

General Education Student Survey  
Results  
Spring 2012

*Question #1*

***How has your General Education Experience challenged you to grow in a profound way?***  
(\*designates a theme from Spring 2011 online survey)

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

. . . that have challenged me to think about my beliefs and how I approach situations that are ethically/morally difficult.

. . . I do like that consistently my classes all teach me to think farther and more broadly than I used to.

. . . I liked critically analyzing my faith, and figuring out what I really believed in.

. . . The religion classes have made me think about my religious beliefs in a more educated way.

. . . it has challenged me and opened my eyes to some major social issues which I may have previously been ignorant about.

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

. . . absolutely "challenged me to grow" and think in ways I never had previously.

. . . I have to think deeper and focus on things that don't interest me in any particular way.

*\*Critical Thinking*

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

. . . it has exposed me to so many different perspectives to interpret the world we live in.

. . . most of my GE classes have really enhanced my studies and forced me to look at the world in a new way.

. . . the professors all challenge me to look at issues from new angles and perspectives. That subjects I thought I was well-read on are always even more complicated than I thought they were and the very act of being in a class and listening to other perspective is always an experience for growth.

. . . it has broadened the information I have learned about and allowed me to to analyze specific topics from multiple perspectives.

. . . The course experience that has challenged me to grow the most is my study abroad trip this past JTerm to Ecuador. In Hispanic Studies courses, I would learn from a variety of differences in cultures but actually experiencing the differences with a family who is from that country and could not speak English was beyond amazing. It changed my whole perspective about minorities.

. . . by forcing me to study different subjects and explore new perspectives within those subjects which I may not have experienced otherwise.

. . . Sign language: helped me to understand the life of deaf people.

. . . I have been taking classes that I never thought about and have been encouraged to view the world through a different lens.

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

. . . have seriously considered changing my major because of it.

. . . I have changed what I have wanted to do with my life.

. . . they have also given me opportunities to explore academic disciplines I previously knew little about and actually revealed one of my greatest passions for me.

. . . I have learned about new topics, such as psychology, that I never realized how much I enjoy.

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

. . . I learned how to look at situations from a worldwide perspective and step in the shoes of those people who are enduring these experiences.

. . . I understand my privilege more thoroughly now. I know how to recognize it and to not abuse it.

...I was forced to learn about my impact on the world and how my actions affect more than just parts of the world that I see. It made me reevaluate the choices I made and how they impact the environment.

\*Multidisciplinary/liberal arts perspective/integrated nature

... exposed me to perspectives that allow me to do interdisciplinary research on the theme in a complimentary way.

...these classes help to expand my general knowledge baseline which is paramount at a liberal arts school.

\*Challenged my learning style/approaches

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

I'm glad we are required to take classes in different subject areas, because if it weren't for this, I wouldn't have found my major.

\*Overall, positive development

... I believe every single class has been very helpful and mind-opening.

... WRIT 101/WMGS, this experience will help me throughout the rest of my life.

...

\*High quality of instructors

\*IHON

Increased my independence as a learner

... the GUR course selection really facilitates me to explore and learn on my own.

... I had to learn how to balance my time correctly in order to get everything done.

... These classes opened my eyes to real world problems that I might have gleaned over otherwise.

...taught me about time management, need to become more organized.

Relate to day-to-day life

I constantly think about what I learned in this class in day-to-day life.

Helped me to become more skillful...

...I am a much better writer than I was three years ago.

\*Did not challenge me...

...I feel like the general education program, though its' aim is admirable, is mostly a roadblock in my college career.

... For the most part, I feel that my professors have not treated my classes as a priority because they are 100-level courses.

Question #2

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

(\*designates categories from Spring 2011)

*\*Resources*

As a transfer student, I really, really wish more was done to help me transition and more was done for those of us who live off-campus. I feel very cut off from events at PLU.

*\*Class Availability*

I really wish there were more options to fulfill specific requirement. In short, I would like to take ANY two religion courses that PLU has to offer to fulfill the religion department.

*\*Design of GenEd Program/Number of Credits*

Could be more interdisciplinary, in which courses of different division can share more and associate more in a way that students can learn things in truly diverse views.

Perhaps a slightly more “streamlined” experience for students could be created in which one or two particular areas of interest which are separate from an intended major are studied further instead of studying everything from a sort of surface level.

I would give the option to waive one GE for the option to take a class you are interested in outside your major, I have found myself enrolled in a class that I honestly have zero interest in to fulfill my last GUR so I can graduate on time.

