultural Services, Disability Resources, Substance Abuse Prevention, Academic Learning Skills, Adult Basic and Secondary Education, English Language Learning, Workforce Development and Training and Human Development classes. The Executive Dean for Student Affairs reports to the Vice President of Academic and Student Affairs, and serves on Lane's Executive Team. Lane's administration is fully committed to the complete integration of the LaneSTEM program into the college's academic and student affairs programs. With the administration's leadership and strong support, the LaneSTEM director will be able to effectively and efficiently administer the program.

Time commitment of key project staff: The LaneSTEM program will provide for a full time Director at 11 months, allowing him/ her to be available to students throughout the academic year, and to allow for preparation time before fall term begins. The administrative assistant, tutoring coordinator and advisor will serve at .75 FTE, also on an 11 months schedule. The eleven month schedule allows for some fiscal savings in terms of personnel, yet it ensures

adequate preparation time before the academic session begins again in the fall with a new cohort of students. LaneSTEM's staffing pattern is very similar to Lane's current SSS program which has been providing exemplary service for twelve years, with some reduction in hours for personnel due to the lower number of students served by the LaneSTEM program (120 vs. 180).

| Table 7: Proposed Staffing Pattern for LaneSTEM | | |
|--------------------------------------------------------|---------------------|------------------|
| Position | Hours per week | Months |
| Director | 40 | 11 |
| Administrative assistant | 30 | 11 |
| Tutor/Mentor coordinator | 35 | 11 |
| Academic advisor | 40 | 11 |
| Tutors (3 - 6, part-time) | 50 hrs./week | ~33 weeks |

Specific plans for financial management: The director will be responsible for financial management of LaneSTEM program, and adheres to all federal, state and college financial regulations. The program's administrative assistant and staff from Lane's finance department will help the director maintain accurate and complete financial information. Monthly expenditure reports will be available through the Lane financial database. The administrative assistant will maintain files for all personnel costs, staff travel, consultant contracts and fees, purchases of supplies, operating costs, staff time and effort reports, and all program fiscal correspondence and reporting. The administrative assistant and director will monitor LaneSTEM financial information at least monthly to confirm budget and expenditure amounts. College Finance maintains fiscal records for all grant-funded projects and provides information to the college's independent auditors to conduct required annual audits of federal grants.

Specific plans for student records management: The administrative assistant will maintain confidential files for each participant which includes: intake information, needs

assessment information, student support plan and updates, information on citizenship status, financial information, eligibility documentation, disability certification (if applicable), participation logs, transcripts, progress reports and exit summaries. Student records will be kept in strict accordance with regulations governing confidentiality. The director and administrative assistant will create a database which will enables staff to input information about a student or to get an update on a participant's progress, and outcomes can be examined by LaneSTEM staff as part of the ongoing evaluation for continuous improvement.

The college's database will allow the director and staff access to other participant information, such as placement test scores, transcripts, course registration, and financial aid information. The director will be assisted by the college's office of Institutional Research and Planning (IRAP) in tracking and reporting the progress of participants.

Specific plans for personnel management: The director will hire, train and evaluate staff. Personnel management will follow the adopted personnel procedures of the college. Classified employees and faculty are covered by contract provisions which are collectively bargained with the college. Managers are covered by a set of working agreements. The college has a structured grievance process for all staff. All personnel matters will be handled with confidentiality and respect for all parties. In the event of a personnel dispute, Lane's Human Resources director or other personnel staff may be asked to assist the director in resolving the matter.

Lane adheres to a system of shared governance. The director will work with staff in a self-directed work team. The staff will set both short- and long-term goals to ensure success of the project. On an annual basis, the team and each individual staff member will establish work plans and activities that will help achieve objectives. Ongoing assessment can be accomplished

through regular team and individual meetings, promoting continual adjustments and improvements. Staff at Lane receive annual performance reviews from their supervisors, and help review progress and establish new annual goals. Participant and colleague feedback is gathered and reviewed as part of the evaluation process.

Staff members at Lane are supported to carry out their assigned program duties and responsibilities through establishing clear expectations, regular communication, and having access to consultation, supervision and training. Because Lane is a learning college, staff development is a high priority. The college provides numerous trainings throughout the year. Staff are able to access training development funds through their union or management group. In addition, the budget includes modest funds for attending state or regional conferences related to the purposes of LaneSTEM for the director and advisor.

Plan to coordinate with other programs for disadvantaged students

LaneSTEM, like the current SSS program, will coordinate closely with other Lane and community programs for disadvantaged students. At Lane, these include the Women's Program (Women in Transition), Workforce Network, Disability Resources, Native American Program, Black Student Union, other student unions and the Multicultural Center. Community programs include Lane Workforce Partnership, Relief Nursery (serving at-risk mothers and children), Centro Latino Americano, and Vocational Rehabilitation. LaneSTEM staff will coordinate services to ensure seamless delivery and non-duplication when participants are involved with other programs or agencies.

Lane's current SSS program works collaboratively with the SSS program at the neighboring University of Oregon to ensure a smooth transition of services for transfer students. LaneSTEM will also be involved in this collaboration. LaneSTEM participants who plan to

transfer to the UO will be encouraged to participate in UO's SSS or McNair program. Ongoing communication between the programs staff facilitates a smooth transition and will provide LaneSTEM students immediate access to the UO SSS program upon transferring. The UO SSS program has committed to host visits from Lane SSS and LaneSteM participants. Lane has established similar ties with SSS programs at other Oregon four-year colleges, creating a person-to-person link for Lane participants transferring to these schools. These links are initiated when the SSS staff plans for the day-trips to Oregon colleges and participants have the opportunity to visit these campuses. LaneSTEM director and advisor will collaborate with Lane's current SSS director to enable shared travel and coordination of events.

INSTITUTIONAL COMMITMENT

Lane is committed to support the LaneSTEM program through many channels.

