



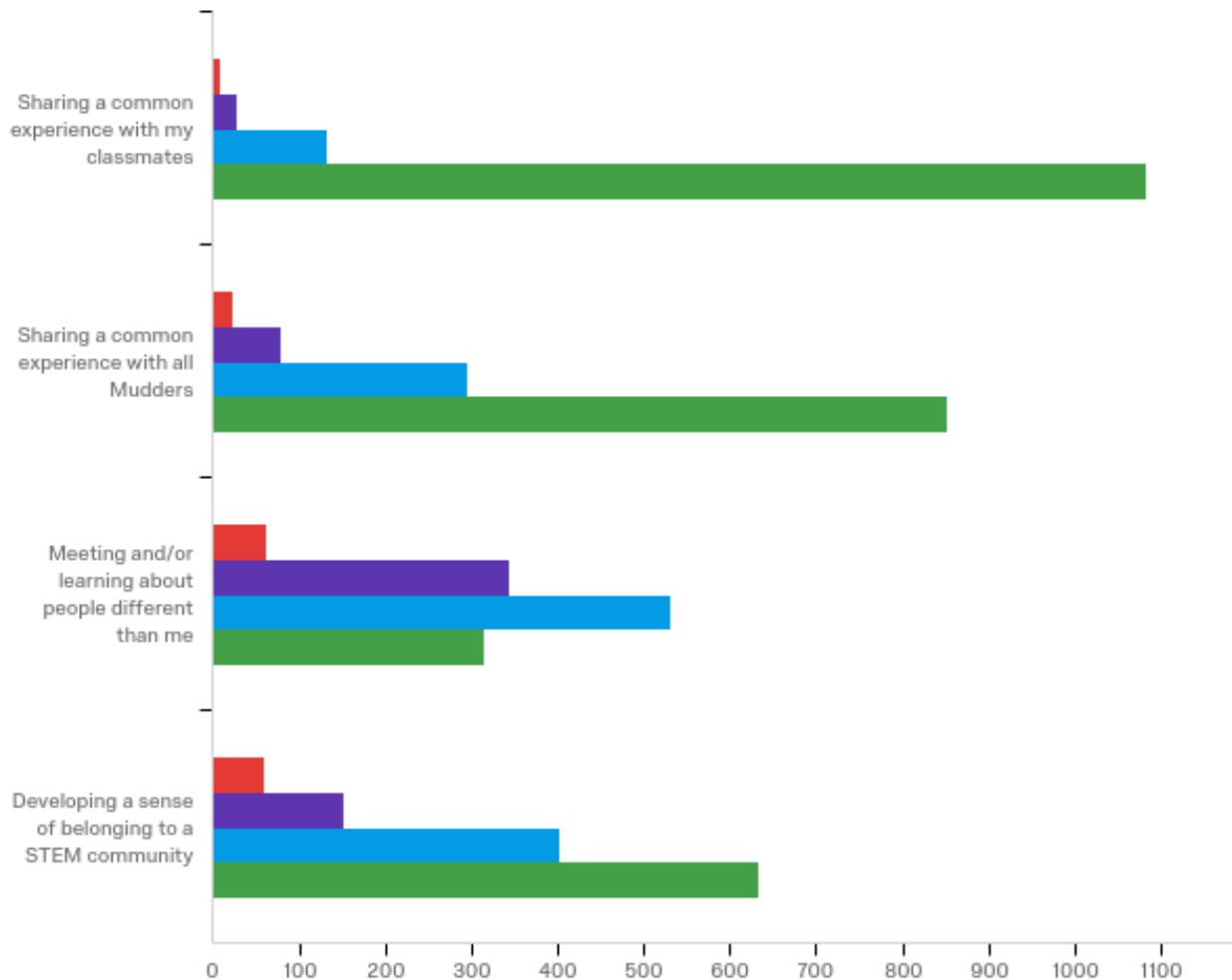
Quantitative Report

CRPT Survey-Alumni

All Responses

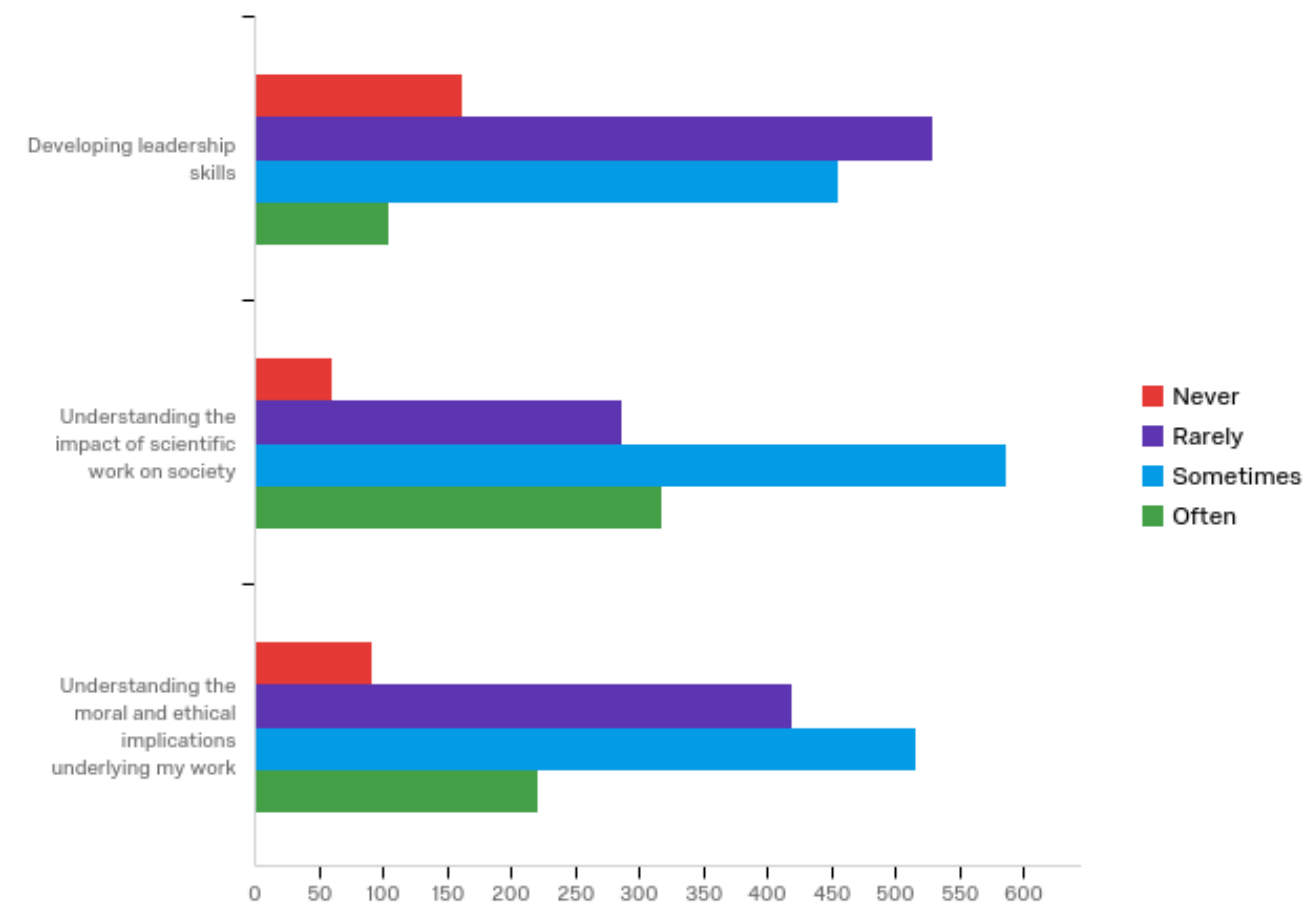
July 2017

Please indicate the extent to which the items in this list were part of your community experience in the Core:



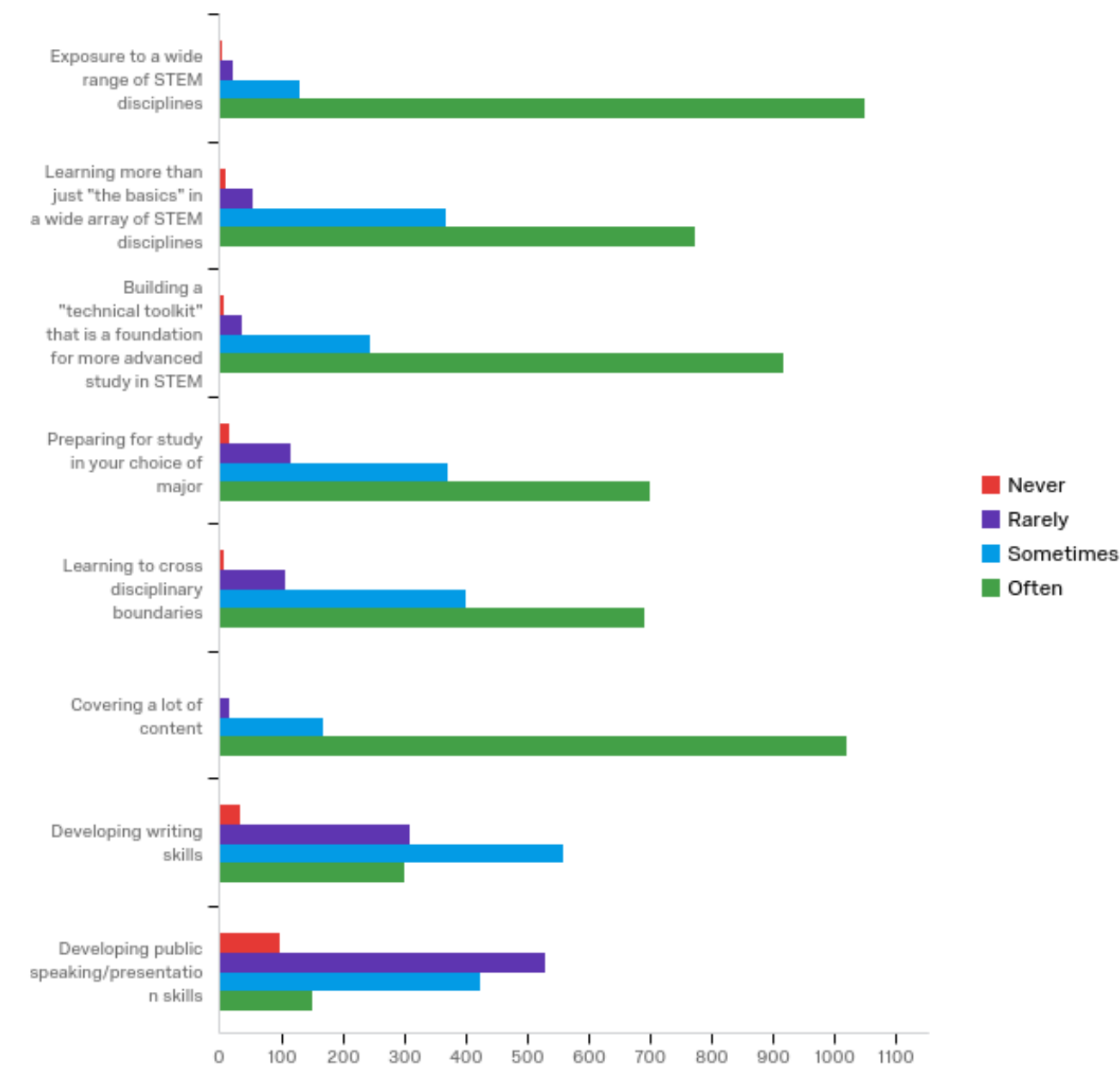
Question	Never		Rarely		Sometimes		Often		Total
Sharing a common experience with my classmates	0.64%	8	2.16%	27	10.63%	133	86.57%	1083	1251
Sharing a common experience with all Mudders	1.92%	24	6.24%	78	23.68%	296	68.16%	852	1250
Meeting and/or learning about people different than me	4.96%	62	27.46%	343	42.43%	530	25.14%	314	1249
Developing a sense of belonging to a STEM community	4.74%	59	12.20%	152	32.26%	402	50.80%	633	1246

Please indicate the extent to which the items in this list were part of your ethics and leadership development in the Core:



