Test Project

Part I: Monitoring

This section focuses on the NSF's monitoring of your center/project. It is to be completed by the PI/PD and every project/center is to complete it. Confidentiality of responses to this section will be provided to the extent allowed by law.

This page only displays summarized answers.

NSF Monitoring of Centers and Projects

1. Indicate the frequency of interactions between your center/project and your NSF program officer during the past 12 months.

	Monitoring Action	Frequency (number of times) 0	1	2-4	>4
a.	Site visits	o	o	o	o
b.	Telephone calls	o	o	o	o
c.	Email contacts	o	o	o	o
d.	Visits to NSF	o	o	o	o
e.	Principal investigator meetings	o	o	o	o
f.	Reading and reaction to materials submitted by your center/project	o	o	o	o
g.	Interacting with program officer at non-ATE conferences or meetings	o	o	o	o

2. To what extent do you agree with the following statements?

	Statement	Strongly disagree	Disagree	Agree	Strongly agree
a.	NSF has been responsive in meeting my center's/project's identified needs.	o	o	o	o
b.	NSF site visits and/or evaluative actions have helped to improve the quality of my center/project.	o	o	o	o
c.	NSF facilitates collaboration between my center/project and other ATE projects or centers.	o	o	o	o

3. How accurate an understanding do you believe your NSF program officer(s) has of your center/project?

a.	o Not accurate
b.	o Somewhat accurate
c.	o Very accurate

4. How many reports on your center/project have you submitted using NSF's FastLane system?

a.	o 0
b.	o 1
c.	o 2
d.	o 3 or more

5. To what extent do you agree with the following statement? *"FastLane allows me to report to my program officer what I consider to be appropriate information regarding my center/project."*

a. o Not applicable
b. o Strongly disagree
c. o Disagree
d. o Agree
e. o Strongly agree

6. If you have used FastLane, please comment on how it could be improved to allow you to provide more appropriate, accurate, and complete representation of your center/project to your program officer.

Close

Test Project

Part II: Project & Center Work Collaboration

This page only displays summarized answers.

Collaboration

1. Non-NSF funding and in-kind support Please provide the approximate amount of monetary and in-kind support that your center/project has received in the past 12 months from non-NSF sources.
Estimate dollar amounts to the nearest $1,000 or 10%.

	Types of supporting institutions	Monetary support received to date	Estimated monetary value of in-kind support
a.	Project/center lead institution(s) (The institutions that are the primary participants in the work of the center/project and the primary recipients of center/project funds)		
b.	Foundations		
c.	Business and industry		
d.	Local and state public agencies		
e.	Non-NSF federal sources		
f.	Organizations and professional societies		
g.	Secondary education (e.g. high schools)		
h.	Associate degree level education institutions		
i.	Baccalaureate degree colleges or universities		
j.	Income from products and services		
k.	Other (please describe)		

2. With how many institutions has your center/project established collaborative arrangements that involve non-monetary support (contributions of time, faculty sharing, equipment, etc.) and approximately how many persons from these institutions collaborate? Please specify for each type of institution listed below.
For collaborators that offer their time, include only those that have spent a minimum of two days per year working with your center/project.

	Types of collaborating institutions	# of Institutions	# of Persons
a.	Business and industry		
b.	Public agencies at the local, state, and federal levels		
c.	Organizations and professional societies		
d.	Secondary education (e.g., high schools)		
e.	Associate degree level education institutions		
f.	Baccalaureate degree colleges or universities		
g.	Other (please describe)		

3. The table below is divided into 4 major groups of collaboration purposes, displayed in the left-hand column. In each cell of the table input the number of organizations/institutions of the identified type (column header) that have collaborated in the identified purpose (row header).

Collaboration Purpose	Institution Type: Business or Industry	Public agencies (local, state and federal)	Educational Institutions	Other Organizations
I. General center or project support				
a. Advice (e.g., advisory panel)				
b. Contributed or shared equipment/technology				
c. Contributed time and effort (beyond advice)				
d. Other (please describe)				
II. Materials development				
a. Development or implementation of standards/guidelines				
b. Determining or confirming materials content				
c. Pilot testing of materials (preliminary testing of materials or portions of materials; usually done with a small numbers of sites)				
d. Field-testing of materials (testing of materials in settings where they will be used; usually larger and more in-depth than pilot testing)				
e. Other (please describe)				
III. Academic program(s)				
a. Student recruitment program				
b. Student understanding of industry opportunities and requirements				
c. College/school-based instruction matters (e.g., course instruction, field testing of materials, etc.)				
d. Work-based instruction and experience matters (e.g., internships, practica, etc.)				
e. Student entry to the work force				
f. Other (please describe)				
IV. Professional development				
a. Faculty/staff knowledge of industry needs, opportunities, and requirements				
b. Faculty/staff knowledge and skill in the discipline				
c. Business/industry representatives' knowledge of educational options and opportunities				
d. Other (please describe)				

4. Item 3 addressed four main categories of collaborative purposes. Here you are asked to provide an overall rating of quality/productivity of the collaboration that occured relative to these purposes. Provide ratings for collaboration by organization type. (Refer back to the above item for specific information about each of the purpose categories.