Committed Facilities, equipment, supplies and Personnel

| Figure 4: Resources committed to supplementing and enhancing services and activities | |
|---------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Departments | Resources |
| Academic Learning Services | Academic intervention & support services, Advisory Team member, course/workshop offerings, monitor academic progress, promote & refer to SSS, special needs. |
| Career & Employment Services | Assessment & testing, course/workshop offerings, job planning & placement, promote & refer to SSS, resource development |
| College Operations | Accounting services, Facilities, maintain equipment |
| Computer Services | Facilities, maintain equipment, staff training, student records data |
| Cooperative Education | Job planning & placement, Internships |
| Counseling | Advisory Team member, consultation with SSS staff, counseling & advising, course/workshop offerings, promote & refer to SSS, special needs, staff training |
| Disability Resources | Advisory Team member, consultation with SSS staff, promote & refer to SSS, special needs, staff training |
| Enrollment Services | Academic intervention, Advisory Team member, promote & refer to SSS, staff training, student records data |

| | |
|---------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Financial Aid | Advisory Team member, counseling & advising, monitor academic progress, promote & refer to SSS, resource development, staff training, student records data |
| Foundation | Promote & refer to SSS, resource development; scholarships |
| Human Resources | Coordinates campus services, hiring, recruiting, staff training, personnel functions |
| Instructional Departments | Academic support services, Advisory Team members, consultation with SSS staff, course/workshop offerings, monitor academic progress |
| IRAP | Consultation with SSS staff, research, staff trainings, student records data |
| Marketing & PR | Consultation with SSS staff, promoting SSS, publications |
| Multicultural Center | Bilingual assistance, course/workshop offerings, event planning, promote & refer to SSS, staff training |
| Student Health | Health & wellness, medical services |
| Student Life & Leadership | Event planning, promote & refer to SSS |
| Testing | Advisory Team member, assessment & testing, promote & refer to SSS |
| Women's Program | Advisory Team member, consultation with SSS staff, coordinate campus services, monitor academic progress, promote & refer to SSS, staff training |

Facilities: Lane is in the process of implementing a wide array of bond improvements across campus. Office space will be tight for a year, but when bond work is completed, facilities will expand and improve. LaneSTEM tutors will work in the current math and science tutoring centers until expansions are completed, then individual space will be found to house LaneSTEM specific tutoring space. The central LaneSTEM office will be under the same constraints initially, but with completion of bond improvements, will find quality space on campus for a centralized office for the director, advisor and other staff and participants. New construction is currently in progress on a career and technical education center that will house a career and technical education resource center. Tutors, and resource materials will be available for STEM students in Career Technical Education courses. This facility could also be used for math and science tutors to assist students as needed.

Equipment and supplies: Lane will equip the LaneSTEM space to meet the needs of participants and staff. In addition to desks, desk chairs, file cabinets, storage bins, tables and chairs for offices, tutor stations, the learning center, and the reception area, the space will have shared access to a copy machine, computers for staff, laser printers, whiteboards, telephone equipment and a fax machine.

Staff will have access to e-mail, Internet and student data from admissions, student financial aid, student records, and assessment and testing via Banner, an integrated information system implemented in 2003 to support core administrative functions of the college. LaneSTEM will have use of the college's two fully equipped teleconference facilities, which has the capability for two-way visual teleconference, and a television studio and all other instructional support equipment on campus. Students and staff can schedule and participate in teleconferences and telecourses which are arranged by the Distance Learning Department.

Personnel: LaneSTEM will be fully integrated into the life of the college, with college support functions supplementing and enhancing activities and services, as happens with the regular SSS program at Lane. The LaneSTEM program will be advised by the Success and Goal Attainment committee (SAGA), which is comprised of staff and faculty members from many different offices and departments. SAGA assists in determining strategies for continual quality improvement and advises the regular SSS program at Lane.

Administrative and academic policies

Lane's administrative and academic policies mesh well with the SSS programs, supporting and enhancing SSS student's progress at Lane. Lane's established policies, in combination with LaneSTEM services will help ensure participant's academic success and increased retention, transfer and graduation rates and better grades.

Administrative Policies

Academic progress standards: Lane’s existing policies support a strategy of progressive counseling/advising interventions for students who fail to meet academic standards. This strategy is designed to retain students experiencing academic or other difficulties, which prevent them from meeting academic standards. For LaneSTEM participants this strategy will be even more pronounced with the early intervention and intrusive advising model being employed (Figure 4 shows the resulting action for each consecutive term in which a student fails to meet academic standards). Academic progress standards are determined based on the total credits earned. As the number of earned credits increases, the required cumulative GPA and percent of credits completed increase as follows. Students must also complete 50% of their enrolled credits each term.

| Figure 5: Academic Warning and Probation Actions | | |
|---------------------------------------------------------|-----------------------|---------------------------|
| Hours earned | Cumulative GPA | Percent of Credits |
| 0 – 36 | 1.7 | 50% |
| 37 – 100+ | 2.0 | 50% |

| Figure 6: Academic Warning and Probation Actions | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| First Term | Second Term | Third Term | Fourth Term |
| Warning Letter | Conference and Registration Hold | | Dismissal |
| <ul style="list-style-type: none"> • Receive Academic Warning letter. • The letter provides information covering college services that might be helpful. • For SSS participants, a copy of the letter is sent to the | <ul style="list-style-type: none"> • A letter is sent requiring a counselor/advisor conference. A registration hold is placed on the student, until completion of the conference. • For SSS participants, the SSS director is notified. The | <ul style="list-style-type: none"> • Same as previous. • An SSS participant is required to meet with the SSS director and student support specialist to review the participant’s goals and life situations, and to | <ul style="list-style-type: none"> • Dismissed from college credit classes and programs for one calendar year. The student may petition the Academic Progress Review Committee for reinstatement into the college the next term following |

| | | | |
|---------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|
| SSS director, who will schedule a counseling/advising session and establish an intervention plan. | participant must meet with SSS staff and develop a written contract to have the registration hold removed. | accelerate interventions to assist the participant in meeting academic standards. | dismissal if there is evidence that extenuating circumstances contributed to unacceptable academic progress. |
|---------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|

Students who are placed on probation as a result of the first three steps can be removed by exceeding the cumulative GPA standard. Once removed from probation, students who do not meet the academic standards will start again at the warning step. LaneSTEM participants who are placed on academic probation for any reason are closely monitored and assisted to return to good academic standing and to remain there. The director and advisor will assist participants with the petition process, if appropriate.