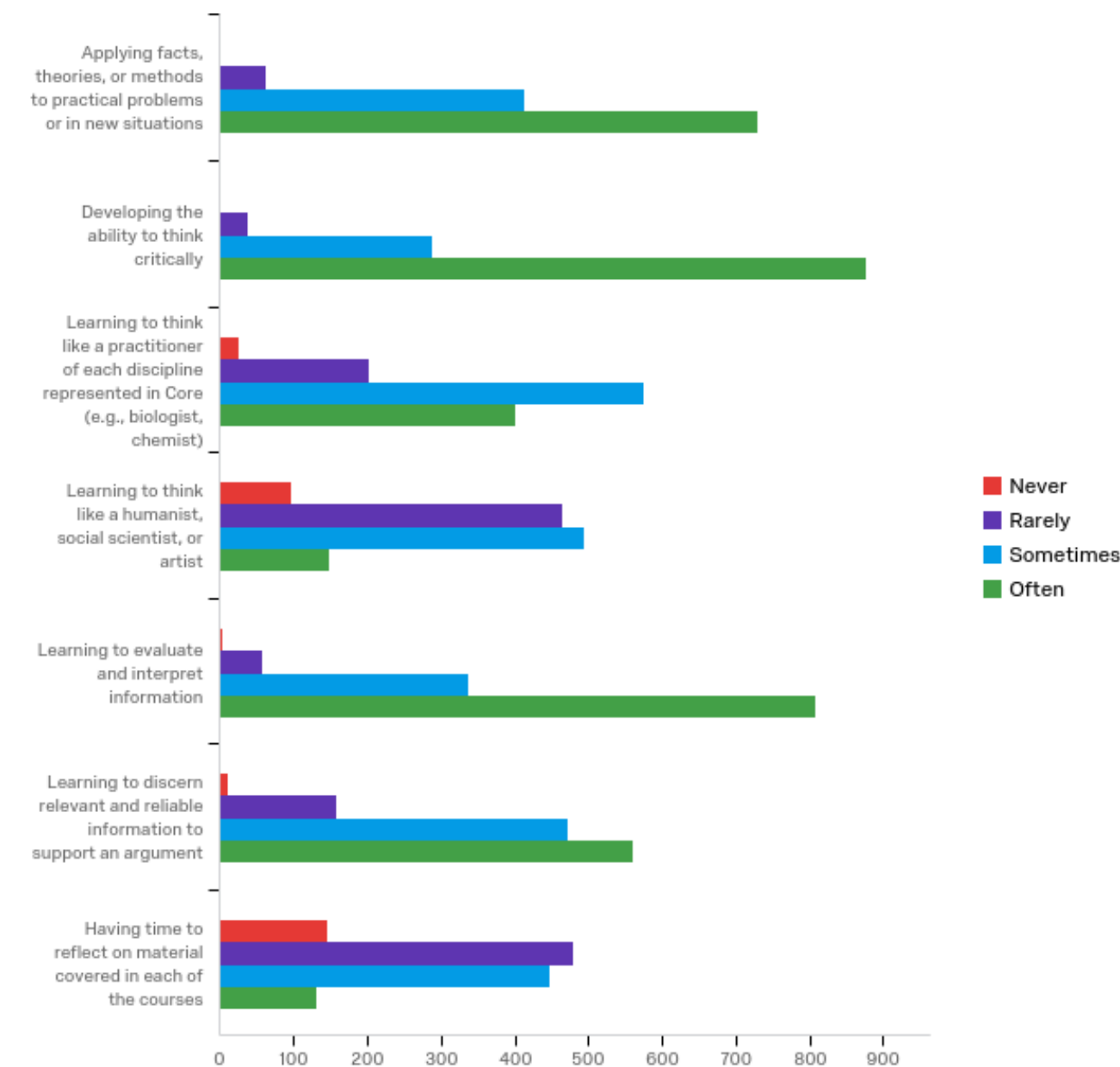
Question	Never		Rarely		Sometimes		Often		Total
Developing leadership skills	12.95%	162	42.29%	529	36.45%	456	8.31%	104	1251
Understanding the impact of scientific work on society	4.80%	60	22.86%	286	46.92%	587	25.42%	318	1251
Understanding the moral and ethical implications underlying my work	7.29%	91	33.65%	420	41.35%	516	17.71%	221	1248

Please indicate the extent to which the items in this list were part of your technical development in the Core:



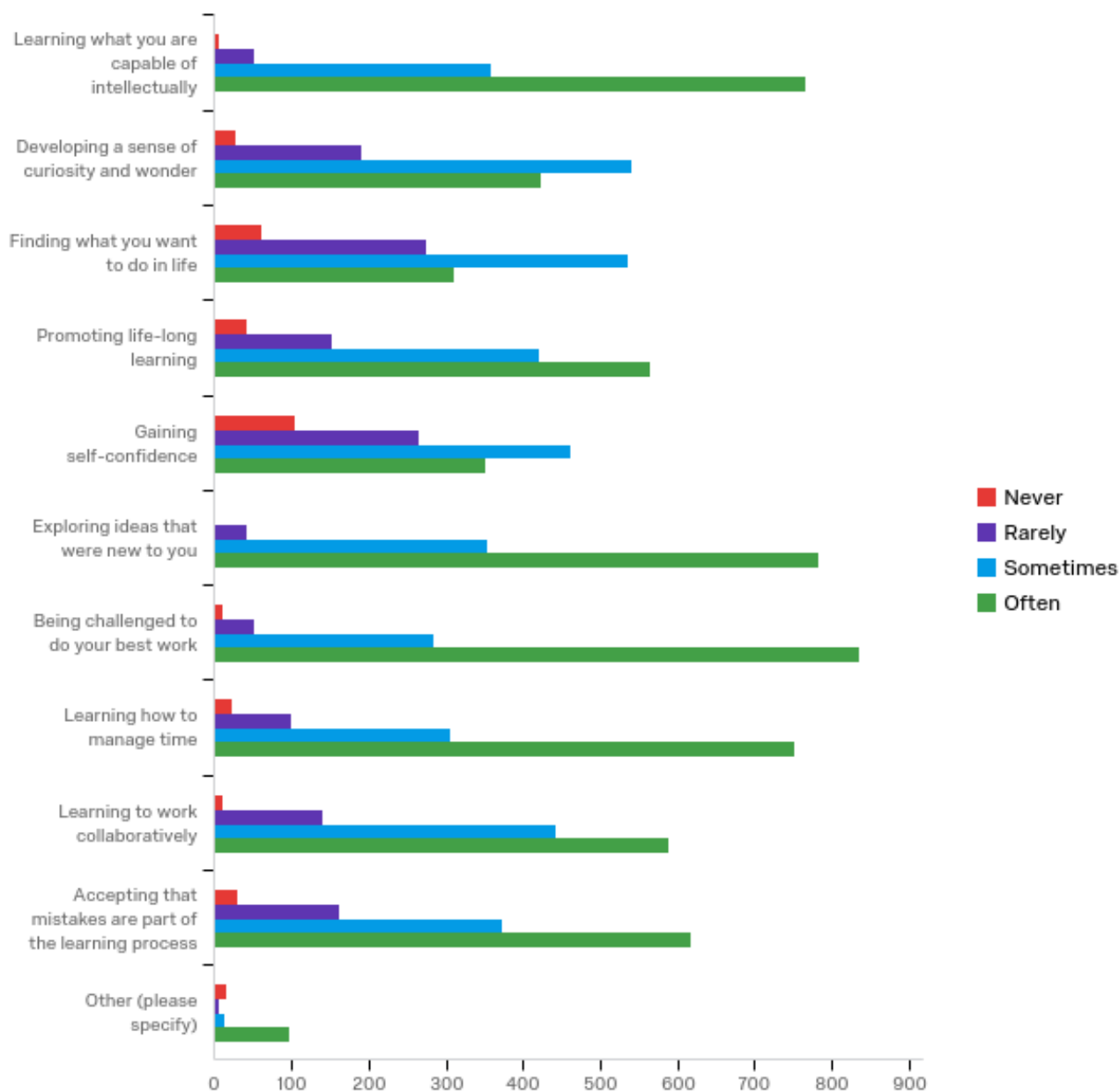
Question	Never		Rarely		Sometimes		Often		Total
Exposure to a wide range of STEM disciplines	0.33%	4	1.74%	21	10.94%	132	86.99%	1050	1207
Learning more than just "the basics" in a wide array of STEM disciplines	0.83%	10	4.39%	53	30.68%	370	64.10%	773	1206
Building a "technical toolkit" that is a foundation for more advanced study in STEM	0.66%	8	3.15%	38	20.20%	244	75.99%	918	1208
Preparing for study in your choice of major	1.33%	16	9.56%	115	30.92%	372	58.19%	700	1203
Learning to cross disciplinary boundaries	0.50%	6	8.96%	108	33.17%	400	57.38%	692	1206
Covering a lot of content	0.17%	2	1.32%	16	13.99%	169	84.52%	1021	1208
Developing writing skills	2.74%	33	25.69%	309	46.55%	560	25.02%	301	1203
Developing public speaking/presentation skills	8.21%	99	44.03%	531	35.24%	425	12.52%	151	1206

