ATE Survey 2010

Overview

This survey serves three primary purposes: (1) to collect information about the National Science Foundation's Advanced Technological Education (ATE) program characteristics, activities, and mpacts; (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 are 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 for 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.evalu-ate.org/annual-survey for details about data protections and uses.

The survey period is February 15–March 15, 2010. We recommend that you review this document in its entirety before responding to the online version so that you will have all the necessary information at hand to answer the questions.

Additional information about the survey is available at www.evalu-ate.org/annual-survey. Questions 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.

3. Sections 4-6 are about materials development, professional development, and program improvement, respectively. At the start of each of these sections, you are asked to indicate whether your grant activities in that area met 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

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/center 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 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 <u>one</u> of the following options to describe the major emphasis of your project/center.
   - ☐ Advanced materials (e.g., polymers, nanotechnology, microsystems, composites)
   - ☐ Biorelated technologies (e.g., biotechnology, biomanufacturing)
   - ☐ Chemical technology (e.g., process technicians, lab tech, pharmaceuticals)
   - ☐ Electronics and photonics (also instrumentation)
   - ☐ Energy technology (e.g., alternative energy, fuel cells, power plants, hybrid vehicles)
   - ☐ Engineering technology (also core technology courses, marine technology, etc.)
   - ☐ Environmental technology (e.g., agriculture, sustainable resources/construction)
   - ☐ Graphics and multimedia (e.g., video and gaming)
   - ☐ Information technology (e.g., telecommunications, information systems, cyber
   - ☐ Manufacturing (e.g., automated manufacturing, rapid prototyping, welding)
   - ☐ Professional development (e.g., pedagogy, problem-based case learning, in-service and preservice education)
   - ☐ Science core (e.g., mathematics, physics, biology)
   - ☐ Student issues (e.g., recruitment, retention, articulation)
   - ☐ Targeted research
   - ☐ Transportation (e.g., automotive, aerospace, logistics)
   - ☐ Micro- and nanotechnologies
   - ☐ Cyber security e.g., (information assurance, secure logistics and forensics technology)
   - ☐ Other (specific): _____

12. Briefly describe your most effective marketing activity. *Marketing is informing potential consumers of your activities and materials.*

13. Briefly describe your most effective dissemination activity. *Dissemination* is providing materials developed or brokered by your project/center to clients or others (not including those distributed at professional development activities).

14. How will the project/center be sustained beyond the end of your grant funding? Mark all that apply.
    - ☐ Incorporated into the infrastructure of the college
    - ☐ Developed as a business entity
    - ☐ Incorporated into a related ATE center
    - ☐ Developed into a "for fee" structure
    - ☐ Activities, ideas, or results will be used as a basis for a new grant proposal
    - ☐ No sustainability plan
    - ☐ Other (specify): _____

If your project/center expended more than 5 percent of its funds on research in 2009, answer 15a & b below.

15a. What topics or issues were addressed by your research?

15b. If a description or findings of your research efforts are publicly available, provide reference information for that work or a URL that can be shared with other projects/centers:

ATE-Supported Instruction

Respond to questions 16-21 if your project/center provided science, technology, engineering, or mathematics instruction in 2009. *These items do NOT pertain to professional development provided by your project/center to educators, which is addressed in Section 5.*

If a requested number is not applicable to your project/center, enter the letters NA for "not applicable." Blank cells will be treated as zeros.

	Education Level of Participating Students				Contract Training (do not include in education-level figures)
	Secondary	Associate	Baccalaureate	Post Baccalaureate	
16. Total number of locations where the ATE-supported programs were offered					
17. 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.)					

18. Based on the total number of students reported in **Question 17**, 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			
	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				

	Education Level of Participating Students			
	Secondary	Associate	Baccalaureate	Post Baccalaureate
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 19 & 20 only if your ATE project/center provided a degree or certification program.

19. 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.

