

**STEP-U Revised**  
**July 2017**

**Rate the following skills in terms of importance to you in your undergraduate education. The word *discipline*, used below, refers to your major field of study (e.g., chemistry, biology, mathematics).**

**1 (Not important)      2      3      4      5      6      7 (Extremely important)**

1. Working in groups
2. Writing for a scholarly or professional audience
3. Memorizing some basic facts
4. Acquiring major concepts in your discipline
5. Learning basic sets of laboratory skills
6. Understanding the dynamic nature of your discipline
7. Understanding how your discipline applies to the real world
8. Remembering chemical structures
9. Remembering formulas
10. Remembering procedures or steps
11. Applying quantitative reasoning
12. Solving problems
13. Evaluating credibility of sources in your discipline
14. Locating credible primary sources
15. Understanding information presented in primary sources
16. Developing creativity and innovation
17. Developing understanding of the interdisciplinary nature of your discipline (e.g., how biology relates to chemistry, how math relates to computer science).
18. Memorizing large quantities of information
19. Decision-making based on evidence
20. Developing oral communication skills
21. Developing entrepreneurial thinking
22. Analyzing data
23. Using software appropriate to your discipline
24. Computer programming
25. Interpreting data
26. Designing research studies

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

**1 (Never)      2      3      4 (About half of my courses)      5      6      7 (In all of my courses)**

1. Writing assignments (reflective writing, journals, essays, reports)

2. Extensive lecturing (more than 15 minutes per session without breaks for questions or active engagement of students)
3. Requiring you to memorize large quantities of information
4. Emphasizing major concepts or theories
5. Emphasizing the dynamic nature of your discipline
6. Relating course material to the real world
7. Inquiry-based learning (e.g., problem-based learning, case studies)
8. Relating course material to scholarly research
9. Teaching with an interdisciplinary approach (e.g., making connections between physics and biology, between math and computer science)
10. Communicating course goals and objectives to students
11. Answering questions from individual students in class
12. Administering a pre-test at the beginning of the semester to assess your prior knowledge
13. Assigning homework that counts toward final grade

**In the undergraduate courses for your major (that is, taught by CMNS faculty), how often were you asked to engage in the following:**

**1 (Never)      2      3      4 (About half of my courses)      5      6      7 (In all of my courses)**

1. Working in groups during class time
2. Working in groups outside of class time
3. Discussing and exchanging ideas with classmates during class time
4. Taking exams that allow you to bring notes or a formula sheet
5. Applying quantitative reasoning
6. Solving problems
7. Reading primary sources
8. Completing assignments/activities that require creativity and innovation
9. Oral presentations
10. Analyzing data
11. Using software appropriate for my discipline
12. Computer programming
13. Interpreting data
14. Designing research studies
15. Using online class resources (e.g., videos, interactive modules, interactive textbooks)