General Education at PLU
Annual Report
Academic Year 2013-14

Jan Lewis
Associate Provost for Curriculum
July/August 2014

Background
Council Members for the year included: Lauri McCloud (Social Sciences, Spring), Tom
Carlson (Natural Sciences), Claudia Bergeson (Humanities), Michael Stasinos (SOAC),
Callista Brown (FYEP), Carmina Palerm (IHON), Hal DeLaRosby (Academic Advising)
Kevin Berg (Registrar), Dave Veazey (UAAR) Jan Lewis (Associate Provost).

The Council met every other week over the academic year.

Work Accomplished 2013-14
Course Review for General Education Requirement Approval. The General
Education Council reviews EPC proposals that request approval for meeting General
Education requirements. The following courses were reviewed and approved:
AR element to the following courses: THEA 215, THEA 260, THEA 265, THEA
360 I, II.
“A” designation for POLS 287: Racial and Ethnic Politics
C” designation to HIST 289/389: Modern Imperialism: Britain, India and Africa
from Two Perspectives—the Colonizers and the Colonized for Spring 2014
ONLY.
C” designation to HIST 289/389: Modern Imperialism: Britain, India and Africa
from Two Perspectives—the Colonizers and the Colonized for Spring 2014
ONLY.
“A” to HGST 200.

Policy Considerations.
Following the approval of the Policy on International Student General Education
Requirements, The Council reviewed proposals for General Education equivalencies for
three program proposals including IGEC, CSCE, and Sichuan University. These
programs were specifically designed to attract Business majors.

A conversation around “Which writing course should international students
take?” emerged from advising concerns around the Bjorknes program. A new policy
emerged from this and other conversations: International students may self-select into
WRIT 101 OR WRIT 201. We are considering whether or not we even need WRIT 202
at this point.
Assessment. Assessment continues to be a major initiative of the General Education Council. See attached for assessment plans (2010, 2011, 2012, 2013). The conceptual structure of the assessment plan remains the same—essentially, three stages: First-year (CLA, interviews/surveys of first-year students, assessment of FYEP); across General Education elements through on-going program review and interview/survey; and at the Senior level (CLA, interviews/survey, and Capstone assessment). The framework of the General Education Assessment Cycle provides the ability to review elements over a five year period, using year 6 to implement a wide-ranging curricular review.

For the 2012-13 academic year, the survey tool failed. No data was available. See attached Survey Results Report for 2013-14, which also includes interview data.

General Education Elements. The assessment of General Education elements continues to be one of the most challenging. While departments remain the “owners” of the elements and their courses in most cases, gathering universal data is not easy. We are hoping that program review could be helpful here, and will hope that annual reports could also provide some data. See initiatives for the 2013-14 year for next steps.

In the Summer 2013 academic unit reports, evidence of an assessment plan, and data if available, was requested of each academic unit housing a General Education element. Response was uneven—a few departments have assessment woven through their curriculum (for example, Sociology); many have just implemented major-focused assessment plans that do not include anything for General Education. Again, program review would be helpful here.

The idea for a common assignment at the capstone level failed. Faculty made it clear that this was an “addition” to an already overwhelming experience for students.

The General Education Council has proposed a “review of General Education element” process, beginning at the school and division level. The Associate Provost for Undergraduate Programs (Jan Lewis) and the Director of UAAR (Dave Veazey) in collaboration with GenEd Council members, will set up meetings in Fall 2014 to engage in an overall conversation around General Education at PLU. See attached outline.

Integrative Learning Objectives (ILOs). Because of the lack of survey data on the Valuing ILO from 2012-13, we continued to engage in conversations around this ILO.

Data points from 2012-13 included the Student Satisfaction Survey, as well as a theme-based review of senior student reflections and first-year student writing. It is clear that students self-report that their PLU experience supports their ability to reflect critically, express themselves clearly, and understand and apply their values (all 90% and above). Eighty-four percent of students reported their PLU experience helped them to employ multiple frameworks and effectively interact with others.

The theme-based review continues to show that student can articulate ways through which they apply the ILOs. For example, PLU experiences ask students to question their beliefs and to think outside of their comfort zone, to consider different perspectives, to think about their place in the global world, to find their passion and vocation. See attached survey/interview report from Spring 2014.

Considering ways to uplift the ILOs remains an initiative of the General Education Council—what are ways to message, beyond the context of a syllabus, this common language? Faculty often feel that to add the ILOs to their syllabi makes for a very wordy document; many are using Sakai to at least post the ILOs.
The questions posed in the past several years remain: Where do we assess these outcomes, and, in particular, how do we highlight their integrative nature? Data from interviews and surveys will also help to highlight and demonstrate values and abilities around the ILOs.

**Surveys.** The Council has implemented a cycle of yearly surveys of students at all levels, as well as interviews of First-years and Seniors every other year. The survey questions included the same two initial questions as from last year:

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

If you could change one thing about your General Education experience, what would it be?

The third question focused on the Valuing ILO: How have you encountered the Valuing ILO in your General Education courses?

See attached for Survey and Interview Data—both the results for this year, and the comparison to other years.

**Other Assessments.**

Some consistent themes and important questions emerged from the WRIT 101 Common Assignment. How do things change between the Fall Semester and the Spring Semester for students? Clearly, students feel more confident about their writing, effective process, and in their critical thinking abilities. See Attachment F for themes as compared to the three FYEP themes and Attachment F.1 the alignment chart for FYEP to the ILOs. These findings are consistent over the past three years.

**Collegiate Learning Assessment (CLA).**

This is an off-year for the CLA.

**Discussion of Assessment Next Steps: Going Deeper.**

**Emerging Initiatives.** It is clear that we need to engage in serious conversations around the intentionality and outcomes of PLU’s General Education program. Three major initiatives for 2014-15 should help to guide this conversation.