Satisfactory Academic Progress: Currently at Lane, there are separate standards for satisfactory academic progress (SAP) that students who are receiving financial aid must maintain. The financial aid SAP standards are much tighter than the academic progress standards described above. To remain in good standing students must complete 66.67% of their enrolled credits with a 2.0 or higher GPA. SAP is determined at the end of each term. This policy helps retention and graduation by providing motivation for students to perform well and complete classes. A subcommittee of SAGA is currently working to align the two academic progress standard systems, so that all students will be meeting the same academic expectations.

Students who do not meet the minimum GPA and/or percent of credits standards listed above are disqualified from financial aid (including grants, work study, loans, workforce training funds and some scholarships). Students have the right to appeal and there are also clear steps for reinstatement to financial aid. LaneSTEM staff will assist participants disqualified from financial

aid to resolve academic or other issues and if there are extenuating circumstances, such as illness or crisis with the students' family, staff advocate the appeal process in a timely fashion.

Academic Policies

Open admissions policy: Lane is an open admissions college and the admissions process is very simple. Anyone 18 or older may enroll for classes at Lane; no high school diploma is required.

Credit for previous learning: Students with previous postsecondary education or life experiences may receive credit through the Credit-by-Examination (CBE) or Credit-by-Assessment (CBA) process or the College-Level-Examination-Program (CLEP). Lane assists students to complete their academic program in less time, enhancing retention, by giving credit for military training and for work completed at some proprietary schools.

Grading system: Lane awards the following grades for credit course work: A Excellent; B Good; C Satisfactory; D Less than Satisfactory; P Pass (equal to A- to C-, the student receives the grade or an A or A+); NP No Passing (D or below); I Incomplete; Y No basis for grade; U Audit; NC Not Completed. A student's Grade Point Average (GPA) is computed on grades (and weights) of A+ (4.3) to F (0.0). Grades of P are included in earned credit, but not in GPA credit. I, Y, U, and NC are considered administrative marks rather than grades and have no effect on a student's earned credit or GPA credit.

The Pass/No Pass grading policy is helpful to retention and graduation. This policy allows students to apply a maximum of 16 pass/no-pass credits toward a degree. Those classes that offer only the pass/no-pass option do not count toward this total. This policy allows participants who may struggle with a certain area to use the pass/no-pass option rather than get a

grade of C, which would bring down their cumulative GPA. A student may choose to change to this grading option by the end of the eighth week of the term.

Drop policy allows late-in-term course changes: Schedule changes, adds/drops, pass/no pass, audit options and withdrawals from the college can be made through the eighth of the 11-week term. The ease of making class changes and the eight-week window for changes allows students to drop courses or change grade options for courses in which they are struggling late in the term. This policy improves retention by allowing students to adjust their course load before their GPAs are negatively affected.

Academic renewal policy: Academic renewal is an opportunity for students whose initial effort at Lane resulted in poor grades. After an absence of at least four years, a student who is currently doing well and has completed 24 credits with a GPA of at least 2.5 may request that prior grade records be removed from the calculation of the cumulative grade point average. All course and grade information will remain on the transcript along with a notation about being granted academic renewal. By allowing students more opportunities at scholarships and being admitted to transfer institutions, this policy supports retention and graduation

Change of grades: The college allows students to retake courses in which the original grade was C, D, or F. Students must complete a petition to absolve credit from the cumulative GPA form in order to remove the grade points of the original course and replace them with the grade and credits from the retaken course. LaneSTEM participants who fail to receive a passing grade in any course will be advised to retake the course and assisted in filing the petition to absolve credit. Participants who drop courses late in the term will be closely monitored and assisted to develop a course load which they can successfully complete.

Incomplete coursework policy: When a student is unable to complete all of the coursework in a class during the term, the student may submit a request for incomplete that is approved by the instructor. This contract, negotiated between the student and instructor specifies the work to be finished, the time limit for completing the work (generally up to one year), and the grade earned if the work is not completed. Once the incomplete work is finished and evaluated credit for the course is granted. A LaneSTEM participant who is having difficulty completing course requirements will be advised and assisted in working out an appropriate plan to complete the work with his/her instructor and will be assisted in completing the appropriate college forms. In this way, the participant can continue to progress toward completion of his/her academic plan in a timely fashion.

Advance registration and advising: The Counseling Department provides an annual advising program. Students who participate in annual advising receive early registration. Annual advising in fall or winter terms allows a student to enroll for the remainder of the academic year. In the spring, annual advising allows a student to enroll for the entire following academic year. Annual advising enhances retention and graduation in several ways. First, students must meet individually with a counselor or advisor to have their annual schedule approved. Since annual advising was initiated, student contact with advisors has increased significantly. The annual registration process allows students to get into the classes they need to complete their academic programs and assists students to complete course sequences in a timely fashion, increasing retention and graduation.

Convenient registration: Lane's registration, schedule change procedures, and grading options support participants in developing course loads that meet their varied needs and personal schedules. ExpressLane is a self-service web tool which allows students to register for classes,

monitor the status of their financial aid, pay bills using credit cards or checks, print class schedules and unofficial transcripts, update addresses and telephone numbers, and order and pay for official transcripts. Students without Internet access can use computer labs at any Lane location. Computers available for ExpressLane are clearly marked. Previously, long lines for registration and complex procedures for adjusting schedules and course loads frustrated and discouraged students. Through Lane's commitment to better serve students, ExpressLane was created to make the registration process more accessible.

Commitment to minimize the dependence on student loans

Lane makes every possible effort to offer current SSS participants sufficient financial assistance to meet their full financial need, and the same will be true for LaneSTEM participants. Assistance is available from a variety of federal, state, institutional, and private resources. The LaneSTEM program will provide scholarship search resources and application support to its participants

Financial Aid: The Financial Aid Office provides information and assistance to students about financial aid programs and requirements, including direct assistance to students in completing financial aid applications. Financial Aid advising is part of the LaneSTEM course, and will include education from Financial Aid staff to ensure that students submit timely and complete applications and receive full financial aid packages.

In developing financial aid packages, Lane minimizes dependence on student loans to the extent possible. An information packet on financial aid awards is mailed to each recipient with their financial aid award letter. Students who decide to take subsidized or unsubsidized loans must complete a pre-loan advising session and must pass a test about the requirements and issues

involved with taking loans for educational expenses. If a student does not pass the test, another consultation with an advisor is required.

