Appendix VI
Four-Year Statistics Questionnaire

STATISTICS QUESTIONNAIRE

CBMS2010

CONFERENCE BOARD OF THE MATHEMATICAL SCIENCES

SURVEY OF UNDERGRADUATE PROGRAMS IN THE MATHEMATICAL SCIENCES

General Information

As part of a random sample, your department has been chosen to participate in the NSF-funded CBMS2010 National Survey of Undergraduate Mathematical Sciences Programs. Even though it is a very complicated survey, the presidents of all U.S. mathematical sciences organizations have endorsed it and ask for your cooperation.

We assure you that no individual departmental data, except the names of responding departments, will be released.

This survey provides data about the nation's undergraduate statistical effort that is available from no other source. You can see the results of a similar survey fielded five years ago by going to www.ams.org/cbms, where the CBMS 2005 report is available online.

All departments in this survey are in universities and colleges that offer at least a bachelor's degree. They may or may not offer an undergraduate major in statistics. Most of the statistics departments in our random sample also offer higher degrees in statistical sciences.

We have classified your department as belonging to a university or four-year college. If this is not correct, please contact Ellen Kirkman, Survey Director, at 336-758-5351 or at Kirkman@wfu.edu.

Please report on undergraduate programs in the statistical sciences (including probability) <u>that are under the direction of your department</u>. Do not include data for other departments or for branches or campuses of your institution that are budgetarily separate from your own. Also, if your department is broader than just statistics (e.g., Department of Statistics and Computer Science or Statistics and Operations Research), please report on all the courses offered by your department.

This survey may be completed either online or using a hard-copy questionnaire. We recommend using the online system because it will do some of the work for you; e.g., it will automatically skip those questions that are not applicable (based on the response you give), gray out portions of questions that do not apply, remind you of previous responses, and provide definitions when you let your cursor hover certain highlighted words.

If you have any questions while filling out this survey form, please call the Survey Director, Ellen Kirkman, at 336-758-5351 or contact her by e-mail at Kirkman@wfu.edu. For help with the online questionnaire, call Westat at 888-248-5017 or send an email to cbms@westat.com.

Please return your completed questionnaire by November 9, 2010, either online or by mailing a hard copy to:

<div align="center">

CBMS Survey
Westat
1600 Research Boulevard
Rockville, MD 20850-3129

</div>

<div align="center">

Please retain a copy of your responses to this questionnaire in case questions arise.

</div>

A. General Information

A1. Name of your institution: _____

A2. Name of your department: _____

A3. We have classified your department as being part of a university or four-year college. Do you agree?

Yes .... ☐ ⟶ If Yes, go to A4 below.

No .... ☐ ⟶ If No, please call Ellen Kirkman, Survey Director, at 336-758-5351.

A4. If your college or university does not recognize tenure, check this box. ☐

A5. Contact person in your department:

A6. Contact person's e-mail address:

A7. Contact person's phone number including area code: (   )

A8. Contact person's mailing address:

a. Street ....

b. Street2 ....

c. City ....

d. State ....

e. Zip code ....

B. Dual-Enrollment Courses

B1. We use the term <u>dual-enrollment courses</u> to refer to courses conducted on a high school campus and taught <u>by high school teachers,</u> for which high school students may obtain high school credit and, simultaneously, college credit through your institution. Does your department participate in any dual-enrollment programs of this type?

Yes .... ☐ ⟶ If Yes, go to B2.

No .... ☐ ⟶ If No, go to B6.

B2. Please complete the following table concerning your dual-enrollment program (as defined above) for the previous term (spring 2010) and the current fall term of 2010.

Course	Total Dual Enrollments	
	Last Term= Spring 2010	This Term= Fall 2010
a. Statistics....................		
b. Other..........................		

B3. For the dual-enrollment courses in B2, to what extent are the following the responsibility of your department? *(Choose one on each line.)*

	Never Our Responsibility	Sometimes Our Responsibility	Always Our Responsibility
a. Choice of textbook.......................	☐	☐	☐
b. Design/approval of syllabus.........	☐	☐	☐
c. Design of final exam....................	☐	☐	☐
d. Choice of instructor......................	☐	☐	☐

B4. Does your department have a teaching evaluation program in which your part-time department faculty are required to participate?

Yes .... ☐ ⟶ If Yes, go to B5.

No .... ☐ ⟶ If No, go to B6.