- **Conversations around General Education** (see attachment). Jan Lewis and Dave Veazey will visit each division and school during Fall 2014. The basic questions: Is the 2008 revision of General Education meeting your expectations? Does it provide students with a robust foundation in the liberal arts? How do we know? Does your particular element do what you hope it will? How do you know? Does anything need to be changed? Then—the goal is to assist divisions/schools/departments/programs to develop an assessment plan for their General Education element as well as to recommend possible changes to the overall curriculum.

- **Review of Perspectives on Diversity requirements.** As a result of the report from the DJS Task Force, the Council will review the current requirements in light of the proposed common understanding of Diversity, Justice, and Sustainability, and consider how this might be represented in our General Education requirements.
• Development of Pilot Writing Across the Curriculum Assessment. The Biology Department is focusing on the development of appropriate writing strategies across their curriculum in order to prepare students to successfully complete their capstone projects. We will pilot strategies for both teaching and documenting/assessing students writing—hopefully building on the assessment data from FYEP. This work aligns with the skill ILOs: effective communication, working collaboratively, and effective research skills.

Faculty Development
The AAC&U General Education and Assessment Conference was in Portland this year. Lauri McCloud, Callista Brown, Jan Lewis, and Dave Veazey attended.

We used two sessions at Fall Faculty Conference to engage faculty in the General Education work. During the Fall 2013 session, the Council facilitated two discussions: one on Teaching the ILOs—what matters, and another on capstones.

Summaries of the conversations:

ILO session: This session had many new faculty as participants—so it provided an important introductions to the ILOs and their purpose/role. Good conversations around the “developmentally appropriate use” of these expectations as well as how they represent the liberal arts part of us. Karl Stumo attended, and pointed out how we need to somehow provide ILO language that helps students to articulate the skills they are leaving with, and how they are particularly distinctive of a liberal arts education at PLU. The takeaways:

- Messaging/Language. How do we help translate the ILOs into meaningful applications to majors, and then to the particular skills that students are leaving with? Sociology’s work is a good example of within the major—workshop possibility to highlight this for other departments/programs. Two other ideas: invite the new VP for Marketing and Communication; invite Catherine Swearingen from Career Connections to think about ways we embed ILO skills into resume and interview templates.

Capstone session: We are clearly at a tipping point around capstones.

- Resources, both for faculty and for students. One faculty member described our expectations as “regal” for products, but not for resources; pretty much the “hide” factor. We need to find a better balance between curricular structure and faculty load to accommodate expectations for capstone experiences and products. Students need access to resources to complete capstone projects that meet program and personal goals (e.g., fieldwork, equipment, etc.). It’s clear that faculty are proud of the products their students complete . . .

- Presentations/University-wide Embracing of the Capstone Products. We do good work, but very few see it. Departments are stretched to try to cover all capstones; even the Academic Fair model in Natural Sciences is stretched because of the number of students. Ideas: TED talk model somehow? Week of presentations, with faculty speakers?

- Assessment/ILOs. Many faculty feel including the ILOs, or adding a common assignment is “too much”. Some wonder if writing a letter to faculty at the end would suffice. Could this happen during Junior Reviews?
How do departments assess capstones? Rubrics for some, but not for others. What is the evidence, and how are we recording this? Are we still struggling with a common understanding of what the capstone is—ability to express in the field? Knowledge/subject specific? Job relevance?

-Issues around double/triple majors. Adds to the complexity of the faculty workload.

Several faculty participated in the Pacific Northwest Assessment Conference.

Curriculum Development
-Definitions of service learning were presented by Joel Zylstra. These are:

-Conversations will continue around the Perspectives on Diversity element in relationship to the call for a common understanding of diversity at PLU. Interest in how sustainability should be represented in the curriculum remains high.

Initiatives for 2014-15

ILOs:
- Messaging
  - Review 2009 Documents: Department GenEd Objectives, alignment to ILOs; review of assessment measures at the department level
  - Gather data on how students are demonstrating the “valuing” ILO
  - Consider ways to gather data on the ability ILOs: Critical Reflection, Expression, Working with Others
  - Review CLA data

Capstones:
- Pilot a reflective essay to compare to the FYEP data
- Continue to publicize dates of capstones
- Continue to find ways to share and uplift positive structures for courses, mentoring, etc.
- Can we capture similarities?

GenEd Elements:
- Continue to work on DJS work, apply to Perspectives on Diversity
- Continue to find ways to assess GenEd elements within department assessment plans—begin with conversations with each division and school during the Fall 2014 semester.

Curriculum Design:
- Continue to consider the Perspectives on Diversity element in relationship to 2020.

Reporting to faculty, encouraging interdisciplinary conversations:
- How best?
General Education Assessment and Report
Appendices

Appendix A  Assessment Overview Plans and Revisions, 2013-14
Appendix B  General Education Assessment Executive Summary 2013-14
Appendix C  General Education Interview Response Summary Spring 2014
Appendix D  General Education at PLU Summary Data Results 2011-2014
Goal
To provide systematic assessment of all aspects of the general education program in relation to both
element (content) goals and the Integrative Learning Objectives (ILOs).
Use examples of student evidence to support the application/integration of the ILOs throughout the general
education program as well as the major.

Components
The General Education Program at PLU is a distributive core model While all general education elements
provide some introduction to particular appropriate ILOs, the content/knowledge base is as important. The
First-Year Experience Program is an important beginning benchmark for both the General Education
Program, focusing on an introduction to the ILOs through the themes of critical thinking/reflection,
literacy, and community.

- **Element level requirements.** Each element has specific content learning outcomes, and is mapped
to appropriate Integrative Learning Objectives. Departments are tasked to provide evidence of
student learning via student work samples and aggregate data. [could we do one element per year?
Or one ILO per year with evidence from random samples of mapped courses?]

- **First-Year Experience Program.** The FYEP program utilizes common assignments in both
required courses—101 and 190. Random samples (3 per course) from each course are collected,
and are assessed via constructed rubrics.

