

Attachment 2: 2015 Science Ambassador Workshop Satisfaction Survey Screenshots

2015 Science Ambassador Workshop Satisfaction Survey

Introduction

Form Approved
OMB No. 0920-0974
Expiration Date: 06/30/2016

Thank you for participating in the 2015 CDC Science Ambassador Workshop! The information you provide will be used to guide the direction of future workshops. Your participation is voluntary and your answers will not affect earning continuing education.

You may take this survey anonymously. Information will be treated in a secure manner.

This survey will take approximately **20 minutes** to complete. By continuing on to the next page, you have consented to complete this survey.

Please contact [Meagan Davis](#) if you have any questions or problems concerning this survey.

The public reporting burden of this collection of information is estimated to average 20 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. An agency may not conduct or sponsor, and a person is not required to respond to a collection of information unless it displays a currently valid OMB control number. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to - CDC/ATSDR Reports Clearance Officer; 1600 Clifton Road NE, MS D-74, Atlanta, Georgia 30333 ATTN: PRA (0920-0974).

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Type of Participant

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*** 1. Was this your first year participating in the CDC Science Ambassador Workshop?**

- Yes
- No, I am a returning Science Ambassador.

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2015 Science Ambassador Workshop Satisfaction Survey

Pre-Workshop (First Year Science Ambassadors)

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The following set of questions pertains to the pre-workshop period – the time before you first arrived at the 2015 Science Ambassador workshop.

*** 2. Please indicate your level of agreement with the following statements.**

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
The Science Ambassador Workshop organizers gave me a clear picture of the workshop goals during the pre-workshop telephone call.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Science Ambassador Workshop organizers gave me a clear picture of the workshop expectations during the pre-workshop telephone call.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The pre-workshop information packet provided useful information about the workshop.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Please provide suggestions for improvement to the pre-workshop telephone call.

4. Please provide suggestions for improvement to the pre-workshop information packet.

5. Please provide suggestions for improvement to the overall pre-workshop interaction with Science Ambassador Workshop organizers.

*** 6. In the last school year, how often did you use examples from public health or epidemiology (e.g., breaking news articles such as Ebola or significant issues such as antimicrobial resistance or obesity) in teaching required units?**

- Daily
- A few times a week
- A few times a month
- A few times a year
- Never

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2015 Science Ambassador Workshop Satisfaction Survey

Pre-Workshop (First Year Science Ambassadors)

To return to a previous page, use the "Previous" button at the bottom of the page (NOT the "Back" button on your browser menu). To advance, use the "Next" button at the bottom of the page.

*** 7. Please indicate your level of agreement with the following statements about your use of public health/epidemiology in your classroom before attending the Science Ambassador Workshop.**

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
Using public health or epidemiology examples has improved my students' competency in science.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using public health or epidemiology examples has increased my students' critical thinking skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using public health or epidemiology examples has improved my students' competency in math.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using public health or epidemiology examples has increased my students' awareness about public health as a career choice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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2015 Science Ambassador Workshop Satisfaction Survey

Pre-Workshop (First Year Science Ambassadors)

To return to a previous page, use the "Previous" button at the bottom of the page (NOT the "Back" button on your browser menu). To advance, use the "Next" button at the bottom of the page.

*** 8. In the last school year, how often did you use an activity or lesson plan [e.g., Science Ambassador (SA) or Young Epidemiology Scholar (YES)] dealing with public health or epidemiology?**

- Daily
- A few times a week
- A few times a month
- A few times a year
- Never

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2015 Science Ambassador Workshop Satisfaction Survey

Pre-Workshop (First Year Science Ambassadors)

To return to a previous page, use the "Previous" button at the bottom of the page (NOT the "Back" button on your browser menu). To advance, use the "Next" button at the bottom of the page.

*** 9. Please indicate your level of agreement with the following statements about your use of activities or lesson plans [e.g., Science Ambassador (SA) or Young Epidemiology Scholar (YES)] dealing with public health or epidemiology before attending the Science Ambassador Workshop.**

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
These materials have improved my students' competency in science.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
These materials have increased my students' critical thinking skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
These materials have improved my students' competency in math.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
These materials have increased my students' awareness about public health as a career choice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Workshop (First Year Science Ambassadors)

To return to a previous page, use the "Previous" button at the bottom of the page (NOT the "Back" button on your browser menu). To advance, use the "Next" button at the bottom of the page.

