

RISC pre-course survey

Respondent information

Please type your name, email, institution, and course information. This information will be used confidentially to match pre-course data to post-course data.

Name _____

Email address _____

Institution _____

Course department and number _____

Instructor's last name _____

Gender:

- ☐ Male
- ☐ Female
- ☐ Prefer not to answer

Ethnicity:

- ☐ Alaskan Native
- ☐ American Indian
- ☐ Asian American
- ☐ Black or African American
- ☐ Filipino
- ☐ Foreign National
- ☐ Hawaiian
- ☐ Hispanic/Latino
- ☐ Pacific Islander
- ☐ White
- ☐ Two or more races
- ☐ Other
- ☐ Prefer not to answer

What is your current status?

- ☐ I am a high school student.
- ☐ I am a first-year college undergraduate.
- ☐ I am a second-year college undergraduate.
- ☐ I am a third-year college undergraduate.
- ☐ I am a fourth-year college undergraduate.
- ☐ I am a graduate or medical student.
- ☐ Other
- ☐ Not applicable / Prefer not to answer

Did you declare a major or concentration yet?

- ☐ Yes
- ☐ No

What major or concentration have you declared? Please write it here (include double majors, concentrations, etc.)

If you have not yet declared a major or concentration, please indicate if you considering a major/concentration in the sciences.

- ☐ Definitely yes
- ☐ It is likely
- ☐ I'm not sure
- ☐ It is unlikely
- ☐ Definitely no
- ☐ Prefer not to answer

This question is about your goals beyond your undergraduate degree. It is difficult to list all the goals people may have. The purpose of this question is to learn how many students plan to go on in science, medicine, or other fields, as well as to learn how many students do not plan to go to post-graduate education in their near future. Please choose one:

- ☐ My goal is to go to graduate school for an advanced degree in a science-related field (including biology, chemistry, physics, mathematics, computer science, and psychology).
- ☐ My goal is to go to graduate school for an advanced degree in a social science (including sociology, anthropology, economics, and political science).
- ☐ My goal is to go to graduate school for an advanced degree in humanities or fine arts.
- ☐ My goal is earn a certification or degree that will qualify me for teaching.
- ☐ My goal is to go to school for a medical degree (M.D.).
- ☐ My goal is to go to a type of graduate education not mentioned above, such as law school.
- ☐ My goal does not include graduate education for at least the near future.
- ☐ Not applicable/Prefer not to answer.

Course Elements

Please look over this inventory of elements that might be included in a course. For each element, give an estimate of your current level of ability before the course begins.

[illegible]

[illegible]

[illegible]

Your opinions about yourself and about science

It has become common to say that no student is an empty bucket, waiting for a teacher to pour in knowledge. Research on learning acknowledges that students approach a course with well-formed opinions of themselves and of the subject matter. In this section we present questions about science and questions about you. These will help us put learning in context.

For each item below please rate your agreement with the item.

[illegible]

Paired Statements

Below are ten pairs of statements. The number scale between them is used to indicate how well a statement or a pair of statements describes you. For example, on the first pair, a "6" would indicate you are very action oriented, while a "4" would indicate you were more action-oriented than reflective, but somewhat reflective. **For each pair of statements, choose a number that indicates how well the statement describes you.** Do not worry that some pairs are not opposite.

Responses

	Scale							
	1	2	3	4	5	6	NA	
I would describe myself as reflective.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I would describe myself as action oriented.
I prefer subjects with precise answers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I prefer subjects with multiple interpretations.
I value patience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I value getting things done.
I like things to be varied and colorful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I like to be exact and precise.
I would describe myself as a doer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I would describe myself as an observer.
I take a creative and imaginative approach to solving problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I take a precise and calculated approach to solving problems.
I would describe myself as evaluative and logical.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I would describe myself as receptive and accepting.
I like to watch what is going on.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I like to see the results of my actions.
I strive for versatility.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I strive for accuracy.
I am reserved.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I am prepared.
I prefer solving problems that can be clearly described and have a clear solution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I prefer solving problems that have no clear description and no clear solution

Skills

Finally, please think of how you place yourself relative to your fellow students at your institution. Use this scale to indicate your skills relative to your peers:

	Level of skill					
	I am in the lowest 10%	Not the lowest but below average	Average	Not the highest but above average	I am in the highest 10%	N.A. / Prefer not to answer
Creativity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participation in class discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Skill in setting realistic yet challenging goals for myself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing skill	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Skill in accurately estimating the time it takes to complete assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working with a student group or team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematical skill	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>