APPENDIX A1

CPATH Monitoring System Screenshots



CPATH 2011 PI Survey and Monitoring Tool

CPATH 2011 PI Survey and Monitorina Tool

Information from this data collection system will be retained by the National Science Foundation, a federal agency, and will be an integral part of its Privacy Act System of Records in accordance with the Privacy Act of 1974 and maintained in the Educan and Training System of Records 63 Fed. Reg. 264, 272 (January 5, 1998). All individually identifiable information supplied by individuals or institutions to a federal agency may be used only for the purposes outlined in the system of records notice and may not be disclosed or used in identifiable form for any other purpose, unless otherwise compelled by law. These are confidential files accessible only to appropriate National Science Foundation (NSF) officials, their staffs, and their contractors responsible for monitoring, assessing, and evaluating NSF programs. Only data in highly aggregated form, or data explicitly requested as "for general use," will be made available to anyone outside of the National Science Foundation for research purposes. Data submitted will be used in accordance with criteria established by NSF for monitoring research and education grants, and in response to Public Law 99-383 and 42 USC 1885c.

According to the Paperwork Reduction Act of 1995, an agency may not conduct or sponsor, and a person is not required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 3145-0136. The time required to complete this information collection is estimated to average 3 hours per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information.

Introduction:

The purpose of this survey and monitoring tool is to gather information on all grantees funded by the CPATH program. Please plan to complete the survey no later than Wednesday, March 16. Survey instructions are provided below. If you have any additional questions, please contact John Benskin (703-247-8497) or e-mail us at cpathmonitor@wdc.sri.com.

Survey Instructions

Taking the Survey

Please use the onscreen navigation buttons while taking the survey, not the browser forward and back buttons. The following options will be available to you while taking the survey:

- . "Next" will move you ahead to the next group of questions
- . "Previous" will move you back to the previous group of questions
- "Resume later" will allow you to save an unfinished survey. You will be asked to choose a name and password which you will be required to enter in order to return to and load your unfinished survey. If you enter an e-mail address in the "your e-mail" box, an e-mail with details will be sent to you. Please be aware that the e-mail will contain your password. If you do not wish to have your password sent by e-mail, do not enter an e-mail address in the "your e-mail" box. Please keep your password in a safe place, as we will not be able to retrieve it for you.
- "Load unfinished survey" will allow you to load your unfinished survey using the name and password that you have created.

"Review and submit" – Please review your survey before you submit it to make sure all of your responses reflect your intended answers. You can move back through the survey using the "Previous" button, and forward again with the "Next" button. Once you have reviewed the survey, please press the "Submit" button on the last page to submit it.

Additional instructions

- Mandatory questions are marked with an asterisk (*). You will not be able to proceed to the next group of questions without answering all mandatory questions on the page you are viewing.
- Please note that once you have submitted the survey, you will not be able to access it again through the link you were sent. If for any reason you need to make changes after you have submitted your survey, you will need to contact John Benskin at SRI International at 703-247-8497 or e-mail us at cpathmonitor@wdc.sri.com.

If your CPATH award forms part of a collaborative multi-award CPATH project, please report only for your award and institution. Please do not report for another award or institution with its own Principal Investigator.

*Please enter your name.		
*What is your role within the CPATH project?		
Resume later	<< Previous Next >>	Exit and clear survey

CPATH 2011 PI Survey and Monitoring Tool

% 100

CPATH 2011 PI Survey and Monitoring Tool

Introduction:

Survey Instructions

Taking the Survey

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 in order to return to and load your unfinished survey. If you enter an e-mail address in the "your e-mail" box, an e-mail with details will be sent to you.
 Please be aware that the e-mail will contain your password. If you do not wish to have your password sent by e-mail, do not enter an e-mail address
 in the "your e-mail" box. Please keep your password in a safe place, as we will not be able to retrieve it for you.
- Load unfinished survey will allow you to load your unfinished survey using the name and password that you have created.