I. Business or Industry

Collaborative Purpose	Quality/Productivity of Collaboration				
	NA	Poor	Satisfactory	Good	Excellent
a. General center or project support	o	o	o	o	o
b. Materials development	o	o	o	o	o
c. Academic program	o	o	o	o	o
d. Professional development	o	o	o	o	o

II. Public agencies (local, state and federal)

Collaborative Purpose	Quality/Productivity of Collaboration				
	NA	Poor	Satisfactory	Good	Excellent
a. General center or project support	o	o	o	o	o
b. Materials development	o	o	o	o	o
c. Academic program	o	o	o	o	o
d. Professional development	o	o	o	o	o

III. Educational Institutions

Collaborative Purpose	Quality/Productivity of Collaboration				
	NA	Poor	Satisfactory	Good	Excellent
a. General center or project support	o	o	o	o	o
b. Materials development	o	o	o	o	o
c. Academic program	o	o	o	o	o
d. Professional development	o	o	o	o	o

IV. Other Organizations

Collaborative Purpose	Quality/Productivity of Collaboration				
	NA	Poor	Satisfactory	Good	Excellent
a. General center or project support	o	o	o	o	o
b. Materials development	o	o	o	o	o
c. Academic program	o	o	o	o	o
d. Professional development	o	o	o	o	o

5. Provide a brief description of what you consider to be the most important products and/or results of your collaborative efforts.

a. Which organization type has been the most effective collaborator in helping your center/project reach its goals?

- **a.** o business and industry
- **b.** o public agencies
- **c.** o organizations and professional societies
- **d.** o secondary education institutions
- **e.** o associate degree level education institutions
- **f.** o baccalaureate degree colleges or universties
- **g.** o Other, please describe

b. Briefly describe what you consider to be the most important products and/or results of your collaboration with groups within that organization type.

6. What makes some collaborative relationships more effective than others?

7. What issues or barriers have kept potential collaborators from agreeing to participate?

Close

Test Project

Part II: Project & Center Work
Materials Development

This page only displays summarized answers.

Materials Development

1. Please indicate the number of items developed or under development for each development type listed below. Materials development is often a mix of simple and substantial efforts. For example, making changes throughout a course or module would likely require substantial effort, while revision of a test would probably not require substantial effort for the project/center. List only substantial items.

Material development	Number in draft stage	Number being field tested	Number completed	Number in use locally*	Number in use elsewhere*	Number published commercially
a. Course Development						
b. Course adaptation for implementation						
c. Module development (a component that can be used in more than one course)						
d. Other (please describe)						

*** Completed materials in use locally means at sites within your center/project; elsewhere means at sites not a part of your center/project**

2. Please provide the following information for up to five (5) of the most important materials that your center/project developed (or are under development).

I.	a. Title	
	b. Type of development	i. Course Development ii. Course Adaptation for Implementation iii. Module Development iv. Combination of above v. Other
	c. Discipline/content area	A. Agriculture B. Aquaculture C. Biotechnology D. Chemical Technology E. Distance Learning F. Electronics, Instrumentation, Laser and Fiber Optics G. Engineering Technology (general) H. Environmental Technology I. Geographic Information Systems J. Graphics and Multimedia

		K. Information Technology, Telecommunications L. Mathematics M. Manufacturing and Industrial Technology N. Machine Tool Technology, Metrology O. Marine Technology P. General or Multidisciplinary Q. Mathematics R. Physics S. Semiconductor Manufacturing undefined T. Transportation
	d. Grade level(s)	i. K-12 ii. College - first year iii. College - second year iv. College - upper level
	e. Brief description (2-3 sentences)	
II.	a. Title	
	b. Type of development	i. Course Development ii. Course Adaptation for Implementation iii. Module Development iv. Combination of above v. Other
	c. Discipline/content area	A. Agriculture B. Aquaculture C. Biotechnology D. Chemical Technology E. Distance Learning F. Electronics, Instrumentation, Laser and Fiber Optics G. Engineering Technology (general) H. Environmental Technology I. Geographic Information Systems J. Graphics and Multimedia K. Information Technology, Telecommunications L. Mathematics M. Manufacturing and Industrial Technology N. Machine Tool Technology, Metrology O. Marine Technology P. General or Multidisciplinary Q. Mathematics R. Physics S. Semiconductor Manufacturing undefined T. Transportation

