



THE UNIVERSITY OF SOUTH CAROLINA

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MEMO

TO: Assessment Advisory Committee

FROM: Lynn Glander

DATE: February 9, 1995

RE: An opportunity to gather information about our general education goals

The Division of Student Affairs administers the College Student Experience Questionnaire (CSEQ) every other year to undergraduates at all levels. Approximately 500 questionnaires were collected the last time it was administered, in 1993. Many of the questions on the survey relate to the general education goals that the assessment committee identified with the criteria for general education. The students' responses to these items on the survey may help the committee determine where the students feel that general education is strong or weak. Therefore, I have tried to select items from the questionnaire that relate to each of the general education goals. After the survey is administered again in a few weeks, we can analyze the items that relate to the general education goals. These student evaluations can be used for diagnostic purposes as well as for comparison to performance assessments later.

Please note that the survey items may not match the general education goals exactly, but they may offer some useful information. The second goal, which relates to oral communication, is a good example. I tried to find all survey items that deal with the student in situations in which he/she must communicate orally. The survey only records the frequency of such communication, but not the effectiveness.

Notice on the last page that I have suggested some additional questions for the survey that deal more directly with some of the general education goals.

Please review the list of CSEQ items that I have identified for each general education goal. If you find any items that you don't feel relate to the goals sufficiently to yield useful information, mark the inappropriate items and fax those page to me (FAX: 7-5415).

I appreciate your feedback!

General Education Goal:

- I. Students communicate clearly in written English, demonstrating their ability to comprehend, analyze and interrogate critically.**

Related CSEQ questions:

Very Often --> Never

- Worked on a paper or project where you had to integrate ideas from various sources. (p. 4)
- Used a dictionary or thesaurus to look up the proper meaning of words. (p. 5)
- Consciously and systematically thought about grammar, sentence structure, paragraphs, word choice, and sequence of ideas or points as you were writing. (p. 5)
- Wrote a rough draft of a paper or essay and then revised it yourself before handing it in. (p. 5)
- Spent at least five hours or more writing a paper (not counting time spent in reading or at the library). (p. 5)
- Asked other people to read something you wrote to see if it was clear to them. (p. 5)
- Referred to a book or manual about style of writing, grammar, etc.
- Revised a paper or composition two or more times before you were satisfied with it. (p. 5)
- Asked an instructor for advice and help to improve your writing. (p. 5)
- Made an appointment to talk with an instructor who had criticized a paper you had written. (p. 5)
- Submitted for publication an article, story, or other composition you had written. (p. 5)

None-->More than 20

- During the current school year, about how many written reports have you made - Essay Exams and Term Papers or Other Reports? (p. 7)

Very Much --> Very Little (Progress)

- Writing clearly and effectively. (p. 8)

General Education Goal:

II. Students communicate orally in a manner that unites theory, criticism and practice to produce an effective communicator.

Related CSEQ questions:

Very Often --> Never

- Discussed ideas for a term paper or other class project with a faculty member. (p. 3)
- Discussed your career plans and ambitions with a faculty member. (p. 3)
- Asked your instructor for comments and criticisms about your work. (p. 3)
- Discussed personal problems or concerns with a faculty member. (p. 3)
- Told a friend why you reacted to another person the way you did. (p. 5)
- Discussed with other students why some groups get along smoothly, and other groups don't. (p. 5)
- Been in a group where each person, including yourself, talked about his/her personal problems. (p. 5)
- Talked with a counselor or other specialist about problems of a personal nature. (p. 5)
- Had serious discussions with students whose philosophy of life or personal values were very different from yours. (p. 5)
- Had serious discussions with students whose religious beliefs were very different from yours. (p. 5)
- Had serious discussions with students whose political opinions were very different from yours. (p. 5)
- Had serious discussion with students from a country different from yours. (p. 5)
- Attempted to explain a experimental procedure to a classmate. (p. 6)
- Tried to explain to another person the scientific basis for concerns about pollution, recycling, alternative sources of energy, acid rain, or similar aspects of the world around you. (p. 6)
- Had lively conversations about various topics during dinner in the dining room or cafeteria. (p. 6)
- Participated in discussions that lasted late into the night. (p. 6)

In conversations with other students at this college during the current school year, about how often have you talked about each of the following? (p. 6)

- Current events in the news.
- Major social problems such as peace, human rights, equality, justice.
- Different life styles and customs.
- The ideas and views of other people such as writers, philosophers, historians.
- The arts -- painting, theatrical productions, ballet, symphony, movies, etc.
- Science -- theories, experiments, methods.
- Computers and other technology.
- Social and ethical issues related to science and technology such as energy, pollution, chemicals, genetics, military use.
- The economy -- employment, wealth, poverty, debt, trade, etc.
- International relations.

