

## General Education Survey

Spring 2011

*How has your General Education experience challenged you to grow in a profound way?*

*I have learned to question my beliefs/move out of my comfort zone . . .*

I have learned how to question a variety of subjects that are much out of my comfort zone Presented me with an opportunity for significant learning in ways that I had not been challenged before

*I have been pushed to think "out of the box"/in a different way .*

I am a science major, and I have loved the general education program because it has challenged me to think in a different way

Allowed for me to experience new thoughts and ways of thinking that I would have never otherwise received.

The classes allow you to think outside the box. The tests and classes go beyond multiple choice.

Professor X really challenged me to learn and to think outside of the box.

Classes were definitely challenging making me think outside of the box with Prof X asking [challenging questions]

These classes allowed me to think out of the box and expand my horizons.

*Critical Thinking*

I use critical thinking skills, along with knowledge I have acquired, on a daily basis.

I've learned to problem solve.

Yes, GenEds have opened my mind to think in different ways . . .

I have learned to analyze all types of writings

My coursework has been challenging by teaching me ways to think critically about bigger topics around the world.

Applications of theories learned in class to the real world. Being able to relate what I learned in class to things happening in the economy. Being able to analyze the current economic state and determine what factors may or may not alter it.

Through my general education classes I have been able to improve on my writing and critical thinking skills.

*I have been pushed to consider different perspectives . . .*

I have learned to accept other's opinions and to consider concepts that I would never touch upon.

All of my general classes have broadened my learning and perspective in other areas to make me a well rounded individual.

I took a gender and pop culture class and it rocked my world. I realized I'd been a feminist my whole life.

These classes tend to have more discussion based which causes different opinions and thoughts leading to substantial learning.

I now see many perspectives on social issues, not just one that family, friends, or news feeds me.

Has definitely made me a more open-minded and educated individual.

I am a more consciously aware individual that strives to see the perspectives of others and my impact on other humans and the world in general (diverse perspectives)

Required Religion courses caused me to sharpen my abilities to examine aspects of my faith, challenging nonessential beliefs that I had held and pruning me in areas where I needed growth as an intellectual participant in my faith.

I consider ideas and concepts through more than one perspective having taken arts, philosophy, and natural science classes.

Opened my mind to a number of perspectives that I normally avoid or ignore.

I do keep on encountering people who's views make me feel uncomfortable so I suppose that constant exposure has forced me to interact with people who I normally wouldn't and listen to their views and make decisions about religion that I only had sort of formed in my mind, though I still am trying to stay open-minded.

I can relate more to other peoples motivations in general because I am more aware that everyone has factors influencing their actions on a daily basis.

Throughout my classes, I have been forced to become less judgmental of other individuals—with regards to sexual orientation and other differences.

Being able to take general education classes has opened my mind to other views and experiences of the world . . .

By being forced to look into different areas, I had a sense of respect fostered within me that was shared across all levels.

My education has me to look at all aspects of a person, their beliefs, values, culture, and lifestyle.

My general education experience showed me other viewpoints that I had never encountered before and taught me about subjects that I would never have thought would be exciting to me.

The experience has allowed me to learn many aspects of study that I had never been exposed to. All of my classes have changed my perception on how I see the people around me and life in general. It has allowed me to keep an open-mind to opinions and ideas from various subjects.

PLU has given me outlets to explore diversity and experience many different cultures and belief systems.

*I have been pushed to consider different courses/disciplines/topics . . .*

Challenged me to learn new topics

Should be an introduction of further studies

Challenged me in that I have taken many different classes allowing me to examine my own strengths and weaknesses . . . I have grown to appreciate many different areas of study

It has forced me to take classes I would not otherwise take

I have taken some classes that I would not have thought to take had I just been working toward my major.

I have also met a lot of students on campus who I never would have seen because I am a music major so mostly have classes in MBR. Overall I am thankful for all the new

interests I have gained from my GenEd courses that will go with me after graduating from PLU.

A welcome challenge to try new areas of study, especially ones that do not contain elements that align with my specific skills and abilities.

Exposed me to various subjects at a more in-depth level than I have had before.

Through my general ed classes I have come to realize that I love geoscience, religion, and English. These are three classes I thought I wanted to stay clear of.

My GURs have also been some of my more challenging classes simply because I had far less interest and motivation in those courses.

After taking PHED 100, I got the motivation to work out regularly because the professor encouraged it so much . . . I believe the general education ignited interest in subjects I would not have normally chosen myself.

I have taken a broad variety of courses allowing me to grow academically in subjects I would not of otherwise been inclined to take.

I was challenged by requiring me to engage in a variety of subjects and disciplines which I otherwise would not have chosen for myself.

The general education experience allowed me to see things that I otherwise would not have been able to. Some of the classes I probably would have never taken if they were not required.

My general education experience here at PLU has been phenomenal. It has afforded me the opportunity to learn about other aspects of life that, in a way, was a mystery to me.

I have really enjoyed the gen ed courses I have had to take, it has shown me that I have a profound interest in anthropology something I would not have known and challenged me to look at health issues in a larger more holistic way.

*Really helped me think about my place in the world/global education*

Challenging, but really led me to think about the world, and participation in it  
Really opened my eyes to the outside world. I know I will be a much more well rounded citizen of the world than friends of mine who just took classes about their major  
I feel I have gotten most of my global education from my gur classes.

A result of the emphasis on a global perspective,

The variety of classes has really broadened my perspectives and made me aware of so much more in the world

The liberal arts education has allowed me to see the world in a different way.

Though I have rarely found the coursework in my GUR classes challenging, I have almost always enjoyed the classes I have taken, because they give me a new perspective on the world.

On the whole, my general education experience hasn't really challenged me, but has instead provided me with more facts to use when considering the world.

Through taking these types of classes at PLU, my eyes have been opened to the world around me and to what it is like to live a life that is different from my own.

These classes really emphasized embracing the positive differences in people and in having equality for all people regardless of race, religion, sexual orientation, or any other protected characteristic.

It has challenged me to think with a international, intercultural, and interdisciplinary frame of mind not only in my classes, but also on topics that have arisen in daily conversation and complications that have arisen in every day situations.

During my first year experience program I was introduced to a SCAN 190 class. . . . taught me a lot about another culture and traditions. This class put me out of my comfort zone . . .

My general ed courses have challenged me to look at the world in a new way, and to be a positive contributor to the world. I can honestly say that PLU lives up to its mission statement in these courses. I am educated to be a person who will change the world, rather than just another number.

*Multidisciplinary/liberal arts perspective/integrated nature*

Led me to think about the world, and my participation in it, in a very multidisciplinary way

Result of a liberal arts education

I have always been able to connect things I learned in GURs to my majors

I have learned so much, and the curriculum can be eerily related between classes.

Every class I have had tends to incorporate more than just the class subject. In my religion course I became a better writer, in my anthropology course I learned about human psychology, etc. PLU has done a great job of integrating all sorts of subjects within their focused classes.

I am a nursing student, but I apply my liberal arts education to nursing every day.

I'm very multidisciplinary in my interests, so I really appreciate the opportunity to broaden my interests through a liberal arts education. I love my discipline, but I don't think I would be nearly as satisfied with my education if I didn't have the excuse to study other subjects as well.

Wide variety of classes lending to a more well-rounded education.

My education has stretched my knowledge in diversity, vocation, religion, and global education. The liberal arts education has truly benefited me as I have had the opportunity to acquire knowledge individuals at a state school would have never received.

*Challenged my learning style/approaches*

not always the easiest way but in a way that sometimes can be called confusing and not fun

The tests and classes go beyond multiple choice; you are challenged to write and articulate yourself and engage in classroom discussions.

GenEds have opened my mind to think in different ways, but sometimes the classes are painful.

I have been challenged to read and critically reflect on text that I normally would not attempt.

I have enjoyed expanding my learning style and varying my class load for each semester. I have learned what subjects I am good at and not good at because of the challenging way the subjects have been presented.

This being my first semester at PLU, and only taking three classes, it did seem challenging. There were many papers to write and a TON of reading for each class.

I am a transfer student from China. Hence I have experienced two different educational systems. I can say I really start to “learning” is since I came to the U.S.

My ability to write constructively and formally was drastically improved by my WRIT 101 course. Also I don't doubt my capabilities academically anymore; it's just a matter of time investment and commitment.

It has forced me to determine what is the most important things to read and remember. In high school it wasn't all that important to read out of the book, but in college I have noticed professors don't cover every little thing which forces you to pay attention both in class and do that extra amount on my own. Therefore, I have changed because I now spend more time outside of class working on the things that will be important for the class and taking good notes.

My general education experience has challenged me in that it has made me call out way more often than I had before.

It is a great experience to study at PLU. It is a very demanding atmosphere but it is worth it, it is better to challenge the students to learn the material than to have them meandering around.

This year I have really learned how to manage my time wisely. I have been challenged and assigned many tough tasks which have caused me to have to be able to balance my time wisely. I have also learned from many of my teachers that procrastination will result in failure. You need to prepare yourself for tests and quizzes well in advance if you want to be successful at PLU.

My experiences at PLU have enabled me to reach past my previous expectations of myself to achieve and learn so much more than I thought I ever would.

*Helped me find a focus/my passion/the right fit major/minor*

Having certain required classes made me find my real passion in a major which led to a switch from my intended major before coming to PLU.

Helped me to find where I fit in. I started out as a Nursing major but if it wasn't for the liberal arts program that required me to take other classes I never would have found my passion for art and taken that step!

Really helped me to figure out what subjects I enjoyed and helped me to choose my minor.

Through the variety of courses and encouragement from my professor allowed me to realize my true passion

I have gained confidence in some things, but have also seen my greatest weakness in the area I want to get my degree. Hmmm, time to rethink?

Made me question what I really want to do as a career.

My major has changed from nursing to religion because of my general ed classes. I probably would have been a geoscience major if I didn't have to go to a community college for a math class.

Being forced to take GURs helped me to develop other interests related that spurred me to pick up a minor. My minor relates well to my major but I wouldn't have considered it had I not taken an entry level Psychology class.

The general education I received at PLU has helped me explore many different options of what area I would want to pursue a degree in. Through my Writing 101 I discovered a passion for topics surrounding gender.

These were the most challenging classes I have ever take and truly these two professors are the reason I now want to minor in religion.

I was able to learn a variety of subjects and it is because of a GUR that I chose my major. It was through the exploration of multiple courses that I was “forced” to take that made me find out what I really wanted to do.

It allowed me to participate in different avenues of study that I would not have been able to and made me rethink and eventually change my major to a bachelors of arts instead of science.

My education experience has caused me to change my course at PLU. I entered as a Bio major, found the program wasn't my fit, and am now an English major.

*Overall, positive personal development*

This experience has helped me to develop more as an adult, an artist, and human being.

I believe I grew a lot as a person and as a student through my general education classes.

Attending PLU has changed me significantly.

