Please complete the following:

[This is currently designed to be a web instrument. For participants who have not completed the instrument by the time they arrive at the workshop, a paper version would be made available, and their compiled responses added to the database. A web version of the instrument could be completed by these participants if there were adequate on-site access to computers.]

<table>
<thead>
<tr>
<th>1. Your name:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2. What is your gender?</td>
<td>1=F 2=M</td>
</tr>
<tr>
<td>3. Name of your institution:</td>
<td></td>
</tr>
<tr>
<td>4. In what type of institution do you teach?</td>
<td>2-yr. 4-yr. undergraduate 4-yr. Master's 4-yr. Ph. D.</td>
</tr>
<tr>
<td>5. How long have you been teaching at the college level?</td>
<td>1=&lt;1 yr. 2=1-5 yrs. 3=6-10 yrs. 4=&gt;10 yrs.</td>
</tr>
<tr>
<td>6. What is your tenure status?</td>
<td>1=tenured 2=not yet tenured 3=not on tenure track 4=other</td>
</tr>
<tr>
<td>7. What courses do you teach? (please mark all which apply)</td>
<td>1=Preparatory 2=Chem for liberal arts or non-science students 3=Chem for nursing, allied health, applied biology, etc. 4=Science, engineering, pre-professional majors 5=Soph., Jr., and Sr. undergrad courses 6=Other (please explain)</td>
</tr>
<tr>
<td>8. What would you describe as the most important goal(s) of your chemistry class?</td>
<td></td>
</tr>
<tr>
<td>9. What are the most serious challenges you face when instructing your students?</td>
<td></td>
</tr>
</tbody>
</table>
10. Which method(s) do you use to teach now in your "lecture" section? Please click on the accompanying button to use the pull down menu to indicate what percent of your class time is spent in this activity/technique or with what frequency you use it.

a. Teacher lecturing with chalkboard or white board
   %

b. Teacher lecturing with overhead projector
   %

c. Teacher lecturing with Powerpoint
   %

d. Students doing writing
   freq

e. Students doing collaborative learning
   freq

f. Teacher using conceptual questions: please see definitions
   freq

g. Teacher using computer animations
   freq

h. Instructor doing an experiment/demo
   freq

i. Students doing an experiment/demo
   freq

j. Students following guided inquiry
   %

k. Students working on worksheets/tutorials
   freq

l. Students doing in-class problem-solving
   freq

m. Students participating in discussion
   freq

n. Students working at the board or overhead
   freq

 o. Other (please write in this space)
    freq

11. If you have recitation/discussion sections associated with your course, are they run by a TA or by you, the instructor? Do you have undergraduate peer facilitators? Describe any innovative teaching techniques that are used in your classrooms.

12. Which method(s) do you use to teach now in your laboratory section? Please click on the button of any which apply.

a. Students doing pre-lab assignments
   check button

b. Teachers doing pre-lab instruction
   check button

c. Students designing an experiment
   check button

d. Students doing verification laboratories
   check button

e. Students doing demonstrations
   check button

f. Students doing guided inquiry
   check button

g. Students doing discovery lab work
   check button

h. Student preparing a lab notebook
   check button

i. Students doing modules—please see web site examples
   check button

j. Teachers presenting/students doing lessons on laboratory safety
   check button

k. Other (please write in this space)
   check button
13. What methods do you currently use for assessment of student learning? Please click on the button of the choice which best describes how often you use these methods.

<table>
<thead>
<tr>
<th>Method</th>
<th>Frequent Use</th>
<th>Occasional Use</th>
<th>No Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Multiple choice questions</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>b. Essay questions</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>c. &quot;Show your work&quot; problems</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>d. Short answer questions w/explanations</td>
<td></td>
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<tr>
<td>e. Conceptual questions—please see web site examples</td>
<td></td>
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<td></td>
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<tr>
<td>f. Short writing assignments</td>
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<tr>
<td>g. Debates</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. Poster presentations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. Lab reports</td>
<td></td>
<td></td>
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<tr>
<td>j. Lab practical exams</td>
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<td></td>
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<tr>
<td>k. Defense of a position exercises using data</td>
<td></td>
<td></td>
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<tr>
<td>l. Student design of and carrying out experiments</td>
<td></td>
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<td></td>
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<tr>
<td>m. Group assignments/group quizzes or exams</td>
<td></td>
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<tr>
<td>n. Expert group activities (jigsaw)</td>
<td></td>
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<tr>
<td>o. Projects</td>
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<td></td>
<td></td>
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<tr>
<td>p. Oral examinations</td>
<td></td>
<td></td>
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<tr>
<td>q. ACS examinations</td>
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<tr>
<td>r. Portfolios</td>
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<tr>
<td>s. Other (please write in this space)</td>
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</tbody>
</table>