Please indicate the extent to which the items in this list were part of your intellectual development in the Core:



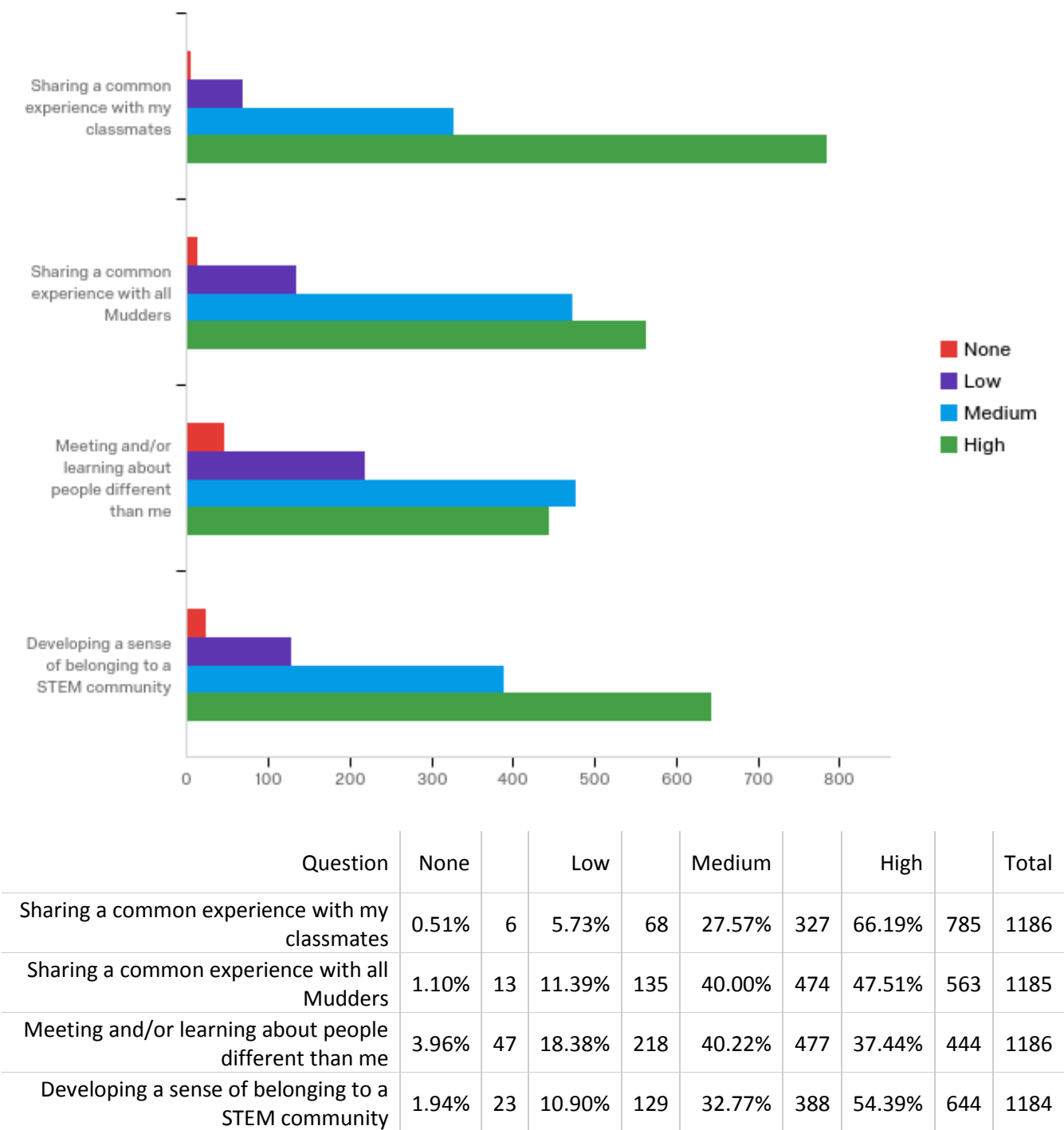
Question	Never		Rarely		Sometimes		Often		Total
Applying facts, theories, or methods to practical problems or in new situations	0.17%	2	5.14%	62	34.30%	414	60.40%	729	1207
Developing the ability to think critically	0.17%	2	3.07%	37	23.92%	288	72.84%	877	1204
Learning to think like a practitioner of each discipline represented in Core (e.g., biologist, chemist)	2.16%	26	16.85%	203	47.72%	575	33.28%	401	1205
Learning to think like a humanist, social scientist, or artist	8.04%	97	38.64%	466	40.96%	494	12.35%	149	1206
Learning to evaluate and interpret information	0.25%	3	4.73%	57	28.03%	338	67.00%	808	1206
Learning to discern relevant and reliable information to support an argument	1.00%	12	13.22%	159	39.15%	471	46.63%	561	1203
Having time to reflect on material covered in each of the courses	12.12%	146	39.75%	479	37.18%	448	10.95%	132	1205

Please indicate the extent to which the items in this list were part of your personal development...

