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In 2011, 97 ATE survey respondents indicated that professional development was a significant part of their grant work.^a A little more than half reported that they collected data to address whether participants in their professional development workshops gained new skills (54%) or improved existing skills (58%). Far fewer (38%) collected data on whether participants applied ideas in their own technician courses, and even fewer (32%) collected data on student improvement. Some (17% to 27%) that reported certain outcomes (listed in the table below) indicated they did not gather data as evidence of those outcomes. In a small number of cases (9% to 15%), grantees collected data, but did not achieve the particular outcome. Results from 2010 and 2011 are similar, with slight improvement in the percentage of grants gathering data for most of the outcomes listed; 2011 data are show below.

Outcome of interest	This outcome was achieved	Data were gathered to provide evidence of this outcome	Both
At least 90% of participants gained new information, techniques, skills, or materials that are applicable for use in their own technician courses.	72%	54%	45%
At least 75% of participants believe that the workshop improved their teaching knowledge or skills.	72%	58%	49%
At least 70% of the participants applied the ideas (information, techniques, skills, or materials) in their own technician courses.	43%	38%	23%
Student improvement occurred in at least 30% of participants' classrooms resulting from their changed instruction (e.g., students were more interested, learned new content, or achieved higher scores).	38%	32%	21%

^aThe overall response rate to the survey was 94 percent in 2011. A smaller proportion (41%, n=97) indicated professional development was a significant component of their work and completed that section of the survey.