

2010 ATE Survey

(Review Draft—Subject to change until 12/31/09)

This document is for review purposes only. The actual survey will be conducted on-line. If you have feedback on the survey items or would like to volunteer to pilot test the survey, please contact Stephanie Evergreen at (269)387-5920 or stephanie.evergreen@wmich.edu.

Overview

This survey serves three primary purposes: (1) to collect information about the ATE program characteristics, activities, and impacts; (2) to collect information that will guide possible studies on specific topics and issues; and (3) to help guide projects and centers 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 survey results to learn about the activities reported by other ATE grantees and to serve their own information needs.

Confidentiality rules for protection of survey information have changed. Some of the data collected from this survey will be shared in selected ways with projects and centers to further ATE collaboration and research efforts. We encourage you to review the Confidentiality section of the Survey FAQs at www.evaluate-ate.org/annual-survey (forthcoming) for more details about data protections and uses.

The survey period is February 15 – March 15, 2009. We recommend that you review the survey in its entirety before responding so that you will have all the necessary information at hand to answer the questions.

Additional information about the survey is available at www.evaluate-ate.org/annual-survey. Questions regarding this survey should be directed to Lori Wingate at (269) 387-5913 or lori.wingate@wmich.edu.

Thank you for participating in this survey.

General Instructions

1. Your responses should address the calendar year: **January 1 – December 31, 2009**.
2. Sections 1-3 are required for all respondents, including grantees in their first year. These sections address grantee characteristics, organizational practices, and collaborative activities.
3. Sections 4-6 are about materials development, professional development, and program improvement, respectively. At the start of each section, you must select whether your grant activities for that section meet the 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 the activities nevertheless are a significant portion of your work that you want reflected.

Section 1: Background Information

Please provide the following information.

1. Award category: _____ Project
 _____ Center
 _____ Targeted research
2. Beginning date for current award: _____ / _____ / _____ (MM/DD/YYYY)
3. Ending date for current award: _____ / _____ / _____ (MM/DD/YYYY)
4. 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
_____ Association/society
_____ Other (describe): _____
5. Your office address: _____
6. Phone: (_____) _____ - _____
7. Project Web site: http:// _____
8. a. Total funds awarded in the current grant for this project/center. \$ _____
b. What was your annual budget for the target year? \$ _____
c. Estimate the percentage of your annual budget (8b), including salaries, allocated to the following activities. Percentages should total 100.
_____ % Materials development for national dissemination
_____ % Professional development including teacher preparation
_____ % Program improvement
_____ % Targeted research
_____ % Evaluation (internal and external)
_____ % Advisory committees
_____ % Institutional indirect costs
_____ % Other (specify): _____
_____ 100% Total annual project/center costs

9. What percentage of the grant budget was targeted to serve individuals or groups 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

10. What percentage of your grant funds was spent on any aspect of development or delivery of online instruction?

_____ 0%
_____ 1-10%
_____ 11-20%
_____ More than 20%

11. 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, marine technology, etc.)
_____	Environmental technology (agriculture, sustainable resources, sustainable construction)
_____	Graphics and multimedia (video and gaming)
_____	Information technology (telecommunications, information systems, cyber security)
_____	Manufacturing (automated manufacturing, rapid prototyping, welding)
_____	Professional development (pedagogy, 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)
_____	Micro- & nanotechnologies
_____	Cyber security (information assurance, secure logistics and forensics technology)
_____	Other (e.g., construction)

12. Listed below are possible marketing and dissemination activities that your project/center may have carried out in 2009. Marketing is informing potential clients of your activities and materials. Dissemination is providing materials developed or brokered by your project/center to clients or others. **This question does NOT include material provided in professional development activities.** Write in the number of such activities. (If an activity serves both purposes, choose the best fit and count it just once.) Blank cells will be treated as zeros.

Activities		Marketing	Dissemination
		Number of times	Number of times
a.	Presentations at conferences		
b.	Booths at conferences or career days		
c.	Presentations at education institutions		
d.	Special project/center activity at your project/center site (e.g., meeting or webinar)		
e.	Special project/center activity at a collaborator site		
f.	Distributed promotional materials (e.g., brochures, posters) or products developed (e.g., curricular materials) related to your project/-center. [provide number distributed in the number of times cell]		
g.	Other (describe):		

13. Briefly describe your most effective marketing activity.

14. Briefly describe your most effective dissemination activity.

ATE-Based Instruction

Respond to questions 17-22 if your project/center provided science, technology, engineering, or mathematics instruction during 2009. These items do NOT pertain to professional development instruction provided for educators.

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

17. For 2009, report the number of institutions that enrolled students for each education level and contract training supported by your project/center. If a requested number is not applicable to your project/center situation, enter the letters NA for “not applicable.” Blank cells will be treated as zeros.

	Education Level of Participating Students				Contract Training
	Secondary	Associate	Baccalaureate	Post Baccalaureate	
Total number of locations where the ATE-supported programs were offered					

18. Report the total number of individual students who took at least 1 course in 1 of your ATE grant-funded programs in 2009.

	Education Level of Participating Students				Contract Training
	Secondary	Associate	Baccalaureate	Post Baccalaureate	
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.)					

19. Based on the total number of students reported in item **18** above, estimate the number of students in each of the following demographic categories across all of your ATE grant-funded work.

		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					

Respond to Questions 20 & 21 only if your ATE project/center provides a degree or certification program.

20. Estimate the number of students across all of your ATE-funded programs in 2009 who met the respective student status definitions at each education level. Enter “N” to indicate you did not collect data related to the item/category; blank cells will be treated as zeros.

Student Status		Education Level of Participating Students				Contract Training
		Secondary	Associate	Baccalaureate	Post Baccalaureate	
a.	Completed the specified program					
	1. Started or continued employment as a technician					
	2. Applied for but did not obtain employment as a technician					
	3. Continued STEM education					

Student Status	Education Level of Participating Students				Contract Training
	Secondary	Associate	Baccalaureate	Post Baccalaureate	
4. Continued STEM education AND started or continued technician employment					
5. Did not continue STEM education or start or continue employment as a technician					
b. Left the program prior to completion and not expected to return to complete (e.g., dropped out, changed majors, and so on)					
1. Started or continued employment as a technician					
2. Applied for but did not obtain employment as a technician					
3. Continued STEM education					
4. Continued STEM education AND started or continued technician employment					
5. Did not continue STEM education or start or continue employment as a technician					
c. Students currently enrolled in the program (i.e., did not complete or leave the program in 2009)					

21. For 2009, estimate the **percentage** of students across all of your ATE-funded programs in each of the following categories. Note: The total for all cells in **21a & b** should equal 100 percent.

		Education Level of Participating Students			
		Secondary %	Associate %	Baccalaureate %	Post 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., individuals who were employed as technicians while enrolled)				
c.	Employed as technician prior to enrollment				
d.	Of students taking their first course in the program, the percentage completing that course				

22. Please provide the following information about changes in your enrollment and placements.

- a. What was the approximate percentage of change in enrollment in your ATE-supported program(s) in 2009 over 2008? A negative (-) sign indicates a decrease in 2009. Use NA (Not Applicable) if your project/center was not operational for all of 2008.
- b. What was the approximate percentage of change in job placements from your program(s) in 2009 over 2008? A negative (-) sign indicates a decrease in 2009. Use NA (Not Applicable) if your project/center was not operational for all of 2008.

	None	About 1/4	About half	About 3/4	100%
--	------	-----------	------------	-----------	------

- c. If your change was not zero, in your opinion about how much of this change in enrollment was due to the economic recession? Mark 1 box.
- d. If your change was not zero, in your opinion about how much of this change in placements was due to the economic recession? Mark 1 box.

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.* This section addresses articulation agreements for students preparing to be technicians or teachers.

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

_____ Yes (If YES, go to Question 24)

_____ No (If NO, skip to Section 2)

24. For each of the following articulation characteristics, provide the requested number at each education level.

Articulation Characteristic		High school to 2-year college	2-year college to 4-year college
a.	Total number of <u>articulation agreements</u> in place (sequential and concurrent)		
b.	Number of <u>institutions</u> involved in all the agreements		
c.	Number of <u>students</u> that articulated in 2009 (enrolled at the higher education level under the terms of an articulation agreement)		

Section 2: Organizational Practices

Workforce Needs Assessment

1. Did your project/center conduct a workforce needs assessment in 2009?

_____ Yes (If YES, go to Question 2)

_____ No (If NO, skip to Question 3)

2. Check the focus of the workforce needs assessment your project/center has carried out. Please note that you may check (✓) more than one focus.

Types of Workforce Needs Assessment Information and Processes	Focus Of Those You Checked (✓)		
	Local	Regional	National
a. Review of reports/studies written by others (state, agencies, specific industry groups, and so on)			
b. Gathered or obtained workforce data from business/industry or other constituent group			

Advisory Committees

3. For the following question about advisory committee activities, please provide the appropriate number. Please note, only committees focused specifically on ATE-funded work should be considered.

		Type of Committee			
		National Visiting Committee	National Advisory Board	Regional Committee	Local Committee
a.	What percentage of your annual budget was allocated for this activity?				
b.	What percentage of the committee's work was in-kind (unpaid)?				
c.	How many times did they meet face-to-face?				
d.	How many times did they meet via video or teleconference?				
e.	How many times per year did you consult with the committee members outside of the advisory meeting?				

f.	How many times did you provide written project/center updates to the committee?				
----	---	--	--	--	--

For questions 4 and 5, only respond if you selected **National Visiting Committee** in **Question 3**.

4. Please check (✓) those activities occurring in **2009** that were completed by your National Visiting Committee (NVC).

		NVC did this (✓)
a.	Provided advice to the project/center	
b.	Provided evaluative information to the project/center	
c.	Provided evaluative information to NSF	
d.	NVC members served in an advocate role for the project/center, aside from communicating with NSF	
e.	Provided a written report to the project/center	
f.	Asked for a written response from the project/center to its written report	
g.	Other (specify):	

5. What evidence do you use to assess the value (or benefit) to your center of the efforts of your National Visiting Committee?

Evaluation

6. Select the type of evaluator(s) used by your project/center (select only one).
- _____ We do not have an evaluator, either internal or external (If you check this response, skip to question 12).
 - _____ Evaluator **external to project/center and institution** only (i.e., hired specifically to evaluate this grant)
 - _____ Evaluator **external to project/center, but internal to institution** only (i.e., hired specifically to evaluate this grant)
 - _____ Internal evaluator only (i.e., is a member of your staff)
 - _____ We have both an external evaluator and an internal evaluator.

7. a. Do you have a current, written evaluation plan for your project/center?
_____ Yes
_____ No
- b. If you answered “yes” to **7a** AND your evaluation plan is posted on the Web, provide its URL
-

8. What type of report did you receive from your evaluator in 2009?

- _____ Written
_____ Oral
_____ Both a written and oral report
_____ Evaluator provided no report (If this is your selection, skip to Question 10)

9. How has your project/center used the information provided in these written or oral reports? (check all that apply)

- _____ To make changes in our activities
_____ To make changes in our goals
_____ To make changes in our evaluation
_____ For marketing our work
_____ To gauge impact
_____ For stakeholder information (i.e., to partners, industry, advisory board, NSF)

Answer Question 10 only if you indicated use of an external evaluator in Question 6.

10. In 2009, how frequently did your external evaluator interact with your staff (e.g., e-mail, teleconferences, face-to-face meetings)? (select only one)

- _____ 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)

11. Below is a list of possible evaluation methods. Which types did you or your evaluator use to assess your work in 2009? Check all that apply.

	Materials Development	Program Improvement	Professional Development	Targeted Research	Teacher Preparation
Surveys					
Interviews or focus groups					
Observation					
Instructor-prepared exams					
Student self-assessment					
Faculty self-assessment					
Externally prepared exams					
Institutional data on students (i.e., grades, retention, graduation)					
Review by external expert panel					
Field test of materials					
Comparison with other similar programs					
Other					

Professional Development Opportunities for Project Staff

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

12. Did your project/center grant funds provide support for professional development involvement by project faculty and staff in 2009? Note: Project/Center faculty and staff are those receiving direct funding of a portion of their compensation from the grant.

_____ Yes (If YES go to Question 13)

_____ No (If NO, skip to Section 3)

13. Which of the following types of professional development activities pertinent to ATE describe the ways in which project/center faculty and staff members were engaged? (check all that apply)

_____ Participation in the annual ATE PI meeting

_____ Attendance without presenting at a conference

_____ Attended and presented at a conference

_____ Site visits to other programs

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

_____ Enrollment in a course or multiweek training program

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

_____ Enrollment in a degree program

_____ Other (describe): _____

14. What percentage of the funds allocated to professional development was used for faculty and staff to develop online or Web-based instruction?

_____ 0%

_____ 1-10%

_____ 11-20%

_____ More than 20%

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 typically 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 collaborating organization listed below, report the number of different organizations you collaborated with in 2009.