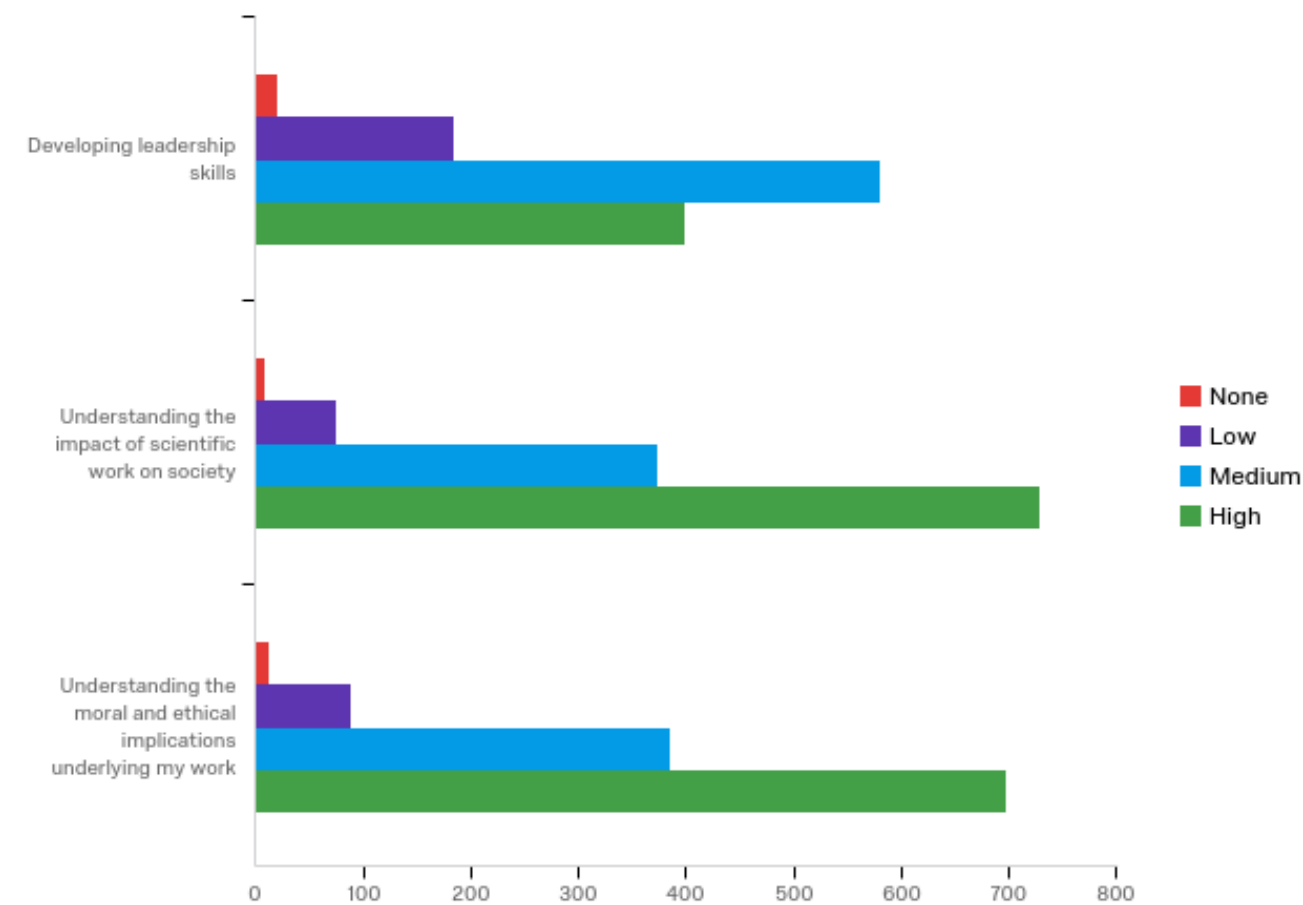


Question	Never		Rarely		Sometimes		Often		Total
Learning what you are capable of intellectually	0.59%	7	4.31%	51	30.35%	359	64.75%	766	1183
Developing a sense of curiosity and wonder	2.28%	27	16.07%	190	45.77%	541	35.87%	424	1182
Finding what you want to do in life	5.25%	62	23.18%	274	45.35%	536	26.23%	310	1182
Promoting life-long learning	3.47%	41	12.94%	153	35.70%	422	47.88%	566	1182
Gaining self-confidence	8.79%	104	22.49%	266	38.97%	461	29.75%	352	1183
Exploring ideas that were new to you	0.17%	2	3.56%	42	29.89%	353	66.38%	784	1181
Being challenged to do your best work	0.85%	10	4.31%	51	24.11%	285	70.73%	836	1182
Learning how to manage time	1.87%	22	8.40%	99	25.95%	306	63.78%	752	1179
Learning to work collaboratively	0.93%	11	11.91%	141	37.42%	443	49.75%	589	1184
Accepting that mistakes are part of the learning process	2.46%	29	13.72%	162	31.50%	372	52.33%	618	1181
Other (please specify)	12.31%	16	3.85%	5	9.23%	12	74.62%	97	130

Regardless of your experience in the Core, please indicate the priority level each of these items should have in the Core going forward:

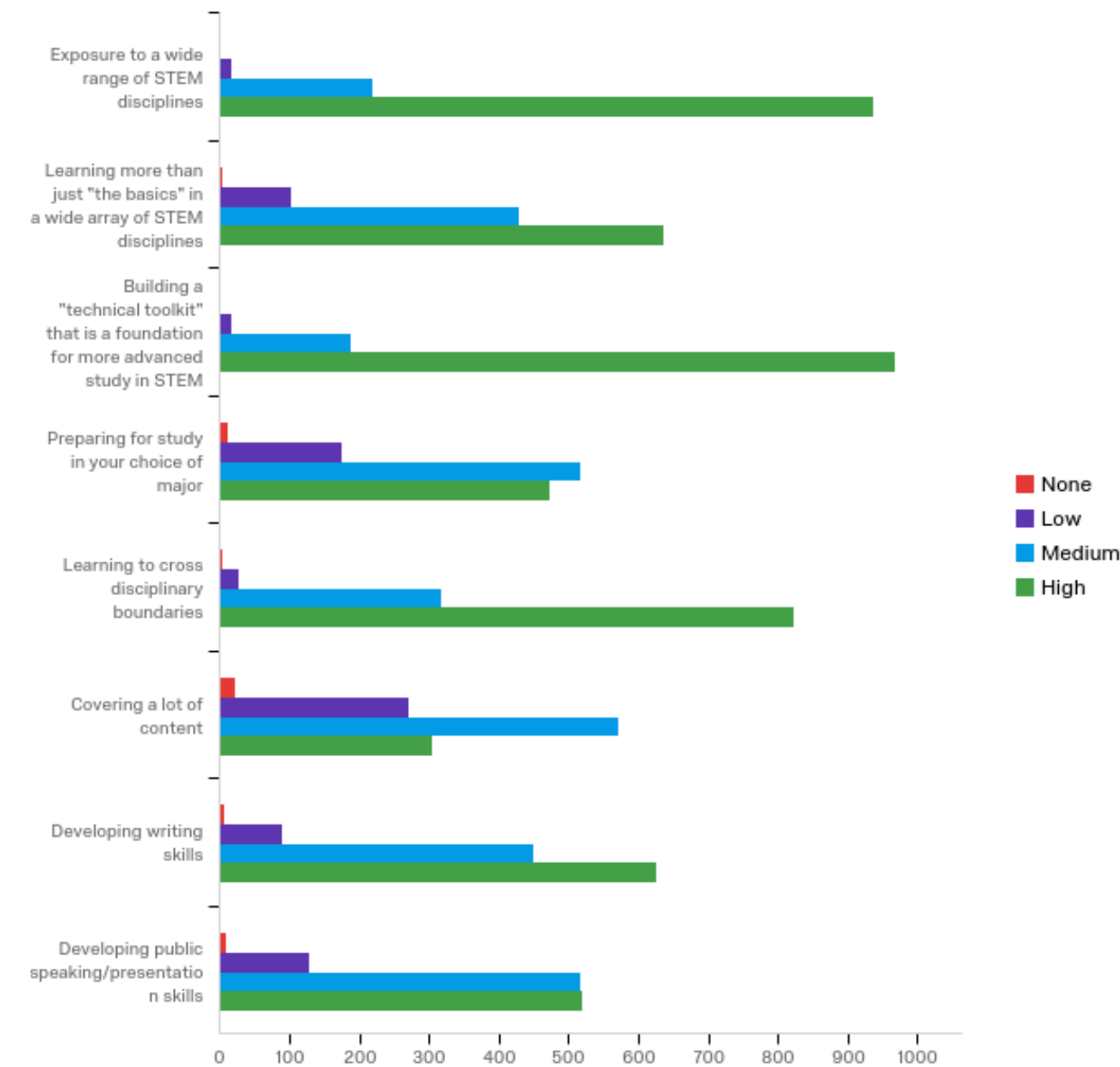


Regardless of your experience in the Core, please indicate the priority level each of these items should have in the Core going forward:



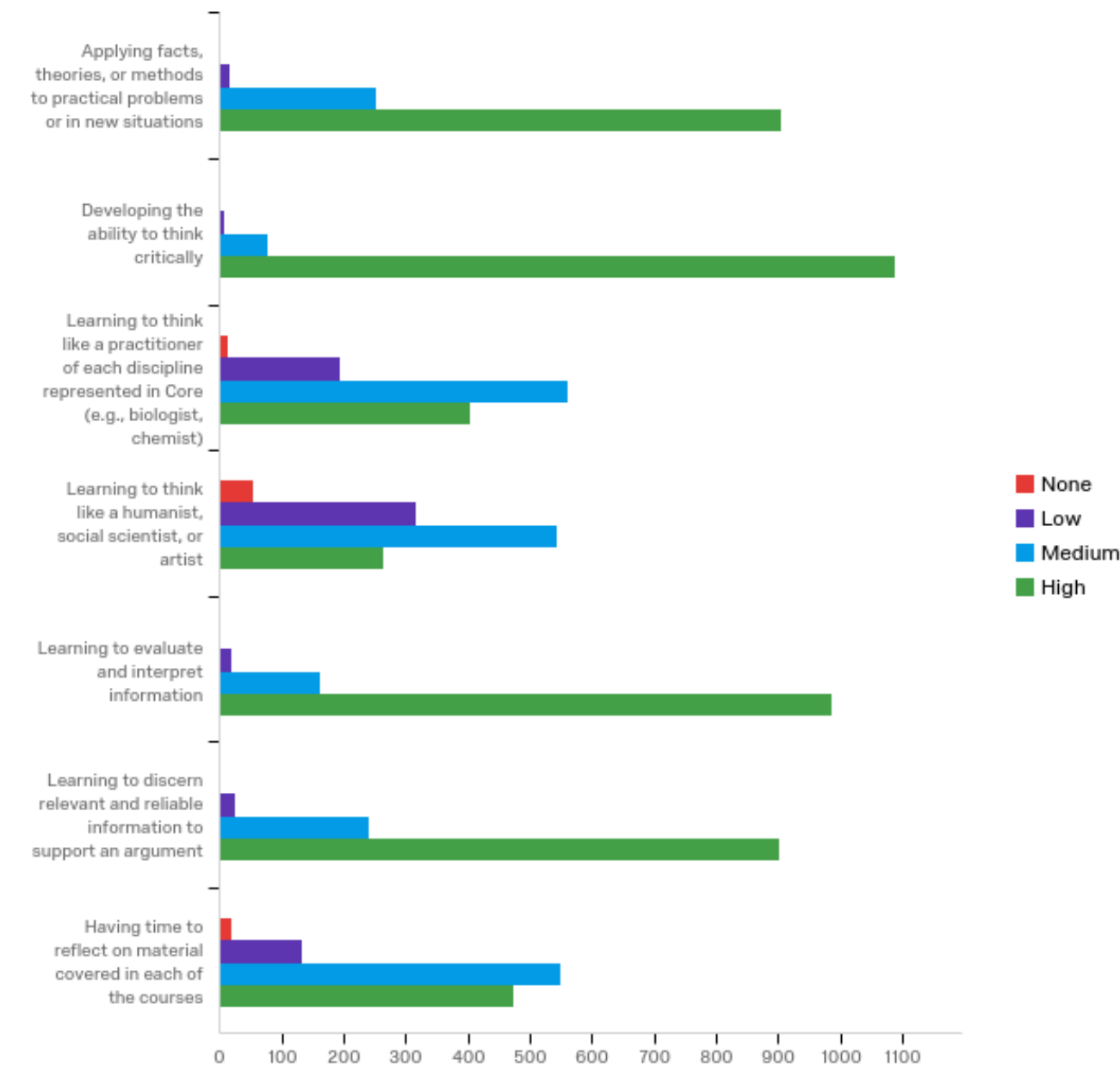
Question	None		Low		Medium		High		Total
Developing leadership skills	1.69%	20	15.54%	184	48.99%	580	33.78%	400	1184
Understanding the impact of scientific work on society	0.76%	9	6.32%	75	31.45%	373	61.47%	729	1186
Understanding the moral and ethical implications underlying my work	1.10%	13	7.51%	89	32.57%	386	58.82%	697	1185

Regardless of your experience in the Core, please indicate the priority level each of these items should have in the Core going forward:



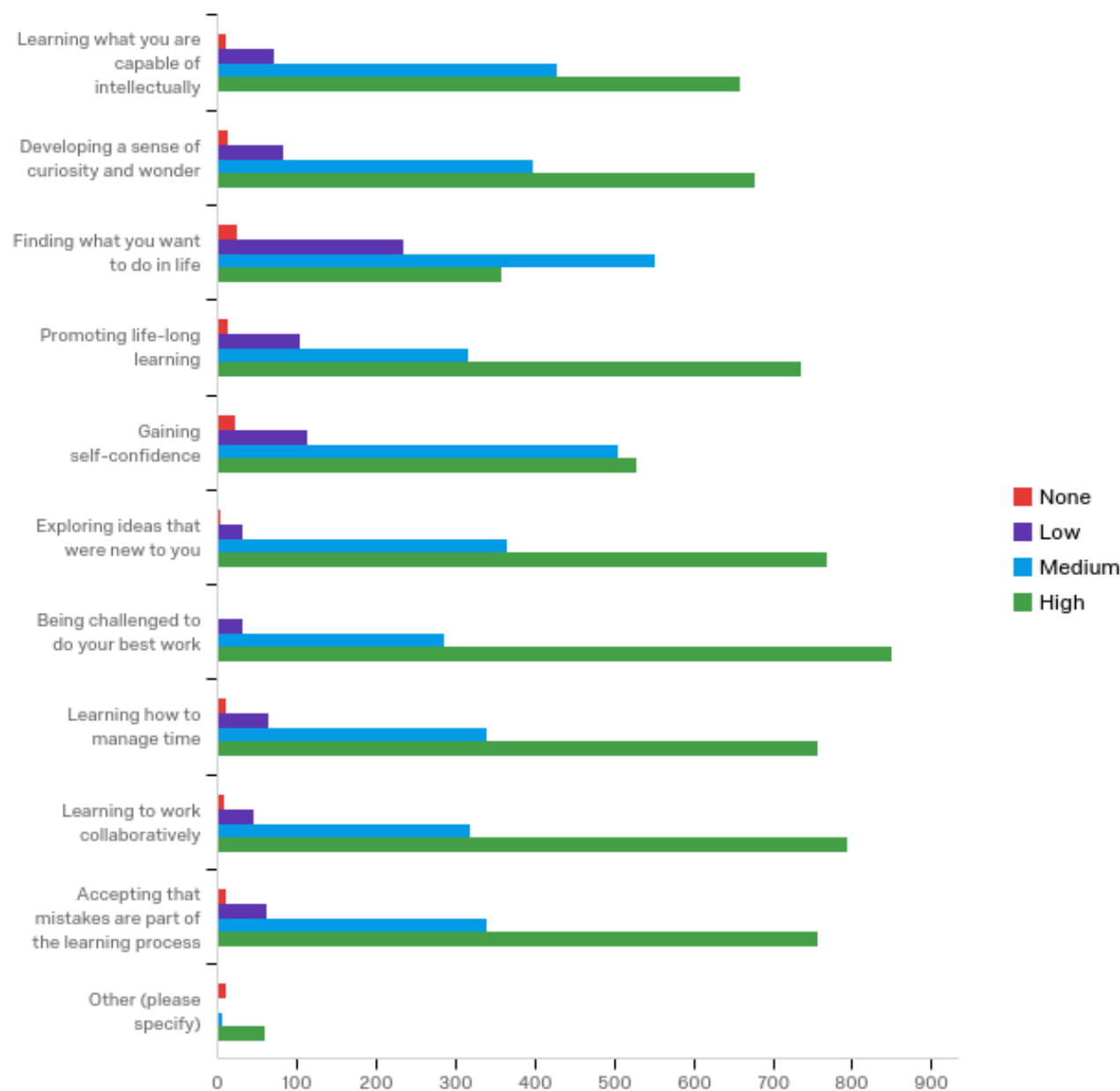
Question	None		Low		Medium		High		Total
Exposure to a wide range of STEM disciplines	0.09%	1	1.36%	16	18.76%	220	79.80%	936	1173
Learning more than just "the basics" in a wide array of STEM disciplines	0.43%	5	8.78%	103	36.49%	428	54.31%	637	1173
Building a "technical toolkit" that is a foundation for more advanced study in STEM	0.09%	1	1.45%	17	15.94%	187	82.52%	968	1173
Preparing for study in your choice of major	0.94%	11	14.82%	174	44.04%	517	40.20%	472	1174
Learning to cross disciplinary boundaries	0.26%	3	2.30%	27	27.13%	318	70.31%	824	1172
Covering a lot of content	1.88%	22	23.25%	272	48.89%	572	25.98%	304	1170
Developing writing skills	0.51%	6	7.60%	89	38.51%	451	53.37%	625	1171
Developing public speaking/presentation skills	0.77%	9	10.91%	128	43.99%	516	44.33%	520	1173

Regardless of your experience in the Core, please indicate the priority level each of these items should have in the Core going forward:



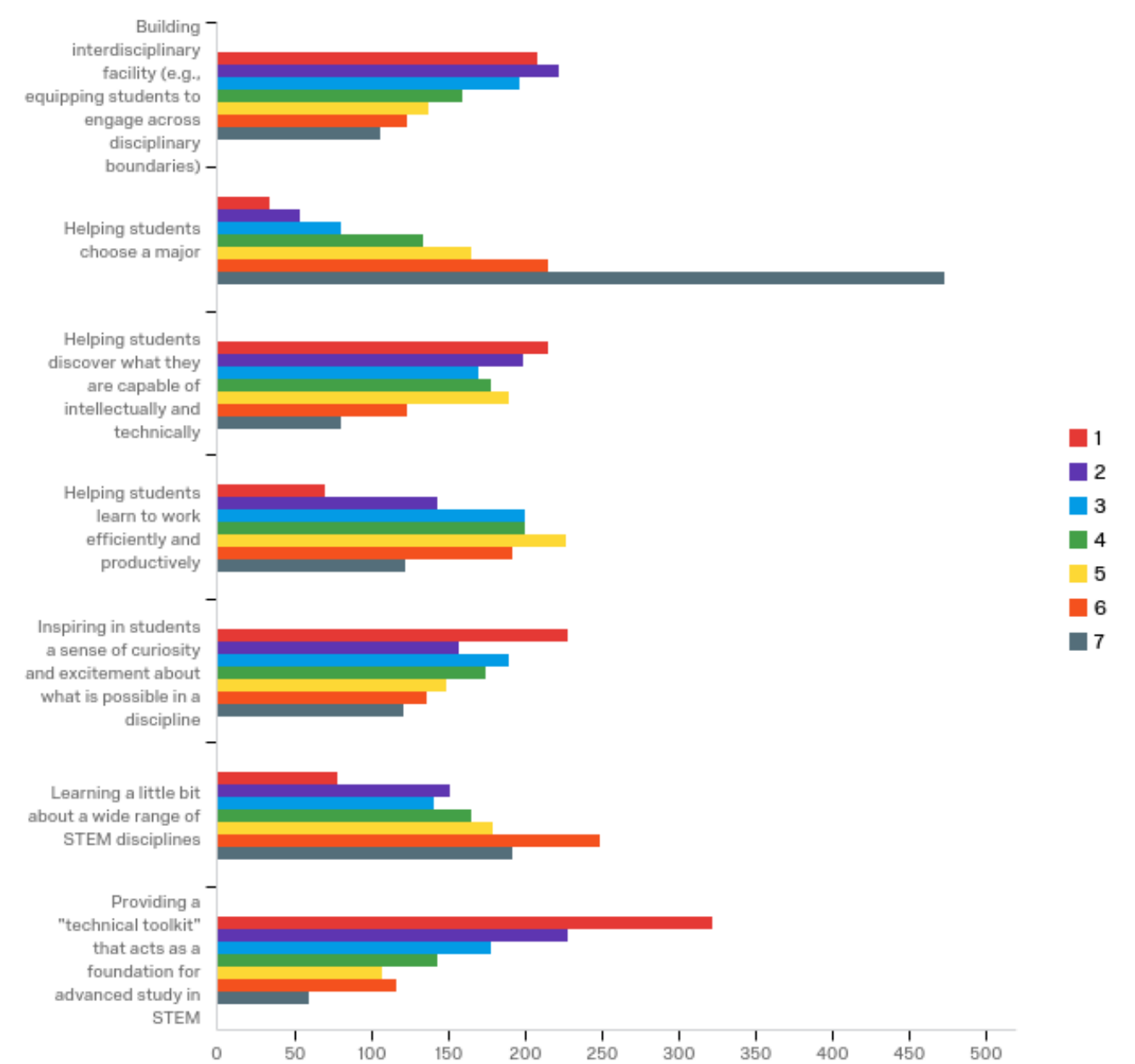
Question	None		Low		Medium		High		Total
Applying facts, theories, or methods to practical problems or in new situations	0.17%	2	1.28%	15	21.40%	251	77.15%	905	1173
Developing the ability to think critically	0.00%	0	0.51%	6	6.66%	78	92.83%	1088	1172
Learning to think like a practitioner of each discipline represented in Core (e.g., biologist, chemist)	1.11%	13	16.54%	194	47.91%	562	34.44%	404	1173
Learning to think like a humanist, social scientist, or artist	4.51%	53	26.92%	316	46.17%	542	22.40%	263	1174
Learning to evaluate and interpret information	0.09%	1	1.54%	18	13.81%	161	84.56%	986	1166
Learning to discern relevant and reliable information to support an argument	0.09%	1	2.22%	26	20.58%	241	77.11%	903	1171
Having time to reflect on material covered in each of the courses	1.54%	18	11.26%	132	46.76%	548	40.44%	474	1172

