

## Census Survey

QID1 This survey, distributed by the Mathematical Association of America (MAA), is gathering information about your mainstream precalculus/single-variable calculus sequence, beginning with the last course a student might take at your university as preparation for calculus and ending with the last course whose primary emphasis is single-variable calculus. By “mainstream,” we mean any course in this sequence that would be part of student preparation for higher-level mathematics courses such as a sophomore- or junior-level course in differential equations or linear algebra. For example, a calculus course for biology or life sciences majors qualifies as “mainstream” if it is an acceptable prerequisite for higher-level mathematics courses. The survey has three parts. Part I asks for a list of all courses in your mainstream precalculus/calculus sequence. Part II asks about your departmental practices in support of the precalculus/calculus sequence. Part III asks for enrollment data and other specific information about each of these courses. (More information can be found in the FAQ). Your responses will be kept strictly confidential. Recognizing that institutions may have multiple variants of these courses, including honors calculus, calculus taught with embedded precalculus topics, or calculus for life sciences majors, we ask you to identify each of these variants and to supply information about the number of sections and total enrollment for each of these courses in each term within the past year. This survey does not need to be completed in a single sitting; progress will automatically be saved as you move through the survey. We ask that you or the appropriate person in your department complete this survey within a two-week period. If this is not a reasonable time frame for you or your department, please go here to let us know when you expect you will be able to complete it, or contact Max O'Hern (mohern@maa.org).

QID2 Who is completing this survey? You may return to this page if needed.

First Name (1)

Last Name (2)

Contact email (3)

Contact phone number (4)

Position (e.g., Department Chair, Calculus Coordinator, Director of Undergraduate Studies) (5)

Name of Institution (6)

QID129 Part I: Courses in the Precalculus/Calculus Sequence

QID3 The following questions will ask you to name the courses that make up the mainstream precalculus/single-variable calculus sequence in your department.

QID4 Please list all of the courses that are considered final courses in preparation for mainstream calculus (e.g., Precalculus or College Algebra with Trigonometry)

	Course Name	Course Number
Preparation for Calculus (1) (141)	e.g., Precalculus (1)	e.g., Math 101 (1)
Preparation for Calculus (2) (142)		
Preparation for Calculus (3) (143)		
Preparation for Calculus (4) (144)		
Preparation for Calculus (5) (145)		

QID5 Please list all initial mainstream single-variable calculus courses (e.g., Calculus I, Honors Calculus I, Calculus I for Science & Engineering, Calculus with Precalculus)

	Course Name	Course Number
First Calculus (1) (1)	e.g., Calculus I (1)	e.g., Math 102 (1)
First Calculus (2) (2)		
First Calculus (3) (3)		
First Calculus (4) (4)		
First Calculus (5) (5)		
First Calculus (6) (6)		
First Calculus (7) (7)		

QID6 Please list all mainstream single-variable calculus courses that would come after the initial calculus course (e.g., Calculus II, Calculus III, Calculus with Precalculus II, Honors Calculus II, Calculus II for Science & Engineering)

	Course Name	Course Number
	e.g., Calculus II (1)	e.g., Math 103 (1)
Subsequent Calculus (1) (1)		
Subsequent Calculus (2) (2)		
Subsequent Calculus (3) (3)		
Subsequent Calculus (4) (4)		
Subsequent Calculus (5) (5)		
Subsequent Calculus (6) (6)		
Subsequent Calculus (7) (7)		
Subsequent Calculus (8) (8)		
Subsequent Calculus (9) (9)		
Subsequent Calculus (10) (10)		

QID7 You have listed the courses that make up the mainstream precalculus/calculus sequence. Are other precalculus/calculus courses offered at your institution? These may be offered by your department or by another. If so, please give the names of these courses, the department that offers them, and a brief description of the students who typically take these courses in place of those in the mainstream sequence.

QID8 Part II: Implementation of Common Supports and Practices The following questions will ask about issues related the precalculus/calculus sequence, including placement procedures, resources to support students, use of local data, the role of graduate students in the sequence, and priorities within the department.

QID131 Part II A: Placement

QID9 How are entering students placed into the precalculus/calculus sequence? Mark all that apply.

- Placement exams developed by the department (1)
- Placement exams created by the state (2)
- ACT or SAT scores (3)
- Accuplacer (4)
- Compass (5)
- ALEKS (6)
- MAA placement exam (7)
- High school grades (8)
- AP exam results (9)
- Individual advising (10)
- Other (please explain): (11) \_\_\_\_\_

QID111 Part II A: Placement (continued)

QID10 Is it usually the case that students who do not meet the placement requirements are prevented from enrolling in the class they wish to take?

