

ATE SURVEY 2019

Updated February 27, 2019

This annual survey of the National Science Foundation's Advanced Technological Education (ATE) program grantees gathers information about the program's characteristics, activities, and impacts. The findings may be used by ATE grantees, grantseekers, and program officers to inform program and project planning and evaluation, and by STEM education researchers to investigate issues related to technician education.

The 2019 survey is substantially different from surveys of previous years. EvaluATE obtained feedback from several ATE program stakeholders during the revision process. The biggest change is the addition of questions that ask about a broader range of project activities. You will be asked if your ATE project was involved in a particular activity and if you answer yes, you will be presented with a series of questions about that aspect of your work.

Some of the data collected from this survey will be shared in select 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 protection and uses.

The survey will be open from **March 4 through April 5, 2019**. We recommend that you review this printer-friendly version of the survey 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 emailed to ATE principal investigators at the start of the survey period.

In order to incorporate the branching and other automated parts of the online survey, this PDF version will indicate branching logic in parentheses and other directions in brackets. In the online survey, some questions will auto-fill the information you provided to answer a previous question. In this PDF version, this is referred to as "piped text."

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

Thank you for participating in this survey.

Section 1: Grantee Characteristics and Practices

1.1. **What type of award is your ATE grant?**

- Project
- Small grant for institutions new to ATE
- National center
- Regional center
- Support/resource center
- Targeted research on technician education
- Conference or meeting
- Other type of award (describe) _____

Note: In the remainder of this survey, your ATE work will be referred to as a “project” regardless of the type of award you received.

1.2. **Was 2018 the first year of your current grant?**

- Yes
- No

1.3. (If yes to Q1.2) **Is your current grant a continuation of a previous ATE project?**

- Yes
- No

1.4. **Does your grant have any co-principal investigators (co-PIs)?**

- Yes
- No

1.5. (If yes to Q1.4) **Co-PI name(s) and email address(es):**

Co-PI	_____
Email address	_____
Co-PI	_____
Email address	_____
Co-PI	_____
Email address	_____
Co-PI	_____
Email address	_____

1.6. **Who is completing this survey?**

- PI
- Other (name and email address) _____

1.7. **At what type of institution is the PI for this project located?**

- 4-year college/university
- 2-year college or 2-year college system
- K-12 school or school system
- Nonprofit organization
- Other (describe) _____

1.7.1. (If 4-year college/university or 2-year college) **Is this institution designated as a minority-serving institution?**

- Yes
- No
- Not sure

1.7.1.1. (If yes to Q8) **Which category best describes this institution?**

- Hispanic-serving institution
- Historically black college or university
- Predominately black institution
- Tribal college or university
- Alaska Native-serving institution
- Native Hawaiian-serving institution
- Other (describe) _____

1.8. **Project website:** http:// _____

1.9. **How many years does your grant cover?** _____

1.10. **What is the total value of the grant?** \$ _____

1.11. Which of the following best represents the disciplinary focus of your ATE project?

Advanced Manufacturing Technologies

- Automotive manufacturing
- General manufacturing
- Additive manufacturing
- Other Advanced Manufacturing Technologies (please specify)

Agricultural and Environmental Technologies

- Agricultural and aquaculture
- Energy technologies
- Environmental technologies
- Natural resources
- Other Agricultural and Environmental Technologies (please specify)

Bio and Chemical Technologies

- Biotechnology
- Chemical and process technologies
- Other Bio and Chemical Technologies (please specify)

Engineering Technologies

- Optics
- Electronics and controls
- Mechatronics
- Marine technologies
- General engineering
- Materials technologies
- Space technologies
- Other Engineering Technologies (please specify)

Information and Securities Technologies

- Information and communication technologies
- Geospatial technologies
- Security, information assurance, and forensics
- Logistics
- Other Information and Securities Technologies (please specify)

Micro and Nanotechnologies

- Micro and nanotechnologies

General or Interdisciplinary/Cross-Cutting Advanced Technological Education

- Evaluation
- Learning research
- Teacher preparation
- Recruitment and/or retention
- Other General or Interdisciplinary/Cross-Cutting Advanced Technological Education (please specify)

Other (please specify)

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

- 1.12. **What is the PI's ethnic identity?**
- Hispanic or Latino/Latina
 - Non-Hispanic, non-Latino/Latina
- 1.13. **What is the PI's racial identity?**
- American Indian or Alaska Native
 - Asian
 - Black or African American
 - Multiracial
 - Native Hawaiian or other Pacific Islander
 - White
 - Identity not listed _____
- 1.14. **What is the PI's gender identity?**
- Male
 - Female
 - Identity not listed
- 1.15. **What is the PI's age?**
- Under 25 years
 - 25-34 years
 - 35-44 years
 - 45-54 years
 - 55-64 years
 - 65 years or older

Project Activities

To ensure that you are presented only with questions that are pertinent to your ATE project, you will be asked if your project was involved in a particular activity in 2018. If you answer *yes*, the online survey will display questions that ask about that aspect of your work. If you answer *no* or that you are *planning to in the future*, you will not see these questions in the online survey.