d.	Grade level(s)	i. K-12 ii. College - first year iii. College - second year iv. College - upper level
e.	Brief description (2-3 sentences)	
III. a.	Title	
b.	Type of development	i. Course Development ii. Course Adaptation for Implementation iii. Module Development iv. Combination of above v. Other
c.	Discipline/content area	A. Agriculture B. Aquaculture C. Biotechnology D. Chemical Technology E. Distance Learning F. Electronics, Instrumentation, Laser and Fiber Optics G. Engineering Technology (general) H. Environmental Technology I. Geographic Information Systems J. Graphics and Multimedia K. Information Technology, Telecommunications L. Mathematics M. Manufacturing and Industrial Technology N. Machine Tool Technology, Metrology O. Marine Technology P. General or Multidisciplinary Q. Mathematics R. Physics S. Semiconductor Manufacturing undefined T. Transportation
d.	Grade level(s)	i. K-12 ii. College - first year iii. College - second year iv. College - upper level
e.	Brief description (2-3 sentences)	
IV. a.	Title	
b.	Type of development	i. Course Development ii. Course Adaptation for Implementation

		iii. Module Development iv. Combination of above v. Other
c.	Discipline/content area	A. Agriculture B. Aquaculture C. Biotechnology D. Chemical Technology E. Distance Learning F. Electronics, Instrumentation, Laser and Fiber Optics G. Engineering Technology (general) H. Environmental Technology I. Geographic Information Systems J. Graphics and Multimedia K. Information Technology, Telecommunications L. Mathematics M. Manufacturing and Industrial Technology N. Machine Tool Technology, Metrology O. Marine Technology P. General or Multidisciplinary Q. Mathematics R. Physics S. Semiconductor Manufacturing undefined T. Transportation
d.	Grade level(s)	i. K-12 ii. College - first year iii. College - second year iv. College - upper level
e.	Brief description (2-3 sentences)	
V. a.	Title	
b.	Type of development	i. Course Development ii. Course Adaptation for Implementation iii. Module Development iv. Combination of above v. Other
c.	Discipline/content area	A. Agriculture B. Aquaculture C. Biotechnology D. Chemical Technology E. Distance Learning F. Electronics, Instrumentation, Laser and Fiber Optics

		G. Engineering Technology (general) H. Environmental Technology I. Geographic Information Systems J. Graphics and Multimedia K. Information Technology, Telecommunications L. Mathematics M. Manufacturing and Industrial Technology N. Machine Tool Technology, Metrology O. Marine Technology P. General or Multidisciplinary Q. Mathematics R. Physics S. Semiconductor Manufacturing undefined T. Transportation
d.	Grade level(s)	i. K-12 ii. College - first year iii. College - second year iv. College - upper level
e.	Brief description (2-3 sentences)	

3. In the table below identify the frequency of use for each practice that your center/project employs when developing curricular materials.

	Practices	Not applicable	Used each time	Used most times	Used less than half the time	Almost never used or never used
a.	Obtain verification by industry regarding alignment of materials with work force and skill needs	o	o	o	o	o
b.	Use applicable student and industry-based standards or guidelines to guide materials development.	o	o	o	o	o
c.	Assess student success (knowledge and skills) in comparison with industry/business standards (American Electronics Association Standards, American Chemical Society Standards, etc.)	o	o	o	o	o
d.	Assess student's success (knowledge and skills) in comparison with educational standards (SMET foundation standards, AMATYC, National Council of Teachers of Mathematics Standards (NCTM), National Research Council Science Education Standards, etc.)	o	o	o	o	o
e.	Assess student success (knowledge and skills) in comparison with nontechnical skill standards (e.g., SCANS)	o	o	o	o	o
f.	Assess student success (knowledge and skills) in comparison with other nonproject or nonparticipating students	o	o	o	o	o
g.	Pilot test[1] materials	o	o	o	o	o

h.	Field-test[2] materials internally (i.e., within the center/project)	o	o	o	o	o
i.	Field-test[2] materials externally (i.e., not center/project based locations)	o	o	o	o	o
j.	Assess improvement of student performance in the work force	o	o	o	o	o

[1] Pilot testing refers to brief, preliminary testing of materials or portions of materials; usually done with a small number of sites.

[2] Field testing refers to testing of materials in settings where they will be used when finalized; usually large and more in-depth than pilot testing.

4. Select one materials item that you listed in question 2 above as developed by your center/project. For that item please briefly describe:

a. the title of the chosen material

b. what makes this item an improvement over other available products.

c. what you consider to be the most compelling evidence for its quality.

Close

Test Project

Part II: Project and Center Work
Program Improvement and Student Characteristics
Secondary School Level

This page only displays summarized answers.

