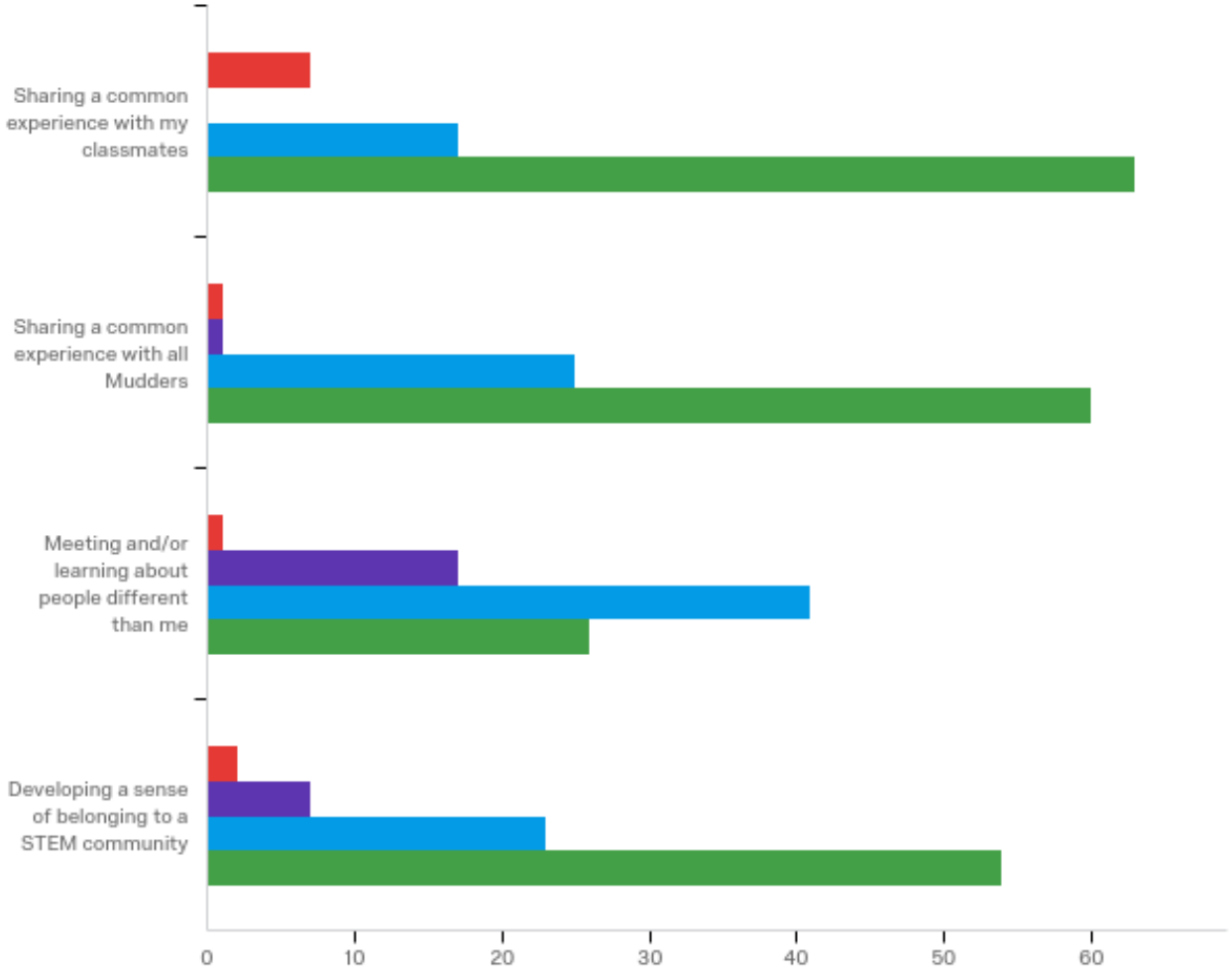
Quantitative Report

CRPT Survey- Faculty & Staff

All Responses

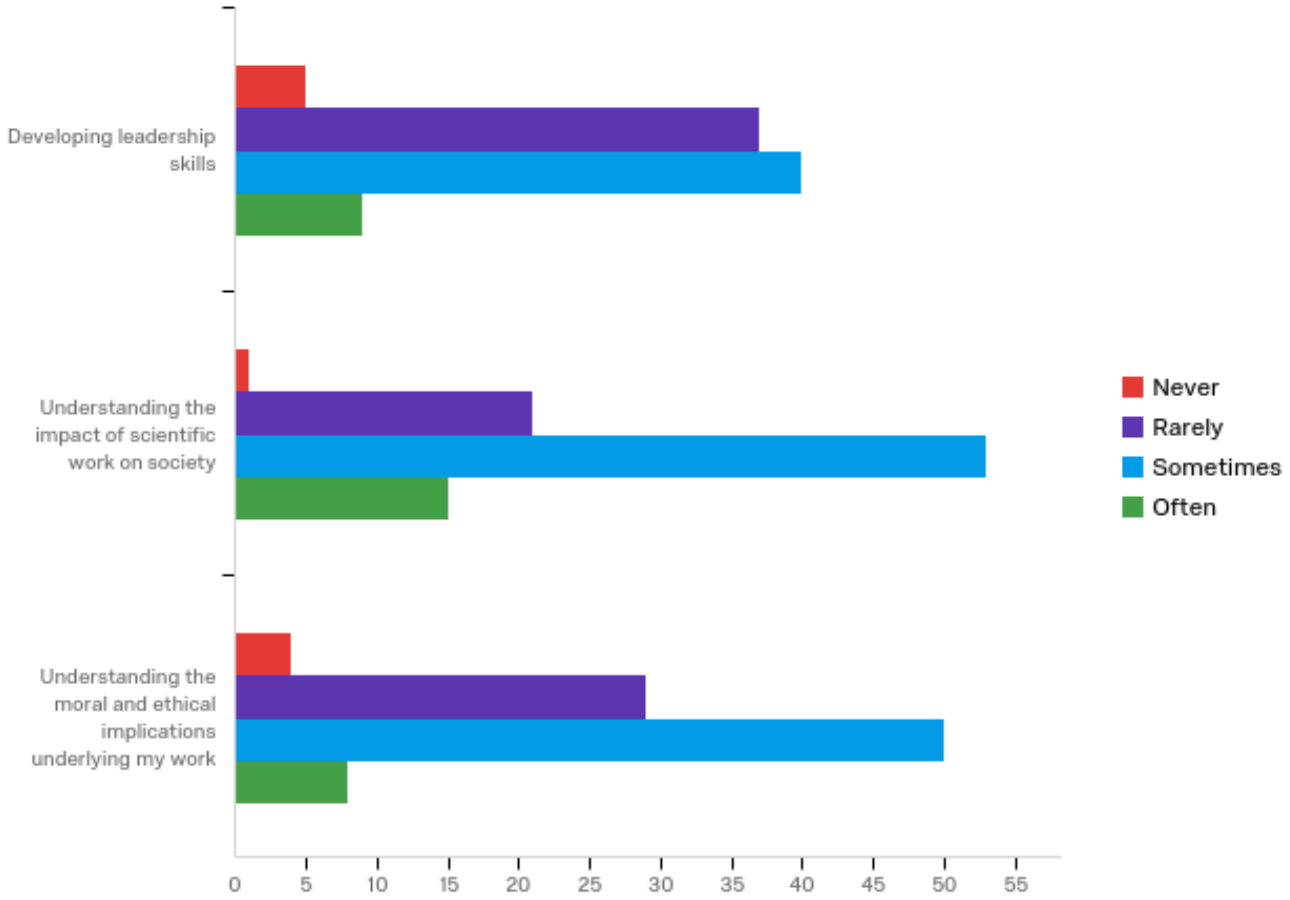
September 2017

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



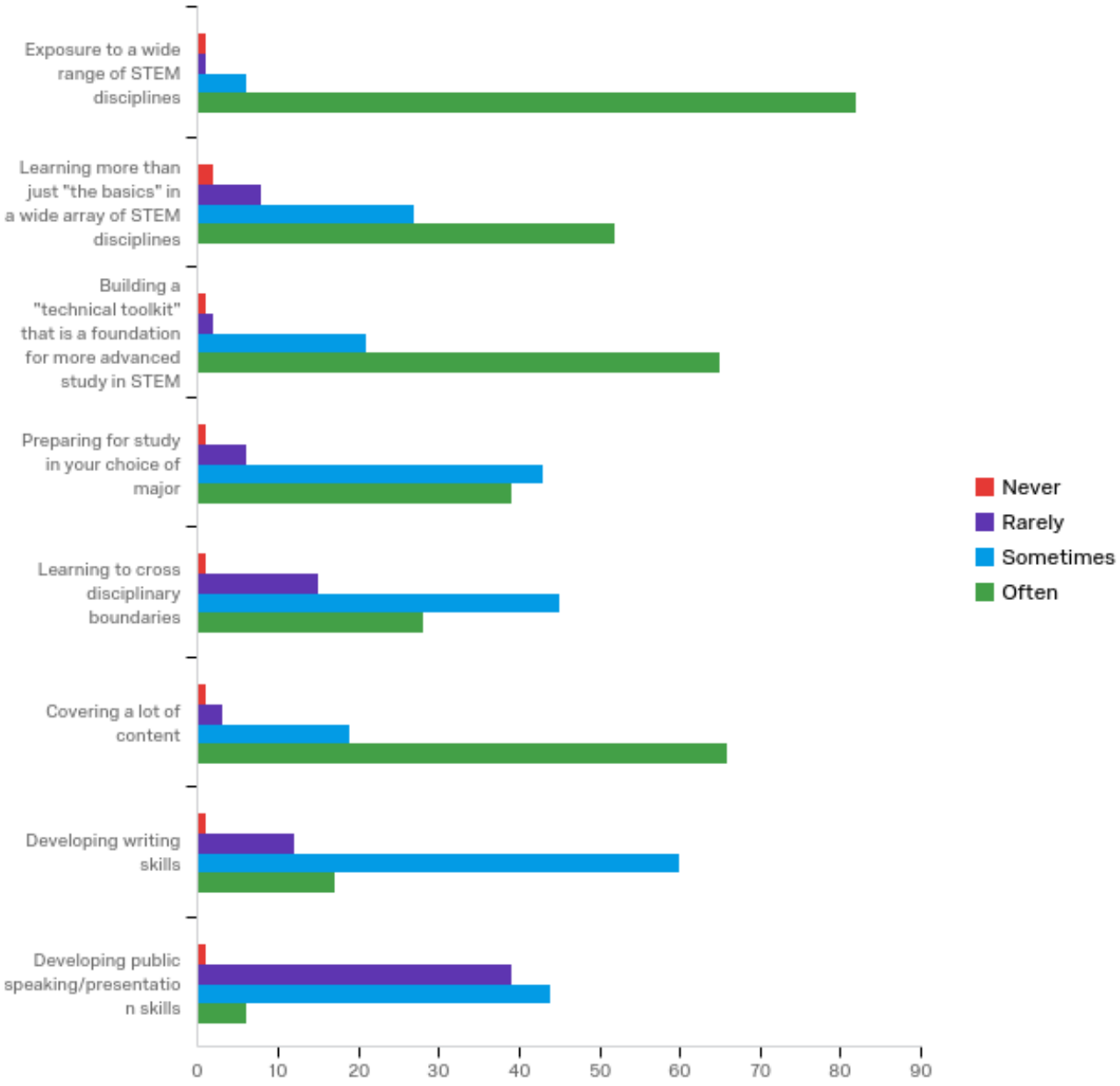
Question	Never		Rarely		Sometimes		Often		Total
Sharing a common experience with my classmates	8.05%	7	0.00%	0	19.54%	17	72.41%	63	87
Sharing a common experience with all Mudders	1.15%	1	1.15%	1	28.74%	25	68.97%	60	87
Meeting and/or learning about people different than me	1.18%	1	20.00%	17	48.24%	41	30.59%	26	85
Developing a sense of belonging to a STEM community	2.33%	2	8.14%	7	26.74%	23	62.79%	54	86

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



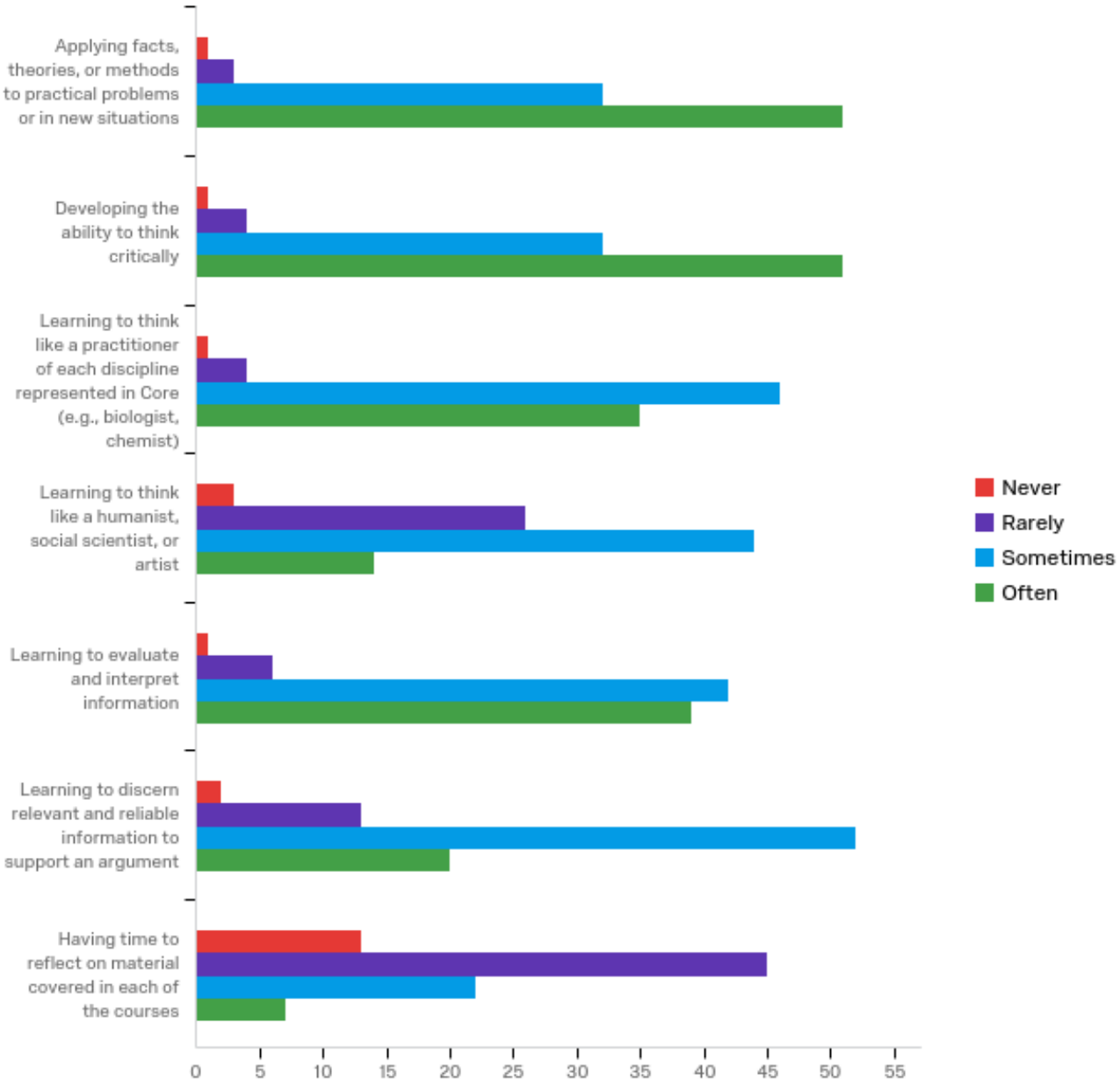
Question	Never		Rarely		Sometimes		Often		Total
Developing leadership skills	5.49%	5	40.66%	37	43.96%	40	9.89%	9	91
Understanding the impact of scientific work on society	1.11%	1	23.33%	21	58.89%	53	16.67%	15	90
Understanding the moral and ethical implications underlying my work	4.40%	4	31.87%	29	54.95%	50	8.79%	8	91

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



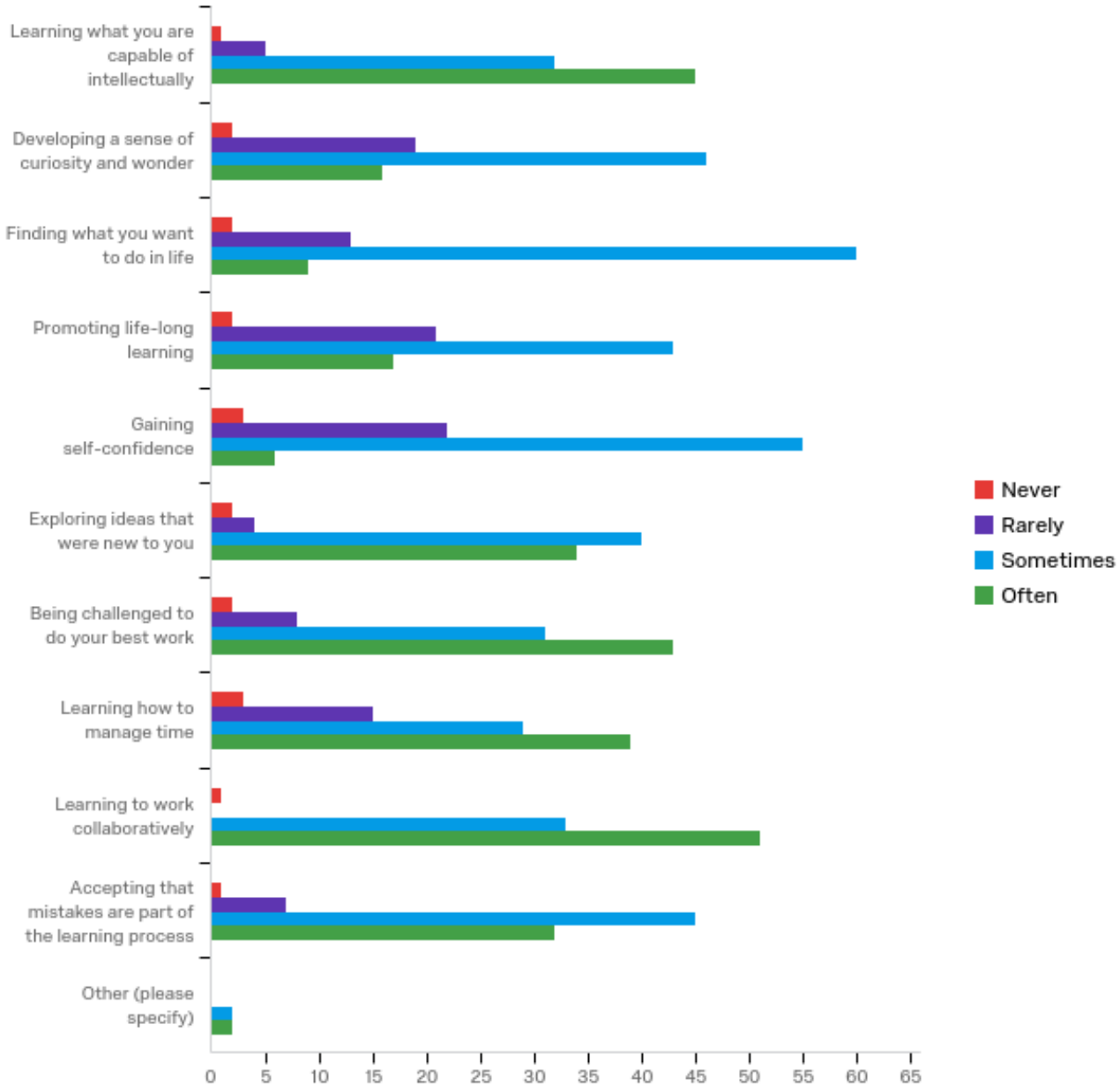
Question	Never		Rarely		Sometimes		Often		Total
Exposure to a wide range of STEM disciplines	1.11%	1	1.11%	1	6.67%	6	91.11%	82	90
Learning more than just "the basics" in a wide array of STEM disciplines	2.25%	2	8.99%	8	30.34%	27	58.43%	52	89
Building a "technical toolkit" that is a foundation for more advanced study in STEM	1.12%	1	2.25%	2	23.60%	21	73.03%	65	89
Preparing for study in your choice of major	1.12%	1	6.74%	6	48.31%	43	43.82%	39	89
Learning to cross disciplinary boundaries	1.12%	1	16.85%	15	50.56%	45	31.46%	28	89
Covering a lot of content	1.12%	1	3.37%	3	21.35%	19	74.16%	66	89
Developing writing skills	1.11%	1	13.33%	12	66.67%	60	18.89%	17	90
Developing public speaking/presentation skills	1.11%	1	43.33%	39	48.89%	44	6.67%	6	90