Section 2: Program, Course, and Materials Development

Program Development

“Program Development” for the purpose of this survey is the creation or substantial modification of a specific degree or certificate program for implementation at specific colleges or high schools. *This section of the survey does not address related activities such as the creation of curricula for possible use by other institutions or workshops to build capacity around program development or implementation. These activities are addressed in other sections of the survey.*

In 2018, did your ATE project create or substantially modify a specific academic degree or certificate program?

- Yes
- No ([skip this section](#))
- Planning to in the future ([skip this section](#))

2.1. **How many degree or certificate programs were created or modified by your ATE project in 2018?**

_____ [text box]

2.2.	What is the name of the degree or certificate program?	Which type of credential is awarded by this program?
	_____ [text box]*	[drop-down box with the following options] <ul style="list-style-type: none">- Certificate- Associate’s degree- Bachelor’s degree- Other

[*The number of rows will automate to match the respondent’s answer to 2.1.]

2.2.1. (If program is a certificate in 2.2) **Which of the following best describes the main audience for this certificate [piped text from 2.2]?** Select all that apply.

- High school students
- 2-year college students
- 4-year college students
- Incumbent workers
- Other (describe) _____

- 2.3. **How many students took at least one course in each certificate or degree program? Count each student only once.**

Program	Total number of students	Do you have data on the gender and/or race/ethnicity of these students?
[name of program, piped text from 2.2]*	_____	<input type="radio"/> Yes <input type="radio"/> No
[name of program, piped text from 2.2]*	_____	<input type="radio"/> Yes <input type="radio"/> No

[*The number of rows will automate to match the respondent's answer to 2.1.]

(If yes, has demographic data for each degree program, Q2.5 and Q2.6 will repeat for each program listed in Q2.2.)

- 2.4. **How many students from each of the following demographic categories participated in [pipe text of degree name from Q2.2.] in 2018?**

	Men	Women	Other Gender Identities	Gender Unknown
a. American Indian or Alaska Native	_____	_____	_____	_____
b. Asian	_____	_____	_____	_____
c. Black or African American	_____	_____	_____	_____
d. Hispanic or Latino/Latina	_____	_____	_____	_____
e. Multiracial or Multiethnic	_____	_____	_____	_____
f. Native Hawaiian or other Pacific Islander	_____	_____	_____	_____
g. White	_____	_____	_____	_____
h. Racial or ethnic identity unknown	_____	_____	_____	_____

2.5. **How many students in [pipe text of degree name from Q2.2.] requested accommodations under the Americans with Disabilities Act in 2018?**

2.6. **Did any students complete the following program(s) in 2018?**

	Yes	No
[name of program, piped text from Q2.2]*	<input type="radio"/>	<input type="radio"/>
[name of program, piped text from Q2.2]	<input type="radio"/>	<input type="radio"/>

[*The number of rows will automate to match the respondent's answer to Q2.1]

2.6.1. (If yes to Q2.9) **How many students completed each of the following program(s) in 2018?**

	Total number of students who completed program
[name of program, piped text from Q2.2]*	_____
[name of program, piped text from Q2.2]	_____

[*The number of rows will automate to match the respondent's answer to Q2.1.]

2.7. **ATE program stakeholders would like to know how many ATE students are veterans, first-generation students (i.e., the first of their immediate family to attend college), and students from rural areas. In the future, would your project be able to report the number of students in the following categories?**

	Yes	No	Unsure
a. Veterans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. First generation to attend college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. From rural areas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2.8. **Does your project emphasize recruitment of students from any of the following categories?**

	Yes	No	Unsure
a. Women	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Underrepresented racial or ethnic minorities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Veterans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. First generation to attend college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Individuals from rural areas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Persons with disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Course Development

In 2018, did your ATE project create or substantially modify an academic course?

- Yes
- No ([skip this section](#))
- Planning to in the future ([skip this section](#))

2.10. **How many courses were created or modified by your ATE project in 2018?**

_____ [text box]

2.11.

What is the name of the course?	Which of the following best describes the main audience for this course?	Was this course offered in 2018?
_____ [text box]*	[drop-down box with the following options] <ul style="list-style-type: none"> - High school students - 2-year college students - 4-year college students - Other 	<input type="radio"/> Yes <input type="radio"/> No

[*The number of rows will automate to match the respondent's answer to Q2.10.]