14. Please rank your familiarity with each of the MID projects before attending the MID workshop:

<table>
<thead>
<tr>
<th>MID project</th>
<th>1=not familiar</th>
<th>2=a little familiar</th>
<th>3=somewhat familiar</th>
<th>4=very familiar</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. ChemConnections</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(ChemLinks and MC²)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Molecular Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. New Traditions</td>
<td></td>
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<td></td>
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<tr>
<td>d. Workshop Project</td>
<td></td>
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</tr>
</tbody>
</table>

15. How would you describe the climate in your department in terms of faculty engaging in instructional reform?
16. How did you find out about the MID projects? Please mark all that apply.

<table>
<thead>
<tr>
<th>MID project</th>
<th>1=Project Web site</th>
<th>2=ICE article</th>
<th>3=ACS conference</th>
<th>4=At a BCCE</th>
<th>5=from a colleague</th>
<th>6=other (please explain)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. ChemConnections (ChemLinks and MC²)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>b. Molecular Science</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>c. New Traditions</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>d. Workshop Project</td>
<td></td>
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</tr>
</tbody>
</table>

17. With which of the MID projects do you wish to become more familiar? (please circle all that apply)

18. Do we need to change the registration process for the workshop and if so, how?
Please evaluate each component of the Friday sessions of your MID workshop by answering the following questions.

1. Introduction to MID Project —Earl Peace
   What was helpful about the MID Project Overview?

2. Hands-on Activity Illustrating Active, Collaborative Learning
   What was helpful about the Group Activity Incorporating MID strategies?

3. MID Project Descriptions by Project Leaders
   a. Introduction to ChemConnections (ChemLinks and MC2)
      What was helpful about the ChemConnections component of the MID workshop?

   b. Introduction to Molecular Science
      What was helpful about the Molecular Science component of the MID workshop?

   c. Introduction to New Traditions
      What was helpful about the New Traditions component of the MID workshop?
d. Introduction to Workshop Project
   What was helpful about the Workshop Project component of the MID workshop?

4. Summary including discussion of evaluation instruments (SALG, FLAG, and ACS Exams, etc.)
   What was helpful about the MID summary session and discussion of evaluation instruments?

5. Please comment about any written materials you have received today.

6. What else can we do to help you to plan to implement ideas from this workshop?
Multi-Initiative Dissemination Project (on tan paper)
Post Workshop Evaluation Form—Friday Afternoon Sessions
Choice for Concurrent Workshop Sessions on Saturday
DRAFT — 11-06-2000

1. a. Please indicate your choices for the concurrent workshop sessions to be held on Saturday. The choices include CC=ChemConnections, MS=Molecular Science, NT=New Traditions, WP=Workshop Project. We will try to honor your first and second choices. [The facilitator will explain in more detail.]

<table>
<thead>
<tr>
<th>1st choice</th>
<th>2nd choice</th>
<th>3rd choice</th>
<th>4th choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) What are your choices for the first concurrent session on Saturday?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2) What are your choices for the second concurrent session on Saturday?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b. Is there a workshop that you do not want to attend? If so, which one? __________

c. Is there a workshop that you have already attended? If so, which one? __________

Please evaluate each component of the first Saturday session of your MID workshop by answering the following questions.

Please circle your choice of project sessions.
(CC=ChemConnections, MS=Molecular Science, NT=New Traditions, WP=Workshop Project)

First concurrent project session:
I attended the _____________ session.
(CC, MS, NT, WP)

a. What was helpful about the first concurrent project session of the MID workshop?

b. What are your concerns?

c. Please evaluate the written materials handed out in this segment (please circle your choice)

<table>
<thead>
<tr>
<th></th>
<th>1=not helpful</th>
<th>2=a little helpful</th>
<th>3=somewhat helpful</th>
<th>4=very helpful</th>
</tr>
</thead>
</table>
Multi-Initiative Dissemination Project (on gold paper)
Post Workshop Evaluation Form—Second Saturday Session
DRAFT — 11-06-2000

Please evaluate each component of the *second* Saturday session of your MID workshop by answering the following questions.