The questions below pertain to the Science Ambassador Workshop.

*** 10. Select a response for each of the following sessions from the workshop. Select "N/A" if you did not attend that session.**

	Taught me something new	Should be kept for future workshops	Level of Difficulty
MONDAY: Epidemiology/Public Health 101	<input type="text"/>	<input type="text"/>	<input type="text"/>
MONDAY: Public Health Topic 1—Developing Case Studies (It's Potluck – Who's Bringing the Salmonella)	<input type="text"/>	<input type="text"/>	<input type="text"/>
MONDAY: Working Lunch: Epidemiology and Public Health Science Core Competencies for High School Students	<input type="text"/>	<input type="text"/>	<input type="text"/>
MONDAY: Reflections on EIS circa 1981: The early AIDS investigations in the U.S.	<input type="text"/>	<input type="text"/>	<input type="text"/>
TUESDAY: Public Health Topic 2 – Public Health Economics and Decision Sciences	<input type="text"/>	<input type="text"/>	<input type="text"/>
TUESDAY: Public Health Topic 3 – Public Health Ethics: Science and values	<input type="text"/>	<input type="text"/>	<input type="text"/>
TUESDAY: Public Health Topic 4 – Environmental Health: Radon and Lung Cancer	<input type="text"/>	<input type="text"/>	<input type="text"/>
WEDNESDAY: Teacher Panel of Experts—Spreading the word about public health	<input type="text"/>	<input type="text"/>	<input type="text"/>
WEDNESDAY: Documentary Screening – In the Shadow of Ebola	<input type="text"/>	<input type="text"/>	<input type="text"/>
THURSDAY: Effective Presentations	<input type="text"/>	<input type="text"/>	<input type="text"/>
THURSDAY: CDC Panel of Experts: Public Health Careers	<input type="text"/>	<input type="text"/>	<input type="text"/>
THURSDAY: Teacher Panel of Experts – Experiences from the classroom	<input type="text"/>	<input type="text"/>	<input type="text"/>

FRIDAY: Contagion ELISA Lab

Lesson Plan Development (All Sessions)

Consultation with Subject Matter Experts (All Sessions)

11. Please provide suggestions for improvement to any session you attended. [Identify each session, then provide the suggestions]

12. Please provide suggestions for improvement to the Lesson Plan Template.

13. Please provide suggestions for any additional topics to include.

14. Please provide suggestions for improvement to the consultation with CDC Subject Matter Experts (SMEs).

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Post-Workshop (First Year Science Ambassadors)

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*** 15. Please indicate your level of agreement with the following statements about the incorporation of Science Ambassador (SA) Lesson Plans in your teaching.**

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
I plan to incorporate SA Lesson Plans in my classroom this school year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incorporating SA Lesson Plans into my teaching will improve my students' competency in science.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Incorporating SA Lesson Plans into my teaching will increase my students' critical thinking skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incorporating SA Lesson Plans into my teaching will improve my students' competency in math.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incorporating SA Lesson Plans will increase my students' awareness about public health as a career choice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe my lesson plan will be a valuable contribution to other teachers like me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. What obstacles will you face in incorporating into your teaching what you learned during the 2015 Science Ambassador Workshop? Check all that apply.

- Lack of time to incorporate public health or epidemiology examples into courses
- Lack of support from school leadership
- Lack of support from district leadership
- Lack of student interest
- Competing priorities among collaborative teachers (e.g., all science teachers in a school teach same lesson plans)
- Lack of public health or epidemiology curriculum standards or curricula
- Lack of public health or epidemiology textbook or resources to use in classroom
- Low comfort level teaching public health or epidemiology topics
- Lack of knowledge of public health or epidemiology content
- Lack of public health or epidemiology resources that can be tailored to my grade level or subject area
- Competing school priorities (e.g., standardized testing)
- Other (please specify)

*** 17. Please indicate your level of agreement the following statements about serving as a representative of the Science Ambassador program.**