PLU definitely pushes for strong independence

Pushed me to examine my own strengths and weaknesses

I have been challenged into becoming the person I am today based on my experiences and the help from my professors.

Confidence

I have expanded my knowledge about how privileged I am as a white, educated female as well as how other people are privileged.

Has challenged me to become well-rounded in a variety of subjects and work hard in areas that I did not intend to focus on.

Independent intensive learning, professional social interaction skills, time management

PLU has taught me to be happy with myself and to not let other people get the best of me.

It has forced me to take advantages that other people do not have and appreciate them.

Has enriched my life and challenged my time management skills in a new way.

My knowledge has increased greatly. I am learning how to think and function better as an adult and independent.

My general education experience has not only helped me grow as an individual, but helped me mature into a person that is going to tranform and improve the business world into the future. I would say overall the GUR's are beneficial as it gave me a well rounded education experience.

I have discovered even more of my strengths and weaknesses, leading me to have a better understanding of myself as a whole.

The GURs offer a well rounded experience that has challenged and helped me grow.

My education at PLU has challenged me to grow as a person.

I feel more intellectual; not necessarily smarter but genuinely intelligent.

As an international student here, I have become more confident to talk in front of others, and I have studied how to work with other people in effective ways.

It has definitely challenged some of my core beliefs. I have also learned a little about myself along the way.

I feel I can succeed. I've learned the power of determination.

High quality of instructors

The instructors are phenomenal

Knowing that they truly care makes a huge difference in my attitude towards the university.

I have been challenged into becoming the person I am today based on my experiences and the help from my professors.

GURs also gave me the opportunity to meet some great professors and peers I wouldn't otherwise know.

The professors are very passionate which makes learning fun and easier.

IHON

It has made an INCREDIBLE difference in the way that I engage with students, professors and all of the challenging, complex topics in other classes in my majors and minor. I'm extremely impressed by the quality of the classes and instructors, as well as the increasing variety of opportunities to learn that this program is presenting. It has challenged me to engage myself in this university and in my passions in ways that I had never before imagined, and through this it has permanently affected the learner and individual that I am.

The IHON program has been an excellent experience, I really appreciate the class discussions and it has challenged me to think about and read about topics I had never considered before.

I am in the IHON program and I have really enjoyed the challenge that has been this year. I appreciate the high expectations and the different perspective that has given me about our world and our history.

Participating in the honors program, my beliefs, both religious and general assumptions about the world, were challenged, in turn strengthening my own faith and making me into a more accountable global citizen.

Did not challenge me . . .

I must say it has been a challenge due to the fact that I decided to take the last group all at once this semester. The challenge has been relating the different material so in this case I would advise a fellow student not to take a whole bunch at once.

I would not consider PLU a place that changed me. I suppose it challenged me to learn in almost all of my classes.

General Education has not challenged me to grow in a profound way.

Not really, college is hard.

General Education has made me realize how frustrated I am that the American academic system has such a monopoly on knowledge—that spending this selfishly insane amount of money means I get to be a viable member of society. It has shown me that someone

needs to come up with a better idea. My best educational experiences were studying abroad: that is the true liberal arts education.

The general education experience has not been challenging. However, they add stress to the classes I actually want to take, as they are classes and as such are demanding.

Being a transfer student and only having one semester here at PLU I feel that I have had little change, and I feel that the classes here do not give a good consistent feedback on how students are doing or even whether they are relative to other classes. Personally, I feel I have grown more at my CC because they tell us what to expect and how we can obtain it, here I feel like classes are run in a loop and no main criteria is given for what we need to learn.

It hasn't.

It hasn't.

I however am not a fan of the liberal arts and have found that most of my GEDs have been a waste.



***If you could change one thing about your general education experience, what would it be?***

Resources

Library open 24 hours during finals week

Don't have all freshman sections of dorms because then the freshmen have no one to model study habits off of. That is one thing I found particularly hard to adapt to.

I would utilize resources like the academic assistance center and writing center much more if I had the time. I struggled with my foreign language class because I did not have the time to dedicate to it, and would have liked to experience the language in a more relaxed setting.

There should be a larger budget going into the School of Education so that students can have more learning opportunities, gain access to the building after hours via swipe card, and more computer based classes that deal with practical artistic knowledge that art students need to have in order to obtain a job in the real world as an artist.

I am in the nursing program, so this may be somewhat skewed. My issue is that the PLU nursing program is thought of very highly in the community, but it seems that there is not an adequate amount of resources directed toward simple things like new chairs. I know this sounds like I am being picky, but I have sat in the same chairs which I am convinced were made for a 7<sup>th</sup> grade classroom for almost three years. I know for a fact that the majority of my classmates feel the same. It is even more disheartening when we visit the newer buildings and there is such a radical difference in the classrooms.

Desks: for the amount of money we pay, there should be desks that fit at least a sheet of paper on it. They are small and uncomfortable too, and that affects how much we pay attention to the class vs the annoyance of the chair.

Class Availability

Have more options available for students and offer more than one class for popular classes or general university requirement classes.

I would offer lower level math classes

Honestly, I just wish I had more time to take them! Sometimes they're difficult to schedule or get into.

I wish nursing was a more flexible major. I understand there is a lot of information, but I would like to experience other areas of education, such as environmental sciences, painting, social work, anthropology, and/or women's studies.

When I was a first year, I was stuck taking some GURs that were really not very interesting but the only thing available. More options for everyone would be appreciated.

In my first couple of years it was very difficult to get into GenEd classes that I wanted and which would fulfill my requirements. So if it was possible I would love for the signing up for courses to be a less stressful experience.

#### MORE ISLAM COURSES TO BE OFFERED!!

I would appreciate more classes being offered. While taking my general education requirements, I was looking for more classes that immediately interested me, and could not always find any.

There should definitely be more IHON classes offered. It is ridiculous that I can't even get on a wait list for an IHON class. Other than that, I have been very satisfied with my experience here at PLU.

I would make the IHON classes more available to my natural science schedule. It was hard to take both.

#### Design of GenEd Program/Number of Credits

There are a lot of requirements that can be hard to meet I wish there was a little more room to take courses I want to take, ie have several various subjects that meet the general education requirements.

It makes me sad that I can no longer take some of the classes offered as part of the first year experience. There were so many options that looked like fun, interesting, and useful topics, that I am disappointed I won't be able to try some of the different ones next year.

I probably would have taken higher level courses to satisfy my gen ed requirements, which would have been more engaging and interesting classes rather than the standard 100-200 level courses which become more of a nuisance than a learning experience when they are outside of your chosen area of study.

I would give students more options in terms of the number of classes in which they are able to choose from in completing the requirements because many of the classes are not very interesting and are quite boring.

Making sure there is a clear purpose for why specified classes are required and instate a social justice class as a requirement.

If students did not have the option of what courses to take for the GE requirements, that is what I would have liked to be considered for a change but this is not the case so, at this time, I have nothing to propose.

I would eliminate them as requirements. I truly believe that a portion of PLU students would continue to dabble in other subjects. It would just allow those who would rather take more than 40 hours of one subject to do so.

I would lessen the requirements for Biology majors, we need to take classes in chemistry, Biology, Math, Physics, and 2 language courses just for our major. On top of all the geneds this makes is extremely difficult to double major or minor in a humanities we find interesting (I wanted to double major in anthro and bio but don't have the time because of the two gen eds I still have to take.)

More flexibility in what counts for certain geneds.

There is a lot I would change, sadly. Design your programs better and make your advisors more informed.

I wouldn't say anything in particular. I think it is a great way for people to try new things and find out their passions.

A lot of times, there is no way to pull together the information that we've learned in each of these classes. I feel that I have been able to connect the dots over the years, but I don't think that most of us are able to until very late in our academic career. If there was some kind of way to draw connections between each of these courses, I think that it would have been very helpful. Also, I think that it would be helpful to have more academic focus outside of the classroom. Having been involved in all sorts of Student Life groups, including Residential Life and SIL, I found that often times these programs were a distraction from, rather than a compliment to, the academic experience I've had at PLU. One last thing: Being a first generation college student, I didn't find that I was very academically supported during my first year at PLU. Because I didn't have a major, I had a general advisor who was not helpful at all, which made me feel unmotivated to succeed because I felt like I was going to be stuck doing it all on my own. Once I declared my major and now that I have a good advisor, I do not have this problem.

Philosophy class. I am seriously dreading this class as most of my friends who have taken it haven't really enjoyed it. I can see how it will make us more rounded students, but the way I see it, unless I'm going to be a philosophy major, there is really no point to taking this class. Usually I can find something interesting about classes by looking over the syllabus, but I haven't found anything I find particularly interesting.

I would have preferred to not have so many requirements to fulfill. For instance, I think that 8 credits in religion and philosophy would have been sufficient instead of twelve. Also, if fields could be grouped more (such as that for social sciences) I think it would benefit the students. I just feel as though a disproportionate amount of my time at PLU was taking courses that I had to and did not enjoy.

I wish that I was not required to take a writing 101 class. It may be a helpful class for some students, but I already took AP English classes in high school and I feel like those classes helped me to become a better writer than my 101 class did.

I would have taken more art classes.

I would like more flexibility in the GenEds and less required credits. I do not want to be forced to take classes that do not relate to my major(s), take my time and credit hours, and are quite frankly in subjects that I do not always enjoy.

I would love to have been able to receive it in the same package deal manner as a new student but alas I am a transfer. Please don't change the way you do business on my account. The time and money saved for me are great.

I would ask that there be less emphasis on GURs and more time to focus on topics within my major. I do believe that it is important to take some classes that I would not normally take, but I think that the GUR requirements are too much.

I don't exactly know what I would change. I think that a lot of the classes I have taken have been very interesting. I guess in the future I may take more classes that are a little more unfamiliar to me. I think that I should try and learn and experience as much as I can the general education requirements by taking a variety of courses.

I would make it easier for transfer students to complete these requirements. I transferred from a community college that did not offer a lot of the general education classes that PLU requires for students to graduate. As such, it forced me to take maximum credits so that I can graduate on time. I think that some of the general education requirements should be waived if a student has a completed AA degree from another college.

### *IHON*

I was a member of the IHON program. I was the first to go through the program so there were a few hiccups along the way. I think the first few years of this program could have been more beneficial and consolidated in message but the last year was fantastic. I think the program is going in the right direction to provide excellent education.

The one thing that I would change would be the image of the IHON program in the rest of the university. I wish that people could work towards its imaged being less focused on exclusivity and priority and more focused on reaching out and being inclusive to more students at the university who may not have known about or decided to enter into the IHON program from their first semester at PLU. I think that people, staff, students, and professors alike, honestly they have very little idea about what the program is and how it is so radically changing and enriching the lives of the students in the program.

### *Religion*

I do not like the religion requirements. I am enrolled in a religion class currently for a general education requirement and it has not been a very good experience, especially since the professor does not put any thought to his curriculum whatsoever.