Review and submit – Please review your survey before you submit it to make sure all of your responses reflect your intended answers. You can move back through the survey using the "<<Pre>Previous button, and forward again with the "Next>>" button. Once you have reviewed the survey, please press the "Submit" button on the last page to submit it.

Additional instructions:

Exit and clear survey

- A PDF version of the survey questions is available at: [UPLOAD SURVEY and PLACE LINK HERE]. We recommend that you download and read
 this version in order to familiarize yourself with the entire survey and gather the necessary information before you begin.
- Mandatory questions are marked with an asterisk (*). You will not be able to proceed to the next group of questions in the online survey without answering mandatory questions.

If your CPATH award forms part of a collaborative multi-award CPATH project, please report only for your award and institution. Please do not report for another award or institution with its own Principal Investigator.

"Please enter your name.	
Bonnee Groover	
*What is your role within the CPATH project?	
Technical Administrator for CEP	

Resume later

<< Previous Next >>

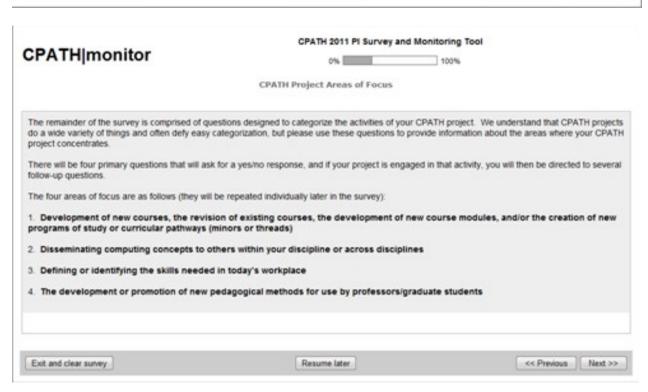
CPATH monitor	CPATH 2011 PI Survey and Monitoring Tool		
	Preliminary Questions		
*During the 2009-2010 academic year, was your C		17	
⊕ Yes □ No			
If you turned in an annual report for 2009-2010, pi than individuals listed as "senior personnel" in the if you did not turn in an annual report for 2009-201 "Involved" might mean they are teaching a new co- internship, or participating in any other activities di Please list only faculty at your institution.	annual report. 10, please list all faculty involved in your CPATH purse, teaching a modified course, involved in trying	project during the 2009-2010 academic year	
	Name	Department	

	Strongly Agree	Agree	No Opinion/Neutral	Disagree	Strongly Disagree	Not Applicable
In general, it is easy to get faculty outside the core project team to participate in grant activities.	0	0	0	0	0	0
The administrative process for approving curricular			1784			
hange is a significant barrier to implementing our CPATH project.	0	0	0	0	0	0
The CPATH Community website (http://www.cpath- community.msu.edu/) is a useful resource for our project.	0	0	0	0	0	0
The incentive structure for faculty (including equirements for promotion or						
enure and the weight placed on course evaluations) make focusing on pedagogical reform difficult	0	0	0	0	0	0
Overlap between research interests and program goals make it easier for faculty to devote time to project activities.	0	0	0	0	0	0
Limited computing resources (i.e., a lack of hardware, software, or technical						
support) is an obstacle in collaborating with faculty outside traditional computing disciplines.	0	0	0	0	0	0
Having an evaluator is beneficial to our project.	0	0	0	0	0	0
			CPATH 2011 PI Survey	and Monitorin	ng Tool	
PATH monitor			0%	100	%	
		Commu	nity Building Activities			
ommunity Building activities and the acommon intellectual focus ommunity members including for ducation (this includes community building is included to the community building is included the community building included the community building is included the community building is included the community building is included the community building included the community building is included the community building included the community building is included the community building included the community bui	e broadly defined as or goals related to aculty and administra nity colleges), indust	working with p revitalization of stors in other d ry representati	undergraduate computing epartments or colleges at ves, K-12 students, teach	re, and sustain g education." Po your institution ers or administr	artners may include any staff at other institutes ators, and professional	y number of s of higher I associations.
	als of your community	y- or partnersh	ip-building activities?			
eck any that apply		y- or partnersh	ip-building activities?			
To generate ideas and reso	ources		ip-building activities?			
To generate ideas and resc	ources cale ideas and resou		ip-building activities?			
What have been the major goal hack any that apply To generate ideas and resc To disseminate, share or so To understand workforce in To provide new opportunitie	ources cale ideas and resou eeds	irces				