2.12. (If yes to Q2.11.c) **How many students enrolled in this course in 2018?**

_____ [text box]

2.13. **What was the primary delivery mode for the course(s) in 2018?**

	Face-to-face	Fully online, instructor led	Fully online, self-paced	Hybrid
[name of course, piped text from Q2.11]*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
[name of course, piped text from Q2.11]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[*The number of rows will automate to match the respondent's answer to Q2.10.]

Articulation Agreements

In 2018, did your ATE project create new articulation agreements or maintain articulation agreements created previously through your project?

- Yes
- No ([skip this section](#))
- Planning to in the future ([skip this section](#))

2.14. 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 2018	_____	_____
b. Total number of articulation agreements <u>in place</u> in 2018 (sequential and concurrent)	_____	_____
c. Number of <u>institutions</u> involved in all the agreements	_____	_____
d. Number of <u>students</u> who transferred in 2018 (enrolled at the higher education level under the terms of an articulation agreement)	_____	_____

Educational Materials Development and Dissemination

“Educational materials” include print or digital media used for instructional or assessment purposes, such as—but not limited to—course and program curricula, tests, lab experiments, instructional modules, and textbooks for use in technician education. *The survey does not address materials developed for promotional or marketing purposes.*

In 2018, did your ATE project create or substantially modify educational materials?

- Yes
- No (skip to next question)
- Planning to in the future (skip to next question)

In 2018, did your ATE project disseminate educational materials previously created by your project (with current or past grant funds)?

- Yes
- No (skip this section)

2.15. How many of each of the following types of materials did you develop or adapt in 2018?

- _____ Assessment activity or test
- _____ Case study or problem set for problem-based learning
- _____ Curriculum for a program
- _____ Curriculum for a course
- _____ Instructor guide/manual
- _____ Interactive simulation
- _____ Lab experiment
- _____ Lesson plan
- _____ Module or instructional unit
- _____ Textbook
- _____ Other _____

2.15.1. How are you disseminating, or planning to disseminate, these materials?

- Commercial publication
- Project webpage or website
- Clearinghouse or repository maintained by another organization
- Other (describe) _____

2.16. **Which of the following types of materials previously created by your project did you disseminate in 2018?**

- Assessment activity or test
- Case study or problem set for problem-based learning
- Curriculum for a program
- Curriculum for a course
- Instructor guide/manual
- Interactive simulation
- Lab experiment
- Lesson plan
- Module or instructional unit
- Textbook
- Other _____

2.16.1. **How did you disseminate these materials?**

- Commercial publication
- Project webpage or website
- Clearinghouse or repository maintained by another organization
- Other (describe)

2.17. (If reported *curriculum for programs or courses* in Q2.15 and/or 2.16) **Does your ATE project keep track of what other institutions are using the program and/or course curriculum created by your project?**

- Yes
- No

2.17.1. (If yes to Q2.17) **How many other institutions are using the program and/or course curriculum created by your project? _____**

Instrumentation Acquisition

In 2018, did your ATE project acquire instrumentation or equipment to prepare students to work in business and industry?

- Yes
- No ([skip this section](#))
- Planning to in the future ([skip this section](#))

2.18. **What type of equipment or instrumentation was purchased by your ATE project in 2018?**

_____ [text box]

2.19. **How many courses, students, and educators used this equipment or instrumentation in 2018?**

Courses _____

Students _____

Educators _____

Section 3: Direct Student Engagement

Business and Entrepreneurial Skills Development

“Business and entrepreneurial skills development involves working with students to develop their skills in areas such as—but not limited to—business development, marketing, networking, and understanding the global marketplace.

In 2018, did your ATE project work with students to develop their business and entrepreneurial skills?

- Yes
- No ([skip this section](#))
- Planning to in the future ([skip this section](#))

3.1. In what ways did your project work with students to develop their business and entrepreneurial skills? Select all that apply.

- Activity/course unit
- Club
- Entire course
- Incubator program
- Mentoring or coaching
- Online lesson or material
- Workshop
- Other (describe) _____

3.2. How many students participated in business and entrepreneurial skills development provided by your project in 2018?

Total students _____

Workplace-Based Learning

“Workplace-based learning” includes any situation in which a student gains experience at a work site, such as field trips to industry sites, internships, apprenticeships, and job shadowing.

In 2018, did your ATE project offer workplace-based learning to students?

- Yes
- No ([skip this section](#))
- Planning to in the future ([skip this section](#))

3.3. Which of the following best describes the workplace-based learning offered by your project in 2018? Select all that apply.