- **Capstones.** Capstones provide insight, at a minimum, into the content knowledge, critical
thinking, and expressive skills of PLU students.
  - Can we archive capstones (papers, powerpoints, presentations, artifacts)?
  - Each year, randomly choose 1-2 capstones per major. Attend presentations, gather
    artifacts (paper, powerpoints, etc.).
  - Create rubrics, based on the LEAP Value rubrics that represent the ILOs.
  - Summer workshop, including content faculty, to read and evaluate according to the
    rubrics.
  - Provide a standard exit interview protocol, and require that all majors require this of
    their students.
  - Interviews or focus groups for seniors? (see below)

- **Student Interviews and Surveys.** Both approaches are directed at specific areas of interest and
overall program impact/effectiveness. Surveys should include a subset of questions each year that
are specific to the ILOs being targeted that year. Interviews could be used to follow up on
information gathered during the previous few years of the cycle.
  - Student surveys each year for random groups of each cohort year (first-year, sophomore,
    junior, senior).
  - FYEP 190 focus groups during J-term, with particular focus each year. (usefulness of
    guidebook, program questions, etc.)
  - Student interviews. Every other year, spring semester, two GenEd Council members
    interview randomly selected first-years and seniors.
  - Weave general education reflection into the alumni survey?

- **Collegiate Learning Assessment.** Administered every fourth year, the CLA provides objective
benchmarked data on the effectiveness of several aspects of the ILOs in an integrated fashion. It is
supporting assessment for general education since the impact of the general education program
can’t be isolated through analysis of results.

- **Special Projects.** Assessment activities related to specific aspects of general education warranting
attention. Special projects may emerge from findings of other assessment activities. Projects are
only pursued as warranted.
2013-2014 Academic Year Assessment Guide

• Valuing ILO
  1. Create a curriculum map of where “valuing” is documented as an ILO in a course (fall)
  2. Ask those faculty teaching these courses to provide examples of activities/student evidence 
     that demonstrate students’ interaction with this ILO/concept (spring)
  3. Do we need to consider Student Life/Res Life programs as well?
  4. Survey: Follow format from previous years. Change ILO question to focus on valuing.
  5. Interviews: Follow format from previous years.

• Interaction with Others ILO
  1. Create a curriculum map where “interaction with others” is documented as an ILO in a course 
     (fall)
  2. Ask those faculty teaching these courses to provide examples of activities/student evidence 
     that demonstrate students’ interaction with this ILO/skill (spring)
  3. Do we need to consider Student Life/Res Life programs as well?
  4. Survey: Follow format from previous years. Add another ILO question to focus on 
     interaction with others.
  5. Interviews: Follow format from previous years.

• Capstones
  1. Capstones as a GenEd Review
     a. A common exit survey
     b. Review of capstones based on broad ILO/content rubrics (leap value rubrics)
General Education Assessment – Discussion Document

Original: Spring 2011; Revised: Spring 2014

Goal:

To provide systematic assessment of all aspects of the general education program in relation to stated student learning outcomes (both ILOs and specific content learning outcomes).

Components:

Student Interviews & Surveys:

Both approaches are directed at specific areas of interest and overall program impact/effectiveness. Surveys could include a subset of questions each year that are specific to the ILOs being targeted that year. Interviews could be used to follow up on information gathered during the previous few years of the cycle.

Learning Outcomes Assessment Cycle:

Spring 2014: As we have not made progress beyond curriculum mapping of particular ILOs across General Education courses, the GenEd Council proposes a year-long conversation around General Education at PLU as we are reaching a 5 year milestone of this iteration of General Education. Each Division/School will engage in a conversation around the existing data (survey, interview, NSSE, other)—asking these general questions: What do we expect students to gain from GenEd? Does the data portray that? What are ways to effectively message General Education purposes to students? What does this messaging look like in our School or Division? See attachment.

Spring 2011: Student work samples are used for the direct assessment of student learning. Samples are evaluated against assessment rubrics aligned to discrete aspects of the ILOs (multiple frameworks, valuing, interaction with others, expression, critical reflection). Student work samples are solicited directly from departments contributing to the program. The general education committee members along with other faculty volunteers participate in a 1.5 day assessment workshop each summer to evaluate the work samples and engage faculty dialogue and development on the outcome being evaluated. Data is recorded and reported in aggregate and a brief summary report is generated each year in relation to the outcome evaluated. The following year the committee provides feedback, faculty development opportunities and suggestions for refinement of the program as warranted. Following completion of the five year cycle all results are again reviewed collectively. A final report with recommendations is generated and the assessment process itself is reviewed before being repeated.

Collegiate Learning Assessment:

Administered every fourth year, the CLA provides objective benchmarked data on the effectiveness of several aspects of the ILOs in an integrated fashion. It is a supporting
assessment for general education since the impact of the general education program can’t be isolated through analysis of the results.

Special Projects:

Assessment activities related to specific aspects of general education warranting attention. Special projects may emerge from findings of other assessment activities. Projects are only pursued as warranted.

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General Education Assessment Initiative
Pacific Lutheran University

REVISED DRAFT 5/19/2014

The General Education Council, in collaboration with the Associate Provost for Undergraduate Programs and the Office of University Assessment, Accreditation, and Research, proposes an initiative to support the assessment of PLU’s General Education Program in ways that honor the multiple layers of ownership that embrace the importance of this foundational program. On one level, the departments and schools who house particular General Education elements are responsible for determining the assessment of content level objectives. On another, the Integrative Learning Objectives are integrated at a holistic level, where assessment of student learning can be considered more developmental, and hence, elusive. However, at another level, it is important to acknowledge the holistic nature of these outcomes as portrayed via the integrative nature of this foundational set of knowledge, skills, abilities, and attitudes.

