Program Assessment: EYE Courses

Survey Results of Fall 2010 Semester

Data Compiled by:

Office of Academic Assessment
University of Southern Maine

January 2011
Introduction

The freshmen students who enrolled in an EYE course (N=782) during the fall 2010 were asked to complete an online survey at the end of the semester (as part of the general education assessment). The items on the EYE assessment survey were developed by a group of faculty who currently teach the EYE courses. More specifically, the questions asked students about their experiences in their EYE course and about their perspectives on the importance of college in their life. The survey was intended to be brief and included nine (9) likert-type items and five (5) open-ended questions. Students were emailed the survey during the last week of classes and given three weeks to provide their feedback about the EYE course. To encourage students to respond, it was made clear to students that all individual responses were anonymous, and that the information was going to be used for course improvement.

This report consists of a summary of the EYE survey responses (N=312), in addition to a quick overview of some of the SIR-II course evaluation responses (N=585). Due to the many similar responses from the open-ended questions on the EYE survey, the responses were organized around themes mentioned by students. However, any additional comments made by students at the end of the survey, were listed directly in verbatim format.

**Fall 2010 Cohort: EYE Course Enrollments and Number of Student Responses**

<table>
<thead>
<tr>
<th>EYE Courses</th>
<th>No. Enrolled</th>
<th>No. Survey Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>EYE 102: Sustainability, Culture, and the Environment</td>
<td>25</td>
<td>8</td>
</tr>
<tr>
<td>EYE 103: Shopping, Consumerism in America</td>
<td>108</td>
<td>45</td>
</tr>
<tr>
<td>EYE 105: Life is a Matrix</td>
<td>42</td>
<td>20</td>
</tr>
<tr>
<td>EYE 107: HIV-AIDS</td>
<td>46</td>
<td>15</td>
</tr>
<tr>
<td>EYE 109: Gender, Representation, Resistance</td>
<td>57</td>
<td>17</td>
</tr>
<tr>
<td>EYE 110: Literature and Medicine</td>
<td>45</td>
<td>17</td>
</tr>
<tr>
<td>EYE 112: Built Environment</td>
<td>114</td>
<td>28</td>
</tr>
<tr>
<td>EYE 113: Pleasure of Eating/Animals</td>
<td>47</td>
<td>15</td>
</tr>
<tr>
<td>EYE 116: Nature/Nurture</td>
<td>69</td>
<td>28</td>
</tr>
<tr>
<td>EYE 117: Thoreau: Nature, Society and Self</td>
<td>40</td>
<td>17</td>
</tr>
<tr>
<td>EYE 118: Musician’s Health</td>
<td>54</td>
<td>16</td>
</tr>
<tr>
<td>EYE 121: Studio Art &amp; the Creative Econ</td>
<td>38</td>
<td>17</td>
</tr>
<tr>
<td>EYE 122: Creation Stories</td>
<td>23</td>
<td>18</td>
</tr>
<tr>
<td>EYE 125: Getting Down to Business</td>
<td>74</td>
<td>31</td>
</tr>
</tbody>
</table>

*Total = 782 Students  Total Responses=312

Response Rate= 40%
Survey Questions and Responses of EYE Students (Fall 2010)

*How often did you seek help in your EYE course this semester?

<table>
<thead>
<tr>
<th></th>
<th>Very Often/Often</th>
<th>Sometimes</th>
<th>Rarely/Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Sought help from other students</td>
<td>29%</td>
<td>28%</td>
<td>44%</td>
</tr>
<tr>
<td>b. Sought help from my professor</td>
<td>17%</td>
<td>27%</td>
<td>56%</td>
</tr>
<tr>
<td>c. Sought help from my advisor</td>
<td>6%</td>
<td>8%</td>
<td>92%</td>
</tr>
<tr>
<td>d. Sought help from my teaching asst</td>
<td>6%</td>
<td>7%</td>
<td>87%</td>
</tr>
<tr>
<td>e. Sought help from a tutor/learning ctr</td>
<td>2%</td>
<td>3%</td>
<td>95%</td>
</tr>
</tbody>
</table>

*In relation to your EYE course, how well did you do the following things during this semester?

