

2007 ATE SURVEY OVERVIEW

This survey serves three primary purposes: (1) to provide information about the work of the ATE program (2) to provide information that will guide possible follow-up studies on specific topics and issues, and (3) to guide projects in their activities.

Findings from this survey will be used by NSF program staff to prepare their annual reports and make program decisions. ATE projects and centers, can use the results of this survey to learn about the activities and findings reported by other ATE grantees and to serve their own information needs. Additional information about the ATE program evaluation, as well as the survey form in pdf and online versions, is available at our Web site at <http://ate.wmich.edu>.

The survey will be available online later this month. The deadline for online and paper survey responses is March 30, 2007. A complete survey schedule, including reporting dates, will be communicated through our Web site and via e-mail to ATE principal investigators. We will neither report individual survey responses nor attribute any data to a specific respondent. Survey findings and aggregated data across projects and centers will be reported through our Web site, via interactive data displays, and through formal reports to NSF.

We recommend that you review this document before responding so that you will have all the necessary information at hand to complete the survey. Any questions regarding this survey should be directed to

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Thank you for participating in this survey process.

GENERAL INSTRUCTIONS

1. Sections 1-3 are required for all respondents. These sections address grantee characteristics, organizational practices, and collaborative activities.
2. Sections 4-6 are about materials development, professional development, and program improvement. Only complete those sections where your project or center allocates EITHER 30 percent or more of its direct costs OR at least \$100,000 to the activity.
3. Focus your responses on the past 12 months only.

SECTION 1: BACKGROUND INFORMATION

Please provide the following information. If you are responding to the online version of the survey, much of the information will be shown in the response blanks. Please check to make sure it is accurate. If not, cross out (remove) the incorrect information and replace it with the correct information. If you are responding to the paper version, please write in the requested information. Thank you.

1. NSF ATE award #: _____
2. Award category: _____ Project (including articulation agreements)
_____ Center
3. Your name: _____
4. Your institution: _____
5. Your role on the ATE grant: _____
6. Your office address: _____
7. Phone: (_____) _____ - _____
8. Your e-mail address: _____ @ _____
9. Project Web site, if there is one. http:// _____
10. Total funds awarded in the current grant for this project/center. \$ _____
11. Beginning date for current award: _____ / _____ / _____ (MM/DD/YYYY)
12. Ending date for current award: _____ / _____ / _____ (MM/DD/YYYY)

Section 1: Background Information

13. What is your current annual budget?
(Estimate provided is total award amount/award length rounded to the nearest \$10,000.) \$ _____ , _____ _____ 0 , 0 0 0

14. Based on your response to item 13, estimate the percents of your annual budget allocated to the following activities. Please reply for the present grant year only. Percents should total 100 percent.

- _____ Materials development for national dissemination
- _____ Professional development
- _____ Program improvement
- _____ Targeted research
- _____ Evaluation (internal and external)
- _____ Advisory Committees
- _____ Institutional indirect costs
- _____ Other (specify): _____
- 100% Total project costs for the past 12 months

15. Have you received any other ATE grant awards that are associated with your current award?
_____ Yes
_____ No

If you answered YES, report their award numbers below. If NO, go to the next question.

16. Which one of the following received the NSF grant funds (budgetary agent)?

- _____ 4-year college/university
- _____ 2-year college or 2-year college system
- _____ Association/society
- _____ Other

Section 1: Background Information

17. What percent of the grant budget was targeted to serve individuals or groups at each type of institution? Estimate to the nearest 10 percent.