The Council proposes an assessment model that:
- Asks faculty to consider important questions about the effectiveness and quality of our General Education program: Does this General Education program provide opportunities for students to gain what we expect and value?
- Focuses on specific evidence of student learning (e.g. application (research, projects, etc) and reflection (student stories, etc.).
- Builds upon current assessment structures within departments and schools.
- Integrates into current faculty workload demands.
- Provides opportunities for faculty to engage in robust “closing the loop” conversations in ways that encompass a pan-university vision.

Three (four) data points build the basis for this model:
1. Student survey and interview data, built around student experiences with the General Education program as well as the ILOs.
2. Specific evidence of student learning of element learning objectives.
3. Specific evidence of student learning of particular ILO attitudes, skills, and abilities.
4. The Collegiate Learning Assessment (CLA)??

The goal is to provide multiple points for triangulation of data, across clear evidence of student learning as well as self-reported, reflective evidence directly from students.
Student Survey and Interview Data

The Council has conducted a student survey each Spring since 2010. This survey asks students about their experiences in the General Education program. Particular ILOs have been included each year, one ILO per year. The survey is sent to a random sample of 100 students by each cohort year (first-year, sophomore, junior, senior). The student interviews are held every other year with first-year and senior students, based on a random sample of ten students per cohort.

Element Learning Outcomes

As noted on the websites for both the department/school aligned with particular elements and General Education, there are specific learning outcomes for each element. However, more specific attention can be put to discovering more robust methods for implementing ways to gather specific evidence of student learning at this level, and consequently, to engage faculty in conversations about the effectiveness, quality, and success of student learning within the General Education program at PLU.

Initially, the assumption remains that the content learning outcomes are the focus, and that students will find ways to synthesize the overall connections found across their general education experience. The ILOs are embedded, but are perhaps not always the critical focus of the outcomes being assessed. However, we hope that the conversations that emerge will question if this is, indeed, the focus of the General Education goals and objectives.

This initiative proposes a collaborative approach that includes support and resources from UAAR and the Provost’s Office to work with units who provide curriculum for particular elements to determine a way to collect student evidence that demonstrates students have achieved the learning outcomes listed for the element(s) in consistent ways. The goal is to have documentable evidence of student outcomes from student and faculty perspectives, from which faculty can consider the quality and effectiveness of the General Education curriculum.

The Process:
Year One (2014-15): At the School and Division level, a plan for engaging faculty in a conversation around the quality and effectiveness of the General Education program overall, then with a critical conversation and review of the elements within the particular content purview of the unit. General survey and interview data from the past four years (General Education and FYEP, NSSE re: ILOs) will be provided; UAAR can provide other pertinent data upon request. Resources to support will be available via UAAR and the Office of the Provost/General Education. The goal is to create a plan for gathering and reviewing meaningful student evidence that reflects the quality, effectiveness, and impact of the General Education program at PLU.
This plan can include retreat work, conference attendance, etc. GenEd Council and UAAR can offer workshops.
Veazey and Lewis are also resources.
Lewis and Veazey will meet with each division and school for an initial conversation that includes two talking points: 1) Does our General Education program/curriculum work overall? Are the desired outcomes met? How do we know? 2) For the element(s) particular to your division/school, are the desired outcomes met? How do you know? From these conversations, a strategy for coming up with evidence regarding student learning will be constructed.
Year Two (2015-16): Implement the plan to gather evidence. Fall Conference emphasis??

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<td></td>
<td></td>
</tr>
<tr>
<td>FYEP</td>
<td>FYEP faculty/steering committee</td>
<td>Discipline departments for 190s</td>
<td>Currently every year, move to alternating years for 101, 190</td>
</tr>
<tr>
<td>IHON</td>
<td>IHON faculty/steering committee</td>
<td></td>
<td>Currently working on pre/post learning autobiography</td>
</tr>
<tr>
<td>Perspectives on Diversity</td>
<td>All departments</td>
<td>--→</td>
<td>Ongoing, within each unit review, based upon DJS recommendations</td>
</tr>
<tr>
<td>Capstone</td>
<td></td>
<td></td>
<td>Ongoing</td>
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<tr>
<td><strong>GROUP TWO: Division and School</strong></td>
<td></td>
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<tr>
<td>Arts</td>
<td>Art</td>
<td>Music</td>
<td>Theatre</td>
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<td>PE</td>
<td>KINS</td>
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<td>Literature</td>
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<td>Religion</td>
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<td>Math Reasoning</td>
<td>Math</td>
<td>Computer Science</td>
<td>Statistics</td>
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<td>NS/CS/M</td>
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<td>Computer Science</td>
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<td>Bio</td>
<td>Geos</td>
<td>Chem Physics</td>
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<tr>
<td>Social</td>
<td>Anthro</td>
<td>Econ</td>
<td>History</td>
</tr>
</tbody>
</table>
Benchmarks for Integrative Learning Objectives

At a basic level, the ILOs represent the critical skills, abilities, and attitudes we expect our students to reflect as they complete their education at PLU. On one hand, critical thinking, reading, and writing, as well as the ability to work collaboratively with peers in effective and creative ways, are the basis of the skills and abilities that can be shown through student artifacts. On the other, the valuing and multiple perspectives ILOs manifest themselves in a wider array of student evidence both from within and outside of the classroom but within PLU-associated activities and experiences.

Pilot Assessment: Critical Reading, Writing, and Thinking
The First-Year Experience Program has created rubrics for assessing writing and thinking skills for the FYEP/WRIT 101 courses. Data has been collected since the 2010-11 academic year. This pilot initiative considers how student development of writing might be tracked beyond this initial point. The two additional assessment points would be at 1) a 300-level writing intensive course within the discipline (for many majors, this is a 300-level introduction to research course required of all majors), and 2) the capstone level. LEAP rubrics (AAC&U) that portray a developmental approach (from Benchmark, to Milestones, to Capstone) aligned with the current FYEP rubrics would be used to assess random samples across each program to determine student growth across experiences.