My General Education experience has been extraordinarily biased against conservative Christians, and this is quite sickening at times to be completely honest. Essentially, the university as a whole seems very dismissive and negative towards individuals who

actually follow the Bible, to the point where strict Christians are often demonized or joked about.

The gen ed requirements are pretty spread out over a range of ideas and topics but I would get rid of the religion requirement, for students who do not come from a religious background the classes are way too advanced and are presented to students who have had many years of religious experience.

I would have taken a course in another religious tradition.

No religion required.

### *PHED*

I was a cross country runner for 3 years. The seasons were very intense, but I was only given half of a credit for all of my effort. I had to take additional PE classes. I felt that was unnecessary.

I would change the amount of PHED courses required with an emphasis on making Varsity Sports count for more than one credit. Also, I believe they should offer more variety of courses.

I understand the need to have well rounded students but taking four PE classes is annoying at times. It is hard to fit classes in especially when you are a transfer student who know what field they want to go into and cramming PE is close to impossible. Also who wants to go sweaty to their next class after working out?

The PE requirement should be lessened. How is PE a requirement for College General Education . . . feels like high school.

I would change the expectations required of athletes in physical education classes. I find it wholly unnecessary that a varsity athlete who plays all four years while enrolled at PLU still needs to take three other PE classes. I believe that, with the exception of PHED 100, it is unnecessary for athletes to be required to take the same amount of physical education as non-athletes.

I think the requirement of 4 PE classes is a bit too much. As an athlete who is in shape year round, having to take 4 PE classes seemed like time that could have been spent better elsewhere.

Three PE credits is almost impossible for some majors (ie., nursing and music).

I would not require 4 credits of PE to be taken in order to graduate.

*Diversity*

I wish I didn't have to fulfill an alternative perspectives requirement. The selection of courses for it doesn't interest me particularly and I would like to spend that time and those credits on a class that's more interesting and fulfilling to me.

Less classes for more difficult majors with stringent credit requirements (nursing/comp sci/engineering). Drop cross culture and alternative perspectives . . . keep core GURs.

*Class Dimensions/Faculty/Teaching*

I wish that the GUR classes weren't harder than your major classes. It really stinks when your GUR's are pulling down your GPA but you have a 4.0 in your major classes.

## LESS ONLINE HOMEWORK

I would encourage professors to do daily activities with students. Sometimes reading does not really cut it for some, as some people are more hands on learners.

I wish there were a student-faculty personality matcher. If professors had their general teaching philosophies and some basic info it would be a lot easier to choose classes that will not be impeded by a teaching style that does not mesh with your learning style.

One thing that I would change is that in writing classes your teachers would review your work rather than your peers. I believe this would cause me to be a better writer.

I might include more written tests/quizzes in the curriculum. It is my belief that challenging people to utilize their own language, through writing is a highly effective way of determining one's ability to communicate and utilize the faculties they have gained in their experience of learning. I fear electronic testing and scan-trons may undermine the ability of students to effectively write a sentence and state their own opinion.

I personally would want specific outcomes from each class written out so that students understand exactly what they need to learn, not just a broad description of what the class is. I am so disappointed with the lack of explanation some teachers do, acting as if they are smarter than the students and they do not need to explain things more than once. Classes should not be run for the smartest student in the class, they should run for the struggling ones.

I would have the teachers care more. I went to a community college and the teachers would learn about us are care. NONE of my teachers knew my name this year. I miss my community college.

The one thing that bothers me about general classes is that the professors assume that I should be taking their classes as an undergraduate. I am a music education major, and when I declared my major on the first day of classes my Freshman year, my entire 4-year

plan was mapped out. It just so happens that I have so many classes to fulfill my major, and must complete specific classes each semester, I literally only have room to take about one GUR a semester. When I walk into a 100-level class as a junior the professor immediately judges me and assumes that I've been "lazy" and have 't bothered to finish my GURs. The same experience has happened to the majority of my peers in the music education program. I will be taking a couple of GURs as a senior, and I hope the professors are able to see me as the hard-working, successful student that I am.

Taking gen ed courses my senior year though was pretty brutal, so I'd advise most people to get them over with quickly so that you don't have to regress.

I have been very disappointed by the number of outstanding faculty who remain "visiting" despite their valuable contributions to the university (see longer statement in original documentation).

*Plan/Schedule of General Education Courses*

I wish I could have taken more of my General Education classes as a freshman.

I personally took my classes a little backwards, finishing the majority of my major classes first, and then taking GURs and picking up a second minor. In retrospect I would have done the reverse and potentially ended up with a different major.

I would rather come here early.

Take at least two GURs per semester rather than four.

I would change the fact that I took calculus 2 in my fall semester and would have dropped down to calculus 1 which I will be taking the fall of my sophomore year. Other than that I have enjoyed every single class I have had to take throughout the course of my education experience.

I already did, the load was a little heavy for me, so I talked to the counselor and I was able to change that for the next semester.

It cannot be changed too much I do not think; however, I wish the summaries of the classes actually reflected the class with accuracy. Generally, the summaries are intimidating; the classes not so much.

I would have got my AA prior to coming to PLU. If I would have known how much not having my AA would affect my experience at school (i.e., I get last pick when registering), I would have been more motivated to complete the few classes I needed for my AA.

If I could have done it at PLU and been able to explore PLU's programs and courses more I might have been more satisfied, but I am glad that I got it done in high school.

I would have waited to declare a major and spent more time taking the GenEds before taking classes for that specified major.

I would have started my math major sooner so that I would be able to go abroad as well as taking different religion classes (I ended up taking Hebrew bible and Judaism, so I don't really feel like I got a good variety) and more history or political science. Other than that, I just wish there were more art history classes offered so I could learn more in depth about the subject.