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



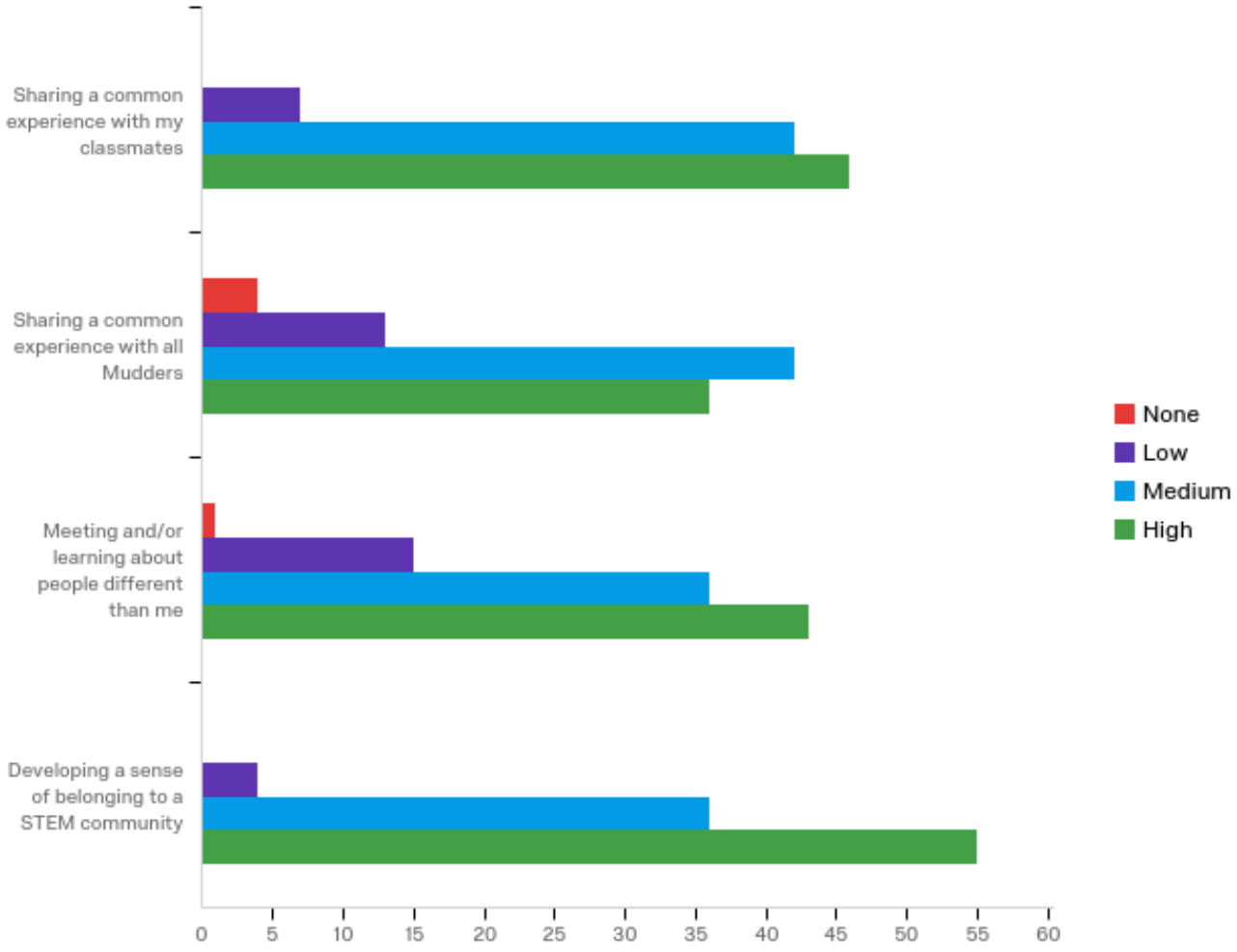
Question	Never		Rarely		Sometimes		Often		Total
Applying facts, theories, or methods to practical problems or in new situations	1.15%	1	3.45%	3	36.78%	32	58.62%	51	87
Developing the ability to think critically	1.14%	1	4.55%	4	36.36%	32	57.95%	51	88
Learning to think like a practitioner of each discipline represented in Core (e.g., biologist, chemist)	1.16%	1	4.65%	4	53.49%	46	40.70%	35	86
Learning to think like a humanist, social scientist, or artist	3.45%	3	29.89%	26	50.57%	44	16.09%	14	87
Learning to evaluate and interpret information	1.14%	1	6.82%	6	47.73%	42	44.32%	39	88
Learning to discern relevant and reliable information to support an argument	2.30%	2	14.94%	13	59.77%	52	22.99%	20	87
Having time to reflect on material covered in each of the courses	14.94%	13	51.72%	45	25.29%	22	8.05%	7	87