CLA??
General Education Assessment
Executive Summary
2013-14 Academic Year

Data Points
- Survey
  - 14 students, across cohorts
  - Summary of results:
    11/14 felt their General Education experience challenged them to grow.
    3/14 did not feel their General Education experience challenged them to grow.

5/14, when asked what they would change about their General Education experience, mentioned attributes about the TYPE of learning and teaching pedagogy found in their GenEd courses. For example, the desire for inquiry-based, critical thinking, and project-based courses was frequently mentioned, as was the desire for teaching for application and with clarity.

5/14, when asked what they would change about their General Education experience, mentioned attributes that represented the amount of courses/credit required. For example, the desire for fewer courses was a predominant theme; this included an overall fewer amount of courses, the option to opt out of FYEP courses, and fewer PE course requirements. Students also mentioned the need to provide a balance of courses, broader choices for transfer students, and guidance in choosing the correct courses in preparation for particular majors.

In response to the question about the “valuing” ILO, 8/14 respondents could describe curricular and co-curricular examples of readings, discussions, projects, internships, and other experiences that helped them to understand and apply the notion of the “valuing” ILO. For example, one student responded: “I don’t believe that I took a course that did NOT provide an opportunity to engage in valuing. PLU has a series of courses, extra curricular activities, and opportunities around campus that engage their participants in higher level thinking and reflection on a daily basis. The biggest obstacle to a student engaging in that thinking and reflection is the student’s own interest or commitment to the content. I myself found that all of my classes have shaped my awareness, personal responsibility and development, even if that is through reflection, and not in the moment of the content, but I have also seen others with less investment that do not share my experiences.”

6/14 students either did not understand the scope of the question (“I have valued experiences with sports and striving to learn” or did not feel General Education overall was important (“I found the religion classes to be most engaging and inquisitive. Otherwise, I have nothing positive to say about GenEds”).
• First-year and Senior Interviews.
  -Understanding the ILOs: 3/14 students had never heard of the ILOs. 11/14 students could express some understanding and/or familiarity with the ILOs, from their embeddedness both within and outside of the classroom, to acknowledgement of seeing aspects of the ILOs in their classes. One student summed it up: “Professors make you think here.”

  -Understanding of FYEP: 9/14 students felt the FYEP program had a positive impact in at least one regard. 4/14 students felt FYEP 101 had a positive impact on their writing skills. 4/14 students felt FYEP 101 should not be required of everyone.

  -Understanding of General Education
10/14 students felt General Education had a positive impact—either as a way to frame content, choose a major, provide a role model. One student remarked: “General Education is about ‘what you could do’—it invites you to try everything before you decide. It helps you find things that intersect and combine them, perhaps in new and unique ways.”
6/14 students found few relationships and meaningful connections throughout their GenEd Courses.

  -Understanding of Academic Advising
Interview Questions

Understanding of ILOs
The Integrated Learning Objectives include: Critical Reflection, Expression, Interaction with others, Valuing, and Multiple frameworks (show a copy). Talk about how your classes and other experiences have helped you to be aware of these attitudes and values?

Understanding of FYEP
How would you describe the First Year Experience Program at PLU?
How did your inquiry course (XXX 190) impact your foundational learning skills at PLU? How did it prepare you for the critical thinking and discussing often required in your university classes?
How did the First Year Experience Program writing seminar prepare you for the rest of the writing expectations across the curriculum?

Understanding of General Education
How have you encountered the various elements of GenEd?
What has been the impact of the General Education curriculum?
How do you decide which courses you will take to meet your General Education requirements?
What knowledge, values, attitudes do you take from this curriculum?
Most courses meeting the GenEd requirements are not restricted to Freshmen, but are available to all students. What did you learn by being in a class with upper classmen? What were ways that distinguished how they interacted with the class and the materials?
First year students: How does the General Education curriculum fit into your big picture of your entire career at PLU?
Seniors: What did you take? How did the GURs fit into the big picture of your career at PLU?

Understanding of Advising processes and policies
What expectations did you have initially for advising processes at the university level?
How did your experience match up to your expectations?
How did this advising experience impact your General Education choices/selections?

Understanding of student perspectives on their general expectations of a university education
What is the sense of PLU”s mission? Is there a “quality” that emerges?
Is there a single course or experience that helped you to gain a sense/understanding of this?
What to you equals “successful” at PLU?
What constitutes a 100 level course (lower division)? What constitutes a 300 level course (upper division)?

*Understanding of majors*

What did you enter with as an idea for a major?
How has that evolved?
General Education Interview Response Summary
Spring 2014

13 students responded
First year students=7
Senior students=6

Understanding of ILOs
Talk about how your classes and other experiences have helped you to be aware of these attitudes and values.

<table>
<thead>
<tr>
<th>Critical Reflection</th>
<th>Expression</th>
<th>Interaction</th>
<th>Valuing</th>
<th>Multiple Frameworks</th>
<th>Never heard of ILOs</th>
</tr>
</thead>
<tbody>
<tr>
<td>+++</td>
<td>++</td>
<td>++</td>
<td>+++</td>
<td>+++++</td>
<td>+++</td>
</tr>
</tbody>
</table>

- Senior nursing student upon completion of reflective portfolio: The diversity of courses stands out
- Senior student: The ILOs are embedded in “outside-of-the-classroom” activities as well
- Valuing: “Everyone here accepts you for who you are—and you are valued. That’s PLU in general”
- These ILOs should be more explicitly stated, they are indirectly included without clear intention
- Not heard of ILOs in classes, but had exposure through SIL activities (e.g., didn’t realize these were across curricular and co-curricular experiences)
- Stark contrast between social science and natural science—critical reflection more in social science, natural science more about memorizing.
- Multiple frameworks in ANTH 201 because the professor engaged material in a multi-disciplinary sense.
- Not heard of the ILOs as ILOs, but can see how profs include a lot of these into the classes, but have never heard of them.
- Aware of “valuing/values” around campus; liberal, open, aware of world surroundings, people are involved, welcome, could talk to anyone, respectful
- I vaguely remember these from the catalog. See them a lot in SIL, with Eva and Ambe.
- FYEP 190—took these objectives to heart, and I see Wild Hope connections.
- “Professors make you think here.”