Program Improvement and Student Characteristics (Secondary School Level)

1. This question addresses the size and scope of your educational program(s) for this level.

a.	State the total number of programs developed/offered.	
b.	State the total number of institutions/campus locations where the programs are offered.	
c.	State the total number of courses offered across all programs and locations.	
d.	State (estimate) the total number of students (head count) who have taken at least one course in one of your programs during the past academic year plus summer (12 months).	

2. In completing the remainder of this section, please refer to one specific program as offered at one location and that best represents your center/project.

a.	**Program name** *Choose one **specific** program to consider when answering the remaining questions in this section.*
b.	**Institution name** *Choose one institution location to consider when answering the remaining questions in this section.*

3. Indicate the extent to which the courses in your specified program, meet the following conditions

	Condition	None	Some	Most	All	Don't know
a.	Course credits can be transferred to other similar institutions.	o	o	o	o	o
b.	Course credits can be transferred to higher degree level institutions.	o	o	o	o	o

4. Which of the following options does your specified center/project program, offer: (check all that apply)

a.	o	Multiple courses in a targeted discipline
b.	o	A degree-based major in a targeted discipline
c.	o	Certification in specific skill areas

5. How many persons instruct courses in your specified program?

6. Of those persons who instruct courses in your specified program, how many also currently work in business or industry?

7. Provide course and enrollment information by type of course (Use the past academic year plus summer (12 months) as the basis for completing student information items). Report an individual student only once in each category, even if the student attended several courses.

	Program/Course Characteristic	Number of Courses			Student Information	
		New Courses[1]	Changed Courses[2]	Unchanged Courses[3]	Students who enrolled in any or all courses	Student Success Rate (%)[4]
a.	Courses in the **specified** program					
	For the remaining descriptors, a single course may meet the conditions for several options (e.g., a course may be described as both a SMET course and as an Introductory Technology course).					
b.	**SMET Courses:** Courses that focus on SMET knowledge and skills					
c.	**Field-Based Courses:** Students complete extended field experiences (e.g., more than one month) in industry					
d.	**Field-Related Courses:** Focus on work force skills, but a majority of student work occurs in non-field-based settings.					
e.	**Certification Courses:** Individual courses provide certification of industry-based technician skills.					
f.	**Distance Courses:** Courses offered via web-based or distance learning options.					
g.	**Introductory Technology Courses:** Students are introduced to cutting edge technology tools and equipment required for technician work in business/industry, but do not receive in-depth, hands-on experience with them.					
h.	**Technology Intensive Courses:** Students receive in-depth, hands-on experience with cutting edge technology tools and equipment required for technician work in business/industry.					

[1] Courses added as a part of this grant
[2] Existing courses that were substantially changed through this grant's efforts
[3] Current **specified** program courses that existed as is prior to the start of this **specified** program
[4] Proportion of students who successfully completed these courses, once they have enrolled

8. Estimate the number of your specified program's students in each of the following categories. (Use the past academic year plus summer (12 months) as the basis for answering.) If the information is not available or not applicable, then enter "NA" in the input field.

	Student Characteristics	Number of Students
a.	Number of students in your **specified** program	
b.	Number of students who completed the **specified** program	
c.	Number of students who left the **specified** program without completing it	
d.	Number of students who were already employed as technicians in **specified** program-related fields upon entry into the **specified** program	
	Of those students who completed the specified program	
e.	Number who go into or continue employment as a technician	
f.	Number who continue SMET-related higher education	
	Of those students who left the specified program without completing it	
g.	Number who go into or continue technician employment in the workforce	
h.	Number who continue SMET related higher education	

9. Estimate the percent of your specified program's students in each of the following categories. (Use the past academic year plus summer (12 months) as the basis for answering.) If the information is not available or not applicable, then enter "NA" in the input field.

	Student Characteristics	Percent of Students
a.	Students who were required to take remedial SMET courses before entering your **specified** program	
b.	Students who meet basic SMET workforce entry requirements for technician jobs related to your **specified** program at the time of entry into your **specified** program.	
c.	**If your *specified* program offers a degree,** what percent of the students in the **specified** program's courses seek the degree?	
d.	**If your *specified* program offers certification,** what percent of the students in the **specified** program's courses seek certification?	

10. Please provide your best estimate of gender, ethnicity, race, and disability information from application and enrollment information for your ATE grant-based academic specified program for the past academic year plus summer (12 months).

Student Applications to the Center/Project's Academic Program and Enrollments in the Program's courses during the past academic year.