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



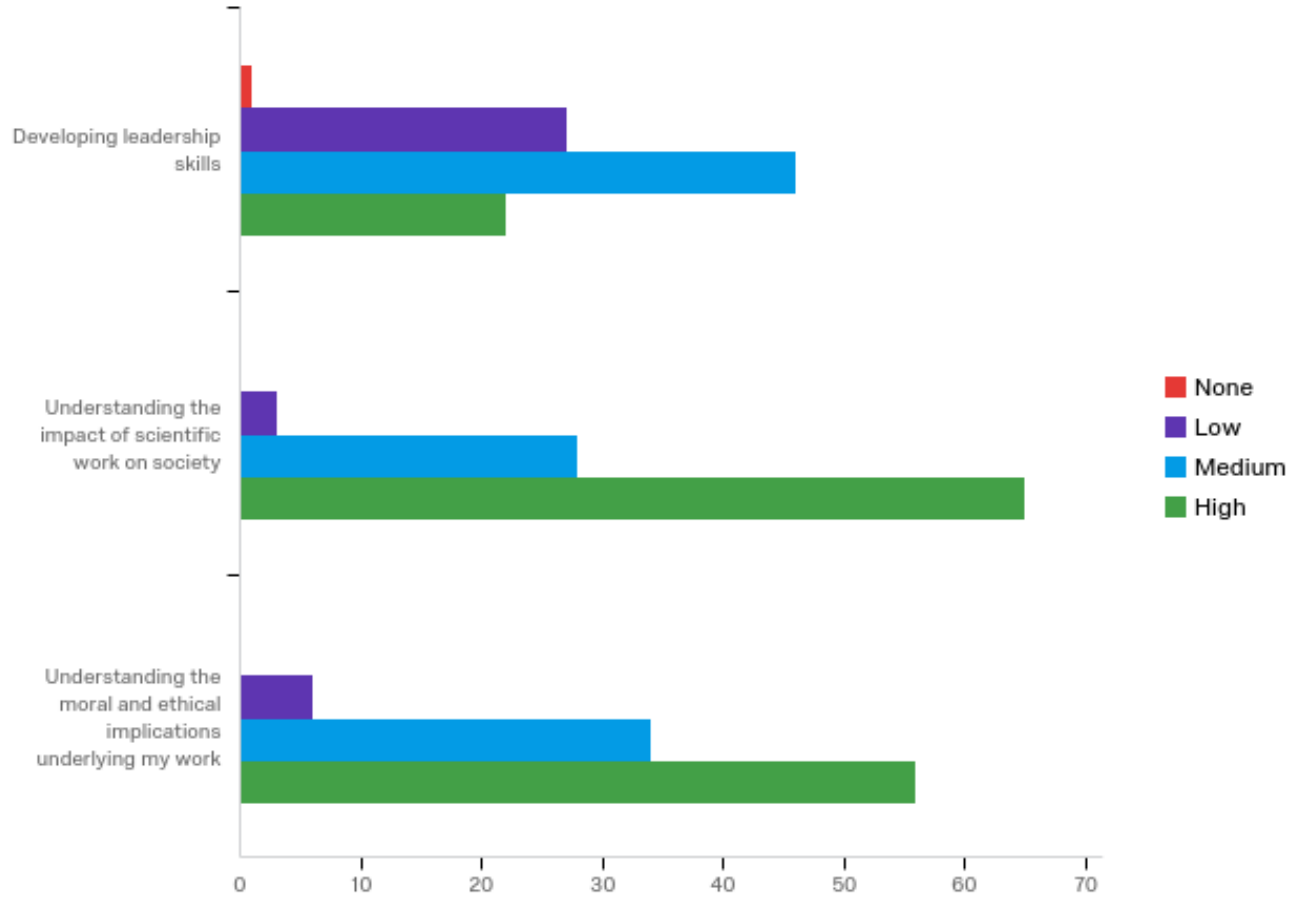
Question	Never		Rarely		Sometimes		Often		Total
Learning what you are capable of intellectually	1.20%	1	6.02%	5	38.55%	32	54.22%	45	83
Developing a sense of curiosity and wonder	2.41%	2	22.89%	19	55.42%	46	19.28%	16	83
Finding what you want to do in life	2.38%	2	15.48%	13	71.43%	60	10.71%	9	84
Promoting life-long learning	2.41%	2	25.30%	21	51.81%	43	20.48%	17	83
Gaining self-confidence	3.49%	3	25.58%	22	63.95%	55	6.98%	6	86
Exploring ideas that were new to you	2.50%	2	5.00%	4	50.00%	40	42.50%	34	80
Being challenged to do your best work	2.38%	2	9.52%	8	36.90%	31	51.19%	43	84
Learning how to manage time	3.49%	3	17.44%	15	33.72%	29	45.35%	39	86
Learning to work collaboratively	1.18%	1	0.00%	0	38.82%	33	60.00%	51	85
Accepting that mistakes are part of the learning process	1.18%	1	8.24%	7	52.94%	45	37.65%	32	85
Other (please specify)	0.00%	0	0.00%	0	50.00%	2	50.00%	2	4

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



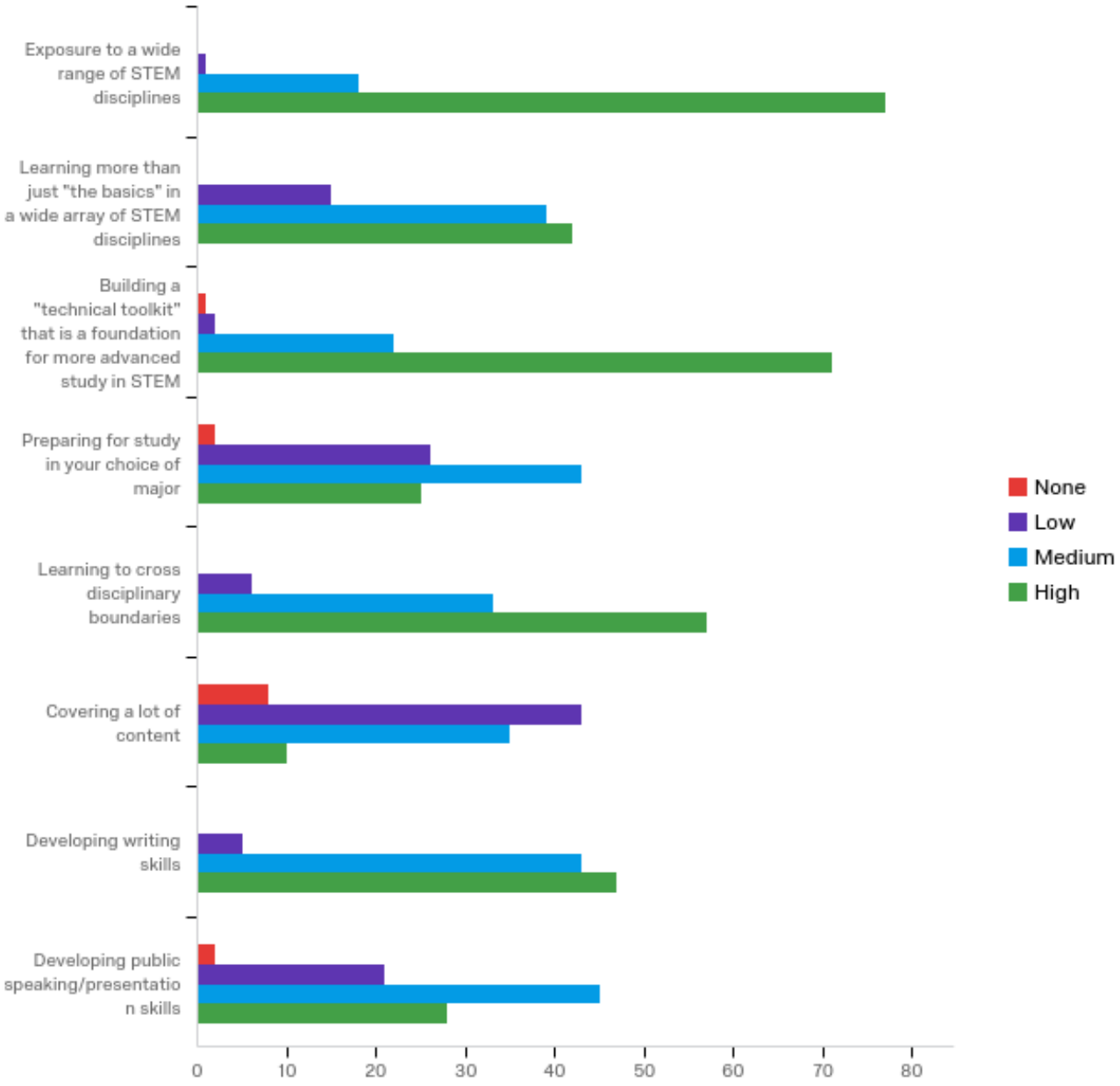
Question	None		Low		Medium		High		Total
Sharing a common experience with my classmates	0.00%	0	7.37%	7	44.21%	42	48.42%	46	95
Sharing a common experience with all Mudders	4.21%	4	13.68%	13	44.21%	42	37.89%	36	95
Meeting and/or learning about people different than me	1.05%	1	15.79%	15	37.89%	36	45.26%	43	95
Developing a sense of belonging to a STEM community	0.00%	0	4.21%	4	37.89%	36	57.89%	55	95