Career and Employment Services: Career and Employment Services (CES) is a tremendous resource for students in its role as employment referral service for students and graduates. CES oversees the Federal Work Study (FWS) and Learn and Earn student employment programs, and provides paid on- and off-campus work opportunities scheduled to fit students' course load. CES also provides information and applications for a variety of scholarships, including Lane Community College Foundation scholarships and the Oregon Student Assistance Commission (OSAC). CES staff will assist LaneSTEM participants through a series of workshops to apply for scholarships.

LaneSTEM director and staff will coordinate with Financial Aid, the Foundation and Career and Employment Services to ensure that participants are fully aware of all financial support opportunities and take full advantage of institutional resources. This supports the Department of Education's objective related to Goal 3 of the GPRA requirements that ensure access to postsecondary education and lifelong learning

Support of the Admissions, Student Aid, Registrar, and Data Components

As with the current SSS program, LaneSTEM will have the full cooperation and support of the admissions, student aid, registrar, and data collection and analysis components of Lane. All three departments serve on SAGA or the SSS Advisory Team and will advise LaneSTEM in its retention efforts, and provide time for front-line staff to meet with LaneSTEM staff and participate in professional development aimed at increasing knowledge and understanding about the barriers SSS participants face.

Enrollment Services: Lane combines admissions, registration, student records, and the veterans office into “Enrollment Services”. The Associate Dean who supervises Enrollment Services takes a leadership role in promoting policies, procedures and services to foster an institutional climate supportive of student success, especially in the areas of student retention and success. Enrollment Services will enhance and support LaneSTEM in the following ways:

| Figure 7: Enrollment Services Support | |
|---------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| Enrollment Services | provide brochures to all interested students |
| | inform director of each student receiving an academic warning letter |
| | Work closely to assist participants at risk of probation to overcome obstacles |
| | work closely with participants who have Incomplete grades or have retaken a course to file forms in a timely manner |
| | facilitate access to student records information about participants; |
| | ensure all use of student information conforms to privacy and confidentiality regulations |
| | provide graduation application records |
| | recognize LaneSTEM graduates in the Lane graduation program |

Financial Aid Department: Lane’s Financial Aid department will enhance and support LaneSTEM in the following ways:

| Figure 8: Financial Aid Support | |
|---------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| Financial Aid | work closely with LaneSTEM to ensure timely financial aid applications are filed |
| | provide LaneSTEM brochures at financial aid service desks |
| | conduct Financial Aid workshops for participants |
| | inform director about participants who are failing to meet standards for SAP |
| | assist participants who are at-risk of losing financial aid to overcome obstacles |
| | ensure all student information conforms to FERPA and facilitates access to financial aid documentation for participants for the director and key staff |

Data collection and analysis office: Lane’s Institutional Research, Assessment and Planning office (IRAP) is responsible for data collection and analysis. The research director and staff take an active role in promoting student tracking studies, follow-up studies and other institutional effectiveness studies aimed at documenting student success and understanding the obstacles students face in completing their educational goals. Research staff have contributed

significantly to document the need for LaneSTEM at Lane. IRAP will enhance and supplement LaneSTEM through the following activities:

| Figure 9: IRAP Support | |
|-------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| IRAP | work closely with director to implement quantitative and qualitative evaluation methods |
| | develop reporting format for quarterly progress measures |
| | assist the director and staff in tracking the progress of participants |
| | assist director to evaluate the success of LaneSTEM in improving academic achievement, retention, and graduation or transfer of participants by comparing key measures to appropriate baselines and/or comparable cohorts |
| | improve LaneSTEM program by assisting with evaluation |

QUALITY OF PERSONNEL

Lane is committed to delivering quality, learner-centered services, and recognizes that employee involvement and empowerment is a means to improve student learning. Because Lane and Eugene are highly desirable places to work and live, the college recruits, employs and retains highly qualified staff with significant experience and creativity.

The qualifications required of the director and other LaneSTEM personnel relate to the SSS objectives, and demonstrate knowledge, skills and abilities in working with SSS-STEM populations.

Qualifications required of the director

| Figure 10: Director Qualifications and Experience | |
|----------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Minimum Qualifications | <ul style="list-style-type: none"> • Master's degree in a human service, education, or related field, (undergraduate experience in STEM discipline preferred). • Three years administrative, counseling and/or teaching experience. • Knowledge and understanding of issues and barriers facing SSS population. |
| Required Experience | <ul style="list-style-type: none"> • Successful record of managing TRIO or similar grant projects where providing direct services to SSS target population. • Project planning, development, and evaluation. • Budget development and fiscal monitoring. • Successful grant administration. • Effective personnel management. |

| | |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <ul style="list-style-type: none"> • Ability to communicate clearly, both verbally and in writing. • Success in developing services, activities and policy initiatives aimed at fostering a climate supportive of post-secondary student success. • Ability to manage effectively using shared decision-making and team-based strategies, and to use evaluation results to continually improve services. |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Qualifications required of other personnel

| Figure 11: Advisor Qualifications and Experience | |
|---------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Minimum Qualifications | <ul style="list-style-type: none"> • Bachelor's degree in education, social work or human service field (master's preferred). • Two years experience in case management, academic advising, or student services with adult learners. • Knowledge and understanding of issues and barriers facing SSS population. • Spanish language (preferred) |
| Required Experience | <ul style="list-style-type: none"> • Provide direct services to SSS population or related population. • Provide academic advising, career planning, and other support services to students from diverse backgrounds including students with disabilities. • Teaching human development or career exploration courses or workshops. • Crisis intervention for adults. • Academic advising in transfer programs. • Familiarity with transcript evaluation and transfer requirements. • Ability to interpret assessment and testing instruments. • Previous successful experience with a TRIO or other federal grant project. |

| Figure 12: Tutor Coordinator Qualifications and Experience | |
|-------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Minimum Qualifications | <ul style="list-style-type: none"> • Two years post-secondary education or training with course work in adult education, learning strategies, or related area is required. Bachelor's degree in Adult Education or related area is preferred. • Two years tutoring or training experience with adult learners, and one year as a tutor, mentor or volunteer coordinator. • Knowledge and understanding of issues and barriers facing SSS population. |
| Required Experience | <ul style="list-style-type: none"> • Providing tutoring services to a TRIO or similar population. • Scheduling, training and coordinating tutors to provide quality |