I don't think a philosophy course should be mandatory. I just don't see how it's going to help me in the future.

I would change the literature or philosophy requirement. I don't believe that a lot of people actually learn anything from these classes.

As a non-science minded person, I would prefer not to have to take a lab science as well as a natural science course.

I would experience more courses which related to culture difference.

I think there should be less requirements. In my opinion although we ARE a liberal arts school, it is not NECESSARY to take about 2 years of classes unrelated to our field of studies.

Also, all the general education requirements are making it harder for me to get the minor I want since I don't have enough time.

My GPA took hits with my required out of major courses. I think my GPA should reflect my knowledge and success in my major courses.

Perhaps less requirements for more time intensive majors.

A lot of my general education in college was taken at community college. When I transferred to PLU much of it didn't transfer. If more general ed classes would have transferred, the I would have been able to take more high level courses in my field of interest.

*\*IHON*

*\*Religion*

I wish some of the religion classes were more interesting. Sometimes they can be a little boring.

*\*PHED*

*\*Diversity*

There should be more events based around specific ethnic/racial groups representative of PLU's community. Also, there should be more interaction between PLU's educational processes and the surrounding Parkland community.

I wish that we were required to take more “Alternative Perspectives” courses. I think they are particularly valuable to our society; along with this would be the necessity for more options that would count for the “Alternative Perspectives” credit.

\*Class Dimensions/Faculty/Teaching

Ensuring that courses would keep me engaged and challenge me to not only be willing to look at things from a different perspective, but also challenge me to seek different, uncommon perspectives on those issues.

\*Plan/Schedule of General Education Courses

I wish I could take more general education classes. I wish I could explore the other fields that interest me—as a music major this is very difficult.

I would have loved to have taken even more courses outside my major field but did not have the time to do so.

I would change the way that I have planned things out . . .

Taking more GEs during my first years, instead of my third and fourth year. Having those classes allows you to see other disciplines that you might not have the opportunity if you declare your major early and you might find that you enjoy something that you thought you never would.

It would probably be enrolling in PLU from the beginning so I would not have to be a transfer student. I can see the close relationships people have made by living on campus and I wish I would have had these same opportunities. It is much harder to come in as a transfer student than I expected.

\*University Policies

\*Personal Development

I would have studied more or gone to a tutor.

\*Other???

\*Nothing

Nothing. I really enjoy being a transfer student. It allows me to bring a diverse background with courses taken from another school

**Question #3**

***How have you encountered the Multiple Frameworks ILO in your General Education courses?***

*Described Specifically*

*Encountered through a specific experience, now that you tell me what this is*

I don't know that these points were specifically addressed as being Multiple Frameworks, but my anthropology class was about cultural diversity, and we definitely covered all of these.

In Anthropology 102 we discuss these topics daily . . .

Yes, in Medical Anthropology, cultural anthropology, Antro of Age, Comparative Moral Ethics, Social Work in Tobago, and religious pluralism.

I would write essays using the perspective of someone in a culture that is going through an issue that could greatly affect their future. For my Spanish class I wrote an essay as an indigenous Mexican who revolted in response to the implementation of NAFTA in 1994.

In my Art 190 class I found out a lot about history and different cultures and in my 115 CSCE class I have learned about different processes and procedures different areas partake in . . .

My Islam in America class allowed me to see how the actions of non-Muslims in the US function to alienate them and provide a negative social stigma. I was able to think about ways that this could be overcome to bring equal relations to the groups.

Everyone carries with them a lens from which they perceive the world. Biases often conflict and it is important to know of that potentially occurring. One example is when a White student provides insight into availability of jobs, they may have a much more optimistic view whilst a student of color may have experienced a different situation. Another example, slightly different, may be if a person from a country that restricts the rights of women, the empowerment aspect of the Women's center's mission may seem strange to them and completely normal to others.

My anthropology, English, and history GenEds have given me the knowledge surrounding these multiple frameworks. I feel as though I am now much, much more critical of the world around me and even more open to other perspectives than I was before (ethnocentrism is one of my biggest pet peeves!). One area in which I feel PLU is severely lacking is the "seeking constructive strategies for addressing them" component. I was having a discussion yesterday with a group of faculty and students, and I believe that we are given an incredible amount of information about social justice issues and plenty of opportunities to reflect on them. However, we are not given the knowledge about how to actually integrate strategies for addressing issues and problems facing people in various cultures. We are only given example of people like Maude Barlow or Sister Prejean, who devote their entire lives to one cause. Not everyone can become a professional activist, and I am quite frankly at a loss as to how to deal with social issues in the world around me.

