

*This document is for review purposes only—the survey is conducted online.*

# **ATE Survey 2018**

This annual survey of the National Science Foundation’s Advanced Technological Education program grantees is used to obtain information about the program’s characteristics, activities, and impacts. The findings may be used by (1) NSF program staff to prepare their annual reports and make program decisions, (2) ATE grantees to help them gauge their performance in relation to the overall program, and (3) researchers investigating issues related to technician education.

Some of the data collected from this survey will be shared in selected ways to further ATE collaboration and research efforts. We encourage you to review the Survey FAQs at [http://www.evaluate.org/annual\\_survey/survey-info/](http://www.evaluate.org/annual_survey/survey-info/) for details about data protections and uses.

The survey will be open from February 20 through March 20, 2018. We recommend that you review this document before responding to the online version so that you will have all the necessary information at hand to answer the questions. The survey is web-based; access information will be e-mailed to principal investigators at the start of the survey period.

Additional information about the survey is available at [http://www.evaluate.org/annual\\_survey/survey-info/](http://www.evaluate.org/annual_survey/survey-info/). Questions should be directed to Lyssa Becho at (269) 387-5915 or [lyssa.becho@wmich.edu](mailto:lyssa.becho@wmich.edu).

Thank you for participating in this survey.

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## General Instructions

1. **SAVING:** Your responses are automatically saved as you complete the web version of the survey. If you wish to leave the survey and continue later, simply close your browser.
2. **NAVIGATION of Web Survey:** Use the red “BACKWARD” and “FORWARD” buttons at the bottom of each survey page to move throughout the survey. DO NOT use your browser’s navigation features.
3. **ANSWERING questions:** If you do not have the information necessary to answer question or if a question is not applicable to your work, skip the question.
4. **COMPLETING/SUBMITTING the survey:** Once you have answered all the survey questions that pertain to your grant, proceed to the end of the survey and click the “SUBMIT” button. This action submits your survey and you will not be able to reenter the survey – if you need to do so, contact [lyssa.becho@wmich.edu](mailto:lyssa.becho@wmich.edu).
5. **TIMEFRAME:** Your responses should address the calendar year: **January 1–December 31, 2017**.
6. **SECTIONS:** Section 1 is required for all respondents, including grantees in their first year. This section is about grantee characteristics, organizational practices, evaluation, and collaboration.

Sections 2-4 are about materials development, professional development, and program improvement, respectively. At the start of each of these sections, you are asked to indicate whether your grant activities in that area met a certain threshold (i.e., if in the target year you allocated EITHER 30 percent or more of your project/center’s direct costs OR at least \$100,000 to the activity in question) or whether you do not meet the threshold, but want to report on that aspect of your work anyway.

Section 5 includes questions that are being asked on a one-time basis. We ask that all respondents complete this brief section.

# Section 1: Grantee Characteristics and Practices

1.1. What type of award is your ATE grant?

**Project**

- Program development and improvement
- Curriculum and educational materials development
- Professional development for educators
- Leadership capacity building for faculty
- Teacher preparation
- Business and entrepreneurial skills development for students
- Small grant for institutions new to the ATE program
- Conference or workshop
- Coordination network
- Other \_\_\_\_\_

**Center**

- National center
- Regional center
- Resource or support center
- Other \_\_\_\_\_

**Targeted Research on Technician Education**

- Planning project
- Exploratory research and development
- Full-scale research and development
- Other \_\_\_\_\_

**Other type of award**

- Describe \_\_\_\_\_

1.2. Was 2017 the first year of your current grant?

- Yes
- No

1.3. Is your current grant a continuation of a previous ATE project/center?

- Yes
- No

1.4. Does your grant have a co-PI(s)?

- Yes
- No

1.4.1. Co-PI name(s) and email address(es):

Co-PI \_\_\_\_\_

Email address \_\_\_\_\_

1.5a. Who is completing the survey this year?