Understanding of FYEP
How would you describe the First Year Experience Program at PLU? How did the two courses prepare you for your university experiences?
- FYEP preps students for college—not all students need this
- FYEP built critical thinking skills
FYEP helped me to build positive relationships with faculty
FYEP focused on critical thinking and expression
FYEP: What college is about, put “human” in the professor
FYEP: prepared me to get into the college mode
FYEP: I would do without it. Takes away from requirements/major. Though saw that some people really need FYEP, csp 101.
FYEP: I appreciated it because I was the first in my family to leave CA.
FYEP: First-year wings.
FYEP: WRIT 101/JAM group helped.
FYEP: Emerging leaders program in the fall was a great intro to PLU
IHON 112: influenced thinking. IHON is full of leaders—social capital makes it worth it.
101 course: I went in as an average writer, practice helped me to get better
101 course: translated into writing in my other courses
101 course: The topic encouraged me to change my major
101 course: I didn’t like writing when I went into this course, now I do
101 course: 101 topics are “too sexy”—they don’t necessarily feel like a valid college course.
101 course: had two writing courses at a community college, didn’t feel that this course added anything to that experience. But, sees its value for other students who didn’t have previous experiences like this.
190 course: objective was good, set up to be a seminar/discussion, but it didn’t materialize.

Understanding of General Education
GenEd classes help me make decisions further along in college
GenEd classes caused a shift in thinking. Useful knowledge no matter what
GenEd classes helped me to become a better student, more disciplined, a well-rounded student
Not sure how the GenEd classes connect to my major
GenEd classes help you to better define or find a major or a passion
GenEd courses help you reflect/decide where you want to go, build relationships with people, stresses multiple frameworks
Courses with upper division students provide a role model for first-year students
I don’t see classes as “required”, I focus on major courses but just do what I need to do!
Not enough time to take all of the classes I would really love to take!
All students recognize GenEd, but there might need to be more degrees of freedom. More placement tests? GenEd makes college feel like a waste of time. Some of these courses are like HS courses!!
Wants to double major in Computer Science and Psychology—feels limited by her majors to fit into GenEd.
- Choose courses by trying to find as many double-dips as possible. Came in with 40 credits, but still may not be able to finish in 4 years because of the requirements. GenEd seems limiting if you know what you want to do.
- GenEd exposes us to lots of things, but haven't taken that much. Seems separate, instead of integrative.
- Understand my GenEd: Whole education, holistic learning, though it can be a barrier to the major, esp. logistically, how to double dip.
- Always choose with an eye toward helping toward requirements for the major; hope to take more interesting courses later. Timing/schedules factor into decision.
- Whole learner—multiple frameworks, complete in learning.
- Helps me to find an identity outside of Nursing.
- Helps me pursue other interests, also strengths and weaknesses.
- GenEd is about "what you could do"—it invites you to try everything before you decide. Helps you find things that intersect and combine them (perhaps in new and unique ways).

Understanding of Academic Advising
- I expected they would try to map out a career path, but instead advised on major and courses for the year.
- I expected to receive help with figuring out what I want to do—they helped with making choices for courses to take.
- The summer registration experience was good; however, once I was at PLU in the fall, it was a stressful and confusing experience. I want a piece of paper that is a four-year guide.
- My goal is to graduate in four years. I expected my (faculty) advisor to be more sure of course sequences, and fitting in the GenEds was difficult (music major).
- The academic advising appointments were great!
- Expectation was that I'd sit down with a prof who would tell you what to take—discovered that pros are not always skilled at ways of doing this.
- More reliant on the Academic Advising Office—advising challenges made him realize the need to be more self-reliant, masterful at his own education.
- Advising not as helpful because of limitation of time slots and there are so many decisions to be made.
- First year advisor was a soc prof and didn't help all that much because didn't have knowledge for major requirements.
- Telling me what to take, expected less agency.
- Expected the advisors to be more critical.
- Advisors have too much confidence, more criticism, questioning.
- Shouldn't have to meet to register for classes; choice for registration; focus more on advising (career, etc.), mentorship → course selection.
- Advising worked well because of the Nursing advisor. Helpful to have the student perspective and the consistency.
Understanding of student perspectives on their general expectations of a university education

Mission/"quality"; single course; "success"

- Mission: become a leader
- Mission: diversity through many experiences, goal is to take away, and then give back
- A small but close school
- Mission: around critical reflection, service and care
- Mission: Community/sustainability
- Mission: Vocation and service
- Mission: social impact and relationship with the environment
- Mission: Unique. PLU is really inclusive, resources everywhere—"we try to help everyone"
- Mission: open students minds, study away, sense of community, religion courses are good
- Challenge all students to find out who they are, think about their lives in bigger context, emphasis on vocation—find your spot in the community that is supportive of one another.
- My education forces me to seek salience of social location/position/context—"PLU does a good job of that!"
- "The spirit": intellectually stimulating, liberal/creative, shaped/rigorous
- All classes evoke this
- Co-curricular experiences also, lots of work in groups
- Success: being happy with what you are doing, helping others
- Success: ethics, using what you’ve learned to help others
- Success: leaving a legacy that future students can benefit from
- Success: feeling convicted about something, fall in love with something
- Success: achieving a balance between life and school
- Success: Classroom sets up success for over the long term; my accomplishments come from co-curricular and community involvement.
- Success: Trying more to figure out why some people are unsuccessful. Go to class. Seek resources when you need them. Being successful comes easy if you go to class to see what is expected of you.
- Success: come to PLU to find vocation... being where you are
General Education Survey Questions

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

If you could change one thing about your General Education experience, what would it be?

