

# CMNS SENIOR CLEARANCE INFORMATION FORM 2011-2012

**This graduation survey asks about your co-curricular experiences while a student at the University of Maryland and your plans for the future. By completing this survey, you are helping us evaluate whether our current programs are serving students' needs and enabling us to provide more opportunities for future students.**

FIELDS MARKED WITH AN ASTERISK "\*" ARE REQUIRED.

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## 1. Your Name

First

Last

\*

## 2. University ID # (not SSN)

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## 3. Major

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## 4. Expected Date of Graduation

- May 2012
- August 2012
- December 2012

## POST-GRADUATE INFORMATION

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## 5. Address

\*

## 6. City, State & Zip

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**7. Phone number**

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**8. Email (other than "umd.edu" or "terpmail.umd.edu" address)**

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**9. Did you transfer to the University of Maryland?**

- Yes
- No

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**10. Were you involved in any of the following programs?**

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**11. While an undergraduate student, did you participate in an on-campus research internship with a faculty member?**

- Yes
- No

If yes, list the names of all your faculty research mentors

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**12. While an undergraduate student, did you participate in an off-campus research experience?**

- Yes
- No

If yes, list the names of all companies and organizations where you did an off-campus research internship, along with the name of the person who supervised/mentored you.

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**13. While an undergraduate student, did you participate in a non-research internship? (e.g. volunteering in a hospital, teaching, community service, etc.)**

- Yes
- No

If yes, list the names of all companies and organizations where you did a non-research internship

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**14. Which statement best fits your post-graduation plans?**

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If you do NOT plan to enroll in a degree-granting program within the next year, please skip to question #19.

**15. If you plan to enroll in a degree-granting program in the next year or so following graduation, what degree will you pursue?**

**16. If you have committed to enroll at a specific institution, list it here**

**17. If you have been accepted to one or more institutions, but have not yet decided which one you will attend, list them all here.**

**18. If you have applied to one or more institutions, and are still waiting hear about admission, list them here.**

**19. If you are NOT enrolling in a degree-granting program within the next year, what do you plan to do next? If you are enrolling in a degree-granting program within the next year, skip to question #21.**

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**20. List institution, organization or company where you plan to pursue post-graduate training or employment**

**21. Have any of your courses used the MathBench Biology Modules (interactive web-based modules sometimes introduced into BSCI 105, 106, 207, 222 and 223)?**

- Yes
- No
- I don't know

**22. In your opinion, which statement best describes the relationship between math and biology?**

- In your opinion, which statement best describes the relationship between math and biology? Math is not relevant to biology.
- Math can be useful in biology but it's not really necessary.
- Math is helpful in biology.
- Math is essential in biology if you want to do cutting-edge work.
- Math is essential for doing any biology, cutting-edge or not.

**23. Which best describes your attitude toward math?**

- I hate math and try to avoid it.
- I don't like math but I can cope with it.
- I don't care about math one way or another.
- I like math but I don't seek it out.

- I like math and I enjoyed having coursework that included math.

**24. Which Calculus 1 course did you take?**

- AP or IB credit
- MATH 220 here at Maryland
- MATH 220 equivalent at another institution
- MATH 130 here at Maryland
- MATH 140 here at Maryland
- MATH 140 equivalent at another institution

**25. Which Calculus 2 course did you take?**

- AP or IB credit
- MATH 221 here at Maryland
- MATH 221 equivalent at another institution
- MATH 131 here at Maryland
- MATH 141 here at Maryland
- MATH 141 equivalent at another institution

**26. How well did your calculus class prepare you for your upper level science coursework?**

- It was insufficient preparation.
- It was sufficient preparation.
- It made me well prepared.

**27. Which Physics 1 course did you take?**

- AP or IB credit
- PHYS 121 here at Maryland
- PHYS 121 equivalent at another institution
- PHYS 131 here at Maryland
- PHYS 141 here at Maryland
- PHYS 141 equivalent at another institution

Other (please specify)

## 28. Which Physics 2 course did you take?

- AP or IB credit
- PHYS 122 here at Maryland
- PHYS 122 equivalent at another institution
- PHYS 132 here at Maryland
- PHYS 142 here at Maryland
- PHYS 142 equivalent at another institution

Other (please specify)

## 29. Indicate the degree to which you agree or disagree with the following statements.

	strongly disagree	disagree	neutral	agree	strongly agree
The physics courses I took were relevant to my major	<input type="radio"/>				
The physics courses I took strengthened my quantitative reasoning skills (ability to work with numbers, equations and graphs)	<input type="radio"/>				
Time should not be taken out of biology courses to present physics	<input type="radio"/>				
It is beneficial to me, as a biologist, to also be proficient in physics	<input type="radio"/>				
Mathematics helped me make deeper sense of biological phenomena	<input type="radio"/>				
Ideas I learned in physics are rarely useful in biology	<input type="radio"/>				
Math provides another way of describing biological phenomena, but rarely provides a deeper or better understanding	<input type="radio"/>				
Physics helps me make sense	<input type="radio"/>				

	strongly disagree	disagree	neutral	agree	strongly agree
of biological phenomena					
Ideas I learned in math are rarely useful in biology	<input type="radio"/>				
The physics courses I took made clear the connections between physics and biology	<input type="radio"/>				
Ideas I learned in biology are rarely useful in physics	<input type="radio"/>				
It is beneficial to me, as a biologist, to be proficient in math	<input type="radio"/>				
Physics is largely irrelevant for understanding biological processes	<input type="radio"/>				
The physics courses I took will be good preparation for my intended career	<input type="radio"/>				