General Education Goal:

III. Students use computers and other technology effectively.

Related CSEQ questions:

Very Often --> Never

In conversations with other students at this college during the current school year, about how often have you talked about each of the following? (p. 6)

- Computers and other technology.

Very Much --> Very Little (Progress)

- Acquiring familiarity with the use of computers. (p. 8)

General Education Goal:

IV. Students perform basic mathematical manipulations, display facility with the use of mathematics in framing concepts for mathematical analysis, and interpret data intelligently.

Related CSEQ questions:

Very Often --> Never

- Tried to express a set of relationships in mathematical terms. (p. 6)

Very Much --> Very Little (Progress)

- Ability to think analytically and logically. (p. 8)
- Quantitative thinking -- understanding probabilities, proportions, etc. (p. 8)
- Ability to put ideas together, to see relationships, similarities, and differences between ideas. (p. 8)
- Ability to learn on your own, pursue ideas, and find information you need. (p. 8)

General Education Goal:

V. Students demonstrate an understanding of physical and/or life science phenomena and the use of scientific methods and theories.

Related CSEQ questions:

Very Often --> Never

- Memorized formulas, definitions, technical terms. (p. 6)
- Tried to express a set of relationships in mathematical terms. (p. 6)
- Tested your understanding of some scientific principle by seeing if you could explain it to another student. (p. 6)
- Read article (not assigned) about scientific theories or concepts. (p. 6)
- Practiced to improve your skill in using some laboratory equipment. (p. 6)
- Showed a classmate how to use a piece of scientific equipment. (p. 6)
- Attempted to explain an experimental procedure to a classmate. (p. 6)
- Went to an exhibit or demonstration of some new scientific device. (p. 6)
- Completed an experiment or project using scientific methods. (p. 6)
- Tried to explain to another person the scientific basis for concerns about pollution, recycling, alternative sources of energy, acid rain, or similar aspects of the world around you. (p. 6)

Very Much --> Very Little (Progress)

- Understanding the nature of science and experimentation. (p. 8)
- Understanding new scientific and technical developments. (p. 8)
- Becoming aware of the consequences (benefits/hazards/dangers/values) of new applications in science and technology. (p. 8)

General Education Goal:

VI. Students demonstrate an understanding of the processes of human behavior and social and cultural interaction and the use of social and behavioral science perspectives to interpret them.

Related CSEQ questions:

Very Often --> Never

- Discussed with other students why some groups get along smoothly, and other groups don't. (p. 5)
- Helped plan or organize an event in the residence unit. (p. 6)
- Worked on some community service or fund raising project with other students in the residence unit. (p. 6)

In conversations with other students at this college during the current school year, about how often have you talked about each of the following? (p. 6)

- Major social problems such as peace, human rights, equality, justice.
- Different life styles and customs.
- Social and ethical issues related to science and technology such as energy, pollution, chemicals, genetics, military use.
- The economy -- employment, wealth, poverty, debt, trade, etc.
- Rate your relationships with other students, and student groups and activities along a continuum ranging from "friendly, supportive, sense of belonging" to "competitive, uninvolved, sense of alienation." (p. 8)

Very Much --> Very Little (Progress)

- Understanding yourself -- your abilities, interests, and personality. (p. 8)
- Ability to function as a team member. (p. 8)

General Education Goal:

VI. Students demonstrate an understanding of the processes of human behavior and social and cultural interaction and the use of social and behavioral science perspectives to interpret them.