Specific to one particular ILO:
How have you encountered the Integrative Learning Objectives in your General Education courses? Provide specific examples.

The year we were looking at capstones:
To what extent did your General Education courses prepare you for your Capstone course?
### General Education at PLU
#### Summary of Data Results
#### 2013-2014
#### Academic Year

**Student Survey**
Student Interviews
PLU Grads: In Their Own Words

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**Student Survey**
The General Education Council conducts an online student survey every spring. Students at each level (first-year, sophomore, junior, and senior) are randomly selected to receive the survey. This year, 25 students participated in the survey, as compared to 77 students last year. The first three questions remained the same, with the fourth question changed to reflect the focus on the Multiple Frameworks ILO.

**Total survey responses**
- 2011: 0
- 2012: 25
- 2013: 0
- 2014: 14

**Question #1: How has your General Education Experience challenged you to grow in a profound way?**

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<tbody>
<tr>
<td>I have learned to question my beliefs/move out of my comfort zone...</td>
<td>- I have learned to question a variety of subjects...</td>
<td>- challenged me to think about my beliefs and how I approach situations that are ethically/morally difficult.</td>
<td>- challenged me to go outside my comfort zone and take on obstacles without giving up.</td>
<td>2011: 2; 2012: 5; 2013: 0; 2014: 2</td>
<td>- Critical Reflection - Multiple Frameworks - Interaction with Others - Expression - Valuing</td>
<td></td>
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<tr>
<td>I have been pushed to think “out of the box”, in a different way...</td>
<td>- These classes allowed me to think out of the box and expand my horizons.</td>
<td>- I have to think deeper and focus on things that don’t interest me in any particular way.</td>
<td>- encouraged me to push my thinking and stretch its boundaries... showed me to question the way some things are and they make me want to change the system’s flaws</td>
<td>2011: 6; 2012: 2; 2013: 0; 2014: 1</td>
<td>- Critical Reflection - Multiple Frameworks - Valuing</td>
<td></td>
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<tr>
<td>I have been pushed to consider different perspectives</td>
<td>- My coursework has been challenging by teaching me ways to think critically about bigger topics around the world.</td>
<td></td>
<td>- opportunity to explore and understand different avenues of thought and content. Challenged to critically analyze not only new information, but how that new information conforms to or</td>
<td>2011: 7; 2012: 0; 2013: 0; 2014: 1</td>
<td>- Critical Reflection - Multiple Frameworks - Valuing</td>
<td></td>
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<tr>
<td>I have been pushed to consider different courses/disciplines/topics</td>
<td>Have definitely made me a more open-minded and educated individual.</td>
<td>-They have given me opportunities to explore academic disciplines I previously knew little about and actually revealed one of my greatest passions to me.</td>
<td>-transfer had to take a religion class, I was challenged to think about the Bible in a more academic sense, which enhanced my ability to read and understand scriptures, and also deepened my faith and made it more clear why I believe what I believe.</td>
<td>2011=19 2012=4 2013=0 2014=1</td>
<td>-Critical Reflection -Multiple Frameworks -Valuing</td>
<td></td>
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<tr>
<td>Really helped me to think about/where in the world/global education</td>
<td>-Challenging, but really led me to think about the world and participate in it -I learned how to look at situations from a worldwide perspective and step in the shoes of those people who are enduring those experiences.</td>
<td>-It grew my understanding of the world we live in, and the history that makes up our world.</td>
<td>2011=13 2012=3 2013=0 2014=1</td>
<td>-Critical Reflection -Valuing -Interaction with Others -Multiple Frameworks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multi-disciplinary/liberal arts perspective/integrated nature</td>
<td>Led me to think about the world, and my participation in it, in a very multidisciplinary way Exposed me to perspectives that allow me to do interdisciplinary research on a theme in a complimentary way</td>
<td></td>
<td>2011=9 2012=2 2013=0 2014=0</td>
<td>-Critical Reflection -Expression -Interaction with Others -Valuing -Multiple Frameworks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Helped me to find my focus/passion/the right fit major/minor</td>
<td>Having required certain courses made me find my real passion, and thus my major</td>
<td>If not for this, I would not have chosen my major -caused me to find a major I will enjoy more.</td>
<td>2011=14 2012=1 2013=0 2014=2</td>
<td>-Critical Reflection -Expression -Interaction with Others -Valuing -Multiple Frameworks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall, positive development</td>
<td>I believe every single class has been very helpful and mind-opening.</td>
<td>I believe I grew a lot as a person and as a student through my general education classes. -I have grown through the challenge of every class</td>
<td>2011=21 2012=2 2013=0 2014=2</td>
<td>-Critical Reflection -Expression -Interaction with Others -Valuing -Multiple Frameworks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did not challenge me</td>
<td>I feel like the general education program, though its aim is admirable, is mostly a roadblock in my</td>
<td>I am not a fan of the liberal arts and have found that most of my GURs have been a waste.</td>
<td>Waste of time, easier than high school</td>
<td>2011=10 2012=? 2013=0 2014=2</td>
<td></td>
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</table>
### Non-recurring themes

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<tr>
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</thead>
<tbody>
<tr>
<td>Critical Thinking</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>7</td>
<td>-Critical Thinking</td>
</tr>
<tr>
<td>High Quality of Instructors</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>5</td>
<td>-Critical Reflection -Expression -Interaction with Others -Valuing -Multiple Frameworks</td>
</tr>
<tr>
<td>Challenged my learning style/approaches</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>14</td>
<td>-Critical Reflection -Expression -Interaction with Others -Valuing -Multiple Frameworks</td>
</tr>
<tr>
<td>IHON</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td>-Critical Reflection -Expression -Interaction with Others -Valuing -Multiple Frameworks</td>
</tr>
<tr>
<td>Increased my independence as a learner</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td>-Critical Reflection -Expression -Interaction with Others -Valuing -Multiple Frameworks</td>
</tr>
<tr>
<td>Relate to day-to-day life</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>-Critical Reflection -Expression -Interaction with Others -Valuing -Multiple Frameworks</td>
</tr>
<tr>
<td>Helped me to be more skillful</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>-Critical Reflection -Expression -Interaction with Others -Valuing -Multiple Frameworks</td>
</tr>
<tr>
<td>Search for resources to help</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>1</td>
<td>-Expression -Critical</td>
</tr>
</tbody>
</table>

Note: The 'How Many?' column indicates the count of occurrences across the years.
See also Survey Question #1 Table –themes aligned with ILOs generally speaking.

