



Evaluate ATE ATE Survey 2016

The survey is conducted online—this copy is for review purposes only.

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 other grantees, 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-ate.org/annual_survey/survey-info/ for details about data protections and uses.

The survey will be open from February 16 through March 15, 2016. We recommend that you review this document in its entirety 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-ate.org/annual_survey/survey-info/. Questions should be directed to Miranda Lee at (269) 387-5913 or miranda.lee@wmich.edu

Thank you for participating in this survey.

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 “PREVIOUS” and “NEXT” buttons at the bottom of each survey page to move throughout the survey. DO NOT use your browser’s navigation features.
- 3. 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 miranda.lee@wmich.edu.
- 3. TIMEFRAME:** Your responses should address the calendar year: **January 1–December 31, 2015**. *The sole exception is for budgetary data, which should be based on your last completed fiscal year.*
- 4. 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. Award category:

- Project
- Center
- Targeted research
- Small grant for institutions new to the ATE program

1.2. Was 2015 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	_____
Co-PI	_____
Email address	_____
Co-PI	_____
Email address	_____
Co-PI	_____
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 Web site: http://_____

1.7. Total award amount: \$ _____

1.8. Annual budget for your last completed fiscal year: \$ _____

1.9. Estimate the percentage of your annual budget for your last completed fiscal year (1.8), including salaries.

_____ % Materials development for national dissemination

_____ % Professional development, including teacher preparation

_____ % Program improvement

_____ % Research

_____ % Evaluation (internal and external)

_____ % Advisory committees

_____ % Institutional indirect costs

_____ % Other (specify): _____

100 % Total project/center costs last completed fiscal year

1.10. What percentage of the annual budget (1.8) was targeted to serve individuals at each type of institution? Estimate to the nearest 10 percent. Percentages should total 100.

_____ % 4-year college/university

_____ % 2-year college

_____ % Association/society

_____ % Secondary school

_____ % Business/industry

_____ % Other (specify): _____

100 % Total

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

Advanced Manufacturing Technologies

- Automotive manufacturing
- General manufacturing
- Additive manufacturing

Agricultural and Environmental Technologies

- Agricultural and natural resources
- Energy production
- Energy use (or conservation)

Bio and Chemical Technologies

- Biotechnology
- Chemical processes

Engineering Technologies

- Optics
- Electronics and controls
- Marine technologies
- Space technologies

Information and Security Technologies

- Information and communications technologies
- Geospatial technologies
- Security, information assurance, and forensics

Micro and Nanotechnologies

- Micro and nanotechnologies

General Advanced Technological Education

- Evaluation
- Research
- Learning

Other

- Other (specify):

In order to better understand the composition of the ATE community, the next few questions ask about the demographic characteristics of ATE principal investigators.

1.12. What is your racial/ethnic identity?

- Hispanic/Latino
- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or other Pacific Islander
- Multiracial
- White Non-Hispanic/Latino
- Other

1.13. What is your gender identity?

- Male
- Female
- Identity not listed

1.14. 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

1.15 Did you project/center support the provision of science, technology, engineering, or mathematics instruction in 2015?

- Yes
- No (skip to Articulation Agreements)

1.16. Report the number of programs and courses for each education level and on-the-job training included in your program improvement work in 2015. 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 of Participating Students				Contract Training
	Secondary	Associate	Baccalaureate	Post Baccalaureate	
Total number of locations where the ATE-supported programs were offered					
Total number of individual students 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)					

1.17. Based on the total number of students reported in **the previous question**, indicate the number of students in each of the following demographic categories.

	Education Level of Participating Students				Contract Training
	Secondary	Associate	Baccalaureate	Post 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					

1.18. Did your ATE grant support a degree or certification program in 2015?

- Yes
 No (if NO go to question 1.18)

1.18.1. Indicate the number of students across all of your **ATE-funded degree or certification programs** who met the following conditions in 2015.

Student Status	Education Level of Students			
	Secondary	Associate	Baccalaureate	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 2015).				

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.