Please circle your choice of project sessions.
(CC=ChemConnections, MS=Molecular Science, NT=New Traditions, WP=Workshop Project)

Second concurrent project session:
I attended the _______________ session.
(CC, MS, NT, WP)

a. What was helpful about the second concurrent project session of the MID workshop?

b. What are your concerns?

c. Please evaluate the written materials handed out in this segment (please circle your choice)

1=not helpful  2=a little helpful  3=somewhat helpful  4=very helpful
1. Theoretical approach to cognitive development / active learning
   a. What was helpful about the MID session about the role/research active learning vs. traditional lecture?

   b. What are your concerns?

c. Please evaluate the written materials handed out in this segment (please circle your choice)

   1=not helpful  2=a little helpful  3=somewhat helpful  4=very helpful

2. How useful were the materials that you received prior to your arrival? What else might you have needed to know prior to your arrival?

3. After having attended this workshop, what activities, techniques, or new teaching or assessment strategies will you use in your classroom?

4. After having attended this workshop, are you interested in using the SALG?
*5. After having attended this workshop, do you have enough information to choose three-day intensive workshops to attend this summer? (CC=ChemConnections, MS=Molecular Science, NT=New Traditions, WP=Workshop Project)

Three-day intensive summer workshop information:

<table>
<thead>
<tr>
<th>June 1-3, 2000</th>
<th>June 28 - July 1, 2000</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>New Traditions Project and ChemConnections</strong></td>
<td><strong>Molecular Science CPR and Workshop Project</strong></td>
</tr>
<tr>
<td>Washington College</td>
<td>University of California</td>
</tr>
<tr>
<td>Chestertown, MD</td>
<td>Los Angeles, CA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Which three-day intensive MID Project summer workshop would you choose to attend? (CC=ChemConnections, MS=Molecular Science, NT=New Traditions, WP=Workshop Project)</td>
<td>c. What other information could this current one and a half day workshop provide which would help you to make your decision to attend a three-day intensive summer workshop?</td>
</tr>
<tr>
<td>b. What features of this one and a half day workshop helped you to make your decision?</td>
<td>d. I do not want to attend a three-day intensive MID Project summer workshop.</td>
</tr>
</tbody>
</table>

6. What are other factors which would affect your decision about whether you would attend a three-day intensive workshop this summer (i.e., location, dates, etc.)?
Multi-Initiative Dissemination Project
Post Workshop Evaluation Form
Suggested Focus Group Questions
DRAFT — 11-06-2000

1. a. Did you learn enough about the MID projects in the opening sessions with Earl Peace (overview) on Friday to choose an extended session for Saturday?

   b. Did you learn enough about the MID projects in the opening sessions with the group leaders of each MID project on Friday to choose an extended session for Saturday?

2. What about this workshop did you find particularly helpful, or what feature did you like the best?

3. How could we change the opening sessions to better meet your needs?

4. After having attended this workshop, what teaching or assessment techniques, strategies, or activities will you use in your classroom?

5. After having attended this workshop, do you have enough time and information to choose a three-day intensive workshop to attend this summer?

6. What are the factors which would affect your decision about whether you would attend a three-day intensive workshop this summer?

7. What suggestions do you have for improving the workshop. Please be as specific as possible.

8. Is there any other issue we haven't discussed that you'd like to mention?
Multi-Initiative Dissemination Project (on green paper)
Post Workshop Evaluation Form—"Wrap-up"
DRAFT — 11-06-2000

1. Wrap-up
   a. Implementation issues
      1) What was helpful about the segment concerning implementation issues during the wrap-up session?

2) What else would you like to have seen included here?

3) Please evaluate the written materials handed out in this segment
   (please circle your choice)

   1=not helpful  2=a little helpful  3=somewhat helpful  4=very helpful

b. Effectiveness of reform efforts
   1) What was helpful about the segment concerning effectiveness of reform efforts during the wrap-up session?

2) What else would you like to have seen included here?

3) Please evaluate the written materials handed out in this segment
   (please circle your choice)

   1=not helpful  2=a little helpful  3=somewhat helpful  4=very helpful
c. Assessment changes

1) What was helpful about the segment concerning assessment changes during the wrap-up session?

2) What else would you like to have seen included here?

3) Please evaluate the written materials handed out in this segment (please circle your choice)  

| 1=not helpful | 2=a little helpful | 3=somewhat helpful | 4=very helpful |