Type of Collaborating Organization		# of Collaborating Organizations
a.	Business/industry	
b.	Within your host institution (e.g., other department or administrative unit)	
c.	Other education institutions	
d.	Public agencies	
e.	Other ATE projects/centers	
f.	Other: _____	

- Report the total dollar value of monetary and in-kind support received by your project/center in 2009 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

- For each type of collaborating organization listed below, check (✓) **up to two** options that best describe the primary benefits to your project/center in 2009. *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 Institutions	Public Agencies	Other ATE Awardees
a.	General support				
b.	Financial or in-kind support				
c.	Developing program content				
d.	Facilitating service delivery				
e.	Access to decision makers				
f.	Information about workforce needs				

g.	Developing articulation agreements					
h.	Student support					
i.	Other					

Section 4: Materials Development

Parameters for completing this section have changed. All respondents are asked to complete the first question—a determiner of who should complete the full section.

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).

1. Select the option below that best represents your grant activity with regard to developing instructional materials for national dissemination.

_____ We allocated at least 30 percent of our direct costs OR at least \$100,000 to instructional materials development in 2009. (Complete this section.)

_____ We allocated less than 30 percent of our direct costs AND less than \$100,000 to instructional materials development in 2009; BUT we consider it a significant area of our activity, and we want to report our work. (Complete this section.)

_____ We allocated less than 30 percent of our direct costs AND less than \$100,000 to instructional materials development in 2009, AND this is not a focus of our work. (Skip to Section 5)

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. 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—for example, a laboratory experiment—designed to achieve a discrete learning outcome or a test to measure achievement or progress toward that outcome.

For the items in this section, we are interested in the number of **discrete** activities, modules, and courses that your project/center developed in 2009. Do **not** count an activity if it was included as part of a module or course. Similarly, do not count a module separately if it is part of a course that you are reporting on.

2. For each type of material listed below, report the number of materials that were in draft or field-test stage, or completed in 2009.

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 6</i>)			

3. For materials you reported as complete in **Question 2b**, state how many of the materials you deliver via each of the following mechanisms. If multiple distribution modes are employed for a material item (e.g., course), count that material in each category used.

Distribution Mode	Type of Material		
	Course	Module	Activity
a. Internet distribution (e.g., pdf files) with information collected regarding downloads (when, how many, who, and so on)			
b. Internet distribution (e.g., pdf files) with <u>no</u> information collected regarding downloads (when, how many, who, and so on)			
c. Materials distributed from your project/center offices or affiliates (in person, by mail, or electronic delivery)			
d. Materials are published commercially			
e. Other (specify):			

4. For the materials you reported as complete in **Question 2b**, break down and report the number of these materials that are being used at various locations (locally, partner institutions, or elsewhere). 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 or organization)			
b. Number in use at your institution or organization that partnered with your project/center in the development effort			
c. Number in use elsewhere (i.e., at non-partner institutions or organizations)			

5. For the materials you reported as complete in **Question 2b**, report the number of institutions or organizations, other than your own, that are using at least one of them in whole or in part at least one of them. _____

6. For all materials you reported in **Questions 2a & 2b**, report the number 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):			

7. For the all materials you reported in **Questions 2a & 2b**, report the number that are designed for each format or use for each type of material.

Format or Use	Type of Material		
	Course	Module	Activity
a. Only online			
b. Only for use in intact, physical classrooms			
c. Use is at least partly based at a business/industry site			
d. Blended (partly online and partly at a physical location)			
e. Print only (e.g., textbooks, manuals)			
f. Electronic only (CD, video, DVDs, audio, some combination, and so on)			
g. Mixed media (e.g., textbooks with supporting electronic media or any combination of above types)			
h. Other (describe:)			

8. In 2009, did you evaluate the quality of materials developed by your project/center?

_____ Yes (If YES, please go to Question 9)

_____ No (If NO, please skip to Section 5)

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

Type of Evaluative Data or Practice	Degree of Usefulness of Data or Practice Used				
	Not used	Not Useful	Somewhat Useful	Useful	Very Useful
a. Business and industry input to verify alignment with industry needs					
b. Student and industry standards or guidelines					
c. Review by nonindustry 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

Guidelines for who should complete this section have changed. All respondents are asked to complete the first question—a determiner of who should complete the full section.