- Business/industry field trips
- Job shadowing
- Apprenticeships
- Externships
- Internships
- Co-op learning
- Other (describe) _____

3.4. About how much time did a student typically commit to each type of workplace-based learning offered by your project?

Type of Workplace-Based Learning	How many <u>hours</u> per week did a student commit to this activity?	How many <u>weeks</u> per year did a student commit to this activity?
[piped text from choices in Q3.3]	_____ [text box]	_____ [text box]

3.4.1. Did the students who participated in these opportunities receive payment or academic credit?

(If selected in Q3.3)	Paid	Received academic credit
Apprenticeships	[drop down, Yes or No]	[drop down, Yes or No]
Externships	[drop down, Yes or No]	[drop down, Yes or No]
Internships	[drop down, Yes or No]	[drop down, Yes or No]

3.5. How many students participated in workplace-based learning provided by your project in 2018?

_____ students

Student Mentoring

“Student mentoring” involves an experienced industry professional, educator, or advanced student providing guidance and advice to help a less experienced student develop the skills and knowledge they need to enhance their academic and professional growth. *This section of the survey only addresses student mentoring, not mentoring or coaching intended for other professionals.*

In 2018, did your ATE project offer mentoring or coaching to students?

- Yes
- No ([skip this section](#))
- Planning to in the future ([skip this section](#))

3.6. **Which of the following types of individuals provided mentoring or coaching through your ATE project?**

- Business and industry professionals
- Educational faculty or staff
- Students/peers
- Other (describe) _____

3.7. **Are the mentors trained in mentoring by your project?**

- Yes
- No

3.8. **How many students received mentoring or coaching through your ATE project in 2018?**

- _____ High school students
- _____ 2-year college students
- _____ 4-year college students
- _____ Other (describe) _____

Student Competitions

“Student competitions” involve students competing as individuals or teams using skills related to a STEM discipline or industry.

In 2018, did your ATE project host or organize a student competition?

- Yes
- No ([skip this section](#))
- Planning to in the future ([skip this section](#))

3.9. **How many competitions were hosted or organized by your ATE project in 2018?**

_____ [text box]

3.10. **How many students participated in these competitions?**

_____ [text box]

3.11. **What was the theme of the competition(s)?**

_____ [text box]

Programs to Support Transition from into College

“Programs to support transition into college” include—but are not limited to—summer bridge programs, college readiness workshops or classes, first-year programs, support for non-traditional students, or other activities to equip students with the skills they need to successfully navigate college.

In 2018, did your project offer programs to help students transition into college?

- Yes
- No ([skip this section](#))
- Planning to in the future ([skip this section](#))

3.12. **How many transition programs were supported by your ATE project in 2018?**

_____ [text box]

3.13. **List the transition programs supported by your ATE project in 2018.**

What is the name of the program?	Who is the primary audience?	How many students participated?
_____ [text box]*	[drop-down box with the following options] <ul style="list-style-type: none">- High school students- Recent high school graduates (e.g., summer programs)- First-year college students- Non-traditional students- Other	_____ [text box]

[*The number of rows will automate to match the respondent’s answer to Q3.12.]

Activities to Help Students Obtain Industry-Recognized Certifications or Licensing

In 2018, did your ATE project support students in obtaining specific industry-recognized certifications or licenses?

- Yes
- No ([skip this section](#))
- Planning to in the future ([skip this section](#))

3.14. **What specific licenses or certifications do you assist students in obtaining?**

_____ [text box]

3.15. **In what ways does your ATE project support students in obtaining these certifications or licenses (e.g., pay testing fees, offer preparation courses, embed requirements in existing courses)?**

_____ [text box]

Post-Program Outcomes for Students

(Complete only if involved in developing degree or certificate programs or courses or otherwise involved directly with students)

- 3.16. ATE program stakeholders would like to know more about post-program outcomes for students. Next year, **would your project be able to report data on the following outcomes of interest for students?**

	Yes	No	Unsure
Job placement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Salary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employer satisfaction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pursuit of additional STEM education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Acquisition of industry certifications or licenses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- 3.17. **Which of the following methods or data sources does your project use, or plan to use, to collect post-program outcome data about students?** Select all that apply.

- Institutional research office
- Surveys of former students
- Local economic data
- Personal outreach to former students
- State longitudinal data systems
- Other (describe) _____

Section 4: Professional Development for Educators or Future Educators

“Professional development for educators” for purpose of this survey involves training secondary school teachers, college faculty, or preservice teachers to enhance their disciplinary capabilities, teaching skills, or understanding of current technologies and practices in ways that will directly impact technician education. *This section of the survey does not address professional development specifically intended for ATE grantseekers or grantees (that is addressed elsewhere in this survey).*

In 2018, did your ATE project provide training or professional development to current or future educators?

- Yes
- No ([skip this section](#))
- Planning to in the future ([skip this section](#))

4.1. How many professional development activities of each length listed below were offered by your project in 2018?

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

4.2. **How many individuals were served by these professional development activities in 2018?**

Length of Professional Development Activity	Number of Participants				
	Preservice Teachers	High School Teachers	2-Year College Faculty	4-Year College Faculty	Other or Unknown
(only items indicated in Q4.1 will appear)					
a. Instructional activities of one day or less	_____	_____	_____	_____	_____
b. Instructional activities that lasted more than one day, but less than one week	_____	_____	_____	_____	_____
c. Instructional activities that lasted from one to several weeks	_____	_____	_____	_____	_____
d. Long-term periodic instructional activities	_____	_____	_____	_____	_____

4.3. **Which of the following best describes the topics covered by your professional development?**

- Pedagogy
- Discipline- or industry-specific knowledge or skills
- Recruitment or retention of students
- Training on specific equipment
- Other professional skills (e.g., leadership, communication) (describe) [text box]

4.4. **Does your project collect data about the number of students taught by the educators who participated in professional development provided by your project?**

- Yes
- No

4.4.1. **How many students were taught by the educators who participated in the professional development offered by your ATE project in 2018?**
(If yes to Q4.4)

_____ students

Section 5: Conference, Meeting, or Other Events

“Conferences, meetings, or other events” – for the purpose of this section of the survey – are intended for professional exchange about issues related to advanced technological education. *This section of the survey does not address events held primarily for training or professional development purposes nor does it address typical management or advisory meetings that most projects hold as part of their normal operations.*

In 2018, did your ATE project organize a conference, meeting, or similar type of event?

- Yes
- No ([skip this section](#))
- Planning to in the future ([skip this section](#))

5.1. **Is hosting a conference the main purpose of your project (i.e., project was funded with a “conference” grant)?**

- Yes, holding a conference or meeting is the main purpose of the project
- No, holding a conference or meeting is just a part of the project

5.2. **How many conferences, meetings, or other events did your project organize in 2018?**

_____ [text box]

5.3. **What was the name of each conference, meeting, or other event your project organized in 2018?**

_____ [Number of text boxes determined by Q5.2.]

5.4. **What was the main purpose of each event?**

Event Name	Main Purpose
[piped text from 5.3]*	_____ [text box]
[piped text from 5.3]	_____ [text box]

[*The number of rows will automate to match the respondent’s answer to Q5.3]

5.5. **How many people attended each event?**

Event Name	Number of Attendees
[piped text from 5.3]*	_____ [text box]
[piped text from 5.3]	_____ [text box]

[*The number of rows will automate to match the respondent’s answer to Q5.3]

Section 6: Research and Publications

Targeted Research

“Targeted research” is research that addresses questions about the education and development of the skilled technical workforce in STEM fields. *This section of the survey does not address the evaluation of your project, which may utilize research methods.*

In 2018, did your ATE project conduct targeted research?

- Yes
- No ([skip this section](#))
- Planning to in the future ([skip this section](#))

6.1. **Which of the following best describes the current stage of your research?**

- Planning phase
- Collecting data
- Analyzing data
- Writing up results
- Findings published or submitted for publication
- Other (describe) _____

6.2. **What is the primary purpose of your research?**

_____ [text box]

6.3. **What are the primary methods of your research?**

_____ [text box]

6.4. *(If writing up results or findings published or submitted for publication in Q6.1.)* **Briefly summarize the main results from your research.**

_____ [text box]

6.5. **How are you disseminating, or planning on disseminating, the results of your research? Select all that apply.**

- Article in academic journal
- Article in practitioner journal
- Article in a magazine
- Report available for free online (e.g., white paper or working paper)
- Conference presentation
- Blog or newsletter
- Other (describe) _____

Publications

“Publications” include articles, reports, white papers, or other documents of publishable quality or manuscripts intended for publication. *This section of the survey does not address annual reports prepared for NSF; evaluation reports; or conference proceedings, presentations, and posters.*

In 2018, did your ATE project develop articles, reports, or white papers intended for publication?

- Yes
- No ([skip this section](#))
- Planning to in the future ([skip this section](#))

6.6. How many of each type of publication did your project develop in 2018?

	Total Number of Publications Developed
a. Manuscript for publication in academic journal	_____
b. Manuscript for publication in practitioner journal	_____
c. Report (<i>not</i> including evaluation reports or annual reports prepared for NSF)	_____
d. Magazine article	_____
e. Other (describe) _____	_____

Section 7: Coordination Network

In 2018, did your ATE project coordinate a network to facilitate exchange or cooperation around research, training, or educational activities?