B5. Are instructors in the dual-enrollment courses reported in B2 required to participate in the teaching evaluation program for part-time departmental faculty described in B4?

Yes .... ☐

No .... ☐

B. Dual-Enrollment Courses (continued)　　　　　　　　　Statistics Questionnaire

B6.　Does your department assign any of <u>its own</u> full-time or part-time faculty to teach courses conducted on a high school campus for which high school students may receive both high school and college credit (through your institution)?

Yes .... ☐ ───────────→ If Yes, go to B7.

No .... ☐ ───────────→ If No, go to Section C.

B7.　How many students are enrolled in the courses conducted on a high school campus and taught by your full-time or part-time faculty and through which high school students may receive both high school and college credit (through your institution)?

Number of students .... ☐

In subsequent sections we ask about course enrollments in your department, please **do not** *include any of the enrollments reported in this Section B.*

C. Distance Learning

Definition: Distance learning courses are those courses in which the majority of the instruction occurs with the instructor and the students separated by time and /or place (e.g., courses in which the majority of the course is taught online, by computer software, by television, or by correspondence).

C1. Does your department offer distance learning courses?

Yes .... ☐

No .... ☐ ────────────→ If No, skip to D1.

C2. Which best characterizes the format/structure of the majority of your distance learning courses?

All instruction is conducted without an instructor being physically present .... ☐

Some instruction is conducted with an instructor being physically present .... ☐

C3. Which one response best describes the general pattern for how the instructional materials used in your distance learning courses are determined?

Course instructors create materials... ☐
Course instructors choose commercially produced materials........ ☐
Course instructors choose a combination of both......................... ☐

C4. In most of your distance learning courses, how are the majority of the tests administered? *(Choose one response.)*

Not at a monitored testing site (e.g., online or by correspondence).......... ☐

At a monitored testing site.. ☐

Combination of both.. ☐

C5. Does your institution give statistics credit for distance learning courses that are not offered through your department?

Yes .... ☐

No .... ☐

No department policy...... ☐

C. Distance Learning (continued)   Statistics Questionnaire

C6. Are there any courses that you offer in both non-distance learning and in distance learning formats?

Yes .... ☐ —————————→ If Yes, go to C7 below.

No .... ☐ —————————→ If No, go to D1.

C7. Are the content, goals, and objectives of the distance learning courses generally the same as those in the non-distance learning courses of the same title?

Yes .... ☐

No .... ☐

C8. Do the course instructors in your distance learning courses generally:

	Yes	No
a. Hold office hours to meet with students on campus as in comparable non-distance learning courses taught on campus?..	☐	☐
b. Participate in evaluation of instruction in the same way as faculty who teach comparable non-distance learning courses?...	☐	☐

C9. Which, if any, of the following practices apply to the majority of distance learning courses in your department? *(Check one response on each line.)*

	Yes	No
a. Same examinations as in the non-distance-learning course......	☐	☐
b. Same common course outlines as in the non-distance-learning course...	☐	☐
c. Same course projects as in the non-distance-learning course...	☐	☐

D. Faculty Profile (Fall 2010)   Statistics Questionnaire

Please indicate whether the following types of faculty are actively teaching one or more courses in fall 2010.

Definitions

- **Full-time faculty.** Faculty who are full-time employees in the institution and more than half-time in the department. For example, if a tenured physics professor with a joint appointment in your department teaches a total of two courses in fall 2010, with exactly one being in your department, then that person would be counted as part-time in your department.

- **Permanent faculty.** If your institution does not recognize tenure, please report full-time departmental faculty who are permanent on line D1a and report all other faculty on the remaining lines as appropriate.

Faculty Type	Teach in Fall 2010	
	Yes	No
D1. Full-time faculty		
a. Tenured, tenure-eligible, or permanent faculty....................	☐	☐
b. Other full-time faculty..	☐	☐
D2. Part-time faculty	☐	☐
D3. Graduate teaching assistants who teach courses independently (not counting the teaching of recitation sessions)...	☐	☐

E. Probability and Statistics Courses (Fall 2010)

In the next several pages, you will enter data about courses you are teaching. For each course that is taught, you will be asked to enter the fall 2010 enrollment and the number of sections of the course. Depending upon the type of course, you will be asked about distance learning enrollment and the numbers of each kind of faculty (tenure-eligible, part-time, etc.) who are teaching the course. Also, you may not teach some of your advanced courses in every term; for those courses we also ask whether the course was offered in spring 2010 or will be offered in spring 2011 (please combine the winter and spring terms if your institution uses the quarter system); please answer these questions regardless of whether you offer the courses in fall 2010.

The following instructions apply throughout Section E (pages 8-11).

- Report distance learning enrollments separately from other enrollments. A *distance learning* course is one in which the majority of instruction occurs with the instructor and the students separated by time and place (e.g., courses in which the majority of the course is taught online or by computer software or correspondence).

- Do NOT include any dual-enrollment sections or enrollments in these tables. (In this questionnaire, a *dual-enrollment* section is one that is conducted on a high school campus, taught by a high school teacher, and allows students to receive high school credit and, simultaneously, college credit from your institution for the course. These courses were reported in Section B.)

- For Introductory Statistics classes, you will be asked to list separately classes taught in a large lecture format (with recitation sections) and classes taught by a single instructor (these classes are further broken down by enrollment of 30 or less and enrollment over 30). For example, you will be asked for both the number of large lecture courses (E1-1 column c) and the total number of recitation sections for all the large lectures (E1-2 column c). For all courses except as marked in E1 and E2, please do not treat recitation sessions as separate sections. Instead, please treat both the lecture component and any associated recitation sessions as a single section.

- Report a section of a course as being taught by a *graduate teaching assistant (GTA)* if and only if that section is taught *independently* by the GTA, i.e., when it is the GTA's own course and the GTA is the instructor of record.

- If your institution does not recognize tenure, report sections taught by your permanent full-time faculty in column (d) and sections taught by other full-time faculty in column (e).

- Full-time faculty teaching in your department and holding joint appointments with other departments should be counted in column (d) if they are tenured, tenure-eligible, or permanent in your department. Faculty who are not tenured, tenure-eligible, or permanent in your department should be counted in column (f) if their fall 2010 teaching in your department is less than or equal to 50% of their total fall teaching assignment, and they should be reported in column (e) otherwise. (Example: If a tenured physics professor with a joint appointment in your department teaches a total of two courses in fall 2010, with exactly one being in your department, then that person would be counted as part-time in your department.)

- Do not fill in any shaded boxes.

- Any unshaded box that is left blank will be interpreted as reporting a count of zero.

- Except where specifically stated to the contrary, the tables in Section E deal with enrollments in fall term 2010.

- If a section is co-taught by multiple faculty, categorize the section in terms of the most senior faculty member teaching that course.

- If your department is broader than just statistics (e.g., Department of Statistics and Computer Science or Statistics and Operations Research), please use E24 to report on the courses outside of probability and statistics.

- If a course is cross-listed in both statistics and another department (such as mathematics, psychology, or engineering), count all students regardless of how the course is listed on the students' transcripts.

E. Probability and Statistics Courses (Fall 2010)

Statistics Questionnaire

♦ **Cells left blank will be interpreted as zeros.**

Name of Course (or equivalent)	Total distance education enrollments[1] (a)	Total enrollment NOT in distance education and NOT dual enrollments[2] (b)	Number of sections corresponding to column (b) (c)	Of the number in column (c), how many sections are taught by:					
				Full-time faculty[3]				Part-time faculty (g)	Graduate teaching assistants[4] (h)
				Tenured, tenure-eligible, or permanent faculty (d)	Other full-time faculty with Ph.D. (e)	Other full-time faculty without Ph.D. (f)			
STATISTICS									
COURSES FOR NON-MAJORS/MINORS									
E1: Introductory Statistics (no calculus prerequisite)									
E1-1. Lecture with separately scheduled recitation/problem/ laboratory sessions[5]									
E1-2. Number of recitation/problem/ laboratory sessions associated with courses reported in E1-1[6]									
E1-3. Other sections with enrollment of 30 or less									
E1-4. Other sections with enrollment above 30									

[1] A majority of students receive the majority of their instruction via Internet, TV, correspondence courses, or other method where the instructor is NOT physically present.
[2] Do not include any dual-enrollment courses, i.e., courses taught on a high school campus by a high school instructor for which high school students may obtain both high school credit and, simultaneously, college credit through your institution.
[3] Count faculty with joint appointments in column (d) or (e) if more than 50 percent of their fall 2010 teaching assignments are within your department, and in column (f) otherwise.
[4] Sections taught independently by GTAs .
[5] Report an introductory statistics class along with its recitation/problem/laboratory sessions as one section in column (c) of E1-1 and E2-1.
[6] Example: suppose your department offers four 100-student sections of a course and that each is divided into five 20-student discussion sessions that meet separately from the lectures. Report 4*5=20 recitation/problem/laboratory sessions associated with the course, even if each discussion meets several times per week.

