

This questionnaire is designed to obtain feedback from students for improving the course. Nothing you write on this questionnaire will affect your grade - your name should not be on this form, and in any case I will not review these completed forms until after your final grades have been turned in.

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1. Are you a  Freshman,  Sophomore,  Junior or  Senior ? (check one)
2. What prerequisites (if any) do you think this course should have?
  
3. In a typical 4-year student career, when do you think a student should take this course? Assume a typical Micro major takes General Micro and its lab in their 4th semester (as a 2nd semester Sophomore) and Med Micro in their 5th semester.
  
4. Would it be fair for the department (or any specific PI) to REQUIRE this course before allowing a student to take undergraduate research for credit, if we could PROMISE any student who takes it a place in a research lab (assuming they want one)?
  
5. Most Micro majors are readily divided into those headed for a career in Healthcare (Pre-meds, &c), Industry (getting a job right out of school), or Graduate School (Masters or Ph.D). For which of these populations is this course useful?

6. How important were the lectures/discussions on ...

- | Good                     | OK                       | Poor                     |  |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | The bacterial growth curve                                       |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | What <i>is</i> an experiment?                                    |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | What is a lab environment like?                                  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Sterilization, storage and disposal?                             |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | What <i>is</i> a failed experiment?                              |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | The effective graphical display of scientific data               |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Lab notebook review  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Scientific papers, posters, meetings, and presentations          |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Types of undergraduate research opportunities and how to get one |

7. Are there lecture or discussion topics you think should be added?

- | Yes                      | Maybe                    | No                       |   |
|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | More discussion about the BioScreen growth curve instrument |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A review of concentrations, stock solutions and dilutions   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | More guest lectures/seminars                                |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | More lectures from the textbook                             |

Anything else? \_\_\_\_\_

8. Should this course spend  more,  less, or  about the same amount of time on lectures and discussions? (check one)

9. The lectures in this course were (for the most part) loosely-organized open discussions. Was this format a good fit for this course, or should these lectures have been more formal and structured?

10. Would you be in favor of extending the Friday sessions to 2 hours? Would this be enough, should this session be even longer (3hours), or should one of the other (or both) session(s) also be lengthened?

11. Should the textbook(s) be used in the future? If so, should the lectures come more from the book that they did?

12. Did you like having guest seminar speakers?

13. Each group was given free range in what aspect of growth they wanted to test. Was this good, or should students be given more guidance, ideas, or even specific options?

14. About the final reports...

Yes    Maybe    No

           Was the "lab meeting" presentation format effective?

           Was the the one-page "note" paper effective?

           Are they both necessary or useful?

How could these be improved?

15. What was the most important thing you learned in this course?

16. What was the *least* important or *least* interesting thing we did in this course?

17. What is the one thing you wish you'd done more of, or learned better, in this course?

18. If you had the power to change this course, what would you do?

19. What other comments do you have about this course?