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



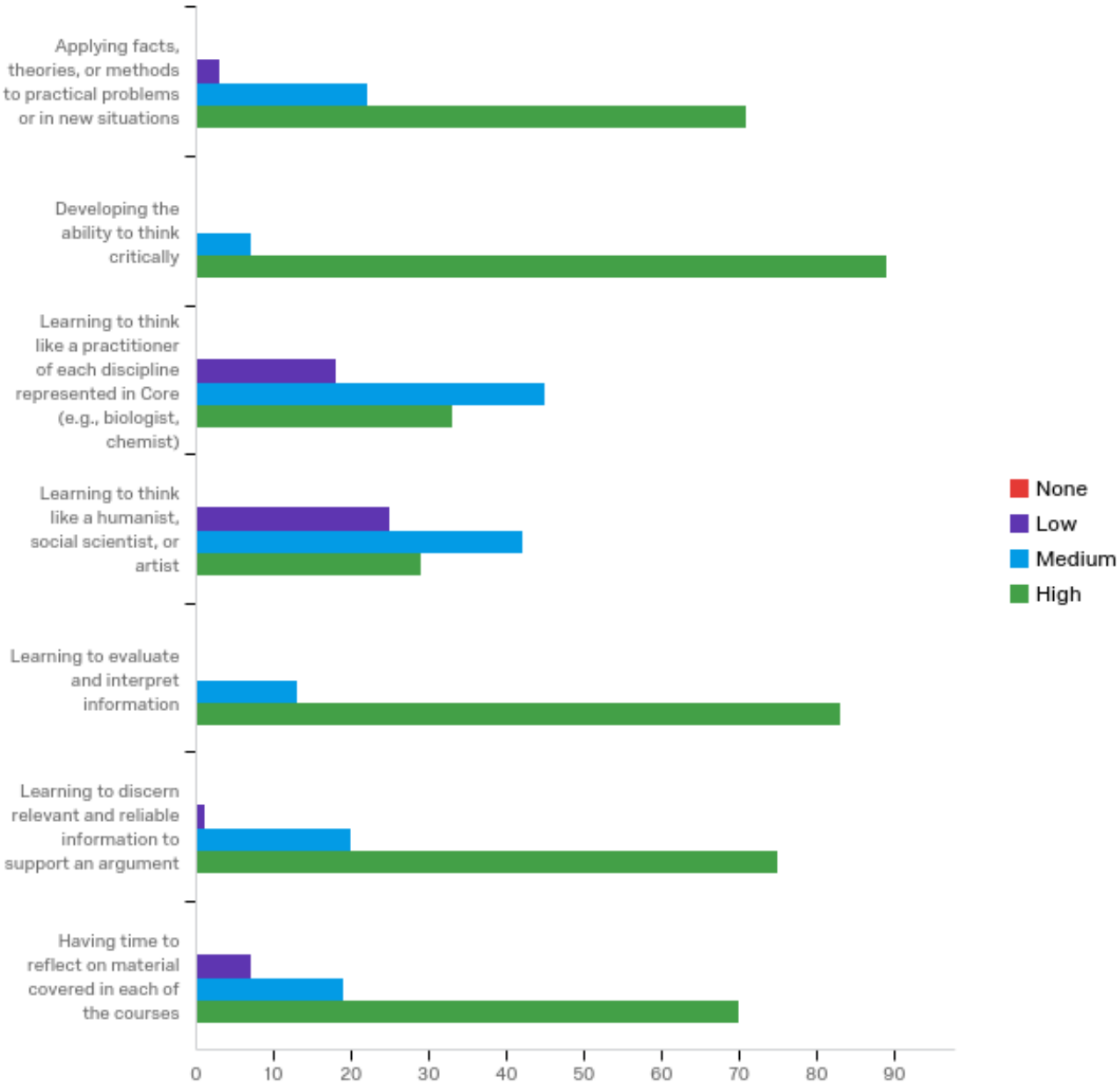
Question	None		Low		Medium		High		Total
Developing leadership skills	1.04%	1	28.13%	27	47.92%	46	22.92%	22	96
Understanding the impact of scientific work on society	0.00%	0	3.13%	3	29.17%	28	67.71%	65	96
Understanding the moral and ethical implications underlying my work	0.00%	0	6.25%	6	35.42%	34	58.33%	56	96