Please refer to the course reporting instructions at the beginning of Section E.

◆ **Cells left blank will be interpreted as zeros**

Name of Course (or equivalent)	Total distance education enrollments[1] (a)	Total enrollment NOT in distance education and NOT dual enrollments[2] (b)	Number of sections corresponding to column (b) (c)	Of the number in column (c), how many sections are taught by:				
				Full-time faculty[3]			Part-time faculty (g)	Graduate teaching assistants[4] (h)
				Tenured, tenure-eligible, or permanent faculty (d)	Other full-time faculty with Ph.D. (e)	Other full-time faculty without Ph.D. (f)		
STATISTICS								
COURSES FOR NON-MAJORS/MINORS								
E2: Introductory Statistics (calculus prerequisite) (for non-majors)								
E2-1. Lecture with separately scheduled recitation/problem/laboratory sessions[5]								
E2-2. Number of recitation/problem/laboratory sessions associated with courses reported in E2-1[6]								
E2-3. Other sections with enrollment of 30 or less								
E2-4. Other sections with enrollment above 30								
Other Introductory Statistics Courses								
E3. Statistics for pre-service elementary or middle grade teachers								
E4. Statistics for pre-service high school teachers								
E5. All other elementary-level statistics courses								

[1] A majority of students receive the majority of their instruction via Internet, TV, correspondence courses, or other method where the instructor is NOT physically present.
[2] Do not include any dual-enrollment courses, i.e., courses taught on a high school campus by a high school instructor for which high school students may obtain both high school credit and, simultaneously, college credit through your institution.
[3] Count faculty with joint appointments in column (d) or (e) if more than 50 percent of their fall 2010 teaching assignments are within your department, and in column (f) otherwise.
[4] Sections taught independently by GTAs.
[5] Report an introductory statistics class along with its recitation/problem/laboratory sessions as one section in column (c) of E1-1 and E2-1.
[6] Example: suppose your department offers four 100-student sections of a course and that each is divided into five 20-student discussion sessions that meet separately from the lectures. Report 4*5=20 recitation/problem/laboratory sessions associated with the course, even if each discussion meets several times per week.

E. Probability and Statistics Courses (Fall 2010) (continued)

◆ **Cells left blank will be interpreted as zeros.**

Statistics Questionnaire

Name of Course (or equivalent)	Total enrollment fall 2010 (a)	Number of sections corresponding to column (a) (b)	Number of sections corresponding to column (b) taught by tenured, tenure-eligible, or permanent faculty (c)	Was this course taught in ANY term of the previous academic year? (d)		Will this course be offered in the next term (spring 2011)? (e)	
				Yes	No	Yes	No
PROBABILITY & STATISTICS							
COURSES FOR MAJORS OR MINORS							
E6. Mathematical Statistics (calculus prerequisite)				☐	☐	☐	☐
E7. Probability (calculus prerequisite)				☐	☐	☐	☐
E8. Combined Probability & Statistics (calculus prerequisite)				☐	☐	☐	☐
E9. Stochastic Processes				☐	☐	☐	☐
E10. Applied Statistical Analysis				☐	☐	☐	☐
E11. Design & Analysis of Experiments				☐	☐	☐	☐
E12. Regression (and Correlation)				☐	☐	☐	☐
E13. Biostatistics				☐	☐	☐	☐
E14. Nonparametric Statistics				☐	☐	☐	☐
E15. Categorical Data Analysis				☐	☐	☐	☐
E16. Sample Survey Design & Analysis				☐	☐	☐	☐
E17. Statistical Computing				☐	☐	☐	☐
E18. Data Management				☐	☐	☐	☐
E19. Senior Seminar/Independent Studies				☐	☐	☐	☐
E20. Bayesian Statistics				☐	☐	☐	☐
E21. Statistical Consulting				☐	☐	☐	☐
E22. Statistical Software				☐	☐	☐	☐
E23. All other upper level Probability & Statistics							
E24. All departmental courses other than Probability or Statistics							

E25. Do you offer any advanced undergraduate courses in statistics (E6-E23) as distance-learning courses?