Yes, although I've encountered it more in classes for my major. Hebrew Bible, British Literature, Media in the World. Media in the World had us look at policies regarding communication in other countries, and we had to give a presentation about media in a different culture.

This is a hard question to answer because most of my classes taken at PLU have been in my major or minor with very little need to take general education courses. The Hispanic Studies department does an amazing job but I feel other departments such as psychology the beginning course might want to take this into consideration by providing case studies that focus on how minorities brains possibly work differently in shaping their identity.

I encountered several different cultures in my Literature 190 course. We read texts that illustrated the lives from various societies and from different cultures within one society. Cultural diversity was not a direct emphasis of the course, but I think that the students came to understand the importance of valuing all cultural perspectives, without the message being drilled into us.

Sociology, for the most part, has covered this. We have learned to keep one's specific culture in mind while evaluating their society. We have learned a lot about the American health care system and how it is so vastly different than other countries, yet Americans are not any healthier. And we have learned about homeless drug addicts that are not capable of quitting because of social problems, even though they want nothing in the world more than to quit.

As an international student here, I felt that I was not confident to talk or discuss in class because of culture difference. In my own country, students are not usually active during the class. However, American students are very involved in class discussions and activities.

Yes. We have discussed how religion impacts our society in religion class. In my writing class, we discussed how to be better stewards of the earth and discussed different cultures and to embrace them instead of judging them. In my chemistry class, we had a session where we met with a philosophy class and a Spanish class and discussed the implications of factory cities for low income areas of Mexico and the impact that cheap labor has on the economy and environment.

I understand the struggles and developments of all cultures. I have tried avoiding these classes because of it, mostly focusing on gender studies.

My ANTH 190 course explores different cultures and issues, behaviors, and beliefs that come with those cultures.

Basically these frameworks have been evident in all my courses at PLU.

I have taken ANTH 102 as well as numerous other courses that have made me look at different cultures. ANTH 102 was definitely a key class for the exposure to those cultures though. I have also taken POL 353 which as taught me about citizenship cultures.

#### Study Away

. . . next year I am going to China and will likely get a fuller experience in regards to cultural differences.

Yes, in Medical Anthropology, cultural anthropology, Antro of Age, Comparative Moral Ethics, Social Work in Tobago, and religious pluralism.

I think I learned the most studying abroad. I was able to spend a Jterm in Dubai and intersecting with college students really opened my eyes up to the different struggles and issues we face in different parts of the world. I gained a better understanding of their culture and how the media can skew perspectives. I was able to take what I learned in Dubai and apply it to my time at PLU. I had a more open mind and was willing the have the difficult conversations regarding how I needed to grow and how I needed to be more culturally aware and supportive.

#### Not Encountered

Sorry, I don't even know what an ILO stands for. I'm very pleased with the respect for and study of multiple cultures at PLU, but I'm white so I'm probably oblivious to any issues that may exist on campus. I do feel PLU does a lot to respect cultures and practices but I can think of things that could also be done. Still, I think they try, and respect is very heavily emphasized at PLU.

Have not talked much about this. I have only taken a couple of GenEd classes.

I don't really have any examples of this. I have never heard of this before.

Maybe, didn't care to remember.

#### ***Question #4***

***Through these Perspective on Diversity courses, has your understanding of diversity changed? If so, provide (an) example(s) of course experiences.***

#### Yes

Yes, I would say it has. Questioning my own beliefs and assumptions about people has become a regular thing.

Yes and no. PLU is not a diverse place which confuses a lot of the push for diversity, through my studies abroad and within my anthro minor I have learned a lot.

Yes, I believe my understanding has changed greatly. The readings, movie, and group presentations that I was a part of greatly helped me in changing my view of diverse cultures.

Yes, I have found that being diverse is a lot more than just being different, it has to do with learning about these differences and acting with them.

I'm not aware of a specific class I took that falls under Perspective on Diversity courses. I think all of my classes have taken very comprehensive approaches to culture and diversity and multiple perspectives.

I was aware of diverse cultures of the world before, but I had no idea that there are so many practicing Muslims in the US.

I suppose I have just become more aware of dominant and subordinated groups in my community, the US, and in the world. I feel more comfortable understanding my privilege and the privilege of others, as well as what that means with regard to diversity.

Yes, now I realize that diversity is more than just race and skin color. Diversity is how you identify yourself, and can take on a variety of meanings from sexual orientation, ethnicity, gender, etc.