| | |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>services.</p> <ul style="list-style-type: none"> • Skill in teaching different learning styles with varied strategies/techniques. • Developing or adapting learning materials. • Ability to use strategies to reduce learning anxiety. • Ability to assess the tutoring needs of individuals and the SSS population. • Ability to keep accurate and detailed records. |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Figure 13: Administrative Support Specialist Qualifications and Experience

| | |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Minimum Qualifications | <ul style="list-style-type: none"> • Two years post-secondary education in office management or related field. • Two years office support experience, performing the full range of office support duties, including extensive public contact. • Knowledge and understanding of issues and barriers facing SSS population. |
| Required Experience | <ul style="list-style-type: none"> • Providing customer services to students from diverse backgrounds, including students with disabilities. • Demonstrated ability to communicate clearly, both verbally and in writing. • Setting up and maintaining complex filing systems, including experience with confidential information. • Planning, budgeting, data analysis and report preparation. • Ability to work effectively on multiple tasks with frequent interruptions. • Effective use of a microcomputer, including word processing, spreadsheet, desktop publishing software, e-mail and Internet. • Previous successful experience with TRIO or other federal grant-funded projects preferred. |

Tutors: LaneSTEM will employ experienced tutors who can effectively relate to the SSS population. The current SSS program at Lane has tutors who have been with SSS for a number of years. Because the work is satisfying, SSS has been able to employ retired college instructors, and tutors with qualifications far beyond the minimum requirements. LaneSTEM expects to have similar results.

Figure 14: Tutor Qualifications and Experience

| | |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Minimum Qualifications | <ul style="list-style-type: none"> • Advanced course work in core academic college subjects. • Six months tutoring, training or teaching experience. |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| | |
|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <ul style="list-style-type: none"> • Completion of a series of at least three classes with B or better in the two subject areas to be tutored. • Knowledge and understanding of issues and barriers facing SSS population. |
| Required Experience | <ul style="list-style-type: none"> • Providing direct services to students from diverse backgrounds, including students with disabilities; using learning style techniques, study skills, and anxiety reduction techniques. • Using computer-assisted instruction for teaching or learning. • Subject matter knowledge in at least two core curriculum areas such as mathematics, language arts, study skills, social sciences, or science. • Fluency in Spanish preferred (at least one tutor must be bilingual) • Demonstrated ability to communicate clearly, both verbally and in writing. |

Plan for employing personnel successful overcoming barriers similar to those faced by SSS-eligible students

Lane's recruitment and selection process ensures a diverse applicant pool with ability to recruit qualified applicants who understand the barriers that confront the SSS-STEM population. The majority of current SSS personnel are from first-generation backgrounds; several are also from low-income backgrounds. LaneSTEM will strive for similar results and will rely on the knowledge and expertise of the personnel in the current program to ensure excellent candidates are chosen for the LaneSTEM program as well.

The director position will be advertised nationally. In addition to posting in post-secondary national weekly newspapers (*Chronicle of Higher Education, Community College Times, Community College Week*), the position will be listed with the Council for Opportunity in Education (COE) Job Line, a service whose members represent TRIO programs nationwide, and with the Northwest Association of Special Programs (NASP), the regional affiliate of COE. The position will also be posted in publications reaching African-American, Hispanic, Native American, disabled, low income, and other related communities.

For other LaneSTEM personnel positions, Lane will advertise regionally and include an announcement COE and NASP members. The positions will be listed in regional and statewide publications, as prescribed in Lane's standard recruitment guidelines and procedures.

Additionally, Lane will do outreach to organizations, groups, agencies and institutions that have a high probability of reaching qualified persons and the target populations.

The hiring committee for LaneSTEM positions will be comprised of persons knowledgeable about student services and about the issues and barriers facing SSS target populations, particularly those in the STEM disciplines. This committee screens, interviews and scores applicants according to job-related qualifications, and selects and recommends the best-qualified candidate for each position. Applicants will be asked about their knowledge, skill and experience in working with SSS STEM populations and their understanding of the issues and barriers these populations face. Applicants will also be asked to describe their experience implementing and supporting programs that would assist SSS-eligible STEM students.

In accordance with GEPA, Lane adheres strictly to the principles embodied in equal opportunity and affirmative action guidelines. The college provides equal opportunities to all qualified persons and prohibits discrimination on the basis of race, color, religion, ethnicity, national origin, sexual orientation, age, disability, sex, or marital or veteran status. This is a commitment made by the college and is in accordance with federal, state, and local laws and regulations. The college takes affirmative action to recruit and employ members of protected groups. All members of hiring committees at Lane are required to complete training in effective hiring practices, including equal opportunity and affirmative action procedures prior to serving on a hiring committee.

BUDGET NARRATIVE

Project budget is reasonable, cost-effective, and adequate to support the project:

Every effort has been made to minimize requested federal funding, while still staffing and providing resources for a high-quality program. The funding request includes only allowable costs that are reasonable and associated with carrying out the objectives of the LaneSTEM program. Lane will contribute significantly to LaneSTEM through the time and effort contributions of many participating staff, as well as providing tangible resources such as training, office space, furnishings, computers, and many administrative services. The proposed budget is reasonable, cost-effective and adequate to support LaneSTEM.

Personnel: The major cost of the program comes from personnel. The salaries for LaneSTEM staff are based on the Lane salary schedules for classified, faculty and management positions that are filled in Lane's current SSS program. Classified staff and faculty are represented by unions which negotiate for competitive salary and benefit packages. Human Resources (HR) determines the salary range for each position based on the specific job description. When an open position has been offered to a qualified candidate, HR determines on which step within the specified salary range the new employee will begin based on education and experience.

| Table 8: Personnel | FTE | Base pay | Amount |
|---------------------------|------------|-----------------|------------------|
| Project Director | 0.92 | \$55,000 | \$50,600 |
| Administrative asst. | 0.69 | \$29,000 | \$20,010 |
| Advisor | 0.69 | \$39,000 | \$26,910 |
| Tutoring coordinator | 0.69 | \$32,000 | \$22,080 |
| <i>Tutors \$9/ hour)</i> | 1476 hrs. | \$9 / hr. | \$13,284 |
| Total | | | \$132,884 |

The Director will be full-time for eleven months, allowing him/ her to be available to students throughout the academic year, and to allow for preparation time before fall term begins. The

administrative assistant, tutoring coordinator and advisor will serve at .75 FTE, also for 11 months. This staffing pattern (with ¾ time for several personnel) is very similar to Lane's current SSS program (taking into consideration the lower number of students served by the LaneSTEM program: 120 vs. 180) which has been providing exemplary service for twelve years.

