

Survey Results
& Analysis
for
General Education Program

Wednesday, April 16, 2008



Executive Summary

This report contains a detailed statistical analysis of the results to the survey titled *General Education Program*. The results analysis includes answers from all respondents who took the survey in the 40 day period from Wednesday, January 24, 2007 to Sunday, March 4, 2007. 977 completed responses were received to the survey during this time.

Survey Results & Analysis

Survey: General Education Program

Author: Carol Lammer

Filter:

Responses Received: 977

1) 1) Have you taken any Rhetoric courses at the University of Iowa?

Response	Count	Percent
No (Skip to question 2)	214	22.3%
Yes	747	77.7%

2) How much did Rhetoric contribute to your growth in each of the following areas?

(Percentages)	A great deal	A modest amount	Fairly little	Not at all
Critical thinking	18.0%	47.2%	28.2%	6.6%
Communication skills	26.5%	46.2%	23.6%	3.7%
Understanding of world complexity	11.4%	36.6%	37.9%	14.1%
Appreciation of diversity	16.5%	37.8%	31.8%	14.0%
Understanding of scientific inquiry	3.9%	18.8%	41.6%	35.7%
Social responsibility	13.3%	39.4%	33.1%	14.2%
Appreciation of the arts	10.5%	32.7%	37.7%	19.1%
Life of the mind	16.0%	37.3%	31.7%	15.0%

2.1) Critical thinking(How much did Rhetoric contribute to your growth in each of the following areas?)

Base Question	Did not answer	No (Skip to question 2)	Yes
(Did not answer)	31.3% (5)	96.3% (206)	0.5% (4)
A great deal	6.3% (1)	0.5% (1)	18.1% (135)
A modest amount	25.0% (4)	3.3% (7)	46.7% (349)
Fairly little	18.8% (3)	0.0% (0)	28.4% (212)
Not at all	18.8% (3)	0.0% (0)	6.3% (47)
Total Counts	16	214	747

2.2) Communication skills(How much did Rhetoric contribute to your growth in each of the following areas?)

Base Question	Did not answer	No (Skip to question 2)	Yes
(Did not answer)	31.3% (5)	95.8% (205)	0.7% (5)
A great deal	12.5% (2)	0.9% (2)	26.5% (198)
A modest amount	18.8% (3)	3.3% (7)	45.8% (342)
Fairly little	37.5% (6)	0.0% (0)	23.3% (174)
Not at all	0.0% (0)	0.0% (0)	3.7% (28)
Total Counts	16	214	747

2.3) Understanding of world complexity(How much did Rhetoric contribute to your growth in each of the following areas?)

Base Question	Did not answer	No (Skip to question 2)	Yes
(Did not answer)	31.3% (5)	95.8% (205)	0.9% (7)
A great deal	0.0% (0)	0.0% (0)	11.6% (87)
A modest amount	31.3% (5)	1.4% (3)	36.1% (270)
Fairly little	12.5% (2)	2.8% (6)	37.5% (280)
Not at all	25.0% (4)	0.0% (0)	13.8% (103)
Total Counts	16	214	747

2.4) Appreciation of diversity(How much did Rhetoric contribute to your growth in each of the following areas?)

Base Question	Did not answer	No (Skip to question 2)	Yes
(Did not answer)	31.3% (5)	96.3% (206)	0.9% (7)
A great deal	6.3% (1)	1.4% (3)	16.2% (121)
A modest amount	25.0% (4)	0.9% (2)	37.6% (281)
Fairly little	18.8% (3)	1.4% (3)	31.5% (235)
Not at all	18.8% (3)	0.0% (0)	13.8% (103)
Total Counts	16	214	747

2.5) Understanding of scientific inquiry(How much did Rhetoric contribute to your growth in each of the following areas?)

Base Question	Did not answer	No (Skip to question 2)	Yes
(Did not answer)	31.3% (5)	96.3% (206)	0.8% (6)
A great deal	0.0% (0)	0.0% (0)	4.0% (30)
A modest amount	12.5% (2)	0.9% (2)	18.6% (139)
Fairly little	25.0% (4)	2.3% (5)	41.1% (307)
Not at all	31.3% (5)	0.5% (1)	35.5% (265)
Total Counts	16	214	747

2.6) Social responsibility(How much did Rhetoric contribute to your growth in each of the following areas?)

Base Question	Did not answer	No (Skip to question 2)	Yes
(Did not answer)	37.5% (6)	96.3% (206)	0.8% (6)
A great deal	0.0% (0)	0.9% (2)	13.3% (99)
A modest amount	18.8% (3)	2.3% (5)	39.0% (291)
Fairly little	37.5% (6)	0.5% (1)	32.7% (244)
Not at all	6.3% (1)	0.0% (0)	14.3% (107)
Total Counts	16	214	747

2.7) Appreciation of the arts(How much did Rhetoric contribute to your growth in each of the following areas?)

Base Question	Did not answer	No (Skip to question 2)	Yes
(Did not answer)	31.3% (5)	96.3% (206)	0.7% (5)
A great deal	6.3% (1)	0.9% (2)	10.3% (77)
A modest amount	18.8% (3)	1.4% (3)	32.5% (243)
Fairly little	25.0% (4)	1.4% (3)	37.5% (280)
Not at all	18.8% (3)	0.0% (0)	19.0% (142)
Total Counts	16	214	747

2.8) Life of the mind(How much did Rhetoric contribute to your growth in each of the following areas?)

Base Question	Did not answer	No (Skip to question 2)	Yes
(Did not answer)	31.3% (5)	96.3% (206)	1.1% (8)
A great deal	6.3% (1)	0.9% (2)	15.8% (118)
A modest amount	18.8% (3)	2.3% (5)	36.8% (275)
Fairly little	18.8% (3)	0.5% (1)	31.6% (236)
Not at all	25.0% (4)	0.0% (0)	14.7% (110)
Total Counts	16	214	747

3) 2) Have you taken any Foreign Language courses at the University of Iowa?

Base Question	Did not answer	No (Skip to question 2)	Yes
(Did not answer)	18.8% (3)	0.5% (1)	0.4% (3)
No (skip to question 3)	43.8% (7)	60.7% (130)	56.8% (424)
Yes	37.5% (6)	38.8% (83)	42.8% (320)
Total Counts	16	214	747

4) How much did Foreign Language contribute to your growth in each of the following areas?

(Percentages)	A great deal	A modest amount	Fairly little	Not at all
Critical thinking	23.0%	45.3%	25.2%	6.4%
Communication skills	55.1%	36.0%	7.9%	1.0%
Understanding of world complexity	42.9%	40.6%	12.6%	3.9%
Appreciation of diversity	56.8%	30.9%	9.1%	3.2%
Understanding of scientific inquiry	7.2%	13.6%	38.5%	40.7%
Social responsibility	18.7%	32.3%	36.3%	12.7%
Appreciation of the arts	24.3%	41.1%	25.2%	9.4%
Life of the mind	29.3%	36.9%	24.9%	8.9%

4.1) Critical thinking(How much did Foreign Language contribute to your growth in each of the following areas?)

Base Question	Did not answer	No (Skip to question 2)	Yes
(Did not answer)	62.5% (10)	60.7% (130)	57.4% (429)
A great deal	25.0% (4)	10.3% (22)	9.1% (68)
A modest amount	6.3% (1)	15.0% (32)	20.3% (152)
Fairly little	6.3% (1)	12.1% (26)	10.2% (76)
Not at all	0.0% (0)	1.9% (4)	2.9% (22)
Total Counts	16	214	747

4.2) Communication skills(How much did Foreign Language contribute to your growth in each of the following areas?)

Base Question	Did not answer	No (Skip to question 2)	Yes
(Did not answer)	62.5% (10)	60.7% (130)	57.8% (432)
A great deal	25.0% (4)	20.1% (43)	23.6% (176)
A modest amount	12.5% (2)	14.0% (30)	15.3% (114)
Fairly little	0.0% (0)	4.7% (10)	2.9% (22)
Not at all	0.0% (0)	0.5% (1)	0.4% (3)
Total Counts	16	214	747

4.3) Understanding of world complexity(How much did Foreign Language contribute to your growth in each of the following areas?)

Base Question	Did not answer	No (Skip to question 2)	Yes
(Did not answer)	62.5% (10)	60.7% (130)	57.7% (431)
A great deal	25.0% (4)	15.4% (33)	18.3% (137)
A modest amount	12.5% (2)	16.8% (36)	17.0% (127)
Fairly little	0.0% (0)	6.5% (14)	5.0% (37)
Not at all	0.0% (0)	0.5% (1)	2.0% (15)
Total Counts	16	214	747

4.4) Appreciation of diversity(How much did Foreign Language contribute to your growth in each of the following areas?)

Base Question	Did not answer	No (Skip to question 2)	Yes
(Did not answer)	62.5% (10)	60.7% (130)	57.8% (432)
A great deal	25.0% (4)	19.6% (42)	24.6% (184)
A modest amount	12.5% (2)	14.5% (31)	12.3% (92)
Fairly little	0.0% (0)	5.1% (11)	3.5% (26)
Not at all	0.0% (0)	0.0% (0)	1.7% (13)
Total Counts	16	214	747

4.5) Understanding of scientific inquiry(How much did Foreign Language contribute to your growth in each of the following areas?)

Base Question	Did not answer	No (Skip to question 2)	Yes
(Did not answer)	62.5% (10)	60.7% (130)	58.1% (434)
A great deal	12.5% (2)	2.3% (5)	2.9% (22)
A modest amount	6.3% (1)	6.1% (13)	5.5% (41)
Fairly little	0.0% (0)	15.9% (34)	16.2% (121)
Not at all	18.8% (3)	15.0% (32)	17.3% (129)
Total Counts	16	214	747

4.6) Social responsibility(How much did Foreign Language contribute to your growth in each of the following areas?)

Base Question	Did not answer	No (Skip to question 2)	Yes
(Did not answer)	62.5% (10)	61.2% (131)	58.1% (434)
A great deal	12.5% (2)	7.0% (15)	7.8% (58)
A modest amount	18.8% (3)	13.1% (28)	13.3% (99)
Fairly little	0.0% (0)	15.9% (34)	15.0% (112)
Not at all	6.3% (1)	2.8% (6)	5.9% (44)
Total Counts	16	214	747

4.7) Appreciation of the arts(How much did Foreign Language contribute to your growth in each of the following areas?)

Base Question	Did not answer	No (Skip to question 2)	Yes
(Did not answer)	62.5% (10)	60.7% (130)	58.0% (433)
A great deal	12.5% (2)	8.4% (18)	10.4% (78)
A modest amount	18.8% (3)	15.0% (32)	17.5% (131)
Fairly little	6.3% (1)	14.5% (31)	9.4% (70)
Not at all	0.0% (0)	1.4% (3)	4.7% (35)
Total Counts	16	214	747

4.8) Life of the mind(How much did Foreign Language contribute to your growth in each of the following areas?)

Base Question	Did not answer	No (Skip to question 2)	Yes
(Did not answer)	62.5% (10)	60.7% (130)	57.7% (431)
A great deal	12.5% (2)	9.8% (21)	12.9% (96)
A modest amount	18.8% (3)	15.0% (32)	15.4% (115)
Fairly little	6.3% (1)	12.1% (26)	9.9% (74)
Not at all	0.0% (0)	2.3% (5)	4.1% (31)
Total Counts	16	214	747

5) 3) Have you taken any Intrepretation of Literature courses at the University of Iowa?

Base Question	Did not answer	No (Skip to question 2)	Yes
(Did not answer)	18.8% (3)	0.0% (0)	0.1% (1)
No (skip to question 4)	50.0% (8)	66.4% (142)	44.6% (333)
Yes	31.3% (5)	33.6% (72)	55.3% (413)
Total Counts	16	214	747

6) How much did Interpretation of Literature contribute to your growth in each of the following areas?

(Percentages)	A great deal	A modest amount	Fairly little	Not at all
Critical thinking	39.4%	44.7%	11.4%	4.5%
Communication skills	27.1%	43.7%	23.7%	5.5%
Understanding of world complexity	27.2%	37.6%	26.6%	8.6%
Appreciation of diversity	25.6%	36.2%	28.8%	9.4%
Understanding of scientific inquiry	5.5%	22.1%	41.8%	30.5%
Social responsibility	16.0%	35.7%	35.5%	12.9%
Appreciation of the arts	34.4%	34.4%	23.5%	7.8%
Life of the mind	31.2%	36.6%	23.8%	8.4%

6.1) Critical thinking(How much did Interpretation of Literature contribute to your growth in each of the following areas?)

Base Question	Did not answer	No (Skip to question 2)	Yes
(Did not answer)	68.8% (11)	65.0% (139)	44.8% (335)
A great deal	12.5% (2)	14.5% (31)	21.6% (161)
A modest amount	6.3% (1)	17.8% (38)	24.2% (181)
Fairly little	12.5% (2)	1.9% (4)	6.7% (50)
Not at all	0.0% (0)	0.9% (2)	2.7% (20)
Total Counts	16	214	747

6.2) Communication skills(How much did Interpretation of Literature contribute to your growth in each of the following areas?)

Base Question	Did not answer	No (Skip to question 2)	Yes
(Did not answer)	68.8% (11)	65.0% (139)	45.1% (337)
A great deal	0.0% (0)	15.4% (33)	13.4% (100)
A modest amount	12.5% (2)	12.6% (27)	24.8% (185)
Fairly little	18.8% (3)	6.1% (13)	13.4% (100)
Not at all	0.0% (0)	0.9% (2)	3.3% (25)
Total Counts	16	214	747

6.3) Understanding of world complexity(How much did Interpretation of Literature contribute to your growth in each of the following areas?)

Base Question	Did not answer	No (Skip to question 2)	Yes
(Did not answer)	68.8% (11)	65.4% (140)	45.1% (337)
A great deal	6.3% (1)	14.0% (30)	13.7% (102)
A modest amount	6.3% (1)	12.1% (26)	21.0% (157)
Fairly little	18.8% (3)	7.5% (16)	14.9% (111)
Not at all	0.0% (0)	0.9% (2)	5.4% (40)
Total Counts	16	214	747

6.4) Appreciation of diversity(How much did Interpretation of Literature contribute to your growth in each of the following areas?)

Base Question	Did not answer	No (Skip to question 2)	Yes
(Did not answer)	68.8% (11)	65.4% (140)	45.1% (337)
A great deal	12.5% (2)	13.1% (28)	12.7% (95)
A modest amount	6.3% (1)	13.1% (28)	19.8% (148)
Fairly little	12.5% (2)	7.0% (15)	16.6% (124)
Not at all	0.0% (0)	1.4% (3)	5.8% (43)
Total Counts	16	214	747

6.5) Understanding of scientific inquiry(How much did Interpretation of Literature contribute to your growth in each of the following areas?)

Base Question	Did not answer	No (Skip to question 2)	Yes
(Did not answer)	68.8% (11)	65.4% (140)	45.2% (338)
A great deal	6.3% (1)	3.3% (7)	2.5% (19)
A modest amount	6.3% (1)	9.8% (21)	11.5% (86)
Fairly little	12.5% (2)	14.0% (30)	23.0% (172)
Not at all	6.3% (1)	7.5% (16)	17.7% (132)
Total Counts	16	214	747

6.6) Social responsibility(How much did Interpretation of Literature contribute to your growth in each of the following areas?)

Base Question	Did not answer	No (Skip to question 2)	Yes
(Did not answer)	68.8% (11)	65.9% (141)	45.1% (337)
A great deal	12.5% (2)	8.4% (18)	7.8% (58)
A modest amount	0.0% (0)	12.6% (27)	19.7% (147)
Fairly little	12.5% (2)	11.2% (24)	19.7% (147)
Not at all	6.3% (1)	1.9% (4)	7.8% (58)
Total Counts	16	214	747

6.7) Appreciation of the arts(How much did Interpretation of Literature contribute to your growth in each of the following areas?)

Base Question	Did not answer	No (Skip to question 2)	Yes
(Did not answer)	68.8% (11)	65.4% (140)	45.1% (337)
A great deal	18.8% (3)	15.9% (34)	17.5% (131)
A modest amount	0.0% (0)	11.2% (24)	19.3% (144)
Fairly little	12.5% (2)	7.0% (15)	13.1% (98)
Not at all	0.0% (0)	0.5% (1)	5.0% (37)
Total Counts	16	214	747

6.8) Life of the mind(How much did Interpretation of Literature contribute to your growth in each of the following areas?)