	Strongly Agree	Agree	Disagree	Strongly Disagree
I plan to informally discuss information about the Science Ambassador program (e.g., school, county-level).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I plan to informally discuss information about incorporating public health or epidemiology examples into curricula (e.g., school, county-level).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I plan to formally present information about the Science Ambassador program (e.g., at a conference).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I plan to formally present information about incorporating public health or epidemiology examples into curricula (e.g., at a conference).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I plan to present what about incorporating public health or epidemiology into teaching (e.g., Science Ambassador Lesson Plans, examples, case studies) to other teachers in the form of a workshop.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I plan to develop and teach a public health or epidemiology course at my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I plan to work with CDC's Science Ambassador program staff to promote public health or epidemiology standards (i.e., state or national level).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*** 18. Please indicate your level of agreement the following statements about Science Ambassador Workshop as a whole.**

	Strongly Agree	Agree	Disagree	Strongly Disagree
This Workshop should instead focus on teacher training to be more effective in promoting the public health or epidemiology in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would attend this type of workshop if it were offered locally.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have more knowledge or skills in public health or epidemiology.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel more empowered to incorporate public health or epidemiology into my teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel more empowered to use public health or epidemiology in my teaching because I met teachers who are doing this (Science Ambassador alumni).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel more empowered to teach my colleagues how to incorporate public health or epidemiology into my teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I gained at least one professional contact (e.g., subject matter expert, colleague) that I plan to connect with about bringing public health or epidemiology into my teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I will recommend this workshop to my colleagues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with this workshop.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19. Please provide suggestions for the Science Ambassador Workshop (e.g., sessions, focus, topic areas, teaching strategies, technologies) that will result in the greatest impact on student learning and achievement in public health or epidemiology.

*** 20. I am interested in attending a future Science Ambassador Workshop as an alumnus.**

- Yes
- No
- Undecided

2015 Science Ambassador Workshop Satisfaction Survey

Pre-Workshop (Science Ambassador Alumni)

To return to a previous page, use the "Previous" button at the bottom of the page (NOT the "Back" button on your browser menu). To advance, use the "Next" button at the bottom of the page.

The following set of questions pertains to the pre-workshop period – the time before you first arrived at the 2015 Science Ambassador Workshop.

* 2. Thank you for being our first cohort Science Ambassador alumni at the workshop!

In what year did you first attend the Science Ambassador Workshop?

* 3. Please indicate your level of agreement with the following statements.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
The Science Ambassador Workshop organizers gave me a clear picture of the changes in workshop goals during the pre-workshop telephone call.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Science Ambassador Workshop organizers gave me a clear pictures of expectations for alumni during the pre-workshop telephone call.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Changes in pre-workshop information packet provided more useful information about the workshop than the last time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Please provide suggestions for improvement to the pre-workshop telephone call.

5. Please provide suggestions for improvement to the pre-workshop information packet.

6. Please provide suggestions for improvement to the overall pre-workshop interaction with Science Ambassador Workshop organizers.

* 7. In the last school year, how often did you use examples from public health or epidemiology (e.g., breaking news articles such as Ebola or significant issues such as antimicrobial resistance or obesity) in teaching required units?

- Daily
- A few times a week
- A few times a month
- A few times a year
- Never

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2015 Science Ambassador Workshop Satisfaction Survey

Pre-Workshop (Science Ambassador Alumni)

To return to a previous page, use the "Previous" button at the bottom of the page (NOT the "Back" button on your browser menu). To advance, use the "Next" button at the bottom of the page.

*** 8. Please indicate your level of agreement with the following statements about your use of public health or epidemiology in your classroom before attending the 2015 Science Ambassador Workshop.**

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
Using public health or epidemiology examples has improved my students' competency in science.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using public health or epidemiology examples has increased my students' critical thinking skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using public health or epidemiology examples has improved my students' competency in math.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using public health or epidemiology examples has increased my students' awareness about public health as a career choice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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2015 Science Ambassador Workshop Satisfaction Survey

Pre-Workshop (Science Ambassador Alumni)

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*** 9. In the last school year, how often did you use an activity or lesson plan [e.g., Science Ambassador (SA) or Young Epidemiology Scholar (YES)] dealing with public health or epidemiology?**

- Daily
- A few times a week
- A few times a month
- A few times a year
- Never

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100%

2015 Science Ambassador Workshop Satisfaction Survey

Pre-Workshop (Science Ambassador Alumni)

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*** 10. Please indicate your level of agreement with the following statements about your use of activities or lesson plans [e.g., Science Ambassador (SA) or Young Epidemiology Scholar (YES)] dealing with public health or epidemiology before attending the Science Ambassador Workshop.**

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
These materials have improved my students' competency in science.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
These materials have increased my students' critical thinking skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
These materials have improved my students' competency in math.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
These materials have increased my students' awareness about public health as a career choice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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2015 Science Ambassador Workshop Satisfaction Survey

Pre-Workshop (Science Ambassador Alumni)

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11. Please indicate which of the following, if any, you have participated in prior to the 2015 Science Ambassador Workshop. (Check all that apply.)