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



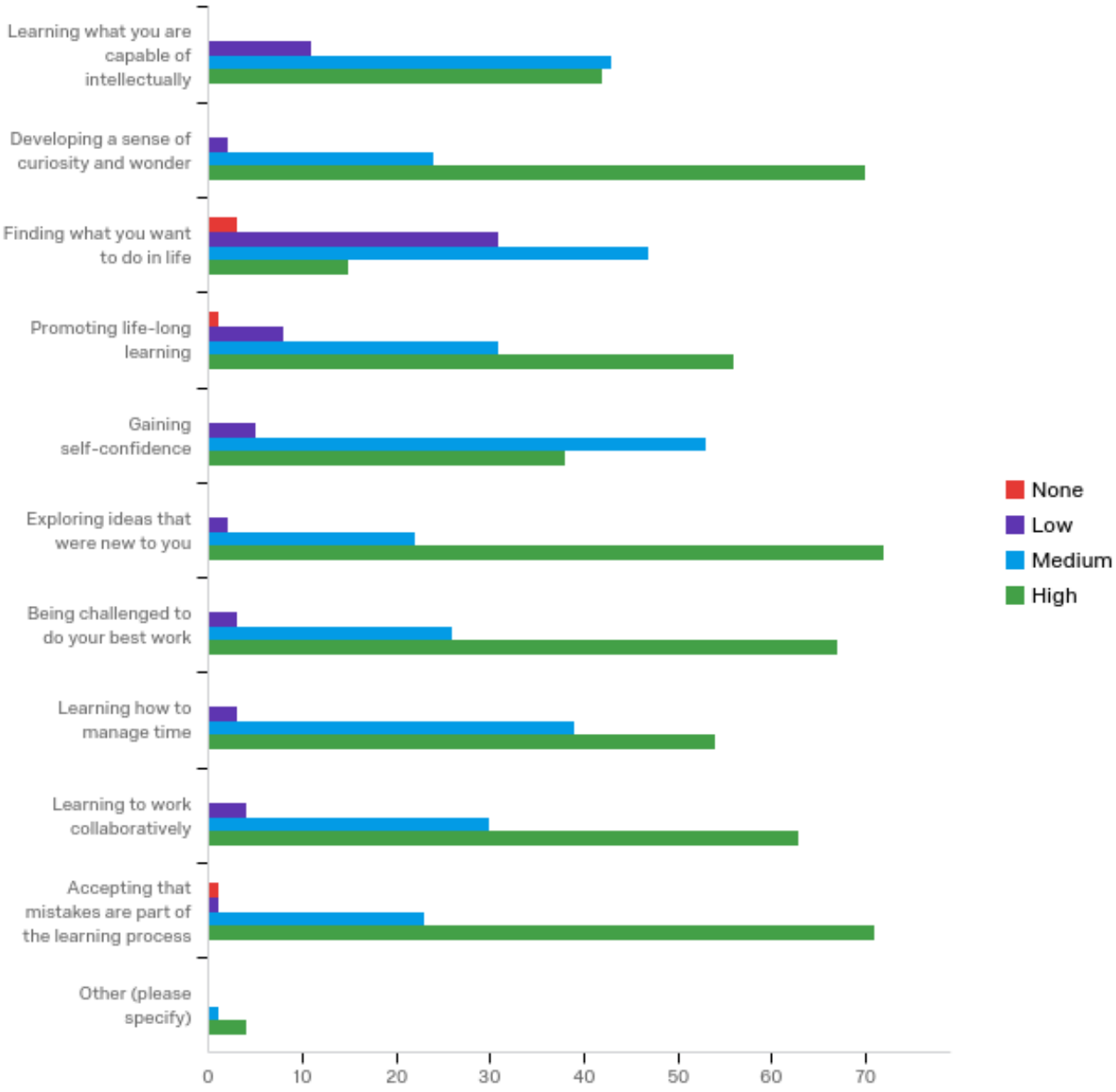
Question	None		Low		Medium		High		Total
Exposure to a wide range of STEM disciplines	0.00%	0	1.04%	1	18.75%	18	80.21%	77	96
Learning more than just "the basics" in a wide array of STEM disciplines	0.00%	0	15.63%	15	40.63%	39	43.75%	42	96
Building a "technical toolkit" that is a foundation for more advanced study in STEM	1.04%	1	2.08%	2	22.92%	22	73.96%	71	96
Preparing for study in your choice of major	2.08%	2	27.08%	26	44.79%	43	26.04%	25	96
Learning to cross disciplinary boundaries	0.00%	0	6.25%	6	34.38%	33	59.38%	57	96
Covering a lot of content	8.33%	8	44.79%	43	36.46%	35	10.42%	10	96
Developing writing skills	0.00%	0	5.26%	5	45.26%	43	49.47%	47	95
Developing public speaking/presentation skills	2.08%	2	21.88%	21	46.88%	45	29.17%	28	96