Base Question	Did not answer	No (Skip to question 2)	Yes
(Did not answer)	68.8% (11)	65.4% (140)	45.4% (339)
A great deal	12.5% (2)	12.1% (26)	16.6% (124)
A modest amount	6.3% (1)	15.0% (32)	19.4% (145)
Fairly little	12.5% (2)	7.0% (15)	13.3% (99)
Not at all	0.0% (0)	0.5% (1)	5.4% (40)
Total Counts	16	214	747

7) 4) Have you taken any Historical Perspectives courses at the University of Iowa?

Base Question	Did not answer	No (Skip to question 2)	Yes
(Did not answer)	25.0% (4)	0.5% (1)	0.5% (4)
No (skip to question 5)	43.8% (7)	60.7% (130)	41.8% (312)
Yes	31.3% (5)	38.8% (83)	57.7% (431)
Total Counts	16	214	747

8) How much did Historical Perspectives contribute to your growth in each of the following areas?

(Percentages)	A great deal	A modest amount	Fairly little	Not at all
Critical thinking	28.3%	48.0%	19.7%	4.0%
Communication skills	13.2%	33.5%	38.6%	14.7%
Understanding of world complexity	44.7%	38.4%	12.7%	4.2%
Appreciation of diversity	39.9%	39.7%	14.4%	6.0%
Understanding of scientific inquiry	11.3%	31.6%	34.9%	22.2%
Social responsibility	25.7%	40.3%	24.2%	9.8%
Appreciation of the arts	21.0%	31.7%	31.5%	15.8%
Life of the mind	24.8%	39.5%	25.0%	10.7%

8.1) Critical thinking(How much did Historical Perspectives contribute to your growth in each of the following areas?)

Base Question	Did not answer	No (Skip to question 2)	Yes
(Did not answer)	68.8% (11)	61.7% (132)	41.6% (311)
A great deal	0.0% (0)	12.1% (26)	16.3% (122)
A modest amount	6.3% (1)	19.6% (42)	27.8% (208)
Fairly little	12.5% (2)	6.1% (13)	11.8% (88)
Not at all	12.5% (2)	0.5% (1)	2.4% (18)
Total Counts	16	214	747

8.2) Communication skills(How much did Historical Perspectives contribute to your growth in each of the following areas?)

Base Question	Did not answer	No (Skip to question 2)	Yes
(Did not answer)	68.8% (11)	61.7% (132)	41.6% (311)
A great deal	0.0% (0)	7.9% (17)	7.0% (52)
A modest amount	0.0% (0)	15.0% (32)	19.1% (143)
Fairly little	18.8% (3)	13.1% (28)	22.9% (171)
Not at all	12.5% (2)	2.3% (5)	9.4% (70)
Total Counts	16	214	747

8.3) Understanding of world complexity(How much did Historical Perspectives contribute to your growth in each of the following areas?)

Base Question	Did not answer	No (Skip to question 2)	Yes
(Did not answer)	68.8% (11)	61.7% (132)	41.9% (313)
A great deal	0.0% (0)	17.8% (38)	26.1% (195)
A modest amount	6.3% (1)	15.4% (33)	22.2% (166)
Fairly little	18.8% (3)	4.7% (10)	7.1% (53)
Not at all	6.3% (1)	0.5% (1)	2.7% (20)
Total Counts	16	214	747

8.4) Appreciation of diversity(How much did Historical Perspectives contribute to your growth in each of the following areas?)

Base Question	Did not answer	No (Skip to question 2)	Yes
(Did not answer)	68.8% (11)	62.6% (134)	41.6% (311)
A great deal	6.3% (1)	16.4% (35)	23.0% (172)
A modest amount	6.3% (1)	15.9% (34)	23.0% (172)
Fairly little	18.8% (3)	5.1% (11)	8.2% (61)
Not at all	0.0% (0)	0.0% (0)	4.1% (31)
Total Counts	16	214	747

8.5) Understanding of scientific inquiry(How much did Historical Perspectives contribute to your growth in each of the following areas?)

Base Question	Did not answer	No (Skip to question 2)	Yes
(Did not answer)	68.8% (11)	61.7% (132)	41.8% (312)
A great deal	0.0% (0)	4.7% (10)	6.6% (49)
A modest amount	0.0% (0)	13.1% (28)	18.3% (137)
Fairly little	18.8% (3)	15.4% (33)	19.5% (146)
Not at all	12.5% (2)	5.1% (11)	13.8% (103)
Total Counts	16	214	747

8.6) Social responsibility(How much did Historical Perspectives contribute to your growth in each of the following areas?)

Base Question	Did not answer	No (Skip to question 2)	Yes
(Did not answer)	68.8% (11)	62.1% (133)	41.8% (312)
A great deal	0.0% (0)	10.3% (22)	15.0% (112)
A modest amount	12.5% (2)	16.8% (36)	23.0% (172)
Fairly little	18.8% (3)	7.9% (17)	14.2% (106)
Not at all	0.0% (0)	2.8% (6)	6.0% (45)
Total Counts	16	214	747

8.7) Appreciation of the arts(How much did Historical Perspectives contribute to your growth in each of the following areas?)

Base Question	Did not answer	No (Skip to question 2)	Yes
(Did not answer)	68.8% (11)	61.7% (132)	42.0% (314)
A great deal	0.0% (0)	11.7% (25)	11.2% (84)
A modest amount	6.3% (1)	13.6% (29)	18.1% (135)
Fairly little	18.8% (3)	9.3% (20)	18.9% (141)
Not at all	6.3% (1)	3.7% (8)	9.8% (73)
Total Counts	16	214	747

8.8) Life of the mind(How much did Historical Perspectives contribute to your growth in each of the following areas?)

Response	Count	Percent
A great deal	129	24.8%
A modest amount	206	39.5%
Fairly little	130	25.0%
Not at all	56	10.7%

9) 5) Have you taken any Humanities courses at the University of Iowa?

Base Question	Did not answer	No (Skip to question 2)	Yes
(Did not answer)	18.8% (3)	0.5% (1)	0.9% (7)
No (skip to question 6)	37.5% (6)	49.5% (106)	33.6% (251)
Yes	43.8% (7)	50.0% (107)	65.5% (489)
Total Counts	16	214	747

10) How much did Humanities contribute to your growth in each of the following areas?

(Percentages)	A great deal	A modest amount	Fairly little	Not at all
Critical thinking	30.2%	49.2%	15.1%	5.6%
Communication skills	21.0%	41.1%	28.1%	9.9%
Understanding of world complexity	34.6%	45.7%	14.6%	5.1%
Appreciation of diversity	37.2%	38.9%	18.8%	5.1%
Understanding of scientific inquiry	12.5%	29.5%	35.4%	22.6%
Social responsibility	26.3%	40.7%	24.6%	8.4%
Appreciation of the arts	31.7%	36.0%	22.6%	9.7%
Life of the mind	32.0%	42.7%	17.8%	7.6%

10.1) Critical thinking(How much did Humanities contribute to your growth in each of the following areas?)

Base Question	Did not answer	No (Skip to question 2)	Yes
(Did not answer)	56.3% (9)	49.1% (105)	33.9% (253)
A great deal	12.5% (2)	13.6% (29)	20.5% (153)
A modest amount	0.0% (0)	29.0% (62)	31.9% (238)
Fairly little	18.8% (3)	6.5% (14)	10.0% (75)
Not at all	12.5% (2)	1.9% (4)	3.7% (28)
Total Counts	16	214	747

10.2) Communication skills(How much did Humanities contribute to your growth in each of the following areas?)

Base Question	Did not answer	No (Skip to question 2)	Yes
(Did not answer)	56.3% (9)	49.5% (106)	33.9% (253)
A great deal	0.0% (0)	14.0% (30)	13.1% (98)
A modest amount	25.0% (4)	27.1% (58)	25.2% (188)
Fairly little	12.5% (2)	7.9% (17)	20.3% (152)
Not at all	6.3% (1)	1.4% (3)	7.5% (56)
Total Counts	16	214	747

10.3) Understanding of world complexity(How much did Humanities contribute to your growth in each of the following areas?)

Base Question	Did not answer	No (Skip to question 2)	Yes
(Did not answer)	56.3% (9)	49.5% (106)	33.7% (252)
A great deal	6.3% (1)	23.4% (50)	21.4% (160)
A modest amount	12.5% (2)	20.1% (43)	31.3% (234)
Fairly little	18.8% (3)	5.6% (12)	9.9% (74)
Not at all	6.3% (1)	1.4% (3)	3.6% (27)
Total Counts	16	214	747

10.4) Appreciation of diversity(How much did Humanities contribute to your growth in each of the following areas?)

Base Question	Did not answer	No (Skip to question 2)	Yes
(Did not answer)	56.3% (9)	49.5% (106)	34.1% (255)
A great deal	12.5% (2)	23.8% (51)	23.2% (173)
A modest amount	12.5% (2)	16.8% (36)	26.5% (198)
Fairly little	12.5% (2)	8.9% (19)	12.4% (93)
Not at all	6.3% (1)	0.9% (2)	3.7% (28)
Total Counts	16	214	747

10.5) Understanding of scientific inquiry(How much did Humanities contribute to your growth in each of the following areas?)

Base Question	Did not answer	No (Skip to question 2)	Yes
(Did not answer)	56.3% (9)	50.5% (108)	33.9% (253)
A great deal	0.0% (0)	8.4% (18)	7.8% (58)
A modest amount	18.8% (3)	18.2% (39)	18.3% (137)
Fairly little	18.8% (3)	14.0% (30)	24.4% (182)
Not at all	6.3% (1)	8.9% (19)	15.7% (117)
Total Counts	16	214	747

10.6) Social responsibility(How much did Humanities contribute to your growth in each of the following areas?)

Base Question	Did not answer	No (Skip to question 2)	Yes
(Did not answer)	56.3% (9)	50.0% (107)	34.3% (256)
A great deal	0.0% (0)	19.2% (41)	15.8% (118)
A modest amount	25.0% (4)	18.7% (40)	27.0% (202)
Fairly little	12.5% (2)	9.8% (21)	16.9% (126)
Not at all	6.3% (1)	2.3% (5)	6.0% (45)
Total Counts	16	214	747

10.7) Appreciation of the arts(How much did Humanities contribute to your growth in each of the following areas?)

Base Question	Did not answer	No (Skip to question 2)	Yes
(Did not answer)	56.3% (9)	50.0% (107)	34.1% (255)
A great deal	6.3% (1)	18.7% (40)	20.2% (151)
A modest amount	12.5% (2)	18.2% (39)	23.7% (177)
Fairly little	18.8% (3)	10.3% (22)	15.0% (112)
Not at all	6.3% (1)	2.8% (6)	7.0% (52)
Total Counts	16	214	747

10.8) Life of the mind(How much did Humanities contribute to your growth in each of the following areas?)

Base Question	Did not answer	No (Skip to question 2)	Yes
(Did not answer)	56.3% (9)	49.5% (106)	34.1% (255)
A great deal	6.3% (1)	17.3% (37)	20.9% (156)
A modest amount	12.5% (2)	22.9% (49)	27.8% (208)
Fairly little	18.8% (3)	7.9% (17)	11.8% (88)
Not at all	6.3% (1)	2.3% (5)	5.4% (40)
Total Counts	16	214	747

11) 6) Have you taken any Natural Science courses at the University of Iowa?

Base Question	Did not answer	No (Skip to question 2)	Yes
(Did not answer)	18.8% (3)	0.9% (2)	1.3% (10)
No (skip to question 7)	12.5% (2)	43.9% (94)	20.5% (153)
Yes	68.8% (11)	55.1% (118)	78.2% (584)
Total Counts	16	214	747

12) How much did the Natural Science courses contribute to your growth in each of the following areas?

(Percentages)	A great deal	A modest amount	Fairly little	Not at all
Critical thinking	40.2%	39.7%	14.3%	5.8%
Communication skills	7.2%	21.7%	43.1%	28.0%
Understanding of world complexity	29.7%	37.7%	20.2%	12.3%
Appreciation of diversity	10.8%	21.7%	39.2%	28.2%
Understanding of scientific inquiry	56.6%	34.2%	7.3%	1.8%
Social responsibility	15.9%	31.3%	33.1%	19.6%
Appreciation of the arts	4.9%	13.4%	38.1%	43.7%
Life of the mind	18.6%	38.7%	27.0%	15.8%

12.1) Critical thinking(How much did the Natural Science courses contribute to your growth in each of the following areas?)

Base Question	Did not answer	No (Skip to question 2)	Yes
(Did not answer)	31.3% (5)	44.4% (95)	20.9% (156)
A great deal	25.0% (4)	26.2% (56)	30.8% (230)
A modest amount	31.3% (5)	23.8% (51)	30.8% (230)
Fairly little	12.5% (2)	3.7% (8)	12.4% (93)
Not at all	0.0% (0)	1.9% (4)	5.1% (38)
Total Counts	16	214	747

12.2) Communication skills(How much did the Natural Science courses contribute to your growth in each of the following areas?)

Base Question	Did not answer	No (Skip to question 2)	Yes
(Did not answer)	31.3% (5)	44.4% (95)	21.2% (158)
A great deal	12.5% (2)	9.8% (21)	3.9% (29)
A modest amount	0.0% (0)	15.9% (34)	16.3% (122)
Fairly little	31.3% (5)	23.4% (50)	34.1% (255)
Not at all	25.0% (4)	6.5% (14)	24.5% (183)
Total Counts	16	214	747

12.3) Understanding of world complexity(How much did the Natural Science courses contribute to your growth in each of the following areas?)

Base Question	Did not answer	No (Skip to question 2)	Yes
(Did not answer)	31.3% (5)	44.4% (95)	20.9% (156)
A great deal	25.0% (4)	26.2% (56)	20.6% (154)
A modest amount	12.5% (2)	20.1% (43)	30.4% (227)
Fairly little	18.8% (3)	4.7% (10)	17.8% (133)
Not at all	12.5% (2)	4.7% (10)	10.3% (77)
Total Counts	16	214	747

12.4) Appreciation of diversity(How much did the Natural Science courses contribute to your growth in each of the following areas?)

Base Question	Did not answer	No (Skip to question 2)	Yes
(Did not answer)	31.3% (5)	44.4% (95)	21.2% (158)
A great deal	12.5% (2)	12.1% (26)	6.7% (50)
A modest amount	0.0% (0)	15.0% (32)	16.6% (124)
Fairly little	25.0% (4)	19.2% (41)	31.7% (237)
Not at all	31.3% (5)	9.3% (20)	23.8% (178)
Total Counts	16	214	747

12.5) Understanding of scientific inquiry(How much did the Natural Science courses contribute to your growth in each of the following areas?)

Base Question	Did not answer	No (Skip to question 2)	Yes
(Did not answer)	31.3% (5)	44.4% (95)	20.7% (155)
A great deal	37.5% (6)	33.2% (71)	44.4% (332)
A modest amount	12.5% (2)	17.8% (38)	27.7% (207)
Fairly little	18.8% (3)	4.7% (10)	5.4% (40)
Not at all	0.0% (0)	0.0% (0)	1.7% (13)
Total Counts	16	214	747

12.6) Social responsibility(How much did the Natural Science courses contribute to your growth in each of the following areas?)

Base Question	Did not answer	No (Skip to question 2)	Yes
(Did not answer)	31.3% (5)	45.8% (98)	20.9% (156)
A great deal	12.5% (2)	14.0% (30)	11.0% (82)
A modest amount	25.0% (4)	17.8% (38)	24.5% (183)
Fairly little	12.5% (2)	15.0% (32)	27.3% (204)
Not at all	18.8% (3)	7.5% (16)	16.3% (122)
Total Counts	16	214	747

12.7) Appreciation of the arts(How much did the Natural Science courses contribute to your growth in each of the following areas?)

Base Question	Did not answer	No (Skip to question 2)	Yes
(Did not answer)	31.3% (5)	44.9% (96)	21.3% (159)
A great deal	6.3% (1)	6.1% (13)	2.8% (21)
A modest amount	0.0% (0)	8.4% (18)	10.4% (78)
Fairly little	25.0% (4)	19.2% (41)	30.5% (228)
Not at all	37.5% (6)	21.5% (46)	34.9% (261)
Total Counts	16	214	747

12.8) Life of the mind(How much did the Natural Science courses contribute to your growth in each of the following areas?)