More time! The classes that last about two hours I feel have given me a better understanding of the concepts/ideas covered and better prepare me to work independently on homework assignments. Likewise, for the shorter class periods I find myself needing to find help on assignments and it takes longer for me to build up the confidence in fully understanding the lessons. I do not feel that there is enough time in the short classes to practice the concepts adequately.

I would like to have more flexibility in scheduling the (the times and days of) my classes.

#### University Policies

I wish we could take more than 17 credits at a time. Perhaps have students apply to take more credits and rely on their past performance to determine if they can handle the extra load. This would open up opportunity for students in heavy credit majors such as music to fit in more classes that they are interested in, but might not be able to afford paying for over the allotted 17 credit load limit.

I would change the 44 hour limit in majors. I studied abroad and it put me over the 44 hour limit.

I believe that PLU has a lot of its priorities out of order. This school spends way too much money and time on silly projects or concepts, when there are bigger issues that need to be addressed at this school. This school spends a lot of time and money on sustainability projects and making everything on this campus green. There are buildings, student and faculty needs that need to be met first. I do believe this school is too worried about being sustainable that it loses focus of academics. You can go ahead and call this a biased view, but I'm an athlete here and feel this school looks down upon us. Our facilities are extremely outdated, but year after year every other building on campus is getting re-modeled. Those who are administrators and authority figures within the athletic department need to be re-evaluated. My experience at PLU was a complete let down and if asked if I would do this again my answer would be no.



Personal Development

Being more prepared about moving on after my bachelor's degree

I would talk more with my professors in order to get feedback.

I would have worked harder than I did. I would have talked with professors more than I did. I would have taken textures held in social realms and stowed them away until I finished school. (see complete statement in original document)

Other??

I think I would do a different major/minor if I went back.

I would just go to community college, not spend so much money, and now spend the better part of my adult life paying off loans. Life is too short to care so much (150,000 dollars worth) for a simple piece of paper (diploma).

The 'lutedome' community is great, but the atmosphere in some of the offices within student workers still needs to be treated like a professional environment. I feel as if sometimes it is more drama centered and not focused on the purpose or mission of the university itself. Part of that comes with hiring student ts right out of college, but something needs to be changed.

I don't feel my tuition went to important things.

Also, ramp up the security on campus. It's a joke.

I will change it.

Not being at PLU

I would have liked to study abroad more times.

Nursing program is three years long. That is unnecessary. There are quite a few classes that are useless. Could be a two year program.

Choir auditions earlier to be able to plan my schedule for next year.

Nothing

Can't really think of anything

I'm not sure that I would

Nothing, it all led me to where I am now

So far, I would not change a thing.

Nothing

I can't think of anything I would change right now.

Nothing

***How have you encountered the ILOs in your general education courses? Provide specific examples.***

Reflection

With all of the gen ed courses I have taken so far, I have questioned what I would like to do with my life post-graduation. I have wondered about what I am truly good at, because I enjoy doing a lot of things and learning about different subjects. Additionally, I have learned more about cooperation here at PLU more than any other place I have been. I have learned much about myself in many of my gen ed classes. I have learned about things I value the most, and how to appreciate what I have in my life and to not take anything for granted.

I suppose through many of my classes I have been exposed to critical reflection.

Critical reflection is perhaps the most applied ILO because it is used the most when writing papers. I have learned that giving myself time to reflect over the works I have read provide me a better opportunity to the apply what I learned to a given paper.

In all the courses I have taken critical reflection has been emphasized.

The critical reflection comes from all the general education courses because of the way they are structured to challenge us to take topics and learn about areas we have never experienced.

Gen eds let us science majors meet people outside of Reike which is wonderful and allows us to look at what we are learning and how it affects people, places, ideas, and politics world wide.

Integrated nature across courses

It seems to me that by virtue of the above categories, we learn to value ourselves and our communities more. It also seems to me that these things LEAD to having a multiplicity of ways in which to consider ourselves and the world.

In my general education, I learned to think about things deeply and in a variety of ways, as well as how to cooperate and understand other people's ways of thinking.

Yes, in a successful college setting, I would assume that these objectives are reached on a constant, daily basis. My "example" would be my entire college education.

I mean, what class DOESN'T in some way address these issues? Pretty vague if you ask me.

The ILOs are very pertinent in my studies as a student of the humanities. . . . this speaks truly to a liberal arts education . . .

All of my classes have, in some form or another, encouraged students to reflect, express, and share with others.

I most certainly have! I find myself encountering them in almost every class I take.

I have rarely encountered them by name, probably because most professors think that ILOs and all the other acronyms for learning objectives are, to be frank, bullshit. A good class taught by a good professor, however, will make its students do these things without ever telling them. In most of my classes, at least half of these have accounted—under different names—for most of our grades.

I have encountered ILOs through class projects, group projects, class reflections, and experiences.

Are these categories evaluated on professor examinations? Yes, I have encountered these, but I am more engaged in non-GUR classes and feel like I value, express myself more efficiently, reflect more purposefully and interact with others more constructively in classes of my choice, not GURs.

I think the ILOs were subtly integrated into every class.

Interaction with others: many group projects, research on other cultures, working with professors and other students. Multiple frameworks: Through sociology, psychology, religion, and a history class . . . Expression/Critical Reflection: WMGS class.

These techniques have been apparent and vivid throughout my experience at PLU.