PI

Designated contact (name and email address) \_\_\_\_\_

1.5. Which of the following is the grantee institution?

4-year college/university

2-year college or 2-year college system

K-12 school or school system

Nonprofit organization

Other (describe): \_\_\_\_\_

1.6. Project/center website: http:// \_\_\_\_\_

1.7. Total award amount: \_\_\_\_\_

\$ \_\_\_\_\_

- 1.8. Choose one of the following options to describe the major emphasis of your project/center.

*[Respondents will have the opportunity to confirm your designation under the NSF framework. An area of emphasis will be presented, the respondent will be able to either confirm this designation, or provide an alternative designation.]*

In order to better understand the composition of the ATE community, the next few questions ask about the demographic characteristics of ATE principal investigators. If you prefer not to share this information, you may skip these questions.

1.9. What is your ethnic identity?

- Hispanic or Latino/Latina
- Non-Hispanic, non-Latino/Latina

1.9.1. What is your racial identity?

- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or other Pacific Islander
- Multiracial
- White
- Other \_\_\_\_\_

1.10. What is your gender identity?

- Male
- Female
- Identity not listed

1.11. What is your age?

- Under 25 years
- 25-34 years
- 35-44 years
- 45-54 years
- 55-64 years
- 65 years or older

## ATE-Supported Instruction

1.12. Did you project/center support the provision of science, technology, engineering, or mathematics instruction in 2017?

- Yes  
 No

1.13. Report the number of locations where your ATE-supported programs were offered in 2017. If you conducted contract training, report the numbers for those students separately. Do not include contract training numbers in the education-level figures.

	Type of Students in Program				Contract Training
	Secondary School	2-Year College	4-Year College	Post Baccalaureate	
Total number of locations where the ATE-supported programs were offered					

The following questions are about the number of students from different demographic categories who took at least 1 course in 1 of your ATE-supported programs (if a student took more than 1 course, count that person only once within each table). Do not include contract training numbers in the education-level figures.

1.14a. Report the total number of students by education level.

	Education Level of Participating Students				Contract Training
	Secondary School	2-Year College	4-Year College	Post Baccalaureate	
a. Total students					

1.14. Report the number of students from each gender category by education level. Total number of students must sum to the numbers reported in 1.14a.

	Education Level of Participating Students				Contract Training
	Secondary School	2-Year College	4-Year College	Post Baccalaureate	
a. Male					
b. Female					
c. Unknown					

1.15. Report the number of students from each ethnic category by education level. Total number of students must add to the numbers reported above.

	Education Level of Participating Students				Contract Training
	Secondary School	2-Year College	4-Year College	Post Baccalaureate	
a. Hispanic or Latino/Latina					
b. Non-Hispanic or Latino/Latina					
c. Unknown					

1.16. Report the number of students from each race category by education level. Total number of students must add to the numbers reported in 1.14a.

	Education Level of Participating Students				Contract Training
	Secondary School	2-Year College	4-Year College	Post Baccalaureate	
a. American Indian or Alaska Native					
b. Asian					
c. Black or African American					
d. Native Hawaiian or other Pacific Islander					
e. Multiracial					
f. White					
g. Unknown					

1.17. How many students requested accommodation under the Americans with Disabilities Act?

\_\_\_\_\_

1.18 Did your ATE grant support a degree or certification program in 2017?

- Yes
- No (if NO go to question 1.20)

1.19 Indicate the number of students across all of your **ATE-funded degree or certification programs** who met the following conditions in 2017.

Student Status	Education Level of Students			
	Secondary School	2-Year College	4-Year College	Post Baccalaureate
a. Completed the specified program				

b. Left the program prior to completion and is not expected to return to complete (e.g., dropped out, changed majors)				
c. Students remaining in the program (i.e., did not complete or leave the program in 2017).				