Fringe Benefits : Lane has high fringe benefit rates in part due to collective bargaining of classified and faculty unions, and in part due to the significant health insurance and state retirement cost increases.

| Table 9: Fringe Benefits | |
|---------------------------------|-----------------|
| Full-time benefits (55.5%) | \$60,278 |
| Part-time benefits (31.2%) | \$4,025 |
| Total | \$64,303 |

Travel: The budget for travel is delineated in the table below, and includes funds for participant travel to four year institutions, as well as staff travel to conferences.

| Table 10: Travel | | |
|------------------------------------------------------------------|-----------------------|----------------|
| <i>Director travel to COE sponsored workshop</i> | | |
| \$150 airfare | \$150/person | \$150 |
| \$81 Per Diem x 2 days | \$162/person | \$162 |
| \$100 ground travel | \$100 | \$100 |
| \$150 x 15% tax Hotel | \$172 x 2 nights | \$344 |
| <i>Director and Advisor travel to regional (NASP) conference</i> | | |
| 220 miles x \$.55/mile | .55/mile | \$121 |
| Conference registration | \$150/ person | \$300 |
| Per Diem x 2 days | 162.50/ person | \$325 |
| \$150 x 15% tax Hotel | \$172 x 2 nights | \$344 |
| <i>Director and Advisor travel to state meetings 3x/year</i> | | |
| Lunch | \$10/per diem/ person | \$60 |
| Mileage at .55/mile x 400 miles | .375/mile | \$220 |
| <i>Participant visitations to 4-year colleges</i> | | |
| Trip to Oregon State University | \$19/van | \$ 19.00 |
| Trip to Portland State University | \$38/van | \$ 38.00 |
| Trip to University of Oregon (2x) | \$10/van | \$ 20.00 |
| Total | | \$ 2203 |

Supplies: Supplies for the program include both basic office supplies as well as student assessment material, student events and student study materials such as planners. Details in table below.

| Table 11: Supplies and office expenses | |
|------------------------------------------------------------------------|---------------|
| Copies | \$750 |
| Office supplies (paper products and general office supplies for staff) | \$1,000 |
| Computers x1 for director (others provided by Lane) | \$1000 |
| Postage | \$100 |
| Student Assessment Supplies \$10 / 60 new students | \$600 |
| Student Planners (\$2 x 120) | \$240 |
| Supplies for student cultural and professional events | \$300 |
| Total | \$3990 |

Indirect Costs: The indirect costs (\$16,270) are limited to 8% of the total modified direct costs as required by the agency.

The project budget is reasonable as it is based on Lane’s current SSS program which has been very effective in its twelve years of operation, with clearly improved outcomes for retention, graduation, and transfer rates, and an enhanced campus climate. The LaneSTEM program provides for a range of services that include intensive interventions for participants that will increase retention, graduation and GPA for this at-risk, STEM population. The projected budget is adequate—being based in the last many years of an effective SSS program—and will be sufficient to support the program.

EVALUATION PLAN

Methods of evaluation including qualitative and quantitative data. An ongoing, comprehensive evaluation plan is integral to developing a strong SSS program, achieving its objectives, and continually improving SSS services and outcomes. Lane is committed to effective, on-going evaluation of its academic and student service programs and devotes resources to achieve this. A college-wide Assessment Team serves to ensure evaluation of

learning and student success outcomes. The college has instituted an annual process requiring work units to assess alignment with the College’s priorities and strategic directions, and to evaluate how well the unit is performing its functions. This process is part of a “Plan-Do-Check-Act” (PDCA) model aimed at continuous quality improvement. Following the PDCA continuous quality improvement model, results of the ongoing evaluation will be used to make LaneSTEM programmatic changes as needed.

Ongoing formative evaluation will identify areas needing change in order to better meet program guidelines and objectives. Bi-weekly staff meetings will assess day-to-day LaneSTEM activities against annual goals and objectives, and plan for needed changes. Summative evaluation will be used at the end of each activity, term, and year to evaluate student outcomes and program success. The director, with Lane’s office of Institutional Research, Assessment & Planning (IRAP) will guide and support staff in conducting a summative evaluation of all program activities each year. IRAP will assist in other evaluation activities. Formative and Summative methods are described in Figure 15.

| Figure 15: Evaluation Methods | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Formative methods | Summative Methods |
| <ul style="list-style-type: none"> • Transcript reviews on a quarterly basis • Staff-Student contact hours (monthly) • Student participation in SSS Learning Center and Activities • Mid-term progress reports from faculty • Tutor reports on student progress | <ul style="list-style-type: none"> • Examine quarterly outcome reports on cohorts (GPA, credits completed) • Evaluation of progress toward degrees • Annual Performance Report • National Clearinghouse data on transfer • Examine participant records that documents performance and progress |

Appropriate Quantitative and Qualitative Methods. LaneSTEM’s objectives will be evaluated using quantitative and qualitative evaluation measures on a quarterly basis for formative evaluation and an annual basis for summative evaluation as described in Figure 16.

| Figure 16: Evaluation Measures | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Quantitative measures | Qualitative measures |
| <ul style="list-style-type: none"> • Placement tests scores • Retention, transfer and graduation rates • GPAs, by term and cumulative • Course completion rates • Mid-term progress reports • Participant satisfaction surveys • Follow-up phone/e-mail surveys of participants (transfer, employment outcomes) • Annual Unit Plan • Participant evaluations of SSS program and staff • Surveys of Lane staff awareness and participation • Tallies of participation logs • Time frame comparison to planned milestones and target dates • Financial aid award tallies | <ul style="list-style-type: none"> • Annual evaluation of participant satisfaction • Focus groups with SSS participants • Survey of Lane staff to assess awareness and satisfaction • Staff meeting notes of problems, issues, proposed solutions • Staff self-assessment of performance • SSS materials as documentation of activities and services • SSS news releases, media coverage • SSS participant success stories • Documentation of program adjustments made in response to evaluation results • Evaluation of students and staff perceptions and experiences • Other measures, as determined with IRAP |