Yes .... ☐ ⎯⎯⎯⎯⎯⎯⟶ If Yes, go to E26 below.

No .... ☐ ⎯⎯⎯⎯⎯⎯⟶ If No, go to Section F.

E26. Please indicate which advanced undergraduate statistics courses you offer as distance-learning courses. (Check all that apply.)

Course	Offer as distance learning
E6. Mathematical Statistics (calculus prerequisite)	☐
E7. Probability (calculus prerequisite)	☐
E8. Combined Probability & Statistics (calculus prerequisite)	☐
E9. Stochastic Processes	☐
E10. Applied Statistical Analysis	☐
E11. Design & Analysis of Experiments	☐
E12. Regression (and Correlation)	☐
E13. Biostatistics	☐
E14. Nonparametric Statistics	☐
E15. Categorical Data Analysis	☐
E16. Sample Survey Design & Analysis	☐
E17. Statistical Computing	☐
E18. Data Management	☐
E19. Senior Seminar/ Independent Studies	☐
E20. Bayesian Statistics	☐
E21. Statistical Consulting	☐
E22. Statistical Software	☐
E23. Other upper level Probability & Statistics	☐
E23. Other mathematical science courses	☐

F. Undergraduate Program (Fall 2010)

F1. Report the total number of your departmental majors who received their
     bachelor's degrees from your institution between July 1, 2009, and
     June 30, 2010. Include joint majors and double majors[1]............................ ☐

F2. Of the undergraduate degrees described in F1, please report the number who majored in each
     of the following categories. Each student should be reported only once. Include all double and joint
     majors[1] in your totals. Use the Other category for a major in your department who does not fit into
     one of the earlier categories.

Area of Major	Male	Female
a. Statistics		
b. Biostatistics..		
c. Actuarial Science		
d. Joint[1] Statistics and Computer Science		
e. Joint[1] Statistics and Mathematics............................		
f. Joint[1] Statistics and (Business or Economics)....		
g. Statistics Education....................................		
h. Other		

[1] A "double major" is a student who completes the degree requirements of two separate majors, one in statistics and one in
    another program or department. A "joint major" is a student who completes a single major in your department that
    integrates courses from statistics and some other program or department and typically requires fewer credit hours that the
    sum of the credit hours required by the separate majors.

F3. How many different courses at your institution offered during spring 2010
     or fall 2010 are team taught by a member(s) of your department and a
     member(s) of another department?... ☐

F. Undergraduate Program (Fall 2010) (continued) Statistics Questionnaire

F4. To what extent must majors in your department complete the following? Check one box in each row.

	Required of all majors	Required of some but not all majors	Not required of any major
a. Calculus I	☐	☐	☐
b. Calculus II	☐	☐	☐
c. Multivariable Calculus........................	☐	☐	☐
d. Linear Algebra/Matrix Theory	☐	☐	☐
e. At least one computer science course	☐	☐	☐
f. At least one applied mathematics course (not including a, b, c, d above)	☐	☐	☐
g. A capstone experience (e.g., a senior project, a senior thesis, a senior seminar, or an internship)..................	☐	☐	☐
h. An exit exam (written or oral).............	☐	☐	☐
i. One Probability course	☐	☐	☐
j. One Mathematical Statistics course....	☐	☐	☐
k. One Linear Models course..................	☐	☐	☐
l. One Bayesian Inference course..........	☐	☐	☐

F. Undergraduate Program (Fall 2010) (continued)   Statistics Questionnaire

F5.   Many departments today use a spectrum of program-assessment methods. Please indicate whether each of the following apply to your department's undergraduate program-assessment efforts during the last six years.

	Yes	No
a. We conducted a review of our undergraduate program that included one or more reviewers from outside of our institution	☐	☐
b. We asked graduates of our undergraduate program to comment on and suggest changes in our undergraduate program........................	☐	☐
c. Other departments at our institution were invited to comment on the preparation that their students received in our courses	☐	☐
d. Data on our students' progress in subsequent statistics courses were gathered and analyzed	☐	☐
e. We have a placement system for first-year students and we gathered and analyzed data on its effectiveness	☐	☐
f. Our department's program assessment activities led to changes in our undergraduate program...	☐	☐

F6.   For each of the following opportunities, indicate whether or not it is available to your undergraduate statistics students