- Yes
- No ([skip this section](#))
- Planning to in the future ([skip this section](#))

7.1. **Briefly summarize the purpose of your coordination network, including the target audiences involved.**

_____ [text box]

Section 8: General ATE Service

“General ATE Service” involves the provision of activities, materials, or services intended to enhance the capacity of ATE grantseekers, grantees, and other program participants and stakeholders to plan and conduct successful ATE projects.

In 2018, did your ATE provide services specifically for the ATE community?

- Yes
- No ([skip this section](#))
- Planning to in the future ([skip this section](#))

8.1. **In what ways did your project support the ATE community?** Select all that apply.

- Resource materials (e.g., guides, tutorials, videos)
- In-person workshops
- Webinars
- One-on-one technical assistance or advice
- Technical service (e.g., website hosting, webinar delivery, archiving)
- Other (describe) _____

8.2. (If chose *in-person workshops* in Q8.1.) **How many in-person workshops did your project provide in 2018?**

_____ [text box]

8.3. (If chose *in-person workshops* in Q8.1.) **On average, how many people attended per workshop?**

_____ [text box]

8.4. (If chose *webinars* in Q8.1.) **How many webinars did your project provide in 2018?**

_____ [text box]

8.5. (If chose *webinars* in Q8.1.) **On average, how many people attended per webinar?**

_____ [text box]

8.6. (If chose *one-on-one technical assistance or advice* in Q8.1.) **How many people received one-on-one technical assistance or advice from your project in 2018?**

_____ [text box]

Section 9: Collaboration

(Completed by all)

This section asks about your project's collaborations. Collaboration is a relationship with another institution, business, or group that provides monetary or other support (e.g., volunteer instruction, donated materials) to your project. Collaborators are not funded by the grant.

- 9.1. **For each type of collaborating organization listed below, report the number of different organizations you collaborated with in 2018.**

_____ Business/industry

_____ Within your host institution (*not for grant management purposes*)

_____ 2- or 4-year colleges

_____ K-12 schools or school system

_____ Public agencies (e.g., government agencies)

_____ Other ATE projects

_____ Other (describe) _____

- 9.2. **What is the most important benefit your project derived from collaboration with all groups or organizations?**

_____ [text box]

- 9.3. **Did your ATE project engage with individuals or groups from business and industry in any of the following ways in 2018?**

	Yes	No	Planning to in the Future	Role of Business or Industry Person/Group
a.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Serve on an advisory board
b.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Review or advise on curriculum
c.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Provide educators with occupational experience and training (e.g., externships, mentoring, equipment access, demonstrations)
d.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Support business incubation or entrepreneurship
e.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Assist with instruction (e.g., guest lectures, classroom teaching, serve as panelist or judge, conduct site tours)
f.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Provide monetary or in-kind support for program sustainability or enhancement (e.g., financial support, equipment donation, marketing assistance)

	Yes	No	Planning to in the Future	Role of Business or Industry Person/Group
g.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sponsor research
h.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Provide opportunities for workplace-based learning (e.g., internships, apprenticeships, co-op learning)
i.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Identify workforce needs

9.4. **What is the total dollar value of monetary and in-kind support received by your project from all sources other than your ATE award in 2018? (round to the nearest thousand dollars)**

a. Monetary support \$ _____

b. In-kind support \$ _____

9.4.1. (If entered non-zero-dollar amount in Q9.4a.) **Which of the following best describes the in-kind support received by your project in 2018?**

- Staff time
- Equipment
- Other (describe) _____

Advisory Boards

(Complete only if responded yes to Q9.3.a)

9.5. **How many hours did your advisory board meet in 2018?**

- 1 hour or less
- 2–5 hours
- 6–16 hours (1–2 days)
- 17–36 hours (3–4 days)
- 37 hours or more

Section 10: Evaluation

(Completed by all)

- 10.1. **Did your project have an evaluator in 2018?**
- Yes
 - No
- 10.2. **Which type of evaluator(s) did your project have in 2018?**
- External evaluator only
 - Internal evaluator only (i.e., a member of your staff)
 - Both internal and external evaluators
- 10.3. **How frequently did your external evaluator interact with your project's staff (e.g., by email, teleconference, face-to-face) in 2018?**
- 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 (nearly weekly, weekly, or more often)
- 10.4. **What type of report did you receive from your evaluator in 2018?**
- Written
 - Oral
 - Both oral and written
 - None (skip to question 10.9)
- 10.5. **If you have any information related to the evaluation of your project online (e.g., plans, instruments, reports), please provide the URL where they can be located:**
http:// _____
- Evaluation reports are not available online but would be willing to share
- 10.6. **Has your project's evaluation caused you to make changes to how you are implementing your project?**
- Yes
 - No
 - Unsure
 - Not applicable/no results yet