Professional development is defined here as opportunities for secondary school teachers, college faculty, and preservice teachers to enhance their disciplinary capabilities, teaching skills, vitality, and understanding of current technologies and practices in areas that directly impact technician education.

1. Select the option below that best represents your grant activity with regard to professional development.

_____ We allocated at least 30 percent of our direct costs OR at least \$100,000 to professional development in 2009. (Complete this section.)

_____ We allocated less than 30 percent of our direct costs AND less than \$100,000 to professional development in 2009; BUT we consider it a significant area of our activity, and we want to report our work. (Complete this section.)

_____ We allocated less than 30 percent of our direct costs AND less than \$100,000 to professional development in 2009, AND this is not a focus of our work. (Skip to Section 6)

2. For each educational location, indicate the number of participants in professional development activities offered by your project/center in 2009. (Blank cells will be treated as zeros.)

Educational Location (where participants are expected to apply what was learned in the professional development activity)	Full-Time Faculty	Part-Time or Adjunct Faculty	Preservice Teachers
a. Business/industry			
b. K-12 school			
c. 2-year or technical college			
d. 4-year college/university			

3. Listed below are various types of professional development activities. In *column i*, report the total number of such opportunities your project/center **provided** in 2009.

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 in an intact classroom (i.e., participants and teachers worked together in the same classroom or laboratory).
- In *column iii*, report the number of activities that employed distance education techniques (e.g., conducted online or with online support).
- In *column iv*, report the number of activities that employed follow-up after an initial event (e.g., workshop) to support implementation.
- *If you haven't offered the activity, put a zero (0) in the space provided.*

Professional Development Activity	(i) Total Number of Activities Offered	(ii) Number Offered in Intact Classroom Settings	(iii) Number Offered Using Distance Education Techniques	(iv) Number Offered With Follow-Up to Support Implementation
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 to 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 activity (e.g., internship, peer coaching)				

4. For the listed types of professional development activities provided by your project/center, in column i write in the number of participants who attended these activities in 2009 in column i. *Enter zero (0) in the space provided if activities had no participants in a particular category.*

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

- In *column ii*, report the number of participants for activities that were conducted in an intact classroom (i.e., participants and teachers worked together in the same classroom or laboratory).
- In *column iii*, report the number of participants for activities that employed distance education techniques (e.g., conducted online or with online support).
- In *column iv*, report the number participants who received follow- up support after an initial event (e.g., workshop) to support implementation.
- *If you haven't offered the activity, put a zero (0) in the space provided.*

Professional Development Activity	(i) Total Number of Participants	(ii) Number of Participants in Intact Class Settings	(iii) Number of Participants in Distance Education Settings	(iv) 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 to 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 activity (e.g., internship, peer coaching)				

5. 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			
	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 to 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 activity (e.g., internship, peer coaching)				

6. How were project/center budgeted funds allocated for the development and implementation of the professional development activities offered by your project/center in 2009?

This question focuses on the relative budgetary requirements of both online and “in person” types of professional development work for both Development (preparing materials, program planning, scheduling, advertising, and so on) and Implementation (delivery and follow-up).

Category	Budget Allocation				
	None 0%	1% to 10%	11% to 30%	31% to 50%	Greater than 50%
a. Development of online/Web-based professional development	0	0	0	0	0
b. Implementation of online/Web-based professional development	0	0	0	0	0
c. Development of intact classroom professional development	0	0	0	0	0
d. Implementation of intact classroom professional development	0	0	0	0	0

7. Did participants implement ideas from your professional development workshop? Report here the percent percentage of participants that actually implemented new materials or ideas after attending the 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 an 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, and so on.)	_____ %
e. A long-term periodic instructional activity (e.g., internship, peer coaching)	_____ %

- 8 This question presents four indicators of what projects and centers might seek to achieve to be labeled a successful professional development program. For each claim, if you believe your professional development work has achieved the specified level of success, check the first column. If you gathered information regarding that claim, regardless of whether you met the criterion, check the second column.

	Level of success was achieved in 2009	Data were gathered in 2009 to provide evidence of this claim
a. At least 90% of participants gained new information, techniques, skills, or materials that are applicable for use in their own technician courses.		
b. At least 75% of participants believe that the workshop improved their teaching knowledge or skills.		
c. At least 70% of the participants applied the ideas (information, techniques, skills, or materials) in their own technician courses.		
d. Student improvement occurred in at least 30% of your professional development participants' classrooms resulting from their changed instruction (e.g., students were more interested, learned new content, or achieved higher scores).		