Specific and Measurable Methods. The director, working closely with IRAP, will develop appropriate baseline data/benchmarks, use comparison cohorts, and develop other means to examine in specific and measurable ways, the success of the LaneSTEM program. Success will be assessed in terms of the identified outcome objectives. Indicators will include academic achievement (GPA and percentage of credits completed), persistence, transfer and graduation of program participants, as well as contributions to creating an institutional climate supportive of the success of LaneSTEM participants. Specific comparison cohorts will be identified and tracked along with program participants on all key indicators of program success.

| Figure 17: Outcome Measures and Indicators (tracked on SSS participants and comparison cohort) | |
|-------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| Grade Point Average | Cumulative GPA will be tracked each academic year |
| Credit completion rates | Percentage of credits completed compared to enrolled credits will be assessed each term |
| Persistence rates | Rates of enrollment from one academic year to the next |

| | |
|-------------------------|--------------------------------------------------------------------------------------------------------|
| | except for students who graduate or transfer |
| Graduation rates | Number and percentage of students who achieve a two-year degree each academic year |
| Transfer rates | Number and percentage of students who transfer to a four-year college or university each academic year |

One time during the grant cycle, the LaneSTEM program will request a Peer Monitoring Site Review through the Northwest Association of Special Programs (NASP). This will provide a team of experienced and trained SSS program directors to evaluate the LaneSTEM program in a manner consistent with an official Department of Education site review. NASP offers the Peer Monitoring service as an effective way to gain comprehensive evaluative information about the program.

How results of evaluation will be used to make programmatic changes. LaneSTEM is committed to using evaluation results to continually improve the program and maintain high quality in all services and activities. Evaluation will be a regular component of bi-weekly staff meetings, day-to-day program operations, and the annual goals of each staff member.

The LaneSTEM team will be dedicated to quality improvement, and will make programmatic changes based on the results of project evaluation. When periodic review of progress toward objectives indicates that an objective is not being met, staff will address the problem immediately. All available data will be examined, seeking assistance from the Lane IRAP staff. Similarly, staff will share ideas for improving program outcomes. The team will brainstorm solutions so that programmatic changes will mitigate potential problems and/or improve outcomes. In every instance, proposed programmatic changes will be carefully documented, with expected outcomes, evaluation measures, and time frames carefully laid out. Formative and summative evaluation methods will be applied to reviewing the programmatic changes, to see if the desired effects do, in fact, occur. This model has proven effective over the first twelve years of the regular SSS program at Lane, and hence will be the model for

LaneSTEM as well. Over the last twelve years, evaluation results have led to programmatic changes, which have resulted in substantially higher rates of GPAs, course completion, persistence, graduation and transfer. LaneSTEM expects similar results using this evaluation method.

REFERENCES

- Akerheilm, K., (1998). *Factors Related to College Enrollment: Final Report*. Princeton, N.J.: Mathtech, Inc.
- Cook, B. and King, J. (2004). *Improving Lives: Ensuring Academic Success for Low-Income Adults*.
- Engle, J. and Tinto, V. (2008). *Moving Beyond Access: College Success for Low-Income, First-Generation College Students*. The Pell Institute.
- Institutional Research Assessment and Planning. (2006). *ACT Student Opinion Survey*. Lane Community College, Eugene, Oregon.
- Institutional Research Assessment and Planning. (2009). *Data Tables*. Lane Community College, Eugene, Oregon.
- Muraskin, L (1997). *Best Practices in Student Support Services: A Study of Five Exemplary Sites*. Rockville, MD: Westat, Inc.
- Sickles, A.R. (2004). *Advising first-generation students*. Retrieved December 9, 2009 from the NACADA Clearinghouse of Academic Advising Resources Web site:
http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/1st_Generation.htm
- Terenzini, P. (1996). *First-generation college students: Characteristics, experiences, and cognitive development*. Research in Higher Education, 37:1.
- Thayer, P. (2000). *Retention of Students: From First Generation and Low Income Backgrounds*.
- Tinto, V. (2003). *Assessment of Student Support Services Retention Components for Institutional Teams Conference*. Beverly Hills, CA.
- Tinto, V. (2000). *Model Retention Strategies for Two-Year Colleges Conference*. Seattle, WA.

Project Narrative

Project Narrative-SSS Program Profile

Attachment 1:

Title: **SSS Profile** Pages: **0** Uploaded File: **Student Support Services Program Profile.doc**

Student Support Services Program Profile

Instructions: All applicants must complete this page. The completed page must be attached to the Other Attachments Form in the application package in e-Grants (as either a .doc, .rtf, or .pdf document) in the application. **DO NOT MODIFY OR AMEND THE CONTENTS OF THIS PAGE.**

1. Applicants currently funded under the Student Support Services Program (FY 2005-2010) must provide their current grant award number. This can be found in Block 5 of the Grant Award Notification.

New applicants should leave this item blank.

PR/Award Number (Current Grantees Only): P042A (05) (06) (07) (08)_____

2. Institution (Legal Name): Lane Community College
(If this application is from an institution with multiple campuses, the name of that specific applying campus must be provided on the line above.)

3. All applicants must indicate the address where this project will be physically located.

Project Address:4000 East 30th Ave. Eugene, OR 97504-0640
Street Address, City, State, Zip Code

4. Applicants that propose to serve multiple campuses under a single grant award must provide the names and locations of all campuses/locations that will be involved in this project. Please list each service area site:

Campuses/Locations:

| | |
|----|-------------------------------------|
| #1 | _____ |
| | Name |
| | _____ |
| | City, County, State and Zip Code +4 |
| #2 | _____ |
| | Name |
| | _____ |
| | City, County, State and Zip Code +4 |
| #3 | _____ |
| | Name |
| | _____ |
| | City, County, State and Zip Code +4 |

4. Applicants that propose to serve different campuses from a currently funded project must provide the names and locations of the newly proposed projects.

Institution name: _____ Location: _____

5. All applicants must indicate the type of project they are proposing to conduct. Check only one. There can be no combinations of populations.

_____ Regular

_____ Disabled Only

_____ English as a Second Language (ESL)

 X Science, Technology, Engineering and Math (STEM)

_____ Teacher Preparation K-12

_____ Health Sciences

(See below for a description of the types of applications that may be applied for under the SSS Program.)