Base Question	Did not answer	No (Skip to question 2)	Yes
(Did not answer)	31.3% (5)	44.9% (96)	21.4% (160)
A great deal	25.0% (4)	16.8% (36)	12.4% (93)
A modest amount	6.3% (1)	20.1% (43)	31.2% (233)
Fairly little	25.0% (4)	11.2% (24)	22.1% (165)
Not at all	12.5% (2)	7.0% (15)	12.9% (96)
Total Counts	16	214	747

13) 7) Have you taken any courses in Quantitative or Formal Reasoning at the University of Iowa?

Base Question	Did not answer	No (Skip to question 2)	Yes
(Did not answer)	25.0% (4)	1.9% (4)	1.5% (11)
No (skip to question 8)	37.5% (6)	61.7% (132)	43.8% (327)
Yes	37.5% (6)	36.4% (78)	54.8% (409)
Total Counts	16	214	747

14) How much did Quantitative or Formal Reasoning contribute to your growth in each of the following areas?

(Percentages)	A great deal	A modest amount	Fairly little	Not at all
Critical thinking	56.7%	31.2%	7.2%	5.0%
Communication skills	7.2%	20.0%	43.6%	29.2%
Understanding of world complexity	11.6%	27.5%	34.9%	25.9%
Appreciation of diversity	5.6%	15.0%	42.1%	37.3%
Understanding of scientific inquiry	26.5%	45.7%	20.0%	7.8%
Social responsibility	5.0%	18.8%	38.7%	37.5%
Appreciation of the arts	4.4%	13.9%	32.9%	48.8%
Life of the mind	17.9%	33.5%	26.7%	21.9%

14.1) Critical thinking(How much did Quantitative or Formal Reasoning contribute to your growth in each of the following areas?)

Base Question	Did not answer	No (Skip to question 2)	Yes
(Did not answer)	56.3% (9)	62.6% (134)	44.3% (331)
A great deal	18.8% (3)	23.4% (50)	31.1% (232)
A modest amount	6.3% (1)	11.2% (24)	17.7% (132)
Fairly little	6.3% (1)	2.8% (6)	3.9% (29)
Not at all	12.5% (2)	0.0% (0)	3.1% (23)
Total Counts	16	214	747

14.2) Communication skills(How much did Quantitative or Formal Reasoning contribute to your growth in each of the following areas?)

Base Question	Did not answer	No (Skip to question 2)	Yes
(Did not answer)	56.3% (9)	62.6% (134)	44.7% (334)
A great deal	6.3% (1)	7.0% (15)	2.7% (20)
A modest amount	6.3% (1)	12.6% (27)	9.6% (72)
Fairly little	12.5% (2)	10.3% (22)	26.0% (194)
Not at all	18.8% (3)	7.5% (16)	17.0% (127)
Total Counts	16	214	747

14.3) Understanding of world complexity(How much did Quantitative or Formal Reasoning contribute to your growth in each of the following areas?)

Base Question	Did not answer	No (Skip to question 2)	Yes
(Did not answer)	56.3% (9)	62.6% (134)	44.6% (333)
A great deal	12.5% (2)	8.4% (18)	5.1% (38)
A modest amount	12.5% (2)	14.0% (30)	14.2% (106)
Fairly little	6.3% (1)	8.9% (19)	20.7% (155)
Not at all	12.5% (2)	6.1% (13)	15.4% (115)
Total Counts	16	214	747

14.4) Appreciation of diversity(How much did Quantitative or Formal Reasoning contribute to your growth in each of the following areas?)

Base Question	Did not answer	No (Skip to question 2)	Yes
(Did not answer)	56.3% (9)	63.1% (135)	44.7% (334)
A great deal	6.3% (1)	4.7% (10)	2.3% (17)
A modest amount	6.3% (1)	7.9% (17)	7.6% (57)
Fairly little	12.5% (2)	15.0% (32)	23.6% (176)
Not at all	18.8% (3)	9.3% (20)	21.8% (163)
Total Counts	16	214	747

14.5) Understanding of scientific inquiry(How much did Quantitative or Formal Reasoning contribute to your growth in each of the following areas?)

Base Question	Did not answer	No (Skip to question 2)	Yes
(Did not answer)	56.3% (9)	62.6% (134)	44.6% (333)
A great deal	0.0% (0)	11.7% (25)	14.5% (108)
A modest amount	25.0% (4)	17.8% (38)	25.0% (187)
Fairly little	6.3% (1)	5.6% (12)	11.6% (87)
Not at all	12.5% (2)	2.3% (5)	4.3% (32)
Total Counts	16	214	747

14.6) Social responsibility(How much did Quantitative or Formal Reasoning contribute to your growth in each of the following areas?)

Base Question	Did not answer	No (Skip to question 2)	Yes
(Did not answer)	56.3% (9)	62.6% (134)	44.8% (335)
A great deal	6.3% (1)	4.7% (10)	1.9% (14)
A modest amount	6.3% (1)	8.4% (18)	10.0% (75)
Fairly little	12.5% (2)	14.5% (31)	21.4% (160)
Not at all	18.8% (3)	9.8% (21)	21.8% (163)
Total Counts	16	214	747

14.7) Appreciation of the arts(How much did Quantitative or Formal Reasoning contribute to your growth in each of the following areas?)

Base Question	Did not answer	No (Skip to question 2)	Yes
(Did not answer)	56.3% (9)	62.6% (134)	45.0% (336)
A great deal	6.3% (1)	3.7% (8)	1.7% (13)
A modest amount	6.3% (1)	4.7% (10)	7.8% (58)
Fairly little	18.8% (3)	14.5% (31)	17.4% (130)
Not at all	12.5% (2)	14.5% (31)	28.1% (210)
Total Counts	16	214	747

14.8) Life of the mind(How much did Quantitative or Formal Reasoning contribute to your growth in each of the following areas?)

Base Question	Did not answer	No (Skip to question 2)	Yes
(Did not answer)	56.3% (9)	62.6% (134)	45.0% (336)
A great deal	6.3% (1)	8.9% (19)	9.2% (69)
A modest amount	12.5% (2)	14.5% (31)	17.9% (134)
Fairly little	12.5% (2)	8.9% (19)	15.0% (112)
Not at all	12.5% (2)	5.1% (11)	12.9% (96)
Total Counts	16	214	747

15) 8) Have you taken any Social Science courses at the University of Iowa?

Base Question	Did not answer	No (Skip to question 2)	Yes
(Did not answer)	25.0% (4)	1.9% (4)	1.2% (9)
No (skip to question 9)	31.3% (5)	54.2% (116)	36.4% (272)
Yes	43.8% (7)	43.9% (94)	62.4% (466)
Total Counts	16	214	747

16) How much did the Social Science courses contribute to your growth in each of the following areas?

(Percentages)	A great deal	A modest amount	Fairly little	Not at all
Critical thinking	38.5%	50.0%	9.6%	1.9%
Communication skills	24.4%	41.7%	26.7%	7.2%
Understanding of world complexity	41.8%	40.0%	14.6%	3.7%
Appreciation of diversity	34.9%	37.5%	21.0%	6.7%
Understanding of scientific inquiry	26.0%	39.6%	24.7%	9.6%
Social responsibility	37.3%	38.7%	19.2%	4.8%
Appreciation of the arts	15.0%	26.1%	38.6%	20.3%
Life of the mind	28.5%	43.9%	19.8%	7.8%

16.1) Critical thinking(How much did the Social Science courses contribute to your growth in each of the following areas?)

Base Question	Did not answer	No (Skip to question 2)	Yes
(Did not answer)	56.3% (9)	55.6% (119)	37.1% (277)
A great deal	25.0% (4)	22.0% (47)	22.6% (169)
A modest amount	6.3% (1)	19.2% (41)	32.7% (244)
Fairly little	6.3% (1)	3.3% (7)	6.3% (47)
Not at all	6.3% (1)	0.0% (0)	1.3% (10)
Total Counts	16	214	747

16.2) Communication skills(How much did the Social Science courses contribute to your growth in each of the following areas?)

Base Question	Did not answer	No (Skip to question 2)	Yes
(Did not answer)	56.3% (9)	55.6% (119)	37.5% (280)
A great deal	25.0% (4)	15.0% (32)	13.8% (103)
A modest amount	12.5% (2)	21.5% (46)	25.3% (189)
Fairly little	6.3% (1)	7.5% (16)	18.1% (135)
Not at all	0.0% (0)	0.5% (1)	5.4% (40)
Total Counts	16	214	747

16.3) Understanding of world complexity(How much did the Social Science courses contribute to your growth in each of the following areas?)

Base Question	Did not answer	No (Skip to question 2)	Yes
(Did not answer)	56.3% (9)	55.6% (119)	37.3% (279)
A great deal	12.5% (2)	22.0% (47)	25.3% (189)
A modest amount	12.5% (2)	17.3% (37)	25.3% (189)
Fairly little	18.8% (3)	4.7% (10)	9.4% (70)
Not at all	0.0% (0)	0.5% (1)	2.7% (20)
Total Counts	16	214	747

16.4) Appreciation of diversity(How much did the Social Science courses contribute to your growth in each of the following areas?)

Base Question	Did not answer	No (Skip to question 2)	Yes
(Did not answer)	56.3% (9)	55.6% (119)	37.6% (281)
A great deal	12.5% (2)	20.1% (43)	20.5% (153)
A modest amount	12.5% (2)	15.0% (32)	24.0% (179)
Fairly little	18.8% (3)	8.4% (18)	13.1% (98)
Not at all	0.0% (0)	0.9% (2)	4.8% (36)
Total Counts	16	214	747

16.5) Understanding of scientific inquiry(How much did the Social Science courses contribute to your growth in each of the following areas?)

Base Question	Did not answer	No (Skip to question 2)	Yes
(Did not answer)	56.3% (9)	55.6% (119)	37.3% (279)
A great deal	12.5% (2)	13.1% (28)	15.8% (118)
A modest amount	18.8% (3)	18.7% (40)	24.5% (183)
Fairly little	12.5% (2)	9.3% (20)	15.9% (119)
Not at all	0.0% (0)	3.3% (7)	6.4% (48)
Total Counts	16	214	747

16.6) Social responsibility(How much did the Social Science courses contribute to your growth in each of the following areas?)

Base Question	Did not answer	No (Skip to question 2)	Yes
(Did not answer)	56.3% (9)	55.6% (119)	37.6% (281)
A great deal	12.5% (2)	23.8% (51)	21.3% (159)
A modest amount	12.5% (2)	15.4% (33)	24.8% (185)
Fairly little	18.8% (3)	5.1% (11)	12.7% (95)
Not at all	0.0% (0)	0.0% (0)	3.6% (27)
Total Counts	16	214	747

16.7) Appreciation of the arts(How much did the Social Science courses contribute to your growth in each of the following areas?)

Base Question	Did not answer	No (Skip to question 2)	Yes
(Did not answer)	56.3% (9)	55.6% (119)	37.8% (282)
A great deal	12.5% (2)	10.7% (23)	8.0% (60)
A modest amount	0.0% (0)	13.1% (28)	16.1% (120)
Fairly little	31.3% (5)	15.4% (33)	24.2% (181)
Not at all	0.0% (0)	5.1% (11)	13.9% (104)
Total Counts	16	214	747

16.8) Life of the mind(How much did the Social Science courses contribute to your growth in each of the following areas?)

Base Question	Did not answer	No (Skip to question 2)	Yes
(Did not answer)	56.3% (9)	56.1% (120)	37.9% (283)
A great deal	18.8% (3)	15.4% (33)	16.7% (125)
A modest amount	12.5% (2)	21.0% (45)	26.9% (201)
Fairly little	12.5% (2)	6.5% (14)	12.9% (96)
Not at all	0.0% (0)	0.9% (2)	5.6% (42)
Total Counts	16	214	747

17) 9) Have you taken any other General Education Courses (such as Cultural Diversity, Fine Arts, Foreign Civilization and Culture, or Health and Physical Activity) at the University of Iowa?

Base Question	Did not answer	No (Skip to question 2)	Yes
(Did not answer)	18.8% (3)	0.9% (2)	1.1% (8)
No (skip to question 10)	25.0% (4)	42.5% (91)	31.5% (235)
Yes	56.3% (9)	56.5% (121)	67.5% (504)
Total Counts	16	214	747

18) How much did courses in one or more of these Other General Education Courses contribute to your growth in each of the following areas?

(Percentages)	A great deal	A modest amount	Fairly little	Not at all
Critical Thinking	20.8%	50.2%	21.3%	7.7%
Communication skills	25.8%	41.8%	25.0%	7.4%
Understanding of world complexity	26.2%	40.5%	23.8%	9.5%
Appreciation of diversity	33.5%	40.9%	18.3%	7.2%
Understanding of scientific inquiry	12.0%	31.1%	36.8%	20.2%
Social responsibility	23.9%	42.5%	24.3%	9.3%
Appreciation of the arts	33.3%	34.7%	22.1%	9.9%
Life of the mind	29.2%	39.9%	21.5%	9.5%

18.1) Critical Thinking(How much did courses in one or more of these Other General Education Courses contribute to your growth in each of the following areas?)

Base Question	Did not answer	No (Skip to question 2)	Yes
(Did not answer)	43.8% (7)	42.5% (91)	32.3% (241)
A great deal	6.3% (1)	14.5% (31)	13.5% (101)
A modest amount	18.8% (3)	31.8% (68)	33.3% (249)
Fairly little	18.8% (3)	9.3% (20)	15.1% (113)
Not at all	12.5% (2)	1.9% (4)	5.8% (43)
Total Counts	16	214	747

18.2) Communication skills(How much did courses in one or more of these Other General Education Courses contribute to your growth in each of the following areas?)

Base Question	Did not answer	No (Skip to question 2)	Yes
(Did not answer)	43.8% (7)	43.5% (93)	32.3% (241)
A great deal	12.5% (2)	20.6% (44)	15.8% (118)
A modest amount	18.8% (3)	24.8% (53)	28.1% (210)
Fairly little	18.8% (3)	9.3% (20)	18.2% (136)
Not at all	6.3% (1)	1.9% (4)	5.6% (42)
Total Counts	16	214	747

18.3) Understanding of world complexity(How much did courses in one or more of these Other General Education Courses contribute to your growth in each of the following areas?)

Base Question	Did not answer	No (Skip to question 2)	Yes
(Did not answer)	50.0% (8)	43.0% (92)	32.5% (243)
A great deal	6.3% (1)	20.6% (44)	16.2% (121)
A modest amount	25.0% (4)	23.4% (50)	27.2% (203)
Fairly little	12.5% (2)	9.3% (20)	17.3% (129)
Not at all	6.3% (1)	3.7% (8)	6.8% (51)
Total Counts	16	214	747

18.4) Appreciation of diversity(How much did courses in one or more of these Other General Education Courses contribute to your growth in each of the following areas?)

Base Question	Did not answer	No (Skip to question 2)	Yes
(Did not answer)	43.8% (7)	43.0% (92)	32.5% (243)
A great deal	12.5% (2)	29.4% (63)	19.8% (148)
A modest amount	31.3% (5)	14.0% (30)	30.1% (225)
Fairly little	6.3% (1)	10.7% (23)	12.3% (92)
Not at all	6.3% (1)	2.8% (6)	5.2% (39)
Total Counts	16	214	747

18.5) Understanding of scientific inquiry(How much did courses in one or more of these Other General Education Courses contribute to your growth in each of the following areas?)

Base Question	Did not answer	No (Skip to question 2)	Yes
(Did not answer)	43.8% (7)	43.5% (93)	32.5% (243)
A great deal	6.3% (1)	9.3% (20)	7.4% (55)
A modest amount	12.5% (2)	18.7% (40)	20.7% (155)
Fairly little	31.3% (5)	20.1% (43)	24.8% (185)
Not at all	6.3% (1)	8.4% (18)	14.6% (109)
Total Counts	16	214	747

18.6) Social responsibility(How much did courses in one or more of these Other General Education Courses contribute to your growth in each of the following areas?)