	Number of people actively involved community	d in the Number of departments represented individuals	by those
Higher Education Faculty and Administrators at			
your institution within traditional computing disciplines			
Higher Education Faculty and Administrators at			
your institution outside traditional computing disciplines			
w many people from other higher education institution of your CPATH project? Community college part te: Please do not list anyone who is also a CPAT	nerships should be reported here.	your community- or partnership- building activities pleting a monitoring survey.	during
nase enter a number. If you are unsure of the exa ter a zero.	ct number, please give your best esti	imate. If no one from that group has been involved	please
	Number of people actively involved community	d in the Number of institutions represented by individuals	by those
Higher Education Faculty and Administrators			
outside your institution within traditional computing disciplines			
Higher Education Faculty and Administrators			
outside your institution outside traditional computing disciplines			
low many people from the industry and is artnership-building activities during the Please enter a number. If you are unsure troup has been involved please enter a	life of your CPATH project? of the exact number, please	actively involved in your community- or give your best estimate. If no one from t	that
N	lumber of people actively invo the community	olved in Number of organizations representations by those individuals	ented

How many teachers and administrators for partnership- building activities during the Please enter a number. If you are unsur- proup has been involved please enter a	life of your CPATH project? e of the exact number, please giv	ctively involved in your community- or re your best estimate. If no one from that
	Number of people actively involve the community	d in Number of schools represented by those individuals
K-12 teachers and administrators	18	3
Elementary School Middle School High School		
What disciplines did the K-12 teachers re	epresent?	
☐ English		
Social Studies		
■ Math☑ Science		
☐ Technology		
- reciliology		
Other:		

Please describe the people or sectors not previously listed in the boxes below. Please enter a description in the "Type of organization or institution" box, and numbers in the number boxes. If you are unsure of the exact number, please give your best estimate. Number of people actively Number of Type of organization or involved in the community organizations/institutions institution (please through this type of represented by those describe) organization individuals Other Group Other Group Other Group Other Group Other Group (Optional) is there anything else you would like to note about your community building efforts that your answers here do not adequately demonstrate? Exit and clear survey Resume later << Previous Next >>



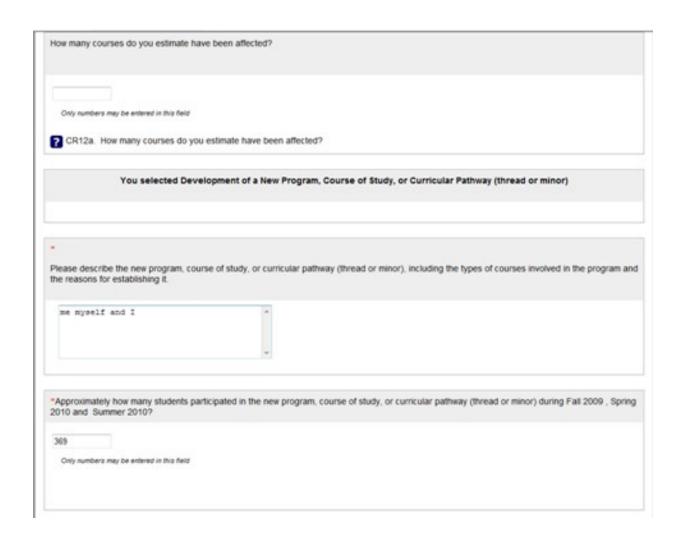
PATH monitor	CPATH 2011 PI Survey and Monitoring Tool
PATHINOMIO	0%
	Curricular Change
	CPATH Project Areas of Focus
Curricular Change	
Development of new courses, the revision of existing urricular pathways (minors or threads).	courses, the development of new course modules, and/or the creation of new programs of study or
	ped a new student-focused workshop/seminar series that is not delivered inside of existing course or students. Independent research projects would also fall into this category.
As part of your CPATH project in the Fall of 2009, Sp	ring of 2010 and Summer of 2010, was curricular change an area of focus?
O Yes O No	
7.5774 1.7-77.	ct activities have you been involved at your institution?
7-3-774 (-3-7-77)	ct activities have you been involved at your institution ?
In which of the following CPATH project Check any that apply	ct activities have you been involved at your institution ?
In which of the following CPATH project Check any that apply New Course Creation	
In which of the following CPATH project Check any that apply ✓ New Course Creation ✓ Revision to Existing Courses or De	
In which of the following CPATH project Check any that apply New Course Creation Revision to Existing Courses or De Development of a new program, co	velopment of Course Modules
In which of the following CPATH project Check any that apply New Course Creation Revision to Existing Courses or De Development of a new program, co	velopment of Course Modules surse of study, or curricular pathway (thread or minor)
Check any that apply New Course Creation Revision to Existing Courses or De Development of a new program, co New seminar or workshop series for	velopment of Course Modules surse of study, or curricular pathway (thread or minor)

Y	ou sele	cted New Course Creation	n as a type of curricular change	
"Have you created new courses within tr computing-related disciplines, or both?	raditiona	lly computing-related disciplin	nes (i.e., computer science, compute	r engineering), outside traditionally
Check any that apply				
within traditionally computing-relate	ed discin	lines (i.e. computer science	computer engineering/2	
☑ outside traditionally computing-relation			, componer engineering)?	
and the state of t	acc disc.	,		
Please list any <u>new</u> courses outside trad	itionally	computing-related discipline	s at your institution. If there is no	enrollment yet, please enter zero (0
a course is cross-listed, please include	all depa	artments and numbers on the	e same line.	
				Completion Excellenant in these
			Course Number (if already	Cumulative Enrollment in these courses during Fall 2009, Spring
	1	Department	approved)	2010, Summer 2010 terms 3
	2	myself	6	6
	3	I I	9	9
	4			
	5			
	6			
	7			
	8			
	9			
	10			
Are you able to obtain information from	your ins	titutional research office on	the breakdown of enrollment in these	courses by gender?
Yes © No				
e les Ono				
for all the new courses listed above, ple sum of the course enrollments listed abo		ort the total number of male	and female students. (ideally, the su	m of these two boxes will equal the
Calcumbers was be extend to these firsts				
Only numbers may be entered in these fields				
Male				
Female				

*Are you able to obtain information from your institutional research office on the breakdown of enrollment in these courses by race/ethnicity? Yes No Yes No No For all the new courses listed above, please report the total number students for each category. (ideally, the sum of these boxes will equal the sum the course enrollments listed above.) Only numbers may be entered in these fields African American or Black American Indian or Alaska Native Asian
For all the new courses listed above, please report the total number students for each category. (Ideally, the sum of these boxes will equal the sum the course enrollments listed above.) Only numbers may be entered in these fields African American or Black American Indian or Alaska Native
Only numbers may be entered in these fields African American or Black American Indian or Alaska Native
African American or Black American Indian or Alaska Native
American Indian or Alaska Native
Asian
Hispanic or Latino
Native Hawaiian or Other Pacific Islander
White, Non-Hispanic
More than one race reported
Race not known or reported
*Are you able to obtain information from your institutional research office on enrollment of students with disabilities in the new courses? Yes © No
For all the new courses listed above, please report the total number of students with disabilities.
Only numbers may be entered in this field
You selected Revision to Existing Courses or Development of Course Modules as a type of curricular change
"Were your revisions or modules intended for implementation in specific courses, departments or programs within your institution?
♥ Yes ○ No
"Were your revisions or modules intended for implementation in specific courses within traditionally computing-related disciplines (i.e., computer science, computer engineering), outside traditionally computing-related disciplines, or both?
Check any that apply