## Articulation Agreements

**Articulation agreements are defined as specific agreements between two or more institutions that allow students who complete an education program or series of courses to matriculate to a higher level of education at specified institutions.**

**Matriculation may occur in a sequential or concurrent fashion. Sequential matriculation occurs when a student completes the program at the lower level and then begins taking courses at the higher level institution. Concurrent matriculation occurs when the student is enrolled simultaneously at both institutions.**

- 1.20. Was developing articulation agreements ever part of your project/center activities?
- Yes
- No

1.21.	Report the number of articulation agreements, institutions, and students associated with each education level.		
		Education Level	
		High school to 2-year college	2-year college to 4-year college
a.	Total number of articulation agreements <u>developed</u> in 2017		
b.	Total number of articulation agreements <u>in place</u> in 2017 (sequential and concurrent)		
c.	Number of <u>institutions</u> involved in all the agreements		
d.	Number of <u>students</u> that matriculated in 2017 (enrolled at the higher education level under the terms of an articulation agreement)		



## Evaluation

1.22. Do you have a current, written evaluation plan for your project/center?

- Yes
- No

1.23. If you have any information related to the evaluation of your grant online (e.g., plans, instruments, reports), please provide the URL where they can be located:

http://

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- 1.24. Did your project/center have an evaluator in 2017?
- Yes
  - No
- 1.25. Select the type of evaluator(s) your project/center had in 2017.
- External evaluator
  - Internal evaluator (i.e., is a member of your staff)
  - Both internal and external evaluators
- 1.25.1. Your evaluator's name and organizational affiliation (e.g., Jane Smith, Western Michigan University):
- 
- 1.25.2. Your evaluator's email address:
- 
- 1.25.3. EvaluATE is working with ATE Central to make information about ATE evaluators available on the ATE Central website ([www.atecentral.net](http://www.atecentral.net)). *If the evaluator you named above approves*, may we identify him or her as your evaluator on the ATE Central website along with other information about your ATE project or center?
- Yes
  - No
- 1.26. What type of report did you receive from your evaluator in 2017?
- Written
  - Oral
  - Both oral and written
  - None (skip to question 1.27)
- 1.26.1. How has your project/center used the information provided in the evaluation report(s)? (check all that apply)
- To make changes in our activities
  - To make changes in our goals
  - For marketing our work
  - To gauge impact
  - To inform stakeholders (e.g., partners, industry, advisory board, NSF)

- 1.27. How frequently did your external evaluator interact with your staff (e.g., email, teleconferences, face-to-face) in 2017?
- Rarely (annually or semiannually)
  - Infrequently (not every month but at least quarterly)
  - Occasionally (more often than quarterly and as much as monthly)
  - Often (more often than monthly and as much as biweekly)
  - Continually (very nearly weekly, weekly, or more often)

## Collaboration

**Collaboration is a relationship with another institution, business, or group that provides money or other support (e.g., volunteer instruction, donated materials) to your project or center. Collaborators are not funded by the grant.**

- 1.28. For each type of collaborating organization listed below, report the number of different organizations you collaborated with in 2017.

\_\_\_\_\_ Business/industry

\_\_\_\_\_ Within your host institution (e.g., other department or administrative unit)

\_\_\_\_\_ Other education institutions

\_\_\_\_\_ Public agencies (e.g., government agencies)

\_\_\_\_\_ Other ATE projects/centers

\_\_\_\_\_ Other (specify): \_\_\_\_\_

- 1.29. Report the total dollar value of monetary and in-kind support received by your project/center from all sources other than your ATE award in 2017 (round to the nearest thousand dollars).

a. Monetary support    \$ \_\_\_\_\_

b. In-kind support     \$ \_\_\_\_\_

1.30. For each type of collaborating organization listed below, check up to two options that best describe the main benefits to your project/center in 2017. *Each column should not have more than two checked benefits.*

Type of Benefit	Type of Collaborating Organization				
	Business/ Industry	Within Your Host Institution	Other Education Institution	Public Agency	Other ATE Grantee
a. General support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Financial or in-kind support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Developing program content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Facilitating service delivery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Access to decision makers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Information about workforce needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Developing articulation agreements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Student support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Other (describe):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Section 2: Materials Development

This section of the survey focuses strictly on materials developed for national dissemination to serve instructional purposes (it does not include project/center promotional materials).