I think that I have learned a little bit in all of these ILOs. I have been able to think critically about readings, essays, and concepts learned and discussed inside and out of the classroom. I think that in all of my classes I have been in an atmosphere where I have felt comfortable expressing myself. In addition, small classes allow for interaction with others. I think that expression and valuing are two of the ILOs that have really stuck out this year. . . . In addition, the general education program has also provided me with a diverse amount of perspectives that has been so beneficial to my learning.

In all of my classes this semester there is an aspect of each of these ILOs which have proven useful in my education thus far.

Each of the intro classes really have done a great job of more interaction and less lecture, allowing ideas to flow and be challenged by everyone in the class . . .

Yes, especially critical reflection and interaction with others.

Critical reflection is all that I do. Teachers set such high standards! All of my classes we are encouraged to interact. Many classes we sat in a circle. Valuing an education is most apparent in the absent policies. Most colleges you only have to show up for the tests.

This college you actually have to go to class. Multiple frameworks I do not see so much .  
..

The way that the general education courses are structured lead to great classroom discussions. Because most of the discussions were student lead, it forced people in the room to think critically, share their ideas, and listen to other people. During these discussions, I have been exposed to ideas and thoughts from my peers that have helped me grow as an individual.

All of these ILOs were touched upon or integrated into my general education courses.

I have definitely encountered the ILOs in my GURs.

I believe I have encountered all of the ILOs throughout my first two years at PLU.

In working towards my capstone we were asked to directly reflect on these learning objectives. Additionally, they were very active throughout my time here at PLU.

Expression and interaction with others have been very important in all the science classes I've taken for my major, which I appreciate. I think having real skills and experience in communication and group problem solving is critical for scientists. Practicing critical reflection was a key part of my writing 101 class and I am very grateful to have begun developing this skill early in my college career.

I have encountered the ILOs in all of my humanities courses, and less so in others.

All three courses I am taking now express the ILOs in the syllabi.

Every class I have taken has provided a syllabus that outlines these expectations.

I have heard of these before, but only because I have the privilege of sitting in on some committees around campus and have had an active voice in these discussions. I think if PLU made these ILOs known to the students before they started taking these classes it would add context and make students understand why they are taking these courses.

*Single Elements across multiple/different courses*

The ILO that I have encountered most in my year is interaction with others because I have been put into group situations working on projects over the course of the term . . .

The other ILO that I encountered was interaction with others.

Many of my courses have involved in depth discussions which causes me to see many different people's points of view. For example, in my English 213 class taught by Professor Ramos, she really challenged us to come up with our own ideas as well as hear out the values of others. This allowed me to generate many different perspectives on the material we evaluated and challenged me to become a much better student.

Interaction with others and critical reflection are the only ILOs I have experienced. This consists of group work or review for exams.

*Different attributes in different courses*

Crit. Reflection: philosophy. Expression: Choir and debate? Interaction with others: discussion classes and group projects.

I have encountered the ILOs in both of these classes but I really didn't realize it.  
Valuing: RELI 393; Expression: RELI 393 and THEA 250.

I have been asked to critically reflect on a weekly basis in my RG Religion class by writing a three page paper each week on a guiding question that focuses on our readings. I have encountered the "expression" objective in my Literature class where I am often prompted for my opinion on a literary piece. I have been asked to interact with others in all three of my GUR classes with group projects outside of class and group work in the class.

The class challenged me to think critically about how the world works, to value other points of view, and to see the world through multiple frameworks/lenses.

Interaction with others, especially in my religion class.

Yes. Writing 101: I became a way better writer. Psych classes: learned to observe the world in many aspects and views (made me a more critical thinker). BIO 125-126: see more the complexity of life and appreciate everything in our world, as well as see the problems that are occurring in our world and critically thinking of how to help solve them.

My recent capstone class has allowed me to frequently interact with my classmates and peers on a more professional level.

My WRIT 101 class was fantastic for interaction with others and expressing your ideas and opinions. My math class and bio core and chem classes emphasized reflection on past assignments and why we did them.

*Integrated via particular experiences*

I would say the service learning component I have experienced in some of my classes has been a great example of the ILOs. Students are encouraged to go outside of the Lute dome and into the community to interact with others who may be different from us, we are able to value the assistance we are able to provide for others, and reflect on our experience when we get back into the class.

I have also felt all five of these values brought into my religion classes. (see original documentation for complete entry)

Yes I have experienced them however I have never heard of them until just now. My time in the humanities has given me ample experience with all of them but critical reflection the most.

I have encountered ILOs in communication courses only. However, I think it is understood in other disciplines that these are objectives. They weren't blatantly state though like in communication.

Only in Intro to Communications where I was asked to reflect on the ILOs.

Yes, in my religion class, conservation of natural resources, and my writing 101 class this framework was stressed but in many other classes these items weren't stressed.

My music education core classes have frequently propagated the idea that when we graduate, we must continue to exhibit the professionalism that we have learned in class. Essentially, we must reflect on decisions and consider the consequences when entering the field of teaching.

I have encountered the Integrated Learning Objectives. An example that comes to mind is through my PSYC 101 class. We reflected on how we encountered concepts we were learning in class in our lives, worked with others, and looked at the information from different perspectives.

Yes I did though it was more a requirement for my major—SOAC 399 and WRIT 201.

I had the opportunity to take a religion course abroad in January, and many of these were present in that course.

Yes, definitely. In my Religion class, we had frequent discussions sessions to I had the opportunity to interact with a lot of students from different cultures and backgrounds.

Urban Culture in China provided me with a place to critically reflect, express myself, interact with other classmates, value others' opinions and viewpoints, and provided multiple frameworks.