Base Question	Did not answer	No (Skip to question 2)	Yes
(Did not answer)	43.8% (7)	43.0% (92)	32.3% (241)
A great deal	6.3% (1)	18.7% (40)	14.9% (111)
A modest amount	25.0% (4)	24.8% (53)	28.6% (214)
Fairly little	6.3% (1)	12.1% (26)	17.1% (128)
Not at all	18.8% (3)	1.4% (3)	7.1% (53)
Total Counts	16	214	747

18.7) Appreciation of the arts(How much did courses in one or more of these Other General Education Courses contribute to your growth in each of the following areas?)

Base Question	Did not answer	No (Skip to question 2)	Yes
(Did not answer)	43.8% (7)	43.5% (93)	32.5% (243)
A great deal	12.5% (2)	22.0% (47)	21.7% (162)
A modest amount	12.5% (2)	21.0% (45)	23.2% (173)
Fairly little	18.8% (3)	10.3% (22)	15.4% (115)
Not at all	12.5% (2)	3.3% (7)	7.2% (54)
Total Counts	16	214	747

18.8) Life of the mind(How much did courses in one or more of these Other General Education Courses contribute to your growth in each of the following areas?)

Base Question	Did not answer	No (Skip to question 2)	Yes
(Did not answer)	43.8% (7)	43.5% (93)	32.5% (243)
A great deal	12.5% (2)	19.2% (41)	19.0% (142)
A modest amount	12.5% (2)	22.0% (47)	27.3% (204)
Fairly little	12.5% (2)	12.6% (27)	14.3% (107)
Not at all	18.8% (3)	2.8% (6)	6.8% (51)
Total Counts	16	214	747

19) 10) How much did courses in your Major(s) contribute to your growth in each of the following areas?

Base Question	Did not answer	No (Skip to question 2)	Yes
(Did not answer)	81.3% (13)	82.2% (176)	85.9% (642)
I have not declared a maj	18.8% (3)	17.8% (38)	14.1% (105)
Total Counts	16	214	747

20)

(Percentages)	A great deal	A moderate amount	Fairly little	Not at all
Critical thinking	64.9%	29.9%	4.2%	1.0%
Communication skills	53.6%	31.4%	11.9%	3.0%
Understanding of world complexity	52.5%	34.6%	10.6%	2.3%
Appreciation of diversity	43.3%	30.6%	20.4%	5.7%
Understanding of scientific inquiry	40.3%	31.9%	22.0%	5.8%
Social responsibility	47.8%	35.7%	13.6%	2.9%
Appreciation of the arts	31.9%	28.0%	27.1%	13.0%
Life of the mind	50.9%	34.7%	10.0%	4.4%

20.1) Critical thinking()

Base Question	Did not answer	No (Skip to question 2)	Yes
(Did not answer)	37.5% (6)	14.0% (30)	9.9% (74)
A great deal	37.5% (6)	57.0% (122)	58.2% (435)
A moderate amount	12.5% (2)	26.2% (56)	26.9% (201)
Fairly little	12.5% (2)	2.8% (6)	3.7% (28)
Not at all	0.0% (0)	0.0% (0)	1.2% (9)
Total Counts	16	214	747

20.2) Communication skills()

Base Question	Did not answer	No (Skip to question 2)	Yes
(Did not answer)	37.5% (6)	14.5% (31)	10.4% (78)
A great deal	37.5% (6)	45.8% (98)	47.9% (358)
A moderate amount	18.8% (3)	29.9% (64)	27.3% (204)
Fairly little	6.3% (1)	9.3% (20)	11.0% (82)
Not at all	0.0% (0)	0.5% (1)	3.3% (25)
Total Counts	16	214	747

20.3) Understanding of world complexity()

Base Question	Did not answer	No (Skip to question 2)	Yes
(Did not answer)	37.5% (6)	14.5% (31)	10.8% (81)
A great deal	37.5% (6)	49.5% (106)	45.4% (339)
A moderate amount	12.5% (2)	26.6% (57)	31.9% (238)
Fairly little	6.3% (1)	8.9% (19)	9.5% (71)
Not at all	6.3% (1)	0.5% (1)	2.4% (18)
Total Counts	16	214	747

20.4) Appreciation of diversity()

Base Question	Did not answer	No (Skip to question 2)	Yes
(Did not answer)	37.5% (6)	14.5% (31)	10.4% (78)
A great deal	31.3% (5)	42.1% (90)	37.2% (278)
A moderate amount	12.5% (2)	24.3% (52)	28.1% (210)
Fairly little	18.8% (3)	17.3% (37)	18.2% (136)
Not at all	0.0% (0)	1.9% (4)	6.0% (45)
Total Counts	16	214	747

20.5) Understanding of scientific inquiry()

Base Question	Did not answer	No (Skip to question 2)	Yes
(Did not answer)	37.5% (6)	14.5% (31)	10.4% (78)
A great deal	31.3% (5)	37.9% (81)	34.9% (261)
A moderate amount	18.8% (3)	25.2% (54)	29.2% (218)
Fairly little	12.5% (2)	17.8% (38)	20.1% (150)
Not at all	0.0% (0)	4.7% (10)	5.4% (40)
Total Counts	16	214	747

20.6) Social responsibility()

Base Question	Did not answer	No (Skip to question 2)	Yes
(Did not answer)	37.5% (6)	15.0% (32)	11.2% (84)
A great deal	31.3% (5)	43.9% (94)	41.5% (310)
A moderate amount	18.8% (3)	29.9% (64)	31.9% (238)
Fairly little	12.5% (2)	10.3% (22)	12.3% (92)
Not at all	0.0% (0)	0.9% (2)	3.1% (23)
Total Counts	16	214	747

20.7) Appreciation of the arts()

Base Question	Did not answer	No (Skip to question 2)	Yes
(Did not answer)	37.5% (6)	14.5% (31)	10.4% (78)
A great deal	18.8% (3)	29.9% (64)	27.8% (208)
A moderate amount	25.0% (4)	22.9% (49)	25.2% (188)
Fairly little	18.8% (3)	24.8% (53)	23.8% (178)
Not at all	0.0% (0)	7.9% (17)	12.7% (95)
Total Counts	16	214	747

21) 11) What is your present major(s) (or say "open major" if undecided)?

11) What is your present major(s) (or say "open major" if undecided)?
Political Science
Journalism & Mass Communication
Psychology
pre-nursing
Psychology
open major
Computer Science
Speech and Hearing Science
biology/pre med
English
Math
Communication Studies
Biology
Pre-Nursing
Studio Art
Environmental Science
Pre-business
Health and Sport Studies
business
Studio Art
Health and Sports Studies
Philosophy
English
Computer Science
prebusiness
nursing
Journalism, Political Science
Health and Sport Studies, Journalism and Mass Communication
Health Promotion; Dance
Journalism
Elementary Education, Theatre
Open Major
pre-business
Pharmacy
Psychology
Psychology
Sociology
Economics
MIS

marketing
communication studies
Finance
Spanish/Education/German
Journalism and Women's Studies
American Studies
pre-nursing
English
English/Communication
Political Science, International Studies
business
Biochemistry or microbiology, history minor (?)
Communication Studies
Nursing
Pre-pharmacy
Pre-medicine/Integrative Physiology
Marketing
Elementary Education
English, Journalism
Business
pre-pharmacy
Marketing, International Business
social work.
speech pathology
English
Biology, Psychology
Anthropology, geoscience
Pre Medicine
Nursing
Open Major
Psychology/English
Communication Studies
pre-pharmacy
International Studies, Spanish
Biological Chemistry
open major
Pre-Business/Accounting
speech pathology
Political Science
Linguistics / Computer Science
French, Political Science
Dance, Anthropology

Political Science/ Pre-Law
Spanish, International Studies
Pharmacy Interest
mathematics and statistics
pre-athletic training
nursing
Political Science/International Studies
Microbiology
Speech and Hearing Sciences
open major
Finance
English
Athletic Training
Elementary Education
Theatre Arts
Studio Art Major
English (have not taken classes for major yet)
Open Major
Biology
Management and Organizations
Psychology and Anthropology
English
Health and Sports Studies
Actuarial Science
MIS
Communication Studies/Business
Cinema
Biology
Health and Sports Studies
pre-pharmacy/biology
Marketing
accounting
Pre-Business and Psychology
Biology
English
Communication Studies
Biology
Biology
Pre-Business
Music
Sociology
open major

journalism and political science
Geography
Psychology, Philosophy
Psychology/ Health Promotion
Nursing
Business Management & Organizations
Elementary Education
Journalism, Communications
Interdepartmental Studies
CLS/Pre-PA
nursing
accounting
Anthropology, Religious Studies
Pre-Pharmacy
Biology
Marketing
History, Geography
Psychology, Health and Sports Studies
Open Major
art
biochemistry
International Studies and German
open major
Economics and International Studies
Physical Therapy
Communication Studies
English and History
Biology
English, Psychology
English
Political Science
Pre-Business
Nursing
spanish
Communication Studies
Elementary Education
studio art
biochemistry
elementary education
Biological Sciences
biology
Computer Science

open major

History

Pre-Journalism

biochemistry

Management Information Systems

Accounting, Finance

Political Science

Psychology

Journalism, Spanish

Open Major

open major

pre- nursing

open major

marketing

Psychology

Accounting

Elementary Education

Secondary English Education, Theatre Arts

pre-pharmacy

Geoscience

Pre-Nursing

Biology

Finance

International Studies

Nursing

accounting

chemistry

Business

psychology and pre-med

Finance

elementary education

Accounting

Pre-Business

English

open major

History

Biochemistry

Microbiology

Interdepartmental Studies

Cinema and Comparative Literature

History

psychology

Nursing
Bio Pre-medicine
Political Science and International Studies
english and art
bsn nursing
Nursing
Accounting; Political Science
Nursing
Pre-Business
Pre-nursing
marketing
Mathematics
elementary education
International Studies/Spanish
Nursing
pre-med, psychology, political-science
Spanish, Secondary Education
pre-business and political science
accounting and mis
pre-pharmacy
Nursing
open major
history and english
open major
integrative physiology
Accounting
pre-elementary education
Music Performance, Music Education
open major
Speech Pathology and Audiology
International Studies: East Asia
Elementary Education
Nursing
Cinema/Comm Studies
Biochemistry
psychology
Athletic Training and Pre-Physical Therapy
Mathematics and English
journalism, international studies
Spanish/ Pre-Med
1) Psychology 2) Art
Open Major

open major
art
Astronomy and Physics
open major
open major
Pre-Business
Theatre and English
English
Pre-busines (finance)
Biology
geography
English, Pre-Journalism
psychology
Finance, Marketing
psychology
Journalism
Business Marketing
Geography
Nursing
Biology/Psychology
Economics and Cinema
chemisty
Biology and Religious Studies
Bsuiness
Biology, Finance
English, Theatre Arts
pre-business
Spanish
Business: Undecided
Journalism
Biology
Political Science/International Studies
Communication Studies
Biology
open major
Special Education
Business
open major
Elementary Education, cinema
open major
Elementary Education
Pre-Law, Psychology, Sociology

Finance and Marketing
open
Cinema
Communication Studies
Open Major
Pre-business
Sociology, American Sign Language
Chemistry
biology
Communication Studies
communication studies
Women's Studies & Business Management
Political Science
Business Management & Health & Sports Studies
Health and Sports Studies
Music and Business
history
Biology
Finance
Finance
Business
I just declared myself as pre-optometry
Pre-Dentistry
Health and Sport Studies
History
Psychology
English Education
English
Chinese / International Studies
History
Finance
interdepartmental studies, health coaching emphasis
Open major
Nursing
mathematics and chemistry
Linguistics
Marketing
Biological Sciences
Accounting & Finance
Environmental Science
History and Political Science
Marketing

Elementary Education
Communications
Open major
Business Finance
Nursing
Biology/Pre-veterinary medicine (the box above would not let me uncheck it, I do have a major)
International Relations, Political Science, Russian
Economics
Communication Studies & Buisness
Political Science
Journalism and Mass Communication
Music Performance and Interdept'al Studies-health sciences track
History
BAS
"open major"
Elementary Education and English
pre- busisness
Political Science & Business
anthropology
Political Science
Dance
open major
Finance, MIS
Biology/Pre-medicine
Business
open
Computer Science
Psychology, secondary ed (social studies)
Theatre Arts, Journalism and Mass Communication
Business Management
Elementary Education
Finance, Economics
Biology - minor in psychology
elementary education
open major
nursing
open major
Physics
Pre Nuc Med Tech
Economics and Religious Studies
theatre arts major
Open major

Political Science, History
Liberal Arts and Sciences
Pre-pharmacy
Journalism and Mass Communications, International Studies
Anthropology
Psychology
Psychology
Finance
Journalism
Communication Studies & Health and Sport Studies
Business - Economics
Political Science
Political Science/History
Psychology
Pre-Nursing
Business
Pre-Business
Psychology/Spanish
Japanese
Art
Japanese; International Studies
psychology
Pre-Med and Biology
Elementary Education
Biology
French
Social Work, Psychology
Political Science
Psychology
English and Reading Secondary Education, Russian
chemistry
Marketing
PSychology
Music Education
English
health & sports studies
Marketing
Business
Business
Nursing
History
Marketing and Management

Interdisciplinary Degree (Pre Physical Therapy)
radiation technology
Spanish
Communication Studies
Finance
Political Science
History
biology
Business
Finance
microbiology
International Studies
Political Science
Computer Science
History
English
pre-pharmacy
PRE -PHARMACY
Neurobiology
History
BBA MIS
Chemistry
Communication Studies
open major
Geography
open major
open major
Cinema
Marketing
sociology
International Studies, Communication Studies
Art, English
International Studies
Political Science
Speech Pathology and Audiology
Journalism and Mass Communication and International Studies
communications
ENGLISH
Interdepartmental Studies Health Track
Business Management
open major
Health and Sports Studies and Communications Studies

Management and Music
Political Science/Pre Law
communications
Psychology
mis
Health Science
Elementary Education, Economics
art and communications
pre-pharmacy
psychology
Psychology/Pre-Med
Accounting
prebusiness
Anthropology
English
Pre-Pharmacy
fine art (studio emphasis)
Psychology
Journalism/Art
journalism and mass communications
political science, business management
Interdepartmental Studies with an emphasis in Business
Marketing
Biology
accounting
english, comparative literature
open major
Performing Arts Entrepreneurship
Journalism and Mass Communication
Finance
Interdepartmental Studies - Health Science
pre-pharmacy
Pre-Pharmacy
Pre-Pharmacy
Computer Science
Political Science, History
political science
Ancient Civilization and Religious Studies
open major
ancient civilization
elementary education
pre nursing

open major
Accounting
business marketing
pre-pharmacy
History
open
Theatre/Biology
elementary education
Open major
Journalism & Mass Communication, English
Nursing
Political Sci/Communications
open major- leaning towards business
Anthropology
English, History
Nursing, French
integrated physiology
Pre-pharmacy, Health Promotion
Nursing
Political Science, Mathematics
Psychology, Communication Studies
Psychology
Art (emphasis on painting or drawing)
history and anthropology
pre-nursing
soicology
health promotion and dance
Biology, Biochemistry, and Integrative Physiology
Chemistry
english
Pre-Nursing
Psychology
Physics, Astronomy
elementary education
Pre-Pharmacy
Japanese, Secondary Education
art--painting
English and American Studies
communicaton/business
pre-Business
pre buisness
German, Cinema, Communication

Business, journalism and mass communication, political science
pre-pharmacy
Business\finance
psychology
Pre-business
English
Finance
Microbiology
business
Biology
Journalism
Psychology
Anthropology
Hearing and Speech Sciences
Vocal Performance/ Elementary Education
english education
Marketing
journalism
cinema
cinema
history
Art
speech pathology
Accounting
Journalism and Mass Communication
Geography
nursing
Communication Studies
Sociology
English Education, Theatre Arts
Finance
Accounting, Finance
Microbiology
Pre-Business
business
open major
Marketing
Buisness
education
open major
Psychology pre physical therapy
Health Promotion

Theatre
Biology
Psychology
special education
Economics
Psychology
Elementary Education and Spanish
open major - leaning to business
art
Fine Art, Psychology
Biology
political science
pre-pharmacy
Pre-business
English and Journalism and Mass Communication
art and music
cinema and comparative literature
Art and Art History
Elementary Education
Economics
Finance
Finance, Spanish
Communication Studies
LSA
History
open
Actuarial Science and Mathematics
Communication Studies, Business
Accounting and Finance
Finance
Elementary Education
Art
Computer Science
pre-med
Political Science, English
music
political science, viola performance
Biology/Pre-med
Chemistry
International Studies
Pre-Journalism; Political Science
Biochemistry

Computer Science
Biology
mathematics
Psychology
Physics
Biology
English and Classical Languages
Elementary Education
English
Elementary Education
psychology
Biology, psychology
liberal arts, with a departmental focus on business and communication
Accounting
social work
accounting
pre-business
Communication Studies
biology
biology
art history
open major
Economics & Japanese
Art
Finance, Economics
Journalism and Mass Communications
anthropology
Accounting
psychology
Finance
Interdepartmental Studies, Business track
psychology
Film
spanish
journalism/political science
Business - Finance
Business
mathematics
Pre-pharmacy, health promotion
Elementary Education
Marketing minor in psychology
Open Major

Speech and Hearing Science
pre Physical Therapy
Biology
nursing
English
Pre-Pharmacy
Business
Communication Studies
Biology/Finance
Nursing
pre-Business
Accounting
Communication Studies
Linguistics
computer science
Psychology
American Studies
theatre and elementary education
Business and Art History
English, Education
Officially, I am an open major, but soon to be geography major.
Finance
Speech Pathology and Audiology
MIS
Pre-business Finance
english education
pre-business
Management and Organizations
Religious Studies
health sciences/ pre dentistry
International Studies
Theatre Arts
Psychology
Computer Science
journalism and English
English Education
Theatre Arts
psychology, communication studies
Social work and Spanish
Nursing
Major: Communications Minor: Global Health
Biological Sciences

International Studies
Biology (Pre-dental)
communication studies
Finance
Journalism
Neurobiology
Open Major
pre-business
Philosophy
Secondary English Education
Major: Communications Minor: Global Health
Linguistics, Music
Communication Studies
Marketing
Computer Science
Economics
Nursing
Pharmacy-Interest
Pre-Business, Sports Studies
Biology and Psychology
open major
Accounting
Finance
Speech and Hearing Science
open major
Computer Science
Anthropology
Psychology
sports studies
Marketing/Ent. Certificate
Business
Pre-Business
Finance and Political Science
political science, international studies
Speech Pathology and Audiology
communications studies, psychology
Journalism and Mass Communication
Business-Finance
pre-journalism
Elementary Education
Nursing
Social work

communication studies, theatre arts
Japanese
chemistry
Nursing
speech pathology/ audiology
open major
Open Major
Business Management
speech pathology/ audiology
Pre-Busniess
Nursing
Pre-Pharmacy (Intrest)
Business
Dance & Finance
Communication Studies
Business-accounting
English
music therapy
Nursing
Biochemistry
Spanish/Pre-medicine
Marketing Management
open major
Chemistry
Journalism and Sports Studies
Biology and Psychology
MIS
Business Finance/MIS
Management and Organizations
International Studies and Comm. Studies
Psychology
Business
computer science
Classical Languages
integrative physiology
pre-pharmacy
journalism/health promotion
History, English
Microbiology
English, Spanish, International Studies
French, Political Science
Music Performance

Finance
Music Education
Political Science
Management
Speaking and Hearing Sciences
accounting and finance
Marketing, Managment, Japanese, and Entrepreneurship
Political Science and Pre-Law
Psychology
German, Theatre, Biology
open major
Biology
Pre pharmacy
physics
Marketing
Graphic Design
Psychology
Business - undecided
open major
pre-business
Journalism
Pre-business
journalism
Philosophy and Economics
Spanish, Finance
Computer Science
International Studies
marketing
Management, Entrepreneurship
Dentistry
open major
Political Science and Philosophy
Nursing
Health & Sport Studies
Psychology
Sociology
Journalism
open major
Actuarial Science and Mathematics
art and music
enghilsh, theatre
Health Science Track with Pre-dentistry

PRE -PHARMACY
Biology
History
Communication Studies
open major
Business
pre-pharmacy
open major
open
Finance
pre-pharmacy
pre-business
biology, premedicine
open major
geography/economics
economics, french
cinema and art (studio)
Dance and Music(Voice)
pre-pharmacy
Economics and Religious Studies
Economics
speech pthology
Biology
Political Science
Accounting
Psychology
Communication Studies and Political Science
Psychology and Communication Studies
Pre-Business
pre-pharmacy
English
Art History
Biology
mathematics and statistics
Elementary Education
English, Psychology
Pre-Med and Biology
Political Science
accounting and mis
English, Religious Studies
Athletic Training
International Studies and Science Education

journalism
English
Communications and Health and Sports Studies
Women's Studies
Economics
International Studies
open major
Political Science
Psychology
Business
English
open major
accounting, management, entrepreneurship
Chemistry
International Studies
Political Science
Accounting
Nursing
Pre-Business
Pre-pharmacy
nursing
Biology and Spanish
Journalism and Business
biology/pre-medicine
nursing
Business: Finance
Management and Organizations
Political Science
Open
finance, marketing
business
Management Information Systems
ancient civilization
open major
Psychology
social work
pre-law and psychology
Psychology
english
Art
pre-business
Art Education and Geoscience

Geoscience
Journalism & Mass Communication
open major
open major
Religion
Pharmacy
biology and elementary education
Business - undecided
Communication Studies
economics
Political Science
Journalism
Women's Studies; Business Management
Business
Interdepartmental Studies - Health Science
open major
finance
Theater
pre-business
Integrative Physiology
English
open major
open major
Health and Sports Studies
finance
chemistry
Communication Studies
Communication Studies
pre-business
mis
psychology
International Studies
Finance, Entrepreneurship
Accounting
Finance
Pre-med
elementary education
Chemistry, Theatre Arts
Dance
open major
pre-med/psychology
Finance

Biology/Pre-med
Nursing
Prbusiness
Finance

22) 12) How many semester hours of class work have you completed toward completion of your undergraduate degree?

12) How many semester hours of class work have you completed toward completion of your undergraduate degree?

99

79

20

14

84

35

101

119

48/72 hour

3

20

107

12

13

74

80

20

76

17

78

120

86

24

18

47

12

49

all but 13

25

25

96

20

14

22

53

3

106

113

90

108

39

51 s.h.

48

104

5

48

87

135

69

54

15

100

15

80

27

111

47

101

44

33

113

64

45

15

78

32

30

100

15

15

105

33

60 hours

19

62

15

45

75

71

30

52

30

26

56

14

15

17

108

44

13

103

87

113

72

18

101

17

83

16

109

42

87

112

18

106

75

107

13

108

49

90

98

13

15

63

30

103

24

105

4

62

45

62

134

80

115

114

3

121

20

74

91

33

42

15

145

90

114

93

16

16

a lot

53

130

14

124

72

45

15 and 9

42

6

78

74

75?

60

7

28

22

41

15

121

81

82

45

23

18

26

20

102

112

46

16

58

14

30

18

47

90

105

81

15

110

1

112

154

60

110

60+

20

45

47

18

72

76

80

75

44

45

36

25

45

96

34

about 43

73

45

143

30

110

13

36

106

100

30

70

16

12

76

106

24

90

63

80

16

105

71

85

12

126

39

77

85

54

148

17

21

27

67

91

105

93

16

45

156

111

19

49

17

20

88

119

16

16

35

52

108

92

4

58

33

83

87

88

87

75

97

27

60

134

42

83

28

98

24

15

20

15

24

60

32

74

37

42

105

21

21

66

23

113

26

120

22

21

78

14

16

112

113

76

106

88

113

75

136

72

105

19

12

108

98

15

24

38

97

90

73

30

54

68

29

74

112

17

102

15

108

75 s.h.

142

114

93

119

72

120 +

29

16

14

25

21

4

108

2 years

73

51/28

44

101

13

108

53

66

70+

45

131

15

5

81

46

27

95

81

90

85

78

92

16

27

20

114

42

85

68

141

16

29

120+

12

15

100

60

14

15

114

16

About 90

107

41

44

18

15

18

43

40

16

57

30

104

20

81

69

34

94

27

70

212

91

72

120

50

6

47

79

79

53

30

28

105

over 120

60

116

93

123

6

125+

85

45

120

140

16

78

37

49

22

16

14

73

87

62

44

30/30

47

111

19

60

30

72

86

75

40

114

73

need 7

53

110

60

101

28

115

119

27

75

15

70

41

92

106

47

120

17

37

30

129

43

79

74

67

93

16

100

109

72

105

76

30

23

32

82

82

49

53

53

26

88

24

96

21

51

30

47

40

106

75

65

49

108

50

116

73

16

149

93

7

15

59

140?

30

75

119

145

139

75

98

71

18

73

151

164

84

28

10

22

60

27

63

93

141

33+

60+

47

70

161

35

105

85

30

131

105

80+

76

148

14

85

78

1

171

280

75

104

0

0

76

42

25

40

31

110

15

45

110

163

103

119

15

24

16

128

45

not sure

60

105

14

176

30

51

15

75

111

114

63

15

100

41

19

42

58

14

17

107

4

90

42

75

115

45

88

approx. 90

61

70

18

137

75

78

83

109

32

41

90

135

18

>100

22

6/12

120

112.0

62

17

47

157

90 or so

89

75

111

73

120

N/A

3

2

109

85

96

88

90

86

82

30

82

20

73

106

12

43

15

75

19

107

15

37

107

86

15

103

75

21

120

29

45

32

18

110

16

74

55

+100

30

47

120

109

48

99

15

80

93

30

47

15

112

27

85

74

0

17

109

124

92

123

84

15

110

109

16

59

112

113

77

78

49

114

44

97

109

12

90

48

32

34

about 85

78

133

108

98

73

50?

15

16

72

66

28

115

46

120

45

123

35

84

120

?? Senior

17

74

19

96

104

all but 7

74

108

45

44

60

15

8

67

85

83

14

60

25

48

74

60

15

98

16

44

47

72

16

85

a lot

30

113

50

8

14

59

114

60

100

73

116

88

38

46

65

122

78

45

111

59

16

126

30

23

74

54

23

83

16

135

Around 50

46

32

>150

9

60

46

132

9

75

62

105

21

21

45

29

66

79

90

115

27

53

77

111

22

15

16

2

101

Unsure

63

87

16

83

17

43

3

14

107

103

107

27

15

65

15

19

49

65

15

43

17

approx 60

105

26

85

16

141

74

25

22

74

40

38

90

105

16

16

95

52

25

80

110

32

20

79

94

77

146

3

14

76

30

62

15

105

14

119

90

12

112

24

67

51

155

15

84

50

56

15

15

142

74

22

100

36

92

close2done

16

119

30

115

51

56

115

60

70

15

111

90

25

10

80

79

15

29

1

13

196

21

88

113

27

75

113

18

82

15

114

84

30

23

33

24

15

103

103

45

99

119

42

70

98

78

80ish

90

95

51

53

91

17

27

100

75

12

63

90

9

23) 13) What is your sex?

Response	Count	Percent
Male	308	32.2%
Female	650	67.8%

24) 14) Please tell us anything else you would like us to know about your experience with your general education courses and how/whether they contributed to you realizing the central goals of the general education program at The University of Iowa (for example, the ones we have listed at the start of this questionnaire).

I do not think general education courses should be required in order to graduate. They force students to take classes that do not interest them and are only required so that students spend more money at the university.

Overall, good. I would have liked to have known about opportunities to pass out of some classes, though.

I really enjoyed taking the Art of Theatre class with Sean Lewis. He was a great professor. I don't think I could have learned as much as he taught me from anyone else. I was shy upstage and unable to do improv acts. After class with him, I feel I can do almost anything.

I found foreign language courses to be the most illuminating about diversity and foreign cultures, as well the area where my fellow students seem the least motivated.

I am currently in Interp. of Lit. even though I am a Senior. I have been putting it off but I am really surprised that its becoming my favorite class. I think this class will be very helpful in developing my critical thinking, communication, and writing skills. I also believe classes in my major do an excellent job of challenging students and pressing students to think critically.

I feel like many of the gen ed classes i have taken are worthwhile but some of them have negatively affected my gpa. i dont think so many should be required.

I would say that general education courses are interesting because they help you to get a wider variety of material and information. However, they are somewhat of a pain because you have to fulfill those in order to graduate and sometimes it is hard to get into certain courses, which can push your graduation behind. I would say overall I enjoyed most of my general education classes (minus the science and math section).

I'm good..

I am a transfer student.

Team Building as a one credit weekend physical education class was by far one of my best experiences at the University of Iowa. I wish I could spend more time with that faculty and in that kind of environment because it was a ton of fun and it really opened me up to being more positive and living healthier and more freely. I definitely wish more team building classes were available because they always fill up extremely quickly.

I thought historical perspectives courses could have included more intersting options, I LOVED rhetoric, I wish there were more health/wellness courses offered at the general education level

I feel that Rhetoric and other general education classes should be more scrupulous in who they choose as TAs, because some TAs I have had were horrible teachers, but on the other hand, some were very good and made me even more enthusiastic about what I was studying.

They are very valuable to me as an open major in helping me decide what classes to take in regards to being productive toward graduating and also exploring possible majors.

I feel that for the general education courses to be beneficial, the discussion section is very important. Most general education classes that I have taken do have discussion sections, however, the amount of actual discussion and student participation is severely limited. This defeats the purpose of the separate meeting time entirely, merely replacing it with another lecture period. I feel that if more was done to involve the students in discussion sections, the students would get even more out of the general education programs than they already do.

I like the gen ed program because its a great opportunity to explore different classes.

Not very many interesting classes in some of the areas.

Literature classes, and writing in them about books, plays, films, etc., have helped me much more with my communication skills than Rhetoric did.

General Education courses are only useful if you're undecided about a major. Otherwise they're just a waste of time. A decent writing course might be a nice Gen Ed to add, since students have to write a lot of papers in college, but the writing aspect doesn't seem to be emphasized in Rhetoric.

Dr. Erikson is the most boring professor I have ever had and I truely do not think I will encounter another professor as lifeless as he is when lecturing. I had him for general chemistry I. He just blabbs on without changing the tone of his voice and is very hard to want to pay attention to. However, I am not just complaining because I like sciences and chemistry. Dr. Thurston was an incredible teacher who was very willing to help you during office hours, unlike Erikson, and he was very lively and interesting to listen to during lectures. He made students actually want to come to general chemistry I lectures.

I believe the rhetoric program should be more standardized. It's not fair that an average student with a harder teacher be

punished for mediocre work while a poor student with an easier teacher and easier assignments gets better grades.

They seem to take up a lot of time that could be spent doing worthwhile things such as taking more valuable classes, volunteering, or getting work experience.

My rhetoric course was very discouraging due to the TA. He had his own agenda of "enlightening" his students by forcing his ideas and beliefs on the class.

I feel like the foreign language requirement--16 hours--an entire semester--is absurd. I feel like a lot of the general education courses were just going through red tape, and that I would have benefitted much more in something that actually interested me.

Gen eds should be banned. They have nothing to do with many of our majors and I think it is stupid we have to pay for them and then get bad grades in them if they aren't interesting at all or even come close to our majors, which those grades bring down our GPAs and then we can't get into our programs because stupid gen eds ruined our GPA. Thanks a lot gen eds! you suck!

Rhetoric did not aid my education, however I know of other cases where it was an enjoyable class. The department needs more uniformity.

Accelerated Rhetoric was great for introducing the methodology of paper writing in a University Environment.

Rhetoric I is useless.

My Spanish teacher last semester was a very good T.A. because he took in everyone's needs and applied to our class while challenging everyone at the same time. It was a challenging class but I learned so much more. He was the best Spanish teacher I have ever had. [Ryan Dehner]

People routinely complain about general education courses, but a university is not simply a factory designed to churn out trained candidates for employment. That is (presumably) why we have technical/trade schools. At a liberal arts university, it should be expected that students will be required to take certain courses that do not fit within the strict requirements of their major. This is a Good Thing. Personally, I think every student should be required to take Latin or Greek, Philosophy, and Art History in their first year, but that's only because I get tired of seeing barely literate, uncultured imbeciles walking around posing as college graduates. That's a rant for another time, I'm afraid. The point is that GERs are good for you, even if they don't appear on the surface to make you a better business major or whatever. Everything we are exposed to is good for us in one way or another - even if it's just to realize that we hate Poetry or think Philosophy is a waste of time. If the results of having your horizons broadened are not apparent to you at 22, when you hit 50 you'll appreciate being forced to take the classes you thought were boring so many years ago. To sum up, GER classes are like vegetables - everyone hates them, but they're undeniably good for you.

the general education program has helped with my understanding of my major and the different areas of study.

General Education courses are a nice break from major courses, but do not really offer much else.

I have had a good experience so far with the general education courses that I have taken and find that they have strengthened many aspects of my thinking.

Obviously, a liberal arts education must include sufficient background in areas other than what is covered in a given major. I think the general education requirements emphasize this. Your stated goals seem to be what students should come away with after graduation, and not necessarily from any one gen ed category. I think that is an important question to ask in a survey like this: "how do you feel your education overall has contributed to the following..."

I wish there were more choices for Historical Perspectives.

I would like for more of the historical perspectives courses to be recognized by the business school in fulfilling major requirements. It is important that the business college recognize the need for business students to not only be business savvy, but cultured individuals as well.

I felt that overall the general education provided me with a great deal of each of the above categories, yet I felt that some it was tedious and not tailored to my liking. Overall, I have learned a lot from the General Education courses that have opened my eyes more than past experiences and courses.

Need to focus more on social responsibilities, and there also needs to be an update on the contents that we are learning.

Helped me to decide if I was indeed in the right major for me by exploring other areas.

Specific classes really made a difference in how I answered the questions. For example, I really loved my Accelerated Rhetoric class, and I learned a lot from it. Another example is that I took Introduction to African-American History, and disliked it very much (mostly due to the professor). Since that was a Cultural Diversity Gen Ed, that one class affected how I answered the questions. Had I taken a more enjoyable class, it would have contributed to my growth more.

In terms of critical thinking, communication skills, social responsibility, and life of the mind, the general education classes I took through the philosophy department were by far the most rewarding. These included Philosophy and Human Nature for

historical perspectives, Intro to Ethics for humanitites, and Intro to Principles of Reasoning for quantitative and formal reasoning. In most courses, you can float through with memorization and flowery rhetoric, but philosophy demands more from you. I think everyone should take a philosophy class at some point.

Some of these courses seem paticularly hard when the professors do not realize they are beginners level, or GENERAL education courses. A lot of the instructors preferred to go into too much detial, like they would for a major course.

I am very impressed with the classes in have taken in the foreign language. The department has offered a very diverse and challenging learning experience. I have developed a greater understanding for the meaning of culture and how to incorporate these ideas into my future classroom.

I believe that the General Education courses at the University of Iowa force students to broaden their horizons. The most powerful purpose that these Gen Ed courses provide is a change in studies for those people who are already very specialized in their studies like a nursing student.

I like it

The quality of rhetoric classes seems to vary widely; while I thoroughly enjoyed my section and felt I learned a great deal, I have friends who acquired few if any of the critical thinking and communication skills that I believe are crucial goals of rhetoric coursework. Given that rhetoric TAs appear to have wide latitude to choose their subject areas (which I don't at all disagree with), it would be helpful if students could know the general theme of each section at the time of registration. I believe this would increase the likelihood that the rhetoric requirement would more fully meet its goals.

I really think it's important to learn a foreign language, but really have problems with it being REQUIRED at the college level. This should preferably happen in elementary school (I know that's not within the university's control). I don't feel like I've gained much from those classes. I'd replace the foreign language requirement with more Cultural Diversity, and Health/P.E. classes. Let those that wish to learn foreign language, do so on their own accord. I hate that it's required.

I don't think this is a very good survey. Lumping classes together into very broad general categories makes it hard to answer them in an accurate manner.

Although I have come to appreciate diversity more and my interest in the arts has increased, I feel that I have had very little improvement (if any) in the area of Natural Sciences. I have taken 2 courses in this field of study at the University of Iowa and have been disappointed by them both. The teaching styles need to be more varied so that students from different disciplines and with different styles of learning can understand, learn, and thrive in General Education courses.

Gen ed courses should not be required. Their requirement is an overall waste of my time and money considering I could have graduated over a year ago if it were not for them. I think courses required for the major accomplish the above goals as well, if not better than gen ed courses. I have enjoyed multiple gen ed courses I have taken over the years, but those are courses I would have loved to take regardless of the requirement. What is frustrating is trying to find a course that is of interest and is not mind numbing AND fills the gen ed requirements. I would have much rather taken 3 or 4 more economics courses or international studies courses, rather than the gen ed courses i had to take.

The reason I marked many very littles in the Historical Perspectives class is because I just started it this semester.

Some of the courses were very worthwhile and helped develope my overall education. Other courses, such as accelerated rhetoric and interp. of lit were very similar as my high school classes and did virtually nothing for my overall education.

Many of the GEP subsections have classes which are too similar, and if a student would like one, would like all, and vice versa. Too many math teachers don't have an acceptable fluency in the English language, and are difficult to understand.

I didn't really like the general education program. Often times I felt I was wasting my time as the students in my classes didn't care enough about the subjects (since many of the subjects had nothing to do with their major) to put any more effort in than they had to, participate, or even show up. Also, I felt that while many of my professors had a great deal of knowledge about the subject they were teaching, many of them were not good teachers and had a hard time teaching students different concepts or holding their attention. I think a lot of this is due to the fact the things we are learning in many subjects is not knowledge we will need again.

Some of these courses seemed like a waste of time, especially when most of the people in the class were taking it just to fulfill a general education requirement.

In all the general educations that i have chosen to far, they are pretty good to me. The calsses help me to understand more about the world and not just about my major.

the gen. ed. program has been more useful than i would have predicted. i discovered, through the gen. ed.s, what i would like to pursue in terms of education.

I think that general education is a waste of time because you learn the material one day and you forget about it the next day.

its great

it shapes you to a well rounded person.

Even though I hated some of the classes, some of them helped me realize what I might want to do for a career. I think that is one of the central goals of the general education program.

I'm a transfer student to Iowa, and so far I have loved it. The classes have been great and its a great fit.

I do not think that Rhetoric is a bad class, but I had a bad experience with it due to the instructor I had.

In my experience, the general education courses I have taken at The University of Iowa have been exceptional for the most part. However, I think it would be worth re-evaluating many of the humanities courses. I put more time into my Humanities course than I did any of my other courses, and I feel as if I took the least from it. I have talked to many other students that had the same experience as me.

General Education classes are nowhere near as challenging as the classes for my major. This is true for two reasons. First, the classes for my major cover more specific topics and can probe individual concepts in greater detail. Second, the students in my finance classes have proven themselves that's why Tippie accepted them. The students in my "gen eds." hadn't yet proved themselves. They may have been accepted into this University but not necessarily into Tippie or any college on this campus.

na

I personally seen them as slowing me down from reaching my goals. I came into this university working toward a cinema major, not to take High School over again! If I wanted to take formula reasoning (statistics) I would have went into actuarial Sciences! I feel I am with a lot of students when I ask.... WHY do we still have General Education?!?

Actually, I greatly miss the experience that I had in the College of Liberal Arts. I enjoyed the critical thinking and discourse and go out of my way to encounter classes with these qualities even now, although I often feel that I have to go outside the College of Nursing to experience them.

my own life experiences have directed me to the university for a nursing degree.

I think that most of the general education requirements don't apply to my major in particular. I get a lot of cultural diversity in some of my nursing classes learning about individuals from different backgrounds. I understand that getting a well balanced education is important in doing well in life, but I think that for some majors, the gen eds are just fillers to get more credits when the time could be better spent doing something that will further benefit the person in the long run.

The Rhetoric course should be reworked so that there is more continuity among the different sections. I feel I learned very little in mine, but from hearing other peoples' perspectives it sounded like their sections were not only more interesting, but that they had also learned a great deal more and found the class worthwhile.

While I feel that the idea behind the General Education program is valuable, I also feel that the quantity of classes, especially natural science classes, can make things very difficult for students who already know what major they want to pursue or who want to take other electives. I feel that there is too much of an emphasis on the natural science component and that perhaps more classes should count towards fulfillment of Gen Ed Credit (especially higher level courses for students who tranfer in AP credit) in order to give students more options.

I would prefer that they eliminate the Rhetoric requirement for transfer students.

Some of the General Education courses are also geared towards certain major requirements. It would be nice if some of these courses were for "non-majors". For example, I like science, but I felt intimidated in the science courses I took because there were people in my class who had more experience. It would be nice if there were sections that were for the people who were rusty at certain areas because it was not their major. Feeling intimidated also kept me from taking classes that I was interested in because I felt that they would be "too hard".

I felt like I got lucky with good T.A.'s. It still seemed like a requirement that had to be fulfilled, but I like school generally and appreciated the choices offered.

I am a transfer student with my AA, so the only GenEd courses I took were merely for the credit hours, not because they were required.

While you are taking them no one likes them but Gen Eds are useful in creating a well rounded education. Maybe allow students to do volunteer work in exchange for 3 hours of credit.

The classes I have found to be most useful in my educational development are ones in the Humanities and my Speaking and Reading class. They helped me to develop almost all the skills listed above, except for "understanding of scientific inquiry," all of which (except for scientific inquiry) I used later in my English and math majors. My only natural science class did challenge us in this category, but because it was a general education course it wasn't very stringent or challenging in our lab work. Overall, I would say Iowa's general education program did a wonderful job fulfilling its goals in my education here.

The Humanities course that I had taken helped me get prepared for future courses thatI will be taking and it heped me increase a lot of the qualities needed when working on an assignment for all of the rest of my college courses. I really enjoyed my Fine Arts course. I am glad that the universtity makes us set have General education courses because they really help make decisions on what other sort of courses and things like that thatI will want to explore in the future.

I think that gen ed requirements should be lessened so that students have more of an opportunity to add another major without having to stay in school for extra semesters. Instead, encourage diversity in the education that would contribute to the students major area. I would have liked to take chemistry, but because of my major requirements plus the general education requirements, I would have been overloaded if I had attempted to do so.

None of this survey is reliable. I believe that if course loads and course content were focused as the honors program is focused there would be a more concentrated, more intelligent student body better prepared to succeed in the real world. A general education program is the basis for Grade school curriculum, not for the young men and women attempting to pursue a career in a field of their choice. Also, the advisor/advisee system is to generic for some majors and the advisor may be overloaded with advisee's, thus it is more the advisee's responsibility to seek that help that may or may not be made available to them by a busy advisor. The advisor's should seek out the student for it is the student that may lack the knowledge or is too arrogant to pursue assistance.

Rhetoric and Interpretation of Literature are very important requirements.

personally i think for student of a specific major, general education is for personal interest and fulfillment and for understanding the world better. so it's quite necessary.

College of Liberal Arts and Sciences has opened my mind to things I never would have thought of or considered studying.

The general education program consists entirely of electives whose importance is blown way out of proportion. If no general education program existed I would most likely avoid all of them and actually be able to focus on my majors and take the classes I actually want to take and have a vested interest in, as opposed to things which do not make me a "more well-rounded" student that I am forced to take for no reason

NA

I think their great, you learn alot by having to figure a lot of it out on your own.

I like the Gen Ed program...after taking a few religion classes to fulfill my Gen Eds, I decided that I liked it enough to major in it.

So far I think the general education courses are well planned and have very useful information.

My only gripe is with the foreign language requirement. I think that it should be required to get in, but optional once here. Requiring a foreign language as part of the GEP will cause students who do not wish to take the language to not try.

The gen eds have given me a look at what else is out there. I'm more well rounded, so to speak. They have also wet my appetite for other fields of study.

I don't feel that it is necessary for students to take both Rhetoric as well as Interpretation of Literature when students do virtually the same thing in both of the courses.

I think a lot of the time, the quality of the class really depends on the teacher and how well they understand the students and communicate effectively with them.

So far I have had fairly pleasant experiences with my classes. Each one has introduced a new skill that I have or will use in my future career endeavours.

I don't really agree with General Education programs. I understand the value of a "well rounded" student, but it makes more sense to me if you go to college and take courses for your major ONLY. I don't want a well-rounded spinal surgeon operating on me. I want one who knows what they're doing. Especially in my case... math and sciences don't relate a whole lot to my cinema major. They aren't really helping me.

I may not have liked all the gen. eds. but they were useful and I like being well rounded.

My scores should not reflect poorly on the quality of each class. I have a pretty diverse and well cultured background so "fairly little" isn't to say I don't have a solid "appreciation of the arts" (for example) but the class had little to "contribute" to my level of the various items in question

As much of a pain in the butt as general eds are, it becomes very apparent why you take them as you get closer and closer to graduation.

in some undergrad classes it is hard to find help for particular subjects either due to conflicts in time between TA and student. it would be nice if all TA office hours would be posted regardless of which section they teach.

I was very impressed with the Spanish courses that I took. I felt that were much better than what I experienced in High School. I was not impressed with my Chemistry class. I felt like the discussion sections were not helpful and it was very hard to understand. The Issues: courses I took were also not as productive as I would have liked them to be. Otherwise though, I felt the rest of the general education courses were well worth the time.

rhetoric is one of the most worthless classes I've taken. The focus needs to be on actual rhetorical argument and how to make proper arguments. everything i did was the very basic from of speech or paper writing, almost no knowledge of how to construct and defend proper arguments is taught, at least not by my professor.

I think that the general education requirements are good for an all around education and to help you decide what you are most interested in. I don't think it is necessary to have to take two Natural Sciences and I have never understood that requirement, but I agree with the rest of the requirements and think they are helpful all around.

Everything I learn from a Gen Ed course is forgotten when the course is over because I won't ever take a course to build upon what I learned, so the information is mostly forgotten.

I thought my Gen Ed classes were, for the most part, a waste of time. They were not in my major and therefore not interesting to me. Overall they hurt my GPA because I was not interested in the classes I was taking.

I think the amount of gen eds credit required in each area should be lowered so that people can take more classes that they want. Maybe only have elective gen eds.

They gave me an understanding of what areas that may interest me more than other.

I loved Age of Dinosaurs!!

The classes are often set up very basic lecture, section, multiple choice tests etc. When you take them as an upperclassmen you feel "babied." I wish they could allow you more freedom and creativity.

While some classes I have taken were a little off-base as to my interest, ultimately I do feel that the general education courses were straightforward in helping me realize the central goals of this university.

While I understand that Gen Eds are necessary and useful, I feel an even broader array of classes should be offered that can more easily be tailored to a student's interests.

My general education courses were much more difficult then my major courses in the College of Business. I found it difficult to communicate with others in this class and the classes were much to large and did not really care if the students learned the info or just got through it all.

I took most of my general education credits at a community college where the class sizes were small, so comparatively the large lecture hall classes were a little unnerving. I appreciated the fact that there were discussion sections accompanying the large lectures. It made it easier to ask questions and learn by participating (answering questions and discussing readings).

I did not care for most of my General Education courses. To me they unfortunatly were boring and had almost no interst to me.

I like the variety, although the upper-level courses have been quite a challenge. I have taken a lot away from these courses.

I think computer analysis is a waiste

I am disappointed that science courses are not a choice when selecting distributed gen ed courses. I would have liked to pursue more science, but it would not have counted toward my degree. If the point of gen. eds is to give everyone an overview and broaden understanding, why are math and science courses excluded from the distributed gen. ed. requirement? If "understanding of scientific inquiry" is one of the goals, why exclude the two divisions that are most scientific from the distributed requirement? Thank you for reading my comments.

The TA's are all pretty good but the professors are incredibly boring. They need to have more interaction with the class during lecture to keep it interesting and peoples focus.

I enjoyed the Gen Eds because they offered a variety of topics, some of which I do not get exposure to in the business world. I really enjoyed Interpretaion of Literature and the type of critical thinking I used during that course, I use on an everyday basis. As a side note, 6F:100 Intro to Financial Management that I took as a core business class, I think is a valuable course for anyone in any major. It deals with basic financial matters that everyone will have to deal with in their life, such as taking out a loan.

Although the General Education courses I took were very helpful, they somewhat hinder my career goal requirements since there are so many required courses for Gen. Ed.

I selected no to the Foreign language section because I have yet to be able to finish a full semester of any language that I have tried, and I have attempted three separate lanuages, I feel that the amount required is excessive.

I have enjoyed almost all of my classes at Iowa and retained at least the major concepts and ideas from them. However, I honestly cannot think of anything rewarding and useful that I got out of rhetoric. I learned much more, wrote better papers, and read better stories/books in my high school English classes. I thought the speech portion of my accelerated rhetoric class would've been much more helpful had we been able to talk about something personal or meaningful to us, rather than giving what was basically a report read aloud. I even think that part of the class took away what skills I had gained the year before in high school speech.

I think 9 hours of science courses is really not necessary.

Foreign language requirement is confusing and doesn't really help non-majors.

I took Honor's Rhetoric which I feel may have provided a different experience than other classes. Quest for Human Destiny

was a great gen ed. class. I also feel more students should be encouraged to take a philosophy course to engage in thought to a greater extent.

well i have actually learned quite a bit, and i realise now that i am smarter than i was at the start of the year. so you guys must be doing something right :)

I feel that in general, these courses are seen as useless for our actual goal. Therefore, students do not make a great deal of effort for these classes and thus do not get much out of them.

the rhetoric and interpretation of literature courses have if anything hurt my ability to write a proper scientific paper.

Certain students should be allowed to exempt rhetoric. While I didn't mind the class, and I thought I had an excellent instructor (Megan Knight), I didn't feel it enhanced my education all that much. I was a strong reader before taking the class and had a lot of practice in the sort of writing/argumentation the course taught me from my years in high school and college debate.

So far I have really enjoyed my general education classes at the University. I have had some pretty good instructors and professors as well. I hope to major in Elementary Education after my gen eds are done, and I wish there would have been more general education classes having to do with Education to choose from. The only other complaint I would have is that all my Professors and instructors with the exception of one, has talked about how they rarely give A's and that it is extremely hard to get A's in their classes. It would be nice to know that they see the hard work being put in, although I understand their feelings on quality of work. My point is, I wouldn't consider myself an exceptionally smart person, but I work harder than the average student, therefore producing quality work that deserves good grades.

General education courses may seem easy, but they require a relatively large amount of work. Even though some can be difficult, the information learned is well worth it!

The only complaint would be the inability to get in all the courses you wish.

My survey can be somewhat unfair because almost all of my classes have been science related. Thus, I tend to rank classes that will help me with knowledge of my career over classes that make me a well rounded student.

Some are ridiculous- Gen ed classes should not be hard for an average student- but they were made difficult for me due to the lack of structure. Now, I am living with the consequences in my GPA and have lost my scholarship. Its not that I got terrible grades, it is the problem of a teacher telling you one thing, and then giving you a whole different grade. Needless to say, I hate almost all gen eds. The goal is to diversify I thought- Not torture you.

Well, this school has screwed me over three times when I needed to get into vital courses for my major to stick to my 4-year Plan timeline, which makes the agreement I signed with you people when I enrolled something of a joke. You've never been supportive of me and I don't like this school's administration very much and, after the tuition hikes you've stuck me with, I don't foresee ever donating money to you. Screw you, University of Iowa.

They are okay, I wish there was a bit more variety on various topics of the now and the future of the world around us.

Sometimes, it might help to have teachers (TAs) who care more about what they teach and whose English is a little bit better. It is hard to follow a course in Arts or Rhetorics when the teacher hardly speaks English

I think the general education courses are important in introducing new students to college life. By studying a vast array of subjects, new students can become more selective in what they want to focus on as a major.

I would like the University to take into consideration the learning returning veterans have from foreign service and grant an exemption to the History -Cultural Gen Eds

i think the spanish program here is really excellent. taking spanish here made me realize how valuable knowing a second language can be

I am just a freshman so I don't have a lot of experience.

I think they are good to take because they help you discover (if you're unsure) what you want to do. They also make sure you are a well rounded individual.

I've learned a ton because they have made me experience areas that i resited before. People in professional development programs miss out on this and it is often times very obvious.

Although my gen-ed courses have not contributed a great deal to my overall knowledge, I feel that the Professors care more about teaching and their students learning. My experience in other Colleges (ie College of Business) has given me the impression that the faculty find the students to be more of a burden or an obligation. I understand that the University of Iowa is a research-oriented Univeristy; however, I feel that I (as an undergrad student) am a thorn in the side of many Faculty members. Getting back on track - the bulk of my gen -ed classes, all of which have been in CLAS, have given me a positive feeling about the University. I have learned a reasonable amount (not alot, but that is what I expected with *General* Education courses).

I think they press too much information into the little time that we have in class. If we are to get a full understanding more

time needs to be taken with each subject.

Most courses helped me have a better understanding of successful communication.

The general education courses are the classes that should be offered to undergrads that don't have an idea of what they are going to major in, but for those that know what they want to study, they should be allowed to take lower level classes within the concepts of their majors to satisfy the requirements.

I really enjoy all of the humanities courses, and also courses dealing with understanding culture. I think the university has great Anthropology courses! I started out taking mostly business courses but gradually switched over to anthropology-related courses and I find them so interesting and taught very well by the professors.

I feel that some were a waste of time because of lack of interest/major. for example, I am not interested in science or history.

I think general education courses are important because they allow a student to explore different options for classes and see what they would like to study as a major

I have become extremely informed in world issues since I have transferred here.

I think general education is important. The teacher really depends on the outcome of the class. A bad teacher can change your mind on the class very easily.

Many general education classes seemed like a waste of time. Professors are not passionate about what they are teaching.

I felt that the major courses I have taken, have facilitated growth in my learning processes much more than any General Ed. class I was required to take. It was my experience that my Gen. Ed. professors and TA's had little passion about their subject areas.

Helpful with deciding on a major(s). Too much science requirements.

They are a good way to determine what interests people if they do not know what they want to major in.

I think required courses are a waste of time for the most part. The amount of useful information I could have taken away from courses that I wanted to take would be much greater. I'm just not going to learn about stuff I don't want to. I can memorize it for a test but I just don't care in the long run. Instead, let me take classes that I want that I will get something out of.

I think that it is a waste of time to take general education classes over topics that have nothing to do with my major. I think rhetoric and Interp of lit should be general education but science and history?? I don't think that it is needed. I think it is just a way for a university to make more money.

I think general education classes are just as important if not more important than prerequisite coursework, because they give students an opportunity to learn diverse fields of knowledge that they otherwise may have disregarded. I feel my general education classes were extremely beneficial to my college education and molding me into who I am today.

Most of the gen eds were taught by TAs. A lot of those TAs had chips on their shoulder. They seemed to punish the class with their work load. Classes taught by professors had less homework, but the hw had more of a purpose than the TA's.

It all depends on the instructor(s).

Journalism and art majors make me appreciate art and life and give me more of a sense of responsibility in the world.

I don't think it's necessary to make students take two science classes. I think one science with a lab is enough. I have mixed feelings about general education programs anyway. I know a lot of kids come into the school with no idea what they want to be doing or what classes to take, but I think strictly regimented course schedules for the first two years aren't necessarily a good thing for all students or even most students. Why not let us specialize in what we love, what we'll actually use in our careers for the rest of our lives.

Sorry have taken very little general education courses at UI.

General education courses are difficult to rate because I am definitely more interested and involved in some areas rather than others. Whether I am interested in them or not, I am forced to take them to obtain my degree. I also don't feel you can use the same set of criteria to evaluate Rhetoric in comparison to Natural Sciences. They involve too different subject matter.

I switched majors 5 times.

The Variety of programs is pretty good, but there should be more literature choices.

Requiring two natural science courses is unnecessary - one would have sufficed.

I did not have any idea what I wanted to study when I first came to the university. The general education classes helped me to decide what really interested me and what field of study I wanted to go into. My parents wanted me to be a pre-pharmacy major but after taking the gen ed science courses I knew that it was not going to make me happy so I pursued classes that I enjoyed instead.

NA

Through rhetoric I, II and interpretation of lit, I learned a lot of writing skill and how to express myself.

Western Civ III is the worst class ever, the grading system were extremely unfair. The TA and lecturer aren't on the same note.

foreign language should not be 2 years that is too much for someone who does not want to pursue a major in foreign language. A year would be enough for someone who only wants a little more would be for people who want to pursue more of an education in that field

Definitely ever course I have ever taken at the U has made me consider a different aspect of my world that I maybe hadn't before.

Gotta love the U.

N/A

While I think I would choose different classes if I had to re-do the general education courses, I think all of the requirements are very important as they correlated to expand my perspectives, even in relation to my majors.

I think all foreign lang major students who take a lit course should be exempt from the CLAS Interp of Lit gen ed: it's the same thing, only in a different language

Most of the general education courses I took at the University of Iowa were less challenging than the coursework I did in high school. Enrollment rates are so high it is nearly impossible to get any sort of substantive feedback on work or develop rigorous critical thinking skills. Courses seemed like they are targeted to the lowest common denominator of the undergraduate population. I feel that this severely undermined the quality of my education. Perhaps offering more honors sections or raising tuition would begin to alleviate some of these problems.

As much as I recall hearing some of my peers complain about it, I think Interp of Lit was one of the best experiences I've ever had, academically. (Perhaps it's hit or miss with the section/TA?) At any rate, it taught me to think with more depth or breadth than I'd ever been asked to previously, without sacrificing enjoyability.

Rather than talking about many topics, general education classes should talk about one topic, but go into great depths on the topic. I think that some professors want to say as much as they can about a topic (comprehensively), however, if students are truly interested in the topic, they will continue their interests with additional courses. These courses should strive to teach skills useful to learn material in any class, not just the specific discipline. In this way GE courses can serve what I believe is their main purpose, to teach people how to think critically.

I got through most of my gen-eds in high school, and I view that as a God-send. I hate gen-eds. They all have the tendency to lower class standards to the lowest denominator. Additionally, I believe that I can pick classes in a way that will make me well rounded much better than the University of Iowa.

I took women's studies in the winter of 2006 and it was the best class I have ever taken. I feel that this was the only class that I learned practical, current, and historical issues that relate to my life right now. I can't stress how much this class affected me, and my outlook on my world around me. I took this class with seven other people and almost all of us became friends because of our time spent discussing real events and real feelings about society. I would recommend a class like this to be taught in small class sizes to really benefit communication. I have never talked so much in a class before this one. We covered so many topics about everyone, not just women, and I feel that the title scares a lot of people away from enrolling in it. They think "feminist" "man-haters" etc... we even talked about this in class.

I didn't have to take the actual 'interp of lit' class, so I based my answers on all the different English courses I have taken which deal with the interpretation of literature.

In my experience, I have found that a main goal in taking these Gen. Ed. courses is to become a more rounded, or cultured individual. While I think it is important to require a certain amount of these courses, the current curriculum has focused too little on advancing knowledge in one's own career. I feel my experiences outside of class have shaped me to be a much more cultured individual than any class ever has. Being a senior business major, I was very disappointed in the amount of hours that are required for non-business courses. These courses are of interest to me and will help me to achieve my career goals. However, during my last semester here at the university, I am required to take 3 non-business courses; 3 courses that I have no desire to perform well in. I would like to see the curriculum changed such that an individual taking only the required amount of credits to graduate will have the option to complete all of his or her major electives without worrying about getting enough non-major credits to graduate.

I really like the general education courses because they help contribute to my overall (general) knowledge.

I didn't learn any new basic skills through my general education classes that I hadn't already learned in high school and in AP classes.

It was nice being forced to take non-major classes, it made my degree more rounded.

The teachers that I have had so far have made classes both enjoyable as well as interesting and difficult.

I have only taken sciences courses through the UofI, but they have been phenomenal. As I seek a second undergraduate degree, I miss the diversity of being a first-time college student, but the sciences keep me busy and I do learn quite a range of things.

Some of them are "too lowan", or rather "too ethnocentric" and deal with cultural and racial diversity with very ignorant and textbook themes.

The "Understanding of world complexity" and "Appreciation for Diversity" categories seem to really be emphasised in the courses I've taken.

so far so good

so far so good

They give me a lot of different perspectives on other areas of study.

Totally and completely pointless. Waste of time, taken seriously not even by the open majors.

Courses in common as a freshman was a great experience.

na

It always amazed me how general education and elective classes still fit together with other classes even my major classes. It seems no matter what I always learn something in one class that I can use to better understand the topics in another. This happens in classes that you assume to never be related in any way. The classe I took the least as far as general education was rhetoric and that seemed to be because it was so much dependent on the teacher to what he/she would require and focus on.

The Spanish program is the worst. The book is terrible, the syllabus is terrible. I didn't learn anything about the language. It would be better to have culture classes without the language portion.

I think General Education courses are sometimes a waste of time, and are frustrating when you know that what you are taking does not pertain to your future major.

My Professors swear profusely and talk as if bad behavior among students is highly acceptable and encouraged. It is highly unprofessional and unnecessary.

I think that a student's excellence in GE courses really depends on his or her ability to relate to the professor's teaching manor; and having a good TA is also key.

I appreciate that the University is trying to push things like diversity and critical thinking, but I would like to see an expansion of that empahsis. I would like to see the University develop skills like group relations/problem solving and thinking on your feet as well as more basic business etiquette. I think these types of skills would benifit all majors (not just business majors) after graduation.

Each class had it's emphasis from your scale, like more towards the leaning of appreciation of the arts or life of the mind... but the value of these I was able to experience when crosspollination ocured. When science meets psychology for example, or art meets business. This was when I began to understand the complexities. My greatest complaint is that each of the colleges, be it Trippi College, or College of Fine Art or any on that note, felt alienated to another college. I feel a better education would push for the development of programs that will bridge those gaps. Since in the end we will leave college with the intention to use our skills as a whole, not segregated like our differing programs.

I think encouraging students to take courses that are completely unrelated to their major is really helpful. It makes you more rounded as a student and maybe helps you to find a minor.

I think that general education is very important in earning a degree. However, I do feel that the classes offered in each area could use more depth. A lot seem to be the same type of thing, and if you're not interested in one class, the probability of being interested in the others in that department are very slim.

I am currntly taking Interpretation of Literature and I already feel it will be beneficial. This is mostly because my teacher is good at teaching. However this was not the case in Rhetoric. I didn't feel I learned anything in that class because of the poor teaching skills and lack of academically challenging materials and assignments.

Rhetoric helped teach me how to write better and helped me break down my fear of speaking in front of a class and I appreciated these, but otherwise I do not feel like I gained much from the course.

It feels like a load of gen ed's and not enough time for one's major.

General education classes are very fascinating and that is why I have chosen to major in LSA. I feel it is extremely important to get an education that encompasses several areas of study in order to expand ones knowledge of the world around them.

I think it is necessary to take a wide variety of classes in different areas and I found the majority of my classes to be useful and informative, however, it is not necessary for everyone to be required to take four semesters of foriign language. It is not something that I am good at, and has caused me countless problems. Foreign language has hurt my GPA and has caused

me to be behind in graduating, which I don't think people realize how damaging that is financially. If it is something someone knows they will never use and it not interested in, why should we be required to take four semesters of it? I can see two semesters, OK, wasting a year and only a couple thousand, I can stand. But honestly struggling with something for over two years is a bit excessive, and trust me, the focus in these courses is far from the "appreciation of diversity" I hope someone takes this seriously and spares others all the headaches that the foreign language requirement has caused me.

Some courses seemed unnecessary and too similar to high school classes, such as rhetoric.

I sincerely enjoyed my rhetoric class and would like to take more communications classes because of it. My first semester was very well-rounded thanks to Courses in Common and the Gen Ed program.

Most of the courses at the University are fine. Sometimes I wish some of the instructors were more experienced with the English Language. Sometimes the accents can be a barrier to understanding concepts in courses.

The general education courses at Iowa have basically been hell. They are nothing that interest me and I will never use the information I have learned in them for my job that I will have in the future. If I want to broaden my knowledge, I will. I don't feel I should be required to do it through classes that don't interest me.

I think that some of the General Education Courses are REALLY stupid. If I did not have to do as many I would have been able to take some courses within my major that I REALLY wanted to take!!

I thought Rhetoric was a waste of time, but not everyone gets the same experience in high school to be as prepared. I think there should be a way to test out of it. Most of my gen eds were fun, filler classes. They were interesting, but didn't require too much work, which I appreciated.

Unfortunately, I feel that most of the General Education requirements merely force a person to take a class that they won't enjoy. I understand that by taking a variety of classes students can fine tune what they're interested in or they can find something new that is interesting to them. However, for those of us who know exactly what we want to do we would much rather take classes that pertain to what we're interested in and things that will help us in the real world. I feel that forcing a student to take something such as a Quantative or Formal Reasoning class when they have no interest or need for the class is a waste of \$600 for the class (not to mention the fees associated with books). The student doesn't want to be there, therefore the TA or Professor tends to "dumb the class down" so that it's not so hard that students who don't want to be there simply give up.