Yes, my view of diversity has changed. One example is how this is in my EDUC 205: Multicultural Perspectives in the Classroom. I feel more equipped now to respectfully and responsibly deal with diversity, in light of my own role in the constant struggle for power in every situation of our society.

Yes, I would say so. It's not a very drastic change, but I feel I think more expansively about other perspectives more often. I don't feel as narrow minded as before.

Yes, all three of my gender studies courses have opened my eyes to new problems all people can face on an everyday basis.

Yes, especially through study abroad.

In POL 353 my understanding of diversity has significantly changed.

No

My perspective really hasn't changed, I grew up in a town that was a bit of a melting pot for various cultures. My classes have provided perspectives on new cultures, though.

I took this through my courses in my major (nursing). It didn't change my perspective but I did learn a lot more about different cultures.

Yes and no. PLU is not a diverse place which confuses a lot of the push for diversity, through my studies abroad and within my anthro minor I have learned a lot.

Not very much. I now, more or less, understand diversity as difference.

I took a language course and I don't think it changed my thoughts on diversity.

Though my personal understanding of diversity has not changed, I have broadened my capacity to understand those around me.

My understanding of diversity has not really changed.

N/A

I mostly knew the topics covered already in my ANTH 210 course. Everything at PLU I have learned before and it is starting to get repetitive and tedious.

Waste of time. PLU focuses so much on diversity it actually begins to hurt the school. The pesky requirements made it impossible for me to minor because I am nursing and rotc.

No, I'm a pretty open-minded person.

***Question #5***

***Have these courses provided you with particular strategies to engage difference both within and beyond the classroom?***

*Yes*

Yes, see question #4.

Sure, although aside from studying abroad or seeking opportunities outside of PLU it is hardtop use this education.

I think they have. In my philosophy course, I can take what I learned as being an indigenous Mexican from my Spanish class, and incorporate that into my philosophy course by introducing the philosophies of an indigenous Mexican as opposed to say Aristotle for example. Outside of the classroom, I use my perspectives of difference to engage with other cultures that live around me and take an opportunity to communicate with them and get to know more about their particular culture.

Yes, I have been able to connect with a lot of different types of people who I never thought that I would have before.

Yes, look at other's opinions, recognize how the way we view the world is shaped by our culture, etc.

Yes, I am able to take what I have learned and use it in everyday life, to use in meetings and with family and friends.

Yes, I have been given better strategies for dealing with differences, particularly through my education class. In that class, we have been extensively discussing the concept of challenging every socially constructed "norm" and analyzing whether it should be continued or rejected and eliminated from our society's behavior.

Yes, based on these courses, I felt like that I had influenced by American students.

These classes have showed me the purpose of questioning everything I am told.

Yes, my writing class has helped me to communicate my ideas better and to present my ideas in a critically thought out manner while considering other possible opinions.

Some GenEds were better than others and helped me engage in difference coping strategies.

Yes, they have helped me to deal with a more diverse number of people on a day to day basis, have given me more background on global issues, thus more understanding on different ways of being/acting.

Most definitely. POLS 353.

*No*

Not sure how to answer this one, sorry. I mean, obviously I know that a person has to be respectful and inquisitive about cultures that differ from their own before making judgment or anything, but I only needed common sense to know that.

Specific Perspectives on Diversity courses? Perhaps you've confused me with someone else, or I'm simply not aware of a class that I took that falls under this category. I think that all professors and classes have

been very open and supportive of encouraging tolerance and acceptance, and celebrating “difference” as you put it, and also in educating people as to how people who are different are disenfranchised and how society and our economy, from top to bottom, abuses minorities of all types. This probably isn’t what you are looking for. But, if you’re ending out surveys to the wrong people, I guess you’d need to know that, too.

I don’t think the courses have provided me with strategies to engage difference. They have made me aware of such difference, but not much beyond that. I have learned extra-curricularly how to approach issues of difference, such as addressing comments of jokes from someone about differences or speaking my mind about offensive or prejudice behaviors.

These courses have showed me that particular strategies to engage difference are very helpful, but they have not provided me with any strategies. Since most of the courses I have taken for my general education are lower level courses, there generally is not enough time to highlight any particular strategies that help engage difference.

Not sure what this question is asking. All education should be carried outside the classroom, no matter what the subject is.

I already knew how to handle these situations from prior education, before I came to PLU.

No, I’m a pretty open-minded person welcome to respectful discussion and debate.