- Yes (1)
- No (2)

QID13 Other than ad hoc advising, does your department have a process in place to revisit and, as necessary, adjust student placement after the term has begun?

- Yes (please explain): (1) \_\_\_\_\_
- No (2)

QID11 Is the department generally satisfied with the effectiveness of the placement procedures for the precalculus/calculus sequence?

- Yes (1)
- Procedures are adequate, but could be improved (please explain): (2)  
\_\_\_\_\_
- No (please explain): (3) \_\_\_\_\_

QID12 What best characterizes the current status of your placement procedures? Mark all that apply.

- No significant changes are planned (1)
- Changes have recently been implemented or are currently being implemented (please explain): (2) \_\_\_\_\_
- Possible changes are being discussed (please explain): (3) \_\_\_\_\_

QID14 Please use the space provided to clarify or elaborate on your responses in Part II A: Placement, or to highlight any features of your placement procedures you feel were not captured in the questions we have asked.

QID15 Part II B: Resources to Support Students

QID109 Is there a university-wide tutoring center available to students enrolled in the precalculus/calculus sequence?

- No (1)
- Yes, where students can get tutoring for any course (2)
- Yes, where students can get tutoring specifically for mathematics courses (3)

QID110 Is there a department-run tutoring center available to students enrolled in the precalculus/calculus sequence?

- No (1)
- Yes, where students can get tutoring for any mathematics course (2)
- Yes, where students can get tutoring specifically for precalculus/calculus courses (3)

QID16 Which of the following other supports are offered for students in the precalculus/calculus sequence? Mark all that apply.

- Space in the mathematics building for students to informally gather to work on assignments and/or socialize (24)
- Precalculus/calculus study groups arranged outside the department (25)
- Resources specifically for precalculus/calculus students identified as being “at risk” (e.g. first-generation students, those with low placement scores) (26)
- Optional supplemental instruction (e.g., additional scheduled class, extra recitation time) (27)
- Practice exams (30)
- Online tutoring (28)
- Online resources for content review (31)
- Other (please explain): (29) \_\_\_\_\_

QID21 Are there special support services for students from traditionally underrepresented groups? (Either within or outside the department) Please explain:

QID93 In what roles are undergraduates hired to assist with the delivery of precalculus/calculus courses? Mark all that apply.

- As graders (1)
- As tutors (2)
- As recitation leaders (3)
- As leaders of review sessions (4)
- As leaders of optional supplemental instruction (5)
- Other (please explain): (6) \_\_\_\_\_
- Undergraduates are not hired to assist with the precalculus/calculus sequence (7)

QID91 Part II B: Resources to Support Students (continued)

Answer If Department tutoring center? Yes, where students can get tutoring for any mathematics course Is Selected Or Department tutoring center? Yes, where students can get tutoring specifically for precalculus/calculus courses Is Selected

QID17 Please mark all services available to precalculus/calculus students through your department's tutoring center.

- Computer-aided instruction (1)
- Organized small group tutoring or study sessions (2)
- Tutoring by undergraduate students (3)
- Tutoring by graduate students (4)
- Tutoring by mathematics faculty (5)
- Maple, Mathematica, or Matlab (or equivalent) (6)
- Review sessions (7)
- Other (please explain): (8) \_\_\_\_\_

Answer If Department tutoring center? Yes, where students can get tutoring for any mathematics course Is Selected Or Department tutoring center? Yes, where students can get tutoring specifically for precalculus/calculus courses Is Selected

QID19 Is the department generally satisfied with the department-run tutoring center?

- Yes (1)
- The center is adequate, but could be improved (please explain): (2)  
\_\_\_\_\_
- No (please explain): (3) \_\_\_\_\_

Answer If Department tutoring center? Yes, where students can get tutoring for any mathematics course Is Selected Or Department tutoring center? Yes, where students can get tutoring specifically for precalculus/calculus courses Is Selected

QID20 What best characterizes the current status of your tutoring center? Mark all that apply.

- No significant changes are planned (1)
- Changes have recently been implemented or are currently being implemented (please explain): (2) \_\_\_\_\_
- Possible changes are being discussed (please explain): (3) \_\_\_\_\_

Answer If University tutoring center? Yes, where students can get tutoring for any course Is Selected Or University tutoring center? Yes, where students can get tutoring specifically for mathematics courses Is Selected

QID112 Is the department generally satisfied with the tutoring center?

- Yes (1)
- The center is adequate, but could be improved (please explain): (2)  
\_\_\_\_\_
- No (please explain): (3) \_\_\_\_\_

Answer If University tutoring center? Yes, where students can get tutoring for any course Is Selected Or University tutoring center? Yes, where students can get tutoring specifically for mathematics courses Is Selected

QID113 What best characterizes the current status of the tutoring center? Mark all that apply.

- No significant changes are planned (1)
- Changes have recently been implemented or are currently being implemented (please explain): (2) \_\_\_\_\_
- Possible changes are being discussed (please explain): (3) \_\_\_\_\_

QID23 Please use the space provided to clarify or elaborate on your responses in Part II B: Resources to Support Students, or to highlight any features of these supports you feel were not captured in the questions we have asked.

QID24 Part II C: Use of Local Data

QID114 Does your department have access to data to help inform decisions about your undergraduate program?

- No (1)
- Yes, but not readily available (2)
- Yes, readily available (3)

If No Is Selected, Then Skip To Part II C: Use of Local Data



QID115 Part II C: Use of Local Data (continued)

QID25 Which types of data does your department review on a regular basis to inform decisions about your undergraduate program? Mark all that apply.

- Adherence to placement recommendation (1)
- Correlation with performance in previous mathematics courses (2)
- Student performance (e.g., grades) (3)
- Student persistence on to the next course in the precalculus/calculus sequence (4)
- Student evaluations (5)
- Student exit interviews (6)
- Communication with client disciplines (7)
- Other (please explain): (8) \_\_\_\_\_

QID26 Please describe a recent example of how your department used any of these data to inform a decision that concerned the mainstream precalculus/calculus sequence.

QID116 Part II C: Use of Local Data (continued)

QID27 Is the department generally satisfied with its use of local data (i.e., data collection and review)?

- Yes (1)
- The use of local data is adequate, but could be improved (please explain): (2)  
\_\_\_\_\_
- No (please explain): (3) \_\_\_\_\_

QID28 What best characterizes the current status of your use of local data? Mark all that apply.

- No significant changes are planned (1)
- Changes have recently been implemented or are currently being implemented (please explain): (2) \_\_\_\_\_
- Possible changes are being discussed (please explain): (3) \_\_\_\_\_

QID29 Please use the space provided to clarify or elaborate on your responses in Part II C: Use of Local Data, or to highlight any features of your data collection or review process you feel were not captured in the questions we have asked.

QID77 Part II D. Graduate Teaching Assistants (GTAs) for the Precalculus/Calculus Sequence

QID78 Is there a university-wide GTA teaching preparation program available to GTAs from your department?

- Yes, required (1)
- Yes, strongly recommended (2)
- Yes, not strongly recommended (3)
- No (4)

QID79 Is there a required, department-specific teaching preparation program for GTAs in your department?

- Yes (1)
- No (2)

If No Is Selected, Then Skip To Part II D. Graduate Teaching Assistan...

QID125 Part II D. GTAs for the Precalculus/Calculus Sequence (continued)

QID80 WHO is the primary audience for your department's GTA teaching preparation program? Mark all that apply.

- GTAs who act as graders (1)
- GTAs who act as tutors (2)
- GTAs who lead recitations (3)
- GTAs who are the primary instructor for a course (4)
- GTAs who assist with the in-class instruction for a course (5)

QID132 Part II D. GTAs for the Precalculus/Calculus Sequence (continued) In this section we will be asking you questions related to the preparation that graduate students receive for their teaching duties. This preparation may occur before the term or during the term (ongoing). We are specifically interested in the FORMAL preparation they receive. By FORMAL we mean activities that are regular components of the GTA teaching preparation program your department runs, rather than something that occurs informally among students and/or faculty.

QID81 HOW MANY of your GTAs participate in the department's teaching preparation program?

- All GTAs (2)
- Most GTAs (3)
- Many GTAs, but less than half (4)
- Just a few GTAs (5)

QID85 WHEN do GTAs participate in the department's teaching preparation program? Mark all that apply.

- Before teaching for the first time (e.g., pre-term orientation) (1)
- During their first term of teaching (2)
- During their second term of teaching (3)
- At some point later (e.g., an on-going series of teaching seminars, activities later in the graduate program) (4)
- Other (please explain): (5) \_\_\_\_\_

QID86 Which of the following best describes the FORMAT of your main activity in the GTA teaching preparation program? Mark all that apply.

- Short workshop or orientation (1-4 hours) (1)
- One-day workshop (2)
- Multi-day workshop (3)
- Term-long course or seminar (4)
- Occasional seminars or workshops (5)
- Other (please explain): (6) \_\_\_\_\_

QID133 Part II D. GTAs for the Precalculus/Calculus Sequence (continued) In these questions, by FORMAL we mean activities that are regular components of the GTA teaching preparation program your department runs, rather than something that occurs informally among students and/or faculty.