- 1.19. Was developing articulation agreements ever part of your project/center activities?
- Yes
- No (If NO, please skip to Question 1.20)

1.20. 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 2015		
b. Total number of articulation agreements <u>in place</u> in 2015 (sequential and concurrent)		
c. Number of <u>institutions</u> involved in all the agreements		
d. Number of <u>students</u> that matriculated in 2015 (enrolled at the higher education level under the terms of an articulation agreement)		

Evaluation

- 1.21. Do you have a current, written evaluation plan for your project/center?
- Yes
- No
- 1.22. 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:// _____

1.23. Select the type of evaluator(s) used by your project/center (check all that apply).

- We do not have an evaluator, either internal or external
- Evaluator **external to project/center and institution**
- Evaluator **external to project/center, but internal to institution**
- Internal evaluator (i.e., is a member of your staff)

1.23.1. Your evaluator's name and organizational affiliation (e.g., Jane Smith, Western Michigan University):

1.23.2. Your evaluator's email address:

1.23.3. EvaluATE is working with ATE Central to make information about ATE evaluators available on the ATE Central website (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

1.24. What type of report did you receive from your evaluator in 2015? (check all that apply)

- Written
- Oral
- None (If NONE, skip to Question 1.25)

1.25. 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)

Answer Question 1.25 only if you indicated use of an *external* evaluator in Question 1.19.

- 1.26. How frequently did your external evaluator interact with your staff (e.g., e-mail, teleconferences, face-to-face) in 2015?
- 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.

- 1.27. For each type of collaborating organization listed below, report the number of different organizations you collaborated with in 2015.

_____ 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): _____

- 1.28. 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 2015 (round to the nearest thousand dollars).

a. Monetary support \$ _____

b. In-kind support \$ _____

1.29. For each type of collaborating organization listed below, check up to two options that best describe the main benefits to your project/center in 2015. *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	<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 2015?
- 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. For each type of material listed below, report the number of materials that were in draft or field-test stage, completed, or published in 2015.

Development Stage	Type of Material		
	Course	Module	Activity
a. In draft or field-test stage			
b. Completed (<i>If your answer is 0 for each of these three cells, skip to Question 2.5</i>)			
c. Published commercially			

2.3. For the materials you reported as complete in **Question 2.2**, report the number that are being used at various locations. A single course, module, or activity might be reported in multiple rows.

Location	Type of Material		
	Course	Module	Activity
a. Number in use locally (at your institution/organization)			
b. Number in use at institutions/organizations that partnered with your project/center in the development effort			
c. Number in use elsewhere (i.e., at nonpartner institutions/organizations)			

2.4. For the materials you reported as complete in **Question 2.2**, report the number of institutions/organizations, other than your own, that are using **at least one** of them. _____

2.5. For all materials you reported in **Questions 2.2**, report the number directed at each type of audience.

Location	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):			

Section 3: Professional Development

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 21st 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 2015?
- 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)
- 3.1.1. Do you provide webinars (on any topic) as part of your ATE center or project activities? (Webinars are Web-based seminars of a short duration—e.g., 20 minutes to 2 hours.)
- Yes
 - No

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.

DEFINITIONS

Intact classroom: Participants and instructors worked together in the same physical setting.

Distance education: Activities conducted primarily online.

Follow-up: Activities to support implementation after the initial professional development activity.

3.2.

Type of Professional Development Activity	Total Number of Activities Offered	Number Offered With Follow-Up Support
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)		
Type of Professional Development Activity	Total Number of Activities Offered	Number Offered With Follow-Up Support
d. Instructional activities that last from one to several weeks (e.g., course, summer institute)		
e. A long-term periodic instructional activities (e.g., internship, peer coaching)		

3.3.

Type of Professional Development Activity	Total Number of Participants	Number of Participants Who Received Follow-Up Support
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. A long-term periodic instructional activities (e.g., internship, peer coaching)		

3.4. Report the number of participants in your 2015 professional development activities that are associated with each education level.