### *IHON*

Through IHON classes as we discussed social weaknesses and how we can improve them in our society as well as how we could contribute to the improvements.

The IHON program involves high amounts of interaction, multiple points of view, critical reflection, expression of opinions, and valuing of others' perspectives. Science classes don't as intrinsically involve critical reflection or multiple perspectives, but the teachers assign special projects to make us think critically.

I have encountered all of these ILOs in the IHON program.

*FYEP*

I feel like my freshman writing and inquiry classes really brought in critical reflection and interaction with others.

The inquiry seminars and writing 101 classes were great for meta reflection and offered a much needed break from the sometimes monotonous science world of memorization.

This was addressed in only my WRIT 101 class. I do not believe he ever used the term ILO though.

In WRIT 101, we had to write reflections on how we thought on our writing was at the beginning of the semester compared to how it was at the end of the semester. We also had quite a few group projects in my 190 class.

My WRIT 101 course also had many of these ILOs present. It was a well designed first year course as it caused me to examine myself and my role in gender and in society.

Sociology 190 allowed me to look at situations from multiple frameworks. My Writing 101 class relied heavily on interaction with others through peer review . . . .

*Have not encountered . . .*

To be honest, the ILOs have never presented themselves to me at this school . . .

I am unsure. I have learned many skills and abilities, but they do not necessarily have a practical application to the real world.

I was unaware that this was part of the learning objectives.

No.

We are required to take certain courses at PLU. Although I feel it's nice to know some of these things, I feel like it is a waste of time and money to have to take these courses if they are completely irrelevant to anything I will be doing after college.

No.

I don't remember anything about Integrated Learning Objectives. Maybe I'm just not remembering what we did, but I don't know if I've had any experience with this.

I didn't know what the ILOs were until taking my Capstone Class. In addition, someone neglected to tell me ahead of time to address specific GUR related courses and how they related to the ILO as a part of my capstone presentation. Instead I addressed how my internship experience and other opportunities PLU offered me related to the ILOs and PGEs.

Can't recall.

I am unsure exactly what is being asked. I have never heard of the ILOs in conjunction with the PLU undergraduate system. I would consider interacting with others to be the most commonly experienced aspect.

No, I have not.

Not really.

I haven't heard them called that, but I could imagine that some of my classes have tried to incorporate them.

***To what extent did your general education coursework prepare you for your capstone experience?***

*It didn't*

I do not think that it did. My major program certainly did, but in the GUR courses it seemed to be less about specific research and paper writing, and more about general information on the topics that were covered.

Probably zero . . . if anything it would be from my biology pre reqs.

The GURs did not have any effect on my business capstone.



None. We never talk about capstones in my classes.

Personally my general education classes did not help prepare me for my capstone because I have learned all my nursing skills through my nursing classes.

*Not much, but some*

Business classes are what prepared me for my capstone. I have learned “very little” from my GUR’s that would help solidify my understanding of this class.

General Education coursework doesn’t prepare you for capstones, besides a basic introduction in WRIT 101 and the possibility of exploring your major with a 190 course.

My general education coursework did not necessarily directly prepare me for my capstone, although it did open me up to a broader range of academic experiences. I don’t think taking math or PE classes were necessary for my WMGS or English literature capstones. The course I took to meet the requirement for my major almost always doubled with my general education requirements which was a benefit.

Not entirely sure. It helps to provide a larger background and the ability to dip into multiple fields of study.

*It did—in these ways*

I took an alternative perspectives course that made me read the book that I analyzed for capstone , , ,

Artist statement, writing practice, observational skills, dedication and refinement, craftsmanship, and developing an idea from a sketch to a final product.

Yea. Like BUSA 310.

Very much so. I do not think I would be half the student I am today without some of my general education classes.

My general education coursework helped me to be more prepared for my senior capstone. The critical thinking that is necessary in psychology was definitely influenced by my time in general education classes. Also, taking coursework outside of my discipline helped me to become a better writer.

The writing skills I have been able to gain and straightening out my thought process into an expressive piece of writing, important for explaining processes in the biology capstone paper.

I think that I had been pushed by professors to do my best work and to do it in a timely manner, therefore it prepared me for my capstone experience.

I cannot think of a direct connection between my general education and my biology capstone. Though indirectly the basis for my project has roots in a desire for social justice so in a direct way my experience with this topic transcended into my capstone.

Writing and researching for other classes helped me prepare my research for the capstone. I was also able to incorporate ideas and theories I had learned in other classes into my paper, or at least think about them while considering what to include in my paper.

The variety and rigor of literature and texts we were required to read and the writing we were required to write. It was expected that we would read rather complicated and diverse texts and ingest, analyze, discuss, and finally employ, organized and meticulous, that which we learned into our own, written texts. The dense emphasis regarding critical faculties and written work that shows the various understandings and interpretations and argumentation relating to the texts was greatly helpful in preparation for the thesis-like capstones.

The IHON program greatly impacted my two capstone experiences.

Getting used to presenting. Learning how to research. Exposure to professional materials.

It was a tremendous help. You can't just write a huge research paper without practice. Everything I did prior to my capstone served as that practice.

My learning experiences have provoked me to consider multiple concepts for my capstone experience.

I have taken one of my two capstones already. The few courses that I have taken not in my major have helped give me presentation experience and critical thinking skills needed for a senior capstone.

I felt I was sufficiently equipped to navigate through the coursework for the capstone. My coursework instilled questions and other interest in me about economics, and promoted me to think deeper and develop more questions worthy of a capstone.

It prepared me very well.