QID121 Which of the following activities, related to providing feedback on GTA's teaching, does your program FORMALLY include? Mark all that apply.

- GTAs practice teaching and receive feedback on their teaching (1)
- GTAs are observed by an experienced instructor while teaching in the classroom and receive feedback on their teaching (2)
- New GTAs are observed by experienced GTAs while teaching in the classroom and receive feedback on their teaching (3)
- New GTAs teaching in the classroom are videotaped for review and discussion with a mentor or experienced instructor. (4)
- GTAs are paired with a mentor to discuss teaching (5)
- Other (please explain): (6) \_\_\_\_\_

QID134 Which of the following activities, related to evaluating GTAs' teaching, does your program FORMALLY include? Mark all that apply.

- GTAs are observed by a faculty member while teaching in the classroom (1)
- Student evaluations required by the institution or department (2)
- Student evaluations gathered specifically for the purpose of evaluating GTAs (in addition to or separate from those required by the institution or department) (3)
- Other (please explain): (4) \_\_\_\_\_

QID87 Which of the following other activities does your program FORMALLY include? Mark all that apply.

- GTAs watch or read cases of others teaching and discuss the teaching (1)
- Experienced GTAs are observed by new GTAs while teaching in the classroom (2)
- GTAs develop lesson plans (3)
- GTAs learn classroom assessment methods (4)
- GTAs learn about what research tells us about how students learn mathematics (5)
- Other (please explain): (6) \_\_\_\_\_

QID135 Part II D. GTAs for the Precalculus/Calculus Sequence (continued) In these questions, by FORMAL we mean activities that are regular components of the GTA teaching preparation program your department runs, rather than something that occurs informally among students and/or faculty.

QID88 What best describes the source of instructional materials and activities used in your teaching preparation program? Mark all that apply.

- Created by the people who provide the teaching preparation (1)
- Published materials (2)
- Materials adopted from another institution's program (3)
- Other (please explain): (4) \_\_\_\_\_

QID89 WHO is responsible for facilitating the teaching preparation program? Mark all that apply.

- Experienced graduate students (1)
- One or more individuals for whom this is part of their official responsibilities for multiple years (2)
- One or more individuals for whom this is part of their official responsibilities for a single year (e.g., rotating committee assignment) (3)
- Department committee (4)
- Other (Please explain): (6) \_\_\_\_\_

QID90 Please provide the name and email address of a primary contact person for your GTA teaching preparation program.

Name (1)

Email address (2)

QID136 Part II D. GTAs for the Precalculus/Calculus Sequence (continued)

QID122 How well does your teaching preparation program prepare new GTAs for their roles in the precalculus/calculus sequence?

- Very well (1)
- Well (2)
- Adequately (3)
- Poorly (4)
- Very poorly (5)

QID123 Please elaborate on your answer above.

QID124 What resources would be most helpful to you in strengthening your GTA teaching preparation program, if desired? Mark all that apply.

- Online library of tested resources (1)
- Research-based information about best practices in GTA teaching preparation (2)
- Tools for evaluating effectiveness of GTA teaching preparation (3)
- Professional development for GTA teaching preparation staff (e.g. workshops, conference sessions) (4)
- Collegial conversations or mentoring for GTA teaching preparation staff with colleagues at similar institutions (5)
- Other (please explain): (6) \_\_\_\_\_

QID126 Part II D. GTAs for the Precalculus/Calculus Sequence (continued)

Answer If University GTA program? Yes, required Is Selected Or University GTA program? Yes, strongly recommended Is Selected Or University GTA program? Yes, not strongly recommended Is Selected Or Department GTA program? Yes Is Selected

QID82 Is the department generally satisfied with the effectiveness of the GTA teaching preparation programs currently in place?

- Yes (1)
- The programs are adequate, but could be improved (please explain): (2)
- No (please explain): (3) \_\_\_\_\_

QID83 What best characterizes the current status of your GTA teaching preparation programs? Mark all that apply.

- No significant changes are planned (1)
- Changes have recently been implemented or are currently being implemented (please explain): (2) \_\_\_\_\_
- Possible changes are being discussed (please explain): (3) \_\_\_\_\_

QID84 Please use the space provided to clarify or elaborate on your responses in Part II D: GTAs for the Precalculus/Calculus Sequence, or to highlight any features you feel were not captured in the questions we have asked.