All respondents are asked to complete at least the first question in this section—a determiner of who should complete the full section.

- 2.1. Did your project/center allocate at least 30 percent of its direct costs **OR** at least \$100,000 to instructional materials development in 2017?
- Yes (Complete this section)
  - No, BUT we consider it a significant area of our activity, and we want to report our work. (Complete this section)
  - No (You are now finished with this section)

Materials addressed here are the media (textbooks, laboratory experiments and manuals, software, online materials, CD-ROMs, videos, or other courseware) used to convey the content and instruction of activities, modules, and courses.

### **DEFINITIONS**

**Course:** A stand-alone collection of instructional content and activities to achieve desired educational outcomes. Courses usually last a semester or a year.

**Module:** A self-contained collection of content and activities designed to achieve a set of specific objectives. Modules are generally shorter than courses and focus on fewer outcomes.

**Activity:** An activity is an instructional exercise—for example, a laboratory experiment—designed to achieve a discrete learning outcome or a test to measure achievement or progress toward that outcome.

- 2.2. How many of each of the following types of materials did you develop in 2017? Report only materials that were *completed*.

_____ Courses
_____ Modules
_____ Activities

2.3. Of the materials completed in 2017, how many were targeted to each of the following audience types?

	Secondary school students	2-year college students	4-year college students	Incumbent workers	Other
a. Courses					
b. Modules					
c. Activities					

2.4. For the materials you completed in 2017, which of the following best describes their availability?

- Not available to anyone outside the project
- Available upon request
- Available only to a select group
- Publicly available on the internet
- It depends on the type of material (Explain) \_\_\_\_\_

## Section 3: Professional Development for Educators

This section addresses professional development provided to secondary school teachers, college faculty, and preservice teachers to enhance their disciplinary capabilities, teaching skills, understanding of current technologies and practices, and 21<sup>st</sup> century skills in ways that will directly impact technician education.

All respondents are asked to complete at least the first question in this section—a determiner of who should complete the full section.

- 3.1. Did your project/center allocate at least 30 percent of its direct costs **OR** at least \$100,000 to professional development in 2017?
- Yes (Complete this section)
  - No, BUT we consider it a significant area of our activity, and we want to report our work. (Complete this section)
  - No (You are now finished with this section)

Questions 3.2 and 3.3 ask about the number of different types of professional development activities offered by your project/center and the number of participants in those activities. If your project/center did not offer the activity in question, put a zero (0) in the space provided.

- 3.2. Report the number of professional development activities of each length listed below that were offered by your project in 2017.

Type of Professional Development Activity	Total Number of Activities Offered
a. Short presentations to raise awareness	
b. Instructional activities of less than a day (e.g., lecture, training session)	
c. Instructional activities that last one day or more, but less than one week (e.g., workshop, online module)	
d. Instructional activities that last from one to several weeks (e.g., course, summer institute)	
e. Long-term periodic instructional activities (e.g., internship, peer coaching)	

3.3. Report the number of participants in your 2017 professional development activities who taught at each education level.

Professional Development Activity	Number of Participants			
	Secondary School	2-Year College	4-Year College	Other or Unknown
a. Short presentations to raise awareness				
b. Instructional activities of less than a day (e.g., lecture, training session)				
c. Instructional activities that last one day or more, but less than one week (e.g., workshop, online module)				
d. Instructional activities that last from one to several weeks (e.g., course, summer institute)				
e. Long-term periodic instructional activities (e.g., internship, peer coaching)				



## Section 4: Program Improvement

This section addresses the development or improvement of technician education programs for secondary students, college students, or persons employed as technicians.