Student Status	Education Level of Students			
	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				
4. Continued STEM education AND started or continued technician employment				
5. Did not continue STEM education or start or continue employment as a technician				

Student Status	Education Level of Students			
	Secondary	Associate	Baccalaureate	Post Baccalaureate
b. Left the program prior to completion and is 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)				

20. 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 **20a & b** should equal 100 percent.

		Education Level of 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				

Answer questions 21a-d only if your project/center was operational for all of 2008.

21a. 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. _____

21b. 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. _____

		None	About 25%	About 50%	About 75%	100%
21c.	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.	☐	☐	☐	☐	☐
21d.	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

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

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.

22. Is developing articulation agreements part of your project/center activities?
    ☐ Yes
    ☐ No (If NO, skip to Section 2)

	Education Level	
	High school to 2-year college	2-year college to 4-year college
23a. Total number of <u>articulation agreements</u> in place (sequential and concurrent)		
23b. Number of <u>institutions</u> involved in all the agreements		
23c. 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

☐ No (If NO, skip to Question 3)

2. Mark the focus of the workforce needs assessment your project/center has carried out. Check all that apply.

Type of Needs Assessment	Focus		
	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. Only committees focused specifically on ATE-funded work should be considered when answering questions 3a-f.

	Type of Committee			
	National Visiting Committee	National Advisory Board	Regional Committee	Local Committee
a. What percentage of your annual budget was allocated for this committee's work?				
b. What percentage of the committee's work was 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?				

Answer questions 4 and 5 only if you had a *National Visiting Committee (NVC)* in 2009.

4. Check those activities performed by your NVC in 2009.
    - ☐ Provided advice to the project/center
    - ☐ Provided evaluative information to the project/center
    - ☐ Provided evaluative information to NSF
    - ☐ NVC members served in an advocate role for the project/center, aside from communicating with NSF
    - ☐ Provided a written report to the project/center
    - ☐ Asked for a written response from the project/center to its written report
    - ☐ Other (specify): _____

5. What evidence do you use to assess the value of your NVC to your center?

Evaluation

6. Select the type of evaluator(s) used by your project/center (check all that apply).
    - ☐ We do not have an evaluator, either internal or external (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)

7. a. Do you have a current, written evaluation plan for your project/center?
    - ☐ Yes
    - ☐ No (If NO, skip to Question 8)

    b. If your evaluation plan is posted on the Web, provide its URL.
       http:// _____

8. What type of report did you receive from your evaluator in 2009? (check all that apply)
    - ☐ Written
    - ☐ Oral
    - ☐ None (If NONE, skip to Question 10)

9. How has your project/center used the information provided in the report(s)? (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
   - ☐ To inform stakeholders (e.g., partners, industry, advisory board, NSF)

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

10. How frequently did your external evaluator interact with your staff (e.g., e-mail, teleconferences, face-to-face) in 2009?
    - ☐ 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. Which types of evaluation data or methods were used to assess your project/center's work in 2009? Check all that apply.

	Program Area				
	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 (e.g., grades, retention, graduation)	☐	☐	☐	☐	☐
Review by external experts	☐	☐	☐	☐	☐
Field test of materials	☐	☐	☐	☐	☐
Comparison with similar programs	☐	☐	☐	☐	☐

	Program Area				
	Materials Development	Program Improvement	Professional Development	Targeted Research	Teacher Preparation
Web site usage analysis	☐	☐	☐	☐	☐
Other (specify):	☐	☐	☐	☐	☐

Professional Development Opportunities for Project/Center Staff

Questions 12 and 13 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.

12. Did your project/center grant funds provide support for professional development involvement by project/center 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
    ☐ No (If NO, skip to Section 3)

13. In which of the following types of professional development activities <u>did your</u> project/center faculty and staff engage? (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)
    ☐ Participation 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 (specify): _____

Section 3: Collaboration

Collaboration is a relationship with another institution, business, or group that provides money or other support to your project or center. Collaborators are not funded by the grant.

1. For each type of collaborating organization listed below, report the number of different organizations you collaborated with in 2009.