QID38 Part II E. Priorities

QID39 How important are the following characteristics to having a successful precalculus/calculus sequence? Drag and drop choices into the appropriate bin. .Skin .PGR .DragAndDrop .rank { background-color: white; } h2 { font-style: bold !important; font-weight: bold !important; font-size: 1em; }

Very Important	Somewhat Important	Not Important
_____ Courses that challenge students (1)	_____ Courses that challenge students (1)	_____ Courses that challenge students (1)
_____ Uniform course components (e.g., textbook, schedule, homework) (2)	_____ Uniform course components (e.g., textbook, schedule, homework) (2)	_____ Uniform course components (e.g., textbook, schedule, homework) (2)
_____ Regular instructor meetings about course delivery (3)	_____ Regular instructor meetings about course delivery (3)	_____ Regular instructor meetings about course delivery (3)
_____ Monitoring of the precalculus/calculus sequence through the collection of local data (4)	_____ Monitoring of the precalculus/calculus sequence through the collection of local data (4)	_____ Monitoring of the precalculus/calculus sequence through the collection of local data (4)
_____ Student placement into the appropriate initial	_____ Student placement into the appropriate initial	_____ Student placement into the appropriate initial



<p>course (5)</p> <p>_____ GTA teaching preparation and development (6)</p> <p>_____ Student support programs (e.g., tutoring center) (7)</p> <p>_____ Active learning strategies (8)</p>	<p>course (5)</p> <p>_____ GTA teaching preparation and development (6)</p> <p>_____ Student support programs (e.g., tutoring center) (7)</p> <p>_____ Active learning strategies (8)</p>	<p>course (5)</p> <p>_____ GTA teaching preparation and development (6)</p> <p>_____ Student support programs (e.g., tutoring center) (7)</p> <p>_____ Active learning strategies (8)</p>
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QID119 Part II E. Priorities (continued)

QID40 How successful is your program with each of these characteristics? Drag and drop choices into the appropriate bins. .Skin .PGR .DragAndDrop .rank { background-color: white; } h2 { font-style: bold !important; font-weight: bold !important; font-size: 1em; }

Very Successful	Somewhat Successful	Not Successful	Not Applicable
_____ Courses that challenge students (1)	_____ Courses that challenge students (1)	_____ Courses that challenge students (1)	_____ Courses that challenge students (1)
_____ Uniform course components (e.g., textbook, schedule, homework) (2)	_____ Uniform course components (e.g., textbook, schedule, homework) (2)	_____ Uniform course components (e.g., textbook, schedule, homework) (2)	_____ Uniform course components (e.g., textbook, schedule, homework) (2)
_____ Regular instructor meetings about course delivery (3)	_____ Regular instructor meetings about course delivery (3)	_____ Regular instructor meetings about course delivery (3)	_____ Regular instructor meetings about course delivery (3)
_____ Monitoring of the precalculus/calculus sequence through the collection of local data (4)	_____ Monitoring of the precalculus/calculus sequence through the collection of local data (4)	_____ Monitoring of the precalculus/calculus sequence through the collection of local data (4)	_____ Monitoring of the precalculus/calculus sequence through the collection of local data (4)
_____ Student placement into the appropriate initial course (5)	_____ Student placement into the appropriate initial course (5)	_____ Student placement into the appropriate initial course (5)	_____ Student placement into the appropriate initial course (5)
_____ GTA teaching preparation and development (6)	_____ GTA teaching preparation and development (6)	_____ GTA teaching preparation and development (6)	_____ GTA teaching preparation and development (6)
_____ Student support programs (e.g., tutoring center) (7)	_____ Student support programs (e.g., tutoring center) (7)	_____ Student support programs (e.g., tutoring center) (7)	_____ Student support programs (e.g., tutoring center) (7)
_____ Active learning strategies (8)	_____ Active learning strategies (8)	_____ Active learning strategies (8)	_____ Active learning strategies (8)

QID41 Please use the space below to clarify or elaborate on your responses in Section E: Priorities.

QID42 Part II F. Additional Information

QID43 Is there any other important information about your precalculus/calculus sequence that the MAA would need in order to adequately understand it? If so, please explain. You may also use this space to elaborate on any of your previous answers.

QID44 The MAA will be offering an opportunity to network with departments that are working on—or considering—revisions to the teaching, structure, or support system for the precalculus/calculus sequence. Would your department be interested in learning more about this program?