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



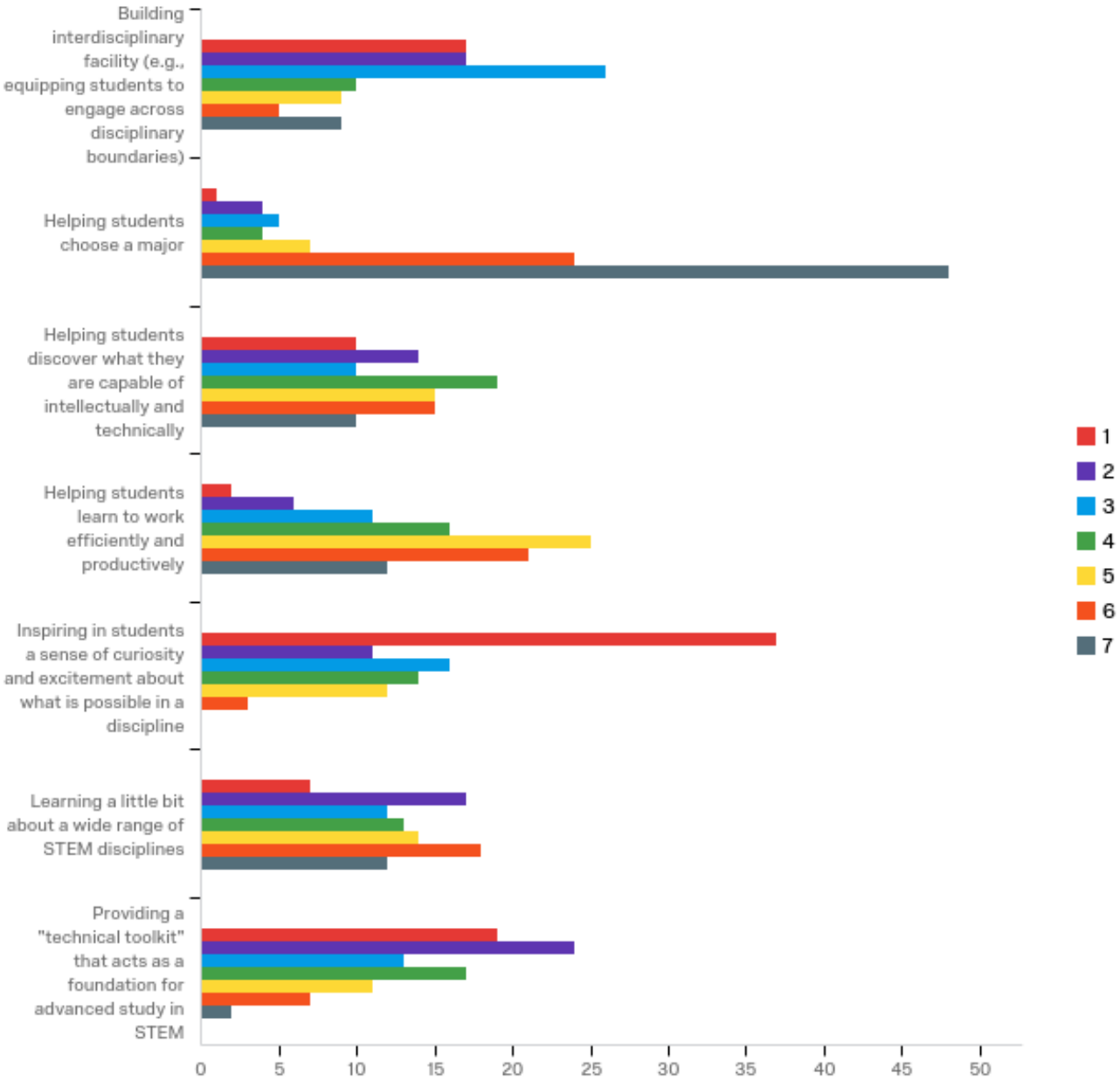
Question	None		Low		Medium		High		Total
Applying facts, theories, or methods to practical problems or in new situations	0.00%	0	3.13%	3	22.92%	22	73.96%	71	96
Developing the ability to think critically	0.00%	0	0.00%	0	7.29%	7	92.71%	89	96
Learning to think like a practitioner of each discipline represented in Core (e.g., biologist, chemist)	0.00%	0	18.75%	18	46.88%	45	34.38%	33	96
Learning to think like a humanist, social scientist, or artist	0.00%	0	26.04%	25	43.75%	42	30.21%	29	96
Learning to evaluate and interpret information	0.00%	0	0.00%	0	13.54%	13	86.46%	83	96
Learning to discern relevant and reliable information to support an argument	0.00%	0	1.04%	1	20.83%	20	78.13%	75	96
Having time to reflect on material covered in each of the courses	0.00%	0	7.29%	7	19.79%	19	72.92%	70	96

Regardless of your experience with 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	0.00%	0	11.46%	11	44.79%	43	43.75%	42	96
Developing a sense of curiosity and wonder	0.00%	0	2.08%	2	25.00%	24	72.92%	70	96
Finding what you want to do in life	3.13%	3	32.29%	31	48.96%	47	15.63%	15	96
Promoting life-long learning	1.04%	1	8.33%	8	32.29%	31	58.33%	56	96
Gaining self-confidence	0.00%	0	5.21%	5	55.21%	53	39.58%	38	96
Exploring ideas that were new to you	0.00%	0	2.08%	2	22.92%	22	75.00%	72	96
Being challenged to do your best work	0.00%	0	3.13%	3	27.08%	26	69.79%	67	96
Learning how to manage time	0.00%	0	3.13%	3	40.63%	39	56.25%	54	96
Learning to work collaboratively	0.00%	0	4.12%	4	30.93%	30	64.95%	63	97
Accepting that mistakes are part of the learning process	1.04%	1	1.04%	1	23.96%	23	73.96%	71	96
Other (please specify)	0.00%	0	0.00%	0	20.00%	1	80.00%	4	5

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)	18.28%	17	18.28%	17	27.96%	26	10.75%	10	9.68%	9	5.38%	5	9.68%	9	93
Helping students choose a major	1.08%	1	4.30%	4	5.38%	5	4.30%	4	7.53%	7	25.81%	24	51.61%	48	93
Helping students discover what they are capable of intellectually and technically	10.75%	10	15.05%	14	10.75%	10	20.43%	19	16.13%	15	16.13%	15	10.75%	10	93
Helping students learn to work efficiently and productively	2.15%	2	6.45%	6	11.83%	11	17.20%	16	26.88%	25	22.58%	21	12.90%	12	93
Inspiring in students a sense of curiosity and excitement about what is possible in a discipline	39.78%	37	11.83%	11	17.20%	16	15.05%	14	12.90%	12	3.23%	3	0.00%	0	93
Learning a little bit about a wide range of STEM disciplines	7.53%	7	18.28%	17	12.90%	12	13.98%	13	15.05%	14	19.35%	18	12.90%	12	93
Providing a "technical toolkit" that acts as a foundation for advanced study in STEM	20.43%	19	25.81%	24	13.98%	13	18.28%	17	11.83%	11	7.53%	7	2.15%	2	93

Item	% Ranked #1
Inspiring in students a sense of curiosity and excitement about what is possible in a discipline	39.78%
Providing a "technical toolkit" that acts as a foundation for advanced study in STEM	20.43%
Building interdisciplinary facility (e.g., equipping students to engage across disciplinary boundaries)	18.28%
Helping students discover what they are capable of intellectually and technically	10.75%
Learning a little bit about a wide range of STEM disciplines	7.53%
Helping students learn to work efficiently and productively	2.15%
Helping students choose a major	1.08%
Item	**Combined % Ranked in Top 2**
Inspiring in students a sense of curiosity and excitement about what is possible in a discipline	51.61%
Providing a "technical toolkit" that acts as a foundation for advanced study in STEM	46.24%
Building interdisciplinary facility (e.g., equipping students to engage across disciplinary boundaries)	36.56%
Learning a little bit about a wide range of STEM disciplines	25.81%
Helping students discover what they are capable of intellectually and technically	25.80%
Helping students learn to work efficiently and productively	8.60%
Helping students choose a major	5.38%
Item	**Combined % Ranked in Top 3**
Inspiring in students a sense of curiosity and excitement about what is possible in a discipline	68.81%
Building interdisciplinary facility (e.g., equipping students to engage across disciplinary boundaries)	64.52%
Providing a "technical toolkit" that acts as a foundation for advanced study in STEM	60.22%
Learning a little bit about a wide range of STEM disciplines	38.71%
Helping students discover what they are capable of intellectually and technically	36.55%
Helping students learn to work efficiently and productively	20.43%
Helping students choose a major	10.76%