	Yes	No
a. Honors sections of departmental courses	☐	☐
b. An undergraduate statistics club	☐	☐
c. Special statistics programs to encourage women..............................	☐	☐
d. Special statistics programs to encourage minorities.........................	☐	☐
e. Opportunities to participate in statistics contests.............................	☐	☐
f. Special statistics lectures/colloquia not part of a statistics club	☐	☐
g. Statistics outreach opportunities in local K–12 schools.....................	☐	☐
h. Undergraduate research opportunities in statistics............................	☐	☐
i. Independent study opportunities in statistics.....................................	☐	☐
j. Assigned faculty advisers in statistics...	☐	☐
k. Opportunity to write a senior thesis in statistics................................	☐	☐
l. A career day for statistics majors..	☐	☐
m.Special advising about graduate school opportunities in statistical sciences	☐	☐
n. Opportunity for an internship experience or part-time employment in a professional statistical opportunity...	☐	☐
o. Opportunity to participate in a senior seminar	☐	☐
p. Supervised consultation working in a consulting lab with clients	☐	☐

F. Undergraduate Program (Fall 2010) (continued)

F7. Please give your best estimate of the percentage of your department's graduating majors from the previous academic year (reported in F1) in each of the following categories. Please make the totals add to 100 percent. If you do not offer any mathematical sciences major, check here ☐ and go to F8.

    a. Who went into pre-college teaching .... `%`

    b. Who went to graduate school in the statistical sciences .... `%`

    c. Who went to professional school or to graduate school outside of the statistical sciences `%`

    d. Who took jobs in business, industry, government, etc. .... `%`

    e. Who had other post-graduation plans known to the department .... `%`

    f. Whose plans are not known to the department .... `%`

F8. Responses to this question will be used to project total enrollment in the current (2010–2011) academic year based on the pattern of your departmental enrollments in 2009–2010. Do NOT include any numbers from dual-enrollment courses[1] in answering question A4. Please provide head counts, not full-time equivalents.

    a. Previous fall (2009) total student enrollment in <u>your department's</u> undergraduate courses (remember: do not include dual-enrollment courses[1]): ....

    b. Previous academic year (2009–2010) total enrollment in <u>your department's</u> undergraduate courses, <u>excluding</u> dual enrollments[1] and <u>excluding</u> enrollments in summer school 2010: ....

    c. Total enrollment in <u>your department's</u> undergraduate courses in summer school 2010: ....

[1] In this question, the term "dual enrollment courses" is used to mean courses taught on a high school campus, by high school teachers, for which high school students may obtain high school credit and, simultaneously, college credit through your institution.

F9.

    a. How many freshmen enrolled in your institution in fall 2010? ....

    b. How many of these freshmen entered with AP credit for Statistics? ....

G. Introductory Statistics Instruction

The following questions are about instruction in course E1: Introductory Statistics for non-majors/minors (no calculus prerequisite) on page 9.

G1. In most sections of course E1, the percentage of class sessions in which real data are used is generally approximately:

0-20%	☐
21-40%	☐
41-60%	☐
61-80%	☐
81-100%	☐

G2. In most sections of course E1, the percentage of class sessions in which in-class demonstrations and/or in-class problem solving activities/discussions generally take place is approximately:

0-20%	☐
21-40%	☐
41-60%	☐
61-80%	☐
81-100%	☐

G3. Which, if any, of the following kinds of technology are used in the majority of sections of course(s) E1?

	Yes	No
a. Graphing calculators	☐	☐
b. Statistical packages (e.g., SAS, SPSS, Minitab)	☐	☐
c. Educational software	☐	☐
d. Applets...	☐	☐
e. Spreadsheets..	☐	☐
f. Web-based resources including data sources, on-line texts, and data analysis routines	☐	☐
g. Classroom response systems (e.g., clickers)	☐	☐

G4. Do the majority of the sections of course(s) E1 require assessments beyond homework exams, and quizzes (assessments such as projects, oral presentations, written reports)?

Yes................	☐
No	☐

H. Comments and Suggestions

If you found some question(s) difficult to interpret or answer, please let us know. We welcome suggestions to improve future surveys (e.g., CBMS 2015).

Comments: _____

_____

_____

_____

_____

_____

Thank you for completing this questionnaire. We know it was a time-consuming process and we hope that the resulting survey report, which we hope to publish in spring 2012, will be of use to you and your department.

Please keep a copy of your responses to this questionnaire in case questions arise.