<table>
<thead>
<tr>
<th></th>
<th>Very Well/Well</th>
<th>Sometimes</th>
<th>Poor/Not Well</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Attended all classes</td>
<td>84%</td>
<td>12%</td>
<td>4%</td>
</tr>
<tr>
<td>b. Paid attention/participated</td>
<td>79%</td>
<td>15%</td>
<td>6%</td>
</tr>
<tr>
<td>c. Completed all the assignments</td>
<td>76%</td>
<td>18%</td>
<td>6%</td>
</tr>
<tr>
<td>d. Managed my time effectively</td>
<td>63%</td>
<td>30%</td>
<td>7%</td>
</tr>
<tr>
<td>e. Took advantage of any extra help</td>
<td>32%</td>
<td>27%</td>
<td>41%</td>
</tr>
</tbody>
</table>

*How much time did you spend preparing for your classes each week (i.e. doing class readings, homework, assignments, etc)?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. 1-5 hours per week</td>
<td>71%</td>
</tr>
<tr>
<td>b. 5-10 hours per week</td>
<td>25%</td>
</tr>
<tr>
<td>c. 10-20 hours per week</td>
<td>4%</td>
</tr>
<tr>
<td>d. Over 20 hours per week</td>
<td>0%</td>
</tr>
</tbody>
</table>
*What factors affect whether or not, and in what order, you do your assignments for a course?

<table>
<thead>
<tr>
<th></th>
<th>Usually True</th>
<th>Sometimes True</th>
<th>Never True</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Most interesting course first</td>
<td>40%</td>
<td>53%</td>
<td>7%</td>
</tr>
<tr>
<td>b. Course of my (desired) major first</td>
<td>32%</td>
<td>52%</td>
<td>16%</td>
</tr>
<tr>
<td>c. Hardest course first</td>
<td>24%</td>
<td>62%</td>
<td>14%</td>
</tr>
<tr>
<td>d. Depends upon my work schedule</td>
<td>17%</td>
<td>41%</td>
<td>42%</td>
</tr>
</tbody>
</table>

This semester, I **usually** did the work for the following class first:

Accounting/Business Class (3)
Biology Class (3)
Chemistry (3)
Classics/ Language Class (6)
Computer Science (2)
Economics (3)
Education (2)
English/Literature Class (80)
EYE Class (18)
FRS 180 (2)
History (2)
Math class (29)
Music class (20)
Nursing (1)
Philosophy (3)
Physics (5)
Political Science (2)
Psychology (5)
Sociology (3)
Theatre Class (2)
Whatever homework is due first (36)

*From your perspective, which of the following is plagiarism?*

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Depends</th>
<th>Not Sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Submitting a copyrighted paper from an online source</td>
<td>91%</td>
<td>2%</td>
<td>5%</td>
<td>2%</td>
</tr>
<tr>
<td>b. Using someone else’s words w/o quoting or citing</td>
<td>90%</td>
<td>1%</td>
<td>8%</td>
<td>1%</td>
</tr>
<tr>
<td>c. Submitting a non-copyrighted paper from a source</td>
<td>81%</td>
<td>4%</td>
<td>9%</td>
<td>7%</td>
</tr>
<tr>
<td>d. Copying an answer on an exam</td>
<td>71%</td>
<td>8%</td>
<td>16%</td>
<td>5%</td>
</tr>
<tr>
<td>e. Helping someone else write their paper</td>
<td>14%</td>
<td>42%</td>
<td>41%</td>
<td>3%</td>
</tr>
<tr>
<td>f. Having someone help you write a paper</td>
<td>11%</td>
<td>44%</td>
<td>43%</td>
<td>2%</td>
</tr>
</tbody>
</table>
*How true are the following statements for you?*

<table>
<thead>
<tr>
<th>Statement</th>
<th>Very/ Mostly True</th>
<th>Somewhat</th>
<th>Rarely/ Not True</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Enjoyed my first semester at USM</td>
<td>69%</td>
<td>19%</td>
<td>12%</td>
</tr>
<tr>
<td>b. Learned a lot my first semester at USM</td>
<td>69%</td>
<td>25%</td>
<td>7%</td>
</tr>
<tr>
<td>c. Expect to complete my degree at USM</td>
<td>66%</td>
<td>18%</td>
<td>16%</td>
</tr>
<tr>
<td>d. Took my EYE course just as serious as other courses</td>
<td>59%</td>
<td>19%</td>
<td>22%</td>
</tr>
<tr>
<td>e. My EYE course was enjoyable</td>
<td>37%</td>
<td>23%</td>
<td>39%</td>
</tr>
</tbody>
</table>

*Which of the following best explain why you are in college?*

<table>
<thead>
<tr>
<th>Reason</th>
<th>Very Important</th>
<th>Somewhat</th>
<th>Not Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Improving my chances of getting a good job</td>
<td>90%</td>
<td>7%</td>
<td>3%</td>
</tr>
<tr>
<td>b. Planning to go to graduate school</td>
<td>67%</td>
<td>19%</td>
<td>15%</td>
</tr>
<tr>
<td>c. Parents want me to go to college</td>
<td>58%</td>
<td>16%</td>
<td>26%</td>
</tr>
<tr>
<td>d. Not sure what else to do</td>
<td>25%</td>
<td>14%</td>
<td>61%</td>
</tr>
</tbody>
</table>

*Why did you decide to attend USM and not another university or college?* (check all that apply)

<table>
<thead>
<tr>
<th>Reason</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. USM was more affordable than other schools I looked at.</td>
<td>66%</td>
</tr>
<tr>
<td>b. USM is close to where my family lives.</td>
<td>62%</td>
</tr>
<tr>
<td>c. USM had the degree program that I was interested in.</td>
<td>58%</td>
</tr>
<tr>
<td>d. USM was not my first choice, but I got accepted here.</td>
<td>28%</td>
</tr>
<tr>
<td>e. After visiting USM, I wanted to attend here.</td>
<td>24%</td>
</tr>
<tr>
<td>f. USM has a lot of friendly faculty and staff members.</td>
<td>23%</td>
</tr>
<tr>
<td>g. My family/friends/spouse are taking courses here at USM.</td>
<td>15%</td>
</tr>
</tbody>
</table>

What other reasons did you decide to attend USM and not another university or college? (number of student responses by theme)

- Athletic/Sports reasons (10)
- Music Program/Studying music with a specific instructor (5)
- Will be transferring elsewhere, getting the Core classes out-of-the-way first (5)
- Temporary student, not sure what I want yet (4)
- Costs are lower or more affordable than some other schools (4)
- Wanted to stay in this area (4)
- USM is close to my current job (4)
- Art Program (3)
- Non-traditional student, I reside and work full-time here (3)
- The major I wanted was at USM (1)
- My parent works here, so I get a discount (1)
**What are the most important things in your life right now?**

<table>
<thead>
<tr>
<th></th>
<th>Very Important</th>
<th>Somewhat</th>
<th>Not Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Completing my college degree</td>
<td>95%</td>
<td>4%</td>
<td>1%</td>
</tr>
<tr>
<td>b. Increasing my knowledge and skills</td>
<td>89%</td>
<td>9%</td>
<td>2%</td>
</tr>
<tr>
<td>c. Preparing for a career</td>
<td>86%</td>
<td>10%</td>
<td>4%</td>
</tr>
<tr>
<td>d. Being with friends and family</td>
<td>79%</td>
<td>16%</td>
<td>5%</td>
</tr>
<tr>
<td>e. Meeting new people and trying new things</td>
<td>74%</td>
<td>18%</td>
<td>8%</td>
</tr>
<tr>
<td>f. Finding a job</td>
<td>69%</td>
<td>17%</td>
<td>15%</td>
</tr>
<tr>
<td>g. Other things (see below)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Other things that are important in my life right now....** (responses listed verbatim)

- Money
- Get a degree to pursue a military career as an officer.
- Going to graduate school
- Have had two careers, would like be able to help my children with their school work
- I just want to learn and have a life, rather than work towards more work
- Improving my skills as a teacher and performer
- My children
- My current employment
- Networking
- Taking care of myself mentally
- To become and informed and educated member of my community
- Meeting other motivated and educated people
- Finding a company or running a business
- Working while attending college to pay off loans
What components of your EYE course were most effective in enhancing your understanding of course content and your strategies for being a successful college student?