_____ % 4-year college/university
_____ % 2-year college
_____ % Association/society
_____ % Secondary school
_____ % Business/industry
_____ % Other
_____ 100% Total

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

_____ Advanced materials (polymers, nanotechnology, microsystems, composites)
_____ Bio-related technologies (biotechnology, biomanufacturing, etc.)
_____ Chemical technology (process technicians, lab tech, pharmaceuticals)
_____ Electronics and photonics (also instrumentation)
_____ Energy technology (alternative energy, fuel cells, power plants, hybrid vehicles)
_____ Engineering technology (also core technology courses)
_____ Environmental technology (agriculture, sustainable resources, sustainable development)
_____ Graphics and multimedia (video and gaming)
_____ Information technology (telecommunications, GIS, information systems)
_____ Manufacturing (automated manufacturing, rapid prototyping, welding)
_____ Marine technologies
_____ Professional development (problem-based case learning, in-service and preservice education)
_____ Science core (mathematics, physics, biology)
_____ Student issues (recruitment, retention, articulation)
_____ Targeted research
_____ Transportation (automotive, aerospace, logistics)
_____ Other (e.g., forensics, construction)

19. Listed below are possible dissemination activities that your project/center may have carried out during the past 12 months.

- (i) Check (✓) those activities that you have done.
- (ii) Write in the number of such activities.
- (iii) Estimate the audience size for these activities. (cells left blank will be treated as zeros)

Dissemination Activities		(i) We did this	(ii) Number of times	(iii) Estimated Audience Size for the Target Audience(s)			
				Business/ Industry	Secondary Education	Associate Degree Institutions	Baccalaureate Degree Institutions
		(✓)					
a.	Presentations at conferences						
b.	Booths at conferences or career days						
c.	Presentations at education institutions						
d.	Special project/center events at a project/center site						
e.	Special project/center events at a collaborator site						
f.	Distributed promotional materials related to your project or center (e.g., brochures, posters)						
g.	Developed Web site for your project/center (number of hits)						
h.	Other (describe):						

20. Please rate the priority your project/center gave to each of the following outcomes during the previous 12 months.

High priority: A large proportion (e.g., 50%) of our project/center's work emphasis was placed here.

Medium priority: Some of the project/center's work emphasis was placed here, but other aspects of the project received equal or greater emphases.

Low priority: Little (e.g. 10%) or no project/center work emphasis was placed here during the past 12 months.

Possible Grant Outcomes		Low Priority	Medium Priority	High Priority
a.	Student recruitment and retention: Increasing the number or diversity of students in your program			
b.	Materials development: Improving the quality of or access to instructional materials			
c.	Faculty development: Upgrading faculty/instructor skills in defined technician areas			
d.	Program improvement: Increasing the number of programs, courses, or other program options available to students			
e.	General skill development: Increasing our students' knowledge and skill in STEM (science, technology, engineering, and mathematics) disciplines			

21. Sustaining our project/center or its products, outcomes, and collaborative relations beyond the completion of ATE grant funding (select only one).

- a. _____ has not been considered
- b. _____ is expected to happen as a natural project/center outcome
- c. _____ has been a discussed on occasion (e.g., discussed with an advisory panel)
- d. _____ is regularly considered in our project planning and work (e.g., visible in project reports)
- e. _____ is an objective for which we regularly evaluate progress (e.g., visible in evaluation reports)

Articulation Agreements

Articulation agreements are defined as specific agreements 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 (seamless) 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 simultaneously (dual) enrolled at both the lower and higher education level institutions.* This section addresses both articulation agreements for students preparing for careers as technicians as well as teacher preparation agreements.

22. Is developing articulation agreements part of your project/center activities?

_____ Yes (If YES, go to Question 23.)

_____ No (If NO, go to the end of this section.)

23. Provide the requested number at each educational level for each of the following articulation characteristics.

Articulation Characteristic		High School to 2-Year College	2-Year College to 4-Year College
a.	Total number of articulation agreements in place (sequential and concurrent)		
b.	Number of articulation agreements that provide for concurrent matriculation—dual enrollment of students at both education levels		
c.	Number of institutions involved in the agreements		
d.	Number of students that articulated in the past 12 months (enrolled at the higher education level under the terms of an articulation agreement)		

Answer Question 24 only if your project/center has in place one or more articulation agreements.

Section 1: Background Information

24. For each of the articulation agreement characteristics listed, indicate (check) if at least one of your articulation agreements contained that characteristic for the stated type of matriculation.