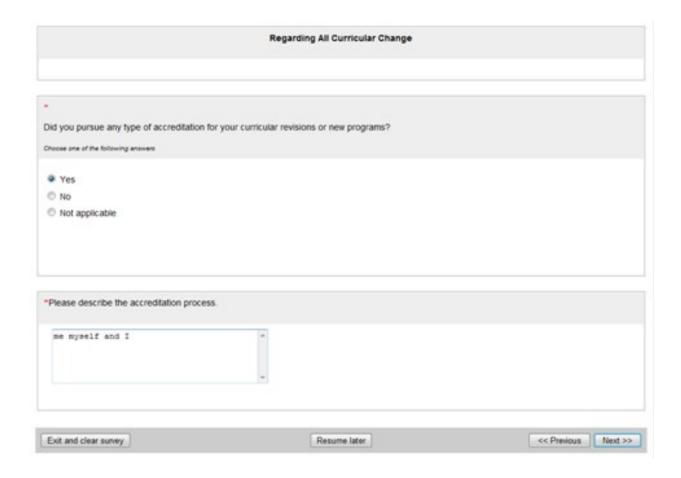
				Cumulative Enrollment in these courses during Fall 2009, Sprin
		Department/Program	Course Number	2010, Summer 2010 terms
	1			
	2			
	3			
	4			
	5			
	6			
	7			
	8			
	9			
	10			
se sa sioniation penami	g to see (SERIESIA	SCHOOLS IN COURSE CONSIDER	associately companing resource	disciplines at your institution below. Cumulative Enrollment in these
		Department/Program	Course Number	courses during Fall 2009, Sprin 2010, Summer 2010 terms
	1	- Coperation Coperation	34444	
	2			
	3			
	4			
	5			
	6			
	7			
	8			
	9			
Yes No		stitutional research office on the t		the sum of these two boxes will equal
e sum of the course enrollm Only numbers may be entered in the				
Male Female				

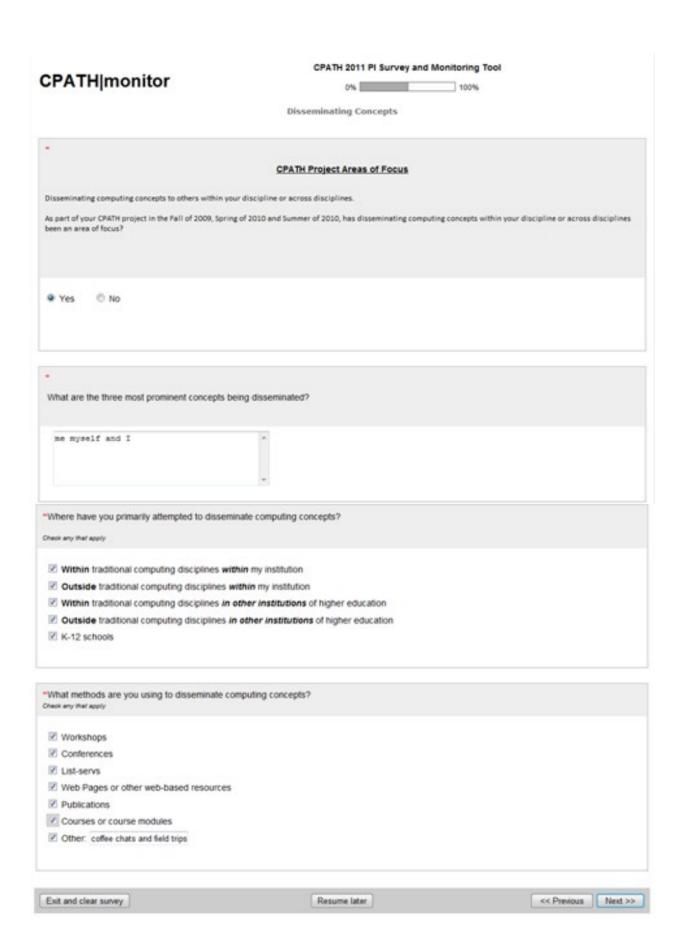
For all the revised courses listed above, please report the total number of students in each category. (ideally, the sum of these boxes will equal the sum of the course enrollments listed above.)
African American or Black American Indian or Alaska Native Asian Hispanic or Latino Native Hawaiian or Other Pacific Islander White, Non-Hispanic More than one race reported Race not known or reported
*Are you able to obtain information from your institutional research office on enrollment of students with disabilities in the revised courses?
● Yes
For all the revised courses listed above, please report the total number of students with disabilities.
Only numbers may be entered in this field
*Did you attempt to share course revisions or modules outside your institution?
❤ Yes ○ No
"How have you attempted to disseminate your course revisions or modules?
"To your knowledge, have your course revisions or modules been incorporated into courses at other institutions?
Yes ○ No
*Do you have data on the number of courses outside your institution that have used your revisions or modules?
● Yes ○ No