10.6.1. (If yes in Q10.6) **Please briefly describe what changes you made regarding the implementation of your project and how these changes were informed by the evaluation.**

_____ [text box]

10.7. **Has your project’s evaluation caused you to make changes to your project’s goals, objectives, or target audience?**

- Yes
- No
- Unsure
- Not applicable/no results yet

10.7.1. (If yes in Q10.7) **Please briefly describe what changes you made regarding your project goals, objectives, or target audience and how these changes were informed by the evaluation.**

_____ [text box]

10.8. **With whom have you shared your current project’s evaluation results?**

(If a group does not apply to your project, select “NA” for *not applicable*.)

	Yes	No	Unsure	NA
NSF program officer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Project advisory committee	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Executive administrators in your organization (e.g., CEO, president, vice president, dean, department chairperson)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty or staff at your project’s host institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Current project partners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prospective project partners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prospective students or parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Educators or professionals outside of your project and institution (e.g., at conferences, in journals, or during webinars)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (describe)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10.9. **What is your evaluator's name and organizational affiliation (e.g., Jane Smith, Western Michigan University)?**

_____ [text box]

10.10. **What is your evaluator's email address?**

_____ [text box]

10.11. 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 them as your evaluator on the ATE Central website?***

Yes

No

Section 11: Special Topics

(Completed by all)

This section of the annual ATE survey addresses emerging topics of interest to the ATE community. All respondents are asked to complete this section. These questions will be asked in the 2019 survey only.

Evaluator Procurement

The next six questions ask about how you obtained your evaluator and worked with them from a business perspective. Your responses to these questions will be used in a research project conducted by EvaluATE (*only if responded external evaluator or both internal and external in Q10.2*).

11.1. How did you identify your ATE project's current external evaluator?

- Issued a request for quotes or proposals (i.e., evaluator selected on a competitive basis)
- Asked a colleague for a recommendation
- Selected someone we had worked with before
- Selected by a grants office or other administrative unit
- Searched an evaluator directory (specify which one[s]) _____
- Other (describe) _____

11.2. To what extent was an evaluator involved in the development of your ATE proposal's evaluation section?

- Not at all
- Provided minimal input
- Provided substantial input
- Led the development

11.2.1. (If *not at all* was not selected in Q11.2.) In your opinion, how important was the evaluator's involvement to the success of your proposal?

- Not at all important
- Minimally important
- Somewhat important
- Extremely important

11.3. How does your institution enter into a business relationship with your evaluator?

- Grant subaward
- Purchase order
- Professional services contract
- Memorandum of understanding
- Not sure
- Other (describe) _____

11.4. **Does your institution have guidelines that determine how you are able to select an evaluator?**

- Yes
- No
- Not sure

11.4.1. (If yes to Q11.3.) **Which of the following conditions are included in those guidelines?** Select all that apply.

- Cannot select an evaluator before an award is made
- Must choose an evaluator from a pre-approved pool
- Can choose an evaluator at any point but must justify the selection (e.g., with a sole-source declaration)
- Must conduct a competition in the form of a request for quotes or proposals
- Other conditions (describe) _____

11.4.1.1. (If *must conduct a competition* is selected in Q11.4.1.) **Do the guidelines specify when the competition must occur?**

- No
- Yes, it must occur at the proposal stage
- Yes, it must occur after the award is made

11.4.2. (If yes to Q11.4) **Are you willing to share with EvaluATE a copy of the document that explains your institution's current guidelines regarding evaluator procurement procedures?**

- Yes
- No

Serving Students with Disabilities

The next few questions ask about your project's interaction with and support of students with disabilities. These questions are being asked by the AccessATE research project.

- 11.4. **How often on average do you estimate you interact with students who have a disability (including both students who have formally declared a disability and students who likely have an undeclared disability)?**
- Often (multiple times a week)
 - Sometimes (1-4 times a month)
 - Rarely (less than once a month)
 - Never
- 11.5. **How difficult is it for you to ensure accommodations for students who have a disability?**
- Very difficult
 - Difficult
 - Somewhat difficult
 - Slightly difficult
 - Not difficult at all
 - N/A – I do not have any involvement in ensuring accommodations for students who have a disability
- 11.6. **Do you actively recruit or have a programmatic focus on working with students who have disabilities as part of your ATE project work?**
- Yes
 - No
 - Not currently, but planning to do so in the future
 - Our project does not, but our campus or organization does
- 11.7. **How knowledgeable are you about how the Americans with Disabilities Act (ADA) and/or section 508 of the Rehabilitation Act, and how this legislation applies to your project work?**
- Very knowledgeable
 - Somewhat knowledgeable
 - Minimally knowledgeable
 - Not knowledgeable
- 11.8. **Do you actively consider accessibility for students, staff, faculty, or others with disabilities when buying software, hardware, or other technologies or equipment for your ATE project work?**
- Yes
 - No
 - N/A – I do not have any involvement in buying software, hardware, or other technologies or equipment