The teacher I had for the course greatly influenced my answers. I found that classes that were well instructed and involved gave me a much better experience. Also, my current major courses have been few, so that is why the marks have been low because it is too early to tell what impact those classes will have the eight areas. Once I've completed even my first semester of courses I will have a better idea of the appropriate score for each of the eight criteria.

They're seemingly worthwhile, but often times get overlooked and end up being a burden and a waste of time/money for some students! Gen eds force you to consider an array of new topics often outside of your major(s).

Classes are little more than a waste of time when professors aren't interesting and the subject material they're trying to get across is drier yet. Any class can be memorable if the professor is the right person for the job. Knowledge in the field isn't nearly as important as ambition and the passion for teaching.

I honestly thought the General Education Courses were a waste of my time, I then took some at a community college, because I didn't want to waste my time and money on that tye of education.

The worst experience was in the Rhetoric class. The department of Rhetoric should concentrate to educate the TAs' behaviors towards international students. Just one time in my life, I've felt segrigation from one Rhetoric TA. It was totally different behavior with another American students. Even he didn't try to talk with me and correct my essay drafts. That semester was the hardest time in my school life. I am quite sure there must be many international students like me. For them, I think the university should contribute to solve this problomes.

I really enjoy the business classes and I feel that they are conducted in a manner that promotes the most learning of new material. I feel that rhetoric and interpretation of lit were a waste of my time and should not be required classes, and that most of my gen ed classes were simply an extension of high school with very little emphasis on actual learning and growth, and more emphasis on busy work, attendance, and simply completion of simple tasks.

My experiences have been very good so far. Some of the general education classes are really similar to my high school classes.

I transfered from Kirkwood, so I've only taken Business courses

I really didn't care for rhetoric, but I loved Interpretation of Literature. This may have to do with instructors, but very much with content. I feel that general ed classes are significantly more demanding and difficult than are major specific classes. Personally, this was a problem for me freshman year.

Most of the general education classes that i've taken have been extremely boring, mainly because of their total dependency on oration during lecture. If the lectures were made to be more involving, like the ones that i'm currently in, then i would be a lot more likely to continue taking classes in the field of mathematics. I know it is probably hard to do something like that,

but for anything good to come of a class like that is to GET CLASS INVOLVEMENT! just my .02

The general education courses at the University of Iowa have helped me grow as a person. They have also help my find my calling in life.

The General education courses have been very helpful. I am so glad that I took the rhetoric class my first semester because I have used what I learned to help me in every single semester following. Having knowledge in areas other than my degree is very powerful and helps me to see how everything is connected in the world.

I did not find rhetoric to be a necessary course for myself. The other programs I have participated in are not terrible.

The Rhetoric courses really depend on who you have for a teacher and my teacher was not very good at teaching. Others had a great rhetoric teacher.

The foreign language program (spanish particularly) pretends to emphasize "cultural diversity" and give us exposure to the culture of Spain and Spanish speaking countries. However, the cultural part of the class is a joke. Every class I've been in spends maybe 3 mins. per test talking about the culture. Basically it's just a "learn the language because it's required" series of courses. This could be improved upon tremendously.

Many of the courses I've taken will have no relevance outside of a classroom setting.

some are boring, others are more interesting.

In order to encourage understanding of world complexity, appreciation of diversity and social responsibility, I think it is important to give business students more incentive to take social science courses and courses relating to international relations. This incentive would specifically come in the form of allowing credit for such general education courses to count toward their major. For example: a historical perspectives class having to do with the changes in the EU's economy and welfare system after the European Community was formed- a topic useful to a range of majors but important for understand the European economy as it is today. Such knowledge is highly relevant to business majors wishing to be competitive in the international job market. It would also benefit those business students who are not pursuing a combined degree to be academically integrated with the rest of the University community (geography, international studies, political science majors, etc.). As a business student, I have encountered stereotyping from other majors, being considered as culturally insensitive or having only superficial interests and an under-developed social conscience. My most enriching and broadening academic experiences have been in classes that are required for my International Business Certificate as well as my 6J:132 Law and Ethics class. As a senior Business Management and Organizations Major, these are my thoughts as to how a business student's general education and after-graduation opportunities may be enriched.

Most of my general education courses were completed at the University of Northern Iowa which I did not review in this survey.

There are too many requirements. I understand the need for some of them, but I'm here to gain specialization in a particular field, not take a bunch of other classes that can potentially hurt my GPA.

I took an awesome Gender in Historical Perspectives class and I think that really honed my critical thinking skills and helped me focus on my chosen majors.

I think it's an integral part of the college experience.

none of the general education courses are relevant to what i am studying today. only rhetoric and interpretation of lit taught me valuable writing and analytical skills.

Personally, I've found the general education requirements to be a bit lacking in content and depth. I found myself being able to show up to class with little to no preparation and do quite well just by applying what I already know and not having to think a whole lot. I get more out of my finance and business classes than I ever got out of my Gen Ed classes. I wish there were more opportunities to pass out of these types of courses so that I could focus more on my major classes where I feel I'm getting more in terms of quality and quantity of education.

I feel the University of Iowa has benefitted and better prepared me for my intended major because they have an excellent journalism program as well as writing is concerned. I have been very pleased with my first two semester here and plan on attending this university primarily for the educational benefits.

They are nice to explore classes I would not generally take, but I don't like that you have to have them in certain categories. I would rather just have a set amount of electives to take.

none of the general education courses are relevant to what i am studying today. only rhetoric and interpretation of lit taught me valuable writing and analytical skills.

All of the courses I have taken are very thorough, and I learned many new things. This is true even in courses where I had a lot of existing background and knowledge.

Although I may not have appreciated my general education courses at the time, I have found that within the past four years I have learned to appreciate the variety of courses.

The central goals of the general education program at Iowa seems to be more about getting the grade during you freshman year and not enough about the mental growth or material the course covers.

Some classes won't improve certain things. Calc II isn't going to teach me a whole lot about art. Calc II was my quantitative reasoning class and a survey like this makes it seem like my QR gen ed failed at some things but really those things had no place in such a class. Other things like Ethics are interwoven amongst the curriculum of a lot of the Business classes. I like that approach a lot.

While I understand the importance of the general education curriculum, sometimes it is hard to go to a class and be engaged if you are taking a class just because you need it to graduate.

I have three minors under my belt and Iowa helped me realize how unique each of the areas are beneficial to my life.

They are essential to learning something interesting, that jogs your mind apart from business classes all day.

nothing

I transferred from Kirkwood, so I haven't taken many classes at the University yet.

I think it's unnecessary to be required to take general education courses. I took general education courses for 12 years before I came to college - I know what I am interested in and what I'm not.

The University of Iowa has changed me. It has not only helped me and continued to help me make me into the type of person I want to be academically, but also changed me as a person. I am much more aware of the challenges I will face later in my life as well as how to handle them. I greatly appreciate this fine institution.

The general education classes that I have taken thus far here at the University have been good. I have enjoyed the classes and am excited to figure what branch of business I want to go into.

I think the rhetoric and interpretations of lit classes should be electives. They didn't help me at all with writing or communicating and were quite frankly somewhat of a waste of time. If people are going into majors that the classes would be helpful, great, but I don't feel that they should be required for everyone.

Most of my general education hours were earned at a Californian Community College. The one thing that I think is lacking at Iowa is a way to understand diversity (mainly racially).

Each class is so different, that it's really hard to generalize them all to answer these questions.

I believe that through general education, it has enriched my college experience into something that expands the spectrum of the central goals that I otherwise would not have experienced taking only classes related to my major

I believe that my Quantitative or Formal Reading credit-was useless.

I think I have had a fairly broad perspective on many of these issues but mostly because I have taken so many international classes.

A lot of the better general education courses are too hard to get into. The ones that are left over tend to be less interesting and I have felt that all they did for me was take time away from my more important classes.

I think there could be more attempts to talk about diversity in general education courses. I do think that general education requirements are necessary because they help (or at least try) to create well-rounded students. I think too few of my general education courses focused on social responsibility and diversity.

I thought they gave me a well-rounded idea of the world and helped me grow as a person.

i think that they are necessary building blocks to my major and i learned/ am learning a lot of fundamentals in them that without i would not be able to succeed.

My classes outside of my major have provided little perspective on the world. I feel that I am just as informed and open minded now as I was before I started college.

Usually the TA's are very helpful, and have often helped me make it through classes when I couldn't understand the professor. They seem to have more interest in the students.

This semester is amazing as far as my education goes. My knowledge is growing greatly in these first weeks. UI is the best place for me, I couldn't imagine being anywhere else

I do not agree with the General Education Program, or at least I do not agree with the level of difficulty of some of the classes. Accelerated Rhetoric and Interpretation of Literature are very much the same class, so I do not understand the need to take both classes. What might be a better idea is if students who enter college with an already determined major should just have to take the courses required for that major and put less emphasis on Gen Ed courses.

The general education courses are somewhat useful but more of a hassle when you have to take a certain amount before you can even start work for your major. Concentrating on your major and maybe lightening the load of general education courses might help students have a better time and be more interested in the classes they take because they chose that major.

General education courses are not optional and people should not be forced into taking a class that in no way helps with there future.

I thought Interp of Lit was taught at 10th grade level. I'm not blaming the instructor, as it might have been impossible to teach at a higher level given the lack of preparedness of most students. It was frustrating for me to be in such a watered down literature class. Given the choice, I would much rather have taken some other literature class. I think my experience would have been much more rewarding had I studied Homer, Shakespeare, or the Bible thoroughly instead of the sophmoric gloss-over that I was forced to take. I really think someone should look at this issue and see if there is some other more fulfilling way to meet the literature requirement. Sincerely,

From taking General Education Courses, they have shown me other subjects that the University has to offer. I enjoyed some classes so much that I changed my major. Gen Eds, allows students to pursue new fields of study that they may have never thought about in the past.

They overall were very useful, but some were too broad and I have a hard time seeing aplication to the real world

I have been enrolled in the RN-BSN program and have taken many of the prerequisite courses elsewhere. The University of Iowa has broadened my mind and opened up new concepts that may not have been possible without an online program.

Intro to Environmental Science has inspired me to save the polar bears!

general education courses are only effective if they are not meant to simply "give kids necessary credit" aka being too easy

For the most part the general ed courses were just something that I had to get through. However there were some courses that were much better then others I attribute these classes more then anything to the teacher.

Well, I personally don't have a good opinion about the course system we have in the University of Iowa. This is because it's really hard to focus on our major program, to much waste time with doing other courses like other languages or History courses. To complete these courses we have spend triple times than we spend with our major courses.

I think Rhetoric is useless. I did not learn a single thing in that class.

I think they give students a chance to at least have some insight into different areas outside of their major.

Western Civ III is the worst class I have taken. The test and homework weren't graded fairly. Lecture and disscussions are not congruent.

Rhetoric and the diversity classes were the most interesting and helpful of the general education courses.

I believe that taking two semesters of Rhetoric proved to be very beneficial in developing my interpretive reading, writing and public speaking skills

Western Civ III is the worst class I have taken. The test and homework weren't graded fairly. Lecture and disscussions are not congruent.

I didn't get much out of them

I wish that the teachers teaching the gen eds put a little more effort into preparation of their lectures. We get taught in rhetoric not to say um and just stand up in front of people and ramble on, so when I have several teachers doing this very thing, it is really dissapointing and makes it difficult to concentrate or take their position seriously.

general education courses are more interesting to take than courses for my major.

The general education courses that I took helped me to narrow down what I was interested in. I think they were helpful to my education.

A lot of my general education courses were completed in high school. When comparing the gen ed classes taking in high school and college, I believe the classes I have taken at the University focused more on diversity and critial thinking.

Even though I get good grades in them, the language requirement detracts from my college experience by preventing me from taking classes that truly interest me.

Historical perspectives courses, in particular, highly contributed to many of the GE goals listed at the start of the survey. They helped me locate my place in broader whole that contributed positively to the rest of my education.

So far, my AP Enligh class in high school was 10x more difficult than Acclerated Rhetoric or Interp. of Lit.

The University of Iowa has really helped me expand my abilities as a student, but I wish there were more classes about the ancient mediterranean that I could take without having to major in it.

The general education classes did broaden my mind and help me improve on my critical thinking skills.

My general education classes haven't helped me at all concerning my major, but have helped somewhat in other aspects of life.

The general education courses are a good way to ensure a well-rounded, liberal arts education. I feel that these essential

tools will help me develop both a greater understanding and appreciation of the world around me.

all of my classes that i have taken have made me think and work harder. the profesors and teacher assistants try very hard to help their students learn and understand different concepts.

There needs to be more standardization of grades. TAs grade differently, and it is not fair to students.

Some classes are critical to sucess in the real world others like Rheteroic are pointless

I think the quality of the few gen. ed. course I have taken at Iowa was outstanding, quality and knowledge of intructors was outstanding.

The University of Iowa is a college that has great courses in the art/humanties departments. I've learned alot from them.

Rhetoric doesn't seem worth taking, especially for two semesters when the only thing that is done is the constant writing of speeches and papers. While it is good practice, it's not worth the waste of time just for practice.

I had to guess which course categories matched the courses I've taken. Maybe you should explain those terms along with the criteria for rating the courses.

I am currently taking Accelerated Rhetoric and I think it is a class that is ridiculously hard for being a required class. There is way too much work involved for such a class that some people don't even want to be in. I've heard that Interpretation of Literature is very similar so I, as well as several of my friends, are planning on taking that class at a community college so it is not as difficult. It is not fair that these two classes are so difficult when they are required, as well as the fact that they have to factor into students' GPAs. This might especially affect a pre-med student who, not even being an english or literature major, has to deal with this class that might bring their GPA down, lowering their chances of getting into med school. Please rethink these Gen Ed requirements.

Some classes allow students to excell in every aspect of life. Others, mainly large lecture courses, isolate people from wanting to speak their mind. Discussions are an accepted class because of the ability to ask questions with a smaller group of students.

most of the gen-ed courses are lecture discussion type classes, so there is really no attempt at "Life of the mind" or "appreciation of the arts" or "communication skills" to speak of. the class format is, "here's a bunch of information, repeat it on a test." there is hardly any critical thinking at all.

I feel that the University of Iowa needs to reinforce the importance of Respecting people of other races, religions, and of self. It seems like the university may hold these subjects to be of utmost concern, but the student body doesn't reflect it. The university should have a larger role in enforcing a sense of community.

they're alright, most can be pretty annoying since they have nothing to do with my major but are good to round out your education

my experience in my GE courses was better than my experience in the ones required for my major.

it is really good to taking some general education courses other than major course. it can let us learn more things other than our major.

Instructors (TA's and professors) are generally bad and more than half that I've had cannot even speak english.

My general education classes helped me realize what it is I wanted to do and what worked for me academically as well as personally what I felt more comfortable with.

attendance policies aka participation points seem counterintuitive to the point of social responsibility in that they have been detrimental to the production of an accurate picture of my academic and performance ability as I have been repetively and severly penalized academically for nothing more than the dynamics of my life as a single working parent. Always contribute and interact in class yet I lose points off my grade for unavoidable absences while the person who is there every day but says absolutely nothing and contributes nothing during class recieves more "participation" points than I. Allowing this to be part of the grading policy has in some instances cost me a full letter grade despite knowing the course material well and exhibiting this knowledge effectively through paper writing and test taking. In short there has been a great injustice done tome and others like me and as such, policies on participation send the message that this university is unconcerned about its social responsibility to ensure that its grading and other policies do not discriminate against one particular group of people.

The quality of my professors was just as good, if not better, at Kirkwood Community College. I'm kind of disappointed with the educational environment at Iowa. Some professors are terrible communicators. Some professors expect you to blindly believe their points of view (against the aims of critical thinking and scientific inquiry). Some of my professors try to pack way too much information into a short period of time and sacrifice quality teaching for quantity teaching. I'm looking for a university where the instructors are good communicators, good people, prize the value of the civic duty they are doing in teaching, and come prepared to teach and to learn. Those are my thoughts.

I enrolled in Gender and Society last semester. This class is an excellent class, and I recommend this course to everybody!

Seemed to fit well and accepted good amounts of transfer credits.

My Rhetoric teacher was terrible! I didn't learn anything in that class. Some of the science gen eds were not that informative either. The classes I have had in my major have been very good.

Generated: 4/16/2008 2:59:22 PM