Professional Development Activity	Total Number of Participants			
	Secondary Level	Associate Level	Baccalaureate Level	Other
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. A long-term periodic instructional activities (e.g., internship, peer coaching)				

3.5. What percentage of participants implemented new materials or ideas after attending your professional development activities? Your estimates should be based on data your project/center collected. *If you did not collect data for an activity, enter NA.*

Type of Professional Development Activity	% of participants who implemented one or more of the new materials or ideas
a. Short presentations to provide awareness	_____ %
b. Instructional activities of less than one day (e.g., a 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., a course, summer institute, etc.)	_____ %
e. Long-term periodic instructional activities (e.g., internship, peer coaching)	_____ %

3.6. This question presents different outcomes that projects and centers might seek to achieve in a professional development program. If you believe your professional development work achieved the specified outcome, place a check in the first column. If your project/center gathered information regarding that outcome, regardless of whether it was achieved, place a check in the second column.

Type of Professional Development Activity	This outcome was achieved in 2015	Data were gathered in 2015 to provide evidence of this outcome
a. At least 90% of participants gained new information, techniques, skills, or materials that are applicable for use in their own technician courses.	<input type="checkbox"/>	<input type="checkbox"/>
b. At least 75% of participants believe that the workshop improved their teaching knowledge or skills.	<input type="checkbox"/>	<input type="checkbox"/>
c. At least 70% of the participants applied the ideas (information, techniques, skills, or materials) in their own technician courses.	<input type="checkbox"/>	<input type="checkbox"/>
d. Student improvement occurred in at least 30% of participants' classrooms resulting from their changed instruction (e.g., students were more interested, learned new content, or achieved higher scores)	<input type="checkbox"/>	<input type="checkbox"/>

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 2015?
- 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)
- 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 2015.

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	Associate	Baccalaureate	Post Baccalaureate	
a. Total number of programs supported by your ATE grant in 2015					
b. Total number of ATE grant-funded programs <u>developed or modified in 2015</u>					
c. Total number of separate courses <u>developed or modified in 2015</u> with ATE support (if a course appears in more than one program, count it only once)					

Section 5: Special Topics

This section addresses research and emerging topics of interest to NSF program officers, ATE researchers, and other ATE projects/centers. Questions in this section are intended to be included for a limited time. All respondents are asked to complete this section. Skip any questions that are not applicable to your work.

Industry Partnerships

5.1. Did your project/center partner with industry in any way in 2015?

- Yes (Complete this section)
- No

5.2. In regards to building successful industry partnerships, please rate the amount of challenge your project or center has faced in the following areas:

	None	A few challenges	Some challenges	Many challenges	Not applicable
Finding appropriate industry partners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Building/sustaining industry relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Administrative/legal issues (creating contracts/MOUs, navigating institutional policies, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Finding/allocating resources (time, money, staffing)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5.3. In what areas have your industry partnerships had significant impact? *(check all that apply)*

- Ensuring that curriculum and academic offerings reflect industry needs
- Developing faculty knowledge and expertise
- Increasing student retention and completion
- Providing student/graduate employment opportunities
- Obtaining in-kind support from industry (equipment, staffing, funding)
- Other _____

5.4. Please provide an example of an industry partnership that has had significant impact on your students, faculty, and/or institution:

5.5. Does your evaluation plan include methods for measuring the impact of your industry partnerships?

- Yes
- No

ATE Research

The following questions are about research conducted by ATE projects and centers. You are being asked these questions because you indicated you spent more than 0% of your ATE budget on research in 2015.

5.6. What is the topic of your research?

5.7. What are your specific research questions?

5.8. Who is involved in this research?

Lead Investigator (check one)	Co-investigator(s) (check all that apply)	Collaborators (check all that apply)
<input type="checkbox"/> ATE project/center PI <input type="checkbox"/> ATE project/center co-PI <input type="checkbox"/> Other ATE project/center personnel (staff member, faculty, institutional researcher) <input type="checkbox"/> External research consultant <input type="checkbox"/> External evaluation consultant <input type="checkbox"/> External industry consultant <input type="checkbox"/> Other _____	<input type="checkbox"/> ATE project/center PI <input type="checkbox"/> ATE project/center co-PI <input type="checkbox"/> Other ATE project/center personnel (staff member, faculty, institutional researcher) <input type="checkbox"/> External research consultant <input type="checkbox"/> External evaluation consultant <input type="checkbox"/> External industry consultant <input type="checkbox"/> Other _____	<input type="checkbox"/> ATE project/center PI <input type="checkbox"/> ATE project/center co-PI <input type="checkbox"/> Other ATE project/center personnel (staff member, faculty, institutional researcher) <input type="checkbox"/> External research consultant <input type="checkbox"/> External evaluation consultant <input type="checkbox"/> External industry consultant <input type="checkbox"/> Other _____