	Student Descriptor		Applicants (%)	Enrollment (%)
a.	Gender	% Female		
b.	Ethnicity/Race *(These six values will not necessarily sum to 100%)*	% Hispanic or Latino		
		% American Indian or Alaska Native		
		% Asian		
		% Black or African American		
		% Native Hawaiian or Other Pacific Islander		
		% White		
c.	Percent of students who requested accommodation due to their disability under the American with Disabilities Act. [Enter NA if information is not available.]	% Hearing Impairment		
		% Visual Impairment		
		% Mobility/Orthopedic Impairment		
		% Learning Disability		
		% Other		
d.	Total number of applicants and enrollees (totals not percentages)			

11. Please provide a brief description for each type of specific student recruitment, retention, and placement activities in your specified program. For each pay special attention to actions your center/project or supporting institution took to serve minority or disability groups and women.
In each case, briefly describe what worked well and what did not.

a. The specific steps taken to recruit students to your specified program

b. The specific steps taken to retain students (i.e., help students to meet personal, financial, and academic barriers in order to complete their specified programs in an academically sound way)

c. The specific steps taken to place students in positions during and upon completion of the specified program (either industry or higher education related)

Close

Test Project

Part II: Project and Center Work
Program Improvement and Student Characteristics
Associate Degree Level

This page only displays summarized answers.

Program Improvement and Student Characteristics (Associate Degree Level)

1. This question addresses the size and scope of your educational program(s) for this level.

a. State the total number of programs developed/offered.
b. State the total number of institutions/campus locations where the programs are offered.
c. State the total number of courses offered across all programs and locations.
d. State (estimate) the total number of students (head count) who have taken at least one course in one of your programs during the past academic year plus summer (12 months).

2. In completing the remainder of this section, please refer to one specific program as offered at one location and that best represents your center/project.

a. **Program name** *Choose one **specific** program to consider when answering the remaining questions in this section.*
b. **Institution name** *Choose one institution location to consider when answering the remaining questions in this section.*

3. Indicate the extent to which the courses in your specified program, meet the following conditions

	Condition	None	Some	Most	All	Don't know
a.	Course credits can be transferred to other similar institutions.	o	o	o	o	o
b.	Course credits can be transferred to higher degree level institutions.	o	o	o	o	o

4. Which of the following options does your specified center/project program, offer: (check all that apply)

a.	o	Multiple courses in a targeted discipline
b.	o	A degree-based major in a targeted discipline
c.	o	Certification in specific skill areas

5. How many persons instruct courses in your specified program?

6. Of those persons who instruct courses in your specified program, how many also currently work in business or industry?

7. Provide course and enrollment information by type of course (Use the past academic year plus summer (12 months) as the basis for completing student information items). Report an individual student only once in each category, even if the student attended several courses.

Program/Course Characteristic	Number of Courses			Student Information	
	New Courses[1]	Changed Courses[2]	Unchanged Courses[3]	Students who enrolled in any or all courses	Student Success Rate (%)[4]
a. Courses in the **specified** program					
For the remaining descriptors, a single course may meet the conditions for several options (e.g., a course may be described as both a SMET course and as an Introductory Technology course).					
b. **SMET Courses:** Courses that focus on SMET knowledge and skills					
c. **Field-Based Courses:** Students complete extended field experiences (e.g., more than one month) in industry					
d. **Field-Related Courses:** Focus on work force skills, but a majority of student work occurs in non-field-based settings.					
e. **Certification Courses:** Individual courses provide certification of industry-based technician skills.					
f. **Distance Courses:** Courses offered via web-based or distance learning options.					
g. **Introductory Technology Courses:** Students are introduced to cutting edge technology tools and equipment required for technician work in business/industry, but do not receive in-depth, hands-on experience with them.					
h. **Technology Intensive Courses:** Students receive in-depth, hands-on experience with cutting edge technology tools and equipment required for technician work in business/industry.					

[1] Courses added as a part of this grant

[2] Existing courses that were substantially changed through this grant's efforts

[3] Current **specified** program courses that existed as is prior to the start of this **specified** program

[4] Proportion of students who successfully completed these courses, once they have enrolled

8. Estimate the number of your specified program's students in each of the following categories. (Use the past academic year plus summer (12 months) as the basis for answering.) If the information is not available or not applicable, then enter "NA" in the input field.

	Student Characteristics	Number of Students
a.	Number of students in your **specified** program	
b.	Number of students who completed the **specified** program	
c.	Number of students who left the **specified** program without completing it	
d.	Number of students who were already employed as technicians in **specified** program-related fields upon entry into the **specified** program	
	Of those students who completed the specified program	
e.	Number who go into or continue employment as a technician	
f.	Number who continue SMET-related higher education	
	Of those students who left the specified program without completing it	
g.	Number who go into or continue technician employment in the workforce	
h.	Number who continue SMET related higher education	

9. Estimate the percent of your specified program's students in each of the following categories. (Use the past academic year plus summer (12 months) as the basis for answering.) If the information is not available or not applicable, then enter "NA" in the input field.