11.9. **Which statement best describes the services on your campus that support students with disabilities?**

- Our campus disability center is proactive – they come to us with support and accommodation suggestions and have lots of materials and resources available
- We have good support and get help when we ask for it
- We sometimes get help, but sometimes there are breakdowns in communications about student needs
- We rarely get help even when we ask – our campus is not supporting us well in this area
- Other (describe) _____

11.10. **Has your institution or organization provided you with opportunities for professional development to help you support students or others with disabilities?**

- Yes
- No

11.10.1. (If yes to Q11.10.) **Please briefly describe the professional development activities provided to you to help you support students or others with disabilities.**

_____ [text box]

11.10.2. (If no to Q11.10.) **Have you had other professional development opportunities to help you support students or others with disabilities?**

- Yes
- No

11.10.2.1. (If yes to Q11.10.2.) **What type of opportunities have you had and who provided them?**

_____ [text box]

11.11. **What type of support would you find most helpful in working with students with disabilities?** Select all that apply.

- Making curriculum, assessments, and other materials more accessible
- Making classroom activities more accessible
- Making activities outside the classroom (e.g., competitions, onsite visits, etc.) more accessible
- Making project websites or other online materials more accessible
- Strategies for recruiting and/or retraining students with disabilities
- Strategies for encouraging industry partners to hire students with disabilities
- Other types of support (describe) _____

11.12. **Which statement best describes your experience with your industry partners and their hiring practices related to students with disabilities?**

- Our industry partners have hired our students with disabilities and take an active interest in accessibility and accommodations for these students
- Our industry partners are supportive in discussions about diversity hiring, but to my knowledge have not hired any of our students who have disabilities
- Not an issue – we have never been in a position with our industry partners as we do not have a significant number of students with disabilities
- Unsure – we don't really talk about this issue with our industry partners
- N/A – we do not have industry partners or do not work directly with students

11.13. **Is there anything else you would like to share with Access ATE related to accessibility or disability issues (related to students or otherwise)?**

_____ [text box]

11.14. **Would you be willing to talk with a representative of the Access ATE research project regarding follow-up questions related to accessibility or disability issues?**

- Yes
- No

Equity, Diversity, and Inclusion

The next few questions ask about your project's involvement with efforts to address equity, diversity, and inclusion. Your responses to these questions will be used in a research project conducted by EvaluATE.

Below are definitions of equity, diversity, and inclusion. Please read these before proceeding to the question.

- **Equity:** Fair distribution of opportunities to participate and succeed in education for all students
- **Diversity:** Differences among individuals, including demographic differences such as gender, race, ethnicity, and country of origin
- **Inclusion:** Processes through which all students are made to feel welcome and are treated as motivated learners

Source: National Academies of Sciences, Engineering, and Medicine. (2018). *Indicators for Monitoring Undergraduate STEM Education*. Washington, DC: The National Academies Press.

11.15. To what extent does your ATE project directly engage in activities designed to increase equity, diversity, and inclusion?

	Not at All	Minimal Extent	Moderate Extent	Substantial Extent	Very Substantial Extent
Equity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inclusion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11.15.1. (If *equity* addressed in 11.15) Please describe and provide examples of how you address equity in your ATE project:

_____ [text box]

11.15.2. (If *diversity* addressed in 11.15) Please describe and provide examples of how you address diversity in your ATE project:

_____ [text box]

11.15.3. (If *inclusion* addressed in 11.15) Please describe and provide examples of how you address inclusion in your ATE project:

_____ [text box]

11.16. To what extent does your ATE project's evaluation gather evidence related to equity, diversity, and inclusion?

	Not at All	Minimal Extent	Moderate Extent	Substantial Extent	Very Substantial Extent
Equity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inclusion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 12: Project Highlights

(Completed by all)

12.1. What was your project's most important achievement in 2018?

[text box]

12.1.1. Did you gather data about this achievement?

- Yes
- No

12.1.1.1. What kind of data and how was it collected?

_____ [text box]

12.2. What are one or two promising practices from your ATE work that can be shared with the ATE community?

_____ [text box]