Agreement Characteristics		High School to 2-Year College	2-Year College to 4-Year College
a.	Students can enroll for dual credit (i.e., credit at both institutions)		
b.	Course credits can be applied to the matriculating institution whether or not the student graduates from the “feeder” institution		
c.	Dual credit courses receive full college credit (e.g., as part of the major) at the matriculation institution		
d.	The number of dual credit courses that can be applied to a degree or program at the matriculating institution is restricted		
e.	Some or all of the general education credits for specific courses transfer		
f.	Some or all of the technical education credits for specific courses transfer as elective credits		
g.	Program completion allows students to matriculate at selected institutions		
h.	Agreement provides for students to matriculate at selected institutions, <i>but not necessarily into specific degree programs</i>		
i.	Agreement provides for students to matriculate into specific degree programs at selected institutions		
j.	Some or all of the technical education credits for specific courses transfer as a part of the matriculation program’s requirements (i.e., student’s major)		
k.	Other (describe):		

25. What types of evidence would you consider most useful for making the case for or demonstrating the success of articulation agreements? Please describe.

SECTION 2: ORGANIZATIONAL PRACTICES

Workforce Needs Assessment

1. Has your project/center gathered workforce needs assessment data during the past 12 months?

Yes (If YES, go to Question 2.)

No (If NO, go to Question 3 regarding Advisory Committees.)

2. Check the types of workforce needs assessment your project has carried out and specify if the source was local, regional, or national for each one that you marked. Please note that you may check (✓) more than once source.

TYPES OF WORKFORCE NEEDS ASSESSMENT INFORMATION AND PROCESSES	Check (✓) those that apply	Primary Source(s) for Those You Marked. (✓)		
		LOCAL	REGIONAL	NATIONAL
a. Review of reports/studies written by others (state, agencies, specific industry groups, etc.)				
b. Obtained work performance data from business/industry or other constituent group (items c-k below are intended to more fully describe actions you took to gather or use this data)				
Complete c-k only if you checked b above.				
c. Conducted your own survey (via telephone/mail/Internet)				
d. Hired an outside individual or organization to conduct a survey (via telephone/mail/Internet) specifically for your project/center				
e. Analyzed <u>existing</u> data regarding workforce needs (i.e., data gathered by business or industry for their own purposes but made available to you for your purposes)				
f. Conducted focus group(s) with industry/business representatives				
g. Conducted formal interviews with industry/business representatives				
h. Obtained feedback from an advisory committee				
i. Gathered anecdotal information through conversations with business/industry representatives				
j. Obtained feedback from partners and alliances				
k. Other (describe):				

Advisory Committees

3. For the following questions about advisory committee activities, please check (✓) the appropriate boxes if the answer is YES.

	Type of Committee		
	National Committee (National Visiting Committee, National Advisory Board, etc.)	Regional Committee	Local Committee
a. Have you used this type of committee in the past 12 months?			
b. Is ATE grant work the primary focus of the committee?			
Answer parts <u>c-f</u> for only those columns where you answered yes to both questions <u>a</u> and <u>b</u> above.			
c. How many times per year do they meet? (face-to-face or via video or teleconference)	_____	_____	_____
d. Is this committee funded by your project/center ATE grant?			
e. Did the committee provide a written report?			
f. Have you responded to this written report? (Answer only if the answer to <u>e</u> was yes.)			

Evaluation

4. Select the type of evaluator used by your project/center (select only one).
- a. _____ We do not have an evaluator (If you check this response, skip to question 11.)
 - b. _____ Type 1 external evaluator only (i.e., hired specifically to evaluate this grant—**External to project and institution**)
 - c. _____ Type 2 external evaluator only (i.e., hired specifically to evaluate this grant—**External to project but internal to institution**)
 - d. _____ Internal evaluator only (i.e., is a member of your staff)
 - e. _____ We have both an external evaluator and an internal evaluator
5. Do you have a current, detailed evaluation plan for your project/center?
- _____ Yes
- _____ No

6. Have you received a written report from your evaluator?

_____ Yes
 _____ No

7. Have you received an oral report from your evaluator?

_____ Yes
 _____ No

8. If you answered YES to Question 6 or 7, how has your project/center used the information provided in these written or oral reports? Please describe.