   _____ Business/industry

   _____ Within your host institution (e.g., other department or administrative unit)

   _____ Other education institutions

   _____ Public agencies

   _____ Other ATE projects/centers

   _____ Other (specify): _____

2. Report the total dollar value of monetary and in-kind support received by your project/center from all sources <u>other</u> than your ATE award in 2009 (round to the nearest thousand dollars).

   a. Monetary support $ _____

   b. In-kind support $ _____

3. For each type of collaborating organization listed below, mark up to two options that best describe the primary benefits to your project/center in 2009. *Each <u>column</u> should not have more than two marked benefits.*

Type of Benefit	Type of Collaborating Organization				
	Business/ Industry	Within Your Host Institution	Other Education Institution	Public Agency	Other ATE Awardee
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

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).

All respondents are asked to complete at least the first question in this section—a determiner of who should complete the full section.

1. Did your project/center allocate at least 30 percent of its direct costs OR at least $100,000 to instructional materials development in 2009?
   - ☐ Yes (Complete section)
   - ☐ No, BUT we consider it a significant area of our activity, and we want to report our work. (Complete this section)
   - ☐ No (Skip this section)

Materials addressed here are the media (textbooks, laboratory experiments and manuals, software, online materials, CD-ROMs, videos, or other courseware) used to convey the content and instruction of activities, modules, and courses.

DEFINITIONS

Course: A stand-alone collection of instructional content and activities to achieve 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, what is of interest is 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 *(If your answer is 0 for each of these three cells, skip to Question 6)*			

3. For materials you reported as complete in **Question 2b**, indicate how many of these were delivered via each of the following mechanisms. If multiple distribution modes were 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 (e.g., when, how many, who)			
b. Internet distribution (e.g., pdf files) with <u>no</u> information collected regarding downloads (e.g., when, how many, who)			
c. Distributed from your project/center offices or affiliates (in person, by mail, or electronic delivery)			
d. Published commercially			
e. Other (specify:)			

4. For the materials you reported as complete in **Question 2b**, report the number that are being used at various locations. A single course, module, or activity might be reported in multiple rows.

Location	Type of Material		
	Course	Module	Activity
a. Number in use locally (at your institution 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 nonpartner 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. _____

6. For all materials you reported in **Questions 2a & 2b**, report the number directed at each type of audience.

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 were designed for each type of delivery format.

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

8. Were the materials developed by your project/center evaluated in 2009?
   - ☐ Yes
   - ☐ No (If NO, skip to Section 5)

9. Check which of the following evaluation data and methods were used in the evaluation of your project/center's materials development efforts and their degree of usefulness.

	Check those that apply	Degree of Usefulness			
		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)	☐	☐	☐	☐	☐

	Check those that apply	Degree of Usefulness			
		Not Useful	Somewhat Useful	Useful	Very Useful
f. Assessment of student performance in the classroom (learning effects)	☐	☐	☐	☐	☐
g. Assessment of student performance in the workforce (work performance effects)	☐	☐	☐	☐	☐
h. Other (specify): _____	☐	☐	☐	☐	☐

Section 5: Professional Development

This section addresses professional development provided to 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.

All respondents are asked to complete at least the first question in this section—a determiner of who should complete the full section.

1. Did your project/center allocate at least 30 percent of its direct costs OR at least $100,000 to professional development in 2009?
   - ☐ Yes (Complete section)
   - ☐ No, BUT we consider it a significant area of our activity, and we want to report our work. (Complete this section.)
   - ☐ No (Skip this section)

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			

Questions 3 and 4 ask about the number of different types of professional development activities offered by your project/center and the number of participants in those activities. If your project/center didn't offer the activity in question, put a zero (0) in the space provided.

DEFINITIONS

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

Distance education: Activities conducted primarily online or with online support.