	Student Characteristics	Percent of Students
a.	Students who were required to take remedial SMET courses before entering your **specified** program	
b.	Students who meet basic SMET workforce entry requirements for technician jobs related to your **specified** program at the time of entry into your **specified** program.	
c.	**If your *specified* program offers a degree,** what percent of the students in the **specified** program's courses seek the degree?	
d.	**If your *specified* program offers certification,** what percent of the students in the **specified** program's courses seek certification?	

10. Please provide your best estimate of gender, ethnicity, race, and disability information from application and enrollment information for your ATE grant-based academic specified program for the past academic year plus summer (12 months).

Student Applications to the Center/Project's Academic Program and Enrollments in the Program's courses during the past academic year.

	Student Descriptor		Applicants (%)	Enrollment (%)
a.	Gender	% Female		
b.	Ethnicity/Race *(These six values will not necessarily sum to 100%)*	% Hispanic or Latino		
		% American Indian or Alaska Native		
		% Asian		
		% Black or African American		
		% Native Hawaiian or Other Pacific Islander		
		% White		
c.	Percent of students who requested accommodation due to their disability under the American with Disabilities Act. [Enter NA if information is not available.]	% Hearing Impairment		
		% Visual Impairment		
		% Mobility/Orthopedic Impairment		
		% Learning Disability		
		% Other		
d.	Total number of applicants and enrollees (totals not percentages)			

11. Please provide a brief description for each type of specific student recruitment, retention, and placement activities in your specified program. For each pay special attention to actions your center/project or supporting institution took to serve minority or disability groups and women. In each case, briefly describe what worked well and what did not.

a. The specific steps taken to recruit students to your specified program

b. The specific steps taken to retain students (i.e., help students to meet personal, financial, and academic barriers in order to complete their specified programs in an academically sound way)

c. The specific steps taken to place students in positions during and upon completion of the specified program (either industry or higher education related)

Close

Test Project

Part II: Project and Center Work
Program Improvement and Student Characteristics
Baccalaureate Degree Level

This page only displays summarized answers.

Program Improvement and Student Characteristics (Baccalaureate Degree Level)

1. This question addresses the size and scope of your educational program(s) for this level.

a. State the total number of programs developed/offered.
b. State the total number of institutions/campus locations where the programs are offered.
c. State the total number of courses offered across all programs and locations.
d. State (estimate) the total number of students (head count) who have taken at least one course in one of your programs during the past academic year plus summer (12 months).

2. In completing the remainder of this section, please refer to one specific program as offered at one location and that best represents your center/project.

a. **Program name** *Choose one **specific** program to consider when answering the remaining questions in this section.*
b. **Institution name** *Choose one institution location to consider when answering the remaining questions in this section.*

3. Indicate the extent to which the courses in your specified program, meet the following conditions

	Condition	None	Some	Most	All	Don't know
a.	Course credits can be transferred to other similar institutions.	o	o	o	o	o
b.	Course credits can be transferred to higher degree level institutions.	o	o	o	o	o

4. Which of the following options does your specified center/project program, offer: (check all that apply)

a.	o	Multiple courses in a targeted discipline
b.	o	A degree-based major in a targeted discipline
c.	o	Certification in specific skill areas

5. How many persons instruct courses in your specified program?

6. Of those persons who instruct courses in your specified program, how many also currently work in business or industry?

7. Provide course and enrollment information by type of course (Use the past academic year plus summer (12 months) as the basis for completing student information items). Report an individual student only once in each category, even if the student attended several courses.

Program/Course Characteristic	Number of Courses			Student Information	
	New Courses[1]	Changed Courses[2]	Unchanged Courses[3]	Students who enrolled in any or all courses	Student Success Rate (%)[4]
a. Courses in the **specified** program					
For the remaining descriptors, a single course may meet the conditions for several options (e.g., a course may be described as both a SMET course and as an Introductory Technology course).					
b. **SMET Courses:** Courses that focus on SMET knowledge and skills					
c. **Field-Based Courses:** Students complete extended field experiences (e.g., more than one month) in industry					
d. **Field-Related Courses:** Focus on work force skills, but a majority of student work occurs in non-field-based settings.					
e. **Certification Courses:** Individual courses provide certification of industry-based technician skills.					
f. **Distance Courses:** Courses offered via web-based or distance learning options.					
g. **Introductory Technology Courses:** Students are introduced to cutting edge technology tools and equipment required for technician work in business/industry, but do not receive in-depth, hands-on experience with them.					
h. **Technology Intensive Courses:** Students receive in-depth, hands-on experience with cutting edge technology tools and equipment required for technician work in business/industry.					

[1] Courses added as a part of this grant

[2] Existing courses that were substantially changed through this grant's efforts

[3] Current **specified** program courses that existed as is prior to the start of this **specified** program

[4] Proportion of students who successfully completed these courses, once they have enrolled

8. Estimate the number of your specified program's students in each of the following categories. (Use the past academic year plus summer (12 months) as the basis for answering.) If the information is not available or not applicable, then enter "NA" in the input field.

	Student Characteristics	Number of Students
a.	Number of students in your **specified** program	
b.	Number of students who completed the **specified** program	
c.	Number of students who left the **specified** program without completing it	
d.	Number of students who were already employed as technicians in **specified** program-related fields upon entry into the **specified** program	
	Of those students who completed the specified program	
e.	Number who go into or continue employment as a technician	
f.	Number who continue SMET-related higher education	
	Of those students who left the specified program without completing it	
g.	Number who go into or continue technician employment in the workforce	
h.	Number who continue SMET related higher education	

9. Estimate the percent of your specified program's students in each of the following categories. (Use the past academic year plus summer (12 months) as the basis for answering.) If the information is not available or not applicable, then enter "NA" in the input field.

	Student Characteristics	Percent of Students
a.	Students who were required to take remedial SMET courses before entering your **specified** program	
b.	Students who meet basic SMET workforce entry requirements for technician jobs related to your **specified** program at the time of entry into your **specified** program.	
c.	**If your *specified* program offers a degree,** what percent of the students in the **specified** program's courses seek the degree?	
d.	**If your *specified* program offers certification,** what percent of the students in the **specified** program's courses seek certification?	

10. Please provide your best estimate of gender, ethnicity, race, and disability information from application and enrollment information for your ATE grant-based academic specified program for the past academic year plus summer (12 months).

Student Applications to the Center/Project's Academic Program and Enrollments in the Program's courses during the past academic year.

	Student Descriptor		Applicants (%)	Enrollment (%)
a.	Gender	% Female		
b.	Ethnicity/Race *(These six values will not necessarily sum to 100%)*	% Hispanic or Latino		
		% American Indian or Alaska Native		
		% Asian		
		% Black or African American		
		% Native Hawaiian or Other Pacific Islander		
		% White		
c.	Percent of students who requested accommodation due to their disability under the American with Disabilities Act. [Enter NA if information is not available.]	% Hearing Impairment		
		% Visual Impairment		
		% Mobility/Orthopedic Impairment		
		% Learning Disability		
		% Other		
d.	Total number of applicants and enrollees (totals not percentages)			

11. Please provide a brief description for each type of specific student recruitment, retention, and placement activities in your specified program. For each pay special attention to actions your center/project or supporting institution took to serve minority or disability groups and women. In each case, briefly describe what worked well and what did not.

a. The specific steps taken to recruit students to your specified program

b. The specific steps taken to retain students (i.e., help students to meet personal, financial, and academic barriers in order to complete their specified programs in an academically sound way)

c. The specific steps taken to place students in positions during and upon completion of the specified program (either industry or higher education related)

Close

Test Project

Part II: Project and Center Work
Professional Development

This page only displays summarized answers.

Professional Development

1. Describe the nature of professional development offered through your center/project. Please provide the number of opportunities provided for each option (e.g., 3 conferences) and then provide the total number of participants across all opportunities for the past 12 months.

	Professional Development Opportunities	Number of Opportunities	Total Number of Participants
a.	Conference (multiple track-participants choose from a selection of workshops or presentations to attend)		
b.	Short-term workshop (single track-1 to 3 day directed learning experience)		
c.	Inservice course or seminar (longer than a 3-day directed learning experience)		
d.	Internship, leave of absence to work with industry, and work exchange program		
e.	On-line courses		
f.	Other (please describe)		

2. Please provide the percent of participants in the past 12 months who have taken the following actions as a result of participating in each type of professional development activity. If you have no evaluative feedback from professional development participants from which to provide a response, then enter "NA" in the input field.

		Participant Actions			
	Type of professional Development activity attended	Indicated satisfaction with the activity	Indicated intention to use the technology, materials, and/or major ideas presented.	Tried out the technology, materials, and/or major ideas at least once in the classroom.	Fully incorporated the technology, materials, and/or major ideas into their course or program.
a.	Conference	%	%	%	%
b.	Short-term workshop	%	%	%	%
c.	Inservice course or seminar	%	%	%	%
d.	Internship, leave of absence to work with industry, and work exchange program	%	%	%	%
e.	On-line courses	%	%	%	%
f.	Other (please describe)	%	%	%	%

3. Approximately what number of participants from the following types of institutions were engaged in professional development activities with your center/project in the past 12 months?