Different Application Types

These suggested application types are provided to articulate the needs of eligible applicants serving regular, disabled and “different populations” under a separate and distinct application for specialized services. The types of specialized services may include (1) English as a Second Language (ESL), (2) Science, Technology, Engineering and Math (STEM), (3) Teacher Preparation, and (4) Health Sciences. As noted above, you may only check one line for a single population to be served in each grant application.

“**Regular**” SSS Program projects provide services to low-income, first-generation and disabled students, which may include students from the different populations of students specified below.

“**Disabled**” SSS Program projects provide services only to students with disabilities, one third of which must also be low-income students.”

SSS Program Profile (*continued*)

“English as a Second Language”--“ESL” SSS Program projects provide services to low income, first-generation students or individuals with disabilities with a focus on students for whom English is a second language and/or who are of limited English proficiency.”

“Science, Technology, Engineering and Math (STEM)”— “STEM” SSS Program projects provide services to low income, first-generation or individuals with disabilities with a focus on students pursuing disciplines in the following areas as well as other related fields including:

Physical Sciences, Engineering, Life Sciences, Math (including number properties and operations, measurement, geometry, data analysis and probability, and Algebra, and Technology) including technology literacy, hands on workshops, technological innovations, scientific research, biotechnology, electronics, communication and health research.

“Teacher Preparation K-12”—Teacher Preparation K-12 SSS Program projects provide services to low income, first-generation or individuals with disabilities with a focus on students pursuing disciplines in the following areas as well as other related fields:

- Test preparation to meet the teaching credential for certification and license;
- Internship to learn effective teaching practices;
- Mentoring to experience on-the-job training;
- Technology to enable integration of technology into classroom instruction;
- Diversity training to meet the needs of students (e.g. English proficient and culturally diverse students);
- Methodology to increase the level of implementation of student performance assessment techniques and implementing state and district curriculum and performance standards; and
- Teaching practices to affect special behavior problems.

“Health Sciences”—Health Sciences SSS Program projects provide services to low income, first generation students or individuals with disabilities with a focus on students pursuing disciplines in the following areas as well as other related fields:

Allied Health Technologies and Services; Health Sciences; Hospital Administration; Kinesiology; Nursing; Pharmacy; Public Health; Rehabilitation Services and Counseling; Speech-Language Pathology and Audiology.

1. **Grant-Aid-to-Students.** There is no separate funding for Grant-Aid-to-Students. Applicants are not required to participate in Grant-Aid-to Students. However, applicants may use up to 20% of the total budget to cover the cost of grant aid. Applicants must provide the amount of funds they propose to use for Grant-Aid-to-Students (consistent with the information provided on grant aid funding and methods for its distribution as discussed in the selection criteria under the Plan of Operation).
Note: Once the applicant has elected to participate in Grant-Aid-to-Students, the Department will expect that you continue for the duration of the grant cycle.

Grant-Aid-to-Students: \$_____

Institutional Match (33% - if required): \$_____ Not Applicable _____

If you are not required to match the Grant-Aid-to-Students, please indicate the reason:

Eligible, at the time of the submission date of this application, to receive funds under --

_____ Title III-Part A--Strengthening Institutions Program

_____ Title III-Part B--Strengthening Historically Black Colleges

_____ Title V--Strengthening Hispanic-serving Institutions

7. All applicants must provide the number of students they propose to serve each year.

Total Number of Proposed Student Participants to be served per year: / 120 /

A. 80 Low-Income and First-Generation

B. 14 Low-Income

C. 22 First-Generation

D. 2 Disabled

E. 2 Low-Income and Disabled

(Note: Two-thirds of the participants served in a special focus SSS project must also be low-income, first-generation or disabled students.)

8. **Program Objectives:**

Please fill in the proposed percent for each objective.

Note: These same objectives must be used in Part III Program Narrative section of your application and may not be revised in your narrative discussion of proposed objectives or proposed evaluation.

Sector of Grantee Institution: Please indicate:

X 2-year public or _____ 2-year private

_____ 4-year public or _____ 4-year private

A. Persistence Rate: 60 % of all participants served by the SSS project will persist from one academic year to the beginning of the next academic year or graduate and/or transfer from a 2-year to a 4-year institution during the academic year.

B. Good Academic Standing Rate: 65 % of all enrolled participants served by the SSS project will meet the performance level required to stay in good academic standing at the grantee institution.

C. Graduation/Transfer Rate (2-year institutions only):

1. 15 % of new participants served each year will graduate with an associate's degree or certificate within four (4) years.
2. 8 % of new participants served each year will transfer with an associate's degree or certificate within four (4) years.

D. Graduation Rate (4-year institutions only): ____% of new participants served each year will graduate within six (6) years.

Note: A **new participant** is an individual who was served by the SSS project for the **first time** in the project year under consideration and who meets the definition of a participant as specified in 34 CFR 646.7(c) of the SSS program regulations.

**** The Department reserves the right to request modified measurement objectives for those projects that serve “different populations” to measure the progress of the specific subgroup designated in the project application after the grant award has been made.**

Project Narrative

Part IV - Student Support Program Assurances

Attachment 1:

Title: **Assurances** Pages: **1** Uploaded File: **Assurance.pdf**

Part IV – Student Support Services Program Assurances

Attach this Assurance Form to the "Other Attachments Form" in the e-Application system. Applicants must copy and paste this page into a separate document or recreate the page exactly as it appears. Then complete the page, save it to your computer and attach it to the "Other Attachments Form" as either a .doc, rtf, or pdf document. Do not modify or amend the contents of the form in any way.

As the duly authorized representative of the applicant, I certify that the applicant will comply with the following statutory requirements:

1. The applicant assures that at least two-thirds (2/3) of the students who will participate in the project will be individuals with disabilities, and/or low-income individuals who are also first-generation college students; and that at least one-third (1/3) of the student participants who are individuals with disabilities also will be low-income individuals.
2. The applicant assures that the remaining students participating in the project will be either low-income individuals, first generation college students, or individuals with disabilities.
3. The person whose signature appears below is authorized to sign this application and to commit the applicant to the above provisions.
4. The applicant assures that students served under the Student Support Services project at this institution shall receive the required services.


Signature of Authorized Certifying Official

Vice President Academic and Student Affairs
Title of Authorized Certifying Official

Lane Community College
Applicant Organization

Nov. 30, 2009
Date Signed