9. Did you evaluate the quality of your project/center's professional development program in 2009?

Yes (If YES, go to Question 10)

No (If NO, skip to Section 6)

10. How many professional development activities were evaluated? _____

If you evaluated more than one professional development activity, use your most comprehensive evaluation effort to answer Questions 11-13.

11a. 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).

Participants' opinions about the training.

Perceived value of new ideas, materials, or techniques for use in the participants' home institutions

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)

12a. Did the evaluation include follow-up with participants to determine implementation or adoption of ideas?

Yes

No (If NO, go to Question 13.)

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

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

_____ Yes

_____ No

Section 6: Program Improvement

Guidelines for who should complete this section have changed. All respondents are asked to complete the first question—a determiner of who should complete the full section.

This section is intended for projects/centers that in 2009 substantially engaged in technician- or technological-education program improvement efforts for secondary students, college students, or persons employed in technician or technician- related positions in business or industry. 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.”

1. Select the option below that best represents your grant activity with regard to program improvement.
_____ We allocated at least 30 percent of our direct costs OR at least \$100,000 to program improvement in 2009. (Complete this section.)
_____ We allocated less than 30 percent of our direct costs AND less than \$100,000 to program improvement in 2009; BUT we consider it a significant area of our activity, and we want to report our work. (Complete this section.)
_____ We allocated less than 30 percent of our direct costs AND less than \$100,000 to program improvement in 2009, AND this is not a focus of our work. (Skip to Section 6)

For purposes of this survey,

- **Program** is defined as a sequence of classes, laboratories and/or work-based experiences that lead students to a degree, certification, or an occupational competency point.
 - **Student** is defined as a person who enrolls in a course for credit.
 - **Education level** refers to the nature (level) of credit provided (i.e., “level” of degree, credit or certification, provided to enrolled students).
2. Please provide the number of faculty and staff engaged in program improvement work. (If multiple sites, respond for all sites.)
_____ Full-time faculty
_____ Part-time faculty
_____ Full-time staff
_____ Part-time staff

3. For the year 2009, report the number of programs, institutions, courses, and students enrolled for each education level and on-the-job training that your project/center targeted with program improvement efforts. If a requested number is not applicable to your project/- center situation, enter the letters NA for “not applicable.” Blank cells will be treated as zeros.

	Education Level				On-the-Job Training/ Contract Training
	Secondary	Associate	Baccalaureate	Post-Baccalaureate	
a. Total number of programs supported by your ATE grant—whether or not they were developed or modified in 2009					
b. Total number of ATE grant-funded programs developed or modified in 2009					
c. Total number of separate courses offered across all ATE grant-funded programs—whether or not they were developed or modified in 2009. (If a course appears in more than one program, count it only once.)					
d. Total number of separate courses developed or modified across all ATE grant-funded programs in 2009. (If a course appears in more than one program, count it only once.)					
e. Total number of individual students who in 2009 took at least one course that was developed or modified as part of this project/center’s program improvement effort. (If students took more than one course, count them only once.)					

f. Total number of institutions/- businesses where the ATE grant-funded programs were offered in 2009					
---	--	--	--	--	--

4. For each type of benefit below, provide the total number of courses that directly benefited from ATE support in 2009.

Benefit	Number of Courses Affected
a. Increased instructor knowledge or skills	
b. Improved coherence of content and/or skill development across courses	
c. New supplies or equipment to support student instruction	
d. Improved course content (scope or depth of coverage) through new or revised instructional materials (e.g., ATE- based curricular materials including courses, modules, and exercises)	

5. Were your project/center's program improvement activities evaluated in 2009?

_____ Yes (If YES, go to Question 6.)

_____ No (If NO, you are finished with this section.)

6. 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	Degree of Usefulness				
	Not Gathered or Not Used	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. Postprogram follow-up data from students (e.g., employment status, preparedness for industry)					
g. Postprogram follow-up data from supervisors of students (e.g., students' skills, knowledge, preparedness for industry)					

Potential Evaluation Information		Degree of Usefulness				
		Not Gathered or Not Used	Not Useful	Somewhat Useful	Useful	Very Useful
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					
m.	Feedback from companies that employ your students and graduates					
n.	Expert panel review of program and/or products					
o.	Other (describe):					