You selected new seminar or worksho	p series for students outsidents	de of the existing cou	rse structure as a typ	e of curricular change
"What was the topic or purpose of the works	hop or seminar series outside	of the existing course st	tructure?	
me myself and I				
*Approximately how many students participal	led in the New Seminar or work	shop series?		
369 Only numbers may be entered in this field				
*How many sessions were held?				
The many sessions were never				
36 Cirty numbers may be entered in this field				
What was the average length (in hours) of the	ese sessions?			
9				

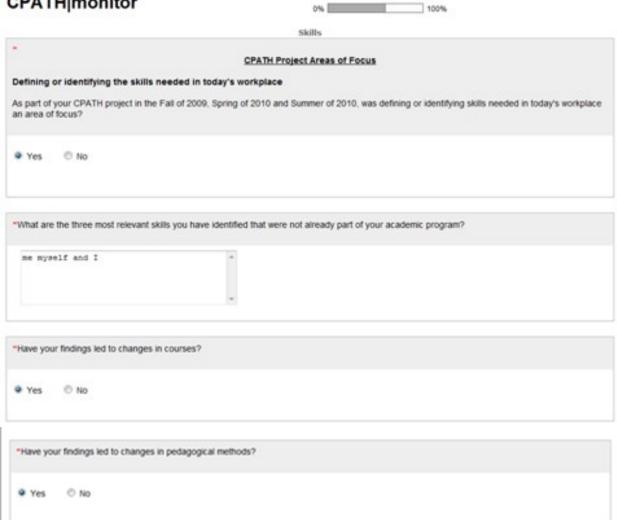
You selected independent research projects as a type of curricular change
*Please describe the structure and goals of the independent research projects below.
me mywelf and I
"How many students participated in independent research projects in the Fall of 2009, Spring 2010, and Summer 2010?
369 Cinly numbers may be entered in this field
You selected internship program as a type of curricular change
Please describe the activities of the internship program below.
me myself and I
How many students participated in the internship program during Fall 2009, Spring 2010 and Summer2010?
369 Only numbers may be entered in this field
*Please estimate the number of student participants in these activities in the Fall of 2009, Spring 20101, and Summer 2010.
369 Only numbers may be entered in this field
You selected other activity not listed as a type of curricular change
*Please describe the activities not listed above in Fall 2009, Spring 2010, and Summer 2010.
me mywelf and I