- Yes, we would like to receive more information about this possibility (1)
- No, we are not interested at this time (2)

QID45 Part III. Precalculus/Calculus Courses (data required) The following questions will require you to input specific data about the precalculus/calculus courses you identified earlier. If you do not have that information available right now, you may leave this page and return later to complete the survey. For each of the courses entered in Part I, we will ask about: - Number of course offerings per term - Total enrollment per term - Drop/fail/withdraw rate - Contact hours - Instructors - Instructional approach- Recitation sections - Coordinated aspects across sections

QID94 As a reminder, the courses identified in Part I were:

If Precalculus courses Preparation for Calculus (1) - Course Name - e.g., Precalculus Is Not Empty

- $\{q://QID4\%232/ChoiceTextEntryValue/141/1\}$ :  
 $\{q://QID4\%231/ChoiceTextEntryValue/141/1\}$  (1)

If Precalculus courses Preparation for Calculus (2) - Course Name - e.g., Precalculus Is Not Empty

- $\{q://QID4\%232/ChoiceTextEntryValue/142/1\}$ :  
 $\{q://QID4\%231/ChoiceTextEntryValue/142/1\}$  (2)

If Precalculus courses Preparation for Calculus (3) - Course Name - e.g., Precalculus Is Not Empty

- $\{q://QID4\%232/ChoiceTextEntryValue/143/1\}$ :  
 $\{q://QID4\%231/ChoiceTextEntryValue/143/1\}$  (3)

If Precalculus courses Preparation for Calculus (4) - Course Name - e.g., Precalculus Is Not Empty

- $\{q://QID4\%232/ChoiceTextEntryValue/144/1\}$ :  
 $\{q://QID4\%231/ChoiceTextEntryValue/144/1\}$  (4)

If Precalculus courses Preparation for Calculus (5) - Course Name - e.g., Precalculus Is Not Empty

- $\{q://QID4\%232/ChoiceTextEntryValue/145/1\}$ :  
 $\{q://QID4\%231/ChoiceTextEntryValue/145/1\}$  (5)

If Calc 1 Courses First Calculus (1) - Course Name - e.g., Calculus I Is Not Empty

- $\{q://QID5\%232/ChoiceTextEntryValue/1/1\}$ :  
 $\{q://QID5\%231/ChoiceTextEntryValue/1/1\}$  (6)

If Calc 1 Courses First Calculus (2) - Course Name - e.g., Calculus I Is Not Empty

- $\{q://QID5\%232/ChoiceTextEntryValue/2/1\}$ :  
 $\{q://QID5\%231/ChoiceTextEntryValue/2/1\}$  (7)

If Calc 1 Courses First Calculus (3) - Course Name - e.g., Calculus I Is Not Empty

- $\{q://QID5\%232/ChoiceTextEntryValue/3/1\}$ :  
 $\{q://QID5\%231/ChoiceTextEntryValue/3/1\}$  (8)

If Calc 1 Courses First Calculus (4) - Course Name - e.g., Calculus I Is Not Empty

- $\{q://QID5\%232/ChoiceTextEntryValue/4/1\}$ :  
 $\{q://QID5\%231/ChoiceTextEntryValue/4/1\}$  (9)

If Calc 1 Courses First Calculus (5) - Course Name - e.g., Calculus I Is Not Empty

- $\{q://QID5\%232/ChoiceTextEntryValue/5/1\}$ :  
 $\{q://QID5\%231/ChoiceTextEntryValue/5/1\}$  (10)

If Calc 1 Courses First Calculus (6) - Course Name - e.g., Calculus I Is Not Empty

- $\{q://QID5\%232/ChoiceTextEntryValue/6/1\}$ :  
 $\{q://QID5\%231/ChoiceTextEntryValue/6/1\}$  (11)

If Calc 1 Courses First Calculus (7) - Course Name - e.g., Calculus I Is Not Empty

- $\{q://QID5\%232/ChoiceTextEntryValue/7/1\}$ :  
 $\{q://QID5\%231/ChoiceTextEntryValue/7/1\}$  (12)

If Calc II & III courses Subsequent Calculus (1) - Course Name - e.g., Calculus II Is Not Empty

\${q://QID6%232/ChoiceTextEntryValue/1/1}:

\${q://QID6%231/ChoiceTextEntryValue/1/1} (13)

If Calc II & III courses Subsequent Calculus (2) - Course Name - e.g., Calculus II Is Not Empty

\${q://QID6%232/ChoiceTextEntryValue/2/1}:

\${q://QID6%231/ChoiceTextEntryValue/2/1} (14)

If Calc II & III courses Subsequent Calculus (3) - Course Name - e.g., Calculus II Is Not Empty

\${q://QID6%232/ChoiceTextEntryValue/3/1}:

\${q://QID6%231/ChoiceTextEntryValue/3/1} (15)

If Calc II & III courses Subsequent Calculus (4) - Course Name - e.g., Calculus II Is Not Empty

\${q://QID6%232/ChoiceTextEntryValue/4/1}:

\${q://QID6%231/ChoiceTextEntryValue/4/1} (16)