Answer Questions 9 and 10 only if you indicated use of an external evaluator.

9. During the past 12 months, how frequently has your external evaluator interacted with and exchanged project/center-related information with your staff (e.g., e-mail, teleconferences, face-to-face meetings)? (select only one)

- a. _____ NA (Not Applicable—our project/center does not have an external evaluator)
- b. _____ Rarely (e.g., annually or semiannually)
- c. _____ Infrequently (e.g., not every month but at least quarterly)
- d. _____ Occasionally (e.g., more often than quarterly and as much as monthly)
- e. _____ Often (e.g., more often than monthly and as much as biweekly)
- f. _____ Continually (e.g., very nearly weekly, weekly, or more often)

10. How useful is the interaction you have with your project/center's external evaluator?

Not Applicable	Not Useful	Minimally Useful	Somewhat Useful	Useful	Essential to Our Work

Professional Development Opportunities for Project/Center Staff

The questions in this section only pertain to professional development opportunities that your project or center staff attended. Please **DO NOT** include professional development activities provided by your project/center, as these are addressed in Section 5 of this survey.

11. Did your project/center grant funds provide support for professional development involvement by project/center faculty during the past 12 months?

_____ Yes (If YES go to Question 12)

_____ No (If NO, skip to the end of this section)

12. Which of the following types of professional development activities are descriptive of ways project/center faculty members were engaged? (Check all that apply)

Meetings and conferences pertinent to ATE

a. _____ Participation in the annual ATE PI meeting

b. _____ Attended without presenting at a regional or national conference

c. _____ Attended and presented at a regional or national conference

d. _____ Other (describe): _____

Directed learning experiences pertinent to ATE

a. _____ Participation in a short-term workshop or training program (one week or less)

b. _____ Enrollment in a course or multiweek training program

c. _____ Participation in a long-term (e.g., semester) internship, externship, work release program, or study (e.g., on location at a business or industry)

d. _____ Enrollment in a degree program

e. _____ Other (describe): _____

SECTION 3: COLLABORATION

Collaboration is defined as a relationship with another institution, business, or group that provides money and/or other support to your project or center. Collaborators are not funded by the grant; collaborators may include local businesses, other education institutions, public agencies, industry groups, other ATE projects and centers, or groups within your host institution but outside your project/center.

- For each type of collaborator listed below, report the number of different groups or organizations you collaborate with and the number from which your project/center received substantial monetary support (e.g., cash contributions, other grants) or in-kind support (e.g., personnel time, equipment, space, facilities) in the past 12 months.

	Type of Collaborator	# of Collaborator Groups or Organizations	# Providing Support	
			Monetary	In-Kind
a.	Business/industry			
b.	Within your host institution (e.g., department)			
c.	Other education institutions			
d.	Public agencies			
e.	Other ATE awards			
f.	Other types			

- Report the total dollar value of monetary and in-kind support received by your project/center in the past 12 months from all sources other than your ATE award (round to the nearest thousand dollars).

Monetary support	\$	_____	,	_____	,	0	0	0
In-kind support	\$	_____	,	_____	,	0	0	0

3. For each type of collaborator listed below, check (✓) **up to two** options that best describe the primary benefits to your project/center in the past 12 months. *Each collaborator column should have two checked benefits at most.*

Collaboration Benefit to Your Project/Center		Type of Collaborator				
		Business/ Industry	Within Your Host Institution	Other Education Institutions	Public Agencies	Other ATE Awardees
a.	General support					
b.	Financial support					
c.	Developing program content					
d.	Facilitating service delivery					
e.	Providing access to decision makers					
f.	Providing information regarding workforce needs					
g.	Developing articulation agreements					
h.	Intellectual support (new ideas, better techniques, expert advice, etc.)					
i.	Increased time on task—more people and/or more time applied to defined priorities					
j.	Improved outcomes (better quality products, community relations, etc.)					
k.	Direct instruction support (e.g., course instructor)					

4. If your project/center received other types of benefits from these collaborative efforts during the past 12 months, please briefly describe the nature of benefits received and which of the collaborator groups provided these benefits.