**30. Use this space to comment on any of your answers above.**

**31. What were the three most meaningful/valuable undergraduate courses that you had? Why were these courses especially meaningful or valuable?**

Course 1	<input type="text"/>
Reason 1	<input type="text"/>
Course 2	<input type="text"/>
Reason 2	<input type="text"/>
Course 3	<input type="text"/>
Reason 3	<input type="text"/>

**32. In the undergraduate courses for your major (that is, taught by CMNS faculty), how often did instructors use these methods?**

	None of my courses	Few of my courses	Some of my courses	Most of my courses	All of my courses
Communicating course goals and objectives	<input type="radio"/>				
Group work during class time	<input type="radio"/>				
Group work outside of class time	<input type="radio"/>				
Extensive lecturing (more than 15 min per session without breaks for questions or active engagement of students)	<input type="radio"/>				
Class discussions	<input type="radio"/>				
Scientific writing	<input type="radio"/>				
Online module with immediate feedback (such as Mastering CHEM or MathBench)	<input type="radio"/>				
Real-life problems (e.g., Problem-Based Learning, case studies)	<input type="radio"/>				
Personal Response System (clickers)	<input type="radio"/>				
Out of class discussions (e.g., online forums)	<input type="radio"/>				
Multimedia instruction (e.g., video clips, animations, sound clips)	<input type="radio"/>				
Games, simulations, role play	<input type="radio"/>				
Answering questions from individual students in class	<input type="radio"/>				
Debates in class	<input type="radio"/>				

	None of my courses	Few of my courses	Some of my courses	Most of my courses	All of my courses
Graphic organizers (such as concept maps)	<input type="radio"/>				
Asking students to interpret graphical information	<input type="radio"/>				
Other (please specify)	<input type="text"/>				

**33. In the undergraduate courses for your major (that is, taught by CMNS faculty), how often did instructors use these methods?**

	None of my courses	A few of my courses	Some of my courses	Most of my courses	All of my courses
Multiple-choice questions	<input type="radio"/>				
Essay questions	<input type="radio"/>				
Quizzes	<input type="radio"/>				
Student poster	<input type="radio"/>				
Oral presentations	<input type="radio"/>				
Writing mini-research papers	<input type="radio"/>				
Student evaluations of each others' work	<input type="radio"/>				
Portfolios	<input type="radio"/>				
Mid-semester course evaluations regarding your teaching	<input type="radio"/>				
Pre-test of prior knowledge	<input type="radio"/>				
Class participation	<input type="radio"/>				
Group projects	<input type="radio"/>				
Lab reports	<input type="radio"/>				
Other (please specify)	<input type="text"/>				

**34. Rate the following skills in terms of importance to you in your undergraduate education:**

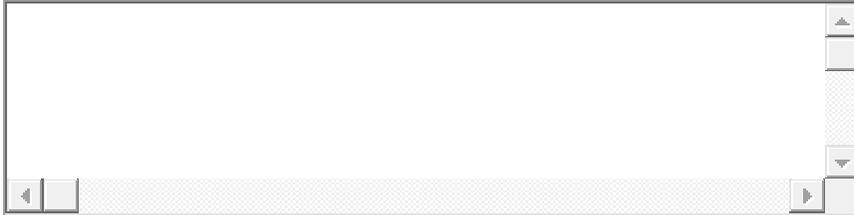
	Not important	Slightly important	Fairly important	Important	Very important
Work in groups	<input type="radio"/>				
Scientific writing	<input type="radio"/>				
Memorize some basic facts	<input type="radio"/>				
Acquire major scientific concepts	<input type="radio"/>				
Learn basic sets of laboratory skills	<input type="radio"/>				
Understand the dynamic nature of science	<input type="radio"/>				
Understand how science applies to everyday life	<input type="radio"/>				
Remember formulas, structures, and procedures	<input type="radio"/>				
Oral communication	<input type="radio"/>				
Training in entrepreneurship	<input type="radio"/>				
Develop critical thinking skills	<input type="radio"/>				

**35. Have you participated in any of the following types international experiences during your undergraduate program? Check all that apply.**

- A University of Maryland course abroad (including College Park Scholars trips abroad, spring or winter break programs, summer courses and semesters abroad)
- An academic program sponsored by another U.S. University
- A program you arranged directly with a foreign university
- Scientific research or fieldwork in a foreign country

Community service or volunteer work in a foreign country  
If you checked any of the above, please indicate the program and the country.

**36. My one best memory of my education in the College of CMNS is...**



**37. If I could change one thing about my educational experience in the College of CMNS, it would be...**



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**38. The data collected through this survey will be used to help us develop programs to improve teaching. We will also analyze the data as part of a research project to see how teaching practices and undergraduate education change over time. The data will be reported only in aggregate and direct quotes from open-ended questions will not be attributed to individuals. Do you give your permission for us to use this data for research?**

- Yes
- No

Done >>