5.9. If findings from your research are publicly available, please provide reference information (e.g., website or article citation information) that may be shared with others in the ATE community.

5.10. How familiar are you with the *Common Guidelines for Education Research and Development* by the National Science Foundation and Department of Education?

- Never heard of them
- Heard of them, but haven't read them
- Read them, but don't yet have a general understanding of them
- Have a general understanding of them
- Understand them well enough to begin using them in my work
- Have applied them to my work (e.g., writing a proposal or designing a study)

- 5.11. Which of the following best describes the general purpose of your research?
- Develop, test, or refine theories of teaching or learning
 - Examine relationships among factors in teaching and learning to inform the development of future education interventions or strategies
 - Design and develop new education interventions or strategies, drawing on existing theory and evidence
 - Test an education strategy or intervention (go to 5.12)
 - Other (describe):

- 5.12. In which of the following conditions is this education strategy or intervention being tested?
- “Ideal” conditions (i.e., with more implementation support, highly trained personnel, and/or more homogenous participants than is typical)
 - Typical conditions (i.e., similar to what would occur if a study were not being conducted and without substantial involvement by the developer)
 - With a broad spectrum of populations and settings without substantial developer involvement

ATE PIs at 2- and 4-year Colleges

In addition to the demographics questions asked in Section 1, the following questions are intended to provide insights about the individuals who lead ATE projects and centers and their institutions.

- 5.13. Which describes you best?
- Teaching faculty (go to Q5.13.1 and skip Q5.13.2)
 - Non-teaching faculty or staff (go to Q5.13.2 and skip Q5.14)

- 5.13.1. Which of the following best describes your faculty appointment?
- Calendar-year appointment
 - Academic-year appointment
 - Adjunct or part-time
 - Other _____

5.13.2. What is your job at your college/university in addition to working on your ATE grant?

5.14. In the 2015-16 school year, how many courses are you teaching?

5.15. What is the for-credit student enrollment at your college/university location?

- Fewer than 500 students
- 500-1,999 students
- 2,000-4,999 students
- 5,000-9,999 students
- 10,000 students or more

Evaluate

Evaluate is the ATE program's resource center on evaluation. The following questions are being asking as part of the evaluation of the center to learn about PI's use of Evaluate resources.

5.16. About how often have you obtained information from each of the following Evaluate resources in the last 12 months?

5.16.1. Live webinars

- Never
- 1 time
- 2 times
- 3 times
- 4 times or more

5.16.2. Recorded webinars

- Never
- Infrequently (1-2 times)
- Occasionally (3-5 times)
- Frequently (6-10 times)
- Very frequently (11+ times)

5.16.3. Newsletter

- Never
- Infrequently (1-2 times)
- Occasionally (3-5 times)
- Frequently (6-10 times)
- Very frequently (11+ times)

5.16.4. Website

- Never
- Infrequently (1-2 times)
- Occasionally (3-5 times)
- Frequently (6-10 times)
- Very frequently (11+ times)

5.17. Indicate the extent to which you agree or disagree with the following statements:

<i>The information I obtained from EvaluATE has improved my understanding of:</i>	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
where to get information about evaluation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
what NSF program officers expect from an evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
evaluation in general (e.g., terms, concepts, purposes).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Note: If you are interested in submitting a question to be included on the 2017 ATE survey, please contact EvaluATE prior to December 1, 2016. We will provide you with criteria and guidelines for ATE Special Topics survey questions. Questions may serve research or needs assessment purposes. Email lori.wingate@wmich.edu.