(number of student responses by theme)

- Hands-on activities and Labs (40)
- Class/Group discussions (38)
- Slideshows/ movies/demonstrations/visual aids (28)
- Oral presentations (21)
- Group projects/working with other students (20)
- Email communication with Instructor/ Regular feedback on assignments (20)
- Lectures about the readings were helpful, engaging lectures (19)
- Instructor was good at explaining things/good syllabus (9)
- Instructor’s knowledge of material/teaching style (8)
- Homework assignments/essay papers (6)
- Field trips, out-of-class activities (6)
- Analyzing the readings in class (6)
- Instructor’s encouragement for students to participate/non-threatening (5)
- Instructor would test us on things we discussed in class/review materials for test (4)
- Managing stress /college strategies/ time management (4)
- Projects, Research stuff (4)
- Reflections/ making us think (4)
- Nothing- no benefit to this class, waste of time (4)
- Nothing- this class too similar to writing classes (4).
- Blackboard-learning/Internet (3)
- Effective note taking/class notes (3)
- Studying (2)
- Extra credit events regarding the subject were enjoyable (2)
- Tied in with major (2)
- Weekly summaries/worksheets (2)
What components of your EYE course were least effective in enhancing your understanding of course content and your strategies for being a successful college student?

(number of student responses by theme)

- Lectures were boring, unorganized, not very engaging (19)
- Difficult reading assignments (17)
- Unorganized class, off-topic talking, unclear about goal of the class (10)
- Confusing content and unclear assignments (9)
- A lot of busy work/class activities, very few effective assignments (8)
- Lack of student interaction, ineffective class discussions (8)
- Very little feedback, and ineffective at answering the questions we had (8)
- Online/internet assignments/blackboard stuff (8)
- Group assignments/team work not effective (6)
- Essays/papers due on the day of exams (6)
- Poor presentations and demos (4)
- Quizzes/tests didn’t seem to apply to classroom learning (4)
- Teaching assistant/guest helpers not helpful (4)
- Instructor acting like we are in high school/talking down at us (4)
- Buying a book for the class and never using it (4)
- Everything ineffective, course work was too fast, too much information at once (4)
- Huge classes (3)
- Weekly summaries (3)
- Discussing readings after assignments are due (3)
- The syllabus was often incorrect (3)
- Course not relevant to major, don’t understand why this course is required (3)
- Ineffective course...not engaging...learned nothing (3)
- The EYE course was no help in adapting to college academics (2)
What was the most important thing you learned in your EYE course this semester?

(number of student responses by theme)

Answers related to content:

- About being a health musician/about the music dept /breathing and performance (18)
- Consumerism in-depth, and the American Dream (13)
- About different religions/ philosophy and science (10)
- Good performance etiquette and breathing skills (10)
- Consumption in today’s world (9)
- Nature and my surroundings/environment and genes (9)
- Gender and sexuality in different countries and communities/sexual abuse (8)
- Electrical systems/ mechanical engineering stuff (6)
- Gear ratios, mechanics/motors and gears (6)
- HIV/AIDS awareness and prevention (6)
- A happier way of living; Henry David Thoreau's life (6)
- Meat industry and the health of people, foods and slaughtering (6)
- Having an open mind when it came to creation and science philosophies (5)
- Ecological footprint and how businesses create a more sustainable way of life (5)
- Consumers and shopping /credit cards /consumer tricks (5)
- Hearing loss, and how to prevent it, volume threshold (5)
- Food disorders and food companies from My Year of Meats (4)
- Anthropology studies and how they relate to the sustainability of an ecosystem (4)
- How to relax and become in tune with nature and my surroundings/ nature and the environment (4)
- Math skills and understanding of math concepts (4)
- Actions of the government, capitalism (3)
- Listen to your body and be prepared/ taking care of your body /self-care (3)
- Environmental Science and perspectives about human impact (3)
- Marx and capitalism (3)
- Forms of energy and pollution (3)
- About a historical fiction story (2)
- How energy and power work and how we control our environment (2)
- Going green/ecology responsibility (2)
- I learned about global warming (2)
- I learned about 19th century poetry (2)
- Matrices (2)
• Medical systems are flawed
• The Tuskegee syphilis experiment
• Ice and injury
• Awareness of the impacts of patriarchal impacts on hegemony in Western society
• A lot about regressive and progressive societies
• How females view their body & physical appearance and why they view themselves in that way