- Informally discussed information about the Science Ambassador program (e.g., school, county-level)
- Informally discussed information about incorporating public health or epidemiology examples into curricula (e.g., school, county-level)
- Formally presented information about the Science Ambassador program (e.g., at a conference)
- Formally presented information about incorporating public health or epidemiology examples into curricula with a teacher community (e.g., at a conference)
- Presented information about incorporating public health or epidemiology examples into curricula (e.g., Science Ambassador Lesson Plans, examples) to other teachers in the form of a workshop
- Developed and taught a public health or epidemiology course at my school
- Worked with CDC's Science Ambassador program staff to promote public health or epidemiology standards (i.e., state or national level)

12. Describe any impact that the first CDC Science Ambassador Workshop had on your teaching.

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2015 Science Ambassador Workshop Satisfaction Survey

Workshop (Science Ambassador Alumni)

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The below questions pertain to the 2015 Science Ambassador workshop.

*** 13. Select your response for each of the following sessions from the workshop. Select "N/A" if you did not attend that session.**

	Taught me something new	Should be kept for future Workshops	Level of Difficulty
MONDAY: Epidemiology/Public Health 101	<input type="text"/>	<input type="text"/>	<input type="text"/>
MONDAY: Public Health Topic 1—Developing Case Studies (It's Potluck – Who's Bringing the Salmonella)	<input type="text"/>	<input type="text"/>	<input type="text"/>
MONDAY: Working Lunch: Epidemiology and Public Health Science Core Competencies for High School Students	<input type="text"/>	<input type="text"/>	<input type="text"/>
MONDAY: Reflections on EIS circa 1981: The early AIDS investigations in the U.S.	<input type="text"/>	<input type="text"/>	<input type="text"/>
TUESDAY: Public Health Topic 2 – Public Health Economics and Decision Sciences	<input type="text"/>	<input type="text"/>	<input type="text"/>
TUESDAY: Public Health Topic 3 – Public Health Ethics: Science and values	<input type="text"/>	<input type="text"/>	<input type="text"/>
TUESDAY: Public Health Topic 4 – Environmental Health: Radon and Lung Cancer	<input type="text"/>	<input type="text"/>	<input type="text"/>
TUESDAY: Public Health Topic 1b – Incorporating Statistics into Case Studies using Epi Info 7 (It's Potluck—Who's Bringing the Salmonella?)	<input type="text"/>	<input type="text"/>	<input type="text"/>
WEDNESDAY: Teacher Panel of Experts – Spreading the word about public health	<input type="text"/>	<input type="text"/>	<input type="text"/>
WEDNESDAY: Documentary Screening – In the Shadow of Ebola	<input type="text"/>	<input type="text"/>	<input type="text"/>

THURSDAY: Effective Presentations	<input type="text"/>	<input type="text"/>	<input type="text"/>
THURSDAY: CDC Panel of Experts – Public Health Careers	<input type="text"/>	<input type="text"/>	<input type="text"/>
THURSDAY: SA Alumni Panel – Experiences from the Classroom	<input type="text"/>	<input type="text"/>	<input type="text"/>
THURSDAY: Public Health Topic 1c – Facilitating Case Studies (Oral Contraceptive Use and Ovarian Cancer)	<input type="text"/>	<input type="text"/>	<input type="text"/>
FRIDAY: Contagion ELISA Lab	<input type="text"/>	<input type="text"/>	<input type="text"/>
Lesson Plan Development (All Sessions)	<input type="text"/>	<input type="text"/>	<input type="text"/>
Consultation with Subject Matter Experts (All Sessions)	<input type="text"/>	<input type="text"/>	<input type="text"/>

14. Please provide suggestions for improvement about any session you attended. [Identify each session, then provide the suggestions]