5. Collaborative efforts are expected to produce benefits to the collaborator groups as well as to your project/center. For each type of collaborator, please check (✓) **up to two** benefits that you believe the collaborator group received. *Each collaborator column should have two checked benefits at most.*

Benefit to the Collaborating Group		Type of Collaborator				
		Business/ Industry	Within Your Host Institution	Other Education Institutions	Public Agencies	Other ATE Awardees
a.	Direct monetary benefit (e.g., reduced costs for training employees)					
b.	Access to facilities, equipment, etc.					
c.	Intellectual support (new ideas, better techniques, expert advice, etc.)					
d.	Increased time on task—more people and/or more time applied to defined priorities					
e.	Improved quality of a targeted group (workforce technicians, students, etc.)					
f.	Marketing or sales improvement					
g.	Improved outcomes (better quality products, community relations, etc.)					
h.	Access to your program or its students					
i.	Opportunities to teach in your college					

6. If other benefits resulted from these collaborations during the past 12 months, in the space provided please describe the nature of benefits received and indicate which of the collaborating groups received the benefits.

Section 3: Collaboration

7. What factors do you consider important to extending your collaborative relationships beyond the completion of your ATE grant funding?

SECTION 4: MATERIALS DEVELOPMENT

Complete this section if your project or center develops materials for national dissemination and its allocated funds to do this work during the past 12 months amounted to EITHER 30 percent or more of its direct costs OR at least \$100,000.

This section of the survey focuses strictly on materials developed for national dissemination to serve instructional purposes (e.g., it does not include project/center promotional materials). Materials addressed here are the media (textbooks, laboratory experiments and manuals, software, CD-ROMs, videos, or other courseware) used to convey the content and instruction of activities, modules, and courses. For survey purposes we have defined activity, module, and course as follows:

Course: A stand-alone collection of instructional content and activities to achieve some 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 designed to achieve a discrete learning outcome, for example, a laboratory experiment or a test.

For the items in this section: We are interested in the number of **discrete** activities, modules, and courses that your grant is or has developed during the past 12 months. Do not count an activity in the activity category if it was included as part of a module or course. Similarly do not count a module separately if it is included within materials you reported as a course.

- For each type of material listed below, report the number of materials that are in draft stage or are being field-tested during the last 12 months.

Development Stage		Type of Material		
		Course	Module	Activity
a.	# in draft stage			
b.	# being field-tested			

- For each type of material listed below, report the number of materials that have been completed during the last 12 months.

		Type of Material		
		Course	Module	Activity
a.	# that are complete <i>(If your answer is 0 for each of these three cells, skip to item 4)</i>			

Section 4: Materials Development

3. For the materials you reported as complete in **Question 2**, report here the number of materials that are being used locally, elsewhere, and that have been published commercially. (A single course, module, or activity might be reported on multiple rows.)

Materials Distribution	Type of Material		
	Course	Module	Activity
a. # in use locally (at your institution)			
b. # in use elsewhere (i.e., at other institutions)			
c. # that are published commercially			

4. For the materials you reported as complete in **Question 2**, report here the number of institutions, other than your institution, that are using at least one of the materials _____ developed by your project/center.
5. For the materials you reported in **Questions 1a-b and Question 2**, report the number of materials that are directed at each target audience for each type of material.

Target Audience	Type of Material		
	Course	Module	Activity
a. Secondary school			
b. 2-year college			
c. 4-year college			
d. Business/industry training or education program			
e. Other (specify):			

6. For the materials you reported in **Questions 1a-b and Question 2**, report the number of materials that use the instructional media indicated.