**Question #2:** If you could change one thing about your general education experience, what would it be?

**Recurring Themes**

<table>
<thead>
<tr>
<th></th>
<th>Examples 2011</th>
<th>Examples 2012</th>
<th>Examples 2013</th>
<th>Examples 2014</th>
<th>How Many?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Resources</strong></td>
<td>-Furniture is old and uncomfortable -Academic assistance and Writing Center—I would use more.</td>
<td>Resources to help with transfer transition</td>
<td>Consistent academic counseling—I took too many courses I “didn’t need”</td>
<td></td>
<td>2011=6 2012=1 2013=0 2014=1</td>
</tr>
<tr>
<td><strong>Class Availability</strong></td>
<td>More classes offered each semester to satisfy GenEds</td>
<td>I would like to take any two religion courses</td>
<td>More choices for transfer students</td>
<td></td>
<td>2011=10 2012=1 2013=0 2014=1</td>
</tr>
<tr>
<td><strong>Design of the GenEd Program/Number of Credits</strong></td>
<td>More flexibility in the kinds of courses you can take</td>
<td>Could be more interdisciplinary</td>
<td>Should have fewer requirements—1/3 of GenEd should be elective credit</td>
<td></td>
<td>2011=37 2012=12 2013=0 2014=2</td>
</tr>
<tr>
<td><strong>Religion</strong></td>
<td>I would get rid of this for students who don’t come from a religious background. This requirement is much too skewed away from conservative views.</td>
<td>More interesting, they can be a little boring.</td>
<td></td>
<td></td>
<td>2011=5 2012=1 2013=0 2014=0</td>
</tr>
<tr>
<td><strong>Diversity</strong></td>
<td>I wish I didn’t have to fulfill an alternative perspectives requirement</td>
<td>I wish we were required to take more Alternative Perspectives courses.</td>
<td></td>
<td></td>
<td>2011=2 2012=2 2013=0 2014=0</td>
</tr>
<tr>
<td><strong>Class Dimensions/Faculty Teaching</strong></td>
<td>Less online homework</td>
<td>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.</td>
<td>More inquiry based learning—it is the core of higher level thinking; teaching needs to have real-life application; teachers need to be clear</td>
<td></td>
<td>2011=11 2012=1 2013=0 2014=3</td>
</tr>
<tr>
<td><strong>Plan/Schedule of General Education Courses</strong></td>
<td>Take more GenEds as a freshman.</td>
<td>Taking more of the GenEds during my first years ...</td>
<td>I would have taken a language earlier; schedule wouldn’t allow me to</td>
<td></td>
<td>2011=13 2012=5 2013=0 2014=2</td>
</tr>
<tr>
<td></td>
<td>Being more prepared about moving on after my BA</td>
<td>I would have studied more or gone to a tutor</td>
<td>More projects to help us find out about ourselves</td>
<td>2011=3</td>
<td>2012=1</td>
</tr>
<tr>
<td>------------------</td>
<td>-----------------------------------------------</td>
<td>--------------------------------------------</td>
<td>-------------------------------------------------</td>
<td>--------</td>
<td>--------</td>
</tr>
<tr>
<td>Personal Development</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nothing</td>
<td></td>
<td></td>
<td></td>
<td>2011=7</td>
<td>2012=1</td>
</tr>
</tbody>
</table>

Non-recurring Themes

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>IHON</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHED</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University Policies</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FYEP</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
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</tbody>
</table>

High gpa=no FYEP Restructure 101

Question #3:
A. How have you encountered the Valuing ILO in your General Education courses?

Recurring Themes

<table>
<thead>
<tr>
<th>Examples 2014</th>
<th>How Many?</th>
<th>ILO Alignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encountered through a specific experience</td>
<td>Anthropology, Sports, Religion, All courses, Body Image, FYEP, Multiple experiences, ROTC, Music</td>
<td>13</td>
</tr>
<tr>
<td>Internship</td>
<td>X</td>
<td>1</td>
</tr>
<tr>
<td>Not Encountered</td>
<td></td>
<td></td>
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</tbody>
</table>
**Student Interviews**

GenEd Council members worked to interview 20 students—10 first years and 10 seniors. The total was 15—9 seniors and 6 first-year students.

See attached responses to the questions.

**Generally speaking:**
- Students understand the mission of PLU, and this mission was part of the reason for choosing PLU.
- Students at PLU expect to be challenged by the coursework as well as the leadership/service/care part of the mission.
- Students see faculty and staff as caring, and part of the broader PLU community.
- Finding your passion, having the opportunity to explore the broad definition of vocation, are important aspects of PLU.
- General Education is seen as the foundation to a liberal arts education, providing a strong and broad foundation.
- Students embrace the ILOs, but they are not embedded as common language. More common on the student life side.

**PLU Grads: In their own words (from PLU website)**

Common themes in responses:
- Community, relationships
- Challenging
- Growth, passions
- Beauty of the campus
- Global aspects, social justice, sustainability

**WRIT 101 Common Assignment: Themes from Reflection**