Related CSEQ questions:

Very Often --> Never

- Discussed with other students why some groups get along smoothly, and other groups don't. (p. 5)
- Helped plan or organize an event in the residence unit. (p. 6)
- Worked on some community service or fund raising project with other students in the residence unit. (p. 6)

In conversations with other students at this college during the current school year, about how often have you talked about each of the following? (p. 6)

- Major social problems such as peace, human rights, equality, justice.
- Different life styles and customs.
- Social and ethical issues related to science and technology such as energy, pollution, chemicals, genetics, military use.
- The economy -- employment, wealth, poverty, debt, trade, etc.
- Rate your relationships with other students, and student groups and activities along a continuum ranging from "friendly, supportive, sense of belonging" to "competitive, uninvolved, sense of alienation." (p. 8)

Very Much --> Very Little (Progress)

- Understanding yourself -- your abilities, interests, and personality. (p. 8)
- Ability to function as a team member. (p. 8)

General Education Goal:

VII. Students demonstrate an understanding of the historical development of culture over time and its relation to the present.

Related CSEQ questions:

Very Much --> Very Little (Progress)

- Seeing the importance of history for understanding the present as well as the past. (p. 8)

General Education Goal:

VIII. Students are familiar with the diversity of a global culture marked by racial, ethical, gender and regional differences.

Related CSEQ questions:

Very Often --> Never

- Made friends with students whose interests were very different from yours. (p. 5)
- Made friends with students whose family background (economic and social) was very different from yours. (p. 5)
- Made friends with students whose age was very different from yours. (p. 5)
- Made friends with students whose race was different from yours. (p. 5)
- Made friends with students from another country. (p. 5)
- Had serious discussions with students whose philosophy of life or personal values were very different from yours. (p. 5)
- Had serious discussions with students whose religious beliefs were very different from yours. (p. 5)
- Had serious discussions with students whose political opinions were very different from yours. (p. 5)
- Had serious discussion with students from a country different from yours. (p. 5)

In conversations with other students at this college during the current school year, about how often have you talked about each of the following? (p. 6)

- International relations.

Very Much --> Very Little (Progress)

- Becoming aware of different philosophies, cultures, and ways of life. (p. 8)
- Understanding other people and the ability to get along with different kinds of people. (p. 8)
- Gaining knowledge about other parts of the world and other people -- Asia, Africa, South America, etc. (p. 8)

General Education Goal:

IX. Students communicate orally and in writing in another language.

Related CSEQ questions:

NONE

General Education Goal:

- X. Students demonstrate an understanding of the contribution of the literary, visual or performing arts and their cultural context and express informed personal responses to artistic creations.**

Related CSEQ questions:

Very Often --> Never

- Talked about art (painting, sculpture, architecture, artists, etc.) with other students at the college. (p. 4)
- Gone to an art gallery or art exhibit on the campus. (p. 4)
- Read or discussed the opinions of art critics. (p. 4)
- Participated in some art activity (painting, pottery, weaving, drawing, etc.). (p. 4)
- Talked about music (classical, popular, musicians, etc.) with other students at the college. (p. 4)
- Attended a concert or other music event at the college. (p. 4)
- Read or discussed the opinions of music critics. (p. 4)
- Participated in some music activity (orchestra, chorus, etc.). (p. 4)
- Talked about the theater (plays, musicals, dance, etc.) with other students at the college. (p. 4)
- Seen a play, ballet, or other theater performance at the college. (p. 4)
- Read or discussed the opinions of drama critics. (p. 4)
- Participated in or worked on some theatrical production (acted, danced, worked on scenery, etc.). (p. 4)

Very Much --> Very Little (Progress)

- Developing an understanding and enjoyment of art, music, and drama. (p. 8)
- Broadening your acquaintance and enjoyment of literature. (p. 8)

General Education Goal:

XI. Students integrate insights from several disciplines and apply them to value choices and ethical decisions.

Related CSEQ questions:

Very Much -> Very Little (Progress)

- **Developing your own values and ethical standards. (p. 8)**

Additional CSEQ Questions:

Very Often/Often/Occasionally/Never

1. Make oral presentations in class and receive feedback regarding my effectiveness as a speaker. (Gen. Ed. Goal #2)
2. Integrate insights from several disciplines and apply them to value choices and/or ethical decisions. (Gen. Ed. Goal #11)
3. Evaluate current events from a historical perspective. (Gen Ed. Goal #7)
4. Evaluate human behavior and/or social interaction from a psychological perspective. (Gen. Ed. Goal #6)
5. Communicate orally and/or in writing in another language. (Gen. Ed. Goal #9)

Also, please use the question from the Senior Survey regarding computer literacy. (Gen. Ed. Goal #3)