Instructional Media		Type of Material		
		Course	Module	Activity
a.	Print only (e.g., textbooks, manuals)			
b.	Audio/video only (e.g., cassettes, videotapes, one medium only)			
c.	CD-ROMs (e.g., may include video, DVDs, audio, text, or a combination)			
d.	Online/Web-based only (e.g., Web CT, online self-paced learning, etc.)			
e.	Mixed media (e.g., textbooks with supporting CD-ROM—any combination of above types)			
f.	Ipods, MP3s, etc.			
g.	Other (describe):			

7. Did you evaluate the quality of materials developed by your project/center during the past 12 months?
- _____ Yes (If YES, please go to Question 8)
- _____ No (If NO, please skip to the end of this section)

8. How useful were the following types of evaluative data or practices for that evaluation?

Type of Evaluative Data or Practice		Data Gathered or Practice We Used	Degree of Usefulness of Data or Practice Used			
		Check (✓) those that apply	Not Useful	Somewhat Useful	Useful	Very Useful
a.	Business and industry input to verify the alignment of materials to industry needs					
b.	Student and industry standards or guidelines					
c.	Review by external experts					
d.	Field test of materials internally (i.e., within your project/center)					
e.	Field test of materials externally (i.e., outside your project/center)					
f.	Assessment of student performance in the classroom (learning effects)					
g.	Assessment of student performance in the workforce (work performance effects)					
h.	Other (describe):					

SECTION 5: PROFESSIONAL DEVELOPMENT

Complete this section if the funds your project or center allocated to professional development activities during the past 12 months amounted to **EITHER** 30 percent or more of its direct costs **OR** at least \$100,000.

1. Listed below are various types of professional development activities. In column i, report the total number of such opportunities your project/center has **provided** during the past 12 months.

In columns ii, iii, iv, and v provide additional descriptive information about those activities.

- In column ii, report the number of these activities that were conducted on site **at your institution**.
- In column iii, report the number of these activities that were conducted in whole or largely on site **at a business or industry** using actual facilities or equipment employed there.
- In column iv, report the number of activities that employed distance education techniques (e.g., conducted online or with online support).
- In column v, report the number of activities that employed follow-up after an initial event (e.g., workshop) to support implementation.
- *If you haven't done the activity, put a zero (0) in the space provided.*

Professional Development Activity		(i) Total Number of Activities Offered	(ii) Number Offered On Site at Your Institution	(iii) Number Offered On Site at a Business or Industry	(iv) Number Offered Using Distance Education Techniques	(v) Number Offered with Follow-Up to Support Implementation
a.	Short presentations to provide awareness					
b.	Instructional activities of less than a day (e.g., a lecture, training session)					
c.	Instructional activities that last one day to one week (e.g., workshop, online module)					
d.	Instructional activities that last from one to several weeks (e.g., a course, summer institute, etc.)					
e.	A long-term periodic instructional activity (e.g., internship, peer coaching)					

Section 5: Professional Development

2. For the listed types of professional development activities **provided by your project/center**, write in the number of each type of participant that attended these activities. *Enter zero (0) in the space provided if activities had no participants in a particular category.*

Professional Development Activity		Total Number of Participants			
		Business/Industry or Organizations	Secondary Education Level	Associate Degree Level	Baccalaureate Degree Level
a.	Short presentations to provide awareness				
b.	Instructional activities of less than a day (e.g., a lecture, training session)				
c.	Instructional activities that last one day to one week (e.g., workshop, online module)				
d.	Instructional activities that last from one to several weeks (e.g., a course, summer institute, etc.)				
e.	A long-term periodic instructional activity (e.g., internship, peer coaching)				

3. This question is about the impact of professional development activities. Please report the percent of participants that actually implemented new materials or ideas after attending a professional development program. Your estimate for each response should be based on follow-up data your project/center collected. *If you did not collect data for a type of activity, enter NA.*

Professional Development Activity		Level of Outcome
		% of participants who implemented one or more of the new materials or ideas
a.	Short presentations to provide awareness	_____ %
b.	Instructional activities of half-day or less (e.g., a lecture, training session)	_____ %
c.	Instructional activities that last one day to one week (e.g., workshop, online module)	_____ %
d.	Instructional activities that last from one to several weeks (e.g., a course, summer institute, etc.)	_____ %
e.	A long-term periodic instructional activity (e.g., internship, peer coaching)	_____ %

4. For professional development activities **provided by your project/center**, please rank order the following professional development purposes in terms of importance for your project/center’s efforts. The purpose of greatest importance should be ranked 1 and the purpose of least importance should be marked 5. To exclude a purpose from the ranking, check “not a focus.”