All respondents are asked to complete at least the first question in this section—a determiner of who should complete the full section.

### **DEFINITION**

**Program:** A sequence of classes, laboratories, and/or work-based experiences that lead students to a degree, certification, or an occupational competency point.

- 4.1. Did your project/center allocate at least 30 percent of its direct costs **OR** at least \$100,000 to program improvement in 2017?
- Yes (Complete Question 4.2)
  - No, BUT we consider it a significant area of our activity, and we want to report our work. (Complete Question 4.2)
  - No (You are now finished with this section)
- 4.2. Report the number of programs and courses for each education level and on-the-job training included in your program improvement work in 2017.

If you conducted contract training, report the numbers for those students separately. Do not include contract training numbers in the education-level figures.

	Education Level				On-the-Job Training/ Contract Training
	Secondary School	2-Year College	4-Year College	Post Baccalaureate	
a. Total number of programs supported by your ATE grant in 2017 (including programs developed in previous years)					
b. Total number of ATE grant-funded programs developed or modified in 2017					
c. Total number of separate courses developed or modified in 2017 with ATE support (if a course appears in more than one program, count it only once)					

## Section 5: Special Topics

This section of the annual ATE survey addresses research and emerging topics of interest to NSF program officers, ATE researchers, and other ATE projects/centers. All respondents are asked to complete this section.

5.1. Does your ATE project or center partner with industry as part of your grant activities?

- Yes (Complete Question 5.1.1)
- No (Proceed to Question 5.2)

5.1.1 How long has your ATE project or center partnered with industry?

- Less than a year
- 1-3 years
- 4-6 years
- 7-10 years
- More than 10 years

5.2 Prior to your ATE grant, were you ever responsible for initiating and/or managing partnerships between educational institutions and industry?

- Yes
- No (If Question 5.1 & 5.2 are both no, you are not finished with this section)

5.2.1 How long was this a part of your job?

- Less than a year
- 1-3 years
- 4-6 years
- 7-10 years
- More than 10 years

5.3 In terms of creating and sustaining productive industry partnerships, how important are the following **campus environmental factors**?

*Likert scale: unimportant, somewhat important, important, very important, not sure*

- College/administrative support of grant activities
- Faculty buy-in/support of grant activities
- Alignment of grant activities with college mission and goals
- Coordination/generation of industry contacts by college's fundraising or grants office
- Institutional/faculty experience with partnerships between education and industry
- Other: \_\_\_\_\_

5.4. How important are the following **attributes or attitudes** of **industry representatives** when forming productive partnerships?

*Likert scale: unimportant, somewhat important, important, very important, not sure*

- They are committed to our project, center, or institution
- They are involved due to a desire to give back to the community
- They feel they will benefit – personally or organizationally – from being involved
- They are well-connected across the industry sector
- They understand the educational process (curriculum development, teaching, etc.)
- They wish to help the industry as a whole through their involvement
- They had prior positive experiences working with education partners
- They are a good communicator
- They are well-organized
- They are trustworthy
- They have time to be involved
- They bring industry support or resources to the table
- Other: \_\_\_\_\_

5.5 How successful is your center or project at **initiating** relationships with industry?

- Not very successful
- Somewhat successful
- Mostly successful
- Very successful

5.6. What has been your most effective way to **initiate** successful relationships with industry?

5.7. How successful is your center or project is at **maintaining** relationships with industry?

- Not very successful
- Somewhat successful
- Mostly successful
- Very successful

5.8. What has been your most effective way to **maintain** successful relationships with industry?

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5.9. Have you received any support or training in regards to forming or maintaining industry partnerships?

- Yes
- No (Proceed to Question 5.10)

5.9.1. Please describe the training you received (type, sponsor, duration, location):

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5.10. May a representative of Working Partners contact you with follow-up questions related to your industry partnerships?

- Yes
- No