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

3. Number of professional development activities offered in 2009 and their characteristics.

Type of Professional Development Activity	Total Number of Activities Offered	Number Offered in Intact Classroom Settings	Number Offered Using Distance Education Techniques	Number Offered With Follow-Up Support
a. Short presentations to raise awareness				
b. Instructional activities of less than a day (e.g., lecture, training session)				
c. Instructional activities that last one day 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. Number of participants in 2009 professional development activities.

Type of Professional Development Activity	Total Number of Participants	Number of Participants in Intact Classroom Settings	Number of Participants in Distance Education Settings	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 each type of professional development activity, report the number of each type of participant. *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 funds allocated for the development (e.g., preparing materials, program planning, scheduling, advertising, and so on) and implementation (delivery and follow-up) of the professional development activities offered in 2009? Check the appropriate percentage below.

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

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

8. This question presents four indicators of what projects and centers might seek to achieve in a professional development program. For each claim, if you believe your professional development work achieved the specified outcome, place a check in the first column. If your project/center gathered information regarding that claim, regardless of whether the criterion was met, also place a check in 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. Were your project/center's professional development activities evaluated in 2009?
   - ☐ Yes
   - ☐ No (If NO, skip to Section 6)

10. How many professional development activities were evaluated? _____

If more than one professional development activity was evaluated, refer to the most comprehensive one in your answers to Questions 11-13.

11a. Were data from participants at the conclusion of the activity?
   - ☐ Yes
   - ☐ No (If NO, skip to 12a)

b. Which of the following types of data were 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

c. What method(s) were used to assess learning/achievement? (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, skip to Question 13)

b. Did the evaluation determine whether participants implemented the ideas, materials, or techniques correctly?
   - ☐ Yes
   - ☐ No (If NO, skip to Question 13)

c. Did the evaluation assess changes in interest or achievement among the students of participants?
   - ☐ Yes
   - ☐ No

13. Did the evaluation include feedback from experts about the content and instruction of the professional development activities?
    ☐ Yes
    ☐ No

Section 6: Program Improvement

This section addresses the development or improvement of technician- or technological-education programs for secondary students, college students, or persons employed in technician or technician- related positions in business or industry.

All respondents are asked to complete at least the first question in this section—a determiner of who should complete the full section.

DEFINITION

Program: A sequence of classes, laboratories, and/or work-based experiences that lead students to a degree, certification, or an occupational competency point.

1. Did your project/center allocate at least 30 percent of its direct costs **OR** at least $100,000 to program improvement in 2009?
   - ☐ Yes (Complete section)
   - ☐ No, BUT we consider it a significant area of our activity, and we want to report our work. (Complete this section.)
   - ☐ No (Skip this section)

2. Report 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. 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, enter "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					
b. Total number of ATE grant-funded programs developed or modified in 2009					

	Education Level				On-the-Job Training/ Contract Training
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 in 2009 (if a course appears in more than one program, count it only once)					

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., courses, modules, and exercises)	

5. Were your project/center's program improvement activities evaluated in 2009?
    ☐ Yes
    ☐ No (If NO, you are finished with this section.)

6. Check which of the following evaluation data and methods were used in the evaluation of your project/center's program improvement efforts and their degree of usefulness.

	Check those that apply	Degree of Usefulness			
		Not Useful	Somewhat Useful	Useful	Very Useful
a. Course-level student satisfaction data	☐	☐	☐	☐	☐
b. End-of-program student satisfaction data	☐	☐	☐	☐	☐
c. Student course grades	☐	☐	☐	☐	☐

	Check those that apply	Degree of Usefulness			
		Not Useful	Somewhat Useful	Useful	Very Useful
d. Data regarding student dropout rates	☐	☐	☐	☐	☐
e. Data on student or industry referrals to the program	☐	☐	☐	☐	☐
f. Postprogram follow-up data from former students (e.g., employment status, preparedness for industry)	☐	☐	☐	☐	☐
g. Postprogram follow-up data from super-visors of former students (e.g., about their skills, knowledge, preparedness)	☐	☐	☐	☐	☐
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 courses)	☐	☐	☐	☐	☐
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 (specify):	☐	☐	☐	☐	☐