Purpose of Professional Development		Importance (Rank 1-5 where 1=highest and 5=lowest)	Not a focus of our professional development efforts
a.	Prepare participants to teach new courses or programs		
b.	Update participants’ knowledge and skills for specific equipment or technology used in business or industry (e.g., milling machine)		
c.	Update participants’ general technology knowledge and skills (continuous learning processes, future trends, etc.)		
d.	Update participants’ specific instructional knowledge and skills (learning new techniques to teach a course)		
e.	Update participants’ general instructional knowledge and skills (e.g., increase attention and sensitivity to diversity in the classroom and workplace, prepare faculty to manage team problem-solving situations, etc.)		

5. Did you evaluate the quality of your project/center’s professional development program in the past 12 months?

_____ Yes (If YES, go to Question 6)

_____ No (If NO, skip to the end of this section)

6. How many professional development activities were evaluated?

_____ Number

If you evaluated more than one professional development activity, use your most comprehensive evaluation effort to answer Questions 7–9.

7. (a) Did you collect end-of-program participant reaction data (e.g., satisfaction, intent to use)?

_____ Yes

_____ No

- (b) If YES, indicate which of the following types of data you collected (check all that apply).

_____ What participants thought or felt about the training.

_____ Perceived value of new ideas, materials, or techniques for use in the participant's home location

_____ Participant learning/achievement in the professional development program you provided

- (c) If you assessed participant learning/achievement, what method(s) did you use? (check all that apply)

_____ Participants' self-assessment of how much they learned

_____ Instructor prepared hands-on or written assessments

_____ Externally prepared exams (e.g., Microsoft certification exam)

8. (a) Did the evaluation include follow-up with participants to determine implementation or adoption of ideas?

_____ Yes

_____ No (If NO, go to Question 9.)

- (b) If YES, did you probe to learn about whether the participants implemented the ideas, materials, or techniques correctly.

_____ Yes

_____ No

- (c) If YES, did you probe to learn about any changes in their students' interest or achievement?

_____ Yes

_____ No

9. Did your evaluation obtain feedback from experts about the content and instruction of the professional development activities?

_____ Yes

_____ No

SECTION 6: PROGRAM IMPROVEMENT

Complete this section if the funds your project/center allocated to program improvement activities during the past 12 months amounted to EITHER 30 percent or more of its direct costs OR at least \$100,000.

ATE program guidelines state that program improvement “activities should enhance a curriculum in multiple ways, producing a coherent sequence of classes, laboratories, and work-based educational experiences that revitalize the learning environment, course content, and experience of instruction for students preparing to be science and engineering technicians. The improved program leads students to an appropriate degree, certification, or occupational competency point and provides industry with a larger pool of skilled technicians.”

For purposes of this survey, a program is defined as a sequence of classes, laboratories and/or work-based experiences that leads students to one of the following outcomes: an appropriate degree, certification, or an occupational competency point.

1. Report the number of programs, institutions, courses, and students enrolled for each education level and on-the-job training that your project/center targets with program improvement efforts. If your project/center provides on-the-job training or contract training for businesses, state the number of programs, courses, companies, and students enrolled in these efforts. If a requested number is not applicable to your project/center situation, enter the letters NA for “not applicable.”

Complete each cell with either a number or NA (not applicable).