* 15. Please indicate your level of agreement with the following statements about case study development during the week.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
I am confident that I can develop another case study for use in teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I learned how to create a student assessment plan for the case study.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was given ample resources to develop a quality draft of a case study.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would have rather focused on developing Science Ambassador lesson plans than case studies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 16. Please indicate your level of agreement with the following statements about your participation on the alumni panels.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
I had ample guidance to participate effectively on an alumni panel.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There should be more interaction with the first year Science Ambassadors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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2015 Science Ambassador Workshop Satisfaction Survey

Post-Workshop (Science Ambassador Alumni)

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*** 17. Please indicate your level of agreement with the following statements about use of the case studies in public health/epidemiology.**

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
I believe my case study will be a valuable contribution to other teachers like me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The use of case studies will be more effective than Science Ambassador lesson plans in my classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. What obstacles will you face in incorporating into you teaching what you learned at the 2015 Science Ambassador Workshop? Check all that apply.

- Lack of time to incorporate public health or epidemiology examples into courses
- Lack of support from school leadership
- Lack of support from district leadership
- Lack of student interest
- Competing priorities among collaborative teachers (e.g., all science teachers in a school teach same lesson plans)
- Lack of public health or epidemiology curriculum standards or curricula
- Lack of public health or epidemiology textbook or resources to use in classroom
- Low comfort level of teaching public health or epidemiology
- Lack of knowledge of public health or epidemiology content
- Lack of public health or epidemiology resources that can be tailored to my grade level or subject area
- Competing school priorities (e.g., standardized testing)
- Other (please specify)

*** 19. Please indicate your level of agreement the following statements about serving as a representative of the Science Ambassador program.**

	Strongly Agree	Agree	Disagree	Strongly Disagree
I plan to informally discuss information about the Science Ambassador program (e.g., school, county).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I plan to informally discuss information about incorporating public health or epidemiology examples into curricula (e.g., school, county).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I plan to formally present information about the Science Ambassador program (e.g., at a conference).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I plan to formally present information about incorporating public health or epidemiology examples into curricula (e.g., at a conference).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I plan to present what about incorporating public health or epidemiology into teaching (e.g., Science Ambassador Lesson Plans, examples, case studies) to other teachers in the form of a workshop.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I plan to develop and teach a public health or epidemiology course at my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I plan to work with CDC's Science Ambassador program staff to promote public health or epidemiology standards (i.e., state or national level).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*** 20. Please indicate your level of agreement the following statements about the overall 2015 Science Ambassador Workshop.**

	Strongly Agree	Agree	Disagree	Strongly Disagree
This Workshop should instead focus on teacher training to be more effective in promoting the public health or epidemiology in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would attend this type of workshop again if it were offered locally.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Because of this workshop, I have more knowledge or skills in public health or epidemiology.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel more empowered to incorporate public health or epidemiology into my teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel more empowered to teach my colleagues how to incorporate public health or epidemiology into my teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I gained at least one professional contact (e.g., subject matter expert, colleague) that I plan to connect with about bringing public health or epidemiology into my teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I will recommend this workshop to my colleagues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, I am satisfied with this workshop.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. Please provide any general suggestions for the 2015 Science Ambassador Workshop (e.g., sessions, focus, topic areas, teaching strategies, technologies) that will result in the greatest impact on student learning and achievement in public health or epidemiology.

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2015 Science Ambassador Workshop Satisfaction Survey

Grade and Subjects You Teach

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*** 22. What grade(s) do you currently teach?**

- 5th
- 6th
- 7th
- 8th
- 9th
- 10th
- 11th
- 12th
- College Freshmen
- College Sophomores
- College Juniors
- College Seniors
- Other (please specify)

23. What subject(s) do you currently teach? (Select all that apply.)

- High School Epidemiology or Public-health related
- High School Life Science (e.g., Biology)
- High School Physical Science (e.g., Chemistry, Physics)
- High School Earth and Space Science (e.g., Environmental science, Astronomy)
- High School Medical-related (e.g., medical terminology)
- High School Mathematics
- Middle School Epidemiology or public-health related
- Middle School Life Science (e.g., Biology)
- Middle School Physical Science (e.g., Chemistry, Physics)
- Middle School Earth and Space Science
- Middle School Medical-related (e.g., medical terminology)
- Middle School Mathematics
- Other (please specify)

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2015 Science Ambassador Workshop Satisfaction Survey

Thank you so much for attending the 2015 Science Ambassador Workshop and for completing the survey. Please contact Meagan Davis (yty5@cdc.gov) if you have any questions about the survey.

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