If Calc II & III courses Subsequent Calculus (5) - Course Name - e.g., Calculus II Is Not Empty

\${q://QID6%232/ChoiceTextEntryValue/5/1}:

\${q://QID6%231/ChoiceTextEntryValue/5/1} (17)

If Calc II & III courses Subsequent Calculus (6) - Course Name - e.g., Calculus II Is Not Empty

\${q://QID6%232/ChoiceTextEntryValue/6/1}:

\${q://QID6%231/ChoiceTextEntryValue/6/1} (18)

If Calc II & III courses Subsequent Calculus (7) - Course Name - e.g., Calculus II Is Not Empty

\${q://QID6%232/ChoiceTextEntryValue/7/1}:

\${q://QID6%231/ChoiceTextEntryValue/7/1} (19)

If Calc II & III courses Subsequent Calculus (8) - Course Name - e.g., Calculus II Is Not Empty

\${q://QID6%232/ChoiceTextEntryValue/8/1}:

\${q://QID6%231/ChoiceTextEntryValue/8/1} (20)

If Calc II & III courses Subsequent Calculus (9) - Course Name - e.g., Calculus II Is Not Empty

\${q://QID6%232/ChoiceTextEntryValue/9/1}:

\${q://QID6%231/ChoiceTextEntryValue/9/1} (21)

If Calc II & III courses Subsequent Calculus (10) - Course Name - e.g., Calculus II Is Not Empty

\${q://QID6%232/ChoiceTextEntryValue/10/1}:

\${q://QID6%231/ChoiceTextEntryValue/10/1} (22)

QID46 How many terms constitute the regular academic year (fall through spring) at your institution?

- One (1)
- Two (2)
- Three (3)
- Four (4)
- Five (5)
- Six (6)

QID47 How many terms constitute the summer session at your institution?

- Zero (0)
- One (1)
- Two (2)
- Three (3)
- Four (4)
- Five (5)
- Six (6)

QID48 How are the regular terms referred to at your institution? (e.g., Fall, Winter, Spring)

First Term (1)

Second Term (2)

Third Term (3)

Fourth Term (4)

Fifth Term (5)

Sixth Term (6)

Answer If Summer terms - Number Zero Is Not Selected

QID49 How are the summer terms referred to at your institution? (e.g., Summer I, Summer II)

First Term (1)

Second Term (2)

Third Term (3)

Fourth Term (4)

Fifth Term (5)

Sixth Term (6)

QID108 \${Im://Field/1}

QID95 Consider the course \${Im://Field/1}. For each of the listed terms, over the past year, please enter the number of lecture sections (i.e., non-recitation sections) offered in the term, total enrollment in the course for that term, and, if applicable, the specific clientele toward whom this course is directed.

	Number of "Lecture" Sections	Total Enrollment	Describe the students who usually take this class
	(1)	(all sections) (1)	(e.g., Biology majors, Honors students, students with low placement) (1)
\${q://QID48/ChoiceTextEntryValue/1} (1)			
\${q://QID48/ChoiceTextEntryValue/2} (2)			
\${q://QID48/ChoiceTextEntryValue/3} (3)			
\${q://QID48/ChoiceTextEntryValue/4} (4)			
\${q://QID48/ChoiceTextEntryValue/5} (5)			
\${q://QID48/ChoiceTextEntryValue/6} (6)			
\${q://QID49/ChoiceTextEntryValue/1} (7)			
\${q://QID49/ChoiceTextEntryValue/2} (8)			
\${q://QID49/ChoiceTextEntryValue/3} (9)			
\${q://QID49/ChoiceTextEntryValue/4} (10)			
\${q://QID49/ChoiceTextEntryValue/5} (11)			
\${q://QID49/ChoiceTextEntryValue/6} (12)			



QID96  $\{Im://Field/1\}$  (continued) Please answer the following questions with respect to the on-sequence version of this course. There is space at the end of this question series to explain any variations of  $\{Im://Field/1\}$  that may be offered.

QID97 What is the breakdown of contact hours for  $\{Im://Field/1\}$ ?

- In class with primary instructor (1)
- In recitation section and/or lab (2)

QID98 What is the typical drop, fail, or withdraw rate for  $\{Im://Field/1\}$ ?

\_\_\_\_\_ DFW percentage (1)

QID99 How often is  $\{Im://Field/1\}$  taught by...

	Never (1)	Rarely (2)	Frequently (3)
Tenured or tenure track faculty (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Full-time teaching faculty (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Part-time teaching faculty, visiting faculty, or postdoctoral researchers (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduate teaching assistants (GTAs) (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please explain): (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

QID100 What is the primary instructional format during the regular class meetings (not recitation sections) of  $\{Im://Field/1\}$ ?