	Education Level			On-the-Job Training/ Contract Training
	Secondary	Associate	Baccalaureate	
a. Total number of ATE grant-funded programs developed and/or offered				
b. Total number of separate courses offered across all ATE grant-funded programs. If a course appears in more than one program, count it only once				
c. Total number of separate students who have taken at least 1 course in the past 12 months in 1 of your ATE grant-funded programs. If students took more than 1 course, count them only once				
d. Total number of institutions/businesses where the ATE grant-funded programs are offered				

2. Based on the total number of students reported in item **1c** above, estimate the number of students in each of the following demographic categories across all of your ATE grant-funded programs at the levels indicated.

	Education Level			On-the-Job Training/ Contract Training
	Secondary	Associate	Baccalaureate	
a. Male				
b. Female				
c. Hispanic/Latino				
d. American Indian or Alaska Native				
e. Asian				
f. Black or African American				
g. Native Hawaiian or other Pacific Islander				
h. Multiracial				
i. White Non-Hispanic/Latino				
j. Students requesting accommodation under the Americans with Disabilities Act				
k. Incumbent workers (i.e., students who are employed as technicians at the same time they are taking coursework)				

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3. Please estimate the number of applicants to all of your ATE-funded programs during the past 12 months that may be characterized according to each of the following applicant categories.

Applicant Categories		Education Level			On-the-Job Training/ Contract Training
		Secondary	Associate	Baccalaureate	
a.	Number of applicants to our programs				
b.	Number of students that were accepted to our programs				
c.	Number of students whose applications were denied due to the students' lack of qualifications				
d.	Number of students whose applications were denied because space was not available in the program				
e.	Number of students that newly enrolled in our programs				

4. Please estimate the number of students across all of your ATE-funded programs that meet the respective student status definitions at each education level.

Student Status	Education Level			On-the-Job Training/ Contract Training
	Secondary	Associate	Baccalaureate	
a. Completed the specified program				
1. Started or continued employment as a technician				
2. Continued STEM education				
3. Both continued STEM education AND started or continued technician employment				
4. Did not continue STEM education nor start or continue employment as a technician				
b. Left the program prior to completion (e.g., dropped out, changed majors, etc.)				
1. Started or continued employment as a technician				
2. Continued STEM education				
3. Both continued STEM education AND started or continued technician employment				
4. Did not continue STEM education nor start or continue employment as a technician				
c. Students remaining in the program (i.e., did not complete nor leave the program)				

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5. For the past 12 months, estimate the **percent** of students across all of your ATE-funded programs in each of the following categories.

	Education Level			On-the-Job Training/ Contract Training %
	Secondary %	Associate %	Baccalaureate %	
a. Full- or part-time students <u>not</u> employed as technicians at the same time they are taking coursework)				
b. Incumbent workers (i.e., students who are employed as technicians at the same time they are taking coursework)				
c. Employed as technician prior to enrollment				

6. Have you evaluated the quality of your project/center's program improvement activities in the past 12 months?

_____ Yes (If YES, go to Question 7.)

_____ No (If NO, skip to the end of this section.)

7. Below is a list of sources of potential evaluation information. Please rate the usefulness of the evaluation information that your project gathered.

Potential Evaluation Information		Data We Gathered	Degree of Usefulness			
		Check (✓) those that apply	Not Useful	Somewhat Useful	Useful	Very Useful
a.	Course level student satisfaction data					
b.	End of program student satisfaction data					
c.	Student course grades					
d.	Data regarding student dropout rates					
e.	Data on student or industry referrals to the program					
f.	Post-program follow-up data from students (e.g., employment status, preparedness for industry)					
g.	Post-program follow-up data from supervisors of students (e.g., students' skills, knowledge, preparedness for industry)					
h.	Testing of students' knowledge and skills against established business/industry work standards					
i.	Comparison of students' knowledge and skills against other critical competitors (e.g., personnel from other colleges or military programs or other course options)					
j.	Faculty feedback on course and program implementation					
k.	Course records/logs (syllabi, content taught, sample assignments, etc.)					
l.	Feedback from instructional experts regarding content and instruction of courses and program (e.g., comparisons of program content and instruction against critical competitors)					
m.	Feedback from companies that employ your students and graduates					
n.	Expert panel review of program and/or products					
o.	Other (describe):					