Exit and clear survey

CPATH 2011 PI Survey and Monitoring Tool



Resume later

<< Previous Next >>

CPATH 2011 PI Survey and Monitoring Tool



0%
Pedagogical Methods
CPATH Project Areas of Focus
ds for use by professors/graduate students.
d Summer 2010, was the implementation of new pedagogical methods an area of focus?
attempting to implement as part of your CPATH project.
students implementing modified pedagogies within your institution as a result of your CPATH

e myself and I		plement as part of your CPATH project.	
e myself and I			
e myself and I			
	*		
and order the number of faculty and	acaduata shutants implement	coling modified partagoning within your inc	Station on a mount of your CDATA
	graduate students impleme	enting modified pedagogies within your ins	titution as a result of your CPATE
ct.			
	Facu	tv	Graduate Students
Market to the All court comments of		4	Gradult Gradering
Within traditional computing			
Within traditional computing disciplines	3		5
disciplines Outside traditional computing	3		
disciplines			
disciplines Outside traditional computing			
disciplines Outside traditional computing			
disciplines Outside traditional computing disciplines	3		5
Outside traditional computing disciplines disciplines are enter the number of faculty and	3 graduate students implem	enting modified pedagogies outside your in	5
Outside traditional computing disciplines disciplines are enter the number of faculty and	3 graduate students implem	enting modified pedagogies outside your in	5
disciplines Outside traditional computing disciplines	3 graduate students implem	enting modified pedagogies outside your in	5
disciplines Outside traditional computing disciplines disciplines ase enter the number of faculty and ect. Please only report for institutions	3 graduate students implem	enting modified pedagogies outside your in	5
Outside traditional computing disciplines disciplines are enter the number of faculty and etc. Please only report for institutions within traditional computing	graduate students impleme s that are not also CPATH (enting modified pedagogies outside your in grantees.	stitution as a result of your CPAT
Outside traditional computing disciplines ase enter the number of faculty and ect. Please only report for institutions Within traditional computing disciplines	graduate students implems that are not also CPATH of Faculty	enting modified pedagogies outside your in grantees. Graduate Students	stitution as a result of your CPAT
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Outside traditional computing disciplines disciplines ase enter the number of faculty and ct. Please only report for institutions disciplines. Within traditional computing disciplines. Outside traditional computing	graduate students impleme s that are not also CPATH of Faculty	enting modified pedagogies outside your in grantees. Graduate Students 6	stitution as a result of your CPAT Institutions

CPATH 2011 PI Survey and Monitoring Tool

	Strongly Agree	Agree	No Opinion/Neutral	Disagree	Strongly Disagree	Not Applicable
our CPATH project has led to						
the incorporation of computational thinking into	0	0	۰	0	0	0
courses in departments						
outside traditional computing. Our CPATH project has						
reated self-sustaining, multi-	0	0		0	0	0
sector partnerships around computing education.						
Our CPATH project is a	0	0		0	0	0
promising model that other institutions could adopt.	0	0	•	0	0	0
The CPATH program has						
succeeded in disseminating improved curriculum and	0	0	۰	0	0	0
instructional practices to the higher education community.						
The CPATH program has						
helped to build national consensus regarding the						
nowledge and competencies	0	0	•	0	0	.0
students need to enter the workforce.						
he CPATH program has had						
a significant influence on the national conversation	0	0		0		0
surrounding undergraduate						
computing education. hat is the most significant inst	itutional challenge y	ou have encou	ntered in the implementat	ion of your CPA	TH project?	
computing education.	itutional challenge y		ntered in the implementat	ion of your CPA	TH project?	
computing education. that is the most significant inst						your CPATH

	CPATH 2011 PI Survey and Monit	oring Tool
CPATH monitor	0%	100%
	You have reached the end of the survey!	
	urvey (you can move through the survey using the "<- ou will be given the option to print your answers once	
Exit and clear survey	Resume later	<< Previous Submit
Your survey has been submitted. The	ank you again!	
	survey answers, please be aware that you will likely see of skip patterns in the survey structure.	many questions which you did

Print your answers.