Other answers:
• Nothing, class was pointless, not relevant (15)
• Time-management, procrastination (15)
• Effectiveness of teamwork, voicing opinions, participating in groups (15)
• Plagiarism, citing sources, and ethics (8)
• Reflection and the importance of thinking (7)
• Critical thinking skills, analyzing texts (6)
• Summarizing and study skills (6)
• Problem-solving (6)
• Writing research papers, lab reports (6)
• Writing and re-writing, editing your papers (6)
• Class was overwhelming for my first semester, too much information (6)
• Planning ahead, attending classes was critical, keeping up with assignments, checking school email regularly (5)
• Understanding grading system and understanding the syllabus, all classes are so different (4)
• How to plan for graduation (4)
• How to deal with difficult personalities and distracting students, especially in group projects and class discussions (3)
• To take pride in academics, find excitement in learning, maintaining a constant level of inspiration, being willing to make changes and improve yourself (3)
• I learned a lot, lots of amazing material, but not sure what was most important (3)
• The subject matter was interesting but I feel like it was generally a waste of my money and time (3)
• Balancing social life and school assignments and working (3)
• To have an open mind, and to learn different points of view (3)
• To pay attention to detail, study hard, prepare for class (3)
• Getting help when you need it, taking advantage of any academic support, and talking to the instructor (3)
• To be an effective, helpful, and educated individual within society (3)
• It was a good class, but it did nothing to prepare me for college; it was just another lecture and more assignments not really helping me with other classes (3)
Which assignment or experience was most important in teaching you this (listed above)?
(number of student responses by theme)

- Essays - specific writing assignments (30)
- Group activities/projects/experiences (29)
- Class discussions (27)
- Research paper (26)
- Final assignment/project (25)
- Movies/videos (18)
- Reading assignments (18)
- In-class demonstration/power-point presentations (12)
- Reflection papers (12)
- Class experiments/simulations (8)
- Graduation planning assignment (7)
- Course projects (5)
- Class presentations (4)
- Community experience (3)
- Lab report assignment (3)
- Lectures (3)
- Case study (2)
- Mid-Term paper (2)
- Weekly summaries (2)
- Course Assessment — expressing my feelings about the course (1)
- Specific parts of the course..... specific papers/projects/videos/readings-mentioned by students
  - Analytical paper, Personal writing, Meats Essay, Religion paper, Marx Essay
  - Fight Club video, Youhtube video, Neuroscience personality disorder video
  - Business simulation project, Car building project/lab, Group Concert, Hiking event
  - Interfaith experience group, Wind energy project, Credit Card movie/assignment
  - Drawing assignment, Graduation Planning assignment, Ropes course
  - Autobio of a Face reading, Easter Island reading, Women at Point Zero reading
  - Fast Food Nation reading, Wisdom of Whores reading
  - Hex A Challenge section, Measuring Decibels, Math Component, Historical fiction piece
SIR-II Evaluations: EYE Fall 2010 Cohort Responses (N=585)

Course Organization/Communication
- Instructor’s preparation for course: 74% (mean = 4.04)
- Instructor’s clear/understandable presentations: 66% (mean = 3.88)
- Instructor’s use of class time: 68% (mean = 3.90)
- Instructor’s enthusiasm for subject: 76% (mean = 4.18)
- Overall evaluation (quality instruction): 52% (mean = 3.56)

Faculty-Student Interaction
- Instructor’s helpfulness to students: 67% (mean = 3.95)
- Instructor’s respect for students: 80% (mean = 4.26)
- Instructor’s concern for student progress: 65% (mean = 3.87)
- Instructor’s willingness to listen to student opinions: 78% (mean = 4.21)

Course Outcomes/Student Effort
- My learning increased in this course: 35% (mean = 3.22)
- I made progress in achieving course objectives: 36% (mean = 3.29)
- The course actively involved me in what I was learning: 42% (mean = 3.39)
- I studied and put effort into the course: 39% (mean = 3.35)
- I was challenged by this course: 41% (mean = 3.35)

Course Difficulty/Work Load/ Pace
- Course level of difficulty (somewhat to very difficult): 81% (mean = 3.21)
- Course work load (somewhat to very heavy): 76% (mean = 3.12)
- Course pace (somewhat to very fast): 87% (mean = 3.09)

Student Information Section
- Gender: 48% -- Female
  44% -- Male
- Grade Expected: 23% -- A
  52% -- B
  16% -- C

** These are selected items from the SIR-II Course Evaluation.