- Lecture and answering student questions (1)
- Lecture incorporating some active learning techniques (e.g., clickers, student to student interaction, student presentations) (2)
- Minimal lecture with mainly active learning techniques (include flipped) (3)
- Lecture plus computer based instruction (4)
- There is too much variation across sections to identify one style (please explain): (5)
- \_\_\_\_\_  
Other (please explain): (6) \_\_\_\_\_

Answer If What is the primary instructional format during the regular class meetings (not recitation sectio... Lecture incorporating some active learning techniques (e.g., clickers, student to student interaction, student presentations) Is Selected Or What is the primary

instructional format during the regular class meetings (not recitation sectio... Minimal lecture with mainly active learning techniques (include flipped) Is Selected

QID117 What active learning techniques are used? Mark all that apply.

- POGIL (1)
- IBL (2)
- Clicker surveys (3)
- Group work (4)
- Flipped classes (5)
- Other (please explain): (6) \_\_\_\_\_

QID101 Which of the following best describe the recitation sections accompanying  $\{lm://Field/1\}$ ? Mark all that apply.

- Recitation sections are offered for all lecture sections (1)
- Recitation sections are only offered for some lecture sections (2)
- Additional recitation sections are available for all students (3)
- Additional recitation sections are available specifically for students from traditionally underrepresented groups (4)
- Recitation sections are NOT offered for this course (5)

Answer If Which of the following best describe the recitation sections for this course? Mark all that apply. Recitation sections are offered for all lecture sections Is Selected Or Which of the following best describe the recitation sections for this course? Mark all that apply. Recitation sections are only offered for some lecture sections Is Selected

QID102 What is the primary instructional format of recitation sections for  $\{lm://Field/1\}$ ?

- Mainly homework help, Q&A, and review (1)
- Mainly techniques that incorporate active learning strategies (2)
- Other (please explain): (3) \_\_\_\_\_

Answer If Instructional format: recitation Mainly techniques that incorporate active learning strategies Is Selected

QID128 What active learning strategies are used? Mark all that apply.

- POGIL (1)
- IBL (2)
- Clicker surveys (3)
- Group work (4)
- Flipped classes (5)
- Other (please explain): (6) \_\_\_\_\_

QID118  $\{\text{Im}://\text{Field}/1\}$  Please answer the following questions with respect to the on-sequence version of this course. There is space at the end of this question series to explain any variations of  $\{\text{Im}://\text{Field}/1\}$  that may be offered.

QID103 For those terms in which more than one section of  $\{\text{Im}://\text{Field}/1\}$  is offered, what aspects of the course are intended to be uniform across all sections? Mark all that apply.

- Textbook (1)
- Topics to be covered (2)
- Schedule of when topics are to be covered (3)
- Midterms (4)
- Final Exam (5)
- Online homework (6)
- Written homework (7)
- Quizzes (8)
- Course grading (9)
- Exam grading (10)
- Instructional approach (how to spend class time) (11)
- Gateway exams (12)
- Videos (13)
- Handouts (14)
- Use of graphing calculators (15)
- Other (please explain): (16) \_\_\_\_\_
- None (17)

QID104 Who coordinates the uniform aspects (as chosen above) across sections of  $\{\text{Im}://\text{Field}/1\}$ ?

- Someone for whom this is part of their official responsibilities for multiple years (1)
- Someone for whom this is part of their official responsibilities for a single year (e.g., rotating committee assignment) (2)
- Someone who happens to be teaching this course this term (3)
- Department committee (4)
- Other (Please explain): (5) \_\_\_\_\_
- N/A (6)

QID105 When several instructors are teaching  $\{\text{Im}://\text{Field}/1\}$  in the same term, how often do they typically meet as a group to discuss the course?

- Weekly (1)
- Biweekly (2)
- 2-4 times per term (3)
- Once per term (4)
- Never (5)

QID137  $\{Im://Field/1\}$  (continued)

QID106 What best characterizes the current status of  $\{Im://Field/1\}$ ? Mark all that apply.

- No significant changes are planned (1)
- Changes have recently been implemented or are currently being implemented (please explain): (2) \_\_\_\_\_
- The department is discussing possible changes (please explain): (3)  
\_\_\_\_\_

QID107 Is there anything else we need to know to understand how  $\{Im://Field/1\}$  functions on its own, or as part of the precalculus/calculus sequence? If there are variations of this course (e.g., off-sequence, accelerated), please explain.

QID62 Finally: in what ways, if any, has your department tried to create coherence throughout the precalculus/calculus sequence?