	Institution type	Number of participants
a.	Secondary	
b.	2-year colleges	
c.	4-year universities	
d.	Other (please describe)	

4. Overall, to what extent are your professional development opportunities operating at capacity?

o At or near full capacity
o At about 3/4 capacity
o At about half capacity
o At less than half capacity

5. Those who attempt to implement changes based on professional development typically require support of their implementation effort.

a. Does your center/project require participants to obtain administrative, monetary, or other suport for implementation as a condition of acceptance to the professional development program?

o yes
o no

b. What percentage of participants from the following institution types actually receive the promised support to implement changes? If data is unavailable for this, enter "NA" in the input field.

% Secondary schools
% 2-year colleges
% 4-year colleges
% Other (please describe)

c. Check each type of implementation support that your center/project typically provides to participants as part of the professional development program. If none is typically provided check the last box.

o money
o equipment
o materials
o technical assistance
o Other (please describe) o
o none

6. For each educational level for which your center/project has provided professional development activities, please comment on your program's effectiveness. That is, briefly describe what faculty can do now as a result of participation in professional development activities that they could not do before. If possible, please provide an example or two.	
a.	secondary school faculty
b.	2-year college faculty
c.	4-year college faculty

Close

Test Project

Part III: Finalization

This section is to be completed by the PI/PD and every project/center is to complete it.

This page only displays summarized answers.

General Information

1. Non-NSF support. Please rate the current status of your center/project as compared to its status last year at this time for each of the following factors.

Factor	Not Applicable	Substantial Decline (>20%)	Some Decline (5-20%)	Stable	Some Increase (5-20%)	Substantial Increase (>20%)
a. Size of staff	o	o	o	o	o	o
b. Financial support from other organizations	o	o	o	o	o	o
c. Income from center/project-developed products	o	o	o	o	o	o
d. Use of center/project-developed products	o	o	o	o	o	o
e. Direct participation by other institutions and organizations	o	o	o	o	o	o
f. Students enrolled	o	o	o	o	o	o
g. Students graduating or completing the program	o	o	o	o	o	o
h. Students placed in related technical jobs, whether they completed program or not	o	o	o	o	o	o

2. Workforce needs

a. Please describe the workforce needs that your project is addressing.

b. Please describe what you consider to be your center/project's most important effects on the workforce (the nature and extent of your center/project's effects in meeting identified workforce needs).

3. Needs assessment

a. Did you collect information to determine workforce needs (i.e. a workforce needs assessment) before submitting your initial proposal to NSF?

o yes
o no

b. Did you conduct a workforce needs assessment after receiving your funding?

o yes
o no

c. If you answered "yes" to either of the above questions about a workforce needs assessment, please describe how you conducted the needs assessment (survey, review of existing reports, interviews, etc.).

4. Briefly describe the nature (purposes served and types of activities) and extent (how many, how often, and how much effort) of your center/project's collaboration with other centers or projects.

5. Project/Center Evaluation

a. Does your project/center have (an) evaluator(s)?

o yes
o no

b. If you selected "yes" in item a, is/are the evaluator(s) (choose one)

o external (not on staff with project/center)
o internal (is a member of project/center staff)
o both (you have both types of evaluators)

c. If you selected "yes" in item a, when in the life of the project/center was the evaluator engaged? (choose one)

o evaluator was involved in developing the initial proposal
o evaluator was hired when the funds were awarded
o evaluator was hired after the project was in full operation
o evaluator was hired as the project was ending

6. Briefly describe what steps your center/project has taken to involve under-represented groups (minorities, women, people with disabilities).

7. Product dissemination: Indicate what method(s) your center/project uses to disseminate your center/project's products regionally or nationally and provide evidence of the effectiveness of those method(s).

Dissemination Method	Evidence of effectiveness
in-house production and distribution commercial publication	
presentations at regional/national conferences or meetings website (URL:) other (please describe)	

8. For each educational level, briefly describe what you consider to be the most important ways in which classrooms and other educational experiences for students have changed as a result of the work of your project/center.

a. secondary school faculty

b. community college faculty

c. 4-year college faculty

9. For each educational level, briefly describe what you consider to be your center/project's most important effects on students: What can students do now as a result of your center/project's work that they could not do before.

a. secondary school faculty

b. community college faculty

c. 4-year college faculty

10. Please describe any significant unintended outcomes (positive and/or negative) of your project/center work.

11. Please describe up to three barriers or challenges to success that occured in your project.

12. Please describe the most important features of your center/project that are not captured in the survey.

13. Please describe anything not yet captured in the survey that you think is important to the success of the ATE program in meeting its goal of increasing the diversity, size, and effectiveness of the advanced technology work force.

Close