Regardless of your experience in the Core, please indicate the priority level each of these items should have in the Core going forward:



Question	None		Low		Medium		High		Total
Learning what you are capable of intellectually	0.85%	10	6.15%	72	36.58%	428	56.41%	660	1170
Developing a sense of curiosity and wonder	1.03%	12	7.10%	83	33.96%	397	57.91%	677	1169
Finding what you want to do in life	2.14%	25	20.09%	235	47.09%	551	30.68%	359	1170
Promoting life-long learning	1.03%	12	8.83%	103	27.02%	315	63.12%	736	1166
Gaining self-confidence	1.88%	22	9.67%	113	43.20%	505	45.25%	529	1169
Exploring ideas that were new to you	0.34%	4	2.66%	31	31.19%	364	65.81%	768	1167
Being challenged to do your best work	0.09%	1	2.74%	32	24.40%	285	72.77%	850	1168
Learning how to manage time	0.86%	10	5.39%	63	29.00%	339	64.76%	757	1169
Learning to work collaboratively	0.68%	8	3.94%	46	27.31%	319	68.07%	795	1168
Accepting that mistakes are part of the learning process	0.94%	11	5.21%	61	29.06%	340	64.79%	758	1170
Other (please specify)	14.67%	11	0.00%	0	6.67%	5	78.67%	59	75

A spring 2017 external evaluation of the Core of the Core yielded several possible aspirations for the curriculum. Please arrange each of these in order of importance to you, with 1 being the most important and 7 being the least important.



Question	1		2		3		4		5		6		7		Total
Building interdisciplinary facility (e.g., equipping students to engage across disciplinary boundaries)	18.06%	209	19.27%	223	17.03%	197	13.83%	160	11.93%	138	10.72%	124	9.16%	106	1157
Helping students choose a major	2.94%	34	4.67%	54	7.00%	81	11.58%	134	14.35%	166	18.58%	215	40.88%	473	1157
Helping students discover what they are capable of intellectually and technically	18.58%	215	17.20%	199	14.69%	170	15.38%	178	16.42%	190	10.72%	124	7.00%	81	1157
Helping students learn to work efficiently and productively	6.05%	70	12.45%	144	17.29%	200	17.37%	201	19.62%	227	16.59%	192	10.63%	123	1157
Inspiring in students a sense of curiosity and excitement about what is possible in a discipline	19.71%	228	13.57%	157	16.42%	190	15.13%	175	12.88%	149	11.75%	136	10.54%	122	1157
Learning a little bit about a wide range of STEM disciplines	6.74%	78	13.14%	152	12.19%	141	14.26%	165	15.56%	180	21.52%	249	16.59%	192	1157
Providing a "technical toolkit" that acts as a foundation for advanced study in STEM	27.92%	323	19.71%	228	15.38%	178	12.45%	144	9.25%	107	10.11%	117	5.19%	60	1157

Item	% Ranked #1
Providing a "technical toolkit" that acts as a foundation for advanced study in STEM	27.92%
Inspiring in students a sense of curiosity and excitement about what is possible in a discipline	19.71%
Helping students discover what they are capable of intellectually and technically	18.58%
Building interdisciplinary facility (e.g., equipping students to engage across disciplinary boundaries)	18.06%
Learning a little bit about a wide range of STEM disciplines	6.74%
Helping students learn to work efficiently and productively	6.05%
Helping students choose a major	2.94%

Item	Combined % Ranked in Top 2
Providing a "technical toolkit" that acts as a foundation for advanced study in STEM	47.63%
Building interdisciplinary facility (e.g., equipping students to engage across disciplinary boundaries)	37.33%
Helping students discover what they are capable of intellectually and technically	35.78%
Inspiring in students a sense of curiosity and excitement about what is possible in a discipline	33.28%
Learning a little bit about a wide range of STEM disciplines	19.88%
Helping students learn to work efficiently and productively	18.50%
Helping students choose a major	7.61%

Item	Combined % Ranked in Top 3
Providing a "technical toolkit" that acts as a foundation for advanced study in STEM	63.01%
Building interdisciplinary facility (e.g., equipping students to engage across disciplinary boundaries)	54.36%
Helping students discover what they are capable of intellectually and technically	50.47%
Inspiring in students a sense of curiosity and excitement about what is possible in a discipline	49.70%
Helping students learn to work efficiently and productively	35.79%
Learning a little bit about a wide range of STEM disciplines	32.07%
Helping students choose a major	14.61%