**MS Graduate Student Exit Survey**

Thank you for taking the time to complete this survey. Your comments will be very helpful to us as we evaluate our success in teaching skills that are important to succeeding in careers in biology or being an informed consumer of scientific information.

**Part 1: Demographic Data**

Gender : \_\_\_\_\_\_\_\_\_

Age: \_\_\_\_\_\_\_\_\_

Ethnicity: \_\_\_\_\_\_\_\_\_\_\_\_\_

Undergraduate university/college: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Part 2: Evaluation of Learner Outcomes**

1. How would you rate your familiarity with current research questions and hypotheses in your area of interest in Biology?

A. I feel that I have a broad knowledge of topical research questions and hypotheses in my area of biology.

B. I have knowledge of topical research questions and hypotheses that are immediately related to my thesis topic, but not more broadly.

C. I am not familiar with topical research questions and hypotheses in beyond the question I asked in my thesis.

2. How would you rate your ability to interpret and understand primary scientific literature?

A. In most instances I feel comfortable identifying the objectives of articles, understanding the major findings of the article, understanding how those findings relate to broader topics in biology and interpreting figures and tables.

B. In about half of scientific articles I have some difficulties in understanding the objectives of the article, the article’s major finding, the relationship of those findings to broader topics in biology and in interpreting figures and tables.

C. Most of the time I find scientific articles to be difficult to understand.

3. In approximately how many classes during your MS career did you read and discuss primary scientific literature?

A. 0 B. ≤2 C. 2-4 D. >4

4. In what forms did you receive instruction in reading and interpreting primary scientific literature during the MS program?

A. classes

B. lab discussion groups

C. interactions with your advisor

D. other (please identify) \_\_\_\_\_\_\_\_\_\_\_\_\_

4. How would you rate your ability to design and present scientific oral presentations?

A. I understand the format of scientific oral presentations, I feel comfortable designing figures and tables for presentation as slides, I have an understanding of how to choreograph slides effectively, I can speak at a pace and volume that are readily understood.

B. There are one or two important aspects of designing and presenting scientific information orally that I struggle with, but there are other aspects in which I feel comfortable in my abilities.

C. I feel that I have learned little about giving scientific presentations and would have little idea of how to put one together without extensive guidance.

5. In approximately how many classes during your MS career did you make oral presentations and receive feedback from the instructor and/or classmates on your presentation?

A. 0 B. ≤2 C. 2-4 D.>4

6. In what forms did you receive instruction in designing and presenting scientific oral presentations?

A. classes

B. lab discussion groups

C. interactions with your advisor

D. other (please identify) \_\_\_\_\_\_\_\_\_\_\_\_\_

7. How would you rate your ability to communicate scientific research in writing?

A. I understand the content that belongs in the different sections (e.g. abstract, introduction etc.) of a written scientific document (e.g. thesis, research article), I feel comfortable with the use of basic statistics to address questions in my area of biology, I feel comfortable preparing figures and tables for presenting in a written format, during my MS program I have learned to write more concisely and with fewer proof-reading errors.

B. There are one or two important aspects of scientific writing (outlined in answer A) that I struggle with, but other areas of scientific writing with which I feel comfortable.

C. I feel that I have learned little about scientific writing and would have little idea of where to begin in writing the sections (abstract, introduction etc.) that are typically components of written scientific communication.

8 In approximately how many classes during your MS career did you received feedback on your writing?

A. 0 B. ≤2 C. 2-4 D>4

9. How did you receive your most useful instruction in improving your writing?

A. classes

B. lab discussion groups

C. interactions with your advisor

D. other (please identify) \_\_\_\_\_\_\_\_\_\_\_\_\_

10 Do you have further comments that you would like to provide for improving the Biology MS program?

**Part 2: Professional and Educational Opportunities**

10. Do you have a job upon graduating? If so, what is the position title and the name of your employer?

11. Have you been accepted into further graduate study (Ph.D. program, professional school)? If so, what is the name of the department and institution where you will be studying?

12. After completing the MS program in Biology, are there skills related to conducting, interpreting and communicating scientific research or are there bodies of knowledge in biology that you feel you are lacking that would help you in obtaining job opportunities or opportunities for further graduate study? Please describe those skills of bodies of knowledge that you are lacking.

12. Because knowledge of the educational/professional activities of our graduates is helpful to us in understanding how well the training that we give students prepares them for careers, would you please provide us with contact information (address or e-mail) where we might be able to contact you after graduation?

Name:

E-mail Address:

Home Address: